



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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# Gateway Community and Technical College Florence, Kentucky

## Personal Assessment of the College Environment (PACE)

by

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The National Initiative for Leadership  
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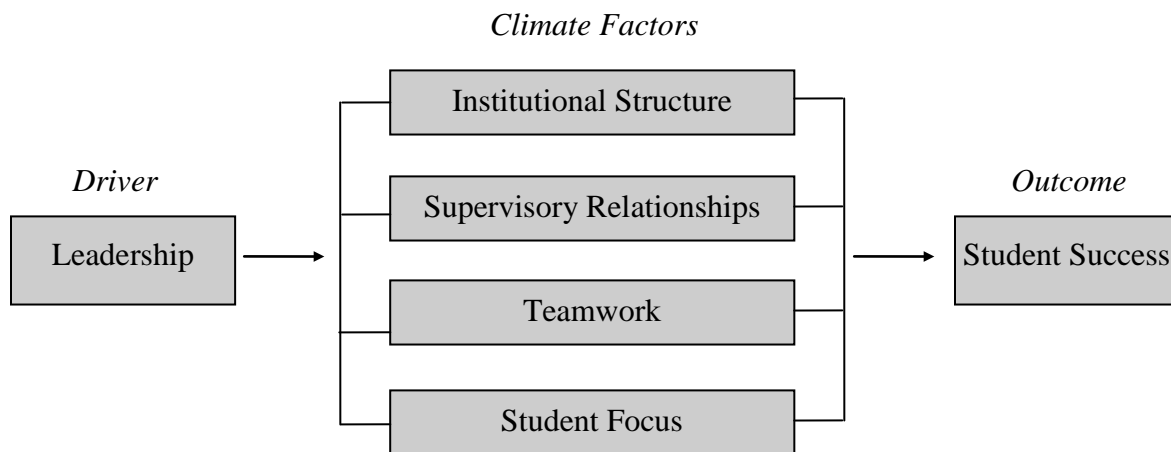
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# EXECUTIVE SUMMARY

In May 2015, the Personal Assessment of the College Environment (PACE) survey was administered to 301 employees at Gateway Community and Technical College (GCTC). Of those 301 employees, 178 (59.1%) 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 GCTC 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 GCTC 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. 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 GCTC 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 GCTC included 46 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 46 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). None fell within the Competitive range (rated between 2 and 3). Thirty-five fell within the Consultative range (rated between 3 and 4), and 11 composite ratings fell within the Collaborative range (rated between 4 and 5).

At GCTC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.79 mean score or high Consultative system. The Teamwork category received the highest mean score (3.98), whereas the Institutional Structure category received the lowest mean score (3.47). When respondents were classified according to Personnel Classification at GCTC, the composite ratings were as follows: Faculty (3.57), Administrator (4.06), and Staff (3.93).

Of the 46 standard PACE questions, the top ten mean scores have been identified at Gateway Community and Technical College.

- The extent to which I feel my job is relevant to this institution's mission, 4.52 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.29 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.14 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.14 (#39)
- The extent to which this institution prepares students for a career, 4.12 (#35)
- The extent to which students receive an excellent education at this institution, 4.07 (#31)
- The extent to which a spirit of cooperation exists in my department, 4.06 (#43)
- The extent to which students are assisted with their personal development, 4.05 (#40)
- The extent to which this institution prepares students for further learning, 4.04 (#37)
- The extent to which the actions of this institution reflect its mission, 4.03 (#1)

Of the 46 standard PACE questions, the bottom ten mean scores have been identified as areas in need of improvement at Gateway Community and Technical College.

- The extent to which information is shared within this institution, 3.04 (#10)
- The extent to which this institution is appropriately organized, 3.04 (#32)
- The extent to which I am able to appropriately influence the direction of this institution, 3.18 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.23 (#16)
- The extent to which decisions are made at the appropriate level at this institution, 3.30 (#4)
- The extent to which I have the opportunity for advancement within this institution, 3.30 (#38)
- The extent to which a spirit of cooperation exists at this institution, 3.44 (#25)
- The extent to which institutional teams use problem-solving techniques, 3.45 (#11)
- The extent to which I receive adequate information regarding important activities at this institution, 3.51 (#41)
- The extent to which this institution has been successful in positively motivating my performance, 3.57 (#22)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of GCTC. 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 Gateway Community and Technical 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 Gateway Community and Technical College.

# METHOD

## Population

In May 2015, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Gateway Community and Technical College. Of the 301 employees administered the instrument, 178 (59.1%) completed and returned the instrument for analysis. Of those 178 employees, 116 (65.2%) 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 GCTC 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 GCTC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of GCTC 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 total of 46 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 GCTC 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. 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 being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

## Respondent Characteristics

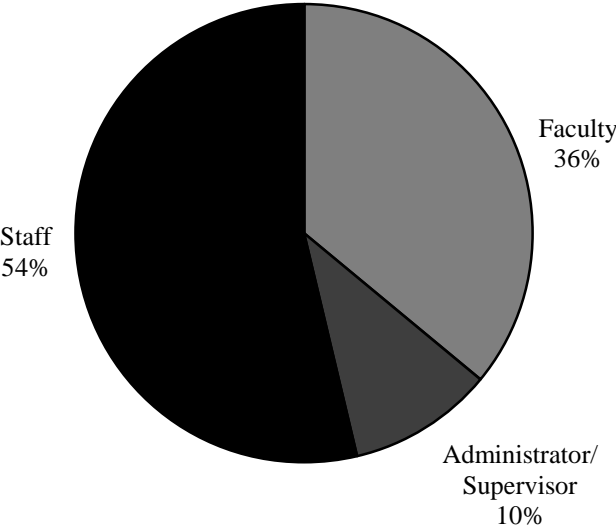
Of the 301 GCTC employees administered the survey, 178 (59.1%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2). Caution should be used when making inferences from the data, particularly for subgroups with return rates 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	93	63	67.7%
Administrator	16	18	112.5%*
Staff	192	94	49.0%
Did not respond		3	
<b>Total</b>	<b>301</b>	<b>178</b>	<b>59.1%</b>

\* Self-reported classification resulted in a greater than 100% response for this category.

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



3 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.

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

<b>Demographic Variable</b>	<b># of Responses</b>	<b>% of Responses</b>
<b>What is your personnel classification:</b>		
Faculty	63	35.4%
Administrator	18	10.1%
Staff	94	52.8%
Did not respond	3	1.7%
<b>Your status at this institution is:</b>		
Full time	159	89.3%
Part time	16	9.0%
Did not respond	3	1.7%
<b>Please select the race/ethnicity that best describes you:</b>		
Hispanic or Latino, of any race	3	1.7%
American Indian or Alaska Native, not Hispanic or Latino	0	0.0%
Asian, not Hispanic or Latino	3	1.7%
Black, not Hispanic or Latino	8	4.5%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	1	0.6%
White, not Hispanic or Latino	153	86.0%
Two or more races, not Hispanic or Latino	2	1.1%
Did not respond	8	4.5%
<b>What gender are you:</b>		
Man	56	31.5%
Woman	102	57.3%
Another gender identity	1	0.6%
I prefer not to respond	15	8.4%
Did not respond	4	2.3%
<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.)	1	0.6%
Doctoral degree (e.g., Ph.D., Ed.D.)	13	7.3%
Master's degree	76	42.7%
Bachelor's degree	48	27.0%
Associate's degree	21	11.8%
High School diploma or GED	13	7.3%
No diploma or degree	2	1.1%
Did not respond	4	2.3%

\* The frequencies are rounded to the nearest tenth.

**Table 4.** Continued

<b>Demographic Variable</b>	<b># of Responses</b>	<b>% of Responses</b>
<b>How many years have you worked at this institution:</b>		
Less than 5 years	87	48.9%
6-10 years	47	26.4%
11-15 years	18	10.1%
16-20 years	9	5.1%
21-25 years	1	0.6%
More than 25 years	0	0.0%
Did not respond	16	9.0%
<b>How many years have you worked in higher education:</b>		
Less than 5 years	57	32.0%
6-10 years	36	20.2%
11-15 years	29	16.3%
16-20 years	22	12.4%
21-25 years	9	5.1%
More than 25 years	8	4.5%
Did not respond	17	9.6%
<b>What is your age:</b>		
29 years of age or younger	14	7.9%
30-39 years of age	34	19.1%
40-49 years of age	44	24.7%
50-59 years of age	21	11.8%
60 years of age or older	31	17.4%
Did not respond	34	19.1%

\* The frequencies are rounded to the nearest tenth.

