Wenatchee Valley College

Wenatchee, Washington

PACE Report
PACE Climate Survey for Community Colleges

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NC STATE UNIVERSITY

PACE CAMPUS CLIMATE SURVEY
An initiative of the Belk Center at NC State

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EXECUTIVE SUMMARY

During April 2025, the PACE Climate Survey for Community Colleges (PACE) was administered to employees at Wenatchee Valley College (WVC) via an open link. 159 employees completed and returned the instrument for analysis. Respondents were also given the opportunity to complete a qualitative section asking what they find most favorable and least favorable about their institution, and two diversity, equity, and inclusion questions. Of the 159 WVC employees who completed the PACE survey, 104 (65.4%) provided written comments.

PACE Means

The PACE Climate Survey at WVC included 78 five-point Likert-type scale questions ranging from a low of "1" to a high of "5". WVC's survey included the standard PACE 46 questions, the Student Success Question Set, and a set of custom questions selected by WVC. The PACE 46 questions are organized into four climate factors as follows: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. At WVC, the overall mean score of the PACE Survey was 3.508. The Teamwork climate factor had the highest mean score of 4.007, followed by Student Focus (3.808), Supervisory Relationships (3.676), and Institutional Structure (2.927). When disaggregated by the personnel classification demographic category of the PACE instrument, Administrators rated the campus climate the highest with a mean score of 3.723, followed by Staff (3.577) and Faculty (3.333).

Of the 46 standard PACE questions, WVC's top 10 mean scores have been identified as potential points of pride at WVC. Four pertain to the Student Focus climate factor, three pertain to the Supervisory Relationships climate factor, and three pertain to the Teamwork climate factor.

- I feel my job is relevant to this institution's mission, 4.571 (#8)
- My supervisor expresses confidence in my work, 4.184 (#2)
- A spirit of cooperation exists in my department, 4.171 (#43)
- I am given the opportunity to be creative in my work, 4.155 (#39)
- Student diversity is important at this institution, 4.118 (#18)
- There is a spirit of cooperation within my work team, 4.101 (#3)
- My primary work team uses problem-solving techniques, 4.078 (#14)
- My supervisor is open to the ideas, opinions, and beliefs of everyone, 4.076 (#9)
- This institution prepares students for a career, 4.000 (#35)
- Staff (non-instructional, non-administrator) meet the needs of students, 3.987 (#28)

Of the 46 standard PACE questions, the bottom 10 mean scores have been identified as areas potentially in need of improvement at WVC. Nine pertain to the Institutional Structure climate factor, one pertains to the Student Focus climate factor.

- Administrative processes are clearly defined, 2.353 (#44)
- This institution is appropriately organized, 2.519 (#32)
- Open and ethical communication is practiced at this institution, 2.618 (#16)
- Decisions are made at the appropriate level at this institution, 2.673 (#4)
- Information is shared within this institution, 2.684 (#10)
- A spirit of cooperation exists at this institution, 2.769 (#25)
- I am able to appropriately influence the direction of this institution, 2.777 (#15)
- Administrators meet the needs of students, 2.810 (#23)
- I have the opportunity for advancement within this institution, 2.837 (#38)
- This institution has been successful in positively motivating my performance, 2.916 (#22)

Qualitative Responses

Responses to the two qualitative questions that asked about what respondents found most favorable and least favorable about the institution were coded broadly back to one of the four climate factors or an "Other" category for those comments that did not fit into a climate factor. The greatest number of favorable comments fell within the Student Focus climate factor and the greatest number of unfavorable comments fell within the Institutional Structure climate factor. Respondents also completed two additional qualitative questions about priorities and barriers to diversity, equity, and inclusion at the institution. Responses to these items are listed in alphabetical order and quoted exactly as written except in instances where the integrity of the report and/or confidentiality are compromised.

WVC Comment Most Favorable and Least Favorable Response Rates

Institutional Structure
Student Focus
Supervisory Relationships
Teamwork
Other

Least Favorable
Most Favorable
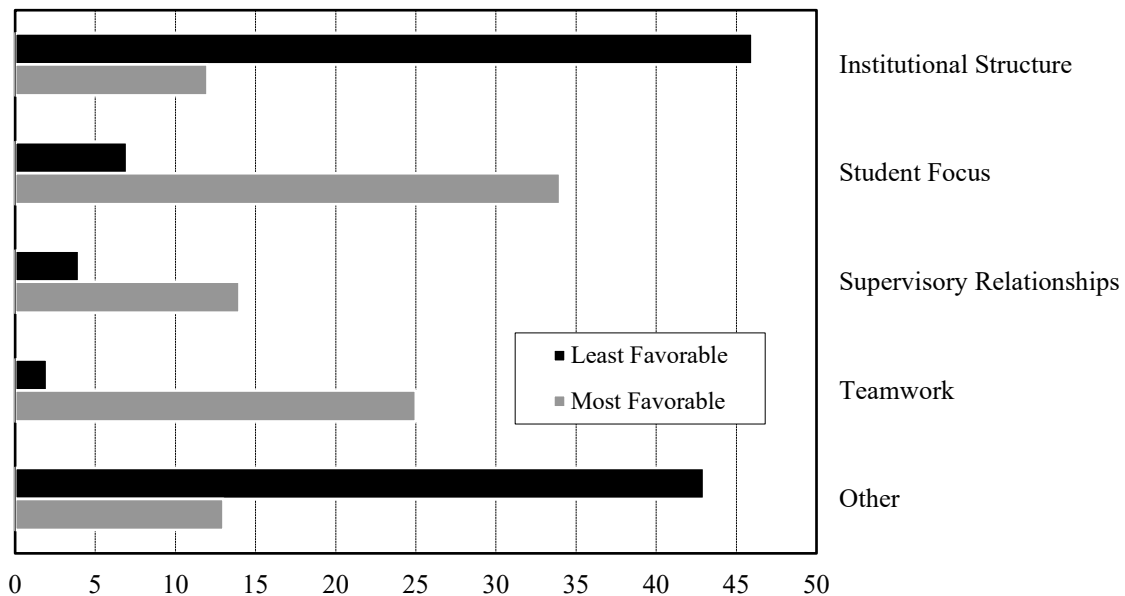
The full PACE report includes the following items:

- PACE Report
- Demographics Report
- Personnel Classification Report
- Custom Report
- Student Success Report
- Qualitative Report
- Diversity, Equity, & Inclusion Qualitative Report
- Report Interpretation Instructions
- Detailed Survey Question List
- PACE Survey Discussion Guide

REPORT INTERPRETATION INSTRUCTIONS

Wenatchee Valley College (WVC) received the reports listed below. Further details and explanation regarding your institution's comparison groups begin on page two. At the start of the 2022-2023 survey year, the PACE Climate Survey was updated to utilize an agreement response scale rather than a satisfaction response scale. Responses from any previous administration are likely similar to your current administration's data (i.e., high satisfaction correlates to high agreement), however please note this change if you are making comparisons of your data over time.

- **PACE Report**: This report consists of nine tables and one figure. The tables are of two types: frequency distributions and mean comparisons. Figure 1 compares your institution's overall PACE mean and means for each of the four PACE climate factors (Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork) with three comparison groups of WVC's choosing.
- **Demographics Report**: This report consists of mean, statistical significance, and effect size comparisons to three comparison groups of WVC's choosing.
- **Personnel Classification Report**: This report consists of mean scores by each personnel classification by both question and climate factor for the current survey administration. No comparisons are included.
- **Custom Report**: This report consists of mean scores for WVC's custom items. This report consists of comparisons to WVC's 2022 PACE results, where applicable.
- **Student Success Report**: This report consists of comparisons to two comparison groups of WVC's choosing
- **Qualitative Report**: This report consists of the most favorable and least favorable comments about WVC organized by climate factor. All responses to question #1 are included in the "favorable" tables (Tables 1-5), and all responses to question #2 are included in the "unfavorable" tables (Tables 6-10).
- **Diversity, Equity, and Inclusion Qualitative Report**: This report consists of all comments from the DEI qualitative section. All responses to question #1 are included in Table 1, and all responses to question #2 are included in Table 2.
- **Detailed Question List**: This document provides a detailed list of all questions and response options included in the survey.

Confidentiality

As a reminder, we redact any response options (e.g., demographic categories) with fewer than seven responses. The full confidentiality statement is here:

> PACE Climate Survey responses will be kept confidential to the extent possible; however, there are rare exceptions when information may be shared. Personalized information such as email and IP addresses will not be reported to your institution except in rare circumstances. For example, information may be relayed to appropriate personnel in the event there is a safety concern. When results are reported by demographic category, responses from demographic groups with fewer than seven respondents will not be reported. All responses will be included when results are not reported by demographic categories. Any phrasing or sentences in the open-ended responses that may reveal the identity of the survey respondent will be edited to protect the identity of the respondent.

Climate Factors

Together, the unique focus of each climate factor provides a comprehensive picture of the campus climate 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.

Comparison Group Descriptions

In your reports, your institution is compared to similar institutions in our database that have administered the PACE Survey in the last five years. WVC elected to use the following comparison groups for its 2025 report:

PACE Normbase
All institutions in the PACE database that administered between the 2019-2020 and 2023-2024 administration years.

Previous Administration
A comparison to WVC's 2022 PACE results.

Degree Type[1] **(Baccalaureate/Associate's)**
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., associates, bachelors). The five compressed categories are: High Transfer, Mixed Transfer, High Career, Baccalaureate/Associate's Colleges, and Baccalaureate and Higher.

Interpreting Frequency Distributions Tables

The frequency distributions tables in your reports present statistics for each question on the PACE Survey. Questions are grouped by the four PACE climate factors (see page two for descriptions of the four climate factors) with one table for each factor. In the first (gray) column, each table presents the count and percentage of respondents at your institution who answered "strongly agree," "agree," "neither agree nor disagree," "disagree," and "strongly disagree" for each question on the PACE Survey. Respondents who answered "not applicable" are treated as missing responses and are not included in frequencies.

The other three columns provide the same statistics corresponding to your selected comparison groups. These tables do not report statistical significance or effect size and are intended to show only the distribution of responses within your administration and your comparison groups. In order to understand to what extent and how your institution differed from your comparison groups, you will want to review the *mean comparison tables* throughout your reports.

Your Institution **Comparison Groups**

Table 1. Institutional Structure Frequency Distributions

NOCC compared with:
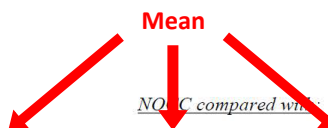
Institutional Structure	Response Option	NOCC Count	NOCC %	Small Count	Small %	2020 Count	2020 %	PACE Normbase Count	PACE Normbase %
1 The actions of this institution reflect its mission	Strongly Disagree	30	6%	373	2%	49	9%	1482	3%
	Disagree	56	12%	1399	9%	85	16%	5391	9%
	Neither	97	21%	2232	14%	97	19%	8377	14%
	Agree	193	41%	7756	49%	193	37%	27321	46%
	Strongly Agree	94	20%	4084	26%	94	18%	16288	28%
	Total	**470**	**100%**	**15844**	**100%**	**518**	**100%**	**58859**	**100%**

[1] https://carnegieclassifications.iu.edu/classification_descriptions/basic.php

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Interpreting Item Mean Comparisons Tables

The mean comparison tables in your reports present your institution's mean for each question on the PACE Survey. The mean comparison tables follow the same structure as the frequency comparison tables. The gray column presents your institution's data for each PACE item, showing the total number of respondents (N) to that item and the mean score for that item. The other three columns present mean difference comparisons between your institution and the three comparison groups you selected with corresponding statistical significance and effect size. In your reports, -- indicates the results are redacted for confidentiality, whereas Ø indicates a mean could not be calculated for this response option because there were zero responses. Respondents who answered "not applicable" are treated as missing responses and are not included in means.

Mean

Table 6. Institutional Structure Item Mean Comparisons

NOCC compared with:

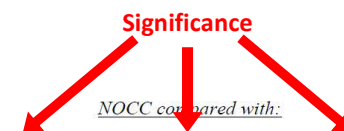| Institutional Structure	NOCC		Small			2020			PACE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
1 The actions of this institution reflect its mission	470	3.564	3.870	***	-.313	3.382	*	.154	3.876	***	-.312

Statistical Significance

Statistical significance is an indicator of the probability that the difference between your current mean and the comparison group mean is not due to chance alone. There are three levels of statistical significance or p value used in our reports: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). If there is a statistically significant difference between your institution's current mean and the comparison groups, either one, two, or three asterisks will be in the "Sig." column depending on the level of significance. If the statistical significance column for an item is blank, then the mean difference for that item may be due to chance alone and should not be considered meaningful for the sake of informing institutional decision-making. In the example below, there is a significant difference between WVC and the Small 2-year comparison group. The three asterisks indicate the significance level is .001, meaning that there is a .1% chance that this result is due to chance alone. However, it is important to note that even if there is a statistically significant difference, there may not be a practically meaningful difference between two means, especially if your institutional sample is large. For this reason, we report an *effect size* in the tables as well.

Significance

Table 6. Institutional Structure Item Mean Comparisons

NOCC compared with:

Institutional Structure	NOCC		Small			2020			PACE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
1 The actions of this institution reflect its mission	470	3.564	3.870	***	-.313	3.382	*	.154	3.876	***	-.312

Effect Size

When making comparisons between your current administration and a comparison group, you want to know if the statistically significant differences are practically *meaningful* differences. Not all differences are meaningful and worth exploring, so we begin by looking for statistically significant differences, as previously discussed in the *statistical significance* section. While the significance level or p-value notes that the differences are statistically significant, we still do not know how different. Effect size (Cohen's D) is used to describe the magnitude of the difference, which helps to further understand the relationship between the two items being compared. The higher the absolute value of the effect size, the bigger the difference between the two items being compared, be that a positive or negative difference. Practically speaking, we encourage your institution's leadership to pay special attention to items with effect sizes of .2 or greater, as these are the areas in which there are the largest differences between your institution and your selected comparison groups.

Effect Size

Table 6. Institutional Structure Item Mean Comparisons

NOCC compared with:

Institutional Structure	NOCC N	NOCC Mean	Small Mean	Small Sig.	Small Effect size	2020 Mean	2020 Sig.	2020 Effect size	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size
1 The actions of this institution reflect its mission	470	3.564	3.870	***	-.313	3.382	*	.154	3.876	***	-.312

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PACE Literature Review

The PACE Climate Survey for Community Colleges allows community college leaders to better understand their institution's organizational culture by hearing directly from employees about how they perceive and experience the campus climate. In this work, climate refers to the prevailing condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment) at a particular point in time. Essentially, climate is a subset of an organization's culture, emerging from the assumptions made about the underlying value system and finding expression through members' attitudes and actions (Baker et al., 1992). As a result, organizational culture can have a significant influence on an organization's climate, which can be observed in the organization's performance and effectiveness, employee productivity and morale, and the ability to attract, motivate, and retain employees (Warrick, 2017; Yukl, 2013).

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive accepted patterns of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they experience patterns of behavior that are self-serving, autocratic, or punishing, then they perceive a negative climate. The importance of these elements as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well documented in the research literature for more than 40 years (Baker et al., 1992).

Thus, the mission of the PACE Climate Survey is to promote open and constructive communication between institutions and their employees by assessing the way faculty, staff, and administrators experience and perceive their work and institution. In so doing, the data collected act as a catalyst for improving institutional climate for the purpose of enhancing institutional performance across a variety of outcomes. Data collected from the PACE Climate Survey falls along four climate factors, each with a unique focus:
• Institutional Structure focuses on the mission, leadership, spirit of cooperation, structural organization, decision-making, and communication within the institution.
• Supervisory Relationships provide insight into the relationship between employees and their supervisors, as well as employees' abilities to be creative and express ideas related to their work.
• The Teamwork climate factor explores the spirit of cooperation that exists 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 combination of these factors provides an assessment of the overall campus climate based on employee feedback, while looking at each climate factor distinctly may assist institutional leaders in defining specific areas of campus climate that are points of pride or areas to improve. Thus, by hearing directly from employees about how they experience their work, the PACE Climate Survey empowers institutional leaders to gauge their progress toward improving institutional climate and culture and sets the stage for data-informed decision-making and strategic planning.

References

Baker, G. A., Biggerstaff, C., Martinez Tagle, T., Roe, M. A, Gillett-Karam, R., Peña, E., Nelson, M., Baber, P., & Clark, G. A. (1992). *Cultural leadership: Inside America's community college.* American Association of Community and Junior Colleges. Community College Press. https://files.eric.ed.gov/fulltext/ED350049.pdf

Warrick, D. D. (2017). What leaders need to know about organizational culture. *Business Horizons, 60* (3), 395-404.

Yukl, G.A. (2013). *Leadership in organizations.* 8th Edition, Prentice-Hall, Upper Saddle River.

Table 1. Institutional Structure Frequency Distributions

Institutional Structure	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
1 The actions of this institution reflect its mission	Strongly Disagree	12	8%	1429	3%	7	4%	254	4%
	Disagree	37	24%	4745	9%	41	24%	834	13%
	Neither	41	26%	7159	13%	49	29%	1110	17%
	Agree	62	39%	25112	47%	54	32%	2958	44%
	Strongly Agree	5	3%	15124	28%	20	12%	1496	22%
	Total	**157**	**100%**	**53569**	**100%**	**171**	**100%**	**6652**	**100%**
4 Decisions are made at the appropriate level at this institution	Strongly Disagree	22	14%	4007	8%	18	11%	627	10%
	Disagree	53	34%	9904	19%	36	21%	1394	21%
	Neither	41	26%	11589	22%	59	35%	1539	23%
	Agree	34	22%	18000	34%	41	24%	2049	31%
	Strongly Agree	6	4%	9410	18%	15	9%	955	15%
	Total	**156**	**100%**	**52910**	**100%**	**169**	**100%**	**6564**	**100%**
5 The institution effectively promotes diversity in the workplace	Strongly Disagree	6	4%	1998	4%	13	8%	324	5%
	Disagree	18	11%	4386	8%	26	15%	695	11%
	Neither	52	33%	9598	18%	46	27%	1354	20%
	Agree	59	37%	19838	37%	53	31%	2352	36%
	Strongly Agree	23	15%	17336	33%	33	19%	1884	29%
	Total	**158**	**100%**	**53156**	**100%**	**171**	**100%**	**6609**	**100%**
6 Institutional leadership is focused on meeting the needs of students	Strongly Disagree	20	13%	2420	5%	17	10%	418	6%
	Disagree	30	19%	5237	10%	41	24%	839	13%
	Neither	44	28%	7061	13%	30	18%	1025	16%
	Agree	38	24%	20392	38%	52	31%	2454	37%
	Strongly Agree	26	16%	18196	34%	30	18%	1866	28%
	Total	**158**	**100%**	**53306**	**100%**	**170**	**100%**	**6602**	**100%**

N/A indicates survey item previously unavailable

Institutional Structure (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
10 Information is shared within this institution	Strongly Disagree	29	18%	5212	10%	21	12%	853	13%
	Disagree	47	30%	9542	18%	44	26%	1347	20%
	Neither	39	25%	10782	20%	42	25%	1375	21%
	Agree	31	20%	17266	32%	45	26%	1947	29%
	Strongly Agree	12	8%	10762	20%	18	11%	1136	17%
	Total	**158**	**100%**	**53564**	**100%**	**170**	**100%**	**6658**	**100%**
11 Institutional teams use problem-solving techniques	Strongly Disagree	7	5%	1774	4%	10	6%	293	5%
	Disagree	31	21%	5367	11%	22	14%	797	13%
	Neither	53	35%	13810	28%	58	36%	1832	30%
	Agree	51	34%	20379	41%	53	33%	2304	38%
	Strongly Agree	9	6%	8080	16%	16	10%	838	14%
	Total	**151**	**100%**	**49410**	**100%**	**159**	**100%**	**6064**	**100%**
15 I am able to appropriately influence the direction of this institution	Strongly Disagree	24	15%	5417	11%	16	10%	824	13%
	Disagree	40	25%	8686	17%	31	19%	1158	19%
	Neither	48	31%	14070	28%	53	32%	1733	28%
	Agree	37	24%	14398	29%	52	32%	1631	27%
	Strongly Agree	8	5%	7265	15%	12	7%	781	13%
	Total	**157**	**100%**	**49836**	**100%**	**164**	**100%**	**6127**	**100%**
16 Open and ethical communication is practiced at this institution	Strongly Disagree	29	18%	4511	9%	22	13%	753	12%
	Disagree	45	29%	7746	15%	43	26%	1099	17%
	Neither	47	30%	10757	20%	36	22%	1388	21%
	Agree	29	18%	18517	35%	45	27%	2075	32%
	Strongly Agree	7	4%	11196	21%	20	12%	1192	18%
	Total	**157**	**100%**	**52727**	**100%**	**166**	**100%**	**6507**	**100%**

N/A indicates survey item previously unavailable

Institutional Structure (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
22 This institution has been successful in positively motivating my performance	Strongly Disagree	28	18%	4648	9%	20	12%	729	11%
	Disagree	35	23%	7462	14%	34	20%	1045	16%
	Neither	32	21%	10614	20%	34	20%	1308	20%
	Agree	42	27%	17305	33%	53	32%	2019	31%
	Strongly Agree	18	12%	12262	23%	25	15%	1355	21%
	Total	**155**	**100%**	**52291**	**100%**	**166**	**100%**	**6456**	**100%**
25 A spirit of cooperation exists at this institution	Strongly Disagree	24	15%	3935	8%	18	11%	629	10%
	Disagree	42	27%	7270	14%	38	23%	1100	17%
	Neither	47	30%	9743	19%	40	24%	1302	20%
	Agree	32	21%	19691	38%	50	30%	2184	34%
	Strongly Agree	11	7%	11696	22%	22	13%	1252	19%
	Total	**156**	**100%**	**52335**	**100%**	**168**	**100%**	**6467**	**100%**
29 Institution-wide policies guide my work	Strongly Disagree	6	4%	1567	3%	7	4%	244	4%
	Disagree	24	15%	3078	6%	14	9%	443	7%
	Neither	42	27%	10646	21%	50	31%	1461	23%
	Agree	64	41%	22964	44%	65	41%	2668	42%
	Strongly Agree	19	12%	13361	26%	24	15%	1548	24%
	Total	**155**	**100%**	**51616**	**100%**	**160**	**100%**	**6364**	**100%**
32 This institution is appropriately organized	Strongly Disagree	26	17%	4627	9%	15	9%	759	12%
	Disagree	58	38%	9429	18%	48	29%	1461	23%
	Neither	40	26%	11874	23%	45	28%	1540	24%
	Agree	24	16%	16593	32%	41	25%	1782	28%
	Strongly Agree	6	4%	8709	17%	14	9%	775	12%
	Total	**154**	**100%**	**51232**	**100%**	**163**	**100%**	**6317**	**100%**

N/A indicates survey item previously unavailable

Institutional Structure (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
38 I have the opportunity for advancement within this institution	Strongly Disagree	27	19%	6786	14%	23	16%	964	16%
	Disagree	26	18%	7756	16%	21	14%	959	16%
	Neither	43	30%	11862	24%	42	29%	1465	24%
	Agree	33	23%	13380	27%	38	26%	1597	27%
	Strongly Agree	12	9%	9164	19%	21	14%	1023	17%
	Total	**141**	**100%**	**48948**	**100%**	**145**	**100%**	**6008**	**100%**
41 I receive adequate information regarding important activities at this institution	Strongly Disagree	8	5%	2385	5%	7	4%	373	6%
	Disagree	31	20%	5894	11%	24	15%	806	13%
	Neither	36	24%	7886	15%	34	21%	1018	16%
	Agree	65	42%	22661	44%	72	44%	2738	43%
	Strongly Agree	13	8%	12713	25%	25	15%	1442	23%
	Total	**153**	**100%**	**51539**	**100%**	**162**	**100%**	**6377**	**100%**
44 Administrative processes are clearly defined	Strongly Disagree	33	22%	4838	9%	24	15%	734	12%
	Disagree	65	42%	9449	19%	46	28%	1317	21%
	Neither	31	20%	11466	23%	41	25%	1472	23%
	Agree	16	10%	16728	33%	37	23%	1860	30%
	Strongly Agree	8	5%	8458	17%	14	9%	918	15%
	Total	**153**	**100%**	**50939**	**100%**	**162**	**100%**	**6301**	**100%**

