Tacoma Community College
Tacoma, Washington

Personal Assessment of the College Environment (PACE)

by

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EXECUTIVE SUMMARY

In March 2013, the Personal Assessment of the College Environment (PACE) survey was administered to 639 employees at Tacoma Community College (TCC). Of those 639 employees, 279 (43.7%) 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 TCC 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 TCC 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
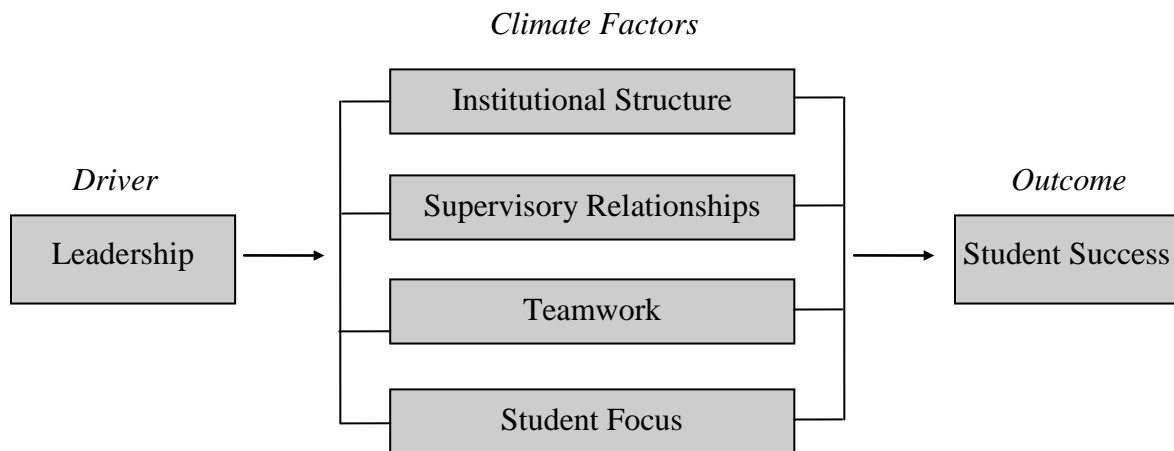
NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and 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 Tacoma 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 TCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 60 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 TCC 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). One fell within the Competitive range (rated between 2 and 3). Forty-one fell within the Consultative range (rated between 3 and 4), and 14 composite ratings fell within the Collaborative range (rated between 4 and 5).

At TCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.75 mean score or high Consultative system. The Student Focus category received the highest mean score (4.16), whereas the Institutional Structure category received the lowest mean score (3.52). When respondents were classified according to Personnel Classification at TCC, the composite ratings were as follows: Full-time Faculty (3.84), Part-time Faculty (3.91), Classified (3.55), and Exempt (3.71).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.49 (#8)

- The extent to which student ethnic and cultural diversity are important at this institution, 4.34 (#18)

- The extent to which this institution prepares students for further learning, 4.24 (#37)

- The extent to which students receive an excellent education at this institution, 4.23 (#31)

- The extent to which student needs are central to what we do, 4.22 (#7)

- The extent to which this institution prepares students for a career, 4.15 (#35)

- The extent to which classified personnel meet the needs of the students, 4.13 (#28)

- The extent to which faculty meet the needs of the students, 4.11 (#17)

- The extent to which non-teaching professional personnel meet the needs of the students, 4.09 (#23)

- The extent to which students' competencies are enhanced, 4.09 (#19)

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

- The extent to which I have the opportunity for advancement within this institution, 2.79 (#38)

- The extent to which I am able to appropriately influence the direction of this institution, 3.15 (#15)

- The extent to which decisions are made at the appropriate level at this institution, 3.27 (#4)

- The extent to which this institution has been successful in positively motivating my performance, 3.29 (#22)

- The extent to which open and ethical communication is practiced at this institution, 3.37 (#16)

- The extent to which I receive timely feedback for my work, 3.37 (#20)

- The extent to which this institution is appropriately organized, 3.42 (#32)

- The extent to which I receive appropriate feedback for my work, 3.43 (#21)

- The extent to which information is shared within this institution, 3.44 (#10)

- The extent to which my work is guided by clearly defined administrative processes, 3.45 (#44)

- The extent to which my supervisor helps me to improve my work, 3.45 (#34)

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

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LEADERSHIP RESEARCH

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

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

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

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

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

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

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

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

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

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

Table 1.   NILIE Four Systems Model

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

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization. Astin and Astin (2000) note that the purposes of leadership are based in these values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;

- To promote harmony with nature and thereby provide sustainability for future generations; and

- To create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported (p. 11).

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

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.

- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).

- Situational leadership theories (see Northouse, 2004; Yukl, 2002).

- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).

- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help Tacoma 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 Tacoma Community College.

METHOD

Population

In March 2013, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Tacoma Community College. Of the 639 employees administered the instrument, 279 (43.7%) completed and returned the instrument for analysis. Of those 279 employees, 125 (44.8%) 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 TCC 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 Office of Institutional Research at TCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of TCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for three weeks. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.2.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by Tacoma 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 TCC 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 2010 to July 2012 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2010 to July 2012 (n=25,742)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.95
Teamwork	0.94
Student Focus	0.92
Overall (1-46)	**0.98**

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 TCC's 2009 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 639 TCC employees administered the survey, 279 (43.7%) 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

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Full-time Faculty	132	72	54.5%
Part-time Faculty	268	60	22.4%
Classified	132	72	54.5%
Exempt	107	64	59.8%
Did not respond		11	
Total	639	279	43.7%

Figure 2. Proportion of Total Responses by Personnel Classification
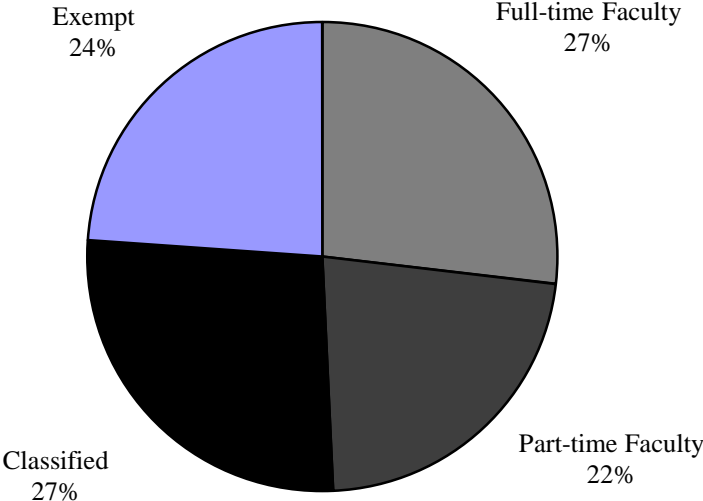
11 individuals did not respond to the Personnel Classification demographic variable.

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

Demographic Variable	2009 # of Responses	2009 % of Responses	2013 # of Responses	2013 % of Responses
What is your personnel classification:				
Full-time Faculty	87	32.0%	72	25.8%
Part-time Faculty	51	18.8%	60	21.5%
Classified	65	23.9%	72	25.8%
Exempt*	41	15.1%	64	22.9%
Professional/Technical or Other	25	9.2%	N/A	N/A
Did not respond	3	1.1%	11	3.9%
What is your current employment status at this college:				
Full-time permanent	185	68.0%	188	67.4%
Full-time temporary	24	8.8%	19	6.8%
Part-time permanent	26	9.6%	16	5.7%
Part-time temporary	30	11.0%	45	16.1%
Did not respond	7	2.6%	11	3.9%
How long have you worked at TCC:				
Less than 1 year	5	1.8%	5	1.8%
1 - 4 years	78	28.7%	55	19.7%
5 - 9 years	74	27.2%	78	28.0%
10 - 14 years	55	20.2%	64	22.9%
15 or more years	57	21.0%	66	23.7%
Did not respond	3	1.1%	11	3.9%
In which division of the college are you employed:				
Academic Affairs or Instruction	167	61.4%	153	54.8%
Student Affairs or Student Services	53	19.5%	58	20.8%
Administrative Services (Security, Facilities, HR, Business Office, or Information Services)	36	13.2%	48	17.2%
Institutional Advancement and Foundation	8	2.9%	4	1.4%
Did not respond	8	2.9%	16	5.7%

*Category was identified as Exempt – Administrator in the 2009 survey administration.

N/A – This option was not used in the 2013 survey administration.

Table 4.   Continued.

