



National Initiative for Leadership & Institutional Effectiveness

---

# **Tulsa Community College Tulsa, Oklahoma**

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

by

**Frim Ampaw & Karen Haley**

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

**North Carolina State University**

**March 2008**

National Initiative for Leadership and Institutional Effectiveness

Leila Gonzalez-Sullivan, EdD, Executive Director

Dawn R. Crotty, Executive Assistant

Karen Haley, EdD, Director of Research

Lindsay Apple, Researcher

Frim Ampaw, Researcher

Toni Cerbo, Researcher

Amy L. Caison, EdD, Consultant

Phone: 919-515-8567

919-515-6289

Fax: 919-515-6305

Web: <http://ced.ncsu.edu/ahe/nilie>

College of Education

North Carolina State University

300 Poe Hall, Box 7801

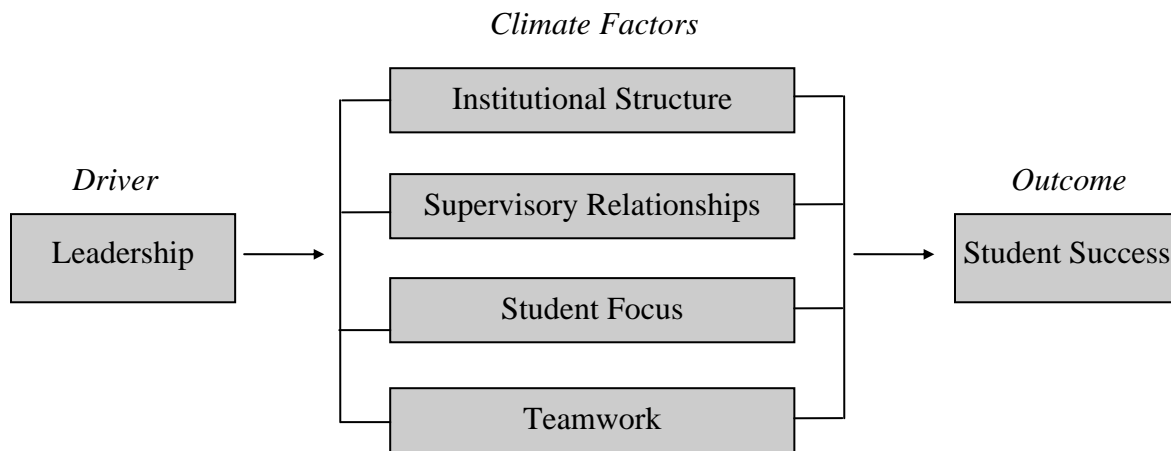
Raleigh, NC 27695-7801

# EXECUTIVE SUMMARY

In October 2007, the Personal Assessment of the College Environment (PACE) survey was administered to 2263 employees at Tulsa Community College (TCC). Of those 2263 employees, 350 (15.5%) completed and returned the instrument for analysis. The response rate for full-time employees was 30.6% and response rate for part-time employees was 5.6%. 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). Ten fell within the Competitive range (rated between 2 and 3). Forty two fell within the Consultative range (rated between 3 and 4), and four 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 3.51 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.78), whereas the Institutional Structure category received the lowest mean score (3.14). When respondents were classified according to personnel classification at TCC, the composite ratings were as follows: College Staff (3.42), Faculty (3.49), Professional Staff (3.50), and Administrator (3.87).

Overall, the following have been identified as areas of excellence at Tulsa Community College.\*

- The extent to which I feel my job is relevant to this institution's mission, 4.21 (#8)
- The extent to which I am given the opportunity to be creative in my work, 4.05 (#39)
- The extent to which my supervisor expresses confidence in my work, 4.04 (#2)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.95 (#18)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.89 (#9)
- The extent to which professional development and training opportunities are available, 3.88 (#46)
- The extent to which this institution prepares students for further learning, 3.88 (#37)
- The extent to which this institution prepares students for a career, 3.87 (#35)
- The extent to which students receive an excellent education at this institution, 3.85 (#31)
- The extent to which students are satisfied with their educational experience at this institution, 3.78 (#42)

\*Customized questions were not included in this listing.

The following have been identified as areas in need of improvement at Tulsa Community College.\*

- The extent to which information is shared within this institution, 2.70 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 2.78 (#15)
- The extent to which decisions are made at the appropriate level at this institution, 2.81 (#4)
- The extent to which this institution is appropriately organized, 2.89 (#32)
- The extent to which institutional teams use problem-solving techniques, 2.92 (#11)
- The extent to which I have the opportunity for advancement, 2.96 (#38)
- The extent to which open and ethical communication is practiced at this institution, 3.07 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.09 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.12 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.24 (#22)

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.

\*Customized questions were not included in this listing.

# TABLE OF CONTENTS

Executive Summary .....	1
Table of Contents .....	4
List of Tables .....	5
List of Figures .....	6
Leadership Research .....	7
Method .....	11
Population .....	11
Instrumentation .....	11
Reliability and Validity .....	12
Data Analysis .....	13
Respondent Characteristics .....	13
Comparative Analysis: Overall .....	17
Comparative Analysis: Personnel Classification .....	22
Comparative Analysis: Demographic Classifications .....	30
Comparative Analysis: Norm Base .....	32
Qualitative Analysis .....	36
Conclusions .....	64
References .....	66

## LIST OF TABLES

Table 1. NILIE Four Systems Model.....	9
Table 2. Alpha Coefficients by Climate Category.....	12
Table 3. Response by Self-Selected Function Role .....	13
Table 4. Proportion of Responses Across Demographic Classifications.....	15
Table 5. Tulsa Community College. Climate as Rated by All Employees.....	17
Table 6. Comparative Mean Responses: Supervisory Relationships.....	19
Table 7. Comparative Mean Responses: Institutional Structure.....	19
Table 8. Comparative Mean Responses: Teamwork .....	20
Table 9. Comparative Mean Responses: Student Focus.....	20
Table 10. Comparative Mean Responses: Customized.....	21
Table 11. Mean Climate Scores as Rated by Personnel Classifications.....	22
Table 12. Priorities for Change: College Staff.....	28
Table 13. Priorities for Change: Faculty.....	28
Table 14. Priorities for Change: Professional Staff .....	29
Table 15. Priorities for Change: Administrator .....	29
Table 16. Mean Climate Factor Scores by Demographic Classification.....	30
Table 17. TCC Climate Compared to the NILIE Norm Base.....	32
Table 18. Supervisory Relationships Mean Scores Compared to the Norm Base.....	33
Table 19. Institutional Structure Mean Scores Compared to the Norm Base.....	34
Table 20. Teamwork Mean Scores Compared to the Norm Base.....	35
Table 21. Student Focus Mean Scores Compared to the Norm Base .....	35
Table 22. Most Favorable Comments.....	37
Table 23. Least Favorable Comments .....	46

# LIST OF FIGURES

Figure 1. The PACE Model .....	1
Figure 2. Proportion of Total Responses by Personnel Classification.....	14
Figure 3. TCC Climate as Rated by All Employees .....	18
Figure 4. Mean Climate Scores as Rated by Personnel Classifications.....	22
Figure 5. Mean Scores of the Supervisory Relationships Climate Factor .....	23
Figure 6. Mean Scores of the Institutional Structure Climate Factor .....	24
Figure 7. Mean Scores of the Teamwork Climate Factor .....	25
Figure 8. Mean Scores of the Student Focus Climate Factor .....	26
Figure 9. Mean Scores of the Customized Climate Factor .....	27
Figure 10. TCC Climate Compared with the NILIE PACE Norm Base .....	32
Figure 11. TCC Comment Response Rate .....	36



# 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 October 2007, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Tulsa Community College. Of the 2263 employees administered the instrument, 350 (15.5%) completed and returned the instrument for analysis. Of those 350 employees, 212 (60.6%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist TCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Office of Planning and Institutional Research of TCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Tulsa Community College employees were informed of the opportunity to participate via an email submitted by the director of Planning and Institutional Research. The PACE survey was distributed via a link leading directly to the online survey for the the first two weeks of October and 283 TCC staff, faculty, and administrators responded. To gain part-time employee participation, the survey deadline was extended two more weeks, bringing the total number of participants to 350. Some employees requested a hard copy of the survey for confidentiality and the answers entered into the system. Completed surveys were submitted online and the data compiled in a spreadsheet developed by NILIE. The 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 pre-printed 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 0.9760. 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 January 2005 to January 2007 are shown in Table 2.

**Table 2.** Alpha Coefficients by Climate Category for PACEs Completed from January 2005 to January 2007 (n=8,033)

<b>Climate Category</b>	<b>Alpha Coefficient</b>
Institutional Structure	0.9549
Supervisory Relationships	0.9488
Student Focus	0.9463
Teamwork	0.9440
<b>Overall (1-46)</b>	<b>0.9760</b>

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 are presented, followed by an overall analysis of the item and climate factor means and standard deviations. 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 domain means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

### Respondent Characteristics

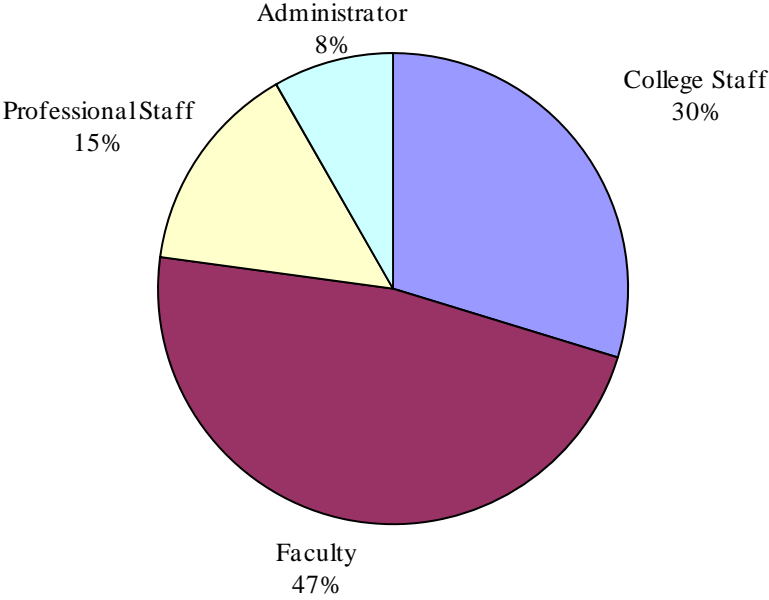
Of the 2263 TCC employees (full-time and part-time) administered the survey, 350 (15.5%) completed the PACE survey. Based on self-reported classification the full-time employee response rate was 30.6% and part-time employee response rate was 5.6%. The full-time response ranged from 21.5% for College Staff to 38.5% for Faculty. The part-time response ranged from 2.6% for College Staff to 7.6% for Faculty. Institutional response rates typically vary from 30% to 75% as noted in Table 3.

**Table 3.** Response by Self-Selected Personnel Classification

Personnel Classification	Full-time		Part-time		Total	
	Surveys Returned	Total Employed	Surveys Returned	Total Employed	Surveys Returned	Total Employed
College Staff	87	404	17	646	104	1,050
Faculty	112	291	54	710	166	1,001
Professional Staff	46	121	5	11	51	132
Administrator	29	80	0	0	29	80
Total	274	896	76	1,367	350	2,263

Personnel Classification	Full-time Response Rate	Part-time Response Rate	Total Response Rate
College Staff	21.5%	2.6%	9.9%
Faculty	38.5%	7.6%	16.6%
Professional Staff	38.0%	4.5%	38.6%
Administrator	36.3%	N/A	36.3%
Total	30.6%	5.6%	15.5%

Figure 2 represents the proportion of total responses by self-reported personnel classification. Faculty make up the largest sector with 47% of the reponses, followed by College Staff, Professional Staff, and Administrator.



