



**Personal Assessment of the College
Environment Employee Climate Survey
Fall 2018 PACE**

***Comprehensive analysis of recent findings regarding
the state of employee satisfaction at Illinois Valley
Community College***

Office of Institutional Research

May, 2019

Abstract

Illinois Valley Community College has been administering the PACE Employee Climate Survey since 2006 when it was first administered via paper and pencil format. Results indicate overall satisfaction with the College's working environment, yet issues pertaining to Institutional Structure remain.

Matthew P. Suerth
Matt_Suerth@ivcc.edu

PACE Employee Climate Satisfaction Survey
Illinois Valley Community College
Fall 2018, Survey Findings

Office of Institutional Research
May, 2019

The Personal Assessment of the College Environment (PACE) survey has a long history at Illinois Valley Community College (IVCC). It was first administered in 2006 as a way to assess IVCC employees' perceptions of and satisfaction with the College's institutional climate. Since then, PACE has been administered every three years in the fall term with fall 2018 being the most recent implementation.

According to the National Initiative for Leadership and Institutional Effectiveness (NILIE), the academic organization that administers the PACE, which is 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."

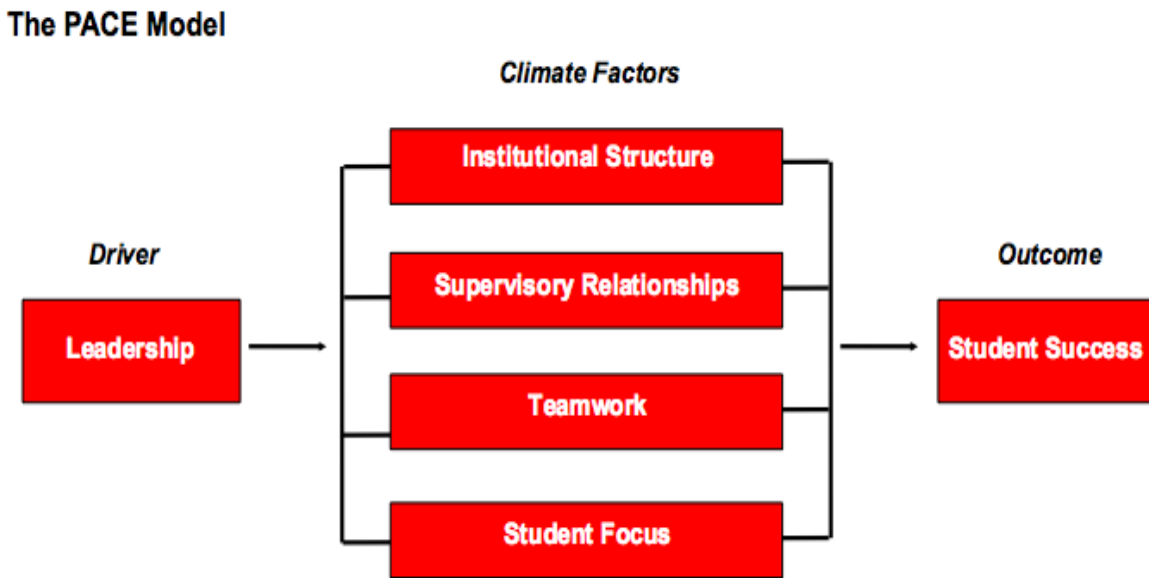
The PACE Employee Survey defines the following climate factors at an institution:

- The **Institutional Structure** climate factor 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 within teams.
- The **Student Focus** climate factor considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors.

The National Initiative for Leadership and Institutional Effectiveness (NILIE) indicates that, "PACE is based on an *evidence-based model* (Figure 1) that demonstrates that the leadership of an institution motivates 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, the PACE comparison groups, and IVCC’s previous 2015 administration of the PACE.

Figure 1
PACE Model



Source: IVCC 2018 PACE Report Personnel Classification Report, the PACE Model.

