



**National Initiative for Leadership & Institutional Effectiveness**

---

# Joliet Junior Community College Joliet, Illinois

## Personal Assessment of the College Environment (PACE)

by

Antonio Bush & Kate Zhang

The National Initiative for Leadership  
& Institutional Effectiveness

North Carolina State University

May 2012

National Initiative for Leadership and Institutional Effectiveness

Audrey Jaeger, PhD, Co-executive Director  
Paul Umbach, PhD, Co-executive Director  
Dawn Crotty, Executive Assistant  
Jingjing Zhang, Director of Research  
Kyle Verbosh, Researcher  
Antonio Bush, Researcher

Phone: 919-515-8567  
919-515-6289  
Fax: 919-515-6305  
Web: <http://ced.ncsu.edu/ahe/nilie>

College of Education  
North Carolina State University  
300 Poe Hall, Box 7801  
Raleigh, NC 27695-7801

# TABLE OF CONTENTS

Executive Summary .....	1
Table of Contents .....	4
List of Tables .....	5
List of Figures .....	7
Leadership Research .....	8
Method .....	12
Population .....	12
Instrumentation .....	12
Reliability and Validity .....	13
Data Analysis .....	14
Respondent Characteristics .....	14
Comparative Analysis: Overall .....	19
Comparative Analysis: Personnel Classification .....	25
Comparative Analysis: Demographic Classifications .....	37
Comparative Analysis: Norm Base .....	39
Qualitative Analysis .....	43
Conclusion .....	57
References .....	59

## LIST OF TABLES

Table 1. NILIE Four Systems Model.....	10
Table 2. Alpha Coefficients by Climate Category.....	11
Table 3. Response by Self-Selected Personnel Classification.....	14
Table 4. Proportion of Responses Across Demographic Classifications.....	16
Table 5. Joliet Junior College Climate as Rated by All Employees.....	19
Table 6. Comparative Mean Response: Institutional Structure.....	21
Table 7. Comparative Mean Responses: Supervisory Relationships.....	22
Table 8. Comparative Mean Responses: Teamwork.....	22
Table 9. Comparative Mean Responses: Student Focus.....	23
Table 10. Comparative Mean Responses: Customized.....	24
Table 11. Mean Climate Scores as Rated by Personnel Classifications.....	26
Table 12. Priorities for Change: Administrator.....	32
Table 13. Priorities for Change: Campus Police, Facilities, Food Service.....	33
Table 14. Priorities for Change: Clerical.....	34
Table 15. Priorities for Change: Faculty.....	34
Table 16. Priorities for Change: Professional.....	35
Table 17. Priorities for Change: Support.....	36
Table 18. Mean Climate Factor Scores as Rated by Demographic Classification.....	37
Table 19. JJC Climate Compared to the 2011 Administration and the NILIE Norm Base.....	39
Table 20. Institutional Structure Mean Scores Compared to the Norm Base.....	40
Table 21. Supervisory Relationships Mean Scores Compared to the Norm Base.....	41
Table 22. Teamwork Mean Scores Compared to the Norm Base.....	41
Table 23. Student Focus Mean Scores Compared to the Norm Base.....	42
Table 24. Most Favorable Comments.....	44

Table 25. Least Favorable Comments .....49

# LIST OF FIGURES

Figure 1. The PACE Model .....	1
Figure 2. Proportion of Total Responses by Personnel Classification.....	15
Figure 3. JJC Climate as Rated by All Employees .....	20
Figure 4. Mean Climate Scores as Rated by Personnel Classification .....	25
Figure 5. Mean Scores of the Institutional Structure Climate Factor .....	27
Figure 6. Mean Scores of the Supervisory Relationships Climate Factor .....	28
Figure 7. Mean Scores of the Teamwork Climate Factor .....	29
Figure 8. Mean Scores of the Student Focus Climate Factor .....	30
Figure 9. Mean Scores of the Customized Climate Factor .....	31
Figure 10. JJC Climate Compared with the 2011 Administration of the PACE Survey and the NILIE PACE Norm Base.....	39
Figure 11. JJC Comment Response Rate .....	43

# 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 2012, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Joliet Junior College. Of the 1504 employees administered the instrument, 472 (31.4%) completed and returned the instrument for analysis. Of those 472 employees, 247 (52.3%) 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 2009 to July 2011 are shown in Table 2.

**Table 2.** Alpha Coefficients by Climate Category for PACEs Completed from July 2009 to July 2011 (n=14,635)

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

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

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

## DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from JJC's 2011 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.

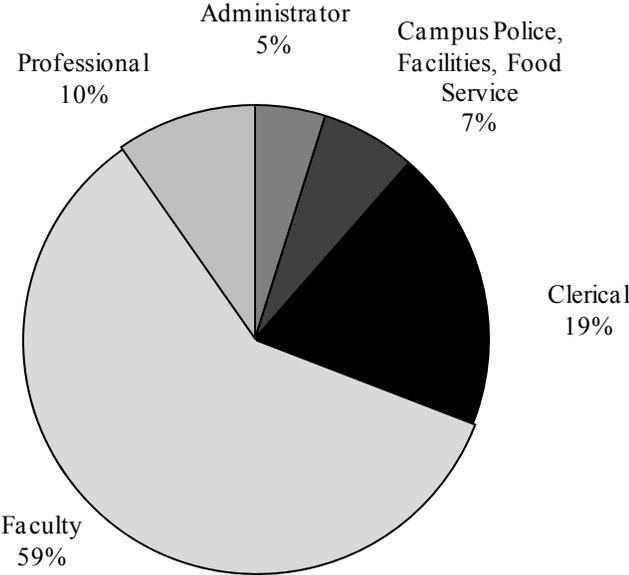
### Respondent Characteristics

Of the 1504 JJC employees administered the survey, 472 (31.4%) 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

<b>Personnel Classification</b>	<b>Population</b>	<b>Surveys Returned for Analysis</b>	<b>Percent of Population Represented</b>
Administrator	30	17	56.7%
Campus Police, Facilities, Food Service	134	23	17.2%
Clerical	167	68	40.7%
Faculty	814	208	25.6%
Professional	52	34	65.4%
Support	307	92	30.0%
Did not respond		30	
<b>Total</b>	<b>1504</b>	<b>472</b>	<b>31.4%</b>

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



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

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

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

<b>Demographic Variable</b>	<b>2011 # of Responses</b>	<b>2011 % of Responses</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>
<b>What is your personnel classification:</b>				
Administrator	29	5.9%	17	3.6%
Campus Police, Facilities, Food Service	19	3.9%	23	4.9%
Clerical	71	14.5%	68	14.4%
Faculty	218	44.6%	208	44.1%
Professional	37	7.6%	34	7.2%
Support	105	21.5%	92	19.5%
Did not respond	10	2.0%	30	6.4%
<b>Please select the race/ethnicity that best describes you:</b>				
Hispanic or Latino, of any race	14	2.9%	21	4.5%
American Indian or Alaska Native, not Hispanic or Latino	0	0.0%	1	0.2%
Asian, not Hispanic or Latino	11	2.3%	7	1.5%
Black, not Hispanic or Latino	28	5.7%	24	5.1%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	N/A	N/A	1	0.2%
White, not Hispanic or Latino	344	70.4%	367	77.8%
Two or more races, not Hispanic or Latino	N/A	N/A	9	1.9%
Other	9	1.8%	N/A	N/A
Did not respond	6	1.2%	42	8.9%
<b>On what site do you work:</b>				
City Center Campus	28	5.7%	29	6.1%
Main Campus	372	76.1%	340	72.0%
Frankfort Education Center	5	1.0%	3	0.6%
Morris Education Center	2	0.4%	5	1.1%
Romeoville Campus	20	4.1%	20	4.2%
Weitendorf Agricultural Education Center	0	0.0%	1	0.2%
Grundy County Center	N/A	N/A	0	0.0%
Multi-Location	49	10.0%	35	7.42%
Other	3	0.6%	5	1.1%
Did not respond	10	2.0%	34	7.2%

N/A – Option was unavailable or worded differently during the 2011/2012 administration

**Table 4.** Continued.

<b>Demographic Variable</b>	<b>2011 # of Responses</b>	<b>2011 % of Responses</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>
<b>Your status at this institution is:</b>				
Full time	286	58.5%	256	54.2%
Part time	191	39.1%	182	38.6%
Did not respond	12	2.5%	34	7.2%
<b>What is your primary work schedule:</b>				
Day	334	68.3%	304	64.4%
Evening	68	13.9%	64	13.6%
Flexible	62	12.7%	57	12.1%
Weekend	6	1.2%	5	1.1%
Other	11	2.2%	11	2.3%
Did not respond	8	1.6%	31	6.6%
<b>Do you feel the values of JJC as an organization professes are the ones it actually practices:</b>				
Yes	273	55.8%	243	51.5%
No	123	25.2%	120	25.4%
Don't Know	84	17.2%	79	16.7%
Did not respond	9	1.8%	30	6.4%
<b>Do you feel people at JJC are encouraged to participate in planning for change:</b>				
Yes	241	49.3%	189	40.0%
No	156	31.9%	166	35.2%
Don't know	86	17.6%	87	18.4%
Did not respond	6	1.2%	30	6.4%
<b>Do you feel your workload is reasonable:</b>				
Yes	402	82.2%	362	76.7%
No	78	16.0%	74	15.7%
Did not respond	9	1.8%	36	7.6%
<b>Do you feel valued as an employee at JJC:</b>				
Yes	323	66.1%	280	59.3%
No	157	32.1%	158	33.5%
Did not respond	9	1.8%	34	7.2%

**Table 4.** Continued.

<b>Demographic Variable</b>	<b>2011 # of Responses</b>	<b>2011 % of Responses</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>
<b>Would you recommend JJC as a place to work:</b>				
Yes	390	79.8%	352	74.6%
No	90	18.4%	89	18.9%
Did not respond	9	1.8%	31	6.6%

