



National Initiative for Leadership & Institutional Effectiveness

Oklahoma City Community College
Oklahoma City, Oklahoma

Personal Assessment of the College Environment
(PACE)

by

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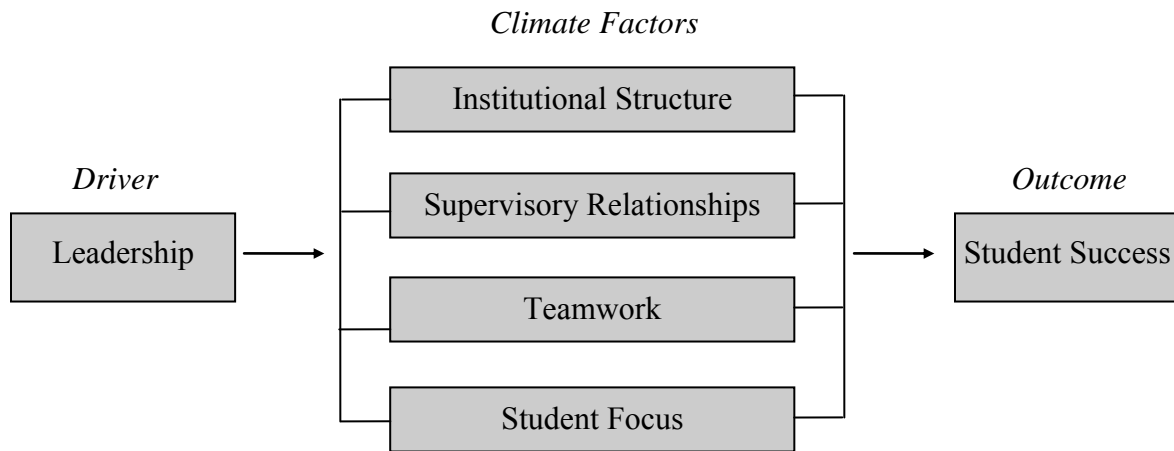
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EXECUTIVE SUMMARY

In October 2010, the Personal Assessment of the College Environment (PACE) survey was administered to 951 employees at Oklahoma City Community College (OCCC). Of those 951 employees, 499 (52.5%) 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 OCCC 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 OCCC 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 Oklahoma City 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 OCCC 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 OCCC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of “1” to a high of “5.” Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). None fell within the Competitive range (rated between 2 and 3). Forty four fell within the Consultative range (rated between 3 and 4), and twelve composite ratings fell within the Collaborative range (rated between 4 and 5).

At OCCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.77 mean score or high Consultative system. The Student Focus category received the highest mean score (4.07), whereas the Institutional Structure category received the lowest mean score (3.58). When respondents were classified according to Personnel Classification at OCCC, the composite ratings were as follows: Full-time faculty (3.76), Part-time faculty (adjunct) (4.12), Full-time Exempt staff (salaried, professional) (3.72), Full-time Nonexempt staff (hourly, classified) (3.42), and Part-time staff (Exempt or Nonexempt) (3.84).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.31 (#8)
- The extent to which students receive an excellent education at this institution, 4.19 (#31)
- The extent to which this institution prepares students for further learning, 4.17 (#37)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.17 (#18)
- The extent to which this institution prepares students for a career, 4.14 (#35)
- The extent to which student needs are central to what we do, 4.10 (#7)
- The extent to which the actions of this institution reflect its mission, 4.07 (#1)
- The extent to which students are satisfied with their educational experience at this institution, 4.06 (#42)
- The extent to which faculty meet the needs of the students, 4.04 (#17)
- The extent to which my supervisor expresses confidence in my work, 4.04 (#2)

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

- The extent to which I have the opportunity for advancement within this institution, 3.05 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.15 (#15)
- The extent to which information is shared within this institution, 3.32 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.35 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.47 (#16)
- The extent to which institutional teams use problem-solving techniques, 3.47 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.49 (#22)
- The extent to which this institution is appropriately organized, 3.52 (#32)
- The extent to which a spirit of cooperation exists at this institution, 3.53 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.59 (#44)

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

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LEADERSHIP RESEARCH

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

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

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

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

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

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

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

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

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

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

Table 1. NILIE Four Systems Model

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

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

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

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

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

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

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help Oklahoma City 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 Oklahoma City Community College.

METHOD

Population

In October 2010, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Oklahoma City Community College. Of the 951 employees administered the instrument, 499 (52.5%) completed and returned the instrument for analysis. Of those 499 employees, 270 (54.1%) 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 OCCC 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 Effectiveness Office of OCCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of OCCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for three weeks. 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 OCCC was also included in the administration of the instrument. A total of 56 items were included in the PACE survey, as well as a series of questions ascertaining the demographic status of respondents.

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

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of OCCC 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 2008 to July 2010 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2008 to July 2010 (n=16,342)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.95
Teamwork	0.93
Student Focus	0.91
Overall (1-46)	0.98

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

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

The Fall 2005 revision of the PACE instrument reflects the findings of Tiu and Caison. Both studies indicated the need to modify the constructs or domains of the prior instrument. Several questions were dropped as they did not contribute to the constructs. However, the remaining questions were not changed, just rearranged. The new factors are more specific and more accurately reflect a unified theme. The factors are: institutional organization, supervisory relationship, teamwork, and student focus.

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from OCCC's 2008 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

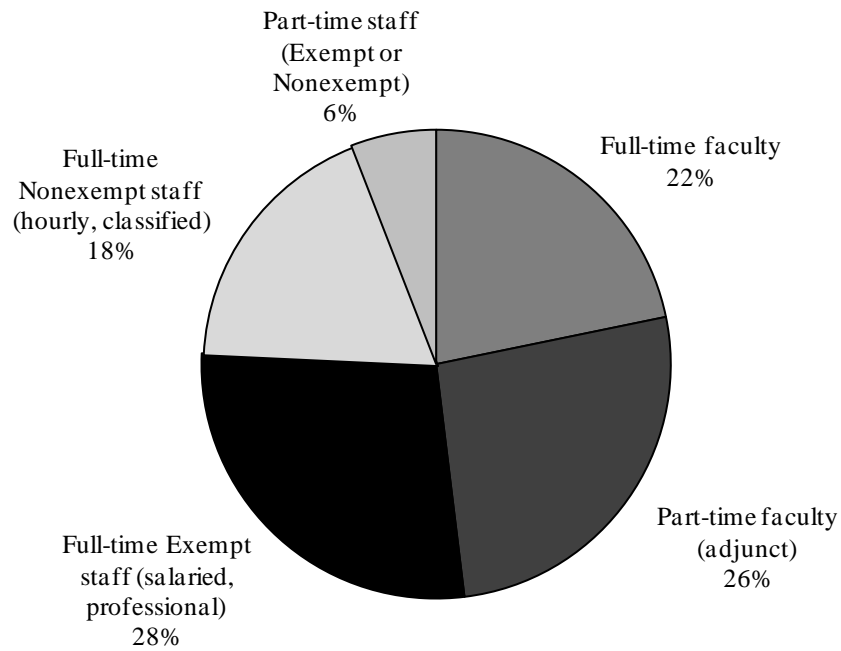
Respondent Characteristics

Of the 951 OCCC employees administered the survey, 499 (52.5%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Refer to Table 3 and Figure 2. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Full-time faculty	154	96	62.3%
Part-time faculty (adjunct)	350	116	33.1%
Full-time Exempt staff (salaried, professional)	191	122	63.9%
Full-time Nonexempt staff (hourly, classified)	172	81	47.1%
Part-time staff (Exempt or Nonexempt)	84	26	31.0%
Did not respond		58	
Total	951	499	52.5%

