NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

Grand Rapids Community College
Grand Rapids, Michigan

Personal Assessment of the College Environment (PACE) Report

by

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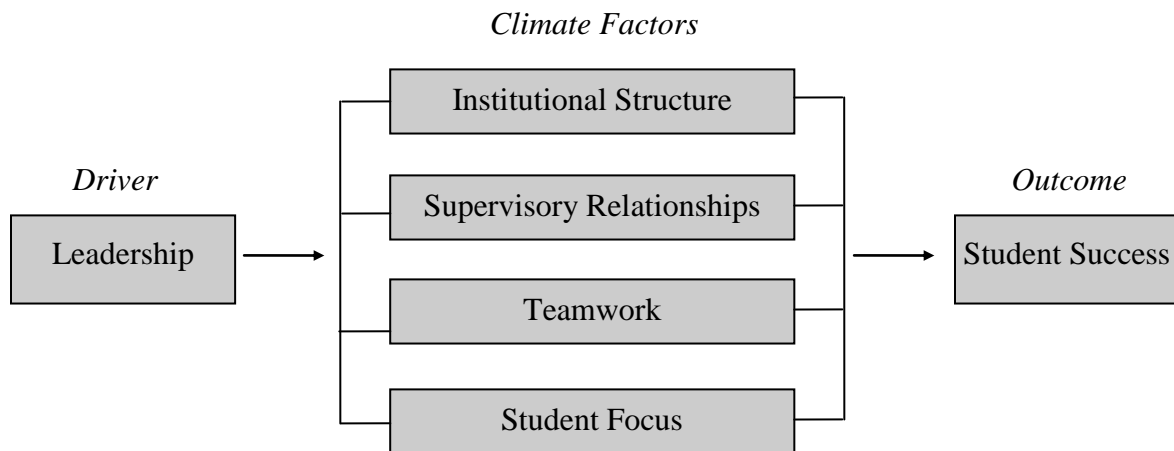   919-515-6289
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EXECUTIVE SUMMARY

In December 2015, the Personal Assessment of the College Environment (PACE) survey was administered to 633 employees at Grand Rapids Community College (GRCC). Of those 633 employees, 314 (49.6%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist GRCC 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 GRCC 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

Climate Factors

| *Driver* | | *Outcome* |

Leadership → Institutional Structure, Supervisory Relationships, Teamwork, Student Focus → Student Success

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 Grand Rapids Community College. Respondents were asked to rate the four factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at GRCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 87 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 GRCC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5." Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2) or within the Competitive range (rated between 2 and 3). Forty-seven fell within the Consultative range (rated between 3 and 4), and nine composite ratings fell within the Collaborative range (rated between 4 and 5).

At GRCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.67 mean score or high Consultative system. The Student Focus category received the highest mean score (3.97), whereas the Institutional Structure category received the lowest mean score (3.36). When respondents were classified according to Personnel Classification at GRCC, the composite ratings were as follows: Administrative (3.89), Administrative Support (3.72), Faculty (3.57), and Technical/Campus Operations (3.71).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.36 (#8)

- The extent to which students receive an excellent education at this institution, 4.22 (#31)

- The extent to which this institution prepares students for further learning, 4.12 (#37)

- The extent to which my supervisor expresses confidence in my work, 4.12 (#2)

- The extent to which professional development and training opportunities are available, 4.07 (#46)

- The extent to which this institution prepares students for a career, 4.06 (#35)

- The extent to which non-teaching professional personnel meet the needs of the students, 4.01 (#23)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.95 (#9)

- The extent to which student ethnic and cultural diversity are important at this institution, 3.93 (#18)

- The extent to which students are satisfied with their educational experience at this institution, 3.91 (#42)

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

- The extent to which I am able to appropriately influence the direction of this institution, 3.01 (#15)

- The extent to which decisions are made at the appropriate level at this institution, 3.09 (#4)

- The extent to which this institution is appropriately organized, 3.19 (#32)

- The extent to which information is shared within this institution, 3.20 (#10)

- The extent to which a spirit of cooperation exists at this institution, 3.20 (#25)

- The extent to which I have the opportunity for advancement within this institution, 3.22 (#38)

- The extent to which open and ethical communication is practiced at this institution, 3.27 (#16)

- The extent to which my work is guided by clearly defined administrative processes, 3.34 (#44)

- The extent to which this institution has been successful in positively motivating my performance, 3.36 (#22)

- The extent to which institutional teams use problem-solving techniques, 3.40 (#11)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of GRCC. 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) 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, 1991; 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 Grand Rapids Community College understand and improve the overall climate by examining perceptions and estimates of quality and excellence across personnel groups. This report may also provide benchmarks and empirical data that can be systematically integrated into effective planning models and change strategies for Grand Rapids Community College.

METHOD

Population

In December 2015, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Grand Rapids Community College. Of the 633 employees administered the instrument, 314 (49.6%) completed and returned the instrument for analysis. Of those 314 employees, 144 (45.9%) 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 GRCC 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 Human Resources Office of GRCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of GRCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for five weeks. Completed surveys were submitted online and the data were compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.3.

Instrumentation

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

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

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of GRCC and the least favorable aspects. The responses provide insight and anecdotal evidence to support the survey questions.

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2013 to July 2015 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2013 to July 2015 (n=27,864)

Climate Category	Alpha Coefficient
Institutional Structure	0.96
Supervisory Relationships	0.96
Teamwork	0.94
Student Focus	0.92
Overall (1-46)	**0.98**

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

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

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from GRCC's 2013 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

Respondent Characteristics

Of the 633 GRCC employees administered the survey, 314 (49.6%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2). Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrative	54	45	83.3%
Administrative Support	91	54	59.3%
Faculty	250	135	54.0%
Technical/Campus Operations	238	54	22.7%
Did not respond		26	
Total	633	314	49.6%

Figure 2.   Proportion of Total Responses by Personnel Classification

26 individuals did not respond to the Personnel Classification demographic variable. Percentages are rounded to the nearest whole number, resulting in greater than 100% response rate.

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	2013 # of Responses	2013 % of Responses	2015 # of Responses	2015 % of Responses
What is your personnel classification:				
Administrative	58	15.3%	45	14.3%
Administrative Support	86	22.8%	54	17.2%
Faculty	166	43.9%	135	43.0%
Technical/Campus Operations	54	14.3%	54	17.2%
Did not respond	14	3.7%	26	8.3%
For which division do you work:				
Academic and Student Affairs	211	55.8%	166	52.9%
Finance & Administration	47	12.4%	33	10.5%
Information Technology	25	6.6%	21	6.7%
President's Office	NA	NA	5	1.6%
College Advancement	NA	NA	9	2.9%
President's Office (Includes College Advancement, Communication, & General Counsel)	12	3.2%	NA	NA
Did not respond	83	22.0%	80	25.5%
To which employee group do you belong:				
Meet and Confer	141	37.3%	96	30.6%
CEBA	15	4.0%	16	5.1%
APSS	57	15.1%	46	14.7%
Faculty/Job Training/Preschool	138	36.5%	119	37.9%
Campus Police	5	1.3%	3	1.0%
Executive	1	0.3%	1	0.3%
Did not respond	21	5.6%	33	10.5%
What gender are you:				
Man	142	37.6%	105	33.4%
Woman	198	52.4%	146	46.5%
Another gender identity	NA	NA	4	1.3%
I prefer not to respond	NA	NA	24	7.6%
Did not respond	38	10.1%	35	11.2%

The frequencies are rounded to the nearest tenth.
NA – Not included in 2013/2015 survey administration

Table 4.   Continued

Demographic Variable	2013 # of Responses	2013 % of Responses	2015 # of Responses	2015 % of Responses
Your status at this institution is:				
Full time	NA	NA	281	89.5%
Part time	NA	NA	3	1.0%
Did not respond	NA	NA	30	9.6%
Please select the race/ethnicity that best describes you:				
Hispanic or Latino, of any race	20	5.3%	16	5.1%
American Indian or Alaska Native, not Hispanic or Latino	1	0.3%	1	0.3%
Asian, not Hispanic or Latino	3	0.8%	0	0.0%
Black, not Hispanic or Latino	27	7.1%	23	7.3%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	0.0%	1	0.3%
White, not Hispanic or Latino	263	69.6%	226	72.0%
Two or more races, not Hispanic or Latino	24	6.4%	5	1.6%
Did not respond	40	10.6%	42	13.4%
What is the highest degree you have earned:				
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	NA	NA	6	1.9%
Doctoral degree (e.g., PH.D., Ed.D.)	NA	NA	27	8.6%
Master's degree	NA	NA	131	41.7%
Bachelor's degree	NA	NA	56	17.8%
Associate's degree	NA	NA	42	13.4%
High School diploma or GED	NA	NA	16	5.1%
No diploma or degree	NA	NA	2	0.6%
Did not respond	NA	NA	34	10.8%
What is your age:				
29 years of age or younger	NA	NA	14	4.5%
30-39 years of age	NA	NA	41	13.1%
40-49 years of age	NA	NA	72	22.9%
50-59 years of age	NA	NA	73	23.3%
60 years of age or more	NA	NA	47	15.0%
Did not respond	NA	NA	67	21.3%

