PACE Climate Survey Discussion Guide

2024-2025
PACE Climate Survey for Community Colleges

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Discussion Guide adapted from North Carolina State University's Department of Academic and Student Affairs Annual Unit Assessment.

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SECTION I: PACE Report

The PACE Report allows institutions to analyze overall results for each climate factor (*Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork*). Definitions of the climate factors can be found in the report interpretation instructions. It is also useful to compare your institution's results to the selected comparison groups. Consider the following questions when analyzing this report.

I.   **Interpretation of <u>PACE Report</u> responses**

     1. What surprised you most? What was expected or unexpected?

     2. How do the results for each climate factor (*Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork*) interact with each other? Are there significant differences in responses for each question?

     3. How do the results for each climate factor compare to your selected comparison groups? (see Table 5. Climate Factor Mean Comparisons)

     4. What additional questions do you have? Where do you want to see more data?

II.   **Institutional Alignment**

Consider how these results align with or contrast compared to institutional/departmental mission, values, goals, diversity/equity statements, or other guiding ideals.

     1. Where are there discrepancies between results and institutional ideals?

     2. Are there institutional policies and practices that are in place to promote equity across the outcomes in this report? (Note: think about equity broadly; PACE Survey items explore racial/ethnic equity, as well as differences by personnel classification, gender identity, time at the institution, etc.)

III.   **Considering the survey results, what action(s) could be taken to improve campus climate?**

     1. Are there voices not being heard or represented in shaping campus climate? Is there overrepresentation of certain voices?

     2. What new equitable practices, policies, initiatives, analyses, etc., could be implemented in the short-term, medium-term, and long-term?

     3. Is there institutional support for equity changes or initiatives?

SECTION II: PACE Personnel Classification Report

When exploring the PACE Personnel Classification Report, it is important to analyze the climate results for each personnel classification (*Faculty, Administrator, and Staff*). Consider the following questions when analyzing this report.

I.   **Interpretation of <u>Personnel Classification Report</u> responses**

    1.   What surprised you most? What was expected or unexpected?

    2.   How do the results for each personnel classification interact with each other? Are there significant differences in responses for each question?

    3.   How do the results for each personnel classification compare against the other personnel classifications? (See Table 5. Climate Factor Means by Personnel Classification)

    4.   What additional questions do you have? Where do you want to see more data?

II.   **Institutional Alignment**

Consider how these results align with or contrast compared to institutional/departmental mission, values, goals, diversity/equity statements, or other guiding ideals.

    1.   Where are there discrepancies between results and institutional ideals?

    2.   Are there institutional policies and practices that are in place to promote equity across the outcomes in this report? (Note: think about equity broadly; PACE Survey items explore racial/ethnic equity, as well as differences by personnel classification, gender identity, time at the institution, etc.)

III.   **Considering the survey results, what action(s) could be taken to improve climate in this area?**

    1.   Are there voices not being heard or represented in shaping campus climate? Is there overrepresentation of certain voices?

    2.   What new equitable practices, policies, initiatives, analyses, etc., could be implemented in the short-term, medium-term, and long-term?

    3.   Is there institutional support for equity changes or initiatives?

SECTION III: PACE Demographics Report

When exploring the PACE Demographics Report, it is important to analyze the climate results for each demographic category (*Personnel Classification, Race/Ethnicity, Employment Status, Highest Level of Education Earned, Gender Identity, Years at this Institution, Years in Higher Education, and Age*). Consider the following questions when analyzing each demographic category result of this report.

I.   **Interpretation of <u>Demographic Report</u> responses**

      1.   What surprised you most? What was expected or unexpected?

      2.   How do the results for each demographic category interact with each other? Are there significant differences in responses for each question?

      3.   How do the results for each demographic category compare to your selected comparison groups?

      4.   What additional questions do you have? Where do you want to see more data?

II.   **Institutional Alignment**

Consider how these results align with or contrast compared to institutional/departmental mission, values, goals, diversity/equity statements, or other guiding ideals.

