# EXECUTIVE SUMMARY

In December 2005, the Personal Assessment of the College Environment (PACE) survey was administered to 652 employees at Grand Rapids Community College (GRCC). Of those 652 employees, 261 (40.0%) 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
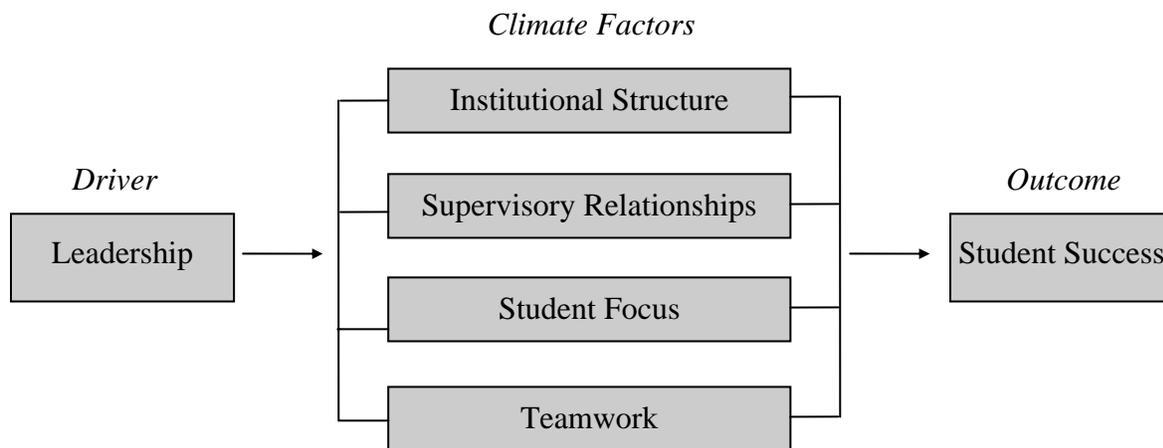


NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and 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 45 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at 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). Four fell within the Competitive range (rated between 2 and 3). Forty-eight fell within the Consultative range (rated between 3 and 4), and four composite ratings fell within the Collaborative range (rated between 4 and 5).

At GRCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.54 mean score or mid-Consultative system. The Student Focus category received the highest mean score (3.81), whereas the Institutional Structure category received the lowest mean score (3.24). When respondents were classified according to functional role at GRCC, the composite ratings were as follows: Administrative (3.65), Administrative Support (3.62), Faculty (3.57), and Technical/Campus Operations (3.27).

Overall, the following have been identified as areas of excellence at Grand Rapids Community College.*

- The extent to which I feel my job is relevant to this institution's mission, 4.30 (#8)

- The extent to which I am given the opportunity to be creative in my work, 4.04 (#39)

- The extent to which my supervisor expresses confidence in my work, 4.03 (#2)

- The extent to which students receive an excellent education at this institution, 4.01 (#31)

- The extent to which this institution prepares students for further learning, 3.96 (#37)

- The extent to which student ethnic and cultural diversity are important at this institution, 3.95 (#18)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.94 (#9)

- The extent to which this institution prepares students for a career, 3.93 (#35)

- The extent to which the institution effectively promotes diversity in the workplace, 3.89 (#5)

- The extent to which professional development and training opportunities are available, 3.86 (#46)

*Customized questions were not included in this listing.

The following have been identified as areas in need of improvement at Grand Rapids Community College.*

- The extent to which I have the opportunity for advancement, 3.15 (#38)

- The extent to which decisions are made at the appropriate level at this institution, 2.77 (#4)

- The extent to which information is shared within this institution, 2.89 (#10)

- The extent to which this institution is appropriately organized, 2.94 (#32)

- The extent to which I am able to appropriately influence the direction of this institution, 3.09 (#15)

- The extent to which my work is guided by clearly defined administrative processes, 3.13 (#44)

- The extent to which institutional teams use problem-solving techniques, 3.14 (#11)

- The extent to which open and ethical communication is practiced at this institution, 3.15 (#16)

- The extent to which a spirit of cooperation exists at this institution, 3.19 (#25)

- The extent to which this institution has been successful in positively motivating my performance, 3.27 (#22)

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.

*Customized questions were not included in this listing.

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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 though 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 1960's with Rensis Likert's work at the University of Michigan. A framework of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, as reported in Baker and Glass (1993).

The first adaptation of Likert's climate concepts research to higher education organizations was employed at the various campuses of Miami-Dade Community College, Florida, in 1986. A modified version of the Likert profile of organizations was used in a case study of Miami-Dade Community College and reported by Roueche and Baker (1987).

Results of the Miami-Dade study indicated that Likert's four-system theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and

responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University. Various versions of the PACE instrument were field-tested through NILIE's efforts, and several doctoral dissertations.

From Likert's original work and research methods, NILIE identified four leadership models and organizational systems ranging from Coercion to Collaboration. The Collaborative System, referred to as System 4, is generally seen as the ideal climate to be achieved, since it appears to produce better results in terms of productivity, job satisfaction, communication, and overall organizational effectiveness (Likert, 1967). The various NILIE research studies have verified that the Collaborative System is the climate to be sought. NILIE's research supports the conclusion that most organizations function between the Competitive (System 2) and Consultative (System 3) levels across the four climate factors of the instrument (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus).

Coercion represents the least desirable climate and constitutes a structured, task-oriented, and highly authoritative leadership management style. This leadership style assumes that followers are inherently lazy, and to make them productive, the manager must keep after them constantly. Interestingly, a few employees in almost all organizations evaluated by NILIE hold this view of the organizational climate. However, as a rule, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a Collaborative model is characterized by leadership behaviors that are change-oriented, where appropriate decisions have been delegated to organizational teams, and leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This model is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive. It also assumes that the nature of work calls for people to come together in teams and groups in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, especially in the face of present and near future challenges such as new technologies, demands for accountability and the desire to accurately measure learning outcomes.

As the perceptions of the staff, faculty, and administrators approach the characteristics of the Collaborative environment, better results are achieved in terms of productivity and cost management. Employees are absent from work less often and tend to remain employed in the organization for a longer period of time. The Collaborative model also produces a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors (Likert, 1967). In addition, various researchers (Blanchard, 1985; Stewart, 1982; Yukl, 2002) suggest that adapting leadership styles to fit particular situations according to the employees' characteristics and developmental stages and other intervening variables may be appropriate for enhancing productivity. Table 1 is a model of NILIE's four-systems framework based on Likert's original work and modified through NILIE's research conducted between 1992 and the present.

**Table 1.** NILIE Four Systems Model

| System 1 | System 2 | System 3 | System 4 |
|---|---|---|---|
| **Coercive** | **Competitive** | **Consultative** | **Collaborative** |
| Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process. | Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process. | Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process. | Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process. |
| Decisions are made at the top and issued downward. | Some decision-making processes take place in the lower levels, but control is at the top. | More decisions are made at the lower levels, and leaders consult with followers regarding decisions. | Decision making is widely dispersed throughout the organization and is well integrated across levels. |
| Lower levels in the organization oppose the goals established by the upper levels. | Lower levels in the organization cooperate in accomplishing selected goals of the organization. | Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals. | Collaboration is employed throughout the organization. |
| Influence primarily takes place through fear and punishment. | Some influence is experienced through the rewards process and some through fear and punishment. | Influence is through the rewards process. Occasional punishment and some collaboration occur. | Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals. |

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization. Astin and Astin (2000) note that the purposes of leadership are based in these values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;

- To promote harmony with nature and thereby provide sustainability for future generations; and

- To create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported (p. 11).

Studies of leadership effectiveness abound in the literature. Managers and leaders who plan change strategies for their organizations based on the results of a NILIE climate survey are encouraged to review theories and concepts, such as those listed below, when planning for the future.

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.

- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).

- Situational leadership theories (see Northouse, 2004; Yukl, 2002).

- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).

- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help 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, 2005, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Grand Rapids Community College. Of the 652 employees administered the instrument, 261 (40.0%) completed and returned the instrument for analysis. Of those 261 employees, 137 (52.5%) 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 Institutional Research and Planning Office of GRCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

NILIE provided GRCC with a link to an online version of the PACE instrument. Employees were asked to complete the PACE online. Completed surveys were returned to NILIE for analysis. The surveys were read by an optical scanner and data were analyzed using the statistical package SAS, version 9.1.

## Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus.  A Customized section developed by 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 pre-determined 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 0.9760. 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 2003 to present are shown in Table 2.

**Table 2.** Alpha Coefficients by Climate Category for PACEs Completed from July 2003 to Present (n=11,555)

| Climate Category | Alpha Coefficient |
|---|---|
| Institutional Structure | 0.9549 |
| Supervisory Relationships | 0.9488 |
| Student Focus | 0.9463 |
| Teamwork | 0.9440 |
| **Overall (1-46)** | **0.9760** |

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

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

# DATA ANALYSIS

Data were analyzed in five ways.  First, a descriptive analysis of the respondents' demographics are presented, followed by an overall analysis of the item and climate factor means and standard deviations.  Where appropriate, comparisons are made with matching data from GRCC's 2003 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 functional role and generated priorities for change for each functional role.  Also, comparative analyses of factor means by demographic variables were conducted.  The item and domain 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 652 GRCC employees administered the survey, 261 (40.0%) completed the PACE survey. Survey respondents classified themselves into functional roles. Refer to Table 3 and Figure 2.

**Table 3.**     Response by Self-Selected Functional Role

| Functional Role | Population | Surveys Returned for Analysis | Percent of Population Represented |
|---|---|---|---|
| Administrative | 66 | 55 | 83.3% |
| Administrative Support | 92 | 41 | 44.6% |
| Faculty | 253 | 118 | 46.6% |
| Technical/Campus Operations | 241 | 45 | 18.7% |
| Did not respond | | 2 | |
| Total | 652 | 261 | 40.0% |

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

**Figure 2.**   Proportion of Total Responses by Functional Role



Technical/Campus Operations 17%
Administrative 21%
Administrative Support 16%
Faculty 46%
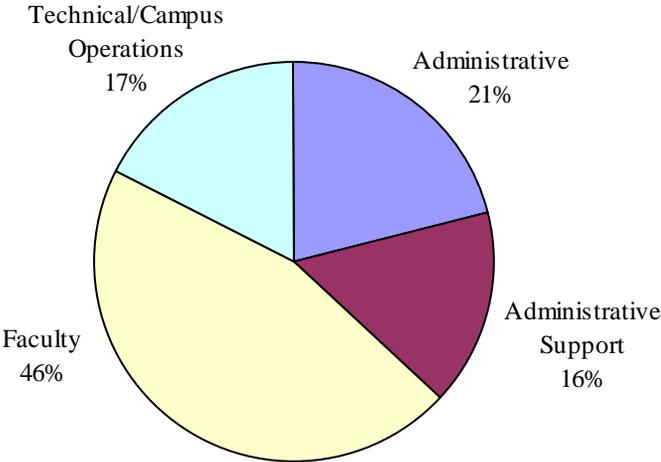
2 individuals did not respond to the functional role demographic variable.

