

# PACE Climate Survey for Community Colleges: 2019-2024 Data Trends

JANUARY 2025

**PACE CLIMATE SURVEY**  

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**30 YEARS OF INFORMING PRIORITIES FOR CHANGE**

**NC STATE UNIVERSITY**  
College of Education  
Belk Center for Community College  
Leadership and Research

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## **ABOUT THE BELK CENTER**

The Belk Center for Community College Leadership and Research (Belk Center) originated through the long-standing commitment of the NC State College of Education to serving North Carolina's community colleges and with generous support from the John M. Belk Endowment. For more than 60 years, NC State's College of Education has supported and advanced community colleges across the state. Building upon the pioneering work of W. Dallas Herring and Dr. Edward Boone, we have strengthened our efforts to support all 58 colleges in the North Carolina Community College System by developing a national model and a pipeline of talented N.C. community college leaders – ultimately strengthening North Carolina's economic vitality.

The Belk Center aims to be a national leader in partnering with community colleges to promote student access and success and to increase the attainment of postsecondary credentials of value. To this end, we are committed to:



**RESEARCH  
& INSIGHTS**



**LEADERSHIP  
& LEARNING**



**PARTNERSHIPS  
& CONVENINGS**

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# Executive Summary

This report presents key findings from the PACE Climate Survey (PACE Survey) conducted at community colleges between fall 2019 and spring 2024. It analyzes trends in key areas, including institutional structure, student focus, supervisory relationships, teamwork, racial climate, and student success. The findings provide valuable insights to community college leaders on navigating post-pandemic challenges and creating a supportive environment for all employees.

## An Overview of Key Trends and Findings

- ***In 2021, the PACE Survey had the highest (i.e., most positive) average scores for both the overall survey and the four climate factors.*** In 2021, the PACE Survey saw its highest score, likely due to actions taken in response to the COVID-19 pandemic. Regarding the Institutional Structure climate factor, employees particularly appreciated the actions of their institutions aligning with their respective missions. However, despite this improvement, Institutional Structure remained the lowest-rated factor across all survey years compared to other climate factors, indicating persistent challenges in areas such as advancement opportunities, clarity in administrative processes, and communication. In 2021, the Student Focus climate factor reached its highest mean score compared to other years, with employees feeling more aligned with the institution's mission. Similarly, Supervisory Relationships and Teamwork climate factors also showed improvement, reflecting stronger support from supervisors and a sense of cooperation within teams.
- ***Significant differences existed in how different employee groups perceived the campus climate during the study period.*** While administrators and part-time employees reported the most positive perceptions of the campus climate, employees of color and employees who identified as nonbinary, gender queer, and preferred to self-describe their gender identities reported less favorable perceptions of the campus climate.
- ***The perceptions of the racial campus climate significantly varied by race and personnel classification during the study period.*** The data revealed significant differences in perceptions of the racial campus climate by race, with employees of color reporting less favorable views on racial representation among faculty, institutional leadership, and staff, as well as the institution's commitment to supporting the educational persistence of diverse students. There were also significant differences in racial climate perceptions among faculty, administrators, and staff, with administrators showing lower levels of agreement on items related to the racial climate.
- ***The perceptions of student success initiatives significantly varied among faculty, administrators, and staff during the study period.*** Faculty perceived student success initiatives more positively than staff and administrators, with more positive perceptions of the clarity of pathways to degree completion, and the institution's use of program completion rates as a measure of program success. Similarly, faculty consistently showed higher satisfaction on both the disaggregation of data to assess program effectiveness and the existence of systematic processes for identifying at-risk students compared to staff and administrators.

The PACE Climate Survey findings from fall 2019 to spring 2024 highlight critical areas of progress and persistent challenges within community colleges. While notable improvements were observed in 2021, key findings demonstrate ongoing issues in institutional structure. Moreover, differences in campus climate perceptions across different employee groups signal the need for continued and more targeted employee support. By addressing these concerns, community colleges can create a more supportive environment that fosters both employee and student success.

# The PACE Survey 2019-2024 Trends Report

## Introduction

The PACE Survey 2019-2024 Trends Report aims to analyze and present the evolving climate of community colleges during a pivotal period marked by the COVID-19 pandemic. By examining institutional and employee demographic data from fall 2019 to spring 2024, this report provides insights into the community college employee perceptions of campus climate, racial dynamics, and student-centered focus within their institutions. Through comprehensive analysis, including visual representations and demographic breakdowns, the report seeks to inform institutional strategies for enhancing overall campus climate for community college employees.

## About The PACE Climate Survey for Community Colleges

The PACE Climate Survey for Community Colleges assesses employee perceptions and satisfaction with various aspects of the campus climate. It is a vital tool in the Belk Center's efforts to support community college leaders in understanding their institution's climate and capacity to improve employees' work experiences and promote student success. The survey highlights areas for growth, identifies needs for change, and informs data-informed decision making and strategic planning from the perspective of community college employees. The survey's goals are to understand the institution's culture and capacity to promote student success, hear directly from employees about their work experiences, and promote open and honest communication to inform change priorities.

**SINCE 2011, THE PACE SURVEY HAS SERVED MORE THAN...**



**170**

COMMUNITY COLLEGES



**110**

REPEAT PARTNERS



**162k**

RESPONDENTS

*The PACE Survey includes 46 questions assessing the following four climate factors:*



## **INSTITUTIONAL STRUCTURE**

The Institutional Climate Factor assesses the mission, leadership, organization, decision-making processes, and internal communication within an institution, and how positively these elements are perceived by employees. Therefore, the items that fall under the Institutional Climate Factor are related to institutional aspects such as leadership, decision-making, communication, and structural organization of the institution.



## **TEAMWORK**

The Teamwork Climate Factor assesses the spirit of cooperation amongst work teams and the extent to which teams and departments are coordinated effectively. The items that fall under the Teamwork Climate Factor are related to areas such as whether a spirit of cooperation exists within the work teams and whether work teams provide an environment for free and open expression of ideas.



## **SUPERVISORY RELATIONSHIPS**

The Supervisory Relationships Climate Factor assesses the relationships between employees and supervisors—and the extent to which employees can be creative and express ideas. The items that fall under the Supervisory Relationships Climate Factor are related to areas such as receiving appropriate feedback from supervisors, being given the opportunity to be creative in one's work, and being supported by the supervisor to improve one's work.



## **STUDENT FOCUS**

The Student Focus Climate Factor assesses the centrality of students to the actions of the institution and the extent to which the institution prepares students for their future endeavors. The items that fall under the Student Focus Climate Factor explore employee perceptions in areas such as whether employees feel their job is relevant to the institution's mission, whether administrators meet students' needs, and whether students receive an excellent education in their institutions.

In addition, the PACE Campus Climate Survey has a qualitative component. The qualitative component consists of four open-ended questions designed to gather in-depth insights from employees. Respondents are asked to elaborate on the most favorable and least favorable aspects of their institution, based on their experiences. Additionally, they are prompted to reflect on their institution's efforts to provide a supportive work environment for all employees, identifying the top priority for leadership in the upcoming year and any barriers hindering progress on this goal. These questions aim to capture detailed feedback to complement the quantitative data.

In addition to the 46 items in the PACE Survey, other question sets are administered alongside it, focusing on areas such as racial climate and student success. This report also includes data from the Racial Climate and Student Success Question Sets. The response options for the PACE Survey and these additional question sets are shown to the right:

Therefore, the mean scores reported in this report reflect the employee responses from 1 = Strongly Disagree to 5 = Strongly Agree.

- 1 STRONGLY DISAGREE
- 2 DISAGREE
- 3 NEITHER AGREE NOR DISAGREE
- 4 AGREE
- 5 STRONGLY AGREE

## The COVID-19 Pandemic and Community Colleges

This report focuses on the PACE Survey data from fall 2019 to spring 2024, a period selected due to the COVID-19 pandemic serving as a pivotal moment for community colleges. Floyd (2021) describes 2020 as “the year none of us predicted,” highlighting the immense challenges and changes community colleges faced due to the pandemic (p. 1). Starting in March 2020, these institutions navigated a rapid shift in their operations and student services. While community colleges were somewhat familiar with distance and online learning, transitioning to fully-online courses and student support services within less than two weeks was a significant challenge (Bosley & Custer, 2021).

During this time, community college students faced numerous obstacles, including job losses, financial difficulties, health concerns for themselves and their families, and limited access to computers and the internet—all of which affected their ability to participate in online courses and access student

services. Faculty and staff also experienced significant challenges as they had to adapt to these transitions quickly, with part-time faculty particularly struggling due to a lack of professional development opportunities and the demands of working at multiple institutions (Bosley & Custer, 2021). The overwhelming nature of this transition affected everyone, from faculty and staff to administrators (Bosley & Custer, 2021).

Amid these difficulties, the pandemic also led to a significant drop in employees due to the “Great Resignation,” exacerbating the challenges faced by community colleges. The resulting staff shortages left students struggling to access necessary support and services (Weismann, 2023). This additional stress on faculty and staff underscored the urgent need for community colleges to effectively support their workforce while maintaining a focus on student success.

