



**Personal Assessment of the College Environment  
(PACE) Employee Climate Survey  
Fall, 2021**

***Comprehensive analysis of recent findings examining the state  
of employee satisfaction at Illinois Valley Community College  
as of Fall, 2021***

***Office of Institutional Research***

***November, 2022***

**Abstract**

Illinois Valley Community College has administered the PACE Employee Climate Survey since Fall 2006 when it was first administered via paper and pencil format. Despite a relatively small decline in most PACE 2021 factor scores, results indicate continued overall satisfaction with the College's working environment. However, recurrent and persistent issues related to Institutional Structure factor items remain a concern among all employee categories.

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**Employee Climate Satisfaction Survey**  
**Illinois Valley Community College**  
**Fall 2021, Survey Findings**

*Office of Institutional Research*

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**PACE 2021 Background**

The Personal Assessment of the College Environment (PACE) employee survey has a well-documented history at Illinois Valley Community College (IVCC). It was administered in 2006 as the first systematic process to assess employees' perceptions of, and satisfaction with, IVCC's institutional climate. Since then, PACE has been administered every three years in fall term with fall 2021 being the most recent implementation.

According to the National Initiative for Leadership and Institutional Effectiveness (NILIE), the academic research institute that administers the PACE, based at North Carolina State University, "The Personal Assessment of the College Environment (PACE) is an innovative online survey instrument that allows institutions to easily assess their progress and highlight areas for growth, define areas needing change or improvement, and set the stage for more in-depth strategic planning." Furthermore, NILIE states, "The purpose of the PACE survey is to promote open and constructive communication and to establish priorities for change by obtaining the satisfaction estimate of employees concerning the campus climate."

The PACE Employee Climate Satisfaction Survey defines "*Institutional Climate*" by using the following four climate factors present at an institution:

- **Institutional Structure** focuses on the mission, leadership, spirit of cooperation, structural organization, decision-making, and communication within the institution.
- **Supervisory Relationships** provides insight into the relationship between an employee and a supervisor and an employee's ability to be creative and express ideas related to the employee's work.
- **Teamwork** explores the spirit of cooperation within work teams and effective coordination in teams.
- **Student Focus** considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for their post-institution endeavors.

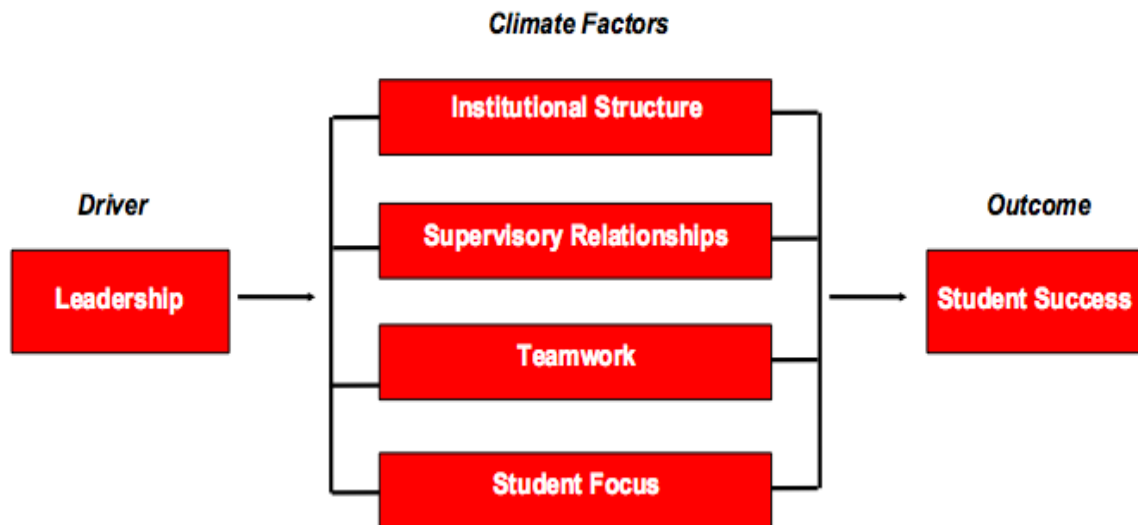
The National Initiative for Leadership and Institutional Effectiveness (NILIE) specifies that, "PACE is based on an *evidence-based model* (**Figure 1**) that demonstrates how the leadership of an institution motivates the four climate factors—*institutional structure, supervisory relationship, teamwork, and student focus*—that impact student success and institutional effectiveness. Thus, as an employee survey,

the PACE asks respondents (employees) to evaluate the institution on the climate factors using a five-point scale.” The survey’s statistical results are based on this five-point Likert-type scale which allows for comparisons between IVCC’s 2021 PACE, its 2018 PACE, and two National normed comparison groups.

**Figure 1**

**The PACE Conceptual Model**

**The PACE Model**



Source: IVCC 2021 PACE Report Personnel Classification Report, the PACE Model.

The PACE model formula is intuitive: College Leadership drives four *Climate Factors* which in turn produce *Outcomes* which help set the stage for *Student Success* all while measuring institutional effectiveness. NILIE notes that, “Together, the unique focus of each climate factor provides a comprehensive picture of campus climate at an institution.”

During November and December, 2021, the Personal Assessment of the College Environment (PACE) survey was administered to 353 full and part-time (360, 2018) active employees at Illinois Valley Community College over a three-week time period. Employees were invited to participate via personalized email which explained the survey’s purpose and provided a unique survey link ensuring that only the intended employee could complete the survey. Of those employees, 189 (53.5 percent), (225, 62.5 percent, 2018) completed the on-line survey and successfully submitted their instrument for analysis. Respondents were given the opportunity to complete a qualitative section which solicited open-ended written responses. Of the 189 IVCC employees who completed the PACE survey, 117 (61.9

percent), (141, 62.4 percent, 2018) provided written comments. Both response rates are considered strong by conventional survey standards and give high confidence that the results accurately reflect Illinois Valley employee sentiment as of fall 2021.

For PACE survey purposes, employees are divided into three personnel categories for analysis: **Administrators, Faculty and Staff**. Each group is self-reported and experiences the college environment in their own unique way. It is not hard to imagine that staff will see their role in the college differently than administrators. The same can be said about faculty who maintain a closer, more personal relationship with students by way of frequent classroom interactions. Thus, each group's scores can be combined or taken individually to give a more complete picture of the institutional climate at Illinois Valley Community College during the fall semester.

All active employees as of fall 2021 completed the 46-item PACE instrument which is organized into four climate factors: *Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork*. They were also directed to complete a *Qualitative*, and a *Customized* section, created specifically for Illinois Valley employees. Respondents were instructed to rate the four factors on a five-point Likert-type scale ranging from a low of '1' (*Very Dissatisfied*) to a high of '5' (*Very Satisfied*). The PACE instrument administered at Illinois Valley includes 58 total items along with four qualitative questions. The 2021 survey was altered slightly by PACE from the 2018 instrument, so some items may not be comparable between survey years.

The following analysis will concentrate on examining the **Mean Comparison** outcome data provided by PACE. It offers what Institutional Research hopes is an easier, yet digestible report format that is straightforward, while containing fewer tables and frequencies to compare. PACE provides a **Frequency Distribution** analysis located in both the **PACE 2021 Report** and the **PACE 2021 Personnel Classification Report**. These statistical reports break out responses by the Likert-type scale described above. Both reports provide frequency data comparisons between IVCC's 2018 survey findings, the PACE Norm Base, Small Community Colleges as well as Overall, Faculty, Administrators and Staff numbers. These report frequencies provide a lengthier and more in-depth analysis that readers may review at their convenience.

### **Illinois Valley Overall Climate Factor Scores by Personnel Classification**

An analysis of Climate Factors by Employee Classification represents the best way to appreciate the general climate at Illinois Valley. **Table 1** depicts the overall **Mean Climate Score** as well as individual employee classification sub-group scores. Faculty (n=81) responded with the highest aggregate number of participants (n=112, 2018), followed by Staff (n=80), (n=87, 2018) and Administrators (n=17), a drop

from 20 in 2018. Faculty consist of both full and part-time members accounting for their large aggregate count followed by staff which also consists of full and part-time employees. Statistically, administrators had the highest response rate (81 percent), but they constitute the smallest number of employees per group with just 21 individuals. Administrators include top and middle-level managers who oversee academic, business and student services' functions while managing the college's day-to-day operations.

