

# **PACE - Personal Assessment of the College Environment**

*Report*

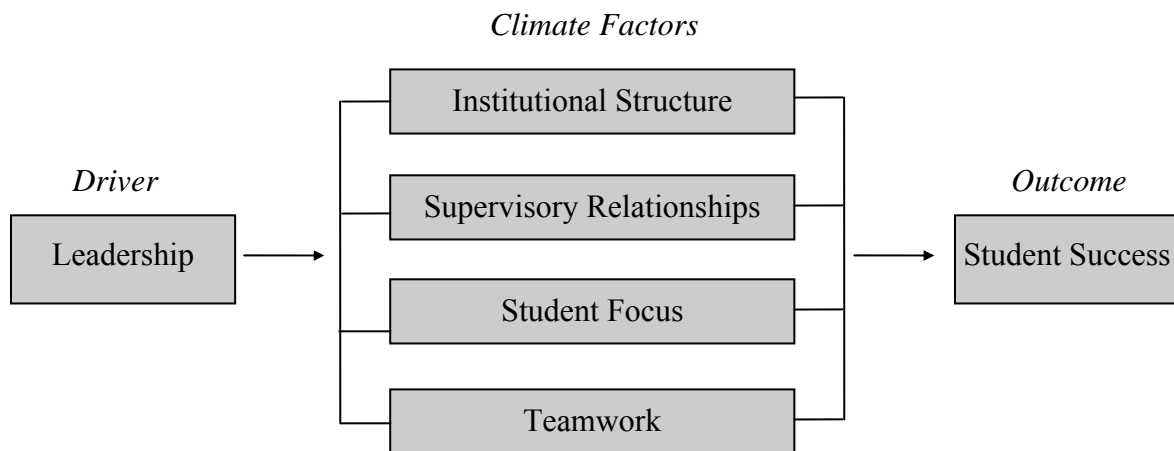
*June 2008*

# EXECUTIVE SUMMARY

In April 2008, the Personal Assessment of the College Environment (PACE) survey was administered to 1,438 employees at Joliet Junior College (JJC). Of those 1,438 employees, 371 (25.8%) 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 JJC 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 JJC 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 Joliet Junior 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 JJC 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 JJC included 55 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 55 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Eighteen fell within the Competitive range (rated between 2 and 3). Thirty-six fell within the Consultative range (rated between 3 and 4), and one composite ratings fell within the Collaborative range (rated between 4 and 5).

At JJC, the overall results from the PACE instrument yield an overall 3.26 mean score within the low Consultative system. The Student Focus category received the highest mean score (3.58), whereas the Institutional Structure category received the lowest mean score (2.82). When respondents were classified according to personnel classification at JJC, the composite ratings were as follows: Administrator (3.28), Campus Police, Facilities, Food Service (3.22), Clerical (3.33), Faculty (3.35), Professional (3.11) and Support (3.15).

Overall, the following have been identified as areas of excellence at Joliet Junior College.\*

- The extent to which I feel my job is relevant to this institution's mission, 4.07 (#8)
- The extent to which my supervisor expresses confidence in my work, 3.93 (#2)
- The extent to which I am given the opportunity to be creative in my work, 3.77 (#39)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.75 (#9)
- The extent to which this institution prepares students for further learning, 3.72 (#37)
- The extent to which this institution prepares students for a career, 3.70 (#35)
- The extent to which students receive an excellent education at this institution, 3.67 (#31)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.64 (#18)
- The extent to which faculty meet the needs of the students, 3.60 (#17)
- The extent to which students are satisfied with their educational experience at this institution, 3.58 (#42)

\*Customized questions were not included in this listing.

The following have been identified as areas in need of improvement at Joliet Junior College.\*

- The extent to which information is shared within this institution, 2.38 (#10)
- The extent to which open and ethical communication is practiced at this institution, 2.45 (#16)
- The extent to which decisions are made at the appropriate level at this institution, 2.53 (#4)
- The extent to which this institution is appropriately organized, 2.55 (#32)
- The extent to which a spirit of cooperation exists at this institution, 2.56 (#25)
- The extent to which I am able to appropriately influence the direction of this institution, 2.65 (#15)
- The extent to which institutional teams use problem-solving techniques, 2.65 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 2.77 (#22)
- The extent to which I have the opportunity for advancement within this institution, 2.90 (#38)
- The extent to which my work is guided by clearly defined administrative processes, 2.90 (#44)

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

\*Customized questions were not included in this listing.

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# LEADERSHIP RESEARCH

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

# METHOD

## **Population**

In April 2008, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Joliet Junior College. Of the 1,438 employees administered the instrument, 371 (25.8%) completed and returned the instrument for analysis. Of those 371 employees, 203 (54.7%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist JJC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Institutional Research and Effectiveness Office of JJC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of JJC 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 Joliet Junior College was also included in the administration of the instrument. A total of 55 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 JJC 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 January 2006 to January 2008 (n=14,975)

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

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

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

## DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics are 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 personnel classification and generated priorities for change for each personnel classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means 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 1,438 JJC employees administered the survey, 371 (25.8%) completed the PACE survey. Survey respondents classified themselves into Personnel Classification. Refer to Table 3 and Figure 2.

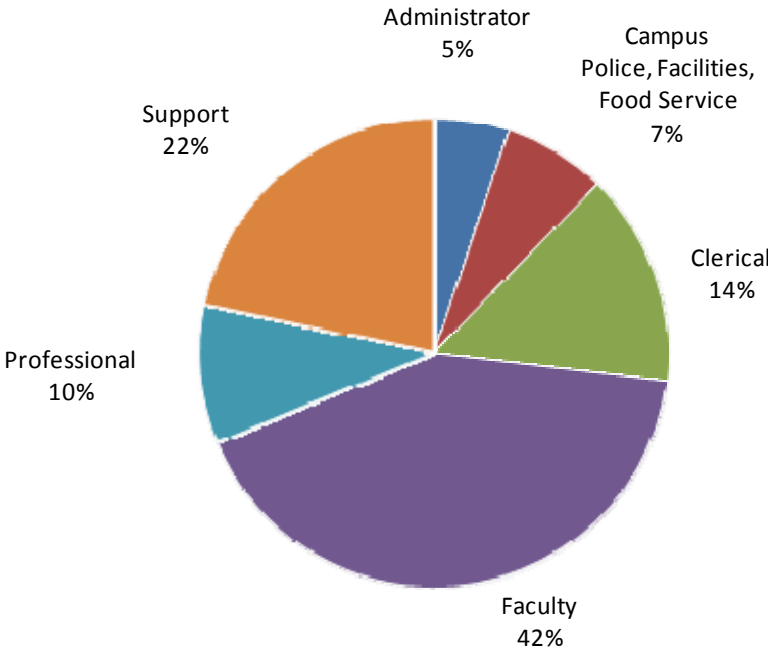
**Table 3.** Response by Self-Selected Personnel Classification

<b>Personnel Classification</b>	<b>Population</b>	<b>Surveys Returned for Analysis</b>	<b>Percent of Population Represented</b>
Administrator	48	19	39.6%
Campus Police, Facilities, Food Service	96	26	27.1%
Clerical	157	53	33.8%
Faculty	900	153	17.0%
Professional	24	35	145.8%*
Support	213	79	37.1%
Did not respond		6	
<b>Total</b>	<b>1438</b>	<b>371</b>	<b>25.8%</b>

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

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

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



6 individuals did not respond to the personnel classification demographic variable.

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents.

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

<b>Demographic Variable</b>	<b># of Responses</b>	<b>% of Responses</b>
<b>What is your personnel classification:</b>		
Administrator	19	5.1%
Campus Police, Facilities, Food Service	26	7.0%
Clerical	53	14.3%
Faculty	153	41.2%
Professional	35	9.4%
Support	79	21.3%
Did not respond	6	1.6%
<b>What is your race/ethnicity:</b>		
African American	17	4.6%
Alaskan Native/ American Indian	0	0.0%
Asian American	4	1.1%
Caucasian	275	74.1%
Hispanic	15	4.0%
Other	8	2.2%
Prefer not to respond	46	12.4%
Did not respond	6	1.6%
<b>On what site do you work:</b>		
City Campus	18	4.9%
Main Campus	309	83.3%
Grundy County Center	1	0.3%
North Campus	7	1.9%
Multi-Location	19	5.1%
Other	5	1.4%
Did not respond	12	3.2%
<b>What is your current employment status:</b>		
Full-time	269	72.5%
Part-time	97	26.2%
Did not respond	5	1.3%
<b>What is your primary work schedule:</b>		
Day	260	70.1%
Evening	43	11.6%
Flexible	54	14.6%
Weekend	1	0.3%
Other	6	1.6%
Did not respond	7	1.9%

**Table 4.** Continued

<b>Demographic Variable</b>	<b># of Responses</b>	<b>% of Responses</b>
<b>Do you feel the values of JJC as an organization professes are the ones it actually practices:</b>		
Yes	115	31.0%
No	181	48.8%
Don't know	67	18.1%
Did not respond	8	2.1%
<b>Do you feel people at JJC are encouraged to participate in planning for change:</b>		
Yes	170	45.8%
No	154	41.5%
Don't know	43	11.6%
Did not respond	4	1.1%
<b>Do you feel your workload is reasonable:</b>		
Yes	290	78.2%
No	76	20.5%
Did not respond	5	1.3%
<b>Do you feel valued as an employee at JJC:</b>		
Yes	215	57.9%
No	148	39.9%
Did not respond	8	2.2%
<b>Would you recommend JJC as a place to work:</b>		
Yes	249	67.1%
No	104	28.0%
Did not respond	18	4.9%

## Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at JJC to fall toward the low-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.

