

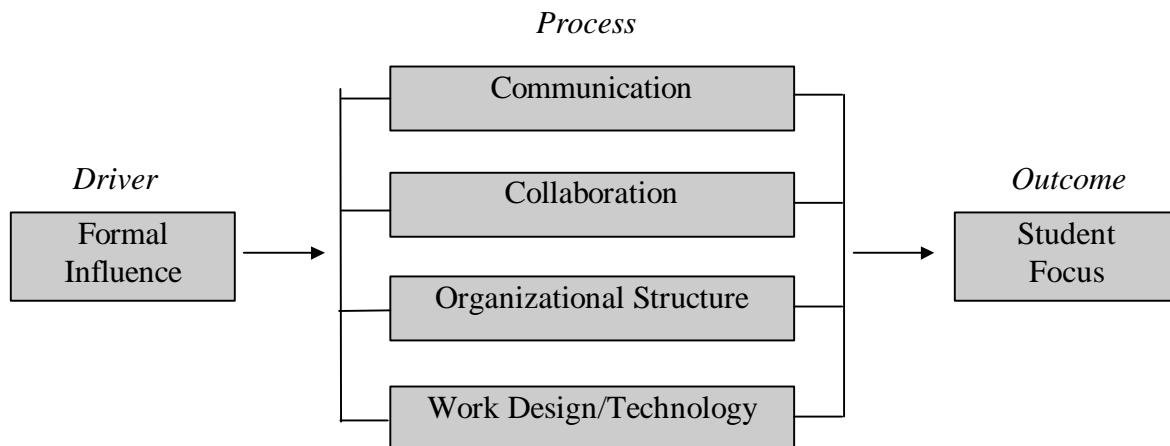
EXECUTIVE SUMMARY

In November 2001, the Personal Assessment of the College Environment (PACE) survey was administered to all of the 702 employees (100.0%) at North Idaho College (NIC). Of those 702 employees, 371 (52.8%) 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 promote more open and constructive communication among faculty, staff, and administrators toward the end of becoming a learning organization. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of NIC collaborated to create a survey that would reflect opinions of all personnel throughout the college.

Employees completed a 65-item PACE instrument developed by George A. Baker III and the NILIE team of NC State University. The 65 items are organized into seven factors or domains including Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, Student Focus, and a Customized section developed specifically for NIC. Respondents were asked to rate the seven climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at NIC to a norm base and to a range of four different managerial systems found to exist in colleges. The information generated from the instrument has been developed into a research report and can be used for planning and decision making in order to improve the existing climate.

In the PACE model, the formal influence (leadership) domain motivates the communication, collaboration, organizational structure, and work design/technology process domains toward focus on the student domain (institutional effectiveness).

Figure i. The PACE Model



Note: Baker, G.A. III. (1998).

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.97. Cronbach's Alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. Within this context, the climate survey is measuring what the designer expects to measure.

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

At NIC, the overall results from the PACE instrument indicate a healthy campus climate, yielding a 3.75 mean score or high consultative system. The Part-time Faculty teaching less than five credits held the most positive perception, yielding a mean score of 3.86. The Full-time Classified personnel held the lowest perception, yielding a 3.70 mean score of the college environment. The Student Focus category received the highest mean score 3.86, whereas the Organizational Structure category received the lowest mean score 3.55.

Of the more than 100 studies completed by NILIE, few organizations have been found to have achieved a System 4 or collaborative environment, except in some aspects of some categories, and with some categories of employees. Thus, the System 4 environment remains a climate to be sought through planning, collaboration, and organizational development. For descriptive purposes, only the normative PACE data (i.e., Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus) will be compared against the NILIE Norm Base.

The PACE instrument administered at NIC included the 55 original items plus ten customized items. Of these 65, none fell within the least favorable categories identified as the coercive range (System 1) while three fell within the competitive range (System 2). Fifty-two composite ratings fell within the consultative range (System 3), while ten composite ratings fell within the collaborative range (System 4).

When respondents were classified according to functional role at NIC, the composite ratings were as follows: Part-time Faculty teaching less than 5 credits (3.86), Part-time Classified (3.85), Part-time Faculty teaching 5 or more credits (3.84), Full-time Administrative (3.83), Full-time Faculty (3.74), Full-time and Part-time Professional (3.74), and Full-time Classified (3.70).

The top areas in need of improvement were identified for each major functional role within the institution. Each group has generated a slightly different set of priorities. Below, the data for all groups have been aggregated and a set of priorities for the institution as a whole has been created. These areas, beginning with the item of greatest concern, include:

- The extent to which the institution pays competitive salaries (item #65), Mean score: 2.54
- The extent to which the institution addresses workload issues (item #60), Mean score: 2.86
- The extent to which the institution meets staffing needs (item #61), Mean score: 2.94
- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: 3.09
- The extent to which employee concerns/issues are adequately addressed (item #63), Mean score: 3.10
- The extent to which there is a sense of trust and confidence among members of the college community (item # 56), Mean score: 3.13

In the report that follows, six basic research questions regarding organizational climate at North Idaho College have been answered. The intent of this research report is to provide information for organizational, unit, and individual changes necessary to move forward in the process of becoming a learning organization.

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INTRODUCTION

In November 2001, the Personal Assessment of the College Environment (PACE) survey was administered to all of the 702 employees (100.0%) at North Idaho College (NIC). Of those 702 employees, 371 (52.8%) 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 promote more open and constructive communication among faculty, staff, and administrators toward the end of becoming a learning organization. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of NIC collaborated to create a survey that would reflect opinions of all personnel throughout the college.

The term “culture” refers to a total communication pattern within an organization. Climate is defined as the *prevailing* condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment). Essentially then, climate is a subset of an organization’s culture. In general, climate is to an organization what “personality” is to an individual and is a pattern of basic assumptions that a given group or organizational environment has developed in learning to cope with its problems and challenges (Baker & Associates, 1992).

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive this pattern of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they see a pattern of behavior that is self-serving, autocratic, or punishing, then they see a negative climate. The importance of these methods as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well recognized in the research literature for more than 30 years (Baker & Associates, 1992).

Our present focus and research illustrates the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (1994) defined leadership as the process of influencing major changes in the attitudes and assumptions of organization members and building commitment for the organization's mission or objectives. 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 Likert’s work at the University of Michigan. A major means of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, reported in Baker and Glass (1993). As such, results from the survey were interpreted using the scientific management model developed by Likert and adapted to the PACE format by NILIE in accordance with the model presented in Table 1. A modified version of the Likert profile of organizations was employed in the in-depth case study of Miami-Dade Community College in 1987 and reported by Roueche and Baker (1987). The organizational climate and leadership style were examined through an adaptation of Likert’s four systems. The first adaptation of Likert’s climate concepts specifically designed for higher education organizations was employed at the various campuses of Miami-Dade Community College during 1986.

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 70 institutions have participated in climate studies conducted by NILIE at NC State University. During the time frame 1988-1997 various versions of the PACE instrument were field-tested through NILIE's efforts, and several dissertations were completed by doctoral students in higher education programs.

From Likert's original work and research methods, NILIE identified four leadership models and organizational systems ranging from coercive to collaborative. The collaborative system, which is called System 4, is generally seen as a climate to be achieved and produces better results in terms of productivity, job satisfaction, communication, and overall organizational climate (Likert, 1967). The various NILIE research studies have verified that the collaborative model is the climate to be sought as opposed to generally existing naturally in the environment. NILIE's research supports the conclusion that most organizations function between the System 2 (competitive) and System 3 (consultative) levels across the six original domains of the instrument (i.e., formal influence, communication, collaboration, organizational structure, work design, and student focus). When standard deviations are considered, employees support a range of options that fall between lower System 4 and the mid-range of System 2.

System 1, which represents the least desirable climate, constitutes a structured, task-oriented, and highly authoritative leadership management style based on the notion that followers are inherently lazy and that, 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. Generally, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a collaborative model is characterized by a leadership environment that is change oriented, where appropriate decisions have been delegated to organizational teams, and one in which leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This style 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 work together in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, where a typical animosity is likely to exist between professional faculty and administrators.

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 (Likert, 1967). Employees are absent from work less often and tend to remain employed in the organization for a longer period of time (Likert). 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). In addition, Blanchard (1985) suggests that adapting leadership styles to fit the situation according to the employees' characteristics and developmental stages may be appropriate for enhancing productivity. Blanchard's approach calls for a contingency strategy to fit a given context. 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 1997.

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 (Adams, 1965). Results from the NILIE research support this assumption. NILIE's findings are consistent with a model of work motivation referred to as Equity Theory (Adams). This theory suggests that managers and leaders should emphasize equitable rewards for employees because inequalities motivate workers to reduce the inequity. Means of reducing these perceived inequities include reducing one's output, quitting the job, engaging in absenteeism, or influencing others to lower their productivity. The importance of the influence of equitable rewards on job motivation and production and their impact on how managers and leaders are perceived, therefore, cannot be overemphasized.

Studies of leadership effectiveness abound in the literature. Managers and leaders who will plan change strategies for their organizations are encouraged to review the following theories and concepts when planning for the future.

1. The path-goal theory of House (1971) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work and personal goal attainment.
2. An environment in which the leader's greatest impact is perceived to exist through interactions with followers contingent on their performance levels (Bass, 1990).
3. The Vroom/Yetton model in which specific situational contingencies are considered, which should provide the leader with insights into appropriate decision-making strategies (Yukl, 1994).
4. Transformational leadership theory advocated by Bass (1990).
5. Situational leadership theory advocated by Blanchard (1985).

Advancements of original theories recognize the emerging interest in organizational climate studies and the effectiveness of transformational leadership and follower-leader situations that require different leadership behaviors to fit different assumptions of leader and follower readiness. The study presented in this report is an attempt to assess and improve the overall climate of North Idaho College by gathering perceptions and estimates of quality and excellence across personnel groups. It is NILIE's expectation that this report will provide a benchmark and empirical data that will be systematically integrated into effective planning models for North Idaho College.

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.

METHOD

The PACE instrument was administered to all of the staff, faculty, and administrators of North Idaho College in November 2001. After completing the written items, respondents were given an opportunity to write comments to be analyzed to determine implicit information that can be used for institutional planning. NILIE classifies written comments as favorable or unfavorable with regard to seeking change in a particular aspect of the institutional climate. The NILIE staff has developed a cross-tabulated matrix that allows the comments to be analyzed and considered in future planning.

The climate survey was a collaborative project between NILIE and the Office of Planning, Assessment & Research at North Idaho College. The PACE was distributed to employees of NIC via campus mailboxes. Employees were provided with envelopes and were informed of the December 19 collection deadline, as well as where the instruments were to be returned. The North Idaho Office of Planning, Assessment & Research, managed distribution, collection, and mailing of survey materials.

The PACE instrument is divided into seven instrumental factors and conceptual domains. These spheres are formal influence, communication, collaboration, organizational structure, work design/technology, student focus, and a customized section developed specifically for North Idaho College. A total of 65 items were included in the PACE survey, plus a series of questions ascertaining the demographic status of respondents.

Respondents were asked to rate the seven climate factors through their specific statements on a five-point scale from a low of "1" to a high of "5." The means for all items were obtained and compared. Items with lower scores were considered to have high priority. 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. For purposes of external comparisons, NILIE will provide statistical data from its norm base.

DATA COLLECTION

Of the 702 NIC employees administered the instrument, 371 (52.8%) completed the PACE survey. NILIE managed the climate survey project. Survey materials were placed in campus mailboxes of all NIC employees on Monday, November 26, 2001. Completed PACE instruments were then collected by the Office of Planning, Assessment & Research and mailed to NILIE for analysis.

DATA ANALYSIS

Optical scan sheets were employed to capture the survey data. These sheets were read by an optical scanner. Responses were analyzed using the statistical package SAS, version 6.12. The following six research questions were explored using the data generated from the items asked in the PACE instrument:

- QUESTION #1 How representative of the total population is the returned survey sample?
- QUESTION #2 How do employees perceive the overall institutional climate?
- QUESTION #3 To what extent are there differences in perception of the institutional climate among employees in functional roles?
- QUESTION #4 To what extent are there differences in perception of the institutional climate among various demographic classifications?
- QUESTION #5 How do the results of this PACE compare with the NILIE PACE Norm Base?
- QUESTION #6 What recommendations for change and improvement can be made based on the results of this climate survey?

RESULTS AND DISCUSSION

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.97. Cronbach's Alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. Within this context, the climate survey is measuring what the designer expects to measure. The Cronbach's alpha coefficients of internal consistency from January 1999 to present are as follows:

Table 2. Alpha Coefficients by Climate Category for PACEs Completed From January 1999 to Present (n=12,712)

<u>Climate Category</u>	<u>Alpha Coefficient</u>
Formal Influence (1-10)	0.93
Communication (11-19)	0.92
Collaboration (20-27)	0.91
Organizational Structure (28-35)	0.87
Work Design/Technology (36-44)	0.85
Student Focus (45-55)	0.92
<u>Overall (1-55)</u>	<u>0.97</u>

Each of the research questions posed earlier is answered in the order listed in the data analysis section. Graphic representations of the results have been prepared to provide the reader with useful information. Thus, the reader may refer to the graphs in order to get an in-depth picture of the results. The narrative under each question serves to elaborate on the information conveyed by each figure or table.