The *Official PACE Report* consists of six separate statistical and qualitative reports designed to display and assist with interpretation of PACE findings. However, this comprehensive report is meant to reduce the considerable volume of data to a digestible format while conveying the central findings in a straight forward analysis that guides the reader through PACE findings and encourages them to review the larger survey components at a later date if they wish to drill-down deeper in the findings. This review is intended to help clarify the complexity involved in measuring institutional climate along with the complex task of explaining results to a broader audience.

A review of **Table 1: PACE 2021 Climate Factor Means by Personnel Classification**, provides a comprehensive general overview of Fall 2021 PACE findings. As with the 2018 PACE, Climate Factor, *Student Focus* (M=3.939) yields the highest Overall mean score followed by *Supervisory Relationships* (M=3.877), *Teamwork* (M=3.877), and *Institutional Structure* (M=3.250). The Overall mean factor score (M=3.682) dropped in 2021, below 4.00 for the second year (M=3.80, 2018). Not surprisingly, climate factor rankings within employee sub-groups differ depending on employee personnel classification. As mentioned previously, Illinois Valley personnel experience the college climate in different ways, so it is not surprising to see this difference in separate climate factor rankings. For individual rankings, Faculty rate *Student Focus* highest (M=4.054), while Administrators (M=3.986) rank it second followed by Staff (M=3.794) who rank it third highest thus reflecting each group's priorities. *Institutional Structure's* individual rankings are in reverse order within sub-groups. Staff rank it the lowest (M=3.092), followed by Faculty (M=3.298), while Administrators (M=3.685), rank it highest in their employee classification.

**Table 1. PACE 2021 Climate Factor Means by Personnel Classification**

Climate Factor	Overall		Faculty		Administrator		Staff	
	Mean	N	Mean	N	Mean	N	Mean	
<b>Overall</b>	<b>3.682</b>	<b>81</b>	<b>3.714</b>	<b>17</b>	<b>3.960</b>	<b>80</b>	<b>3.579</b>	
Institutional Structure	3.250	81	3.298	17	3.685	80	3.092	
Student Focus	3.939	81	4.054	17	3.986	80	3.794	
Supervisory Relationships	3.877	81	3.834	17	4.163	80	3.832	
Teamwork	3.877	81	3.804	17	4.157	80	3.861	

Source: IVCC 2021 PACE Personnel Classification Report, Table 5. Climate Factors by Personnel Classification

Interestingly, *Teamwork's* ranking seems to follow an established hierarchy. Administrators, who by definition, lead the institution, top the mean ranking scale (M=4.157), followed by Staff (M=3.861), who by their position, work in collaborative environments as part of their job classifications, and then faculty (M=3.804), who generally work autonomously in the classroom. *Supervisory Relationships* follows a similar top-down hierarchy in its ranking: Administrators (M=4.163) rank highest, followed by a virtual tie for Faculty (M=3.84), and Staff (M=3.832)

### Climate Factor Item Mean Scores

#### **Institutional Structure Item Mean Scores by Personnel Classification**

*Institutional Structure* item factors consists of 15 institutional climate specific statements. Employees are instructed to rate a range of statements covering topics such as *mission compliance, decision-making, information-sharing, spirit of cooperation* and *adequate feedback from administrators*. These statements, when statistically combined, produce the *Climate Factor Means* found in Table 1. For brevity's sake, only a few individual items will be discussed in this and the following mean score factor sections. For reference, the four complete individual *Factor Item tables* can be found in *Appendix A*.

When asked to rate the extent which, ***“decisions are made at the appropriate level at this institution,”*** on average, all employees indicated an Overall mean of 3.131, comprising Staff (M=2.961), Faculty (M=3.185), and Administrators (M=3.765). The extent to which, ***“information is shared within the institution,”*** rated a lower Overall mean of 2.893, comprising Staff (M=2.684), Faculty (M=2.988), and Administrators (M=3.588). A similar statement such as, ***“I am able to appropriately influence the direction of this institution,”*** rated an Overall mean of 3.023, comprising Staff (M=2.808), Faculty (M=3.051), and Administrators (M=3.765). When asked if, ***“open and ethical communications is practiced at this institution,”*** all employees rated an Overall mean of 3.086, followed by Staff (M=2.962), Faculty (M=3.086), and Administrators (M=3.588). The average response to whether, ***“a spirit of cooperation exists at this institution [IVCC],”*** yielded an Overall mean of 3.110, comprising Staff (M=2.975), Faculty (M=3.200), and Administrators (M=3.471). And finally, when asked if, ***“I have the opportunity for advancement within this institution,”*** all employees responded with an Overall mean of 3.095, followed by Staff (M=2.833), Faculty (M=3.254), and Administrators (M=3.563). It appears, across the board, that most 2021 PACE ratings declined from 2018, but by relatively small, yet non-significant sums. Potential reasons for these observed declines will be discussed after we review additional findings.

In addition to the selected sample responses discussed, staff members rate IVCC lowest on all *Institutional Structure* items. In 2018, faculty generally rated these items lowest. In 2021, faculty rated *Institutional Structure* second almost exclusively. Their low mean response to the career advancement statement notably indicates an area in need of persistent improvement. In the past, opportunities taken to address this area of concern included Human Resource's, 'Job Shadowing' program, implemented after the 2015 administration, which is available to staff who wish to explore career advancement by previewing higher level positions alongside senior level employees currently in those positions. A complete list of all 15 *Institutional Structure* items is available in IVCC 2021 PACE Personnel Classification Report, *Table 6. Institutional Structure Item Means by Personnel Classification, Appendix A.*

### **Student Focus Item Mean Scores by Personnel Classification**

*Student Focus* item factors consists of 12 related statements. Employees are instructed to rate a range of factor items covering topics such as students' needs, faculty and staff student interactions, career preparations, and perceptions of Illinois Valley students' satisfaction with their educational experience. When asked the extent to which, "***student needs are central to what we do [at IVCC],***" on average, all employees indicate an Overall mean satisfaction of 3.676, comprising Faculty (M=3.593), Staff (M=3.625), and Administrators (M=4.235). The extent to which, "***students' competencies are enhanced,***" received an Overall mean satisfaction rating of 3.906, followed by Staff (M=3.672), Administrators (M=3.941), and Faculty (M=4.113). When asked the extent to which, "***students receive an excellent education at this institution [IVCC],***" two of three employee groups returned mean ratings above 4.000 for this *Student Focus* item. The Overall mean satisfaction rating of 4.056, was determined by combining Administrators (M=4.176), Faculty (M=4.175), and Staff (M=3.905) scores, indicating near universal satisfaction employees achieve while serving the educational needs of Illinois Valley students.

Two statements related to level of student preparation were offered as well. First, the extent to which, "***this institution prepares students for a career,***" yielded a high Overall mean satisfaction of 4.051, comprising Staff (M=3.946), Faculty (M=4.111), and Administrators (M=4.118). And second, "***this institution prepares students for further learning,***" produced a higher Overall satisfaction mean of 4.102, followed by Staff (M=3.973), Administrators (M=4.176), and Faculty (M=4.200). And finally, when asked to rate the extent to which, "***students are satisfied with their educational experience at this institution,***" respondents replied with an Overall mean satisfaction of 3.763, comprising Staff (M=3.540), Administrators (M=3.824), and Faculty (M=3.935) scores.

The highlighted sample responses indicate overall satisfaction with the manner in which Illinois Valley focuses on, and prepares students for success both in the classroom as well as after graduation.

Satisfaction rankings were similar across all personnel categories with faculty routinely giving the highest ratings. A complete list of all 12 *Student Focus* items is available in the IVCC 2021 PACE Personnel Classification Report, *Table 7. Student Focus Item Means by Personnel Classification, Appendix A*.

