# EXECUTIVE SUMMARY

In March 2016, the Personal Assessment of the College Environment (PACE) survey was administered to 750 employees at Tacoma Community College (TCC). Of those 750 employees, 362 (48.3%) 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
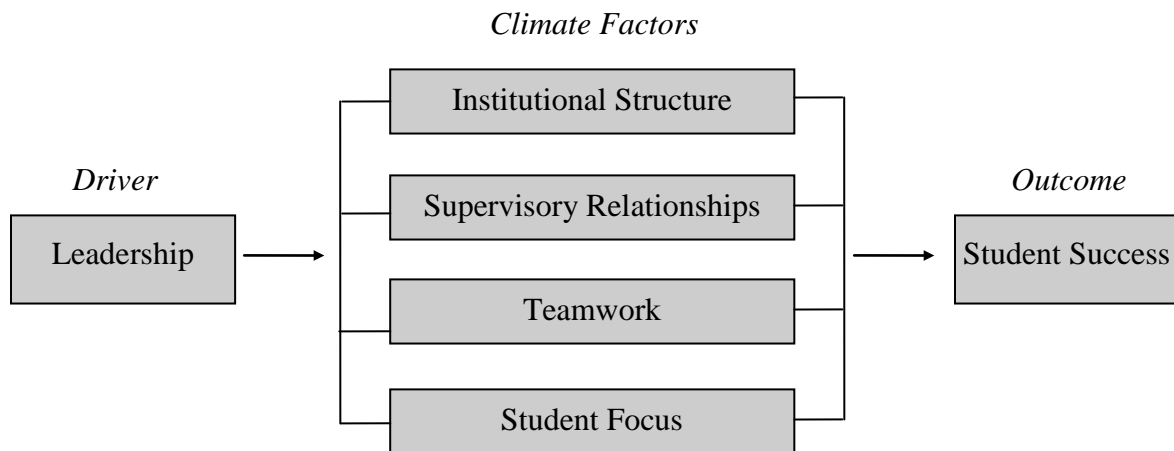
NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and 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 87 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at 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). Five fell within the Competitive range (rated between 2 and 3). Forty-five fell within the Consultative range (rated between 3 and 4), and six composite ratings fell within the Collaborative range (rated between 4 and 5).

At TCC, the overall results from the PACE instrument indicate a moderately healthy campus climate, yielding an overall 3.62 mean score or middle range of the Consultative system. The Student Focus category received the highest mean score (3.95), whereas the Institutional Structure category received the lowest mean score (3.23). When respondents were classified according to Personnel Classification at TCC, the composite ratings were as follows: Full-time Faculty (3.67), Part-time Faculty (3.84), Classified (3.59) and Exempt (3.45).

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, 4.34 (#8)

- The extent to which this institution prepares students for further learning, 4.13 (#37)

- The extent to which my supervisor expresses confidence in my work, 4.12 (#2)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.06 (#9)

- The extent to which students receive an excellent education at this institution, 4.03 (#31)

- The extent to which there is a spirit of cooperation within my work team, 4.01 (#3)

- The extent to which this institution prepares students for a career, 3.99 (#35)

- The extent to which student ethnic and cultural diversity are important at this institution, 3.94 (#18)

- The extent to which classified personnel meet the needs of the students, 3.92 (#28)

- The extent to which faculty meet the needs of the students, 3.92 (#17)

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, 2.63 (#38)

- The extent to which I am able to appropriately influence the direction of this institution, 2.88 (#15)

- The extent to which this institution is appropriately organized, 3.01 (#32)

- The extent to which information is shared within this institution, 3.03 (#10)

- The extent to which decisions are made at the appropriate level at this institution, 3.08 (#4)

- The extent to which open and ethical communication is practiced at this institution, 3.10 (#16)

- The extent to which this institution has been successful in positively motivating my performance, 3.15 (#22)

- The extent to which a spirit of cooperation exists at this institution, 3.17 (#25)

- The extent to which institutional teams use problem-solving techniques, 3.24 (#11)

- The extent to which my work is guided by clearly defined administrative processes, 3.28 (#44)

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 2016, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Tacoma Community College. Of the 750 employees administered the instrument, 362 (48.3%) completed and returned the instrument for analysis. Of those 362 employees, 214 (59.1%) 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 Institutional Effectiveness Office of 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 were compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.3.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by 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 2013 to July 2015 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2013 to July 2015 (n=27,864)

Climate Category	Alpha Coefficient
Institutional Structure	0.96
Supervisory Relationships	0.96
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 2013 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 750 TCC employees administered the survey, 362 (48.3%) 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	137	81	59.1%
Part-time Faculty	249	67	26.9%
Classified	141	128	90.8%
Exempt	113	85	75.2%
Did not respond		1	
Total	750*	362	48.3%

* The number of actual survey participants is 750, resulting in a larger total population than the sum of the personnel classifications (640).

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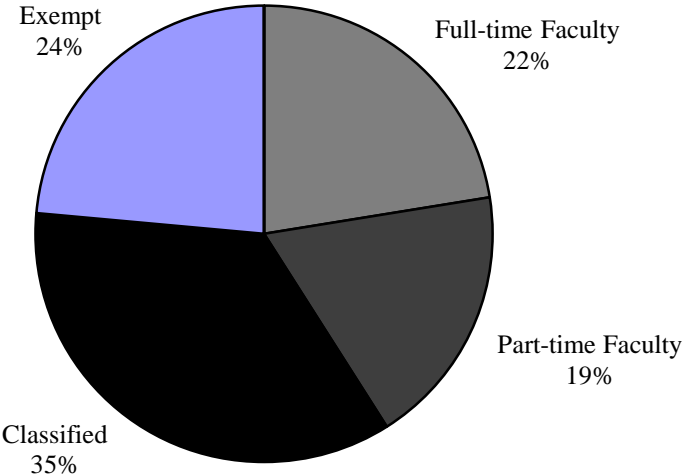
1 individual did not respond to the Personnel Classification demographic variable.

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	2013 # of Responses	2013 % of Responses	2016 # of Responses	2016 % of Responses
What is your personnel classification:				
Full-time Faculty	72	25.8%	81	22.4%
Part-time Faculty	60	21.5%	67	18.5%
Classified	72	25.8%	128	35.4%
Exempt	64	22.9%	85	23.5%
Did not respond	11	3.9%	1	0.3%
Please select the race/ethnicity that best describes you:				
Hispanic or Latino, of any race	6	2.2%	9	2.5%
American Indian or Alaska Native, not Hispanic or Latino	3	1.1%	1	0.3%
Asian, not Hispanic or Latino	9	3.2%	17	4.7%
Black, not Hispanic or Latino	13	4.7%	19	5.3%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	4	1.4%	7	1.9%
White, not Hispanic or Latino	209	74.9%	243	67.1%
Two or more races, not Hispanic or Latino	15	5.4%	34	9.4%
Did not respond	20	7.2%	32	8.8%
Your status at this institution is:				
Full-time	207	74.2%	241	66.6%
Part-time	61	21.8%	95	26.2%
Did not respond	11	3.9%	26	7.2%
What gender are you:				
Man	79	28.3%	86	23.8%
Woman	180	64.5%	215	59.4%
Another gender identity	N/A	N/A	2	0.6%
I prefer not to respond	N/A	N/A	35	9.7%
Did not respond	20	7.2%	24	6.6%
How many years have you worked at this institution:				
Less than 1 year	5	1.8%	25	6.9%
1 - 4 years	55	19.7%	103	28.5%
5 - 9 years	78	28.0%	70	19.3%
10 - 14 years	64	22.9%	46	12.7%
15 or more years	66	23.7%	86	23.8%
Did not respond	11	3.9%	32	8.8%

N/A – Item not included in the 2013 survey administration; the frequencies are rounded to the nearest tenth.

Table 4.   Continued

Demographic Variable	2013 **# of** **Responses**	2013 **% of** **Responses**	2016 **# of** **Responses**	2016 **% of** **Responses**
How many years have you worked in higher education:				
Less than 1 year	N/A	N/A	11	3.0%
1 - 4 years	N/A	N/A	57	15.8%
5 - 9 years	N/A	N/A	73	20.2%
10 - 14 years	N/A	N/A	51	14.1%
15 or more years	N/A	N/A	136	37.6%
Did not respond	N/A	N/A	34	9.4%
What is the highest degree you have earned:				
First Professional degree (e.g., M.D., D.D.S. J.D., D.V.M.)	4	1.4%	2	0.6%
Doctoral degree (e.g., Ph.D., Ed.D.)	28	10.0%	41	11.3%
Master's degree	118	42.3%	146	40.3%
Bachelor's degree	60	21.5%	73	20.2%
Associate's degree	25	9.0%	44	12.2%
High School diploma or GED	24	8.6%	29	8.0%
No diploma or degree	3	1.1%	1	0.3%
Did not respond	17	6.1%	26	7.2%
What is your age:				
Under 30	3	1.1%	17	4.7%
30 - 39	49	17.6%	48	13.3%
40 - 49	74	26.5%	80	22.1%
50 - 59	83	29.7%	97	26.8%
60 - 69	50	17.9%	49	13.5%
70 or more	3	1.1%	10	2.8%
Did not respond	17	6.1%	61	16.9%
In which division of the college are you employed:				
Academic and Student Affairs or Instruction	153	54.8%	181	50.0%
Student Services or Student Affairs	58	20.8%	90	24.9%
Administrative Services	48	17.2%	49	13.5%
Institutional Advancement and Foundation	4	1.4%	8	2.2%
Human Resources and Legal Affairs	N/A	N/A	4	1.1%
Did not respond	16	5.7%	30	8.3%

N/A – Item not included in the 2013 survey administration; the frequencies are rounded to the nearest tenth.

Comparative Analysis: Overall

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

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.95), which represented a high range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.23) within the middle area of the Consultative management area. Overall, employees rated the management style in the middle range of the Consultative management area (See also Figure 3). When compared to the revised 2013 TCC mean scores, the 2016 TCC mean scores declined.

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

Factor	2013 TCC	2016 TCC
Institutional Structure	3.52	3.23
Supervisory Relationships	3.63	3.68
Teamwork	3.76	3.85
Student Focus	4.16	3.95
Custom	3.72	3.25
Overall*	3.75	3.62

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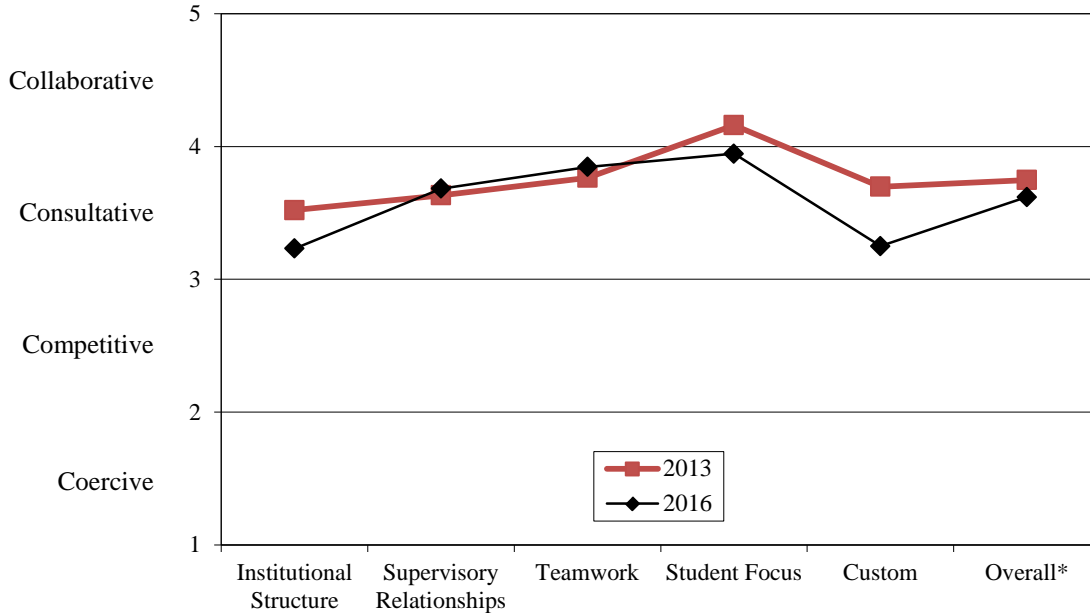
* Overall does not include the customized section developed specifically for TCC.