Figure 2. Proportion of Total Responses by Personnel Classification



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

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

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2008 # of Responses	2008 % of Responses	2010 # of Responses	2010 % of Responses
What is your personnel classification:				
Full-time faculty	112	24.1%	96	19.2%
Part-time faculty (adjunct)	85	18.3%	116	23.3%
Full-time exempt staff (salaried, professional)	141	30.4%	122	24.5%
Full-time Nonexempt staff (hourly, classified)	104	22.4%	81	16.2%
Part-time staff (Exempt or Nonexempt)	15	3.2%	26	5.2%
Did not respond	7	1.5%	58	11.6%
How many years have you worked for the college:				
Less than 1 year	45	9.7%	46	9.2%
1-4 years	156	33.6%	134	26.9%
5-9 years	100	21.6%	118	23.7%
10-14 years	60	12.9%	51	10.2%
15-19 years	41	8.8%	38	7.6%
20 or more years	49	10.6%	53	10.6%
Did not respond	13	2.8%	59	11.8%
Please identify your Administrative Unit:				
Student Services (Dr. Marion Paden)	77	16.6%	72	14.4%
President's Office, Planning & Research, Institutional Advancement, Institutional Effectiveness, General Counsel	18	3.9%	21	4.2%
Information and Technology Services (Mr. Dave Anderson)	12	2.6%	17	3.4%
Human Resources & Support Services (Mr. Gary Lombard)	25	5.4%	13	2.6%
Community Development (Dr. Steven Bloomberg)	22	4.7%	14	2.8%
Business and Finance (Dr. John Boyd)	36	7.8%	35	7.0%
Academic Affairs (Dr. Felix Aquino)	235	50.7%	254	50.9%
Did not respond	39	8.4%	73	14.6%

Table 4. Continued.

Demographic Variable	2008 # of Responses	2008 % of Responses	2010 # of Responses	2010 % of Responses
If you are in an Academic Division as part of Academic Affairs, please check one of the following:				
Information Technology	14	3.0%	14	2.8%
Science and Mathematics	62	13.4%	62	12.4%
Business	21	4.5%	10	2.0%
Social Sciences	30	6.5%	26	5.2%
Arts and Humanities	69	14.9%	115	23.1%
Health Professions	36	7.8%	24	4.8%
Did not respond	232	50.0%	248	49.7%
What would be the most important method OCCC could implement to promote diversity:				
Staff training	102	22.0%	91	18.2%
Hiring practices	116	25.0%	133	26.7%
Student recruitment	77	16.6%	85	17.0%
Public displays (artwork, pictures, posters)	65	14.0%	70	14.0%
Other	75	16.2%	39	7.8%
Did not respond	29	6.3%	81	16.2%
What is the most effective form of communication for you to hear about activities at OCCC:				
The Communicator	85	18.3%	57	11.4%
Pioneer	42	9.1%	27	5.4%
Meetings within your department	98	21.1%	74	14.8%
Emails from supervisor	173	37.3%	188	37.7%
Employee website	41	8.8%	61	12.2%
Other	19	4.1%	31	6.2%
Did not respond	6	1.3%	61	12.2%
Which one of the following items has the most positive effect on your working environment:				
Organizational Structure	20	4.3%	35	7.0%
Supervisory Relationship	165	35.6%	141	28.3%
Teamwork	145	31.3%	117	23.5%
Student Focus	122	26.3%	148	29.7%
Did not respond	12	2.6%	58	11.6%

Table 4. Continued.

Demographic Variable	2008 # of Responses	2008 % of Responses	2010 # of Responses	2010 % of Responses
Would you recommend OCCC as a place of employment to family and friends:				
Yes	402	86.6%	388	77.8%
No	45	9.7%	51	10.2%
Did not respond	17	3.7%	60	12.0%

Comparative Analysis: Overall

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

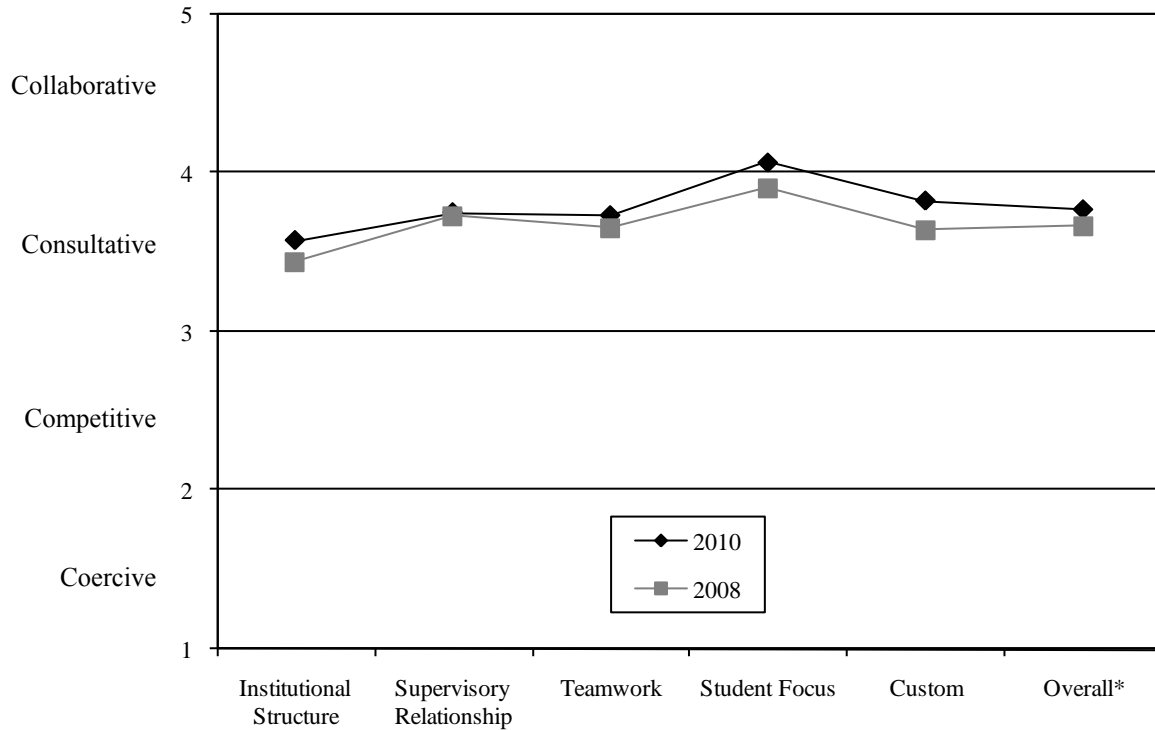
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.07), which represented a lower-range of the Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.58) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. (See also Figure 3). When compared to the revised 2008 OCCC mean scores, the OCCC 2010 mean scores increased.

Table 5. Oklahoma City Community College Climate as Rated by All Employees

Factor	2008 OCCC	2010 OCCC
Institutional Structure	3.44	3.58
Supervisory Relationships	3.74	3.75
Teamwork	3.66	3.73
Student Focus	3.91	4.07
Overall*	3.67	3.77

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

Figure 3. Oklahoma City Community College Climate as Rated by All Employees Combined Using Composite Averages



In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0) or the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-four fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 12 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=44) 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 3.77 as indicated in Figure 3.

