



National Initiative for Leadership & Institutional Effectiveness

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# **Barton College Great Bend, Kansas**

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

by

**Antonio Bush & Kate Zhang**

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

**North Carolina State University**

**April 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>

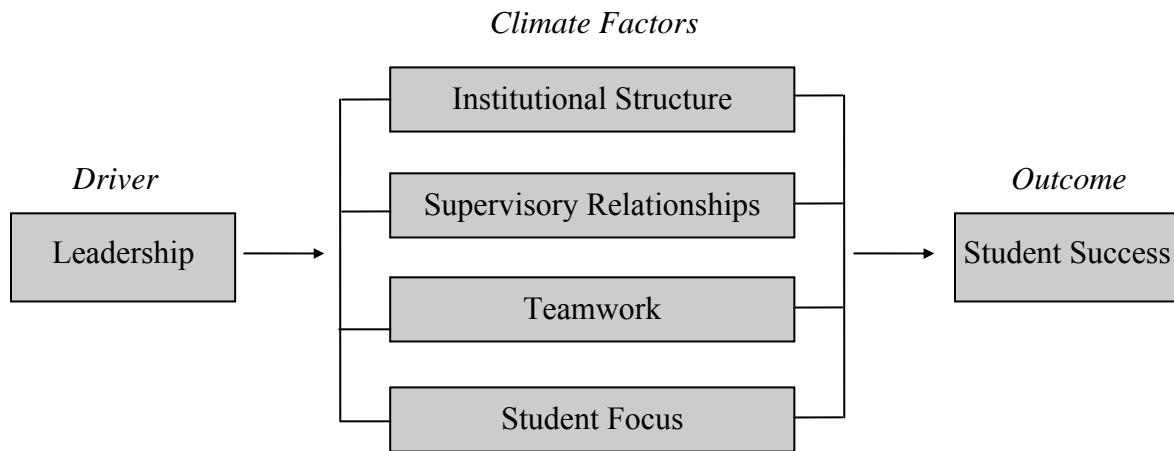
College of Education  
North Carolina State University  
300 Poe Hall, Box 7801  
Raleigh, NC 27695-7801

# EXECUTIVE SUMMARY

In April 2012, the Personal Assessment of the College Environment (PACE) survey was administered to 422 employees at Barton Community College (BCC). Of those 422 employees, 181 (42.9%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist BCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of BCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.

**Figure 1.** The PACE Model



NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate. The other systems were Consultative (System 3), Competitive (System 2) and Coercive (System 1). In agreement with Likert, NILIE has concluded that Collaborative (System 4) is the climate to be sought as opposed to existing naturally in the environment. Likert discovered that most of the organizations he studied functioned at the Competitive or Consultative levels. This has been NILIE's experience as well, with most college climates falling into the Consultative system across the four factors of the climate instrument.

Of the more than 120 studies completed by NILIE, few institutions have been found to achieve a fully Collaborative (System 4) environment, although scores in some categories may fall in this range for some classifications of employees. Thus, if the Collaborative System is the ideal, then this environment is the one to be sought through planning, collaboration, and organizational development.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. They also completed a Customized section designed specifically for Barton Community College. Respondents were asked to rate the four factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at BCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 60 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at BCC included 52 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of “1” to a high of “5.” Of the 52 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2) or the Competitive range (rated between 2 and 3). Forty-two fell within the Consultative range (rated between 3 and 4), and 10 composite ratings fell within the Collaborative range (rated between 4 and 5).

At BCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.77 mean score or high Consultative system. The Student Focus category received the highest mean score (4.04), whereas the Institutional Structure category received the lowest mean score (3.44). When respondents were classified according to Personnel Classification at BCC, the composite ratings were as follows: Full-time Faculty (3.72), Staff (3.77), Part-Time/Associate Faculty (3.96), and Administrators (3.68).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.51 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.34 (#2)
- The extent to which students receive an excellent education at this institution, 4.15 (#31)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.12 (#9)
- The extent to which this institution prepares students for further learning, 4.12 (#37)
- The extent to which this institution prepares students for a career, 4.10 (#35)
- The extent to which I am given the opportunity to be creative in my work, 4.09 (#39)
- The extent to which faculty meet the needs of the students, 4.02 (#17)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.99 (#18)
- The extent to which students' competencies are enhanced, 3.98 (#19)
- The extent to which students are central to what we do, 3.98 (#7)

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

- The extent to which information is shared within this institution, 3.07 (#10)
- The extent to which open and ethical communication is practiced at this institution, 3.13 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.17 (#25)
- The extent to which I am able to appropriately influence the direction of this institution, 3.18 (#15)
- The extent to which I have the opportunity for advancement within this institution, 3.24 (#38)
- The extent to which this institution is appropriately organized, 3.32 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.33 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.35 (#11)
- The extent to which I receive adequate information regarding important activities at this institution, 3.49 (#41)
- The extent to which this institution has been successful in positively motivating my performance, 3.50 (#22)

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

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# LEADERSHIP RESEARCH

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

Climate refers to the prevailing condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment) at a particular point in time. Essentially then, climate is a subset of an organization’s culture, emerging from the assumptions made about the underlying value system and finding expression through members’ attitudes and actions (Baker & Associates, 1992).

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive accepted patterns of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they experience patterns of behavior that are self-serving, autocratic, or punishing, then they see a negative climate. The importance of these elements as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well documented in the research literature for more than 40 years (Baker & Associates, 1992).

NILIE’s present research examines the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (2002) defined leadership as “the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (p. 7). The concept of leadership has been studied for many years in a variety of work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to conceptualize and measure organizational climate began in the 1960s with Rensis Likert’s work at the University of Michigan. A framework of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, as reported in Baker and Glass (1993).

The first adaptation of Likert’s climate concepts research to higher education organizations was employed at the various campuses of Miami-Dade Community College, Florida, in 1986. A modified version of the Likert profile of organizations was used in a case study of Miami-Dade Community College and reported by Roueche and Baker (1987).

Results of the Miami-Dade study indicated that Likert's four-system theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University. Various versions of the PACE instrument were field-tested through NILIE's efforts, and several doctoral dissertations.

From Likert's original work and research methods, NILIE identified four leadership models and organizational systems ranging from Coercion to Collaboration. The Collaborative System, referred to as System 4, is generally seen as the ideal climate to be achieved, since it appears to produce better results in terms of productivity, job satisfaction, communication, and overall organizational effectiveness (Likert, 1967). The various NILIE research studies have verified that the Collaborative System is the climate to be sought. NILIE's research supports the conclusion that most organizations function between the Competitive (System 2) and Consultative (System 3) levels across the four climate factors of the instrument (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus).

Coercion represents the least desirable climate and constitutes a structured, task-oriented, and highly authoritative leadership management style. This leadership style assumes that followers are inherently lazy, and to make them productive, the manager must keep after them constantly. Interestingly, a few employees in almost all organizations evaluated by NILIE hold this view of the organizational climate. However, as a rule, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a Collaborative model is characterized by leadership behaviors that are change-oriented, where appropriate decisions have been delegated to organizational teams, and leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This model is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive. It also assumes that the nature of work calls for people to come together in teams and groups in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, especially in the face of present and near future challenges such as new technologies, demands for accountability and the desire to accurately measure learning outcomes.

As the perceptions of the staff, faculty, and administrators approach the characteristics of the Collaborative environment, better results are achieved in terms of productivity and cost management. Employees are absent from work less often and tend to remain employed in the organization for a longer period of time. The Collaborative model also produces a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors (Likert, 1967). In addition, various researchers (Blanchard, 1985; Stewart, 1982; Yukl, 2002) suggest that adapting leadership styles to fit particular situations according to the employees' characteristics and developmental stages and other intervening variables may be appropriate for enhancing productivity. Table 1 is a model of NILIE's four-systems framework based on Likert's original work and modified through NILIE's research conducted between 1992 and the present.

**Table 1.** NILIE Four Systems Model

System 1	System 2	System 3	System 4
Coercive	Competitive	Consultative	Collaborative
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization oppose the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization.

Astin and Astin (2000) note that the purposes of leadership are based in these values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;
- To promote harmony with nature and thereby provide sustainability for future generations; and
- To create communities of reciprocal care and shared responsibility where every person matters and each person’s welfare and dignity is respected and supported (p. 11).

Studies of leadership effectiveness abound in the literature. Managers and leaders who plan change strategies for their organizations based on the results of a NILIE climate survey are encouraged to review theories and concepts, such as those listed below, when planning for the future.

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.
- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).
- Situational leadership theories (see Northouse, 2004; Yukl, 2002).
- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).
- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help Barton Community College understand and improve the overall climate by examining perceptions and estimates of quality and excellence across personnel groups. This report may also provide benchmarks and empirical data that can be systematically integrated into effective planning models and change strategies for Barton Community College.

# METHOD

## **Population**

In April 2012, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Barton Community College. Of the 422 employees administered the instrument, 181 (42.9%) completed and returned the instrument for analysis. Of those 181 employees, 101 (55.8%) 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 BCC 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 BCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of BCC 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 approximately two 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 Barton Community College was also included in the administration of the instrument. A total of 52 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 BCC 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.

## 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 BCC's 2010 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.