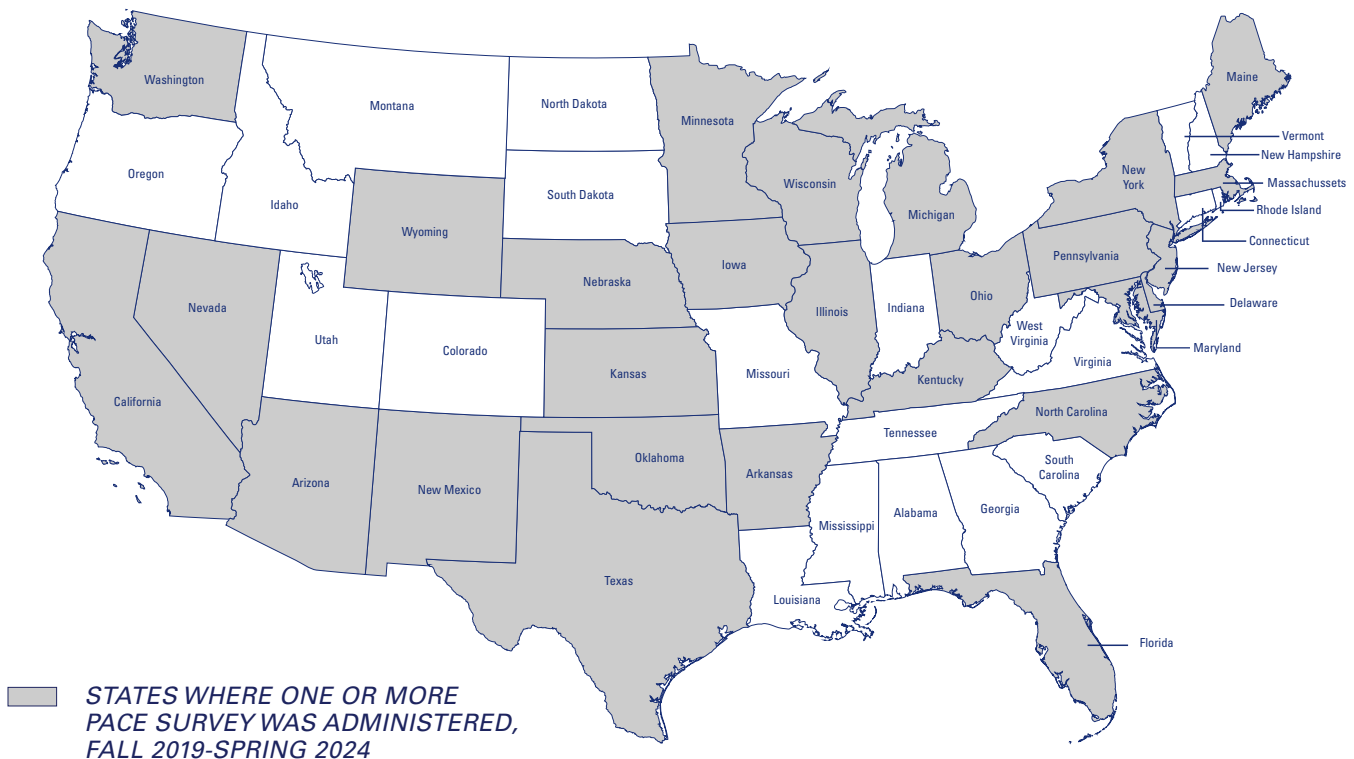
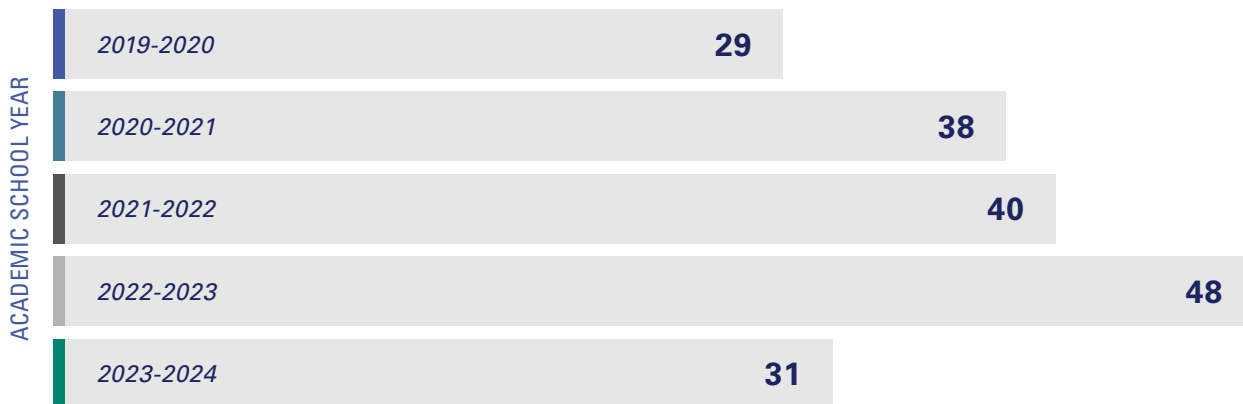


## Demographic Overview of the Data: Institutional and Respondent Characteristics

*The data in this report is derived from the PACE Survey, administered by 121 community colleges across 27 states between fall 2019 and spring 2024. During this time period, these institutions conducted a total of 186 survey administrations, collecting responses from 54,523 participants.*

Twenty-nine institutions administered in the 2019-2020 academic year. Of these, 11 conducted the survey in the fall semester of 2019, and 18 did so in the spring semester of 2020. Of the 18 institutions that administered the survey in the spring, eight did so before the World Health Organization declared COVID-19 a pandemic on March 11, 2020. When the pandemic began, three institutions were still in the process of administering the survey, while seven institutions launched their surveys after the pandemic began, in late March or April 2020. Thirty-eight institutions administered in the 2020-2021 academic year, 40 institutions administered in the 2021-2022 academic year, 48 institutions administered in the 2022-2023 academic year, and 31 institutions administered the PACE Survey in the 2023-2024 academic year.

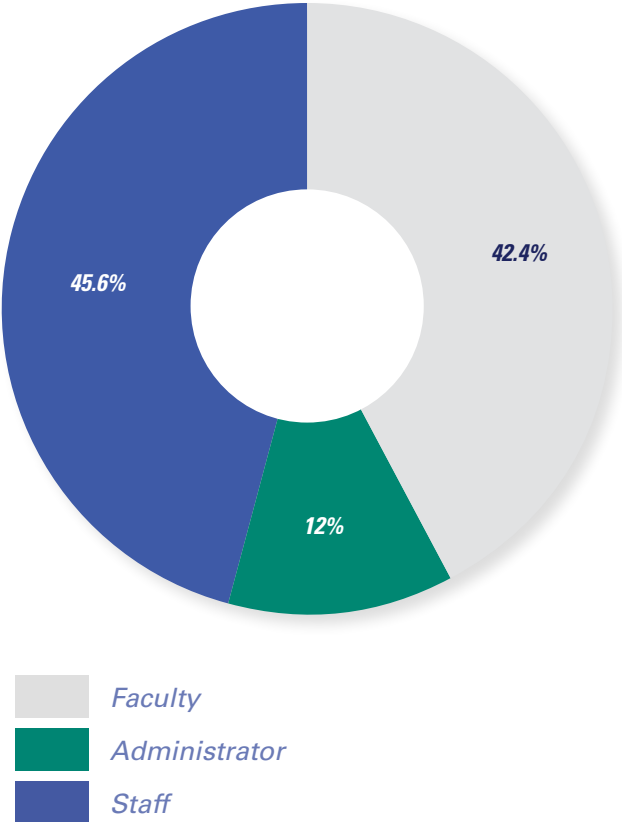
### NUMBER OF INSTITUTIONS ADMINISTERING THE PACE SURVEY



Faculty made up 42.4% of respondents, staff 45.6%, and administrators 12%. A larger proportion of employees were full-time (79.8%) compared to part-time employees (20.2%). Employees of color constituted 29.3% of respondents, while 70.7% identified as white. Additionally, 3.6% of respondents identified as nonbinary, genderqueer, gender-nonconforming, or preferred to self-describe their gender identities. A larger proportion of employees identified as women (63.3%) compared to men (33%). The largest share of respondents (37.7%) came from large institutions with enrollments between 10,000 and 19,999 students, followed by 29.8% from small institutions (1,000 to 4,999 students), 19.9% from medium-sized institutions (5,000 to 9,999 students), 12.6% from very large institutions (20,000 or more students), and just 0.3% from very small institutions (fewer than 1,000 students). A majority (54.9%) worked in cities, while 23.3% were in suburban areas, 12% in towns, and 9.8% in rural institutions. Regarding institutional degree types, 28.2% of respondents worked at high transfer institutions, 35.1% at mixed transfer institutions, 23.7% at high career institutions, 12.4% at baccalaureate/associate’s colleges, and 0.7% at baccalaureate and higher institutions.

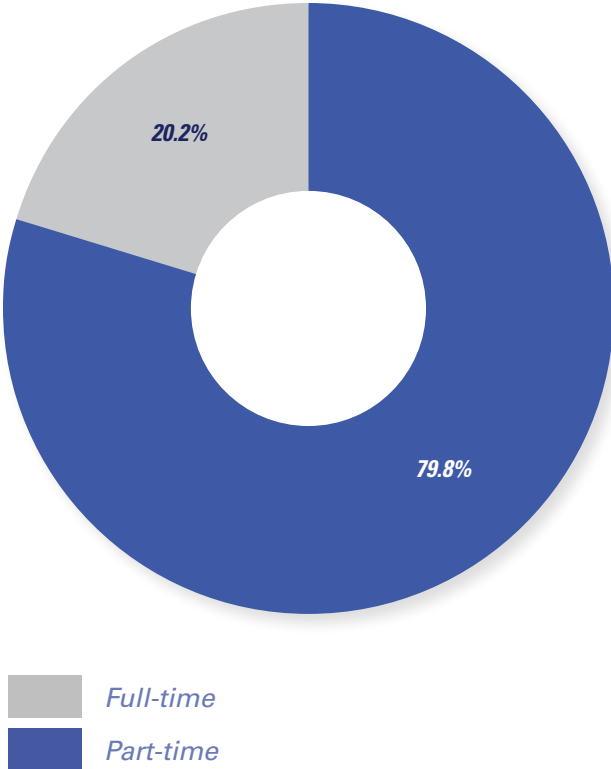
**FIGURE 1**  
*The Percentages of Respondents by Personnel Classification\**