Table 2. Student Focus Frequency Distributions

Student Focus	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	2022 Count	2022 %	Bacc./Assoc. Count	Bacc./Assoc. %
7 Student needs are central to what we do	Strongly Disagree	8	5%	1622	3%	10	6%	250	4%
	Disagree	28	18%	4094	8%	32	19%	657	10%
	Neither	22	14%	5702	11%	29	17%	842	13%
	Agree	55	35%	19601	37%	56	33%	2427	36%
	Strongly Agree	43	28%	22451	42%	41	24%	2475	37%
	Total	**156**	**100%**	**53470**	**100%**	**168**	**100%**	**6651**	**100%**
8 I feel my job is relevant to this institution's mission	Strongly Disagree	1	1%	758	1%	4	2%	130	2%
	Disagree	1	1%	1119	2%	2	1%	143	2%
	Neither	10	6%	2988	6%	14	8%	397	6%
	Agree	40	26%	16012	30%	57	33%	1919	29%
	Strongly Agree	104	67%	32509	61%	94	55%	4049	61%
	Total	**156**	**100%**	**53386**	**100%**	**171**	**100%**	**6638**	**100%**
17 Faculty meet the needs of students	Strongly Disagree	4	3%	790	2%	5	3%	147	2%
	Disagree	16	11%	2424	5%	19	12%	387	6%
	Neither	35	23%	7581	15%	42	26%	1089	18%
	Agree	63	42%	21695	44%	63	38%	2690	44%
	Strongly Agree	32	21%	16695	34%	35	21%	1780	29%
	Total	**150**	**100%**	**49185**	**100%**	**164**	**100%**	**6093**	**100%**
18 Student diversity is important at this institution	Strongly Disagree	0	0%	902	2%	6	4%	143	2%
	Disagree	6	4%	1950	4%	14	8%	252	4%
	Neither	28	18%	6570	13%	34	20%	906	14%
	Agree	61	40%	20320	39%	68	40%	2515	39%
	Strongly Agree	58	38%	22381	43%	47	28%	2628	41%
	Total	**153**	**100%**	**52123**	**100%**	**169**	**100%**	**6444**	**100%**

N/A indicates survey item previously unavailable

Student Focus (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
19 Students' competencies are enhanced	Strongly Disagree	1	1%	716	1%	2	1%	122	2%
	Disagree	4	3%	1861	4%	13	8%	322	5%
	Neither	47	32%	8950	18%	40	26%	1330	22%
	Agree	67	45%	23166	47%	72	47%	2766	46%
	Strongly Agree	30	20%	14739	30%	27	18%	1486	25%
	Total	**149**	**100%**	**49432**	**100%**	**154**	**100%**	**6026**	**100%**
23 Administrators meet the needs of students	Strongly Disagree	21	14%	1233	2%	5	3%	183	3%
	Disagree	39	27%	2891	6%	17	11%	474	8%
	Neither	43	29%	8091	16%	34	21%	1179	19%
	Agree	35	24%	22140	44%	69	43%	2605	42%
	Strongly Agree	9	6%	15474	31%	36	22%	1697	28%
	Total	**147**	**100%**	**49829**	**100%**	**161**	**100%**	**6138**	**100%**
28 Staff (non-instructional, non-administrator) meet the needs of students	Strongly Disagree	1	1%	759	2%	4	3%	106	2%
	Disagree	10	7%	1653	4%	5	3%	241	4%
	Neither	20	13%	9275	20%	39	25%	1233	21%
	Agree	81	53%	20664	45%	69	43%	2503	43%
	Strongly Agree	41	27%	13895	30%	42	26%	1678	29%
	Total	**153**	**100%**	**46246**	**100%**	**159**	**100%**	**5761**	**100%**
31 Students receive an excellent education at this institution	Strongly Disagree	3	2%	527	1%	2	1%	107	2%
	Disagree	10	7%	1447	3%	13	8%	282	5%
	Neither	36	24%	5921	12%	32	20%	1003	16%
	Agree	69	46%	23018	45%	83	52%	2950	48%
	Strongly Agree	33	22%	19717	39%	31	19%	1834	30%
	Total	**151**	**100%**	**50630**	**100%**	**161**	**100%**	**6176**	**100%**

N/A indicates survey item previously unavailable

Student Focus (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
35 This institution prepares students for a career	Strongly Disagree	1	1%	538	1%	0	0%	91	1%
	Disagree	5	3%	1294	3%	9	6%	245	4%
	Neither	25	17%	5491	11%	31	19%	909	15%
	Agree	82	54%	22847	45%	80	50%	2890	47%
	Strongly Agree	38	25%	20438	40%	40	25%	2062	33%
	Total	**151**	**100%**	**50608**	**100%**	**160**	**100%**	**6197**	**100%**
37 This institution prepares students for further learning	Strongly Disagree	1	1%	590	1%	0	0%	89	1%
	Disagree	3	2%	1251	2%	8	5%	250	4%
	Neither	37	25%	5190	10%	24	15%	839	14%
	Agree	74	49%	23673	47%	90	57%	2991	48%
	Strongly Agree	36	24%	19845	39%	37	23%	2001	32%
	Total	**151**	**100%**	**50549**	**100%**	**159**	**100%**	**6170**	**100%**
40 Students are assisted with their personal development	Strongly Disagree	2	1%	636	1%	3	2%	104	2%
	Disagree	17	12%	1896	4%	17	11%	326	6%
	Neither	36	25%	8762	18%	38	25%	1282	22%
	Agree	67	47%	22382	46%	61	40%	2677	46%
	Strongly Agree	22	15%	14560	30%	33	22%	1479	25%
	Total	**144**	**100%**	**48236**	**100%**	**152**	**100%**	**5868**	**100%**
42 Students seem satisfied with their educational experience at this institution	Strongly Disagree	1	1%	453	1%	1	1%	80	1%
	Disagree	10	7%	1488	3%	11	8%	297	5%
	Neither	50	34%	8389	18%	47	34%	1377	24%
	Agree	76	52%	25681	54%	68	49%	2954	52%
	Strongly Agree	9	6%	11418	24%	13	9%	999	18%
	Total	**146**	**100%**	**47429**	**100%**	**140**	**100%**	**5707**	**100%**

N/A indicates survey item previously unavailable

Table 3. Supervisory Relationships Frequency Distributions

<div align="right">WVC compared with:</div>

Supervisory Relationships	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
2 My supervisor expresses confidence in my work	Strongly Disagree	5	3%	1439	3%	5	3%	196	3%
	Disagree	14	9%	2705	5%	11	6%	332	5%
	Neither	12	8%	4342	8%	15	9%	517	8%
	Agree	43	27%	15296	28%	51	30%	1827	27%
	Strongly Agree	84	53%	29956	56%	88	52%	3811	57%
	Total	**158**	**100%**	**53738**	**100%**	**170**	**100%**	**6683**	**100%**
9 My supervisor is open to the ideas, opinions, and beliefs of everyone	Strongly Disagree	4	3%	2231	4%	8	5%	303	5%
	Disagree	18	11%	3239	6%	11	7%	426	6%
	Neither	17	11%	4903	9%	13	8%	586	9%
	Agree	42	27%	14454	27%	57	34%	1710	26%
	Strongly Agree	77	49%	28561	53%	79	47%	3617	54%
	Total	**158**	**100%**	**53388**	**100%**	**168**	**100%**	**6642**	**100%**
12 Work expectations are communicated to me	Strongly Disagree	9	6%	1856	4%	8	5%	266	4%
	Disagree	28	18%	4355	8%	25	15%	580	9%
	Neither	25	16%	7295	14%	33	20%	973	15%
	Agree	66	42%	23466	44%	69	42%	2817	43%
	Strongly Agree	29	18%	15995	30%	31	19%	1914	29%
	Total	**157**	**100%**	**52967**	**100%**	**166**	**100%**	**6550**	**100%**
13 Unacceptable behaviors are identified and communicated to me	Strongly Disagree	8	6%	1381	3%	10	7%	207	4%
	Disagree	19	14%	2992	6%	18	13%	418	7%
	Neither	37	27%	10306	22%	49	34%	1368	24%
	Agree	52	38%	20782	45%	49	34%	2432	43%
	Strongly Agree	20	15%	11171	24%	17	12%	1276	22%
	Total	**136**	**100%**	**46632**	**100%**	**143**	**100%**	**5701**	**100%**

N/A indicates survey item previously unavailable

Supervisory Relationships (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
20 I receive timely feedback for my work	Strongly Disagree	19	13%	2477	5%	12	7%	361	6%
	Disagree	29	19%	4472	9%	25	15%	571	9%
	Neither	26	17%	8851	17%	32	20%	1142	18%
	Agree	46	30%	20254	39%	60	37%	2386	37%
	Strongly Agree	31	21%	16355	31%	33	20%	2006	31%
	Total	**151**	**100%**	**52409**	**100%**	**162**	**100%**	**6466**	**100%**
21 I receive appropriate feedback for my work	Strongly Disagree	17	11%	2081	4%	10	6%	303	5%
	Disagree	25	16%	4217	8%	22	13%	517	8%
	Neither	21	14%	8144	16%	27	16%	1034	16%
	Agree	55	36%	21759	42%	70	43%	2557	40%
	Strongly Agree	34	22%	16015	31%	35	21%	2031	32%
	Total	**152**	**100%**	**52216**	**100%**	**164**	**100%**	**6442**	**100%**
26 My supervisor actively seeks my ideas	Strongly Disagree	14	9%	2884	6%	8	5%	404	6%
	Disagree	21	14%	4052	8%	19	11%	526	8%
	Neither	20	13%	7274	14%	25	15%	850	13%
	Agree	53	34%	16845	32%	54	33%	2013	31%
	Strongly Agree	47	30%	20793	40%	60	36%	2613	41%
	Total	**155**	**100%**	**51848**	**100%**	**166**	**100%**	**6406**	**100%**
27 My supervisor seriously considers my ideas	Strongly Disagree	14	9%	2704	5%	8	5%	377	6%
	Disagree	12	8%	3558	7%	10	6%	425	7%
	Neither	19	12%	7162	14%	26	16%	862	13%
	Agree	61	39%	16647	32%	62	37%	1984	31%
	Strongly Agree	50	32%	21685	42%	60	36%	2746	43%
	Total	**156**	**100%**	**51756**	**100%**	**166**	**100%**	**6394**	**100%**

N/A indicates survey item previously unavailable

Supervisory Relationships (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
30 Work outcomes are clarified for me	Strongly Disagree	14	9%	1884	4%	9	5%	281	4%
	Disagree	30	19%	4170	8%	22	13%	560	9%
	Neither	36	23%	10008	19%	46	28%	1294	20%
	Agree	51	33%	22311	43%	65	39%	2666	42%
	Strongly Agree	23	15%	13505	26%	24	14%	1606	25%
	Total	**154**	**100%**	**51878**	**100%**	**166**	**100%**	**6407**	**100%**
34 My supervisor helps me to improve my work	Strongly Disagree	15	10%	2431	5%	6	4%	341	5%
	Disagree	20	13%	3716	7%	14	9%	434	7%
	Neither	26	17%	8019	16%	35	21%	1006	16%
	Agree	47	31%	17708	34%	64	39%	2093	33%
	Strongly Agree	43	28%	19537	38%	45	27%	2480	39%
	Total	**151**	**100%**	**51411**	**100%**	**164**	**100%**	**6354**	**100%**
39 I am given the opportunity to be creative in my work	Strongly Disagree	5	3%	1878	4%	6	4%	262	4%
	Disagree	5	3%	2630	5%	6	4%	355	6%
	Neither	18	12%	6141	12%	19	12%	787	12%
	Agree	60	39%	19922	39%	69	42%	2428	38%
	Strongly Agree	67	43%	20895	41%	64	39%	2519	40%
	Total	**155**	**100%**	**51466**	**100%**	**164**	**100%**	**6351**	**100%**
45 I have the opportunity to express my ideas to my supervisor in appropriate forums	Strongly Disagree	10	7%	883	4%	N/A	N/A	86	4%
	Disagree	14	9%	1311	6%	N/A	N/A	163	8%
	Neither	21	14%	2378	12%	N/A	N/A	240	12%
	Agree	61	40%	8528	41%	N/A	N/A	830	40%
	Strongly Agree	47	31%	7542	37%	N/A	N/A	735	36%
	Total	**153**	**100%**	**20642**	**100%**	**N/A**	**N/A**	**2054**	**100%**

WVC compared with:

N/A indicates survey item previously unavailable

Supervisory Relationships (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
46 Professional development and training opportunities are available	Strongly Disagree	6	4%	1959	4%	5	3%	266	4%
	Disagree	15	10%	3461	7%	12	7%	474	7%
	Neither	28	19%	6495	13%	38	23%	903	14%
	Agree	76	50%	20903	41%	65	40%	2503	40%
	Strongly Agree	26	17%	18374	36%	43	26%	2176	34%
	Total	**151**	**100%**	**51192**	**100%**	**163**	**100%**	**6322**	**100%**

N/A indicates survey item previously unavailable

Table 4. Teamwork Frequency Distributions

Teamwork	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
3 There is a spirit of cooperation within my work team	Strongly Disagree	7	4%	1984	4%	6	4%	266	4%
	Disagree	10	6%	4067	8%	17	10%	498	7%
	Neither	9	6%	5009	9%	15	9%	627	9%
	Agree	66	42%	18131	34%	60	35%	2173	33%
	Strongly Agree	66	42%	24376	46%	73	43%	3118	47%
	Total	**158**	**100%**	**53567**	**100%**	**171**	**100%**	**6682**	**100%**
14 My primary work team uses problem-solving techniques	Strongly Disagree	2	1%	1192	2%	6	4%	176	3%
	Disagree	14	9%	2659	5%	9	5%	315	5%
	Neither	16	10%	6532	13%	25	15%	801	13%
	Agree	60	39%	21471	42%	72	43%	2596	41%
	Strongly Agree	62	40%	19336	38%	56	33%	2478	39%
	Total	**154**	**100%**	**51190**	**100%**	**168**	**100%**	**6366**	**100%**
24 There is an opportunity for all ideas to be exchanged within my work team	Strongly Disagree	7	4%	2217	4%	8	5%	299	5%
	Disagree	14	9%	4134	8%	15	9%	560	9%
	Neither	20	13%	6199	12%	29	17%	752	12%
	Agree	67	43%	20418	39%	64	38%	2411	38%
	Strongly Agree	48	31%	18835	36%	52	31%	2390	37%
	Total	**156**	**100%**	**51803**	**100%**	**168**	**100%**	**6412**	**100%**
33 My work team provides an environment for free and open expression of ideas, opinions, and beliefs	Strongly Disagree	8	5%	2262	4%	10	6%	321	5%
	Disagree	16	10%	3648	7%	14	9%	456	7%
	Neither	20	13%	5886	11%	22	13%	719	11%
	Agree	61	40%	19322	38%	65	40%	2312	36%
	Strongly Agree	49	32%	20197	39%	53	32%	2548	40%
	Total	**154**	**100%**	**51315**	**100%**	**164**	**100%**	**6356**	**100%**

N/A indicates survey item previously unavailable

Teamwork (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
36 My work team coordinates its efforts with appropriate individuals and teams	Strongly Disagree	1	1%	1429	3%	6	4%	192	3%
	Disagree	13	9%	2669	5%	12	8%	336	5%
	Neither	25	16%	6470	13%	27	17%	842	13%
	Agree	68	45%	21994	44%	70	45%	2674	43%
	Strongly Agree	45	30%	17994	36%	40	26%	2206	35%
	Total	**152**	**100%**	**50556**	**100%**	**155**	**100%**	**6250**	**100%**
43 A spirit of cooperation exists in my department	Strongly Disagree	5	3%	2360	5%	6	4%	319	5%
	Disagree	11	7%	3650	7%	14	9%	444	7%
	Neither	10	7%	5329	10%	14	9%	628	10%
	Agree	53	35%	18731	36%	65	40%	2202	35%
	Strongly Agree	73	48%	21322	41%	64	39%	2774	44%
	Total	**152**	**100%**	**51392**	**100%**	**163**	**100%**	**6367**	**100%**

N/A indicates survey item previously unavailable

Table 5. Climate Factor Mean Comparisons

Climate Factor	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.508	3.867	***	-.488	3.605			3.779	***	-.362
Institutional Structure	159	2.927	3.538	***	-.670	3.172	**	-.287	3.390	***	-.494
Student Focus	159	3.808	4.108	***	-.462	3.821			3.994	***	-.274
Supervisory Relationships	159	3.676	3.965	***	-.339	3.776			3.932	***	-.294
Teamwork	159	4.007	4.029			3.927			4.027		

WVC compared with:

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

Figure 1. Means by Comparison Group and Climate Factor

Table 6. Institutional Structure Item Mean Comparisons

WVC compared with:

	Institutional Structure	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	2022 Mean	2022 Sig.	2022 Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
1	The actions of this institution reflect its mission	157	3.070	3.892	***	-.822	3.228			3.693	***	-.583
4	Decisions are made at the appropriate level at this institution	156	2.673	3.357	***	-.575	2.994	**	-.292	3.200	***	-.438
5	The institution effectively promotes diversity in the workplace	158	3.475	3.868	***	-.365	3.392			3.723	**	-.220
6	Institutional leadership is focused on meeting the needs of students	158	3.127	3.876	***	-.668	3.218			3.683	***	-.467
10	Information is shared within this institution	158	2.684	3.351	***	-.533	2.971	*	-.239	3.175	***	-.382
11	Institutional teams use problem-solving techniques	151	3.159	3.559	***	-.399	3.270			3.428	**	-.260
15	I am able to appropriately influence the direction of this institution	157	2.777	3.189	***	-.343	3.079	*	-.273	3.063	**	-.234
16	Open and ethical communication is practiced at this institution	157	2.618	3.458	***	-.691	2.988	**	-.312	3.285	***	-.528
22	This institution has been successful in positively motivating my performance	155	2.916	3.479	***	-.454	3.175			3.345	***	-.334
25	A spirit of cooperation exists at this institution	156	2.769	3.534	***	-.641	3.119	**	-.295	3.360	***	-.477
29	Institution-wide policies guide my work	155	3.426	3.842	***	-.427	3.531			3.759	***	-.327
32	This institution is appropriately organized	154	2.519	3.299	***	-.646	2.945	***	-.388	3.056	***	-.442
38	I have the opportunity for advancement within this institution	141	2.837	3.212	***	-.289	3.090			3.126	**	-.220
41	I receive adequate information regarding important activities at this institution	153	3.288	3.726	***	-.401	3.519			3.638	***	-.310
44	Administrative processes are clearly defined	153	2.353	3.285	***	-.767	2.821	***	-.409	3.145	***	-.641

* p <.05, ** p < .01, *** p < .001
N/A indicates survey item previously unavailable

Table 7. Student Focus Item Mean Comparisons

WVC compared with:

	Student Focus	WVC		PACE Normbase			2022			Bacc./Assoc.		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
7	Student needs are central to what we do	156	3.622	4.069	***	-.426	3.512			3.935	***	-.282
8	I feel my job is relevant to this institution's mission	156	4.571	4.468			4.374	*	.248	4.448		
17	Faculty meet the needs of students	150	3.687	4.039	***	-.385	3.634			3.914	**	-.235
18	Student diversity is important at this institution	153	4.118	4.177			3.805	**	.327	4.122		
19	Students' competencies are enhanced	149	3.812	3.998	**	-.214	3.708			3.858		
23	Administrators meet the needs of students	147	2.810	3.958	***	-1.193	3.708	***	-.831	3.841	***	-1.017
28	Staff (non-instructional, non-administrator) meet the needs of students	153	3.987	3.979			3.881			3.938		
31	Students receive an excellent education at this institution	151	3.788	4.184	***	-.480	3.795			3.991	**	-.227
35	This institution prepares students for a career	151	4.000	4.212	**	-.260	3.944			4.063		
37	This institution prepares students for further learning	151	3.934	4.205	***	-.335	3.981			4.064		
40	Students are assisted with their personal development	144	3.625	4.002	***	-.433	3.684			3.869	**	-.267
42	Students seem satisfied with their educational experience at this institution	146	3.562	3.972	***	-.518	3.579			3.788	**	-.270

$* p < .05, ** p < .01, *** p < .001$
N/A indicates survey item previously unavailable

Table 8. Supervisory Relationships Item Mean Comparisons

								WVC compared with:		
		WVC		**PACE Normbase**			**2022**		**Bacc./Assoc.**	
Supervisory Relationships	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size

	Supervisory Relationships	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
2	My supervisor expresses confidence in my work	158	4.184	4.296			4.212			4.306		
9	My supervisor is open to the ideas, opinions, and beliefs of everyone	158	4.076	4.196			4.119			4.191		
12	Work expectations are communicated to me	157	3.497	3.895	***	-.384	3.542			3.845	***	-.326
13	Unacceptable behaviors are identified and communicated to me	136	3.419	3.801	***	-.393	3.315			3.728	***	-.307
20	I receive timely feedback for my work	151	3.272	3.831	***	-.506	3.475			3.790	***	-.453
21	I receive appropriate feedback for my work	152	3.421	3.870	***	-.422	3.598			3.853	***	-.393
26	My supervisor actively seeks my ideas	155	3.632	3.938	**	-.263	3.837			3.922	**	-.242
27	My supervisor seriously considers my ideas	156	3.776	3.986	*	-.185	3.940			3.985	*	-.179
30	Work outcomes are clarified for me	154	3.253	3.798	***	-.528	3.440			3.742	***	-.458
34	My supervisor helps me to improve my work	151	3.550	3.938	***	-.347	3.780			3.934	***	-.336
39	I am given the opportunity to be creative in my work	155	4.155	4.075			4.091			4.037		
45	I have the opportunity to express my ideas to my supervisor in appropriate forums	153	3.791	3.995	*	-.193	N/A			3.957		
46	Professional development and training opportunities are available	151	3.669	3.982	***	-.299	3.791			3.925	**	-.238

* p <.05, ** p < .01, *** p < .001
N/A indicates survey item previously unavailable

Table 9. Teamwork Item Mean Comparisons

<div align="right">WVC compared with:</div>

	Teamwork	WVC		PACE Normbase			2022			Bacc./Assoc.		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
3	There is a spirit of cooperation within my work team	158	4.101	4.099			4.035			4.104		
14	My primary work team uses problem-solving techniques	154	4.078	4.076			3.970			4.082		
24	There is an opportunity for all ideas to be exchanged within my work team	156	3.865	3.956			3.815			3.941		
33	My work team provides an environment for free and open expression of ideas, opinions, and beliefs	154	3.825	4.004	*	-.165	3.835			3.993		
36	My work team coordinates its efforts with appropriate individuals and teams	152	3.941	4.038			3.813			4.019		
43	A spirit of cooperation exists in my department	152	4.171	4.031			4.025			4.047		

* p <.05, ** p < .01, *** p < .001
N/A indicates survey item previously unavailable

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Qualitative Report Summary

PACE Climate Survey respondents were given an opportunity to submit comments about areas of the institution they found most favorable and least favorable. Of the 159 Wenatchee Valley College (WVC) employees who completed the PACE Climate Survey, 104 respondents (65.4%) provided open-ended comments.

Qualitative Questions

These two qualitative questions are:

1) Considering the questions you have answered on the climate survey, please expand on the areas you find **most favorable** about your institution. You may give examples, but please refrain from identifying specific individuals. This is a confidential survey.

2) Considering the questions you have answered on the climate survey, please expand on the areas you find **least favorable** about your institution. You may give examples, but please refrain from identifying specific individuals. This is a confidential survey.

Climate Factors

Together, the unique focus of each climate factor provides a comprehensive picture of the campus climate at an institution. Each comment is coded broadly back to one of the four climate factors or an "Other" category for those comments that do not fit into one of the four climate factors.

- 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.

Qualitative Analysis

In analyzing the qualitative data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the PACE climate factors. All responses to question #1 are included in the "favorable" tables (Tables 1-5), and all responses to question #2 are included in the "unfavorable" tables (Tables 6-10). To present the responses as the respondent provided them with minimal interpretation from the research associate, we do not move these comments from favorable to unfavorable or vice versa.

Figure 1 provides a summary of the open-ended responses. This summary is based on Herzberg's (1982) two-factor model of motivation. The PACE team at the Belk Center has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factor. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest number of favorable comments fell within the Student Focus climate factor, and the greatest number of unfavorable comments fell within the Institutional Structure climate factor. Please refer to the tables in this report for comments categorized by climate factor and the total number of responses provided by employees. Please note that comments are quoted exactly as written except in instances where the confidentiality of the respondent is compromised. Any edits for confidentiality are indicated by [ ].

