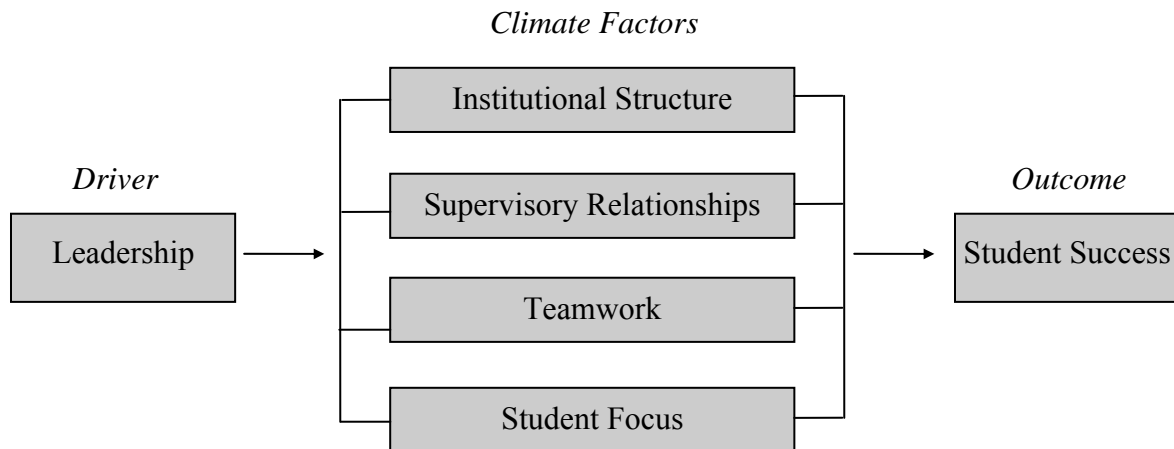


EXECUTIVE SUMMARY

In November 2008, the Personal Assessment of the College Environment (PACE) survey was administered to 2374 employees at Tulsa Community College (TCC). Of those 2374 employees, 1044 completed and returned the instrument for analysis. There were 957 (40.3%) valid instruments used for the analysis. The response rate for full-time employees was 59.2% and response rate for part-time employees was 27.1%. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist TCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of TCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

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

Figure 1. The PACE Model



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

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

this environment is the one to be sought through planning, collaboration, and organizational development.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. They also completed a Customized section designed specifically for Tulsa Community College. Respondents were asked to rate the four factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at TCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 45 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at TCC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of “1” to a high of “5.” Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). One fell within the Competitive range (rated between 2 and 3). Forty-five fell within the Consultative range (rated between 3 and 4), and ten composite ratings fell within the Collaborative range (rated between 4 and 5).

At TCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.75 mean score or high Consultative system. The Student Focus category received the highest mean score (3.94), whereas the Institutional Structure category received the lowest mean score (3.49). When respondents were classified according to Personnel Classification at TCC, the composite ratings were as follows: College Staff (3.65), Faculty (3.83), Professional Staff (3.67), and Administrator (3.70).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.34 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.18 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.11 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.10 (#39)
- The extent to which professional development and training opportunities are available, 4.02 (#46)
- The extent to which students receive an excellent education at this institution, 4.02 (#31)
- The extent to which this institution prepares students for further learning, 4.01 (#37)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.98 (#18)
- The extent to which the actions of this institution reflect its mission, 3.98 (#1)
- The extent to which this institution prepares students for a career, 3.98 (#35)

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

- The extent to which I have the opportunity for advancement within this institution, 3.19 (#38)
- The extent to which information is shared within this institution, 3.12 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.17 (#15)
- The extent to which decisions are made at the appropriate level at this institution, 3.27 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.27 (#11)
- The extent to which this institution is appropriately organized, 3.32 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.43 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.45 (#25)
- The extent to which this institution has been successful in positively motivating my performance, 3.52 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.53 (#44)

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

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LEADERSHIP RESEARCH

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

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

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

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

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

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

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

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

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

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

Table 1. NILIE Four Systems Model

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

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization.

Astin and Astin (2000) note that the purposes of leadership are based in these values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;
- To promote harmony with nature and thereby provide sustainability for future generations; and
- To create communities of reciprocal care and shared responsibility where every person matters and each person’s welfare and dignity is respected and supported (p. 11).

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

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.
- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).
- Situational leadership theories (see Northouse, 2004; Yukl, 2002).
- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).
- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

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

METHOD

Population

In November 2008, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Tulsa Community College. Of the 2374 employees administered the instrument, 957 (40.3%) completed and returned valid instrument for analysis. Of those 957 employees, 469 (49.0%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist TCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Planning and Institutional Research Office of TCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

The opportunity to participate in the PACE climate survey was communicated to employees through multiple methods. Full-time faculty and staff as well as part-time faculty and staff received an informational email from the director of Planning and Institutional Research. Further, TCC's president issued an email encouraging faculty and staff to participate, and a video communication was developed to share with employees as well. Information was also shared with faculty and staff in campus provost meetings, associate dean meetings, and the monthly Faculty Association meeting. Notification also appeared in the college's Campus Bytes newsletter.

Employees were given the option to participate via online survey or paper-and-pencil survey according to their preference. In this way, confidentiality could be maintained. As an incentive for feedback, participants were eligible for one of four iPod Nanos, with the drawing taking place after the survey period ended. Employees were invited to direct questions to the college's Planning and Institutional Research department or directly to NILIE. Completed surveys were returned to NILIE for analysis. Surveys were submitted online and paper surveys were read by an optical scanner. Data were analyzed using the statistical package SAS, version 9.1.

Instrumentation

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

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

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of TCC and the least favorable aspects. The responses provide insight and anecdotal evidence to support the survey questions.

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.97. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2006 to July 2008 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2006 to July 2008 (n=14,975)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.95
Student Focus	0.91
Teamwork	0.93
Overall (1-46)	0.97

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

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

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from TCC's 2007 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 2374 TCC employees (full-time and part-time) administered the survey, 957 (40.3%) completed the PACE survey. Based on self-reported classification the full-time employee response rate was 59.2% and the part-time employee response rate was 27.1%. Survey respondents classified themselves into Personnel Classifications. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%. Institutional response rates typically vary from 30% to 75%. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Full-time			Part-time		
	Total Employed	Surveys Returned	Response Rate	Total Employed	Surveys Returned	Response Rate
College Staff	419	212	50.6%	666	63	9.5%
Faculty	295	184	62.4%	771	304	39.4%
Professional Staff	130	100	76.9%	11	23	209.1%*
Administrator	82	52	63.4%	0	2	0.0%
Total	926	548	59.2%	1448	392	27.1%

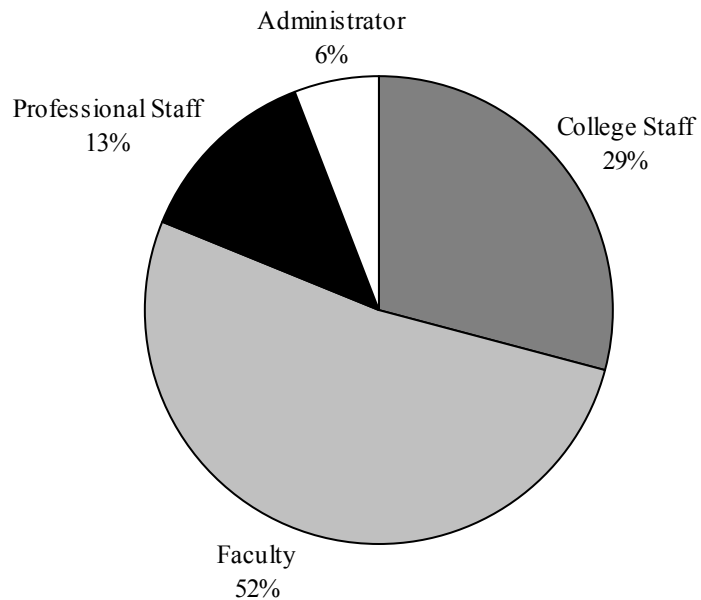
* Self-reported classification resulted in a greater than 100% response for this category.

Personnel Classification*	Total Employed	Surveys Returned	Total Response Rate
College Staff	1085	278	25.6%
Faculty	1066	491	46.1%
Professional Staff	141	125	88.7%
Administrator	82	55	67.1%
Total	2374	949	40.0%

* 8 individuals did not respond to the Personnel Classification demographic variable.

Figure 2. Proportion of Total Responses by Personnel Classification

Figure 2 represents the proportion of total responses by self-reported personnel classification. Faculty make up the largest sector with 52% of the responses, followed by College Staff, Professional Staff, and Administrator.



8 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	2007 # of Responses	2007 % of Responses	2008 # of Responses	2008 % of Responses
What is your personnel classification:				
College Staff	104	29.7%	278	29.0%
Faculty	166	47.4%	491	51.3%
Professional Staff	51	14.6%	125	13.1%
Administrator	29	8.3%	55	5.7%
Did not respond	0	0.0%	8	0.8%
What is your gender:				
Male	95	27.1%	295	30.8%
Female	253	72.3%	653	68.2%
Did not respond	2	0.6%	9	0.9%
What is your race/ethnicity:				
African American	15	4.3%	58	6.1%
American Indian	14	4.0%	52	5.4%
Asian American	3	0.9%	7	0.7%
Caucasian	297	84.9%	781	81.6%
Hispanic	3	0.9%	15	1.6%
Other	18	5.1%	36	3.8%
Did not respond	15	4.3%	8	0.8%
What campus is your primary work location:				
Metro	95	27.1%	246	25.7%
Northeast	67	19.1%	195	20.4%
Southeast	115	32.9%	296	30.9%
West	34	9.7%	144	15.0%
Conference Center	38	10.9%	65	6.8%
Did not respond	1	0.3%	11	1.1%
What is your current employment status:				
Full-time	274	78.3%	553	57.8%
Part-time	76	21.7%	398	41.6%
Did not respond	0	0.0%	6	0.6%

Table 4. Continued.

Demographic Variable	2007 # of Responses	2007 % of Responses	2008 # of Responses	2008 % of Responses
What is your primary work schedule:				
Day	275	78.6%	648	67.7%
Evening	23	6.8%	165	17.2%
Flexible	48	13.7%	125	13.1%
Weekend	4	1.1%	10	1.0%
Did not respond	0	0.0%	9	0.9%
How many years have you been employed at TCC:				
Less than 1 year	36	10.3%	124	13.0%
1 - 4 years	91	26.0%	265	27.7%
5 - 9 years	72	20.6%	201	21.0%
10 - 14 years	50	14.3%	155	16.2%
15 - 19 years	44	12.6%	78	8.2%
20 years or more	55	15.7%	125	13.1%
Did not respond	2	0.6%	9	0.9%
In which area are you employed:				
Academic Affairs	218	62.3%	607	63.4%
Administrative Affairs	28	8.0%	71	7.4%
Student Affairs	54	15.4%	157	16.4%
Business Affairs	23	6.6%	50	5.2%
Community Affairs	11	3.1%	22	2.3%
Did not respond	16	4.6%	50	5.2%
Would you recommend TCC as a place to work:				
Yes	315	90.0%	896	93.6%
No	28	8.0%	47	4.9%
Did not respond	7	2.0%	14	1.5%

Comparative Analysis: Overall

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

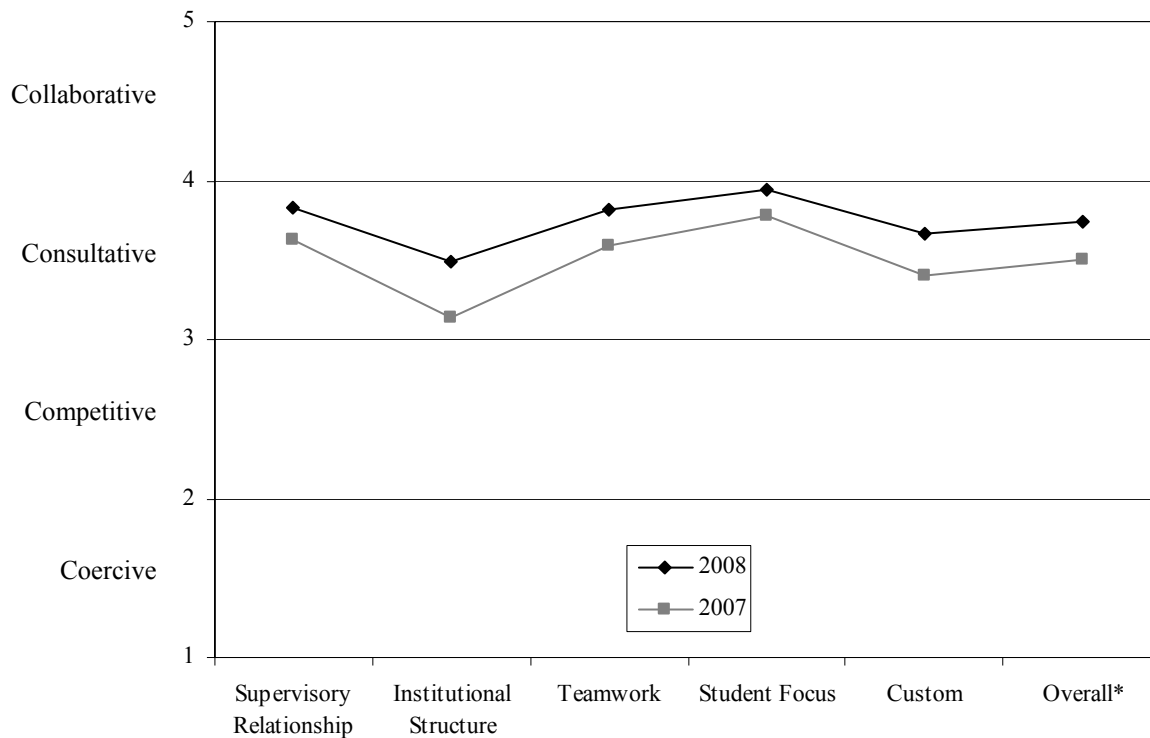
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.94), which represented an upper-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.49) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. (See also Figure 3). When compared to the revised 2007 TCC mean scores, the TCC 2008 mean scores increased significantly.

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

Factor	2007 TCC	2008 TCC
Supervisory Relationships	3.63	3.83
Institutional Structure	3.14	3.49
Teamwork	3.59	3.81
Student Focus	3.78	3.94
Custom	3.41	3.66
Overall*	3.51	3.75

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

Figure 3. Tulsa Community College Climate as Rated by All Employees Combined Using Composite Averages



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

The preponderance of Consultative (n=45) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.75 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at TCC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question. For example, a small SD demonstrates that most answers fell within a narrow or restrictive range. Conversely, a large SD demonstrates that more variance existed around the mean score for the item. When the SD becomes too great, the mean is no longer a reliable indicator of the participant responses.

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

Table 6. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2007 Mean (SD)	2008 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.04 (1.20)	4.18 (1.02)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.89 (1.34)	4.11 (1.05)*
12	The extent to which positive work expectations are communicated to me	3.47 (1.22)	3.73 (1.01)*
13	The extent to which unacceptable behaviors are identified and communicated to me	3.43 (1.10)	3.61 (0.97)*
20	The extent to which I receive timely feedback for my work	3.48 (1.22)	3.71 (1.04)*
21	The extent to which I receive appropriate feedback for my work	3.51 (1.24)	3.71 (1.04)*
26	The extent to which my supervisor actively seeks my ideas	3.65 (1.33)	3.74 (1.13)
27	The extent to which my supervisor seriously considers my ideas	3.70 (1.32)	3.83 (1.11)
30	The extent to which work outcomes are clarified for me	3.27 (1.16)	3.61 (0.97)*
34	The extent to which my supervisor helps me to improve my work	3.60 (1.31)	3.78 (1.08)*
39	The extent to which I am given the opportunity to be creative in my work	4.05 (1.05)	4.10 (0.96)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.45 (1.25)	3.66 (1.03)*
46	The extent to which professional development and training opportunities are available	3.88 (1.15)	4.02 (0.98)*
Mean Total		3.63 (1.00)	3.83 (0.81)*

*T-test results indicate a significant difference between the 2007 mean and the 2008 mean ($\alpha=0.05$)

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure		2007 Mean (SD)	2008 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.68 (1.00)	3.98 (0.79)*
4	The extent to which decisions are made at the appropriate level at this institution	2.81 (1.22)	3.27 (1.12)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.73 (1.00)	3.87 (0.94)*
6	The extent to which administrative leadership is focused on meeting the needs of students	3.42 (1.25)	3.85 (1.02)*
10	The extent to which information is shared within the institution	2.70 (1.28)	3.12 (1.21)*
11	The extent to which institutional teams use problem-solving techniques	2.92 (1.16)	3.27 (1.02)*
15	The extent to which I am able to appropriately influence the direction of this institution	2.78 (1.25)	3.17 (1.06)*
16	The extent to which open and ethical communication is practiced at this institution	3.07 (1.28)	3.43 (1.14)*
22	The extent to which this institution has been successful in positively motivating my performance	3.24 (1.36)	3.52 (1.11)*
25	The extent to which a spirit of cooperation exists at this institution	3.09 (1.30)	3.45 (1.17)*
29	The extent to which institution-wide policies guide my work	3.45 (1.07)	3.69 (0.88)*
32	The extent to which this institution is appropriately organized	2.89 (1.30)	3.32 (1.17)*
38	The extent to which I have the opportunity for advancement within this institution	2.96 (1.25)	3.19 (1.20)*
41	The extent to which I receive adequate information regarding important activities at this institution	3.34 (1.22)	3.67 (1.10)*
44	The extent to which my work is guided by clearly defined administrative processes	3.12 (1.24)	3.53 (1.10)*
Mean Total		3.14 (1.00)	3.49 (0.81)*

