



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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# Illinois Valley Community College Oglesby, Illinois

## Personal Assessment of the College Environment (PACE)

by

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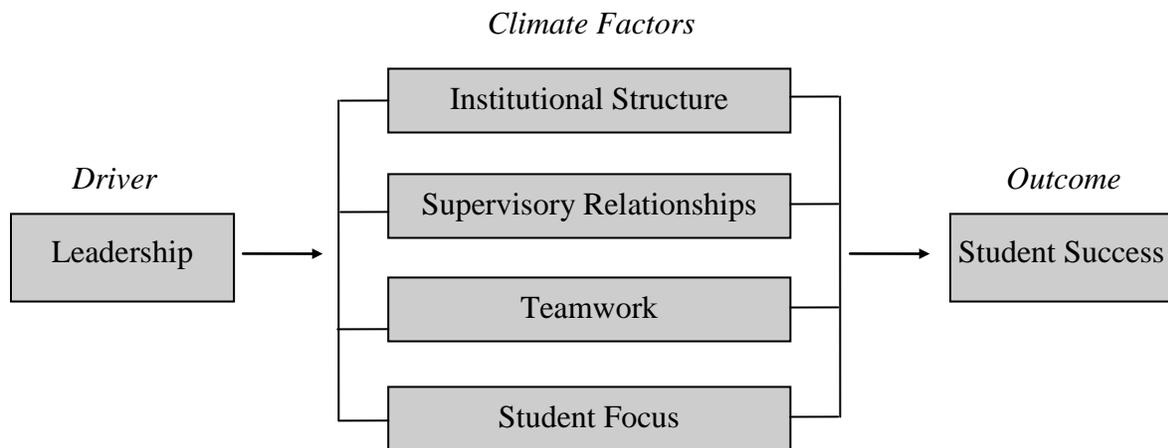
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# EXECUTIVE SUMMARY

In November 2015, the Personal Assessment of the College Environment (PACE) survey was administered to 366 employees at Illinois Valley Community College (IVCC). Of those 366 employees, 220 (60.1%) 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 IVCC 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 IVCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

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

**Figure 1.** The PACE Model



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

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

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. They also completed a Customized section designed specifically for Illinois Valley Community College. Respondents were asked to rate the four factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at IVCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 87 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 IVCC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of “1” to a high of “5.” Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Five fell within the Competitive range (rated between 2 and 3). Thirty-nine fell within the Consultative range (rated between 3 and 4), and 12 composite ratings fell within the Collaborative range (rated between 4 and 5).

At IVCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.73 mean score or high Consultative system. The Student Focus category received the highest mean score (3.97), whereas the Institutional Structure category received the lowest mean score (3.28). When respondents were classified according to Personnel Classification at IVCC, the composite ratings were as follows: Faculty (3.76), Administrator (3.90), and Staff (3.67).

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

- The extent to which my supervisor expresses confidence in my work, 4.47 (#2)
- The extent to which I feel my job is relevant to this institution's mission, 4.31 (#8)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.26 (#9)
- The extent to which this institution prepares students for further learning, 4.15 (#37)
- The extent to which there is a spirit of cooperation within my work team, 4.11 (#3)
- The extent to which students receive an excellent education at this institution, 4.11 (#31)
- The extent to which my supervisor seriously considers my ideas, 4.09 (#27)
- The extent to which I am given the opportunity to be creative in my work, 4.03 (#39)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.03 (#23)
- The extent to which a spirit of cooperation exists in my department, 4.00 (#43)
- The extent to which this institution prepares students for a career, 4.00 (#35)
- The extent to which my supervisor actively seeks my ideas, 4.00 (#26)

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

- The extent to which information is shared within this institution, 2.93 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 2.94 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.00 (#16)
- The extent to which I have the opportunity for advancement within this institution, 3.03 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 3.08 (#4)
- The extent to which this institution is appropriately organized, 3.11 (#32)
- The extent to which a spirit of cooperation exists at this institution, 3.13 (#25)
- The extent to which professional development and training opportunities are available, 3.16 (#46)
- The extent to which institutional teams use problem-solving techniques, 3.31 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.41 (#22)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of IVCC. 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) 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, 1991; 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 Illinois Valley Community College understand and improve the overall climate by examining perceptions and estimates of quality and excellence across personnel groups. This report may also provide benchmarks and empirical data that can be systematically integrated into effective planning models and change strategies for Illinois Valley Community College.

# METHOD

## Population

In November 2015, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Illinois Valley Community College. Of the 366 employees administered the instrument, 220 (60.1%) completed and returned the instrument for analysis. Of those 220 employees, 132 (60.0%) 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 IVCC 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 IVCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of IVCC 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 four weeks. Completed surveys were submitted online and the data were compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.3.

## Instrumentation

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

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

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of IVCC 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 2015 are shown in Table 2.

**Table 2.** Alpha Coefficients by Climate Category for PACEs Completed from July 2012 to July 2015 (n=27,864)

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

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

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

## DATA ANALYSIS

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

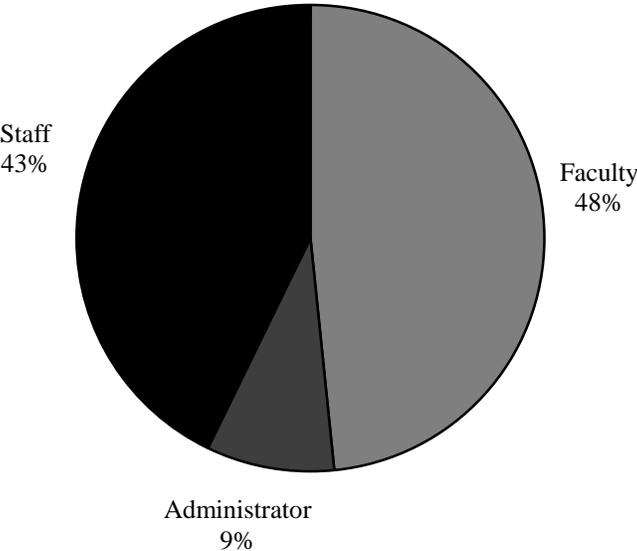
### Respondent Characteristics

Of the 366 IVCC employees administered the survey, 220 (60.1%) 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	198	104	52.5%
Administrator	23	19	82.6%
Staff	145	92	63.4%
Did not respond		5	
<b>Total</b>	<b>366</b>	<b>220</b>	<b>60.1%</b>

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



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

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

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

<b>Demographic Variable</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>	<b>2015 # of Responses</b>	<b>2015 % of Responses</b>
<b>What is your personnel classification:</b>				
Faculty	108	49.5%	104	47.3%
Administrator	22	10.1%	19	8.6%
Staff	87	39.9%	92	41.8%
Did not respond	1	0.5%	5	2.3%
<b>Your status at this institution is:</b>				
Full Time	141	64.7%	139	63.2%
Part Time	75	34.4%	75	34.1%
Did not respond	2	0.9%	6	2.7%
<b>Please select the race/ethnicity that best describes you:</b>				
Hispanic or Latino, of any race	3	1.4%	3	1.4%
American Indian or Alaska Native, not Hispanic or Latino	0	0.0%	0	0.0%
Asian, not Hispanic or Latino	1	0.5%	1	0.5%
Black, not Hispanic or Latino	0	0.0%	1	0.5%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	0.0%	0	0.0%
White, not Hispanic or Latino	205	94.0%	205	93.2%
Two or more races, not Hispanic or Latino	2	0.9%	3	1.4%
Did not respond	7	3.2%	7	3.2%
<b>How many years have you worked at this institution:</b>				
Less than 5 years	53	24.3%	52	23.6%
6-10 years	48	22.0%	37	16.8%
11-15 years	51	23.4%	43	19.6%
16-20 years	25	11.5%	44	20.0%
21 or more years	35	16.1%	28	12.7%
Did not respond	6	2.8%	16	7.3%

The frequencies are rounded to the nearest tenth.

**Table 4.** Continued

<b>Demographic Variable</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>	<b>2015 # of Responses</b>	<b>2015 % of Responses</b>
<b>How many years have you worked in higher education:</b>				
Less than 5 years	NA	NA	45	20.5%
6-10 years	NA	NA	32	14.6%
11-15 years	NA	NA	35	15.9%
16-20 years	NA	NA	39	17.7%
21-25 years	NA	NA	31	14.1%
More than 25 years	NA	NA	19	8.6%
Did not respond	NA	NA	19	8.6%
<b>Where and when do you primarily work for IVCC:</b>				
Main Campus Day	178	81.7%	183	83.2%
Main Campus Evening	14	6.4%	15	6.8%
Ottawa Center	9	4.1%	10	4.6%
East Campus Day	8	3.7%	3	1.4%
East Campus Evening	1	0.5%	1	0.5%
Other location/Online	5	2.3%	3	1.4%
Did not respond	3	1.4%	5	2.3%
<b>Within the past year did you ever think about leaving IVCC:</b>				
Yes, many times	38	17.4%	40	18.2%
Yes, once or twice	48	22.0%	55	25.0%
Yes, but never seriously	26	11.9%	17	7.7%
Yes, retiring	18	8.3%	13	5.9%
No	87	39.9%	89	40.5%
Did not respond	1	0.5%	6	2.7%
<b>As a whole, my impression of the quality of education at IVCC:</b>				
Excellent	93	42.7%	75	34.1%
Good	95	43.6%	102	46.4%
Average	23	10.6%	28	12.7%
Fair	3	1.4%	9	4.1%
Poor	1	0.5%	0	0.0%
Did not respond	3	1.4%	6	2.7%

The frequencies are rounded to the nearest tenth.

NA - item not included in 2012 PACE administration.

