



National Initiative for Leadership & Institutional Effectiveness

Barton Community College Great Bend, Kansas

Personal Assessment of the College Environment (PACE)

by

Frim Ampaw & Kerri Mercer

**The National Initiative for Leadership
& Institutional Effectiveness**

North Carolina State University

May, 2010

National Initiative for Leadership and Institutional Effectiveness

Audrey Jaeger, PhD, Co-executive Director
Paul Umbach, PhD, Co-executive Director
Dawn R. Crotty, Executive Assistant
Kerri Mercer, Director of Research
Frim Ampaw, Researcher
Kyle Verbosh, Researcher

Phone: 919-515-8567
919-515-6289
Fax: 919-515-6305
Web: <http://ced.ncsu.edu/lpahe/nilie>

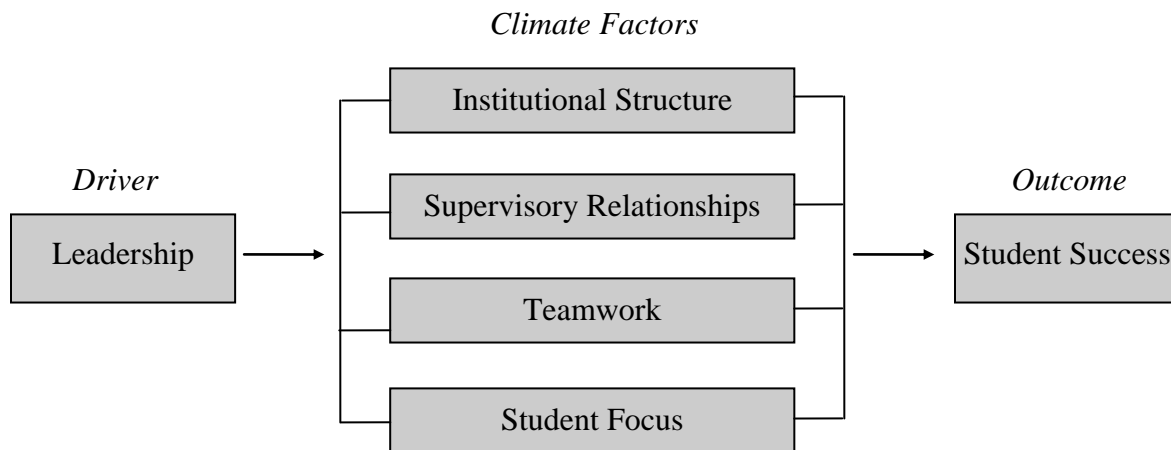
College of Education
North Carolina State University
300 Poe Hall, Box 7801
Raleigh, NC 27695-7801

EXECUTIVE SUMMARY

In April and May 2010, the Personal Assessment of the College Environment (PACE) survey was administered to 438 employees at Barton Community College (BCC). Of those 438 employees, 215 (49.1%) 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 BCC 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 BCC 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 Barton 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 BCC 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 BCC included 52 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 52 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). One fell within the Competitive range (rated between 2 and 3). Forty six fell within the Consultative range (rated between 3 and 4), and five composite ratings fell within the Collaborative range (rated between 4 and 5).

At BCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.66 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.95), whereas the Institutional Structure category received the lowest mean score (3.39). When respondents were classified according to Employment Status at BCC, the composite ratings were as follows: Full-time Faculty (3.58), Staff (3.62), Part-Time/Associate Faculty (3.88), and Administrators (3.83).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.27 (#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, 4.07 (#2)
- The extent to which this institution prepares students for further learning, 4.00 (#37)
- The extent to which faculty meet the needs of the students, 3.99 (#17)
- The extent to which I am given the opportunity to be creative in my work, 3.94 (#39)
- The extent to which this institution prepares students for a career, 3.94 (#35)
- The extent to which classified personnel meet the needs of the students, 3.92 (#28)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.92 (#23)
- The extent to which the actions of this institution reflect its mission, 3.89 (#1)
- The extent to which students are satisfied with their educational experience at this institution, 3.89 (#42)

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

- The extent to which information is shared within this institution, 2.94 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.11 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.13 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.14 (#25)
- The extent to which institutional teams use problem-solving techniques, 3.21 (#11)
- The extent to which I am able to appropriately influence the direction of this institution, 3.26 (#15)
- The extent to which I have the opportunity for advancement within this institution, 3.27 (#38)
- The extent to which this institution is appropriately organized, 3.30 (#32)
- The extent to which my work is guided by clearly defined administrative processes, 3.46 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.46 (#22)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of BCC. The responses provide insight and anecdotal evidence that support the survey questions.

TABLE OF CONTENTS

Executive Summary	1
Table of Contents	4
List of Tables	5
List of Figures	6
Leadership Research	7
Method	11
Population	11
Instrumentation	11
Reliability and Validity	12
Data Analysis	13
Respondent Characteristics	13
Comparative Analysis: Overall	17
Comparative Analysis: Employment Status	22
Comparative Analysis: Demographic Classifications	30
Comparative Analysis: Norm Base	32
Qualitative Analysis	36
Conclusion	47
References	51

LIST OF TABLES

Table 1. NILIE Four Systems Model.....	9
Table 2. Alpha Coefficients by Climate Category.....	12
Table 3. Response by Self-Selected Employment Status	13
Table 4. Proportion of Responses Across Demographic Classifications.....	15
Table 5. Barton Community College. Climate as Rated by All Employees.....	17
Table 6. Comparative Mean Responses: Institutional Structure.....	19
Table 7. Comparative Mean Responses: Supervisory Relationships.....	20
Table 8. Comparative Mean Responses: Teamwork	20
Table 9. Comparative Mean Responses: Student Focus.....	21
Table 10. Comparative Mean Responses: Customized.....	21
Table 11. Mean Climate Scores as Rated by Employment Status.....	22
Table 12. Priorities for Change: Full-time Faculty.....	28
Table 13. Priorities for Change: Staff.....	28
Table 14. Priorities for Change: Part-Time/Associate Faculty.....	29
Table 15. Priorities for Change: Administrators.....	29
Table 16. Mean Climate Factor Scores by Demographic Classification	30
Table 17. BCC Climate Compared to the NILIE Norm Base.....	32
Table 18. Institutional Structure Mean Scores Compared to the Norm Base.....	33
Table 19. Supervisory Relationships Mean Scores Compared to the Norm Base.....	34
Table 20. Teamwork Mean Scores Compared to the Norm Base.....	35
Table 21. Student Focus Mean Scores Compared to the Norm Base	35
Table 22. Most Favorable Comments.....	37
Table 23. Least Favorable Comments	42

LIST OF FIGURES

Figure 1. The PACE Model	1
Figure 2. Proportion of Total Responses by Employment Status.....	14
Figure 3. BCC Climate as Rated by All Employees.....	17
Figure 4. Mean Climate Scores as Rated by Employment Status.....	22
Figure 5. Mean Scores of the Institutional Structure Climate Factor	23
Figure 6. Mean Scores of the Supervisory Relationships Climate Factor	24
Figure 7. Mean Scores of the Teamwork Climate Factor	25
Figure 8. Mean Scores of the Student Focus Climate Factor	26
Figure 9. Mean Scores of the Customized Climate Factor	27
Figure 10. BCC Climate Compared with the NILIE PACE Norm Base	32
Figure 11. BCC Comment Response Rate.....	36

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 Barton 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 Barton Community College.

METHOD

Population

In May 2010, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Barton Community College. Of the 438 employees administered the instrument, 215 (49.1%) completed and returned the instrument for analysis. Of those 215 employees, 106 (49.3%) 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 BCC 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 Office of BCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Barton administered the PACE online survey for a two week period from 8 am Monday, April 26th through noon on Friday, May 7th. Notification of the upcoming survey was provided via email several weeks before the survey went live. Additionally, administrative reinforcement of survey completion was given during two all campus Forums, and during two campus SWOT analysis activities. When the survey went live on April 26th, an email with the survey link was sent to all Barton employees reinforcing their involvement. After the first week (5/3/10) a reminder email was distributed to all employees, followed by an email (5/5/10) from the President. 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 Barton Community College was also included in the administration of the instrument. 52 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 BCC 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=17,923)

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

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

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

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Similar analyses were applied to the items and climate factors by Employment Status and generated priorities for change for each Employment Status. 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 being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