## Comparative Analysis: Overall

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

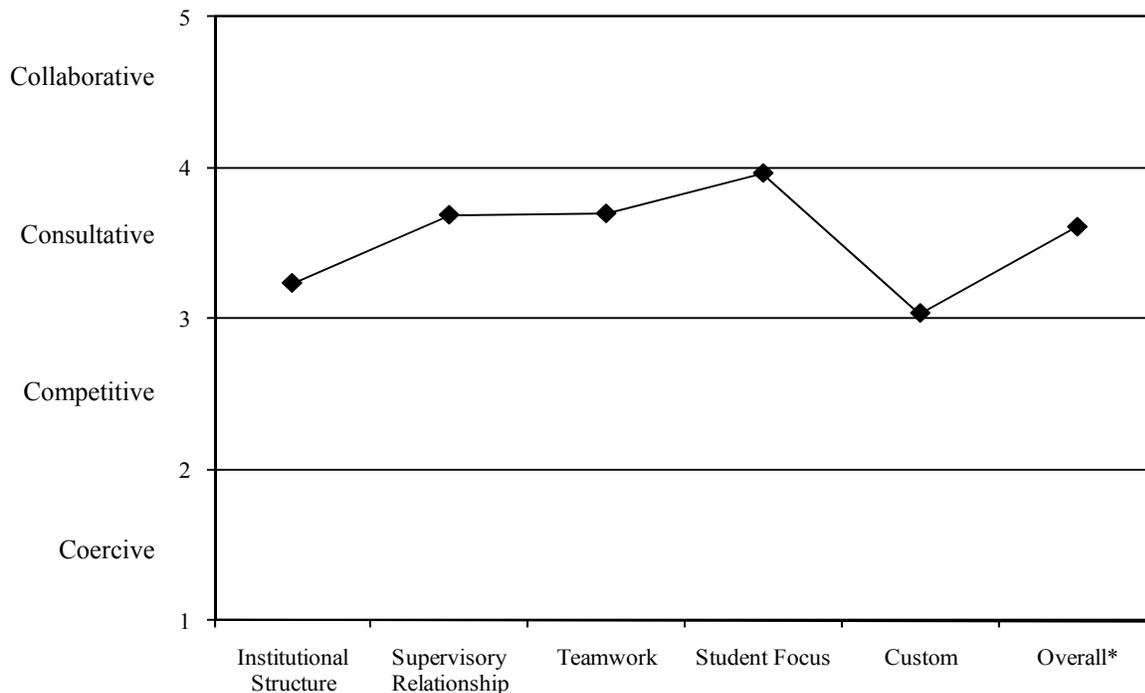
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.96), which represented a high-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.24) within the low area of the Consultative management area. Overall, employees rated the management style in the middle range of the Consultative management area. (See also Figure 3). When compared to the 2011 JJC mean scores, the JJC 2012 mean scores declined slightly.

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

<b>Factor</b>	<b>2011 JJC</b>	<b>2012 JJC</b>
Institutional Structure	3.35	3.24
Supervisory Relationships	3.77	3.69
Teamwork	3.74	3.70
Student Focus	3.98	3.96
Custom	3.16	3.04
<b>Overall*</b>	3.68	3.61

\* 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). Ten items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty-nine fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and six fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=39) 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 3.61 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

<b>Institutional Structure</b>		<b>2011 Mean (SD)</b>	<b>2012 Mean (SD)</b>
1	The extent to which the actions of this institution reflect its mission	3.76 (1.00)	3.56 (1.05)*
4	The extent to which decisions are made at the appropriate level at this institution	3.12 (1.20)	2.92 (1.24)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.93 (0.99)	3.87 (1.00)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.54 (1.20)	3.43 (1.18)
10	The extent to which information is shared within the institution	3.05 (1.29)	2.92 (1.33)
11	The extent to which institutional teams use problem-solving techniques	3.33 (1.00)	3.14 (1.06)*
15	The extent to which I am able to appropriately influence the direction of this institution	3.00 (1.18)	2.91 (1.24)
16	The extent to which open and ethical communication is practiced at this institution	3.13 (1.28)	3.05 (1.27)
22	The extent to which this institution has been successful in positively motivating my performance	3.32 (1.27)	3.19 (1.27)
25	The extent to which a spirit of cooperation exists at this institution	3.16 (1.23)	3.05 (1.26)
29	The extent to which institution-wide policies guide my work	3.61 (1.07)	3.54 (1.10)
32	The extent to which this institution is appropriately organized	3.15 (1.23)	2.98 (1.27)*
38	The extent to which I have the opportunity for advancement within this institution	2.99 (1.34)	2.85 (1.36)
41	The extent to which I receive adequate information regarding important activities at this institution	3.69 (1.16)	3.56 (1.20)
44	The extent to which my work is guided by clearly defined administrative processes	3.37 (1.22)	3.25 (1.25)
<b>Mean Total</b>		<b>3.35 (0.91)</b>	<b>3.24 (0.94)</b>

\* T-test results indicate a significant difference between the 2011 mean and the 2012 mean ( $\alpha=0.05$ )

**Table 7.** Comparative Mean Responses: Supervisory Relationships

<b>Supervisory Relationships</b>		<b>2011 Mean (SD)</b>	<b>2012 Mean (SD)</b>
2	The extent to which my supervisor expresses confidence in my work	4.17 (1.10)	4.06 (1.17)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.04 (1.24)	3.92 (1.27)
12	The extent to which positive work expectations are communicated to me	3.65 (1.17)	3.57 (1.21)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.62 (1.05)	3.62 (1.07)
20	The extent to which I receive timely feedback for my work	3.66 (1.23)	3.58 (1.25)
21	The extent to which I receive appropriate feedback for my work	3.75 (1.15)	3.64 (1.23)
26	The extent to which my supervisor actively seeks my ideas	3.66 (1.26)	3.56 (1.29)
27	The extent to which my supervisor seriously considers my ideas	3.78 (1.24)	3.66 (1.27)
30	The extent to which work outcomes are clarified for me	3.64 (1.11)	3.49 (1.18)*
34	The extent to which my supervisor helps me to improve my work	3.74 (1.20)	3.66 (1.24)
39	The extent to which I am given the opportunity to be creative in my work	4.00 (1.06)	3.96 (1.10)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.54 (1.15)	3.44 (1.20)
46	The extent to which professional development and training opportunities are available	3.61 (1.23)	3.55 (1.23)
<b>Mean Total</b>		<b>3.77 (0.94)</b>	<b>3.69 (0.97)</b>

\* T-test results indicate a significant difference between the 2011 mean and the 2012 mean ( $\alpha=0.05$ )

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

<b>Teamwork</b>		<b>2011 Mean (SD)</b>	<b>2012 Mean (SD)</b>
3	The extent to which there is a spirit of cooperation within my work team	3.75 (1.26)	3.69 (1.30)
14	The extent to which my primary work team uses problem-solving techniques	3.79 (1.06)	3.78 (1.11)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.75 (1.17)	3.69 (1.19)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.73 (1.19)	3.67 (1.27)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.75 (1.09)	3.72 (1.13)
43	The extent to which a spirit of cooperation exists in my department	3.65 (1.29)	3.60 (1.30)
<b>Mean Total</b>		<b>3.74 (1.04)</b>	<b>3.70 (1.08)</b>

T-test results indicate no significant differences between the 2011 means and the 2012 means ( $\alpha=0.05$ )

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

<b>Student Focus</b>	<b>2011 Mean (SD)</b>	<b>2012 Mean (SD)</b>
7 The extent to which student needs are central to what we do	3.78 (1.17)	3.71 (1.17)
8 The extent to which I feel my job is relevant to this institution's mission	4.41 (0.85)	4.39 (0.90)
17 The extent to which faculty meet the needs of students	3.95 (0.93)	3.94 (0.95)
18 The extent to which student ethnic and cultural diversity are important at this institution	4.10 (0.87)	4.09 (0.89)
19 The extent to which students' competencies are enhanced	3.87 (0.85)	3.81 (0.91)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.87 (0.96)	3.79 (0.96)
28 The extent to which classified personnel meet the needs of the students	3.74 (0.90)	3.73 (0.93)
31 The extent to which students receive an excellent education at this institution	4.12 (0.86)	4.04 (0.89)
35 The extent to which this institution prepares students for a career	4.10 (0.84)	4.04 (0.88)
37 The extent to which this institution prepares students for further learning	4.10 (0.86)	4.06 (0.83)
40 The extent to which students are assisted with their personal development	3.87 (0.87)	3.92 (0.90)
42 The extent to which students are satisfied with their educational experience at this institution	3.86 (0.82)	3.85 (0.79)
<b>Mean Total</b>	<b>3.98 (0.66)</b>	<b>3.96 (0.69)</b>
<b>Overall</b>	<b>3.68 (0.76)</b>	<b>3.61 (0.79)</b>

T-test results indicate no significant differences between the 2011 means and the 2012 means ( $\alpha=0.05$ )

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

<b>Customized</b>	<b>2011 Mean (SD)</b>	<b>2012 Mean (SD)</b>
47 The extent to which a spirit of cooperation exists between the college and the Board of Trustees	2.88 (1.17)	2.77 (1.16)
48 The extent to which communication occurs effectively up, down, and across different units of the organization	2.74 (1.20)	2.60 (1.19)
49 The extent to which a spirit of cooperation exists between departments	3.07 (1.10)	2.99 (1.12)
50 The extent to which politics play a role in the way decisions are made	2.50 (1.18)	2.40 (1.14)
51 The extent to which I am familiar with the strategic goals of the college	3.86 (0.89)	3.75 (0.91)
52 The extent to which the college follows up on plans with action	3.34 (1.11)	3.13 (1.10)*
53 The extent to which the Board of Trustees seriously considers my department's ideas	2.74 (1.16)	2.59 (1.12)
54 The level of my own professional morale working at this college	3.62 (1.26)	3.47 (1.31)
55 The level of morale in general among college employees	3.13 (1.21)	3.03 (1.20)
<b>Mean Total</b>	<b>3.16 (0.92)</b>	<b>3.04 (0.90)*</b>

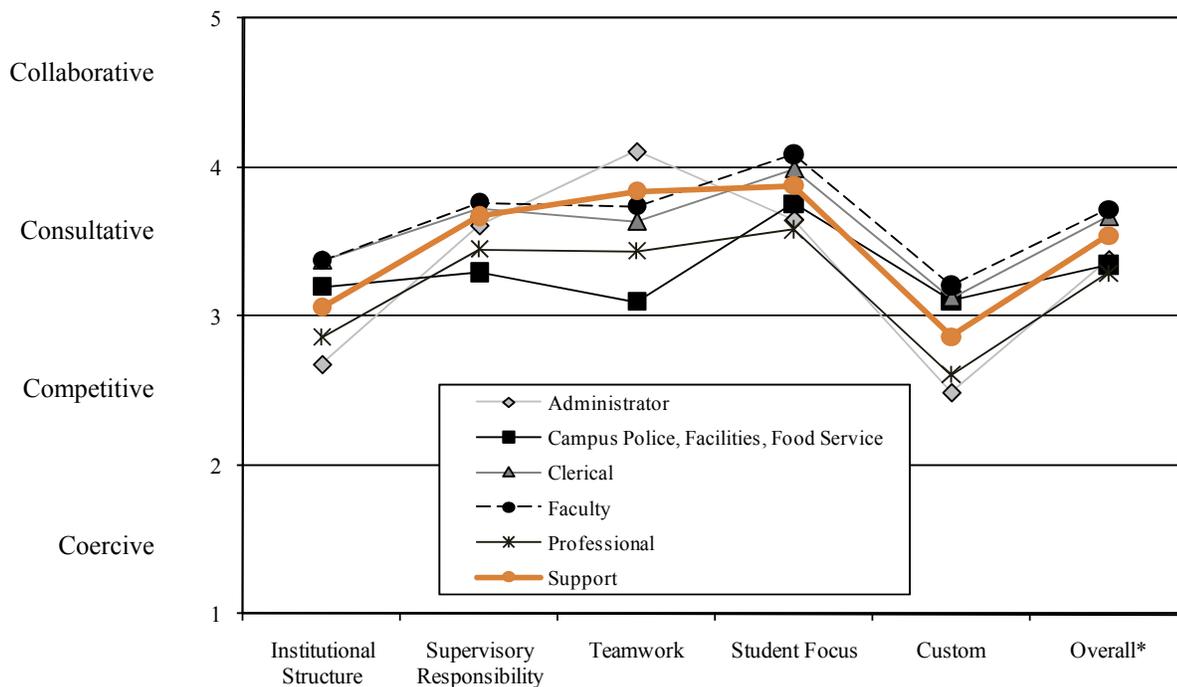
\* T-test results indicate a significant difference between the 2011 mean and the 2012 mean ( $\alpha=0.05$ )

## Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Faculty rated the four normative factors most favorable (3.72), whereas the Professional employees rated the four normative factors least favorable (3.29). See also Table 11.