Demographic Variable	2009 # of Responses	2009 % of Responses	2013 # of Responses	2013 % of Responses
Your work assignment is primarily performed at what location:				
TCC main campus	253	93.0%	245	87.8%
Gig Harbor campus	8	3.0%	11	3.9%
Other off-campus location	8	3.0%	12	4.3%
Did not respond	3	1.1%	11	3.9%
What is your age:				
Under 30	7	2.6%	3	1.1%
30 - 39	54	19.9%	49	17.6%
40 - 49	73	26.8%	74	26.5%
50 - 59	91	33.5%	83	29.7%
60 - 69	34	12.5%	50	17.9%
70 or more	4	1.5%	3	1.1%
Did not respond	9	3.3%	17	6.1%
What gender are you:				
Male	176	64.7%	79	28.3%
Female	84	30.9%	180	64.5%
Did not respond	12	4.4%	20	7.2%
Please select the race/ethnicity that best describes you:				
Hispanic or Latino, of any race	5	1.8%	6	2.2%
American Indian or Alaska Native, not Hispanic or Latino	2	0.7%	3	1.1%
Asian, not Hispanic or Latino	N/A	N/A	9	3.2%
Asian American or Pacific Islander	14	5.1%	N/A	N/A
Black, not Hispanic or Latino	20	7.4%	13	4.7%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	N/A	N/A	4	1.4%
White, not Hispanic or Latino	193	71.0%	209	74.9%
Two or more races, not Hispanic or Latino	N/A	N/A	15	5.4%
Multi-racial or Other	20	7.4%	N/A	N/A
Did not respond	18	6.6%	20	7.2%

N/A – Option was not used in either the 2009 or 2013 survey administration.

Table 4.   Continued.

Demographic Variable	2009 **# of** **Responses**	2009 **% of** **Responses**	2013 **# of** **Responses**	2013 **% of** **Responses**
What is the highest degree you have earned:				
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	N/A	N/A	4	1.4%
Doctoral degree (e.g., Ph.D., Ed.D.)	N/A	N/A	28	10.0%
Doctorate or Professional degree	31	11.4%	N/A	N/A
Master's degree	123	45.2%	118	42.3%
Bachelor's degree	48	17.6%	60	21.5%
Some college, no degree	26	9.6%	N/A	N/A
Associate's degree	N/A	N/A	25	9.0%
Vocational Certificate or Associate degree	38	14.0%	N/A	N/A
High School diploma or GED	N/A	N/A	24	8.6%
Any grade level up through High School	1	0.4%	N/A	N/A
No diploma or degree	N/A	N/A	3	1.1%
Did not respond	5	1.8%	17	6.1%

N/A – Option was not used in either the 2009 or 2013 survey administration.

Comparative Analysis: Overall

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

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.16), which represented a low-range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.52) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper-range of the Consultative management area (See also Figure 3). When compared to the 2009 TCC mean scores, the TCC 2013 mean scores remained about the same.

Table 5.   Tacoma Community College Climate as Rated by All Employees

Factor	2009 TCC	2013 TCC
Institutional Structure	3.52	3.52
Supervisory Relationships	3.74	3.63
Teamwork	3.82	3.76
Student Focus	4.07	4.16
Custom	3.60	3.72
Overall*	3.76	3.75

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

Figure 3.   Tacoma Community College Climate as Rated by All Employees Combined Using Composite Averages
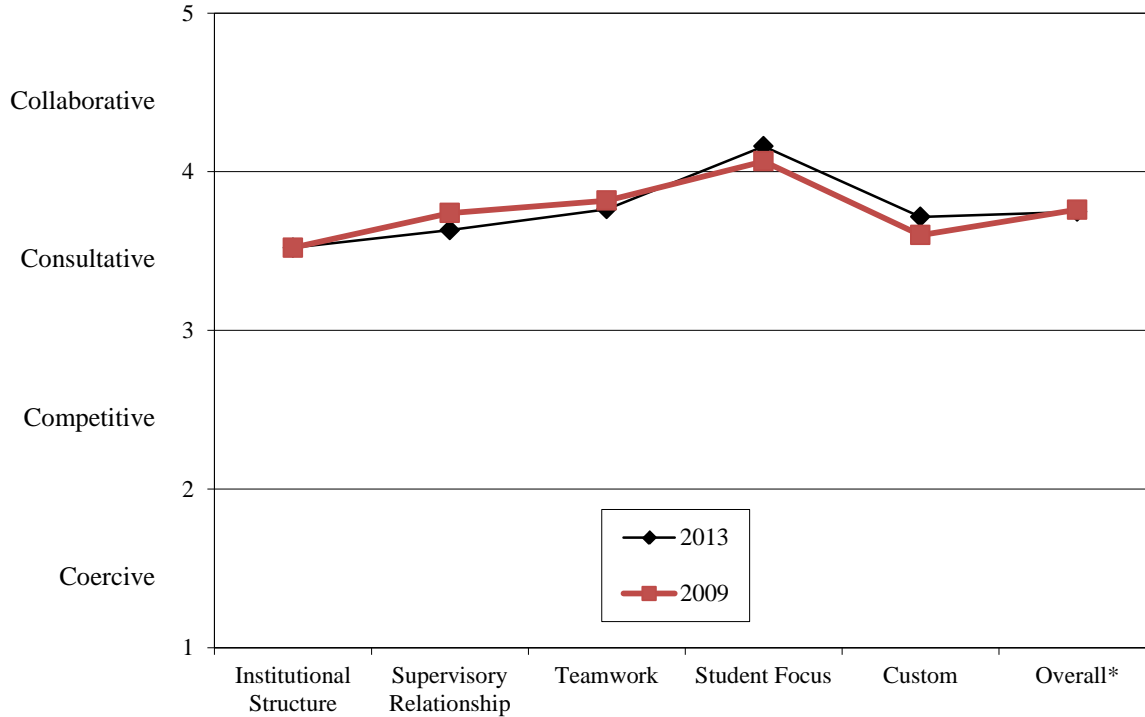
In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0) and one item fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-one items fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and 14 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=41) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.75 as indicated 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 TCC 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

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

Table 6.   Comparative Mean Responses: Institutional Structure

Institutional Structure	2009 Mean (SD)	2013 Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.94 (0.92)	4.06 (0.92)
4 The extent to which decisions are made at the appropriate level at this institution	3.27 (1.14)	3.27 (1.16)
5 The extent to which the institution effectively promotes diversity in the workplace	3.83 (0.99)	3.94 (1.06)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.89 (1.10)	3.98 (0.97)
10 The extent to which information is shared within the institution	3.45 (1.23)	3.44 (1.17)
11 The extent to which institutional teams use problem-solving techniques	3.44 (1.04)	3.49 (0.97)
15 The extent to which I am able to appropriately influence the direction of this institution	3.27 (1.12)	3.15 (1.15)
16 The extent to which open and ethical communication is practiced at this institution	3.46 (1.17)	3.37 (1.20)
22 The extent to which this institution has been successful in positively motivating my performance	3.40 (1.18)	3.29 (1.27)
25 The extent to which a spirit of cooperation exists at this institution	3.50 (1.20)	3.49 (1.20)
29 The extent to which institution-wide policies guide my work	3.68 (0.91)	3.85 (0.96)*
32 The extent to which this institution is appropriately organized	3.30 (1.17)	3.42 (1.17)
38 The extent to which I have the opportunity for advancement within this institution	3.03 (1.15)	2.79 (1.29)*
41 The extent to which I receive adequate information regarding important activities at this institution	3.80 (0.98)	3.81 (1.02)
44 The extent to which my work is guided by clearly defined administrative processes	3.53 (1.00)	3.45 (1.16)
Mean Total	**3.52 (0.81)**	**3.52 (0.86)**

* T-test results indicate a significant difference between the 2009 mean and the 2013 mean (α=0.05).

Table 7.   Comparative Mean Responses: Supervisory Relationships

	Supervisory Relationships	2009 Mean (SD)	2013 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.09 (1.03)	3.95 (1.22)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.96 (1.21)	3.82 (1.28)
12	The extent to which positive work expectations are communicated to me	3.70 (1.09)	3.56 (1.16)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54 (1.00)	3.52 (1.06)
20	The extent to which I receive timely feedback for my work	3.62 (1.04)	3.37 (1.21)*
21	The extent to which I receive appropriate feedback for my work	3.59 (1.10)	3.43 (1.23)
26	The extent to which my supervisor actively seeks my ideas	3.66 (1.21)	3.51 (1.27)
27	The extent to which my supervisor seriously considers my ideas	3.77 (1.22)	3.62 (1.23)
30	The extent to which work outcomes are clarified for me	3.62 (0.99)	3.59 (1.14)
34	The extent to which my supervisor helps me to improve my work	3.66 (1.10)	3.45 (1.27)*
39	The extent to which I am given the opportunity to be creative in my work	3.92 (1.05)	3.93 (1.11)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.72 (1.10)	3.68 (1.08)
46	The extent to which professional development and training opportunities are available	3.72 (1.18)	3.72 (1.10)
	Mean Total	**3.74 (0.88)**	**3.63 (0.95)**

* T-test results indicate a significant difference between the 2009 mean and the 2013 mean (α=0.05).

Table 8.   Comparative Mean Responses: Teamwork

	Teamwork	2009 Mean (SD)	2013 Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	3.96 (1.05)	3.88 (1.19)
14	The extent to which my primary work team uses problem-solving techniques	3.75 (1.03)	3.85 (1.06)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.74 (1.09)	3.62 (1.20)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.78 (1.13)	3.74 (1.17)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.80 (0.96)	3.83 (1.11)
43	The extent to which a spirit of cooperation exists in my department	3.83 (1.11)	3.75 (1.24)
	Mean Total	**3.82 (0.91)**	**3.76 (1.03)**

T-test results indicate no significant difference between the 2009 mean and the 2013 mean (α=0.05).

