



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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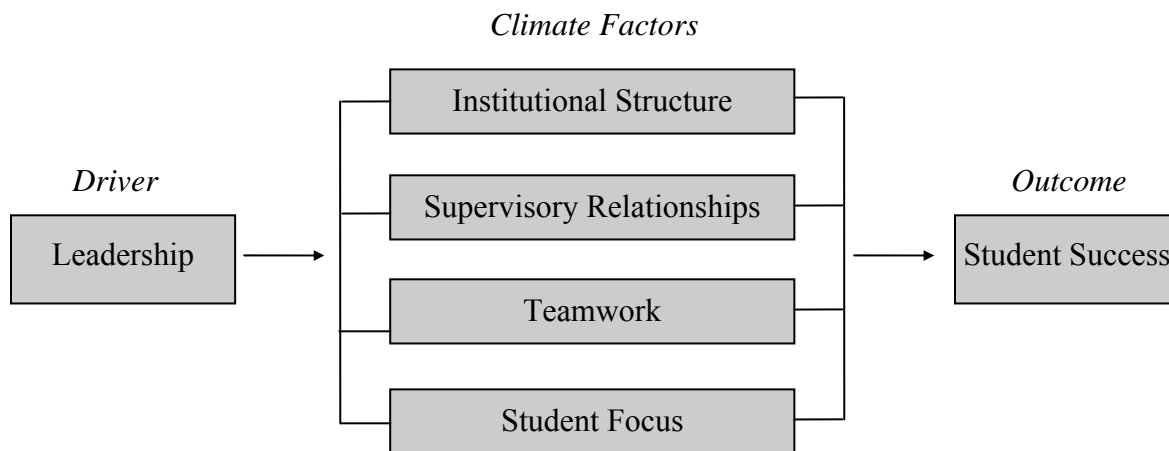
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EXECUTIVE SUMMARY

In October 2008, the Personal Assessment of the College Environment (PACE) survey was administered to 937 employees at Oklahoma City Community College (OCCC). Of those 937 employees, 464 (49.5%) 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 45 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at 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) or the Competitive range (rated between 2 and 3). Forty-nine fell within the Consultative range (rated between 3 and 4), and seven 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 3.67 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.91), whereas the Institutional Structure category received the lowest mean score (3.44). When respondents were classified according to Primary Employment Status at OCCC, the composite ratings were as follows: Full-time faculty (3.77), Part-time faculty (3.92), Full-time Exempt staff (3.58), Full-time Nonexempt staff (3.48), and Part-time staff (3.88).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.27 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.08 (#2)
- The extent to which students receive an excellent education at this institution, 4.06 (#31)
- The extent to which this institution prepares students for a career, 4.03 (#35)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.02 (#18)
- The extent to which this institution prepares students for further learning, 4.01 (#37)
- The extent to which the actions of this institution reflect its mission, 3.98 (#1)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.96 (#9)
- The extent to which faculty meet the needs of the students, 3.93 (#17)
- The extent to which students are satisfied with their educational experience at this institution, 3.92 (#42)

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

- The extent to which information is shared within this institution, 3.12 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.16 (#4)
- The extent to which I have the opportunity for advancement within this institution, 3.16 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.18 (#15)
- The extent to which institutional teams use problem-solving techniques, 3.24 (#11)
- The extent to which a spirit of cooperation exists at this institution, 3.30 (#25)
- The extent to which this institution is appropriately organized, 3.33 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.35 (#16)
- The extent to which this institution has been successful in positively motivating my performance, 3.41 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.55 (#44)
- The extent to which I have the opportunity to express my ideas in appropriate forums, 3.55 (#45)

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 2008, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Oklahoma City Community College. Of the 937 employees administered the instrument, 464 (49.5%) completed and returned the instrument for analysis. Of those 464 employees, 213 (45.9%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist 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. 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 Oklahoma City Community College was also included in the administration of the instrument. A total of 56 items were included in the PACE survey, as well as a series of questions ascertaining the demographic status of respondents.

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

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of 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 January 2006 to January 2008 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from January 2006 to January 2008 (n=14,975)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.95
Student Focus	0.91
Teamwork	0.93
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 Primary Employment Status and generated priorities for change for each Primary 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.

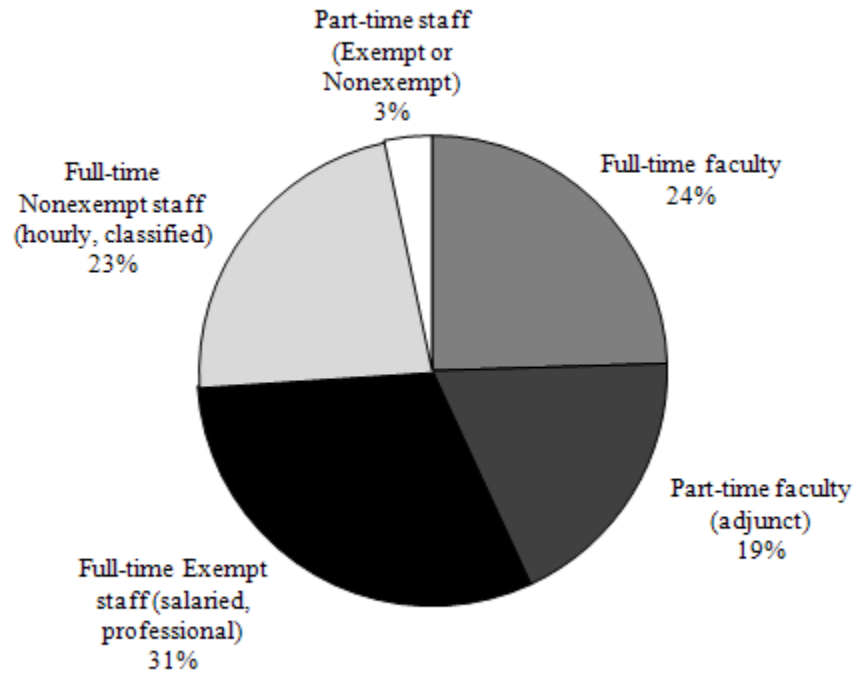
Respondent Characteristics

Of the 937 OCCC employees administered the survey, 464 (49.5%) completed the PACE survey. Survey respondents classified themselves into Primary 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 Primary Employment Status

	Population	Surveys Returned for Analysis	Percent of Population Represented
Full-time faculty	147	112	76.2%
Part-time faculty	373	85	22.8%
Full-time Exempt staff	172	141	82.0%
Full-time Nonexempt staff	170	104	61.2%
Part-time staff	75	15	20.0%
Did not respond		7	
Total	937	464	49.5%

Figure 2. Proportion of Total Responses by Primary Employment Status



7 individuals did not respond to the Primary 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 is your primary employment status at OCCC :		
Full-time faculty	112	24.1%
Part-time faculty	85	18.3%
Full-time Exempt staff	141	30.4%
Full-time Nonexempt staff	104	22.4%
Part-time staff	15	3.2%
Did not respond	7	1.5%
How many years have you worked for the college:		
Less than 1 year	45	9.7%
1 to 4 years	156	33.6%
5 to 9 years	100	21.6%
10 to 14 years	60	12.9%
15 to 19 years	41	8.8%
20 or more years	49	10.6%
Did not respond	13	2.8%
Please identify your Administrative Unit:		
Enrollment and Student Services (Dr. Marion Paden)	77	16.6%
President's Office, Planning, Institutional Advancement, Institutional Effectiveness, General Counsel	18	3.9%
Information and Instructional Technology Services (Dr. James Riha)	12	2.6%
Human Resources & Support Services (Mr. Gary Lombard)	25	5.4%
Government Relations and Community Development (Dr. Jerry Steward)	22	4.7%
Business and Finance (Mr. Mark Davis)	36	7.8%
Academic Affairs (Dr. Felix Aquino)	235	50.7%
Did not respond	39	8.4%
If you are in an Academic Division as part of Academic Affairs, please check one of the following:		
Information Technology	14	3.0%
Science and Mathematics	62	13.4%
Business	21	4.5%
Social Sciences	30	6.5%
Arts and Humanities	69	14.9%
Health Professions	36	7.8%
Did not respond	232	50.0%

Table 4. Continued

Demographic Variable	# of Responses	% of Responses
What would be the most important method OCCC could implement to promote diversity:		
Staff training	102	22.0%
Hiring practices	116	25.0%
Student recruitment	77	16.6%
Public displays (artwork, pictures, posters)	65	14.0%
Other	75	16.2%
Did not respond	29	6.3%
What is the most effective form of communication for you to hear about activities at OCCC:		
The Communicator	85	18.3%
Pioneer	42	9.1%
Meetings within your department	98	21.1%
Emails from supervisors	173	37.3%
Employee website	41	8.8%
Other	19	4.1%
Did not respond	6	1.3%
Which one of the following items has the most positive effect on your working environment:		
Organizational Structure	20	4.3%
Supervisory Relationship	165	35.6%
Teamwork	145	31.3%
Student Focus	122	26.3%
Did not respond	12	2.6%
Would you recommend OCCC as a place of employment to family and friends:		
Yes	402	86.6%
No	45	9.7%
Did not respond	17	3.7%

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at OCCC 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.

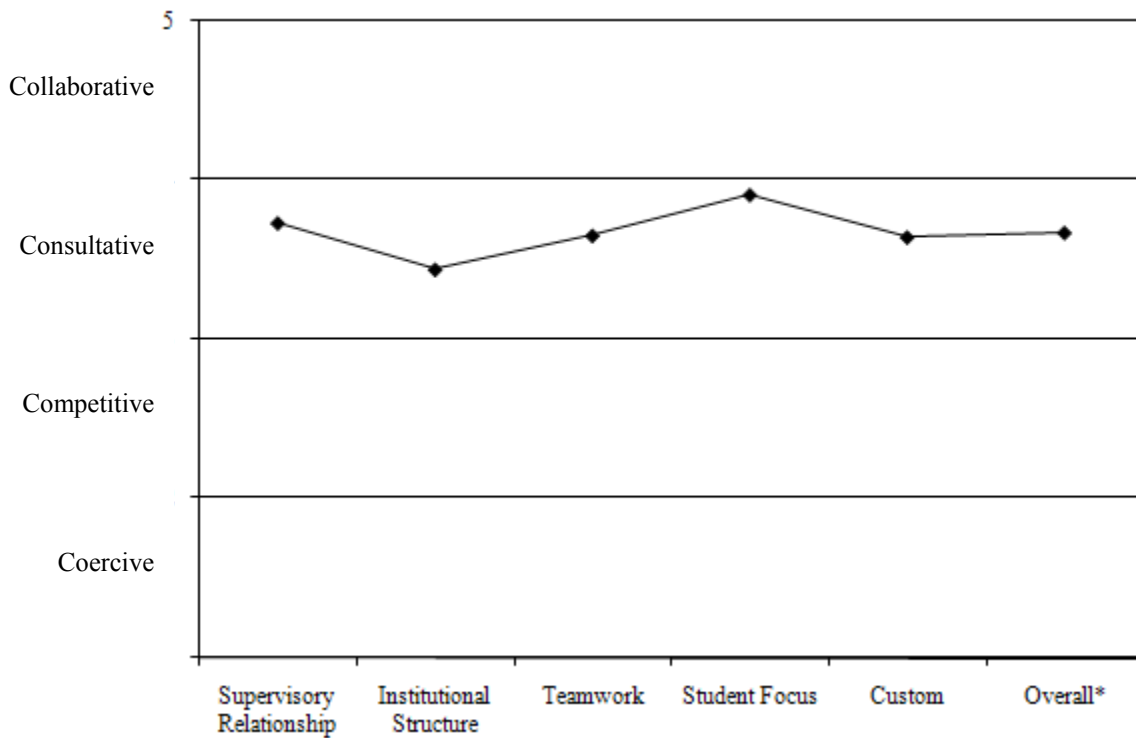
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.91), which represented an upper-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.44) within the middle area of the Consultative management area. Overall, employees rated the management style in the mid-range of the Consultative management area. (See also Figure 3).

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

Factor	OCCC
Supervisory Relationships	3.74
Institutional Structure	3.44
Teamwork	3.66
Student Focus	3.91
Customized	3.65
Overall*	3.67

* 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-nine fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and seven fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=49) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.67 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at 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. For example, a small SD demonstrates that most answers fell within a narrow or restrictive range. Conversely, a large SD demonstrates that more variance existed around the mean score for the item. When the SD becomes too great, the mean is no longer a reliable indicator of the participant responses.