*\*From Table 1 in Appendix*



**FIGURE 2**  
*The Percentages of Respondents by their Full-time/Part-time Status\**

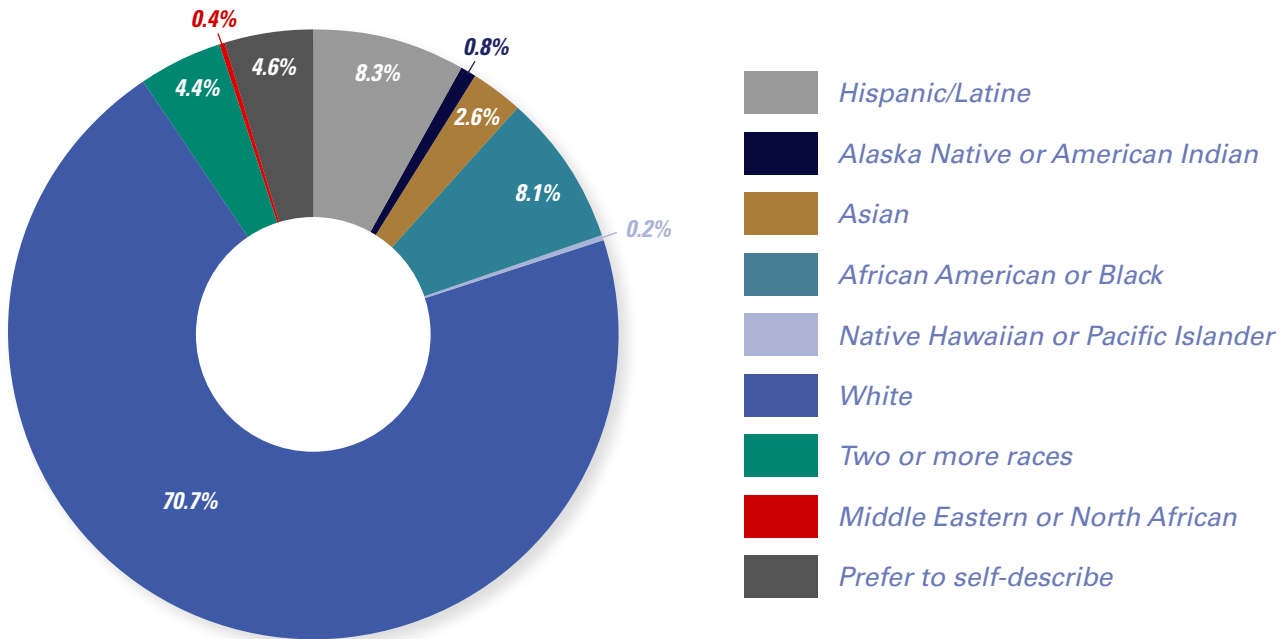
*\*From Table 2 in Appendix*



**FIGURE 3**

**The Percentages of Respondents by Racial/Ethnic Identity\***

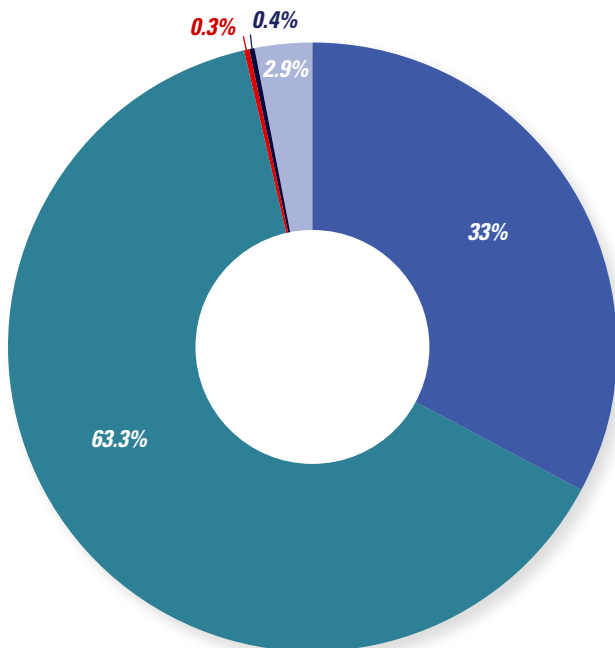
\*From Table 3 in Appendix



**FIGURE 4**

**The Percentages of Respondents by Gender\***

\*From Table 4 in Appendix

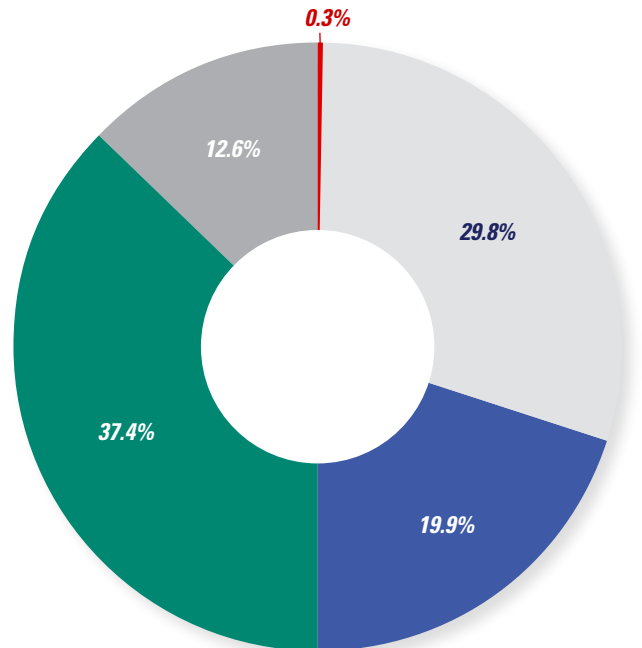


- Man
- Woman
- Non-binary
- Genderqueer
- Prefer to self-describe

**FIGURE 5**

**The Percentages of Respondents by Institution Size\***

\*From Table 5 in Appendix

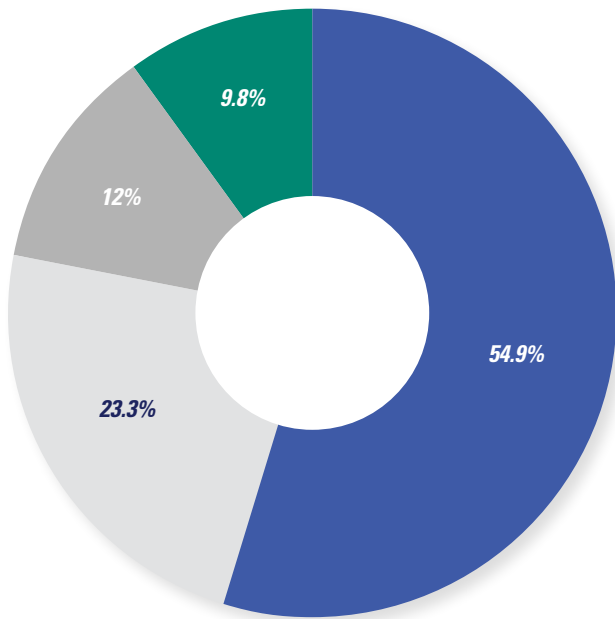


- Very small
- Small
- Medium
- Large
- Very Large

**FIGURE 6**

**The Percentages of Respondents by their Institution's Locale\***

\*From Table 6 in Appendix

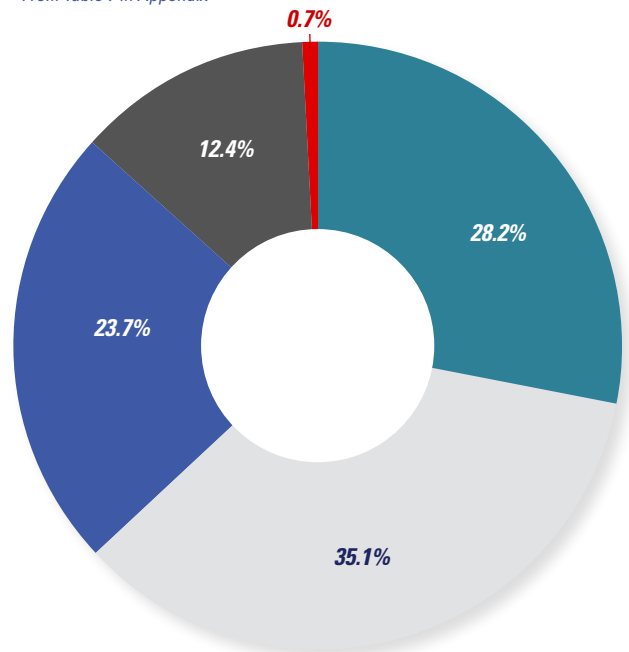


- City
- Suburb
- Town
- Rural

**FIGURE 7**

**The Percentages of Respondents by their Institution's Degree Type\***

\*From Table 7 in Appendix



- High Transfer
- Mixed Transfer
- High Career
- Bacc./Assoc.
- Bacc. & Higher



# Key Trends and Findings

The following analyses of PACE Climate Survey data from fall 2019 to spring 2024 focused on four critical questions. The first critical question explores how the overall survey results and climate factor trends evolved during this period and highlights shifts in employee perceptions. Next, we analyze how different employee groups reported their experiences with the overall campus climate and campus racial climate. Finally, we investigate how these employee groups perceived student success initiatives, providing insight into varying perspectives among community college employees.