## Comparative Analysis: Overall

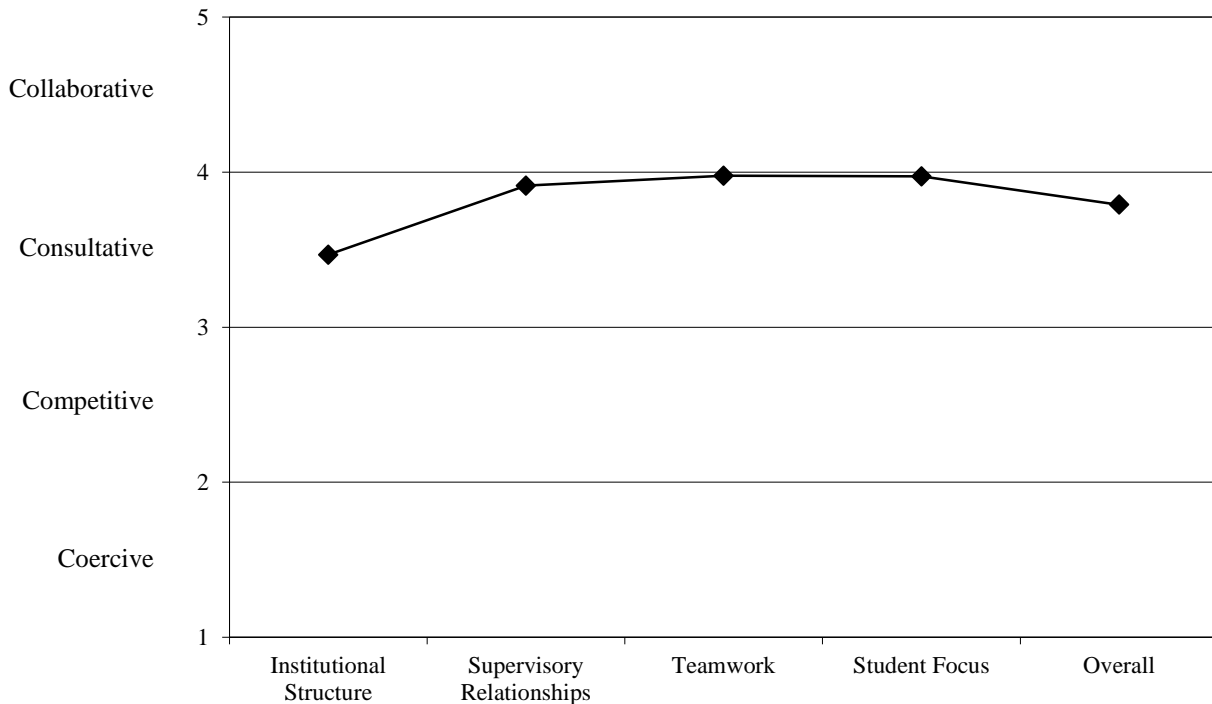
The results from the PACE survey indicate that personnel perceive the composite climate at GCTC to fall toward the upper range of the Consultative management style. The scale range describes the four systems of management style defined by Likert and adapted by Baker and the NILIE team in their previous 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 Teamwork climate factor received the highest composite rating (3.98), which represented a upper range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.47) 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).

**Table 5.** Gateway Community and Technical College Climate as Rated by All Employees

<b>Factor</b>	<b>GCTC</b>
Institutional Structure	3.47
Supervisory Relationships	3.91
Teamwork	3.98
Student Focus	3.97
<b>Overall</b>	<b>3.79</b>

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



In reviewing each of the items separately, the data shows that of the 46 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). No items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty-five fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 11 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=35) 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 3.79 as indicated in Figure 3.

Tables 6 through 9 report the mean scores of all personnel for each of the 46 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 GCTC 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>Mean (SD)</b>
1 The extent to which the actions of this institution reflect its mission	4.03 (0.92)
4 The extent to which decisions are made at the appropriate level within this institution	3.30 (1.15)
5 The extent to which the institution effectively promotes diversity in the workplace	3.87 (1.03)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.69 (1.18)
10 The extent to which information is shared within the institution	3.04 (1.25)
11 The extent to which institutional teams use problem-solving techniques	3.45 (0.95)
15 The extent to which I am able to appropriately influence the direction of this institution	3.18 (1.09)
16 The extent to which open and ethical communication is practiced at this institution	3.23 (1.20)
22 The extent to which this institution has been successful in positively motivating my performance	3.57 (1.17)
25 The extent to which a spirit of cooperation exists at this institution	3.44 (1.14)
29 The extent to which institution-wide policies guide my work	3.68 (1.04)
32 The extent to which this institution is appropriately organized	3.04 (1.11)
38 The extent to which I have the opportunity for advancement within this institution	3.30 (1.22)
41 The extent to which I receive adequate information regarding important activities at this institution	3.51 (1.16)
44 The extent to which my work is guided by clearly defined administrative processes	3.58 (1.12)
<b>Mean Total</b>	<b>3.47 (0.85)</b>

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

<b>Supervisory Relationships</b>	<b>Mean (SD)</b>
2 The extent to which my supervisor expresses confidence in my work	4.29 (1.04)
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.14 (1.24)
12 The extent to which positive work expectations are communicated to me	3.84 (1.02)
13 The extent to which unacceptable behaviors are identified and communicated to me	3.68 (0.97)
20 The extent to which I receive timely feedback for my work	3.90 (1.05)
21 The extent to which I receive appropriate feedback for my work	3.82 (1.07)
26 The extent to which my supervisor actively seeks my ideas	3.94 (1.17)
27 The extent to which my supervisor seriously considers my ideas	4.02 (1.18)
30 The extent to which work outcomes are clarified for me	3.75 (1.06)
34 The extent to which my supervisor helps me to improve my work	3.84 (1.18)
39 The extent to which I am given the opportunity to be creative in my work	4.14 (0.97)
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.75 (1.04)
46 The extent to which professional development and training opportunities are available	3.83 (1.04)
<b>Mean Total</b>	<b>3.91 (0.89)</b>

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

<b>Teamwork</b>	<b>Mean (SD)</b>
3 The extent to which there is a spirit of cooperation within my work team	3.98 (1.20)
14 The extent to which my primary work team uses problem-solving techniques	3.99 (0.93)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.91 (1.14)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	3.94 (1.15)
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.99 (1.08)
43 The extent to which a spirit of cooperation exists in my department	4.06 (1.11)
<b>Mean Total</b>	<b>3.98 (0.96)</b>

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

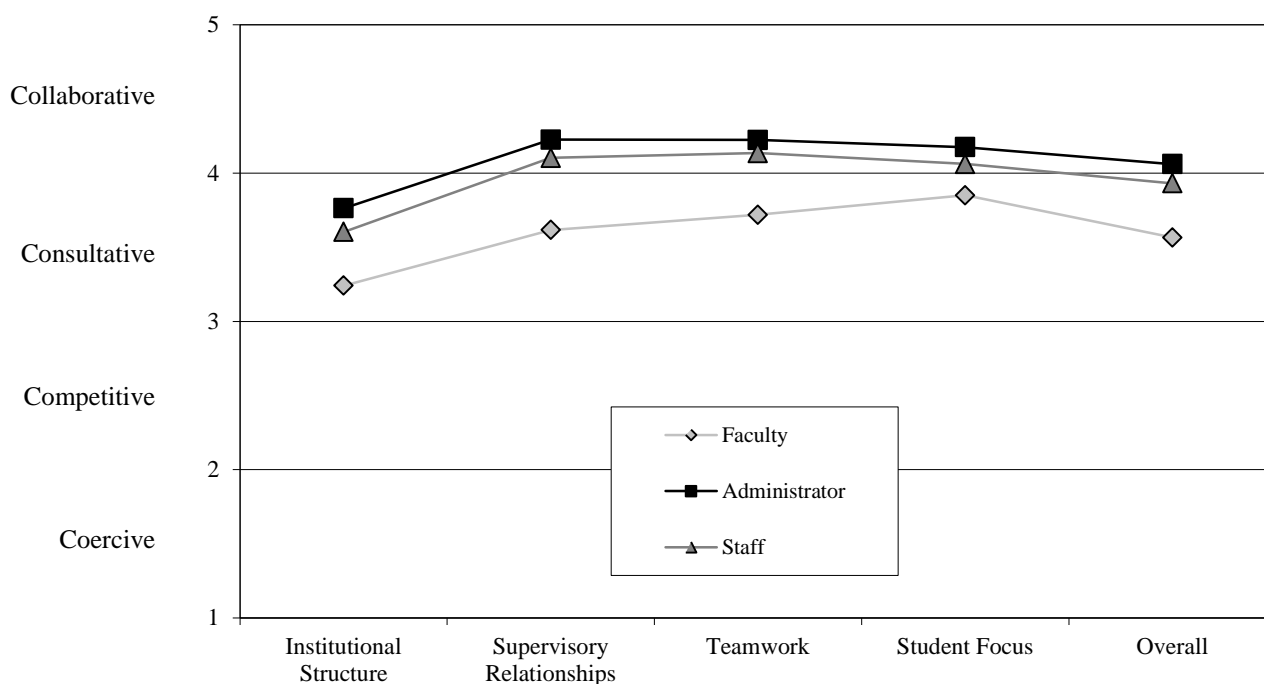
<b>Student Focus</b>	<b>Mean (SD)</b>
7 The extent to which student needs are central to what we do	3.86 (1.05)
8 The extent to which I feel my job is relevant to this institution's mission	4.52 (0.76)
17 The extent to which faculty meet the needs of students	3.86 (0.88)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.89 (0.98)
19 The extent to which students' competencies are enhanced	3.90 (0.84)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.72 (1.04)
28 The extent to which classified personnel meet the needs of the students	3.78 (0.92)
31 The extent to which students receive an excellent education at this institution	4.07 (0.82)
35 The extent to which this institution prepares students for a career	4.12 (0.78)
37 The extent to which this institution prepares students for further learning	4.04 (0.85)
40 The extent to which students are assisted with their personal development	4.05 (0.87)
42 The extent to which students are satisfied with their educational experience at this institution	3.89 (0.75)
<b>Mean Total</b>	<b>3.97 (0.65)</b>
<b>Overall</b>	<b>3.79 (0.73)</b>

## Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors for employees by Personnel Classification. In general, the Administrators rated the four normative factors most favorable (4.06), whereas the Faculty rated the four normative factors least favorable (3.57).