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

Table 6. Comparative Mean Responses: Supervisory Relationships

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

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure	Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.98 (0.88)
4 The extent to which decisions are made at the appropriate level at this institution	3.16 (1.10)
5 The extent to which the institution effectively promotes diversity in the workplace	3.73 (1.00)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.85 (1.03)
10 The extent to which information is shared within the institution	3.12 (1.23)
11 The extent to which institutional teams use problem-solving techniques	3.24 (1.07)
15 The extent to which I am able to appropriately influence the direction of this institution	3.18 (1.12)
16 The extent to which open and ethical communication is practiced at this institution	3.35 (1.14)
22 The extent to which this institution has been successful in positively motivating my performance	3.41 (1.24)
25 The extent to which a spirit of cooperation exists at this institution	3.30 (1.19)
29 The extent to which institution-wide policies guide my work	3.63 (0.95)
32 The extent to which this institution is appropriately organized	3.33 (1.14)
38 The extent to which I have the opportunity for advancement within this institution	3.16 (1.24)
41 The extent to which I receive adequate information regarding important activities at this institution	3.61 (1.06)
44 The extent to which my work is guided by clearly defined administrative processes	3.55 (1.09)
Mean Total	3.44 (0.84)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.65 (1.22)
14 The extent to which my primary work team uses problem-solving techniques	3.61 (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)
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)
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.66 (1.03)
43 The extent to which a spirit of cooperation exists in my department	3.64 (1.22)
Mean Total	3.66 (1.00)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	Mean (SD)
7 The extent to which student needs are central to what we do	3.91 (0.99)
8 The extent to which I feel my job is relevant to this institution's mission	4.27 (0.81)
17 The extent to which faculty meet the needs of students	3.93 (0.81)
18 The extent to which student ethnic and cultural diversity are important at this institution	4.02 (0.84)
19 The extent to which students' competencies are enhanced	3.78 (0.84)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.64 (0.99)
28 The extent to which classified personnel meet the needs of the students	3.66 (0.86)
31 The extent to which students receive an excellent education at this institution	4.06 (0.79)
35 The extent to which this institution prepares students for a career	4.03 (0.76)
37 The extent to which this institution prepares students for further learning	4.01 (0.80)
40 The extent to which students are assisted with their personal development	3.76 (0.82)
42 The extent to which students are satisfied with their educational experience at this institution	3.92 (0.69)
Mean Total	3.91 (0.58)

Table 10. Comparative Mean Responses: Customized

Customized	Mean (SD)
47 The extent to which the WOW sessions have been informative and valuable	3.44 (1.06)
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)
49 The extent to which I routinely use tools or processes to evaluate the effectiveness of my work/class	3.64 (0.90)
50 The extent to which I am informed of the Achieving the Dream activities	3.42 (1.07)
51 The extent to which I recommend enrolling at OCCC to my family and friends	4.22 (0.85)
52 The extent to which I believe OCCC implements effective cost saving measures	3.49 (1.13)
53 The extent to which tools and technology are available for me to perform my job	3.86 (1.09)
54 The extent to which OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.)	3.67 (0.93)
55 The extent to which students consider themselves a part of the college community	3.61 (0.89)
56 The extent to which OCCC faculty and staff promote students taking responsibility for their education	3.66 (1.01)
Mean Total	3.65 (0.68)

Comparative Analysis: Primary Employment Status

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Primary Employment Status. In general the Part-time faculty rated the four normative factors most favorable (3.92), whereas the Full-time Nonexempt employees rated the four normative factors least favorable (3.48).

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 Primary Employment Status at Oklahoma City Community College.

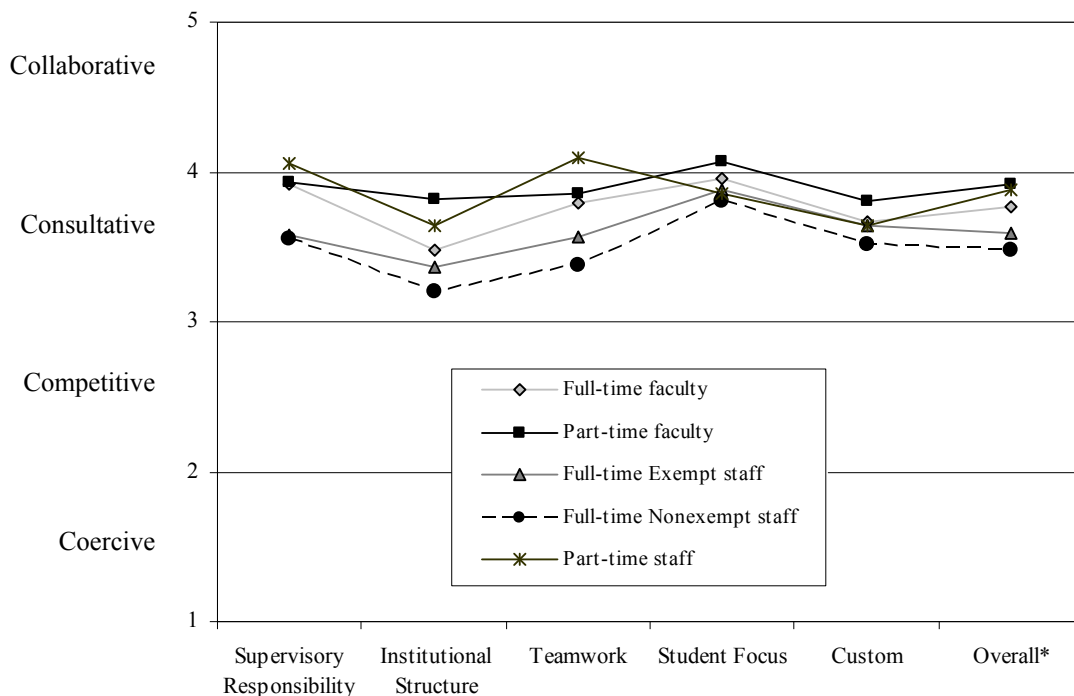


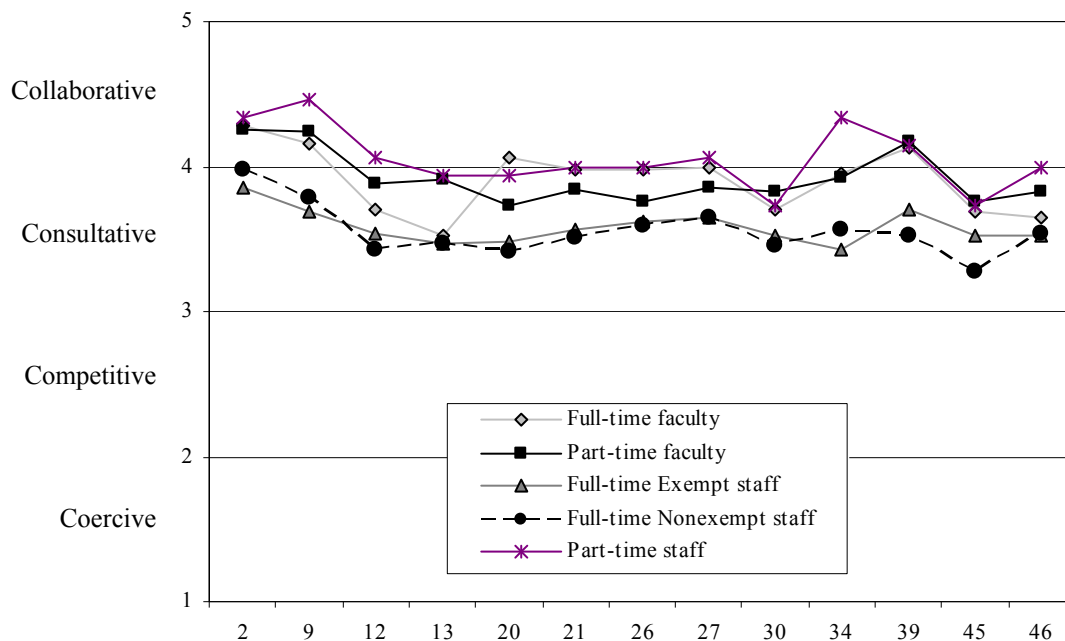
Table 11. Mean Climate Scores as Rated by Primary Employment Status

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Overall*
Full-time faculty	3.92	3.48	3.79	3.95	3.77
Part-time faculty	3.92	3.81	3.85	4.07	3.92
Full-time Exempt staff	3.57	3.37	3.57	3.88	3.58
Full-time Nonexempt staff	3.56	3.20	3.38	3.81	3.48
Part-time staff	4.06	3.64	4.10	3.85	3.88

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

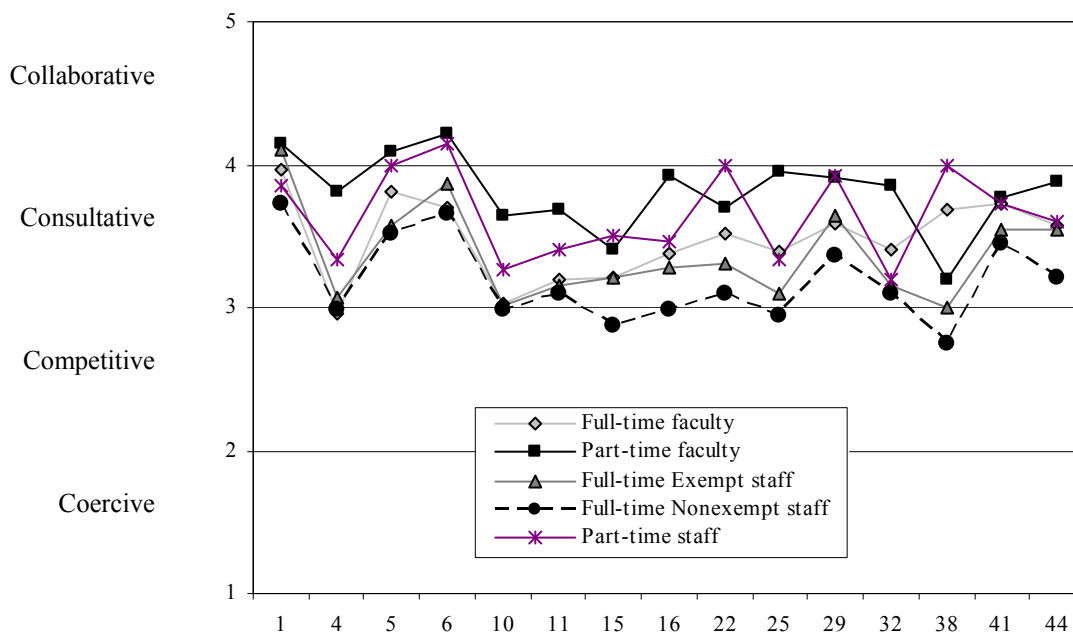
Supervisory Relationships		Full-time faculty	Part-time faculty	Full-time Exempt staff	Full-time Nonexempt staff	Part-time staff
2	The extent to which my supervisor expresses confidence in my work	4.29	4.26	3.86	3.98	4.33
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.16	4.25	3.69	3.79	4.47
12	The extent to which positive work expectations are communicated to me	3.70	3.88	3.54	3.43	4.07
13	The extent to which unacceptable behaviors are identified and communicated to me	3.53	3.91	3.46	3.48	3.93
20	The extent to which I receive timely feedback for my work	4.06	3.73	3.48	3.41	3.93
21	The extent to which I receive appropriate feedback for my work	3.98	3.85	3.57	3.51	4.00
26	The extent to which my supervisor actively seeks my ideas	3.98	3.76	3.61	3.59	4.00
27	The extent to which my supervisor seriously considers my ideas	4.00	3.86	3.65	3.65	4.07
30	The extent to which work outcomes are clarified for me	3.71	3.82	3.53	3.46	3.73
34	The extent to which my supervisor helps me to improve my work	3.95	3.93	3.43	3.56	4.33
39	The extent to which I am given the opportunity to be creative in my work	4.13	4.18	3.70	3.52	4.14
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.70	3.76	3.52	3.27	3.73
46	The extent to which professional development and training opportunities are available	3.64	3.83	3.53	3.54	4.00

Figure 5. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Primary Employment Status at Oklahoma City Community College



