



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

**Des Moines Area Community College
Des Moines, IA**

**Personal Assessment of the College Environment
(PACE)**

by

Antonio Bush & Alessandra Dinin

**The National Initiative for Leadership
& Institutional Effectiveness**

North Carolina State University

April 2014



National Initiative for Leadership and Institutional Effectiveness

Audrey Jaeger, PhD, Co-executive Director
Paul Umbach, PhD, Co-executive Director
Dawn Crotty, Executive Assistant
Jingjing Zhang, Co-director of Research
Alessandra Dinin, Co-director of Research
Antonio Bush, Researcher
Kiley Moorefield, Researcher

Phone: 919-515-8567
919-515-6289
Fax: 919-515-6305
Web: <http://ced.ncsu.edu/ahe/nilie>

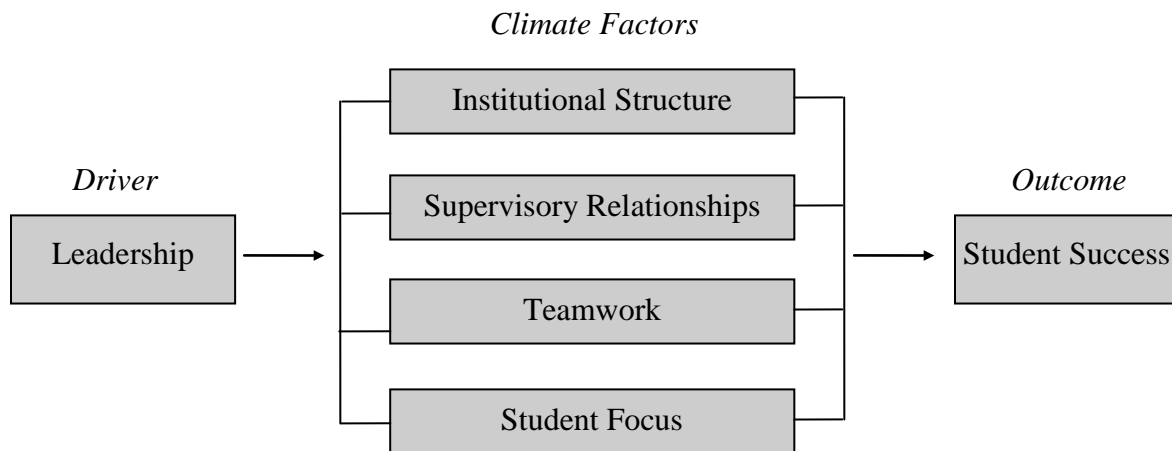
College of Education
North Carolina State University
300 Poe Hall, Box 7801
Raleigh, NC 27695-7801

EXECUTIVE SUMMARY

In April 2014, the Personal Assessment of the College Environment (PACE) survey was administered to 1,930 employees at Des Moines Area Community College (DMACC). Of those 1,930 employees, 807 (41.8%) 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 DMACC 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 DMACC 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 Des Moines Area 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 DMACC to a range of four managerial systems found to exist in colleges and to a Norm Base of 69 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at DMACC included 62 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 62 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2) or Competitive range (rated between 2 and 3). Thirty-three fell within the Consultative range (rated between 3 and 4), and 29 composite ratings fell within the Collaborative range (rated between 4 and 5).

At DMACC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 4.00 mean score or low Collaborative system. The Student Focus category received the highest mean score (4.23), whereas the Institutional Structure category received the lowest mean score (3.80). When respondents were classified according to Personnel Classification at DMACC, the composite ratings were as follows: Administrative (3.93), Administrative Support (3.94), Faculty (4.06), and Technical/Campus Operations (3.90).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.53 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.34 (#2)
- The extent to which this institution prepares students for a career, 4.34 (#35)
- The extent to which students receive an excellent education at this institution, 4.31 (#31)
- The extent to which this institution prepares students for further learning, 4.30 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.27 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.26 (#39)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.25 (#18)
- The extent to which faculty meet the needs of the students, 4.18 (#17)
- The extent to which student needs are central to what we do, 4.17 (#7)
- The extent to which the actions of this institution reflect its mission, 4.17 (#1)

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

- The extent to which I have the opportunity for advancement within this institution, 3.17 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.39 (#15)
- The extent to which information is shared within this institution, 3.56 (#10)
- The extent to which institutional teams use problem-solving techniques, 3.65 (#11)
- The extent to which decisions are made at the appropriate level at this institution, 3.73 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.77 (#16)
- The extent to which this institution is appropriately organized, 3.77 (#32)
- The extent to which my work is guided by clearly defined administrative processes, 3.78 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.81 (#22)
- The extent to which professional development and training opportunities are available, 3.81 (#46)

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

TABLE OF CONTENTS

Executive Summary	1
Table of Contents	4
List of Tables	5
List of Figures	6
Leadership Research	7
Method	11
Population	11
Instrumentation	11
Reliability and Validity.....	12
Data Analysis	13
Respondent Characteristics.....	13
Comparative Analysis: Overall.....	17
Comparative Analysis: Personnel Classification	23
Comparative Analysis: Demographic Classifications	33
Comparative Analysis: Norm Base.....	35
Qualitative Analysis.....	39
Conclusion	58
References.....	60

LIST OF TABLES

Table 1. NILIE Four Systems Model.....	9
Table 2. Alpha Coefficients by Climate Category.....	12
Table 3. Response by Self-Selected Personnel Classification.....	13
Table 4. Proportion of Responses Across Demographic Classifications.....	15
Table 5. Des Moines Area Community College Climate as Rated by All Employees.....	17
Table 6. Comparative Mean Response: Institutional Structure.....	19
Table 7. Comparative Mean Responses: Supervisory Relationships.....	20
Table 8. Comparative Mean Responses: Teamwork.....	20
Table 9. Comparative Mean Responses: Student Focus.....	21
Table 10. Comparative Mean Responses: Customized.....	22
Table 11. Mean Climate Scores as Rated by Personnel Classifications.....	24
Table 12. Priorities for Change: Administrative.....	30
Table 13. Priorities for Change: Administrative Support.....	31
Table 14. Priorities for Change: Faculty.....	31
Table 15. Priorities for Change: Technical/Campus Operations.....	32
Table 16. Mean Climate Factor Scores as Rated by Demographic Classification.....	33
Table 17. DMACC Climate Compared to the 2011 Administration of the PACE Survey and the NILIE Norm Base.....	35
Table 18. Institutional Structure Mean Scores Compared to the Norm Base.....	36
Table 19. Supervisory Relationships Mean Scores Compared to the Norm Base.....	37
Table 20. Teamwork Mean Scores Compared to the Norm Base.....	37
Table 21. Student Focus Mean Scores Compared to the Norm Base.....	38
Table 22. Most Favorable Comments.....	40
Table 23. Least Favorable Comments.....	48

LIST OF FIGURES

Figure 1. The PACE Model	1
Figure 2. Proportion of Total Responses by Personnel Classification.....	14
Figure 3. DMAACC Climate as Rated by All Employees	18
Figure 4. Mean Climate Scores as Rated by Personnel Classification	23
Figure 5. Mean Scores of the Institutional Structure Climate Factor	25
Figure 6. Mean Scores of the Supervisory Relationships Climate Factor	26
Figure 7. Mean Scores of the Teamwork Climate Factor	27
Figure 8. Mean Scores of the Student Focus Climate Factor	28
Figure 9. Mean Scores of the Customized Climate Factor	29
Figure 10. DMAACC Climate Compared with the 2011 Administration of the PACE Survey and the NILIE PACE Norm Base	35
Figure 11. DMAACC Comment Response Rate	39

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 Des Moines Area 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 Des Moines Area Community College.

METHOD

Population

In April 2014, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Des Moines Area Community College. Of the 1,930 employees administered the instrument, 807 (41.8%) completed and returned the instrument for analysis. Of those 807 employees, 288 (35.7%) 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 DMACC 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 DMACC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

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

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by Des Moines Area Community College was also included in the administration of the instrument. A total of 62 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 DMACC 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 2011 to July 2013 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2011 to July 2013 (n=27,873)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
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 DMACC's 2011 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

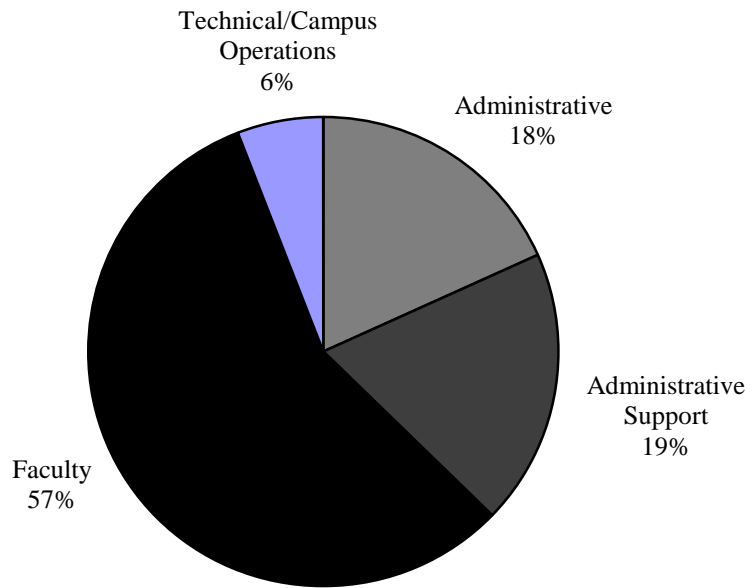
Of the 1930 DMACC employees administered the survey, 807 (41.8%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2). Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrative	12	139	1,158.3%*
Administrative Support	167	145	86.8%
Faculty	1,456	433	29.7%
Technical/Campus Operations	295	45	15.3%
Did not respond		45	
Total	1,930	807	41.8%

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

Figure 2. Proportion of Total Responses by Personnel Classification



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

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

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2011 # of Responses	2011 % of Responses*	2014 # of Responses	2014 % of Responses*
What is your personnel classification:				
Administrative	119	14.3%	139	17.2%
Administrative Support	123	14.8%	145	18.0%
Faculty	529	63.5%	433	53.7%
Technical/Campus Operations	49	5.9%	45	5.6%
Did not respond	13	1.6%	45	5.6%
What gender best describes you:				
Male	334	40.1%	298	36.9%
Female	488	58.6%	462	57.3%
Did not respond	11	1.3%	47	5.8%
How long have you worked at this institution:				
Less than 1 year	90	10.8%	86	10.7%
1-4 years	220	26.4%	180	22.3%
5-9 years	213	25.6%	222	27.5%
10-14 years	139	16.7%	126	15.6%
15 or more years	161	19.3%	152	18.8%
Did not respond	10	1.2%	41	5.1%
In which division are you employed:				
Academic Affairs	486	58.3%	426	52.8%
Administrative Affairs	60	7.2%	68	8.4%
Student Affairs	132	15.9%	136	16.9%
Business Affairs	65	7.8%	45	5.6%
Community Affairs	17	2.0%	23	2.9%
Did not respond	73	8.8%	109	13.5%
Which best describes your status at this institution:				
Full time	513	61.6%	460	57.0%
Part time	307	36.9%	300	37.2%
Did not respond	13	1.6%	47	5.8%

* The frequencies are rounded to the nearest tenth.

