



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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**The National Initiative for Leadership
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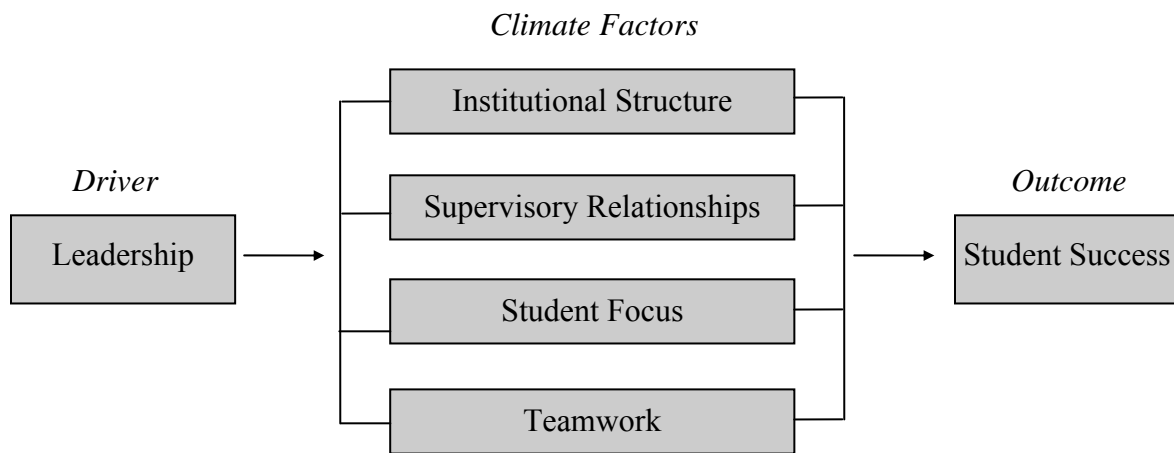
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EXECUTIVE SUMMARY

In April 2008, the Personal Assessment of the College Environment (PACE) survey was administered to 915 employees at Minneapolis Community and Technical College (MCTC). Of those 915 employees, 355 (38.8%) 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). Seven fell within the Competitive range (rated between 2 and 3). Forty-five fell within the Consultative range (rated between 3 and 4), and four 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 3.51 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.84), whereas the Institutional Structure category received the lowest mean score (3.17). When respondents were classified according to College Position at MCTC, the composite ratings were as follows: Support / Classified staff (3.40), Faculty / Instructor (3.53), Professional staff (3.37.), and Administrative / Supervisory staff (3.98).

Overall, the following have been identified as areas of excellence at Minneapolis Community and Technical College.*

- The extent to which I feel my job is relevant to this institution's mission, 4.16 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.13 (#18)
- The extent to which my supervisor expresses confidence in my work, 3.93 (#2)
- The extent to which faculty meet the needs of the students, 3.92 (#17)
- The extent to which this institution prepares students for further learning, 3.89 (#37)
- The extent to which students receive an excellent education at this institution, 3.89 (#31)
- The extent to which I am given the opportunity to be creative in my work, 3.82 (#39)
- The extent to which this institution prepares students for a career, 3.82 (#35)
- The extent to which there is a spirit of cooperation within my work team, 3.82 (#3)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.79 (#9)

*Customized questions were not included in this listing.

The following have been identified as areas in need of improvement at Minneapolis Community and Technical College.*

- The extent to which information is shared within this institution, 2.79 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 2.88 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 2.91 (#15)
- The extent to which this institution is appropriately organized, 2.93 (#32)
- The extent to which I have the opportunity for advancement within this institution, 2.96 (#38)
- The extent to which open and ethical communication is practiced at this institution, 2.99 (#16)
- The extent to which institutional teams use problem-solving techniques, 3.04 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.11 (#22)
- The extent to which a spirit of cooperation exists at this institution, 3.14 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.20 (#44)

*Customized questions were not included in this listing.

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 2008, 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 915 employees administered the instrument, 355 (38.8%) completed and returned the instrument for analysis. Of those 355 employees, 173 (48.7%) 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. Follow-up emails were sent during the response period to encourage participation. 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 January 2006 to January 2008 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from January 2006 to January 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 are 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 2007 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 College Position and generated priorities for change for each College Position. 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

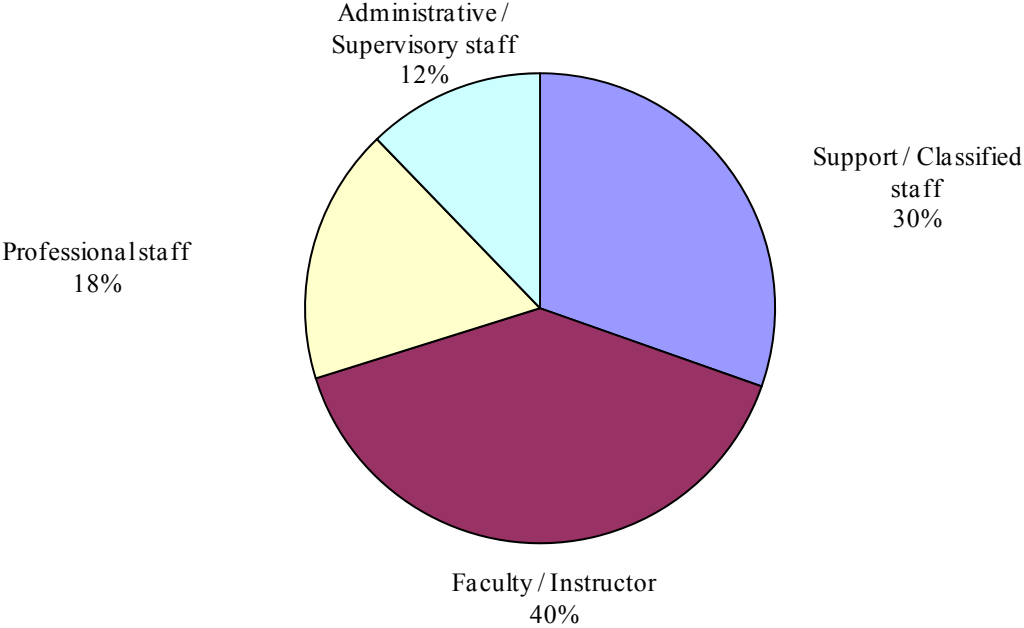
Of the 915 MCTC employees administered the survey, 355 (38.8%) completed the PACE survey. Survey respondents classified themselves into college positions. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected College Position

College Position	Population	Surveys Returned for Analysis	Percent of Population Represented
Support / Classified staff	169	107	63.3%
Faculty / Instructor	628	140	22.3%
Professional staff	74	62	83.8%
Administrative / Supervisory staff	44	43	97.7%
Did not respond		3	
Total	915	355	38.8%

Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Figure 2. Proportion of Total Responses by College Position



3 individuals did not respond to the College Position 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	2007 # of Responses	2007 % of Responses	2008 # of Responses	2008 % of Responses
What is your position with the college:				
Support / Classified staff	104	30.7%	107	30.1%
Faculty / Instructor	127	37.5%	140	39.4%
Professional staff	60	17.7%	62	17.5%
Administrative / Supervisory staff	46	13.6%	43	12.1%
Did not respond	2	0.6%	3	0.9%
What is your employment status:				
Full-time unlimited / seasonal	274	80.8%	276	77.8%
Part-time unlimited / seasonal	19	5.6%	30	8.5%
Full-time temporary	14	4.1%	22	6.2%
Part-time temporary	25	7.4%	22	6.2%
Did not respond	7	2.1%	5	1.41%
I have been an employee of MCTC for:				
Less than 2 years	61	18.0%	61	17.2%
2 or more years but less than 5	77	22.7%	84	23.7%
5 or more years but less than 10	80	23.6%	77	21.7%
10 or more years but less than 15	46	13.6%	44	12.4%
15 or more years	75	22.1%	87	24.5%
Did not respond	0	0.0%	2	0.6%
Would you recommend MCTC as a place to work:				
Yes	282	83.2%	288	81.1%
No	54	15.9%	58	16.3%
Did not respond	3	0.9%	9	2.6%

Table 4. Continued

Demographic Variable	2007 # of Responses	2007 % of Responses	2008 # of Responses	2008 % of Responses
What is your overall impression of quality at MCTC:				
Excellent	95	28.0%	94	26.5%
Good	164	48.4%	169	47.6%
Average	53	15.6%	64	18.0%
Below average	19	5.6%	20	5.6%
Inadequate	8	2.4%	5	1.4%
Did not respond	0	0.0%	3	0.9%
Rate your overall satisfaction with your employment here thus far:				
Very satisfied	115	33.9%	109	30.7%
Satisfied	125	36.9%	133	37.5%
Neutral	46	13.6%	51	14.4%
Somewhat dissatisfied	40	11.8%	45	12.7%
Not satisfied at all	13	3.8%	14	3.9%
Did not respond	0	0.0%	3	0.9%

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.