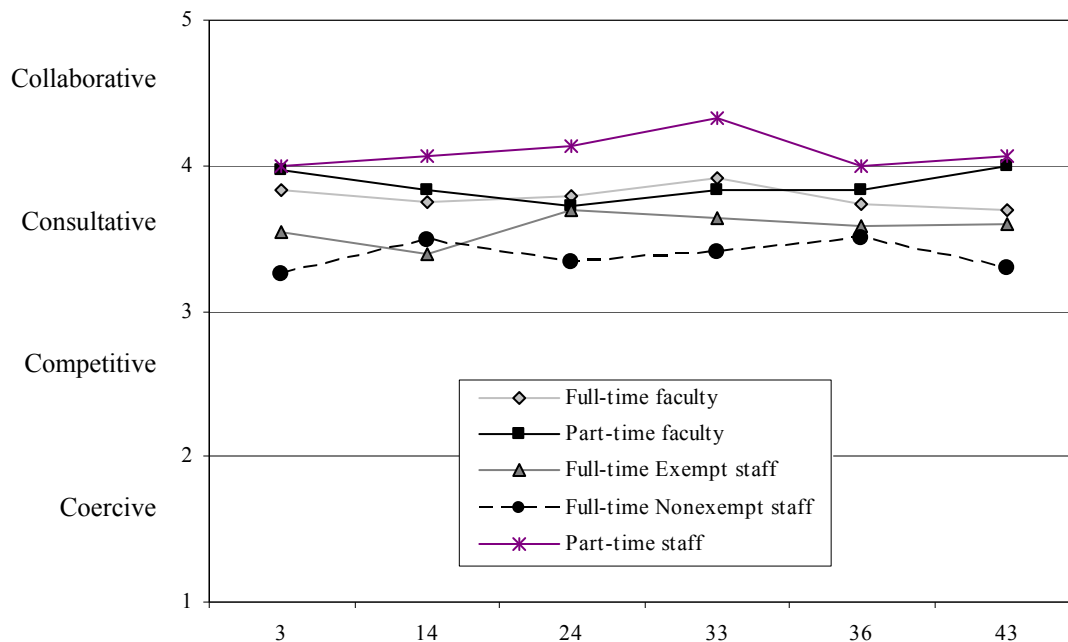
Institutional Structure		Full-time faculty	Part-time faculty	Full-time Exempt staff	Full-time Nonexempt staff	Part-time staff
1	The extent to which the actions of this institution reflect its mission	3.96	4.14	4.10	3.73	3.86
4	The extent to which decisions are made at the appropriate level at this institution	2.95	3.81	3.07	2.99	3.33
5	The extent to which the institution effectively promotes diversity in the workplace	3.81	4.10	3.57	3.51	4.00
6	The extent to which administrative leadership is focused on meeting the needs of students	3.71	4.22	3.86	3.66	4.14
10	The extent to which information is shared within this institution	3.03	3.64	3.01	2.99	3.27
11	The extent to which institutional teams use problem-solving techniques	3.20	3.68	3.16	3.10	3.40
15	The extent to which I am able to appropriately influence the direction of this institution	3.22	3.41	3.21	2.88	3.50
16	The extent to which open and ethical communication is practiced at this institution	3.38	3.93	3.28	2.98	3.47
22	The extent to which this institution has been successful in positively motivating my performance	3.52	3.71	3.30	3.10	4.00
25	The extent to which a spirit of cooperation exists at this institution	3.39	3.95	3.09	2.94	3.33
29	The extent to which institution-wide policies guide my work	3.59	3.90	3.65	3.36	3.93
32	The extent to which this institution is appropriately organized	3.40	3.85	3.15	3.10	3.20
38	The extent to which I have the opportunity for advancement within this institution	3.69	3.19	3.00	2.74	4.00
41	The extent to which I receive adequate information regarding important activities at this institution	3.73	3.76	3.54	3.45	3.73
44	The extent to which my work is guided by clearly defined administrative processes	3.57	3.88	3.54	3.21	3.60

Figure 6. Mean Scores of the Institutional Structure Climate Factor as Rated by Primary Employment Status at Oklahoma City Community College



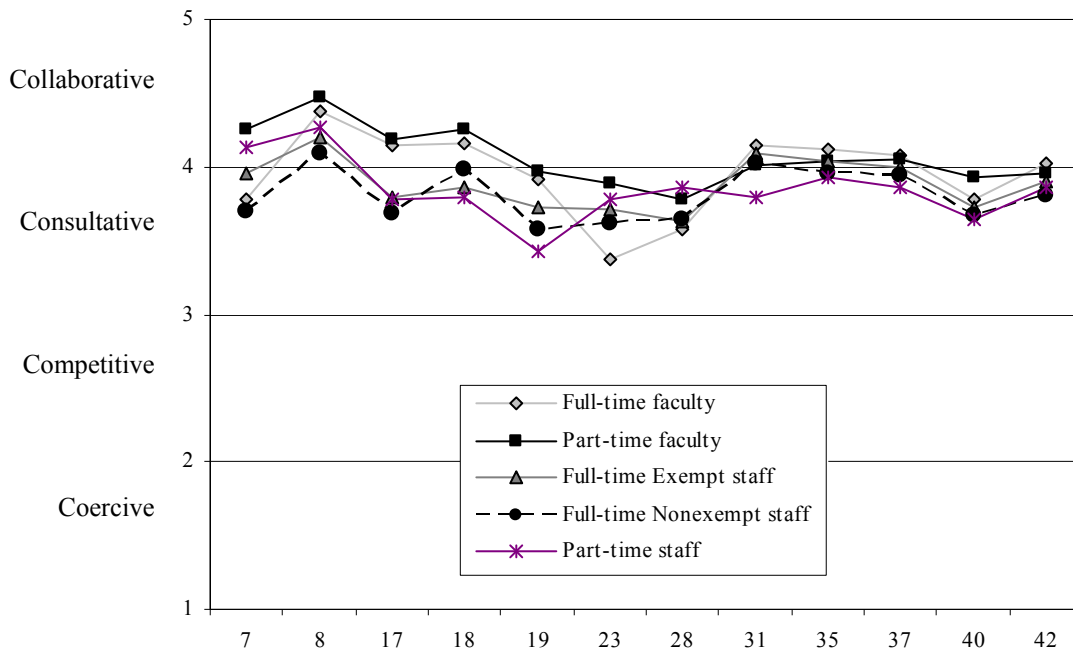
Teamwork		Full-time faculty	Part-time faculty	Full-time Exempt staff	Full-time Nonexempt staff	Part-time staff
3	The extent to which there is a spirit of cooperation within my work team	3.83	3.98	3.54	3.25	4.00
14	The extent to which my primary work team uses problem-solving techniques	3.75	3.83	3.40	3.49	4.07
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.79	3.73	3.70	3.33	4.13
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.92	3.84	3.65	3.41	4.33
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.73	3.83	3.58	3.50	4.00
43	The extent to which a spirit of cooperation exists in my department	3.69	4.00	3.59	3.29	4.07

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



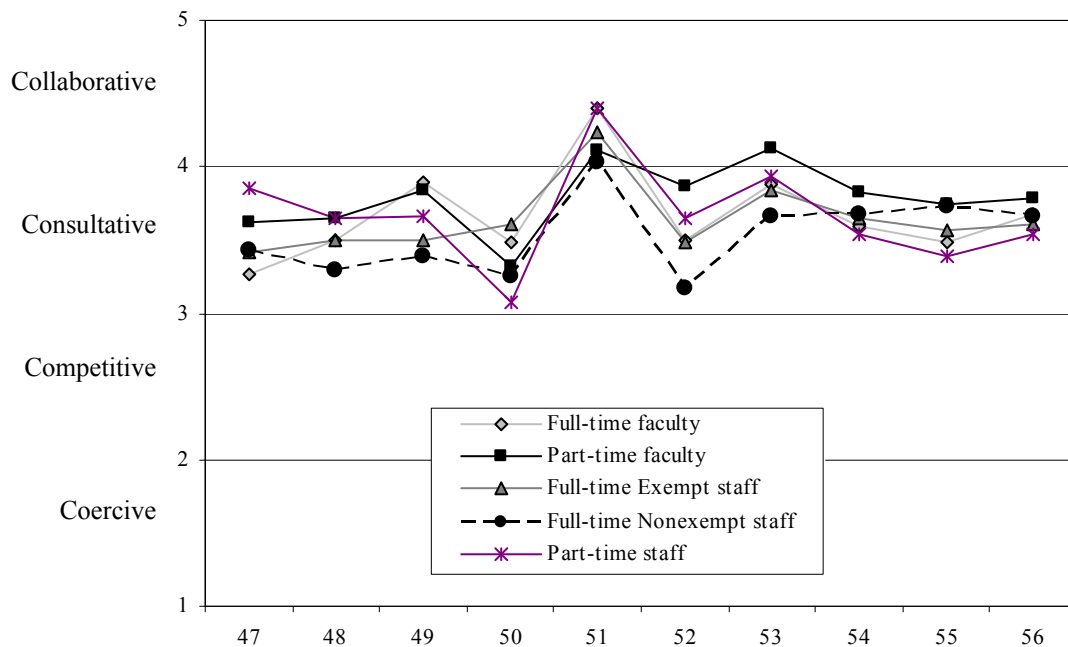
Student Focus		Full-time faculty	Part-time faculty	Full-time Exempt staff	Full-time Nonexempt staff	Part-time staff
7	The extent to which student needs are central to what we do	3.78	4.25	3.96	3.70	4.13
8	The extent to which I feel my job is relevant to this institution's mission	4.38	4.47	4.20	4.10	4.27
17	The extent to which faculty meet the needs of the students	4.14	4.19	3.79	3.69	3.79
18	The extent to which student ethnic and cultural diversity are important at this institution	4.15	4.25	3.87	3.98	3.80
19	The extent to which students' competencies are enhanced	3.91	3.96	3.73	3.58	3.43
23	The extent to which non-teaching professional personnel meet the needs of the students	3.38	3.89	3.71	3.62	3.79
28	The extent to which classified personnel meet the needs of the students	3.57	3.78	3.64	3.64	3.87
31	The extent to which students receive an excellent education at this institution	4.15	4.01	4.09	4.03	3.80
35	The extent to which this institution prepares students for a career	4.12	4.04	4.04	3.95	3.93
37	The extent to which this institution prepares students for further learning	4.08	4.05	4.00	3.94	3.87
40	The extent to which students are assisted with their personal development	3.77	3.93	3.73	3.67	3.64
42	The extent to which students are satisfied with their educational experience at this institution	4.03	3.95	3.91	3.81	3.87

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Primary Employment Status 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 the WOW sessions have been informative and valuable	3.27	3.63	3.42	3.43	3.86
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.50	3.65	3.49	3.29	3.64
49	The extent to which I routinely use tools or processes to evaluate the effectiveness of my work/class	3.89	3.84	3.49	3.39	3.67
50	The extent to which I am informed of the Achieving the Dream activities	3.49	3.32	3.60	3.25	3.07
51	The extent to which I recommend enrolling at OCCC to my family and friends	4.40	4.12	4.24	4.03	4.40
52	The extent to which I believe OCCC implements effective cost saving measures	3.50	3.87	3.49	3.18	3.64
53	The extent to which tools and technology are available for me to perform my job	3.88	4.13	3.84	3.67	3.93
54	The extent to which OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.)	3.59	3.82	3.65	3.67	3.55
55	The extent to which students consider themselves a part of the college community	3.49	3.75	3.57	3.73	3.38
56	The extent to which OCCC faculty and staff promote students taking responsibility for their education	3.68	3.78	3.61	3.66	3.53

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



Tables 12 through 16 contain the top priorities for discussion for each Primary Employment Status among the standard PACE items and the top 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	2.95
10	The extent to which information is shared within this institution	3.03
11	The extent to which institutional teams use problem-solving techniques	3.20
15	The extent to which I am able to appropriately influence the direction of this institution	3.22
23	The extent to which non-teaching professional personnel meet the needs of the students	3.38
16	The extent to which open and ethical communication is practiced at this institution	3.38
25	The extent to which a spirit of cooperation exists at this institution	3.39
32	The extent to which this institution is appropriately organized	3.40
22	The extent to which this institution has been successful in positively motivating my performance	3.52
13	The extent to which unacceptable behaviors are identified and communicated to me	3.53
Area to Change—Customized		Mean
47	The extent to which the WOW sessions have been informative and valuable	3.27
55	The extent to which students consider themselves a part of the college community	3.49
50	The extent to which I am informed of the Achieving the Dream activities	3.49

Table 13. Priorities for Change: Part-time faculty

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	3.19
15	The extent to which I am able to appropriately influence the direction of this institution	3.41
10	The extent to which information is shared within this institution	3.64
11	The extent to which institutional teams use problem-solving techniques	3.68
22	The extent to which this institution has been successful in positively motivating my performance	3.71
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.73
20	The extent to which I receive timely feedback for my work	3.73
26	The extent to which my supervisor actively seeks my ideas	3.76
41	The extent to which I receive adequate information regarding important activities at this institution	3.76
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.76
Area to Change—Customized		
50	The extent to which I am informed of the Achieving the Dream activities	3.32
47	The extent to which the WOW sessions have been informative and valuable	3.63
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.65

Table 14. Priorities for Change: Full-time Exempt staff

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.00
10	The extent to which information is shared within this institution	3.01
4	The extent to which decisions are made at the appropriate level at this institution	3.07
25	The extent to which a spirit of cooperation exists at this institution	3.09
32	The extent to which this institution is appropriately organized	3.15
11	The extent to which institutional teams use problem-solving techniques	3.16
15	The extent to which I am able to appropriately influence the direction of this institution	3.21
16	The extent to which open and ethical communication is practiced at this institution	3.28
22	The extent to which this institution has been successful in positively motivating my performance	3.30
14	The extent to which my primary work team uses problem-solving techniques	3.40
Area to Change—Customized		Mean
47	The extent to which the WOW sessions have been informative and valuable	3.42
52	The extent to which I believe OCCC implements effective cost saving measures	3.49
49	The extent to which I routinely use tools or processes to evaluate the effectiveness of my work/class	3.49
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.49

Table 15. Priorities for Change: Full-time Nonexempt staff

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.74
15	The extent to which I am able to appropriately influence the direction of this institution	2.88
25	The extent to which a spirit of cooperation exists at this institution	2.94
16	The extent to which open and ethical communication is practiced at this institution	2.98
10	The extent to which information is shared within this institution	2.99
4	The extent to which decisions are made at the appropriate level at this institution	2.99
32	The extent to which this institution is appropriately organized	3.10
11	The extent to which institutional teams use problem-solving techniques	3.10
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	3.21
Area to Change—Customized		Mean
52	The extent to which I believe OCCC implements effective cost saving measures	3.18
50	The extent to which I am informed of the Achieving the Dream activities	3.25
48	The extent to which professional growth activities have assisted me in learning how to become more effective in my job	3.29

Table 16. Priorities for Change: Part-time staff

Area to Change		Mean
32	The extent to which this institution is appropriately organized	3.20
10	The extent to which information is shared within this institution	3.27
4	The extent to which decisions are made at the appropriate level at this institution	3.33
25	The extent to which a spirit of cooperation exists at this institution	3.33
11	The extent to which institutional teams use problem-solving techniques	3.40
19	The extent to which students' competencies are enhanced	3.43
16	The extent to which open and ethical communication is practiced at this institution	3.47
15	The extent to which I am able to appropriately influence the direction of this institution	3.50
44	The extent to which my work is guided by clearly defined administrative processes	3.60
40	The extent to which students are assisted with their personal development	3.64
Area to Change—Customized		Mean
50	The extent to which I am informed of the Achieving the Dream activities	3.07
55	The extent to which students consider themselves a part of the college community	3.38
56	The extent to which OCCC faculty and staff promote students taking responsibility for their education	3.53

Comparative Analysis: Demographic Classifications

As depicted in Table 17, in terms of length of employment those individuals with less than 1 year of employment rated the climate highest (3.73), while employees with 20 or more years of service rated the climate lowest (3.51). Individuals in Information Technology rated the climate highest within its demographic group (3.90), while employees within Science and Mathematics rated the climate lowest (3.68). Employees within Academic Affairs rated the climate highest (3.80), while those in Enrollment and Student Services and Business and Finance rated the climate lowest (3.44).