*T-test results indicate a significant difference between the 2007 mean and the 2008 mean ($\alpha=0.05$)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2007 Mean (SD)	2008 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.69 (1.31)	3.93 (1.08)*
14 The extent to which my primary work team uses problem-solving techniques	3.47 (1.17)	3.73 (0.98)*
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.54 (1.27)	3.72 (1.06)*
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.65 (1.31)	3.83 (1.05)*
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.49 (1.21)	3.75 (0.96)*
43 The extent to which a spirit of cooperation exists in my department	3.70 (1.31)	3.93 (1.08)*
Mean Total	3.59 (1.10)	3.81 (0.91)*

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2007 Mean (SD)	2008 Mean (SD)
7 The extent to which student needs are central to what we do	3.52 (1.20)	3.90 (1.00)*
8 The extent to which I feel my job is relevant to this institution's mission	4.21 (0.97)	4.34 (0.76)*
17 The extent to which faculty meet the needs of students	3.76 (0.94)	3.94 (0.77)*
18 The extent to which student ethnic and cultural diversity are important at this institution	3.95 (0.89)	3.98 (0.82)
19 The extent to which students' competencies are enhanced	3.65 (0.89)	3.81 (0.86)*
23 The extent to which non-teaching professional personnel meet the needs of the students	3.70 (1.03)	3.86 (0.96)*
28 The extent to which classified personnel meet the needs of the students	3.70 (1.05)	3.84 (0.86)*
31 The extent to which students receive an excellent education at this institution	3.85 (1.01)	4.02 (0.83)*
35 The extent to which this institution prepares students for a career	3.87 (0.97)	3.98 (0.79)
37 The extent to which this institution prepares students for further learning	3.88 (0.96)	4.01 (0.78)*
40 The extent to which students are assisted with their personal development	3.63 (0.94)	3.77 (0.91)*
42 The extent to which students are satisfied with their educational experience at this institution	3.78 (0.79)	3.88 (0.73)*
Mean Total	3.78 (0.70)	3.94 (0.60)*

*T-test results indicate a significant difference between the 2007 mean and the 2008 mean ($\alpha=0.05$)

Table 10. Comparative Mean Responses: Customized

Customized	2007 Mean (SD)	2008 Mean (SD)
47 The extent to which our central business operations serve employees	3.15 (1.28)	3.44 (1.11)*
48 The extent to which my actions reflect the college's core values	4.24 (0.75)	4.24 (0.69)
49 The extent to which faculty and/or staff are involved in development of new policies and procedures	2.83 (1.21)	3.31 (1.10)*
50 The extent to which I am satisfied with the overall leadership of TCC	3.38 (1.25)	3.68 (1.06)*
51 The extent to which there is a positive relationship between faculty and/or staff with administration/Regents	2.91 (1.23)	3.38 (1.09)*
52 The extent to which my job performance is evaluated fairly	3.53 (1.25)	3.83 (1.03)*
53 The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.98 (1.31)	2.83 (1.20)
54 The extent to which TCC offers a safe work environment for me	3.96 (1.04)	4.09 (0.87)*
55 The extent to which employee issues are effectively resolved	2.97 (1.22)	3.31 (1.12)*
56 The extent to which I feel proud to be a TCC employee	NA	4.31 (0.79)
Mean Total	3.41 (0.80)	3.66 (0.74)*

*T-test results indicate a significant difference between the 2007 mean and the 2008 mean ($\alpha=0.05$)

N/A Question not included in the 2007 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 rated the four normative factors most favorable (3.83), whereas the College Staff rated the four normative factors least favorable (3.65). See also Table 11.

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

Figure 4. Mean Climate Scores as Rated by Personnel Classifications at Tulsa Community College.

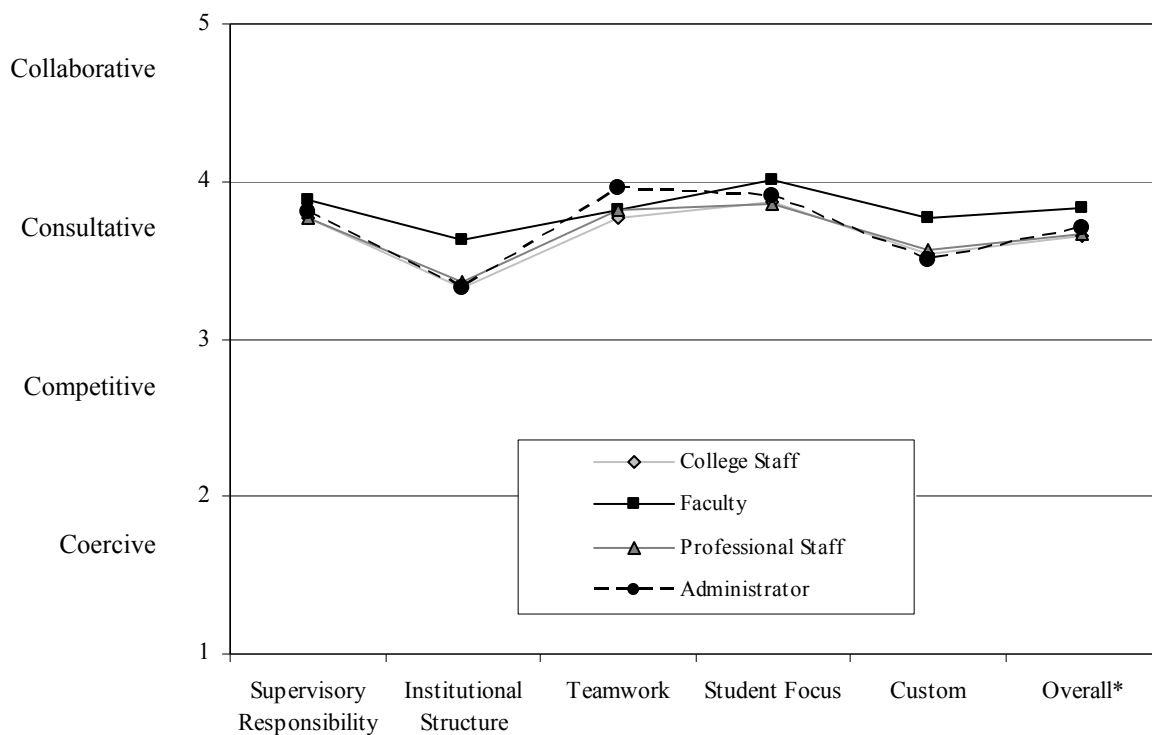


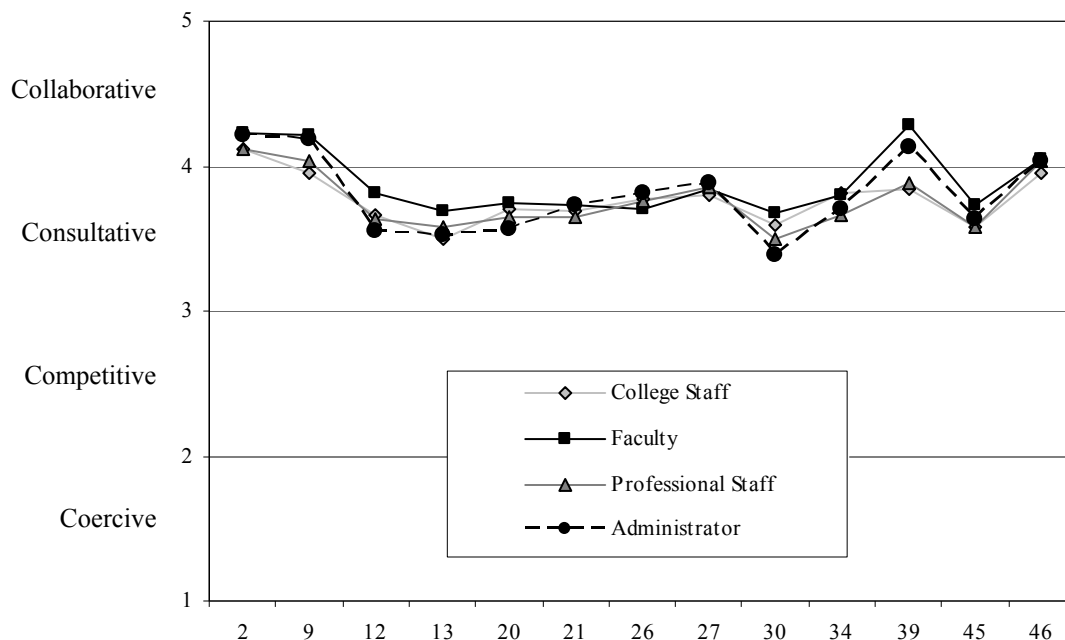
Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall*
College Staff						
2007	3.56	3.12	3.45	3.69	3.35	3.42
2008	3.76	3.33	3.76	3.87	3.55	3.65
Faculty						
2007	3.57	3.11	3.55	3.84	3.37	3.49
2008	3.89	3.63	3.82	4.01	3.77	3.83
Professional Staff						
2007	3.69	3.08	3.74	3.71	3.43	3.50
2008	3.77	3.37	3.82	3.86	3.56	3.67
Administrator						
2007	4.15	3.52	4.07	3.88	3.80	3.87
2008	3.81	3.33	3.96	3.91	3.50	3.70

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

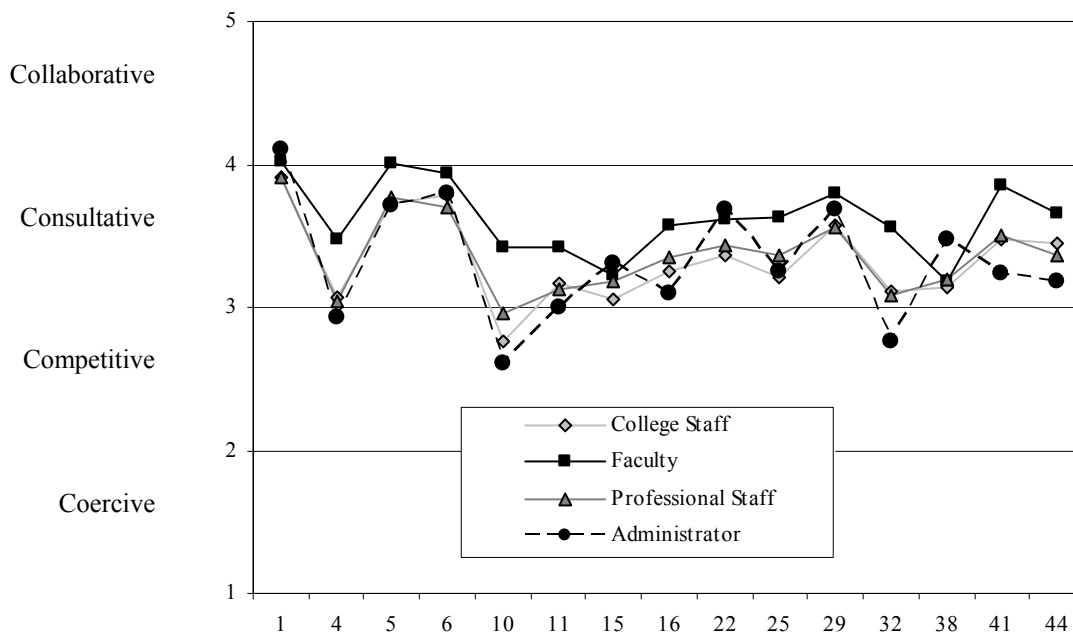
Supervisory Relationships		College Staff	Faculty	Professional Staff	Administrator
2	The extent to which my supervisor expresses confidence in my work	4.12	4.22	4.11	4.22
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.95	4.22	4.03	4.18
12	The extent to which positive work expectations are communicated to me	3.66	3.81	3.64	3.56
13	The extent to which unacceptable behaviors are identified and communicated to me	3.50	3.69	3.58	3.52
20	The extent to which I receive timely feedback for my work	3.70	3.75	3.65	3.57
21	The extent to which I receive appropriate feedback for my work	3.69	3.73	3.65	3.74
26	The extent to which my supervisor actively seeks my ideas	3.77	3.71	3.76	3.82
27	The extent to which my supervisor seriously considers my ideas	3.80	3.84	3.85	3.89
30	The extent to which work outcomes are clarified for me	3.59	3.67	3.49	3.39
34	The extent to which my supervisor helps me to improve my work	3.82	3.79	3.66	3.71
39	The extent to which I am given the opportunity to be creative in my work	3.84	4.29	3.89	4.13
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.58	3.74	3.58	3.63
46	The extent to which professional development and training opportunities are available	3.95	4.05	4.04	4.04

Figure 5. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Tulsa Community College



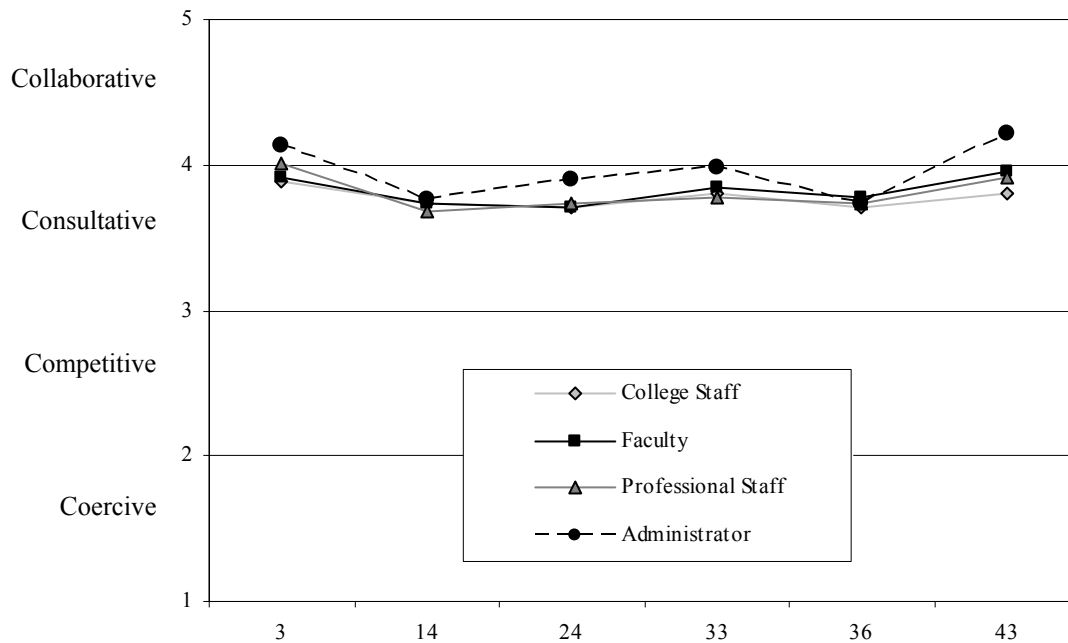
Institutional Structure		College Staff	Faculty	Professional Staff	Administrator
1	The extent to which the actions of this institution reflect its mission	3.90	4.02	3.91	4.11
4	The extent to which decisions are made at the appropriate level at this institution	3.07	3.47	3.04	2.93
5	The extent to which the institution effectively promotes diversity in the workplace	3.73	4.00	3.77	3.71
6	The extent to which administrative leadership is focused on meeting the needs of students	3.78	3.93	3.69	3.80
10	The extent to which information is shared within this institution	2.76	3.42	2.96	2.61
11	The extent to which institutional teams use problem-solving techniques	3.17	3.41	3.12	3.00
15	The extent to which I am able to appropriately influence the direction of this institution	3.06	3.22	3.18	3.30
16	The extent to which open and ethical communication is practiced at this institution	3.26	3.58	3.35	3.09
22	The extent to which this institution has been successful in positively motivating my performance	3.36	3.62	3.43	3.69
25	The extent to which a spirit of cooperation exists at this institution	3.21	3.63	3.36	3.25
29	The extent to which institution-wide policies guide my work	3.58	3.79	3.56	3.68
32	The extent to which this institution is appropriately organized	3.12	3.56	3.09	2.76
38	The extent to which I have the opportunity for advancement within this institution	3.14	3.18	3.19	3.47
41	The extent to which I receive adequate information regarding important activities at this institution	3.48	3.85	3.50	3.24
44	The extent to which my work is guided by clearly defined administrative processes	3.44	3.66	3.36	3.19

Figure 6. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Tulsa Community College



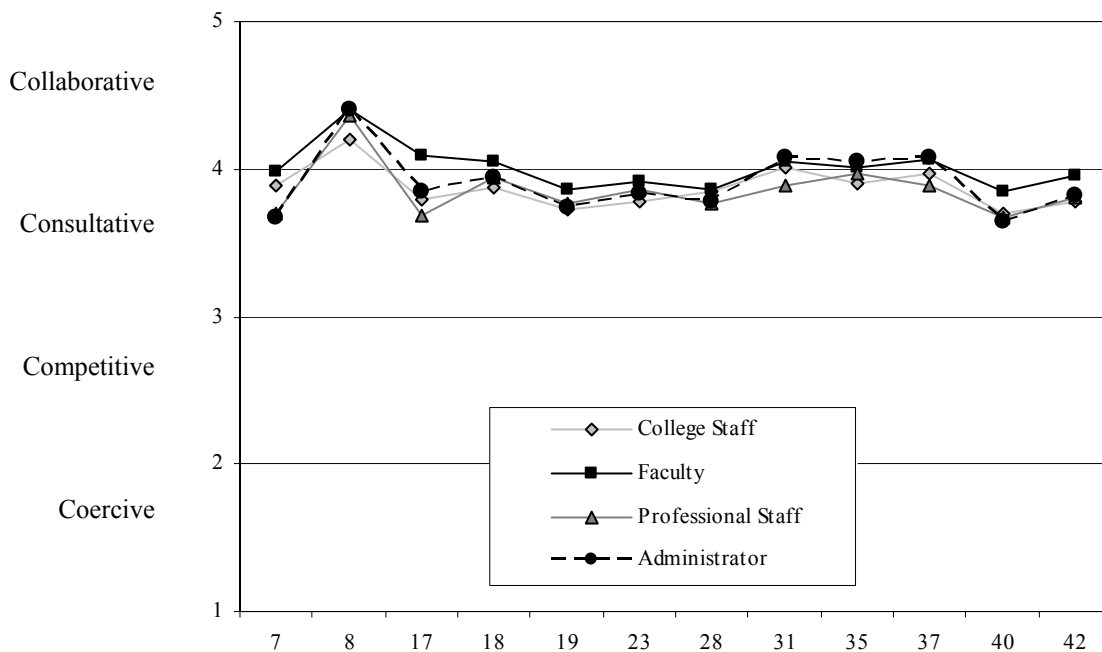
Teamwork		College Staff	Faculty	Professional Staff	Administrator
3	The extent to which there is a spirit of cooperation within my work team	3.88	3.91	4.02	4.13
14	The extent to which my primary work team uses problem-solving techniques	3.74	3.73	3.68	3.76
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.71	3.71	3.74	3.91
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.81	3.85	3.77	3.98
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.71	3.77	3.73	3.74
43	The extent to which a spirit of cooperation exists in my department	3.80	3.96	3.92	4.22