Table 4. Continued

Demographic Variable	2011 # of Responses	2011 % of Responses*	2014 # of Responses	2014 % of Responses*
Please select the race/ethnicity that best describes you:				
Hispanic or Latino, of any race	6	0.7%	0	0.0%
American Indian or Alaskan Native, not Hispanic or Latino	1	0.1%	3	0.4%
Asian/Native Hawaiian or Other Pacific Islander not Hispanic or Latino	14	1.7%	12	1.5%
Black, not Hispanic or Latino	17	2.0%	12	1.5%
White, not Hispanic or Latino	750	90.0%	696	86.3%
Two or more races, not Hispanic or Latino	17	2.0%	14	1.7%
Did not respond	28	3.4%	70	8.7%
On what campus do you work:				
Ankeny Campus	470	56.4%	456	56.5%
Boone Campus	80	9.6%	59	7.3%
Carroll Campus	36	4.3%	19	2.4%
Urban Campus	139	16.7%	135	16.7%
Newton Campus	32	3.8%	32	4.0%
West Campus	40	4.8%	34	4.2%
Did not respond	36	4.3%	72	8.9%

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

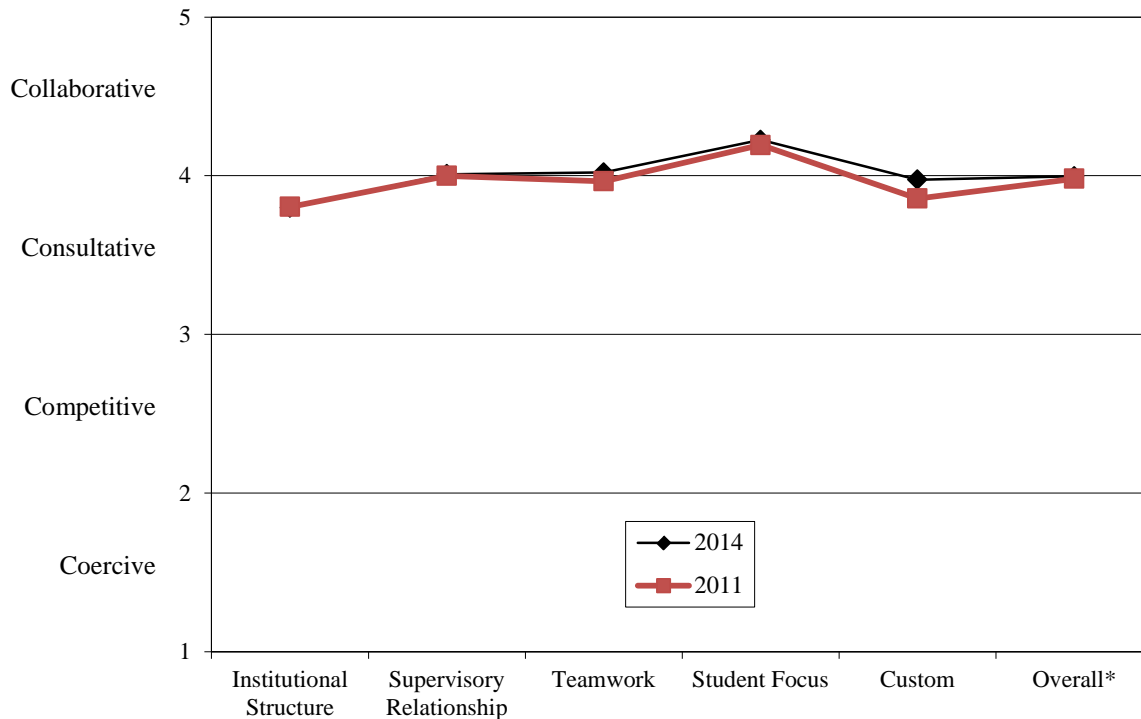
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.23), which represented a low-range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.80) within the upper area of the Consultative management area. Overall, employees rated the management style in the lower range of the Collaborative management area (See also Figure 3). When compared to the revised 2011 DMACC mean scores, the DMACC 2014 mean scores increased slightly.

Table 5. Des Moines Area Community College Climate as Rated by All Employees

Factor	2011 DMACC	2014 DMACC
Institutional Structure	3.80	3.80
Supervisory Relationships	4.00	4.01
Teamwork	3.97	4.02
Student Focus	4.19	4.23
Custom	3.78	3.97
Overall*	3.98	4.00

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

Figure 3. Des Moines Area Community College Climate as Rated by All Employees Combined Using Composite Averages



In reviewing each of the items separately, the data shows that of the 62 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0) or Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty-three fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 29 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=33) 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 4.00 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 62 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 DMACC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question.

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

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure	2011 Mean (SD)	2014 Mean (SD)
1 The extent to which the actions of this institution reflect its mission	4.19 (0.83)	4.17 (0.85)
4 The extent to which decisions are made at the appropriate level at this institution	3.70 (1.06)	3.73 (1.08)
5 The extent to which the institution effectively promotes diversity in the workplace	4.20 (0.90)	4.15 (0.94)
6 The extent to which administrative leadership is focused on meeting the needs of students	4.12 (0.98)	4.07 (1.00)
10 The extent to which information is shared within the institution	3.62 (1.16)	3.56 (1.20)
11 The extent to which institutional teams use problem-solving techniques	3.63 (0.94)	3.65 (0.95)
15 The extent to which I am able to appropriately influence the direction of this institution	3.38 (1.10)	3.39 (1.12)
16 The extent to which open and ethical communication is practiced at this institution	3.80 (1.09)	3.77 (1.10)
22 The extent to which this institution has been successful in positively motivating my performance	3.80 (1.12)	3.81 (1.15)
25 The extent to which a spirit of cooperation exists at this institution	3.82 (1.06)	3.86 (1.10)
29 The extent to which institution-wide policies guide my work	3.94 (0.89)	3.96 (0.91)
32 The extent to which this institution is appropriately organized	3.77 (1.05)	3.77 (1.11)
38 The extent to which I have the opportunity for advancement within this institution	3.10 (1.24)	3.17 (1.32)
41 The extent to which I receive adequate information regarding important activities at this institution	4.02 (0.98)	3.91 (1.06)*
44 The extent to which my work is guided by clearly defined administrative processes	3.77 (1.04)	3.78 (1.04)
Mean Total	3.80 (0.80)	3.80 (0.84)

* T-test results indicate a significant difference between the 2011 mean and the 2014 mean ($\alpha=0.05$).

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2011 Mean (SD)	2014 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.39 (0.95)	4.34 (0.97)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.29 (1.07)	4.27 (1.06)
12	The extent to which positive work expectations are communicated to me	4.00 (0.97)	3.96 (1.02)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.87 (0.89)	3.82 (0.94)
20	The extent to which I receive timely feedback for my work	3.89 (1.09)	3.90 (1.07)
21	The extent to which I receive appropriate feedback for my work	3.90 (1.03)	3.93 (1.05)
26	The extent to which my supervisor actively seeks my ideas	3.86 (1.21)	3.93 (1.16)
27	The extent to which my supervisor seriously considers my ideas	3.98 (1.16)	4.02 (1.13)
30	The extent to which work outcomes are clarified for me	3.90 (0.97)	3.89 (0.98)
34	The extent to which my supervisor helps me to improve my work	3.94 (1.10)	3.99 (1.09)
39	The extent to which I am given the opportunity to be creative in my work	4.28 (0.94)	4.26 (0.94)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.89 (1.06)	3.92 (1.04)
46	The extent to which professional development and training opportunities are available	3.82 (1.16)	3.81 (1.15)
Mean Total		4.00 (0.84)	4.01 (0.85)

Table 8. Comparative Mean Responses: Teamwork

Teamwork		2011 Mean (SD)	2014 Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	4.05 (1.11)	4.10 (1.10)
14	The extent to which my primary work team uses problem-solving techniques	3.90 (0.99)	3.98 (0.96)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.91 (1.09)	3.97 (1.05)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.02 (1.04)	4.04 (1.05)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.97 (0.99)	4.03 (0.97)
43	The extent to which a spirit of cooperation exists in my department	3.99 (1.12)	4.02 (1.08)
Mean Total		3.97 (0.91)	4.02 (0.91)

T-test results indicate no significant differences between the 2011 means and the 2014 means ($\alpha=0.05$).

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2011 Mean (SD)	2014 Mean (SD)
7 The extent to which student needs are central to what we do	4.26 (0.90)	4.17 (0.98)*
8 The extent to which I feel my job is relevant to this institution's mission	4.54 (0.74)	4.53 (0.74)
17 The extent to which faculty meet the needs of students	4.14 (0.83)	4.18 (0.82)
18 The extent to which student ethnic and cultural diversity are important at this institution	4.25 (0.85)	4.25 (0.83)
19 The extent to which students' competencies are enhanced	4.10 (0.82)	4.13 (0.86)
23 The extent to which non-teaching professional personnel meet the needs of the students	4.15 (0.86)	4.14 (0.85)
28 The extent to which classified personnel meet the needs of the students	4.04 (0.82)	4.07 (0.83)
31 The extent to which students receive an excellent education at this institution	4.22 (0.78)	4.31 (0.81)*
35 The extent to which this institution prepares students for a career	4.27 (0.75)	4.34 (0.80)
37 The extent to which this institution prepares students for further learning	4.26 (0.80)	4.30 (0.81)
40 The extent to which students are assisted with their personal development	4.02 (0.85)	4.11 (0.87)*
42 The extent to which students are satisfied with their educational experience at this institution	4.10 (0.71)	4.11 (0.72)
Mean Total	4.19 (0.59)	4.23 (0.63)
Overall	3.98 (0.70)	4.00 (0.73)

* T-test results indicate a significant difference between the 2011 mean and the 2014 mean ($\alpha=0.05$).

Table 10. Comparative Mean Responses: Customized

Customized	2011 Mean (SD)	2014 Mean (SD)
47 The extent to which the grants office addresses the needs of the college	3.56 (0.91)	3.64 (0.90)
48 The extent to which college courses and programs are offered at times and in formats to meet students' needs	4.20 (0.79)	4.07 (0.84)*
49 The extent to which marketing is integrated throughout the institution	3.82 (0.99)	3.73 (0.99)
50 The extent to which the registration process is student friendly	3.87 (0.93)	3.86 (0.95)
51 The extent to which innovation is encouraged	3.87 (1.00)	3.92 (0.99)
52 The extent to which there is a shared process of continuous improvement	3.80 (1.00)	3.78 (1.02)
53 The extent to which there exists a shared sense of vision, a unifying vision	3.71 (1.06)	3.69 (1.10)
54 The extent to which the College provides scholarship opportunities for students	N/A	4.23 (0.75)
55 The extent to which Admissions services meet student/faculty needs	N/A	3.98 (0.90)
56 The extent to which Counseling/Advising meet student/faculty needs	N/A	3.86 (1.02)
57 The extent to which Registration services meet student/faculty needs	N/A	3.99 (0.91)
58 The extent to which Facilities services support my work	N/A	4.12 (0.89)
59 The extent to which Purchasing Office/Business Office processes supports my work	N/A	4.10 (0.84)
60 The extent to which IT services supports my work	N/A	4.32 (0.86)
61 The extent to which Data/research services supports my work	N/A	3.92 (0.89)
62 The extent to which Human Resource Office services supports my work	N/A	4.08 (0.92)
Mean Total	3.78 (0.75)	3.97 (0.68)

* T-test results indicate a significant difference between the 2011 mean and the 2014 mean ($\alpha=0.05$).