### **Supervisory Relationships Focus Item Mean Scores by Personnel Classification**

*Supervisory Relationships* item factors consist of 13 related statements. Employees are instructed to rate a range of items covering topics such as supervisor confidence in employee's work, whether timely feedback is given, and whether supervisors help staff members improve their work. When asked to rate the extent to which, "**my supervisor/chair expresses confidence in my work,**" the Overall mean satisfaction response measured 4.279, comprising Faculty (M=4.250), Staff (M=4.275), and Administrators (M=4.412). These ratings are all above 4.000 and indicate a high degree of satisfaction employees have with their immediate supervisor's confidence in their work performance.

PACE asks employees two work related feedback statements. The first asks the extent to which, "**I receive timely feedback for my work,**" while the second inquires if, "**I receive appropriate feedback for my work.**" The Overall mean response for each statement is close with means of 3.813, and 3.754, respectively. Faculty, Administrators, and Staff ratings reveal very close satisfaction levels as well, with scores on each group of 3.782/3.688 (*faculty*), 4.118/4.176 (*administrators*), and 3.810/3.772 (*staff*) across means, respectively. When asked if, "**my supervisor/chair seriously considers my ideas,**" a range of responses were given. Respondents answered with an Overall mean satisfaction of 3.989, comprising Faculty (M=3.921), Staff (M=4.051), and Administrators (M=4.294).

The final question, which received the lowest overall mean score, involves professional development. Specifically, employees were asked the extent to which, "**professional development and training opportunities are available,**" to all staff. The Overall mean satisfaction score was the lowest (M=3.627) in the *Supervisory Relationships* focus items section. Staff (M=3.547), Faculty (M=3.679), and Administrators (M=3.882), all rated this item below 4.00 satisfaction levels for the second year (2018 & 2021). The only other focus item to receive scores at or below 4.00 satisfaction levels across all personnel groups is, "**work outcomes are clarified for me.**" The Overall mean satisfaction response measured 3.702, comprising Staff (M=3.676), Faculty (M=3.679) and Administrators (M=4.000). A similarly close measure that was also on the 2018 survey is, "**unacceptable behaviors are identified and communicated to me.**" The Overall mean satisfaction response measured 3.758, followed by Staff (M=3.652), Faculty (M=3.783), and Administrators (M=4.059).



The sample of responses selected indicates moderate to high satisfaction with the way Illinois Valley supervisors focus on and interact with subordinates. Ratings were relatively high across all personnel positions. Administrators generally had the highest mean satisfaction scores followed by staff and faculty across most items. A complete list of all 13 *Supervisory Relationships* items is available in the IVCC 2021 PACE Personnel Classification Report, *Table 8. Supervisory Relationships Item Means by Personnel Classification, Appendix A.*

#### **Teamwork Focus Item Mean Scores by Personnel Classification**

*Teamwork* item factors contain six statements, about which employees are asked to rate a range of items covering topics such as spirit of cooperation within my work team, whether there is an opportunity for all ideas to be exchanged within the team, and if a spirit of cooperation exist in the department. When asked to rate the extent to which, **“there is a spirit of cooperation within my work team,”** the Overall mean satisfaction response reached 3.914, the third highest mean score of the six focus items, comprising Faculty (M=3.782), Staff (M=3.988), and Administrators (M=4.118). When asked to rate satisfaction with how, **“my primary work team uses problem-solving techniques,”** employees responded with an Overall mean satisfaction of 3.884, the fourth highest focus item satisfaction score. Administrators rated, **“problem-solving techniques,”** the highest with a mean satisfaction of 4.118, staff (M=3.880), followed by Faculty (M=3.833).

Transparency is important in a teamwork setting. Therefore, when asked the extent to which, **“my work team provides an environment for free and open expression of ideas, opinion and beliefs,”** the Overall satisfaction mean score falls just below 4.000 with a mean of 3.916, consisting of Faculty (M=3.870), Staff (M=3.923), and Administrators (M=4.176). The final and perhaps most unifying statement inquires whether, **“a spirit of cooperation exists in my department.”** Results reveal an Overall mean satisfaction score of 3.939, comprising Staff (M=3.900), Faculty (M=3.913), and Administrators (M=4.294).

The sample of responses chosen indicates a relatively high satisfaction with the way Illinois Valley focuses on, and prepares its employees for engagement in their work-team environments. Ratings were highest for Administrator yet nearly identical for Staff and Faculty both of which had scores below 4.000 for all six *Teamwork* items. A complete list of all *Teamwork* items is available in IVCC 2021 PACE Personnel Classification Report, *Table 9. Teamwork Item Means by Personnel Classification, Appendix A.*

### Climate Factor Mean Comparisons: PACE 2021 – 2018 Administrations

This section of the PACE Report focuses on comparisons between Illinois Valley’s 2021 and 2018 PACE Climate Survey administrations. As mentioned previously, the PACE Climate Survey is administered every three years at Illinois Valley during fall semester. For the two most recent survey administrations, extra promotional steps were taken to ensure high-turnout which is intended to give employees greater confidence in, and appreciation for, PACE survey findings. Higher participation rates generally indicate employees will view the results as legitimate and gain enhanced confidence that survey findings will be taken seriously by the College as it explores the best way forward with implementing policies designed to improve Illinois Valleys’ campus climate.

**Table 2** presents the change in PACE Climate Factor scores between 2021 and 2018. It includes the *PACE Normative Base*, and *Small 2-Year College* (1,000 to 4,999 students) comparison groups. The 2021 PACE administration experienced small declines across all four *Climate Factor* scores including the Overall score. As we will see in this and other report sections, the observed PACE Factor score changes may be due to related issues compounded by both the Pandemic and the April, 2020 cyber-attack which immediately impacted, and are still impacting the campus community two-years on. Two scores tied and were virtually unchanged from the 2018 PACE. The 2021 *Student Focus* score declined significantly over its 2018 results ( $M=3.939, n=189, p<.05$ ). The observable decrease is small but significant enough (*Effect size* =  $-.227$ ) to note its change. The remaining scores, while decreasing slightly, indicated no significant change to Illinois Valley’s general institutional climate factor scores.

**Table 2. Climate Factor Means by PACE Base Cohorts**

Climate Factor	IVCC		2018			PACE Norm Base			Small 2-Year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<b>Overall</b>	<b>189</b>	<b>3.682</b>	<b>3.803</b>			<b>3.835</b>	<b>**</b>	<b>-.204</b>	<b>3.837</b>	<b>**</b>	<b>-.210</b>
Institutional Structure	189	3.250	3.438			3.540	<b>***</b>	-.319	3.536	<b>***</b>	-.317
Student Focus	189	3.939	4.077	*	-.227	4.090	<b>**</b>	-.230	4.067	<b>**</b>	-.201
Supervisory Relationships	189	3.877	3.918			3.902			3.914		
Teamwork	189	3.877	3.930			3.951			3.979		

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Source: IVCC 2021 PACE Report Personnel Classification Report, Table 5. Climate Factor Means by Personnel Classification, Pg. 16

Compared with the *PACE Norm Base* and *Small 2-year Colleges*, Illinois Valley experienced small, yet statistically significant declines in three of the four climate factors including Overall category. According to **Table 2**, *Climate Factor Means by PACE Cohorts*, Overall, *Institutional Structure*, and *Student Focus Factors* experienced small, but significant declines in the  $**p < .01$ , and  $***p < .001$  ranges when compared against these groups. To better understand what the significance level indicates, a brief review of “*Effect size*” is in order. According to PACE, Illinois Valley’s “leadership should pay attention to items with an [absolute] effect sizes of .2 or greater, as these are the areas in which the largest differences between Illinois Valley and its selected comparison groups will have meaningful differences.” In these three factors, Illinois Valley falls below each comparison group. The negative direction and statistically significant *Effect size* of these changes indicate that Illinois Valley’s leadership may want to pay closer attention to these particular climate factors when addressing related issues as they pertain to the College.