**Table 4.** Continued

<b>Demographic Variable</b>	<b>2012 # of Responses</b>	<b>2012 % of Responses</b>	<b>2015 # of Responses</b>	<b>2015 % of Responses</b>
<b>Would you recommend IVCC as a place to work to a friend or family member:</b>				
Yes	176	80.7%	167	75.9%
No	37	17.0%	47	21.4%
Did not respond	5	2.3%	6	2.7%
<b>As a whole, IVCC is better than it was two years ago:</b>				
Strongly Agree	16	7.3%	29	13.2%
Agree	45	20.6%	47	21.4%
Unsure	89	40.8%	90	40.9%
Disagree	52	23.9%	41	18.6%
Strongly disagree	13	6.0%	11	5.0%
Did not respond	3	1.4%	2	0.9%
<b>What is your age:</b>				
29 years of age or younger	NA	NA	11	5.0%
30-39 years of age	NA	NA	24	10.9%
40-49 years of age	NA	NA	49	22.3%
50-59 years of age	NA	NA	59	26.8%
60 years of age or older	NA	NA	46	20.9%
Did not respond	NA	NA	31	14.1%
<b>What is the highest degree you have earned:</b>				
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	NA	NA	1	0.5%
Doctoral degree (e.g., Ph.D., Ed.D.)	NA	NA	12	5.5%
Master's degree	NA	NA	103	46.8%
Bachelor's degree	NA	NA	47	21.4%
Associate's degree	NA	NA	31	14.1%
High School diploma or GED	NA	NA	19	8.6%
No diploma or degree	NA	NA	1	0.5%
Did not respond	NA	NA	6	2.7%
<b>What gender are you:</b>				
Man	NA	NA	60	27.3%
Woman	NA	NA	132	60.0%
Another gender identity	NA	NA	0	0.0%
I prefer not to respond	NA	NA	22	10.0%
Did not respond	NA	NA	6	2.7%

The frequencies are rounded to the nearest tenth.

NA represents items not included in previous PACE administration.

## Comparative Analysis: Overall

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

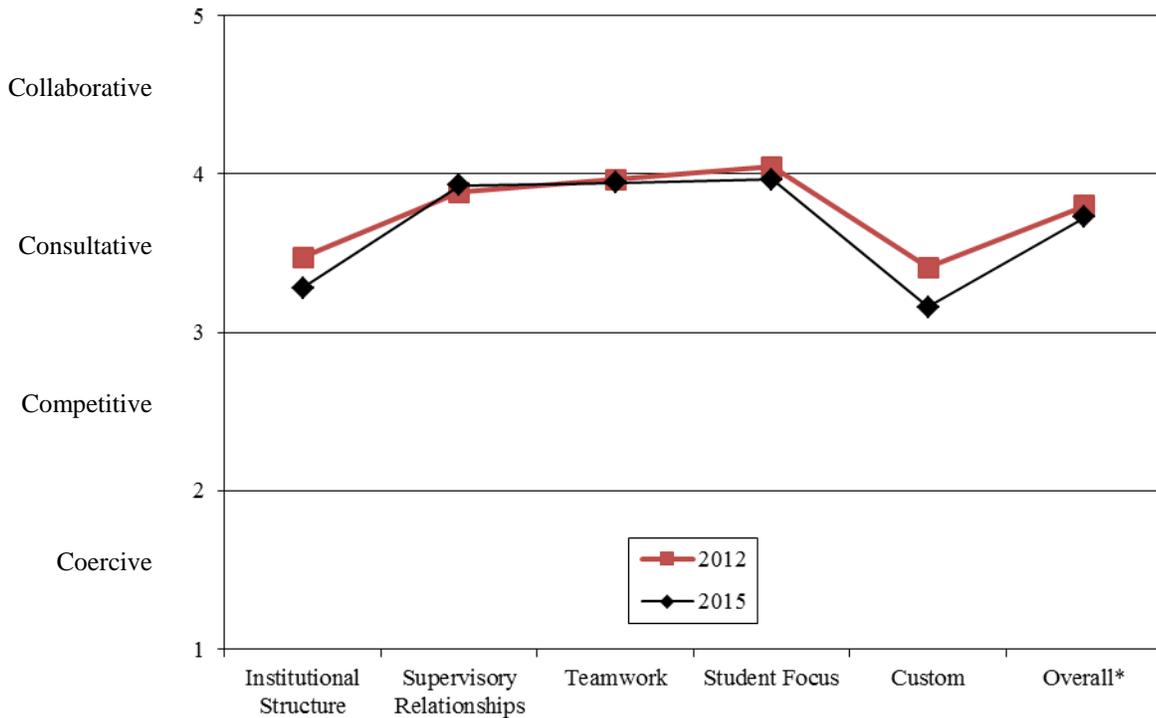
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.97), which represented a high-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.28) within the low area of the Consultative management style. Overall, employees rated the management style in the upper range of the Consultative management area (See also Figure 3). When compared to the revised 2012 IVCC mean scores, the IVCC 2015 mean scores declined.

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

<b>Factor</b>	<b>2012 IVCC</b>	<b>2015 IVCC</b>
Institutional Structure	3.47	3.28
Supervisory Relationships	3.88	3.93
Teamwork	3.96	3.94
Student Focus	4.04	3.97
Custom	3.41	3.16
<b>Overall*</b>	<b>3.80</b>	<b>3.73</b>

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

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



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

In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). Five items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty-nine fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 12 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=39) 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 3.73 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at IVCC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question.

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

<b>Institutional Structure</b>		<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
1	The extent to which the actions of this institution reflect its mission	3.61 (1.09)	3.52 (1.11)
4	The extent to which decisions are made at the appropriate level at this institution	3.32 (1.24)	3.08 (1.26)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.82 (0.94)	3.62 (1.02)*
6	The extent to which administrative leadership is focused on meeting the needs of students	3.60 (1.18)	3.47 (1.21)
10	The extent to which information is shared within the institution	3.24 (1.20)	2.93 (1.31)*
11	The extent to which institutional teams use problem-solving techniques	3.49 (0.98)	3.31 (1.02)
15	The extent to which I am able to appropriately influence the direction of this institution	3.06 (1.08)	2.94 (1.11)
16	The extent to which open and ethical communication is practiced at this institution	3.27 (1.25)	3.00 (1.27)*
22	The extent to which this institution has been successful in positively motivating my performance	3.56 (1.18)	3.41 (1.20)
25	The extent to which a spirit of cooperation exists at this institution	3.44 (1.18)	3.13 (1.30)*
29	The extent to which institution-wide policies guide my work	3.73 (0.92)	3.49 (0.99)*
32	The extent to which this institution is appropriately organized	3.30 (1.16)	3.11 (1.17)
38	The extent to which I have the opportunity for advancement within this institution	2.99 (1.24)	3.03 (1.22)
41	The extent to which I receive adequate information regarding important activities at this institution	3.70 (1.04)	3.55 (1.09)
44	The extent to which my work is guided by clearly defined administrative processes	3.71 (1.03)	3.58 (1.01)
<b>Mean Total</b>		<b>3.47 (0.90)</b>	<b>3.28 (0.93)*</b>

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

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

<b>Supervisory Relationships</b>		<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
2	The extent to which my supervisor expresses confidence in my work	4.32 (0.97)	4.47 (0.86)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.19 (1.12)	4.26 (1.07)
12	The extent to which positive work expectations are communicated to me	3.86 (0.95)	3.87 (0.96)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.74 (0.86)	3.76 (0.91)
20	The extent to which I receive timely feedback for my work	3.82 (1.05)	3.96 (0.90)
21	The extent to which I receive appropriate feedback for my work	3.88 (1.03)	3.97 (0.88)
26	The extent to which my supervisor actively seeks my ideas	3.98 (1.11)	4.00 (1.03)
27	The extent to which my supervisor seriously considers my ideas	4.10 (1.08)	4.09 (1.01)
30	The extent to which work outcomes are clarified for me	3.74 (0.97)	3.83 (0.90)
34	The extent to which my supervisor helps me to improve my work	3.99 (1.04)	3.95 (0.95)
39	The extent to which I am given the opportunity to be creative in my work	4.02 (1.02)	4.03 (0.87)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.57 (1.13)	3.75 (0.96)
46	The extent to which professional development and training opportunities are available	3.22 (1.46)	3.16 (1.30)
<b>Mean Total</b>		<b>3.88 (0.85)</b>	<b>3.93 (0.73)</b>

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

<b>Teamwork</b>		<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
3	The extent to which there is a spirit of cooperation within my work team	4.08 (1.09)	4.11 (1.01)
14	The extent to which my primary work team uses problem-solving techniques	3.92 (0.93)	3.95 (0.89)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.92 (1.10)	3.84 (1.03)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.87 (1.14)	3.86 (1.09)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.98 (0.93)	3.91 (0.87)
43	The extent to which a spirit of cooperation exists in my department	4.01 (1.12)	4.00 (0.91)
<b>Mean Total</b>		<b>3.96 (0.93)</b>	<b>3.94 (0.81)</b>

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

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

<b>Student Focus</b>	<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
7 The extent to which student needs are central to what we do	3.80 (1.10)	3.76 (1.09)
8 The extent to which I feel my job is relevant to this institution's mission	4.30 (0.90)	4.31 (0.81)
17 The extent to which faculty meet the needs of students	4.08 (0.90)	3.92 (0.84)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.86 (0.84)	3.76 (0.99)
19 The extent to which students' competencies are enhanced	3.90 (0.85)	3.87 (0.79)
23 The extent to which non-teaching professional personnel meet the needs of the students	4.08 (0.85)	4.03 (0.83)
28 The extent to which classified personnel meet the needs of the students	3.99 (0.85)	3.86 (0.82)
31 The extent to which students receive an excellent education at this institution	4.26 (0.82)	4.11 (0.80)
35 The extent to which this institution prepares students for a career	4.20 (0.81)	4.00 (0.86)*
37 The extent to which this institution prepares students for further learning	4.21 (0.85)	4.15 (0.72)
40 The extent to which students are assisted with their personal development	3.94 (0.81)	3.93 (0.75)
42 The extent to which students are satisfied with their educational experience at this institution	3.89 (0.76)	3.90 (0.69)
<b>Mean Total</b>	<b>4.04 (0.62)</b>	<b>3.97 (0.59)</b>
<b>Overall</b>	<b>3.80 (0.73)</b>	<b>3.73 (0.68)</b>