**Figure 2.** Proportion of Total Responses by Personnel Classification



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

**Table 4.** Proportion of Responses Across Demographic Classifications

<b>Demographic Variable</b>	<b># of Responses</b>	<b>% of Responses</b>
<b>What is your personnel classification:</b>		
College Staff	104	29.7%
Faculty	166	47.4%
Professional Staff	51	14.6%
Administrator	29	8.3%
<b>What is your gender:</b>		
Male	95	27.1%
Female	253	72.3%
Did not respond	2	0.6%
<b>What is your race/ethnicity</b>		
African American	15	4.3%
American Indian	14	4.0%
Asian American	3	0.9%
Caucasian	297	84.9%
Hispanic	3	0.9%
Other	18	5.1%
<b>What campus is your primary work location:</b>		
Metro	95	27.1%
Northeast	67	19.1%
Southeast	115	32.9%
West	34	9.7%
Conference Center	38	10.9%
Did not respond	1	0.3%
<b>What is your current employment status:</b>		
Full-time	274	78.3%
Part-time	76	21.7%
<b>What is your primary work schedule:</b>		
Day	275	78.6%
Evening	23	6.6%
Flexible	48	13.7%
Weekend	4	1.1%

**Table 4.** Continued

<b>Demographic Variable</b>	<b># of Responses</b>	<b>% of Responses</b>
<b>How many years have you been employed at TCC:</b>		
Less than 1 year	36	10.3%
1 - 4 years	91	26.0%
5 - 9 years	72	20.6%
10 - 14 years	50	14.3%
15 -19 years	44	12.6%
20 years or more	55	15.7%
Did not respond	2	0.6%
<b>In which area are you employed:</b>		
Academic Affairs	218	62.3%
Administrative Affairs	28	8.0%
Student Affairs	54	15.4%
Business Affairs	23	6.6%
Community Affairs	11	3.1%
Did not respond	16	4.6%
<b>Would you recommend TCC as a place to work:</b>		
Yes	315	90.0%
No	28	8.0%
Did not respond	7	2.0%

## Comparative Analysis: Overall

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

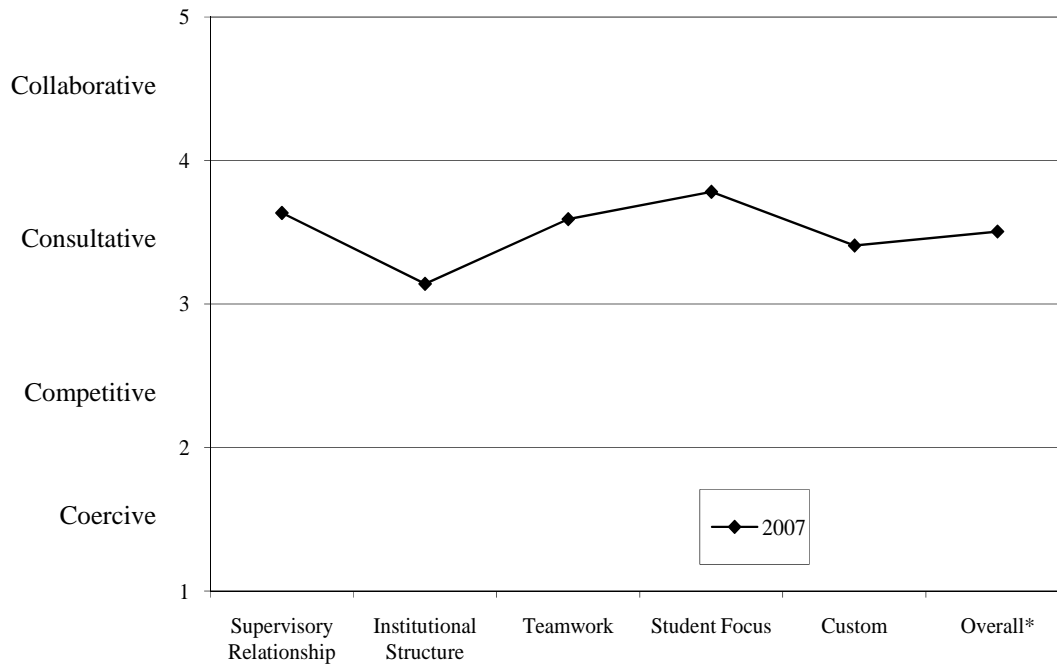
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.78), which represented a Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.14) within the low area of the Consultative management area. Overall, employees rated the management style in the mid-range of the Consultative management area. (See also Figure 3).

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

<b>Domain</b>	<b>TCC</b>
Supervisory Relationships	3.63
Institutional Structure	3.14
Teamwork	3.59
Student Focus	3.78
Customized	3.41
<b>Overall*</b>	3.51

\* 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). Ten fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-two fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and four fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=42) 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 3.51 as indicated on the previous page 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

<b>Supervisory Relationships</b>		<b>Mean (SD)</b>
2	The extent to which my supervisor expresses confidence in my work	4.04 (1.20)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.89 (1.34)
12	The extent to which positive work expectations are communicated to me	3.47 (1.22)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.43 (1.10)
20	The extent to which I receive timely feedback for my work	3.48 (1.22)
21	The extent to which I receive appropriate feedback for my work	3.51 (1.24)
26	The extent to which my supervisor actively seeks my ideas	3.65 (1.33)
27	The extent to which my supervisor seriously considers my ideas	3.70 (1.32)
30	The extent to which work outcomes are clarified for me	3.27 (1.16)
34	The extent to which my supervisor helps me to improve my work	3.60 (1.31)
39	The extent to which I am given the opportunity to be creative in my work	4.05 (1.05)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.45 (1.25)
46	The extent to which professional development and training opportunities are available	3.88 (1.15)
<b>Mean Total</b>		<b>3.63 (1.00)</b>

**Table 7.** Comparative Mean Responses: Institutional Structure

<b>Institutional Structure</b>		<b>Mean (SD)</b>
1	The extent to which the actions of this institution reflect its mission	3.68 (1.00)
4	The extent to which decisions are made at the appropriate level	2.81 (1.22)
5	The extent to which the institution effectively promotes diversity in the workplace	3.73 (1.00)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.42 (1.25)
10	The extent to which information is shared within the institution	2.70 (1.28)
11	The extent to which institutional teams use problem-solving techniques	2.92 (1.16)
15	The extent to which I am able to appropriately influence the direction of this institution	2.78 (1.25)
16	The extent to which open and ethical communication is practiced	3.07 (1.28)
22	The extent to which this institution has been successful in positively motivating my performance	3.24 (1.36)
25	The extent to which a spirit of cooperation exists at this institution	3.09 (1.30)
29	The extent to which institution-wide policies guide my work	3.45 (1.07)
32	The extent to which this institution is appropriately organized	2.89 (1.30)
38	The extent to which I have the opportunity for advancement	2.96 (1.25)
41	The extent to which I receive adequate information regarding important activities	3.34 (1.22)
44	The extent to which my work is guided by clearly defined administrative processes	3.12 (1.24)
<b>Mean Total</b>		<b>3.14 (0.95)</b>

**Table 8.** Comparative Mean Responses: Teamwork

<b>Teamwork</b>	<b>Mean (SD)</b>
3 The extent to which there is a spirit of cooperation within my work team	3.69 (1.31)
14 The extent to which my primary work team uses problem-solving techniques	3.47 (1.17)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.54 (1.27)
33 The extent to which my work team provides an environment for free and open expression	3.65 (1.31)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.49 (1.21)
43 The extent to which a spirit of cooperation exists in my department	3.70 (1.31)
<b>Mean Total</b>	<b>3.59 (1.10)</b>

**Table 9.** Comparative Mean Responses: Student Focus

<b>Student Focus</b>	<b>Mean (SD)</b>
7 The extent to which student needs are central to what we do	3.52 (1.20)
8 The extent to which I feel my job is relevant to this institution's mission	4.21 (0.97)
17 The extent to which faculty meet the needs of students	3.76 (0.94)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.95 (0.89)
19 The extent to which students' competencies are enhanced	3.65 (0.89)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.70 (1.03)
28 The extent to which classified (supporting) personnel meet the needs of the students	3.70 (1.05)
31 The extent to which students receive an excellent education at this institution	3.85 (1.01)
35 The extent to which this institution prepares students for a career	3.87 (0.97)
37 The extent to which this institution prepares students for further learning	3.88 (0.96)
40 The extent to which students are assisted with their personal development	3.63 (0.94)
42 The extent to which students are satisfied with their educational experience	3.78 (0.79)
<b>Mean Total</b>	<b>3.78 (0.70)</b>

**Table 10.** Comparative Mean Responses: Customized

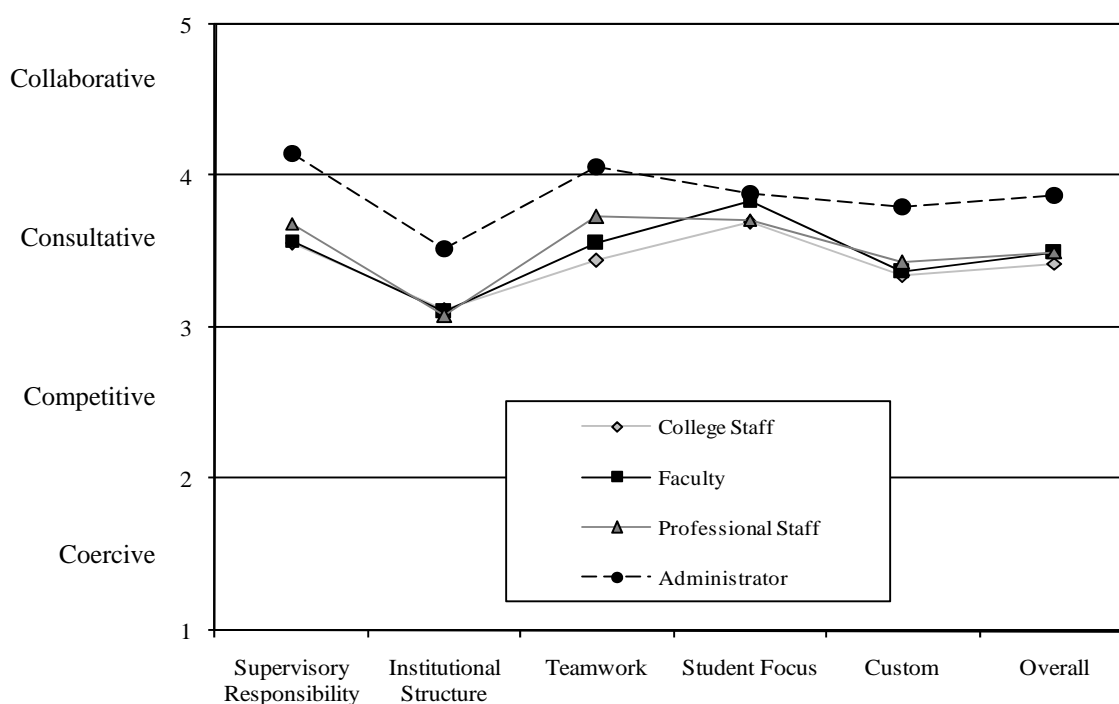
<b>Customized</b>	<b>Mean (SD)</b>
47 The extent to which our central business operations such as accounting, purchasing, and computer operations serve employees	3.15 (1.28)
48 The extent to which my actions reflect the college's core values	4.24 (0.75)
49 The extent to which faculty and/or staff are involved in development of new policies and procedures	2.83 (1.21)
50 The extent to which I am satisfied with the overall leadership of TCC	3.38 (1.25)
51 The extent to which there is a positive relationship between faculty and/or staff with administration/regents	2.91 (1.23)
52 The extent to which my job performance is evaluated fairly	3.53 (1.25)
53 The extent to which my supervisor addresses low-performing or detrimental team-member	2.98 (1.31)
54 The extent to which TCC offers a safe work environment for me	3.96 (1.04)
55 The extent to which employee issues are effectively resolved	2.97 (1.22)
56 The extent to which I feel I have good employee benefits	3.99 (1.14)
<b>Mean Total</b>	<b>3.41 (0.80)</b>

## 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 Administrators rated the four normative factors most favorable (3.87), whereas the College Staff rated the four normative factors least favorable (3.42).

