



National Initiative for Leadership & Institutional Effectiveness

North Idaho College Coeur d'Alene, Idaho

Personal Assessment of the College Environment (PACE)

by

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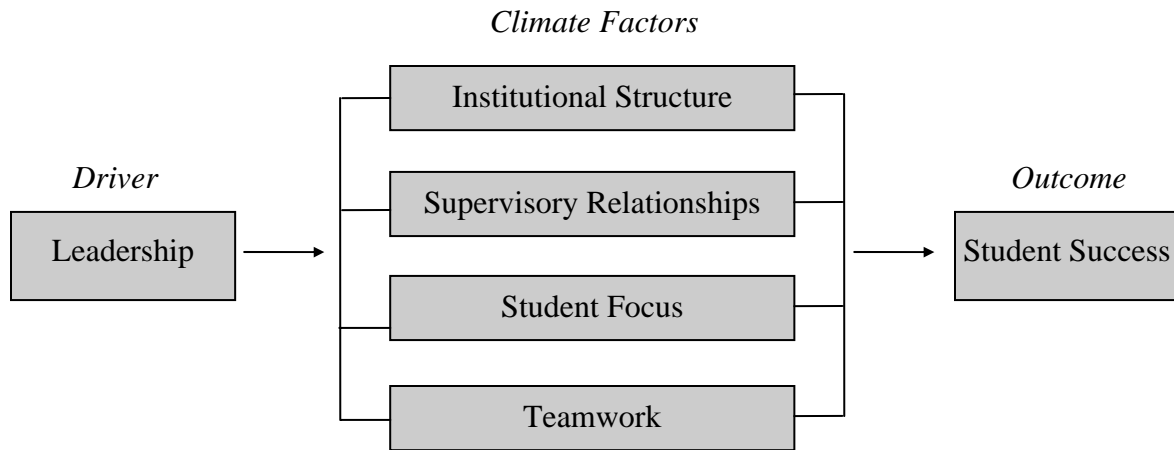
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EXECUTIVE SUMMARY

In November, 2005, the Personal Assessment of the College Environment (PACE) survey was administered to 644 employees at North Idaho College (NIC). Of those 644 employees, 319 (49.5%) 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 NIC 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 NIC 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 North Idaho 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 NIC to a range of four managerial systems found to exist in colleges and to a Norm Base of 45 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at NIC included 56 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 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Seven fell within the Competitive range (rated between 2 and 3). Forty six fell within the Consultative range (rated between 3 and 4), and three composite ratings fell within the Collaborative range (rated between 4 and 5).

At NIC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.58 mean score or high Consultative system. The Teamwork category received the highest mean score (3.86), whereas the Institutional Structure category received the lowest mean score (3.17). When respondents were classified according to functional role at NIC, the composite ratings were as follows: FT Administrative/Professional (3.59), PT Administrative/Professional (3.79), FT Classified (3.26), PT Classified (3.86), FT Faculty/credit (3.64) and PT Faculty/credit (3.83).

Overall, the following have been identified as areas of excellence at North Idaho College.*

- The extent to which I feel my job is relevant to this institution's mission, 4.30
- The extent to which my supervisor expresses confidence in my work, 4.18
- The extent to which students receive an excellent education at this institution, 4.03
- The extent to which this institution prepares students for further learning, 3.98
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.98
- The extent to which there is a spirit of cooperation within my work team, 3.96
- The extent to which faculty meet the needs of the students, 3.94
- The extent to which my work team provides an environment for free and open expression , 3.90
- The extent to which I am given the opportunity to be creative in my work, 3.90
- The extent to which there is an opportunity for all ideas to be exchanged within my work team, 3.87

*Customized questions were not included in this listing.

The following have been identified as areas in need of improvement at North Idaho College.*

- The extent to which information is shared within this institution, 2.86
- The extent to which I am able to appropriately influence the direction of this institution, 2.91
- The extent to which decisions are made at the appropriate level at this institution, 2.96
- The extent to which I have the opportunity for advancement, 2.98
- The extent to which open and ethical communication is practiced at this institution, 3.00
- The extent to which this institution is appropriately organized, 3.02
- The extent to which a spirit of cooperation exists at this institution, 3.04
- The extent to which institutional teams use problem-solving techniques, 3.07
- The extent to which this institution has been successful in positively motivating my performance, 3.23
- The extent to which professional development and training opportunities are available, 3.29

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

*Customized questions were not included in this listing.

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LEADERSHIP RESEARCH

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

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

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

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

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

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

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

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

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

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

Table 1. NILIE Four Systems Model

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

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

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

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

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

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.

- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).
- Situational leadership theories (see Northouse, 2004; Yukl, 2002).
- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).
- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help North Idaho 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 North Idaho College.

METHOD

Population

In November, 2005, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of North Idaho College. Of the 644 employees administered the instrument, 319 (49.5%) completed and returned the instrument for analysis. Of those 319 employees, 158 (49.5%) 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 NIC 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 Office of Planning, Assessment and Research of NIC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

The PACE surveys were distributed to employees of NIC via campus mail boxes on October 10, 2005 based on the September 30th payroll list. Employees were provided with envelopes and were informed of the collection deadline and locations. Completed surveys were returned to NILIE for analysis. The surveys were read by an optical scanner and 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 North Idaho College was also included in the administration of the instrument. A total of 56 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 pre-printed survey items, respondents were given an opportunity to provide comments about the most favorable aspects of NIC and the least favorable aspects. The written 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 0.9760. 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 2003 to present are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2003 to Present (n=11,555)

Climate Category	Alpha Coefficient
Institutional Structure	0.9549
Supervisory Relationships	0.9488
Student Focus	0.9463
Teamwork	0.9440
Overall (1-46)	0.9760

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

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

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics are presented, followed by an overall analysis of the item and climate factor means and standard deviations. Similar analyses were applied to the items and climate factors by functional role and generated priorities for change for each functional role. Also, comparative analyses of factor means by demographic variables were conducted. The item and domain means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

Respondent Characteristics

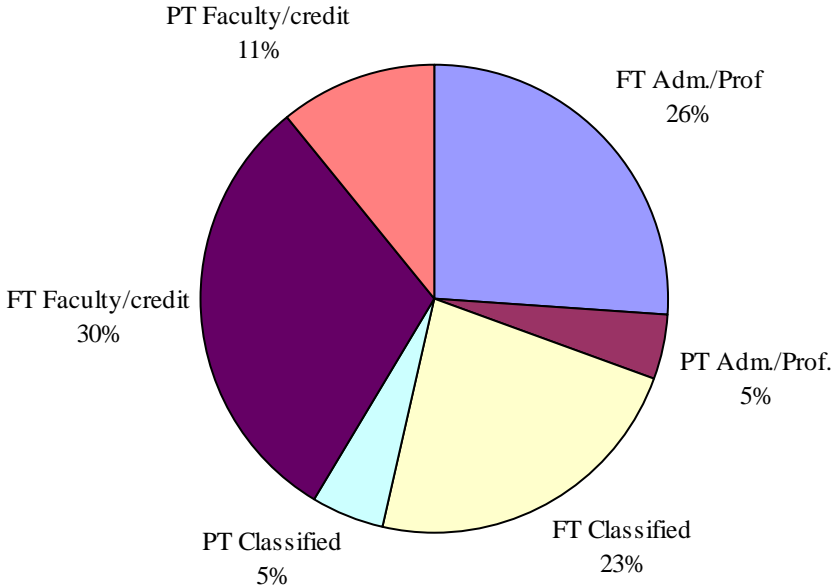
Of the 761 employees at NIC, 644 were administered the survey. Of those 644, 319 (49.5%) completed the PACE survey. Survey respondents classified themselves into functional roles. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected Functional Role

Functional Role	Population	Surveys Returned for Analysis	Percent of Population Represented
FT Adm./Prof	109	80	73.4%
PT Adm./Prof.	23	14	60.9%
FT Classified	172	71	41.3%
PT Classified	163	15	9.2%
FT Faculty/credit	153	94	61.4%
PT Faculty/credit	141	33	23.4%
Did not respond		12	
Total	761	319	41.9%

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

Figure 2. Proportion of Total Responses by Functional Role



12 individuals did not respond to the functional role demographic variable.

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

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	# of Responses	% of Responses
What is your NIC personnel classification:		
FT Administrative/Professional	80	25.1%
PT Administrative/Professional	14	4.4%
FT Classified	71	22.3%
PT Classified	15	4.7%
FT Faculty/credit	94	29.5%
PT Faculty/credit	33	10.3%
Did not respond	12	3.8%
What is your race/ethnicity:		
Caucasian	288	90.3%
Other	22	6.9%
Did not respond	9	2.8%
What is your gender		
Female	181	56.7%
Male	130	40.8%
Did not respond	8	2.5%
How long have you worked at this institution:		
Less than 1 year	28	8.8%
1 - 4 years	86	27.0%
5 - 9 years	90	28.2%
10 - 14 years	36	11.3%
15 or more years	66	21.0%
Did not respond	13	4.1%
In which type of NIC Department are you employed:		
Administrative Departments	36	11.3%
Instructional Div or Instructional Support Dept	174	54.6%
Student Services Departments	48	15.1%
Technical Support Departments	20	6.3%
Physical Plant or Campus Services Departments	26	8.2%
Did not respond	15	4.7%
What is your residence by county:		
Kootenai	253	79.3%
Bonner	17	5.3%
Shoshone	5	1.6%
Boundary	2	0.6%
Benewah	2	0.6%
Other	32	10.0%
Did not respond	8	2.5%

Table 4. Continued.