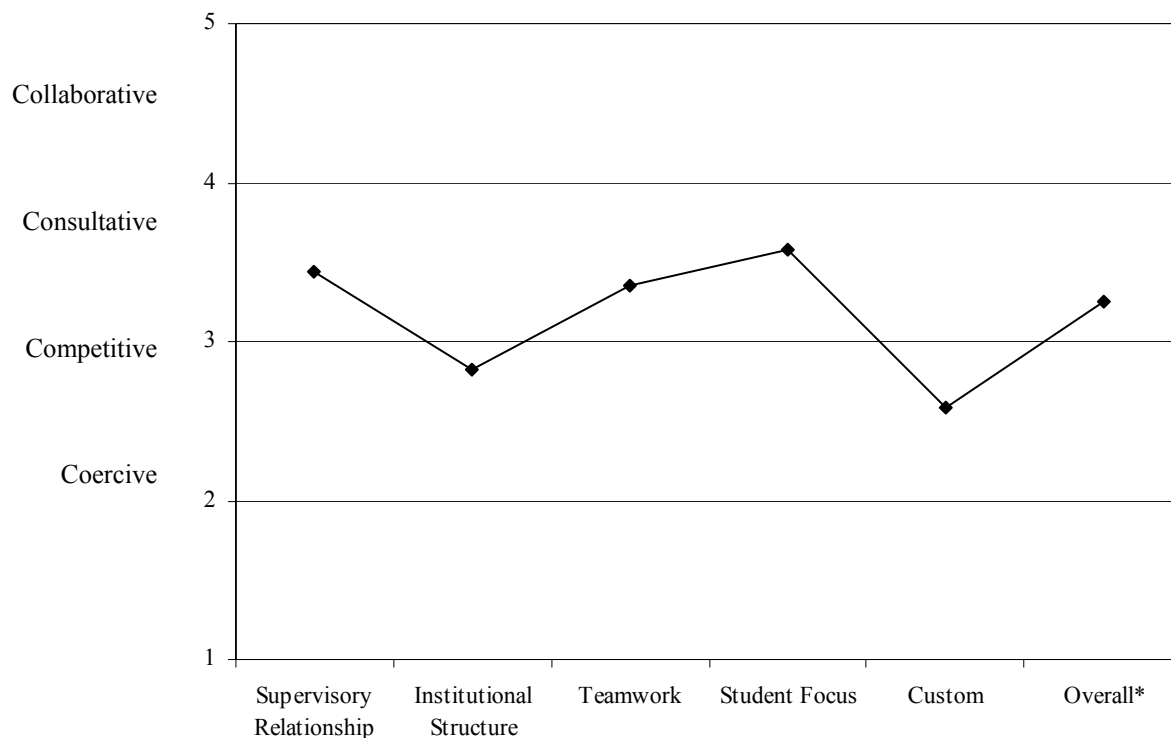
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.58), which represented a mid-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (2.82) within the higher area of the Competitive management area. Overall, employees rated the management style in the lower range of the Consultative management area. (See also Figure 3).

**Table 5.** Joliet Junior College Climate as Rated by All Employees

<b>Factor</b>	<b>JJC</b>
Supervisory Relationships	3.43
Institutional Structure	2.82
Teamwork	3.35
Student Focus	3.58
Customized	2.59
<b>Overall*</b>	3.26

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

**Figure 3.** Joliet Junior College Climate as Rated by All Employees Combined Using Composite Averages



In reviewing each of the items separately, the data shows that of the 55 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). Eighteen fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty-six fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and one fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=36) scores indicates that the institution has a moderate level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.26 as indicated on the previous page in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 55 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 JJC 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 Joliet Junior College.

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

<b>Supervisory Relationships</b>		<b>Mean (SD)</b>
2	The extent to which my supervisor expresses confidence in my work	3.93 (1.23)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.75 (1.35)
12	The extent to which positive work expectations are communicated to me	3.21 (1.26)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.15 (1.21)
20	The extent to which I receive timely feedback for my work	3.31 (1.26)
21	The extent to which I receive appropriate feedback for my work	3.35 (1.26)
26	The extent to which my supervisor actively seeks my ideas	3.46 (1.34)
27	The extent to which my supervisor seriously considers my ideas	3.54 (1.33)
30	The extent to which work outcomes are clarified for me	3.18 (1.17)
34	The extent to which my supervisor helps me to improve my work	3.42 (1.28)
39	The extent to which I am given the opportunity to be creative in my work	3.77 (1.13)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.15 (1.18)
46	The extent to which professional development and training opportunities are available	3.35 (1.23)
<b>Mean Total</b>		<b>3.43 (0.98)</b>

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

<b>Institutional Structure</b>	<b>Mean (SD)</b>
1 The extent to which the actions of this institution reflect its mission	3.13 (1.15)
4 The extent to which decisions are made at the appropriate level at this institution	2.53 (1.23)
5 The extent to which the institution effectively promotes diversity in the workplace	3.48 (1.04)
6 The extent to which administrative leadership is focused on meeting the needs of students	2.93 (1.24)
10 The extent to which information is shared within the institution	2.38 (1.28)
11 The extent to which institutional teams use problem-solving techniques	2.65 (1.11)
15 The extent to which I am able to appropriately influence the direction of this institution	2.65 (1.20)
16 The extent to which open and ethical communication is practiced at this institution	2.45 (1.30)
22 The extent to which this institution has been successful in positively motivating my performance	2.77 (1.32)
25 The extent to which a spirit of cooperation exists at this institution	2.56 (1.24)
29 The extent to which institution-wide policies guide my work	3.16 (1.10)
32 The extent to which this institution is appropriately organized	2.55 (1.23)
38 The extent to which I have the opportunity for advancement within this institution	2.90 (1.29)
41 The extent to which I receive adequate information regarding important activities at this institution	3.26 (1.24)
44 The extent to which my work is guided by clearly defined administrative processes	2.90 (1.26)
<b>Mean Total</b>	<b>2.82 (0.91)</b>

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

<b>Teamwork</b>	<b>Mean (SD)</b>
3 The extent to which there is a spirit of cooperation within my work team	3.36 (1.36)
14 The extent to which my primary work team uses problem-solving techniques	3.36 (1.23)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.31 (1.30)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.36 (1.33)
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.38 (1.14)
43 The extent to which a spirit of cooperation exists in my department	3.30 (1.36)
<b>Mean Total</b>	<b>3.35 (1.12)</b>

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

<b>Student Focus</b>	<b>Mean (SD)</b>
7 The extent to which student needs are central to what we do	3.21 (1.25)
8 The extent to which I feel my job is relevant to this institution's mission	4.07 (1.01)
17 The extent to which faculty meet the needs of students	3.60 (1.00)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.64 (1.01)
19 The extent to which students' competencies are enhanced	3.36 (1.01)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.44 (1.07)
28 The extent to which classified personnel meet the needs of the students	3.49 (1.07)
31 The extent to which students receive an excellent education at this institution	3.67 (0.96)
35 The extent to which this institution prepares students for a career	3.70 (0.91)
37 The extent to which this institution prepares students for further learning	3.72 (0.88)
40 The extent to which students are assisted with their personal development	3.49 (0.92)
42 The extent to which students are satisfied with their educational experience at this institution	3.58 (0.83)
<b>Mean Total</b>	<b>3.58 (0.70)</b>

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

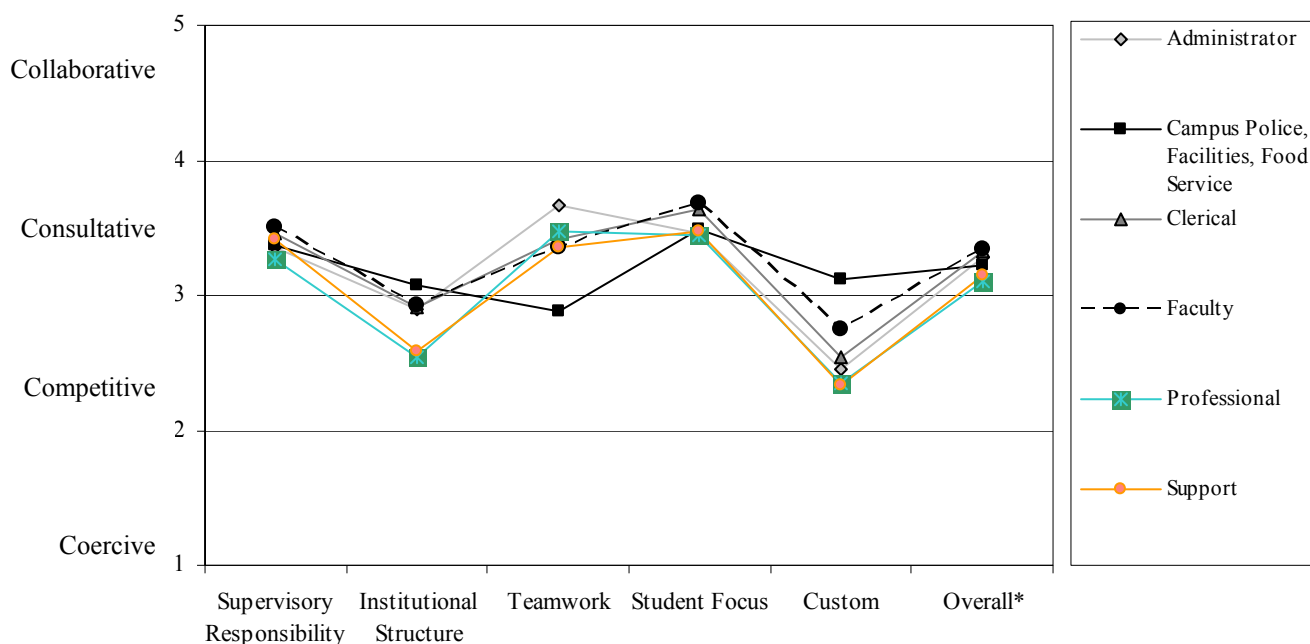
<b>Customized</b>	<b>Mean (SD)</b>
47 The extent to which a spirit of cooperation exists between the college and the Board of Trustees	2.26 (1.13)
48 The extent to which communication occurs effectively up, down, and across different units of the organization	2.20 (1.15)
49 The extent to which a spirit of cooperation exists between departments	2.63 (1.13)
50 The extent to which politics play a role in the way decisions are made.	2.00 (1.09)
51 The extent to which I am familiar with the strategic goals of the college	3.43 (1.02)
52 The extent to which the college follows up on plans with action	2.63 (1.12)
53 The extent to which the Board of Trustees seriously considers my department's ideas	2.37 (1.13)
54 The level of my own professional morale working at this college	3.05 (1.36)
55 The level of morale in general among college employees.	2.39 (1.23)
<b>Mean Total</b>	<b>2.59 (0.90)</b>

## Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in personnel classifications. In general, the Faculty rated the four normative factors most favorable (3.35), whereas the Professional rated the four normative factors least favorable (3.11).