Figure 1. Wenatchee Valley College Comment Response Rates
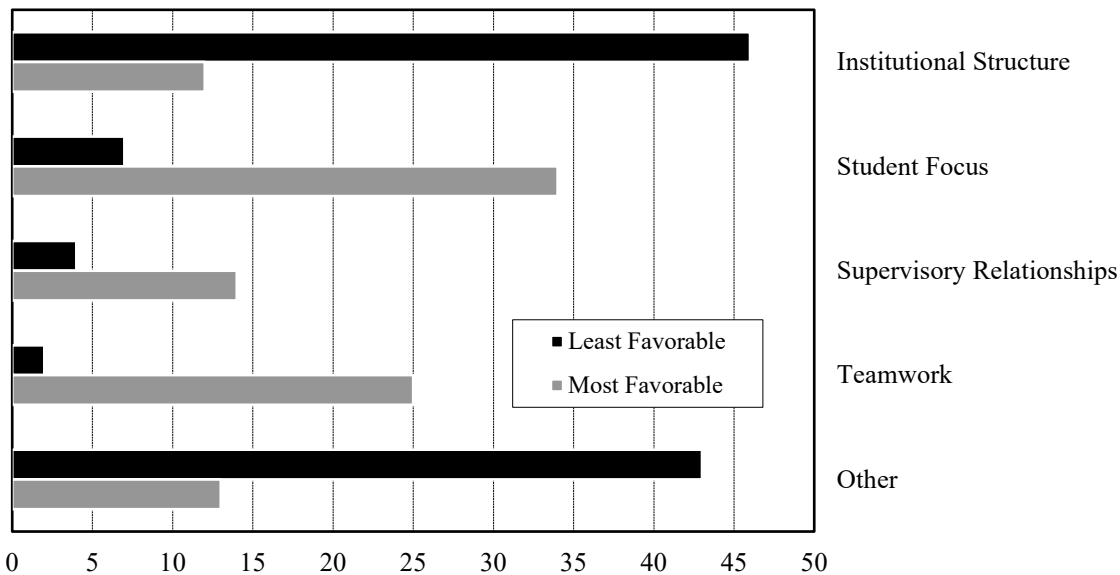
Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company.

Table 1. Favorable Institutional Structure Responses (n=12)

Table 1. Favorable Institutional Structure Responses

I am grateful they have established a collaborative oversight forum composed of employees from all parts of the college as this shows they are open and desirous of hearing from and understanding and helping all who work here and the students.

I know we can enact a lot of change to this college for the better. Those in the administration know this and are working to make the change. Its will take time, but we must move forward.

Individual faculty, staff and administrators - about 70% - are the ones who keep things going. They are helpful, collaborative, creative, and work around Executive administration to get the job done. And then they leave.

Job opportunities for current or graduated students. I have found that many of my fellow students from the program I am in are currently employed here, and past graduates from the same program have also secured positions within the organization.

Nothing. This college is being run into the ground from administration.

People are great, the new administration is doing better than their predecessors.

supportive colleagues, great IT staff, beautiful campus, strong art and creative programs, improving administrative and HR climate and transparency

The direction the college is going in. Although change has not happened at a faster phase the direction its moving in is favorable for the long term health of the college and for putting our students at the center of the decisions being made.

Table 1. Favorable Institutional Structure Responses

The mission of the college.

The most favorable thing about our institution is how WVC strives to meet community needs.

With new people, there has been energy to become more innovative in our processes and procedures that can benefit all entities of the college, especially our students.

WVC has the potential to be a great institution if everyone, including administration, buys in to the mission. Our nursing and allied health programs are a great strength, filling a critical need in the community and leading students to careers that are in-demand and pay a living wage. The same can be said about many of our prof/tech programs. There are many helpful and innovative supports for students such as computer/chromebook rentals, the IT help center, CAMP/TRIO/MESA/Student Grants Center, tutoring, and access to printers. I appreciate what our campus is doing with regards to sustainability and environmental consciousness. I love the activities such as the plant sale that the Ag and natural resources department does. The facilities are nice and office spaces are great. My immediate team and our dean is a very good group of people to work for and with.

Table 2. Favorable Student Focus Responses (n=34)

Table 2. Favorable Student Focus Responses

Allowing students to feel safe and heard in the classroom.

Being able to have the opportunity to mentor and guide students towards their educational goals

Dedication to student success.

Excellence in instruction for most areas of the college. Students tend to indicate that full-time and long time adjuncts have provided them with the best instruction.

I appreciate the friendly, collaborative, and supportive environment we have created at the branch campus. I have always felt supported by the staff and faculty and can confidently say that we are all devoted to student learning and success.

I believe the non administrative staff are working diligently to fulfill their responsibilities and want to enjoy their jobs. I believe most faculty are excellent at providing students with what they need to succeed.

I believe we have many excellent instructors who are qualified teachers, experts in their fields, and also care a lot about their students.

I love the age range of students here, and how all ages are supported and heard.

Table 2. Favorable Student Focus Responses

I think most people here work in good faith and do an excellent job with students. I think most faculty are kind to one another. The campus is beautiful. We have great programs and I wish the community was more aware of all that we do.

I think the school does a good job of finding ways to help students enroll. There are multiple programs that are designed to support students who are first generation college students or are from historically underserved communities. I also think that the school's educational programs are of a high quality and many of them are in economic sectors that will ensure work for graduates. I think that my supervisor is competent and supportive. The team that I work with consists of people that I get along with and are also motivated. The school is also committed to diversity in hiring.

Individual instruction

it feels nice to be able to play a role in the career path and success of our students.

Most faculty and staff care very deeply about about students and their success. Many give their personal time, make monetary sacrifices, etc. to support their students.

My institution is dedicated to students and their success. While there may not always agreement about how we can best serve students, all parts of the college take seriously our responsibility to provide student with the best education that we can.

My team of colleagues I work with and our focus on meeting students' needs.

Table 2. Favorable Student Focus Responses

Our commitment to students and the community is at the heart of everything we do. We continuously strive to create an inclusive, supportive, and dynamic learning environment. Our faculty members bring not only deep expertise in their fields but also a passion for teaching that is evident in their engaging instruction, hands-on learning opportunities, and dedication to student success.

Quality of education, variety of programs, affordability, convenience

Some teams have strong relationships that enhance their service to students.

The best and most rewarding part of my job is students. Second are the faculty that teach the students.

The faculty and staff are terrific! I think most of them are truly doing their best to meet the needs of students and help them achieve their goals. The WVC Foundation does a lot of students at the college.

The faculty and staff that I work with genuinely care about the students. The strive to provide information and assistance to help students overcome barriers and if they cannot help them, refer them to other staff/faculty or agencies that can get them the help they need to succeed.

The Faculty are passionate an care about students. Staff are committed, some go beyond expections to assist students.

The general attitude that we are all here for the students. This is an attitude shared by everyone who works here. We also tend to believe very strongly that education is vital for the well-being of everyone.

Table 2. Favorable Student Focus Responses

The institution prepares most students for success and has a dedicated, hardworking staff and faculty. I think the opportunities for students are wide-ranging, diverse, and a growing benefit to the community.

The most favorable things about the institution are a few things. The first is that it feels like the students are important to the faculty and to the student facing staff. Students have access to great variety of services and assistance when needed.

The people that work here care about the students and their success, and would like to be proud of where they work.

The Prof.Tech programs seem to meet the needs of both industry and the students.

The staff I work with care very much about the students we serve. It is a group of dedicated employees that collaborate very well on various initiatives. There is a culture of helping one another.

The team I work closely with are problem solvers and put students first. We have common goals and work together to achieve them.

This institution cares about students. Some staff go above and beyond to support and help students find resources in areas of need.

we have great people working here that care about the students and their jobs.

Table 2. Favorable Student Focus Responses

WVC does a great job preparing students for work or future education, and connecting with the community to identify partnerships and opportunities that benefit all.

WVC does a very great job on give students opportunities, and resources. Some of the staff that we have are amazing people that work hard to be able to support and care about our students.

WVC has great instructors and program directors who truly care about students.

Table 3. Favorable Supervisory Relationships Responses (n=14)

Table 3. Favorable Supervisory Relationships Responses

At the individual level, I feel that I am very supported by my direct department and supervisor. I believe that the college has a lot of trust in my abilities and wants to help me teach/manage my classroom in a way that feels authentic to me - and effective for students.

Current dean situation is favorable.

I am fortunate to work for [role redacted]. I have a great leader. She motivates and encourages me every day personally and professionally.

I find the communication in my department to be very effective, and inspiring. Having the freedom to ask questions and express my ideas has influenced the quality of my work.

I have a great deal of autonomy in teaching, within established courses.

In my time at WVC I have expereinced many very dedicated faculty, staff and adminstrators who love their work and the students they serve. I have also been given a great deal of flexiblity in accomplishing my goals and creating programs and instructional practices.

My Director, encourages faculty to have autonomy over the curriculum. Team member input, from all team members, is requested. If I have concerns I can go to my director. All team members except for one are willing to work with all other faculty members which makes the department a great place to work. The focus on student success throughout the college is amazing. Collaboration with faculty across campus is always positive and productive.

Table 3. Favorable Supervisory Relationships Responses

My division and dean are very supportive and collaborative. I am allowed to work independently with appropriate oversight, but without micromanaging.

My peers and chair are wonderful and supportive (or each other and our students).

My specific team is amazing. We work together well and I feel supported by my supervisor and we have been able to get a lot done.

My supervisor is supportive of my work.

Questions about supervisor should specify direct supervisor or any administrator - deans may be favorable, but higher admin may not be favorable. Faculty have good working relationships with other faculty. Many faculty here long term. High turnover with admin.

The dean of my department has consistently been supportive, approachable, and genuinely encouraging. He welcomes my ideas and suggestions and it has been a pleasure collaborating with him over the past few years. He creates space for creativity and growth, allowing me to envision new possibilities for our program—and, most importantly, he truly listens. Smart as a whip, too!

We have some phenomenal instructors and some very capable Deans.

Table 4. Favorable Teamwork Responses (n=25)

Table 4. Favorable Teamwork Responses

An area most favorable about WVC is the relationship that people on the ground have with each other. By this, I mean staff and administrative assistants. The individuals who work face-to-face with students, getting them advised, registered, and paying their tuition, all understand the hard work that we do, and we support each other. There's always a safe space for us in each other's departments.

Collaboration in my department is excellent.

Despite the minimal staffing and tendancy to be left out of my conversations, the faculty and support staff on the Omak Campus go above and beyond to support each other and the students.

Existing student support programs are very collaborative and work towards creating inclusive environments for staff and students. There are very passionate team members who make WVC an inviting space for its community members. Staff/Faculty training although still new, have been very clear, helpful, and offers opportunities for departments to connect with each other.

For the most part, the college is good. I feel like I have a great team that I can easily work with and collaborate with. There are other groups and departments that I also feel comfortable collaborating with and whom I can ask questions and receive help/advise from.

Great team members who are supportive, understanding, and willing to listen and help.

I enjoy working in my department. Even though I am at the Omak campus, a brach campus of the college, I still work together very well with my team in what we do.

Table 4. Favorable Teamwork Responses

I find my department the most favorable to work with.   We collaborate, support each other, and share ideas freely.

I love that I feel free to share my ideas and develop new processes that makes work more efficient. My team is friendly, supportive, and caring. I feel heard when there are concerns.

I work in a wonderful department. The people are just great.

I work with a strong, supportive, collaborative group, and I enjoy coming to work everyday because of them. I enjoy meeting our students and hearing about their work. And we have one of the most beautiful community college campuses, and our facilities, sustainability, and art department folks should all be celebrated for all the work that they've done.

Immediate work colleagues are respectful and cooperative.

My department is extremely supportive of everyone else in the department.

My greatest appreciation for this institution lies in the exceptional team I work with on a daily basis. This team, which includes staff, faculty, and administration, is committed to advancing the mission of the institution by continually expanding access to the broader community. Their collaborative efforts reflect the institution's overall dedication to progress.

My immediate work team. Counseling available to students and staff. FACE and Puente Navigation.

Table 4. Favorable Teamwork Responses

My interactions with and support from my colleagues are among the best things about the college. Coinciding with this would be the respect and concern we have for our students. Together we have developed a creative and scholarly environment. Also, we get great support from the administrative staff. Adding to this are the excellent buildings and classrooms.

My team (department and campus) work really well together

My work group is a cohesive team with supportive strengths and communication.

Some instructional/departmental teams are highly collaborative, supportive, and inclusive

The most favorable aspect of my job is collaboration with my colleagues and the work certain individuals do to move the college forward.

The small community I have around my working area is great. We all support each other in different ways. It feels like I work with friends and not just coworkers.

The teamwork within the department is positive. Otherwise, this institution needs to change many things.

Unity and support in our division is strong.

Table 4. Favorable Teamwork Responses

Within my immediate work team, we collaborate exceptionally well. We've fostered an environment where everyone feels comfortable and supported, knowing we can rely on one another for assistance, especially when it aligns with our mission of helping students overcome barriers to their education

Working with many of my colleagues. I have some amazing colleagues who are great at their jobs and have a great care for our students and each other. Opportunities for creative work. Students committed to learning and achieving their goals.

Table 5. Other Favorable Responses (n=13)

Table 5. Other Favorable Responses

<u>Colleagues</u>
The people I work with. The staff and faculty are wonderful here.

The people that work here who care, DEEPLY care.

we have great health insurance and i appreciate the reliable schedule. i like most of the people i work with and enjoy the data analysis part of my job.

WVC has such a good environment, I always feel like I'm a part of the community here. Everyone is kind and helpful. Professors and Deans are willing to help students in almost any way possible. There is an atmosphere that makes me want to continue learning!

<u>Diversity, Equity, and Inclusion</u>
Diversity and inclusion - large minority student population

Equity, inclusion, hispanic serving.

One of the most favorable aspects of my institution is its commitment to fostering an inclusive and welcoming environment. I consistently observe efforts to ensure that students and staff from diverse backgrounds feel respected and supported. For example, the availability of cultural programming, affinity groups, and DEI-focused training opportunities highlights the institution's dedication to equity and belonging.

Table 5. Other Favorable Responses

The department I reside in is unique in that it is one of the silos within campus that have a wealth of resources and knowledge for students and staff and instructors. When we are utilized appropriately, students are more successful because we use a holistic student approach. Aside from the department I am a part of, another aspect that is most favorable at the institution, is that there is a majority of Latine staff that are supportive of our student population. All of these individuals are made up staff members and some faculty that help with bringing positive energy to the campus and have developed a connection to each other across different facets of campus.

The inclusion and feeling of belonging. A life-long learning campus. Everyone on campus continues to learn and grow.

Uncategorized
Honestly none.

i find favorable things in every department a little here a little there

resources, nice classrooms, community relationships

Sadly, nothing is most favorable, every thing that happens is a crisis.

Table 6. Least Favorable Institutional Structure Responses (n=46)

Table 6. Least Favorable Institutional Structure Responses

1- This institution feels highly mis-managed. Administrations feels like all talk and no action and no direction.

1) Administrative leadership continues to fail to provide any relevant information and shows a distinct lack of decision-making skills. Despite regular meetings, nothing is actually said and there is rarely follow-up on concerns or issues discussed.

A lot of new people on campus seem to fall through the cracks of receiving basic information about getting onboard with college life, whether this is new students, new staff, new faculty. A comprehensive welcoming/onboarding process would benefit all those new folks who might be out of touch.

Accessibility to internal services to support external work.

Administration does not effectively communicate. Decisions are made without asking questions or soliciting feedback, one example being the decision to raise bin counts winter quarter that was then walked back for spring. Numbers were set in some areas w/o discussion with Dept. Heads. The office space set aside for our adjunct faculty was taken for an Inclusion Center, nothing ever happened in that space, including during the time when we had a director for that center. Money was spent to remodel a room that sat mostly empty. The issues women face on our campus were finally brought to light by NCW Life and this issue was mostly ignored, acknowledging the report in an email, nothing more. The problem still exists. Administration spends too much time in meetings and not enough time getting work done. We consistently hear that we are understaffed in certain areas, yet we seem to be constantly hiring. It was stated by new leadership that the "ivory tower" of third floor would be dismantled with those positions being moved throughout campus in part to increase accessibility, hasn't happened. Instead we added to decision makers being on third floor adding the position of COS.

Administration is dehumanizing and don't validate employees well-being physically and mentally.

Table 6. Least Favorable Institutional Structure Responses

Administrations actions speak loader then their words. Administration is a sleep at the wheel and the boat is a drift heading for a really big waterfall. SO SAD

An administration unconcerned with the well being of their employees; unable and unwilling to hold people accountable for harassing behavior; not willing to put students first; not willing to resolve significant institutional issues while actively working to present a facade of "all is well." Colleagues who mistreat students (many do not, but there are some who do). Colleagues who mistreat and harass other colleagues,

Communication from cabinet-level leadership. Decision-making from cabinet-level leadership. Decisions (when there actually are any) seem to be made in a vacuum, without consulting appropriate leaders/depts/stakeholders (HONK, for example). Refusal to acknowledge staffing limitations, especially with regard to the added workload of ctcLink. Constant messaging to grow enrollment (that's good), but without any staffing plan to support those students/programs/divisions. Conflicting messages about be everything to everyone: are we or aren't we? And if we are, where are the resources/staffing to support that?

Communication is not good about important things like decisions that need to be made, plans for things (not strategic plans but how we are going to go about accomplishing things) are not shared, hiring is bad -- untimely -- we always wait forever to hire faculty and miss out on good people.   The college does not follow through on things it says it will - MANY faculty have had course releases to develop curriculum, student service programs, etc., and NONE of them have been implemented - like a data science program, a computer science program, self-guided placement, peer mentoring. Decisions that should be made in shared governance are not. Shared governance consists of reporting out about events happening, not having members of committees give help solving problems. Instead, changes are made without input being considered. Many great ideas that people at the college have in order to try to help solve problems are lost because they are not solicited by admin. Instead, decisions are made that don't work, are not evidence-based.   The need for supporting students through tutoring has been questioned by admin, funding not provided. Sexual harrassment has gone unchecked for years.

Table 6. Least Favorable Institutional Structure Responses

Decision making is messy and miscommunicated. Things that have hurt our enrollment and reputation in the community went unaddressed for a long time. How can we be the institution of choice when we're doing things like cancelling classes needed for graduation at the last minute (when it's spring and the students need the class to graduate?), or not having a way for new students to enroll (at our campus) for 6 months (no staff here)? These decisions affect how we serve students much more than having faculty attend one more training.

I am not sure the administration could tie a shoe AND cut a check in under six months

I am often frustrated by the lack of understanding from the admin's POV on how much work and time it takes to do a good job as an instructor. I feel this when new expectations are added: work load creep is real and disheartening.

I have never seen the climate as low as it is now. The top administrators are not leading this institution in a positive direction. They cannot seem to make decisions easy or tough. There is too much talk and very little action by top administration. Good communication at all levels is almost nonexistent. Way too much effort is spent on bad actors complaining about trivial things and those that try to push this institution to be better are listened to but not heard. I have little hope anymore; I sometimes find it difficult to come to work when the good work we do is overshadowed by incompetence of higher-level administrators and some managers.

I think there are issues like workload equity and financial viability in scheduling that the deans could help with instead of their just implementing instructions from the V.P.I. I think engaged dialogue with divisions and their deans could result in serious cost saving efforts.

Table 6. Least Favorable Institutional Structure Responses

I think there is a belief among many on campus that the administration is aloof. We don't have much contact with them, and their decision-making is opaque. The school has had a number of scandals since I started working here. I know that the administration knows those problems exist. I also know that they are trying to solve them. However, I don't know what actions they are taking, and they haven't solved those issue yet. While the school is dedicated to diversity in hiring, there is still an issue with retention (although that doesn't seem to be as bad as it was), and the financial situation was allowed to get to an extremely bad point. Those things in themselves are enough to make staff and faculty concerned about the school. If I was asked to help make things less opaque, I would suggest that the notes from meetings on campus-wide problems are sent to all staff and faculty so that we know what the issues are, and how they are being addressed.

I'm shocked that some of the plans in place are so outdated and the former administration held no one accountable.

it feels like accountability or the lack of it is a problem at the college. The NCW Life report in the fall is a good example. Some of our employees don't seem to feel safe when they're reporting a problem, they don't necessarily trust the administrator that they're reporting to, and the reporting process isn't always clear or followed appropriately. People who are trying to report a problem shouldn't be made to feel like they're the problem. It should somehow be made apparent that the college is taking steps to hold people accountable for inappropriate behavior or to address a problem that's occurring, even if it's just a statement that talks about how the college is working to address a certain situation.

Knowledge and experience not given any value. Lack of leadership/direction. So much uncertainty concerning college's ability to sustain itself.

Lack of budgetary success.

Lack of money, over burdened employees, lack of flexible work conditions

Table 6. Least Favorable Institutional Structure Responses

lingering bad press from faculty that were improperly processed by HR, lacking adequate program marketing, fear of continued dean and mid-level admin turnover

Making reactionary rather than strategic decisions.

Many (a surprising number) of employees do not feel safe here, are afraid to voice their opinions or ideas, afraid to voice disagreement or dissent, even afraid to be around or work with specific colleagues; this in turn affects all of us and the effectiveness of the college as a whole. Having a culture of silence, even in just some areas or departments, is highly detrimental to an organization.

My understanding is that WVC has its first DEI training this year. Well behind the times and certainly not indicative of a commitment to DEI.

New ideas are not encouraged, if you are new or from the outside ideas discouraged. Previous skills and experience not relevant or considered.

One of my primary concerns with this institution is the difficulty in offering assistance, which is sometimes misconstrued as a negative approach. There appears to be a defensiveness among some individuals, preventing recognition of the intent to contribute constructively. Additionally, I have observed that there are times when individuals, including myself, are not invited to participate in broader discussions. Another concern is the lack of equitable advising for students, which can hinder their success. I am also troubled by the persistence of behaviors that undermine and devalue contributions, creating an environment that is not always conducive to collaboration and growth.

Our "problem solving techniques" revolve around plucking whatever two-year-old data is most favorable to the current administration and then using against faculty or programs in some fashion.

Table 6. Least Favorable Institutional Structure Responses

Passing down administrative processes is weak.

Poor long term financial decisions, lack of transparency, lack of real input/governance from faculty. Growth of administration - high administrative overhead costs.

Right now the college is stuck in a chokehold, and the grip belongs to "Chief of Staff" Maria Iniguez. She funnels and twists every bit of information before it hits the president, keeps the VPs on a short leash, and turns staff meetings into blame-fests instead of talking about teaching quality or how students are actually doing. Projects stall, morale tanks, and good people polish their résumés - including myself, my coworkers, and my supervisor. Fixing this means cutting out the gatekeeping (the president needs to literally open his door instead of hiding from everyone), slapping every senior leader (Maria included) with time-boxed, data-driven goals tied to STUDENT success, forcing all admins to re-interview under roles built around transparency, and making every standing meeting about real student-outcome numbers, not finger-pointing. If Maria stays and none of that happens, we'll be watching the college circle the drain within five years - and most of us are too afraid of her retaliation to say that anywhere but this survey. I know for a fact that Maria loves being the "bad guy", and I only hope the president is ignorant of her malicious stranglehold.

The area I find least favorable about WVC is the lack of relationship between staff and faculty, as well as staff and administration. There is no communication between leadership and those who are working with students. It feels like our needs are never heard. Many departments are understaffed and there's no concern for how that could affect students. The lack of relationship between staff and faculty makes it difficult to properly advise or guide students.

The cabinet level administration communicates that they are servant leaders but are generally self serving and duplicitous in behavior.

The institution has been facing a public climate crisis, and many staff and faculty members feel that the administrative decisions do not reflect the college's mission and values.

Table 6. Least Favorable Institutional Structure Responses

The Ivory Tower still exists, this is frustrating as it was not what we were promised. We rarely see Dr. Harrison interacting with those on campus. He is gone a lot, and this is concerning as we are falling apart. Emails are not helpful, actully talking to people that are here day in and out is what is important. Having a Cheif of Staff that seems to have the authority of the President is very concerning. This person is not an administrator, (but and Admin Asst) nor should they speak for the President and be in on all meeting that the President holds.

The least favorable areas would have to be issues within certain department regarding their processes, way of doing things, and handling situations. There is a lack of training from the institution that impact many areas mainly withing the admissions/registration areas with collaboration with the educational & placement department. As a "new" employee, it has been overwhelming coming into a chaotic and not so organized environment. Many processed are outdated and or not being communicated properly across staff, faculty, and administrative personnel. The work environment is not the greatest, and I don't expect it to be perfect but there are lots of things that can be changed and can be done to help rebuild the culture of this college.

The mishandling of sexual harrassment and assault claims within the past few years is wholly unacceptable.