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

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



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

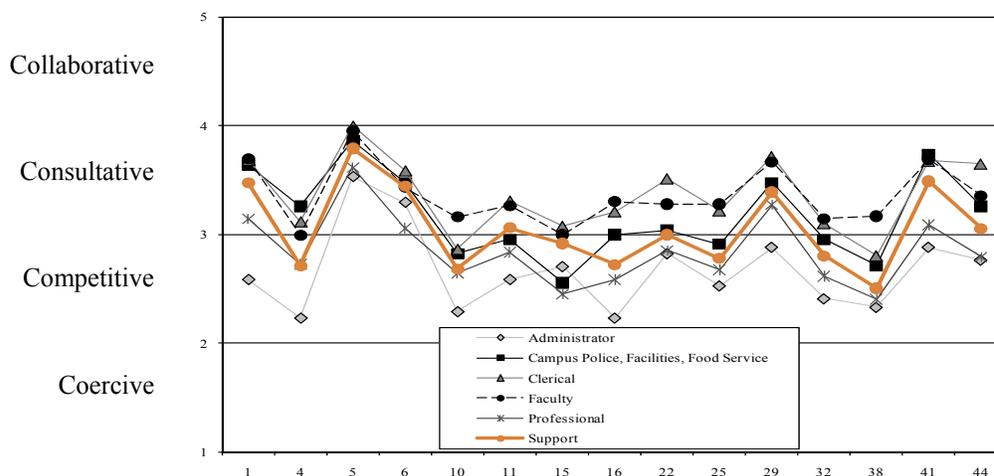
**Table 11.** Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	<b>Institutional Structure</b>	<b>Supervisory Relationships</b>	<b>Teamwork</b>	<b>Student Focus</b>	<b>Custom</b>	<b>Overall*</b>
<b>Administrator</b>						
2011	2.80	3.63	3.84	3.69	2.58	3.40
2012	2.68	3.61	4.11	3.65	2.49	3.38
<b>Campus Police, Facilities, Food Service</b>						
2011	3.19	3.23	3.19	3.78	3.01	3.37
2012	3.20	3.30	3.10	3.76	3.11	3.34
<b>Clerical</b>						
2011	3.36	3.80	3.64	3.93	3.15	3.66
2012	3.38	3.73	3.64	3.99	3.12	3.67
<b>Faculty</b>						
2011	3.59	3.94	3.89	4.11	3.43	3.86
2012	3.38	3.76	3.74	4.09	3.21	3.72
<b>Professional</b>						
2011	3.35	3.75	3.59	3.97	2.99	3.66
2012	2.86	3.45	3.44	3.59	2.61	3.29
<b>Support</b>						
2011	3.07	3.56	3.66	3.88	2.87	3.49
2012	3.06	3.67	3.84	3.88	2.86	3.54

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

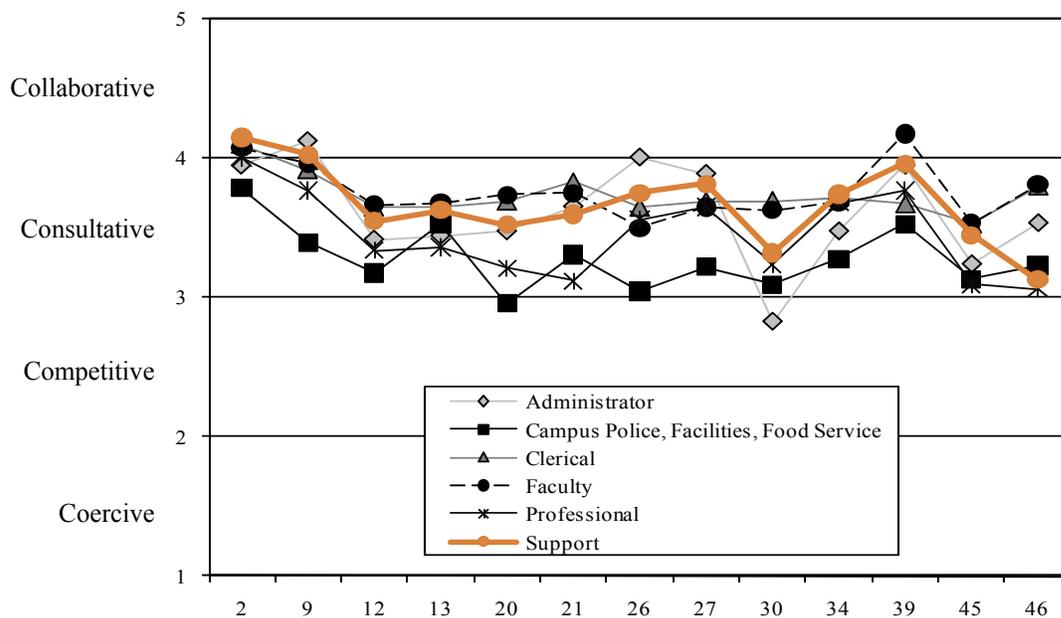
Institutional Structure		Administrator	Campus Police, Facilities, Food Service	Clerical	Faculty	Professional	Support
1	The extent to which the actions of this institution reflect its mission	2.59	3.64	3.69	3.70	3.15	3.48
4	The extent to which decisions are made at the appropriate level at this institution	2.24	3.26	3.12	2.99	2.73	2.71
5	The extent to which the institution effectively promotes diversity in the workplace	3.53	3.86	4.00	3.95	3.62	3.79
6	The extent to which administrative leadership is focused on meeting the needs of students	3.29	3.48	3.59	3.43	3.06	3.44
10	The extent to which information is shared within this institution	2.29	2.83	2.87	3.16	2.65	2.68
11	The extent to which institutional teams use problem-solving techniques	2.59	2.95	3.31	3.27	2.84	3.06
15	The extent to which I am able to appropriately influence the direction of this institution	2.71	2.56	3.08	3.00	2.45	2.92
16	The extent to which open and ethical communication is practiced at this institution	2.24	3.00	3.21	3.30	2.59	2.73
22	The extent to which this institution has been successful in positively motivating my performance	2.82	3.04	3.51	3.28	2.85	3.00
25	The extent to which a spirit of cooperation exists at this institution	2.53	2.91	3.22	3.28	2.68	2.78
29	The extent to which institution-wide policies guide my work	2.88	3.48	3.72	3.67	3.27	3.39
32	The extent to which this institution is appropriately organized	2.41	2.96	3.10	3.15	2.62	2.80
38	The extent to which I have the opportunity for advancement within this institution	2.33	2.71	2.81	3.17	2.41	2.51
41	The extent to which I receive adequate information regarding important activities at this institution	2.88	3.74	3.68	3.69	3.09	3.49
44	The extent to which my work is guided by clearly defined administrative processes	2.76	3.26	3.65	3.36	2.79	3.06

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



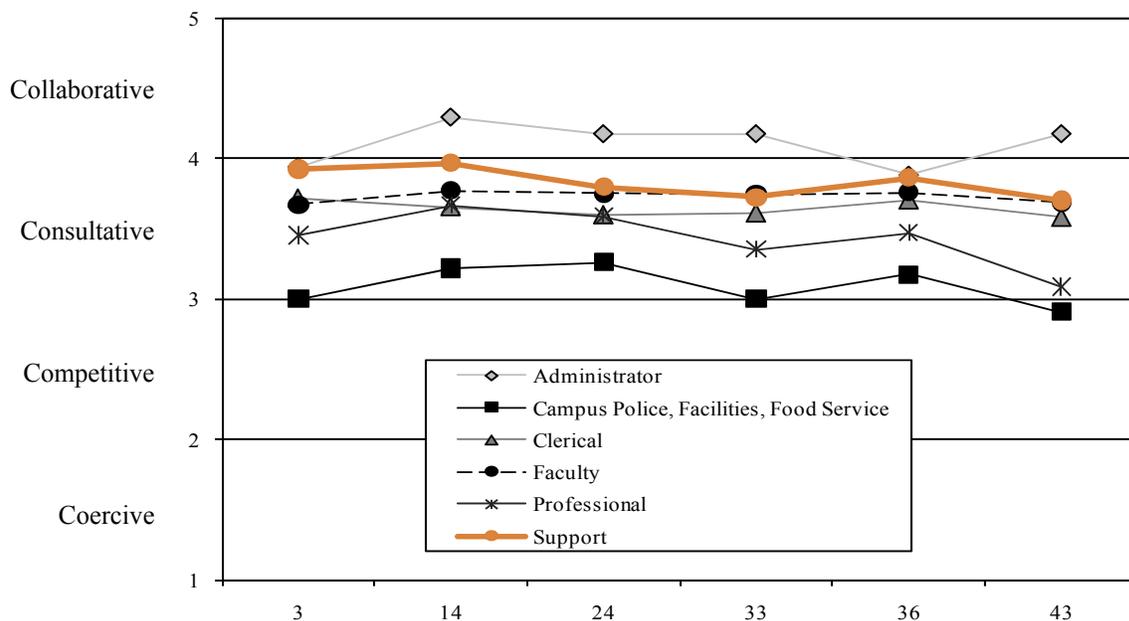
Supervisory Relationships		Administrator	Campus Police, Facilities, Food Service	Clerical	Faculty	Professional	Support
2	The extent to which my supervisor expresses confidence in my work	3.94	3.78	4.09	4.07	4.00	4.15
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.12	3.39	3.91	3.96	3.76	4.02
12	The extent to which positive work expectations are communicated to me	3.41	3.17	3.64	3.66	3.33	3.54
13	The extent to which unacceptable behaviors are identified and communicated to me	3.44	3.52	3.65	3.68	3.35	3.62
20	The extent to which I receive timely feedback for my work	3.47	2.95	3.69	3.73	3.21	3.52
21	The extent to which I receive appropriate feedback for my work	3.65	3.30	3.82	3.75	3.12	3.59
26	The extent to which my supervisor actively seeks my ideas	4.00	3.04	3.64	3.50	3.56	3.75
27	The extent to which my supervisor seriously considers my ideas	3.88	3.22	3.69	3.64	3.65	3.81
30	The extent to which work outcomes are clarified for me	2.82	3.09	3.69	3.63	3.24	3.32
34	The extent to which my supervisor helps me to improve my work	3.47	3.27	3.72	3.68	3.68	3.74
39	The extent to which I am given the opportunity to be creative in my work	3.94	3.52	3.67	4.17	3.76	3.96
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.24	3.13	3.52	3.53	3.09	3.44
46	The extent to which professional development and training opportunities are available	3.53	3.23	3.79	3.81	3.06	3.12