The frequencies are rounded to the nearest tenth.
NA – Not included in 2013/2015 survey administration

Table 4.   Continued

Demographic Variable	2013 # of Responses	2013 % of Responses	2015 # of Responses	2015 % of Responses
How many years have you worked at this institution:				
Less than 1 year	9	2.4%	11	3.5%
1-4 years	57	15.1%	42	13.4%
5-9 years	83	22.0%	61	19.4%
10-14 years	88	23.3%	45	14.3%
15 or more years	118	31.2%	111	35.4%
Did not respond	23	6.1%	44	14.0%
How many years have you worked in higher education:				
5 years or less	NA	NA	39	12.4%
6-10 years	NA	NA	52	16.6%
11-15 years	NA	NA	54	17.2%
16-20 years	NA	NA	42	13.4%
21-25 years	NA	NA	37	11.8%
26 or more years	NA	NA	45	14.3%
Did not respond	NA	NA	45	14.3%

The frequencies are rounded to the nearest tenth.
NA – Not included in 2013/2015 survey administration

Comparative Analysis: Overall

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

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.97), which represented an upper range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.36) within the middle range of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area (See also Figure 3). When compared to the revised 2013 GRCC mean scores, the GRCC 2015 mean scores increased slightly.

Table 5.   Grand Rapids Community College Climate as Rated by All Employees

Factor	2013 GRCC	2015 GRCC
Institutional Structure	3.18	3.36
Supervisory Relationships	3.79	3.79
Teamwork	3.76	3.68
Student Focus	3.95	3.97
Custom	3.71	3.79
Overall*	3.63	3.67

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

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

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

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

The preponderance of Consultative (n=47) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.67 as indicated in Figure 3.

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

Table 6.   Comparative Mean Responses: Institutional Structure

	Institutional Structure	2013 Mean (SD)	2015 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.53 (0.97)	3.68 (0.98)*
4	The extent to which decisions are made at the appropriate level at this institution	2.84 (1.17)	3.09 (1.13)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.76 (1.02)	3.78 (1.07)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.33 (1.22)	3.50 (1.18)
10	The extent to which information is shared within the institution	2.98 (1.14)	3.20 (1.08)*
11	The extent to which institutional teams use problem-solving techniques	3.29 (0.90)	3.40 (0.97)
15	The extent to which I am able to appropriately influence the direction of this institution	2.92 (1.12)	3.01 (1.15)
16	The extent to which open and ethical communication is practiced at this institution	2.96 (1.15)	3.27 (1.13)*
22	The extent to which this institution has been successful in positively motivating my performance	3.12 (1.20)	3.36 (1.19)*
25	The extent to which a spirit of cooperation exists at this institution	2.77 (1.17)	3.20 (1.17)*
29	The extent to which institution-wide policies guide my work	3.54 (0.95)	3.64 (0.95)
32	The extent to which this institution is appropriately organized	2.94 (1.13)	3.19 (1.08)*
38	The extent to which I have the opportunity for advancement within this institution	3.05 (1.21)	3.22 (1.27)
41	The extent to which I receive adequate information regarding important activities at this institution	3.51 (1.01)	3.66 (0.99)
44	The extent to which my work is guided by clearly defined administrative processes	3.18 (1.14)	3.34 (1.12)
	Mean Total	**3.18 (0.81)**	**3.36 (0.83)***

* T-test results indicate a significant difference between the 2013 mean and the 2015 mean (α=0.05).

Table 7. Comparative Mean Responses: Supervisory Relationships

	Supervisory Relationships	2013 Mean (SD)	2015 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.21 (1.09)	4.12 (1.09)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.97 (1.23)	3.95 (1.19)
12	The extent to which positive work expectations are communicated to me	3.64 (1.07)	3.67 (1.06)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54 (0.96)	3.54 (1.00)
20	The extent to which I receive timely feedback for my work	3.70 (1.05)	3.67 (1.08)
21	The extent to which I receive appropriate feedback for my work	3.75 (0.99)	3.69 (1.08)
26	The extent to which my supervisor actively seeks my ideas	3.83 (1.15)	3.80 (1.15)
27	The extent to which my supervisor seriously considers my ideas	3.86 (1.18)	3.85 (1.14)
30	The extent to which work outcomes are clarified for me	3.62 (1.00)	3.62 (1.06)
34	The extent to which my supervisor helps me to improve my work	3.75 (1.16)	3.73 (1.16)
39	The extent to which I am given the opportunity to be creative in my work	3.84 (1.05)	3.87 (1.11)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.49 (1.05)	3.65 (1.01)*
46	The extent to which professional development and training opportunities are available	4.10 (0.90)	4.07 (1.00)
	Mean Total	**3.79 (0.84)**	**3.79 (0.88)**

* T-test results indicate a significant difference between the 2013 mean and the 2015 mean (α=0.05).

Table 8. Comparative Mean Responses: Teamwork

	Teamwork	2013 Mean (SD)	2015 Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	3.76 (1.16)	3.63 (1.20)
14	The extent to which my primary work team uses problem-solving techniques	3.85 (1.02)	3.76 (1.04)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.73 (1.07)	3.63 (1.15)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.68 (1.12)	3.70 (1.16)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.83 (0.98)	3.81 (1.02)
43	The extent to which a spirit of cooperation exists in my department	3.69 (1.21)	3.63 (1.19)
	Mean Total	**3.76 (0.94)**	**3.68 (1.01)**

Table 9. Comparative Mean Responses: Student Focus

	Student Focus	2013 Mean (SD)	2015 Mean (SD)
7	The extent to which student needs are central to what we do	3.62 (1.14)	3.65 (1.18)
8	The extent to which I feel my job is relevant to this institution's mission	4.33 (0.84)	4.36 (0.84)
17	The extent to which faculty meet the needs of students	3.84 (0.94)	3.88 (0.95)
18	The extent to which student ethnic and cultural diversity are important at this institution	4.00 (0.90)	3.93 (0.97)
19	The extent to which students' competencies are enhanced	3.87 (0.80)	3.82 (0.83)
23	The extent to which non-teaching professional personnel meet the needs of the students	3.92 (0.88)	4.01 (0.85)
28	The extent to which classified personnel meet the needs of the students	3.70 (0.86)	3.74 (0.91)
31	The extent to which students receive an excellent education at this institution	4.18 (0.73)	4.22 (0.78)
35	The extent to which this institution prepares students for a career	4.07 (0.78)	4.06 (0.88)
37	The extent to which this institution prepares students for further learning	4.12 (0.74)	4.12 (0.81)
40	The extent to which students are assisted with their personal development	3.84 (0.84)	3.88 (0.90)
42	The extent to which students are satisfied with their educational experience at this institution	3.88 (0.69)	3.91 (0.71)
	Mean Total	**3.95 (0.58)**	**3.97 (0.63)**
	Overall	**3.63 (0.67)**	**3.67 (0.72)**

T-test results indicate no significant differences between the 2013 means and the 2015 means ($\alpha=0.05$).

Table 10. Comparative Mean Responses: Customized

	Customized	2013 Mean (SD)	2015 Mean (SD)
47	The extent to which I am empowered to pursue my ideas without formal permission	3.47 (1.09)	3.62 (1.08)
48	The extent to which I take on new and challenging projects as part of my job	3.98 (0.92)	3.99 (0.94)
49	The extent to which I have tried new things that did not work out, but I still plan to try again	3.86 (0.85)	3.92 (0.79)
50	The extent to which I work with others outside of GRCC to solve problems related to my work	3.84 (0.86)	3.94 (0.91)
51	The extent to which I am supposed to explore my natural curiosity as part of my daily work	3.60 (1.01)	3.65 (1.12)
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.07 (1.16)	3.21 (1.17)
53	The extent to which I have participated in a cross-functional team while at GRCC	4.02 (0.88)	4.05 (0.85)
54	The extent to which I have implemented ideas that were shared with be my students	3.96 (0.86)	4.00 (0.83)
55	The extent to which I have the opportunity to hear many points of view before making a decision	3.70 (0.94)	3.76 (0.92)
56	The extent to which I have sufficient opportunities to hear many points of view before making a decision	3.70 (1.04)	3.82 (1.09)
	Mean Total	**3.71 (0.74)**	**3.79 (0.73)**

T-test results indicate no significant differences between the 2013 means and the 2015 means (α=0.05).

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Administrative employees rated the four normative factors most favorable (3.89), whereas the Faculty rated the four normative factors least favorable (3.57) (See also Table 11).