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

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

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure		2008 Mean (SD)	2010 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.98 (0.88)	4.07 (0.91)
4	The extent to which decisions are made at the appropriate level at this institution	3.16 (1.10)	3.35 (1.26)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.73 (1.00)	3.89 (1.02)*
6	The extent to which administrative leadership is focused on meeting the needs of students	3.85 (1.03)	3.95 (1.11)
10	The extent to which information is shared within the institution	3.12 (1.23)	3.32 (1.32)*
11	The extent to which institutional teams use problem-solving techniques	3.24 (1.07)	3.47 (1.04)*
15	The extent to which I am able to appropriately influence the direction of this institution	3.18 (1.12)	3.15 (1.21)
16	The extent to which open and ethical communication is practiced at this institution	3.35 (1.14)	3.47 (1.23)
22	The extent to which this institution has been successful in positively motivating my performance	3.41 (1.24)	3.49 (1.26)
25	The extent to which a spirit of cooperation exists at this institution	3.30 (1.19)	3.53 (1.22)*
29	The extent to which institution-wide policies guide my work	3.63 (0.95)	3.80 (0.99)*
32	The extent to which this institution is appropriately organized	3.33 (1.14)	3.52 (1.19)*
38	The extent to which I have the opportunity for advancement within this institution	3.16 (1.24)	3.05 (1.30)
41	The extent to which I receive adequate information regarding important activities at this institution	3.61 (1.06)	3.82 (1.10)*
44	The extent to which my work is guided by clearly defined administrative processes	3.54 (1.09)	3.59 (1.15)
Mean Total		3.44 (0.84)	3.58 (0.92)*

* T-test results indicate a significant difference between the 2008 mean and the 2010 mean ($\alpha=0.05$)

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2008 Mean (SD)	2010 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.08 (1.12)	4.04 (1.15)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.96 (1.22)	3.89 (1.29)
12	The extent to which positive work expectations are communicated to me	3.63 (1.13)	3.75 (1.13)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.58 (1.05)	3.67 (1.02)
20	The extent to which I receive timely feedback for my work	3.67 (1.10)	3.63 (1.19)
21	The extent to which I receive appropriate feedback for my work	3.73 (1.09)	3.68 (1.13)
26	The extent to which my supervisor actively seeks my ideas	3.74 (1.22)	3.63 (1.28)
27	The extent to which my supervisor seriously considers my ideas	3.79 (1.20)	3.69 (1.27)
30	The extent to which work outcomes are clarified for me	3.62 (1.03)	3.69 (1.12)
34	The extent to which my supervisor helps me to improve my work	3.71 (1.13)	3.68 (1.21)
39	The extent to which I am given the opportunity to be creative in my work	3.87 (1.12)	3.84 (1.22)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.55 (1.10)	3.64 (1.21)
46	The extent to which professional development and training opportunities are available	3.63 (1.14)	3.84 (1.18)*
Mean Total		3.74 (0.93)	3.75 (1.02)

Table 8. Comparative Mean Responses: Teamwork

Teamwork		2008 Mean (SD)	2010 Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	3.65 (1.22)	3.75 (1.21)
14	The extent to which my primary work team uses problem-solving techniques	3.61 (1.09)	3.71 (1.09)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.66 (1.14)	3.70 (1.19)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.72 (1.18)	3.74 (1.20)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.66 (1.03)	3.83 (1.06)*
43	The extent to which a spirit of cooperation exists in my department	3.64 (1.22)	3.70 (1.25)
Mean Total		3.66 (1.00)	3.73 (1.04)

* T-test results indicate a significant difference between the 2008 mean and the 2010 mean ($\alpha=0.05$)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2008 Mean (SD)	2010 Mean (SD)
7 The extent to which student needs are central to what we do	3.91 (0.99)	4.10 (1.03)*
8 The extent to which I feel my job is relevant to this institution's mission	4.27 (0.81)	4.31 (0.96)
17 The extent to which faculty meet the needs of students	3.93 (0.81)	4.04 (0.88)*
18 The extent to which student ethnic and cultural diversity are important at this institution	4.02 (0.84)	4.17 (0.86)*
19 The extent to which students' competencies are enhanced	3.78 (0.84)	3.96 (0.92)*
23 The extent to which non-teaching professional personnel meet the needs of the students	3.64 (0.99)	3.86 (1.00)*
28 The extent to which classified personnel meet the needs of the students	3.66 (0.86)	3.89 (0.91)*
31 The extent to which students receive an excellent education at this institution	4.06 (0.79)	4.19 (0.84)*
35 The extent to which this institution prepares students for a career	4.03 (0.76)	4.14 (0.83)*
37 The extent to which this institution prepares students for further learning	4.01 (0.80)	4.17 (0.82)*
40 The extent to which students are assisted with their personal development	3.76 (0.82)	3.99 (0.85)*
42 The extent to which students are satisfied with their educational experience at this institution	3.92 (0.69)	4.06 (0.71)*
Mean Total	3.91 (0.58)	4.07 (0.67)*
Overall	3.67 (0.73)	3.77 (0.82)

* T-test results indicate a significant difference between the 2008 mean and the 2010 mean ($\alpha=0.05$)

Table 10. Comparative Mean Responses: Customized

Customized	2008 Mean (SD)	2010 Mean (SD)
47 The extent to which professional development sessions have been informative and valuable	3.44 (1.06)	3.61 (1.08)*
48 The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.48 (1.10)	3.52 (1.14)
49 The extent to which I routinely use tools or processes to evaluate the effectiveness of my work/class	3.64 (0.90)	3.83 (0.94)*
50 The extent to which I am informed of the Achieving the Dream activities	3.42 (1.07)	3.52 (1.15)
51 The extent to which I recommend enrolling at OCCC to my family and friends	4.22 (0.85)	4.28 (0.87)
52 The extent to which I believe OCCC implements effective cost saving measures	3.49 (1.13)	3.72 (1.20)*
53 The extent to which tools and technology are available for me to perform my job	3.86 (1.09)	4.04 (1.06)*
54 The extent to which OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.)	3.67 (0.93)	3.98 (0.95)*
55 The extent to which students consider themselves a part of the college	3.61 (0.89)	3.92 (0.91)*
56 The extent to which OCCC faculty and staff promote students taking responsibility for their education	3.66 (1.01)	3.93 (1.04)*