Figures 4 through 8 show the ratings of each employee group for each of the 46 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 Classification at Gateway Community and Technical College

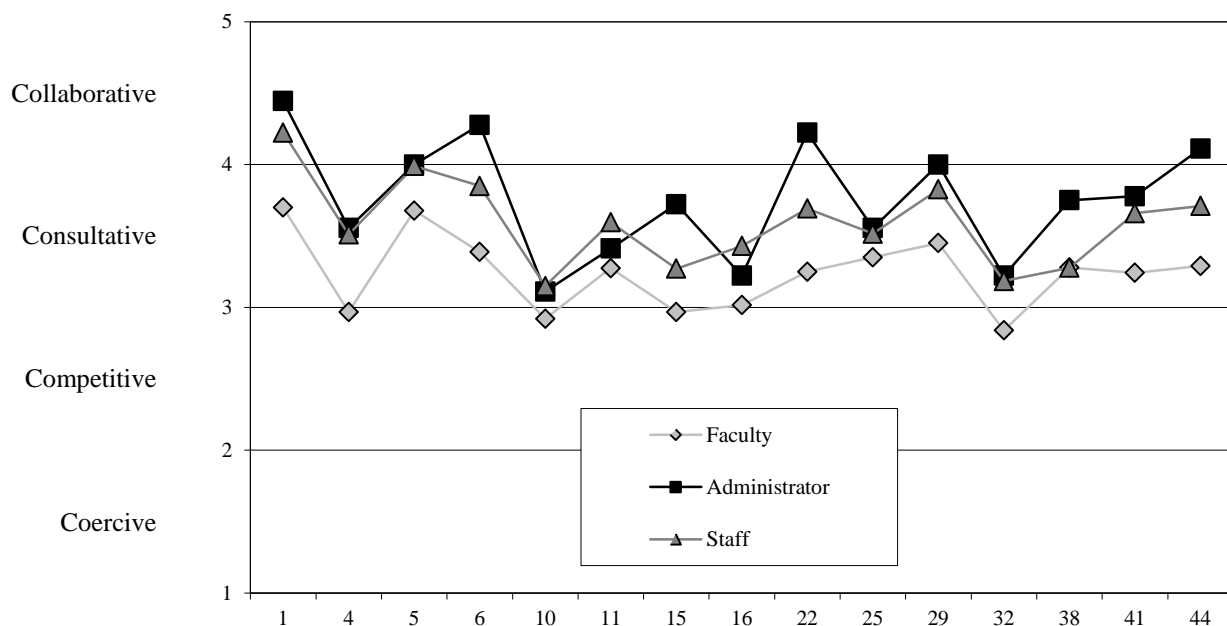


**Table 10.** Mean Climate Scores as Rated by Personnel Classification

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Overall
Faculty	3.24	3.62	3.72	3.85	3.57
Administrator	3.76	4.23	4.22	4.18	4.06
Staff	3.60	4.10	4.14	4.06	3.93

Institutional Structure		Faculty	Administrator	Staff
1	The extent to which the actions of this institution reflect its mission	3.70	4.44	4.22
4	The extent to which decisions are made at the appropriate level at this institution	2.97	3.56	3.51
5	The extent to which the institution effectively promotes diversity in the workplace	3.68	4.00	3.99
6	The extent to which administrative leadership is focused on meeting the needs of students	3.39	4.28	3.85
10	The extent to which information is shared within this institution	2.92	3.11	3.15
11	The extent to which institutional teams use problem-solving techniques	3.27	3.41	3.60
15	The extent to which I am able to appropriately influence the direction of this institution	2.97	3.72	3.27
16	The extent to which open and ethical communication is practiced at this institution	3.02	3.22	3.43
22	The extent to which this institution has been successful in positively motivating my performance	3.25	4.22	3.69
25	The extent to which a spirit of cooperation exists at this institution	3.35	3.56	3.52
29	The extent to which institution-wide policies guide my work	3.45	4.00	3.83
32	The extent to which this institution is appropriately organized	2.84	3.22	3.18
38	The extent to which I have the opportunity for advancement within this institution	3.28	3.75	3.28
41	The extent to which I receive adequate information regarding important activities at this institution	3.24	3.78	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.29	4.11	3.71

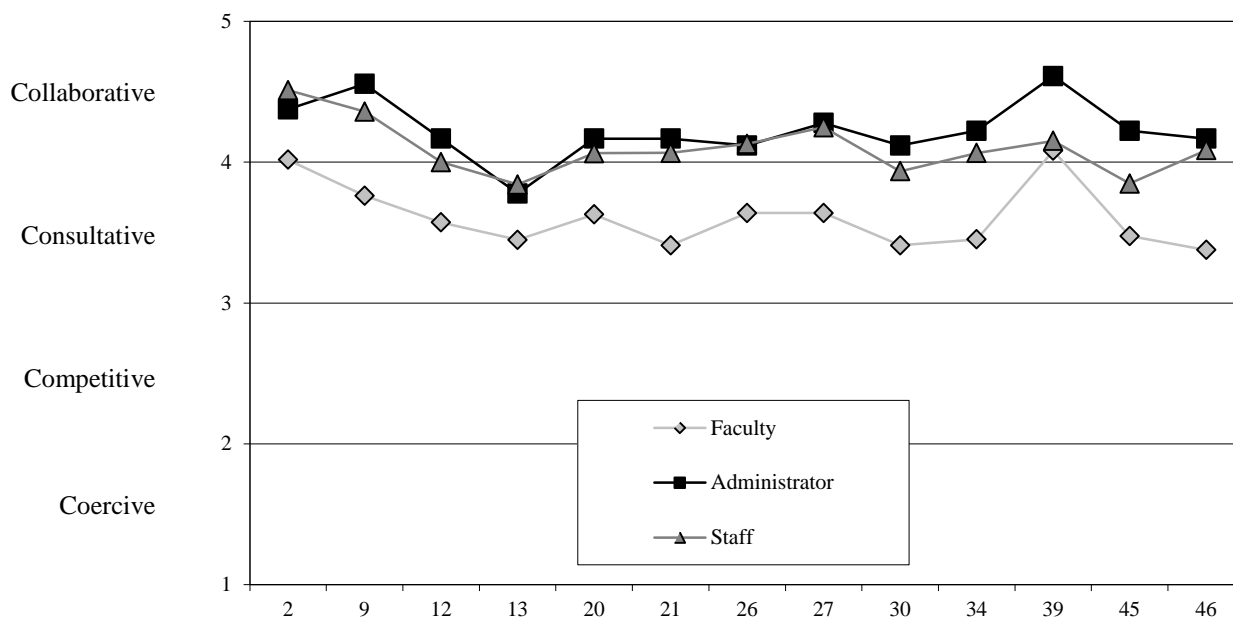
**Figure 5.** Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Gateway Community and Technical College





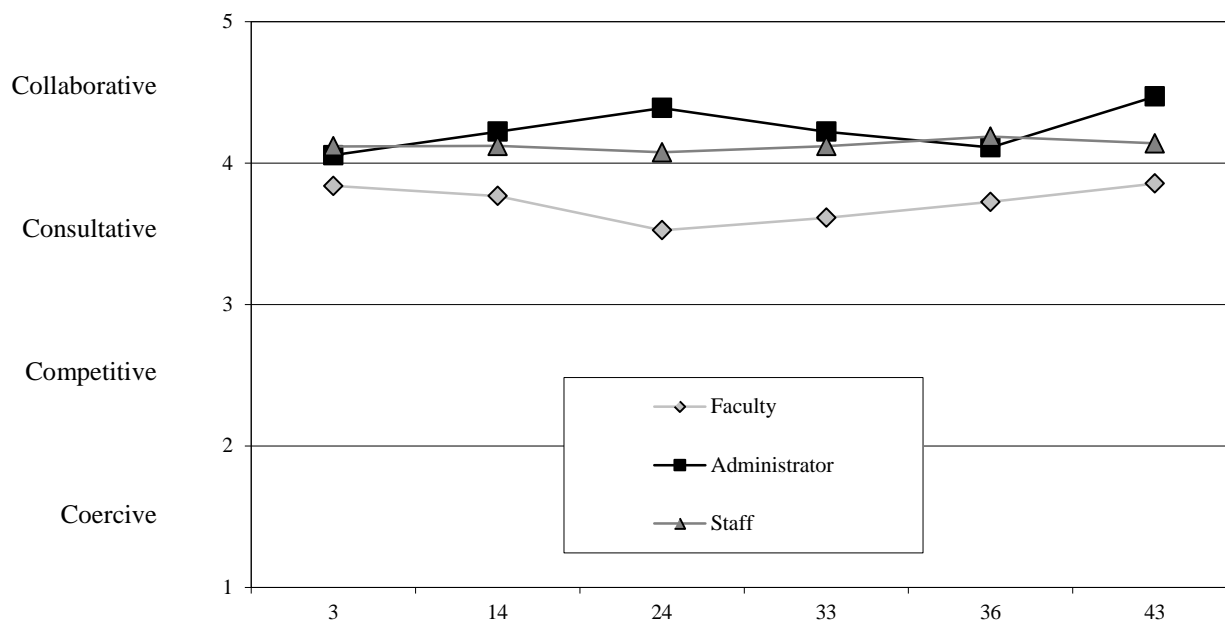
Supervisory Relationships		Faculty	Administrator	Staff
2	The extent to which my supervisor expresses confidence in my work	4.02	4.38	4.51
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.76	4.56	4.36
12	The extent to which positive work expectations are communicated to me	3.57	4.17	4.00
13	The extent to which unacceptable behaviors are identified and communicated to me	3.45	3.78	3.84
20	The extent to which I receive timely feedback for my work	3.63	4.17	4.06
21	The extent to which I receive appropriate feedback for my work	3.41	4.17	4.07
26	The extent to which my supervisor actively seeks my ideas	3.64	4.12	4.13
27	The extent to which my supervisor seriously considers my ideas	3.64	4.28	4.25
30	The extent to which work outcomes are clarified for me	3.41	4.12	3.94
34	The extent to which my supervisor helps me to improve my work	3.45	4.22	4.06
39	The extent to which I am given the opportunity to be creative in my work	4.08	4.61	4.15
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.48	4.22	3.85
46	The extent to which professional development and training opportunities are available	3.38	4.17	4.09