QUESTION #1: How representative of the total population is the returned survey sample?

Of the 702 NIC employees administered the survey, 371 (52.8%) completed the PACE survey. Survey respondents classified themselves into functional roles (i.e., Full-time Administrative, Part-time Classified, Full-time Faculty, etc.). Refer to Table 3 below.

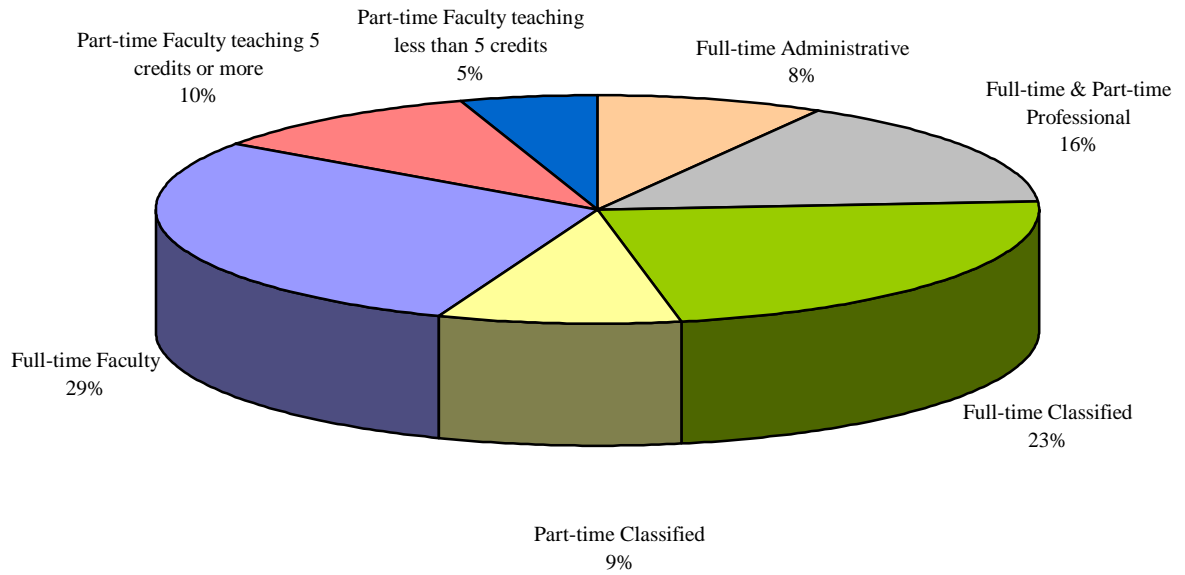
Table 3. Surveys Self-Analyzed by Respondent’s Functional Role

Functional Role	Population	Surveys Returned for Analysis	Percent of Population Represented
Full-time Administrative	7	29	8.3%
Full-time and Part-time Professional	113	54	15.5%
Full-time Classified	150	80	23.0%
Part-time Classified	132	31	8.9%
Full-time Faculty	146	101	29.0%
PT Faculty Teaching 5+ Credits	81	36	44.4%
PT Faculty Teaching <5 Credits	73	17	4.9%
Did Not Respond		23	
Total	702	371	52.8%

When contracting with an institution, NILIE encourages that the entire full-time population of the institution be surveyed. When making inferences from the data, caution should always be used, and return rates of less than 60% of a subgroup should be viewed with some hesitation.

Figure 1 provides a graphic representation of the proportion of total responses by functional role.

Figure 1. Proportion of Total Responses by Functional Role



Twenty-three 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 response that each group represents.

TABLE 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	Number of Responses	Percent of Responses
Gender:		
Female	177	59.4%
Male	121	40.6%
Did Not Respond	73	
Ethnicity Group:		
Caucasian	321	95.5%
Other *	15	4.5%
Did Not Respond	35	
Length of Employment:		
Less than 1 year	40	11.1%
1 to 4 years	133	37.0%
5 to 9 years	76	21.2%
10 to 14 years	47	13.1%
15 or more years	63	17.5%
Did Not Respond	12	
Classification at North Idaho:		
Full-time Administrative	29	8.3%
Full-time & Part-time Professional	54	15.5%
Full-time Classified	80	23.0%
Part-time Classified	31	8.9%
Full-time Faculty	101	29.0%
Part-time Faculty Teaching 5 credits or more	36	10.3%
Part-time Faculty Teaching Less than 5 credits	17	4.9%
Did Not Respond	23	

* = Identifiable populations of African-Americans, Hispanics, Asians, and Alaskan / American Indians. Separation would compromise confidentiality.

Table 4. Continued

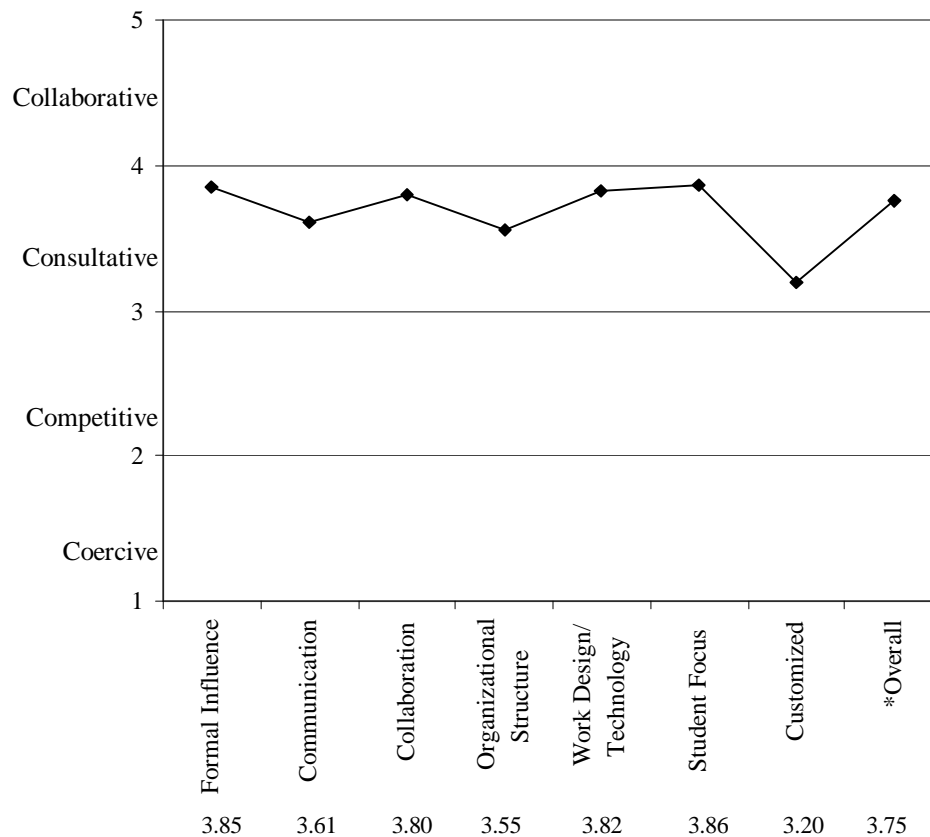
Demographic Variable	Number of Responses	Percent of Responses
Department at North Idaho:		
Administrative Departments	46	13.1%
Instructional Division or Instructional Support	207	59.1%
Student Services	53	15.1%
Technical Support	16	4.6%
Physical Plant or Campus Services	28	8.0%
Did Not Respond	21	
County of Residence:		
Kootenai	293	85.0%
Bonner	11	3.2%
Shoshone	6	1.7%
Boundary	3	0.9%
Benewah	2	0.6%
Spokane	26	7.5%
Other	4	1.2%
Did Not Respond	26	
Employee Organization:		
Very Active	39	11.8%
Moderately Active	70	21.2%
Occasionally Active	80	24.2%
Rarely Participate	75	22.7%
Never Participate	67	20.2%
Did Not Respond	40	
Participation in Campus Activities		
Athletic Events	54	18.5%
Musical Events	79	27.1%
Theater Performances	72	24.7%
College Forums	45	15.4%
College Social Activities	42	14.4%
Did Not Respond	79	

QUESTION #2: How do employees perceive the overall institutional climate?

The results from the PACE survey indicate that personnel perceive the composite climate at NIC to fall toward the upper-range of the System 3 (consultative) management style. As discussed earlier, the scale range (1 to 5) includes 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 System 1 (coercive), System 2 (competitive), System 3 (consultative), and System 4 (collaborative). 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 Figure 2, the student focus climate factor received the highest composite rating (3.86), which represented a System 4 or collaborative management environment. The customized climate factor received the lowest mean score (3.20) within the middle area of System 3. Overall, employees rated the management style in the upper range of the System 3 (consultative) area.

Figure 2. North Idaho College Climate as Rated by All Employees Combined
Using Composite Averages



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

Table 5 reports the mean response of all personnel for each of the 65 items included in the survey instrument. The means 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.

In reviewing each of the items separately, it was found that of the 65 means, ten fell within a System 4 (collaborative) management style (i.e., a mean score rating between 4.0 and 5.0) and 52 fell within a System 3 (consultative) management style (i.e., a mean score rating between 3.0 and 4.0). Three items fell within the System 2 (competitive) management style (i.e., a mean score rating between 2.0 and 3.0) and none within the System 1 (coercive) management style (i.e., a mean score rating between 1.0 and 2.0). The items with the three lowest composite scores were #65 (2.54), #60 (2.86), and #61 (2.94). Figure 3 provides a graphical view of the data presented in Table 5.

The preponderance of System 3 (n=52, consultative) 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 3.75 as indicated on the previous page in Figure 2.

Figure 3. Mean Responses to 65-Item Climate Survey

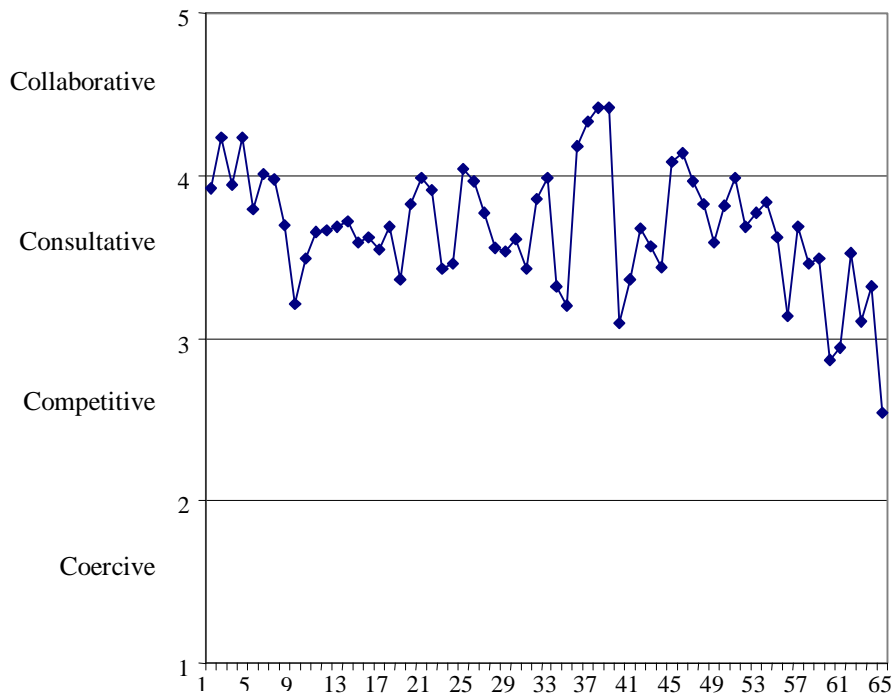


Table 5. Comparative Mean Responses to 65-Item Climate Survey

	Mean	SD
Formal Influence		
1 The extent to which the actions of this institution reflect its mission	3.92	0.79
2 The extent to which my manager expresses confidence in my work	4.23	0.97
3 The extent to which my manager provides timely feedback regarding my work	3.94	1.04
4 The extent to which I am given the opportunity to be creative in my work	4.23	0.94
5 The extent to which my manager emphasizes my personal development	3.79	1.06
6 The extent to which my ideas are seriously considered by my manager	4.01	1.02
7 The extent to which I have the opportunity to express my ideas in appropriate forums	3.98	0.96
8 The extent to which my ideas are actively sought by my manager	3.70	1.08
9 The extent to which I am able to appropriately influence the direction of this institution	3.21	1.02
10 The extent to which this institution has been successful in positively motivating my performance	3.49	1.08
Communication		
11 The extent to which I receive information related to my work	3.65	0.98
12 The extent to which information I receive is useful in my work	3.66	0.85
13 The extent to which the information I generate is shared with others	3.68	0.85
14 The extent to which positive work expectations are communicated to me	3.72	0.94
15 The extent to which unacceptable behaviors are identified and communicated to me	3.59	0.91
16 The extent to which work outcomes are clarified for me	3.62	0.91
17 The extent to which open and ethical communication is practiced at this institution	3.54	1.07
18 The extent to which I receive adequate information regarding important activities at this institution	3.69	0.95
19 The extent to which information is shared within this institution	3.36	1.03
Collaboration		
20 The extent to which I have an opportunity to work jointly with appropriate others at this institution	3.82	0.92
21 The extent to which there is a spirit of cooperation within my work team	3.99	1.04
22 The extent to which my primary work team uses problem-solving techniques	3.91	0.99
23 The extent to which institutional teams use problem-solving techniques	3.43	0.87
24 The extent to which a spirit of cooperation exists at this institution	3.46	1.06
25 The extent to which a spirit of cooperation exists in my department	4.04	1.03
26 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.96	1.00