      1.   Where are there discrepancies between results and institutional ideals?

      2.   Are there institutional policies and practices that are in place to promote equity across the outcomes in this report? (Note: think about equity broadly; PACE Survey items explore racial/ethnic equity, as well as differences by personnel classification, gender identity, time at the institution, etc.)

III.   **Considering the survey results, what action(s) could be taken to improve climate in this area?**

      1.   Are there voices not being heard or represented in shaping campus climate? Is there overrepresentation of certain voices?

      2.   What new equitable practices, policies, initiatives, analyses, etc., could be implemented in the short-term, medium-term, and long-term?

      3.   Is there institutional support for equity changes or initiatives?

SECTION IV: Custom Report

If your institution did not administer a custom question set, please move on to the next section*

The Custom Report provides the results of your selected custom questions. Consider the following questions when analyzing this report.

I. **Interpretation of <u>Custom Report</u> responses**

1. What surprised you most? What was expected or unexpected?

2. How do the results for each custom question interact with each other? Are there significant differences in responses for each custom question?

3. How do the results for each custom question compare to your selected comparison groups?

4. What additional questions do you have? Where do you want to see more data?

II. **Institutional Alignment**

Consider how these results align with or contrast compared to institutional/departmental mission, values, goals, diversity/equity statements, or other guiding ideals.

1. Where are there discrepancies between results and institutional ideals?

2. Are there institutional policies and practices that are in place to promote equity across the outcomes in this report? (Note: think about equity broadly; PACE Survey items explore racial/ethnic equity, as well as differences by personnel classification, gender identity, time at the institution, etc.)

III. **Considering the survey results, what action(s) could be taken to improve campus climate?**

1. Are there voices not being heard or represented in shaping campus priorities? Is there overrepresentation of certain voices?

2. What new equitable practices, policies, initiatives, analyses, etc., could be implemented in the short-term, medium-term, and long-term?

3. Is there institutional support for equity changes or initiatives?

SECTION V: Question Set Report(s)

***If your institution did not administer an optional question set, please move on to the next
section***

The Question Set report(s) provide the results of the one or more optional question sets you
administered. The optional question sets are In-dept Institutional Structure, Change Readiness,
Racial Diversity, Part-Time Faculty, and/or Student Success. Consider the following questions
when analyzing each of your optional question set reports.

I.   **Interpretation of <u>Question Set</u> responses**

   1. What surprised you most? What was expected or unexpected?

   2. How do the results for each question interact with each other?

   3. How do the results for each question compare to your selected comparison
       groups?

   4. What additional questions do you have? Where do you want to see more data?

II. **Institutional Alignment**

   *Consider how these results align with or contrast compared to institutional/departmental
   mission, values, goals, diversity/equity statements, or other guiding ideals.*

   1. Where are there discrepancies between these results and institutional ideals?

   2. Are there institutional policies and practices that are in place to promote equity
       across the outcomes in this report? (Note: think about equity broadly; PACE
       Survey items explore racial/ethnic equity, as well as differences by personnel
       classification, gender identity, time at the institution, etc.)

III. **Considering the survey results, what action(s) could be taken to improve campus
     climate?**

   1. Are there voices not being heard or represented in shaping campus priorities? Is
       there overrepresentation of certain voices?

   2. What new equitable practices, policies, initiatives, analyses, etc., could be
       implemented in the short-term, medium-term, and long-term?

   3. Based on these responses, is there institutional support for equity changes?

SECTION VI: Qualitative Report

The Qualitative Report allows institutions to analyze written responses about what employees see as the most and least favorable areas at your institution. Consider the following questions when analyzing the responses found in this report.

"Considering the questions you have answered on the climate survey, please expand on the areas you find <u>most favorable</u> about your institution."