The PACE model formula is straight forward: College Leadership drives four Climate Factors which in turn produce Outcomes which help set the stage for Student Success 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, 2018, the Personal Assessment of the College Environment (PACE) survey was administered to 360 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, 225 (62.5 percent) completed the on-line survey and successfully submitted the instrument for analysis. Respondents were given the opportunity to complete a

qualitative section which solicited written responses. Of the 225 IVCC employees who completed the PACE survey, 141 (62.4 percent) provided written comments. Both response rates are considered excellent and give high confidence that the results accurately reflect IVCC employee sentiment as of fall 2018.

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's 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 more personal relationship with students by way of classroom interactions. Thus, each groups' scores can be taken individually or combined to give a more complete picture of the institutional climate at IVCC during the fall 2018 semester.

Active full and part-time employees as of fall 2018 completed a 46-item PACE instrument organized into four climate factors: *Institutional Structure*, *Student Focus*, *Supervisory Relationships*, and *Teamwork*. They were also asked to complete a qualitative section, and a customized section designed specifically for IVCC 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 IVCC included 58 total items and two qualitative questions. The 2018 survey was altered slightly by PACE from the 2015 instrument, so some items may not be comparable between survey years.

Overall Climate Factor Scores

An analysis of Climate Factors by Employee Classification represents the best way to understand the general climate at IVCC. Table 1 depicts the overall mean climate score as well as individual employee classification sub-group scores. Faculty (n=112) responded with the highest aggregate number of participants, followed by Staff (n=87) and Administrators (n=20). Faculty numbers 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 (95 percent), but they constitute the smallest number of employees per group with just 21 individuals. Administrators consist of top and middle-level managers who oversee academic, business and student services' functions while supervising the day-to-day operation of the College.

The Official PACE Report consists of six separate statistical reports designed to display and help interpret the results in a number of ways. This comprehensive report is meant to reduce the considerable volume of information to a digestible format while still conveying the central findings in a

straight forward analysis that guides the reader through PACE’s findings and encourages the reader to visit and review the larger survey components. Such a review may explain the broader complexity involved in measuring institutional climate and the even more complex task of explaining the results.

A review of Table 1: Climate Factor Means by Personnel Classification, provides a quick general overview of fall 2018 PACE findings. The Climate Factor, *Student Focus* (M=4.08), yields the highest Overall mean score followed by *Teamwork* (M=3.93), *Supervisory Relationships* (M=3.92), and *Institutional Structure* (M=3.44). The Overall Factor mean score (M=3.80) is below 4.00. Not surprisingly, climate factor rankings within employee sub-groups differ depending on employee personnel classification. As mentioned previously, IVCC personnel experience the college climate in different ways, so it is not surprising to see this in the individual climate factor rankings. In their individual rankings, Faculty rate *Student Focus* highest (M=4.15), while Staff (M=4.00) rank it second highest followed by Administrators (M=4.08) who ranked it third highest thus reflecting each group’s priorities. *Institutional Structure* individual ranks are in reverse order within sub-groups. Faculty rank it lowest (M=3.34), followed by Staff (M=3.49), while Administrators (M=3.88) rank it highest in their employee classification.

Table 1. Climate Factor Means by Personnel Classification

Climate Factor	Overall		Faculty		Administrator		Staff	
	Mean	N	Mean	N	Mean	N	Mean	N
Overall	3.80	112	3.74	20	4.08	87	3.83	
Institutional Structure	3.44	112	3.34	20	3.88	87	3.49	
Student Focus	4.08	112	4.15	20	4.08	87	4.00	
Supervisory Relationships	3.92	112	3.82	20	4.29	87	3.97	
Teamwork	3.93	112	3.75	20	4.17	87	4.11	

Source: IVCC 2018 PACE Personnel Classification Report, Table 5. Climate Factors by Personnel Classification

Interestingly, *Teamwork’s* ranking seems to follow an established hierarchy. Administrators (M=4.17), who lead the institution, top the mean ranking scale followed by Staff (M=4.11), who by their nature work in collaborative environments as part of their job classifications, and then faculty (M=3.75), who work more autonomously. *Supervisory Relationships* follows a similar top down hierarchy in its ranking: Administrators (M=4.29) rank highest, followed by Staff (M=3.97), and, finally, Faculty (M=3.82).