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



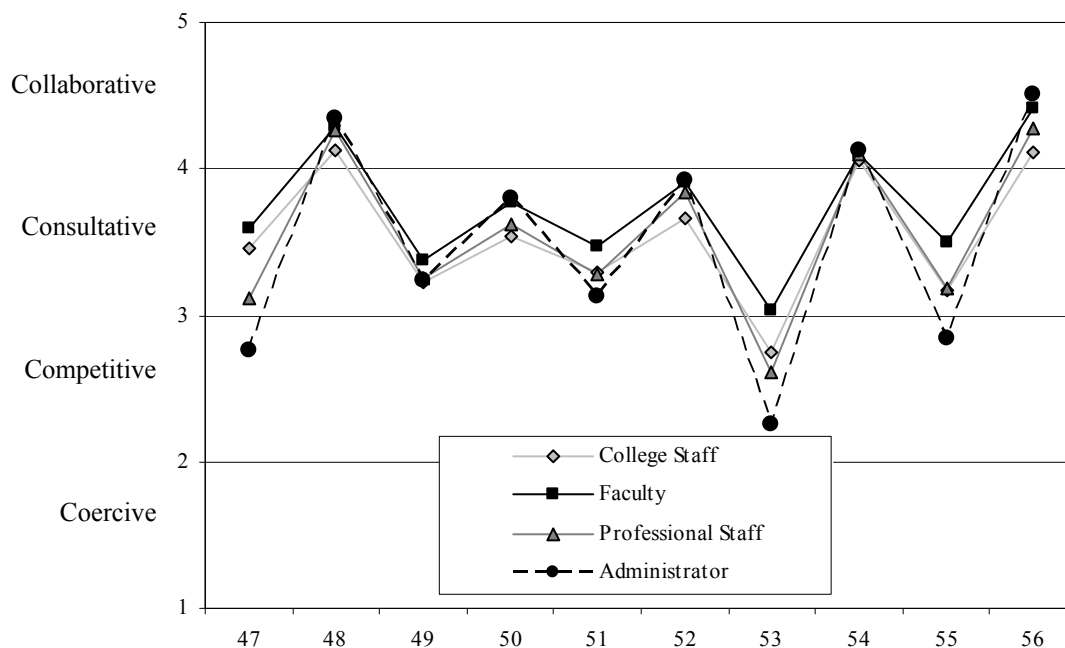
Student Focus		College Staff	Faculty	Professional Staff	Administrator
7	The extent to which student needs are central to what we do	3.89	3.98	3.70	3.67
8	The extent to which I feel my job is relevant to this institution's mission	4.21	4.40	4.36	4.41
17	The extent to which faculty meet the needs of the students	3.79	4.09	3.68	3.85
18	The extent to which student ethnic and cultural diversity are important at this institution	3.88	4.05	3.94	3.94
19	The extent to which students' competencies are enhanced	3.73	3.87	3.77	3.75
23	The extent to which non-teaching professional personnel meet the needs of the students	3.78	3.91	3.86	3.84
28	The extent to which classified personnel meet the needs of the students	3.85	3.87	3.76	3.77
31	The extent to which students receive an excellent education at this institution	4.01	4.05	3.88	4.07
35	The extent to which this institution prepares students for a career	3.90	4.01	3.97	4.05
37	The extent to which this institution prepares students for further learning	3.97	4.06	3.89	4.07
40	The extent to which students are assisted with their personal development	3.69	3.85	3.68	3.65
42	The extent to which students are satisfied with their educational experience at this institution	3.79	3.95	3.81	3.83

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



Customized		College Staff	Faculty	Professional Staff	Administrator
47	The extent to which our central business operations serve employees	3.45	3.60	3.11	2.76
48	The extent to which my actions reflect the college's core values	4.12	4.28	4.27	4.35
49	The extent to which faculty and/or staff are involved in development of new policies and procedures	3.23	3.38	3.26	3.24
50	The extent to which I am satisfied with the overall leadership of TCC	3.53	3.77	3.63	3.80
51	The extent to which there is a positive relationship between faculty and/or staff with administration/Regents	3.30	3.47	3.28	3.13
52	The extent to which my job performance is evaluated fairly	3.67	3.91	3.84	3.92
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.75	3.03	2.61	2.26
54	The extent to which TCC offers a safe work environment for me	4.05	4.09	4.11	4.13
55	The extent to which employee issues are effectively resolved	3.17	3.50	3.18	2.85
56	The extent to which I feel proud to be a TCC employee	4.12	4.41	4.27	4.51

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



Tables 12 through 15 contain the top ten priorities for discussion for each Personnel Classification among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Tulsa Community College.

Table 12. Priorities for Change: College Staff

Area to Change		Mean
10	The extent to which information is shared within this institution	2.76
15	The extent to which I am able to appropriately influence the direction of this institution	3.06
4	The extent to which decisions are made at the appropriate level at this institution	3.07
32	The extent to which this institution is appropriately organized	3.12
38	The extent to which I have the opportunity for advancement within this institution	3.14
11	The extent to which institutional teams use problem-solving techniques	3.17
25	The extent to which a spirit of cooperation exists at this institution	3.21
16	The extent to which open and ethical communication is practiced at this institution	3.26
22	The extent to which this institution has been successful in positively motivating my performance	3.36
44	The extent to which my work is guided by clearly defined administrative processes	3.44
Area to Change—Customized		Mean
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.75
55	The extent to which employee issues are effectively resolved	3.17
49	The extent to which faculty and/or staff are involved in development of new policies and procedures	3.23

Table 13. Priorities for Change: Faculty

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.18
15	The extent to which I am able to appropriately influence the direction of this institution	3.22
11	The extent to which institutional teams use problem-solving techniques	3.41
10	The extent to which information is shared within this institution	3.42
4	The extent to which decisions are made at the appropriate level at this institution	3.47
32	The extent to which this institution is appropriately organized	3.56
16	The extent to which open and ethical communication is practiced at this institution	3.58
22	The extent to which this institution has been successful in positively motivating my performance	3.62
25	The extent to which a spirit of cooperation exists at this institution	3.63
44	The extent to which my work is guided by clearly defined administrative processes	3.66
Area to Change—Customized		
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	3.03
49	The extent to which faculty and/or staff are involved in development of new policies and procedures	3.38
51	The extent to which there is a positive relationship between faculty and/or staff with administration/Regents	3.47

Table 14. Priorities for Change: Professional Staff

Area to Change		Mean
10	The extent to which information is shared within this institution	2.96
4	The extent to which decisions are made at the appropriate level at this institution	3.04
32	The extent to which this institution is appropriately organized	3.09
11	The extent to which institutional teams use problem-solving techniques	3.12
15	The extent to which I am able to appropriately influence the direction of this institution	3.18
38	The extent to which I have the opportunity for advancement within this institution	3.19
16	The extent to which open and ethical communication is practiced at this institution	3.35
25	The extent to which a spirit of cooperation exists at this institution	3.36
44	The extent to which my work is guided by clearly defined administrative processes	3.36
22	The extent to which this institution has been successful in positively motivating my performance	3.43
Area to Change—Customized		Mean
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.61
47	The extent to which our central business operations serve employees	3.11
55	The extent to which employee issues are effectively resolved	3.18

Table 15. Priorities for Change: Administrator

Area to Change		Mean
10	The extent to which information is shared within this institution	2.61
32	The extent to which this institution is appropriately organized	2.76
4	The extent to which decisions are made at the appropriate level at this institution	2.93
11	The extent to which institutional teams use problem-solving techniques	3.00
16	The extent to which open and ethical communication is practiced at this institution	3.09
44	The extent to which my work is guided by clearly defined administrative processes	3.19
41	The extent to which I receive adequate information regarding important activities at this institution	3.24
25	The extent to which a spirit of cooperation exists at this institution	3.25
15	The extent to which I am able to appropriately influence the direction of this institution	3.30
30	The extent to which work outcomes are clarified for me	3.39
Area to Change—Customized		Mean
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.26
47	The extent to which our central business operations serve employees	2.76
55	The extent to which employee issues are effectively resolved	2.85

Comparative Analysis: Demographic Classifications

As depicted in Table 16 African Americans rated the climate highest (3.78), while American Indians rated the climate lowest (3.62). Employees at the West campus rated the climate highest (3.89), while employees at the Conference Center rated the climate lowest (3.53). Part-time employees rated the climate highest (3.96), while Full-time employees rated the climate lowest (3.60). In terms of length of employment, those individuals with less than 1 year of employment rated the climate highest (4.00), while those employed between 10 – 14 years rated the climate lowest (3.55). Employees within Academic Affairs rated the climate highest within its demographic group (3.82), while employees within Administrative Affairs rated the climate with a composite rating of 3.54.

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

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
College Staff	3.76	3.33	3.76	3.87	3.55	3.65
Faculty	3.89	3.63	3.82	4.01	3.77	3.83
Professional Staff	3.77	3.37	3.82	3.86	3.56	3.67
Administrator	3.81	3.33	3.96	3.91	3.50	3.70
What is your gender:						
Male	3.79	3.53	3.84	3.91	3.69	3.74
Female	3.85	3.48	3.81	3.96	3.65	3.75
What is your race/ethnicity						
African American	3.88	3.55	3.74	3.95	3.75	3.78
American Indian	3.66	3.33	3.71	3.89	3.48	3.62
Caucasian	3.85	3.51	3.83	3.96	3.67	3.76
Other (including Asian American and Hispanic)	3.78	3.46	3.80	3.87	3.69	3.70
What campus is your primary work location:						
Metro	3.74	3.32	3.72	3.83	3.52	3.63
Northeast	3.81	3.46	3.73	3.95	3.62	3.72
Southeast	3.88	3.67	3.88	4.02	3.82	3.85
West	3.99	3.60	4.04	4.06	3.77	3.89
Conference Center	3.68	3.20	3.63	3.77	3.41	3.53

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

Table 16. Continued

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
What is your current employment status:						
Full-time	3.74	3.23	3.75	3.84	3.45	3.60
Part-time	3.96	3.86	3.91	4.10	3.97	3.96
What is your primary work schedule:						
Day	3.78	3.37	3.79	3.90	3.57	3.68
Evening and Weekend	4.04	3.97	3.97	4.16	4.05	4.04
Flexible	3.76	3.42	3.73	3.87	3.59	3.67
How many years have you been employed at TCC:						
Less than 1 year	4.01	3.93	3.95	4.12	4.05	4.00
1 - 4 years	3.94	3.65	3.90	4.04	3.82	3.86
5 - 9 years	3.77	3.42	3.79	3.91	3.57	3.69
10 - 14 years	3.67	3.24	3.62	3.77	3.42	3.55
15 - 19 years	3.72	3.24	3.71	3.88	3.47	3.61
20 years or more	3.81	3.31	3.85	3.90	3.54	3.68
In which area are you employed:						
Academic Affairs	3.90	3.59	3.88	3.99	3.75	3.82
Administrative Affairs	3.62	3.21	3.55	3.89	3.40	3.54
Student Affairs	3.80	3.33	3.82	3.88	3.53	3.67
Business Affairs	3.68	3.44	3.68	3.91	3.64	3.65
Community Affairs	3.78	3.57	3.98	4.10	3.85	3.82

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

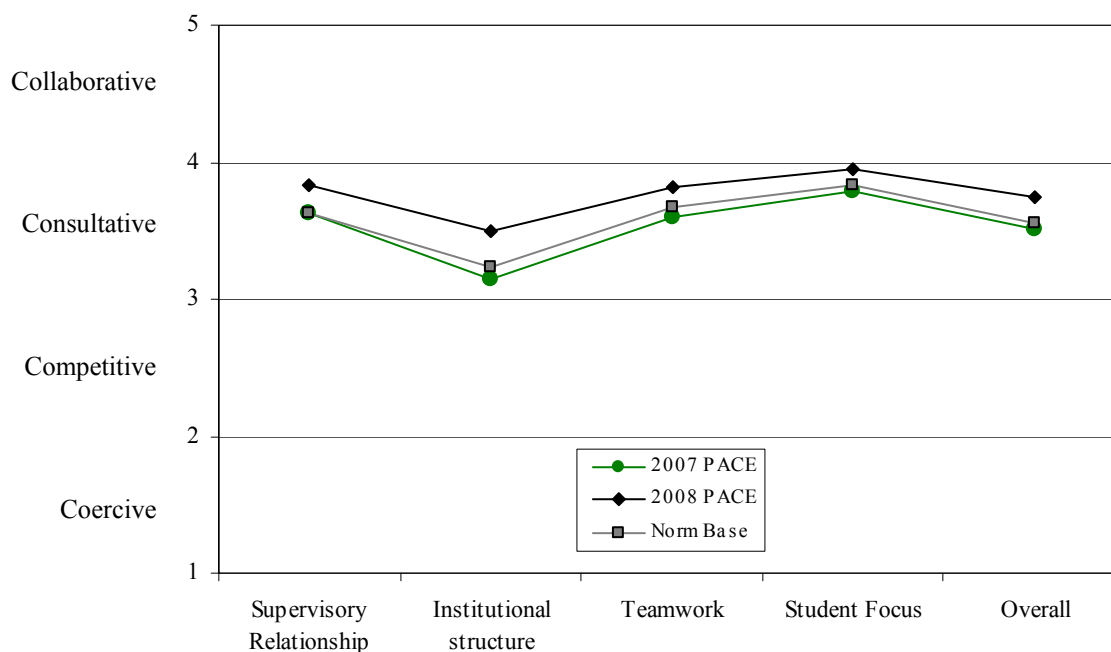
Comparative Analysis: Norm Base

Table 17 and Figure 10 show how TCC compares with the NILIE PACE Norm Base, which includes approximately 65 different climate studies conducted at two- and four-year institutions since 2006. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for TCC. Table 17 and Figure 10 also show how the current administration of the PACE survey at TCC compares with the 2007 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

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

	TCC 2007	TCC 2008	Norm Base*
Supervisory Relationships	3.63	3.83	3.63
Institutional Structure	3.14	3.49	3.23
Teamwork	3.59	3.81	3.68
Student Focus	3.78	3.94	3.84
Overall	3.51	3.75	3.56

Figure 10. Tulsa Community College Climate Compared with the NILIE PACE Norm Base



* Normative data are not available for the customized climate factor developed specifically for TCC. Thus, the customized items are not included in the calculation of the overall mean.