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



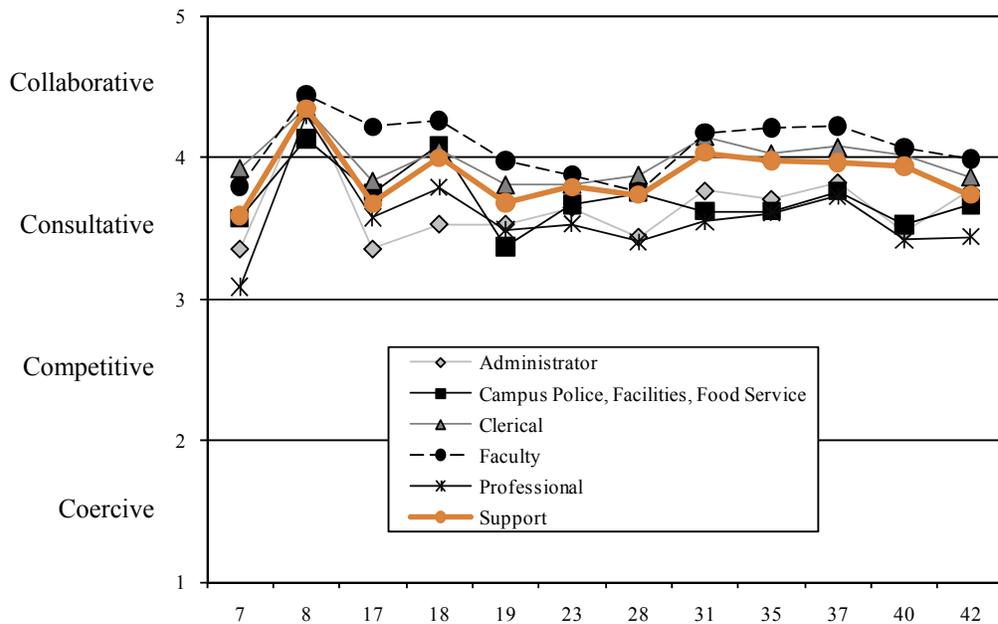
Teamwork		Administrator	Campus Police, Facilities, Food Service	Clerical	Faculty	Professional	Support
3	The extent to which there is a spirit of cooperation within my work team	3.94	3.00	3.72	3.67	3.45	3.92
14	The extent to which my primary work team uses problem-solving techniques	4.29	3.22	3.66	3.77	3.67	3.97
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.18	3.26	3.60	3.75	3.59	3.80
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.18	3.00	3.61	3.75	3.35	3.72
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.88	3.17	3.70	3.76	3.47	3.87
43	The extent to which a spirit of cooperation exists in my department	4.18	2.91	3.58	3.69	3.09	3.70

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



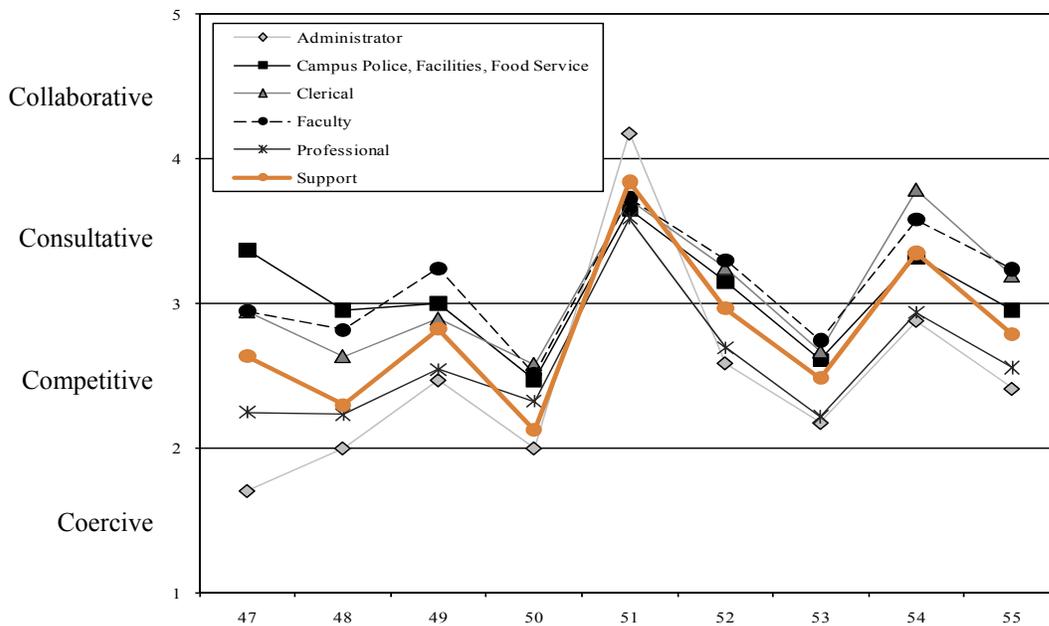
Student Focus	Administrator	Campus Police, Facilities, Food Service	Clerical	Faculty	Professional	Support
7 The extent to which student needs are central to what we do	3.35	3.57	3.93	3.80	3.09	3.59
8 The extent to which I feel my job is relevant to this institution's mission	4.41	4.13	4.36	4.44	4.29	4.35
17 The extent to which faculty meet the needs of the students	3.35	3.75	3.84	4.22	3.58	3.67
18 The extent to which student ethnic and cultural diversity are important at this institution	3.53	4.09	4.06	4.26	3.79	4.00
19 The extent to which students' competencies are enhanced	3.53	3.37	3.81	3.98	3.48	3.68
23 The extent to which non-teaching professional personnel meet the needs of the students	3.65	3.67	3.82	3.88	3.53	3.79
28 The extent to which classified personnel meet the needs of the students	3.44	3.75	3.88	3.76	3.41	3.74
31 The extent to which students receive an excellent education at this institution	3.76	3.62	4.15	4.18	3.55	4.03
35 The extent to which this institution prepares students for a career	3.71	3.62	4.03	4.21	3.61	3.98
37 The extent to which this institution prepares students for further learning	3.82	3.76	4.07	4.22	3.73	3.97
40 The extent to which students are assisted with their personal development	3.47	3.53	4.02	4.07	3.42	3.94
42 The extent to which students are satisfied with their educational experience at this institution	3.76	3.67	3.87	3.99	3.44	3.73

**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	1.71	3.37	2.94	2.95	2.25	2.64
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.00	2.95	2.63	2.82	2.24	2.30
49	The extent to which a spirit of cooperation exists between departments	2.47	3.00	2.89	3.24	2.55	2.82
50	The extent to which politics play a role in the way decisions are made	2.00	2.47	2.58	2.51	2.32	2.13
51	The extent to which I am familiar with the strategic goals of the college	4.18	3.65	3.72	3.73	3.59	3.84
52	The extent to which the college follows up on plans with action	2.59	3.15	3.24	3.30	2.70	2.97
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.18	2.61	2.67	2.75	2.22	2.49
54	The level of my own professional morale working at this college	2.88	3.32	3.78	3.58	2.94	3.35
55	The level of morale in general among college employees	2.41	2.95	3.19	3.24	2.56	2.79

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



Tables 12 through 17 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for Joliet Junior College.

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

<b>Area to Change</b>		<b>Mean</b>
4	The extent to which decisions are made at the appropriate level at this institution	2.24
16	The extent to which open and ethical communication is practiced at this institution	2.24
10	The extent to which information is shared within this institution	2.29
38	The extent to which I have the opportunity for advancement within this institution	2.33
32	The extent to which this institution is appropriately organized	2.41
25	The extent to which a spirit of cooperation exists at this institution	2.53
11	The extent to which institutional teams use problem-solving techniques	2.59
1	The extent to which the actions of this institution reflect its mission	2.59
15	The extent to which I am able to appropriately influence the direction of this institution	2.71
44	The extent to which my work is guided by clearly defined administrative processes	2.76
<b>Area to Change—Customized</b>		<b>Mean</b>
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	1.71
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.00
50	The extent to which politics play a role in the way decisions are made	2.00

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

<b>Area to Change</b>		<b>Mean</b>
15	The extent to which I am able to appropriately influence the direction of this institution	2.56
38	The extent to which I have the opportunity for advancement within this institution	2.71
10	The extent to which information is shared within this institution	2.83
43	The extent to which a spirit of cooperation exists in my department	2.91
25	The extent to which a spirit of cooperation exists at this institution	2.91
11	The extent to which institutional teams use problem-solving techniques	2.95
20	The extent to which I receive timely feedback for my work	2.95
32	The extent to which this institution is appropriately organized	2.96
16	The extent to which open and ethical communication is practiced at this institution	3.00
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.00
3	The extent to which there is a spirit of cooperation within my workteam	3.00
<b>Area to Change—Customized</b>		
50	The extent to which politics play a role in the way decisions are made	2.47
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.61
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.95
55	The level of morale in general among employees	2.95

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

<b>Area to Change</b>	<b>Mean</b>
38 The extent to which I have the opportunity for advancement within this institution	2.81
10 The extent to which information is shared within this institution	2.87
15 The extent to which I am able to appropriately influence the direction of this institution	3.08
32 The extent to which this institution is appropriately organized	3.10
4 The extent to which decisions are made at the appropriate level at this institution	3.12
16 The extent to which open and ethical communication is practiced at this institution	3.21
25 The extent to which a spirit of cooperation exists at this institution	3.22
11 The extent to which institutional teams use problem-solving techniques	3.31
22 The extent to which this institution has been successful in positively motivating my performance	3.51
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.52
<b>Area to Change—Customized</b>	<b>Mean</b>
50 The extent to which politics play a role in the way decisions are made	2.58
48 The extent to which communication occurs effectively up, down, and across different units of the organization	2.63
53 The extent to which the Board of Trustees seriously considers my department's ideas	2.67