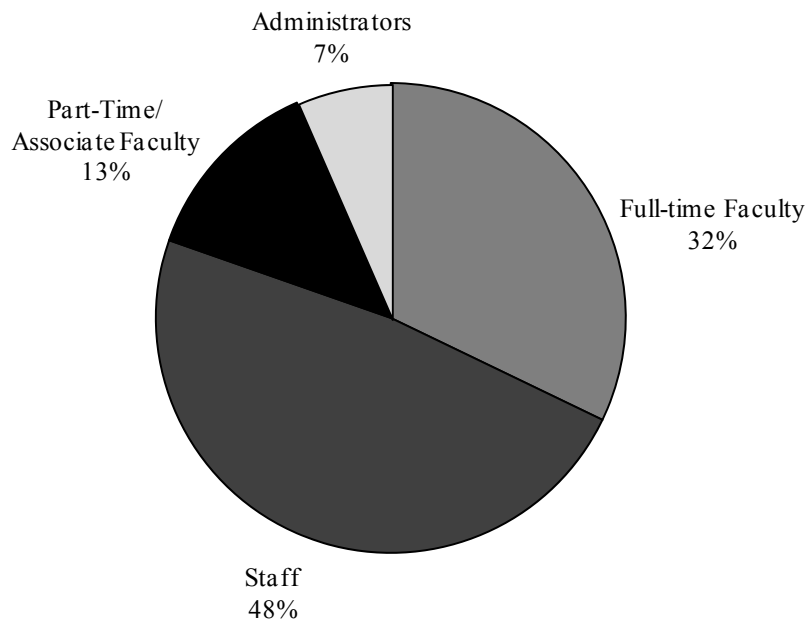
### Respondent Characteristics

Of the 422 BCC employees administered the survey, 181 (42.9%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Refer to Table 3 and Figure 2. Caution should be used when making references 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>
Full-time Faculty	70	54	77.1%
Staff	200	81	40.5%
Part-Time/Associate Faculty	139	22	15.8%
Administrators	13	11	84.6%
Did not respond		13	
Total	422	181	42.9%

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



13 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>2010 # of Responses</b>	<b>2010 % of Responses</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>
<b>What category best describes your employment status:</b>				
Full-time Faculty	62	28.8%	54	29.8%
Staff	103	47.9%	81	44.8%
Part-Time/Associate Faculty	27	12.6%	22	12.2%
Administrators	22	10.2%	11	6.1%
Did not respond	1	0.5%	13	7.2%
<b>What is your primary employment location:</b>				
Great Bend	159	74.0%	105	58.0%
Grandview Plaza	4	1.9%	1	0.6%
Fort Riley	32	14.9%	40	22.1%
Military School	6	2.8%	7	3.9%
Online	6	2.8%	6	3.3%
Other Locations	5	2.3%	7	3.9%
Did not respond	3	1.4%	15	8.3%
<b>Select the category which best identifies your primary instructional role:</b>				
Not an Instructor	106	49.3%	76	42.0%
Great Bend - Academic Transfer	41	19.1%	22	12.2%
Great Bend - Technical & Workforce	24	11.2%	23	12.7%
Grandview Plaza	4	1.9%	1	0.6%
Fort Riley - Academic Transfer	17	7.9%	22	12.2%
Fort Riley - Military School	10	4.7%	7	3.9%
Remote Location – ITV	0	0.0%	1	0.6%
Remote Location – High School	1	0.5%	2	1.1%
Remote Location - BOL	7	3.3%	8	4.4%
Did not respond	5	2.3%	19	10.5%
<b>What is the highest degree you have earned:</b>				
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	N/A	N/A	3	1.7%
Doctoral degree (e.g., Ph.D., Ed.D.)	N/A	N/A	4	2.2%
Master's degree	84	39.1%	66	36.5%
Bachelor's degree	61	28.4%	53	29.3%
Associate's degree	24	11.2%	18	9.9%
High School diploma or GED	11	5.1%	23	12.7%
Did not respond	2	0.9%	14	7.7%

N/A – Option was not available for the 2010 survey administration

**Table 4.** Continued.

<b>Demographic Variable</b>	<b>2010 # of Responses</b>	<b>2010 % of Responses</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>
<b>Please select the race/ethnicity that best describes you:</b>				
Hispanic or Latino, of any race	9	4.2%	4	2.2%
American Indian or Alaska Native, not Hispanic or Latino	1	0.5%	1	0.6%
Asian, not Hispanic or Latino	0	0.0%	0	0.0%
Black, not Hispanic or Latino	1	0.5%	1	0.6%
Native Hawaiian or other Pacific Islander, not Hispanic or Latino	1	0.5%	1	0.6%
White, not Hispanic or Latino	196	91.2%	150	82.9%
Two or more races, not Hispanic or Latino	N/A	N/A	7	3.9%
Did not respond	7	3.3%	17	9.4%
<b>What is the approximate distance from your residence to your work location:</b>				
<10 miles	98	45.6%	73	40.3%
10-20 miles	57	26.5%	41	22.7%
20-40 miles	45	20.9%	31	17.1%
40+ miles	10	4.7%	17	9.4%
Did not respond	5	2.3%	19	10.5%
<b>What is your combined length of service with Barton in any role or location:</b>				
0-5 years	79	36.7%	65	35.9%
6-15 years	76	35.3%	61	33.7%
> 15 years	55	25.6%	36	19.9%
Did not respond	5	2.3%	19	10.5%
<b>If you are a supervisor, how many employees/student workers do you directly oversee:</b>				
I am not a supervisor	134	62.3%	121	66.9%
1-3 people	28	13.0%	15	8.3%
4-9 people	17	7.9%	15	8.3%
10 or more people	17	7.9%	8	4.4%
Did not respond	19	8.8%	22	12.2%

N/A – Option was not available for the 2010 survey administration

## Comparative Analysis: Overall

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

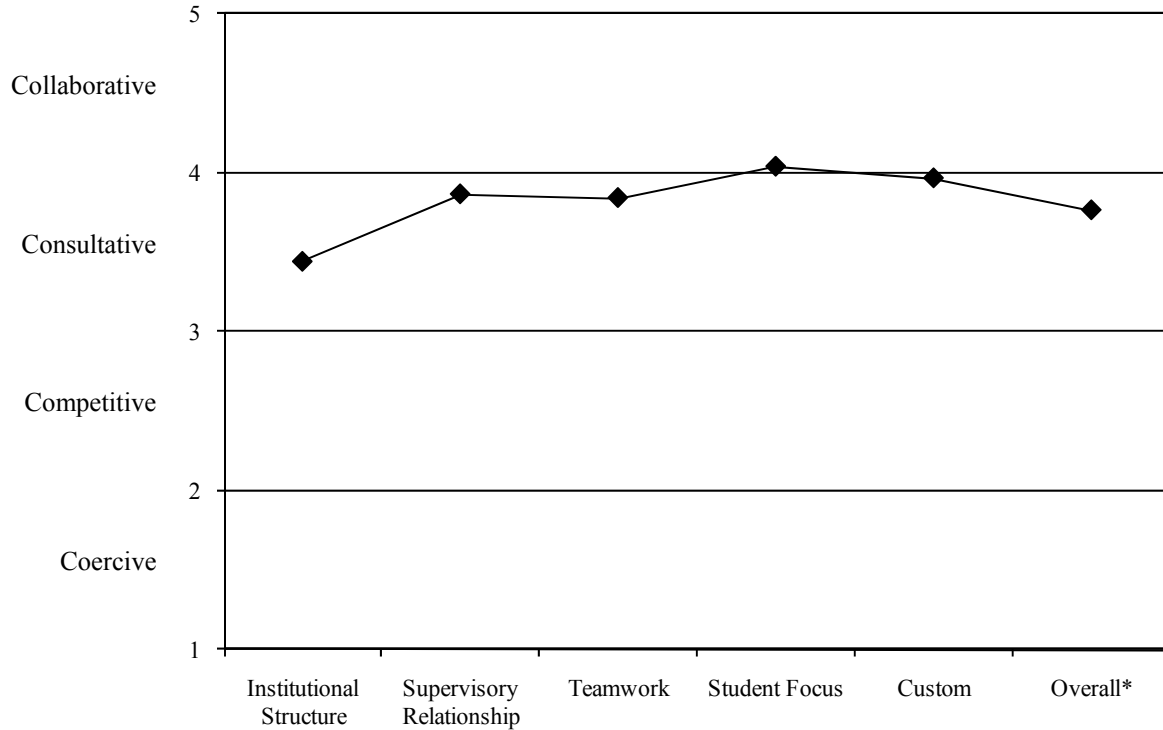
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.04), which represented a low-range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.44) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. (See also Figure 3). When compared to the revised 2010 BCC mean scores, the BCC 2012 mean scores increased.

**Table 5.** Barton Community College Climate as Rated by All Employees

<b>Factor</b>	<b>2010 BCC</b>	<b>2012 BCC</b>
Institutional Structure	3.39	3.44
Supervisory Relationships	3.69	3.86
Teamwork	3.71	3.84
Student Focus	3.95	4.04
Custom	3.88	3.96
<b>Overall*</b>	3.66	3.77

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

**Figure 3.** Barton Community College Climate as Rated by All Employees Combined Using Composite Averages



In reviewing each of the items separately, the data shows that of the 52 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0) or the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-two fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 10 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=42) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.77 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 52 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 BCC 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 BCC.

**Table 6.** Comparative Mean Responses: Institutional Structure

<b>Institutional Structure</b>	<b>2010 Mean (SD)</b>	<b>2012 Mean (SD)</b>
1 The extent to which the actions of this institution reflect its mission	3.89 (0.76)	3.85 (0.99)
4 The extent to which decisions are made at the appropriate level at this institution	3.11 (1.09)	3.33 (1.24)
5 The extent to which the institution effectively promotes diversity in the workplace	3.74 (0.89)	3.72 (1.05)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.77 (0.95)	3.73 (1.17)
10 The extent to which information is shared within the institution	2.94 (1.15)	3.07 (1.34)
11 The extent to which institutional teams use problem-solving techniques	3.21 (0.99)	3.35 (0.99)
15 The extent to which I am able to appropriately influence the direction of this institution	3.26 (1.03)	3.18 (1.14)
16 The extent to which open and ethical communication is practiced at this institution	3.13 (1.10)	3.13 (1.28)
22 The extent to which this institution has been successful in positively motivating my performance	3.46 (1.09)	3.50 (1.20)
25 The extent to which a spirit of cooperation exists at this institution	3.14 (1.20)	3.17 (1.28)
29 The extent to which institution-wide policies guide my work	3.65 (0.90)	3.76 (0.96)
32 The extent to which this institution is appropriately organized	3.30 (1.12)	3.32 (1.23)
38 The extent to which I have the opportunity for advancement within this institution	3.27 (1.13)	3.24 (1.27)
41 The extent to which I receive adequate information regarding important activities at this institution	3.54 (1.06)	3.49 (1.22)
44 The extent to which my work is guided by clearly defined administrative processes	3.46 (1.01)	3.63 (1.02)
<b>Mean Total</b>	<b>3.39 (0.77)</b>	<b>3.44 (0.93)</b>

