



National Initiative for Leadership & Institutional Effectiveness

Mt. Hood Community College Gresham, Oregon

Personal Assessment of the College Environment (PACE)

by

Toni Cerbo & Dion Terry

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Leila Gonzalez-Sullivan, EdD, Executive Director
Dawn R. Crotty, Executive Assistant
Dion Terry, MPA, Director of Research
Frim Ampaw, Researcher
Toni Cerbo, Researcher
Kerri Mercer, Researcher

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

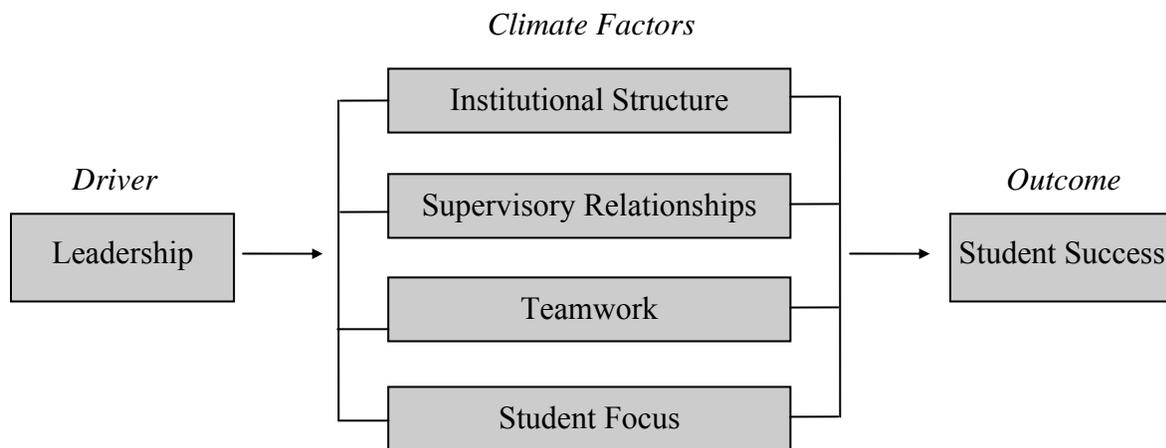
College of Education
North Carolina State University
300 Poe Hall, Box 7801
Raleigh, NC 27695-7801

EXECUTIVE SUMMARY

In October 2008, the Personal Assessment of the College Environment (PACE) survey was administered to 1555 employees at Mt Hood Community College (MHCC). Of those 1555 employees, 477 (30.7%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist MHCC 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 MHCC 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 Mt Hood 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 MHCC 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 MHCC included 55 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 55 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-four fell within the Consultative range (rated between 3 and 4), and one composite rating fell within the Collaborative range (rated between 4 and 5).

At MHCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.42 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.75), whereas the Institutional Structure category received the lowest mean score (3.05). When respondents were classified according to Job Classification at MHCC, the composite ratings were as follows: Administrative (3.80), Supervisory (3.46), Classified (3.31), Confidential (3.67), Full-time Faculty (3.27), Part-time Faculty (3.48), Part-time Hourly (3.63), and Child Development and Family Support Staff (3.68).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.20 (#8)
- The extent to which students receive an excellent education at this institution, 3.94 (#31)
- The extent to which my supervisor expresses confidence in my work, 3.88 (#2)
- The extent to which this institution prepares students for further learning, 3.87 (#37)
- The extent to which this institution prepares students for a career, 3.85 (#35)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.79 (#9)
- The extent to which I am given the opportunity to be creative in my work, 3.77 (#39)
- The extent to which there is a spirit of cooperation within my work team, 3.75 (#3)
- The extent to which students' competencies are enhanced, 3.73 (#19)
- The extent to which students are satisfied with their educational experience at this institution, 3.72 (#42)

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

- The extent to which this institution is appropriately organized, 2.69 (#32)
- The extent to which information is shared within this institution, 2.76 (#10)
- The extent to which institutional teams use problem-solving techniques, 2.84 (#11)
- The extent to which I have the opportunity for advancement within this institution, 2.84 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 2.86 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 2.89 (#15)
- The extent to which a spirit of cooperation exists at this institution, 2.99 (#25)
- The extent to which open and ethical communication is practiced at this institution, 3.00 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.00 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.05 (#22)

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

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LEADERSHIP RESEARCH

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

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

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

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

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

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

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

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

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

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

Table 1. NILIE Four Systems Model

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

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

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

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

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

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

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

METHOD

Population

In October 2008, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Mt Hood Community College. Of the 1555 employees administered the instrument, 477 (30.7%) completed and returned the instrument for analysis. Of those 477 employees, 251 (52.6%) 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 MHCC 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 Research and Planning Office of MHCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. Completed surveys were submitted online and the data compiled 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 Mt Hood Community College was also included in the administration of the instrument. A total of 55 items were included in the PACE survey, as well as a series of questions ascertaining the demographic status of respondents.

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

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

Reliability and Validity

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

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

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

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

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

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from MHCC's 2006 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by Job Classification and generated priorities for change for each Job Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

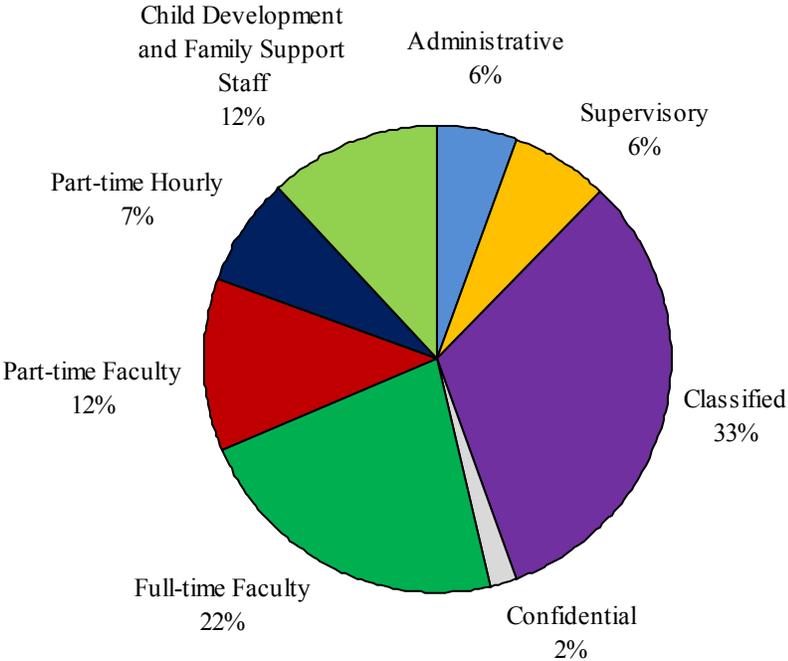
Respondent Characteristics

Of the 1555 MHCC employees administered the survey, 477 (30.7%) completed the PACE survey. Survey respondents classified themselves into Job Classifications. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected Job Classification

Job Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrative	26	26	100.0%
Supervisory	47	30	63.8%
Classified	255	150	58.8%
Confidential	13	9	69.2%
Full-time Faculty	167	102	61.1%
Part-time Faculty	394	56	14.2%
Part-time Hourly	529	34	6.4%
CDFS	124	56	45.2%
Did not respond		14	
Total	1555	477	30.7%

Figure 2. Proportion of Total Responses by Job Classification



14 individuals did not respond to the Job Classification demographic variable.

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

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2006 # of Responses	2006 % of Responses	2008 # of Responses	2008 % of Responses
What is your job classification:				
Administrative	20	6.5%	26	5.5%
Supervisory	28	9.1%	30	6.3%
Classified	94	30.5%	150	31.5%
Confidential	9	2.9%	9	1.9%
Full-time Faculty	90	29.2%	102	21.4%
Part-time Faculty	43	14.0%	56	11.7%
Part-time Hourly	21	6.8%	34	7.1%
CDFS	N/A	N/A	56	11.7%
Did not respond	3	1.0%	14	2.9%
In which area are you employed:				
Student Services	58	18.8%	80	16.8%
Administrative Services	56	18.2%	64	13.4%
Instruction	147	47.7%	176	36.9%
Economic and Workforce Development	34	11.0%	53	11.1%
Child Development and Family Support	5	1.6%	73	15.3%
Did not respond	8	2.6%	31	6.5%
What is your gender:				
Male	93	30.2%	127	26.6%
Female	210	68.2%	319	66.9%
Did not respond	5	1.6%	31	6.5%
What is your race/ethnicity:				
Prefer not to respond	22	7.1%	120	25.2%
American Indian/Alaskan Native	2	0.7%	4	0.8%
Black non-Hispanic	4	1.3%	5	1.1%
White non-Hispanic	258	83.8%	309	64.8%
Asian or Pacific Islander	3	1.0%	7	1.5%
Hispanic	7	2.3%	10	2.1%
Did not respond	12	3.9%	22	4.6%
How long have you worked at MHCC:				
Less than 1 year	12	3.9%	38	8.0%
1-5 years	80	26.0%	131	27.5%
6-10 years	103	33.4%	131	27.5%
11-15 years	33	10.7%	60	12.6%
15 years or more	77	25.0%	100	21.0%
Did not respond	3	1.0%	17	3.6%

Table 4. Continued.

Demographic Variable	2006 # of Responses	2006 % of Responses	2008 # of Responses	2008 % of Responses
The extent to which the college provides services to its employees:*				
Very Satisfied			16	3.4%
Satisfied			55	11.5%
Neither Satisfied nor Dissatisfied			131	27.5%
Dissatisfied			214	44.9%
Very Dissatisfied			52	10.9%
Not Applicable			9	1.89%
The extent to which the college provides services to its students:*				
Very Satisfied			5	1.1%
Satisfied			31	6.5%
Neither Satisfied nor Dissatisfied			112	23.5%
Dissatisfied			248	52.0%
Very Dissatisfied			52	10.9%
Not Applicable			29	6.1%
The extent to which the college provides services to its community:*				
Very Satisfied			15	3.1%
Satisfied			73	15.3%
Neither Satisfied nor Dissatisfied			152	31.9%
Dissatisfied			189	39.6%
Very Dissatisfied			28	5.9%
Not Applicable			20	4.2%

* Questions not included in the 2006 administration for Mt Hood Community College.

N/A Job Classification not included in the 2006 administration for Mt Hood Community College.

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at MHCC to fall within the middle-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.

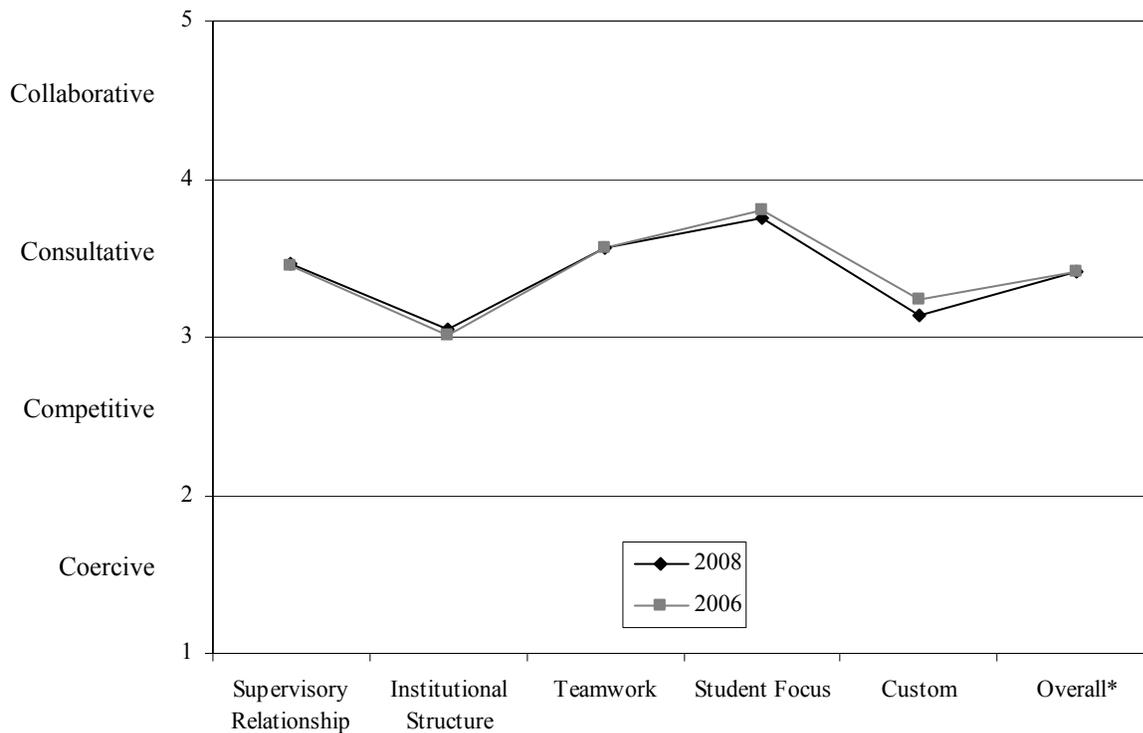
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.75), which represented an upper-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.05) within the lower area of the Consultative management area. Overall, employees rated the management style in the middle-range of the Consultative management area. (See also Figure 3). When compared to the 2006 MHCC mean scores, the MHCC 2008 mean scores were unchanged.

Table 5. Mt Hood Community College Climate as Rated by All Employees

Factor	2006 MHCC	2008 MHCC
Supervisory Relationships	3.45	3.47
Institutional Structure	3.02	3.05
Teamwork	3.57	3.57
Student Focus	3.80	3.75
Custom	3.24	3.14
Overall*	3.42	3.42

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

Figure 3. Mt Hood 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 55 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). Ten items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-four fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and one fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=44) 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 3.42 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at MHCC 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 Mt Hood Community College.

Table 6. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2006 Mean (SD)	2008 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	3.91 (1.24)	3.88 (1.22)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.84 (1.21)	3.79 (1.30)
12	The extent to which positive work expectations are communicated to me	3.24 (1.25)	3.37 (1.15)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.20 (1.13)	3.32 (1.04)
20	The extent to which I receive timely feedback for my work	3.17 (1.28)	3.32 (1.17)
21	The extent to which I receive appropriate feedback for my work	3.22 (1.29)	3.36 (1.17)
26	The extent to which my supervisor actively seeks my ideas	3.50 (1.30)	3.43 (1.26)
27	The extent to which my supervisor seriously considers my ideas	3.57 (1.30)	3.54 (1.26)
30	The extent to which work outcomes are clarified for me	3.21 (1.18)	3.31 (1.03)
34	The extent to which my supervisor helps me to improve my work	3.35 (1.34)	3.43 (1.18)
39	The extent to which I am given the opportunity to be creative in my work	3.93 (1.06)	3.77 (1.15)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.34 (1.20)	3.38 (1.10)
46	The extent to which professional development and training opportunities are available	3.45 (1.22)	3.25 (1.19)*
Mean Total		3.45 (0.97)	3.47 (0.93)

*T-test results indicate a significant difference between the 2006 mean and the 2008 mean ($\alpha=0.05$)

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure		2006 Mean (SD)	2008 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.46 (1.01)	3.37 (1.01)
4	The extent to which decisions are made at the appropriate level at this institution	2.80 (1.20)	2.86 (1.13)
5	The extent to which the institution effectively promotes diversity in the workplace	3.56 (1.07)	3.49 (1.09)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.38 (1.18)	3.45 (1.09)
10	The extent to which information is shared within the institution	2.68 (1.24)	2.76 (1.18)
11	The extent to which institutional teams use problem-solving techniques	2.79 (1.15)	2.84 (1.02)
15	The extent to which I am able to appropriately influence the direction of this institution	2.74 (1.21)	2.89 (1.13)
16	The extent to which open and ethical communication is practiced at this institution	2.89 (1.25)	3.00 (1.14)
22	The extent to which this institution has been successful in positively motivating my performance	2.95 (1.35)	3.05 (1.23)
25	The extent to which a spirit of cooperation exists at this institution	2.93 (1.19)	2.99 (1.18)
29	The extent to which institution-wide policies guide my work	3.30 (1.03)	3.32 (0.92)
32	The extent to which this institution is appropriately organized	2.63 (1.18)	2.69 (1.10)
38	The extent to which I have the opportunity for advancement within this institution	2.85 (1.31)	2.84 (1.21)
41	The extent to which I receive adequate information regarding important activities at this institution	3.40 (1.19)	3.23 (1.12)*
44	The extent to which my work is guided by clearly defined administrative processes	3.06 (1.25)	3.00 (1.16)
Mean Total		3.02 (0.97)	3.05 (0.82)