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

**Table 4.** Proportion of Responses Across Demographic Classifications

| Demographic Variable | 2003<br>**# of**<br>**Responses** | 2003<br>**% of**<br>**Responses** | 2005<br>**# of**<br>**Responses** | 2005<br>**% of**<br>**Responses** |
|---|---|---|---|---|
| **What is your personnel classification:** | | | | |
| Administrative | 42 | 13.7% | 55 | 21.1% |
| Administrative Support | 50 | 16.3% | 41 | 15.7% |
| Faculty | 148 | 48.4% | 118 | 45.2% |
| Technical/Campus Operations | 54 | 17.7% | 45 | 17.2% |
| Did not respond | 12 | 3.9% | 2 | 0.8% |
| | | | | |
| **For which division do you work:** | | | | |
| School of Workforce Development/Training Solutions/Job Training/Work-based Learning | 58 | 19.0% | 67 | 25.7% |
| School of Arts and Sciences | 64 | 20.9% | 75 | 28.7% |
| All other Academic and Student Affairs | 64 | 20.9% | 51 | 19.5% |
| Business and Financial Services | 30 | 9.8% | 18 | 6.9% |
| Organizational Development | 22 | 7.2% | 16 | 6.1% |
| President's Office | 12 | 3.9% | 9 | 3.5% |
| Did not respond | 56 | 18.3% | 25 | 9.6% |
| | | | | |
| **To which employee group do you belong:** | | | | |
| Meet and Confer | 98 | 32.0% | 99 | 37.9% |
| CEBA | 24 | 7.8% | 18 | 6.9% |
| Educational Support Professional (ESP) | 41 | 13.4% | 29 | 11.1% |
| Faculty/Job Training Staff/Preschool | 107 | 35.0% | 102 | 39.1% |
| Campus Police | 0 | 0% | 3 | 1.2% |
| Executive/Exempt | 0 | 0% | 3 | 1.2% |
| Did not respond | 36 | 11.8% | 7 | 2.7% |
| | | | | |
| **What is your length of employment:** | | | | |
| Less than 1 year | 11 | 3.6% | 11 | 4.2% |
| 1 to 4 years | 83 | 27.1% | 51 | 19.5% |
| 5 to 9 years | 54 | 17.7% | 58 | 22.2% |
| 10 to 14 years | 64 | 20.9% | 52 | 19.9% |
| 15 or more years | 79 | 25.8% | 84 | 32.2% |
| Did not respond | 15 | 4.9% | 5 | 1.9% |

**Table 4 Continued.**

| Demographic Variable | 2003 # of Responses | 2003 % of Responses | 2005 # of Responses | 2005 % of Responses |
|---|---|---|---|---|
| **What is your race/ethnicity:** | | | | |
| Amercan Indian/Alaskan Native | 2 | 0.8 | 2 | 0.7 |
| Asian/Pacific Islander | 2 | 0.8 | 1 | 0.3 |
| Black, Non-Hispanic | 17 | 6.5 | 22 | 7.2 |
| Hispanic | 10 | 3.8 | 7 | 2.3 |
| White, Non-Hispanic | 209 | 80.1 | 246 | 80.4 |
| Other | 9 | 3.5 | 0 | 0 |
| Did not respond | 28 | 9.2 | 28 | 9.2 |
| | | | | |
| **What is your gender:** | | | | |
| Female | 133 | 43.5 | 137 | 52.5 |
| Male | 90 | 29.4 | 112 | 42.9 |
| Did not respond | 83 | 27.1 | 12 | 4.6 |

## Comparative Analysis: Overall

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

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.81), which represented a Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.24) within the lower area of the Consultative management area. Overall, employees rated the management style in the middle range of the Consultative management area. (See also Figure 3). When compared to the revised 2003 GRCC mean scores, the GRCC 2005 mean scores declined slightly.

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

| Domain | 2003 GRCC* | 2005 GRCC |
|---|---|---|
| Supervisory Relationships | 3.72 | 3.63 |
| Institutional Structure | 3.44 | 3.24 |
| Teamwork | 3.68 | 3.60 |
| Student Focus | 3.94 | 3.81 |
| Custom | 3.53 | 3.42 |
| **Overall**** | 3.67 | 3.54 |

* The 2003 GRCC domain and overall mean scores were calculated based on the revised PACE survey and do not match the scores listed in the 2003 GRCC PACE report.

** 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
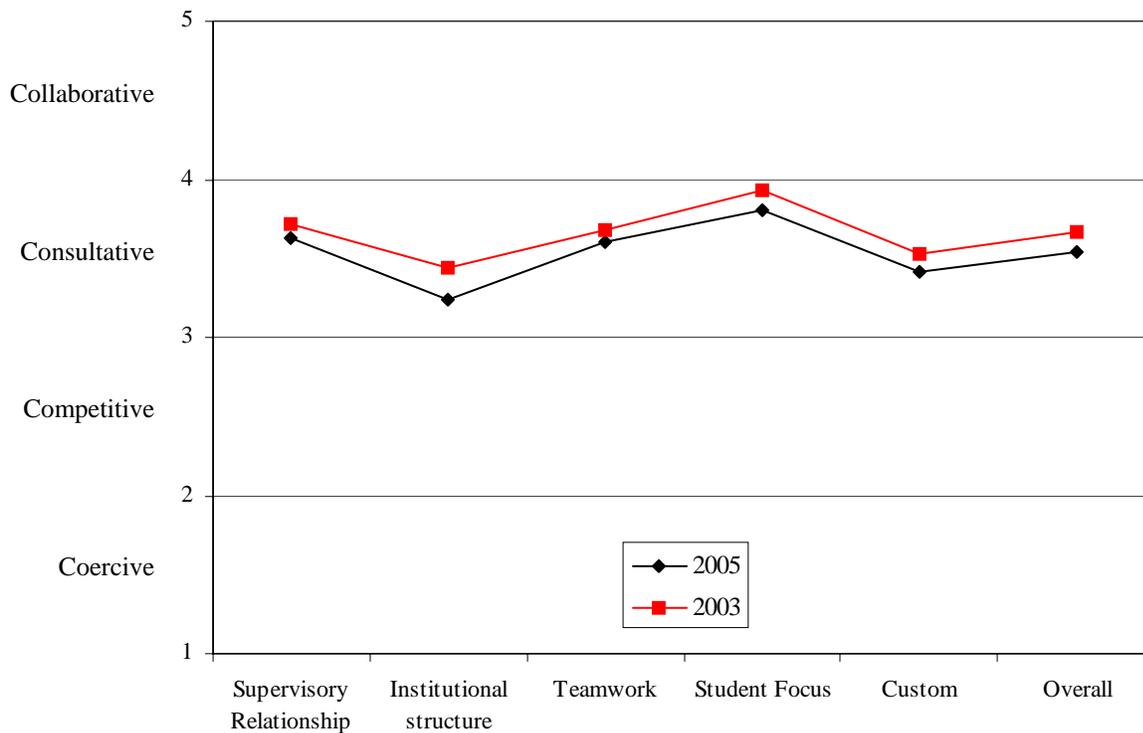


In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). Four items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-eight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

The preponderance of Consultative (n=48) 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 3.54 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. For example, a small SD demonstrates that most answers fell within a narrow or restrictive range. Conversely, a large SD demonstrates that more variance existed around the mean score for the item. When the SD becomes too great, the mean is no longer a reliable indicator of the participant responses. Items which are new to the revised PACE cannot be compared to previous administrations using the old version.

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

**Table 6.**    Comparative Mean Responses: Supervisory Relationships

| | Supervisory Relationships | 2003 Mean (SD) | 2005 Mean (SD) |
|---|---|---|---|
| 2 | The extent to which my supervisor expresses confidence in my work | 4.13 (1.02) | 4.03 (1.14) |
| 9 | The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone | N/A | 3.94 (1.22) |
| 12 | The extent to which positive work expectations are communicated to me | 3.66 (1.01) | 3.45* (1.15) |
| 13 | The extent to which unacceptable behaviors are identified and communicated to me | 3.47 (0.89) | 3.36 (1.10) |
| 20 | The extent to which I receive timely feedback for my work | 3.43 (1.00) | 3.38 (1.11) |
| 21 | The extent to which I receive appropriate feedback for my work | 3.51 (1.00) | 3.39 (1.17) |
| 26 | The extent to which my supervisor actively seeks my ideas | 3.71 (1.09) | 3.62 (1.23) |
| 27 | The extent to which my supervisor seriously considers my ideas | 4.00 (1.02) | 3.73* (1.22) |
| 30 | The extent to which work outcomes are clarified for me | 3.47 (0.95) | 3.40 (1.09) |
| 34 | The extent to which my supervisor helps me to improve my work | 3.49 (1.15) | 3.55 (1.20) |
| 39 | The extent to which I am given the opportunity to be creative in my work | 4.16 (0.94) | 4.04 (0.99) |
| 45 | The extent to which I have the opportunity to express my ideas in appropriate forums | 4.01 (0.97) | 3.52* (1.17) |
| 46 | The extent to which professional development and training opportunities are available | N/A | 3.86 (1.09) |
| | **Mean Total** | **3.72 (0.78)** | **3.63 (0.91)** |