Institutional Structure Item Mean Scores

Institutional Structure item factors consists of 15 climate 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. For brevity's sake, only a few individual items will be discussed in this and the following mean score factor sections. 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 3.365, comprising Faculty (M=3.157), Staff (M=3.482), and Administrators (M=4.050). The extent to which, "*information is shared within the institution,*" rated an Overall mean of 3.180, comprising Faculty (M=3.101), Staff (M=3.172), and Administrators (M=3.750). A similar statement such as, "*I am able to appropriately influence the direction of this institution,*" rated a lower Overall mean of 3.038, comprising Faculty (M=2.935), Staff (M=3.052), and Administrators (M=3.700). Asked if, "*open and ethical communications is practiced at this institution,*" all employees rated an Overall mean of 3.270, comprising Faculty (M=3.135), Staff (M=3.337) and Administrators (M=3.900). The response to whether, "*a spirit of cooperation exists at this institution [IVCC],*" yielded an Overall mean of 3.285, comprising Faculty (M=3.198), Staff (M=3.372), and Administrators (M=3.450). And finally, when asked if, "*I have the opportunity for advancement within this institution,*" all employees responded with an Overall mean of 3.227, comprising Staff (M=2.988), Faculty (M=3.354), and Administrators (M=3.737).

The selected sample responses indicate that faculty generally rate IVCC lowest on *Institutional Structure* items. Similarly, staff members rate *Institutional Structure* below other categories. Their low mean response to the career advancement statement notably indicates an area for continued improvement. Opportunities in this area include Human Resources', '*Job shadowing*' program, implemented after the 2015 administration, which are available to all staff who wish to explore career advancement by previewing higher level positions alongside senior level employees currently in those positions. The complete list of all 15 *Institutional Structure* items is available in IVCC 2018 PACE Personnel Classification Report, Table 6. Institutional Structure Item Means by Personnel Classification.

Supervisory Relationships Focus Item Mean Scores

Supervisory Relationships item factors consists of 13 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 expresses confidence in my work,*" the Overall mean satisfaction response measured 4.295, comprising Faculty (M=4.207), Staff (M=4.310), and Administrators

(M=4.750). These are all strong ratings and indicate a high degree of satisfaction with the immediate supervisor's confidence in an employee's work performance. PACE provides 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 nearly identical with means of 3.864 and 3.874, respectively. Faculty, Staff, and Administrator ratings contain nearly identical satisfaction levels as well, with 3.703, 4.200 and 3.965 mean scores, respectively. When asked if, "my supervisor seriously considers my ideas," a range of responses were given. Respondents answered with an Overall mean satisfaction of 4.027, comprising Faculty (M=3.865), Staff (M=4.138), and Administrators (M=4.500).

The final question, which coincidentally 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 mean Overall satisfaction score was the lowest (M=3.456) in the *Supervisory Relationships* focus items section. Staff (M=3.277), Faculty (M=3.527) and Administrators (M=3.900) all rated this item below 4.00 satisfaction levels. The only other focus item to receive scores below 4.00 satisfaction levels across all personnel groups is, "*unacceptable behaviors are identified and communicated to me.*" The Overall mean satisfaction response measured 3.766, comprising Staff (M=3.811), Administrators (M=3.789), and Faculty (M=3.740).

The sample of responses selected indicates moderate to high satisfaction with the way IVCC 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. The complete list of all 13 *Supervisory Relationships* items is available in the IVCC 2018 PACE Personnel Classification Report, Table 8. *Supervisory Relationships Item Means by Personnel Classification*.