*T-test results indicate a significant difference between the 2006 mean and the 2008 mean ($\alpha=0.05$)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2006 Mean (SD)	2008 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.76 (1.25)	3.75 (1.22)
14 The extent to which my primary work team uses problem-solving techniques	3.64 (1.18)	3.56 (1.09)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.57 (1.23)	3.54 (1.16)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.59 (1.27)	3.56 (1.19)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.51 (1.17)	3.51 (1.06)
43 The extent to which a spirit of cooperation exists in my department	3.52 (1.30)	3.53 (1.27)
Mean Total	3.57 (1.08)	3.57 (1.00)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2006 Mean (SD)	2008 Mean (SD)
7 The extent to which student needs are central to what we do	3.51 (1.15)	3.56 (1.02)
8 The extent to which I feel my job is relevant to this institution's mission	4.28 (0.91)	4.20 (0.95)
17 The extent to which faculty meet the needs of students	3.72 (0.99)	3.69 (0.94)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.60 (1.01)	3.60 (1.01)
19 The extent to which students' competencies are enhanced	3.84 (0.80)	3.73 (0.81)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.68 (1.02)	3.62 (1.00)
28 The extent to which classified personnel meet the needs of the students	3.68 (1.06)	3.71 (0.94)
31 The extent to which students receive an excellent education at this institution	4.01 (0.82)	3.94 (0.81)
35 The extent to which this institution prepares students for a career	4.01 (0.77)	3.85 (0.82)*
37 The extent to which this institution prepares students for further learning	3.97 (0.79)	3.87 (0.76)
40 The extent to which students are assisted with their personal development	3.71 (0.88)	3.62 (0.87)
42 The extent to which students are satisfied with their educational experience at this institution	3.84 (0.74)	3.72 (0.70)*
Mean Total	3.80 (0.63)	3.75 (0.60)

*T-test results indicate a significant difference between the 2006 mean and the 2008 mean ($\alpha=0.05$)

Table 10. Comparative Mean Responses: Customized

Customized	2006 Mean (SD)	2008 Mean (SD)
47 The extent to which I understand college priorities	3.52 (1.05)	3.33 (1.03)*
48 The extent to which innovation is encouraged at the college	3.09 (1.19)	3.11 (1.13)
49 The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	2.80 (1.21)	2.94 (1.15)
50 The extent to which I am encouraged to participate in resource allocation decisions at the college	2.67 (1.24)	2.78 (1.10)
51 The extent to which employees treat one another with mutual respect and dignity	3.47 (1.17)	3.45 (1.17)
52 The extent to which the college is fair and equitable in the treatment of its employees	3.10 (1.24)	3.06 (1.23)
53 The extent to which the college's technology tools allow me to meet my job responsibilities efficiently	3.44 (1.21)	3.23 (1.21)*
54 The extent to which the workload at MHCC is fair and reasonable	2.95 (1.21)	2.92 (1.23)
55 The extent to which the college provides a physically and emotionally safe working environment	3.49 (1.09)	3.39 (1.10)
56 The extent to which I am proud of the services MHCC provides to its employees, students and community	3.80 (1.05)	N/A
Mean Total	3.24 (0.82)	3.14 (0.84)

*T-test results indicate a significant difference between the 2006 mean and the 2008 mean ($\alpha=0.05$)

N/A Question not included in the 2008 administration

Comparative Analysis: Job Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Job Classifications. In general, the Administrative employees rated the four normative factors most favorable (3.80), whereas the Full-time Faculty rated the four normative factors least favorable (3.27). See also Table 11.

Figures 5 through 9 show the ratings of each employee group for each of the 55 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 Job Classifications at Mt Hood Community College.

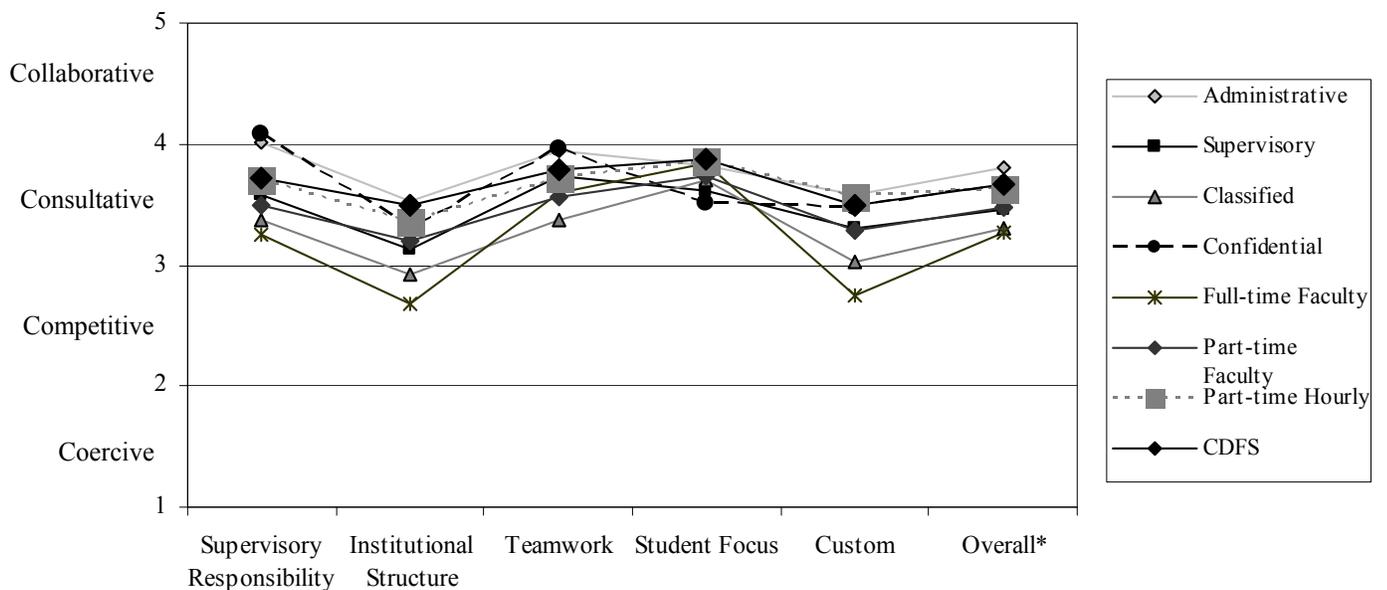


Table 11. Mean Climate Scores as Rated by Job Classifications and by Year of Administration

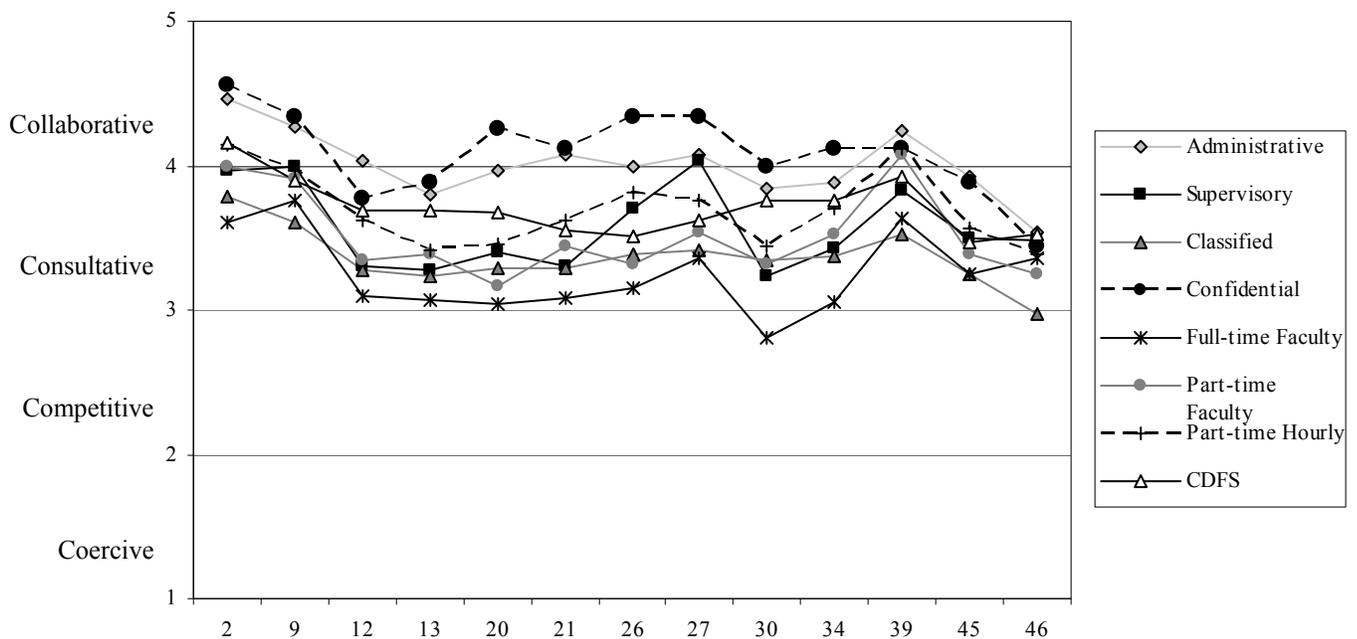
	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall
Administrative						
2006	3.91	3.63	4.22	3.88	3.92	3.85
2008	4.01	3.53	3.94	3.83	3.57	3.80
Supervisory						
2006	3.48	3.03	3.88	3.74	3.48	3.45
2008	3.58	3.13	3.74	3.61	3.31	3.46
Classified						
2006	3.20	2.74	3.29	3.69	2.97	3.19
2008	3.37	2.94	3.37	3.71	3.03	3.31
Confidential						
2006	3.93	3.85	4.06	3.73	3.77	3.87
2008	4.08	3.31	3.96	3.51	3.48	3.67
Full-time Faculty						
2006	3.42	2.94	3.62	3.94	3.20	3.43
2008	3.25	2.68	3.60	3.84	2.75	3.27
Part-time Faculty						
2006	3.64	3.38	3.53	3.98	3.52	3.65
2008	3.50	3.20	3.56	3.74	3.28	3.48
Part-time Hourly						
2006	3.66	3.00	3.58	3.54	3.03	3.40
2008	3.68	3.34	3.67	3.82	3.56	3.60
CDFS						
2006	N/A	N/A	N/A	N/A	N/A	N/A
2008	3.71	3.50	3.79	3.88	3.50	3.68

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

N/A Job Classification not included in the 2006 administration

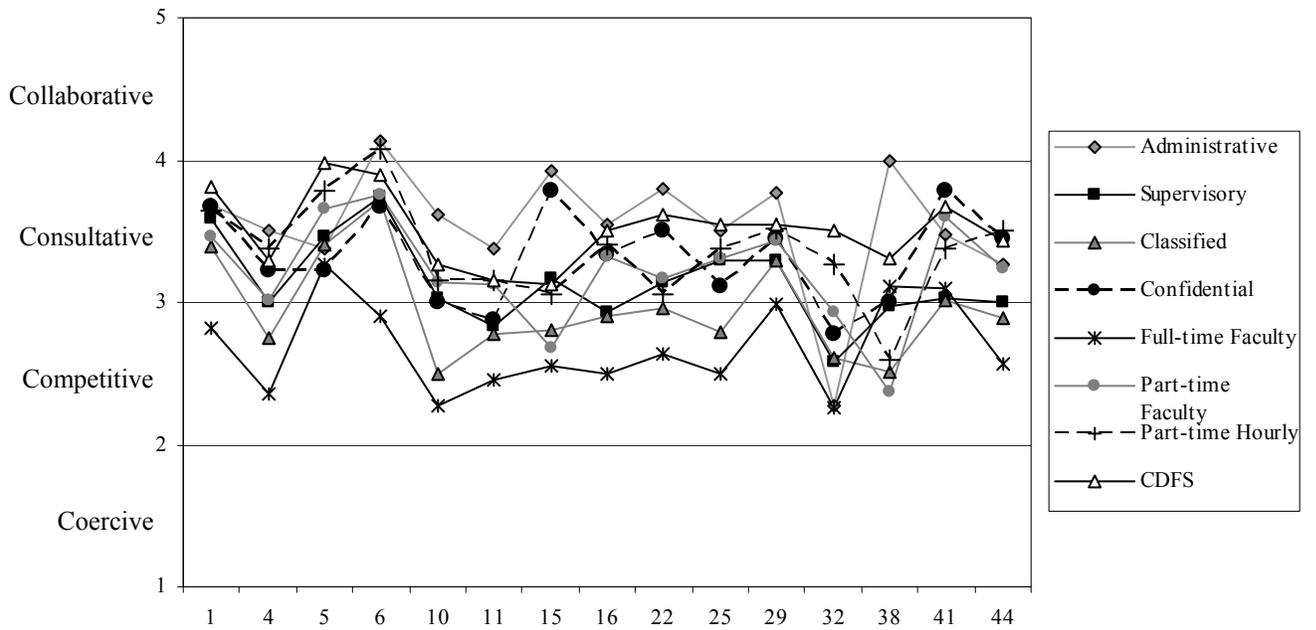
Supervisory Relationships		Administrative	Supervisory	Classified	Confidential	Full-time Faculty	Part-time Faculty	Part-time Hourly	CDFS
2	The extent to which my supervisor expresses confidence in my work	4.46	3.97	3.79	4.56	3.61	4.00	4.15	4.16
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.27	4.00	3.61	4.33	3.75	3.91	3.97	3.89
12	The extent to which positive work expectations are communicated to me	4.04	3.30	3.28	3.78	3.10	3.34	3.62	3.69
13	The extent to which unacceptable behaviors are identified and communicated to me	3.80	3.28	3.24	3.89	3.07	3.39	3.42	3.69
20	The extent to which I receive timely feedback for my work	3.96	3.40	3.30	4.25	3.04	3.16	3.45	3.67
21	The extent to which I receive appropriate feedback for my work	4.08	3.30	3.28	4.11	3.09	3.44	3.62	3.55
26	The extent to which my supervisor actively seeks my ideas	4.00	3.70	3.38	4.33	3.15	3.32	3.82	3.51
27	The extent to which my supervisor seriously considers my ideas	4.08	4.03	3.41	4.33	3.36	3.54	3.76	3.62
30	The extent to which work outcomes are clarified for me	3.85	3.23	3.35	4.00	2.81	3.32	3.44	3.76
34	The extent to which my supervisor helps me to improve my work	3.88	3.43	3.37	4.11	3.05	3.52	3.71	3.76
39	The extent to which I am given the opportunity to be creative in my work	4.24	3.83	3.53	4.11	3.63	4.07	4.12	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.92	3.50	3.25	3.89	3.25	3.38	3.56	3.47
46	The extent to which professional development and training opportunities are available	3.54	3.48	2.97	3.44	3.36	3.25	3.38	3.52

Figure 5. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Job Classifications at Mt Hood Community College