Table 5. Continued

	Mean	SD
27 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.77	.95
Organizational Structure		
28 The extent to which institution-wide policies guide my work	3.55	.89
29 The extent to which I receive timely feedback for my work	3.53	.96
30 The extent to which I receive appropriate feedback for my work	3.61	.96
31 The extent to which the amount of work I do is appropriate	3.43	1.11
32 The extent to which the variety of work I do is appropriate	3.86	.87
33 The extent to which I am able to organize my work day	3.99	.85
34 The extent to which this institution is appropriately organized	3.32	1.00
35 The extent to which decisions are made at the appropriate level at this institution	3.20	1.05
Work Design/Technology		
36 The extent to which accuracy is expected of me in my job	4.18	.64
37 The extent to which my skills are appropriate for my job	4.33	.70
38 The extent to which I feel my job is relevant to this institution's mission	4.42	.69
39 The extent to which I am responsible for meaningful work	4.42	.76
40 The extent to which I have the opportunity for advancement within this institution	3.09	1.17
41 The extent to which my work is guided by clearly defined administrative processes	3.36	1.06
42 The extent to which my manager helps me to improve my work	3.67	1.04
43 The extent to which I am provided up-to-date technology in my job	3.57	1.16
44 The extent to which I am provided training necessary to master all aspects of my job	3.44	1.14
Student Focus		
45 The extent to which student needs are central to what we do	4.08	1.00
46 The extent to which students receive an excellent education at this institution	4.14	.83
47 The extent to which faculty meet the needs of the students	3.97	.81
48 The extent to which support services personnel meet the needs of the students	3.83	.89
49 The extent to which administrative personnel meet the needs of the students	3.59	.93
50 The extent to which this institution prepares students for a career	3.81	.84
51 The extent to which this institution prepares students for further learning	3.99	.80
52 The extent to which students are assisted with their personal development	3.68	.84
53 The extent to which students' competencies are enhanced	3.77	.80

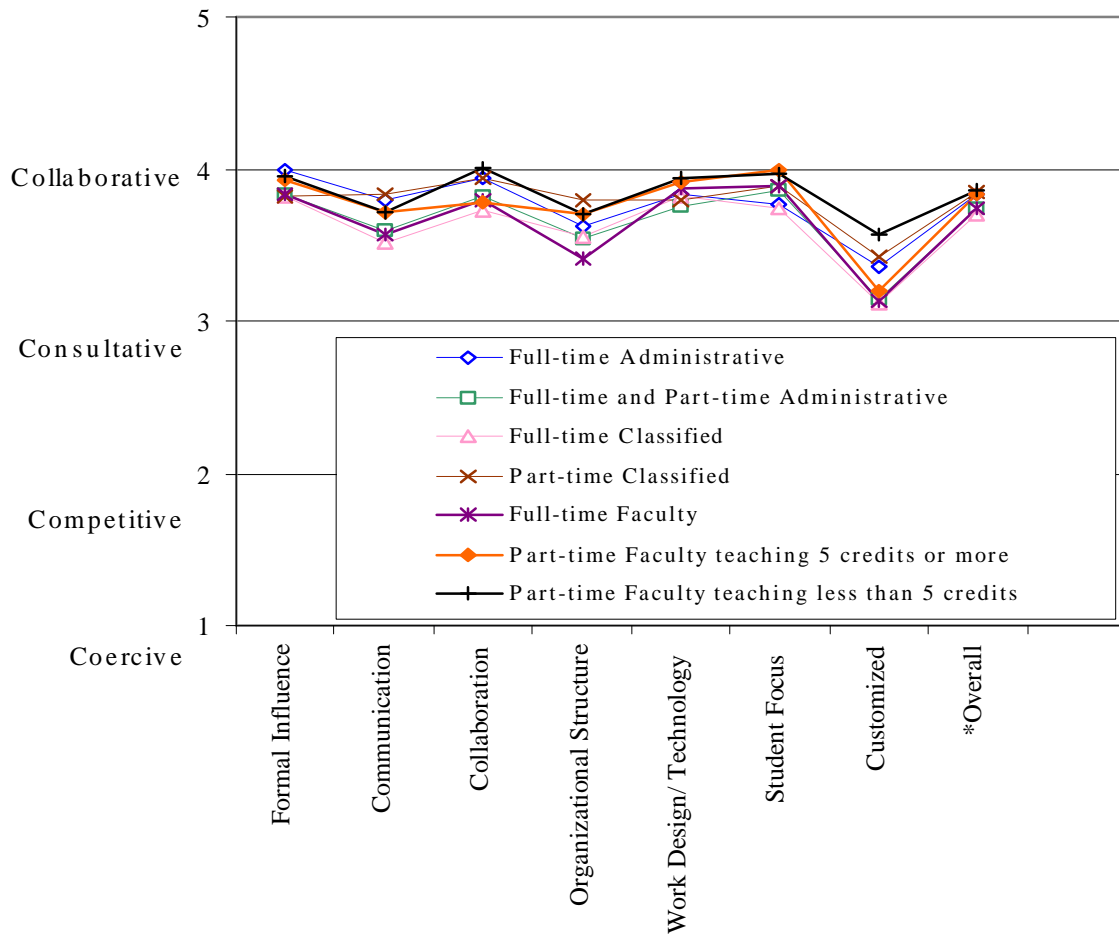
Table 5. Continued

	Mean	SD
54 The extent to which students are satisfied with their educational experience at this institution	3.84	.76
55 The extent to which ethnic and cultural diversity are important at this institution	3.62	1.01
Customized		
56 The extent to which there is a sense of trust and confidence among all members of the college community	3.13	1.09
57 The extent to which the institution incorporates on-line communication campus-wide	3.68	.94
58 The extent to which the institution effectively promotes diversity in the workplace	3.46	.95
59 The extent to which the institution adheres to policies and procedures	3.49	.99
60 The extent to which the institution addresses workload issues	2.86	1.06
61 The extent to which the institution meets staffing needs	2.94	1.13
62 The extent to which the institution provides professional development opportunities	3.52	1.06
63 The extent to which employee concerns/issues are adequately addressed	3.10	1.02
64 The extent to which the institution provides adequate benefits	3.32	1.13
65 The extent to which the institution pays competitive salaries	2.54	1.17
Overall*	3.75	.59

QUESTION #3: To what extent are there differences in perception of the institutional climate among employees in functional roles?

Figure 4 reports composite ratings according to the seven climate factors for employees in functional roles. In general, the Part-time Faculty teaching fewer than 5 credits rated the six normative factors most favorably (3.86), whereas the Full-time Classified employees rated the six normative factors least favorably (3.70).

Figure 4. Average Climate Scores as Rated by Functional Roles at North Idaho College



FT Administrative	4.00	3.79	3.94	3.62	3.83	3.77	3.36	3.83
FT/PT Professional	3.83	3.59	3.82	3.54	3.67	3.86	3.15	3.74
FT Classified	3.82	3.51	3.73	3.56	3.82	3.74	3.12	3.70
PT Classified	3.82	3.84	3.94	3.79	3.80	3.89	3.42	3.85
FT Faculty	3.83	3.57	3.80	3.41	3.87	3.89	3.13	3.74
PT Faculty 5+ Credits	3.93	3.71	3.78	3.70	3.92	4.00	3.28	3.84
PT Faculty <5 Credits	3.95	3.71	4.01	3.70	3.94	3.97	3.57	3.86

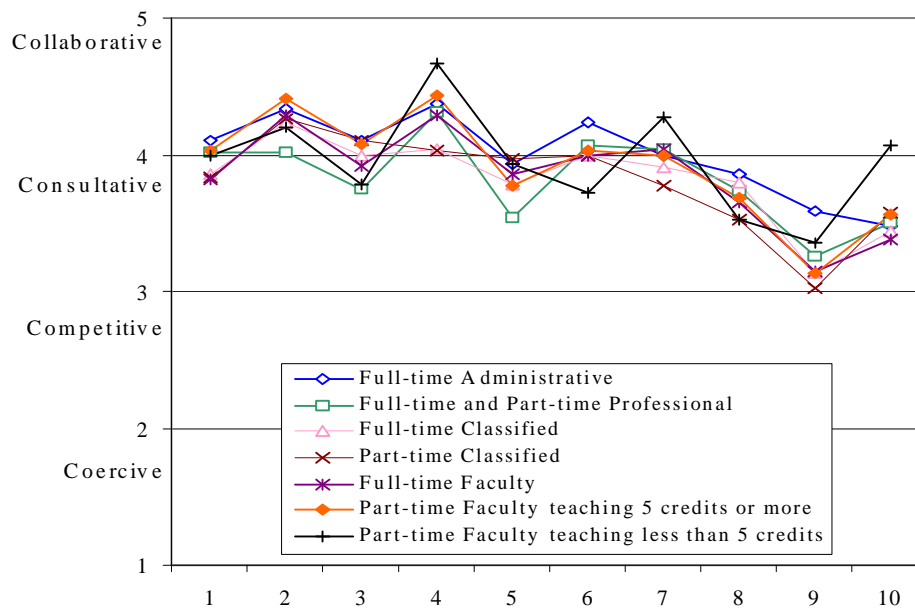
* The overall mean does not reflect the means of the customized items developed specifically for North Idaho College.

DATA SUMMARY

Figures 5 through 11 show the ratings of each employee group for each of the 65 climate items. The data summary for each figure precedes the corresponding figure. This information provides a close look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups. The information contained within Figures 5 through 11 will be discussed in a later section of this report addressing recommendations for change.

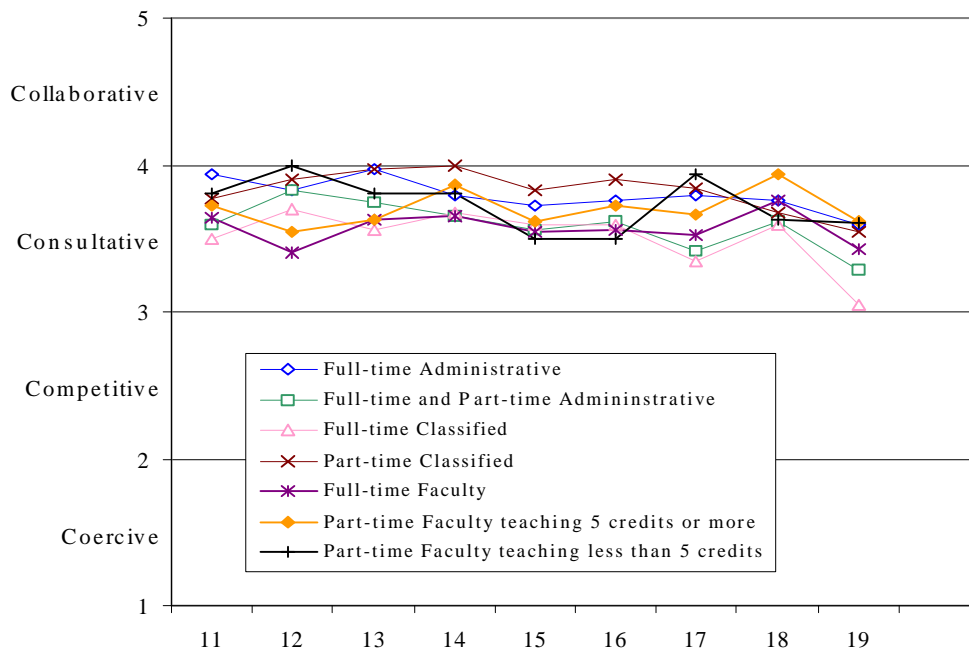
Formal Influence		FT Administrative	FT and PT Professional	Full-time Classified	Part-time Classified	Full-time Faculty	PT Faculty 5+ Credits	PT Faculty <5 credits
1	The extent to which the actions of this institution reflect its mission	4.10	4.02	3.86	3.83	3.82	4.03	4.00
2	The extent to which my manager expresses confidence in my work	4.34	4.02	4.24	4.26	4.29	4.41	4.20
3	The extent to which my manager provides timely feedback regarding my work	4.10	3.75	3.99	4.10	3.92	4.08	3.79
4	The extent to which I am given the opportunity to be creative in my work	4.38	4.31	4.04	4.03	4.29	4.44	4.67
5	The extent to which my manager emphasizes my personal development	3.93	3.54	3.78	3.97	3.86	3.77	3.93
6	The extent to which my ideas are seriously considered by my manager	4.24	4.07	3.99	4.00	4.00	4.03	3.73
7	The extent to which I have the opportunity to express my ideas in appropriate forums	4.00	4.04	3.91	3.77	4.04	4.00	4.27
8	The extent to which my ideas are actively sought by my manager	3.86	3.74	3.80	3.53	3.65	3.69	3.53
9	The extent to which I am able to appropriately influence the direction of this institution	3.59	3.26	3.14	3.03	3.15	3.13	3.36
10	The extent to which this institution has been successful in positively motivating my performance	3.48	3.50	3.44	3.58	3.38	3.57	4.07

Figure 5. Average Scores of the Formal Influence Climate Area as Rated by Functional Roles at North Idaho College



