



National Initiative for Leadership & Institutional Effectiveness

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# **Joliet Junior College Joliet, Illinois**

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

by

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

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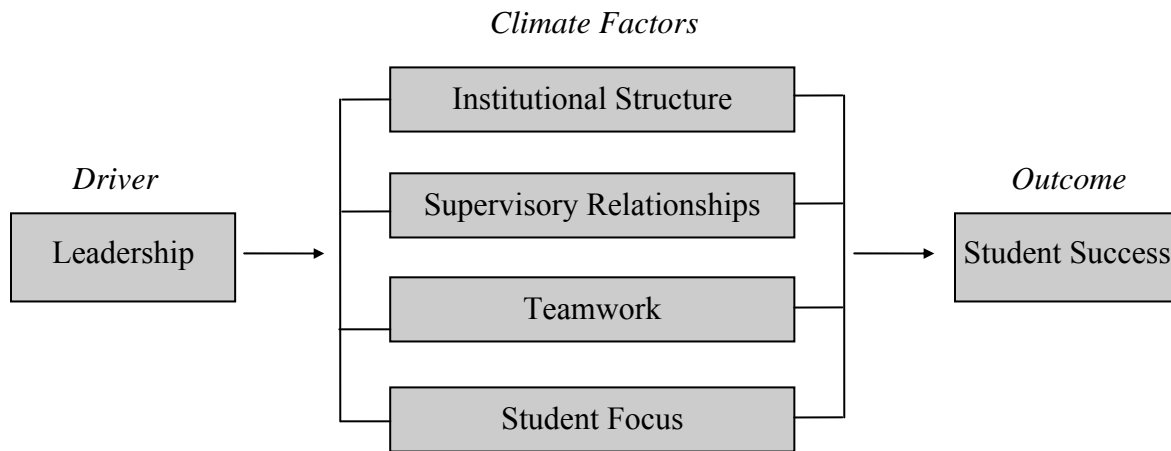


# EXECUTIVE SUMMARY

In May 2009, the Personal Assessment of the College Environment (PACE) survey was administered to 1511 employees at Joliet Junior College (JJC). Of those 1511 employees, 427 (28.3%) 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 65 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). Twelve fell within the Competitive range (rated between 2 and 3). Forty-one fell within the Consultative range (rated between 3 and 4), and two composite ratings fell within the Collaborative range (rated between 4 and 5).

At JJC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.50 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.80), whereas the Institutional Structure category received the lowest mean score (3.19). When respondents were classified according to Personnel Classification at JJC, the composite ratings were as follows: Administrator (3.61), Campus Police, Facilities, Food Service (3.18), Clerical (3.59), Faculty (3.61), Professional (3.33) and Support (3.36).

Of the 46 standard PACE questions, the top mean scores have been identified at Joliet Junior College.

- The extent to which I feel my job is relevant to this institution's mission, 4.21 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.06 (#2)
- The extent to which this institution prepares students for a career, 3.95 (#35)
- The extent to which students receive an excellent education at this institution, 3.94 (#31)
- The extent to which this institution prepares students for further learning, 3.91 (#37)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.87 (#18)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.85 (#9)
- The extent to which I am given the opportunity to be creative in my work, 3.85 (#39)
- The extent to which the institution effectively promotes diversity in the workplace, 3.77 (#5)
- The extent to which students are satisfied with their educational experience at this institution, 3.77 (#42)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.77 (#23)

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

- The extent to which information is shared within this institution, 2.87 (#10)
- The extent to which open and ethical communication is practiced at this institution, 2.93 (#16)
- The extent to which I am able to appropriately influence the direction of this institution, 2.94 (#15)
- The extent to which I have the opportunity for advancement within this institution, 2.96 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 2.98 (#4)
- The extent to which a spirit of cooperation exists at this institution, 2.99 (#25)
- The extent to which institutional teams use problem-solving techniques, 2.99 (#11)
- The extent to which this institution is appropriately organized, 3.02 (#32)
- The extent to which this institution has been successful in positively motivating my performance, 3.20 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.24 (#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.



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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 May 2009, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Joliet Junior College. Of the 1511 employees administered the instrument, 427 (28.3%) completed and returned the instrument for analysis. Of those 427 employees, 209 (48.9%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist 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 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 July 2006 to July 2008 are shown in Table 2.

**Table 2.** Alpha Coefficients by Climate Category for PACEs Completed from July 2006 to July 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 is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from JJC's 2008 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

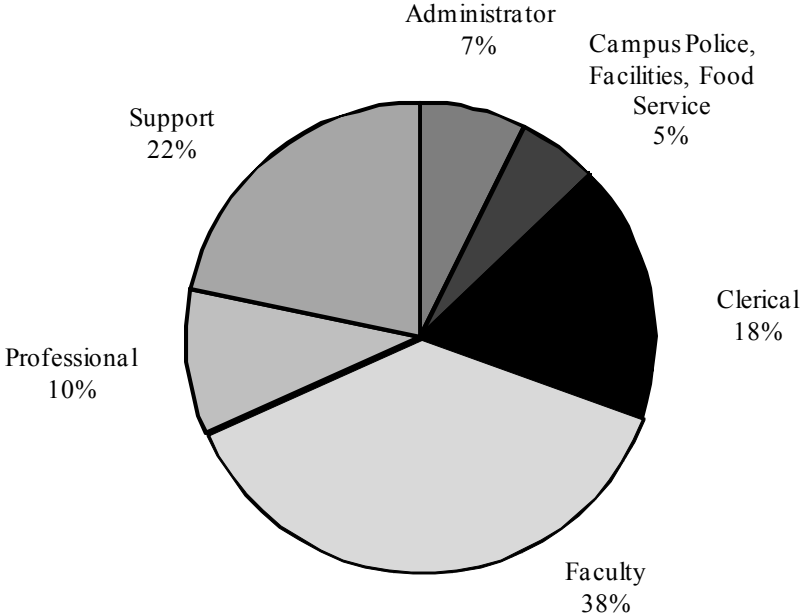
### Respondent Characteristics

Of the 1511 JJC employees administered the survey, 427 (28.3%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%. Refer to Table 3 and Figure 2.

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

<b>Personnel Classification</b>	<b>Population</b>	<b>Surveys Returned for Analysis</b>	<b>Percent of Population Represented</b>
Administrator	34	31	91.2%
Campus Police, Facilities, Food Service	104	23	22.1%
Clerical	162	75	46.3%
Faculty	660	160	24.2%
Professional	47	42	89.4%
Support	504	92	18.3%
Did not respond		4	
Total	1511	427	28.3%

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



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

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

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

<b>Demographic Variable</b>	<b>2008 # of Responses</b>	<b>2008 % of Responses</b>	<b>2009 # of Responses</b>	<b>2009 % of Responses</b>
<b>What is your personnel classification:</b>				
Administrator	19	5.1%	31	7.3%
Campus Police, Facilities, Food Service	26	7.0%	23	5.4%
Clerical	53	14.3%	75	17.6%
Faculty	153	41.2%	160	37.5%
Professional	35	9.4%	42	9.8%
Support	79	21.3%	92	21.5%
Did not respond	6	1.6%	4	0.9%
<b>What is your race/ethnicity:</b>				
African American	17	4.6%	27	6.3%
Alaskan Native/ American Indian	0	0.0%	0	0.0%
Asian American	4	1.1%	7	1.6%
Caucasian	275	74.1%	306	71.7%
Hispanic	15	4.0%	11	2.6%
Other	8	2.2%	4	0.9%
Prefer not to respond	46	12.4%	61	14.3%
Did not respond	6	1.6%	5	1.2%
<b>On what site do you work:</b>				
City Campus	18	4.9%	35	8.2%
Main Campus	309	83.3%	339	79.4%
Grundy County Center	1	0.3%	4	0.9%
North Campus	7	1.9%	14	3.3%
Multi-Location	19	5.1%	28	6.6%
Other	5	1.3%	1	0.2%
Did not respond	12	3.2%	6	1.4%
<b>What is your current employment status:</b>				
Full-time	269	72.5%	276	64.6%
Part-time	97	26.1%	148	34.7%
Did not respond	5	1.3%	3	0.7%
<b>What is your primary work schedule:</b>				
Day	260	70.1%	290	67.9%
Evening	43	11.6%	56	13.1%
Flexible	54	14.6%	68	15.9%
Weekend	1	0.3%	1	0.2%
Other	6	1.6%	10	2.3%
Did not respond	7	1.9%	2	0.5%

**Table 4.** Continued.

<b>Demographic Variable</b>	<b>2008 # of Responses</b>	<b>2008 % of Responses</b>	<b>2009 # of Responses</b>	<b>2009 % of Responses</b>
<b>Do you feel the values JJC as an organization professes are the ones it actually practices:</b>				
Yes	115	31.0%	217	50.8%
No	181	48.8%	125	29.3%
Don't know	67	18.1%	79	18.5%
Did not respond	8	2.2%	6	1.4%
<b>Do you feel people at JJC are encouraged to participate in planning for change:</b>				
Yes	170	45.8%	225	52.7%
No	154	41.5%	133	31.1%
Don't know	43	11.6%	68	15.9%
Did not respond	4	1.1%	1	0.2%
<b>Do you feel your workload is reasonable:</b>				
Yes	290	78.2%	337	78.9%
No	76	20.5%	83	19.4%
Did not respond	5	1.3%	7	1.6%
<b>Do you feel valued as an employee at JJC:</b>				
Yes	215	58.0%	282	66.0%
No	148	39.9%	139	32.6%
Did not respond	8	2.2%	6	1.4%
<b>Would you recommend JJC as a place to work:</b>				
Yes	249	67.1%	360	84.3%
No	104	28.0%	60	14.1%
Did not respond	18	4.9%	7	1.6%

## Comparative Analysis: Overall

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

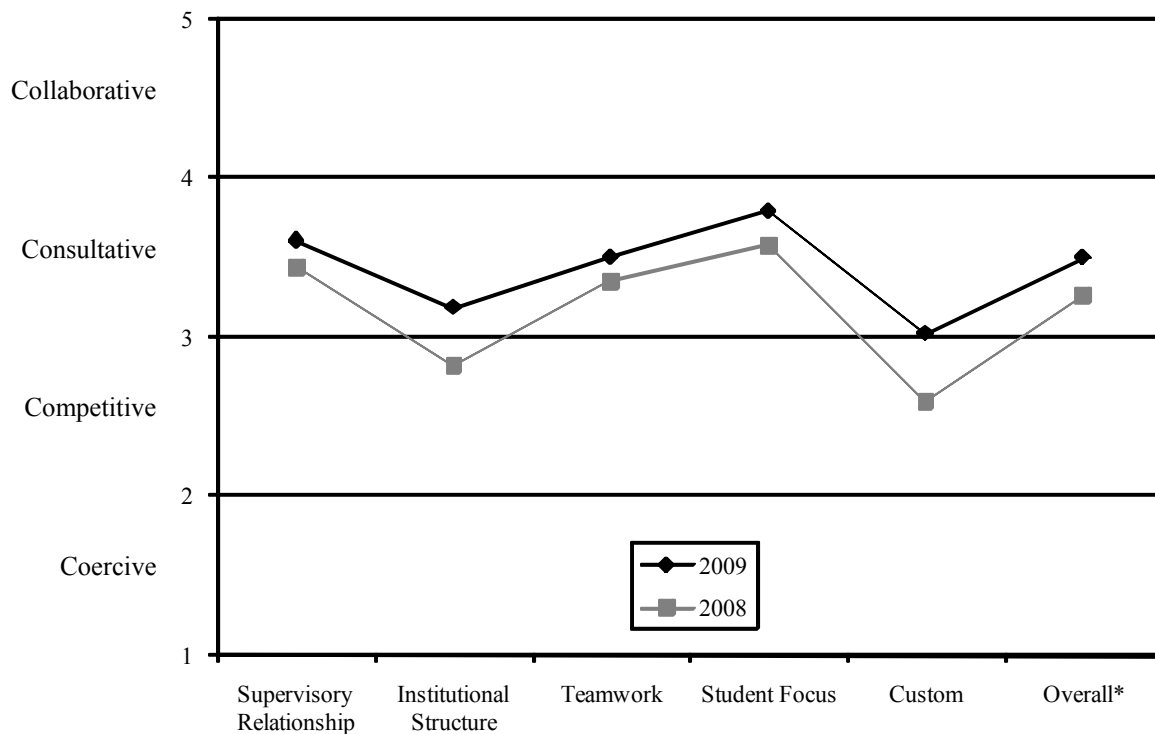
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.80), which represented an upper-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.19) within the lower area of the Consultative management area. Overall, employees rated the management style in the mid range of the Consultative management area. (See also Figure 3). When compared to the 2008 JJC mean scores, the JJC 2009 mean scores increased slightly.