T-test results indicate no significant differences between the 2010 means and the 2012 means ( $\alpha=0.05$ )

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

<b>Supervisory Relationships</b>		<b>2010 Mean (SD)</b>	<b>2012 Mean (SD)</b>
2	The extent to which my supervisor expresses confidence in my work	4.07 (1.17)*	4.34 (0.95)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.86 (1.22)*	4.12 (1.11)
12	The extent to which positive work expectations are communicated to me	3.55 (1.01)*	3.76 (1.00)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.47 (1.03)	3.63 (0.98)
20	The extent to which I receive timely feedback for my work	3.58 (1.06)	3.72 (1.03)
21	The extent to which I receive appropriate feedback for my work	3.60 (1.06)	3.80 (1.01)
26	The extent to which my supervisor actively seeks my ideas	3.79 (1.18)	3.80 (1.19)
27	The extent to which my supervisor seriously considers my ideas	3.75 (1.23)	3.94 (1.15)
30	The extent to which work outcomes are clarified for me	3.56 (0.96)*	3.82 (0.94)
34	The extent to which my supervisor helps me to improve my work	3.73 (1.14)	3.87 (1.11)
39	The extent to which I am given the opportunity to be creative in my work	3.94 (1.08)	4.09 (1.07)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.59 (1.09)	3.64 (1.16)
46	The extent to which professional development and training opportunities are available	3.49 (1.09)*	3.72 (1.11)
<b>Mean Total</b>		<b>3.69 (0.89)</b>	<b>3.86 (0.84)</b>

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

<b>Teamwork</b>		<b>2010 Mean (SD)</b>	<b>2012 Mean (SD)</b>
3	The extent to which there is a spirit of cooperation within my work team	3.80 (1.17)	3.90 (1.10)
14	The extent to which my primary work team uses problem-solving techniques	3.70 (0.91)	3.89 (0.97)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.68 (1.10)	3.83 (1.18)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.73 (1.16)	3.71 (1.24)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.65 (0.99)*	3.87 (1.07)
43	The extent to which a spirit of cooperation exists in my department	3.69 (1.20)	3.89 (1.17)
<b>Mean Total</b>		<b>3.71 (0.95)</b>	<b>3.84 (0.97)</b>

\* T-test results indicate a significant difference between the 2010 mean and the 2012 mean ( $\alpha=0.05$ )

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

<b>Student Focus</b>	<b>2010 Mean (SD)</b>	<b>2012 Mean (SD)</b>
7 The extent to which student needs are central to what we do	3.82 (0.97)	3.98 (1.06)
8 The extent to which I feel my job is relevant to this institution's mission	4.27 (0.74)*	4.51 (0.67)
17 The extent to which faculty meet the needs of students	3.99 (0.78)	4.02 (0.89)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.88 (0.80)	3.99 (0.82)
19 The extent to which students' competencies are enhanced	3.81 (0.84)*	3.98 (0.78)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.92 (0.86)	3.81 (1.04)
28 The extent to which classified personnel meet the needs of the students	3.92 (0.72)	3.79 (0.93)
31 The extent to which students receive an excellent education at this institution	4.10 (0.75)	4.15 (0.84)
35 The extent to which this institution prepares students for a career	3.94 (0.79)	4.10 (0.82)
37 The extent to which this institution prepares students for further learning	4.00 (0.74)	4.12 (0.85)
40 The extent to which students are assisted with their personal development	3.84 (0.78)	3.97 (0.85)
42 The extent to which students are satisfied with their educational experience at this institution	3.89 (0.65)	3.96 (0.75)
<b>Mean Total</b>	<b>3.95 (0.55)</b>	<b>4.04 (0.64)</b>
<b>Overall</b>	<b>3.66 (0.68)</b>	<b>3.77 (0.75)</b>

\* T-test results indicate a significant difference between the 2010 mean and the 2012 mean ( $\alpha=0.05$ )

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

<b>Customized</b>	<b>2010 Mean (SD)</b>	<b>2012 Mean (SD)</b>
47 The extent to which I believe Barton students acquire the skills needed to be successful in their academic program	3.99 (0.69)	4.07 (0.77)
48 The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.83 (0.93)	3.88 (1.01)
49 The extent to which I believe Barton builds effective partnerships to address workforce needs	3.89 (0.91)	3.90 (1.02)
50 The extent to which I believe Barton is a leader of economic development in the community	3.81 (0.92)	3.94 (0.95)
51 The extent to which I believe Barton provides individuals access to enriching activities and events (music and theater performances, gallery exhibits, athletic events, etc.)	4.00 (0.90)	4.16 (0.87)
52 The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services	3.84 (0.86)	3.85 (1.07)
<b>Mean Total</b>	<b>3.88 (0.72)</b>	<b>3.96 (0.80)</b>

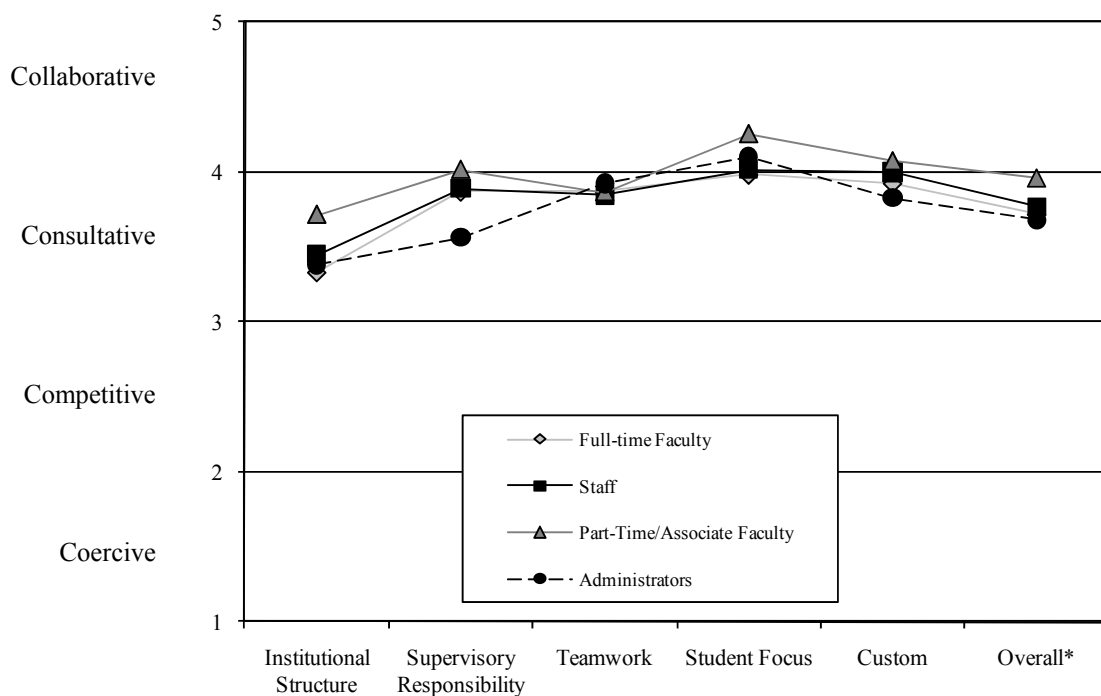
T-test results indicate no significant differences between the 2010 means and the 2012 means ( $\alpha=0.05$ )

## 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, Part-Time/Associate Faculty rated the four normative factors most favorable (3.96), whereas the Administrators rated the four normative factors least favorable (3.68). See also Table 11.

Figures 5 through 9 show the ratings of each employee group for each of the 52 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 Barton Community College.



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



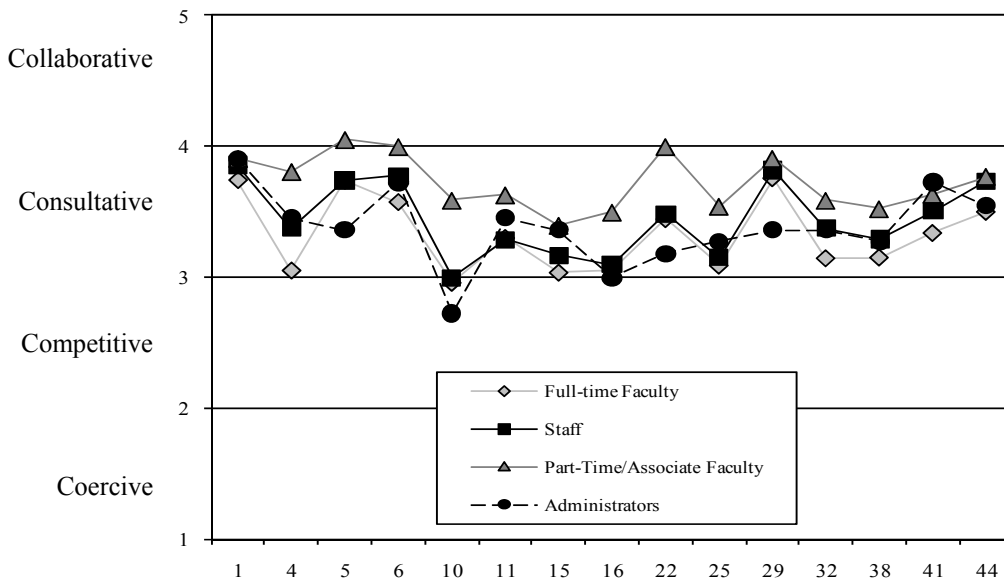
**Table 11.** Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	<b>Institutional Structure</b>	<b>Supervisory Relationships</b>	<b>Teamwork</b>	<b>Student Focus</b>	<b>Custom</b>	<b>Overall*</b>
<b>Full-time Faculty</b>						
2010	3.34	3.51	3.56	3.96	3.85	3.58
2012	3.33	3.87	3.87	3.98	3.93	3.72
<b>Staff</b>						
2010	3.32	3.68	3.67	3.92	3.83	3.62
2012	3.45	3.89	3.84	4.02	4.00	3.77
<b>Part-Time/ Associate Faculty</b>						
2010	3.65	4.01	3.86	4.03	4.14	3.88
2012	3.71	4.02	3.87	4.26	4.07	3.96
<b>Administrators</b>						
2010	3.53	3.92	4.11	3.95	3.88	3.83
2012	3.38	3.56	3.92	4.10	3.83	3.68