Table 17. Mean Climate Scores as Rated by Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Overall*
What is your primary employment status at OCCC :					
Full-time faculty	3.92	3.48	3.79	3.95	3.77
Part-time faculty	3.92	3.81	3.85	4.07	3.92
Full-time Exempt staff	3.57	3.37	3.57	3.88	3.58
Full-time Nonexempt staff	3.56	3.20	3.38	3.81	3.48
Part-time staff	4.06	3.64	4.10	3.85	3.88
How many years have you worked for the college:					
Less than 1 year	3.83	3.57	3.82	3.80	3.73
1 to 4 years	3.75	3.51	3.64	3.94	3.70
5 to 9 years	3.81	3.50	3.71	3.94	3.72
10 to 14 years	3.75	3.42	3.63	3.95	3.68
15 to 19 years	3.84	3.38	3.62	3.90	3.68
20 or more years	3.45	3.19	3.61	3.91	3.51
If you are in an Academic Division as part of Academic Affairs, please check one of the following:					
Information Technology	4.12	3.57	4.12	3.98	3.90
Science and Mathematics	3.79	3.48	3.64	3.81	3.68
Business	3.90	3.62	4.07	3.96	3.85
Social Sciences	3.92	3.57	3.80	4.07	3.83
Arts and Humanities	4.04	3.73	3.86	4.04	3.91
Health Professions	3.76	3.65	3.70	4.11	3.81

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

Table 17. Mean Climate Scores as Rated by Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Overall*
Please identify your Administrative Unit					
Enrollment and Student Services	3.45	3.22	3.22	3.79	3.44
President’s Office, Planning, Institutional Advancement, Institutional Effectiveness, General Counsel and Information and Instructional Technology Services	3.75	3.42	3.89	4.04	3.73
Human Resources & Support Services	3.60	3.34	3.40	3.84	3.55
Government Relations and Community Development	3.87	3.50	3.98	3.73	3.73
Business and Finance	3.31	3.24	3.33	3.91	3.44
Academic Affairs	3.92	3.56	3.84	3.95	3.80

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

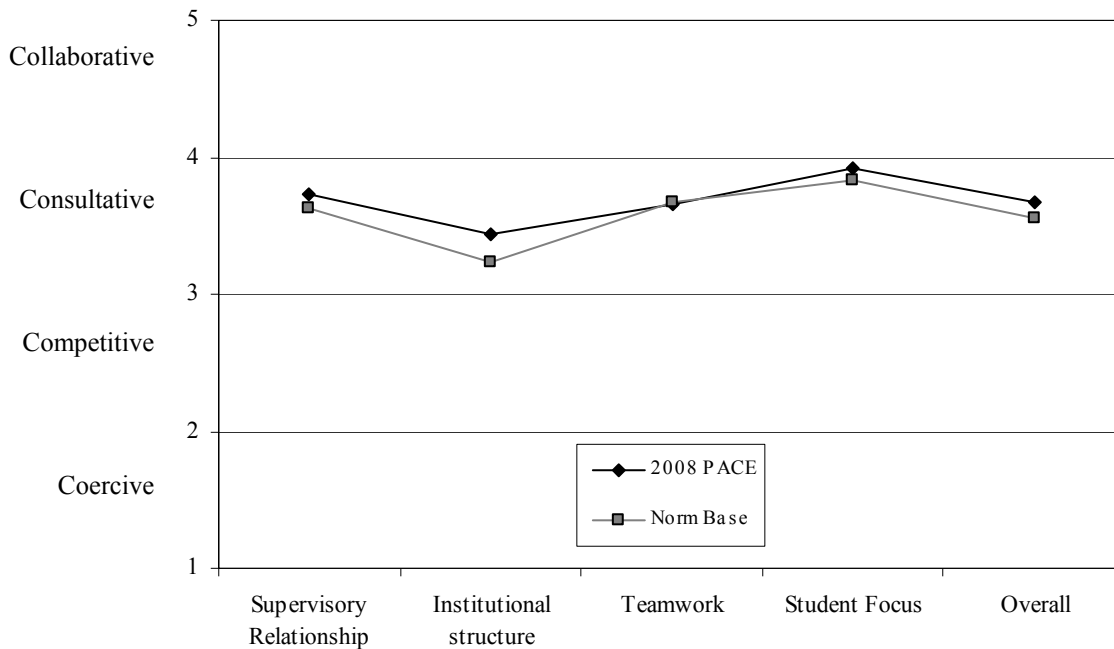
Comparative Analysis: Norm Base

Table 18 shows how OCCC compares with the NILIE PACE Norm Base, which includes approximately 65 climate studies conducted at two- and four-year institutions since 2006. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for OCCC. Figure 10 also shows how OCCC compares with data from 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	Norm Base*
Supervisory Relationships	3.74	3.63
Institutional Structure	3.44	3.23
Teamwork	3.66	3.68
Student Focus	3.91	3.84
Overall	3.67	3.56

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. 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	4.08	4.03
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.96	3.85
12 The extent to which positive work expectations are communicated to me	3.63*	3.50
13 The extent to which unacceptable behaviors are identified and communicated to me	3.58*	3.44
20 The extent to which I receive timely feedback for my work	3.67*	3.48
21 The extent to which I receive appropriate feedback for my work	3.73*	3.51
26 The extent to which my supervisor actively seeks my ideas	3.74*	3.62
27 The extent to which my supervisor seriously considers my ideas	3.79	3.69
30 The extent to which work outcomes are clarified for me	3.62*	3.44
34 The extent to which my supervisor helps me to improve my work	3.71*	3.59
39 The extent to which I am given the opportunity to be creative in my work	3.87	3.93
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.55	3.49
46 The extent to which professional development and training opportunities are available	3.63	3.60
Mean Total	3.74*	3.63

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

Table 20. 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	3.98*	3.67
4	The extent to which decisions are made at the appropriate level at this institution	3.16*	2.98
5	The extent to which the institution effectively promotes diversity in the workplace	3.73	3.63
6	The extent to which administrative leadership is focused on meeting the needs of students	3.85*	3.48
10	The extent to which information is shared within the institution	3.12*	2.89
11	The extent to which institutional teams use problem-solving techniques	3.24*	3.09
15	The extent to which I am able to appropriately influence the direction of this institution	3.18*	2.98
16	The extent to which open and ethical communication is practiced at this institution	3.35*	3.09
22	The extent to which this institution has been successful in positively motivating my performance	3.41*	3.24
25	The extent to which a spirit of cooperation exists at this institution	3.30*	3.12
29	The extent to which institution-wide policies guide my work	3.63*	3.47
32	The extent to which this institution is appropriately organized	3.33*	3.00
38	The extent to which I have the opportunity for advancement within this institution	3.16*	3.02
41	The extent to which I receive adequate information regarding important activities at this institution	3.61*	3.49
44	The extent to which my work is guided by clearly defined administrative processes	3.55*	3.28
Mean Total		3.44*	3.23

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

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	3.65*	3.78
14 The extent to which my primary work team uses problem-solving techniques	3.61	3.64
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.66	3.63
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.72	3.74
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.66	3.63
43 The extent to which a spirit of cooperation exists in my department	3.64	3.71
Mean Total	3.66	3.68

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	3.91*	3.63
8 The extent to which I feel my job is relevant to this institution's mission	4.27	4.25
17 The extent to which faculty meet the needs of students	3.93*	3.83
18 The extent to which student ethnic and cultural diversity are important at this institution	4.02*	3.81
19 The extent to which students' competencies are enhanced	3.78	3.73
23 The extent to which non-teaching professional personnel meet the needs of the students	3.64*	3.76
28 The extent to which classified personnel meet the needs of the students	3.66	3.72
31 The extent to which students receive an excellent education at this institution	4.06*	3.97
35 The extent to which this institution prepares students for a career	4.03	3.96
37 The extent to which this institution prepares students for further learning	4.01	3.95
40 The extent to which students are assisted with their personal development	3.76*	3.67
42 The extent to which students are satisfied with their educational experience at this institution	3.92*	3.81
Mean Total	3.91*	3.84
Overall Total	3.67*	3.56

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

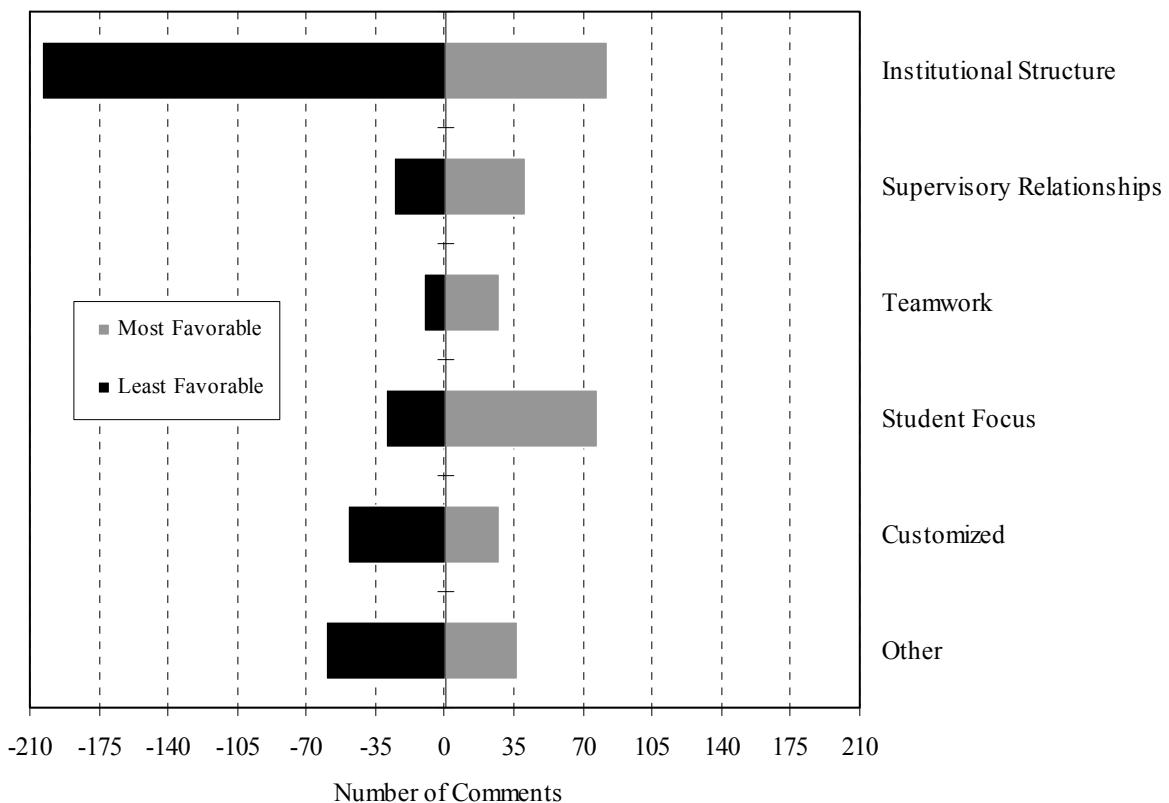
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 464 Oklahoma City Community College employees who completed the PACE survey, 45.9% (213 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments, however, reliability is ensured by coding the responses back to the questions on the PACE survey.

Figure 11 provides a summary of the OCCC 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 23 and 24 for sample comments categorized by climate factor and the actual number of responses provided by OCCC employees. Please note that comments are quoted exactly as written.

