



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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**West Shore Community College  
Scottville, Michigan**

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

by

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

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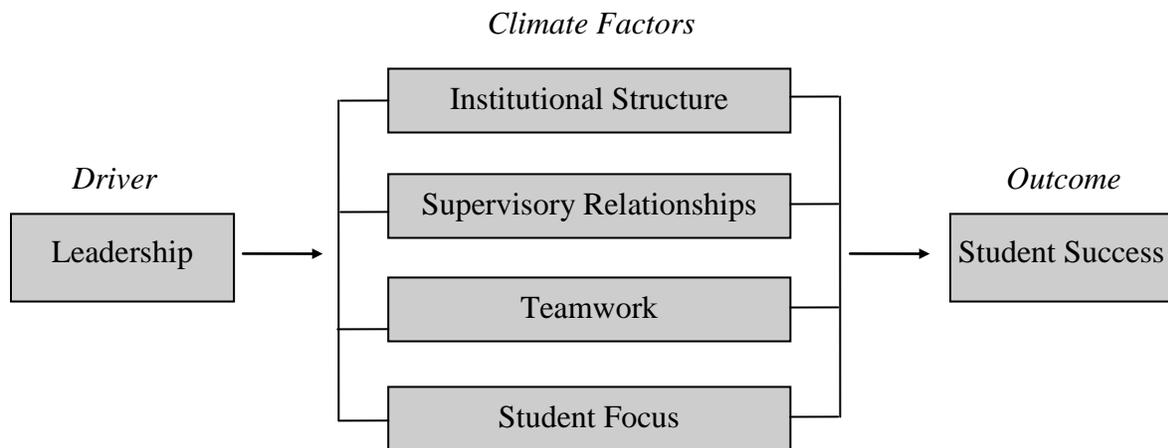
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# EXECUTIVE SUMMARY

In February 2015, the Personal Assessment of the College Environment (PACE) survey was administered to 209 employees at West Shore Community College (WSCC). Of those 209 employees, 98 (46.9%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist WSCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of WSCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

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

**Figure 1.** The PACE Model



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

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

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. They also completed a Customized section designed specifically for West Shore Community College. Respondents were asked to rate the four factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at WSCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 69 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at WSCC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of “1” to a high of “5.” Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2) or within the Competitive range (rated between 2 and 3). Forty seven fell within the Consultative range (rated between 3 and 4), and nine composite ratings fell within the Collaborative range (rated between 4 and 5).

At WSCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.67 mean score or high Consultative system. The Student Focus category received the highest mean score (4.01), whereas the Institutional Structure category received the lowest mean score (3.35). When respondents were classified according to Personnel Classification at WSCC, the composite ratings were as follows: Faculty (3.56), Administrator (3.87), and Educational Support Staff (3.58).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.28 (#8)
- The extent to which students receive an excellent education at this institution, 4.26 (#31)
- The extent to which this institution prepares students for further learning, 4.17 (#37)
- The extent to which faculty meet the needs of the students, 4.06 (#17)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.04 (#23)
- The extent to which my supervisor expresses confidence in my work, 4.02 (#2)
- The extent to which I am given the opportunity to be creative in my work, 4.02 (#39)
- The extent to which student needs are central to what we do, 4.00 (#7)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.99 (#9)
- The extent to which this institution prepares students for a career, 3.99 (#35)
- The extent to which students are assisted with their personal development, 3.99 (#40)

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

- The extent to which I have the opportunity for advancement within this institution, 3.01 (#38)
- The extent to which information is shared within this institution, 3.07 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.09 (#15)
- The extent to which this institution is appropriately organized, 3.19 (#32)
- The extent to which institutional teams use problem-solving techniques, 3.21 (#11)
- The extent to which open and ethical communication is practiced at this institution, 3.22 (#16)
- The extent to which decisions are made at the appropriate level at this institution, 3.29 (#4)
- The extent to which a spirit of cooperation exists at this institution, 3.30 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.31 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.37 (#22)

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

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# LEADERSHIP RESEARCH

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

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

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

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

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

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

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

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

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

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

**Table 1.** NILIE Four Systems Model

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

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

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

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

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

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

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

# METHOD

## Population

In February 2015, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of West Shore Community College. Of the 209 employees administered the instrument, 98 (46.9%) completed and returned the instrument for analysis. Of those 98 employees, 65 (66.3%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist WSCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Institutional Effectiveness Office of WSCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of WSCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for three weeks. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.3.

## Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by West Shore Community College was also included in the administration of the instrument. A total of 56 items were included in the PACE survey, as well as a series of questions ascertaining the demographic status of respondents.

Respondents were asked to rate the various climate factors through their specific statements on a five-point scale from a low of "1" to a high of "5." The mean scores for all items were obtained and compared. Items with lower scores were considered to be high priority issues for the institution. In this way, the areas in need of improvement were ranked in order of priority, thereby assisting in the process of developing plans to improve the overall performance of the institution.

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of WSCC and the least favorable aspects. The responses provide insight and anecdotal evidence to support the survey questions.

## Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2012 to July 2014 are shown in Table 2.

**Table 2.** Alpha Coefficients by Climate Category for PACEs Completed from July 2012 to July 2014 (n=22,629)

<b>Climate Category</b>	<b>Alpha Coefficient</b>
Institutional Structure	0.96
Supervisory Relationships	0.95
Teamwork	0.94
Student Focus	0.92
<b>Overall (1-46)</b>	<b>0.98</b>

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

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

## DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from WSCC's 2012 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

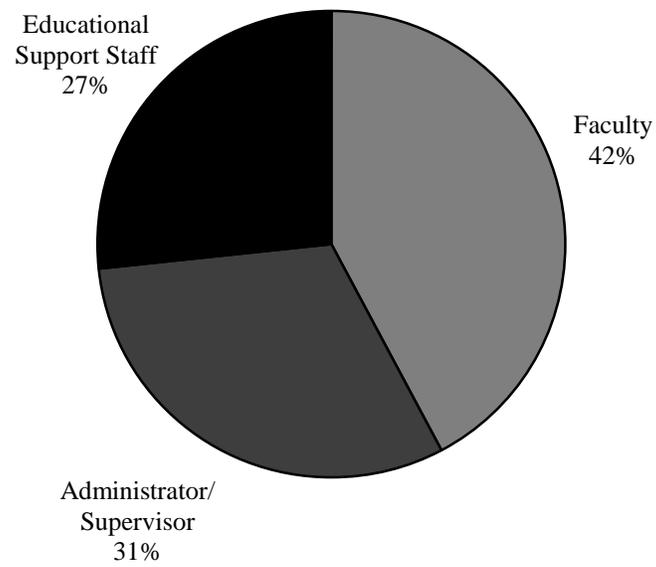
### Respondent Characteristics

Of the 209 WSCC employees administered the survey, 98 (46.9%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2). Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

**Table 3.** Response by Self-Selected Personnel Classification

<b>Personnel Classification</b>	<b>Population</b>	<b>Surveys Returned for Analysis</b>	<b>Percent of Population Represented</b>
Faculty	113	38	33.6%
Administrator	34	28	82.4%
Educational Support Staff	62	24	38.7%
Did not respond		8	
<b>Total</b>	<b>209</b>	<b>98</b>	<b>46.9%</b>

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



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

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

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

<b>Demographic Variable</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>	<b>2015 # of Responses</b>	<b>2015 % of Responses</b>
<b>What is your personnel classification:</b>				
Faculty	NA	NA	38	38.8%
Administrator	23	23.2%	28	28.6%
Educational Support Staff	20	20.2%	24	24.5%
Full-time Faculty	24	24.2%	NA	NA
Part-time Faculty	31	31.3%	NA	NA
Did not respond	1	1.0%	8	8.2%
<b>How many years have you worked at this institution:</b>				
Less than 5 years	28	28.3%	29	29.6%
5-10 years	20	20.2%	10	10.2%
11-15 years	25	25.3%	19	19.4%
16 years or more	24	24.2%	NA	NA
16-20 years	NA	NA	15	15.3%
21-25 years	NA	NA	5	5.1%
26 years or more	NA	NA	5	5.1%
Did not respond	2	2.0%	15	15.3%
<b>How many years have you worked in higher education:</b>				
Less than 5 years	NA	NA	27	27.6%
5-10 years	NA	NA	11	11.2%
11-15 years	NA	NA	13	13.3%
16-20 years	NA	NA	9	9.2%
21-25 years	NA	NA	12	12.2%
26 years or more	NA	NA	10	10.2%
Did not respond	NA	NA	16	16.3%
<b>Your status at this institution is:</b>				
Full time	NA	NA	63	64.3%
Part time	NA	NA	27	27.6%
Did not respond	NA	NA	8	8.2%

\* The frequencies are rounded to the nearest tenth.

