Joliet Junior College
Joliet, Illinois

Personal Assessment of the College Environment (PACE)

by

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EXECUTIVE SUMMARY

In May 2011, the Personal Assessment of the College Environment (PACE) survey was administered to 1581 employees at Joliet Junior College (JJC). Of those 1581 employees, 489 (30.9%) 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
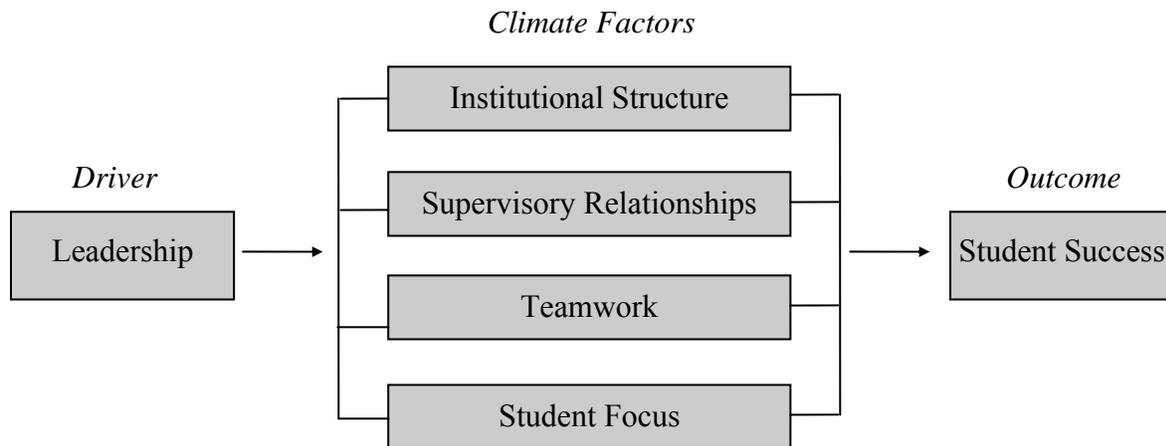
NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and 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 60 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at 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). Five fell within the Competitive range (rated between 2 and 3). Forty two fell within the Consultative range (rated between 3 and 4), and eight 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 3.68 mean score or high Consultative system. The Student Focus category received the highest mean score (3.98), whereas the Institutional Structure category received the lowest mean score (3.35). When respondents were classified according to Personnel Classification at JJC, the composite ratings were as follows: Administrator (3.40), Campus Police, Facilities, and Food Service (3.37), Faculty (3.66), Professional (3.86), and Support (3.66).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.41 (#8)

- The extent to which my supervisor expresses confidence in my work, 4.17 (#2)

- The extent to which students receive an excellent education at this institution, 4.12 (#31)

- The extent to which student ethnic and cultural diversity are important at this institution, 4.10 (#18)

- The extent to which this institution prepares students for further learning, 4.10 (#37)

- The extent to which this institution prepares students for a career, 4.10 (#35)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.04 (#9)

- The extent to which I am given the opportunity to be creative in my work, 4.00 (#39)

- The extent to which faculty meet the needs of the students, 3.95 (#17)

- The extent to which the institution effectively promotes diversity in the workplace, 3.93 (#5)

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 I have the opportunity for advancement within this institution, 2.99 (#38)

- The extent to which I am able to appropriately influence the direction of this institution, 3.00 (#15)

- The extent to which information is shared within this institution, 3.05 (#10)

- The extent to which decisions are made at the appropriate level at this institution, 3.12 (#4)

- The extent to which open and ethical communication is practiced at this institution, 3.13 (#16)

- The extent to which this institution is appropriately organized, 3.15 (#32)

- The extent to which a spirit of cooperation exists at this institution, 3.16 (#25)

- The extent to which this institution has been successful in positively motivating my performance, 3.32 (#22)

- The extent to which institutional teams use problem-solving techniques, 3.33 (#11)

- The extent to which my work is guided by clearly defined administrative processes, 3.37 (#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.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

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 2011, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Joliet Junior College. Of the 1581 employees administered the instrument, 489 (30.9%) completed and returned the instrument for analysis. Of those 489 employees, 232 (47.4%) 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 Effectiveness Office of JJC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of JJC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for three weeks. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.1.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by 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 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2008 to July 2010 are shown in Table 2.

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

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

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

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

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 2009 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 1581 JJC employees administered the survey, 489 (30.9%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Refer to Table 3 and Figure 2. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3.   Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrator	36	29	80.6%
Campus Police, Facilities, Food Service	128	19	14.8%
Clerical	191	71	37.2%
Faculty	864	218	25.2%
Professional	54	37	68.5%
Support	308	105	34.1%
Did not respond		10	
Total	1581	489	30.9%

Figure 2. Proportion of Total Responses by Personnel Classification
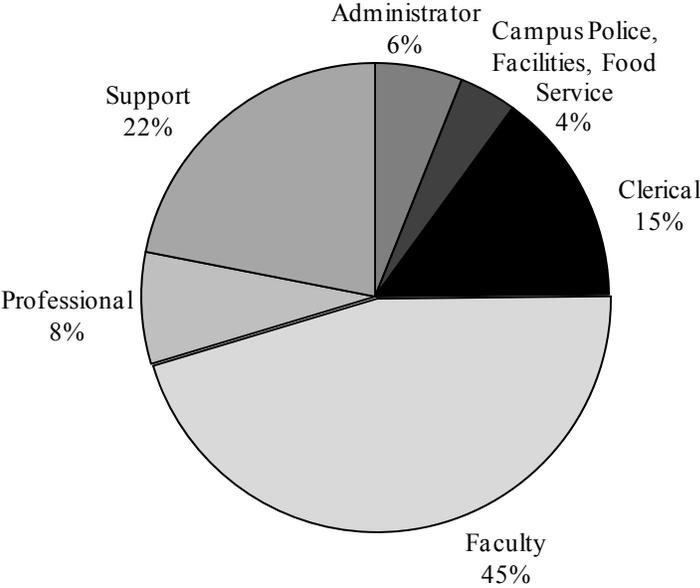
10 individuals did not respond to the Personnel Classification demographic variable.

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

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2009 # of Responses	2009 % of Responses	2011 # of Responses	2011 % of Responses
What is your personnel classification:				
Administrator	31	7.3%	29	5.9%
Campus Police, Facilities, Food Service	23	5.4%	19	3.9%
Clerical	75	17.6%	71	14.5%
Faculty	160	37.5%	218	44.6%
Professional	42	9.8%	37	7.6%
Support	92	21.5%	105	21.5%
Did not respond	4	0.9%	10	2.0%
Please select the race/ethnicity that best describes you:				
African American	27	6.3%	28	5.7%
Alaskan Native/American Indian	0	0.0%	0	0.0%
Asian American	7	1.6%	11	2.3%
Caucasian	306	71.7%	344	70.4%
Hispanic	11	2.6%	14	2.9%
Other	4	0.9%	9	1.8%
Prefer not to Respond	61	14.3%	77	15.8%
Did not respond	5	1.2%	6	1.2%
On what site do you work:				
City Center Campus	35	8.2%	28	5.7%
Main Campus	339	79.4%	372	76.1%
Frankfort Education Center	N/A		5	1.0%
Morris Education Center	N/A		2	0.4%
Romeoville Campus	N/A		20	4.1%
Weitendorf Agricultural Education Center	N/A		0	0.0%
Grundy County Center	4	0.9%	N/A	
Multi-Location	28	6.6%	49	10.0%
Other	1	0.2%	3	0.6%
Did not respond	6	1.4%	10	2.0%
What is your current employment status:				
Full time	276	64.6%	286	58.5%
Part time	148	34.7%	191	39.1%
Did not respond	3	0.7%	12	2.5%

N/A-Question worded differently in 2009/2011 survey administration

Table 4. Continued.

Demographic Variable	2009 # of Responses	2009 % of Responses	2011 # of Responses	2011 % of Responses
What is your primary work schedule:				
Day	290	67.9%	334	68.3%
Evening	56	13.1%	68	13.9%
Flexible	68	15.9%	62	12.7%
Weekend	1	0.2%	6	1.2%
Other	10	2.3%	11	2.3%
Did not respond	2	0.5%	8	1.6%
Do you feel the values of JJC as an organization professes are the ones it actually practices:				
Yes	217	50.8%	273	55.8%
No	125	29.3%	123	25.2%
Don't know	79	18.5%	84	17.2%
Did not respond	6	1.4%	9	1.8%
Do you feel people at JJC are encouraged to participate in planning for change:				
Yes	225	52.7%	241	49.3%
No	133	31.1%	156	31.9%
Don't know	68	15.9%	86	17.6%
Did not respond	1	0.2%	6	1.2%
Do you feel your workload is reasonable:				
Yes	337	78.9%	402	82.2%
No	83	19.4%	78	16.0%
Did not respond	7	1.6%	9	1.8%
Do you feel valued as an employee at JJC:				
Yes	282	66.0%	323	66.1%
No	139	32.6%	157	32.1%
Did not respond	6	1.4%	9	1.8%
Would you recommend JJC as a place to work:				
Yes	360	84.3%	390	79.8%
No	60	14.1%	90	18.4%
Did not respond	7	1.6%	9	1.8%

Comparative Analysis: Overall

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

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.98), which represented a higher-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.35) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. (See also Figure 3). When compared to the revised 2009 JJC mean scores, the JJC 2011 mean scores increased.