*T-test results indicate a significant difference at alpha=0.05 level

**Table 7.**   Comparative Mean Responses: Institutional Structure

| | Institutional Structure | 2003 Mean (SD) | 2005 Mean (SD) |
|---|---|---|---|
| 1 | The extent to which the actions of this institution reflect its mission | 3.94 (0.86) | 3.60* (0.97) |
| 4 | The extent to which decisions are made at the appropriate level | 3.02 (1.14) | 2.77* (1.19) |
| 5 | The extent to which the institution effectively promotes diversity in the workplace | N/A | 3.89 (1.03) |
| 6 | The extent to which administrative leadership is focused on meeting the needs of students | 3.55 (0.90) | 3.57 (1.06) |
| 10 | The extent to which information is shared within the institution | 3.49 (1.06) | 2.89* (1.27) |
| 11 | The extent to which institutional teams use problem-solving techniques | 3.46 (0.91) | 3.14* (1.09) |
| 15 | The extent to which I am able to appropriately influence the direction of this institution | 3.25 (0.99) | 3.09 (1.15) |
| 16 | The extent to which open and ethical communication is practiced | 3.37 (1.09) | 3.15* (1.15) |
| 22 | The extent to which this institution has been successful in positively motivating my performance | 3.51 (1.11) | 3.27* (1.31) |
| 25 | The extent to which a spirit of cooperation exists at this institution | 3.41 (1.01) | 3.19* (1.16) |
| 29 | The extent to which institution-wide policies guide my work | 3.63 (0.79) | 3.38* (1.01) |
| 32 | The extent to which this institution is appropriately organized | 3.12 (1.09) | 2.94 (1.15) |
| 38 | The extent to which I have the opportunity for advancement | 3.34 (1.18) | 3.15 (1.29) |
| 41 | The extent to which I receive adequate information regarding important activities | 3.80 (0.98) | 3.55* (1.13) |
| 44 | The extent to which my work is guided by clearly defined administrative processes | 3.29 (1.07) | 3.13 (1.17) |
| | **Mean Total** | **3.44 (0.78)** | **3.24 (0.85)** |

*T-test results indicate a significant difference at alpha=0.05 level

**Table 8.**    Comparative Mean Responses: Teamwork

| | Teamwork | 2003 Mean (SD) | 2005 Mean (SD) |
|---|---|---|---|
| 3 | The extent to which there is a spirit of cooperation within my work team | 3.63 (1.22) | 3.54 (1.29) |
| 14 | The extent to which my primary work team uses problem-solving techniques | 3.68 (1.07) | 3.51 (1.07) |
| 24 | The extent to which there is an opportunity for all ideas to be exchanged within my work team | 3.82 (1.02) | 3.67 (1.09) |
| 33 | The extent to which my work team provides an environment for free and open expression | N/A | 3.65 (1.21) |
| 36 | The extent to which my work team coordinates its efforts with appropriate individuals | 3.61 (1.08) | 3.61 (1.06) |
| 43 | The extent to which a spirit of cooperation exists in my department | 3.68 (1.21) | 3.63 (1.27) |
| | **Mean Total** | **3.68 (0.99)** | **3.60 (0.99)** |

*T-test results indicate a significant difference at alpha=0.05 level

**Table 9.**   Comparative Mean Responses: Student Focus

| | Student Focus | 2003 Mean (SD) | 2005 Mean (SD) |
|---|---|---|---|
| 7 | The extent to which student needs are central to what we do | 3.96 (0.97) | 3.64* (1.11) |
| 8 | The extent to which I feel my job is relevant to this institution's mission | 4.48 (0.66) | 4.30* (0.90) |
| 17 | The extent to which faculty meet the needs of students | 3.74 (0.80) | 3.73 (0.89) |
| 18 | The extent to which student ethnic and cultural diversity are important at this institution | 4.00 (0.90) | 3.95 (0.96) |
| 19 | The extent to which students' competencies are enhanced | 3.80 (0.74) | 3.55* (0.88) |
| 23 | The extent to which non-teaching professional personnel meet the needs of the students | 3.75 (0.88) | 3.70 (0.93) |
| 28 | The extent to which classified (supporting) personnel meet the needs of the students | N/A | 3.57 (0.93) |
| 31 | The extent to which students receive an excellent education at this institution | 4.05 (0.84) | 4.01 (0.87) |
| 35 | The extent to which this institution prepares students for a career | 3.97 (0.74) | 3.93 (0.83) |
| 37 | The extent to which this institution prepares students for further learning | 3.97 (0.78) | 3.96 (0.82) |
| 40 | The extent to which students are assisted with their personal development | 3.66 (0.80) | 3.61 (0.83) |
| 42 | The extent to which students are satisfied with their educational experience | 3.87 (0.65) | 3.80 (0.82) |
| | **Mean Total** | **3.94 (0.57)** | **3.81 (0.62)** |

*T-test results indicate a significant difference at alpha=0.05 level

**Table 10.**  Comparative Mean Responses: Customized

| | Customized | 2003 Mean (SD) | 2005 Mean (SD) |
|---|---|---|---|
| 47 | The extent to which differences of opinion are encouraged at Grand Rapids Community College | 3.40 (1.09) | 3.23 (1.16) |
| 48 | The extent to which I participate in decisions at Grand Rapids Community College | 3.32 (1.00) | 3.20 (1.09) |
| 49 | The extent to which I take leadership in solving problems | 3.88 (0.82) | 3.82 (0.87) |
| 50 | The extent to which my supervisor/manager places trust in my decision making | 3.95 (1.06) | 3.89 (1.15) |
| 51 | The extent to which resource allocation decisions are participatory | 3.24 (1.07) | 3.09 (1.13) |
| 52 | The extent to which the college is committed to improvement | 3.87 (0.90) | 3.70 (1.06) |
| 53 | The extent to which the college effectively promotes diversity in the workplace | 3.85 (1.01) | 3.96 (0.95) |
| 54 | The extent to which there is a sense of trust and confidence (in one another) among all members of the community college | 3.08 (1.08) | 2.83 (1.20) |
| 55 | The extent to which there is a shared vision for the college | 3.51 (0.99) | 3.26 (1.07) |
| 56 | The extent to which there is campus-wide input on matters of importance | 3.53 (1.12) | 3.23 (1.15) |
| | **Mean Total** | **3.53 (1.12)** | **3.42 (0.80)** |

*T-test results indicate a significant difference at alpha=0.05 level

## Comparative Analysis: Functional Role

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in functional roles. In general the Administrative employees rated the four normative factors most favorable (3.65), whereas the Technical/Campus Operations employees rated the four normative factors least favorable (3.27). 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 Functional Roles at Grand Rapids Community College.
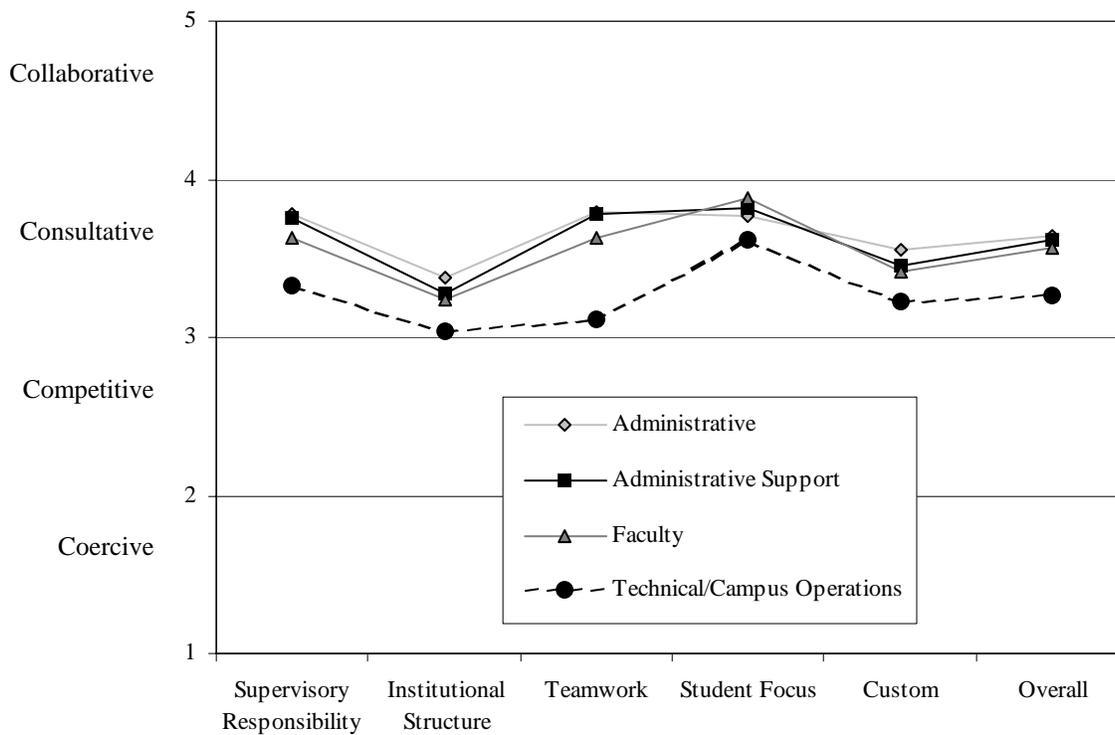
**Table 11.**   Mean Climate Scores as Rated by Functional Roles and by Year of Administration

| Domain | Supervisory Relationships | Institutional Structure | Teamwork | Student Focus | Custom | Overall |
|---|---|---|---|---|---|---|
| Administrative | | | | | | |
| 2003 | 3.93 | 3.81 | 4.10 | 4.06 | | 3.94 |
| 2005 | 3.78 | 3.38 | 3.79 | 3.77 | 3.55 | 3.65 |
| Administrative Support | | | | | | |
| 2003 | 3.83 | 3.51 | 3.60 | 3.85 | | 3.70 |
| 2005 | 3.76 | 3.28 | 3.78 | 3.81 | 3.45 | 3.62 |
| Faculty | | | | | | |
| 2003 | 3.69 | 3.34 | 3.69 | 3.95 | | 3.64 |
| 2005 | 3.63 | 3.23 | 3.63 | 3.88 | 3.41 | 3.57 |
| Technical/Campus Operations | | | | | | |
| 2003 | 3.58 | 3.37 | 3.45 | 3.96 | | 3.58 |
| 2005 | 3.33 | 3.04 | 3.11 | 3.62 | 3.22 | 3.27 |

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

| Supervisory Relationships | | Administration | Faculty | Professional Staff | Supporting Staff |
|---|---|---|---|---|---|
| 2 | The extent to which my supervisor expresses confidence in my work | 4.09 | 4.24 | 4.07 | 3.67 |
| 9 | The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone | 4.17 | 4.00 | 3.94 | 3.58 |
| 12 | The extent to which positive work expectations are communicated to me | 3.56 | 3.66 | 3.43 | 3.13 |
| 13 | The extent to which unacceptable behaviors are identified and communicated to me | 3.52 | 3.40 | 3.32 | 3.20 |
| 20 | The extent to which I receive timely feedback for my work | 3.57 | 3.73 | 3.25 | 3.18 |
| 21 | The extent to which I receive appropriate feedback for my work | 3.55 | 3.73 | 3.30 | 3.13 |
| 26 | The extent to which my supervisor actively seeks my ideas | 3.70 | 3.93 | 3.62 | 3.24 |
| 27 | The extent to which my supervisor seriously considers my ideas | 3.83 | 3.88 | 3.73 | 3.42 |
| 30 | The extent to which work outcomes are clarified for me | 3.56 | 3.46 | 3.42 | 3.09 |
| 34 | The extent to which my supervisor helps me to improve my work | 3.70 | 3.83 | 3.45 | 3.34 |
| 39 | The extent to which I am given the opportunity to be creative in my work | 4.08 | 4.00 | 4.21 | 3.60 |
| 45 | The extent to which I have the opportunity to express my ideas in appropriate forums | 3.73 | 3.29 | 3.59 | 3.27 |
| 46 | The extent to which professional development and training opportunities are available | 4.13 | 3.78 | 3.93 | 3.40 |