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

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

	Supervisory Relationships	TCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.18*	4.03
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.11*	3.87
12	The extent to which positive work expectations are communicated to me	3.73*	3.50
13	The extent to which unacceptable behaviors are identified and communicated to me	3.61*	3.44
20	The extent to which I receive timely feedback for my work	3.71*	3.48
21	The extent to which I receive appropriate feedback for my work	3.71*	3.51
26	The extent to which my supervisor actively seeks my ideas	3.74*	3.62
27	The extent to which my supervisor seriously considers my ideas	3.83*	3.69
30	The extent to which work outcomes are clarified for me	3.61*	3.44
34	The extent to which my supervisor helps me to improve my work	3.78*	3.59
39	The extent to which I am given the opportunity to be creative in my work	4.10*	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.66*	3.49
46	The extent to which professional development and training opportunities are available	4.02*	3.59
	Mean Total	3.83*	3.63

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

Table 19. Institutional Structure Mean Scores Compared to the NILIE Norm Base

Institutional Structure	TCC Mean	Norm Base
1 The extent to which the actions of this institution reflect its mission	3.98*	3.67
4 The extent to which decisions are made at the appropriate level at this institution	3.27*	2.98
5 The extent to which the institution effectively promotes diversity in the workplace	3.87*	3.65
6 The extent to which administrative leadership is focused on meeting the needs of students	3.85*	3.48
10 The extent to which information is shared within the institution	3.12*	2.89
11 The extent to which institutional teams use problem-solving techniques	3.27*	3.09
15 The extent to which I am able to appropriately influence the direction of this institution	3.17*	2.98
16 The extent to which open and ethical communication is practiced	3.43*	3.09
22 The extent to which this institution has been successful in positively motivating my performance	3.52*	3.24
25 The extent to which a spirit of cooperation exists at this institution	3.45*	3.12
29 The extent to which institution-wide policies guide my work	3.69*	3.47
32 The extent to which this institution is appropriately organized	3.32*	3.00
38 The extent to which I have the opportunity for advancement	3.19*	3.02
41 The extent to which I receive adequate information regarding important activities	3.67*	3.49
44 The extent to which my work is guided by clearly defined administrative processes	3.53*	3.28
Mean Total	3.49*	3.23

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

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

Teamwork	TCC Mean	Norm Base
3 The extent to which there is a spirit of cooperation within my work team	3.93*	3.78
14 The extent to which my primary work team uses problem-solving techniques	3.73*	3.64
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.72*	3.63
33 The extent to which my work team provides an environment for free and open expression	3.83*	3.70
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.75*	3.63
43 The extent to which a spirit of cooperation exists in my department	3.93*	3.71
Mean Total	3.81*	3.68

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

Student Focus	TCC Mean	Norm Base
7 The extent to which student needs are central to what we do	3.90*	3.63
8 The extent to which I feel my job is relevant to this institution's mission	4.34*	4.25
17 The extent to which faculty meet the needs of students	3.94*	3.83
18 The extent to which student ethnic and cultural diversity are important at this institution	3.98*	3.81
19 The extent to which students' competencies are enhanced	3.81*	3.73
23 The extent to which non-teaching professional personnel meet the needs of the students	3.86*	3.76
28 The extent to which classified personnel meet the needs of the students	3.84*	3.74
31 The extent to which students receive an excellent education at this institution	4.02	3.97
35 The extent to which this institution prepares students for a career	3.98	3.96
37 The extent to which this institution prepares students for further learning	4.01*	3.95
40 The extent to which students are assisted with their personal development	3.77*	3.67
42 The extent to which students are satisfied with their educational experience	3.88*	3.81
Mean Total	3.94*	3.84
Overall Total	3.75*	3.56

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

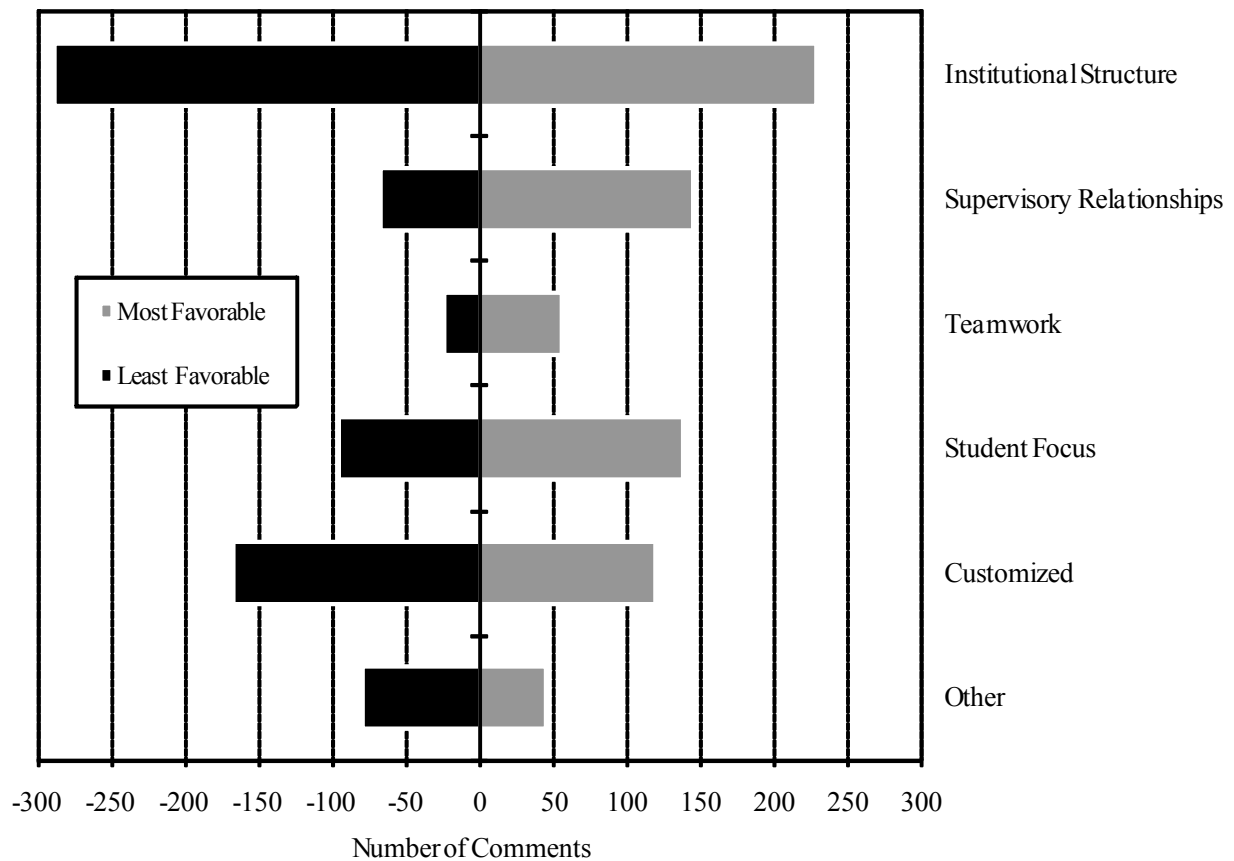
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 957 Tulsa Community College employees who completed the PACE survey, 49.0% (469 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 the responses back to the questions on the PACE survey.

Figure 11 provides a summary of the TCC comments. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of comments across all factors fell within the Institutional Structure and Customized climate factors. Please refer to Tables 22 and 23 for sample comments categorized by climate factor and the actual number of responses provided by TCC employees. Please note that comments are quoted exactly as written.

Figure 11. Tulsa 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 Tulsa Community College

Factor	Themes	Number of Comments
Institutional Structure (n=229)	<p data-bbox="383 317 1192 390"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="383 411 1235 516"><i>I appreciate the work of all TCC employees and I think that if we continue to support the "one college" ideal that we will continue to grow in a great direction.</i></p> <p data-bbox="383 537 1235 642"><i>This is a great place to work - full of caring professional people that work hard and try to do the best job they can do - at least that has been my experience.</i></p> <p data-bbox="383 663 760 695"><i>I have my home here at TCC!</i></p> <p data-bbox="383 716 1235 821"><i>Best place to work ever. Sometimes feel I should be doing more. Freedom to participate in all kinds of activities outside & inside of division.</i></p> <p data-bbox="383 842 776 873"><i>Work environment is excellent.</i></p> <p data-bbox="383 894 1192 999"><i>I think TCC is doing a good job staying current with other community colleges as far as academic situations. I feel TCC is moving forward instead of stalling out.</i></p> <p data-bbox="383 1020 1235 1083"><i>I love growing in an environment that makes a difference in others lives.</i></p> <p data-bbox="383 1104 1219 1167"><i>I especially am pleased with the way I feel valued by those I work with.</i></p> <p data-bbox="383 1188 1214 1293"><i>TCC as a whole is a wonderful institution to work within. Everything is student and employee oriented. I love working with the students, faculty and staff at Tulsa Community College.</i></p> <p data-bbox="383 1314 1235 1377"><i>I am very pleased with the support I receive as an adjunct from my Division staff.</i></p> <p data-bbox="383 1398 1227 1545"><i>The ACS office for SE is excellent and does a great job welcoming part-time staff each day. The environment in the ACS office is pleasant and comfortable. They are a great group of people to greet each morning.</i></p> <p data-bbox="383 1566 980 1598"><i>I sense there is great respect given to adjuncts.</i></p> <p data-bbox="383 1619 1219 1682"><i>I love writing for the connection and covering the different events that take place at TCC.</i></p> <p data-bbox="383 1703 1243 1808"><i>TCC offers a friendly work environment. It is always a good feeling when you are able to help someone, either a co-worker or especially a student.</i></p> <p data-bbox="383 1829 1175 1860"><i>I greatly enjoy the atmosphere and work environment at TCC.</i></p>	92

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>The recognition systems that take place each year give all TCC employees a chance to be recognized.</i></p> <p><i>My concerns have been few and I find the general atmosphere to be excellent.</i></p> <p><i>The college seems to take into consideration many factors that affect staff. I have worked for many other companies in corporate American and have found this to be the best.</i></p> <p><i>As a part-time faculty member, I do appreciate the fact that the TCC administration is willing to give part-time assignments to a thousand or more of us in the Tulsa area. This is a factor that encourages a teaching diversity at the college.</i></p> <p><i>I have found the employees at TCC to be very encouraging, which creates a great work environment.</i></p> <p><i>I love working here. I have much support from faculty, staff, my supervisor and specific programs. I am totally satisfied to be here.</i></p> <p><i>Working at TCC has been, and continues to be, a wonderful job experience.</i></p> <p><i>I love working at this institution...The people I work with are great and the College is headed in the right direction.</i></p> <p><i>I have been very happy with the consistency of the teaching assignments that have been offered to me each semester.</i></p> <p><i>Involvement with our surrounding communities, national affiliations and professional groups.</i></p> <p><i>The atmosphere of my campus is positive and generally upbeat...My job is never boring--in fact it doesn't really seem like a job in the traditional sense.</i></p> <p><i>The work environment is friendly, encouraging, and very positive.</i></p> <p><i>We are treated very professionally as well as given a great deal of consideration when arranging our schedule.</i></p> <p><i>The way TCC gets involved with the community with pace activities, outreach programs, online classes, partnerships with other institutions, active involvement with outside groups.</i></p> <p><i>A positive work environment is always found at the West Campus.</i></p> <p><i>Here at West I have always been treated with respect and professionalism. I have been very happy here and hope to continue working here in the future.</i></p>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>TCC has a great reputation within the community and it is critical that as an educational institution, that we can and do react to the dynamic and changing needs of education, business and students. Our survival is dependent upon this ability.</i></p> <p><i>I very much enjoy teaching at TCC, and am so pleased to have the opportunity to do so.</i></p> <p><i>This job has inspired me to further my level of education and continue teaching.</i></p> <p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>FACET Center - because when people are in doubt where to go within the campus they would always stop by the FACET Center to get good directions and answer any questions needed. They would respond with a smile and comment how they have been to other departments and received unclear direction and answers.</i></p> <p><i>The staff has been enormously helpful.</i></p> <p><i>Collegiality within our division and campus - concern about one another and concern for students' educational process.</i></p> <p><i>Faculty and classified staff at TCC are very dedicated, professional and strive to high levels of work.</i></p> <p><i>Although there is a lot of change currently, I appreciate the freshness of ideas, the collaboration, and the opening of opportunities internally and externally to build partnerships and strong working relationships.</i></p> <p><i>The greatest strength of TCC is the staff who willingly work together on common goals regardless of classification or position. This is not true for all staff, but when I find them, I appreciate them very much.</i></p> <p><i>I feel that here at Metro Campus everyone works together as one team and helps out in any areas needed.</i></p> <p><i>I enjoy a great spirit of cooperation across my discipline at all campuses as well as within my division on campus. I enjoy working with other professors to find the best practices and texts to support our students' learning.</i></p> <p><i>I have been given much encouragement from a particular full-time instructor. The two administrative assistants in our dept. are very, very helpful and friendly. In addition, the two long-time librarians on our campus have ordered books for me and provided numerous other resources. They are truly indispensable.</i></p>	86

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>Agreeable and finely skilled faculty of professors to work with as well as secretaries and students.</i></p> <p><i>The staff at evening programs are great...they do everything they can to help adjunct faculty at any time; the staff at Liberal Arts is pretty much the same. There are some people who really go to bat for you.</i></p> <p><i>Most of the other divisions and offices are very helpful if you call with a situation that requires a resolution.</i></p> <p><i>I appreciate the service I receive from Academic Service and printing. Both areas are very prompt in providing me with the tools I need to teach.</i></p> <p><i>TCC has a very talented staff of faculty and adjunct teachers, and an excellent support staff (LRC, Student Health, disABLED services).</i></p> <p><i>I am very pleased with the work ethics at TCC. I find the staff and supervisors to be very understanding and helpful.</i></p> <p><i>Distance Learning is the most innovative area of this institution. Their work goes beyond DL to the new trend in blended learning and different kinds of learning technology. The group is also providing tech support college and community functions as well a marketing video.</i></p> <p><i>Teamwork and working with some great people.</i></p> <p><i>As a part-time employee, I have been consistently supported by the administrative staff and over a ten year period, that is exceptional. My immediate advisers have also been exceptional in their support, especially in dealing with difficult students.</i></p> <p><i>I enjoy the friendly of TCC employees, and the cross-college collaboration, especially between Metro and Northeast campuses has been wonderful.</i></p> <p><i>Academic and Campus Services at Southeast Campus are an incredibly proficient group to work with. Always prepared, supportive, very professional and in general a fantastic unit to operate with.</i></p> <p><i>The spirit of cooperation and the willingness of staff to assist.</i></p> <p><i>Our cooperative service to students and the community.</i></p> <p><i>I find it really helpful that new part-time faculty are paired with full-time faculty teaching the same course. They are available to answer questions and give advice to new faculty.</i></p>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>The generally warm, collegial atmosphere on my campus, seems inviting to faculty, staff and students.</i></p> <p><i>The employees are always helpful. My experiences at this college have been most worthwhile.</i></p> <p><i>I also enjoy the collegiality that has been promoted by Achieving the Dream. The campus and college wide conversations have proven to provide a stronger sense of understanding and connection among faculty, staff, and administrators who often work in isolation on tasks that often collide because of the lack of shared conversation.</i></p> <p><i>Most things done at the team or campus level are done in an efficient manner with open communication and clear goals...The spirit of camaraderie that exists translates to most people on the campus having a real interest in seeing their coworkers be successful in their endeavors.</i></p> <p><i>The most favorable aspect of my employment is the strong network of collaborative relationships among the directors, professionals, and classified staff in my reporting relationships.</i></p> <p><i>The staff at TCC NEC are very kind and supportive. They give compliments when they are deserved, but they also try to act quickly to stop a mistake before it becomes habit or a large situation. This makes me very comfortable.</i></p>	
	<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>I appreciate and value the new directions of shared governance.</i></p> <p><i>There are ample opportunities for individuals to express opinions.</i></p> <p><i>The institution is open to all kinds of ideas and innovative practices. If an individual faculty member comes up with an idea, the institution is completely willing to let that happen. This is also true of instances where two or three people have an idea they wish to test; the institution does not stand in the way of ideas that have limited scope and impact.</i></p> <p><i>Respect and encouragement for faculty involvement in the community is excellent.</i></p> <p><i>My opinions and ideas are valued.</i></p> <p><i>I am also very happy to work for a place that allows me to say when I think we need to put more emphasis on an area.</i></p> <p><i>Many opportunities to join a group and improve an area where there is a need.</i></p>	15

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>I do feel the four campuses work very hard at "one" college.</i></p> <p><i>TCC does an excellent job of living its core values. We know them and use the mission and values to guide us. Our image in the community is very positive and overall our graduates seem to appreciate the opportunities we offer.</i></p> <p><i>TCC serves the community true to its mission. It's an outstanding community resource.</i></p> <p><i>TCC definitely has a vision. I applaud the community outreach efforts and the accessibility efforts put forth by the college. I believe that to be very forward thinking and a great benefit to the college for the community.</i></p> <p><i>The mission and values statements fall in line with the goals of the institution.</i></p> <p><i>TCC has identified its mission well and does a great job at keeping its commitments to the community.</i></p> <p><i>The College is innovative and responsive to the changing needs of the community. There are committed employees who further the institutional mission through their actions and behaviors.</i></p>	14
	<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>I appreciate the professional manner in which this college communicates with the staff.</i></p> <p><i>I also appreciate the emails to keep me updated on information since I only teach one class and am on campus for such a short time each week.</i></p> <p><i>In recent years there has been a positive movement toward better communications and more transparency throughout the College.</i></p> <p><i>The goals of the college are clearly communicated.</i></p> <p><i>Communication with part-time instructors, especially through the dean's office, is more than adequate.</i></p>	8
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>The administration of TCC seems to have a sincere desire to extend the benefits of post-secondary education to many groups who have been traditionally underserved.</i></p>	6

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>Upper management seems very interested in putting students first.</i></p> <p><i>TCC is an innovative environment that does not rest on tradition and ritual. It is experimental and the administration moves very quickly on new ideas that serve students and the Tulsa community.</i></p> <p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>Global festival is nice to present culture appearances.</i></p> <p><i>I like the multi-cultural mix at TCC.</i></p>	4
	<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>The work environment and the opportunity to move up within the college.</i></p> <p><i>I like the way that TCC promotes from within. It gives employees the chance to grow in different areas.</i></p>	3
	<p><u>11— The extent to which institutional teams use problem-solving techniques</u></p> <p><i>Achieving the Dream initiative seems to be addressing many of the problems with our institution such as communication, and supporting decisions based upon data.</i></p>	1
Supervisory Relationship (n=144)	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>Being given latitude to enable [student] success by whatever means I choose, evaluate the outcome, and modify delivery is professionally satisfying.</i></p> <p><i>Being able to select the classes I teach as well as the times the classes are offered has provided much flexibility in working here.</i></p> <p><i>I like and appreciate the freedom I am given to develop and teach my courses.</i></p> <p><i>We now feel free to pursue more creative activities than at any time in the past. We can be "scholars" now!</i></p> <p><i>As an adjunct I am impressed with the confidence my department has shown me in allowing me to use my own discretion in finding creative and positive ways to teach our students.</i></p> <p><i>I appreciate the flexibility and freedom to teach with my own creativity. I feel there are specific goals to achieve and from there I can reach them with my students as I best see fit.</i></p> <p><i>I love the flexibility I have in my TCC schedule.</i></p>	48