Demographic Variable	# of Responses	% of Responses
How active are you in your NIC employee organization:		
Very Active	37	11.6%
Moderately Active	71	22.3%
Occasionally Active	81	25.4%
Rarely Participate	65	20.4%
Never Participate	48	15.0%
Did not respond	17	5.3%
What type of NIC activities do you most often attend:		
Athletic Events	45	14.1%
Musical Events	42	13.2%
Theatre Performances	80	25.1%
College Forums	54	16.9%
College Social Activities	34	10.7%
Did not respond	64	20.1%
If you are part-time faculty member teaching credit classes, do you teach:		
five credits or more on a Letter of Appointment	34	10.7%
less than five credits on a Letter of Appointment	11	3.5%
Did not respond	274	85.9%
What is your county or country of residence:		
I am a resident of one of the five northern counties in Idaho	271	85.0%
I am a resident of another county in Idaho	1	0.3%
I am a resident of Spokane County in Washington	26	8.1%
I am a resident of another county in Washington other than Spokane County	5	1.6%
Did not respond	16	5.0%

Comparative Analysis: Overall

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

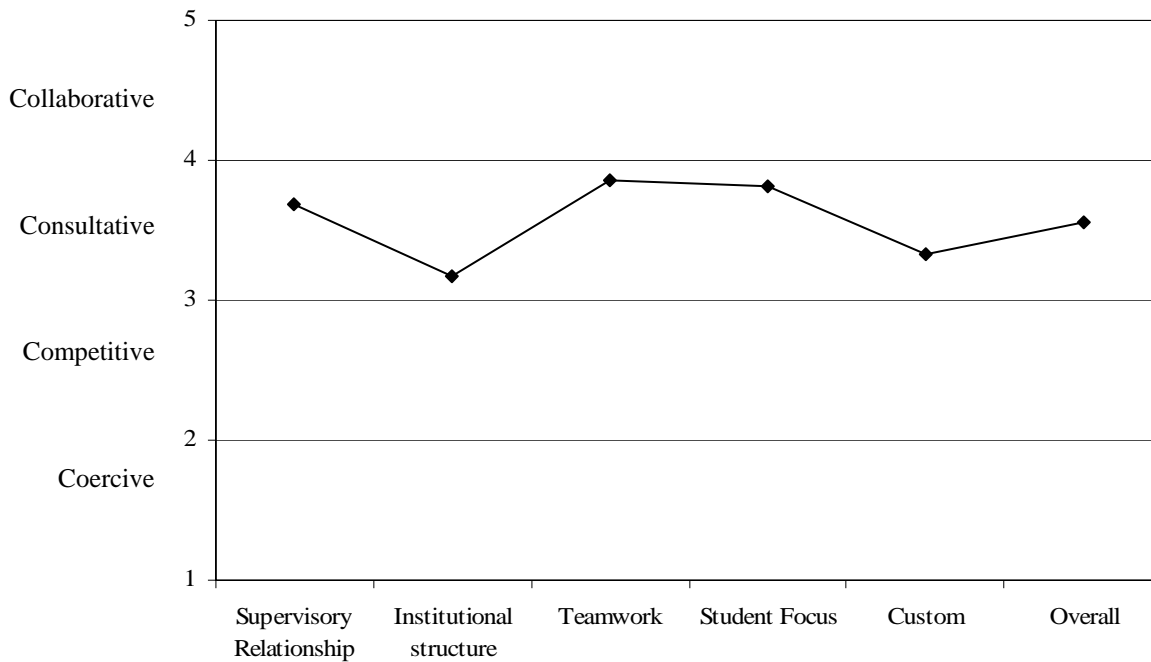
As indicated in Table 5, the Teamwork climate factor received the highest composite rating (3.86), which represented a high Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.17) within the low area of the Consultative management area. Overall, employees rated the management style in the middle range of the Consultative management area. (See also Figure 3).

Table 5. North Idaho College Climate as Rated by All Employees

Domain	NIC
Supervisory Relationships	3.68
Institutional Structure	3.17
Teamwork	3.86
Student Focus	3.82
Customized	3.33
Overall*	3.58

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

Figure 3. North Idaho College Climate as Rated by All Employees Combined Using Composite Averages



In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0), seven fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-six fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and three fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=46) 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 3.58 as indicated on the previous page in Table 5.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 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 NIC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question. For example, a small SD demonstrates that most answers fell within a narrow or restrictive range. Conversely, a large SD demonstrates that more variance existed around the mean score for the item. When the SD becomes too great, the mean is no longer a reliable indicator of the participant responses. Items which are new to the revised PACE cannot be compared to previous administrations using the old version.

Table 6. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships	Mean (SD)
2 The extent to which my supervisor expresses confidence in my work	4.18 (1.10)
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.98 (1.24)
12 The extent to which positive work expectations are communicated to me	3.66 (1.11)
13 The extent to which unacceptable behaviors are identified and communicated to me	3.50 (1.04)
20 The extent to which I receive timely feedback for my work	3.60 (1.14)
21 The extent to which I receive appropriate feedback for my work	3.58 (1.17)
26 The extent to which my supervisor actively seeks my ideas	3.63 (1.29)
27 The extent to which my supervisor seriously considers my ideas	3.78 (1.27)
30 The extent to which work outcomes are clarified for me	3.48 (1.04)
34 The extent to which my supervisor helps me to improve my work	3.70 (1.13)
39 The extent to which I am given the opportunity to be creative in my work	3.90 (1.13)
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.53 (1.19)
46 The extent to which professional development and training opportunities are available	3.29 (1.24)
Mean Total	3.68 (0.90)

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure	Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.59 (1.00)
4 The extent to which decisions are made at the appropriate level	2.96 (1.17)
5 The extent to which the institution effectively promotes diversity in the workplace	3.40 (1.03)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.41 (1.09)
10 The extent to which information is shared within the institution	2.86 (1.20)
11 The extent to which institutional teams use problem-solving techniques	3.07 (0.98)
15 The extent to which I am able to appropriately influence the direction of this institution	2.91 (1.19)
16 The extent to which open and ethical communication is practiced	3.00 (1.22)
22 The extent to which this institution has been successful in positively motivating my performance	3.23 (1.26)
25 The extent to which a spirit of cooperation exists at this institution	3.04 (1.25)
29 The extent to which institution-wide policies guide my work	3.39 (0.90)
32 The extent to which this institution is appropriately organized	3.02 (1.15)
38 The extent to which I have the opportunity for advancement	2.98 (1.22)
41 The extent to which I receive adequate information regarding important activities	3.52 (1.11)
44 The extent to which my work is guided by clearly defined administrative processes	3.29 (1.14)
Mean Total	3.17 (0.82)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.96 (1.18)
14 The extent to which my primary work team uses problem-solving techniques	3.82 (1.04)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.87 (1.11)
33 The extent to which my work team provides an environment for free and open expression	3.90 (1.17)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.74 (1.07)
43 The extent to which a spirit of cooperation exists in my department	3.85 (1.22)
Mean Total	3.86 (0.97)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	Mean (SD)
7 The extent to which student needs are central to what we do	3.60 (1.08)
8 The extent to which I feel my job is relevant to this institution's mission	4.30 (0.89)
17 The extent to which faculty meet the needs of students	3.94 (0.81)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.60 (0.98)
19 The extent to which students' competencies are enhanced	3.82 (0.80)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.74 (1.02)
28 The extent to which classified (supporting) personnel meet the needs of the students	3.69 (0.91)
31 The extent to which students receive an excellent education at this institution	4.03 (0.84)
35 The extent to which this institution prepares students for a career	3.87 (0.87)
37 The extent to which this institution prepares students for further learning	3.98 (0.80)
40 The extent to which students are assisted with their personal development	3.70 (0.83)
42 The extent to which students are satisfied with their educational experience	3.80 (0.71)
Mean Total	3.82 (0.61)

Table 10. Comparative Mean Responses: Customized

Customized	Mean (SD)
47 The extent to which campus security provides for my safety	3.74 (0.93)
48 The extent to which the work-site meets occupational, safety, and health standards (e.g. air quality, ergonomics)	3.58 (1.04)
49 The extent to which this institution maintains confidentiality of information pertaining to me	3.83 (0.90)
50 The extent to which this institution has a fair Employee Recognition and Awards Program	3.27 (1.14)
51 The extent to which this institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible)	3.58 (1.22)
52 The extent to which the institution's offices are service-friendly to students	3.44 (1.12)
53 The extent to which the institution has made progress on paying competitive salaries	2.84 (1.25)
54 The extent to which institutional procedures and policies are broadly communicated	3.04 (1.04)
55 The extent to which there is a positive relationship between faculty/staff/administration	2.99 (1.22)
56 The extent to which adjunct faculty feel they are included in the community	2.87 (1.15)
Mean Total	3.33 (0.69)

Comparative Analysis: Functional Role

Figure 4 and Table 11 report composite ratings according to the four climate factors and the customized questions for employees in functional roles. In general the part time faculty employees rated the four normative factors most favorable (3.89), whereas the full time classified employees rated the four normative factors least favorable (3.26).

Figures 5 through 9 show the ratings of each employee group for each of the 56 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 Functional Roles at North Idaho College.

