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NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

Walla Walla Community College
Walla Walla, WA

Personal Assessment of the College Environment (PACE)

by

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The National Initiative for Leadership
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EXECUTIVE SUMMARY

In April 2014, the Personal Assessment of the College Environment (PACE) survey was administered to 828 employees at Walla Walla Community College (WWCC). Of those 828 employees, 287 (34.7%) 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 WWCC 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 WWCC 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

Climate Factors

Driver	Climate Factors	Outcome

Leadership → Institutional Structure / Supervisory Relationships / Teamwork / Student Focus → Student Success
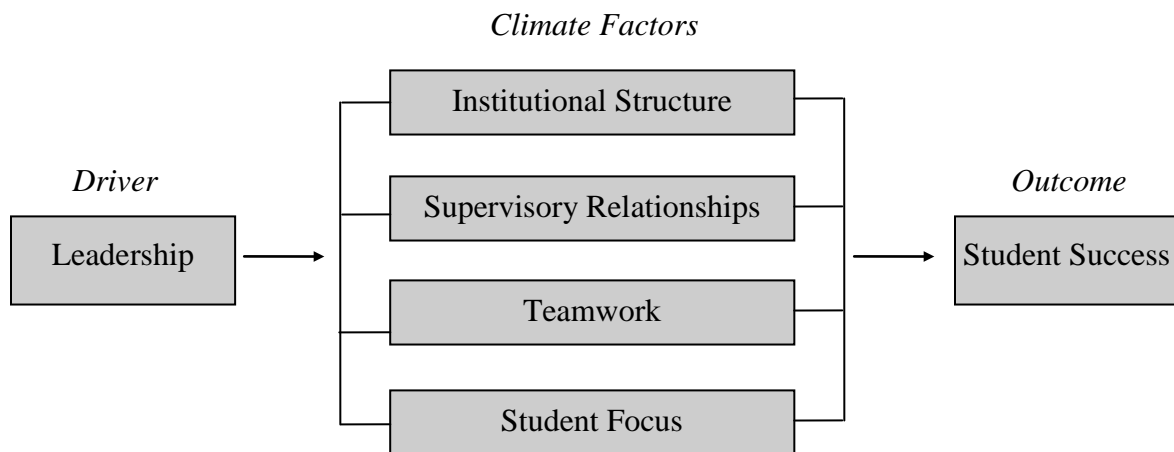
NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and 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 Walla Walla 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 WWCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 69 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at WWCC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5." Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2) or the Competitive range (rated between 2 and 3). Thiry-Five fell within the Consultative range (rated between 3 and 4), and 21 composite ratings fell within the Collaborative range (rated between 4 and 5).

At WWCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.89 mean score or high Consultative system. The Student Focus category received the highest mean score (4.12), whereas the Institutional Structure category received the lowest mean score (3.60). When respondents were classified according to Personnel Classification at WWCC, the composite ratings were as follows: Faculty (3.94), Administrator (3.93), and Staff (3.85).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.53 (#8)

- The extent to which my supervisor expresses confidence in my work, 4.34 (#2)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.26 (#9)

- The extent to which this institution prepares students for further learning, 4.21 (#37)

- The extent to which students receive an excellent education at this institution, 4.21 (#31)

- The extent to which I am given the opportunity to be creative in my work, 4.21 (#39)

- The extent to which this institution prepares students for a career, 4.20 (#35)

- The extent to which there is a spirit of cooperation within my work team, 4.18 (#3)

- The extent to which classified personnel meet the needs of the students, 4.16 (#28)

- The extent to which student needs are central to what we do, 4.10 (#7)

- The extent to which a spirtit of cooperation exists in my department, 4.10 (#43)

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

- The extent to which I am able to appropriately influence the direction of this institution, 3.22 (#15)

- The extent to which I have the opportunity for advancement within this institution, 3.25 (#38)

- The extent to which information is shared within this institution, 3.30 (#10)

- The extent to which this institution is appropriately organized, 3.47 (#32)

- The extent to which my work is guided by clearly defined administrative processes, 3.47 (#44)

- The extent to which open and ethical communication is practiced at this institution, 3.47 (#16)

- The extent to which decisions are made at the appropriate level at this institution, 3.51 (#4)

- The extent to which I receive adequate information regarding important activities at this institution, 3.61 (#41)

- The extent to which this institution has been successful in positively motivating my performance, 3.62 (#22)

- The extent to which institutional teams use problem-solving techniques, 3.63 (#11)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of WWCC. 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 Walla Walla 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 Walla Walla Community College.

METHOD

Population

In April 2014, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Walla Walla Community College. Of the 828 employees administered the instrument, 287 (34.7%) completed and returned the instrument for analysis. Of those 287 employees, 152 (53.0%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist WWCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Institutional Effectiveness Office of WWCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of WWCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for four weeks. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.3.

Instrumentation

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

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

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

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2011 to July 2013 are shown in Table 2.

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

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.96
Teamwork	0.94
Student Focus	0.92
Overall (1-46)	**0.98**

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

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

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means 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 828 WWCC employees administered the survey, 287 (34.7%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2). Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3.   Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Faculty	495	116	23.4%
Administrator	105	37	35.2%
Staff	228	125	54.8%
Did not respond		9	
Total	828	287	34.7%

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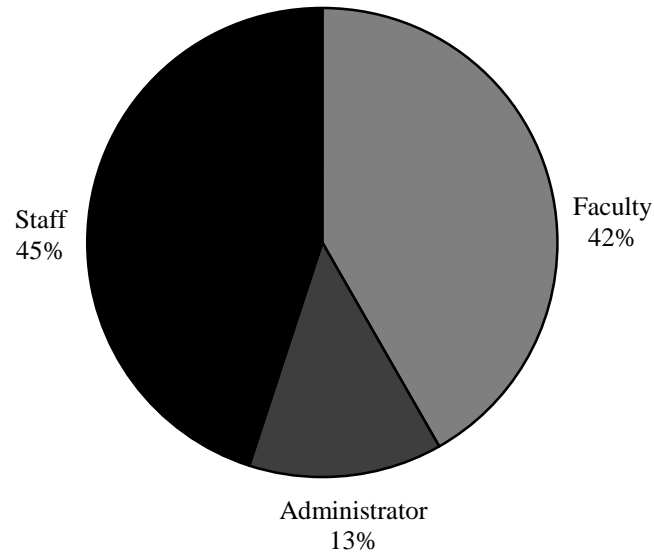
9 individuals did not respond to the Personnel Classification demographic variable.

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

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	# of Responses	% of Responses*
What is your personnel classification:		
Faculty	116	40.4%
Administrator	37	12.9%
Staff	125	43.6%
Did not respond	9	3.1%
Are you an hourly employee:		
Yes	87	30.3%
No	192	66.9%
Did not respond	8	2.8%
At what campus do you primarily work:		
Walla Walla main campus	229	79.8%
Clarkston campus	35	12.2%
Coyote Ridge Corrections Center	3	1.1%
Washington State Penitentiary	3	1.1%
On-line	4	1.4%
Other	2	0.7%
Did not respond	11	3.8%
What is your primary work schedule:		
Day	242	84.3%
Evening	9	3.1%
Weekend	0	0.0%
Flexible	19	6.6%
Other	8	2.8%
Did not respond	9	3.1%
Would you recommend Walla Walla as a place to work:		
Yes	256	89.2%
No	17	5.9%
Did not respond	14	4.9%

* The frequencies are rounded to the nearest tenth.

Comparative Analysis: Overall

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

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.12), which represented a low-range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.60) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area (See also Figure 3).

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

Factor	WWCC
Institutional Structure	3.60
Supervisory Relationships	3.94
Teamwork	4.05
Student Focus	4.12
Customized	3.58
Overall*	3.89

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

Figure 3.   Walla Walla Community College Climate as Rated by All Employees Combined Using Composite Averages
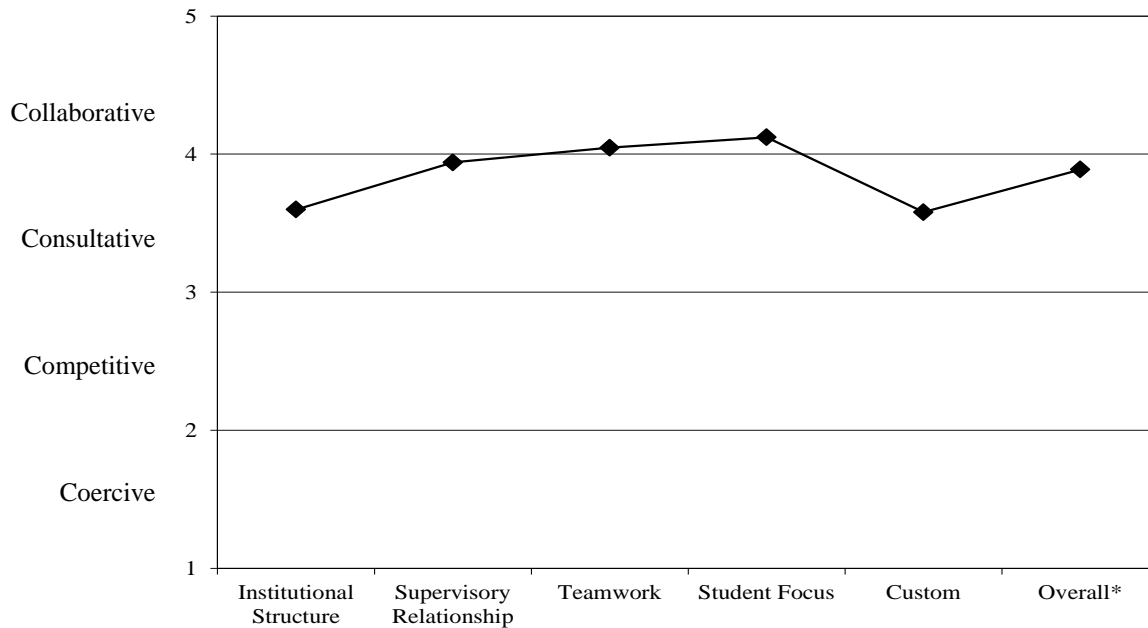
* The overall mean does not reflect the mean scores of the customized items developed specifically for Walla Walla Community College.