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

The preponderance of Consultative (n=45) 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 3.62 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.

Table 6.   Comparative Mean Responses: Institutional Structure

	Institutional Structure	2013 Mean (SD)	2016 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	4.06 (0.92)	3.51 (1.05)*
4	The extent to which decisions are made at the appropriate level at this institution	3.27 (1.16)	3.08 (1.16)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.94 (1.06)	3.56 (1.19)*
6	The extent to which administrative leadership is focused on meeting the needs of students	3.98 (0.97)	3.51 (1.17)*
10	The extent to which information is shared within the institution	3.44 (1.17)	3.03 (1.21)*
11	The extent to which institutional teams use problem-solving techniques	3.49 (0.97)	3.24 (1.02)*
15	The extent to which I am able to appropriately influence the direction of this institution	3.15 (1.15)	2.88 (1.20)*
16	The extent to which open and ethical communication is practiced at this institution	3.37 (1.20)	3.10 (1.24)*
22	The extent to which this institution has been successful in positively motivating my performance	3.29 (1.27)	3.15 (1.30)
25	The extent to which a spirit of cooperation exists at this institution	3.49 (1.20)	3.17 (1.21)*
29	The extent to which institution-wide policies guide my work	3.85 (0.96)	3.58 (1.00)*
32	The extent to which this institution is appropriately organized	3.42 (1.17)	3.01 (1.12)*
38	The extent to which I have the opportunity for advancement within this institution	2.79 (1.29)	2.63 (1.31)
41	The extent to which I receive adequate information regarding important activities at this institution	3.81 (1.02)	3.39 (1.10)*
44	The extent to which my work is guided by clearly defined administrative processes	3.45 (1.16)	3.28 (1.14)
	Mean Total	**3.52 (0.86)**	**3.23 (0.90)***

* T-test results indicate a significant difference between the 2013 mean and the 2016 mean ($\alpha=0.05$).

Table 7.   Comparative Mean Responses: Supervisory Relationships

	Supervisory Relationships	2013 Mean (SD)	2016 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	3.95 (1.22)	4.12 (1.08)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.82 (1.28)	4.06 (1.19)*
12	The extent to which positive work expectations are communicated to me	3.56 (1.16)	3.57 (1.13)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.52 (1.06)	3.52 (0.97)
20	The extent to which I receive timely feedback for my work	3.37 (1.21)	3.43 (1.22)
21	The extent to which I receive appropriate feedback for my work	3.43 (1.23)	3.46 (1.21)
26	The extent to which my supervisor actively seeks my ideas	3.51 (1.27)	3.64 (1.23)
27	The extent to which my supervisor seriously considers my ideas	3.62 (1.23)	3.76 (1.21)
30	The extent to which work outcomes are clarified for me	3.59 (1.14)	3.57 (1.11)
34	The extent to which my supervisor helps me to improve my work	3.45 (1.27)	3.59 (1.21)
39	The extent to which I am given the opportunity to be creative in my work	3.93 (1.11)	3.77 (1.20)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.68 (1.08)	3.49 (1.17)*
46	The extent to which professional development and training opportunities are available	3.72 (1.10)	3.47 (1.15)*
	Mean Total	**3.63 (0.95)**	**3.68 (0.94)**

Table 8.   Comparative Mean Responses: Teamwork

	Teamwork	2013 Mean (SD)	2016 Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	3.88 (1.19)	4.01 (1.15)
14	The extent to which my primary work team uses problem-solving techniques	3.85 (1.06)	3.83 (1.03)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.62 (1.20)	3.77 (1.18)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.74 (1.17)	3.75 (1.17)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.83 (1.11)	3.79 (1.06)
43	The extent to which a spirit of cooperation exists in my department	3.75 (1.24)	3.85 (1.20)
	Mean Total	**3.76 (1.03)**	**3.85 (0.99)**

* T-test results indicate a significant difference between the 2013 mean and the 2016 mean (α=0.05).

Table 9.   Comparative Mean Responses: Student Focus

	Student Focus	2013 Mean (SD)	2016 Mean (SD)
7	The extent to which student needs are central to what we do	4.22 (0.87)	3.81 (1.08)*
8	The extent to which I feel my job is relevant to this institution's mission	4.49 (0.80)	4.34 (0.91)*
17	The extent to which faculty meet the needs of students	4.11 (0.81)	3.92 (0.89)*
18	The extent to which student ethnic and cultural diversity are important at this institution	4.34 (0.76)	3.94 (1.04)*
19	The extent to which students' competencies are enhanced	4.09 (0.78)	3.81 (0.85)*
23	The extent to which non-teaching professional personnel meet the needs of the students	4.09 (0.83)	3.87 (1.00)*
28	The extent to which classified personnel meet the needs of the students	4.13 (0.81)	3.92 (0.94)*
31	The extent to which students receive an excellent education at this institution	4.23 (0.77)	4.03 (0.80)*
35	The extent to which this institution prepares students for a career	4.15 (0.80)	3.99 (0.77)*
37	The extent to which this institution prepares students for further learning	4.24 (0.77)	4.13 (0.75)
40	The extent to which students are assisted with their personal development	3.98 (0.86)	3.83 (0.83)*
42	The extent to which students are satisfied with their educational experience at this institution	4.05 (0.68)	3.71 (0.82)*
	Mean Total	**4.16 (0.60)**	**3.95 (0.65)***
	Overall	**3.75 (0.73)**	**3.62 (0.75)***

Table 10.   Comparative Mean Responses: Customized

|	Customized	2013 Mean (SD)	2016 Mean (SD)
47	The extent to which innovation is encouraged at the college	3.82 (1.03)	3.46 (1.12)*
48	The extent to which the college plans for change	3.86 (0.99)	3.17 (1.12)*
49	The extent to which priorities are clearly understood at the college	3.61 (1.05)	3.08 (1.14)*
50	The extent to which the college is committed to improvement	4.01 (0.96)	3.45 (1.13)*
51	The extent to which the college is achieving its diversity goals	3.89 (1.02)	3.41 (1.15)*
52	The extent to which differences of opinion are encouraged at the college	3.29 (1.12)	2.98 (1.18)*
53	The extent to which resource allocation decisions are participatory	3.18 (1.14)	2.85 (1.13)*
54	The extent to which there is campus-wide input on matters of importance	3.35 (1.14)	2.95 (1.19)*
55	The extent to which technological innovation is supported at the college	4.32 (0.81)	3.68 (1.09)*
56	The extent to which there is a shared vision for the college	3.82 (1.02)	3.31 (1.13)*
	Mean Total	**3.70 (0.85)**	**3.25 (0.93)***

* T-test results indicate a significant difference between the 2013 mean and the 2016 mean ($\alpha=0.05$).

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, Part-time Faculty rated the four normative factors most favorable (3.84), whereas the Exempt employees rated the four normative factors least favorable (3.45) (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.
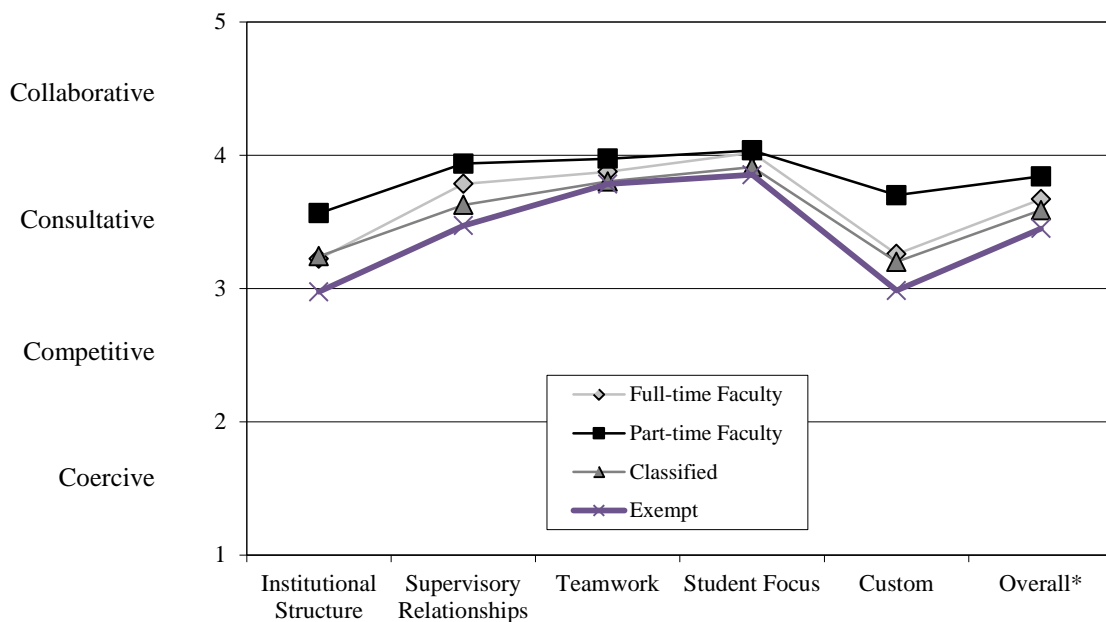
* The overall mean does not reflect the mean scores of the customized items developed specifically for TCC.