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>I very much enjoy that instructors are given independence and latitude in determining a curriculum and the assignments that students will complete.</i></p> <p><i>The ability to work freely within defined boundaries is something important to me.</i></p> <p><i>Creative teaching methods and tools have been much more strongly supported in recent years. I am able to incorporate technologies and pedagogy that significantly enhance my students' learning experience. I believe TCC is a model college in this regard, and I'm pleased to work in an environment that supports technology in teaching.</i></p> <p><i>I am given a lot of discretion in how I do my job. New ideas and approaches are encouraged.</i></p> <p><i>The opportunity to have guidelines for what is expected when we teach as well as having the autonomy to teach with your own creativity and style are what I find the most favorable.</i></p> <p><i>There is room for creativity within the framework of job expectations.</i></p> <p><i>I am free to offer students a variety of learning styles with the media equipment available in the classroom. As most of our students are poor writers, being able to assign alternative research projects is a real help.</i></p> <p><i>Lots of flexibility within workday.</i></p> <p><i>I love working at this institution. It allows me to be creative in and out of the classroom.</i></p> <p><i>I am grateful for the autonomy I have. I don't have to follow a strict regimen, a fixed timeline for covering topics. I can present material and involve my students in mastering the objectives. Within the limits of meeting specified learning objectives I am free to teach using whatever method or tools I choose.</i></p> <p><i>TCC gives its employees the chance to be creative and try new things. I think this has been a large part of the success of the college. Even when some of the ideas do not work, people are not punished outside any natural consequences.</i></p> <p><i>I feel the environment is positive and accepting and encourages faculty creativity.</i></p> <p><i>I feel free to be the author of my class and create and develop my own curriculum. It keeps my classes interesting and fun.</i></p>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p data-bbox="381 254 1243 321"><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p data-bbox="381 342 818 373"><i>I do feel supported by my Provost.</i></p> <p data-bbox="381 394 1227 533"><i>My supervisor is a very wonderful person and we all feel she/he is fair to most of the time. She/He is easy going and seems to be able to handle any situation that comes her/his way. She/He is wonderful with which to work.</i></p> <p data-bbox="381 554 834 585"><i>I feel valued by my immediate boss.</i></p> <p data-bbox="381 606 1240 674"><i>My supervisor is open-minded, fair and caring about his/her direct reports.</i></p> <p data-bbox="381 695 1166 800"><i>I respect my immediate supervisor a great deal (a very kind, hardworking and ethical person). The supervisor encourages creativity, and gives positive strokes to staff/faculty.</i></p> <p data-bbox="381 821 1192 888"><i>My direct supervisor is very student-oriented. She/He is a good example of the right kind of leadership within TCC.</i></p> <p data-bbox="381 909 922 940"><i>My direct supervisor is absolutely superb!</i></p> <p data-bbox="381 961 1068 993"><i>My supervisor is always encouraging and supporting.</i></p> <p data-bbox="381 1014 1227 1081"><i>My division chair is super. She/He is great to work for and always is trying to provide for her/his faculty what they need.</i></p> <p data-bbox="381 1102 1146 1169"><i>The department chair always has time to visit with staff and provides a welcoming environment.</i></p> <p data-bbox="381 1190 1234 1329"><i>My associate dean is amazing at giving encouragement and praise for a job well done. He/She is also very supportive of utilizing creative strategies to promote student learning. I love working at TCC!</i></p> <p data-bbox="381 1350 1175 1417"><i>I work with a very professional supervisor, who has been very supportive and understanding in my employment at TCC.</i></p> <p data-bbox="381 1438 1182 1543"><i>I think my supervisor is wonderful, supportive, knowledgeable, easy to talk to, and genuinely interested in my progress and advancement within the college.</i></p> <p data-bbox="381 1564 1243 1631"><i>My supervisor is very good at saying thank you and letting us know that we are doing a good job. I work in a great atmosphere.</i></p>	33
	<p data-bbox="381 1661 1208 1728"><u>46— The extent to which professional development and training opportunities are available</u></p> <p data-bbox="381 1749 1227 1854"><i>It's great that there are so many opportunities for professional development at TCC. The professional development online classes are a big plus. Thank you!</i></p>	30

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>As an adjunct teacher the level of professional training available is great.</i></p> <p><i>I am delighted with the staff development opportunities, especially the College's willingness to fund book discussions that include professional ideas and general fiction/nonfiction discussions. These opportunities are invaluable for promoting thought, camaraderie, and cohesiveness.</i></p> <p><i>I am given training when I request it.</i></p> <p><i>In the past year or two there have been a lot of enrichment classes offered for free for our employees!!!</i></p> <p><i>Workshop opportunities are beneficial to workers.</i></p> <p><i>Travel budget for continuing education is above average and most appreciated.</i></p> <p><i>I love the training opportunities which allow me to grow as a professor.</i></p> <p><i>I have found TCC to encourage growth and development of self and career. The high standards are attainable and programs are in place to help meet those standards. For example: ATE is a great benefit for new faculty to get to know TCC.</i></p> <p><i>I do feel there is great employee training through SPOD. Like TA Program and Outreach Center.</i></p> <p><i>HR's training is very timely.</i></p> <p><i>Availability to take courses that support my job.</i></p> <p><i>Institution encourages learning - not only in students but employees. Offers opportunity to continue education with reimbursement in tuition if class is passed.</i></p>	
	<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>I feel that my supervisors and the administration operates with an open door policy.</i></p> <p><i>Within my workgroup, we have a good working relationship and our supervisor gives positive reinforcement and encourages new ideas and new processes. We are allowed to bring projects and ideas to the group and then proceed to carry out these projects. We are encouraged to increase our knowledge.</i></p> <p><i>The direct, daily supervisor is available to answer questions and encourages discussion, opportunity for opinion, and feedback from the staff.</i></p>	11

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>My immediate supervisor welcomes new ideas and encourages us to share innovative teaching strategies.</i></p> <p><i>My supervisor is very open and values communication within his team. It creates trust within staff members, which motivates me to work hard.</i></p> <p><i>My supervisor is awesome. He/She is always very supportive and looks for our opinions and input all the time.</i></p> <p><i>My Supervisors are the best when it comes to listening and getting feedback from me and others in my group. They do an excellent job in bringing representation of each student affairs area and each campus to problem solve and make educated decisions.</i></p>	
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>Each question I have had has been answered quickly and with my needs in mind.</i></p> <p><i>I know my supervisor is available to answer any questions I may have and will respond with helpful information.</i></p> <p><i>I am very happy with my associate dean who lets me know immediately if I need to change something and is also very supportive and positive.</i></p> <p><i>The Associate Dean is very helpful in answering questions and providing the resources that are needed to do my job.</i></p> <p><i>My director is an exceptional supervisor, communicating well with me regarding what is going on or being planned in the College. He/She is most supportive and available to consult with me regarding situations.</i></p>	11
	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>I have a tremendous boss who provides effective and clarifying feedback while providing me with a wide swath of freedom to implement changes and processes as necessary.</i></p> <p><i>I appreciate my division chair and all his/her support and feedback.</i></p> <p><i>My Supervisor and their ongoing support, feedback and availability.</i></p>	4
	<p><u>27— The extent to which my supervisor seriously considers my ideas</u></p> <p><i>My supervisor listens to my ideas.</i></p>	3

Table 22. Continued

Factor	Themes	Number of Comments
	<i>My supervisor is very professional. He/she is interested in hearing about new ideas, and seriously considers them.</i>	
	<p data-bbox="381 342 1166 373"><u>30— The extent to which work outcomes are clarified for me</u></p> <p data-bbox="381 394 1230 499"><i>I am given clear instructions for the tasks I must complete. Though I am given tasks that challenge me, they are always within my power to complete.</i></p> <p data-bbox="381 520 1230 588"><i>The opportunity to have guidelines for what is expected when we teach.</i></p>	3
	<p data-bbox="381 609 1185 676"><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p data-bbox="381 697 1230 766"><i>Communication is very good and we are free to voice opinions on situations without fear of reprimand.</i></p>	1
Teamwork (n=56)	<p data-bbox="381 787 1161 854"><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p data-bbox="381 875 1230 945"><i>The professional work environment and attitude of my division. Great team environment and incredible leadership!</i></p> <p data-bbox="381 966 1230 1144"><i>We have a very good group of people working in our department. We are all open to suggestions and are cooperative and very supportive toward each other. We are always able to compromise when we have disagreements. Everyone in the department gets along well and are willing to pitch in and help whenever needed.</i></p> <p data-bbox="381 1165 1230 1270"><i>Our division is very well oriented - we have good working and personal relationships. I think our campus as a whole is very congenial and tries to help one another.</i></p> <p data-bbox="381 1291 1230 1396"><i>The full time faculty work together to create a supportive environment for professional inquiry and development via self initiated projects.</i></p> <p data-bbox="381 1417 1230 1522"><i>My department is great. Our boss makes a point to communicate important college issues and she and my other co-workers are helpful and good at their jobs.</i></p> <p data-bbox="381 1543 1230 1690"><i>TCC is most effective at the department levels on each campus. Departments and divisions have good communication and team spirit. In our case, we are very connected both professionally and personally.</i></p> <p data-bbox="381 1711 1230 1850"><i>Working atmosphere within my area is very good: cooperation, team-work, respect for others, integrity level are all high. While I would recommend TCC as a place to work overall, my intensity of recommendation would vary based upon the area.</i></p>	37

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>Within my department I feel supported and I feel that we are all concerned with student development and meeting the students needs.</i></p> <p><i>My work environment is extremely positive and relaxed even though we are continuously busy throughout the day. There is never any stress or pressure. I get along well with all of my co-workers.</i></p> <p><i>The division in which I work is the most favorable. We communicate well with each other, work well as a team and our leadership is excellent.</i></p> <p><i>The department in which I work is staffed with cooperative, energetic and intelligent people. Our supervisor recognized and embraces that for all of us.</i></p> <p><i>My department definitely encourages part-time faculty to be creative and instills us with confidence. I am very happy with my department and how it functions.</i></p> <p><i>The organization, expectations and helpfulness of those in my department help to make TCC a great place to work. There is very little stress in the workplace.</i></p> <p><i>Co-workers in department are wonderful. We work together well and support each other well. We share common goals and are always sharing new ideas to hopefully help our students.</i></p> <p><i>There has been excellent exchange of ideas and information among my departmental colleagues. Everyone is very open to giving and receiving new ideas about what works in the classroom and what doesn't. We've created a nice "community".</i></p> <p><i>The office of my department is always a welcoming place.</i></p> <p><i>I cannot put into words how much my department means to me. From the dean to the office staff, there are nothing but considerate, friendly, helpful people. I am fortunate to work with them.</i></p> <p><i>The work environment with my division is one of inclusion and most of the time, open and honest dialogue about issues at hand. We are moving forward in the right direction.</i></p> <p><i>The math and science staff has been more than helpful to a part-time instructor. They have always responded when I needed assistance.</i></p> <p><i>My immediate department and peers work very well together and effectively problem solve to meet the needs of an ever growing and changing student body.</i></p>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I find that working with my team is my most favorable.</i></p> <p><i>The team I work with is great to work with. We act very much like a team and are very supportive of one another. We enjoy our jobs and we feel we do them very well, actually we feel we do an excellent job. My team works well together. We all have our strengths and weaknesses and always help one another when necessary.</i></p> <p><i>The work team I have is wonderful as we promote a climate which is welcoming to students and staff.</i></p> <p><i>Most favorable...anything that occurs within my work group as every decision revolves around what is best for our students.</i></p> <p><i>The team I work with is very supportive and encouraging of me and each other. I couldn't ask to work with a better group of people.</i></p> <p><i>I honestly feel that my team here at Metro is my family away from my family.</i></p> <p><i>Spirit of cooperation within my work team- I feel that there is a very honest, productive, and respectful work ethic among my colleagues as well as those I supervise. When disagreement does occur, discussions are mostly constructive instead of emotional.</i></p>	15
	<p><u>33— The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs</u></p> <p><i>Openness to new ideas of my supervisor and office team.</i></p> <p><i>I can express ideas opening in my work group but I do not feel this way about the college as a whole.</i></p> <p><i>My immediate supervisor and team are very cooperative, open to ideas and suggestions, and student-oriented.</i></p>	4
<p>Student Focus (n=138)</p>	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>Dedication to students' needs.</i></p> <p><i>The students have access to a great deal of tools to help them pass their classes, learn, grow, and become ready to go onto a 4-year University if that is their choice. Examples include the LRC, online resources, FACET Center or computer lab and Math, English, & sign language tutors available various hours of the day or night on each weekday.</i></p> <p><i>In general, college is responsive to needs of students.</i></p>	59

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>TCC's open access is favorable to me because prospective students can come here and really find out if a college education will fit their life plans and goals. Anytime they spend here will benefit them educationally and socially.</i></p> <p><i>Offers a wide variety of courses at several campuses.</i></p> <p><i>I believe that Tulsa Achieves and the Rise program are good programs that allows low income students the chance to further their education.</i></p> <p><i>I also like that the affordability of education at TCC allows for a diverse student body.</i></p> <p><i>Very good people to work with and the majority wants to help the students get a decent education. The college tries its best to keep up the latest educational technologies.</i></p> <p><i>I feel that the faculty and staff have the students' best interest in mind.</i></p> <p><i>Interaction between employees and the idea of bettering student performance are top-most in the minds of most employees.</i></p> <p><i>I like the variety of degrees that TCC offers.</i></p> <p><i>TCC has locations which serve the needs of the population of Tulsa, and expanding the community operations in places like Glenpool is a wonderful thing.</i></p> <p><i>TCC does a great job educating students that would not necessarily have access to higher Education. There are lots of dedicated individuals who do the best they can (with the resources they have) to help students be successful.</i></p> <p><i>I also believe TCC-Southeast is a wonderful environment for college students; a positive, yet serious approach to learning.</i></p> <p><i>The learning labs offered on the metro campus are very effective for the students.</i></p> <p><i>I think it is great that Facet Center offers ASL students more resources and it resembles as Sign Lab that most other colleges have.</i></p> <p><i>Having come to TCC in 1985, I cherish what the college has been and continues to be with the focus on students and teachers serving in a traditional place of higher learning.</i></p> <p><i>TCC gets the highest kudos for developing the Tulsa Achieves scholarship opportunities. In that respect, the College is truly student-centered.</i></p>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>I am very proud of the disability services available to students. Also, I am very happy to recommend TCC to students with special needs knowing how positive and beneficial their academic experience is likely to be.</i></p> <p><i>Student teacher ratio...academic climate.</i></p> <p><i>College works to meet student's needs. Always trying to improve and add programs. Address issues of students.</i></p> <p><i>The college is very much in focus with student needs. Far and away the most student centered course scheduling I've ever seen.</i></p> <p><i>Great language lab.</i></p> <p><i>The most positive aspect of working at TCC is working with employees who share your passion for student development. It is wonderful to work with so many gifted and dedicated individuals.</i></p> <p><i>TCC is student-centered at all levels.</i></p> <p><i>TCC is friendly to all its employees and works hard at helping individual students in every way remembering that students are individuals and not all situations can be considered like a cookie cutter method.</i></p> <p><i>Bookstore, cafeteria and lounge with games is good.</i></p> <p><i>I am thrilled to be a part of an institution that focuses on the needs of students, not upon the perceived needs of the students in service of an institutional agenda.</i></p> <p><i>I believe TCC is heading in the right direction for its students that attend. For what I've seen so far, students are the number one priority such as top instructors, student development opportunity development, etc.</i></p> <p><i>The college has many cutting edge programs it is putting in place to benefit students. There are so many taking place that it is sometimes hard to keep up with them all.</i></p> <p><i>I think TCC does an excellent job of providing a gateway into the college experience for its students. The Tulsa Achieves Program is truly exceptional, and puts TCC at the head of the class in terms of opening college opportunities to students who might never try otherwise.</i></p>	
	<p><u>17— The extent to which faculty meet the needs of the students</u></p>	18
	<p><i>I am an interpreter...therefore, I have been graciously accommodated in many class rooms, and find that very favorable that the professors are understanding.</i></p>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>Student Learning -- With the Achieving the Dream initiative, Tulsa Achieves, and Strategies for Academic Success teams, faculty from all campuses are working together to meet student needs. Faculty are excited about teaching and are involving more part-time faculty in the discussions and solutions.</i></p> <p><i>I believe most faculty really do care about these students and their learning. Tulsa Achieves program, and Achieve the Dream.</i></p> <p><i>I teach with well educated caring and cooperative fellow faculty, AD and division staff. Everyone works for the personal and educational growth of students. Students here can receive a fine education because of the commitment of faculty to education.</i></p> <p><i>The faculty at this campus do a remarkable job of serving the students.</i></p> <p><i>Most of the faculty and administration are trying to provide an excellent education for our students and to offer important resources to both students and the community.</i></p> <p><i>TCC provides quality curriculum.</i></p> <p><i>I enjoy the professionalism of the faculty I work with. Most demonstrate true caring for the students.</i></p>	
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>I do think students are getting a quality education from our dedicated faculty.</i></p> <p><i>It is an excellent place to get a excellent education.</i></p> <p><i>I think that TCC is an excellent institution, not only top in the state, but among community colleges across the nation.</i></p> <p><i>I feel that overall TCC offers an excellent level of education to a diverse community of students, many of whom hold full-time jobs and are parents.</i></p> <p><i>I truly believe TCC provides an outstanding educational experience that is responsive to the needs of our community.</i></p> <p><i>I believe TCC does a good job of teaching and preparing students for whatever they intend to pursue in their lives after TCC.</i></p> <p><i>TCC is a great opportunity for students who would not be able to attend college if TCC were not in town. Tulsa Achieves was a brave, innovative and generous idea!</i></p> <p><i>I do think we do a great job in educating students and in preparing them for employment or additional education.</i></p>	16