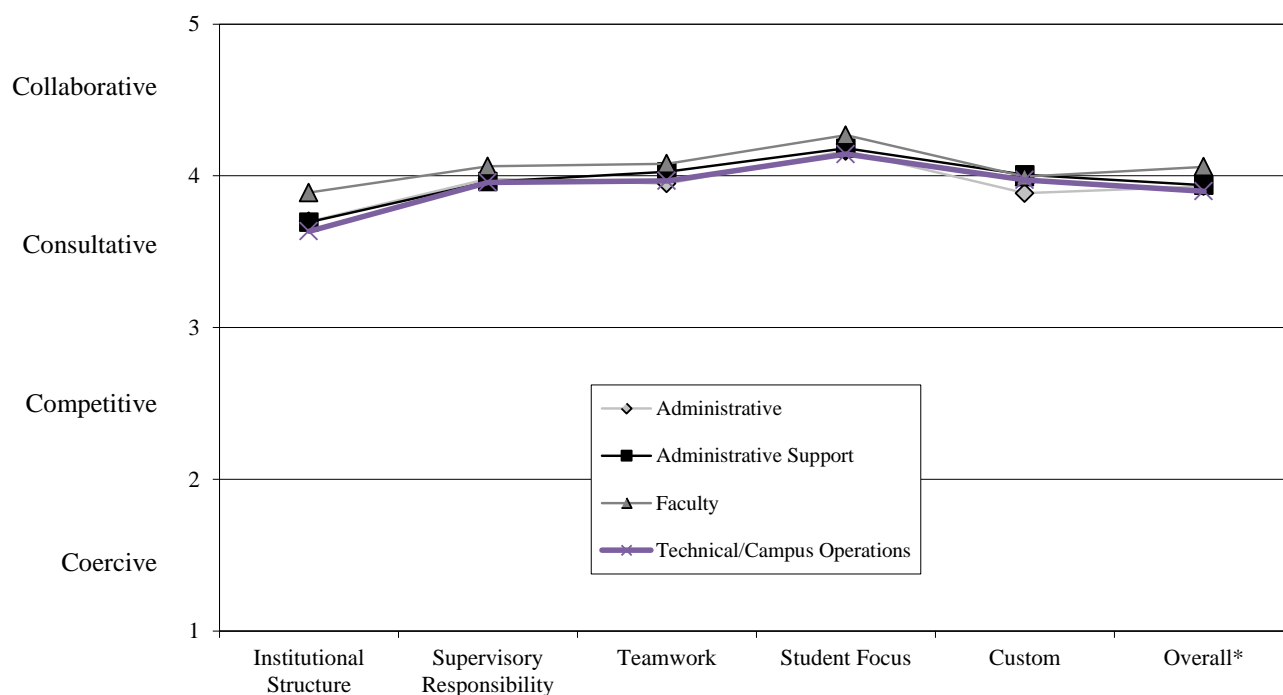
N/A – This question was not used in the 2011 survey administration.

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Faculty employees rated the four normative factors most favorable (4.06), whereas the Technical/Campus Operations employees rated the four normative factors least favorable (3.90) (See also Table 11).

Figures 5 through 9 show the ratings of each employee group for each of the 62 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 Des Moines Area Community College.



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

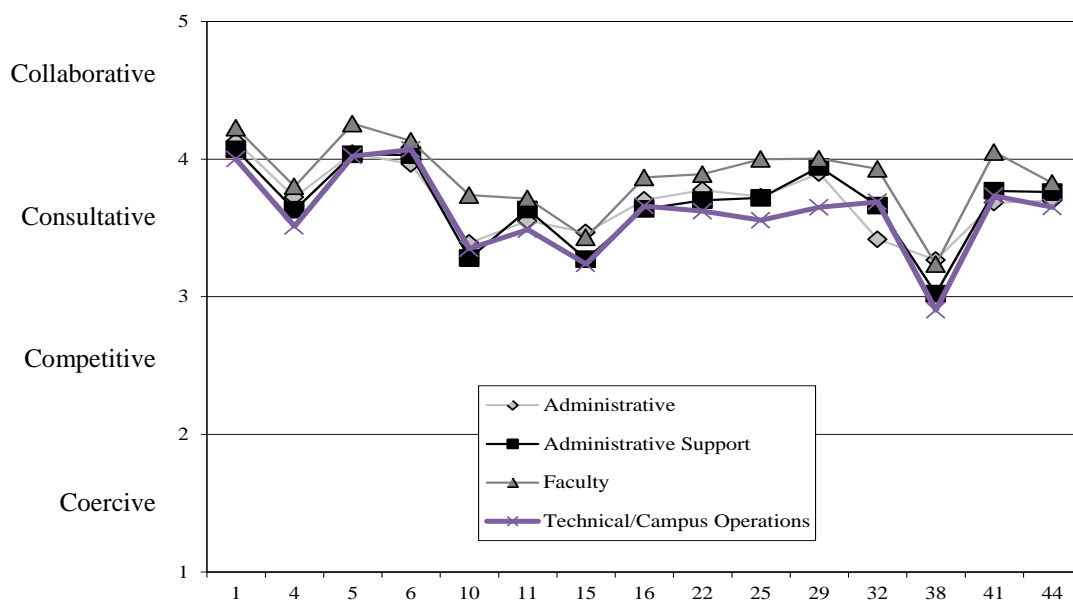
Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Administrative						
2011	3.79	4.06	4.09	4.19	3.71	4.01
2014	3.70	3.98	3.95	4.16	3.89	3.93
Administrative Support						
2011	3.67	3.82	3.79	4.16	3.62	3.85
2014	3.69	3.96	4.03	4.18	4.01	3.94
Faculty						
2011	3.84	4.04	3.97	4.21	3.85	4.01
2014	3.89	4.06	4.08	4.27	3.99	4.06
Technical/Campus Operations						
2011	3.82	4.02	4.04	4.16	3.74	3.99
2014	3.64	3.96	3.97	4.14	3.97	3.90

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

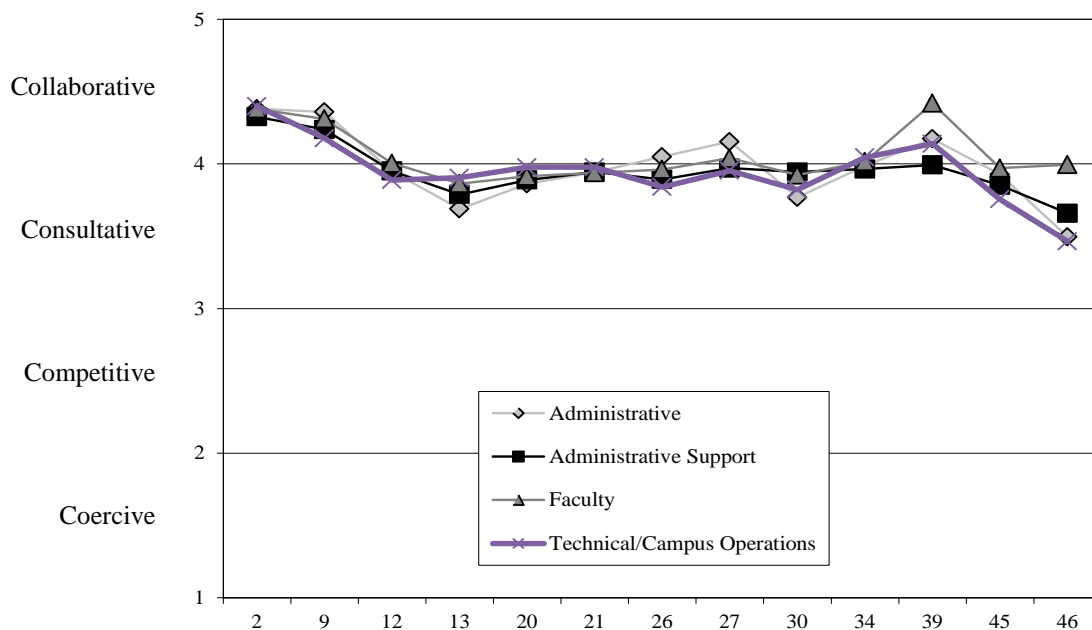
Institutional Structure		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
1	The extent to which the actions of this institution reflect its mission	4.13	4.07	4.23	4.00
4	The extent to which decisions are made at the appropriate level at this institution	3.72	3.63	3.80	3.51
5	The extent to which the institution effectively promotes diversity in the workplace	4.04	4.03	4.26	4.02
6	The extent to which administrative leadership is focused on meeting the needs of students	3.96	4.03	4.13	4.07
10	The extent to which information is shared within this institution	3.39	3.28	3.74	3.35
11	The extent to which institutional teams use problem-solving techniques	3.55	3.63	3.71	3.49
15	The extent to which I am able to appropriately influence the direction of this institution	3.47	3.27	3.43	3.24
16	The extent to which open and ethical communication is practiced at this institution	3.70	3.64	3.87	3.66
22	The extent to which this institution has been successful in positively motivating my performance	3.78	3.70	3.89	3.62
25	The extent to which a spirit of cooperation exists at this institution	3.73	3.72	4.00	3.56
29	The extent to which institution-wide policies guide my work	3.90	3.94	4.00	3.65
32	The extent to which this institution is appropriately organized	3.42	3.66	3.93	3.69
38	The extent to which I have the opportunity for advancement within this institution	3.27	3.02	3.24	2.90
41	The extent to which I receive adequate information regarding important activities at this institution	3.68	3.77	4.05	3.73
44	The extent to which my work is guided by clearly defined administrative processes	3.70	3.76	3.83	3.65

Figure 5. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Des Moines Area Community College



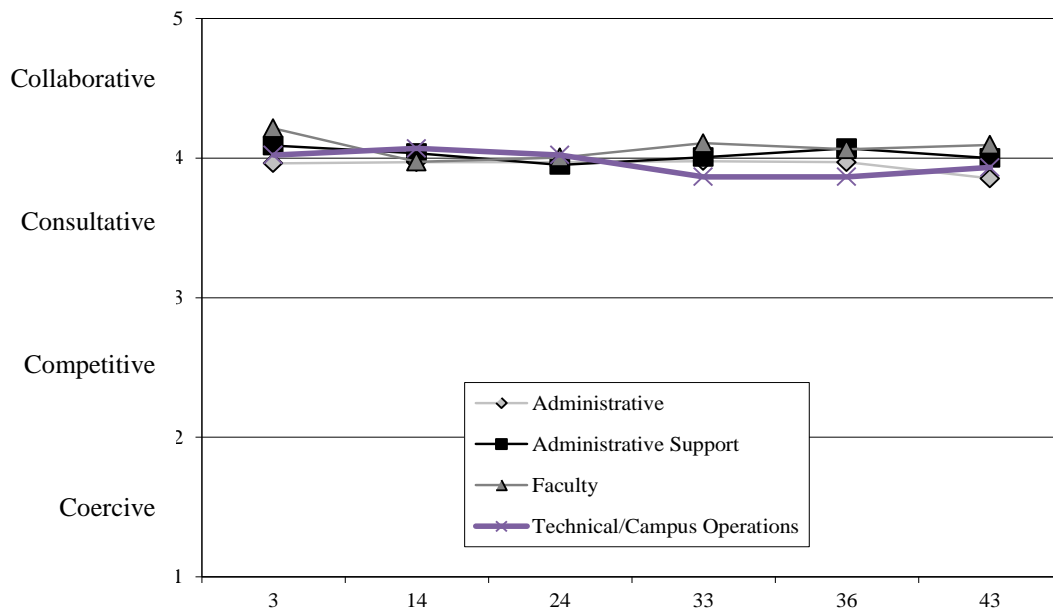
Supervisory Relationships		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
2	The extent to which my supervisor expresses confidence in my work	4.38	4.33	4.38	4.40
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.36	4.24	4.31	4.18
12	The extent to which positive work expectations are communicated to me	3.95	3.95	4.00	3.89
13	The extent to which unacceptable behaviors are identified and communicated to me	3.69	3.79	3.86	3.90
20	The extent to which I receive timely feedback for my work	3.86	3.89	3.92	3.98
21	The extent to which I receive appropriate feedback for my work	3.94	3.94	3.94	3.98
26	The extent to which my supervisor actively seeks my ideas	4.05	3.89	3.96	3.84
27	The extent to which my supervisor seriously considers my ideas	4.15	3.97	4.04	3.95
30	The extent to which work outcomes are clarified for me	3.77	3.94	3.92	3.82
34	The extent to which my supervisor helps me to improve my work	3.99	3.97	4.02	4.05
39	The extent to which I am given the opportunity to be creative in my work	4.17	3.99	4.42	4.14
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.93	3.85	3.97	3.76
46	The extent to which professional development and training opportunities are available	3.50	3.66	4.00	3.47

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Des Moines Area Community College