## How Did the PACE Climate Factors Evolve From Fall 2019 to Spring 2024?

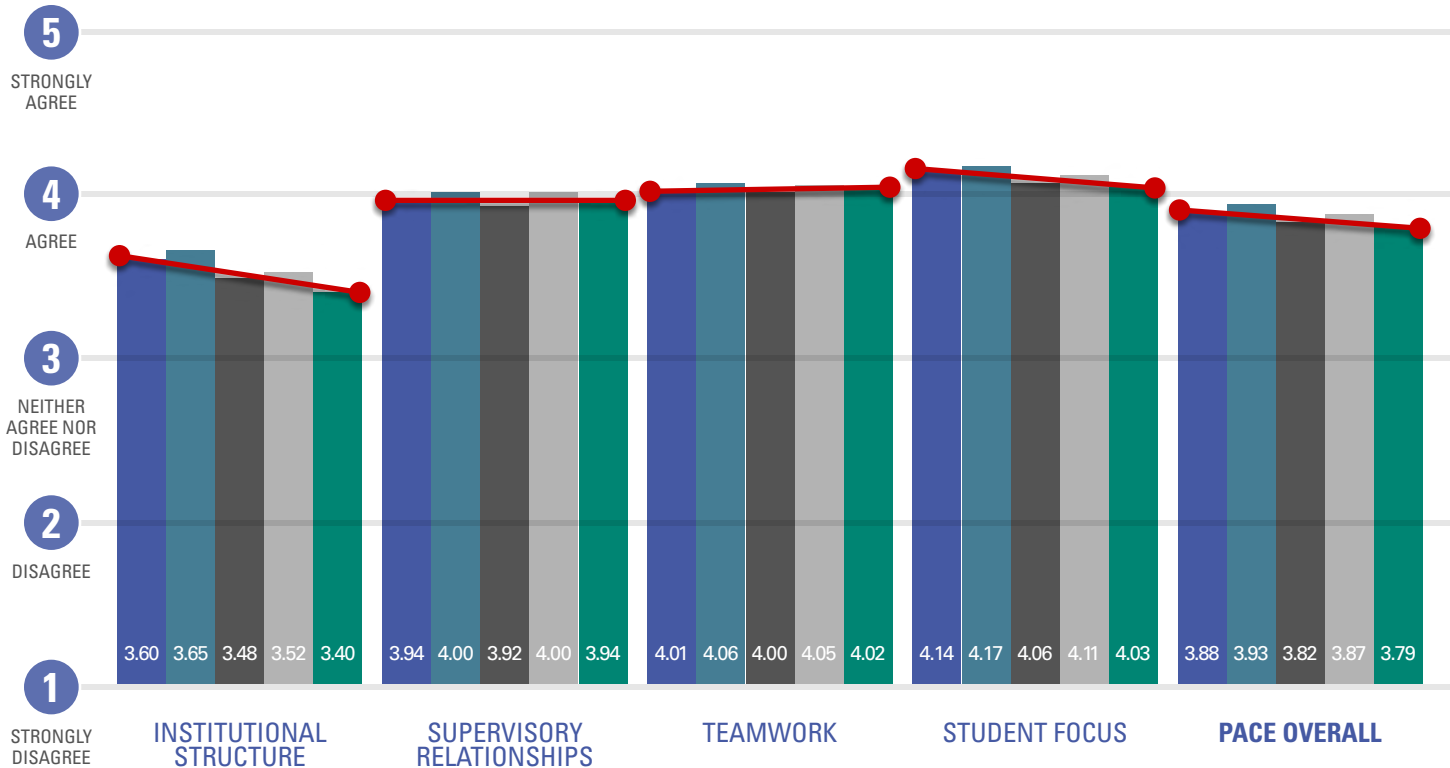
To understand the evolving landscape of campus climate in community colleges, it was essential to examine how the PACE Climate Survey and its key factors changed from fall 2019 to spring 2024. To explore this question, we employ data from the 46 items of the PACE Survey and examine how employees reported the overall campus climate and climate factors (i.e., Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork) over the selected time period. The mean scores reported in this section reflect the employee responses from 1 = Strongly Disagree to 5 = Strongly Agree.

In 2021, the PACE Survey recorded the highest mean scores for the overall survey and the four key climate factors. This peak is noteworthy and coincides with the initial period of the COVID-19 pandemic, which significantly impacted educational institutions worldwide.

**TABLE 8**

PACE Climate Survey Overall Means and Climate Factors Means by Years

**KEY:** 2020-2021 2022-2023  
2019-2020 2021-2022 2023-2024



## Institutional Structure Shows Slight Improvement in 2021, but Faces Persistent Challenges

Employee respondents had the highest perceptions of the Institutional Structure climate factor items during the 2021 administration year, possibly reflecting important steps taken in response to the COVID-19 pandemic. Notably, the highest-rated items within this factor were related to the alignment between the institution's mission with its actions and institutional leadership's focus on meeting student needs, underscoring the critical role of mission-driven actions during times of crisis. More specifically, in 2021, 79% of employees agreed or strongly agreed that their institution's actions reflected its mission, and 76% of employees felt that institutional leadership was focused on meeting student needs.

Despite this improvement, Institutional Structure has consistently been the lowest-scoring climate factor across all years (i.e., from fall 2019 to spring 2024) suggesting persistent challenges that could be limiting overall institutional effectiveness. The five lowest-scoring items in the 2021 PACE Survey administration all pertained to the Institutional Structure Climate Factor, highlighting areas that need improvement, such as opportunities for advancement, the ability to influence the institution's direction, clearly defined administrative processes, appropriate organizational structure, and information sharing.

*Percentage of employees who agreed or strongly agreed with the lowest-scoring items in the PACE Survey, all of which fall under the Institutional Structure Climate Factor:*

*"I have the opportunity for advancement within this institution" – 47%*

*"I am able to appropriately influence the direction of this institution" – 47%*

*"Administrative processes are clearly defined" – 54%*

*"This institution is appropriately organized" – 55%*

*"Information is shared within this institution" – 56%*

These findings indicate a need for community colleges to focus on enhancing communication and decision-making processes to build a more effective and responsive institutional structure. Addressing these structural challenges is essential for creating a supportive environment that aligns with the institution's mission and meets the needs of community college employees.



## Employees Strongly Felt the Relevance of their Roles to the Institution’s Mission in 2021

Employee respondents rated items related to student focus the highest at the onset of the pandemic, which reflects a concerted effort to address student needs and well-being during this challenging time. The highest-scoring item in the 2021 administration was “I feel my job is relevant to this institution’s mission,” with 91% of survey respondents either agreeing or strongly agreeing with this statement. Another highly rated item was “Students receive an excellent education at this institution,” with 87% of respondents agreeing or strongly agreeing. These findings underscore the importance of leaning on the institution’s mission to maintain focus and purpose, particularly during crises.

## Supervisory Relationships and Teamwork Climate Factors Saw Improvements in 2021

Employees also reported positive perceptions of Supervisory Relationships and Teamwork on the 2021 administration. For example, the statement “My supervisor/chair expresses confidence in my work” was the second-highest scoring item in the 2021 administration, with 84% of employees either agreeing or strongly agreeing with this statement. Similarly, 80% of respondents agreed that there was a spirit of cooperation within their work team. These positive perceptions of supervisors reflect the critical role supervisors played in providing support and fostering a positive work environment during this challenging period.



## Three Key Takeaways for Community Colleges for Improving Campus Climate

*The data trends reported above reflect how the pandemic prompted a heightened focus on student success and the importance of mission-driven actions. However, they also revealed ongoing challenges in institutional structure that need to be addressed to ensure long-term effectiveness of these institutions. These key findings can be translated into the following actionable implications for community colleges:*

- 1. Lean on the Institution's Mission to Drive Student Success during Crises.** One key finding regarding the evolution of the overall PACE Survey and its climate factor means over time is the importance of the institution's mission and its alignment with the institution's actions and employees' roles. In light of this finding, community college leaders can leverage their institution's missions to drive student success during crises. This may involve reinforcing the mission by regularly communicating the institution's mission through town halls, newsletters, and ongoing leadership communications. Community college leaders may also encourage employees to see how their individual roles are contributing to the broader mission of the institution, such as promoting student success.
- 2. Highlight the Critical Role of Supervisors and Well-Functioning Teams during Crises.** Another significant finding pertained to the perceived role of supervisors and the presence of a spirit of cooperation, which were related to a more positive perception of campus climate. In light of these findings, community college leaders may consider investing in professional development programs for supervisors to enhance their relationships with the employees whose work they oversee. Furthermore, community college leaders may promote a spirit of cooperation in both remote and hybrid work environments through regular team check-ins, creating opportunities for cross- and inter-departmental collaboration, and implementing intentional team-building opportunities.
- 3. Enhance Institutional Structure for Better Communication and Decision-Making.** While items related to the institution's mission received higher scores in the 2021 administration compared to other years in the data, areas such as decision-making and communication still received some of the lowest ratings. In response, community college leaders may consider revising their communication strategies to ensure effective information flow within their institutions. This could involve enhancing web-based communication systems, providing regular updates from leadership, and developing or improving employee feedback mechanisms. In order to empower employees to influence the institution's direction, leaders may also need to address decision-making processes by involving a broader range of stakeholders and clarifying roles and responsibilities. Additionally, reviewing aspects of the institutional structure to identify areas for improvement—such as career advancement opportunities, clear administrative processes, and effective information sharing—could help align institutional processes and practices with the institution's mission and strategic goals.



# How did Different Employee Groups Perceive Campus Climate?

To address this question, data were aggregated across fall 2019 to spring 2024 from the 46 items of the PACE Climate Survey and explored how employees reported the campus climate based on their personnel classification (i.e., faculty, administrators, and staff), their full-time/part-time status within their institution, and their race and gender. The mean scores reported in this section reflect the employee responses from 1 = Strongly Disagree to 5 = Strongly Agree.

## Administrators Reported More Favorable Perceptions of Campus Climate, While Staff Reported Less Favorable Perceptions of Student Focus

The PACE Climate Survey results reveal significant differences in perceptions of campus climate among administrators, faculty, and staff across four key areas: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus.

**INSTITUTIONAL STRUCTURE:** Administrators rated the institutional structure significantly more favorably with a mean score of 3.61, compared to faculty (M=3.52) and staff (M=3.53). This suggests that administrators perceived the institutional structure as more effective or supportive compared to their faculty and staff counterparts.

**SUPERVISORY RELATIONSHIPS:** Administrators also rated Supervisory Relationships higher, with a mean score of 4.07. This score is significantly higher than that of faculty (M=3.94) and staff (M=3.96). This indicates that administrators felt more positively about their supervisory relationships compared to faculty and staff.

**TEAMWORK:** Administrators again scored significantly higher with a mean of 4.22, in contrast to faculty (M=3.97) and staff (M=4.04). This reflects a more favorable perception of teamwork among administrators compared to other groups.

**STUDENT FOCUS:** When evaluating Student Focus, the scores were slightly different. Staff had a mean score of 4.09, which is significantly lower than both faculty (M=4.14) and administrators (M=4.12). This implies that staff perceived less emphasis on student focus compared to faculty and administrators.

**OVERALL CLIMATE:** Administrators reported a significantly higher mean score of 3.95, compared to both faculty and staff, who both had a mean score of 3.86. This indicates that, on average, administrators had a more positive view of the overall institutional climate.

*These findings highlight a trend where administrators generally report more favorable perceptions across most climate factors compared to faculty and staff, suggesting differing perspectives on institutional dynamics.*

## Part-Time Employees Reported More Favorable Perceptions of Campus Climate

The PACE Climate Survey data revealed that part-time employees generally reported more favorable perceptions of campus climate compared to their full-time counterparts. These differences are statistically significant across all climate factors:

**INSTITUTIONAL STRUCTURE:** Part-time employees rated the Institutional Structure higher, with a mean score of 3.86, compared to full-time employees, who scored an average of 3.46. This suggests that part-time employees perceived the institutional structure as more effective or supportive than full-time employees did.

**SUPERVISORY RELATIONSHIPS:** The ratings for Supervisory Relationships also show a more favorable perception among part-time employees (M=4.09) compared to full-time employees (M=3.94). This indicates that part-time employees tended to view their interactions with supervisors more positively than full-time employees.