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

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

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

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

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Administrative						
2013	3.64	4.11	4.03	4.06	4.01	3.93
2015	3.66	3.99	3.92	4.07	4.01	3.89
Administrative Support						
2013	3.19	3.84	3.67	3.83	3.51	3.60
2015	3.42	3.89	3.78	3.93	3.70	3.72
Faculty						
2013	2.98	3.71	3.76	3.99	3.76	3.55
2015	3.20	3.66	3.56	3.93	3.75	3.57
Technical/Campus Operations						
2013	3.22	3.64	3.57	3.92	3.55	3.56
2015	3.48	3.75	3.68	4.05	3.78	3.71

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

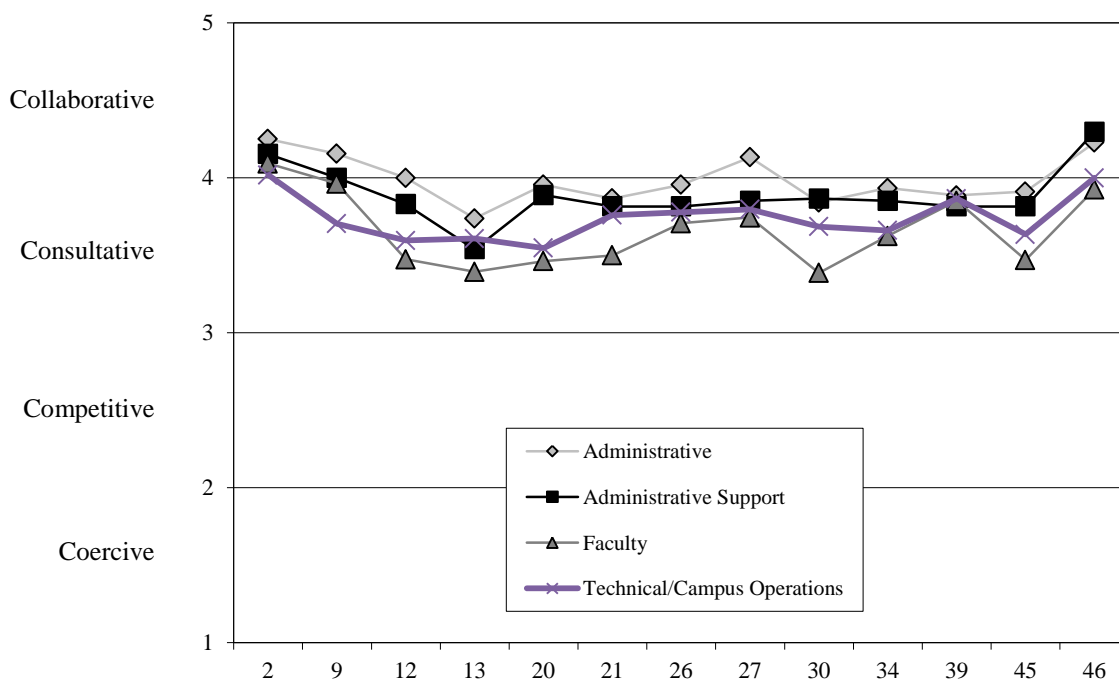| Institutional Structure	Administrative	Administrative Support	Faculty	Technical/Campus Operations
1 The extent to which the actions of this institution reflect its mission	4.13	3.72	3.49	3.87
4 The extent to which decisions are made at the appropriate level at this institution	3.47	3.13	2.84	3.26
5 The extent to which the institution effectively promotes diversity in the workplace	3.82	3.69	3.73	3.89
6 The extent to which administrative leadership is focused on meeting the needs of students	4.00	3.55	3.21	3.94
10 The extent to which information is shared within this institution	3.47	3.11	3.14	3.24
11 The extent to which institutional teams use problem-solving techniques	3.69	3.55	3.24	3.31
15 The extent to which I am able to appropriately influence the direction of this institution	3.34	3.08	2.87	3.04
16 The extent to which open and ethical communication is practiced at this institution	3.53	3.32	3.13	3.36
22 The extent to which this institution has been successful in positively motivating my performance	3.58	3.56	3.15	3.45
25 The extent to which a spirit of cooperation exists at this institution	3.60	3.37	2.94	3.30
29 The extent to which institution-wide policies guide my work	3.96	3.78	3.47	3.65
32 The extent to which this institution is appropriately organized	3.40	3.25	2.95	3.43
38 The extent to which I have the opportunity for advancement within this institution	3.20	2.94	3.35	3.19
41 The extent to which I receive adequate information regarding important activities at this institution	3.80	3.76	3.50	3.76
44 The extent to which my work is guided by clearly defined administrative processes	3.84	3.46	3.07	3.41

Figure 5. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Grand Rapids Community College
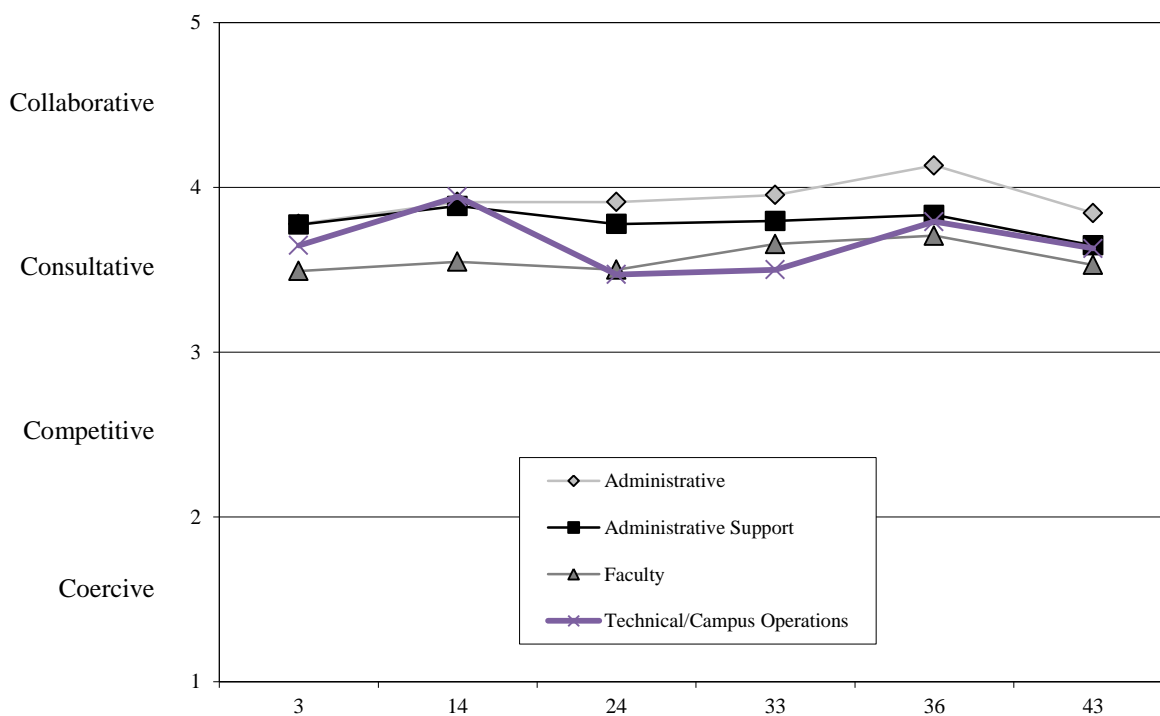
Supervisory Relationships		Administrative	Administrative Support	Faculty	Technical/Campus Operations
2	The extent to which my supervisor expresses confidence in my work	4.25	4.15	4.09	4.02
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.16	4.00	3.96	3.70
12	The extent to which positive work expectations are communicated to me	4.00	3.83	3.47	3.60
13	The extent to which unacceptable behaviors are identified and communicated to me	3.74	3.54	3.39	3.61
20	The extent to which I receive timely feedback for my work	3.96	3.89	3.46	3.55
21	The extent to which I receive appropriate feedback for my work	3.87	3.81	3.50	3.76
26	The extent to which my supervisor actively seeks my ideas	3.96	3.81	3.71	3.78
27	The extent to which my supervisor seriously considers my ideas	4.13	3.85	3.74	3.80
30	The extent to which work outcomes are clarified for me	3.84	3.87	3.39	3.69
34	The extent to which my supervisor helps me to improve my work	3.93	3.85	3.62	3.66
39	The extent to which I am given the opportunity to be creative in my work	3.89	3.81	3.85	3.87
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.91	3.81	3.47	3.63
46	The extent to which professional development and training opportunities are available	4.23	4.30	3.93	4.00

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

Teamwork		Administrative	Administrative Support	Faculty	Technical/Campus Operations
3	The extent to which there is a spirit of cooperation within my work team	3.78	3.77	3.49	3.65
14	The extent to which my primary work team uses problem-solving techniques	3.91	3.89	3.55	3.94
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.91	3.78	3.50	3.47
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.95	3.80	3.66	3.50
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.13	3.83	3.71	3.79
43	The extent to which a spirit of cooperation exists in my department	3.84	3.65	3.53	3.63