**Figure 5.** Mean Scores of the Supervisory Relationships Climate Factor as Rated by Functional Roles at Grand Rapids Community College
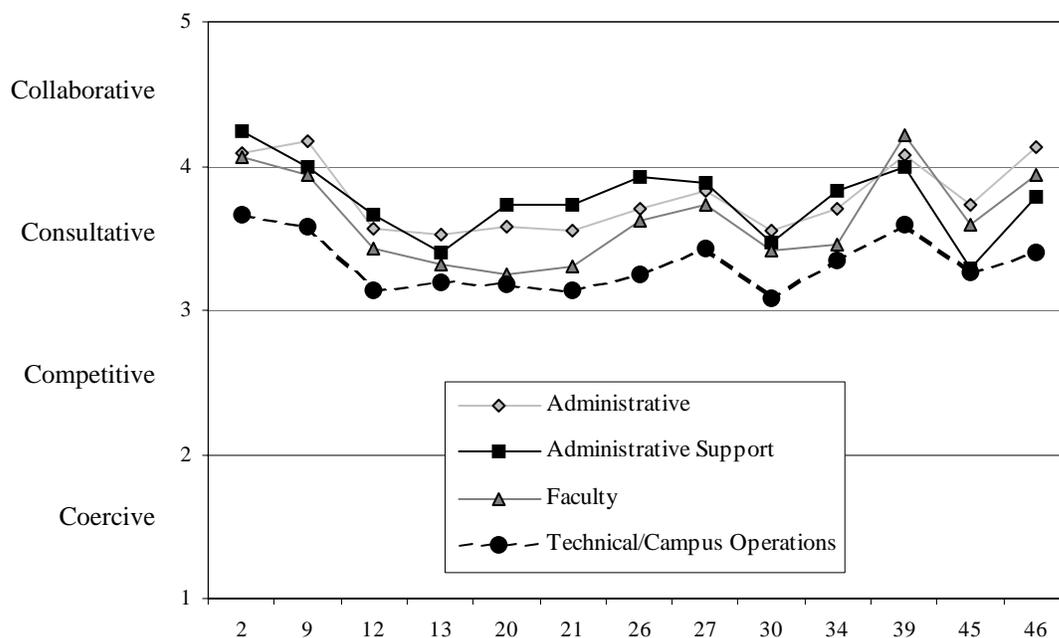
| Institutional Structure | Administration | Faculty | Professional Staff | Supporting Staff |
|---|---|---|---|---|
| 1 The extent to which the actions of this institution reflect its mission | 3.73 | 3.88 | 3.47 | 3.50 |
| 4 The extent to which decisions are made at the appropriate level | 3.05 | 2.73 | 2.72 | 2.56 |
| 5 The extent to which the institution effectively promotes diversity in the workplace | 3.83 | 3.93 | 3.91 | 3.84 |
| 6 The extent to which administrative leadership is focused on meeting the needs of students | 3.82 | 3.80 | 3.35 | 3.60 |
| 10 The extent to which information is shared within this institution | 3.13 | 2.90 | 2.92 | 2.49 |
| 11 The extent to which institutional teams use problem-solving techniques | 3.15 | 3.28 | 3.11 | 3.09 |
| 15 The extent to which I am able to appropriately influence the direction of this institution | 3.56 | 3.18 | 2.95 | 2.76 |
| 16 The extent to which open and ethical communication is practiced | 3.37 | 2.93 | 3.19 | 2.93 |
| 22 The extent to which this institution has been successful in positively motivating my performance | 3.42 | 3.25 | 3.27 | 3.07 |
| 25 The extent to which a spirit of cooperation exists at this institution | 3.13 | 3.32 | 3.24 | 3.00 |
| 29 The extent to which institution-wide policies guide my work | 3.64 | 3.43 | 3.32 | 3.18 |
| 32 The extent to which this institution is appropriately organized | 2.95 | 2.87 | 3.01 | 2.78 |
| 38 The extent to which I have the opportunity for advancement | 3.11 | 2.90 | 3.51 | 2.49 |
| 41 The extent to which I receive adequate information regarding important activities | 3.65 | 3.60 | 3.53 | 3.39 |

**Figure 6.** Mean Scores of the Institutional Structure Climate Factor as Rated by Functional Roles at Grand Rapids Community College
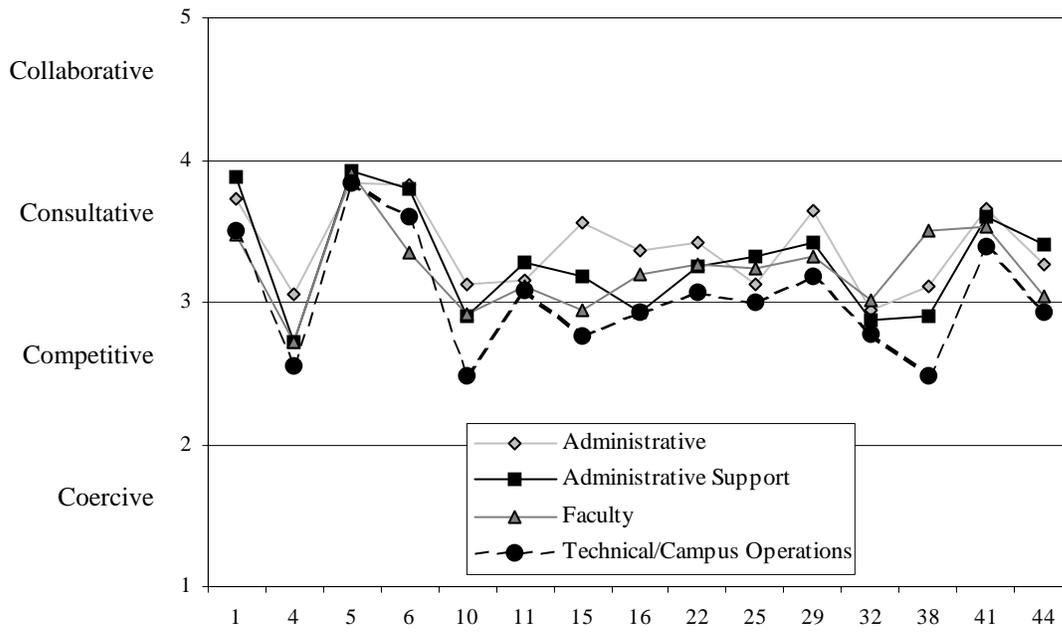
| Teamwork | | Administration | Faculty | Professional Staff | Supporting Staff |
|---|---|---|---|---|---|
| 3 | The extent to which there is a spirit of cooperation within my work team | 3.68 | 3.71 | 3.70 | 2.78 |
| 14 | The extent to which my primary work team uses problem-solving techniques | 3.67 | 3.68 | 3.54 | 3.07 |
| 24 | The extent to which there is an opportunity for all ideas to be exchanged within my work team | 3.91 | 3.88 | 3.65 | 3.24 |
| 33 | The extent to which my work team provides an environment for free and open expression | 3.84 | 3.90 | 3.66 | 3.16 |
| 36 | The extent to which my work team coordinates its efforts with appropriate individuals | 3.84 | 3.80 | 3.53 | 3.38 |
| 43 | The extent to which a spirit of cooperation exists in my department | 3.76 | 3.78 | 3.72 | 3.05 |

**Figure 7.** Mean Scores of the Teamwork Climate Factor as Rated by Functional Roles at Grand Rapids Community College
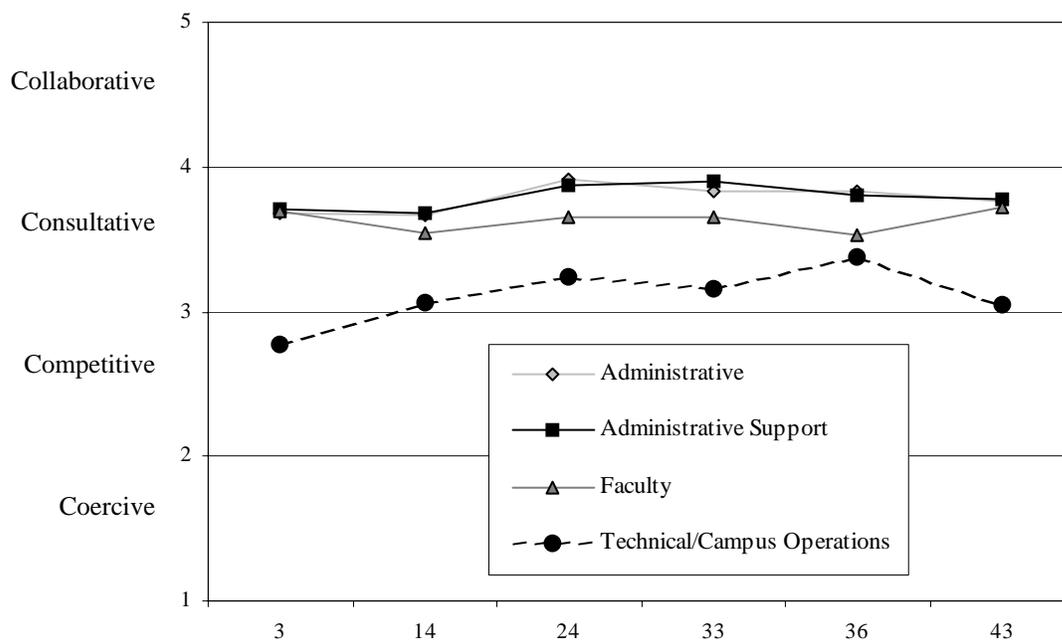
| Student Focus | Administration | Faculty | Professional Staff | Supporting Staff |
|---|---|---|---|---|
| 7 The extent to which student needs are central to what we do | 3.93 | 3.71 | 3.47 | 3.62 |
| 8 The extent to which I feel my job is relevant to this institution's mission | 4.40 | 4.00 | 4.45 | 4.07 |
| 17 The extent to which faculty meet the needs of the students | 3.39 | 3.62 | 3.99 | 3.50 |
| 18 The extent to which student ethnic and cultural diversity are important | 4.04 | 3.93 | 3.95 | 3.85 |
| 19 The extent to which students' competencies are enhanced | 3.43 | 3.65 | 3.63 | 3.38 |
| 23 The extent to which non-teaching professional personnel meet the needs of the students | 3.81 | 3.76 | 3.62 | 3.72 |
| 28 The extent to which classified (supporting) personnel meet the needs of the students | 3.53 | 3.62 | 3.60 | 3.49 |
| 31 The extent to which students receive an excellent education | 3.87 | 4.05 | 4.16 | 3.75 |
| 35 The extent to which this institution prepares students for a career | 3.81 | 3.95 | 4.06 | 3.69 |
| 37 The extent to which this institution prepares students for further learning | 3.85 | 4.03 | 4.03 | 3.81 |
| 40 The extent to which students are assisted with their personal development | 3.45 | 3.66 | 3.69 | 3.53 |
| 42 The extent to which students are satisfied with their educational experience | 3.70 | 3.81 | 3.94 | 3.53 |