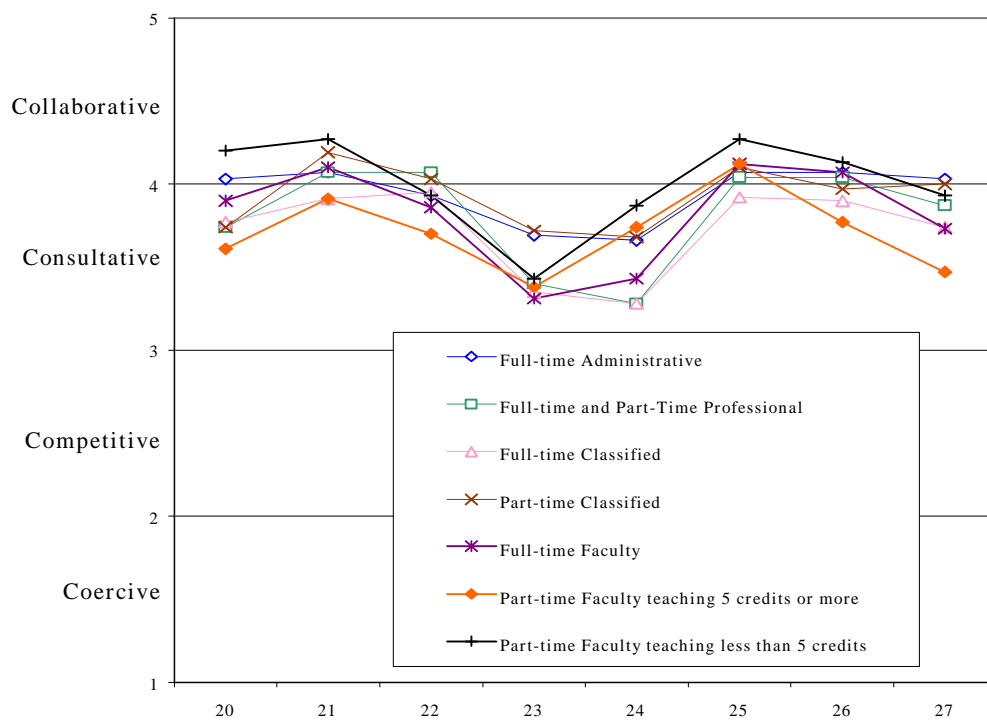
		Full-time Administrativ	FT & PT Professional	Full-time Classified	Part-time Classified	Full-time Faculty	PT Faculty 5+ Credits	PT Faculty < 5 credits
Communication								
11	The extent to which I receive information related to my work	3.93	3.59	3.50	3.77	3.64	3.72	3.81
12	The extent to which information I receive is useful in my work	3.83	3.83	3.70	3.90	3.4	3.54	4.00
13	The extent to which the information I generate is shared with others	3.97	3.74	3.56	3.97	3.63	3.63	3.81
14	The extent to which positive work expectations are communicated to me	3.79	3.65	3.67	4.00	3.65	3.86	3.81
15	The extent to which unacceptable behaviors are identified and communicated to me	3.72	3.56	3.59	3.83	3.54	3.62	3.50
16	The extent to which work outcomes are clarified for me	3.76	3.61	3.59	3.90	3.56	3.72	3.50
17	The extent to which open and ethical communication is practiced at this institution	3.79	3.42	3.34	3.84	3.52	3.66	3.93
18	The extent to which I receive adequate information regarding important activities at this institution	3.76	3.62	3.59	3.68	3.76	3.94	3.63
19	The extent to which information is shared within this institution	3.59	3.28	3.05	3.55	3.43	3.61	3.60

Figure 6. Average Scores of the Communication Climate Area as Rated by Functional Roles at North Idaho College



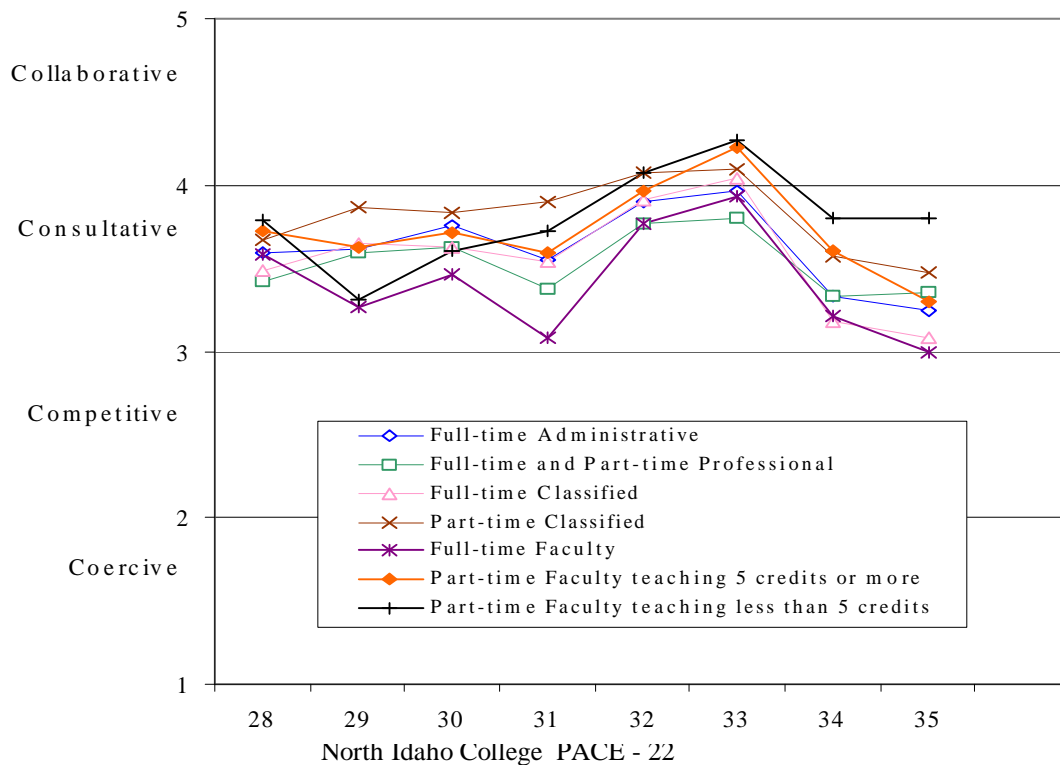
		Full-time Administrative	FT & PT Professional	Full-time Classified	Part-time Classified	Full-time Faculty	PT Faculty 5+ Credits	PT Faculty <5 Credits
Collaboration								
20	The extent to which I have an opportunity to work jointly with appropriate others at this institution	4.03	3.74	3.77	3.74	3.90	3.61	4.20
21	The extent to which there is a spirit of cooperation within my work team	4.07	4.07	3.91	4.19	4.10	3.91	4.27
22	The extent to which my primary work team uses problem-solving techniques	3.93	4.07	3.95	4.03	3.86	3.70	3.93
23	The extent to which institutional teams use problem-solving techniques	3.69	3.40	3.35	3.72	3.31	3.38	3.43
24	The extent to which a spirit of cooperation exists at this institution	3.66	3.28	3.28	3.68	3.43	3.74	3.87
25	The extent to which a spirit of cooperation exists in my department	4.07	4.04	3.92	4.10	4.12	4.12	4.27
26	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.07	4.04	3.90	3.97	4.07	3.77	4.13
27	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.03	3.87	3.74	4.00	3.73	3.47	3.93

Figure 7. Average Scores of the Collaboration Climate Area as Rated by Functional Roles at North Idaho College



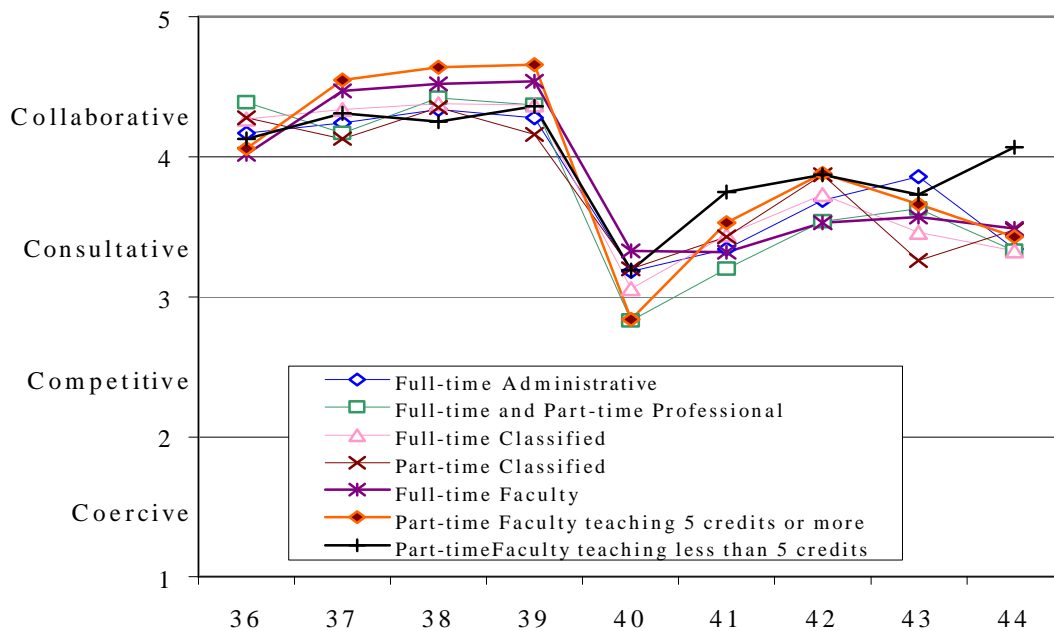
Organizational Structure		Full-time Administrative	FT & PT Professional	Full-time Classified	Part-time Classified	Full-time Faculty	PT Faculty 5+ credits	PT Faculty <5 credits
28	The extent to which institution-wide policies guide my work	3.59	3.42	3.49	3.67	3.58	3.72	3.79
29	The extent to which I receive timely feedback for my work	3.62	3.59	3.65	3.87	3.27	3.63	3.31
30	The extent to which I receive appropriate feedback for my work	3.76	3.63	3.63	3.83	3.46	3.71	3.60
31	The extent to which the amount of work I do is appropriate	3.55	3.38	3.54	3.90	3.08	3.59	3.73
32	The extent to which the variety of work I do is appropriate	3.90	3.77	3.91	4.07	3.77	3.97	4.07
33	The extent to which I am able to organize my work day	3.97	3.80	4.04	4.10	3.93	4.23	4.27
34	The extent to which this institution is appropriately organized	3.33	3.33	3.18	3.57	3.21	3.61	3.80
35	The extent to which decisions are made at the appropriate level at this institution	3.24	3.35	3.08	3.47	3.00	3.30	3.80

Figure 8. Average Scores of the Organizational Structure Climate Area as Rated by Functional Roles at North Idaho College



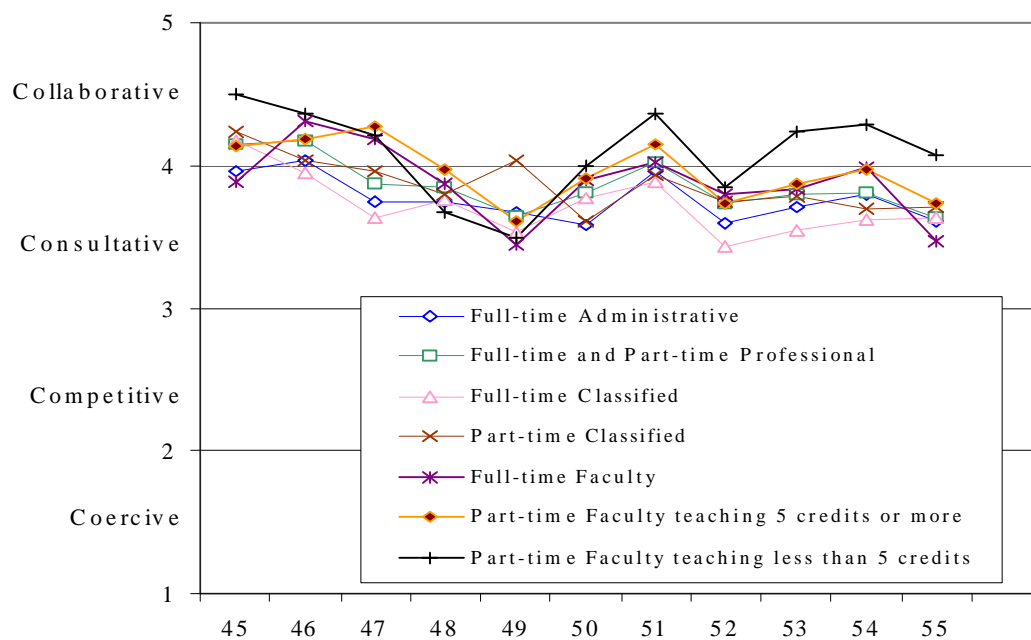
		Full-time Administrative	FT & PT Professional	Full-time Classified	Part-time Classified	Full-time Faculty	PT Faculty 5+ Credits	PT Faculty <5 Credits
Work Design/Technology								
36	The extent to which accuracy is expected of me in my job	4.17	4.39	4.27	4.28	4.02	4.06	4.13
37	The extent to which my skills are appropriate for my job	4.24	4.17	4.34	4.13	4.47	4.55	4.31
38	The extent to which I feel my job is relevant to this institution's mission	4.34	4.42	4.38	4.35	4.52	4.64	4.25
39	The extent to which I am responsible for meaningful work	4.28	4.37	4.37	4.16	4.54	4.66	4.36
40	The extent to which I have the opportunity for advancement within this institution	3.18	2.83	3.06	3.20	3.33	2.84	3.19
41	The extent to which my work is guided by clearly defined administrative processes	3.34	3.20	3.44	3.43	3.32	3.53	3.75
42	The extent to which my manager helps me to improve my work	3.69	3.54	3.73	3.87	3.53	3.88	3.87
43	The extent to which I am provided up-to-date technology in my job	3.86	3.63	3.46	3.26	3.57	3.66	3.73
44	The extent to which I am provided training necessary to master all aspects of my job	3.34	3.33	3.33	3.48	3.49	3.43	4.07