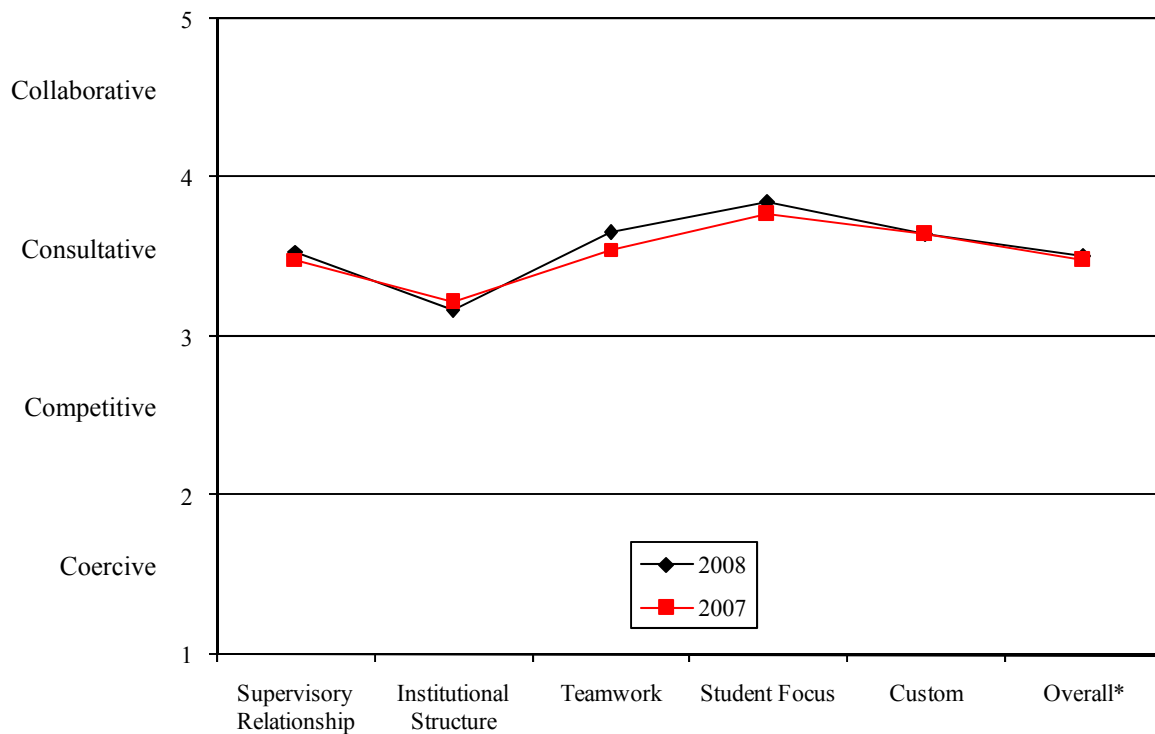
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.84), which represented a high Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.17) within the lower area of the Consultative management area. Overall, employees rated the management style in the mid-range of the Consultative management area. (See also Figure 3). When compared to the revised 2007 MCTC mean scores, the MCTC 2008 mean scores increased slightly.

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

Factor	2007 MCTC	2008 MCTC
Supervisory Relationships	3.49	3.54
Institutional Structure	3.22	3.17
Teamwork	3.55	3.66
Student Focus	3.77	3.84
Custom	3.65	3.65
Overall*	3.48	3.51

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

The preponderance of Consultative (n=45) 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 3.51 as indicated on the previous page 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		2007 Mean (SD)	2008 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	3.82 (1.29)	3.93 (1.21)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.78 (1.31)	3.79 (1.31)
12	The extent to which positive work expectations are communicated to me	3.32 (1.21)	3.40 (1.21)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.34 (1.12)	3.37 (1.15)
20	The extent to which I receive timely feedback for my work	3.25 (1.25)	3.36 (1.22)
21	The extent to which I receive appropriate feedback for my work	3.28 (1.27)	3.35 (1.28)
26	The extent to which my supervisor actively seeks my ideas	3.46 (1.37)	3.52 (1.31)
27	The extent to which my supervisor seriously considers my ideas	3.54 (1.34)	3.59 (1.31)
30	The extent to which work outcomes are clarified for me	3.31 (1.08)	3.37 (1.13)
34	The extent to which my supervisor helps me to improve my work	3.46 (1.26)	3.43 (1.29)
39	The extent to which I am given the opportunity to be creative in my work	3.73 (1.25)	3.82 (1.17)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.41 (1.22)	3.46 (1.17)
46	The extent to which professional development and training opportunities are available	3.65 (1.11)	3.68 (1.11)
Mean Total		3.49 (1.03)	3.54 (0.98)

*T-test results indicate a significant difference between the 2007 mean and the 2008 mean ($\alpha=0.05$)

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure		2007 Mean (SD)	2008 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.74 (0.92)	3.59 (0.99)*
4	The extent to which decisions are made at the appropriate level at this institution	3.04 (1.23)	2.88 (1.29)
5	The extent to which the institution effectively promotes diversity in the workplace	3.60 (1.21)	3.63 (1.17)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.55 (1.15)	3.47 (1.21)
10	The extent to which information is shared within the institution	2.92 (1.26)	2.79 (1.27)
11	The extent to which institutional teams use problem-solving techniques	3.09 (1.10)	3.04 (1.15)
15	The extent to which I am able to appropriately influence the direction of this institution	2.94 (1.24)	2.91 (1.26)
16	The extent to which open and ethical communication is practiced at this institution	3.13 (1.29)	2.99 (1.31)
22	The extent to which this institution has been successful in positively motivating my performance	3.14 (1.35)	3.11 (1.35)
25	The extent to which a spirit of cooperation exists at this institution	3.15 (1.23)	3.14 (1.22)
29	The extent to which institution-wide policies guide my work	3.40 (0.98)	3.49 (0.95)
32	The extent to which this institution is appropriately organized	3.11 (1.16)	2.93 (1.21)
38	The extent to which I have the opportunity for advancement within this institution	2.82 (1.32)	2.96 (1.30)
41	The extent to which I receive adequate information regarding important activities	3.47 (1.17)	3.42 (1.17)
44	The extent to which my work is guided by clearly defined administrative processes	3.18 (1.17)	3.20 (1.21)
Mean Total		3.22 (1.03)	3.17 (0.94)

*T-test results indicate a significant difference between the 2007 mean and the 2008 mean ($\alpha=0.05$)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2007 Mean (SD)	2008 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.65 (1.29)	3.82 (1.22)
14 The extent to which my primary work team uses problem-solving techniques	3.54 (1.18)	3.65 (1.15)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.52 (1.24)	3.53 (1.30)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	3.56 (1.25)	3.62 (1.29)
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.54 (1.12)	3.61 (1.16)
43 The extent to which a spirit of cooperation exists in my department	3.54 (1.30)	3.74 (1.27)*
Mean Total	3.55 (1.08)	3.66 (1.06)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2007 Mean (SD)	2008 Mean (SD)
7 The extent to which student needs are central to what we do	3.70 (1.02)	3.71 (1.12)
8 The extent to which I feel my job is relevant to this institution's mission	4.14 (1.00)	4.16 (1.01)
17 The extent to which faculty meet the needs of students	3.80 (0.92)	3.92 (0.90)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.98 (1.13)	4.13 (1.00)
19 The extent to which students' competencies are enhanced	3.65 (0.92)	3.75 (0.92)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.63 (0.95)	3.65 (0.97)
28 The extent to which classified personnel meet the needs of the students	3.58 (1.02)	3.75 (0.89)*
31 The extent to which students receive an excellent education at this institution	3.85 (0.92)	3.89 (0.83)
35 The extent to which this institution prepares students for a career	3.80 (0.88)	3.82 (0.91)
37 The extent to which this institution prepares students for further learning	3.83 (0.88)	3.89 (0.88)
40 The extent to which students are assisted with their personal development	3.60 (0.92)	3.64 (0.92)
42 The extent to which students are satisfied with their educational experience at this institution	3.76 (0.77)	3.73 (0.80)
Mean Total	3.77 (0.69)	3.84 (0.65)

*T-test results indicate a significant difference between the 2007 mean and the 2008 mean ($\alpha=0.05$)

Table 10. Comparative Mean Responses: Customized

Customized	2007 Mean (SD)	2008 Mean (SD)
47 The extent to which the Bookstore staff and services provide useful and timely support for my teaching or employment needs	3.58 (1.02)	3.62 (1.11)
48 The extent to which the Facilities staff and services make the College clean and attractive	3.83 (1.10)	3.66 (1.13)*
49 The extent to which Food Services provides me with a good quality and selection of food at a reasonable price	2.73 (1.15)	2.75 (1.25)
50 The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the College	3.62 (1.11)	3.48 (1.21)
51 The extent to which the College's professional development and training opportunities are useful and relevant to my work	3.44 (1.08)	3.49 (1.08)
52 The extent to which the Information Technology staff and services provide useful and timely support for my technology-related needs	3.96 (0.93)	4.04 (0.97)
53 The extent to which the Marketing and Public Relations staff and services present a positive and appropriate message about the College and its programs	3.63 (1.03)	3.66 (0.95)
54 The extent to which the Public Safety staff and services create a safe environment on campus	4.20 (0.87)	4.26 (0.83)
55 The extent to which I am able to use the MCTC Website to easily find needed information	3.68 (1.07)	3.84 (1.04)
56 The extent to which I believe the College President is moving MCTC in the right direction	3.69 (1.26)	3.58 (1.30)
Mean Total	3.65 (0.66)	3.65 (0.62)

