

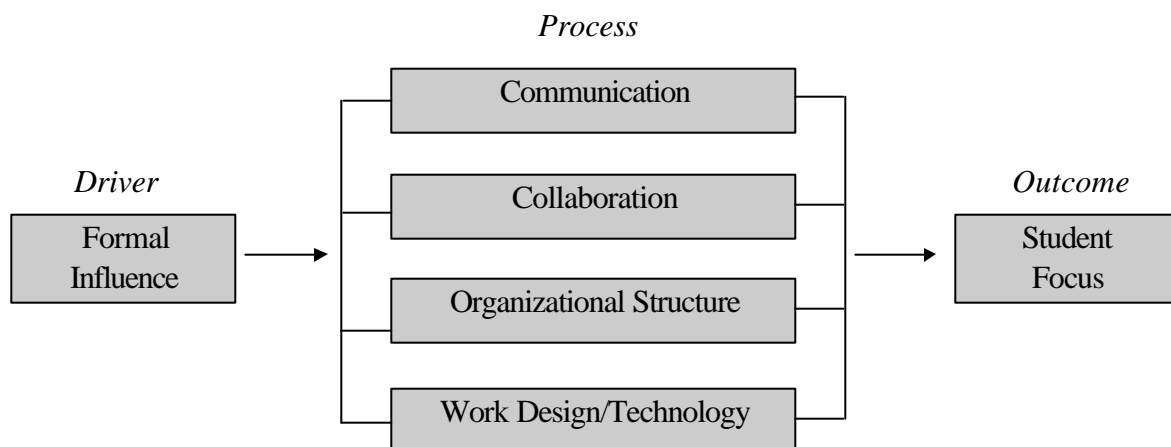
EXECUTIVE SUMMARY

In June 2002, a representative sample of 469 Austin Community College employees were contacted by telephone and asked to complete the Personal Assessment of the College Environment (PACE) survey. Of those 469 employees, 416 (88.7%) completed the instrument. These forms were returned to the researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to promote more open and constructive communication among faculty, staff, and administrators toward the end of becoming a learning organization. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of ACC collaborated to create a survey that would reflect opinions of all personnel throughout the college.

Employees completed a 55-item PACE instrument developed by George A. Baker III and the NILIE team of North Carolina State University. The 55 items are organized into seven factors or domains including Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, Student Focus, and a Customized demographics section developed specifically for ACC. Respondents were asked to rate the seven climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at ACC to a norm base and to a range of four different managerial systems found to exist in colleges. The information generated from the instrument has been developed into a research report and can be used for planning and decision making in order to improve the existing climate.

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

Figure i. The PACE Model



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

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

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

At ACC, the overall results from the PACE instrument indicate a healthy campus climate, yielding a 3.68 mean score or mid-range consultative system. The ADJ Faculty-Workforce personnel held the most positive perception, yielding a mean score of 3.82. ADJ Faculty-Academic personnel held the lowest perception, yielding a 3.57 mean score of the college environment. The Student Focus category received the highest mean score (3.89), whereas the Organizational Structure category received the lowest mean score (3.39).

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

The PACE instrument administered at ACC included the 55 original items. Of these 55, none fell within the least favorable category identified as the coercive range (System 1) and four fell within the competitive range (System 2). Sixteen composite ratings fell within the collaborative range (System 4) and thirty-five fell within the consultative range (System 3).

When respondents were classified according to functional role at ACC, the composite ratings were as follows: ADJ Faculty-Workforce (3.82), FT Faculty-Workforce (3.77), Administrative or Prof/Tech (3.74), Classified Staff (3.74), FT Faculty-Academic (3.67), FT Faculty-Librarian or Counselor (3.67), and ADJ Faculty-Academic (3.57).

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

- The extent to which this institution is appropriately organized (item #34), Mean score: 2.47
- The extent to which decisions are made at the appropriate level at this institution (item #35), Mean score: 2.67
- The extent to which I am able to appropriately influence the direction of this institution (item #9), Mean score: 2.83
- The extent to which a spirit of cooperation exists at this institution (item #24), Mean score: 2.88
- The extent to which open and ethical communication is practiced at this institution (item #17), Mean score: 3.00
- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: 3.00

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

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INTRODUCTION

In June 2002, a representative sample of 469 Austin Community College employees were contacted by telephone and asked to complete the Personal Assessment of the College Environment (PACE) survey. The sample was stratified by employee classification and represented similar percentages as the total ACC employee population for each group. Of those 469 employees, 416 (88.7%) completed the instrument. These forms were returned to the researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to promote more open and constructive communication among faculty, staff, and administrators toward the end of becoming a learning organization. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of ACC collaborated to create a survey that would reflect opinions of all personnel throughout the college.

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

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

Our present focus and research illustrate the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (1998) defined leadership as the process of influencing major changes in the attitudes and assumptions of organization members and building commitment for the organization's mission or objectives. The concept of leadership has been studied for many years in a variety of work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to conceptualize and measure organizational climate began in the 1960s with Likert’s work at the University of Michigan. A major means of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, reported in Baker and Glass (1993). As such, results from the survey were interpreted using the scientific management model developed by Likert and adapted to the PACE format by NILIE in accordance with the model presented in Table 1. A modified version of the Likert profile of organizations was employed in the in-depth case study of Miami-Dade Community College in 1987 and reported by Roueche and Baker (1987). The organizational climate and leadership style were examined

through an adaptation of Likert's four systems. The first adaptation of Likert's climate concepts specifically designed for higher education organizations was employed at the various campuses of Miami-Dade Community College during 1986.

Results of the Miami-Dade study indicated that Likert's four-system theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 70 institutions have participated in climate studies conducted by NILIE at NC State University. During the time frame 1988-1997, various versions of the PACE instrument were field-tested through NILIE's efforts, and several dissertations were completed by doctoral students in higher education programs.

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

System 1, which represents the least desirable climate, constitutes a structured, task-oriented, and highly authoritative leadership management style based on the notion that followers are inherently lazy and that, to make them productive, the manager must keep after them constantly. Interestingly, a few employees in almost all organizations evaluated by NILIE hold this view of the organizational climate. Generally, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a collaborative model is characterized by a leadership environment that is change oriented, where appropriate decisions have been delegated to organizational teams, and one in which leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This style is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive. It also assumes that the nature of work calls for people to work together in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, where a typical animosity is likely to exist between professional faculty and administrators.

As the perceptions of the staff, faculty, and administrators approach the characteristics of the collaborative environment, better results are achieved in terms of productivity and cost (Likert, 1967). Employees are absent from work less often and tend to remain employed in the organization for a longer period of time (Likert). The collaborative model also produces a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors (Likert). In addition, Blanchard (1985) suggests that adapting

leadership styles to fit the situation according to the employees' characteristics and developmental stages may be appropriate for enhancing productivity. Blanchard's approach calls for a contingency strategy to fit a given context. Table 1 is a model of NILIE's four systems framework based on Likert's original work and modified through NILIE's research conducted between 1992 and 1997.

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

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

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

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

Table 1. NILIE Four Systems Model

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

METHOD

The PACE instrument was administered to a stratified random sample of the staff, faculty, and administrators of Austin Community College in June 2002. The climate survey was a collaborative project between NILIE, the Office of Institutional Effectiveness of Austin Community College, and Outlander Research. The PACE was administered to employees of ACC via phone agents employed by Outlander Research. Phone agents employed by Outlander were trained prior to conducting the survey. Tester bias and confidentiality during the administration of the survey were stressed during training to the phone agents. Outlander Research monitored the phone agents continually to ensure the surveys were conducted properly. Any surveys that were questionable were removed from the total surveys completed.

The PACE instrument is divided into seven instrumental factors and conceptual domains. These spheres are formal influence, communication, collaboration, organizational structure, work design/technology, and student focus. Fifty-five 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 seven climate factors through their specific statements on a five-point scale from a low of "1" to a high of "5." The means for all items were obtained and compared. Items with lower scores were considered to have high priority. In this way, the areas in need of improvement were ranked in order of priority, thereby assisting in the process of developing plans to improve the overall performance of the institution. For purposes of external comparisons, NILIE will provide statistical data from its norm base.