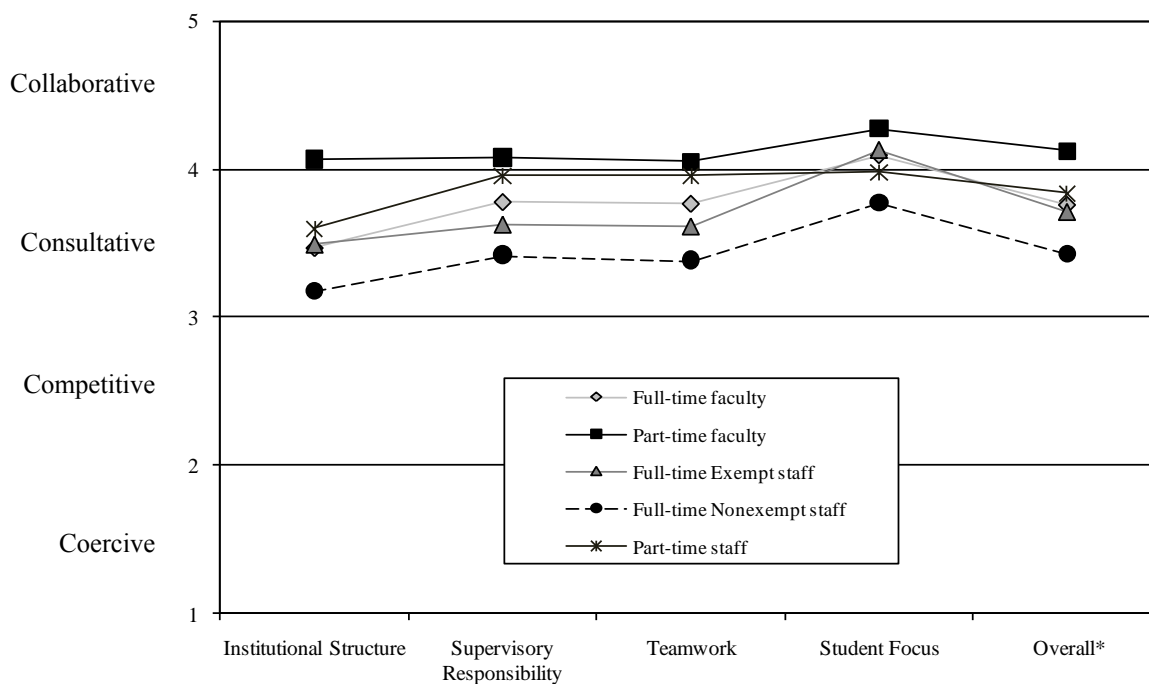
* T-test results indicate a significant difference between the 2008 mean and the 2010 mean ($\alpha=0.05$)

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Part-time faculty rated the four normative factors most favorable (4.12), whereas the Full-time Nonexempt staff rated the four normative factors least favorable (3.42). See also Table 11.

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

Figure 4. Mean Climate Scores as Rated by Personnel Classifications at Oklahoma City Community College.



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

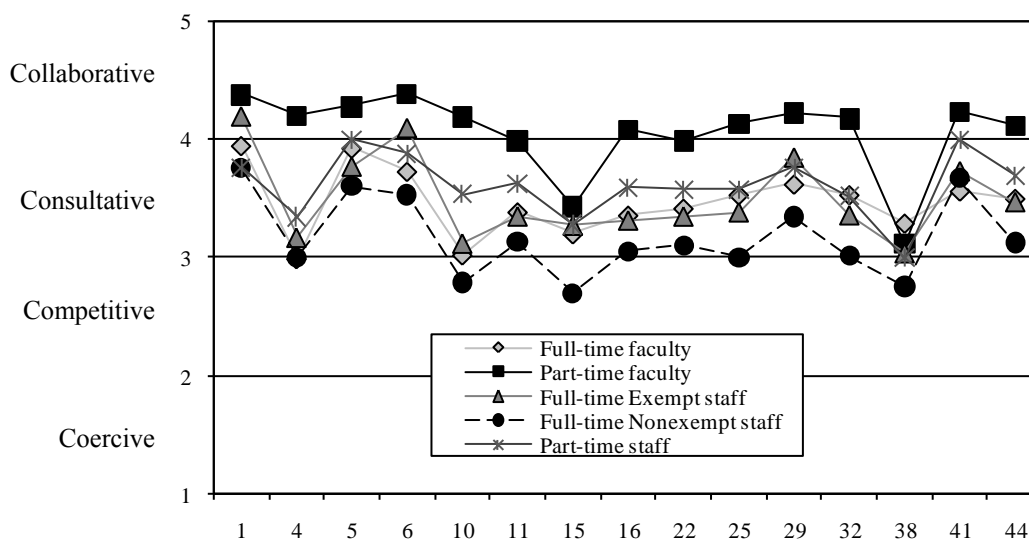
Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Overall*
Full-time faculty					
2008	3.48	3.92	3.79	3.95	3.77
2010	3.47	3.78	3.77	4.09	3.76
Part-time faculty					
2008	3.81	3.92	3.85	4.07	3.92
2010	4.07	4.08	4.06	4.27	4.12
Full-time Exempt staff					
2008	3.37	3.57	3.57	3.88	3.58
2010	3.50	3.63	3.62	4.13	3.72
Full-time Nonexempt staff					
2008	3.20	3.56	3.38	3.81	3.48
2010	3.18	3.42	3.39	3.77	3.42
Part-time staff					
2008	3.64	4.06	4.10	3.85	3.88
2010	3.60	3.96	3.96	3.98	3.84

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

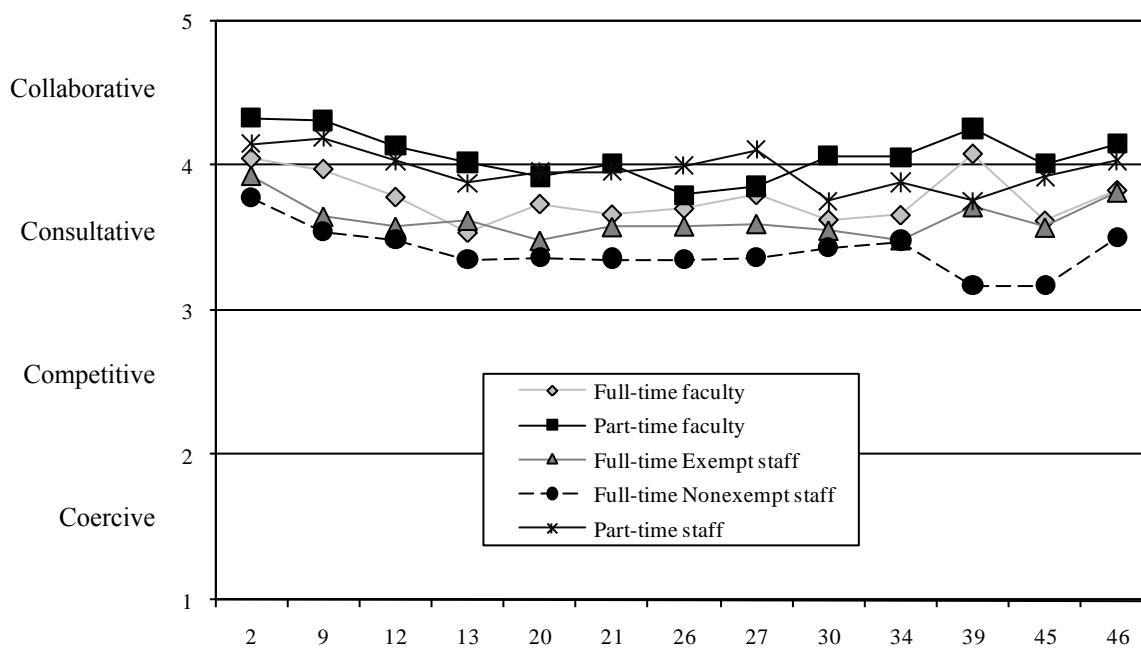
Institutional Structure		Full-time faculty	Part-time faculty	Full-time exempt staff	Full-time Nonexempt staff	Part-time staff
1	The extent to which the actions of this institution reflect its mission	3.95	4.38	4.19	3.75	3.77
4	The extent to which decisions are made at the appropriate level at this institution	2.99	4.20	3.17	3.00	3.35
5	The extent to which the institution effectively promotes diversity in the workplace	3.93	4.28	3.77	3.61	4.00
6	The extent to which administrative leadership is focused on meeting the needs of students	3.73	4.39	4.09	3.53	3.88
10	The extent to which information is shared within this institution	3.02	4.19	3.12	2.79	3.54
11	The extent to which institutional teams use problem-solving techniques	3.39	3.99	3.35	3.13	3.63
15	The extent to which I am able to appropriately influence the direction of this institution	3.20	3.43	3.27	2.70	3.28
16	The extent to which open and ethical communication is practiced at this institution	3.36	4.09	3.32	3.05	3.60
22	The extent to which this institution has been successful in positively motivating my performance	3.42	3.99	3.35	3.10	3.58
25	The extent to which a spirit of cooperation exists at this institution	3.53	4.13	3.39	3.00	3.58
29	The extent to which institution-wide policies guide my work	3.62	4.23	3.84	3.34	3.76
32	The extent to which this institution is appropriately organized	3.53	4.18	3.36	3.01	3.52
38	The extent to which I have the opportunity for advancement within this institution	3.29	3.12	3.04	2.75	3.00
41	The extent to which I receive adequate information regarding important activities at this institution	3.56	4.24	3.73	3.67	4.00
44	The extent to which my work is guided by clearly defined administrative processes	3.50	4.11	3.47	3.13	3.69