The one thing I do not like about this institution is the sometimes the negativity in other departments at time. Distracting the rest of the Depatments and holding back effeteness and the goal of the mission.

The quote 'one college, two campuses' is not reflected in the work or support provided to the branch campus. There are many disparities when it comes to the branch campus that need to be addressed, which aren't despite staff and students voicing concerns. I believe we can be one college; however, at this time, it feels as if the Omak campus is not a priority.

The WORST part of my job is administration. Many wonderful words are spoken and verbal support given. NOTHING concrete ever comes from the words.

Table 6. Least Favorable Institutional Structure Responses

There is a disconnect between the administration and those that are doing the work. At meetings there is talk about how we need to be providing our students with a culture of excellence and the ways we need to go about doing this. But the administration fails to understand, most staff and faculty are doing that every day. We strive to provide our students with all the tools to succeed and grow, but none of that seems to be acknowledged or recognized by the president and others in administration. We consistently do more with less. And what are we rewarded with? A constant message of "we don't want to lay people off, but...." Many of the individuals, faculty and staff, that I see day to day do not feel valued or respected.

There is a lack of an organized process for daily activities, compounded by rigid adherence to procedures that have not been vetted for effectiveness. These processes impact multiple internal stakeholders, yet there is no clear outlet for proposing or implementing changes. The relationship between the union and administration has not demonstrated a collaborative, two-way dynamic. Instead, multiple union/faculty subgroups tend to take an adversarial approach rather than seeking collaboration from the outset.

There's still very little faith in Admin. I think this, in part, is due to the years that problem faculty were allowed to do harm unchecked. Problematic faculty still are still here (although that number has dropped slightly).

This is a fine institution, one I have devoted a good portion of my life to. I feel that at all levels of the college, we want what is best for our students and for the institution as a whole. My greatest concern is that the administration tends to make impactful decisions without significant input from the faculty. However, with a stronger faculty voice in the Instruction Council, this looks like it may be about to change.

Table 6. Least Favorable Institutional Structure Responses

Upper administration likes to make blanketed statements that we are one college with two locations however they consistently struggle to make all locations feel included. Anytime there are in person trainings Omak campus is only give one option while Wenatchee is given 4 or more. This is not equitable. Admin does a great job making Omak feel like a burden and it is a chore to provide equitable experience. While faculty and staff have managed to deal with this, it is not acceptable for our students to be ignored and treated less than by Admin. PIO will show the president of the college and VPI interacting with students on the Wenatchee Campus but that NEVER happens on the Omak campus. At graduation, VPIs, the President, and Board of Trustees are unknown to our students. They do not make any attempt to interact to the point that on graduation day our students wouldn't know the VPI of Instruction from the President. They arrive late and leave as soon as the ceremony is over not even trying to mingle with any of their Omak colleagues or students. High quality lip service is provided by upper admin but their actions rarely if ever back up their claims. Do better for the students.

We need to have more relations with employers in the Valley, and make programs that will give them employees.

Table 7. Least Favorable Student Focus Responses (n=7)

Table 7. Least Favorable Student Focus Responses

At the institutional level, some decisions appear to prioritize budgetary constraints over the student learning experience. While financial considerations are important, these decisions often overlook their impact on students, such as insufficient support in foundational roles critical to enrollment and retention. For example, the process for first-time student enrollment is overly complex and can deter prospective students. Increasing staffing in areas like navigation and registration would help address these challenges. That said, I acknowledge that there have been some recent improvements in this area.

I don't believe students or part-time faculty are valued enough by the upper administration.

It feels like there are individuals who don't care for the student-facing staff. People who only care about moving upward and don't realize the strain they create until they need someone to help them achieve their goals. This not only affects staff, but the students.

Many staff and faculty have the "me" mentality rather than what is best for the college as a whole or putting students first.

Recent administrative decisions to increase class size do not appear to be consistent with statements about wanting to support students and improving student success. Plus, these decisions were made without faculty input and/or discussion. Administration wants to increase class size to save money but if classes have 15+ students, this more than covers the cost of faculty. I don't understand the push to have classes at a community college with >24 students. This encourages lecture and multiple choice tests in classes and it's tough for faculty to provide individual student support if there are more than 24 students in a class. Thus, large class sizes (>24 students) does NOT foster student success.

some students doing online classes have reported to me that they are not getting the help they need from their professors. A student attending in person classes has reported bad experiences with a couple of professors. Perhaps some deans need to address these issues with their employees.

The administration at this college claims to put students first, but they do not. They serve themselves first and have created an environment of distrust.

Table 8. Least Favorable Supervisory Relationships Responses (n=4)

Table 8. Least Favorable Supervisory Relationships Responses

I am concerned about ongoing issues related to how staff/faculty have been treated by supervisors and/or administration. I understand the confidential nature of any corrective action, but it's hard to know if changes are really occurring. I answered the questions based on my personal experience, but that doesn't mean I'm not concerned about the experiences of my colleagues.

no transparency, I don't trust my dean/director

Senior administration fosters a divisive climate, failing to support cohesion between staff and faculty. Accountability is inconsistent. It seems faculty do not face consequences for missed deadlines or contract violations. There is not enough faculty oversight. Some faculty members use egregious language toward staff, students, or other faculty. Some faculty expect students to follow rules of conduct that they themselves ignore. While there are many kind and thoughtful faculty, they are overshadowed by peers who tarnish our institution. We struggle to retain students and staff are usually the ones to face the consequences. Staff face budget cuts, peers who quit, unfilled vacancies, and often handle the bulk of the students' emotional fallout. Staff do not have the resources to compensate for these shortcomings.

While I enjoy the amount of freedom and trust I have with my teaching (as described above), it has been difficult to pinpoint solid assessment of my work, or make change on a broader level outside of my classroom. This could be changes across an entire course, a program, or the ways in which instruction interacts with other areas of the college such as student services. I believe there is a lack of communication, clarity and trust as soon as I step out of my classroom sphere.

Table 9. Least Favorable Teamwork Responses (n=2)

Table 9. Least Favorable Teamwork Responses

A team member has verbalized an unwillingness to work with select other team members. This person will not say hi to everyone, takes over meetings, and is dismissive of other viewpoints. An amazing department is now a department where I use other doors to avoid the person. This person, who is demonstrating uncivil behaviors, was very vocal during an excellent HR training that covered workplace civility. Their comments rang hollow, and I wanted to hear more from HR instead of from an individual who is uncivil to others. In committee work, handbooks should be owned by the committee. In the curriculum committee, the handbook was only reviewed by a few and when several committee members had asked for access to review it was brushed over. In our department, the handbook process involves team review so questions can be answered/feedback given. Standardized processes would be helpful. Having set curriculum expectations, reviewed/discussed by faculty across the college, could help everyone know curriculum expectations and streamline the process. Some union leaders made negative comments about our department without gathering information from the faculty in the department.

There are some faculty colleagues who display bullying behavior, in my opinion. I choose to NOT speak up in their presence because they respond in negative, condescending, and combative ways. There is a lot of dialogue about improving relations between faculty and administration, but it might be helpful to apply this same motivation to improving relationships between faculty. The vocal (negative) minority tend to dominate most conversations when we are asked for feedback and/or input.

Table 10. Other Least Favorable Responses (n=43)

Table 10. Other Least Favorable Responses

Adjunct & Part-time

I find the treatment of adjunct instructors to be deeply concerning. There has been a noticeable lack of transparency around budgeting decisions, which has unfortunately led to uncertainty regarding our job security and has eroded professional trust in the administration. The repeated withholding of critical financial information contributes to a broader sense that the well-being of adjunct faculty is not being adequately considered. If this trend continues, we will lose even more talented staff as we will all start looking for other employment where our hard work is appreciated and respected.

Online, part-time teachers can feel really out of the loop on what is really going on and how we need to respond. I often have no idea what to do about certain trainings, meetings, etc., that come across my email. I want to be a quality instructor, but I'm overwhelmed with what I might be missing.

Communication

At times there seems to be a lack of communication/transparency when there are changes or the communication is not being effectively funneled to all faculty/staff.

Communication between various areas lacks timeliness, clarity, transparency, and kindness. Faculty and staff are frequently barred from communicating directly with upper admin; we are told that upper admin are "committed to transparent communication," but then we are told to "follow the chain of command" when trying to contact them directly. Some admin make assumptions about faculty/staff, and then use those assumptions to make decisions without including faculty/staff in the decision-making & problem-solving process. Diversity hiring is improving, but still needs to be addressed.

Communication needs to be improved. I also feel, this is all across WA state, higher education needs to pay their employees better and fairer.

Our communication has improved, but it still remains deeply flawed and a major impediment to our institution's overall success. We have gotten better at individual instances of communication, but we still lack a clear and systematic means to disseminate crucial information in a timely manner.

Table 10. Other Least Favorable Responses

our communication is terrible, most students i talk to have no idea what is going on and i have to send them to 4 different offices to answer their questions, where they get 4 different answers.

The silos of communication. People missing from tables that should be in attendance or misconceptions about departments. Blame placed on specific departments instead of ideas and actions being formed to resolve areas of stress

There is a clear lack of communication and information sharing within the organization. The project I am working on requires extensive 'how-to' guides and process documentation for staff. Unfortunately, there is minimal information available online or in our databases. As a result, I have had to consult with various departments. However, many of these departments either do not have documented processes or are unaware if official processes exist. Through this process, I have also discovered that many staff members are unaware of available resources, such as access to Office 365 or the ability for part-time teachers to apply for the professional development fund.

There is no clear direction or communication it seems. There is a lot of dysfunction in regards to the different departments working together both as a whole and as individuals workers. There seems to be a lot of negative energy when individuals express about the institution or at least they have more negative than positive things to say. A workplace should not feel that way.

There seems to be s vacuum in the upper administration. very little communication and the top brass seems more comfortable in Olympia or Washington D.C. then at WVC

Facilities
Modern spaces for learning and support services for Omak campus students, especially regarding advising/ed planning

Table 10. Other Least Favorable Responses

Parking. I know that sexton hall is under construction, and that means that an entire parking lot is out, but considering how much we must pay for a HONK parking pass,

Human Resources
Human Resources can be challenging. Lisa is a big step up from Reagan and I hope she stays with the college.

I am challenged by HR. The first [few years] I worked here I earned vesting credit, but the [redacted] year my position was made "retirement ineligible". And, now as someone who works 20 hours a week most months of the year I only earn half a vesting credit per month. I dislike this and wish I could earn a full vesting credit per month.

I dont like that the loudest negative voices seem to cause so much negative energy. Issues have not been dealt with in the past that have been damaging to many people and we are all trying to recover. I do believe that change is happening and the adminstration is trying to turn things around. New HR has helped.

The apparent lack of decision making or commitment to an answer from administration. It's frustrating and slows all our processes down that need their input. I'll also add that HR should be here to support WVC teams and is often a roadblock even when support is gained throughout a department and administration.

Silos
I feel like you have to seek out information. I have always done so but many do not. They feel uninformed and isolated. There have been major improvements in this area- weekly staff meetings, more transparency of college operations, and more frequent opportunities to come together as a campus. I would like to see more people(faculty, staff) engage.

Table 10. Other Least Favorable Responses

It would be nice if all departments would spend more time together. Team building meetings with other departments would be useful, because it would help to build relationships and get to know others in person instead of just email or by phone.

Lack of consistency and having connection across campus departments. No way to stay in touch with departments widely, especially when district emails were locked down.

Least favorable has been lack of cross departmental support from administration to faculty and staff. There isn't sufficient time for engagement with coworkers in other departments due to current workloads. Campus is understaffed and overworked. An example are campus events, little staff engagement due to workload or lack of interest

When I have an idea I share up the chain it disappears. Change to processes that involve students and cross Instruction and Student Services are impossible to implement. Info can be siloed.

Transparency
Decisions and transparency are confusing, and fear seems to come from the top. I am unsure if anyone knows what to do or how to solve problems and fix the culture here.

President Harrison is the biggest issue. He invites input but ignores it. He requires administrators to be non-transparent while insisting publicly that he promotes transparency. He undermines many of us with the community and college by his inability to let go of delegated job functions. He does not display trust in anyone but his assistant.

Table 10. Other Least Favorable Responses

The actions and words of this institution do not align. For example, we are frequently told about transparency while information is being withheld, or worse, we are being directly lied to. Recently we were asked not to spread rumors, but there is no actual information being disseminated, so that makes all information rumor. Our administration tells us to be civil, while they infight and say terrible things behind each others' backs. Nearly every week, someone tells you a story about an experience they have had with an administrator and it is the worst possible story you can imagine. There are dozens of these stories. Administrators are quick to take credit for good things, but deflect any possible blame - even when no one is trying to blame anyone.

There is very little information on how departmental budgets are developed. For instance, how does area plans feed into budget development? How does the outcomes in the Strategic Priority areas feed into the budget?

Transparency, communication, budget.

Turnover & Staffing
Far too many administrators going to meetings and not enough administrators getting things done. An embarrassing amount of turnover with employees. We need a far more streamlined approach to registration and student retention.

Lack of communication and transparency in what is happening institution wide in regards to high staff turnover in admin positions, budget woes, relationships between employees, hiring decisions, etc.

One of my least favorable observations about the institution is the ongoing impact of being short-staffed, which has led to a noticeable loss of institutional knowledge and disruptions in communication. This has created a frustrating experience for both current and potential students, who are often transferred between departments without clear guidance or resolution.

Table 10. Other Least Favorable Responses

That staff and faculty do not get respect for their knowledge and expertise. There has been a drain on this institution that is almost insurmountable. Mostly this is due to the unbelievable turnover rate, and there is no exchange of institutional knowledge or real job training for new hires. The problems that cause the turnover do not ever seem to be addressed.

The high turnover rate loses knowledge and talent and is sign there are serious problems.

The Transcript Evaluation Department is dramatically understaffed, mismanaged, and poorly serves the needs of many students. Given the situation, the attitude in this department is often dismissive, which is interpreted by students as outright disrespectful of their time and energy. According to anonymous members of neighboring departments, the Transcript Evaluation Department is often behind on their incredible workload and can be found filling in for staff in other departments, presumably to avoiding their mounting responsibility. Administration officials are have been made aware, but show little to no concern.

The two biggest issues I've seen at this college are high turnover and low trust. The high turnover is particularly brutal because the small size of this college means there's very little backup for most positions, so institutional knowledge is lost with every person who goes.

There is a disconnect between staff who works directly with students and those who are not. Front facing staff is short staffed and have been utilized for multiple roles outside of their designated one. Additionally, a majority of those with institutional knowledge have left and there's a large amount of turnover between staff who are leaving and coming in. In my opinion, it is largely due to leadership choices that do not align with the institutions mission. The mission is to be the community's first college choice so leadership decisions should reflect that but it does not. There's been no support for those who are one-on-one with students, there's no direct policy and procedure with at-risk students, there's lack of multilingual staff and instructors across campus that reflects our community, and the list goes on.

Table 10. Other Least Favorable Responses

There is a lack of change from the administration. We have too many positions higher up and not enough line staff. This institution wants enrollment to increase, but you can't increase enrollment by understaffing every department. The allocation of monetary resources spent on people up high who don't bring forth any positive change takes away from budgeting for line staff, creating longer processing wait times that frustrate students. Get rid of a few vice presidents, and you can fund at least seven line-staff positions.

Upper administration is not transparent, not supportive, and not connected with students or staff needs. They do not let ground level employees have any say on what happens here even if its with a student forward focus. We have extremely questionable policies through HR and as an example we had roughly 100 staff leave last academic year. I am currently under a contract that is not even legally written to avoid overtime rules.

We are short staffed, a lot of people are feeling burnt out.

When a person leaves a position, training for the next person who takes that position doesn 't get training. It takes too long to fill positions.

Uncategorized
WVC administration fails to be transparent in providing communication, feedback and support to staff, faculty and students. The disconnect to our community needs and uniqueness as a campus continue to grow and negatively impact our reputation within our local community. WVC has seen a decline in personnel, women, people of color, with many of these positions being lost. Employees are taking on additional roles without compensation. Administation is top heavy with higher salaries. The promotion of positions, for example Chief of Staff. We are a community college, we need to be able to have the personnel to directly serve students.

Glad to be on the fringes to avoid the in-fighting.

I don't think I have found anything at WVC that I dislike so far.

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Diversity, Equity, and Inclusion Qualitative Analysis

Racial injustice continues to be embedded in systems and institutions across the United States and within higher education. In an effort to facilitate conversations around this topic at community colleges, we provided an opportunity for faculty, staff, and administrators to respond to two qualitative questions that focus on diversity, equity, and inclusion (DEI). The PACE Climate Survey is intended to promote evidence-based decision making across critical issues at community colleges, including topics like this.

The questions are grounded in Bensimon's Equity-Minded framework as depicted on the University of Southern California Center for Urban Education website (see Figure 1). Equity-mindedness is a way of approaching educational reform that foregrounds the policies and practices contributing to disparities in educational achievement and abstains from blaming students for those accumulated disparities (Dowd & Bensimon, 2015). Community college leaders need to improve practice, inform policy, and extend theory to address racial and other disparities in educational achievement that exist across the higher education ecosystem. For this reason, the two DEI-focused questions are related to the role of leadership in equity-focused work and understanding the institutional challenges that may create barriers to equity on community college campuses.

Figure 1. Bensimon's Equity-Minded Framework

Of the 159 Wenatchee Valley College (WVC) employees who completed the PACE Climate Survey for Community Colleges (PACE Climate Survey), 96 (60.4%) provided open-ended comments for these two questions.

Please refer to Tables 1 and 2 for the qualitative responses to the two DEI open-ended questions. Please note that responses to open-ended questions are listed in alphabetical order and quoted exactly as written except in instances where the integrity of the report or and/or confidentiality are compromised. Comments are reported without demographics, and any phrasing or sentences in the open-ended responses that may reveal the identity of the survey respondent will be removed. Any additional edits for confidentiality are indicated by [ ].

1-Center for Urban Education | USC. (n.d.). *Equity mindedness* . https://cue.usc.edu/about/equity/equity-mindedness/
2-Dowd, Alicia C., & Bensimon, M. E. (2015). *Engaging the "race question:" Accountability and equity in U.S. Higher Education* . Teachers College Press.

Table 1. Leadership Priority Responses

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

Table 1.

Absolutely no idea. With our current president (Trump, not Harrison), who knows what's going to happen. Seriously, no idea at all.

Action (verb).

Additional town halls and group meetings with organizational stakeholders including community partners. The college is set to support and lead DEI efforts. A strong community voice supporting other organizations who do the work adjunct to the college in workforce and community needs.

Advising should be our top priority to support all students.

As a person with various ethnic backgrounds, WVC is doing well. Just need qualified humans Don't see color.

Budget

Building and expanding effective supports and interventions for students, especially diverse populations such as immigrants, language learners, and students with special needs.

Building the bridges that were burnt from the past administration.

Campus climate and how it is affecting our students and our vision to the community

Table 1.

continue focus on HSI realities of our demographic, considering how to expand diversity in part-time faculty

Continue to promote culturally relevant instruction.

Continuing to make more things more accessible, whether the barrier is physical, economic, language-based, etc. This will always be an ongoing issue. Help all faculty understand how they can make their course the most accessible it can be - it's hard for part-timers to be in the loop on this, especially those who don't specifically have teaching degrees.

Creating a psychologically safe work environment.

Difficult to say in the current political climate

Diversity: hiring

Economic diversity for all in our district, with input from the faculty for cost-effective means of distributing instruction across the district. For example, core lecture classes in Natural Resources taught to Nespelm, Omak and Wenatchee with face-to-face split out costs is a model that minimizes instruction cost while maximizing student access.

employee retention. we have been losing enthusiastic employees left and right for several years due to work culture.

Table 1.

ensure that people who work here do not encounter sexual harassment they are forced to endure or leave to work elsewhere in order to get away from it.

Equity between Staff and Faculty. Staff is important to the institution and without staff, faculty wouldn't have anybody to teach. Staff are just as important as faculty to the institution.

Equity practices, especially in hiring and promoting.

Filling the position that oversees diversity, equity, and inclusion center and facilitates events for students.

Focus on course work and learning for all. Emotional support is important but seems to have eclipsed actual learning support. COVID deprived students of many things but the scarcity of actual subject knowledge is not being addressed comprehensively.

Focus on improving the services for transfer students, for they are the most underserved although they're highly valuable due to their increased monetary contribution.

Focus on running the college effectively. Promote and market the college. We already support these things as a faculty/staff

Follow through. It's not enough to SAY you promote DEI, you have to do it.

get rid of DEI

<u>**Table 1.**</u>

Given the political climate, don't lose funding. There are a lot of individuals from minority groups in administration but fewer in instruction. Maybe start to address that.

Hire based on skill and merit, not DEI.

Hire locally based individuals who are reflective of the communities we serve. Not people from far away places who have no cultural competency or awareness of those communities.

Honestly, what does this really mean? What does this work look like? This has been a catch phrase tossed around for years and I am not sure I can tell you what it means, but I know that people here care about other people--regardless of all the things people might consider in not promoting this.

how to walk the talk when it comes to inclusion for the Omak students and staff

I am unsure what we are currently doing as an institution in this area. It really doesn't matter what I think, leadership tends to do what they think is best regardless of input. When the top priority is identified it would be great to see a concrete plan for implementing that priority, including a timeline for completion of each step.

I believe the institution needs to focus on stabilization. The staff tensions and fiscal uncertainty means no one can feel safe, and the more vulnerable you are (due to race, poverty, etc) the worse it is.

I believe we are dedicated to DEI. However, it feels like the Native American community is forgotten and the alliance with the Colville Tribes is not as strong. We could do more to recognize that this is a vital part of our community and student population, especially on our campus.

<u>Table 1.</u>

I believe we should show up, do our jobs and hire good people. Focusing on DEI for the sake of saying we promote DEI, seems redundant to our decades-long effort to hire good people, treat them fairly and move on. Forget the labels...

I cannot speak much on this area as I am fairly new, but I would hope and expect the college to implement whatever plan or focus is on a meaningful way.

I think the focus should be on inclusion. I embrace the ideas of diversity and equity as well, but inclusiveness is what really makes a team.

I think the leadership's top priority this next year is to be more intentional with their actions. They need to consider the staff and students beyond the main campus to ensure there is equity across all campuses and communities.

I think they are doing a good job currently, I'm not aware of any changes that are needed.

I think they should engage in some deep self reflection on the difference between words and action. It seems that our current administration thinks that if you say your are something, you are that thing. If you say you value something, that makes it true. For more than a decade there has been a priority to diversify the faculty, somehow we have made little to no progress there - despite adding a large number of faculty. Last year there was a "cluster hire" that borrowed another institutions' words. These were good words. However, there was no actual cluster hire or practices to support those words. It was all for show.

I think they should focus on more outside activities instead of just focusing inside the institution.

Table 1.

I think we need to move away from checking boxes.

If course given the current political climate this is a touchy subject. I think that if a student knows or feels confident enough to ask, there is help available. I think the institution should be sure students know where and how to find resources.

If federal DEI funding goes away, how will we continue to recruit and support students while remaining in compliance? The DEI staff have been doing great work that shouldn't go away if federal funding goes away.

In my experience, the college experience at WVC is very much catered to the traditional college student--one who is either still in high school or recently graduated, not a parent, usually not working, and still living at home. To become a truly equitable organization, the college must consider the needs of all enrolled students when shaping the college experience. The needs of transitional studies students, parenting students, students of a non-traditional age, and others are often overlooked. This cannot continue if we really want to be the college of choice in our area.

In the coming year, I believe the institution's leadership should prioritize retention and advancement of diverse employees, particularly those from underrepresented groups. While recruiting diverse talent is important, it's equally vital to create pathways for growth, mentorship, and leadership development that ensure all employees feel seen, supported, and valued over time.

inclusion - transparency

Inclusion- The Omak campus is technically ADA accessible, but requires a detailed knowledge of the campus to navigate from one building to another. Inclusion-Omak is not a part of WVC. It is clear that our students, faculty, and staff on the Omak campus are expected to "deal with" the additional steps to feel involved which makes them feel unimportant and unwanted.

Table 1.

It appears that this institution selectively emphasizes diversity, equity, and inclusion, choosing to prioritize these values only when it is seen as beneficial. It seems like a deliberate decision—either you fully embrace these principles, or you don't. By not consistently applying the principles of diversity, equity, and inclusion, we undermine our ability to build a truly inclusive institution.

It is hard to say, there was a person who actually seemed to be moving the needle, but they were not encouraged to stay. I believe the institution needs be more inclusive.