DATA COLLECTION

Of the 469 ACC employees contacted, 416 (88.7%) completed the PACE survey. NILIE managed the climate survey project. The climate survey was a collaborative project between NILIE, the Office of Institutional Effectiveness of Austin Community College, and Outlander Research. The PACE was administered to employees of ACC via phone agents employed by Outlander Research. Phone agents employed by Outlander were trained prior to conducting the survey. Tester bias and confidentiality during the administration of the survey were stressed during training to the phone agents. Outlander Research monitored the phone agents continually to ensure the surveys were conducted properly. Any surveys that were questionable were removed from the total surveys completed.

DATA ANALYSIS

Optical scan sheets were employed to capture the survey data. These sheets were read by an optical scanner. Responses were analyzed using the statistical package SAS, version 6.12.

The following six research questions were explored using the data generated from the items asked in the PACE instrument:

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

RESULTS AND DISCUSSION

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

Table 2. Alpha Coefficients by Climate Category for PACEs Completed From January 1999 to Present (n=16,209)

<u>Climate Category</u>	<u>Alpha Coefficient</u>
Formal Influence (1-10)	0.93
Communication (11-19)	0.92
Collaboration (20-27)	0.91
Organizational Structure (28-35)	0.87
Work Design/Technology (36-44)	0.84
Student Focus (45-55)	0.91
<u>Overall (1-55)</u>	<u>0.97</u>

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

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

Of the 469 ACC employees contacted, 415 (88.5%) completed the PACE survey. Survey respondents classified themselves into functional roles (i.e., Administrative or Professional, FT Faculty-Workforce, FT Faculty-Academic, and FT Faculty-Librarian or Counselor, ADJ Faculty-Academic, ADJ Faculty-Workforce, and Classified Staff). Refer to Table 3 below.

When contracting with an institution, NILIE encourages that the entire full-time population of the institution be surveyed. When making inferences from the data, caution should always be used, and return rates of less than 60% of a subgroup should be viewed with some hesitation. ACC surveyed a stratified random sample of its employees and achieved response rates ranging from 63%-100% for each employee category.

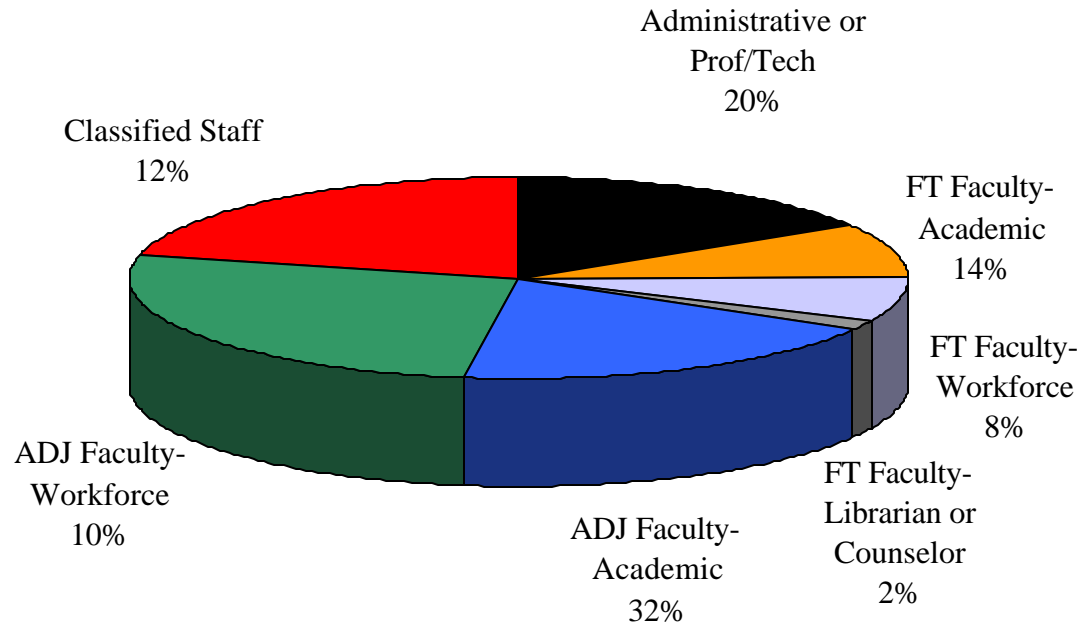
A comparison of the PACE respondents with the total ACC population shows that the survey respondents were representative of ACC employees. The ADJ Faculty-Workforce and Classified Staff employee categories were slightly under represented, while all other categories were slightly over represented.

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

Functional Role	ACC Population		PACE Respondents		Difference
	N	%	N	%	
Administrative or Prof/Tech	381	16%	81	20%	4%
FT Faculty- Academic	204	9%	58	14%	5%
FT Faculty-Workforce	173	7%	35	8%	1%
FT Faculty-Librarian or Counselor	40	2%	9	2%	0%
ADJ Faculty- Academic	628	26%	133	32%	6%
ADJ Faculty-Workforce	437	18%	43	10%	-8%
Classified Staff	508	21%	51	12%	-9%
Did not respond			5	1%	1%
Total	2,371	100%	415	100%	

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

Figure 1. Proportion of Total Responses by Functional Role



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

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

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	Number of Responses	Percent of Responses
Gender:		
Female	242	60.0%
Male	161	40.0%
Did Not Respond	12	
Ethnicity Group:		
African-American	23	5.7%
Alaskan/American Indian	7	1.7%
Asian-American	8	2.0%
Caucasian	326	80.1%
Hispanic	43	10.6%
Did Not Respond	8	
Length of Employment		
Less than 1 year	21	5.1%
1 to 4 years	115	27.8%
5 to 9 years	99	24.0%
10 to 14 years	83	20.1%
15 or more years	95	23.0%
Did Not Respond	2	
Personnel Classification:		
Administrative or Prof/Tech	81	19.8%
FT Faculty-Academic	58	14.2%
FT Faculty-Workforce	35	8.5%
FT Faculty-Librarian or Counselor	9	2.2%
ADJ Faculty-Academic	133	32.4%
ADJ Faculty-Workforce	43	10.5%
Classified Staff	51	12.4%
Did Not Respond	5	

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

The results from the PACE survey indicate that personnel perceive the composite climate at ACC to fall toward the mid-range of the System 3 (consultative) management style. As discussed earlier, the scale range (1 to 5) includes four systems of management style defined by Likert and adapted by Baker and the NILIE team in their previous in-depth case studies. The four systems are System 1 (coercive), System 2 (competitive), System 3 (consultative), and System 4 (collaborative). As previously stated, the collaborative management style is related to greater productivity, group decision making, and the establishment of higher performance goals when compared to the other three styles. Thus, the collaborative system is a system to be sought through planning and organizational learning.

As indicated in Figure 2, the student focus climate factor received the highest composite rating (3.89), which represented a System 3 or consultative management environment. The organizational structure climate factor received the lowest mean score (3.39) within the lower area of System 3. Overall, employees rated the management style in the upper range of the System 3 (consultative) area.

Figure 2. Austin Community College Climate as Rated by All Employees Combined Using Composite Averages