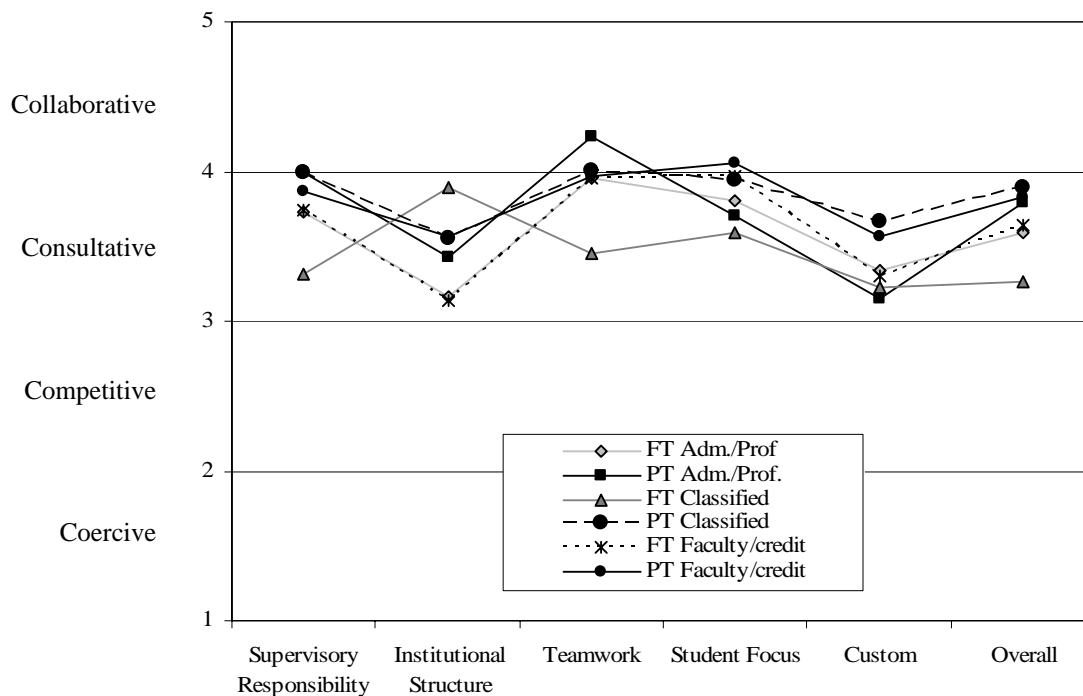


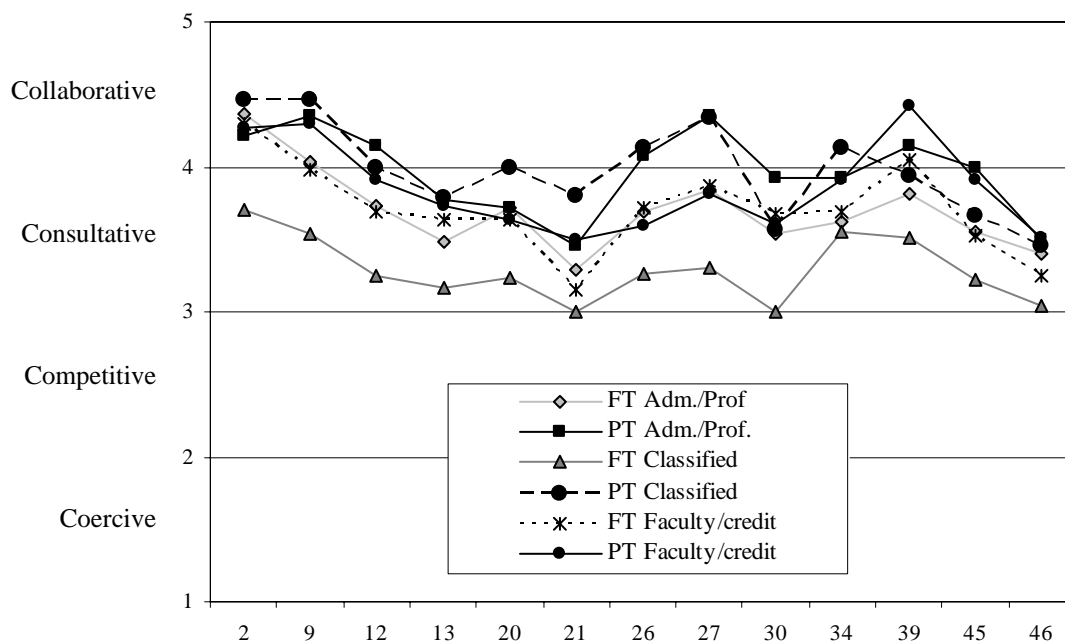
Table 11. Mean Climate Scores as Rated by Functional Roles

Domain	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall
FT Adm./Prof	3.73	3.16	3.96	3.80	3.34	3.59
PT Adm./Prof.	4.00	3.43	4.23	3.70	3.15	3.79
FT Classified	3.31	2.89	3.45	3.59	3.23	3.26
PT Classified	4.00	3.55	4.01	3.94	3.67	3.89
FT Faculty/credit	3.74	3.14	3.96	3.97	3.30	3.64
PT Faculty/credit	3.87	3.57	3.97	4.06	3.56	3.83

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

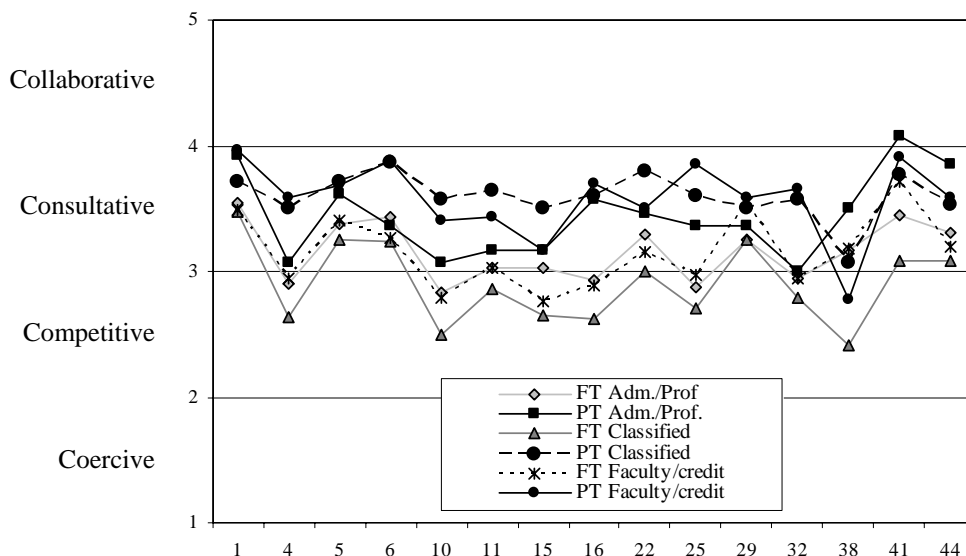
Supervisory Relationships		FT Admin/Prof.	PT Admin/Prof	FT Classified	PT Classified	FT Faculty/Credit	PT Faculty/Credit
2	The extent to which my supervisor expresses confidence in my work	4.37	4.21	3.70	4.47	4.30	4.27
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.04	4.36	3.54	4.47	3.98	4.30
12	The extent to which positive work expectations are communicated to me	3.73	4.14	3.25	4.00	3.68	3.91
13	The extent to which unacceptable behaviors are identified and communicated to me	3.49	3.77	3.16	3.79	3.64	3.73
20	The extent to which I receive timely feedback for my work	3.73	3.85	3.23	3.93	3.64	3.64
21	The extent to which I receive appropriate feedback for my work	3.71	3.71	3.22	4.00	3.63	3.64
26	The extent to which my supervisor actively seeks my ideas	3.68	4.07	3.27	4.13	3.72	3.59
27	The extent to which my supervisor seriously considers my ideas	3.85	4.36	3.31	4.33	3.87	3.82
30	The extent to which work outcomes are clarified for me	3.53	3.92	3.00	3.57	3.68	3.61
34	The extent to which my supervisor helps me to improve my work	3.63	3.93	3.56	4.13	3.69	3.91
39	The extent to which I am given the opportunity to be creative in my work	3.81	4.14	3.51	3.93	4.04	4.42
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.55	4.00	3.23	3.67	3.52	3.91
46	The extent to which professional development and training opportunities are available	3.40	3.50	3.04	3.46	3.25	3.52

Figure 5. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Functional Roles at North Idaho College



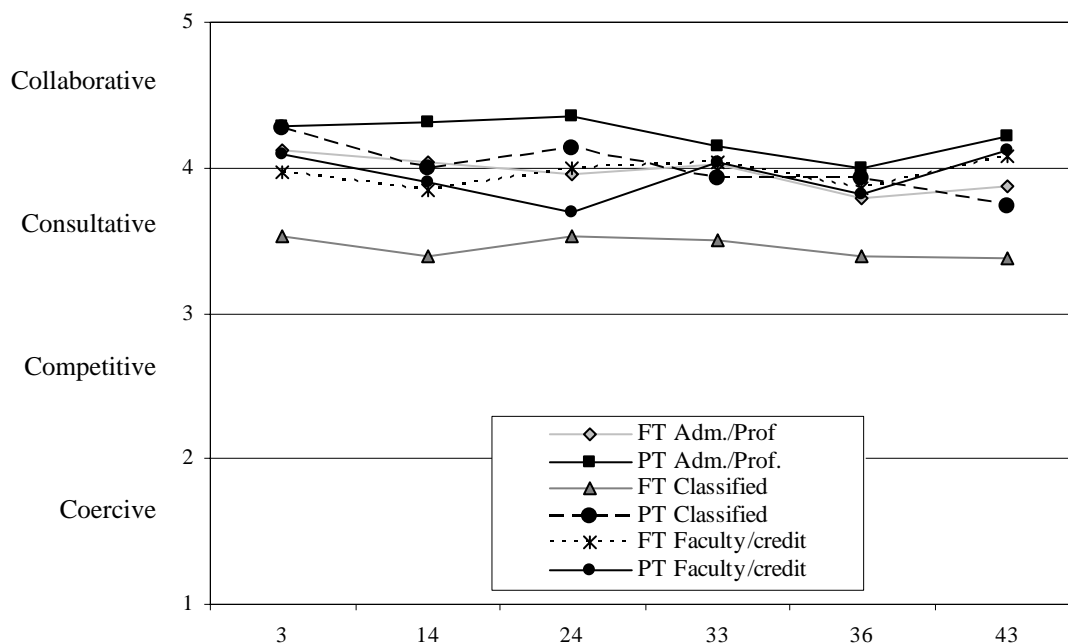
Institutional Structure		FT Admin/Prof.	PT Admin/Prof.	FT Classified	PT Classified	FT Faculty/Credit	PT Faculty/Credit
1	The extent to which the actions of this institution reflect its mission	3.55	3.92	3.47	3.71	3.49	3.97
4	The extent to which decisions are made at the appropriate level	2.90	3.08	2.64	3.50	2.95	3.59
5	The extent to which the institution effectively promotes diversity in the workplace	3.38	3.62	3.25	3.71	3.40	3.69
6	The extent to which administrative leadership is focused on meeting the needs of students	3.43	3.36	3.24	3.87	3.26	3.88
10	The extent to which information is shared within this institution	2.84	3.07	2.50	3.57	2.79	3.41
11	The extent to which institutional teams use problem-solving techniques	3.03	3.17	2.86	3.64	3.02	3.43
15	The extent to which I am able to appropriately influence the direction of this institution	3.03	3.17	2.66	3.50	2.77	3.16
16	The extent to which open and ethical communication is practiced	2.94	3.57	2.62	3.60	2.89	3.70
22	The extent to which this institution has been successful in positively motivating my performance	3.29	3.46	3.00	3.80	3.15	3.50
25	The extent to which a spirit of cooperation exists at this institution	2.88	3.36	2.71	3.60	2.97	3.85
29	The extent to which institution-wide policies guide my work	3.26	3.36	3.25	3.50	3.54	3.58
32	The extent to which this institution is appropriately organized	2.94	3.00	2.79	3.57	2.95	3.66
38	The extent to which I have the opportunity for advancement	3.17	3.50	2.41	3.07	3.19	2.78
41	The extent to which I receive adequate information regarding important activities	3.45	4.08	3.09	3.77	3.72	3.91
44	The extent to which my work is guided by clearly defined administrative processes	3.31	3.86	3.09	3.53	3.20	3.58