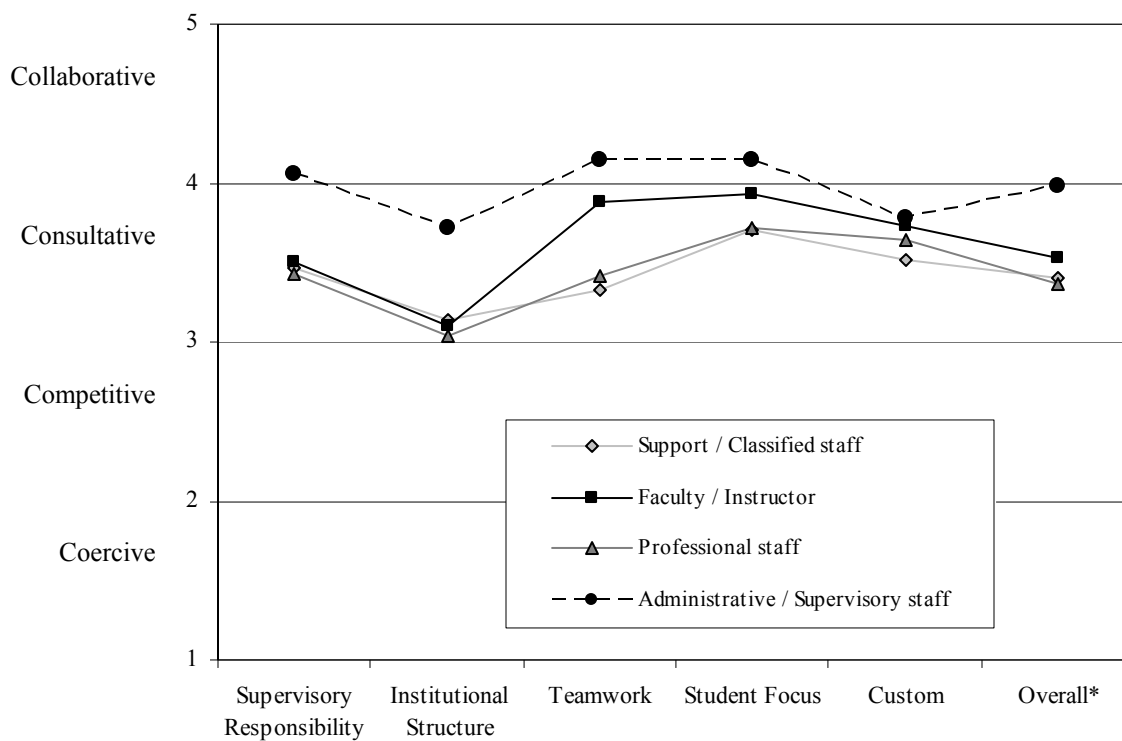
*T-test results indicate a significant difference between the 2007 mean and the 2008 mean ($\alpha=0.05$)

Comparative Analysis: College Position

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees by college positions. In general, the Administrative/Supervisory staff rated the four normative factors most favorable (3.98), whereas the Professional Staff rated the four normative factors least favorable (3.37). 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 College Positions at Minneapolis Community and Technical College.



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

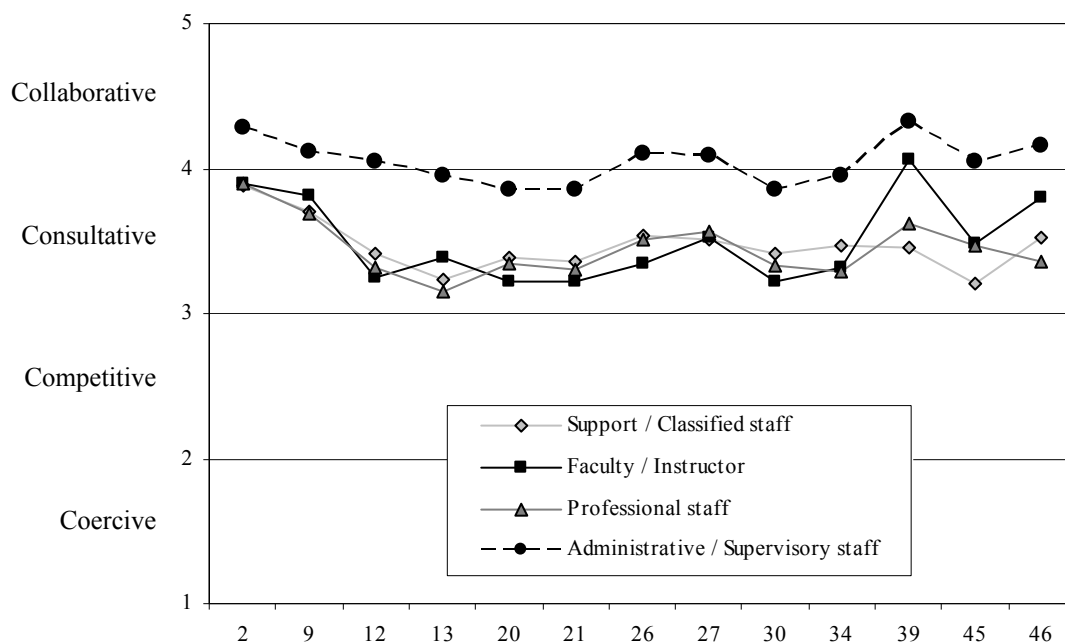
Table 11. Mean Climate Scores as Rated by College Positions and Year of Administration

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall*
Support / Classified staff						
2007	3.42	3.17	3.36	3.74	3.66	3.40
2008	3.47	3.14	3.33	3.70	3.52	3.40
Faculty / Instructor						
2007	3.71	3.40	3.82	3.92	3.74	3.68
2008	3.50	3.10	3.88	3.93	3.73	3.53
Professional staff						
2007	2.91	2.65	3.01	3.40	3.40	2.96
2008	3.42	3.04	3.41	3.71	3.65	3.37
Administrative / Supervisory staff						
2007	3.78	3.58	3.97	3.90	3.73	3.77
2008	4.06	3.71	4.14	4.14	3.78	3.98

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

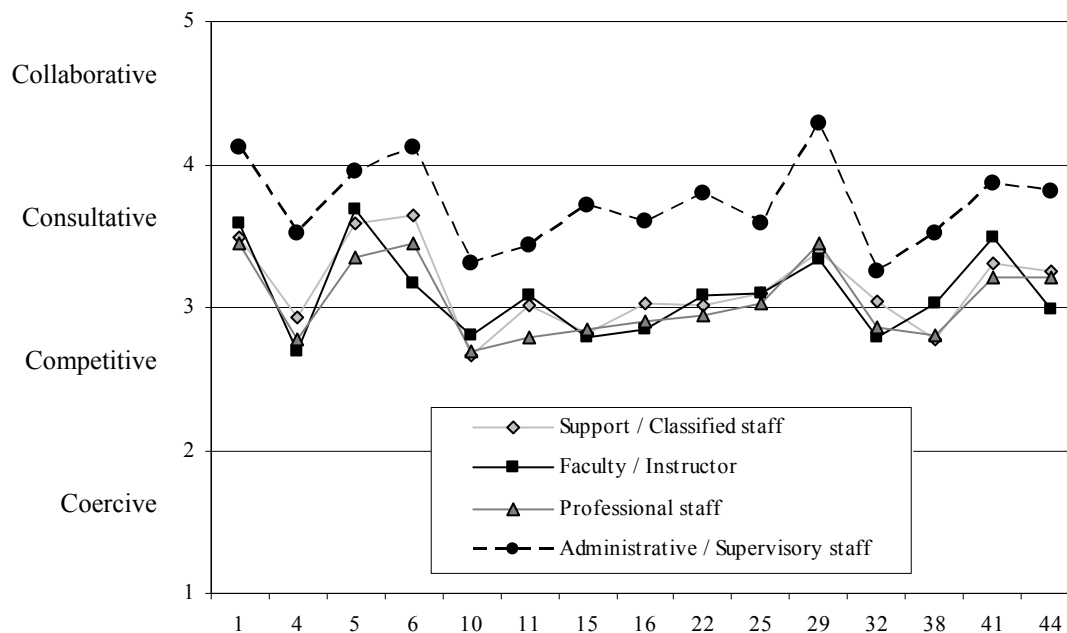
Supervisory Relationships		Support / Classified staff	Faculty / Instructor	Professional Staff	Administrative / Supervisory staff
2	The extent to which my supervisor expresses confidence in my work	3.88	3.89	3.90	4.28
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.70	3.81	3.69	4.12
12	The extent to which positive work expectations are communicated to me	3.42	3.25	3.31	4.05
13	The extent to which unacceptable behaviors are identified and communicated to me	3.24	3.39	3.16	3.95
20	The extent to which I receive timely feedback for my work	3.39	3.21	3.34	3.86
21	The extent to which I receive appropriate feedback for my work	3.35	3.22	3.30	3.86
26	The extent to which my supervisor actively seeks my ideas	3.54	3.34	3.51	4.10
27	The extent to which my supervisor seriously considers my ideas	3.51	3.52	3.57	4.09
30	The extent to which work outcomes are clarified for me	3.41	3.22	3.33	3.86
34	The extent to which my supervisor helps me to improve my work	3.47	3.32	3.30	3.95
39	The extent to which I am given the opportunity to be creative in my work	3.45	4.06	3.62	4.33
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.20	3.48	3.47	4.05
46	The extent to which professional development and training opportunities are available	3.52	3.80	3.35	4.16