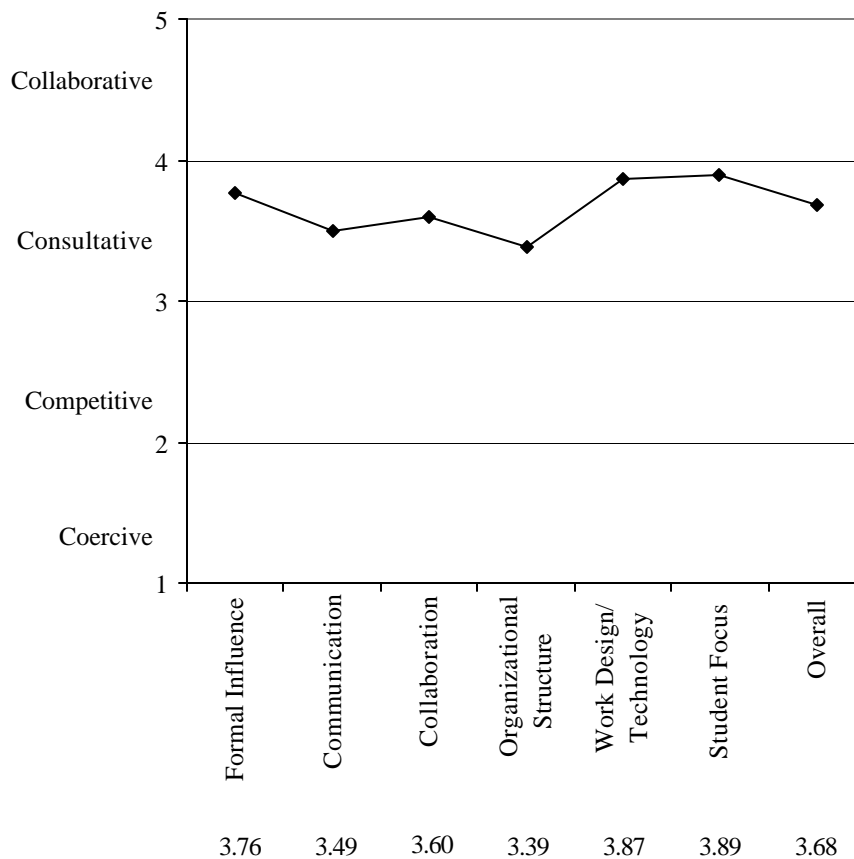


Table 5 reports the ACC mean response of all personnel for each of the 55 items included in the survey instrument. Also listed are the PACE Norm Base mean for each item. The ACC means and standard deviations presented in this table estimate what the personnel participating in the study at ACC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question. For example, a small SD demonstrates that most answers fell within a narrow or restrictive range. Conversely, a large SD demonstrates that more variance existed around the mean score for the item. When the SD becomes too great, the mean is no longer a reliable indicator of the participant responses.

In reviewing each of the items separately, it was found that of the 55 means, sixteen fell within a System 4 (collaborative) management style (i.e., a mean score rating between 4.0 and 5.0) and thirty-five fell within a System 3 (consultative) management style (i.e., a mean score rating between 3.0 and 4.0). Four items fell within the System 2 (competitive) management style (i.e., a mean score rating between 2.0 and 3.0) and none fell within the System 1 (coercive) management style (i.e., a mean score rating between 1.0 and 2.0). The items with the three lowest composite scores were #34 (2.47), #35 (2.67), and #9 (2.83). Figure 3 provides a graphical view of the data presented in Table 5.

The preponderance of System 3 (n=35, consultative) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall, results from the survey yielded a mean institutional climate score of 3.68 as indicated on the previous page in Figure 2.

Figure 3. Mean Responses to 55-Item Climate Survey

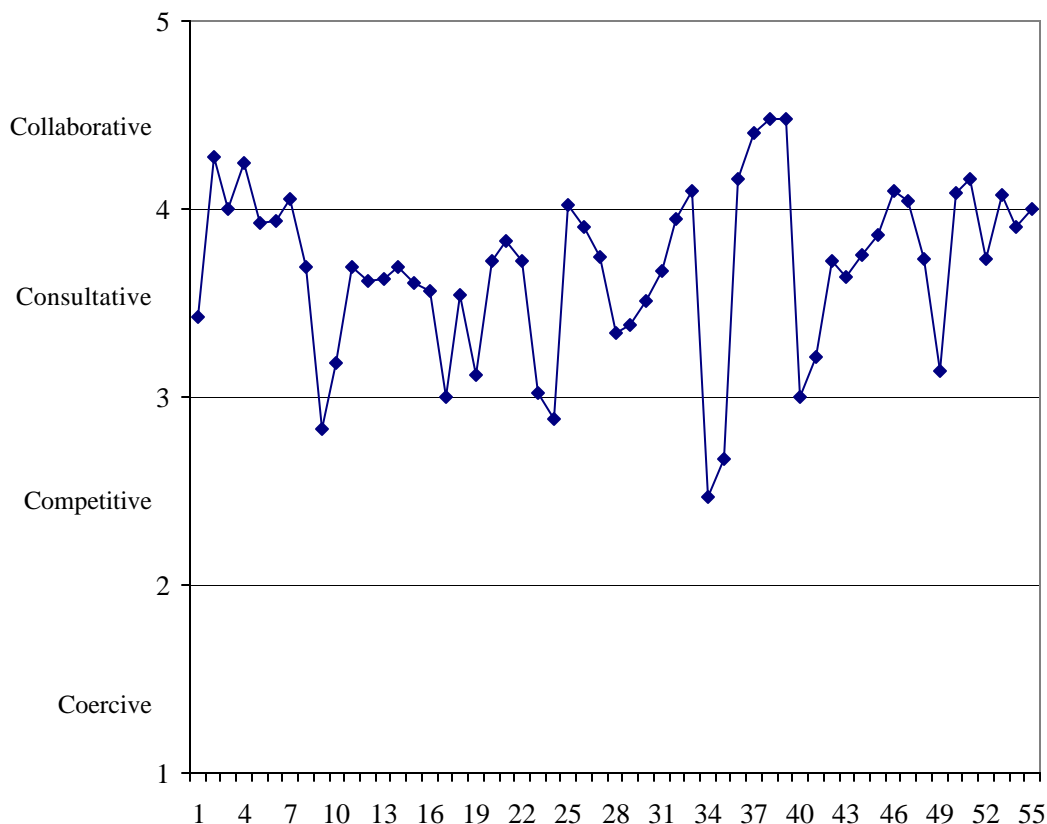


Table 5. Comparative Mean Responses to 55-Item Climate Survey

	ACC Mean	SD	PACE Norm
Formal Influence			
1 The extent to which the actions of this institution reflect its mission	3.43	1.05	3.67
2 The extent to which my manager expresses confidence in my work	4.28	0.93	3.98
3 The extent to which my manager provides timely feedback regarding my work	4.00	1.05	3.67
4 The extent to which I am given the opportunity to be creative in my work	4.24	0.93	4.08
5 The extent to which my manager emphasizes my personal development	3.93	1.04	3.60
6 The extent to which my ideas are seriously considered by my manager	3.94	1.04	3.79
7 The extent to which I have the opportunity to express my ideas in appropriate forums	4.05	0.99	3.74
8 The extent to which my ideas are actively sought by my manager	3.69	1.11	3.54
9 The extent to which I am able to appropriately influence the direction of this institution	2.83	1.24	3.05
10 The extent to which this institution has been successful in positively motivating my performance	3.18	1.20	3.28
Communication			
11 The extent to which I receive information related to my work	3.69	1.00	3.49
12 The extent to which information I receive is useful in my work	3.62	0.96	3.51
13 The extent to which the information I generate is shared with others	3.63	0.89	3.57
14 The extent to which positive work expectations are communicated to me	3.69	0.94	3.51
15 The extent to which unacceptable behaviors are identified and communicated to me	3.61	0.86	3.42
16 The extent to which work outcomes are clarified for me	3.56	0.98	3.41
17 The extent to which open and ethical communication is practiced at this institution	3.00	1.26	3.08
18 The extent to which I receive adequate information regarding important activities at this institution	3.54	1.04	3.42
19 The extent to which information is shared within this institution	3.12	1.14	3.10
Collaboration			
20 The extent to which I have an opportunity to work jointly with appropriate others at this institution	3.72	0.99	3.66
21 The extent to which there is a spirit of cooperation within my work team	3.83	1.10	3.68
22 The extent to which my primary work team uses problem-solving techniques	3.72	1.02	3.59
23 The extent to which institutional teams use problem-solving techniques	3.02	1.02	3.21
24 The extent to which a spirit of cooperation exists at this institution	2.88	1.19	3.08
25 The extent to which a spirit of cooperation exists in my department	4.02	0.98	3.70
26 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.90	1.00	3.68
27 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.74	0.98	3.54