Figure 6. Mean Scores of the Institutional Structure Climate Factor as Rated by Functional Roles at North Idaho College



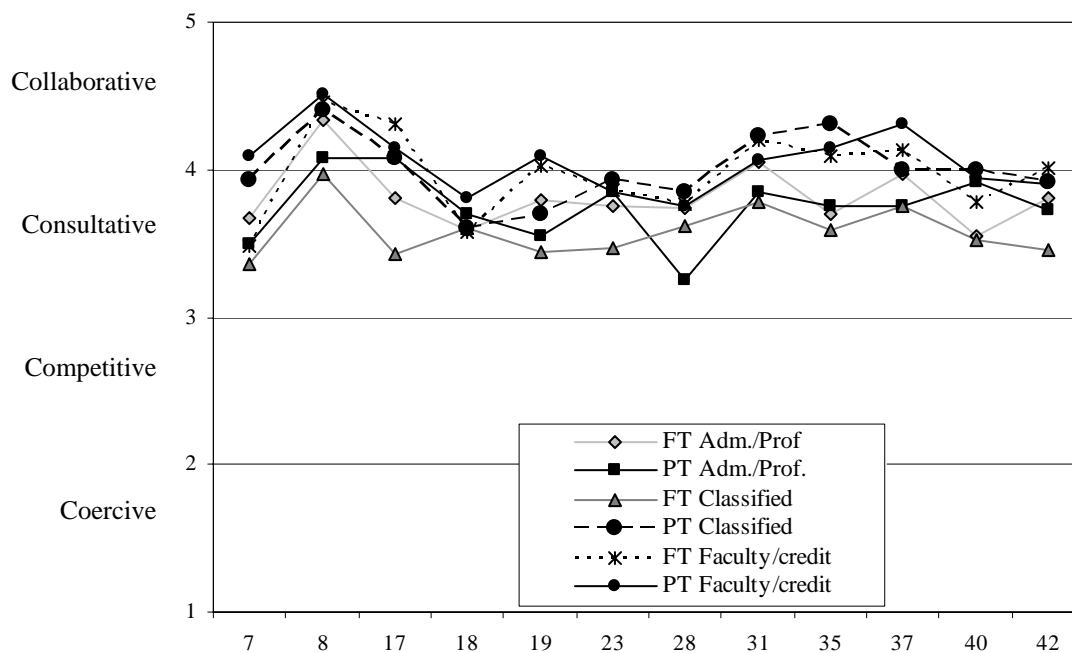
Teamwork		FT Admin/Prof.	PT Admin/Prof	FT Classified	PT Classified	FT Faculty/Credit	PT Faculty/Credit
3	The extent to which there is a spirit of cooperation within my work team	4.13	4.29	3.53	4.27	3.97	4.10
14	The extent to which my primary work team uses problem-solving techniques	4.04	4.31	3.39	4.00	3.85	3.90
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.95	4.36	3.54	4.13	4.00	3.70
33	The extent to which my work team provides an environment for free and open expression	4.03	4.14	3.51	3.93	4.04	4.03
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.79	4.00	3.39	3.93	3.87	3.82
43	The extent to which a spirit of cooperation exists in my department	3.88	4.21	3.38	3.73	4.09	4.12

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Functional Roles at North Idaho College



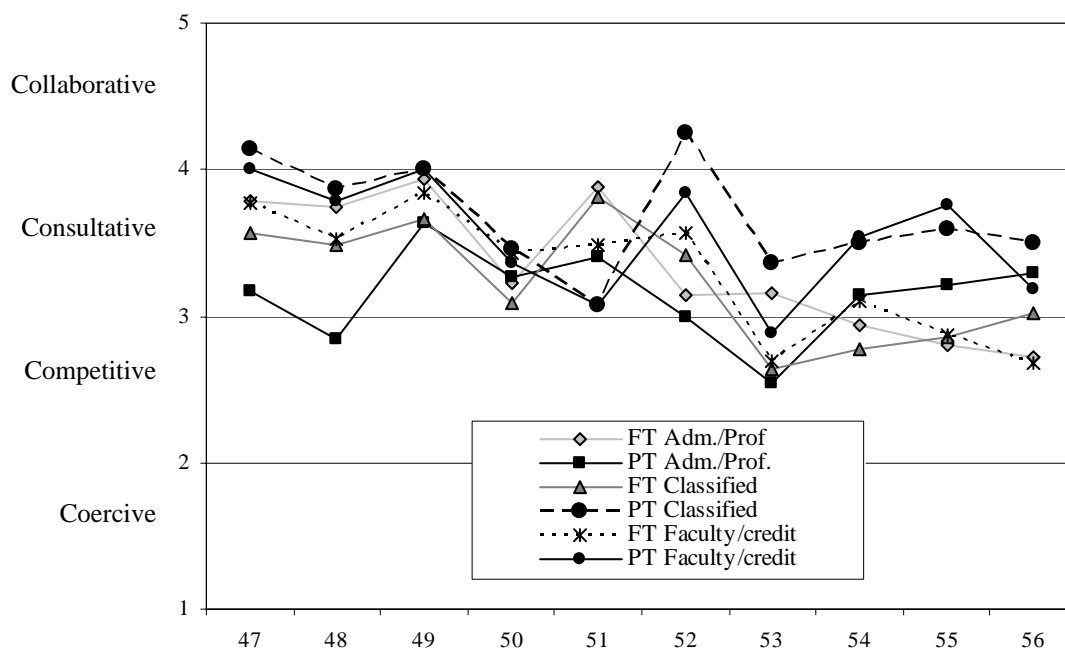
Student Focus		FT Admin/Prof.	PT Admin/Prof.	FT Classified	PT Classified	FT Faculty/Credit	PT Faculty/Credit
7	The extent to which student needs are central to what we do	3.67	3.50	3.36	3.93	3.48	4.09
8	The extent to which I feel my job is relevant to this institution's mission	4.34	4.07	3.97	4.40	4.46	4.52
17	The extent to which faculty meet the needs of the students	3.80	4.08	3.43	4.07	4.31	4.15
18	The extent to which student ethnic and cultural diversity are important	3.59	3.69	3.60	3.60	3.58	3.81
19	The extent to which students' competencies are enhanced	3.80	3.55	3.44	3.69	4.02	4.09
23	The extent to which non-teaching professional personnel meet the needs of the students	3.76	3.85	3.46	3.93	3.86	3.84
28	The extent to which classified (supporting) personnel meet the needs of the students	3.74	3.25	3.61	3.85	3.77	3.76
31	The extent to which students receive an excellent education	4.05	3.85	3.78	4.23	4.21	4.06
35	The extent to which this institution prepares students for a career	3.69	3.75	3.59	4.31	4.09	4.15
37	The extent to which this institution prepares students for further learning	3.97	3.75	3.75	4.00	4.13	4.30
40	The extent to which students are assisted with their personal development	3.54	3.91	3.53	4.00	3.78	3.94
42	The extent to which students are satisfied with their educational experience	3.81	3.73	3.46	3.92	4.01	3.91

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Functional Roles at North Idaho College



Customized		FT Admin/Prof.	PT Admin/Prof.	FT Classified	PT Classified	FT Faculty/Credit	PT Faculty/Credit
47	The extent to which campus security provides for my safety	3.78	3.17	3.57	4.13	3.77	4.00
48	The extent to which the work-site meets occupational, safety, and health standards (e.g. air quality, ergonomics)	3.74	2.85	3.48	3.87	3.53	3.78
49	The extent to which this institution maintains confidentiality of information pertaining to me	3.94	3.64	3.66	4.00	3.83	4.00
50	The extent to which this institution has a fair Employee Recognition and Awards Program	3.23	3.27	3.08	3.46	3.44	3.37
51	The extent to which this institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible)	3.88	3.40	3.81	3.07	3.48	3.08
52	The extent to which the institution's offices are service-friendly to students	3.14	3.00	3.42	4.25	3.56	3.84
53	The extent to which the institution has made progress on paying competitive salaries	3.16	2.54	2.64	3.36	2.69	2.88
54	The extent to which institutional procedures and policies are broadly communicated	2.94	3.14	2.77	3.50	3.10	3.55
55	The extent to which there is a positive relationship between faculty/staff/administration	2.80	3.21	2.85	3.60	2.87	3.76
56	The extent to which adjunct faculty feel they are included in the community	2.73	3.30	3.02	3.50	2.68	3.19

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Functional Roles at North Idaho College



Tables 12 through 17 contain the top ten priorities for improvement for each functional role among the standard PACE items and the top three priorities for improvement from the customized items developed specifically for North Idaho College.