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



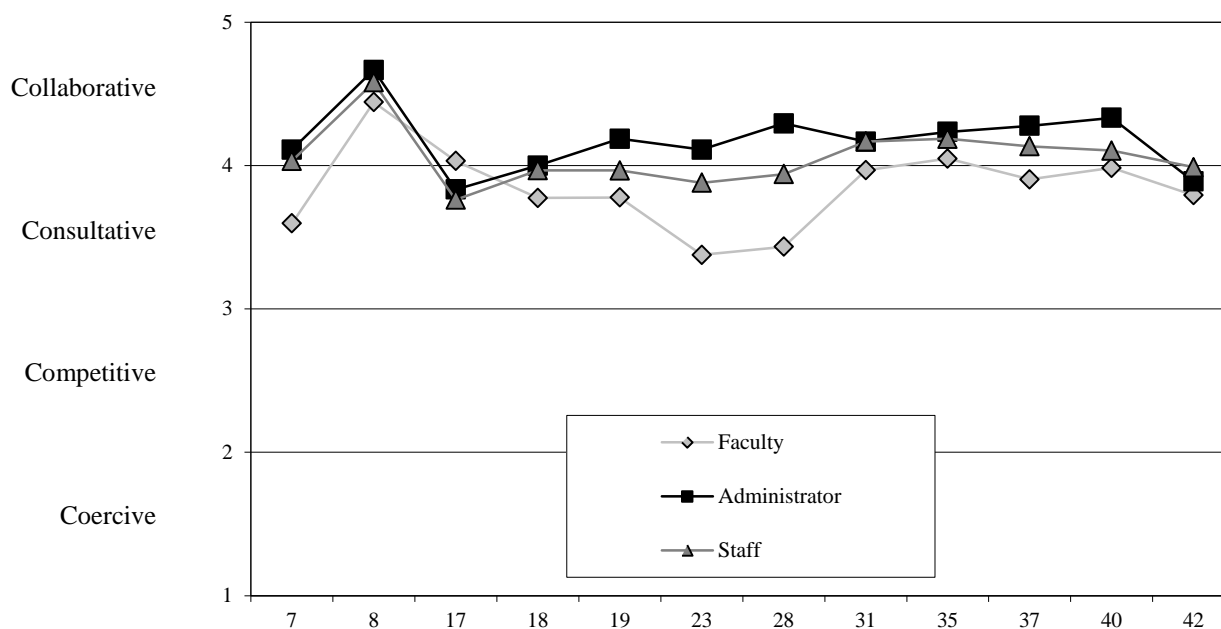
<b>Teamwork</b>		<b>Faculty</b>	<b>Administrator</b>	<b>Staff</b>
3	The extent to which there is a spirit of cooperation within my work team	3.84	4.06	4.12
14	The extent to which my primary work team uses problem-solving techniques	3.77	4.22	4.12
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.52	4.39	4.08
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.61	4.22	4.12
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.73	4.11	4.19
43	The extent to which a spirit of cooperation exists in my department	3.85	4.47	4.14

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



<b>Student Focus</b>		<b>Faculty</b>	<b>Administrator</b>	<b>Staff</b>
7	The extent to which student needs are central to what we do	3.60	4.11	4.03
8	The extent to which I feel my job is relevant to this institution's mission	4.44	4.67	4.58
17	The extent to which faculty meet the needs of the students	4.03	3.83	3.76
18	The extent to which student ethnic and cultural diversity are important at this institution	3.77	4.00	3.97
19	The extent to which students' competencies are enhanced	3.78	4.19	3.97
23	The extent to which non-teaching professional personnel meet the needs of the students	3.38	4.11	3.88
28	The extent to which classified personnel meet the needs of the students	3.43	4.29	3.94
31	The extent to which students receive an excellent education at this institution	3.97	4.17	4.17
35	The extent to which this institution prepares students for a career	4.05	4.24	4.19
37	The extent to which this institution prepares students for further learning	3.90	4.28	4.13
40	The extent to which students are assisted with their personal development	3.98	4.33	4.10
42	The extent to which students are satisfied with their educational experience at this institution	3.79	3.89	3.99

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



Tables 11 through 13 contain the top ten 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 Gateway Community and Technical College.

**Table 11.** Priorities for Change: Faculty

	<b>Area to Change</b>	<b>Mean</b>
32	The extent to which this institution is appropriately organized	2.84
10	The extent to which information is shared within this institution	2.92
4	The extent to which decisions are made at the appropriate level at this institution	2.97
15	The extent to which I am able to appropriately influence the direction of this institution	2.97
16	The extent to which open and ethical communication is practiced at this institution	3.02
41	The extent to which I receive adequate information regarding important activities at this institution	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.25
11	The extent to which institutional teams use problem-solving techniques	3.27
38	The extent to which I have the opportunity for advancement within this institution	3.28
44	The extent to which my work is guided by clearly defined administrative processes	3.29

**Table 12.** 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
16	The extent to which open and ethical communication is practiced at this institution	3.22
32	The extent to which this institution is appropriately organized	3.22
11	The extent to which institutional teams use problem-solving techniques	3.41
4	The extent to which decisions are made at the appropriate level at this institution	3.56
25	The extent to which a spirit of cooperation exists at this institution	3.56
15	The extent to which I am able to appropriately influence the direction of this institution	3.72
38	The extent to which I have the opportunity for advancement within this institution	3.75
13	The extent to which unacceptable behaviors are identified and communicated to me	3.78
41	The extent to which I receive adequate information regarding important activities at this institution	3.78

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

	<b>Area to Change</b>	<b>Mean</b>
10	The extent to which information is shared within this institution	3.15
32	The extent to which this institution is appropriately organized	3.18
15	The extent to which I am able to appropriately influence the direction of this institution	3.27
38	The extent to which I have the opportunity for advancement within this institution	3.28
16	The extent to which open and ethical communication is practiced at this institution	3.43
4	The extent to which decisions are made at the appropriate level at this institution	3.51
25	The extent to which a spirit of cooperation exists at this institution	3.52
11	The extent to which institutional teams use problem-solving techniques	3.60
41	The extent to which I receive adequate information regarding important activities at this institution	3.66
22	The extent to which this institution has been successful in positively motivating my performance	3.69

## Comparative Analysis: Demographic Classifications

As depicted in Table 14, Caucasians rated the climate highest within its demographic group (3.85). In terms of age, those individuals that are 50-59 years of age rated the climate highest (4.07). Employess that do not identify as White, not Hispanic or Latino rated the climate lowest within their demographic group (3.46), while respondents between 30-39 years of age rated the climate with a composite rating of 3.71.

**Table 14.** Mean Climate Scores as Rated by Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Overall
<b>What is your personnel classification:</b>					
Faculty	3.24	3.62	3.72	3.85	3.57
Administrator	3.76	4.23	4.22	4.18	4.06
Staff	3.60	4.10	4.14	4.06	3.93
<b>Your status at this institution is:</b>					
Full time	3.42	3.87	3.94	3.96	3.75
Part time	4.21	4.61	4.57	4.34	4.41
<b>Please select the race/ethnicity that best describes you:</b>					
White, not Hispanic or Latino	3.52	4.00	4.06	4.02	3.85
Other (Including: Hispanic or Latino, of any race; Asian, not Hispanic or Latino; Black, not Hispanic or Latino; Native Hawaiian or Other Pacific Islander, not Hispanic or Latino, and two or more races, not Hispanic or Latino)	3.24	3.40	3.44	3.81	3.46
<b>What gender are you:</b>					
Man	3.54	3.85	3.83	4.00	3.78
Woman	3.55	4.03	4.13	4.05	3.89
I prefer not to respond	2.93	3.60	3.61	3.59	3.38
<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.)	3.02	3.22	3.28	3.58	3.26
Master's degree	3.44	3.99	4.05	4.00	3.82
Bachelor's degree	3.60	4.09	4.14	4.08	3.93
Associate's degree	3.53	3.87	3.90	4.02	3.80
High School diploma or GED or no diploma or degree	3.72	3.95	3.99	4.07	3.90