I.   **Interpretation of <u>most favorable qualitative</u> responses**

    1.   What surprised you most? What was expected or unexpected?

    2.   Were there any common responses or themes? Are there significant differences in the responses?

    3.   Are there any limitations of your findings based on who responded to the survey?

    4.   What additional questions do you have? Where do you want to see more data?

II.   **Institutional Alignment**

Consider how these responses align with or contrast compared to institutional/departmental mission, values, goals, diversity/equity statements, or other guiding ideals.

    1.   Where are there discrepancies between responses and institutional ideals?

    2.   Are there institutional policies and practices that are in place to promote equity across the outcomes in this report? (Note: think about equity broadly; the qualitative comments may discuss racial/ethnic equity, as well as differences by personnel classification, gender identity, time at the institution, etc.)

III.   **What action(s) could be taken to improve the development and communication of priorities surrounding diversity, equity, and inclusion?**

    1.   Are there voices not being heard or represented in shaping campus priorities? Is there overrepresentation of certain voices?

    2.   What new equitable practices, policies, initiatives, analyses, etc., could be implemented in the short-term, medium-term, and long-term?

    3.   Based on these responses, is there institutional support for equity changes?

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"Considering the questions you have answered on the climate survey, please expand on the areas you find <u>least favorable</u> about your institution."

I.   **Interpretation of <u>least favorable qualitative</u> responses**

   1. What surprised you most? What was expected or unexpected?

   2. Were there any common responses or themes? Are there significant differences in the responses?

   3. Are there any limitations of your findings based on who responded to the survey?

   4. What additional questions do you have? Where do you want to see more data?

II.   **Institutional Alignment**

   Consider how these responses align with or contrast compared to institutional/departmental mission, values, goals, diversity/equity statements, or other guiding ideals.

   1. Where are there discrepancies between responses and institutional ideals?

   2. Are there institutional policies and practices that are in place to promote equity across the outcomes in this report? (Note: think about equity broadly; the qualitative comments may discuss racial/ethnic equity, as well as differences by personnel classification, gender identity, time at the institution, etc.)

III. **What action(s) could be taken to improve the development and communication of priorities surrounding diversity, equity, and inclusion?**

   1. Are there voices not being heard or represented in shaping campus priorities? Is there overrepresentation of certain voices?

   2. What new equitable practices, policies, initiatives, analyses, etc., could be implemented in the short-term, medium-term, and long-term?

   3. Based on these responses, is there institutional support for equity changes?

SECTION VII: Diversity, Equity, and Inclusion Qualitative Report

In the 2021-2022 academic year, the PACE team wanted to recognize the significant changes that have occurred across higher education and our society as a result of the novel coronavirus and the ongoing protests around systemic racism and racial equity. In an effort to aid campuses in promoting and developing racial equity efforts, we added two open ended questions on the topic of racial equity to all surveys.

"When thinking about your institution's work to promote diversity, equity, and inclusion, what do you think should be the leadership's top priority in this next year?"

I.   **Interpretation of <u>diversity, equity, and inclusion qualitative</u> responses**

   1. What surprised you most? What was expected or unexpected?

   2. Were there any common responses or themes? Are there significant differences in the responses?

   3. Are there any limitations of your findings based on who responded to the survey?

   4. What additional questions do you have? Where do you want to see more data?

II.   **Institutional Alignment**

   Consider how these responses align with or contrast compared to institutional/departmental mission, values, goals, diversity/equity statements, or other guiding ideals.

   1. Where are there discrepancies between responses and institutional ideals?

   2. Are there institutional policies and practices that are in place to promote racial/ethnic equity across the outcomes in this report?

III.   **What action(s) could be taken to improve the development and communication of priorities surrounding diversity, equity, and inclusion?**

   1. Are there voices not being heard or represented in shaping campus priorities? Is there overrepresentation of certain voices?

2. What new equitable practices, policies, initiatives, analyses, etc., could be implemented in the short-term, medium-term, and long-term?

4. Based on these responses, is there institutional support for equity changes?

"What are the barriers to improving issues of diversity, equity, and inclusion at your institution?"