Teamwork Focus Item Mean Scores

Teamwork item factors consists of 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 4.111, the highest mean score of the six focus items, comprising Faculty (M=3.971), Staff (M=4.233), and Administrators (M=4.421). When asked to rate satisfaction with how, "*my primary work team uses problem-solving techniques,*" employees

responded with an Overall satisfaction mean satisfaction of 3.971, the second highest focus item satisfaction score. Staff members rated, *“problem-solving techniques,”* the highest with a mean satisfaction of 4.105 followed by Administrators (M=4.050), and Faculty (M=3.848).

Transparency is important in a teamwork environment. 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 below 4.000 to a mean of 3.936, comprising Faculty (M=3.813), Administrators (M=4.000), and Staff (M=4.103). The final and perhaps most unifying statement asks whether, *“a spirit of cooperation exists in my department.”* Results reveal an Overall mean satisfaction score of 3.955, comprising Faculty (M=3.782), Staff (M=4.126) and Administrators (M=4.250).

The sample of responses indicates high satisfaction with the way IVCC focuses on and prepares employees for work team settings. Ratings were high for Administrator and Staff positions both of which had scores at or above 4.000 for five of the six *Teamwork* items. Only Faculty indicated scores below 4.000 for all six items. The complete list of all six *Teamwork* items is available in IVCC 2018 PACE Personnel Classification Report, Table 9. Teamwork Item Means by Personnel Classification.

Student Focus Item Mean Scores

Student Focus item factors consists of 12 statements. Employees are instructed to rate a range of items covering topics such as students’ needs, faculty and staff student interactions, career preparations, and student satisfaction with their educational experience while at IVCC. When asked the extent to which, *“student needs are central to what we do [at IVCC],”* on average, all employees indicated an Overall mean satisfaction of 3.942, comprising Faculty (M=3.791), Staff (M=3.977), and Administrators (M=4.450). The extent to which, *“students’ competencies are enhanced,”* received an Overall mean satisfaction rating of 3.927, comprising Staff (M=3.770), Administrators (M=3.889), and Faculty (M=4.073). When asked the extent to which, *“students receive an excellent education at this institution [IVCC],”* all employee groups returned the highest rating above 4.000 among *Student Focus* items. The mean Overall satisfaction rating of 4.224 was determined by Administrators (M=4.050), Staff (M=4.119) and Faculty (M=4.369), indicating the universal satisfaction employees achieve while educating IVCC students.

Two student preparation statements were proffered as well. First, the extent to which, *“this institution prepares students for a career,”* yielded a high Overall mean satisfaction of 4.134, comprising Staff (M=4.012), Administrators (M=4.150) and Faculty (M=4.239). And second, *“this institution prepares students for further learning,”* produced a higher Overall satisfaction mean of 4.229, comprising Administrators (M=3.900), Staff (M=4.108) and Faculty (M=4.405). And final, when asked the extent to

which, “students are satisfied with their educational experience at this institution,” respondents replied with an Overall mean satisfaction of 3.940, comprising Staff (M=3.882), Administrators (M=3.944), and Faculty (M=3.991).

The selected sample of responses indicates overall satisfaction with the manner in which IVCC focuses on and prepares its students for success in the classroom as well as after graduation. Satisfaction rankings were similar across all personnel positions with faculty routinely giving the highest ratings. The complete list of all 12 *Student Focus* items is available in the IVCC 2018 PACE Personnel Classification Report, Table 7. Student Focus Item Means by Personnel Classification.

Climate Factor Mean Comparisons: PACE Administration’s 2015 - 2018

This section focuses on comparisons between IVCC’s 2015 and 2018 administration of the PACE climate survey. As mentioned in the introduction, the PACE Climate Survey is administered every three years at IVCC during fall semesters. For the past two survey administrations, promotional steps were taken to ensure high-turnout which is intended to give employees greater confidence in, and appreciation for the survey findings. Increased participation may indicate that employees view the results as legitimate and enhances confidence that results will be taken seriously in developing the campus climate.