**TEAMWORK:** Part-time employees scored an average of 4.12, which is higher than the mean score of 4.02 reported by full-time employees. This suggests that part-time employees perceived a more positive team dynamic than their full-time colleagues.

**STUDENT FOCUS:** Part-time employees rated Student Focus more favorably with a mean score of 4.25, compared to full-time employees, who had a mean score of 4.08. This reflects that part-time employees perceived a greater emphasis on meeting student needs and providing student support.

**OVERALL CLIMATE:** Part-time employees reported a higher average score of 4.06, while full-time employees scored an average of 3.82. This highlights a more positive overall perception of the campus climate among part-time employees compared to full-time employees.

*These findings indicate a consistent trend where part-time employees have more favorable perceptions of various aspects of campus climate, suggesting that part-time employees might have experienced different or more positive interactions and environments compared to full-time employees.*

## Employees of Color Reported a Less Favorable Perception of Campus Climate

The PACE Climate Survey data reveals that employees of color (Hispanic/Latina/o/x, Alaska Native or American Indian, Asian, African American or Black, Native Hawaiian or Pacific Islander, those who identified with two or more races, Middle Eastern or North African, those who preferred to self-describe their racial/ethnic identities tended to report more negative perceptions of the campus climate compared to their white colleagues. These differences are statistically significant across all four climate factors:

**INSTITUTIONAL STRUCTURE:** Employees of color rated the Institutional Structure with a mean score of 3.51, which is slightly lower than the 3.56 reported by white employees. This suggests that employees of color view the institutional structure as less effective or supportive compared to their white counterparts.

**SUPERVISORY RELATIONSHIPS:** The mean score for Supervisory Relationships among employees of color was 3.91, while white employees rated this factor slightly higher at 4.00. This indicates a slightly more negative perception of supervisory interactions among employees of color.

**TEAMWORK:** Employees of color reported a mean score of 3.97 for Teamwork, compared to 4.07 for white employees. This reflects a less favorable view of teamwork dynamics among employees of color.

**STUDENT FOCUS:** The perception of Student Focus was also lower among employees of color, who scored this factor at 4.05, compared to 4.15 for white employees. This suggests that employees of color felt less positively about how the institution prioritized and addressed student needs.

**OVERALL CLIMATE:** Employees of color rated the campus climate at 3.82, which is lower than the 3.90 reported by white employees. This highlights a slightly more negative overall perception of the campus climate among employees of color.

*These findings underscore a consistent trend where employees of color reported less favorable perceptions across all dimensions of the campus climate compared to their white counterparts.*

## Nonbinary, Gender-Queer Identifying Employees and Employees Who Preferred to Self-Describe Their Gender Identities Reported a Less Favorable Perception of the Campus Climate Compared to Men and Women

The PACE Climate Survey reveals that employees who identified as nonbinary, gender queer, and preferred to self-describe their gender identities generally reported a more negative perception of the campus climate compared to men and women. These differences were statistically significant across all climate factors:

**INSTITUTIONAL STRUCTURE:** Employees who identified as nonbinary, gender queer, and preferred to self-describe their gender identities reported a lower mean score of 2.91 for Institutional Structure, significantly lower than men (M=3.59) and women (M=3.56). This suggests that nonbinary and gender queer employees perceived the institutional structure as less effective or supportive compared to men and women.

**TEAMWORK:** Employees who identified as nonbinary, gender queer, and preferred to self-describe their gender identities reported a mean score of 3.60, which is lower than the scores given by men (M=4.07) and women (M=4.06). This suggests that nonbinary and gender queer employees may experience less effective or supportive team dynamics.

**SUPERVISORY RELATIONSHIPS:** The mean score for Supervisory Relationships among employees who identified as nonbinary, gender queer, and preferred to self-describe their gender identities was 3.50, which is lower than the scores reported by both men (M=3.99) and women (M=3.99). This indicates that nonbinary and gender queer employees had a less favorable view of their supervisory relationships.

**STUDENT FOCUS:** Employees who identified as nonbinary, gender queer, and preferred to self-describe their gender identities rated Student Focus at 3.75, which is lower than the scores for both men (M=4.14) and women (M=4.14). This reflected a less positive perception of how the institution addresses and supports student needs from the perspective of nonbinary and gender queer employees.

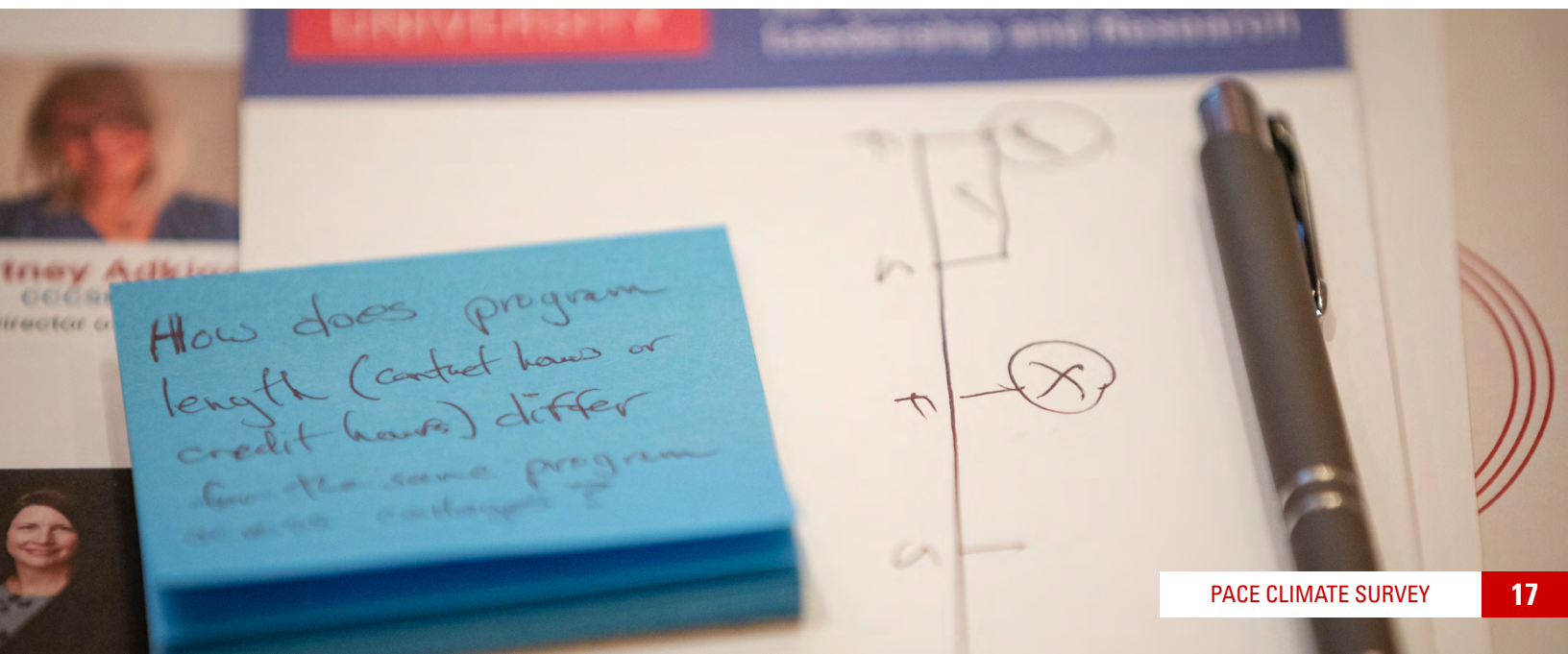
**OVERALL CLIMATE:** The Overall Climate score for employees who identified as nonbinary, gender queer, and preferred to self-describe their gender identities was 3.38, which is notably lower than the scores reported by men (M=3.91) and women (M=3.90). This indicates a more negative overall perception of the campus climate among these employees.

*These findings highlight that employees who identified as nonbinary, gender queer, and preferred to self-describe their gender identities had less favorable perceptions of various aspects of the campus climate compared to men and women.*

## Three Key Takeaways for Community Colleges about Differences in Perception of Campus Climate across Employees

*The PACE Climate Survey findings from fall 2019 to spring 2024 provide valuable insights into how different employee groups perceive the campus climate at community colleges. These data highlight significant differences in perceptions across various aspects of campus climate, including Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. In light of significant differences, community college leaders may consider taking the following steps as they work to create a more supportive environment for all employees.*

- 1. Take Action to Understand the Specific Needs of Employee Groups.** Given that faculty, staff, full-time employees, employees of color, and those identifying as nonbinary or genderqueer generally reported more negative perceptions of the campus climate, it is important to understand the unique experiences of each employee group. To create a well-functioning campus environment, conducting additional research or focus groups can help identify and address the specific challenges faced by these diverse employee groups.
- 2. Develop and Strengthen Targeted Support Systems for Employee Groups.** Given that different employee groups perceived the campus climate differently, it is crucial to develop and strengthen targeted support systems for different employee groups. This could involve providing professional development opportunities for supervisors to enhance their relationships with different employee groups. Additionally, establishing safe spaces and support groups for employees who identify as nonbinary, genderqueer, or come from marginalized backgrounds can be valuable. These groups would offer peer support, advocacy, and a platform for discussing workplace challenges.
- 3. Monitor the Campus Climate Continuously to Track Progress in Employee Support.** After understanding the needs of different employee groups and implementing targeted interventions, it is essential to continuously monitor the campus climate to track progress in employee support. This ongoing assessment can be achieved through regular surveys and feedback mechanisms designed to capture the experiences of various employee groups. Community college leaders should consider establishing clear metrics for tracking the progress in employee support, such as more favorable perceptions of campus climate.



# How did Different Employee Groups Experience Racial Campus Climate?

*The data from the Racial Climate Question Set, a question set with 20 items assessing employee perceptions of campus racial climate, collected between fall 2019 and spring 2024, reveals a complex landscape of organizational climate in community colleges, with employee perceptions of racial climate varying significantly across racial groups. In this section, we focus on some items in the Racial Climate Question Set to present this landscape.*

## The Perceptions of Campus Racial Climate Differed by Race

One of the items in the Racial Climate Question Set asked whether employees perceived their institution as an environment that supports people of diverse racial and ethnic backgrounds. While 65% of employees of color agreed or strongly agreed that their institution supports people of diverse racial and ethnic backgrounds, a significantly higher proportion of white employees (73%) reported the same perception.