Figure 5. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Oklahoma City Community College



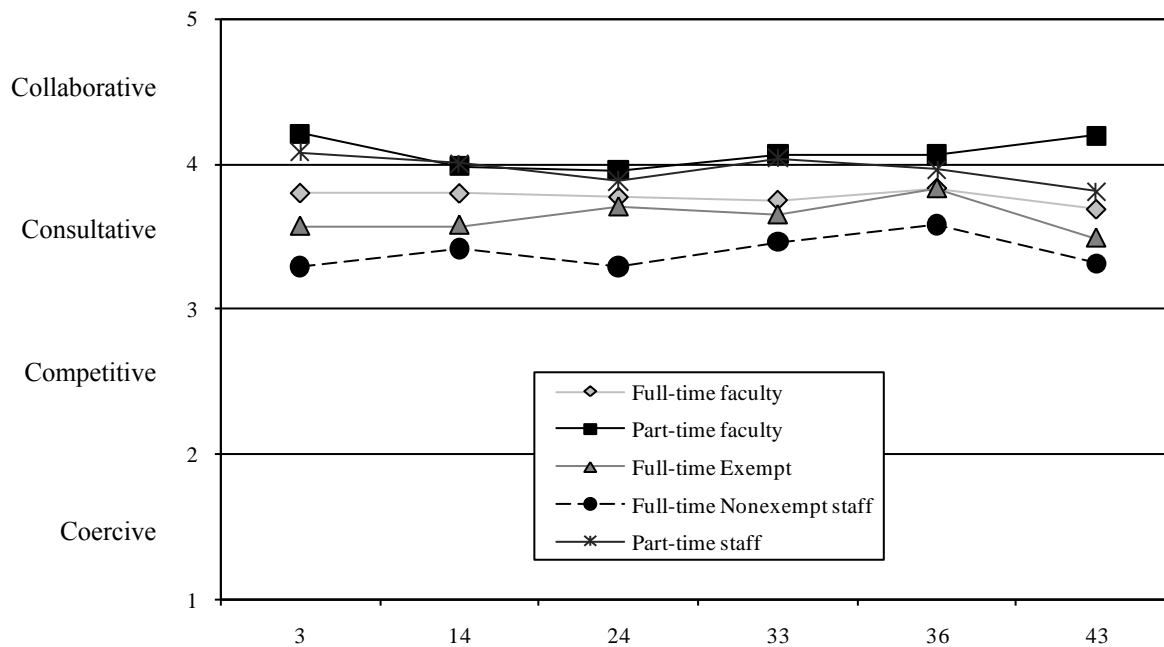
Supervisory Relationships		Full-time faculty	Part-time faculty	Full-time exempt staff	Full-time Nonexempt staff	Part-time staff
2	The extent to which my supervisor expresses confidence in my work	4.05	4.33	3.93	3.78	4.15
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.98	4.31	3.65	3.54	4.19
12	The extent to which positive work expectations are communicated to me	3.79	4.14	3.58	3.49	4.04
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54	4.03	3.63	3.36	3.88
20	The extent to which I receive timely feedback for my work	3.74	3.93	3.49	3.37	3.96
21	The extent to which I receive appropriate feedback for my work	3.67	4.02	3.58	3.36	3.96
26	The extent to which my supervisor actively seeks my ideas	3.71	3.80	3.59	3.35	4.00
27	The extent to which my supervisor seriously considers my ideas	3.80	3.86	3.60	3.36	4.12
30	The extent to which work outcomes are clarified for me	3.63	4.07	3.56	3.44	3.76
34	The extent to which my supervisor helps me to improve my work	3.66	4.06	3.49	3.48	3.88
39	The extent to which I am given the opportunity to be creative in my work	4.08	4.26	3.72	3.18	3.76
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.63	4.02	3.58	3.18	3.92
46	The extent to which professional development and training opportunities are available	3.83	4.16	3.82	3.51	4.04

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



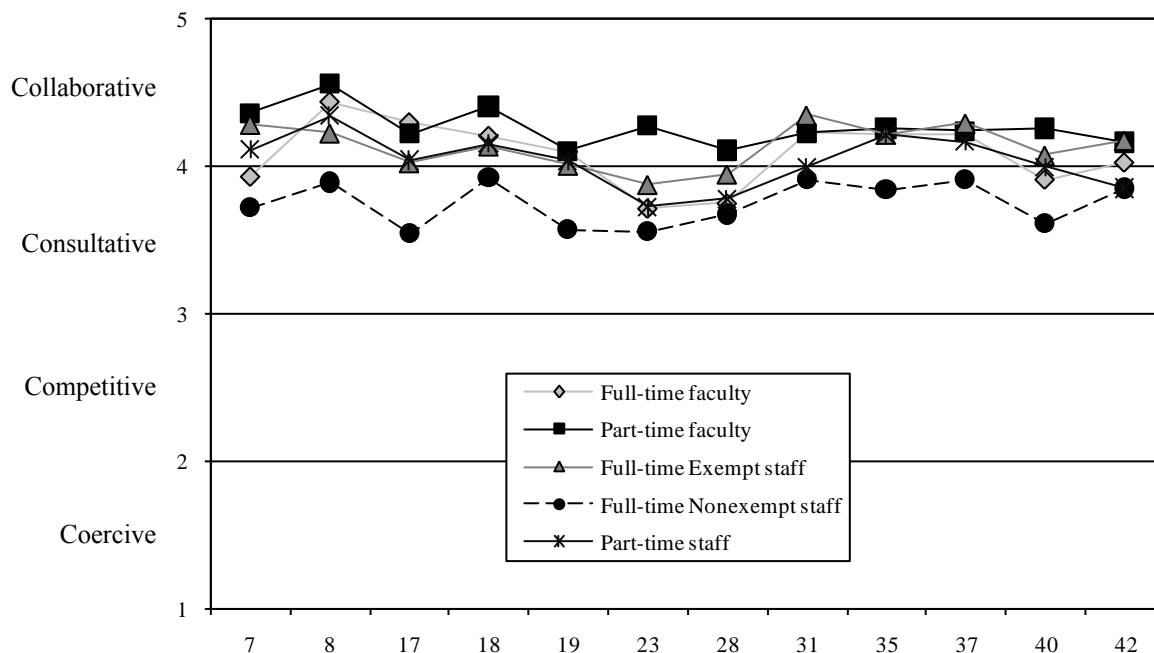
Teamwork		Full-time faculty	Part-time faculty	Full-time exempt staff	Full-time Nonexempt staff	Part-time staff
3	The extent to which there is a spirit of cooperation within my work team	3.80	4.21	3.57	3.29	4.08
14	The extent to which my primary work team uses problem-solving techniques	3.80	3.98	3.57	3.41	4.00
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.77	3.95	3.70	3.29	3.88
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.75	4.07	3.64	3.46	4.04
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.83	4.06	3.83	3.58	3.96
43	The extent to which a spirit of cooperation exists in my department	3.69	4.19	3.48	3.31	3.81