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

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

<b>Customized</b>	<b>2012 Mean (SD)</b>	<b>2015 Mean (SD)</b>
47 The extent to which I am satisfied with the overall administrative leadership of the college	3.26 (1.22)	3.02 (1.30)
48 The extent to which there is a positive relationship among faculty/staff/administration	3.21 (1.19)	2.85 (1.26)*
49 The extent to which members of the Board of Trustees appropriately exercise their responsibilities	3.14 (1.10)	3.11 (1.19)
50 The extent to which the college's decisions and actions are consistent with its core values	3.29 (1.13)	3.07 (1.23)
51 The extent to which IVCC analyzes relevant data before making decisions	3.32 (1.07)	2.89 (1.20)*
52 The extent to which IVCC regularly evaluates its academic programs for students	3.72 (0.96)	3.51 (0.98)*
53 The extent to which IVCC regularly evaluates its departmental services for students	3.64 (0.93)	3.46 (0.96)
54 The extent to which employees are involved in determining and improving performance measures	3.40 (1.06)	3.09 (1.08)*
55 The extent to which IVCC is actively concerned about improving quality	3.70 (1.08)	3.39 (1.14)*
56 The extent to which IVCC employs strategic planning effectively	3.30 (1.16)	2.98 (1.22)*
<b>Mean Total</b>	<b>3.41 (0.93)</b>	<b>3.16 (1.00)*</b>

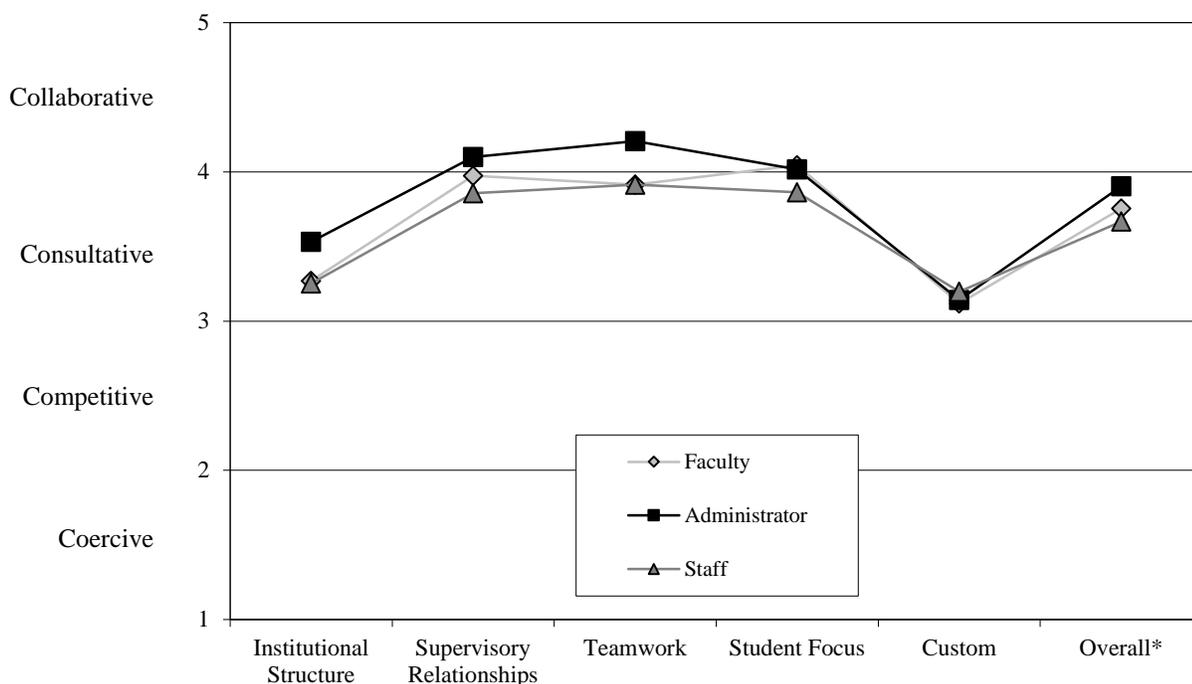
\* T-test results indicate a significant difference between the 2012 mean and the 2015 mean ( $\alpha=0.05$ ).

## Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Administrative employees rated the four normative factors most favorable (3.90), whereas the Staff employees rated the four normative factors least favorable (3.67) (See also Table 11).

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

**Figure 4.** Mean Climate Scores as Rated by Personnel Classifications at Illinois Valley Community College.



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

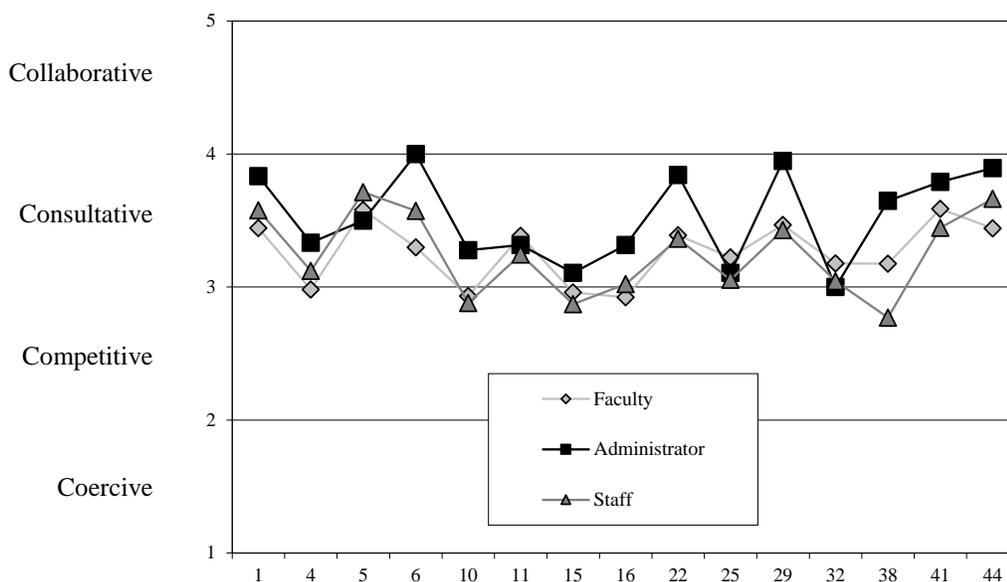
**Table 11.** Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	<b>Institutional Structure</b>	<b>Supervisory Relationships</b>	<b>Teamwork</b>	<b>Student Focus</b>	<b>Custom</b>	<b>Overall*</b>
<b>Faculty</b>						
2012	3.01	3.46	3.77	3.94	2.81	3.47
2015	3.27	3.97	3.92	4.04	3.12	3.76
<b>Administrator</b>						
2012	3.57	3.92	3.98	4.12	3.53	3.86
2015	3.53	4.10	4.21	4.02	3.14	3.90
<b>Staff</b>						
2012	3.48	3.96	3.99	3.99	3.43	3.81
2015	3.25	3.86	3.91	3.86	3.20	3.67

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

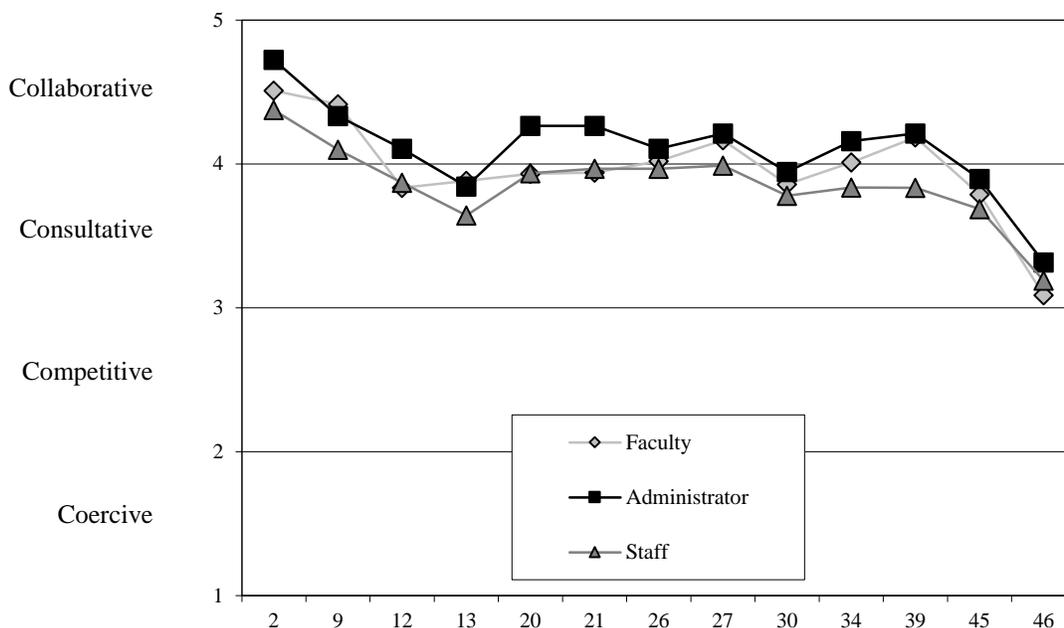
Institutional Structure		Faculty	Administrator	Staff
1	The extent to which the actions of this institution reflect its mission	3.44	3.83	3.58
4	The extent to which decisions are made at the appropriate level at this institution	2.98	3.33	3.12
5	The extent to which the institution effectively promotes diversity in the workplace	3.58	3.50	3.71
6	The extent to which administrative leadership is focused on meeting the needs of students	3.30	4.00	3.57
10	The extent to which information is shared within this institution	2.93	3.28	2.88
11	The extent to which institutional teams use problem-solving techniques	3.39	3.32	3.24
15	The extent to which I am able to appropriately influence the direction of this institution	2.96	3.11	2.87
16	The extent to which open and ethical communication is practiced at this institution	2.92	3.32	3.02
22	The extent to which this institution has been successful in positively motivating my performance	3.39	3.84	3.36
25	The extent to which a spirit of cooperation exists at this institution	3.22	3.11	3.06
29	The extent to which institution-wide policies guide my work	3.47	3.95	3.43
32	The extent to which this institution is appropriately organized	3.18	3.00	3.04
38	The extent to which I have the opportunity for advancement within this institution	3.17	3.65	2.77
41	The extent to which I receive adequate information regarding important activities at this institution	3.59	3.79	3.45
44	The extent to which my work is guided by clearly defined administrative processes	3.44	3.89	3.66