Table 12. Priorities for Change: FT Administrative/Professional

Mean	Area to Change
2.84	The extent to which information is shared within this institution
2.88	The extent to which a spirit of cooperation exists at this institution
2.90	The extent to which decisions are made at the appropriate level
2.94	The extent to which open and ethical communication is practiced
2.94	The extent to which this institution is appropriately organized
3.03	The extent to which institutional teams use problem-solving techniques
3.03	The extent to which I am able to appropriately influence the direction of this institution
3.17	The extent to which I have the opportunity for advancement
3.26	The extent to which institution-wide policies guide my work
3.29	The extent to which this institution has been successful in positively motivating my performance
Mean	Area to Change—Customized
2.73	The extent to which adjunct faculty feel they are included in the community
2.80	The extent to which there is a positive relationship between faculty/staff/administration
2.94	The extent to which institutional procedures and policies are broadly communicated

Table 13. Priorities for Change: PT Administrative/Professional

Mean	Area to Change
3.00	The extent to which this institution is appropriately organized
3.07	The extent to which information is shared within this institution
3.08	The extent to which decisions are made at the appropriate level
3.17	The extent to which institutional teams use problem-solving techniques
3.17	The extent to which I am able to appropriately influence the direction of this institution
3.25	The extent to which classified (supporting) personnel meet the needs of the students
3.36	The extent to which administrative leadership is focused on meeting the needs of students
3.36	The extent to which a spirit of cooperation exists at this institution
3.36	The extent to which institution-wide policies guide my work
3.46	The extent to which this institution has been successful in positively motivating my performance
Mean	Area to Change—Customized
2.54	The extent to which the institution has made progress on paying competitive salaries
2.85	The extent to which the work-site meets occupational, safety, and health standards (e.g. air quality, ergonomics)
3.00	The extent to which the institution's offices are service-friendly to students

Table 14. Priorities for Change: FT Classified

Mean	Area to Change
2.41	The extent to which I have the opportunity for advancement
2.50	The extent to which information is shared within this institution
2.62	The extent to which open and ethical communication is practiced
2.64	The extent to which decisions are made at the appropriate level
2.66	The extent to which I am able to appropriately influence the direction of this institution
2.71	The extent to which a spirit of cooperation exists at this institution
2.79	The extent to which this institution is appropriately organized
2.86	The extent to which institutional teams use problem-solving techniques
3.00	The extent to which this institution has been successful in positively motivating my performance
3.00	The extent to which work outcomes are clarified for me
Mean	Area to Change—Customized
2.64	The extent to which the institution has made progress on paying competitive salaries
2.77	The extent to which institutional procedures and policies are broadly communicated
2.85	The extent to which there is a positive relationship between faculty/staff/administration

Table 15. Priorities for Change: PT Classified

Mean	Area to Change
3.07	The extent to which I have the opportunity for advancement
3.46	The extent to which professional development and training opportunities are available
3.50	The extent to which decisions are made at the appropriate level
3.50	The extent to which I am able to appropriately influence the direction of this institution
3.50	The extent to which institution-wide policies guide my work
3.53	The extent to which my work is guided by clearly defined administrative processes
3.57	The extent to which information is shared within this institution
3.57	The extent to which work outcomes are clarified for me
3.57	The extent to which this institution is appropriately organized
3.60	The extent to which open and ethical communication is practiced
Mean	Area to Change—Customized
3.07	The extent to which this institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible)
3.36	The extent to which the institution has made progress on paying competitive salaries
3.46	The extent to which this institution has a fair Employee Recognition and Awards Program

Table 16. Priorities for Change: FT Faculty/credit

Mean	Area to Change
2.77	The extent to which I am able to appropriately influence the direction of this institution
2.79	The extent to which information is shared within this institution
2.89	The extent to which open and ethical communication is practiced
2.95	The extent to which decisions are made at the appropriate level
2.95	The extent to which this institution is appropriately organized
2.97	The extent to which a spirit of cooperation exists at this institution
3.02	The extent to which institutional teams use problem-solving techniques
3.15	The extent to which this institution has been successful in positively motivating my performance
3.19	The extent to which I have the opportunity for advancement
3.20	The extent to which my work is guided by clearly defined administrative processes
Mean	Area to Change—Customized
2.68	The extent to which adjunct faculty feel they are included in the community
2.69	The extent to which the institution has made progress on paying competitive salaries
2.87	The extent to which there is a positive relationship between faculty/staff/administration

Table 17. Priorities for Change: PT Faculty/credit

Mean	Area to Change
2.78	The extent to which I have the opportunity for advancement
3.16	The extent to which I am able to appropriately influence the direction of this institution
3.41	The extent to which information is shared within this institution
3.43	The extent to which institutional teams use problem-solving techniques
3.50	The extent to which this institution has been successful in positively motivating my performance
3.52	The extent to which professional development and training opportunities are available
3.58	The extent to which institution-wide policies guide my work
3.58	The extent to which my work is guided by clearly defined administrative processes
3.59	The extent to which decisions are made at the appropriate level
3.59	The extent to which my supervisor actively seeks my ideas
Mean	Area to Change—Customized
2.88	The extent to which the institution has made progress on paying competitive salaries
3.08	The extent to which this institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible)
3.19	The extent to which adjunct faculty feel they are included in the community

Comparative Analysis: Demographic Classifications

In looking at the demographic classifications, the overall means ranged from part time faculty with the highest overall (3.89) to full time classified staff with the lowest (3.26). The overall means based on length of employment ranged from 3.44 to 3.88, with those working at the college less than a year scoring the highest, and those working at the college over 15 years scoring the lowest.

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

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
What is your NIC personnel classification:						
FT Adm./Prof	3.73	3.16	3.96	3.80	3.34	3.59
PT Adm./Prof.	4.00	3.43	4.23	3.70	3.15	3.79
FT Classified	3.31	2.89	3.45	3.59	3.23	3.26
PT Classified	4.00	3.55	4.01	3.94	3.67	3.89
FT Faculty/credit	3.74	3.14	3.96	3.97	3.30	3.64
PT Faculty/credit	3.87	3.57	3.97	4.06	3.56	3.83
What is your race/ethnicity:						
Caucasian	3.67	3.18	3.84	3.83	3.33	3.57
Other	3.68	3.17	4.00	3.73	3.31	3.58
What is your gender						
Female	3.67	3.11	3.92	3.79	3.27	3.56
Male	3.67	3.25	3.75	3.87	3.43	3.59
How long have you worked at this institution:						
Less than 1 year	3.86	3.65	4.19	4.03	3.64	3.88
1 - 4 years	3.85	3.34	3.91	3.82	3.47	3.69
5 - 9 years	3.61	3.06	3.74	3.79	3.20	3.50
10 - 14 years	3.59	3.10	3.82	3.81	3.38	3.52
15 or more years	3.48	2.95	3.84	3.81	3.21	3.44
In which type of NIC Department are you employed:						
Administrative Departments	3.82	3.44	4.12	3.76	3.48	3.72
Instructional Div or Instructional Support Dept	3.79	3.22	4.02	3.93	3.33	3.68
Student Services Departments	3.53	2.96	3.80	3.70	3.21	3.42
Technical Support Departments	3.64	3.14	3.35	3.64	3.53	3.44
Physical Plant or Campus Services Departments	3.14	3.09	3.12	3.77	3.29	3.26

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

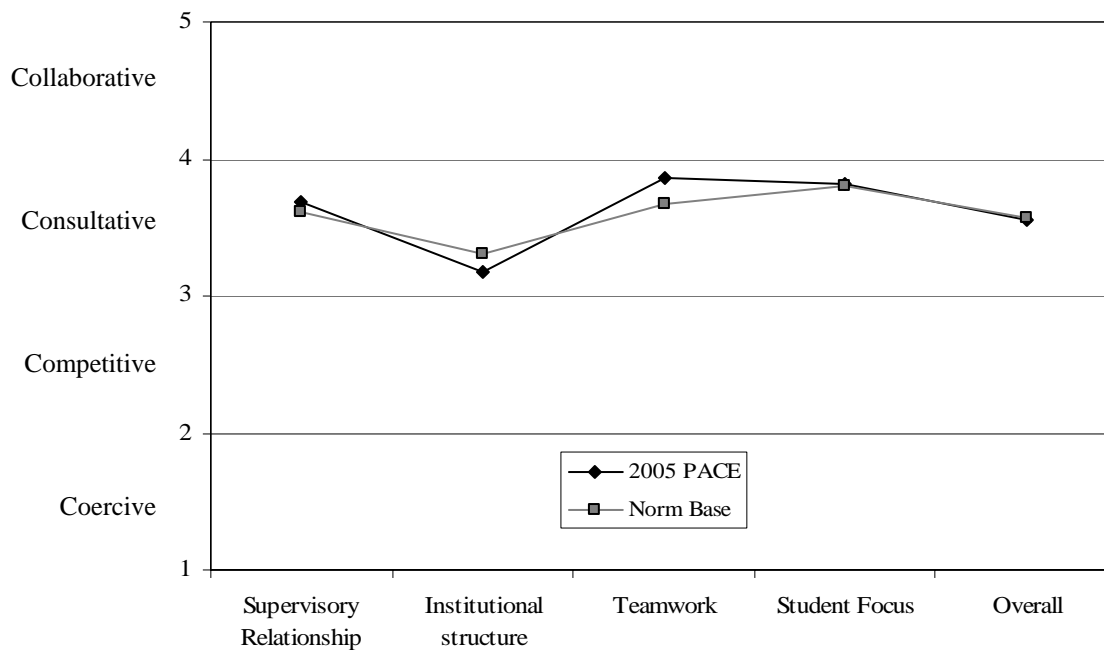
Comparative Analysis: Norm Base

Table 19 shows how NIC compares with the NILIE PACE Norm Base, which includes climate studies from approximately 45 different institutions, conducted at two-year institutions since 2003. 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 NIC. Figure 10 also shows how NIC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 19. North Idaho College Climate compared with the NILIE PACE Norm Base

	NIC	Norm Base*
Supervisory Relationships	3.68	3.62
Institutional Structure	3.17	3.31
Teamwork	3.86	3.67
Student Focus	3.82	3.80
Overall	3.56	3.57

Figure 10. North Idaho College Climate Compared with the NILIE PACE Norm Base



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

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

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

Supervisory Relationships	NIC Mean	Norm Base
2 The extent to which my supervisor expresses confidence in my work	4.18*	3.93
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.98	N/A
12 The extent to which positive work expectations are communicated to me	3.66	3.56
13 The extent to which unacceptable behaviors are identified and communicated to me	3.50	3.44
20 The extent to which I receive timely feedback for my work	3.60*	3.40
21 The extent to which I receive appropriate feedback for my work	3.58*	3.44
26 The extent to which my supervisor actively seeks my ideas	3.63	3.56
27 The extent to which my supervisor seriously considers my ideas	3.78	3.78
30 The extent to which work outcomes are clarified for me	3.48	3.46
34 The extent to which my supervisor helps me to improve my work	3.70*	3.48
39 The extent to which I am given the opportunity to be creative in my work	3.90	4.00
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.53*	3.72
46 The extent to which professional development and training opportunities are available	3.29	N/A
Mean Total	3.68	3.62

N/A: This question is not a part of the PACE Norm Base.

