



National Initiative for Leadership & Institutional Effectiveness

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# **Grand Rapids Community College Grand Rapids, Michigan**

## **Personal Assessment of the College Environment (PACE)**

by

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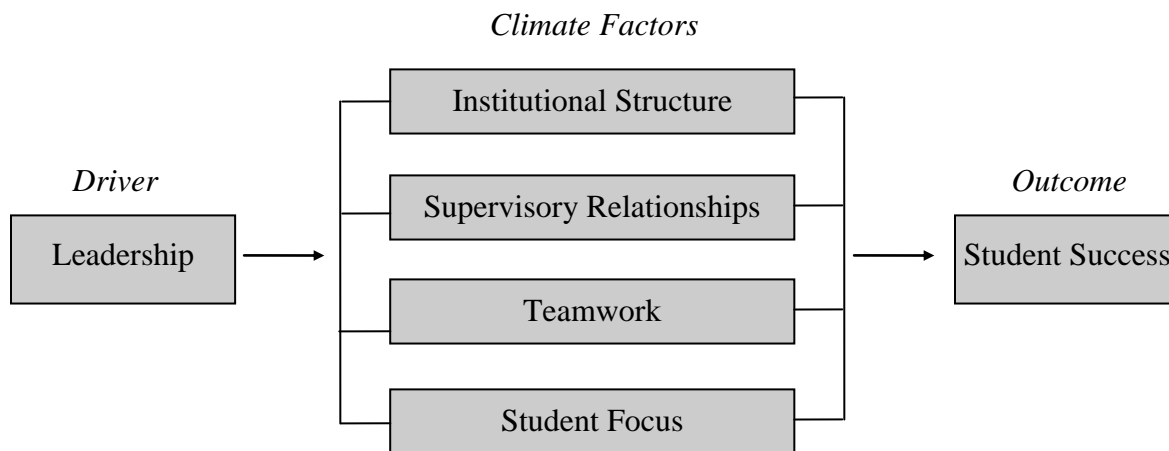
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# EXECUTIVE SUMMARY

In November and December 2009, the Personal Assessment of the College Environment (PACE) survey was administered to 688 employees at Grand Rapids Community College (GRCC). Of those 688 employees, 324 (47.1%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist 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 60 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at 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 the Competitive range (rated between 2 and 3). Fifty-two 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 3.65 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.91), whereas the Institutional Structure category received the lowest mean score (3.44). When respondents were classified according to Personnel Classification at GRCC, the composite ratings were as follows: Administrative (3.61), Administrative Support (3.74), Faculty (3.70), and Technical/Campus Operations (3.50).

Of the 46 standard PACE questions, the top ten 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, 4.29 (#8)
- The extent to which students receive an excellent education at this institution, 4.10 (#31)
- The extent to which my supervisor expresses confidence in my work, 4.02 (#2)
- The extent to which this institution prepares students for further learning, 4.01 (#37)
- 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, 3.92 (#18)
- The extent to which this institution prepares students for a career, 3.92 (#35)
- The extent to which professional development and training opportunities are available, 3.89 (#46)
- The extent to which students are satisfied with their educational experience at this institution, 3.89 (#42)
- The extent to which I am given the opportunity to be creative in my work, 3.89 (#39)

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

- The extent to which this institution is appropriately organized, 3.13 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.18 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 3.19 (#15)
- The extent to which information is shared within this institution, 3.23 (#10)
- The extent to which I have the opportunity for advancement within this institution, 3.26 (#38)
- The extent to which my work is guided by clearly defined administrative processes, 3.29 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.31 (#11)
- The extent to which open and ethical communication is practiced at this institution, 3.37 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.40 (#25)
- The extent to which this institution has been successful in positively motivating my performance, 3.41 (#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.

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# LEADERSHIP RESEARCH

The term culture refers to a total communication and behavioral pattern within an organization. Yukl (2002) defines organizational culture as “the shared values and beliefs of members about the activities of the organization and interpersonal relationships” (p. 108). Schein (2004) observes that culture “points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious. In that sense culture is to a group what personality is to an individual” (p. 8). Culture as a concept, then, is deeply embedded in an organization and relatively difficult to change; yet it has real day-to-day consequences in the life of the organization. According to Baker and Associates (1992), culture is manifest through symbols, rituals, and behavioral norms, and new members of an organization need to be socialized in the culture in order for the whole to function effectively.

Climate refers to the prevailing condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment) at a particular point in time. Essentially then, climate is a subset of an organization’s culture, emerging from the assumptions made about the underlying value system and finding expression through members’ attitudes and actions (Baker & Associates, 1992).

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive accepted patterns of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they experience patterns of behavior that are self-serving, autocratic, or punishing, then they see a negative climate. The importance of these elements as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well documented in the research literature for more than 40 years (Baker & Associates, 1992).

NILIE’s present research examines the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (2002) defined leadership as “the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (p. 7). The concept of leadership has been studied for many years in a variety of work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to conceptualize and measure organizational climate began in the 1960s with Rensis Likert’s work at the University of Michigan. A framework of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, as reported in Baker and Glass (1993).

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

Results of the Miami-Dade study indicated that Likert's four-system theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University. Various versions of the PACE instrument were field-tested through NILIE's efforts, and several doctoral dissertations.

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

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

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

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

**Table 1.** NILIE Four Systems Model

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

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization.

Astin and Astin (2000) note that the purposes of leadership are based in these values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;
- To promote harmony with nature and thereby provide sustainability for future generations; and
- To create communities of reciprocal care and shared responsibility where every person matters and each person’s welfare and dignity is respected and supported (p. 11).

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

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.
- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).
- Situational leadership theories (see Northouse, 2004; Yukl, 2002).
- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).
- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help 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 November and December 2009, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Grand Rapids Community College. Of the 688 employees administered the instrument, 324 (47.1%) completed and returned the instrument for analysis. Of those 324 employees, 132 (40.7%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist 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.

Employees were invited to participate in the survey through an email containing the survey link and instructions from Donna Kragt, Dean of Institutional Research & Planning. Reminders were sent out via email mid-November, late November, and early December to encourage participation. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.1.

## Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by 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 0.97. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2007 to July 2009 are shown in Table 2.

**Table 2.** Alpha Coefficients by Climate Category for PACEs Completed from July 2007 to July 2009 (n=17,932)

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

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 2007 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by 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.

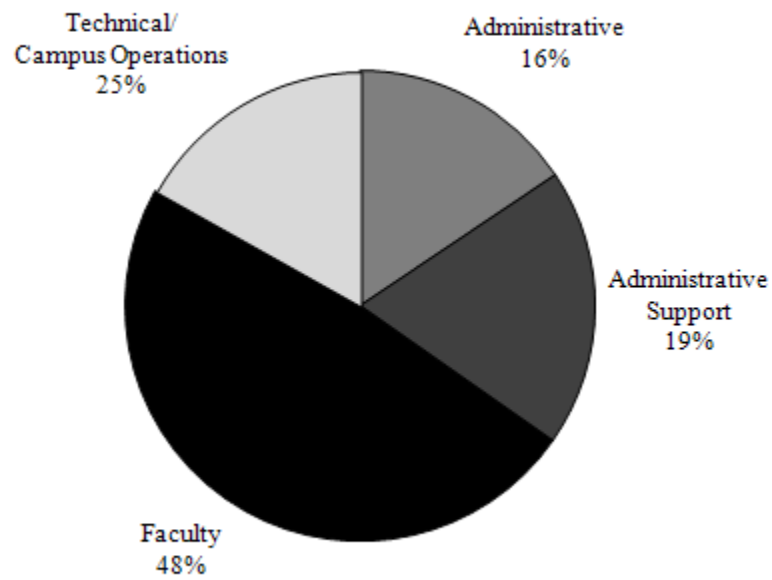
### Respondent Characteristics

Of the 688 GRCC employees administered the survey, 324 (47.1%) 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

<b>Personnel Classification</b>	<b>Population</b>	<b>Surveys Returned for Analysis</b>	<b>Percent of Population Represented</b>
Administrative	62	49	79.0%
Administrative Support	99	60	60.6%
Faculty	268	152	56.7%
Technical/Campus Operations	259	53	20.5%
Did not respond		10	
Total	688	324	47.1%

**Figure 2.** Proportion of Total Responses by Personnel Classification



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



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

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

<b>Demographic Variable</b>	<b>2007 # of Responses</b>	<b>2007 % of Responses</b>	<b>2009 # of Responses</b>	<b>2009 % of Responses</b>
<b>What is your personnel classification:</b>				
Administrative	48	14.0%	49	15.1%
Administrative Support	67	19.5%	60	18.5%
Faculty	162	47.1%	152	46.9%
Technical/Campus Operations	61	17.7%	53	16.4%
Did not respond	6	1.7%	10	3.1%
<b>For which division do you work:</b>				
Academic and Student Affairs	187	54.4%	188	58.0%
Financial Services	23	6.7%	23	7.1%
Organizational Development	24	7.0%	24	7.4%
Information Technology	54	15.7%	19	5.9%
President's Office	9	2.6%	1	0.3%
College Advancement	*	*	11	3.4%
Did not respond	47	13.7%	58	17.9%
<b>To which employee group do you belong:</b>				
Meet and Confer	128	37.2%	111	34.3%
CEBA	24	7.0%	22	6.8%
ESP	45	13.1%	46	14.2%
Faculty/Job Training/Preschool	135	39.2%	124	38.3%
Campus Police	2	0.6%	7	2.2%
Executive/Exempt	5	1.5%	1	0.3%
Did not respond	5	1.5%	13	4.0%
<b>What is your length of employment:</b>				
Less than 1 year	32	9.3%	17	5.2%
1-4 years	75	21.8%	60	18.5%
5-9 years	81	23.5%	85	26.2%
10-14 years	42	12.2%	50	15.4%
15 or more years	108	31.4%	102	31.5%
Did not respond	6	1.7%	10	3.1%

\* Division not included in the 2007 administration for Grand Rapids Community College

**Table 4.** Continued.

<b>Demographic Variable</b>	<b>2007 # of Responses</b>	<b>2007 % of Responses</b>	<b>2009 # of Responses</b>	<b>2009 % of Responses</b>
<b>What is your race/ethnicity:</b>				
American Indian/Alaskan Native	3	0.9%	2	0.6%
Asian/Pacific Islander	2	0.6%	1	0.3%
Black, Non-Hispanic	21	6.1%	14	4.3%
Hispanic	10	2.9%	16	4.9%
White, Non-Hispanic	280	81.4%	253	78.1%
Other	19	5.5%	20	6.2%
Did not respond	9	2.6%	18	5.6%
<b>What is your gender:</b>				
Female	180	52.3%	171	52.8%
Male	153	44.5%	125	38.6%
Did not respond	11	3.2%	28	8.6%

## 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 (3.91), which represented an upper-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.44) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. (See also Figure 3). When compared to the revised 2007 GRCC mean scores, the GRCC 2009 mean scores declined.