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

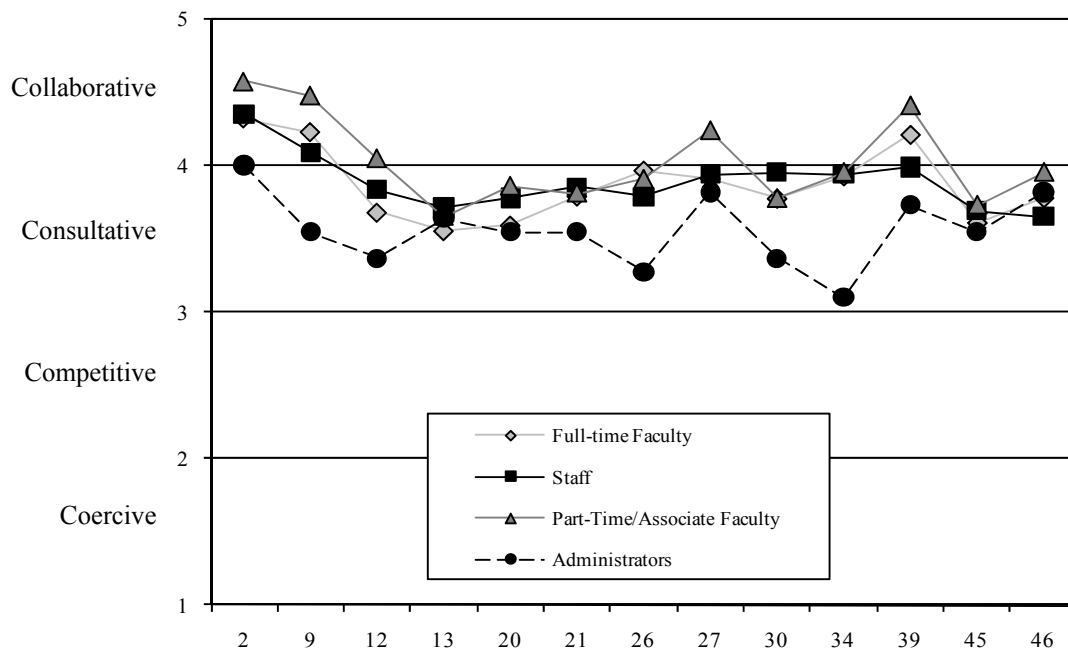
Institutional Structure		Full-time Faculty	Staff	Part-Time/Assoc. Faculty	Administrators
1	The extent to which the actions of this institution reflect its mission	3.74	3.86	3.91	3.91
4	The extent to which decisions are made at the appropriate level at this institution	3.06	3.38	3.81	3.45
5	The extent to which the institution effectively promotes diversity in the workplace	3.74	3.74	4.05	3.36
6	The extent to which administrative leadership is focused on meeting the needs of students	3.57	3.78	4.00	3.73
10	The extent to which information is shared within this institution	2.96	3.00	3.59	2.73
11	The extent to which institutional teams use problem-solving techniques	3.30	3.29	3.63	3.45
15	The extent to which I am able to appropriately influence the direction of this institution	3.04	3.17	3.40	3.36
16	The extent to which open and ethical communication is practiced at this institution	3.06	3.10	3.50	3.00
22	The extent to which this institution has been successful in positively motivating my performance	3.44	3.49	4.00	3.18
25	The extent to which a spirit of cooperation exists at this institution	3.09	3.15	3.55	3.27
29	The extent to which institution-wide policies guide my work	3.75	3.82	3.91	3.36
32	The extent to which this institution is appropriately organized	3.15	3.38	3.59	3.36
38	The extent to which I have the opportunity for advancement within this institution	3.15	3.29	3.53	3.27
41	The extent to which I receive adequate information regarding important activities at this institution	3.34	3.51	3.64	3.73
44	The extent to which my work is guided by clearly defined administrative processes	3.50	3.74	3.77	3.55

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



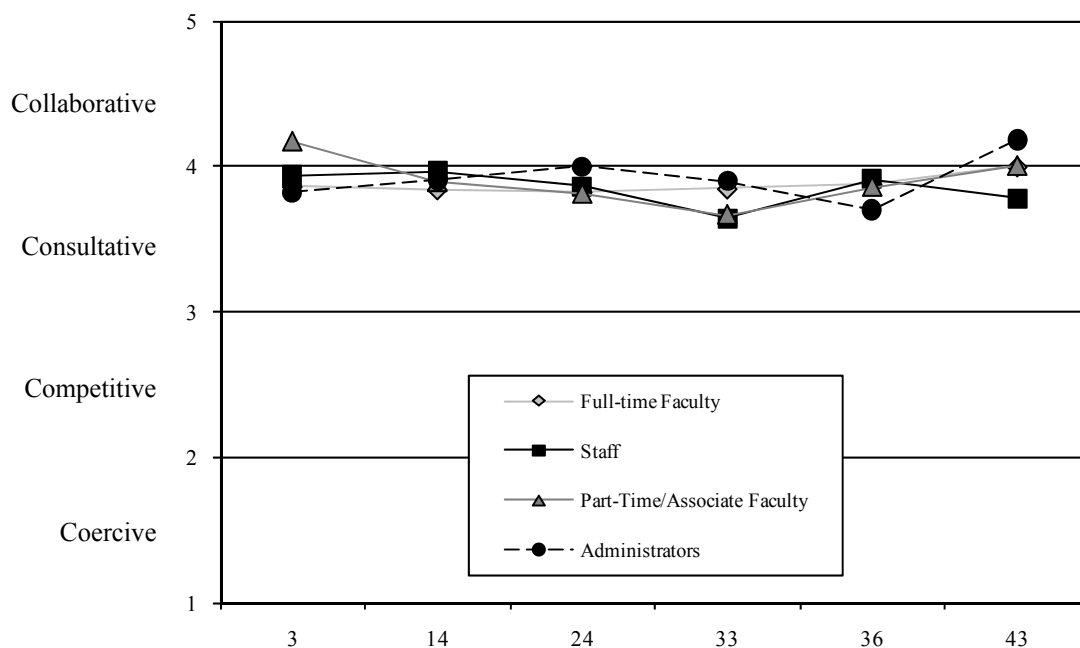
Supervisory Relationships		Full-time Faculty	Staff	Part-Time/Assoc. Faculty	Administrators
2	The extent to which my supervisor expresses confidence in my work	4.31	4.35	4.57	4.00
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.22	4.09	4.48	3.55
12	The extent to which positive work expectations are communicated to me	3.68	3.83	4.05	3.36
13	The extent to which unacceptable behaviors are identified and communicated to me	3.56	3.71	3.65	3.64
20	The extent to which I receive timely feedback for my work	3.59	3.78	3.86	3.55
21	The extent to which I receive appropriate feedback for my work	3.79	3.85	3.81	3.55
26	The extent to which my supervisor actively seeks my ideas	3.96	3.79	3.90	3.27
27	The extent to which my supervisor seriously considers my ideas	3.91	3.94	4.24	3.82
30	The extent to which work outcomes are clarified for me	3.77	3.95	3.77	3.36
34	The extent to which my supervisor helps me to improve my work	3.92	3.94	3.95	3.10
39	The extent to which I am given the opportunity to be creative in my work	4.20	3.99	4.41	3.73
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.61	3.69	3.73	3.55
46	The extent to which professional development and training opportunities are available	3.78	3.65	3.95	3.82

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



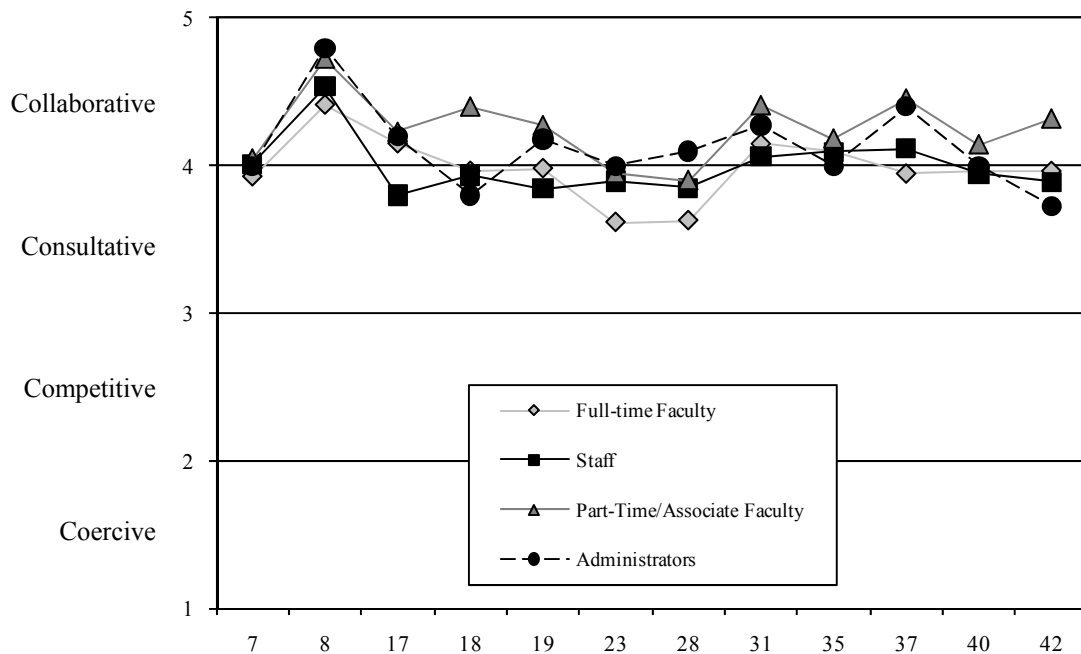
Teamwork		Full-time Faculty	Staff	Part-Time/Assoc. Faculty	Administrators
3	The extent to which there is a spirit of cooperation within my work team	3.86	3.94	4.17	3.82
14	The extent to which my primary work team uses problem-solving techniques	3.84	3.96	3.89	3.91
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.83	3.86	3.81	4.00
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.85	3.64	3.67	3.90
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.88	3.91	3.86	3.70
43	The extent to which a spirit of cooperation exists in my department	4.00	3.78	4.00	4.18