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

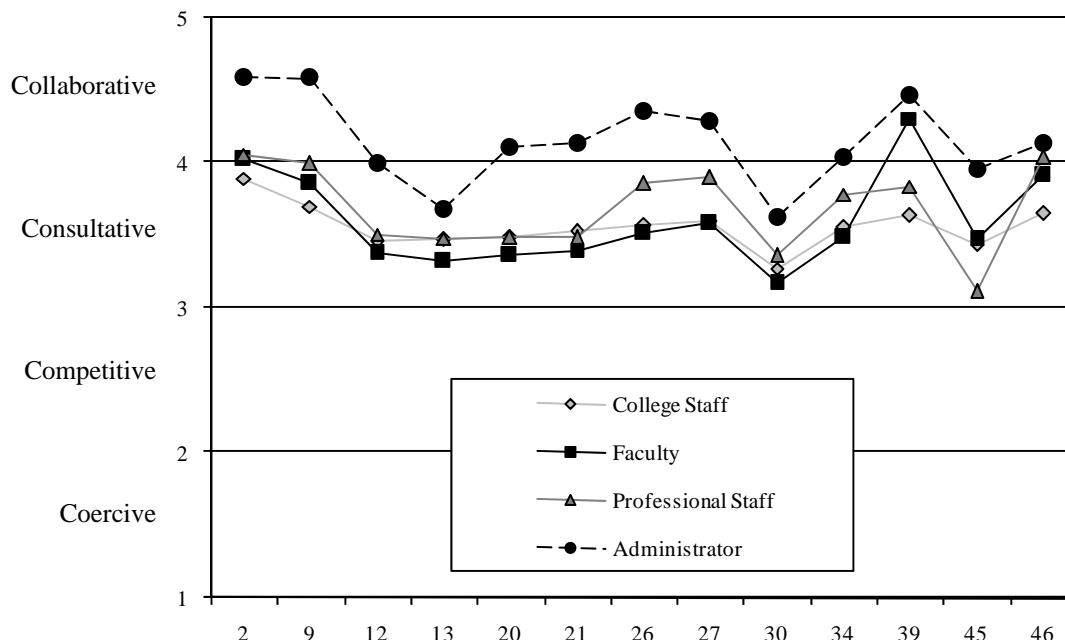
Domain	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall
College Staff	3.56	3.12	3.45	3.69	3.35	3.42
Faculty	3.57	3.11	3.55	3.84	3.37	3.49
Professional Staff	3.69	3.08	3.74	3.71	3.43	3.50
Administrator	4.15	3.52	4.07	3.88	3.80	3.87

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



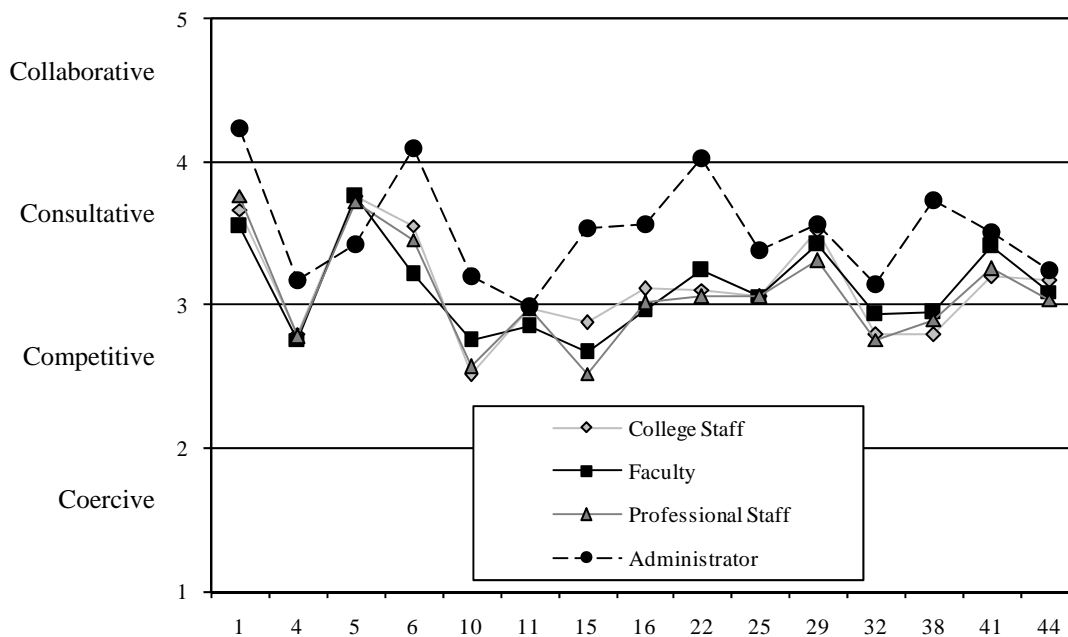
Supervisory Relationships		College Staff	Faculty	Professional Staff	Administrator
2	The extent to which my supervisor expresses confidence in my work	3.89	4.03	4.06	4.59
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.70	3.86	4.00	4.59
12	The extent to which positive work expectations are communicated to me	3.46	3.37	3.51	4.00
13	The extent to which unacceptable behaviors are identified and communicated to me	3.47	3.33	3.48	3.68
20	The extent to which I receive timely feedback for my work	3.49	3.36	3.49	4.11
21	The extent to which I receive appropriate feedback for my work	3.53	3.40	3.49	4.14
26	The extent to which my supervisor actively seeks my ideas	3.57	3.51	3.86	4.36
27	The extent to which my supervisor seriously considers my ideas	3.60	3.59	3.90	4.29
30	The extent to which work outcomes are clarified for me	3.27	3.17	3.36	3.62
34	The extent to which my supervisor helps me to improve my work	3.55	3.49	3.78	4.03
39	The extent to which I am given the opportunity to be creative in my work	3.64	4.31	3.84	4.46
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.44	3.47	3.12	3.96
46	The extent to which professional development and training opportunities are available	3.66	3.92	4.04	4.14

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



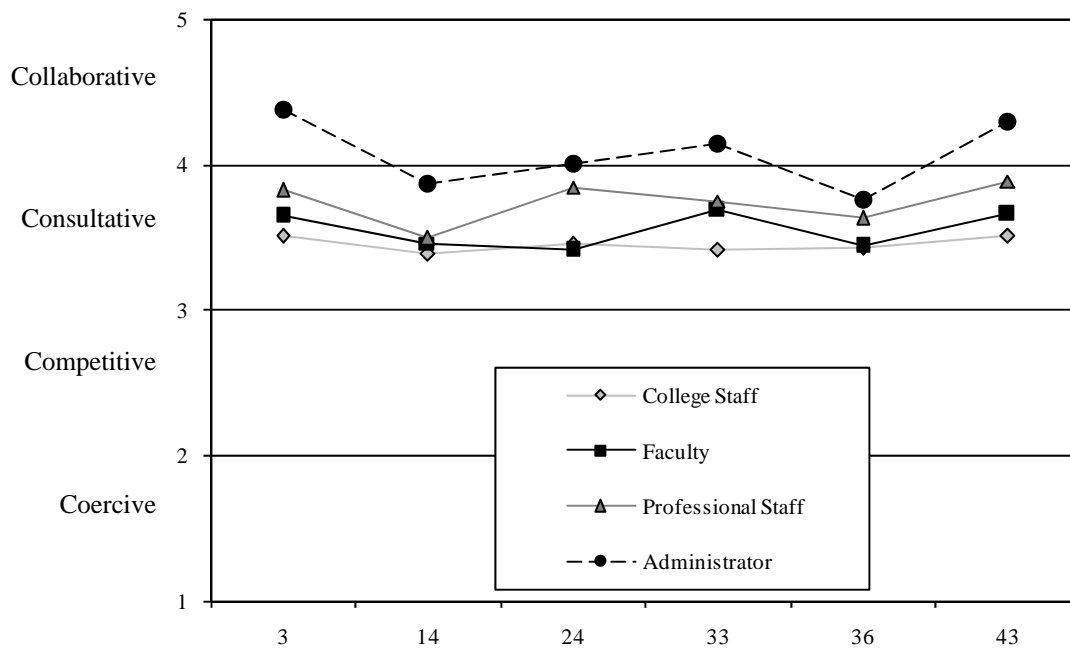
Institutional Structure		Coleege Staff	Faculty	Professional Staff	Administrator
1	The extent to which the actions of this institution reflect its mission	3.67	3.55	3.76	4.24
4	The extent to which decisions are made at the appropriate level	2.80	2.76	2.78	3.18
5	The extent to which the institution effectively promotes diversity in the workplace	3.76	3.76	3.73	3.43
6	The extent to which administrative leadership is focused on meeting the needs of students	3.56	3.21	3.46	4.10
10	The extent to which information is shared within this institution	2.52	2.75	2.57	3.21
11	The extent to which institutional teams use problem-solving techniques	2.98	2.85	2.98	3.00
15	The extent to which I am able to appropriately influence the direction of this institution	2.88	2.66	2.52	3.54
16	The extent to which open and ethical communication is practiced	3.12	2.96	3.02	3.57
22	The extent to which this institution has been successful in positively motivating my performance	3.11	3.24	3.06	4.03
25	The extent to which a spirit of cooperation exists at this institution	3.06	3.07	3.06	3.38
29	The extent to which institution-wide policies guide my work	3.52	3.43	3.31	3.57
32	The extent to which this institution is appropriately organized	2.80	2.94	2.76	3.14
38	The extent to which I have the opportunity for advancement	2.80	2.95	2.90	3.74
41	The extent to which I receive adequate information regarding important activities	3.20	3.41	3.25	3.52
44	The extent to which my work is guided by clearly defined administrative processes	3.17	3.09	3.04	3.24

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



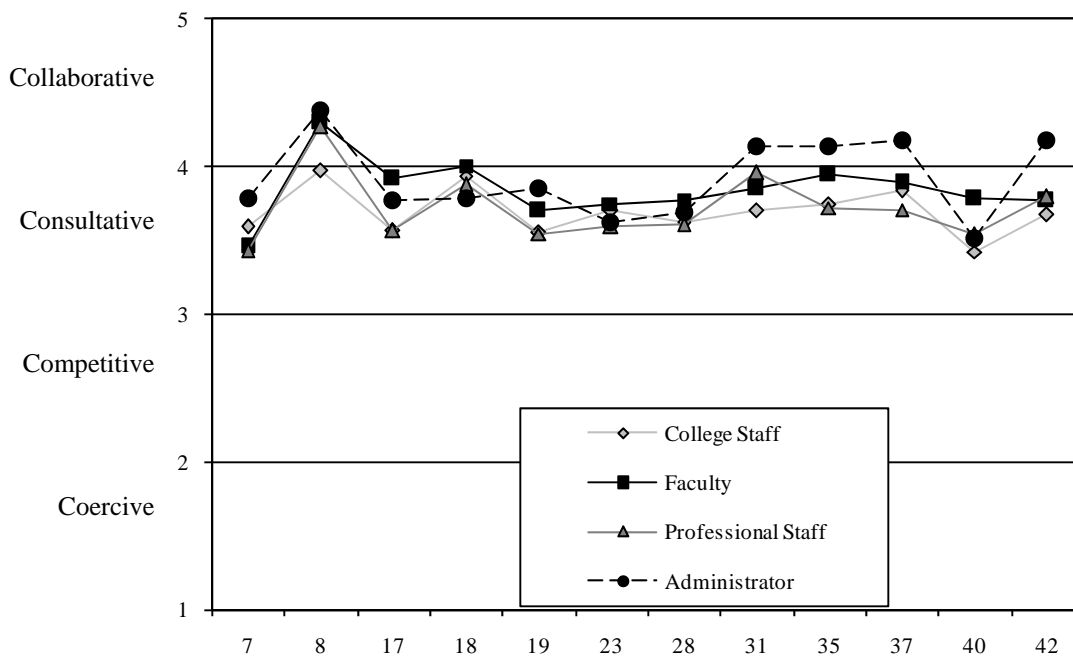
<b>Teamwork</b>		<b>Coleege Staff</b>	<b>Faculty</b>	<b>Professional Staff</b>	<b>Administrator</b>
3	The extent to which there is a spirit of cooperation within my work team	3.51	3.64	3.82	4.38
14	The extent to which my primary work team uses problem-solving techniques	3.38	3.46	3.49	3.86
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.45	3.41	3.84	4.00
33	The extent to which my work team provides an environment for free and open expression	3.41	3.69	3.75	4.14
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.43	3.44	3.63	3.76
43	The extent to which a spirit of cooperation exists in my department	3.50	3.66	3.88	4.29