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>They also provide alternative educational goals for those that do not intend to seek higher education than the community college level. Their standards are high for education and make the college experience a positive one for everyone involved.</i></p> <p><i>I think that the academic programs are very good and see that in many areas.</i></p>	
	<p><u>8— The extent to which I feel my job is relevant to this institution's mission</u></p> <p><i>The best part of the classroom is the interaction with the students. When they start to really "get it" that is the real payday.</i></p> <p><i>At times, still have the sense of excitement that students are learning and profiting from their experience here. Most students are eager to learn and it is often a pleasure to be a part of that.</i></p> <p><i>The opportunity to influence and help students who are attempting to further their education.</i></p> <p><i>Most favorable is the fact that I was given an opportunity to teach.</i></p> <p><i>I enjoy my job and feel that I am contributing to my students' success.</i></p> <p><i>I love teaching at TCC. I feel like an asset to the faculty. I feel like I'm making a positive contribution to our community.</i></p>	13
	<p><u>23— The extent to which non-teaching professional personnel meet the needs of the students</u></p> <p><i>The NE advisors are fantastic and very personable and convey enthusiasm about a student's career objectives.</i></p> <p><i>I have found the administrative staff which supports the academic effort to be very helpful.</i></p> <p><i>I find all the support staff (especially Academic & Campus Services and LRC) extremely helpful. They are positive, friendly, and responsive to helping me meet the needs of our students.</i></p> <p><i>I also think that MOST classified and professional staff genuinely care about the students and want to do their best to help the students succeed.</i></p>	7
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>TCC is respected by the other institutions of higher education in the area; our students are welcomed by the four year institutions; they feel we prepare our students well.</i></p>	7

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>[Students] gain confidence here and feel they can go on to other institutions and be successful.</i></p> <p><i>I believe TCC makes it very easy for students to transfer to a four year college.</i></p> <p><i>TCC also has a good history for transferring to another University.</i></p> <p><i>To date, TCC is still an attractive educational bargain and bridge to the 4-year college environment.</i></p>	
	<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>The classified staff is knowledgeable and helpful in submitting reports, answering questions about computer problems, and obtaining materials that I need in the classroom.</i></p> <p><i>I think that in many areas, part-time and full-time classified staff are the "face" of TCC. Students interact with these "front line" staff everyday, and most of the time I have seen and heard about positive interactions.</i></p> <p><i>Generally excellent classified staff, who do great work and are very student-centered</i></p>	5
	<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>The increasing focus on preparing students for careers and the development of partnerships with businesses which will employ students upon graduation are all very positive.</i></p> <p><i>I think that TCC encourages career development in a variety of fields.</i></p> <p><i>I do think we do a great job in educating students and in preparing them for employment or additional education.</i></p>	4
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>At West Campus, students tell us that West Campus is the most helpful campus after trying all the other campuses.</i></p> <p><i>A previous student, now attending Oklahoma University, contacted me this fall semester. He expressed his pleasure with his educational experience at TCC. He found the environment and instructors more caring and interested in his academic success while he was a student at TCC. He felt the instructors were highly knowledgeable and qualified in their respected areas.</i></p>	4

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>I have had many students that have expressed this thought and have been very pleased with how the college works to help resolve all issues with students.</i></p> <p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>I've enjoyed working with the increasingly diverse student population in my classes.</i></p> <p><i>The campus is very open to students of many different ethnic backgrounds and they feel comfortable here.</i></p>	3
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>Multiple methods of feedback and remediation when a student encounters problems.</i></p>	1
	<p><u>40— The extent to which students are assisted with their personal development</u></p> <p><i>There is a steady, primarily upbeat academic thrust to the environment. The students in many cases, are so immature however, that addressing their needs often involves addressing rudimentary behavior issues--this has improved in the past year or so, at this particular campus.</i></p>	1
Customized (n=119)	<p><u>51—The extent to which there is a positive relationship between faculty and/or staff with administration/Regents</u></p> <p><i>The effort of administration and faculty/staff to continually work with each other and try to manage and institution our size without all the problems that other smaller institutions have is phenomenal.</i></p> <p><i>My personal experience with administration, faculty and staff has exceeded all my expectations with regard to their professionalism, their sense of mission, and the collegial atmosphere they have created.</i></p> <p><i>The positive attitude of faculty, staff and administration on my campus - NE.</i></p> <p><i>The administration, staff and faculty truly enjoy their job and are more service oriented than any place I have ever encountered, and most often more than anxious to work together for the common good. I am truly happy to be part of this team.</i></p> <p><i>TCC is one of the best places to work in Tulsa! I am faculty yet I love the administration. I get a lot of support from administration in making sure my needs (and more importantly the student's need) are met.</i></p>	36

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>I enjoy most of my colleagues at TCC. Recently I have been on several College-wide committees and I am always amazed at the expertise, creativity, and dedication to the college and to students that I see.</i></p> <p><i>There is excellent rapport between departments.</i></p> <p><i>TCC has been a wonderful place to work. I have enjoyed the friendly, helpful, and professional attitude exhibited.</i></p> <p><i>Also I find the support of staff and administrators extraordinary. It is difficult to give one example of support from an administrator, staff member, or a fellow instructor. The support is amazing.</i></p> <p><i>I love working at TCC. Everyone has been very friendly and very helpful. It appears to me that the majority of the staff and faculty are very happy here and works diligently to promote the college and is very encouraging to the students.</i></p> <p><i>More importantly than any professional relationships that may be formed, there is a spirit of genuine friendship and interest in each other's success.</i></p> <p><i>Over the years (15 in January!) I have enjoyed very pleasant relations with every person I have worked with in all areas. The camaraderie and team spirit make my work so much easier. I've never lacked help when I needed it, and everyone that I have dealt with has always been knowledgeable and professional, and so friendly!</i></p> <p><i>I enjoy working at TCC. This college is like a close knit family. I like the idea of one college and the fact that it is true of this college. Everyone is so friendly and helpful.</i></p>	
	<p>56— The extent to which I feel proud to be a TCC employee</p> <p><i>I am proud to be an TCC employee. It is a great place to work. We touch students lives in a meaningful manner.</i></p> <p><i>I love teaching for TCC. I applaud all of their efforts to provide the services for the Tulsa Metro Area that they are providing. I teach full time at a public high school and I recommend students to TCC on a daily basis.</i></p> <p><i>I feel very fortunate to be part of Tulsa Community College's vision and mission to educate and offer career opportunities to many of our citizenry. It is an honor to work at TCC.</i></p> <p><i>I believe that TCC's reputation in the community is excellent and that TCC is a very viable part of Tulsa.</i></p> <p><i>I feel fortunate to work here.</i></p>	33

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>I'm proud to be a TCC employee because I believe it serves as a bridge for non-traditional and first generation students to enter the professional work world.</i></p> <p><i>I love working at TCC and am glad to be part of the team. I truly believe we as an institution are able to make an amazing difference in our community. It is good to be part of that goal.</i></p> <p><i>I also enjoy the students and their thoughts and participation in my class. Every opportunity I have I tell people what a great place TCC is to work.</i></p> <p><i>Overall, I just feel incredibly passionate about the opportunities TCC opens for the community as a TCC alum myself.</i></p> <p><i>I consider it a privilege to work here at TCC and am proud of the students we graduate.</i></p> <p><i>My affiliation with TCC has been fabulous. I have been a student, a graduate, and I am an employee...I have endured a lot of opportunity here and I am happy working in an enriched environment.</i></p> <p><i>Without our affordable tuition and flexible teaching formats many of these students would not be able to further their education and improve their lives. I am very proud to a part of TCC.</i></p> <p><i>I always promote it as a place to go to school for credit and/or non-credit classes. Several people in my family have degrees from TCC.</i></p> <p><i>I am proud to work at TCC and I am always promoting TCC.</i></p> <p><i>Overall Tulsa Community College is a great institution and I am proud to be an employee for 24 years.</i></p> <p><i>I feel blessed to be a part of such a wonderful team, and I appreciate the opportunities TCC has given me to teach students in a dynamic and progressive environment.</i></p> <p><i>I feel like my AD goes above and beyond what is required of him in his position. I'm proud to work for him and our Provost.</i></p> <p><i>When I say I am a TCC employee to people, I always get a positive response. So I think that public perception is good. I am proud to say I work here.</i></p> <p><i>I'm very proud to be an employee here because TCC has an excellent reputation and works hard to maintain it. I'm also proud of the community connections the institution has forged.</i></p> <p><i>Can't image working anywhere else.</i></p>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>I graduated from TCC. It was exciting then and I see the same excitement today.</i></p> <p><i>It is exciting to work somewhere that makes such an impact on individual lives for the better.</i></p>	
	<p><u>50— The extent to which I am satisfied with the overall leadership of TCC</u></p> <p><i>I have full confidence in our leadership.</i></p> <p><i>The support from the administration makes TCC an enjoyable place to work.</i></p> <p><i>I have had several personal interactions with some [upper management] and find they are extremely supportive of me, my program, and my students.</i></p> <p><i>Our administrators are respectful and encourage excellence.</i></p> <p><i>The president of the college represents us well! He does a great job of being the visionary and also being extremely approachable and people oriented.</i></p> <p><i>The Tulsa Achieves program reflects great leadership and vision for improving Tulsa.</i></p> <p><i>I believe the division office I work in has good leadership.</i></p> <p><i>Administration is aware and involved at all levels of the college. Administrators from President on down are accessible, friendly and concerned with all TCC employees work and effectiveness.</i></p> <p><i>I like the direction the College is going and the Metro Campus leadership is very good.</i></p> <p><i>I am happy with TCC's leadership because they promote a positive image and attitude towards the Tulsa Metro community as a whole, not just the students who choose to enroll on their own.</i></p> <p><i>Top administration continuously supports and nurtures local community. In general, the local administrators treat employees nicely.</i></p> <p><i>Have really great leadership at the NE campus and all supervisors regardless of classification is treated as important members of the campus team.</i></p> <p><i>The president has a clear passion for students, diversity, creative teaching, and growth for the college. He places students at the center of the college work.</i></p> <p><i>The campus leadership team is professional and competent.</i></p>	27

Table 22. Continued

Factor	Themes	Number of Comments
	<i>TCC is blessed with a president who creates a climate of tolerance and good will.</i>	
	<i>The campus leadership regularly recognizes those employees who stand out and go above and beyond what is expected.</i>	
	<i>Upper administration at the CC are positive, visionary leaders.</i>	
	<u>54— The extent to which TCC offers a safe work environment for me</u>	11
	<i>I feel this is a safe place to work.</i>	
	<i>Very pleased with the training and issues of safety on campus and what to do in case of emergencies.</i>	
	<i>The work place is safe, clean, and user friendly.</i>	
	<i>It is a safe and healthy environment, which help boost the morale and makes your workday a pleasure.</i>	
	<i>I think safety issues are being addressed. The seminar I went to about safety was excellent, addressed our everyday needs. I know it is just a beginning but I feel like administration is making it a priority.</i>	
	<u>55— The extent to which employee issues are effectively resolved</u>	5
	<i>I have always been very happy and satisfied at TCC, and found that any problem encountered has been resolved fairly.</i>	
	<i>My supervisor listens to my ideas and is very fair in his ways of dealing with problems within our team.</i>	
	<i>TCC has been a very organized and professional organization to work for. Anytime problems arise, communication is utilized and they usually resolve themselves.</i>	
	<u>49— The extent to which faculty and/or staff are involved in development of new policies and procedures</u>	4
	<i>President is interested and active in trying to be inclusive in/share decision-making opportunities with staff/faculty/students.</i>	
	<i>I have really enjoyed seeing how much more information we have access to and the part we all have in the decisions made over the last 2-3 years!</i>	
	<u>52— The extent to which my job performance is evaluated fairly</u>	2
	<i>The merit pay system is fair and clear to everyone.</i>	
	<i>Appraisal and evaluation procedures have been greatly improved.</i>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>48— The extent to which my actions reflect the college’s core values</u></p> <p><i>I like the idea of "One College" and I try and support this especially when working with people over the phone, by providing as much information as I can and if I don't know the answer to something, then I will find it and lead the person in the correct direction. I realize it is important to provide all the options available so that the student can be better informed and have the ability to make decisions that will work best for them.</i></p>	1
Other (n=44)	<p><u>Compensation & Benefits</u></p> <p><i>The benefits are very good at TCC. I truly appreciate them.</i></p> <p><i>Benefit package TCC offers is a big consideration in my staying at TCC; it is generous.</i></p> <p><i>I still feel that our compensation and benefits are good. I worry about the cost to the college though and hope that we don't get farmed out like the custodial staff was a few years ago because we (employees) are getting too expensive.</i></p> <p><i>TCC is a wonderful place to work.....The benefits are excellent....I would and have recommended them to others!!!</i></p> <p><i>College holiday schedule coincides with Tulsa public school holiday schedule. Paid holiday, sick leave and vacation benefit is good. Community service leave is very helpful to support local non-profit organizations. Free fitness center access is excellent.</i></p> <p><i>I think the pay is good.</i></p> <p><i>The benefits and annual bonus paid to the employee are excellent.</i></p> <p><i>Our health benefits are outstanding and all the perks like free membership to our fitness centers, free flu shots for full-time staff, and all of the paid holidays we get are wonderful.</i></p> <p><i>What I find most favorable at TCC is the insurance coverage.</i></p>	19
	<p><u>Budget/Resources</u></p> <p><i>I am given resources I need for the classroom, periodic updates on my office computer.</i></p> <p><i>Many resources are available and generously offered.</i></p> <p><i>TCC offers many resources outside the classroom to help students be successful in their academics.</i></p> <p><i>I love teaching at TCC! The students are excellent and I have all the resources and help I need to be a successful instructor!!</i></p>	9

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>TCC is also well funded and will continue to experiment and take interesting risks as long as there is adequate funding for this sort of fast moving innovation.</i></p> <p><i>Great technology and resources available.</i></p> <p><u>Technology</u></p> <p><i>Improved computer network infrastructure with wireless Internet access. MyTCC employee section improved.</i></p> <p><i>The technology is exceptional.</i></p> <p><i>There is also an amazing amount of technology resources available in the classroom. This helps to encourage integration of skills during classroom time.</i></p> <p><i>The new HR online system "Oasis" is very efficient and nice to work with.</i></p> <p><i>[The college] also provides us with the technology we need as faculty to deliver course information and is proactive in moving toward online and blended courses to make scheduling classes for students who are remote or work.</i></p> <p><i>College provides cutting edge teaching technology such as multi media room, on-line teaching technology improvement and blackboard grading system which is more advanced than most other local colleges, universities.</i></p> <p><i>Also in past few years, has provided ample distance learning (telecourse, internet, and interactive TV) course offerings.</i></p>	8
	<p><u>Facilities</u></p> <p><i>The facilities have always been adequate to excellent. And now that the junior high desks have been replaced with tables, the rooms are very pleasant for me and my students.</i></p> <p><i>In past few years, has made a major effort to provide adequate student parking, especially at Metro Campus (which in the past had been a major challenge).</i></p> <p><i>The campus as a whole is very inviting and pleasing to the eye.</i></p> <p><i>The facility is well cared for and the services provided to students is amazing.</i></p>	7
	<p><u>Survey</u></p> <p><i>This evaluation is great.</i></p>	1

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

Factor	Themes	Number of Comments
Institutional Structure (n=289)	<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>Timely consistent communication should be top priority at this institution.</i></p> <p><i>I would like to see communication between individuals, divisions, departments and campuses to improve.</i></p> <p><i>Vital information is not conveyed up the ladder or down the ladder.</i></p> <p><i>Communication from top-down. Often hear things on TV or newspaper that I was unaware of.</i></p> <p><i>There are consistently errors in mass emails that are sent to all users or an entire campus then 2 or 3 subsequent correction emails.</i></p> <p><i>Communication with the SE campus faculty in our department is difficult and frequently not done.</i></p> <p><i>The college could do a better job of communicating new processes and procedures to the staff.</i></p> <p><i>Especially with part time workers, information is slow regarding changes, or events.</i></p> <p><i>Changes could be communicated on a more timely basis and maybe with a little more forethought when implementing anything.</i></p> <p><i>We need to develop a functional method of communications across the school--Something besides "all user" emails venting political and college issues.</i></p> <p><i>Work on getting information to online instructors besides having them come to campus to pick up the mail in the mailbox. My class does not require me to come to campus.</i></p>	58
	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>I do think there are too many projects adopted by the college without sufficient resources.</i></p> <p><i>Our system and structure keep us from being a truly top tier college.</i></p> <p><i>Unfair division of student services & ft faculty at campuses - i.e. several areas at metro have more positions than SE, and SE has a greater population.</i></p> <p><i>I would like to see more fulltime faculty positions at TCC.</i></p> <p><i>We do not always have enough people to cover the work.</i></p>	42

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>The college relies too heavily on adjunct faculty.</i></p> <p><i>Staffing is inadequate in some areas while grossly overstaffed in others, especially in student services.</i></p> <p><i>I also feel that at the administrative level, this institution is top heavy (too many).</i></p> <p><i>TCC organizes the divisions differently at each campus.</i></p> <p><i>It seems Tulsa Achieves is running the college processes, taking enormous amounts of time from all campus staff due to constant changes in procedures.</i></p> <p><i>Too many meetings with no purpose or substance. Use more task forces, which meet then disperse when the goals have been met.</i></p> <p><i>TCC's rigid hierarchy model of bureaucracy makes the institution as a whole slow to respond to external threats and internal needs.</i></p> <p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>Sometimes some people can bully or communicate with violent energy, attitude or words and I doubt they are even aware of their effect on others.</i></p> <p><i>Classified staff are the low people on the totem pole so-to-speak.</i></p> <p><i>Ignored - myself and staff.</i></p> <p><i>Climate conditions here are uneven in terms of satisfaction and morale, mostly as a result of the faculty promotion process.</i></p> <p><i>We need to learn to celebrate as a college our successes more often.</i></p> <p><i>I think adjuncts should be able to teach 12 hours per semester.</i></p> <p><i>As a part-time employee, I am sometimes left out of employee directories, lists, or email distributions. I'm not eligible for benefits, which is fine. But I'm also excluded from various offers/programs that would be of minimal cost to TCC. This can create the impression that my job is not valued at the level of full-time employees.</i></p> <p><i>Recent hires are close relatives and work in the same area.</i></p> <p><i>Contributions and commitment of faculty are not as valued as they should be at TCC.</i></p> <p><i>Focus on looking good rather than being good.</i></p>	39