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



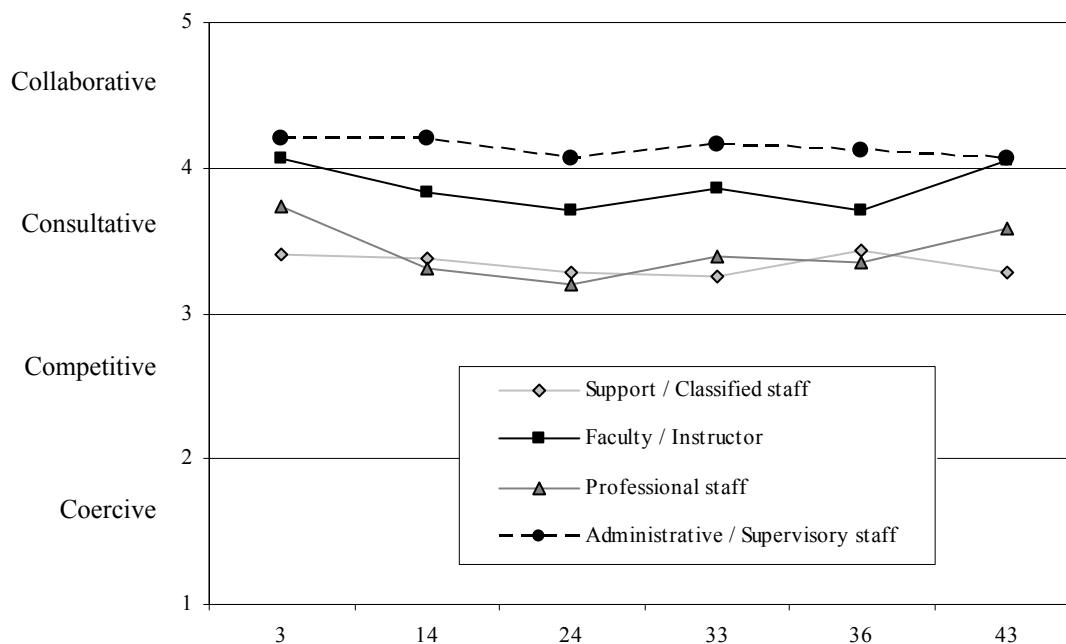
Institutional Structure		Support / Classified staff	Faculty / Instructor	Professional Staff	Administrative / Supervisory staff
1	The extent to which the actions of this institution reflect its mission	3.50	3.58	3.44	4.12
4	The extent to which decisions are made at the appropriate level at this institution	2.92	2.69	2.77	3.51
5	The extent to which the institution effectively promotes diversity in the workplace	3.58	3.69	3.35	3.95
6	The extent to which administrative leadership is focused on meeting the needs of students	3.64	3.17	3.44	4.12
10	The extent to which information is shared within this institution	2.66	2.80	2.69	3.30
11	The extent to which institutional teams use problem-solving techniques	3.01	3.09	2.79	3.43
15	The extent to which I am able to appropriately influence the direction of this institution	2.82	2.79	2.84	3.71
16	The extent to which open and ethical communication is practiced	3.03	2.85	2.90	3.60
22	The extent to which this institution has been successful in positively motivating my performance	3.01	3.09	2.95	3.79
25	The extent to which a spirit of cooperation exists at this institution	3.10	3.10	3.03	3.58
29	The extent to which institution-wide policies guide my work	3.39	3.34	3.45	4.29
32	The extent to which this institution is appropriately organized	3.04	2.80	2.87	3.26
38	The extent to which I have the opportunity for advancement within this institution	2.78	3.02	2.81	3.51
41	The extent to which I receive adequate information regarding important activities at this institution	3.31	3.49	3.21	3.86
44	The extent to which my work is guided by clearly defined administrative processes	3.25	2.99	3.20	3.81

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



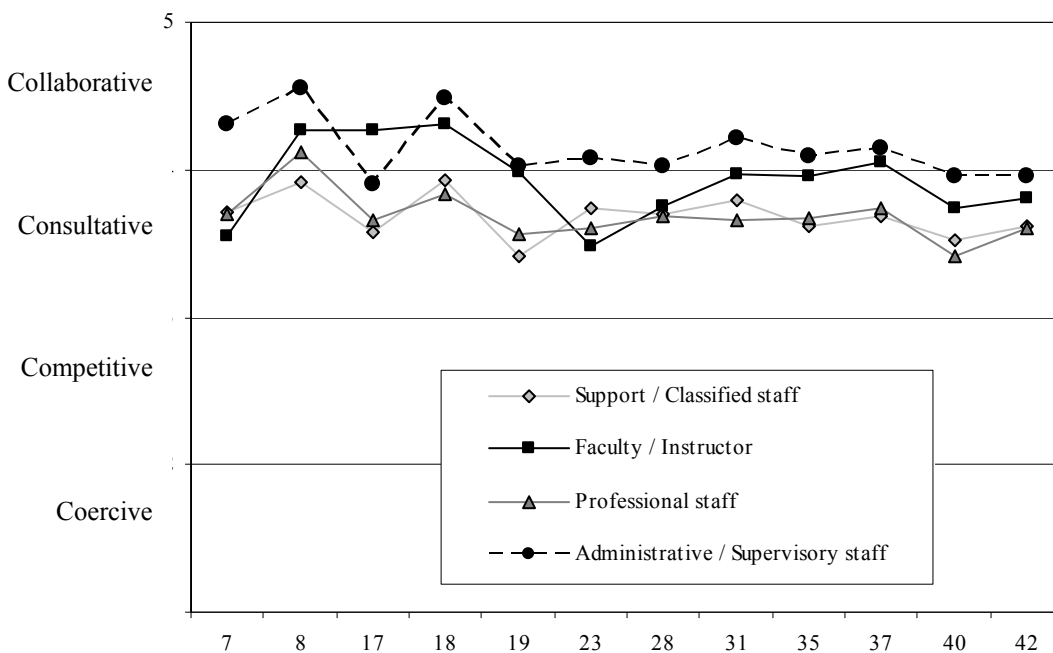
Teamwork		Support / Classified staff	Faculty / Instructor	Professional Staff	Administrative / Supervisory staff
3	The extent to which there is a spirit of cooperation within my work team	3.40	4.07	3.74	4.21
14	The extent to which my primary work team uses problem-solving techniques	3.38	3.83	3.31	4.21
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.28	3.71	3.19	4.07
33	The extent to which my work team provides an environment for free and open expression	3.25	3.86	3.39	4.16
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.43	3.71	3.36	4.12
43	The extent to which a spirit of cooperation exists in my department	3.29	4.06	3.59	4.07

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



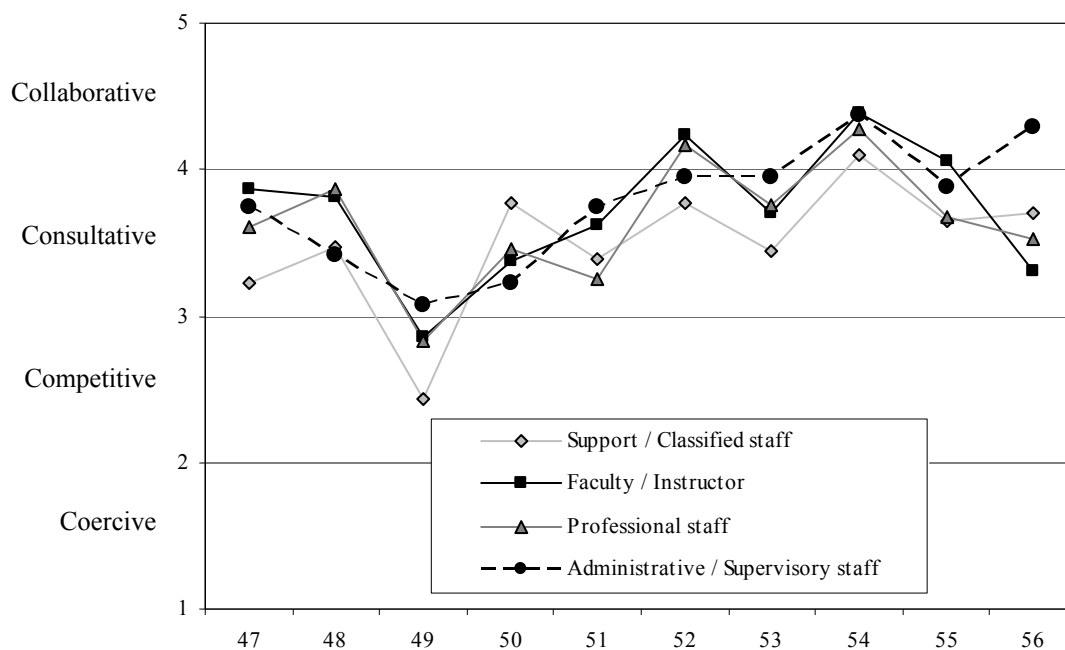
Student Focus		Support / Classified staff	Faculty / Instructor	Professional Staff	Administrative / Supervisory staff
7	The extent to which student needs are central to what we do	3.72	3.54	3.70	4.30
8	The extent to which I feel my job is relevant to this institution's mission	3.91	4.26	4.12	4.55
17	The extent to which faculty meet the needs of the students	3.57	4.27	3.65	3.90
18	The extent to which student ethnic and cultural diversity are important at this institution	3.93	4.31	3.83	4.49
19	The extent to which students' competencies are enhanced	3.42	3.98	3.56	4.02
23	The extent to which non-teaching professional personnel meet the needs of the students	3.75	3.48	3.61	4.07
28	The extent to which classified (supporting) personnel meet the needs of the students	3.70	3.75	3.68	4.02
31	The extent to which students receive an excellent education at this institution	3.79	3.97	3.65	4.21
35	The extent to which this institution prepares students for a career	3.62	3.96	3.67	4.09
37	The extent to which this institution prepares students for further learning	3.69	4.05	3.74	4.14
40	The extent to which students are assisted with their personal development	3.52	3.74	3.41	3.95
42	The extent to which students are satisfied with their educational experience at this institution	3.62	3.81	3.61	3.95

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



Customized		Support / Classified staff	Faculty / Instructor	Professional Staff	Administrative / Supervisory staff
47	The extent to which the Bookstore staff and services provide useful and timely support for my teaching or employment needs	3.23	3.86	3.61	3.74
48	The extent to which the Facilities staff and services make the College clean and attractive	3.47	3.81	3.87	3.42
49	The extent to which Food Services provides me with a good quality and selection of food at a reasonable price	2.44	2.86	2.82	3.07
50	The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the College	3.77	3.38	3.46	3.22
51	The extent to which the College's professional development and training opportunities are useful and relevant to my work	3.38	3.63	3.25	3.75
52	The extent to which the Information Technology staff and services provide useful and timely support for my technology-related needs	3.77	4.23	4.16	3.95
53	The extent to which the Marketing and Public Relations staff and services present a positive and appropriate message about the College and its programs	3.44	3.71	3.76	3.95
54	The extent to which the Public Safety staff and services create a safe environment on campus	4.10	4.38	4.27	4.37
55	The extent to which I am able to use the MCTC Website to easily find needed information	3.65	4.06	3.68	3.88
56	The extent to which I believe the College President is moving MCTC in the right direction	3.71	3.30	3.53	4.29