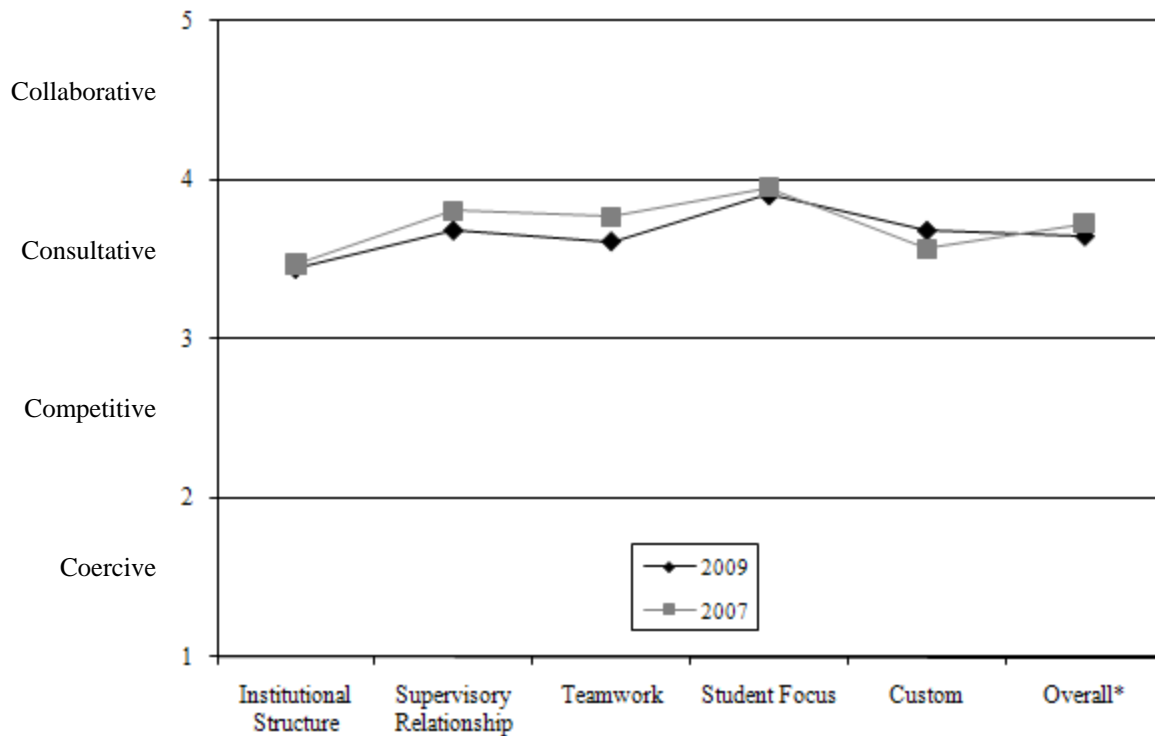
**Table 5.** Grand Rapids Community College Climate as Rated by All Employees

Factor	2007 GRCC	2009 GRCC
Institutional Structure	3.47	3.44
Supervisory Relationships	3.81	3.69
Teamwork	3.77	3.62
Student Focus	3.95	3.91
Custom	**	3.68
<b>Overall*</b>	3.73	3.65

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

\*\* Custom questions are different between the 2007 and 2009 administration for Grand Rapids Community College and cannot be compared.

**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) or the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Fifty-two 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=52) 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 3.65 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.

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

**Table 6.** Comparative Mean Responses: Institutional Structure

<b>Institutional Structure</b>	<b>2007 Mean (SD)</b>	<b>2009 Mean (SD)</b>
1 The extent to which the actions of this institution reflect its mission	3.90 (0.89)	3.84 (0.81)
4 The extent to which decisions are made at the appropriate level at this institution	3.12 (1.18)	3.18 (1.07)
5 The extent to which the institution effectively promotes diversity in the workplace	3.93 (0.95)	3.84 (0.95)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.77 (1.11)	3.82 (0.97)
10 The extent to which information is shared within the institution	3.27 (1.23)	3.23 (1.14)
11 The extent to which institutional teams use problem-solving techniques	3.33 (1.06)	3.31 (0.97)
15 The extent to which I am able to appropriately influence the direction of this institution	3.13 (1.13)	3.19 (1.07)
16 The extent to which open and ethical communication is practiced at this institution	3.41 (1.11)	3.37 (1.06)
22 The extent to which this institution has been successful in positively motivating my performance	3.56 (1.17)	3.41 (1.15)
25 The extent to which a spirit of cooperation exists at this institution	3.39 (1.13)	3.40 (1.07)
29 The extent to which institution-wide policies guide my work	3.60 (0.94)	3.62 (0.88)
32 The extent to which this institution is appropriately organized	3.21 (1.20)	3.13 (1.11)
38 The extent to which I have the opportunity for advancement within this institution	3.26 (1.29)	3.26 (1.19)
41 The extent to which I receive adequate information regarding important activities at this institution	3.83 (0.95)	3.75 (0.96)
44 The extent to which my work is guided by clearly defined administrative processes	3.41 (1.14)	3.29 (1.06)
<b>Mean Total</b>	<b>3.47 (0.83)</b>	<b>3.44 (0.77)</b>

T-test results indicate no significant differences between the 2007 means and the 2009 means ( $\alpha=0.05$ )

**Table 7.** Comparative Mean Responses: Supervisory Relationships

<b>Supervisory Relationships</b>		<b>2007 Mean (SD)</b>	<b>2009 Mean (SD)</b>
2	The extent to which my supervisor expresses confidence in my work	4.12 (1.13)	4.02 (1.05)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.02 (1.19)	3.95 (1.12)
12	The extent to which positive work expectations are communicated to me	3.70 (1.08)	3.55 (1.01)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.55 (1.03)	3.45 (1.06)
20	The extent to which I receive timely feedback for my work	3.64 (1.08)	3.56 (0.99)
21	The extent to which I receive appropriate feedback for my work	3.65 (1.07)	3.55 (1.04)
26	The extent to which my supervisor actively seeks my ideas	3.79 (1.22)	3.65 (1.18)
27	The extent to which my supervisor seriously considers my ideas	3.86 (1.17)	3.72 (1.15)
30	The extent to which work outcomes are clarified for me	3.69 (0.98)	3.49 (1.00)*
34	The extent to which my supervisor helps me to improve my work	3.72 (1.17)	3.60 (1.10)
39	The extent to which I am given the opportunity to be creative in my work	4.08 (0.97)	3.89 (1.07)*
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.75 (1.01)	3.63 (1.02)
46	The extent to which professional development and training opportunities are available	3.97 (1.05)	3.89 (1.04)
<b>Mean Total</b>		<b>3.81 (0.85)</b>	<b>3.69 (0.83)</b>

\* T-test results indicate a significant difference between the 2007 mean and the 2009 mean ( $\alpha=0.05$ )

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

<b>Teamwork</b>	<b>2007 Mean (SD)</b>	<b>2009 Mean (SD)</b>
3 The extent to which there is a spirit of cooperation within my work team	3.76 (1.17)	3.64 (1.13)
14 The extent to which my primary work team uses problem-solving techniques	3.68 (1.08)	3.56 (1.02)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.84 (1.06)	3.68 (1.04)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.81 (1.07)	3.65 (1.12)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.78 (1.00)	3.65 (0.90)
43 The extent to which a spirit of cooperation exists in my department	3.78 (1.19)	3.57 (1.18)*
<b>Mean Total</b>	<b>3.77 (0.92)</b>	<b>3.62 (0.90)*</b>

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

<b>Student Focus</b>	<b>2007 Mean (SD)</b>	<b>2009 Mean (SD)</b>
7 The extent to which student needs are central to what we do	3.86 (1.07)	3.88 (0.93)
8 The extent to which I feel my job is relevant to this institution's mission	4.36 (0.77)	4.29 (0.87)
17 The extent to which faculty meet the needs of students	3.87 (0.91)	3.81 (0.86)
18 The extent to which student ethnic and cultural diversity are important at this institution	4.05 (0.86)	3.92 (0.81)
19 The extent to which students' competencies are enhanced	3.74 (0.93)	3.78 (0.77)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.93 (0.91)	3.87 (0.83)
28 The extent to which classified personnel meet the needs of the students	3.74 (0.86)	3.64 (0.80)
31 The extent to which students receive an excellent education at this institution	4.18 (0.79)	4.10 (0.73)
35 The extent to which this institution prepares students for a career	4.06 (0.79)	3.92 (0.78)*
37 The extent to which this institution prepares students for further learning	4.07 (0.84)	4.01 (0.73)
40 The extent to which students are assisted with their personal development	3.76 (0.89)	3.79 (0.80)
42 The extent to which students are satisfied with their educational experience at this institution	3.95 (0.75)	3.89 (0.69)
<b>Mean Total</b>	<b>3.95 (0.62)</b>	<b>3.91 (0.55)</b>
<b>Overall</b>	<b>3.73 (0.70)</b>	<b>3.65 (0.66)</b>

\* T-test results indicate a significant difference between the 2007 mean and the 2009 mean ( $\alpha=0.05$ )

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

<b>Customized</b>	<b>2007 Mean (SD)</b>	<b>2009 Mean (SD)</b>
47 The extent to which I am empowered to pursue my ideas without formal permission	N/A	3.63 (1.08)
48 The extent to which I take on new and challenging projects as part of my job	N/A	3.88 (0.94)
49 The extent to which I have tried new things that did not work out, but I still plan to try again	N/A	3.90 (0.83)
50 The extent to which I work with others outside of GRCC to solve problems related to my work	N/A	3.73 (0.88)
51 The extent to which I am supported to explore my natural curiosity as part of my daily work	N/A	3.63 (1.06)
52 The extent to which I feel respected when I share an unpopular belief or opinion	N/A	3.27 (1.16)
53 The extent to which I have participated on a cross-functional team while at GRCC	N/A	3.78 (0.96)
54 The extent to which I have implemented ideas that were shared with me by students	N/A	3.81 (0.79)
55 The extent to which I have the opportunity to hear many points of view before making a decision	N/A	3.62 (0.92)
56 The extent to which I have sufficient opportunities to experiment with new ways of doing things in my job	N/A	3.76 (1.01)
<b>Mean Total</b>	<b>N/A</b>	<b>3.68 (0.76)</b>

N/A Custom questions are different between the 2007 and 2009 administration for Grand Rapids Community College and cannot be compared.