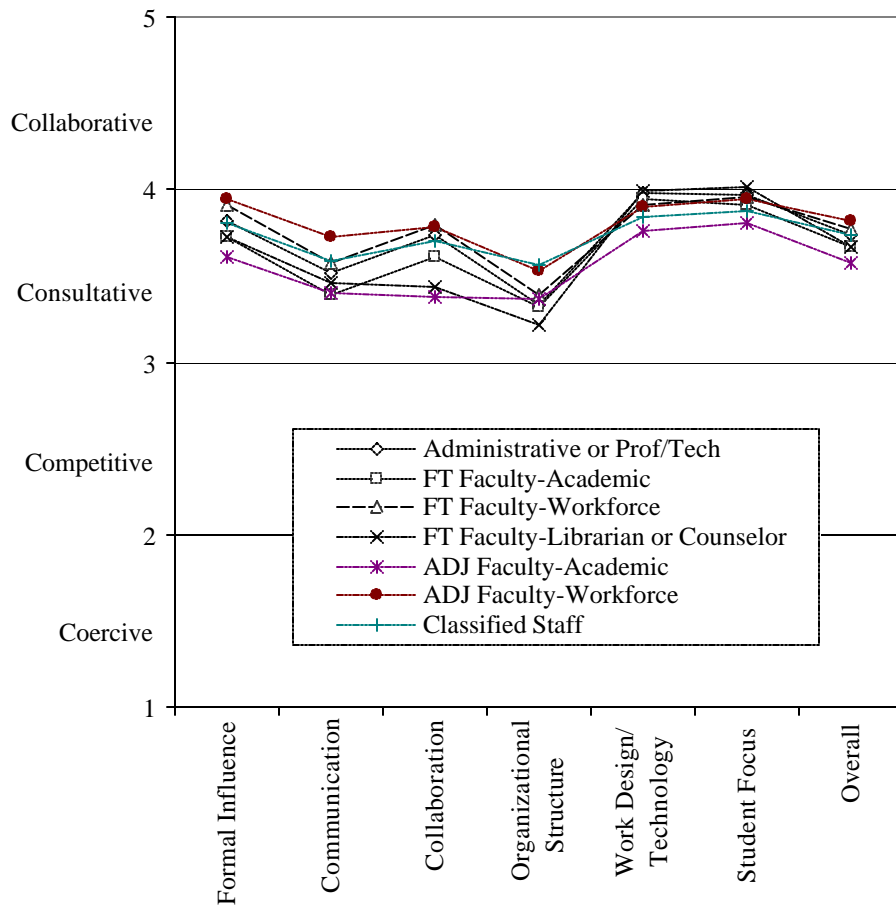
Table 5. Continued

Organizational Structure	ACC Mean	SD	PACE Norm
28 The extent to which institution-wide policies guide my work	3.34	0.96	3.41
29 The extent to which I receive timely feedback for my work	3.38	1.06	3.35
30 The extent to which I receive appropriate feedback for my work	3.51	1.03	3.39
31 The extent to which the amount of work I do is appropriate	3.67	1.01	3.45
32 The extent to which the variety of work I do is appropriate	3.95	0.83	3.82
33 The extent to which I am able to organize my work day	4.10	0.87	3.84
34 The extent to which this institution is appropriately organized	2.47	1.21	3.02
35 The extent to which decisions are made at the appropriate level at this institution	2.67	1.22	2.90
Work Design/Technology			
36 The extent to which accuracy is expected of me in my job	4.16	0.63	4.09
37 The extent to which my skills are appropriate for my job	4.40	0.65	4.26
38 The extent to which I feel my job is relevant to this institution's mission	4.48	0.67	4.29
39 The extent to which I am responsible for meaningful work	4.48	0.66	4.32
40 The extent to which I have the opportunity for advancement within this institution	3.00	1.20	3.13
41 The extent to which my work is guided by clearly defined administrative processes	3.21	1.14	3.23
42 The extent to which my manager helps me to improve my work	3.72	1.02	3.45
43 The extent to which I am provided up-to-date technology in my job	3.64	1.09	3.48
44 The extent to which I am provided training necessary to master all aspects of my job	3.76	1.01	3.41
Student Focus			
45 The extent to which student needs are central to what we do	3.86	1.08	3.80
46 The extent to which students receive an excellent education at this institution	4.10	0.77	3.95
47 The extent to which faculty meet the needs of the students	4.04	0.78	3.81
48 The extent to which support services personnel meet the needs of the students	3.73	0.95	3.70
49 The extent to which administrative personnel meet the needs of the students	3.14	1.19	3.40
50 The extent to which this institution prepares students for a career	4.08	0.73	3.96
51 The extent to which this institution prepares students for further learning	4.16	0.69	3.91
52 The extent to which students are assisted with their personal development	3.73	0.81	3.60
53 The extent to which students' competencies are enhanced	4.07	0.66	3.79
54 The extent to which students are satisfied with their educational experience at this institution	3.90	0.70	3.81
55 The extent to which ethnic and cultural diversity are important at this institution	4.00	0.81	3.66
Overall	3.68	0.54	3.59

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

Figure 4 reports composite ratings according to the seven climate factors for employees in functional roles. In general, the ADJ Faculty-Workforce employees rated the six normative factors most favorably (3.82), whereas the ADJ Faculty-Academic employees rated the six normative factors least favorably (3.57).

Figure 4. Average Climate Scores as Rated by Functional Roles at Austin Community College



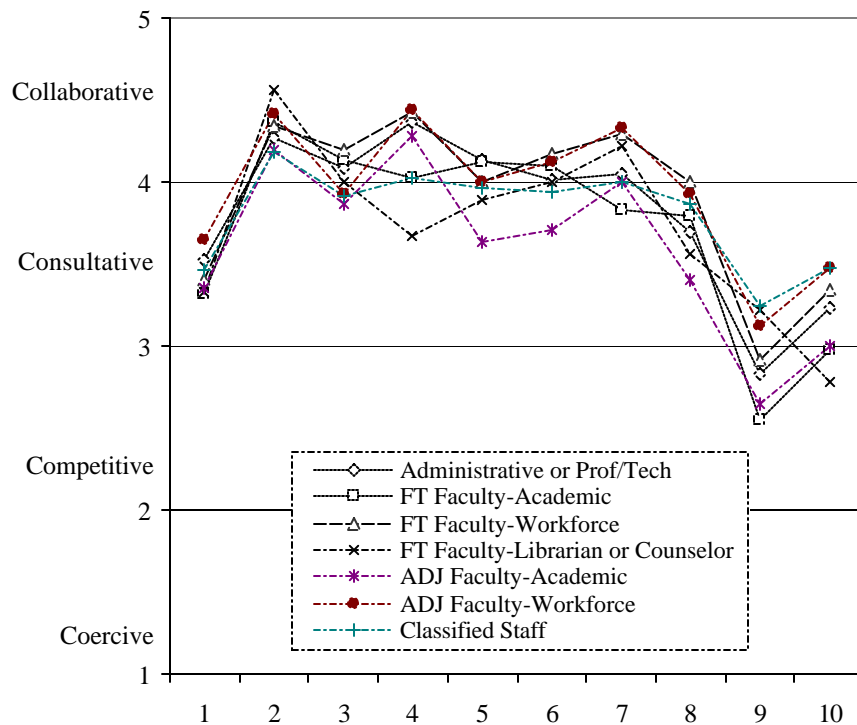
Administrative or Prof/Tech	3.82	3.52	3.74	3.33	3.98	3.97	3.74
FT Faculty-Academic	3.73	3.39	3.61	3.32	3.94	3.91	3.67
FT Faculty-Workforce	3.91	3.57	3.79	3.39	3.91	3.96	3.77
FT Faculty-Librarian or Counselor	3.72	3.46	3.43	3.22	3.99	4.01	3.67
ADJ Faculty-Academic	3.61	3.40	3.38	3.36	3.76	3.81	3.57
ADJ Faculty-Workforce	3.94	3.73	3.78	3.53	3.90	3.94	3.82
Classified Staff	3.81	3.58	3.70	3.56	3.84	3.88	3.74
Overall	3.76	3.49	3.60	3.39	3.87	3.89	3.68

DATA SUMMARY

Figures 5 through 11 show the ratings of each employee group for each of the 55 climate items. The data summary for each figure precedes the corresponding figure. This information provides a close look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups. The information contained within Figures 5 through 11 will be discussed in a later section of this report addressing recommendations for change.