Figure 11. Oklahoma City 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 23. Most Favorable Responses—Sample Comments and Actual Number of Responses at Oklahoma City Community College

Factor	Themes	Number of Comments
Institutional Structure (n=82)	<p data-bbox="383 317 1192 390"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="383 411 1227 478"><i>The overall culture is one that is positive. This is, without a doubt, the best work environment I have ever experienced.</i></p> <p data-bbox="383 499 1247 567"><i>I am very pleased and impressed at the caliber of institution OCCC is not only for employees, but as well as for the students.</i></p> <p data-bbox="383 588 1000 619"><i>The institution is not driven by internal disputes.</i></p> <p data-bbox="383 640 1227 743"><i>I am proud to be an OCCC employee. I feel that I am a part of the college family, and that we provide a great service to our community and beyond.</i></p> <p data-bbox="383 764 1247 909"><i>I like the diversity and the dream we have to improve the college. It is growing fast and we have to be ready to implement those policies and procedures that best fit our situation. I feel like a part of this college and strive to do my best every day.</i></p> <p data-bbox="383 930 1227 1178"><i>OCCC has been and still is a vital, interesting place to work. The placement of this college in South OKC is important to the area and has the opportunity to reach so many people to offer the opportunity to truly achieve the American Dream and to Achieve Personal Dreams. Each individual employee who works here is responsible for the culture and the success of the institution. I feel good about working at OCCC.</i></p> <p data-bbox="383 1199 1227 1377"><i>This is, and has been, a good working experience. My co-workers are both effective and efficient. There are many opportunities to excel, and the many good things about OCCC almost always outweigh the few bad things. Overall, it's a very, very good workplace.</i></p> <p data-bbox="383 1398 1182 1465"><i>The growth of the campus and the student population is a very positive development.</i></p>	26
	<p data-bbox="383 1486 1162 1556"><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p data-bbox="383 1577 1198 1644"><i>The spirit of cooperation and sense of shared mission make this institution strong.</i></p> <p data-bbox="383 1665 1247 1808"><i>The general climate of the institution encourages everyone to work together across departments and disciplines, which is invaluable to understanding the various concerns and solutions as well as the positive impact the institution has in the community.</i></p>	26

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>There is no better place to work than OCCC. Students, faculty, staff, and administration work well and effectively together--and everybody matters.</i></p> <p><i>We have a variety of dedicated, loyal, hardworking employees in various departments whom have always worked together as a family and team player. I think this is what has formed the foundation of OCCC from the beginning of its time.</i></p> <p><i>The teamwork and shared vision of the institution.</i></p> <p><i>I enjoy the "family like" environment of the college. It seems to me that overall employee relations are very good.</i></p>	
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>I am very pleased with the Mission statement of the College and how the strategic plan and the annual budget process all tie together to ensure that our mission is accomplished. With some exceptions, I believe that President's Cabinet works together well to accomplish our mission.</i></p> <p><i>OCCC's mission toward student achievement is pervasive. All levels and scope of the organization understands and focuses on the mission. It is usually done in a collaborative and positive team focused environment.</i></p> <p><i>I think this is an institution that promotes focus on student learning and appropriate community college mission principles such as access and strategies toward success.</i></p> <p><i>Great institution of Higher Education with a sound mission and dedicated to the achievement of students.</i></p>	10
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>OCCC is diverse in a very good way. All types of wonderful caring people work and attend class at OCCC.</i></p> <p><i>My peers are accepting of my diverse background and thoughts, and I feel OCCC promotes diversity across the board.</i></p> <p><i>I am impressed with sexual orientation being part of this school's non-discrimination policy. I think that helps promote diversity and openness of faculty.</i></p> <p><i>OCCC is strong in promoting and achieving diversity.</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>Decisions get input from all interested parties, we are respected for what we do, and I trust that I will always be treated fairly by administration.</i></p> <p><i>I think the college does a good job of harnessing its employees' creativity i.e. new programs, technology etc.</i></p> <p><i>This institution is very open to new ideas and teaching techniques.</i></p>	6
	<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>I think it's great the President sends all employee email to say where we are going. I like that we know just who to call in other departments to help students.</i></p>	3
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>I love the direction the leadership of the college is going, as well as their concerns for the success of students.</i></p>	1
	<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>Job security and opportunity for advancement.</i></p>	1
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>My supervisor always shares the primary activities occurring at the college.</i></p>	1
Supervisory Relationship (n=41)	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>Great program director and assistant program director. Always willing to try something new, using the latest research to modify instruction to promote learning effectively.</i></p> <p><i>We have the opportunity to try new ideas and to collaborate across depts.</i></p> <p><i>I am creative and strategic; I find that being able to periodically function autonomously, very favorable.</i></p> <p><i>Freedom to be creative in teaching.</i></p> <p><i>In the division itself, creativity and thinking outside the box are encouraged, although this does not seem to be the norm for the rest of the college.</i></p>	14

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>My supervisor is an excellent manager. And this makes working here such a pleasure.</i></p> <p><i>My immediate and department supervisory staff go out of their way to communicate, support, encourage and provide opportunities for growth and recognition.</i></p> <p><i>I feel my work is appreciated and valued by my supervisor and my efforts to improve my job performance is supported and encouraged.</i></p>	9
	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>I appreciate the opportunities employees are given to grow and develop. We have workshops and training opportunities, conference and travel opportunities, and encouragement and opportunity to develop our own ideas and projects.</i></p> <p><i>Access to tools and professional development is necessary to meet with success rather than mediocrity. In general, this institution has achieved a climate that is very positive.</i></p> <p><i>Excellent support for Professional Development activities.</i></p>	6
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>Supervisors very supportive, give great encouragement and facilitate growth.</i></p> <p><i>I have enjoyed excellent relationships with all of my supervisors, who have been of the highest caliber--people who inspire me to do my best every day and be creative.</i></p>	4
	<p><u>27— The extent to which my supervisor seriously considers my ideas</u></p> <p><i>I am most satisfied with the leadership provided by my two immediate supervisors. They are both willing to listen to new ideas and show a willingness to let their faculty try new things in the interest of promoting student success and learning.</i></p> <p><i>I feel fortunate to have a supervisor who cares about my opinions and respects my knowledge.</i></p>	3

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>I find that OCCC is a great supporter of free expression, and I appreciate that. I think that the student expression and that of the staff show that this is a diverse and educated campus - a true marketplace of ideas.</i></p>	3
	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>My supervisor is great in identifying excellence and commenting on it appropriately.</i></p>	1
	<p><u>30— The extent to which work outcomes are clarified for me</u></p> <p><i>A & H is very thorough in presenting general guidelines for adjuncts.</i></p>	1
Teamwork (n=28)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>I find the atmosphere in my department to be supportive and positive...There is a great climate of teamwork within my immediate department which makes for a pleasant work environment daily.</i></p> <p><i>I am very happy in the testing and assessment department.</i></p> <p><i>I love the support I get in the Arts and Humanities Department.</i></p> <p><i>The extent of teamwork and cohesiveness within my program allows us to work effectively to help students succeed and improve student learning. It also makes working at OCCC very enjoyable.</i></p> <p><i>I am appreciative of the positive working relationship that exists within my department. Individuals are given the freedom to work as independently as they desire, which results in a more productive work force.</i></p> <p><i>I have the most effective dean, the supportive department chair, the most talented and respectful colleagues and the most collegial division that treats each person's accomplishments and a win for our team.</i></p> <p><i>The Social Sciences Department has great individuals who work together well.</i></p>	15
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I like the atmosphere in my workplace. The teamwork and sharing of knowledge within this lab is excellent.</i></p>	11

Table 23. Continued

Factor	Themes	Number of Comments
	<i>With in the specific work area, the team that I do work with supports one another and their individual needs.</i>	
	<i>All of the faculty in my area work well together. There is no competition or back-stabbing. We share ideas, syllabi, and most anything other faculty might need.</i>	
	<i>The relationship with my work team is good and increases the desirability of the job. I feel that I have sufficient time to prepare for and perform my job, this is a great plus all around for me.</i>	
	<u>24— The extent to which there is an opportunity for all ideas to be exchanged within my work team</u>	1
	<i>My immediate team of which I am a supervisor has lots of opportunity for open ideas and creativity in the classroom. Input is welcomed.</i>	
	<u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u>	1
	<i>Communication between myself and other departments is always open, effective and positive.</i>	
Student Focus (n=77)	<p data-bbox="383 989 1203 1016"><u>7— The extent to which student needs are central to what we do</u></p> <p data-bbox="383 1041 1235 1104"><i>Most favorable is the focus on student learning. I believe OCCC is committed to student retention and learning.</i></p> <p data-bbox="383 1129 1211 1192"><i>I believe that OCCC realizes that the students are our reason for existence and basis decisions on that commitment.</i></p> <p data-bbox="383 1218 1203 1365"><i>The college is student-centered, and that is good. There is never any question about that. We provide a variety of academic opportunities, which would meet almost any student's lifestyle demands.</i></p> <p data-bbox="383 1390 1211 1453"><i>OCCC is focused on student success. Many projects devoted to implementing tools and ideas to improve college life for students.</i></p> <p data-bbox="383 1478 1243 1625"><i>The staff all genuinely care about student success. The areas of expertise identified in adjunct faculty and the continued commitment for community partnerships is key to the success of the college.</i></p> <p data-bbox="383 1650 1235 1797"><i>Routine student complaints are heard and addressed from the lowest to the highest level, and faculty and administrators alike go above and beyond to see that reasonable solutions that meet student needs are implemented without delay.</i></p> <p data-bbox="383 1822 1187 1885"><i>I think we have many very dedicated, long term employees that work hard and do a wonderful job for our students.</i></p>	50

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>It seems the college really promotes retention and this is vital to maintaining our student body and recruiting other students.</i></p> <p><i>The commitment to the students. OCCC makes a difference in our community.</i></p> <p><i>Students enjoy a wide range of flexibility in their education.</i></p> <p><i>I am inspired and impressed by the climate among administrators and most faculty of meeting student needs.</i></p>	
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>OCCC is centered on giving its students the best education possible and understands that the reason OCCC is here is for the students and the community.</i></p> <p><i>I think that OCCC offers students a great education.</i></p> <p><i>The Business students get a good education in their major and support courses because we have a demanding curriculum that requires critical thinking and application.</i></p> <p><i>We are recognized by our outstanding educational value and community contributions.</i></p>	10
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>Many professors, especially adjunct, go beyond the required hours and expectations to assist students.</i></p> <p><i>The majority of the instructors seem to want to contribute to their students knowledge and give those students a good learning experience. Some are excellent motivators-thus excellent teachers.</i></p>	5
	<p><u>8— The extent to which I feel my job is relevant to this institution's mission</u></p> <p><i>I enjoy working with students. I feel like I am an asset to their education and I go out of my way to help them.</i></p> <p><i>The most favorable aspect of OCCC can be summed up in two words, Purpose and Freedom. As an employee I generally enjoy the ability to find the purpose in what we do at OCCC. I feel that what I do contributes to the success the students experience.</i></p> <p><i>I value my position very much. I believe that my work is essential to student success. I take my job seriously.</i></p>	4

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>Diversity is really emphasized for both student body and employees.</i></p> <p><i>I like the fact that OCCC welcomes a diverse population and seeks to educate these students with a practical approach with the use of the labs and the World Language Center.</i></p>	3
	<p><u>23— The extent to which non-teaching professional staff meet the needs of the students</u></p> <p><i>I think Student Life does a great job hosting moral boosting workshops and activities for students. I believe that co-curricular activities are an important part of student success.</i></p>	2
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>It is greatly rewarding after an 8 week course to receive a student email saying how they miss coming to class; "it's as if I left home without my purse".</i></p>	2
	<p><u>40— The extent to which students are assisted with their personal development</u></p> <p><i>The college offers many educational benefits as well as personal benefits.</i></p>	1
Customized (n=28)	<p><u>53— The extent to which tools and technology are available for me to perform my job</u></p> <p><i>The college is up to date and has cutting edge ideas and technology, well-connected with the academic world.</i></p> <p><i>All of the classrooms have every type of technological device available and they are generally kept in very good working order.</i></p> <p><i>I have always been given the most BASIC tools needed to help make my position here a bit easier. In general I feel like the college as a whole is moving forward in a very positive direction.</i></p>	8
	<p><u>54— The extent to which OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.)</u></p> <p><i>The Math Lab is an amazing resource for mathematics students here at OCCC. It is one of the major distinctions that sets this college apart from other schools in the state, and the fact that more and more students are taking advantage of this resource is evidence of its effectiveness.</i></p>	6

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>The College strives to provide students with many avenues to succeed in their educational goals and personal growth while attending OCCC.</i></p> <p><i>There is a genuine concern for the students from most of the faculty I speak with. Students seem well-integrated into college life, and support mechanisms are in place.</i></p>	
	<p><u>51— The extent to which I recommend enrolling at OCCC to my family and friends</u></p> <p><i>I think the college is an asset to the community. I encourage people all the time to enroll and take classes.</i></p> <p><i>I would recommend OCCC to anyone looking for a 2 year degree or for those students wanting to complete their basic requirements before transferring.</i></p>	5
	<p><u>47— The extent to which the WOW sessions have been informative and valuable</u></p> <p><i>We have an excellent area of training, such as WOW.</i></p>	3
	<p><u>55— The extent to which students consider themselves a part of the college community</u></p> <p><i>Students feel comfortable here and seek help from their professors.</i></p>	2
	<p><u>56— The extent to which OCCC faculty and staff promote students taking responsibility for their education</u></p> <p><i>I enjoy working with young adults who are motivated and know why they are in college, what their goals are and who are focused on completing their undergraduate objectives.</i></p> <p><i>Students are given the opportunity to take responsibility for their learning, as is appropriate on the college level.</i></p>	2
	<p><u>48— The extent to which professional growth activities have assisted me in learning how to become more effective in my job</u></p> <p><i>The division for which I now teach has given me repeated opportunities to develop online classes and continue to grow as a teacher and learner.</i></p>	1
	<p><u>49— The extent to which I routinely use tools or processes to evaluate the effectiveness of my work/class</u></p> <p><i>I notice that I am satisfied with most things. The best is this opportunity to reflect on the actions and the results as they impact this area. I catch things which need to be addressed and now can. The continued effort by the administration to improve the College's self-presentation allows the staff to address issues at its own level.</i></p>	1