**PACE Longitudinal Analysis 2006 - 2021**

As mentioned in the introduction, the PACE Employee Satisfaction Survey has been administered at Illinois Valley since fall 2006, so the College has a fairly lengthy history of examining its institutional climate through PACE surveys. **Table 3** displays the longitudinal variation in PACE Climate Factor mean scores since 2006, along with the most recent 2021 survey results.

**Table 3. Longitudinal Analysis: PACE Climate Factor Mean Scores 2006 - 2021**

PACE Climate Factors	2006	2009	2012	2015	2018	2021	Change 2006-2021	PACE 2021 Norm Base
<b>Overall</b>	<b>3.66</b>	<b>3.76</b>	<b>3.80</b>	<b>3.73</b>	<b>3.80</b>	<b>3.68</b>	<b>0.02</b>	<b>3.84</b>
Institutional Structure	3.42	3.49	3.47	3.28	3.43	3.25	-0.17	3.54
Student Focus	3.88	4.02	4.04	3.96	4.07*	3.94	0.06	4.09
Supervisory Relationships	3.72	3.81	3.88	3.93	3.91	3.88	0.16	3.90
Teamwork	3.73	3.81	3.96*	3.94	3.93	3.88	0.15	3.95

\* p < .05, \*\* p < .01, \*\*\* p < .001.

**Note:** 2015 - 2021 Mean values rounded to match 2006-2012 longitudinal scores based on 2012 PACE Report.

Included in Table 3 is the PACE 2021 *Norm Base* scores for national comparison purposes. Illinois Valley’s Overall mean score has remained relatively stable between the 2006 and 2021 PACE administrations. The 2021 Overall mean score (M=3.68) increased modestly (0.02) compared to 2006’s mean score of 3.66. *Institutional Structure* is the only Factor exhibiting any decrease, although it is small

(-0.17). These numerical changes are based on the previously discussed 5-point Likert-type scale which indicate Illinois Valley has a reasonably healthy campus climate with a consistent and well-functioning academic management structure in place. A review of Table 3's **Mean Scores** indicates that Illinois Valley's PACE Climate Factor scores have remained relatively stable over the intervening 15-year time frame despite experiencing small, positive and negative changes, across individual climate factors. Compared with the PACE 2021 Norm Base scores, Illinois Valley remains below all four national Climate Factors including Overall mean score. Illinois Valley rates slightly below the PACE 2021 Norm Base on all Factors. All differences are notable but insignificant for Illinois Valley's purposes.

### **Statistically Significant Factor Item Adjustments**

#### **Institutional Structure Item Means Comparison Scores**

This section of PACE examines Climate Factors that are *statistically significant* as measured by changes in factor item mean scores since the 2018 PACE administration. The *Institutional Structure* items that have significantly changed since 2018 include six items which experienced small, yet statistically significant fluctuations over the intervening three-year survey period. For instance, the extent to which, ***“the institution effectively promotes diversity in the workplace,”*** significantly decreased its mean satisfaction score from 3.795 to 3.449 ( $n=185, p<.01$ ). When asked the extent to which the, ***“administrative leadership is focused on meeting the needs of students,”*** a significant decrease was evident as well. Mean satisfaction scores decreased from 3.714 to 3.470 ( $n=185, p<.05$ ). When asked the extent to which, ***“information is shared within the institution,”*** a significant decrease was discovered as well. Satisfaction scores declined from 3.180 to 2.893 ( $n=187, p<.05$ ). Similarly, when asked the extent to which, ***“institutional teams use problem-solving techniques,”*** a significant decrease was detected. Satisfaction scores declined from 3.416 to 3.198 ( $n=172, p<.05$ ). The relatively large statistical *Effect size* for these four factors is greater than .200, indicating high confidence can be assumed when assessing the significance of these changes.

The final two significant factors revolve around communication practices. Unfortunately, Illinois Valley's communication practices experienced a statistically significant decrease in both factor items. When asked the extent to which, ***“I receive adequate information regarding important activities at this institution [IVCC],”*** the mean satisfaction score dropped from 3.673 to 3.300 ( $n=180, p<.01$ ). The final, *Institutional Structure* item to experience a significant decline focused on the extent to which, ***“administrative processes are clearly defined,”*** which experienced a significant decrease from 3.495 to

3.091 ( $n=175$ ,  $p<.001$ ). Of the 15 *Institutional Structure* items discussed, all experienced at least some small decrease in their mean satisfaction levels regardless of significance level.

The observed results, while significant in six out of 15 factor items, are small, yet point to shifts in employee perceptions and represent a decrease in Overall satisfaction levels since 2018. However, the results do not measure changes in satisfaction levels within employee categories which is not examined in the *Official PACE Report*.

#### **Student Focus Item Means Comparison Scores**

Changes to *Student Focus* factor items were minimal across the board yet still result in negative ratings. Of the 12 items in the Student Focus category, all exhibited at least some small decline. Of the 12 factors, six declined enough to be considered statistically significant from their 2018 comparison group. For instance, the extent to which, ***“student needs are central to what we do,”*** declined from 3.942 to 3.676 ( $n=188$ ,  $p<.05$ ). The extent to which, ***“faculty meet the needs of students,”*** declined from 4.000 to 3.743 ( $n=175$ ,  $p<.01$ ). And the extent to which, ***“student diversity is important at this institution,”*** similarly declined from 3.963 to 3.705 ( $n=183$ ,  $p<.01$ ). In prior survey years, this diversity question was worded differently. Specifically, in 2018, PACE asked the extent to which, ***“student ethnic and cultural diversity are important at this institution,”*** which increased significantly over the 2015 PACE from 3.761 to 3.963 ( $n=219$ ,  $p<.05$ ). PACE gave no explanation for this change in wording other than the obvious tightening-up of the sentence structure which may reflect change to the current nomenclature surrounding diversity issues. Nevertheless, the sentiment of the statement remains the same. Interestingly, all three of these factors displayed significant differences with both the *PACE Norm Base*, and the *Small 2-year College* cohort at the  $p<.001$  level of significance. Each of these comparison groups had Mean ratings at or above 4.00 (Mean range = 3.979 to 4.133).

The extent to which, ***“students receive an excellent education at this institution,”*** dropped from 4.224 to 4.056 ( $n=177$ ,  $p<.05$ ). While the extent to which, ***“students are assisted with their personal development,”*** declined from 4.063 to 3.842 ( $n=171$ ,  $p<.05$ ). And lastly, the extent to which, ***“students are satisfied with their educational experience at this institute [IVCC],”*** declined from 3.940 to 3.763 ( $n=160$ ,  $p<.05$ ). The remaining six factors decreased insignificantly or remained virtually unchanged.

#### **Supervisory Relationships Item Means Comparison Scores**

Changes to *Supervisory Relationships* Focus items were minimal at best. Of the 13 items in this category, none demonstrated a statistically significant change in mean satisfaction scores from the 2018 PACE. For instance, the first focus item, ***“my supervisor expresses confidence in my work,”*** decreased

from 4.295 to 4.279 ( $n=183$ ). While not significant, this is the second nominal decrease in this factor item since 2015.

Of the 13 factor items, only two experienced an increase and both were relatively small. For instance, the final item questioned the extent to which, “**professional development and training opportunities are available,**” increased from 3.456 to 3.627 ( $n=177$ ). While not significant, this small increase is encouraging since professional development opportunities lag in satisfaction compared to other climate factors. Despite continued dissatisfaction as measured by low satisfaction scores, the College is making incremental improvements that will hopefully bring about better climate scores in future *Supervisory Relationship* focus items category.

### **Teamwork Item Means Comparisons Scores**

All changes to *Teamwork* Focus items since the 2018 PACE were insignificant. Because the number of items in the Teamwork Factor is limited to six items, the lack of any significant changes is not surprising given the small number of items. In fact, numerically, the statistical results barely moved between years. *Teamwork Climate Factor* satisfaction means between 2018 and 2022 are relatively high and stable with a range between 3.877 to 3.930 points suggesting employees are relatively satisfied with Teamwork at Illinois Valley.