**Table 14.** Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Overall
<b>How many years have you worked at this institution:</b>					
Less than 5 years	3.57	4.07	4.02	4.07	3.90
6-10 years	3.37	3.90	4.11	3.91	3.75
11-15 years	3.72	3.86	3.97	4.11	3.89
16-25 years	3.45	3.73	4.03	4.00	3.75
<b>How many years have you worked in higher education:</b>					
Less than 5 years	3.74	4.18	4.13	4.09	4.00
6-10 years	3.38	4.05	4.25	4.09	3.86
11-15 years	3.48	3.91	3.82	3.90	3.76
16-20 years	3.33	3.48	3.88	3.96	3.60
21 or more years	3.46	3.80	3.78	3.89	3.71
<b>What is your age:</b>					
29 years of age or younger	3.58	4.26	4.10	4.03	3.95
30-39 years of age	3.38	3.80	3.74	4.01	3.71
40-49 years of age	3.51	4.02	4.18	4.08	3.89
50-59 years of age	3.84	4.19	4.21	4.14	4.07
60 years of age or older	3.64	3.85	4.02	4.00	3.83

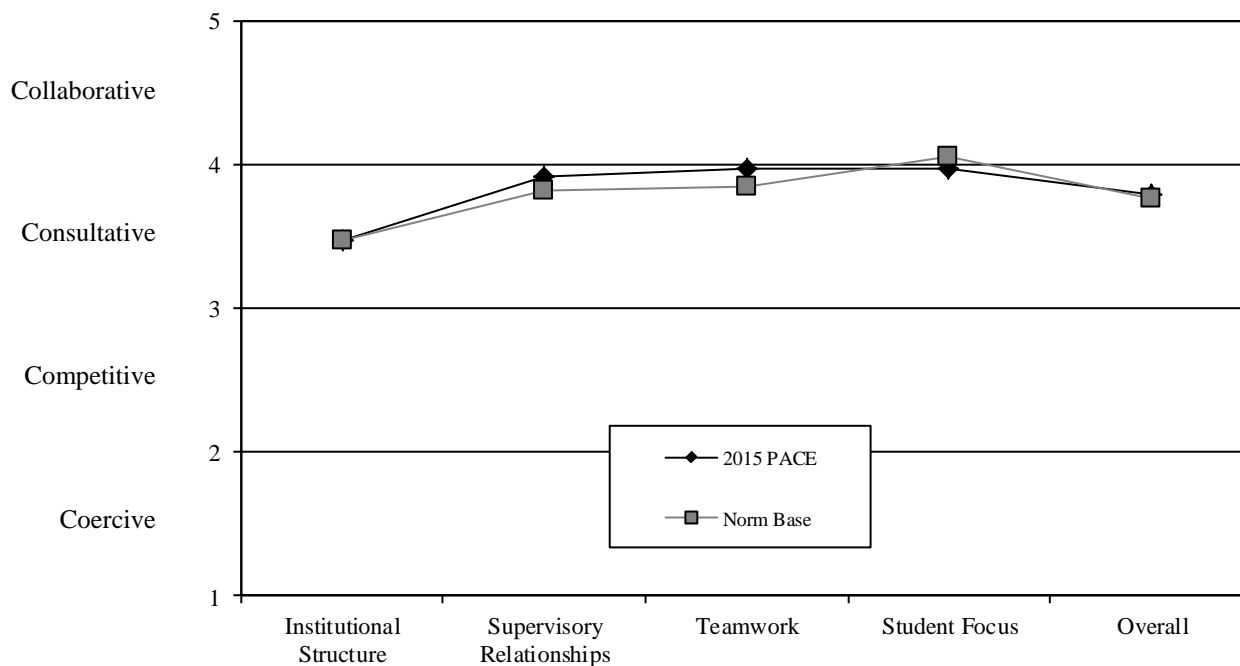
## Comparative Analysis: Norm Base

Table 15 shows how GCTC compares with the NILIE PACE Norm Base, which includes approximately 69 climate studies conducted at two-year institutions since 2011. 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. Figure 9 also shows how GCTC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

**Table 15.** Gateway Community and Technical College Climate compared with the NILIE PACE Norm Base

	GCTC	Norm Base
Institutional Structure	3.47	3.47
Supervisory Relationships	3.91	3.82
Teamwork	3.98	3.84
Student Focus	3.97	4.05
Overall	3.79	3.77

**Figure 9.** Gateway Community and Technical College Climate Compared with the NILIE PACE Norm Base





Tables 16-19 shows how GCTC compares question by question to the PACE Norm Base maintained by NILIE.

**Table 16.** Institutional Structure Mean Scores Compared to the NILIE Norm Base

	<b>Institutional Structure</b>	<b>GCTC Mean</b>	<b>Norm Base</b>
1	The extent to which the actions of this institution reflect its mission	4.03	3.85*
4	The extent to which decisions are made at the appropriate level at this institution	3.30	3.29
5	The extent to which the institution effectively promotes diversity in the workplace	3.87	3.89
6	The extent to which administrative leadership is focused on meeting the needs of students	3.69	3.73
10	The extent to which information is shared within the institution	3.04	3.21
11	The extent to which institutional teams use problem-solving techniques	3.45	3.45
15	The extent to which I am able to appropriately influence the direction of this institution	3.18	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.23	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.57	3.44
25	The extent to which a spirit of cooperation exists at this institution	3.44	3.38
29	The extent to which institution-wide policies guide my work	3.68	3.71
32	The extent to which this institution is appropriately organized	3.04	3.29*
38	The extent to which I have the opportunity for advancement within this institution	3.30	3.10
41	The extent to which I receive adequate information regarding important activities at this institution	3.51	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.58	3.48
	<b>Mean Total</b>	<b>3.47</b>	<b>3.47</b>

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

**Table 17.** Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

		<b>GCTC Mean</b>	<b>Norm Base</b>
2	The extent to which my supervisor expresses confidence in my work	4.29	4.20
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.14	4.06
12	The extent to which positive work expectations are communicated to me	3.84	3.73
13	The extent to which unacceptable behaviors are identified and communicated to me	3.68	3.68
20	The extent to which I receive timely feedback for my work	3.90	3.68*
21	The extent to which I receive appropriate feedback for my work	3.82	3.72
26	The extent to which my supervisor actively seeks my ideas	3.94	3.76
27	The extent to which my supervisor seriously considers my ideas	4.02	3.83*
30	The extent to which work outcomes are clarified for me	3.75	3.67
34	The extent to which my supervisor helps me to improve my work	3.84	3.76
39	The extent to which I am given the opportunity to be creative in my work	4.14	4.02
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.75	3.67
46	The extent to which professional development and training opportunities are available	3.83	3.81
<b>Mean Total</b>		<b>3.91</b>	<b>3.82</b>

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

		<b>GCTC Mean</b>	<b>Norm Base</b>
3	The extent to which there is a spirit of cooperation within my work team	3.98	3.92
14	The extent to which my primary work team uses problem-solving techniques	3.99	3.87
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.91	3.79
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.94	3.81
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.99	3.86
43	The extent to which a spirit of cooperation exists in my department	4.06	3.83*
<b>Mean Total</b>		<b>3.98</b>	<b>3.84</b>

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

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

<b>Student Focus</b>	<b>GCTC Mean</b>	<b>Norm Base</b>
7 The extent to which student needs are central to what we do	3.86	3.93
8 The extent to which I feel my job is relevant to this institution's mission	4.52	4.42
17 The extent to which faculty meet the needs of students	3.86	4.01*
18 The extent to which student ethnic and cultural diversity are important at this institution	3.89	4.08*
19 The extent to which students' competencies are enhanced	3.90	3.97
23 The extent to which non-teaching professional personnel meet the needs of the students	3.72	3.93*
28 The extent to which classified personnel meet the needs of the students	3.78	3.88
31 The extent to which students receive an excellent education at this institution	4.07	4.17
35 The extent to which this institution prepares students for a career	4.12	4.17
37 The extent to which this institution prepares students for further learning	4.04	4.15
40 The extent to which students are assisted with their personal development	4.05	3.93
42 The extent to which students are satisfied with their educational experience at this institution	3.89	3.94
<b>Mean Total</b>	<b>3.97</b>	<b>4.05</b>
<b>Overall Total</b>	<b>3.79</b>	<b>3.77</b>