Table 23. Continued

Factor	Themes	Number of Comments
Other (n=37)	<u>Leadership</u>	14
	<i>Top levels of leadership also make it a priority to be as visible to the institution, students, and community as possible.</i>	
	<i>The President works hard at creating a favorable climate in which faculty can excel. This in turn ultimately benefits the students.</i>	
	<i>The President is always accessible and encouraging.</i>	
	<i>Our president is a strong, caring leader that involves all college employees in making the college a great place to work, as well as serving the best interests of the students.</i>	
	<u>Compensation & Benefits</u>	10
	<i>The College benefits for employees (insurance, annuities, time off, etc.) are excellent.</i>	
	<i>The College is an excellent place to work with good benefits and reasonable pay.</i>	
	<u>Facilities</u>	9
	<i>The facilities at OCCC are very modern and user friendly.</i>	
<i>With the addition of new buildings, remodeling the student services area and the addition of key student gathering places such as the Coffee Shop, the new 2nd floor are of the library and the outdoor areas, OCCC is starting to look and feel more like a college that students can be proud to call their own.</i>		
<i>The size of the institution. Ease of access to interstate system. Parking is always free and available, even if you do have to walk a few feet.</i>		
<i>The physical facility is like a maze but signs are being posted to help students and new employees to find directions.</i>		
<u>Library</u>	2	
<i>The library is a very good resource for both faculty and students, particularly for an institution of this size.</i>		
<u>Resources</u>	1	
<i>The resources that we are given to do our jobs. The wonderful extras that we have-our library, the cultural center, the ability to download Rosetta Stone on our computers, etc.</i>		
<u>Miscellaneous</u>	1	
<i>The College and its relationship with the South Oklahoma City Chamber of Commerce has greatly influenced the development of the southside of Oklahoma City. OCCC is an "economic engine".</i>		

Table 24. Least Favorable Reponses—Sample Comments and Actual Number of Responses at Oklahoma City Community College

Factor	Themes	Number of Comments
Institutional Structure (n=205)	<p data-bbox="381 302 1192 373"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="381 394 1247 573"><i>OCCC as a culture tells us student success is central and we are each important to the cause. Those who say it with one side of their mouths and then scoff with the other bring us all down. And these individuals are unfortunately found in every level of administration -from VPs to faculty to student services.</i></p> <p data-bbox="381 594 948 627"><i>The evaluation system needs to be reviewed.</i></p> <p data-bbox="381 648 1224 682"><i>Favoritism and lack of consideration of faculty by administrators.</i></p> <p data-bbox="381 703 1024 737"><i>Not a positive environment for productive activity.</i></p> <p data-bbox="381 758 1182 894"><i>Accountability for performing one's duties are not held evenly across the college. Weaknesses are glossed over. The same personnel are called on repeatedly while others are allowed to skate by with minimal effort outside of teaching their classes.</i></p> <p data-bbox="381 915 1230 1020"><i>Adjunct faculty are treated like second class citizens. For example we have no real offices or reserved storage space and we use the student email system instead of the one regular faculty use.</i></p> <p data-bbox="381 1041 1230 1220"><i>The college is also one-tracked about student success. You cannot have a successful student body if your employee base is unhappy...As long as the numbers appear student success is achieved, management cares nothing of the sacrifices employees make in the process.</i></p> <p data-bbox="381 1241 1247 1524"><i>The climate of the college has changed over the last several years. I feel less involved. The task forces and committees in the past were made up of volunteers with a larger involvement by faculty. It appears that more and more of these efforts are made up of the same handpicked staff and faculty. I believe that given the opportunity the college would benefit from a more diverse set of opinions and experiences. The overall morale of the college also appears to have declined.</i></p> <p data-bbox="381 1545 1230 1619"><i>Conflict of interest taking place, the appropriate people have been notified and procedures followed and nothing is done about it.</i></p> <p data-bbox="381 1640 1235 1713"><i>An overall feeling of not being valued as an employee exists within my area.</i></p> <p data-bbox="381 1734 1247 1797"><i>My experience as an employee at OCCC has been a very distasteful one!</i></p> <p data-bbox="381 1818 1235 1881"><i>Raises are not given in accordance with the work that is done. It is very discouraging working here professionally.</i></p>	45

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>Stop letting faculty act like they are tenured! Properly discipline & terminate people like real companies do - some people do not do their jobs around here & get away with it forever.</i></p> <p><i>The Faculty Association (FA) needs to be more effective as an advocate for the faculty and faculty concerns. There are only 23 members which doesn't impress anyone. Meetings that are mandatory for faculty attendance should not interfere with the FA meeting times...Faculty should be treated as valuable employees...just as students are valued by this college.</i></p> <p><i>All managers appear to be incompetent in identifying what needs to be done for the good of the College and have destroyed morale not only in their own area, but the entire college.</i></p> <p><i>I also perceive an "us or them" attitude between faculty and staff. It is important to convey the idea that it takes every one of us to educate each student. Those who do not have direct contact with a student will have an indirect effect on that student's success based on his/her job responsibilities.</i></p> <p><i>There is an atmosphere of fear and no matter how good of a job anyone does, no one is rewarded for their efforts (except from students).</i></p> <p><i>Program Directors and Deans should be evaluated by faculty on a yearly basis in order to enhance performance.</i></p>	
	<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>Information is closely held and not shared among division employees. Most things are "need to know".</i></p> <p><i>There should be a concerted effort made to inform the faculty and staff about the change in the structure of departments, the hiring of new employees, and the departure of employees.</i></p> <p><i>College-wide lack of effective communication and lack of direction.</i></p> <p><i>In spite of increased technology, clear, helpful, and timely communication between supervisors and adjuncts, between the college and its students, and between the college and its employment candidates is sorely lacking.</i></p> <p><i>Also, adjuncts often receive information by word-of-mouth or we are bombarded with the same information which only covers certain areas.</i></p>	34

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>Communication can be a problem. By the time it filters through from the top to the lower levels different departments have different interpretations of what is expected.</i></p> <p><i>Communication needs to improve...specifically regarding roles, procedures, and expectations.</i></p> <p><i>An almost total lack of communication; many important decisions/developments are learned by accident, rumor, and/or long after occurrence.</i></p>	
	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>No tech support in a timely matter and no tech support at all in the evening.</i></p> <p><i>I believe we are getting too "top heavy". Consistently we are creating and filling new positions in the areas of management when what we really need is more positions that actually help students.</i></p> <p><i>Since the computer technical support staff is so small, frequently computers are purchased and wait for months until they are installed. That keeps us from being up-to-date with technology and is a poor use of our resources.</i></p> <p><i>There is a disproportionate allocation of clerical and support staff per ratio of full time and adjunct staff along with the number of students per program, not per division.</i></p> <p><i>Faculty is strained right now related to extremely rapid growth of the program where I teach. While we have a large number of students in our program, it does not always seem that we have a proportionate amount of support in the way of opportunities for continuing education and professional development activities. There are large disparities in the number of students for each program in the division, but each program director has the same responsibilities for their students. This is stressful for the program director with the largest component of students.</i></p> <p><i>Too many committees.</i></p> <p><i>Not enough people in the department to fully satisfy the growing need, which in turn makes everyone unhappy.</i></p> <p><i>The workload has become almost impossible. It is difficult to maintain continuity due to a lack of leadership presence at the division level. Standards are not equally applied to all.</i></p> <p><i>Faculty and staff who are just riding it out until retirement resulting in an increased workload for others.</i></p>	29

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>I also miss having time during Prep & Planning week to actually prep and plan for the upcoming semester. The new "Orientation" schedule does not allow for much time for planning at the departmental/work group level.</i></p> <p><i>Organizational silos are entrenched...And the recently announced organizational change removes the president even further from contact with staff.</i></p> <p><i>All the nursing faculty are spread out all over the campus. This makes working as a team to prepare for class learning experiences difficult.</i></p> <p><i>The lack of proximity to faculty team members leads to a lack of cohesiveness which provides for significant breakdown in communication and low morale.</i></p> <p><i>The Information Technology Division was moved to the Library where it is effectively hidden from 95% of the College. Most students, faculty and staff have no idea of the college most expensive and best open-access computer lab.</i></p>	
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>Even though there is encouragement and effort made to create an inter-departmental and interdisciplinary environment, many people still tend to stay in their own silo and not try communicate or share information relevant to doing our jobs.</i></p> <p><i>Not only in my department, but college wide, there seems to be no real team work. It is everyone out for themselves. Would like to see departments willing to assist each other. The term kingdom comes to mind. Each department builds their own kingdom with moats around them.</i></p> <p><i>The coordinated efforts of full-time staff and adjunct faculty, as it relates to student support and services.</i></p> <p><i>I continue to be discouraged by the "silo mentality" that exists within the college. Communication and cooperation between areas of the college should be encouraged, but they are not. Far too many people are more interested in protecting their turf rather than getting things done.</i></p> <p><i>I have noticed that when I request assistance or information from individuals outside of Academic Affairs, follow-up tends to be poor. Public Relations, IITS and HR are three specific departments that often do not return phone calls or emails. It is so widespread I blame it on poor leadership.</i></p>	24

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>Poor customer service skills in each dept.</i></p> <p><i>The increase in size of the college has taken away the sense of family the employees used to enjoy.</i></p> <p><i>Each department works independently instead of together for the good of the college. The various Department Heads attitude of indifference and unwillingness to compromise and make hard decisions is ridiculous given their position of authority.</i></p>	
	<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>College policies are meaningless until and unless they are followed, not just promulgated.</i></p> <p><i>The HR process must speed up - it takes months to get someone hired. We don't always have that much time to wait for additional help/employment.</i></p> <p><i>The College has grown rapidly, but many of our policies and procedures are lacking. Professional employees should receive initial training from Human Resources, Payroll, Finance, Risk Management and other departments. Many of these processes are not performed correctly because managers are unaware.</i></p> <p><i>Hiring of adjunct faculty appears to be based on favoritism by selection personal, rather than any published selection requirements. There does not appear to be any formal selection requirements for adjuncts other than minimum education requirements for teaching position.</i></p> <p><i>Policies and procedures are sometimes not considered and implemented with the goal of making it easier for faculty to do their jobs. Instead, they often get in the way or consume time that would otherwise be utilized for instructional activities.</i></p> <p><i>HR policies have been designed to hurt those who remain with the college, instead providing more reward for working elsewhere before coming to OCCC. Policies also offer sometimes ludicrous compensation for new employees, making it a better thing to seek employment elsewhere if possible.</i></p> <p><i>All faculty should be treated in an equitable manner. Different divisions should not have more strict faculty expectations and "office rules" than the overall faculty policies and procedures stated in the faculty handbook.</i></p> <p><i>The fiscal policy which requires personnel to pay out of pocket for professional development expenses (hotel, parking, meals, shuttle, etc.) to be reimbursed at a later date is least favorable.</i></p>	18

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>We have become an institution whose primary decision making concern seems to be avoiding litigation at all cost. We have policies and procedures that are set up to prevent very unlikely things. These policies make the day to day work of learning and teaching much harder than it needs to be.</i></p> <p><i>Many of the policies here seem to have a CYA atmosphere about them, as though the college were being run not for the benefit of students and faculty, but for the ease and stability of the bureaucrats, accountants and lawyers.</i></p> <p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>Higher ups get promoted when they don't deserve it. People who have put in their time are skipped over for supposedly fresh blood. Complaints are filed against managers and they are ignored and they are promoted again and again. I would think they would be looking at the high turnover rate in certain areas and why loyal employees have no chance at advancement.</i></p> <p><i>There is no upward mobility within student services for qualified personnel.</i></p> <p><i>Also, I am qualified to take on more responsibilities and have applied for jobs without success.</i></p> <p><i>I have seen good experienced people passed by on promotions while the in crowd gets the job with little or no experience.</i></p> <p><i>I feel opportunities to grow a position and move to more responsible positions are tied more to academic status than proven abilities and talents.</i></p>	9
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Some decisions affecting faculty are made by administration, announced and implemented without having had faculty input. This seems to have contributed to lower morale and cynicism.</i></p> <p><i>Of late decisions that affect the way students and faculty/staff interact have been made with little or no input from Academic Affairs personnel.</i></p> <p><i>Faculty representatives from divisions should be elected by peers, not appointed by division deans and program directors. The number of reps should be related to # faculty represented.</i></p> <p><i>Middle managers have responsibilities but no authority with approval required from multiple layers of higher authority.</i></p>	8