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

<b>Factor</b>	<b>2008 JJC</b>	<b>2009 JJC</b>
Supervisory Relationships	3.43	3.61
Institutional Structure	2.82	3.19
Teamwork	3.35	3.51
Student Focus	3.58	3.80
Custom	2.59	3.02
<b>Overall*</b>	3.26	3.50

\* 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). Twelve fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-one fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and two fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=41) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.50 as indicated 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>2008 Mean (SD)</b>	<b>2009 Mean (SD)</b>
2	The extent to which my supervisor expresses confidence in my work	3.93 (1.23)	4.06 (1.13)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.75 (1.35)	3.85 (1.25)
12	The extent to which positive work expectations are communicated to me	3.21 (1.26)	3.42 (1.20)*
13	The extent to which unacceptable behaviors are identified and communicated to me	3.15 (1.21)	3.38 (1.10)*
20	The extent to which I receive timely feedback for my work	3.31 (1.26)	3.49 (1.17)*
21	The extent to which I receive appropriate feedback for my work	3.35 (1.26)	3.54 (1.13)*
26	The extent to which my supervisor actively seeks my ideas	3.46 (1.34)	3.63 (1.25)
27	The extent to which my supervisor seriously considers my ideas	3.54 (1.33)	3.71 (1.25)
30	The extent to which work outcomes are clarified for me	3.18 (1.17)	3.52 (1.04)*
34	The extent to which my supervisor helps me to improve my work	3.42 (1.28)	3.65 (1.23)*
39	The extent to which I am given the opportunity to be creative in my work	3.77 (1.13)	3.85 (1.10)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.15 (1.18)	3.37 (1.13)*
46	The extent to which professional development and training opportunities are available	3.35 (1.23)	3.48 (1.21)
<b>Mean Total</b>		<b>3.43 (0.98)</b>	<b>3.61 (0.93)*</b>

\*T-test results indicate a significant difference between the 2008 mean and the 2009 mean ( $\alpha=0.05$ )

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

<b>Institutional Structure</b>		<b>2008 Mean (SD)</b>	<b>2009 Mean (SD)</b>
1	The extent to which the actions of this institution reflect its mission	3.13 (1.15)	3.52 (1.01)*
4	The extent to which decisions are made at the appropriate level at this institution	2.53 (1.23)	2.98 (1.13)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.48 (1.04)	3.77 (0.97)*
6	The extent to which administrative leadership is focused on meeting the needs of students	2.93 (1.24)	3.33 (1.14)*
10	The extent to which information is shared within the institution	2.38 (1.28)	2.87 (1.22)*
11	The extent to which institutional teams use problem-solving techniques	2.65 (1.11)	2.99 (1.05)*
15	The extent to which I am able to appropriately influence the direction of this institution	2.65 (1.20)	2.94 (1.13)*
16	The extent to which open and ethical communication is practiced at this institution	2.45 (1.30)	2.93 (1.19)*
22	The extent to which this institution has been successful in positively motivating my performance	2.77 (1.32)	3.20 (1.22)*
25	The extent to which a spirit of cooperation exists at this institution	2.56 (1.24)	2.99 (1.20)*
29	The extent to which institution-wide policies guide my work	3.16 (1.10)	3.48 (0.96)*
32	The extent to which this institution is appropriately organized	2.55 (1.23)	3.02 (1.18)*
38	The extent to which I have the opportunity for advancement within this institution	2.90 (1.29)	2.96 (1.26)
41	The extent to which I receive adequate information regarding important activities at this institution	3.26 (1.24)	3.51 (1.18)*
44	The extent to which my work is guided by clearly defined administrative processes	2.90 (1.26)	3.24 (1.19)*
<b>Mean Total</b>		<b>2.82 (0.91)</b>	<b>3.19 (0.84)*</b>

\*T-test results indicate a significant difference between the 2008 mean and the 2009 mean ( $\alpha=0.05$ )

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

<b>Teamwork</b>	<b>2008 Mean (SD)</b>	<b>2009 Mean (SD)</b>
3 The extent to which there is a spirit of cooperation within my work team	3.36 (1.36)	3.53 (1.26)
14 The extent to which my primary work team uses problem-solving techniques	3.36 (1.23)	3.49 (1.12)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.31 (1.30)	3.50 (1.18)*
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)	3.58 (1.18)*
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.38 (1.14)	3.52 (1.10)*
43 The extent to which a spirit of cooperation exists in my department	3.30 (1.36)	3.40 (1.30)
<b>Mean Total</b>	<b>3.35 (1.12)</b>	<b>3.51 (1.03)*</b>

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

<b>Student Focus</b>	<b>2008 Mean (SD)</b>	<b>2009 Mean (SD)</b>
7 The extent to which student needs are central to what we do	3.21 (1.25)	3.50 (1.12)*
8 The extent to which I feel my job is relevant to this institution's mission	4.07 (1.01)	4.21 (0.87)*
17 The extent to which faculty meet the needs of students	3.60 (1.00)	3.73 (0.95)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.64 (1.01)	3.87 (0.93)*
19 The extent to which students' competencies are enhanced	3.36 (1.01)	3.68 (0.87)*
23 The extent to which non-teaching professional personnel meet the needs of the students	3.44 (1.07)	3.77 (0.94)*
28 The extent to which classified personnel meet the needs of the students	3.49 (1.07)	3.58 (0.85)
31 The extent to which students receive an excellent education at this institution	3.67 (0.96)	3.94 (0.88)*
35 The extent to which this institution prepares students for a career	3.70 (0.91)	3.95 (0.86)*
37 The extent to which this institution prepares students for further learning	3.72 (0.88)	3.91 (0.89)*
40 The extent to which students are assisted with their personal development	3.49 (0.92)	3.67 (0.88)*
42 The extent to which students are satisfied with their educational experience at this institution	3.58 (0.83)	3.77 (0.78)*
<b>Mean Total</b>	<b>3.58 (0.70)</b>	<b>3.80 (0.66)*</b>

\*T-test results indicate a significant difference between the 2008 mean and the 2009 mean ( $\alpha=0.05$ )

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

<b>Customized</b>	<b>2008 Mean (SD)</b>	<b>2009 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)	2.73 (1.18)*
48 The extent to which communication occurs effectively up, down, and across different units of the organization	2.20 (1.15)	2.64 (1.16)*
49 The extent to which a spirit of cooperation exists between departments	2.63 (1.13)	2.97 (1.13)*
50 The extent to which politics play a role in the way decisions are made.	2.00 (1.09)	2.42 (1.18)*
51 The extent to which I am familiar with the strategic goals of the college	3.43 (1.02)	3.72 (0.88)*
52 The extent to which the college follows up on plans with action	2.63 (1.12)	3.16 (1.03)*
53 The extent to which the Board of Trustees seriously considers my department's ideas	2.37 (1.13)	2.79 (1.12)*
54 The level of my own professional morale working at this college	3.05 (1.36)	3.60 (1.25)*
55 The level of morale in general among college employees.	2.39 (1.23)	3.02 (1.15)*
<b>Mean Total</b>	<b>2.59 (0.90)</b>	<b>3.02 (0.84)*</b>

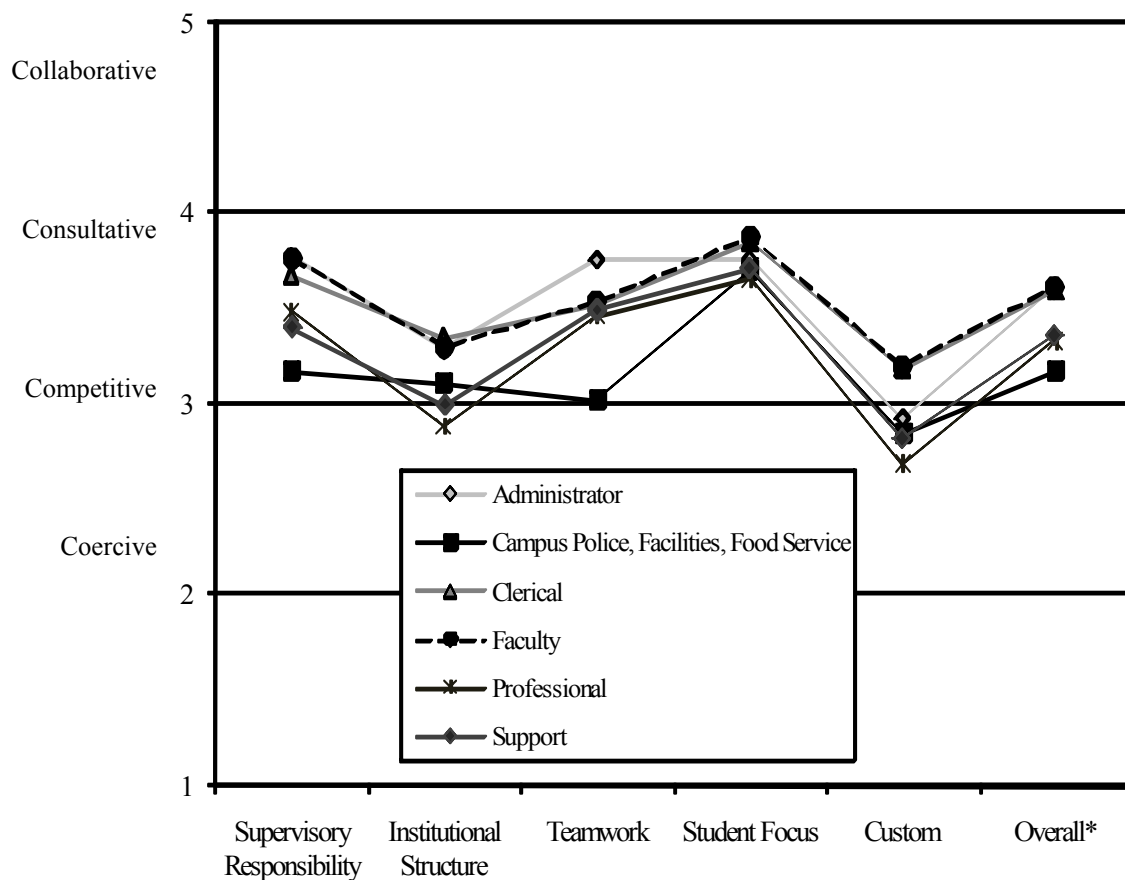
\*T-test results indicate a significant difference between the 2008 mean and the 2009 mean ( $\alpha=0.05$ )

## Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Faculty and Administrators rated the four normative factors most favorable (3.61), whereas the Campus Police, Facilities and Food Service employees rated the four normative factors least favorable (3.18). See also Table 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.