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

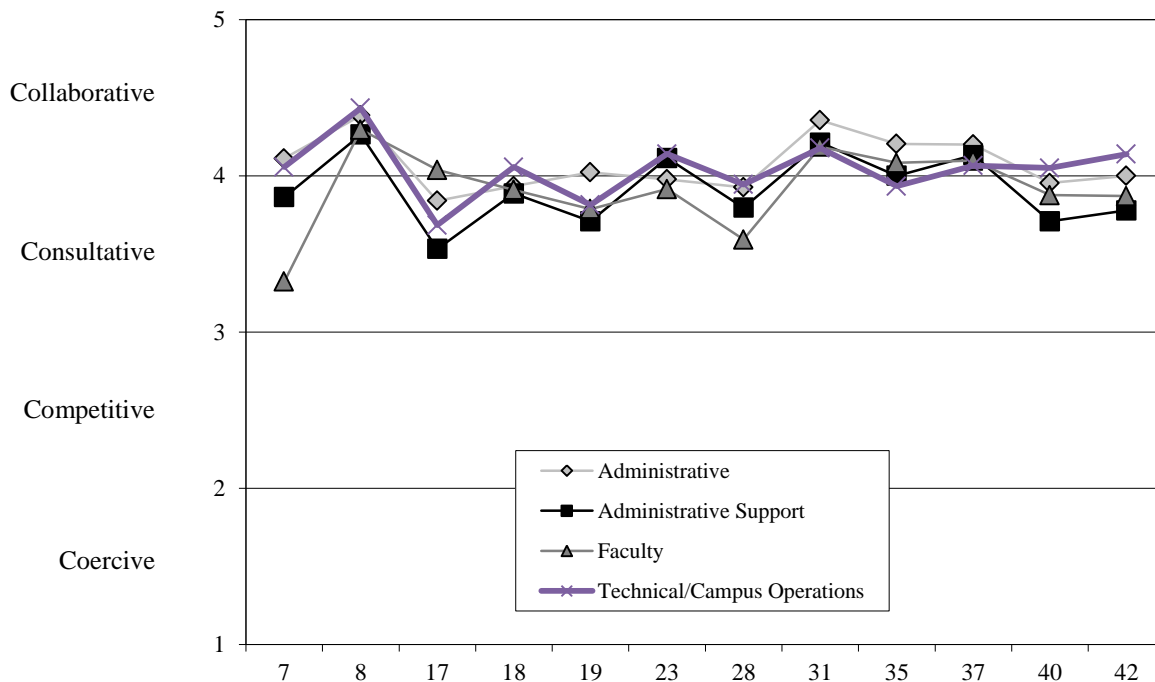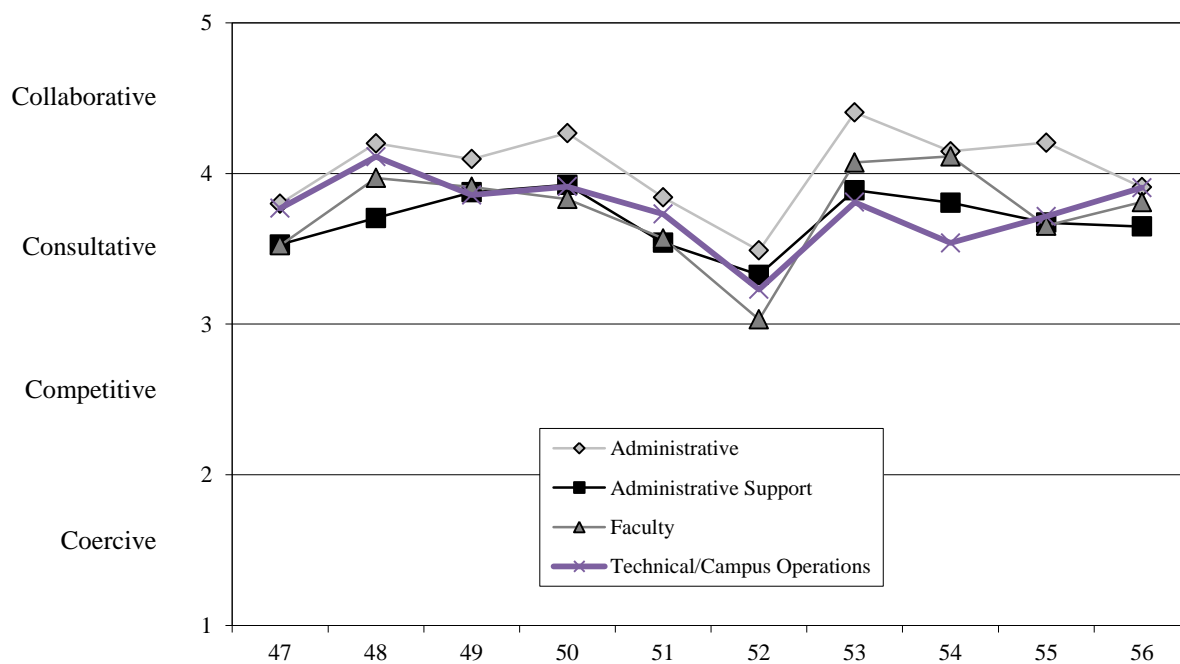| Student Focus	Administrative	Administrative Support	Faculty	Technical/Campus Operations
7 The extent to which student needs are central to what we do	4.11	3.86	3.32	4.06
8 The extent to which I feel my job is relevant to this institution's mission	4.39	4.26	4.30	4.43
17 The extent to which faculty meet the needs of the students	3.84	3.53	4.04	3.68
18 The extent to which student ethnic and cultural diversity are important at this institution	3.93	3.89	3.91	4.06
19 The extent to which students' competencies are enhanced	4.02	3.71	3.79	3.81
23 The extent to which non-teaching professional personnel meet the needs of the students	3.98	4.11	3.92	4.14
28 The extent to which classified personnel meet the needs of the students	3.93	3.80	3.59	3.94
31 The extent to which students receive an excellent education at this institution	4.36	4.21	4.19	4.18
35 The extent to which this institution prepares students for a career	4.20	4.00	4.08	3.93
37 The extent to which this institution prepares students for further learning	4.20	4.13	4.10	4.07
40 The extent to which students are assisted with their personal development	3.95	3.71	3.88	4.05
42 The extent to which students are satisfied with their educational experience at this institution	4.00	3.78	3.87	4.14

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

Customized		Administrative	Administrative Support	Faculty	Technical/Campus Operations
47	The extent to which I am empowered to pursue my ideas without formal permission	3.80	3.53	3.52	3.77
48	The extent to which I take on new and challenging projects as part of my job	4.20	3.70	3.97	4.11
49	The extent to which I have tried new things that did not work out, but I still plan to try again	4.10	3.88	3.91	3.86
50	The extent to which I work with others outside of GRCC to solve problems related to my work	4.27	3.93	3.83	3.91
51	The extent to which I am supposed to explore my natural curiosity as part of my daily work	3.84	3.54	3.57	3.73
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.49	3.33	3.03	3.23
53	The extent to which I have participated in a cross-functional team while at GRCC	4.40	3.89	4.07	3.81
54	The extent to which I have implemented ideas that were shared with be my students	4.15	3.81	4.11	3.54
55	The extent to which I have the opportunity to hear many points of view before making a decision	4.20	3.67	3.65	3.71
56	The extent to which I have sufficient opportunities to hear many points of view before making a decision	3.91	3.65	3.81	3.91

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

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

Table 12. Priorities for Change: Administrative

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	3.20
15	The extent to which I am able to appropriately influence the direction of this institution	3.34
32	The extent to which this institution is appropriately organized	3.40
10	The extent to which information is shared within this institution	3.47
4	The extent to which decisions are made at the appropriate level at this institution	3.47
16	The extent to which open and ethical communication is practiced at this institution	3.53
22	The extent to which this institution has been successful in positively motivating my performance	3.58
25	The extent to which a spirit of cooperation exists at this institution	3.60
11	The extent to which institutional teams use problem-solving techniques	3.69
13	The extent to which unacceptable behaviors are identified and communicated to me	3.74
	Area to Change—Customized	**Mean**
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.49
47	The extent to which I am empowered to pursue my ideas without formal permission	3.80
51	The extent to which I am supposed to explore my natural curiosity as part of my daily work	3.84

Table 13.   Priorities for Change: Administrative Support

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.94
15	The extent to which I am able to appropriately influence the direction of this institution	3.08
10	The extent to which information is shared within this institution	3.11
4	The extent to which decisions are made at the appropriate level at this institution	3.13
32	The extent to which this institution is appropriately organized	3.25
16	The extent to which open and ethical communication is practiced at this institution	3.32
25	The extent to which a spirit of cooperation exists at this institution	3.37
44	The extent to which my work is guided by clearly defined administrative processes	3.46
17	The extent to which faculty meet the needs of the students	3.53
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54
	Area to Change—Customized	
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.33
47	The extent to which I am empowered to pursue my ideas without formal permission	3.53
51	The extent to which I am supposed to explore my natural curiosity as part of my daily work	3.54