Respondent Characteristics

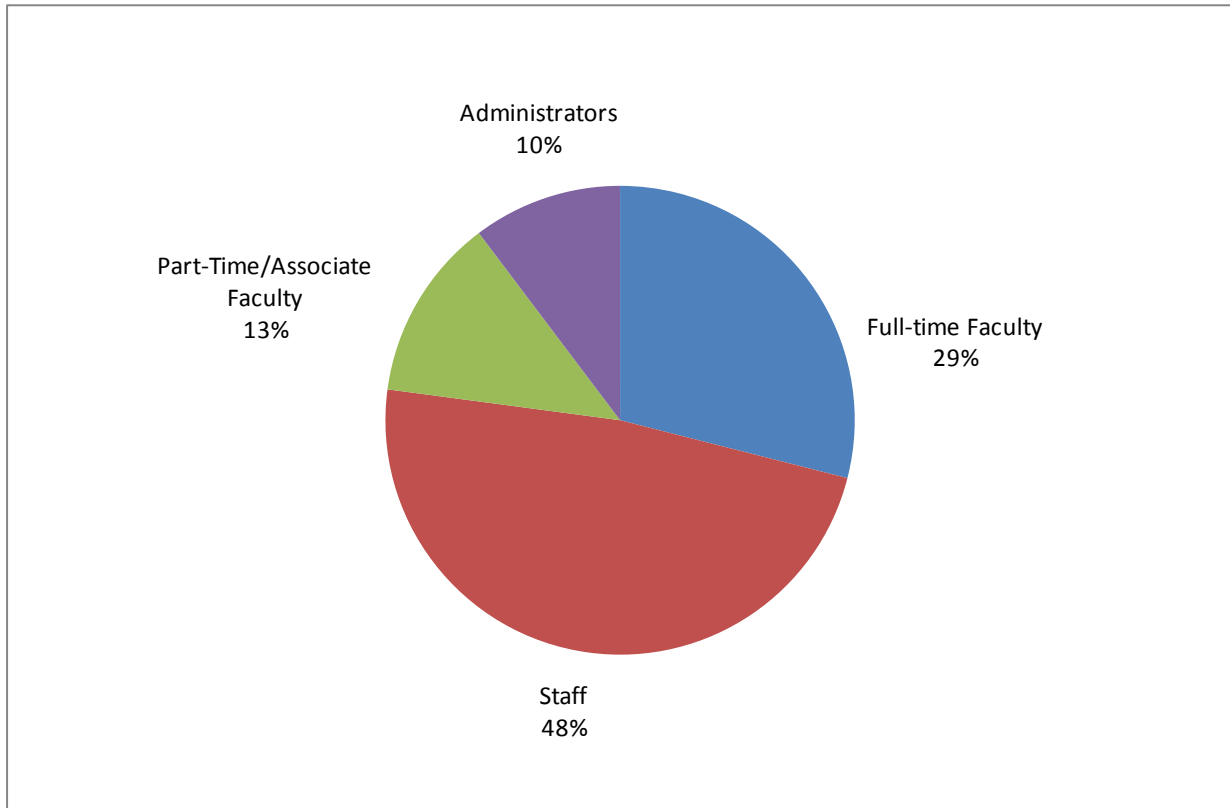
Of the 438 BCC employees administered the survey, 215 (49.1%) completed the PACE survey. Survey respondents classified themselves into Employment Status. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected Employment Status

Employment Status	Population	Surveys Returned for Analysis	Percent of Population Represented
Full-time Faculty	68	62	91.2%
Staff	230	103	44.8%
Part-Time/Associate Faculty	128	27	21.1%
Administrators	12	22	183.3%*
Did not respond		1	
Total	438	215	49.1%

* Self-reported classification resulted in a greater than 100% response for this category.

Figure 2. Proportion of Total Responses by Employment Status



1 individual did not respond to the Employment Status 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.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	# of Responses	% of Responses
What category best describes your employment status:		
Full-time Faculty	62	28.8%
Staff	103	47.9%
Part-Time/Associate Faculty	27	12.6%
Administrators	22	10.2%
Did not respond	1	0.5%
What is your primary employment location:		
Great Bend	159	74.0%
Grandview Plaza	4	1.9%
Fort Riley	32	14.9%
Military School	6	2.8%
Online	6	2.8%
Other Locations	5	2.3%
Did not respond	3	1.4%
Select the category which best identifies your primary instructional role:		
Not an Instructor	106	49.3%
Great Bend – Academic Transfer	41	19.1%
Great Bend – Technical & Workforce	24	11.2%
Grandview Plaza	4	1.9%
Fort Riley – Academic Transfer	17	7.9%
Fort Riley - Military School	10	4.7%
Remote Location – ITV	0	0.0%
Remote Location – High School	1	0.5%
Remote Location – BOL	7	3.3%
Did not respond	5	2.3%
What is the highest level of education you completed:		
High School Graduate or GED	11	5.1%
1 - 2 years of College or Technical Schooling without completion of a certificate or degree	17	7.9%
College Certificate	3	1.4%
Associate Degree	24	11.2%
3 - 4 years of College or Technical Schooling without completion of a certificate or degree	1	0.5%
Baccalaureate Degree	61	28.4%
Masters Degree	84	39.1%
Terminal Degree	12	5.6%
Did not respond	2	0.9%

Table 4. Continued

Demographic Variable	# of Responses	% of Responses
How do you describe yourself:		
American Indian or Alaska Native	1	0.5%
Asian or Asian American	0	0.0%
Black or African American	1	0.5%
Hawaiian or Other Pacific Islander	1	0.5%
Hispanic or Latino/Latina	9	4.2%
Non-Hispanic White	196	91.2%
Did not respond	7	3.3%
What is the approximate distance from your residence to your work location:		
<10 miles	98	45.6%
10-20 miles	57	26.5%
20-40 miles	45	20.9%
40+ miles	10	4.7%
Did not respond	5	2.3%
What is your combined length of service with Barton in any role or location:		
0-5 years	79	36.7%
6-15 years	76	35.3%
> 15 years	55	25.6%
Did not respond	5	2.3%
If you are a supervisor, how many employees/student workers do you directly oversee:		
I am not a supervisor	134	62.3%
1-3 people	28	13.0%
4-9 people	17	7.9%
10 or more	17	7.9%
Did not respond	19	8.8%

Comparative Analysis: Overall

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

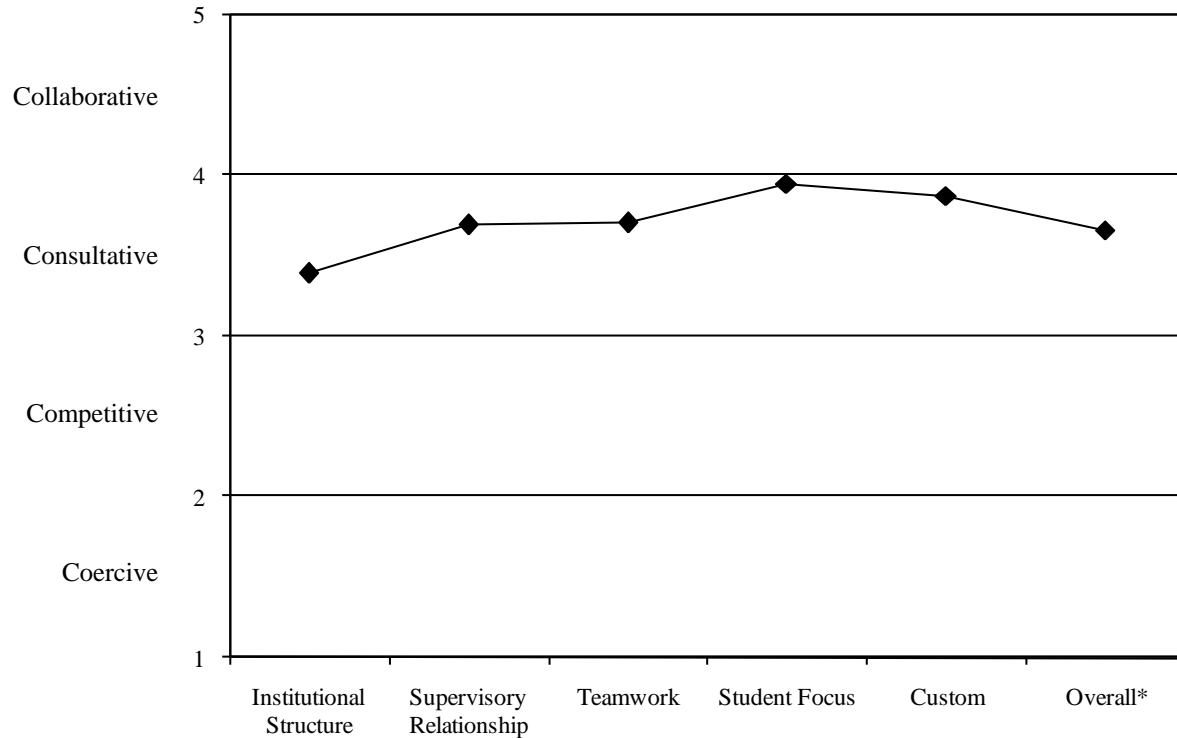
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.95), which represented an upper range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.39) within the middle area of the Consultative management area. Overall, employees rated the management style in the mid-range of the Consultative management area. (See also Figure 3).

Table 5. Barton Community College Climate as Rated by All Employees

Factor	BCC
Institutional Structure	3.39
Supervisory Relationships	3.69
Teamwork	3.71
Student Focus	3.95
Customized	3.88
Overall*	3.66

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

Figure 3. Barton 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 52 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). One item fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-six fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and five fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=46) 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 3.66 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 52 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 BCC 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.