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



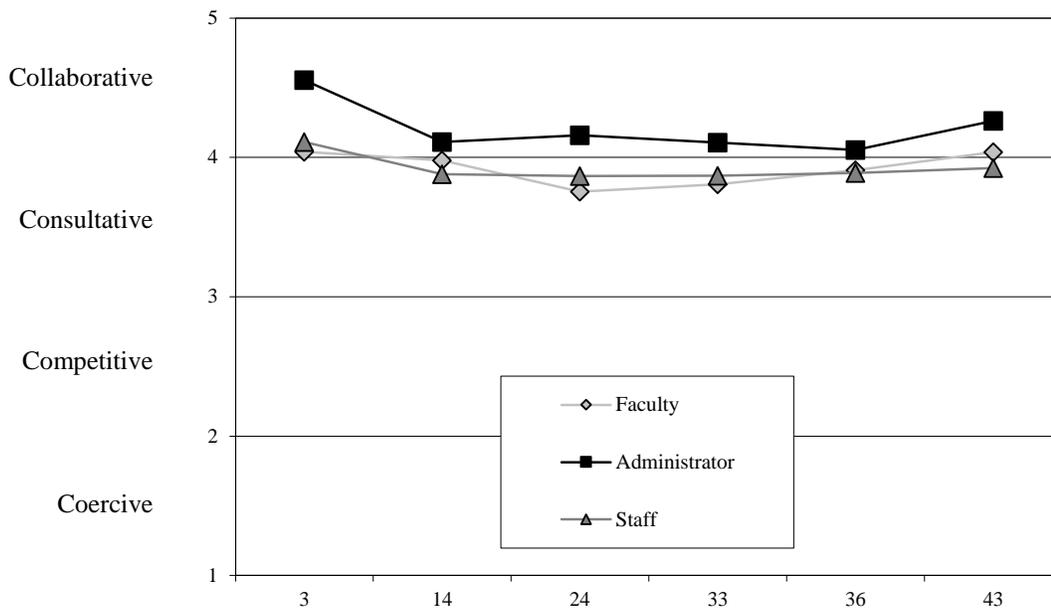
Supervisory Relationships		Faculty	Administrator	Staff
2	The extent to which my supervisor expresses confidence in my work	4.51	4.72	4.37
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.41	4.33	4.10
12	The extent to which positive work expectations are communicated to me	3.83	4.11	3.87
13	The extent to which unacceptable behaviors are identified and communicated to me	3.88	3.84	3.64
20	The extent to which I receive timely feedback for my work	3.93	4.26	3.93
21	The extent to which I receive appropriate feedback for my work	3.94	4.26	3.97
26	The extent to which my supervisor actively seeks my ideas	4.02	4.11	3.97
27	The extent to which my supervisor seriously considers my ideas	4.17	4.21	3.99
30	The extent to which work outcomes are clarified for me	3.86	3.94	3.78
34	The extent to which my supervisor helps me to improve my work	4.01	4.16	3.84
39	The extent to which I am given the opportunity to be creative in my work	4.18	4.21	3.83
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.79	3.89	3.68
46	The extent to which professional development and training opportunities are available	3.09	3.32	3.19

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



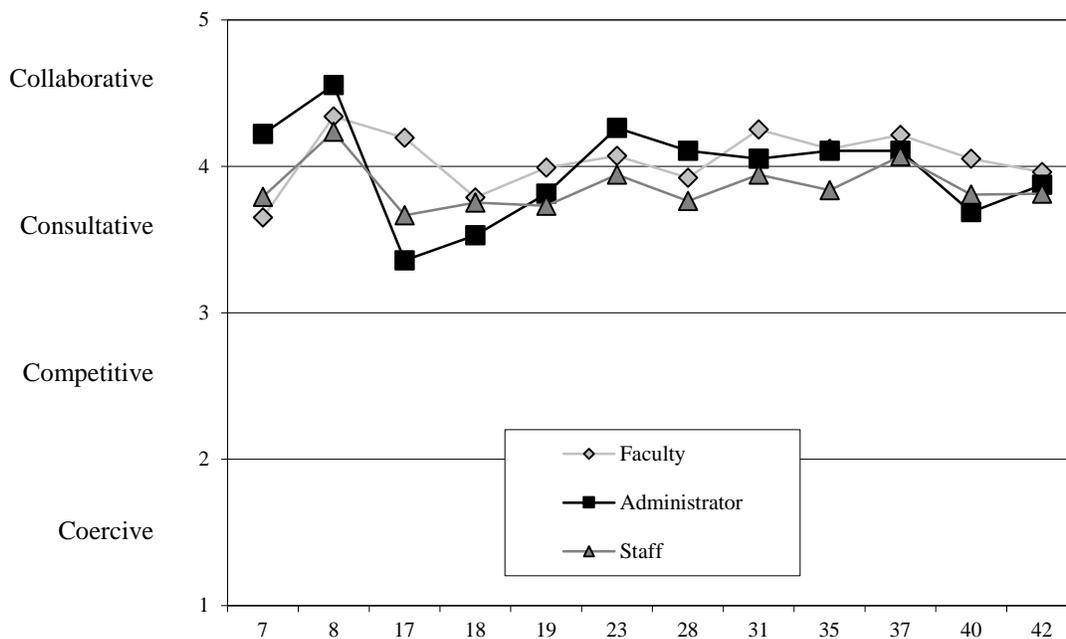
<b>Teamwork</b>		<b>Faculty</b>	<b>Administrator</b>	<b>Staff</b>
3	The extent to which there is a spirit of cooperation within my work team	4.04	4.56	4.11
14	The extent to which my primary work team uses problem-solving techniques	3.98	4.11	3.88
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.76	4.16	3.87
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.81	4.11	3.87
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.91	4.05	3.89
43	The extent to which a spirit of cooperation exists in my department	4.04	4.26	3.92

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



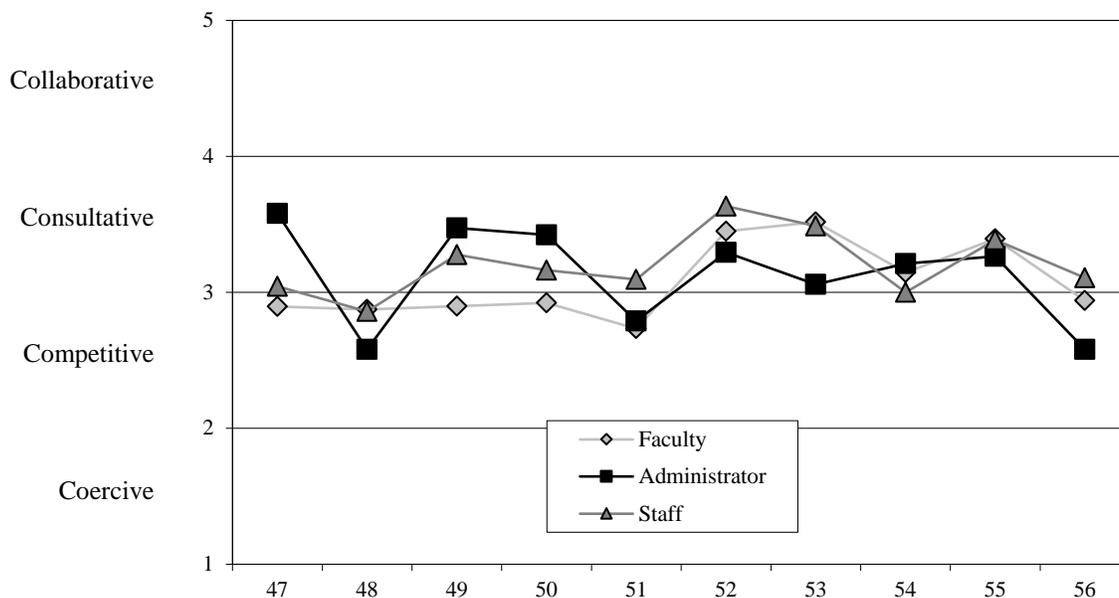
Student Focus		Faculty	Administrator	Staff
7	The extent to which student needs are central to what we do	3.65	4.22	3.79
8	The extent to which I feel my job is relevant to this institution's mission	4.34	4.56	4.24
17	The extent to which faculty meet the needs of the students	4.19	3.36	3.67
18	The extent to which student ethnic and cultural diversity are important at this institution	3.79	3.53	3.75
19	The extent to which students' competencies are enhanced	3.99	3.81	3.73
23	The extent to which non-teaching professional personnel meet the needs of the students	4.07	4.26	3.94
28	The extent to which classified personnel meet the needs of the students	3.92	4.11	3.76
31	The extent to which students receive an excellent education at this institution	4.25	4.05	3.94
35	The extent to which this institution prepares students for a career	4.12	4.11	3.84
37	The extent to which this institution prepares students for further learning	4.21	4.11	4.07
40	The extent to which students are assisted with their personal development	4.05	3.69	3.81
42	The extent to which students are satisfied with their educational experience at this institution	3.96	3.88	3.81

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



Customized		Faculty	Administrator	Staff
47	The extent to which I am satisfied with the overall administrative leadership of the college	2.89	3.58	3.04
48	The extent to which there is a positive relationship among faculty/staff/administration	2.87	2.58	2.86
49	The extent to which members of the Board of Trustees appropriately exercise their responsibilities	2.90	3.47	3.28
50	The extent to which the college's decisions and actions are consistent with its core values	2.92	3.42	3.16
51	The extent to which IVCC analyzes relevant data before making decisions	2.73	2.79	3.09
52	The extent to which IVCC regularly evaluates its academic programs for students	3.45	3.29	3.63
53	The extent to which IVCC regularly evaluates its departmental services for students	3.52	3.06	3.49
54	The extent to which employees are involved in determining and improving performance measures	3.14	3.21	3.00
55	The extent to which IVCC is actively concerned about improving quality	3.39	3.26	3.38
56	The extent to which IVCC employs strategic planning effectively	2.94	2.58	3.11