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



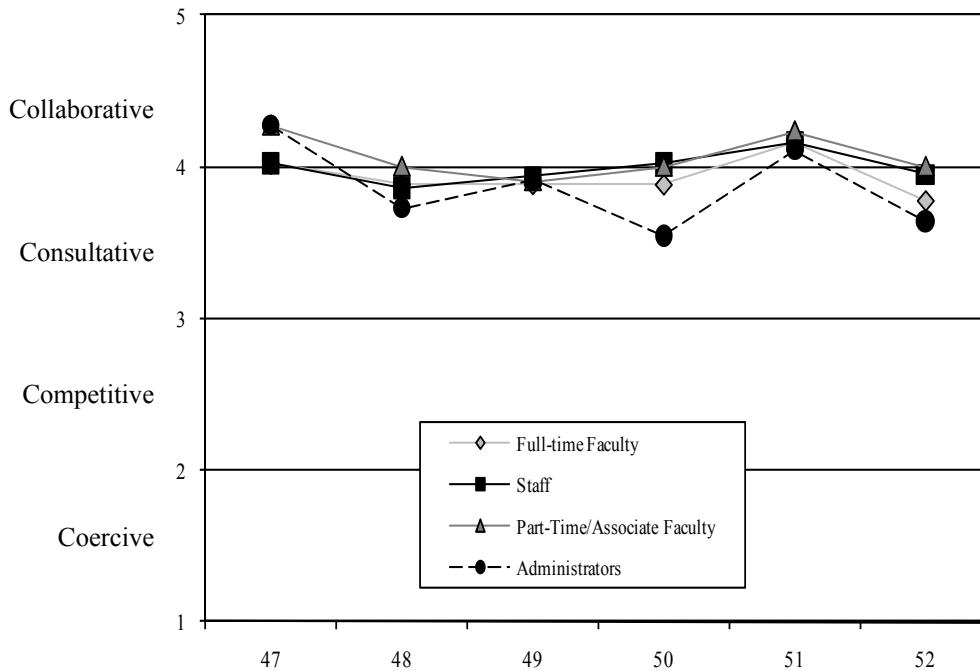
Student Focus	Full-time Faculty	Staff	Part-Time/Assoc. Faculty	Administrators
7 The extent to which student needs are central to what we do	3.93	4.01	4.05	4.00
8 The extent to which I feel my job is relevant to this institution's mission	4.42	4.54	4.73	4.80
17 The extent to which faculty meet the needs of the students	4.15	3.80	4.23	4.20
18 The extent to which student ethnic and cultural diversity are important at this institution	3.96	3.94	4.40	3.80
19 The extent to which students' competencies are enhanced	3.98	3.85	4.27	4.18
23 The extent to which non-teaching professional personnel meet the needs of the students	3.62	3.90	3.95	4.00
28 The extent to which classified personnel meet the needs of the students	3.63	3.85	3.90	4.10
31 The extent to which students receive an excellent education at this institution	4.15	4.06	4.41	4.27
35 The extent to which this institution prepares students for a career	4.09	4.09	4.18	4.00
37 The extent to which this institution prepares students for further learning	3.94	4.12	4.45	4.40
40 The extent to which students are assisted with their personal development	3.96	3.94	4.14	4.00
42 The extent to which students are satisfied with their educational experience at this institution	3.96	3.89	4.32	3.73

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



Customized		Full-time Faculty	Staff	Part-Time/ Assoc. Faculty	Administrators
47	The extent to which I believe Barton students acquire the skills needed to be successful in their academic program	4.02	4.03	4.27	4.27
48	The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.89	3.86	4.00	3.73
49	The extent to which I believe Barton builds effective partnerships to address workforce needs	3.89	3.94	3.90	3.91
50	The extent to which I believe Barton is a leader of economic development in the community	3.88	4.03	4.00	3.55
51	The extent to which I believe Barton provides individuals access to enriching activities and events (music and theater performances, gallery exhibits, athletic events, etc.)	4.16	4.17	4.24	4.11
52	The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services	3.78	3.95	4.00	3.64

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



Tables 12 through 15 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 Barton Community College.

**Table 12.** Priorities for Change: Full-time Faculty

<b>Area to Change</b>		<b>Mean</b>
10	The extent to which information is shared within this institution	2.96
15	The extent to which I am able to appropriately influence the direction of this institution	3.04
4	The extent to which decisions are made at the appropriate level at this institution	3.06
16	The extent to which open and ethical communication is practiced at this institution	3.06
25	The extent to which a spirit of cooperation exists at this institution	3.09
32	The extent to which this institution is appropriately organized	3.15
38	The extent to which I have the opportunity for advancement within this institution	3.15
11	The extent to which institutional teams use problem-solving techniques	3.30
41	The extent to which I receive adequate information regarding important activities at this institution	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.44
<b>Area to Change—Customized</b>		<b>Mean</b>
52	The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services	3.78
50	The extent to which I believe Barton is a leader of economic development in the community	3.88
49	The extent to which I believe Barton builds effective partnerships to address workforce needs	3.89
48	The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.89

**Table 13.** Priorities for Change: Staff

<b>Area to Change</b>		<b>Mean</b>
10	The extent to which information is shared within this institution	3.00
16	The extent to which open and ethical communication is practiced at this institution	3.10
25	The extent to which a spirit of cooperation exists at this institution	3.15
15	The extent to which I am able to appropriately influence the direction of this institution	3.17
11	The extent to which institutional teams use problem-solving techniques	3.29
38	The extent to which I have the opportunity for advancement within this institution	3.29
32	The extent to which this institution is appropriately organized	3.38
4	The extent to which decisions are made at the appropriate level at this institution	3.38
22	The extent to which this institution has been successful in positively motivating my performance	3.49
41	The extent to which I receive adequate information regarding important activities at this institution	3.51
<b>Area to Change—Customized</b>		
48	The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.86
49	The extent to which I believe Barton builds effective partnerships to address workforce needs	3.94
52	The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services	3.95

**Table 14.** Priorities for Change: Part-Time/Associate Faculty

<b>Area to Change</b>		<b>Mean</b>
15	The extent to which I am able to appropriately influence the direction of this institution	3.40
16	The extent to which open and ethical communication is practiced at this institution	3.50
38	The extent to which I have the opportunity for advancement within this institution	3.53
25	The extent to which a spirit of cooperation exists at this institution	3.55
32	The extent to which this institution is appropriately organized	3.59
10	The extent to which information is shared within this institution	3.59
11	The extent to which institutional teams use problem-solving techniques	3.63
41	The extent to which I receive adequate information regarding important activities at this institution	3.64
13	The extent to which unacceptable behaviors are identified and communicated to me	3.65
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.67
<b>Area to Change—Customized</b>		<b>Mean</b>
49	The extent to which I believe Barton builds effective partnerships to address workforce needs	3.90



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

<b>Area to Change</b>		<b>Mean</b>
10	The extent to which information is shared within this institution	2.73
16	The extent to which open and ethical communication is practiced at this institution	3.00
34	The extent to which my supervisor helps me to improve my work	3.10
22	The extent to which this institution has been successful in positively motivating my performance	3.18
38	The extent to which I have the opportunity for advancement within this institution	3.27
25	The extent to which a spirit of cooperation exists at this institution	3.27
26	The extent to which my supervisor actively seeks my ideas	3.27
32	The extent to which this institution is appropriately organized	3.36
15	The extent to which I am able to appropriately influence the direction of this institution	3.36
12	The extent to which positive work expectations are communicated to me	3.36
30	The extent to which work outcomes are clarified for me	3.36
29	The extent to which institution-wide policies guide my work	3.36
5	The extent to which the institution effectively promotes diversity in the workplace	3.36
<b>Area to Change—Customized</b>		<b>Mean</b>
50	The extent to which I believe Barton is a leader of economic development in the community	3.55
52	The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services	3.64
48	The extent to which I believe Barton develops strategies to identify and address on-going workforce needs	3.73

## Comparative Analysis: Demographic Classifications

As depicted in Table 16, employees identifying as White, not Hispanic or Latino rated the climate highest within its demographic group (3.80). In terms of length of service, those individuals with five years of service or less rated the climate highest (3.90). Employees in the Other race/ethnicity category rated the climate lowest within its demographic group (3.55), while respondents with 6-15 years of service, rated the climate with a composite score of 3.64.