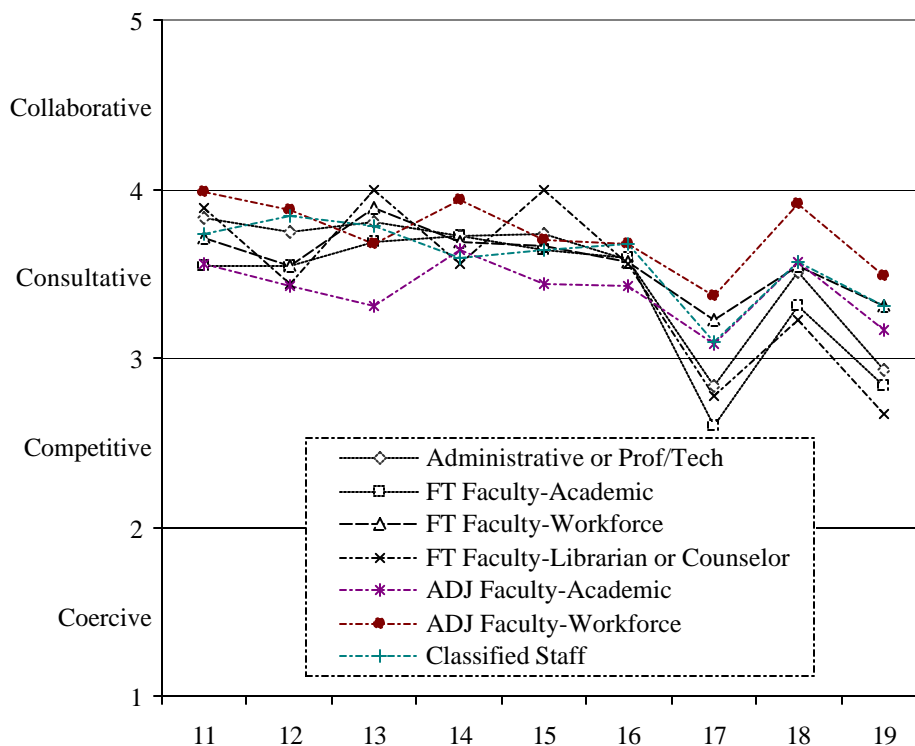
	Administrative or Prof/Tech	FT Faculty-Academic	FT Faculty-Workforce	FT Faculty-Librarian or Counselor	ADJ Faculty-Academic	ADJ Faculty-Workforce	Classified Staff
Formal Influence (Overall Mean 3.76)							
1 The extent to which the actions of this institution reflect its mission	3.52	3.32	3.40	3.33	3.35	3.65	3.46
2 The extent to which my manager expresses confidence in my work	4.27	4.36	4.34	4.56	4.20	4.42	4.18
3 The extent to which my manager provides timely feedback regarding my work	4.09	4.14	4.20	4.00	3.86	3.93	3.92
4 The extent to which I am given the opportunity to be creative in my work	4.36	4.03	4.43	3.67	4.28	4.44	4.02
5 The extent to which my manager emphasizes my personal development	4.14	4.12	4.00	3.89	3.64	4.00	3.96
6 The extent to which my ideas are seriously considered by my manager	4.01	4.10	4.17	4.00	3.71	4.12	3.94
7 The extent to which I have the opportunity to express my ideas in appropriate forums	4.05	3.83	4.29	4.22	4.00	4.33	4.00
8 The extent to which my ideas are actively sought by my manager	3.70	3.79	4.00	3.56	3.40	3.93	3.86
9 The extent to which I am able to appropriately influence the direction of this institution	2.83	2.55	2.91	3.22	2.65	3.12	3.25
10 The extent to which this institution has been successful in positively motivating my performance	3.23	2.98	3.34	2.78	3.00	3.47	3.48

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



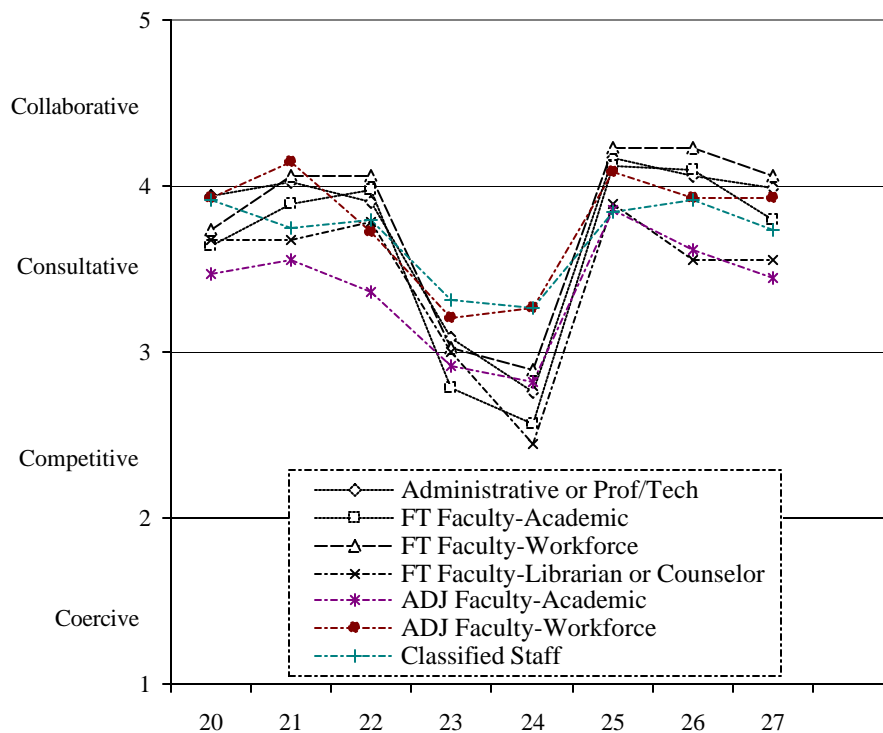
	Administrative or Prof/Tech	FT Faculty-Academic	FT Faculty-Workforce	FT Faculty-Librarian or Counselor	ADJ Faculty-Academic	ADJ Faculty-Workforce	Classified Staff
Communication (Overall Mean 3.49)							
11 The extent to which I receive information related to my work	3.83	3.55	3.71	3.89	3.56	3.98	3.73
12 The extent to which information I receive is useful in my work	3.74	3.55	3.54	3.44	3.43	3.88	3.84
13 The extent to which the information I generate is shared with others	3.81	3.69	3.89	4.00	3.31	3.67	3.78
14 The extent to which positive work expectations are communicated to me	3.72	3.72	3.69	3.56	3.64	3.93	3.59
15 The extent to which unacceptable behaviors are identified and communicated to me	3.73	3.64	3.66	4.00	3.44	3.70	3.64
16 The extent to which work outcomes are clarified for me	3.58	3.59	3.57	3.56	3.43	3.67	3.67
17 The extent to which open and ethical communication is practiced at this institution	2.83	2.60	3.23	2.78	3.08	3.37	3.10
18 The extent to which I receive adequate information regarding important activities at this institution	3.51	3.31	3.54	3.22	3.57	3.91	3.57
19 The extent to which information is shared within this institution	2.93	2.84	3.31	2.67	3.17	3.49	3.31

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



		Administrative or Prof/Tech	FT Faculty-Academic	FT Faculty-Workforce	FT Faculty-Librarian or Counselor	ADJ Faculty-Academic	ADJ Faculty-Workforce	Classified Staff
Collaboration (Overall Mean 3.60)								
20	The extent to which I have an opportunity to work jointly with appropriate others at this institution	3.94	3.64	3.74	3.67	3.47	3.93	3.92
21	The extent to which there is a spirit of cooperation within my work team	4.03	3.89	4.06	3.67	3.55	4.14	3.75
22	The extent to which my primary work team uses problem-solving techniques	3.90	3.98	4.06	3.78	3.36	3.72	3.80
23	The extent to which institutional teams use problem-solving techniques	3.09	2.78	3.03	3.00	2.91	3.21	3.31
24	The extent to which a spirit of cooperation exists at this institution	2.76	2.57	2.89	2.44	2.82	3.26	3.27
25	The extent to which a spirit of cooperation exists in my department	4.17	4.12	4.23	3.89	3.85	4.09	3.84
26	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.06	4.10	4.23	3.56	3.62	3.93	3.92
27	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.99	3.79	4.06	3.56	3.44	3.93	3.74