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>Overall, as an adjunct, I feel invisible and under appreciated at TCC.</i></p> <p><i>Despite lip-service to the contrary, part-time, adjunct faculty and staff are *not* treated with the same appreciation and respect as full-time faculty and staff... even though we do as good a job or better.</i></p> <p><i>While dissatisfaction with your work is always conveyed to faculty, rarely is just good teaching applauded. The only applause is given for research or other "out-of-work" activities, which is easy for some faculty because of their work schedule. Our primary job here is to teach, not to attend conferences or impress other faculty with our credentials. Do all these credentials really help us be a better teacher, able to get our content across to all types of students??</i></p> <p><i>There are just too many areas of the central administration where the common knowledge is "the first response will be no".</i></p> <p><i>Student behaviors are scary and hateful at times, with "challenging" faculty, and veiled threats (this SHOULD NOT be tolerated).</i></p> <p><i>Too many meetings and extra work that seems to have little to do with teaching.</i></p> <p><i>I feel very detached as an adjunct. It would be nice to have an online forum or something for adjuncts to interact and discuss their questions and various solutions they've encountered.</i></p>	
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>Lack of cooperative environment prevents those who are willing to expend effort from effectively accomplishing goals.</i></p> <p><i>Poor internal service - phone calls, emails not returned.</i></p> <p><i>We need more collaboration among the various levels of faculty, staff, and administration--within and between campuses.</i></p> <p><i>The idea of one college sounds great, but more often than not it appears that campuses are in competition and working against each other, which in no way benefits our students.</i></p> <p><i>The interaction between divisions is not always fluid which decreases overall efficiency.</i></p> <p><i>The full time staff does not help the part time staff in many ways.</i></p> <p><i>Some people who were moved around in the "reconstruction" do not fit in with the area they were put in.</i></p>	38

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>I don't feel that there is much interaction college wide among individuals in my discipline.</i></p> <p><i>Four campus locations still operating as independent, competitive entities--one of TCC's biggest challenges.</i></p> <p><i>In general, there are many committees or projects designed to address specific areas of concern, but, in the end, they most often accomplish little of real importance because of too much posturing and too little cooperation within the institution, especially between the campuses.</i></p> <p><i>There seems to be a challenge at TCC with working collaboratively across departmental lines at all levels of the institution.</i></p>	
	<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>There is little opportunity for advancement in this environment which does little to motivate employees.</i></p> <p><i>No way to even get interviews for full time teaching. Everything is advertised but hiring is done on the buddy system.</i></p> <p><i>It is a challenge for an employee to transfer from one department to another.</i></p> <p><i>I would like to know possibilities and paths for advancement here at TCC.</i></p> <p><i>The criteria for promotion to associate professor and to full professor need to be comparable to other colleges and universities.</i></p>	26
	<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>Administration occasionally acts without sufficient consultation with or feedback from faculty and staff.</i></p> <p><i>I often feel all ideas are not shared with everyone. Often it seems one's ideas are given to one person and just dropped here. If one's ideas are not good ideas, I think there should be an explanation of what is not or is good about the idea. I feel this should be done inside a team as well as with those outside a team. I often feel left out of the loop when decisions are made.</i></p> <p><i>Too much money spent on consultants to tell the administration what the staff have already been telling them for years.</i></p> <p><i>I believe people at the upper administrative level make changes that affect many of us who are not even consulted on the changes made.</i></p>	19

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>No shared governance; secrecy; duplicity.</i></p> <p><i>I have been on committees where I have felt like I was being steered towards a decision that was already made, as if I were there for appearances sake, which might be a misperception, but not one unique to me. Many reports, too; little sense they are read.</i></p> <p><i>Good ideas are voiced, but nothing changes. People who do not like change seem to be in positions of power. Our students suffer for this.</i></p>	
	<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>I wish that more things were uniform among the 4 campuses, eg, forms for using the Testing Centers.</i></p> <p><i>Faculty are not required to adhere to the same policies and procedures as other employees must.</i></p> <p><i>Dealing with HR and repetitive paper work.</i></p> <p><i>Procedures and processes are often lengthy and tedious. Reaching the acceptable conclusions could occur with fewer steps and decision-making at the appropriate level.</i></p> <p><i>Inconsistent manner in which semester course offerings and formats are determined across campuses and disciplines. Problems develop when faculty teach what they want with little consideration of institutional or campus factors.</i></p> <p><i>Consistency is not a standard, for example, each campus uses different textbooks for the same class due to faculty persuasion.</i></p> <p><i>The college says it's one college but each campus runs things differently. There are no same forms a like. You call one campus and get one answer, call another and get something different.</i></p> <p><i>No global scheduling system.</i></p>	15
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>The college has far too many inefficiencies...in vision, too vague; in practice, low organization and ineffective structure; in project management, far too many projects competing for time and resources, and</i></p> <p><i>The institution does not have a clearly explained/published strategic and/or operational plan. This creates a challenge as individual departments/work groups endeavor to align their activities with the overall direction of the institution.</i></p> <p><i>TCC seems to have lost its direction.</i></p>	12

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>I am also a bit worried that the college is straying from our core business and is getting too involved in national consortiums.</i></p> <p><i>We say "one college" and then we don't do anything to enforce it. Policies and procedures need to be standardized across the college--A student's experience at one LRC should be the same as at another.</i></p> <p><i>Many opportunities to provide needed training for the community are missed.</i></p>	
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Too much micro-management.</i></p> <p><i>The upper level administration sometimes make huge decisions without any input from the lower level staff who have to use the tools in their daily jobs.</i></p> <p><i>Decisions made at higher management often don't demonstrate common sense and forethought.</i></p> <p><i>It just seems that no one wants to make a decision.</i></p> <p><i>Somewhat weak on decision making - Too many committees with no final decision agenda.</i></p> <p><i>Decisions are not made at appropriate levels. There is currently no "chain of command".</i></p>	11
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>Employees dealing directly with students must often deal with problems created from above.</i></p> <p><i>I feel administration does not care!!! The problems with the Financial Aid office are getting worse not better and students are having to drop out because of this (and these students had all their paper work in on time) but nothing is done to correct the situation.</i></p> <p><i>There is a gross lack of understanding of students' needs from the persons making decisions.</i></p> <p><i>I also feel that there is inadequate attention paid by the Administration to the overall quality of instruction delivered by faculty.</i></p> <p><i>The college is more concerned with community image, head counts, and state funding than it is with proper placement of students, integrity of courses, and grade inflation.</i></p>	9

Table 23. Continued

Factor	Themes	Number of Comments
	<p data-bbox="383 254 1149 317"><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p data-bbox="383 342 1162 405"><i>TCC needs to hire more African Americans in administrative positions.</i></p> <p data-bbox="383 430 987 462"><i>We meet diversity from all areas except faculty.</i></p> <p data-bbox="383 487 1242 621"><i>Diversity at the college has improved but we still have a long way to go. TCC needs to move forward with plans to honor the MLK Jr. holiday and offer TCC bilingual employees recognition for their contributions to the college.</i></p> <p data-bbox="383 646 1235 821"><i>I don't have opportunity to advance at TCC because, while the college hires international faculty, it does not hire international staff. I believe this is a very bad double-standard for a college that is constantly praising how much it embraces diversity and globalization.</i></p> <p data-bbox="383 846 1154 877"><i>All staff, especially supervisors, could use diversity training.</i></p>	5
	<p data-bbox="383 894 1195 957"><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p data-bbox="383 982 1242 1117"><i>I have found, as an adjunct, that pertinent information, such as the change in the way an A.W. (administrative withdrawal) can be used, fails to make its way to me by any formal process, and I learn either by word-of-mouth or by violating a newly-changed policy.</i></p> <p data-bbox="383 1142 1219 1173"><i>It seems as though procedures change all the time without notice.</i></p> <p data-bbox="383 1199 1242 1304"><i>It has been extremely frustrating working with the Banner system when there is no manual to reference, or any communication about procedures and processes within the system.</i></p>	5
	<p data-bbox="383 1320 1162 1383"><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p data-bbox="383 1409 1242 1514"><i>TCC has a very positive image in the community overall, but that image is declining due to some of the unethical practices that some administrators are using in regards to faculty and staff.</i></p> <p data-bbox="383 1539 1219 1644"><i>Negative attitudes from other co-workers often brings me down. I often grow tired of all the office gossip and negative attitudes floating around.</i></p> <p data-bbox="383 1669 1242 1839"><i>Tired of the "Tattle Tale" management. If they don't get the answer they want, they email every VP to twist the facts so it appears you are not doing your job, when in fact, they can't accept "no" or they screwed up the process. Upper management is extremely immature and of the old-school.</i></p>	4

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>11— The extent to which institutional teams use problem-solving techniques</u></p> <p><i>Plans may not be thoroughly thought out - example: Tulsa Achieves.</i></p> <p><i>I don't believe anyone listens to each Department problems and try to help solve them. It seems it is each department for themselves.</i></p> <p><i>The new Banner system is the most prominent example of bad decision-making. To date the system has been poorly implemented, leading to confusion, frustration, lack of communication and employees being unable to perform their daily tasks.</i></p>	3
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>Within campuses and across campuses, we need calendars of events so that we can avoid having too many events on top of one another.</i></p> <p><i>A little more notice before the semester begins, as to what classes I will be teaching. It would give me more time to get my lesson plans set up and the schedule ready.</i></p>	3
Supervisory Relationship (n=67)	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>The job training is very poor in the areas in which I have worked. They is very little cross-training. This reflects poorly on an educational institution.</i></p> <p><i>Training is not available for new systems.</i></p> <p><i>The professional development provided is very beneficial yet much of it is provided during the day when a part-time employee cannot participate. It is difficult to make weekend meeting times because of other commitments.</i></p> <p><i>As a new part time instructor, becoming familiar with procedures, computer programs used, etc. was (is) difficult. I needed to ask many questions that could have been answered in a departmental meeting.</i></p> <p><i>It is almost impossible to attend SPOD classes. They are mostly offered during regular teaching hours (8:00 to 12:00pm MW or TTH).</i></p> <p><i>I think my department (Communications) is far too broad to have effective staff development programs that address the entire department. Our subject areas are simply too diverse to be met by common staff development opportunities.</i></p>	30

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>The Banner implementation has been bad. Information about the new system and training for it has not been well communicated.</i></p> <p><i>I would appreciate the opportunity to receive more mentoring and skill development opportunities for my work as a sign language interpreter.</i></p> <p><i>The staff development program is pretty limited and often irrelevant to anything I do here.</i></p> <p><i>I would like to see much more professional development on learning/teaching strategies vs. just technology. I would like to see presentations on maintaining academic standards while stimulating students to accept responsibility for their own learning.</i></p> <p><i>I would like to see more SPOD classes for supervisors.</i></p>	
	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>There is no feed-back on my performance other than the student surveys.</i></p> <p><i>I would like more explicit feedback on my performance</i></p> <p><i>I certainly haven't received any 'feedback' about my work at the college.</i></p>	15
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>Least favorable is the fact that my supervisor takes an extremely long time to answer my calls and emails. Then many times the answers are vague and difficult to understand.</i></p> <p><i>I have also found that it has become more difficult to teach the courses that I teach since the Tulsa Achieves program was initiated because a significant number of students have serious literacy problems. I have not been able to obtain good advice on how to handle this, and I consider it a serious problem.</i></p>	5
	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>I feel I am not given the opportunity to be creative in this position. I feel we are told to do things in a certain way and not given any options of doing them or discussing how they might be done better.</i></p> <p><i>For the first time, I am seeing a trend towards interference with academic freedom with the idea of "consistency" starting to look more like "facsimile." This worries me.</i></p> <p><i>A choice of textbooks would also be welcome.</i></p>	5

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>30— The extent to which work outcomes are clarified for me</u></p> <p><i>No clearly defined expectations.</i></p> <p><i>Some goals and assignments are communicated in less than positive ways from supervisors.</i></p>	4
	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>I find, as a faculty member, little or no support from my immediate AD very difficult. The joy of teaching is almost impossible to keep alive when I am constantly wondering how he/she will "throw me under the bus" next time. Very, very dissatisfied with my AD!!</i></p> <p><i>The supervisor for whom I work does not delegate well and is too easily influenced by peers and less so by subordinates. The supervisor does not communicate well, is easily distracted, and does not easily support the safety and creativity of subordinates.</i></p>	3
	<p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>Communication and inclusion on committees that affect day-to-day functioning of one's area.</i></p> <p><i>Lack of appropriate forums for expressing ideas to me is the greatest challenge. There should be opportunities for input across lines of authority for those issues which affect multiple constituencies.</i></p>	3
	<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>Supervisor is not open to suggestions or concerns.</i></p>	2
Teamwork (n=24)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>There is an adversarial relationship between the head of my department and some full-time faculty.</i></p> <p><i>The part time employees are given very little respect by full-time faculty; we have no say in book selections, or any decisions at that level. I actually fell "looked down" on by full time faculty, especially Liberal Arts. As in above, few full time faculty go to bat for part timers in my experience.</i></p> <p><i>My area is based on the "have's" and the "have nots".</i></p> <p><i>As a part-time employee, I feel neglected and underappreciated in my division. I feel my opinion is neither coveted nor valued in my department.</i></p>	20

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>There is, within my sphere of working, a good bit of pull in different directions and struggle for supremacy within the full-time working relationships of the other staff members.</i></p> <p><i>There is NO "team" involved in my department (or even division). The only contacts I have are on a "fly-by" basis, if I see someone in the hall. A once a semester meeting would be useful, if only to meet other people who are teaching the same subject.</i></p> <p><i>Communication and collaboration is sometimes lacking, specifically within my division.</i></p> <p><i>The biggest frustration is the lack of respect colleagues tend to have for one another in my specific discipline. There are strong personalities with very condescending attitudes if comments in meetings or credentials don't "measure up" to certain notions of what they feel "qualified" is. It has really hampered the discipline's ability to advance academic ideas because we are constantly on guard against the negativism of one or two colleagues, in particular.</i></p>	
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>My work team cannot actually be labeled "team" as we are at the mercy of the coordinator of our program. He/She chooses not to include those who disagree with him/her in making program decisions, holds grudges to the detriment of our program and the students in it, and focuses more on his/her personal agendas than what's best for our students.</i></p> <p><i>We do not have a "work team" and have no input in anything.</i></p>	3
	<p><u>24— The extent to which there is an opportunity for all ideas to be exchanged within my work team</u></p> <p><i>Equal weight to discussion of ideas of all team members.</i></p>	1
Student Focus (n=96)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>TCC's focus should be on doing what is best for STUDENTS.</i></p> <p><i>I do not feel it is particularly helpful for high achieving high school students, as many of the courses are not challenging enough.</i></p> <p><i>I think the level of academic excellence and the demands placed on the students could be upgraded.</i></p> <p><i>I think more needs to be done to address the needs of first generation students. More services need to be in place at all campuses to support them. More training to faculty on how they can serve as role models.</i></p>	52

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>The lack of regard for students and/or canceled classes when administrative meetings are scheduled.</i></p> <p><i>The conference center is out of touch with what the mission of TCC should be. It is never student oriented, and rarely even knows when the students are on campus.</i></p> <p><i>I question the customer service aspect of some employees in different departments that come in direct contact with TCC students. It's a little discouraging to say the least. Another thing that causes some concern for me is that TCC ought to do more personal counseling for students who are having a hard time and give encouragement other than academic services.</i></p> <p><i>The college does a poor job in the area of student retention.</i></p> <p><i>Part time students pay an activity fee but are not given the same opportunities as the full time students.</i></p> <p><i>I think the students would enjoy having more campus activities. Because the students have chosen to attend TCC instead of other schools, I really think there should be more fun, non-academic campus activities. I think doing this will create an atmosphere where the kids can socialize more and create lasting college memories.</i></p> <p><i>My only complaint/concern especially with teaching during the weekends is that the Academic and Campus Services office is closed by the time my class starts. The only reason this is a concern is if one of my students needs to contact me or be contacted during class hours.</i></p> <p><i>Too many students lack the motivation to properly apply themselves. They try to get by on as little work as possible.</i></p> <p><i>We are in danger of losing the environment which has made TCC the premier institution of higher learning in Oklahoma. Emphasis need to be on students and what happens in the classroom, which means this business exists because of teachers, not regents, not administrators, not even staff, but the people who do the teaching the students pay to receive.</i></p> <p><i>I have also found that it has become more difficult to teach the courses that I teach since the Tulsa Achieves program was initiated because a significant number of students have serious literacy problems. I have not been able to obtain good advice on how to handle this, and I consider it a serious problem.</i></p> <p><i>Student needs - bookstore hours need expanding to later eve & weekend hours.</i></p>	