Figures 5 through 9 show the ratings of each employee group for each of the 55 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

**Figure 4.** Mean Climate Scores as Rated by Personnel classifications at Joliet Junior College.



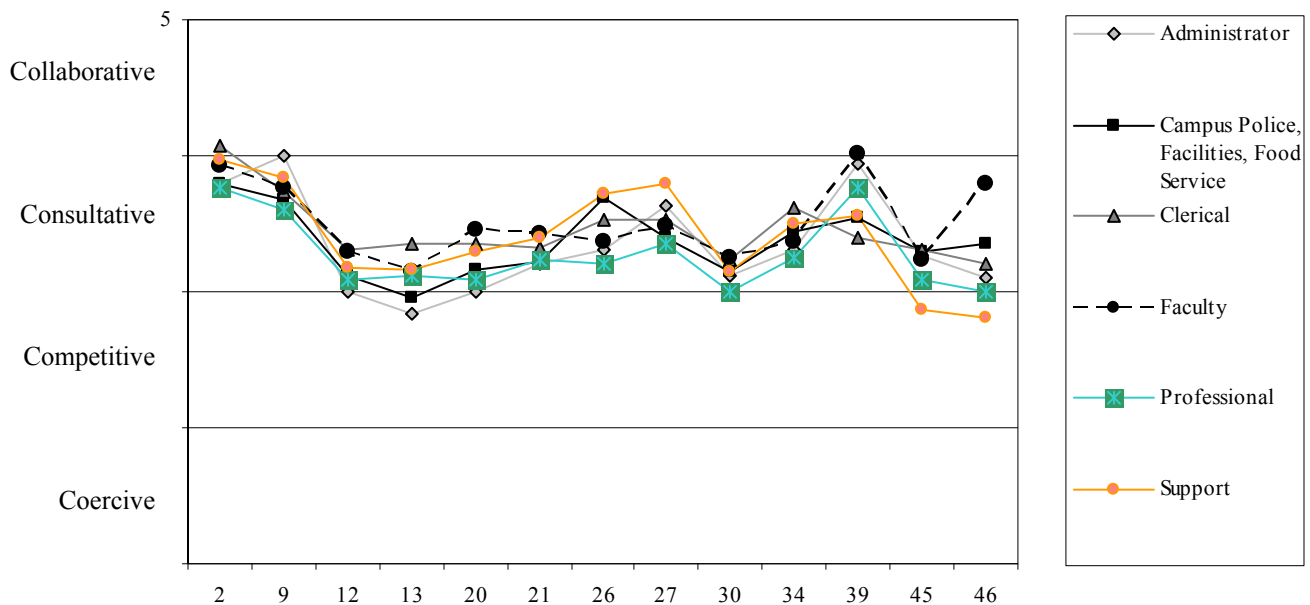
**Table 11.** Mean Climate Scores as Rated by Personnel classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall*
Administrator	3.35	2.90	3.66	3.46	2.45	3.28
Campus Police, Facilities, Food Service	3.37	3.07	2.88	3.49	3.11	3.22
Clerical	3.46	2.91	3.42	3.64	2.55	3.33
Faculty	3.51	2.93	3.36	3.69	2.74	3.35
Professional	3.27	2.55	3.48	3.44	2.34	3.11
Support	3.41	2.59	3.36	3.47	2.33	3.15

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

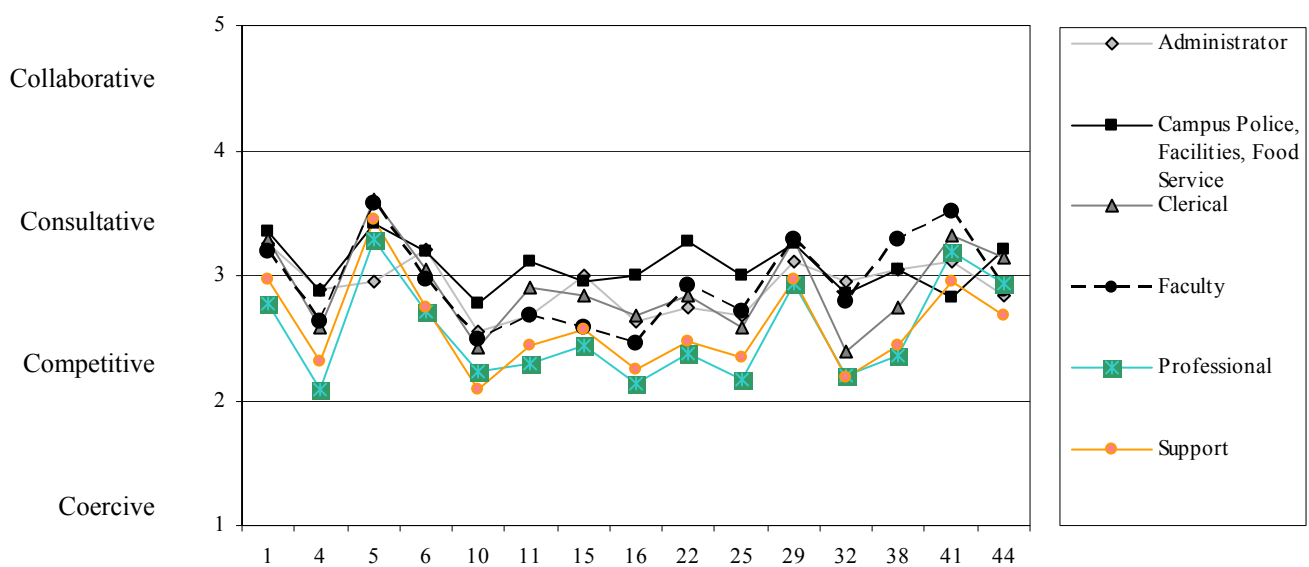
Supervisory Relationships		Administrator	Police, Food Serv, Facilities	Clerical	Faculty	Professional	Support
2	The extent to which my supervisor expresses confidence in my work	3.79	3.80	4.08	3.93	3.77	3.97
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.00	3.68	3.74	3.77	3.60	3.83
12	The extent to which positive work expectations are communicated to me	3.00	3.12	3.31	3.29	3.09	3.18
13	The extent to which unacceptable behaviors are identified and communicated to me	2.83	2.96	3.36	3.15	3.12	3.16
20	The extent to which I receive timely feedback for my work	3.00	3.17	3.36	3.45	3.09	3.29
21	The extent to which I receive appropriate feedback for my work	3.21	3.22	3.32	3.42	3.24	3.39
26	The extent to which my supervisor actively seeks my ideas	3.32	3.70	3.53	3.36	3.20	3.72
27	The extent to which my supervisor seriously considers my ideas	3.63	3.39	3.53	3.48	3.35	3.79
30	The extent to which work outcomes are clarified for me	3.11	3.14	3.23	3.25	3.00	3.14
34	The extent to which my supervisor helps me to improve my work	3.32	3.43	3.62	3.36	3.26	3.51
39	The extent to which I am given the opportunity to be creative in my work	3.95	3.54	3.40	4.01	3.77	3.56
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.26	3.29	3.31	3.24	3.09	2.87
46	The extent to which professional development and training opportunities are available	3.11	3.35	3.21	3.79	3.00	2.82

**Figure 5.** Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Joliet Junior College



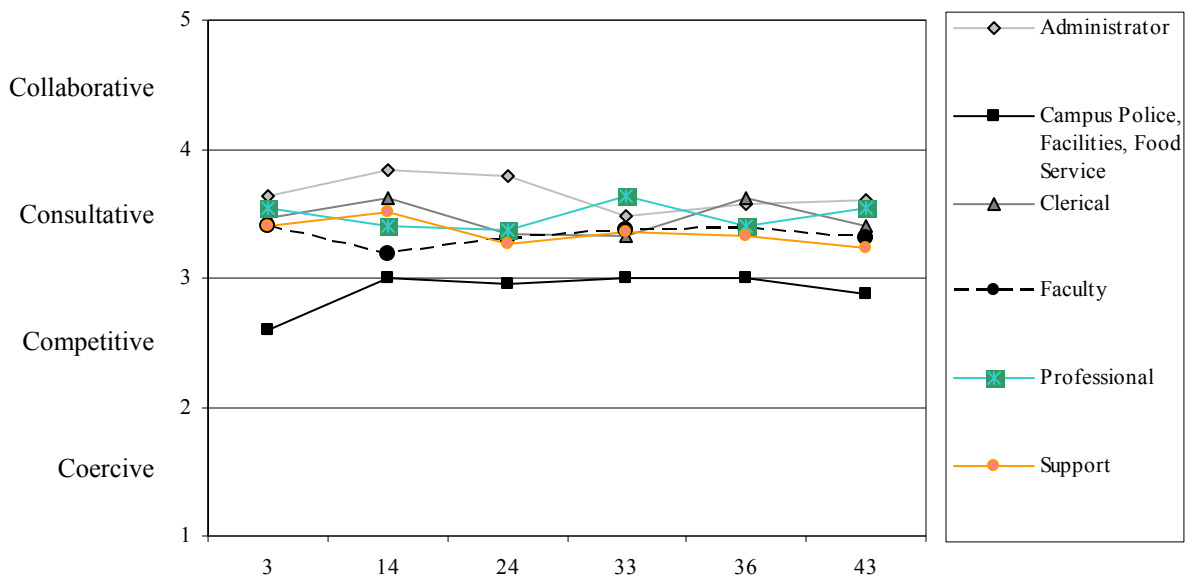
Institutional Structure		Administrator	Police, Food Serv, Facilities	Clerical	Faculty	Professional	Support
1	The extent to which the actions of this institution reflect its mission	3.26	3.35	3.29	3.19	2.77	2.97
4	The extent to which decisions are made at the appropriate level at this institution	2.89	2.87	2.58	2.64	2.09	2.31
5	The extent to which the institution effectively promotes diversity in the workplace	2.95	3.42	3.62	3.58	3.29	3.44
6	The extent to which administrative leadership is focused on meeting the needs of students	3.21	3.20	3.04	2.97	2.71	2.74
10	The extent to which information is shared within this institution	2.56	2.78	2.42	2.49	2.24	2.09
11	The extent to which institutional teams use problem-solving techniques	2.68	3.12	2.90	2.67	2.30	2.44
15	The extent to which I am able to appropriately influence the direction of this institution	3.00	2.96	2.83	2.59	2.44	2.58
16	The extent to which open and ethical communication is practiced at this institution	2.63	3.00	2.69	2.46	2.14	2.25
22	The extent to which this institution has been successful in positively motivating my performance	2.74	3.27	2.85	2.92	2.37	2.47
25	The extent to which a spirit of cooperation exists at this institution	2.68	3.00	2.59	2.71	2.17	2.34
29	The extent to which institution-wide policies guide my work	3.11	3.26	3.29	3.28	2.94	2.96
32	The extent to which this institution is appropriately organized	2.95	2.86	2.40	2.79	2.20	2.18
38	The extent to which I have the opportunity for advancement within this institution	3.05	3.05	2.74	3.28	2.35	2.45
41	The extent to which I receive adequate information regarding important activities at this institution	3.11	2.83	3.32	3.51	3.20	2.95
44	The extent to which my work is guided by clearly defined administrative processes	2.84	3.21	3.15	2.89	2.94	2.68