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

Factor	2009 JJC	2011 JJC
Institutional Structure	3.19	3.35
Supervisory Relationships	3.61	3.77
Teamwork	3.51	3.74
Student Focus	3.80	3.98
Custom	3.02	3.16
Overall*	3.50	3.68

* 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
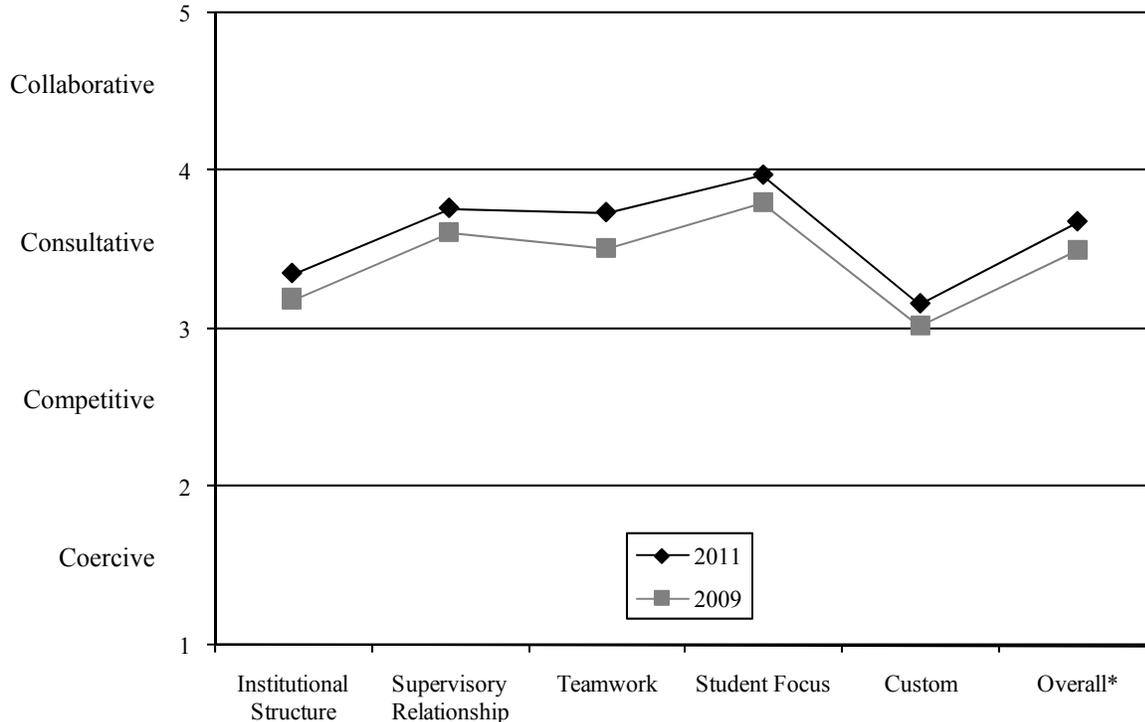
In reviewing each of the items separately, the data shows that of the 55 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). Five fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-two fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 8 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=42) 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 3.68 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.

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

Table 6.   Comparative Mean Responses: Institutional Structure

	Institutional Structure	2009 Mean (SD)	2011 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.52 (1.01)	3.76 (1.00)*
4	The extent to which decisions are made at the appropriate level at this institution	2.98 (1.13)	3.12 (1.20)
5	The extent to which the institution effectively promotes diversity in the workplace	3.77 (0.97)	3.93 (0.99)*
6	The extent to which administrative leadership is focused on meeting the needs of students	3.33 (1.14)	3.54 (1.20)*
10	The extent to which information is shared within the institution	2.87 (1.22)	3.05 (1.29)*
11	The extent to which institutional teams use problem-solving techniques	2.99 (1.05)	3.33 (1.00)*
15	The extent to which I am able to appropriately influence the direction of this institution	2.94 (1.13)	3.00 (1.18)
16	The extent to which open and ethical communication is practiced at this institution	2.93 (1.19)	3.13 (1.28)*
22	The extent to which this institution has been successful in positively motivating my performance	3.20 (1.22)	3.32 (1.27)
25	The extent to which a spirit of cooperation exists at this institution	2.99 (1.20)	3.16 (1.23)*
29	The extent to which institution-wide policies guide my work	3.48 (0.96)	3.61 (1.07)
32	The extent to which this institution is appropriately organized	3.02 (1.18)	3.15 (1.23)
38	The extent to which I have the opportunity for advancement within this institution	2.96 (1.26)	2.99 (1.34)
41	The extent to which I receive adequate information regarding important activities at this institution	3.51 (1.18)	3.69 (1.16)*
44	The extent to which my work is guided by clearly defined administrative processes	3.24 (1.19)	3.37 (1.22)
	Mean Total	**3.19 (0.84)**	**3.35 (0.91)***

* T-test results indicate a significant difference between the 2009 mean and the 2011 mean (α=0.05)

Table 7. Comparative Mean Responses: Supervisory Relationships

	Supervisory Relationships	2009 Mean (SD)	2011 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.06 (1.13)	4.17 (1.10)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.85 (1.25)	4.04 (1.24)*
12	The extent to which positive work expectations are communicated to me	3.42 (1.20)	3.65 (1.17)*
13	The extent to which unacceptable behaviors are identified and communicated to me	3.38 (1.10)	3.62 (1.05)*
20	The extent to which I receive timely feedback for my work	3.49 (1.17)	3.66 (1.23)*
21	The extent to which I receive appropriate feedback for my work	3.54 (1.13)	3.75 (1.15)*
26	The extent to which my supervisor actively seeks my ideas	3.63 (1.25)	3.66 (1.26)
27	The extent to which my supervisor seriously considers my ideas	3.71 (1.25)	3.78 (1.24)
30	The extent to which work outcomes are clarified for me	3.52 (1.04)	3.64 (1.11)
34	The extent to which my supervisor helps me to improve my work	3.65 (1.23)	3.74 (1.20)
39	The extent to which I am given the opportunity to be creative in my work	3.85 (1.10)	4.00 (1.06)*
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.37 (1.13)	3.54 (1.15)*
46	The extent to which professional development and training opportunities are available	3.48 (1.21)	3.61 (1.23)
	Mean Total	**3.61 (0.93)**	**3.77 (0.94)***

* T-test results indicate a significant difference between the 2009 mean and the 2011 mean ($\alpha=0.05$)

Table 8.   Comparative Mean Responses: Teamwork

	Teamwork	2009 Mean (SD)	2011 Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	3.53 (1.26)	3.75 (1.26)*
14	The extent to which my primary work team uses problem-solving techniques	3.49 (1.12)	3.79 (1.06)*
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.50 (1.18)	3.75 (1.17)*
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.58 (1.18)	3.73 (1.19)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.52 (1.10)	3.75 (1.09)*
43	The extent to which a spirit of cooperation exists in my department	3.40 (1.30)	3.65 (1.29)*
	Mean Total	**3.51 (1.03)**	**3.74 (1.04)***

Table 9.   Comparative Mean Responses: Student Focus

	Student Focus	2009 Mean (SD)	2011 Mean (SD)
7	The extent to which student needs are central to what we do	3.50 (1.12)	3.78 (1.17)*
8	The extent to which I feel my job is relevant to this institution's mission	4.21 (0.87)	4.41 (0.85)*
17	The extent to which faculty meet the needs of students	3.73 (0.95)	3.95 (0.93)*
18	The extent to which student ethnic and cultural diversity are important at this institution	3.87 (0.93)	4.10 (0.87)*
19	The extent to which students' competencies are enhanced	3.68 (0.87)	3.87 (0.85)*
23	The extent to which non-teaching professional personnel meet the needs of the students	3.77 (0.94)	3.87 (0.96)
28	The extent to which classified personnel meet the needs of the students	3.58 (0.85)	3.74 (0.90)*
31	The extent to which students receive an excellent education at this institution	3.94 (0.88)	4.12 (0.86)*
35	The extent to which this institution prepares students for a career	3.95 (0.86)	4.10 (0.84)*
37	The extent to which this institution prepares students for further learning	3.91 (0.89)	4.10 (0.86)*
40	The extent to which students are assisted with their personal development	3.67 (0.88)	3.87 (0.87)*
42	The extent to which students are satisfied with their educational experience at this institution	3.77 (0.78)	3.86 (0.82)
	Mean Total	**3.80 (0.66)**	**3.98 (0.66)***
	Overall	**3.50 (0.73)**	**3.68 (0.76)***

* T-test results indicate a significant difference between the 2009 mean and the 2011 mean (α=0.05)

Table 10. Comparative Mean Responses: Customized

	Customized	2009 Mean (SD)	2011 Mean (SD)
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	2.73 (1.18)	2.88 (1.17)
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.64 (1.16)	2.74 (1.20)
49	The extent to which a spirit of cooperation exists between departments	2.97 (1.13)	3.07 (1.10)
50	The extent to which politics play a role in the way decisions are made	2.42 (1.18)	2.50 (1.18)
51	The extent to which I am familiar with the strategic goals of the college	3.72 (0.88)	3.86 (0.89)*
52	The extent to which the college follows up on plans with action	3.16 (1.03)	3.34 (1.11)*
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.79 (1.12)	2.74 (1.16)
54	The level of my own professional morale working at this college	3.60 (1.25)	3.62 (1.26)
55	The level of morale in general among college employees	3.02 (1.15)	3.13 (1.21)
	Mean Total	**3.02 (0.84)**	**3.16 (0.92)***

* T-test results indicate a significant difference between the 2009 mean and the 2011 mean (α=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 rated the four normative factors most favorable (3.86), whereas employees from Campus Police, Facilities, and Food Service rated the four normative factors least favorable (3.37). 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.
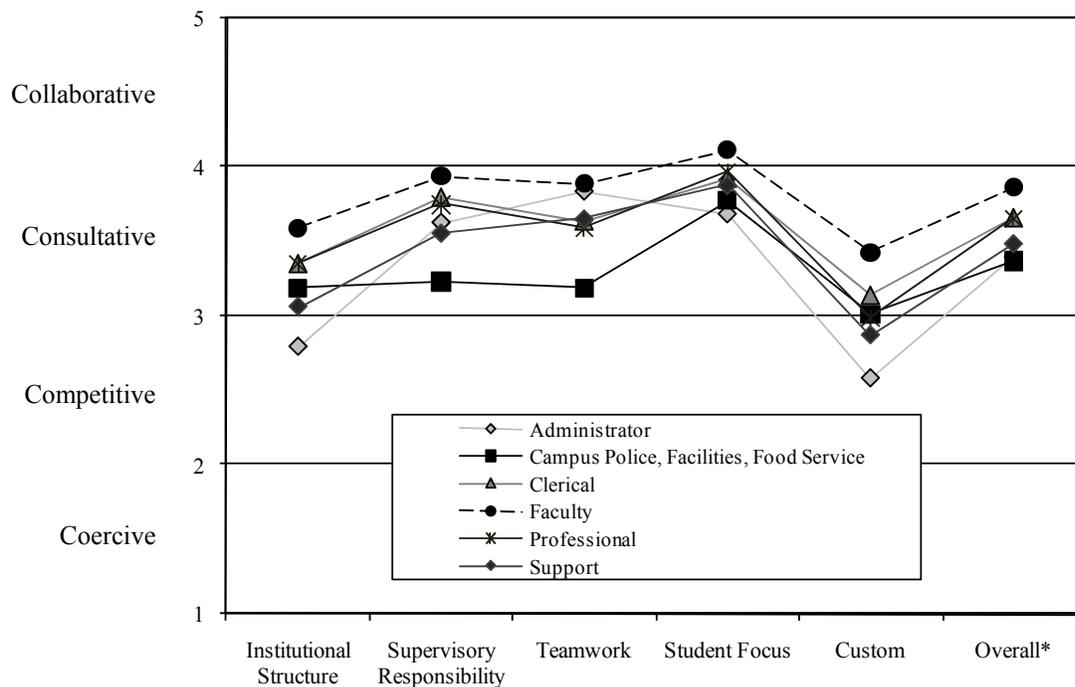
* The overall mean does not reflect the mean scores of the customized items developed specifically for JJC.