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



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

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

<b>Area to Change</b>		<b>Mean</b>
16	The extent to which open and ethical communication is practiced at this institution	2.92
10	The extent to which information is shared within this institution	2.93
15	The extent to which I am able to appropriately influence the direction of this institution	2.96
4	The extent to which decisions are made at the appropriate level at this institution	2.98
46	The extent to which professional development and training opportunities are available	3.09
38	The extent to which I have the opportunity for advancement within this institution	3.17
32	The extent to which this institution is appropriately organized	3.18
25	The extent to which a spirit of cooperation exists at this institution	3.22
6	The extent to which administrative leadership is focused on meeting the needs of students	3.30
11	The extent to which institutional teams use problem-solving techniques	3.39
22	The extent to which this institution has been successful in positively motivating my performance	3.39
<b>Area to Change—Customized</b>		<b>Mean</b>
51	The extent to which IVCC analyzes relevant data before making decisions	2.73
48	The extent to which there is a positive relationship among faculty/staff/administration	2.87
47	The extent to which I am satisfied with the overall administrative leadership of the college	2.89

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

<b>Area to Change</b>		<b>Mean</b>
32	The extent to which this institution is appropriately organized	3.00
15	The extent to which I am able to appropriately influence the direction of this institution	3.11
25	The extent to which a spirit of cooperation exists at this institution	3.11
10	The extent to which information is shared within this institution	3.28
16	The extent to which open and ethical communication is practiced at this institution	3.32
11	The extent to which institutional teams use problem-solving techniques	3.32
46	The extent to which professional development and training opportunities are available	3.32
4	The extent to which decisions are made at the appropriate level at this institution	3.33
17	The extent to which faculty meet the needs of the students	3.36
5	The extent to which the institution effectively promotes diversity in the workplace	3.50
<b>Area to Change—Customized</b>		
56	The extent to which IVCC employs strategic planning effectively	2.58
48	The extent to which there is a positive relationship among faculty/staff/administration	2.58
51	The extent to which IVCC analyzes relevant data before making decisions	2.79

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

<b>Area to Change</b>		<b>Mean</b>
38	The extent to which I have the opportunity for advancement within this institution	2.77
15	The extent to which I am able to appropriately influence the direction of this institution	2.87
10	The extent to which information is shared within this institution	2.88
16	The extent to which open and ethical communication is practiced at this institution	3.02
32	The extent to which this institution is appropriately organized	3.04
25	The extent to which a spirit of cooperation exists at this institution	3.06
4	The extent to which decisions are made at the appropriate level at this institution	3.12
46	The extent to which professional development and training opportunities are available	3.19
11	The extent to which institutional teams use problem-solving techniques	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.36
<b>Area to Change—Customized</b>		<b>Mean</b>
48	The extent to which there is a positive relationship among faculty/staff/administration	2.86
54	The extent to which employees are involved in determining and improving performance measures	3.00
47	The extent to which I am satisfied with the overall administrative leadership of the college	3.04

## Comparative Analysis: Demographic Classifications

As depicted in Table 15, employees who work during the evenings at Main Campus rated the climate the highest (4.22). In terms of length of employment at IVCC, those individuals with more than 21 years of employment at the institution rated the climate highest (3.96). Employees at Main Campus who work during the day rated the climate a composite rating of 3.66, while respondents with 11-15 years of employment at IVCC rated the climate the lowest within its demographic group (3.39).

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

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>What is your personnel classification:</b>						
Faculty	3.27	3.97	3.92	4.04	3.12	3.76
Administrator	3.53	4.10	4.21	4.02	3.14	3.90
Staff	3.25	3.86	3.91	3.86	3.20	3.67
<b>Your status at this institution is:</b>						
Full Time	3.01	3.84	3.84	3.87	2.85	3.57
Part Time	3.83	4.14	4.15	4.15	3.75	4.05
<b>Please select the race/ethnicity that best describes you:</b>						
White, not Hispanic or Latino	3.29	3.96	3.95	3.98	3.16	3.74
<b>How many years have you worked at this institution:</b>						
Less than 5 years	3.64	3.97	3.96	4.03	3.55	3.88
6-10 years	3.47	3.95	4.05	4.06	3.29	3.83
11-15 years	2.77	3.70	3.66	3.72	2.66	3.39
16-20 years	3.13	3.99	4.02	3.98	2.97	3.71
More than 21 years	3.55	4.23	4.10	4.09	3.44	3.96
<b>How many years have you worked in higher education:</b>						
Less than 5 years	3.73	3.97	4.02	4.08	3.64	3.93
6-10 years	3.48	3.94	3.99	4.01	3.35	3.81
11-15 years	2.97	3.71	3.66	3.78	2.84	3.48
16-20 years	3.19	4.00	4.03	3.98	2.99	3.73
21-25 years	2.80	3.82	3.78	3.78	2.72	3.47
More than 25 years	3.57	4.33	4.18	4.05	3.42	3.99

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

**Table 15.** Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>Where and when do you primarily work for IVCC:</b>						
Main Campus Day	3.17	3.88	3.90	3.93	3.04	3.66
Main Campus Evening	4.02	4.41	4.29	4.22	3.96	4.22
Ottawa Center, East Campus Day, East Campus Evening, or Other location/Online	3.84	4.04	4.02	4.06	3.67	3.98
<b>Within the past year did you ever think about leaving IVCC?:</b>						
Yes, many times	2.47	3.37	3.26	3.54	2.35	3.10
Yes, once or twice	2.92	3.71	3.86	3.79	2.80	3.49
Yes, but never seriously	3.02	3.76	3.86	3.90	2.91	3.56
Yes, retiring	3.87	4.25	4.37	4.28	3.76	4.14
No	3.86	4.33	4.25	4.25	3.72	4.15
<b>As a whole, my impression of the quality of education at IVCC:</b>						
Excellent	3.82	4.36	4.36	4.39	3.65	4.20
Good	3.18	3.87	3.89	3.92	3.07	3.66
Average, Fair, or Poor	2.47	3.22	3.26	3.29	2.33	2.99
<b>Would you recommend IVCC as a place to work to a friend or family member:</b>						
Yes	3.56	4.08	4.12	4.08	3.44	3.92
No	2.34	3.43	3.27	3.53	2.16	3.07
<b>As a whole, IVCC is better than it was two years ago:</b>						
Strongly Agree	2.03	3.32	3.30	3.49	1.86	2.94
Agree	2.86	3.83	3.81	3.81	2.62	3.50
Unsure	3.42	3.94	4.00	3.96	3.35	3.78
Disagree	4.05	4.32	4.24	4.32	3.93	4.22
Strongly disagree	4.47	4.57	4.56	4.59	4.36	4.54
<b>What is your age:</b>						
29 years of age or younger	3.79	3.99	4.04	4.19	3.76	3.99
30-39	3.33	3.89	4.04	3.95	3.20	3.74
40-49	2.98	3.76	3.78	3.82	2.85	3.52
50-59	3.19	4.00	3.87	3.96	3.01	3.71
60 years of age or older	3.75	4.18	4.20	4.15	3.65	4.03

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

**Table 15.** Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<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.)	3.27	4.21	4.19	3.99	2.97	3.85
Master's degree	3.20	3.93	3.87	3.95	3.01	3.69
Bachelor's degree	3.30	3.85	3.92	3.86	3.21	3.68
Associate's degree	3.41	3.89	3.98	4.07	3.43	3.79
High School diploma or GED or No diploma or degree	3.54	4.05	4.04	4.10	3.49	3.89
<b>What gender are you:</b>						
Man	3.27	3.96	3.91	3.87	3.12	3.71
Woman	3.37	4.00	4.02	4.05	3.27	3.81
I prefer not to respond	2.78	3.47	3.45	3.70	2.59	3.30

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

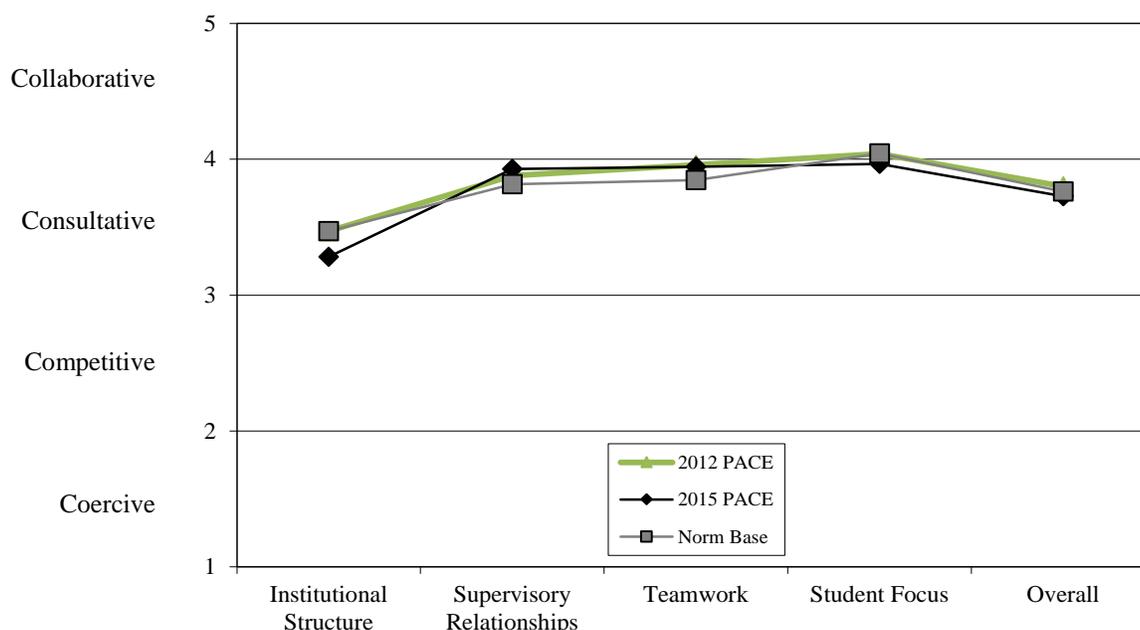
## Comparative Analysis: Norm Base

Table 16 and Figure 10 show how IVCC compares with the NILIE PACE Norm Base, which includes approximately 87 different climate studies conducted at two-year institutions since July 2013. 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 three-year period. Normative data are not available for the Customized climate factor area developed specifically for IVCC. Table 16 and Figure 10 also show how the current administration of the PACE survey at IVCC compares with the 2012 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