**Figure 6.** Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Joliet Junior College



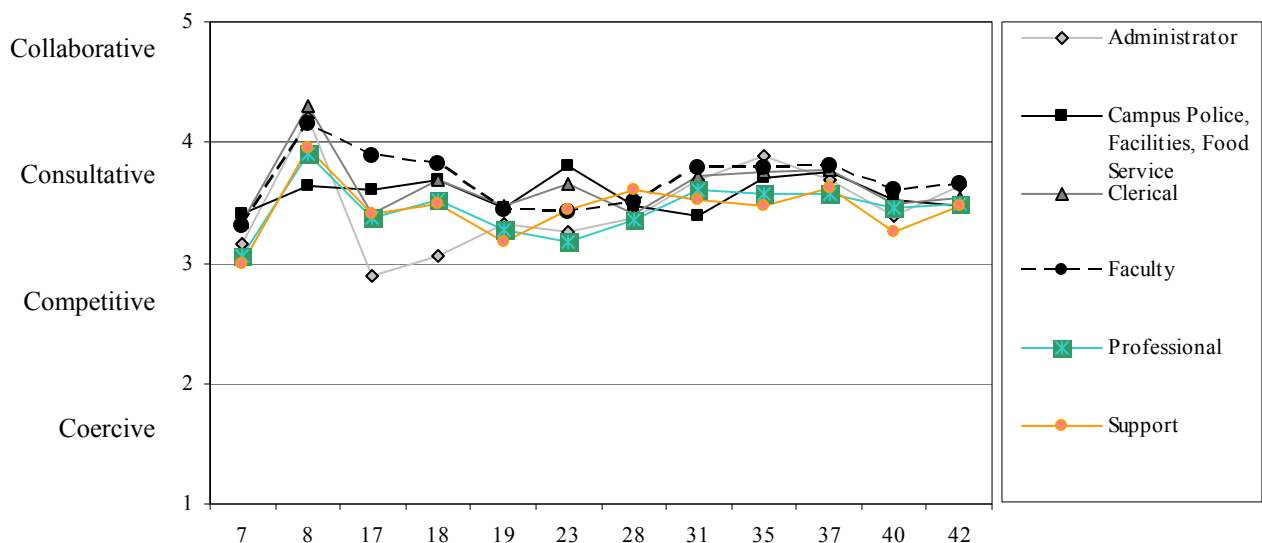
Teamwork		Administrator	Police, Food Serv, Facilities	Clerical	Faculty	Professional	Support
3	The extent to which there is a spirit of cooperation within my work team	3.63	2.60	3.47	3.40	3.54	3.40
14	The extent to which my primary work team uses problem-solving techniques	3.84	3.00	3.62	3.19	3.40	3.51
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.79	2.95	3.35	3.31	3.37	3.26
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.47	3.00	3.33	3.38	3.63	3.36
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.58	3.00	3.62	3.39	3.40	3.32
43	The extent to which a spirit of cooperation exists in my department	3.61	2.88	3.40	3.31	3.54	3.23

**Figure 7.** Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Joliet Junior College



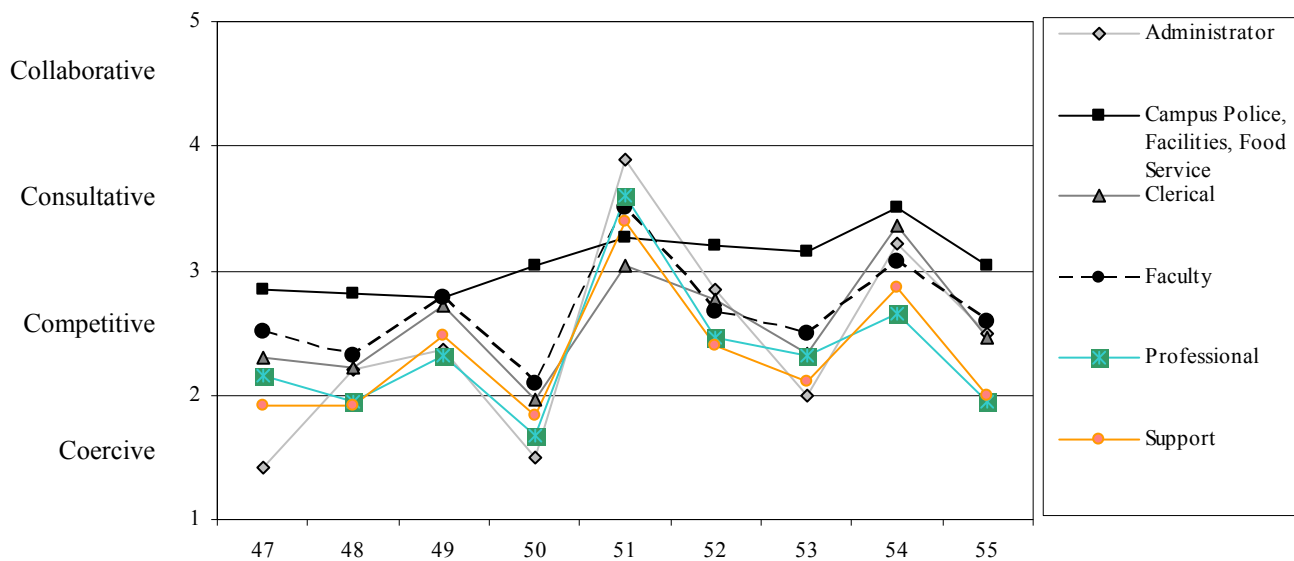
Student Focus		Administrator	Police, Food Serv, Facilities	Clerical	Faculty	Professional	Support
7	The extent to which student needs are central to what we do	3.16	3.41	3.33	3.30	3.06	2.99
8	The extent to which I feel my job is relevant to this institution's mission	4.21	3.64	4.30	4.16	3.91	3.95
17	The extent to which faculty meet the needs of the students	2.89	3.61	3.40	3.89	3.38	3.41
18	The extent to which student ethnic and cultural diversity are important at this institution	3.05	3.68	3.69	3.82	3.53	3.49
19	The extent to which students' competencies are enhanced	3.32	3.45	3.47	3.45	3.27	3.17
23	The extent to which non-teaching professional personnel meet the needs of the students	3.26	3.81	3.65	3.42	3.17	3.43
28	The extent to which classified personnel meet the needs of the students	3.37	3.48	3.41	3.50	3.35	3.61
31	The extent to which students receive an excellent education at this institution	3.68	3.39	3.73	3.78	3.60	3.52
35	The extent to which this institution prepares students for a career	3.89	3.70	3.76	3.79	3.58	3.47
37	The extent to which this institution prepares students for further learning	3.68	3.75	3.78	3.80	3.57	3.62
40	The extent to which students are assisted with their personal development	3.39	3.53	3.49	3.61	3.46	3.26
42	The extent to which students are satisfied with their educational experience at this institution	3.63	3.47	3.55	3.66	3.48	3.48

**Figure 8.** Mean Scores of the Student Focus Climate Factor as Rated by Personnel Classifications at Joliet Junior College



Customized		Administrator	Police, Food Serv, Facilities	Clerical	Faculty	Professional	Support
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	1.42	2.85	2.30	2.51	2.15	1.92
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.21	2.81	2.22	2.32	1.94	1.92
49	The extent to which a spirit of cooperation exists between departments	2.37	2.78	2.71	2.79	2.31	2.48
50	The extent to which politics play a role in the way decisions are made.	1.50	3.04	1.96	2.10	1.68	1.84
51	The extent to which I am familiar with the strategic goals of the college	3.89	3.26	3.04	3.50	3.60	3.39
52	The extent to which the college follows up on plans with action	2.84	3.20	2.76	2.67	2.45	2.40
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.00	3.15	2.34	2.49	2.31	2.11
54	The level of my own professional morale working at this college	3.21	3.50	3.36	3.07	2.66	2.86
55	The level of morale in general among college employees	2.50	3.05	2.46	2.58	1.94	2.00

**Figure 9.** Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Joliet Junior College



Tables 12 through 17 contain the top ten priorities for improvement for each personnel classification among the standard PACE items and the top three priorities for improvement from the customized items developed specifically for Joliet Junior College.

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

<b>Area to Change</b>		<b>Mean</b>
10	The extent to which information is shared within this institution	2.56
16	The extent to which open and ethical communication is practiced at this institution	2.63
11	The extent to which institutional teams use problem-solving techniques	2.68
25	The extent to which a spirit of cooperation exists at this institution	2.68
22	The extent to which this institution has been successful in positively motivating my performance	2.74
13	The extent to which unacceptable behaviors are identified and communicated to me	2.83
44	The extent to which my work is guided by clearly defined administrative processes	2.84
17	The extent to which faculty meet the needs of the students	2.89
4	The extent to which decisions are made at the appropriate level at this institution	2.89
32	The extent to which this institution is appropriately organized	2.95
5	The extent to which the institution effectively promotes diversity in the workplace	2.95
<b>Area to Change—Customized</b>		<b>Mean</b>
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	1.42
50	The extent to which politics play a role in the way decisions are made.	1.50
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.00

**Table 13.** Priorities for Change: Campus Police, Facilities, Food Service

<b>Area to Change</b>		<b>Mean</b>
3	The extent to which there is a spirit of cooperation within my work team	2.60
10	The extent to which information is shared within this institution	2.78
41	The extent to which I receive adequate information regarding important activities at this institution	2.83
32	The extent to which this institution is appropriately organized	2.86
4	The extent to which decisions are made at the appropriate level at this institution	2.87
43	The extent to which a spirit of cooperation exists in my department	2.88
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	2.95
15	The extent to which I am able to appropriately influence the direction of this institution	2.96
13	The extent to which unacceptable behaviors are identified and communicated to me	2.96
<b>Area to Change—Customized</b>		
49	The extent to which a spirit of cooperation exists between departments	2.78
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.81
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	2.85

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

<b>Area to Change</b>		<b>Mean</b>
32	The extent to which this institution is appropriately organized	2.40
10	The extent to which information is shared within this institution	2.42
4	The extent to which decisions are made at the appropriate level at this institution	2.58
25	The extent to which a spirit of cooperation exists at this institution	2.59
16	The extent to which open and ethical communication is practiced at this institution	2.69
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	2.83
22	The extent to which this institution has been successful in positively motivating my performance	2.85
11	The extent to which institutional teams use problem-solving techniques	2.90
6	The extent to which administrative leadership is focused on meeting the needs of students	3.04
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which politics play a role in the way decisions are made.	1.96
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.22
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	2.30

**Table 15.** Priorities for Change: Faculty

<b>Area to Change</b>		<b>Mean</b>
16	The extent to which open and ethical communication is practiced	2.46
10	The extent to which information is shared within this institution	2.49
15	The extent to which I am able to appropriately influence the direction of this institution	2.59
4	The extent to which decisions are made at the appropriate level at this institution	2.64
11	The extent to which institutional teams use problem-solving techniques	2.67
25	The extent to which a spirit of cooperation exists at this institution	2.71
32	The extent to which this institution is appropriately organized	2.79
44	The extent to which my work is guided by clearly defined administrative processes	2.89
22	The extent to which this institution has been successful in positively motivating my performance	2.92
6	The extent to which administrative leadership is focused on meeting the needs of students	2.97
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which politics play a role in the way decisions are made.	2.10
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.32
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.49