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

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Administrator						
2009	3.30	3.77	3.75	3.76	2.92	3.61
2011	2.80	3.63	3.84	3.69	2.58	3.40
Campus Police, Facilities, Food Service						
2009	3.11	3.17	3.02	3.70	2.84	3.18
2011	3.19	3.23	3.19	3.78	3.01	3.37
Clerical						
2009	3.35	3.68	3.52	3.85	3.19	3.59
2011	3.36	3.80	3.64	3.93	3.15	3.66
Faculty						
2009	3.29	3.76	3.53	3.87	3.19	3.61
2011	3.59	3.94	3.89	4.11	3.43	3.86
Professional						
2009	2.88	3.48	3.46	3.66	2.68	3.33
2011	3.35	3.75	3.59	3.97	2.99	3.66
Support						
2009	2.99	3.40	3.50	3.72	2.81	3.33
2011	3.07	3.56	3.66	3.88	2.87	3.49

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

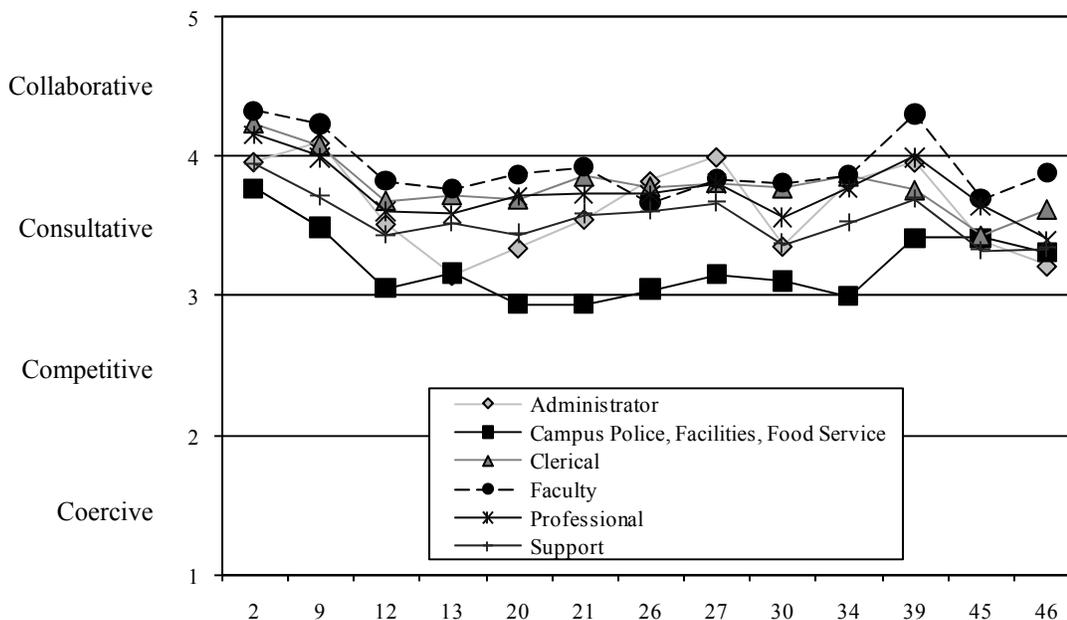|	Institutional Structure	Administrator	Campus Police, Facilities, Food Service	Clerical	Faculty	Professional	Support
1	The extent to which the actions of this institution reflect its mission	3.24	3.88	3.64	3.94	3.83	3.55
4	The extent to which decisions are made at the appropriate level at this institution	2.41	3.16	3.27	3.28	3.30	2.82
5	The extent to which the institution effectively promotes diversity in the workplace	3.52	3.95	4.00	4.08	3.84	3.75
6	The extent to which administrative leadership is focused on meeting the needs of students	3.07	3.60	3.64	3.65	3.92	3.25
10	The extent to which information is shared within this institution	2.45	2.89	2.92	3.42	2.92	2.63
11	The extent to which institutional teams use problem-solving techniques	2.86	3.00	3.37	3.53	3.22	3.18
15	The extent to which I am able to appropriately influence the direction of this institution	2.64	2.86	3.08	3.13	3.09	2.79
16	The extent to which open and ethical communication is practiced at this institution	2.48	3.00	3.29	3.44	3.19	2.59
22	The extent to which this institution has been successful in positively motivating my performance	2.79	2.89	3.41	3.58	3.28	3.06
25	The extent to which a spirit of cooperation exists at this institution	2.55	2.89	3.06	3.52	3.08	2.81
29	The extent to which institution-wide policies guide my work	2.89	3.37	3.63	3.81	3.66	3.44
32	The extent to which this institution is appropriately organized	2.59	3.11	3.06	3.46	3.24	2.75
38	The extent to which I have the opportunity for advancement within this institution	2.76	2.58	2.90	3.34	2.94	2.57
41	The extent to which I receive adequate information regarding important activities at this institution	2.97	3.37	3.56	3.94	3.59	3.52
44	The extent to which my work is guided by clearly defined administrative processes	2.86	3.21	3.41	3.61	3.14	3.12

Figure 5.   Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Joliet Junior College
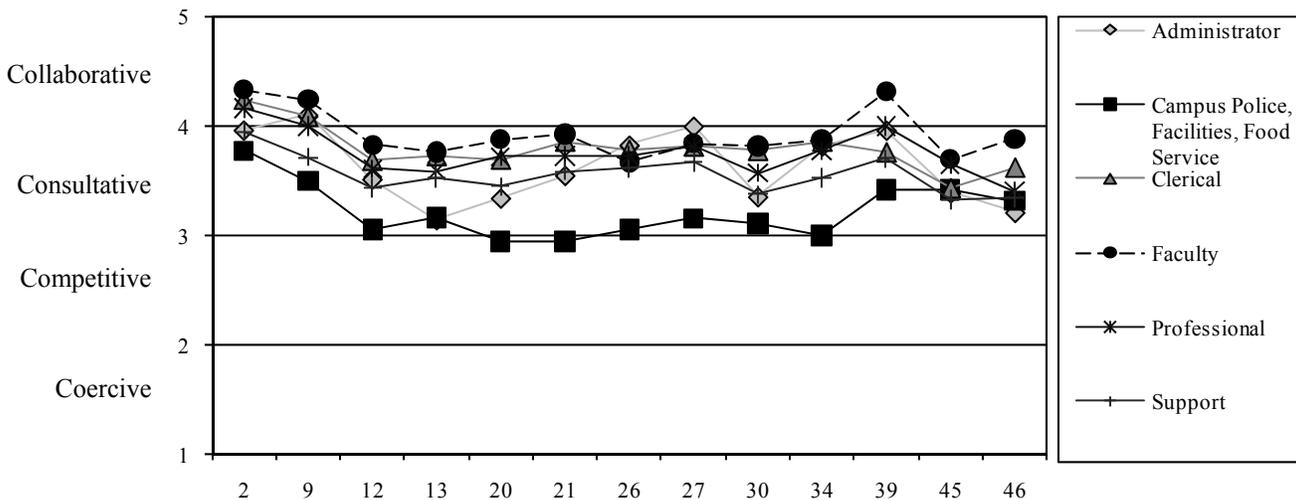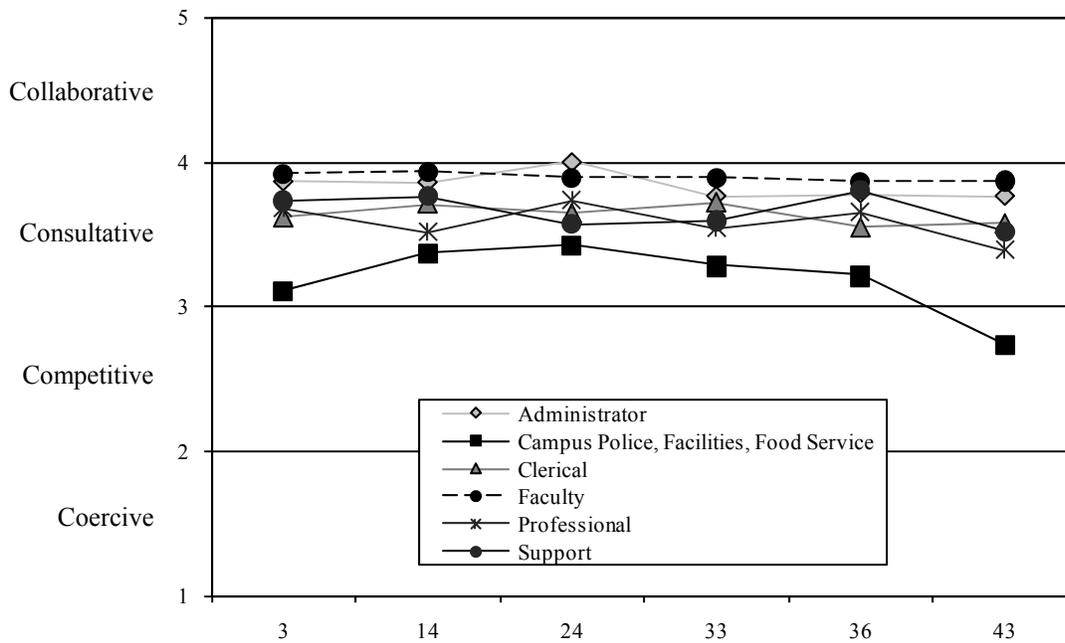
Supervisory Relationships		Administrator	Campus Police, Facilities, Food Service	Clerical	Faculty	Professional	Support
2	The extent to which my supervisor expresses confidence in my work	3.97	3.78	4.24	4.33	4.16	3.95
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.10	3.50	4.08	4.24	4.00	3.71
12	The extent to which positive work expectations are communicated to me	3.52	3.06	3.69	3.83	3.61	3.44
13	The extent to which unacceptable behaviors are identified and communicated to me	3.15	3.17	3.73	3.77	3.59	3.53
20	The extent to which I receive timely feedback for my work	3.34	2.95	3.70	3.88	3.72	3.45
21	The extent to which I receive appropriate feedback for my work	3.55	2.95	3.86	3.93	3.73	3.59
26	The extent to which my supervisor actively seeks my ideas	3.83	3.05	3.79	3.67	3.73	3.61
27	The extent to which my supervisor seriously considers my ideas	4.00	3.16	3.81	3.84	3.81	3.67
30	The extent to which work outcomes are clarified for me	3.36	3.11	3.77	3.82	3.57	3.38
34	The extent to which my supervisor helps me to improve my work	3.82	3.00	3.86	3.87	3.78	3.53
39	The extent to which I am given the opportunity to be creative in my work	3.96	3.42	3.76	4.31	4.00	3.70
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.39	3.42	3.43	3.70	3.65	3.33
46	The extent to which professional development and training opportunities are available	3.21	3.32	3.62	3.88	3.41	3.34