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

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure		Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.89 (0.76)
4	The extent to which decisions are made at the appropriate level within this institution	3.11 (1.09)
5	The extent to which the institution effectively promotes diversity in the workplace	3.74 (0.89)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.77 (0.95)
10	The extent to which information is shared within the institution	2.94 (1.15)
11	The extent to which institutional teams use problem-solving techniques	3.21 (0.99)
15	The extent to which I am able to appropriately influence the direction of this institution	3.26 (1.03)
16	The extent to which open and ethical communication is practiced at this institution	3.13 (1.10)
22	The extent to which this institution has been successful in positively motivating my performance	3.46 (1.09)
25	The extent to which a spirit of cooperation exists at this institution	3.14 (1.20)
29	The extent to which institution-wide policies guide my work	3.65 (0.90)
32	The extent to which this institution is appropriately organized	3.30 (1.12)
38	The extent to which I have the opportunity for advancement within this institution	3.27 (1.13)
41	The extent to which I receive adequate information regarding important activities at this institution	3.54 (1.06)
44	The extent to which my work is guided by clearly defined administrative processes	3.46 (1.01)
Mean Total		3.39 (0.77)

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.07 (1.17)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.86 (1.22)
12	The extent to which positive work expectations are communicated to me	3.55 (1.01)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.47 (1.03)
20	The extent to which I receive timely feedback for my work	3.58 (1.06)
21	The extent to which I receive appropriate feedback for my work	3.60 (1.06)
26	The extent to which my supervisor actively seeks my ideas	3.79 (1.18)
27	The extent to which my supervisor seriously considers my ideas	3.75 (1.23)
30	The extent to which work outcomes are clarified for me	3.56 (0.96)
34	The extent to which my supervisor helps me to improve my work	3.73 (1.14)
39	The extent to which I am given the opportunity to be creative in my work	3.94 (1.08)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.59 (1.09)
46	The extent to which professional development and training opportunities are available	3.49 (1.09)
Mean Total		3.69 (0.89)

Table 8. Comparative Mean Responses: Teamwork

Teamwork		Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	3.80 (1.17)
14	The extent to which my primary work team uses problem-solving techniques	3.70 (0.91)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.68 (1.10)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	3.73 (1.16)
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.65 (0.99)
43	The extent to which a spirit of cooperation exists in my department	3.69 (1.20)
Mean Total		3.71 (0.95)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	Mean (SD)
7 The extent to which student needs are central to what we do	3.82 (0.97)
8 The extent to which I feel my job is relevant to this institution's mission	4.27 (0.74)
17 The extent to which faculty meet the needs of students	3.99 (0.78)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.88 (0.80)
19 The extent to which students' competencies are enhanced	3.81 (0.84)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.92 (0.86)
28 The extent to which classified personnel meet the needs of the students	3.92 (0.72)
31 The extent to which students receive an excellent education at this institution	4.10 (0.75)
35 The extent to which this institution prepares students for a career	3.94 (0.79)
37 The extent to which this institution prepares students for further learning	4.00 (0.74)
40 The extent to which students are assisted with their personal development	3.84 (0.78)
42 The extent to which students are satisfied with their educational experience at this institution	3.89 (0.65)
Mean Total	3.95 (0.55)
Overall	3.66 (0.68)

Table 10. Comparative Mean Responses: Customized

Customized	Mean (SD)
47 The extent to which I believe Barton students acquire the skills needed to be successful in their academic program	3.99 (0.69)
48 The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.83 (0.93)
49 The extent to which I believe Barton builds effective partnerships to address workforce needs	3.89 (0.91)
50 The extent to which I believe Barton is a leader of economic development in the community	3.81 (0.92)
51 The extent to which I believe Barton provides individuals access to enriching activities and events (music and theater performances, gallery exhibits, athletic events, etc.)	4.00 (0.90)
52 The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services	3.84 (0.86)
Mean Total	3.88 (0.72)

Comparative Analysis: Employment Status

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Employment Status. In general, the Part-Time/ Associate Faculty rated the four normative factors most favorable (3.88), whereas the Full-time Faculty employees rated the four normative factors least favorable (3.58). Figures 5 through 9 show the ratings of each employee group for each of the 52 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 Employment Status at Barton Community College.

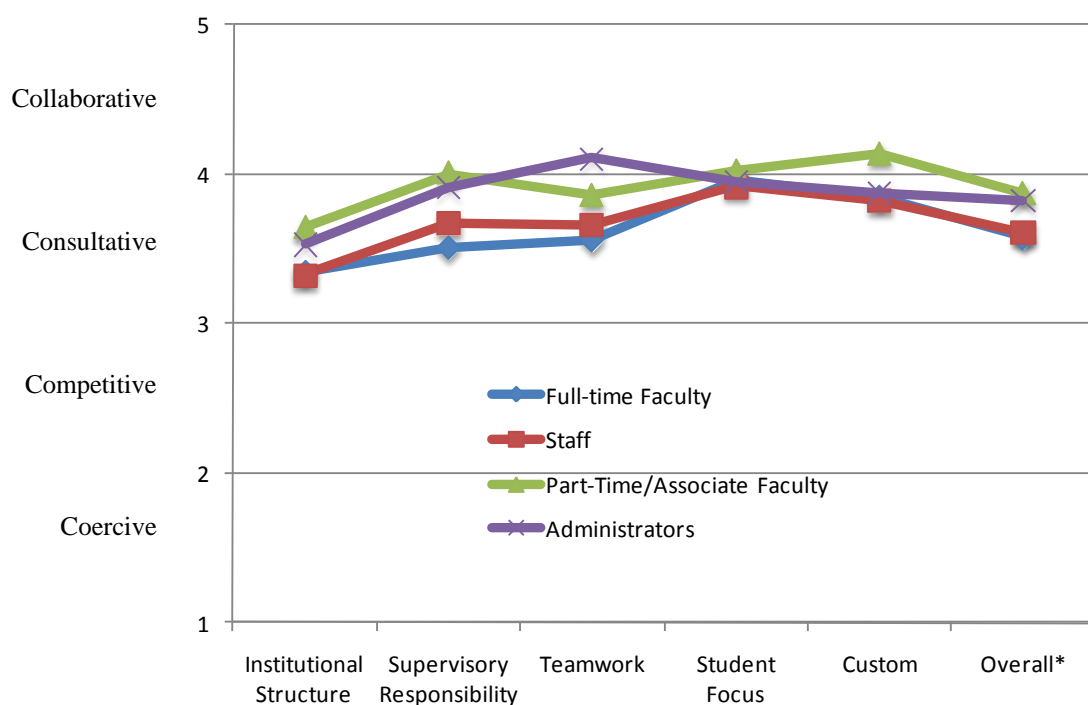


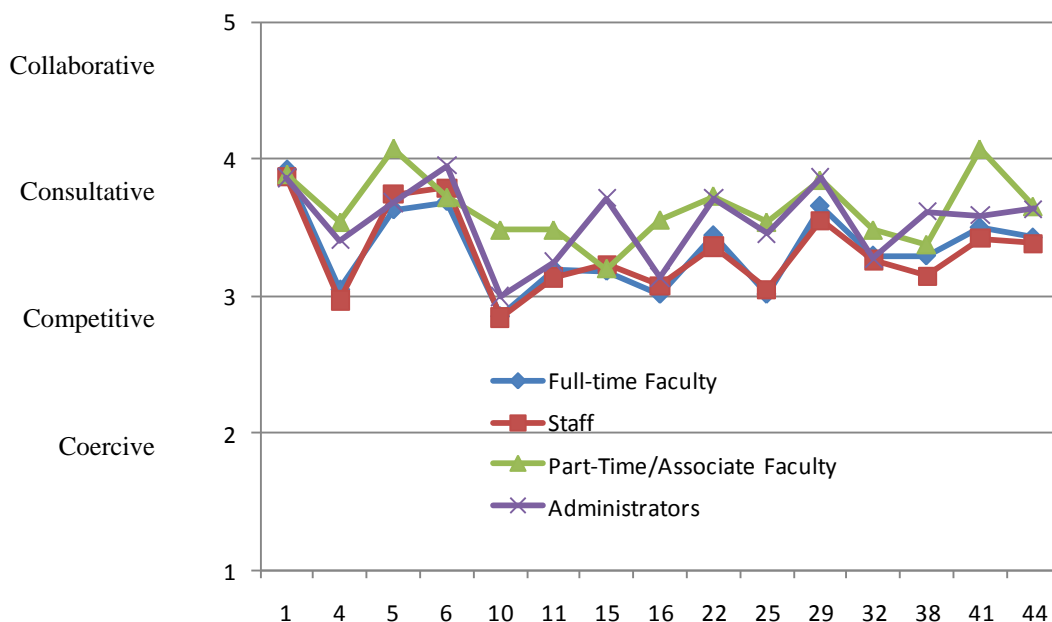
Table 11. Mean Climate Scores as Rated by Employment Status

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Full-time Faculty	3.34	3.51	3.56	3.96	3.85	3.58
Staff	3.33	3.67	3.67	3.92	3.83	3.62
Part-Time/ Associate Faculty	3.65	4.01	3.86	4.03	4.14	3.88
Administrators	3.53	3.92	4.11	3.95	3.88	3.83