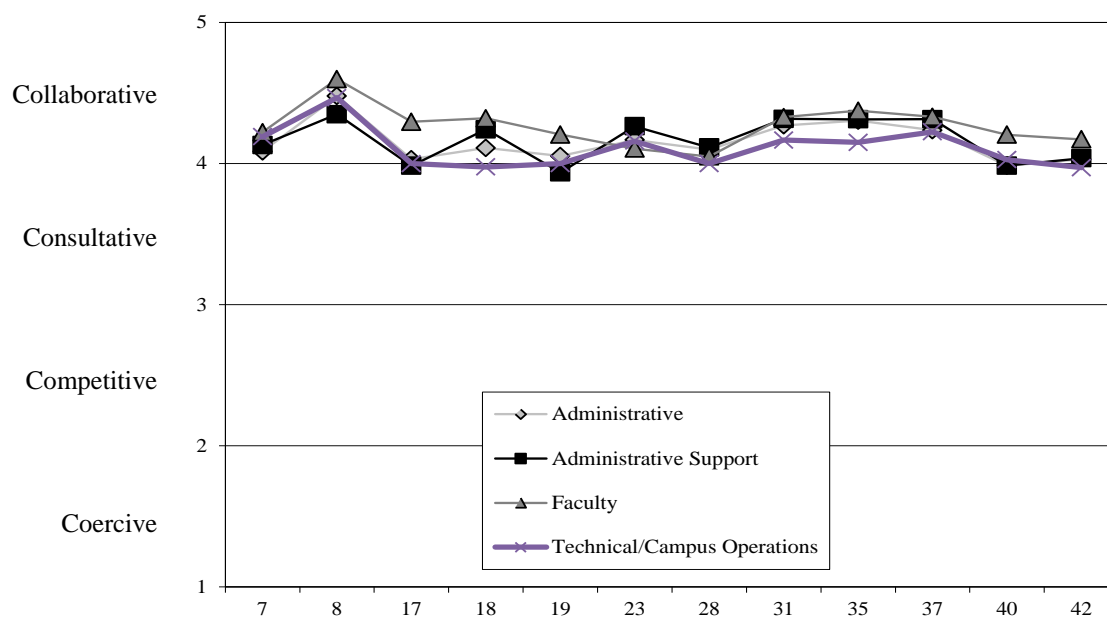
Teamwork		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
3	The extent to which there is a spirit of cooperation within my work team	3.96	4.09	4.21	4.02
14	The extent to which my primary work team uses problem-solving techniques	3.97	4.04	3.97	4.07
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.97	3.95	4.00	4.02
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.98	4.01	4.11	3.87
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.97	4.07	4.06	3.87
43	The extent to which a spirit of cooperation exists in my department	3.85	4.00	4.09	3.93

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Des Moines Area Community College



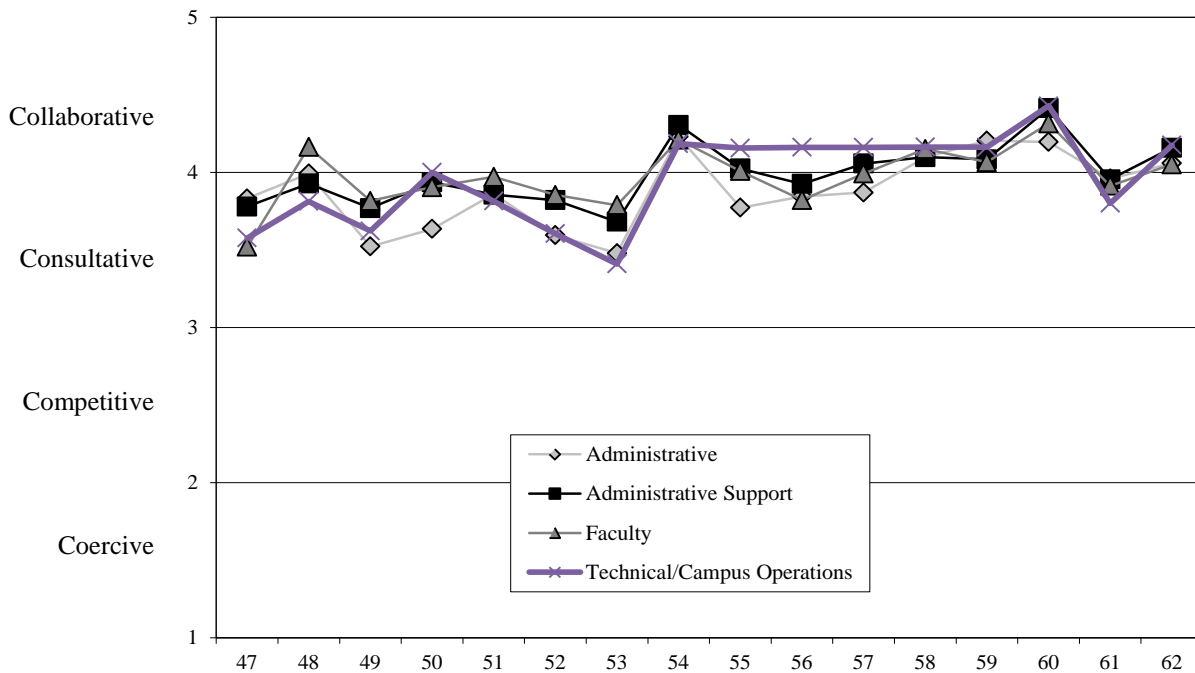
Student Focus	Administrative	Administrative Support	Faculty	Technical/ Campus Operations
7 The extent to which student needs are central to what we do	4.09	4.13	4.22	4.19
8 The extent to which I feel my job is relevant to this institution's mission	4.48	4.35	4.60	4.47
17 The extent to which faculty meet the needs of the students	4.03	3.98	4.30	4.00
18 The extent to which student ethnic and cultural diversity are important at this institution	4.11	4.24	4.32	3.98
19 The extent to which students' competencies are enhanced	4.05	3.94	4.21	4.00
23 The extent to which non-teaching professional personnel meet the needs of the students	4.17	4.26	4.11	4.16
28 The extent to which classified personnel meet the needs of the students	4.10	4.11	4.05	4.00
31 The extent to which students receive an excellent education at this institution	4.27	4.32	4.33	4.17
35 The extent to which this institution prepares students for a career	4.30	4.31	4.37	4.15
37 The extent to which this institution prepares students for further learning	4.24	4.31	4.33	4.23
40 The extent to which students are assisted with their personal development	3.98	3.98	4.20	4.03
42 The extent to which students are satisfied with their educational experience at this institution	4.03	4.04	4.17	3.97

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



Customized		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
47	The extent to which the grants office addresses the needs of the college	3.83	3.78	3.52	3.58
48	The extent to which college courses and programs are offered at times and in formats to meet students' needs	3.99	3.93	4.16	3.81
49	The extent to which marketing is integrated throughout the institution	3.52	3.77	3.82	3.62
50	The extent to which the registration process is student friendly	3.63	3.94	3.90	4.00
51	The extent to which innovation is encouraged	3.86	3.86	3.97	3.81
52	The extent to which there is a shared process of continuous improvement	3.59	3.82	3.85	3.60
53	The extent to which there exists a shared sense of vision, a unifying vision	3.48	3.68	3.79	3.41
54	The extent to which the College provides scholarship opportunities for students	4.23	4.31	4.21	4.18
55	The extent to which Admissions services meet student/faculty needs	3.77	4.02	4.01	4.16
56	The extent to which Counseling/Advising meet student/faculty needs	3.84	3.93	3.82	4.16
57	The extent to which Registration services meet student/faculty needs	3.87	4.06	3.99	4.16
58	The extent to which Facilities services support my work	4.10	4.10	4.15	4.16
59	The extent to which Purchasing Office/Business Office processes support my work	4.20	4.08	4.07	4.16
60	The extent to which IT services support my work	4.20	4.41	4.32	4.43
61	The extent to which Data/research services support my work	3.96	3.95	3.91	3.80
62	The extent to which Human Resource Office services support my work	4.06	4.16	4.05	4.18

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Des Moines Area 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 Des Moines Area Community College.

Table 12. Priorities for Change: Administrative

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.27
10	The extent to which information is shared within this institution	3.39
32	The extent to which this institution is appropriately organized	3.42
15	The extent to which I am able to appropriately influence the direction of this institution	3.47
46	The extent to which professional development and training opportunities are available	3.50
11	The extent to which institutional teams use problem-solving techniques	3.55
41	The extent to which I receive adequate information regarding important activities at this institution	3.68
13	The extent to which unacceptable behaviors are identified and communicated to me	3.69
44	The extent to which my work is guided by clearly defined administrative processes	3.70
16	The extent to which open and ethical communication is practiced at this institution	3.70
Area to Change—Customized		Mean
53	The extent to which there exists a shared sense of vision, a unifying vision	3.48
49	The extent to which marketing is integrated throughout the institution	3.52
52	The extent to which there is a shared process of continuous improvement	3.59

Table 13. Priorities for Change: Administrative Support

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.02
15	The extent to which I am able to appropriately influence the direction of this institution	3.27
10	The extent to which information is shared within this institution	3.28
4	The extent to which decisions are made at the appropriate level at this institution	3.63
11	The extent to which institutional teams use problem-solving techniques	3.63
16	The extent to which open and ethical communication is practiced at this institution	3.64
46	The extent to which professional development and training opportunities are available	3.66
32	The extent to which this institution is appropriately organized	3.66
22	The extent to which this institution has been successful in positively motivating my performance	3.70
25	The extent to which a spirit of cooperation exists at this institution	3.72
Area to Change—Customized		
53	The extent to which there exists a shared sense of vision, a unifying vision	3.68
49	The extent to which marketing is integrated throughout the institution	3.77
47	The extent to which the grants office addresses the needs of the college	3.78

Table 14. Priorities for Change: Faculty

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.24
15	The extent to which I am able to appropriately influence the direction of this institution	3.43
11	The extent to which institutional teams use problem-solving techniques	3.71
10	The extent to which information is shared within this institution	3.74
4	The extent to which decisions are made at the appropriate level at this institution	3.80
44	The extent to which my work is guided by clearly defined administrative processes	3.83
13	The extent to which unacceptable behaviors are identified and communicated to me	3.86
16	The extent to which open and ethical communication is practiced at this institution	3.87
22	The extent to which this institution has been successful in positively motivating my performance	3.89
20	The extent to which I receive timely feedback for my work	3.92
30	The extent to which outcomes are clarified for me	3.92
Area to Change—Customized		Mean
47	The extent to which the grants office addresses the needs of the college	3.52
53	The extent to which there exists a shared sense of vision, a unifying vision	3.79
49	The extent to which marketing is integrated throughout the institution	3.82
56	The extent to which Counseling/Advising meet student/faculty needs	3.82

Table 15. Priorities for Change: Technical/Campus Operations

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.90
15	The extent to which I am able to appropriately influence the direction of this institution	3.24
10	The extent to which information is shared within this institution	3.35
46	The extent to which professional development and training opportunities are available	3.47
11	The extent to which institutional teams use problem-solving techniques	3.49
4	The extent to which decisions are made at the appropriate level at this institution	3.51
25	The extent to which a spirit of cooperation exists at this institution	3.56
22	The extent to which this institution has been successful in positively motivating my performance	3.62
29	The extent to which institution-wide policies guide my work	3.65
44	The extent to which my work is guided by clearly defined administrative processes	3.65
Area to Change—Customized		Mean
53	The extent to which there exists a shared sense of vision, a unifying vision	3.41
47	The extent to which the grants office addresses the needs of the college	3.58
52	The extent to which there is a shared process of continuous improvement	3.60

Comparative Analysis: Demographic Classifications

As depicted in Table 16, Part time employees rated the climate highest within its demographic group (4.14). In terms of length of employment, those individuals 1-4 years of employment rated the climate highest (4.12). Full time employees rated the climate lowest within its demographic group (3.92), while respondents with 15 or more years of employment rated the climate with a composite rating of 3.86.