These statistically significant differences may underscore varying perceptions of campus racial climate, suggesting that employees of color may face challenges or barriers that are less evident to their white counterparts. For example, when we examined items related to supervisory support in the Racial Climate Question Set, we observed a consistent, statistically significant trend across multiple statements. When asked whether their supervisors treated all employees

equally regardless of racial and ethnic background, 81% of employees of color and 88% of white employees agreed or strongly agreed. Meanwhile, 7% of employees of color and 3% of white employees disagreed or strongly disagreed with the same statement. Similarly, when asked whether their supervisors were open to diverse viewpoints, 82% of employees of color agreed or strongly agreed compared to 88% of white employees. While these differences are relatively small, they remain statistically significant.

The statistically significant differences may suggest that although overall perceptions of supervisory support are relatively positive, employees of color are more likely to perceive gaps in how supervisors support the employees. These findings highlight the need for additional efforts to ensure that supervisors are consistently fostering a supportive environment for all employees.

## Significant Differences in Employee Perceptions of Racial Representation on Campus

This section focuses on three Racial Climate Question Set items assessing employee perceptions of representation of diverse racial/ethnic backgrounds among faculty, staff, and institutional leadership. When asked whether people of different racial and ethnic backgrounds are well-represented among faculty, a statistically significant difference existed between employee groups. While 59% of faculty and staff members agreed or strongly agreed with this statement, only 41% of administrators shared the same perception. Additionally, when we examined the disagreement responses, we found that disagreement was statistically higher among administrators (35%) compared to faculty (20%) and staff members (18%). There was also a slight but statistically significant difference in how employees of color and white employees perceived whether people of different racial and ethnic backgrounds are well-represented among faculty. While 56% of employees of color agreed or strongly agreed with this statement, 58% of white employees shared this perception. The disagreement responses revealed that disagreement was higher among employees of color (25%) compared to white employees (19%). In conclusion, the data suggest that administrators and employees of color perceive greater gaps in racial and ethnic representation among faculty.

Another item, “People of different racial/ethnic backgrounds are well-represented among staff,” revealed statistically significant differences in agreement across various employee groups. While more than 60% of faculty and staff members agreed or strongly agreed with this statement, only 53% of administrators did so. Similarly, disagreement levels were statistically higher

among administrators, with 25% disagreeing or strongly disagreeing compared to 15% of faculty and staff members. When we examined the disagreement responses, the data analysis showed that disagreement was statistically and slightly higher among employees of color (18%) compared to white employees (15%).

Perceptions of diverse racial and ethnic representation among institutional leadership showed a similar trend. A significantly lower percentage of administrators (49%) agreed that people of different racial/ethnic backgrounds are well-represented in institutional leadership, compared to faculty (57%) and staff (57%). Similarly, the disagreement levels were higher among administrators compared to faculty and staff members. The agreement levels were slightly and statistically higher among white employees, with 57% of white employees agreeing or strongly agreeing with this item, compared to 55% of employees of color. The disagreement was also statistically higher among employees of color, with 26% of employees of color disagreeing or strongly disagreeing with this item, compared to 20% of white employees.

In conclusion, there are small but significant differences in how various employee groups perceive the representation of different racial and ethnic backgrounds among faculty, staff, and administrators. Faculty, staff members, and white employees generally have a more positive view regarding diverse racial and ethnic representation among faculty, staff, and leadership compared to administrators and employees of color.

## Significant Differences Existed in Perceptions of the Institution’s Commitment to the Educational Persistence of Diverse Students

The Racial Climate Question Set also includes an item assessing employee perceptions of the institution’s commitment to the educational persistence of diverse students. When considering whether the institution prioritizes the educational persistence of students from diverse racial/ethnic backgrounds, our data analysis highlighted slight but significant differences among employee groups. Sixty-nine percent of administrators agreed or strongly agreed with this statement, compared to more than 71% of faculty and staff. The agreement was also statistically higher among white employees, with 74% of white employees agreeing or strongly agreeing with this statement, compared to 66% of employees of color.

While a majority of employees across all groups (administrators, faculty, and staff) agreed that the institution prioritizes the educational persistence of students from diverse backgrounds, faculty and staff showed slightly higher levels of agreement compared to administrators. White employees were more likely to agree that their institution prioritizes educational persistence for diverse students compared to employees of color. Conversely, employees of color were more likely to disagree or strongly disagree with this statement than their white counterparts.

## Three Takeaways for Community Colleges About the Racial Climate on Campus

*Despite some positive perceptions, the data from the Racial Climate Question Set underscored the need for continued and targeted efforts to improve the racial climate on campus. This may include ensuring that employee demographics reflect the student demographics, fostering a positive work environment through supervisory relationships, and increasing the number of events that bring employee groups together.*

1. **Ensure that Employee Demographics Reflect the Student Demographics.** Employees’ responses to the items related to the representation of individuals from various racial and ethnic backgrounds revealed some gaps in employee perceptions that varied by race and role within the institution. Research suggests that when the demographic make-up of faculty, staff, and administrators reflects that of the student body, it leads to numerous benefits for student success, including higher graduation and retention rates (Cross & Carman, 2022; Llamas et al., 2019; Museus et al., 2016). Furthermore, students who connect with individuals from similar backgrounds are more likely to find role models, which further supports their growth (McGee et al., 2022). Therefore, the alignment between student and employee demographics is an important factor in supporting students, and some community college employees offered some recommendations about the importance of employee demographics reflecting student demographics:

*“The leadership and faculty should reflect the demographics of the population we serve. Many students and employees have never had a faculty nor a boss that understands their beliefs and culture.” – An administrator of color*

*“We need to hire more diverse individuals in positions with direct contact to students. All need to feel they belong here and have role models here.” – An administrator*



*“The top priority should be adding more diverse leaders in administrative roles.”*  
–An administrator of color

*“The institution should address the reasons why so few faculty of color are getting promoted and tenured. The institution should also address how to recruit more Latine and Black full-time faculty members.”* – A faculty of color

2. **Ensure that Supervisors are Fostering a Positive Work Environment.** Although overall perceptions of supervisory support were generally positive, there were still gaps in how employees of color and white employees perceived this support. In the qualitative component of the PACE Survey, employees suggested that periodic check-ins and regular reviews of reports to human resources could help identify and resolve potential issues early on, ensuring that all employees feel heard, valued, and safe in their workplace.

*“The institution should focus on hearing the voices of Hispanic and African Americans when they state that they are being mistreated by their direct supervisors.”* – A staff member of color

*“I would also like for there to be intermittent checks – like every three months – to see if employees are having issues with supervisors that they’re afraid to report. It should not take several years until people are just at their breaking point for someone to stick their neck out and see if anyone else will report with them to get a bullying/hostile work environment dealt with.”* – A staff member of color

3. **Increase the Number of Events that Bring Different Employee Groups Together.** Increasing the number of events that bring together people from diverse backgrounds, including community members, faculty, and staff, can enhance the institution’s efforts to improve the racial climate for all employees.

*“When thinking about promoting the institution’s diversity, I think there should be more events in which people from the community/faculty/staff can attend and take advantage to meet others from different backgrounds.”*

– An administrator of color

# How did Faculty, Staff, and Administrators at Community Colleges Perceive the Institutional Efforts to Promote Student Success?

*The data from the Student Success Question Set, a question set assessing employee perceptions of institutional efforts to promote student success, collected between fall 2019 and spring 2024, offered a detailed view of how different employee groups at community colleges perceive the institution's approach to student success. The findings reveal significant differences in how faculty, staff, and administrators view the effectiveness and priorities of student success initiatives.*

## Faculty Had a Slightly More Positive Perception of the Clarity of Pathways to Degree Completion and Their Institution's Use of Program Completion Rates as a Measure of Program Success

The data from the Student Success Question Set revealed slight statistically significant differences in perceptions regarding the clarity of pathways to degree completion. While more than 80% of faculty and staff members agreed or strongly agreed that there were clear pathways to degree completion within their institution, the agreement level was statistically lower among administrators (77%). This slight difference in perceptions may indicate gaps in how the pathways to degree completion are understood or implemented at different levels of the institution.

When evaluating the use of program completion rates as a measure of program success, 72% of faculty agreed or strongly agreed that their institution used completion rates as a metric, compared to 68.9% of staff. Although this slight difference between faculty and staff was statistically significant, the percentage of administrators (72%) agreeing or strongly agreeing did not differ statistically from that of faculty and staff. Although the difference between faculty and staff is statistically significant, it suggests only a slight variation in faculty and staff perceptions of using program completion rates as a measure of student success.

## Employee Groups Perceived Institutional Approaches to Promote Student Success Differently

This section draws on data from two items in the Student Success Question Set, assessing employee perceptions of the institutional efforts to disaggregate data to evaluate program effectiveness for different student groups and efforts to use systematic processes for identifying at-risk students. For the item assessing whether the institution disaggregates data to evaluate how programs serve various student groups, staff demonstrated a statistically lower level of agreement compared to faculty and administrators, while the difference between faculty and administrators was not statistically significant. Specifically, 59% of faculty, 60% of administrators, and 55% of staff members agreed or strongly agreed that their institution disaggregated data to evaluate how programs serve various student groups. This might indicate a communication gap or a potential need for greater involvement of staff in data-informed decision-making processes related to student success.

The item, “There is a systematic process for identifying at-risk students and reaching out with appropriate interventions;” revealed significant differences in agreement levels among employee groups. Faculty had significantly higher agreement levels compared to both staff and administrators, with 70% of faculty agreeing or strongly agreeing with the statement, compared to 65% of staff and 60% of administrators. This difference may suggest that faculty, who often interact closely with students, may have closer engagement with these support mechanisms. Conversely, administrators, despite their leadership roles, perceive these processes less favorably, possibly highlighting a disconnect between administrative oversight and frontline practice.