NA - Items not included in 2012/2015 survey administration

**Table 4.** Continued

<b>Demographic Variable</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>	<b>2015 # of Responses</b>	<b>2015 % of Responses</b>
<b>Please select the race/ethnicity that best describes you:</b>				
Hispanic or Latino, of any race	NA	NA	1	1.0%
American Indian or Alaska Native, not Hispanic or Latino	NA	NA	0	0.0%
Asian, not Hispanic or Latino	NA	NA	0	0.0%
Black, not Hispanic or Latino	NA	NA	0	0.0%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	NA	NA	0	0.0%
White, not Hispanic or Latino	NA	NA	86	87.8%
Two or more races, not Hispanic or Latino	NA	NA	2	2.0%
Did not respond	NA	NA	9	9.2%
<b>What gender are you:</b>				
Man	NA	NA	39	39.8%
Woman	NA	NA	45	45.9%
Another gender identity	NA	NA	0	0.0%
I prefer not to respond	NA	NA	6	6.1%
Did not respond	NA	NA	8	8.2%
<b>What is the highest degree you have earned:</b>				
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	NA	NA	1	1.0%
Doctoral degree (e.g., Ph.D., Ed.D.)	NA	NA	8	8.2%
Master's degree	NA	NA	37	37.8%
Bachelor's degree	NA	NA	16	16.3%
Associate's degree	NA	NA	15	15.3%
High School diploma or GED	NA	NA	8	8.2%
No degree or diploma	NA	NA	0	0.0%
Did not respond	NA	NA	13	13.3%
<b>What is your age:</b>				
29 years of age or younger	NA	NA	5	5.1%
30-39 years of age	NA	NA	5	5.1%
40-49 years of age	NA	NA	18	18.4%
50-59 years of age	NA	NA	35	35.7%
60 years of age or older	NA	NA	16	16.3%
Did not respond	NA	NA	19	19.4%

\* The frequencies are rounded to the nearest tenth.

NA - Items not included in 2012/2015 survey administration

## Comparative Analysis: Overall

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

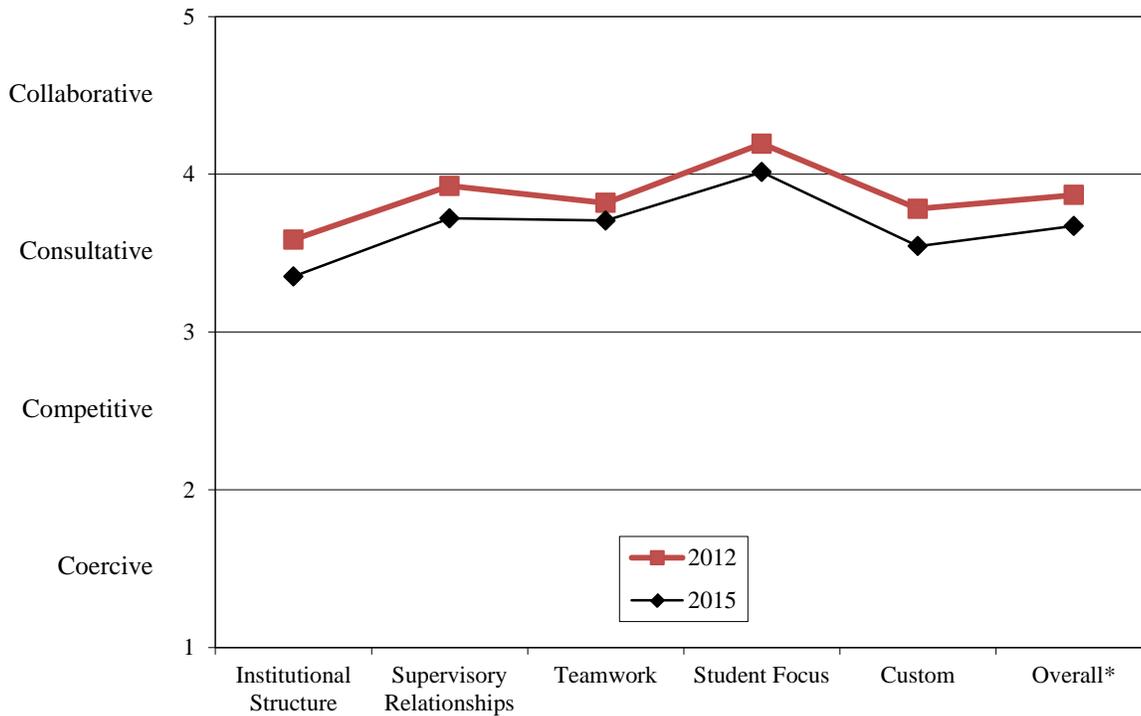
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.01), which represented a lower range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.35) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area (see also Figure 3). When compared to the revised 2012 WSCC mean scores, the WSCC 2015 mean scores declined slightly.

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

<b>Factor</b>	<b>2012 WSCC</b>	<b>2015 WSCC</b>
Institutional Structure	3.59	3.35
Supervisory Relationships	3.93	3.72
Teamwork	3.82	3.71
Student Focus	4.19	4.01
Custom	3.78	3.54
<b>Overall*</b>	<b>3.87</b>	<b>3.67</b>

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

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



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

In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0) or within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty seven fell within the Consultative range (rated between 3 and 4), and nine composite ratings fell within the Collaborative range (rated between 4 and 5).

The preponderance of Consultative (n=47) 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 3.67 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at WSCC 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.

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

<b>Institutional Structure</b>	<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
1 The extent to which the actions of this institution reflect its mission	4.09 (0.97)	3.78 (1.00)*
4 The extent to which decisions are made at the appropriate level at this institution	3.47 (1.26)	3.29 (1.15)
5 The extent to which the institution effectively promotes diversity in the workplace	3.65 (1.14)	3.63 (1.11)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.91 (1.21)	3.76 (1.14)
10 The extent to which information is shared within the institution	3.46 (1.19)	3.07 (1.26)*
11 The extent to which institutional teams use problem-solving techniques	3.40 (0.94)	3.21 (1.03)
15 The extent to which I am able to appropriately influence the direction of this institution	3.34 (1.14)	3.09 (1.21)
16 The extent to which open and ethical communication is practiced at this institution	3.56 (1.21)	3.22 (1.20)
22 The extent to which this institution has been successful in positively motivating my performance	3.77 (1.18)	3.37 (1.26)*
25 The extent to which a spirit of cooperation exists at this institution	3.57 (1.14)	3.30 (1.16)
29 The extent to which institution-wide policies guide my work	3.67 (1.05)	3.46 (1.06)
32 The extent to which this institution is appropriately organized	3.39 (1.18)	3.19 (1.14)
38 The extent to which I have the opportunity for advancement within this institution	3.07 (1.17)	3.01 (1.27)
41 The extent to which I receive adequate information regarding important activities at this institution	3.75 (1.03)	3.43 (1.08)*
44 The extent to which my work is guided by clearly defined administrative processes	3.55 (1.09)	3.31 (1.13)
<b>Mean Total</b>	<b>3.59 (0.89)</b>	<b>3.35 (0.91)</b>

\* T-test results indicate a significant difference between the 2012 mean and the 2015 mean ( $\alpha=0.05$ ).

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

<b>Supervisory Relationships</b>		<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
2	The extent to which my supervisor expresses confidence in my work	4.28 (0.99)	4.02 (1.15)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.22 (1.17)	3.99 (1.20)
12	The extent to which positive work expectations are communicated to me	3.86 (0.99)	3.60 (1.14)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.64 (0.93)	3.59 (0.97)
20	The extent to which I receive timely feedback for my work	3.83 (1.05)	3.52 (1.18)
21	The extent to which I receive appropriate feedback for my work	3.85 (1.05)	3.56 (1.11)
26	The extent to which my supervisor actively seeks my ideas	3.76 (1.22)	3.69 (1.30)
27	The extent to which my supervisor seriously considers my ideas	3.95 (1.14)	3.71 (1.29)
30	The extent to which work outcomes are clarified for me	3.68 (0.93)	3.41 (1.11)
34	The extent to which my supervisor helps me to improve my work	3.81 (1.08)	3.64 (1.22)
39	The extent to which I am given the opportunity to be creative in my work	4.27 (0.93)	4.02 (1.05)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.88 (0.95)	3.69 (1.08)
46	The extent to which professional development and training opportunities are available	3.95 (0.93)	3.82 (1.03)
<b>Mean Total</b>		<b>3.93 (0.81)</b>	<b>3.72 (0.95)</b>

T-test results indicate no significant differences between the 2012 means and the 2015 means ( $\alpha=0.05$ ).