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

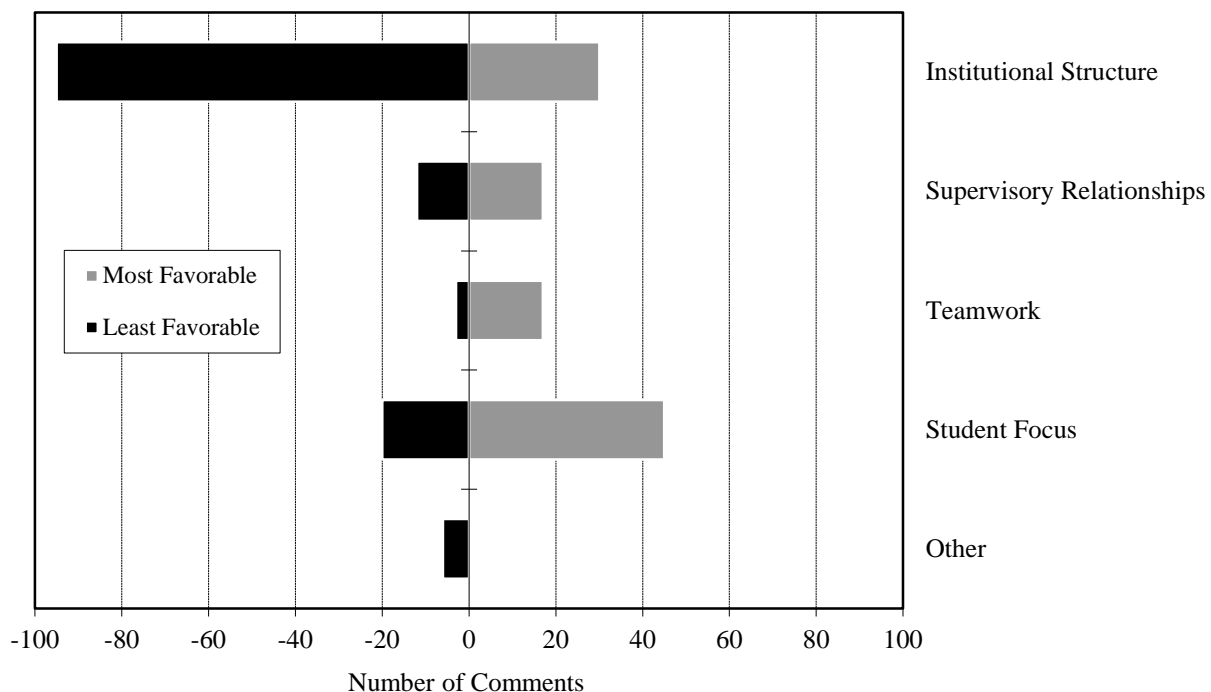
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 178 Gateway Community and Technical College employees who completed the PACE survey, 65.2% (116 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 10 provides a summary of the GCTC 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 20 and 21 for sample comments categorized by climate factor and the actual number of responses provided by GCTC 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 10.** Gateway Community and Technical 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 20.** Most Favorable Responses—Sample Comments and Actual Number of Responses at Gateway Community and Technical College

Factor	Themes
Institutional Structure (n=30)	<p><i>The overall climate is visionary. The Urban Metro Campus is a perfect example. Many faculty and staff have high level leadership skills who are problem solvers and have a positive spirit. Most of the faculty and staff are committed to the mission and vision of the college, which is shown by their work with students. I am proud to work for this college.</i></p> <p><i>I feel as though my role at the college is relevant to achieving its mission.</i></p> <p><i>Dr. Hughes is a strong leader, who knows what the region needs, and works hard to provide it. I am hopeful that the recent restructuring plans will support all of his hard work and allow Gateway to provide this region with the opportunities that are badly needed.</i></p> <p><i>The extent to which innovation and creativity are encouraged is wonderful. Everyone has the opportunity to be a problem solver and to identify new and unique ways of solving problems.</i></p> <p><i>Gateway is a very supportive environment for students and faculty alike. It's a great place to work. Everyone is very kind and supportive.</i></p> <p><i>Gateway Community and Technical College is a wonderful place to work. I work under a courageous college president who is not afraid to dream big. It is exciting to be a part of an organization that is actively growing. In the process of growing, we are opening opportunities for many people in the community. I feel pride in being a part of the Gateway family.</i></p> <p><i>I have always been impressed with our president. His management style is inclusive and visionary. He is approachable and willing to listen to any idea one might have. He makes every effort to give ownership to those working within the institution.</i></p> <p><i>Gateway does a wonderful job educating and meeting the needs of the students and our region as a whole. The mission of Gateway is sound and good work is done here everyday. Our leadership is strong and progressive thinking and is leading Gateway into a bright future.</i></p> <p><i>Gateway is a fantastic employer and an even higher quality post-secondary educational institution. Virtually everything at Gateway is very satisfying. The faculty are second to none, the administrators are truly perspicacious and forward-thinking and the non-teaching staff are professional, knowledgeable and always very helpful. I truly enjoy working for Gateway.</i></p> <p><i>I am here because of the students, even though I am not a faculty member. Gateway is a life-changing experience for individuals and families. Gateway is the origin of many positive innovations and opportunities that impact generations of Northern Kentucky and the Greater Cincinnati residents. The people I work with are professional, kind, excellent, talented, passionate, dedicated and sincere.</i></p>

**Table 20** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>My most favorable experience is to see at the campus level how we are constantly working to improve the experience for the student, streamline processes, and continue to grow. We are doing great things.</i></p> <p><i>The upcoming Information Commons seems as if it will force change where it may not be easily received, which I feel is a good thing and is probably the only way anything will change here. Hopefully, it will bring about changes in the right direction. Overall, the college is student oriented, but employees also need to remember that we serve other employees as well as our students.</i></p> <p><i>I am extremely pleased with Gateway's move to the Information Commons format. I feel that this new structure will allow Gateway to more efficiently and effectively address student questions.</i></p>
Supervisory Relationships (n=17)	<p><i>My individual work team is exceptional. My supervisor values and actively works to enhance the strengths of each of her/his staff. S/he encourages everyone on our team to challenge ourselves and develop ourselves professionally. My supervisor has been a mentor to me, and I have grown professionally due to her/his encouragement, honesty, and clear communication. My team of colleagues is a huge reason why I love my job.</i></p> <p><i>It is very nice to have a boss who asks for input and considers your ideas and suggestions. This makes you take more of an ownership in your job.</i></p> <p><i>My specific work team is highly collaborative and satisfying. I have a very supportive and engaged supervisor. I am given freedom to try and fill the gaps with student services.</i></p> <p><i>I have always felt supported in trying to integrate, experience, and create new teaching techniques in my classroom.</i></p> <p><i>I have a fantastic supervisor and have experienced a tremendous amount of growth while working here, both professionally and personally.</i></p> <p><i>My supervisor and work team are very collaborative and focused on problem solving.</i></p> <p><i>The continued support I have from my supervisor is greatly appreciated. I am often given opportunities to expand on my professional experiences.</i></p>
Teamwork (n=17)	<p><i>I feel very valued within my department and we work well as a team. We accomplish a lot but are not staffed appropriately to meet all of our goals and plans. I think the overall GCTC mission and goals are admirable and I am happy to work here and towards them.</i></p> <p><i>My team fosters creativity, flexibility and very high-caliber work.</i></p> <p><i>Working in teams that are creative, solution-focused and student-centered is most favorable.</i></p>

**Table 20** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>My direct work team is fabulous. We work together for the betterment of the college. I enjoy working with them.</i></p> <p><i>I feel very lucky to work in an environment in which my ideas and thoughts are given credence. I have collaborated with my supervisor as well as associate provosts, staff, instructors and professors to a degree that I thought would not be possible given my rank and limited time at the college. I have worked at institutions in the past where higher administrators are more interested in the appearance of camaraderie or cooperation than to actually participate. This is certainly not true for Gateway; this is a great institution--end of story.</i></p> <p><i>I love the way the rest of my department works together and supports one another. My direct supervisor is also fantastic in supporting us and our ideas.</i></p> <p><i>What I find most favorable is that faculty within our department/division work above and beyond the level expected. Most of these individuals demonstrate strong work relationships with fellow faculty across divisions and with the staff to serve the academic needs and goals of the student first. The camaraderie fostered by these staff/faculty fuels the initiatives and goals of GCTC.</i></p> <p><i>The co-workers within our department are just outstanding. We work together so well--you really feel like your colleagues have your back. We all also are dedicated to student success.</i></p>
<b>Student Focus (n=45)</b>	<p><i>For the most part, individual faculty and staff working with students are highly motivated and cooperative at meeting student needs. We have an outstanding and experienced faculty who genuinely care about their students and go above and beyond their job requirements to help students succeed.</i></p> <p><i>There is a true commitment here to student success and involving the entire college in successful completion of our mission.</i></p> <p><i>Because we are small and the student/faculty ratio is low, we are able to have direct interaction with our students. Faculty and staff are able to help students directly when they need it.</i></p> <p><i>The college's dedication to student improvement and the betterment of the community is inspiring.</i></p> <p><i>Most of the frontline faculty and staff (with the exception of a couple of offices) are extremely caring and empathetic with the students, many of whom come from challenging circumstances. Gateway is probably the most LGBT and ethnic minority-welcoming institution I've been a part of.</i></p> <p><i>Faculty and staff go above and beyond to help students.</i></p> <p><i>I love all that we do to meet the engagement and academic needs of our students. Our students are doing well when they are here and when they feel engaged. If students feel connected they love it here.</i></p> <p><i>The institution always tries to put students first.</i></p>