In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0) or the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty-five fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 21 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=35) 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 3.89 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 WWCC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question.

Table 6.   Comparative Mean Responses: Institutional Structure

Institutional Structure	Mean (SD)
1 The extent to which the actions of this institution reflect its mission	4.01 (0.84)
4 The extent to which decisions are made at the appropriate level within this institution	3.51 (1.09)
5 The extent to which the institution effectively promotes diversity in the workplace	3.84 (0.99)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.95 (1.00)
10 The extent to which information is shared within the institution	3.30 (1.17)
11 The extent to which institutional teams use problem-solving techniques	3.63 (0.82)
15 The extent to which I am able to appropriately influence the direction of this institution	3.22 (1.11)
16 The extent to which open and ethical communication is practiced at this institution	3.47 (1.16)
22 The extent to which this institution has been successful in positively motivating my performance	3.62 (1.15)
25 The extent to which a spirit of cooperation exists at this institution	3.75 (1.07)
29 The extent to which institution-wide policies guide my work	3.75 (0.96)
32 The extent to which this institution is appropriately organized	3.47 (1.08)
38 The extent to which I have the opportunity for advancement within this institution	3.25 (1.21)
41 The extent to which I receive adequate information regarding important activities at this institution	3.61 (1.09)
44 The extent to which my work is guided by clearly defined administrative processes	3.47 (1.09)
Mean Total	**3.60 (0.81)**

Table 7.   Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships	Mean (SD)
2 The extent to which my supervisor expresses confidence in my work	4.34 (0.92)
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.26 (0.99)
12 The extent to which positive work expectations are communicated to me	3.82 (0.98)
13 The extent to which unacceptable behaviors are identified and communicated to me	3.72 (0.90)
20 The extent to which I receive timely feedback for my work	3.78 (1.06)
21 The extent to which I receive appropriate feedback for my work	3.78 (1.02)
26 The extent to which my supervisor actively seeks my ideas	4.02 (1.06)
27 The extent to which my supervisor seriously considers my ideas	4.08 (1.05)
30 The extent to which work outcomes are clarified for me	3.75 (0.97)
34 The extent to which my supervisor helps me to improve my work	3.96 (0.96)
39 The extent to which I am given the opportunity to be creative in my work	4.21 (0.87)
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.79 (0.97)
46 The extent to which professional development and training opportunities are available	3.66 (1.09)
Mean Total	**3.94 (0.79)**

Table 8.   Comparative Mean Responses: Teamwork

Teamwork	Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	4.18 (1.03)
14 The extent to which my primary work team uses problem-solving techniques	4.03 (0.94)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.98 (0.97)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	4.02 (1.00)
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.97 (0.95)
43 The extent to which a spirit of cooperation exists in my department	4.10 (1.01)
Mean Total	**4.05 (0.86)**

Table 9. Comparative Mean Responses: Student Focus

Student Focus	Mean (SD)
7 The extent to which student needs are central to what we do	4.10 (0.93)
8 The extent to which I feel my job is relevant to this institution's mission	4.53 (0.74)
17 The extent to which faculty meet the needs of students	4.03 (0.83)
18 The extent to which student ethnic and cultural diversity are important at this institution	4.03 (0.88)
19 The extent to which students' competencies are enhanced	4.01 (0.77)
23 The extent to which non-teaching professional personnel meet the needs of the students	4.08 (0.82)
28 The extent to which classified personnel meet the needs of the students	4.16 (0.76)
31 The extent to which students receive an excellent education at this institution	4.21 (0.76)
35 The extent to which this institution prepares students for a career	4.20 (0.75)
37 The extent to which this institution prepares students for further learning	4.21 (0.74)
40 The extent to which students are assisted with their personal development	3.98 (0.77)
42 The extent to which students are satisfied with their educational experience at this institution	3.98 (0.66)
Mean Total	**4.12 (0.56)**
Overall	**3.89 (0.66)**

Table 10. Comparative Mean Responses: Customized

Customized	Mean (SD)
47 The extent to which I feel safe on campus	4.12 (0.93)
48 The extent to which the physical environment supports my best work	3.58 (1.15)
49 The extent to which College employees are held accountable for their work and behavior	3.36 (1.06)
50 The extent to which College employees are recognized and rewarded for their work	3.30 (1.12)
51 The extent to which I feel my colleagues are treated equitably	3.38 (1.15)
52 The extent to which I am satisfied with my ability to balance my work and personal life	3.88 (1.00)
53 The extent to which my work environment is positive	3.96 (0.92)
54 The extent to which I feel adjunct faculty are included in the campus community	3.18 (1.14)
55 The extent to which workload demands are equitable for College employees with the same job title/job description	3.08 (1.15)
56 The extent to which the stress I experience in my work is manageable	3.73 (0.98)
Mean Total	**3.58 (0.74)**

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Faculty rated the four normative factors most favorable (3.94), whereas the Staff employees rated the four normative factors least favorable (3.85).

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

Figure 4. Mean Climate Scores as Rated by Personnel Classifications at Walla Walla Community College.
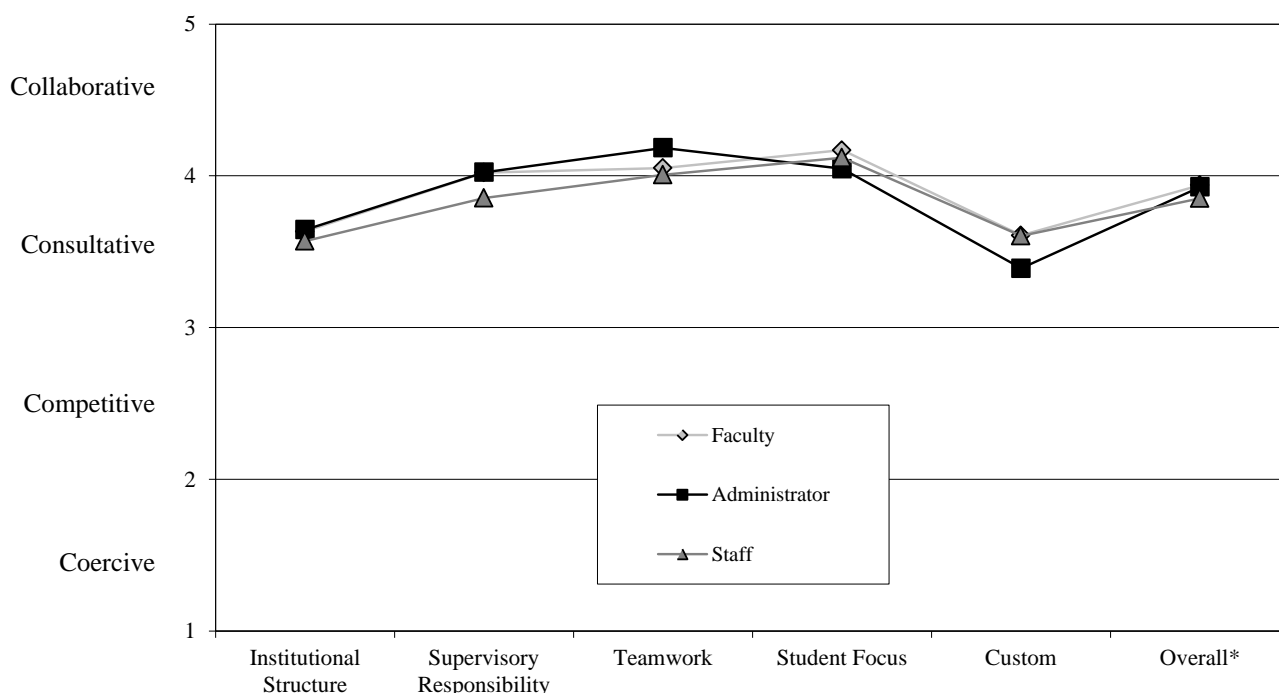
Table 11. Mean Climate Scores as Rated by Personnel Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Faculty	3.63	4.02	4.05	4.17	3.61	3.94
Administrator	3.64	4.02	4.18	4.05	3.39	3.93
Staff	3.57	3.85	4.01	4.12	3.60	3.85

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

Institutional Structure		Faculty	Administrator	Staff
1	The extent to which the actions of this institution reflect its mission	4.01	4.03	4.07
4	The extent to which decisions are made at the appropriate level at this institution	3.52	3.58	3.54
5	The extent to which the institution effectively promotes diversity in the workplace	3.87	3.36	3.95
6	The extent to which administrative leadership is focused on meeting the needs of students	3.95	4.11	3.98
10	The extent to which information is shared within this institution	3.49	3.27	3.15
11	The extent to which institutional teams use problem-solving techniques	3.64	3.54	3.66
15	The extent to which I am able to appropriately influence the direction of this institution	3.27	3.44	3.09
16	The extent to which open and ethical communication is practiced at this institution	3.56	3.49	3.38
22	The extent to which this institution has been successful in positively motivating my performance	3.56	3.94	3.57
25	The extent to which a spirit of cooperation exists at this institution	3.83	3.81	3.66
29	The extent to which institution-wide policies guide my work	3.69	3.84	3.76
32	The extent to which this institution is appropriately organized	3.53	3.41	3.44
38	The extent to which I have the opportunity for advancement within this institution	3.15	3.67	3.22
41	The extent to which I receive adequate information regarding important activities at this institution	3.72	3.42	3.54
44	The extent to which my work is guided by clearly defined administrative processes	3.42	3.65	3.46