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



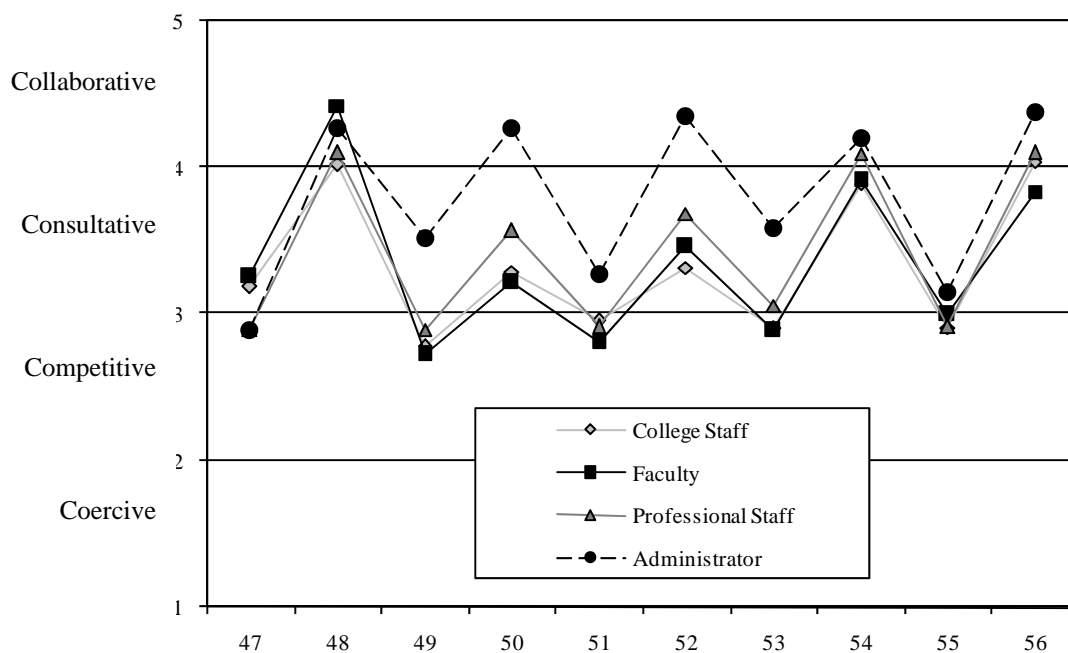
Student Focus		Coleege Staff	Faculty	Professional Staff	Administrator
7	The extent to which student needs are central to what we do	3.60	3.46	3.43	3.79
8	The extent to which I feel my job is relevant to this institution's mission	3.97	4.30	4.27	4.38
17	The extent to which faculty meet the needs of the students	3.57	3.92	3.57	3.78
18	The extent to which student ethnic and cultural diversity are important	3.94	4.01	3.88	3.79
19	The extent to which students' competencies are enhanced	3.56	3.70	3.55	3.85
23	The extent to which non-teaching professional personnel meet the needs of the students	3.70	3.75	3.59	3.62
28	The extent to which classified (supporting) personnel meet the needs of the students	3.62	3.78	3.61	3.69
31	The extent to which students receive an excellent education	3.70	3.85	3.96	4.14
35	The extent to which this institution prepares students for a career	3.74	3.94	3.72	4.14
37	The extent to which this institution prepares students for further learning	3.84	3.90	3.71	4.18
40	The extent to which students are assisted with their personal development	3.43	3.79	3.54	3.52
42	The extent to which students are satisfied with their educational experience	3.68	3.77	3.80	4.19

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



Customized		Coleege Staff	Faculty	Professional Staff	Administrator
47	The extent to which our central business operations such as accounting, purchasing, and computer operations serve employees	3.19	3.25	2.90	2.90
48	The extent to which my actions reflect the college's core values	4.02	4.42	4.10	4.28
49	The extent to which faculty and/or staff are involved in development of new policies and procedures	2.78	2.72	2.90	3.52
50	The extent to which I am satisfied with the overall leadership of TCC	3.29	3.22	3.57	4.28
51	The extent to which there is a positive relationship between faculty and/or staff with administration/regents	2.96	2.81	2.92	3.27
52	The extent to which my job performance is evaluated fairly	3.32	3.46	3.69	4.36
53	The extent to which my supervisor addresses low-performing or detrimental team-member	2.91	2.88	3.06	3.59
54	The extent to which TCC offers a safe work environment for me	3.89	3.91	4.10	4.21
55	The extent to which employee issues are effectively resolved	2.91	2.99	2.91	3.15
56	The extent to which I feel I have good employee benefits	4.04	3.84	4.11	4.38

**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 improvement for each personnel classification among the standard PACE items and the top three priorities for improvement from the customized items developed specifically for Tulsa Community College.

**Table 12.** Priorities for Change: College Staff

<b>Area to Change</b>		<b>Mean</b>
10	The extent to which information is shared within this institution	2.52
32	The extent to which this institution is appropriately organized	2.80
38	The extent to which I have the opportunity for advancement	2.80
4	The extent to which decisions are made at the appropriate level	2.80
15	The extent to which I am able to appropriately influence the direction of this institution	2.88
11	The extent to which institutional teams use problem-solving techniques	2.98
25	The extent to which a spirit of cooperation exists at this institution	3.06
22	The extent to which this institution has been successful in positively motivating my performance	3.11
16	The extent to which open and ethical communication is practiced	3.12
44	The extent to which my work is guided by clearly defined administrative processes	3.17
<b>Area to Change—Customized</b>		<b>Mean</b>
49	The extent to which faculty and/or staff are involved in development of new policies and procedures	2.78
53	The extent to which my supervisor addresses low-performing or detrimental team-member	2.91
55	The extent to which employee issues are effectively resolved	2.91

**Table 13.** Priorities for Change: Faculty

<b>Area to Change</b>		<b>Mean</b>
15	The extent to which I am able to appropriately influence the direction of this institution	2.66
10	The extent to which information is shared within this institution	2.75
4	The extent to which decisions are made at the appropriate level	2.76
11	The extent to which institutional teams use problem-solving techniques	2.85
32	The extent to which this institution is appropriately organized	2.94
38	The extent to which I have the opportunity for advancement	2.95
16	The extent to which open and ethical communication is practiced	2.96
25	The extent to which a spirit of cooperation exists at this institution	3.07
44	The extent to which my work is guided by clearly defined administrative processes	3.09
30	The extent to which work outcomes are clarified for me	3.17
<b>Area to Change—Customized</b>		
49	The extent to which faculty and/or staff are involved in development of new policies and procedures	2.72
51	The extent to which there is a positive relationship between faculty and/or staff with administration/regents	2.81
53	The extent to which my supervisor addresses low-performing or detrimental team-member	2.88

**Table 14.** Priorities for Change: Professional Staff

<b>Area to Change</b>	<b>Mean</b>
15 The extent to which I am able to appropriately influence the direction of this institution	2.52
10 The extent to which information is shared within this institution	2.57
32 The extent to which this institution is appropriately organized	2.76
4 The extent to which decisions are made at the appropriate level	2.78
38 The extent to which I have the opportunity for advancement	2.90
11 The extent to which institutional teams use problem-solving techniques	2.98
16 The extent to which open and ethical communication is practiced	3.02
44 The extent to which my work is guided by clearly defined administrative processes	3.04
22 The extent to which this institution has been successful in positively motivating my performance	3.06
25 The extent to which a spirit of cooperation exists at this institution	3.06
<b>Area to Change—Customized</b>	<b>Mean</b>
47 The extent to which our central business operations such as accounting, purchasing, and computer operations serve employees	2.90
49 The extent to which faculty and/or staff are involved in development of new policies and procedures	2.90
55 The extent to which employee issues are effectively resolved	2.91

**Table 15.** Priorities for Change: Administrator

<b>Area to Change</b>	<b>Mean</b>
11 The extent to which institutional teams use problem-solving techniques	3.00
32 The extent to which this institution is appropriately organized	3.14
4 The extent to which decisions are made at the appropriate level	3.18
10 The extent to which information is shared within this institution	3.21
44 The extent to which my work is guided by clearly defined administrative processes	3.24
25 The extent to which a spirit of cooperation exists at this institution	3.38
5 The extent to which the institution effectively promotes diversity in the workplace	3.43
41 The extent to which I receive adequate information regarding important activities	3.52
40 The extent to which students are assisted with their personal development	3.52
15 The extent to which I am able to appropriately influence the direction of this institution	3.54
<b>Area to Change—Customized</b>	<b>Mean</b>
47 The extent to which our central business operations such as accounting, purchasing, and computer operations serve employees	2.90
55 The extent to which employee issues are effectively resolved	3.15
51 The extent to which there is a positive relationship between faculty and/or staff with administration/regents	3.27

## Comparative Analysis: Demographic Classifications

As depicted in Table 16, Employees working on the Southeast campus rated the climate highest (3.69), while those who work at the Conference Center rated the climate lowest (3.32). Part time regular employees rated the climate higher (3.75) than those with full time appointments (3.44). Administrative Affairs Employees rated the climate highest in the employee group (3.71) and Business Affairs employees rated the climate lowest (3.09). In terms of length of employment, those individuals with less than 1 year of employment rated the climate highest (4.12), while respondents who have worked for 20 years or more rated the climate lowest with a composite rating of 3.23.

**Table 16.** Mean Climate Scores as Rated by Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
<b>What is your personnel classification:</b>						
College Staff	3.56	3.12	3.45	3.69	3.35	3.42
Faculty	3.57	3.11	3.55	3.84	3.37	3.49
Professional Staff	3.69	3.08	3.74	3.71	3.43	3.50
Administrator	4.15	3.52	4.07	3.88	3.80	3.87
<b>What is your gender:</b>						
Male	3.66	3.29	3.68	3.85	3.49	3.59
Female	3.63	3.09	3.56	3.76	3.38	3.48
<b>What is your race/ethnicity</b>						
African American	3.52	2.94	3.60	3.22	3.34	3.28
American Indian	3.72	3.26	4.05	3.92	3.48	3.66
Caucasian	3.67	3.18	3.60	3.81	3.43	3.53
Other (including Asian American and Hispanic)	3.26	2.72	3.24	3.72	3.15	3.20
<b>What campus is your primary work location:</b>						
Metro	3.55	2.94	3.51	3.69	3.24	3.39
Northeast	3.51	3.00	3.44	3.73	3.33	3.39
Southeast	3.80	3.34	3.78	3.93	3.58	3.69
West	3.80	3.37	3.77	3.86	3.53	3.66
Conference Center	3.41	3.08	3.36	3.59	3.32	3.32
<b>What is your current employment status:</b>						
Full-time	3.61	3.02	3.56	3.73	3.34	3.44
Part-time	3.72	3.57	3.72	3.97	3.65	3.75

\* 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*
<b>What is your primary work schedule:</b>						
Day	3.62	3.12	3.61	3.76	3.40	3.49
Evening and Weekend	3.78	3.54	3.77	3.91	3.69	3.74
Flexible	3.62	3.02	3.37	3.81	3.30	3.44
<b>How many years have you been employed at TCC:</b>						
Less than 1 year	4.24	3.97	4.15	4.18	4.02	4.12
1 - 4 years	3.80	3.45	3.75	3.85	3.59	3.69
5 - 9 years	3.42	2.93	3.33	3.70	3.25	3.32
10 - 14 years	3.77	3.09	3.77	3.65	3.34	3.52
15 -19 years	3.41	2.86	3.31	3.67	3.21	3.28
20 years or more	3.33	2.66	3.39	3.74	3.13	3.23
<b>In which area are you employed:</b>						
Academic Affairs	3.64	3.19	3.62	3.82	3.45	3.54
Administrative Affairs	3.91	3.36	3.79	3.88	3.59	3.71
Student Affairs	3.75	3.03	3.71	3.73	3.36	3.50
Business Affairs	3.08	2.80	3.15	3.54	3.20	3.09
Community Affairs	3.86	3.33	3.80	3.94	3.53	3.68