**Figure 8.** Mean Scores of the Student Focus Climate Factor as Rated by Functional Roles at Grand Rapids Community College

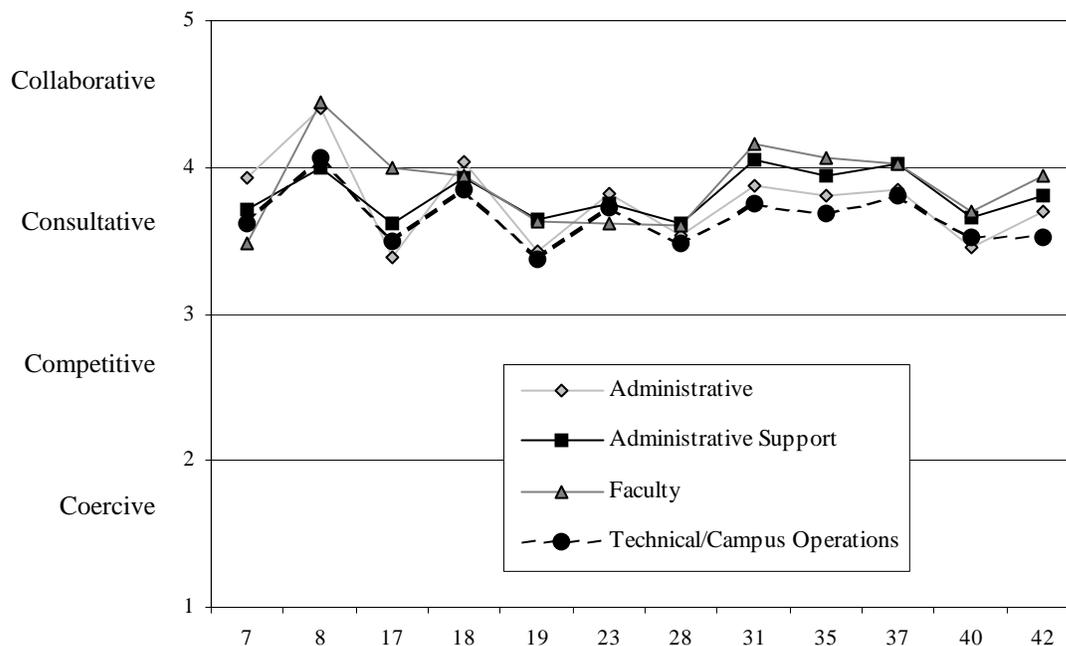| Customized | | Administration | Faculty | Professional Staff | Supporting Staff |
|---|---|---|---|---|---|
| 47 | The extent to which differences of opinion are encouraged at Grand Rapids Community College | 3.28 | 3.10 | 3.34 | 2.98 |
| 48 | The extent to which I participate in decisions at Grand Rapids Community College | 3.44 | 3.20 | 3.14 | 3.02 |
| 49 | The extent to which I take leadership in solving problems | 3.98 | 3.85 | 3.79 | 3.70 |
| 50 | The extent to which my supervisor/manager places trust in my decision making | 4.04 | 4.07 | 3.87 | 3.58 |
| 51 | The extent to which resource allocation decisions are participatory | 3.36 | 3.34 | 2.94 | 2.88 |
| 52 | The extent to which the college is committed to improvement | 3.89 | 3.68 | 3.75 | 3.33 |
| 53 | The extent to which the college effectively promotes diversity in the workplace | 3.96 | 3.88 | 3.99 | 3.90 |
| 54 | The extent to which there is a sense of trust and confidence (in one another) among all members of the community college | 2.81 | 2.88 | 2.90 | 2.59 |
| 55 | The extent to which there is a shared vision for the college | 3.25 | 3.54 | 3.15 | 3.24 |
| 56 | The extent to which there is campus-wide input on matters of importance | 3.51 | 3.10 | 3.19 | 3.07 |

**Figure 9.** Mean Scores of the Customized Climate Factor as Rated by Functional Roles at Grand Rapids Community College
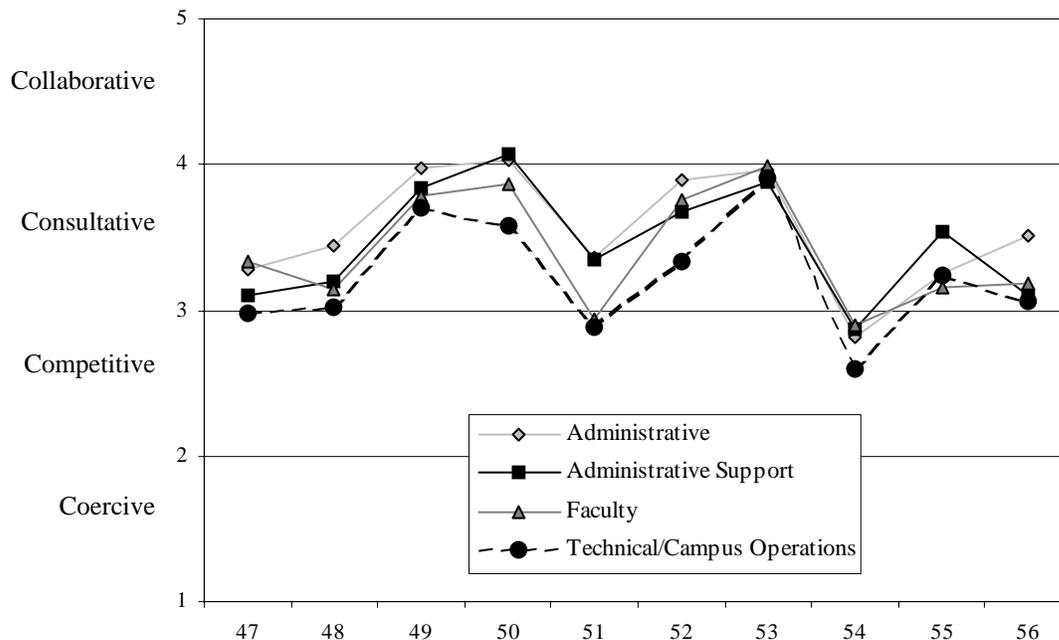
Tables 12 through 15 contain the top ten priorities for improvement for each functional role among the standard PACE items and the top three priorities for improvement from the customized items developed specifically for Grand Rapids Community College.

**Table 12.**  Priorities for Change: Administrative

| | Area to Change | Mean |
|---|---|---|
| 32 | The extent to which this institution is appropriately organized | 2.95 |
| 4 | The extent to which decisions are made at the appropriate level | 3.05 |
| 38 | The extent to which I have the opportunity for advancement | 3.11 |
| 10 | The extent to which information is shared within this institution | 3.13 |
| 25 | The extent to which a spirit of cooperation exists at this institution | 3.13 |
| 11 | The extent to which institutional teams use problem-solving techniques | 3.15 |
| 44 | The extent to which my work is guided by clearly defined administrative processes | 3.27 |
| 16 | The extent to which open and ethical communication is practiced | 3.37 |
| 17 | The extent to which faculty meet the needs of the students | 3.39 |
| 22 | The extent to which this institution has been successful in positively motivating my performance | 3.42 |
| | **Area to Change—Customized** | **Mean** |
| 54 | The extent to which there is a sense of trust and confidence (in one another) among all members of the community college | 2.81 |
| 55 | The extent to which there is a shared vision for the college | 3.25 |
| 47 | The extent to which differences of opinion are encouraged at Grand Rapids Community College | 3.28 |

**Table 13.**  Priorities for Change: Administrative Support

| | Area to Change | Mean |
|---|---|---|
| 4 | The extent to which decisions are made at the appropriate level | 2.73 |
| 32 | The extent to which this institution is appropriately organized | 2.87 |
| 38 | The extent to which I have the opportunity for advancement | 2.90 |
| 10 | The extent to which information is shared within this institution | 2.90 |
| 16 | The extent to which open and ethical communication is practiced | 2.93 |
| 15 | The extent to which I am able to appropriately influence the direction of this institution | 3.18 |
| 22 | The extent to which this institution has been successful in positively motivating my performance | 3.25 |
| 11 | The extent to which institutional teams use problem-solving techniques | 3.28 |
| 45 | The extent to which I have the opportunity to express my ideas in appropriate forums | 3.29 |
| 25 | The extent to which a spirit of cooperation exists at this institution | 3.32 |
| | **Area to Change—Customized** | |
| 54 | The extent to which there is a sense of trust and confidence (in one another) among all members of the community college | 2.88 |
| 56 | The extent to which there is campus-wide input on matters of importance | 3.10 |
| 47 | The extent to which differences of opinion are encouraged at Grand Rapids Community College | 3.10 |

**Table 14.**   Priorities for Change: Faculty

| | Area to Change | Mean |
|---|---|---|
| 4 | The extent to which decisions are made at the appropriate level | 2.72 |
| 10 | The extent to which information is shared within this institution | 2.92 |
| 15 | The extent to which I am able to appropriately influence the direction of this institution | 2.95 |
| 32 | The extent to which this institution is appropriately organized | 3.01 |
| 44 | The extent to which my work is guided by clearly defined administrative processes | 3.04 |
| 11 | The extent to which institutional teams use problem-solving techniques | 3.11 |
| 16 | The extent to which open and ethical communication is practiced | 3.19 |
| 25 | The extent to which a spirit of cooperation exists at this institution | 3.24 |
| 20 | The extent to which I receive timely feedback for my work | 3.25 |
| 22 | The extent to which this institution has been successful in positively motivating my performance | 3.27 |
| | **Area to Change—Customized** | **Mean** |
| 54 | The extent to which there is a sense of trust and confidence (in one another) among all members of the community college | 2.90 |
| 51 | The extent to which resource allocation decisions are participatory | 2.94 |
| 48 | The extent to which I participate in decisions at Grand Rapids Community College | 3.14 |