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						
2013	3.59	3.70	3.96	4.23	3.69	3.84
2016	3.22	3.78	3.88	4.02	3.26	3.67
Part-time Faculty						
2013	3.76	3.83	3.74	4.25	3.94	3.91
2016	3.56	3.94	3.97	4.04	3.70	3.84
Classified						
2013	3.29	3.40	3.55	4.06	3.58	3.55
2016	3.24	3.63	3.80	3.91	3.20	3.59
Exempt						
2013	3.46	3.61	3.81	4.10	3.68	3.71
2016	2.97	3.47	3.78	3.85	2.98	3.45

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

| Institutional Structure		Full-time Faculty	Part-time Faculty	Classified	Exempt
1	The extent to which the actions of this institution reflect its mission	3.54	3.77	3.51	3.28
4	The extent to which decisions are made at the appropriate level at this institution	2.92	3.47	3.20	2.78
5	The extent to which the institution effectively promotes diversity in the workplace	3.39	3.92	3.60	3.37
6	The extent to which administrative leadership is focused on meeting the needs of students	3.43	3.74	3.53	3.37
10	The extent to which information is shared within this institution	3.04	3.53	2.98	2.74
11	The extent to which institutional teams use problem-solving techniques	3.19	3.40	3.30	3.08
15	The extent to which I am able to appropriately influence the direction of this institution	2.84	3.07	2.90	2.77
16	The extent to which open and ethical communication is practiced at this institution	3.01	3.58	3.14	2.81
22	The extent to which this institution has been successful in positively motivating my performance	3.22	3.76	3.03	2.82
25	The extent to which a spirit of cooperation exists at this institution	3.33	3.62	3.08	2.83
29	The extent to which institution-wide policies guide my work	3.62	3.84	3.62	3.32
32	The extent to which this institution is appropriately organized	2.91	3.31	2.96	2.95
38	The extent to which I have the opportunity for advancement within this institution	3.03	2.63	2.47	2.50
41	The extent to which I receive adequate information regarding important activities at this institution	3.40	3.76	3.29	3.21
44	The extent to which my work is guided by clearly defined administrative processes	3.37	3.55	3.33	2.91

Figure 5.   Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Tacoma Community College
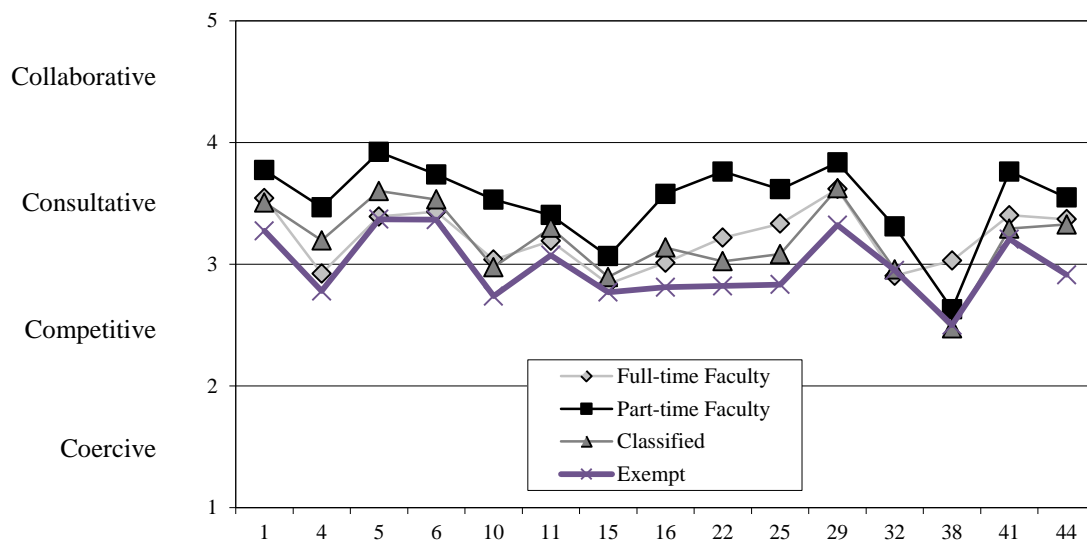
Supervisory Relationships		Full-time Faculty	Part-time Faculty	Classified	Exempt
2	The extent to which my supervisor expresses confidence in my work	4.35	4.30	3.98	3.95
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.21	4.34	3.99	3.80
12	The extent to which positive work expectations are communicated to me	3.62	3.82	3.65	3.19
13	The extent to which unacceptable behaviors are identified and communicated to me	3.33	3.63	3.61	3.46
20	The extent to which I receive timely feedback for my work	3.48	3.57	3.46	3.27
21	The extent to which I receive appropriate feedback for my work	3.45	3.65	3.51	3.24
26	The extent to which my supervisor actively seeks my ideas	3.69	3.82	3.55	3.58
27	The extent to which my supervisor seriously considers my ideas	3.88	3.95	3.60	3.74
30	The extent to which work outcomes are clarified for me	3.59	3.98	3.52	3.31
34	The extent to which my supervisor helps me to improve my work	3.74	3.87	3.45	3.44
39	The extent to which I am given the opportunity to be creative in my work	4.19	4.23	3.43	3.48
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.74	3.83	3.36	3.19
46	The extent to which professional development and training opportunities are available	3.64	3.92	3.30	3.23

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Tacoma Community College
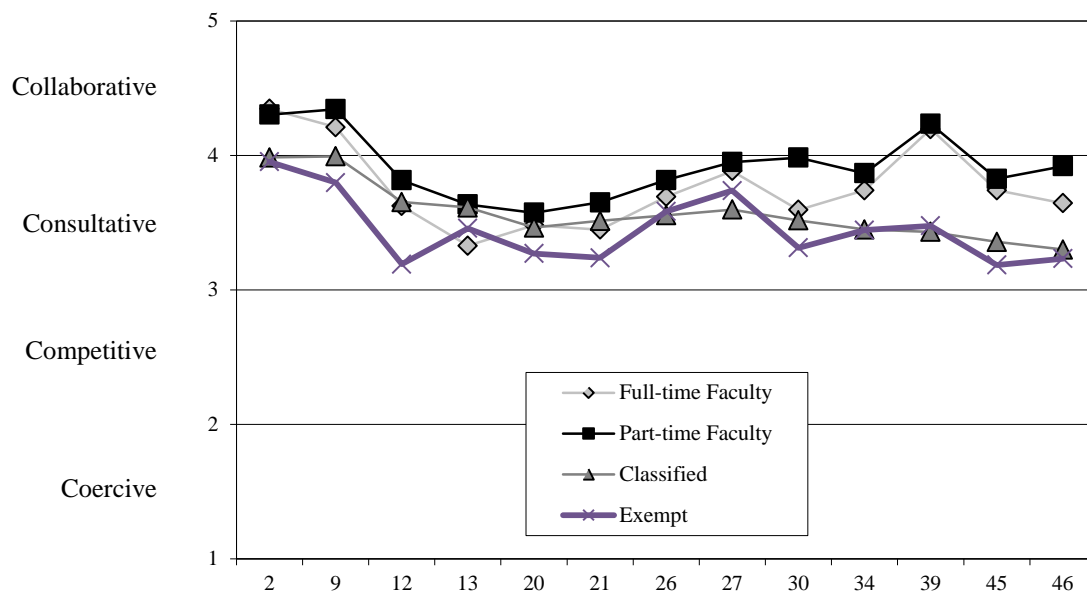
Teamwork		Full-time Faculty	Part-time faculty	Classified	Exempt
3	The extent to which there is a spirit of cooperation within my work team	4.16	4.14	3.90	3.93
14	The extent to which my primary work team uses problem-solving techniques	3.78	3.75	3.90	3.84
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.79	3.90	3.76	3.65
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.73	3.90	3.68	3.77
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.82	3.91	3.75	3.74
43	The extent to which a spirit of cooperation exists in my department	4.07	4.08	3.63	3.77

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Tacoma Community College
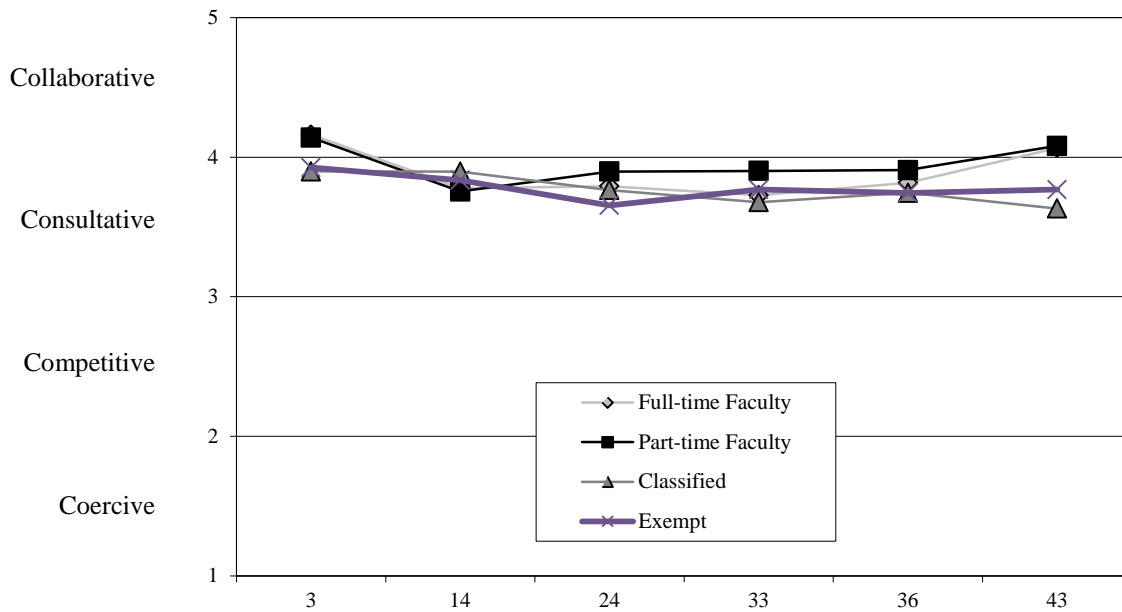
| Student Focus		Full-time Faculty	Part-time Faculty	Classified	Exempt
7	The extent to which student needs are central to what we do	3.84	3.94	3.89	3.55
8	The extent to which I feel my job is relevant to this institution's mission	4.51	4.32	4.26	4.33
17	The extent to which faculty meet the needs of the students	4.23	4.11	3.72	3.72
18	The extent to which student ethnic and cultural diversity are important at this institution	4.00	4.17	3.98	3.65
19	The extent to which students' competencies are enhanced	3.88	3.82	3.76	3.80
23	The extent to which non-teaching professional personnel meet the needs of the students	3.92	4.18	3.78	3.71
28	The extent to which classified personnel meet the needs of the students	3.96	3.98	3.95	3.79
31	The extent to which students receive an excellent education at this institution	4.06	3.92	4.01	4.09
35	The extent to which this institution prepares students for a career	4.05	3.88	3.99	4.00
37	The extent to which this institution prepares students for further learning	4.22	4.11	4.08	4.11
40	The extent to which students are assisted with their personal development	3.82	3.93	3.78	3.84
42	The extent to which students are satisfied with their educational experience at this institution	3.81	3.86	3.59	3.65