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

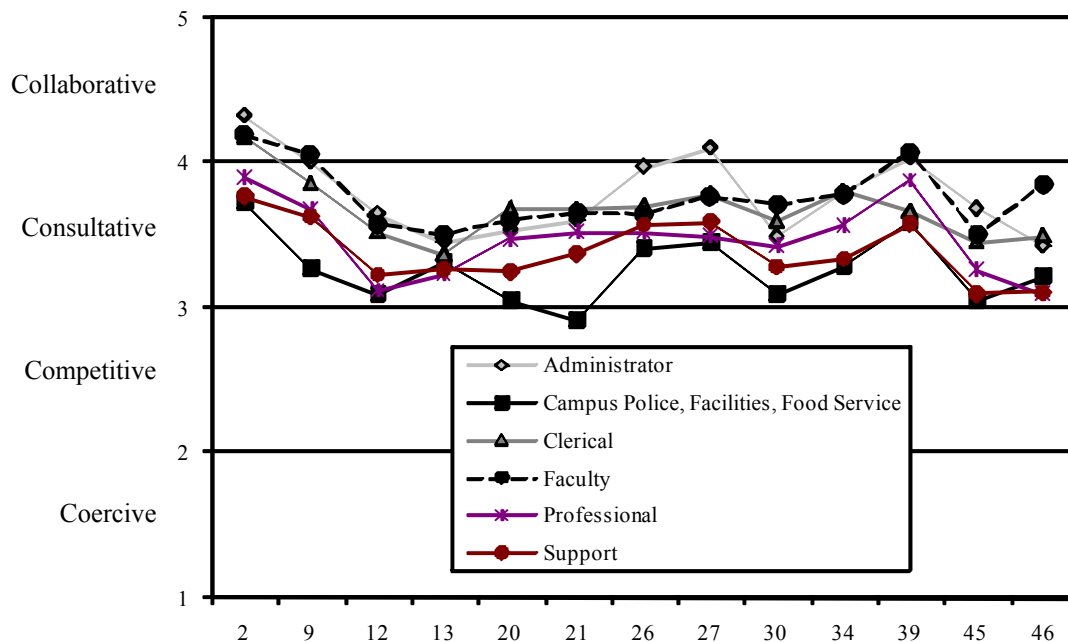
**Table 11.** Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	<b>Supervisory Relationships</b>	<b>Institutional Structure</b>	<b>Teamwork</b>	<b>Student Focus</b>	<b>Custom</b>	<b>Overall*</b>
<b>Administrator</b>						
2008	3.35	2.90	3.66	3.46	2.45	3.28
2009	3.77	3.30	3.75	3.76	2.92	3.61
<b>Campus Police, Facilities, Food Service</b>						
2008	3.37	3.07	2.88	3.49	3.11	3.22
2009	3.17	3.11	3.02	3.70	2.84	3.18
<b>Clerical</b>						
2008	3.46	2.91	3.42	3.64	2.55	3.33
2009	3.68	3.35	3.52	3.85	3.19	3.59
<b>Faculty</b>						
2008	3.51	2.93	3.36	3.69	2.74	3.35
2009	3.76	3.29	3.53	3.87	3.19	3.61
<b>Professional</b>						
2008	3.27	2.55	3.48	3.44	2.34	3.11
2009	3.48	2.88	3.46	3.66	2.68	3.33
<b>Support</b>						
2008	3.41	2.59	3.36	3.47	2.33	3.15
2009	3.40	2.99	3.50	3.72	2.81	3.36

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

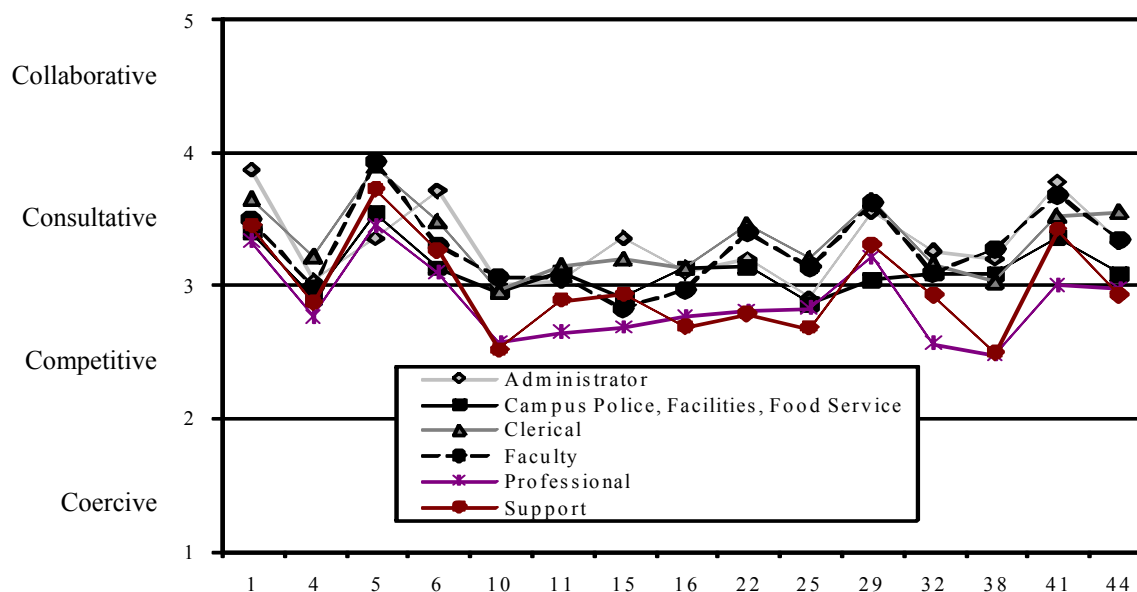
Supervisory Relationships		Administrator	Police, Food Serv, Facilities	Clerical	Faculty	Professional	Support
2	The extent to which my supervisor expresses confidence in my work	4.32	3.73	4.17	4.19	3.90	3.77
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.00	3.27	3.85	4.06	3.68	3.63
12	The extent to which positive work expectations are communicated to me	3.65	3.10	3.52	3.57	3.12	3.23
13	The extent to which unacceptable behaviors are identified and communicated to me	3.45	3.32	3.37	3.50	3.24	3.27
20	The extent to which I receive timely feedback for my work	3.53	3.05	3.68	3.60	3.48	3.26
21	The extent to which I receive appropriate feedback for my work	3.60	2.91	3.68	3.66	3.52	3.38
26	The extent to which my supervisor actively seeks my ideas	3.97	3.41	3.70	3.63	3.52	3.57
27	The extent to which my supervisor seriously considers my ideas	4.10	3.45	3.78	3.76	3.50	3.59
30	The extent to which work outcomes are clarified for me	3.48	3.09	3.59	3.71	3.43	3.29
34	The extent to which my supervisor helps me to improve my work	3.80	3.29	3.80	3.78	3.57	3.34
39	The extent to which I am given the opportunity to be creative in my work	4.03	3.59	3.66	4.07	3.88	3.58
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.68	3.05	3.45	3.50	3.26	3.10
46	The extent to which professional development and training opportunities are available	3.42	3.22	3.49	3.85	3.10	3.11

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



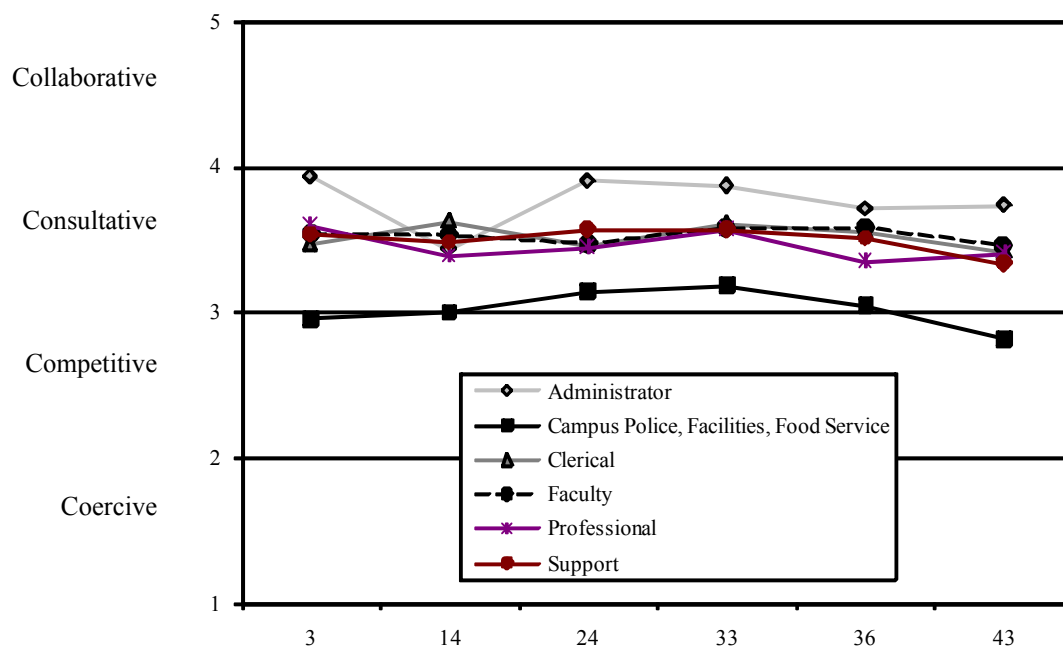
Institutional Structure		Administrator	Police, Food Serv, Facilities	Clerical	Faculty	Professional	Support
1	The extent to which the actions of this institution reflect its mission	3.87	3.41	3.65	3.50	3.33	3.45
4	The extent to which decisions are made at the appropriate level at this institution	3.03	2.91	3.22	2.98	2.76	2.87
5	The extent to which the institution effectively promotes diversity in the workplace	3.35	3.55	3.89	3.92	3.45	3.73
6	The extent to which administrative leadership is focused on meeting the needs of students	3.71	3.14	3.48	3.30	3.10	3.26
10	The extent to which information is shared within this institution	3.00	2.95	2.96	3.06	2.57	2.51
11	The extent to which institutional teams use problem-solving techniques	3.03	3.10	3.15	3.06	2.64	2.89
15	The extent to which I am able to appropriately influence the direction of this institution	3.35	2.91	3.20	2.82	2.68	2.93
16	The extent to which open and ethical communication is practiced at this institution	3.10	3.14	3.13	2.97	2.76	2.68
22	The extent to which this institution has been successful in positively motivating my performance	3.20	3.14	3.46	3.40	2.81	2.79
25	The extent to which a spirit of cooperation exists at this institution	2.90	2.86	3.20	3.14	2.83	2.68
29	The extent to which institution-wide policies guide my work	3.55	3.05	3.64	3.62	3.21	3.30
32	The extent to which this institution is appropriately organized	3.26	3.10	3.16	3.09	2.56	2.92
38	The extent to which I have the opportunity for advancement within this institution	3.20	3.09	3.03	3.27	2.48	2.49
41	The extent to which I receive adequate information regarding important activities at this institution	3.77	3.36	3.52	3.67	3.00	3.42
44	The extent to which my work is guided by clearly defined administrative processes	3.32	3.09	3.56	3.33	2.98	2.92