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

<b>Area to Change</b>	<b>Mean</b>
4 The extent to which decisions are made at the appropriate level at this institution	2.99
15 The extent to which I am able to appropriately influence the direction of this institution	3.00
32 The extent to which this institution is appropriately organized	3.15
10 The extent to which information is shared within this institution	3.16
38 The extent to which I have the opportunity for advancement within this institution	3.17
11 The extent to which institutional teams use problem-solving techniques	3.27
22 The extent to which this institution has been successful in positively motivating my performance	3.28
25 The extent to which a spirit of cooperation exists at this institution	3.28
16 The extent to which open and ethical communication is practiced at this institution	3.30
44 The extent to which my work is guided by clearly defined administrative processes	3.36
<b>Area to Change—Customized</b>	<b>Mean</b>
50 The extent to which politics play a role in the way decisions are made	2.51
53 The extent to which the Board of Trustees seriously considers my department's ideas	2.75
48 The extent to which communication occurs effectively up, down, and across different units of the organization	2.82

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

<b>Area to Change</b>		<b>Mean</b>
38	The extent to which I have the opportunity for advancement within this institution	2.41
15	The extent to which I am able to appropriately influence the direction of this institution	2.45
16	The extent to which open and ethical communication is practiced at this institution	2.59
32	The extent to which this institution is appropriately organized	2.62
10	The extent to which information is shared within this institution	2.65
25	The extent to which a spirit of cooperation exists at this institution	2.68
4	The extent to which decisions are made at the appropriate level at this institution	2.73
44	The extent to which my work is guided by clearly defined administrative processes	2.79
11	The extent to which institutional teams use problem-solving techniques	2.84
22	The extent to which this institution has been successful in positively motivating my performance	2.85
<b>Area to Change—Customized</b>		<b>Mean</b>
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.22
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.24
47	The extent to which a spirit of cooperation exists between the college and the Board of Trustees	2.25

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

<b>Area to Change</b>		<b>Mean</b>
38	The extent to which I have the opportunity for advancement within this institution	2.51
10	The extent to which information is shared within this institution	2.68
4	The extent to which decisions are made at the appropriate level at this institution	2.71
16	The extent to which open and ethical communication is practiced at this institution	2.73
25	The extent to which a spirit of cooperation exists at this institution	2.78
32	The extent to which this institution is appropriately organized	2.80
15	The extent to which I am able to appropriately influence the direction of this institution	2.92
22	The extent to which this institution has been successful in positively motivating my performance	3.00
44	The extent to which my work is guided by clearly defined administrative processes	3.06
11	The extent to which institutional teams use problem-solving techniques	3.06
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which politics play a role in the way decisions are made	2.13
48	The extent to which communication occurs effectively up, down, and across different units of the organization	2.30
53	The extent to which the Board of Trustees seriously considers my department's ideas	2.49

## Comparative Analysis: Demographic Classifications

As depicted in Table 18, Part time employees rated the climate highest within its demographic group (3.76). In terms of work schedule, those individuals working on the weekend rated the climate highest (4.25). Full time employees rated the climate lowest within its demographic group (3.50), while respondents that selected the Other work schedule option, rated the climate with a composite rating of 2.73.

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

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>What is your personnel classification:</b>						
Administrator	2.68	3.61	4.11	3.65	2.49	3.38
Campus Police, Facilities, Food Service	3.20	3.30	3.10	3.76	3.11	3.34
Clerical	3.38	3.73	3.64	3.99	3.12	3.67
Faculty	3.38	3.76	3.74	4.09	3.21	3.72
Professional	2.86	3.45	3.44	3.59	2.61	3.29
Support	3.06	3.67	3.84	3.88	2.86	3.54
<b>Please select the race/ethnicity that best describes you:</b>						
Hispanic or Latino, of any race	3.54	3.85	3.83	4.00	3.34	3.77
Black, not Hispanic or Latino	3.38	3.75	3.80	3.69	3.29	3.62
White, not Hispanic or Latino	3.23	3.69	3.71	3.99	3.02	3.62
Other (Including American Indian or Alaska Native, not Hispanic or Latino; Asian, not Hispanic or Latino; Native Hawaiian or Other Pacific Islander, not Hispanic or Latino; and Two or more races, not Hispanic or Latino)	3.10	3.26	3.15	3.60	2.93	3.28
<b>On what site do you work:</b>						
City Center Campus	3.18	3.54	3.59	4.05	3.11	3.56
Main Campus	3.21	3.69	3.71	3.96	3.00	3.60
Romeoville Campus	3.68	3.90	3.93	4.04	3.52	3.87
Grundy County Center	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Location	3.28	3.68	3.54	3.93	3.06	3.59
Other (Including Frankfort Education Center, Morris Education Center, and Weitendorf Agricultural Education Center)	3.04	3.33	3.59	3.67	2.99	3.36

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

N/A – This option was not selected by any of the participants

**Table 18.** Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>Your status at this institution is:</b>						
Full time	3.03	3.64	3.71	3.85	2.83	3.50
Part time	3.53	3.75	3.69	4.10	3.35	3.76
<b>What is your primary work schedule:</b>						
Day	3.21	3.74	3.80	3.98	3.01	3.63
Evening	3.66	3.78	3.67	4.14	3.43	3.82
Flexible	3.05	3.40	3.40	3.80	2.85	3.39
Weekend	4.05	4.28	4.33	4.39	4.10	4.25
Other	2.41	2.81	2.48	3.17	2.49	2.73

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

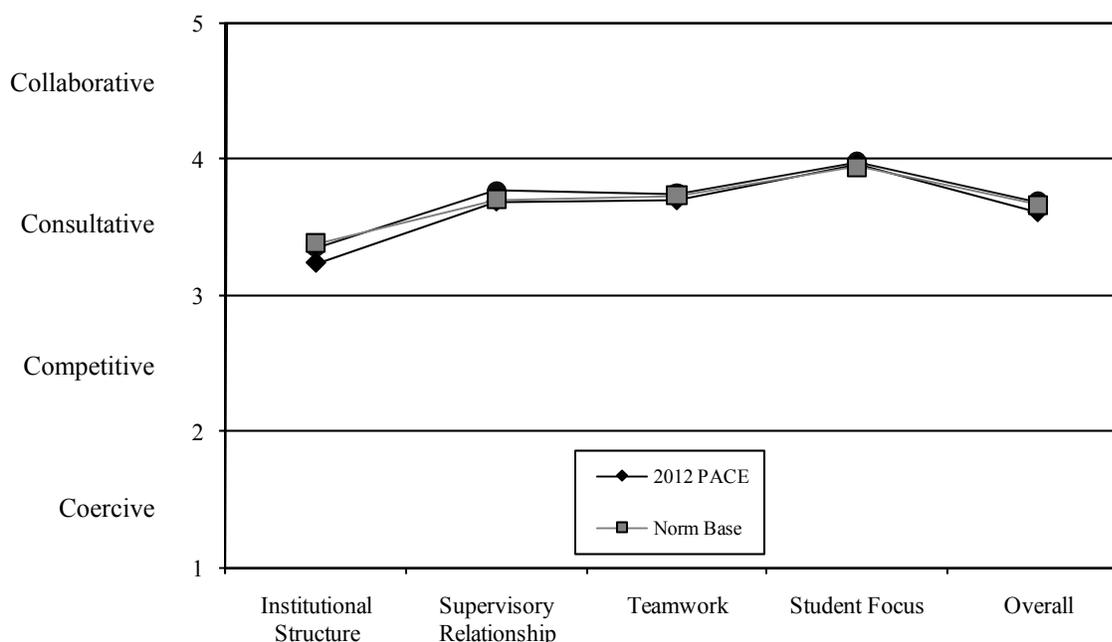
## Comparative Analysis: Norm Base

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 2011 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 2011	JJC 2012	Norm Base*
Institutional Structure	3.35	3.24	3.38
Supervisory Relationships	3.77	3.69	3.70
Teamwork	3.74	3.70	3.73
Student Focus	3.98	3.96	3.94
Overall	3.68	3.61	3.66

**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

<b>Institutional Structure</b>		<b>JJC Mean</b>	<b>Norm Base</b>
1	The extent to which the actions of this institution reflect its mission	3.56*	3.78
4	The extent to which decisions are made at the appropriate level at this institution	2.92*	3.17
5	The extent to which the institution effectively promotes diversity in the workplace	3.87*	3.77
6	The extent to which administrative leadership is focused on meeting the needs of students	3.43*	3.63
10	The extent to which information is shared within the institution	2.92*	3.11
11	The extent to which institutional teams use problem-solving techniques	3.14*	3.31
15	The extent to which I am able to appropriately influence the direction of this institution	2.91*	3.10
16	The extent to which open and ethical communication is practiced at this institution	3.05*	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.19*	3.36
25	The extent to which a spirit of cooperation exists at this institution	3.05*	3.28
29	The extent to which institution-wide policies guide my work	3.54	3.58
32	The extent to which this institution is appropriately organized	2.98*	3.22
38	The extent to which I have the opportunity for advancement within this institution	2.85*	3.08
41	The extent to which I receive adequate information regarding important activities at this institution	3.56	3.61
44	The extent to which my work is guided by clearly defined administrative processes	3.25*	3.39
<b>Mean Total</b>		<b>3.24*</b>	<b>3.38</b>

\* 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

<b>Supervisory Relationships</b>		<b>JJC Mean</b>	<b>Norm Base</b>
2	The extent to which my supervisor expresses confidence in my work	4.06	4.09
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.92	3.97
12	The extent to which positive work expectations are communicated to me	3.57	3.60
13	The extent to which unacceptable behaviors are identified and communicated to me	3.62	3.56
20	The extent to which I receive timely feedback for my work	3.58	3.57
21	The extent to which I receive appropriate feedback for my work	3.64	3.60
26	The extent to which my supervisor actively seeks my ideas	3.56	3.65
27	The extent to which my supervisor seriously considers my ideas	3.66	3.72
30	The extent to which work outcomes are clarified for me	3.49	3.54
34	The extent to which my supervisor helps me to improve my work	3.66	3.66
39	The extent to which I am given the opportunity to be creative in my work	3.96	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.44*	3.56
46	The extent to which professional development and training opportunities are available	3.55	3.64
<b>Mean Total</b>		<b>3.69</b>	<b>3.70</b>

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

<b>Teamwork</b>		<b>JJC Mean</b>	<b>Norm Base</b>
3	The extent to which there is a spirit of cooperation within my work team	3.69	3.83
14	The extent to which my primary work team uses problem-solving techniques	3.78	3.72
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.69	3.68
33	The extent to which my work team provides an environment for free and open expression	3.67	3.72
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.72	3.73
43	The extent to which a spirit of cooperation exists in my department	3.60*	3.73
<b>Mean Total</b>		<b>3.70</b>	<b>3.73</b>