Table 14.   Priorities for Change: Faculty

	Area to Change	Mean
4	The extent to which decisions are made at the appropriate level at this institution	2.84
15	The extent to which I am able to appropriately influence the direction of this institution	2.87
25	The extent to which a spirit of cooperation exists at this institution	2.94
32	The extent to which this institution is appropriately organized	2.95
44	The extent to which my work is guided by clearly defined administrative processes	3.07
16	The extent to which open and ethical communication is practiced at this institution	3.13
10	The extent to which information is shared within this institution	3.14
22	The extent to which this institution has been successful in positively motivating my performance	3.15
6	The extent to which administrative leadership is focused on meeting the needs of students	3.21
11	The extent to which institutional teams use problem-solving techniques	3.24
	Area to Change—Customized	**Mean**
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.03
47	The extent to which I am empowered to pursue my ideas without formal permission	3.52
51	The extent to which I am supposed to explore my natural curiosity as part of my daily work	3.57

Table 15. Priorities for Change: Technical/Campus Operations

	Area to Change	Mean
15	The extent to which I am able to appropriately influence the direction of this institution	3.04
38	The extent to which I have the opportunity for advancement within this institution	3.19
10	The extent to which information is shared within this institution	3.24
4	The extent to which decisions are made at the appropriate level at this institution	3.26
25	The extent to which a spirit of cooperation exists at this institution	3.30
11	The extent to which institutional teams use problem-solving techniques	3.31
16	The extent to which open and ethical communication is practiced at this institution	3.36
44	The extent to which my work is guided by clearly defined administrative processes	3.41
32	The extent to which this institution is appropriately organized	3.43
22	The extent to which this institution has been successful in positively motivating my performance	3.45
	Area to Change—Customized	**Mean**
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.23
54	The extent to which I have implemented ideas that were shared with be my students	3.54
55	The extent to which I have the opportunity to hear many points of view before making a decision	3.71

Comparative Analysis: Demographic Classifications

As depicted in Table 16, employees identifying as White rated the climate highest within its demographic group (3.74). In terms of length of employment at GRCC, those individuals with less than 1 year of employment rated the climate highest (4.20). Hispanic or Latino employees rated the climate lowest within its demographic group (3.50), while respondents with 15 or more years of employment at GRCC rated the climate with a composite rating of 3.62.

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

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Administrative	3.66	3.99	3.92	4.07	4.01	3.89
Administrative Support	3.42	3.89	3.78	3.93	3.70	3.72
Faculty	3.20	3.66	3.56	3.93	3.75	3.57
Technical/Campus Operations	3.48	3.75	3.68	4.05	3.78	3.71
For which division do you work:						
Academic and Student Affairs	3.34	3.80	3.68	3.97	3.81	3.68
Finance & Administration	3.49	3.65	3.56	4.06	3.62	3.68
Information Technology	3.42	3.82	3.94	3.96	3.87	3.72
President's Office and College Advancement Office**	3.38	3.79	3.80	3.94	3.82	3.68
To which employee group do you belong:						
Meet and Confer, Executive, and Campus Police**	3.53	3.85	3.80	4.01	3.85	3.77
CEBA	3.69	3.76	3.70	4.26	3.83	3.82
APSS	3.44	3.91	3.79	3.94	3.74	3.74
Faculty/Job Training/Preschool	3.19	3.70	3.61	3.93	3.78	3.58
What gender are you:						
Man	3.41	3.77	3.76	3.98	3.84	3.70
Woman	3.51	3.89	3.80	4.05	3.88	3.79
I prefer not to respond	2.82	3.42	3.28	3.71	3.37	3.27
Your status at this institution is:						
Full time	3.38	3.78	3.70	3.98	3.80	3.69

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

** GRCC recognizes that these are separate divisions/groups. They are combined for reporting purposes in accordance with NILIE's policy to maintain respondent confidentiality.

Table 16.   Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
Please select the race/ethnicity that best describes you:						
Hispanic or Latino, of any race	3.28	3.54	3.48	3.80	3.42	3.50
Black, not Hispanic or Latino	3.38	3.56	3.53	3.76	3.60	3.54
White, not Hispanic or Latino	3.42	3.84	3.77	4.04	3.86	3.74
Other (Including American Indian or Alaska Native, not Hispanic or Latino; Native Hawaiian or Other Pacific Islander, not Hispanic or Latino; and Two or more races, not Hispanic or Latino)	3.46	3.94	3.60	3.63	3.92	3.66
What is the highest degree you have earned:						
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.) or Doctoral degree (e.g., PH.D., Ed.D.)	3.39	3.70	3.62	3.93	3.90	3.65
Master's degree	3.26	3.78	3.67	3.96	3.81	3.64
Bachelor's degree	3.46	3.75	3.72	4.02	3.75	3.71
Associate's degree	3.50	3.80	3.77	3.98	3.75	3.74
High School diploma or GED or no diploma or degree	3.89	4.07	4.07	4.25	4.01	4.03
What is your age:						
29 years of age or younger	3.37	3.47	3.23	3.80	3.27	3.48
30-39 years of age	3.41	3.87	3.88	3.95	3.94	3.74
40-49 years of age	3.39	3.71	3.68	3.94	3.75	3.65
50-59 years of age	3.56	3.99	3.91	4.16	3.98	3.88
60 years of age or more	3.33	3.82	3.74	4.01	3.86	3.70
How many years have you worked at this institution:						
Less than 1 year	3.98	4.34	4.20	4.32	4.29	4.20
1-4 years	3.59	3.91	3.63	4.05	3.93	3.80
5-9 years	3.34	3.72	3.68	3.91	3.75	3.63
10-14 years	3.42	3.88	3.83	4.05	3.88	3.76
15 or more years	3.27	3.70	3.72	3.94	3.72	3.62

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

Table 16. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
How many years have you worked in higher education:						
5 years or less	3.64	3.79	3.64	4.05	3.82	3.77
6-10 years	3.44	3.90	3.78	3.99	3.83	3.76
11-15 years	3.20	3.77	3.80	3.96	3.75	3.63
16-20 years	3.36	3.63	3.67	3.92	3.75	3.61
21-25 years	3.49	3.94	3.78	4.07	3.88	3.81
26 or more years	3.33	3.76	3.71	3.98	3.86	3.66

* The overall mean does not reflect the mean scores of the customized items developed specifically for Grand Rapids Community College.
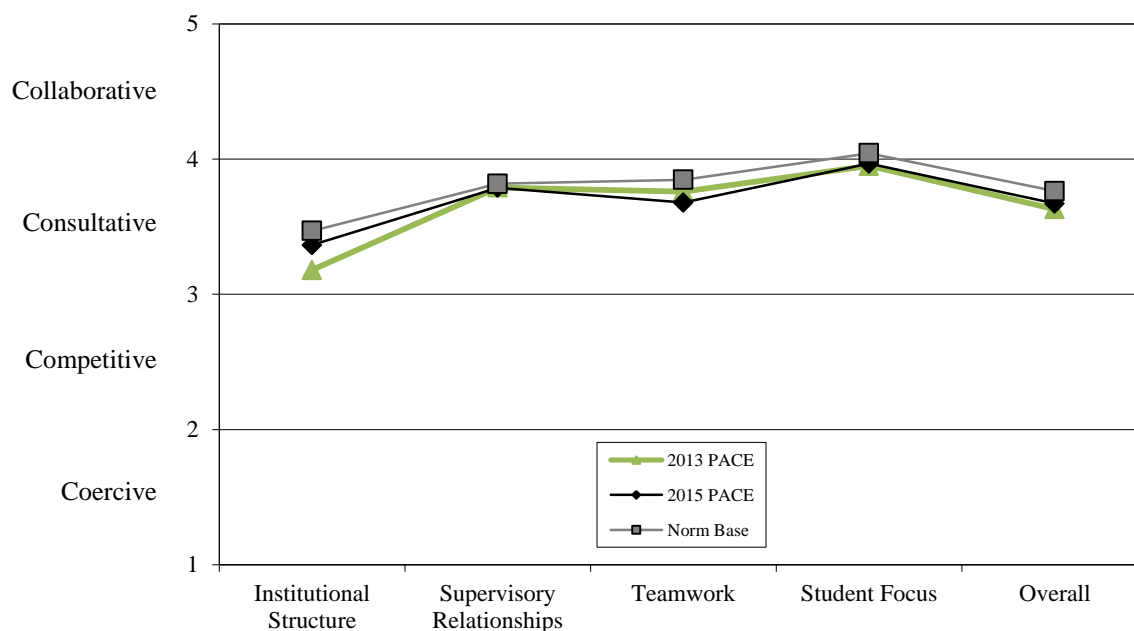
Comparative Analysis: Norm Base

Table 17 and Figure 10 show how GRCC compares with the NILIE PACE Norm Base, which includes approximately 87 different climate studies conducted at two-year institutions since July 2013. 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 three-year period. Normative data are not available for the Customized climate factor area developed specifically for GRCC. Table 17 and Figure 10 also show how the current administration of the PACE survey at GRCC compares with the 2013 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 17.   Grand Rapids Community College Climate compared with the 2013 administration and the NILIE PACE Norm Base