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

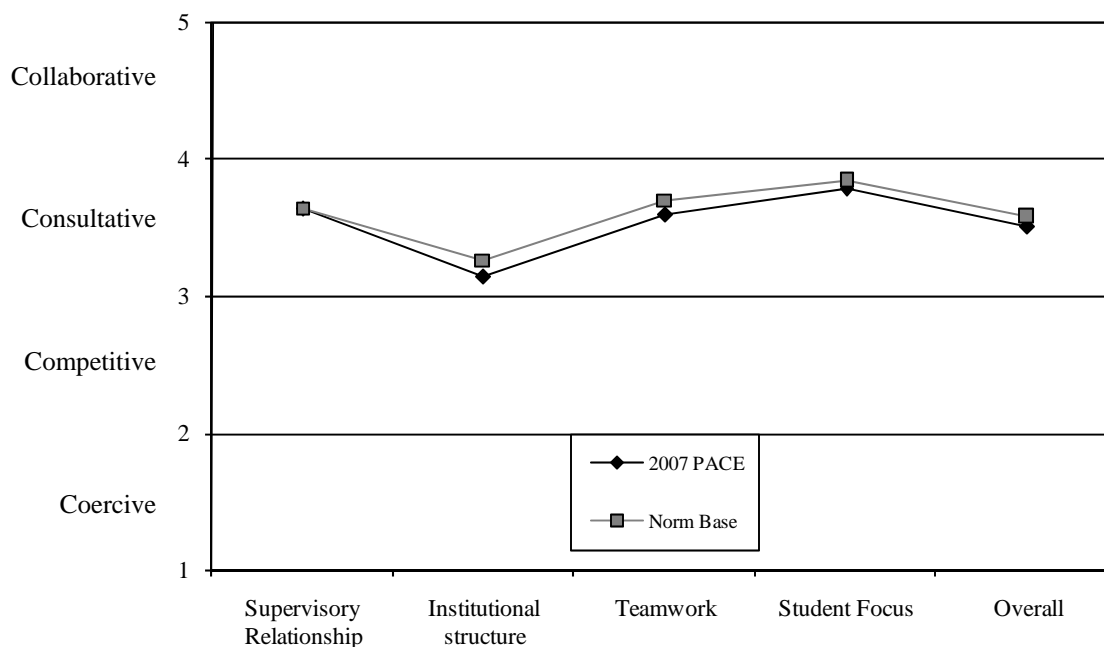
## Comparative Analysis: Norm Base

Table 17 shows how TCC compares with the NILIE PACE Norm Base, which includes approximately 45 climate studies conducted at two-year institutions since 2005. 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. Figure 9 also shows how TCC compares with data from 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	Norm Base*
Supervisory Relationships	3.63	3.64
Institutional Structure	3.14	3.26
Teamwork	3.59	3.70
Student Focus	3.78	3.84
Overall	3.51	3.57

**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

<b>Supervisory Relationships</b>		<b>TCC Mean</b>	<b>Norm Base</b>
2	The extent to which my supervisor expresses confidence in my work	4.04	4.06
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.89	3.85
12	The extent to which positive work expectations are communicated to me	3.47	3.52
13	The extent to which unacceptable behaviors are identified and communicated to me	3.43	3.44
20	The extent to which I receive timely feedback for my work	3.48	3.49
21	The extent to which I receive appropriate feedback for my work	3.51	3.52
26	The extent to which my supervisor actively seeks my ideas	3.65	3.65
27	The extent to which my supervisor seriously considers my ideas	3.70	3.70
30	The extent to which work outcomes are clarified for me	3.27*	3.45
34	The extent to which my supervisor helps me to improve my work	3.60	3.56
39	The extent to which I am given the opportunity to be creative in my work	4.05	3.97
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.45	3.54
46	The extent to which professional development and training opportunities are available	3.88*	3.60
<b>Mean Total</b>		<b>3.63</b>	<b>3.64</b>

\*T-test results indicate a significant difference at alpha=0.05 level

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

<b>Institutional Structure</b>	<b>TCC Mean</b>	<b>Norm Base</b>
1 The extent to which the actions of this institution reflect its mission	3.68	3.72
4 The extent to which decisions are made at the appropriate level	2.81*	3.07
5 The extent to which the institution effectively promotes diversity in the workplace	3.73	3.63
6 The extent to which administrative leadership is focused on meeting the needs of students	3.42	3.53
10 The extent to which information is shared within the institution	2.70*	2.93
11 The extent to which institutional teams use problem-solving techniques	2.92*	3.11
15 The extent to which I am able to appropriately influence the direction of this institution	2.78*	3.04
16 The extent to which open and ethical communication is practiced	3.07	3.10
22 The extent to which this institution has been successful in positively motivating my performance	3.24	3.27
25 The extent to which a spirit of cooperation exists at this institution	3.09	3.17
29 The extent to which institution-wide policies guide my work	3.45	3.48
32 The extent to which this institution is appropriately organized	2.89*	3.06
38 The extent to which I have the opportunity for advancement	2.96	3.09
41 The extent to which I receive adequate information regarding important activities	3.34*	3.47
44 The extent to which my work is guided by clearly defined administrative processes	3.12*	3.29
<b>Mean Total</b>	<b>3.14</b>	<b>3.26</b>

\*T-test results indicate a significant difference at alpha=0.05 level

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

<b>Teamwork</b>	<b>TCC Mean</b>	<b>Norm Base</b>
3 The extent to which there is a spirit of cooperation within my work team	3.69	3.80
14 The extent to which my primary work team uses problem-solving techniques	3.47*	3.67
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.54	3.64
33 The extent to which my work team provides an environment for free and open expression	3.65	3.74
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.49*	3.68
43 The extent to which a spirit of cooperation exists in my department	3.70	3.71
<b>Mean Total</b>	<b>3.59</b>	<b>3.70</b>

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

<b>Student Focus</b>	<b>TCC Mean</b>	<b>Norm Base</b>
7 The extent to which student needs are central to what we do	3.52*	3.69
8 The extent to which I feel my job is relevant to this institution's mission	4.21	4.25
17 The extent to which faculty meet the needs of students	3.76	3.80
18 The extent to which student ethnic and cultural diversity are important at this institution	3.95*	3.77
19 The extent to which students' competencies are enhanced	3.65	3.74
23 The extent to which non-teaching professional personnel meet the needs of the students	3.70	3.74
28 The extent to which classified (supporting) personnel meet the needs of the students	3.70	3.72
31 The extent to which students receive an excellent education at this institution	3.85*	3.98
35 The extent to which this institution prepares students for a career	3.87	3.92
37 The extent to which this institution prepares students for further learning	3.88*	4.01
40 The extent to which students are assisted with their personal development	3.63	3.65
42 The extent to which students are satisfied with their educational experience	3.78	3.82
<b>Mean Total</b>	<b>3.78</b>	<b>3.84</b>
<b>Overall Total</b>	<b>3.51</b>	<b>3.57</b>

\*T-test results indicate a significant difference at alpha=0.05 level

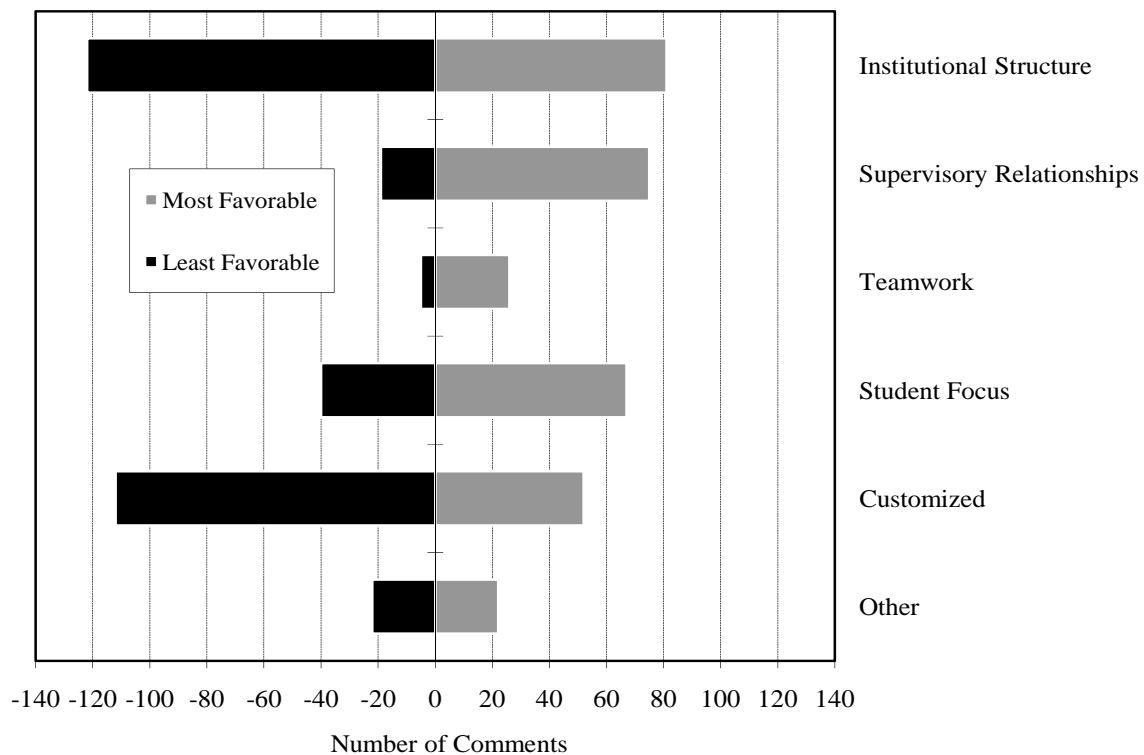
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 350 Tulsa Community College employees who completed the PACE survey, 60.6% (212 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 section 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

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
1	Institutional Structure (n=81)	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>Working at TCC has been a very welcome change. The low stress level makes teaching more enjoyable. It is a friendly environment and I am treated as a professional.</i></p> <p><i>TCC has given me the opporunity to do something I love to do - teach. Overall, I am impressed with the entire organization.</i></p> <p><i>I have been impressed with the level of trust conveyed to me personally by the people that I work for. In the time that I have worked at TCC, I have not encountered anyone who is negative or unprofessional with me or with the students I see them with.</i></p> <p><i>Working at TCC is like being part of a family. We are encouraged to talk with others to resolve issues. I truly enjoy working here and see myself here many years to come.</i></p> <p><i>I appreciate the professional environment here at TCC. It is a good place to work.</i></p> <p><i>I love that I work in an institution that can make such a strong contribution to the welfare of so many people and so much in this country.</i></p> <p><i>A great place to work with caring people. There is a great deal of change occuring at TCC and I find that to be very favorable.</i></p>	39
		<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>General feeling of goodwill, openness and people working together for common goals w both students and staff.</i></p> <p><i>Great working team. We are effective and creative in attempts to meet student needs.</i></p> <p><i>As an employee, I am very satisfied. People are kind, friendly, and cooperative.</i></p> <p><i>The Campus is a great enviroment to work in and support from other areas is good.</i></p>	21