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



Tables 12 through 15 contain the top ten priorities for improvement for each College Position among the standard PACE items and the top three priorities for improvement 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	2.66
38	The extent to which I have the opportunity for advancement within this institution	2.78
15	The extent to which I am able to appropriately influence the direction of this institution	2.82
4	The extent to which decisions are made at the appropriate level at this institution	2.92
22	The extent to which this institution has been successful in positively motivating my performance	3.01
11	The extent to which institutional teams use problem-solving techniques	3.01
16	The extent to which open and ethical communication is practiced	3.03
32	The extent to which this institution is appropriately organized	3.04
25	The extent to which a spirit of cooperation exists at this institution	3.10
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.20
Area to Change—Customized		Mean
49	The extent to which Food Services provides me with a good quality and selection of food at a reasonable price	2.44
47	The extent to which the Bookstore staff and services provide useful and timely support for my teaching or employment needs	3.23
51	The extent to which the College’s professional development and training opportunities are useful and relevant to my work	3.38

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	2.69
15	The extent to which I am able to appropriately influence the direction of this institution	2.79
32	The extent to which this institution is appropriately organized	2.80
10	The extent to which information is shared within this institution	2.80
16	The extent to which open and ethical communication is practiced at this institution	2.85
44	The extent to which my work is guided by clearly defined administrative processes	2.99
38	The extent to which I have the opportunity for advancement within this institution	3.02
11	The extent to which institutional teams use problem-solving techniques	3.09
22	The extent to which this institution has been successful in positively motivating my performance	3.09
25	The extent to which a spirit of cooperation exists at this institution	3.10
Area to Change—Customized		
49	The extent to which Food Services provides me with a good quality and selection of food at a reasonable price	2.86
56	The extent to which I believe the College President is moving MCTC in the right direction	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	3.38

Table 14. Priorities for Change: Professional staff

Area to Change		Mean
10	The extent to which information is shared within this institution	2.69
4	The extent to which decisions are made at the appropriate level at this institution	2.77
11	The extent to which institutional teams use problem-solving techniques	2.79
38	The extent to which I have the opportunity for advancement within this institution	2.81
15	The extent to which I am able to appropriately influence the direction of this institution	2.84
32	The extent to which this institution is appropriately organized	2.87
16	The extent to which open and ethical communication is practiced at this institution	2.90
22	The extent to which this institution has been successful in positively motivating my performance	2.95
25	The extent to which a spirit of cooperation exists at this institution	3.03
13	The extent to which unacceptable behaviors are identified and communicated to me	3.16
Area to Change—Customized		Mean
49	The extent to which Food Services provides me with a good quality and selection of food at a reasonable price	2.82
51	The extent to which the College's professional development and training opportunities are useful and relevant to my work	3.25
50	The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the College	3.46

Table 15. Priorities for Change: Administrative / Supervisory staff

Area to Change		Mean
32	The extent to which this institution is appropriately organized	3.26
10	The extent to which information is shared within this institution	3.30
11	The extent to which institutional teams use problem-solving techniques	3.43
4	The extent to which decisions are made at the appropriate level at this institution	3.51
38	The extent to which I have the opportunity for advancement within this institution	3.51
25	The extent to which a spirit of cooperation exists at this institution	3.58
16	The extent to which open and ethical communication is practiced	3.60
15	The extent to which I am able to appropriately influence the direction of this institution	3.71
22	The extent to which this institution has been successful in positively motivating my performance	3.79
44	The extent to which my work is guided by clearly defined administrative processes	3.81
Area to Change—Customized		Mean
49	The extent to which Food Services provides me with a good quality and selection of food at a reasonable price	3.07
50	The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the College	3.22
48	The extent to which the Facilities staff and services make the College clean and attractive	3.42

Comparative Analysis: Demographic Classifications

As depicted in Table 16, Part-time unlimited/seasonal employees rated the climate highest within its demographic group (3.69), while Full-time temporary employees rated the climate the lowest (3.45). In terms of length of employment, those individuals with less than 2 years of employment rated the climate highest (3.82), while respondents with 10 - 14 years of employment, rated the climate lowest with a composite rating of 3.17.

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	3.47	3.14	3.33	3.70	3.52	3.40
Faculty / Instructor	3.50	3.10	3.88	3.93	3.73	3.53
Professional staff	3.42	3.04	3.41	3.71	3.65	3.37
Administrative / Supervisory staff	4.06	3.71	4.14	4.14	3.78	3.98
What is your employment status:						
Full-time unlimited / seasonal	3.54	3.16	3.63	3.83	3.63	3.50
Part-time unlimited / seasonal	3.64	3.43	3.75	4.05	3.89	3.69
Full-time temporary	3.39	3.15	3.64	3.82	3.47	3.45
Part-time temporary	3.73	3.13	4.01	3.97	3.86	3.64
I have been an employee of MCTC for						
Less than 2 years	3.94	3.59	3.93	3.96	3.75	3.82
2 or more years but less than 5	3.51	3.29	3.53	3.82	3.61	3.52
5 or more years but less than 10	3.55	3.14	3.59	3.76	3.61	3.47
10 or more years but less than 15	3.11	2.67	3.45	3.74	3.46	3.17
15 or more years	3.48	3.03	3.75	3.91	3.75	3.49

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

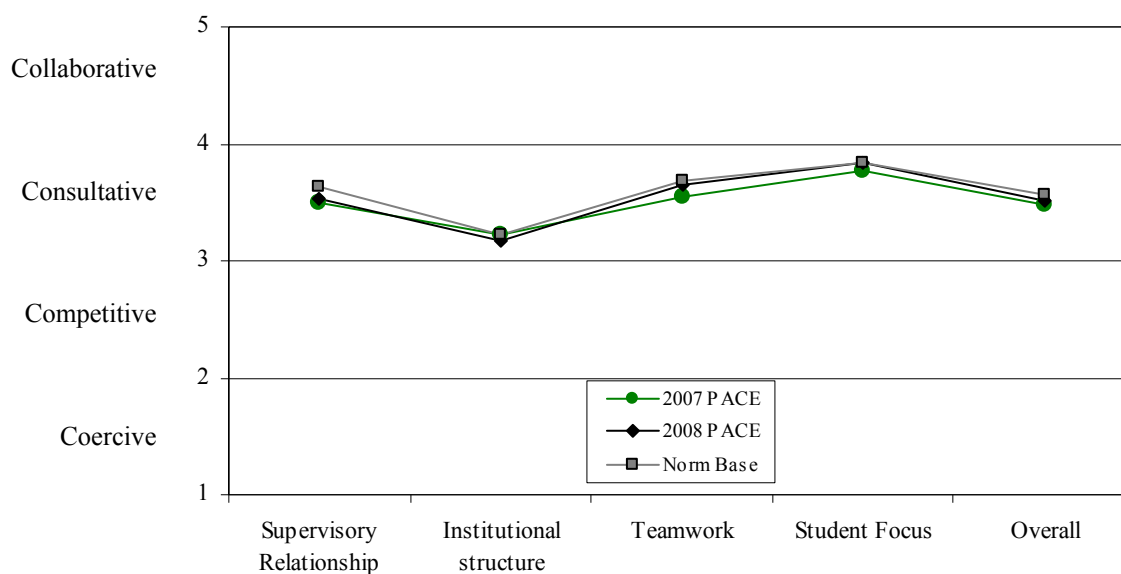
Comparative Analysis: Norm Base

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 2007 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 2007	MCTC 2008	Norm Base*
Supervisory Relationships	3.49	3.54	3.63
Institutional Structure	3.22	3.17	3.23
Teamwork	3.55	3.66	3.68
Student Focus	3.77	3.84	3.84
Overall	3.48	3.51	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	3.93	4.03
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.79	3.85
12	The extent to which positive work expectations are communicated to me	3.40	3.50
13	The extent to which unacceptable behaviors are identified and communicated to me	3.37	3.44
20	The extent to which I receive timely feedback for my work	3.36	3.48
21	The extent to which I receive appropriate feedback for my work	3.35	3.51*
26	The extent to which my supervisor actively seeks my ideas	3.52	3.62
27	The extent to which my supervisor seriously considers my ideas	3.59	3.69
30	The extent to which work outcomes are clarified for me	3.37	3.44
34	The extent to which my supervisor helps me to improve my work	3.43	3.59*
39	The extent to which I am given the opportunity to be creative in my work	3.82	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.46	3.49
46	The extent to which professional development and training opportunities are available	3.68	3.60
	Mean Total	3.54	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	3.59	3.67
4 The extent to which decisions are made at the appropriate level	2.88	2.98
5 The extent to which the institution effectively promotes diversity in the workplace	3.63	3.63
6 The extent to which administrative leadership is focused on meeting the needs of students	3.47	3.48
10 The extent to which information is shared within the institution	2.79	2.89
11 The extent to which institutional teams use problem-solving techniques	3.04	3.09
15 The extent to which I am able to appropriately influence the direction of this institution	2.91	2.98
16 The extent to which open and ethical communication is practiced	2.99	3.09
22 The extent to which this institution has been successful in positively motivating my performance	3.11	3.24
25 The extent to which a spirit of cooperation exists at this institution	3.14	3.12
29 The extent to which institution-wide policies guide my work	3.49	3.47
32 The extent to which this institution is appropriately organized	2.93	3.00
38 The extent to which I have the opportunity for advancement	2.96	3.02
41 The extent to which I receive adequate information regarding important activities	3.42	3.49
44 The extent to which my work is guided by clearly defined administrative processes	3.20	3.28
Mean Total	3.17	3.23