### **PACE 2021 Qualitative Report Analysis**

PACE affords college employees the opportunity to leave written responses covering areas of the institution they find **Most Favorable** and **Least Favorable**. In Illinois Valley’s 2021 PACE survey, employees were eager to give their thoughts and did so in large numbers. In their responses, of the 189 IVCC employees (225, in 2018) who completed the online survey, 117 or 61.9 percent, (nearly identical to the 141 or 62.3 percent in 2018), provided written comments. Like the 2018 PACE, the high response rate suggests employees have a keen interest in communicating their perceptions of the college environment as they experienced it in fall 2021. PACE notes that, “*when asked for opinions, it is common for the respondents to write a greater number of negative comments than positive comments.*” Generally speaking, and contrary to PACE’s expectations, positive comments outweighed negative remarks on three of the four climate factors examined. A fifth category titled “*Other,*” designated as a catchall, while fewer in number, consists of a few targeted, yet negative comments along with a smattering of positive ones.

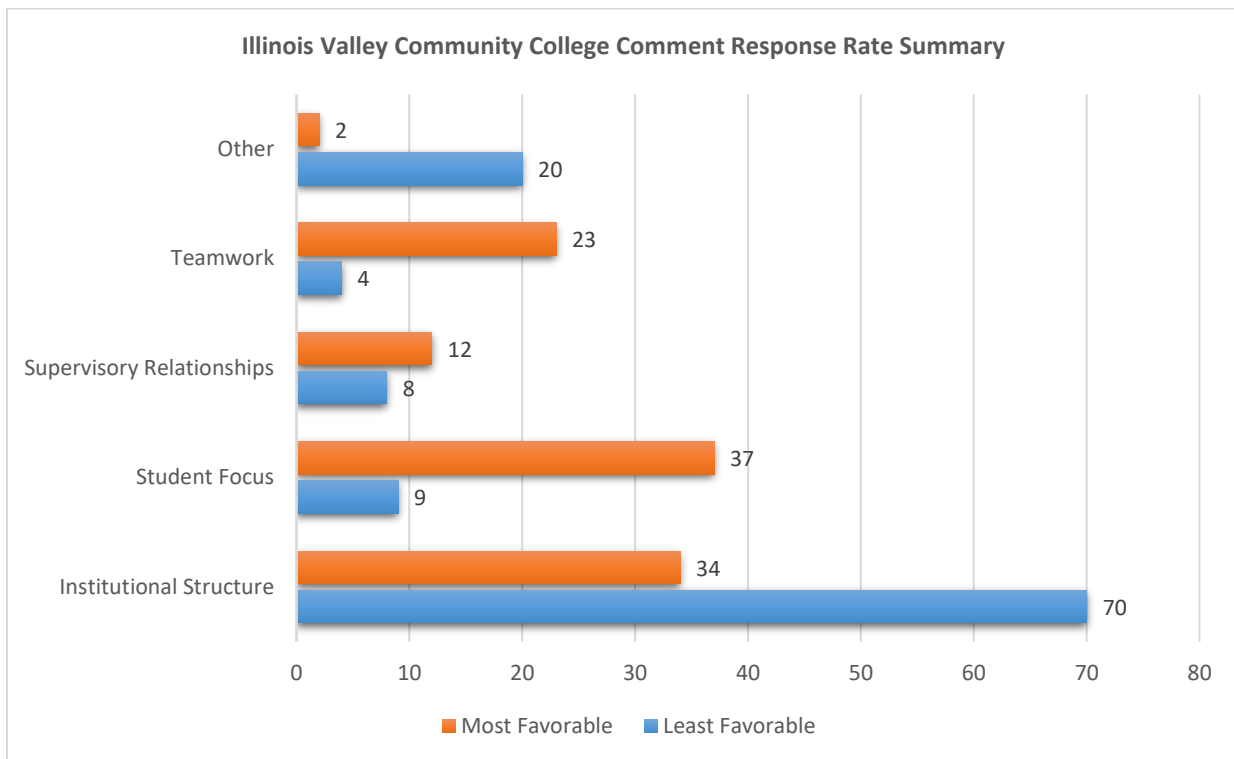
According to **Figure 2, Illinois Valley Community College Qualitative Response Rates - Institutional Structure**, received the most negative comments by a two-to-one margin over positive ones. *Student Focus*, received a three-to-one positive to negative ratio. While *Supervisory Relationships*

received more positive than negative replies by a two-to-one margin. And finally, *Teamwork* received more positive comments by a ratio of greater than five-to-one.

According to PACE, “each comment is coded broadly back to one of the four climate factors or an ‘*Other*’ category for those comments that do not fit into one of the four climate factors. PACE acknowledges, there is a degree of “researcher interpretation in categorizing the individual comments.” To insure reliability, all coding of responses is taken back to the four PACE Climate Factors. All comments are quoted exactly as written except in instances where confidentiality of the respondent is compromised. Any edits for confidentiality are indicated by [ ] brackets.

**Figure 2**

**Illinois Valley Community College Qualitative Response Rates**



Source: IVCC 2021, Figure 1. PACE Report Personnel Classification Report, Qualitative Response Rates.

The Qualitative Report is broken down into 10 tables along *Favorable* and *Least Favorable* Climate Factors, including “*Other*” category. Comments are as short as a few words to as long as a full-length paragraph. A casual reading of the comments indicates that, clearly, Illinois Valley employees are passionate about letting their feelings for the College be known. They voice multiple and repeated concerns about the state of Illinois Valley’s *Institutional Structure*, yet feel positive about the more immediate aspects of their jobs with regards to *Supervisory Relationships*, *Teamwork* and, most of all,

voice their support for the College's commitment to ensuring *Student Focus* remains at the forefront of everything Illinois Valley does.

To get a complete and better understanding for how employees feel about IVCC, one needs to review both **Favorable** and **Least Favorable** comments assigned to each climate factor. For instance, 34 Favorable comments were written for *Institutional Structure* while 70 Least Favorable comments were assigned to it. For every positive comment such as, *"I feel the institution allows us to speak freely and give our opinions, so I appreciate that,"* employees left more unfavorable ones such as, *"The absolutely least favorable thing about this institution is the lack of communication, transparency and respect for faculty and program coordinators by upper levels of administration."* Despite the efforts to improve communication practices at the College, one partial comment seems to sum up employee issues with communications at IVCC: *"There has been a long-term sense of distrust and lack of communication at this institution that does not seem to get resolved."* Whether these sentiments are valid or not, they point to a persistent negative perception about the openness of Illinois Valleys' communication practices despite the administration's best efforts to improve them.

Turning to a more positive note, favorable responses to *Student Focus* factor items can be summed up as follows: *"Everyone seems to put students 1<sup>st</sup>,"* and *"The faculty and staff work endlessly to provide a great education for students and focus on them foremost. Doing what's best for students is our mantra."* Favorable comments like these cover five pages while least favorable comments take up just one, and they center around issues pertaining to lack of available student-centered resources.

Favorable *Supervisory Relationship* comments take up a little over one page with comments such as: *"I have a great supervisor,"* and *"My immediate supervisor is supportive and sincerely cares about his team and their happiness and job satisfaction."* While *Least Favorable* comments take up only one page, the few that are given tend to be targeted at specific department heads and not necessarily generalized to the College.

*Favorable Teamwork* responses take up just over a page and consist of comments such as, *"People are great,"* and there is a *"Sense of community and everyone wanting to help you be successful!"* This quote seems to best sum up *Teamwork* at IVCC: *"There is a strong sense of cooperation and very high commitment to student success among the faculty and support staff. Our support staff in particular is fabulous."* *Least Favorable* comment take up less than half a page and consist of relatively benign comments such as, *"Having to wait on other departments to get things done. Approval times can be lengthy and students' education can be negatively affected,"* as well as, *"Outside of my department I have not spoken with or met any staff/admin, or faculty that I didn't already know before being hired."*



And finally, the catchall category, *Other Favorable* responses contains only two comments, and one is “*No comment.*” However, *Other Least Favorable* comments generally covers two topics: issues around Covid-19 policies and employee pay. During the height of the Pandemic, the “*No work from home policy*” was mentioned as a problematic issue along with a few others. However, negative comments about Illinois Valley’s pay structure make up the bulk of complaints. Employees see this as a major issue affecting morale, fairness, and employee retention. This quote seems to sum up this issue best, “*IVCC really needs to take a look at what they are paying many of their employees – we have lost many good employees lately due to this problem.*” Hopefully, the June, 2022 announcement that a larger than normal annual pay increase will begin to address this critical, yet persistent issue at Illinois Valley Community College.