**Table 15.**   Priorities for Change: Technical/Campus Operations

| | Area to Change | Mean |
|---|---|---|
| 10 | The extent to which information is shared within this institution | 2.49 |
| 38 | The extent to which I have the opportunity for advancement | 2.49 |
| 4 | The extent to which decisions are made at the appropriate level | 2.56 |
| 15 | The extent to which I am able to appropriately influence the direction of this institution | 2.76 |
| 3 | The extent to which there is a spirit of cooperation within my work team | 2.78 |
| 32 | The extent to which this institution is appropriately organized | 2.78 |
| 16 | The extent to which open and ethical communication is practiced | 2.93 |
| 44 | The extent to which my work is guided by clearly defined administrative processes | 2.93 |
| 25 | The extent to which a spirit of cooperation exists at this institution | 3.00 |
| 43 | The extent to which a spirit of cooperation exists in my department | 3.05 |
| | **Area to Change—Customized** | **Mean** |
| 54 | The extent to which there is a sense of trust and confidence (in one another) among all members of the community college | 2.59 |
| 51 | The extent to which resource allocation decisions are participatory | 2.88 |
| 47 | The extent to which differences of opinion are encouraged at Grand Rapids Community College | 2.98 |

## Comparative Analysis: Demographic Classifications

As depicted in Table 16, Administrative personnel rated the climate highest within their demographic group (3.65), while those in Technical/Campus Operations rated the climate lowest (3.27). Those individuals in the School of Workforce Development/Training Solutions/Job Training/Work-based learning group rated the climate highest (3.70) in their demographic group, while respondents in the division of Organizational Development rated the climate lowest (3.29). Executive/Exempt employees rated the climate highest (4.20) in their demographic group, while Campus Police rated the climate lowest (2.59).

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

| | Supervisory Relationships | Institutional Structure | Teamwork | Student Focus | Customized | Overall* |
|---|---|---|---|---|---|---|
| **What is your personnel classification:** | | | | | | |
| Administrative | 3.78 | 3.38 | 3.79 | 3.77 | 3.55 | 3.65 |
| Administrative Support | 3.76 | 3.28 | 3.78 | 3.81 | 3.45 | 3.62 |
| Faculty | 3.63 | 3.23 | 3.63 | 3.88 | 3.41 | 3.57 |
| Technical/Campus Operations | 3.33 | 3.04 | 3.11 | 3.62 | 3.22 | 3.27 |
| **For which division do you work:** | | | | | | |
| School of Workforce Development/Training Solutions/Job Training/Work-based Learning | 3.82 | 3.40 | 3.72 | 3.94 | 3.60 | 3.70 |
| School of Arts and Sciences | 3.63 | 3.21 | 3.69 | 3.88 | 3.35 | 3.56 |
| All other Academic and Student Affairs | 3.66 | 3.36 | 3.57 | 3.74 | 3.53 | 3.57 |
| Business and Financial Services | 3.38 | 2.93 | 3.43 | 3.71 | 3.18 | 3.31 |
| Organizational Development | 3.37 | 2.99 | 3.24 | 3.62 | 3.11 | 3.29 |
| President's Office | 3.85 | 3.13 | 3.79 | 3.35 | 3.34 | 3.47 |
| **To which employee group do you belong:** | | | | | | |
| Meet and Confer | 3.73 | 3.28 | 3.70 | 3.77 | 3.49 | 3.58 |
| CEBA | 3.39 | 3.45 | 3.29 | 3.82 | 3.44 | 3.50 |
| Educational Support Professional (ESP) | 3.60 | 3.24 | 3.60 | 3.73 | 3.32 | 3.52 |
| Faculty/Job Training Staff/Preschool | 3.61 | 3.18 | 3.58 | 3.87 | 3.37 | 3.53 |
| Campus Police | 2.23 | 2.33 | 2.61 | 3.31 | 2.53 | 2.59 |
| Executive/Exempt | 4.59 | 3.84 | 4.39 | 4.11 | 4.33 | 4.20 |
| **What is your length of employment:** | | | | | | |
| Less than 1 year | 4.11 | 3.77 | 3.94 | 3.76 | 3.87 | 3.89 |
| 1 to 4 years | 3.71 | 3.28 | 3.70 | 3.68 | 3.44 | 3.56 |
| 5 to 9 years | 3.48 | 3.26 | 3.45 | 3.84 | 3.40 | 3.49 |
| 10 to 14 years | 3.55 | 3.15 | 3.55 | 3.82 | 3.34 | 3.49 |
| 15 or more years | 3.66 | 3.16 | 3.61 | 3.83 | 3.38 | 3.53 |
| **What is your race/ethnicity:** | | | | | | |
| Other | 3.54 | 3.21 | 3.53 | 3.66 | 3.32 | 3.46 |
| Caucasian | 3.67 | 3.27 | 3.63 | 3.85 | 3.46 | 3.58 |
| **What is your gender:** | | | | | | |
| Female | 3.73 | 3.37 | 3.73 | 3.90 | 3.53 | 3.66 |
| Male | 3.55 | 3.11 | 3.48 | 3.70 | 3.33 | 3.43 |

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

## Comparative Analysis: Norm Base

Table 17 shows how GRCC compares with the NILIE PACE Norm Base, which includes approximately 45 different climate studies conducted at two-year institutions since 2003. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for GRCC. Figure 10 also shows how GRCC compares with data from 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 NILIE PACE Norm Base

|  | GRCC 2003 | GRCC 2005 | Norm Base* |
|---|---|---|---|
| Supervisory Relationships | 3.72 | 3.63 | 3.62 |
| Institutional Structure | 3.44 | 3.24 | 3.31 |
| Teamwork | 3.68 | 3.60 | 3.67 |
| Student Focus | 3.94 | 3.81 | 3.80 |
| Overall | 3.67 | 3.54 | 3.57 |

**Figure 10.** Grand Rapids Community College Climate Compared with the NILIE PACE Norm Base
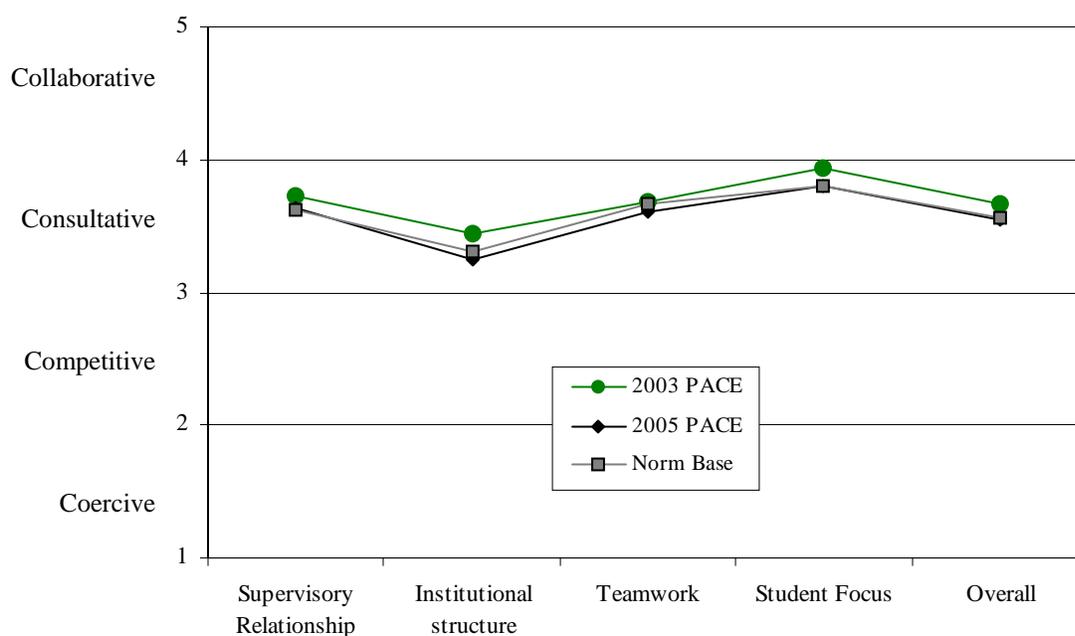


*Normative data are not available for the customized climate factor developed specifically for GRCC. Thus, the customized items are not included in the calculation of the overall mean.

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

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

| | Supervisory Relationships | GRCC Mean | Norm Base |
|---|---|---|---|
| 2 | The extent to which my supervisor expresses confidence in my work | 4.03 | 3.93 |
| 9 | The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone | 3.94 | N/A |
| 12 | The extent to which positive work expectations are communicated to me | 3.45 | 3.56 |
| 13 | The extent to which unacceptable behaviors are identified and communicated to me | 3.36 | 3.44 |
| 20 | The extent to which I receive timely feedback for my work | 3.38 | 3.40 |
| 21 | The extent to which I receive appropriate feedback for my work | 3.39 | 3.44 |
| 26 | The extent to which my supervisor actively seeks my ideas | 3.62 | 3.56 |
| 27 | The extent to which my supervisor seriously considers my ideas | 3.73 | 3.78 |
| 30 | The extent to which work outcomes are clarified for me | 3.40 | 3.46 |
| 34 | The extent to which my supervisor helps me to improve my work | 3.55 | 3.48 |
| 39 | The extent to which I am given the opportunity to be creative in my work | 4.04 | 4.00 |
| 45 | The extent to which I have the opportunity to express my ideas in appropriate forums | 3.52* | 3.72 |
| 46 | The extent to which professional development and training opportunities are available | 3.86 | N/A |
| | **Mean Total** | **3.63** | **3.62** |

N/A: This question is not a part of the PACE Norm Base

*T-test results indicate a significant difference at alpha=0.05 level

**Table 19.** 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 | 3.60 | 3.65 |
| 4 | The extent to which decisions are made at the appropriate level | 2.77* | 3.06 |
| 5 | The extent to which the institution effectively promotes diversity in the workplace | 3.89 | N/A |
| 6 | The extent to which administrative leadership is focused on meeting the needs of students | 3.57 | 3.49 |
| 10 | The extent to which information is shared within the institution | 2.89* | 3.23 |
| 11 | The extent to which institutional teams use problem-solving techniques | 3.14* | 3.31 |
| 15 | The extent to which I am able to appropriately influence the direction of this institution | 3.09 | 3.13 |
| 16 | The extent to which open and ethical communication is practiced | 3.15 | 3.24 |
| 22 | The extent to which this institution has been successful in positively motivating my performance | 3.27 | 3.35 |
| 25 | The extent to which a spirit of cooperation exists at this institution | 3.19 | 3.26 |
| 29 | The extent to which institution-wide policies guide my work | 3.38 | 3.47 |
| 32 | The extent to which this institution is appropriately organized | 2.94* | 3.13 |
| 38 | The extent to which I have the opportunity for advancement | 3.15 | 3.16 |
| 41 | The extent to which I receive adequate information regarding important activities | 3.55 | 3.50 |
| 44 | The extent to which my work is guided by clearly defined administrative processes | 3.13* | 3.31 |
| | **Mean Total** | **3.24** | **3.31** |