**Table 20** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Gateway looks for ways to improve student outcomes: SMART, FITW grant content, Accelerated Opportunities, HPOG, IMPACT, retention team, Starfish, tutoring, student engagement, student organizations, etc. We just need more students to participate.</i></p> <p><i>Gateway is a wonderful place to work and for students to learn. I want to keep it wonderful. It is full of positive people who want to help students succeed and reach their goals. We are not here to make things better for ourselves, but to support students, the community and the citizens of Kentucky. There are ways that we can use our resources and talents more efficiently and I look forward to finding those ways so we can provide the support our students need to be the best they can be.</i></p> <p><i>I am proud to work at a place that has the reputation of truly caring about the success of its students. Based upon my experiences in higher education, one of the things that sets us apart is our support services. I do not work in an area of the college where I interact with students on a daily basis, but I have seen the wonderful work done by our faculty and frontline staff. This institution is committed to working with students in whatever capacity will best ensure their success.</i></p> <p><i>GCTC really cares about the students. We go above and beyond to make college a wonderful experience for them. I am proud to say that I am part of this institution.</i></p> <p><i>The institution is dedicated to its mission and the vast majority of employees are passionate about student success. Innovation is embraced and progress is sought.</i></p> <p><i>The administration at the college respects faculty and staff. They put students first and understand students are the institution's top priority. The mission, vision, and values are the college's guiding principles.</i></p> <p><i>This is a great institution that values students and their goals and careers.</i></p> <p><i>The most favorable area I see at Gateway is in Academic Affairs. Most of us are very student-focused and do as much as we can to help the student achieve academic success. So many of our students have issues outside of Gateway so I am happy that I can refer them for assistance through Starfish or any of the other areas where I can direct the students for additional support, such as HPOG.</i></p> <p><i>I believe that we think about our students a lot and continue to make improvements on how we operate so that it is in the best interest of our students.</i></p> <p><i>The great strength here is commitment to teaching students. We are given a great deal of academic freedom in how to best teach our students and run our classes. I appreciate the trust we are given as professionals to do what is best for our students.</i></p>



**Table 20** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>The area I found most favorable is that students who persist and graduate have earned a valuable and useful education that will allow them to succeed in a career or further education. Our faculty and staff do outstanding work to help students overcome obstacles to complete.</i></p>
	<p><i>The school does try to have a genuine student focus and is trying to adapt to new learning techniques for today's learners. The flipped classroom training and teaching environments are a great example.</i></p>
	<p><i>Gateway provides high quality education to students due to qualifications of faculty and their high level of commitment. The institution is student-centered. The institution has established partnerships with external stakeholders, which enhances the quality of student education and positively impacts the region served by Gateway.</i></p>

**Table 21.** Least Favorable Responses—Sample Comments and Actual Number of Responses at Gateway Community and Technical College

<b>Factor</b>	<b>Themes</b>
Institutional Structure (n=95)	<p data-bbox="391 254 1435 373"><i>Communication and clear expectations of ideas and goals are chronic problems. Goals are either too broad for implementation or the actions needed to implement these goals are unsupported by the administration.</i></p> <p data-bbox="391 380 1435 569"><i>It would be ideal if more faculty encouraged and promoted students to attend events and activities at the college. There are a few who do this now and the students that turn out for these events are very active and become more active down the road. We need faculty to engage in more service learning and/or just general engagement at the college.</i></p> <p data-bbox="391 575 1435 947"><i>Despite all their talk, the upper administration really does not care for input from faculty. They make their decisions and then tell us what we are going to do and say it was a cooperative process. Many faculty feel as though the administration really thinks that we are idiots or stupid people who will not see what they are doing or their double handedness in dealing with policies, procedures or the general direction of the college. They say we have a voice, and in select venues we do get to express our opinion, but it does not matter. If the administration wants to run things in a top-down, authoritarian, scientific management style they should just own up to it instead of trying to pretend we are a cooperative institution.</i></p> <p data-bbox="391 953 1435 1283"><i>The ways in which major decisions are made and changes communicated are terrible. While employees are encouraged to share their ideas and a "culture of collaboration" is touted, it seems that the voices of the people who are doing the actual work and know the students often fall on deaf ears and decisions/changes are made according to what the higher administration wants. While many silos have been broken down between staff and faculty, more have been built up between employees and administrators/decision makers. Lack of communication exacerbates fear of the unknown and contributes to the low morale of the staff and faculty.</i></p> <p data-bbox="391 1289 1435 1451"><i>Lack of open communication from the administration is the least favorable. For an organization of this size, we have a disproportionately top-heavy leadership. There is too much concentration by leaders to "protect what's mine" to the detriment of others.</i></p> <p data-bbox="391 1457 1435 1535"><i>Pockets of chronic negativity and complaining take away from the important work of serving students and finding workable solutions to our challenges.</i></p> <p data-bbox="391 1541 1435 1661"><i>The lack of leadership and collaboration and respect from higher levels of the organization is distressing. It gets in the way of our truly fulfilling our mission of best serving our students.</i></p> <p data-bbox="391 1667 1435 1745"><i>Least favorable is the fact that not everyone on the senior leadership team seems to be on the same page.</i></p> <p data-bbox="391 1751 1435 1829"><i>The college needs to value and respect the diversity of its employees.</i></p>

**Table 21** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>The biggest weakness I see is that, even though a process is in place for goal-setting and performance evaluation, individuals are not held accountable for lack of performance and progress in their areas. I truly believe that this is the main reason that Gateway's enrollment is down. We have real problems in getting and keeping students here because they either don't know about us or run into obstacles that keep them from enrolling or staying here.</i></p> <p><i>The issue is getting more students in the door and out the other end as graduates.</i></p> <p><i>I worry about the lack of consistency and accountability across the college. There are many instances and occurrences of attendance issues and work schedules, especially with higher level employees. It hurts morale of those who are here doing the work. Everyone should follow the established policies and procedures—again, consistency. Many tenured and highly paid employees are not actually contributing to the betterment of the college and students themselves. These bad people and bad things just keep going on with no ramifications to them. I wish supervision was tighter and helped them choose to be here or not. A few bad apples are causing a lot of rot among the rest of the employees.</i></p> <p><i>Least favorable is that we are understaffed and we depend too heavily on student workers.</i></p> <p><i>Institutional change is largely driven by new grants and public relations opportunities rather than by honest examination of student and community needs. The guiding principle for strategic planning in academics seems to be to find new ways to dress up and defend the status quo. The academic infrastructure of this institution is still based on the technical schools that used to comprise Gateway, rather than striving to be a comprehensive community college where students can get the basics for majors across many disciplines. Leadership is very top down. Planning processes are completed without follow-up on outcomes.</i></p> <p><i>The mission of the college needs to be continually promoted to the community; we all need to tell the Gateway story. We do not use enough resources to get out to the community, especially high schools and parents, to promote the benefits of attending Gateway.</i></p> <p><i>We need to improve the process of admissions. We have too many students who want to attend; however, they get lost in the admission process and go somewhere else. This process needs to be improved and we should provide a full time front desk (not a work study) to get students admitted.</i></p> <p><i>Overall morale is very low right now and the work environment feels toxic. The recent restructuring of the college was poorly managed. No one knew if they would be losing their jobs and administration would not come out with any clear answers until it was sent via email, at a very late point in the semester.</i></p>

**Table 21** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I believe every person deserves to be treated with kindness and respect from their superiors, not intimidation or using their higher position as an opportunity to show empowerment. All employees respond better to and deserve a non-hostile environment on a daily basis.</i></p> <p><i>Some of our offices continue to give very poor customer service to our students, despite multiple professional development opportunities in this area. This is not going to change without a top-down priority shift. Unless a supervisor makes it known that poor customer service is unacceptable, those who report to them have no incentive to change and our retention suffers from it.</i></p> <p><i>Often high level decisions are made without at least consulting the departments that are affected and whose employees have a front-line perspective on students.</i></p> <p><i>The least favorable issue is the lack of communication from the bottom up, and the unwillingness of administration (President's Cabinet) to listen to the concerns of academic faculty. The administration should value the perspectives of those "where the rubber hits the road." For example, the college recently reorganized academic affairs with no feedback from faculty. A new dean position was created with no insight from the division chairs who currently hold similar positions. Comments brought back from the Faculty Council Term Limit Committee were ignored as "it is a new day," so administrators chose not to consider valid concerns. Gateway has stopped allowing employees the chance to evaluate supervisors because the instrument was not helpful.</i></p> <p><i>The communication regarding organizational change was not handled well. The difference between assigning promotions and requiring an interview process is not clear. While there have been improvements, there is still a silo mentality between departments, which causes breakdown in communication. This is especially true between workforce and the academic/support services side. The inability to work with our adult education programs in bridging their students to college continues to be frustrating.</i></p> <p><i>Much of what we do and have been doing in the technical areas (in my opinion) has been over shadowed by social concerns of the community. I understand that these issues are important and have much money associated with them. What I'm saying is that we as an institution need a more equal balance between community and the technical area.</i></p> <p><i>There are issues that negatively impact enrollment at the college. These need to be addressed so the college can better meet the needs of the community. We move too slowly in resolving problems.</i></p> <p><i>I am puzzled sometimes as to how individuals are placed in certain jobs without the job being advertised first within the institution and then open to outside applicants.</i></p> <p><i>I feel there is little to no room for advancement at this institution.</i></p>