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Joliet Junior College
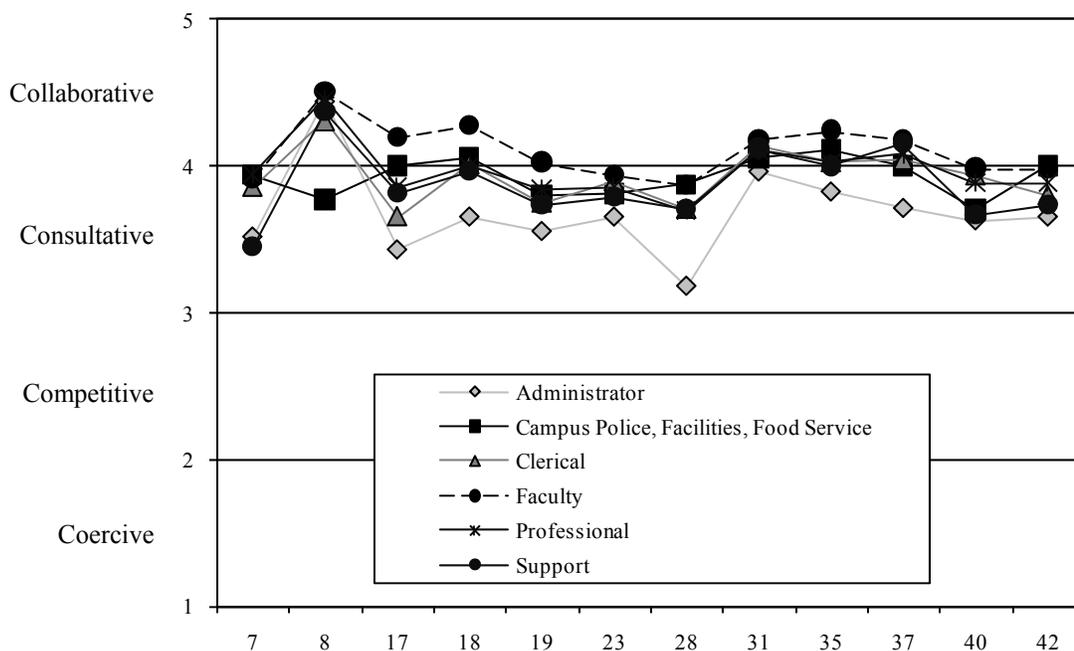
Teamwork		Administrator	Campus Police, Facilities, Food Service	Clerical	Faculty	Professional	Support
3	The extent to which there is a spirit of cooperation within my work team	3.86	3.11	3.61	3.91	3.68	3.72
14	The extent to which my primary work team uses problem-solving techniques	3.86	3.37	3.71	3.93	3.51	3.76
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.00	3.42	3.64	3.89	3.73	3.57
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.76	3.28	3.72	3.89	3.54	3.59
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.78	3.21	3.54	3.86	3.65	3.80
43	The extent to which a spirit of cooperation exists in my department	3.76	2.74	3.57	3.87	3.39	3.52

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

Student Focus	Administrator	Campus Police, Facilities, Food Service	Clerical	Faculty	Professional	Support
7 The extent to which student needs are central to what we do	3.52	3.94	3.86	3.91	3.95	3.45
8 The extent to which I feel my job is relevant to this institution's mission	4.45	3.78	4.31	4.51	4.46	4.37
17 The extent to which faculty meet the needs of the students	3.43	4.00	3.66	4.20	3.86	3.81
18 The extent to which student ethnic and cultural diversity are important at this institution	3.66	4.06	4.01	4.28	4.00	3.97
19 The extent to which students' competencies are enhanced	3.56	3.80	3.75	4.03	3.84	3.73
23 The extent to which non-teaching professional personnel meet the needs of the students	3.66	3.81	3.90	3.94	3.86	3.79
28 The extent to which classified personnel meet the needs of the students	3.18	3.88	3.71	3.87	3.70	3.70
31 The extent to which students receive an excellent education at this institution	3.97	4.06	4.13	4.18	4.11	4.12
35 The extent to which this institution prepares students for a career	3.83	4.11	4.03	4.24	4.03	4.00
37 The extent to which this institution prepares students for further learning	3.71	4.00	4.04	4.18	4.08	4.16
40 The extent to which students are assisted with their personal development	3.63	3.71	3.94	3.99	3.89	3.67
42 The extent to which students are satisfied with their educational experience at this institution	3.66	4.00	3.80	3.98	3.89	3.74

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

Customized		Administrator	Campus Police, Facilities, Food Service	Clerical	Faculty	Professional	Support
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	1.97	2.94	3.03	3.16	2.74	2.53
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.00	2.63	2.70	3.03	2.61	2.45
49	The extent to which a spirit of cooperation exists between departments	2.69	2.84	2.82	3.41	2.74	2.86
50	The extent to which politics play a role in the way decisions are made	1.69	2.58	2.59	2.75	2.36	2.21
51	The extent to which I am familiar with the strategic goals of the college	4.10	3.74	3.74	3.94	3.86	3.73
52	The extent to which the college follows up on plans with action	2.93	3.16	3.31	3.60	3.31	2.98
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.10	2.59	2.74	3.02	2.71	2.44
54	The level of my own professional morale working at this college	3.38	3.68	3.63	3.83	3.61	3.31
55	The level of morale in general among college employees	2.38	2.95	3.03	3.51	3.00	2.75

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Joliet Junior College
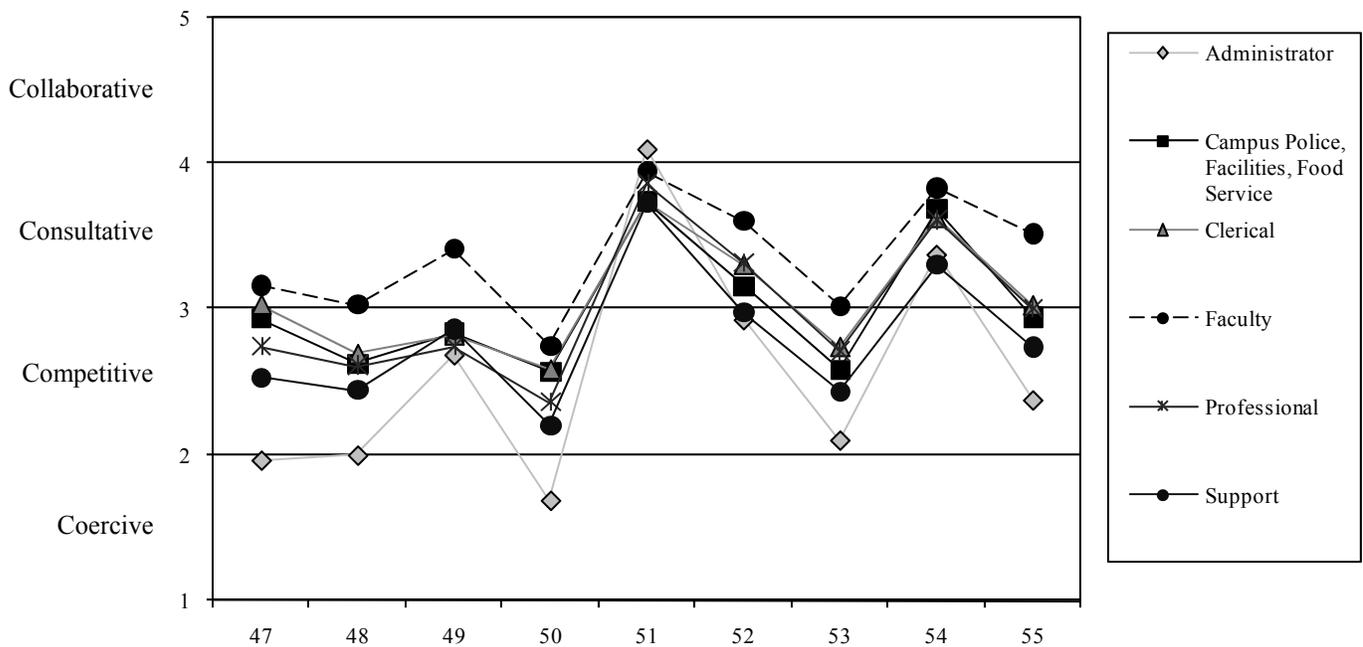
Tables 12 through 16 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Joliet Junior College.

Table 12. Priorities for Change: Administrator

	Area to Change	Mean
4	The extent to which decisions are made at the appropriate level at this institution	2.41
10	The extent to which information is shared within this institution	2.45
16	The extent to which open and ethical communication is practiced at this institution	2.48
25	The extent to which a spirit of cooperation exists at this institution	2.55
32	The extent to which this institution is appropriately organized	2.59
15	The extent to which I am able to appropriately influence the direction of this institution	2.64
38	The extent to which I have the opportunity for advancement within this institution	2.76
22	The extent to which this institution has been successful in positively motivating my performance	2.79
11	The extent to which institutional teams use problem-solving techniques	2.86
44	The extent to which my work is guided by clearly defined administrative processes	2.86
	Area to Change—Customized	**Mean**
50	The extent to which politics play a role in the way decisions are made	1.69
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	1.97
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.00

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

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.58
43	The extent to which a spirit of cooperation exists in my department	2.74
15	The extent to which I am able to appropriately influence the direction of this institution	2.86
10	The extent to which information is shared within this institution	2.89
22	The extent to which this institution has been successful in positively motivating my performance	2.89
25	The extent to which a spirit of cooperation exists at this institution	2.89
20	The extent to which I receive timely feedback for my work	2.95
21	The extent to which I receive appropriate feedback for my work	2.95
11	The extent to which institutional teams use problem-solving techniques	3.00
16	The extent to which open and ethical communication is practiced at this institution	3.00
34	The extent to which my supervisor helps me to improve my work	3.00
	Area to Change—Customized	
50	The extent to which politics play a role in the way decisions are made	2.58
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.59
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.63