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:						
Administrative	3.70	3.98	3.95	4.16	3.89	3.93
Administrative Support	3.69	3.96	4.03	4.18	4.01	3.94
Faculty	3.89	4.06	4.08	4.27	3.99	4.06
Technical/Campus Operations	3.64	3.96	3.97	4.14	3.97	3.90
What gender best describes you:						
Male	3.84	4.05	4.06	4.23	3.95	4.03
Female	3.79	4.02	4.05	4.23	4.00	4.00
How long have you worked at this institution:						
Less than 1 year	4.00	4.14	4.11	4.24	4.09	4.11
1-4 years	3.93	4.16	4.15	4.29	4.06	4.12
5-9 years	3.80	4.05	4.08	4.26	3.97	4.03
10-14 years	3.68	3.91	3.99	4.15	3.92	3.90
15 or more years	3.65	3.86	3.86	4.16	3.87	3.86
In which division are you employed:						
Academic Affairs	3.89	4.09	4.09	4.27	4.00	4.07
Administrative Affairs	3.78	4.00	4.04	4.24	3.95	3.99
Student Affairs	3.74	4.01	4.06	4.21	4.01	3.98
Business Affairs	3.63	3.90	3.96	4.13	3.86	3.88
Community Affairs	3.68	3.94	3.90	4.05	4.00	3.88
Which best describes your status at this institution:						
Full time	3.70	3.95	3.96	4.16	3.90	3.92
Part time	3.98	4.14	4.18	4.33	4.09	4.14

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

Table 16. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
Please select the race/ethnicity that best describes you:						
White, not Hispanic or Latino	3.82	4.03	4.05	4.24	3.98	4.02
Other (Including: Black, not Hispanic or Latino; American Indian or Alaskan Native, not Hispanic or Latino; Asian/Native Hawaiian or Other Pacific Islander, not Hispanic or Latino; and Two or more races, not Hispanic or Latino)	3.52	3.86	3.82	4.01	3.88	3.78
On what campus do you work:						
Ankeny Campus	3.82	4.04	4.07	4.24	3.96	4.02
Boone Campus	4.12	4.29	4.21	4.44	4.29	4.26
Carroll Campus	4.01	4.32	4.30	4.43	4.06	4.25
Urban Campus	3.58	3.83	3.82	4.01	3.83	3.79
Newton Campus	3.89	4.08	4.04	4.41	4.20	4.10
West Campus	3.99	4.17	4.23	4.36	4.12	4.17

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

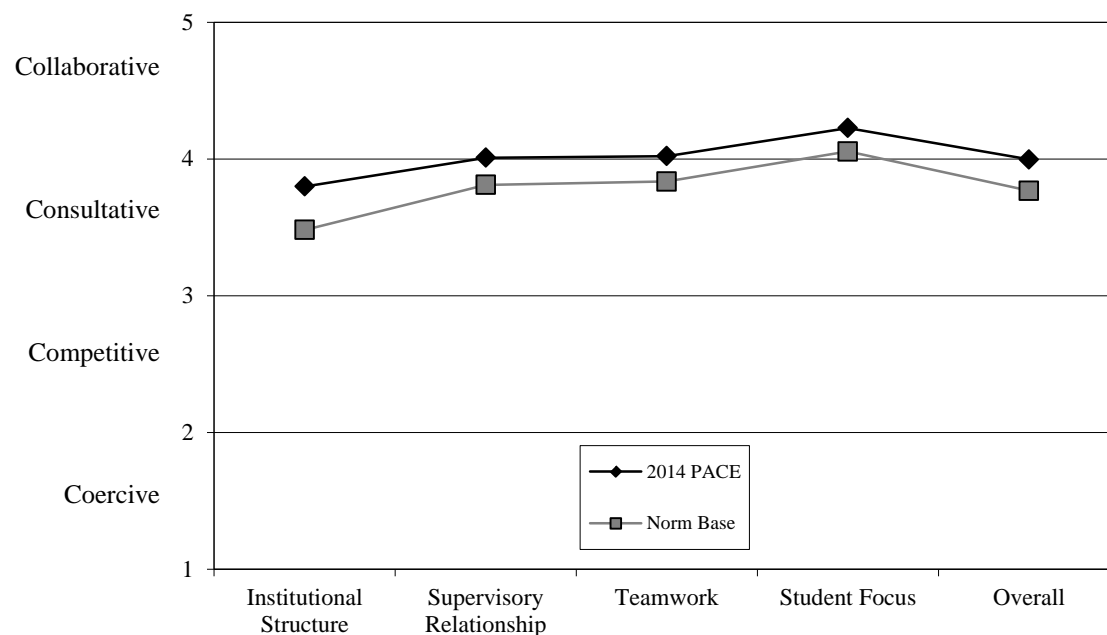
Comparative Analysis: Norm Base

Table 17 and Figure 10 show how DMACC compares with the NILIE PACE Norm Base, which includes approximately 69 different climate studies conducted at two-year institutions since 2010. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior two-year period. Normative data are not available for the Customized climate factor area developed specifically for DMACC. Table 17 and Figure 10 also show how the current administration of the PACE survey at DMACC compares with the 2011 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 17. Des Moines Area Community College Climate compared with the NILIE PACE Norm Base

	DMACC 2011	DMACC 2014	Norm Base*
Institutional Structure	3.80	3.80	3.48
Supervisory Relationships	4.00	4.01	3.81
Teamwork	3.97	4.02	3.83
Student Focus	4.19	4.23	4.06
Overall	3.98	4.00	3.77

Figure 10. Des Moines Area Community College Climate Compared with the NILIE PACE Norm Base



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

Tables 18-21 shows how DMAACC 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		DMAACC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	4.17*	3.87
4	The extent to which decisions are made at the appropriate level at this institution	3.73*	3.30
5	The extent to which the institution effectively promotes diversity in the workplace	4.15*	3.90
6	The extent to which administrative leadership is focused on meeting the needs of students	4.07*	3.74
10	The extent to which information is shared within the institution	3.56*	3.22
11	The extent to which institutional teams use problem-solving techniques	3.65*	3.44
15	The extent to which I am able to appropriately influence the direction of this institution	3.39*	3.14
16	The extent to which open and ethical communication is practiced at this institution	3.77*	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.81*	3.46
25	The extent to which a spirit of cooperation exists at this institution	3.86*	3.39
29	The extent to which institution-wide policies guide my work	3.96*	3.73
32	The extent to which this institution is appropriately organized	3.77*	3.29
38	The extent to which I have the opportunity for advancement within this institution	3.17	3.11
41	The extent to which I receive adequate information regarding important activities at this institution	3.91*	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.78*	3.49
Mean Total		3.80*	3.48

* 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		DMACC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.34*	4.18
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.27*	4.05
12	The extent to which positive work expectations are communicated to me	3.96*	3.72
13	The extent to which unacceptable behaviors are identified and communicated to me	3.82*	3.67
20	The extent to which I receive timely feedback for my work	3.90*	3.66
21	The extent to which I receive appropriate feedback for my work	3.93*	3.71
26	The extent to which my supervisor actively seeks my ideas	3.93*	3.74
27	The extent to which my supervisor seriously considers my ideas	4.02*	3.82
30	The extent to which work outcomes are clarified for me	3.89*	3.67
34	The extent to which my supervisor helps me to improve my work	3.99*	3.74
39	The extent to which I am given the opportunity to be creative in my work	4.26*	4.03
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.92*	3.67
46	The extent to which professional development and training opportunities are available	3.81	3.81
Mean Total		4.01*	3.81

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

Teamwork		DMACC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	4.10*	3.91
14	The extent to which my primary work team uses problem-solving techniques	3.98*	3.85
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.97*	3.79
33	The extent to which my work team provides an environment for free and open expression	4.04*	3.81
36	The extent to which my work team coordinates its efforts with appropriate individuals	4.03*	3.84
43	The extent to which a spirit of cooperation exists in my department	4.02*	3.82
Mean Total		4.02*	3.83

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

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

Student Focus	DMAACC Mean	Norm Base
7 The extent to which student needs are central to what we do	4.17*	3.94
8 The extent to which I feel my job is relevant to this institution's mission	4.53*	4.45
17 The extent to which faculty meet the needs of students	4.18*	4.00
18 The extent to which student ethnic and cultural diversity are important at this institution	4.25*	4.11
19 The extent to which students' competencies are enhanced	4.13*	3.96
23 The extent to which non-teaching professional personnel meet the needs of the students	4.14*	3.93
28 The extent to which classified personnel meet the needs of the students	4.07*	3.87
31 The extent to which students receive an excellent education at this institution	4.31*	4.17
35 The extent to which this institution prepares students for a career	4.34*	4.16
37 The extent to which this institution prepares students for further learning	4.30*	4.16
40 The extent to which students are assisted with their personal development	4.11*	3.94
42 The extent to which students are satisfied with their educational experience	4.11*	3.94
Mean Total	4.23*	4.06
Overall Total	4.00*	3.77

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

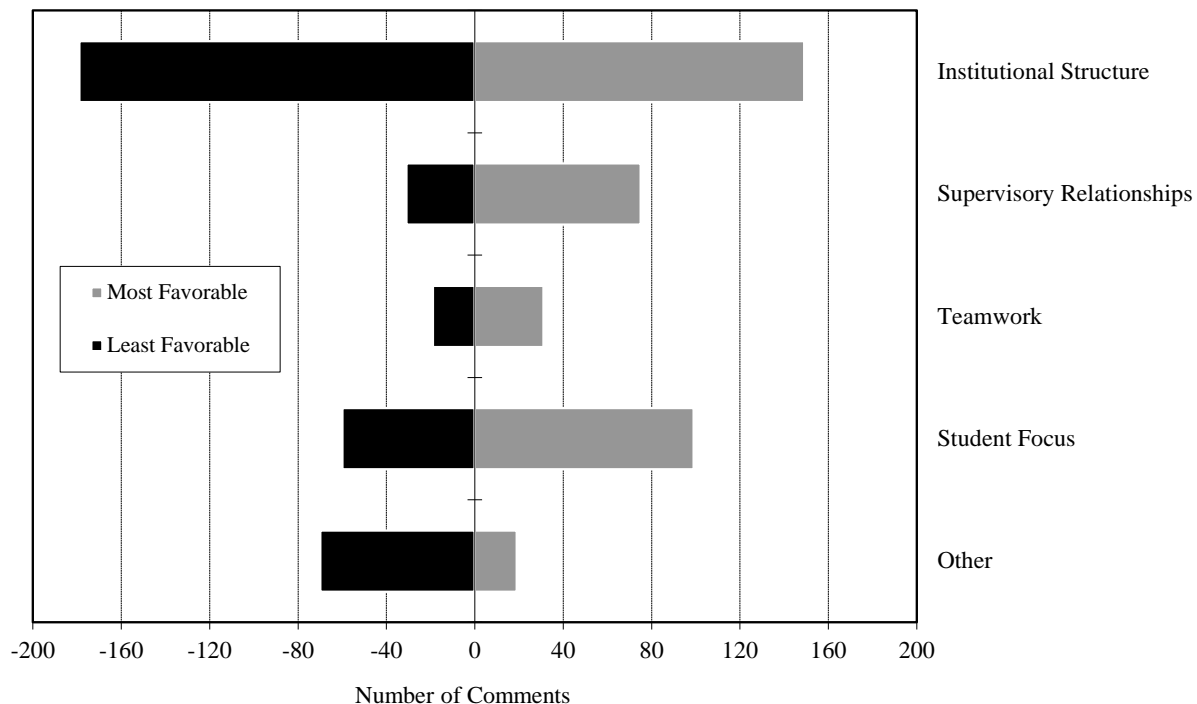
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 807 Des Moines Area Community College employees who completed the PACE survey, 35.7% (288 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 DMACC 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 DMACC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

Figure 11. Des Moines Area 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 Des Moines Area Community College