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

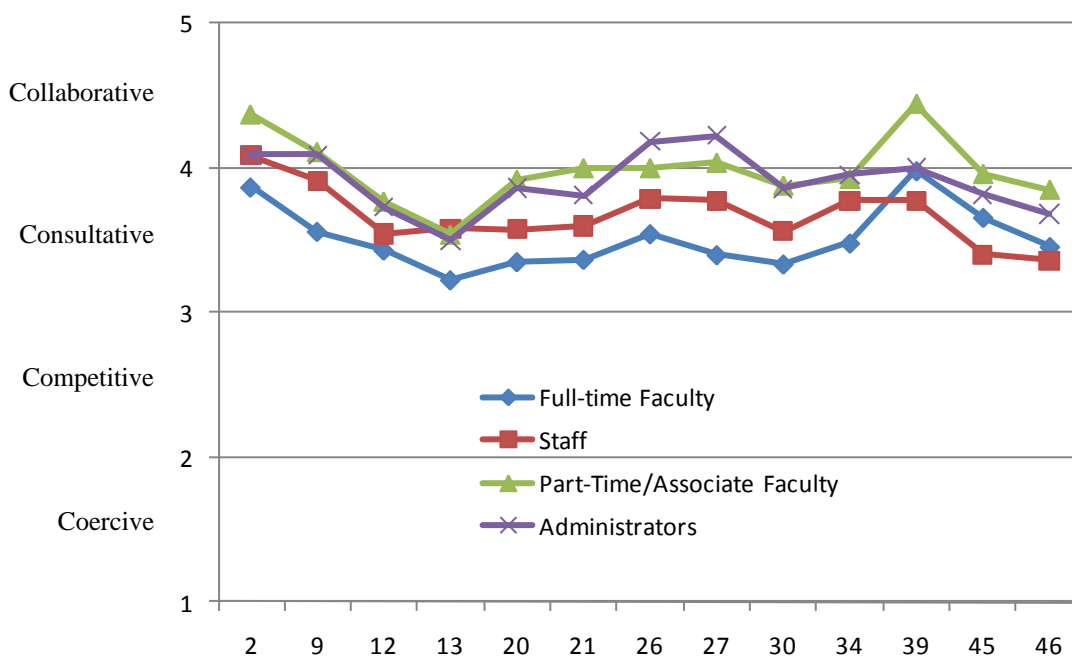
Institutional Structure		Full-time Faculty	Staff	Part-Time/ Associate Faculty	Administrators
1	The extent to which the actions of this institution reflect its mission	3.92	3.87	3.89	3.86
4	The extent to which decisions are made at the appropriate level at this institution	3.05	2.97	3.54	3.41
5	The extent to which the institution effectively promotes diversity in the workplace	3.63	3.74	4.08	3.68
6	The extent to which administrative leadership is focused on meeting the needs of students	3.69	3.79	3.72	3.95
10	The extent to which information is shared within this institution	2.85	2.84	3.48	3.00
11	The extent to which institutional teams use problem-solving techniques	3.20	3.14	3.48	3.25
15	The extent to which I am able to appropriately influence the direction of this institution	3.18	3.23	3.20	3.71
16	The extent to which open and ethical communication is practiced at this institution	3.02	3.08	3.56	3.14
22	The extent to which this institution has been successful in positively motivating my performance	3.44	3.36	3.73	3.71
25	The extent to which a spirit of cooperation exists at this institution	3.02	3.05	3.54	3.45
29	The extent to which institution-wide policies guide my work	3.66	3.55	3.85	3.86
32	The extent to which this institution is appropriately organized	3.30	3.26	3.48	3.27
38	The extent to which I have the opportunity for advancement within this institution	3.30	3.15	3.38	3.62
41	The extent to which I receive adequate information regarding important activities at this institution	3.50	3.42	4.07	3.59
44	The extent to which my work is guided by clearly defined administrative processes	3.43	3.39	3.65	3.64

Figure 5. Mean Scores of the Institutional Structure Climate Factor as Rated by Employment Status at Barton Community College



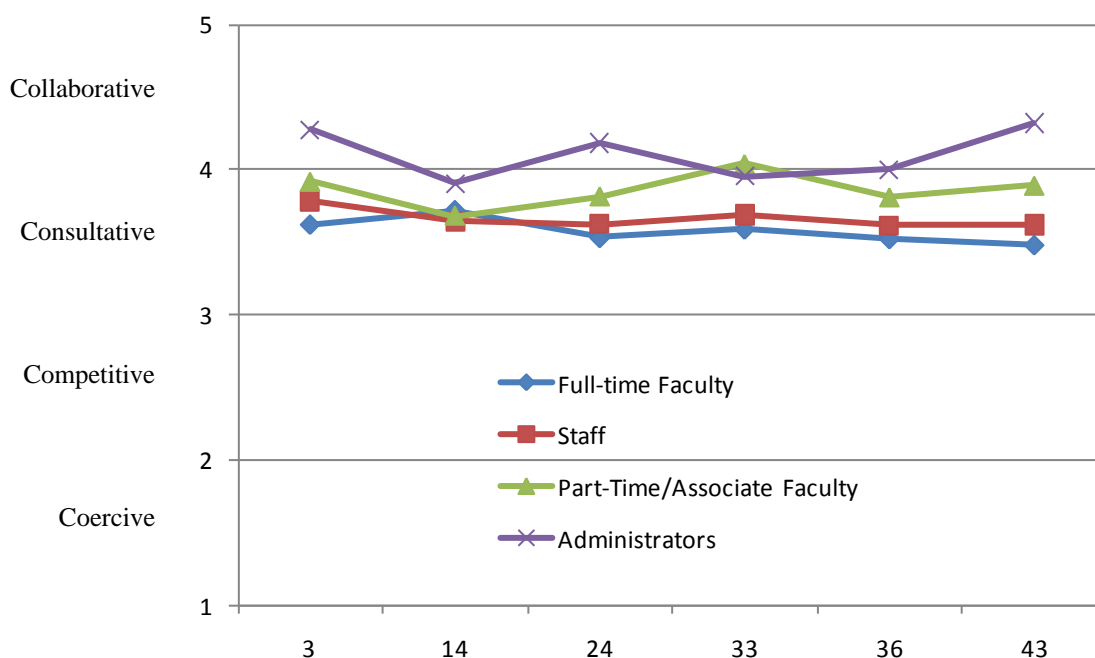
Supervisory Relationships		Full-time Faculty	Staff	Part-Time/ Associate Faculty	Administrators
2	The extent to which my supervisor expresses confidence in my work	3.87	4.09	4.37	4.09
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.56	3.91	4.11	4.09
12	The extent to which positive work expectations are communicated to me	3.44	3.54	3.77	3.73
13	The extent to which unacceptable behaviors are identified and communicated to me	3.23	3.58	3.54	3.50
20	The extent to which I receive timely feedback for my work	3.35	3.58	3.92	3.86
21	The extent to which I receive appropriate feedback for my work	3.37	3.60	4.00	3.81
26	The extent to which my supervisor actively seeks my ideas	3.55	3.79	4.00	4.18
27	The extent to which my supervisor seriously considers my ideas	3.40	3.78	4.04	4.23
30	The extent to which work outcomes are clarified for me	3.34	3.56	3.88	3.86
34	The extent to which my supervisor helps me to improve my work	3.48	3.78	3.93	3.95
39	The extent to which I am given the opportunity to be creative in my work	3.98	3.77	4.44	4.00
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.66	3.40	3.96	3.82
46	The extent to which professional development and training opportunities are available	3.46	3.36	3.85	3.68

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Employment Status at Barton Community College



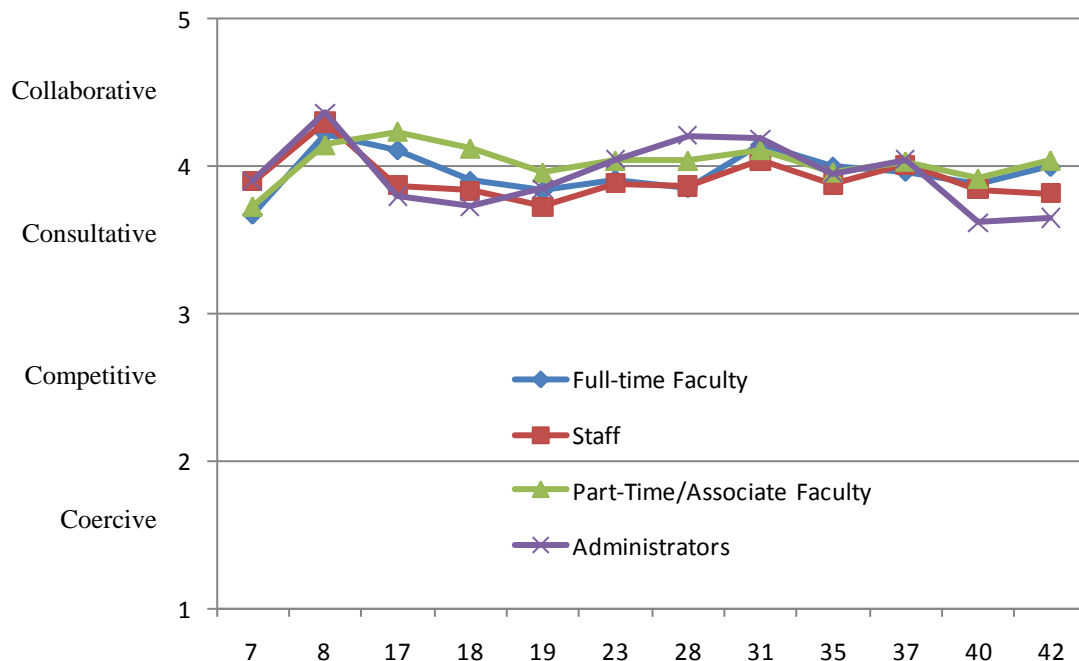
Teamwork		Full-time Faculty	Staff	Part-Time/ Associate Faculty	Administrators
3	The extent to which there is a spirit of cooperation within my work team	3.62	3.78	3.92	4.27
14	The extent to which my primary work team uses problem-solving techniques	3.72	3.64	3.68	3.90
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.53	3.62	3.81	4.18
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.59	3.69	4.04	3.95
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.52	3.62	3.81	4.00
43	The extent to which a spirit of cooperation exists in my department	3.48	3.62	3.89	4.32

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Employment Status at Barton Community College