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>Another concern is that while we are focused on meeting students' needs, we often act in ways that are counterproductive to meeting those needs in a meaningful, excellent way.</i></p> <p><i>We are an academic institution and as such focus primarily on the academic needs of our students. I feel there needs to be more support provided for the emotional and psychological needs of the students.</i></p> <p><i>Also the attitude that students are customers who deserve good grades because they pay for them is not good for TCC or the student. We are here to offer students the support for success; whether they succeed or not is up to them. Not everyone will succeed in college. Our job is to make sure they have every opportunity to success if they are able.</i></p> <p><i>I would like to see student-oriented development seminars/workshops to help students understand how important critical thinking, personal responsibility and life-long learning is to their future.</i></p> <p><i>I believe there are too many barriers for students in navigating the system.</i></p>	21
	<p><u>23— The extent to which non-teaching professional personnel meet the needs of the students</u></p> <p><i>Our (school-wide) financial aid system is dismal (many clerks lack appropriate training and students' apps are sometimes mis-handled or misplaced).</i></p> <p><i>Counseling routinely mis-advises students in math and the sciences, allowing them or encouraging them to ignore proficiency areas, placing them in courses for which they are under-prepared and subsequently become frustrated and/or fail.</i></p> <p><i>The bookstore staff at NEC are very rude to students. Several times I have seen them treat others as well as myself rudely.</i></p> <p><i>I would really like to see Student Services take a larger role in the development of students; as well as a focus for this college. I would also like to see all of the Testing Centers - college wide - have more organization and structure. It's confusing to the staff...I can't imagine how confusing it is to the students.</i></p>	12
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>It seems some faculty don't play by the same rules everyone is expected to play by, in that they are short or unavailable to the students.</i></p>	

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>Some [faculty] seem unable to work with our students when problems arise.</i></p> <p><i>I feel that one of the biggest problems that we face at TCC is ensuring a consistent high level of quality for all of the sections of a particular course. The extensive use of adjuncts, which is very cost effective, is the major source of inconsistency. Improvements need to be made in mentoring and monitoring of especially first-time adjuncts.</i></p> <p><i>I feel teachers and professors could stand more accountability in their teaching methods.</i></p> <p><i>I am deeply troubled by the complete lack of monitoring and accountability of part-time faculty and some full-time faculty. Adjunct faculty frequently cut classes early or skip classes altogether. With the NEC Fast Track classes, it is the rare exception if the class meets for the entirety of its scheduled time slot. On a regular basis, students report that adjunct faculty do NOT administrator instructor/course evaluations in their classes yet those faulty magically end up with glowing reviews.</i></p> <p><i>Many students feel disrespected by their faculty, or think the faculty put them down for asking questions.</i></p>	
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>I feel the quality of education in this institution is declining, not because of most full time faculty, but the non oversight and orientation of adjunct faculty.</i></p> <p><i>TCC keeps pushing internet classes to under-motivated and unprepared students which accomplishes little more than add to the numbers. These students fail to get the quality of education they are promised by the mission statement. They do, however, learn how to manipulate the system and avoid quality learning experiences.</i></p>	4
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>We still do not seem to be able to set higher standards for performance with a lot of our students.</i></p> <p><i>Too many students in regular courses lacking minimal college-level literacy.</i></p>	3
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>I have had a small number of students show disappointment in the quality of teaching they received from some faculty in my division.</i></p>	2

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>I believe that TCC faculty should be more diverse. TCC serves a wide variety of ethnic groups and I believe that students would like to have more minority instructors.</i></p>	1
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>I believe that in some scenarios college coursework is not as strenuous as it would be at a university, which creates a problem where students are unprepared when they transfer to a university following completion of the first two years at TCC.</i></p>	1
Customized (n=167)	<p><u>53— The extent to which the institution addresses low-performing employees or detrimental workplace situations</u></p> <p><i>The administrative structure at TCC has become paralyzed by people not doing their job.</i></p> <p><i>I strongly feel there should be a process in place to allow for termination of employees at the recommendation of their supervisor.</i></p> <p><i>One bad apple can spoil the whole bunch - do something about supervisors with exceptionally high turnover.</i></p> <p><i>Some campus administrators are allowed to "run-over" or misuse staff with no consequences and no help for staff.</i></p> <p><i>I think that some employees are a negative to the college as a whole and TCC seem rather slow in getting out the negative employees.</i></p> <p><i>Dealing with less than favorable employees, needs improvement. Outside organizations need to be involved in helping troubled offices.</i></p> <p><i>Supervisors could use more training in order to deal with lazy, worthless professionals who just show up to take credit for the part-timers work. I've seen where the part timers are more dedicated, motivated, accurate than some of the professionals.</i></p> <p><i>I appreciate efforts such as "Every Encounter Counts" training-- but this should be followed up by holding employees accountable for really providing high-quality customer service--service for both internal and external customers.</i></p> <p><i>TCC needs to make a better effort to crack down on the non-productive employees who abuse their sick time and neglect their jobs....</i></p>	52

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>The ability of the institution to respond to poor quality employees or situations where employees abuse the leniency of the system is not good. We are slow to respond to problems in the workplace that tear down the motivation of others.</i></p> <p><i>Low performing employees are tolerated too often. They should be given deadlines for improvement, and should be terminated if they do not show improvement.</i></p> <p><i>There should be stronger accountability and consequence for employees who are not committed to the mission and goals of the institution.</i></p>	
	<p><u>49—The extent to which faculty and/or staff are involved in development of new policies and procedures</u></p> <p><i>Administration decides on a new TCC project and it is given to frontline staff without adequate information and/or resources.</i></p> <p><i>Policies, practices & procedures change far too often and we receive information too "last minute".</i></p> <p><i>The administration provides the appearance of soliciting input from employees regarding policy matters, but I feel rarely uses that input to determine policies.</i></p> <p><i>After committees meet for months their results are replaced with a document from an administrator and no questioning is tolerated.</i></p> <p><i>Too many decisions are being made without staff and faculty full and diverse involvement, leading to too many messy implementations.</i></p> <p><i>Classified staff employees have few opportunities to participate in shared governance.</i></p> <p><i>I am sometimes frustrated to hear that decisions have been made without the input of the faculty.</i></p> <p><i>There are too many committees. There are too many situations where decisions are not made in a timely fashion due to too many hands in the pot. There should be stronger leadership within these groups to make decisions and not to please everyone by incorporating their ideas and suggestions. I believe by trying to incorporate everyone's ideas and suggestions into projects really hurts the college.</i></p>	36
	<p><u>50—The extent to which I am satisfied with the overall leadership of TCC</u></p> <p><i>The executive leadership at TCC has been unable for the past 38 years to instill creativity and flexibility into its business operations.</i></p>	32

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>My experience at TCC has shown that many people that are in supervisory positions are not equipped to supervise. It seems to involve personalities as well as lack of knowledge or experience to handle other employees.</i></p> <p><i>There are times when employees are treated unfairly and management has sided with the students just because there is a push to increase enrollment.</i></p> <p><i>TCC administration still spends far too much time and too many resources chasing enrollments - specifically with all of these community campuses. We need to focus on doing a better job with the students we have and ensuring their success before we try to attract even more!</i></p> <p><i>Provost is autocratic and does not display leadership.</i></p> <p><i>The upper administration and board treats employees with disrespect and disdain. The upper administration is controlling and often in disarray, and many middle managers are pathetically inadequate.</i></p> <p><i>Supervisors need to be trained in employee relations including how to effectively assess and motivate employee performance. Also how to promote employees working together effectively as a group.</i></p> <p><i>I feel like our administration is out of touch with the day to day life on the campus. Meetings are scheduled at the most inconvenient times for the campuses -- beginning and end of the semesters, enrollment times, etc.</i></p> <p><i>I think TCC has a serious leadership problem.</i></p> <p><i>I am very concerned about the current state of Student Affairs administration at the college. We truly need strong leadership, including cooperation between campus Deans, college administrators and priority/value placed on student development. We are lacking direction and understanding of student development from top level to campus level administration.</i></p> <p><i>I feel there is an elitist attitude among the middle management here that separates classified staff from professional staff.</i></p>	
	<p><u>52—The extent to which my job performance is evaluated fairly</u></p> <p><i>Favoritism exists big time. Absolutely do not like evaluation system for salary. It is unfair - a popularity contest so-to-speak. No reward for hard work, loyalty or at the office on time and prior to time everyday - no appreciation. Only unfair criticism. It all depends on the personality of your supervisor - some need to be replaced.</i></p>	17

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>Merit pay based on employee evaluations does not work fairly.</i></p> <p><i>Would like to see work experience considered more, not only base advancement on degrees.</i></p> <p><i>The annual evaluation program for staff is completely subjective and does not take into consideration the unlisted job functions and performances of the employee.</i></p> <p><i>I have never been evaluated by anyone other than the students at the college. I've never met with anyone regarding whether or not my performance as an educator is above par, below par, or adequate.</i></p> <p><i>There is a big difference in performance and work ethic among employees, both faculty and staff (i.e. hours web surfing, or not wanting to work till 5pm or Fridays), and not much difference in reward.</i></p> <p><i>I also believe people should be promoted on their work ethics and performance; that does not seem to be the case alot of the times.</i></p>	
	<p><u>51— The extent to which there is a positive relationship between faculty and/or staff with administration/Regents</u></p> <p><i>Central office administration is disconnected. They are not inaccessible, but do not seek out contact with faculty and projects occurring at the campuses.</i></p> <p><i>Sense of "elite" among faculty and administrators causing separation from classified staff; lack of "One college" feeling - each campus seems to be its own entity.</i></p> <p><i>There is an obvious sense of a negative relationship between many TCC faculty and the administration.</i></p> <p><i>There is increasing division between the various groups that make up the staff at TCC.</i></p> <p><i>The animosity between faculty and the Regents in recent years needs to be resolved, and the drifting toward running the institution through archaic business practices is cause for concern.</i></p> <p><i>There is a general sense of inequity between administration and faculty, and faculty and staff. This makes for a caste climate.</i></p>	12
	<p><u>54— The extent to which TCC offers a safe work environment for me</u></p> <p><i>Campus Safety could be improved.</i></p> <p><i>Concerned about safety in the classrooms! No Phones in classrooms!</i></p>	6

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>Security at night would be a little helpful. At least with the lights working at night, to walk on the sidewalk and into the parking lot.</i></p> <p><u>55— The extent to which employee issues are effectively resolved</u></p> <p><i>Sometimes upper management does not acknowledge issues and problems, but instead continue to congratulate one another.</i></p> <p><i>I have been in situations where we should have sat down and talked about certain issues but did not and it went even longer when it shouldn't have and nothing got done so I transferred dept. and issues are still there.</i></p>	6
	<p><u>47—The extent to which our central business operations serve employees</u></p> <p><i>Our centralized service areas do not provide the necessary support needed to do our jobs most effectively and efficiently. Sometimes the procedures are too confining and sometimes there is no direction or support at all.</i></p> <p><i>When calling business office I have found them to be rude and not especially helpful.</i></p> <p><i>Very slow turn around for mileage reimbursement.</i></p>	5
	<p><u>56— The extent to which I feel proud to be a TCC employee</u></p> <p><i>There is no support for faculty at the college from any level. I've seen faculty in tears. This is not right. I'm don't feel very proud anymore to work for TCC like I used to.</i></p>	1
Other (n=80)	<p><u>Compensation & Benefits</u></p> <p><i>I wish I had benefits and insurance. This is America!</i></p> <p><i>Cost of living raises....there are none!</i></p> <p><i>Faculty pay and low percentage used for annual raises.</i></p> <p><i>I would love to be encouraged to pursue my PhD with some type of college tuition reimbursement.</i></p> <p><i>Adjuncts work extremely hard for low pay and no benefits.</i></p> <p><i>The merit pay is just a way for the good old boys to give their buddies extra raises without any consideration to actual job performance.</i></p> <p><i>Staff's pay and bonus is too low based on what they do.</i></p> <p><i>There needs to be more incentives offered to all employees for doing a good job. Maybe a free day or two off with pay.</i></p>	31

Table 23. Continued

Factor	Themes	Number of Comments
	<u>Facilities</u>	17
	<p><i>It seems that the Northeast Campus is always the campus that needs to bend when another campus does not like a class or timing of a class. Our classrooms are always the last to get updates in technology, furniture, and such. We have out grown the multi-purpose facet lab yet cannot seem to get new computers for a larger or additional lab, only replacements for existing computers.</i></p> <p><i>Facility in fair and some parts "poor" repair. Constant leaking roofs.</i></p> <p><i>Better campus interior signage for students to find classrooms and services.</i></p> <p><i>The classrooms can use updating.</i></p> <p><i>Southeast Campus furnishings in hallways are outdated - need to improve for the students.</i></p> <p><i>No office to leave books and materials in. West Campus has some lockers, but Metro Campus does not.</i></p> <p><i>Handicap parking is not always available outside building 8 at southeast campus.</i></p> <p><i>Parking is a major issue, especially at southeast campus.</i></p> <p><i>Also we waste so much energy. Lights are always all on when I come back to work in the night, and people do not put paper waste in the recycle bins. As one of the leaders in this community, we have to look into these issues which can help this community.</i></p> <p><i>Why is the Conference Center the only campus without a full-blown Fitness Center?</i></p>	
	<u>Technology</u>	12
	<p><i>Implementing Banner has been difficult. The instructions were not thorough and shared with all Banner users. Getting a Banner ID has proven difficult.</i></p> <p><i>We are a college of technology yet when the library sends out educational opportunities the site is blocked...The wait time to get assistance from #2000 is many time very lengthy....An overall plan for implementing technology based ideas has been put on hold to implement Banner.</i></p> <p><i>Blackboard could be a little more dependable.</i></p> <p><i>I find the TCC e-mail system clumsy and quite user-unfriendly. Navigating in it does not compare in ease of use with other proprietary systems.</i></p>	

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>Campus based Media support has not kept pace with changing tech needs. Their role needs to be defined to better service the needs of students, faculty and community. The reporting structure or lack of reporting structure fails the accountability test. Not much is getting done. It needs to be tied into the TCC Help Desk for better work flow and accountability.</i></p> <p><i>Submission of final grades. This is not a tech friendly college for part time faculty.</i></p> <p><i>Inadequately maintained classroom A/V-technology equipment...Its disrepair makes me hesitate to bring much projected technology into the classroom. This must be fixed or our buzz about up-to-date technology is simply PR hot air.</i></p>	
	<p><u>Budget/Funding</u></p> <p><i>Project management/budgeting has problems.</i></p> <p><i>Accounting has not been able to effectively serve TCC for months. Budgets not communicated; requisitions not processed; travel expense not paid. What's going on here?</i></p> <p><i>The Physical Plant is funded at about 20% of what is really needed to maintain the buildings and grounds and then we are asked why we can't do a better job. When the Administration funds and pays attention to the maintenance of existing buildings as much as getting to a ribbon cutting for a new one and enjoying a photo op., then we will be on the right road.</i></p> <p><i>No funds are given to staff to attend or present at national conference or to get promoted.</i></p> <p><i>Student Assoc. funding decision is unfair. It should involve student org. advisors when allocating funds, not just student government.</i></p> <p><i>Too much money is wasted!</i></p> <p><i>TCC has continued to grow and expand to meet the needs of our community and workforce. However, I feel, sometimes, it has underbudgeted for new equipment, supplies, and technology to keep up with 21st Century demands.</i></p>	10
	<p><u>Miscellaneous</u></p> <p><i>Marketing needs to reconsider development of paper schedules - waste of \$. Put more funds into marketing individual programs.</i></p> <p><i>The Mercer Study was a waste of time and money.</i></p> <p><i>We set a lousy example in recycling and being environmentally conscious. Look at TU and OSU.</i></p>	4

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>Integrity is what we do even when we think no one is watching... the names of faculty/students who park in the handicapped parking unlawfully should be published in the TCC Connection and that would put a stop to it.</i></p>	
	<p><u>Resources</u></p>	3
	<p><i>Proportional disbursement of resources to all campuses.</i></p> <p><i>The lack of timely completion in the repairing of equipment has also been an issue.</i></p> <p><i>I feel that while development and creativity are encouraged, and appreciated, the college is not allowing or scheduling sufficient time and resources to support these.</i></p>	
	<p><u>Survey</u></p>	3
	<p><i>I don't agree that this is a confidential survey...there are too many questions identifying where, what campus, and what level I work to insure that this survey might be used inappropriately.</i></p> <p><i>It is not clear to me why we are doing this survey and for what the results will be used.</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 Tulsa Community College. Five of these items represent the Student Focus climate factor (items #8, #18, #31, #35 and #37), four represent the Supervisory Relationships climate factor (items #2, #9, #39 and #46), 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, 4.34 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.18 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.11 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.10 (#39)
- The extent to which professional development and training opportunities are available, 4.02 (#46)
- The extent to which students receive an excellent education at this institution, 4.02 (#31)
- The extent to which this institution prepares students for further learning, 4.01 (#37)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.98 (#18)
- The extent to which the actions of this institution reflect its mission, 3.98 (#1)
- The extent to which this institution prepares students for a career, 3.98 (#35)

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

- The extent to which I feel proud to be a TCC employee, 4.31 (#56)
- The extent to which my actions reflect the college's core values, 4.24 (#48)
- The extent to which TCC offers a safe work environment for me, 4.09 (#54)

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

- The extent to which I have the opportunity for advancement within this institution, 3.19 (#38)
- The extent to which information is shared within this institution, 3.12 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.17 (#15)
- The extent to which decisions are made at the appropriate level at this institution, 3.27 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.27 (#11)
- The extent to which this institution is appropriately organized, 3.32 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.43 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.45 (#25)
- The extent to which this institution has been successful in positively motivating my performance, 3.52 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.53 (#44)

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

- The extent to which the institution addresses low-performing employees or detrimental workplace situations, 2.83 (#53)
- The extent to which faculty and/or staff are involved in development of new policies and procedures, 3.31 (#49)
- The extent to which employee issues are effectively resolved, 3.31 (#55)

The most favorable areas cited in the open-ended questions pertain to the Student Focus and the Supervisory Relationship climate factors. Respondents believe the institution's performance in meeting the needs of the students and the openness and approachable nature of supervisors are encouraging. 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. Respondents feel that the way information is shared within the institution and their ability to influence the direction of the institution is in need of improvement.

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