Figure 5.   Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Walla Walla Community College
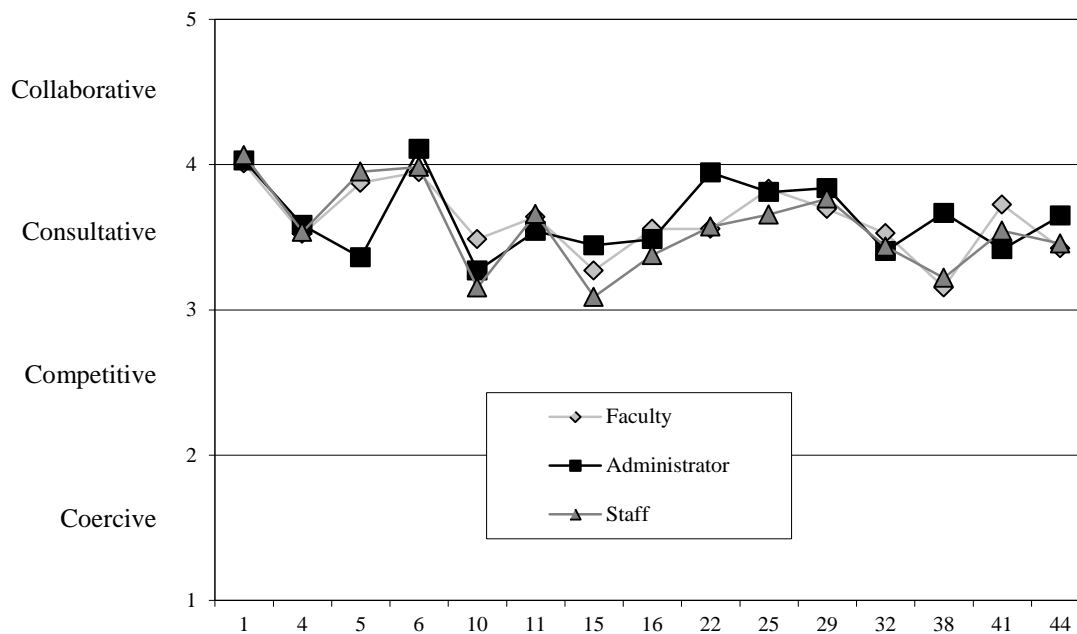
Supervisory Relationships		Faculty	Administrator	Staff
2	The extent to which my supervisor expresses confidence in my work	4.44	4.49	4.23
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.41	4.26	4.17
12	The extent to which positive work expectations are communicated to me	3.84	3.92	3.77
13	The extent to which unacceptable behaviors are identified and communicated to me	3.71	3.79	3.70
20	The extent to which I receive timely feedback for my work	3.78	3.78	3.76
21	The extent to which I receive appropriate feedback for my work	3.74	3.84	3.79
26	The extent to which my supervisor actively seeks my ideas	4.10	4.19	3.89
27	The extent to which my supervisor seriously considers my ideas	4.14	4.35	3.95
30	The extent to which work outcomes are clarified for me	3.78	3.78	3.71
34	The extent to which my supervisor helps me to improve my work	3.97	4.05	3.91
39	The extent to which I am given the opportunity to be creative in my work	4.44	4.30	3.96
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.89	3.92	3.66
46	The extent to which professional development and training opportunities are available	3.88	3.59	3.47

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Walla Walla Community College
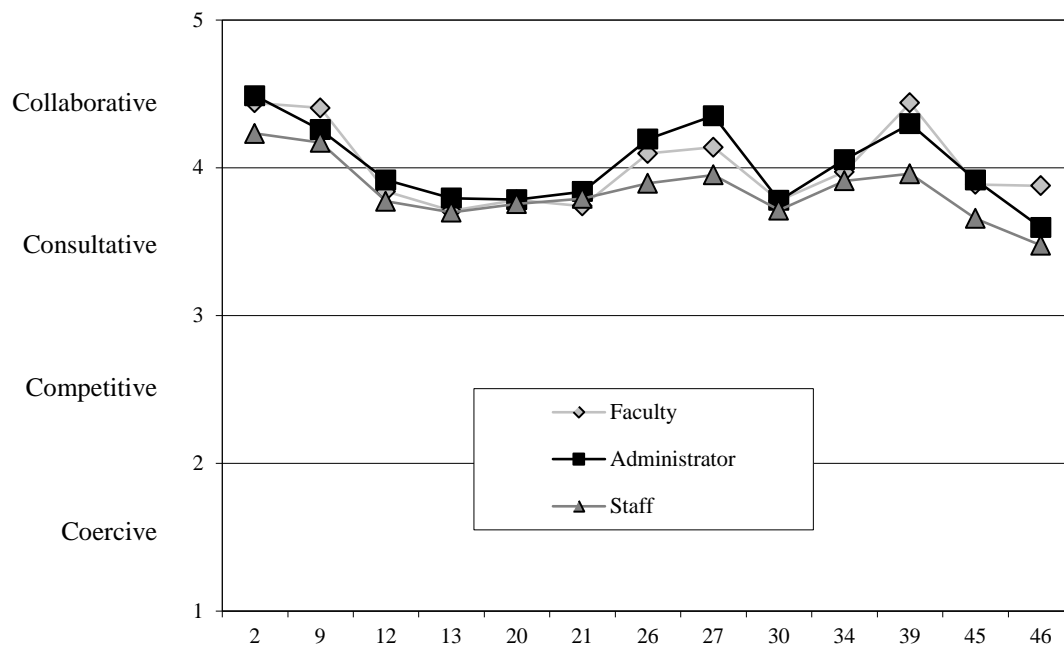
Teamwork	Faculty	Administrator	Staff
3 The extent to which there is a spirit of cooperation within my work team	4.16	4.40	4.15
14 The extent to which my primary work team uses problem-solving techniques	3.96	4.17	4.05
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.02	4.22	3.87
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.05	4.08	3.98
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.97	4.03	3.94
43 The extent to which a spirit of cooperation exists in my department	4.13	4.22	4.02

Figure 7.   Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Walla Walla Community College
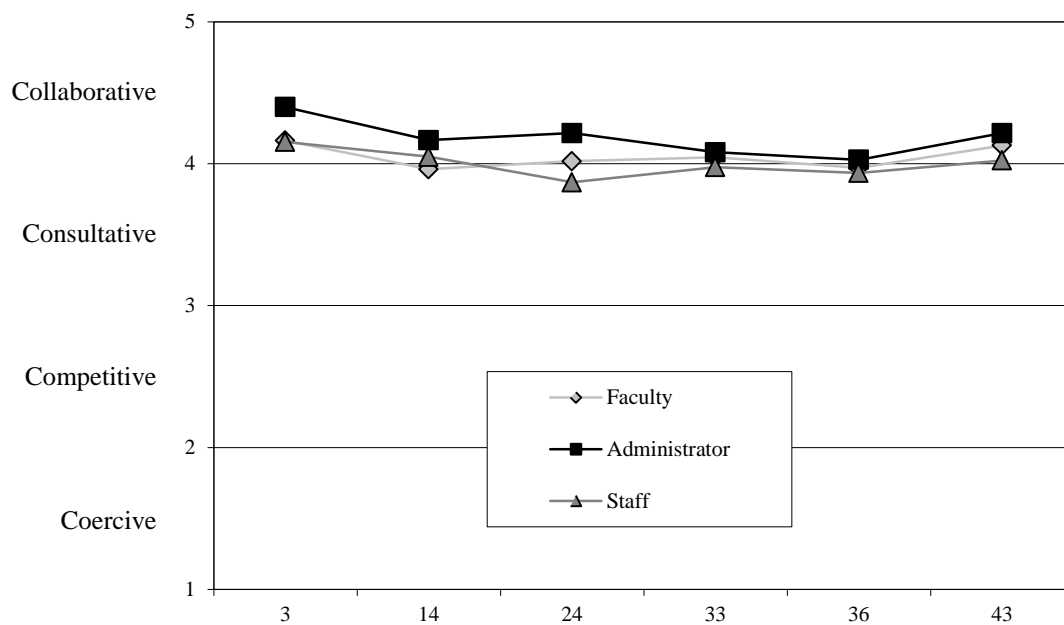
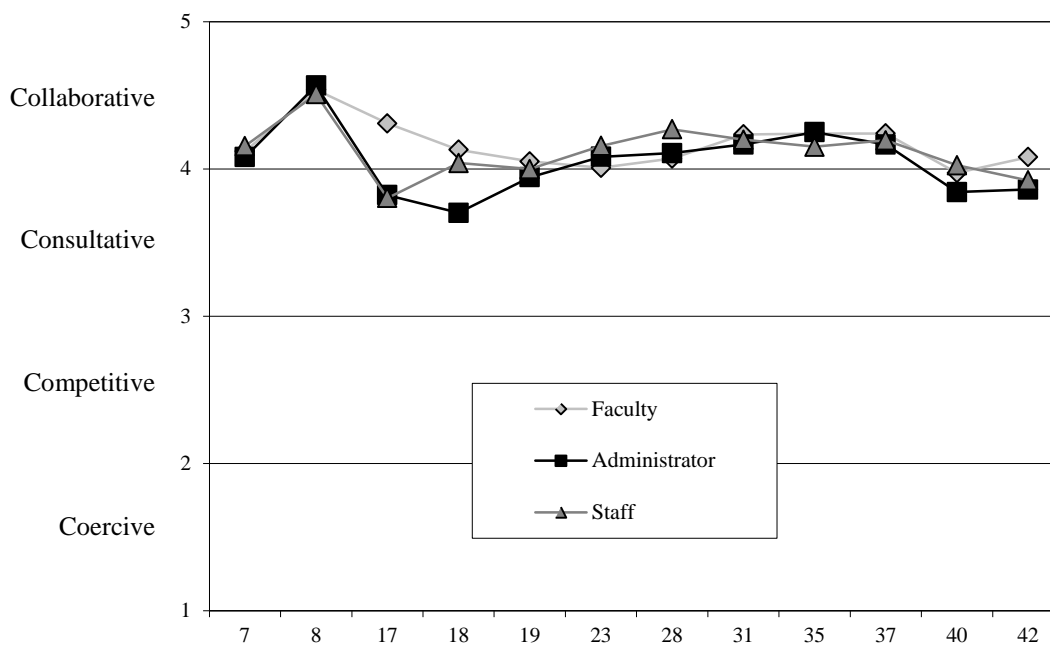| Student Focus		Faculty	Administrator	Staff
7	The extent to which student needs are central to what we do	4.12	4.08	4.16
8	The extent to which I feel my job is relevant to this institution's mission	4.54	4.57	4.51
17	The extent to which faculty meet the needs of the students	4.31	3.82	3.80
18	The extent to which student ethnic and cultural diversity are important at this institution	4.13	3.70	4.04
19	The extent to which students' competencies are enhanced	4.05	3.94	4.00
23	The extent to which non-teaching professional personnel meet the needs of the students	4.01	4.08	4.16
28	The extent to which classified personnel meet the needs of the students	4.07	4.11	4.27
31	The extent to which students receive an excellent education at this institution	4.23	4.17	4.20
35	The extent to which this institution prepares students for a career	4.24	4.25	4.15
37	The extent to which this institution prepares students for further learning	4.24	4.17	4.20
40	The extent to which students are assisted with their personal development	3.97	3.84	4.03
42	The extent to which students are satisfied with their educational experience at this institution	4.08	3.86	3.92