Figure 9. Average Scores of the Work Design/Technology Climate Area as Rated by Functional Roles at North Idaho College



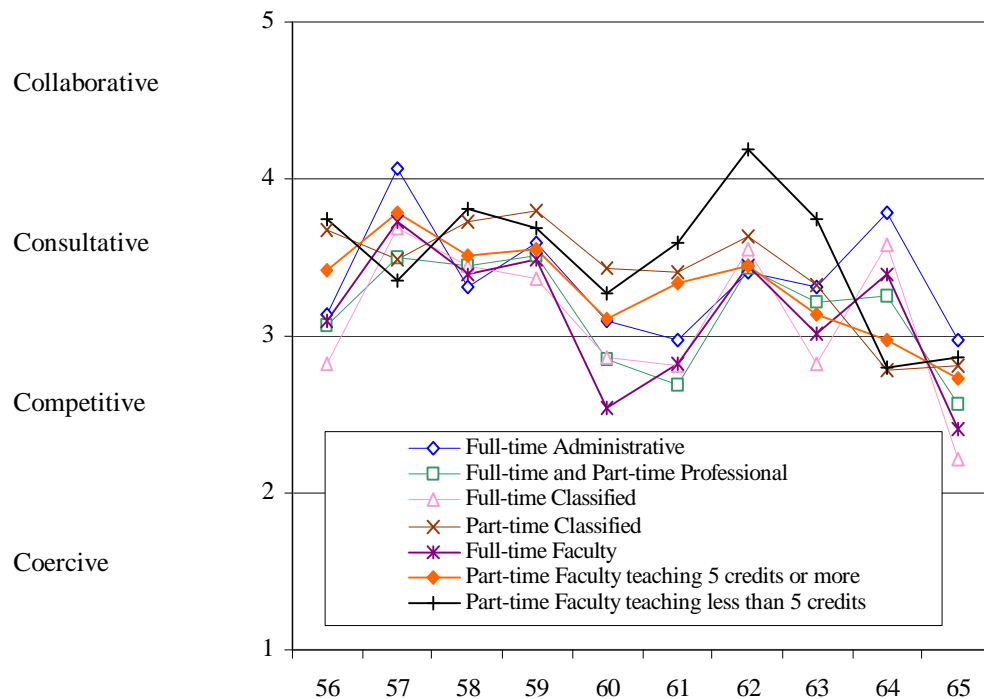
Student Focus	Full-time Administrative	FT & PT Professional	Full-time Classified	Part-time Classified	Full-time Faculty	PT Faculty 5+ Credits	PT Faculty < 5 Credits
45 The extent to which student needs are central to what we do	3.96	4.15	4.17	4.23	3.88	4.14	4.50
46 The extent to which students receive an excellent education at this institution	4.04	4.17	3.95	4.03	4.31	4.18	4.36
47 The extent to which faculty meet the needs of the students	3.75	3.87	3.63	3.96	4.19	4.27	4.21
48 The extent to which support services personnel meet the needs of the students	3.75	3.85	3.76	3.79	3.87	3.97	3.67
49 The extent to which administrative personnel meet the needs of the students	3.67	3.65	3.53	4.04	3.44	3.61	3.50
50 The extent to which this institution prepares students for a career	3.58	3.81	3.77	3.61	3.90	3.91	4.00
51 The extent to which this institution prepares students for further learning	3.96	4.02	3.88	3.93	4.02	4.15	4.36
52 The extent to which students are assisted with their personal development	3.59	3.73	3.43	3.74	3.79	3.73	3.85
53 The extent to which students' competencies are enhanced	3.71	3.79	3.54	3.78	3.83	3.87	4.23
54 The extent to which students are satisfied with their educational experience at this institution	3.79	3.81	3.62	3.69	3.98	3.97	4.29
55 The extent to which ethnic and cultural diversity are important at this institution	3.61	3.63	3.63	3.71	3.47	3.73	4.07

Figure 10. Average Scores of the Student Focus Climate Area as Rated by Functional Roles at North Idaho College



		Full-time Administrative	FT & PT Professional	Full-time Classified	Part-time Classified	Full-time Faculty	PT Faculty 5+ Credits	PT Faculty <5 Credits
Customized								
56	The extent to which there is a sense of trust and confidence among all members of the college community	3.14	3.07	2.82	3.68	3.09	3.42	3.75
57	The extent to which the institution incorporates on-line communication campus-wide	4.07	3.50	3.69	3.48	3.73	3.78	3.35
58	The extent to which the institution effectively promotes diversity in the workplace	3.31	3.45	3.44	3.73	3.39	3.52	3.81
59	The extent to which the institution adheres to policies and procedures	3.59	3.51	3.36	3.80	3.48	3.55	3.69
60	The extent to which the institution addresses workload issues	3.10	2.85	2.86	3.43	2.54	3.11	3.27
61	The extent to which the institution meets staffing needs	2.97	2.69	2.81	3.41	2.82	3.34	3.60
62	The extent to which the institution provides professional development opportunities	3.41	3.43	3.56	3.64	3.45	3.44	4.19
63	The extent to which employee concerns/issues are adequately addressed	3.31	3.21	2.83	3.33	3.02	3.13	3.75
64	The extent to which the institution provides adequate benefits	3.79	3.26	3.58	2.79	3.39	2.97	2.80
65	The extent to which the institution pays competitive salaries	2.97	2.57	2.22	2.81	2.41	2.73	2.86

Figure 11. Average Scores of the Customized Climate Area as Rated by Functional Roles at North Idaho College



QUESTION #4: To what extent are there differences in perception of the institutional climate among various demographic classifications?

Refer to the following page for a brief description of the data provided in Table 6 below.

Table 6. Average Climate Scores as Rated by Personnel in Various Demographic Classifications

	Formal Influence	Communication	Collaboration	Organizational Structure	Work Design Technology	Student Focus	Customized	*Overall
Gender:								
Female	3.90	3.65	3.85	3.61	3.88	3.89	3.19	3.81
Male	3.93	3.70	3.86	3.59	3.84	3.88	3.28	3.80
Ethnic Group:								
Caucasian	3.88	3.63	3.81	3.57	3.84	3.87	3.22	3.77
**Other	4.06	3.80	4.06	3.75	3.87	3.73	3.41	3.88
Length of Employment:								
Less than 1 year	4.13	3.96	4.15	3.90	3.97	3.99	3.64	4.01
1 to 4 years	3.96	3.71	3.85	3.68	3.89	3.84	3.33	3.82
5 to 9 years	3.87	3.57	3.79	3.45	3.78	3.83	3.09	3.72
10 to 14 years	3.52	3.44	3.62	3.38	3.76	3.91	2.96	3.61
15 or more years	3.78	3.52	3.75	3.43	3.76	3.84	3.10	3.69
Personnel Classification:								
Full-time Administrative	4.00	3.79	3.94	3.62	3.83	3.77	3.36	3.83
Full-time & Part-time Professional	3.83	3.59	3.82	3.54	3.76	3.86	3.15	3.74
Full-time Classified	3.82	3.51	3.73	3.56	3.82	3.74	3.12	3.70
Part-time Classified	3.82	3.84	3.94	3.79	3.80	3.89	3.42	3.85
Full-time Faculty	3.83	3.57	3.80	3.41	3.87	3.89	3.13	3.74
PT Faculty Teaching 5+ CR	3.93	3.71	3.78	3.70	3.92	4.00	3.28	3.84
PT Faculty Teaching <5 CR	3.95	3.71	4.01	3.70	3.94	3.97	3.57	3.86
Residence by County:								
Kootenai	3.83	3.59	3.77	3.54	3.81	3.83	3.18	3.73
Bonner	4.06	3.74	4.05	3.75	3.85	3.74	3.59	3.82
Shoshone	3.92	3.80	4.04	3.73	4.09	4.23	3.57	3.98
Boundary	4.13	4.04	4.17	3.88	4.04	3.86	3.83	4.05
Benewah	3.45	3.17	2.88	3.50	3.78	4.00	3.35	3.49
Spokane	4.09	3.81	4.20	3.71	3.97	4.06	3.29	3.98
Other	3.78	3.72	3.09	3.56	3.86	3.82	3.68	3.66

Table 6. Continued

Employee Involvement Level:

Very Active	3.80	3.51	3.86	3.35	3.85	3.79	3.04	3.70
Moderately Active	3.89	3.55	3.68	3.46	3.83	3.93	3.14	3.73
Occasionally Active	3.87	3.63	3.87	3.66	3.86	3.96	3.30	3.82
Rarely Participate	3.76	3.62	3.76	3.55	3.78	3.78	3.18	3.71
Never Participate	3.96	3.73	3.90	3.66	3.83	3.76	3.31	3.80

Attendance at NIC Events:

Athletic Events	3.83	3.63	3.82	3.58	3.80	3.91	3.37	3.76
Musical Events	3.76	3.51	3.75	3.52	3.82	3.85	3.71	3.15
Theater Performances	3.88	3.64	3.70	3.54	3.79	3.79	3.19	3.72
College Forums	4.01	3.74	4.03	3.60	3.94	3.87	3.12	3.87
College Social Activities	3.92	3.69	3.86	3.64	3.84	3.94	3.17	3.82

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

** In order to maintain respondent confidentiality, a grand mean score was calculated for the Other ethnic group to include the African-American (n=2), Asian (n=1), Alaskan/Native American (n=5), and Hispanic (n=7) ethnic groups.

Gender:

Female respondents rated the climate higher, with a composite rating of 3.81, whereas males rated the climate just slightly lower with a composite rating of 3.80.

Ethnic Group:

Those respondents in the combined “Other” ethnic groups had the higher overall rating of 3.88. Caucasians rated the campus lower, with a mean of 3.77.

Length of Employment at North Idaho College:

Respondents with less than six months of employment at NIC rated the climate highest, with a composite rating of 4.01, followed by respondents with 1 to 4 years at the institution with a composite rating of 3.82. Respondents with 5 to 9 years and respondents of more than 15 years rated the climate least favorable (3.72 and 3.69, respectively).

Personnel Classification:

Respondents with part-time status rated the climate highest, with composite ratings of 3.86 for PT faculty teaching less than 5 credits, 3.85 for PT classified staff, 3.84 for PT faculty teaching more than 5 credits. Full-time administrative staff responded next with a composite score of 3.83, followed by full-time faculty and full and part-time professionals tied at 3.74. The full-time classified staff showed the lowest climate rating at 3.70.

Residence by County:

Respondents from Boundary County are most pleased with the campus climate, noting a 4.05 campus climate rating. Respondents who identified themselves residing in Other counties (3.66) and Benewah County (3.49) rated the climate least favorable.

Employee Involvement Level:

Those who say they are occasionally active in their employee organizations rated the campus climate slightly higher (3.82) than those who said they never participated (3.80) in activities. The respondents who identified themselves as Moderately Active (3.73), Rarely Active (3.71) and Very Active (3.70) rated the climate least favorable.

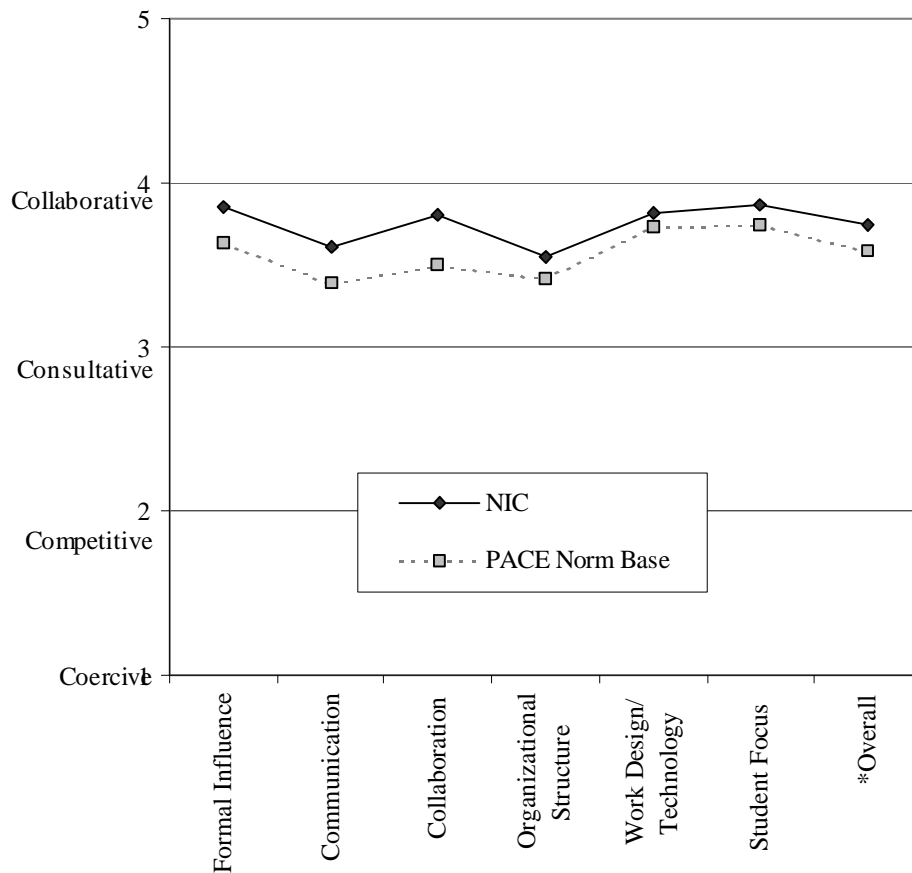
Attendance at NIC Events:

Those who participate in campus college forums rated their satisfaction highest (3.87 composite score), followed closely by campus social activities (3.82), theatrical events (3.72), and musical events (3.71). The lowest campus climate rating came from those who participated in athletic events, noting a 3.37 composite satisfaction rating.