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

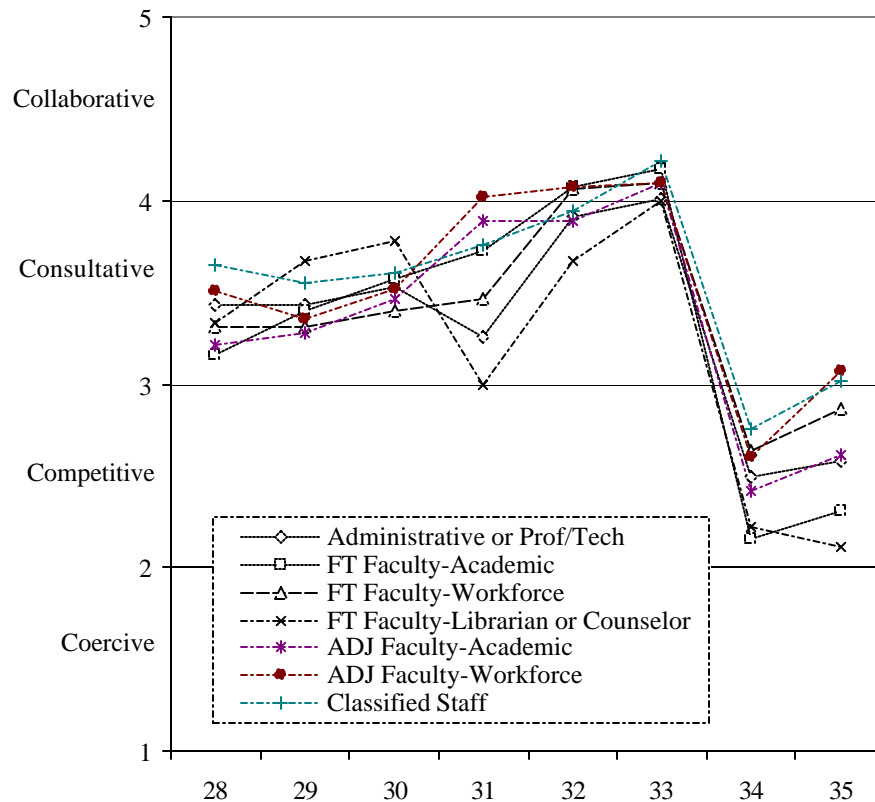


Administrative or Prof/Tech
 FT Faculty-Academic
 FT Faculty-Workforce
 FT Faculty-Librarian or Counselor
 ADJ Faculty-Academic
 ADJ Faculty-Workforce
 Classified Staff

Organizational Structure (Overall Mean 3.39)

28	The extent to which institution-wide policies guide my work	3.43	3.16	3.31	3.33	3.21	3.51	3.65
29	The extent to which I receive timely feedback for my work	3.43	3.40	3.31	3.67	3.28	3.35	3.55
30	The extent to which I receive appropriate feedback for my work	3.53	3.57	3.40	3.78	3.46	3.52	3.61
31	The extent to which the amount of work I do is appropriate	3.26	3.72	3.46	3.00	3.89	4.02	3.76
32	The extent to which the variety of work I do is appropriate	3.91	4.07	4.06	3.67	3.89	4.07	3.94
33	The extent to which I am able to organize my work day	4.01	4.17	4.09	4.00	4.09	4.09	4.22
34	The extent to which this institution is appropriately organized	2.49	2.16	2.63	2.22	2.42	2.60	2.75
35	The extent to which decisions are made at the appropriate level at this institution	2.58	2.31	2.86	2.11	2.61	3.07	3.02

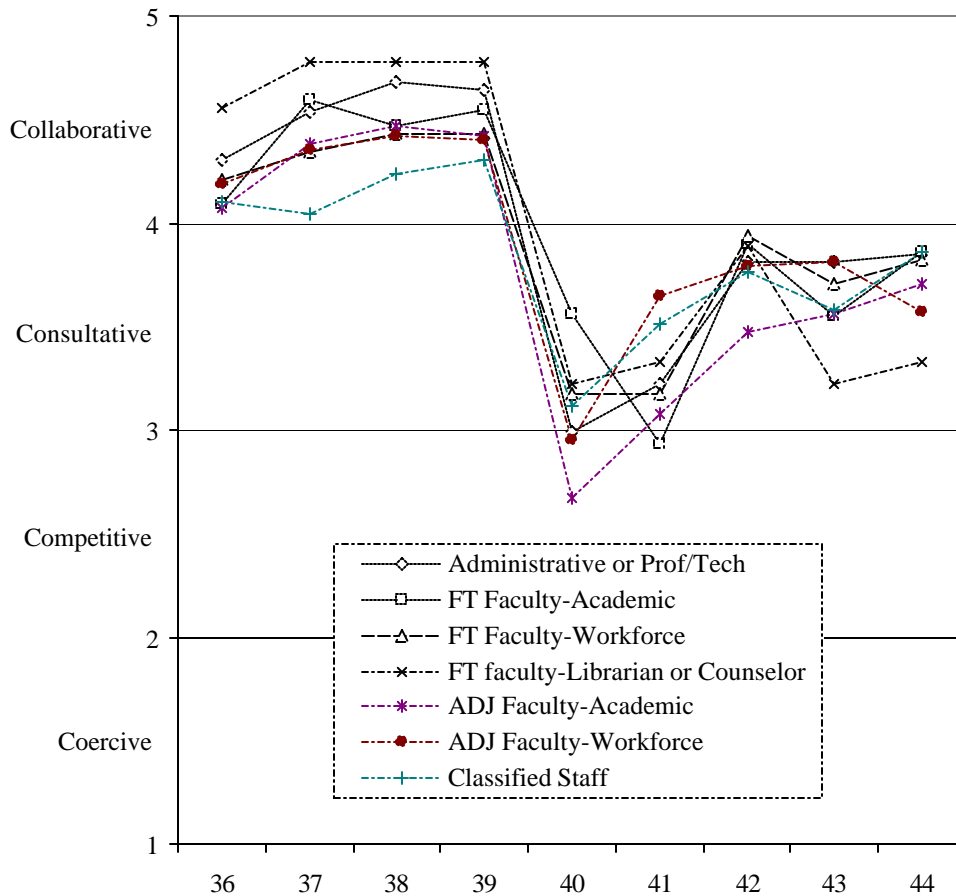
Figure 8. Average Scores of the Organizational Structure Climate Area as Rated by Functional Roles at Austin Community College



Work Design/Technology (Overall Mean 3.87)

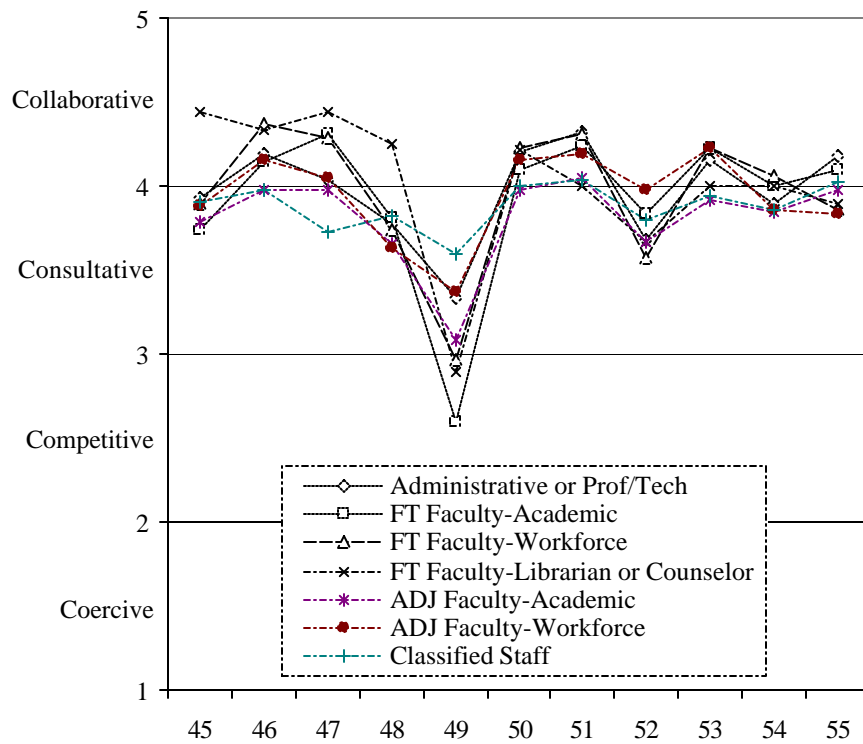
	Administrative or Prof/Tech	FT Faculty-Academic	FT Faculty-Workforce	FT Faculty-Librarian or Counselor	ADJ Faculty-Academic	ADJ Faculty-Workforce	Classified Staff
36 The extent to which accuracy is expected of me in my job	4.30	4.09	4.21	4.56	4.07	4.19	4.10
37 The extent to which my skills are appropriate for my job	4.54	4.59	4.34	4.78	4.38	4.35	4.04
38 The extent to which I feel my job is relevant to this institution's mission	4.68	4.47	4.43	4.78	4.47	4.42	4.24
39 The extent to which I am responsible for meaningful work	4.64	4.55	4.43	4.78	4.42	4.40	4.30
40 The extent to which I have the opportunity for advancement within this institution	2.99	3.56	3.17	3.22	2.67	2.95	3.12
41 The extent to which my work is guided by clearly defined administrative processes	3.22	2.93	3.17	3.33	3.08	3.65	3.51
42 The extent to which my manager helps me to improve my work	3.81	3.90	3.94	3.89	3.47	3.79	3.76
43 The extent to which I am provided up-to-date technology in my job	3.81	3.55	3.71	3.22	3.56	3.81	3.58
44 The extent to which I am provided training necessary to master all aspects of my job	3.85	3.86	3.82	3.33	3.71	3.57	3.86