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

Customized		Faculty	Administrator	Staff
47	The extent to which I feel safe on campus	4.24	3.81	4.10
48	The extent to which the physical environment supports my best work	3.52	3.53	3.65
49	The extent to which College employees are held accountable for their work and behavior	3.49	3.05	3.32
50	The extent to which College employees are recognized and rewarded for their work	3.41	3.19	3.23
51	The extent to which I feel my colleagues are treated equitably	3.46	3.36	3.31
52	The extent to which I am satisfied with my ability to balance my work and personal life	3.74	3.70	4.06
53	The extent to which my work environment is positive	3.99	3.94	3.93
54	The extent to which I feel adjunct faculty are included in the campus community	3.25	2.74	3.24
55	The extent to which workload demands are equitable for College employees with the same job title/job description	3.09	2.71	3.17
56	The extent to which the stress I experience in my work is manageable	3.74	3.57	3.77

Figure 9.   Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Walla Walla Community College
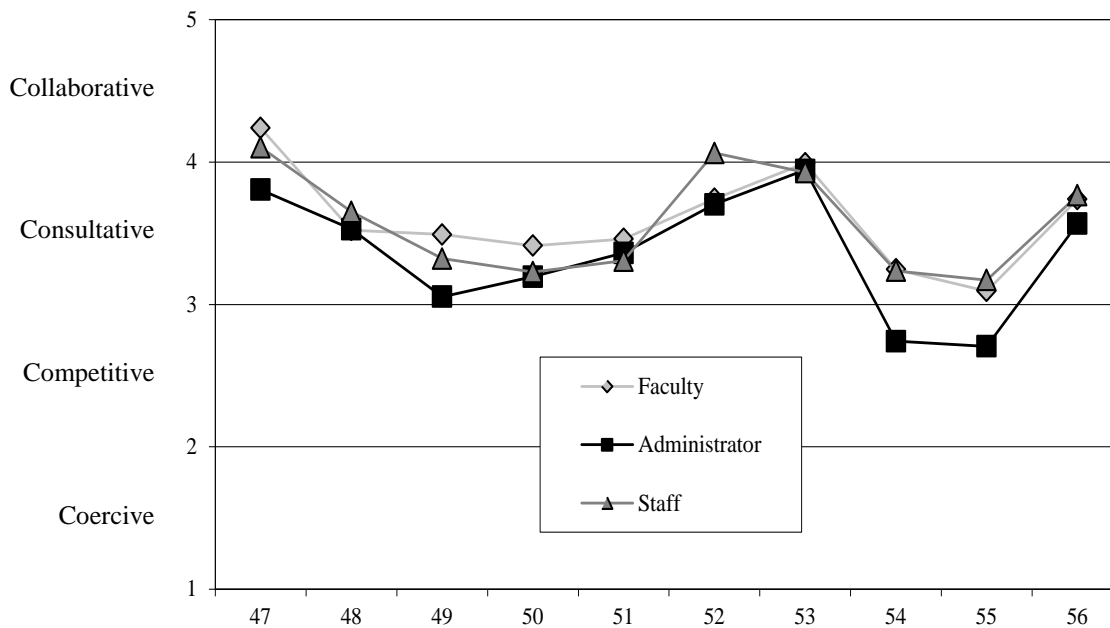
Tables 12 through 14 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for Walla Walla Community College.

Table 12. Priorities for Change: Faculty

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	3.15
15	The extent to which I am able to appropriately influence the direction of this institution	3.27
44	The extent to which my work is guided by clearly defined administrative processes	3.42
10	The extent to which information is shared within this institution	3.49
4	The extent to which decisions are made at the appropriate level at this institution	3.52
32	The extent to which this institution is appropriately organized	3.53
16	The extent to which open and ethical communication is practiced at this institution	3.56
22	The extent to which this institution has been successful in positively motivating my performance	3.56
11	The extent to which institutional teams use problem-solving techniques	3.64
29	The extent to which institution-wide policies guide my work	3.69
	Area to Change—Customized	**Mean**
55	The extent to which workload demands are equitable for College employees with the same job title/job description	3.09
54	The extent to which I feel adjunct faculty are included in the campus community	3.25
50	The extent to which College employees are recognized and rewarded for their work	3.41

Table 13. Priorities for Change: Administrator

	Area to Change	Mean
10	The extent to which information is shared within this institution	3.27
5	The extent to which the institution effectively promotes diversity in the workplace	3.36
32	The extent to which this institution is appropriately organized	3.41
41	The extent to which I receive adequate information regarding important activities at this institution	3.42
15	The extent to which I am able to appropriately influence the direction of this institution	3.44
16	The extent to which open and ethical communication is practiced at this institution	3.49
11	The extent to which institutional teams use problem-solving techniques	3.54
4	The extent to which decisions are made at the appropriate level at this institution	3.58
46	The extent to which professional development and training opportunities are available	3.59
44	The extent to which my work is guided by clearly defined administrative processes	3.65
	Area to Change—Customized	
55	The extent to which workload demands are equitable for College employees with the same job title/job description	2.71
54	The extent to which I feel adjunct faculty are included in the campus community	2.74
49	The extent to which College employees are held accountable for their work and behavior	3.05

Table 14. Priorities for Change: Staff

	Area to Change	Mean
15	The extent to which I am able to appropriately influence the direction of this institution	3.09
10	The extent to which information is shared within this institution	3.15
38	The extent to which I have the opportunity for advancement within this institution	3.22
16	The extent to which open and ethical communication is practiced at this institution	3.38
32	The extent to which this institution is appropriately organized	3.44
44	The extent to which my work is guided by clearly defined administrative processes	3.46
46	The extent to which professional development and training opportunities are available	3.47
4	The extent to which decisions are made at the appropriate level at this institution	3.54
41	The extent to which I receive adequate information regarding important activities at this institution	3.54
22	The extent to which this institution has been successful in positively motivating my performance	3.57
	Area to Change—Customized	**Mean**
55	The extent to which workload demands are equitable for College employees with the same job title/job description	3.17
50	The extent to which College employees are recognized and rewarded for their work	3.23
54	The extent to which I feel adjunct faculty are included in the campus community	3.24

Comparative Analysis: Demographic Classifications

As depicted in Table 15, hourly employees rated the climate highest within its demographic group (4.05). In terms of campus location, those individuals working at the Clarkston campus rated the climate highest (4.04). Employees who did not identify as hourly rated the climate lowest within its demographic group (3.83), while respondents working at the Walla Walla main campus, rated the climate with a composite rating of 3.89.

Table 15.   Mean Climate Scores as Rated by Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Faculty	3.63	4.02	4.05	4.17	3.61	3.94
Administrator	3.64	4.02	4.18	4.05	3.39	3.93
Staff	3.57	3.85	4.01	4.12	3.60	3.85
Are you an hourly employee:						
Yes	3.82	4.10	4.12	4.24	3.81	4.05
No	3.51	3.88	4.02	4.08	3.48	3.83
At what campus do you primarily work:						
Walla Walla main campus	3.57	3.95	4.06	4.11	3.54	3.89
Clarkston campus	3.82	4.01	4.14	4.29	3.74	4.04
Combined (Including: Coyote Ridge Corrections Center; Washington State Penitentiary; On-line; and Other)	3.98	3.91	3.93	4.08	3.93	3.98
What is your primary work schedule:						
Day	3.58	3.93	4.03	4.12	3.55	3.88
Evening	4.19	4.29	4.31	4.37	4.09	4.29
Weekend	N/A	N/A	N/A	N/A	N/A	N/A
Flexible	3.98	4.08	4.18	4.18	3.83	4.08
Other	2.89	3.77	4.04	3.95	3.04	3.57
Would you recommend Walla Walla as a place to work:						
Yes	3.73	4.02	4.15	4.18	3.67	3.99
No	2.13	3.23	3.16	3.41	2.51	2.91

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

N/A – There were no responses for this option.