*T-test results indicate a significant difference between the 2007 mean and the 2008 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	3.82	3.78
14 The extent to which my primary work team uses problem-solving techniques	3.65	3.64
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.53	3.63
33 The extent to which my work team provides an environment for free and open expression	3.62	3.74
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.61	3.63
43 The extent to which a spirit of cooperation exists in my department	3.74	3.71
Mean Total	3.66	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	3.71	3.63
8 The extent to which I feel my job is relevant to this institution's mission	4.16	4.25
17 The extent to which faculty meet the needs of students	3.92	3.83
18 The extent to which student ethnic and cultural diversity are important at this institution	4.13	3.81*
19 The extent to which students' competencies are enhanced	3.75	3.73
23 The extent to which non-teaching professional personnel meet the needs of the students	3.65	3.76*
28 The extent to which classified (supporting) personnel meet the needs of the students	3.75	3.72
31 The extent to which students receive an excellent education at this institution	3.89	3.97
35 The extent to which this institution prepares students for a career	3.82	3.96*
37 The extent to which this institution prepares students for further learning	3.89	3.95
40 The extent to which students are assisted with their personal development	3.64	3.67
42 The extent to which students are satisfied with their educational experience	3.73	3.81
Mean Total	3.84	3.84
Overall Total	3.51	3.56

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

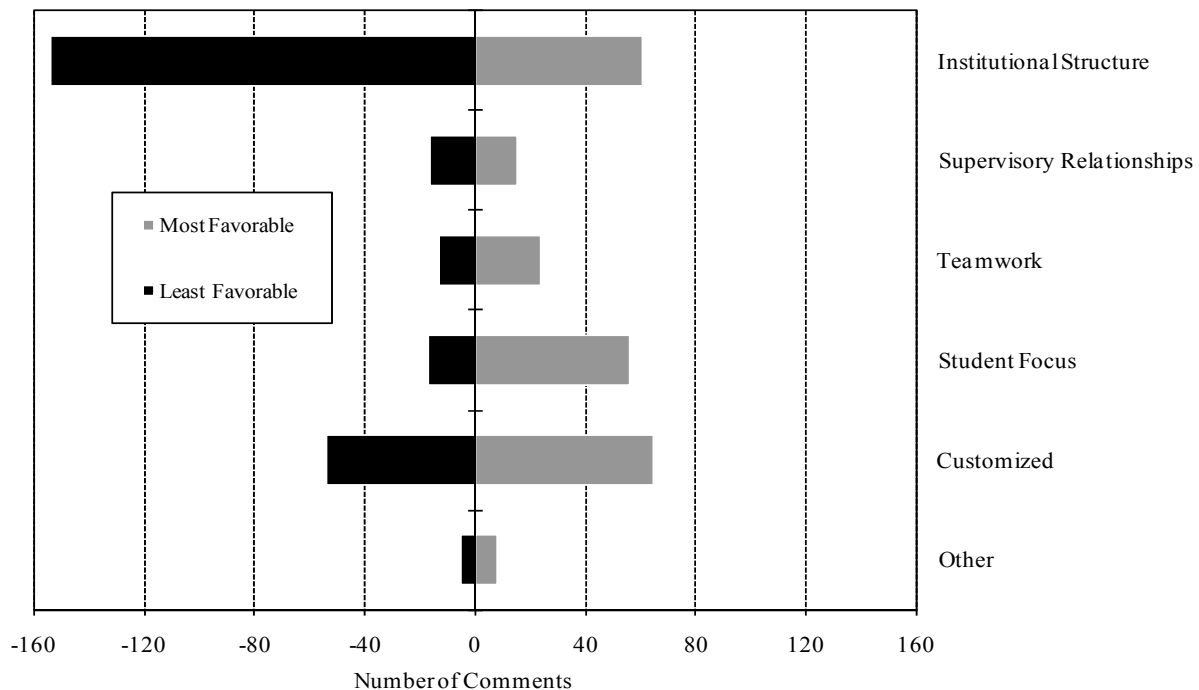
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 355 Minneapolis Community and Technical College employees who completed the PACE survey, 48.7% (173 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 the 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 Customized 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. 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
Customized (n=65)	<p data-bbox="383 317 1195 426"><u>52— The extent to which the Information Technology staff and services provide useful and timely support for my technology-related needs</u></p> <p data-bbox="383 447 1195 625"><i>IT services, provided good and fast support. IT staffs are very knowledgeable about problems and provide good timely troubleshooting on problems. IT managers are working hard to lead their staffs and our college into right direction. Thanks IT staffs.</i></p> <p data-bbox="383 646 1195 720"><i>I like that the school is investing in updating classrooms and making them "smart."</i></p> <p data-bbox="383 741 1195 850"><i>I have always been impressed with our IT services; they do an incredible job with limited resources and ever-changing technology and software.</i></p> <p data-bbox="383 871 1195 980"><i>Tech support is always there when you need them to help resolve a problem. More computers have been placed in common areas for students use</i></p> <p data-bbox="383 1001 915 1016"><i>IT is always helpful and quick to respond.</i></p>	17
	<p data-bbox="383 1037 1195 1110"><u>54— The extent to which the Public Safety staff and services create a safe environment on campus</u></p> <p data-bbox="383 1131 1195 1205"><i>I remain impressed with the attitude and efficiency of the Public Safety Dept</i></p> <p data-bbox="383 1226 1195 1299"><i>Safety - mainly want to say thanks, to all the officers who handle many difficult situations humanely and professionally</i></p> <p data-bbox="383 1320 846 1339"><i>Excellent Public Safety Department.</i></p>	14
	<p data-bbox="383 1360 1195 1434"><u>51— The extent to which the College’s professional development and training opportunities are useful and relevant to my work</u></p> <p data-bbox="383 1455 1195 1564"><i>I believe that the employees are giving a great opportunity to expand and grow in the learning and job development. Education is encouraged in my department that is appreciated.</i></p> <p data-bbox="383 1585 1195 1659"><i>I have been given professional development opportunities and have been supported in furthering my education.</i></p> <p data-bbox="383 1680 1195 1778"><i>I feel there many opportunities for myself to grow and enhance my teaching. I do 'thank' my coordinator for giving me a chance to do this.</i></p>	10

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>48— The extent to which the Facilities staff and services make the College clean and attractive</u></p> <p><i>Facilities - especially the folks who clean up in our area day after day - do a great job, though I know they are understaffed. Just wanted to express my thanks</i></p> <p><i>Facilities are kept clean and pretty well maintained.</i></p>	8
	<p><u>56— The extent to which I believe the College President is moving MCTC in the right direction</u></p> <p><i>I believe that President Davis is the finest leader our College has ever had. He is focused, intelligent, inspiring, and personable.</i></p> <p><i>The leadership of the school has always been excellent in its open, fair, and cooperative relationship with faculty and staff</i></p>	6
	<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>The Human Resources Department is great and very helpful. They seem to be always willing to help and find answers.</i></p>	4
	<p><u>53— The extent to which the Marketing and Public Relations staff and services present a positive and appropriate message about the College and its programs</u></p> <p><i>The television ad campaign is great and should be expanded to other areas and be run more frequently.</i></p> <p><i>Public Relations has improved during the past year: with stable personnel, I am confident that it will merit an excellent review.</i></p>	3
	<p><u>47— The extent to which the Bookstore staff and services provide useful and timely support for my teaching or employment needs</u></p> <p><i>The bookstore is getting better, but has room for improvement.</i></p>	2
	<p><u>55— The extent to which I am able to use the MCTC Website to easily find needed information</u></p> <p><i>I appreciate the web site and all the information.</i></p>	1
Institutional Structure (n=61)	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>I enjoy the people and the environment here at M.C.T.C. It has a very laid back but busy atmosphere. I enjoy keeping very busy working with the students and helping make a positive influence in their education.</i></p>	31

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>MCTC has a culture that is fast paced and in constant motion and creative. The most joy I have at work is conversing and talking about how we can make the institution better for the students</i></p> <p><i>MCTC is a wonderful place to work- the commitment to our mission and our ability to tackle difficult issues makes me proud to be an employee of MCTC.</i></p> <p><i>The college itself has such a positive attitude towards students and faculty.</i></p>	
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>Mix of people starting to intersect with other groups on campus in formal and informal ways outside of our work duties feel much better about relationship with administration and our department</i></p> <p><i>The area I find most rewarding at MCTC is the common practice and language of respect we have for one another across all employee groups including students.</i></p> <p><i>MCTC has always had a very collaborative climate between faculty, staff and administration</i></p>	9
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>The college has made a concerted effort to align its programs /offerings with its mission and having the staff embody this.</i></p> <p><i>The employees here all believe in the mission and most seem to genuinely care about the outcomes.</i></p>	7
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>I like diversity more than anything, open mind of people and tolerance</i></p> <p><i>Increasing staff and faculty diversity is a plus. That many faculty know how to facilitate interaction among diverse groups is wonderful. That we have greater discussion in the groups that I am part of and between various groups is very good.</i></p>	6
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>The deans are committed. They know the mechanics of an urban college student body and, along with education, the additional needs that must also be addressed. They consider options, research successful models for new curriculum and/or teaching methods.</i></p>	3

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>I have been employed here for about 8 months and I am already advancing my career here at MCTC. I think this is a great institution with lots of opportunities for employees to advance in their careers.</i></p> <p><i>I think that MCTC is a place where employees have opportunities to be promoted from one level to the next in different departments in the college.</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>I like the way the administrator's at MCTC act more as co-workers rather than supervisors all the way up to the President position, they are always willing to hear your opinions about issues regardless of how busy they are.</i></p>	2
Student Focus (n=56)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>I think the needs of the students are always foremost in the activities of the college.</i></p> <p><i>The majority of the staff that I interface with are truly interested in seeing that the students are successful. There have been numerous occasions where I have seen staff going the extra mile to connect a student with the appropriate faculty/staff and are given the necessary information.</i></p> <p><i>I feel there is a great deal of attention toward making the college student-centered, which makes this a wonderful place to teach.</i></p> <p><i>I think people here are very dedicated to allowing access to education and that this is on the forefront of most employees.</i></p>	19
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>I love the fact that our student body is an excellent representation of our world. Where else in MN, or most of the US for that matter, can you work at a place where any one of the 80 languages spoken within our student body can be heard? Love That!</i></p> <p><i>I love the diversity of MCTC students and the college is doing a great job recruiting new students, especially with initiatives like Power of You.</i></p> <p><i>The varied background of students is the biggest draw to work at this campus. They define the needs, the experience and they are why I keep coming to work.</i></p>	15