Table 9.   Comparative Mean Responses: Student Focus

	Student Focus	2009 Mean (SD)	2013 Mean (SD)
7	The extent to which student needs are central to what we do	4.09 (0.91)	4.22 (0.87)
8	The extent to which I feel my job is relevant to this institution's mission	4.52 (0.70)	4.49 (0.80)
17	The extent to which faculty meet the needs of students	3.99 (0.80)	4.11 (0.81)
18	The extent to which student ethnic and cultural diversity are important at this institution	4.10 (0.85)	4.34 (0.76)*
19	The extent to which students' competencies are enhanced	3.93 (0.76)	4.09 (0.78)*
23	The extent to which non-teaching professional personnel meet the needs of the students	3.97 (0.91)	4.09 (0.83)
28	The extent to which classified personnel meet the needs of the students	4.02 (0.83)	4.13 (0.81)
31	The extent to which students receive an excellent education at this institution	4.15 (0.72)	4.23 (0.77)
35	The extent to which this institution prepares students for a career	4.03 (0.73)	4.15 (0.80)
37	The extent to which this institution prepares students for further learning	4.15 (0.69)	4.24 (0.77)
40	The extent to which students are assisted with their personal development	3.89 (0.77)	3.98 (0.86)
42	The extent to which students are satisfied with their educational experience at this institution	3.95 (0.68)	4.05 (0.68)
	Mean Total	**4.07 (0.51)**	**4.16 (0.60)***
	Overall	**3.76 (0.66)**	**3.75 (0.73)**

* T-test results indicate a significant difference between the 2009 mean and the 2013 mean (α=0.05).

Table 10. Comparative Mean Responses: Customized

	Customized	2009 Mean (SD)	2013 Mean (SD)
47	The extent to which innovation is encouraged at the college	3.77 (1.06)	3.82 (1.03)
48	The extent to which the college plans for change	3.63 (1.11)	3.86 (0.99)*
49	The extent to which priorities are clearly understood at the college	3.46 (1.09)	3.61 (1.05)
50	The extent to which the college is committed to improvement	3.77 (1.08)	4.01 (0.96)*
51	The extent to which the college is achieving its diversity goals	3.77 (1.04)	3.89 (1.02)
52	The extent to which differences of opinion are encouraged at the college	3.31 (1.17)	3.29 (1.12)
53	The extent to which resource allocation decisions are participatory	3.13 (1.20)	3.18 (1.14)
54	The extent to which there is campus-wide input on matters of importance	3.39 (1.22)	3.35 (1.14)
55	The extent to which technological innovation is supported at the college	4.13 (0.94)	4.32 (0.81)*
56	The extent to which there is a shared vision for the college	3.63 (1.05)	3.82 (1.02)*
	Mean Total	**3.60 (0.92)**	**3.72 (0.83)**

* T-test results indicate a significant difference between the 2009 mean and the 2013 mean (α=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 Part-time Faculty rated the four normative factors most favorable (3.91), whereas the Classified employees rated the four normative factors least favorable (3.55) (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 Tacoma Community College.
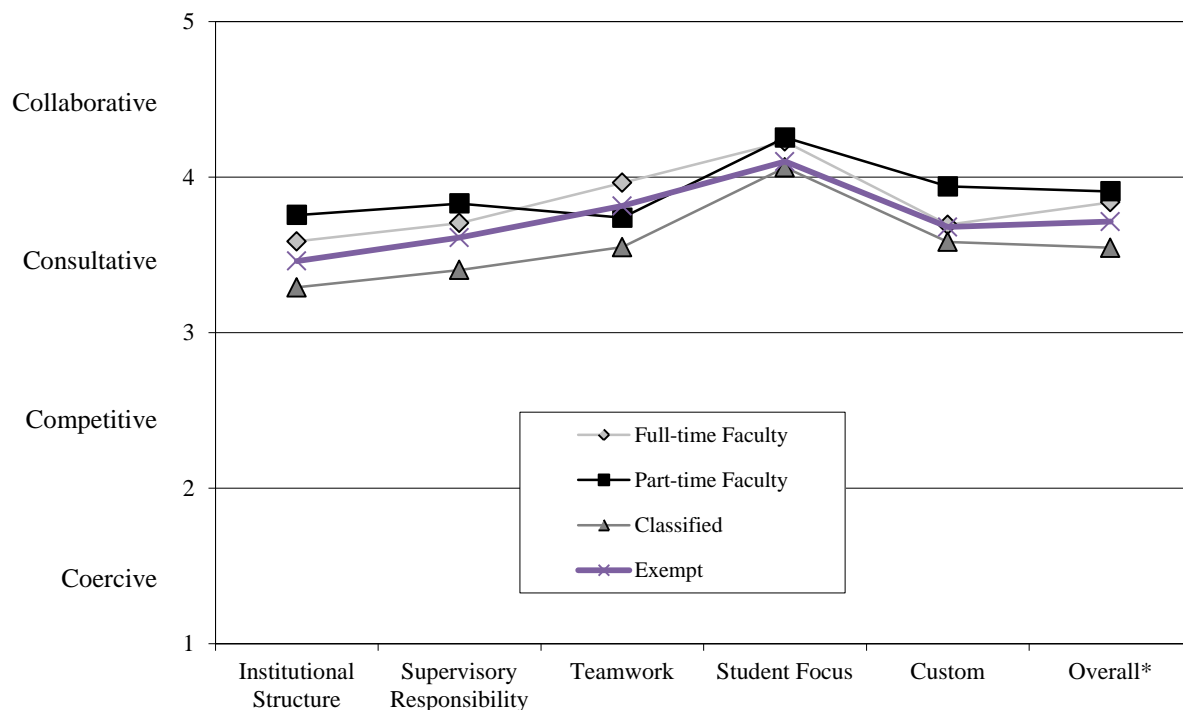
* The overall mean does not reflect the mean scores of the customized items developed specifically for TCC.

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

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Full-time Faculty						
2009	3.47	3.89	4.02	4.17	3.50	3.85
2013	3.59	3.70	3.96	4.23	3.69	3.84
Part-time Faculty						
2009	3.72	4.00	4.01	4.05	3.75	3.92
2013	3.76	3.83	3.74	4.25	3.94	3.91
Classified						
2009	3.33	3.32	3.45	3.99	3.52	3.50
2013	3.29	3.40	3.55	4.06	3.58	3.55
Exempt						
2009	3.75	3.89	3.94	4.06	3.87	3.90
2013	3.46	3.61	3.81	4.10	3.68	3.71
Professional/ Technical or Other						
2009	3.47	3.53	3.51	3.96	3.47	3.61
2013	N/A	N/A	N/A	N/A	N/A	N/A

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

N/A – This option was not available in the 2013 survey administration.

| Institutional Structure	Full-time Faculty	Part-time Faculty	Classified	Exempt
1 The extent to which the actions of this institution reflect its mission	4.18	4.25	3.86	3.98
4 The extent to which decisions are made at the appropriate level at this institution	3.27	3.73	3.01	3.14
5 The extent to which the institution effectively promotes diversity in the workplace	3.90	4.02	3.97	3.88
6 The extent to which administrative leadership is focused on meeting the needs of students	3.94	4.15	3.84	4.02
10 The extent to which information is shared within this institution	3.49	3.92	3.06	3.35
11 The extent to which institutional teams use problem-solving techniques	3.57	3.73	3.29	3.39
15 The extent to which I am able to appropriately influence the direction of this institution	3.16	3.09	3.10	3.24
16 The extent to which open and ethical communication is practiced at this institution	3.48	3.62	3.17	3.22
22 The extent to which this institution has been successful in positively motivating my performance	3.41	3.65	2.94	3.16
25 The extent to which a spirit of cooperation exists at this institution	3.61	3.78	3.15	3.46
29 The extent to which institution-wide policies guide my work	3.82	4.00	3.63	3.95
32 The extent to which this institution is appropriately organized	3.54	3.83	3.08	3.27
38 The extent to which I have the opportunity for advancement within this institution	3.06	2.75	2.63	2.74
41 The extent to which I receive adequate information regarding important activities at this institution	3.81	4.12	3.67	3.69
44 The extent to which my work is guided by clearly defined administrative processes	3.46	3.76	3.22	3.39