Figure 8.   Mean Scores of the Student Focus Climate Factor as Rated by Personnel Classifications at Tacoma Community College
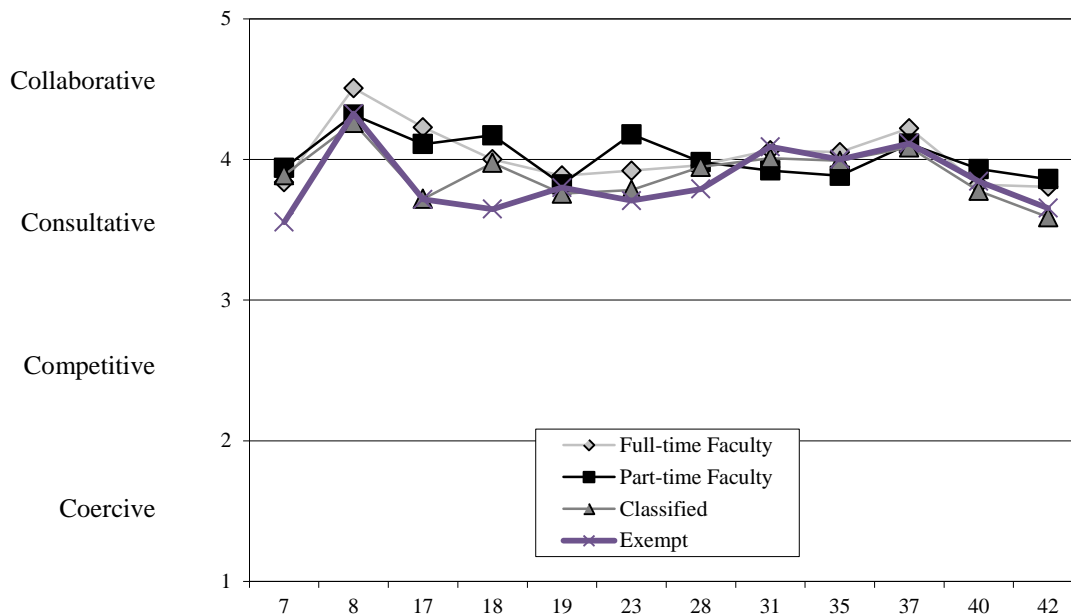
Customized		Full-time Faculty	Part-time Faculty	Classified	Exempt
47	The extent to which innovation is encouraged at the college	3.61	3.85	3.31	3.22
48	The extent to which the college plans for change	3.34	3.59	3.11	2.80
49	The extent to which priorities are clearly understood at the college	3.11	3.61	3.06	2.68
50	The extent to which the college is committed to improvement	3.49	4.00	3.34	3.16
51	The extent to which the college is achieving its diversity goals	3.27	3.91	3.47	3.09
52	The extent to which differences of opinion are encouraged at the college	3.00	3.48	2.87	2.77
53	The extent to which resource allocation decisions are participatory	2.68	3.12	2.90	2.80
54	The extent to which there is campus-wide input on matters of importance	2.97	3.21	2.96	2.74
55	The extent to which technological innovation is supported at the college	3.88	4.07	3.48	3.48
56	The extent to which there is a shared vision for the college	3.28	3.71	3.29	3.10

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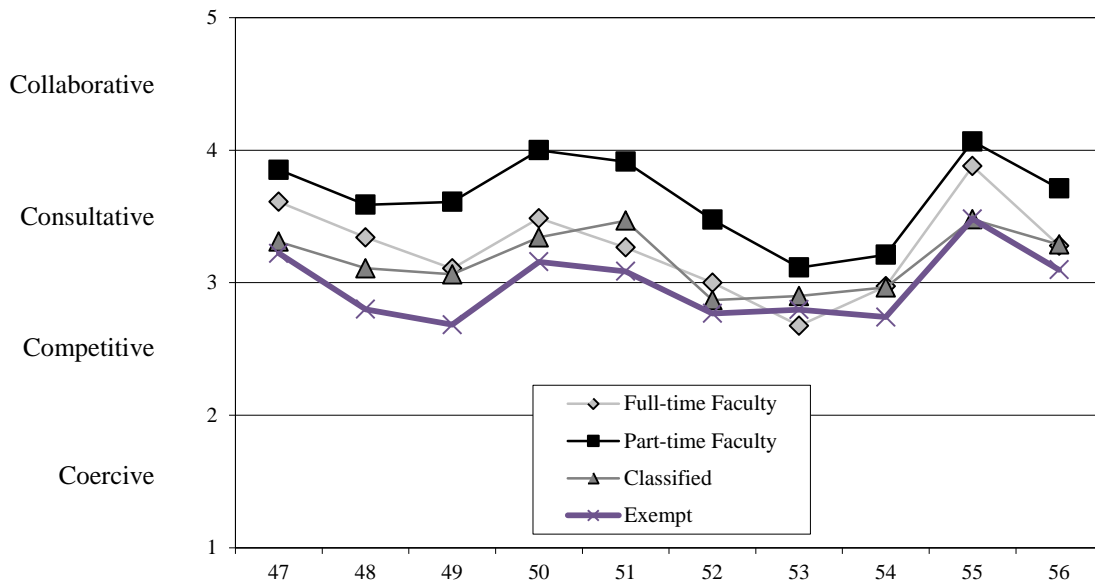
Tables 12 through 15 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for Tacoma Community College.

Table 12.   Priorities for Change: Full-time faculty

	Area to Change	Mean
15	The extent to which I am able to appropriately influence the direction of this institution	2.84
32	The extent to which this institution is appropriately organized	2.91
4	The extent to which decisions are made at the appropriate level at this institution	2.92
16	The extent to which open and ethical communication is practiced at this institution	3.01
38	The extent to which I have the opportunity for advancement within this institution	3.03
10	The extent to which information is shared within this institution	3.04
11	The extent to which institutional teams use problem-solving techniques	3.19
22	The extent to which this institution has been successful in positively motivating my performance	3.22
13	The extent to which unacceptable behaviors are identified and communicated to me	3.33
25	The extent to which a spirit of cooperation exists at this institution	3.33
	Area to Change—Customized	**Mean**
53	The extent to which resource allocation decisions are participatory	2.68
54	The extent to which there is campus-wide input on matters of importance	2.97
52	The extent to which differences of opinion are encouraged at the college	3.00

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	2.63
15	The extent to which I am able to appropriately influence the direction of this institution	3.07
32	The extent to which this institution is appropriately organized	3.31
11	The extent to which institutional teams use problem-solving techniques	3.40
4	The extent to which decisions are made at the appropriate level at this institution	3.47
10	The extent to which information is shared within this institution	3.53
44	The extent to which my work is guided by clearly defined administrative processes	3.55
20	The extent to which I receive timely feedback for my work	3.57
16	The extent to which open and ethical communication is practiced at this institution	3.58
25	The extent to which a spirit of cooperation exists at this institution	3.62
	Area to Change—Customized	
53	The extent to which resource allocation decisions are participatory	3.12
54	The extent to which there is campus-wide input on matters of importance	3.21
52	The extent to which differences of opinion are encouraged at the college	3.48

Table 14. Priorities for Change: Classified

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.47
15	The extent to which I am able to appropriately influence the direction of this institution	2.90
32	The extent to which this institution is appropriately organized	2.96
10	The extent to which information is shared within this institution	2.98
22	The extent to which this institution has been successful in positively motivating my performance	3.03
25	The extent to which a spirit of cooperation exists at this institution	3.08
16	The extent to which open and ethical communication is practiced at this institution	3.14
4	The extent to which decisions are made at the appropriate level at this institution	3.20
41	The extent to which I receive adequate information regarding important activities at this institution	3.29
46	The extent to which professional development and training opportunities are available	3.30
11	The extent to which institutional teams use problem-solving techniques	3.30
	Area to Change—Customized	**Mean**
52	The extent to which differences of opinion are encouraged at the college	2.87
53	The extent to which resource allocation decisions are participatory	2.90
54	The extent to which there is campus-wide input on matters of importance	2.96

Table 15. Priorities for Change: Exempt

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.50
10	The extent to which information is shared within this institution	2.74
15	The extent to which I am able to appropriately influence the direction of this institution	2.77
4	The extent to which decisions are made at the appropriate level at this institution	2.78
16	The extent to which open and ethical communication is practiced at this institution	2.81
22	The extent to which this institution has been successful in positively motivating my performance	2.82
25	The extent to which a spirit of cooperation exists at this institution	2.83
44	The extent to which my work is guided by clearly defined administrative processes	2.91
32	The extent to which this institution is appropriately organized	2.95
11	The extent to which institutional teams use problem-solving techniques	3.08
	Area to Change—Customized	**Mean**
49	The extent to which priorities are clearly understood at the college	2.68
54	The extent to which there is campus-wide input on matters of importance	2.74
52	The extent to which differences of opinion are encouraged at the college	2.77

Comparative Analysis: Demographic Classifications

As depicted in Table 16, Asians, not Hispanic or Latino employees rated the climate highest within their demographic group (3.81). In terms of length of employment, those individuals with 1 - 4 year of employment at TCC rated the climate highest (3.76). Employees identified as two or more races rated the climate lowest within its demographic group (3.38), while respondents with 10-14 years of employment rated the climate with a composite rating of 3.41.

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	3.22	3.78	3.88	4.01	3.26	3.67
Part-time Faculty	3.56	3.94	3.97	4.04	3.70	3.84
Classified	3.24	3.63	3.80	3.91	3.20	3.59
Exempt	2.97	3.47	3.78	3.85	2.98	3.45
Please select the race/ethnicity that best describes you:						
Hispanic or Latino, of any race	3.49	3.67	3.74	3.95	3.30	3.68
Asian, not Hispanic or Latino	3.40	3.90	4.14	4.06	3.49	3.81
Black, not Hispanic or Latino	3.25	3.78	4.01	3.98	3.16	3.68
White, not Hispanic or Latino	3.22	3.64	3.82	3.95	3.27	3.60
Two or more races	2.98	3.48	3.67	3.64	3.01	3.38
Other (Including: American Indian or Alaska Native, not Hispanic or Latino & Native Hawaiian or Other Pacific Islander, not Hispanic or Latino)	3.25	3.90	3.90	3.94	3.36	3.70
Your status at this institution is:						
Full-time	3.09	3.59	3.81	3.91	3.12	3.53
Part-time	3.52	3.81	3.87	3.99	3.56	3.77
What is the highest degree you have earned:						
First Professional degree (e.g., M.D., D.D.S. J.D., D.V.M.) or Doctoral degree (e.g., Ph.D., Ed.D.)	3.44	3.76	3.98	4.02	3.42	3.75
Master's degree	3.26	3.75	3.90	4.01	3.29	3.68
Bachelor's degree	3.08	3.60	3.84	3.85	3.12	3.52
Associate's degree	3.33	3.72	3.88	3.99	3.35	3.68
High School diploma or GED or no diploma or degree	2.85	3.06	3.17	3.51	2.97	3.11

* 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*
What gender are you:						
Man	3.21	3.60	3.78	3.97	3.23	3.59
Woman	3.32	3.77	3.95	3.96	3.36	3.69
I prefer not to respond	2.68	3.07	3.27	3.71	2.68	3.12
How many years have you worked at this institution:						
Less than 1 year	3.25	3.77	4.13	3.76	3.21	3.65
1 - 4 years	3.41	3.84	4.05	4.00	3.38	3.76
5 - 9 years	3.28	3.68	3.72	3.93	3.34	3.62
10 - 14 years	3.02	3.45	3.59	3.81	3.08	3.41
15 or more years	3.13	3.60	3.82	3.99	3.21	3.57
How many years have you worked in higher education:						
Less than 1 year	3.52	3.90	4.14	3.92	3.47	3.81
1 - 4 years	3.38	3.91	4.03	3.93	3.39	3.76
5 - 9 years	3.29	3.79	3.83	3.90	3.32	3.66
10 - 14 years	3.07	3.45	3.76	3.87	3.08	3.47
15 or more years	3.18	3.59	3.81	3.98	3.24	3.58
What is your age:						
Under 30	3.66	4.17	4.31	4.07	3.65	4.00
30 - 39	3.43	3.81	3.99	3.92	3.49	3.74
40 - 49	3.25	3.73	4.00	4.00	3.25	3.68
50 - 59	3.15	3.57	3.72	3.91	3.17	3.54
60 - 69	3.17	3.58	3.73	3.96	3.27	3.56
70 or more	3.48	3.80	3.85	3.96	3.53	3.75
In which division of the college are you employed:						
Academic and Student Affairs or Instruction	3.34	3.82	3.97	4.04	3.37	3.74
Student Services or Student Affairs	3.23	3.67	3.94	3.90	3.24	3.62
Administrative Services	2.78	3.11	3.29	3.61	2.89	3.14
Institutional Advancement and Foundation & Human Resources and Legal Affairs	3.05	3.74	3.79	3.79	2.99	3.52