Table 24. Continued

Factor	Themes	Number of Comments
	<p data-bbox="383 247 1219 317"><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p data-bbox="383 338 1219 443"><i>We have talented and knowledgeable people on campus whose expertise we ignore simply because they don't have the right title or rank.</i></p> <p data-bbox="383 464 1219 674"><i>Managerial staff discount significant contributions of non-professional staff. Many staff members have years of experience but are never used as resource for information and ideas. I have worked at this institution for many years and have never been asked to serve on committee. Most committees are limited to those in professional positions.</i></p> <p data-bbox="383 695 1219 1024"><i>I do not like that I cannot influence policy more. The PAC sounds like a good forum, but I feel disconnected and uninformed about their agenda until after the meetings have happened. I think we could have division meetings open to anyone interested in participating. My PAC representative could have a meeting to discuss what they talked about with the President and what upcoming issues are around the college. This would give people like me a chance to voice my opinion about issues like recycling and carpooling on campus.</i></p>	7
	<p data-bbox="383 1045 1219 1115"><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p data-bbox="383 1136 1219 1241"><i>More informational cross training between offices so we can better understand how the entire process works, or not, and to provide better customer service to our students.</i></p> <p data-bbox="383 1262 1219 1409"><i>Updated manuals of the software that we use daily would be a great help, and also training within the first few weeks of employment on the different types of software that are going to be required for one's job (such as Datatel).</i></p> <p data-bbox="383 1430 1219 1535"><i>Administrative procedures are sometimes difficult to follow. For example, one department may not know if its their job to do something or don't know who should be doing what.</i></p> <p data-bbox="383 1556 1219 1577"><i>Administrative and functional policies are not in writing.</i></p>	7
	<p data-bbox="383 1598 1219 1667"><u>11— The extent to which institutional teams use problem-solving techniques</u></p> <p data-bbox="383 1688 1219 1793"><i>When moral and ethical issues among employees are ignored. These kind of situations should be dealt with more rapidly and with enough influence to discourage such behavior.</i></p> <p data-bbox="383 1814 1219 1885"><i>Supervisors encourage leaving a position and discourage proper reform to solve these problems.</i></p>	6

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>There needs to be a more proactive approach to prevent issues (that are foreseen)...instead of "damage control". There is no need to be in a crisis mode at all times, when appropriate actions and plans are considered and implemented to prevent certain issues (this reflects poor customer service).</i></p> <p><i>The problems are allowed to fester and grow causing resentment among employees in different departments.</i></p>	
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>I would like to see more diversity in the leadership positions!</i></p> <p><i>OCCC so strives for diversity. This causes the needs of others - the needs of the whole - to be cast aside to make the minority "feel at home". Diversity is great; however, place less emphasis on this.</i></p> <p><i>Diversity is not promoted within my area, there is only one African American hired for a professional position within the entire area I work under. Minorities are told they should look elsewhere (at other colleges) if they are wanting to be promoted. Recruiting efforts targeting African American, and other minority students are disregarded or not seriously considered.</i></p>	5
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>I feel that the institution "talks the talk" but doesn't "walk the walk".</i></p> <p><i>The change in philosophy is unfortunate and not in line with our mission or vision. The more of this that occurs the more it will affect the atmosphere of our workplace.</i></p> <p><i>The true mission is not carried out from supervisors.</i></p>	4
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>The institution's philosophy and practice that push for high student enrollment at the cost of testing students' readiness has detrimental effects in the classroom... Excellence is compromised for numbers which in turns makes more money for the school.</i></p> <p><i>Some Administrators are more concerned with what makes them, their department or division look better rather than what is best for students.</i></p>	4

Table 24. Continued

Factor	Themes	Number of Comments
	<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>The second issue is the overwhelming amount of gossip at this institution. The administration needs to set stringent guidelines concerning gossip and reprimand those who are spreading rumors and creating a toxic work environment. Gossip is damaging and demoralizing and it is time that appropriate measures are taken against it.</i></p> <p><i>On another note, long-time employees are not very tolerant with new employees' making mistakes. We are made to feel stupid, then they take your mistake(s) and spread them all over campus; leaving you to feel like an outcast.</i></p> <p><i>Academic affairs needs to learn the meaning of confidentiality when correspondence is occurring during a semester. While teachers and administrators are trying to help a student in academic need, it is not ethical for that student to be contacted and told which academic leaders have voiced concern about their level of academia. It makes the remainder of the semester more than difficult when dealing with that student.</i></p>	3
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>Information about certain events or activities does not always get passed on to all faculty/staff members.</i></p> <p><i>More notification of things on campus to all of the departments (things like noncredit classes, meetings, seminars, etc) so that we know what is going on and what we can attend before the event has happened.</i></p>	2
Supervisory Relationship (n=26)	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Lack of training and professional development opportunities, usually because of the lack of funding. In this area, we are dependent on one individual who controls the knowledge and processes.</i></p> <p><i>Staff development opportunities are only offered during the daytime.</i></p> <p><i>Job training for new employees needs to be implemented.</i></p> <p><i>The opportunity for professional development has been excellent in the past. It is not as good today.</i></p>	14

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>Supervisor requires personnel to continue education, but will not allow flexibility in schedules when class times are only available during work hours.</i></p> <p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>Very little to no encouragement to improve or change how things have always been done.</i></p> <p><i>There is no forum for communication between full time faculty and adjunct faculty.</i></p> <p><i>We are not allowed to talk to anyone higher up, and if we do we have to be very careful on what we say.</i></p>	5
	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>Nearly all of the regular communication I receive from my division comes from office staff. I have never received any feedback, positive or negative, about my work other than that I have access to student feedback that is completed in each course. I don't know how I am evaluated or even if I am evaluated.</i></p>	2
	<p><u>30— The extent to which work outcomes are clarified for me</u></p> <p><i>Lack of follow-up regarding Department information and plans presented during semester orientations. Department leader indicates some plans for the semester, but does not provide subsequent information regarding outcomes.</i></p> <p><i>No personal and/or department goals are set.</i></p>	2
	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>Lack of leadership and communication from my supervisor would be my number one issue. He/she operates in their own world and is not concerned with the functioning of the department unless there is a problem.</i></p>	1
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>Supervisors should work with staff to be more proactive in designing training programs and activities.</i></p>	1
	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>Ideas and creative avenues are disregarded by management within the office.</i></p>	1

Table 24. Continued

Factor	Themes	Number of Comments
Teamwork (n=12)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>There are barriers to teamwork in my area. Some of the long-term employees find it difficult to shoulder their own work responsibilities, often finding opportunities to avoid assisting our team in reaching our goals of facilitating students in reaching their educational goals. This is frustrating for the support staff who genuinely want to assist students.</i></p> <p><i>The lack of communication within the department. The favoritism that is displayed makes it difficult to feel positive about one's position.</i></p> <p><i>I would not recommend this division to colleagues. Very oppressive with a lack of tolerance for faculty diversity.</i></p> <p><i>Plus, there is uneven communication in the department. Some people are informed; others aren't. Items of significance are not saved for department meetings or emails to all.</i></p>	9
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>Working with coworkers that do not share the same work ethic as I make some days very stressful. Conflict between supervisors and coworkers should not be left to other coworkers to solve. Perhaps training sessions for supervisors would be helpful.</i></p> <p><i>There are no "work groups" in my division. I am not even sure who my direct supervisor is.</i></p>	3
Student Focus (n=30)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>Students tell me about real frustration with the enrollment and advisement process. They are not always told the same information from one area to another. There needs to be a smoother process between Financial Aid, Academic Advisement, Enrollment, and Faculty interaction with these areas.</i></p> <p><i>In the past 20 years OCCC has moved away from the Adult, night student to the younger, day student; away from the part-time student to the full-time student and away from the AAS degree students to the AS and AA students. General Education departments with high required enrollments are removing any influence away from the small programs with career majors.</i></p> <p><i>Someone needs to look at the assessment tools because students that don't belong in college level classes are still getting in.</i></p>	13

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>We are more focused on procedures and perceptions than on real student achievement. We need to rethink our entire process of placement testing, prerequisite knowledge for a given course or program, and final assessment of student knowledge.</i></p> <p><i>The college is rapidly becoming an educational bureaucracy...teaching and learning have taken a back seat to paper shuffling and press releases.</i></p> <p><i>Student initiatives that should be at the forefront of this institution are completely disregarded because of lack of understanding on the leader's part.</i></p>	5
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>I get upset when students come to me telling me of other classroom situations where they feel they are not be treated fairly by the professor, not being assisted by an inflexible professor, or just not being supported as an important person by the professor.</i></p> <p><i>Some of the faculty are horrible teachers. There needs to be more faculty training. Just because they have a degree, doesn't make them a good teacher. There should be more supervision and evaluation of faculty. The faculty put themselves first and the students second. We need more consistency in courses from one faculty to another.</i></p> <p><i>Newer faculty members do not seem to have the abilities or backgrounds needed to be competent and effective instructors. That said, there are also those that have taught here for a long time that seem to have agendas that promote their own needs and not those of the students.</i></p>	4
	<p><u>23— The extent to which non-teaching professional staff meet the needs of the students</u></p> <p><i>I believe that students could benefit from more time with advisors and counselors. I think this could help students plan their classes, life balance, etc. more effectively. I would like to see required advisor contact for more students, but we do not currently have the staff to accommodate that.</i></p> <p><i>Classified/Non-Teaching Professionals are rude to students many times. In addition, they transfer without find out if it is the correct office and they give students incorrect information. They need better customer service skills - especially since they are the first contact for many of our students.</i></p>	

Table 24. Continued

Factor	Themes	Number of Comments
	<p><u>8— The extent to which I feel my job is relevant to this institution's mission</u></p> <p><i>In addition, our program has the most students' per division yet we do not get any new buildings, equipment, and have been completely deleted from the college-wide strategic plan.</i></p>	2
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>In regard to diversity in student population, I feel there are faculty members as well as members of the student population that discourage that very diversity. Possibly more widespread diversity education would be of benefit to staff and students.</i></p> <p><i>Some faculty are intolerant of ethnic diversity in students, and especially in other faculty.</i></p>	2
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>I am concerned about the poor writing ability for some of my students. I do not teach an entry-level course.</i></p> <p><i>I think that there needs to be a better test for placement of ESL students in the English composition Classes. I find that many of these students, who understand English when it is spoken, are not ready to be thrust into composition classes. Better placement tests, that require written evaluations for placement, would be useful in identifying the exact skill level of the written English language. I don't feel as if there is enough support provided by the school to help facilitate the great needs of the ESL student.</i></p>	2
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>I've known several students who didn't graduate but transferred to 4 year institutions...My concern is they often have to repeat classes that they've already taken at OCCC.</i></p>	1
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>Students are also leaving this college thinking that they are prepared to go to a four year institution and are learning once there that they are not as knowledgeable as the students who have attended that four year school all the way through.</i></p>	1
Customized (n=49)	<p><u>53— The extent to which tools and technology are available for me to perform my job</u></p> <p><i>We need more up to date technology to be able to do the jobs/reports/etc. that are asked of us.</i></p>	19

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>Technology distribution seems very slow; computers in classroom often malfunction and run slowly, impairing effective technology use in teaching.</i></p> <p><i>Obtaining copies of material needed for classroom quizzes, projects, etc.</i></p> <p><i>Difficulty in acquiring computers and technology for faculty and staff.</i></p> <p><i>I am pleased with the technical tools I have to work with however I am very unhappy about how long it takes to get a new computer installed and working properly.</i></p> <p><i>The lack of needed resources required to perform the task results in faculty perceiving their value is diminished with a disregard for the job they must perform which decreases educational opportunities for the students.</i></p>	
	<p><u>56— The extent to which OCCC faculty and staff promote students taking responsibility for their education</u></p> <p><i>Teachers confront students who are hostile to learning and students who do not have the appropriate aptitude to do the work.</i></p> <p><i>Sometimes I think that student complaints are take too seriously and I feel the college is biased towards the students instead of backing up the professors.</i></p> <p><i>These teachers do not get support from administrators who act like students are customers who have to be catered to even if they do not have the proper attitude and behavior to be in class.</i></p> <p><i>Many students do not take college seriously (attendance, talking & texting in class, completing assignments) This is a huge problem and the support is not always there for the instructor when these issues arise.</i></p> <p><i>Some students come to OCCC poorly prepared for college. They do not accept the responsibility of learning. Supervisors tend to excuse this lack of responsibility as acceptable and make student learning the instructor’s responsibility as well as teaching.</i></p> <p><i>I think that the focus on allowing all students to enter this college through remediation has great motives, but as I work with students on a day to day basis who can barely read or write but have somehow passed into Eng. Comp. II, I wonder if maybe this college is pressuring some students to pursue college who would honestly be better off following something else.</i></p>	9