QUESTION #5: How do the results of this PACE compare with the NILIE PACE Norm Base?

Figure 12 shows how NIC compares with the NILIE PACE Norm Base from all the climate studies conducted at two- and four-year institutions since 1996, which have used the current version of the NILIE PACE, standardized survey. These studies included small, medium, large, and multi-campus institutions; community college districts; and statewide systems. Institutions ranged in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. Normative data are not available for the customized climate factor area developed specifically for NIC. Figure 12 shows how NIC compares with data from the “original” six PACE domains (i.e., formal influence, communication, collaboration, organizational structure, work design/technology, and student focus) maintained by NILIE.

Figure 12. North Idaho College Climate Compared with the NILIE PACE Norm Base



NIC	3.85	3.61	3.80	3.55	3.82	3.86	3.75
PACE Norm Base	3.64	3.39	3.50	3.41	3.73	3.74	3.58

* Normative data are not available for the customized climate factor developed specifically for NIC.

QUESTION #6: What recommendations for change and improvement can be made based on the results of this climate survey?

One of the primary purposes of the PACE instrument is to provide recommendations for change that assist in efforts to improve the climate at an institution or system of institutions. To accomplish this goal, a priority index score was computed for each of the questions. This score was obtained by ordering the means for each of the items in ascending order, from the lowest to the highest values. The priority index score provides an insight into the distance between the particular score and the ideal situation, represented by a score of 4.50 on any item. In this way, important areas needing improvement can be identified and prioritized. One way to think about these scores is to see the priority index scores as measures 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 should be** for each item is the zone of acceptable change within the institution.

Overall, the following six items have been identified as areas of excellence at North Idaho College. Two of these items represent the formal influence climate factor (items #2 and #4), while four represent the work design/technology climate factor (items #36, # 37, # 38 and #39).

- The extent to which I feel my job is relevant to this institution's mission (item #38), Mean score: 4.42
- The extent to which I am responsible for meaningful work (item #39), Mean score: 4.42
- The extent to which my skills are appropriate for my job (item #37), Mean score: 4.33
- The extent to which my manager expresses confidence in my work (item #2), Mean score: 4.23
- The extent to which I am given the opportunity to be creative in my work (item #4), Mean score: 4.23
- The extent to which accuracy is expected of me in my job (item #36), Mean score: 4.18

Tables 7 through 13 contain lists of the top twelve improvement areas determined in this way. These lists are presented by personnel classification and provide the priorities of the groups. All employee groups combined identified items as needing improvement. The six areas of greatest concern include:

- The extent to which the institution pays competitive salaries (item #65), Mean score: 2.54
- The extent to which the institution addresses workload issues (item #60), Mean score: 2.86
- The extent to which the institution meets staffing needs (item #61), Mean score: 2.94
- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: 3.09
- The extent to which employee concerns/issues are adequately addressed (item #63), Mean score: 3.10
- The extent to which there is a sense of trust and confidence among all members of the college community (item # 65), Mean score: 3.13

Table 7. Profile of the College Climate. Priorities for Change:

Full-time Administrative

Priority	Item #	Mean	Area to Change
1	61	2.97	The extent to which the institution meets staffing needs
2	65	2.97	The extent to which the institution pays competitive salaries
3	60	3.10	The extent to which the institution addresses workload issues
4	56	3.14	The extent to which there is a sense of trust and confidence among all members of the college community
5	40	3.18	The extent to which I have the opportunity for advancement within this institution
6	35	3.24	The extent to which decisions are made at the appropriate level at this institution
7	58	3.31	The extent to which the institution effectively promotes diversity in the workplace
8	63	3.31	The extent to which employee concerns/issues are adequately addressed
9	34	3.33	The extent to which this institution is appropriately organized
10	41	3.34	The extent to which my work is guided by clearly defined administrative processes
11	44	3.34	The extent to which I am provided training necessary to master all aspects of my job
12	62	3.41	The extent to which the institution provides professional development opportunities

Table 8. Profile of the College Climate. Priorities for Change:**Full-time and Part-time Professional**

Priority	Item #	Mean	Area to Change
1	65	2.57	The extent to which the institution pays competitive salaries
2	61	2.69	The extent to which the institution meets staffing needs
3	40	2.83	The extent to which I have the opportunity for advancement within this institution
4	60	2.85	The extent to which the institution addresses workload issues
5	56	3.07	The extent to which there is a sense of trust and confidence among all members of the college community
6	41	3.20	The extent to which my work is guided by clearly defined administrative processes
7	63	3.21	The extent to which employee concerns/issues are adequately addressed
8	9	3.26	The extent to which I am able to appropriately influence the direction of this institution
9	64	3.26	The extent to which the institution provides adequate benefits
10	19	3.28	The extent to which information is shared within this institution
11	24	3.28	The extent to which a spirit of cooperation exists at this institution
12	34	3.33	The extent to which this institution is appropriately organized

Table 9. Profile of the College Climate. Priorities for Change:**Full-time Classified**

Priority	Item #	Mean	Area to Change
1	65	2.22	The extent to which the institution pays competitive salaries
2	61	2.81	The extent to which the institution meets staffing needs
3	56	2.82	The extent to which there is a sense of trust and confidence among all members of the college community
4	63	2.83	The extent to which employee concerns/issues are adequately addressed
5	60	2.86	The extent to which the institution addresses workload issues
6	19	3.05	The extent to which information is shared within this institution
7	40	3.06	The extent to which I have the opportunity for advancement within this institution
8	35	3.08	The extent to which decisions are made at the appropriate level at this institution
9	9	3.14	The extent to which I am able to appropriately influence the direction of this institution
10	34	3.18	The extent to which this institution is appropriately organized
11	24	3.28	The extent to which a spirit of cooperation exists at this institution
12	44	3.33	The extent to which I am provided training necessary to master all aspects of my job

Table 10. Profile of the College Climate. Priorities for Change:

Part-time Classified

Priority	Item #	Mean	Area to Change
1	64	2.79	The extent to which the institution provides adequate benefits
2	65	2.81	The extent to which the institution pays competitive salaries
3	9	3.03	The extent to which I am able to appropriately influence the direction of this institution
4	40	3.20	The extent to which I have the opportunity for advancement within this institution
5	43	3.26	The extent to which I am provided up-to-date technology in my job
6	63	3.33	The extent to which employee concerns/issues are adequately addressed
7	61	3.41	The extent to which the institution meets staffing needs
8	41	3.43	The extent to which my work is guided by clearly defined administrative processes
9	60	3.43	The extent to which the institution addresses workload issues
10	35	3.47	The extent to which decisions are made at the appropriate level at this institution
11	44	3.48	The extent to which I am provided training necessary to master all aspects of my job
12	57	3.48	The extent to which the institution incorporates on-line communication campus-wide

Table 11. Profile of the College Climate. Priorities for Change:

Full-time Faculty

Priority	Item #	Mean	Area to Change
1	65	2.81	The extent to which the institution pays competitive salaries
2	60	3.43	The extent to which the institution addresses workload issues
3	61	3.41	The extent to which the institution meets staffing needs
4	35	3.47	The extent to which decisions are made at the appropriate level at this institution
5	63	3.33	The extent to which employee concerns/issues are adequately addressed
6	31	3.08	The extent to which the amount of work I do is appropriate
7	56	3.09	The extent to which there is a sense of trust and confidence among all members of the college community
8	9	3.15	The extent to which I am able to appropriately influence the direction of this institution
9	34	3.21	The extent to which this institution is appropriately organized
10	29	3.27	The extent to which I receive timely feedback for my work
11	23	3.31	The extent to which institutional teams use problem-solving techniques
12	41	3.32	The extent to which my work is guided by clearly defined administrative processes

Table 12. Profile of the College Climate. Priorities for Change:

Part-time Faculty Teaching 5 or More Credits

Priority	Item #	Mean	Area to Change
1	65	2.73	The extent to which the institution pays competitive salaries
2	40	2.84	The extent to which I have the opportunity for advancement within this institution
3	64	2.97	The extent to which the institution provides adequate benefits
4	60	3.11	The extent to which the institution addresses workload issues
5	9	3.13	The extent to which I am able to appropriately influence the direction of this institution
6	63	3.13	The extent to which the institution effectively promotes diversity in the workplace
7	35	3.30	The extent to which decisions are made at the appropriate level at this institution
8	61	3.34	The extent to which the institution meets staffing needs
9	23	3.38	The extent to which institutional teams use problem solving techniques
10	56	3.42	The extent to which there is a sense of trust and confidence among all members of the college community
11	44	3.43	The extent to which I am provided training necessary to master all aspects of my job
12	62	3.44	The extent to which I am provided up-to-date technology in my job

Table 13. Profile of the College Climate. Priorities for Change:

Part-time Faculty Teaching Less than 5 Credits

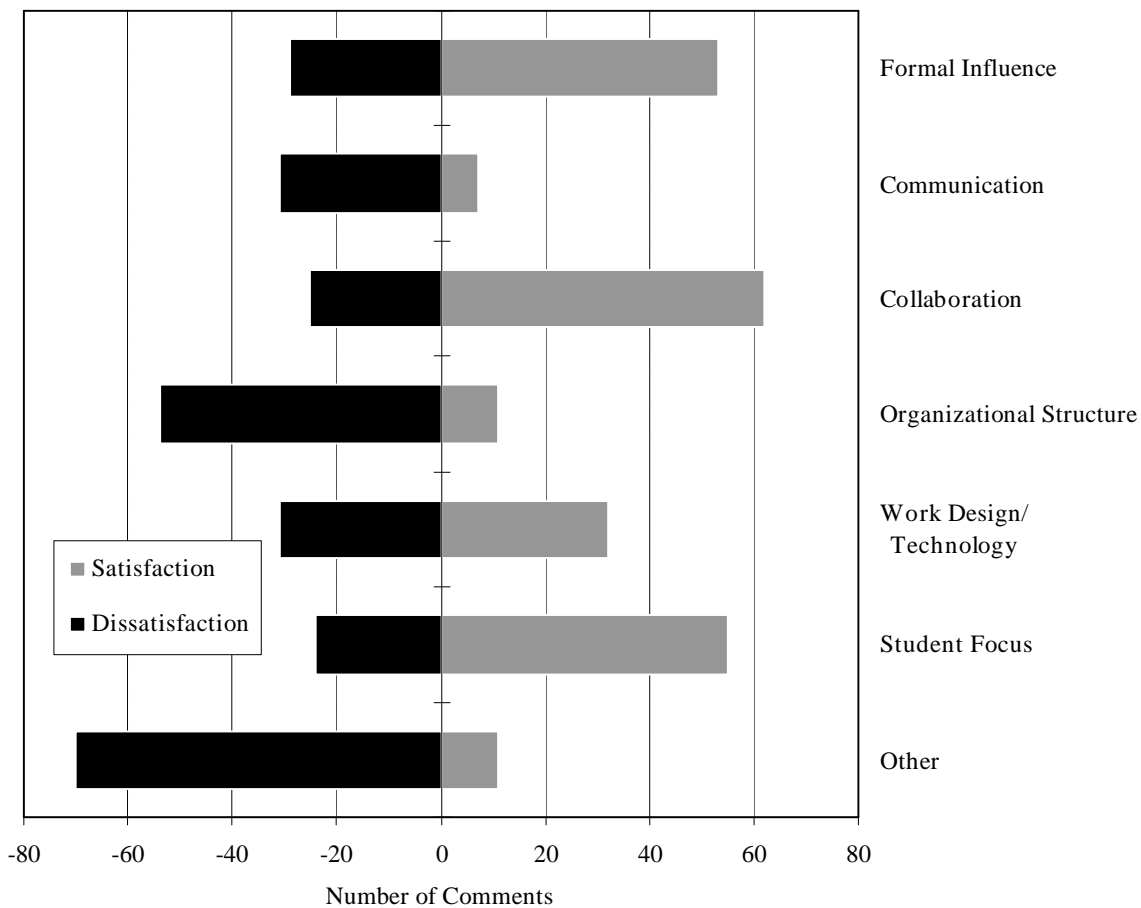
Priority	Item #	Mean	Area to Change
1	64	2.80	The extent to which the institution provides adequate benefits
2	65	2.86	The extent to which the institution pays competitive salaries
3	40	3.19	The extent to which I have the opportunity for advancement within this institution
4	60	3.27	The extent to which the institution addresses workload issues
5	29	3.31	The extent to which I receive timely feedback for my work
6	57	3.35	The extent to which the institution incorporates on-line communication campus-wide
7	9	3.36	The extent to which I am able to appropriately influence the direction of this institution
8	23	3.48	The extent to which institutional teams use problem-solving techniques
9	15	3.50	The extent to which unacceptable behaviors are identified and communicated to me
10	16	3.50	The extent to which work outcomes are clarified for me
11	49	3.50	The extent to which administrative personnel meet the needs of the students
12	8	3.53	The extent to which my ideas are actively sought by my manager

Written Comments

Respondents were given an opportunity to write comments pertaining to areas of the institution with which they were most satisfied and/or dissatisfied. Over fifty-nine percent (219 respondents) of the North Idaho College employees who completed the PACE provided written comments. Figure 13 provides a summary of the NIC comments. This summary is based on Herzberg's (1959) two-factor model of motivation. NILIE has modified the model to represent the PACE domains by classifying the comments into the most appropriate PACE themes. This approach illustrates how each domain serves to satisfy or dissatisfy the respondents.