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>I think faculty do an excellent job of creating a learning environment in which students can thrive and achieve their goals.</i></p> <p><i>I believe that MCTC has many good instructors who hold students and the learning environment in high esteem.</i></p>	10
	<p><u>23— The extent to which non-teaching professional staff meet the needs of the students</u></p> <p><i>Student Services, there are staff here who work/advocate in the best interest of the students</i></p> <p><i>Counseling is really coming along in their work to be proactive</i></p>	6
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>The commitment of some faculty and staff to excellent urban education</i></p> <p><i>I believe that everyone is sincerely trying to improve MCTC's quality of service and education.</i></p>	6
Teamwork (n=24)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>My own department is collegial and creative--great to work with.</i></p> <p><i>I work within a division, which has outstanding talent, and cooperation, which makes both the teaching and institutional life very worthwhile.</i></p> <p><i>I have an excellent working relationship in my department with other faculty and staff.</i></p>	11
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>The spirit of cooperation in the work team is excellent.</i></p> <p><i>I enjoy working with my co-workers. We have a very good working relationship and our ideas for our program are very much the same so together we fell our program is headed in the right direction.</i></p> <p><i>There is a lot of support for trying new things and new teaching strategies in our program and everyone is willing to share information and resources to make the students learning top priority.</i></p>	9

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>Beginning to see more collaboration with other departments to better serve students.</i></p>	3
	<p><u>33— The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs</u></p> <p><i>My work team has been supportive and helpful and encourages active participation and exchange of information and ideas</i></p>	1
Supervisory Relationship (n=15)	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>My dean is extraordinary! I know that I am supported, and I recognize a respected colleague, someone who works collaboratively when and wherever possible.</i></p> <p><i>I find that my dean is very supportive in my two roles I play on campus. I find his/her support extremely valuable and the main reason I continue to want to work at this campus.</i></p>	7
	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>The freedom to create is my most favorite part of being a faculty member at MCTC, allowing us to create content around the students' needs.</i></p> <p><i>I love that I focus on my job of teaching students and that I have the freedom to do that in the most appropriate way I see fit.</i></p>	6
	<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 is a terrific person; always listens and most often acts on our faculty ideas and concerns.</i></p>	2
Other (n=8)	<p><u>Facilities</u></p> <p><i>I love the architecture of the school; especially the Tech Bldg</i></p> <p><i>The buildings and connecting walkways are ideal</i></p>	6
	<p><u>Library</u></p> <p><i>The Library staff also do an amazing job given their resources.</i></p>	2

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

Factor	Themes	Number of Comments
Institutional Structure (n=154)	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>Morale has been getting worse at MCTC across most areas and groups for the past 2-3 years, and this past year has seen overall morale drop even more. The workload and stress placed on people in many departments continues to increase, and there are no real positive trade-offs seen for the additional work requirements.</i></p> <p><i>I find it very discouraging that feelings and treatment by admin are based on rumors, innuendo, and misinformation that might come from people who might not like you for whatever reason. It is also clear that hard work will get you nowhere.</i></p> <p><i>While it has been expressed that staff need downtime/breaks, there has still not been any movement to offer reduced summer office hours or look at brief office closures during break times.</i></p> <p><i>I am greatly concerned about the lack of consideration that this administration has for the thoughts and feedback of staff and faculty. All of this seems like a "show." They want our college to "look good" to the outside world and want it to appear that a spirit of collaboration and cooperation permeates most interactions on campus. But that is not true, and the deceptions continue.</i></p>	23
	<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>Communication is often poor on campus. People sometimes do not get the messages via email or sometimes, upper management does not respond to important (to students, staff, departments and programs) questions and issues and students needs fall between the cracks.</i></p> <p><i>Communication is a big problem here. Part of it is the Data Privacy Act, where a person cannot say what they really think, and if they do, they can get called to the Legal Affairs Office and get threatened</i></p> <p><i>There is still lack of communication of changes of policies, procedures, etc. I don't think it is intentional, but perhaps just failure to realize how changes in one area or department can affect other areas.</i></p> <p><i>Information is not communicated across the college. I am often unaware of new initiatives or important decisions made by the administration.</i></p>	20

Table 23. Continued

Factor	Themes	Number of Comments
44—	<p><u>The extent to which my work is guided by clearly defined administrative processes</u></p> <p><i>The one thing that would improve this effort is to have an org chart/flow chart that would assist in this effort. This would be particularly helpful during the high stress times (beginning/end of the semester, FIN AID payment cycles, etc). It would also be helpful to have procedures defined and made available online so that there is a consistency in communication policies to students..</i></p> <p><i>I also think the way investigations are conducted in discrimination and harassment complaints should be looked at, and faculty or staff may be accused of things or treated as having violated something before the information is even gathered. I would expect a neutral attitude from the investigator, much like the student conduct officer maintains, with each party being informed of their rights and treated with respect</i></p> <p><i>The strategic planning process for 07-08, while a step in the right direction, was implemented too late causing us to rush to implement new strategies mid-year without appropriate resources/staffing to do so. Goals and plans should be ready to be operational or implemented at the beginning of that fiscal year so we are not playing catch up and putting added pressure on already overworked employees.</i></p> <p><i>Instructors, in most areas, are superior to many at four-year institutions but due to poor hiring processes we lose a lot of good candidates.</i></p>	19
15—	<p><u>The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>The faculty, staff, and students often feel as though the President and the Administration seem "invisible" to us. We rarely see them, and often question their policymaking.</i></p> <p><i>Upper level management usually does not value our experience and knowledge of our own jobs when making changes. They sometimes ask for input but I feel it is just for show. They usually make changes regardless of our opinions.</i></p> <p><i>I don't think professional staff are regarded by all as professionals with expertise and knowledge. They are merely "worker bees" to carry out whatever decisions have been made, and no longer have an investment in this institution.</i></p>	17

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>I think there are too many top down decisions being made right now. MCTC does not feel like the collaborative place it used to be.</i></p> <p><i>Administration makes many decisions without seeking faculty input. When they do finally make a decision, it most always seems contrary to the faculty position. Many times we have administration making decisions in areas that they have little or no background in</i></p> <p><i>I also have reservations about the decision-making process used by the President, Vice President and deans, as it has moved away from what was a more collegial relationship with faculty and staff toward a more top-down approach.</i></p>	16
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>The atmosphere of divisiveness between faculty and administration is disturbing at best.</i></p> <p><i>I feel that this college is very unorganized and unfriendly when it comes to the departmental staff. There is a lack of teamwork as well as good work ethic among the employees.</i></p> <p><i>We work together at the same institution, yet, unless its 'for the students', rarely does it feel that we are all working together with each other. The administration, staff, and faculty need to unite.</i></p>	13
	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>The least favorable aspects of my work here include a shifting focus from student, faculty, and staff support to student, faculty, and staff management on the part of central administration. This is visible in the diminishing role of the former groups and enlarged role of the latter in things such as hiring committees, changes to student support services such as multicultural advising and the Learning Center, and college's response to a recent incidence of racist ignorance.</i></p> <p><i>Administration slow to reclassify positions where employees are working at a lower class than institutional counter parts at other campuses even though they are doing the same work</i></p> <p><i>I think the administration is eviscerating the Learning Center with its proposed organizational change.</i></p>	11

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>It seems difficult to advance within MCTC. More positions are given to applicants outside of the College.</i></p> <p><i>Employment advancements are rare in our area. It is who you know not what or the good work you have done that gets you advancements with this college.</i></p> <p><i>I feel very dissatisfied with the opportunities for advancement. I believe that we need someone on campus (at least a few days a month)who would assist employees on where advancement opportunities exist in their state employment "Track" and provide assistance on how to get to the next level. A development specialist perhaps.</i></p>	11
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>Sometimes there is such an overcompensation to achieve anti discrimination that it causes discrimination to the masses; poor performance or poor attendance aren't addressed as aggressively if the person is of color.</i></p> <p><i>The affirmative action process for staff is only a document. The commitment to the process is not there.</i></p> <p><i>People in management and supervisory positions need cultural awareness training in order to retain minority employees and attract more minority candidates.</i></p> <p><i>Disturbingly low numbers and percentages of faculty and staff of color. Faculty and staff of color leaving because their work is not valued. High attrition rate for students of color. Lip-service to valuing diversity, but no follow-through.</i></p>	10
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>Many times I feel that some administrators are very out-of-touch with the issues that surround the students we serve and what it means to teach those students. I am not sure that administrators have had the cross-cultural experiences (not tourism) or socio-economic backgrounds that would allow them to best serve our student clientele.</i></p> <p><i>While some gains have been made on retention, some key administrators in my unit seem not to understand student issues at all.</i></p>	10

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>The high standards of educating students to a college level have taken a back seat to the business of running a profitable college; and this is not the mission of MCTC.</i></p>	3
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>There are a number of exciting things that happen each week on this campus. However, the communication of these events is passive at best. It is disappointing to hear about an event the day of - of worse - after the fact. The website does convey this information to a small degree - but it seems that it is mostly only when the event impacts a large portion of the student body AND when the event planners remember to notify IT. The screens around campus do not always have information available either.</i></p>	1
Customized (n=54)	<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 need to consider refresher training as to how their department should function in terms of its relations to DOER and how this information is forwarded to employees. They also need to provide realistic time frames as to when tasks will be completed. Payroll needs to understand that it is ok to make a mistake and admit it. We are all human. It has not been a pleasant experience resolving issues with them since December.</i></p> <p><i>I feel that the HR staff don't get back to you on timely matter, there seems to be no repercussions for their actions, and for a while they would actually delete your e-mails because they didn't want to answer your questions.</i></p> <p><i>I find human resources very difficult to work with regarding benefit information. They do not have answers to my questions and always refer me to a very confusing website.</i></p>	15
	<p><u>49— The extent to which Food Services provides me with a good quality and selection of food at a reasonable price</u></p> <p><i>The new food service has been extremely disappointing. Staff there are rude and I have seen them ignore or literally walk away from customers needing assistance. Catering has taken multiple contacts and weeks to get a response to order food for events. Lack of variety in options offered. Definitely not what they promised. The Caribou doesn't offer the full (True) Caribou menu as indicated. Prices are not great.</i></p>	11