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

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

<b>Student Focus</b>	<b>JJC Mean</b>	<b>Norm Base</b>
7 The extent to which student needs are central to what we do	3.71	3.80
8 The extent to which I feel my job is relevant to this institution's mission	4.39	4.33
17 The extent to which faculty meet the needs of students	3.94	3.92
18 The extent to which student ethnic and cultural diversity are important at this institution	4.09*	3.94
19 The extent to which students' competencies are enhanced	3.81	3.85
23 The extent to which non-teaching professional personnel meet the needs of the students	3.79	3.85
28 The extent to which classified personnel meet the needs of the students	3.73	3.81
31 The extent to which students receive an excellent education at this institution	4.04	4.07
35 The extent to which this institution prepares students for a career	4.04	4.04
37 The extent to which this institution prepares students for further learning	4.06	4.04
40 The extent to which students are assisted with their personal development	3.92*	3.80
42 The extent to which students are satisfied with their educational experience	3.85	3.89
<b>Mean Total</b>	<b>3.96</b>	<b>3.94</b>
<b>Overall Total</b>	<b>3.61</b>	<b>3.66</b>

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

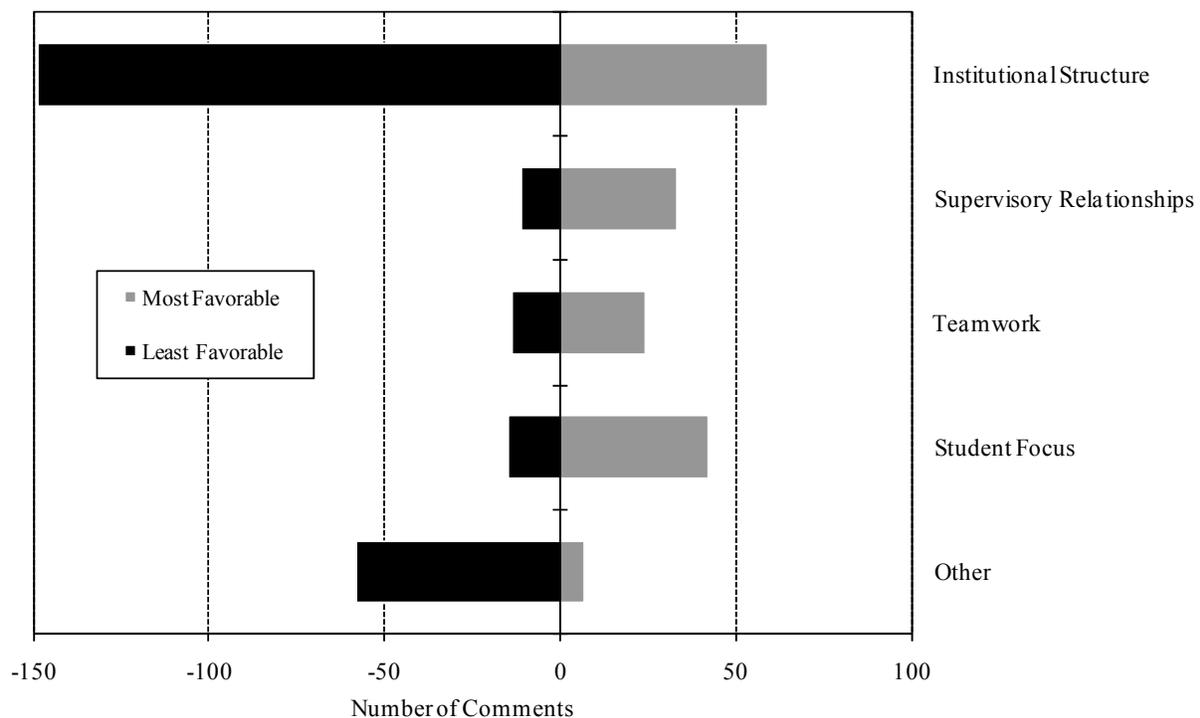
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 472 Joliet Junior College employees who completed the PACE survey, 52.3% (247 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=59)	<p><i>I do believe that the college (senior leadership) is working to improve the processes and work environment here at JJC.</i></p> <p><i>I believe that JJC is a great place to work. There are many talented and great people here. The benefits are wonderful and there are a wide range of positions within the college.</i></p> <p><i>There is a great deal of communication and many opportunities for the students, staff, and faculty to improve both professionally and personally with PPD week, seminars, etc.</i></p> <p><i>Organization and communication are very good at the college. I am kept informed of news and events that occur at the college. I have plenty of opportunities to participate in activities.</i></p> <p><i>I think the college has been hiring very enthused and competent employees since I've arrived and that has certainly helped pushed the outcomes of those departments forward.</i></p> <p><i>My coworkers are thoughtful, intelligent, friendly, supportive and professional. I feel welcome at work every day, and I feel that I make a positive contribution to students and the college.</i></p> <p><i>There's a pervasive spirit of collaboration and creativity among the faculty on-campus. My colleagues and I have all partnered with faculty from other departments in programming, enhancing instruction, and otherwise meeting the needs of students. I've seen such collaboration between other departments as well.</i></p> <p><i>My co-workers are a talented, compassionate group of people who work well as a team.</i></p> <p><i>JJC is very fortunate to have so many talented staff and faculty members who work at our institution. It is these same individuals who will help support our new president and continue working in a collaborate effort to move us into the future.</i></p> <p><i>I feel motivated to be creative and to strive to achieve. I feel my ideas and efforts are recognized and appreciated. Challenges are recognized and I feel very well supported when looking for resources to meet challenges that arise.</i></p> <p><i>I have found much personal and career satisfaction from my job. I believe there are many caring people at all levels that work diligently to help students get a great education here. The college has come a long way in its commitment to diversity which has been very positive.</i></p> <p><i>I see some new committees being created/revived with more involvement from departments. I see this as a big step in the right direction to keep the departments working together toward common goals.</i></p>

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Administrators share master plans and strategic goals with the department, and uses it as a guiding goal. When everyone shares a common goal, people work well together. The college has a good mission and purpose.</i></p> <p><i>There are great opportunities for students and for me to grow as a faculty member. We have a very positive and supportive work environment.</i></p> <p><i>I have a passion for mentoring others and seeing their advancement and growth. I enjoy networking and partnering with area employers and community agencies to collaborate efforts.</i></p> <p><i>The faculty are very supportive of each other and each other's departments.</i></p> <p><i>Both faculty and staff develop relationships within departments and between departments.</i></p>
Supervisory Relationship (n=33)	<p><i>I love the fact that I am given freedom to use my creativity in the classroom. I also greatly appreciate not having a supervisor constantly looking over me and one that trust me to do my job and do it well.</i></p> <p><i>When I suggest ideas to help boost employees' morale, my boss really took what I said into consideration. We now have a program for the departments under her umbrella in which we notice others for going above and beyond and make them aware that they are being noticed.</i></p> <p><i>My current boss is great and allows us to do our jobs without interference and when they need to have input, it is done properly.</i></p> <p><i>My direct supervisor is one of the best I have ever had. His leadership style is inclusive and he is always willing to listen to new ideas, better ways to do things, and his staff enjoy working for him. He is a fair, calm person. He listens to all sides of any issue before making judgment or decision.</i></p> <p><i>My supervisor is very open to new ideas/comments. I am allowed to be creative in my area.</i></p> <p><i>As a part-time employee at JJC I have had great opportunities for my own growth in part because I have had the pleasure of working for supervisors that love their career and are compassionate about improving the skill set of the employees working around them. They know the end result benefits the student.</i></p> <p><i>Our department chair does an excellent job making faculty in the department feel valued, respected, and appreciated as professionals.</i></p> <p><i>My supervisor is one of the most favorable aspects of working at JJC. My supervisor develops talent, sees potential, and encourages professionals to develop. He/she is one main reason why I enjoy my job.</i></p> <p><i>I feel very comfortable going to my supervisor with any questions or concerns.</i></p>

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Since I am a faculty member, I have academic freedom in running my classes. I get lots of feedback on teaching from colleagues in my department and occasionally other departments. I get a lot of support from my department chair in my teaching. I also appreciate that the college provides me with travel funds to attend conferences and to present the work I do for my classes at conferences.</i></p> <p><i>What I like the most about the college is the chair of my department. She is fantastic. She works very hard to make adjuncts feel like they are a part of the team, and she really listens to us and gives us timely responses and feedback. She also does whatever she can, within the strict confines of our position, to give us as many opportunities as possible. She is one of the main reasons I have stayed in teaching.</i></p> <p><i>I feel free to explore new teaching methods, strategies, texts, and methods in my own classes. I am allowed to innovate on my own.</i></p> <p><i>Professional development of faculty is wonderful. The institution supports and encourages professional training.</i></p> <p><i>Opportunities for professional development for support and clerical staff are offered and compensated.</i></p> <p><i>The professional development programs are interesting and contribute to my professional and personal progress.</i></p>
Teamwork (n=24)	<p><i>My department is superb. I desired to work here because of the professionalism and dedication of my department, as well as the college community and diversity.</i></p> <p><i>Within my department, we work closely as a team to solve and implement problems. Everyone is given an opportunity to have input and we solve problems as a group.</i></p> <p><i>The morale in this college is great. Everyone works together to support each other in my department.</i></p> <p><i>My department is welcoming and supportive, particularly my supervisor. I find nearly all the department faculty and staff at JJC endeavors to work with one another to create a positive experience. The daily working environment is a pleasant one and I believe in the service we give to the JJC community.</i></p> <p><i>My faculty, and especially my chair, appreciates my initiative and my ideas. The department insulates me from those things that would diminish my morale, because we are a great team and work effectively for students. We inspire one another.</i></p> <p><i>Within the department, faculty and staff have great relations. Even when there is a difference in opinion, faculty and staff members are able to work through this. There is truly a commitment to students by the majority of the faculty. The collegiality at the college is very good. This is what gives satisfaction, as well as the relationships teachers develop with students, for working at JJC.</i></p>