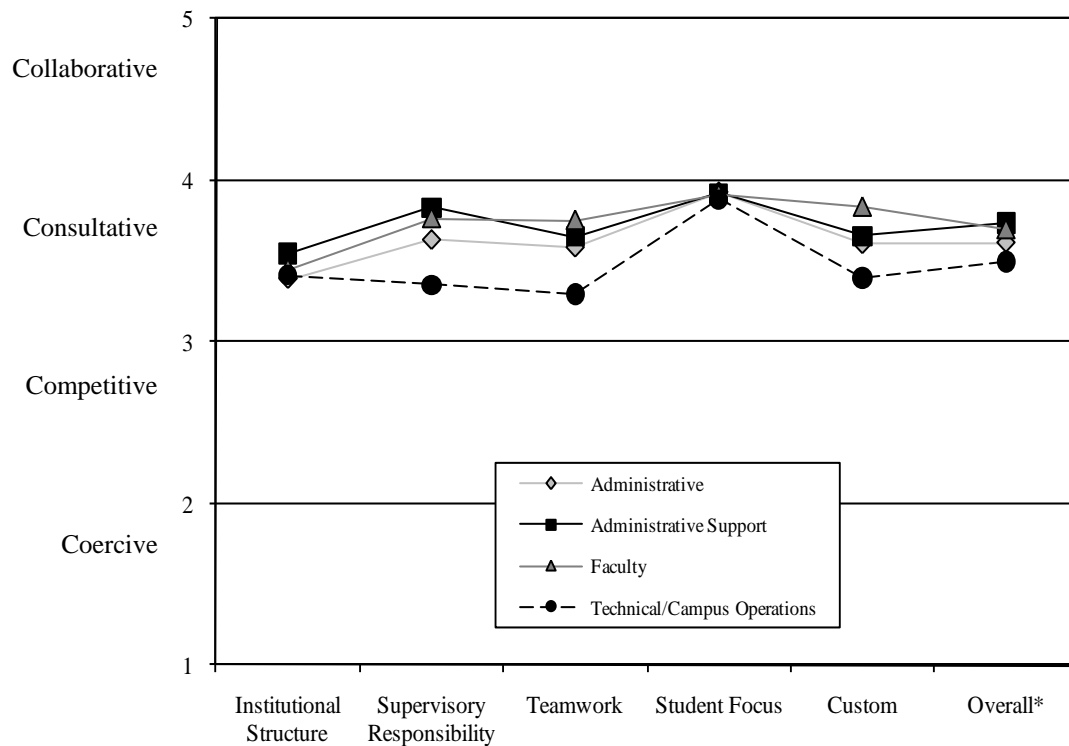


## Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Administrative Support employees rated the four normative factors most favorable (3.74), whereas the Technical/Campus Operations employees rated the four normative factors least favorable (3.50). 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

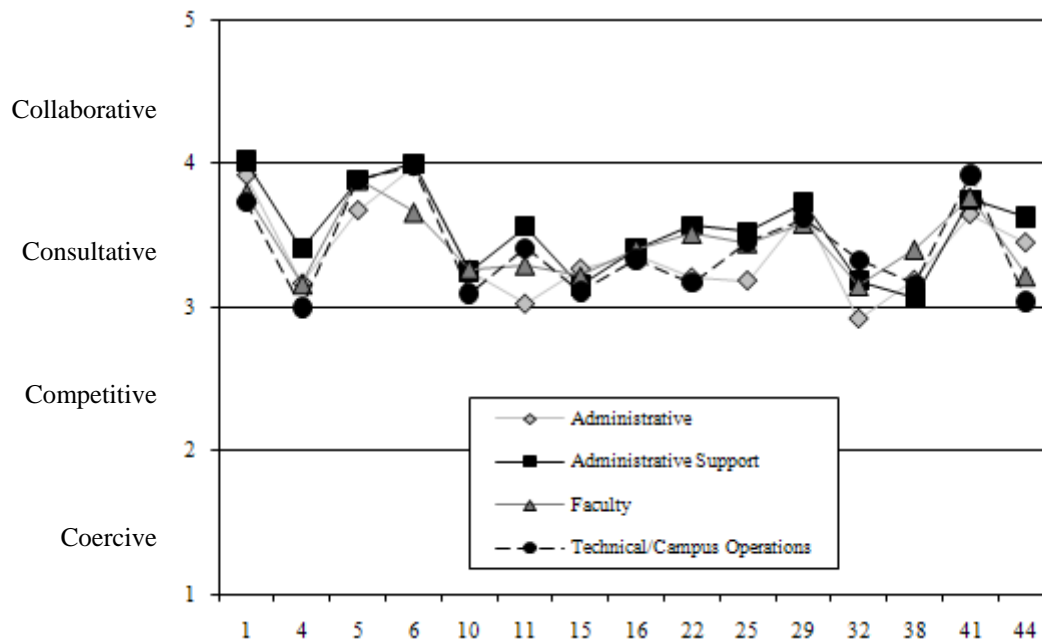
	<b>Institutional Structure</b>	<b>Supervisory Relationships</b>	<b>Teamwork</b>	<b>Student Focus</b>	<b>Custom</b>	<b>Overall*</b>
Administrative						
2007	3.64	3.97	4.07	4.02	**	3.88
2009	3.39	3.63	3.58	3.93	3.61	3.61
Administrative Support						
2007	3.57	3.89	3.85	3.93	**	3.79
2009	3.55	3.83	3.65	3.92	3.65	3.74
Faculty						
2007	3.48	3.83	3.79	3.98	**	3.75
2009	3.45	3.77	3.75	3.92	3.84	3.70
Technical/Campus Operations						
2007	3.22	3.53	3.43	3.88	**	3.50
2009	3.41	3.35	3.30	3.88	3.40	3.50

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

\*\* Custom questions are different between the 2007 and 2009 administration for Grand Rapids Community College and cannot be compared.

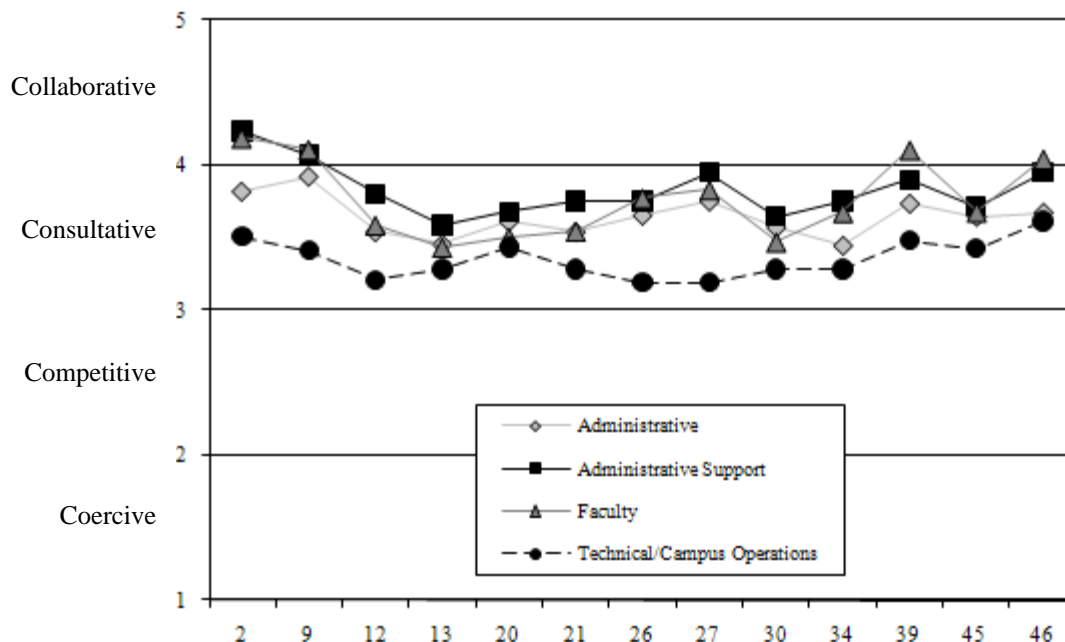
Institutional Structure		Administrative	Administrative Support	Faculty	Technical/Campus Operations
1	The extent to which the actions of this institution reflect its mission	3.92	4.02	3.79	3.74
4	The extent to which decisions are made at the appropriate level at this institution	3.16	3.41	3.16	3.00
5	The extent to which the institution effectively promotes diversity in the workplace	3.67	3.88	3.89	3.89
6	The extent to which administrative leadership is focused on meeting the needs of students	3.98	4.00	3.66	3.98
10	The extent to which information is shared within this institution	3.25	3.25	3.26	3.09
11	The extent to which institutional teams use problem-solving techniques	3.02	3.56	3.29	3.41
15	The extent to which I am able to appropriately influence the direction of this institution	3.27	3.15	3.21	3.11
16	The extent to which open and ethical communication is practiced at this institution	3.37	3.41	3.41	3.33
22	The extent to which this institution has been successful in positively motivating my performance	3.20	3.57	3.51	3.17
25	The extent to which a spirit of cooperation exists at this institution	3.18	3.53	3.45	3.45
29	The extent to which institution-wide policies guide my work	3.67	3.73	3.58	3.62
32	The extent to which this institution is appropriately organized	2.92	3.19	3.15	3.33
38	The extent to which I have the opportunity for advancement within this institution	3.19	3.07	3.40	3.16
41	The extent to which I receive adequate information regarding important activities at this institution	3.65	3.75	3.77	3.92
44	The extent to which my work is guided by clearly defined administrative processes	3.45	3.63	3.21	3.04

**Figure 5.** Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Grand Rapids Community College



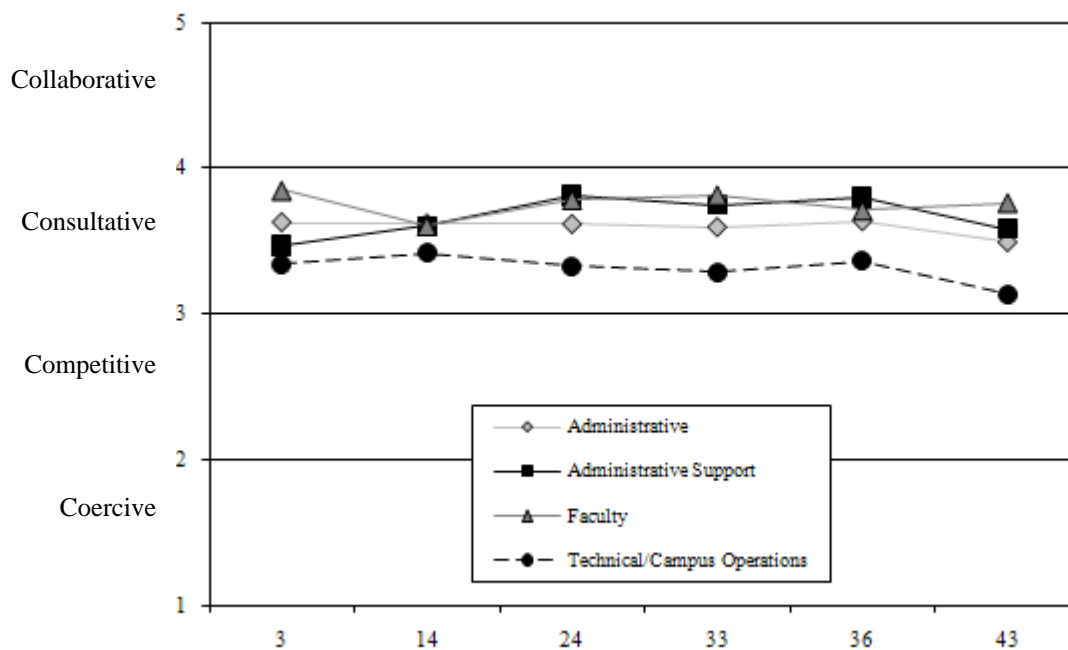
Supervisory Relationships		Administrative	Administrative Support	Faculty	Technical/Campus Operations
2	The extent to which my supervisor expresses confidence in my work	3.82	4.23	4.19	3.51
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.92	4.07	4.11	3.41
12	The extent to which positive work expectations are communicated to me	3.54	3.80	3.59	3.21
13	The extent to which unacceptable behaviors are identified and communicated to me	3.46	3.59	3.44	3.28
20	The extent to which I receive timely feedback for my work	3.61	3.68	3.51	3.43
21	The extent to which I receive appropriate feedback for my work	3.54	3.75	3.55	3.28
26	The extent to which my supervisor actively seeks my ideas	3.65	3.75	3.77	3.19
27	The extent to which my supervisor seriously considers my ideas	3.75	3.95	3.83	3.19
30	The extent to which work outcomes are clarified for me	3.57	3.64	3.47	3.28
34	The extent to which my supervisor helps me to improve my work	3.45	3.75	3.68	3.28
39	The extent to which I am given the opportunity to be creative in my work	3.73	3.90	4.11	3.48
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.65	3.72	3.68	3.42
46	The extent to which professional development and training opportunities are available	3.67	3.95	4.05	3.62