Figure 5.   Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Tacoma Community College
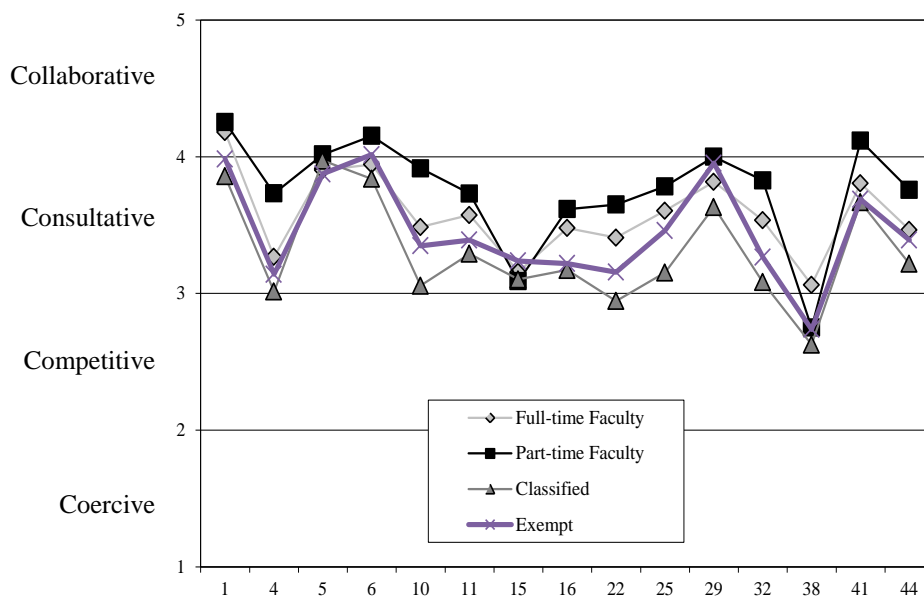
Supervisory Relationships		Full-time Faculty	Part-time Faculty	Classified	Exempt
2	The extent to which my supervisor expresses confidence in my work	3.97	4.12	3.79	3.95
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.89	4.05	3.58	3.78
12	The extent to which positive work expectations are communicated to me	3.59	3.83	3.36	3.49
13	The extent to which unacceptable behaviors are identified and communicated to me	3.53	3.57	3.45	3.53
20	The extent to which I receive timely feedback for my work	3.45	3.58	3.07	3.41
21	The extent to which I receive appropriate feedback for my work	3.43	3.68	3.20	3.44
26	The extent to which my supervisor actively seeks my ideas	3.51	3.63	3.35	3.59
27	The extent to which my supervisor seriously considers my ideas	3.59	3.81	3.38	3.76
30	The extent to which work outcomes are clarified for me	3.65	3.81	3.31	3.62
34	The extent to which my supervisor helps me to improve my work	3.46	3.61	3.36	3.41
39	The extent to which I am given the opportunity to be creative in my work	4.25	4.28	3.38	3.89
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.89	3.80	3.53	3.52
46	The extent to which professional development and training opportunities are available	3.83	4.00	3.49	3.55

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Tacoma Community College
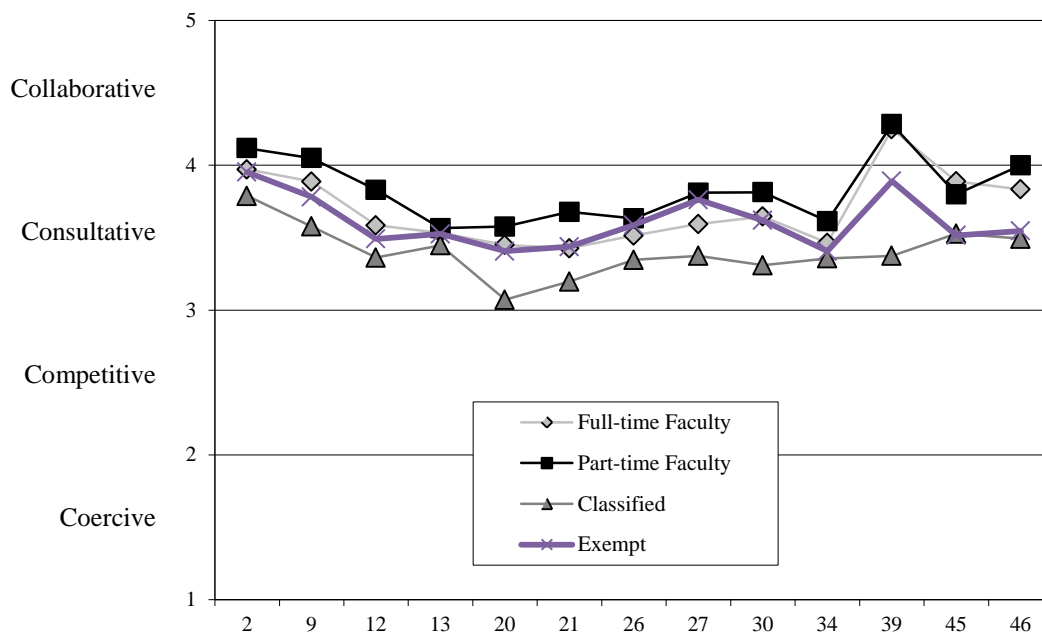
Teamwork		Full-time Faculty	Part-time Faculty	Classified	Exempt
3	The extent to which there is a spirit of cooperation within my work team	4.07	3.96	3.61	3.91
14	The extent to which my primary work team uses problem-solving techniques	4.13	3.80	3.67	3.82
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.72	3.63	3.37	3.78
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.90	3.76	3.54	3.77
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.96	3.89	3.67	3.83
43	The extent to which a spirit of cooperation exists in my department	4.06	3.67	3.47	3.81

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Tacoma Community College
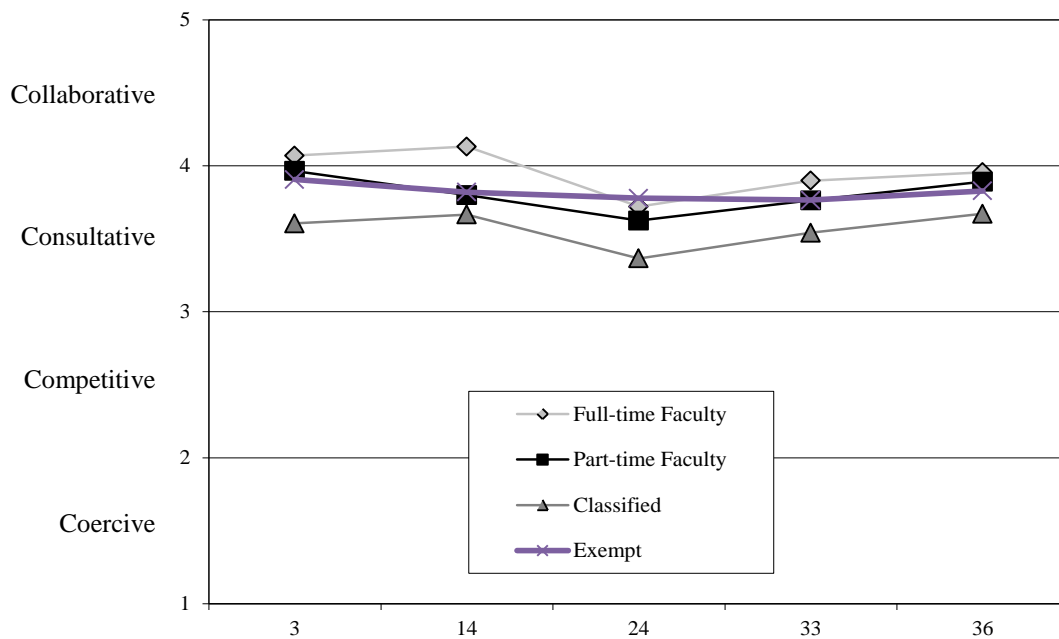
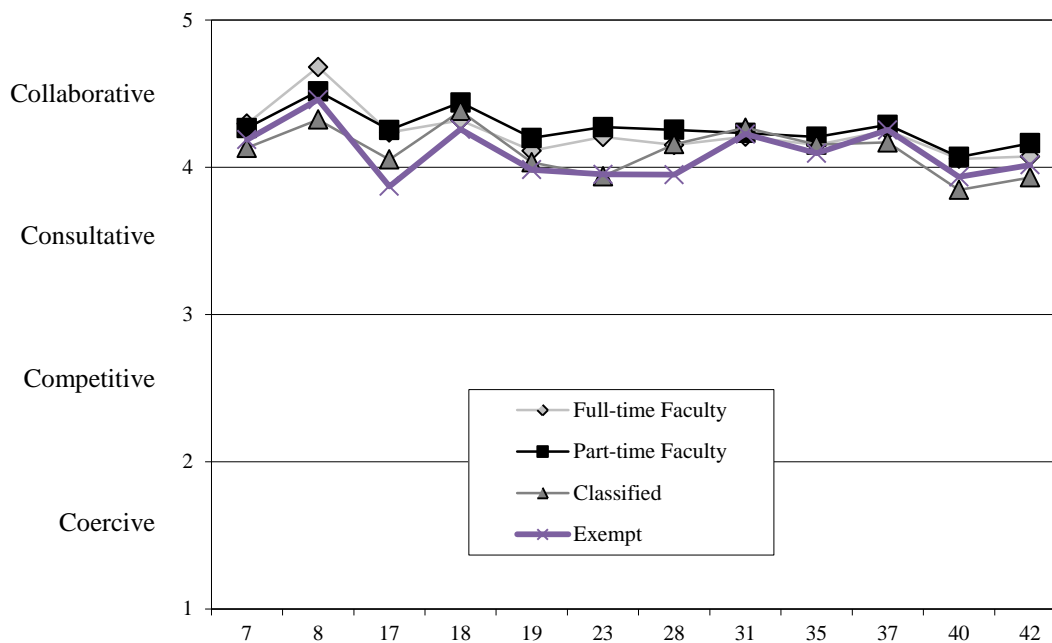| Student Focus	Full-time Faculty	Part-time Faculty	Classified	Exempt
7 The extent to which student needs are central to what we do	4.30	4.27	4.13	4.19
8 The extent to which I feel my job is relevant to this institution's mission	4.68	4.52	4.32	4.46
17 The extent to which faculty meet the needs of the students	4.24	4.25	4.05	3.87
18 The extent to which student ethnic and cultural diversity are important at this institution	4.32	4.44	4.38	4.26
19 The extent to which students' competencies are enhanced	4.11	4.20	4.03	3.98
23 The extent to which non-teaching professional personnel meet the needs of the students	4.21	4.27	3.94	3.95
28 The extent to which classified personnel meet the needs of the students	4.15	4.25	4.16	3.95
31 The extent to which students receive an excellent education at this institution	4.21	4.23	4.27	4.23
35 The extent to which this institution prepares students for a career	4.15	4.21	4.15	4.10
37 The extent to which this institution prepares students for further learning	4.25	4.29	4.17	4.25
40 The extent to which students are assisted with their personal development	4.06	4.07	3.85	3.93
42 The extent to which students are satisfied with their educational experience at this institution	4.07	4.16	3.93	4.02