**Table 16.** Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>What category best describes your employment status:</b>						
Full-time Faculty	3.33	3.87	3.87	3.98	3.93	3.72
Staff	3.45	3.89	3.84	4.02	4.00	3.77
Part-Time/Associate Faculty	3.71	4.02	3.87	4.26	4.07	3.96
Administrators	3.38	3.56	3.92	4.10	3.83	3.68
<b>What is your primary employment location:</b>						
Great Bend	3.42	3.88	3.85	4.01	4.04	3.76
Fort Riley	3.34	3.81	3.70	4.01	3.74	3.69
Other Locations (Including Grandview Plaza, Military School, and Online)	3.91	4.01	4.15	4.42	4.27	4.11
<b>Select the category which best identifies your primary instructional role:</b>						
Not an Instructor	3.45	3.83	3.88	4.00	3.96	3.75
Great Bend - Academic Transfer	3.20	3.75	3.69	3.86	3.84	3.59
Great Bend - Technical and Workforce	3.67	4.15	4.18	4.22	4.27	4.02
Fort Riley (Academic Transfer & Military School)	3.52	3.83	3.61	4.08	3.92	3.77
Other (Including Grandview Plaza and Remote Locations - ITV, High School, and BOL)	3.87	4.21	4.39	4.44	4.28	4.17
<b>What is the highest degree you have earned:</b>						
First Professional degree and Doctoral degree	3.27	3.62	3.71	3.65	3.50	3.53
Master's degree	3.38	3.90	3.91	4.01	3.94	3.75
Bachelor's degree	3.58	3.95	3.91	4.18	4.14	3.88
Associate's degree	3.21	3.63	3.41	4.00	3.81	3.56
High School diploma or GED	3.69	3.93	4.00	4.06	4.13	3.90
No diploma or degree	3.69	3.93	4.00	4.06	4.13	3.90

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

**Table 16.** Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>Please select the race/ethnicity that best describes you:</b>						
White, not Hispanic or Latino	3.49	3.90	3.88	4.06	4.02	3.80
Other (Including Hispanic or Latino, of any race; American Indian or Alaska Native, not Hispanic or Latino; Black, not Hispanic or Latino; Native Hawaiian or other Pacific Islander, not Hispanic or Latino; and Two or more races, not Hispanic or Latino)	3.11	3.65	3.68	3.97	3.69	3.55
<b>What is the approximate distance from your residence to your work location:</b>						
<10 miles	3.59	4.02	3.98	4.05	4.06	3.88
10-20 miles	3.18	3.65	3.71	3.94	3.84	3.58
20-40 miles	3.50	3.92	3.99	4.10	3.93	3.83
40+ miles	3.67	3.91	3.71	4.24	4.14	3.89
<b>What is your combined length of service with Barton in any role or location:</b>						
0-5 years	3.70	4.03	3.95	4.19	4.13	3.95
6-15 years	3.24	3.78	3.82	3.92	3.77	3.64
> 15 years	3.41	3.80	3.77	4.02	4.06	3.72

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

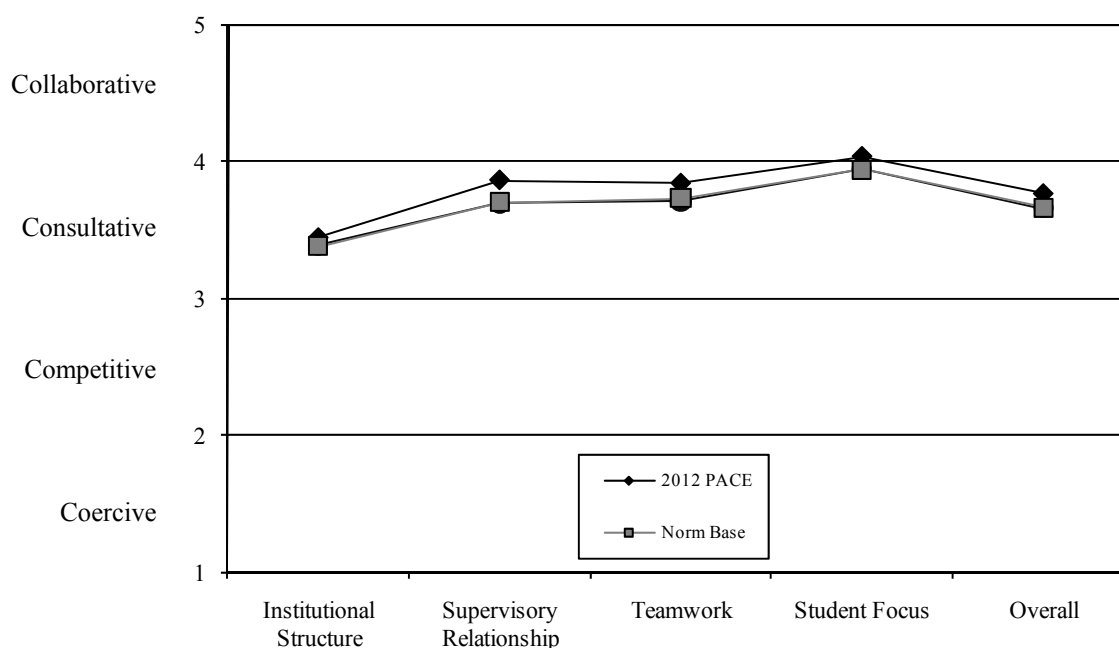
## Comparative Analysis: Norm Base

Table 17 and Figure 10 show how BCC compares with the NILIE PACE Norm Base, which includes approximately 60 different climate studies conducted at two year institutions since 2009. 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 BCC. Table 17 and Figure 10 also show how the current administration of the PACE survey at BCC compares with the 2010 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

**Table 17.** Barton Community College Climate compared with the NILIE PACE Norm Base

	<b>BCC 2010</b>	<b>BCC 2012</b>	<b>Norm Base*</b>
Institutional Structure	3.39	3.44	3.38
Supervisory Relationships	3.69	3.86	3.70
Teamwork	3.71	3.84	3.73
Student Focus	3.95	4.04	3.94
Overall	3.66	3.77	3.66

**Figure 10.** Barton Community College Climate Compared with the NILIE PACE Norm Base



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

Tables 18-21 shows how BCC compares question by question to the PACE Norm Base maintained by NILIE.

**Table 18.** Institutional Structure Mean Scores Compared to the NILIE Norm Base

	<b>Institutional Structure</b>	<b>BCC Mean</b>	<b>Norm Base</b>
1	The extent to which the actions of this institution reflect its mission	3.85	3.78
4	The extent to which decisions are made at the appropriate level at this institution	3.33	3.17
5	The extent to which the institution effectively promotes diversity in the workplace	3.72	3.77
6	The extent to which administrative leadership is focused on meeting the needs of students	3.73	3.63
10	The extent to which information is shared within the institution	3.07	3.11
11	The extent to which institutional teams use problem-solving techniques	3.35	3.31
15	The extent to which I am able to appropriately influence the direction of this institution	3.18	3.10
16	The extent to which open and ethical communication is practiced at this institution	3.13	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.50	3.36
25	The extent to which a spirit of cooperation exists at this institution	3.17	3.28
29	The extent to which institution-wide policies guide my work	3.76*	3.58
32	The extent to which this institution is appropriately organized	3.32	3.22
38	The extent to which I have the opportunity for advancement within this institution	3.24	3.08
41	The extent to which I receive adequate information regarding important activities at this institution	3.49	3.61
44	The extent to which my work is guided by clearly defined administrative processes	3.63*	3.39
	<b>Mean Total</b>	<b>3.44</b>	<b>3.38</b>

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

**Table 19.** Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

<b>Supervisory Relationships</b>		<b>BCC Mean</b>	<b>Norm Base</b>
2	The extent to which my supervisor expresses confidence in my work	4.34*	4.09
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.12	3.97
12	The extent to which positive work expectations are communicated to me	3.76*	3.60
13	The extent to which unacceptable behaviors are identified and communicated to me	3.63	3.56
20	The extent to which I receive timely feedback for my work	3.72	3.57
21	The extent to which I receive appropriate feedback for my work	3.80*	3.60
26	The extent to which my supervisor actively seeks my ideas	3.80	3.65
27	The extent to which my supervisor seriously considers my ideas	3.94*	3.72
30	The extent to which work outcomes are clarified for me	3.82*	3.54
34	The extent to which my supervisor helps me to improve my work	3.87*	3.66
39	The extent to which I am given the opportunity to be creative in my work	4.09	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.64	3.56
46	The extent to which professional development and training opportunities are available	3.72	3.64
<b>Mean Total</b>		<b>3.86*</b>	<b>3.70</b>

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

<b>Teamwork</b>		<b>BCC Mean</b>	<b>Norm Base</b>
3	The extent to which there is a spirit of cooperation within my work team	3.90	3.83
14	The extent to which my primary work team uses problem-solving techniques	3.89*	3.72
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.83	3.68
33	The extent to which my work team provides an environment for free and open expression	3.71	3.72
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.87	3.73
43	The extent to which a spirit of cooperation exists in my department	3.89	3.73
<b>Mean Total</b>		<b>3.84</b>	<b>3.73</b>

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

**Table 21.** Student Focus Mean Scores Compared to the NILIE Norm Base

<b>Student Focus</b>	<b>BCC Mean</b>	<b>Norm Base</b>
7 The extent to which student needs are central to what we do	3.98*	3.80
8 The extent to which I feel my job is relevant to this institution's mission	4.51*	4.33
17 The extent to which faculty meet the needs of students	4.02	3.92
18 The extent to which student ethnic and cultural diversity are important at this institution	3.99	3.94
19 The extent to which students' competencies are enhanced	3.98*	3.85
23 The extent to which non-teaching professional personnel meet the needs of the students	3.81	3.85
28 The extent to which classified personnel meet the needs of the students	3.79	3.81
31 The extent to which students receive an excellent education at this institution	4.15	4.07
35 The extent to which this institution prepares students for a career	4.10	4.04
37 The extent to which this institution prepares students for further learning	4.12	4.04
40 The extent to which students are assisted with their personal development	3.97*	3.80
42 The extent to which students are satisfied with their educational experience	3.96	3.89
<b>Mean Total</b>	<b>4.04</b>	<b>3.94</b>
<b>Overall Total</b>	<b>3.77</b>	<b>3.66</b>