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



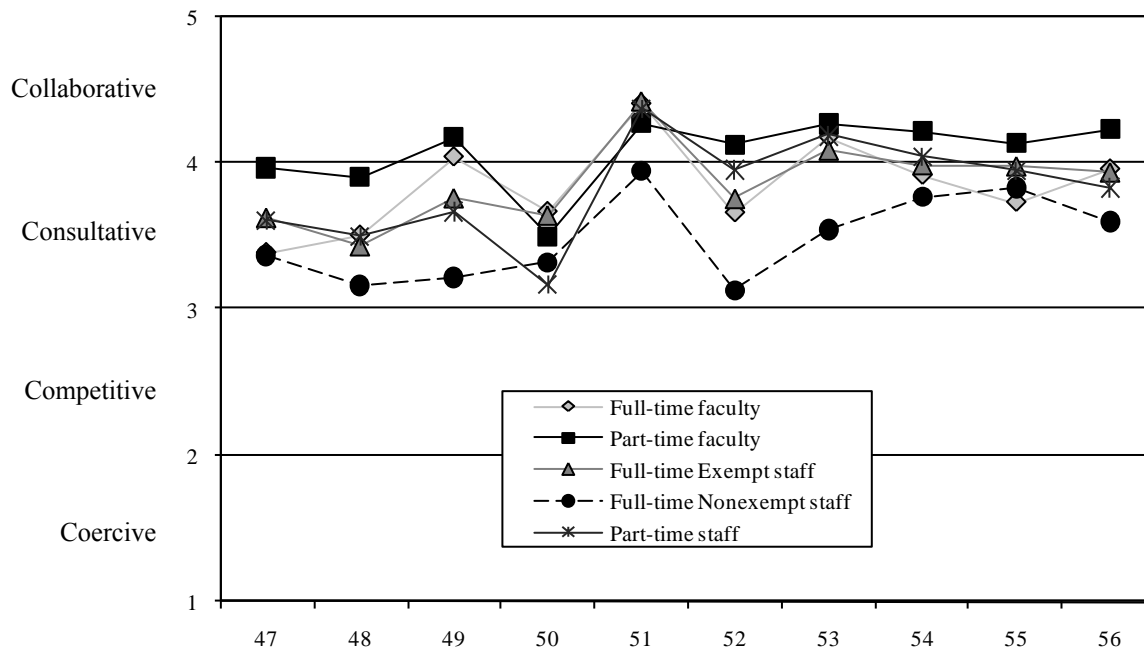
Student Focus		Full-time faculty	Part-time faculty	Full-time exempt staff	Full-time Nonexempt staff	Part-time staff
7	The extent to which student needs are central to what we do	3.94	4.37	4.29	3.73	4.12
8	The extent to which I feel my job is relevant to this institution's mission	4.44	4.56	4.23	3.89	4.35
17	The extent to which faculty meet the needs of the students	4.30	4.23	4.03	3.55	4.05
18	The extent to which student ethnic and cultural diversity are important at this institution	4.21	4.41	4.14	3.92	4.16
19	The extent to which students' competencies are enhanced	4.10	4.11	4.01	3.57	4.04
23	The extent to which non-teaching professional personnel meet the needs of the students	3.72	4.28	3.88	3.56	3.73
28	The extent to which classified personnel meet the needs of the students	3.76	4.12	3.95	3.68	3.78
31	The extent to which students receive an excellent education at this institution	4.24	4.23	4.35	3.91	4.00
35	The extent to which this institution prepares students for a career	4.22	4.26	4.22	3.85	4.22
37	The extent to which this institution prepares students for further learning	4.23	4.24	4.30	3.91	4.17
40	The extent to which students are assisted with their personal development	3.92	4.27	4.08	3.61	4.00
42	The extent to which students are satisfied with their educational experience at this institution	4.03	4.17	4.18	3.85	3.86

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



Customized		Full-time faculty	Part-time faculty	Full-time exempt staff	Full-time Nonexempt staff	Part-time staff
47	The extent to which professional development sessions have been informative and valuable	3.39	3.97	3.63	3.37	3.61
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.51	3.91	3.44	3.17	3.50
49	The extent to which I routinely use tools or processes to evaluate the effectiveness of my work/class	4.04	4.18	3.76	3.22	3.67
50	The extent to which I am informed of the Achieving the Dream activities	3.67	3.50	3.65	3.33	3.17
51	The extent to which I recommend enrolling at OCCC to my family and friends	4.41	4.28	4.43	3.95	4.38
52	The extent to which I believe OCCC implements effective cost saving measures	3.66	4.13	3.76	3.14	3.96
53	The extent to which tools and technology are available for me to perform my job	4.18	4.27	4.09	3.55	4.19
54	The extent to which OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.)	3.92	4.22	3.99	3.77	4.05
55	The extent to which students consider themselves a part of the college	3.73	4.14	3.98	3.83	3.95
56	The extent to which OCCC faculty and staff promote students taking responsibility for their education	3.96	4.24	3.94	3.61	3.83

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



Tables 12 through 16 contain the top ten priorities for discussion for each Personnel Classification among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Oklahoma City Community College.

Table 12. Priorities for Change: Full-time faculty

Area to Change		Mean
4	The extent to which decisions are made at the appropriate level at this institution	2.99
10	The extent to which information is shared within this institution	3.02
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	3.29
16	The extent to which open and ethical communication is practiced at this institution	3.36
11	The extent to which institutional teams use problem-solving techniques	3.39
22	The extent to which this institution has been successful in positively motivating my performance	3.42
44	The extent to which my work is guided by clearly defined administrative processes	3.50
32	The extent to which this institution is appropriately organized	3.53
25	The extent to which a spirit of cooperation exists at this institution	3.53
Area to Change—Customized		Mean
47	The extent to which professional development sessions have been informative and valuable	3.39
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.51
52	The extent to which I believe OCCC implements effective cost saving measures	3.66

Table 13. Priorities for Change: Part-time faculty (adjunct)

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.12
15	The extent to which I am able to appropriately influence the direction of this institution	3.43
26	The extent to which my supervisor actively seeks my ideas	3.80
27	The extent to which my supervisor seriously considers my ideas	3.86
20	The extent to which I receive timely feedback for my work	3.93
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.95
14	The extent to which my primary work team uses problem-solving techniques	3.98
11	The extent to which institutional teams use problem-solving techniques	3.99
22	The extent to which this institution has been successful in positively motivating my performance	3.99
45	The extent to which I have the opportunity to express my ideas in appropriate forums	4.02
21	The extent to which I receive appropriate feedback for my work	4.02
Area to Change—Customized		
50	The extent to which I am informed of the Achieving the Dream activities	3.50
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.91
47	The extent to which professional development sessions have been informative and valuable	3.97