It seems that significant effort is already being dedicated to diversity, equity, and inclusion (DEI) initiatives, which are undoubtedly important. However, I believe leadership should look into whether the current focus on DEI is balanced with other critical priorities that directly impact student success and institutional effectiveness.

Just be fair and respectful.

Keep up the great work! The trainings have helped me learn. Please don't give up just because of the assault on diversity from the national level. What the institution has been doing has made a difference in my work, my comfort in discussing DEIB, and access to resources for students. Thank you!

Keeping it at the forefront of the work the college is doing.

Table 1.

Leadership's first priority should be to bring DEI activity back inside the bounds of equal-opportunity law and academic freedom. Mandatory ideology trainings, race-based programming, and quota-style hiring initiatives have overstepped legal limits, eroded merit, and chilled open debate. Over the next year, the administration should audit every DEI policy for compliance with state and federal statutes, repeal any practices that sort or reward people by skin color or identity group, and replace them with viewpoint-neutral standards that protect free expression and individual merit. A course correction toward lawful, content-neutral processes will restore fairness, reduce liability, and let faculty and staff focus on educating students rather than navigating ever-shifting ideological rules.

Leadership's top priority in the next year should be hiring support staff, so that we can provide the proper attention and support to students to help them excel. If we are understaffed and burnt out, it's difficult to focus our efforts on our students.

Looking at promoting women internally, hiring permanant Deans that can fulfill those true roles. Keeping the staff we have.

money to keep w.v.c open to educate whom every walks thru our doorsjust

N/A

N/A

NO comment,

No comment.

Table 1.

Nothing, its fine.

Providing anti-racist training to promote inclusive and equitable spaces. Hosting more events on campus for the community that center diverse identities and themes.

Providing much more support to the folks that have been assigned to lead this work. Like many organizations the folks who are leading the work also live daily in there personal lives the oppression themselves. It must be exhausing and so difficult.

Recruiting students coming out of high school with no plans to go to college into courses and programs here. Many of these students in our community are latino/a and don't know how much we could provide for them.

see previous answer.

Staff training on DEI.

Standing up to the federal government's weaponization of DEI and civil liberties.

Staying true through our words and our actions to the community we serve in the face of the current federal administration.

<u>**Table 1.**</u>

Strengthening community engagement by building more relationships with the community and opening up the conference rooms for more business events on the weekends (when parking is free, and spots are available).

Supporting employees by providing bilingual trainings and training opportunities. Employees can't grow new skills if even basic trainings aren't offered in their dominant language.

Supporting traditionally under-represented people who are employees.

That's all we ever talk about. I think we have this covered. Let's focus on the students getting a quality education and less admins getting in the way

The institution should be more transparent in decision-making and take everyone's perspective into account.

The top priority of leadership concerning DEI is not to forget we have many white students who are not represented because we are so concerned about representing everyone else. We are excluding a whole group by attempting to come across as inclusive. Keep it inclusive for ALL, not just our minority population.

The top priority should be fairness and providing a sense of belonging.

The top priotity should be to hire instructors and staff from all walks of life who are exceptional in their field.

Table 1.

There is a collaborative oversight forum that institutional leaders created was identified and communicated that its intent was to "ensure decision-making discussions are conducted in a transparent manner" and that the forum will release reports of the meetings but there has been no transparency at all regarding these meetings and their outcomes. It feels as it is performative and only to "address" on paper. This group needs to be reevaluated and make action on what it says it's supposed to do. It feels like a group that has not shared information to the greater campus.

to ensure that its employees feel better about their job; that should show a genuine care and concern about a diverse group of people to feel good about the work they do and in the institution they do it in.

To fight for it in light of the current political environment!

To get the pulse of every department on how DEI has worked for them or not.

To hire someone who doesn't smear the name of WVC all over the news. Our community has lost a large amount of trust in the institution. The comments I get now when I tell people I work at WVC are, "oh so you work with a bunch of creeps" or "how does it feel to work at a place like THAT" and its awful. I want to be proud of where I work.

To not be noticed by the FEDS. I think our commitment is shrouded in fear.

To stop. The institution has limited resources and should spend its energies and assets pursuing more universal ways to help all students and employees.

Transparency and letting staff have a voice. However nothing will change with current administration

Table 1.

Treat people with respect and support them so they do not leave. Treat those who stay with dignity and support so they thrive and don't burn out. High expectations, high support, and build trust and kindness.

Trying not to overdo it. Make meaningful steps to this end that actually work. Tooting our own horn about DEI is nothing to be proud of.

We need to figure out how to do that work and not get our federal grants cancelled - that's everyone's priority.

While I think DEI is important, I would like to see Admin not risk our federal funds by going against the current administration. We can do DEI work without risking funding.

Work on the climate and culture of for whom is here first.

Work on truly being a Hispanic Serving Institution. Hold employees who mistreat students and/or their colleagues accountable for their behavior.

Table 2. Institutional Barriers Responses

Diversity, Equity, and Inclusion Qualitative Question 2: What are the barriers to improving issues of diversity, equity, and inclusion at your institution? **(n=87)**

Table 2.

A barrier is a lack of mental health and financial resources for students. There is also a lack of support for staff to develop professionally.

A tendency to do what they've always done, resistance to change.

Actionable steps that are tangible for the college community. Common language, cultural expectations, and policy to support.

Administration doesn't seem to understand that support means action and allyship, and not only off campus. Money is a big barrier - DEIA programs for anything other than Spanish speakers are the first to see cuts - partly because they are grant funded, partly because it's not seen as a priority. When I brought this up to President Harrison once, he [questioned how many of those students we had]

Administration only does things their way.

Apathy.

Attitude

Certain faculty that make racial and sexual slurs, admin who assume everyone comes to work with good intentions and doesn't take real action to stop this, incorrect or uninformed advising that doesn't help students start where they are, lack of a good orientation to college/first year experience/required support classes.

<u>**Table 2.**</u>

Current government leadership will cut funding to create programs and space for more diversity, which will in turn reduce inclusion. We can learn so much by listening to people that are different than ourselves if we give space and opportunity to do so.

Current political climate

DEI is often viewed through a narrow lens.

Diversity, equity, and inclusion need to made a priority for the services for transfer students.

Face-to-face instruction can be the best mode for many students, but a number of our students cannot participate face-to-face. This builds in an inequity. Day Care or drop in childcare would help many students.

Faculty and Staff not willing to learn or deviate from old processes in order to move forward as an institution of choice. Lack of personnel in student facing positions.

Faculty and staff who don't actually care about it.

Faculty inherently believe that they are the most important element in running the college.

Table 2.

Faculty need access to better technology for improving the closed captioning in our Panopto videos. They're tragically inaccurate and it's taking about an hour of work to properly edit a 10min video. This is unreasonable and when I asked for help with this I've been met with empathy, but no solutions. There is software that I've asked 3 people for and still, nothing. The software is only $125 for the year. The idea that the whole campus is going to implement this accommodation in 2026 is laughable. It's unfortunate because we *want* to help our students, but I cannot add 7 hours to my work week - there just isn't enough time.

From what I can see, barriers include funding, the political climate, and capacity of staff.

Funding for the position and/or priority of the position.

gate keeping

Government.

Here are some common barriers that I encounter at this institution: unconscious bias, inadequate funding, and systemic issues.

Hiring and promoting people from diverse groups.

Table 2.

Honestly, I think if the administration could close the Omak campus, they would. All college-wide initiatives and priorities are focused on the Wenatchee campus. There is a continued lack of understanding about the uniqueness of the two campuses. What is successful in Wenatchee cannot be copy-pasted in Omak with the same results. When asked, "what does this look like on the Omak campus?" The response is nearly always, "that doesn't impact everyone in the room. Let's connect about that at a later time." Either we are one college or we are not. It is clear that Omak is not a priority and making the faculty, staff, and students feel included is not even on most administrators' radars.

I believe outreach to single parents and older adults should be a priority. I'd like to see more community-based opportunities that provide information, support, and encouragement for mature students who are considering returning to school. Many of these individuals bring valuable life experience and motivation but may face unique barriers, so creating accessible pathways and resources tailored to their needs could make a meaningful difference.

I believe the biggest barrier for us is collective trauma from past interactions within and between faculty and administration. I see many people on a daily basis act from a place of reactive trauma, safeguarding themselves against future pains, but causing more damage in the process. I believe we need significant help from trauma communication experts outside of academia, some sort of consulting firm perhaps.

I don't know.

I think currently it would be all of the internal issues.

I think one barrier is that people (students, support staff, faculty, administration, etc.) have different ideas about what diversity, equity and inclusion look like. As a result, it's going to be hard to see change or progress if everyone is measuring these 3 goals differently. So having a conversation about what the goal regarding diversity would look like specifically. Then identifying the goal for equity across the college and then the same for inclusion.

Table 2.

I think that retention is one of those barriers. In one of the scandals, the news mentioned that there was a hostile institutional culture in some departments that had caused some women, and Hispanic employees in particular, to feel marginalized. Some employees had left the school because of it. Addressing the root causes of the retention issues would both improve the retention rate at the school and also improve the institutional climate.

I truly wish I new the magic bullet for this one. The only recommendation I can give is continue to with the conversations and hold individuals accountable for their actions.

Ideas entrenched in colonial narratives, ideas that are stuck in that box and cannot thinking creatively or outside of that colonial box.

identify who might be the source of any sexual harassment and make clear to them that the behavior has to stop or they have to leave.

Implementing ideas. We talk a lot but take too long getting things done. It feels like we are all too often waiting for a "roll out".

Improving outreach of students and focusing on treating everyone the same but explaining the importance of resources.

Inclusion is also access for students with physical challenges, the Omak campus is not ADA compliant.

Individuals who don't find it important or who don't acknowledge or understand oppressive systemic issues.

Table 2.

It's hard to change the processes when half the people don't know what the process is supposed to be because the only person who knew quit half a year ago.

It's too self congratulatory with too much focus on superfluous DEI surface ideas instead of putting it energies to a more focused, meaning effort.

just be fair and kind to everyone and most importand to stop what you are doing and help

Lack of care.

Lack of continuity, consistency and support from the top.

lack of funding, lack of upper administration understanding of student needs (this is a blind spot, an area they think they understand, but their actions and the areas they choose to focus on do not demonstrate understanding), lack of upper administration support due to lack of understanding

lack of knowledge of the needs of omak students.

Money is likely a barrier, but honestly it just feels like our Native students are not a priority. Kudos for all the outreach to our Latinx students. In our community, the non-Native, non-Hispanic (i.e. white) first generation, impoverished students need to be supported and recognized as well. It's the only way we can break the inter-generational patterns for our rural population.

<u>Table 2.</u>

N/A

N/A

National politics. Fear of many things and on many levels. Failure to see shared humanity. Seeing differences and disagreement as a threat.

Need to stop hiring humans that have their own agendas that conflict with WVC's

No comment.

Not sure

One of the key barriers to improving diversity, equity, and inclusion at the institution is a lack of consistent follow-through and accountability. While DEI efforts are often well-intentioned, they can lose momentum without clear leadership, defined goals, and regular progress assessments. This can lead to initiatives feeling performative rather than transformative.

People are not identified by their abilities, they are hired by their characteristics, very sad

possibly lack of communication and lack of clear expectations in all aspects

Table 2.

small local population and demographics with expertise, lingering bad press from HR mismanagement of harrassment

Some are not willing to learn.

Some of the barriers hindering this institution from providing diversity, equity, and leadership are rooted in the culture created at this college, which includes accountability and leadership. As a Hispanic-serving institution, there needs to be more work and outreach being done in the community, as well as having more representation.

Staff and faculty that do not believe in the need for DEI.

Support and advocacy from administration.

That assumes that we need to improve these areas?

The administration.

The barriers to improving diversity, equity, and inclusion include not applying these principles consistently across the institution, resistance from some people who don't fully understand or support the cause, a lack of clear direction or unity among leadership, and treating DEI as a short-term issue instead of a long-term commitment and a financial gain.

Table 2.

The biggest roadblock is the speech chill. People are so worried about saying the "wrong" thing that real conversations never happen. Case in point: I sat in a meeting where someone claimed a student simply mentioning they'd voted for Donald Trump was "hate speech." That kind of fear-mongering is absurd - and it shows how warped the discussion has become. When every disagreement is painted as bigotry, folks clam up, policies go unchallenged, and DEI turns into an echo chamber instead of a problem-solver. Until we can speak freely, swap ideas without being labeled, and bring genuine ideological range to the table, the whole DEI effort is stuck in neutral.

The constant turnover, losing those peole with instutional knowledge, and the lack of ability to keep quality people. Women in particular have not been protected on this campus. We have lost too many that are very diverse, inclusive and act equitable.

The current barriers seem to be potential loss of funding by the federal government and the state budget deficit. I get the feeling that our DEI staff are pretty down about the uncertainty around funding, etc., so whatever we can do to support those staff would be good.

The current narrative from the president and those in power is the greatest barrier and make some scared to have these conversations or embolden those who are resistant to recognizing DEIB. Joe's definitions helped WVC have uniform DEIB terms. Thank you for advocating for DEIB when leaders are ignoring the importance of education and barriers to education for every student. Some team members believe everyone is at the same point in their acceptance of DEIB work. It takes open and kind conversations to help people see the importance of DEIB. Joe was amazing at this. Joe's acceptance that not everyone was at the same place, but his expectation that we would all get there was inspiring while not off-putting. Some team members are forceful in their approach with other faculty and students in a way that may turn people away from DEIB. I approach DEIB with hesitant people the same way I approach vaccine hesitancy. I listen to their viewpoints openly, I provide calm information, and I leave them with resources and an open invitation to discuss more if they are ever interested. As an institution we recognize DEIB, but not all team members/students are ready. We can help them.

The federal government and the local attitudes.

<u>**Table 2.**</u>

The federal government's treatment of DEI, limiting our freedom to be inclusive.

The fellows who discourage the promotion of DEI.

The ideas may be applied with a bit too much righteousness. This tends to exclude rather that include.

The institution isn't at a good time for growth. Because faculty positions turn over slowly, it may be difficult to increase diversity in instruction.

The issues are some of the individuals who are in leadership that are holding great ideas to be moved forward.

The lack of pace on how issues are handled. Decisions shouldn't be made in haste, but this campus tends to drag its feet to come to decisions which makes for lack of trust in how final decisions are made.

The largest barrier is the refusal to address barriers between areas of the college, and the insistence on sticking to traditional, male-centered, hierarchical structures instead of more democratic interpersonal structures.

The most significant barrier is failing to see that we are not inclusive of every group.

The people who are supposed to be representing us do not represent us the way they should.

Table 2.

The top barrier is that we are a small community. Their are many advantagess to small town living, but not as many people are attracted to a small town as there are attracted to a big city.

There are no issues of DEI, WVC is naturally diverse and its beautiful.

There are none/ WVC is exceptional at this

There is a lot of focus on Hispanic students, which is good. But there are other forms of diversity. If we believe in equity and inclusion, it would be nice to have some attention placed on these populations- IE returning students (those who have been out of the education system for some time), etc.

This type of work is hard, so we can give some grace. However, there is a deep lack of intention on the part of the administration. They will hear about racism, bad practice, etc. and act shocked and shake their heads. But no action. They will see our data, but no action. There are so many words from our current administration, but no actual action. This year we literally removed diversity from our mission. We are under an SBCTC mission that is antiracist and we can't even bring ourselves to center diversity.

Time and lack of understanding. This should be an ongoing discussion with easy tips, examples, and ideas to improve our coursework and student relations, not long meetings that many may or may not be able to attend or remember anything about. I feel out of the loop on this almost completely.

Trainings aren't always mandatory and should be.

Transparency is a barrier to improving issues of diversity, equity, and inclusion.

<u>Table 2.</u>

Trump

We are doing fine...

You name a barrier, we have them. Feeling safe and supported.

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Table 1. Custom Frequency Distributions

Custom Items	Response Option	WVC Count	WVC %
1 This institution exhibits a culture of accountability	Strongly Disagree	40	28%
	Disagree	49	35%
	Neither	28	20%
	Agree	20	14%
	Strongly Agree	5	4%
	Total	**142**	**100%**
2 Adjunct faculty are provided professional development opportunities	Strongly Disagree	7	7%
	Disagree	19	18%
	Neither	25	24%
	Agree	43	41%
	Strongly Agree	10	10%
	Total	**104**	**100%**
3 The budget development process in my department is transparent	Strongly Disagree	44	32%
	Disagree	36	26%
	Neither	23	17%
	Agree	21	15%
	Strongly Agree	13	9%
	Total	**137**	**100%**
4 The college promotes excellent working relationships among campuses and locations	Strongly Disagree	20	14%
	Disagree	29	21%
	Neither	41	30%
	Agree	38	28%
	Strongly Agree	10	7%
	Total	**138**	**100%**

| Custom Items (continued) | Response Option | WVC | |
		Count	%
5 The college builds relationships with other organizations in our district (e.g., high school districts, employers, etc.)	Strongly Disagree	7	5%
	Disagree	17	13%
	Neither	36	27%
	Agree	59	44%
	Strongly Agree	14	11%
	Total	**133**	**100%**
6 The college has an effective shared governance structure	Strongly Disagree	29	22%
	Disagree	35	27%
	Neither	49	37%
	Agree	14	11%
	Strongly Agree	5	4%
	Total	**132**	**100%**
7 I feel empowered to make decisions in my role at the college	Strongly Disagree	20	14%
	Disagree	25	17%
	Neither	22	15%
	Agree	52	36%
	Strongly Agree	26	18%
	Total	**145**	**100%**
8 Employee diversity and inclusion are important at this institution	Strongly Disagree	10	7%
	Disagree	14	10%
	Neither	44	31%
	Agree	56	39%
	Strongly Agree	19	13%
	Total	**143**	**100%**

Custom Items (continued)	Response Option	WVC	
		Count	%
9 The college's facilities are safe, modern, and conducive to learning	Strongly Disagree	8	6%
	Disagree	8	6%
	Neither	35	24%
	Agree	69	48%
	Strongly Agree	24	17%
	Total	**144**	**100%**
10 My department uses performance data to improve the services we provide	Strongly Disagree	6	5%
	Disagree	24	18%
	Neither	32	24%
	Agree	53	40%
	Strongly Agree	18	14%
	Total	**133**	**100%**
11 Senior leadership inspires confidence in times of uncertainty or change	Strongly Disagree	43	30%
	Disagree	37	26%
	Neither	31	22%
	Agree	22	15%
	Strongly Agree	9	6%
	Total	**142**	**100%**
12 The college effectively markets its programs and services	Strongly Disagree	30	21%
	Disagree	31	22%
	Neither	26	18%
	Agree	50	35%
	Strongly Agree	5	4%
	Total	**142**	**100%**

Custom Items (continued)	Response Option	WVC	
		Count	%
13 This college could handle a crisis effectively	Strongly Disagree	39	27%
	Disagree	46	32%
	Neither	32	22%
	Agree	23	16%
	Strongly Agree	5	3%
	Total	**145**	**100%**
14 The college provides sufficient scholarship opportunities for students	Strongly Disagree	3	2%
	Disagree	4	3%
	Neither	29	22%
	Agree	74	56%
	Strongly Agree	21	16%
	Total	**131**	**100%**
15 I feel comfortable voicing my concerns to upper-level administrators	Strongly Disagree	39	27%
	Disagree	41	28%
	Neither	18	12%
	Agree	31	21%
	Strongly Agree	16	11%
	Total	**145**	**100%**
16 I am satisfied with the overall response of my institution to current situations	Strongly Disagree	32	22%
	Disagree	36	25%
	Neither	38	27%
	Agree	27	19%
	Strongly Agree	10	7%
	Total	**143**	**100%**

Custom Items (continued)	Response Option	WVC	
		Count	%
17 Communication at the institution has been relevant to my situation	Strongly Disagree	18	13%
	Disagree	31	22%
	Neither	43	30%
	Agree	39	28%
	Strongly Agree	10	7%
	Total	**141**	**100%**
18 My institution has expressed concern for my health and wellness	Strongly Disagree	22	16%
	Disagree	32	23%
	Neither	38	27%
	Agree	40	29%
	Strongly Agree	8	6%
	Total	**140**	**100%**
19 My team has maintained a collaborative work climate	Strongly Disagree	5	4%
	Disagree	7	5%
	Neither	10	7%
	Agree	67	48%
	Strongly Agree	52	37%
	Total	**141**	**100%**
20 Students have been made aware of institutional and community-based resources to support their basic needs	Strongly Disagree	6	4%
	Disagree	9	7%
	Neither	29	22%
	Agree	67	50%
	Strongly Agree	23	17%
	Total	**134**	**100%**

Table 2. Custom Item Means

	Custom Items	WVC	
		N	Mean
1	This institution exhibits a culture of accountability	142	2.303
2	Adjunct faculty are provided professional development opportunities	104	3.288
3	The budget development process in my department is transparent	137	2.438
4	The college promotes excellent working relationships among campuses and locations	138	2.920
5	The college builds relationships with other organizations in our district (e.g., high school districts, employers, etc.)	133	3.421
6	The college has an effective shared governance structure	132	2.477
7	I feel empowered to make decisions in my role at the college	145	3.269
8	Employee diversity and inclusion are important at this institution	143	3.420
9	The college's facilities are safe, modern, and conducive to learning	144	3.646
10	My department uses performance data to improve the services we provide	133	3.398

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

	Custom Items (Continued)	WVC	
		N	Mean
11	Senior leadership inspires confidence in times of uncertainty or change	142	2.415
12	The college effectively markets its programs and services	142	2.782
13	This college could handle a crisis effectively	145	2.372
14	The college provides sufficient scholarship opportunities for students	131	3.809
15	I feel comfortable voicing my concerns to upper-level administrators	145	2.614
16	I am satisfied with the overall response of my institution to current situations	143	2.629
17	Communication at the institution has been relevant to my situation	141	2.943
18	My institution has expressed concern for my health and wellness	140	2.857
19	My team has maintained a collaborative work climate	141	4.092
20	Students have been made aware of institutional and community-based resources to support their basic needs	134	3.687

Table 3. Custom Demographic Frequency Distributions

Demographic Items	Response Option	WVC		2022	
		Count	%	Count	%
1 In which area of the college are you employed?	Administrative Services	9	7%	10	7%
	Student Services	25	18%	30	20%
	Instruction	79	58%	85	57%
	Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	24	18%	25	17%
	Total	**137**	**100%**	**150**	**100%**

Table 4. Institutional Structure Mean Comparisons by Area of College

			WVC compared with:		
	WVC		**2022**		
In which area of the college are you employed?	N	Mean	Mean	Sig.	Effect size
Overall	159	2.927	3.172	**	-.287
Administrative Services	9	3.115	3.550		
Student Services	25	2.640	3.410	***	-1.107
Instruction	79	2.773	2.870		
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	24	3.432	3.571		

Table 5. Student Focus Mean Comparisons by Area of College

<div align="right">WVC compared with:</div>

In which area of the college are you employed?	WVC		2022		
	N	Mean	Mean	Sig.	Effect size
Overall	159	3.808	3.821		
Administrative Services	9	3.873	3.961		
Student Services	25	3.491	3.773		
Instruction	79	3.839	3.726		
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	24	4.001	4.001		

Table 6. Supervisory Relationships Mean Comparisons by Area of College

<div align="right">WVC compared with:</div>

In which area of the college are you employed?	WVC		2022		
	N	Mean	Mean	Sig.	Effect size
Overall	159	3.676	3.776		
Administrative Services	9	3.734	3.914		
Student Services	25	3.473	3.957	*	-.647
Instruction	79	3.556	3.533		
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	24	4.301	4.163		

Table 7. Teamwork Mean Comparisons by Area of College

			WVC compared with:		
	WVC		2022		
In which area of the college are you employed?	N	Mean	Mean	Sig.	Effect size
Overall	159	4.007	3.927		
Administrative Services	9	4.130	4.117		
Student Services	25	3.993	4.066		
Instruction	79	3.849	3.720		
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	24	4.501	4.313		

Table 8. Overall Mean Comparisons by Area of College

			WVC compared with:		
	WVC		**2022**		
In which area of the college are you employed?	N	Mean	Mean	Sig.	Effect size
Overall	159	3.508	3.605		
Administrative Services	9	3.616	3.823		
Student Services	25	3.272	3.746	**	-.812
Instruction	79	3.411	3.389		
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	24	3.971	3.949		

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Student Success Literature Review

In recent years, community colleges have faced increasing pressure to improve student outcomes, including transfer, persistence, and completion rates (Aspen Institute College Excellence Program, 2017; Bailey, 2016). This emphasis on student success has been driven by a combination of factors, including rapid changes in student demographics, concerns about persistent inequities in educational attainment and achievement throughout the country, changing economic and workforce needs, reduced funding for public higher education, and general concerns about educational quality (Aspen Institute College Excellence Program, 2017; Center for Community College Student Engagement, 2012; Kinzie & Kuh, 2016).