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

Customized		Full-time Faculty	Part-time Faculty	Classified	Exempt
47	The extent to which innovation is encouraged at the college	3.90	4.07	3.61	3.75
48	The extent to which the college plans for change	3.94	4.07	3.69	3.77
49	The extent to which priorities are clearly understood at the college	3.63	3.91	3.41	3.56
50	The extent to which the college is committed to improvement	4.01	4.22	3.88	3.95
51	The extent to which the college is achieving its diversity goals	3.69	4.21	4.03	3.69
52	The extent to which differences of opinion are encouraged at the college	3.24	3.62	3.22	3.11
53	The extent to which resource allocation decisions are participatory	3.01	3.43	3.09	3.25
54	The extent to which there is campus-wide input on matters of importance	3.26	3.54	3.13	3.53
55	The extent to which technological innovation is supported at the college	4.46	4.36	4.11	4.35
56	The extent to which there is a shared vision for the college	3.75	4.03	3.68	3.84

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Tacoma Community College
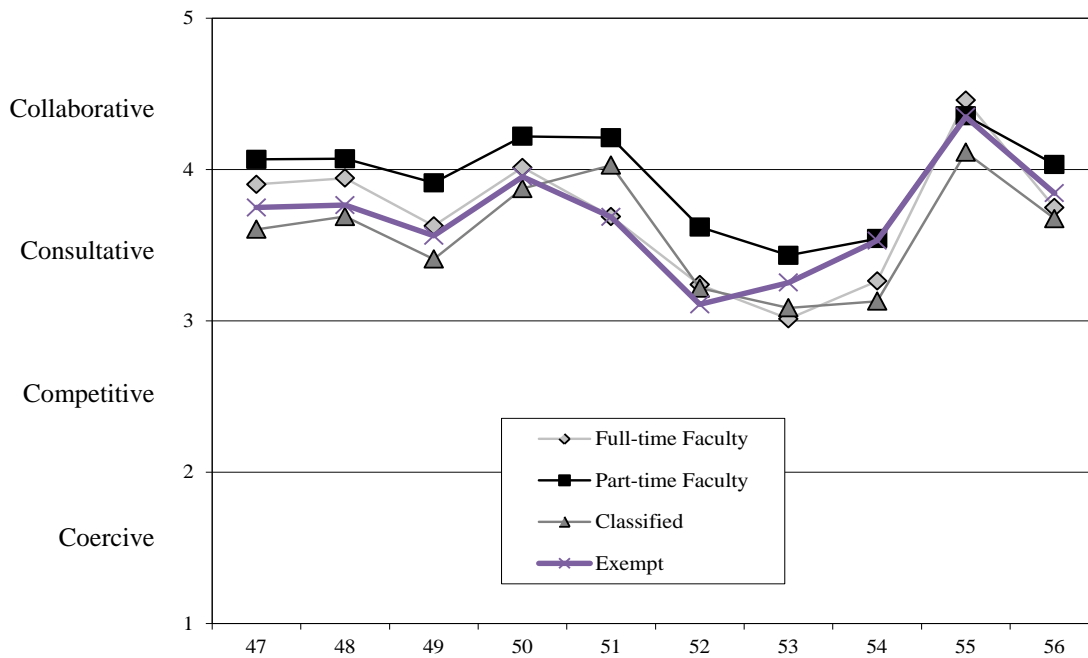
Tables 12 through 15 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Tacoma Community College.

Table 12.   Priorities for Change: Full-time Faculty

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	3.06
15	The extent to which I am able to appropriately influence the direction of this institution	3.16
4	The extent to which decisions are made at the appropriate level at this institution	3.27
22	The extent to which this institution has been successful in positively motivating my performance	3.41
21	The extent to which I receive appropriate feedback for my work	3.43
20	The extent to which I receive timely feedback for my work	3.45
34	The extent to which my supervisor helps me to improve my work	3.46
44	The extent to which my work is guided by clearly defined administrative processes	3.46
16	The extent to which open and ethical communication is practiced at this institution	3.48
10	The extent to which information is shared within this institution	3.49
	Area to Change—Customized	**Mean**
53	The extent to which resource allocation decisions are participatory	3.01
52	The extent to which differences of opinion are encouraged at the college	3.24
54	The extent to which there is campus-wide input on matters of importance	3.26

Table 13.   Priorities for Change: Part-time Faculty

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.75
15	The extent to which I am able to appropriately influence the direction of this institution	3.09
13	The extent to which unacceptable behaviors are identified and communicated to me	3.57
20	The extent to which I receive timely feedback for my work	3.58
34	The extent to which my supervisor helps me to improve my work	3.61
16	The extent to which open and ethical communication is practiced at this institution	3.62
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.63
26	The extent to which my supervisor actively seeks my ideas	3.63
22	The extent to which this institution has been successful in positively motivating my performance	3.65
43	The extent to which a spirit of cooperation exists in my department	3.67
	Area to Change—Customized	
53	The extent to which resource allocation decisions are participatory	3.43
54	The extent to which there is campus-wide input on matters of importance	3.54
52	The extent to which differences of opinion are encouraged at the college	3.62

Table 14.   Priorities for Change: Classified

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.63
22	The extent to which this institution has been successful in positively motivating my performance	2.94
4	The extent to which decisions are made at the appropriate level at this institution	3.01
10	The extent to which information is shared within this institution	3.06
20	The extent to which I receive timely feedback for my work	3.07
32	The extent to which this institution is appropriately organized	3.08
15	The extent to which I am able to appropriately influence the direction of this institution	3.10
25	The extent to which a spirit of cooperation exists at this institution	3.15
16	The extent to which open and ethical communication is practiced at this institution	3.17
21	The extent to which I receive appropriate feedback for my work	3.20
	Area to Change—Customized	**Mean**
53	The extent to which resource allocation decisions are participatory	3.09
54	The extent to which there is campus-wide input on matters of importance	3.13
52	The extent to which differences of opinion are encouraged at the college	3.22

Table 15.   Priorities for Change: Exempt

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.74
4	The extent to which decisions are made at the appropriate level at this institution	3.14
22	The extent to which this institution has been successful in positively motivating my performance	3.16
16	The extent to which open and ethical communication is practiced at this institution	3.22
15	The extent to which I am able to appropriately influence the direction of this institution	3.24
32	The extent to which this institution is appropriately organized	3.27
10	The extent to which information is shared within this institution	3.35
44	The extent to which my work is guided by clearly defined administrative processes	3.39
11	The extent to which institutional teams use problem-solving techniques	3.39
20	The extent to which I receive timely feedback for my work	3.41
34	The extent to which my supervisor helps me to improve my work	3.41
	Area to Change—Customized	**Mean**
52	The extent to which differences of opinion are encouraged at the college	3.11
53	The extent to which resource allocation decisions are participatory	3.25
54	The extent to which there is campus-wide input on matters of importance	3.53

Comparative Analysis: Demographic Classifications

As depicted in Table 16, Employees from the Gig Harbor campus rated the climate highest within its demographic group (4.20). In terms of length of employment, those individuals with less than 4 years of employment rated the climate highest (3.97). Employees at the TCC main campus rated the climate lowest within its demographic group (3.71), while respondents with 10-14 years of employment rated the climate with a composite rating of 3.52.