Comparative Analysis: Norm Base

Table 16 shows how WWCC compares with the NILIE PACE Norm Base, which includes approximately 69 climate studies conducted at two-year institutions since 2011. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior two-year period. Normative data are not available for the Customized climate factor area developed specifically for WWCC. Figure 10 also shows how WWCC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 16. Walla Walla Community College Climate compared with the NILIE PACE Norm Base

	WWCC	**Norm Base***
Institutional Structure	3.60	3.48
Supervisory Relationships	3.94	3.81
Teamwork	4.05	3.83
Student Focus	4.12	4.06
Overall	3.89	3.77

Figure 10. Walla Walla Community College Climate Compared with the NILIE PACE Norm Base
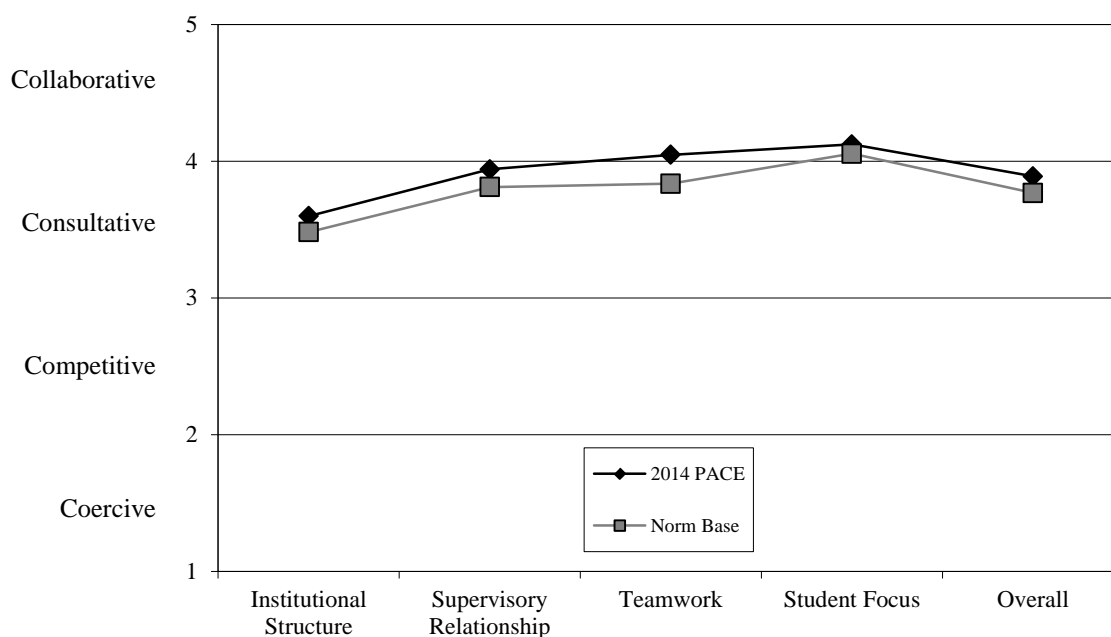
* Normative data are not available for the customized climate factor developed specifically for WWCC.

Tables 17-20 show how WWCC compares question by question to the PACE Norm Base maintained by NILIE.

Table 17. Institutional Structure Mean Scores Compared to the NILIE Norm Base

	Institutional Structure	WWCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	4.01*	3.87
4	The extent to which decisions are made at the appropriate level at this institution	3.51*	3.30
5	The extent to which the institution effectively promotes diversity in the workplace	3.84	3.90
6	The extent to which administrative leadership is focused on meeting the needs of students	3.95*	3.74
10	The extent to which information is shared within the institution	3.30	3.22
11	The extent to which institutional teams use problem-solving techniques	3.63*	3.44
15	The extent to which I am able to appropriately influence the direction of this institution	3.22	3.14
16	The extent to which open and ethical communication is practiced at this institution	3.47	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.62*	3.46
25	The extent to which a spirit of cooperation exists at this institution	3.75*	3.39
29	The extent to which institution-wide policies guide my work	3.75	3.73
32	The extent to which this institution is appropriately organized	3.47*	3.29
38	The extent to which I have the opportunity for advancement within this institution	3.25	3.11
41	The extent to which I receive adequate information regarding important activities at this institution	3.61	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.47	3.49
	Mean Total	**3.60***	**3.48**

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

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

	Supervisory Relationships	WWCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.34*	4.18
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.26*	4.05
12	The extent to which positive work expectations are communicated to me	3.82	3.72
13	The extent to which unacceptable behaviors are identified and communicated to me	3.72	3.67
20	The extent to which I receive timely feedback for my work	3.78	3.66
21	The extent to which I receive appropriate feedback for my work	3.78	3.71
26	The extent to which my supervisor actively seeks my ideas	4.02*	3.74
27	The extent to which my supervisor seriously considers my ideas	4.08*	3.82
30	The extent to which work outcomes are clarified for me	3.75	3.67
34	The extent to which my supervisor helps me to improve my work	3.96*	3.74
39	The extent to which I am given the opportunity to be creative in my work	4.21*	4.03
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.79*	3.67
46	The extent to which professional development and training opportunities are available	3.66*	3.81
	Mean Total	**3.94***	**3.81**

Table 19. Teamwork Mean Scores Compared to the NILIE Norm Base

	Teamwork	WWCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	4.18*	3.91
14	The extent to which my primary work team uses problem-solving techniques	4.03*	3.85
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.98*	3.79
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.02*	3.74
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.97*	3.84
43	The extent to which a spirit of cooperation exists in my department	4.10*	3.82
	Mean Total	**4.05***	**3.83**

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

Table 20. Student Focus Mean Scores Compared to the NILIE Norm Base

	Student Focus	WWCC Mean	Norm Base
7	The extent to which student needs are central to what we do	4.10*	3.94
8	The extent to which I feel my job is relevant to this institution's mission	4.53	4.45
17	The extent to which faculty meet the needs of students	4.03	4.00
18	The extent to which student ethnic and cultural diversity are important at this institution	4.03	4.11
19	The extent to which students' competencies are enhanced	4.01	3.96
23	The extent to which non-teaching professional personnel meet the needs of the students	4.08*	3.93
28	The extent to which classified personnel meet the needs of the students	4.16*	3.72
31	The extent to which students receive an excellent education at this institution	4.21	4.17
35	The extent to which this institution prepares students for a career	4.20	4.16
37	The extent to which this institution prepares students for further learning	4.21	4.16
40	The extent to which students are assisted with their personal development	3.98	3.94
42	The extent to which students are satisfied with their educational experience at this institution	3.98	3.94
	Mean Total	**4.12***	**4.06**
	Overall Total	**3.89***	**3.77**

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

Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 287 Walla Walla Community College employees who completed the PACE survey, 53.0% (152 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments, however, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 11 provides a summary of the WWCC 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 21 and 22 for sample comments categorized by climate factor and the actual number of responses provided by WWCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

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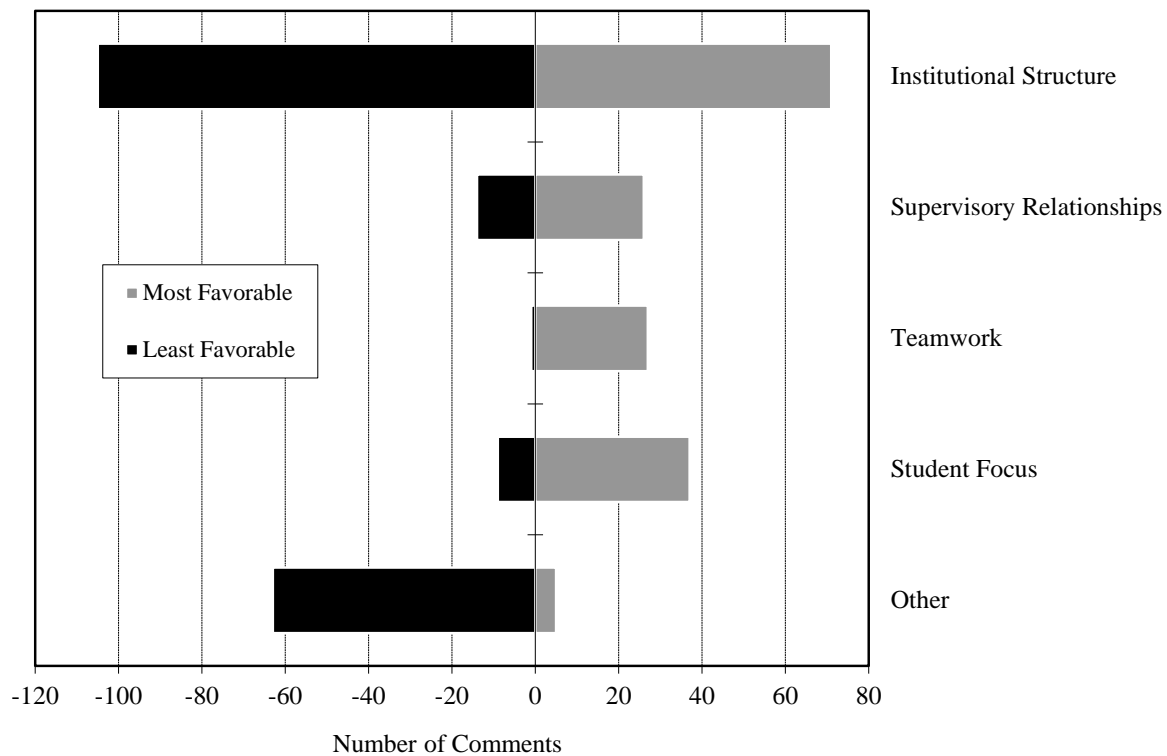
Note: Adapted from Herzberg, F. (1982). The managerial choice: To be efficient and to be human (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 21. Most Favorable Responses—Sample Comments and Actual Number of Responses at Walla Walla Community College

Factor	Themes
Institutional Structure (n=68)	*As faculty, first as adjunct and now as full-time tenure-track, I feel completely supported. I also feel key leaders in the institution are crucially open-minded and determined to shape the institution to be as enlightened as possible, especially in light of recent education reform discoveries. But they face an uphill battle here, as everywhere.*
	Quite honestly, I have had an overwhelmingly positive experience at Walla Walla Community College. I find the people with whom I work to be the most positive and favorable factor within my work environment. Fellow instructors and advisors are what make coming to work enjoyable. Furthermore, I love the work I am doing. To be able to advise underrepresented students not only provides variety in my work day, but allows me to feel as though my work has meaning.
	I believe the most positive force at WWCC is its staff and faculty. I rarely ever hear "that can't be done" or "that won't work." Everyone seems quite open minded and willing to try ideas even if they are out of their comfort zone. Many faculty even search out new ideas to share and also actively embrace the suggestions of others.
	I believe the views of our leaders in the college reflect in action! I believe that the vision that is brought forth in terms of where the college is moving in academia and innovation is exciting and motivating! I find that most of the staff is completely in favor of supporting the students and their goals.
	I enjoy working with highly motivated, positive faculty who share my love of education, and care about our students' future.
	I have only been working with Walla Walla Community College for a few quarters, but feel the office staff and administrative staff are very supportive and easy to work with. I enjoy my position with the college and have enjoyed the classes I teach. Everyone I have been in contact with has been very supportive and encouraging.
	I think the group at Clarkston is much more cohesive than on the Walla Walla campus and we get a lot more done, particularly for the students.
	Many employees go above and beyond to help students and staff, and those folks give me hope for the future of this institution. We have some strong, ethical leaders who are trying to make changes.
	The ability to collaborate with individuals in other areas of the college is most favorable. The opportunity is there, only inhibited by personal boundaries. The ability to create new and better ways of doing things is encouraged.
	The campus community is a positive, cooperative environment. The individuals with whom I work are encouraging, collegiate, and professional. The ethos of the campus reflects the mission of the institution.