To enhance student outcomes, community colleges must develop, apply, and measure progress against a clear definition of student success. A myriad of definitions of student success exist, and different stakeholders assess student success with a variety of metrics. Graduation and completion rates, persistence and retention statistics, student engagement levels, and equity and diversity ratings, among others, are employed to create these definitions (Astin, 1977; Barefoot, 2008; Kuh et al., 2010; Museus & Quaye, 2009; Pascarella & Terenzini, 2005; Rendón & Munoz, 2011). While many community college leaders conceptualize student success in terms of degree and certification completion rates, greater demands for accountability across a variety of outcomes have led many leaders to take a more holistic view of student success (Jenkins & Fink, 2016). For example, nearly all community colleges prioritize improving the outcomes of historically and systemically excluded students (Rodriguez, 2015).

Further, in response to employers' observations about skills gaps among college graduates, many community college leaders have progressively turned their attention to assessing labor market outcomes and better preparing students for the workforce (Aspen Institute College Excellence Program, 2017; Carnevale et al., 2012; Carnevale et al., 2013; Economist Intelligence Unit, 2014). Some community colleges have begun to track transfer and bachelor's degree attainment rates more systematically (Jenkins & Fink, 2016). In short, community colleges have come to define student success not only by what students achieve during college, but also how they fare after graduation.

To develop a question set best suited to understand how community colleges are working toward student success, the Belk Center for Community College Leadership and Research adopted the Aspen Institute's definition of student success, focusing on four principal areas: completion, equity, labor market, and learning. The table below provides further description of the four key areas of student success.

Table 1

Aspen Institute's Four Key Areas of Student Success

Key Area	Description
Completion	Ensuring that students earn associate's degrees and other meaningful credentials, as well as bachelor's degrees after they transfer.
Equity	Ensuring equity in access and in learning, completion, and labor market success for minority, low-income, and other historically underserved students.
Labor Market	Ensuring that graduates find and maintain employment that provides a family-sustaining wage after completion of a degree or credential, and using labor market outcomes to improve programs.
Learning	Setting high expectations for what students should learn, measure whether they are doing so, and using that information to engage faculty in improving teaching and curricula.

Note. Adapted from "About Us: The Aspen Institute College Excellence Program." (2019, April 12). Retrieved July 5, 2022, from https://highered.aspeninstitute.org/about/

These key areas identified by the Aspen Institute represent the field's current understanding of community college student success. With this in mind, the Belk Center's Student Success Question Set aims to help institutional leaders understand how employees perceive these aspects of student success. The findings can highlight strengths and areas for improvement and be used to chart a clear path forward toward institutional attainment and student success goals.

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Table 1. Student Success Frequency Distributions

Student Success	Response Option	WVC		PACE Normbase		Bacc./Assoc.	
		Count	%	Count	%	Count	%
1 Labor market outcomes for students are shared within this institution	Strongly Disagree	10	8%	359	3%	40	6%
	Disagree	33	27%	1298	13%	141	22%
	Neither	48	39%	3211	31%	225	35%
	Agree	29	24%	3800	37%	190	29%
	Strongly Agree	3	2%	1598	16%	53	8%
	Total	**123**	**100%**	**10266**	**100%**	**649**	**100%**
2 This institution tracks student employment after they leave this institution	Strongly Disagree	14	12%	525	6%	70	12%
	Disagree	27	24%	1215	13%	111	19%
	Neither	51	45%	3528	37%	248	42%
	Agree	17	15%	2925	31%	118	20%
	Strongly Agree	4	4%	1245	13%	43	7%
	Total	**113**	**100%**	**9438**	**100%**	**590**	**100%**
3 This institution partners with employers and businesses to offer opportunities for students	Strongly Disagree	4	3%	174	2%	27	4%
	Disagree	16	12%	550	5%	61	9%
	Neither	31	24%	2166	20%	242	34%
	Agree	65	50%	5216	47%	264	37%
	Strongly Agree	15	11%	2919	26%	113	16%
	Total	**131**	**100%**	**11025**	**100%**	**707**	**100%**
4 This institution identifies clear pathways to degree completion	Strongly Disagree	7	5%	175	2%	28	3%
	Disagree	20	14%	546	5%	78	9%
	Neither	31	22%	1535	13%	138	17%
	Agree	73	52%	5663	49%	390	47%
	Strongly Agree	10	7%	3731	32%	188	23%
	Total	**141**	**100%**	**11650**	**100%**	**822**	**100%**

Student Success (continued)	Response Option	WVC		PACE Normbase		Bacc./Assoc.	
		Count	%	Count	%	Count	%
5 This institution has resources to help undecided students find a pathway	Strongly Disagree	14	11%	253	2%	28	4%
	Disagree	21	16%	770	7%	76	10%
	Neither	34	26%	2412	21%	175	22%
	Agree	54	41%	5146	46%	377	48%
	Strongly Agree	10	8%	2641	24%	125	16%
	Total	**133**	**100%**	**11222**	**100%**	**781**	**100%**
6 This institution uses completion rates as a metric for program success	Strongly Disagree	5	4%	238	2%	22	3%
	Disagree	10	8%	384	4%	31	4%
	Neither	40	32%	2540	24%	219	31%
	Agree	55	44%	4854	46%	312	45%
	Strongly Agree	15	12%	2644	25%	116	17%
	Total	**125**	**100%**	**10660**	**100%**	**700**	**100%**
7 This institution regularly assesses learning outcomes in individual courses	Strongly Disagree	5	4%	218	2%	26	4%
	Disagree	16	13%	537	5%	73	11%
	Neither	41	34%	2318	23%	179	27%
	Agree	42	35%	4563	45%	273	41%
	Strongly Agree	16	13%	2587	25%	121	18%
	Total	**120**	**100%**	**10223**	**100%**	**672**	**100%**
8 This institution regularly assesses learning outcomes for programs	Strongly Disagree	5	4%	185	2%	25	4%
	Disagree	18	15%	473	5%	71	11%
	Neither	44	37%	2266	22%	179	27%
	Agree	39	33%	4733	46%	285	42%
	Strongly Agree	13	11%	2614	25%	113	17%
	Total	**119**	**100%**	**10271**	**100%**	**673**	**100%**

Student Success (continued)	Response Option	WVC		PACE Normbase		Bacc./Assoc.	
		Count	%	Count	%	Count	%
9 This institution regularly assesses learning outcomes across the college	Strongly Disagree	6	5%	206	2%	34	5%
	Disagree	20	16%	576	6%	81	12%
	Neither	49	40%	2499	24%	195	30%
	Agree	36	29%	4512	44%	250	38%
	Strongly Agree	12	10%	2413	24%	100	15%
	Total	**123**	**100%**	**10206**	**100%**	**660**	**100%**
10 This institution disaggregates its data to show how programs serve different groups of students	Strongly Disagree	5	4%	327	3%	28	4%
	Disagree	12	10%	753	8%	67	10%
	Neither	43	36%	3143	32%	219	34%
	Agree	42	35%	3743	38%	249	38%
	Strongly Agree	19	16%	1891	19%	90	14%
	Total	**121**	**100%**	**9857**	**100%**	**653**	**100%**
11 This institution demonstrates a commitment to equity	Strongly Disagree	8	6%	449	4%	59	7%
	Disagree	18	13%	786	7%	105	13%
	Neither	39	27%	2103	18%	158	19%
	Agree	55	39%	4952	43%	316	38%
	Strongly Agree	22	15%	3328	29%	192	23%
	Total	**142**	**100%**	**11618**	**100%**	**830**	**100%**
12 There is a systematic process for identifying at-risk students and reaching out with appropriate interventions	Strongly Disagree	18	14%	398	4%	50	7%
	Disagree	30	23%	965	9%	103	14%
	Neither	45	35%	2316	21%	181	24%
	Agree	26	20%	4665	43%	298	40%
	Strongly Agree	10	8%	2576	24%	121	16%
	Total	**129**	**100%**	**10920**	**100%**	**753**	**100%**

Table 2. Student Success Item Mean Comparisons

		WVC		PACE Normbase			Bacc./Assoc.		
	Student Success	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
1	Labor market outcomes for students are shared within this institution	123	2.854	3.485	***	-.624	3.116	**	-.256
2	This institution tracks student employment after they leave this institution	113	2.735	3.334	***	-.578	2.920		
3	This institution partners with employers and businesses to offer opportunities for students	131	3.542	3.921	***	-.424	3.530		
4	This institution identifies clear pathways to degree completion	141	3.418	4.050	***	-.717	3.769	***	-.347
5	This institution has resources to help undecided students find a pathway	133	3.188	3.816	***	-.662	3.634	***	-.444
6	This institution uses completion rates as a metric for program success	125	3.520	3.871	***	-.388	3.670		
7	This institution regularly assesses learning outcomes in individual courses	120	3.400	3.857	***	-.492	3.580		
8	This institution regularly assesses learning outcomes for programs	119	3.311	3.888	***	-.640	3.579	**	-.267
9	This institution regularly assesses learning outcomes across the college	123	3.228	3.818	***	-.638	3.456	*	-.219
10	This institution disaggregates its data to show how programs serve different groups of students	121	3.479	3.621			3.469		
11	This institution demonstrates a commitment to equity	142	3.458	3.854	***	-.384	3.575		
12	There is a systematic process for identifying at-risk students and reaching out with appropriate interventions	129	2.845	3.738	***	-.866	3.448	***	-.539

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

Table 3. Mean Comparisons by Personnel Classification

<div align="center">WVC compared with:</div>

What is your personnel classification?	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
Overall	151	3.293	3.788	***	-.678	3.535	***	-.311
Faculty	63	3.263	3.844	***	-.783	3.567	**	-.408
Administrator	14	3.504	3.691			3.396		
Staff	66	3.274	3.771	***	-.695	3.553	**	-.357

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 4. Mean Comparisons by Race/Ethnicity

WVC compared with:

Please select the race/ethnicity that best describes you:	WVC		PACE Normbase			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	151	3.293	3.788	***	-.678	3.535	***	-.311
African American or Black	0	Ø	3.841			3.401		
Alaska Native or American Indian	0	Ø	3.763			3.917		
Asian	1	--	3.843			3.734		
Hispanic/Latina/o/x	23	3.081	3.880	***	-1.002	3.642	*	-.639
Middle Eastern or North African	0	Ø	3.997			--		
Native Hawaiian or Pacific Islander	0	Ø	3.671			3.479		
White	98	3.337	3.804	***	-.661	3.511	*	-.224
Two or more races	10	3.170	3.693	*	-.655	3.517		
Prefer to self-describe	9	3.397	3.604			3.423		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 5. Mean Comparisons by Employment Status

	WVC		PACE Normbase			Bacc./Assoc.		
Your status at this institution is:	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	151	3.293	3.788	***	-.678	3.535	***	-.311
Full-Time	121	3.264	3.756	***	-.683	3.460	*	-.255
Part-Time	22	3.472	3.977	**	-.685	3.811	*	-.450

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 6. Mean Comparisons by Highest Level of Education Earned

WVC compared with:

What is the highest level of education you have earned?	WVC		PACE Normbase			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	151	3.293	3.788	***	-.678	3.535	***	-.311
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.893			--		
Doctoral degree (e.g., Ph.D., Ed.D.)	11	3.273	3.713			3.441		
Master's degree	69	3.296	3.762	***	-.633	3.456		
Bachelor's degree	33	3.269	3.802	***	-.739	3.561	*	-.394
Associate's degree	14	3.386	3.890	**	-.747	3.650		
Certificate	4	--	3.866			3.804		
High School diploma or GED	6	--	3.952			3.758		
No diploma or degree	0	Ø	4.048			--		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 7. Mean Comparisons by Gender Identity

What is your gender identity?	WVC		PACE Normbase			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	151	3.293	3.788	***	-.678	3.535	***	-.311
Man	36	3.516	3.824	*	-.418	3.562		
Woman	89	3.247	3.809	***	-.787	3.549	***	-.390
Non-binary	3	--	3.225			3.081		
Genderqueer/Gender non-conforming	2	--	3.326			3.348		
Prefer to self-describe	9	2.889	3.532	*	-.845	3.356		

Table 8. Mean Comparisons by Gender Identity (Transgender)

WVC compared with:

Do you identify as transgender?	WVC		PACE Normbase			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	151	3.293	3.788	***	-.678	3.535	***	-.311
Yes	1	--	3.534			3.136		
No	139	3.297	3.826	***	-.769	3.591	***	-.386

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 9. Mean Comparisons by Years at this Institution

<div align="center">WVC compared with:</div>

How many years have you worked at this institution?	WVC		PACE Normbase			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	151	3.293	3.788	***	-.678	3.535	***	-.311
5 years or less	60	3.386	3.888	***	-.681	3.626	*	-.285
6-10 years	26	3.033	3.740	***	-.977	3.467	**	-.644
11-15 years	22	3.288	3.725	**	-.597	3.357		
16-20 years	15	3.098	3.743	***	-.923	3.477		
21-25 years	11	3.320	3.772	*	-.678	3.596		
26 years or more	6	--	3.812			3.634		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 10. Mean Comparisons by Years in Higher Education

WVC compared with:

How many years have you worked in higher education?	WVC		PACE Normbase			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	151	3.293	3.788	***	-.678	3.535	***	-.311
5 years or less	45	3.426	3.934	***	-.699	3.735	*	-.370
6-10 years	27	3.234	3.780	***	-.751	3.493		
11-15 years	22	3.194	3.714	**	-.692	3.393		
16-20 years	18	3.111	3.755	***	-.914	3.387		
21-25 years	13	3.183	3.758	**	-.835	3.549		
26 years or more	13	3.426	3.765			3.530		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 11. Mean Comparisons by Age

	WVC		PACE Normbase			Bacc./Assoc.		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	151	3.293	3.788	***	-.678	3.535	***	-.311
29 or younger	16	2.932	3.897	***	-1.247	3.784	***	-1.068
30 - 39	31	3.422	3.768	*	-.450	3.411		
40 - 49	41	3.289	3.777	***	-.679	3.498		
50 - 59	27	3.106	3.839	***	-1.046	3.531	**	-.575
60 or older	22	3.598	3.864			3.637		

WVC compared with:

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

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Table 1. Institutional Structure Frequencies by Personnel Classification

Institutional Structure	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
1 The actions of this institution reflect its mission	Strongly Disagree	12	8%	8	13%	1	7%	3	5%
	Disagree	37	24%	12	19%	5	36%	20	31%
	Neither	41	26%	18	29%	2	14%	17	26%
	Agree	62	39%	24	38%	5	36%	22	34%
	Strongly Agree	5	3%	1	2%	1	7%	3	5%
	Total	**157**	**100%**	**63**	**100%**	**14**	**100%**	**65**	**100%**
4 Decisions are made at the appropriate level at this institution	Strongly Disagree	22	14%	12	19%	1	7%	8	12%
	Disagree	53	34%	21	34%	5	36%	24	37%
	Neither	41	26%	17	27%	2	14%	15	23%
	Agree	34	22%	11	18%	4	29%	15	23%
	Strongly Agree	6	4%	1	2%	2	14%	3	5%
	Total	**156**	**100%**	**62**	**100%**	**14**	**100%**	**65**	**100%**
5 The institution effectively promotes diversity in the workplace	Strongly Disagree	6	4%	4	6%	0	0%	2	3%
	Disagree	18	11%	9	14%	3	21%	4	6%
	Neither	52	33%	24	38%	3	21%	22	33%
	Agree	59	37%	21	33%	4	29%	27	41%
	Strongly Agree	23	15%	5	8%	4	29%	11	17%
	Total	**158**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**
6 Institutional leadership is focused on meeting the needs of students	Strongly Disagree	20	13%	12	19%	1	7%	7	11%
	Disagree	30	19%	15	24%	0	0%	12	18%
	Neither	44	28%	17	27%	1	7%	22	33%
	Agree	38	24%	12	19%	6	43%	14	21%
	Strongly Agree	26	16%	7	11%	6	43%	11	17%
	Total	**158**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**

Institutional Structure (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
10 Information is shared within this institution	Strongly Disagree	29	18%	15	24%	4	29%	10	15%
	Disagree	47	30%	19	30%	2	14%	22	33%
	Neither	39	25%	18	29%	3	21%	13	20%
	Agree	31	20%	9	14%	3	21%	16	24%
	Strongly Agree	12	8%	2	3%	2	14%	5	8%
	Total	**158**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**
11 Institutional teams use problem-solving techniques	Strongly Disagree	7	5%	5	8%	1	8%	1	2%
	Disagree	31	21%	17	29%	3	23%	10	15%
	Neither	53	35%	20	34%	1	8%	27	42%
	Agree	51	34%	15	25%	6	46%	24	37%
	Strongly Agree	9	6%	2	3%	2	15%	3	5%
	Total	**151**	**100%**	**59**	**100%**	**13**	**100%**	**65**	**100%**
15 I am able to appropriately influence the direction of this institution	Strongly Disagree	24	15%	12	19%	2	14%	10	15%
	Disagree	40	25%	21	34%	3	21%	13	19%
	Neither	48	31%	15	24%	1	7%	26	39%
	Agree	37	24%	13	21%	6	43%	15	22%
	Strongly Agree	8	5%	1	2%	2	14%	3	4%
	Total	**157**	**100%**	**62**	**100%**	**14**	**100%**	**67**	**100%**
16 Open and ethical communication is practiced at this institution	Strongly Disagree	29	18%	12	19%	4	29%	13	20%
	Disagree	45	29%	20	32%	2	14%	20	30%
	Neither	47	30%	22	35%	4	29%	15	23%
	Agree	29	18%	9	14%	3	21%	14	21%
	Strongly Agree	7	4%	0	0%	1	7%	4	6%
	Total	**157**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**

Institutional Structure (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
22 This institution has been successful in positively motivating my performance	Strongly Disagree	28	18%	16	26%	2	14%	10	15%
	Disagree	35	23%	13	21%	1	7%	16	24%
	Neither	32	21%	13	21%	3	21%	13	20%
	Agree	42	27%	14	23%	4	29%	21	32%
	Strongly Agree	18	12%	6	10%	4	29%	6	9%
	Total	**155**	**100%**	**62**	**100%**	**14**	**100%**	**66**	**100%**
25 A spirit of cooperation exists at this institution	Strongly Disagree	24	15%	12	19%	3	21%	9	14%
	Disagree	42	27%	16	25%	4	29%	21	32%
	Neither	47	30%	24	38%	2	14%	13	20%
	Agree	32	21%	11	17%	2	14%	16	24%
	Strongly Agree	11	7%	0	0%	3	21%	7	11%
	Total	**156**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**
29 Institution-wide policies guide my work	Strongly Disagree	6	4%	4	6%	1	7%	1	2%
	Disagree	24	15%	10	16%	2	14%	12	18%
	Neither	42	27%	16	25%	1	7%	21	32%
	Agree	64	41%	30	48%	6	43%	21	32%
	Strongly Agree	19	12%	3	5%	4	29%	11	17%
	Total	**155**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**
32 This institution is appropriately organized	Strongly Disagree	26	17%	9	15%	1	7%	16	24%
	Disagree	58	38%	25	40%	6	43%	22	33%
	Neither	40	26%	18	29%	4	29%	12	18%
	Agree	24	16%	8	13%	3	21%	13	20%
	Strongly Agree	6	4%	2	3%	0	0%	3	5%
	Total	**154**	**100%**	**62**	**100%**	**14**	**100%**	**66**	**100%**

Institutional Structure (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
38 I have the opportunity for advancement within this institution	Strongly Disagree	27	19%	12	23%	2	17%	13	20%
	Disagree	26	18%	11	21%	2	17%	11	17%
	Neither	43	30%	15	28%	3	25%	19	29%
	Agree	33	23%	12	23%	3	25%	16	25%
	Strongly Agree	12	9%	3	6%	2	17%	6	9%
	Total	**141**	**100%**	**53**	**100%**	**12**	**100%**	**65**	**100%**
41 I receive adequate information regarding important activities at this institution	Strongly Disagree	8	5%	4	6%	0	0%	4	6%
	Disagree	31	20%	9	15%	4	29%	16	24%
	Neither	36	24%	17	27%	2	14%	14	21%
	Agree	65	42%	30	48%	6	43%	26	39%
	Strongly Agree	13	8%	2	3%	2	14%	7	10%
	Total	**153**	**100%**	**62**	**100%**	**14**	**100%**	**67**	**100%**
44 Administrative processes are clearly defined	Strongly Disagree	33	22%	18	29%	4	29%	11	17%
	Disagree	65	42%	27	43%	4	29%	28	42%
	Neither	31	20%	15	24%	2	14%	12	18%
	Agree	16	10%	2	3%	3	21%	9	14%
	Strongly Agree	8	5%	1	2%	1	7%	6	9%
	Total	**153**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**

Table 2. Student Focus Frequencies by Personnel Classification

Student Focus	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
7 Student needs are central to what we do	Strongly Disagree	8	5%	6	10%	0	0%	2	3%
	Disagree	28	18%	12	19%	2	14%	13	20%
	Neither	22	14%	11	18%	1	7%	10	15%
	Agree	55	35%	16	26%	7	50%	21	32%
	Strongly Agree	43	28%	17	27%	4	29%	19	29%
	Total	**156**	**100%**	**62**	**100%**	**14**	**100%**	**65**	**100%**
8 I feel my job is relevant to this institution's mission	Strongly Disagree	1	1%	1	2%	0	0%	0	0%
	Disagree	1	1%	1	2%	0	0%	0	0%
	Neither	10	6%	5	8%	0	0%	5	7%
	Agree	40	26%	9	15%	1	7%	26	39%
	Strongly Agree	104	67%	46	74%	13	93%	36	54%
	Total	**156**	**100%**	**62**	**100%**	**14**	**100%**	**67**	**100%**
17 Faculty meet the needs of students	Strongly Disagree	4	3%	1	2%	1	8%	2	3%
	Disagree	16	11%	3	5%	1	8%	10	16%
	Neither	35	23%	8	13%	2	15%	22	35%
	Agree	63	42%	28	44%	7	54%	24	39%
	Strongly Agree	32	21%	23	37%	2	15%	4	6%
	Total	**150**	**100%**	**63**	**100%**	**13**	**100%**	**62**	**100%**
18 Student diversity is important at this institution	Strongly Disagree	0	0%	0	0%	0	0%	0	0%
	Disagree	6	4%	3	5%	1	7%	2	3%
	Neither	28	18%	11	18%	0	0%	13	20%
	Agree	61	40%	22	36%	7	50%	27	42%
	Strongly Agree	58	38%	25	41%	6	43%	22	34%
	Total	**153**	**100%**	**61**	**100%**	**14**	**100%**	**64**	**100%**

Student Focus (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
19 Students' competencies are enhanced	Strongly Disagree	1	1%	0	0%	1	8%	0	0%
	Disagree	4	3%	3	5%	0	0%	1	2%
	Neither	47	32%	11	18%	2	15%	27	44%
	Agree	67	45%	28	45%	8	62%	28	46%
	Strongly Agree	30	20%	20	32%	2	15%	5	8%
	Total	**149**	**100%**	**62**	**100%**	**13**	**100%**	**61**	**100%**
23 Administrators meet the needs of students	Strongly Disagree	21	14%	11	18%	1	7%	9	15%
	Disagree	39	27%	23	37%	3	21%	10	17%
	Neither	43	29%	16	26%	1	7%	21	35%
	Agree	35	24%	10	16%	6	43%	17	28%
	Strongly Agree	9	6%	2	3%	3	21%	3	5%
	Total	**147**	**100%**	**62**	**100%**	**14**	**100%**	**60**	**100%**
28 Staff (non-instructional, non-administrator) meet the needs of students	Strongly Disagree	1	1%	1	2%	0	0%	0	0%
	Disagree	10	7%	5	8%	2	14%	3	5%
	Neither	20	13%	10	16%	0	0%	9	14%
	Agree	81	53%	33	53%	9	64%	32	49%
	Strongly Agree	41	27%	13	21%	3	21%	21	32%
	Total	**153**	**100%**	**62**	**100%**	**14**	**100%**	**65**	**100%**
31 Students receive an excellent education at this institution	Strongly Disagree	3	2%	0	0%	1	8%	2	3%
	Disagree	10	7%	3	5%	0	0%	6	10%
	Neither	36	24%	12	19%	0	0%	20	32%
	Agree	69	46%	33	52%	8	62%	21	33%
	Strongly Agree	33	22%	15	24%	4	31%	14	22%
	Total	**151**	**100%**	**63**	**100%**	**13**	**100%**	**63**	**100%**