## Three Takeaways for Community Colleges to Promote Student Success

*Community colleges can benefit from a more unified approach to data disaggregation and intervention strategies, ensuring that all employee groups are aligned in their understanding and implementation of student success initiatives.*

- 1. Develop a Common Understanding of and Commitment to Student Success Metrics and Strategies within the Institution.** There is a disparity in how different employee groups perceive the effectiveness and priorities of student success initiatives. This may still suggest a need for improved communication and alignment between faculty, staff, and administrators to ensure that all groups share a common understanding and commitment to student success strategies. Efforts should focus on bridging these gaps and fostering a unified approach to degree program effectiveness and student success.
- 2. Enhance Systematic Processes and Data-Informed Strategies to Better Support Students.** Faculty perceived that their institutions have more robust systems for disaggregating data and identifying at-risk students compared to staff and administrators. This indicates that faculty may be more involved in or aware of these processes. To improve overall effectiveness, community colleges should consider enhancing systematic processes—such as implementing clear protocols for data analysis and tracking student data—and ensuring that all employee groups are well-informed and engaged in these processes.
- 3. Foster Collaboration among Faculty, Staff, and Administrators.** The differences in perceptions among faculty, staff, and administrators regarding student success suggest that fostering collaboration and shared goals between these groups could enhance the effectiveness of student success initiatives. Community colleges should consider creating regular dialogue and collaboration among faculty, staff, and administrators to align strategies, share insights, and address any misalignments in perceptions or practices.

# Conclusion

The PACE Climate Survey findings from fall 2019 to spring 2024 offer a comprehensive view of the evolving campus climate at community colleges, particularly during the unique challenges posed by the COVID-19 pandemic. The findings reveal a complex interplay of perceptions across different employee groups and highlight both progress and persistent challenges. To address these issues and build on the progress made, several key actions are recommended for community colleges. First, institutions should regularly communicate and integrate their mission into daily operations, particularly during crises, to maintain focus. Furthermore, addressing structural challenges involves improving communication channels, streamlining decision-making processes, and

focusing on organizational development to strengthen institutional structure. Promoting a supportive environment for all employees should be a priority, with targeted initiatives to address the unique challenges faced by employees of color and nonbinary/gender queer employees. Ensuring that employee demographics reflect student demographics and fostering a positive work environment through supervisory relationships is also important. Lastly, fostering collaboration across all employee groups regarding student success metrics and strategies can enhance the effectiveness of student success initiatives. By implementing these recommendations, community colleges can create a more supportive and effective environment for all employees and students.



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# Appendix A: Data Analysis

## How Did We Calculate the Climate Factor Means?

For each climate factor, we calculate the mean of the means for each individual respondent. In other words, for a climate factor like Institutional Structure, we first calculate each respondent's average score across all Institutional Structure items and then take the average of these individual means to determine the overall climate factor mean. This method ensures that each respondent contributes equally to the overall mean, regardless of how many items they answered within the factor. By using this mean of means approach, we avoid giving more weight to respondents who answered more items, ensuring that each respondents' contribution to the overall mean is weighted the same.

## How Did We Address the Research Questions in This Report?

We used IBM SPSS 29 to analyze the data.

To examine how the PACE Climate Survey and Climate Factor trends evolved from fall 2019 to spring 2024, we assessed changes in overall climate and climate factor means across this period. We utilized Welch's ANOVA to explore mean differences in the PACE Survey overall climate scores and climate factor means across the years from fall 2019 to spring 2024. In addition, we conducted Scheffe post hoc tests to identify significant differences between groups.

To examine differences in campus climate perceptions across employee groups, we applied appropriate statistical tests based on the number of groups being compared:

- For demographic mean comparisons involving two groups (e.g., part-time vs. full-time employees), we conducted t-tests to assess whether significant differences existed between these groups.
- For demographic comparisons involving more than two groups, we used Welch's ANOVA, which is suited for unequal variances, to identify any significant differences among the groups. Scheffe post hoc tests were used alongside Welch's ANOVA to identify significant differences between groups.

To explore variations in employees' perceptions of racial campus climate, we used cross-tabulations to examine how perceptions of campus climate differed based on personnel classification (i.e., faculty, staff, administrator) and racial identity (employees of color vs. white employees). In these analyses, the agreement scale for all items has been collapsed into three categories: 'agree' (combining agree and strongly agree), 'neither agree nor disagree,' and 'disagree' (combining disagree and strongly disagree). We applied z-tests of column proportions with the Bonferroni adjustment to identify any significant differences between these groups.

To examine differences in perceptions of student success initiatives across various personnel classifications (i.e., faculty, staff, administrators), we utilized cross-tabulations. We then applied z-tests of column proportions with the Bonferroni adjustment to identify and assess significant differences among the groups.

# Appendix B: Tables

**Table 1**

*The Number and Percentage of Respondents by Personnel Classification*

Personnel Classification	N	%
Faculty	20947	42.4
Administrator	5930	12
Staff	22562	45.6
Total	49439	100

**Table 2**

*The Number and Percentage of Respondents by Full-time/Part-time Status*

Status	N	%
Full-time	39230	79.8
Part-time	9958	20.2
Total	49188	100

**Table 3**

*The Number and Percentage of Respondents by Racial/Ethnic Identity*

Racial/Ethnic Identity	N	%
Hispanic/Latina/o/x	3980	8.3
Alaska Native or American Indian	361	0.8
Asian	1274	2.6
African American or Black	3887	8.1
Native Hawaiian or Pacific Islander	90	0.2
White	33988	70.7
Two or more races	2138	4.4
Middle Eastern or North African	185	0.4
Prefer to self-describe	2193	4.6
Total	48096	100

**Table 4***The Number and Percentage of Respondents by Gender*

Gender	<i>N</i>	%
Man	15855	33
Woman	30404	63.3
Non-binary	142	0.3
Genderqueer/Gender non-conforming	214	0.4
Prefer to self-describe	1382	2.9
Total	47997	100

**Table 5***The Number and Percentage of Respondents by Institution Size\**

Institution Size	<i>N</i>	%
Very Small (Under 1,000 enrolled)	161	0.3
Small (1,000 - 4,999 students enrolled)	16237	29.8
Medium (5,000 - 9,999 students enrolled)	10858	19.9
Large (10,000 - 19,999 students enrolled)	20370	37.4
Very Large (20,000 or more students enrolled)	6897	12.6
Total	54523	100

Note. The Size comparison group is derived from the total number of students enrolled for credit.

**Table 6***The Number and Percentage of Respondents by Institutional Locale\**

Locale	<i>N</i>	%
City	29946	54.9
Suburb	12685	23.3
Town	6569	12
Rural	5323	9.8
Total	54523	100

Note. The Locale comparison group is a compressed version of The Integrated Postsecondary Education Data System's (IPEDS) Degree of Urbanization variable. Locale codes are based on an institution's physical address and identify the geographic status of a school.



**Table 7***The Number and Percentage of Respondents by Institution Degree Type\**

Degree Type	N	%
High Transfer	15331	28.2
Mixed Transfer	19092	35.1
High Career	12902	23.7
Baccalaureate/Associate's Colleges	6762	12.4
Baccalaureate and Higher	363	0.7
Total	54450	100

Note. The Degree Type comparison group is a compressed version of the Carnegie Classification basic classification description. The institutions are sorted into categories based on three factors: disciplinary focus (e.g., transfer, career and technical, or mixed), dominant student type (e.g., traditional, nontraditional, or mixed), and types of degrees conferred (e.g., associate's, bachelor's).

**Table 8***PACE Climate Survey Climate Factor Means and Overall Mean by Year*

	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024
Institutional Structure	3.60	3.65 <sup>^</sup>	3.48	3.52	3.40
Supervisory Relationships	3.94	4.00 <sup>^^</sup>	3.92	4.00	3.94
Teamwork	4.01	4.06 <sup>^^</sup>	4.00	4.05	4.02
Student Focus	4.14	4.17 <sup>^^^</sup>	4.06	4.11	4.03
PACE Survey Overall	3.88	3.93 <sup>^</sup>	3.82	3.87	3.79

<sup>^</sup>p<.001, the mean difference is statistically significant from all other years

<sup>^^</sup> p<.001, the mean difference is statistically significant from 2020, 2022, and 2024

<sup>^^^</sup> p<.001, the mean difference is statistically significant from 2022, 2023, and 2024

**Table 9***Climate Factor and PACE Overall Means by Personnel Classification, 2019-2024*

Climate Factor	Personnel Classification	<i>N</i>	<i>M</i>	<i>SD</i>
Institutional Structure	Faculty	20916	3.52	.97
	Administrator	5925	3.61	.85
	Staff	22522	3.54	.88
	Total	49363	3.54	.91
Student Focus	Faculty	20918	4.14	.67
	Administrator	5923	4.13	.60
	Staff	22507	4.09	.63
	Total	49348	4.12	.64
Supervisory Relationships	Faculty	20916	3.94	.87
	Administrator	5924	4.06	.79
	Staff	22522	3.96	.85
	Total	49362	3.97	.85
Teamwork	Faculty	20855	3.97	.96
	Administrator	5922	4.22	.75
	Staff	22498	4.04	.90
	Total	49275	4.04	.91
PACE Survey Overall	Faculty	20919	3.86	.77
	Administrator	5925	3.95	.66
	Staff	22530	3.86	.72
	Total	49374	3.87	.74

**Table 10***Welch's ANOVA Statistic for PACE Climate Factor and Overall Means by Personnel Classification, 2019-2024*

	<i>Welch's F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Institutional Structure	27.07	2	17080.66	<.001
Student Focus	44.10	2	17099.50	<.001
Supervisory Relationships	51.10	2	17164.99	<.001
Teamwork	223.51	2	18085.84	<.001
PACE Survey Overall	45.58	2	17346.83	<.001

**Table 11***Group Differences of PACE Climate Factor and Overall Means by Personnel Classification, 2019-2024*

	Personnel Classification	Comparison	Mean Difference
Institutional Structure	Faculty	Administrator	-.09 <sup>***</sup>
		Staff	-.02
	Administrator	Faculty	.09 <sup>***</sup>
		Staff	.07 <sup>***</sup>
	Staff	Faculty	.02
		Administrator	-.07 <sup>***</sup>
Student Focus	Faculty	Administrator	.02
		Staff	.06 <sup>***</sup>
	Administrator	Faculty	-.02
		Staff	.04 <sup>***</sup>
	Staff	Faculty	-.06 <sup>***</sup>
		Administrator	-.04 <sup>***</sup>
Supervisory Relationships	Faculty	Administrator	-.12 <sup>***</sup>
		Staff	-.02 <sup>*</sup>
	Administrator	Faculty	.12 <sup>***</sup>
		Staff	.10 <sup>***</sup>
	Staff	Faculty	.02 <sup>*</sup>
		Administrator	-.10 <sup>***</sup>
Teamwork	Faculty	Administrator	-.25 <sup>***</sup>
		Staff	-.07 <sup>***</sup>
	Administrator	Faculty	.25 <sup>***</sup>
		Staff	.18 <sup>***</sup>
	Staff	Faculty	.07 <sup>***</sup>
		Administrator	-.18 <sup>***</sup>
PACE Survey Overall	Faculty	Administrator	-.09 <sup>***</sup>
		Staff	-.00
	Administrator	Faculty	.09 <sup>***</sup>
		Staff	.09 <sup>***</sup>
	Staff	Faculty	.00
		Administrator	-.09 <sup>***</sup>