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

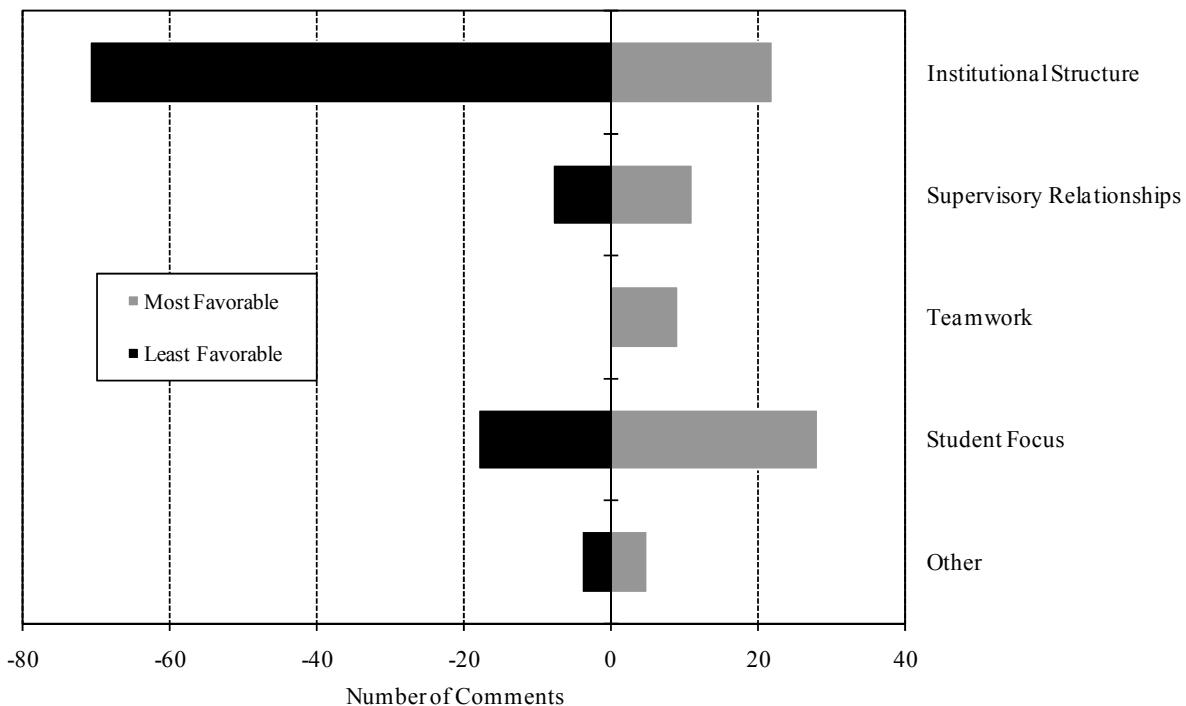
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 181 Barton Community College employees who completed the PACE survey, 55.8% (101 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 BCC comments. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of comments across all factors fell within the Institutional Structure and Student Focus climate factors. Please refer to Tables 22 and 23 for sample comments categorized by climate factor and the actual number of responses provided by BCC 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.** Barton Community College Comment Response Rates



*Note:* Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company



**Table 22.** Most Favorable Responses—Sample Comments and Actual Number of Responses at Barton Community College

Factor	Themes
Institutional Structure (n=22)	<p><i>The college develops programs to meet the changing needs of the workforce population.</i></p> <p><i>I feel the administration at the Fort Riley campus is excellent with students and faculty.</i></p> <p><i>WTED and CTE seem to be very supportive of the institutions mission and vision with excellent guidance in many of the leadership roles. There are many support staff and individual instructors that are above and beyond the mission and vision of the institution and they provide leadership to many that have none from their supervisors and deans.</i></p> <p><i>Barton's working environment is largely satisfactory at both here and the Fort Riley location. The best part about working at Barton is its forward-thinking nature. It is an oasis of intelligent and technology-oriented people.</i></p> <p><i>Good communications between team leaders and team members, as well as side to side communication and feedback is favorable.</i></p> <p><i>I think the College's administration has worked very hard to improve employee communications. I believe the forum our President holds on both campuses is a good medium for employees to be heard.</i></p> <p><i>I enjoy the colleagues with whom I work on a daily basis, and I find that the Ft. Riley faculty is now a fairly collegial group, despite the diversity of our backgrounds.</i></p> <p><i>I am very happy in my position, and I very much appreciate the flexibility I have in my job, the trust and appreciation I feel from those who are over my area and department, and the people I work with.</i></p> <p><i>I do believe that Barton does an excellent job preparing policies to support the institution.</i></p>
Supervisory Relationship (n=11)	<p><i>My supervisor is fantastic and has been an absolute God-send to me. I am treated with dignity and compassion and have been given great training and instruction. I have never been treated in a demeaning manner despite the difference in our educational backgrounds.</i></p> <p><i>I have a great support team within my discipline. My director is very supportive as well as my dean. I feel that I am given considerable latitude in my instruction and there is openness for new ideas and support to accomplish these ideas.</i></p> <p><i>Our dean is very supportive of our efforts as well as the administration. I never have to worry about getting resources required to do my job.</i></p> <p><i>My direct supervisor promotes self-motivation with received input, and allowance of educational quality of self-expression. This value allows individual quality performance, utilizing one's own talents and gifts to provide quality education. The trust and possibilities enabled and allowed by my Supervisor allow individuals to perform at peak quality for educational excellence.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
Teamwork (n=9)	<p><i>I am incredibly lucky to work with a spirited and innovative team under a terrific leader. I believe strongly in continuous process improvement. My team is constantly and patiently working to improve processes. Success is never quick. The path seems long and arduous at times, but we just keep moving up the mountain, together.</i></p> <p><i>Our small area is very good at making the best out of a bad situation. We have come together and decided to make it a good place to be.</i></p> <p><i>I like the way that our team interacts, responds, and incorporates feedback.</i></p> <p><i>My department is great to work for as well as my supervisor. My supervisor cares about us and encourages us with many aspects of our job. I really enjoy my position at Barton and have a great group to work with. It is a team environment and we all help each other.</i></p> <p><i>I appreciate my specific department's flow of things. I believe that it is effective and communication lines are always open.</i></p>
Student Focus (n=28)	<p><i>I think the majority of instructional faculty are quite knowledgeable and truly enjoy teaching and working with students. The advisement area does a good job, too. The music/theatre/fine arts departments are exceptional as is the Shafer Gallery. They are truly assets to the community.</i></p> <p><i>I think the general culture is friendly and student-focused. Most of all, I enjoy my soldier-students. I appreciate their work ethic in class, and I appreciate the general level of friendly respect that they show to faculty.</i></p> <p><i>Without question, everyone at Barton is interested in their students and helping them succeed. That is our main strength, in my opinion, and it is one of the reasons many students come here for their education.</i></p> <p><i>I enjoy the diversity of our classrooms and the overall willingness to learn.</i></p> <p><i>I think that students leave Barton prepared to transfer to a four-year university or enter the workforce. We have a strong group of people who generally care about our students. There are a number of diverse activities that people can take advantage of because of the fine arts and athletic areas.</i></p> <p><i>There is a strong commitment to students. We have some really excellent advisors and instructors and a caring dedicated support staff.</i></p> <p><i>I find most of the instructors and staff to be very student oriented and willing to go out of their way to make sure the students get the education they are seeking.</i></p> <p><i>I think that faculty and staff who work with students work very hard to do an excellent job of helping and supporting them. I consistently see faculty and staff on the Great Bend campus bending over backwards to help students out whether it is with an academic concern or a personal situation. I do feel that the students get a good education here that prepares them to move on to work or to another academic setting.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
Other (n=5)	<p><i>The Barton buildings and campus are among the best in the community of community colleges and I support the recent upgrades that will keep it that way.</i></p> <p><i>Our IT department is first rate. We depend on them heavily for our technology needs and the consistency and reliability of our systems speaks volumes about their commitment.</i></p> <p><i>Bartonline has dramatically improved in the several years in which I have been involved. This has likely resulted from an increase in support/technology staff and the implementation of newer technology.</i></p> <p><i>Family is considered very important. I appreciate the flexibility allowed to attend my children's activities. I also appreciate the up-to-date technology that we have here.</i></p>

**Table 23.** Least Favorable Responses—Sample Comments and Actual Number of Responses at Barton Community College

Factor	Themes
Institutional Structure (n=71)	<p><i>The Senior Leadership is least favorable. We are an AQIP school that does not understand processes. We have Deans that lack any basic knowledge of how key processes in the college work.</i></p> <p><i>I believe some things happen because they have always happened this way. The lack of cohesiveness between the Great Bend and Ft. Riley is appalling. We have individuals in positions with skills they are not allowed to use. Transparency in performance and directives is not transparent.</i></p> <p><i>The senior leadership is agenda driven, and has not made sound decisions that will benefit the school, surrounding counties and communities, and the actual educational needs of the students. Often, decisions are made with little or no understanding of the processes in place and how they will be affected, which is mostly negatively.</i></p> <p><i>When I look at the big picture over time, I think that the college as a whole lost something when we started thinking like a business and stopped valuing our employees and their loyalty. This strongly affects morale, and folks become afraid of the blue team boxes that might appear outside their door or cubicle. I am appreciative of current efforts to try to reinstate this feeling that what we do and who we are is worthwhile, and to reinstate customer service training for both internal and external customers.</i></p> <p><i>Communication is very poor in this institution. Decisions are made under the table and faculty find out about them after the fact. We elected a faculty council for faculty issues, but they really have no voice.</i></p> <p><i>Communication is not very good on this campus. Often the only effective way of learning about things is through a grapevine type of communication. Often you learn what is right or wrong by doing something and finding out later that you did not go through the proper chain of command and somebody is not happy with you. There are no effective orientation procedures in place for new hires and learning who, how, or what policies are necessary to be successful.</i></p> <p><i>Communication at Barton is lacking from the top down. Effective communication has not occurred between administration and committees in the last academic year. It also seems that people are on power trips at Barton and it causes people to check out of their jobs. The morale of people is low and our climate and culture are suffering.</i></p> <p><i>The level of communication between the two divisions needs to be improved and certain areas need to be willing to put themselves out and work with those programs that students not going on to a four-year institution are involved in.</i></p> <p><i>Decisions are made without involving all personnel or areas which would be affected by the decision.</i></p>