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>
Student Focus (n=42)	<p><i>I am very pleased and impressed with the support that the administration provides faculty with regard to student learning and achievement. I feel that the administration strives to create a climate where active engagement of students in class (and outside of class) is encouraged at the individual level.</i></p> <p><i>I think the college gives students a good education and is a very good value for their money.</i></p> <p><i>Joliet Junior College gives students an excellent education at a low cost. Students are prepared to transfer to four-year colleges or universities or go directly into the work force.</i></p> <p><i>I do think our students get a great education at JJC. I am speaking both as an employee and alum so I know how great the faculty is. I also work with them on a daily basis and many of them are student oriented. I think this is so important.</i></p> <p><i>The education our students receive is top notch. For the most part, the students are treated with respect and concern and have very caring instructors. The student service staff tries to make the students feel welcome and assist them in finding the help they need.</i></p> <p><i>I believe that the college does provide students with a quality education and the faculty/departments are successful at preparing students for continuing education and the workforce.</i></p> <p><i>The teachers here are wonderful. They really care about the students' learning experience, and really take it personally when the students have issues. Every teacher I have dealt with has gone out of their way for their classes almost on a daily basis.</i></p> <p><i>I see individuals who really do try to do their best to provide for students' needs, so that they can have JJC be a successful portion of their career pathway.</i></p> <p><i>The focus on students and the many, many opportunities available to them are what make the college great. I am proud to say that I work here and would love to continue to do so.</i></p> <p><i>I feel like the overall goal of JJC is to prepare students to both go into the work field or to prepare returning adult students to reenter the workforce and be better prepared to do the job that they qualified for.</i></p> <p><i>Most faculty in our department are highly motivated with student needs and success being at the core of all we do. Our students and community employers have high satisfaction with the educational preparation we provide.</i></p> <p><i>I think all the people at JJC like working there and enjoy seeing our students have success there and move to four-year schools. The school has worked hard to continue to provide students with classes and resources that will help them to advance in some immediate careers and/or prepare them for four-year programs.</i></p>

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>
Other (n=7)	<u>Miscellaneous</u> <i>I get paid a pretty decent salary and have good benefits to boot. The opportunity to take classes tuition free is also a plus, as the field in which I work requires me to be a life-long learner.</i> <i>The campus expansion and have significantly improved the college's ability to serve students and the community at large.</i> <i>The most favorable area that I can see that justifies its existence for support and service to the college is the Police Department.</i>

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

Factor	Themes
Institutional Structure (n=149)	<p><i>At times, advice is ignored by administration resulting in negative results. There is much dissention among department administration. Further, there is poor communication among professional leaders whom could benefit from professional communication workshops.</i></p> <p><i>Communication is poor. There is no clear leadership. Stakeholders are informed rather than consulted or even invited to provide meaningful feedback. We have become an institution that is led by a drive for consistency rather than excellence. Forms and oversight have become more important than best practices. We have to find a way to value both process and product. Micro-management has become pervasive. I fully accept that there was a need a few years ago to create consistent practices and improve oversight. This has, however, created a culture in which many feel that they are no longer valued.</i></p> <p><i>The academic focus and climate of the college is currently at a very poor level. There are numerous activities taking place during peak class times that have nothing to do with education. These are often noisy, distracting, and inconsistent with the primary goal of the college, which is the education of students. In general, the college has not maintained or enforced an appropriate level of respect for its own mission and purpose. Instead, the college has catered far too much to the social life and entertainment of its students, while compromising academic rigor and focus.</i></p> <p><i>SLT has been a revolving door, so the vision of the college has not been consistent. In addition, it is questionable if some of the decisions made were based on actual data.</i></p> <p><i>Overall morale is very low at this time and has been on the decline for the past several years or so. There are different rules for different departments and different people at the college. Much is decided with little input from those involved with the outcome of the decision. There is an overall lack of communication on all levels, that is noticeable to many.</i></p> <p><i>The communication between administration levels and the balance of the college is poor. Further, the inclusion into decisions is sometimes questionable at best.</i></p> <p><i>There are too many administrative positions making decisions whereby paper work is signed off on, at times five different levels or departments. There is a divide between faculty, administration, and the board. Most of all I believe there is a lack of faith on part of the faculty in decisions that are made by those above.</i></p> <p><i>There is far too much micromanagement throughout the institution. Communication of new policies and practices is often not clear. New policies and practices are often decided at the top down, but then when we express dissatisfaction there seems to be surprise. Too many decisions are made without having all the facts first.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Many decisions are made within our department, for instance hiring of faculty, then those decisions are turned down because the administration wants to put their own people in place. That is discouraging.</i></p> <p><i>The administration is now making many decisions (about various policies, textbook selections, etc.), in some cases, without promptly informing faculty or soliciting faculty input. Some of these decisions are better made at the department level. Instead of raising tuition on students, some administrative positions could be cut.</i></p> <p><i>Most non-teaching positions here at the college are women. Very few men in non-teaching positions.</i></p> <p><i>It seems that layers of administrative bureaucracy interfere with forward motion of the institution. Program decisions should be made at the appropriate level. It seems that decisions get stuck on the dean's desk. Make a decision and if it is the wrong direction then we can correct it.</i></p> <p><i>Recent administrative changes have made it difficult for our institution to function. It is unclear if decisions should be made at the Department or Dean or at the VP or at the Presidential level. Decisions made at one level are not necessarily supported at the other levels. Ultimately, at any of these levels, decisions should be made in regards to what is best for our students, but this seems to often not be our main focus in decision making.</i></p> <p><i>I just truly think the college is not for the community or its community students and is only for a certain group of students that the college seems to favor over others of minority background.</i></p> <p><i>Student academic needs are not being considered when making administrative decisions.</i></p> <p><i>Communication still appears to be an issue after having completed this survey for several years now. Employees are more receptive to ideas when they feel they have been included on the discussions around them and had input into the final outcome. It's ridiculous to think the people sitting on the SLT really know what everyone under them is doing and/or is responsible for.</i></p> <p><i>Organization and sharing of information is least favorable. Recently, the board chose a new VP for Student Development, yet those in Student Development were not notified that we had a new VP. We found out a couple of days after the decision was made through a communications email.</i></p> <p><i>In the last few years, academic decisions made by the many directors and deans are not thoroughly discussed with academic departments or committees, and many of these decisions are implemented without the cooperation of academic departments.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Communication is the worst it has ever been. Departments make changes and never notify areas that these decisions affect. We are not aware of these changes until students inform us. I think above all communication is what we really need to work on.</i></p> <p><i>Communication between departments could be better. When there are events happening at the college and they are not listed on the event sheet, there is no way I can direct the student or the public to where they need to go.</i></p> <p><i>There is no effective planning from the highest management. The front line employees are constantly fighting fires along with new tasks that are thrust upon them. Many of the best employees are overworked and constantly stressed. JJC needs to take steps back and complete the projects that are in the works before adding more onto the employees.</i></p> <p><i>I believe that the administration and the board should listen to the faculty more in making decisions in the best interests of students.</i></p> <p><i>Administrative decision making at the dean and vice presidential level is very slow and often is not based on the best interests of the institution and students. Efforts are not made to solicit input from individuals involved in solving problems or implementing solutions.</i></p> <p><i>I fail to understand why college meetings that would benefit from faculty input are scheduled at times when we are typically in class. Tuesday and Thursday afternoons at 3:00 have been a long-standing meeting time. Classes for full time faculty are not scheduled during this time period.</i></p> <p><i>There is a great lack of respect from the top down and from the bottom up. Decisions have been made concerning the department and we have not been given the respect to be included in the discussion of the decision and what affect that decision would have on the department and the work that is currently be done.</i></p> <p><i>Many departments are short staffed, but when we have a staff member retire, we have to justify getting a replacement for that existing position. We are so busy just trying to keep up with day-to-day work that it's impossible to work on improvement projects. I have lost all hope of moving forward in my career here at JJC because of the way departments are run and the inflexibility we have been forced into by current policies.</i></p> <p><i>The overall morale at JJC is very low. It is evident with the amount of administrators/staff that have left in the last year alone. No one has confidence in SLT.</i></p> <p><i>As a new staff member, I feel that we got almost no guidance as to the procedures and expectations of us as employees. I believe that we were also looked at poorly if we asked for help, like it inconvenienced office staff. We are not encouraged to work together, and there is little to no communication.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>There is very little communication and cooperation between departments. No one seems to want to help each other. It's every department for themselves.</i></p> <p><i>It is challenging to be motivated when some team members are not held to the same high standards. While I love my work and students, I feel less than supported when bad behavior of coworkers (late to meetings, rude, unappreciative, lacking follow through, etc.) is never addressed. There is a lack of respect for those of us that work very hard to support students.</i></p> <p><i>Many employees within this organization are set in their ways and have a difficult time dealing with change. It can be challenging to present new ideas to these individuals, since they are likely to react in a negative manner to suggestions on how to work more efficiently.</i></p> <p><i>My perception of our college is that departments don't work well together, and that the interest of the student is sometimes forgotten in this quest of competition between divisions of the university.</i></p> <p><i>I have a great rapport with my dean and direct supervisor, but I do not feel welcome or valued by the rest of the full-time staff. None of my colleagues have attempted to get to know me or include me in decisions being made about the program, etc. At times, I have felt belittled or dismissed by them, which also affects my motivation.</i></p> <p><i>There is an atmosphere of distrust between the Board of Trustees and faculty. The Board and administration communicate a sense that they do not think faculty work hard or are dedicated to their jobs. That is reflected in the faculty contract and the manner in which faculty are treated by administrators.</i></p> <p><i>There are too many layers of Administration have made it impossible to get anything done and too many extra steps have been added and follow through is practically non-existent above the level of department chair.</i></p> <p><i>We also have too many vice president positions at this college. Two or three vice-presidents are needed, one administrative, one academic, and maybe one other. Do we really need a Vice President of Student Development, Dean of Students, and a Dean of Student Success?</i></p> <p><i>Joliet Junior College is too saturated with administrative positions and not enough positions to help at the student level. Additionally, it is apparent that politics play a huge role in filling open positions and frequently the best candidate for a position is overlooked.</i></p> <p><i>JJC seems to be getting a little top heavy. It seems as though we keep creating new administrative positions (deans, VP's, directors, etc.) that may or may not be necessary.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>There seems to be a trend toward part-time employment. This means I have to look elsewhere to find a job that meets my goals. I have applied to internal positions and never received even a written letter stating that I wasn't being considered or that the position had been filled. Most jobs that are posted are filled before they are even posted which is frustrating. The restriction of the number of part-time hours due to potential healthcare changes is also frustrating.</i></p> <p><i>There are very limited opportunities for advancement within the institution, causing qualified individuals seeking career growth at other institutions. It is very difficult, and in fact almost non-existent for a deserving, qualified person to be promoted into an open position without having to go through an open application process. There needs to be a serious effort made to promote qualified people to open positions before seeking to go to the outside.</i></p> <p><i>Opportunities for advancement are almost non-existent. Usually, if you want to advance the institution will more than likely hire from the outside and not from within. Those working here should be considered first and given the opportunity for the job then playing politics.</i></p> <p><i>JJC does not have a clear method to make decisions and there are few policies in place to actually get the work of the college done. Past practices are in place that are not best practices and in fact can hinder the effectiveness of the school but are still followed and encouraged.</i></p> <p><i>Process management is poor across the board. This issue may be seen as a component of communications, but it is really a failure to understand impact and provide clear directives.</i></p>
Supervisory Relationship (n=11)	<p><i>I never receive any feedback, positive or negative from my department. I don't feel like my talents, education, and work are valued, except insofar as they fill an institutional need. I am treated like an interchangeable part.</i></p> <p><i>My department is invisible because of a lack of leadership from the department chair and support from the dean to demand performance. Without department chair's support, it is difficult to accomplish goals beyond teaching individual classes. Too much emphasis is placed on their decisions and the administration ineffectively supervises them. There is no effective means to act without department chair's approval and no strength of leadership exhibited from dean.</i></p> <p><i>I have had no employee evaluation in years. I have no idea if I do a good job or a poor job. My supervisor attends meetings but brings back no information to the department. I find out things through the grapevine.</i></p> <p><i>My supervisor has made many changes but has not consulted with current employees as to whether these changes would be viewed as positive. Very few appear to be. She lacks professionalism in her communications with her staff. It is hard to respect someone, when as supervisor. She lacks the very skills our department is trying to provide for our students.</i></p> <p><i>Student evaluations take too long to be received by the instructor, if at all.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
Teamwork (n=14)	<p><i>There is no communication among our team members. If you are in the in crowd, you are privy to everything, if not, you are kept in the dark at all times. There are no staff meetings to discuss our progress, and the only way I can get any information is to go straight to my direct supervisor and ask. Even then, I feel most things are not properly explained.</i></p> <p><i>There is an atmosphere of distrust and fear in my department. It is hard for a spirit of cooperation to exist when many of us are being constantly watched and every word and action is being reported on.</i></p> <p><i>There is no transparency. Within our department, decisions are made by a handful of people. When I started, I was excited to be part of the team, but I find that people are petty and overly protective of their position and ignore what must be done to keep our standard of education high and applicable to finding work in a modern world.</i></p> <p><i>I do not like the departmental politics, posturing, and complaining that seems to undermine the morale of those of us who are trying to do our jobs well.</i></p>
Student Focus (n=15)	<p><i>It is downright negligent that ever student's opinion isn't sought in every single section, regardless of tenure cycle status. If we are really here for the students, we would ask every student about every teacher in every class during every semester.</i></p> <p><i>It's frustrating when departments set rules and regulations for students to follow to ensure that all students are receiving equal and fair opportunities and a student is denied for not following those set rules and regulations but goes to a higher office to complain and gets his/her way. This common practice among JJC administration makes the office setting the rules and regulations look foolish to the student. It's making the student feel like they are entitled to whatever he/she wants. The students know that if they get an answer they do not like, they can go to someone higher and get what they want.</i></p> <p><i>Very little is expected from faculty to engage with students outside the classroom. PPD does not challenge or interest faculty. We need more student activities that inspire creative and critical thinking.</i></p> <p><i>I feel that the students and staff in DAEL are not treated the same as other divisions. This is made obvious to students in the inability to use library services, the quality of our building and the overall treatment of our students. Many of our students are transitioned to the college so their learning environment on both sides should be the same.</i></p> <p><i>I think that the college has a good environment and very good teachers. What needs to be done is to guide students and be stricter on rules and regulations. The level of education and expectation from students should be raised high, to be able to compete with the real world.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>The new student center may be student friendly, but our online registration is not. It is very difficult to navigate and understand.</i></p> <p><i>A few members in the Dean of Students office can treat students unfairly. A no tolerance policy is not necessary in the best interest of students. We all make mistakes and most students should be given a second chance allowing for mentoring and guidance to improve behavior. We are here to make a difference in students' lives, not to condemn them.</i></p>
Other (n=58)	<p><u>Adjunct</u></p> <p><i>Adjunct faculty are the backbone of this college, and they are severely underpaid when compared to full-time faculty. Also, too much preference is given to full-time faculty, such as allowing them to take over established courses without any reason other than pulling rank.</i></p> <p><i>Considering that the adjunct faculty make up a sizeable portion of the overall teaching faculty, there is a disproportionate amount of time focused on them (i.e training, mentoring, lack of timely reviews, etc.).</i></p> <p><i>As an adjunct, I have absolutely no chance for advancement and little opportunity for professional development in my field unless I pay for it. I also have no health insurance or any other benefits. While I like teaching, it is getting more and more difficult to keep from being completely discouraged when I never know from one semester to another whether my classes will be canceled and I am one illness away from financial ruin.</i></p> <p><i>As an adjunct professor, I teach up to 11 credits in a semester and provide many additional benefits to the school. Yet the school does not value my contribution enough to either make me a full-time instructor or compensate me at a level that is commensurate with my peers. Adjunct faculty feels like second-class citizens.</i></p> <p><i>As an adjunct, I feel that we are at times given limited information and are somewhat out of the mainstream loop. Some additional efforts are needed to better integrate this portion of the colleges' staff.</i></p> <p><u>Leadership &amp; Board of Trustees</u></p> <p><i>Politics control every decision made at this college along with the Board of Trustees. College administration are not allowed to make decisions on their own, nor do they ever communicate from top down.</i></p> <p><i>The Board doesn't understand what goes on day to day. They only think of building new buildings with little thought given to whom will man it for the students.</i></p> <p><i>The administration is too concerned with micro-management of the educational process. They and the Board seem more interested in running the college like a business, which is counter intuitive to the purpose of education.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I feel that the Board of Trustee members have absolutely no idea of what is actually happening in the front line at JJC. They only come to higher priced activities and never to end of semester productions/performances or even to roam the hallways to see what the general climate is at JJC for students and employees unless there is a political gain in it.</i></p> <p><i>The turnover in Administration has been very disruptive to the workflow. Each new administrator has to come in and leave his or her mark by changing a process or policy, which is changed again by the next administrator. What works best for students is often lost in the process.</i></p> <p><i>The Board micromanages to the point of stymying progress in many simple day-to-day operations such as hiring, planning, and purchases. Many of the problems with moving forward in a reasonable amount of time are based in fear or concern that the Board hasn't had enough notification and oversight in simple matters.</i></p> <p><i>The Board of Trustees does not appear to trust the faculty and seems more concerned with politics than higher education. I recognize that the number of administrative vacancies during the past year has been highly unusual, but it feels like we are on a boat with no one at the wheel and a broken rudder. The administrators that we do have are too busy micro-managing the faculty to think about the big picture.</i></p> <p><i>Politics and communication continue to be issues. The Board of Trustees also continues to micro-manage rather than focusing on their duties as elected representatives of the college community. Decisions that have wide-spread impact on the college continue to be made at all levels, are generally poorly communicated and always after the fact.</i></p> <p><u>Budget</u></p> <p><i>We have a lot of waste of material and free goodies for students and staff. It should be reviewed and cut out. It is expensive and incurs a financial burden on the students. We have just had approval for a raise in tuition of \$4 per credit hour. Our enrollment is down and is going to proceed in that direction unless cuts of expenses of frivolous things are not administered.</i></p> <p><i>JJC's cost savings committee says that the college must be closed Friday, Saturday, Sunday in the summer to save money, yet the college spends on esoteric inverted-U shaped lighting in the campus center and the NS/PE extension, and a fountain in front of the campus center. JJC has money to spend on a garden in the NS/PE extension, instead of building bigger/better classrooms or buying DVD/CD players that work. JJC has money to spend on changing toilets and other fixtures in the bathrooms while saying that savings are needed.</i></p> <p><i>It's frustrating and scary to see all of the waste that goes on at the college. We hear about cuts and health care increases, but the college continues to hire pricey consultants and travel instead of waiting until we're in a better situation.</i></p>