**Table 16.** Priorities for Change: Professional

<b>Area to Change</b>		<b>Mean</b>
4	The extent to which decisions are made at the appropriate level at this institution	2.09
16	The extent to which open and ethical communication is practiced	2.14
25	The extent to which a spirit of cooperation exists at this institution	2.17
32	The extent to which this institution is appropriately organized	2.20
10	The extent to which information is shared within this institution	2.24
11	The extent to which institutional teams use problem-solving techniques	2.30
38	The extent to which I have the opportunity for advancement within this institution	2.35
22	The extent to which this institution has been successful in positively motivating my performance	2.37
15	The extent to which I am able to appropriately influence the direction of this institution	2.44
6	The extent to which administrative leadership is focused on meeting the needs of students	2.71
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which politics play a role in the way decisions are made.	1.68
55	The level of morale in general among college employees	1.94
48	The extent to which communication occurs effectively up, down, and across different units of the organization	1.94

**Table 17.** Priorities for Change: Support

<b>Area to Change</b>		<b>Mean</b>
32	The extent to which this institution is appropriately organized	2.18
46	The extent to which professional development and training opportunities are available	2.82
41	The extent to which I receive adequate information regarding important activities at this institution	2.95
30	The extent to which work outcomes are clarified for me	3.14
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.32
17	The extent to which faculty meet the needs of the students	3.41
14	The extent to which my primary work team uses problem-solving techniques	3.51
31	The extent to which students receive an excellent education at this institution	3.52
26	The extent to which my supervisor actively seeks my ideas	3.72
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.83
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which politics play a role in the way decisions are made	1.84
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	1.92
48	The extent to which communication occurs effectively up, down, and across different units of the organization	1.92

## Comparative Analysis: Demographic Classifications

As depicted in Table 18, Part-time employees rated the climate higher (3.55) than Full-time employees (3.15). In terms of work schedule, individuals who work in the evening rated the climate highest (3.47) and individual who work primarily on weekend or had other work schedules rated the climate lowest (3.10).

**Table 18.** Mean Climate Scores as Rated by Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
<b>What is your personnel classification:</b>						
Administrator	3.35	2.90	3.66	3.46	2.45	3.28
Campus Police, Facilities, Food Service	3.37	3.07	2.88	3.49	3.11	3.22
Clerical	3.46	2.91	3.42	3.64	2.55	3.33
Faculty	3.51	2.93	3.36	3.69	2.74	3.35
Professional	3.27	2.55	3.48	3.44	2.34	3.11
Support	3.41	2.59	3.36	3.47	2.33	3.15
<b>What is your race/ethnicity:</b>						
African American	2.91	2.80	2.74	3.48	2.55	2.98
Caucasian	3.48	2.85	3.41	3.61	2.59	3.30
Hispanic	3.54	3.11	3.53	3.68	2.98	3.43
Other (incl. Asian American)	3.87	2.98	3.55	3.47	2.76	3.44
Prefer not to Respond	3.15	2.48	3.08	3.41	2.40	2.98
<b>On what site do you work:</b>						
City Campus	3.11	2.65	2.91	3.41	2.50	3.02
Main Campus	3.47	2.85	3.39	3.60	2.60	3.29
Multi-Location	3.36	2.65	3.23	3.48	2.66	3.15
Other (incl. Grundy County Center and North Campus)	3.69	2.93	3.69	3.72	2.85	3.45
<b>What is your current employment status:</b>						
Full-time	3.34	2.67	3.24	3.50	2.43	3.15
Part-time	3.65	3.23	3.62	3.81	3.05	3.55
<b>What is your primary work schedule:</b>						
Day	3.46	2.80	3.37	3.56	2.54	3.26
Evening	3.39	3.25	3.32	3.92	3.21	3.47
Flexible	3.38	2.65	3.32	3.53	2.42	3.17
Weekend and Other	3.43	2.58	3.55	3.13	2.53	3.10

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

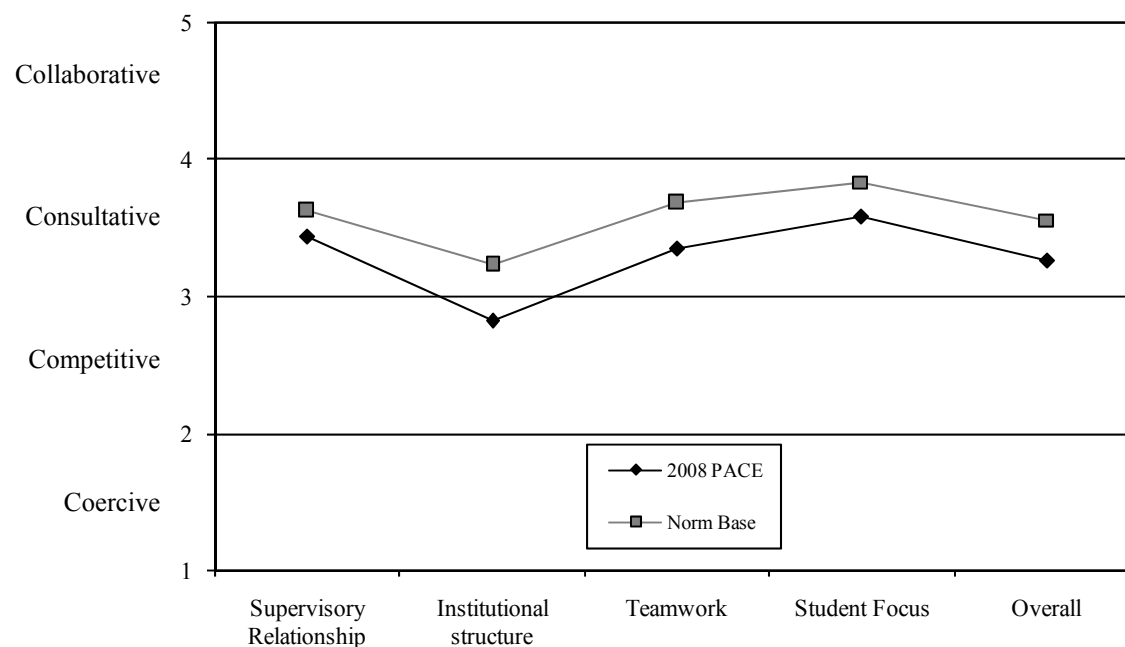
## Comparative Analysis: Norm Base

Table 19 shows how JJC 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 JJC. Figure 10 also shows how JJC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

**Table 19.** Joliet Junior College Climate compared with the NILIE PACE Norm Base

	JJC	Norm Base*
Supervisory Relationships	3.43	3.63
Institutional Structure	2.82	3.23
Teamwork	3.35	3.68
Student Focus	3.58	3.84
Overall	3.26	3.56

**Figure 10.** Joliet Junior College Climate Compared with the NILIE PACE Norm Base



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

Tables 20-23 shows how JJC compares question by question to the PACE Norm Base maintained by NILIE.

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

<b>Supervisory Relationships</b>		<b>JJC Mean</b>	<b>Norm Base</b>
2	The extent to which my supervisor expresses confidence in my work	3.93	4.03
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.75	3.85
12	The extent to which positive work expectations are communicated to me	3.21*	3.50
13	The extent to which unacceptable behaviors are identified and communicated to me	3.15*	3.44
20	The extent to which I receive timely feedback for my work	3.31*	3.48
21	The extent to which I receive appropriate feedback for my work	3.35*	3.51
26	The extent to which my supervisor actively seeks my ideas	3.46*	3.62
27	The extent to which my supervisor seriously considers my ideas	3.54*	3.69
30	The extent to which work outcomes are clarified for me	3.18*	3.44
34	The extent to which my supervisor helps me to improve my work	3.42*	3.59
39	The extent to which I am given the opportunity to be creative in my work	3.77*	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.15*	3.49
46	The extent to which professional development and training opportunities are available	3.35*	3.60
<b>Mean Total</b>		<b>3.43</b>	<b>3.63</b>

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

**Table 21.** Institutional Structure Mean Scores Compared to the NILIE Norm Base

<b>Institutional Structure</b>	<b>JJC Mean</b>	<b>Norm Base</b>
1 The extent to which the actions of this institution reflect its mission	3.13*	3.67
4 The extent to which decisions are made at the appropriate level at this institution	2.53*	2.98
5 The extent to which the institution effectively promotes diversity in the workplace	3.48*	3.63
6 The extent to which administrative leadership is focused on meeting the needs of students	2.93*	3.48
10 The extent to which information is shared within the institution	2.38*	2.89
11 The extent to which institutional teams use problem-solving techniques	2.65*	3.09
15 The extent to which I am able to appropriately influence the direction of this institution	2.65*	2.98
16 The extent to which open and ethical communication is practiced at this institution	2.45*	3.09
22 The extent to which this institution has been successful in positively motivating my performance	2.77*	3.24
25 The extent to which a spirit of cooperation exists at this institution	2.56*	3.12
29 The extent to which institution-wide policies guide my work	3.16*	3.47
32 The extent to which this institution is appropriately organized	2.55*	3.00
38 The extent to which I have the opportunity for advancement within this institution	2.90	3.02
41 The extent to which I receive adequate information regarding important activities at this institution	3.26*	3.49
44 The extent to which my work is guided by clearly defined administrative processes	2.90*	3.28
<b>Mean Total</b>	<b>2.82</b>	<b>3.23</b>

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

**Table 22.** Teamwork Mean Scores Compared to the NILIE Norm Base

<b>Teamwork</b>	<b>JJC Mean</b>	<b>Norm Base</b>
3 The extent to which there is a spirit of cooperation within my work team	3.36*	3.78
14 The extent to which my primary work team uses problem-solving techniques	3.36*	3.64
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.31*	3.63
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	3.36*	3.74
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.38*	3.63
43 The extent to which a spirit of cooperation exists in my department	3.30*	3.71
<b>Mean Total</b>	<b>3.35</b>	<b>3.68</b>

**Table 23.** Student Focus Mean Scores Compared to the NILIE Norm Base

<b>Student Focus</b>	<b>JJC Mean</b>	<b>Norm Base</b>
7 The extent to which student needs are central to what we do	3.21*	3.63
8 The extent to which I feel my job is relevant to this institution's mission	4.07*	4.25
17 The extent to which faculty meet the needs of students	3.60*	3.83
18 The extent to which student ethnic and cultural diversity are important at this institution	3.64*	3.81
19 The extent to which students' competencies are enhanced	3.36*	3.73
23 The extent to which non-teaching professional personnel meet the needs of the students	3.44*	3.76
28 The extent to which classified (supporting) personnel meet the needs of the students	3.49*	3.72
31 The extent to which students receive an excellent education at this institution	3.67*	3.97
35 The extent to which this institution prepares students for a career	3.70*	3.96
37 The extent to which this institution prepares students for further learning	3.72*	3.95
40 The extent to which students are assisted with their personal development	3.49*	3.67
42 The extent to which students are satisfied with their educational experience	3.58*	3.81
<b>Mean Total</b>	<b>3.58</b>	<b>3.84</b>
<b>Overall Total</b>	<b>3.26</b>	<b>3.56</b>