I.   **Interpretation of <u>diversity, equity, and inclusion qualitative</u> responses**

    1.   What surprised you most? What was expected or unexpected?

    2.   Were there any common responses or themes? Are there significant differences in the responses?

    3.   Are there any limitations of your findings based on who responded to the survey?

    4.   What additional questions do you have? Where do you want to see more data?

II.   **Institutional Alignment**

Consider how these results align with or contrast compared to institutional/departmental mission, values, goals, diversity/equity statements, or other guiding ideals.

    1.   Where are there discrepancies between these results and institutional ideals?

    2.   Are there institutional policies and practices that are in place to promote racial/ethnic equity across the outcomes in this report?

III.   **Considering the survey results, what action(s) could be taken to improve campus climate?**

    1.   Are there voices not being heard or represented in shaping campus climate? Is there overrepresentation of certain voices?

    2.   What new equitable practices, policies, initiatives, analyses, etc., could be implemented in the short-term, medium-term, and long-term?

    5. Based on these responses, is there institutional support for equity changes?

SECTION VIII: Big Picture Questions

This section provides an opportunity to think about the PACE results overall. Consider the following questions analyzing across reports.

I. **Interpretation of <u>overall survey</u> results**

    1. What surprised you most? What was expected or unexpected? Why were certain aspects surprising?

    2. How do the results for each climate factor (*Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork*) relate to each other? Which climate factor score was highest? Which was lowest? To what do you attribute this?

    3. How did your institution compare to your selected comparison groups overall? In what areas were your means significantly higher than your comparison groups? In what areas were your means significantly lower than your comparison groups?

    4. What additional questions do you have? Where do you want to see more data?

II. **Institutional Alignment**
Consider how these results align with or contrast compared to institutional/departmental mission, values, goals, diversity/equity statements, or other guiding ideals.

    1. Where are there discrepancies between results and institutional ideals? Why do you think these discrepancies exist?

    2. Are there institutional policies and practices that are in place to promote equity across the outcomes in this report? (Note: think about equity broadly; PACE Survey items explore racial/ethnic equity, as well as differences by personnel classification, gender identity, time at the institution, etc.)

III. **Considering the survey results, what action(s) could be taken to improve the <u>overall</u> campus climate?**

    1. Are there voices not being heard or represented in shaping campus climate? Is there overrepresentation of certain voices? If so, why do you think this might be?

    2. What new equitable practices, policies, initiatives, analyses, etc., could be implemented in the short-term, medium-term, and long-term?

    3. How can you leverage your strengths (e.g., climate factors/items on which you scored the highest) to address your areas for improvement?

IV. **Communicating the findings**

　　1. How will you disseminate the PACE results to stakeholders (e.g., leadership, staff council, faculty senate, part-time faculty and staff, all employees, etc.)?

SECTION IX: Plans for Future Assessment

This section provides an opportunity to think about and plan how you will use the data from your PACE Climate Survey to create action at your institution. Identify two to three specific action items to take based on the analysis of the survey results. Consider the following questions when creating action items.

I. **Describe the action**

　　1. How will you address one or more aspects of the PACE Survey results?

　　2. What formats will you use to implement the action?

　　3. How will you ensure all voices are accounted for?

　　4. How will you respond to those who challenge your action item?

　　5. How will you communicate the action steps you are taking based on the survey to faculty and staff?

II. **Timeline**

　　1. Will additional data collection/analysis be required to implement your action item? When will the data collection and analysis occur?

　　2. When will the action item implementation start?

　　3. When will an assessment of the action item take place?

III. **Who**

　　1. Who are the key stakeholders that need to be involved?

　　2. Who will lead the action items' implementation?

　　3. Who will assess the effectiveness and level of change the action items had?

IV.   Measuring Change and Effectiveness

1.   What metrics can you use to demonstrate that change has occurred?

2.   How will you measure whether the action item has created a positive or negative change?

3.   How will you know that the action taken is effective?