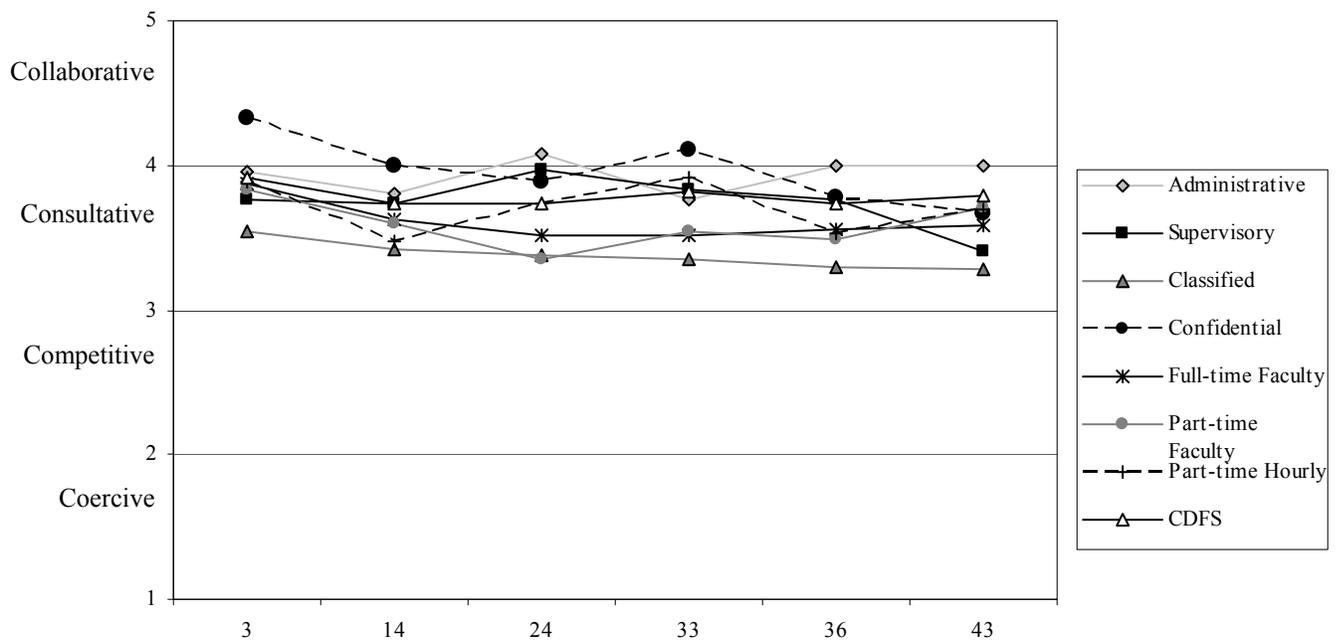
Institutional Structure		Administrative	Supervisory	Classified	Confidential	Full-time Faculty	Part-time Faculty	Part-time Hourly	CDFS
1	The extent to which the actions of this institution reflect its mission	3.69	3.59	3.39	3.67	2.82	3.46	3.65	3.81
4	The extent to which decisions are made at the appropriate level at this institution	3.50	3.00	2.75	3.22	2.36	3.02	3.38	3.29
5	The extent to which the institution effectively promotes diversity in the workplace	3.38	3.47	3.40	3.22	3.27	3.65	3.79	3.98
6	The extent to which administrative leadership is focused on meeting the needs of students	3.96	3.57	3.54	3.67	2.92	3.49	3.81	3.70
10	The extent to which information is shared within this institution	3.62	3.03	2.50	3.00	2.27	3.15	3.15	3.26
11	The extent to which institutional teams use problem-solving techniques	3.38	2.83	2.77	2.88	2.45	3.12	3.16	3.15
15	The extent to which I am able to appropriately influence the direction of this institution	3.92	3.17	2.81	3.78	2.55	2.68	3.06	3.12
16	The extent to which open and ethical communication is practiced at this institution	3.54	2.93	2.90	3.33	2.49	3.33	3.41	3.51
22	The extent to which this institution has been successful in positively motivating my performance	3.80	3.13	2.96	3.50	2.63	3.16	3.06	3.61
25	The extent to which a spirit of cooperation exists at this institution	3.50	3.30	2.79	3.11	2.49	3.30	3.38	3.55
29	The extent to which institution-wide policies guide my work	3.77	3.30	3.30	3.44	2.99	3.43	3.52	3.55
32	The extent to which this institution is appropriately organized	2.27	2.59	2.61	2.78	2.25	2.93	3.27	3.51
38	The extent to which I have the opportunity for advancement within this institution	4.00	2.97	2.51	3.00	3.11	2.37	2.59	3.31
41	The extent to which I receive adequate information regarding important activities at this institution	3.48	3.03	3.01	3.78	3.10	3.60	3.38	3.67
44	The extent to which my work is guided by clearly defined administrative processes	3.27	3.00	2.90	3.44	2.57	3.24	3.50	3.43

Figure 6. Mean Scores of the Institutional Structure Climate Factor as Rated by Job Classifications at Mt Hood Community College



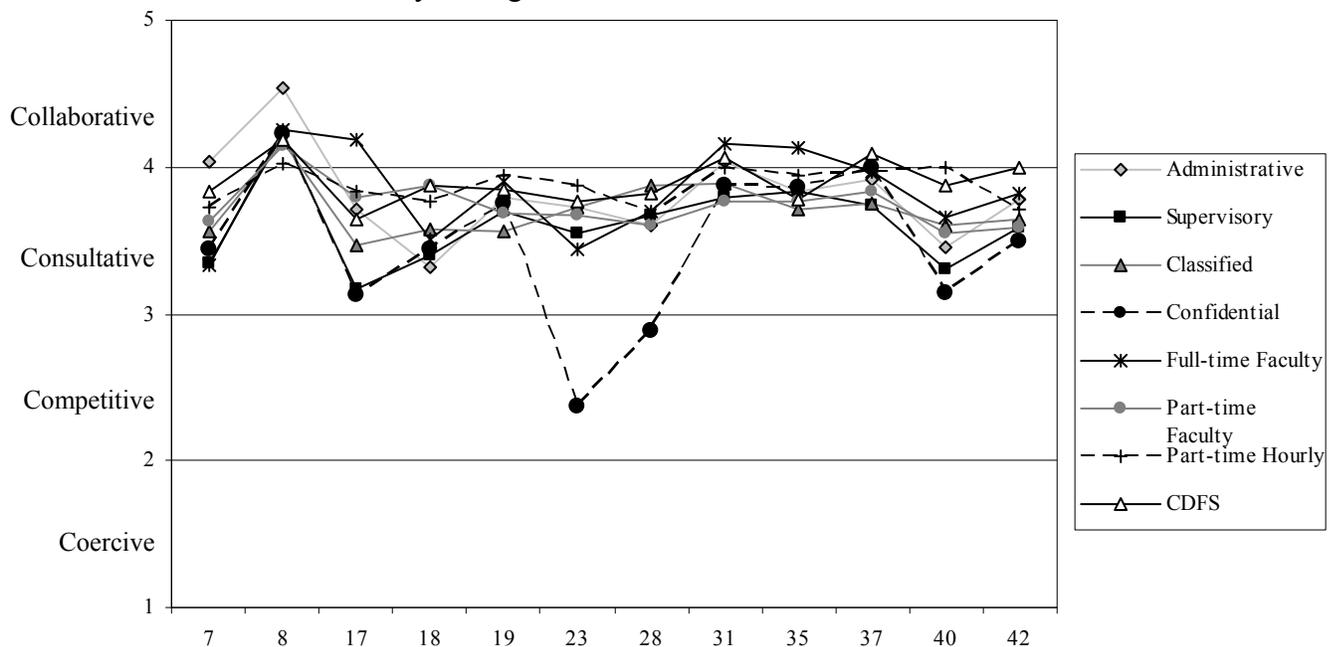
Teamwork		Administrative	Supervisory	Classified	Confidential	Full-time Faculty	Part-time Faculty	Part-time Hourly	CDFS
3	The extent to which there is a spirit of cooperation within my work team	3.96	3.77	3.54	4.33	3.87	3.84	3.88	3.91
14	The extent to which my primary work team uses problem-solving techniques	3.81	3.73	3.42	4.00	3.62	3.60	3.47	3.73
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.08	3.97	3.37	3.89	3.51	3.35	3.74	3.73
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.77	3.83	3.34	4.11	3.52	3.54	3.91	3.82
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.00	3.77	3.30	3.78	3.56	3.49	3.53	3.72
43	The extent to which a spirit of cooperation exists in my department	4.00	3.40	3.28	3.67	3.58	3.71	3.70	3.79

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Job Classifications at Mt Hood Community College



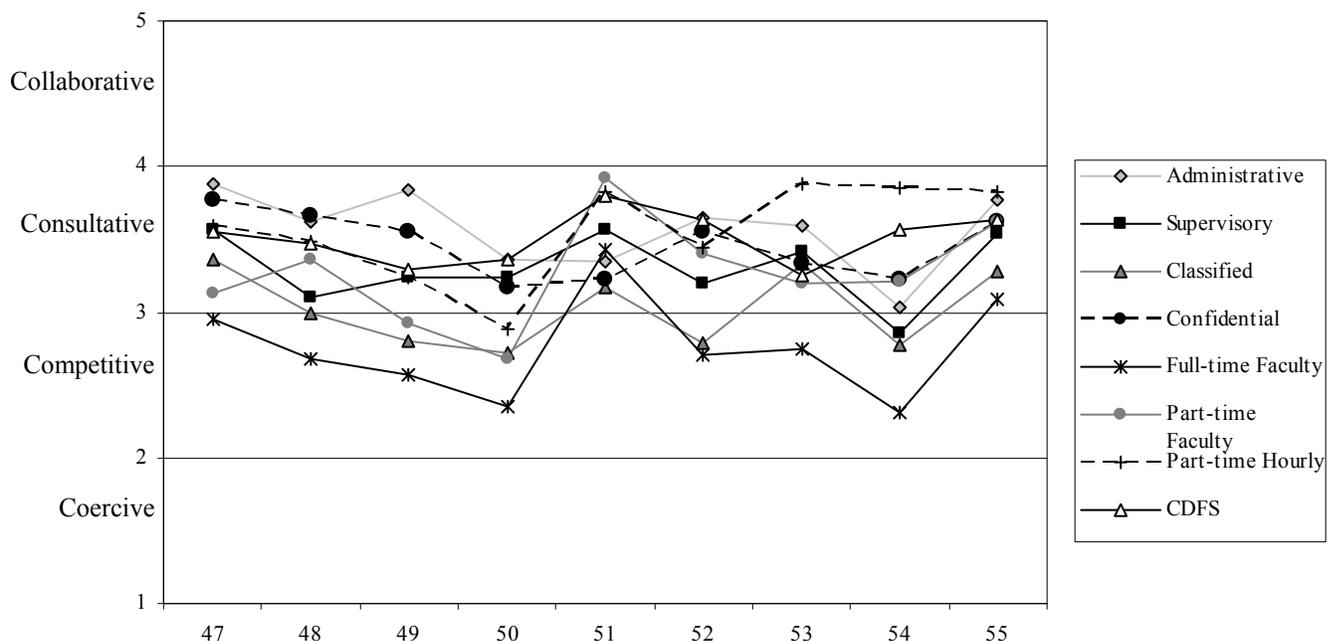
Student Focus	Administrative	Supervisory	Classified	Confidential	Full-time Faculty	Part-time Faculty	Part-time Hourly	CDFS
7 The extent to which student needs are central to what we do	4.04	3.34	3.56	3.44	3.33	3.64	3.73	3.83
8 The extent to which I feel my job is relevant to this institution's mission	4.54	4.23	4.18	4.22	4.25	4.15	4.03	4.19
17 The extent to which faculty meet the needs of the students	3.71	3.17	3.47	3.13	4.19	3.80	3.84	3.65
18 The extent to which student ethnic and cultural diversity are important at this institution	3.32	3.40	3.58	3.44	3.50	3.87	3.76	3.88
19 The extent to which students' competencies are enhanced	3.80	3.70	3.57	3.75	3.90	3.68	3.94	3.85
23 The extent to which non-teaching professional personnel meet the needs of the students	3.72	3.55	3.72	2.38	3.43	3.67	3.88	3.77
28 The extent to which classified personnel meet the needs of the students	3.61	3.67	3.88	2.89	3.70	3.61	3.69	3.82
31 The extent to which students receive an excellent education at this institution	4.04	3.80	3.89	3.88	4.16	3.77	4.00	4.07
35 The extent to which this institution prepares students for a career	3.83	3.83	3.71	3.86	4.14	3.77	3.94	3.78
37 The extent to which this institution prepares students for further learning	3.92	3.73	3.75	4.00	3.97	3.84	3.97	4.09
40 The extent to which students are assisted with their personal development	3.46	3.30	3.61	3.14	3.66	3.55	4.00	3.88
42 The extent to which students are satisfied with their educational experience at this institution	3.78	3.59	3.64	3.50	3.83	3.59	3.71	4.00

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Job Classifications at Mt Hood Community College



Customized		Administrative	Supervisory	Classified	Confidential	Full-time Faculty	Part-time Faculty	Part-time Hourly	CDFS
47	The extent to which I understand college priorities	3.88	3.57	3.36	3.78	2.95	3.13	3.59	3.55
48	The extent to which innovation is encouraged at the college	3.62	3.10	2.99	3.67	2.68	3.36	3.48	3.47
49	The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	3.85	3.24	2.80	3.56	2.57	2.92	3.24	3.29
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	3.36	3.24	2.72	3.17	2.35	2.68	2.88	3.36
51	The extent to which employees treat one another with mutual respect and dignity	3.35	3.57	3.17	3.22	3.43	3.93	3.82	3.80
52	The extent to which the college is fair and equitable in the treatment of its employees	3.65	3.20	2.79	3.56	2.70	3.40	3.44	3.64
53	The extent to which the college's technology tools allow me to meet my job responsibilities efficiently	3.60	3.41	3.34	3.33	2.74	3.20	3.88	3.25
54	The extent to which the workload at MHCC is fair and reasonable	3.04	2.86	2.78	3.22	2.31	3.22	3.85	3.56
55	The extent to which the college provides a physically and emotionally safe working environment	3.77	3.53	3.28	3.63	3.09	3.62	3.82	3.63

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Job Classifications at Mt Hood Community College



Tables 12 through 19 contain the top priorities for improvement for each Job Classification among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Mt Hood Community College.

Table 12. Priorities for Change: Administrative

Area to Change		Mean
32	The extent to which this institution is appropriately organized	2.27
44	The extent to which my work is guided by clearly defined administrative processes	3.27
18	The extent to which student ethnic and cultural diversity are important at this institution	3.32
11	The extent to which institutional teams use problem-solving techniques	3.38
5	The extent to which the institution effectively promotes diversity in the workplace	3.38
40	The extent to which students are assisted with their personal development	3.46
41	The extent to which I receive adequate information regarding important activities at this institution	3.48
25	The extent to which a spirit of cooperation exists at this institution	3.50
4	The extent to which decisions are made at the appropriate level at this institution	3.50
16	The extent to which open and ethical communication is practiced at this institution	3.54
46	The extent to which professional development and training opportunities are available	3.54
Area to Change—Customized		Mean
54	The extent to which the workload at MHCC is fair and reasonable	3.04
51	The extent to which employees treat one another with mutual respect and dignity	3.35
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	3.36

Table 13. Priorities for Change: Supervisory

Area to Change		Mean
32	The extent to which this institution is appropriately organized	2.59
11	The extent to which institutional teams use problem-solving techniques	2.83
16	The extent to which open and ethical communication is practiced at this institution	2.93
38	The extent to which I have the opportunity for advancement within this institution	2.97
4	The extent to which decisions are made at the appropriate level at this institution	3.00
44	The extent to which my work is guided by clearly defined administrative processes	3.00
41	The extent to which I receive adequate information regarding important activities at this institution	3.03
10	The extent to which information is shared within this institution	3.03
22	The extent to which this institution has been successful in positively motivating my performance	3.13
15	The extent to which I am able to appropriately influence the direction of this institution	3.17
17	The extent to which faculty meet the needs of students	3.17
Area to Change—Customized		
54	The extent to which the workload at MHCC is fair and reasonable	2.86
48	The extent to which innovation is encouraged at the college	3.10
52	The extent to which the college is fair and equitable in the treatment of its employees	3.20

Table 14. Priorities for Change: Classified

Area to Change		Mean
10	The extent to which information is shared within this institution	2.50
38	The extent to which I have the opportunity for advancement within this institution	2.51
32	The extent to which this institution is appropriately organized	2.61
4	The extent to which decisions are made at the appropriate level at this institution	2.75
11	The extent to which institutional teams use problem-solving techniques	2.77
25	The extent to which a spirit of cooperation exists at this institution	2.79
15	The extent to which I am able to appropriately influence the direction of this institution	2.81
44	The extent to which my work is guided by clearly defined administrative processes	2.90
16	The extent to which open and ethical communication is practiced at this institution	2.90
22	The extent to which this institution has been successful in positively motivating my performance	2.96
Area to Change—Customized		Mean
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	2.72
54	The extent to which the workload at MHCC is fair and reasonable	2.78
52	The extent to which the college is fair and equitable in the treatment of its employees	2.79

Table 15. Priorities for Change: Confidential

Area to Change		Mean
23	The extent to which non-teaching professional personnel meet the needs of the students	2.38
32	The extent to which this institution is appropriately organized	2.78
11	The extent to which institutional teams use problem-solving techniques	2.88
28	The extent to which classified personnel meet the needs of the students	2.89
10	The extent to which information is shared within this institution	3.00
38	The extent to which I have the opportunity for advancement within this institution	3.00
25	The extent to which a spirit of cooperation exists at this institution	3.11
17	The extent to which faculty meet the needs of the students	3.13
40	The extent to which students are assisted with their personal development	3.14
4	The extent to which decisions are made at the appropriate level at this institution	3.22
5	The extent to which the institution effectively promotes diversity in the workplace	3.22
Area to Change—Customized		Mean
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	3.17
54	The extent to which the workload at MHCC is fair and reasonable	3.22
51	The extent to which employees treat one another with mutual respect and dignity	3.22