**Table 16.** Illinois Valley Community College Climate compared with the 2012 administration and the NILIE PACE Norm Base

	IVCC 2012	IVCC 2015	Norm Base*
Institutional Structure	3.47	3.28	3.47
Supervisory Relationships	3.88	3.93	3.82
Teamwork	3.96	3.94	3.85
Student Focus	4.04	3.97	4.04
Overall	3.80	3.73	3.76

**Figure 10.** Illinois Valley Community College Climate Compared with the 2012 administration and the NILIE PACE Norm Base



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

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

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

<b>Institutional Structure</b>		<b>IVCC Mean</b>	<b>Norm Base</b>
1	The extent to which the actions of this institution reflect its mission	3.52*	3.85
4	The extent to which decisions are made at the appropriate level at this institution	3.08*	3.29
5	The extent to which the institution effectively promotes diversity in the workplace	3.62*	3.88
6	The extent to which administrative leadership is focused on meeting the needs of students	3.47*	3.72
10	The extent to which information is shared within the institution	2.93*	3.22
11	The extent to which institutional teams use problem-solving techniques	3.31*	3.46
15	The extent to which I am able to appropriately influence the direction of this institution	2.94*	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.00*	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.41	3.44
25	The extent to which a spirit of cooperation exists at this institution	3.13*	3.39
29	The extent to which institution-wide policies guide my work	3.49*	3.71
32	The extent to which this institution is appropriately organized	3.11*	3.27
38	The extent to which I have the opportunity for advancement within this institution	3.03	3.09
41	The extent to which I receive adequate information regarding important activities at this institution	3.55	3.65
44	The extent to which my work is guided by clearly defined administrative processes	3.58	3.48
<b>Mean Total</b>		<b>3.28*</b>	<b>3.47</b>

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

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

<b>Supervisory Relationships</b>		<b>IVCC Mean</b>	<b>Norm Base</b>
2	The extent to which my supervisor expresses confidence in my work	4.47*	4.19
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.26*	4.06
12	The extent to which positive work expectations are communicated to me	3.87*	3.73
13	The extent to which unacceptable behaviors are identified and communicated to me	3.76	3.68
20	The extent to which I receive timely feedback for my work	3.96*	3.68
21	The extent to which I receive appropriate feedback for my work	3.97*	3.71
26	The extent to which my supervisor actively seeks my ideas	4.00*	3.76
27	The extent to which my supervisor seriously considers my ideas	4.09*	3.84
30	The extent to which work outcomes are clarified for me	3.83*	3.67
34	The extent to which my supervisor helps me to improve my work	3.95*	3.75
39	The extent to which I am given the opportunity to be creative in my work	4.03	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	3.16*	3.79
<b>Mean Total</b>		<b>3.93*</b>	<b>3.82</b>

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

<b>Teamwork</b>		<b>IVCC Mean</b>	<b>Norm Base</b>
3	The extent to which there is a spirit of cooperation within my work team	4.11*	3.93
14	The extent to which my primary work team uses problem-solving techniques	3.95	3.87
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.84	3.79
33	The extent to which my work team provides an environment for free and open expression	3.86	3.83
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.91	3.86
43	The extent to which a spirit of cooperation exists in my department	4.00*	3.83
<b>Mean Total</b>		<b>3.94</b>	<b>3.85</b>

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

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

<b>Student Focus</b>	<b>IVCC Mean</b>	<b>Norm Base</b>
7 The extent to which student needs are central to what we do	3.76*	3.93
8 The extent to which I feel my job is relevant to this institution's mission	4.31	4.42
17 The extent to which faculty meet the needs of students	3.92	3.99
18 The extent to which student ethnic and cultural diversity are important at this institution	3.76*	4.08
19 The extent to which students' competencies are enhanced	3.87	3.96
23 The extent to which non-teaching professional personnel meet the needs of the students	4.03	3.93
28 The extent to which classified personnel meet the needs of the students	3.86	3.88
31 The extent to which students receive an excellent education at this institution	4.11	4.16
35 The extent to which this institution prepares students for a career	4.00*	4.15
37 The extent to which this institution prepares students for further learning	4.15	4.15
40 The extent to which students are assisted with their personal development	3.93	3.93
42 The extent to which students are satisfied with their educational experience	3.90	3.93
<b>Mean Total</b>	<b>3.97</b>	<b>4.04</b>
<b>Overall Total</b>	<b>3.73</b>	<b>3.76</b>

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

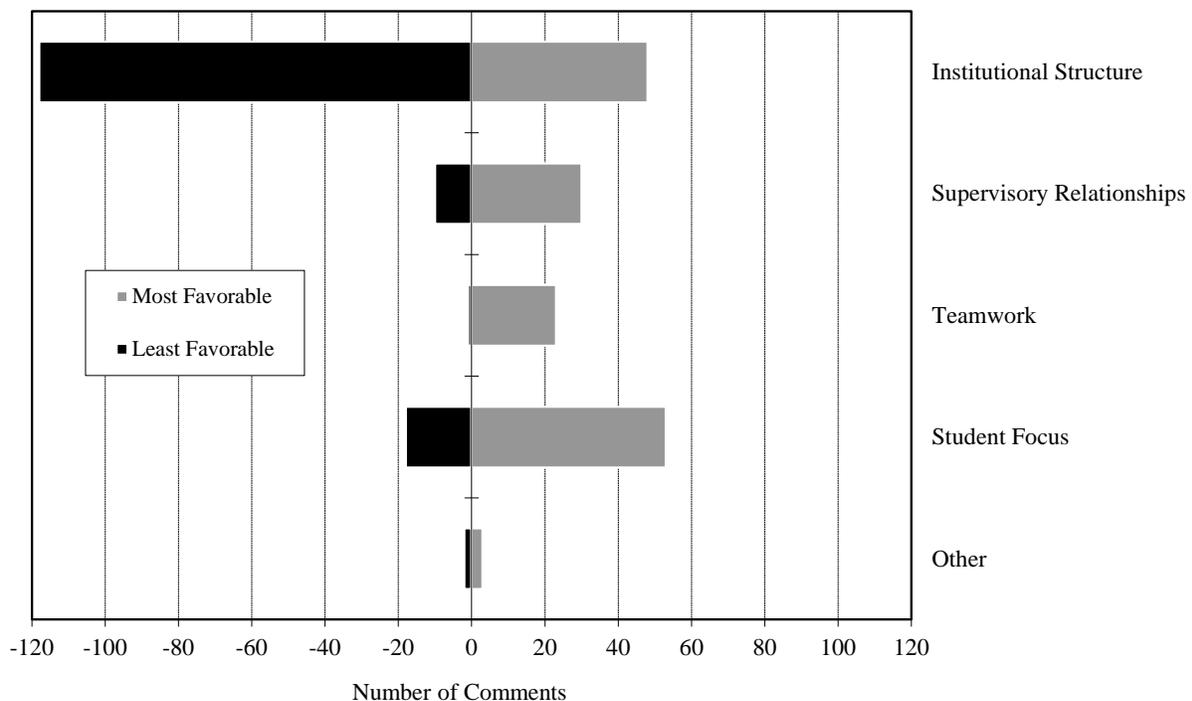
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 220 Illinois Valley Community College employees who completed the PACE survey, 60.0% (132 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 11 provides a summary of the IVCC 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 Student Focus and Institutional Structure climate factors. Please refer to Tables 21 and 22 for sample comments categorized by climate factor and the actual number of responses provided by IVCC 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 as written except in instances where the integrity of the report is compromised.

**Figure 11.** Illinois Valley Community College Comment Response Rates



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

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

<b>Factor</b>	<b>Themes</b>
Institutional Structure (n=48)	<p><i>Through electronic daily news, everyone emails, and the monthly debriefing administration is presenting an opportunity for all to be informed and voice their opinions and concerns.</i></p> <p><i>The President cares so much about IVCC and its success and image within the community and it shows in his daily interactions with students, staff and faculty.</i></p> <p><i>The institution has a family feel to it, which makes expressing ideas and/or concerns easy to do. Ideas are welcome and supported by the administration.</i></p> <p><i>Faculty and staff are encouraged to give opinions, ask questions, and offer suggestions.</i></p> <p><i>I find the college as a whole to be well respected. It seems to sincerely care about students, faculty, and staff, and strives to make any needed improvements.</i></p> <p><i>This is an exceptional institution and place to work.</i></p> <p><i>Some of my colleagues are doing amazing work in undergraduate research and reaching out to the community.</i></p> <p><i>The administration is very open to ideas from the faculty members. The deans are very supportive of the work carried out by the faculty members.</i></p> <p><i>Considering the budget crisis in Illinois state capital and its impact on academic institutions, I think that the administration has done a good job in terms of morale.</i></p> <p><i>This is a good work environment. There are good people to work with, and you feel like your opinion can be heard at IVCC.</i></p> <p><i>The senior leadership at IVCC trusts one another and is strong. There is a sense of collaboration among colleagues. Students are always first at IVCC.</i></p> <p><i>Team work among the departments is most favorable at IVCC.</i></p> <p><i>The faculty have a good working relationship with each other, and for the most part have autonomy within their classrooms.</i></p> <p><i>I find that I am respected for my beliefs and suggestions. The leadership is on track, progressive, and positive. Teamwork is key. I like my job because I know I am helping others achieve their goals successfully with their hard work.</i></p> <p><i>I enjoy working on East Campus, which has a family atmosphere.</i></p> <p><i>The support staff does an outstanding job with teamwork and cooperation for various events related to the annual support staff service project to raise funds for worthy causes.</i></p> <p><i>Faculty and division deans are committed to providing a quality education. Support and other staff are committed to that goal as well.</i></p>