Table 14.   Priorities for Change: Clerical

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.90
10	The extent to which information is shared within this institution	2.92
25	The extent to which a spirit of cooperation exists at this institution	3.06
32	The extent to which this institution is appropriately organized	3.06
15	The extent to which I am able to appropriately influence the direction of this institution	3.08
4	The extent to which decisions are made at the appropriate level at this institution	3.27
16	The extent to which open and ethical communication is practiced at this institution	3.29
11	The extent to which institutional teams use problem-solving techniques	3.37
44	The extent to which my work is guided by clearly defined administrative processes	3.41
22	The extent to which this institution has been successful in positively motivating my performance	3.41
	Area to Change—Customized	**Mean**
50	The extent to which politics play a role in the way decisions are made	2.59
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.70
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.74

Table 15.   Priorities for Change: Faculty

	Area to Change	Mean
15	The extent to which I am able to appropriately influence the direction of this institution	3.13
4	The extent to which decisions are made at the appropriate level at this institution	3.28
38	The extent to which I have the opportunity for advancement within this institution	3.34
10	The extent to which information is shared within this institution	3.42
16	The extent to which open and ethical communication is practiced at this institution	3.44
32	The extent to which this institution is appropriately organized	3.46
25	The extent to which a spirit of cooperation exists at this institution	3.52
11	The extent to which institutional teams use problem-solving techniques	3.53
22	The extent to which this institution has been successful in positively motivating my performance	3.58
44	The extent to which my work is guided by clearly defined administrative processes	3.61
	Area to Change—Customized	**Mean**
50	The extent to which politics play a role in the way decisions are made	2.75
53	The extent to which the Board of Trustees seriously considers my department's ideas	3.02
48	The extent to which communication occurs effectively up, down, and across different units of the organization	3.03

Table 16. Priorities for Change: Professional

	Area to Change	Mean
10	The extent to which information is shared within this institution	2.92
38	The extent to which I have the opportunity for advancement within this institution	2.94
25	The extent to which a spirit of cooperation exists at this institution	3.08
15	The extent to which I am able to appropriately influence the direction of this institution	3.09
44	The extent to which my work is guided by clearly defined administrative processes	3.14
16	The extent to which open and ethical communication is practiced at this institution	3.19
11	The extent to which institutional teams use problem-solving techniques	3.22
32	The extent to which this institution is appropriately organized	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.28
4	The extent to which decisions are made at the appropriate level at this institution	3.30
	Area to Change—Customized	**Mean**
50	The extent to which politics play a role in the way decisions are made	2.36
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.61
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.71

Table 17. Priorities for Change: Support

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.57
16	The extent to which open and ethical communication is practiced at this institution	2.59
10	The extent to which information is shared within this institution	2.63
32	The extent to which this institution is appropriately organized	2.75
15	The extent to which I am able to appropriately influence the direction of this institution	2.79
25	The extent to which a spirit of cooperation exists at this institution	2.81
4	The extent to which decisions are made at the appropriate level at this institution	2.82
22	The extent to which this institution has been successful in positively motivating my performance	3.06
44	The extent to which my work is guided by clearly defined administrative processes	3.12
11	The extent to which institutional teams use problem-solving techniques	3.18
	Area to Change—Customized	**Mean**
50	The extent to which politics play a role in the way decisions are made	2.21
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.44
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.45

Comparative Analysis: Demographic Classifications

As depicted in Table 18, Faculty rated the climate highest within its demographic group (3.86). In terms of employment status, Part-time employees rated the climate highest (3.83). Employees who work for Campus Police, Facilities, and Food Service rated the climate lowest within its demographic group (3.37), while respondents who work full time, rated the climate with a composite rating of 3.60.

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

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Administrator	2.80	3.63	3.84	3.69	2.58	3.40
Campus Police, Facilities, Food Service	3.19	3.23	3.19	3.78	3.01	3.37
Clerical	3.36	3.80	3.64	3.93	3.15	3.66
Faculty	3.59	3.94	3.89	4.11	3.43	3.86
Professional	3.35	3.75	3.59	3.97	2.99	3.66
Support	3.07	3.56	3.66	3.88	2.87	3.49
Please select the race/ethnicity that best describes you:						
African American	3.66	3.90	3.73	4.08	3.53	3.84
Caucasian	3.37	3.80	3.78	4.02	3.15	3.71
Hispanic	3.70	4.13	4.12	4.06	3.49	3.98
Other (including Asian American)	3.91	4.27	4.20	4.22	3.85	4.13
Prefer not to Respond	3.00	3.39	3.44	3.70	2.89	3.35
On what site do you work:						
City Center Campus	3.42	3.86	3.83	3.94	3.30	3.75
Main Campus	3.36	3.79	3.76	4.00	3.15	3.70
Multi-Location	3.26	3.48	3.60	3.83	3.15	3.52
Other (including Frankfort Education Center, Morris Education Center, Romeoville Campus, and Weitendorf Agricultural Education Center)	3.51	3.96	3.85	4.09	3.36	3.82
What is your current employment status:						
Full time	3.17	3.74	3.75	3.93	2.96	3.60
Part time	3.65	3.85	3.77	4.07	3.48	3.83

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

Table 18.   Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your primary work schedule:						
Day	3.30	3.78	3.78	3.97	3.07	3.67
Evening	3.82	3.84	3.69	4.21	3.70	3.91
Flexible	3.21	3.69	3.71	3.83	3.08	3.57
Weekend	4.00	4.32	4.58	4.14	3.89	4.21
Other	2.98	3.52	3.32	3.73	3.00	3.37

* 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 60 different climate studies conducted at two year institutions since 2007. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for JJC. Table 19 and Figure 10 also show how the current administration of the PACE survey at JJC compares with the 2009 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 2009	JJC 2011	Norm Base*
Institutional Structure	3.19	3.35	3.34
Supervisory Relationships	3.61	3.77	3.67
Teamwork	3.51	3.74	3.72
Student Focus	3.80	3.98	3.91
Overall	3.50	3.68	3.63

Figure 10.   Joliet Junior College Climate Compared with the NILIE PACE Norm Base
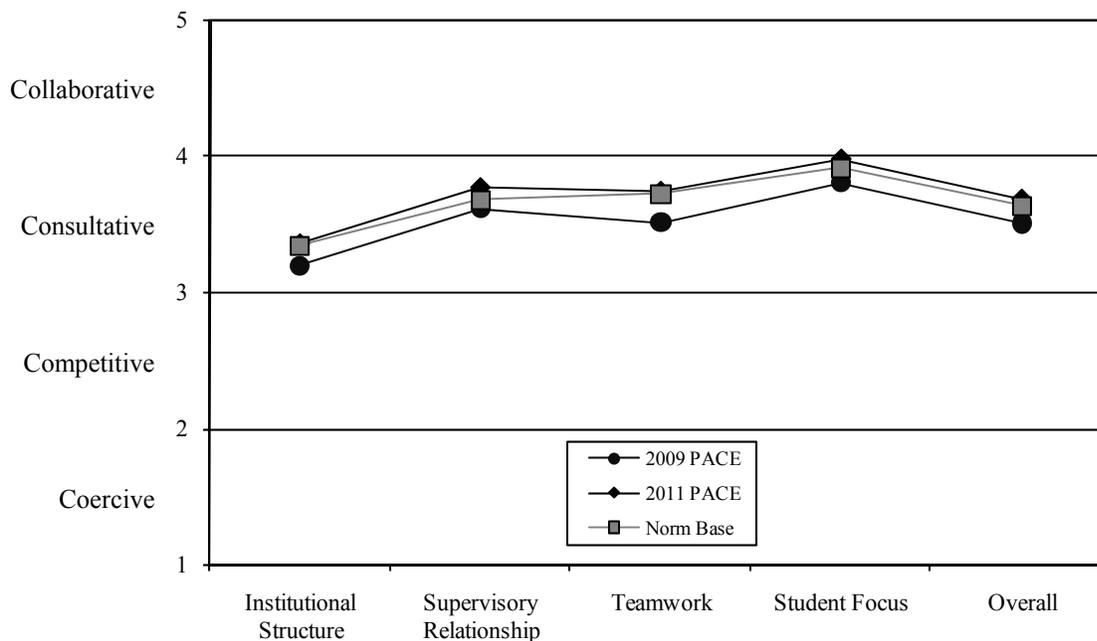
* Normative data are not available for the customized climate factor developed specifically for JJC. Thus, the customized items are not included in the calculation of the overall mean.

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

Table 20. Institutional Structure Mean Scores Compared to the NILIE Norm Base

	Institutional Structure	JJC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	3.76	3.75
4	The extent to which decisions are made at the appropriate level at this institution	3.12	3.10
5	The extent to which the institution effectively promotes diversity in the workplace	3.93*	3.70
6	The extent to which administrative leadership is focused on meeting the needs of students	3.54	3.60
10	The extent to which information is shared within the institution	3.05	3.03
11	The extent to which institutional teams use problem-solving techniques	3.33*	3.19
15	The extent to which I am able to appropriately influence the direction of this institution	3.00	3.09
16	The extent to which open and ethical communication is practiced at this institution	3.13	3.22
22	The extent to which this institution has been successful in positively motivating my performance	3.32	3.34
25	The extent to which a spirit of cooperation exists at this institution	3.16	3.24
29	The extent to which institution-wide policies guide my work	3.61	3.55
32	The extent to which this institution is appropriately organized	3.15	3.17
38	The extent to which I have the opportunity for advancement within this institution	2.99*	3.12
41	The extent to which I receive adequate information regarding important activities at this institution	3.69*	3.58
44	The extent to which my work is guided by clearly defined administrative processes	3.37	3.34
	Mean Total	**3.35**	**3.34**

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

Table 21. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

	Supervisory Relationships	JJC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.17*	4.04
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.04	3.93
12	The extent to which positive work expectations are communicated to me	3.65*	3.54
13	The extent to which unacceptable behaviors are identified and communicated to me	3.62*	3.50
20	The extent to which I receive timely feedback for my work	3.66	3.56
21	The extent to which I receive appropriate feedback for my work	3.75*	3.58
26	The extent to which my supervisor actively seeks my ideas	3.66	3.66
27	The extent to which my supervisor seriously considers my ideas	3.78	3.73
30	The extent to which work outcomes are clarified for me	3.64*	3.51
34	The extent to which my supervisor helps me to improve my work	3.74	3.65
39	The extent to which I am given the opportunity to be creative in my work	4.00	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.54	3.54
46	The extent to which professional development and training opportunities are available	3.61	3.59
	Mean Total	**3.77***	**3.67**

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

	Teamwork	JJC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.75	3.81
14	The extent to which my primary work team uses problem-solving techniques	3.79	3.70
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.75	3.69
33	The extent to which my work team provides an environment for free and open expression	3.73	3.73
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.75	3.70
43	The extent to which a spirit of cooperation exists in my department	3.65	3.74
	Mean Total	**3.74**	**3.72**

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

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

	Student Focus	JJC Mean	Norm Base
7	The extent to which student needs are central to what we do	3.78*	3.72
8	The extent to which I feel my job is relevant to this institution's mission	4.41	4.28
17	The extent to which faculty meet the needs of students	3.95	3.91
18	The extent to which student ethnic and cultural diversity are important at this institution	4.10*	3.89
19	The extent to which students' competencies are enhanced	3.87	3.80
23	The extent to which non-teaching professional personnel meet the needs of the students	3.87	3.82
28	The extent to which classified personnel meet the needs of the students	3.74	3.77
31	The extent to which students receive an excellent education at this institution	4.12	4.07
35	The extent to which this institution prepares students for a career	4.10*	4.01
37	The extent to which this institution prepares students for further learning	4.10*	4.01
40	The extent to which students are assisted with their personal development	3.87*	3.75
42	The extent to which students are satisfied with their educational experience	3.86	3.89
	Mean Total	**3.98***	**3.91**
	Overall Total	**3.68**	**3.63**

* T-test results indicate a significant difference between the mean and the Norm Base mean (α=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 489 Joliet Junior College employees who completed the PACE survey, 47.4% (232 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 Other 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 except in instances where the integrity of the report is compromised.