Table 16. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Full-time Faculty	3.59	3.70	3.96	4.23	3.69	3.84
Part-time Faculty	3.76	3.83	3.74	4.25	3.94	3.91
Classified	3.29	3.40	3.55	4.06	3.58	3.55
Exempt	3.46	3.61	3.81	4.10	3.68	3.71
What is your current employment status at this college:						
Full-time permanent	3.41	3.54	3.74	4.12	3.63	3.67
Full-time temporary	3.77	3.86	4.20	4.28	3.91	3.99
Part-time permanent	3.78	4.05	4.08	4.16	3.97	3.99
Part-time temporary	3.73	3.74	3.60	4.28	3.91	3.87
How long have you worked at TCC:						
Less than 4 years	3.79	3.88	4.01	4.26	3.92	3.97
5 - 9 years	3.60	3.71	3.80	4.15	3.82	3.80
10 - 14 years	3.28	3.34	3.54	4.00	3.52	3.52
15 or more years	3.38	3.59	3,73	4.22	3.59	3.70
In which division of the college are you employed:						
Academic Affairs or Instruction	3.65	3.78	3.90	4.24	3.81	3.87
Student Affairs or Student Services	3.49	3.63	3.82	4.14	3.73	3.74
Other (including Administrative Services and Institutional Advancement and Foundation)	3.18	3.21	3.38	3.99	3.46	3.41

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

Table 16. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
Your work assignment is primarily performed at what location:						
TCC main campus	3.47	3.60	3.72	4.14	3.68	3.71
Gig Harbor campus	4.08	4.07	4.06	4.55	4.21	4.20
Other off-campus location	3.82	3.89	4.41	4.24	4.06	4.02
What is your age:						
Under 39	3.54	3.71	3.81	4.14	3.70	3.78
40 - 49	3.57	3.61	3.78	4.18	3.74	3.76
50 - 59	3.38	3.51	3.69	4.15	3.62	3.65
60 or more	3.69	3.81	3.92	4.23	3.89	3.90
What gender are you:						
Male	3.42	3.54	3.69	4.03	3.57	3.65
Female	3.59	3.69	3.84	4.25	3.81	3.82
Please select the race/ethnicity that best describes you:						
Black, not Hispanic or Latino	3.32	3.22	3.66	4.08	3.69	3.50
White, not Hispanic or Latino	3.56	3.67	3.79	4.19	3.76	3.78
Other (including Hispanic or Latino, of any race; American Indian or Alaska Native, not Hispanic or Latino; Asian, not Hispanic or Latino; Native Hawaiian or Other Pacific Islander, not Hispanic or Latino; and Two or more races, not Hispanic or Latino)	3.49	3.60	3.78	4.12	3.58	3.72
What is the highest degree you have earned:						
First Professional (e.g., M.D., D.D.S., J.D., D.V.M.) or degree Doctoral degree (e.g., Ph.D., Ed.D.)	3.20	3.23	3.36	3.92	3.24	3.45
Master's degree	3.67	3.78	3.99	4.23	3.85	3.89
Bachelor's degree	3.72	3.79	3.94	4.27	3.88	3.90
Associate's degree	3.31	3.64	3.61	4.24	3.75	3.68
High School diploma or GED or below	3.00	2.95	3.23	3.82	3.28	3.22

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

Comparative Analysis: Norm Base

Table 17 and Figure 10 show how TCC compares with the NILIE PACE Norm Base, which includes approximately 60 different climate studies conducted at two-year institutions since 2010. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for TCC. Table 17 and Figure 10 also show how the current administration of the PACE survey at TCC compares with the 2009 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 17.   Tacoma Community College Climate compared with the NILIE PACE Norm Base

	TCC 2009	TCC 2013	Norm Base*
Institutional Structure	3.52	3.52	3.48
Supervisory Relationships	3.74	3.63	3.80
Teamwork	3.82	3.76	3.82
Student Focus	4.07	4.16	4.05
Overall	3.76	3.75	3.76

Figure 10.   Tacoma Community College Climate Compared with the NILIE PACE Norm Base
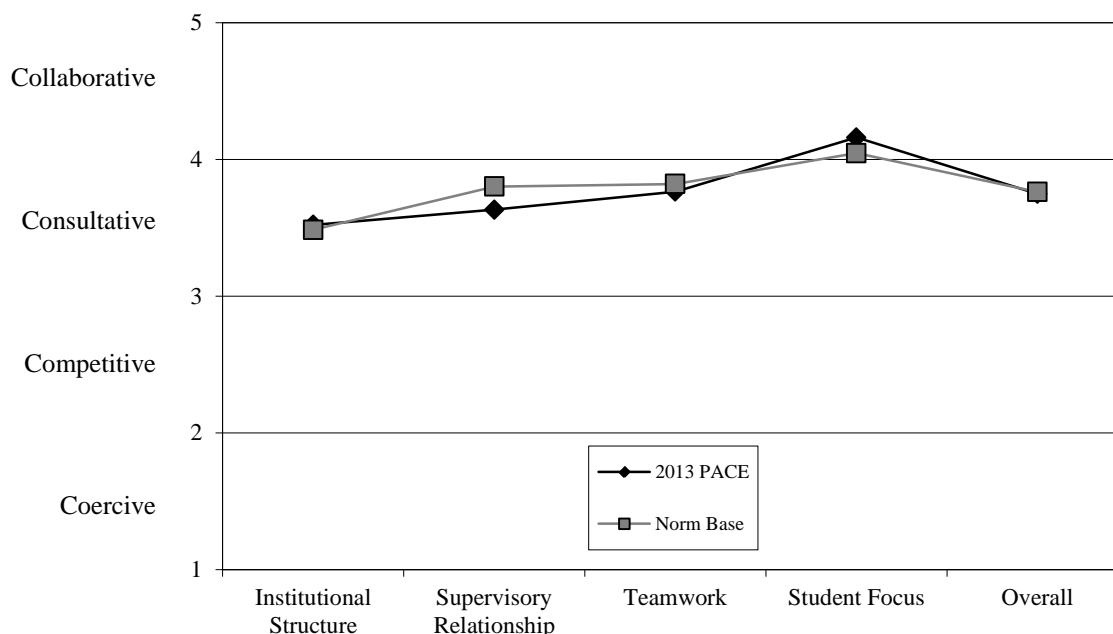
* Normative data are not available for the customized climate factor developed specifically for TCC. Thus, the customized items are not included in the calculation of the overall mean.

Tables 18-21 shows how TCC compares question by question to the PACE Norm Base maintained by NILIE.

Table 18. Institutional Structure Mean Scores Compared to the NILIE Norm Base

	Institutional Structure	TCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	4.06*	3.88
4	The extent to which decisions are made at the appropriate level at this institution	3.27	3.30
5	The extent to which the institution effectively promotes diversity in the workplace	3.94	3.89
6	The extent to which administrative leadership is focused on meeting the needs of students	3.98*	3.76
10	The extent to which information is shared within the institution	3.44*	3.22
11	The extent to which institutional teams use problem-solving techniques	3.49	3.45
15	The extent to which I am able to appropriately influence the direction of this institution	3.15	3.15
16	The extent to which open and ethical communication is practiced at this institution	3.37	3.35
22	The extent to which this institution has been successful in positively motivating my performance	3.29*	3.46
25	The extent to which a spirit of cooperation exists at this institution	3.49	3.40
29	The extent to which institution-wide policies guide my work	3.85*	3.71
32	The extent to which this institution is appropriately organized	3.42	3.31
38	The extent to which I have the opportunity for advancement within this institution	2.79*	3.12
41	The extent to which I receive adequate information regarding important activities at this institution	3.81*	3.65
44	The extent to which my work is guided by clearly defined administrative processes	3.45	3.48
	Mean Total	**3.52**	**3.48**

* T-test results indicate a significant difference between the mean and the Norm Base mean (α=0.05)

Table 19.   Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

	Supervisory Relationships	TCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	3.95*	4.18
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.82*	4.06
12	The extent to which positive work expectations are communicated to me	3.56*	3.72
13	The extent to which unacceptable behaviors are identified and communicated to me	3.52*	3.66
20	The extent to which I receive timely feedback for my work	3.37*	3.65
21	The extent to which I receive appropriate feedback for my work	3.43*	3.69
26	The extent to which my supervisor actively seeks my ideas	3.51*	3.72
27	The extent to which my supervisor seriously considers my ideas	3.62*	3.80
30	The extent to which work outcomes are clarified for me	3.59	3.66
34	The extent to which my supervisor helps me to improve my work	3.45*	3.73
39	The extent to which I am given the opportunity to be creative in my work	3.93	4.01
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.68	3.65
46	The extent to which professional development and training opportunities are available	3.72	3.81
	Mean Total	**3.63***	**3.80**

Table 20.   Teamwork Mean Scores Compared to the NILIE Norm Base

	Teamwork	TCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.88	3.91
14	The extent to which my primary work team uses problem-solving techniques	3.85	3.82
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.62*	3.77
33	The extent to which my work team provides an environment for free and open expression	3.74	3.80
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.83	3.81
43	The extent to which a spirit of cooperation exists in my department	3.75	3.81
	Mean Total	**3.76**	**3.82**