*T-test results indicate a significant difference at alpha=0.05 level

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

Institutional Structure	NIC Mean	Norm Base
1 The extent to which the actions of this institution reflect its mission	3.59	3.65
4 The extent to which decisions are made at the appropriate level	2.96	3.06
5 The extent to which the institution effectively promotes diversity in the workplace	3.40	N/A
6 The extent to which administrative leadership is focused on meeting the needs of students	3.41	3.49
10 The extent to which information is shared within the institution	2.86*	3.23
11 The extent to which institutional teams use problem-solving techniques	3.07*	3.31
15 The extent to which I am able to appropriately influence the direction of this institution	2.91*	3.13
16 The extent to which open and ethical communication is practiced	3.00*	3.24
22 The extent to which this institution has been successful in positively motivating my performance	3.23	3.35
25 The extent to which a spirit of cooperation exists at this institution	3.04*	3.26
29 The extent to which institution-wide policies guide my work	3.39	3.47
32 The extent to which this institution is appropriately organized	3.02	3.13
38 The extent to which I have the opportunity for advancement	2.98*	3.16
41 The extent to which I receive adequate information regarding important activities	3.52	3.50
44 The extent to which my work is guided by clearly defined administrative processes	3.29	3.31
Mean Total	3.17	3.31

N/A: This question is not a part of the PACE Norm Base.

*T-test results indicate a significant difference at alpha=0.05 level

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

Teamwork	NIC Mean	Norm Base
3 The extent to which there is a spirit of cooperation within my work team	3.96*	3.72
14 The extent to which my primary work team uses problem-solving techniques	3.82*	3.64
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.87*	3.70
33 The extent to which my work team provides an environment for free and open expression	3.90	N/A
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.74*	3.58
43 The extent to which a spirit of cooperation exists in my department	3.85	3.72
Mean Total	3.86	3.67

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

Student Focus	NIC Mean	Norm Base
7 The extent to which student needs are central to what we do	3.60*	3.83
8 The extent to which I feel my job is relevant to this institution's mission	4.30*	4.19
17 The extent to which faculty meet the needs of students	3.94*	3.79
18 The extent to which student ethnic and cultural diversity are important at this institution	3.60*	3.72
19 The extent to which students' competencies are enhanced	3.82*	3.72
23 The extent to which non-teaching professional personnel meet the needs of the students	3.74	3.69
28 The extent to which classified (supporting) personnel meet the needs of the students	3.69	N/A
31 The extent to which students receive an excellent education at this institution	4.03*	3.89
35 The extent to which this institution prepares students for a career	3.87	3.83
37 The extent to which this institution prepares students for further learning	3.98*	3.83
40 The extent to which students are assisted with their personal development	3.70*	3.57
42 The extent to which students are satisfied with their educational experience	3.80	3.74
Mean Total	3.82	3.80
Overall Total	3.56	3.57

N/A: This question is not a part of the PACE Norm Base.

*T-test results indicate a significant difference at alpha=0.05 level

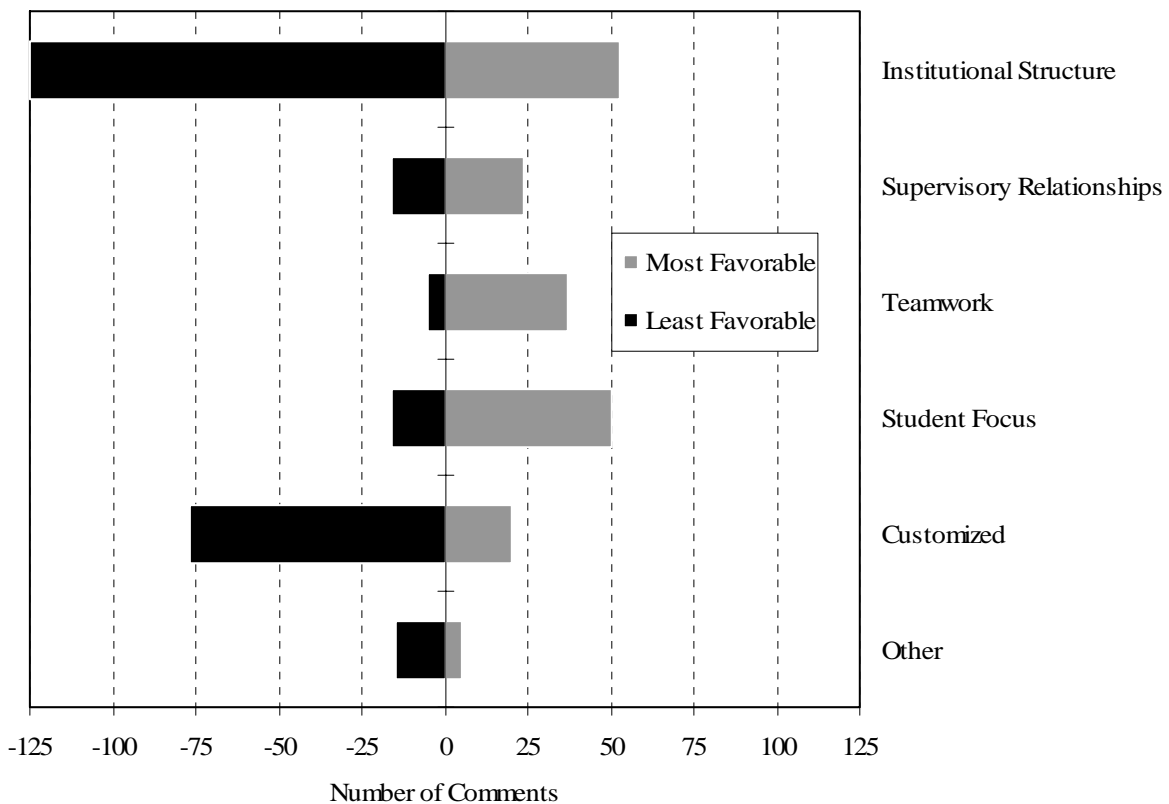
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 319 North Idaho College employees who completed the PACE survey, 49.5% (158 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments, however, reliability is ensured by coding the responses back to the questions on the PACE survey.

Figure 11 provides a summary of the NIC 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 climate factor. Please refer to Tables 24 and 25 for sample comments categorized by climate factor and the actual number of responses provided by NIC employees. Please note that comments are quoted exactly as written.

Figure 11. North Idaho College Comment Response Rates



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

Table 24. Most Favorable Comments and Actual Number of Responses at North Idaho College

Priority	Domain	Themes	Number of Comments
1	Institutional Structure (n=54)	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>I also have a great deal of respect for ALL the people who make teaching a positive experience, from the custodians to the administrators to the struggling students. To the extent that NIC has nurtured its roots, it is a success in every way.</i></p> <p><i>Pride in the workplace</i></p> <p><i>The friendly, caring campus community</i></p> <p><i>Love extra activities like the Christmas party, chili cookoff, & PHUN committee</i></p> <p><i>I love coming to work at NIC in Boswell because everyone is so friendly & genuinely interested in helping out. I smile all day here.</i></p>	39
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>I have been given every opportunity to be the best instructor possible!</i></p> <p><i>Professional training is available</i></p> <p><i>Professional-Technical division is very good about keeping up with new technologies</i></p>	7
		<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>Community & North Idaho asset.</i></p> <p><i>Being “out there” in the community</i></p>	5
		<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>Everyone tends to be friendly & cooperative</i></p> <p><i>Wonderful employees exist at NIC</i></p>	3
		<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>Opportunity for all genders and cultural backgrounds</i></p>	2

Table 24. Continued

Priority	Domain	Themes	Number of Comments
		<u>10— The extent to which information is shared within this institution</u> <i>People share information and are friendly.</i>	2
		<u>41— The extent to which I receive adequate information regarding important activities at this institution</u> <i>I really like the Weeksworth because it allows the college to be informed and inform others of events.</i>	2
		<u>29— The extent to which institution-wide policies guide my work</u> <i>Human resources and specifically Benefits support has been extremely helpful and much improved and knowledgable.</i>	1
		<u>32— The extent to which this institution is appropriately organized</u> <i>NIC is effectively organized and overall is a positive, healthy work environment.</i>	1
		<u>38— The extent to which I have the opportunity for advancement within this institution</u> <i>With the help of NIC I have gone one step further in my education and career field.</i>	1
		<u>16— The extent to which open and ethical communication is practiced at this institution</u> <i>In the past NIC has struggled with issues of openness, cooperation, and trust. In many ways this has improved significantly in recent years.</i>	1
2	Student Focus (n= 50)	<u>7— The extent to which student needs are central to what we do</u> <i>The most favorable aspect of this institution is the extent to which we will bend over backwards for the needs of the students.</i> <i>We strive to change to keep up with the demand and look for ways to get higher education to distant students, who otherwise wouldn't have this educational opportunity.</i> <i>Student success as #1 priority, Student centered culture, The faculty and staff for the most part are very dedicated to student success.</i>	23

Table 24. Continued

Priority	Domain	Themes	Number of Comments
		<i>NIC has put forth a lot of energy in the past year to try to improve student retention and graduation rates.</i>	
		<u>17— The extent to which faculty meet the needs of the students</u>	9
		<i>Academic instructors know what's required for success in their fields & they try to teach those skills to students.</i>	
		<i>I find that most faculty are deeply dedicated to their work.</i>	
		<u>31— The extent to which students receive an excellent education at this institution</u>	7
		<i>All of the instructors I work around & staff & admin seem very interested and vested in helping students learn & be successful.</i>	
		<i>The quality of education for the students seems to be this institutions priority.</i>	
		<u>8— The extent to which I feel my job is relevant to this institution's mission</u>	4
		<i>I feel that my skills are valued and appreciated, and that what I teach is important to student services.</i>	
		<u>23— The extent to which student services personnel meet the needs of the students</u>	2
		<i>“Most” everyone in student services takes their job seriously and put the student’s needs first.</i>	
		<u>19— The extent to which students' competencies are enhanced</u>	1
		<i>In my experience students are challenged intellectually at NIC.</i>	
		<u>28— The extent to which classified personnel meet the needs of the students</u>	1
		<i>Computer Services/IT are highly responsive to problems and provide timely support.</i>	
		<u>35— The extent to which this institution prepares students for a career</u>	1
		<i>Keeping pace with changing economic conditions</i>	
		<u>37— The extent to which this institution prepares students for further learning</u>	1
		<i>I believe the students of NIC get a very good college experience and leave our college very prepared to continue their education.</i>	