Table 16. Priorities for Change: Full-time Faculty

Area to Change		Mean
32	The extent to which this institution is appropriately organized	2.25
10	The extent to which information is shared within this institution	2.27
4	The extent to which decisions are made at the appropriate level at this institution	2.36
11	The extent to which institutional teams use problem-solving techniques	2.45
16	The extent to which open and ethical communication is practiced at this institution	2.49
25	The extent to which a spirit of cooperation exists at this institution	2.49
15	The extent to which I am able to appropriately influence the direction of this institution	2.55
44	The extent to which my work is guided by clearly defined administrative processes	2.57
22	The extent to which this institution has been successful in positively motivating my performance	2.63
30	The extent to which work outcomes are clarified for me	2.81
Area to Change—Customized		Mean
54	The extent to which the workload at MHCC is fair and reasonable	2.31
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	2.35
49	The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	2.57

Table 17. Priorities for Change: Part-time Faculty

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.37
15	The extent to which I am able to appropriately influence the direction of this institution	2.68
32	The extent to which this institution is appropriately organized	2.93
4	The extent to which decisions are made at the appropriate level at this institution	3.02
11	The extent to which institutional teams use problem-solving techniques	3.12
10	The extent to which information is shared within this institution	3.15
20	The extent to which I receive timely feedback for my work	3.16
22	The extent to which this institution has been successful in positively motivating my performance	3.16
44	The extent to which my work is guided by clearly defined administrative processes	3.24
46	The extent to which professional development and training opportunities are available	3.25
Area to Change—Customized		Mean
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	2.68
49	The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	2.92
47	The extent to which I understand college priorities	3.13

Table 18. Priorities for Change: Part-time Hourly

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.59
22	The extent to which this institution has been successful in positively motivating my performance	3.06
15	The extent to which I am able to appropriately influence the direction of this institution	3.06
10	The extent to which information is shared within the institution	3.15
11	The extent to which institutional teams use problem-solving techniques	3.16
32	The extent to which this institution is appropriately organized	3.27
4	The extent to which decisions are made at the appropriate level at this institution	3.38
25	The extent to which a spirit of cooperation exists at this institution	3.38
41	The extent to which I receive adequate information regarding important activities at this institution	3.38
46	The extent to which professional development and training opportunities are available	3.38
Area to Change—Customized		Mean
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	2.88
49	The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	3.24
52	The extent to which the college is fair and equitable in the treatment of its employees	3.44

Table 19. Priorities for Change: CDFS

Area to Change		Mean
15	The extent to which I am able to appropriately influence the direction of this institution	3.12
11	The extent to which institutional teams use problem-solving techniques	3.15
10	The extent to which information is shared within the institution	3.26
4	The extent to which decisions are made at the appropriate level at this institution	3.29
38	The extent to which I have the opportunity for advancement within this institution	3.31
44	The extent to which my work is guided by clearly defined administrative processes	3.43
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.47
26	The extent to which my supervisor actively seeks my ideas	3.51
16	The extent to which open and ethical communication is practiced at this institution	3.51
32	The extent to which this institution is appropriately organized	3.51
Area to Change—Customized		Mean
53	The extent to which the college's technology tools allow me to meet my job responsibilities efficiently	3.25
49	The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	3.29
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	3.36

Comparative Analysis: Demographic Classifications

As depicted in Table 20, Child Development and Family Support employees rated the climate highest within its demographic group (3.65), while employees in Student Services rated the climate lowest (3.32). Individuals with less than 1 year of employment rated the climate highest (3.89), while respondents with 11-15 years of employment rated the climate lowest (3.08).

Table 20. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
What is your job classification:						
Administrative	4.01	3.53	3.94	3.83	3.57	3.80
Supervisory	3.58	3.13	3.74	3.61	3.31	3.46
Classified	3.37	2.93	3.37	3.71	3.03	3.31
Confidential	4.08	3.31	3.96	3.51	3.48	3.67
Full-time Faculty	3.25	2.68	3.60	3.84	2.75	3.27
Part-time Faculty	3.50	3.20	3.56	3.74	3.28	3.48
Part-time Hourly	3.68	3.34	3.67	3.82	3.56	3.60
CDFS	3.71	3.50	3.79	3.88	3.50	3.68
In which area are you employed:						
Student Services	3.44	2.94	3.27	3.70	3.09	3.32
Administrative Services	3.62	3.18	3.66	3.67	3.26	3.49
Instruction	3.33	2.87	3.58	3.82	2.96	3.34
Economic and Workforce Development	3.73	3.32	3.86	3.79	3.38	3.63
Child Development and Family Support	3.67	3.49	3.76	3.83	3.52	3.65
What is your gender:						
Male	3.41	2.99	3.55	3.75	3.08	3.38
Female	3.53	3.11	3.60	3.77	3.18	3.46
What is your race/ethnicity:						
Prefer not to respond	3.33	2.98	3.37	3.64	3.07	3.30
American Indian/Alaskan Native, Black non-Hispanic, Asian or Pacific Islander, Hispanic	3.45	3.17	3.36	3.65	3.19	3.41
White non-Hispanic	3.55	3.10	3.69	3.83	3.19	3.49
How long have you worked at MHCC:						
Less than 1 year	4.05	3.67	4.06	3.91	3.76	3.89
1-5 years	3.65	3.14	3.59	3.72	3.24	3.49
6-10 years	3.38	3.00	3.55	3.79	3.06	3.39
11-15 years	3.02	2.64	3.26	3.65	2.76	3.08
15 years or more	3.45	3.06	3.61	3.82	3.12	3.44

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

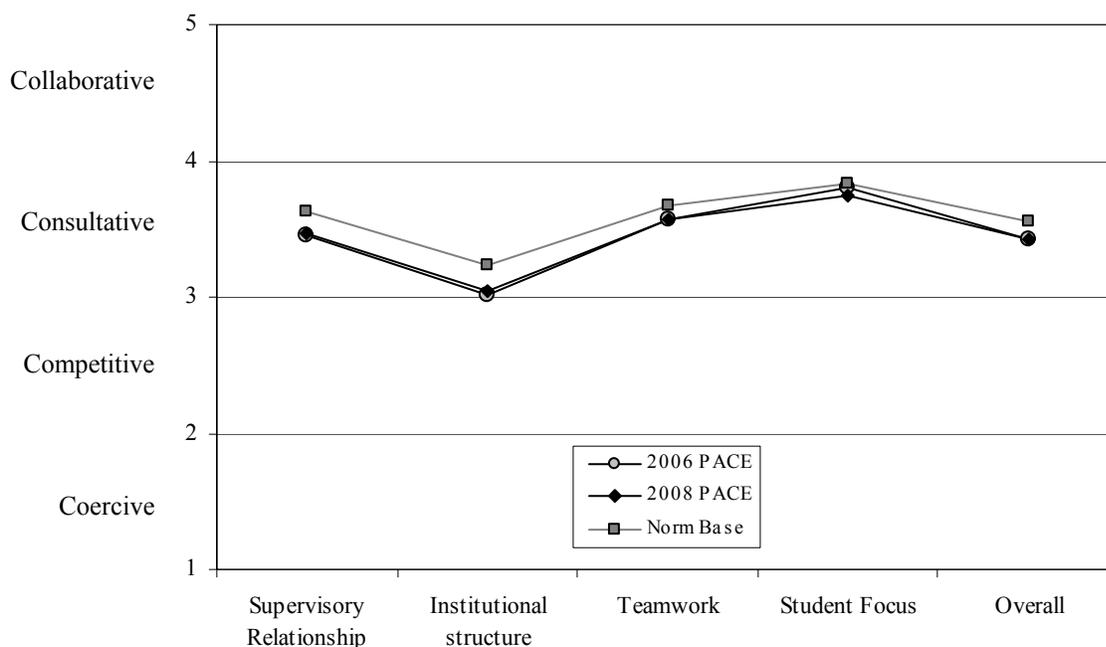
Comparative Analysis: Norm Base

Table 21 and Figure 10 show how MHCC compares with the NILIE PACE Norm Base, which includes approximately 65 different climate studies conducted at two- and four-year institutions since 2006. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for MHCC. Table 21 and Figure 10 also show how the current administration of the PACE survey at MHCC compares with the 2006 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 21. Mt Hood Community College Climate compared with the NILIE PACE Norm Base

	MHCC 2006	MHCC 2008	Norm Base*
Supervisory Relationships	3.45	3.47	3.63
Institutional Structure	3.02	3.05	3.23
Teamwork	3.57	3.57	3.68
Student Focus	3.80	3.75	3.84
Overall	3.42	3.42	3.56

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



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

Tables 22-25 shows how MHCC compares question by question to the PACE Norm Base maintained by NILIE.

Table 22. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

	Supervisory Relationships	MHCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	3.88*	4.03
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.79	3.87
12	The extent to which positive work expectations are communicated to me	3.37*	3.50
13	The extent to which unacceptable behaviors are identified and communicated to me	3.32*	3.44
20	The extent to which I receive timely feedback for my work	3.32*	3.48
21	The extent to which I receive appropriate feedback for my work	3.36*	3.51
26	The extent to which my supervisor actively seeks my ideas	3.43*	3.62
27	The extent to which my supervisor seriously considers my ideas	3.54*	3.69
30	The extent to which work outcomes are clarified for me	3.31*	3.44
34	The extent to which my supervisor helps me to improve my work	3.43*	3.59
39	The extent to which I am given the opportunity to be creative in my work	3.77*	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.38*	3.49
46	The extent to which professional development and training opportunities are available	3.25*	3.59
	Mean Total	3.47*	3.63

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

Table 23. Institutional Structure Mean Scores Compared to the NILIE Norm Base

Institutional Structure	MHCC Mean	Norm Base
1 The extent to which the actions of this institution reflect its mission	3.37*	3.67
4 The extent to which decisions are made at the appropriate level at this institution	2.86*	2.98
5 The extent to which the institution effectively promotes diversity in the workplace	3.49*	3.65
6 The extent to which administrative leadership is focused on meeting the needs of students	3.45	3.48
10 The extent to which information is shared within the institution	2.76*	2.89
11 The extent to which institutional teams use problem-solving techniques	2.84*	3.09
15 The extent to which I am able to appropriately influence the direction of this institution	2.89	2.98
16 The extent to which open and ethical communication is practiced	3.00	3.09
22 The extent to which this institution has been successful in positively motivating my performance	3.05*	3.24
25 The extent to which a spirit of cooperation exists at this institution	2.99*	3.12
29 The extent to which institution-wide policies guide my work	3.32*	3.47
32 The extent to which this institution is appropriately organized	2.69*	3.00
38 The extent to which I have the opportunity for advancement	2.84*	3.02
41 The extent to which I receive adequate information regarding important activities	3.23*	3.49
44 The extent to which my work is guided by clearly defined administrative processes	3.00*	3.28
Mean Total	3.05*	3.23

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

Table 24. Teamwork Mean Scores Compared to the NILIE Norm Base

	Teamwork	MHCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.75	3.78
14	The extent to which my primary work team uses problem-solving techniques	3.56	3.64
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.54	3.63
33	The extent to which my work team provides an environment for free and open expression	3.56*	3.70
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.51*	3.63
43	The extent to which a spirit of cooperation exists in my department	3.53*	3.71
	Mean Total	3.57*	3.68

Table 25. Student Focus Mean Scores Compared to the NILIE Norm Base

	Student Focus	MHCC Mean	Norm Base
7	The extent to which student needs are central to what we do	3.56	3.63
8	The extent to which I feel my job is relevant to this institution's mission	4.20	4.25
17	The extent to which faculty meet the needs of students	3.69*	3.83
18	The extent to which student ethnic and cultural diversity are important at this institution	3.60*	3.81
19	The extent to which students' competencies are enhanced	3.73	3.73
23	The extent to which non-teaching professional personnel meet the needs of the students	3.62*	3.76
28	The extent to which classified personnel meet the needs of the students	3.71	3.74
31	The extent to which students receive an excellent education at this institution	3.94	3.97
35	The extent to which this institution prepares students for a career	3.85*	3.96
37	The extent to which this institution prepares students for further learning	3.87*	3.95
40	The extent to which students are assisted with their personal development	3.62	3.67
42	The extent to which students are satisfied with their educational experience	3.72*	3.81
	Mean Total	3.75*	3.84
	Overall Total	3.42*	3.56

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

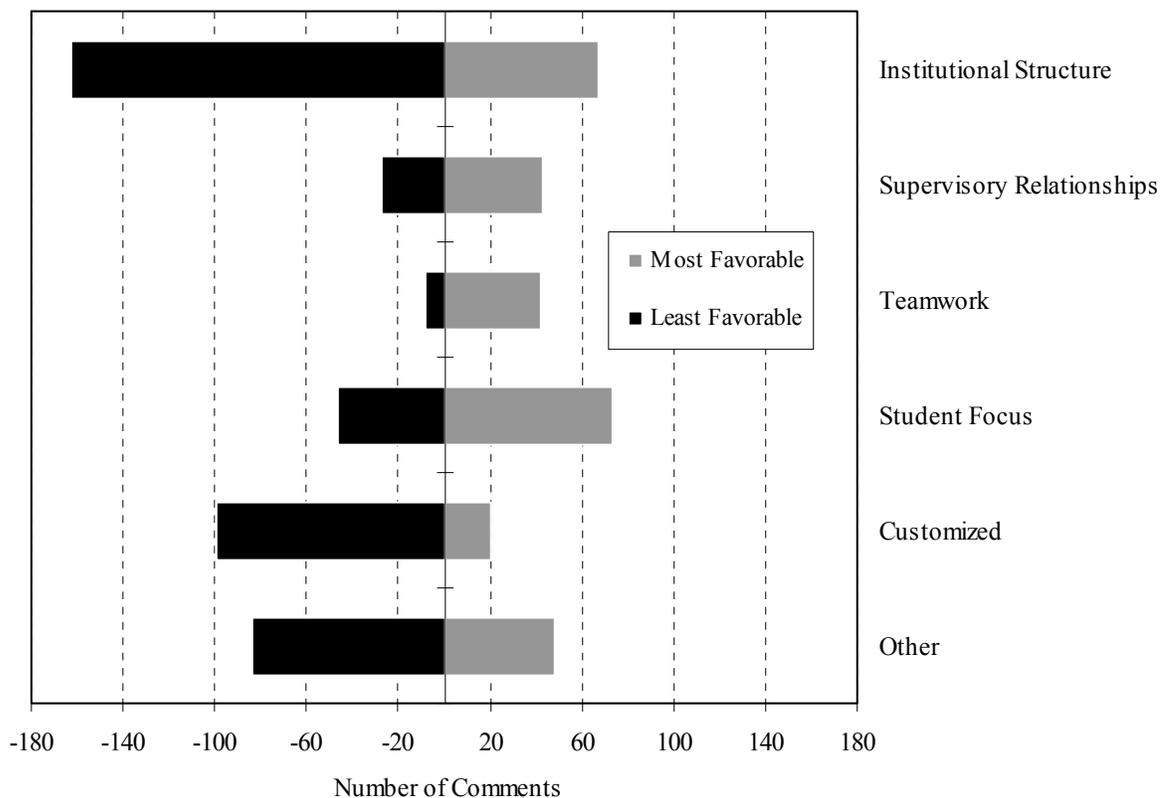
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 477 Mt Hood Community College employees who completed the PACE survey, 52.6% (251 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 MHCC comments. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of comments across all factors fell within the Institutional Structure and Student Focus climate factors. Please refer to Tables 26 and 27 for sample comments categorized by climate factor and the actual number of responses provided by MHCC employees. Please note that comments are quoted exactly as written.

Figure 11. Mt Hood 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 26. Most Favorable Responses—Sample Comments and Actual Number of Responses at Mt Hood Community College

Factor	Themes	Number of Comments
Institutional Structure (n=67)	<p data-bbox="383 317 1162 390"><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p data-bbox="383 411 1247 552"><i>The mutually supportive and cooperative environment with innovation and flexibility that exists within some departments on campus, across some departments and across institutions has led to some great models of education.</i></p> <p data-bbox="383 573 1227 714"><i>I believe that a majority of the employees of this college do have a genuine care and sense of responsibility to this institution. I also believe that many of them go above and beyond the call of their specific duties each and every day.</i></p> <p data-bbox="383 735 1222 840"><i>I think the distance learning support staff works very well with those of us teaching on-line. I can get quality help whenever I ask for it.</i></p> <p data-bbox="383 861 1179 934"><i>I think that the employees that work here seem to have a lot of pride and a great sense of community.</i></p> <p data-bbox="383 955 1222 1060"><i>The appearance of solidarity at this institution is pleasing. I think our students feel that most of the staff and faculty are on the same team.</i></p> <p data-bbox="383 1081 1138 1186"><i>Most favorable are the interactions of staff in Workforce & Economic Development division. Management team across departments within the division is effective.</i></p> <p data-bbox="383 1207 1247 1270"><i>The college employees are a dedicated and a very friendly bunch of hard working individuals.</i></p> <p data-bbox="383 1291 1179 1354"><i>Personnel in Commun. Ed. have been most accommodating in trying to meet my needs.</i></p> <p data-bbox="383 1375 1195 1449"><i>Entire staff is helpful and for the most part friendly and cordial. MHCC still has a bit of a small-time organization.</i></p> <p data-bbox="383 1470 1219 1543"><i>Staff is always willing to help...the admin. assistants are great all over campus...always willing to provide the info needed.</i></p> <p data-bbox="383 1564 1114 1596"><i>I appreciate the team support that is exhibited at our site.</i></p> <p data-bbox="383 1617 1097 1648"><i>The collaboration and team work among my coworkers.</i></p> <p data-bbox="383 1669 914 1701"><i>Classified and faculty work well together.</i></p> <p data-bbox="383 1722 1195 1785"><i>Cooperative and collaborative work among faculty is a big, big plus--and not just limited to our direct educational endeavor.</i></p>	26

Table 26. Continued.