Table 14. Priorities for Change: Full-time Exempt staff (salaried, professional)

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.04
10	The extent to which information is shared within this institution	3.12
4	The extent to which decisions are made at the appropriate level at this institution	3.17
15	The extent to which I am able to appropriately influence the direction of this institution	3.27
16	The extent to which open and ethical communication is practiced at this institution	3.32
22	The extent to which this institution has been successful in positively motivating my performance	3.35
11	The extent to which institutional teams use problem-solving techniques	3.35
32	The extent to which this institution is appropriately organized	3.36
25	The extent to which a spirit of cooperation exists at this institution	3.39
44	The extent to which my work is guided by clearly defined administrative processes	3.47
Area to Change—Customized		Mean
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.44
47	The extent to which professional development sessions have been informative and valuable	3.63
50	The extent to which I am informed of the Achieving the Dream activities	3.65

Table 15. Priorities for Change: Full-time Nonexempt staff (hourly, classified)

Area to Change		Mean
15	The extent to which I am able to appropriately influence the direction of this institution	2.70
38	The extent to which I have the opportunity for advancement within this institution	2.75
10	The extent to which information is shared within this institution	2.79
4	The extent to which decisions are made at the appropriate level at this institution	3.00
25	The extent to which a spirit of cooperation exists at this institution	3.00
32	The extent to which this institution is appropriately organized	3.01
16	The extent to which open and ethical communication is practiced at this institution	3.05
22	The extent to which this institution has been successful in positively motivating my performance	3.10
44	The extent to which my work is guided by clearly defined administrative processes	3.13
11	The extent to which institutional teams use problem-solving techniques	3.13
Area to Change—Customized		Mean
52	The extent to which I believe OCCC implements effective cost saving measures	3.14
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.17
49	The extent to which I routinely use tools or processes to evaluate the effectiveness of my work/class	3.22

Table 16. Priorities for Change: Part-time staff (Exempt or Nonexempt)

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.00
15	The extent to which I am able to appropriately influence the direction of this institution	3.28
4	The extent to which decisions are made at the appropriate level at this institution	3.35
32	The extent to which this institution is appropriately organized	3.52
10	The extent to which information is shared within this institution	3.54
22	The extent to which this institution has been successful in positively motivating my performance	3.58
25	The extent to which a spirit of cooperation exists at this institution	3.58
16	The extent to which open and ethical communication is practiced at this institution	3.60
11	The extent to which institutional teams use problem-solving techniques	3.63
44	The extent to which my work is guided by clearly defined administrative processes	3.69
Area to Change—Customized		Mean
50	The extent to which I am informed of the Achieving the Dream activities	3.17
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.50
47	The extent to which professional development sessions have been informative and valuable	3.61

Comparative Analysis: Demographic Classifications

As depicted in Table 17, Part-time faculty rated the climate highest within its demographic group (4.12). In terms of length of employment, those individuals with less than 1 year of employment rated the climate highest (3.93). Full-time Nonexempt staff rated the climate lowest within its demographic group (3.42), while respondents with 10-14 years of employment rated the climate lowest with a composite rating of 3.57.

Table 17. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Overall*
What is your personnel classification:					
Full-time faculty	3.47	3.78	3.77	4.09	3.76
Part-time faculty (adjunct)	4.07	4.08	4.06	4.27	4.12
Full-time Exempt staff (salaried, professional)	3.50	3.63	3.62	4.13	3.72
Full-time Nonexempt staff (hourly, classified)	3.18	3.42	3.39	3.77	3.42
Part-time staff (Exempt or Nonexempt)	3.60	3.96	3.96	3.98	3.84
How many years have you worked for the college:					
Less than 1 year	3.88	3.79	3.88	4.18	3.93
1-4 years	3.66	3.78	3.71	4.03	3.80
5-9 years	3.64	3.81	3.76	4.14	3.83
10-14 years	3.27	3.53	3.62	3.94	3.57
15-19 years	3.40	3.64	3.63	4.11	3.68
20 or more years	3.50	3.94	3.95	4.14	3.85
Please identify your Administrative Unit:					
Student Services (Dr. Marion Paden)	3.39	3.44	3.41	3.98	3.56
President's Office, Planning & Research, Institutional Advancement, Institutional Effectiveness, General Counsel	3.40	3.58	3.70	3.98	3.64
Information and Technology Services (Mr. Dave Anderson)	3.24	3.78	3.69	3.92	3.63
Human Resource & Support Services (Mr. Gary Lombard)	4.03	4.43	4.45	4.37	4.29
Community Development (Dr. Steven Bloomberg)	4.04	4.03	4.10	4.32	4.12
Business and Finance (Dr. John Boyd)	2.89	2.95	2.91	3.71	3.11
Academic Affairs (Dr. Felix Aquino)	3.71	3.92	3.89	4.14	3.91

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

Table 17. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Overall*
If you are in an Academic Division as part of Academic Affairs, please check one of the following:					
Information Technology	3.48	3.97	3.75	4.04	3.80
Science and Mathematics	3.66	3.86	3.88	4.08	3.85
Business	3.60	4.13	4.28	4.38	4.04
Social Sciences	3.84	4.05	3.88	4.14	3.98
Arts and Humanities	3.88	4.03	4.05	4.20	4.03
Health Professions	3.56	3.56	3.44	4.18	3.71

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

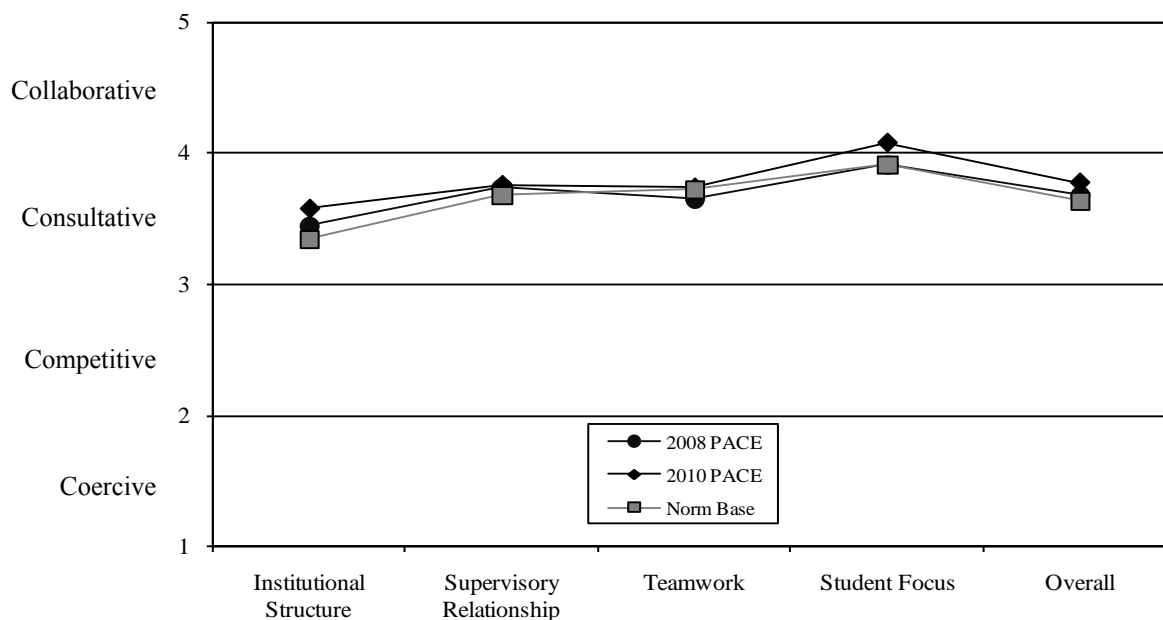
Comparative Analysis: Norm Base

Table 18 and Figure 10 show how OCCC compares with the NILIE PACE Norm Base, which includes approximately 60 different climate studies conducted at two 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 OCCC. Table 18 and Figure 10 also show how the current administration of the PACE survey at OCCC compares with the 2008 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 18. Oklahoma City Community College Climate compared with the NILIE PACE Norm Base