N/A: This question is not a part of the PACE Norm Base

*T-test results indicate a significant difference at alpha=0.05 level

**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 | 3.54* | 3.72 |
| 14 | The extent to which my primary work team uses problem-solving techniques | 3.51 | 3.64 |
| 24 | The extent to which there is an opportunity for all ideas to be exchanged within my work team | 3.67 | 3.70 |
| 33 | The extent to which my work team provides an environment for free and open expression | 3.65 | N/A |
| 36 | The extent to which my work team coordinates its efforts with appropriate individuals | 3.61 | 3.58 |
| 43 | The extent to which a spirit of cooperation exists in my department | 3.63 | 3.72 |
| | **Mean Total** | **3.60** | **3.67** |

**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 | 3.64* | 3.83 |
| 8 | The extent to which I feel my job is relevant to this institution's mission | 4.30 | 4.19 |
| 17 | The extent to which faculty meet the needs of students | 3.73 | 3.79 |
| 18 | The extent to which student ethnic and cultural diversity are important at this institution | 3.95* | 3.72 |
| 19 | The extent to which students' competencies are enhanced | 3.55* | 3.72 |
| 23 | The extent to which non-teaching professional personnel meet the needs of the students | 3.70 | 3.69 |
| 28 | The extent to which classified (supporting) personnel meet the needs of the students | 3.57 | N/A |
| 31 | The extent to which students receive an excellent education at this institution | 4.01* | 3.89 |
| 35 | The extent to which this institution prepares students for a career | 3.93 | 3.83 |
| 37 | The extent to which this institution prepares students for further learning | 3.96* | 3.83 |
| 40 | The extent to which students are assisted with their personal development | 3.61 | 3.57 |
| 42 | The extent to which students are satisfied with their educational experience | 3.80 | 3.74 |
| | **Mean Total** | **3.81** | **3.80** |
| | **Overall Total** | **3.54** | **3.57** |

N/A: This question is not a part of the PACE Norm Base

*T-test results indicate a significant difference at alpha=0.05 level

## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 261 Grand Rapids Community College employees who completed the PACE survey, 52.5% (137 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments, however, reliability is ensured by coding the responses back to the questions on the PACE survey.

Figure 11 provides a summary of the 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 Student Focus climate factors. Please refer to Tables 22 and 23 for sample comments categorized by climate factor and the actual number of responses provided by GRCC employees. Please note that comments are quoted exactly as written.

**Figure 11**.  Grand Rapids Community College Comment Response Rates
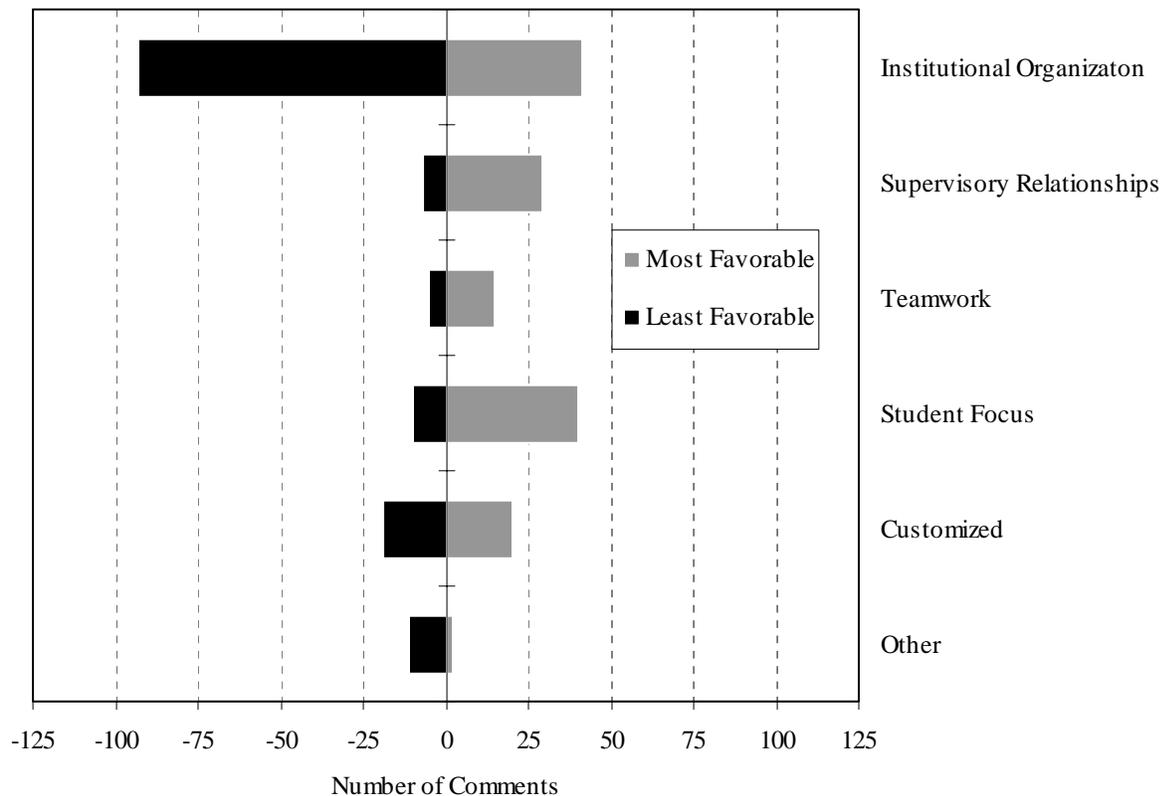


*Note*: Adapted from Herzberg, F. (1982). The managerial choice: To be efficient and to be human (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

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

| Priority | Domain | Themes | Number of Comments |
|---|---|---|---|
| 1 | Student Focus (n=42) | 7— The extent to which student needs are central to what we do | 26 |
| | | *The passion of individuals who work toward making this a good place for students.* | |
| | | *We were falling behind for a while in meeting the students' needs and I am SO EXCITED to see the changes.* | |
| | | *Our shared commitment to student success is evident.* | |
| | | 31— The extent to which students receive an excellent education at this institution | 5 |
| | | *GRCC does strive to ensure that students have the tools to reach their peak performance.* | |
| | | 17— The extent to which faculty meet the needs of the students | 5 |
| | | *Our department's instructors especially, truly go the extra mile to do all they can to aid students in their learning and comprehension, and transition to their next college.* | |
| | | 35— The extent to which this institution prepares students for a career | 2 |
| | | *I think the college provides an excellent education for those in workforce development.* | |
| | | 37— The extent to which this institution prepares students for further learning | 2 |
| | | *I think the college provides an excellent education for students transferring* | |
| | | 28— The extent to which classified personnel meet the needs of the students | 1 |
| | | *Individual caring support staff* | |
| | | 42— The extent to which students are satisfied with their educational experience at this institution | 1 |
| | | *The students seem to be basically happy with their education they are receiving here* | |

**Table 22.** Continued

| Priority | Domain | Themes | Number of Comments |
|---|---|---|---|
| 2 | Institutional Structure (n=41) | 5— The extent to which the institution effectively promotes diversity in the workplace | 11 |
| | | *So far, I've encountered only the highest respect for every type of diversity at GRCC including, but not limited to race, age, socioeconomic status, and gender.* | |
| | | *GRCC's commitment to inclusion and diversity.* | |
| | | 46— The extent to which professional development and training opportunities are available | 9 |
| | | *Opportunities for learning and improvement are ample - GRCC has supported my development with both time and money.* | |
| | | *Staff Development is excellent!* | |
| | | 22— The extent to which this institution has been successful in positively motivating my performance | 8 |
| | | *The college is a great place to work.* | |
| | | *I think that overall this is an excellent institution and place of employment to work* | |
| | | 4— The extent to which decisions are made at the appropriate level at this institution | 4 |
| | | *We seem to be heading in the right direction. I am excited about the changes in process and decision making.* | |
| | | 10— The extent to which information is shared within this institution | 4 |
| | | *The open communication from the top office to all the ranks of the college. I have seen a lot of change since I've been with the college, and in my opinion we have made great advancement in this area.* | |
| | | 6— The extent to which administrative leadership is focused on meeting the needs of students | 3 |
| | | *The President has done an excellent job in providing leadership as we make the transition from being a "good" community college into a "great" community college.* | |

**Table 22.** Continued

| Priority | Domain | Themes | Number of Comments |
|---|---|---|---|
| | | 1— The extent to which the actions of this institution reflect its mission | 1 |
| | | *I believe our mission is clear.* | |
| | | 25— The extent to which a spirit of cooperation exists at this institution | 1 |
| | | *I am very pleased with the opportunities to participate on cross campus activities* | |
| 3 | Supervisory Relationship (n=28) | 39— The extent to which I am given the opportunity to be creative in my work | 10 |
| | | *Creativity is encouraged* | |
| | | *I believe that GRCC gives me a lot of autonomy within my classroom.* | |
| | | 34— The extent to which my supervisor helps me to improve my work | 8 |
| | | *I feel that my supervisor truly has my best interests in mind and is trying to match my skills and abilities to my work.* | |
| | | 45— The extent to which I have the opportunity to express my ideas in appropriate forums | 5 |
| | | *Over the last 7 years, the opportunities for participation have grown dramatically* | |
| | | 27— The extent to which my supervisor seriously considers my ideas | 4 |
| | | *My supervisor at work is very appreciative of my skills and ideas.* | |
| | | 21— The extent to which I receive appropriate feedback for my work | 1 |
| | | *I receive excellent feedback and guidance from my supervisor.* | |
| 4 | Customized (n=19) | 52—The extent to which the college is committed to improvement | 7 |
| | | *I like the idea that the college is always striving to improve everything that it does* | |
| | | *The College is clearly committed to continuous quality improvement.* | |
| | | 55— The extent to which there is a shared vision for | 7 |