	GRCC 2013	GRCC 2015	Norm Base*
Institutional Structure	3.18	3.36	3.47
Supervisory Relationships	3.79	3.79	3.82
Teamwork	3.76	3.68	3.85
Student Focus	3.95	3.97	4.04
Overall	3.63	3.67	3.76

Figure 10.   Grand Rapids Community College Climate Compared with the 2013 administration and the NILIE PACE Norm Base

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

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

Table 18.   Institutional Structure Mean Scores Compared to the NILIE Norm Base

	Institutional Structure	GRCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	3.68*	3.85
4	The extent to which decisions are made at the appropriate level at this institution	3.09*	3.29
5	The extent to which the institution effectively promotes diversity in the workplace	3.78	3.88
6	The extent to which administrative leadership is focused on meeting the needs of students	3.50*	3.72
10	The extent to which information is shared within the institution	3.20	3.22
11	The extent to which institutional teams use problem-solving techniques	3.40	3.46
15	The extent to which I am able to appropriately influence the direction of this institution	3.01	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.27	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.36	3.44
25	The extent to which a spirit of cooperation exists at this institution	3.20*	3.39
29	The extent to which institution-wide policies guide my work	3.64	3.71
32	The extent to which this institution is appropriately organized	3.19	3.27
38	The extent to which I have the opportunity for advancement within this institution	3.22	3.09
41	The extent to which I receive adequate information regarding important activities at this institution	3.66	3.65
44	The extent to which my work is guided by clearly defined administrative processes	3.34*	3.48
	Mean Total	**3.36***	**3.47**

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

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

	Supervisory Relationships	GRCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.12	4.19
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.95	4.06
12	The extent to which positive work expectations are communicated to me	3.67	3.73
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54*	3.68
20	The extent to which I receive timely feedback for my work	3.67	3.68
21	The extent to which I receive appropriate feedback for my work	3.69	3.71
26	The extent to which my supervisor actively seeks my ideas	3.80	3.76
27	The extent to which my supervisor seriously considers my ideas	3.85	3.84
30	The extent to which work outcomes are clarified for me	3.62	3.67
34	The extent to which my supervisor helps me to improve my work	3.73	3.75
39	The extent to which I am given the opportunity to be creative in my work	3.87*	4.02
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.65	3.67
46	The extent to which professional development and training opportunities are available	4.07*	3.79
	Mean Total	**3.79**	**3.82**

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

	Teamwork	GRCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.63	3.93
14	The extent to which my primary work team uses problem-solving techniques	3.76	3.87
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.63*	3.79
33	The extent to which my work team provides an environment for free and open expression	3.70	3.83
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.81	3.86
43	The extent to which a spirit of cooperation exists in my department	3.63*	3.83
	Mean Total	**3.68***	**3.85**

* T-test results indicate a significant difference between the mean and the Norm Base mean (α=0.05).

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

	Student Focus	GRCC Mean	Norm Base
7	The extent to which student needs are central to what we do	3.65*	3.93
8	The extent to which I feel my job is relevant to this institution's mission	4.36	4.42
17	The extent to which faculty meet the needs of students	3.88	3.99
18	The extent to which student ethnic and cultural diversity are important at this institution	3.93*	4.08
19	The extent to which students' competencies are enhanced	3.82*	3.96
23	The extent to which non-teaching professional personnel meet the needs of the students	4.01	3.93
28	The extent to which classified personnel meet the needs of the students	3.74*	3.88
31	The extent to which students receive an excellent education at this institution	4.22	4.16
35	The extent to which this institution prepares students for a career	4.06	4.15
37	The extent to which this institution prepares students for further learning	4.12	4.15
40	The extent to which students are assisted with their personal development	3.88	3.93
42	The extent to which students are satisfied with their educational experience	3.91	3.93
	Mean Total	**3.97***	**4.04**
	Overall Total	**3.67***	**3.76**

* T-test results indicate a significant difference between the mean and the Norm Base mean (α=0.05).
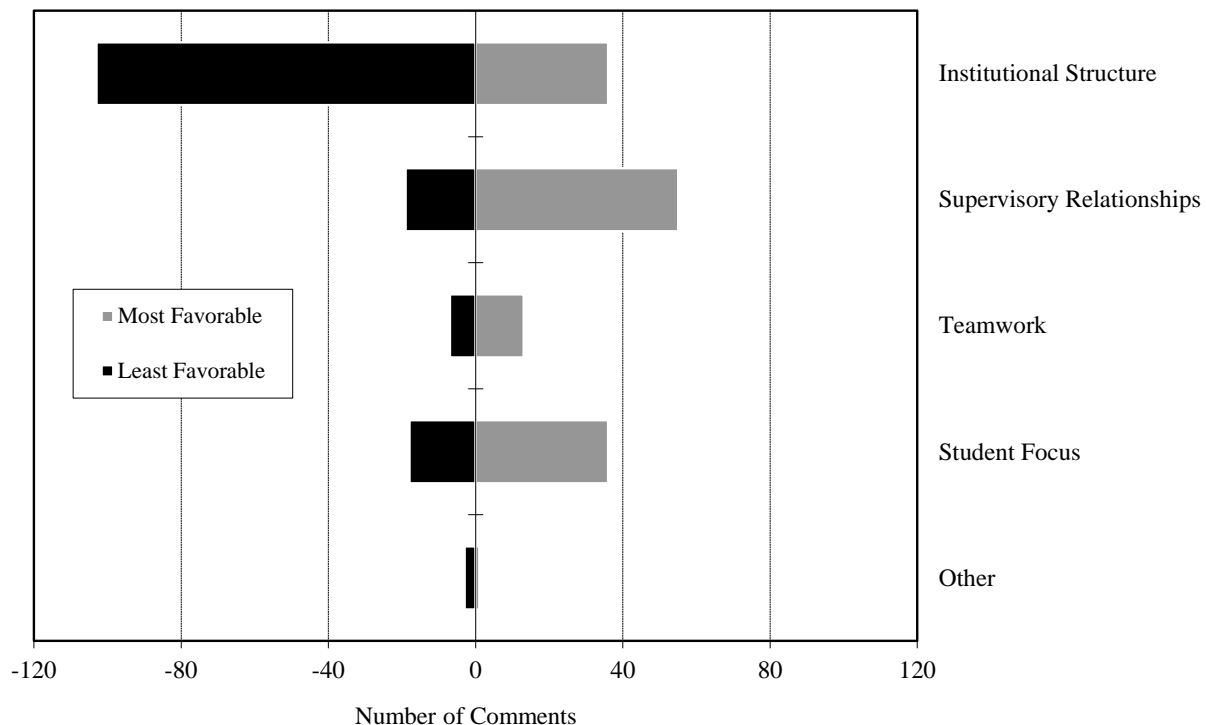
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 314 Grand Rapids Community College employees who completed the PACE survey, 45.9% (144 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 11 provides a summary of the GRCC 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 Supervisory Relationships climate factors. Please refer to Tables 22 and 23 for sample comments categorized by climate factor and the actual number of responses provided by GRCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted as written except in instances where the integrity of the report is compromised.

Figure 11.   Grand Rapids Community College Comment Response Rates

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

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

Factor	Themes
Institutional Structure (n=36)	*I feel that there is a good, strong spirit of collaboration, and genuine interest in helping students succeed. That spirit permeates many of the decisions I have seen made here.*
	The college has always done a great job at promoting diversity.
	In my position, I am given ample opportunity to make positive impacts on my area, and the institution. I enjoy working for GRCC.
	Shared governance is valued and followed here. This is something that we can sometimes take for granted, but is a huge strength of the institution.
	I think the college as a whole is very diverse and everyone gets along.
	I love the challenging work and projects that drift my way. Every week is a new adventure.
	I work directly with smart, creative, and caring people.
	Grand Rapids is simply a great place to work.
	This is a very fine institution. We have faced some difficult situations, and have overcome many of the difficulties. I feel very fortunate to be here.
	This is an excellent institution at which to be employed. I am confident that the institution supports my efforts in helping students succeed in their education and in life.
	Everyone at the college has been very friendly and helpful, going above and beyond expectations based on past work experiences.
	The institution is well-organized. I know who to go to if I have a problem with my supervisor.
	The administration here is the best it has ever been. We have strong leadership.
	GRCC is a great place to work and has provided me with many opportunities for professional growth.
Supervisory Relationships (n=55)	*My immediate supervisors (Department Chair, Associate Deans, Deans, and Provost) invite and support creativity and professional pursuits that enhance education.*
	My direct supervisor is very supportive.
	I have a very engaging supervisor. They are supportive, encouraging and helpful.
	I work for a director who is supportive of students, this department, faculty and staff.
	If I did not have the supervisor I have, I don't think that most of the questions I answered would have been satisfied/very satisfied. Luckily I have had some great supervisors during my career at GRCC.