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

Table 21.   Student Focus Mean Scores Compared to the NILIE Norm Base

	Student Focus	TCC Mean	Norm Base
7	The extent to which student needs are central to what we do	4.22*	3.95
8	The extent to which I feel my job is relevant to this institution's mission	4.49	4.43
17	The extent to which faculty meet the needs of students	4.11*	3.99
18	The extent to which student ethnic and cultural diversity are important at this institution	4.34*	4.09
19	The extent to which students' competencies are enhanced	4.09*	3.95
23	The extent to which non-teaching professional personnel meet the needs of the students	4.09*	3.93
28	The extent to which classified personnel meet the needs of the students	4.13*	3.87
31	The extent to which students receive an excellent education at this institution	4.23	4.15
35	The extent to which this institution prepares students for a career	4.15	4.14
37	The extent to which this institution prepares students for further learning	4.24	4.15
40	The extent to which students are assisted with their personal development	3.98	3.93
42	The extent to which students are satisfied with their educational experience	4.05*	3.95
	Mean Total	**4.16***	**4.05**
	Overall Total	**3.75**	**3.76**

* T-test results indicate a significant difference between the mean and the Norm Base mean (α=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 279 Tacoma Community College employees who completed the PACE survey, 44.8% (125 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 TCC 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 22 and 23 for sample comments categorized by climate factor and the actual number of responses provided by TCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

Figure 11. Tacoma Community College Comment Response Rates
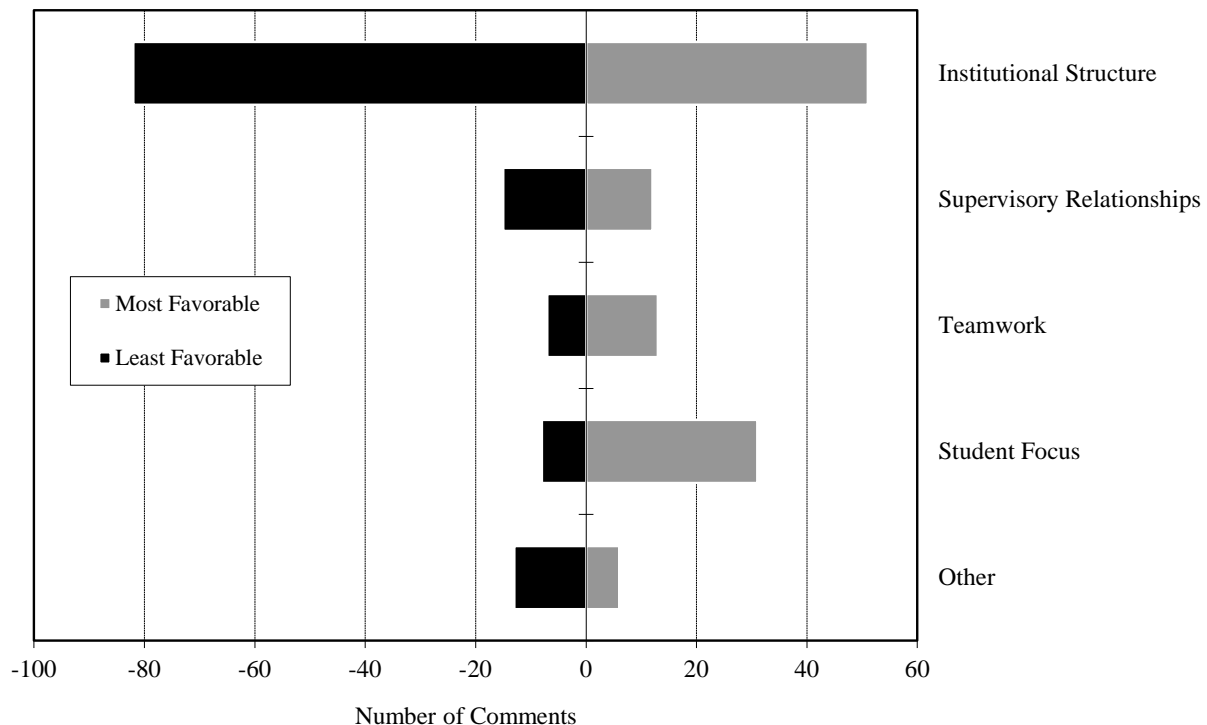
Note: Adapted from Herzberg, F. (1982). The managerial choice: To be efficient and to be human (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 22. Most Favorable Responses—Sample Comments and Actual Number of Responses at Tacoma Community College

Factor	Themes
Institutional Structure (n=51)	*We are a more focused organization. Our functions within the college are informed by our mission and goals, which are very clearly communicated. Our leadership is excellent and our core is solid.*
	I would say the college is doing a very good job at improving diversity with our students and faculty and promoting innovation.
	I think Tacoma Community College is the best community college I have ever taught at. The executives seem to have a clear mission and do a good job of leading. They seem to be responsive to staff and faculty.
	The college is innovative and committed to change. Leadership is committed to continuous improvement and focused on how to best serve students.
	I believe the communication of our student-centered mission has been done very well and efforts to promote, educate, develop, evaluate, improve, and implement that mission have been done very well.
	The institution has laudable goals (i.e. student achievement and diversity) and has made some progress in these areas. The administration has made some effort to be transparent about budget issues and financial stewardship has been successful overall during difficult economic times.
	The college is excellent at accommodating diversity. We are possibly the best organization I have seen in this respect.
	There has been a great effort focused on improving diversity at the college. I feel the improvement thus far has been substantial.
	There are opportunities for faculty/staff to express their opinions about the work environment and the college's goals and direction.
	TCC is a great place to work. We have a very supportive environment that allows for multiple viewpoints to be heard.
	The rapid changes to improve our pre-college pathways for acceleration and transition are innovative and show the input of many individuals working together.
	As an adjunct, I feel incredibly supported by the Adjunct Center staff. For instance, when I have a question about institutional support services for students, I always receive a thoughtful and helpful response. My basic needs for access to technology and teaching materials are always met.
	As an adjunct night instructor, I feel I have adequate, even superlative support from the staff here.
	I've been impressed with the cooperation between faculty and the support of the staff. When I started as an adjunct faculty, I immediately felt supported and part of the team.

Table 22.   Continued

Factor	Themes
Supervisory Relationship (n=12)	*Employees are given freedom and leverage to find their only innovative solutions to problems. Most supervisors and administration are open to new ideas.*
	The spirit of innovation and willingness to try new things is my favorite part about TCC. I love being able to ask for support to try new types of teaching and having people to support me.
	Faculty collaboration and opportunities to experiment in innovative teaching and learning with other faculty are very strong on this campus.
	I am very satisfied with the support for professional development that my institution has given me.
Teamwork (n=13)	*My work team is an amazing and talented group of people who work very hard to make sure the faculty in our area have what they need to meet student needs. I'm proud of the work we do in our office.*
	I value the autonomy I have within my team to bring ideas to the table, but also have their support bringing them to fruition. Our value of collaboration and measuring success via various channels of data makes my job that much more meaningful.
	The people in my area and with whom I work are very supportive and friendly. There is good communication between faculty, classified staff, and students to enhance the classroom experience.
	The teamwork between department members is exemplary. The full-time faculty have mentored me and also sought out my input. This has been a place of professional growth for me.
Student Focus (n=31)	*What I appreciate most about TCC is its commitment to innovation and improvement. I feel that TCC is continuously striving to find new ways to best meet the needs of our students. Staff are always willing to work together and try new things if the outcome will be better meeting the needs of our students.*
	I believe that TCC strives to stay student focused. Our programs enhance student performance and their ability to continue after completing their education here, whether to a job or transfer institution.
	The focus of faculty and staff is to assist our students in building the skills they need to fulfill their goals. We have a strong focus on innovation and collaboration for student retention and meaningful instruction.
	I believe the college has a very dedicated staff that are here for the students. The instructors I have come in contact with all show a dedication to teaching.
	I often meet faculty and support staff who demonstrate a sincere commitment to actual student learning. They show sincere concern for students and speak with deeply-felt emotion about students who have touched their lives and whose lives they have touched.

Table 22.   Continued

Factor	Themes
	This is a dynamic institution, actively trying to enhance and support the learning of its students.
	This school has a strong and visible commitment to student success. This is reflected in many support systems like MARC, Writing & Tutoring Center, and BEC.
Other (n=6)	*The new construction and overall improvement of the campus is remarkable.*
	The classrooms have great technology available.