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

<b>Teamwork</b>	<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
3 The extent to which there is a spirit of cooperation within my work team	3.86 (1.11)	3.70 (1.29)
14 The extent to which my primary work team uses problem-solving techniques	3.71 (0.93)	3.58 (1.06)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.87 (1.11)	3.60 (1.17)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.86 (1.08)	3.75 (1.18)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.65 (1.08)	3.58 (0.98)
43 The extent to which a spirit of cooperation exists in my department	3.92 (1.14)	3.91 (1.12)
<b>Mean Total</b>	<b>3.82 (0.91)</b>	<b>3.71 (1.00)</b>

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

<b>Student Focus</b>	<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
7 The extent to which student needs are central to what we do	4.19 (1.08)	4.00 (1.12)
8 The extent to which I feel my job is relevant to this institution's mission	4.53 (0.82)	4.28 (1.02)
17 The extent to which faculty meet the needs of students	4.21 (0.84)	4.06 (0.82)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.77 (0.96)	3.46 (1.07)*
19 The extent to which students' competencies are enhanced	4.14 (0.76)	3.92 (0.78)
23 The extent to which non-teaching professional personnel meet the needs of the students	4.04 (0.91)	4.04 (0.85)
28 The extent to which classified personnel meet the needs of the students	4.03 (0.81)	3.88 (0.84)
31 The extent to which students receive an excellent education at this institution	4.35 (0.80)	4.26 (0.62)
35 The extent to which this institution prepares students for a career	4.22 (0.82)	3.99 (0.86)
37 The extent to which this institution prepares students for further learning	4.38 (0.78)	4.17 (0.69)*
40 The extent to which students are assisted with their personal development	4.17 (0.81)	3.99 (0.81)
42 The extent to which students are satisfied with their educational experience at this institution	4.14 (0.59)	3.97 (0.65)
<b>Mean Total</b>	<b>4.19 (0.59)</b>	<b>4.01 (0.57)*</b>
<b>Overall</b>	<b>3.87 (0.71)</b>	<b>3.67 (0.76)</b>

\* T-test results indicate a significant difference between the 2012 mean and the 2015 mean ( $\alpha=0.05$ ).

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

<b>Customized</b>	<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
47 The extent to which the campus environment is one that encourages and nurtures positive change	3.87 (1.06)	3.52 (1.09)*
48 The extent to which the collective actions of WSCC employees adequately reflect the core values of the college	4.04 (0.88)	3.65 (1.10)*
49 The extent to which the overall culture of the college has improved since the last climate survey	3.44 (1.20)	3.10 (1.19)
50 The extent to which I feel I am a valued employee at WSCC	3.94 (1.10)	3.74 (1.24)
51 The extent to which I believe, overall, WSCC is a great place to work	4.31 (0.95)	4.03 (1.09)
52 The extent to which I am satisfied with the current method of job performance evaluation for all levels of employees	3.32 (1.19)	3.11 (1.17)
53 The extent to which current technology practices and policies enable me to perform the responsibilities of my position at an acceptable level	3.73 (1.23)	3.60 (1.13)
54 The extent to which the organization holds each of us equally accountable for performing our job responsibilities	3.43 (1.28)	3.28 (1.26)
55 The extent to which my immediate physical work environment (ventilation, temperature, space to work, cleanliness, etc.) is satisfactory	4.08 (0.96)	3.90 (1.10)
56 The extent to which the current campus team system (membership, size, process) is an effective method of accomplishing college goals	3.45 (1.12)	3.27 (1.21)
<b>Mean Total</b>	<b>3.78 (0.84)</b>	<b>3.54 (0.87)</b>

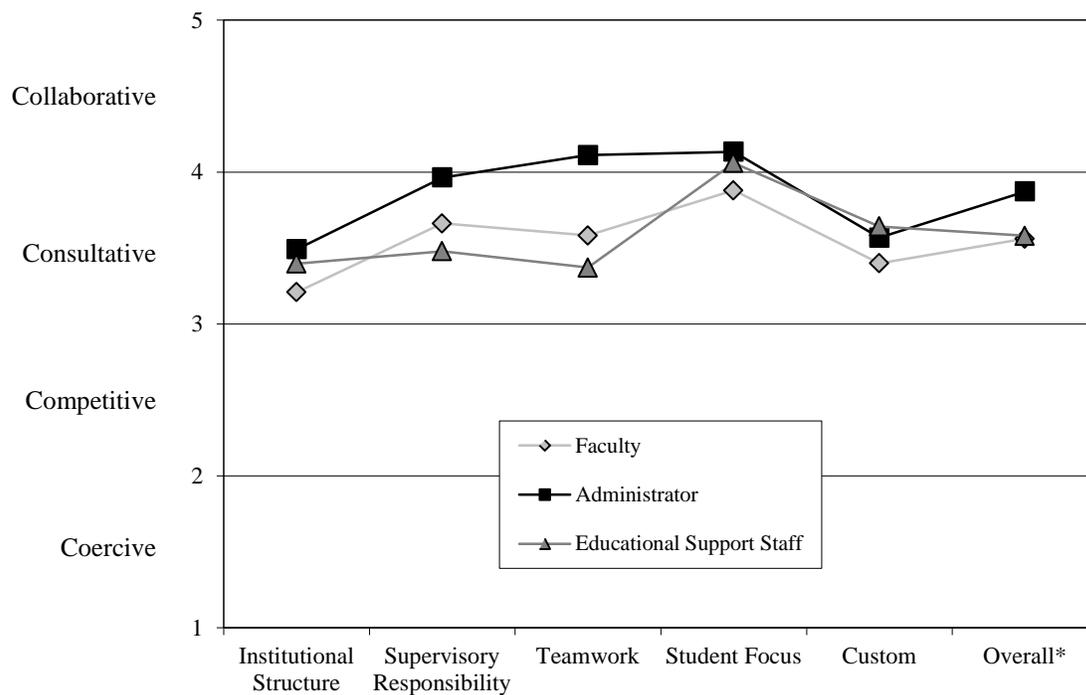
\* T-test results indicate a significant difference between the 2012 mean and the 2015 mean ( $\alpha=0.05$ ).

## Comparative Analysis: Personnel Classifications

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the administrators rated the four normative factors most favorable (3.87) whereas the faculty rated the four normative factors least favorable (3.56) (see also Table 11).

Figures 5 through 9 show the ratings of each employee group for each of the 56 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

**Figure 4.** Mean Climate Scores as Rated by Personnel Classifications at West Shore Community College.



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

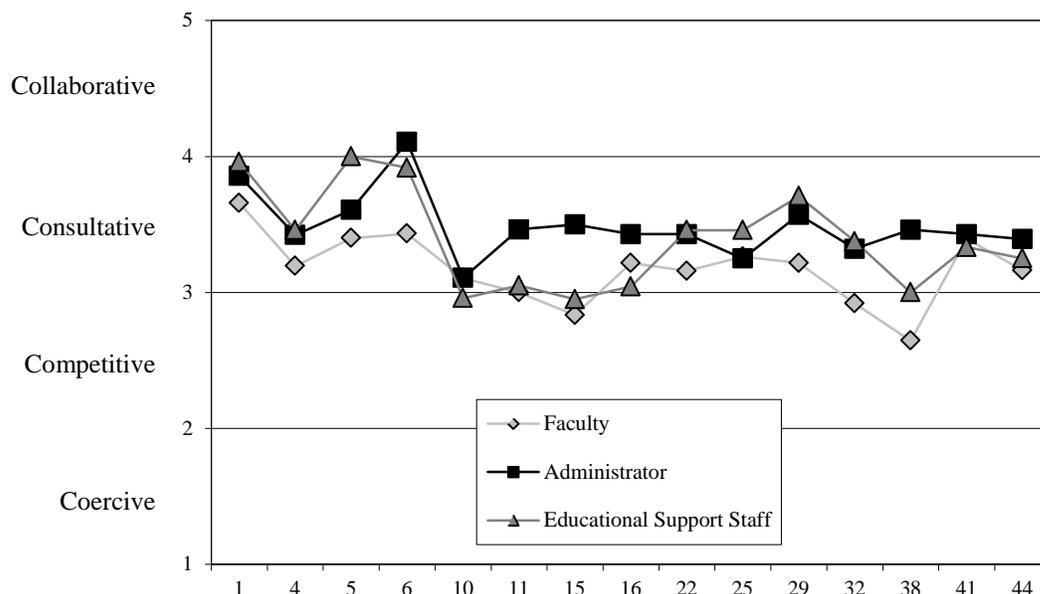
**Table 11.** Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	<b>Institutional Structure</b>	<b>Supervisory Relationships</b>	<b>Teamwork</b>	<b>Student Focus</b>	<b>Custom</b>	<b>Overall*</b>
<b>Faculty</b>						
2012	NA	NA	NA	NA	NA	NA
2015	3.21	3.66	3.58	3.88	3.40	3.56
<b>Administrator</b>						
2012	3.87	4.14	4.17	4.26	4.03	4.08
2015	3.49	3.96	4.11	4.13	3.57	3.87
<b>Educational Support Staff</b>						
2012	3.87	3.87	3.80	4.50	4.07	4.02
2015	3.40	3.48	3.37	4.06	3.64	3.58
<b>Full-time Faculty</b>						
2012	2.79	3.50	3.28	3.89	2.99	3.34
2015	NA	NA	NA	NA	NA	NA
<b>Part-time Faculty</b>						
2012	3.78	4.10	3.96	4.19	4.01	4.00
2015	NA	NA	NA	NA	NA	NA