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



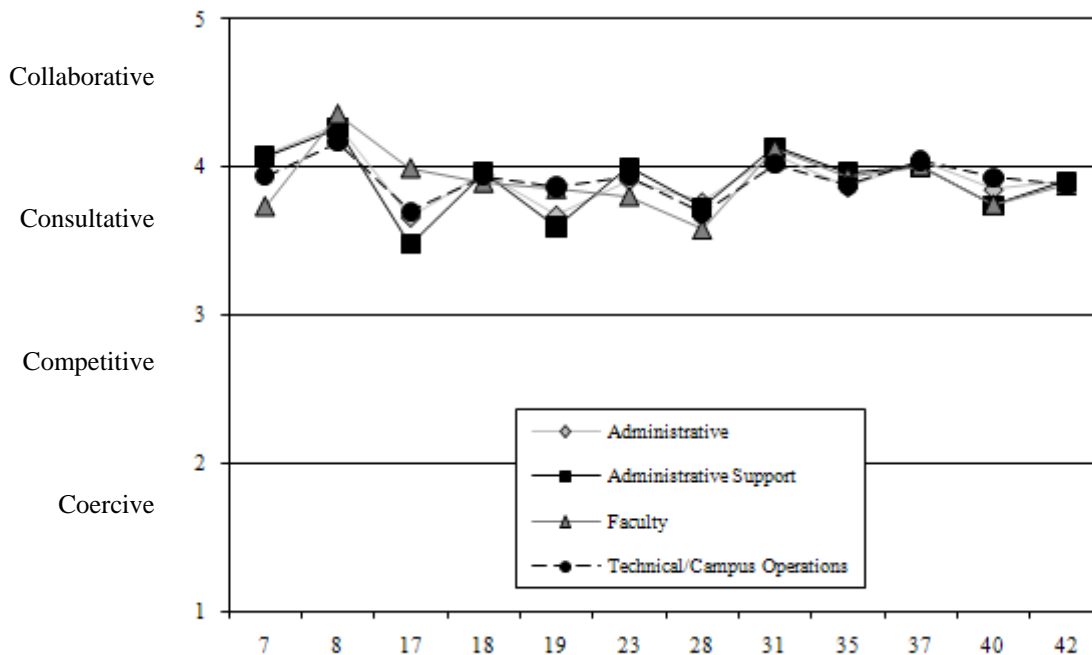
Teamwork		Administrative	Administrative Support	Faculty	Technical/Campus Operations
3	The extent to which there is a spirit of cooperation within my work team	3.63	3.47	3.85	3.34
14	The extent to which my primary work team uses problem-solving techniques	3.62	3.60	3.60	3.42
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.61	3.81	3.78	3.33
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.59	3.75	3.81	3.28
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.63	3.80	3.71	3.36
43	The extent to which a spirit of cooperation exists in my department	3.49	3.58	3.76	3.13

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



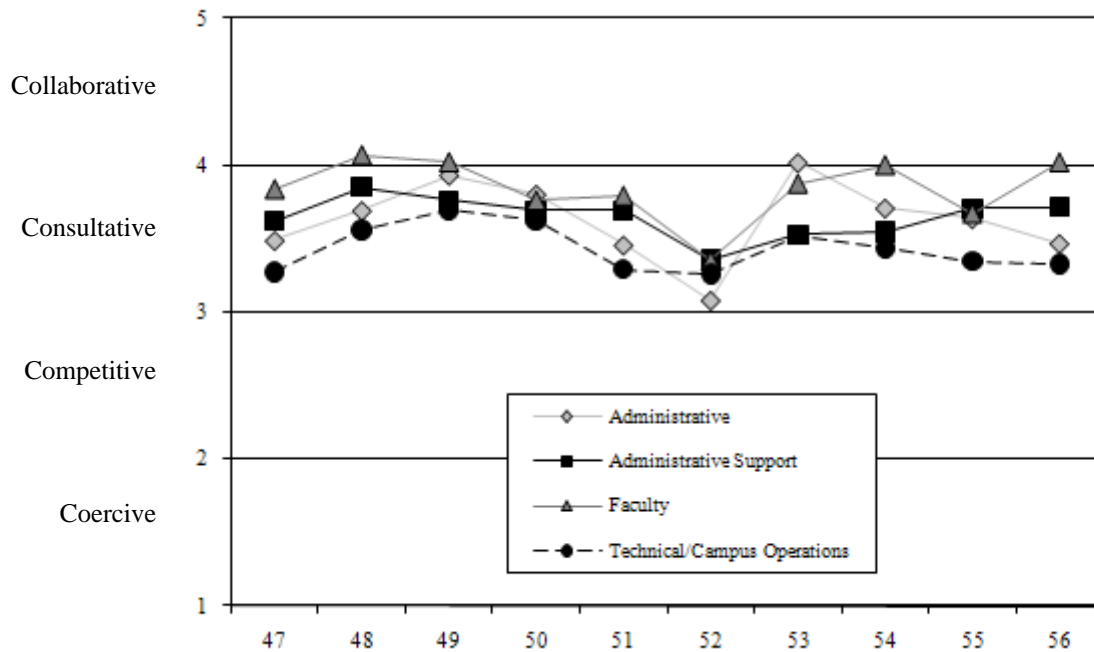
Student Focus		Administrative	Administrative Support	Faculty	Technical/Campus Operations
7	The extent to which student needs are central to what we do	4.08	4.07	3.74	3.94
8	The extent to which I feel my job is relevant to this institution's mission	4.29	4.27	4.36	4.17
17	The extent to which faculty meet the needs of the students	3.67	3.48	3.99	3.70
18	The extent to which student ethnic and cultural diversity are important at this institution	3.96	3.97	3.89	3.94
19	The extent to which students' competencies are enhanced	3.68	3.60	3.85	3.87
23	The extent to which non-teaching professional personnel meet the needs of the students	3.91	4.00	3.80	3.94
28	The extent to which classified personnel meet the needs of the students	3.77	3.73	3.58	3.69
31	The extent to which students receive an excellent education at this institution	4.09	4.14	4.12	4.02
35	The extent to which this institution prepares students for a career	3.87	3.97	3.93	3.88
37	The extent to which this institution prepares students for further learning	4.04	4.00	4.01	4.04
40	The extent to which students are assisted with their personal development	3.85	3.74	3.75	3.93
42	The extent to which students are satisfied with their educational experience at this institution	3.90	3.90	3.88	3.88

**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	3.49	3.62	3.84	3.27
48	The extent to which I take on new and challenging projects as part of my job	3.69	3.85	4.07	3.56
49	The extent to which I have tried new things that did not work out, but I still plan to try again	3.93	3.76	4.02	3.69
50	The extent to which I work with others outside of GRCC to solve problems related to my work	3.80	3.69	3.76	3.62
51	The extent to which I am supported to explore my natural curiosity as part of my daily work	3.46	3.69	3.79	3.29
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.08	3.36	3.35	3.26
53	The extent to which I have participated on a cross-functional team while at GRCC	4.02	3.53	3.87	3.52
54	The extent to which I have implemented ideas that were shared with me by students	3.71	3.55	4.00	3.44
55	The extent to which I have the opportunity to hear many points of view before making a decision	3.64	3.70	3.67	3.35
56	The extent to which I have sufficient opportunities to experiment with new ways of doing things in my job	3.47	3.72	4.02	3.33

**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 three priorities for discussion from the customized items developed specifically for Grand Rapids Community College.

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

<b>Area to Change</b>		<b>Mean</b>
32	The extent to which this institution is appropriately organized	2.92
11	The extent to which institutional teams use problem-solving techniques	3.02
4	The extent to which decisions are made at the appropriate level at this institution	3.16
25	The extent to which a spirit of cooperation exists at this institution	3.18
38	The extent to which I have the opportunity for advancement within this institution	3.19
22	The extent to which this institution has been successful in positively motivating my performance	3.20
10	The extent to which information is shared within this institution	3.25
15	The extent to which I am able to appropriately influence the direction of this institution	3.27
16	The extent to which open and ethical communication is practiced at this institution	3.37
44	The extent to which my work is guided by clearly defined administrative processes	3.45
34	The extent to which my supervisor helps me to improve my work	3.45
<b>Area to Change—Customized</b>		<b>Mean</b>
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.08
51	The extent to which I am supported to explore my natural curiosity as part of my daily work	3.46
56	The extent to which I have sufficient opportunities to experiment with new ways of doing things in my job	3.47



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

<b>Area to Change</b>		<b>Mean</b>
38	The extent to which I have the opportunity for advancement within this institution	3.07
15	The extent to which I am able to appropriately influence the direction of this institution	3.15
32	The extent to which this institution is appropriately organized	3.19
10	The extent to which information is shared within this institution	3.25
4	The extent to which decisions are made at the appropriate level at this institution	3.41
16	The extent to which open and ethical communication is practiced at this institution	3.41
3	The extent to which there is a spirit of cooperation within my work team	3.47
17	The extent to which faculty meet the needs of the students	3.48
25	The extent to which a spirit of cooperation exists at this institution	3.53
11	The extent to which institutional teams use problem-solving techniques	3.56
<b>Area to Change—Customized</b>		
52	The extent to which I feel respected when I share an unpopular belief or opinion	3.36
53	The extent to which I have participated on a cross-functional team while at GRCC	3.53
54	The extent to which I have implemented ideas that were shared with me by students	3.55

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

<b>Area to Change</b>	<b>Mean</b>
32 The extent to which this institution is appropriately organized	3.15
4 The extent to which decisions are made at the appropriate level at this institution	3.16
15 The extent to which I am able to appropriately influence the direction of this institution	3.21
44 The extent to which my work is guided by clearly defined administrative processes	3.21
10 The extent to which information is shared within this institution	3.26
11 The extent to which institutional teams use problem-solving techniques	3.29
38 The extent to which I have the opportunity for advancement within this institution	3.40
16 The extent to which open and ethical communication is practiced at this institution	3.41
13 The extent to which unacceptable behaviors are identified and communicated to me	3.44
25 The extent to which a spirit of cooperation exists at this institution	3.45
<b>Area to Change—Customized</b>	<b>Mean</b>
52 The extent to which I feel respected when I share an unpopular belief or opinion	3.35
55 The extent to which I have the opportunity to hear many points of view before making a decision	3.67
50 The extent to which I work with others outside of GRCC to solve problems related to my work	3.76

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

<b>Area to Change</b>	<b>Mean</b>
4 The extent to which decisions are made at the appropriate level at this institution	3.00
44 The extent to which my work is guided by clearly defined administrative processes	3.04
10 The extent to which information is shared within this institution	3.09
15 The extent to which I am able to appropriately influence the direction of this institution	3.11
43 The extent to which a spirit of cooperation exists in my department	3.13
38 The extent to which I have the opportunity for advancement within this institution	3.16
22 The extent to which this institution has been successful in positively motivating my performance	3.17
26 The extent to which my supervisor actively seeks my ideas	3.19
27 The extent to which my supervisor seriously considers my ideas	3.19
12 The extent to which positive work expectations are communicated to me	3.21
<b>Area to Change—Customized</b>	<b>Mean</b>
52 The extent to which I feel respected when I share an unpopular belief or opinion	3.26
47 The extent to which I am empowered to pursue my ideas without formal permission	3.27
51 The extent to which I am supported to explore my natural curiosity as part of my daily work	3.29

## Comparative Analysis: Demographic Classifications

As depicted in Table 16, employees working in the Organizational Development and President's Office/College Advancement divisions rated the climate highest (3.86), while employees in the Information Technology division rated the climate lowest (3.16). The Meet and Confer/Executive/Exempt employee group rated the climate the highest (3.69), while the Campus Police rated the climate lowest (2.85). In terms of length of employment, those individuals with less than 1 year of employment rated the climate highest (3.89), while respondents with 5-9 years of employment rated the climate lowest with a composite rating of (3.60). Female employees rated the climate higher (3.74) than their male counterparts (3.61).