Table 2 displays the change in PACE Climate Factor scores between 2015 and 2018. It includes the NILIE Normative Base and Medium 2-Year comparison groups. The 2018 administration of the PACE revealed an increase in two of the four Climate Factor scores including the Overall score. The two remaining scores were virtually unchanged over the 2015 administration. The Student Focus score significantly improved over the 2015 results (n=225, p<.05). The increase is small but significant. The remaining scores, whether they decreased slightly or remained the same are indicators demonstrating small, yet continued improvements in IVCC’s general institutional climate.

Table 2. Climate Factor Means by NILIE Base Cohorts

Climate Factor	IVCC		2015			NILIE Norm Base			Medium 2-Year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	225	3.803	3.728			3.769			3.784		
Institutional Structure	225	3.438	3.281			3.470			3.477		
Student Focus	225	4.077	3.965	*	0.194	4.048			4.064		
Supervisory Relationships	225	3.918	3.929			3.826			3.839		
Teamwork	225	3.930	3.944			3.859			3.891		

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

Source: IVCC 2018 PACE Report Personnel Classification Report, Table 5. Climate Factor Means by Personnel Classification

Longitudinal Analysis

As mentioned in the introduction, the PACE Employee Satisfaction Survey has been administered at IVCC since fall 2006, so the College has a fairly lengthy history of examining its institutional climate. Table 3 displays the longitudinal variation in PACE Climate Factor mean scores since 2006, along with the most recent 2018 survey results. Included in Table 3 is the *NILIE 2018 Norm Base* score for national comparison purposes. IVCC's *Overall* mean score increased modestly between the 2006 and 2018 PACE administrations. The 2018 *Overall* mean score (M=3.80) improves upon 2006's mean of 3.66 (+.14). This represents a slight improvement (+0.07) over 2015's (M=3.73) score but it does not improve upon 2012's ratings which achieved an *Overall* mean score of 3.80. These changes are based on the previously discussed 5-point Likert-type scale which indicate IVCC has a reasonably healthy campus climate with a consistent and well-functioning academic management structure in place. IVCC's PACE Climate Factors have remained relatively stable over the intervening 12-year time frame with small, but positive improvements in its Climate Factors. Compared with *NILIE 2018 Norm Base* scores, IVCC remains slightly ahead on three of the four Climate Factors including *Overall* mean score. IVCC rates slightly below the *NILIE 2018 Norm Base* on *Institutional Structure* (M=3.44, -0.03). The difference is notable but insignificant.

Table 3. Longitudinal Analysis: PACE Climate Factor Mean Scores 2006 - 2018

PACE Climate Factors	2006	2009	2012	2015	2018	Change 2006-2018	NILIE 2018 Norm Base
Overall	3.66	3.76	3.80	3.73	3.80	0.14	3.77
Institutional Structure	3.42	3.49	3.47	3.28	3.44	0.02	3.47
Student Focus	3.88	4.02	4.04	3.97	4.08*	0.20	4.05
Supervisory Relationships	3.72	3.81	3.88	3.93	3.92	0.20	3.83
Teamwork	3.73	3.81	3.96*	3.94	3.93	0.20	3.86

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

Note: 2015 & 2018 means rounded to match 2006-2012 longitudinal scores based on the 2012 PACE Report.

Institutional Structure Item Means Comparisons Scores

This section of the PACE report examines which Climate Factors were statistically significant as measured by changes in item mean scores since the 2015 administration of the PACE. The *Institutional Structure* items that have changed since 2015 include five items which experienced statistically significant changes over this time period. For instance, the extent to which, "decisions are made at the

appropriate level at this institution,” significantly increased its satisfaction score from 3.079 to 3.365 ($n=219, p<.05$). When asked the extent to which the, *“administrative leadership is focused on meeting the needs of students,”* a significant increase was revealed as well. Satisfaction scores increased from 3.472 to 3.714 ($n=224, p<.05$). When asked the extent to which, *“information is shared within the institution,”* a significant increase was discovered as well. Satisfaction scores improved from 2.926 to 3.180 ($n=222, p<.05$).