Factor	Themes
Institutional Structure (n=152)	<p><i>DMACC provides opportunities for people to engage in a variety of activities if they wish to do so. Faculty are not micro-managed which is good and academic freedom is supported by administration. DMACC makes a good faith effort to meet the needs of students, faculty, and staff. I think that effort is sincere.</i></p> <p><i>DMACC, as a whole, has been a quality employer, with benefits that extend beyond the financial. The leadership gives the impression that they actually are concerned about the students, staff, and faculty. Working for DMACC has enabled me to complete a degree, and will likely provide my children with educational opportunities as well. Taken as a whole, I genuinely like working for DMACC.</i></p> <p><i>I am so proud of how our Boone campus works. It is the best working environment that I have worked for. Everyone has their individual jobs and does them well, but everyone is ready to step in and assist others when needed. The atmosphere is comfortable and happy. This is very much a team based environment working at its best. The sports at this campus give it a fun atmosphere, also.</i></p> <p><i>I believe the college will get behind the ideas of faculty and staff that improve student outcomes. The college is well recognized in the district and state. When state leaders talk about community colleges, DMACC is often at the top of the mind.</i></p> <p><i>I enjoy the small feel of the Urban Campus, and the team environment. Everyone has an important role here to play, and I feel like everyone is respected for the work they do at this campus, whether you are a custodian or an Administrator. I also enjoy the strong efforts to provide excellent services to our very diverse population of students. I believe most of us here are very sincere about our students succeeding, and we go above and beyond to help make that happen for them academically.</i></p> <p><i>I feel the President and Vice President are open and always asking for input by offering forums, etc.</i></p> <p><i>I fully support DMACC in its mission statement. This institution tries to fulfill all student requirements and needs to the best of its ability. The Administration, Faculty, and Staff are among the cream of the crop in this state.</i></p> <p><i>I have very good working conditions, hours, and benefits. I like my job and am grateful to have it. I am amazed and proud of the growth at DMACC and the positive image community colleges (especially DMACC) now have.</i></p> <p><i>The diversity of students, the mission of the college to serve all people, and the actual work I do with the students all are wonderful.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>In the recent provost search, the administrative and selection committee demonstrated outstanding communication skills in sharing where they were in the process. Additionally, all five finalists were brought to the campus for Question and Answer sessions, allowing all of us to meet them. I believe the committee made an excellent choice with whom they selected, but I honestly could have worked easily with four of the five finalists. We had an excellent pool of candidates.</i></p> <p><i>Since I started work here at DMACC, I have found the opportunity to use creative ways to teach has been supported at a very high level. This college is very progressive compared to other community colleges in this country. I believe innovation is well supported at DMACC.</i></p> <p><i>Most favorable is that those people who are talented and willing to share ideas on committees, workgroups, and volunteer groups throughout the institution are heard and valued.</i></p> <p><i>Within some departments there is a desire and goal of continuously improving processes and services, recognizing there may be several different customers we serve. Within other departments, desire for change and improvements is non-existent and impedes improvements across the organization.</i></p> <p><i>A spirit of acceptance and diversity makes our campus a welcoming environment. DMACC is an excellent place of employment. I appreciate that faculty are valued and are encouraged to develop professionally.</i></p> <p><i>DMACC is a good place to work and encourages you to provide the best education for the local community and students.</i></p> <p><i>DMACC is a family. They work together and care about their employees and the needs of their employees and their families.</i></p> <p><i>DMACC is a wonderful resource in Central Iowa and expands its opportunities to meet the needs of the community of which it serves. It also extends into the high school level and presents an excellent opportunity for these students to not only get college credit while in high school, but in most instances it is paid for. Often times I meet with other Community Colleges in the state and DMACC is considered a leader and a role model for other colleges.</i></p> <p><i>DMACC Urban Campus is a great institution to work for. I am satisfied with the academic opportunities and environment provided for Faculty and Staff.</i></p> <p><i>There is a great culture and a lot of autonomy are most favorable. There is plenty of opportunity to move up or get involved. DMACC has a great team and is moving in the right direction with its degree offerings.</i></p> <p><i>I appreciate being given the opportunity to give feedback regarding new policies and procedures and the ability to ask questions.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>I believe we do well when we really follow the mission of the college. For example, when we offer classes at nontraditional times or in non-traditional venues to meet student needs. I like to see the college associated with diversity events in the community.</i></p> <p><i>I feel that the president gives clear direction for the college. There is openness about ideas. People here seem genuinely interested in moving forward with new ideas.</i></p> <p><i>I think DMAACC offers a great deal of value in the learning and working environment to its employees and students. It has a good reputation and presence in the community.</i></p> <p><i>I think this is a great institution and really sticks to its mission. Students and student success is obvious too at DMAACC. It's a great place to go to school and work.</i></p> <p><i>Our leadership at this campus does an outstanding job in making us feel welcome and supported.</i></p> <p><i>There is a positive work climate on my campus. People are dedicated to serving students and work as a team to accomplish that. Faculty and staff ideas/suggestions are welcomed and put into place. Students feel supported by faculty and staff. People work hard to help students (and each other) be successful. Students are put first. We work together to accomplish the goals of the college, which is a challenge given all of our new programs/projects.</i></p> <p><i>The atmosphere and collegiality at the Newton Campus is outstanding. I have worked in several other academic institutions and the Newton campus is the best by far.</i></p> <p><i>The work environment is extremely pleasing to me, as is the cooperation I receive from my superiors and others that I work with.</i></p> <p><i>The work environment on my campus is excellent. The work ethic is strong. The student is our highest priority. It's a great place to work and serve students.</i></p> <p><i>The faculty and staff on my campus are friendly and greet everyone with a smile. This creates an open and friendly atmosphere for anyone that walks on campus.</i></p> <p><i>The school is interested in continuous improvement and they are most often willing to look to technology for assistance.</i></p> <p><i>There is a real culture of helping here at DMAACC, and people are willing to answer questions and steer you in the direction of those with expertise.</i></p> <p><i>This is a very employee supportive institution. New ideas and innovations are encouraged.</i></p> <p><i>I can't identify any problem areas of DMAACC. I believe it is not only a great place to receive an affordable education, but also a wonderful environment to work in.</i></p>

Table 22. Continued

Factor	Themes
Supervisory Relationship (n=75)	<p><i>It seems as if, when I bring up ideas, they are valued. I've never been told that my opinions do not matter, and I do feel my supervisor thinks I'm an asset to the team; however, there is no encouragement for bringing ideas up to my supervisor or others, and there seems to be no easy medium for submitting ideas.</i></p> <p><i>Most favorable is the freedom to implement the method the faculty chooses. Creativity in the classroom is encouraged.</i></p> <p><i>I enjoy the work environment. I feel supported and have opportunities for development. When I do not take advantage of these opportunities, it is due to scheduling conflicts. I enjoy the academic freedom I am given. I started at DMAACC as an adjunct before working primarily at the West Campus and feel both campuses were/are very supportive.</i></p> <p><i>I feel strongly that my ideas are respected and supported by my supervisor, and therefore, I have had the opportunity to effect positive change on my campus.</i></p> <p><i>I find the creative freedom I've been given the most favorable. My job allows me to take initiative and go in the direction I think is best. My managers are confident in my abilities, which makes me confident I'm doing my job right.</i></p> <p><i>My immediate supervisor is very welcoming and supportive of new ideas, and would like to make greater use of my talents and skills. I also have the autonomy that I need to do well.</i></p> <p><i>My department chair does an excellent job communicating available classes, meetings, and professional development opportunities for me to further explore.</i></p> <p><i>My supervisor is very organized, always supportive in my ideas for improvements, and encourages his/her staff/faculty to get involved in other departments and groups to encourage/improve interdepartmental communication.</i></p> <p><i>Overall, I have found DMAACC to be very welcoming and have enjoyed getting to know the team members I work with. My supervisor has been very open to new ideas and processes that could be used within our department.</i></p> <p><i>Most favorable is the ability to complete work without interference or unnecessary management.</i></p> <p><i>I enjoy the freedom to be creative in my classes and am always improving my practice to provide quality education to my students.</i></p> <p><i>I feel that my work is appreciated. I also feel that my manager has the confidence that I will get the work done correctly and does not feel that they have to micromanage the workers.</i></p> <p><i>I work under a dean that understands and supports faculty in every aspect. It is the reason that I enjoy a collegial climate in my job and there is free exchange of ideas.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>Our dean is always supportive of faculty and has our back. S/he is willing to listen and implement new ideas.</i></p> <p><i>Our department head works efficiently to assist us in scheduling and enhancing our ability to teach with opportunities to enrich our skills.</i></p> <p><i>Supervisors do a good job of incorporating staff and asking for ideas to improve the departments and processes.</i></p> <p><i>The climate in my department has vastly improved since the director was replaced. Our new director appreciates all of the team's efforts and the director encourages us to work smart and to ask for assistance when needed. The director's office door is open to all to come in and visit about problems or suggestions.</i></p> <p><i>Most of the administration is supportive and communicative. My department head is one of the best leaders I have ever worked with. The same with my associate provost.</i></p>
Teamwork (n=31)	<p><i>My small, immediate team of colleagues works with a sense of cooperation and respect.</i></p> <p><i>Department interactions, communications, and meetings encourage a collaborative and motivating spirit.</i></p> <p><i>My supervisors and coworkers within my department work very hard to bring great services to the students. We share common goals, are creative in our planning and implementation of directives, and work very well together.</i></p> <p><i>The collegiality in my department is outstanding. The effort everyone puts into their teaching is equally so. I appreciate the support that my dean gives the faculty, which is widely reciprocated.</i></p> <p><i>The immediate team I work with is dedicated and committed to the work and value being part of the college community. My immediate colleagues are very supportive and skilled, which allows us to always work on quality improvement.</i></p> <p><i>The office in which I work is a positive and pleasant environment, as are the relationships we have to those we assist: faculty, students, and other DMACC staff. Ideas and problem-solving are encouraged and exchanged, leading to positive results. The environment is a huge factor to me, and belonging in this particularly healthy one is what keeps me from looking for employment elsewhere.</i></p> <p><i>I enjoy being able to help guide the curriculum and schedule that my team follows. We have open and honest conversations.</i></p> <p><i>There is a real sense of trust and support for faculty teaching in my department. Everyone goes the extra mile to be sure schedules reflect max hours and family life. I always know who to talk with if I need something and my concerns are met in a timely manner.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>The team that I work with works very well with each other and we support each other.</i></p> <p><i>I feel we have an open and honest exchange of ideas in my immediate work environment and throughout the college. The overwhelming majority of staff and faculty at this college are dedicated to excellence.</i></p>
Student Focus (n=99)	<p><i>All DMACC employees go above and beyond job descriptions to assist any student who needs help. This is the most student friendly school I've ever known. If my college had been more like DMACC, I might have completed a degree.</i></p> <p><i>All faculty are very friendly, approachable, and thoughtful. Virtually all faculty seem to care a lot about students.</i></p> <p><i>DMACC is a great institution. The DMACC Boone Campus is a very student-centered campus. All staff and faculty take personal ownership in each student and want to see our students succeed. I have really enjoyed working on the DMACC Boone Campus, it is a special place. Students often ask me why DMACC can't be a four year school they have such a good experience their first two years. I love my job and am very proud of Des Moines Area Community College and all the services we have for our students.</i></p> <p><i>DMACC is an excellent resource for students, and I think it prepares them well for their careers/jobs. Most of the students I've had say that they've had overall good experiences from DMACC, especially when it comes to qualified and engaging instructors (though they do cite a few that do poorly). Students enjoy the services they receive at DMACC, and they enjoy the more personable experience they receive from DMACC over a four-year university. Many feel they are learning the skills necessary for their jobs and for transfer.</i></p> <p><i>DMACC offers many programs that are life-changing to its students and has resources available for their success, including tutoring and the academic achievement centers.</i></p> <p><i>Faculty are empowered to meet student educational needs in nearly any way they see as appropriate. My dean supports new classes, programs, attendance at conferences, and innovative learning activities.</i></p> <p><i>I think the people who work in the front lines at DMACC care deeply about students and I think the faculty, especially in the career education areas, are very committed to producing quality graduates that are employable and highly trained.</i></p> <p><i>Student services is amazing. The people do everything in their power to help students have their needs met. They go above and beyond and deal with so many different situations every day.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>There are certain people within the student services area that go above and beyond the expectations of the college. This is an added benefit to the students knowing who they can go to, to get the answers they need. I love the one on one contact I have with the students.</i></p> <p><i>DMACC does a great job of meeting students where they are and moving them forward.</i></p> <p><i>Faculty are generally interested in the educational pursuits of our students and attempt to address each student individually in order to help them succeed.</i></p> <p><i>I appreciate the opportunity to teach in the Career Advantage Program. It helps motivate students to think about college while still in high school.</i></p> <p><i>I am very impressed with the dedication and the services offered to students at the Urban Campus.</i></p> <p><i>I do believe that we strive to do what is best for our students. Sometimes as with everything we may run short and/or someone slips through the cracks. Hopefully and most often I have found someone steps up and goes above and beyond to help.</i></p> <p><i>It's good to work in a place where people work together well to help student success. The employees genuinely care about the students.</i></p> <p><i>Our campus seems to do an excellent job of meeting student needs and I continue to hear positive feedback from students. Our small campus size seems to create a welcoming atmosphere where students feel comfortable and feel a more personable relationship with faculty/staff.</i></p> <p><i>Our students are great and part of what makes us unique. I think most of our faculty and staff see that as well. It makes this a very special environment. I think that we offer students a quality education and that we do the best we can to offer classes that students need and in a format that works for them.</i></p> <p><i>Students at DMACC are lucky to have this institution and the people that work here. All efforts are made to insure that they get the education that they are paying for.</i></p> <p><i>Students receive a quality education at a great value for the dollars spent.</i></p>
<p>Other (n=14)</p>	<p><u>Compensation & Benefits</u></p> <p><i>Benefits are excellent, and salaries are very fair.</i></p> <p><i>I am satisfied with my salary and benefits.</i></p>