\* The overall mean does not reflect the mean scores of the customized items developed specifically for WSCC.  
 NA - Items not included in 2012/2015 survey administration

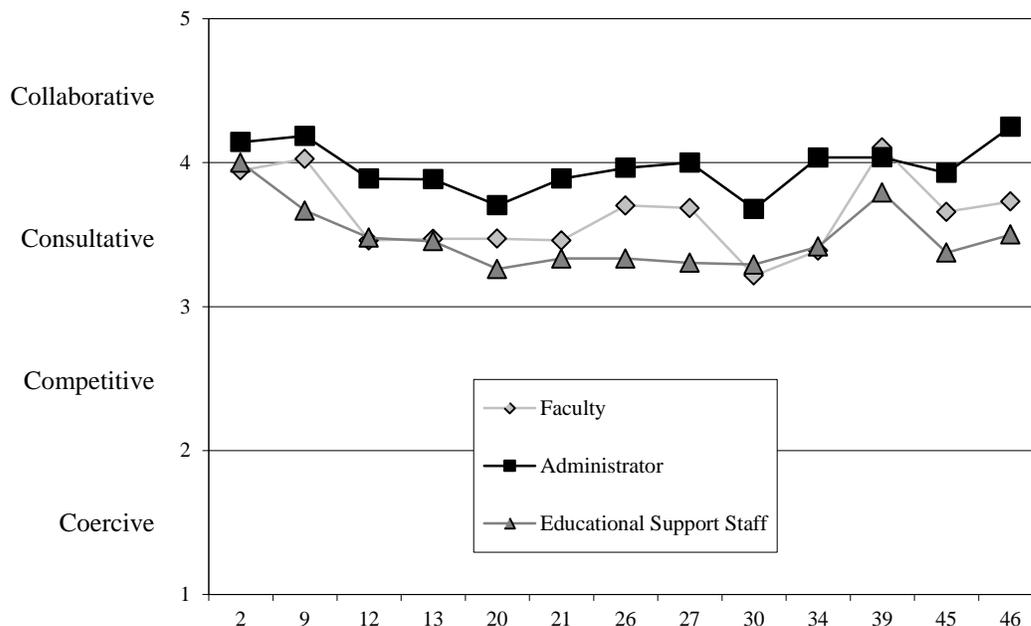
Institutional Structure		Faculty	Administrator	Educational Support Staff
1	The extent to which the actions of this institution reflect its mission	3.66	3.86	3.96
4	The extent to which decisions are made at the appropriate level at this institution	3.19	3.42	3.46
5	The extent to which the institution effectively promotes diversity in the workplace	3.40	3.61	4.00
6	The extent to which administrative leadership is focused on meeting the needs of students	3.43	4.11	3.92
10	The extent to which information is shared within this institution	3.11	3.11	2.96
11	The extent to which institutional teams use problem-solving techniques	3.00	3.46	3.05
15	The extent to which I am able to appropriately influence the direction of this institution	2.83	3.50	2.95
16	The extent to which open and ethical communication is practiced at this institution	3.22	3.43	3.04
22	The extent to which this institution has been successful in positively motivating my performance	3.16	3.43	3.46
25	The extent to which a spirit of cooperation exists at this institution	3.26	3.25	3.46
29	The extent to which institution-wide policies guide my work	3.22	3.57	3.71
32	The extent to which this institution is appropriately organized	2.92	3.32	3.38
38	The extent to which I have the opportunity for advancement within this institution	2.65	3.46	3.00
41	The extent to which I receive adequate information regarding important activities at this institution	3.39	3.43	3.33
44	The extent to which my work is guided by clearly defined administrative processes	3.16	3.39	3.25

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



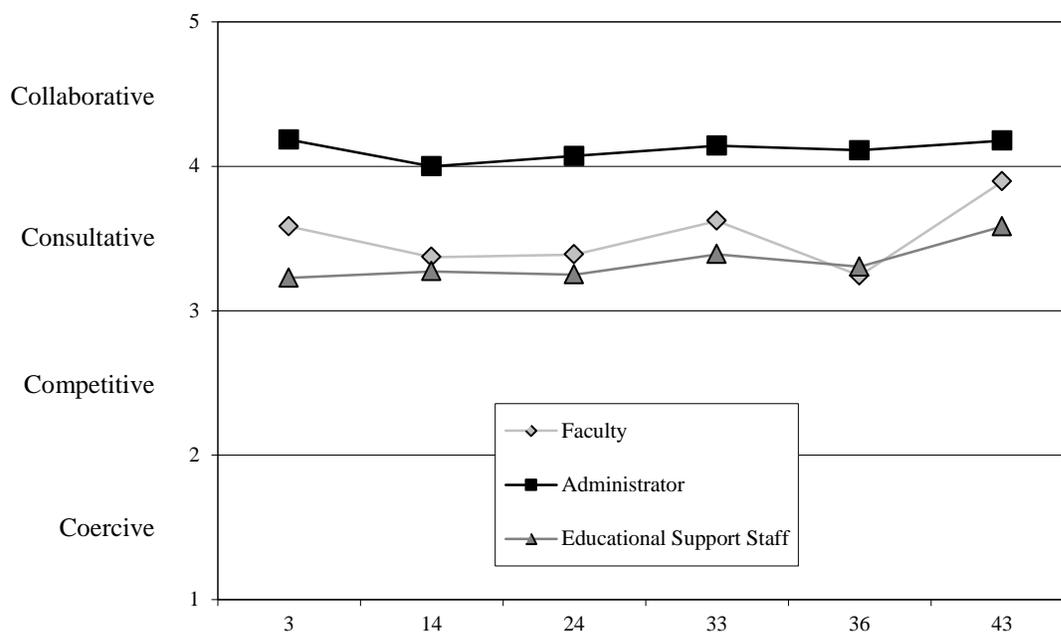
Supervisory Relationships		Faculty	Administrator	Educational Support Staff
2	The extent to which my supervisor expresses confidence in my work	3.95	4.14	4.00
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.03	4.19	3.67
12	The extent to which positive work expectations are communicated to me	3.46	3.89	3.48
13	The extent to which unacceptable behaviors are identified and communicated to me	3.47	3.88	3.45
20	The extent to which I receive timely feedback for my work	3.47	3.70	3.26
21	The extent to which I receive appropriate feedback for my work	3.46	3.89	3.33
26	The extent to which my supervisor actively seeks my ideas	3.70	3.96	3.33
27	The extent to which my supervisor seriously considers my ideas	3.68	4.00	3.30
30	The extent to which work outcomes are clarified for me	3.22	3.68	3.29
34	The extent to which my supervisor helps me to improve my work	3.39	4.04	3.42
39	The extent to which I am given the opportunity to be creative in my work	4.11	4.04	3.79
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.66	3.93	3.38
46	The extent to which professional development and training opportunities are available	3.73	4.25	3.50