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

**Table 12***PACE Climate Factor and Overall Means by Full-time/Part-Time Status, 2019-2024*

	Status	<i>N</i>	<i>M</i>	<i>SD</i>
Institutional Structure	Full-time	39171	3.46	.90
	Part-time	9942	3.86	.88
Student Focus	Full-time	39157	4.08	.63
	Part-time	9942	4.25	.66
Supervisory Relationships	Full-time	39174	3.94	.85
	Part-time	9941	4.09	.84
Teamwork	Full-time	39148	4.02	.91
	Part-time	9877	4.12	.91
PACE Survey Overall	Full-time	39179	3.82	.72
	Part-time	9946	4.06	.75

**Table 13***Climate Factor Mean and PACE Overall Mean differences by Full-Time/Part-Time Status, 2019-2024*

		<i>Levene's Test for Equality of Variances</i>				One-sided	Two-sided	Cohen's
		<i>F</i>	<i>p</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>p</i>	<i>d</i>
Institutional Structure	Equal variances assumed	33.26	<.001	-39.80	49111	<.001	<.001	-.45
	Equal variances not assumed			-40.46	15703.029	<.001	<.001	
Student Focus	Equal variances assumed	53.23	<.001	-22.86	49097	<.001	<.001	-.26
	Equal variances not assumed			-22.17	14833.812	<.001	<.001	
Supervisory Relationships	Equal variances assumed	.43	.51	-15.60	49113	<.001	<.001	-.20
	Equal variances not assumed			-15.71	15514.141	<.001	<.001	
Teamwork	Equal variances assumed	2.57	.11	-9.58	49023	<.001	<.001	-.13
	Equal variances not assumed			-9.61	15300.896	<.001	<.001	
PACE Survey Overall	Equal variances assumed	23.40	<.001	-28.35	49123	<.001	<.001	-.32
	Equal variances not assumed			-27.67	14934.254	<.001	<.001	

**Table 14***Climate Factor Means and PACE Overall Mean by Aggregated Race/Ethnicity, 2019-2024*

	Two racial categories	<i>N</i>	<i>M</i>	<i>SD</i>
Institutional Structure	Employees of Color	14088	3.51	.97
	White	33955	3.56	.89
Student Focus	Employees of Color	14087	4.05	.71
	White	33942	4.15	.61
Supervisory Relationships	Employees of Color	14091	3.92	.91
	White	33953	4.00	.82
Teamwork	Employees of Color	14072	3.97	.96
	White	33886	4.07	.89
PACE Survey Overall	Employees of Color	14091	3.82	.79
	White	33961	3.90	.70

Note. Employees of Color include those who indicated they identified as: "Hispanic/Latina/o/x," "Alaska Native or American Indian," "Asian," "African American or Black," "Native Hawaiian or Pacific Islander," "Two or more races," "Middle Eastern or North African," or "Prefer to self-describe."

**Table 15***Climate Factor Mean and PACE Overall Mean Differences Aggregated Race/Ethnicity, 2019-2024*

		<i>Levene's Test for Equality of Variances</i>				One-Sided	Two-Sided	Cohen's
		<i>F</i>	<i>p</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>p</i>	<i>d</i>
Institutional Structure	Equal variances assumed	187.04	<.001	-5.35	48041	<.001	<.001	-.05
	Equal variances not assumed			-5.17	24408.861	<.001	<.001	
Student Focus	Equal variances assumed	261.22	<.001	-14.72	48027	<.001	<.001	-.15
	Equal variances not assumed			-13.85	23193.191	<.001	<.001	
Supervisory Relationships	Equal variances assumed	155.11	<.001	-9.70	48042	<.001	<.001	-.10
	Equal variances not assumed			-9.32	24220.340	<.001	<.001	
Teamwork	Equal variances assumed	93.85	<.001	-11.76	47956	<.001	<.001	-.12
	Equal variances not assumed			-11.40	24588.915	<.001	<.001	
PACE Survey Overall	Equal variances assumed	256.51	<.001	-10.64	48050	<.001	<.001	-.11
	Equal variances not assumed			-10.12	23734.237	<.001	<.001	

**Table 16***Climate Factor Means and PACE Overall Means by Gender, 2019-2024*

		<i>N</i>	<i>M</i>	<i>SD</i>
Institutional Structure	Men	15836	3.60	.93
	Women	30376	3.56	.88
	Nonbinary/Genderqueer/ Gender non-conforming/ Prefer to self-describe	1734	2.91	.95
	Total	47946	3.55	.91
Student Focus	Men	15830	4.13	.66
	Women	30369	4.14	.62
	Nonbinary/Genderqueer/ Gender non-conforming /Prefer to self-describe	1733	3.75	.76
	Total	47932	4.12	.64
Supervisory Relationships	Men	15837	4.00	.85
	Women	30376	4.00	.83
	Nonbinary/Genderqueer/ Gender non-conforming/ Prefer to self-describe	1734	3.50	1.00
	Total	47947	3.98	.85
Teamwork	Men	15814	4.07	.89
	Women	30320	4.06	.90
	Nonbinary/Genderqueer/ Gender non-conforming/ Prefer to self-describe	1730	3.60	1.09
	Total	47864	4.04	.91
PACE Survey Overall	Men	15842	3.91	.75
	Women	30379	3.90	.70
	Nonbinary/Genderqueer/ Gender non-conforming/ Prefer to self-describe	1734	3.38	.81
	Total	47955	3.88	.73



**Table 17***Climate Factor Mean and PACE Overall Mean Differences by Gender, 2019-2024*

	<i>Welch's F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Institutional Structure	410.57	2	4643.78	<.001
Student Focus	215.32	2	4575.43	<.001
Supervisory Relationships	200.24	2	4586.91	<.001
Teamwork	156.27	2	4580.41	<.001
PACE Survey Overall	340.42	2	4606.95	<.001

**Table 18***Group Differences of Climate Factor Means and PACE Overall Means by Gender, 2019-2024*

	Gender	Comparison	Mean Difference
Institutional Structure	Men	Women	.03**
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.68***
	Women	Men	-.03**
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.65***
	Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	Men	-.68***
		Women	-.65***
Student Focus	Men	Women	-.00
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.38***
	Women	Men	.00
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.38***
	Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	Men	-.38***
		Women	-.38***
Supervisory Relationships	Men	Women	.00
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.49***
	Women	Men	-.00
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.49***
	Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	Men	-.49***
		Women	-.49***
Teamwork	Men	Women	.01
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.47***
	Women	Men	-.01
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.46***
	Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	Men	-.47***
		Women	-.46***
PACE Survey Overall	Men	Women	.01
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.53***
	Women	Men	-.01
		Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	.51***
	Nonbinary/Genderqueer/Gender non-conforming/Prefer to self-describe	Men	-.53***
		Women	-.51***

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

**Table 19***Racial Climate Question Set Item Group Comparisons by Aggregated Race/Ethnicity, 2019-2024*

Item	Percent indicating "Agree" or "Strongly Agree" among		Significant Difference ( $p < .001$ )
	Employees of Color	White Employees	
"My institution is a racially and ethnically inclusive environment"	65	73	*
"My supervisor/chair treats all employees equally regardless of racial/ethnic background"	81	88	*
"My supervisor/chair is open to the views of people from racially and ethnically diverse backgrounds"	82	88	*
"People of different racial/ethnic backgrounds are well-represented among faculty"	56	58	*
"People of different racial/ethnic backgrounds are well-represented among staff"	60	61	
"People of different racial/ethnic backgrounds are well-represented among institutional leadership"	55	57	*
"My institution prioritizes the educational persistence of students from diverse racial/ethnic backgrounds"	66	74	*

**Table 20***Racial Climate Question Set Item Group Comparisons by Personnel Classification, 2019-2024*

	Percent indicating "Agree" or "Strongly agree" among		
	Faculty (F)	Administrators (A)	Staff (S)
"People of different racial/ethnic backgrounds are well-represented among faculty"	59 <sup>A</sup>	41 <sup>FS</sup>	60 <sup>A</sup>
"People of different racial/ethnic backgrounds are well-represented among staff"	61 <sup>A</sup>	53 <sup>FS</sup>	62 <sup>A</sup>
"People of different racial/ethnic backgrounds are well-represented among institutional leadership"	57 <sup>A</sup>	49 <sup>FS</sup>	57 <sup>A</sup>
"My institution prioritizes the educational persistence of students from diverse racial/ethnic backgrounds"	73 <sup>A</sup>	69 <sup>FS</sup>	71 <sup>A</sup>

Note. Superscripts indicate significant differences between groups at  $p < .001$ . F=Faculty, A=Administrator, S=Staff.

**Table 21***Student Success Question Set Item Comparisons by Personnel Classification, 2019-2024*

	Percent indicating "Agree" or "Strongly agree" among		
	Faculty (F)	Administrators (A)	Staff (S)
"This institution identifies clear pathways to degree completion"	83 <sup>AS</sup>	77 <sup>F</sup>	8 <sup>F</sup>
"This institution uses completion rates as a metric for program success"	72 <sup>S</sup>	72	69 <sup>A</sup>
"This institution disaggregates its data to show how programs serve different groups of students"	59 <sup>S</sup>	60 <sup>S</sup>	55 <sup>FA</sup>
"There is a systematic process for identifying at-risk students and reaching out with appropriate interventions"	70 <sup>AS</sup>	60 <sup>FS</sup>	65 <sup>FA</sup>

Note. Superscripts indicate significant differences between groups at  $p < .001$ . F=Faculty, A=Administrator, S=Staff.

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