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

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>What is your personnel classification:</b>						
Administrative	3.39	3.63	3.58	3.93	3.61	3.61
Administrative Support	3.55	3.83	3.65	3.92	3.65	3.74
Faculty	3.45	3.77	3.75	3.92	3.84	3.70
Technical/Campus Operations	3.41	3.35	3.30	3.88	3.40	3.50
<b>For which division do you work:</b>						
Academic and Student Affairs	3.42	3.75	3.73	3.90	3.73	3.68
Financial Services	3.44	3.46	3.45	3.75	3.52	3.51
Organizational Development	3.69	3.96	3.61	4.14	3.75	3.86
Information Technology	2.88	3.12	3.17	3.56	3.10	3.16
President's Office/College Advancement	3.86	3.79	3.40	4.14	3.92	3.86
<b>To which employee group do you belong:</b>						
Meet and Confer/Executive/Exempt	3.50	3.75	3.65	3.93	3.67	3.69
CEBA	3.60	3.48	3.57	3.96	3.53	3.64
ESP	3.42	3.79	3.63	3.88	3.62	3.67
Faculty/Job Training/Preschool	3.44	3.73	3.74	3.92	3.83	3.68
Campus Police	2.96	2.32	1.98	3.73	2.63	2.85
<b>What is your length of employment:</b>						
Less than 1 year	3.77	4.02	3.72	4.00	3.90	3.89
1-4 years	3.47	3.62	3.70	3.83	3.64	3.63
5-9 years	3.40	3.64	3.53	3.86	3.58	3.60
10-14 years	3.47	3.67	3.56	4.03	3.75	3.68
15 or more years	3.40	3.72	3.71	3.94	3.75	3.66

\* 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*
<b>What is your race/ethnicity:</b>						
Black, Non-Hispanic	3.66	3.55	3.57	4.11	3.70	3.74
Hispanic	3.31	3.55	3.50	3.67	3.22	3.49
White, Non-Hispanic	3.51	3.78	3.69	3.96	3.77	3.72
Other (including American Indian/Alaskan Native and Asian/Pacific Islander)	2.91	3.09	3.31	3.47	3.25	3.16
<b>What is your gender:</b>						
Female	3.56	3.79	3.67	3.95	3.78	3.74
Male	3.36	3.63	3.66	3.88	3.64	3.61

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

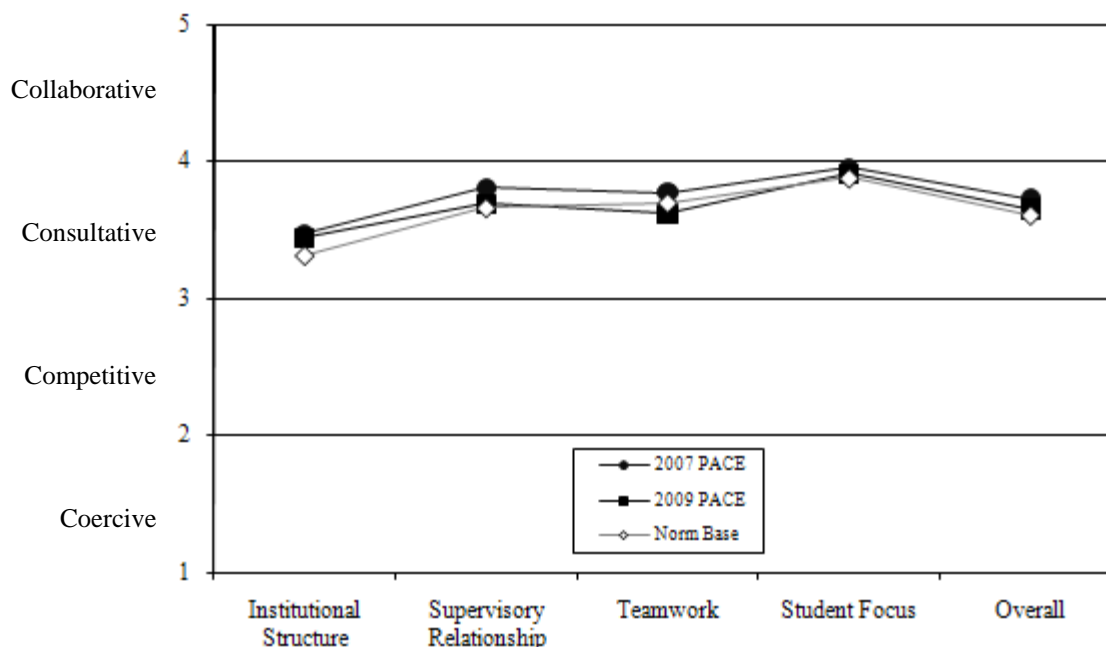
## Comparative Analysis: Norm Base

Table 17 and Figure 10 show how GRCC compares with the NILIE PACE Norm Base, which includes approximately 60 different climate studies conducted at two- and four-year institutions since 2006. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for GRCC. Table 17 and Figure 10 also show how the current administration of the PACE survey at GRCC compares with the 2007 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

**Table 17.** Grand Rapids Community College Climate compared with the NILIE PACE Norm Base

	GRCC 2007	GRCC 2009	Norm Base*
Institutional Structure	3.47	3.44	3.31
Supervisory Relationships	3.81	3.69	3.66
Teamwork	3.77	3.62	3.70
Student Focus	3.95	3.91	3.88
Overall	3.73	3.65	3.61

**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.** Institutional Structure Mean Scores Compared to the NILIE Norm Base

<b>Institutional Structure</b>		<b>GRCC Mean</b>	<b>Norm Base</b>
1	The extent to which the actions of this institution reflect its mission	3.84	3.75
4	The extent to which decisions are made at the appropriate level at this institution	3.18	3.07
5	The extent to which the institution effectively promotes diversity in the workplace	3.84*	3.70
6	The extent to which administrative leadership is focused on meeting the needs of students	3.82*	3.60
10	The extent to which information is shared within the institution	3.23*	2.99
11	The extent to which institutional teams use problem-solving techniques	3.31*	3.17
15	The extent to which I am able to appropriately influence the direction of this institution	3.19	3.07
16	The extent to which open and ethical communication is practiced at this institution	3.37*	3.19
22	The extent to which this institution has been successful in positively motivating my performance	3.41	3.32
25	The extent to which a spirit of cooperation exists at this institution	3.40*	3.24
29	The extent to which institution-wide policies guide my work	3.62	3.52
32	The extent to which this institution is appropriately organized	3.13	3.12
38	The extent to which I have the opportunity for advancement within this institution	3.26*	3.09
41	The extent to which I receive adequate information regarding important activities at this institution	3.75*	3.56
44	The extent to which my work is guided by clearly defined administrative processes	3.29	3.32
<b>Mean Total</b>		<b>3.44*</b>	<b>3.31</b>

\* 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

		<b>GRCC Mean</b>	<b>Norm Base</b>
2	The extent to which my supervisor expresses confidence in my work	4.02	4.03
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.95	3.92
12	The extent to which positive work expectations are communicated to me	3.55	3.54
13	The extent to which unacceptable behaviors are identified and communicated to me	3.45	3.48
20	The extent to which I receive timely feedback for my work	3.56	3.53
21	The extent to which I receive appropriate feedback for my work	3.55	3.56
26	The extent to which my supervisor actively seeks my ideas	3.65	3.65
27	The extent to which my supervisor seriously considers my ideas	3.72	3.72
30	The extent to which work outcomes are clarified for me	3.49	3.50
34	The extent to which my supervisor helps me to improve my work	3.60	3.63
39	The extent to which I am given the opportunity to be creative in my work	3.89	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.63	3.52
46	The extent to which professional development and training opportunities are available	3.89*	3.64
<b>Mean Total</b>		<b>3.69</b>	<b>3.66</b>

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

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

<b>Teamwork</b>	<b>GRCC Mean</b>	<b>Norm Base</b>
3 The extent to which there is a spirit of cooperation within my work team	3.64*	3.80
14 The extent to which my primary work team uses problem-solving techniques	3.56	3.66
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.68	3.66
33 The extent to which my work team provides an environment for free and open expression	3.65	3.72
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.65	3.66
43 The extent to which a spirit of cooperation exists in my department	3.57*	3.72
<b>Mean Total</b>	<b>3.62</b>	<b>3.70</b>

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

<b>Student Focus</b>	<b>GRCC Mean</b>	<b>Norm Base</b>
7 The extent to which student needs are central to what we do	3.88*	3.72
8 The extent to which I feel my job is relevant to this institution's mission	4.29	4.26
17 The extent to which faculty meet the needs of students	3.81	3.88
18 The extent to which student ethnic and cultural diversity are important at this institution	3.92	3.87
19 The extent to which students' competencies are enhanced	3.78	3.77
23 The extent to which non-teaching professional personnel meet the needs of the students	3.87	3.80
28 The extent to which classified personnel meet the needs of the students	3.64*	3.76
31 The extent to which students receive an excellent education at this institution	4.10*	4.01
35 The extent to which this institution prepares students for a career	3.92	3.98
37 The extent to which this institution prepares students for further learning	4.01	3.97
40 The extent to which students are assisted with their personal development	3.79	3.72
42 The extent to which students are satisfied with their educational experience	3.89	3.86
<b>Mean Total</b>	<b>3.91</b>	<b>3.88</b>
<b>Overall Total</b>	<b>3.65</b>	<b>3.61</b>