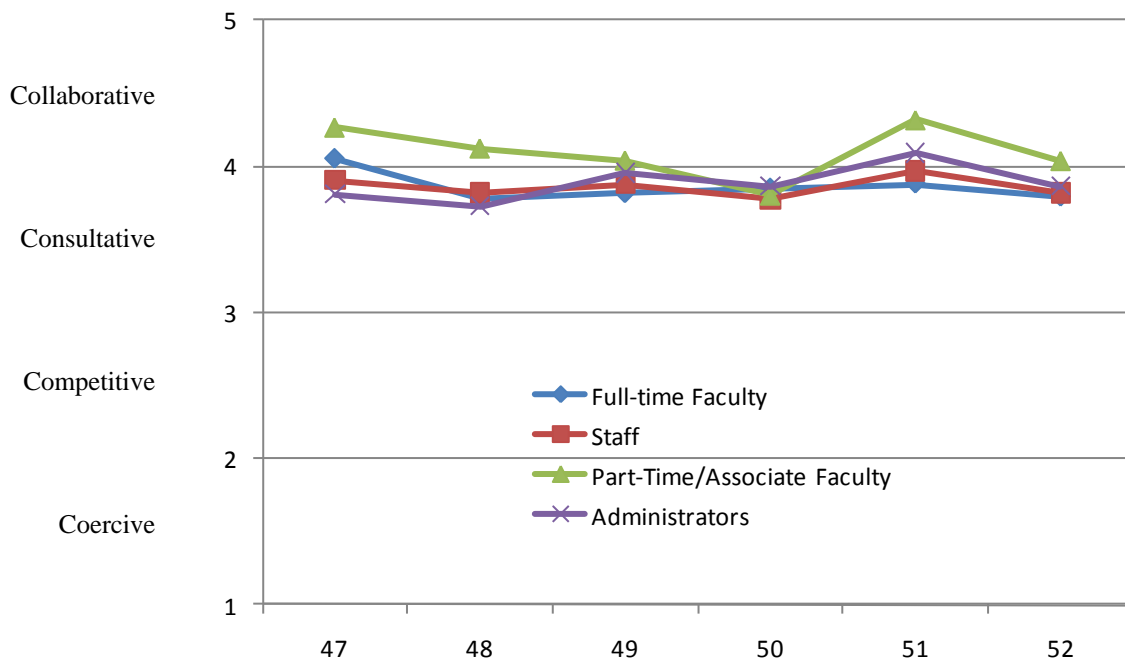
Student Focus		Full-time Faculty	Staff	Part-Time/ Associate Faculty	Administrators
7	The extent to which student needs are central to what we do	3.68	3.90	3.73	3.90
8	The extent to which I feel my job is relevant to this institution's mission	4.23	4.30	4.15	4.36
17	The extent to which faculty meet the needs of the students	4.11	3.87	4.24	3.80
18	The extent to which student ethnic and cultural diversity are important at this institution	3.90	3.84	4.13	3.73
19	The extent to which students' competencies are enhanced	3.84	3.73	3.96	3.85
23	The extent to which non-teaching professional personnel meet the needs of the students	3.92	3.89	4.04	4.05
28	The extent to which classified personnel meet the needs of the students	3.86	3.87	4.04	4.21
31	The extent to which students receive an excellent education at this institution	4.15	4.04	4.12	4.19
35	The extent to which this institution prepares students for a career	4.00	3.88	3.96	3.95
37	The extent to which this institution prepares students for further learning	3.97	4.01	4.04	4.05
40	The extent to which students are assisted with their personal development	3.88	3.85	3.92	3.62
42	The extent to which students are satisfied with their educational experience at this institution	4.00	3.82	4.04	3.65

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Employment Status at Barton Community College



Customized		Full-time Faculty	Staff	Part-Time/ Associate Faculty	Administrators
47	The extent to which I believe Barton students acquire the skills needed to be successful in their academic program	4.05	3.90	4.27	3.81
48	The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.78	3.82	4.13	3.73
49	The extent to which I believe Barton builds effective partnerships to address workforce needs	3.81	3.88	4.04	3.95
50	The extent to which I believe Barton is a leader of economic development in the community	3.85	3.78	3.80	3.86
51	The extent to which I believe Barton provides individuals access to enriching activities and events (music and theater performances, gallery exhibits, athletic events, etc.)	3.88	3.97	4.32	4.09
52	The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services	3.79	3.82	4.04	3.86

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Employment Status at Barton Community College



Tables 12 through 15 contain the top ten priorities for discussion for each Employment Status among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Barton Community College.

Table 12. Priorities for Change: Full-time Faculty

Area to Change		Mean
10	The extent to which information is shared within this institution	2.85
16	The extent to which open and ethical communication is practiced at this institution	3.02
25	The extent to which a spirit of cooperation exists at this institution	3.02
4	The extent to which decisions are made at the appropriate level at this institution	3.05
15	The extent to which I am able to appropriately influence the direction of this institution	3.18
11	The extent to which institutional teams use problem-solving techniques	3.20
13	The extent to which unacceptable behaviors are identified and communicated to me	3.23
32	The extent to which this institution is appropriately organized	3.30
38	The extent to which I have the opportunity for advancement within this institution	3.30
30	The extent to which work outcomes are clarified for me	3.34
Area to Change—Customized		Mean
48	The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.78
52	The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services	3.79
49	The extent to which I believe Barton builds effective partnerships to address workforce needs	3.81

Table 13. Priorities for Change: Staff

Area to Change		Mean
10	The extent to which information is shared within this institution	2.84
4	The extent to which decisions are made at the appropriate level at this institution	2.97
25	The extent to which a spirit of cooperation exists at this institution	3.05
16	The extent to which open and ethical communication is practiced at this institution	3.08
11	The extent to which institutional teams use problem-solving techniques	3.14
38	The extent to which I have the opportunity for advancement within this institution	3.15
15	The extent to which I am able to appropriately influence the direction of this institution	3.23
32	The extent to which this institution is appropriately organized	3.26
22	The extent to which this institution has been successful in positively motivating my performance	3.36
46	The extent to which professional development and training opportunities are available	3.36
Area to Change—Customized		
50	The extent to which I believe Barton is a leader of economic development in the community	3.78
48	The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.82
52	The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services	3.82

Table 14. Priorities for Change: Part-Time/Associate Faculty

Area to Change		Mean
15	The extent to which I am able to appropriately influence the direction of this institution	3.20
38	The extent to which I have the opportunity for advancement within this institution	3.38
32	The extent to which this institution is appropriately organized	3.48
10	The extent to which information is shared within this institution	3.48
11	The extent to which institutional teams use problem-solving techniques	3.48
4	The extent to which decisions are made at the appropriate level at this institution	3.54
25	The extent to which a spirit of cooperation exists at this institution	3.54
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54
16	The extent to which open and ethical communication is practiced at this institution	3.56
44	The extent to which my work is guided by clearly defined administrative processes	3.65
Area to Change—Customized		Mean
50	The extent to which I believe Barton is a leader of economic development in the community	3.80

Table 15. Priorities for Change: Administrators

Area to Change		Mean
10	The extent to which information is shared within this institution	3.00
16	The extent to which open and ethical communication is practiced at this institution	3.14
11	The extent to which institutional teams use problem-solving techniques	3.25
32	The extent to which this institution is appropriately organized	3.27
4	The extent to which decisions are made at the appropriate level at this institution	3.41
25	The extent to which a spirit of cooperation exists at this institution	3.45
13	The extent to which unacceptable behaviors are identified and communicated to me	3.50
41	The extent to which I receive adequate information regarding important activities at this institution	3.59
38	The extent to which I have the opportunity for advancement within this institution	3.62
40	The extent to which students are assisted with their personal development	3.62
Area to Change—Customized		Mean
48	The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.73
47	The extent to which I believe Barton students acquire the skills needed to be successful in their academic program	3.81
50	The extent to which I believe Barton is a leader of economic development in the community	3.86

Comparative Analysis: Demographic Classifications

As depicted in Table 16, Employees who work at Fort Riley rated the climate lowest (3.55) while employees at all other locations rated the climate highest (3.91). Employees with a terminal degree rated the climate highest (4.00) and employees with an Associate degree rated the climate lowest (3.52). In terms of length of service, employees with less than 5 years of employment rated the climate highest (3.73) while respondents with 6-15 years of employment rated the climate lowest with a composite rating of 3.57.

Table 16. Mean Climate Scores as Rated by Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What category best describes your employment status:						
Full-time Faculty	3.34	3.51	3.56	3.96	3.85	3.58
Staff	3.33	3.67	3.67	3.92	3.83	3.62
Part-Time/Associate Faculty	3.65	4.01	3.86	4.03	4.14	3.88
Administrators	3.53	3.92	4.11	3.95	3.88	3.83
What is your primary employment location:						
Great Bend	3.38	3.70	3.71	3.93	3.93	3.65
Fort Riley	3.22	3.54	3.61	3.94	3.60	3.55
All Other Locations	3.77	3.89	3.84	4.13	4.01	3.91
Select the category which best identifies your primary instructional role:						
Not an Instructor	3.39	3.71	3.69	3.95	3.87	3.66
Great Bend – Academic Transfer	3.39	3.84	3.86	3.85	3.94	3.70
Great Bend – Technical & Workforce	3.32	3.51	3.47	3.97	4.08	3.56
Fort Riley – Academic Transfer	3.56	3.74	3.91	4.12	3.79	3.80
Fort Riley - Military School	3.37	3.38	3.42	3.99	3.74	3.54
Grandview Plaza and Remote Locations	3.45	3.56	3.66	3.89	3.68	3.62
What is the highest level of education you completed:						
High School Graduate or GED	3.51	3.57	3.53	3.96	4.06	3.64
Some College	3.56	3.92	3.90	4.12	3.99	3.84
Associate Degree	3.28	3.53	3.47	3.88	3.81	3.52
Baccalaureate Degree	3.46	3.66	3.72	3.93	3.86	3.66
Masters Degree	3.30	3.68	3.72	3.92	3.84	3.62
Terminal Degree	3.76	4.14	4.03	4.13	4.08	4.00

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

Table 16. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
How do you describe yourself:						
Non-Hispanic White	3.39	3.68	3.69	3.94	3.90	3.65
All other races	3.86	4.07	4.17	4.23	4.03	4.05
What is the approximate distance from your residence to your work location:						
<10 miles	3.38	3.69	3.65	3.93	3.95	3.64
10-20 miles	3.36	3.67	3.85	3.90	3.76	3.65
20-40 miles	3.45	3.65	3.66	4.00	3.88	3.68
40+ miles	3.25	3.67	3.25	4.01	3.71	3.56
What is your combined length of service with Barton in any role or location:						
0-5 years	3.49	3.81	3.71	3.98	3.92	3.73
6-15 years	3.31	3.57	3.62	3.92	3.85	3.57
> 15 years	3.40	3.70	3.79	3.95	3.87	3.68
If you are a supervisor, how many employees/student workers do you directly oversee:						
I am not a supervisor	3.42	3.65	3.62	3.96	3.90	3.65
1-3 people	3.20	3.79	3.88	3.87	3.72	3.62
4-9 people	3.36	3.85	4.05	3.79	3.75	3.70
10 or more	3.55	3.83	3.90	3.99	3.99	3.79