The greatest numbers of comments across all domains were with regard to the Formal Influence and Collaboration climate factors. Please refer to Tables 12 and 13 for emergent themes, sample comments that support the themes, and the actual number of responses provided by NIC employees.

Figure 13. North Idaho College Qualitative Data Summary



Note: Adapted from Herzberg, F. (1959). *The motivation to work*. New York: John Wiley & Sons, Inc.

The following matrices summarize specific themes and comments received from North Idaho College PACE respondents. The actual number of comments appear in parentheses in the applicable domain.

Table 14. Satisfaction Themes, Summative Comments, and Actual Number of Responses at North Idaho College.

Comments included in the satisfaction themes reflect a positive perception of the organization and/or individuals within the organization.

Priority	Domain	Themes	Number of Comments
1	Collaboration (n=61)	<u>The extent to which a spirit of cooperation exists at this institution</u> <i>The spirit of cooperation between faculty, the support of administration for faculty, the overall feeling of cooperation and dedication to students.</i>	23
		<u>The extent to which a spirit of cooperation exists in my department</u> <i>I am most satisfied with the working relationship that I have with the faculty within our department.</i>	21
		<u>The extent to which there is a spirit of cooperation within my work team</u> <i>I am very happy with my immediate work team and the atmosphere in my office. We have excellent communication lines between in-office staff and everyone is willing to jump in and lend a hand.</i>	10
		<u>The extent to which my primary work team uses problem-solving techniques</u> <i>I am satisfied with the support that the program of which I am a part receives support and how positive our work group is. We may not always agree, but we are respectful and problem-solve together.</i>	4
		<u>The extent to which I have an opportunity to work jointly with appropriate others at this institution</u>	1
		<u>The extent to which there is an opportunity for all ideas to be exchanged within my work team</u>	1
		<u>The extent to which my work team coordinates its efforts with appropriate individuals and teams</u>	1

Table 14. Continued

Priority	Domain	Themes	Number of Comments
2	Student Focus (n=55)	<u>The extent to which student needs are central to what we do</u> <i>I'm very impressed with the way faculty and staff support students with learning, goals. I really sense a genuine caring and concern about the outcomes for the students.</i>	18
		<u>The extent to which students receive an excellent education at this institution</u> <i>I feel students receive an excellent education at NIC, not only in the classroom but also through interactions with staff and student events.</i>	14
		<u>The extent to which faculty meet the needs of the students</u> <i>The quality of education provided to the students – I believe <u>ALL</u> instructors at this institution are wholly dedicated to the educational experience of the student's at this institution.</i>	8
		<u>The extent to which support services personnel meet the needs of the students</u> <i>Student support services to assist with written skills, math, etc.; Counseling services are excellent; student health service; library support.</i>	7
		<u>The extent to which ethnic and cultural diversity are important at this institution</u>	2
		<u>The extent to which this institution prepares students for a career</u>	1
3	Formal Influence (n=53)	<u>The extent to which the actions of this institution reflect its mission</u> <i>At this time, I feel the College is doing very well at addressing its mission statement and providing opportunities for students. The comprehensive plan and initiatives we are focusing upon have been well thought out and I feel we will see progress in advancing positively to accomplish these steps.</i>	16
		The extent to which this institution has been	16

<u>successful in positively motivating my performance</u> <i>The shared attitude of what's important – excellence and standards – makes my teaching worth doing.</i>	
<u>The extent to which my ideas are seriously considered by my manager</u> <i>My specific work/office environment is excellent. My supervisor is exceptionally supportive and encouraging about my work, my suggestions & input, and my overall performance.</i>	5
<u>The extent to which my manager expresses confidence in my work</u> <i>As a relatively new faculty member, I am most satisfied with the support and encouragement I have received from my division chair.</i>	4
<u>The extent to which I am given the opportunity to be creative in my work</u> <i>NIC as a whole is a happy place to work. I believe it supports creativity and personal enrichment which I believe is critical for an educational institution. The department I work in mostly is wonderful.</i>	4
<u>The extent to which I have the opportunity to express my ideas in appropriate forums</u> <i>There are opportunities for staff/faculty to be involved in campus governance and other activities, if they choose.</i>	3
<u>The extent to which my ideas are actively sought by my manager</u> <i>Support for my department by my division chair has been very strong. XXX is understanding, seeks out resources, and advocates for our division.</i>	3
<u>The extent to which my manager provides timely feedback regarding my work</u>	1
<u>The extent to which my manager emphasizes my personal development</u>	1

Table 14. Continued

Priority	Domain	Themes	Number of Comments
4	Work Design/ Technology (n=32)	<u>The extent to which I am responsible for meaningful work</u> <i>The work is very meaningful to me. What I do personally, what my department does, what my division does, and what the college mission is are all among the most meaningful things I can imagine doing. The goal of helping individuals grow and learn and increase their options for full and satisfying lives is very fulfilling.</i>	11
		<u>The extent to which I am provided training necessary to master all aspects of my job</u> <i>The professional development opportunities are great – I was fortunate to be able to participate in both Reflective Teaching and internet development. Both were excellent in both support and content.</i>	10
		<u>The extent to which I am provided up-to-date technology in my job</u> <i>There seems to be a good effort being made to manage technology and provide adequate IT equipment.</i>	8
		<u>The extent to which my skills are appropriate for my job</u>	1
		<u>The extent to which I feel my job is relevant to this institution's mission</u>	1
		<u>The extent to which my work is guided by clearly defined administrative processes</u>	1
5	Organizational Structure (n=11)	<u>The extent to which I am able to organize my day</u> <i>I am most satisfied with my ability as a faculty member to have some control over my teaching schedule.</i>	4
		<u>The extent to which institution-wide policies guide my work</u> <i>The college has a good handle on policy and procedure. This is greatly improved over the past.</i>	2
		<u>The extent to which this institution is appropriately organized</u>	2

		<u>The extent to which I receive timely feedback for my work</u>	1
		<u>The extent to which I receive appropriate feedback for my work</u>	1
		<u>The extent to which decisions are made at the appropriate level at this institution</u>	1
6	Other (n=10)	<u>Benefits</u> <i>I am very pleased with the benefits NIC offers. Such as; vacation days, sick days, very good insurance and holidays offered. The benefits offered are very much appreciated!</i>	4
		<u>Physical Environment</u> <i>I believe the grounds are especially well kept at this college. It seems that they work very hard and are very successful in creating an attractive campus with the means they have. I wish the academic departments pursued similar goals for excellence.</i>	3
		<u>Space/Facilities</u>	2
		<u>Transportation</u>	1
7	Communication (n=7)	<u>The extent to which open and ethical communication is practiced at this institution</u>	2
		<u>The extent to which information is shared within this institution</u>	2
		<u>The extent to which the information I receive is useful in my work</u>	1
		<u>The extent to which positive work expectations are communicated to me</u>	1
		<u>The extent to which I receive adequate information regarding important activities at this institution</u>	1

Table 15. Dissatisfaction Themes, Summative comments, and Actual Number of Responses at North Idaho College.

Comments included in the prevent satisfaction themes reflect an advisory or negative perception of the organization or individuals within the organization.

Priority for Change	Domain	Themes	Number of Comments
1	Other (n=70)	<p><u>Salary and Benefits</u> <i>We continue to lose valuable employees with a complex understanding of this particular institution, to other colleges (particularly regional colleges) because our salaries in some cases, so very low. This is an important issue that needs to be addressed.</i></p> <p><i>As an adjunct Faculty member I'm most dissatisfied with the salary and lack of benefits. Increasing it appears as though the Administration views adjunct faculty members as somehow engaging in a "hobby" rather than as a vitally important element of NIC's educational mission.</i></p>	42
		<p><u>Athletics</u> <i>We have a serious problem with academic integrity vs. athletics. This problem is serious and demeaning to the faculty; it needs immediate attention. No one is paying attention.</i></p>	9
		<p><u>Space and Facilities</u> <i>The area of the college needing the most improvement is faculty support. NIC has not maintained classrooms and existing facilities to the extent necessary to provide a pleasant learning environment for the students. Classrooms are shabby and dirty with broken desks. The students have to contend with learning in this environment. Equipment used by students to further learning is old and poorly maintained because the budgets provided are insufficient to maintain the equipment. This is a unpleasant situation made worse by the administrations constant expansion plans which occur at the expense of</i></p>	8

facilities maintenance. The college has money to open a new campus in Sandpoint and install a \$100,000 phone line, but no money to repair or upgrade computer labs, photo labs, or other classroom necessities. New building and land purchases are easily approved, but new curtains or desks require almighty intervention to get. Your faculty is your most important asset and the administration needs to make sure they are supported.

Parking 7
I would like to see the college assume responsibility for providing adequate parking for students and staff. The shuttle is unsuccessful because it's an inadequate and unwanted alternative to good parking.

Better Recruitment Strategies 2

Security Across Campus 2

2	Organizational Structure (n=54)	<u>The extent to which the amount of work I do is appropriate</u> <i>The constantly increasing workload on faculty.</i>	19
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		<u>The extent to which this institution is appropriately organized</u> <i>The duplication of work processes between departments needs to be addressed. This duplication creates great inefficiencies at the present time.</i>	12
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		<u>The extent to which institution-wide policies guide my work</u> <i>I would like to see the same rules apply to staff and faculty as it does to students. I would also like to see a standard operating procedure manual for the department I'm in, as I have worked in a sensitive area of the college where liability is an issue (for 5 years) and have yet to see a S.O.P. so it is hard to know if I'm doing my job.</i>	5
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		<u>The extent to which decisions are made at the appropriate level at this institution</u> <i>Addressing red tape/extensive bureaucracy</i>	5
		<u>The extent to which I receive appropriate feedback for my work</u> <i>My greatest frustration is the ever-increasing intrusion of micro-managing administrators in my classroom. I find it frustrating when administrators, with no real teaching experience, assume they have greater insights into the educational process than faculty who have spent a career refining their craft.</i>	4
		<u>The extent to which the variety of work I do is appropriate</u> <i>I would like to see less pressure exerted on the faculty that generates paperwork but does not improve the education in the classrooms. Examples are; outcomes, outcomes assessments, & general education requirements. The information may be useful to faculty for discussion, but are useless to students in classes.</i>	4
		<u>The extent to which I receive timely feedback for my work</u> <i>Within our department (XXX) some sense of whether we're doing a good job or not.</i>	3
		<u>The extent to which I am able to organize my work day</u>	2
3	Communication (n=31)	<u>The extent to which information is shared within this institution</u> <i>Campus wide communication – too many little pockets of good information that does not get out.</i>	10
		<u>The extent to which positive work expectations are communicated to me</u> <i>Addressing the concerns, issues, workload of faculty and staff in a meaningful way.</i>	6

		<u>The extent to which open and ethical communication is practiced at this institution</u> <i>It is not a very professional atmosphere. (way things are communicated and said) I hear a lot of "he said," "she said." Poor communication between departments. Have never received an evaluation or feedback on job performance.</i>	6
		<u>The extent to which unacceptable behaviors are identified and communicated to me</u> <i>Workload issues addressed <u>and</u> balanced.</i>	5
		<u>The extent to which the information I generate is shared with others</u>	2
		<u>The extent to which I receive information related to my work</u>	1
		<u>The extent to which I receive adequate information regarding important activities at this institution</u>	1
3	Work Design/ Technology (n=31)	<u>The extent to which I am provided up-to-date technology in my job</u> <i>Existing technology needs better support (make funds for IT to maintain equipment <u>we</u> already have), so instructors <u>can depend on</u> equipment working during class.</i>	11
		<u>The extent to which I am provided training necessary to master all aspects of my job</u> <i>More employee training sessions that focus on benefits, policies, computers, and software, even if these are only one – two hour sessions. Many employees struggle personally and professionally simply because of lack of understanding and are not aware of tools available to them.</i>	10
		<u>The extent to which I have the opportunity for advancement within this institution</u> <i>I realize there are only a certain number of jobs on campus...and of course only a certain number of people can fill those positions. But- It would be nice to be able to prove yourself worthy and advance in a particular area. I realize that the above has and does happen on</i>	5

*campus- but it is a rare opportunity! Since
XXX early arrival and the onslot of min.
requirements has increased for jobs (minimum
requirements are a necessary and good thing
to an extent), it is quite possible to be capable
and worthy of a position but because of lack of
experience, certain education criteria, etc.
unable to apply for an advancement
opportunity.*

The extent to which my work is guided by
clearly defined administrative processes 4
*I would like more time to spend in the
classroom and less time doing administrative
paper-pushing. If you want something in a
certain form, give us a template to use. Don't
fuss after we do it and it isn't the way you want
it.*

The extent to which my skills are appropriate
for my job 1

5 Formal Influence (n=29) The extent to which the actions of this
institution reflect its mission 12
*Cooperation and support between the different
divisions on campus. NIC has a vast mission
and it is my feelings that some divisions have a
limited view on what a comprehensive
community college should be.*

The extent to which I am given the opportunity
to be creative in my work 4
*My manager is so hog-tied by bean-counting
and procedure that creativity becomes a
contest of "how to make this impossible system
work effectively" – I have no loyalty to a
system so obsessed with the "letter" of
procedure and rules irrelevant to student
growth!*

The extent to which my manager expresses
confidence in my work 3

The extent to which my ideas are seriously
considered by my manager 3
*Too many times we are given tasks (goals,
dept. mission statement, etc) that end up in the*

black hole. No reason is given for doing them, nor does anything become of end. It is busy work that detracts from our teaching prep.