**Table 21** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Faculty are not treated with respect and are not given the opportunity to provide actionable input. Top-down micromanagement that does not recognize the exemplary work of faculty members has led to several pockets of low morale across divisions. The new reorganization that renamed division chairs and eliminated divisions was a very big misstep that seems like an attempt to eliminate collegial input of divisions. The middle levels of administration are not held accountable for their missteps. They seem to keep moving up the corporate ladder despite poor performance.</i></p> <p><i>The lack of opportunities to work with faculty and staff in other departments is the least favorable.</i></p> <p><i>We need more commitment to customer service in all areas of the college. I am hopeful the Learning Commons will move us toward this. I am also hopeful that the reorganization will help with the ways some issues are handled. Right now, the attitude is that we need to outlast temporary/short-term administrators.</i></p> <p><i>This institution needs admissions counselors to recruit students at the same rate (or better than) our competition (NKU/other state institutions) and a streamlined admissions process using a centralized software that manages data and communicates to prospective students in a timely and efficient manner.</i></p> <p><i>The organization of enrollment management is not ideal. The registrar's office does not champion an overly student friendly philosophy, and admissions is essentially one recruiter (albeit a really great one), which limits our exposure in the community. Other employees can help in recruitment when needed; however, their demeanor and basic "sales" skills are lacking. A representative of a community college must be articulate and sharp due to the stereotype that community colleges do not teach the most well-prepared students.</i></p> <p><i>We are about to go into a state of transition for which we were woefully unprepared. I currently work with a very strong and cohesive group that has been in turmoil for a year because we were kept in the dark regarding the coming changes. More decisiveness, communication, and collaboration with faculty need to be priorities of leadership, or they cannot be said to be leading at all.</i></p> <p><i>I believe we need to streamline the enrollment process. We need to do a better job of reaching out to our students during the enrollment process and assist them in navigating the confusing process.</i></p> <p><i>I feel the biggest area of concern for Gateway is the admissions process. I hear many stories of students who try to enroll in Gateway, but meet roadblocks they are unable to resolve, or get frustrated from not receiving accurate information. I also hear of many students who get frustrated because their calls are not returned or they do not get responses from their emails.</i></p>

**Table 21** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I am concerned about Gateway's decision to promote Chick Fil A on campus. Having a Chick Fil A on campus undermines the supportive learning environment that Gateway strives to provide for students. In recent years, Chick Fil A has decided to use their profits to fund numerous hate groups, both nationally and internationally, that target populations and communities that numerous Gateway students belong to. I feel that promoting such behavior not only undermines a supportive and welcoming environment but also goes against Gateway's mission of helping people build better lives for themselves regardless of their personal circumstances. Having a vendor on campus is beneficial for students and staff, but there are many more potential vendors who would be supportive of all Gateway students and staff. I feel that providing support to all diversity groups should be a top priority for the institution.</i></p> <p><i>If diversity is defined as accepting all beliefs, then Gateway is struggling. Gateway has a high participation in liberally-inclusive policies, but virtually zero non-liberal groups are in existence. That is not diversity.</i></p> <p><i>Communication and cooperation (working together) between different departments in the college could be improved.</i></p> <p><i>The institution lacks racial diversity. We need more staff and faculty that reflect the rest of the population in the area.</i></p> <p><i>As far as information sharing goes, I think Gateway has a lot of work to do. For example, the communication around the realignment was confusing. The college should have focused more on what the specific changes were going to be, not a counseling session on how to deal with changes in general. Furthermore, the information was shared with faculty in person but not staff, which was disappointing and unfair.</i></p> <p><i>Having worked at multiple post-secondary and corporate institutions, the behavior and unprofessionalism of leadership demonstrated at GCTC is astonishing. I understand now why dedicated and passionate faculty leave the institution. It negatively affects our institutional goals when we can't retain quality faculty.</i></p> <p><i>At times, I have concerns about collaboration between Student Affairs and Academic Affairs. We don't always work together for the best of the students.</i></p> <p><i>We don't spend enough on professional recruiters to go out and get students interested in our school. Instead, we make already overworked employees (faculty and staff with other duties) do it instead.</i></p>
Supervisory Relationships (n=12)	<p><i>I feel a lack of support and recognition from direct and next-level supervisors. I receive more support from other departments and divisions of the college and the System Office. I am more valued by other departments, divisions of the college and the System Office than I am within my department.</i></p>

**Table 21** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I wish there were some training or more of a push with supervisors to give positive feedback to staff. While meeting high goals and numbers, I still struggle to get my supervisor's positive feedback.</i></p> <p><i>My boss is unprofessional to say the least. S/he constantly yells at students, treats coworkers differently and throws hissy fits when the stress becomes too much.</i></p> <p><i>My supervisor doesn't share information with me that should be shared in order for me to complete my duties in a timely and competent manner. Nor have I ever been told that I do a good job even when I have self-taught myself everything about my job. I feel administrators do not share a lot of information with staff unless you are one of a chosen few.</i></p> <p><i>There is no formal training in my position. As situations arise, we learn how to handle things ourselves. I would like to have monthly meetings to discuss our department as a whole and the direction we are headed into.</i></p>
Teamwork (n=3)	<p><i>In my department, the director does not communicate clearly or consistently or in a positive way that focuses on solutions.</i></p> <p><i>The supervisor of my division has not encouraged collaboration, communication, or creativity. However, my primary work team promotes all of these things. I think this situation applies college-wide and has resulted in low morale overall. There are pockets of really healthy work environments, and pockets of very toxic work environments. My hope is that we can work towards ensuring every employee has a positive working environment that in the end will benefit students and the college as a whole.</i></p>
Student Focus (n=20)	<p><i>Gateway's greatest strength lies in its unique position in the community to provide training and hands-on apprenticeship opportunities for graduating seniors and/or adults who may not be seeking degrees but careers in the skilled trade fields, and yet we never talk about that. It seems that Gateway's main focus is to compete with 4-year colleges and provide the same classes and courses they provide but at a reduced cost. Why? Gateway could be the best skilled trade school, and yet they seem almost embarrassed by that. What a shame. Let the 4-year schools do what they do. Be proud of the niche Gateway is uniquely qualified to fill, embrace it, and do it well. Stop making it an afterthought. Also, lately it seems as though Gateway (at the administrative level) is more about the development of downtown Covington than it is about the development of the student.</i></p> <p><i>I feel like because we are so focused on the business side of being a college, we are losing focus on what is best for students. For example, our online classes are not causing most of our students to be successful, but we keep them because it brings in money.</i></p> <p><i>We need to continue promoting how the college can benefit first-time college students: those just out of high school and displaced workers.</i></p>

**Table 21** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Sometimes there is more consideration to politics than meeting the needs of the students. This can be demoralizing.</i></p> <p><i>We need a greater variety of general education classes, especially for students expressing a desire to go elsewhere upon graduation. We are really missing out on a lot of great students by not offering these classes. A fear of change and/or unwillingness to change is really going to hurt the institution in the long run.</i></p> <p><i>Since students are the reason why we are here, I often have to give up my own needs and wants to make sure they are successful, but this is never recognized. It seems to be all about money, enrollment, and retention. There is never anything about the effort I or my fellow co-workers put in to help a student be successful. If our efforts fail because of things outside our control (or the student's control), we are penalized. I will not pass a student who is unprepared. This is unethical.</i></p> <p><i>Expectations for academic advising are too high. Hand-holding is the phrase that comes to mind. I understand the need for advising and I support the role, but our students are adults and we do have professional full-time advisers. If a student fails to turn in an assignment for a class, why should their advisers have to chase them down and encourage them to turn it in?</i></p>
Other (n=6)	<p><u>Compensation &amp; Benefits</u></p> <p><i>The rate of pay is very low with no reasonable hope for significant increase (1% annual raise is an insult).</i></p> <p><i>Human Resource policies are not consistent across faculty and staff. There are no criteria for staff to advance their positions or salaries and there are no distinguishing criteria to base salary upon initial hire. This causes poor morale.</i></p> <p><u>Technology</u></p> <p><i>We have many great instructors that put in a tremendous amount of time, thought and encouragement for our students, but the technologies to support our programs, as well as faculty/staff workstations, are lacking very much, and in my opinion, will keep us from achieving the premier status we have in our vision.</i></p>



## CONCLUSION

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

Overall, the following scores have been identified as the top performance at Gateway Community and Technical College. Five of these items represent the Student Focus climate factor (items #8, #31, #35, #37 and #40), three represent the Supervisory Relationships climate factor (items #2, #9 and #39), one represents the Teamwork climate factor (item #43), and one represents the Institutional Structure climate factor (item #1).

- The extent to which I feel my job is relevant to this institution's mission, 4.52 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.29 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.14 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.14 (#39)
- The extent to which this institution prepares students for a career, 4.12 (#35)
- The extent to which students receive an excellent education at this institution, 4.07 (#31)
- The extent to which a spirit of cooperation exists in my department, 4.06 (#43)
- The extent to which students are assisted with their personal development, 4.05 (#40)
- The extent to which this institution prepares students for further learning, 4.04 (#37)
- The extent to which the actions of this institution reflect its mission, 4.03 (#1)

Overall, the following mean scores have been identified as areas in need of improvement at Gateway Community and Technical College. All items represent the Institutional Structure climate factor.

- The extent to which information is shared within this institution, 3.04 (#10)
- The extent to which this institution is appropriately organized, 3.04 (#32)
- The extent to which I am able to appropriately influence the direction of this institution, 3.18 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.23 (#16)
- The extent to which decisions are made at the appropriate level at this institution, 3.30 (#4)
- The extent to which I have the opportunity for advancement within this institution, 3.30 (#38)
- The extent to which a spirit of cooperation exists at this institution, 3.44 (#25)
- The extent to which institutional teams use problem-solving techniques, 3.45 (#11)
- The extent to which I receive adequate information regarding important activities at this institution, 3.51 (#41)
- The extent to which this institution has been successful in positively motivating my performance, 3.57 (#22)

The most favorable areas cited in the open-ended questions pertain to the Student Focus Climate factor, and specifically the institution's efforts to provide students with high quality education and prepare them for post-graduation careers. The least favorable aspects cited in the open-ended responses reinforce a desire to call attention to specific issues regarding the Institutional Structure, specifically the lack of transparency in the handling of the reorganization, and the admissions process that needs to be more streamlined.

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