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

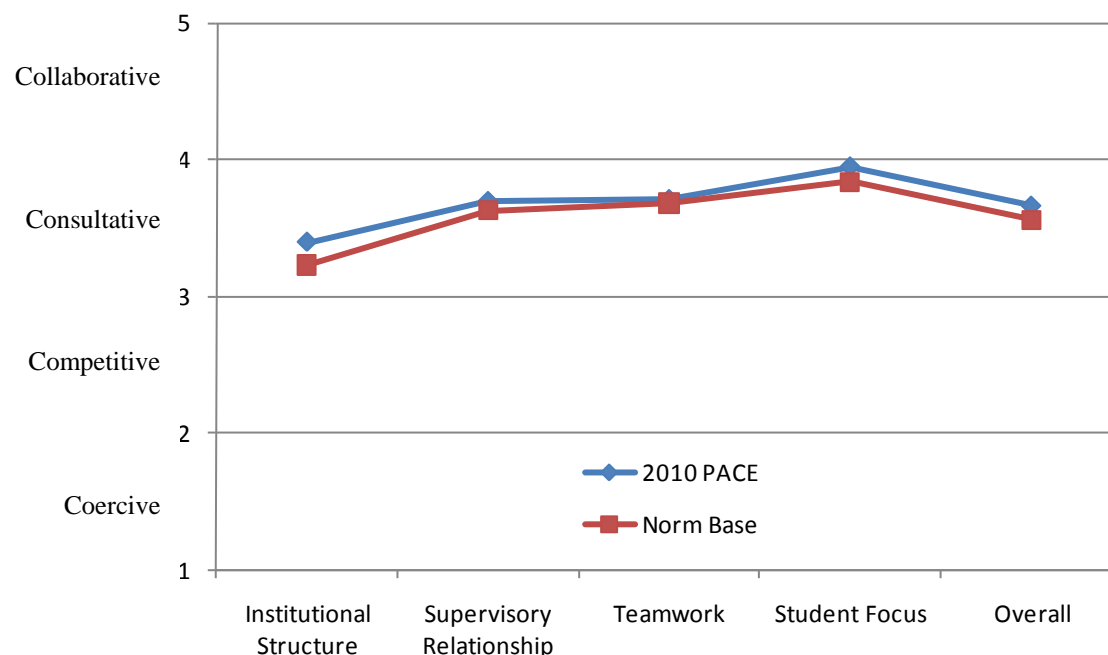
Comparative Analysis: Norm Base

Table 17 shows how BCC compares with the NILIE PACE Norm Base, which includes approximately 60 climate studies conducted at two- and four-year institutions since 2007. 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 BCC. Figure 10 also shows how BCC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 17. Barton Community College Climate compared with the NILIE PACE Norm Base

	BCC	Norm Base*
Institutional Structure	3.39	3.31
Supervisory Relationships	3.69	3.66
Teamwork	3.71	3.70
Student Focus	3.95	3.88
Overall	3.66	3.61

Figure 10. Barton Community College Climate Compared with the NILIE PACE Norm Base



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

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

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

	Institutional Structure	BCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	3.89*	3.75
4	The extent to which decisions are made at the appropriate level at this institution	3.11	3.07
5	The extent to which the institution effectively promotes diversity in the workplace	3.74	3.70
6	The extent to which administrative leadership is focused on meeting the needs of students	3.77*	3.60
10	The extent to which information is shared within the institution	2.94	2.99
11	The extent to which institutional teams use problem-solving techniques	3.21	3.17
15	The extent to which I am able to appropriately influence the direction of this institution	3.26*	3.07
16	The extent to which open and ethical communication is practiced at this institution	3.13	3.19
22	The extent to which this institution has been successful in positively motivating my performance	3.46*	3.32
25	The extent to which a spirit of cooperation exists at this institution	3.14	3.24
29	The extent to which institution-wide policies guide my work	3.65*	3.52
32	The extent to which this institution is appropriately organized	3.30*	3.12
38	The extent to which I have the opportunity for advancement within this institution	3.27*	3.09
41	The extent to which I receive adequate information regarding important activities at this institution	3.54	3.56
44	The extent to which my work is guided by clearly defined administrative processes	3.46*	3.32
	Mean Total	3.39*	3.31

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

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

	Supervisory Relationships	BCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.07	4.03
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.86	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	3.47	3.48
20	The extent to which I receive timely feedback for my work	3.58	3.53
21	The extent to which I receive appropriate feedback for my work	3.60	3.56
26	The extent to which my supervisor actively seeks my ideas	3.79	3.65
27	The extent to which my supervisor seriously considers my ideas	3.75	3.72
30	The extent to which work outcomes are clarified for me	3.56	3.50
34	The extent to which my supervisor helps me to improve my work	3.73	3.63
39	The extent to which I am given the opportunity to be creative in my work	3.94	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.59	3.52
46	The extent to which professional development and training opportunities are available	3.49	3.64
	Mean Total	3.69	3.66

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

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

	Teamwork	BCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.80	3.80
14	The extent to which my primary work team uses problem-solving techniques	3.70	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 of ideas, opinions, and beliefs	3.73	3.72
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.65	3.66
43	The extent to which a spirit of cooperation exists in my department	3.69	3.72
	Mean Total	3.71	3.70

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

	Student Focus	BCC Mean	Norm Base
7	The extent to which student needs are central to what we do	3.82*	3.72
8	The extent to which I feel my job is relevant to this institution's mission	4.27	4.26
17	The extent to which faculty meet the needs of students	3.99*	3.88
18	The extent to which student ethnic and cultural diversity are important at this institution	3.88	3.87
19	The extent to which students' competencies are enhanced	3.81	3.77
23	The extent to which non-teaching professional personnel meet the needs of the students	3.92*	3.80
28	The extent to which classified personnel meet the needs of the students	3.92*	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	3.94	3.98
37	The extent to which this institution prepares students for further learning	4.00	3.97
40	The extent to which students are assisted with their personal development	3.84*	3.72
42	The extent to which students are satisfied with their educational experience at this institution	3.89	3.86
	Mean Total	3.95*	3.88
	Overall Total	3.66*	3.61

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

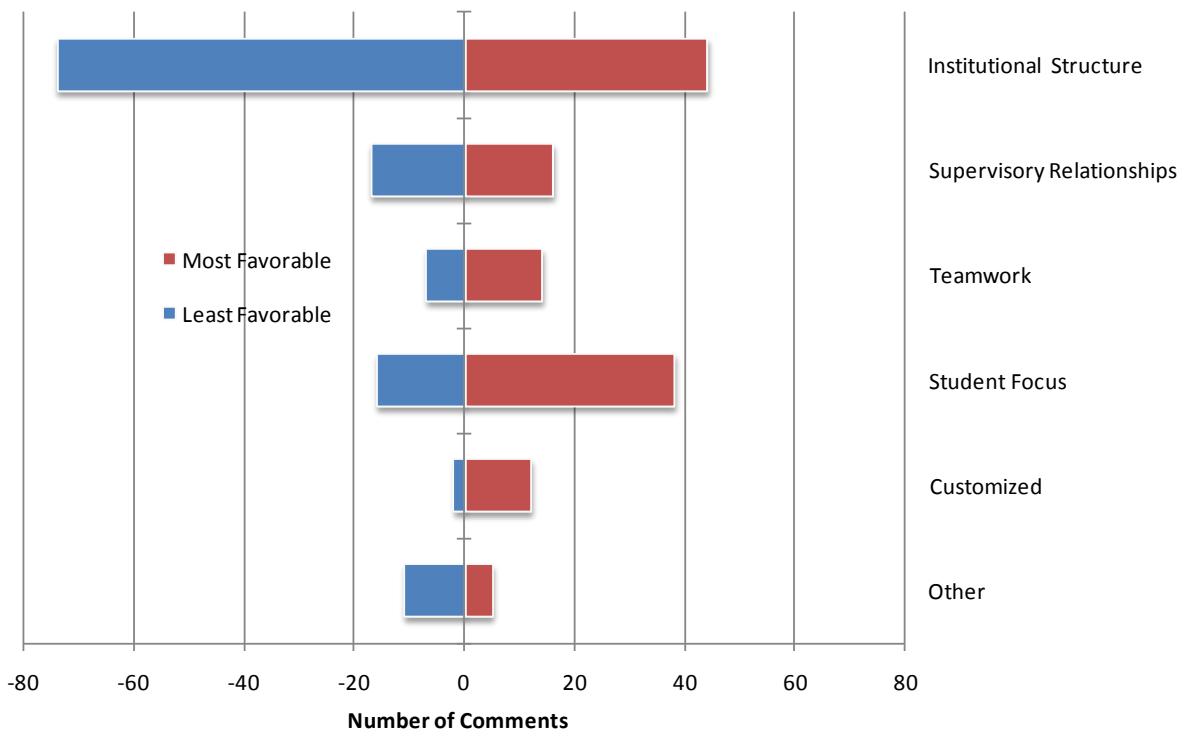
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 215 Barton Community College employees who completed the PACE survey, 49.3% (106 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 BCC 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 BCC 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. Barton 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 Barton Community College