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

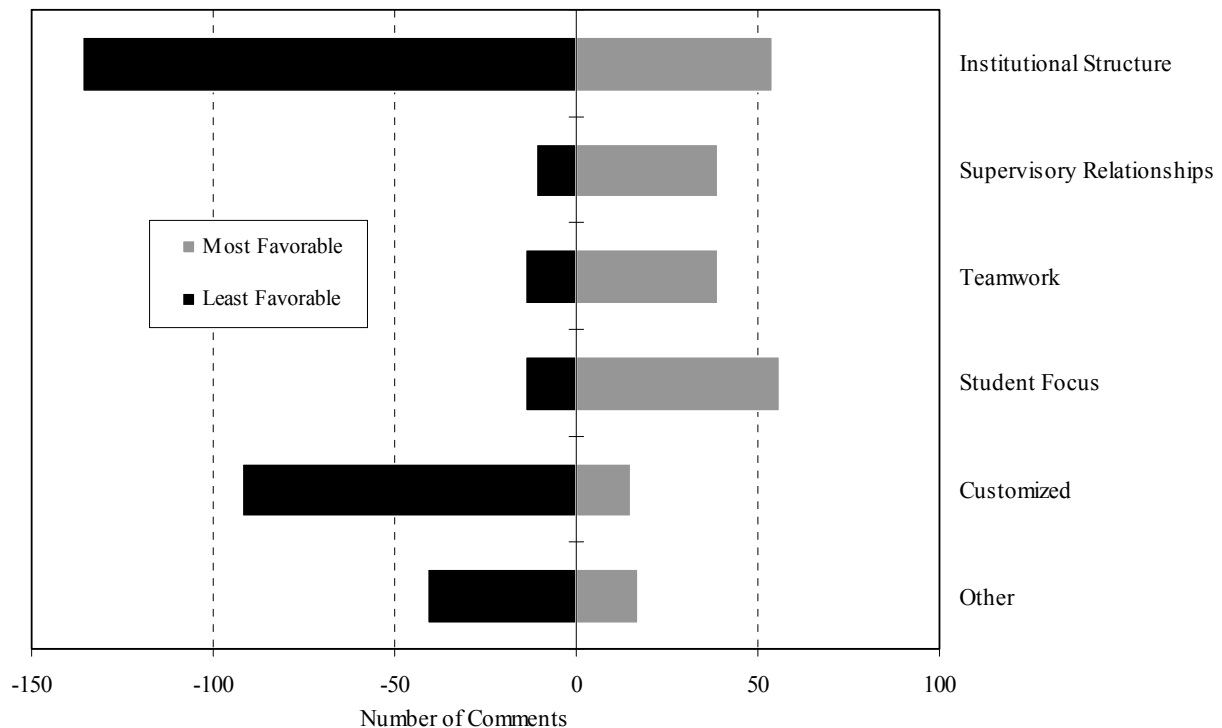
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 371 Joliet Junior College employees who completed the PACE survey, 54.7% (203 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 JJC 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 Customized climate factors. Please refer to Tables 24 and 25 for sample comments categorized by climate factor and the actual number of responses provided by JJC employees. Please note that comments are quoted exactly as written.

**Figure 11.** Joliet Junior 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 24.** Most Favorable Responses—Sample Comments and Actual Number of Responses at Joliet Junior College

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Student Focus (n=56)	<u>7— The extent to which student needs are central to what we do</u> <i>I think we are on the right track as an institution and see a generally concerned and progressive attitude from the SLT to make changes and improve the student experience.</i> <i>I believe JJC is meeting the needs of its students and is an excellent resource for the community too</i> <i>In general, I have found the people who work here to be more than willing to do whatever they can to be of value to the student population.</i> <i>I enjoy the number and breadth of activities that we provide to students, and find our general student body appreciative of all that we offer.</i>	19
	<u>31— The extent to which students receive an excellent education at this institution</u> <i>Within our individual classrooms, I believe we provide an excellent education to our students.</i> <i>There is a group of good and excellent staff and faculty who really care about students and delivering excellent education</i> <i>Joliet Junior College is a great way to receive an education at a reasonable price.</i>	12
	<u>17— The extent to which faculty meet the needs of the students</u> <i>I think that the majority of faculty are dedicated to student needs.</i> <i>I would say that in general, the dedication of the full-time faculty is one of the more admirable traits of the institution. Especially in light of the truly daunting task of providing a collegiate educational experience in an environment that is the antithesis of what college is all about. There is no question in my mind that the full-time faculty at JJC is able to instruct at the college level</i> <i>Faculty, in general, work hard for their students</i>	10
	<u>28— The extent to which classified personnel meet the needs of the students</u> <i>The areas I find most favorable are the support staff that tirelessly work to ensure that the students' needs are met.</i> <i>The support staff at the college do an outstanding job.</i>	8

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>The programs for job preparation seem to be the strongest aspect of the institution.</i></p>	3
	<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>North Campus is a one-stop shop for students. The employees at North put an extra effort to find the answers to the students' questions. Because we have to know all aspects of the students registration process and payments etc. we are able to help them in almost all aspects of their planning and answer the questions asked of us.</i></p>	2
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>It's a good school for students to learn and move on to a four year school.</i></p>	2
Institutional Structure (n=54)	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>All of the employees that I have had contact with are very cordial and extremely polite to one another. Everyone is treated with respect.</i></p> <p><i>The intelligence and dedication of most of my colleagues makes JJC a wonderful place to work.</i></p> <p><i>Most of the people at JJC are great to work with, friendly, knowledgeable, and willing to help one another.</i></p> <p><i>We certainly have a community here, bordering on family. Many of us have been here for many years and feel very close. Values abundant at JJC are Collaboration, Innovation, Quality.</i></p>	23
	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>I am motivated and positively impacted by the staff in my immediate area and the staff in most departments. The people who do the "grunt work" at JJC are generally approachable. JJC is a great place to work.</i></p> <p><i>JJC is a great place to work, the people are amazing, it's like a second family.</i></p>	19

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>I enjoy the fact that some departments are student focus, that is the vision of the school and I am glad that administration is taking that into consideration.</i></p> <p><i>In general, the faculty and staff with direct student interaction do an excellent job guiding and fulfilling our mission.</i></p>	6
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>While JJC still has a challenge in mirroring the student body in its faculty and staff, diversity is clearly recognized, celebrated and continually sought after.</i></p>	3
	<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>I also think that JJC is always looking toward the future and gives everyone a chance to be involved.</i></p>	2
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>Only being there part-time, I do receive a lot of info regarding the goings-on throughout the campus.</i></p>	1
Supervisory Relationship (n=39)	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>Our department chair has treated us in a most professional manner. He is one of the individuals who keep this institution going.</i></p> <p><i>My position reports to a wonderful supervisor who is encouraging despite the climate of the school.</i></p> <p><i>My immediate supervisor is very encouraging and supportive.</i></p>	16
	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>The academic freedom I have in teaching my courses.</i></p> <p><i>I think that I have the ability to be creative, to be professionally developed and to have academic freedom within the classroom.</i></p> <p><i>Creativity and new program development is encouraged and rewarded</i></p>	12

**Table 24.** Continued

Factor	Themes	Number of Comments
	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Institutional support which I have received, and hope to receive in the future, to enhance my knowledge in my field and to share my expertise and to participate in appropriate professional/intellectual activities and endeavors.</i></p>	4
	<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>My supervisor is motivating and approachable. The supervisor seeks my opinion and that of others in my team. The supervisor is visible.</i></p>	3
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>My department supervisor is very open to ideas and always takes time to answer my questions or listen to my concerns.</i></p>	2
	<p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>Very open atmosphere for communication. I feel that I can express my ideas and thoughts no matter if they are good or bad, without ramifications.</i></p>	2
Teamwork (n=39)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>I enjoy working in my department. The personnel here encourage cooperation and teamwork.</i></p> <p><i>On a department level, I am very happy in my job. For the most part, I enjoy working with those on my team and find that my ideas and thoughts are highly considered.</i></p> <p><i>I noticed that my "most favorable" responses mostly had to do with departmental interactions. I feel lucky to be part of this department, and to be working alongside these people. Department meetings are enjoyable, I couldn't imagine a more supportive work environment or more congenial colleagues. We all appreciate what we all do, we all know something about what we all do, we all are very good about helping each other out whenever that's needed.</i></p> <p><i>This school excels at creating departments that look after their own employees. There is a loyalty within each department that I have seen that creates a pleasant and comfortable environment to come to work for each day</i></p>	28

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>My particular work area is an excellent place to work. There is fairness, openness, working as a team.</i></p> <p><i>In the small office, that I work in there is certainly a spirit of cooperation and we get along very well.</i></p>	11
Other (n=17)	<p><u>Compensation &amp; Benefits</u></p> <p><i>The benefits, vacation time, winter break what other business sector can you get the benefits and perks like here at JJC.</i></p> <p><i>Working close to home within your community is definitely a perk of employment at JJC. There are numerous educational opportunities for both family, friends, and community members to take and we are always encouraged to do so</i></p> <p><i>I feel this is a good environment to work. I believe that the pay scale here is very good compared to other locations.</i></p> <p><u>Facilities</u></p> <p><i>The campus beauty and atmosphere, as it currently is, adds to the enjoyment of working at JJC.</i></p> <p><i>The facilities are good and well kept providing a good physical environment in which to learn.</i></p> <p><u>Survey</u></p> <p><i>One can hope the Board of Trustees and Senior Leadership will perform due diligence in identifying and acting upon the results from a college-wide survey.</i></p> <p><u>Bookstore</u></p> <p><i>The Bookstore is always helpful and staffed sufficiently. They do a wonderful job.</i></p>	9
Customized (n=14)	<p><u>54— The level of my own professional morale working at this college</u></p> <p><i>My work is important to the institution, and I love doing it.</i></p> <p><i>Insulated in my area, I am happy and proud of the work I perform.</i></p> <p><i>I'm in a great department and I love teaching my classes. Life spent sharing about a subject one loves is rewarding.</i></p>	6

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<u>55— The level of morale in general among college employees</u> <i>Joliet Junior College offers so many on-campus activities for students and staff from speakers to activities on the bridge. It truly has a lot to offer for not only the students, but the faculty, staff and community as well.</i> <i>The college is in an exciting time with expansion and growth which gives us employees hope and incentive</i>	6
	<u>48— The extent to which communication occurs effectively up, down, and across different units of the organization</u> <i>I like that there is so much open communication via the email.</i>	2