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



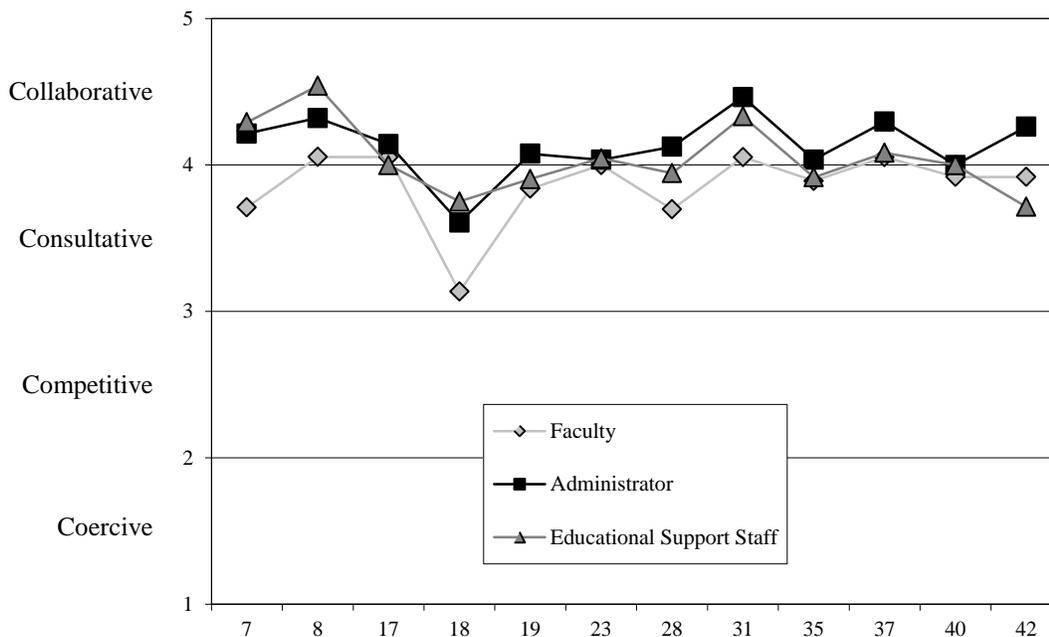
<b>Teamwork</b>		<b>Faculty</b>	<b>Administrator</b>	<b>Educational Support Staff</b>
3	The extent to which there is a spirit of cooperation within my work team	3.58	4.19	3.23
14	The extent to which my primary work team uses problem-solving techniques	3.37	4.00	3.27
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.39	4.07	3.25
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.62	4.14	3.39
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.24	4.11	3.30
43	The extent to which a spirit of cooperation exists in my department	3.89	4.18	3.58

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



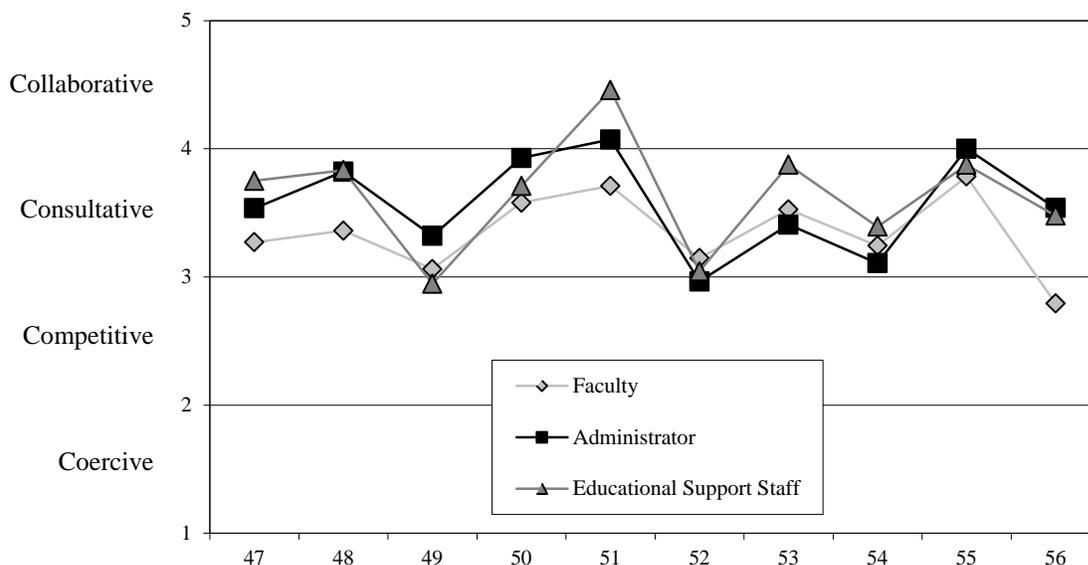
Student Focus		Faculty	Administrator	Educational Support Staff
7	The extent to which student needs are central to what we do	3.71	4.21	4.29
8	The extent to which I feel my job is relevant to this institution's mission	4.06	4.32	4.54
17	The extent to which faculty meet the needs of the students	4.05	4.14	4.00
18	The extent to which student ethnic and cultural diversity are important at this institution	3.14	3.61	3.75
19	The extent to which students' competencies are enhanced	3.84	4.08	3.90
23	The extent to which non-teaching professional personnel meet the needs of the students	4.00	4.04	4.05
28	The extent to which classified personnel meet the needs of the students	3.70	4.13	3.94
31	The extent to which students receive an excellent education at this institution	4.05	4.46	4.33
35	The extent to which this institution prepares students for a career	3.89	4.04	3.92
37	The extent to which this institution prepares students for further learning	4.05	4.30	4.08
40	The extent to which students are assisted with their personal development	3.92	4.00	4.00
42	The extent to which students are satisfied with their educational experience at this institution	3.92	4.26	3.71

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



Customized		Faculty	Administrator	Educational Support Staff
47	The extent to which the campus environment is one that encourages and nurtures positive change	3.27	3.54	3.75
48	The extent to which the collective actions of WSCC employees adequately reflect the core values of the college	3.36	3.82	3.83
49	The extent to which the overall culture of the college has improved since the last climate survey	3.06	3.32	2.95
50	The extent to which I feel I am a valued employee at WSCC	3.58	3.93	3.71
51	The extent to which I believe, overall, WSCC is a great place to work	3.71	4.07	4.46
52	The extent to which I am satisfied with the current method of job performance evaluation for all levels of employees	3.15	2.96	3.04
53	The extent to which current technology practices and policies enable me to perform the responsibilities of my position at an acceptable level	3.53	3.41	3.88
54	The extent to which the organization holds each of us equally accountable for performing our job responsibilities	3.24	3.11	3.39
55	The extent to which my immediate physical work environment (ventilation, temperature, space to work, cleanliness, etc.) is satisfactory	3.78	4.00	3.88
56	The extent to which the current campus team system (membership, size, process) is an effective method of accomplishing college goals	2.79	3.54	3.48

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



Tables 12 through 14 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for West Shore Community College.

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

<b>Area to Change</b>		<b>Mean</b>
38	The extent to which I have the opportunity for advancement within this institution	2.65
15	The extent to which I am able to appropriately influence the direction of this institution	2.83
32	The extent to which this institution is appropriately organized	2.92
11	The extent to which institutional teams use problem-solving techniques	3.00
10	The extent to which information is shared within this institution	3.11
18	The extent to which student ethnic and cultural diversity are important at this institution	3.14
22	The extent to which this institution has been successful in positively motivating my performance	3.16
44	The extent to which my work is guided by clearly defined administrative processes	3.16
4	The extent to which decisions are made at the appropriate level at this institution	3.19
16	The extent to which open and ethical communication is practiced at this institution	3.22
29	The extent to which institution-wide policies guide my work	3.22
30	The extent to which work outcomes are clarified for me	3.22
<b>Area to Change—Customized</b>		<b>Mean</b>
56	The extent to which the current campus team system (membership, size, process) is an effective method of accomplishing college goals	2.79
49	The extent to which the overall culture of the college has improved since the last climate survey	3.06
52	The extent to which I am satisfied with the current method of job performance evaluation for all levels of employees	3.15

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

<b>Area to Change</b>		<b>Mean</b>
10	The extent to which information is shared within this institution	3.11
25	The extent to which a spirit of cooperation exists at this institution	3.25
32	The extent to which this institution is appropriately organized	3.32
44	The extent to which my work is guided by clearly defined administrative processes	3.39
4	The extent to which decisions are made at the appropriate level at this institution	3.42
16	The extent to which open and ethical communication is practiced at this institution	3.43
22	The extent to which this institution has been successful in positively motivating my performance	3.43
41	The extent to which I receive adequate information regarding important activities at this institution	3.43
11	The extent to which institutional teams use problem-solving techniques	3.46
38	The extent to which I have the opportunity for advancement within this institution	3.46
<b>Area to Change—Customized</b>		
52	The extent to which I am satisfied with the current method of job performance evaluation for all levels of employees	2.96
54	The extent to which the organization holds each of us equally accountable for performing our job responsibilities	3.11
49	The extent to which the overall culture of the college has improved since the last climate survey	3.32

**Table 14.** Priorities for Change: Educational Support Staff

<b>Area to Change</b>		<b>Mean</b>
15	The extent to which I am able to appropriately influence the direction of this institution	2.95
10	The extent to which information is shared within this institution	2.96
38	The extent to which I have the opportunity for advancement within this institution	3.00
16	The extent to which open and ethical communication is practiced at this institution	3.04
11	The extent to which institutional teams use problem-solving techniques	3.05
3	The extent to which there is a spirit of cooperation within my work team	3.23
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.25
44	The extent to which my work is guided by clearly defined administrative processes	3.25
20	The extent to which I receive timely feedback for my work	3.26
14	The extent to which my primary work team uses problem-solving techniques	3.27
<b>Area to Change—Customized</b>		<b>Mean</b>
49	The extent to which the overall culture of the college has improved since the last climate survey	2.95
52	The extent to which I am satisfied with the current method of job performance evaluation for all levels of employees	3.04
54	The extent to which the organization holds each of us equally accountable for performing our job responsibilities	3.39

## Comparative Analysis: Demographic Classifications

As depicted in Table 15, employees with a Bachelor's degree rated the climate highest within its demographic group (3.81). In terms of length of employment, those individuals with 11-15 years of employment at WSCC rated the climate highest (3.96). employees with a first professional degree (e.g., M.D., D.D.S., J.D., D.V.M.) or doctoral degree (e.g., Ph.D., Ed.D.) rated the climate lowest within its demographic group (3.39), while respondents with more than 21 years of employment at WSCC rated the climate with a composite rating of 3.00.