Factor	Themes	Number of Comments
Institutional Structure (n=44)	<u>22— The extent to which this institution has been successful in positively motivating my performance</u>	19
	<i>I enjoy working at Barton and believe that as an institution all employees want to do a good job.</i>	
	<i>I enjoy teaching at Barton and working with the people here at Fort Riley Campus. It has been a great experience teaching at Barton.</i>	
	<i>I think Barton has a great work environment. The college is very alive and active during the school year.</i>	
	<u>25— The extent to which a spirit of cooperation exists at this institution</u>	19
	<i>Great place to work at with a great group of faculty members that really care for the welfare and success of their students.</i>	
	<i>There are subsets of people who work really well together and want to serve the student.</i>	
	<i>The people in the institution are wonderful. They are all here for one reason--educating our young, whether it be through classes or life lessons.</i>	
	<i>I think the people who work at Barton are very eager to work together, there is a great ability to collaborate and make projects, processes and programs succeed. At the core of this is everyone's commitment to our students and the institution.</i>	
	<u>1— The extent to which the actions of this institution reflect its mission</u>	3
	<i>I believe the college meets its mission. Quality education is offered here.</i>	
	<i>I am very satisfied with both faculty and staff performance in accomplishing the college's mission to serve its students and the community at large.</i>	
	<u>41— The extent to which I receive adequate information regarding important activities at this institution</u>	3
	<i>I receive frequent e-mails about the latest information about the college.</i>	

Table 22. Continued

Factor	Themes	Number of Comments
Supervisory Relationship (n=16)	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>I am allowed to be creative in my work which is very enjoyable.</i></p> <p><i>Instructors have a high degree of freedom within our classrooms to innovate academically and to respond to our students on an individual level.</i></p>	7
	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>Supervisor’s encouragement and support are both stimulating and rewarding for me.</i></p>	4
	<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>My supervisor is very open to my ideas and I feel that students are our main focus at Barton!</i></p>	3
	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>There seems to be a great passion and desire for growth and continuous improvement in all areas of the institution.</i></p>	2
Teamwork (n=14)	<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>Having several departments within the same building has allowed connections to be made among the departments easier as you see these coworkers in the hallway, etc.</i></p> <p><i>I think all the campus offices work together well to provide help and education to the student.</i></p>	4
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I think people in my area, are very willing to help each other when a problem occurs.</i></p>	3
	<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>The team spirit of the individuals I am personally associated with everyday is exceptional. There is an environment of intellectual exchange and ideas flow freely between the faculty and the direct administration within my discipline.</i></p>	3

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>Cooperation, communication, etc. is good within my department and to some extent within my building.</i></p>	3
	<p><u>14— The extent to which my primary work team uses problem-solving techniques</u></p> <p><i>I would have to say the way Military schools team uses problem-solving techniques, they are based off of our mission and problems and concerns not based off of what the Main Campus focus is. The mission at the Military Schools is different from that of the Great Bend Campus.</i></p>	1
Student Focus (n=38)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>This is a fine institution with a lot of dedicated instructors and staff. They believe in what they do and desire to help the students in any way they can. Many of these fine people go above and beyond what is expected of them every day.</i></p> <p><i>Meeting the needs of the students is a focus that this college does well.</i></p> <p><i>I believe students are Barton’s first priority and we do well taking care of the students needs and educational desires.</i></p> <p><i>I believe the institution meets the needs of the student population very efficiently.</i></p>	17
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>I believe that the instructors that I have come in contact with at Barton truly have the best interest of the student as their top priority.</i></p> <p><i>Some of the instructors are doing an excellent job. Really, they are outstanding. They are dedicated teachers who give more time and preparation to their work than can normally be expected.</i></p>	7
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>I feel that our students receive a great education overall and there are caring people who really strive to deliver that great education and put others who are extremely helpful with college resources.</i></p>	4
	<p><u>8— The extent to which I feel my job is relevant to this institution's mission</u></p> <p><i>I feel that the position I hold allows me to assist students at a very speedy and effective level.</i></p>	2

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>23— The extent to which non-teaching professional staff meet the needs of the students</u></p> <p><i>I think Student Services personnel work hard to help students adjust to college life/academic requirements.</i></p>	2
	<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>I believe the college has turned from an academic transfer environment to a workforce training/voc-technical school. In that capacity, the majority of our resources are directed to that goal and in doing so, has been successful</i></p>	2
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>Barton students who transfer to 4 year schools are successful. Of course there are some who do not succeed; but, I am very satisfied when I see my students graduating from 4 year schools and even more satisfied as they go on to the masters level and beyond.</i></p>	2
	<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>The Technical Division has done a wonderful job of keeping up with the technology changes and preparing students to work. I think the Workforce Training folks have helped employers in the area and show great leadership.</i></p>	1
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>The extent to which students are satisfied with their educational experience at this institution. Student surveys suggest we are doing the right things to prepare our students.</i></p>	1
Customized (n=12)	<p><u>47— The extent to which I believe Barton students acquire the skills needed to be successful in their academic program</u></p> <p><i>I believe that Barton Community College does a great job in preparing students. Barton provides guidance and special services that the student has available to them in order to succeed in College. The students just have to take advantage of those services.</i></p> <p><i>Barton dose a great job working with students to expand their educational goals. Enrollment is increased due to the faculty and staff in the support of the student.</i></p>	7

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>50— The extent to which I believe Barton is a leader of economic development in the community</u></p> <p><i>Overall I believe Barton County College meets the needs of the community.</i></p> <p><i>Barton offers diverse learning and opportunity for students, employees and community. They reach out to the community in the areas of arts, volunteerism, workforce development, wetland education, adult education, ESL, facility availability, workshops, training, etc.</i></p>	5
Other (n=4)	<p><u>Leadership</u></p> <p><i>The fact that the College President seems to fully understand the role of a CEO. He stays out of the details and lets people do their job.</i></p> <p><u>Compensation & Benefits</u></p> <p><i>Pay check and vacation.</i></p>	3 1

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

Factor	Themes	Number of Comments
Institutional Structure (n=74)	<p data-bbox="381 304 1193 367"><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p data-bbox="381 388 1242 493"><i>It is hard to make changes because some faculty members resist change and because there are so many "hoops" to jump through to bring about needed changes.</i></p> <p data-bbox="381 514 1242 850"><i>What I see internally: creating positions that are not necessary but freezing wages; creating a process of getting problems fixed (bartonline) that are not time effective (don't get calls back from helpdesk for 4 or more hours!)which hinders services to students and causes unnecessary frustration/stress for all parties involved. Having a process in theory makes sense but not when its used as a power tool and hinders the education process in a negative way that may cause students to think they should give up or our technology is in the dark ages.</i></p> <p data-bbox="381 861 1242 966"><i>There needs to be a reconsideration of academic courses that used to transfer to four-year universities. The University of Kansas has recently changed its criteria of what transfers and what does not.</i></p> <p data-bbox="381 987 1242 1249"><i>The Academic areas of leadership seem to need crossover to the staff leadership for better organization and accountability. This may help with enrollments. I have observed times when there appeared to be stumbling blocks for enrollments and helping students on both campuses. There also seem to be stumbling blocks between online education being held back by administration in the face to face area of administration.</i></p>	21
	<p data-bbox="381 1260 1128 1333"><u>10— The extent to which information is shared within this institution</u></p> <p data-bbox="381 1354 1185 1459"><i>Lack of communication-used to know what was going on in all departments; low morale - noticed in the community, campus, students, staff, faculty.</i></p> <p data-bbox="381 1480 1242 1627"><i>Timely feedback and interactive communication need great improvement at Barton. It has been over a week that I submitted an e-mail of inquiry and of significant relevance to student enrollment. To date have not had a response.</i></p> <p data-bbox="381 1648 1242 1858"><i>We need to enhance communication across campus. Each building is isolated. New personnel are introduced at campus wide meetings in the Union; but, maybe they need to also be given a campus tour and meet people in the buildings we work in. Maybe those of us who have been here a while need to take a campus tour also and meet others in their buildings etc.</i></p>	11

Table 23. Continued

Factor	Themes	Number of Comments
<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p>	<p><i>The college atmosphere has went downhill in the last 4 years. Not much celebration for the current employees. No longer Back to School picnic, Christmas dinner, service award ceremonies, etc. Even with the 40th - everything geared to who started the college - nothing for the individuals who currently keep it running and some have for years. No longer a personable fun place to work and support like it once was. Makes for low morale.</i></p> <p><i>Morale is very low at Barton. Our climate has seriously changed in the last few years. It is important to rebuild our "Barton Family" and the spirit that was always so important.</i></p> <p><i>Employee morale is low. Employees fear their position will be eliminated.</i></p>	9
<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p>	<p><i>In order to be truly great, the institution needs to collaborate as one college. The current tense atmosphere serves no one well least of all our students.</i></p> <p><i>The institution seems to be split into three pieces; Great Bend, Fort Riley and Bartonline. The three identities don't seem to get along well, don't share resources and don't seem to play by the same rules. This segmentation will hinder Barton's growth and cause further animosity between faculty/staff of the segments. In an ideal world, everyone would work off one common Barton playbook - for the good of the whole.</i></p> <p><i>The distinct separation of the Fort Riley Campus, Great Bend Campus and the Military Schools campus. I feel as if there should be a liaison between the three entities. Someone who is dedicated to the overall mission accomplishment of each entity. They would provide communication between each campus and serve on all the committees especially if a set committee will hamper or hinder the decision of another campus.</i></p>	8