Table 23. Least Favorable Reponses—Sample Comments and Actual Number of Responses at Tacoma Community College

Factor	Themes
Institutional Structure (n=82)	*There is more concern for making the college look good to government funding committees and corporate grant-givers than there is for actually educating people.*
	There are still about the same number of minorities (i.e. African Americans, Latinos, and Native Americans) in teaching and administrative positions. I think we should have hired many more and should be hearing regularly from them about how better to serve students from those backgrounds.
	Communication is no longer as open as it was, and that's disappointing, because I thought a real shift toward transparency and shared decision making had occurred.
	There is a lack of inter-departmental communication. Further, exempt staff is so far out of touch with the lower-level employees that they have no idea of how things work on a day-to-day basis.
	It sometimes seems there are open forums to gather input from the college as a whole, but then input is discarded, or it seems decisions have already been made and the sessions are more for giving information rather than for collecting new ideas or perspectives that could shape decision-making.
	Staff members are definitely further removed from the process of goal-setting and the clear communication of decisions that may have a large impact on our work. For instance, the number of work-study students assigned to my area was reduced this past fall with no comment or understanding of how difficult it would make accomplishing my department's assigned tasks.
	For decision making that affects all employees college-wide, many sometimes feel that we are not involved until after the groundwork is already done, at which point we sometimes don't have choices.
	Faculty, staff and middle management are asked and encouraged to participate in decision making activities and then the EVP and/or President decide what they want regardless of what the committee of participants decided or wanted. I have felt on more than one occasion that I shouldn't even have bothered to give my input.
	I think that ideas may be sought by all employees, but they are not necessarily used in decision making. I think administration makes the decisions before they even ask for our opinion.
	Although there are opportunities for faculty and staff to express their opinions about issues, I don't think this information is given much weight. Many decisions, especially those related to academics, seem to have been capriciously determined in the recent past.

Table 23.   Continued

Factor	Themes
	Due to many staffing changes over the past few years, several employees were required to take on additional work outside the scope of their job descriptions. These tasks were rewritten to accommodate those changes, but without compensation to the employee for those additional duties.
	Outside of direct class work, faculty are only tasked to do administrative agenda items, and there is no organization or support for faculty to share new and evolving knowledge in our fields with one another in any formal ways, except perhaps on our own time. In general, needs of administrators are supported and paid at very high levels, and all of the power seems to rest with them.
	Classified staff feel that we are not treated fairly by the state and the college. An example of this is when administration, exempt staff, and faculty all get raises, but the college does not go to bat for the classified employees. We have a weak union and often get the raw end of the deal. If there are pay cuts, furloughs, etc., they should be applied across the board to all employees, not just to a select group of employees.
	At times, it seems that classified staff is overlooked and not appreciated by those in executive positions. It is my perception that it is even more obvious when classified staff take a three percent pay cut and executives are offered bonus checks as incentives to continue employment at TCC.
	The institution works from the top down. Ideas and planning at the administrative level are assigned to faculty to actualize, and in some past circumstances, some administrators took credit for what was successful.
	Some areas of the college aren't organized as well as they could be. Supervisors are given responsibility of areas that don't fit well together.
	The decisions made when re-organizing divisions within the college appears arbitrary and not very well thought out. This leaves large gaps in the chain of command for extended periods of time without much thought about the actual work needing to be done.
	There are not a lot of advancement opportunities, and because of that, we have lost some long-time dedicated staff members.
	There needs to be room for classified staff to advance to exempt staff when they have the years and education to be able to move up in other positions.
	There are inconsistent policies regarding the evaluation of adjunct faculty and how those evaluations affect their future employment at this institution.
	Some policies seem arbitrary and unenforced with some leadership advocating for working against the stated policy. Other policies could be more carefully executed.

Table 23.   Continued

Factor	Themes
Supervisory Relationship (n=15)	*More direct feedback on job performance would help me fulfill my role better. My boss is pulled in so many different directions that he/she does not have time to do job evaluations or provide information on the "big picture" goals of the college to the team.*
	I don't feel that I get a lot of feedback or support from my supervisor/dean.
	There has been a lack of professional development opportunities for exempt staff in certain areas of campus.
	It seems that there is little interest in considering adjuncts for professional development. Instead, adjuncts are seen as highly disposable and not an asset.
	Professional development for classified staff is non-existent. When we had a professional development coordinator, very little interest was expressed in staff development and the thrust of all activities were directed at faculty. Obviously, it is important to continue to offer professional development to faculty, but staff need to be given useful and relevant opportunities as well. The online computer courses offered as a way to offset the three percent pay cut was an excellent idea. Can we continue offering relevant online courses to staff?
Teamwork (n=7)	*Communication could be better within Student Services. Weekly department staff meetings are rushed and feel top-down and one-sided, not inclusive.*
	Some division initiatives, albeit worthy and accepted by nearly all faculty, become narrowly focused rather than taking a more balanced approach towards the goal.
	Open discussion and communication is squashed in my area.
Student Focus (n=8)	*I feel we are not adequately preparing students to excel in an increasingly technological knowledge workplace.*
	Our advising model is nice in theory; however, the actions of advisors are not reflective of the model. Case loads of advisors are comparable to an overworked social worker and the same deficits in service to clients (i.e. students) are visible. More emphasis needs to be placed on student preparation and planning for what comes next, be it a career or transferring. Our advisors need to be speaking to four-year colleges and collaborating on transition initiatives from both high school and into universities.
	I feel that Advising/Counseling does students a disservice. They send students to other community colleges for services and classes that we currently offer here at TCC all because they haven't taken the time to learn about our programs so they can better assist the student. They are not promoting our programs/classes because of this.

Table 23.   Continued

Factor	Themes
Other (n=16)	Adjunct

The treatment of adjunct faculty is in need of improvement. Adjunct faculty voices are considered second class by staff, counselors, and administration. It can be frustrating and a barrier to participation in many campus activities and meetings.

Even though adjunct faculty are a huge factor in TCC's success, they are often treated as disposable and not valued.

Adjuncts are not respected, secure in their employment, or included in all departmental decisions and meetings. It is still very much a class-driven campus.

Salary

There is a very big issue with resources not being distributed fairly. I have not had any type of pay increase in the last 8 years. Actually, my pay has gone down, but the Executive staff has had several bumps in that time. It is getting to the point that I may have to find other work because my pay is decreasing rather than increasing. Obviously there are resources; they just aren't being given to lower-level staff.

I was disheartened to learn that, in the current environment, salary increases for exempt staff are only possible through retention offers. Apparently, even exempt staff that take on significant additional responsibility are not able to be considered for salary increases. I believe this not only hurts morale, but incentivizes finding positions outside the college.

With the decrease of our salaries, the attitude of the staff is getting worse every paycheck. It doesn't help when you hear about huge unnecessary salary increases at the administrative level while all the staff are barely making ends meet.

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 Tacoma Community College. All of these items represent the Student Focus climate factor.

- The extent to which I feel my job is relevant to this institution's mission, 4.49 (#8)

- The extent to which student ethnic and cultural diversity are important at this institution, 4.34 (#18)

- The extent to which this institution prepares students for further learning, 4.24 (#37)

- The extent to which students receive an excellent education at this institution, 4.23 (#31)

- The extent to which student needs are central to what we do, 4.22 (#7)

- The extent to which this institution prepares students for a career, 4.15 (#35)

- The extent to which classified personnel meet the needs of the students, 4.13 (#28)

- The extent to which faculty meet the needs of the students, 4.11 (#17)

- The extent to which non-teaching professional personnel meet the needs of the students, 4.09 (#23)

- The extent to which students' competencies are enhanced, 4.09 (#19)

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

- The extent to which technological innovation is supported at the college, 4.32 (#55)

- The extent to which the college is committed to improvement, 4.01 (#50)

- The extent to which the college is achieving its diversity goals, 3.89 (#51)

Overall the following have been identified as areas in need of improvement at Tacoma Community College. Eight of these items represent the Institutional Structure climate factor (items #4, #10, #15, #16, #22, #32, #38, and #44), and three represent the Supervisory Relationships climate factor (items #20, #21, and #34).

- The extent to which I have the opportunity for advancement within this institution, 2.79 (#38)

- The extent to which I am able to appropriately influence the direction of this institution, 3.15 (#15)

- The extent to which decisions are made at the appropriate level at this institution, 3.27 (#4)

- The extent to which this institution has been successful in positively motivating my performance, 3.29 (#22)

- The extent to which open and ethical communication is practiced at this institution, 3.37 (#16)

- The extent to which I receive timely feedback for my work, 3.37 (#20)

- The extent to which this institution is appropriately organized, 3.42 (#32)

- The extent to which I receive appropriate feedback for my work, 3.43 (#21)

- The extent to which information is shared within this institution, 3.44 (#10)

- The extent to which my work is guided by clearly defined administrative processes, 3.45 (#44)

- The extent to which my supervisor helps me to improve my work, 3.45 (#34)

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

- The extent to which resource allocation decisions are participatory, 3.18 (#53)

- The extent to which differences of opinion are encouraged at the college, 3.29 (#52)

- The extent to which there is campus-wide input on matters of importance, 3.35 (#54)

The most favorable areas cited in the open-ended questions pertain to the Student Focus climate factor, and specifically the institution's performance in meeting the needs of the students. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to specific issues regarding the Institutional Structure, specifically the way information is shared within the institution and the ability of employees to influence the direction of the institution.

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