Table 21.   Continued

Factor	Themes
	The college is committed to student success and its mission. The administration supports student success first and foremost, and decisions are made based upon that.
	The general cooperative spirit of the employees and administrator at the Clarkston campus are most favorable.
	The instructors are supportive of each other. They are generous with their ideas, teaching materials, and encouragement.
	The most favorable aspects are the addition of an Academic Dean to the Administrative team. S/he has provided direction and vision to Academic Education, and provides me with a much more positive view of my position and the college as a whole. I also find that the majority of Faculty at WWCC are truely professional and excellent colleagues. These two aspects have really enhanced the feeling that I am working at a place of higher education and not just a vo-tech high school.
	The work environment here is outstanding. Communication between everyone is positive and professional.
	There is an increasing coopertaive environment across adminstrative units to identify and address problems that pose barriers to student success.
	WWCC has a fantastic sense of camaraderie and cooperation across departments. It's a collegial environment that is a joy to work in.
	WWCC is an enjoyable work environment. I feel everyone has a solid work ethic and works together as a team. Everyone is professional and friendly.
	As an employee, I feel support in my efforts to work with students and help them improve their lives. This support comes from many areas. I appreciate being at a small college where I know who to call for help.
	The effort in keeping such programs as wind energy, John Deere technology and agricultural science relevant is most favorable. WWCC is not standing still at keeping pertinent with industry needs. This includes both technical-professional and transfer track programs.
	Coworkers are generally upbeat and positive about their jobs and the mission of the college.
	Most favorable is the ease of communication with superiors at work; the general work environment is favorable for open-ended discussions. Most co-workers are honest and helpful.
	I enjoy the people that I do work with. The staff or faculty I have contact with are professional, friendly, and dedicated to service of students and instruction.
	I feel that the President is very accessible and supportive in allowing people to explore and be innovative. The administration is not micro-managed.

Table 21.   Continued

Factor	Themes
	I feel Walla Walla Community College is a great place to work and I feel very confident working with my team. This is an amazing place to work. The students look to us for support and guidance.
	I love the spirit of this campus. Family is evident and the fact that co-workers care about each other is refreshing.
	The student-focused mission held by all employees results in positive teamwork and outcomes. Many of the college activities provided during the year promote positive interactions between all employees. Overall, there is pride in our institution and mission.
	When I first arrived, all classes of employees were very helpful and welcoming. The college has a friendly atmosphere that extends to employees, students and visitors alike. HR met with me within my first month of employment to express how important employee satisfaction and retention was and asked for feedback.
Supervisory Relationship (n=26)	*My supervisor is the best I have ever worked for or with. This person treats each employee as an individual and demonstrates a high degree of trust in the work I do. We are not belabored with unnecessary procedures that hinder our ability to accomplish goals.*
	I have considerable latitude to select texts and plan my curriculum. I have been given feedback that encourages me, and tells me that my work is valuable to students.
	I feel my supervisor is very professional, communicates well and tries to advocate for us and our students.
	I appreciate the latitude I am given to design, prepare, and deliver my instruction. While it could be the result of detachment or a lack of priority by my supervisor(s), it allows me a greater measure of creativity and passion for the work I do with my students.
	My immediate supervisors are all exceptionally good at what they do. They communicate expectations to me clearly, and they follow through on my performance evaluations.
	The feedback I have received from my supervisor and their supervisor has been very instructive and helped provide a great template for success for both myself and my students.
	I have great trust in my supervisor and confidence in his/her ability as a role model; s/he is a creative thinker and person willing to make changes that accommodate the needs of students.
	My supervisor has an open door policy. The college has been very generous with professional development opportunities, sending me to a very valuable convention in my field.
	We are given leeway to develop courses and plenty of opportunities for professonal improvement.

Table 21. Continued

Factor	Themes
	My supervisor gives feedback on my work daily. S/he praises good work and respectfully shows me any errors that were made on my part and, more importantly, s/he shows me the correct way for the work to be done.
Teamwork (n=29)	*I am lucky to work in the nursing department in Clarkston. We have a beautiful building, a great team of faculty and staff who work across the campuses to support each other and learn from each other. I don't know that this model exists elsewhere in the college. Our leader is responsive and supports us in our work. S/he has championed decreasing the workload.*
	I appreciate that within the division my department falls, there is responsive, committed, and supportive leadership.
	I enjoy the team I supervise and we have an amazing work culture driven to help students.
	I feel fortunate to work in a department with a great team dynamic. Our supervisor does not micromanage and trusts everyone to do their part to keep things running smoothly. The environment is very positive and much less stressful than other departments I have worked in.
	I feel very well supported in my department. I am able to express ideas and improve the program for the students. The staff I work with are respectful of one another and genuinely care about the students.
	My colleagues are wonderful and they are the reason I come to work every day. We have a true team spirit.
	My office co-workers are generous with their time and a collaborative environment prevails.
	Our team works very well together to provide a learning environment for the students. We give extra hours each day to help students with their studies and learning competencies. We brainstorm, plan and execute situations as a team.
	My team has a very open and supportive manager who encourages good ideas and gives helpful feedback. Because of our manager's leadership style, team members are encouraged to collaborate, voice opinions, and help each other excel. Within our team, we have a very pleasant working environment, where everyone feels valued and supported to do their best work.
	Regarding my work experience at WWCC, the most favorable would be the department I work in. We all acknowledge each others' strengths and pair students up with needs that we each can meet the best. My team is respectful to each other and gives great feedback, good and bad. We collaborate with each other and also give full support on individual decisions. This allows us to use our individual skills and abilities to meet students needs.
	My team is very positive and supportive. We cover for each other to make workloads more efficient.

Table 21. Continued

Factor	Themes
Student Focus (n=38)	*I find that the administration, staff, and faculty at WWCC truly tries to assist students to become successful. They work very hard to help diverse, economically disadvantaged, and underrepresented students to enroll and to succeed in attaining certificates, associate, and transfer degrees.*
	Faculty and staff put great effort into supplying both physical and mental tools that lead to student success.
	Individual instructors work very hard to make the learning experience a positive one for students. Most faculty and staff have a passion for teaching and enjoy being around students and getting them started in their chosen field of study.
	Most of the students are eager to learn and motivated to do what it takes to succeed. Most of the faculty nurtures this initial exuberance so that students are able to keep moving through more difficult times and difficult lessons. It is wonderful to see the students gain confidence and critical thinking skills and become connected citizens.
	I think students do receive an excellent education here. The teachers are great. The courses available are excellent and lead to good jobs and pay for our graduates.
	The area that I find the most favorable is working with the students. My students are incarcerated individuals and teaching them is very gratifying to me. It is wonderful to give these guys a positive outlook in a negative environment. It is also great to hear back from former students that have been released and have found employment in the welding industry.
	The instructors here work hard to ensure student success and at the same time hold high standards; not an easy task with an ever-changing demographic that requires more work to be done in the classroom for favorable outcomes. The faculty have adapted well and have made themselves available for students to get the help they need.
	The people that I work closely with on a daily basis are hard working and dedicated individuals whose primary concern and focus is training students to enter the workforce in the most positive way possible. Whether that means completing a 2-year degree then moving directly into their degree field, or matriculating to a 4-year, the commitment of these people is truly amazing to watch.
	There is a very positive attitude for bettering the classes for the students. Students are truly the motivation for this community college.
	This is a great school to work for and students attending this institution receive an excellent education. My co-workers (instructors and support staff) are very dedicated to student success. We work countless extra hours to maintain and build on that success and we are available for students when they need us.

Table 21. Continued

Factor	Themes
	Working at WWCC is a blessing. I think we provide a positive learning experience for students and staff. The college provides a variety of study for many levels and interests.
	WWCC strives to use all resources available to assist students in every way possible. We care about our students' educational goals, career goals, and personal goals. The success of our students is extremely important to all faculty, staff, and most of administration.
	The diversity of the student population has enhanced and enlightened my educational career. I can state, without reservation, that Walla Walla Community College Students are very diverse and enjoyable to teach and advise.
	I appreciate the good challenges of working with a diverse student population.
	The main focus for everyone I have encountered in my 21 years, from adjuncts, staff, faculty, and administration, up to the president, has been our students. Everything we do is for them, which is as it should be.
Other (n=5)	Facilities
	I have a very nice office and physical environment.
	Compensation & Benefits
	I am glad to have a good job with good retirement and benefits such as being able to attend classes. I like being busy and challenged.