Refreshingly, IVCC’s communication practices experienced a statistically significant increase. When asked the extent to which, *“open and ethical communication is practiced at this institution,”* the satisfaction score improved from 2.995 to 3.270 ($n=222, p<.05$). The final *Institutional Structure* item that experienced a significant improvement focused on the extent to which, *“institution-wide policies guide my work,”* which experienced an increase from 3.493 to 3.731 ($n=222, p<.05$). Of the 15 Institutional Structure items, all but one experienced at least some small increase in their satisfaction levels. The only item not to experience an increase is the last item, *“my work is guided by clearly defined administrative processes,”* which experienced a small decrease from 3.581 to 3.495. This change is not significant and may be attributed to random variation in survey responses.

The observed results, while significant in one-third of factor items, are small, yet point to shifts in employee perceptions and represent increases in Overall satisfaction. However, the results do not represent changes in satisfaction within different employment categories which was not examined in the official PACE Report.

Supervisory Relationships Item Means Comparisons Scores

Changes to *Supervisory Relationships* Focus items were minimal. Of the 13 items in this category, only two demonstrated a statistically significant change in satisfaction scores. The first focus item, *“my supervisor expresses confidence in my work,”* decreased from 4.470 to 4.295 ($n=224, p<.05$). This is the first significant decrease since 2015.

The second item experiencing a statistically significant improvement questioned the extent to which, *“professional development and training opportunities are available,”* which increased from 3.163 to 3.456 ($n=217, p<.05$). This increase is encouraging since professional development opportunities lag in satisfaction in the other climate factors. Despite continued dissatisfaction as measured by low satisfaction scores, the College is making incremental improvements that will hopefully bring about a better climate scores in this area. The remaining 11 items stayed relatively unchanged with most declining by small amounts.

Teamwork Item Means Comparisons Scores

All changes to *Teamwork* Focus items 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. In fact, numerically, the statistical results hardly moved between years. *Teamwork* focus items appear stable. Overall focus Item satisfaction means are relatively high and range from 3.853 to 4.111 points.

Student Focus Item Means Comparisons Scores

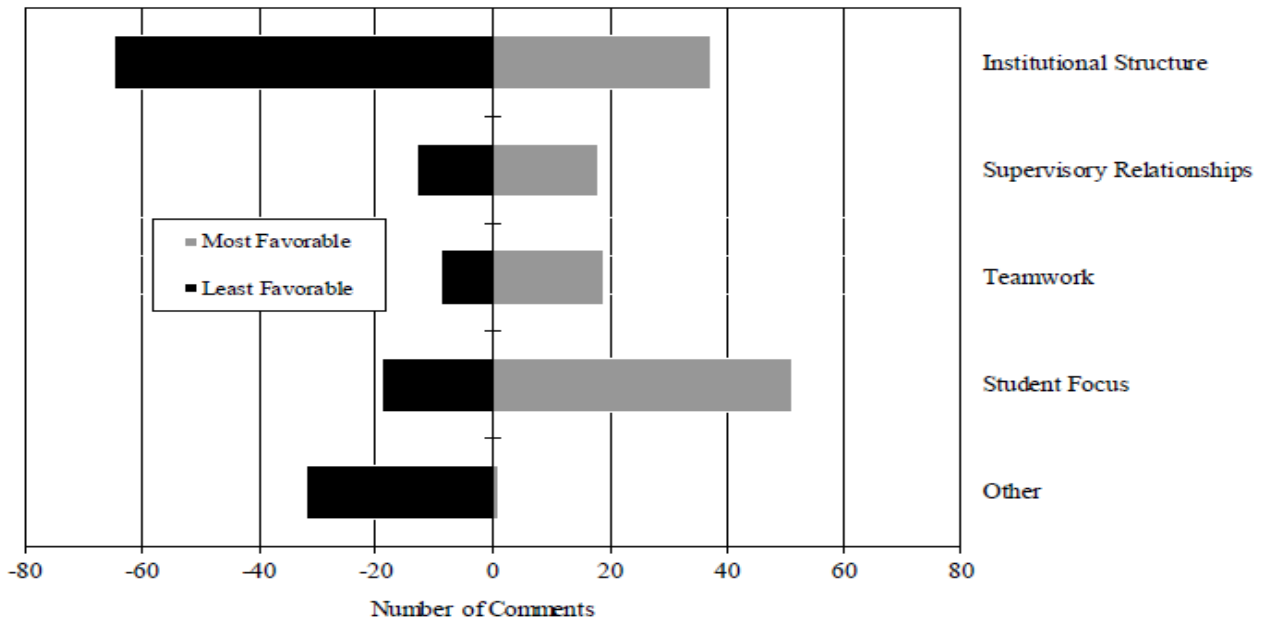
Changes to *Student Focus* items were minimal. Of the 12 items in this category, only one demonstrated a statistically significant increase in its satisfaction score. Specifically, the extent to which, “*student ethnic and cultural diversity are important at this institution,*” increased from 3.761 to 3.963 ($n=219, p<.05$). The remaining 11 items increased insignificantly or remained virtually unchanged. Only one dropped an insignificant amount.