**Table 15.** Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>What is your personnel classification:</b>						
Faculty	3.21	3.66	3.58	3.88	3.40	3.56
Administrator	3.49	3.96	4.11	4.13	3.57	3.87
Educational Support Staff	3.40	3.48	3.37	4.06	3.64	3.58
<b>How many years have you worked at this institution:</b>						
Less than 5 years	3.56	3.89	3.80	4.01	3.63	3.80
5-10 years	3.59	4.08	4.08	4.13	3.74	3.93
11-15 years	3.64	4.08	4.05	4.19	3.78	3.96
16-20 years	2.80	3.07	3.10	3.82	3.12	3.18
21 years or more	2.75	2.83	2.80	3.63	2.99	3.00
<b>How many years have you worked in higher education:</b>						
Less than 5 years	3.76	4.00	3.92	4.05	3.88	3.92
6-10 years	3.23	3.86	3.63	3.94	3.26	3.64
11-15 years	3.07	4.38	4.50	4.00	3.30	3.87
16-20 years	2.91	3.27	3.31	3.86	3.22	3.31
21-25 years	2.75	2.38	4.00	3.92	3.20	3.11
25 years or more	3.67	4.00	4.17	3.67	3.20	3.83
<b>Your status at this institution is:</b>						
Full time	3.27	3.69	3.67	3.99	3.44	3.63
Part time	3.52	3.75	3.74	4.04	3.69	3.75

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

**Table 15.** Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>Please select the race/ethnicity that best describes you:</b>						
White, not Hispanic or Latino	3.38	3.74	3.73	4.03	3.55	3.70
<b>What gender are you:</b>						
Man	3.32	3.70	3.71	3.96	3.49	3.64
Woman	3.40	3.72	3.68	3.99	3.55	3.68
I prefer not to respond	3.16	3.67	3.68	4.42	3.41	3.70
<b>What is the highest degree you have earned:</b>						
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.) or Doctoral degree (e.g., Ph.D., Ed.D.)	2.93	3.29	3.70	3.92	3.17	3.39
Master's degree	3.31	3.82	3.75	3.97	3.50	3.69
Bachelor's degree	3.60	3.71	3.84	4.20	3.68	3.81
Associate's degree, High School diploma, or GED	3.49	3.72	3.53	4.03	3.68	3.69
<b>What is your age:</b>						
39 years of age or younger	3.13	3.82	4.05	4.06	3.29	3.69
40-49 years of age	3.46	3.76	3.74	3.94	3.53	3.70
50-59 years of age	3.31	3.62	3.53	4.00	3.50	3.60
60 years of age or older	3.48	3.81	3.72	4.07	3.74	3.76

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

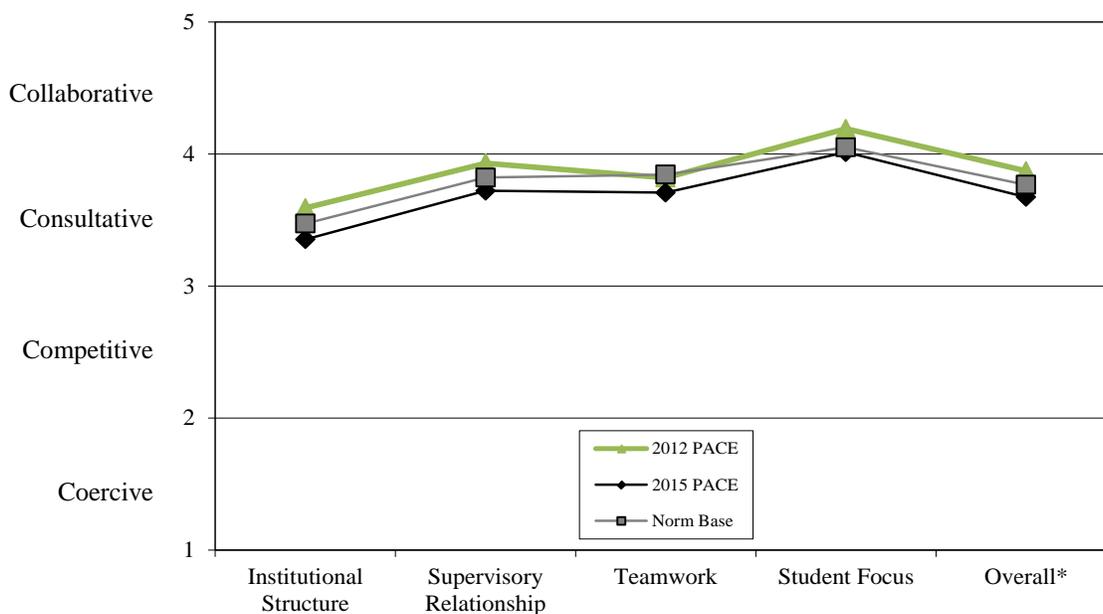
## Comparative Analysis: Norm Base

Table 16 and Figure 10 show how WSCC compares with the NILIE PACE Norm Base, which includes approximately 69 different climate studies conducted at two-year institutions since 2010. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior two-year period. Normative data are not available for the Customized climate factor area developed specifically for WSCC. Table 16 and Figure 10 also show how the current administration of the PACE survey at WSCC compares with the 2012 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

**Table 16.** West Shore Community College Climate compared with the NILIE PACE Norm Base

	WSCC 2012	WSCC 2015	Norm Base
Institutional Structure	3.59	3.35	3.47
Supervisory Relationships	3.93	3.72	3.82
Teamwork	3.82	3.71	3.84
Student Focus	4.19	4.01	4.05
Overall*	3.87	3.67	3.77

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



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

Tables 17-20 shows how WSCC compares question by question to the PACE Norm Base maintained by NILIE.

**Table 17.** Institutional Structure Mean Scores Compared to the NILIE Norm Base

<b>Institutional Structure</b>		<b>WSCC Mean</b>	<b>Norm Base</b>
1	The extent to which the actions of this institution reflect its mission	3.78	3.85
4	The extent to which decisions are made at the appropriate level at this institution	3.29	3.29
5	The extent to which the institution effectively promotes diversity in the workplace	3.63*	3.89
6	The extent to which administrative leadership is focused on meeting the needs of students	3.76	3.73
10	The extent to which information is shared within the institution	3.07	3.21
11	The extent to which institutional teams use problem-solving techniques	3.21	3.45
15	The extent to which I am able to appropriately influence the direction of this institution	3.09	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.22	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.37	3.44
25	The extent to which a spirit of cooperation exists at this institution	3.30	3.38
29	The extent to which institution-wide policies guide my work	3.46*	3.71
32	The extent to which this institution is appropriately organized	3.19	3.29
38	The extent to which I have the opportunity for advancement within this institution	3.01	3.10
41	The extent to which I receive adequate information regarding important activities at this institution	3.43*	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.31	3.48
<b>Mean Total</b>		<b>3.35</b>	<b>3.47</b>

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

**Table 18.** Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

<b>Supervisory Relationships</b>		<b>WSCC Mean</b>	<b>Norm Base</b>
2	The extent to which my supervisor expresses confidence in my work	4.02	4.20
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.99	4.06
12	The extent to which positive work expectations are communicated to me	3.60	3.73
13	The extent to which unacceptable behaviors are identified and communicated to me	3.59	3.68
20	The extent to which I receive timely feedback for my work	3.52	3.68
21	The extent to which I receive appropriate feedback for my work	3.56	3.72
26	The extent to which my supervisor actively seeks my ideas	3.69	3.76
27	The extent to which my supervisor seriously considers my ideas	3.71	3.83
30	The extent to which work outcomes are clarified for me	3.41*	3.67
34	The extent to which my supervisor helps me to improve my work	3.64	3.76
39	The extent to which I am given the opportunity to be creative in my work	4.02	4.02
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.69	3.67
46	The extent to which professional development and training opportunities are available	3.82	3.81
<b>Mean Total</b>		<b>3.72</b>	<b>3.82</b>