## CONCLUSION

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

Overall the following have been identified as the top performance areas at Joliet Junior College. Seven of these items represent the Student Focus climate factor (items #8, #17, #18, #31, #35, #37 and #40) and three represent the Supervisory Relationships climate factor (items #2, #9, and #39).

- The extent to which I feel my job is relevant to this institution's mission, 4.39 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.09 (#18)
- The extent to which this institution prepares students for further learning, 4.06 (#37)
- The extent to which my supervisor expresses confidence in my work, 4.06 (#2)
- The extent to which students receive an excellent education at this institution, 4.04 (#31)
- The extent to which this institution prepares students for a career, 4.04 (#35)
- The extent to which I am given the opportunity to be creative in my work, 3.96 (#39)
- The extent to which faculty meet the needs of the students, 3.94 (#17)
- The extent to which students are assisted with their personal development, 3.92 (#40)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.92 (#9)

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, 3.75 (#51)
- The level of my own professional morale working at this college, 3.47 (#54)
- The extent to which the college follows up on plans with action, 3.13 (#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, 2.85 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 2.91 (#15)
- The extent to which decisions are made at the appropriate level at this institution, 2.92 (#4)
- The extent to which information is shared within this institution, 2.92 (#10)
- The extent to which this institution is appropriately organized, 2.98 (#32)
- The extent to which a spirit of cooperation exists at this institution, 3.05 (#25)
- The extent to which open and ethical communication is practiced at this institution, 3.05 (#16)
- The extent to which institutional teams use problem-solving techniques, 3.14 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.19 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.25 (#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, 2.40 (#50)
- The extent to which the Board of Trustees seriously considers my department's ideas, 2.59 (#53)
- The extent to which communication occurs effectively up, down, and across different units of the organization, 2.60 (#48)

The most favorable areas cited in the open-ended questions pertain to the Institutional Structure Climate factor, and specifically the spirit of cooperation that exists within the institution. The least favorable aspects cited in the open-ended responses were found in the Other factor. The comments call attention to specific issues regarding the leadership at the institution.

## REFERENCES

- Astin, A. W. & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.
- Babbie, E. R. (1990). *Survey research methods* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth Publishing.
- Baker, G. A., & Associates. (1992). *Cultural leadership: Inside America's community colleges*. Washington, DC: Community College Press.
- Baker, G. A., & Glass, J. C. (1993). *The McClelland-Atkinson model of motivation*. Unpublished manuscript. University of Texas at Austin.
- Bass, D. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Blanchard, K. (1985). *Situational leadership II*. San Diego: Blanchard Training and Development.
- Bolman, L.G. & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Caison, A. (2005). *PACE survey instrument exploratory factor analysis*. Report, NILIE, Raleigh, North Carolina.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D., McKee, A. & Boyatzis, R. E. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard University Press.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-338.
- Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.
- Likert, R. (1967). *The human organization: Its management and value*. New York: McGraw-Hill.
- Lipman-Blumen, J. (1996). *Connective leadership: Managing in a changing world*. Oxford, UK: Oxford University Press.
- Northouse, P.G. (2004). *Leadership: Theory and practice* (3<sup>rd</sup> ed). Thousand Oaks, CA: Sage Publications.
- Roueche, J. E., & Baker, G. A. (1987). *Access and excellence: The open-door college*. Washington DC: Community College Press.
- Schein, E. H. (2004). *Organizational culture and leadership* (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Tiu, S. (2001). *Institutional effectiveness in higher education: Factor analysis of the personal assessment of college environment survey instrument*. Unpublished doctoral dissertation, North Carolina State University, Raleigh.
- Yukl, G. S. (2002). *Leadership in organizations* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.