PACE Qualitative Analysis

The PACE survey allows respondents the opportunity to leave written responses covering areas of the institution they find most favorable and least favorable. Respondents were eager to give their thoughts and did so at high rates. In their responses, of the 225 IVCC employees that completed the online survey, 141 (62.3 percent) provided written comments. The high response rate suggests a keen employee interest in helping IVCC better understand the college environment as they see it. 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 with the exception of a fifth category titled “Other,” which consisted of mostly all negative comments. According to Figure 2, *Institutional Structure* received more negative comments than positive ones by a two-to-one margin. *Supervisory Relationships* and *Teamwork* received more positive than negative replies by an almost a two-to-one margin. And finally, *Student Focus* received the most positive comments by a ratio of greater than two-to-one with 50 positive comments to fewer than 20 negative comments.

Clearly, IVCC employees are passionate about the College. They voice concerns about the *Institutional Structure*, yet they feel positive about the more immediate nature of their jobs with regards to *Supervisory Relationships*, *Teamwork* and, most of all, the College’s commitment to ensuring *Student Focus* remains at the forefront of everything the College does.

Figure 2. Illinois Valley Community College Qualitative Response Rates



Note: Adapted from Herzberg, F. (1982). The managerial choice: To be efficient and to be human (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Source: IVCC 2018 PACE Report Personnel Classification Report, Qualitative Response Rates.

PACE Custom Report Analysis

PACE produces a Custom Report based on ten IVCC customized questions. The questions pertain to issues of particular interest to the College and have been asked over several years. Table 3 compares results from 2018 with 2015. The comparison highlights significant improvements between years in five questions. According to Table 3, Custom Item Mean Comparisons, the College has improved in areas related to “...satisfaction with the overall administrative leadership of the college” ($n=222, p<.05$), “IVCC analyzes relevant data before making decisions” ($n=204, p<.05$), “employees are involved in determining and improving performance measures” ($n=212, p<.01$), “IVCC is actively concerned about improving quality” ($n=219, p<.05$), and finally, “IVCC employs strategic planning effectively” ($n=210, p<.05$).

Table 4. Custom Item Mean Comparisons

IVCC 2018 compared with:

Custom Items		IVCC		2015		
		N	Mean	Mean	Sig.	Effect Size
<i>The extent to which...</i>						
1	I am satisfied with the overall administrative leadership of the college	222	3.279	3.023	*	0.195
2	there is a positive relationship among faculty/staff/administration	219	2.854	2.848		
3	members of the Board of Trustees appropriately exercise their responsibilities	200	3.330	3.114		
4	the college's decisions and actions are consistent with its core values	221	3.281	3.074		
5	IVCC analyzes relevant data before making decisions	204	3.181	2.892	*	0.234
6	IVCC regularly evaluates its academic programs for students	204	3.667	3.513		
7	IVCC regularly evaluates its departmental services for students	202	3.639	3.464		
8	employees are involved in determining and improving performance measures	212	3.387	3.087	**	0.273
9	IVCC is actively concerned about improving quality	219	3.621	3.385	*	0.208
10	IVCC employs strategic planning effectively	210	3.324	2.980	**	0.286