* 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 87 different climate studies conducted at two-year institutions since July 2013. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior three-year period. Normative data are not available for the Customized climate factor area developed specifically for TCC. Table 17 and Figure 10 also show how the current administration of the PACE survey at TCC compares with the 2013 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 2013 administration and the NILIE PACE Norm Base

	TCC 2013	TCC 2016	Norm Base*
Institutional Structure	3.52	3.23	3.47
Supervisory Relationships	3.63	3.68	3.82
Teamwork	3.76	3.85	3.85
Student Focus	4.16	3.95	4.04
Overall	3.75	3.62	3.76

Figure 10.   Tacoma Community College Climate Compared with the 2013 administration and the NILIE PACE Norm Base
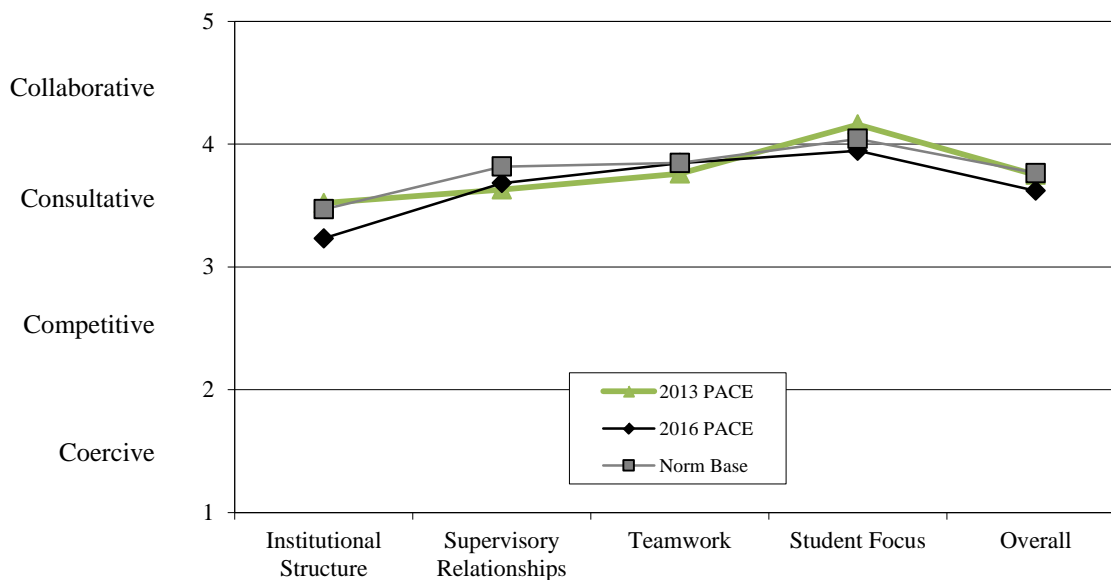
*Normative data are not available for the customized climate factor developed specifically for TCC.

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	3.51*	3.85
4	The extent to which decisions are made at the appropriate level at this institution	3.08*	3.29
5	The extent to which the institution effectively promotes diversity in the workplace	3.56*	3.88
6	The extent to which administrative leadership is focused on meeting the needs of students	3.51*	3.72
10	The extent to which information is shared within the institution	3.03*	3.22
11	The extent to which institutional teams use problem-solving techniques	3.24*	3.46
15	The extent to which I am able to appropriately influence the direction of this institution	2.88*	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.10*	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.15*	3.44
25	The extent to which a spirit of cooperation exists at this institution	3.17*	3.39
29	The extent to which institution-wide policies guide my work	3.58*	3.71
32	The extent to which this institution is appropriately organized	3.01*	3.27
38	The extent to which I have the opportunity for advancement within this institution	2.63*	3.09
41	The extent to which I receive adequate information regarding important activities at this institution	3.39*	3.65
44	The extent to which my work is guided by clearly defined administrative processes	3.28*	3.48
	Mean Total	**3.23***	**3.47**

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

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	4.12	4.19
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.06	4.06
12	The extent to which positive work expectations are communicated to me	3.57*	3.73
13	The extent to which unacceptable behaviors are identified and communicated to me	3.52*	3.68
20	The extent to which I receive timely feedback for my work	3.43*	3.68
21	The extent to which I receive appropriate feedback for my work	3.46*	3.71
26	The extent to which my supervisor actively seeks my ideas	3.64	3.76
27	The extent to which my supervisor seriously considers my ideas	3.76	3.84
30	The extent to which work outcomes are clarified for me	3.57	3.67
34	The extent to which my supervisor helps me to improve my work	3.59*	3.75
39	The extent to which I am given the opportunity to be creative in my work	3.77*	4.02
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.49*	3.67
46	The extent to which professional development and training opportunities are available	3.47*	3.79
	Mean Total	**3.68***	**3.82**

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	4.01	3.93
14	The extent to which my primary work team uses problem-solving techniques	3.83	3.87
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.77	3.79
33	The extent to which my work team provides an environment for free and open expression	3.75	3.83
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.79	3.86
43	The extent to which a spirit of cooperation exists in my department	3.85	3.83
	Mean Total	**3.85**	**3.85**

* T-test results indicate a significant differences between the means and the Norm Base means (α=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	3.81*	3.93
8	The extent to which I feel my job is relevant to this institution's mission	4.34	4.42
17	The extent to which faculty meet the needs of students	3.92	3.99
18	The extent to which student ethnic and cultural diversity are important at this institution	3.94*	4.08
19	The extent to which students' competencies are enhanced	3.81*	3.96
23	The extent to which non-teaching professional personnel meet the needs of the students	3.87	3.93
28	The extent to which classified personnel meet the needs of the students	3.92	3.88
31	The extent to which students receive an excellent education at this institution	4.03*	4.16
35	The extent to which this institution prepares students for a career	3.99*	4.15
37	The extent to which this institution prepares students for further learning	4.13	4.15
40	The extent to which students are assisted with their personal development	3.83*	3.93
42	The extent to which students are satisfied with their educational experience	3.71*	3.93
	Mean Total	**3.95***	**4.04**
	Overall Total	**3.62***	**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 362 Tacoma Community College employees who completed the PACE survey, 59.1% (214 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 Institutional Structure and Student Focus 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 as written except in instances where the integrity of the report is compromised.

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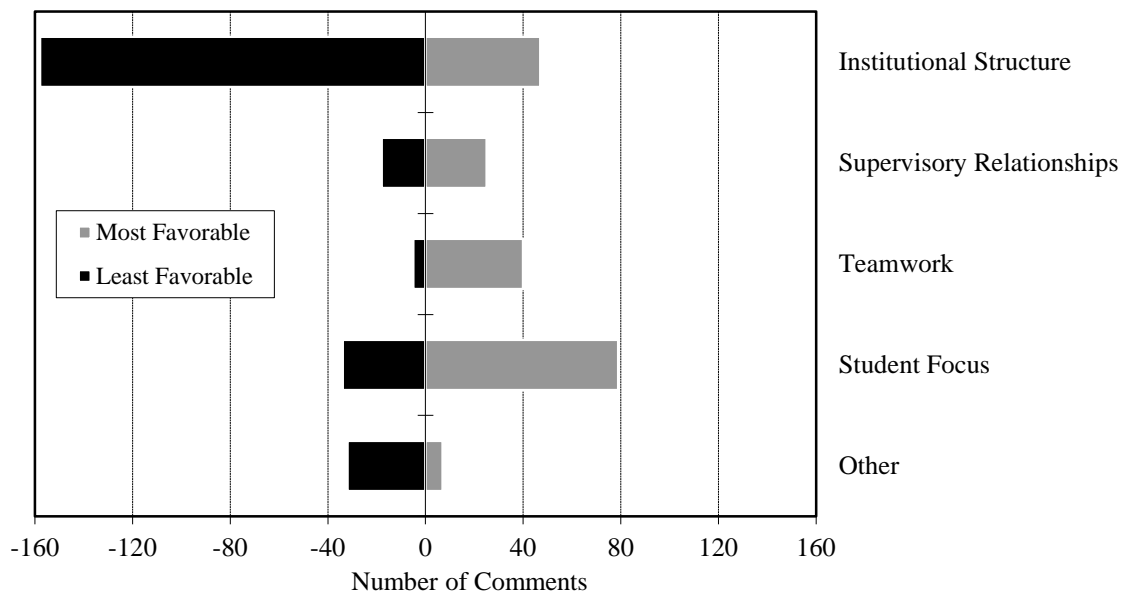
Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

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

Factor	Themes
Institutional Structure (n=47)	*I am fond of some of the restructuring of academic areas. This makes sense, and should help the academic teams focus better and do great things. I love Tacoma, and love working with a variety of TCC students. We have a rich and fascinating community we serve.*
	Administrative leadership respects, listens to, and appreciates faculty goals.
	Most favorable is that a positive and supportive atmosphere is promoted in all aspects of instruction and community.
	There seems to be a commitment to diversity at TCC.
	I think this institution does a great job fostering an environment of diversity for the students and faculty members.
	TCC excellently highlights and shows appreciation for diversity. It encourages the student body and its employees to recognize the values of diversity. It also actively offers opportunities to appreciate students, faculty, and staff.
	For a long time the college has had a strong team culture that leads to collaboration across campus and departmental lines.
	TCC has an upbeat and enthusiastic attitude overall. It handles complex problems well. Its image is, justifiably, a good one.
	The ability to work collaboratively and have a voice is most favorable.
	Generally, the campus climate is positive, and everyone is very cooperative and working towards the same goals.
	TCC is very accepting of changes and works well in coordination with all stakeholders.
	I think we have greatly improved in communication with transparency on upcoming changes. We have also greatly improved in getting everyone's input on campus changes from Part-time hourly all the way up the chain.
	Most favorable is that I am able to work independently and with others on interesting projects, often of my own choice.
	The value placed on academic freedom allows me to define my classes as I see fit. This encourages me to be creative, stay current in my field and use my critical thinking skills.
	I like the new leadership of the college in that it is responsive to issues and encourages accountability and responsibility from its employees. The college is more open to change.
	The areas that I find most favorable include the professional and friendly work environment. All the staff and supervisors work well together to accomplish our college's mission of helping students learn.