Table 22. Continued

Factor	Themes
	<u>Facilities</u> <i>Facilities and infrastructure work very hard to enhance the campus and learning conditions. IT Lab support is strong and the willingness to build additional computer labs is tremendous.</i> <i>Most favorable are the great innovative, facilities on our campus.</i> <i>I like the state of the art classrooms.</i> <i>DMACC has nice classroom to help students feel confidence to study.</i>

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

Factor	Themes
Institutional Structure (n=179)	<p><i>The administration does not always communicate. All of a sudden, a decision is dropped on us, and we didn't see it coming. Also, decisions are sometimes made late, and this has produced unhappy workers.</i></p> <p><i>Although strong attempts are made at communication for nearly every department and issue, a few parts of the college fail to consult with parties that are affected by decisions or to communicate those decisions once they are made. For example, on a couple of occasions, I've found out that courses for which I thought I was responsible have been offered online or on other campuses without my knowledge. It would be nice to know.</i></p> <p><i>Communication can be challenging. If you are a program without a district chair there is a significant disconnect. Important conversations happen at these meetings and without representation, programs without district chairs have no input until an idea is well on its way to implementation.</i></p> <p><i>Communication seems to be the worst it has been since I have started working here. It seems that faculty has less and less input into the decision making process. From a personal standpoint, more and more is being expected from me and I feel like I am being stretched too thin with very little time to work on innovative or new ways to teach.</i></p> <p><i>I believe that DMACC wastes a lot of time, energy and resources with outdated processes. DMACC needs to make an investment in more automated systems. DMACC prints out more paper and floats it through campus mail. This could easily be electronically routed if we had the correct type of software and training.</i></p> <p><i>I feel strongly that the college could be more focused and unified if the larger staff/faculty group had knowledge (via some electronic method) about the top priorities the cabinet level staff are working towards. I feel there is an opportunity for more internal communication about college initiatives, goals, visions, etc. In several instances, I have heard of information that is associated with my work or impacting to my work through the 'grapevine'. If there were more structured internal communications, I feel this could positively impact the collaboration and coordination and provide for a more focused and unified college.</i></p> <p><i>I feel the leadership structure is extremely lop-sided with the majority of the college reporting to one VP. No matter how good you are, no one can effectively manage that many people.</i></p> <p><i>We do not do well at dealing with performance issues at all levels. We make it very difficult for leadership trying to deal with sub-standard employees to do so effectively and we also have leadership (directors and executive directors within a department) who can display harassing, non-cooperative and unprofessional behaviors with no consequences. This is a tragedy that has negative effects upon many departments within the organization.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I find that it is really difficult to advance at DMACC. I feel like DMACC always hires from outside sources, even when those who apply have all the requirements necessary for the job and would excel. Many times people are more than qualified and applied for different jobs at DMACC and they're not even given an interview. I feel DMACC does a very poor job at looking at their own people for advancement.</i></p> <p><i>I had to look up DMACC's mission when asked about it in this survey. I wish the mission would be presented and explored during new employee orientation, as well as an overview of DMACC's structure (I always wanted to see an organization tree). I think I would benefit from connecting the mission, purpose, and values with my daily work.</i></p> <p><i>I feel very disconnected from the administrative decision makers and that decisions are made without consulting with people like me on the front lines. I also feel that I have a lot of skills and experience I could offer this institution that are not being utilized. I don't feel there is a forum to share my ideas or skills or experiences in a way that may benefit DMACC.</i></p> <p><i>I really love DMACC, and I feel like I can make a tangible difference in the lives of the students I interact with. However, I am part-time and since there isn't a full-time position for me to move up to I feel like I can't go anywhere here and have to keep looking for other jobs.</i></p> <p><i>I wonder sometimes about my long-term opportunity for advancement within the organization. There seem to be limited opportunities for "middle management" positions.</i></p> <p><i>Input from campus faculty and staff on more impactful decisions lacks a public forum type of venue which gives an impression of disdain when viewed from a top-down perspective. Long range planning scenarios appear to be sorely lacking, and this hinders the ability of some departments to be proactive, or worse, forces them to be exclusively reactive.</i></p> <p><i>Inter-campus departmental leadership is very weak, representing a significant area of opportunity for improvement.</i></p> <p><i>It often seems that instructors who are not doing well at their jobs are given just as many classes and opportunities to teach as instructors who do very well. It seems as if there is not enough review to ensure the teaching quality remains high. Teachers who do well in the classroom get very little appreciation and forward movement. There seems to be no way for an adjunct to receive a position at DMACC.</i></p> <p><i>Policies are considered suggestions to students. We are not equipping students for the future when we do not require academic excellence.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>There is no communication between the board and faculty and faculty input is limited.</i></p> <p><i>Often, decisions are made outside of our department that directly, and often negatively impact our department, without any input from our staff or supervisors. This creates extra, non-essential work and is often counter-productive to our goals.</i></p> <p><i>There is no unity between campuses and departments. Administration creates new jobs or titles and decides what level and pay the position is regardless of college policies and practices. Administration can reward their friends at will and the rest of the college has to follow policy. The college does not equitably follow college policies.</i></p> <p><i>Our administration puts more emphasis on numbers rather than quality. The increase in online classes has diminished the quality of our degrees. Would you want a surgeon that received his education completely online operating on you?</i></p> <p><i>Painting with a very broad brush, DMACC is very poor at communicating across the district. Some of the issue is on the receiving end; people don't hear what they don't want to hear. Some of the issue is on the sending end; one is bombarded with trivial communication, and important things are communicated only once.</i></p> <p><i>Politics, personal agendas, and money dominates and drives administrative decisions, which is inappropriate for a state and federally funded institution of higher learning.</i></p> <p><i>Least favorable is racial discrimination and bias against minority staff and employees by administration.</i></p> <p><i>Sometimes I feel pulled in too many directions at once, as though the college keeps going off on tangents instead of following a strategic plan and ensuring we are doing well on something before moving on to a new initiative.</i></p> <p><i>The organization as a whole could benefit from more systems thinking and tools that would result in more data driven decision-making. As the organization operates now, there are not enough systems thinking or analysis. Many departments and decisions seem to operate as islands onto themselves.</i></p> <p><i>There is zero professional development and a lack of input from staff regarding new initiatives. DMACC is an extremely top-down institution and lacks the personnel we need to work well with our students. The best folks get the most work, the rest get less to do as they do less to begin with which waters down all of our student services. No assessment for staff, no opportunities for growth and no consequences for poor effort.</i></p> <p><i>There needs to be better coordination among the various campuses. There is unneeded tension that results from offering competing sections, etc.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>The opportunity for advancement within DMACC is not favorable for current employees. I understand (and agree) that every person who applies for a position should be given equal consideration. However, it is unfortunate that current employees are often overlooked when they are qualified for a position and rather, an external candidate is hired. I understand that experience is a factor, and an external candidate may have performed the exact job for another institution. It is just disappointing that more credit is not given to current employees for the exceptional work and dedication they provide to DMACC. Why would you not want to give an opportunity for advancement to an employee who has consistently worked hard and had success within their current position. I feel that this should be given more consideration. What about the option of internally posting a position first?</i></p> <p><i>This college/administration at this campus has a problem with discrimination. They continually bully and badger people of color, age, and size to the point of employees re quitting. This discrimination has to do with color of skin, age and even a person's weight. It discourages me from wanting to continue working in this environment here, especially since nothing is done about the discrimination. This continued harassment is coming for administration with no regard to what might be extenuating circumstances. I am a few years away from retirement and have no desire to work elsewhere.</i></p> <p><i>With our growth and expansion, our responsibilities also increase, but there is rarely additional staff to meet needs. I work in facilities and the appearance of any institution is extremely important and yet the people who work hard to fulfill that need are stretched very thin as compared to other departments.</i></p> <p><i>Work morale seems low. It seems in striving to add more and more facilities to support, the workforce needed to support these new facilities is not increasing, thus taxing the workforce in place. It also seems everything is implemented faster than need be which also puts added stress on the current workforce.</i></p> <p><i>With several campuses, sometimes communication can be challenging.</i></p> <p><i>DMACC is quite large with many campuses. At times, it is difficult to get in contact with the individual who can help with a problem or confirm an answer to a question.</i></p> <p><i>I am very dissatisfied with the structure of administration/staff. It too often feels that no one claims responsibility for making decisions about certain issues and therefore those issues are unresolved. I believe it should be more clearly communicated which individuals are truly responsible for making the final decision in regards to policy and institutional change.</i></p> <p><i>There is not notification of special events open to all students/faculty early enough to inform students and make appropriate plans to attend.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I find it very sad that we do not do more promoting from within. More and more jobs are being hired out based on a person's degree. More and more secretary jobs are going to folks with a bachelor's degree and a two-year degree is no longer good enough for a two-year institution.</i></p> <p><i>I find the lack of communication amongst departments least favorable. I have noticed that one area of the college doesn't always know what the other is doing. I've tried my best to include all applicable parties when making decisions and providing information.</i></p> <p><i>I think the HR processes here are very dysfunctional. Promises are made to people and often the hard work of a committee is completed in vain. We also spend a great deal of time speaking about classroom evaluation and accountability, but we have some inappropriate faculty behavior and ineffective teaching that never gets addressed. We seem to simply wait for them to retire.</i></p> <p><i>Sometimes I find that communication about new protocols is lagging behind meaning we stumble upon new procedures but aren't always apprised of them before they are adopted.</i></p> <p><i>Teachers are not valued members of the DMACC team. We are disposable. It doesn't matter how good of a job we do or how much experience we have. They can just throw us in the garbage. They do not care about teachers' needs. We do not always get what we need in the classroom to do our job.</i></p> <p><i>The communication from Ankeny to the smaller campuses still needs some work. Changes in policies or procedures within departments are sometimes not clearly related to the other campuses.</i></p> <p><i>I think the DMACC daily comes too often. The content is often repeated and not applicable to all campuses, therefore lowering its value. A weekly newsletter with stronger content would be my preference. I end up briefly scanning and reading only two to three times a week.</i></p> <p><i>New initiatives for our campus are not communicated to the front-line staff before they are marketed to the community and, as a result, when calls begin, those that deal with the questions haven't a clue what to say. Initiatives should be discussed and explained to staff before marketing begins so we are prepared.</i></p>
Supervisory Relationship (n=31)	<p><i>We need better professional development opportunities that are chosen by faculty, and are faculty led. In-service days are not meeting faculty expectations, and are generally not beneficial.</i></p> <p><i>Our professional development days do not contribute substantially to my professional development. I would like to see more time placed on specifics (discipline professional development, such as new lab techniques, lab safety, or specific discipline best practices) and less time on vague areas of professional development (leadership, team building, and motivation).</i></p>