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



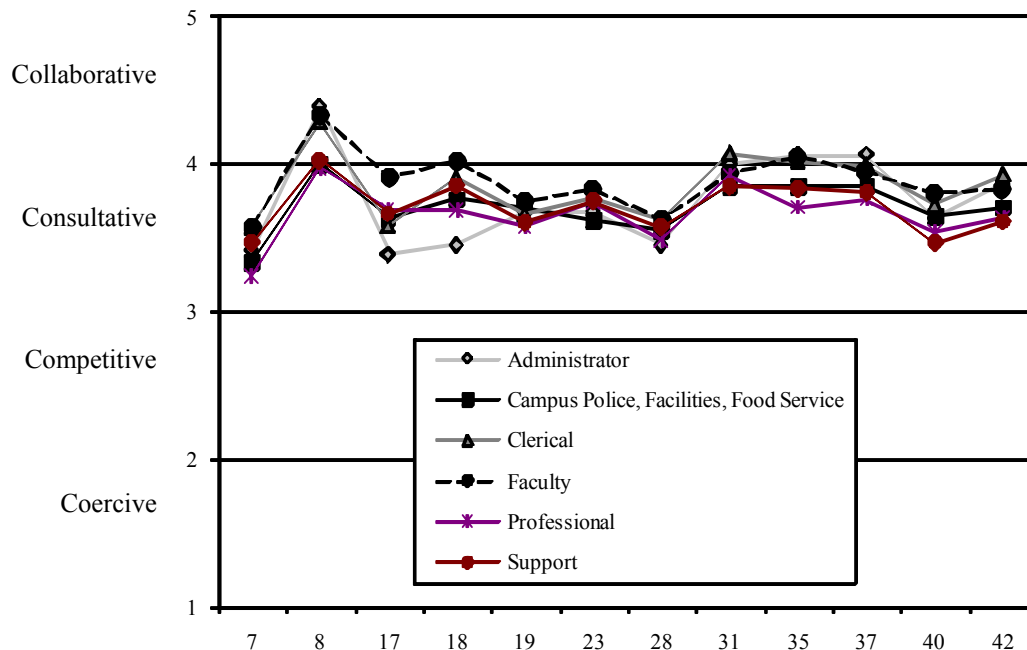
Teamwork		Administrator	Police, Food Serv, Facilities	Clerical	Faculty	Professional	Support
3	The extent to which there is a spirit of cooperation within my work team	3.93	2.95	3.47	3.54	3.60	3.53
14	The extent to which my primary work team uses problem-solving techniques	3.43	3.00	3.62	3.53	3.38	3.48
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.90	3.14	3.47	3.46	3.44	3.57
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.87	3.18	3.60	3.58	3.56	3.56
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.71	3.05	3.55	3.58	3.34	3.51
43	The extent to which a spirit of cooperation exists in my department	3.73	2.82	3.42	3.45	3.40	3.33

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



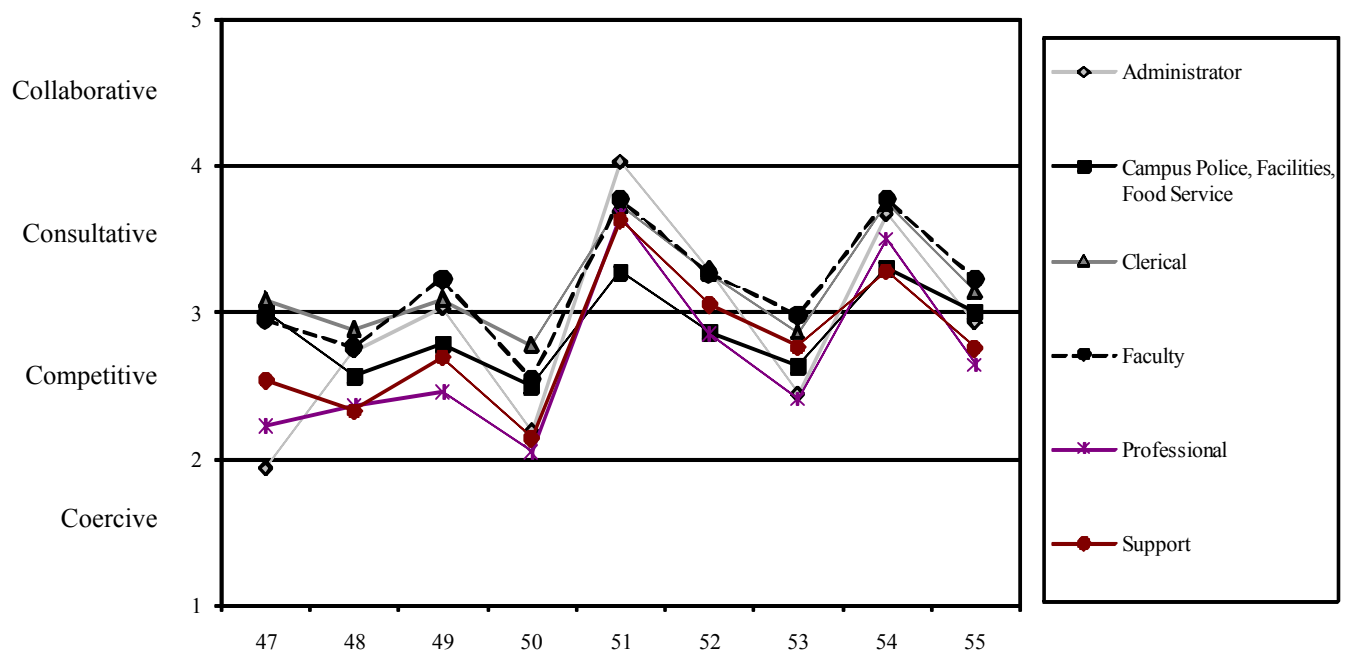
Student Focus		Administrator	Police, Food Serv, Facilities	Clerical	Faculty	Professional	Support
7	The extent to which student needs are central to what we do	3.42	3.33	3.58	3.57	3.24	3.47
8	The extent to which I feel my job is relevant to this institution's mission	4.39	4.00	4.28	4.33	3.98	4.03
17	The extent to which faculty meet the needs of the students	3.39	3.63	3.58	3.91	3.69	3.67
18	The extent to which student ethnic and cultural diversity are important at this institution	3.45	3.76	3.91	4.01	3.69	3.86
19	The extent to which students' competencies are enhanced	3.68	3.71	3.66	3.75	3.58	3.61
23	The extent to which non-teaching professional personnel meet the needs of the students	3.68	3.62	3.76	3.82	3.74	3.76
28	The extent to which classified personnel meet the needs of the students	3.45	3.56	3.62	3.62	3.49	3.58
31	The extent to which students receive an excellent education at this institution	4.00	3.85	4.07	3.94	3.93	3.85
35	The extent to which this institution prepares students for a career	4.06	3.85	4.01	4.04	3.71	3.84
37	The extent to which this institution prepares students for further learning	4.06	3.85	3.99	3.94	3.76	3.81
40	The extent to which students are assisted with their personal development	3.63	3.65	3.72	3.79	3.54	3.47
42	The extent to which students are satisfied with their educational experience at this institution	3.86	3.71	3.93	3.82	3.64	3.61

**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	1.94	3.00	3.09	2.96	2.23	2.55
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.74	2.57	2.89	2.77	2.37	2.33
49	The extent to which a spirit of cooperation exists between departments	3.03	2.78	3.09	3.23	2.46	2.70
50	The extent to which politics play a role in the way decisions are made.	2.19	2.50	2.78	2.54	2.05	2.15
51	The extent to which I am familiar with the strategic goals of the college	4.03	3.27	3.74	3.78	3.66	3.64
52	The extent to which the college follows up on plans with action	3.30	2.86	3.27	3.27	2.85	3.07
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.45	2.64	2.86	2.98	2.41	2.77
54	The level of my own professional morale working at this college	3.68	3.30	3.75	3.78	3.50	3.29
55	The level of morale in general among college employees.	2.93	3.00	3.15	3.23	2.64	2.77

**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 priorities for discussion for each Personnel Classification among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Joliet Junior College.

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

<b>Area to Change</b>		<b>Mean</b>
25	The extent to which a spirit of cooperation exists at this institution	2.90
10	The extent to which information is shared within this institution	3.00
11	The extent to which institutional teams use problem-solving techniques	3.03
4	The extent to which decisions are made at the appropriate level at this institution	3.03
16	The extent to which open and ethical communication is practiced at this institution	3.10
22	The extent to which this institution has been successful in positively motivating my performance	3.20
38	The extent to which I have the opportunity for advancement within this institution	3.20
32	The extent to which this institution is appropriately organized	3.26
44	The extent to which my work is guided by clearly defined administrative processes	3.32
5	The extent to which the institution effectively promotes diversity in the workplace	3.35
15	The extent to which I am able to appropriately influence the direction of this institution	3.35
<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	1.94
50	The extent to which politics play a role in the way decisions are made.	2.19
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.45

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

<b>Area to Change</b>		<b>Mean</b>
43	The extent to which a spirit of cooperation exists in my department	2.82
25	The extent to which a spirit of cooperation exists at this institution	2.86
4	The extent to which decisions are made at the appropriate level at this institution	2.91
15	The extent to which I am able to appropriately influence the direction of this institution	2.91
21	The extent to which I receive appropriate feedback for my work	2.91
3	The extent to which there is a spirit of cooperation within my work team	2.95
10	The extent to which information is shared within this institution	2.95
14	The extent to which my primary work team uses problem-solving techniques	3.00
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.05
20	The extent to which I receive timely feedback for my work	3.05
29	The extent to which institution-wide policies guide my work	3.05
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.05
<b>Area to Change—Customized</b>		
50	The extent to which politics play a role in the way decisions are made.	2.50
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.57
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.64