Table 22.   Continued

Factor	Themes

My supervisor is very supportive and goes above and beyond to make me the best employee I can be.

Faculty are allowed to try anything they want in order to achieve what they want to for their students.

Flexible work schedule is most favorable.

I appreciate having the chance to explore different methods of doing a satisfying job.

I am free to explore different teaching methods in my classes. The administration supports me 100%.

I am supported by administration to be creative, try new ideas and implement new programs.

I am supported in trying new approaches in teaching.

I feel free to be my best at GRCC. As a faculty member, I enjoy experimenting with new ideas in the classroom.

I like and appreciate the autonomy to work and bring forth ideas that help advance the mission and vision of the institution.

My colleagues and my department head are supportive and excited about the work that I do and my ideas. I feel free to explore, experiment, and embrace new ideas in the classroom. These aspects make working at GRCC a delight.

The ability to learn, grow, explore and be creative within my job function is most favorable.

The institution is well organized and I feel that faculty have a considerable degree of autonomy in their respective day-to-day activities. This is important to providing the flexibility necessary to meet the disparate student outcomes and I think in practice students are central to our goals and activities.

I enjoy being given the opportunities to attend conferences, which enables me to expand my knowledge about the work I do.

I feel like I am trusted to do my job, to make decisions and try new ideas out for making my job more effective. There are plenty of opportunities for professional development.

I have had a number of professional development opportunities. This has helped me develop ideas for events we've been able to sponsor.

The college is supportive of employees gaining further knowledge and training. I am very appreciative of this.

Administration encourages and supports faculty to take on outside professional initiatives.

Table 22.	Continued
Factor	**Themes**
Teamwork (n=13)	*I am very satisfied within my work unit. We all work well as a team to get the work done. Everyone is given the opportunity to give input when appropriate. Our work allows us to perform independently or as a team.*
	I am very satisfied with my work within my department.
	My immediate work team is very supportive, respectful, open to ideas, and focused on improving student's potential for success.
	My primary work group is collegial and hard-working. We are experts in how to run our department.
	Our department is highly cooperative and committed.
Student Focus (n=36)	*GRCC is an incredible institution for students. The faculty I know and work with all put students first and work very hard to provide them with the best education possible. I feel the college is student centered and all decisions made are for the good of students. The budget has been very hard the last couple of years, but I feel that administration looked at doing everything they could to keep GRCC affordable for students, which should be the priority.*
	I do think we try to do what is best for the student and that is the most important thing. We are told, at opening days, etc., that we are important and can make a difference in the lives of students.
	I enjoy the experiences I have with students and find them (the students and the experiences) to be energizing. I am hopeful that we can continue to provide students with excellent instruction and opportunities for advancement.
	I think the focus of the college is on the students and their achievement.
	The best aspect of the college is the student-staff interaction and the ability to be part of cross-campus conversations from time to time. There are lots of good people with innovative ideas on campus who are energizing to work with.
	The college is student focused.
	Teaching in the classroom is most favorable; the students are amazing and the reason I stay at GRCC.
	The students are what make this job worthwhile. I love teaching and interacting with them.
	I appreciate the diversity of staff, faculty and students. The college does a fantastic job of being inclusive.
	I really appreciate the cultural, ethnic and socio-economic diversity here at GRCC. I appreciate the atmosphere of support for students and for our mission.
	Students have a great opportunity to advance their skills with great course content and hands-on training.

Table 22.   Continued

Factor	Themes
	I think GRCC does a good job educating students for the workforce and to transfer for continuing education. I think the faculty really care about the students and do all they can to support them.
	I think this college does a wonderful job of providing students with an excellent and very affordable education. The education students receive here provides them with excellent professional and personal opportunities. I think our Job Training programs are excellent.
	Student success and retention is very important to the college. There are many initiatives in place to continue to improve retention and follow through to completion or transfer. These are good things.

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

Factor	Themes
Institutional Structure (n=103)	*More could be done to promote transparency regarding the decision-making process. I feel that some policies are sometimes enacted that favor one group's interests over another, and little is done to rectify the disconnect.*
	It seems some departments make decisions without considering how it may affect other departments in the college.
	Departments generally need to think twice about how a project or initiative may affect other areas of the college.
	Most decisions are made top-down with little input.
	While the academic leaders (Provost, Dean, AD, DH) are great, many of the non-teaching faculty areas and support areas have too much authority in decision making. They are biased to their own desires, or lacking in an understanding of what happens in the classroom.
	On an institutional level, administration has pushed visions and values as an important cornerstone of ethics in the workplace. However, these values are often ignored, at the expense of subordinates. There is rampant favoritism, and a climate of intimidation widely exists. Due to the intimacy between administration and Human Resources, HR is not viewed as a neutral arbiter during disputes. I have a crisis of conscience, one that many of my colleagues share. I cannot overstate how bad this problem is, but I am not optimistic that the environment will change before I ultimately seek different employment. GRCC is not a good place for me.
	I would love to see even more diversity amongst the faculty.
	Sometimes the diversity issue is taken to extremes. Articles have been sent out on diversity issues that have been very pointed in blame and when the final outcome is presented and shows just the opposite of what was being portrayed in the original communication, there is no reaction or communication around it. This type of activity only tends to separate us as a group. While diversity issues need to be addressed, alienating groups by using extremely controversial information, is a poor way to do it and only gives extremists a platform to stir the pot. Fair and balanced information is the only way to do this. There are a lot of people on campus that feel this way and are afraid to voice their opinion about it.
	Administration wants enrollment to increase, and yet they do not provide wait lists for enough courses and tend to cancel courses with low enrollment much too early. I think we need to consider some new ideas in this area.
	Being forced to waste my time completing FPEs and related worthless paperwork doesn't help my students learn, and crushes employee morale. It also makes me question the leadership at GRCC.
	There are no opportunities to offer ideas here. Decisions are made at the top and information is not shared. You are expected to be a puppet and operate with limited information.

Table 23.	Continued
Factor	**Themes**

The administration fails to act in the best interests of students and faculty in many matters. They run the college like a money-making business. We're an educational environment and education should be the motivator in all decisions.

I dislike the lack of communication and the favoritism that happens here in my building.

I feel communication could be better throughout campus—department to department. It's not bad, but it could be better.

I feel the administration engages with faculty less and less. There is a lack of communication and collaboration. Decisions seem to be made in a vacuum. Faculty input is rarely sought, and when it is, there does not seem to be any credence given to it. Some issues have been magnified due to lack of personal communication by supervisors and faculty/staff, creating a morale problem. It also seems that we no longer seem to acknowledge efforts of those going above and beyond to benefit students.

Decision-making on policy implementation, action projects, etc., is often done without ample communication to other stakeholders within the college. Implementation of a practice in one office may drastically affect the work of another office depending on how loosely or tightly coupled the offices are. Further, I would like to see a reinforcement of the mission of GRCC. Really, I think the problems facing GRCC are not unique.

I don't feel I have much of an impact here yet.

I am treated simply as an employee but not part of the team.

At GRCC, faculty and most staff take teaching and learning seriously. At some level data collection and the bottom line become more important than how successful we are in the classroom. Faculty are not included in many of the decisions that involve students, learning and teaching.

I don't understand the turnover of people in the non-teaching roles.

I find the tension from the differences between the faculty union and administration to be palpable and am concerned going into the next round of contract negotiations.

There are deep pay inequities between staff due to changes in compensation structure over time. It can be difficult to maintain high levels of motivation as a result.

There is a lack of institutional support in the area of distance learning.

Within my own department some individuals continue to be emotionally reactive to issues, easily offended, and emotionally immature within their professional life. Decisions are sometimes based on the "squeaky wheel" rather than logic. We do not have proper leadership to prevent these issues from constantly occurring.

Table 23. Continued

Factor	Themes
	Administration is becoming more focused on numbers and dollars and not mission. Faculty are often described as the enemy to be controlled. I wish a spirit of cooperation and trust was the norm here. I have not felt that in many years.
	Leadership is lacking. A community is not present within our staff. Everyone is out for themselves.
	Least favorable is the fact that there is not trust that is needed between administration and faculty to allow effective work to get done. There is always a motive, always a reason to say no, very little flexibility allowed due to the management styles, only a few employees who are asked to help with projects, unspoken expectations, and competing agendas depending on the supervisor/pd/dh. Value is not placed on innovation or collaboration but instead on checking off boxes and counting students.
	Where I feel we've lost our way is the lack of listening to different opinions. Many opinions (I would say facts also) are ignored if they do not fit a particular brand of thinking. Very few people make decisions here and we do not work as a team as we are led to believe.
	Administration is way too top heavy. Faculty should be able to handle many of these simple tasks that administrators are hired to do. We continue to make this institution more complex and frustrating to work for.
	Cost cutting seems to be the only focus of the college. All sorts of initiatives that we are told are important when the accreditors come around lose their importance when we get an accreditation. There is a preponderance of administration and their salaries are sucking the college dry, while administrative work is being foisted on faculty for little or no extra pay.
	Least favorable is that my department has seen a reduction in FTE.
	The growing use of adjuncts and GRCC not offering adjuncts a livable wage is least favorable. I find this trend deplorable and wish GRCC would go against such abuse. What are we modeling for our students if our own administration does not value higher education? Also, I dislike the growing adherence to standardization and minimal educational breadth for the sake of efficiency—a corporate not an educational model.
	The tendency of getting rid of full time faculty positions for part time faculties and more administrators is unfavorable. Many good people are leaving this place and we do nothing to make them stay.
	There are too many administrators. Faculty are not looked upon favorably by some administrators. Legal support is very biased.
	There is a lot of extra busy work that the administration gives the faculty to do. The time and stress involved seriously interferes with faculty's effectiveness as instructors. It may be job security for them, but it is a headache at best for us.