Figure 11. Joliet Junior College Comment Response Rates
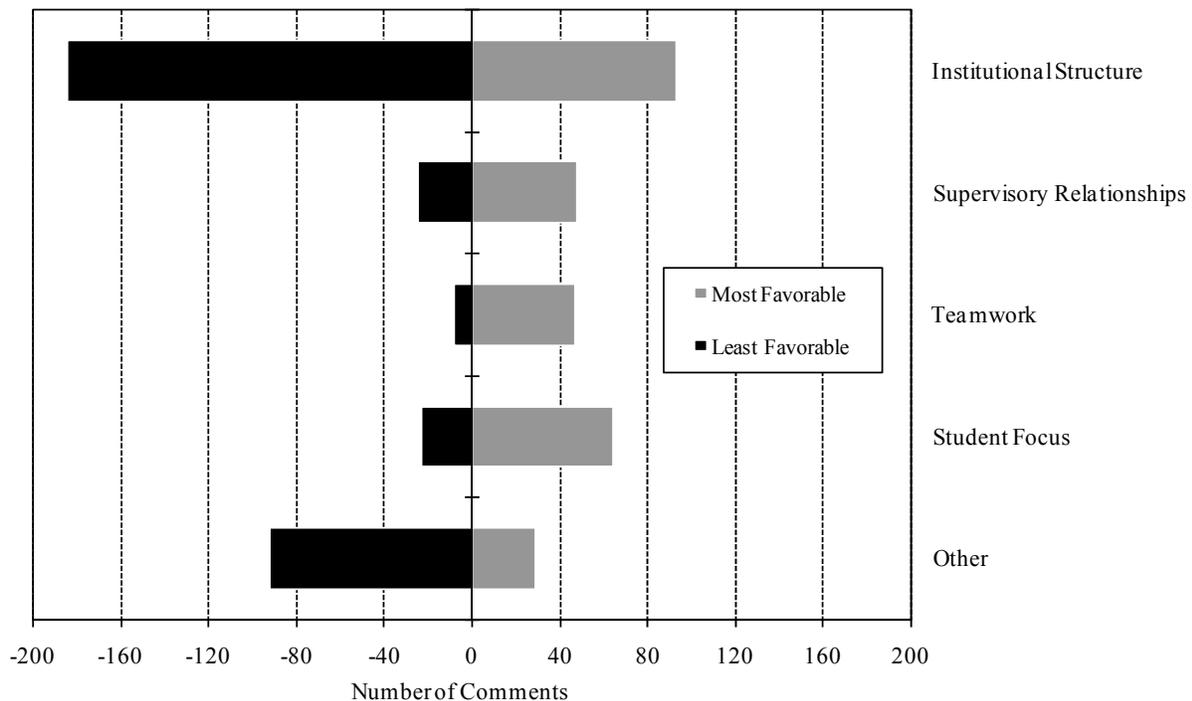
Note: Adapted from Herzberg, F. (1982). The managerial choice: To be efficient and to be human (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

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

Factor	Themes
Institutional Structure (n=93)	*A spirit of teamwork and positive values are present throughout out the campus.*
	All faculty and staff are extremely friendly and helpful.
	All of the support staff are extremely helpful. They make JJC a good place to work.
	Administrators are considering input from staff that actually do the job.
	Departments are cooperating with each other instead of against each other. No power struggle is involved. Just sincere concern for doing the right thing.
	Communication between faculty, staff and students is good.
	Excellent collaboration between full-time staff and part-time adjuncts. I really appreciate all the sharing and exchange of ideas.
	For the most part, the employees here at JJC are pleasant to work with and are happy to help each other and other departments to accomplish the mission of the college.
	From what I have seen the faculty and their departments work well together and across campus. Students are their primary goal.
	JJC has a good work environment. The majority of the staff adhere to the college's core values and practice ethical behavior.
	I feel the college offers a great deal to the students and its employees. I feel there are appropriate levels of input and job satisfaction. I feel the administration does a good job in communicating with the rest of the college and faculty, staff, and students.
	I have greatly appreciated that JJC offers a work environment that is focused on great work leading to student success, but at the same time is somewhat laidback. What I mean by that is, we all work hard and focus on achieving results, but are rewarded with very generous benefits and holidays off, creating a work atmosphere that is friendly to employees with families and acknowledges the need for everyone to enjoy their personal lives as well. Having seen high-pressure, high-expectation corporate work atmospheres, I recognize this as perhaps the most valuable asset of JJC for me as an employee.
	I value the opportunity to each at Joliet Junior College and take great pride in doing so. I am thankful to have the chance to teach at the nation's oldest community college and use my gifts to encourage others.

Table 24.   *Continued*

Factor	Themes
	I was a student before coming to JJC and found the JJC environment positive, friendly and encouraging and that was one of the reasons I looked to JJC for employment after receiving my bachelors degree.
	JJC has established, publicized, and laudable organizational goals.
	JJC is a good place to work and employees (clerical, support staff, dietary, facility services etc.) work hard to keep the school going strong. Most employees take pride in their work.
	Many of the departments do try to be communicative to other departments. The Spirit Team from the college does a good job of boosting college morale and showing appreciation to staff.
	JJC is a marvelous place to work, everything considered. Great strides have been made to improve the overall climate, and the effects are beginning to show.
	Departments and units who previously had tenuous relationships are beginning to work together in the best interest of students.
	JJC is very entrepreneurial. A majority of people are friendly, well-meaning, and focused on the good of the student and institution.
	Since arriving at JJC, I have found a place of comfort in my working environment. My ideas have not only been heard but have been put into action on several occasions.
	Technology is rapidly changing the way I do my work. I feel fortunate for the level of support I have during this time of transition and implementation.
	The area most favorable to me is the HR department. Under new leadership this department has provided better customer services and written new policies and procedures.
	I believe horizontal communication is effective among departments, and people are well informed of activities, issues, etc. on a consistent basis, especially via electronic communication.
	Support service staff are very effective at meeting the needs of all employees.
	I enjoy the constant notifications of college happenings. I believe this helps employees keep up with the changes occurring.

Table 24.	*Continued*
Factor	**Themes**
Supervisory Relationship (n=48)	*Department leadership remains open to new ideas and a "can do" spirit is evident at all locations.*
	JJC is a great place to work. Department chair is very knowledgeable and supportive.
	Having a supportive supervisor who trusts your expertise is invaluable. I have been employed at JJC for 16 years and I have always felt that way in my department.
	I am very happy with the support and encouragement I receive from my immediate supervisor.
	I find the professional development sessions are most favorable. I am able to use the best practices to improve class productivity and engaged learning, and improve team participation.
	I have found my department chair to be fairly easy going and friendly. In addition, she has been supportive of me in my teaching and has done little micromanaging.
	Instructors are allowed to add/delete material in a class while maintaining the requirements of the class.
	My department chair is open to all new ideas, positively reinforces work accomplishments and promotes overall positive well-being.
	I work very closely with my supervisors. They value my input and allow me to take on extra responsibilities.
	My supervisor is doing a great job. She listens to me and is on my page. She really has a great desire to make my department better.
	My supervisor provides the support, encouragement, suggestions for my job while allowing me the freedom to personalize how I do my job. My supervisor's door is always open.
	The dept has clear outcomes to guide instruction and evaluation; however, I do not feel as though I am confined by those outcomes. I still have a good amount of room to be creative, to have my own voice and identity in the classroom.
	There seems to be so many opportunities for employees to go to lunch seminars, or other weekend or evening improvement seminars for free. I really mean the term opportunity because the college sends out announcements giving us the chance to go which we should take advantage of--nobody forces us to use our off time.

Table 24.	*Continued*
Factor	**Themes**
Teamwork (n=47)	*Allied health and Emergency Services are one of the best departments to work for. They are very supportive of everything I do and encourage me to further my education in any way I choice. There is a great support system.*
	Departmental staff and leadership are very helpful.
	My group specifically has improved in cooperation between individuals and functional groups.
	I enjoy the projects and responsibilities of my direct work team, and several same-tier work teams in other college areas.
	I enjoy working with people in my department and feel free to express my ideas and opinions.
	I feel happy with the department and how we are moving forward as a group.
	I feel part of the team. The department I work in has always supported my ideas and has considered my scheduling needs.
	Individual team works well together jumping in when the situation calls for it. They listen to ideas and try to incorporate new technologies and innovative ideas to encourage student education.
	JJC provides a great work environment. My team is friendly, knowledgeable, effective, and open to new ideas.
	My department is wonderful. Everyone is so supportive and always complimentary towards their faculty. We all share ideas as a team and our thoughts are always taken into consideration.
	My Department Chair and fellow faculty in my department who all work tirelessly, and fight constantly to maintain and improve the quality of education we provide to our students.
	My specific work team is very good. We conduct ourselves professionally and take real pride in our work.
	My work team is collaborative and insightful. I value my position as a member of this team and value the sense that my opinion matters.
	There is a sense of collaboration and a willingness to solve problems that I see in the people I work with directly.
	My immediate colleagues and I have great communication and a wonderful sense of teamwork.