**Table 23.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>The higher-ups in the college, at least in our department, make all the decisions based on what is most important for their personal schedule not what is best for the students or the people who actually have to work the schedule.</i></p> <p><i>Employees are controlled by fear. No ideas are valid, no questions allowed, employees are to simply clock in and clock out without ever thinking or deviating from the almighty had of leadership decisions. There is no transparency and everyone on campus knows that all decisions are made behind closed doors.</i></p> <p><i>Committees established for decision making often seem to exclude or ignore input from members and decision seem to be made behind closed doors, ignoring or excluding committee members.</i></p> <p><i>The College is poorly organized along a stovepipe design heavily weighted towards the traditional face-to-face college format and tends to make decisions from a Great Bend only viewpoint.</i></p> <p><i>The manner in which open and ethical communication is practiced at this institution is unfavorable.</i></p> <p><i>Hard work and dedication is not rewarded at Barton. It's never what you bring to the table, and it's who you know at it.</i></p> <p><i>As communications regarding this survey illustrate, there is an atmosphere of extreme distrust of administrative procedures. I used to have colleagues in the true sense, but I find that I never discuss work in a meaningful sense with anyone now, and don't talk with anyone about much of anything. I haven't heard anyone say anything positive about anything relating to work in a really long time.</i></p> <p><i>Barton's Main Campus allows annex campus (Fort Riley) to behave as if they are not a part of Barton CC but a separate college. This causes great animosity between locations, hindering collaboration, teamwork, student confusion, and often a lack of cohesion in curriculum delivered.</i></p> <p><i>Morale is very low on campus. We need to get together more often to know what other departments are doing and how we can support each other. I used to know everyone that worked on campus, but that hasn't been the case for over 5 years. This is frustrating.</i></p> <p><i>I feel that there are cultural differences at the two campuses. Time and again, we are presented with evidence that faculty at Great Bend really don't understand that we teach 3 semesters at Ft. Riley for every single semester at Great Bend. By this point in the relationship, it would be nice if they showed some understanding that we are not on a regular 18-week semester, with spring break and full summer vacations. It may be trivial, but it is wearing when serving on committees to keep having to explain that we are on a different schedule here.</i></p>

**Table 23.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I find the cooperation between campuses to be lacking at times. It would be much more productive if the communication was more give and take and that a full appreciation was demonstrated by faculty at both campuses towards each other. It would also help if the effectiveness of faculty council returned to its level of previous years. Having seen no communication from them this year, I have wondered if it has been disbanded, which would be unfortunate since they have contributed much to previous successes.</i></p> <p><i>Barton's current top down management strategy has stifled the team concept it once had. Employees are afraid to express themselves or opinions and are especially careful not to challenge administrative decisions that are not discussed among those it would impact. Barton leaders and staff appear to lack the confidence they once had.</i></p> <p><i>There is a spirit of cooperation among most departments and employees at the Great Bend campus, but I do not believe there is such a spirit between the GB and FR campuses. This causes disharmony and distrust.</i></p> <p><i>It is my opinion that morale overall at this campus is very low. For as long as I have been at the position I currently reside in, there has been a feeling of disgruntled employees.</i></p> <p><i>Some individuals need to learn the elements of respectful dialogue with their colleagues and with the administration. I do not understand the continued culture of suspicion cultivated by some employees.</i></p> <p><i>We as an institution have a long way to go before we will meet the one college concept. It is very obvious no matter which campus you are located on, we do not work well together. We are not held to the same standards on each campus. We need to respect each other and what both campuses bring to make Barton what it is and can be.</i></p> <p><i>I have never seen the split between the different groups of faculty, i.e. academics, Fort Riley, and WTCE wider than it is now. There appear to be different sets of rules, or at least expectations for each group.</i></p> <p><i>Clearly, tensions exist between campuses. Silos are reinforced, in large part, due to poor utilization of problem solving techniques. Techniques such as flow charting or counting would be useful to counter anecdotal comments. Such comments can be useful but must be placed in context. So to improve, top management should incorporate such phrases as show me your data. Data collection takes emotion out of the problem solving process with much greater results.</i></p> <p><i>The Stove Pipe organization creates a Great Bend only mentality that ignores the impact the rest of the college.</i></p> <p><i>The organization of the school only creates a lack of ownership and a confusing labyrinth that does nothing but frustrate students and workers alike.</i></p>

**Table 23.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Control issues, controlling people and micro-managing seem to be elements that are dragging the college down. Stove pipe misalignment, causes confusion and a continual downward spiral of moral within the college.</i></p> <p><i>The thing I find least favorable is the lag time in a project's first steps to completion. Many times, something that can be done within a couple weeks is dragged out with meetings to satisfy the concerns of individuals only mildly affected by the project's outcome.</i></p> <p><i>I do not feel that the same rules are applied to everyone. I believe that some employees have been hired and are not qualified to do their job and do not contribute to Barton. Leaders in our institutions need to provide leadership and not just ignore issues.</i></p> <p><i>There is little opportunity for advancement.</i></p>
Supervisory Relationship (n=8)	<p><i>The supervisor of our area is not the best at communicating with anyone in the entire department. The supervisor never allows anyone to help make decisions regarding the program. When decisions are made, not explanations are given.</i></p> <p><i>There are supervisors who will not address issues such as excessive absences in their areas or the failure to use proper protocol. Both of which add additional work to those involved.</i></p> <p><i>Faculty get an opportunity to use professional development funds to further their education, staff should be allowed to do the same.</i></p> <p><i>I think the institution let employees down by not allowing the Professional Development Committee and Faculty Council continue their professional development activities for 2011-2012 while changes were being developed for 2012-2013. We lost the momentum both of these groups worked hard to develop over the last several years and the ultimate losers were our employees.</i></p>
Student Focus (n=18)	<p><i>Students are unfortunately finding out that many of their courses do not transfer to four-year schools as anything more than an elective. Too many students are ill-prepared for the rigor of a four-year university in terms of research and writing skills.</i></p> <p><i>I am concerned about the academic preparation of our students. I am not convinced that we live in a culture that encourages academic rigor. I feel that students do not expect that much will be required of them as they pursue their coursework, and I think it's fairly easy for us as instructors to meet their fairly low levels of expectation.</i></p> <p><i>Accountability of students in the LSEC courses is less favorable. Students are able to take a class over and over again without any penalty. It creates an atmosphere of apathy on the part of the student and sometimes the instructor. I believe there needs to be accountability to push the success of students the first time around in a course. This also sends a negative or confusing message to a student who plans to attend another institution in the future (ex. 4 year college).</i></p>

**Table 23.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Educationally, Barton just keeps adding programs with no real purpose or service to students. For example, some degree programs are over 80 hours even though it is an associates and a student can only transfer 60 hours to another school.</i></p> <p><i>While online classes have a place, more and more foundation courses have very few face-to-face offerings for our on campus students. This is not only an ineffective delivery method for some students but also a financial hardship with the additional costs</i></p> <p><i>Students, especially within Student Services do not seem to be the purpose of this area of the college. Often unrelated policies seem to have greater focus. Leadership seems to foster opposition in the ranks, rather than a successful one college, student success oriented college. There seems to be a lacking perspective of vision to productively move forward with quality education that equips students for the coming age.</i></p> <p><i>In partnerships, sometimes the political aspect outweighs the benefit for the student and if there are problems with partnerships they are not addressed correctly as they do not want to have the community unhappy. The end result is that the students learning is quite below satisfaction and has placed the student at higher risk for grave problems.</i></p> <p><i>It has been my personal experience that the students, when enrolling and going through the financial aid process, are not given consistent or thorough information and the necessary assistance.</i></p> <p><i>The Financial Aid department is extremely unresponsive to student needs, from not answering the phone/returning calls, not having someone available in the office to treating people outright rudely.</i></p> <p><i>Many students complain about the office employees not being friendly, not helping them, not being in the office during office hours, and even being rude or using Facebook or texting during work hours.</i></p>
<p>Other (n=4)</p>	<p><i>Most staff are still below the average mid salary range for their positions. We were told by the president at the last forum that staff pay would be looked at this year and the goal was to bring staff up to mid range. The next day we were told it would take 5 years to bring us up to mid range.</i></p> <p><i>If a class has fewer than six students, an associate faculty member must take a prorated cut in pay based on the number of students in class. A similar cut in pay does not occur for administrators, deans, administrative assistants and full-time faculty.</i></p> <p><i>Students drive too fast on campus, cut across parking lots, do not follow set speed limits and create hazards for other drivers and pedestrians.</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 Barton Community College. Eight of these items represent the Student Focus climate factor (items #7, #8, #17, #18, #19, #31, #35, and #37), 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, 4.51 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.34 (#2)
- The extent to which students receive an excellent education at this institution, 4.15 (#31)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.12 (#9)
- The extent to which this institution prepares students for further learning, 4.12 (#37)
- The extent to which this institution prepares students for a career, 4.10 (#35)
- The extent to which I am given the opportunity to be creative in my work, 4.09 (#39)
- The extent to which faculty meet the needs of the students, 4.02 (#17)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.99 (#18)
- The extent to which students' competencies are enhanced, 3.98 (#19)
- The extent to which student needs are central to what we do, 3.98 (#7)

Overall the following have been identified as the top performance areas within the Customized Climate factor at Barton Community College.

- The extent to which I believe Barton provides individuals access to enriching activities and events (music and theater performances, gallery exhibits, athletic events, etc.), 4.16 (#51)
- The extent to which I believe Barton students acquire the skills needed to be successful in their academic program, 4.07 (#47)
- The extent to which I believe is a leader of economic development in the community, 3.94 (#50)

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

- The extent to which I have the opportunity for advancement within this institution, 3.24 (#38)
- The extent to which information is shared within this institution, 3.07 (#10)
- The extent to which open and ethical communication is practiced at this institution, 3.13 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.17 (#25)
- The extent to which I am able to appropriately influence the direction of this institution, 3.18 (#15)
- The extent to which this institution is appropriately organized, 3.32 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.33 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.35 (#11)
- The extent to which I receive adequate information regarding important activities at this institution, 3.49 (#41)
- The extent to which this institution has been successful in positively motivating my performance, 3.50 (#22)

Overall the following have been identified as the areas in need of improvement within the Customized Climate factor at Barton Community College.

- The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services, 3.85 (#52)
- The extent to which I believe Barton develops strategies to identify and address on-going workforce needs, 3.88 (#48)
- The extent to which I believe Barton builds effective partnerships to address workforce needs, 3.90 (#49)

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

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