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



		Administrative or Prof/Tech	FT Faculty-Academic	FT Faculty-Workforce	FT Faculty-Librarian or Counselor	ADJ Faculty-Academic	ADJ Faculty-Workforce	Classified Staff
Student Focus (Overall Mean 3.89)								
45	The extent to which student needs are central to what we do	3.93	3.74	3.89	4.44	3.79	3.88	3.90
46	The extent to which students receive an excellent education at this institution	4.19	4.14	4.37	4.33	3.98	4.16	3.98
47	The extent to which faculty meet the needs of the students	4.04	4.31	4.29	4.44	3.98	4.05	3.73
48	The extent to which support services personnel meet the needs of the students	3.77	3.81	3.74	4.25	3.66	3.63	3.82
49	The extent to which administrative personnel meet the needs of the students	3.33	2.60	2.97	2.89	3.08	3.37	3.59
50	The extent to which this institution prepares students for a career	4.20	4.09	4.23	4.22	3.98	4.16	4.00
51	The extent to which this institution prepares students for further learning	4.32	4.24	4.31	4.00	4.05	4.19	4.04
52	The extent to which students are assisted with their personal development	3.68	3.83	3.57	3.67	3.67	3.98	3.80
53	The extent to which students' competencies are enhanced	4.16	4.23	4.23	4.00	3.92	4.23	3.94
54	The extent to which students are satisfied with their educational experience at this institution	3.89	4.00	4.06	4.00	3.85	3.86	3.86
55	The extent to which ethnic and cultural diversity are important at this institution	4.18	4.09	3.86	3.89	3.98	3.83	4.02

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



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

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

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

	Formal Influence	Communication	Collaboration	Organizational Structure	Work Design Technology	Student Focus	Overall
Gender:							
Female	3.77	3.50	3.66	3.38	3.88	3.91	3.70
Male	3.73	3.48	3.52	3.39	3.84	3.85	3.65
Ethnic Group:							
Caucasian	3.76	3.47	3.60	3.37	3.88	3.91	3.68
*Other	3.76	3.60	3.63	3.51	3.84	3.85	3.71
Length of Employment							
Less than 1 year	3.93	3.71	3.76	3.68	3.94	4.02	3.85
1 to 4 years	3.78	3.59	3.58	3.50	3.89	3.91	3.72
5 to 9 years	3.86	3.64	3.75	3.53	3.93	3.95	3.79
10 to 14 years	3.65	3.39	3.52	3.33	3.84	3.87	3.62
15 or more years	3.67	3.26	3.52	3.08	3.78	3.80	3.54
Personnel Classification:							
Administrative or Prof/Tech	3.82	3.52	3.74	3.33	3.98	3.97	3.74
FT Faculty-Academic	3.73	3.39	3.61	3.32	3.94	3.91	3.67
FT Faculty-Workforce	3.91	3.57	3.79	3.39	3.91	3.96	3.77
FT Faculty-Librarian or Counselor	3.72	3.46	3.43	3.22	3.99	4.01	3.67
ADJ Faculty-Academic	3.61	3.40	3.38	3.36	3.76	3.81	3.57
ADJ Faculty-Workforce	3.94	3.73	3.78	3.53	3.90	3.94	3.82
Classified Staff	3.81	3.58	3.70	3.56	3.84	3.88	3.74

* In order to maintain respondent confidentiality, a grand mean score was calculated for the Other ethnic group to include the African American (n=35), Alaskan/American Indian (n=1), Asian (n=1) and Hispanic (n=63) ethnic groups.

Gender:

Female respondents rated the climate higher, with a composite rating of 3.70, whereas males rated the climate lower with a composite rating of 3.65.

Ethnic Group:

Those respondents in the combined Hispanic, Asian-American, American Indian/Alaskan and African-American ethnic groups had the highest overall rating of 3.71. Caucasians rated the College lower, with a mean of 3.68.

Length of Employment at ACC:

Respondents with less than one year of employment at ACC rated the climate highest, with a composite rating of 3.85, closely followed by respondents with 5 to 9 years at the institution with a composite rating of 3.79. The composite climate ratings for respondents with 1 to 4 years, 10 to 14 years and 15 or more years of employment rated the climate lower (3.72, 3.62 and 3.54, respectively).

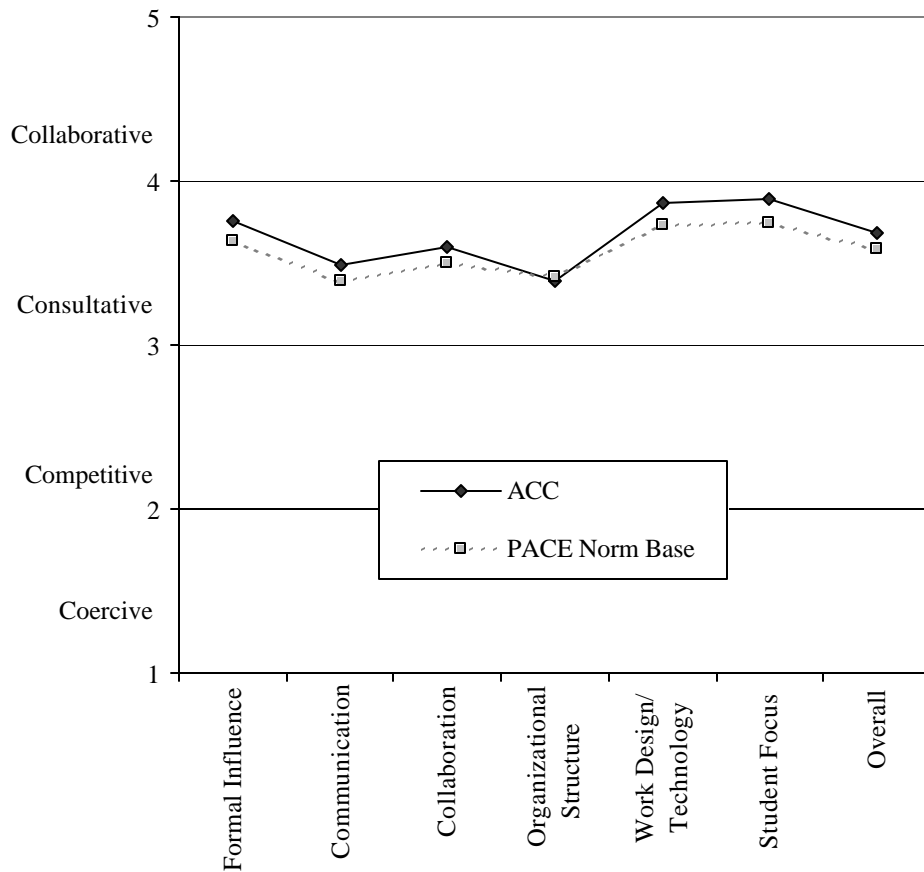
Personnel Classification:

Respondents in the ADJ Faculty-Workforce personnel classification rated the climate highest, with a composite rating of 3.82. Respondents in the FT Faculty-Workforce rated the climate next highest, with a 3.77 overall rating, closely followed by respondents in both the Administrative or Prof/Tech and Classified Staff (3.74). Respondents in the FT Faculty-Academic, FT Faculty-Librarian or Counselor, and ADJ Faculty-Academic personnel classifications rated the climate lower, with composite ratings of 3.67, 3.67 and 3.57, respectively.