**Table 21.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>As an Adjunct Instructor I am kept up to date on all aspects of the college. I feel part of the daily community.</i></p> <p><i>The camaraderie here at IVCC is quite good. It has been a wonderful place to work.</i></p>
Supervisory Relationships (n=30)	<p><i>My dean has improved my teaching greatly. I get positive feedback from her/him and it's evident that he/she cares about the greater good of IVCC and quality education for all students.</i></p> <p><i>My immediate supervisor is well qualified, responsive, and intelligent.</i></p> <p><i>My supervisor has done a great job at trying to bridge the gap in regards to communication from the institutional level to all areas in the division.</i></p> <p><i>My direct supervisor is very open to my ideas and very helpful when I run into problems.</i></p> <p><i>My Dean does an excellent job assisting faculty and providing useful feedback.</i></p> <p><i>My supervisor shows their support in various ways, i.e. written, verbal, and in person. I sincerely enjoy being part of the department.</i></p> <p><i>My immediate supervisor has been a real joy to work with. S/He is trying to make things better.</i></p> <p><i>My supervisor provides us with a good balance of autonomy and guidance. Our strengths are capitalized upon and appreciated. We work as a team with the ultimate goal of providing students with the best educational experience we can.</i></p> <p><i>My work team is a well-organized, functioning unit because my immediate supervisor empowers us to make decisions in an atmosphere that also allows mistakes (without punishment) to be discussed to find improvements in a non-defensive way. S/He and the whole team inspires me to do a great job. My immediate supervisor also shields (as much as possible) our team from upper administration, with whom I cannot share the same feedback.</i></p> <p><i>I am given the freedom and support to accomplish my job.</i></p> <p><i>I am offered many opportunities for creative thinking and implementing practices.</i></p> <p><i>My supervisor has also been persistent in providing opportunities for professional development.</i></p>
Teamwork (n=23)	<p><i>My work environment is cooperative and involves a lot of teamwork. We support and encourage one another on a regular basis.</i></p> <p><i>My immediate work environment is very supportive and collaborative. I am surrounded by a cohesive group of brilliant, caring, dynamic people.</i></p> <p><i>My ideas are recognized by my supervisor and co-workers. There is open communication and a strong embrace of the core values.</i></p>

**Table 21.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Most favorable would be the opportunity to work with a team that is creative, cooperative and supportive, where my opinions and ideas are seriously considered.</i></p> <p><i>My colleagues are very supportive of me. They are always there to discuss issues and give support.</i></p> <p><i>My work environment is good in that we all try and work together for the office's goals. We try to do the best with what we have in terms of resources.</i></p> <p><i>Our department is lucky to have excellent faculty who work very well together in an atmosphere of symbiosis.</i></p> <p><i>Our department is wonderful and it is a true team environment. I have no complaints regarding our department; we are all very caring and hard working.</i></p> <p><i>My particular department is wonderful and I consider myself very lucky to be among such amazing professionals. I hope everyone feels the same way. I've learned so much from my time with these people.</i></p>
<b>Student Focus (n=53)</b>	<p><i>The faculty, staff, and most administrators are highly qualified and very concerned about student learning. Student services (counselors, staff, and administration) also do an excellent job and care about the students.</i></p> <p><i>The people that I work most closely with are professional and courteous, looking out for student needs and special circumstances.</i></p> <p><i>Everyone seems to be focused on students and meeting their educational as well as emotional needs.</i></p> <p><i>I believe employees attempt to make IVCC a positive, diverse environment and prepare the students for furthering their education.</i></p> <p><i>There are many members of faculty, staff, and administration who are extremely helpful, and care about the students' needs deeply.</i></p> <p><i>I find the institution's willingness to change to accommodate student success amazing.</i></p> <p><i>Faculty and staff are genuinely dedicated to serving the needs of the students.</i></p> <p><i>Virtually everyone I work with, (faculty and staff), is very committed to meeting the needs of our students and providing the best possible education. We are all constantly striving to improve the experience for students and help them be successful. I think it is part of the culture at IVCC and I think that we are all very proud of what we do for the community.</i></p> <p><i>I do believe that faculty and staff are top notch. They provide great service and educational experiences to the students.</i></p> <p><i>I really do think that we have a spirit of cooperation at the college and we work hard to be flexible with the students so that their needs can be met.</i></p>

**Table 21.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>All the faculty I have met express a strong sense of responsibility for what they are teaching students and how effectively they are doing so. Student support services persons are also highly motivated to assist students and their diverse professional goals.</i></p> <p><i>Faculty and staff are concerned about the best interests of students. A high quality education is most favorable.</i></p> <p><i>Student services genuinely cares about students. Many faculty are caring and supportive of students, as well.</i></p> <p><i>I like the diversity of students and instructors and staff here, I believe we can learn so much from people who are different than ourselves. That is what I enjoy about working at an educational institution. My experience working here as well as being a student here has been exceptional.</i></p> <p><i>Most favorable includes the services provided to students. Students receive a quality education at IVCC.</i></p> <p><i>IVCC provides a great quality education to the students we serve.</i></p> <p><i>I believe the college provides a quality education for transfer and career students alike, and has excellent, loyal faculty and staff. It is a quality resource for the community for many reasons.</i></p> <p><i>IVCC has an excellent, committed faculty. There are diverse educational opportunities for students ranging from transfer to career preparation.</i></p> <p><i>I think on the whole that IVCC provides a positive work environment. I think IVCC provides an excellent education with certificates and a really good basis for students transferring to a four-year school.</i></p> <p><i>Our cultural center affords many opportunities to enjoy the talents and entertainment of our performing arts.</i></p> <p><i>I find that students have a generally favorable opinion of IVCC. I get the idea that they are challenged more at IVCC than at other institution where I have taught.</i></p> <p><i>I think that IVCC Ottawa Center and the Oglesby campus are great institutions for learning. I get a chance to talk to the students and they all seem to be very satisfied with their learning experience at IVCC.</i></p>
<p>Other (n=3)</p>	<p><u>Facilities</u></p> <p><i>The new building is a wonderful addition.</i></p> <p><i>The new facilities are very nice.</i></p>

**Table 22.** Least Favorable Responses—Sample Comments and Actual Number of Responses at Illinois Valley Community College