Table 23. Continued

Factor	Themes
	<p><i>There is a need to invest in faculty leave for conferences and professional development. We need encouragement to participate in off-site, on-going professional development and we need more of a voice in what professional development is offered to us here at DMACC overall and especially on the Boone Campus. I have not benefitted from the Blackboard trainings held on my campus because I teach myself how to use the features as I need them. I can't wait for the once-a-semester times for that. It would be nice to get a survey about professional development or to see multiple levels offered, since there are differing levels of tech proficiency and experience, but we are all treated the same. We are not asked about it.</i></p> <p><i>I wish I had more professional development opportunities. I wish the college would provide days (required, contract days) for professional development.</i></p> <p><i>I receive little to no feedback from my supervisor.</i></p> <p><i>Professional development opportunities are limited. For field specific opportunities, it is difficult to get full reimbursement. College-related opportunities are not individualized, and are still generally one-stop-workshop models that don't seem to enhance skills. These are challenges to remaining motivated.</i></p> <p><i>Least favorable is professional development. There is not enough financial support to participate in professional development activities.</i></p> <p><i>There is no way to evaluate direct supervisors.</i></p>
<p>Teamwork (n=19)</p>	<p><i>My department does not encourage collaboration, especially between adjunct and full-time faculty. There isn't a strong sense of leadership of the department, and things appear disorganized.</i></p> <p><i>In my department, there have been several decisions made without allowing all to give opinions. Some co-workers are not "pulling their weight" with daily needs of the department. Other co-workers are getting tired of taking up the slack of those who aren't doing their part.</i></p> <p><i>There is an element of competitiveness in my center. Different programs fend for themselves and sometimes to the expense of others.</i></p> <p><i>I would like to see more teamwork and team meetings to help develop a stronger team environment where we have people helping each other.</i></p> <p><i>Teamwork is discouraged by management, which makes it hard to have good brainstorming sessions with colleagues to share ideas and come up with new and better ways to serve students.</i></p>

Table 23. Continued

Factor	Themes
Student Focus (n=60)	<p><i>We are great at meeting students' educational needs, but do not adequately address life issues that stand in the way of education. We need to focus on student life, and I do not mean student activities. They do not have time for student activities when they have children and jobs in addition to school.</i></p> <p><i>Counselors and Career Services at DMACC are spread very thin for the needs of the students. Students are short-changed in these areas considering the numbers of students. Counselors are stretched thin because of their teaching schedules and our career services department is much too small for the number of students (compared to other schools of this size). If we want our students to successfully transition, these two areas should be expanded.</i></p> <p><i>DMACC needs to hire additional academic advisors so that it can make advising a requirement to register for classes. Conversations with advisors need to take place using data from ACT, Compass, high school transcripts, etc. so that students are placed into classes that they are prepared for.</i></p> <p><i>Faculty and staff should be significantly more informed about how to use the resources available to help students. For example, when encouraged to talk to an academic adviser, some of my students claim that they don't have one. Every student should have an adviser and it should be clear to them when he/she is available as should his/her contact info. Counselors and tutors should have clearly marked hours and offices for students and instructors to easily access them.</i></p> <p><i>I've noticed many DMACC students have poor writing skills. This may be common for community college, however, I believe we could better prepare them to transfer and continue their education if we could improve their writing.</i></p> <p><i>DMACC places a significant emphasis on retention and completion of programs, and I understand this is important. However, at Urban, I believe there should be more emphasis on what can we do to get this person the skills they need to find a job using the shortest path possible. In my head, that's what most of our students need here. I wish we could partner with area employers and offer short-term, semi-skilled training leading to quick employment.</i></p> <p><i>Overall, one area that seems to be the weakest is considerations of adult students' needs in scheduling class times and options, etc.</i></p> <p><i>Many current students have commented to me that the registration process on the DMACC website is confusing and difficult to navigate.</i></p> <p><i>My least favorable responses, related to registration and counseling of students, are in the process of being improved, as more course requirements are about to be enforced. The biggest problem is that inclusiveness policies have led large numbers of students to attend classes for which they are ill-prepared. Inclusiveness needs to give students a chance at success in order to be meaningful. That means placing them appropriately even if it means remedial work and an extended progression in order to get through a program of study.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>Quality of service to the students appears to be on the downslide. The institution is so focused on improving the bottom line that it is not considering the quality of education and opportunity to the students. Essential services are currently being reduced or eliminated that will definitely have a negative impact on the quality of our education. I feel the quality of education has in the past been awesome, but I don't like what we are seeing now. Quality part-time employees are being replaced by student workers to save money and I feel this is a move in the wrong direction to maintain quality of education.</i></p> <p><i>The school is so concerned with enrollment figures that they fail to realize that many students do not register for classes until the last minute. When students decide to enroll, the college has cancelled many classes for lack of enrollment, which forces the student to select classes that they do not want or not register at all. I know it is expensive to run a school, but if we say we are here for the students then why are we dropping classes so early in the summer or the fall?</i></p> <p><i>There is an overall lack of support for students dealing with mental health issues. It is starting to become an issue where I am unable to meet the needs of some students because I do not have the experience or training to support students dealing with these significant life issues. We have four identified counselors with mental health expertise for the entire DMACC Ankeny campus which I do not feel is enough. I also want training regarding how to support these students in the classroom: strategies for changing course expectations (not lessening the academic expectations), assignment structure, lecture structure, etc. This has been brought up in multiple faculty in-services, but we have yet to receive any support or information besides acknowledgement. It is time we have some strategies/solutions to support students.</i></p> <p><i>I am concerned about the placement of students in certain classes. I think the advisors need to consider high school achievement more when advising students to take certain classes. I have noticed that some students are in classes that I would consider above their ability, which is frustrating to the students. I have noticed that reading the textbook is extremely difficult for many students.</i></p>
<p>Other (n=70)</p>	<p><u>Adjunct Faculty/Part-time Employees</u></p> <p><i>Continuing Education lacks for adjunct faculty. When training is offered, it is not offered at convenient times for adjuncts that hold other full time positions. In order to attend training, I would need to take time off from my full-time job.</i></p> <p><i>As an adjunct faculty person, I have never felt I was truly a part of the college. Perhaps, my greatest unfavorable is the poor pay scale for adjunct positions. No incremental difference is made between an adjunct faculty with a bachelor's degree, a master's or a doctorate, nor is there any distinction made for years of experience.</i></p> <p><i>As an adjunct, I really don't know much about what goes on under the surface. I do wish that adjuncts were paid better.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I am an adjunct faculty member with another job. While many opportunities for training and sharing are offered, I can't participate because of my schedule.</i></p> <p><i>Being an adjunct in a department that has not hired full-time for many years can be very discouraging. Others and myself have been forced to limit our ambitions for improvement because we do not know how much longer we will be employed, we do not have the time needed, and we do not see a path to greater opportunities. Many things about the environment here are great, but the shift to more and more adjunct hiring casts a dark shadow over many of the greatest ambitions of the faculty. I believe the college has screwed up the cost-benefit analysis on the increased hiring of adjuncts.</i></p> <p><i>DMACC should consider hiring the adjunct instructors who desire full time work for full time hours. I have been an adjunct instructor for several years and would love the opportunity to serve full time. I am needed full time by the students in the courses I teach. I am a loyal employee and love my work at DMACC.</i></p> <p><u>Bookstore</u></p> <p><i>I do not believe that Follett should not be running the bookstore. They are not looking out for the students; they are a business and are looking for a profit only.</i></p> <p><i>I work for the bookstore, and have become increasingly more dissatisfied with the relationship with Follett Higher Education Group. It has become a daily challenge for me to embrace my job here, because of the significant differences in culture and management style between Follett and DMACC.</i></p> <p><u>Facilities</u></p> <p><i>What I find least favorable is our workspace that we have for our program. We have had to give up a lot of our space and our offices are just full with what used to be in our storage space. It is difficult when we have students and parents come to our offices to meet with us because we are limited to two chairs and no conference room to be able to have bigger meetings with our students and parents.</i></p> <p><i>Physical office space in the main building is a very unusual design and set up for an educational institution. There are many physical obstacles to providing good customer service. It creates very odd and awkward communication with customers and especially students. It is a physically uncomfortable setting to work in, and mostly causes severe line management issues and security and safety issues. Also, it's not ADA friendly. I am very dissatisfied with my ability to assist customers with disabilities.</i></p> <p><i>Faculty office space is ridiculous at the Boone Campus. There is no privacy, no place to meet students, and no place to grade papers or store records.</i></p>

Table 23. Continued

Factor	Themes
	<p data-bbox="380 289 699 331"><u>Information Technology</u></p> <p data-bbox="380 342 1370 422"><i>I've noticed that IT on my campus occasionally seem incompetent or careless about when they get things done.</i></p> <p data-bbox="380 432 1273 512"><i>With regard to IT, requests for hardware and support are very poorly communicated. This could use some improvement.</i></p>

CONCLUSION

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

Overall, the following have been identified as the top performance areas at Des Moines Area Community College. Seven of these items represent the Student Focus climate factor (items #7, #8, #17, #18, #31, #35, and #37), three represent the Supervisory Relationships climate factor (items #2, #9, and #39), and one represents the Institutional Structure climate factor (item #1).

- The extent to which I feel my job is relevant to this institution's mission, 4.53 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.34 (#2)
- The extent to which this institution prepares students for a career, 4.34 (#35)
- The extent to which students receive an excellent education at this institution, 4.31 (#31)
- The extent to which this institution prepares students for further learning, 4.30 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.27 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.26 (#39)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.25 (#18)
- The extent to which faculty meet the needs of the students, 4.18 (#17)
- The extent to which student needs are central to what we do, 4.17 (#7)
- The extent to which the actions of this institution reflect its mission, 4.17 (#1)

Overall, the following have been identified as the top performance areas within the Customized Climate factor at Des Moines Area Community College.

- The extent to which IT services support my work, 4.32 (#60)
- The extent to which the College provides scholarship opportunities for students, 4.23 (#54)
- The extent to which Facilities services support my work, 4.12 (#58)

Overall, the following have been identified as areas in need of improvement at Des Moines Area Community College. Nine of these items represent the Institutional Structure climate factor (items #4, #10, #11, #15, #16, #22, #32, #38, and #44), and one represents the Supervisory Relationships climate factor (items #46).

- The extent to which I have the opportunity for advancement within this institution, 3.17 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.39 (#15)
- The extent to which information is shared within this institution, 3.56 (#10)
- The extent to which institutional teams use problem-solving techniques, 3.65 (#11)
- The extent to which decisions are made at the appropriate level at this institution, 3.73 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.77 (#16)
- The extent to which this institution is appropriately organized, 3.77 (#32)
- The extent to which my work is guided by clearly defined administrative processes, 3.78 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.81 (#22)
- The extent to which professional development and training opportunities are available, 3.81 (#46)

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

- The extent to which the grants office addresses the needs of the college, 3.64 (#47)
- The extent to which there exists a shared sense of vision, a unifying vision, 3.69 (#53)
- The extent to which marketing is integrated throughout the institution, 3.73 (#49)

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

REFERENCES

- Astin, A. W. & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.
- Babbie, E. R. (1990). *Survey research methods* (2nd ed.). Belmont, CA: Wadsworth Publishing.
- Baker, G. A., & Associates. (1992). *Cultural leadership: Inside America's community colleges*. Washington, DC: Community College Press.
- Baker, G. A., & Glass, J. C. (1993). *The McClelland-Atkinson model of motivation*. Unpublished manuscript. University of Texas at Austin.
- Bass, D. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Blanchard, K. (1985). *Situational leadership II*. San Diego: Blanchard Training and Development.
- Bolman, L.G. & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Caison, A. (2005). *PACE survey instrument exploratory factor analysis*. Report, NILIE, Raleigh, North Carolina.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D., McKee, A. & Boyatzis, R. E. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard University Press.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-338.
- Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.
- Likert, R. (1967). *The human organization: Its management and value*. New York: McGraw-Hill.
- Lipman-Blumen, J. (1996). *Connective leadership: Managing in a changing world*. Oxford, UK: Oxford University Press.
- Northouse, P.G. (2004). *Leadership: Theory and practice* (3rd ed). Thousand Oaks, CA: Sage Publications.
- Roueche, J. E., & Baker, G. A. (1987). *Access and excellence: The open-door college*. Washington DC: Community College Press.
- Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Tiu, S. (2001). *Institutional effectiveness in higher education: Factor analysis of the personal assessment of college environment survey instrument*. Unpublished doctoral dissertation, North Carolina State University, Raleigh.
- Yukl, G. S. (2002). *Leadership in organizations* (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.