Table 22.	Continued
Factor	**Themes**
	I have met and had conversations and discussions with different faculty members at this institution. They were always positive and supportive. I have thoroughly enjoyed my experience with this institution.
	The college has listened to students, staff, and faculty about a tobacco-free campus. We now have a new policy in place for the campus. The administration is flexible about change for the college's betterment.
	Leaders are supportive here. Working on a college campus is fun and engaging. We have good student culture. The work here is interesting and challenging.
Supervisory Relationships (n=25)	*I feel that my immediate supervisor is very supportive of my work and is also open to feedback and criticism. My supervisor, in turn, provides me with effective feedback to help shape my performance.*
	Most favorable with my supervisor is that I am able to teach the way and with the materials I deem necessary.
	Allowing me to be creative in how I teach my lessons is one thing I truly love about this school. My supervisor has always been so kind and supportive and has gone out of his/her way to make sure I have everything I need to make my classroom successful.
	I am very fortunate that I have a great supervisor who I can rely on. My supervisor encourages me to come up with new ideas and bring my past experiences to the office. That is the motivation for me to stay in the position as I want to respond to her/him in a positive way and contribute to the office.
	My immediate supervisor is committed. I have opportunities for development and innovation.
	Support for professional development is robust, both on and off campus. The institution is clearly interested in keeping staff at the top of their game.
	I appreciate my supervisor's ability to recognize my strengths and motivate me as an employee.
	My supervisors are very dedicated to student success and passionate about increasing effectiveness in meeting student needs and goals. I feel that I am listened to and encouraged to bring new ideas into problem solving.
	I find that there are professional development opportunities and groups and committees that are available to participate on the administrative level.
	My supervisor demonstrates that s/he has the best interests of students, faculty, and college in mind. S/he supports our work.
Teamwork (n=40)	*I find the work climate within my own division most favorable. We, as a team, collaborate well with one another. Misunderstandings pertaining to work are easily and quickly resolved. My supervisor is doing the best to try and be open to accept inputs from everyone on the team.*

Table 22.   Continued

Factor	Themes
	At the department level, our team is inclusive and dedicated to supporting students as they strive to reach their educational goals. Supervisors are supportive and work to keep communication channels and expectations clear within the department.
	Our department is a very good team. For the most part, we work well together, respect each other, and value the work that each of us contributes. We currently have an excellent departmental leader who knows what each of our strengths and challenges are, and s/he works with us to get the best out of us. S/He is able to instill a sense of teamwork and camaraderie within the department. We are proud to be part of this department and of the work we do.
	The department I am with has a great work relationship and climate. It is a pleasure coming here every day and collaborating with my coworkers.
	Most favorable is freedom within my department to express myself. Congeniality, cooperation within my department, and encouragement by the department chair are also most favorable.
	My immediate work team works very well together. We have common goals, communicate well and my supervisor supports the work we do.
	My department works well together. Although a Part-time instructor, I am invited and encouraged to attend all meetings and events. I am also asked for opinions on curriculum, and my ideas are thoughtfully considered.
	I enjoy working with my coworkers and supervisors at TCC. They provide guidance and feedback for me so that I can improve as a tutor. They also strive to improve services for students.
	I have a great team. There is considerable cross collaboration with other departments we work with. All the front line staff in the department are hard-working and driven to help students. We communicate in a multitude of ways and support each other for the sake of the students. Faculty are good at responding to our communication as well.
	Despite the low morale running rampant on our campus, my immediate department continues to work well together. Our supervisor is mindful of everyone's opinions and experiences and works hard to keep us all on the same page.
	My team is excellent, both within and outside my immediate work area. Regardless of their position, staff are dedicated to the success of the organization and to excellence in the provision of services to students and to each other. We have respect from our supervisors and we get good feedback. Teamwork and mutual respect are apparent in my team.
	Our department is willing to be innovative. The chair is friendly, helpful, and supportive which is why I want to continue working at TCC.

Table 22.	Continued
Factor	**Themes**

In general, relations with my immediate teaching colleagues are positive and collegial and I have a good working relationship with my chair. There is generally good administrative support and resources available to perform teaching duties. My chair trusts our abilities and provides the autonomy necessary to do our job well.

My program is extremely student centered and values innovation. My ideas are solicited and given serious consideration. Faculty and staff collaborate well and go to great lengths to support students.

I thoroughly enjoy working in my department. I have nothing but good things to say about it. The team, the leadership and the attitudes are good. The team dynamic is solid and at this point, I'd rather work here with a relatively lower wage than anywhere else on campus.

I am happy with those I work with in my department. The students I work closely with on a daily basis, the direction of my department and the leadership of my department are all good. The program for which I work within my department has a strong reputation around the college and the community. Those within my profession have a great amount of respect for those affiliated with our program. Our department has worked with many students that have moved on to various colleges after ours. Many students have a great deal of success after TCC.

Student Focus (n=79)

I believe the college does have the student's education and best interest at heart. The instructors are impassioned and want to help students achieve their goals and have a better quality of life. There is a good variety of programs offered and students receive the necessary assistnace. The ever improving facilities are meeting the needs of the student and providing a better learning environment.

An area where TCC shines is its focus on academic excellence. Students who graduate and leave TCC to transfer or go into the work field are adequately prepared.

The spirit of dedication from people who do their best to serve the students is fantastic.

There are some very talented and wonderful individuals (faculty and staff) who work at TCC with a passion to serve the students and do the right thing. TCC is a great place because of the people that make it a better place for the students. Students receive an excellent education and the college prepares the students for a career or to transfer to other institutions. TCC is a great institution that has a lot of potential.

Of the three community colleges I have worked at, TCC is by far my favorite. The faculty and staff encourage and work together to enable both student success and employee professional growth. The Vice President guides the IC with such adeptness and wisdom, which helps this college remain a high-quality educational institution. I am thankful to be working at the college.

Table 22.	Continued
Factor	**Themes**

The Student Services division has experienced intelligent, strong, insightful and consistent leadership. The division definitely puts the needs of students first and does its best to accommodate all within always-limited resources. Every effort is made to include staff in decision-making and to keep them apprised of issues that impact them and the students.

The Tacoma Community College staff and faculty have great ideas and goals in assisting students. The overall campus climate with regards to diversity is very healthy and welcoming to students of color.

It is very evident to me that TCC's administrators, faculty, and support staff care a great deal about helping our students succeed.

The faculty here are incredible in their commitment to the success of their students.

Most favorable is great emphasis on student diversity, career and further education planning, and student support.

Instruction at TCC is outstanding. The student learning centers (tutoring and SI) are the strongest in the region. The library is outstanding. Classified staff in student services are dedicated to student success and have worked beyond anyone's understanding in the face of ctcLink to keep things going. Many employees are working so hard and tirelessly to help students. Faculty are innovative, creative and engaged in most areas. We have a lot to be proud of as an institution.

Students are generally happy here, and they have the opportunity to participate in many realms of campus and community life through supportive instruction and student services. I feel that there are many intelligent and capable people working here. It takes a lot of care and finesse to provide consistently good student service, and I see this in Counseling/Advising and Enrollment Services every day.

I feel like I work for a dynamic team of individuals that have student success as their most important goal. Student Services works very hard to meet the needs of our diverse student population. I feel supported by the Vice President of Student Services and the Dean of Counseling and Advising.

Most favorable is that the college offers a valuable educational experience to students.

I feel that the quality of the student experience is given the utmost priority.

The goal of TCC is clearly indicated with both my position at the college and the overall goals for educating students. These goals of helping students succeed in completing their Associate's Degree are clear to me.

I believed the college is generally concerned about the academic well-being of students.

Table 22.	Continued
Factor	**Themes**

This institution has done and is doing a good job when it comes to working with students. The Student Services division has changed a lot of policies and procedures to enhance and compliment the experiences of the students.

There is a lot of discussion around topics of diversity and equity at our college. We have several programs in place, and lots of discussions on campus that help under-represented groups achieve a college education. I think it's really great.

Tacoma Community College has a long history of meeting the needs of the students and adding value to their careers. TCC was one of the first community colleges in the area to introduce online courses so that students could attend school outside the normal class schedules.

For the most part, TCC is focused on student success. Some departments find ways to collaborate on behalf of our students to insure more successes.

Most of the time, most individuals do a superlative and involved job to enhance the lives of our clients, the students.

Activities for the students are various and publicized with signs and email notifications. I'm impressed how much the college supports the students at the beginning of each quarter.

The college does an excellent job of trying to communicate to staff that students are the priority and I believe that is the direction the college would like to take.

I believe the college is very pro-student and creates an environment that gives them every opportunity to succeed.

TCC is a collection of good people who want to build an excellent institution for our students. I think we're good at providing extra services to those who need them most.

I think that we have wonderful faculty members who provide quality instruction on this campus.

I appreciate the way everyone on campus comes together to help support our students. We have had some challenges with ctcLink and while there were frustrations with the system, everyone understood the importance of doing what was necessary to help the students.

I think the college has great vision and desire for student success and we have done a great job in so many of our initiatives.

I'm impressed daily by the commitment of faculty to meet the needs of our students and am inspired by the passion and commitment of my colleagues.

I have observed and participated in a culture that strives to continuously serve students and make positive changes and improvements in their lives. I love that about TCC.

Table 22.	Continued
Factor	**Themes**
	I feel faculty and staff do their best to support students and have the students' best interest in mind. I have heard from students that the tutoring services we offer at TCC are much better than other institutions in the area.
	The best part of TCC is the fact that most faculty and staff are very interested in the educational preparation of our students. We want our students to succeed and thrive.
Other (n=7)	*Facilities*
	Campus is clean and beautiful. Accommodations for disability are made with care and respect.
	TCC is a good place to work. We have well-functioning buildings, fairly adequate parking, clean and sufficient lighting and HVAC.
	Most positive is the forward-looking emphasis on technological innovation.

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

Factor	Themes
Institutional Structure (n=158)	*The environment for staff is terrible. There are few opportunities that are supported by the campus for off campus professional development. There are very few opportunities for advancement, unless you are one of the "chosen" who can do no wrong. If someone is not part of the "in-group" there are no opportunities. A staff member must leave TCC to advance.*
	It would be nice if some regular reviews could be done of teaching staff by supervisors, not just by students.
	In terms of bringing more diverse representation in faculty and staff I believe that recruitment and hiring practices and processes could be more intentional. Also, mandating more equity and multicultural training for both students and employees may be beneficial.
	Morale of employees is at a very low point right now. Some folks in leadership positions feel using directive or intimidation tactics work better than having a cohesive group that works well together. Leadership courses that I have attended all stress the importance of open lines of communication and leaders actually valuing the inputs of workers under them. I'm hoping people are honest on this survey and leaders take a serious look at what is actually happening in the work place and not just be satisfied with an end result.
	Obviously, the CTC system has been a complete catastrophe. I believe the problems with CTC, on top of having a new president that has changed to a "business model" for running the college, have been the causes of so many dedicated, productive, and positive long-standing professionals leaving TCC. It has been very upsetting to watch the disintegration of a college I have been very proud of working at for a number of years.
	TCC is a very homogeneous, non-diverse place for students. Our faculty and staff are overwhelmingly white and female and the consequences of this can be seen in the non-participation of large blocks of students in our STEM fields. The college is doing almost nothing to address the diversity issue on campus and it is frustrating, especially after the problems are brought to the leadership team. Our faculty and staff should reflect the community that we serve, yet we are failing at that. Even worse, we are doing nothing to fix the problem. We are not even accepting of the fact that we have a problem.
	Human Resources is hostile to all classified staff. There is no continuity of enforcing school policies. They make their own rules.
	There should be more coordination and communication between the academic departments at main campus and the Gig Harbor location. Often at the GH campus we feel isolated from our peers at the main campus.
	I think there is a wide gap between executive staff and faculty and that needs to be bridged. There is also a large gap between student services and instruction, which also needs to be bridged.

Table 23.	Continued
Factor	**Themes**

There is too much change without a shared global vision. Poor communication from the top is least favorable.

Diversity training is needed for faculty, staff, and administration.

The climate at this college is not favorable to people of the lower socio-economic classes, most obviously, the laboring class of employees.

With all the renovations in the previous years at TCC, we have one of the greatest community college campuses in the state. I would like to see the college get back to caring about what is best for our students and employees and less about personal agendas. Taking care of employees and quality retention will lead to a more efficient college.