Table 24.	*Continued*
Factor	**Themes**
Student Focus (n= 64)	*The Emergency Fund seems to help students in a bind.*
	I am able to work closely with students and see positive results in their progress at the college.
	I believe JJC puts the students' needs ahead of most everything else.
	I do believe that the overall environment at JJC fosters a great place for students to come and get a great beginning to their college education. JJC offers from what I can see a balanced place for students not only to get their education but also have clubs, activities and events to attend to further their growth as a person.
	I feel that the lower and mid-level employees really try their best at helping students and they know what we are here for. I consider the students my kids and try to help them whenever possible. I see this not only with faculty, but all support personnel.
	I feel that the staff is passionate about teaching and genuinely cares about the students.
	Our department has students with mental health issues. A counselor was hired to deal with those individuals.
	I think that JJC does give students an excellent education and prepares them for both the job world and transfer degrees. I think that overall the institution does continue to improve on the education its gives to its students. In particular it is great that programs are being expanded and varies departments are trying to make their classes better.
	I think that JJC is a great place for students to obtain their first 2 years of college credit. The career programs are really good also. Students definitely have a voice here at JJC.
	I think that we do a good job at providing a quality education for our students. I also think we do a good job at helping students who are not prepared for college to get acclimated to college.
	I like the way JJC has embraced diversity measures on campus and make it a culture that people from all ethnic, gender, age, and demographic backgrounds feel comfortable.
	JJC has great ideas for moving forward. We are planning for the future and preparing our students for higher education or entry into the work force. I feel our students are given a wide variety of opportunities in our offerings.

Table 24.	*Continued*
Factor	**Themes**

JJC has always been extremely student-centered, providing outstanding education and career preparation and these remains true.

Most favorable is the education we give our students. We have hard working faculty, staff, clerical, police, supportive personnel who work toward the goals of JJC.

Our mission is an excellent one and we provide a solid educational foundation for our students. I hope we continue to do so.

People work extremely hard overall at JJC, and most do their best to serve the needs of students.

Technical training will help the students get jobs if not necessarily launch a career.

The campus is so large and diverse I think students get a good glimpse of what a four year institution would be like and also what the "real world" is like. The Main Campus reminds me of a mini-university, which is a good thing. I really like working here.

The classes, degrees and attention in the department that I work is very much in-line with what's needed in industry. A big focus is on students transferring and finishing at to 4-year university.

This campus has a nice atmosphere of being "for the student". I like the diversity and the fact that all students, parents, etc. are shown respect and made to feel comfortable.

The college is very student-centered and student-focused. Students know that their success is encouraged, and they have many opportunities to achieve that success at JJC. There is an atmosphere of respect for students of very diverse backgrounds, and there is an abundance of extra-curricular activities with which students can get involved. The college goes out of its way to identify students who struggle academically, and it encourages those students to strive for success.

Other
(n=29)

Compensation & Benefits

The financial rewards of my job, salary and benefits, are excellent.

Faculty and staff are well compensated and the benefits are unbeatable.

Salaries for most employees are generous.

Table 24.	*Continued*
Factor	**Themes**

Leadership

Administration seems genuinely interested in making JJC one of the top community colleges for student success.

I am glad to here that the college leadership is looking into the Governance structure and making changes where needed.

Even though our senior leaders have a very busy schedule, they always make time to address issues and listen to concerns.

Facilities

The facilities are a pleasant place to work in.

Facilities are gorgeous and getting better every day. We have wonderful custodial and maintenance people that help maintain our facilities.

We are building new buildings that will add to the overall beauty and organization of the college.

Technology

JJC's main website is excellent, which enables me to do my job in a timely and accurate fashion.

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

Factor	Themes
Institutional Structure (n=184)	*Ambiguous governance structure is the source of organizational communication dysfunction. This inflames the rumor-mill when there are no official statements about obviously occurring changes and events. Trustworthiness and credibility are compromised.*
	The College's complex procedures prevent the flexibility and responsiveness needed to support academic innovation, change, and research-based practices.
	A serious threat to morale in the dept is the trend which allows some faculty to have three-day schedules. Committee work and other responsibility are falling to those teachers who come onto campus every day. Ironically, teachers who are coming to work every day are being "punished" with additional work. Three-day schedules should be eliminated or disincentives to the shortened weekday should be put in place to make that kind of schedule less desirable.
	Administratively, there are many layers to this campus. Solutions to administrative needs are often uncreative, and result in excessive paperwork or wasteful man-power/spending. For example, the student-worker hiring process and the procedure for incomplete grades are cumbersome.
	Being at an "off campus site" does hinder information exchange and knowledge of what is happening on the main campus.
	Enthusiasm without knowledge is like running in the dark. We had so many studies AQUIP, CLARUS, QPC etc. post-its on the wall. We need to go from professing to practice.
	Committee structures need to be clarified so people are willing to participate more.
	Communication between operational departments and academic departments can delay at times. I wish we had a message board or something to keep in better contact.
	Communication is key. When changes are being considered, there is no consulting areas that are affected by these changes. People are making decisions that are not actively involved in the process and may not know the ins and outs and how the change might affect other departments.
	Changes are made without informing departments that are involved and it makes us look ineffective in the eyes of the student. For students to trust us and believe what we tell them we must have the knowledge and information to do so. It seems everyone only cares about their department and not how what they do affects the other departments in the school. It is disheartening to see so much contradiction in rules and policies affecting students and their success at JJC.

Table 25.   *Continued*

Factor	Themes
	Downward communication sometimes lags. While realizing the current budget situation and as grateful as I am to have a job, it grows tiring being told to feel happy you are employed.
	Employee gossip is widespread and sometimes to the point of bullying. There is a strong pecking order instead of respecting everyone as an individual and a fellow professional.
	Even though our department provides a large percentage of income for the college, there are times that we seem to be forgotten in the planning processes. We could do more to improve the quality of courses with more staffing who could work to increase student success and retention.
	I believe all departments need to do a better job working together rather than separating and placing blame. There is also a great deal of individual departments that need more work getting along.
	I don't feel that my time and skill set is appreciated and rewarded at JJC. Promotions are not from within the school and I would tell a friend to think twice before applying at JJC.
	JJC doesn't treat its staff with the respect and consideration they deserve. We are the ones working to make JJC better for the students while we feel the administration is undermining us.
	I feel disappointed with our new organizational tree. Faculty are not asked questions or polled about new policies or procedures. They are handed down to us. More faculty involvement would help with morale.
	I feel that there is much too much administration input into how we as faculty teach. This institution is way too top-heavy with administration who, I feel, must try to change things negatively for faculty just to justify their pay.
	I feel that there are too many levels of administration at JJC and that processes, procedures, and policies are muddied depending on who you can make a deal with. Loyalty is a two-way street. If it behooves us as employees to be loyal to JJC, then it equally behooves the institution to be loyal to those who have given most of their working lives to JJC. Layoffs and threats of layoffs and talk of "tough decisions need to be made" do not prompt loyalty and are major blows to employee morale.

Table 25.   *Continued*

Factor	Themes

The least favorable is the politics of this institution, unfortunately politics within this institution drive decision-making at the Chair level. We should be focused on continued improvement of strong growing programs and not who at the time is favored politically.

Management does not consult with the individuals in a department before making changes such as those changes that will be made when personnel are moved from J building into the new Campus Center. Departmental special areas in the new Campus Center have been decreased from what the individual departments actually need in order to function properly. The new building is supposed to be able to deal with future enrollments, yet the area for future growth in many departments is lacking.

Most of the people are standoffish and clannish in regards to their departments. A clear divide between "us and they" in terms of faculty and other departments seems prevalent.

When we have questions about payroll, we are asked to call our union. When we call our union, they tell us to call our human resources office. When we speak with them, they tell us to call payroll. No communication whatsoever within offices, and no one to answer questions. The morale within JJC has come down significantly. It's no longer what's best for the institution but what's best for themselves.

Quite a few employees at JJC have spent their entire career here. Some of them are very resistant to change. Some entire departments are resistant to change or spend valuable time arguing about the change. What results is an inordinate amount of stress in the workplace.

Some departments seem to be more important than others. While this may be true, it should not be expressed.

The excessive turnover of administrators and the limited competency of some has been a crippling problem for JJC.

We are failing in our mission because hiring full-time, highly qualified professionals, especially faculty, with a genuine commitment to JJC has been severely curtailed. We cannot fulfill our mission on the backs of low-paid adjuncts with no sense of permanence or commitment and no reason to stay when a better offer comes along.

The college is still run like a beehive with a wall between the people who do the work and see the students and those who sit in their office and never mingle with non-administration staff.

Table 25.   *Continued*

Factor	Themes
Supervisory Relationship (n=25)	*Problem employees are not held accountable in many situations. There is too much fear of confronting the problem employee and the associated union. Leaving these problem people unaddressed, poisons the rest of the employees. Some feel that if person "A" can get away with it why can't I? Other good employees get frustrated by the negative impact that these bad apples have on their work area. Department chairs need to either be empowered to or taught to deal with these issues in faculty areas.*
	Decisions of our supervisor should be made and maintained, not changed with every blowing wind.
	I do not feel that my department listens nor values my input and expertise. The Vice President and the Director of my department have checked out and leave daily decisions up to others to work out without any guidance.
	I feel that the college is micromanaged, it seems like only supervisors make decisions about lower level workers rather than getting worker input.
	I feel there is a lack of response to departmental needs by the dean, maybe due to not knowing what is involved in our area.
	I have loved my job until recently when the new structure came in and imposed deans upon the faculty. I believe that the deans do not respect us and try to micromanage curriculum and other issues. This type of scenario is not conducive to making faculty happy. It seems that sometimes, the administrators (deans) do not appreciate the hard work we do.
	My department chair is not consistent in her decision-making. Although she is a kind person, it seems as though her decisions are based on whomever approaches her with an issue first. I wish that she would take a wider view when considering how to proceed and consider ramifications beyond the immediate issue.
	My department has a continual rotating door for its upper management. My currently supervisor has no idea what I do and makes decisions on misleading and old data. My opinion and knowledge seem to have no value.
	My supervisor doesn't understand how to be a supervisor nor does he/she know how to handle conflict within the department. Employees are left wondering who to turn to for advice or explanation when issues arise.
	My supervisors demand communication from the office staff but are poor in responding to e-mails, questions, etc. There is much favoritism shown in the office, which makes the remaining staff feel very uncomfortable. Morale is extremely low in our department. We are seldom shown appreciation except in obligatory situations.

Table 25.	*Continued*
Factor	**Themes**

I believe several managers need to go through a management training program. There have been several incidents where my manager accused staff members of saying things to students, and it turned out that it was not said in this department, but by another department. I believe managers should be trained to investigate issues before they start accusing staff members.

There is not enough supervision of hourly support staff among other departments that I notice. There is no level of accountability between manager and staff.

We need less interference with individual instructors and more academic freedom to develop their own classes within the curriculum.