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

<b>Teamwork</b>		<b>WSCC Mean</b>	<b>Norm Base</b>
3	The extent to which there is a spirit of cooperation within my work team	3.70	3.92
14	The extent to which my primary work team uses problem-solving techniques	3.58*	3.87
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.60	3.79
33	The extent to which my work team provides an environment for free and open expression	3.75	3.81
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.58*	3.86
43	The extent to which a spirit of cooperation exists in my department	3.91	3.83
<b>Mean Total</b>		<b>3.71</b>	<b>3.84</b>

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

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

<b>Student Focus</b>	<b>WSCC Mean</b>	<b>Norm Base</b>
7 The extent to which student needs are central to what we do	4.00	3.93
8 The extent to which I feel my job is relevant to this institution's mission	4.28	4.42
17 The extent to which faculty meet the needs of students	4.06	4.01
18 The extent to which student ethnic and cultural diversity are important at this institution	3.46*	4.08
19 The extent to which students' competencies are enhanced	3.92	3.97
23 The extent to which non-teaching professional personnel meet the needs of the students	4.04	3.93
28 The extent to which classified personnel meet the needs of the students	3.88	3.88
31 The extent to which students receive an excellent education at this institution	4.26	4.17
35 The extent to which this institution prepares students for a career	3.99*	4.17
37 The extent to which this institution prepares students for further learning	4.17	4.15
40 The extent to which students are assisted with their personal development	3.99	3.93
42 The extent to which students are satisfied with their educational experience	3.97	3.94
<b>Mean Total</b>	<b>4.01</b>	<b>4.05</b>
<b>Overall Total</b>	<b>3.67</b>	<b>3.77</b>

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

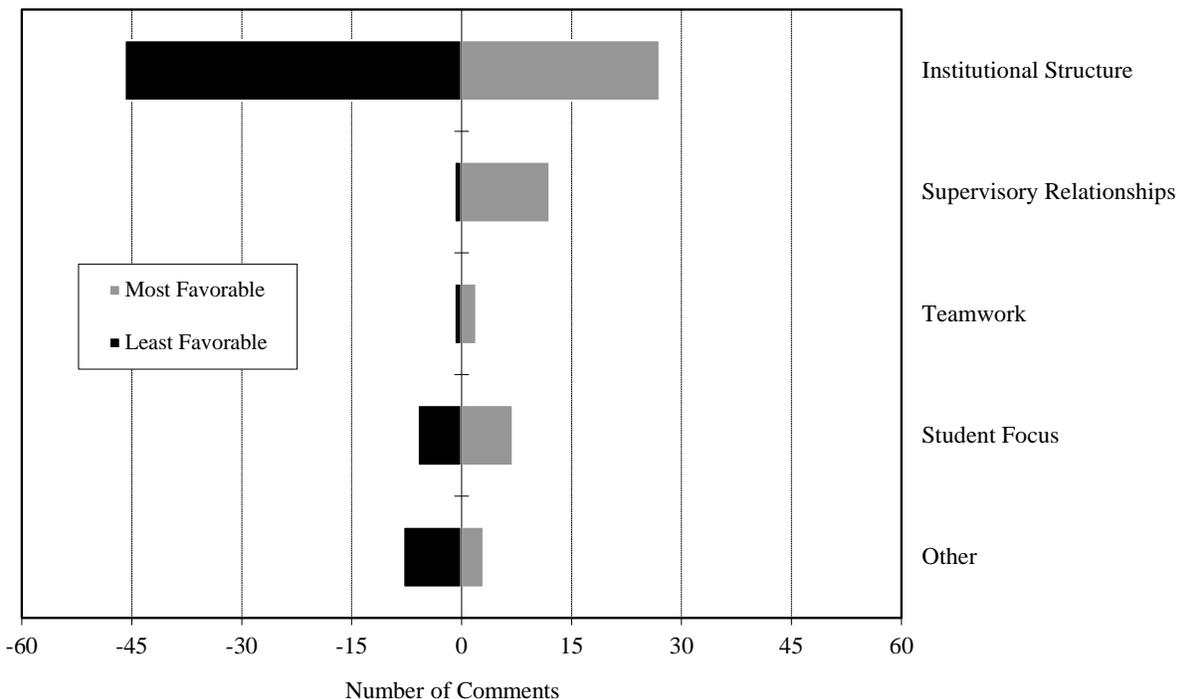
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 98 West Shore Community College employees who completed the PACE survey, 66.3% (65 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 11 provides a summary of the WSCC comments. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of comments across all factors fell within the Institutional Structure and Student Focus climate factors. Please refer to Tables 21 and 22 for sample comments categorized by climate factor and the actual number of responses provided by WSCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

**Figure 11.** West Shore Community College Comment Response Rates



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

**Table 21.** Most Favorable Responses—Sample Comments and Actual Number of Responses at West Shore Community College

Factor	Themes
Institutional Structure (n=27)	<p><i>Communication has been very good with all that has been going on in the last year.</i></p> <p><i>Communication with my colleagues and the academic dean has been very favorable. I also believe the institution is moving toward an era of increased positive climate.</i></p> <p><i>For the most part, WSCC has very good employees in most areas of the college and most employees take pride in their jobs.</i></p> <p><i>I believe the administration does a good job of communicating issues and asking for feedback. Follow through is very good.</i></p> <p><i>I believe we have an opportunity at West Shore to become a truly great institution. The staff, faculty, and administrators want to develop and enhance our programming, support, technology, and instruction to the highest possible levels. Everybody has the desire to work cooperatively to meet our institutional goals and to encourage our students.</i></p> <p><i>I have enjoyed the small community of staff and faculty at this college. It is intimate and personal, as well as welcoming to those that need assistance when learning a new area of expertise.</i></p> <p><i>I think most at the college agree with and promote the “students come first” philosophy.</i></p> <p><i>I think there are pockets of collaboration and teamwork, groups of people doing great things and keeping the students as the focus.</i></p> <p><i>Information sharing has much improved this past year.</i></p> <p><i>There is a greater feeling of shared decision-making with administrators who are open to other's ideas in ways that we haven't had before. I feel that decisions at the top are guided more by research, collaboration and careful consideration than by personal feelings and secretive agendas.</i></p> <p><i>I've noticed a positive change in the willingness of the administration to openly discuss the chronic problems, especially with communication that plagued the college since August of 2014. There seems to be a greater willingness to seek the input of the faculty in important decision-making processes, and a greater appreciation of, and recognition for the contributions of faculty to the institution as a whole.</i></p> <p><i>The college is fortunate to have a great many dedicated and talented individuals working here.</i></p>

**Table 21.** Continued

<b>Factor</b>	<b>Themes</b>
Supervisory Relationship (n=12)	<p><i>I enjoy my superiors and feel they respect and encourage me. Most of my needs in teaching are met. I am allowed flexibility in my schedule.</i></p> <p><i>I love my supervisor who is very inclusive and open minded.</i></p> <p><i>My direct supervisors have always supported my goals.</i></p> <p><i>My department chair has been excellent in providing support, assistance, and evaluation.</i></p> <p><i>The Canvas training was great.</i></p> <p><i>My unit's top leadership is very supportive of professional development and creates a culture for employees to make a difference.</i></p> <p><i>The most favorable area for me is having a supervisor who does not micro-manage my area, allows me and my staff to make educated decisions and also will listen to my concerns and input on possible improvements for both my area and the college. They have encouraged professional development through various work experiences and given me new challenges to aid in that development.</i></p>
Teamwork (n=2)	<p><i>My own department is strongly knit because of friendly and helpful full-time faculty. Also, the peer part-time faculty share ideas and resources making a mutually beneficial environment for us and (best of all) for the students.</i></p>
Student Focus (n=7)	<p><i>Ability to give students multiple views of understanding is most favorable.</i></p> <p><i>The college has a wonderful atmosphere of learning. I believe the faculty give 100% to ensure the purpose and goal for students across campus.</i></p> <p><i>The people are what make this institution a wonderful place to work and an excellent environment for student learning. Our faculty and staff truly care about our students and their experiences.</i></p> <p><i>Most faculty and staff want to serve students and help them be successful.</i></p>
Other (n=3)	<p><u>Adjunct Faculty</u></p> <p><i>We part-timers are given the opportunity to choose which classes, and when, to teach. This is extremely helpful as I hold a second part-time job outside of the college.</i></p> <p><i>WSCC has many wonderful adjunct faculty members that are more than willing to go above and beyond to help their students succeed.</i></p> <p><u>Technology</u></p> <p><i>The level of technology support is outstanding.</i></p>