Factor	Themes	Number of Comments
	<p><i>There are some faculty and staff that are always willing to educate you on the various areas on this campus and that makes you more knowledgeable for our students because they can find/explore the various services that are offered on our campus.</i></p> <p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>I enjoy working for MHCC. The college, as an institution, is well respected in the community for both academics and community participation.</i></p> <p><i>I think MHCC is a great place to work. The staff are very helpful, and it is a joy to work with the students.</i></p> <p><i>I love my work and look forward to working everyday. The individuals I work with on a daily basis are professional and genuinely assist me in doing my job to the best of my ability. I feel well supported by my coworkers and support staff.</i></p> <p><i>Enrollment is up this term. Yeah!</i></p> <p><i>Leadership of new management, from the new President on down to everyone as a whole. A new revival in spirit and attitude. I'm proud to say I work at MHCC with a dynamic group of people.</i></p> <p><i>This is, overall, the most positive work environment I have ever been in. Staff are kind, courteous and supportive of one another. I believe that the staff are really here to help the students.</i></p> <p><i>I believe the employees at Mt. Hood Community College are all on the same track to making the college work for the community, students and employees. They are a dedicated group of people. I think the influx of new management will be good in the long run because I feel that they will reach out more toward the community then management in the past and perhaps do it more effectively.</i></p> <p><i>We have the best working atmosphere in the area with our small size and the collegial attitude of most employees.</i></p> <p><i>I believe the recent changes in administration are very encouraging. The direction the college is going with clear communication and accountability in providing excellent service is exciting and I expect that next time this survey is given there will be far more positive answers.</i></p> <p><i>This is a great place to work. People are very conscientious about doing their best.</i></p>	20

Table 26. Continued.

Factor	Themes	Number of Comments
	<p><i>Work within CDFS is clear. Goals, procedures, expectations are all clear. Effective methods of staff support and guidance are used with some consistency.</i></p> <p><i>MHCC is a wonderful place to work. I always feel proud to say that I work for MHCC. I enjoy my job and think a lot of that is because of the climate and strengths of our team.</i></p> <p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>The college has a deep commitment to cultural diversity. The message is clear and a good one.</i></p> <p><i>It's great that we are filled with the diverse ethnic backgrounds, students as well as employees. It sets a comfortable and learning environment.</i></p> <p><i>Embracing diversity.</i></p> <p><i>In general, MHCC is one of the most professional and ethical places I have ever worked. As a lesbian, I feel comfortable being out to both my boss and my co-workers.</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>Most Administrators are fair-minded individuals willing to listen & consider multiple points of view.</i></p> <p><i>The institution allows me to encourage positive change.</i></p> <p><i>My opinions are valued.</i></p> <p><i>Administrators have always been approachable and reasonable in my dealings with them.</i></p> <p><i>I feel my own opinions are generally valued in the various committees and work groups that I serve on.</i></p>	6
	<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>Communication within the organization has been a problem but this has improved since July 1st.</i></p> <p><i>Communication is really good at this college.</i></p> <p><i>Now that Ski is our president, I feel the communication is much, much better! Kudos Dr. Ski!!!</i></p> <p><i>There are a few individuals, both full and part time who are working extremely hard to make communication a priority to all parties.</i></p>	4

Table 26. Continued.

Factor	Themes	Number of Comments
	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>There's a new energy and positive enthusiasm, and efforts for re-organizing and beefing up admin services to support the broader mission of the college. The new managers in key areas, plus a new president, make it more hopeful than ever, even though the pace of change is confusing and disorienting.</i></p> <p><i>College is making good progress towards getting organized "right" and getting processes and procedures in place.</i></p> <p><i>The vastly improved academic advising function is also a big, big plus. I now can work collaboratively with Academic Advising, knowing that students I send to that office will receive timely, professional attention. Library, Career and Counseling services, TRiO, Transitions/Transicciones, child dev. services, and Learning Assistance Center are all exceptional.</i></p>	4
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>[Administrators] are student centered and work hard.</i></p>	1
Supervisory Relationship (n=43)	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>I have a wonderful supervisor and I am kept well-informed of any decisions that may affect me.</i></p> <p><i>I believe my direct supervision is competent, sensible, and caring.</i></p> <p><i>I have an excellent working relationship with my supervisor who is supportive in all aspects of my work. My supervisor leads by example not only in work performed but in additional activities in support of students.</i></p> <p><i>My immediate supervisor demonstrates confidence in my abilities and continually gives me opportunities to learn and grow.</i></p> <p><i>The supervisor considers our needs and tries her best to meet the needs of her staff.</i></p> <p><i>My supervisor expresses confidence in my work and timely feedback at all times.</i></p> <p><i>My area manager shows a lot of concern for the well being of staff in the area.</i></p> <p><i>My supervisor is exceptionally able, communicative, supportive and positive to work with.</i></p> <p><i>Direct supervisor is a dynamic leader</i></p>	13

Table 26. Continued.

Factor	Themes	Number of Comments
	<p data-bbox="383 260 1235 331"><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p data-bbox="383 352 1235 457"><i>I have significant freedom to manage time and resources within the scope of my duties and have a good working relationships in my area.</i></p> <p data-bbox="383 478 1235 541"><i>Opportunity to teach my way, my style, as long as I get results and create a great experience for my students.</i></p> <p data-bbox="383 562 1235 636"><i>I like the creativity of my job and my ability to impact the community as a positive representative for MHCC.</i></p> <p data-bbox="383 657 1235 720"><i>I am given a lot of independence and creative freedom by my Dept. in designing my curriculum.</i></p> <p data-bbox="383 741 1235 846"><i>I like that I am given a great deal of independence in my work and can be creative in how to develop a successful early childhood program.</i></p> <p data-bbox="383 867 1235 972"><i>I am very glad my supervisors/colleagues allow me to control my own curriculum...This is an excellent school. I am proud to teach at MHCC.</i></p> <p data-bbox="383 993 1235 1056"><i>Academic Freedom, help is available, but we are not constricted by rudder orders of excessive guidance on how to instruct.</i></p> <p data-bbox="383 1077 1235 1150"><i>I like the creativity of my job and my ability to impact the community as a positive representative for MHCC.</i></p>	10
	<p data-bbox="383 1171 1235 1243"><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p data-bbox="383 1264 1235 1400"><i>Within my department I am lucky to have a manager that encourages innovation and takes my ideas seriously which helps me learn and grow in my current position. I find this key to feeling valuable at an institution.</i></p> <p data-bbox="383 1421 1235 1495"><i>I feel in my office I am given opportunity to improve on myself, I am supported and given guidance</i></p> <p data-bbox="383 1516 1235 1652"><i>In my work environment, my supervisor is EXTREMELY supportive of my professional growth and my success. He is always open to my ideas, advises when need be and supports me in my decisions. He is the epitome of what supervisor should be.</i></p> <p data-bbox="383 1673 1235 1747"><i>I have found that my immediate supervisor is exceptionally supportive in helping make me a better instructor.</i></p> <p data-bbox="383 1768 1235 1795"><i>Great boss who is supportive and acts as my mentor.</i></p>	6

Table 26. Continued.

Factor	Themes	Number of Comments
	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Professional development opportunities are excellent.</i></p> <p><i>The amount of professional trainings is a wonderful part of MT. Hood Head Start. Staff can take advantage of the growth opportunities and explore more options for free at the college.</i></p> <p><i>The many extra opportunities for learning (films, forums, and presentations on topics relevant to some occurrence or celebration in our society) that are offered voluntarily by many members of the instructional team on this campus.</i></p>	5
	<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>My direct supervisor allows for all ideas, encourages new training opportunities, including research and comparisons to other community colleges. We work together to better ourselves and student interactions.</i></p> <p><i>[Manager] doesn't micromanage, but rather treats staff with respect and in turn has employees in his/her department who are motivated to produce excellent quality and quantity of work.</i></p>	3
	<p><u>27— The extent to which my supervisor seriously considers my ideas</u></p> <p><i>I feel like my opinions and ideas are valued by my supervisor. I also feel like if I have a real issue with something I will be heard, regardless if anything can be done.</i></p> <p><i>I feel that my supervisor is both willing and wanting to know what I think and, when possible, do what she can to meet needs which I express.</i></p>	3
	<p><u>12— The extent to which positive work expectations are communicated to me</u></p> <p><i>Expectations are generally communicated clearly</i></p>	1
	<p><u>20— The extent to which I receive timely feedback for my work</u></p> <p><i>My supervisor expresses confidence in my work and timely feedback at all times.</i></p>	1
	<p><u>26— The extent to which my supervisor actively seeks my ideas</u></p> <p><i>My dean & DC are among the best at MHCC and extremely supportive of the faculty they supervise and actively seek our input on department/division needs.</i></p>	1

Table 26. Continued.

Factor	Themes	Number of Comments	
Teamwork (n=42)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>Passion and dedication are hugely apparent in my department. My peers and I work well together with respect and open-mindedness to solve issues that improve the lives of families served... There is a great sense of diversity, respect, hard-work, and commitment in my department.</i></p> <p><i>My department is very cooperative, respectful, encouraging. I do believe that everyone is truly valued.</i></p> <p><i>I am very satisfied within my department with how supportive my fellow faculty members are of one another in their professional duties as well as their professional growth.</i></p> <p><i>I work in a wonderful department where innovation and creative thinking is encouraged and rewarded.</i></p> <p><i>Teamwork amongst other teachers, both full and part time, within my department is very good.</i></p> <p><i>I am very satisfied with the support I receive from my department.</i></p> <p><i>I am pleased with the department in which I teach, promoting a spirit of cooperation as well as the necessary information to perform my instructional duties including expectations of the department and contract language.</i></p> <p><i>In my department (LSC), all tutors and administrators freely share ideas about how to improve our services, enhance our training, and pass these along to our students in a way which is meaningful for them.</i></p> <p><i>I feel our department is very encouraging and open to creativity, ideas, input, etc. There is value in diversity.</i></p> <p><i>The folks in my individual department are outstanding! We all work so hard to deliver first class instruction to our students. I am honored and privileged to work with such dedicated professionals who are committed to the success of our program and our students.</i></p> <p><i>The friendly atmosphere in my department are the most favorable qualities at MHCC.</i></p>	22	
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I am most impressed in my working with direct colleagues. Their commitment to student success, excellent work, and camaraderie is impressive and pushes me toward excellence.</i></p>		16

Table 26. Continued.

Factor	Themes	Number of Comments
	<p><i>I'm very impressed by my colleagues in the faculty --- this is a great place to work from that standpoint. I feel like I'm part of a cohesive team as far as the faculty is concerned. And most teachers here strive for excellence. That's a nice atmosphere to work in!</i></p> <p><i>My team members are fantastic. They are reliable, flexible, helpful and dedicated. I don't know what I would do without them!</i></p> <p><i>Cooperation, mutual respect and innovative solutions to complex problems are prevalent in my work group.</i></p> <p><i>My particular work area is very supportive and encouraging.</i></p> <p><i>There is a great deal of cohesion of employees in my immediate workgroup.</i></p> <p><i>I truly enjoy my immediate work group. The atmosphere and my co-workers are very comfortable, supportive and encouraging. We try to motivate each to be the best we can be. We enjoy each and everyone of our students and work quickly gain their trust.</i></p> <p><i>My team! The team of individuals I work with is fabulous, we share ideas and share in the process of deciding where we want our department to head. We have a collaborative working relationship that constantly works to support and enhance student success.</i></p>	
	<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>Those that I work with directly and my supervisor(s) have always given me the latitude and support to allow me to perform my duties with the highest level I have ever attained. I am listened to and my thoughts are considered in decision making processes.</i></p> <p><i>I truly enjoy my immediate work group. The atmosphere and my co-workers are very comfortable, supportive and encouraging.</i></p>	2
	<p><u>14— The extent to which my primary work team uses problem-solving techniques</u></p> <p><i>Cooperation, mutual respect and innovative solutions to complex problems are prevalent in my work group.</i></p>	1
	<p><u>24— The extent to which there is an opportunity for all ideas to be exchanged within my work team</u></p> <p><i>My team! The team of individuals I work with is fabulous, we share ideas and share in the process of deciding where we want our department to head. We have a collaborative working relationship that constantly works to support and enhance student success.</i></p>	1

Table 26. Continued.

Factor	Themes	Number of Comments
Student Focus (n= 73)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>My supervisor expresses student needs are central in what we do with this program.</i></p> <p><i>This college is full of caring, people who want to see students succeed. The atmosphere is very helpful and friendly, and this is a strong point.</i></p> <p><i>All stakeholders have students in mind, always giving of their own time and energy. Selfless and committed employees.</i></p> <p><i>People actually care about the students, and put in lots of effort to help them succeed. There are many programs that truly help students who would drop out otherwise.</i></p> <p><i>This college is truly committed to its students. It's very clear that faculty and staff share the mission to prepare students for success. The college community as a whole is very respectful of and appreciative of the hard work that is being done in every area of the college.</i></p> <p><i>Students' needs are the central focus of discussions and decision-making within my department and there is a strong commitment to students from faculty and staff both full and part time across campus.</i></p> <p><i>The college is excellent at meeting the needs of the students. The students are a priority most of the time and find the education here a valuable tool to reach toward future goals.</i></p> <p><i>Employees do many positive and amazing things for the student's sake outside available resources.</i></p> <p><i>We do try to do whatever we can for students.</i></p> <p><i>Faculty and staff seem to constantly strive to provide the best opportunities possible for all students.</i></p> <p><i>I feel the faculty and the administration really tries to do right by the students most of the time.</i></p> <p><i>The college works very hard to meet the needs of its students.</i></p> <p><i>Students' needs are the central focus of discussions and decision-making within my department and there is a strong commitment to students from faculty and staff both full and part time across campus.</i></p> <p><i>MHCC is blessed with individuals who care about what they do and care about the students!</i></p> <p><i>We all work together to make students' lives better.</i></p>	30

Table 26. Continued.

Factor	Themes	Number of Comments
	<p data-bbox="383 260 1198 287"><u>17— The extent to which faculty meet the needs of the students</u></p> <p data-bbox="383 317 1203 422"><i>The level of commitment to students and the excellence of instruction at this institution are amazing. I am honored to work with so many gifted faculty.</i></p> <p data-bbox="383 443 1230 583"><i>I think that the faculty has an invested interest in meeting student needs. The college has shown some growth in looking at DL and creating a liaison for faculty and having a DL committee has been great to look at achieving positive outcomes.</i></p> <p data-bbox="383 604 1247 709"><i>Quality, thoughtful instruction is provided across disciplines. Many instructors actively and consistently participate in professional development and reflection that leads to quality.</i></p> <p data-bbox="383 730 1214 835"><i>The high caliber of teaching here makes MHCC one of the best institutions of higher learning in the first two years of the college experience.</i></p> <p data-bbox="383 856 1192 997"><i>MHCC has a solid reputation and many tenured excellent educators that can partner with business and social service agencies to meet the challenges of the future if we capitalize on innovation and existing relationships.</i></p> <p data-bbox="383 1018 1208 1159"><i>There are excellent programs here, run by excellent faculty that give students a quality education. Most of the employees here do above and beyond their jobs to give students the opportunity to succeed in life.</i></p> <p data-bbox="383 1180 867 1207"><i>We have great faculty here at MHCC!</i></p> <p data-bbox="383 1228 1149 1297"><i>Excellence in instruction is the priority within the academic divisions.</i></p> <p data-bbox="383 1318 1159 1388"><i>Dedication and commitment of teaching faculty to furthering student success.</i></p> <p data-bbox="383 1409 1175 1478"><i>There are so many fine faculty members who do a good job of teaching and of stimulating student thought processes.</i></p>	19
	<p data-bbox="383 1499 1247 1568"><u>31— The extent to which students receive an excellent education at this institution</u></p> <p data-bbox="383 1589 1230 1694"><i>Students receive a great education here--there are so many fine faculty members who do a good job of teaching and of stimulating student thought processes.</i></p> <p data-bbox="383 1715 1203 1856"><i>The students are well supported in an environment that we all strive to make fun and energetic. Together, we produce high quality grads with shrinking resources, outdated equipment and what appears to be a bleak future of more of the same.</i></p>	10

Table 26. Continued.