Table 22. Least Favorable Reponses—Sample Comments and Actual Number of Responses at Walla Walla Community College

Factor	Themes
Institutional Structure (n=105)	*Administration lacks vision and new ideas, or the ability to take the program to the next level. Too much is left up to the instructors (particularly in some programs) to figure things out on their own and on their own time. There may be good ideas floating around but no one to harness them or take them seriously. Having paid productive staff meetings to address educational concerns (such as how can we better serve our students?) would be a start.*
	Administration do not involve themselves in the day-to-day activities of education and are, therefore, detached from the mission of the College.
	Administration tends to leave us out of the loop on some information that I feel is important for us to know. I also feel that they have made some choices that don't currently serve the students or make good use of staff time.
	At times, I feel that management is top-down, rather than a collaborative effort in the decision-making process. Furthermore, I am optimistic about advancing and hope my ability for upward mobility is based on my qualifications and proven dedication to WWCC.
	Communication from administration is not always timely or clear.
	Communication from leadership (regarding a variety of college decisions) to staff and faculty can sometimes be lacking. This is especially true when it involves communication from the WW campus toward the Clarkston campus. The impression from the Clarkston campus is that the Clarkston campus appears to not receive the same level of support (funding for facilities upkeep, automobiles, etc.) that the WW campus seems to receive.
	Decisions are made without program-level influence. A lot of effort is used in starting new programs while not a lot is used for the older programs.
	Faculty and classified staff do not appear to be held accountable when job performance is below an acceptable level. This acceptance of mediocrity negatively impacts the morale of other employees.
	Financial aid is complicated, confusing, and lacks appropriate access for students in a timely manner. Enrollment is impacted because of late awards and poor information given to students. Financial aid leadership is not responsive to questions from advisors and staff.
	I believe our leaders, supervisors and administration have a difficult time with getting their staff to follow the vision of what is to come. I feel that new ideas from new staff are often shot down because of old ways of doing things and co-workers stuck in habits of five years ago. I feel that there is some support within departments in the college, but I do see and know that there are situations where leaders are afraid to put their foot down and correct problems because they do not want confrontation.

Table 22. Continued

Factor	Themes
	I have concerns with information sharing from leadership within the institution. I am frequently directed and ask for information without being told as to the purpose of the request. This leaves an environment of suspicion and leads to lack of trust and respect from the supervision team with whom I work.
	I love that we have a President that is entrepreneurial and has led this college to the forefront of community colleges in our nation. His vision and drive are fantastic. However, I think sometimes he uses his power too absolutely. For example, regarding having a smokeless or tobacco-free campus, the majority of faculty want such an environment in which to work, but he single-handedly put a kibosh on this, regardless of how the majority of the institutional employees favored such a move. He needs to learn to communicate his reasons, and demonstrate a receptiveness to ideas he may not agree with, rather than just laying down the law.
	I think Walla Walla Community College needs to hold employees accountable. It seems unfair for some employees to pick up the slack for other employees that can't meet the demands of what their position requires.
	My biggest complaint is the communication across the institution. There are a lot of moving parts, and information is not always shared in the most efficient manner. Also, communication lacks the "why" behind actions taken.
	Policies and processes of newly hired adjunct faculty are confusing and cumbersome. Benefits, payroll, and resources online are not explained. Oftentimes it is unknown who the individual is that is a contact for a specific need.
	The powers that be may take a short view of financial success. Some of the oldest guard have a narrow view of what viability is and what the greater Walla Walla community values about WWCC. While I appreciate that the college values its oldest leadership, that can be damning if they retain power.
	Regarding my work experience at WWCC, the least favorable thing would be college-wide collaboration. I think communication sometimes gets lost between different departments, resulting in our goals and success being overlooked and unappreciated. Even though our goals might be the same (student success), we might need to take a different approach due to our population. I think the lack of understanding of what each other are doing leads to a lack of appreciation and possibly criticizing it.
	Some departments do not offer assistance in their own areas that could be helpful to other departments that may have a different hiring focus, such as financial aid and the business department. More time working together would be helpful to ensure we offer the best assistance to students. I think if there were more interaction on job duties, when the one person who knows how to do a function (such as enrollment reporting) leaves, the person picking the job up should not have to reinvent the process. There has been very little campus-wide input on decisions such as the budget, facilities plan, or the strategic plan.

Table 22.   Continued

Factor	Themes

Sometimes it is just expected that you know things, and then you are reprimanded by fellow faculty or the director when no one told you what the proper protocol is. You can't follow the rules if you don't know what they are!

The 100 miles between the two campuses might as well be 1000. There are too many times we know nothing about decisions, new policies, or projects that are going on at the Walla Walla campus that affect us too.

The administration expects faculty to serve on committees, and the faculty does so, but the faculty is often asked after administrative decisions have already been made, and so the faculty doesn't seem a vital partner in making decisions for what direction the college is headed. Faculty Senate and AHE should be given far more voice to decide the direction of the college, so that the faculty would be far more enthusiastic about how it can effect change rather than working in the wake of what has already been determined.

The continuing budget problems cause many difficulties. When employees leave, the remaining workload just gets shifted to those remaining. The work load is really unmanageable sometimes, and the attitude from administration is cold and uncaring.

The organizational structure is still in flux and at times makes it difficult to effect positive change, as all decisions must be vetted by the president. The VP structure leaves little time for true collaboration among the next generation of leaders. A truly open process to budget development and honest conversation around practices that make change difficult could be helpful.

This administration doesn't appear to value the input of its associated student body nor its faculty senate. This is an institution in which the faculty and students feel they have no grassroots power and that all change and initiative comes from the top down. This is a shame, as it's the teachers and students who make this place a school. Ask around, and see if there isn't a larger problem with the way change happens at WWCC.

We need policies and procedures for work processes and accountability. We need a forum to solicit employee suggestions and be open to changing the way we do things. We need to value classified staff and their experiences and knowledge, and include their input to help make WWCC better for students and staff. We need to promote from within our organization; this will help demonstrate the value of our staff's knowledge and student service, rather than just looking for new employees who have bachelor or master degrees but no practical experience.

We should re-evaluate, institutionally, when we need to be process focused and when we should be student focused. Obviously, it's important to have strong processes to guide operational efficiency. But it seems like many of the processes we have were not developed with student-needs focused goals in mind. The culture here is not very open to re-evaluating processes as goals change.

Table 22. Continued

Factor	Themes

There is none-to-little recognition that academic faculty also contribute to student success and employment. The path for academic students is longer than for the trades, but our disciplines are important. However, they are denigrated by being ignored. I am speaking specifically of the college president, not of our vice president or dean. S/he's the ultimate decision maker, so the blame goes to him.

There is a Walla Walla focus on the Walla Walla campus. Often Clarkston seems forgotten by the Walla Walla Campus as evidenced by: ITV sessions often don't include the speakers looking or acknowledging the Clarkston Campus, and the multiple e-mails that are Walla Walla specific being blasted to Clarkston. Can't the Walla Walla faculty and staff send only to their campus?

Experts in each area should be trusted to be exactly what they are: experts in their area. This should extend out of the classroom to making decisions about the department.

I don't always feel that administration listens to faculty. The recent smoking ban is a case in point. However, recently there was some give on that, which I appreciate. Custodians and secretaries should be included in decision making processes.

I think the areas I marked as least favorable had to do with diversity. The question I recall is, "Is diversity important to the college?" I believe at this point in time it appears important but not entirely for all the right reasons. Right now the diversity efforts appear perfunctory. For instance, faculty is asked to be successful with diversity, i.e. completion and pass rates. I still see faculty who misunderstand this mission and feel pressured to have different standards for diverse students. I witness "If they could only be more like me/us" attitudes and commentary daily. I also feel like faculty feel insecure about what tools they bring to the table when facing challenges with diverse students.

I've found that the administrative structure at WWCC is often confusing. I'm not sure who to ask questions in areas where I require information (there are a lot of individuals, but I'm not sure what they do). At times it feels like the direction the college is going is not well communicated and shared. The mission and goals are well stated, but how the college is achieving those goals does not seem to be stated.

In recent years, it has felt like politics may have more of a role in decision making than they should. Sometimes decisions that should be made are not because of political roadblocks. Sometimes procedures or programs that should be cut are left in place because of political loyalties.

It is troubling to me that some faculty and staff who do not perform to set standards remain in their positions. I feel that it is detrimental to other staff and students. All need to be held to the highest standard of performance levels. Good or great work should be recognized; poor performance should be dealt with as well.

Table 22. Continued

Factor	Themes
	Keeping up with industry needs and the provision of quality, relevant education is vital to success, but adequate support is essential for this to occur. This includes marketing, internal education, allowance for faculty to better develop programs, and a balanced outreach to all programs, not just a few key ones. This balance has not always been apparent and some programs may be lacking because of it.
	Silo-ing of information causes people to duplicate efforts. Often the people who actually "do" the work aren't included at the table with those making decisions. Information gets disseminated only after it is a done deal.
	There is an unhealthy combativeness and secrecy around data that some staff need to meet the goals of their unit. If the data points are relevant they should be shared freely.
	There is very little information given to us about what is happening within the college. I have received information that was made available to community members that should have been relayed through the college first.
	We don't always work across divisions to consider new programs. I encountered what I considered protectionism when proposing a new class that could have been applied to existing campus requirements. It was obvious there was concern that a new class might diminish the enrollment in existing classes.
	Within my department there are a few individuals who are negative toward women and keep them from advancement. Though there are women in high positions at the college, you more often (not always) see men in (or with the best) offices, with the largest monitors, best computers, desks and so forth. In such an advanced institution, gender bias is still strong. Some administrators have been heard speaking slightingly of minorities and/or women.
	Ideas from staff and faculty are difficult to bring forward due to entrenched administrative leadership.
	We are woefully understaffed in some areas. I think a mix of some additional staffing combined with organizational restructuring would enable employees to carry out the mission more effectively. I would recommend an external consultant to conduct an organizational analysis and recommend more effective organization and administrative processes.
Supervisory Relationship (n=14)	*I have never been asked how to improve efficiency in my area of work. I am not allowed to make changes in my work area. The only good ideas are my supervisor's ideas. I have not received a performance review in more than 10 years.*
	My supervisor has too many irons in the fire and cannot adequately manage his/her supervisory duties.
	My work environment is one of little training; they just throw you in and let you figure it out.