The turnover of staff is enormous. I have worked with some people who invested 10-20 years that have left because someone did not like their thoughts or did not like that they were not going to be bullied. I have never seen so much bullying and retaliation go on in any institution I have ever worked for. You breathe too hard, you are written up or reprimanded, but never talked to. The communication on this campus is really poor.

There are some areas where TCC is lacking. One is with regard to its favor toward classified or Full-time faculty or staff. Certain areas of the college and certain individuals do amazing work but are not given raises, benefits, or advancement opportunities within their chosen department. That disconnect creates an "us versus them" atmosphere, which creates false barriers. I don't have access to specific data and my knowledge is anecdotal, but I know of so many great individuals who have been unfairly designated as Part-time temporary employees. They work in jobs they love but with little or no advancement or benefit opportunities; or they are forced to leave and seek other employment. I sincerely wish that TCC would adequately and fairly represent all its employees, not just Full-time faculty or staff.

The least favorable is that our new administration does not listen and seems interested in surface dressings only.

The campus has very clearly defined hierarchy. It is great if you are on the top, but if you are not, you simply do not matter. This attitude is reflected from top down through the administrative office, deans, department chairs, faculty, adjunct faculty and staff. The number of great faculty and staff that have left the campus in the past two years is staggering. With the introduction of CTC, there have been so many issues and very little appreciation or support for those with boots on the ground. It's very discouraging. The training received was so poor that we have been left to just figure out a very complex system. There is little sharing or communication between departments so everyone is just doing their own thing.

There is a divide between faculty and administration in which faculty, at least, does not trust administration.

Table 23.	Continued
Factor	**Themes**

TCC does not value its employees. What is well known across this campus but is only spoken of in the shadows is that people feel undervalued and underappreciated. We feel invisible, and the administrative process is inaccessible. It is unnerving that so many long-time staff have left. We know full well why they have left. We do amazing work, we do innovative things, we create reports, we create proposals, we do work that is recognized regionally, but TCC doesn't notice or share it. I don't think people feel safe to share thoughts with each other. Faculty and staff are kept at an arm's length from each other. As yet another staff member walking out the door said recently: "It is no longer fun to work here." I hope the good things outweigh the bad for enough people, so that we will come through this time.

Certain classified staff members express so much negativity and there is a serious lack of motivation to improve, excel and work together as a team. It only takes one or two people to bring an entire department or organization down. It is frustrating to me that more radical measures cannot be taken to remove these individuals for the betterment of the organization.

TCC has become an adversarial and hostile workplace and that is reflected in its constant turnover of staff that has resulted in a disconnected college community and losing employees who have the right skills.

Under the previous leadership, creativity using our strengths was encouraged. Now, we just do as we are told, regardless of whether we are working on our strengths. I am deeply concerned at the direction this college is headed.

Everyone has a full plate and leadership just keeps piling it on. We should resolve the issues at hand before taking on new initiatives.

We are exhausted from the onslaught of changes and new initiatives and morale are very low. Staff form the largest employee group on campus and we need to have our concerns heard and addressed.

Overall, the college administration is either highly adversarial or completely uninterested. Staff, in particular, are treated as second-class citizens in this environment. Certain work teams are absolutely terrified of their supervisors which has resulted in very hostile work environments. These situations are either condoned or ignored; it's truthfully hard to tell. It's hard not to wonder why we bother with these surveys as the college never addresses the concerns raised.

Staff at this college previously went above and beyond to help one another, but this is no longer true. Morale is low and it is not uncommon for staff to not want to take responsibility for their work or defer it to another person or department.

Outside of my department I find negative attitudes in a lot of places. I find there's a general sense of fear of change in most places instead embracing for changes. I also have not been impressed with the highest levels of leadership at the institution. Some of the decisions that have been made this year don't reflect our mission statement.

Table 23.	Continued
Factor	**Themes**

Too many good people have left the institution without any attempt from the administration to retain quality individuals. There is so much focus on saving money that we do not provide individuals the opportunity to grow within the college. At a certain point people reach their ceilings and they pursue opportunities outside the college that allow them to grow further. TCC has one of the nicest campuses around with great students. We should match that with providing the college and its students with the best possible employees, not the cheapest.

Outside of my immediate colleagues, I do not always feel comfortable or welcome to ask questions or express a dissenting opinion, particularly with upper-level administration. I have heard other colleagues ask questions and be shot down, dismissed, and even suffer backlash. I do not feel feedback is truly welcomed or fully considered, and openness to feedback is critical to innovation and a healthy campus climate. When big decisions are made that impact my area and I have close knowledge or a valuable perspective, I am not consulted in a meaningful way. I do not usually feel "in the loop" with what's happening on campus or given the "why" when a decision is made.

I wish the culture on campus was more open, responsive, and warm. Unfortunately, there seems to be low morale and a culture of fear and dissatisfaction among many staff members. Campus feels separated and there is not a lot of collaboration. There is a real chasm between faculty and staff.

I find that some faculty are resistant to change and feel a sense of entitlement because of how long they have been at TCC. Furthermore, these individuals are resistant to shared governance.

There is a serious lack of communication on this campus regarding current status of employees. I find myself not knowing who new employees are, even though I often need to conduct work with various departments. Likewise, I was shocked to learn that the Purchasing Department office is now closed and the staff I used to work with on a regular basis are no longer employed at TCC.

Decisions are made regarding the availability of administrative staffing by people who are not fully informed or familiar with the challenges overworked staff face. We don't feel our concerns are heard or even matter.

Historically, individual faculty views were welcomed, but that is no longer the case.

I don't think higher management in the college have the employee's best interests in mind. Communication seems scripted which causes people to believe there is information being withheld that may impact them or their workplace.

We have entirely too many administrators (VPs and Deans). The campus would benefit from fewer "power people" whose only job seems to be sitting around creating ideas. We need more "boots on the ground" folks who actually work with students and provide service.

Table 23.	Continued
Factor	**Themes**

Over the past 9 months, changes were made without considering the effects on staff, faculty and students. There is no buy-in. Before making decisions, it is beneficial to understand the bigger picture, such as "why do we do things the way we do?" and "what is the history behind it?" There may actually be logical and legitimate reasons for the way we do our work, but no one asks us before making changes.

TCC supports diversity, yet I have seen more intolerance of diversity than acceptance and integration. Administrators are overlooked when they treat their staff poorly. I have worked in different departments across the TCC campus, and out of all of them, the one that I work at currently is the only work environment that actually fosters professionalism, respect among co-workers, the chain of command, and consistently pushes to make the students feel valued. Managers and executives at TCC should receive more training on effective ways to manage employees that are beneficial to all parties. Administrators bullying staff should also never be tolerated at TCC. I have witnessed bullying on far too many occasions in previous TCC positions without anything being done when the issue was brought to the appropriate attention at a higher level.

Least favorable is attention to issues of oppression (racism, sexism, etc.) from the administration.

It is really hard to know what is happening across campus. The Portal (college intranet) could be a way for departments and committees to share news/information/changes, but the Portal is organized poorly. I have to actually do a Google search to find information on TCC. Searching within the Portal for specific information rarely works. Not having an easier, more user-friendly way to share information is something that keeps us disjointed.

The climate has become less transparent and more hierarchical. We are living in a culture of fear, a "low-freedom" extreme command and control organization. We are managed tightly, worked intensely and there is little, if any, room for advancement. Direct reports are not trusted and there is little to no autonomy even among professionals who have served the organization and the mission faithfully and competently for years. Developmental conversations and reviews are no longer safe and are about process rather than outcomes. We have lost our voice in shaping our institution. There is a focus on process rather than on mission and purpose. Intrinsic motivation and engagement seem to be at an all-time low. I used to love to come to work every day. It is extremely demoralizing.

The college is serving a lot of diverse populations yet we still don't reflect the population of students we serve in our faculty and staff. The students wish to see people that teach them look like them. We need to diversify our Human Resources Department to reflect the population we serve. We need to rethink the way we hire at this institution.

Table 23.	Continued
Factor	**Themes**

At the institutional level, there is a lack of communication and collaboration between departments that leads to unnecessary barriers for students. Our campus seems to continually struggle with siloing and overcoming this ends up being addressed individual-to-individual rather than a campus expectation. When someone leaves a position there is a drop in cross department collaboration and communication. There is also a lack of vertical communication. The decisions being made at high administrative levels are not based on clear communication with the front line staff and administrators who are serving the students.

Lines of communication are not streamlined. Protocols are not streamlined. Turnover at the executive level often results in changes in management styles that have unclear benefits.

The least favorable element is the disruptions or changes being implemented within the last year which have been negative. The college has become more hierarchical and faculty-centered whereas other employees, especially classified staff, are simply disregarded and ignored. There have been higher incidences of staff being fired or forced into retirement, which caused uneasiness. In relocating staff to other buildings, no consideration was given to make sure that staff will have a conducive work environment. Management should recognize the different roles that each employee group plays and contributes towards the overall efficiency and operation of the college. The head needs its arms and legs to do the work.

Least favorable is the turnover at TCC.

With our chaotic IT implementation, I don't see enough evidence of the college providing adequate resources for staff to deal with this severe change. Students have been greatly inconvenienced and there is not enough collaboration to effectively and quickly resolve student issues in financial aid and/or the business office. College level decisions take weeks while student dissatisfaction grows. With all the resources the IT implementation has taken, I would have like to see the college pull back on other initiatives, particularly when resources are scarce. Everyone is stretched too thin and campus morale is at an all-time low. People feel overworked, underappreciated, with no opportunities for growth, development and/or promotion.

The chaotic ctcLink implementation took a great toll on students and employees alike. I recognize that most of the ctcLink issues were beyond the college's control, but the administration's determination to look on the bright side left many of us in the dark regarding the extent of the problems, further eroding trust in the administration and its willingness to communicate openly and honestly.

The college does not do enough to hire faculty or administrative leaders with diverse backgrounds. All the VPs are white, with one exception.

I'm disappointed to find a "top-down" and micro-managerial approach taking root at what was once a very egalitarian institution.

Table 23.	Continued
Factor	**Themes**

I'm disappointed by the college's unwillingness to promote from within, do what it takes to retain key people, and encourage the kind of risk-taking that attracts innovators. In recent years we have lost several of our most brilliant and forward-thinking employees to competitors, including a few who are nationally known in their fields. If this trend continues, I fear that this once outstanding college will slide into mediocrity, which some of their replacements seem to be actively seeking.

Least favorable is that some supervisors express blatant favoritism.

The new administration either cannot make the hard decisions, or when they do, decisions are made without faculty input. This has become a very hostile place to work.

Currently we have a new President who is making changes at the college to suit herself and her needs. She has not even been here a year, and some of the changes have been huge. There are also rumors of exempt staff losing contracts and people getting fired for small infractions that should instead be counseled.

We need vision. I do not think that the goals of the administration are always communicated in ways that teaching faculty can comprehend. I think that administration can be better about recognizing great teaching, and help showcase individuals that are rock-star teachers. There are a lot of changes on campus. There are lots of new administrators and new restructuring. The saturation of changes sometimes makes me anxious about the state of our institution. Why are some great people leaving TCC? Change is the way we grow, but I am not 100% sure we are headed in the right direction. Help me understand where we are going, and why this is a good thing.

The new leadership is changing the organizational culture from a participatory culture to a "rule" culture. Employees are forced to retire for inappropriate reasons. Shared governance is no longer shared at all.