**Table 22.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>Those on the frontline still believe in the TCC mission and core values feeling they are an integral part of day to day operations as we prepare students for employment or continued education.</i></p> <p><i>I believe TCC strives to be a mission-driven institution.</i></p> <p><i>I believe 90% of the TCC family is working hard to uphold the mission of the college, where the focus is on the students.</i></p>	7
		<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>Our leadership is creative and innovative in meeting the needs of the community, especially our students.</i></p> <p><i>I feel the administration is focused on the needs of the students as they relate to work force development and the needs of the community.</i></p>	5
		<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>I love many of the changes happening at TCC over the last few years. The idea of shared governance and the opportunity to be more involved in the process is exciting and very fulfilling.</i></p> <p><i>Lots of oppertunity to make a difference at this institution</i></p>	3
		<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>I have been promoted within the college</i></p> <p><i>Also, providing the opportunity for advancement to Associate Professor</i></p>	3
		<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>Supportive work environment that values diversity and encourages respect for all.</i></p>	2



**Table 22.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>I receive good communication through email and notices placed in my box in the office.</i></p>	1
2	Supervisory Relationship (n=75)	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>We are given a free reign creatively and I appreciate that as I use a lot of films and handouts</i></p> <p><i>The best thing about being a faculty member at TCC is the opportunity to creatively and enthusiastically teach my students. I have a great deal of freedom to develop lectures, learning materials, tests, etc. as I see fit.</i></p> <p><i>The freedom to develop courses using the faculties best practices is a positive.</i></p> <p><i>I am allowed to perform my job in the way I see fit, under the constraints of the institutional rules and programmatic accreditation rules. The freedom I am allowed in teaching, and setting my own schedule is a great aspect of my job.</i></p>	26
		<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>My supervisor is available and flexible. My supervisor seeks me to help in a variety of situations.</i></p> <p><i>My supervisor is my best support.</i></p> <p><i>I have always felt that my supervisor trusted my ability to do my job well, and that means a lot to me. He/She confers with me occasionally and always makes helpful suggestions if I have a problem.</i></p> <p><i>My immediate supervisor is extremely supportive</i></p>	21
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>I've always believed that TCC is a place where anyone can begin post-secondary academics, participate in community events, receive life-long courses and keep up with their professional development. The institution is generous in providing opportunities for staff development.</i></p>	17

**Table 22.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><i>Continuing education and professional development opportunities are readily available and a great opportunity for employees, time permitting.</i></p> <p><i>Professional development opportunities are abundant -- SPOD, and training outside of TCC that is specific to the department.</i></p> <p><i>TCC has given me the opportunity to work in an environment that promotes growth and development of career knowledge as well as personal growth. Workshops are made available throughout the year.</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 appreciate the fact that my supervisor is very open to my ideas and is a great listener. This person understands my needs to contribute to the division in different ways than normal division staff do.</i></p> <p><i>My supervisor is the entire reason I am still here at this job. This person is extremely fair and always values my input and ideas.</i></p>	3
		<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>My supervisor is available for coaching and advice as needed.</i></p>	3
		<p><u>20— The extent to which I receive timely feedback for my work</u></p> <p><i>My Supervisor is very positive towards me and my work. On a regular basis I receive feedback on performance.</i></p>	2
		<p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>Everyone seems very respectful of my ideas, talents and personal convictions.</i></p>	2
		<p><u>30— The extent to which work outcomes are clarified for me</u></p> <p><i>Full time faculty members are very helpful to me as I attempt to meet the criteria for their classes in my part time classes. This is a good working relationship.</i></p>	1

**Table 22.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
3	Student Focus (n=67)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>Faculty and staff, for the most part, have a genuine desire for students to succeed in their educational and occupational goals, and to do everything they can to contribute to that success.</i></p> <p><i>TCC is very committed to the student body. The general atmosphere of TCC is to do whatever needs to be done to help the student..</i></p> <p><i>Significant focus on student learning and success</i></p> <p><i>In our most important overall objective of educating students, we are most successful. Everyday, I encounter students and former students whose lives are transforming or transformed by their experience at this college.</i></p> <p><i>The students should always be the #1 priority in an institution of learning from pre-school through the end of learning. I feel TCC does this more than not.</i></p>	26
		<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>I have taken courses at TCC several time and many time the instructors (that I had) are more effective teachers than instructors I've had a a four year college.</i></p> <p><i>The faculty are the most powerful asset of the institution. It never ceases to amaze me how dedicated and how high-performing they are.</i></p> <p><i>The most favorable people at TCC are the instructors</i> <i>The instructors are very concerned about students' success and meeting the needs of the students.</i></p>	12
		<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>I feel the support staff is very helpful and knowledgeable about most anything that may come up. They are friendly, kind, and eager to assist.</i></p> <p><i>Most classified staff are hard working and very helpful to students and staff.</i></p> <p><i>Also, the administrative staff has provided very good response and service for most of my requests.</i></p>	7

**Table 22.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>This college offers a wonderful education for students. The Tulsa Achieves is the best idea to come down the pike in a long time (if ever).</i></p> <p><i>For the most part, students get a great education at TCC. Of course, there is always room for improvement.</i></p>	7
		<p><u>40— The extent to which students are assisted with their personal development</u></p> <p><i>Opportunities to better meet student needs with online courses, 8-week, 4-week, weekend courses, etc.</i></p> <p><i>What happens in the classes positively changes and enriches the lives of our students.</i></p>	5
		<p><u>8— The extent to which I feel my job is relevant to this institution's mission</u></p> <p><i>My job and my actions reinforce this by preparing students for the next academic level and supporting the administration by being enthusiastic about the curriculum I teach and what is available.</i></p> <p><i>As a faculty member, I feel I am making a difference in the life of my students.</i></p>	3
		<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>The college does a wonderful job of providing support to disabled students, including providing well-trained support personnel and appropriate accommodations and tremendous faculty support for working with disabled students in their classrooms.</i></p> <p><i>The atmosphere is great for learning and promotes interaction between teacher and student.</i></p>	3
		<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>Services are good, and counselors seem dedicated</i></p>	2

**Table 22.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>TCC does an excellent job preparing students for careers in specific areas--T/O such as nursing and allied health.</i></p>	2
4	Customized (n=52)	<p><u>56— The extent to which I feel I have good employee benefits</u></p> <p><i>One of the best things is the benefits. TCC offers a wonderful benefit package.</i></p> <p><i>I am very happy with benefits and provide a sense of security that I can do my job and feel comfortable that insurance, etc. are taken care of.</i></p> <p><i>Benefits are very good here. We have seen an increase in paid leave time. Small things like fitness center membership really help. Considering how much TCC has to pay for employee health insurance, it's nice to be able to get other benefits, too.</i></p> <p><i>We have great benefits, decent pay, and a lot of holidays.</i></p> <p><i>The pay scale for adjunct is extremely desirable and fair for the work done.</i></p> <p><i>I am being compensated more fairly than ever before as a result of recent changes in faculty compensation</i></p> <p><i>Implementation of merit pay have provided motivation to strive for excellence.</i></p>	37
		<p><u>50— The extent to which I am satisfied with the overall leadership of TCC</u></p> <p><i>The upper administration seems to recognize achievement and does care about the employees.</i></p> <p><i>Associate Deans on our Campus are great. They are responsive and work to improve the teaching experience as well as the student experience</i></p> <p><i>I am very impressed with our President and his leadership being conveyed and accepted by the staff. We definitely have a team group at the top and my hope to to expand this leadership in further development in other areas of the college that need work.</i></p>	11

**Table 22.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>54— The extent to which TCC offers a safe work environment for me</u></p> <p><i>The southeast campus is a safe environment both for the students and the faculty. I appreciate this aspect of such a large environment.</i></p> <p><i>Very impressed with the work TCC has done re: student/staff safety. Fire drills, emergency kits, radios, updates on suspicious activities.</i></p>	4
5	Teamwork (n=26)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>Communication and cooperation in my department and among my colleagues is excellent.</i></p> <p><i>The faculty at our campus are very collegial. Working with this group of people is beneficial to my professional development and my attitude!</i></p> <p><i>The high degree to which my department works together and helps each other is wonderful.</i></p> <p><i>I am comfortable within my division. Our division office runs smoothly</i></p>	16
		<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I feel teamwork is evident within the staff personnel; staff is willing to assist and very helpful.</i></p> <p><i>The group I am in is supportive, creative and open to new ideas. The focus is on what's best for the group based on student, campus and college needs.</i></p>	8
		<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>The relationship between myself, my boss and co-workers is great with lots of communication and openness. We're all allowed to express our thoughts and views freely.</i></p>	1
		<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>My department has a good working relationship across the three academic campuses.</i></p>	1

**Table 22.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
6	Other (n=22)	<p><u>Facilities</u></p> <p><i>I like the physical plant of Southeast campus.</i></p> <p><i>Facilities are getting a little dated, but generally good - and some of the newer areas are outstanding! Well maintained facilities and grounds.</i></p> <p><i>Areas most favorable are the physical plants and the grounds which I have always felt are pleasant and well arranged for students. Faculty and administration are well accommodated with functional but not ostentatious office and meeting spaces.</i></p>	8
		<p><u>Technology/Equipment</u></p> <p><i>I have easy access to copying and printing, fast computers with updated software, and any technology equipment I may need for class..</i></p> <p><i>New technology is provided for classrooms to enhance delivery of material. College-wide web course sites (Blackboard) and email accounts make online courses possible.</i></p>	8
		<p><u>Community</u></p> <p><i>Well developed community and industry partnerships</i></p> <p><i>I believe we do provide a valuable service to the community in offering the first two years of college and opportunities for individuals to earn certificates or special training.</i></p>	6

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

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
1	Institutional Structure (n=122)	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>People are often placed in administrative positions without prior work experience or mentoring. Therefore they have no administrative experience and are learning as they go. This puts staff in limbo when situations or questions arise that the new administrator is unfamiliar with.</i></p> <p><i>Too many administrators, no deans of instruction (desperately needed)</i></p> <p><i>The separate campuses fostered competition and a degree of non-cooperativeness. Perhaps having one Math Dept, one Psychology Dept, etc. would improve the quality of our product.</i></p> <p><i>Our organization has too many administrative layers, many with no authority to do anything. Secretaries can refuse equipment orders, travel reimbursement, and other things that have been approved by 2 - 4 administrators.</i></p> <p><i>There are many fine full-time and adjunct instructors at TCC, but I think shortages in some areas result in the hiring of individuals with real-world knowledge, but no teaching experience.</i></p> <p><i>Distance Learning is viewed as an Academic Division when it should only be a support mechanism for existing Divisions. Distance Learning should be viewed as it is, a method of learning. .... Technical staff is divided into sub areas and poorly managed. There should be one technical support and information commons.</i></p>	22



**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>Response time on important issues may not be provided in as timely manner as one desires but they do generally arrive.</i></p> <p><i>Communication tends to break down as it moves lower through the organization. The top management sets direction but often this breaks down before it reaches those on the front lines who interface daily with students..</i></p> <p><i>Tulsa Community College has a multiple campus organization which often leads to poor communication and the lack of overall coordination of academic programs.</i></p> <p><i>There is not enough communication among administrators at the College, regardless of what administrative level. The left hand never knows what the right hand is doing.</i></p>	19
		<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>As a part time staff member, I feel no value to the college as a whole. We haven't IDs, we can't access the fitness center unless we pay a fee or take a class, we can't check out a library book and we can't have a key to unlock rooms that we frequently use.</i></p> <p><i>I am very concerned with the direction of the college as it is not the same student-centered environment that I entered. It is an environment that pits "campus against campus" and "colleague against colleague" in a race for higher enrollment statistics and promotions</i></p> <p><i>Being a "good soldier" gets you little here. Attending "required" meetings, filling out "required" forms and assessments is demoralizing when you see others "blow it off" and ignore it, without repercussion.</i></p> <p><i>The climate has certainly gone down hill in recent years to an all time low at this point. I haven't heard a positive comment and this is not good.</i></p> <p><i>I am concerned about the climate, an atmosphere of backfighting and distrust at the moment.</i></p>	16