**Table 22.** Least Favorable Reponses—Sample Comments and Actual Number of Responses at West Shore Community College

<b>Factor</b>	<b>Themes</b>
Institutional Structure (n=46)	<p><i>Administrators are very heavily overloaded. I don't know about the few top positions, but some mid to mid/upper administrators seem to be asked to take on responsibilities well beyond the original definition of their job. Further, it seems that the more additional responsibility you take, the more you are offered.</i></p> <p><i>Although decreasing in frequency, institutional decisions are made by high-level administration without careful consideration of employee feedback.</i></p> <p><i>Communication continues to be a struggle at WSCC. There are too many rumors, but not enough facts.</i></p> <p><i>Communication is least favorable. We need unified channels and steps rather than relying upon informal hallway gatherings. This type of informal meeting works for some types of information, but largely it just leads to frustration and alienation (regarding formal institutional decisions).</i></p> <p><i>Having more people and levels of management and not enough full time instructors or faculty is least favorable.</i></p> <p><i>I am disappointed that the open-door policy of the past on all levels seems to have degenerated to having to seek permission to freely speak with employees above one's level.</i></p> <p><i>I am very disappointed with the favoritism established by the VP's and Deans. Many faculty and other employees are never even given the opportunity to share information, expertise, travel, and professional development opportunities that a few select individuals are continually approached to be involved with.</i></p> <p><i>I often hear first about happenings at my school in the local newspaper.</i></p> <p><i>Too many employees are stretched thin, putting in a lot of effort over multiple areas and then being asked to take on more, which leads to frustration.</i></p> <p><i>I think that although there are opportunities to give feedback, it may not be considered, or may be quickly dismissed if it doesn't match the goal of the group requesting the feedback.</i></p> <p><i>I wish we were more collaborative. It seems like some departments work together but others do not.</i></p> <p><i>I would have liked to have a more formal introduction to the policies of the school.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>In recent years, a silo effect has crept into the institutional climate. On the surface, a free exchange of ideas is still wanted but the reality is that this is no longer encouraged. The institution's structure is such that there is a lack of opportunity and a lack of encouragement for employees at all levels to communicate with those above their level.</i></p> <p><i>Information regarding the general goings-on of the college is mostly discovered by reading the local newspapers, not by reporting by college administration. Communication about far future and near future plans is not shared downward internally by administration or the board in general. Maybe upper administration knows what's up, but at times, changes have been made and part-time faculty get rudely surprised when returning from semester break. E.g., new version of Microsoft Office and administrative lock down of computers.</i></p> <p><i>Least favorable is the lack of communication between Board/Executives to administrators, from administrators to support staff, from support staff to campus employees. There are many teams, little knowledge of what happens with these teams and what decisions are made that affect all departments. Decisions are not communicated well.</i></p> <p><i>Team members seem to be the same for multiple teams. There is not enough diversity within the team.</i></p> <p><i>The college operates more like a business than an educational institution. More financial expenditures need to be allocated towards supplemental learning to encourage students that they really do have a chance of succeeding in the work world.</i></p> <p><i>The lack of opportunity for long time employees to advance at WSCC is very disappointing and discouraging.</i></p> <p><i>There is a disturbing lack of communication across campus. Important items are not communicated in a timely manner, but are saved until well beyond the last minute, when the issue becomes urgent and then is dealt with in a frenzied way which produces unacceptable results. There are not clear policies in place for communication, such as which issues should be dealt with by whom. Often even seasoned employees must call several individuals on campus just to learn who they need to speak to about a single issue.</i></p> <p><i>There is some tension throughout the top leadership of the organization, which can sometimes make it difficult to share other opinions or ideas without fear of upsetting certain individuals.</i></p>
Supervisory Relationship (n=1)	<p><i>I am a professional, and with the students I feel strongly that I am giving a quality education and have had many students contact me after they have moved on to further their education. Much of the time however, I have no idea if my supervisors even know what I do on an annual basis even though we are reviewed.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
Teamwork (n=1)	<i>There is no communication in my department between the members of the department. I have no idea what anyone else is doing or working on.</i>
Student Focus (n=6)	<p><i>I'm often not impressed with advice given to science students from advisors. I feel that science faculty should play a part in counseling students if they plan to pursue a scientific discipline (I can only speak for my own discipline).</i></p> <p><i>Student services and the student success initiatives seem bloated and overreach into our students' lives. I consider the students adults and it seems we'd like to treat them like children: mandatory orientation, (possibly) mandatory "being a college student" first year experience course, etc.</i></p> <p><i>I believe it may be time for a refresher on customer service. It seems that we are all overloaded and a response to that overload can sometimes be negative. Our students sometimes receive the brunt of that negativity. When processes for students are not clear we sometimes act as if the students should know the answers when indeed they don't know because we have not clearly laid them out for the students.</i></p> <p><i>While I generally hear very positive statements from students about college employees, the Student Services office tends to be an exception. Students are consistently frustrated in their interactions there. I find our Student Services employees competent in their jobs, so perhaps it is more of an issue with the atmosphere.</i></p>
Other (n=8)	<p><u>Adjunct Faculty</u></p> <p><i>Adjunct faculty at WSCC are paid considerably less than most community colleges within the State of Michigan, and most adjunct faculty know that there is zero potential to ever achieve a full time faculty position. I do not feel that WSCC places any value on their adjuncts which is incredibly sad, as I truly love teaching and would love the opportunity to be considered for a full time position.</i></p> <p><i>I feel totally disconnected from the administration for the most part. I attribute this to being an adjunct instructor teaching developmental classes. I feel most faculty and those in administration would like to see such classes phased out. Seeing the rewards of taking a non-reader, even just one or two per semester, and getting him/her in a place that he/she can succeed in academic classes is very rewarding to me. Since the numbers of those who get out of English Composition I are not in my favor, I believe there is not a lot of respect for endeavors in the developmental courses.</i></p> <p><i>Pay for adjuncts is on average \$1,000 per class less than average in the U.S.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
	<u>Technology</u> <i>Technology implementation seems to be done at the convenience and timing of IT. This has been a bit better in the past year or so.</i>  <i>The technology here is lacking. I feel this is an area that could be improved on with technology being so mainstream in society today. As a learning institution we should be at the forefront.</i>

## CONCLUSION

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

Overall, the following have been identified as the top performance areas at West Shore Community College. Eight of these items represent the Student Focus climate factor (items #7, #8, #17, #23, #31, #35, #37, and #40), and three represent the Supervisory Relationships climate factor (items #2, #9, and #39).

- The extent to which I feel my job is relevant to this institution's mission, 4.28 (#8)
- The extent to which students receive an excellent education at this institution, 4.26 (#31)
- The extent to which this institution prepares students for further learning, 4.17 (#37)
- The extent to which faculty meet the needs of the students, 4.06 (#17)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.04 (#23)
- The extent to which my supervisor expresses confidence in my work, 4.02 (#2)
- The extent to which I am given the opportunity to be creative in my work, 4.02 (#39)
- The extent to which student needs are central to what we do, 4.00 (#7)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.99 (#9)
- The extent to which this institution prepares students for a career, 3.99 (#35)
- The extent to which students are assisted with their personal development, 3.99 (#40)

Overall, the following have been identified as the top performance areas within the Customized climate factor at West Shore Community College.

- The extent to which I believe, overall, WSCC is a great place to work, 4.03 (#51)
- The extent to which my immediate physical work environment (ventilation, temperature, space to work, cleanliness, etc.) is satisfactory, 3.90 (#55)
- The extent to which I feel I am a valued employee at WSCC, 3.74 (#50)

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

- The extent to which I have the opportunity for advancement within this institution, 3.01 (#38)
- The extent to which information is shared within this institution, 3.07 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.09 (#15)
- The extent to which this institution is appropriately organized, 3.19 (#32)
- The extent to which institutional teams use problem-solving techniques, 3.21 (#11)
- The extent to which open and ethical communication is practiced at this institution, 3.22 (#16)
- The extent to which decisions are made at the appropriate level at this institution, 3.29 (#4)
- The extent to which a spirit of cooperation exists at this institution, 3.30 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.31 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.37 (#22)

Overall, the following have been identified as the areas in need of improvement within the Customized climate factor at West Shore Community College.

- The extent to which the overall culture of the college has improved since the last climate survey, 3.10 (#49)
- The extent to which I am satisfied with the current method of job performance evaluation for all levels of employees, 3.11 (#52)
- The extent to which the current campus team system (membership, size, process) is an effective method of accomplishing college goals, 3.27 (#56)

The most favorable areas cited in the open-ended questions pertain to the Institutional Structure climate factor, and specifically the institution's improvement on communication. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to specific issues regarding the Institutional Structure, specifically how to improve collaboration and communication across campus leadership.

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