	OCCC 2008	OCCC 2010	Norm Base*
Institutional Structure	3.44	3.58	3.34
Supervisory Relationships	3.74	3.75	3.67
Teamwork	3.66	3.73	3.72
Student Focus	3.91	4.07	3.91
Overall	3.67	3.77	3.63

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



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

Tables 19-22 shows how OCCC compares question by question to the PACE Norm Base maintained by NILIE.

Table 19. Institutional Structure Mean Scores Compared to the NILIE Norm Base

Institutional Structure		OCCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	4.07*	3.75
4	The extent to which decisions are made at the appropriate level at this institution	3.35*	3.10
5	The extent to which the institution effectively promotes diversity in the workplace	3.89*	3.70
6	The extent to which administrative leadership is focused on meeting the needs of students	3.95*	3.60
10	The extent to which information is shared within the institution	3.32*	3.03
11	The extent to which institutional teams use problem-solving techniques	3.47*	3.19
15	The extent to which I am able to appropriately influence the direction of this institution	3.15	3.09
16	The extent to which open and ethical communication is practiced at this institution	3.47*	3.22
22	The extent to which this institution has been successful in positively motivating my performance	3.49*	3.34
25	The extent to which a spirit of cooperation exists at this institution	3.53*	3.24
29	The extent to which institution-wide policies guide my work	3.80*	3.55
32	The extent to which this institution is appropriately organized	3.52*	3.17
38	The extent to which I have the opportunity for advancement within this institution	3.05	3.12
41	The extent to which I receive adequate information regarding important activities at this institution	3.82*	3.58
44	The extent to which my work is guided by clearly defined administrative processes	3.59*	3.34
Mean Total		3.58*	3.34

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

Table 20. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

Supervisory Relationships		OCCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.04	4.04
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.89	3.93
12	The extent to which positive work expectations are communicated to me	3.75*	3.54
13	The extent to which unacceptable behaviors are identified and communicated to me	3.67*	3.50
20	The extent to which I receive timely feedback for my work	3.63	3.56
21	The extent to which I receive appropriate feedback for my work	3.68	3.58
26	The extent to which my supervisor actively seeks my ideas	3.63	3.66
27	The extent to which my supervisor seriously considers my ideas	3.69	3.73
30	The extent to which work outcomes are clarified for me	3.69*	3.51
34	The extent to which my supervisor helps me to improve my work	3.68	3.65
39	The extent to which I am given the opportunity to be creative in my work	3.84	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.64	3.54
46	The extent to which professional development and training opportunities are available	3.84*	3.59
Mean Total		3.75	3.67

Table 21. Teamwork Mean Scores Compared to the NILIE Norm Base

Teamwork		OCCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.75	3.81
14	The extent to which my primary work team uses problem-solving techniques	3.71	3.70
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.70	3.69
33	The extent to which my work team provides an environment for free and open expression	3.74	3.73
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.83*	3.70
43	The extent to which a spirit of cooperation exists in my department	3.70	3.74
Mean Total		3.73	3.72

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

Table 22. Student Focus Mean Scores Compared to the NILIE Norm Base

Student Focus	OCCC Mean	Norm Base
7 The extent to which student needs are central to what we do	4.10*	3.72
8 The extent to which I feel my job is relevant to this institution's mission	4.31	4.28
17 The extent to which faculty meet the needs of students	4.04*	3.91
18 The extent to which student ethnic and cultural diversity are important at this institution	4.17*	3.89
19 The extent to which students' competencies are enhanced	3.96*	3.80
23 The extent to which non-teaching professional personnel meet the needs of the students	3.86	3.82
28 The extent to which classified personnel meet the needs of the students	3.89*	3.77
31 The extent to which students receive an excellent education at this institution	4.19*	4.07
35 The extent to which this institution prepares students for a career	4.14*	4.01
37 The extent to which this institution prepares students for further learning	4.17*	4.01
40 The extent to which students are assisted with their personal development	3.99*	3.75
42 The extent to which students are satisfied with their educational experience	4.06*	3.89
Mean Total	4.07*	3.91
Overall Total	3.77*	3.63

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

Table 25. The Most Important Method OCCC Could Implement to Promote Diversity

Factor	Themes	Number of Comments
n=23	The institution already has a wide range of diversity.	7
	The institution should value qualification rather than diversity.	6
	The institution should incorporate all the options (staff training, hiring practices, student recruitment, public displays).	6
	The institution should make information about diversity available.	4

Table 26. The Most Effective Form of Communication about Activities at OCCC

Factor	Themes	Number of Comments
n=32	General e-mails	8
	Word of the mouth	4
	Division meeting	4
	College wide communication	4
	E-mails	4
	Every mean available	4
	Facebook	4

Conclusion

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

Overall the following have been identified as the top performance areas at Oklahoma City Community College. Eight of these items represent the Student Focus climate factor (items #7, #8, #17, #18, #31, #35, #37, and #42), one represents the Supervisory Relationships climate factor (items #2), and one represents the Institutional Structure climate factor (items #1).

- The extent to which I feel my job is relevant to this institution's mission, 4.31 (#8)
- The extent to which students receive an excellent education at this institution, 4.19 (#31)
- The extent to which this institution prepares students for further learning, 4.17 (#37)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.17 (#18)
- The extent to which this institution prepares students for a career, 4.14 (#35)
- The extent to which student needs are central to what we do, 4.10 (#7)
- The extent to which the actions of this institution reflect its mission, 4.07 (#1)
- The extent to which students are satisfied with their educational experience at this institution, 4.06 (#42)
- The extent to which faculty meet the needs of the students, 4.04 (#17)
- The extent to which my supervisor expresses confidence in my work, 4.04 (#2)

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

- The extent to which I recommend enrolling at OCCC to my family and friends, 4.28 (#51)
- The extent to which tools and technology are available for me to perform my job, 4.04 (#53)
- The extent to which OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.), 3.98 (#54)

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

- The extent to which I have the opportunity for advancement within this institution, 3.05 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.15 (#15)
- The extent to which information is shared within this institution, 3.32 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.35 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.47 (#16)
- The extent to which institutional teams use problem-solving techniques, 3.47 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.49 (#22)
- The extent to which this institution is appropriately organized, 3.52 (#32)
- The extent to which a spirit of cooperation exists at this institution, 3.53 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.59 (#44)

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

- The extent to which professional growth activities have assisted me in learning how to become more effective in my job, 3.52 (#48)
- The extent to which I am informed of the Achieving the Dream activities, 3.52 (#50)
- The extent to which professional development sessions have been informative and valuable, 3.61 (#47)

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 the institution motivates employees' performance.

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