**Table 22.** Continued

| Priority | Domain | Themes | Number of Comments |
|---|---|---|---|
| | | the college | |
| | | *I feel the College has a vision with values. Planning has been important along with strategic goals and activities to that end.* | |
| | | *GRCC does a great job at communicating its joint vision and goals and creating an environment where all areas of the college can work together to achieve those goals.* | |
| | | 50— The extent to which my supervisor/manager places trust in my decision making | 3 |
| | | *My supervisor is not a micro-manager but she still holds me accountable for my work.* | |
| | | 47— The extent to which differences of opinion are encouraged at Grand Rapids Community College | 1 |
| | | *The College encourages participation by all staff on committees/teams* | |
| | | 49— The extent to which I take leadership in solving problems | 1 |
| | | *The ability to take risks in problem-solving and applying solutions* | |
| 5 | Teamwork (n=15) | 3— The extent to which there is a spirit of cooperation within my work team | 8 |
| | | *Our work team is exceptional. A knowledgeable, fun loving group.* | |
| | | *My work team cooperates well.* | |
| | | 43— The extent to which a spirit of cooperation exists in my department | 7 |
| | | *Faculty-to-faculty cooperation and support is exceptional* | |
| | | *I believe there is a general sense of cooperation among the unit I work in.* | |
| 6 | Other (n=4) | Compensation & Benefits | 2 |
| | | *GRCC's treatment of employees, benefits, perks, time off, etc. is exceptional.* | |
| | | Leadership | 2 |
| | | *Leadership is excellent* | |

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

| Priority | Domain | Themes | Number of Comments |
|---|---|---|---|
| 1 | Institutional Structure (n=92) | 10— The extent to which information is shared within this institution | 22 |
| | | *Information sharing for off campus stations* | |
| | | *I sometimes get announcements for meetings or other events the morning of the same day that the event is to take place* | |
| | | *We need to continue to work on college wide communication* | |
| | | 44— The extent to which my work is guided by clearly defined administrative processes | 14 |
| | | *Administrative processes are not efficient or effective* | |
| | | *Adherence to policy, 'workarounds' is a concern* | |
| | | *The biggest frustration is that classes are not assigned to adjunct until last minute - leaving little time to prepare.* | |
| | | 32— The extent to which this institution is appropriately organized | 13 |
| | | *Sometimes I sense we are fragmented. We have so many teams* | |
| | | *The college has become more and more top-down, authoritarian in its management* | |
| | | 29— The extent to which institution-wide policies guide my work | 9 |
| | | *The lack of systems. We have no real measures of success* | |
| | | *I think we could improve upon the usefulness of policies* | |
| | | *Student Success should be the message, however we still reference way too many lists documents ie, Mission, vision, values, learning principles, ends, strategic priorities and on. Who can possibly learn and remember all these things. Keep it simple!!!!!! Please!* | |

**Table 23.** Continued

| Priority | Domain | Themes | Number of Comments |
|---|---|---|---|
| | | 25— The extent to which a spirit of cooperation exists at this institution | 8 |
| | | *The institution must get to the point of co-owneration not just collaboration/cooperation* | |
| | | *Still, all have not engaged. They have a right to this job. We still have people who have the "that's not my job" attitude* | |
| | | 16— The extent to which open and ethical communication is practiced at this institution | 6 |
| | | *I honestly believe, and feel there is a great deal of evidence to support it, that this institution is strongly age and weight biased when hiring* | |
| | | *The college has a long way to go in treatment of people. I have seen several people including myself, be singled out and made out to feel you have done very wrong when you have not.* | |
| | | 5— The extent to which the institution effectively promotes diversity in the workplace | 5 |
| | | *Diversity is alive and well at the college, however, in some formats it can appear that only a diversified end is acceptable and give the appearance or impression of reverse discrimination.* | |
| | | 38— The extent to which I have the opportunity for advancement within this institution | 5 |
| | | *In addition, it is frustrating to hear that someone could be hired into GRCC without their degree, prove themselves as a very competent and capable employee, yet not be able to move up in the organization.* | |
| | | *I do not get the sense that GRCC promotes from within. I have worked here for 5+ years and applied for many positions and have never been interviewed for one. In my opinion this does not show a path for promotion or motivation to try and continually improve.* | |

**Table 23.** Continued

| Priority | Domain | Themes | Number of Comments |
|---|---|---|---|
| | | 4— The extent to which decisions are made at the appropriate level at this institution | 4 |
| | | *Some major decisions that are made by Administration are done so without even asking the opinion of or informing the employees which the decision will affect, then of course, we have no say in the matter and must follow whatever change they choose to implement.* | |
| | | 6— The extent to which administrative leadership is focused on meeting the needs of students | 3 |
| | | *The leadership does not seem well connected with the teaching and learning process at the college* | |
| | | 11— The extent to which institutional teams use problem-solving techniques | 2 |
| | | *We are not very good at intentional, process-based problem solving.* | |
| | | 46— The extent to which professional development and training opportunities are available | 1 |
| | | *There needs to be a greater amount of "directed" professional development* | |
| 2 | Customized (n=17) | 54— The extent to which there is a sense of trust and confidence (in one another) among all members of the college community | 11 |
| | | *We still have issues with trust, relationships, policy development and use, consistency, perception, coordination, ownership and responsibility.* | |
| | | *Poor working relationships and little trust between faculty and administration.* | |
| | | *Low level of trust and poor interpersonal communications* | |
| | | 55— The extent to which there is a shared vision for the college | 4 |
| | | *The problem I continue to have at this institution is that we don't prioritize projects* | |
| | | 51—The extent to which resource allocation decisions are participatory | 2 |
| | | *It is unclear if the budget is created to meet strategic planning goals.* | |

**Table 23.** Continued

| Priority | Domain | Themes | Number of Comments |
|---|---|---|---|
| 3 | Other (n=11) | <u>Technology</u><br><br>*Our approach to technology is sadly lacking*<br><br>*We seem to have a good set of resources (Blackboard & Peoplesoft), but lack the coordination and communication of these resources to truly transform the institution.* | 8 |
| | | <u>Leadership</u><br><br>*I very often feel that there is a leadership void in that there are many people with big ideas (winning awards, technology overhauls etc), but the day to day things we need to operate effectively are ignored* | 2 |
| | | <u>Compensation & Benefits</u><br><br>*I think there is inequity in salary in many areas and no clear rationale regarding the pay structure and the reclass process - it seems very arbitrary.* | 1 |
| 4 | Student Focus (n=10) | <u>7— The extent to which student needs are central to what we do</u><br><br>*How we improve student success and what it means is pretty muddled.*<br><br>*Even though the school is trying to help students succeed there seems to be a beurocracy that makes it difficult to get things done in a timely manner to best help students* | 5 |
| | | <u>31— The extent to which students receive an excellent education at this institution</u><br><br>*I am very discouraged regarding the fact that GRCC, with its adult learner population, does not make credit for prior learning a higher priority.* | 4 |
| | | <u>17— The extent to which faculty meet the needs of the students</u><br><br>*There are strong concerns regarding faculty reactions and relationships with the student population* | 1 |
| 5 | Supervisory Relationship (n=5) | <u>39— The extent to which I am given the opportunity to be creative in my work</u><br><br>*Creativity is stifled at GRCC* | 2 |

**Table 23.** Continued

| Priority | Domain | Themes | Number of Comments |
|---|---|---|---|
| | | 21— The extent to which I receive appropriate feedback for my work | 1 |
| | | *I would like more feedback, suggestions, help, ideas, from my colleagues and supervisor as to what I am doing correctly and incorrectly.* | |
| | | 27— The extent to which my supervisor seriously considers my ideas | 1 |
| | | *A lot of the time our ideas are just brushed off by our bosses* | |
| | | 34— The extent to which my supervisor helps me to improve my work | 1 |
| | | *Supervision is not balanced nor timely* | |
| 6 | Teamwork (n=5) | 3— The extent to which there is a spirit of cooperation within my work team | 4 |
| | | *I think there is room for improvement in our group, and I hope that we are going forward and not backward* | |
| | | 43— The extent to which a spirit of cooperation exists in my department | 1 |
| | | *Respect and cooperation are absent at the department level.* | |

# CONCLUSION

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

Overall the following have been identified as areas of excellence at Grand Rapids Community College. Five of these items represent the Student Focus climate factor (items #8, #18, #31, #35, and #37), three represent the Supervisory Relationship climate factor (items #2, #9, and #39), and two represent the Institutional Structure climate factor (items #5 and #46).

- The extent to which I feel my job is relevant to this institution's mission, 4.30 (#8)

- The extent to which I am given the opportunity to be creative in my work, 4.04 (#39)

- The extent to which my supervisor expresses confidence in my work, 4.03 (#2)

- The extent to which students receive an excellent education at this institution, 4.01 (#31)

- The extent to which this institution prepares students for further learning, 3.96 (#37)

- The extent to which student ethnic and cultural diversity are important at this institution, 3.95 (#18)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.94 (#9)

- The extent to which this institution prepares students for a career, 3.93 (#35)

- The extent to which the institution effectively promotes diversity in the workplace, 3.89 (#5)

- The extent to which professional development and training opportunities are available, 3.86 (#46)


Overall the following have been identified as the top three areas of excellence within the Customized Climate factor at Grand Rapids Community College.

- The extent to which the college effectively promotes diversity in the workplace, 3.96 (#53)

- The extent to which my supervisor/manager places trust in my decision making, 3.89 (#50)

- The extent to which I take leadership in solving problems, 3.82 (#49)

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 (items #4, #10, #11, #15, #16, #22, #25, #32, #38, and #44).

- The extent to which I have the opportunity for advancement, 3.15 (#38)

- The extent to which decisions are made at the appropriate level at this institution, 2.77 (#4)

- The extent to which information is shared within this institution, 2.89 (#10)

- The extent to which this institution is appropriately organized, 2.94 (#32)

- The extent to which I am able to appropriately influence the direction of this institution, 3.09 (#15)

- The extent to which my work is guided by clearly defined administrative processes, 3.13 (#44)

- The extent to which institutional teams use problem-solving techniques, 3.14 (#11)

- The extent to which open and ethical communication is practiced at this institution, 3.15 (#16)

- The extent to which a spirit of cooperation exists at this institution, 3.19 (#25)

- The extent to which this institution has been successful in positively motivating my performance, 3.27 (#22)


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

- The extent to which there is a sense of trust and confidence (in one another) among all members of the community college, 2.83 (#54)

- The extent to which resource allocation decisions are participatory, 3.09 (#51)

- The extent to which I participate in decisions at Grand Rapids Community College, 3.20 (#48)

The least favorable aspects cited in the open-ended responses reflect a high response to the Institutional Structure questions, indicating a desire to discuss these specific issues.

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