Table 24. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>Many who return to our campus comment how great their experience was while attending this institution.</i></p>	1
3	Teamwork (n=37)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>Any skill I have achieved as a teacher is a direct result of my department's support and leadership.</i></p> <p><i>The students are a joy to be around and I love the community feel of our campus.</i></p> <p><i>The communication between everyone in our building has been exceptional, and has made this a pleasant environment to work.</i></p> <p><i>The department, in which I work, is particularly flush with dedicated staff. They accomplish their mission despite difficult conditions.</i></p>	18
		<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>Expectations are clear, there is a spirit of cooperation.</i></p> <p><i>My small work team has open positive communication</i></p> <p><i>I am happy with the way our small team works well together.</i></p> <p><i>My immediate workplace is wonderful & the students get the help they need.</i></p>	15
		<p><u>33— The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs</u></p> <p><i>I find comfort in a large portion of the faculty who choose to meet regularly to discuss issues, support one another, and take action to improve education for students on this campus.</i></p>	2
		<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>My primary work group is working on improving communications within our group, department, and campus community.</i></p>	2

Table 24. Continued

Priority	Domain	Themes	Number of Comments
4	Supervisory Relationship (n=24)	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>My supervisor is easy to work for. (This) fact makes working here very rewarding.</i></p> <p><i>My supervisor is fair, supportive, critiques with kindness</i></p> <p><i>Department chairman is a very positive & encourages growth of team/department members.</i></p>	8
		<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>Within our division I feel respected & am given the latitude I need to do my job.</i></p> <p><i>Most favorable would be freedom to teach my classes in a way I feel is best.</i></p> <p><i>I do appreciate that I can work independently & creatively.</i></p>	5
		<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>I am fortunate to have a supervisor who encourages, supports and protects me.</i></p>	4
		<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>The chair of my dept is invaluable, wonderful and makes it all work.</i></p>	4
		<p><u>12— The extent to which positive work expectations are communicated to me</u></p> <p><i>I am very pleased with my supervisor and the way that he communicates with me. We have an excellent rapport.</i></p>	1
		<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>My supervisor's feedback and support</i></p>	1
		<p><u>30— The extent to which work outcomes are clarified for me</u></p> <p><i>My supervisor is very supportive, providing clear direction and opportunities to participate with my team.</i></p>	1

Table 24. Continued

Priority	Domain	Themes	Number of Comments
5	Customized (n=18)	<u>48— The extent to which the work-site meets occupational, safety, and health standards</u> <i>Aux Services willingness to always be available.</i> <i>The new gym & aerobic room in Winston are great!</i> <i>Gorgeous & well-kept grounds</i> <i>Physical Plant employees are also a positive force in my day-to-day routine.</i>	7
		<u>51— The extent to which this institution provides a comprehensive employee benefits package</u> <i>I very much appreciate recent offerings for both part-time and full-time faculty & staff such as the Wellness offerings.</i> <i>I applaud the college for its willingness to continue to find ways like extended days off over the holidays and the support of the Wellness Committee as ways to enrich the lives of college staff.</i> <i>Vacation and sick leave</i>	5
		<u>55— The extent to which there is a positive relationship between faculty/staff/administration</u> <i>The support has been wonderful, ranging from support staff to faculty to administrators. I feel like I am valued here.</i>	4
		<u>47— The extent to which campus security provides for my safety</u> <i>Campus Safety does a terrific job. Kudos to them.</i>	1
		<u>52— The extent to which the institution’s offices are service-friendly to students</u> <i>I have never seen any staff be rude or discourteous to any student.</i>	1
		<u>Facilities</u> <i>Landscaping is great; new buildings are a great 1st impression – a beautiful campus!</i>	2
		<u>Budget</u> <i>Careful & yet progressive spending practices</i>	2
6	Other (n=5)	<u>Parking</u> <i>Parking is improving</i>	1

Table 25. Least Favorable Comments and Actual Number of Responses at North Idaho College

Priority	Domain	Themes	Number of Comments
1	Institutional Structure (n=126)	<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>We need more evening & weekend classes!</i></p> <p><i>Many man-hours are spent writing and revising policies and procedure, but they are often ignored. Following them would result in less internal and external strife.</i></p> <p><i>The new process for reclassification has taken way too long to implement. This is not the fault of one individual , but it is unrealistic to expect applicants to wait 1 1/2 – 2 years for a resolution to their request.</i></p> <p><i>HR is terrible about communicating, they are not advocates for employees. The dept. does not complete projects in a timely manner – we’re tired of excuses!</i></p> <p><i>The efforts toward a model of participatory governance have wained, as the perception amongst many is that we’re moving toward a corporate model of governance.</i></p> <p><i>“Student as consumer” language appalling. It shows a total disregard for what education should be.</i></p> <p><i>Lack of policy & procedures to handle employee problems.</i></p>	25
		<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>A division chair that attempts to manage by controlling everything</i></p> <p><i>There should be more checks & balances on the administration (VPs, division chairs, etc.)</i></p> <p><i>I don’t have any confidence serving on committees only to find that decisions have already been made (athletics, insurance, salaries).</i></p> <p><i>Many want to solve “problems” without consulting those who have the primary responsibility for dealing with the problems in the first place!</i></p>	19

Table 25. Continued

Priority	Domain	Themes	Number of Comments
10	<u>The extent to which information is shared within this institution</u>	<p><i>Communication from administration to faculty/staff still needs improving.</i></p> <p><i>I am becoming more and more disheartened by the lack of communication and lack of true shared governance.</i></p> <p><i>As a part-time faculty member, I am not present for a lot of meetings, therefore I don't feel adequately informed on computer software changes that seem to happen frequently. This makes it difficult to access NIC Online.</i></p> <p><i>I believe that the chain of communication is broken down and is not working, and it starts from the top. Lately we feel clueless as to how to proceed with any changes, so helping students is almost impossible.</i></p> <p><i>Individuals, in their respective positions, sometimes fail to pass needed information to other people that need to know. This creates mini crisis situations usually at night or on weekends.</i></p>	19
16	<u>The extent to which open and ethical communication is practiced at this institution</u>	<p><i>The least favorable aspects of this institution are communication and the supervisory/administrator 'good-ol-boy' mentality.</i></p> <p><i>Our administration is too heavy, sneaky, and uncommunicative – mostly with each other!</i></p> <p><i>People (employees) are often fearful to expand, compliment, or complain due to the political /heirarchical structure of the college.</i></p> <p><i>Upper administration talks of open communication but is very top-down in approach.</i></p> <p><i>Interoffice communication is poor and creates frustration and tension.</i></p> <p><i>The President and other administrators never visit our building to make an effort to get to know our staff – or show they care.</i></p>	17

Table 25. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>Many departments operations are self serving. They do not look at the greater good or are inclusive.</i></p> <hr/> <p><i>I often experience an unfortunate lack of respect & cooperation within and between departments, which at times declines to a state of apathy.</i></p> <p><i>There is a total lack of “spirit of cooperation” between divisions. It seems like more time is spent “puffing up” some egos when working for the greater good would be a better use of everyone’s time.</i></p>	11
		<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>The administration seems to lack forward thinking</i></p> <p><i>The top administration is not united on a common direction for the college. The board doesn’t seem to recognize they are governing an institution that doesn’t have direction.</i></p> <p><i>No one wants to accept role of leadership or responsibility</i></p> <p><i>The Computer Services department is a weight around the neck of this institution.</i></p> <p><i>Top level administration does not support/attend all college activities – including arts, music, theatre, Popcorn Forum.</i></p>	8
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Too heavy workloads to allow adequate time for pursuing training in areas that could ultimately save time.</i></p> <p><i>It was very exciting to learn that staff could take courses at the WFT free of charge however the process is so discouraging trying to get into a class that I’ve given up along with a few other co-workers.</i></p> <p><i>More credit should be given for attendance at professional conferences. I have attended and participated in many conferences and spent many more hours preparing & presenting than is required in a 1-credit college course.</i></p>	6

Table 25. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p><i>Most of our processes are not “student friendly”</i></p> <p><i>Often changes in procedures are not communicated clearly – e.g. interpreting class rosters, acquiring keys.</i></p>	5
		<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>I feel like we’ve lost sight of our original mission & now we only focus on numbers.</i></p> <p><i>Sometimes the message from top level seems to be that quantity (not quality) is #1.</i></p>	4
		<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>Lack of diversity in staff.</i></p> <p><i>The best way to promote diversity in our community is to be diverse in our faculty, staff, and student populations.</i></p> <p><i>I do believe that gender issues exist on this campus. I do experience and witness casual dismissals of female employees on campus by some male employees in the sense of minimizing or invalidating their input, concerns, and achievements.</i></p>	4
		<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>Leaders vs. controllers in management & supervisory positions -not enough “leaders” and too many “controllers”</i></p>	3
		<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>The opportunities for advancement are deplorable at this institution. The college has to do more work at creating career tracks.</i></p> <p><i>We use a system that groups job titles and classifications which is terribly flawed and does not adequately reflect and compensate some for the true nature of the work being done.</i></p>	3

Table 25. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>Low incentives for additional projects and work. Low recognition for accomplishments and special projects outside assignment.</i></p>	2
2	Customized (n=77)	<p><u>53— The extent to which the institution has made progress on paying competitive salaries</u></p> <p><i>Pay compensation could increase – happy & well paid staff & faculty are more invested in their work. I love working here, but I may need to re-evaluate my situation down the road for financial reasons. This is an unfortunate dilemma.</i></p> <p><i>Institution needs to do more to bring salaries up to a competitive level.</i></p> <p><i>Even though we have a great benefits package, we pay significantly more for these benefits than other Idaho state agencies. Why is that?</i></p> <p><i>NIC is progressing, but as an educated professional (adjunct faculty) I'm nearly considered "poverty" level.</i></p> <p><i>The disparity between administration & staff grows wider each year.</i></p>	17
		<p><u>55— The extent to which there is a positive relationship between faculty/staff/administration</u></p> <p><i>To the extent which there is a positive relationship between HR/faculty/staff = dissatisfied</i></p> <p><i>The administration claims they want ideas but get little encouragement or reward for giving any</i></p> <p><i>The climate between faculty and administration is icy at NIC.</i></p> <p><i>The disconnect between Senior Management and the "doers" is a major issue that is causing disfunction.</i></p> <p><i>I find the lack of friendliness from some top administrators very disturbing.</i></p> <p><i>Faculty is treated with respect & kid gloves while staff is at the bottom of the food chain and there is no effort from administration to shorten the gap.</i></p> <p><i>I feel little respect or appreciation from President Burke towards staff.</i></p>	15