#### **PACE 2021 - IVCC Custom Item Mean Comparison Report Analysis**

At Illinois Valley’s request, PACE includes a *Custom Item Report* based on 12 Customized questions created by Illinois Valley Community College. These questions pertain to issues of particular interest to the College and have been asked repeatedly over the previous three survey cycles (2015, 2018, & 2021). **Table 4** compares results from survey years 2021 and 2018 and highlights the significant *Custom Items* movement between survey years on seven of Illinois Valley’s 12 custom statements.

According to *Table 4, IVCC Custom Item Mean Comparisons*, the College has significantly declined in areas related to “...*satisfaction with the overall administrative leadership of the college,*”  $M=2.994$  ( $n=181$ ,  $p<.05$ ), “*IVCC regularly evaluates its departmental services for students,*”  $M=3.424$  ( $n=158$ ,  $p<.05$ ), “*IVCC employees are involved in determining and improving performance measures,*”  $M=3.105$  ( $n=171$ ,  $p<.05$ ), “*IVCC is actively concerned about improving quality,*”  $M=3.258$  ( $n=178$ ,  $p<.01$ ), “*IVCC employs strategic planning effectively,*”  $M=3.041$  ( $n=169$ ,  $p<.05$ ), “*I would recommend IVCC as a place to work to a friend or family member,*”  $M=3.453$  ( $n=181$ ,  $p<.001$ ), and finally, “*as a whole, IVCC is better than it was two years ago,*”  $M=2.783$  ( $n=166$ ,  $p<.01$ ).

All twelve of IVCC’s *Custom Items* exhibit small, non-significant to statistically significant declines from the 2018 PACE survey. Three of these items have what can be considered statistically significant declines based on their *Effect Size*. For instance, the drop in Item #9, *IVCC is actively concerned about improving quality*, has a large *Effect size* ( $M=3.258$ ,  $p<.01$ ,  $-.305$ ), as does item #11, *I would recommend IVCC as a place to work to a friend or family members* ( $M=3.453$ ,  $p<.001$ ,  $-.393$ ), and item #12, *as a whole, IVCC is better than it was two years ago*, ( $M=2.783$ ,  $p<.01$ ,  $-.306$ ), indicating that attention should be given to addressing these items given their significant change as measured by their relatively large *Effect size* over .300.

**Table 4. PACE 2021 - IVCC Custom Item Mean Comparisons**

**IVCC 2021 compared with:**

Custom Items	IVCC		2018		Effect Size
	N	Mean	Mean	Sig.	
<i>The extent to which...</i>					
1	181	2.994	3.279	*	-.214
2	181	2.785	2.854		
3	159	3.220	3.330		
4	174	3.138	3.281		
5	169	2.929	3.181		
6	159	3.535	3.667		
7	158	3.424	3.639	*	-.221
8	171	3.105	3.387	*	-.243
9	178	3.258	3.621	**	-.305
10	169	3.041	3.324	*	-.238
11	181	3.453	3.948	***	-.393
12	166	2.783	3.177	**	-.306

\* p < .05, \*\* p < .01, \*\*\* p < .001

Source: IVCC 2021 PACE Custom Report, Table 2. Custom Item Mean Comparisons

The statistically significant decrease in seven of Illinois Valley’s Custom questions may indicate that the previous progress made on these issues is beginning to diminish. This is happening despite the previous strategic improvements Illinois Valley’s leadership implemented after the 2015 PACE. Improvements included taking necessary steps to expand the analysis of data before making decisions while also involving employees with the process of updating performance measures; the administration demonstrated that it was actively concerned with improving quality, and, finally, Illinois Valley began employing strategic planning effectively. Prior to 2018, changes were implemented to address these issues and measures were taken to advance improvements based on 2015 findings. These changes were

positively noted. However, the ongoing and quite likely, lasting effects of COVID-19 on employee's morale may be contributing negatively to the observed, yet significant declines seen across multiple parts of the 2021 PACE survey.

### **PACE 2021 Diversity, Equity, and Inclusion (DEI) Qualitative Report**

In fall 2019, in an effort to facilitate conversations around emerging diversity, equity, and inclusion (DEI) issues and evolving discussions in higher education in general, and community colleges in particular, PACE decided to add an exploratory DEI section to its standard survey at no cost to participating institutions. According to PACE, this addition proved so successful that NILIE (PACE) decided to continue it as a regular part of the standard PACE Survey package. According to PACE, the Institute (NILIE) "wanted to provide an opportunity for faculty, staff, and administrators to respond to two qualitative questions that focus on diversity, equity and inclusion (DEI)." NILIE further states, the "Climate Survey is intended to promote evidenced-based decision making across critical issues at community colleges, including topics like this [DEI]." Thus, according to NILIE, "Community college leaders need to improve practice, inform policy, and extend theory to address racial and other disparities in educational achievement that exist across the higher education ecosystem." Therefore, "the two DEI-focused questions are related to the role of leadership in equity-focused work and understanding the institutional challenges that may create barriers to equity on community college campuses."

The DEI section consists of just two open-ended survey questions written as follows:

**DEI Question 1:** *When thinking about your institution's work to promote diversity, equity, and inclusion, what do you think should be **institutional leadership's top priority** in this next year? (n=92)*

**DEI Question 2:** *What are the **barriers** to improving issues of diversity, equity, and inclusion at your institution? (n=93)*

Institutional Research considers the inclusion of the DEI questions to be investigational at the moment due to its innovation and relative novelty to the College. As of fall 2021, the concept of Diversity, Equity, and Inclusion was still relatively new to the Illinois Valley campus community. Despite the recently created DEI Committee in 2020, we did not expect the concepts of DEI to be widely known or practiced at Illinois Valley as of fall 2021. Despite these expectations, of the 189 College employees who completed the PACE Climate Survey, 99 (52.4 percent) provided open-ended comments for these questions. PACE provides these comments in long-table format (*Tables 1 & 2 in official PACE DEI Report*). All responses to open-ended questions are listed in *alphabetical* order and quoted exactly as written except in instances where the integrity of the report and/or confidentiality are compromised.

### **Leadership Priority Responses (Table 1)**

Responses to the first DEI question were generally positive. Illinois Valley employees mostly agree that addressing issues related to DEI are important and that leadership should focus time and energy on addressing them. For instance, employees begin by suggesting educating staff on the importance of DEI and why it should matter to the College. However, a few said, “don’t force it” because that will only lead to rejection. Other comments suggest that IVCC should start hiring a more diverse workforce. Also suggested, get the Board of Trustees to buy into the process and lead by example along with the administration.

However, a few responses tended to take a negative view of DEI concepts in general. Some comments appear to be driven by political bias which included insults directed at what they consider the opposing political party. Some negative comments, with political undertones, seem to arise from a complete misunderstanding of the principles of DEI.

Generally speaking, Illinois Valley employees recognize the importance of increasing on-campus diversity through education and recruitment of a more diverse employee and student base. Illinois Valley employees also recognize the limitations of living in a rural area and the challenges inherent in attracting both a diverse workforce and student body from a pool of employees and students that generally lacks diversity. However, many employees are excited about diversifying the College and what that can lead to in the long run.

### **Institutional Barriers Responses (Table 2)**

Responses to the second DEI question exhibited a more nuanced tone by acknowledging IVCC’s inherent disadvantages along with some outright hostility to DEI concepts in general. Many employees are acutely aware that Illinois Valley’s rural location puts it at a disadvantage when it comes to attracting a qualified and diverse workforce. Several employees express hope that with a more diverse workforce, a better understanding and acceptance of DEI training and concepts will become the norm. Several respondents place the lack of a designated DEI officer or someone who truly understands the challenges and knows how to address DEI issues at Illinois Valley as contributing to institutional barriers. That, and the perceived lack of top down support is seen as a barrier. Some respondents do not see any barriers and think the College is doing a good job with its diversity given Illinois Valley’s rural location combined with the region’s overall low level of diversity. They tend to believe the College is doing the best it can despite the regional circumstances the College finds itself in.