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

<b>Area to Change</b>		<b>Mean</b>
10	The extent to which information is shared within this institution	2.96
38	The extent to which I have the opportunity for advancement within this institution	3.03
16	The extent to which open and ethical communication is practiced at this institution	3.13
11	The extent to which institutional teams use problem-solving techniques	3.15
32	The extent to which this institution is appropriately organized	3.16
15	The extent to which I am able to appropriately influence the direction of this institution	3.20
25	The extent to which a spirit of cooperation exists at this institution	3.20
4	The extent to which decisions are made at the appropriate level at this institution	3.22
13	The extent to which unacceptable behaviors are identified and communicated to me	3.37
43	The extent to which a spirit of cooperation exists in my department	3.42
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which politics play a role in the way decisions are made.	2.78
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.86
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.89

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

<b>Area to Change</b>		<b>Mean</b>
15	The extent to which I am able to appropriately influence the direction of this institution	2.82
16	The extent to which open and ethical communication is practiced at this institution	2.97
4	The extent to which decisions are made at the appropriate level at this institution	2.98
11	The extent to which institutional teams use problem-solving techniques	3.06
10	The extent to which information is shared within this institution	3.06
32	The extent to which this institution is appropriately organized	3.09
25	The extent to which a spirit of cooperation exists at this institution	3.14
38	The extent to which I have the opportunity for advancement within this institution	3.27
6	The extent to which administrative leadership is focused on meeting the needs of students	3.30
44	The extent to which my work is guided by clearly defined administrative processes	3.33
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which politics play a role in the way decisions are made.	2.54
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.77
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	2.96

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

<b>Area to Change</b>		<b>Mean</b>
38	The extent to which I have the opportunity for advancement within this institution	2.48
32	The extent to which this institution is appropriately organized	2.56
10	The extent to which information is shared within this institution	2.57
11	The extent to which institutional teams use problem-solving techniques	2.64
15	The extent to which I am able to appropriately influence the direction of this institution	2.68
4	The extent to which decisions are made at the appropriate level at this institution	2.76
16	The extent to which open and ethical communication is practiced at this institution	2.76
22	The extent to which this institution has been successful in positively motivating my performance	2.81
25	The extent to which a spirit of cooperation exists at this institution	2.83
44	The extent to which my work is guided by clearly defined administrative processes	2.98
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which politics play a role in the way decisions are made.	2.05
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	2.23
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.37

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

<b>Area to Change</b>		<b>Mean</b>
38	The extent to which I have the opportunity for advancement within this institution	2.49
10	The extent to which information is shared within this institution	2.51
25	The extent to which a spirit of cooperation exists at this institution	2.68
16	The extent to which open and ethical communication is practiced at this institution	2.68
22	The extent to which this institution has been successful in positively motivating my performance	2.79
4	The extent to which decisions are made at the appropriate level at this institution	2.87
11	The extent to which institutional teams use problem-solving techniques	2.89
44	The extent to which my work is guided by clearly defined administrative processes	2.92
32	The extent to which this institution is appropriately organized	2.92
15	The extent to which I am able to appropriately influence the direction of this institution	2.93
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which politics play a role in the way decisions are made.	2.15
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.33
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	2.55

## Comparative Analysis: Demographic Classifications

As depicted in Table 18, employees who worked at other sites or Grundy County Center or North Campus rated the climate highest within their demographic group (3.66) and employees who worked at City Campus rated the climate lowest (3.23). Part-time employees rated the climate higher (3.69) than their full-time counterparts (3.39). Employees who work the evenings as their primary schedule rated the climate highest (3.78) while employees with a weekend or other primary work schedule rated the climate lowest with a composite rating of 3.29.

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

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
<b>What is your personnel classification:</b>						
Administrator	3.77	3.30	3.75	3.76	2.92	3.61
Campus Police, Facilities, Food Service	3.17	3.11	3.02	3.70	2.84	3.18
Clerical	3.68	3.35	3.52	3.85	3.19	3.59
Faculty	3.76	3.29	3.53	3.87	3.19	3.61
Professional	3.48	2.88	3.46	3.66	2.68	3.33
Support	3.40	2.99	3.50	3.72	2.81	3.36
<b>What is your race/ethnicity:</b>						
African American	3.49	3.16	3.27	3.51	3.04	3.36
Caucasian	3.69	3.24	3.57	3.85	3.07	3.57
Hispanic	3.52	3.26	3.44	3.69	3.19	3.47
Other (incl. Asian American)	3.77	3.84	4.17	4.18	3.49	3.75
Prefer not to Respond	3.26	2.80	3.22	3.60	2.64	3.19
<b>On what site do you work</b>						
City Campus	3.30	2.96	3.19	3.54	2.86	3.23
Main Campus	3.63	3.19	3.51	3.82	3.00	3.51
Other (incl. Grundy County Center and North Campus)	3.77	3.34	3.81	3.84	3.29	3.66
Multi-Location	3.65	3.24	3.67	3.76	3.23	3.54
<b>What is your current employment status:</b>						
Full-time	3.54	3.02	3.44	3.72	2.86	3.39
Part-time	3.74	3.49	3.61	3.94	3.32	3.69
<b>What is your primary work schedule:</b>						
Day	3.61	3.16	3.49	3.76	2.94	3.48
Evening	3.73	3.65	3.69	4.07	3.54	3.78
Flexible	3.52	3.03	3.40	3.77	2.97	3.41
Weekend and Other	3.43	2.76	3.83	3.55	2.84	3.29

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

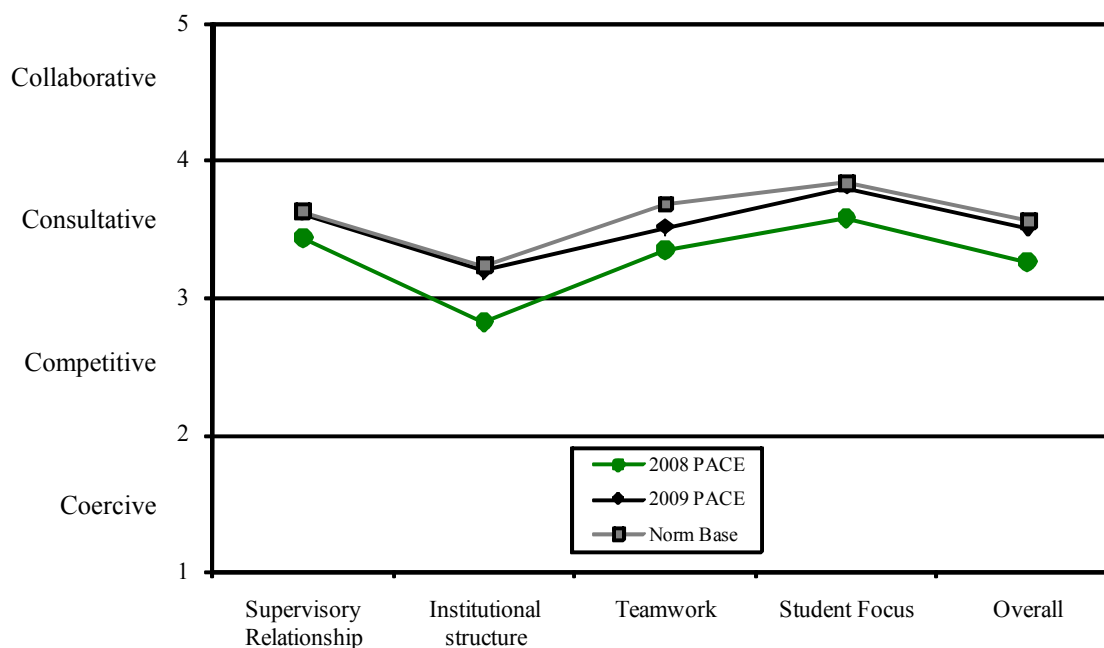
## Comparative Analysis: Norm Base

Table 19 and Figure 10 show how JJC compares with the NILIE PACE Norm Base, which includes approximately 65 different climate studies conducted at two- and four-year institutions since 2006. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for JJC. Table 19 and Figure 10 also show how the current administration of the PACE survey at JJC compares with the 2008 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

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

	JJC 2008	JJC 2009	Norm Base*
Supervisory Relationships	3.43	3.61	3.63
Institutional Structure	2.82	3.19	3.23
Teamwork	3.35	3.51	3.68
Student Focus	3.58	3.80	3.84
Overall	3.26	3.50	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	4.06	4.03
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.85	3.87
12	The extent to which positive work expectations are communicated to me	3.42	3.50
13	The extent to which unacceptable behaviors are identified and communicated to me	3.38	3.44
20	The extent to which I receive timely feedback for my work	3.49	3.48
21	The extent to which I receive appropriate feedback for my work	3.54	3.51
26	The extent to which my supervisor actively seeks my ideas	3.63	3.62
27	The extent to which my supervisor seriously considers my ideas	3.71	3.69
30	The extent to which work outcomes are clarified for me	3.52	3.44
34	The extent to which my supervisor helps me to improve my work	3.65	3.59
39	The extent to which I am given the opportunity to be creative in my work	3.85	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.37*	3.49
46	The extent to which professional development and training opportunities are available	3.48	3.59
	<b>Mean Total</b>	<b>3.61</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	3.52*	3.67
4 The extent to which decisions are made at the appropriate level at this institution	2.98	2.98
5 The extent to which the institution effectively promotes diversity in the workplace	3.77*	3.65
6 The extent to which administrative leadership is focused on meeting the needs of students	3.33*	3.48
10 The extent to which information is shared within the institution	2.87	2.89
11 The extent to which institutional teams use problem-solving techniques	2.99	3.09
15 The extent to which I am able to appropriately influence the direction of this institution	2.94	2.98
16 The extent to which open and ethical communication is practiced	2.93*	3.09
22 The extent to which this institution has been successful in positively motivating my performance	3.20	3.24
25 The extent to which a spirit of cooperation exists at this institution	2.99*	3.12
29 The extent to which institution-wide policies guide my work	3.48	3.47
32 The extent to which this institution is appropriately organized	3.02	3.00
38 The extent to which I have the opportunity for advancement	2.96	3.02
41 The extent to which I receive adequate information regarding important activities	3.51	3.49
44 The extent to which my work is guided by clearly defined administrative processes	3.24	3.28
<b>Mean Total</b>	<b>3.19</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	3.53*	3.78
14	The extent to which my primary work team uses problem-solving techniques	3.49*	3.64
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.50*	3.63
33	The extent to which my work team provides an environment for free and open expression	3.58*	3.70
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.52*	3.63
43	The extent to which a spirit of cooperation exists in my department	3.40*	3.71
	<b>Mean Total</b>	<b>3.51*</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	3.50*	3.63
8	The extent to which I feel my job is relevant to this institution's mission	4.21	4.25
17	The extent to which faculty meet the needs of students	3.73*	3.83
18	The extent to which student ethnic and cultural diversity are important at this institution	3.87	3.81
19	The extent to which students' competencies are enhanced	3.68	3.73
23	The extent to which non-teaching professional personnel meet the needs of the students	3.77	3.76
28	The extent to which classified personnel meet the needs of the students	3.58*	3.74
31	The extent to which students receive an excellent education at this institution	3.94	3.97
35	The extent to which this institution prepares students for a career	3.95	3.96
37	The extent to which this institution prepares students for further learning	3.91	3.95
40	The extent to which students are assisted with their personal development	3.67	3.67
42	The extent to which students are satisfied with their educational experience	3.77	3.81
	<b>Mean Total</b>	<b>3.80</b>	<b>3.84</b>
	<b>Overall Total</b>	<b>3.50</b>	<b>3.56</b>