Table 25. Continued

Priority	Domain	Themes	Number of Comments
51		<p><u>The extent to which this institution provides a comprehensive employee benefits package</u></p> <p><i>Poor salary, no benefits</i></p> <p><i>Employee health insurance for classified employ. is outrageous compared to the great package and lower cost that the upper administration contributes.</i></p> <p><i>Salaries are not competitive & this is not being addressed in a timely fashion.</i></p> <p><i>Not enough consideration of flexible working hours.</i></p> <p><i>The medical insurance- each year since I have been here the cost of the premiums have gone up – this expense consumes all the raise in pay we have received each year.</i></p>	12
56		<p><u>The extent to which adjunct faculty feel they are included in the community</u></p> <p><i>No recognition for adjuncts</i></p> <p><i>Many part-time people I speak to do not feel adequately included in the campus community.</i></p> <p><i>Being an adjunct faculty is being invisible.</i></p> <p><i>LOA's seem to be second class citizens, no tuition waivers, no benefits what-so-ever, no recognition</i></p> <p><i>Eight years ago the adjunct faculty asked for an adjunct liaison. This was approved by the Faculty Assembly but never acted on. Last spring, the Assembly again voted for an adjunct liaison position. And again, not action was taken. I believe that this clearly illustrates the college's practice of paying lip service to the concerns of part time instructors.</i></p>	9
52		<p><u>The extent to which the institution's offices are service-friendly to students</u></p> <p><i>Institutional office friendliness to students: low rating due to lack of physical & virtual coordination between admissions, fin. Aid, academic advising, registration.</i></p> <p><i>Front office staff service to students – unfriendly, aloof, lacking basic customer service skills.</i></p> <p><i>Some front line employees are quite rude & probably not a good fit for a front line position. Good customer service is a lot more than a tone of voice or giving correct information – it is about respecting others & treating them accordingly</i></p>	8

Table 25. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>48— The extent to which the work-site meets occupational, safety, and health standards</u></p> <p><i>We need either a locker room or changing room in Winton. The bathrooms are really too cramped for changing to workout.</i></p> <p><i>There needs to be an ergonomic team to review posture and the needs of adequate work stations; i.e. ergonomic chairs, distance from pc, heights of worksurface, chair & keyboard</i></p> <p><i>Building updates – heating & A/C & bathrooms as well as a place to wash dishes, make coffee, etc. Maintenance needs more staff; the buildings are not being sufficiently cleaned!</i></p>	7
		<p><u>50— The extent to which this institution has a fair Employee Recognition and Awards Program</u></p> <p><i>We need more employee recognition – smaller awards & more often</i></p> <p><i>Everyone works hard although I’m not sure that it’s appreciated by others on campus.</i></p>	4
		<p><u>47— The extent to which campus security provides for my safety</u></p> <p><i>Campus Security would not be able to deal with a real crisis.</i></p>	2
		<p><u>49— The extent to which this institution maintains confidentiality of information pertaining to me</u></p> <p><i>Least favorable – Administrator issues!!! Couldn’t give explanation for FEAR OF MY JOB.</i></p>	2
		<p><u>54— The extent to which institutional procedures and policies are broadly communicated</u></p> <p><i>While on our 30 minute NON PAID lunch break, we are not permitted to leave the campus, must answer all incoming calls and respond to all requests immediately. It is not uncommon during a swing shift to have to end your lunch break three to four times due to service requests. There are currently no plans on changing this policy even though evidence has shown that this is a violation of federal law.</i></p>	1

Table 25. Continued

Priority	Domain	Themes	Number of Comments
3	Student Focus (n= 16)	<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>Students need programs that match local jobs.</i></p> <p><i>Evening training programs for working adults needed, so families can make a living wage, not just survive.</i></p> <p><i>The continuing effort by the Administration to get rid of all academic programs requiring math/convert NIC into a VoTech school. Our students are ill-prepared to face a future where technical skills are required.</i></p>	4
		<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>Students from other backgrounds (i.e. Native American, Latino, African American, International) are not given nearly enough support on this campus. Many are failing to even complete the semester because there is such a lack of support</i></p> <p><i>I feel the college has been least responsive to the needs of students from diverse backgrounds, including students with disabilities, returning adult students, and students from diverse ethnic backgrounds.</i></p>	4
		<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>Where has our common goal of serving the student gone?</i></p> <p><i>Have concerns that bottom line factors may cloud student needs.</i></p>	4
		<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>Phrases such as “this student is not cut out for college” have been repeatedly used primarily by instructors, pertaining to students that ARE cut out for college and infact do complete a course successfully or complete their entire degree successfully SOMEWHERE ELSE.</i></p>	1
		<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>We need to do more to prepare students up front. A mandatory College Transition class during the first semester would be a good start, but would not solve all of our problems.</i></p>	1

Table 25. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>Student intake – complaints re: confusion and poor service.</i></p>	1
		<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>Our math system needs some serious adjustments. Students are not succeeding time after time so maybe the problem is not with the students.</i></p>	1
4	Supervisory Relationship (n=15)	<p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>Institutional teams have worked on problems but administration appears to ignore recommendations.</i></p> <p><i>Morale is pretty low; this causes people to not want to contribute.</i></p>	11
		<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>Not enough celebrations of the good things we accomplish</i></p>	2
		<p><u>20— The extent to which I receive timely feedback for my work</u></p> <p><i>Once every three years I get feedback if I'm teaching well or not.</i></p>	1
		<p><u>27— The extent to which my supervisor seriously considers my ideas</u></p> <p><i>Supervisor doesn't listen to the department, nor stand up for the department. No leadership skills.</i></p>	1
5	Other (n=15)	<p><u>Parking</u></p> <p><i>Parking @ HSB does not allow for faculty identified spaces, except for Division Directors. Faculty who must travel off campus frequently return to find themselves spending valuable classtime to park.</i></p> <p><i>What about faculty friendly? Classes can start without a student but not without the instructor. And why does the director have a parking place??</i></p> <p><i>Put something on parking lots in winter to reduce the ice & slippery/dangerous conditions.</i></p>	5

Table 25. Continued

Priority	Domain	Themes	Number of Comments
		<u>Survey</u> <i>This survey was very disappointing. One got the impression that the survey was done to satisfy an accreditation check block rather than to really find out the campus climate.</i>	3
		<u>Facilities</u> <i>I am VERY DISSATISFIED with the teaching conditions in Seiter Hall. The technology is poor or absent, the room configurations are inhibitive, noise levels are unacceptable. This is certainly not to NIC standards.</i> <i>No action taken and faculty/students accused of being unappreciative & disrespectful instead of being viewed as attempting to improve educational environment</i>	3
		<u>Budget</u> <i>Inequity of department funding, spending on nonsense items.</i> <i>We need to do a better job of investment of funding and personnel in student services.</i>	3
		<u>Athletics</u> <i>There is too much emphasis on athletics at this school. There has never been a survey of the community or campus concerning the appropriate level of varsity athletic activity.</i>	1
6	Teamwork (n=5)	<u>43— The extent to which a spirit of cooperation exists in my department</u> <i>Individuals who are dissatisfied are also those not involved & just listening to rumors!</i>	3
		<u>24— The extent to which there is an opportunity for all ideas to be exchanged within my work team</u> <i>Can't take pride in work as am told to do in most corner cutting manner.</i>	1
		<u>33— The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs</u> <i>Work cliques are not addressed and negatively affect the work environment.</i>	1

CONCLUSION

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

Overall the following have been identified as areas of excellence at North Idaho College. Two of these items represent the Institutional Structure climate factor (items #2 and #39), five of these items represent the Teamwork climate factor (items #8, #9, #17, #31, and #37), and three of these items represent the Student Focus climate factor (items #3, #24, and #33).

- The extent to which I feel my job is relevant to this institution's mission, 4.30 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.18 (#2)
- The extent to which students receive an excellent education at this institution, 4.03 (#31)
- The extent to which this institution prepares students for further learning, 3.98 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.98 (#9)
- The extent to which there is a spirit of cooperation within my work team, 3.96 (#3)
- The extent to which faculty meet the needs of the students, 3.94 (#17)
- The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs, 3.90 (#33)
- The extent to which I am given the opportunity to be creative in my work, 3.90 (#39)
- The extent to which there is an opportunity for all ideas to be exchanged within my work team, 3.87 (#24)

Overall the following have been identified as the top three areas of excellence within the Customized Climate factor at North Idaho College.

- The extent to which this institution maintains confidentiality of information pertaining to me, 3.83 (#49)
- The extent to which campus security provides for my safety, 3.74 (#47)
- The extent to which this institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible), 3.58 (#51)

The following have been identified as areas in need of improvement at North Idaho College. All of these items represent the Institutional Structure climate factor.

- The extent to which information is shared within this institution, 2.86 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 2.91 (#15)
- The extent to which decisions are made at the appropriate level at this institution, 2.96 (#4)
- The extent to which I have the opportunity for advancement, 2.98 (#38)
- The extent to which open and ethical communication is practiced at this institution, 3.00 (#16)
- The extent to which this institution is appropriately organized, 3.02 (#32)
- The extent to which a spirit of cooperation exists at this institution, 3.04 (#25)
- The extent to which institutional teams use problem-solving techniques, 3.07 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.23 (#22)
- The extent to which professional development and training opportunities are available, 3.29 (#46)

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

- The extent to which the institution has made progress on paying competitive salaries, 2.84 (#53)
- The extent to which adjunct faculty feel they are included in the community, 2.87 (#56)
- The extent to which there is a positive relationship between faculty/staff/administration, 2.99 (#55)

The largest number of least favorable comments of North Idaho College represented in the qualitative section of the PACE survey were from the Institutional Structure climate factor. This is also the factor with the most suggestions for improvement reflected in the ten lowest mean scores in the survey. While there are many employees at NIC who enjoy the community atmosphere, there seems to be an underlying tension between those administrators who are making decisions for the college, and the role of faculty and staff in the day to day operations of the college.

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