Factor	Themes
Institutional Structure (n=118)	<p><i>The administration is lacking leadership, communication, honesty, and values. Their decisions are based on bottom line instead of what is best for their employees and students. Administration is usually lacking in knowledge of the decisions they are making.</i></p> <p><i>A lack of strategic planning by the Board of Trustees and the President is not favorable at IVCC.</i></p> <p><i>The Administration lacks academic vision, fails to value professional development, and generally has facilitated an adversarial relationship with faculty. The Administration consistently fails to fill full-time faculty positions, in favor of utilization of adjuncts, and continues to promote a work environment that is hostile toward all union members. The administration lacks transparency in decision-making, and does not utilize data to drive decisions. There has not been a strategic plan in place since 2010.</i></p> <p><i>The adversarial nature of the administration is driving away good teachers and deans like sailors fleeing a sinking ship.</i></p> <p><i>The administration is more concerned with public appearances than creating a positive culture at school. Morale is low mostly due to the administration's unwillingness to work with faculty, callous focus on the bottom line, and lack of focus on our true mission of educating students. Faculty and staff are dehumanized by callous actions, such as the sudden switch from 80% to 60% coverage on out of network doctors. This was a huge change for which we received a few lines of email with no explanation or acknowledgment that is devastating news to those with health issues.</i></p> <p><i>Lack of strategic planning, planning related to budget preparation and a lack of accessible data for decisions are the least favorable actions by administration.</i></p> <p><i>IVCC is an AQIP institution on paper only. Only the minimum requirements are met, without involvement from the entire institution, and is not embraced as a "culture." I would like to see the institution behave and operate on a daily basis, from the top down, as a truly AQIP evolved entity. If this happened, most of my least favorable ratings would likely improve.</i></p> <p><i>We fail at strategic planning. This is primarily due to low staffing levels. Too many people are doing multiple jobs and we then do not have enough time for strategic planning. Everyone needs to cooperate with Interact to give them a chance to develop a solid plan to generate enrollments. Faculty need to support this work rather than work to make it fail. Morale is at an all-time low.</i></p> <p><i>Financial considerations are weighed more and more heavily than teaching and learning.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>The upper administration and board of trustees consist mainly of non-academic people. They do not understand the difference between students and customers. They do not understand the difference between training and education. They do not listen to, or seriously take into consideration the scholarship presented to them by those at the institution who are professional academics. Therefore, there is a great divide between the upper administration and the faculty and students who are actually in the classroom. The model of this institution is not academic. Rather, it is a business model which measures success by credit hours and student retention, rather than by academic success. In addition, the business model fails the college, because faculty who either retire or pursue other positions are not readily replaced, in order to balance the college budget. The attrition of faculty and deans at IVCC is a direct result of the above statements. The lack of knowledge by the upper administration coupled with a lack of respect for the hands-on knowledge presented by faculty has resulted in the worst relations possible between upper administration and all other employee groups.</i></p> <p><i>The administration seems to have lost sight of the mission of the college. The new building and the bottom line seem to be the guiding principles. Decisions are made at the top and dictated to the faculty and staff without input from those affected and often to the detriment of the educational atmosphere and effectiveness.</i></p> <p><i>At the upper administrative levels, there is, at times, an apparent disconnect from the educational goals and identity of the institution. Given the financial struggles in the state, concern with finances is legitimate, but, too often, financial and other decisions are made without enough consideration of their educational effects and without clearly informing faculty and staff.</i></p> <p><i>We used to be on the cutting edge of technology, and now we can barely keep our classrooms up to date. This has damaged our image as an institution of higher learning. I have talked with numerous employees who are planning to retire earlier than they thought they would due to the poor climate at the institution.</i></p> <p><i>I believe the college should cultivate a balanced appreciation of gender, and work toward better gender balance in both the student body and faculty/staff. The college should also set an example of better balance in other demographic areas- for example, older employees who want an income and meaningful social interaction.</i></p> <p><i>Decision-making is centralized which means expertise is often not sought or considered in decision-making. The college has not updated strategic goals in recent years, or changes have not been shared. Recently, we have not had any coordinated effort to obtain input from employees in all classifications for the purpose of further developing strategic initiatives.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Decisions regarding construction and preparation for technology are often made without consulting or involving the appropriate people, resulting in expenses in time and materials which could have otherwise been avoided.</i></p> <p><i>In a small educational institution such as this, the administration seldom communicates with staff about processes or asks for input. The morale has been low and they don't see that. In particular, there has been some threat about losing your job lately.</i></p> <p><i>Administrative policies are put into place without contacting the staff who see things on a daily balance. For example, computer updates, moments of silence, fire drills, tornado drills, etc. are implemented during periods of high student traffic. Higher ups seem not to check the college-wide calendar and consider these very commonsense issues. Another example is demonstrated when outside firms are hired for advice on marketing without first having an in-house input from employees of affected depts. It's as if the staff on the ground level are never considered as viable sources of information or ideas.</i></p> <p><i>There is a lack of understanding between the administration and faculty members as far as scheduling of classes is concerned. A lot of times, the administration makes decisions unilaterally without consulting the staff and the faculty members. There is also a lack of unity among the faculty members as far as decision making is concerned. There is too much bureaucracy.</i></p> <p><i>It is unfavorable when faculty are left out of very important decisions.</i></p> <p><i>There is little transparency or shared governance at this institution. Decisions appear to be sometimes made arbitrarily or without consulting those who should be involved. Administration has worked to create divisions among work groups and to prevent information from reaching those who need it.</i></p> <p><i>There is no longer the sense at the college that anyone except those at the very top have any voice.</i></p> <p><i>Many institutional decisions are made without proper planning and research.</i></p> <p><i>Some very poor decisions were made regarding our health insurance at IVCC. It was more about how the decisions were communicated and the back-tracking that went on during that time that caused many people to distrust the administration.</i></p> <p><i>I rarely feel like administrators are being fully honest and open with faculty and staff.</i></p> <p><i>Clashes between the faculty and administration lately have really sucked the joy out of working here. I place blame on both administration and faculty union leadership for not being able to work together in a professional way. There is too much secrecy and too many decisions being made behind closed doors.</i></p> <p><i>Communication doesn't always filter down correctly or quickly. It's difficult to know who to ask questions to sometimes.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I have found that communications is an area where we need a fair amount of improvement. I do not believe that management is very open to suggestion, and although we have regularly scheduled open forums with administrators, I would not dare ever make a negative comment about their decision-making process.</i></p> <p><i>Communication from the administration to faculty, staff, and students is lacking. There is a lack of clarification and rationale regarding changes and development.</i></p> <p><i>Higher administration is out-of-touch with this campus, its faculty and students. They have no respect for us and make us feel like problems rather than assets.</i></p> <p><i>There exists a level of distrust and resulting apathy among and between the various factions of the college.</i></p> <p><i>There is significant animosity between the faculty and higher level administration, and among the staff. Additionally, the staff shows contempt for the faculty. The leadership at the college fuels this animosity, and in my opinion, does not respect the employees. It is a top-down environment where individuals are micromanaged and not allowed to do their jobs.</i></p> <p><i>The unionizing of the full-time staff has made it very difficult for the part-time staff.</i></p> <p><i>I believe that many faculty members are selfish and only concerned about themselves. They think there is a conspiracy behind administrative actions and decisions and do not see the broader picture.</i></p> <p><i>I find that teaching off-campus has its limitations. I don't always feel as connected to events happening on campus.</i></p> <p><i>Most unfavorable is the distance between administrators and college employees. The college used to be considered collaborative and cross-functional where people felt committed and influential to the improvement of the system. Now, we all just do our individual duties to the best of our abilities and go home.</i></p> <p><i>The climate amongst co-workers and faculty and administration could use improvement. Faculty stirs the pot and the push for support staff union organization has led to mistrust and a rift amongst many.</i></p> <p><i>The family atmosphere of IVCC has been hurt by the forming of the staff union.</i></p> <p><i>The worst thing that has happened for staff this year is the labor union coming in. More staff were against it than for it and because of underhanded workings of the union it still got in. There is a deep divide between the people that are for the union and those that are against the union and I don't see that changing. Those of us that did not want it are deeply afraid that all of our working conditions will change and we do not want that. There is no respect for those that started this and are arrogant about it coming in. That makes for some uncomfortable working situations.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>Sometimes I feel we are very reactive when we should have a better plan in place for daily operations that everyone, including faculty, should abide by.</i></p> <p><i>There is little to no career development, which seems to go hand in hand with the fact that there is little to no room to advance.</i></p> <p><i>The pay for staff with degrees is much too low to attract and retain quality employees, and the opportunity for advancement is very limited. After multiple years in my position I feel it is becoming a bit of a dead end for me because there is no chance to advance on the pay scale or move to a better paying position. New hires in my area start at almost the same pay I receive. I enjoy my job but have thought about looking elsewhere for these reasons. I realize the economy and enrollment factor into all of the decisions the college makes, but I truly feel we are doing a disservice to the students and the community if we continue trending this way.</i></p> <p><i>I do not feel there is a lot of room for advancement. The institution hardly offers any full-time positions to staff.</i></p> <p><i>The way IVCC promotes people within the ranks is hard to figure out, some people who work the hardest get passed over.</i></p> <p><i>I am frustrated by the movement toward more part-time positions, especially as IVCC is a large part of the Illinois Valley community and a big employer.</i></p> <p><i>I question the level of transparency with critical college information and data. East Campus is frequently left out of the information loop.</i></p> <p><i>There is an impression on campus that administrative higher-ups provide inaccurate data in order to sway opinion toward their bias. Additionally, there is an impression that those making financial decisions for the institution do so with more concern about business than how those decisions impact student learning and the ability of faculty to teach effectively. Business is important, yes, but student experience and learning outcomes are, too.</i></p>
Supervisory Relationship (n=10)	<p><i>Supervisors are not always willing to listen to part-time people. Sometimes, I have heard wonderful ideas from part-time faculty but they are often dismissed because they are not full-time.</i></p> <p><i>My supervisor encourages rumors and anxiety by only sharing certain information with certain people. My supervisor plays favorites.</i></p> <p><i>I wish there were more opportunities for professional development at the college. There is a need to allow staff to attend relevant conferences/trainings.</i></p> <p><i>There needs to be more time/money devoted to professional development. I would like to see the Career Fair Day return to a true professional development day. I think money for travel should be increased so that faculty are able to attend national conferences.</i></p>

**Table 22.** Continued

<b>Factor</b>	<b>Themes</b>
Teamwork (n=1)	<i>Within my department, I seem to have become persona non grata. Decisions are made without my inclusion in discussion. This has been a recent change in the last few years.</i>
Student Focus (n=18)	<p><i>Academia, specifically, only offering a foreign language as an online course, is detrimental to student success. There are no on-campus classes, so learning the pronunciation of new words is impossible.</i></p> <p><i>The climate is such that liberal arts transfer students are not valued even though they make up the majority of the student body.</i></p> <p><i>Limited resources need to be allocated in such a way as to increase enrollment. I see positive changes happening but we need to continue spending money on research data, marketing and recruitment (I would consider hiring one or two part-time recruiters to help us meet goals). That means hard choices on eliminating programs and staff that aren't pulling their weight.</i></p> <p><i>I believe monetary factors sway most of the decisions, not necessarily student need. Leadership seems invested in certain programs at the expense of others. For the past several years there has been a general sense of dissatisfaction that has pervaded our overall environment.</i></p> <p><i>While faculty becomes invested in students, our own administration shows little interest or care in us unless there is a PR opportunity to accompany it.</i></p> <p><i>Course offerings and scheduling are done to meet institutional needs, not student needs.</i></p> <p><i>This school runs on a business model, rather than a student centered model. The friendliness and collegiate spirit you feel walking into other schools is lacking here. Administrators and most staff do not support events on campus, and no one attends music, art, lecture or sporting events. We desperately need a change of guard to bring back what was good about IVCC at one time.</i></p>
Other (n=2)	<p><u>Facilities</u></p> <p><i>The separation of the Ottawa center and the main campus has been least favorable.</i></p>

## CONCLUSION

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

Overall, the following have been identified as the top performance areas at Illinois Valley Community College. Five of these items represent the Student Focus climate factor (items #8, #23, #31, #35, and #37), five represent the Supervisory Relationships climate factor (items #2, #9, #26, #27, and #39), and two represent the Teamwork climate factor (items #3 and #43).

- The extent to which my supervisor expresses confidence in my work, 4.47 (#2)
- The extent to which I feel my job is relevant to this institution's mission, 4.31 (#8)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.26 (#9)
- The extent to which this institution prepares students for further learning, 4.15 (#37)
- The extent to which there is a spirit of cooperation within my work team, 4.11 (#3)
- The extent to which students receive an excellent education at this institution, 4.11 (#31)
- The extent to which my supervisor seriously considers my ideas, 4.09 (#27)
- The extent to which I am given the opportunity to be creative in my work, 4.03 (#39)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.03 (#23)
- The extent to which a spirit of cooperation exists in my department, 4.00 (#43)
- The extent to which this institution prepares students for a career, 4.00 (#35)
- The extent to which my supervisor actively seeks my ideas, 4.00 (#26)

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

- The extent to which IVCC regularly evaluates its academic programs for students, 3.51 (#52)
- The extent to which IVCC regularly evaluates its departmental services for students, 3.46 (#53)
- The extent to which IVCC is actively concerned about improving quality, 3.39 (#55)

Overall, the following have been identified as areas in need of improvement at Illinois Valley Community College. Nine of these items represent the Institutional Structure climate factor (items #4, #10, #11, #15, #16, #22, #25, #32, and #38), and one represents the Supervisory Relationships climate factor (item #46).

- The extent to which information is shared within this institution, 2.93 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 2.94 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.00 (#16)
- The extent to which I have the opportunity for advancement within this institution, 3.03 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 3.08 (#4)
- The extent to which this institution is appropriately organized, 3.11 (#32)
- The extent to which a spirit of cooperation exists at this institution, 3.13 (#25)
- The extent to which professional development and training opportunities are available, 3.16 (#46)
- The extent to which institutional teams use problem-solving techniques, 3.31 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.41 (#22)

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

- The extent to which there is a positive relationship among faculty/staff/administration, 2.85 (#48)
- The extent to which IVCC analyzes relevant data before making decisions, 2.89 (#51)
- The extent to which IVCC employs strategic planning effectively, 2.98 (#56)

The most favorable areas cited in the open-ended questions pertain to the Student Focus Climate factor, and specifically the quality of education students receive at the institution. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to issues regarding the Institutional Structure, specifically the opportunity employees have to advance within the institution and the ability of employees to participate in shared governance of the institution.

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