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



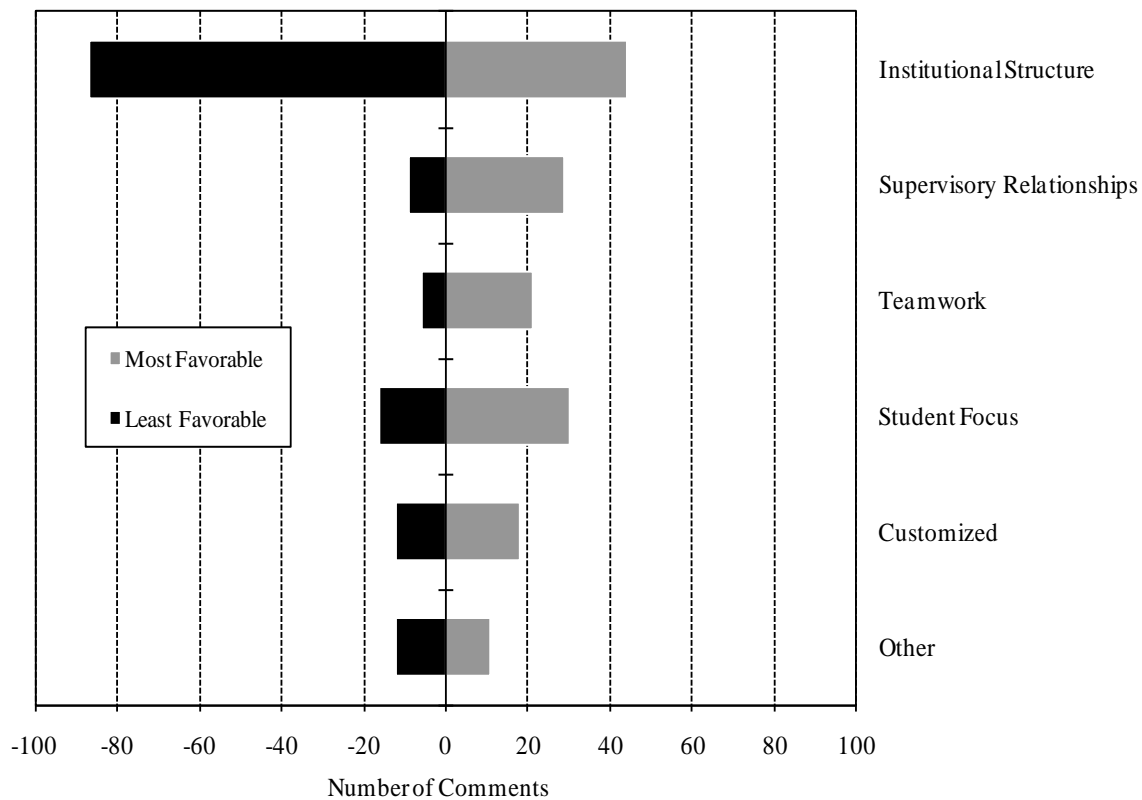
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 324 Grand Rapids Community College employees who completed the PACE survey, 40.7% (132 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 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. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

**Figure 11.** 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	Number of Comments
Institutional Structure (n=44)	<p data-bbox="381 304 1192 373"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="381 394 1221 533"><i>GRCC is a great place to work and allows us to be creative! We feel supported and appreciated for what we do. The college cares about its people and has an amazing "family" feel for a large institution.</i></p> <p data-bbox="381 554 1221 661"><i>GRCC is a great place to work. This is a great team to work with. Many creative and talented people work in this institution, and contribute to its success.</i></p> <p data-bbox="381 682 1242 821"><i>I have found this organization to be consistently superior when it comes to communication, accountability, valuing its team members and putting the needs of students as the number 1 priority. I also value that we do not stand still, we are always moving forward.</i></p> <p data-bbox="381 842 1122 911"><i>Great place to work, really feel we are doing work for the community.</i></p> <p data-bbox="381 932 1230 1039"><i>The College actively seeks methods of renewal, evolution, and creation. It is attempting to catch up to the goings on of this world so that students are best prepared to join our global village!</i></p> <p data-bbox="381 1060 1242 1167"><i>I am excited about the new direction of this institution. I believe we will transform ourselves to be more succinct and efficient with our processes. This will enable us to do more with less (lean thinking!)</i></p> <p data-bbox="381 1188 724 1215"><i>Partnership with FSU-GR.</i></p> <p data-bbox="381 1236 1203 1302"><i>I am truly committed to the success of our students and proud to work at GRCC.</i></p>	16
	<p data-bbox="381 1323 1162 1392"><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p data-bbox="381 1413 1242 1520"><i>There is a great atmosphere at GRCC where you feel like everyone is interested in what is going on - like we are (for the most part) working as one big team.</i></p> <p data-bbox="381 1541 1146 1568"><i>I work with wonderfully talented and committed colleagues.</i></p> <p data-bbox="381 1589 854 1625"><i>The spirit of cooperation is fantastic.</i></p> <p data-bbox="381 1646 737 1673"><i>Cross-college camaraderie.</i></p>	9
	<p data-bbox="381 1690 1149 1759"><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p data-bbox="381 1780 1216 1854"><i>I believe diversity is truly embedded in our culture and I feel safe and respected by my peers.</i></p>	4

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<i>The college's unwavering support for diversity, its faster-than-expected support for Women's Studies and Gender Studies.</i>	
	<u>10— The extent to which information is shared within this institution</u>	4
	<i>The constant flow of information from the school.</i>	
	<i>The College continues to have all campus update meetings to keep everyone informed.</i>	
	<u>38— The extent to which I have the opportunity for advancement within this institution</u>	4
	<i>Endless opportunities to advance within the institution and ever-changing job roles.</i>	
	<i>There are a number of job opportunities on campus.</i>	
	<u>11— The extent to which institutional teams use problem-solving techniques</u>	2
	<i>I think we are doing a good job of allowing people to make the case with data for new programs or new ideas.</i>	
	<u>15— The extent to which I am able to appropriately influence the direction of this institution</u>	2
	<i>There are many opportunities to get engaged with people and activities across the campus. Many cross-functional teams prove to be both successful at accomplishing goals and a good experience for the members.</i>	
	<u>1— The extent to which the actions of this institution reflect its mission</u>	1
	<i>I love working at Grand Rapids Community College. Its mission is reflected by the work ethic of those around me and their treatment of students.</i>	
	<u>29— The extent to which institution-wide policies guide my work</u>	1
	<i>There are many policies and procedures in place that work well.</i>	
	<u>41— The extent to which I receive adequate information regarding important activities at this institution</u>	1
	<i>Awareness of how GRCC is involved with new &amp; emerging initiatives.</i>	

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Supervisory Relationship (n=30)	<u>2— The extent to which my supervisor expresses confidence in my work</u> <i>I have an excellent relationship with my supervisor. He is supportive, expresses confidence in my work, values my opinion and has given me the latitude to make decisions or changes as I deem appropriate.</i> <i>My experience is that I have a direct supervisor who is personally supportive and encouraging to me and my work.</i> <i>I feel trusted to do what I feel necessary in my classroom.</i> <i>My supervisors have always allowed me to speak my mind on any issue pertaining to my work and I believe respect my opinion.</i>	7
	<u>46— The extent to which professional development and training opportunities are available</u> <i>I appreciate the efforts to continue professional development. I have been amazed at the level of moral support as well as the financial support available from the college.</i> <i>The college provides tremendous opportunity for personal and professional growth and development.</i> <i>Good programs for training faculty and keeping us updated.</i> <i>The College provides mentoring to new employees.</i>	6
	<u>39— The extent to which I am given the opportunity to be creative in my work</u> <i>Freedom to develop new ideas within my department and in my courses.</i> <i>Opportunity to be creative and to take risks when striving to promote student success.</i> <i>I am pleased with the freedom I have to teach my class according to my teaching philosophy - which aligns with the college's overall mission and vision.</i>	6
	<u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u> <i>Supervisor seeks and considers input from all members of the work group.</i>	2
	<u>34— The extent to which my supervisor helps me to improve my work</u> <i>My Administrators/Secretary have always been available &amp; able to answer any questions I have.</i>	2

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<u>20— The extent to which I receive timely feedback for my work</u> <i>Feedback is immediate and encouraging.</i>	2
	<u>21— The extent to which I receive appropriate feedback for my work</u> <i>I am appreciative of the feedback I get for what I do and feel valued.</i> <i>I've been comfortable with the evaluation process.</i>	2
	<u>27— The extent to which my supervisor seriously considers my ideas</u> <i>My ideas and opinions are seriously considered and respected.</i>	1
	<u>30— The extent to which work outcomes are clarified for me</u> <i>My supervisor provides very clear expectations and goals.</i>	1
	<u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u> <i>Open and affirming climate for faculty to express opinions.</i>	1
Teamwork (n=21)	<u>3— The extent to which there is a spirit of cooperation within my work team</u> <i>I am very pleased with the team that I work with.</i> <i>I believe within my work team that we are all pulling for each other. We are very busy but always willing to help and take on new challenges.</i> <i>There is cooperation and open communication within my work group.</i>	8
	<u>43— The extent to which a spirit of cooperation exists in my department</u> <i>Work at a departmental level is collaborative, effective and focused on excellence for students.</i> <i>The Visual Arts Department is a joy to work in. It is a vibrant, kind of well organized experience for learners and faculty.</i> <i>I enjoy working with the people in my division. I have a great relationship with my supervisor and my co-workers. We work very well as a team.</i>	8
	<u>14— The extent to which my primary work team uses problem-solving techniques</u> <i>Small problem solving group techniques are often times applied very effectively. Team building activities that make everyone feel</i>	2

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b> <i>included.</i>	<b>Number of Comments</b>
	<p><u>24— The extent to which there is an opportunity for all ideas to be exchanged within my work team</u></p> <p><i>Within my work group there are now many opportunities to share ideas and try new things.</i></p>	1
	<p><u>33— The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs</u></p> <p><i>I work in a very supportive office. I am very fortunate as I know others do not. I feel that in most cases I am able to express my views and make decisions, and that my supervisor supports my decisions.</i></p>	1
	<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>I think [my team is] starting to open up communication more with other departments.</i></p>	1
Student Focus (n=30)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>Offering a great education at a reasonable price! Friendly, helpful atmosphere - for staff and students!</i></p> <p><i>We are focused on improving the learning environment and learning outcomes for all students.</i></p> <p><i>The college has worked very hard at trying to develop new learning and support models for students. The focus recently has been more and more about student success and what faculty and staff need to make that happen, which is a very positive improvement.</i></p> <p><i>GRCC does focus on essential support to students both inside and outside the classroom.</i></p> <p><i>I am most favorable about the fact that we provide a learning option for those who might not have any, if very few, other options to continue their personal and professional development. I believe my colleagues all want to make a positive difference and believe strongly in what they are doing to help the learning process.</i></p> <p><i>Student success is consistently emphasized as the priority.</i></p>	11
	<p><u>8— The extent to which I feel my job is relevant to this institution's mission</u></p> <p><i>I love being able to be so connected to the community in doing my work for the college, and becoming a "fixture" in the lives of students.</i></p> <p><i>This is a good, stable place to work. The mission we embrace is</i></p>	5