**Table 25.** Least Favorable Responses—Sample Comments and Actual Number of Responses at Joliet Junior College

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Institutional Structure (n=137)	<p><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p><i>Faculty members have no way to be recognized for quality. Student evaluations often just state whether the students "like" an instructor, not whether the students learned anything</i></p> <p><i>Reorganization has led to an increase in internal politics, inability to get things done, lack of decision making ability, poor morale, lack of respect for non-administrative employees, institutional "brain drain", high employee turnover, loss of respect and involvement in the community, lack of support for front-line staff, and loss of student focus. Making sweeping changes created a chaos that will take years to recover from. Survival has precluded productivity at JJC.</i></p> <p><i>I think there should be an orientation program for new employees to know who to contact for certain training and to learn the different policies and procedures that are in place that employee must follow in order to for example, buy a computer, or hang something up.</i></p> <p><i>Not a single system at the college is fully functional, and systems' thinking is not a part of the culture. All other problems evolve from lack of understanding complete and effective systems.</i></p> <p><i>We are under staffed for all the manual processes that we do. Look at bulk manual processes that each department is responsible for and look who is doing the work. They are under appreciated by acknowledgement and pay.</i></p>	23
	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>Over the last few years, it seems that many employees are leaving the college. I suspect that if one studied the numbers, the changeover rate that our school has experienced in the last few years is much higher than usual. Some employees have been fired and many have chosen to leave. The drastic and seemingly constant changes in personnel have caused me to feel unsettled at work.</i></p> <p><i>Climate of fear and anxiety caused by unpredictable and unexpected changes</i></p> <p><i>It is unusual for the administration to commend people on the work that they do.</i></p>	21

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p data-bbox="383 317 1224 386"><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p data-bbox="383 411 1224 548"><i>Overall, I feel that what I have to say regarding improvements are ignored. The college invites dialog on various issues but then does whatever it intended to do before the communication sessions with the employees</i></p> <p data-bbox="383 573 1224 709"><i>It often seems as if once an idea is presented on a high level that even when thoughts on the idea are requested that there is no changing or openness to modify the original idea no matter how it will affect instructors and students.</i></p> <p data-bbox="383 735 1224 909"><i>Being solicited to provide input and then having that input dismissed, not seriously considered, or at the least acknowledged makes it difficult to put forth future ideas. This culture of being afraid to speak out is really damaging to the institution and will have a lasting negative impact if allowed to continue.</i></p> <p data-bbox="383 934 1224 1037"><i>Although there have been "listening" tours and other requests for input, I am now less likely to share as I feel that concerns are not listened to.</i></p>	17
	<p data-bbox="383 1056 1224 1087"><u>32— The extent to which this institution is appropriately organized</u></p> <p data-bbox="383 1110 1224 1325"><i>There are so many committees working on the same issues; it is disgusting at the amount of work hours wasted (and these committees don't even know about each other) outsourcing: we have all these employees of the college getting paid to do their jobs, however, we still find the need to spend funds on companies to do what JJC employees could and should be doing</i></p> <p data-bbox="383 1350 1224 1486"><i>The college went through a huge organizational change a year or so ago because we were too "top heavy" in the organization. Within the last six months we have hired 10-15 new deans. Now it appears we are "top heavy" again.</i></p> <p data-bbox="383 1512 1224 1759"><i>I believe the college does not have or invest the necessary resources in the student services division - particularly the heavy contact student areas of counseling, registration, and financial aid. These offices are undersized, understaffed, and an eyesore. They need more staff and a better, larger place to provide these services. Students seeking financial aid assistance are seen at a window (while standing in the hallway) - like a fast-food place.</i></p> <p data-bbox="383 1785 1224 1850"><i>The reorganization of the college has been problematic I think the is inequity of staffing patterns and job duties/assignments</i></p>	16

**Table 25.** Continued

Factor	Themes	Number of Comments
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>Administratively, the college functions in a manner that makes it difficult to meet student needs</i></p> <p><i>I sense a top-down, "management for management's sake" attitude, and a lack of respect for faculty's ability to contribute. I sense an attitude that education is just another product to be sold; students are "customers" and all that business school garbage.</i></p> <p><i>IT decisions appear to be made based on "who you know" and can get face time with instead of what should be the priorities to meet student needs. While I recognize the college is an entity with a bottom line, we should try to match priorities with our mission - and that mission puts students first</i></p>	13
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>It is not a pleasant place to work in terms of interacting with support services and staff members. The climate is uncomfortable and negative at this point in time</i></p> <p><i>No one works together any more. Everyone is mistrustful of the next.</i></p> <p><i>Right now, individuals, teams and departments lack the cohesion that allows us a common connection. We are too worried about titles, rank, and power. We waste precious energy competing with one another for greater status</i></p>	12
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>Race relations need to be addressed. Tolerance for racism exists on all levels in the college community. I call it closet racism. These issues need to be discussed and resolved. Faculty and Support staff need to represent the diversity within the college community. Minority faculty positions (tenure track) are absolutely appalling. Upper level management positions with the various departments is non-existent Until this particular issue is resolved, or at the very least open for discussion, can JJC truly be the greatest learning experience for all who work and attend.</i></p> <p><i>I think in many cases from an institutional perspective, the racial climate is not conducive for the well being of minorities in general which have contributed to anxiety levels and on occasions left some feeling isolated and alienated from those who are in the white majority at JJC.</i></p>	11

**Table 25.** Continued

Factor	Themes	Number of Comments
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Decision-making is flawed overall. Either decisions aren't made at all, they are not made in a timely fashion, or they are made and not communicated. If problems were identified and communicated before "solutions" or decisions were irrevocably determined, we might have more effective systems of communication.</i></p> <p><i>Information from the workers was not considered in the reorganization. Decisions were very arbitrary with little thought to the consequences. At times very disorganized</i></p> <p><i>There is no input or even any information from any of the employees at JJC regarding major decision about the college.</i></p>	10
	<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>People are also paranoid about email privacy and such, and it seems that sometimes, we're not told the entire truth by the administration. I'm not sure if the problem is dishonesty or perhaps a lack of clear and effective communication</i></p> <p><i>Secrecy, I understand some things need to be kept confidential, but I believe this institution takes secrecy to a new level. I know that keeping secrets only leads to gossip, panic, and bad feelings.</i></p> <p><i>A lot of information and misinformation is given through the gossip lines and this is probably the most detrimental feature to the communication process at JJC. We need facts, not rumor, and need to see what is planned for the future regarding personnel and major policies of the college, not just regarding the "master plan."</i></p>	8
	<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>Opportunities for advancement seem very limited, unless looked upon favorably by the political "ins"</i></p>	3
	<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>I've followed the policies of my department and the college in general, but then I've been admonished for doing so by my peers or supervisor. Sometimes I feel as though we have written policies, but we are not actually supposed to follow them.</i></p>	2
	<p><u>11— The extent to which institutional teams use problem-solving techniques</u></p> <p><i>Solutions to problems are NEVER carefully considered and resolved.</i></p>	1

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Customized (n=92)	<p><u>48— The extent to which communication occurs effectively up, down, and across different units of the organization</u></p> <p><i>There is no communication from the top down (and what does get mentioned is usually wrong), and very little from the bottom up. Knowledge of the college's processes and goals can only benefit everyone.</i></p> <p><i>Lack of communication continues to be the biggest threat among areas. Most of the time important issues and crucial changes are discovered after they have been implemented. Even then they have to be searched out</i></p> <p><i>There is a lack of communication to all individuals within a department. When you are in need of information, you are given the run around as to what source you can go to for answers.</i></p>	19
	<p><u>55— The level of morale in general among college employees</u></p> <p><i>Morale across campus is poor and people seem to be afraid to speak up lest they lose their jobs or get punished</i></p> <p><i>I have only been employed here for not quite a year, but it seems employees drop like flies here. So many people that I have dealt with from other departments just abruptly stop coming and then you hear that they are no longer employed with JJC. Everyone seems to be sitting on the edge of their seat wondering if they are next.</i></p> <p><i>Since 2006, JJC has been riddled with problems and very low morale. Sweeping changes with no apparent regard for what is best for JJC as an institution, the students, or staff were made quickly and unwisely.</i></p>	17
	<p><u>47— The extent to which a spirit of cooperation exists between the college and the Board of Trustees</u></p> <p><i>I am disappointed to have a Board that does not seem to trust the knowledge and expertise of our President, SLT, and others who contribute to the development of plans, etc. There is far too much of a struggle going on, and I do not feel that this is how most Boards act. While they represent the community, I do not feel that their personal expertise exceeds that of those in college leadership.</i></p> <p><i>The Board of Trustees seems not to have the best interests of the college in mind. They are rude to employees and They micromanage the college. They should stop talking to employees and respect the chain of command. Why are They here? I think They forgot that their ONLY mission is what is right for the students--not the employees, faculty or taxpayers.</i></p>	16

**Table 25.** Continued

Factor	Themes	Number of Comments
	<p><u>50— The extent to which politics play a role in the way decisions are made</u></p> <p><i>I've learned that politics do play a role in this institution and unfortunately can cause a large degree of uncooperativeness between departments or persons in other departments.</i></p> <p><i>It appears as if there are politics involved in certain decision-making. I think the person who the different departments report to are not necessarily the most appropriate persons for the particular department in question. Therefore, certain decisions or projects are not seen as important or there are projects that are seen as relevant when they are not.</i></p>	10
	<p><u>49— The extent to which a spirit of cooperation exists between departments</u></p> <p><i>Departments work in a vacuum, disregarding how their actions affect the college as a whole and there is no accountability for this.</i></p> <p><i>I find that there seems to be competition, hard feelings, and sometimes outright dislike between departments, when we should be fostering an atmosphere of cooperation.</i></p> <p><i>The lack of communication between departments is unacceptable. We are a college, we serve students but there are those departments that seem to be oblivious to our primary focus, some of those departments should spend a day in the life of the student services division to get a feel for what serving students is all about on a daily basis.</i></p>	9
	<p><u>52— The extent to which the college follows up on plans with action</u></p> <p><i>Neither the College or the Board follows through on upgrades or compensation issues. According to our union contract, the results of upgrades were to be determined by January 1st but now it is the end of April with no resolution in sight.</i></p> <p><i>The administration has shown repeatedly that they don't know what they are doing and are unable to work with the board of trustees. They announce plans and then suddenly back off with little or no explanation.</i></p>	6