Table 24. Continued

Factor	Themes	Number of Comments
	<p data-bbox="383 247 1105 317"><u>47— The extent to which the WOW sessions have been informative and valuable</u></p> <p data-bbox="383 338 1219 478"><i>Wow sessions are a joke to faculty. If we do not know how to perform our duties then why are they hired. Conferences within a field of study is the best way to get trained and updated on information about your field of study.</i></p> <p data-bbox="383 499 1247 640"><i>WOW and inservice sessions are not convenient for those of us who have to take time off from full-time jobs to attend them--there should be more offerings in online or streaming video form or on Saturdays.</i></p> <p data-bbox="383 661 1208 772"><i>The WOW sessions have not been helpful to me in my area of employment. The topics are either not applicable to what I do or are offered during a popular class time.</i></p> <p data-bbox="383 793 1243 898"><i>It would be nice to have WOW sessions, workshops, and other faculty functions in the evenings or on Saturdays sometimes so that adjuncts that work other jobs may be included.</i></p>	8
	<p data-bbox="383 919 1198 989"><u>52— The extent to which I believe OCCC implements effective cost saving measures</u></p> <p data-bbox="383 1010 1247 1297"><i>I think there are a few problems with trying to be cost effective. The biggest example is switching to Angel as the online learning platform. WebCT and Blackboard worked just fine, and Angel is very difficult to learn and utilize, but it is cheaper! It has also created problems with academic freedom and individuality because a master course has to be used as a model for many sections. Instructors should be able to create the course themselves (as they did in former systems) as long as objectives are met.</i></p> <p data-bbox="383 1318 1243 1459"><i>I am amazed at how much money could be saved if there was just a central location for identifying items to share. Example. Someone puts an item into surplus without some means of finding out if someone else can use it within the college.</i></p> <p data-bbox="383 1480 1105 1549"><i>We also need to implement cost-saving energy efficiency technology.</i></p> <p data-bbox="383 1570 1227 1703"><i>For cost saving measures, I do not understand the relationship between the bookstore and the other divisions that benefits the campus for us to spend more money to purchase supplies from the bookstore rather than large retailers.</i></p>	5
	<p data-bbox="383 1724 1247 1793"><u>55— The extent to which students consider themselves a part of the college community</u></p> <p data-bbox="383 1814 1235 1885"><i>There is an absence of community among students, which seems to be driven in part by the facility design.</i></p>	3

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>Most students do not enroll here to create allegiance or association. In my opinion, they want to prepare themselves with the least amount of drag to accomplish their goals and maintain their lives. The education piece is only one part and receives only a percentage of their effort. Attempts to pull them in may be less than successful.</i></p>	
	<p><u>50— The extent to which I am informed of the Achieving the Dream activities</u></p>	2
	<p><i>I have no idea what the Achieving Dreams thingy is.</i></p>	
	<p><u>54— The extent to which OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.)</u></p>	2
	<p><i>We could also spend more time helping them develop study skills and life skills that will help them in their additional education and in their careers.</i></p>	
	<p><i>Lack of study areas.</i></p>	
	<p><u>48— The extent to which professional growth activities have assisted me in learning how to become more effective in my job</u></p>	1
	<p><i>Very little training was provided from the beginning. I usually find out how to do something after I have done it wrong.</i></p>	
<p>Other (n=62)</p>	<p><u>Leadership</u></p> <p><i>Certain administrative executive level people seem totally aloof. Not enough time and attention is often given to employees -- it is rather spent on other executive level people. They seem to spend a lot of time congratulating one another rather than congratulating their respective staffs.</i></p> <p><i>The least favorable aspect of the College climate is our departmental manager. Their integrity and ethics are questionable, specifically their on-going, more-than professional relationship with the head of our Administrative Unit. These concerns have been conveyed to other Administration leaders, with no apparent action being taken. In addition, the departmental manager's condescending attitude toward other employees on a regular basis makes it a challenge in tolerance for myself and other employees across the campus who have to deal with them.</i></p> <p><i>Supervisors need sensitivity training and anger management counseling.</i></p> <p><i>Leadership seems to hide.</i></p>	21

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>Dean really has no idea what students are asked to do on a daily basis nor how overloaded some of the faculty are.</i></p> <p><i>Meeting management and facilitation skills are lacking in most areas I have worked.</i></p> <p><i>I would appreciate more vision, more inspirational offerings and a direct supportive relationship at the academic vice president's level. Many of the new administrative hires have challenges in their communication and relationship building skills and so our morale is slipping daily. It makes me very sad.</i></p> <p><i>I am deeply concerned with bureaucratic / administrative initiatives like Achieving the Dream and "the culture of evidence". Administration seems very enamored with these programs, which I view mostly as really bad ideas. The bureaucratization and standardization of the educational process has utterly failed at the K-12 level... and now we are wanting to implement it here???</i></p> <p><i>The upper executive administration management style is that of elitist mindset. Their actions translate that they are more interested in what is better for them personally and professionally than for the overall good of the institution.</i></p> <p><i>The top tier management is too political and it can be seen clearly throughout the divisions.</i></p> <p><i>The dean of our department is never here.</i></p> <p><i>I think that many of the upper management positions are held by people who are no longer understanding of where this college is going or what it is made up of.</i></p>	
	<p><u>Facilities</u></p> <p><i>The allocation of space, offices, and classrooms in the new HP building to the nursing program.</i></p> <p><i>There seems to be disproportionate space and resources related to program size. Nursing is by far the biggest program in Health Professions, yet we have very limited use of the new Health Professions building, and we have no offices in the new building. I don't believe this is known across campus since I as new faculty was asked multiple times if I was excited about the new building, and I really won't have much use of it.</i></p> <p><i>Our campus on the outside could be a lot prettier.</i></p> <p><i>Being open on Sunday, even if only to faculty, would help give a place to get work done.</i></p>	16

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>The Social Sciences wing leaks when it rains and it creates a very negative environment for students, staff, and faculty.</i></p> <p><i>The physical plant needs to be better maintained. I am teaching in areas with mold/mildew because of roof leaks. Many classrooms reek from these problems.</i></p> <p><i>There is a disproportionate ratio of classroom and lab space per number of students limiting the educational process for the student.</i></p> <p><i>Years of the leaking roof has taken a toll on classroom appearance. Stained tiles on ceilings, stained carpets and blisters running down walls in some area really detract from a professional appearance. Some areas have had the same desks for at least seven years and they are showing their wear. Adjunct instructors have limited areas to work in and most of their chairs and equipment have been pulled from surplus and are showing their wear.</i></p> <p><i>Our Division needs a new building that doesn't leak or have squirrels. Many offices, labs and classrooms have major leaks so much of the physical space we have is limited. A remodel won't work - the roof has already been repaired. The repairs made the leaking worse.</i></p> <p><i>Clean the nasty stained cloth furniture or replace it.</i></p>	
	<p><u>Hiring Process</u></p> <p><i>Human Resources has for years been a big stumbling block in our ability to move at a reasonable pace through the hiring process. This is true across the college. An employee gives notice and leaves the college. The supervisor timely submits the "paperwork." Extended periods of time routinely go by before a job is posted. This pattern continues throughout the process, often culminating in weeks going by after an applicant is chosen--but before they can be officially offered the position, or employed.</i></p> <p><i>Far more emphasis needs to be spent on qualifications and skill and less on race and gender in the over all hiring process and positioning of employees.</i></p> <p><i>Appearance of hiring practices favoring women for leadership, administrative, and teaching positions. Male applicants with more experience and education in field of study appear disproportionately rejected in favor of female applicants with less experience and education in field of study. Percentage of females in leadership positions appear disproportionate to males.</i></p>	7

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>I have witnessed unfair hiring practices in the department of student development. Manipulating hiring committees to produce favorable results. Viewing applicants on Facebook or Myspace and deciding not to interview based on appearance. I feel some supervisors have too much power over the employees in their departments. They tend to bend rules unfairly and can lead to treating employees badly. I witnessed one supervisor in student development tell another employee that she would "make her life a living hell until she left" - that is not acceptable.</i></p> <p><i>Hiring practices at this college is way out of control. I have never worked somewhere where cronyism is so rampant. Many people have been turned down for jobs or promotions so someone's less qualified son, daughter, mother, brother, or friend could take the position instead. This is something that needs urgent attention!</i></p> <p><i>I find the hiring practices least favorable; it seems that intellect and hard work matters less in a few departments/areas. Appearance seems to carry a heavier weight; I consider this a form of discrimination. The hiring practices have been the main area that has produced dissatisfaction, for me, at OCCC.</i></p>	
	<p><u>Resources/Funding</u></p>	7
	<p><i>Travel money is especially scarce. Travel is necessary in order to stay current in the field, however faculty members have to provide most if not all of their own travel funds. We get very little financial support from the division. We are told the budget is very tight and allows for very little in the way of new equipment or other teaching materials.</i></p> <p><i>There is an inequitable distribution of money, resources, space, as well as division of labor among specific programs within a division. The distribution should be base on program size in relation to full and part-time faculty and the number of students each program services within that division.</i></p> <p><i>We buy stuff we don't need. Administrative offices look great - faculty still have office desks and files that are decades old. Items have drawers that don't work and key that won't lock.</i></p>	
	<p><u>Compensation & Benefits</u></p>	6
	<p><i>Health insurance is very costly for dependents.</i></p> <p><i>The pay scale for the college is becoming abysmal. Public school teachers are quickly catching up. Due to the poor pay, recruitment of excellent faculty is becoming a real problem.</i></p>	

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>The Administrative Leadership is concerned with obtaining more money in their own pockets. Whenever the Administrative Leadership must take on more job responsibilities, they are compensated with huge pay raises. Monetary compensation for their assistants and other employees that work for the administrative leadership is never considered, even though the assistants automatically must take on much more work also.</i></p>	
	<p><u>Miscellaneous</u></p>	3
	<p><i>OCCC should follow the lead of Oklahoma State University and ban all tobacco use on the campus. Since almost every entrance is ramped, locating smoking areas 25 feet from entrances does nothing to protect the non-smoking and perhaps highly sensitive to smoke students and staff from having to traipse through gray clouds of foul smelling and harmful fumes.</i></p>	
	<p><i>Recruitment has not scratched the surface of what could be done. Presentation of the unique opportunities at OCCC combined with state and federal programs that can make education accessible to all young people are not presented early enough and with enough pizzazz to be effective. These potential students have to know early & be excited about their prospects so they can take advantage of all programs ,i.e, OHLAP.</i></p>	
	<p><i>On another totally different matter, I think the college could do A LOT more to save energy. Just as our nation needs an "energy policy," I think our institution needs an energy policy. For example, we should be encouraged to turn off computers and printers at the end of the work day in classrooms and in our offices. We've never been advised comprehensively about that or about any other energy- or paper-saving measures or initiatives. We need to go green!</i></p>	
	<p><u>Survey</u></p>	2
	<p><i>I was not happy with the wording of the questions that were asked.</i></p> <p><i>I am completing this survey as requested; however, this is the 3rd time in time of employment that I have been asked to do this.</i></p> <p><i>Everyone who was involved in a project such as this, committees generally have been assured anonymity and given a promise that we would see the results of what was accomplished. 3 years ago I was on such a committee and still have not seen the results. It is very discouraging to be told one thing and get the opposite results. I hope this will truly be surprised this time.</i></p>	

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 Oklahoma City Community College. Seven of these items represent the Student Focus climate factor (items #8, #17, #18, #31, #35, #37, and #42), two represent the Supervisory Relationships climate factor (items #2 and #9), 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 my supervisor expresses confidence in my work, 4.08 (#2)
- The extent to which students receive an excellent education at this institution, 4.06 (#31)
- The extent to which this institution prepares students for a career, 4.03 (#35)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.02 (#18)
- The extent to which this institution prepares students for further learning, 4.01 (#37)
- The extent to which the actions of this institution reflect its mission, 3.98 (#1)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.96 (#9)
- The extent to which faculty meet the needs of the students, 3.93 (#17)
- The extent to which students are satisfied with their educational experience at this institution, 3.92 (#42)

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, 4.22 (#51)
- The extent to which tools and technology are available for me to perform my job, 3.86 (#53)
- The extent to which OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.), 3.67 (#54)

Overall, the following mean scores have been identified as areas in need of improvement at Oklahoma City Community College. Nine of these items represent the Institutional Structure climate factor (items #4, #10, #11, #15, #16, #22, #25, #32, and #38) and one represents the Supervisory Relationships climate factor (item #45).

- The extent to which information is shared within this institution, 3.12 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.16 (#4)
- The extent to which I have the opportunity for advancement within this institution, 3.16 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.18 (#15)
- The extent to which institutional teams use problem-solving techniques, 3.24 (#11)
- The extent to which a spirit of cooperation exists at this institution, 3.30 (#25)
- The extent to which this institution is appropriately organized, 3.33 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.35 (#16)
- The extent to which this institution has been successful in positively motivating my performance, 3.41 (#22)
- The extent to which I have the opportunity to express my ideas in appropriate forums, 3.55 (#45)

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

- The extent to which I am informed of the Achieving the Dream activities, 3.42 (#50)
- The extent to which the WOW sessions have been informative and valuable, 3.44 (#47)
- The extent to which professional growth activities have assisted me in learning how to become more effective in my job, 3.48 (#48)

The most favorable areas cited in the open-ended questions pertain to the Student Focus Climate factor, specifically the excellent education students' receive and 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 issues regarding the Institutional Structure, especially the way information is shared and decisions are made within the institution.

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