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>Communication is non-existent, we are to do what we are told without much if any input from others. If it's not the higher ups idea, it's not a good idea. Micro-management is insane here at Barton.</i></p> <p><i>I feel that we are not able to share our feelings, ideas, opinions and beliefs with administration.</i></p>	7
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Decisions made in a vacuum; often without enough facts, sometimes critical information is withheld for personal advantage.</i></p> <p><i>Decisions are sometimes made by those not directly affected by the decision and those who are affected by the decision are not asked for their opinion. It is like those with the authority to make decisions don't want to ask for input - a power trip.</i></p>	6
	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>The school is organized inefficiently which leads to poor chain of command structure and a loss of vision and ability to accomplish unit goals. It seems like the top level administrators are on completely different pages with regard to achieving goals.</i></p> <p><i>The college organization is broken. We have geographic areas that are stove piped under an organizational structure that cannot meet the geographic needs. The people in charge of the stove pipes do not have sufficient knowledge to provide help outside their local area.</i></p>	4
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>We should treat all people students and employees as Americans not a specific group.</i></p> <p><i>We're not very diverse in terms of employees, but perhaps that is a reflection of our area's demographics.</i></p>	3
	<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>I don't need a lot of encouragement to do what I know is right for the college's mission and vision. What I don't seem to be receiving is policy and procedure and time to ingest that P&P, so that I don't make gross errors of procedure that need a lot of involvement for correction.</i></p>	3

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>Communication in regards to on-campus activities, important dates to remember, important meetings for specific people, committee chairpersons communication to committee members.</i></p>	2
Supervisory Relationship (n=17)	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>Not allowed academic freedom in teaching; decisions made on ways to teach and no options for better methods or systems; no credit for developing outstanding education methods which worked and provide great learning to the students.</i></p>	4
	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Would love to see professional development for faculty & staff quarterly to boost morale.</i></p> <p><i>I wish that training dollars could be spread out so that all work areas have the option of sending their employees for training rather than just a few areas. Working in an area without training dollars, it is hard to see others pursuing regular professional development activities.</i></p>	4
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>Leader not performing their duties, getting behind, and not meeting requirements of the job. Does spend time inappropriately by doing the team members responsibilities incorrectly.</i></p>	3
	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>Communication between team members and the supervisor is not good. The supervisor communicates with others in an unprofessional manner without demonstrating dignity and respect.</i></p>	2
	<p><u>30— The extent to which work outcomes are clarified for me</u></p> <p><i>I am never quite sure exactly what my supervisor(s) expect of me. Decisions affecting me are occasionally made with out any consideration of how those decisions affect me.</i></p>	2
	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>I don't get feedback from my supervisor, just the student surveys.</i></p>	1

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>Yes, we are allowed to comment at "appropriate forums" but most feel they don't have the support of administration to actually say what they feel or think.</i></p>	1
Teamwork (n=7)	<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>The extent to which my work team coordinates its efforts with appropriate individuals and teams. I do not see much of this happening through BOL.</i></p> <p><i>A feeling of being disjointed from other departments across campus. Lack of connection with other Barton employees. Lack of understanding of what they do.</i></p>	5
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>Rigidity and unwillingness to try something new and different with work team members.</i></p>	2
Student Focus (n=16)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>I feel that this institution can work on their workforce services (students who are older, displaced, or want to change careers) - become more visible to the community and their ever changing needs. They need to balance the services and benefits of those within athletics vs. academics (don't focus services, scholarships, etc. on one group of students).</i></p> <p><i>Although I am able to assist students to the best of my ability, others in the work place hinder this opportunity as well some provide just enough assistance to get the student by. I do not see a majority of staff/faculty going out of the way to help students. It is difficult to reach students on the current tech levels when you are told you are not allowed to access sites that are used to further contact students on their level.</i></p>	5
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>Fewer and fewer resources are being directed at preparing students for transfer to a four-year university. We continue to "dumb-down courses" because as faculty, if we have students fail our courses or simply choose not to enroll; it will ultimately affect our career and future.</i></p>	3

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>Barton is weak on programs that place students immediately in the workforce.</i></p>	3
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>Several instructors are not expecting students to pay attention in class. They allow almost a circus atmosphere. They do not change their teaching methods or update their material. Sometimes they just waste class time by talking about themselves instead of covering the material. They don't tell students to turn off their movies, music, cell phones. They do not watch the students carefully during tests, so students are free to share answers or copy off of each other--they are learning that it's okay to cheat on tests. Too many instructors fail to use the whole class period. How can they cover all the material for a college class when they regularly let the class out 20-30 minutes early?</i></p>	2
	<p><u>23— The extent to which non-teaching professional staff meet the needs of the students</u></p> <p><i>Some of the basic customer service principles seem to be lacking in our front-line staff. I have heard a number of complaints from students about various departments lacking some basic manners to assist our customers!</i></p>	2
	<p><u>40— The extent to which students are assisted with their personal development</u></p> <p><i>I don't see the student body functioning as part of the community. On campus students seem isolated. Why not student groups helping with Habitat for Humanity, with Relay for Life, BBBS, Youth Friends, etc? I think this kind of involvement would add much to the favorable public perception of young people.</i></p>	1
<p>Customized (n=2)</p>	<p><u>47— The extent to which I believe Barton students acquire the skills needed to be successful in their academic program</u></p> <p><i>I've known a couple of people who have taken our online classes and from their talk about these classes, I'm concerned about the reputation of Barton and the validity and caliber of online classes. Maybe they just had poor teachers but their experience does concern me.</i></p>	2

Table 23. Continued

Factor	Themes	Number of Comments
Other (n=10)	<p><u>Leadership</u></p> <p><i>Leadership at the highest institutional level is invisible. -Attitude that we just should be happy that we have a job. -No appreciation is extended to us for all the hard work that we do.</i></p> <p><i>Many people do not feel the President and VP are approachable.</i></p>	4
	<p><u>Compensation & Benefits</u></p> <p><i>I have been here over two years and have not received a raise in pay yet. I know times are rough right now, but after two years I believe I need a raise.</i></p> <p><i>I am a salaried employee who is required to put in extra time, which doesn't bother me and I am glad to do it. But I receive no compensation time for the amount of work I put in, I would rather be hourly and get paid for my work. I don't feel appreciated.</i></p>	3
	<p><u>Facilities</u></p> <p><i>Bookstore and Union need a facelift. Feels like we have stayed in the 70's era.</i></p> <p><i>The way the office looks. Things are stacked up and don't look good for people to come in the office.</i></p>	3

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 scores have been identified as the top performance at Barton Community College. Seven of these items represent the Student Focus climate factor (items #8, #17, #23, #28, #31, #35 and #37), two represent the Supervisory Relationships climate factor (items #2 and #39), and one represents the Institutional Structure climate factor (item #1).

- The extent to which I feel my job is relevant to this institution's mission, 4.27 (#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, 4.07 (#2)
- The extent to which this institution prepares students for further learning, 4.00 (#37)
- The extent to which faculty meet the needs of the students, 3.99 (#17)
- The extent to which I am given the opportunity to be creative in my work, 3.94 (#39)
- The extent to which this institution prepares students for a career, 3.94 (#35)
- The extent to which classified personnel meet the needs of the students, 3.92 (#28)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.92 (#23)
- The extent to which the actions of this institution reflect its mission, 3.89 (#1)

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

- The extent to which I believe Barton provides individuals access to enriching activities and events (music and theater performances, gallery exhibits, athletic events, etc.), 4.00 (#51)
- The extent to which I believe Barton students acquire the skills needed to be successful in their academic program, 3.99 (47)

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

- The extent to which information is shared within this institution, 2.94 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.11 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.13 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.14 (#25)
- The extent to which institutional teams use problem-solving techniques, 3.21 (#11)
- The extent to which I am able to appropriately influence the direction of this institution, 3.26 (#15)
- The extent to which I have the opportunity for advancement within this institution, 3.27 (#38)
- The extent to which this institution is appropriately organized, 3.30 (#32)
- The extent to which my work is guided by clearly defined administrative processes, 3.46 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.46 (#22)

Overall, the following mean scores have been identified as in need of improvement within the Customized Climate factor at Barton Community College.

- The extent to which I believe Barton is a leader of economic development in the community, 3.81 (#50)
- The extent to which I believe Barton develops strategies to identify and address on-going workforce needs, 3.83 (#48)

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

REFERENCES

- Astin, A. W. & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.
- Babbie, E. R. (1990). *Survey research methods* (2nd ed.). Belmont, CA: Wadsworth Publishing.
- Baker, G. A., & Associates. (1992). *Cultural leadership: Inside America's community colleges*. Washington, DC: Community College Press.
- Baker, G. A., & Glass, J. C. (1993). *The McClelland-Atkinson model of motivation*. Unpublished manuscript. University of Texas at Austin.
- Bass, D. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Blanchard, K. (1985). *Situational leadership II*. San Diego: Blanchard Training and Development.
- Bolman, L.G. & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Caison, A. (2005). *PACE survey instrument exploratory factor analysis*. Report, NILIE, Raleigh, North Carolina.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D., McKee, A. & Boyatzis, R. E. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard University Press.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-338.
- Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.
- Likert, R. (1967). *The human organization: Its management and value*. New York: McGraw-Hill.
- Lipman-Blumen, J. (1996). *Connective leadership: Managing in a changing world*. Oxford, UK: Oxford University Press.
- Northouse, P.G. (2004). *Leadership: Theory and practice* (3rd ed). Thousand Oaks, CA: Sage Publications.
- Roueche, J. E., & Baker, G. A. (1987). *Access and excellence: The open-door college*. Washington DC: Community College Press.
- Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Tiu, S. (2001). *Institutional effectiveness in higher education: Factor analysis of the personal assessment of college environment survey instrument*. Unpublished doctoral dissertation, North Carolina State University, Raleigh.
- Yukl, G. S. (2002). *Leadership in organizations* (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.