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

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

Figure 11. Austin Community College Climate Compared with the NILIE PACE Norm Base



ACC	3.76	3.49	3.60	3.39	3.87	3.89	3.68
PACE Norm Base	3.64	3.39	3.50	3.41	3.73	3.74	3.58

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

Overall, the following have been identified as areas of excellence at Austin Community College. Two of these items represent the formal influence climate factor (items #2 and #4), four represent the work design/technology climate factor (items #36 #37 #38 and #39), and one represents the Student climate factor (items #51).

- The extent to which I feel my job is relevant to this institution's mission (item #38), Mean score: 4.48
- The extent to which I am responsible for meaningful work (item #39), Mean score: 4.48
- The extent to which my skills are appropriate for my job (item #37), Mean score: 4.40
- The extent to which my manager expresses confidence in my work (item #2), Mean score: 4.28
- The extent to which I am given the opportunity to be creative in my work (item #4), Mean score: 4.24
- The extent to which accuracy is expected of me in my job (item #36), Mean score: 4.16
- The extent to which this institution prepares students for further learning (item #51), Mean score: 4.16

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

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

- The extent to which this institution is appropriately organized (item #34), Mean score: 2.47
- The extent to which decisions are made at the appropriate level at this institution (item #35), Mean score: 2.67
- The extent to which I am able to appropriately influence the direction of this institution (item #9), Mean score: 2.83
- The extent to which a spirit of cooperation exists at this institution (item #24), Mean score: 2.88
- The extent to which open and ethical communication is practiced at this institution (item #17), Mean score: 3.00
- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: 3.00

Table 7. Profile of the College Climate. Priorities for Change: Administrative or Prof/Tech

Item #	Mean	Area to Change
34	2.49	The extent to which this institution is appropriately organized
35	2.58	The extent to which decisions are made at the appropriate level at this institution
24	2.76	The extent to which a spirit of cooperation exists at this institution
9	2.83	The extent to which I am able to appropriately influence the direction of this institution
17	2.83	The extent to which open and ethical communication is practiced at this institution
19	2.93	The extent to which information is shared within this institution
40	2.99	The extent to which I have the opportunity for advancement within this institution
23	3.09	The extent to which institutional teams use problem-solving techniques
41	3.22	The extent to which my work is guided by clearly defined administrative processes
10	3.23	The extent to which this institution has been successful in positively motivating my performance
31	3.26	The extent to which the amount of work I do is appropriate
49	3.33	The extent to which administrative personnel meet the needs of the students

Table 8. Profile of the College Climate. Priorities for Change: FT Faculty-Academic

Item #	Mean	Area to Change
34	2.16	The extent to which this institution is appropriately organized
35	2.31	The extent to which decisions are made at the appropriate level at this institution
9	2.55	The extent to which I am able to appropriately influence the direction of this institution
24	2.57	The extent to which a spirit of cooperation exists at this institution
17	2.60	The extent to which open and ethical communication is practiced at this institution
49	2.60	The extent to which administrative personnel meet the needs of the students
23	2.78	The extent to which institutional teams use problem-solving techniques
19	2.84	The extent to which information is shared within this institution
41	2.93	The extent to which my work is guided by clearly defined administrative processes
10	2.98	The extent to which this institution has been successful in positively motivating my performance
28	3.16	The extent to which institution-wide policies guide my work
18	3.31	The extent to which I receive adequate information regarding important activities at this institution

Table 9. Profile of the College Climate. Priorities for Change: FT Faculty-Workforce

Item #	Mean	Area to Change
34	2.63	The extent to which this institution is appropriately organized
35	2.86	The extent to which decisions are made at the appropriate level at this institution
24	2.89	The extent to which a spirit of cooperation exists at this institution
9	2.91	The extent to which I am able to appropriately influence the direction of this institution
49	2.97	The extent to which administrative personnel meet the needs of the students
23	3.03	The extent to which institutional teams use problem-solving techniques
40	3.17	The extent to which I have the opportunity for advancement within this institution
41	3.17	The extent to which my work is guided by clearly defined administrative processes
17	3.23	The extent to which open and ethical communication is practiced at this institution
19	3.31	The extent to which information is shared within this institution
28	3.31	The extent to which institution-wide policies guide my work
29	3.31	The extent to which I receive timely feedback for my work

Table 10. Profile of the College Climate. Priorities for Change: FT Faculty-Librarian or Counselor

Item #	Mean	Area to Change
35	2.11	The extent to which decisions are made at the appropriate level at this institution
34	2.22	The extent to which this institution is appropriately organized
24	2.44	The extent to which a spirit of cooperation exists at this institution
19	2.67	The extent to which information is shared within this institution
10	2.78	The extent to which this institution has been successful in positively motivating my performance
17	2.78	The extent to which open and ethical communication is practiced at this institution
49	2.89	The extent to which administrative personnel meet the needs of the students
23	3.00	The extent to which institutional teams use problem-solving techniques
31	3.00	The extent to which the amount of work I do is appropriate
9	3.22	The extent to which I am able to appropriately influence the direction of this institution
18	3.22	The extent to which I receive adequate information regarding important activities at this institution
40	3.22	The extent to which I have the opportunity for advancement within this institution

Table 11. Profile of the College Climate. Priorities for Change: ADJ Faculty-Academic

Item #	Mean	Area to Change
34	2.42	The extent to which this institution is appropriately organized
35	2.61	The extent to which decisions are made at the appropriate level at this institution
9	2.65	The extent to which I am able to appropriately influence the direction of this institution
40	2.67	The extent to which I have the opportunity for advancement within this institution
24	2.82	The extent to which a spirit of cooperation exists at this institution
23	2.91	The extent to which institutional teams use problem-solving techniques
10	3.00	The extent to which this institution has been successful in positively motivating my performance
17	3.08	The extent to which open and ethical communication is practiced at this institution
41	3.08	The extent to which my work is guided by clearly defined administrative processes
49	3.08	The extent to which administrative personnel meet the needs of the students
19	3.17	The extent to which information is shared within this institution
28	3.21	The extent to which institution-wide policies guide my work

Table 12. Profile of the College Climate. Priorities for Change: ADJ Faculty-Workforce

Item #	Mean	Area to Change
34	2.60	The extent to which this institution is appropriately organized
40	2.95	The extent to which I have the opportunity for advancement within this institution
35	3.07	The extent to which decisions are made at the appropriate level at this institution
9	3.12	The extent to which I am able to appropriately influence the direction of this institution
23	3.21	The extent to which institutional teams use problem-solving techniques
24	3.26	The extent to which a spirit of cooperation exists at this institution
29	3.35	The extent to which I receive timely feedback for my work
17	3.37	The extent to which open and ethical communication is practiced at this institution
49	3.37	The extent to which administrative personnel meet the needs of the students
10	3.47	The extent to which this institution has been successful in positively motivating my performance
19	3.49	The extent to which information is shared within this institution
28	3.51	The extent to which institution-wide policies guide my work

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

Item #	Mean	Area to Change
34	2.75	The extent to which this institution is appropriately organized
35	3.02	The extent to which decisions are made at the appropriate level at this institution
17	3.10	The extent to which open and ethical communication is practiced at this institution
40	3.12	The extent to which I have the opportunity for advancement within this institution
9	3.25	The extent to which I am able to appropriately influence the direction of this institution
24	3.27	The extent to which a spirit of cooperation exists at this institution
19	3.31	The extent to which information is shared within this institution
23	3.31	The extent to which institutional teams use problem-solving techniques
1	3.46	The extent to which the actions of this institution reflect its mission
10	3.48	The extent to which this institution has been successful in positively motivating my performance
41	3.51	The extent to which my work is guided by clearly defined administrative processes
29	3.55	The extent to which I receive timely feedback for my work

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