Conversely, a few employees apparently resent DEI concepts being shoved down their throats as they see it. Thus, misconceptions about, and hostility towards, DEI in general, becomes an institutional

barrier in and of itself. A few employees perceive Illinois Valley's president as well as its Board of Trustees to be a barrier to improving issues of diversity, equity, and inclusion at Illinois Valley.

### **PACE 2021 Executive Summary**

Finally, PACE provides an Executive Summary (**Appendix B**), that briefly describes the employee population surveyed and the percent that responded to the 2021 PACE Survey. The number of employees that provided written comments is also given. The executive summary is intentionally brief, but focuses on the **top ten** and **bottom ten Mean Item** scores.

According to PACE, the **top ten Mean Item** scores, "*have been identified as potential points of pride at IVCC.*" Five items pertain to the *Student Focus* climate factor, four pertain to the *Supervisory Relationships* climate factor, and one pertains to the *Teamwork* climate factor. The top two mean scores are tied, with "*the extent to which I feel my job is relevant to this institution,*" (M=4.279), and "*the extent to which my supervisor/chair expresses confidence in my work,*" (M=4.279), lead with the *highest Mean Item* score.

The **bottom ten Mean Item** scores, according to PACE, have been "*identified as areas potentially in need of improvement at IVCC.*" Not surprisingly, and given what we have seen in the majority of previously analyzed sections above, all ten item scores pertain to the *Institutional Structure* climate factor. As with previously discussed sections of the PACE report, the item with the lowest mean score has to do with, "*the extent to which information is shared within the institution,*" (M=2.893). Despite the administration's best efforts to improve communication messaging throughout the College, employees still perceive this to be a point of frustration as it consistently rates among the lowest factor items. See *Appendix B* for the complete list of *Mean Item* scores.

### **PACE 2021 Survey Findings & Recommendations**

In fall 2021, Illinois Valley Community College was still emerging from the devastating impact left by the still-ongoing Covid-19 Pandemic and the after-shock of the April, 2020 cyber-attack. The campus was opening up, students were returning to campus in greater numbers, faculty and staff were getting used to interacting with each other as well as students after somewhat limited in-person contact the previous year. Despite being back on campus, Zoom-meetings became the norm further isolating employees. The trauma inflicted on employees by the pandemic was still being felt throughout the district, state, and country. Expecting a quick return to normal was still a long-ways away. Despite these concerns, and the adverse effects they could have on employee responses to the PACE, the decision was made to move forward and administer the survey as scheduled. The PACE was seen as the best way to

immediately assess employees' fall 2021 attitudes and expectations as the College emerged from the deepest parts of the Pandemic.

Despite this upheaval, the 2021 administration of the PACE Climate Survey can be considered a success. High response numbers were generated in each employee category. The administration, faculty and staff can be confident the results accurately reflect the college climate as of fall 2021. The high participation rate helped yield some surprising insights along with relatively encouraging news considering the situation we all find ourselves in. Despite a small general decline among factor items, across all four Factors, there is hope for improvement as the Pandemic recedes and academics return to a more normal state of mind.

The *Institutional Structure* and *Supervisory Relationships* climate factors indicate that a distinct gulf exists between what faculty perceive vis-à-vis administrators and staff, who perceive a more positive assessment of Illinois Valley's climate as indicated in both *Institutional Structure* and *Supervisor Relationships* factors. Faculty consistently rate *Institutional Structure* and *Supervisor Relationships* climate factors lower than either of the other personnel groups both in overall scores and individual factor items. Not surprisingly, Faculty rated *Student Focus* climate items higher than either Administrators or Staff. This can be expected since faculty, by the nature of their positions, spend more time with students than other employees. In fact, the PACE results can be looked at through the prism of an employee's position. Those who lead the College tend to have higher regard for *Institutional Structure* and *Supervisory Relationships*. Those who teach tend to have higher regard for *Student Focus* items. And lastly, those who perform support functions such as staff, tend to have the highest regard for *Teamwork*.

#### **Assessing Illinois Valley's Progress by Highlighting Areas for Growth**

Results indicate that progress has slowed, if only a little, across several factors since the 2018 administration. For instance, employees perceive that most decisions are being made at the appropriate level at Illinois Valley Community College, but not always; Administrative leadership is focused on meeting the needs of students, but information could be better shared within the institution based on the overall decline in *Institutional Structure* factor scores. The small drop across almost all factors since the 2018 administration, indicates previous advances cannot be taken for granted. While Illinois Valley's communication practices experienced a statistically significant increase in the 2018 PACE Survey, its drop in the 2021 survey gives one pause for thought. Institution-wide policies must continue to evolve, improve and guide employees' job performance if measurable factor score improvements are to be achieved by all employees.

### **Areas in Need of Change or Improvement**

PACE Results indicate the most compelling area in need of continued monitoring is *Institutional Structure*. Faculty voice their greatest concern with this *Climate Factor*. Despite improvements seen in the 2018 PACE, even the small slide in 2021 PACE numbers indicates vigilance is needed, especially in a Pandemic, to ensure continuous improvement.

### **Setting the Stage for Climate Improvements**

To continue to get the most out of the *Fall 2021 PACE Survey*, Illinois Valley Community College's administration should continue to consult PACE 2021 findings in the coming years, as a means of developing improvement strategies for the overall college climate. This will give all employees confidence that the PACE results are taken seriously and not just a routine exercise that is conducted every three-years. During a time of Covid-19, budget constraints and declining enrollments, Illinois Valley's institutional climate is relatively strong in spite of the observed small declines seen among all factors.

Employees continue to believe in the institution's values, seek improvement, yet remain positive for the future. The continuation of a now two-year old pandemic clearly has impacted how employees feel about the College. The decline in all factor scores by even a little, combined with numerous written comments, both good, bad, and indifferent, indicates the College will have to implement changes that adequately address employee concerns.

The past two years have impacted students and employees alike in both good, bad and thought-provoking ways. Overcoming these challenges in the short-term will not be easy. But, with proper attention to detail, and guided by PACE 2021 results, the college community can emerge stronger and to the benefit of all.

## Appendix A

### Reference Item Mean Comparison Tables for Review

**Table 6. Institutional Structure Item Mean Comparisons**

Institutional Structure		<i>IVCC compared with:</i>										
		IVCC		2018			PACE Norm base			Small 2-Year		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>												
<b>1</b>	the actions of this institution reflect its mission	184	3.505	3.595			3.896	***	-.396	3.894	***	-.401
<b>4</b>	decisions are made at the appropriate level at this institution	183	3.131	3.365	**	-.310	3.370	**	-.201	3.414	**	-.241
<b>5</b>	the institution effectively promotes diversity in the workplace	185	3.449	3.795	*	-.201	3.886	***	-.414	3.838	***	-.375
<b>6</b>	administrative leadership is focused on meeting the needs of students	185	3.470	3.714	*	-.218	3.812	***	-.300	3.813	***	-.302
<b>10</b>	information is shared within the institution	187	2.893	3.180	*	-.206	3.320	***	-.339	3.276	***	-.304
<b>11</b>	institutional teams use problem-solving techniques	172	3.198	3.416			3.521	***	-.320	3.537	***	-.345
<b>15</b>	I am able to appropriately influence the direction of this institution	175	3.023	3.038			3.213	*	-.160	3.271	**	-.212
<b>16</b>	open and ethical communication is practiced at this institution	185	3.086	3.270			3.435	***	-.284	3.407	***	-.261
<b>22</b>	this institution has been successful in positively motivating my performance	182	3.280	3.434			3.503	*	-.181	3.525	**	-.204
<b>25</b>	a spirit of cooperation exists at this institution	182	3.110	3.285			3.493	***	-.317	3.472	***	-.301
<b>29</b>	institution-wide policies guide my work	181	3.657	3.731			3.806	*	-.153	3.813	*	-.165
<b>32</b>	this institution is appropriately organized	178	3.101	3.295			3.343	**	-.203	3.352	**	-.215
<b>38</b>	I have the opportunity for advancement within this institution	158	3.095	3.227			3.183			3.197		
<b>41</b>	I receive adequate information regarding important activities at this institution	180	3.300	3.673	**	-.327	3.723	***	-.386	3.657	***	-.323
<b>44</b>	administrative processes are clearly defined	175	3.091	3.495	***	-.342	3.489	***	-.340	3.518	***	-.374