Factor	Themes	Number of Comments
	<p><i>The college provides an excellent and affordable education to the community.</i></p> <p><i>I feel that we have some great faculty here, and that students overall get a great educational experience. Students graduate from the mental health/human services program with more practical experience than they would get from many bachelors programs. Students here have ample opportunity to get to know each other and discuss material related to their studies. I feel that this is an important and often overlooked aspect of college life, and that is it is vital to integrating course material rather than simply memorizing it.</i></p> <p><i>Excellent educational opportunities provided to our students!</i></p> <p><i>There are excellent programs here, run by excellent faculty that give students a quality education.</i></p> <p><i>I feel that students are graduating with an excellent skill sets with the ability to be competitive in the workforce.</i></p>	
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>The support provided for students is amazing -- learning assistance center, tutor center.</i></p> <p><i>HD 100/College Success classes are an excellent tool in aiding retention and this effort was another highlight for fall. All sections were filled and waiting lists existed for the first time. This speaks well for both student desires and strong academic initiatives.</i></p>	4
	<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>I feel that students are graduating with an excellent skill sets with the ability to be competitive in the workforce.</i></p> <p><i>We train students for up and coming careers.</i></p>	3
	<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>I would say that my compadres in the Classified group are a very hard working and dedicated to serving students and faculty.</i></p>	2
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>Even though I am not in direct contact with many students, the students I do work and talk with believe MHCC educates and trains them well... and still has a good reputation.</i></p>	2

Table 26. Continued.

Factor	Themes	Number of Comments
	<p><u>8— The extent to which I feel my job is relevant to this institution's mission</u></p> <p><i>I love the college mission and our department goals with respect to improving the lives of families by building on strengths.</i></p>	1
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>Minority students continue to be marginalized by both the college staff and instructors with the exception of the ENL/ESL Department and CASS students.</i></p>	1
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>For the most part, the instructors at MHCC are fantastic and prepare students well both for careers and for further studies at other institutions.</i></p>	1
Customized (n=20)	<p><u>48—The extent to which innovation is encouraged at the college</u></p> <p><i>Freedom to use innovative instructional techniques that are more effective than lecture and that address a range of learning styles.</i></p> <p><i>The college does invest in innovative teaching through the TLC which I think is a huge asset to teachers. I believe this greatly enhances my ability to creatively meet the needs of my students.</i></p> <p><i>I'm fortunate to have a Manager who encourages creativity, innovation, and provides continual feedback about my work performance.</i></p> <p><i>I work in a wonderful department where innovation and creative thinking is encouraged and rewarded.</i></p> <p><i>The college has pockets of excellence that are both innovative and inspiring.</i></p> <p><i>Within my department I am lucky to have a manager that encourages innovation and takes my ideas seriously which helps me learn and grow in my current position. I find this key to feeling valuable at an institution.</i></p>	11
	<p><u>51—The extent to which employees treat one another with mutual respect and dignity</u></p> <p><i>The staff in my area, embrace diversity and are extremely respectful to each other as well as all people and animals (cats, dogs, bats, hedgehogs, mice) who come through the door!</i></p> <p><i>MHCC treats its employees and students with respect and dignity.</i></p>	6

Table 26. Continued.

Factor	Themes	Number of Comments
	<p><i>When you work here, you can feel that you really belong because of the way people treat each other here.</i></p> <p><i>Generally staff and faculty treat each other with respect and are very conscious of making sure that students' needs are met in a friendly way.</i></p> <p><u>53—The extent to which the college's technology tools allow me to meet my job responsibilities efficiently</u></p> <p><i>Technological support with teaching & all other endeavors has been given a high priority.</i></p> <p><u>54— The extent to which the workload at MHCC is fair and reasonable</u></p> <p><i>The workload is never too large a burden under normal circumstances (exception being when positions are vacant for 6+ mos and other people in the dept have to carry extra work to continue serving the students).</i></p> <p><u>55—The extent to which the college provides a physically and emotionally safe working environment</u></p> <p><i>The risk management team is making important progress in addressing issues of campus security.</i></p>	<p>1</p> <p>1</p>
Other (n=48)	<p><u>Leadership</u></p> <p><i>New president seems to be doing a much better job at working with the community and truly cares about making this a better place for students and staff. He listens.</i></p> <p><i>Strong leadership from the administration and a sincere desire to improve the organization and position it for growth.</i></p> <p><i>We have a lot of great administrative leadership and should rally behind them and support them.</i></p> <p><i>It seems that things are starting to change with the new leadership. There is a more positive, participative philosophy vs the dictatorial and tyrannical attitude of the last president. Let's hope that the rest of the administrators get aboard of this positive attitude and follow a more participatory management style president is.</i></p> <p><i>I appreciate the new leadership of the college and the refreshed moral that has occurred since Dr. Ski has arrived. I appreciate his ownership and accountability standards and that he truly puts students first.</i></p> <p><i>I am hopeful that with a new president who has a clear vision - we will be able to do great things.</i></p>	32

Table 26. Continued.

Factor	Themes	Number of Comments
	<p><i>Having a proactive President is helping to change the climate so to speak.</i></p> <p><i>I really like Dr. Ski coming around and asking everyone how they are. I feel included and that my position is important.</i></p> <p><i>Our new president has the requisite leadership skills to effect positive change for this college and the future is most optimistic.</i></p> <p><i>I appreciate the visits (and smiley face) from Dr. Ski to my area. His personable, approachable, and energetic demeanor is very contagious and is helping to create a positive working environment. I believe in leadership by example and that Dr. Ski is going to take this institution in the right path for students, faculty, and staff. Thank you, Dr. Ski.</i></p> <p><i>Very satisfied with new college leadership.</i></p> <p><i>We are ready for change and optimistic about the direction of our new leadership.</i></p> <p><i>The new leadership of the college is very encouraging to me. I think our leadership team is strong and dedicated to the community and to students.</i></p> <p><i>The arrival of the new president has had a positive impact!</i></p> <p><i>I am so excited about our president and feel that he has noted the work being done here. I know that good will come from his positive energy. I already feel more valued. I think that MHCC finally has a vision. I feel that our new president values our students and supports those who are truly committed to teaching.</i></p> <p><i>Having a proactive President is helping to change the climate so to speak.</i></p> <p><i>The College is making great strides under the direction of its new President but there is still much work to be done. It is great to see the renewed enthusiasm and energy on campus which is the direct result of the new President's enthusiasm, energy and direction.</i></p> <p><i>Some of the new goals and idea from our new leadership has in sighted much excitement and substantially raised morale.</i></p>	
	<p><u>Compensation & Benefits</u></p> <p><i>The college offers employees great benefits in regards to vacation time, business leave, sick leave and Wellness.</i></p> <p><i>Still have excellent benefits with reasonable cost to employee.</i></p> <p><i>The compensation package that lured me to Mt Hood was most favorable.</i></p>	9

Table 26. Continued.

Factor	Themes	Number of Comments
	<i>The program provides fantastic benefits, from insurance, paid holidays, vacation time, counseling services and of course the tuition for workers and family. All of these assist people in doing their job.</i>	
	<i>Health and Wellness: I don't know how many take advantage of this, but it is a sign that the school cares about the health of it's employees.</i>	
	<i>I enjoy the fringe benefits that the college offers to its employees.</i>	
	<u>Survey</u>	3
	<i>I like the idea of a survey, but I would like even more if something is done to address the reasons behind the responses instead of just reporting an aggregate of the results.</i>	
	<i>I don't feel like this survey will be very valid because I needed to qualify every answer.</i>	
	<u>Resources</u>	2
	<i>The resources available to employees and students are adequate.</i>	
	<i>Serving local community. Making the best with what we have.</i>	
	<u>Facilities</u>	1
	<i>I love being able to swim in the beautiful pool for free!</i>	
	<u>Library</u>	1
	<i>The library is getting more and more interesting all the time. (I used to HATE our library- though I always like the staff.)I appreciate the librarians working with faculty to help students learn how to best use the library.</i>	

Table 27. Least Favorable Responses—Sample Comments and Actual Number of Responses at Mt Hood Community College

Factor	Themes	Number of Comments
Institutional Structure (n=166)	<p data-bbox="381 304 1193 367"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="381 388 1209 462"><i>Morale is poor and contract negotiations have made it clear our service to the college is not valued.</i></p> <p data-bbox="381 472 1234 514"><i>There is a climate of fear and mistrust. It is a lonely place to work.</i></p> <p data-bbox="381 525 1242 640"><i>With the exception of my type A personality, work ethic, and desire to excel, there is little external positive motivation for me to provide work output above expectations.</i></p> <p data-bbox="381 651 1226 913"><i>I am disappointed with the disrespect of my work and position as an instructor at the college. With all the rhetoric about the importance our institution, the faculty, and how well we serve the community, to hear administrators compare faculty to hourly employees and suggest that we are over compensated or that we should be replaced with part-time faculty literally takes the wind out of my sails.</i></p> <p data-bbox="381 924 1242 997"><i>Morale is very low. We have expectations of work but are often not given the resources to complete tasks.</i></p> <p data-bbox="381 1008 1242 1081"><i>I do not feel that my program is supported or valued by the dean or the VP of instruction.</i></p> <p data-bbox="381 1092 1242 1281"><i>The climate at MHCC often feels like a power struggle between administrators, faculty assoc. and classified assoc. with the end result being an illusion of power. It is well known that problematic staff and faculty will never be dismissed so often new hires eventually lose their strong work ethic.</i></p> <p data-bbox="381 1291 1242 1365"><i>There is no motivation to do a good job, because no one notices or cares.</i></p> <p data-bbox="381 1375 1242 1533"><i>Very unhappy and worried about the outcome of the faculty contract negotiations. Given the amount of unpaid hours I put into my job, it is very upsetting to go to negotiations and hear the administration treat us so dismissively and unworthy.</i></p> <p data-bbox="381 1543 982 1585"><i>Faculty and Classified staff do not feel valued.</i></p> <p data-bbox="381 1596 1250 1753"><i>Bruning Center employees VERY disconnected to main campus, especially for scheduled TLC, DL support and training and general ability to be involved. Please be reasonable with contract negotiations and resolution. None of us want to go on strike...</i></p> <p data-bbox="381 1764 1209 1837"><i>Instruction area does not fully appreciate instructors full or part time.</i></p>	35

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>Occasional failure on management's part to recognize faculty expertise, commitment, effort, and success.</i></p> <p><i>Certain administrators at the bargaining table need to be more respectful of faculty and classified staff. Threatening to slow/withhold tenure from faculty or threatening classified with lay-offs is extremely mean-spirited. Administrators need to recognize which jobs are most important to education.</i></p> <p><i>Working at the college has often been more demoralizing than motivating. None of the supervisors I've had ever saw a part of their role being to motivate faculty and staff or to provide feedback.</i></p>	
	<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>I find there to often be a lack of information coming from those is higher positions at the institutional level.</i></p> <p><i>There is a huge gap between faculty, administrative, and other support staff communication.</i></p> <p><i>Communication -- laterally as well as hierarchically -- is truly deplorable.</i></p> <p><i>Many of the decisions made by college administrators are not communicated effectively to supervisors and staff.</i></p> <p><i>The best way to get info at MHCC is the rumor mill and it is negative.</i></p> <p><i>I'd like to see better and more positive communication between administration and faculty. The difficulties which have come up in the bargaining process are the culmination of years of bad communication between these two groups.</i></p> <p><i>One major area I feel least favorable about is the lack of communication. Things happen at the top of the college in PC and sometimes drift down to Deans, but mostly not. By the time the regular folks hear about it...it is usually a rumor and not fact.</i></p> <p><i>It would be more helpful if we got announcements from departments regarding such things as policy changes, information to tell students, and new hires (including p/t). This way we and others would not be disseminating inaccurate information.</i></p>	26

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>For years the institution administration has not communicated well with faculty. Most cannot tell you what is in the mission of the college.</i></p> <p><i>Very, very poor communication from the top down and laterally as well...Laterally, there are many silos with lack of communication that could benefit staff and students.</i></p> <p><i>Communication issues at all levels.</i></p> <p><i>Information sharing from top down levels.</i></p> <p><i>Although the spirit of cooperation is strong, I don't believe we have the systems in place to allow for good communications across the spectrum of student services.</i></p>	
	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>There are still some areas within the college that need some fine tuning of personnel to make a better fit.</i></p> <p><i>There needs to be a reorganization/cleaning house to fix defective management structure.</i></p> <p><i>More full-time jobs so the college can serve its students better.</i></p> <p><i>There are not enough academic advisors and most of the ones here don't seem to know enough to be very helpful.</i></p> <p><i>The least favorable aspect to the college is the current organization of the departments and divisions. There needs to be very thoughtful consideration and reorganization into academic units with an appropriate number of deans to provide support to all areas of instruction.</i></p> <p><i>Too many managers & not enough doers.</i></p> <p><i>The gutting of the faculty from full-time to mostly part-time leaves a ghost of a college. Yet, I see that this is turning around a bit, of late.</i></p> <p><i>Organizational structure needs help.</i></p> <p><i>There are many inequities in the current organizational structure of the college, with especially great disparity in the workloads of the deans.</i></p> <p><i>There needs to be a reorganization/cleaning house to fix defective management structure.</i></p> <p><i>College needs to be more efficiently organized.</i></p>	18

Table 27. Continued.

Factor	Themes	Number of Comments
	<p data-bbox="383 300 1224 363"><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p data-bbox="383 390 1224 489"><i>The opportunity for advancement is not available to me simply because my workload is too heavy to handle additional classes it would take to build on my administrative and business skills.</i></p> <p data-bbox="383 516 1224 695"><i>As to opportunity for advancement, I think all jobs have a predetermined person selected and the interview process is irrelevant. No cross-training opportunities are available within the dept (& are discouraged) and therefore a person can never be qualified for internal transfer opportunities.</i></p> <p data-bbox="383 722 1224 785"><i>Very few opportunities for advancement, and many inequalities in talent & contributions across employment lines.</i></p> <p data-bbox="383 812 1224 875"><i>The part-time staff soon learn that any hope of finding full time employment is futile, and they begin looking for other work.</i></p> <p data-bbox="383 903 1224 1001"><i>Career advancement out of the Classified unit is very difficult here, not because of lack of preparation and skill, but because there are roadblocks that make no sense and even defy common sense.</i></p> <p data-bbox="383 1029 1224 1092"><i>Hard work, dedication and production are not considered or rewarded. There is no room for advancement.</i></p> <p data-bbox="383 1119 1224 1140"><i>This institution does not promote within ever!</i></p> <p data-bbox="383 1167 1224 1304"><i>In my dream of dreams, I would like to be employed full-time at the college. Teaching part-time is fun, but to have a full-time position here would be great! More should be done to offer opportunities for adjunct staff to transition to full-time positions.</i></p> <p data-bbox="383 1331 1224 1394"><i>I am not happy with the lack of opportunities for internal advancement.</i></p> <p data-bbox="383 1421 1224 1623"><i>I see the hire within or promote the employee verbiage is just that, its talk without action. If we truly promote movement from within than there would be support from H&R to be have success in each of our applications; rather than finding fault, let's find the quality to encourage. Let's see honest responses, rather than the political correct answers that are just smoke!</i></p>	17
	<p data-bbox="383 1650 1224 1713"><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p data-bbox="383 1740 1224 1839"><i>Individuals must work together for the greater good. There are too many "leaders" more worried about power than making the right and ethical decision for the good of the institution.</i></p>	13

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>I believe that more emphasis should be placed on collaboration and team building. I want to work with strategic thinkers that work together.</i></p> <p><i>Customer Service in many areas and advising of students needs to be greatly improved.</i></p> <p><i>There is not a pattern of collaboration among the administration and faculty. It often feels like an us against them battle instead of a sense of unity in our efforts to be the best we can in order to best serve our students.</i></p> <p><i>Inter-department collaboration is virtually non-existent and when it does happen, it is a very stressful and complicated process with a large amount of push back.</i></p> <p><i>There is a tremendous amount of bickering among departments and between individuals which hinders free exchange and collaboration. HR does not seem to be proactive in this regard.</i></p> <p><i>What I experience overall is a sense of camaraderie amongst most employees in my on campus union but not that same sense between ALL on campus unions. All of us could use improvement in that area.</i></p> <p><i>Customer service - phone lines, phone tone of voice</i></p> <p><i>There is good teamwork and cooperation in many little niches on campus but the niches don't often connect.</i></p> <p><i>I believe there are factions within the college which value their personal interests above the interests of the college and the community.</i></p>	
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Some levels of decision making for example, approvals for small expenditures, need review and revision.</i></p> <p><i>Tendency of decision-makers to yield to some individuals' "territorial" preferences at the expense of curriculum innovations that would benefit students in terms of helping them become critical-thinkers and problem-solvers..</i></p> <p><i>Sometimes I feel out of the loop when upline administration makes decisions without input from the workers who have to find a way to implement. Trust is an issue regarding the administration. Behind closed door decisions that affect our jobs and morale.</i></p>	11

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>Under the previous president, many decisions seemed capricious, emotional, and poorly-thought through. Way too much power was concentrated at the top, and with Vice-Presidents incapable of delegating. I hope that has changed with our new president.</i></p> <p><i>Many college functions are performed in silos without consideration of institution wide implications. Opportunities for positive change are often missed because some areas/employees fear losing ownership of an area or function.</i></p> <p><i>I also find that responses/results of decisions made too often change and cause confusion for the person/team assigned to the execution of a task</i></p> <p><i>The organization of some areas and how decisions are made and filter down (or don't) can be very frustrating.</i></p> <p><i>Some of the management decisions should be made in partnership with employees in order to generate more cooperation and support.</i></p>	
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>Regarding diversity, we don't need to be beat up about it, given guilt trips; just do it. HR gets in the way of advancement; trust supervisors judgment.</i></p> <p><i>The college has not succeeded in bringing enough diversity to the workforce.</i></p> <p><i>We need REAL diversity training for all administrators, faculty and staff, and students (might be helpful to follow the PSU and PCC models since they have been very successful with this over the past TEN years).</i></p> <p><i>I wish I had found a spot in the college to work with people who are sincere, committed, and able to truly welcome and include diversity.</i></p> <p><i>People worry too much about "diversity" while not "tolerating" those who have "right-wing" conservative viewpoints and those who hold to traditional Judeo-Christian values.</i></p> <p><i>The front office at Maywood does not have any bi-lingual staff, which I think is a hardship on many of the students here. I think it would be a great benefit if there were more community classes here at Maywood such as Spanish.</i></p> <p><i>Our faculty is way too white.</i></p>	11

Table 27. Continued.