Student Focus (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
35 This institution prepares students for a career	Strongly Disagree	1	1%	0	0%	1	8%	0	0%
	Disagree	5	3%	2	3%	0	0%	2	3%
	Neither	25	17%	9	15%	0	0%	15	23%
	Agree	82	54%	32	52%	8	62%	33	52%
	Strongly Agree	38	25%	19	31%	4	31%	14	22%
	Total	**151**	**100%**	**62**	**100%**	**13**	**100%**	**64**	**100%**
37 This institution prepares students for further learning	Strongly Disagree	1	1%	0	0%	1	8%	0	0%
	Disagree	3	2%	1	2%	0	0%	1	2%
	Neither	37	25%	14	22%	0	0%	21	33%
	Agree	74	49%	31	49%	8	62%	28	44%
	Strongly Agree	36	24%	17	27%	4	31%	14	22%
	Total	**151**	**100%**	**63**	**100%**	**13**	**100%**	**64**	**100%**
40 Students are assisted with their personal development	Strongly Disagree	2	1%	0	0%	1	8%	1	2%
	Disagree	17	12%	5	8%	1	8%	10	17%
	Neither	36	25%	12	20%	3	23%	15	26%
	Agree	67	47%	36	59%	6	46%	22	38%
	Strongly Agree	22	15%	8	13%	2	15%	10	17%
	Total	**144**	**100%**	**61**	**100%**	**13**	**100%**	**58**	**100%**
42 Students seem satisfied with their educational experience at this institution	Strongly Disagree	1	1%	0	0%	0	0%	1	2%
	Disagree	10	7%	2	3%	1	8%	6	10%
	Neither	50	34%	21	34%	0	0%	25	40%
	Agree	76	52%	35	56%	10	83%	27	44%
	Strongly Agree	9	6%	4	6%	1	8%	3	5%
	Total	**146**	**100%**	**62**	**100%**	**12**	**100%**	**62**	**100%**

Table 3. Supervisory Relationships Frequencies by Personnel Classification

Supervisory Relationships	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
2 My supervisor expresses confidence in my work	Strongly Disagree	5	3%	2	3%	1	7%	1	1%
	Disagree	14	9%	9	15%	0	0%	4	6%
	Neither	12	8%	3	5%	2	14%	4	6%
	Agree	43	27%	24	39%	1	7%	17	25%
	Strongly Agree	84	53%	24	39%	10	71%	41	61%
	Total	**158**	**100%**	**62**	**100%**	**14**	**100%**	**67**	**100%**
9 My supervisor is open to the ideas, opinions, and beliefs of everyone	Strongly Disagree	4	3%	1	2%	0	0%	2	3%
	Disagree	18	11%	11	17%	1	7%	4	6%
	Neither	17	11%	7	11%	2	14%	6	9%
	Agree	42	27%	21	33%	3	21%	16	24%
	Strongly Agree	77	49%	23	37%	8	57%	39	58%
	Total	**158**	**100%**	**63**	**100%**	**14**	**100%**	**67**	**100%**
12 Work expectations are communicated to me	Strongly Disagree	9	6%	5	8%	1	7%	3	4%
	Disagree	28	18%	9	15%	3	21%	13	19%
	Neither	25	16%	13	21%	1	7%	8	12%
	Agree	66	42%	26	42%	5	36%	29	43%
	Strongly Agree	29	18%	9	15%	4	29%	14	21%
	Total	**157**	**100%**	**62**	**100%**	**14**	**100%**	**67**	**100%**
13 Unacceptable behaviors are identified and communicated to me	Strongly Disagree	8	6%	5	10%	2	18%	1	2%
	Disagree	19	14%	8	16%	2	18%	7	11%
	Neither	37	27%	16	31%	2	18%	17	28%
	Agree	52	38%	18	35%	3	27%	25	41%
	Strongly Agree	20	15%	4	8%	2	18%	11	18%
	Total	**136**	**100%**	**51**	**100%**	**11**	**100%**	**61**	**100%**

Supervisory Relationships (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
20 I receive timely feedback for my work	Strongly Disagree	19	13%	11	19%	3	21%	4	6%
	Disagree	29	19%	12	21%	1	7%	15	23%
	Neither	26	17%	11	19%	2	14%	10	15%
	Agree	46	30%	17	29%	5	36%	19	29%
	Strongly Agree	31	21%	7	12%	3	21%	18	27%
	Total	**151**	**100%**	**58**	**100%**	**14**	**100%**	**66**	**100%**
21 I receive appropriate feedback for my work	Strongly Disagree	17	11%	11	19%	3	21%	3	4%
	Disagree	25	16%	12	20%	0	0%	11	16%
	Neither	21	14%	8	14%	1	7%	9	13%
	Agree	55	36%	21	36%	5	36%	25	37%
	Strongly Agree	34	22%	7	12%	5	36%	19	28%
	Total	**152**	**100%**	**59**	**100%**	**14**	**100%**	**67**	**100%**
26 My supervisor actively seeks my ideas	Strongly Disagree	14	9%	9	15%	1	7%	2	3%
	Disagree	21	14%	8	13%	1	7%	10	15%
	Neither	20	13%	13	21%	0	0%	6	9%
	Agree	53	34%	22	36%	3	21%	27	40%
	Strongly Agree	47	30%	9	15%	9	64%	22	33%
	Total	**155**	**100%**	**61**	**100%**	**14**	**100%**	**67**	**100%**
27 My supervisor seriously considers my ideas	Strongly Disagree	14	9%	8	13%	1	7%	3	4%
	Disagree	12	8%	6	10%	1	7%	5	7%
	Neither	19	12%	9	15%	0	0%	8	12%
	Agree	61	39%	29	47%	4	29%	24	36%
	Strongly Agree	50	32%	10	16%	8	57%	27	40%
	Total	**156**	**100%**	**62**	**100%**	**14**	**100%**	**67**	**100%**

Supervisory Relationships (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
30 Work outcomes are clarified for me	Strongly Disagree	14	9%	7	11%	3	21%	4	6%
	Disagree	30	19%	11	18%	3	21%	14	21%
	Neither	36	23%	17	28%	1	7%	14	21%
	Agree	51	33%	21	34%	4	29%	22	33%
	Strongly Agree	23	15%	5	8%	3	21%	13	19%
	Total	**154**	**100%**	**61**	**100%**	**14**	**100%**	**67**	**100%**
34 My supervisor helps me to improve my work	Strongly Disagree	15	10%	9	15%	2	14%	3	4%
	Disagree	20	13%	9	15%	1	7%	8	12%
	Neither	26	17%	12	20%	1	7%	11	16%
	Agree	47	31%	22	37%	3	21%	20	30%
	Strongly Agree	43	28%	7	12%	7	50%	25	37%
	Total	**151**	**100%**	**59**	**100%**	**14**	**100%**	**67**	**100%**
39 I am given the opportunity to be creative in my work	Strongly Disagree	5	3%	4	6%	0	0%	1	2%
	Disagree	5	3%	2	3%	0	0%	2	3%
	Neither	18	12%	4	6%	2	14%	11	17%
	Agree	60	39%	25	40%	4	29%	26	39%
	Strongly Agree	67	43%	28	44%	8	57%	26	39%
	Total	**155**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**
45 I have the opportunity to express my ideas to my supervisor in appropriate forums	Strongly Disagree	10	7%	8	13%	0	0%	1	2%
	Disagree	14	9%	9	14%	0	0%	3	5%
	Neither	21	14%	11	17%	1	7%	7	11%
	Agree	61	40%	25	40%	7	50%	27	41%
	Strongly Agree	47	31%	10	16%	6	43%	28	42%
	Total	**153**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**

Supervisory Relationships (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
46 Professional development and training opportunities are available	Strongly Disagree	6	4%	3	5%	1	7%	2	3%
	Disagree	15	10%	7	11%	1	7%	6	9%
	Neither	28	19%	9	15%	3	21%	15	23%
	Agree	76	50%	30	48%	7	50%	33	50%
	Strongly Agree	26	17%	13	21%	2	14%	10	15%
	Total	**151**	**100%**	**62**	**100%**	**14**	**100%**	**66**	**100%**

Table 4. Teamwork Frequencies by Personnel Classification

Teamwork	Response Option	Overall Count	Overall %	Faculty Count	Faculty %	Administrator Count	Administrator %	Staff Count	Staff %
3 There is a spirit of cooperation within my work team	Strongly Disagree	7	4%	3	5%	0	0%	4	6%
	Disagree	10	6%	6	10%	1	7%	1	1%
	Neither	9	6%	7	11%	0	0%	1	1%
	Agree	66	42%	32	52%	8	57%	22	33%
	Strongly Agree	66	42%	14	23%	5	36%	39	58%
	Total	**158**	**100%**	**62**	**100%**	**14**	**100%**	**67**	**100%**
14 My primary work team uses problem-solving techniques	Strongly Disagree	2	1%	2	3%	0	0%	0	0%
	Disagree	14	9%	7	12%	1	7%	5	8%
	Neither	16	10%	11	18%	1	7%	3	5%
	Agree	60	39%	29	48%	5	36%	24	36%
	Strongly Agree	62	40%	11	18%	7	50%	34	52%
	Total	**154**	**100%**	**60**	**100%**	**14**	**100%**	**66**	**100%**
24 There is an opportunity for all ideas to be exchanged within my work team	Strongly Disagree	7	4%	5	8%	0	0%	2	3%
	Disagree	14	9%	7	11%	1	7%	5	8%
	Neither	20	13%	12	19%	1	7%	6	9%
	Agree	67	43%	29	46%	3	21%	28	42%
	Strongly Agree	48	31%	10	16%	9	64%	25	38%
	Total	**156**	**100%**	**63**	**100%**	**14**	**100%**	**66**	**100%**
33 My work team provides an environment for free and open expression of ideas, opinions, and beliefs	Strongly Disagree	8	5%	5	8%	1	8%	1	2%
	Disagree	16	10%	8	13%	1	8%	6	9%
	Neither	20	13%	15	24%	0	0%	5	8%
	Agree	61	40%	26	41%	5	38%	25	38%
	Strongly Agree	49	32%	9	14%	6	46%	29	44%
	Total	**154**	**100%**	**63**	**100%**	**13**	**100%**	**66**	**100%**

Teamwork (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
36 My work team coordinates its efforts with appropriate individuals and teams	Strongly Disagree	1	1%	1	2%	0	0%	0	0%
	Disagree	13	9%	6	10%	1	7%	5	8%
	Neither	25	16%	19	31%	0	0%	5	8%
	Agree	68	45%	25	41%	7	50%	30	46%
	Strongly Agree	45	30%	10	16%	6	43%	25	38%
	Total	**152**	**100%**	**61**	**100%**	**14**	**100%**	**65**	**100%**
43 A spirit of cooperation exists in my department	Strongly Disagree	5	3%	3	5%	0	0%	1	2%
	Disagree	11	7%	6	10%	1	7%	4	6%
	Neither	10	7%	3	5%	0	0%	4	6%
	Agree	53	35%	28	44%	5	36%	19	29%
	Strongly Agree	73	48%	23	37%	8	57%	37	57%
	Total	**152**	**100%**	**63**	**100%**	**14**	**100%**	**65**	**100%**

Figure 1. Means by Personnel Classification and Climate Factor
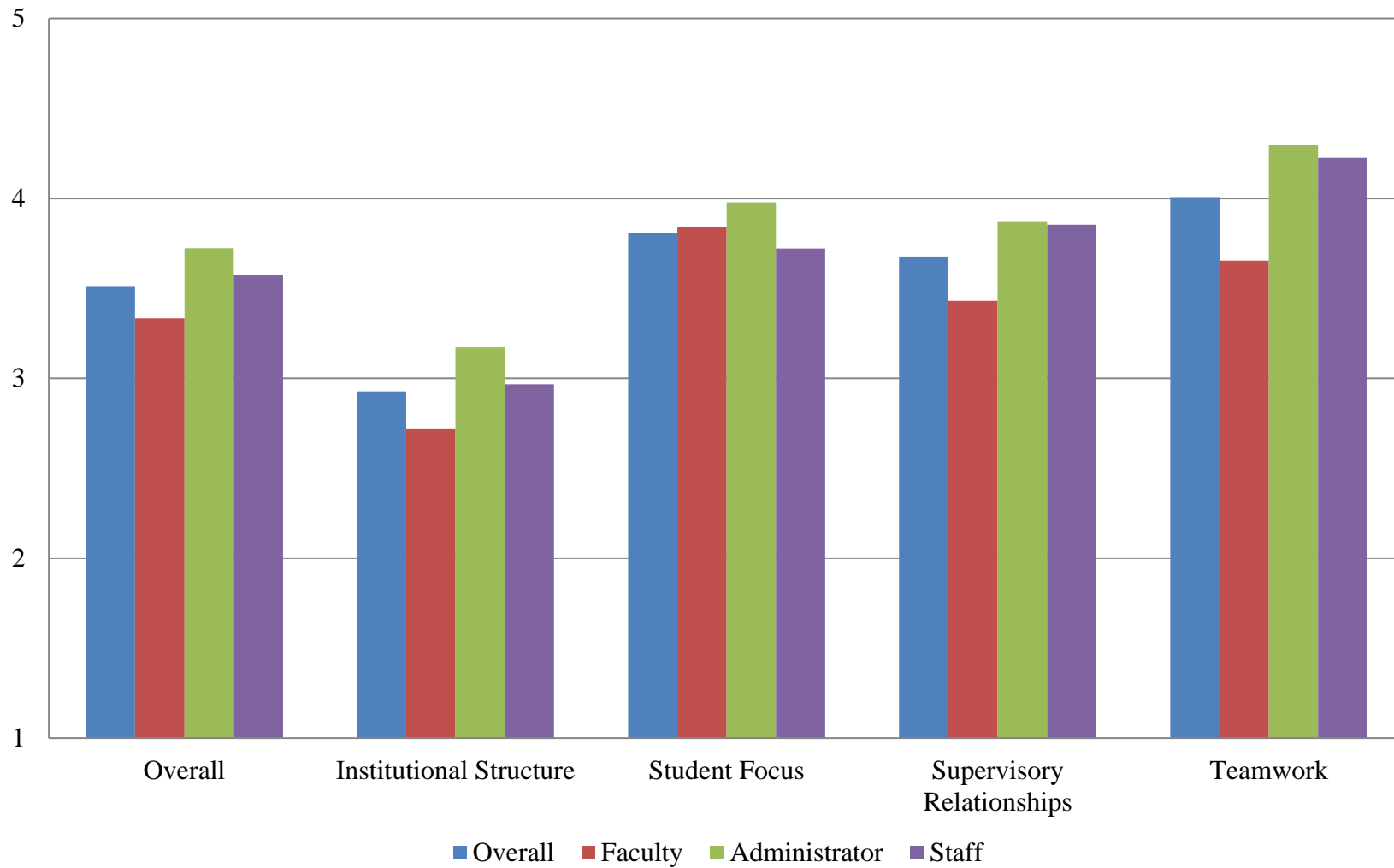
Table 5. Climate Factor Means by Personnel Classification

Climate Factor	Overall Mean	Faculty N	Faculty Mean	Administrator N	Administrator Mean	Staff N	Staff Mean
Overall	3.508	63	3.333	14	3.723	67	3.577
Institutional Structure	2.927	63	2.717	14	3.172	67	2.966
Student Focus	3.808	63	3.838	14	3.979	67	3.721
Supervisory Relationships	3.676	63	3.430	14	3.869	67	3.853
Teamwork	4.007	63	3.654	14	4.295	67	4.224

Table 6. Institutional Structure Item Means by Personnel Classification

	Institutional Structure	Overall		Faculty	Administrator	Staff
		N	Mean	Mean	Mean	Mean
1	The actions of this institution reflect its mission	157	3.070	2.968	3.000	3.031
4	Decisions are made at the appropriate level at this institution	156	2.673	2.484	3.071	2.708
5	The institution effectively promotes diversity in the workplace	158	3.475	3.222	3.643	3.621
6	Institutional leadership is focused on meeting the needs of students	158	3.127	2.794	4.143	3.152
10	Information is shared within this institution	158	2.684	2.429	2.786	2.758
11	Institutional teams use problem-solving techniques	151	3.159	2.864	3.385	3.277
15	I am able to appropriately influence the direction of this institution	157	2.777	2.516	3.214	2.821
16	Open and ethical communication is practiced at this institution	157	2.618	2.444	2.643	2.636
22	This institution has been successful in positively motivating my performance	155	2.916	2.694	3.500	2.955
25	A spirit of cooperation exists at this institution	156	2.769	2.540	2.857	2.864
29	Institution-wide policies guide my work	155	3.426	3.286	3.714	3.439
32	This institution is appropriately organized	154	2.519	2.500	2.643	2.470
38	I have the opportunity for advancement within this institution	141	2.837	2.679	3.083	2.862
41	I receive adequate information regarding important activities at this institution	153	3.288	3.274	3.429	3.239
44	Administrative processes are clearly defined	153	2.353	2.063	2.500	2.561

Table 7. Student Focus Item Means by Personnel Classification

	Student Focus	Overall		Faculty	Administrator	Staff
		N	Mean	Mean	Mean	Mean
7	Student needs are central to what we do	156	3.622	3.419	3.929	3.646
8	I feel my job is relevant to this institution's mission	156	4.571	4.581	4.929	4.463
17	Faculty meet the needs of students	150	3.687	4.095	3.615	3.290
18	Student diversity is important at this institution	153	4.118	4.131	4.286	4.078
19	Students' competencies are enhanced	149	3.812	4.048	3.769	3.607
23	Administrators meet the needs of students	147	2.810	2.500	3.500	2.917
28	Staff (non-instructional, non-administrator) meet the needs of students	153	3.987	3.839	3.929	4.092
31	Students receive an excellent education at this institution	151	3.788	3.952	4.077	3.619
35	This institution prepares students for a career	151	4.000	4.097	4.077	3.922
37	This institution prepares students for further learning	151	3.934	4.016	4.077	3.859
40	Students are assisted with their personal development	144	3.625	3.770	3.538	3.517
42	Students seem satisfied with their educational experience at this institution	146	3.562	3.661	3.917	3.403

Table 8. Supervisory Relationships Item Means by Personnel Classification

	Supervisory Relationships	Overall		Faculty	Administrator	Staff
		N	Mean	Mean	Mean	Mean
2	My supervisor expresses confidence in my work	158	4.184	3.952	4.357	4.388
9	My supervisor is open to the ideas, opinions, and beliefs of everyone	158	4.076	3.857	4.286	4.284
12	Work expectations are communicated to me	157	3.497	3.403	3.571	3.567
13	Unacceptable behaviors are identified and communicated to me	136	3.419	3.157	3.091	3.623
20	I receive timely feedback for my work	151	3.272	2.948	3.286	3.485
21	I receive appropriate feedback for my work	152	3.421	3.017	3.643	3.687
26	My supervisor actively seeks my ideas	155	3.632	3.230	4.286	3.851
27	My supervisor seriously considers my ideas	156	3.776	3.435	4.214	4.000
30	Work outcomes are clarified for me	154	3.253	3.098	3.071	3.388
34	My supervisor helps me to improve my work	151	3.550	3.153	3.857	3.836
39	I am given the opportunity to be creative in my work	155	4.155	4.127	4.429	4.121
45	I have the opportunity to express my ideas to my supervisor in appropriate forums	153	3.791	3.317	4.357	4.182
46	Professional development and training opportunities are available	151	3.669	3.694	3.571	3.652

Table 9. Teamwork Item Means by Personnel Classification

	Teamwork	Overall		Faculty	Administrator	Staff
		N	Mean	Mean	Mean	Mean
3	There is a spirit of cooperation within my work team	158	4.101	3.774	4.214	4.358
14	My primary work team uses problem-solving techniques	154	4.078	3.667	4.286	4.318
24	There is an opportunity for all ideas to be exchanged within my work team	156	3.865	3.508	4.429	4.045
33	My work team provides an environment for free and open expression of ideas, opinions and beliefs	154	3.825	3.413	4.077	4.136
36	My work team coordinates its efforts with appropriate individuals and teams	152	3.941	3.607	4.286	4.154
43	A spirit of cooperation exists in my department	152	4.171	3.984	4.429	4.338

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Table 1. Demographic Frequency Distributions

			WVC		PACE Normbase		*WVC compared with:* 2022		Bacc./Assoc.	
Demographic Items	Response Option		Count	%	Count	%	Count	%	Count	%
1 What is your personnel classification?	Faculty		63	44%	20947	42%	78	51%	2466	41%
	Administrator		14	10%	5930	12%	16	10%	775	13%
	Staff		67	47%	22562	46%	60	39%	2791	46%
		Total	**144**	**100%**	**49439**	**100%**	**154**	**100%**	**6032**	**100%**
2 Please select the race/ethnicity that best describes you:	African American or Black		0	0%	3887	8%	1	1%	464	8%
	Alaska Native or American Indian		0	0%	361	1%	2	1%	57	1%
	Asian		1	1%	1274	3%	4	3%	188	3%
	Hispanic/Latina/o/x		23	16%	3980	8%	18	12%	365	6%
	Middle Eastern or North African		0	0%	185	0%	0	0%	19	0%
	Native Hawaiian or Pacific Islander		0	0%	90	0%	0	0%	23	0%
	White		99	70%	33988	71%	108	72%	4127	70%
	Two or more races		10	7%	2138	4%	7	5%	335	6%
	Prefer to self-describe		9	6%	2193	5%	10	7%	324	5%
		Total	**142**	**100%**	**48096**	**100%**	**150**	**100%**	**5902**	**100%**
3 Your status at this institution is:	Full-Time		121	84%	39230	80%	123	80%	5042	84%
	Part-Time		23	16%	9958	20%	30	20%	976	16%
		Total	**144**	**100%**	**49188**	**100%**	**153**	**100%**	**6018**	**100%**
4 What is the highest level of education you have earned?	First Professional degree		1	1%	693	1%	1	1%	88	1%
	Doctoral degree		11	8%	5347	11%	15	10%	815	14%
	Master's degree		69	50%	21494	44%	71	48%	2473	42%
	Bachelor's degree		33	24%	11183	23%	38	26%	1421	24%
	Associate's degree		14	10%	6100	13%	13	9%	665	11%
	Certificate		5	4%	1310	3%	1	1%	140	2%
	High School diploma or GED		6	4%	2336	5%	8	5%	347	6%
	No diploma or degree		0	0%	98	0%	1	1%	8	0%
		Total	**139**	**100%**	**48561**	**100%**	**148**	**100%**	**5957**	**100%**

Demographic Items (continued)	Response Option	WVC		PACE Normbase		2022		Bacc./Assoc.	
		Count	%	Count	%	Count	%	Count	%
5 What is your gender identity?	Man	36	26%	15855	33%	45	31%	2001	34%
	Woman	90	64%	30404	63%	92	63%	3643	62%
	Non-binary	3	2%	142	0%	N/A	N/A	19	0%
	Genderqueer/Gender non-conforming	2	1%	214	0%	3	2%	39	1%
	Prefer to self-describe	9	6%	1382	3%	6	4%	200	3%
	Total	**140**	**100%**	**47997**	**100%**	**146**	**100%**	**5902**	**100%**
5a Do you identify as transgender?	Yes	1	1%	105	1%	N/A	N/A	28	1%
	No	140	99%	19018	99%	N/A	N/A	1868	99%
	Total	**141**	**100%**	**19123**	**100%**	**N/A**	**N/A**	**1896**	**100%**
6 How many years have you worked at this institution?	5 years or less	61	43%	18209	39%	57	40%	2222	39%
	6-10 years	26	18%	10126	21%	41	28%	1376	24%
	11-15 years	22	16%	7118	15%	22	15%	855	15%
	16-20 years	15	11%	5526	12%	13	9%	643	11%
	21-25 years	11	8%	3324	7%	4	3%	359	6%
	26 years or more	6	4%	2921	6%	7	5%	286	5%
	Total	**141**	**100%**	**47224**	**100%**	**144**	**100%**	**5741**	**100%**
7 How many years have you worked in higher education?	5 years or less	46	33%	11647	25%	42	29%	1469	26%
	6-10 years	27	19%	9119	19%	36	25%	1200	21%
	11-15 years	22	16%	8199	17%	25	17%	1011	18%
	16-20 years	18	13%	7255	15%	17	12%	808	14%
	21-25 years	13	9%	5082	11%	9	6%	591	10%
	26 years or more	13	9%	5742	12%	15	10%	670	12%
	Total	**139**	**100%**	**47044**	**100%**	**144**	**100%**	**5749**	**100%**
8 What is your age?	29 or younger	16	12%	2350	5%	16	13%	318	6%
	30-39	31	22%	7099	16%	21	17%	846	16%
	40-49	41	30%	11223	26%	32	26%	1311	25%
	50-59	27	20%	12811	29%	17	14%	1431	27%
	60 or older	23	17%	10321	24%	38	31%	1353	26%
	Total	**138**	**100%**	**43804**	**100%**	**124**	**100%**	**5259**	**100%**

WVC compared with:

N/A indicates survey item or response option previously unavailable

Figure 1. Overall Climate by Personnel Classification

Legend: WVC, PACE Normbase, 2022, Bacc./Assoc.