Table 23.   Continued

Factor	Themes
	I feel that politics play too big a role in professional advancement within the college. This is evident in who receives title upgrades and pay increases. I do not feel that the employee review system fairly compensates team members for a job well done. Sure, it's great at weeding out the bad seeds, but it does nothing to elevate the status of high performers.
	In my current positions there is no room for advancement and I don't feel that there is enough respect for past work history knowledge that can contribute to students' learning.
	There is absolutely no chance of advancement here at GRCC unless you are already in the upper echelon. We continue to bring people from the outside to open positions here. With all the people leaving due to the VESP, the people's history at GRCC is being lost. There is a lack of caring about people here. All we hear about is the bottom line. We have many, many supervisors who have not been trained to be supervisors and who are doing a really rotten job at it.
	It is very difficult for upward movement at GRCC. You almost need to leave the college and return a year later to move up in the organization. It's also too hard to let go of bad employees.
	The college has been moving fast on cleaning up and implementing many new policies at once. Sometimes this results in rigidity that is not supportive of innovative approaches and our students as a whole.
	Understanding processes in the college as a whole is very confusing. Often it is a matter of knowing the right person to get the answer.
Supervisory Relationships (n=19)	*The supervisor in my department creates a hostile and unsafe environment. S/He has no trust for staff members and student employees, although no one has given her/him reason not to trust them. S/He also doesn't understand the work we do here and comes across as a very insecure person. At times s/he gets enraged and yells at us individually. I feel harassed, intimidated, threatened and unsafe in my workplace.*
	There is far too much favoritism shown to certain employees who are friends with supervisors. There is too much discrimination.
	Within my department, there are a few people who do all the work. Others like to do specific aspects of their work and not other aspects so some of us are left picking up the slack. While they all focus on and care about students, they like to do planning and big picture work and not what needs to be done day-to-day. Many of them come in late, leave early and yet because they are tenured faculty, this is not dealt with. We have students who complain about faculty who aren't doing their jobs and yet again, tenure protects all. This is very disheartening. We haven't been replacing positions and some people just keep absorbing more work. It is hard as you want to do well but when you are doing the work of multiple people it is hard to do anything well.

Table 23.	Continued
Factor	**Themes**
	I do not have confidence in management and administration on campus. I have had negative experiences with my immediate supervisor that have affected me significantly, as well as our group and department as a whole. There is significant mistrust between us, and that gap is widening.
	I feel my direct line of leadership is ineffective and unsupportive.
	I feel that we are often asked to jump through hoops to complete tasks that do not necessarily benefit anyone. Administration is out of touch.
	There is a command and control environment that discourages independent thought. It is more important to control the faculty with antiquated evaluation tools (FPE) than to empower the faculty. This FPE evaluation tool needs to encourage involvement with the community and it does not. Many mid-level administrators have been hired over the last five years that create more processes that require more paperwork and discourage innovation in the college. Faculty need to be empowered so they have ownership in the organization.
	GRCC treats faculty as though they were automatons, all fitting within one slot. Faculty complain constantly about meaningless work (e.g., the FPE, an outstanding example of absurdity and wasted time), the lack of meaningful communication with administration, the mindless rules that stifle student interaction, the pay scale that punishes some faculty, etc. The collective faculty mood at this institution is dismal, at best. The enthusiasm is gone, and along with it the personal creativity that students love.
Teamwork (n=7)	*Our team can benefit from some intensive team building and development. We are functioning in a silo yet totally dependent on collaborating with other departments in and throughout campus. Working within our team and without can use some support.*
	Outside of my supervisor the department I work in is very disconnected and many are unhappy. I really wish we as a department did more to connect with each other. There are too many people who don't care about their jobs, which I find sad.
	I don't think our area is structured appropriately anymore. When asked to make decisions in our work group the next level up does not back up those decisions.
Student Focus (n=18)	*I would love to see programs that help students enter 100-level courses directly related to their degree, without having to spend money and time on remedial courses. Additional tutors or a cadre of professional tutors would also help.*
	GRCC often says that as an institution there is concern for minority students, but when charged to delve deeply into these matters there seems to be resistance. If the problem is addressed, it is only temporarily. The achievement rate of minority males is still extremely low at GRCC, even with the implementation of Alpha Beta Omega. There needs to be more cultural competency trainings for the entire college, not just a select few.

Table 23.   Continued

Factor	Themes
	It appears that faculty do not always put the needs of students before their own.
	Working with co-workers who have been teaching for over 20 years and are not willing to consider trying to change for the better of our students is least favorable.
	I feel faculty do not meet our students' needs. Recently a student was looking for a 200 level class and needed a night class because s/he works full time and the only 200 level classes were offered during the day. I have come across this with other students looking for night or weekend classes. The classes they are looking for are not offered at the times they need. Students often have concerns of not being able to get a counseling or advising appointment and appointments are two weeks out.
	GRCC has a superficial commitment toward the college's most pressing needs and student groups; in particular, students of color.
	I don't think we do enough to recruit older students to the college thus missing a large segment of the population that need new or improved skills. We don't offer enough relevant certificates (30 credit hours) to meet the employers' current needs and we do not have an established process for tracking the ones we have. We do not have a good way to track apprenticeships. Development of new programs is slow. Curriculum is good, but the process needs to be accelerated.
	The institution favors graduation instead of learning.
Other (n=3)	<u>Safety</u> *Least favorable is security on certain parts of the campus.*

CONCLUSION

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

Overall, the following have been identified as the top performance areas at Grand Rapids Community College. Seven of these items represent the Student Focus climate factor (items #8, #18, #23, #31, #35, #37, and #42) and three represent the Supervisory Relationships climate factor (items #2, #9, and #46).

- The extent to which I feel my job is relevant to this institution's mission, 4.36 (#8)

- The extent to which students receive an excellent education at this institution, 4.22 (#31)

- The extent to which this institution prepares students for further learning, 4.12 (#37)

- The extent to which my supervisor expresses confidence in my work, 4.12 (#2)

- The extent to which professional development and training opportunities are available, 4.07 (#46)

- The extent to which this institution prepares students for a career, 4.06 (#35)

- The extent to which non-teaching professional personnel meet the needs of the students, 4.01 (#23)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.95 (#9)

- The extent to which student ethnic and cultural diversity are important at this institution, 3.93 (#18)

- The extent to which students are satisfied with their educational experience at this institution, 3.91 (#42)

Overall, the following have been identified as the top performance areas within the Customized Climate factor at Grand Rapids Community College.

- The extent to which I have participated in a cross-functional team while at GRCC, 4.05 (#53)

- The extent to which I have implemented ideas that were shared with be my students, 4.00. (#54)

- The extent to which I take on new and challenging projects as part of my job, 3.99 (#48)

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

- The extent to which I am able to appropriately influence the direction of this institution, 3.01 (#15)

- The extent to which decisions are made at the appropriate level at this institution, 3.09 (#4)

- The extent to which this institution is appropriately organized, 3.19 (#32)

- The extent to which information is shared within this institution, 3.20 (#10)

- The extent to which a spirit of cooperation exists at this institution, 3.20 (#25)

- The extent to which I have the opportunity for advancement within this institution, 3.22 (#38)

- The extent to which open and ethical communication is practiced at this institution, 3.27 (#16)

- The extent to which my work is guided by clearly defined administrative processes, 3.34 (#44)

- The extent to which this institution has been successful in positively motivating my performance, 3.36 (#22)

- The extent to which institutional teams use problem-solving techniques, 3.40 (#11)

Overall, the following have been identified as the areas in need of improvement within the Customized Climate factor at Grand Rapids Community College.

- The extent to which I feel respected when I share an unpopular belief or opinion, 3.21 (#52)

- The extent to which I am empowered to pursue my ideas without formal permission, 3.62 (#47)

- The extent to which I am supposed to explore my natural curiosity as part of my daily work, 3.65 (#51)

The most favorable areas cited in the open-ended questions pertain to the Supervisory Relationships climate factor, and specifically opportunities for creativity that keep employees motivated. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to issues regarding the Institutional Structure, in particular the way in which the institution is organized, workload distribution, and opportunities for advancement.

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