**Table 23.** Continued

Priority	Domain	Themes	Number of Comments
		<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>The most frustrating thing about being a faculty member at TCC is the excessive amount of meetings, paperwork, etc. that takes away from the time and energy that I would rather be devoting to teaching. Being forced to sit through hours of motivational speeches is insulting and leads to the conclusion that the administration does not highly value our time.</i></p> <p><i>We exist on 4 official campuses and one extension campus, and each campus tends to function as a separate world, with widely differing policies. For example, the math department at the southeast campus administers department-wide finals (every student in beginning algebra takes the same final, for instance) developed by administrative members of the department, to which the instructors are not privy, which leaves them in the uncomfortable position of having to teach to a test, and one they haven't even seen. This policy is not used on any other campus, though a move is underway at the west campus to adopt this policy.</i></p> <p><i>The College does not have and use a long-term strategic plan nor a short-term operational plan. We seem to wander from one "good idea" to the next without appropriate planning and/or follow-up. It is very difficult for unit-level supervisors to plan their action projects without better and more timely strategic direction from administration. We need to more fully staff and utilize the Planning and Institutional Research Office to be more effective and efficient with institutional pursuits.</i></p> <p><i>The College does not have and use a long-term strategic plan nor a short-term operational plan. We seem to wander from one "good idea" to the next without appropriate planning and/or follow-up. It is very difficult for unit-level supervisors to plan their action projects without better and more timely strategic direction from administration.</i></p>	14

**Table 23.** Continued

Priority	Domain	Themes	Number of Comments
		<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>Even though jobs are advertised as being "open," most Supervisors already know who they are going to hire/recommend for the job. It is usually a friend of a friend, a relative of a friend or a friend of someone who held the job previously. Not fair and not legal under Oklahoma law. Any one truly "new" to TCC does not stand a chance of gaining employment!</i></p> <p><i>For the vast majority of staff there is no opportunity for advancement at TCC. Once you've been here for several years, most upward mobility brings no pay increase.</i></p> <p><i>Professional mobility and incentives do not seem fair for administration to professional staff and classified - there seems to be a disparity gap between each level. The evaluation and merit pay system is far from close to being a good tool, but has the potential to be one.</i></p> <p><i>The most frustrating thing about being a faculty member at TCC is realizing that outstanding teaching is not highly valued by the institution. All you have to do is look at the application for promotion to Associate Professor. The application form indicates that teaching success counts for 5 points out of 100. On the other hand, showing public commitment to the goals of TCC counts for 40 points, demonstrating a commitment to professional development counts for 30 points, and an essay expressing a commitment to the mission of TCC counts for 25 points. So if you are a mediocre teacher who serves on a lot of committees, takes a lot of staff development courses, and can write a good essay, you will get promoted. If you are an outstanding teacher who would rather teach than serve on committees, who thinks that reading books in your own field is better professional development than attending a course sponsored by TCC, and who believes that years of outstanding teaching is a better indication of commitment to the mission of TCC than a one-page essay, you have little chance of being promoted.</i></p>	11

**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p><i>Conference Center often appears not to be aware of important student dates: ask for reports during peak times when we're addressing student needs, demand information prior to the completion date (i.e. schedule info)</i></p> <p><i>The dates for submitting the appropriate paperwork have repeatedly been given at short notice and then last year kept changing.</i></p> <p><i>It is difficult though trying to muddle through so many processes with no one to show you how to do things. There is an additude of those in supervisory positions that a new person should just know how to do things and no understanding or support for a learning curve or appreciation that a person must be taught in order to know the how's of things or mistakes will be made.</i></p>	9
		<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>There is a blatant lack of collegiality at TCC. Communication is problematic. There are way too many turf wars going on.</i></p> <p><i>Cooperation among the campuses with personnel at the conference center is always either challenging or oppositional to the "One College" mantra.</i></p>	7
		<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>Many times decisions are reached at an administrative level without first having considered how those decisions affect the student.</i></p> <p><i>If every administrator taught one class a year, they would save a lot of money on consultants. They would know through experience what are students need, what they're getting, and what they're not getting. And how much the school can actually address student needs.</i></p>	6

**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Committees are called to work on items and then nothing they suggest is done because all the decisions were made before even calling the committee. Such a waste of time.</i></p> <p><i>I feel many decisions are made by administrators without the input of any of the employees affected by said decisions.</i></p>	6
		<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>Currently some ADs 'allow' faculty to sit in on a teaching session or to occasionally review CVs, but faculty have no determining influence on new faculty hiring - or retention - of new faculty. Some ADs do not allow even this much participation</i></p> <p><i>I do not feel that as a part-time faculty member, I have any input as to the policies of the college or the direction it is going.</i></p>	5
		<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>Good progress on outreach activities but not celebrating MLK Jr. Day as a TCC holiday is a major problem in the community and the college. This is a set back in the area of diversity.</i></p>	3
		<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>One of the most things I found disturbing while employed at TCC is the lack of communication and respect different divisions have for one another. I am caught in the middle when one administrator in a higher position sends emails to me to pass along to my supervisor, simply because they do not want to deal with that particular person. I also don't like the fact that there is a high level of disrespect from one division to another.</i></p>	3

**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>This used to be THE place to work .... Since then there is a top heavy, top-down mentality of how TCC will work. While the school still is probably better than most places, it is a shame how far we have fallen in terms of what the administration thinks is important ie, community service, research, publishing. We need to keep our mission: to teach.</i></p>	1
2	Customized (n=112)	<p><u>56— The extent to which I feel I have good employee benefits</u></p> <p><i>If part time personnel had the option to self insure with the same rates as full time faculty, it would help us out tremendously. The college would see many more people wanting to add their talents to the teaching faculty on a part time basis because we don't need the money as much as we need the insurance group policy, even if we pay for it ourselves.</i></p> <p><i>Promotion and merit pay policies have been developed that are intentionally hurtful, arbitrary and demoralizing. Committee work, grant-seeking, and publishing are valued more than teaching. Many faculty now say that they have had to cut back on writing assignments in their classes, because committee work has left them with insufficient time to grade and give students feedback.</i></p> <p><i>Very disappointed with the wage and salary survey. Lowered salary levels on positions that require a great deal of responsibility and knowledge -- when the expectation was that these positions would be getting raises. The performance appraisals being tied to pay increases could tend to discourage cooperation of staff competing for pay increases..</i></p> <p><i>The new Merit pay and Rank and Promotion processes create a devise and competitive atmosphere for faculty. It is not well defined and faculty receive conflicting instructions. The new Merit pay process is subjective from one department to another and does little to motivate faculty to succeed or be creative. It is not applied equally to all faculty on all campuses</i></p>	25

Table 23. Continued

Priority	Domain	Themes	Number of Comments
51		<p><u>The extent to which there is a positive relationship between faculty and/or staff with administration/regents</u></p> <p><i>There seems to be distrust among faculty and administration. From my limited experience, it seems that faculty have the perception that the administration does not value their needs as educators. Sometimes, I think faculty does not feel valued, or maybe they feel minimal value when it comes to the decisions of the administration.</i></p> <p><i>I do not like the constant bickering between certain faculty members and the administration. I do not place all the blame on one side or the other, but I wish they could as a group use problem solving techniques to work things out. I don't think the administration has always been open about their decisions, but I think some faculty are looking for problems.</i></p> <p><i>Least favorable and not really addressed appropriately here is the faculty relationship with staff, administrators and board... Question 51 doesn't accurately reflect the situation. There is an uncomfortable power struggle between faculty and all other groups.</i></p> <p><i>Trust between TCC Leadership and Faculty &amp; Staff is weak based on decisions don't seem to be made with input from faculty &amp; staff, even though leadership asks for input. It seems that leadership only asks for input for political reasons and not because they genuinely plan to examine and use the input in their decision making processes.</i></p>	22
49		<p><u>The extent to which faculty and/or staff are involved in development of new policies and procedures</u></p> <p><i>Policies seem to be determined, THEN we are asked what we think. I don't feel that our input is really wanted or that, when given, it makes a difference. To make changes in academic affairs and so forth without pertinent individuals' input is in direct contradiction to what a successful institution should do. I love this place, but I've watched decision after decision made for us when we should have been making them</i></p>	20

**Table 23.** Continued

Priority	Domain	Themes	Number of Comments
		<p><i>More effort must be made to include those who will have to carry out the policies. Good ideas that are poorly implemented reflect poorly on the college. By including the "front line" staff, TCC will have better ideas for implementing programs. Tulsa Achieves is the perfect example</i></p> <p><i>While the administration praises itself as an "open" door policy for employees and giving all employees opportunities for their voice to be heard, TCC is still a patriarchal governance system. Employees spend countless hours through councils and committees to give "input" to the administration. However, too often, the administration makes decision based on what they want to do. Our administrators do not understand the concept of "shared governance."</i></p> <p><i>Far too many administrative decisions affecting faculty are made at the last minute...then we're the ones who have to do the scrambling to meet the students' needs</i></p> <p><i>Promotion and tenure - faculty should have a stronger voice. In most institutions, tenure decisions are peer review. I think the promotion and tenure process needs further work to be fair, accurate and free of possible political influence.</i></p>	
		<p><u>47— The extent to which our central business operations such as accounting, purchasing, and computer operations serve employees.</u></p>	11
		<p><i>The Accounting Department has not kept up with the progress of the rest of the college. A good example of this is that every year the Accounting Department just rolls over the old budget amounts instead of updating to the new APB amounts.</i></p> <p><i>Purchasing, Accounting, and Budgeting really need work. We received a "Budget" that was based on last years numbers and totally insufficient based on the past several years actual numbers. A budget should be based on real numbers. Our Purchasing Dept. is not helpful and delays getting work done. ... I have personally talked to and received numerous letters and verbal complaints also from Vendors that work with the college on supplying items.</i></p>	



**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><i>The support areas at the conference center in the following areas are not helpful and put up roadblocks for students and staff members: Comptroller Bursar Purchasing These areas are very frustrating to work with because they do not understand the business at the campus level. Quite frankly, I don't think they care enough to even try to understand.</i></p> <p><u>52— The extent to which my job performance is evaluated fairly</u></p> <p><i>If Faculty are evaluated by multiple entities (students, ADs, Provosts, VPs,) why not ADs</i></p> <p><i>The discrepancy between the ways that different supervisors evaluate employees -- all tied in to pay increases. How your evaluation effects your pay increase tends to dominate, rather than how your performance helps meet the TCC mission or meet students' needs.</i></p> <p><i>The recent promotion process has negatively impacted the collaborative, collegial environment of the insitution because it was unfairly administered and has had little or no transparency.</i></p> <p><i>My students complete a survey of my performance each semester, but I've never spoken with an administrator regarding these surveys. I've never been evaluated nor has my performance been reviewed by anyone that I'm aware.</i></p>	9
		<p><u>53— The extent to which my supervisor addresses low-performing or detrimental teammember situations</u></p> <p><i>Supervisor favortism of certain faculty, that are manipulative and don't work well with the general group.</i></p> <p><i>Wish the College would do a better job in getting rid of non-performers, uncooperative performers, etc. rather than just moving them to another location.</i></p> <p><i>My supervisor has told me that although he realizes there are individuals on staff who believe that "just showing up" constitutes their idea of what their job responsibility is, that situtation is acceptable to him and he will do nothing to change their behavior.</i></p>	9

**Table 23.** Continued

Priority	Domain	Themes	Number of Comments
50		<p><u>The extent to which I am satisfied with the overall leadership of TCC</u></p> <p><i>Leadership in my specific department is less than adequate. TCC has not made provision for leadership training. Due to the lack of opportunities for growth, TCC has created inbred leadership styles that are detrimental to work teams. Review of processes need to be created and implemented with not only the perception of the supervisors but the perceptions of those that are being supervised.</i></p> <p><i>I have been disappointed in the top leadership of this institution. In the last two years I have not seen any long range goals or clear direction for the institution.</i></p> <p><i>The Regents are too involved in the details of running the college. The top-down business model of administration hurts the college and stifles participation.</i></p>	7
55		<p><u>The extent to which employee issues are effectively resolved</u></p> <p><i>I do not feel safe or secure - was bullied/harassed (not sexually, but did make for a hostile work environment) by a TCC employee for over year. When I reported the situation (with documentation), I was "counseled" that I should display more assertiveness, confidence (I AM confident and appropriately assertive), and then that I should try to "get along" etc. The other employee framed it as a mere personality conflict, which it most definitely was not. Those who experienced the harassment should not have been blamed for it. It was miserable and demeaning. Handled very badly</i></p> <p><i>It is highly frustrating with the fact that we needed additional help in our area and didn't get any for 3 years, then under "reconstruction" we get employees, that are from other areas, plopped in our laps; we didn't get to even "mold" one employee b/c they were from another division and higher ranking so they wouldn't do certain tasks. .... It has not been a good "fit" for the division, but now we're stuck because someone saw we needed help, and this other employee was at a deadend in their division, so we were the default.</i></p>	5