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

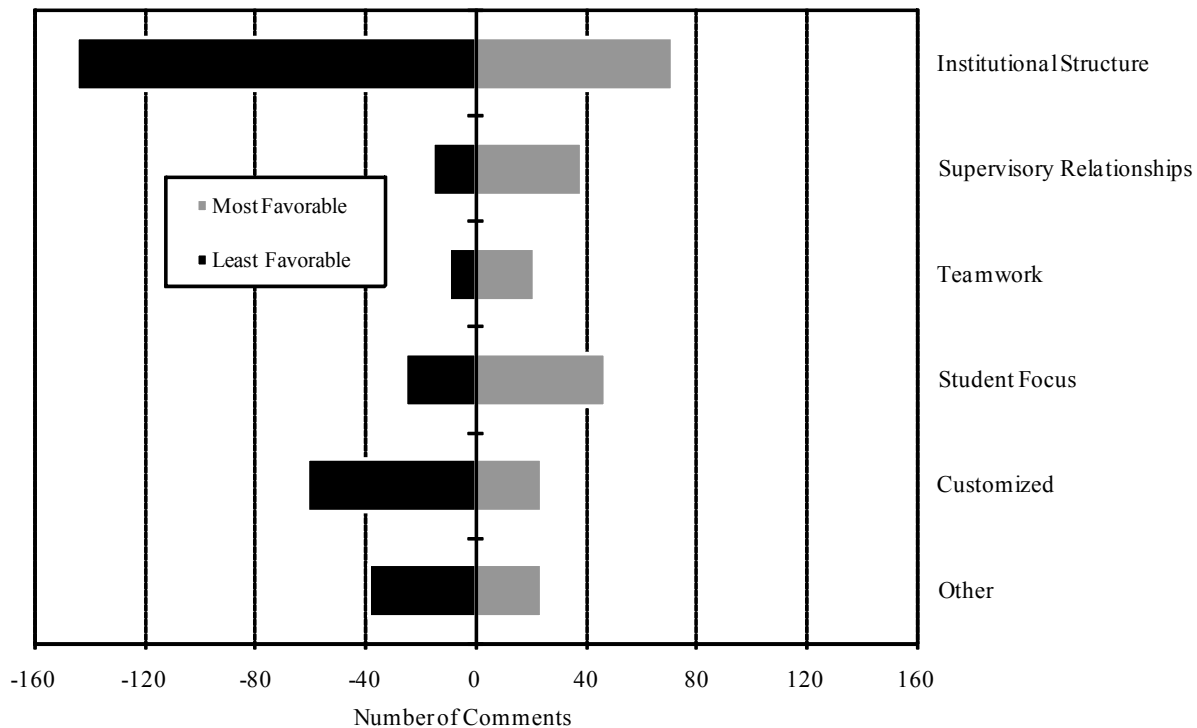
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 427 Joliet Junior College employees who completed the PACE survey, 48.9% (209 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments, however, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 11 provides a summary of the 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. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written.

**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

Factor	Themes	Number of Comments
Institutional Structure (n=71)	<p data-bbox="383 317 1192 390"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="383 411 1211 516"><i>As a faculty member engaging students on a daily basis, the opportunity to become an academic advisor and mentor is really terrific.</i></p> <p data-bbox="383 537 1235 674"><i>I have flexibility and independence in my faculty position. Because our union has negotiated excellent working conditions for us, I believe the faculty are happy in their jobs and are treated with respect.</i></p> <p data-bbox="383 695 1227 873"><i>I believe a majority of employees at JJC are good, well-intentioned, intelligent people. Most of them seem to value this institution for what it is: a place of learning and preparing people to function effectively and prosper in their lives. JJC is a good place to work.</i></p> <p data-bbox="383 894 1227 1031"><i>I still believe that JJC is a great place to work. I enjoy my colleagues both within and outside of my department and feel that we make great strides to improve our own work and the work of JJC as a whole.</i></p> <p data-bbox="383 1052 1247 1157"><i>Most of my colleagues and staff that I work with are truly dedicated to students and to our profession. Classroom experiences are usually wonderful.</i></p> <p data-bbox="383 1178 1227 1283"><i>I think the campus is pleasant and the students are very polite. I like many of my fellow employees. I find the class size particularly advantageous for learning.</i></p> <p data-bbox="383 1304 1235 1377"><i>The college is a great place to work, I feel valued and appreciated. The people are generally great to work with.</i></p> <p data-bbox="383 1398 1243 1759"><i>I see that the most effective and energetic work relationships exist at the front line. I work with passionate faculty and staff members who go above and beyond for students. I am fortunate to work with individuals at my level who are committed and dedicated to the institution. Most of the people I work with at the middle management level or lower are professional, respectful and seem happy with their positions/work. I enjoy coming to work every day and know this is a great institution. I am proud of the academic programs we offer and I am very impressed with all the improvements we have made in student development.</i></p>	31

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>Very open and collaborative institution. Friendly and supportive colleagues at the person-to-person level. It is very enjoyable to teach here.</i></p> <p><i>Colleagues and support staff are very supportive of each other ideas and needs.</i></p> <p><i>All faculty, staff, and other support service workers are cooperative and friendly. The students appear to come first.</i></p> <p><i>I have found the employees at JJC to be helpful whenever I have needed assistance.</i></p> <p><i>I love the people and environment. We are always busy and I have a great team of officers that back me up no matter what. The faculty are very respectful to us and don't give us any problems.</i></p>	22
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>The staff at JJC is fully committed to provide a quality education, and services to the population we serve. It is very gratifying and fulfilling work to be a part of supporting a mission, that by our works, we can serve as the foundation of a positive change in the lives of so many people.</i></p> <p><i>I believe that JJC appreciates its role and responsibility in this community. I am hopeful that as the college continues to grow, that we will see an enhanced effort to recruit more inclusively.</i></p>	8
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>I am very happy, for the most, with the new administration in Student Development. The changes that have happened during the past two years have enhanced services to the students and the staff's flexibility to do their jobs.</i></p> <p><i>I think the SLT has done wonders in reorganization and beginning the process of reshaping the physical campus. I feel encouraged by the feedback I get from SLT about some of the things I do. I think the activities we do for students are headed in the right direction.</i></p>	4

**Table 24.** Continued

Factor	Themes	Number of Comments
	<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>I have been fortunate in being able to expand my professionalism by serving on a committee that involves several other people from other community colleges. Because of this, I have been able to share ideas from this committee with others here at JJC. Some of the ideas have been implemented at JJC and other are being worked on. My being able to be a part of this committee has broadened my professionalism and I have learned to step out of my comfort zone and try new things.</i></p> <p><i>There are many opportunities for active contribution to the development of the college's goals, structure, and services if staff are desirable to seek and serve.</i></p>	3
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>Email communications, updates, and newsletters keep us well informed.</i></p>	3
Supervisory Relationship (n=38)	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>I adore my department chair, who trusts us to provide quality instruction without nitpicking us to death.</i></p> <p><i>My manager respects the job I do and encourages me to excel.</i></p> <p><i>The supervisor at my location is very competent and treats us like valued employees.</i></p>	15
	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>I feel, overall, free to pursue new methods and materials in my classes.</i></p> <p><i>I have the freedom to take on new tasks and expand my network.</i></p> <p><i>I can teach subjects not normally offered by a college, and I can be as creative as I want.</i></p> <p><i>I am given free rein to develop and teach my courses with little or no oversight. In my case, because I take the educational mission of the school very seriously, this is a positive attribute. As a professional educator, not being micro-managed is a very good thing.</i></p>	9

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>My supervisor works with me as a partner, we complement each other in our duties. He/She is easy to talk to and asks for my opinion on various matters.</i></p> <p><i>My department chair makes every one of us feel valued. He/She is visible and communicates our strengths regularly. Faculty are always pleased with their schedules, as am I with my workload. When I ask, the Chair gives me more responsibility because he/she trusts that I can do a good job. Adjunct faculty are pleased with the support he gives them too.</i></p>	8
	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>I have had opportunities to take classes which I think is great to improve my skills and education.</i></p> <p><i>I favor the fact that there are professional development and training opportunities available.</i></p> <p><i>I love the training workshops and the chance to take additional courses towards personal growth.</i></p>	5
	<p><u>26— The extent to which my supervisor actively seeks my ideas</u></p> <p><i>I have received strong support for my ideas and efforts</i></p>	1
Teamwork (n=21)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>I feel that my department works together very well. We all communicate well and help each other when needed.</i></p> <p><i>I receive excellent cooperation and support from my department. We work as a team and encourage sharing information and ideas with one another.</i></p> <p><i>My department is energetic, dedicated, knowledgeable, cooperative and student oriented.</i></p>	13
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>My team works well together on making the curriculum better for students.</i></p> <p><i>The team people we work with are generally friendly and work as a team.</i></p>	8

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Student Focus (n=47)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>It seems to me that most employees want to do the best job that they can for the students. Above and beyond assisting with work around when problems arise.</i></p> <p><i>JJC as an institution does a great job of meeting student needs.</i></p> <p><i>JJC does keep students at the forefront of planning, developing, reviewing, and providing a quality educational experience. New programs of study are offered according to community/employer demands (ie: allied health expansion, prosthetics, game design). JJC is affordable and an excellent choice for students entering post-secondary education and/or returning for career training.</i></p> <p><i>I have found that 99% of faculty, staff, and administrators at JJC are student-oriented and work cooperatively with all other departments in meeting student needs.</i></p>	25
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>Students receive a quality education at JJC.</i></p> <p><i>My department is a career degree, I feel we give the students the best education.</i></p> <p><i>I believe that JJC is an excellent educational provider to the community it serves.</i></p>	9
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>Faculty does a good job of educating students and does a lot with what they have.</i></p> <p><i>I believe the teaching faculty are truly doing their best job as well preparing students with a great education.</i></p>	6
	<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>Many of the support staff do an excellent job.</i></p>	2
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>I love that we have various colleges come in and set up displays for our students. This is a wonderfully simple way to encourage them to go on past the associate level for advanced degree.</i></p>	2

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>8— The extent to which I feel my job is relevant to this institution's mission</u></p> <p><i>In regard to the extent to which I feel my job is relevant to this institution's mission: My job is relevant in that it meets a great daily need of the College. I was told that it would cost 4 times as much for the work done by my office, if it were to be outsourced. So, my dept. is meeting a daily need of the College; as well as saving the College a great deal of money.</i></p>	1
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>I feel that students in English are encouraged to do well and be challenged in their assignments and classes. Other colleges I have taught seem to have easier writing classes and assignments, and lower Compass score requirements, and the students are not as strong.</i></p>	1
	<p><u>40— The extent to which students are assisted with their personal development</u></p> <p><i>The services to students who need individual help with academic and other issues appear to be adequate.</i></p>	1
Customized (n=23)	<p><u>54— The level of my own professional morale working at this college</u></p> <p><i>I feel my job is very important to the college. I take my job very serious and try to be very helpful to all.</i></p> <p><i>I am a people-person and enjoy working with the students and helping them reach their educational goals. I strongly believe in the importance of the community college.</i></p> <p><i>Most Favorable is the passion that I have to work with clients and students that keeps my work environment favorable.</i></p>	9
	<p><u>55— The level of morale in general among college employees.</u></p> <p><i>There are excellent people working here. Most of whom really enjoy what they are doing and project a positive attitude.</i></p> <p><i>The employee morale is very good in my department and from what I see other departments feel the same way.</i></p> <p><i>I have been told by many current employees that I would really enjoy working at JJC...and that it is the best place I would ever have the opportunity to work at....and after being here for a year, I totally agree with that sentiment. Many aspects of working here make it the best job I have ever had.</i></p>	7