Factor	Themes	Number of Comments
	<p data-bbox="383 300 1247 363"><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p data-bbox="383 390 1247 527"><i>I would like to believe that major decisions at MHCC would not come down to one person or a small exclusionary panel of individuals making them. If a subject is going to affect all employees of the college then there needs to be transparency to all.</i></p> <p data-bbox="383 554 1247 617"><i>I also feel like my voice is not heard by administrators; it is drowned from the process.</i></p> <p data-bbox="383 644 1247 669"><i>Lack of application of a majority of committee work.</i></p> <p data-bbox="383 697 1247 760"><i>Management as a whole needs to recognize the value of faculty in a shared governance.</i></p> <p data-bbox="383 787 1247 924"><i>There isn't always a clear channel for front line staff to move forward ideas and proposals for new initiatives. We all know there is more work to be done to break down institutional "silos" but in variety of ways areas are rewarded for staying within silos.</i></p> <p data-bbox="383 951 1247 1087"><i>There never are meetings in our Department between the F/T and P/T instructors, so consequently we P/T often are left out of decision-making , and our ideas are often never heard or considered.</i></p> <p data-bbox="383 1115 1247 1178"><i>Those who would be innovators have no tool for idea expression and are not valued.</i></p>	10
	<p data-bbox="383 1205 1247 1268"><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p data-bbox="383 1295 1247 1358"><i>Policies and procedures are in people's heads (Instruction) but not written down to follow.</i></p> <p data-bbox="383 1386 1247 1480"><i>The processes we have around here - It takes forever for anything to get done around here. It seems like you need 10 signatures before you can accomplish anything.</i></p> <p data-bbox="383 1507 1247 1570"><i>Systems are confusing. Sometimes procedures change and we find out later when we do it incorrectly.</i></p> <p data-bbox="383 1598 1247 1661"><i>Human Resources policies and procedures are "desk by desk" and "moment by moment" depending on the situation/person.</i></p> <p data-bbox="383 1688 1247 1860"><i>The lack of systems internally at the college is horrendous and makes it difficult to accomplish the work required for my positions at times. There are 5 types of reimbursement policies that need to be signed by different folks with different forms. The same can be said for the course outline process.</i></p>	10

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>The board, the Vice Presidents, and HR are working against the mission of the college.</i></p> <p><i>I do not feel that there is a universal effort to serve the community. I can read the mission and values statement on paper - but I do not necessarily feel the majority of staff understand what those mean in everyday practice.</i></p> <p><i>It is nice to have a mission. I'm glad we have one. However, since it takes a whole page of buzzwords to encompass it, the mission is not clear enough to be easily understood or practical as a guide for our actions and plans.</i></p> <p><i>There is not a clear philosophy.</i></p> <p><i>What is our mission? Other schools have plaques and signs stating their mission placed in many highly visible places where it can be found and read (as a reminder to all) but I cannot seem to find it too easily here. It needs to be visible everywhere...Cafeteria, Registration, Financial Aid, Library, College Center, Labs, Offices, Etc, Etc.</i></p>	6
	<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>I find that some processes of operation get easily mired or dropped especially when traversing departments.</i></p> <p><i>Policies are not based on rationality or data... nor does anyone claim responsibility for them; therefore these policies are not evaluated and no accountability is present so action does not occur.</i></p> <p><i>Archaic policies regarding course approval. Archaic policies regarding budgetary oversight</i></p>	5
	<p><u>11— The extent to which institutional teams use problem-solving techniques</u></p> <p><i>I find that some individuals avoid clear and timely resolution of conflicts.</i></p> <p><i>Articulating the problems via discussion seems to be no problem. Making rational, accountable, action-oriented plans with a way to evaluate them seems to be a HUGE problem. All talk + no action=no change.</i></p>	3

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>I think that the college should have a speaker talk to all staff about appropriate and inappropriate behavior. For instance, referring to a female staff member as "gal" or "dear", being inappropriate. I do not like office politics.</i></p>	1
Supervisory Relationship (n=27)	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>I would like to see an opportunity for part timers to have more funds available for professional development.</i></p> <p><i>There is not enough or any training for advancement which leads people to eventually move on to other jobs. The college should invest time in its employees who show the willingness and future promise to learn new positions.</i></p> <p><i>More training on how to use technology in class.</i></p> <p><i>I would also like to see the college leverage more serious relationships with area colleges so that staff can advance themselves academically and professionally with special tuition support or arrangements for pursuit of higher degrees: Masters Degree, PhD and other certifications.</i></p> <p><i>Lack of training and opportunities for professional development.</i></p> <p><i>There doesn't seem to be many continuing education opportunities I hear about.</i></p> <p><i>Little or no training dollars anymore for supervisors.</i></p>	10
	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>I get almost no input from my supervisor regarding my performance, what is/was expected of me, or what I should be working toward. I just have to assume that no news is good news.</i></p> <p><i>I have not been observed in the classroom by my supervisor yet this year, and I am a new teacher.</i></p> <p><i>While I appreciate the freedom I am given to develop my own curriculum and teaching methods, sometimes I feel as if more oversight and involvement from my superiors would be in order. I do not receive enough feedback, positive or negative, to know if they feel I am proceeding in a manner they find acceptable or appropriate.</i></p>	4

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><u>27— The extent to which my supervisor seriously considers my ideas</u></p> <p><i>I have suggested many ideas and different, less labor intensive processes to my supervisor in the student services area, but am most often not taken seriously.</i></p> <p><i>When ideas are shared with the supervisor, they are most often immediately accepted, but over the course of a few days, picked apart and discounted. Staff feel disrespected.</i></p> <p><i>After receiving calls asking for help from 4 of our high schools in our service area, I have proposed an outreach project to area high schools that would benefit my department, program and the college in the long term. Instead of looking at the long term impacts, my dean is more concerned whether K-12 schools are getting "free consulting" from this effort rather than looking at the pragmatic view of enrollment. I could not help but feel that this idea was being dismissed even before it has had a chance to succeed.</i></p>	3
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>Supervisor is not a qualified supervisor because he/she is not knowledgeable about the services that we provide to our students. He/She doesn't train, educate or provide an respectful and safe environment. He/She doesn't possess any leadership skills and looks for others to do her job.</i></p> <p><i>My supervisor is oblivious, and doesn't seem to care. I ask many questions, and my supervisor rudely labeled me as his/her "special home visitor".</i></p>	3
	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>I feel that my supervisor gives priority to some staff members. This is exhibited by allowing them more freedom within the program. He/She also makes sure that their classroom needs are met first. My supervisor openly discusses staff members performance in the presence of other staff who are not directly involved.</i></p> <p><i>Disrespect from managers.</i></p>	2
	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>There is little time to be creative due to tremendous expansion.</i></p>	2

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>Most supervisors in this department are of exceptional quality. However, one is very difficult to work with. While he/she possesses great knowledge and value....he/she is publicly demeaning, frequently refuses to entertain ideas or input of very well educated employees, and has been a big part of the reason for several staff resignations in the past year. Several staff have commented that the supervisor is very unprofessional in verbal communication and a couple believe he/she is verbally abusive to employees. This supervisor is very selective about sending emails to staff with cc to her supervisor, so much of his/her behavior is not available to his/her supervisor. Because of this, and staff being afraid to go above the supervisor's head, he/she has power to manipulate job loss of very good staff.</i></p>	1
	<p><u>20— The extent to which I receive timely feedback for my work</u></p> <p><i>My student evaluations are not returned to me promptly - I am still waiting for last springs' evaluations.</i></p>	1
	<p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>Even at committee levels, such as Creative Team highly ranked individuals do not show respect to the ideas of other members on the team, with whom they do not agree.</i></p>	1
Teamwork (n=8)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>There isn't a sense of unity within the department -simple eye to eye contact, let alone a simple "hello" from certain supervisors is sorely missing.</i></p> <p><i>This department seems to play favorites; people are held to different standards.</i></p> <p><i>A part-time employee has an uphill battle to be accepted in many departments. Few if any department meetings are held to keep the Part-time people up to speed. Department meetings are held in fall term and no other time, when a department meeting every term is called for.</i></p> <p><i>Our department does not have the same easy team spirit that we have shared in the past. Everyone is now filled with distrust. Everything has to be cleared first. In my opinion this is not student friendly nor cost effective.</i></p>	6

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>Their is a lack of "team" cohesiveness. Some staff feel that the work environment at times is unfriendly, if not hostile. Staff are never sure where they stand.</i></p>	2
Student Focus (n=46)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>I have witnessed on several occasions less than positive communications with students. From my perspective many staff do not see the student as our customer and valued.</i></p> <p><i>Our services for students are lacking! This is especially true in the area of advising but it extends even to the level of food services that are available on this campus at night. We need to do much more for them than we are currently doing.</i></p> <p><i>Students are often viewed as "problems" unless someone needs them to bring attention to an issue that will benefit staff.</i></p> <p><i>Providing flexible schedule for classes to address the educational/training needs of the community at large--more evening, weekend, on line classes.</i></p> <p><i>The departments that see our students first need to be warm and knowledgeable. The departments who are the first ones our students see are some of the most angry and mean spirited.</i></p> <p><i>I am concerned that as a two year college, I have been told that a degree is not obtainable in two years time due to the scheduling of classes. This is not appropriate. You should be able to obtain your degree in two years.</i></p> <p><i>I have heard from many young people who could not successfully navigate entry into our college/programs (no "single point of entry" so it is unclear to them which steps to take (application vs placement tests vs registration, etc.).</i></p> <p><i>The amount of time we spend sending students back and forth because they've been given inaccurate information regarding what our department does. This would not happen if we could update our own webpage and make relevant announcements there.</i></p> <p><i>I could wish for better communication between the writing department and the writing tutors, as sometimes assignments may be given in a manner which is confusing to the students and to us.</i></p>	22

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>Not sure that all service/support areas really put student needs first.</i></p> <p><i>We tend to treat our students as "one more body in line for services" rather than as valued clients.</i></p> <p><i>Night classes are always cut first. Advising should be available with out appointment. The students are rushed through their enrollment and registry procedures as well as financial aid.</i></p> <p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>My concern is in the area of faculty who are more interested in personal gain than students' learning. Some classes are taught for the purpose to ensure full loads as opposed to what students' needs are. If we are looking out for the students' academic future, then faculty ought to be advising students to take the required courses to graduate and not take classes to fill a faculty's contract load.</i></p> <p><i>Students need more time for one on one with instructors.</i></p> <p><i>Some faculty go beyond meeting the needs of the students, others don't come close.</i></p> <p><i>A few faculty are very negative and against the college, a few faculty do not want to work cooperatively, some faculty are very much in it for themselves and play the system to make it so.</i></p>	6
	<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>Student services is anything but student friendly and student focused.</i></p> <p><i>After working with our accreditation committee, I still feel as though our most vital student service is not living up to the mission of this college. The student service and advising area are lacking both in clear communications with our students, as well, as an apparent disregard for customer service. This is an important area for students to feel as though they are being treated with respect.</i></p> <p><i>Advising and Admissions functions are severely flawed and performed by individuals who lack the skills, motivation and desire to fulfill their roles.</i></p> <p><i>I feel students could be given more respect in Finical Aid and student services, also more services after 5:00. There once was a evening and weekend college area, now students that come here on weekends or after 5:00 have little to no help or services</i></p>	6

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>Having the student services office close until 10 every Wed does not provide adequate service to our students.</i></p> <p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>The college could prepare students better for careers, not just more/further education.</i></p> <p><i>I believe we can better serve the career needs of the community and students by taking a more realistic look at general education requirements for one year and two year programs.</i></p> <p><i>I hope that the College can become more nimble in adapting creating curriculum and delivery systems that meet a rapidly changing business environment to keep our students and our community in the forefront of our country during economically difficult times.</i></p>	4
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>The college does not have enough support systems that encourage or recruit ethnically and culturally diverse students.</i></p> <p><i>Diversity is a board priority but our practices do not necessarily support the needs of students from diverse cultural, linguistic, and socioeconomic backgrounds.</i></p> <p><i>Lack of training and interest in cultural/diversity issues...negative ways students have reported being treated by faculty and staff</i></p>	3
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>The college has increasingly shown very little concern for underprepared students. With large numbers of underprepared students coming to the institution, little is done at the department level to address student's needs. This has been steadily declining over the years.</i></p> <p><i>Not enough literacy resources, classes and trainings for people who speak another language. Long waiting period to participate in GED classes in Spanish.</i></p>	2
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>Flat out we do not make sure students receive quality instruction. Part timers are rarely contacted. There is very little quality control in our department.</i></p>	1

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>College transfers need to be smoother. We need to convert to the 4 cr system so students are not left having to retake classes at the university. And most importantly, we need to get up to speed on true multiculturalism. We need to offer MANY diversity credit classes (demonstrating our conviction to this) that will transfer and fulfill that university requirement.</i></p>	1
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>Working with my students, I have found that they are not entirely happy with the stream of services. Often, they are confused about what the next step is, what they need to turn in, and whom they need to speak to in order to be complete in admissions and financial aid.</i></p>	1
Customized (n=99)	<p><u>54— The extent to which the workload at MHCC is fair and reasonable</u></p> <p><i>Instructors are expected to take on an increasing load of non-teaching responsibilities. There is little time for reflection and for adequately learning new technologies. The administration forgets that our primary responsibility is to teach students and that the college needs to concentrate on that primary mission.</i></p> <p><i>Deans are spread too thin - some covering areas from HPE to CIS to Cosmetology. Not only are these areas divergent in courses and students taught, but also geographically spread across the campus.</i></p> <p><i>Personnel resources to complete the departmental expectations are very thin, consequently many people are working too many hours with excessive responsibilities. We have been told that there will not be any more full-time personnel. In order to get the work done we are utilizing part-time staff that has rapid turn over. Supervisors and full-time workers spend a great deal of time training and monitoring part-time staff.</i></p> <p><i>Workers are being asked to perform more and more work with less and less people. The college is burning out its greatest assets and making the innovators want to find work elsewhere.</i></p> <p><i>Unfair distribution of workload between transfer and professional/technical faculty.</i></p> <p><i>Work load is so incredibly uneven at least from my perspective... some of us are way overworked</i></p>	22