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Source: IVCC 2021 PACE Report Revised, Table 6. Institutional Structure Item Mean Comparisons



**Table 7. Student Focus Item Mean Comparisons**

Student Focus		IVCC compared with:										
		IVCC		2018			PACE Norm base			Small 2-Year		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>												
7	student needs are central to what we do	188	3.676	4.305			3.996	***	-.297	3.979	***	-.283
8	I feel my job is relevant to this institution's mission	183	4.279	4.000	**	-.274	4.446	**	-.204	4.439	**	-.198
17	faculty meet the needs of students	175	3.743	3.963	**	-.281	4.028	***	-.311	4.012	***	-.294
18	student diversity is important at this institution	183	3.705	3.927			4.133	***	-.466	4.015	***	-.333
19	students' competencies are enhanced	171	3.906	4.161			4.006			3.999		
23	non-teaching professional personnel meet the needs of students	174	4.144	3.970			3.993	*	.161	3.989	*	.169
28	classified personnel meet the needs of students	158	3.842	4.224	*	-.21	3.948			3.949		
31	students receive an excellent education at this institution	177	4.056	4.134			4.192	*	-.165	4.151		
35	this institution prepares students for a career	178	4.051	4.229			4.185	*	-.163	4.17		
37	this institution prepares students for further learning	176	4.102	4.063	*	-.264	4.195			4.178		
40	students are assisted with their personal development	171	3.842	3.940	*	-.239	3.987	*	-.165	3.978	*	-.158
42	students are satisfied with their educational experience at this institution	160	3.763	3.940	*	-.239	3.961	**	-.251	3.929	**	-.217

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Source: IVCC 2021 PACE Report Revised, Table 7. Student Focus Item Mean Comparisons

**Table 8. Supervisory Relationships Item Mean Comparisons**

Supervisory Relationships		IVCC		2018			PACE Norm base			Small 2-Year		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>												
2	my supervisor/chair expresses confidence in my work	183	4.279	4.295			4.246			4.267		
9	my supervisor/chair is open to the ideas, opinions, and beliefs of everyone	179	4.156	4.228			4.143			4.168		
12	positive work expectations are communicated to me	183	3.716	3.875			3.810			3.825		
13	unacceptable behaviors are identified and communicated to me	161	3.758	3.766			3.745			3.756		
20	I receive timely feedback for my work	182	3.813	3.864			3.786			3.787		
21	I receive appropriate feedback for my work	179	3.754	3.874			3.817			3.825		
26	my supervisor/chair actively seeks my ideas	174	3.874	3.950			3.870			3.909		
27	my supervisor/chair seriously considers my ideas	177	3.989	4.027			3.931			3.970		
30	work outcomes are clarified for me	178	3.702	3.765			3.774			3.791		
34	my supervisor/chair helps me to improve my work	175	3.926	3.910			3.871			3.901		
39	I am given the opportunity to be creative in my work	179	3.933	4.027			4.063			4.113	*	-.182
45	I have the opportunity to express my ideas in appropriate forums	179	3.665	3.814			3.746			3.766		
46	professional development and training opportunities are available	177	3.627	3.456			3.866	**	-.213	3.770		

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Source: IVCC 2021 PACE Report Revised, Table 8. Supervisory Relationships Item Mean Comparisons

**Table 9. Teamwork Item Mean Comparisons**

Teamwork		IVCC		2018			PACE Norm base			Small 2-Year		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>												
3	there is a spirit of cooperation within my work team	185	3.914	4.111			4.015			4.043		
14	my primary work team uses problem-solving techniques	172	3.884	3.971			3.987			4.009		
24	there is an opportunity for all ideas to be exchanged within my work team	178	3.792	3.912			3.896			3.935		
33	my work team provides an environment for free and open expression of ideas, opinions and beliefs	178	3.916	3.936			3.931			3.947		
36	my work team coordinates its efforts with appropriate individuals and teams	173	3.78	3.853			3.966	*	-.184	3.979	**	-.204
43	a spirit of cooperation exists in my department	181	3.939	3.955			3.943			3.998		

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Source: IVCC 2021 PACE Report Revised, Table 9. Teamwork Item Mean Comparisons

## Appendix B



### PACE CAMPUS CLIMATE SURVEY

An initiative of the Belk Center at NC State

The following is an executive summary as written by PACE analysts. It is provided as a supplement to Institutional Research's Comprehensive Report.

#### PACE 2021 EXECUTIVE SUMMARY

During November and December 2021, the PACE Climate Survey for Community Colleges (PACE) was administered to 353 employees at Illinois Valley Community College (IVCC). Of those 353 employees, 189 (53.5%) completed and returned the instrument for analysis. Respondents were also given the opportunity to complete a qualitative section asking what they find most favorable and least favorable about their institution. Of the 189 IVCC employees who completed the PACE survey, 117 (61.9%) provided written comments.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. They also completed a custom section specifically for IVCC and a qualitative section. Respondents were asked to rate the items about the four climate factors on a five-point Likert-type scale ranging from a low of "1" to a high of "5." The PACE instrument administered at IVCC included 58 total items and four qualitative questions.

At IVCC, the PACE results yielded an overall 3.682 mean score. When disaggregated by the personnel classification demographic category of the PACE instrument, Administrators rated the campus climate the highest with a mean score of 3.960, followed by Faculty (3.714), and Staff (3.579). The greatest number of favorable comments fell within the Student Focus climate factor and the greatest number of unfavorable comments fell within the Institutional Structure climate factor.

Of the 46 standard PACE questions, IVCC's **top 10 mean scores** have been identified as potential points of pride at IVCC. Five pertain to the Student Focus climate factor, four pertain to the Supervisory Relationships climate factor, and one pertains to the Teamwork climate factor.

- The extent to which I feel my job is relevant to this institution's mission, 4.279 (#8)
- The extent to which my supervisor/chair expresses confidence in my work, 4.279 (#2)
- The extent to which my supervisor/chair is open to the ideas, opinions, and beliefs of everyone, 4.156 (#9)
- The extent to which non-teaching professional personnel meet the needs of students, 4.144 (#23)
- The extent to which this institution prepares students for further learning, 4.102 (#37)
- The extent to which students receive an excellent education at this institution, 4.056 (#31)
- The extent to which this institution prepares students for a career, 4.051 (#35)
- The extent to which my supervisor/chair seriously considers my ideas, 3.989 (#27)
- The extent to which a spirit of cooperation exists in my department, 3.939 (#43)
- The extent to which I am given the opportunity to be creative in my work, 3.933 (#39)

Of the 46 standard PACE questions, the **bottom 10 mean scores** have been identified as areas potentially in need of improvement at IVCC. All ten pertain to the *Institutional Structure* climate factor.

- The extent to which information is shared within the institution, 2.893 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.023 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.086 (#16)
- The extent to which administrative processes are clearly defined, 3.091 (#44)
- The extent to which I have the opportunity for advancement within this institution, 3.095 (#38)
- The extent to which this institution is appropriately organized, 3.101 (#32)
- The extent to which a spirit of cooperation exists at this institution, 3.110 (#25)
- The extent to which decisions are made at the appropriate level at this institution, 3.131 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.198 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.280 (#22)

**The full PACE report includes the following documents:**

- PACE Report
- Demographics Report
- Personnel Classification Report
- Custom Report
- Qualitative Report
- Diversity, Equity, & Inclusion Qualitative Report
- Report Interpretation Instructions
- Excel Data File with Codebook



**PACE CAMPUS CLIMATE SURVEY**

An initiative of the Belk Center at NC State