The climate and morale at the institution are the worst I have ever seen them. High quality employees are leaving, which further lowers the morale. There is no sense of shared vision. Attempts to innovate are thwarted at every turn. Communication doesn't happen. The rumor mill is rampant as that is the only way anybody knows what is going on. Some people are intentionally removed from email groups, removed from teams, and left to fend for themselves in the blind.

This college functions best when all employees feel free to express their ideas and opinions, and I hope we can return to those days.

I am concerned that staff do not have a way to communicate their frustrations to administration. I think there is a lack of trust between some staff and administration. Some staff do not feel they can be honest, in fear that any criticism would hurt their careers. I would like to see this situation get better, but am unsure how to resolve this.

Table 23.	Continued
Factor	**Themes**
	There is very little positive feedback from the TCC administration for a job well done. TCC changed to a new operating system and the adjustment for all departments has been huge. There has been very little appreciation shown for the work and time it has taken to serve our student population through this drastic and very difficult change. There has been some verbal thanks through group emails but never personal thanks or any kind of compensation. The morale here has been very low this entire academic year with the changes and the lack of any sort of recognition or praise, let alone chances to get any kind of monetary bonus. I have felt the general executive administration's attitude to be "if you don't like it, here is the door" and that has felt like the attitude for several years now. It has been very hard to stay positive and I only do so because I care about the students I serve.
	I am concerned about the direction we are going related to the importance of diversity, specifically people of different ethnicities being treated fairly and ethically.
	The faculty here are largely impotent in setting the course for the college. I've seen evidence that faculty (e.g. hiring committees) make recommendations to administrators, but the administrators often ignore such input in their ultimate decisions.
	TCC is a place where I do not feel that employees are valued. In my time here I have seen many quality individuals and advocates leave the college with no attempt by the college to retain those individuals. Some of them even wanted to stay but the college and/or administrators did little or nothing to keep them. On a few occasions they even replaced those people and gave the incoming employee a raise and title increase, which was all that was needed to keep those previous employees. While I enjoy my job and department, I also feel there is no room for growth in my current position. I am actually being given extra responsibilities and two times as many people to manage under me but yet have never been approached or had a conversation regarding a title change or compensation increase. While many people here at TCC really care about this place, as do I, the college does very little to reciprocate the effort so many put in and you get the feeling you can be replaced at any time without the college missing a beat when you are gone.
Supervisory Relationships (n=18)	*I was given no new employee orientation and no training. When I asked IT if there was software training available, I was told I could call if I had a specific question. The only trainings available are occasional one-hour workshops, usually geared towards faculty.*
	No money is provided for training. Innovation has become stagnant.
	Least favorable is that my supervisor does everything verbally so there is no proof of my supervisors' actions.

Table 23.   Continued

Factor	Themes
	Our Dean has been given such a huge task (huge division) that it is really impossible to do the job. Many times s/he is not available when needed and it takes forever to try and schedule a meeting with the Dean.
	Least favorable is that employees are not provided with enough professional development or support.
	I feel my direct supervisor is working beyond his/her management capability. I see her/him negatively impacting morale and productivity and this will ultimately lead to turnover on my part anyway. S/he neither wants to hear nor accepts different opinions, and even if s/he does listen, s/he will come up with an excuse why those opinions don't work. S/he simply doesn't have the people skills and empathy to deal with subordinates' problems, both work-related and personal. In addition, myself and fellow employees have approached this individual with solutions to various issues and this individual prefers to do it her/his way and then micro-manages the whole effort.
	In some areas, employees are not supported for their professional development by the supervisors. We sometimes get the vibe that there is no funding, so we need to trim the budget. However, the same is not reflected when the supervisors need their professional development and training. Employees do not feel supported.
Teamwork (n=5)	*Some departments are ruled by supervisors who are out of control. They have driven out long-time experienced staff. There are no checks and balances for abusive and toxic supervisors who instill fear into employees who withdraw and are afraid to speak out because of retaliation.*
	The least favorable is that there has been very little interaction between faculty members in my department.
Student Focus (n=34)	*I often hear stories from many of my students about how their other classes aren't taught well. I know students sometimes just complain about things, but I hear about things happening in other classes that I just find unacceptable. For example, giving exams without covering the material, coming to class totally unprepared, and being gone for two weeks without making arrangements for someone to fill in and then giving an exam during the middle of an absence.*
	I don't believe that this institution is preparing students well for their future. We are not a vocational school. We are a community college and I believe the majority of our students are planning for school beyond our college.
	Our students are not often considered as a population with specific needs. For example, the veteran population has different needs than the Fresh Start population.
	I feel that some decisions made do not take in to account the impact they might have on student learning because those who know students' needs best are not consulted in the first place.

Table 23.	Continued
Factor	**Themes**

Like any other educational institution, TCC is top-heavy with administrators who are all about student retention at the expense of a quality education. Too many students are allowed into courses without the basic abilities to succeed in many of these. Too many are passed along with a high GPA, only to be someone else's problem.

Students are not held accountable for not doing the work, cheating, or not following directions. The students are allowed to assess their education, but they do so based on their grades and how easily they can influence the instructor to meet their demands.

On the administrative side, there are not adequate resources (time, money or personnel) to adequately support our students.

ctcLink has really affected the satisfaction of the students here at TCC.

Least favorable is that the academic support centers are under regular pressure of budget cuts, despite showing essential support for student success.

Sometimes not everyone is on the same page with things, and it frustrates students hearing multiple responses for how to resolve an issue they have.

The issues with ctcLink have negatively impacted the student experience here at TCC, as well as the staff's experience. Departments do not communicate with each other very well when there is an issue a student is having and I feel the student sometimes suffers for the inability of departments at TCC to work with each other to resolve an issue a student is having. I hear often from students they feel they are getting the run around and not getting a resolution to their problem.

Least favorable is class cancellation due to the low enrollment.

I believe it is not in the best interest of the students that most classes are taught by Part-time faculty. This is particularly true in the math, science and engineering areas where Part-time staff are hardest to find. It is also the case that more of these classes are taught by Part-time faculty than anywhere else. The result of this is that courses are frequently staffed by instructors who are less qualified than Full-time faculty either because they have little teaching experience or they are teaching courses outside of their area of expertise. We have done a very poor job of meeting student needs in this area. We hire people in charge of open access materials, making videos for teachers, recruiting more students and other things when we aren't doing the fundamental thing right, which is to have well-qualified and experienced instructors in the classroom.

The "business" model is serving to dumb-down classes and instructor expectations in a disappointing way. The college was far more rigorous 10 to 20 years ago. While our student population has changed, our expectations for excellence should not. We have de-emphasized the arts to such a degree that students cannot take classes in several areas that are standard in almost all community colleges. In sum, we are turning into a technical college and only pretend to promote quality education.

Table 23.	Continued
Factor	**Themes**
Other (n=32)	*Adjunct Faculty*

I have not been invited to advance my career as an adjunct. I often feel ghettoized despite my credentials which include a PhD and decades of experience as a dedicated college instructor.

The least favorable is the fact that there are so many adjunct positions that have no path for Full-time employment. There is a need for more teachers. Instead of allowing those that are already in the system and know it to teach additional classes, they cap us and pay to hire and train new staff. We are looking for a bit of stability and it's like we're good enough to a point and then we're on our own and that seems a bit unfair. I love to teach and I love working at TCC. I wish I could land a Full-time position in the area I teach.

The college is not proactive in addressing wage compression and benefits for adjuncts. TCC is no longer an institution where I feel valued as an employee. If a similar employment opportunity became available I would leave TCC for it.

The Part-time faculty were finally given a very small pay raise this year after going 5 or 6 years without one. Our salaries have not kept up with inflation over the past several years.

Adjuncts are treated poorly. This includes their compensation, recognized value within the institution, ability to exercise their First Amendment rights and the degree to which they have career opportunities.

Advancement for adjunct faculty is non-existent.

There isn't any clear pathway established for adjuncts to advance, and there are no raises according to experience or student outcomes. In order for adjuncts to improve they need clear expectations, acknowledgment, reward, and stability.

Compensation and Benefits

Least favorable is that there are no performance reviews nor salary raises.

The areas I find the least favorable is the salary. With my current education and credentials I can go out into the private sector and easily clear $85,000 a year. I would go back into the industry but I have put in a lot of time here and at this point in my life I need to have the stability, but I am very disappointed in the amount of salary that is given to instructors.

I think the college does a horrible job with the retention of employees. Salaries are not equitable. New people hired in make more money than existing staff and equity adjustments are not made to correct this disparity.

Salaries are low in comparison to surrounding businesses.

Table 23.   Continued

Factor	Themes
	There is a tremendous amount of work to do, with some staff having a workload equivalent to more than one position but with pay that may not be commensurate with that workload, and also the reverse occurs (full position pay, with less than full position work). Having lots of work to do is great, but compensation needs to reflect that workload. A compensation study may be a good idea.
	There is a lack of recognition for employees' efforts. Employees who have been loyal and served many years at the college are not compensated in any way. New hires are often being paid more than currently trained employees who are experts in their field. The college has lost a large number of employees due to their lack of financial compensation. The atmosphere is one that does not value the employee and what they bring to the table. It feels as if the college does not care if we leave because they will just hire someone new into the position.

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. Seven of these items represent the Student Focus climate factor (items #8, #17, #18, #28, #31, #35, and #37), two represent the Supervisory Relationships climate factor (items #2 and #9), and one represents the Teamwork climate factor (item #3).

- The extent to which I feel my job is relevant to this institution's mission, 4.34 (#8)

- The extent to which this institution prepares students for further learning, 4.13 (#37)

- The extent to which my supervisor expresses confidence in my work, 4.12 (#2)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.06 (#9)

- The extent to which students receive an excellent education at this institution, 4.03 (#31)

- The extent to which there is a spirit of cooperation within my work team, 4.01 (#3)

- The extent to which this institution prepares students for a career, 3.99 (#35)

- The extent to which student ethnic and cultural diversity are important at this institution, 3.94 (#18)

- The extent to which classified personnel meet the needs of the students, 3.92 (#28)

- The extent to which faculty meet the needs of the students, 3.92 (#17)

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, 3.68 (#55)

- The extent to which innovation is encouraged at the college, 3.46 (#47)

- The extent to which the college is committed to improvement, 3.45 (#50)

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

- The extent to which I have the opportunity for advancement within this institution, 2.63 (#38)

- The extent to which I am able to appropriately influence the direction of this institution, 2.88 (#15)

- The extent to which this institution is appropriately organized, 3.01 (#32)

- The extent to which information is shared within this institution, 3.03 (#10)

- The extent to which decisions are made at the appropriate level at this institution, 3.08 (#4)

- The extent to which open and ethical communication is practiced at this institution, 3.10 (#16)

- The extent to which this institution has been successful in positively motivating my performance, 3.15 (#22)

- The extent to which a spirit of cooperation exists at this institution, 3.17 (#25)

- The extent to which institutional teams use problem-solving techniques, 3.24 (#11)

- The extent to which my work is guided by clearly defined administrative processes, 3.28 (#44)

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, 2.85 (#53)

- The extent to which there is campus-wide input on matters of importance, 2.95 (#54)

- The extent to which differences of opinion are encouraged at the college, 2.98 (#52)

The most favorable areas cited in the open-ended questions pertain to the Student Focus climate factor, and specifically the collective effort between faculty and staff to work towards educational excellence. 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, in particular the need to improve the relationship between the administration and the rest of the employees on campus.

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