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>The hiring process in our dept is a joke - positions vacant for 6+ mos are the norm, which places a burden on the entire office (classified staff).</i></p> <p><i>All MHCC employees being asked to do "more with less."</i></p> <p><i>Supervisors are overburdened so that it's difficult to cultivate those kinds of working relationships.</i></p> <p><i>The workload is miserable. I work incessantly (at times I wake at 4:00 in the morning to prep and stay up until 11:00 checking papers and prepping) sacrifice my personal life, and try to meet with students as much as they need and still never see an end to my work!</i></p>	
	<p><u>53— The extent to which the college's technology tools allow me to meet my job responsibilities efficiently</u></p> <p><i>I feel that technology at the college has prohibited me from moving forward with several projects that would be beneficial to students.</i></p> <p><i>CARS!!--outmoded, poorly designed, and full of glitches.</i></p> <p><i>Web site is horrible -- difficult to use and not on the upper end of technology.</i></p> <p><i>Our technical infrastructure, though sound, has fallen far behind the curve. I feel we need to assess our condition next to other community colleges, nation wide, to see if we are truly serving our students and our community in manner appropriate for the times and requirements of the business world we are sending our students into.</i></p> <p><i>We have one computer for 8 staff members to share. The computer is outdated. Data input is a requirement in our program and computer access is mandatory.</i></p> <p><i>The state of on-campus technology is deplorable: we need access to WiFi everywhere; every classroom should be a "smart" classroom; the email function for students is deplorable & does not work; the portal needs to be streamlined & made more adaptable (with faculty input, please!); faculty need much, more support on how to use technology--& this support should come near to the time it was requested.</i></p> <p><i>The technology is outdated and completely useless.</i></p> <p><i>MHCC is way behind the times in terms of available technology in the classrooms.</i></p>	20

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>Computer facilities are too complex and could be strengthened and simplified.</i></p> <p><i>Technology needs not always met (e.g., web remote access has its challenges).</i></p> <p><i>Technology-not helpful overall regarding budget, enrollment, human resource management.</i></p> <p><i>We are perhaps 10 years behind the times. Portals is clumsy at best.</i></p>	
	<p><u>51— The extent to which employees treat one another with mutual respect and dignity</u></p> <p><i>Some people in various positions consider themselves above other people just because they have a few letters after their names. Just because you have a degree doesn't make you a better person than someone else.</i></p> <p><i>There is a lack of respect (in private at least) between some members of contract bargaining teams.</i></p> <p><i>The way we treat each other. I can't tell you the amount of times I have had to call other departments and have been treated terribly - it makes you wonder how they are treating the students</i></p> <p><i>Employees are treated disrespectfully if they are less than a teacher in the program.</i></p> <p><i>There is a shame-based culture at MHCC that is steeped in mutual mistrust and distrust between administrators, faculty and staff. There seems to be a fondness for demonizing and shunning that should be unacceptable, but goes unchecked by certain administrators.</i></p> <p><i>Respect for everyone, even an individual with different opinions should be welcomed in an educational environment.</i></p> <p><i>Administrators - Deans - are among the rudest managers I've ever encountered. They usually pass by without acknowledging even the presence of an adjunct instructor. It's astonishing to observe.</i></p> <p><i>The us vs them outlook of management (HR) vs faculty/classified.</i></p> <p><i>Often faculty have been treated disrespectfully by supervisors.</i></p> <p><i>I have always been frustrated by the treatment of part-timers in clerical support areas. I would like to see more efforts to help all par-timers feel part of the community and more recognition/scaled compensation for their continued service.</i></p>	18

Table 27. Continued.

Factor	Themes	Number of Comments
	<p data-bbox="383 300 1187 363"><u>52—The extent to which the college is fair and equitable in the treatment of its employees</u></p> <p data-bbox="383 390 1242 527"><i>Classified employees are treated like second-class step children (paid poorly in all aspects). It would be difficult to succeed without our hard work and expertise, but we are dismissed when it comes to being acknowledged and compensated fairly for our efforts.</i></p> <p data-bbox="383 554 1195 617"><i>I don't feel that we all follow the same set of rules nor do we all receive the same treatment.</i></p> <p data-bbox="383 644 1230 743"><i>As a part-time faculty member I find a great disparity in the resources and technology available to me compared with full-time faculty member resources available at the college.</i></p> <p data-bbox="383 770 1062 795"><i>The lack of follow through with dead beat employees.</i></p> <p data-bbox="383 823 1227 921"><i>Pay & workload allocation seem to be based more on favoritism, elitism or bending to those that push the hardest rather than those deserving based on workload and market comparisons.</i></p> <p data-bbox="383 949 1224 1119"><i>Management has a way to avoid problems within staffing especially when the problem is continually brought to their attention. I find the favoritism by management towards certain employees appalling. Fair and equitable is not a term I would use to describe employment at MHCC.</i></p> <p data-bbox="383 1146 1219 1209"><i>More equitable work conditions for the part-time faculty-- we are shamefully being exploited.</i></p> <p data-bbox="383 1236 1214 1335"><i>I have been around the campus for over 20 years. In the past two terms I have been cut out of having some classes because of the full-timer's loads. I don't think this is fair.</i></p> <p data-bbox="383 1362 1227 1461"><i>As a part-time employee, I feel exploited and unrepresented. I feel like administration at this college takes advantage of part-time employees to save a buck.</i></p> <p data-bbox="383 1488 1227 1551"><i>Certain offices seem to get preferential treatment by not having to follow all the MHCC policies, especially when it comes to hiring.</i></p>	17
	<p data-bbox="383 1577 1211 1640"><u>49—The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college</u></p> <p data-bbox="383 1667 1219 1730"><i>I sometimes feel left out of important decisions, and feel that I am on my own sometimes with getting things implemented.</i></p> <p data-bbox="383 1757 1214 1854"><i>I don't feel that I have much of a platform for saying what I think should be done at a larger school level, outside of my immediate office/department.</i></p>	7

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>Inclusiveness at ALL levels of employee groups needs to be enhanced when making decisions that impact the college community. Communication from top to bottom fosters cooperation and builds respect among all employees.</i></p> <p><i>Movement within our program is often done without any input from employees that are asked to move. I understand that movement is often needed but it would be nice to be asked instead of being told.</i></p> <p><i>Often faculty have not been included in important programmatic decisions.</i></p>	
	<p><u>55—The extent to which the college provides a physically and emotionally safe working environment</u></p> <p><i>We need more night lighting in the Art department for me to feel safe.</i></p> <p><i>Personal safety is an issue...are we and our cars safe?</i></p> <p><i>The college does a great job trying to provide a safe place for all, but is need of more public safety officers. We cannot embrace the community without offering a safe campus.</i></p> <p><i>Safe working environment a major concern.</i></p> <p><i>Why isn't there more security on campus to help protect both staff and students from predators that lurk in the bushes? I'm not kidding either. We need more than two security personnel on this campus during evening and weekend hours.</i></p>	6
	<p><u>47—The extent to which I understand college priorities</u></p> <p><i>Institutional priorities, mission, etc. are very unclear.</i></p> <p><i>MHCC does whatever we can for students at the expense of staff. We are expected to bend rules and stand on our heads to make things happen for whoever happens to be unhappy at the time (student or parent).</i></p> <p><i>College priorities are a grey area for me.</i></p>	4
	<p><u>48—The extent to which innovation is encouraged at the college</u></p> <p><i>Inadequate funding for innovation.</i></p> <p><i>The biggest problem is the lack of encouragement in the MHCC culture amongst faculty for new, innovative ideas and out-of-the box thinking; and trying to treat faculty like 9-5 employees, instead of allowing for freedom of movement (like tele-commuting) so that innovative ideas and faculty development can flourish.</i></p>	3

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><u>50—The extent to which I am encouraged to participate in resource allocation decisions at the college</u></p> <p><i>The past management of the college has tolerated, and at times encouraged, self defeating behaviors. The administration has condoned an "Old Boys' Network/Old Girls' Network" that survives on cronyism. These cliques allocate financial resources to reward their members, and have a history of exercising de facto personnel actions (with the concurrence of the previous H.R. Administration).</i></p>	2
Other (n=83)	<p><u>Leadership</u></p> <p><i>The upper management of this institution, in far too many situations, are incompetent, lack experience, lack true management and education knowledge, and are not doing enough to come up with reasonable work expectations and compensation offers for it's employees.</i></p> <p><i>The president should not be responding to comments in the student newspaper. It just makes him look as petty as the people quoted in the article and hurts morale.</i></p> <p><i>Divisiveness caused by union/association leadership.</i></p> <p><i>The leadership and communication skills of XXXXXX. She is unable to make effective decisions without running to the VP or by stone walling and avoiding. I find that she hides and will not share important information in an open and honest way.</i></p> <p><i>I have been disappointed with management and their lack of regard for employees.</i></p> <p><i>CDFS upper management tends to be very hierarchical and seemingly isolated from or indifferent to the realities of day to day impact of their decisions (or lack thereof) on staff.</i></p> <p><i>Management in this institution is rife with distrust, retribution, and "good 'ol boy" mentality.</i></p> <p><i>Management use stealthy ways to oppress their workers by schedule changes, vacation use limitations, and coworker relationship sabotage by rumors and lies.</i></p> <p><i>Top levels of the administration are very secretive and controlling. Some of these positions have been filled by appointment rather than an open competitive process. This institution is run very politically with the military style of chain-of-command to always be followed.</i></p>	32

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>My main concern for MHCC is the transient nature, lack of consistency and scare tactics used by the administration.</i></p> <p><i>Department Chairs are instructors thrust into a position of leadership of their fellow teachers, often far exceeding their abilities to lead and resulting in an unhealthy hunger for more authority and some very bad decisions.</i></p> <p><i>The administration in the XXXXXX program is unethical in it's provision of services and treatment of employees. There is a very unhealthy culture within this administration which scapegoats employees and uses threats and intimidation frequently.</i></p> <p><i>My dean is not competent, she is not a leader, and she doesn't give a damn about me or my program.</i></p> <p><i>Administrators don't back up staff; they just assume that staff members are wrong and need to fix the problem without getting any background info and talking with the people involved.</i></p> <p><i>The college management seems bent on destroying any unity that exist and destroying any potential positive working relationships with faculty. See contract negotiations as one example.</i></p> <p><i>There is room for improvement within my departments administration and leadership personnel.</i></p>	
	<p><u>Compensation & Benefits</u></p> <p><i>The College seems to perpetually nickel and dime the employees, from asking for unpaid days to the ridiculous health care expenses. I can't believe I'll be earning less money by working here due to the College's proposals. This is unacceptable and has a toxic effect on morale.</i></p> <p><i>Part-time staff receive no benefits of any kind, other than the tuition allowance. I would gladly pay in order to be eligible for health benefits, or some kind of reduced retirement stipend.</i></p> <p><i>Wages, benefits, and working conditions for contingent (part-time) faculty are still abysmal, even in terms of the Portland area. Top wages and benefits will insure the best contingent faculty come to Mt Hood and we are far behind PCC in all three areas.</i></p> <p><i>Need to improve compensation to supervisory staff. Please implement 360 degree performance reviews! Employees feel that they have no way to communicate their happiness or dissatisfaction about their supervisor unless they go over their heads, which is rightfully frowned upon.</i></p>	21

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>The tutoring center offers great services to students and I'm proud to be a part of that, though I think my pay is ridiculously low considering what tutors can charge privately.</i></p> <p><i>Health Insurance changes.</i></p> <p><i>Part time instructors need better access to health insurance assistance... automatic, or at least a less cumbersome process.</i></p> <p><i>Part time instructors should have the option to apply for and take a paid sabbatical.</i></p> <p><i>I love teaching, but am not adequately compensated.</i></p> <p><i>I also wish there was some way outstanding faculty could be rewarded in pay scale.</i></p> <p><i>I feel like the benefits offered are fairly good, however it also seems that with the raise in rates for our benefits we basically lost any raise in pay. That was hard to take.</i></p>	
	<p><u>Community Relations</u></p> <p><i>We rarely collaborate with community agencies anymore and used to have excellent systems in place to make this a priority.</i></p> <p><i>When you look around the community and beyond we are not meeting the needs of community members in terms of Community Education Programs.</i></p> <p><i>Our relationship with the community needs to be vastly improved; we need to be working collaboratively with secondary institutions in the area.</i></p> <p><i>Reaching out to the community.</i></p> <p><i>Need to expand our contact with the community. Many locals have never been on this campus.</i></p>	8
	<p><u>Facilities</u></p> <p><i>The facility is old and some areas look really bad, water stains on the ceiling, broken sinks with running water, ripped carpets, etc.</i></p> <p><i>The campus should/could post more student art work on the walls and plants should be added so that it does not look so grey!!!!</i></p> <p><i>If you are already giving employees that carpool a guaranteed parking place, then why do they have to be all the best spots in the lot? Why can't they be disbursed throughout the parking lots? There, I feel better!</i></p>	7

Table 27. Continued.

Factor	Themes	Number of Comments
	<p><i>I don't like the condition of many of the classrooms. (holes in the ceiling, poor heating/cooling, no pencil sharpener, no clock and the like.</i></p> <p><i>It may be more friendly for students who first come and are looking for parking spaces, if the buildings had bigger numbers on the end of the buildings. This way they could see if they are in the right area to get to class.</i></p>	
	<p><u>Budget</u></p> <p><i>Budget constraints and inability of college to pass a bond measure to relieve burden on General Fund.</i></p> <p><i>There seems to be a disconnect in the allocation of funds to support programs. Why do we support programs that are degree programs with only 5 students in that program and there is not a need for that particular program within the community. I think that the college needs to look at the needs in the community and are we meeting those needs in graduating students that will be able to contribute to the community in a positive way?</i></p> <p><i>We are woefully under-funded.</i></p> <p><i>It is very difficult to provide quality home visits with non English speaking families when you are only allowed an interpreter on two visits.</i></p>	6
	<p><u>Miscellaneous</u></p> <p><i>This college should be the focal point for Gresham in reference to the arts, athletics and academia. The college should be full all of the time. Most people in the local area have no idea what is going on at the college in terms of activities and education opportunities.</i></p> <p><i>Service to our senior citizen community was impacted by elimination of the Golden-age waiver for students enrolled in credit-free courses.(Credit bearing classes allow seniors to waive half of their tuition.) FTE accrued for eligible credit-free course offerings is identical. This one decision altered the public's perception of the college, and approximately half of the seniors previously enrolled in credit-free offerings no longer take classes at MHCC because they cannot afford it, or were disenchanted by the sudden decision.</i></p> <p><i>Marketing: The BE campaign is great but can't stand alone. Marketing of specific programs is critical.</i></p>	6

Table 27. Continued.

Factor	Themes	Number of Comments
	<i>The reputation of MHCC in the general community needs bolstering and we need publicity that will be positive.</i>	
	<u>Survey</u>	3
	<i>Gender, ethnicity and employment years is irrelevant data to gather for the survey.</i>	
	<i>This survey is an improvement over last year's survey from the perspective of anonymity, since last year's survey requested an id number, but I don't understand the need for 56 thru 61 which attempt to profile me and put me in a group.</i>	

CONCLUSION

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

Overall the following have been identified as the top performance areas at Mt Hood Community College. Six of these items represent the Student Focus climate factor (items #8, #19, #31, #35, #37 and #42), three represent the Supervisory Relationships climate factor (items #2, #9 and #39), and one represent the Teamwork climate factor (items #3).

- The extent to which I feel my job is relevant to this institution's mission, 4.20 (#8)
- The extent to which students receive an excellent education at this institution, 3.94 (#31)
- The extent to which my supervisor expresses confidence in my work, 3.88 (#2)
- The extent to which this institution prepares students for further learning, 3.87 (#37)
- The extent to which this institution prepares students for a career, 3.85 (#35)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.79 (#9)
- The extent to which I am given the opportunity to be creative in my work, 3.77 (#39)
- The extent to which there is a spirit of cooperation within my work team, 3.75 (#3)
- The extent to which students' competencies are enhanced, 3.73 (#19)
- The extent to which students are satisfied with their educational experience at this institution, 3.72 (#42)

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

- The extent to which employees treat one another with mutual respect and dignity, 3.45 (#51)
- The extent to which the college provides a physically and emotionally safe working environment, 3.39 (#55)
- The extent to which I understand college priorities, 3.33 (#47)

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

- The extent to which this institution is appropriately organized, 2.69 (#32)
- The extent to which information is shared within this institution, 2.76 (#10)
- The extent to which institutional teams use problem-solving techniques, 2.84 (#11)
- The extent to which I have the opportunity for advancement within this institution, 2.84 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 2.86 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 2.89 (#15)
- The extent to which a spirit of cooperation exists at this institution, 2.99 (#25)
- The extent to which open and ethical communication is practiced at this institution, 3.00 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.00 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.05 (#22)

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

- The extent to which I am encouraged to participate in resource allocation decisions at the college, 2.78 (#50)
- The extent to which the workload at MHCC is fair and reasonable, 2.92 (#54)
- The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college, 2.94 (#49)

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

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