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>49— The extent to which a spirit of cooperation exists between departments</u></p> <p><i>I enjoy the energy and excitement from other departments to assist me with the needs of our students.</i></p> <p><i>There are some departments that are a simple joy to work with; they believe the same as many should we have our jobs because of the students.</i></p>	5
	<p><u>52— The extent to which the college follows up on plans with action</u></p> <p><i>The implementation of the master plan is the first time that I've seen change at the college. It's good to see something finally happening.</i></p>	2
Other (n=23)	<p><u>Compensation &amp; Benefits</u></p> <p><i>JJC is a great place to work, the benefits that it offers its employees you can't find that anywhere.</i></p> <p><i>The benefits are phenomenal (highest in the state).</i></p> <p><i>JJC offers quality benefits to ensure employees are healthy.</i></p> <p><i>Summer flex time is good breather for stress relief after a long very busy and chaotic school year.</i></p> <p><u>Facilities</u></p> <p><i>I think as a whole, the college campus is so pristine in all its beauty.</i></p> <p><i>The natural areas on the campus are amazing.</i></p> <p><u>Leadership</u></p> <p><i>I believe we have a better Senior Leadership Team in place now. I feel the leadership wants to take JJC to the next level to making this college the best choice for higher ed.</i></p> <p><i>I have felt a sense of motivation through the leadership, and that I am a valued member of the team. In addition, the other vice presidents and the President have also given me support in many ways.</i></p>	11
		8
		4

**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=145)	<p><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p><i>We waste countless hours each week because there are very few clearly defined policies and procedures. Where policies and procedures do exist, exceptions are almost always made if your are enough of a "squeaky wheel."</i></p> <p><i>I believe there is too much wasted time in management meetings. There is a breakdown between management and employees and between departments. There is a budget push and pull of who will pay for what and who's responsibility something is and than nothing gets done.</i></p> <p><i>My concern grows as I have not had an evaluation done in over two years. There is no system of checks and balances and professionalism is non-existent.</i></p> <p><i>So many things just die...like the reclassification of some support staff to professional. We went to a meeting about it, and they were going to send out the info to each person and then it just stopped and not another word was said.</i></p>	21
	<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>We are encouraged to participate in change, but Administration doesn't listen to what we say about the change.</i></p> <p><i>I dislike the feeling that the college's future has been planned, off-the-books, opportunities for my input seem staged or pro-forma. I dislike the adversarial attitude of some admin/board, as if we and our opinions were an impediment to the smooth functioning of the college.</i></p> <p><i>Employees are asked for their opinion, then administration does the complete opposite of what is suggested. We are given a survey asking for our opinions, but administration never plans on using the outcome of the survey to make decisions, they just go through the process to make us think we have a voice. If you plan to do things one way, not matter what the outcome of a survey may be, then don't give the survey, just do what you planned on doing to begin with. Makes the employees opinion of administration very negative.</i></p> <p><i>I have been invited to "planning" meetings where we have been told what is changing, not asked for any input.</i></p>	17

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>People were fired because we were too "top heavy." Now there are even more administrators than there were before. There are a lot of administrative/professional staff that are not needed.</i></p> <p><i>JC is "top heavy" in administration. In the past few years 4 or more deans have been hired and several admins. were elevated to VP --- all at a time when the overall feeling was that the institution was already heavy in admin.</i></p> <p><i>The addition of all these new Dean's is ridiculous. They are a buffering between our department chairs and whom they now need to go through to get answers. These Deans are not providing any additional benefit to our organization except a "business" oriented structure, treating departments like a business, rather than an education institution with our students as our intended audience.</i></p>	16
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Administrative decision-making is very compartmentalized and mostly resides at the very top.</i></p> <p><i>As a whole, the decision-making process is not clear. The Board gets involved in making decisions that the board members should trust the administration to make. Sometimes faculty drive decisions that should be made by administrators. Some decisions are not made in a timely manner.</i></p> <p><i>Decisions are made without consulting all areas that are affected, resulting in the trickledown effect and then we are in the reactive mode. I would love to see us be proactive instead of always reactive.</i></p>	12
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>The interdepartmental politics should not be condoned; we are one institution and should function as one. There are too many times that individual departments lobby with trustees and others to push their personal agendas.</i></p> <p><i>SLT needs to convey a greater sense of unity in order for the employees of this institution to see it as a credible entity. The divide and conquer rule is and will continue to be applied if that is not the case.</i></p>	12

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><i>Some people seem to guard their turf quite fanatically, without much consideration to what would be best for the students. There seems to be too much arguing over which departments should provide which services.</i></p>	
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p>	11
	<p><i>The college does not do a good job with embracing and promoting diversity into the work place. The college climate of welcoming minority faculty, staff and students into the college community is almost non-existent. These actions or the lack thereof is perpetuated by the Board of Trustees and some academic departments within the college.</i></p>	
	<p><i>I think diversity of staff is needed more especially for minority students there appears to be a disconnection with minorities at the college.</i></p>	
	<p><i>Concern over the issue of minority staff and students needs to be addressed and not window dressing for the public.</i></p>	
	<p><i>The college has to do a better job of diversifying its staff and faculty. Given the demographics of the district the college has quite a long ways to go in order to reflect it.</i></p>	
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p>	11
	<p><i>The administration and Trustees have forgotten that JJC students are the reason we are here not fancy offices for administrators. Where have the students gone in the Master Plan? Classrooms? Labs?</i></p>	
	<p><i>I don't believe that the people in charge (President, VP's, etc.) actually pay attention to and consider the needs of the different departments. In some cases, they have no idea what work is done in some of the departments and, therefore, cannot address the needs of these departments.</i></p>	
	<p><i>SLT is so far removed from what is going on in the institution and are only interested in their own self serving interest. Students have no value to them and they show it all the time.</i></p>	

**Table 25.** Continued

Factor	Themes	Number of Comments
	<p data-bbox="383 254 1192 321"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="383 342 1247 554"><i>I would not currently recommend JJC as a good place to work - unless you enjoy politics and like to play games. I feel that it is unfortunate that there is a lack of leadership, an avoidance of resolving issues because conflict is avoided, public discourse is discouraged, overall morale is extremely low while backstabbing is at an all-time high.</i></p> <p data-bbox="383 575 1247 642"><i>There is no benefit to doing a good job here as doing a poor job or having a completely unprofessional manner is tolerated.</i></p> <p data-bbox="383 663 1247 953"><i>We work like dogs for no thanks. There is no help where needed. Management just expects it "to happen" as long as they themselves and the numbers look good. No one is looking to be showered with appreciation or thanks all of the time, but some authentic acknowledgment would make moral that much better. There are no "little people". Things do not just happen out of thin air. Well skilled people organize their time and put in all that they have into making it "happen".</i></p>	11
	<p data-bbox="383 974 1227 1005"><u>29— The extent to which institution-wide policies guide my work</u></p> <p data-bbox="383 1026 1247 1167"><i>The Compensation Study at JJC has been put on hold way too long. It needs to be professionally (not a group of current employees) addressed and a compensation plan needs to be put in place that will create a fair, effective and efficient merit system.</i></p> <p data-bbox="383 1188 1247 1329"><i>When a person comes into a position or is new to working in the college there is no appropriate training on the policies. I think some superiors bend the policies a lot here or if you question the policy or procedure you are reprimanded for doing so.</i></p> <p data-bbox="383 1350 1247 1675"><i>I feel that there should be more structured guidelines for new faculty/staff to learn and participate in the processes and activities of the college. More involvement and input into areas "outside of personal job requirements" should be encouraged and structured for employees for a better understanding and working relationships with other departments/divisions toward the betterment of the institution and the students. This can only help all of us do individual jobs better and be better spokespersons for the college to anyone with whom they may communicate.</i></p>	11

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
	<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>I feel that part time employees are not given much opportunity to advance in this institution.</i></p> <p><i>When a position is made available no matter if you apply it seems you are never considered even if you are qualified whatever position it is you apply to it is fruitless since they already have the candidate they want in mind.</i></p>	8
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>I do not trust the direction this college is going. I believe it is all about marketing, not quality, and not the students.</i></p> <p><i>It is great to see the college finally making long term plans, but I think too much focus is placed on the physical (new Buildings) and not enough on everything else. The focus should match our mission and it does not.</i></p> <p><i>I feel like some members do not support the institutional goals of education.</i></p>	7
	<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>I have had administrators lie to me. I would prefer them to say, I cannot discuss that subject. I feel there is no place in the world for lying.</i></p> <p><i>I often feel that I have to constantly watch my back. Miscommunication and various "kidding around" type remarks have been cause for me to be blamed for things that were not my fault. The "Rumor Mill" at JJC is still alive and well, and a lot of hearsay goes around that is often not true about the person being talked about.</i></p>	5
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>I often find out about important information mere days before I need to act on it. Most projects/tasks tend to require me to act quickly to satisfy people that want immediate results.</i></p> <p><i>I would like to see more information about new employees, especially those in key positions. There are many new people in administration and human resources and I don't know what their jobs really are or who to go to with questions.</i></p>	3

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Supervisory Relationship (n=16)	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Lack of training for new staff results in frustration of all staff and students.</i></p> <p><i>I would love to take advantage of much more professional training on teaching and relevant technical skills, but there is not very much, less than at similar institutions I am aware of.</i></p>	5
	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>I am currently working for a supervisor who treats us more like children. This particular person doesn't understand how to be an effective leader and what needs to be done to better serve our students.</i></p> <p><i>I do not feel supported by my supervisor. I don't always feel that my supervisor is lobbying for us or communicating with us and that's frustrating.</i></p>	4
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>My supervisor has been allowed to run our floor like a small potentate. He/She gives no feedback and requires utter allegiance to him/her or else! No money is dispersed and faculty has had to purchase their own shelving, desks, and educational material. Please look into the spending of this department for the last eight years. The college will find irregularities.</i></p>	3
	<p><u>13— The extent to which unacceptable behaviors are identified and communicated to me</u></p> <p><i>We need to hold the cranky, hostile, negative, bully-types accountable for their destructive and demoralizing comments and actions.</i></p>	2
	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>I would like to see more positive reinforcement or feedback from my supervisor.</i></p>	2