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<i>important and I feel good about being an integral part of it.</i>	
	<i>I enjoy coming to work each day and know that my presence here makes a difference to both the students I serve and the staff I assist.</i>	
	<u>23— The extent to which student services personnel meet the needs of the students</u>	5
	<i>I have found the departments I have worked with (Admissions, Enrollment Center, Records, Financial Aid to name a few) to be very concerned with student success and satisfaction. I feel this concern drives most of the decisions that they make.</i>	
	<i>Kudos for the football coach and his staff. He has done a great job of teaching the kids to be responsible for their life, on and in the classroom.</i>	
	<i>The Learning Center is great!</i>	
	<i>AGC is doing a great job and a lot of work has been done to improve student success.</i>	
	<u>31— The extent to which students receive an excellent education at this institution</u>	3
	<i>I believe students receive an excellent education.</i>	
	<i>Many of our students receive excellent educations that prepare them for further education and careers.</i>	
	<u>35— The extent to which this institution prepares students for a career</u>	2
	<i>I feel the institution does a good job in educating and training students to be successful in the working world.</i>	
	<u>17— The extent to which faculty meet the needs of the students</u>	1
	<i>Most faculty are truly interested in student success but are flexible in their expectations, based upon student circumstances. That means they offer a time to make up a test if someone has a sick child at home. Or sit in on a different section of the same class if the student has a transportation issue.</i>	
	<u>18— The extent to which student ethnic and cultural diversity are important at this institution</u>	1
	<i>GRCC's ideology of student focused postsecondary educational success, open communication, and ethnic equality is on par with or in some instances exceed community expectations.</i>	

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>Student support services have improved in several ways, including requiring remedial courses to help students be successful when they eventually attempt college level courses. It's just unfortunate that so many students graduating from high school aren't prepared for college.</i></p>	1
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>This institution does a very good job of preparing students for transfer opportunities and for employment through workforce development.</i></p>	1
Customized (n=18)	<p><u>47— The extent to which I am empowered to pursue my ideas without formal permission</u></p> <p><i>I like the freedom I am given to craft my courses for students with a minimum of micro-management. It enables me to deliver the best possible product for my students and makes me feel trusted by my supervisor and those above me.</i></p> <p><i>I believe that I have the opportunity to be creative and explore new ways of teaching. I feel supported and equipped to grow.</i></p> <p><i>Freedom to do what I want in the classroom and knowing I will usually get support from the college.</i></p> <p><i>College leadership has given me the respect and encouragement necessary to pursue the goals of my department with a degree of latitude that supports innovation and independent thinking.</i></p>	6
	<p><u>56— The extent to which I have sufficient opportunities to experiment with new ways of doing things in my job</u></p> <p><i>The ability to be flexible in my teaching and not overly constrained.</i></p> <p><i>I love how the college supports new and innovative ideas, allowing me to pursue new ideas to for helping my students learn.</i></p> <p><i>I am given the freedom to teach my classes in the way I feel is best. Trying new and creative methods is highly supported.</i></p> <p><i>I am allowed flexibility in performing my work.</i></p>	5
	<p><u>53—The extent to which I have participated on a cross-functional team while at GRCC</u></p> <p><i>I also had the chance to serve on a couple of cross-college teams and it's a great opportunity! I don't know why more people don't take the chance to do so - you get to get different points of view</i></p>	2



**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<i>from others outside your little area.</i>	
	<i>I love the cross-college team I'm on. It makes me feel like I'm really accomplishing something worthwhile for my students, as well as getting to know faculty from other departments.</i>	
	<u>48— The extent to which I take on new and challenging projects as part of my job</u>	1
	<i>I feel I have been given the opportunity to go beyond the confines of my job description.</i>	
	<u>49— The extent to which I have tried new things that did not work out, but I still plan to try again</u>	1
	<i>The College is flexible and does allow for trial and error. I appreciate this.</i>	
	<u>51—The extent to which I am supported to explore my natural curiosity as part of my daily work</u>	1
	<i>GRCC is open to new ideas and supports curiosity and exploration.</i>	
	<u>52—The extent to which I feel respected when I share an unpopular belief or opinion</u>	1
	<i>Others being open to different ideas and proposals, and being patient with someone in the learning process without being shot down or scolded</i>	
	<u>55— The extent to which I have the opportunity to hear many points of view before making a decision</u>	1
	<i>Nice blend of autonomy &amp; collaboration in decision making &amp; obtaining results.</i>	
Other (n=11)	<u>Leadership</u>	8
	<i>We have a new hard working president which is encouraging to the faculty and staff. He is very responsive to any questions.</i>	
	<i>My assistant dean is a wonderful leader and provides great support and feedback.</i>	
	<i>The Tassell M-Tec at GRCC has a great working environment and it starts with the leadership provided here.</i>	
	<i>Glad the new President is a decision maker.</i>	
	<u>Compensation &amp; Benefits</u>	1
	<i>Holiday breaks, weekends.</i>	
	<u>Facilities</u>	1

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<i>Good facilities.</i>	
	<u>Resources</u> <i>I think GRCC is a great place to work. We are fortunate to have the resources and scale of operations we do. I think it gives us a real advantage of most other colleges in the area.</i>	1

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

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Institutional Structure (n=87)	<p data-bbox="381 304 1193 367"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="381 388 1242 462"><i>Given the events of the past year regarding reorganization, there is now a climate of fear in this institution.</i></p> <p data-bbox="381 483 1218 619"><i>Some people are just not held accountable for their jobs and it's frustrating. Some work a lot harder than others without much recognition for it and not much happens to the person not pulling their weight.</i></p> <p data-bbox="381 640 1226 703"><i>We talk a good talk as far as supporting our employees, but we do not walk the walk at all.</i></p> <p data-bbox="381 724 1193 829"><i>The college has no standards of excellence. We allow self-promotion to determine who gets recognized and rewarded. We allow bullies to push through a personal agenda.</i></p> <p data-bbox="381 850 1242 1102"><i>I believe the institution is shifting toward a more authoritarian posture and that the level of respect for faculty, among non-academic administration and staff, is decreasing. I do not get the sense that even our new President respects the work that individual faculty are engaged in. With the recent millage failures and the continued scrutiny of salaries in the public press, pride, productivity, and passion are threatened.</i></p> <p data-bbox="381 1123 771 1155"><i>Ongoing conflict and struggle.</i></p> <p data-bbox="381 1176 1234 1249"><i>Departments seem to be fearful, decisions are not being made, and we are not moving forward.</i></p> <p data-bbox="381 1270 1242 1669"><i>The organization is no longer perceived as fair by me as an employee at will...The subversive and political power struggles are the dominant forces in organizational changes. They further promote subversive behavior by employees to sabotage their supervisors and satisfy personal ambitions. Unpredictable and far reaching decisions made on the spot, show a lack of experience in executive position and lack of long term commitment to the organization. Complete lack of consideration to family life and employees as human beings are a cause for reconsideration of employment. Employees are now tools. Treat us like tools and our loyalty will weaken.</i></p> <p data-bbox="381 1690 1177 1753"><i>There are no incentives to encourage or reward an employee's excellent performance.</i></p>	18

**Table 23.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><i>I sense a disproportionate fear of change and protectiveness of status quo among some staff members.</i></p> <p><i>We have lost some of the respect for others that we have always held within the institution. Some excellent people who do excellent work have been maligned and challenged in our current environment. We are not being deliberate and intentional about which new projects we take on and prioritizing those projects.</i></p> <p><i>Slow to change... GRCC tends to be a follower, not a leader in innovation/change.</i></p>	
	<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>There is a huge problem with communication between departments, and between areas like counseling and departments. There is a lot of interesting teaching and assisting students, but it is not well shared. sometimes I hear people doing something as a trial that other departments have been doing, and neither seems aware of the other's activities</i></p> <p><i>Not knowing or fully understanding the new direction (as a whole) the college is headed...</i></p> <p><i>I do not like GRCC Today's new format. It was meant to be an employee update process on goings-on at the school, but instead Communications has made it public and no longer interested in making it for the employees but instead using it as a communications tool for the outside and for public relations. This cuts down on the "intimacy" of a large organization.</i></p> <p><i>Communication is still a huge problem, decisions made that effect my job that do not get communicated to me. Used to have regular department meetings.</i></p> <p><i>Sometimes it feels like we receive too much information about an event or a proposed change to things and other times we don't find out anything until we hear it through the grapevine. There needs to be a better communication plan for all aspects of the college, not just the areas with good communicators at their helm.</i></p> <p><i>The lack of proper, simple methods to relay communication about college information. Miscommunication and lack of knowledge by call centers, support staff, etc... lead to incorrect information getting out to the community. Please remember all information is useful to all levels of employment and areas.</i></p>	12

**Table 23.** Continued

Factor	Themes	Number of Comments
	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>Administrative structure changes and emphasis on hoop jumping.</i></p> <p><i>We seem to be increasing the number of students served without also increasing the number of support staff to serve those students effectively. I am concerned that the end result will be more students who fail to meet their goals.</i></p> <p><i>Too limited number of staff for office coverage causes issues regularly.</i></p> <p><i>We keep getting more complex procedures and systems in place that requires a growing middle management layer just to try to keep track of everything.</i></p> <p><i>We have been through many re-organizations in IT. Although many of the changes have been good, each time we are shuffled around, we are "set back" and it takes time to recover and re-group. We are anxious to "settle down" and stay in a structure that works so we can focus on the work.</i></p> <p><i>The high demand workload that is placed on upper administration. This often prevents them from connecting with their office staff.</i></p>	9
	<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>Opportunities for advancement are limited and seem pre-determined.</i></p> <p><i>That we don't have a clear system to evaluate the performance of faculty (in and out of the classroom.)</i></p> <p><i>There is no clear path for advancement. Promotions have always been more of a popularity contest rather than choosing people that are best qualified for the job. Recent management routinely stifles or takes credit for ideas that have been expressed by others in the past. People with far less experience/contributions are routinely praised for work that was implemented by "less popular" people.</i></p> <p><i>I feel the chances for advancement are not there for people who are overeducated for their current positions.</i></p> <p><i>Advancement is based more on your diversity than your skills. This is not right.</i></p>	9
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>Contract mentality and adversarial relationship between administration and faculty are out of control.</i></p>	8

**Table 23.** Continued

Factor	Themes	Number of Comments
	<p><i>Don't always feel other offices work well together.</i></p> <p><i>We lack viable ways to actually collaborate, work together and innovate in a manner that is inclusive, measureable, and output oriented.</i></p> <p><i>We've moved away from a collaborative institution to a group of elite leaders. A perfect example is the new structure of AGC. All work must go through the executive committee, even presentation. What happens at that level is the voice of the presenter must first be approved by these elite few before it is presented to the body. In addition, this group of people make decisions about how decisions are to be made, manipulating the outcome to their desire.</i></p> <p><i>Lack of interaction between faculty teaching the same subjects or the same disciplines.</i></p>	
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p>	7
	<p><i>I feel that sometimes there are meetings just for the sake of meeting. Many decisions could be made in a more timely manner. Meet, gather the data &amp; information necessary, share the information, and make a decision. Don't continue to discuss the same points over and over again. This just wastes time and, therefore, money.</i></p> <p><i>Looking at the college as a whole - it takes too many people to make a decision many times. Too much red tape.</i></p> <p><i>The computer systems are operating very slowly on campus. I used to feel the administration was listening and open on this campus. Now, it feels like top down management on the campus. We may suggest what we think is best to do, but we are told what to do.</i></p>	
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p>	6
	<p><i>It seems that minority points of view are considered less valuable than majority points of view. This is my observation primarily among faculty rather than administration.</i></p> <p><i>I sometimes feel the college is too liberal in promoting social views that are not very reflective of our more conservative community. I think this makes it somewhat uncomfortable at times for those of us who are more conservative. If the college could invite speakers and give equal time to views opposing liberal ideology that might help.</i></p>	