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>The food service doesn't offer enough healthy choices. I think it is important that the school have healthy choices available to faculty, staff and students at MCTC.</i></p> <p><i>The food service provided by the college is over-priced and lacks quality. We need better tasting and more affordable food options for the faculty, staff and students of MCTC.</i></p> <p><u>51— The extent to which the College’s professional development and training opportunities are useful and relevant to my work</u></p> <p><i>Front-Line customer service teams across the institution need more opportunities where service locations can be temporarily closed so that these teams can have meetings to pass on college goals, conduct team building exercises, and to provide team members with a chance to be heard on a more frequent basis. Perhaps closing for a half-day once a month where two to four hours are spent meeting at the departmental level or on a quarterly basis two hours could be given to getting all customer service teams together for customer service training and a chance to talk with each other.</i></p> <p><i>Professional development funds are not available to use for out of state functions. I would like to know if we could get that changed. I know that North Hennepin can use their funds for out of state functions.</i></p> <p><i>While the tuition funding is appreciated, it is not helpful to MMA employees who already have master's degrees and can't get funding for Ph.D. or to attend national conferences in their fields to stay abreast of current issues and trends.</i></p>	9
	<p><u>48— The extent to which the Facilities staff and services make the College clean and attractive</u></p> <p><i>The bathrooms are dirty. I would think that if a visitor came on campus they would be afraid to use the bathrooms after 10:00 AM. We need to have the restrooms monitored more often and cleaned if necessary.</i></p> <p><i>Facilities. They need to step it up a notch. I have been here over two years. I have heard a vacuum twice the entire time. Each department should be vacuumed at least once a week. No wonder mice and rats have such a field day. There is no reason why the bathrooms should not be cleaned top to bottom at least twice a year. I mean, power hosed and wiped dry. The ceramic tile should not have a film of grim to it</i></p>	8

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>56— The extent to which I believe the College President is moving MCTC in the right direction</u></p> <p><i>The president, VP, and college attorney are very inappropriate for this college. They have no compass whatsoever for leading this school. It is ridiculous for the college to have an attorney.</i></p> <p><i>I also think the president is very loyal to certain people, and when they may not have the background or the experience in the field, and when a large number of staff or faculty are strongly affected by this, he is not willing to listen and make real changes. His loyalty is far above creating a productive work environment. We have lost significant people because of that who have given years of excellent service to the college.</i></p>	5
	<p><u>47— The extent to which the Bookstore staff and services provide useful and timely support for my teaching or employment needs</u></p> <p><i>Bookstore needs help with communication within other offices and practices each semester there is still a problem with book charging.</i></p>	2
	<p><u>53— The extent to which the Marketing and Public Relations staff and services present a positive and appropriate message about the College and its programs</u></p> <p><i>The only concerns I have are with promotion of programs, especially those with declining numbers. MCTC (for the most part) is the best kept secret in Minneapolis.</i></p> <p><i>Marketing and public relations efforts need to be better funded and supported to increase presence in community and remain competitive as we enter a declining population trend.</i></p>	2
	<p><u>55— The extent to which I am able to use the MCTC Website to easily find needed information</u></p> <p><i>MCTC is NOT on any first page searches for a lot of our programs and needs to be. Students search for colleges via the web now, not any other way. We need to be up to the times. Also, each Department should have their own area to expand information about their programs, student comments, testimonials, accolades, etc. etc. etc.</i></p>	2

Table 23. Continued

Factor	Themes	Number of Comments
Student Focus (n= 17)	<p><u>23— The extent to which non-teaching professional staff meet the needs of the students</u></p> <p><i>The financial aid department has virtually made it almost impossible for students to have a smooth start at this school. Also students have described the run around and the months of waiting to hear anything about the FA progress is atrocious. FA is one of the most important aspects for our lower income student population and it is the one thing that has discouraged numerous amounts of students to not even proceed with their education because it was hell dealing with FA</i></p> <p><i>I see the Counseling and Advising as a place that should always give exceptional advise to the students. They need to know all of the forms and what information is required to process the forms. Also, when given the forms, TURN THEM INTO STUDENT SERVICES. All too often the students are mislead, without follow through from the counselors. In the Student Service area, all too often students are not given information as to the next step in the process. That alone would save the student time, money and aggravation.</i></p>	8
	<p><u>40— The extent to which students are assisted with their personal development</u></p> <p><i>Campus resources, specifically, supplemental education services for under-represented students, who normally starts here but lack adequate academic support...</i></p>	3
	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>I feel that the college spends too much time focusing on busy work that has nothing to do with TEACHING. This is distracting to the students and faculty.</i></p>	2
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>I feel too many Instructors are just passing students. I have seen too many students that cannot write one complete sentence.</i></p>	2
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>Our college does a great job in getting students to college BUT we need better strategies for retention.</i></p>	2

Table 23. Continued

Factor	Themes	Number of Comments
Supervisory Relationship (n=16)	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>I have a very dominating manager that gives about 1 compliment to 5 put downs. This style of management, while good for the military, is not the style in which I flourish. I like an encouraging, approachable supervisor.</i></p> <p><i>I feel that certain individuals in a supervisory role are on a "power trip". they believe they are above their staff, and don't treat them with respect.</i></p>	6
	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>No feedback is received from student surveys, department surveys or from dept leadership. I live on the direct feedback from my students.</i></p> <p><i>There are no checks and balances for quality instruction. I have never once been observed by a peer or administrator. I was hired and given classes. Quality control should be a goal. FOCUS ON THE QUALITY OF EDUCATION. Completion and transfer rates look great politically. However, they tell but a fraction of the education story. SIR 2 results reflect student opinions (just because they're happy doesn't mean I'm good at my job).</i></p>	3
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>I find that my supervisor(s) are oppressive, rude, and distort facts to suit their wants. Imposing their wants contrary to the needs of others and the surrounding team making it more difficult to serve the students in a timely manner due to the lack of proper tools</i></p> <p><i>Supervisor lacks the skill and knowledge to appropriately manage and lead the staff. Attendance is a huge issue in that several staff claim to have FMLA and appear to be abusing that privilege and possibly turning in fraudulent timesheets. We are often forced to work with only 50-60% of our staff which causes the office morale to suffer greatly.</i></p>	3
	<p><u>12— The extent to which positive work expectations are communicated to me</u></p> <p><i>Many employees are not held accountable for their poor performance by supervisors.</i></p>	2

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>Decisions affecting my teaching schedule and assignments are made without any input from me. There are more walls than open doors.</i></p>	2
Teamwork (n=13)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>My department does not communicate information. Basic courses are reformatted by new faculty because there is no established infrastructure to pass curriculum to new faculty.</i></p> <p><i>Department had multiple new faculty and poor support/orientation. There is no dean and the acting director has limited power.</i></p> <p><i>No accountability for staff within my department leading to serious morale issues.</i></p>	7
	<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>Communication between offices is still not good. It is who you know that you get the necessary information in your department area.</i></p> <p><i>The customer service provided to employees and departments within the college is abysmal. If you don't ask three times, no one pays attention.</i></p>	5
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I wish my team were a little more cohesive.</i></p>	1
Other (n=5)	<p><u>Facilities</u></p> <p><i>I hate the old fashion plastic chairs with a one sided tiny desk.</i></p> <p><i>Paying for parking, and also trying to find a place to park in the ramp.</i></p>	3
	<p><u>Adjunct Faculty</u></p> <p><i>As an Adjunct Professor, the uncertainty from semester to semester is very frustrating. I have taught as few as two and as many as five classes in a given semester.</i></p>	1
	<p><u>Compensation & Benefits</u></p> <p><i>Reimbursement does not equate to the amount of time I am putting in to my work here. I even teach a 5 credit class, and I don't get paid for the 5th credit</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 areas of excellence 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, 4.16 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.13 (#18)
- The extent to which my supervisor expresses confidence in my work, 3.93 (#2)
- The extent to which faculty meet the needs of the students, 3.92 (#17)
- The extent to which this institution prepares students for further learning, 3.89 (#37)
- The extent to which students receive an excellent education at this institution, 3.89 (#31)
- The extent to which I am given the opportunity to be creative in my work, 3.82 (#39)
- The extent to which this institution prepares students for a career, 3.82 (#35)
- The extent to which there is a spirit of cooperation within my work team, 3.82 (#3)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.79 (#9)

Overall, the following have been identified as the top three areas of excellence 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, 4.26 (#54)
- The extent to which the Information Technology staff and services provide useful and timely support for my technology-related needs, 4.04 (#52)
- The extent to which I am able to use the MCTC Website to easily find needed information, 3.84 (#55)

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

- The extent to which information is shared within this institution, 2.79 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 2.88 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 2.91 (#15)
- The extent to which this institution is appropriately organized, 2.93 (#32)
- The extent to which I have the opportunity for advancement within this institution, 2.96 (#38)
- The extent to which open and ethical communication is practiced at this institution, 2.99 (#16)
- The extent to which institutional teams use problem-solving techniques, 3.04 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.11 (#22)
- The extent to which a spirit of cooperation exists at this institution, 3.14 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.20 (#44)

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

- The extent to which Food Services provides me with a good quality and selection of food at a reasonable price, 2.75 (#49)
- The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the College, 3.48 (#50)
- The extent to which the College's professional development and training opportunities are useful and relevant to my work, 3.49 (#51)

Student focus is a positive area Minneapolis Community and Technical College, which is reflected in favorable responses in the open-ended questions and the survey mean scores. The area of concern is the Institutional Structure of the organization as noted in both the mean scores and the open-ended responses.

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