**Table 23.** Continued

Priority	Domain	Themes	Number of Comments
		<p><u>54— The extent to which TCC offers a safe work environment for me</u></p> <p><i>I put dissatisfied about safety because I think we do not have a comprehensive program in place to assist troubled students. Many of our campus police appear to be elderly and overweight. If we had an incident, we would not be able to easily lock our classroom doors to keep students safe. We need a communication system so we can easily reach emergency personnel if there is a dangerous situation in our classrooms.</i></p> <p><i>I am concerned about safety on campus. The SE campus seems to be so very open to just anyone being able to have access for any part of the campus to enter the building as well as the parking lots. I would like to see some sort of security on campus. At this time, I really don't have an idea of what it would be but seems like there should be a way to have a little bit of security features on campus. Wheather it's staff &amp;/or students wearing I.D. badges or somekind of secure entrance system. Perhaps a student I.D. card to swipe to enter the building. One card for a student to use for everything. Are there any security cameras on campus or in the buildings? Is there an emergency announcement system by speaker, e-mail or even cell phones? I think there's a lot of options to look in to.</i></p>	4
3	Student Focus (n=40)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>We are losing ground in educating students. Distance learning has become the driving force on decisions made for the school. We are treating and referring to students as "customers" instead of learners. Our students are not reading enough and not writing good papers.</i></p> <p><i>The area I find least favorable relates to student learning. I'm concerned that the college does not emphasize high academic standards when hiring and promoting and when creating new programs and initiatives.</i></p>	10

**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><i>I feel this institution is more interested in making money than truly helping students achieve their academic goals. We are treating the institution as a business instead of an academic institution. These are not "customers", they are students who deserve the opportunity to learn, not be guaranteed a degree at the expense of true learning.</i></p>	
		<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>More and more students are either 'misadvised' by counseling, or misassessed, or allowed to enroll (by signing age related waivers) in courses for which they do not have college entry level skills..... I have always been, delighted to share my discipline with and ultimately 'pass' students who are presenting college level work, exhibiting college level reasoning skills and I am unwilling to 'pass' those who do not. There seems to be an emerging pressure within TCC to do the latter. And I will not do it.</i></p> <p><i>Counselors encourage students to enroll in science classes for which they are under prepared and in which they will not be successful, despite repeated requests to do otherwise.</i></p> <p><i>Some prerequisite courses for nursing are too easy and do not prepare the students for our program. I've been extremely disappointed with anatomy and with psychology.</i></p>	7
		<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>I have had three students in the last week share their challenges with me in terms of student services. Two of them dealt with having to be transferred from office to office more than six times. I understand this is probably a small percentage of students, but as long as we have any students feeling like they are getting the "run around" it will be too many.</i></p> <p><i>Counseling services have become watered down. Everybody is expected to do everything...there is no depth. No time for the person in charge of retention /career/disabilities/testing to take their programs to the next "level" due to the constant academic advising.</i></p>	7

**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>There are full-time instructors within my dept that due to their being within the dept for a long period of time, they are allowed to not teach from the text, treat students unfairly and not adhere to college policies. This results in students dropping this instructors class to enter my class or another instructor's, and no one seems to notice.</i></p> <p><i>Faculty is too interested in protecting their schedules, regardless of student needs, and resist any changes in their comfort zone by the administration.</i></p>	5
		<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>Most service organizations that support academic effort are NOT customer-focused. These organizations typically do not support the academic efforts, but rather dictate how things should be done. This is a case of the tail wagging the dog. These organizations MUST exhibit supportive, customer focused behavior to meet the needs of the clients they serve. They need to ask what is needed rather than assume what is needed. They need to practice collaborative behavior that solves problems, not creates them.</i></p>	4
		<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>This place has turned into another degree mill. Everyone is excepted and everyone who applies and pays their fees gets a degree. There is a saying from the students it goes..."I payed my fees so give me my b" and that is excatly what they get.</i></p>	2
		<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>Marketing not being done to recruit quality students for work-force development programs. The role of the community college should be to train students for the work force, not send everyone on to a 4-year school.</i></p>	2
		<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>Students seem to be dissatisfied with classes taught by some of the full time teaching Faculty..</i></p>	2

**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>It is alarming that so many of our students are not prepared for college work. I think this issue must be addressed at some level of the institution.</i></p>	1
4	Other (n=22)	<p><u>Adjunct faculty</u></p> <p><i>Part-time and adjunct staff/faculty continue to be treated basically as if they are amateurs and not as capable as the full-time staff/faculty. Full-timers are continuously giving perks, like free flu shots, that part-timers have to pay full amount for ... further communicating to part-time staff/faculty that their services are less valued than those of full-timers.</i></p> <p><i>The school treats Adjuncts as if they are field slaves on some plantation. We are expected to meet the same academic, professional and performance standards in the classroom that are full time faculty members, yet we are called "part time instructors" (as if we are some kind of substitute in a public school system) while full-time faculty are referred to as "Associate Professors." An example is when the faculty association meets, part time faculty can attend ... but are not allowed to vote, as if we are irrelevant.</i></p> <p><i>For a school that relies so heavily on adjunct faculty, it does a mediocre job of incorporating them into any sort of master plan for development.</i></p> <p><u>Facilities</u></p> <p><i>The Metro campus main classroom building was the headquarters building for a major oil company at one time and the offices have been converted to classrooms. Many of the rooms have old fashioned side arm desks arranged in rows. I would like to see more tables and padded straightback seats to allow for more flexibility and mobility in the classrooms</i></p> <p><i>Improve the conditions of the campus. This campus opened in the mid 1980's and it is drastically time for an update. Many offices and class areas look just the same as they did back then, with 20+ years of wear and tear showing greatly.</i></p>	11
			7

Table 23. Continued

Priority	Domain	Themes	Number of Comments
		<p><i>I find it ironic that this is a "climate" survey, and there are absolutely no questions about the literal environment of TCC. In terms of climate, the temperature at nearly every campus during the summer is sub-arctic, with air-conditioners running non-stop. How is this literal climate conducive to learning or performing a job well? Many employees must wear sweaters in the summer or bring space heaters to stay warm. The same can be said about uncomfortable temps during the winter when the heaters are constantly running. I think better management of air temperature within the college at each campus would bring savings on utilities and a greater comfort to students, faculty and staff.</i></p> <p><u>Technology/Equipment</u></p> <p><i>I can't believe we are leading the edge in technology and I still have a typewriter in my office instead of sending items on a PDF through the computer.</i></p> <p><i>I find the A/V department library very dismal. I must buy my own dvd sources to support my efforts in class because the XX lexicon is outdated and the play list is short, nearly non-existent, given the new sources available that reflect new research. The old stuff needs to be archived and new materials added.</i></p>	4
5	Supervisory Relationship (n=19)	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>Without sounding negative, certain supervision is inadequate and certainly needs improvement. I addressing situations where supervisor fails to communicate adequately, subordinate employees not equally, could show more respect, consideration and care in making employees feel a part of the organization (simply put use the "golden rule" practice)---show tact and diplomacy and people skills in supervision, guiding, developing and discipling employees. No reason to talk down or humiliate an individual.</i></p> <p><i>Some supervisors need to be trained on how to be more supportive of staff. Some supervisors expectations are more stringent than others, so I would like to see more consistency in that regard.</i></p>	6

**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
		<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>I am presently experiencing a higher level of micro-managing from College administrators than I have ever experienced since being employed by the College. It is extremely frustrating to say the least.</i></p> <p><i>Over the 5 years I have been here my specific academic area team has changed from being cooperative and working well to a dictatorship in which there is no actual "team" and decisions are made solely by the coordinator of the program.</i></p>	4
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>There is one issue I care about a lot. I would like to be able to audit TCC's regular for-credit classes, as long as (1) there are openings in the class and (2) no regular student will be displaced. Professional Development is about the only "perk" that adjuncts get, and I'd like to see this expanded. There are so many classes at TCC that I'd like to audit and which would add to the body of knowledge I drawn on when I teach my own classes.</i></p> <p><i>Employee training and development could be reanalyzed. This is an institution of higher learning, yet observation and experience shows inadequate training for on the job experience (ie, sink or swim-- shouldn't be this way). If employee needing help to better develop their knowledge, skills and abilities, work with employee and provide necessary supervision and employee development.</i></p>	4
		<p><u>30— The extent to which work outcomes are clarified for me</u></p> <p><i>I have not received information about my performance from my supervisor. I just assume that they're pleased with the job I'm doing each semester when they offer me classes to teach the following semester.</i></p>	3
		<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>No feedback on if I am doing things correctly or incorrectly.</i></p>	2



**Table 23.** Continued

<b>Priority</b>	<b>Domain</b>	<b>Themes</b>	<b>Number of Comments</b>
6	Teamwork (n=5)	<u>43— The extent to which a spirit of cooperation exists in my department</u>  <i>My particular discipline has some rather arrogant faculty with nasty attitudes regarding the qualifications of those who are supposed to be colleagues. Any comment is either summarily dismissed or out and out attacked. There have definitely been hostile work environment situations at discipline meetings; to the point, where those of us who would really enjoy collaborating, dread any contact or required meeting.</i>	3
		<u>3— The extent to which there is a spirit of cooperation within my work team</u>  <i>Teamwork is often a problem in our work group.</i>	2

---

## 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 areas of excellence at Tulsa Community College. Six of these items represent the Student Focus climate factor (items #8, #18, 31, #35, #37, and #42), four represent the Supervisory Relationships climate factor (items #2, #9, #39, and 42#).

- The extent to which I feel my job is relevant to this institution's mission, 4.21 (#8)
- The extent to which I am given the opportunity to be creative in my work, 4.05 (#39)
- The extent to which my supervisor expresses confidence in my work, 4.04 (#2)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.95 (#18)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.89 (#9)
- The extent to which professional development and training opportunities are available, 3.88 (#46)
- The extent to which this institution prepares students for further learning, 3.88 (#37)
- The extent to which this institution prepares students for a career, 3.87 (#35)
- The extent to which students receive an excellent education at this institution, 3.85 (#31)
- The extent to which students are satisfied with their educational experience at this institution, 3.78 (#42)

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

- The extent to which my actions reflect the college's core values, 4.24 (#48)
- The extent to which I feel I have good employee benefits , 3.99 (#56)
- The extent to which TCC offers a safe work environment for me 3.96 (#54)

Overall the following have been identified as areas in need of improvement at Tulsa Community College. All ten items represent the Institutional Structure climate factor (items #4, #10, #11, #15, #16, #22, #25, #32, #38, and #44)

- The extent to which information is shared within this institution, 2.70 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 2.78 (#15)
- The extent to which decisions are made at the appropriate level at this institution, 2.81 (#4)
- The extent to which this institution is appropriately organized, 2.89 (#32)
- The extent to which institutional teams use problem-solving techniques, 2.92 (#11)
- The extent to which I have the opportunity for advancement, 2.96 (#38)
- The extent to which open and ethical communication is practiced at this institution, 3.07 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.09 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.12 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.24 (#22)

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

- The extent to which faculty and/or staff are involved in development of new policies and procedures, 2.83 (#49)
- The extent to which there is a positive relationship between faculty and/or staff with administration/regents, 2.91 (#51)
- The extent to which employee issues are effectively resolved, 2.97 (#55)

The least favorable aspects cited in the open-ended responses reflect a high response to the Institutional Structure questions and the Customized section, indicating a desire to discuss these specific issues. In addition, the responses support the focus on Institutional Structure factors as reflected in the survey mean scores.

## REFERENCES

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