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

Source: IVCC 2018 PACE Custom Report, Table 2. Custom Item Mean Comparisons

These statistically significant increases indicate good progress is being made improving IVCC's leadership strategies, which include analyzing data before making decisions and involving employees with improving performance measures; the administration is demonstrating that it is actively concerned with improving quality, and, finally, IVCC is employing strategic planning effectively. All changes are improvements since 2015 and should be positively noted.

Conclusions

The 2018 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 2018. The high participation rate helped yield some surprising insights along with encouraging news. 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 IVCC'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 position, 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. Finally, those who perform support functions, tend to have the highest regard for *Teamwork*.

Assessing IVCC's Progress and Highlight Areas for Growth

Results indicate that progress is being made on several fronts since the 2015 administration: Decisions are being made at the appropriate level at Illinois Valley Community College; Administrative leadership is focused on meeting the needs of students, and information is better shared within the institution. IVCC's communication practices experienced a statistically significant increase while institution-wide policies continue to guide employees' work performance.

Areas in Need of Change or Improvement

Results indicate the most compelling area in need of continued monitoring is *Institutional Structure*. Faculty voice their greatest concern in this Climate Factor; however, improvement between surveys is evident.

Set the Stage for Improvement to Campus Climate

Finally, the administration should continue to consult the PACE findings, as a means of developing improvement strategies for the overall climate. This will give employees confidence that the PACE results are taken seriously. During a time of budget constraints and declining enrollments, IVCC's institutional climate is relatively strong, continues to improve, and remains positive.

Appendix A

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

PACE EXECUTIVE SUMMARY

During October and November 2018 the Personal Assessment of the College Environment (PACE) survey was administered to 360 employees at Illinois Valley Community College (IVCC). Of those 360 employees, 225 (62.5%) completed and returned the instrument for analysis. Respondents were also given the opportunity to complete a qualitative section. Of the 226 IVCC employees who completed the PACE survey, 141 (62.4%) 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 qualitative section, and a customized section designed specifically for IVCC. Respondents were asked to rate the four 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 two qualitative questions.

At IVCC, the PACE results yielded an overall 3.803 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 4.082, followed by Staff (3.834) and Faculty (3.742). The most favorable areas cited in the qualitative questions pertain to the Student Focus climate factor, while the least favorable areas specifically address issues regarding the Institutional Structure climate factor.

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

- The extent to which I feel my job is relevant to this institution's mission, 4.305 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.295 (#2)
- The extent to which this institution prepares students for further learning, 4.229 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.228 (#9)
- The extent to which students receive an excellent education at this institution, 4.224 (#31)
- The extent to which non-teaching professional personnel meet the needs of students, 4.161 (#23)
- The extent to which this institution prepares students for a career, 4.134 (#35)
- The extent to which there is a spirit of cooperation within my work team, 4.111 (#3)
- The extent to which students are assisted with their personal development, 4.063 (#40)
- The extent to which my supervisor seriously considers my ideas, 4.027 (#27)

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

- The extent to which I am able to appropriately influence the direction of this institution, 3.038 (#15)
- The extent to which information is shared within the institution, 3.180 (#10)
- The extent to which I have the opportunity for advancement within this institution, 3.227 (#38)
- The extent to which open and ethical communication is practiced at this institution, 3.270 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.285 (#25)
- The extent to which this institution is appropriately organized, 3.295 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.365 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.416 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.434 (#22)
- The extent to which professional development and training opportunities are available, 3.456 (#46)

The full PACE report includes: the standard PACE and demographic reports, which break out PACE climate factors by question response rates and by each standard demographic category; a personnel classification report; a custom report that includes custom and custom demographic questions included specifically for IVCC; and a qualitative report. Report interpretation instructions and a data Excel file with a codebook are also included.