**Table 23.** Continued

Factor	Themes	Number of Comments
	<p><i>Our policy on diversity goes way too far the other way! If a person not of color performed this way, they would be gone.</i></p> <p><i>I am not happy with faculty positions being open to be filled only with an individual of a certain color.</i></p> <p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>Trying to use my experience to help other parts of the college...I feel stonewalled, ignored.</i></p> <p><i>Current changes in institutional policies and priorities with less of a shared or collaborative decision making process.</i></p> <p><i>There is too much bureaucracy in some areas, and often times those in certain areas of administration do not seek dissenting opinions, nor do certain individuals take ownership of their own work.</i></p> <p><i>I don't have an impact on the college-wide decisions although I do some of the most vital work at the college. I have decided to use my energies in the classroom rather than committee work that often seems to lack purpose or results.</i></p>	6
	<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>It is nearly impossible to implement technology with the fear that is shown by people who do not want change and where there are no governing policies.</i></p> <p><i>I am very disappointed with the lack of commitment to our college HR policy that states a family member cannot direct report to another family member. I believe this policy was put in place for good reason but that we are finding ways /loop holes around this policy.</i></p>	5
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>We don't always practice what we preach, especially in the areas of innovation and responsiveness. In the current economic climate we need to do a much better job in these two areas in order to successfully respond to the workforce needs of our community.</i></p> <p><i>I think that we have might be getting a confused identity because of various pressures both from outside of the college and from within. Are we an institution of higher learning or something else? It's the something else that scares me.</i></p>	3

**Table 23.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>11— The extent to which institutional teams use problem-solving techniques</u></p> <p><i>Too much processing of a problem or issue. Just make a decision and try it, evaluate and reassess!</i></p>	2
	<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>There does not seem to be anybody willing to call out and/or stop unethical, lazy behavior in this school.</i></p> <p><i>Too much secretive behavior. Undertone of distrust and dislike between faculty and administration.</i></p>	2
Supervisory Relationship (n=9)	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Additional/on-going training and professional development would be very welcome.</i></p> <p><i>If I had to claim a less favorable area it would be in the area of training of new faculty regarding GRCC policies and procedures.</i></p>	5
	<p><u>30— The extent to which work outcomes are clarified for me</u></p> <p><i>Would like job performance and accountability expectations to be made clearer for myself and the team I work with.</i></p>	2
	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>There is a lot of nepotism going on in our department which makes for a non-favorable work environment. Micromanagement is the old way to manage, however, the supervisor still continues to micromanage w/o knowing what is going on...</i></p>	1
	<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>The management in my department is horrible. Their way is the only way and they do not listen to anyone else in the department. No one in this department is satisfied with the way it is being run. We need new management or the current management to move from the old ways and understand that change is a good thing and it should be considered in some aspects of our work.</i></p>	1
Teamwork (n=6)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>There is very little spirit of cooperation in my department and not much direction or encouragement from our "leader", just a lot of "I don't take ownership of this". It's discouraging.</i></p>	4



**Table 23.** Continued

Factor	Themes	Number of Comments
	<i>Some in my department only work as a team when "forced" to work as a team.</i>	
	<u>3— The extent to which there is a spirit of cooperation within my work team</u>	2
	<i>There is a hostile environment in my work unit. It is depressing to come to work. There is an overall lack of civility in the entire organization. Bullying tends to achieve desired ends and is thus encouraged and reinforced. There is minimal appreciation expressed and many relevant voices are excluded from critical decisions.</i>	
Student Focus (n=16)	<u>17— The extent to which faculty meet the needs of the students</u> <i>I think student learning sometimes can be weak with so many adjunct and with some regular faculty who don't structure their classes to be interactive, students can be passive learners and that is not good.</i>  <i>Out dated teaching methods and not updating curriculums and programs. Faculty that should retire but are not so nothing is getting updated thus students are not being prepared for current workforce and jobs.</i>  <i>Faculty not held accountable enough for their performance. We have faculty who cannot teach and have not been able to perform up to standard for the last 5 years. Students have reported this over and over, yet no positive outcome for students.</i>  <i>I think there is a climate among instructional staff to often abuse the opportunities available to make more money - to opt for certain leadership roles for the sake of release time, and then get paid even more to teach the same classes one was originally expected to teach. There also seems to be reluctance on the part of many to voluntarily participate outside of their teaching expectations.</i>	6
	<u>7— The extent to which student needs are central to what we do</u> <i>Evening &amp; weekend students/faculty/staff do not receive the same support/resources as day students.</i>  <i>As a college we need to address student success and retention.</i>  <i>Students' needs are being met, sometimes to excess. Many of them are catered to, like children, rather than adults.</i>	4

**Table 23.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>I get a lot of feedback from students on the phone and in person related to the inconsistencies in receiving information regarding certain policies and just general. It seems like when a person calls the 4000 line that the person's answering should clarify the need of the caller a bit better before transferring them. Also, there are inconsistencies in the information that is given out to students in the counseling office, related to certain enrollment issues.</i></p>	2
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>The college still has a long way to go re-developing Gender Studies, and in particular LGBTQ studies and opportunities. We continue to rank very poorly on the Campus Pride climate survey.</i></p>	1
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>I feel that there isn't enough support for students from Michigan Works when it comes to learning disabilities. There is a serious lack of financially feasible options for diagnosis.</i></p>	1
	<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>I wish we could have a pool of funds for new course - new subject class development to help advance students into jobs skills for the future.</i></p>	1
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>I have daily contact with students and instructors. Some students do not feel that they are receiving the full benefits of a teacher with knowledge in a class. They feel that they have to either teach themselves the material or have a student tutor/tutor teach it to them. Students do not feel as if certain instructors want to help them or answer questions.</i></p>	1
Customized (n=12)	<p><u>47—The extent to which I am empowered to pursue my ideas without formal permission</u></p> <p><i>Ways that I have to fix problems are not the way I can do them. I must submit to the ways of others.</i></p> <p><i>Because of micromanagement, there is little if any freedom to be truly creative in my work.</i></p> <p><i>Moderate level of fear/apathy (whether real or imagined) that stymies creativity and risk taking.</i></p>	4

**Table 23.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>52—The extent to which I feel respected when I share an unpopular belief or opinion</u></p> <p><i>If you hold an unpopular belief or opinion, you are criticized and in many cases may feel attacked - have had this happen at some meetings in the past.</i></p> <p><i>I do not at all feel free to express contrary opinions. In recent months there seems to be a growing "us versus them" attitude on the part of the academic administration with respect to other administrative areas. The spirit of cooperation and mutual respect, that I believed once existed, seems to be diminished.</i></p> <p><i>It seems people are still afraid to express their real opinions for fear of retribution. There is a 'group think' mentality that does not embrace opposition.</i></p>	4
	<p><u>56— The extent to which I have sufficient opportunities to experiment with new ways of doing things in my job</u></p> <p><i>I would like to see us experiment more with new tools and techniques. It would be great to hear more meetings start with What If...and end with a Yes, that is possible... Let's try it. I would like us to be faster, and more flexible in our response to changes we encounter.</i></p> <p><i>We talk about innovation but when it comes to trying new ideas or exploring new avenues, the College is extremely reluctant. We do not invest in innovation which strongly infers that it is not a true value.</i></p>	3
	<p><u>53— The extent to which I have participated on a cross-functional team while at GRCC</u></p> <p><i>I think GRCC should re-evaluated how people are chosen to participate on projects. It seems like it is often based more on friendship(?) than on qualifications or performance.</i></p>	1
Other (n=13)	<p><u>Leadership</u></p> <p><i>It looks like there are many levels of administration at this college that go to meetings full time. Is this the best use of their time?</i></p> <p><i>New President came in with guns drawn without first listening or appreciating what is being done here and why. It seemed to be a Read - Fire - Aim approach.</i></p> <p><i>There is a lack of leadership related to implementing college goals around basic skill development.</i></p> <p><i>Poor administration - not willing to assist those with endeavors other than rote college activities.</i></p>	7

**Table 23.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>Facilities</u></p> <p><i>The least favorable item is the using of valuable classroom space for other interests i.e. art studio, Learning Academy, etc.</i></p> <p><i>It can be freezing in the offices and classrooms during the winter. I see students sitting in class in their winter coats. I know the temp is like 68 degrees and that's fine if you are moving but just sitting and listening or working in the office...too cold, far too cold and it seems like we have no say whatsoever in that decision.</i></p> <p><i>The physical surroundings of my work environment are least favorable. Our program is housed in an older rented facility that causes many challenges to our program.</i></p>	3
	<p><u>Compensation &amp; Benefits</u></p> <p><i>GRCC is most faculty-centric institution I have ever worked for. Based on the difference in pay between professional staff and faculty you'd think our faculty were walking on water. There is no way an average full time faculty member at GRCC should be making double (100k to 125K) than professional staff (50k to 60k)with credentials just as impressive(MS, MA, etc).</i></p>	2
	<p><u>Survey</u></p> <p><i>Question #58 makes no sense. I do not work for any of the listed divisions.</i></p>	1

## CONCLUSION

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

Overall the following have been identified as the top performance areas at Grand Rapids Community College. Six of these items represent the Student Focus climate factor (items #8, #18, #31, #35, #37, and #42) and four represent the Supervisory Relationships climate factor (items #2, #9, #39 and #46).

- The extent to which I feel my job is relevant to this institution's mission, 4.29 (#8)
- The extent to which students receive an excellent education at this institution, 4.10 (#31)
- The extent to which my supervisor expresses confidence in my work, 4.02 (#2)
- The extent to which this institution prepares students for further learning, 4.01 (#37)
- 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, 3.92 (#18)
- The extent to which this institution prepares students for a career, 3.92 (#35)
- The extent to which professional development and training opportunities are available, 3.89 (#46)
- The extent to which students are satisfied with their educational experience at this institution, 3.89 (#42)
- The extent to which I am given the opportunity to be creative in my work, 3.89 (#39)

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 tried new things that did not work out, but I still plan to try again, 3.90 (#49)
- The extent to which I take on new and challenging projects as part of my job, 3.88 (#48)
- The extent to which I have implemented ideas that were shared with me by students, 3.81 (#54)

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 this institution is appropriately organized, 3.13 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.18 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 3.19 (#15)
- The extent to which information is shared within this institution, 3.23 (#10)
- The extent to which I have the opportunity for advancement within this institution, 3.26 (#38)
- The extent to which my work is guided by clearly defined administrative processes, 3.29 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.31 (#11)
- The extent to which open and ethical communication is practiced at this institution, 3.37 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.40 (#25)
- The extent to which this institution has been successful in positively motivating my performance, 3.41 (#22)

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, 3.27 (#52)
- The extent to which I have the opportunity to hear many points of view before making a decision, 3.62 (#55)
- The extent to which I am supported to explore my natural curiosity as part of my daily work, 3.63 (#51)

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

Overall, there was a decrease in participation by the employees for the current administration of the PACE survey from the 2007 administration and the climate scores also saw a decrease.

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