Teamwork (n=8)

Members of my team are not team players. They don't share vital information necessary to get my job done. There is an air of secrecy.

Probably the least favorable is the in-fighting in the department. My immediate colleagues and I teach the same discipline and we are part of a large department. It is the large department that seems to have a negative atmosphere. Some individuals resort to false accusations and refuse to cooperate unless mandated by administration. There is a general lack of teamwork whether from fear of failure or simply insubordination. This lack of cooperation and territorialism sabotages a good department that could really be an excellent department.

We are told we can speak up but there are negative repercussions if we do. There is always favoritism in departments as well.

There is no exchange of ideas in our department. If changes are not suggested by the oldest members of our department then changes will not occur.

Student Focus (n= 23)

A lot of students that take my classes have different expectations about what will be covered and how. I think the college can do better in communicating the scope and goals of each class and academic program so students don't get surprised about the pace or direction of a certain class.

My students often complain that spaces on campus do not cater to their study needs (both in terms of hours and physical space), nor are announcements pertaining to student needs readily accessible on campus. Many of my students also complain of a lack of rigor in many of their classes.

I have had several students over the years tell me that counselors, from different departments, have misled students in what courses they must take for different curriculums. This inaccurate information has cost the student time and money, especially when they learn their credits do not transfer.

Table 25. *Continued*

Factor	Themes
	Individually the faculty and staff are committed to education; however, long-time employees are often very insular/parochial and intransigent regarding institutional change to meet the needs of students. Course and counselor schedules accommodate faculty rather than to accommodate the needs of students. Many faculty and staff operate based on what they have always done rather than following research, best practice, labor and societal trends. It is unacceptable in 2011 for staff and faculty to refuse and/or be unable to effectively, efficiently and routinely use computers and the internet for teaching, institutional functions and communication. *There is not enough help for students who struggle with basic grammar skills, especially evening students.* *Instead of putting classes where the students are or at least in accessible locations we have no real focus with our remote campuses nor can we offer basic student services at most of them. The best example of this is Distance education, we are "focusing" on online classes but you can only take online testing at Main campus. With that stated we have students who to take an online class have to drive by three JJC campuses to take a test at Main Campus. In a time of rising fuel costs and lower income it truly robs many of an opportunity at low cost education. I believe this institution can serve the students and community as was its goal, but we have to start giving up things like new VP offices for expanded remote campus services.* *There is too much emphasis on remedial education (recruiting, retention) rather than academic excellence.* *There need to be more full-time faculty positions put into place so students can have more regular access to faculty.*
Other (n=92)	<u>Part-time Employees</u> *Adjuncts should be able to get their mail at their department office if on the main campus. It wastes a lot of time going to J building every evening.* *As a part-time faculty member, there is little chance of going full-time in my department.* *As an Adjunct I feel disconnected from my department, there appears to be little effort to incorporate our efforts with the full time faculty. Moreover, it appears that we receive little if any professional feedback as to our work and effectiveness and to other topics that may be emerging in our subjects. I think that some more formalized efforts should be instituted to address this dislocation; Adjuncts constitute a large percentage of the teaching hours.*

Table 25.   *Continued*

Factor	Themes

As an adjunct, I sometimes feel disconnected. The department meetings occur at times I cannot make because I have small children at home. Also, since I am at a satellite campus, I often see no one other than my own students.

As an employee, I have to say that I feel that we are not valued; instead we are given more work without any reward. As a part-time employee I think it is unfair that I am given the same amount of work as full-time employees with less time and no benefits. Also being a part-time employee with the current economic state of the institution and state funds, it is really hard to be motivated when it is highly unlikely that I will ever be offered a full-time position.

I can honestly say that I feel no chance for a full-time faculty position opening or being filled anywhere close to the demand. This is not unique to JJC but is extremely unfortunate for faculty and students. There is not a sense of appreciation in job stability or pay or chance for advancement. It can be difficult to feel loyalty or a sense of duty in this situation. Instructors come in with ambition to do well and make a change in the learning of students, but this feeling subsides year after year of the same process without any prospect for advancement and stability. This isn't what teaching is supposed to be.

The full timer versus part timer debate is a touchy subject among part timers. It seems all benefits are given to full timers and part timers get nothing. Part timers are saving the college vast amounts of money by not having any benefits but they are not compensated in any way plus we aren't involved in any communication. Case in point, first check in Jan when we expected our increase, it was not on our check and nothing was communicated to us. The Full timers knew from their union, part timers are treated as second class citizens even though in my department they are the hardest workers and always show up.

I'm a part-time faculty. I have no say in anything that happens. I've spoken to my boss face-to-face twice in two years. JJC does not offer school-wide policies, so instructors are supposed to make their own and clearly state them in the syllabus. When I do so and a student complains about something, my policies are questioned. It can't be both ways. I don't feel overly appreciated by my superiors, but I do feel appreciated by my students and I love teaching, which is why I'm there.

There is high percentage of part-time employees. As a part-time clerical employee I believe many of us feel over-worked and under-appreciated.

Table 25.	*Continued*
Factor	**Themes**

<u>Leadership</u>

As in community colleges around IL, often board members are not themselves college graduates and do not have the foundation necessary to make appropriate decisions for the college population, however well intended they may be.

Certain members of the Board of Trustees think they have too much power and have in the past threatened employees if they proceed with something, not to mention multiple board members write for the same grants that other members of the college do, which is a huge conflict of interest.

I do not like how the Board of Trustees have reserved parking spaces in a very busy lot that are often not used.

Politics are a major force in all decisions made at this institution. The Board of Trustees are too involved in decisions about day to day operations at the institution.

I am displeased with the top-down management style, especially the micro-managing by the Board of Trustees. Faculty governance really does not exist at JJC. The Board of Trustees seems at odds with both the administration and faculty. I do not feel that the Board members support the mission of the college; most seem more concerned with advancing their own personal and political agendas.

I am very concerned that the Board of Trustees seeks to make decisions that should be made at the administrative level. This demonstrates a lack of trust. Persons in administrative positions have both the education and the experience to make particular decisions and it should be within their prevue to do so. Lack of trust erodes any institution and it is both unproductive and very sad to watch.

I believe that the Board and administration want to do what is best for the students, but really don't have connections with as many of the students as the instructors do to have a broader view of what the students need. I think that things would be better if they took more time to listen to the students and faculty, and implement their recommendations.

I believe that there needs to be a more cohesive, trusting, respectful relationship between the board and the administrative team. There also needs to be a more cohesive, trusting relationship between the upper level administrative team. I have worked at other higher education institutions and the hierarchy here seems to be off.

I don't believe the Senior leadership team and Board of Trustees necessarily care for the feedback of the faculty of staff and make and forge ahead with decisions and plans as they see fit.

Table 25.   *Continued*

Factor	**Themes**

The Board's focus is not on policy but rather micro-management and politically-driven, which is a significant threat to effective administration and subsequent health of JJC.

I am not always sure that the Board supports faculty and desires to facilitate their ability to teach/help students to become life-long learners.

Compensation & Benefits

We need to conduct a work compensation study for our professional staff and administrators - non union employees. There are terrible discrepancies across campus regarding wages paid to these work groups.

Facilities

There is always a shortage of rooms and parking; this will change with construction plans, I hope.

The building of the new Campus Center was not built with growth in mind. Most departments are being crammed into the first floor with no room to expand to. For the most part, we are either losing space or maintaining the same footage as what we have.

The construction/parking situation makes for a difficult beginning of a day, but they are unavoidable now and fleeting. However, parking in lots with students has resulted in vehicle damage that might otherwise not have happened. Parking decks should be considered, one specifically for faculty and staff.

The new desks and tables in classrooms are horrible for a learning environment.

Technology

IT has an increasingly negative effect. They are unable to deliver the increasing amount of data required by individuals and groups for decision-making.

The outdated information systems at the college make it difficult to needed learner data analytics for decision making.

Budget

We continue to hear how the school has no money to offer raises and appropriate job level descriptions with pay and yet so much is wasted.

With the economic situation, how the college is going about budget savings does not seem to be adequate.

Table 25.   *Continued*

Factor	Themes
	<u>Union</u>

This is the situation I find the most unfavorable by a long shot, is the presence of forced unionism. What was at first a joyful and rewarding work experience for me at JJC was completely ruined by forced unionism. I cannot state strongly enough how much I hate the fact that I am forced to pay dues to a union that I do not support, and most importantly, do not benefit from in the least.

Union contracts and fair share union dues for those who don't wish to belong are frustrating.

Even with a union I still feel that priority does not always go to senior employees and ideas from adjuncts are not heard as much.

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, #17, #18, #31, #35, and #37), 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, 4.41 (#8)

- The extent to which my supervisor expresses confidence in my work, 4.17 (#2)

- The extent to which students receive an excellent education at this institution, 4.12 (#31)

- The extent to which student ethnic and cultural diversity are important at this institution, 4.10 (#18)

- The extent to which this institution prepares students for further learning, 4.10 (#37)

- The extent to which this institution prepares students for a career, 4.10 (#35)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.04 (#9)

- The extent to which I am given the opportunity to be creative in my work, 4.00 (#39)

- The extent to which faculty meet the needs of the students, 3.95 (#17)

- The extent to which the institution effectively promotes diversity in the workplace, 3.93 (#5)

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, 3.86 (#51)

- The level of my own professional morale working at this college, 3.62 (#54)

- The extent to which the college follows up on plans with action, 3.34 (#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 I have the opportunity for advancement within this institution, 2.99 (#38)

- The extent to which I am able to appropriately influence the direction of this institution, 3.00 (#15)

- The extent to which information is shared within this institution, 3.05 (#10)

- The extent to which decisions are made at the appropriate level at this institution, 3.12 (#4)

- The extent to which open and ethical communication is practiced at this institution, 3.13 (#16)

- The extent to which this institution is appropriately organized, 3.15 (#32)

- The extent to which a spirit of cooperation exists at this institution, 3.16 (#25)

- The extent to which this institution has been successful in positively motivating my performance, 3.32 (#22)

- The extent to which institutional teams use problem-solving techniques, 3.33 (#11)

- The extent to which my work is guided by clearly defined administrative processes, 3.37 (#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, 2.50 (#50)

- The extent to which communication occurs effectively up, down, and across different units of the organization, 2.74 (#48)

- The extent to which the Board of Trustees seriously considers my department's ideas, 2.74 (#53)

The most favorable areas cited in the open-ended questions pertain to the Institutional Structure Climate factor, and specifically the institution's performance in promoting a spirit of cooperation at the institutional level. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to specific issues regarding the Institutional Structure specifically the way open and ethical communication is practiced at the institution.

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