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>54— The level of my own professional morale working at this college</u></p> <p><i>I feel a complete loss of support, and ambition because of the lack of support and communication within my area. Nobody says anything good about anything I do or achieve. I feel completely unsupported after 28 years of complete devotion to our program.</i></p> <p><i>Over the past several years, I have found myself experiencing morale problems. I have enjoyed my classroom experiences, and still do; however, I have not been as encouraged in my non-teaching efforts at the college. That has lessened my joy of being in the classroom.</i></p>	6
	<p><u>61— Do you feel the values JJC as an organization professes are the ones it actually practices</u></p> <p><i>There is a perception that the current administration pays lip service to the core values, but they do not implement them.</i></p> <p><i>Goals and values that JJC professes are not put into action with hiring, promotion, transfer.</i></p>	6
	<p><u>53— The extent to which the Board of Trustees seriously considers my department's ideas</u></p> <p><i>Management at the college does not listen to the department head as far as things that work or don't work based on past experience</i></p>	3
Other (n=41)	<p><u>Leadership</u></p> <p><i>No one has any confidence in the current leadership. I don't even think any of them know how to be a leader. A leader inspires. I am not inspired by anyone at the top level of this college. Our president has isolated herself from the common folk and feels she is too good to associate with the worker bees or listen to them. We want a leader and not someone who schedules listening tours</i></p> <p><i>I believe that the current climate at the college is one of distrust of the leadership and also fear of the current leadership of the college. The senior leadership has consistently demonstrated a management style of "top down" management. The leadership does not involve employees in decisions that do or will affect them.</i></p> <p><i>We are a very dysfunctional organization with a leadership team that has one person who doesn't realize they are not the president of the college; however, the president does not stop this individual. This individual has made this organization a miserable place to work. This person is allowed to do what they do because the president does not stop them.</i></p>	24

**Table 25.** Continued

Factor	Themes	Number of Comments
	<u>Adjunct Faculty</u>	5
	<i>The lack of central voice for adjunct faculty - which now unfortunately has to be left to a union, the lack of quality training available to adjunct faculty (the adjunct faculty training program now is much too repetitive and tired)</i>	
	<i>As an adjunct I feel I am not as well equipped to assist students in their questions regarding how to get things completed at the college. I attended adjunct orientation, but it was mainly on things that affect me as a faculty. I periodically have students inquire about ways to sign up for classes etc. or they have an issue and I don't know which department to send them to. I would also like it if adjuncts names were published in the course listings so students know who they are taking a class from. It also gives the impression that the college actually cares about them. I feel like I am not important to even list my name.</i>	
	<u>Facilities</u>	5
	<i>The new furniture is particleboard and is throw away, the old was metal and lasted 20+ yrs. New touch less paper towel/soap dispensers are powered instead of hand crank. Pop is sold in plastic bottles instead of cans contrary to Board Policy 9 10 Use of All Aluminum Beverage Containers.</i>	
	<i>Class room equipment is out of date, and they want to waste money on building and landscaping</i>	
	<u>Compensation &amp; Benefits</u>	4
	<i>For the Fall of 2008 the Early Childcare Center has discontinued the part-time rate for Faculty, Staff and the Community. They will now have to pay the full-day rate for their child to attend. Only the students at JJC will be given the part-time rate. I work part-time. My child only needs part-time. I don't want to send my daughter all day and it would not be worth me working if I have to pay the all day rate. I may consider becoming a stay at home mom, put my daughter at a preschool in the community, and not work at Joliet Junior College. I thought the Early Childcare Center was a benefit for not only the students, but for the Faculty, Staff and Community as well.</i>	
	<i>An unfair practice is not granting benefits to part time help when they do the same type of work and have the same qualifications as the full timers.</i>	

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>Budget</u></p> <p><i>Too much waste of money and resources; travel for retiring employees, too many in the same department; no accountability after traveling. Selling of college land devastating for future No shopping center roads needed. Spending frenzy at the end of the fiscal year, rather than giving students a tuition/fees/text breaks.</i></p>	1
	<p><u>Technical</u></p> <p><i>Technology: we should be spending our funds on updating our technology and keeping up with what are students expect and deserve.</i></p>	1
	<p><u>Survey</u></p> <p><i>What steps were taken to prevent people responding to this survey twice?</i></p>	1
Teamwork (n=14)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>In my department politics play a big roll, and some get preferential treatment. It is particularly disturbing because the same thing our department head is saying has been done to us by administration, he is doing and has been doing for years.</i></p> <p><i>People don't communicate enough within the departments. I recommend department meetings, so everyone is aware of the problems that they are working on.</i></p> <p><i>The moral in my particular office is very low regarding certain employees. This reflects on the others, like myself, who are trying to enjoy coming to work. Too much bitterness.</i></p>	13
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>There is not enough teamwork.</i></p>	1
Student Focus (n=14)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>People seem to be out for themselves, not for students' needs. Students do not come first in many areas. Changes are made to the campus (i.e.: decor) without thinking of student's needs.</i></p> <p><i>I feel as though the school as changed for the worse. We don't service the students like we should. We give them the run around too much.</i></p>	6

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<u>19— The extent to which students' competencies are enhanced</u>	2
	<i>There is a pervasive attitude among students that we are not a REAL college and therefore, they have low expectations for themselves and us. To a certain extent, that comes with the community college territory, but we can improve. That must come from the top down. Our students need to be challenged and engaged, but we need to provide an example. Our actions (or inactions) have an impact on our students' experience, which ought to be the biggest concern - not OUR morale.</i>	
	<u>17— The extent to which faculty meet the needs of the students</u>	1
	<i>Many faculty seem to be more concerned with their own work environment than what is best for the students.</i>	
	<u>23— The extent to which student services personnel meet the needs of the students</u>	1
	<i>Counseling - the way that new incoming students are treated is deplorable. They are herded like cattle in a room to choose classes without any one on one counseling. I feel they need the most help and direction. I really feel sorry for new full-time students. They are confused and do not get proper direction. With everything on line its go to this website, go to that website, do this, no nice welcoming experience. With this mass counseling we are missing the boat on building a relationship with our incoming students. The counseling area needs more counselors to do just that - counsel students. Groups may be fine for some students but others need direction and until they fail, they don't get it.</i>	
	<u>28— The extent to which classified personnel meet the needs of the students</u>	1
	<i>I feel that the computer support is inadequate and does not meet the needs of the students and the faculty.</i>	
	<u>31— The extent to which students receive an excellent education at this institution</u>	1
	<i>Most importantly, I see no concerted effort to become more EXCELLENT as an institution in this competitive educational market, and to become more known as such, rather than simply more EFFICIENT, in all that we do. Unfortunately, other institutions are leaving us behind "in the dust" in such aspects of community relations, etc. We are really not at all good at promoting our strengths to the wider public! The college simple MUST take a more proactive approach to creating a positive perception of excellence in our community</i>	

**Table 25.** Continued

Factor	Themes	Number of Comments
	<u>40— The extent to which students are assisted with their personal development</u>	1
	<i>I don't think that some students are aware of an employer's expectations when the student graduates and obtains employment. I think that the importance of good study skills must be emphasized in some type of class or workshop. Many students do not even realize that it is important to come to class on time.</i>	
	<u>42— The extent to which students are satisfied with their educational experience at this institution</u>	1
	<i>I believe another problem we have, and it also frustrated me when I was a student, is classes not running. Students plan their whole semester out, then a few days before class is to start they get a phone call saying their class has been cancelled. This leaves students in a bind, because usually by the time they receive the phone call it's too late to sign up for the class they need to take or to find one that fits into their schedule. This leaves students trying to guess which classes will actually run, which will probably eliminate them choosing Morris, because so many of our classes don't run. So many people from Morris go to JJC and would rather not drive to Joliet, but we have a reputation of cancelling classes.</i>	
Supervisory Relationship	<u>2— The extent to which my supervisor expresses confidence in my work</u>	4
(n=11)	<i>Within my department, there is high resistant to change from the chair. Even when the faculty within a single discipline agree on a change, we are often vetoed and told "but that's the way we've always done things here."</i>	
	<u>34— The extent to which my supervisor helps me to improve my work</u>	3
	<i>I wish there was more communication in my dept. with our coordinator. We need to have monthly meetings to touch base on our concerns and needs.</i>	
	<u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u>	1
	<i>Department chair is inflexible with new ideas and schedules even though the department members are supportive.</i>	
	<u>21— The extent to which I receive appropriate feedback for my work</u>	1
	<i>As an employee, I could use more positive feedback from my supervisor and department head</i>	

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>I feel that support staff may not express ourselves freely in this institution of higher learning. This environment should and has been in the past, one of a free expression and sharing of ideas, policies and concepts.</i></p>	1
	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>There seems to be great support for faculty and staff to complete professional development, but less support for those who actually work with students and help to create a more collegiate atmosphere. . There needs to be institutional support and recognition for those who go beyond contractual obligations.</i></p>	1

## CONCLUSION

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

Overall, the following have been identified as areas of excellence at Joliet Junior College. Seven of these items represent the Student Focus climate factor (items #8, #17, #18, #31, #35, #37 and #42), three represent the Supervisory Relationships climate factor (items #2, #9 and #39).

- The extent to which I feel my job is relevant to this institution's mission, 4.07 (#8)
- The extent to which my supervisor expresses confidence in my work, 3.93 (#2)
- The extent to which I am given the opportunity to be creative in my work, 3.77 (#39)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.75 (#9)
- The extent to which this institution prepares students for further learning, 3.72 (#37)
- The extent to which this institution prepares students for a career, 3.70 (#35)
- The extent to which students receive an excellent education at this institution, 3.67 (#31)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.64 (#18)
- The extent to which faculty meet the needs of the students, 3.60 (#17)
- The extent to which students are satisfied with their educational experience at this institution, 3.58 (#42)

Overall the following have been identified as the top two areas of excellence within the Customized Climate factor at Joliet Junior College.

- The extent to which I am familiar with the strategic goals of the college, 3.43 (#51)
- The level of my own professional morale working at this college, 3.05 (#54)

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

- The extent to which information is shared within this institution, 2.38 (#10)
- The extent to which open and ethical communication is practiced at this institution, 2.45 (#16)
- The extent to which decisions are made at the appropriate level at this institution, 2.53 (#4)
- The extent to which this institution is appropriately organized, 2.55 (#32)
- The extent to which a spirit of cooperation exists at this institution, 2.56 (#25)
- The extent to which I am able to appropriately influence the direction of this institution, 2.65 (#15)
- The extent to which institutional teams use problem-solving techniques, 2.65 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 2.77 (#22)
- The extent to which I have the opportunity for advancement within this institution, 2.90 (#38)
- The extent to which my work is guided by clearly defined administrative processes, 2.90 (#44)

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

- The extent to which politics play a role in the way decisions are made., 2.00 (#50)
- The extent to which communication occurs effectively up, down, and across different units of the organization, 2.20 (#48)
- The extent to which a spirit of cooperation exists between the college and the Board of Trustees, 2.26 (#47)

Student focus is a positive area for Joliet Junior College, which is reflected in favorable responses in the open-ended questions and the survey mean scores. The least favorable aspects cited in the open-ended responses reflect a high response to the Customized questions and the Institutional Structure of the organization indicating a desire to discuss these specific issues.

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