Table 22. Continued

Factor	Themes
	I would like to receive more professional development and training in soft skills as well as technical skills.
	There are too many things to list. The main area that I find least favorable is the lack of support. I do not feel that I'm given much feedback about things that I need to improve on. If I have been doing a bad job as an instructor I wouldn't know. The supervisor has not informed me of any areas that I need to work on. I don't feel I need to be micromanaged, but a little feedback would be nice and appreciated.
Teamwork (n=1)	*This is really a pretty easy job to enjoy. I enjoy the students and helping them with their educational goals by motivating, mentoring, encouraging, and teaching. I get along with my co-workers really well for the most part. There are some that are difficult to work when they lack wanting to be a part of a team, work as a team, communicate with co-workers (especially when necessary), and they lack friendliness. These employee types make it extremely difficult for everyone as they are more concerned with themselves or their tasks, rather than our mission or what helps the group.*
Student Focus (n=9)	*Our student population is very diverse. Accordingly, teaching techniques and peripheral services for students need to anticipate these needs and services must be in place to meet them. Teaching faculties across campus need to work together to identify best practices for students most at risk. Many instructors still follow a one size fits all teaching model that will leave the most vulnerable students behind. It is unrealistic to expect an individual instructor to meet all the special needs of students in a classroom. As a result, many students who could be successful with the right support end up dropping out or not succeeding in certain programs.*
	The college does not have internal policies but lots of gray areas. This college also funnels people into AA degrees without actually working with the students to best find their route. The advisors are poorly trained or do not care as long as students funnel through. Many students come back from 4-years to finish or fix classes WWCC sent them on with that don't work.
	Some faculty have been unwilling to accommodate students' learning styles that are outside of their way of doing things. Many students graduate only marginally prepared for their chosen field. These are not challenged students, but even exceptional ones that are given too little (or outdated) information to find a job in their field. Some faculty are unwilling to learn.
Other (n=63)	<u>Compensation and Benefits</u>
	I am regularly let down by the lack of competitiveness our college enjoys when it comes to compensation. Not only is our compensation inconsistent with our institution's reputation throughout the state and country, but there is very little evidence that our administration (especially our President) is advocating on our behalf.

Table 22. Continued

Factor	Themes

Pay for part-time instructors is low considering the fact that benefits are not included as part of the compensation.

The stress of this job is very high, as well as the time commitment (working anywhere from 50-70 hours per week). Therefore wages should be higher to compensate for these issues.

I work anywhere from 50-70 hours per week. I have clinicals with students where I show up at 5:00 and do 8, sometimes 12-hour shifts. The long shifts are not an issue, just the amount of hours worked each week. Much of my weekends are consumed with work so personal time is short. Faculty are paid salaried amounts for 35.5 hours so I do not feel that pay is equitable.

My workload is at times overwhelming, and the amount and quality of the work I have to do is not commensurate with my salary. I know I could make much more in the private industry. It is stressful at times because I have a hard time making ends meet financially as well as keeping a positive work-life balance. While teaching is very meaningful to me, I am not certain if I can afford to do it long term.

There is a poor pay scale for what we do if you compare to many other colleges and the workplace.

The faculty on this campus are not compensated very well considering what has been achieved in recent years. Why are we among the very best community colleges in the entire country and yet our level of compensation is not even in the upper half in our state?

Quality and quantity of work is not a consideration when determining pay increases, making it difficult to reward those who are high performers.

Facilities

As wonderful as WWCC is, the physical space and equipment in many locations needs a great deal of attention and improvement. Aesthetics (color, decor, etc.), technology, and allocation and configuration of space all need to be addressed. Colors are drab, walls are dirty and marred, bathrooms are lacking hot water, sinks and toilets have infrared sensors that don't work properly, the demand for computer-equipped classrooms exceeds the availability, technological equipment is outdated, academic support areas (tutoring center, computer lab, library, etc.) are not centrally located, to list a few examples.

Our workspace is quite possibly the worst place on campus for us to be, and completely inadequate for our needs. Unfortunately we're not any sort of priority so we have to just deal with it.

Parts of the older facilities are not maintained well (e.g. chipped paint, cracked surfaces, poor roads, etc.). There are too many offices with no windows. The building I work in is drab and institutional feeling.

Table 22. Continued

Factor	Themes

We could use new survey lab facilities and up-to-date equipment (we have been working on it since I got here), and dedicated intranet lines to speed computer operation.

Facilities are sub-par, and lack appropriate technology to teach effectively. Equipment is old and outdated.

There are many restrictions that come with working in a correctional center. There are many applications that cannot be properly demonstrated because of the restrictions. DOC would find the practices unsafe or a security concern. Also, the shop that we were provided is undersized and was not supplied with enough voltage to operate a welding program. We do the best we can with what we were supplied. I enjoy Walla Walla Community College and support the work it does.

Our facility is in very poor physical condition and nothing seems to be done to improve its physical appearance.

Adjunct/Part-Time Employees

As an adjunct educator, my frustration has been with the lack of instructional direction and real time assistance. For example, although my colleagues have always been approachable and supportive, there is a lack of training for adjuncts regarding tangible guidelines, suggestions, rules and requirements regarding both curriculum-focused issues and classroom management issues.

The adjunct system is not beneficial to employees, who want a work-life balance and an equitable living salary. It would be more beneficial for the college to have the commitment and continuity of more full-time employees and less adjuncts.

The least favorable climate at WWCC for me was created for me when the College forced the part-time faculty to work less than .49 FTEs. This change caused me to lose my medical and dental benefits and keeps me from earning benefits in the future. The change in my hours has led to less continuity in the program that I teach because it is now delivered by more part-time employees.

There are too many adjunct instructors with no options to move forward on the pay scale; they are not motivated and are paid mode 2, or less, for the same work that others earn mode 1. Quarterly contracts, for years and years, do not give people job security or cause them to feel invested in the college.

The institution is very reluctant to offer any incentives for adjunct faculty. Having been an adjunct here for several years, I have been told there is no interest in creating any full-time jobs for long term part-time faculty, as well as no benefits. There seems to be a mentality to rely on adjunct faculty while being averse to any lengthy commitment to them, regardless of the quality of the instructor. As an adjunct, this feels discouraging and antithetical to the school's commitment for quality instruction over saving money.

Table 22.   Continued

Factor	Themes

Safety/Security

The building I work in is separate from the main building and there are windows on every wall. The concern I have is for safety of children, students and staff. There is no safe place in our building to go for an emergency. Also, college facilities and maintenance employees do not have any form of ID for us to identify them as someone who is an employee of the college. Being alone in the building with unfamiliar and strange men is a safety concern for staff as well as students and children.

Safety is a huge issue on campus. Custodians seem to be the safety barrier between any hazard and students or staff. Local police continue to state that they feel unwelcome on campus when called.

I am shocked at the lack of security on campus. I have seen maintenance personnel be asked to reprimand students for openly doing drugs on campus and and the maintenance employee refuses. I have seen students "booting" vehicles on campus in an attempt to police their own parking areas. That puts the student in danger in my opinion. Campus security is a standard presence on every educational facility I have experienced until coming to WWCC.

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 scores have been identified as the top performance at Walla Walla Community College. Six of these items represent the Student Focus climate factor (items #7, #8, #28, #31, #35, and #37), three represent the Supervisory Relationships climate factor (items #2, #9, and #39), and two represent the Teamwork climate factor (items #3 and #43).

- The extent to which I feel my job is relevant to this institution's mission, 4.53 (#8)

- The extent to which my supervisor expresses confidence in my work, 4.34 (#2)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.26 (#9)

- The extent to which this institution prepares students for further learning, 4.21 (#37)

- The extent to which students receive an excellent education at this institution, 4.21 (#31)

- The extent to which I am given the opportunity to be creative in my work, 4.21 (#39)

- The extent to which this institution prepares students for a career, 4.20 (#35)

- The extent to which there is a spirit of cooperation within my work team, 4.18 (#3)

- The extent to which classified personnel meet the needs of the students, 4.16 (#28)

- The extent to which student needs are central to what we do, 4.10 (#7)

- The extent to which a spirtit of cooperation exists in my department, 4.10 (#43)

Overall, the following have been identified as the top performance areas within the Customized climate factor at Walla Walla Community College.

- The extent to which I feel safe on campus, 4.12 (#47)

- The extent to which my work environment is positive, 3.96 (#53)

- The extent to which I am satisfied with my ability to balance my work and personal life, 3.88 (#52)

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

- The extent to which I am able to appropriately influence the direction of this institution, 3.22 (#15)

- The extent to which I have the opportunity for advancement within this institution, 3.25 (#38)

- The extent to which information is shared within this institution, 3.30 (#10)

- The extent to which this institution is appropriately organized, 3.47 (#32)

- The extent to which my work is guided by clearly defined administrative processes, 3.47 (#44)

- The extent to which open and ethical communication is practiced at this institution, 3.47 (#16)

- The extent to which decisions are made at the appropriate level at this institution, 3.51 (#4)

- The extent to which I receive adequate information regarding important activities at this institution, 3.61 (#41)

- The extent to which this institution has been successful in positively motivating my performance, 3.62 (#22)

- The extent to which institutional teams use problem-solving techniques, 3.63 (#11)

Overall, the following mean scores have been identified as in need of improvement within the Customized climate factor at Walla Walla Community College.

- The extent to which workload demands are equitable for College employees with the same job title/job description, 3.08 (#55)

- The extent to which I feel adjunct faculty are included in the campus community, 3.18 (#54)

- The extent to which College employees are recognized and rewarded for their work, 3.30 (#50)

The most favorable areas cited in the open-ended questions pertain to the Institutional Structure Climate factor, and specifically the spirit of cooperation among faculty and staff. 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, including information sharing and communication, fair compensation, and campus facilities.

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