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Teamwork (n=10)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>My department is going through a major change and there have been some hard feelings and some difficult meetings.</i></p> <p><i>I feel that the office area in which I work treats full time and part time employees completely different. Part time employees in this area are not respected at all.</i></p>	6
	<p><u>24— The extent to which there is an opportunity for all ideas to be exchanged within my work team</u></p> <p><i>Part-time instructors rarely have time to meet with full time staff, or to discuss department needs.</i></p> <p><i>I feel considerable isolation from other instructors in my field and other adjunct instructors.</i></p>	3
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>This is a hostile work environment. Team isn't in the vocabulary of my associates. I'm constantly criticized about the work I'm doing that I wasn't formally trained on.</i></p>	1
Student Focus (n=26)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>I feel new students are not valued at all, everything is online and group. These students are the ones that need one-on-one counseling not the cattle run that they call a counseling session.</i></p> <p><i>JJC could be so much more if the good of the college and students was the core of focus. I do not see that!</i></p> <p><i>In spite of its title, this institution fails miserably at the charge of providing a collegiate level experience, representative of the quality and type found and traditional four-year colleges and universities.</i></p>	11

**Table 25.** Continued

Factor	Themes	Number of Comments
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>While we say we value education, I feel that I am pushed to just push students through, just "pass" them. Whether or not they learn the subject matter is immaterial. They are just money.</i></p> <p><i>A separate remediation program should be started to address individuals lacking basic college competencies. Separating these individuals into a defined program of remedial study would have the effect of relieving the glut of unprepared students from college level classes. Additionally, it would provide a framework in which their future college level work might have a chance of success. Our current system is an ineffectual mess.</i></p>	6
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>The extent to which the teachers meet the needs of the students at times is questionable depending on faculty assigned and the ambitions and goals of that particular individual.</i></p> <p><i>There are faculty that are literally "giving" grades away in order to have students enroll in their classes. When issues are taken to appropriate dept. chairs / or deans the problems are being swept under the carpet with complaints ending there. This is a disservice to students who are paying to learn.</i></p>	4
	<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>Support staff (including the secretary in my department) do not help faculty do their jobs. We often struggle with them to get work done. Many of the support staff act as if the faculty are in their way.</i></p>	3
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>I am concerned regarding the lack of academic standards in some courses. Major inconsistencies in grading and coverage of material are truly not beneficial to students or our programs.</i></p>	1
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>In a commuter environment many students are more impacted by antiquated/unfair financial aid policies, insufficient number of counselors, and lack of involvement in student's individual progress students don't feel valued. Ask them. JJC students are the MOST marginalized and really NEED us.</i></p>	1

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Customized (n=61)	<p data-bbox="383 254 1192 321"><u>48—The extent to which communication occurs effectively up, down, and across different units of the organization</u></p> <p data-bbox="383 342 1247 409"><i>Communication is very lacking in my department and I feel the rest of the college.</i></p> <p data-bbox="383 430 1211 569"><i>Lack of communication between the Main Campus and the other campuses. It seems as if they forget there are employees at the other locations that provide services that are important to the students.</i></p> <p data-bbox="383 590 1247 875"><i>Communication still needs work. For example, we recently received a survey asking employees to vote on a new college logo. No one knew that the current, very recognizable logo was being replaced. The survey gave reasons for the change but those reasons are not shared by many of our colleagues. We weren't given an option to choose to keep the current logo. We were given choice A or choice B (with no input from the college community) and that was it.</i></p> <p data-bbox="383 896 1182 1001"><i>Communication often suffers, usually because certain communications are expected to come from a higher level, but these communications do not occur.</i></p> <p data-bbox="383 1022 1230 1094"><i>I feel communication between all departments across the board, is one of our biggest problems.</i></p>	29
	<p data-bbox="383 1115 1230 1182"><u>47—The extent to which a spirit of cooperation exists between the college and the Board of Trustees</u></p> <p data-bbox="383 1203 1247 1346"><i>I feel that the Senior Leadership Team has made significant improvements in communications, policy and procedures improvements. They are believed in the institution however they get little or no support from the Board of Trustees.</i></p> <p data-bbox="383 1367 1141 1472"><i>Some board of trustees members are operating with hidden agendas, causing micro-management and, in some cases, bordering on conflict of interest.</i></p> <p data-bbox="383 1493 1247 1778"><i>It is evident at Board meetings that the Board does not support each other nor do they support Administration. The Administration is here to guide the future of the college and unless there is a glaring error or omission the Board should ask questions for clarification but provide support. The Board should learn to work together and resolve their differences outside the board meetings and come to meetings unified versus argumentative and disjointed, it is a poor reflection on a great community college.</i></p>	14

**Table 25.** Continued

Factor	Themes	Number of Comments
	<p><u>55— The level of morale in general among college employees.</u></p> <p><i>I think that in many areas of the college, the morale is low. I do not however blame it all on the administration. I think that a number of employee groups have taken some administrative missteps and in some cases unsubstantiated rumors, and made them into causes that have gone way beyond what they need to be. As a result, many attitudes have been poisoned for no good reason.</i></p> <p><i>Morale is extremely poor as many long standing employees are in constant fear of being fired. As a new employee this is an extremely hard environment to thrive in.</i></p> <p><i>In the past we had a very close department and students were always top priority. I felt very secure and valuable to the college and was very proud of what I did. Recently there are many changes and most don't seem to be for the best interest of the employees or the students. In addition, we seem to be left dangling as to where we stand in the new organization of things. There is a lot of unrest among employees and a lack of knowing what is up. It seems as if studies are done and ignored, students are second place and employees are replaceable.</i></p>	9
	<p><u>49—The extent to which a spirit of cooperation exists between departments</u></p> <p><i>Departments don't cooperate - instead they build their own kingdoms and waste funds otherwise better spent.</i></p> <p><i>I would like to see more interdepartmental activities and collaborations.</i></p> <p><i>I get the impression that there are sometimes battles between some departments in terms of curriculum, funding, etc.</i></p>	7
	<p><u>52—The extent to which the college follows up on plans with action</u></p> <p><i>The lack of ability of the administration to effectively plan for future growth, such as how the Master Plan is to be fully implemented and departments shifted to appropriate spaces to adjust to new building on campus.</i></p>	1
	<p><u>54— The level of my own professional morale working at this college</u></p> <p><i>I accepted this position to expand my professional growth and I've been shot down several times. This is a hostile work environment. ... I've lasted here almost a year with only previous experience I haven't gained anything thus far that I would gladly take with me on my journey to success</i></p>	1

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>	<b>Number of Comments</b>
Other	<u>Compensation &amp; Benefits</u>	11
(n=39)	<p><i>The college does not offer benefits for part-time professional staff. It makes you feel that they value their full time personnel but not us. All we get is a paycheck. We don't even get paid for holidays when the campus is closed. I am a well-educated professional and I would like my employer to recognize this and reward me for my effort.</i></p> <p><i>I think for a college to not have any benefits for part-timers, which make up a large portion of the staff, reflect badly on the college. I worked in retail, which is known for its measly benefits, but we had part-time vacation.</i></p> <p><i>It is time for a comprehensive work classification study to be performed at JJC. Many non union employees are being paid well under the national average for the work that they perform at JJC. It will be difficult to retain staff because they will gain employment elsewhere (for higher pay). Often times our institution has defended the pay rates by saying that we provide excellent employee benefits. This is true, however those who pay more also provide good benefits.</i></p>	11
	<u>Adjuncts</u>	
	<p><i>I do not feel adjunct faculty feels as good as they should about their role at JJC. Should receive respect from administration and I don't feel it is there. Adjuncts at JJC should not be the least paid adjuncts among all the junior colleges in Illinois.</i></p> <p><i>Adjunct faculty are often left "out in left field" -- particularly at the off-campus sites with little or no contact with the Department or college administration</i></p> <p><i>Part-time faculty need to have better communication with the school, with the full time faculty, and within their departments. They need to have a voice with which to make suggestions, ask for resources, and take part in important discussions affecting them and their work without fearing that they will lose their jobs. Furthermore, they need to be valued for their talents and contributions to the college rather than treated as second class teachers. They should be paid according to their experience and education and at a rate commensurate with their peers in other colleges. They need to have office space available to them.</i></p>	

**Table 25.** Continued

Factor	Themes	Number of Comments
	<u>Facilities</u>	9
	<i>I do not believe enough classrooms are being created in the current JJC Master Plan which is a key component to servicing students.</i>	
	<i>There is a need for expanded parking especially at J building. It is unacceptable the amount of spots available esp. for people with locomotion problems that might not require a handicapped placard but still have difficulty walking miles to the building.</i>	
	<i>Our vehicles are a disgrace and look really bad. We have rust holes and barely keep them in good condition. We need to be proud of our campus and have our police department look professional too.</i>	
	<u>Leadership</u>	3
	<i>There is no leadership at the top. I cannot expand further without identifying individuals. Leadership is more than just communication and decisions. It is communicating and deciding in such a way that the entire college community buys in. Currently no attempt at real leadership is being made.</i>	
	<i>I don't feel the current administration is in touch with the faculty or staff. Many times the college president has looked right passed me and not so much as said hello. When she sees us with name tags on, she never so much as acknowledges our existence. Even though I have not agreed with some of the former presidents, they at least were courteous enough to say hello.</i>	
	<u>Technical/Equipment</u>	3
	<i>The website is not really user friendly at times, ie. registering for classes. Students get frustrated, even those that are employees &amp; student. It is easier to call in to register for classes, yet that can be frustrating also.</i>	
	<u>Survey</u>	2
	<i>I find these surveys to be a waste of time. When is this data used to create real change? Most employees share the same feeling that these surveys are given sporadically to boost morale but nothing ever seems to come from them.</i>	

## CONCLUSION

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

Overall, the following have been identified as the top performance areas at Joliet Junior College. Six of these items represent the Student Focus climate factor (items #8, #18, #31, #35, #37, and #42), three represent the Supervisory Relationships climate factor (items #2, #9 and #39), and one represents the Institutional Structure climate factor (item #5).

- The extent to which I feel my job is relevant to this institution's mission, 4.21 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.06 (#2)
- The extent to which this institution prepares students for a career, 3.95 (#35)
- The extent to which students receive an excellent education at this institution, 3.94 (#31)
- The extent to which this institution prepares students for further learning, 3.91 (#37)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.87 (#18)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.85 (#9)
- The extent to which I am given the opportunity to be creative in my work, 3.85 (#39)
- The extent to which the institution effectively promotes diversity in the workplace, 3.77 (#5)
- The extent to which students are satisfied with their educational experience at this institution, 3.77 (#42)

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

- The extent to which I am familiar with the strategic goals of the college, 3.72 (#51)
- The level of my own professional morale working at this college, 3.60 (#54)
- The extent to which the college follows up on plans with action, 3.16 (#52)

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, 2.87 (#10)
- The extent to which open and ethical communication is practiced at this institution, 2.93 (#16)
- The extent to which I am able to appropriately influence the direction of this institution, 2.94 (#15)
- The extent to which I have the opportunity for advancement within this institution, 2.96 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 2.98 (#4)
- The extent to which a spirit of cooperation exists at this institution, 2.99 (#25)
- The extent to which institutional teams use problem-solving techniques, 2.99 (#11)
- The extent to which this institution is appropriately organized, 3.02 (#32)
- The extent to which this institution has been successful in positively motivating my performance, 3.20 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.24 (#44)

Overall the following have been identified as the 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., 2.42 (#50)
- The extent to which communication occurs effectively up, down, and across different units of the organization, 2.64 (#48)
- The extent to which a spirit of cooperation exists between the college and the Board of Trustees, 2.73 (#47)

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

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