The extent to which I have the opportunity to express my ideas in appropriate forums 3
I would like to see a construction committee, go over requests that instructors decide to do with the ok from their department head and see if the project really needs to be done or possible move a class to another building that is already set up.

The extent to which this institution has been successful in positively motivating my performance 3
To continue NIC's success, administration needs to promote the "caring" nature of the college by finding more ways to care for employees, who will in turn care for students, who will in turn help care for the community. NIC's growth in size and stature should not depart from this positive fundamental purpose.

The extent to which my manager emphasizes my personal development 1

6 Collaboration (n=25) The extent to which I have an opportunity to work jointly with appropriate others at this institution 10
If there is one area I see that needs the most improvement it would be inter-department collaboration and development.

The extent to which a spirit of cooperation exists in my department 5
Most of the college is very well managed but my department really struggles. I know this is confidential but...I must be specific! XXX XXX is really struggling with teamwork, morale, and confidence in leadership, hence the poor ratings on workplace specific questions.

The extent to which a spirit of cooperation exists at this institution 4
Cooperation between administration and faculty.

		<u>The extent to which my work team coordinates its efforts with appropriate individuals and teams</u>	3
		<i>I am very disappointed that most departments do not work together or share information. I have found that other departments do <u>not</u> share resources. The climate seems to be very territorial.</i>	
		<u>The extent to which there is an opportunity for all ideas to be exchanged within my work team</u>	2
		<u>The extent to which there is a spirit of cooperation within my work team</u>	1
7	Student Focus (n=24)	<u>The extent to which ethnic and cultural diversity are important at this institution</u>	9
		<i>NIC offers some great programs regarding cultural diversity: music, dance, storytelling, etc., but yet the diversity on campus remains sadly low, for both employees and students. I realize this is North Idaho, and NIC's population is a reflection of that, but can more be done to increase diversity on campus? And to make minorities feel welcomed and safe?</i>	
		<u>The extent to which student needs are central to what we do</u>	5
		<i>Hopefully the college will become more student-centered in the future. Too many roadblocks for students while in the process of enrolling.</i>	
		<u>The extent to which support services personnel meet the needs of the students</u>	4
		<i>Overall, XXX XXX are just shy of a nightmare. From XXX to XXX to XXX to XXX, there is an overall "high school" mentality. We are in a college; let's treat our students as such. We must remember why we are here. For the students! There is much improvement to be done in this area. We have wonderful employees. We have wonderful students. Let's communicate and make Higher ed happen.</i>	

<u>The extent to which administrative personnel meet the needs of the students</u> <i>I see too often a lack of follow through in holding student success as the criterion by which campus actions are judged.</i>	3
<u>The extent to which students' competencies are enhanced</u>	2
<u>The extent to which students receive an excellent education at this institution</u>	1
<u>The extent to which this institution prepares students for a career</u>	1

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APPENDIX A

These tables have been reformatted at the request of the institution to show the areas of excellence and improvement without custom questions factored in.

QUESTION #6: What recommendations for change and improvement can be made based on the results of this climate survey?

One of the primary purposes of the PACE instrument is to provide recommendations for change that assist in efforts to improve the climate at an institution or system of institutions. To accomplish this goal, a priority index score was computed for each of the questions. This score was obtained by ordering the means for each of the items in ascending order, from the lowest to the highest values. The priority index score provides an insight into the distance between the particular score and the ideal situation, represented by a score of 4.50 on any item. In this way, important areas needing improvement can be identified and prioritized. One way to think about these scores is to see the priority index scores as measures 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 should be** for each item is the zone of acceptable change within the institution.

Overall, the following six items have been identified as areas of excellence at North Idaho College. Two of these items represent the formal influence climate factor (items #2 and #4), while four represent the work design/technology climate factor (items #36, # 37, # 38 and #39).

- The extent to which I feel my job is relevant to this institution's mission (item #38), Mean score: 4.42
- The extent to which I am responsible for meaningful work (item #39), Mean score: 4.42
- The extent to which my skills are appropriate for my job (item #37), Mean score: 4.33
- The extent to which my manager expresses confidence in my work (item #2), Mean score: 4.23
- The extent to which I am given the opportunity to be creative in my work (item #4), Mean score: 4.23
- The extent to which accuracy is expected of me in my job (item #36), Mean score: 4.18

Tables 7A through 13A contain lists of the top twelve improvement areas determined in this way. These lists are presented by personnel classification and provide the priorities of the groups. All employee groups combined identified items as needing improvement. The eight areas of greatest concern include:

- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: 3.09
- The extent to which decisions are made at the appropriate level (item #35), Mean score: 3.20
- The extent to which I am able to appropriately influence the direction of this institution (item #9), Mean score: 3.21
- The extent to which this institution is appropriately organized (item #34), Mean score: 3.32
- The extent to which information is shared within this institution (item #19), Mean score: 3.36
- The extent to which my work is guided by clearly defined administrative process (item #41), Mean score: 3.36
- The extent to which institutional teams use problem solving techniques (item #23), Mean score: 3.43
- The extent to which the amount of work I do is appropriate (item #31), Mean score: 3.43

Table 7A. Profile of the College Climate. Priorities for Change:

Full-time Administrative

Priority	Item #	Mean	Area to Change
1	40	3.18	The extent to which I have the opportunity for advancement within this institution
2	35	3.24	The extent to which decisions are made at the appropriate level at this institution
3	34	3.33	The extent to which this institution is appropriately organized
4	41	3.34	The extent to which my work is guided by clearly defined administrative processes
5	44	3.34	The extent to which I am provided training necessary to master all aspects of my job
6	10	3.48	The extent to which the institution has been successful in positively motivating my performance
7	31	3.55	The extent to which the amount of work I do is appropriate
8	50	3.58	The extent to which this institution prepares students for a career
9	9	3.59	The extent to which I am able to appropriately influence the direction of this institution
10	19	3.59	The extent to which information is shared within this institution
11	28	3.59	The extent to which institution-wide policies guide my work
12	52	3.59	The extent to which students are assisted in their personal development

Table 8A. Profile of the College Climate. Priorities for Change:

Full-time and Part-time Professional

Priority	Item #	Mean	Area to Change
1	40	2.83	The extent to which I have the opportunity for advancement within this institution
2	41	3.20	The extent to which my work is guided by clearly defined administrative processes
3	9	3.26	The extent to which I am able to appropriately influence the direction of this institution
4	19	3.28	The extent to which information is shared within this institution
5	24	3.28	The extent to which a spirit of cooperation exists at this institution
6	34	3.33	The extent to which this institution is appropriately organized
7	44	3.33	The extent to which I am provided training necessary to master all aspects of the job
8	35	3.35	The extent to which decisions are made at the appropriate level at this institution
9	31	3.38	The extent to which the amount of work I do is appropriate
10	23	3.40	The extent to which institutional teams use problem solving techniques
11	17	3.42	The extent to which open and ethical communication is practiced at this institution
12	28	3.42	The extent to which institution-wide policies guide my work

Table 9A. Profile of the College Climate. Priorities for Change:

Full-time Classified

Priority	Item #	Mean	Area to Change
1	19	3.05	The extent to which information is shared within this institution
2	40	3.06	The extent to which I have the opportunity for advancement within this institution
3	35	3.08	The extent to which decisions are made at the appropriate level at this institution
4	9	3.14	The extent to which I am able to appropriately influence the direction of this institution
5	34	3.18	The extent to which this institution is appropriately organized
6	24	3.28	The extent to which a spirit of cooperation exists at this institution
7	44	3.33	The extent to which I am provided training necessary to master my job
8	17	3.34	The extent to which open and ethical communication is practiced at this institution
9	23	3.35	The extent to which institutional teams use problem solving techniques
10	52	3.43	The extent to which students are assisted with their personal development
11	10	3.44	The extent to which the institution has been successful in positively motivating my performance
12	41	3.44	The extent to which my work is guided by clearly defined administrative process

Table 10A. Profile of the College Climate. Priorities for Change:

Part-time Classified

Priority	Item #	Mean	Area to Change
1	9	3.03	The extent to which I am able to appropriately influence the direction of this institution
2	40	3.20	The extent to which I have the opportunity for advancement within this institution
3	43	3.26	The extent to which I am provided up-to-date technology in my job
4	41	3.43	The extent to which my work is guided by clearly defined administrative processes
5	35	3.47	The extent to which decisions are made at the appropriate level at this institution
6	44	3.48	The extent to which I am provided training necessary to master all aspects of my job
7	8	3.53	The extent to which my ideas are actively sought by my manager
8	19	3.55	The extent to which information is shared within this institution
9	34	3.57	The extent to which this institution is appropriately organized
10	10	3.58	The extent to which this institution has been successful in motivating my performance
11	50	3.61	The extent to which this institution prepares students for a career
12	28	3.67	The extent to which the institution-wide policies guide my work

Table 11A. Profile of the College Climate. Priorities for Change:

Full-time Faculty

Priority	Item #	Mean	Area to Change
1	35	3.00	The extent to which decisions are made at the appropriate level at this institution
2	31	3.08	The extent to which the amount of work I do is appropriate
3	9	3.15	The extent to which I am able to appropriately influence the direction of this institution
4	34	3.21	The extent to which this institution is appropriately organized
5	29	3.27	The extent to which I receive timely feedback for my work
6	23	3.31	The extent to which institutional teams use problem-solving techniques
7	41	3.32	The extent to which my work is guided by clearly defined administrative processes
8	10	3.38	The extent to which this institution has been successful in positively motivating my performance
9	12	3.40	The extent to which the information I receive is useful in my work
10	19	3.43	The extent to which information is shared within this institution
11	24	3.43	The extent to which a spirit of cooperation exists within this institution
12	49	3.44	The extent to which administrative personnel meet the needs of the students

Table 12A. Profile of the College Climate. Priorities for Change:

Part-time Faculty Teaching 5 or More Credits

Priority	Item #	Mean	Area to Change
1	40	2.84	The extent to which I have the opportunity for advancement within this institution
2	9	3.13	The extent to which I am able to appropriately influence the direction of this institution
3	35	3.30	The extent to which decisions are made at the appropriate level at this institution
4	23	3.38	The extent to which institutional teams use problem solving techniques
5	44	3.43	The extent to which I am provided training necessary to master all aspects of my job
6	27	3.47	The extent to which my work team coordinates its efforts with appropriate individuals and teams
7	41	3.53	The extent to which my work is guided by clearly defined administrative process
8	12	3.54	The extent to which the information I receive is useful in my work
9	10	3.57	The extent to which this institution has been successful in positively motivating my performance
10	31	3.59	The extent to which the amount of work I do is appropriate
11	20	3.61	The extent to which I have the opportunity to work with appropriate others at the institution
12	49	3.61	The extent to which administrative personnel meet the needs of students

Table 13A. Profile of the College Climate. Priorities for Change:

Part-time Faculty Teaching Less than 5 Credits

Priority	Item #	Mean	Area to Change
1	40	3.19	The extent to which I have the opportunity for advancement within this institution
2	29	3.31	The extent to which I receive timely feedback for my work
3	9	3.36	The extent to which I am able to appropriately influence the direction of this institution
4	23	3.43	The extent to which institutional teams use problem-solving techniques
5	15	3.50	The extent to which unacceptable behaviors are identified and communicated to me
6	16	3.50	The extent to which the work outcomes are clarified for me
7	49	3.50	The extent to which administrative personnel meet the needs of the students
8	8	3.53	The extent to which my ideas are actively sought by my manager
9	19	3.60	The extent to which information is shared within this institution
10	30	3.60	The extent to which I receive appropriate feedback for my work
11	18	3.63	The extent to which I receive adequate information regarding important activities at the institution
12	48	3.67	The extent to which support services personnel meet the needs of students