Table 2. Institutional Structure Mean Comparisons by Personnel Classification

WVC compared with:

What is your personnel classification?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	2.927	3.538	***	-.670	3.172	**	-.287	3.390	***	-.494
Faculty	63	2.717	3.517	***	-.826	2.840			3.280	***	-.565
Administrator	14	3.172	3.612			3.131			3.497		
Staff	67	2.966	3.538	***	-.651	3.533	***	-.717	3.436	***	-.524

Table 3. Student Focus Mean Comparisons by Personnel Classification

WVC compared with:

What is your personnel classification?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.808	4.108	***	-.462	3.821			3.994	***	-.274
Faculty	63	3.838	4.143	***	-.457	3.731			3.985		
Administrator	14	3.979	4.125			3.648			3.997		
Staff	67	3.721	4.085	***	-.579	3.930			4.002	***	-.428

Table 4. Supervisory Relationships Mean Comparisons by Personnel Classification

WVC compared with:

What is your personnel classification?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.676	3.965	***	-.339	3.776			3.932	***	-.294
Faculty	63	3.430	3.943	***	-.589	3.488			3.833	***	-.445
Administrator	14	3.869	4.064			3.725			4.050		
Staff	67	3.853	3.965			4.072			3.983		

Table 5. Teamwork Mean Comparisons by Personnel Classification

WVC compared with:

What is your personnel classification?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	4.007	4.029			3.927			4.027		
Faculty	63	3.654	3.974	**	-.334	3.635			3.902		
Administrator	14	4.295	4.223			4.187			4.260		
Staff	67	4.224	4.044			4.194			4.083		

Table 6. Overall Mean Comparisons by Personnel Classification

	WVC		PACE Normbase			2022			Bacc./Assoc.		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.508	3.867	***	-.488	3.605			3.779	***	-.362
Faculty	63	3.333	3.860	***	-.683	3.356			3.701	***	-.466
Administrator	14	3.723	3.950			3.572			3.882		
Staff	67	3.577	3.863	**	-.397	3.875	**	-.476	3.818	**	-.333

WVC compared with:

Figure 2. Overall Climate by Race/Ethnicity

Legend: ■ WVC ■ PACE Normbase ■ 2022 ■ Bacc./Assoc.

Table 7. Institutional Structure Mean Comparisons by Race/Ethnicity

Please select the race/ethnicity that best describes you:	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	2.927	3.538	***	-.670	3.172	**	-.287	3.390	***	-.494
African American or Black	0	Ø	3.645			--			3.571		
Alaska Native or American Indian	0	Ø	3.488			--			3.328		
Asian	1	--	3.772			--			3.772		
Hispanic/Latina/o/x	23	2.931	3.647	***	-.749	3.503	*	-.688	3.475	*	-.548
Middle Eastern or North African	0	Ø	3.730			Ø			4.044		
Native Hawaiian or Pacific Islander	0	Ø	3.556			Ø			3.244		
White	99	2.883	3.561	***	-.764	3.112	*	-.285	3.393	***	-.557
Two or more races	10	2.620	3.283	*	-.678	3.103			3.146		
Prefer to self-describe	9	3.052	3.089			2.563			2.980		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 8. Student Focus Mean Comparisons by Race/Ethnicity

WVC compared with:

Please select the race/ethnicity that best describes you:	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	2022 Mean	2022 Sig.	2022 Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
Overall	159	3.808	4.108	***	-.462	3.821			3.994	***	-.274
African American or Black	0	Ø	4.095			--			4.010		
Alaska Native or American Indian	0	Ø	4.020			--			3.774		
Asian	1	--	4.145			--			4.118		
Hispanic/Latina/o/x	23	3.661	4.140	**	-.677	3.988			3.955		
Middle Eastern or North African	0	Ø	4.203			Ø			4.395		
Native Hawaiian or Pacific Islander	0	Ø	4.053			Ø			3.915		
White	99	3.862	4.147	***	-.468	3.806			4.026	*	-.256
Two or more races	10	3.595	3.954			3.649			3.869		
Prefer to self-describe	9	3.759	3.856			3.442			3.780		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 9. Supervisory Relationships Mean Comparisons by Race/Ethnicity

WVC compared with:

Please select the race/ethnicity that best describes you:	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.676	3.965	***	-.339	3.776			3.932	***	-.294
African American or Black	0	Ø	4.031			--			4.048		
Alaska Native or American Indian	0	Ø	3.884			--			3.891		
Asian	1	--	4.078			--			4.166		
Hispanic/Latina/o/x	23	3.930	3.980			3.850			3.896		
Middle Eastern or North African	0	Ø	4.044			Ø			4.265		
Native Hawaiian or Pacific Islander	0	Ø	4.014			Ø			4.050		
White	99	3.642	3.999	***	-.433	3.778			3.953	***	-.369
Two or more races	10	3.313	3.765			3.743			3.701		
Prefer to self-describe	9	3.575	3.641			3.174			3.645		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 10. Teamwork Mean Comparisons by Race/Ethnicity

WVC compared with:

Please select the race/ethnicity that best describes you:	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	2022 Mean	2022 Sig.	2022 Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
Overall	159	4.007	4.029			3.927			4.027		
African American or Black	0	Ø	4.066			--			4.075		
Alaska Native or American Indian	0	Ø	3.916			--			3.871		
Asian	1	--	4.102			--			4.139		
Hispanic/Latina/o/x	23	4.299	4.030			3.989			4.012		
Middle Eastern or North African	0	Ø	4.077			Ø			4.412		
Native Hawaiian or Pacific Islander	0	Ø	4.108			Ø			4.054		
White	99	3.938	4.074			3.967			4.068		
Two or more races	10	3.833	3.859			4.095			3.860		
Prefer to self-describe	9	3.741	3.697			3.283			3.717		

* p <.05, ** p < .01, *** p < .001
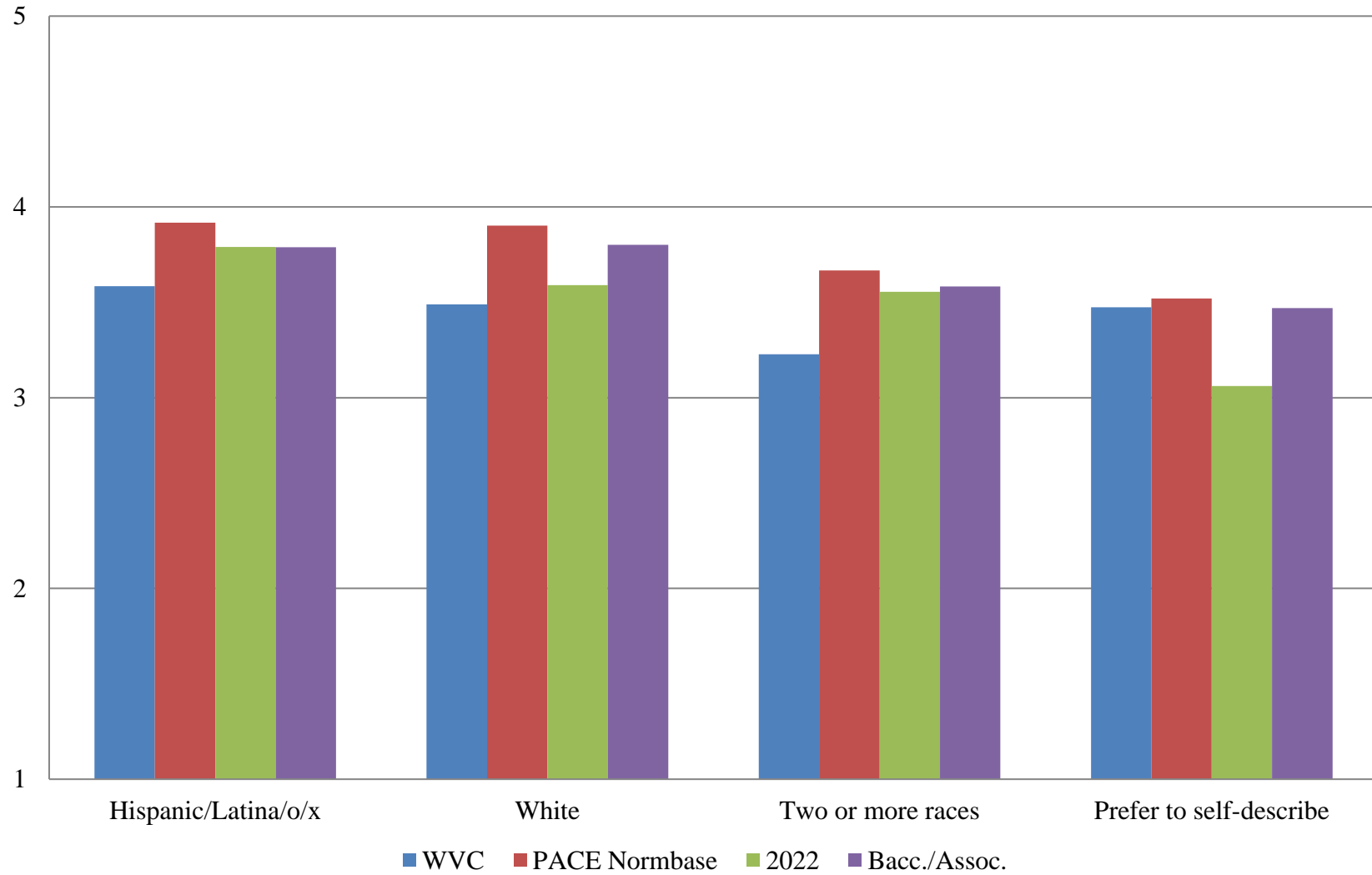-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 11. Overall Mean Comparisons by Race/Ethnicity

WVC compared with:

Please select the race/ethnicity that best describes you:	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.508	3.867	***	-.488	3.605			3.779	***	-.362
African American or Black	0	Ø	3.924			--			3.886		
Alaska Native or American Indian	0	Ø	3.793			--			3.670		
Asian	1	--	3.996			--			4.021		
Hispanic/Latina/o/x	23	3.585	3.917	*	-.422	3.790			3.789		
Middle Eastern or North African	0	Ø	3.986			Ø			4.247		
Native Hawaiian or Pacific Islander	0	Ø	3.890			Ø			3.759		
White	99	3.489	3.902	***	-.587	3.590			3.801	***	-.433
Two or more races	10	3.227	3.667			3.554			3.582		
Prefer to self-describe	9	3.474	3.520			3.061			3.469		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Figure 3. Overall Climate by Employment Status

Legend: WVC ■ PACE Normbase ■ 2022 ■ Bacc./Assoc.
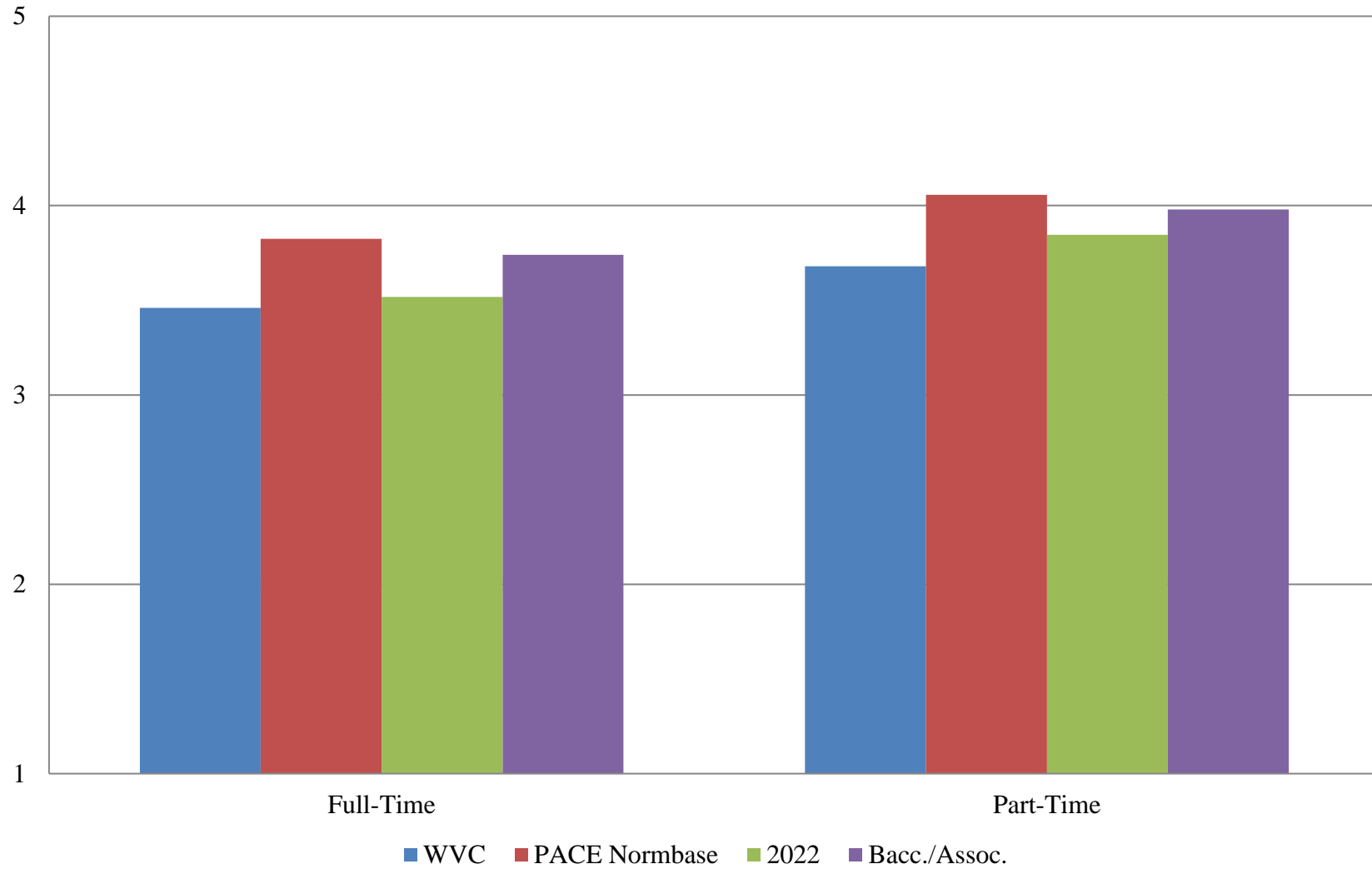
Table 12. Institutional Structure Mean Comparisons by Employment Status

WVC compared with:

Your status at this institution is:	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	2.927	3.538	***	-.670	3.172	**	-.287	3.390	***	-.494
Full-Time	121	2.825	3.455	***	-.697	3.045	*	-.265	3.309	***	-.523
Part-Time	23	3.234	3.858	***	-.709	3.532			3.751	**	-.555

Table 13. Student Focus Mean Comparisons by Employment Status

WVC compared with:

Your status at this institution is:	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.808	4.108	***	-.462	3.821			3.994	***	-.274
Full-Time	121	3.776	4.081	***	-.481	3.736			3.966	**	-.287
Part-Time	23	3.924	4.245	*	-.483	4.074			4.141		

Table 14. Supervisory Relationships Mean Comparisons by Employment Status

						WVC compared with:					
	WVC		**PACE Normbase**			**2022**			**Bacc./Assoc.**		
Your status at this institution is:	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.676	3.965	***	-.339	3.776			3.932	***	-.294
Full-Time	121	3.652	3.938	***	-.335	3.687			3.909	**	-.294
Part-Time	23	3.851	4.087			3.969			4.044		

Table 15. Teamwork Mean Comparisons by Employment Status

						WVC compared with:					
	WVC		**PACE Normbase**			**2022**			**Bacc./Assoc.**		
Your status at this institution is:	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	4.007	4.029			3.927			4.027		
Full-Time	121	4.004	4.017			3.904			4.021		
Part-Time	23	3.925	4.115			3.933			4.099		

Table 16. Overall Mean Comparisons by Employment Status

WVC compared with:

Your status at this institution is:	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.508	3.867	***	-.488	3.605			3.779	***	-.362
Full-Time	121	3.459	3.825	***	-.506	3.517			3.740	***	-.381
Part-Time	23	3.679	4.057	*	-.501	3.846			3.979		

Figure 4. Overall Climate by Highest Level of Education Earned

■ WVC   ■ PACE Normbase   ■ 2022   ■ Bacc./Assoc.

Table 17. Institutional Structure Mean Comparisons by Highest Level of Education Earned

WVC compared with:

What is the highest level of education you have earned?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	2.927	3.538	***	-.670	3.172	**	-.287	3.390	***	-.494
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.563			--			3.601		
Doctoral degree (e.g., Ph.D., Ed.D.)	11	2.827	3.387			3.114			3.223		
Master's degree	69	2.805	3.502	***	-.758	2.872			3.313	***	-.536
Bachelor's degree	33	2.926	3.580	***	-.753	3.307	*	-.493	3.463	***	-.598
Associate's degree	14	3.000	3.651	**	-.759	3.564			3.550	*	-.638
Certificate	5	--	3.655			--			3.522		
High School diploma or GED	6	--	3.743			3.976			3.563		
No diploma or degree	0	Ø	3.646			--			3.780		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 18. Student Focus Mean Comparisons by Highest Level of Education Earned

WVC compared with:

What is the highest level of education you have earned?	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	2022 Mean	2022 Sig.	2022 Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
Overall	159	3.808	4.108	***	-.462	3.821			3.994	***	-.274
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	4.114			--			4.094		
Doctoral degree (e.g., Ph.D., Ed.D.)	11	3.992	4.072			4.165			3.941		
Master's degree	69	3.852	4.110	***	-.404	3.605	*	.375	3.980		
Bachelor's degree	33	3.719	4.120	***	-.640	3.758			4.007	*	-.435
Associate's degree	14	3.732	4.156	*	-.688	4.097			4.063	*	-.532
Certificate	5	--	4.140			--			4.011		
High School diploma or GED	6	--	4.151			4.396			4.035		
No diploma or degree	0	Ø	4.081			--			4.191		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 19. Supervisory Relationships Mean Comparisons by Highest Level of Education Earned

WVC compared with:

What is the highest level of education you have earned?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.676	3.965	***	-.339	3.776			3.932	***	-.294
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.987			--			4.049		
Doctoral degree (e.g., Ph.D., Ed.D.)	11	3.274	3.922	*	-.733	3.611			3.852	*	-.632
Master's degree	69	3.699	3.965	**	-.315	3.532			3.891		
Bachelor's degree	33	3.696	3.991	*	-.349	3.838			3.989		
Associate's degree	14	3.841	3.996			4.280			4.048		
Certificate	5	--	3.969			--			3.970		
High School diploma or GED	6	--	4.016			4.435			3.952		
No diploma or degree	0	Ø	3.798			--			4.299		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

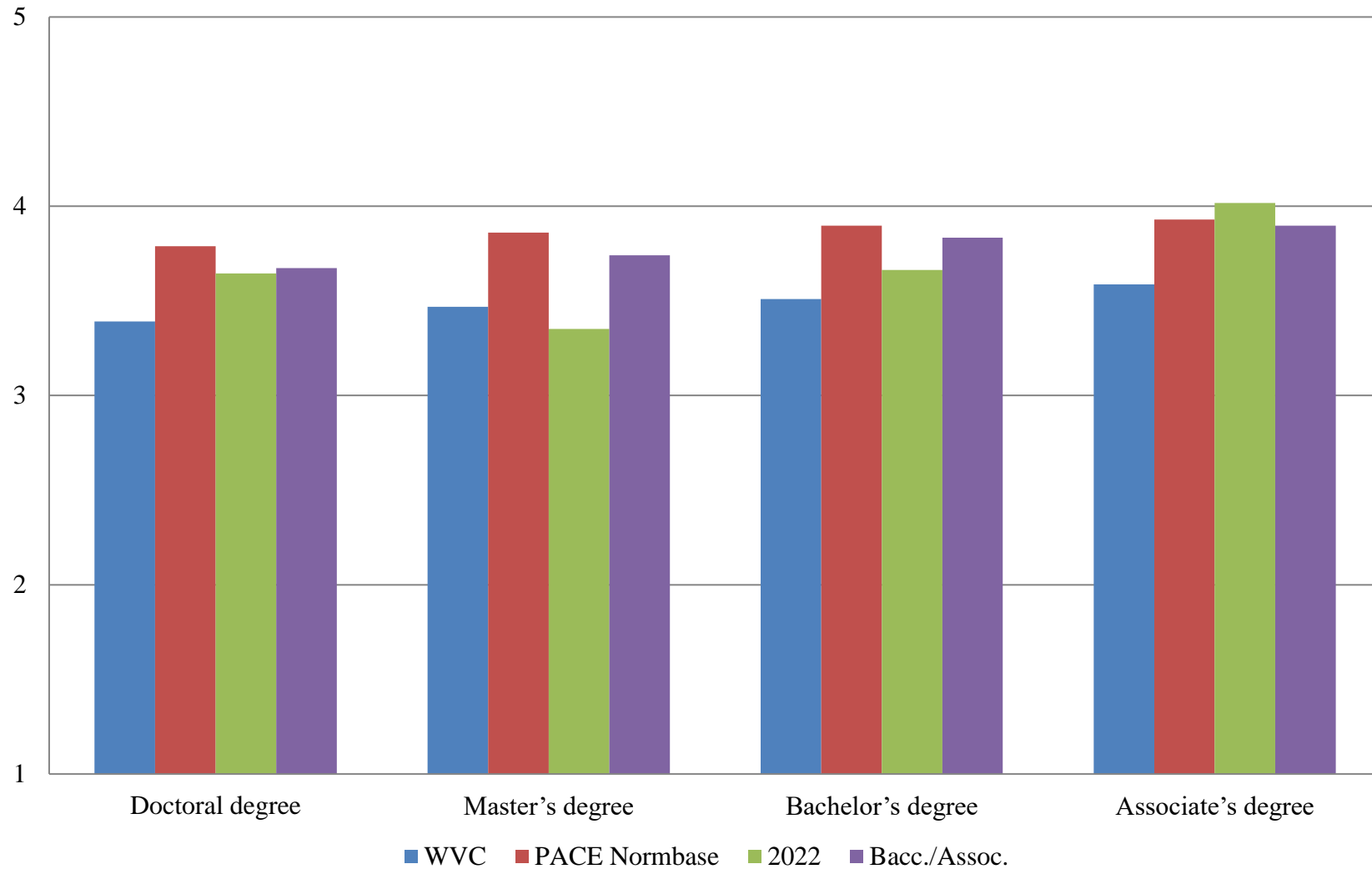# Table 20. Teamwork Mean Comparisons by Highest Level of Education Earned

WVC compared with:

What is the highest level of education you have earned?	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	2022 Mean	2022 Sig.	2022 Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
Overall	159	4.007	4.029			3.927			4.027		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	4.075			--			4.176		
Doctoral degree (e.g., Ph.D., Ed.D.)	11	3.833	3.949			4.042			3.876		
Master's degree	69	3.873	4.040			3.679			4.015		
Bachelor's degree	33	4.177	4.074			3.981			4.115		
Associate's degree	14	4.250	4.060			4.444			4.129		
Certificate	5	--	4.006			--			4.004		
High School diploma or GED	6	--	4.044			4.517			4.009		
No diploma or degree	0	Ø	3.861			--			4.271		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Table 21. Overall Mean Comparisons by Highest Level of Education Earned

WVC compared with:

What is the highest level of education you have earned?	WVC N	WVC Mean	PACE Normbase Mean	Sig.	Effect size	2022 Mean	Sig.	Effect size	Bacc./Assoc. Mean	Sig.	Effect size
Overall	159	3.508	3.867	***	-.488	3.605			3.779	***	-.362
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.892			--			3.931		
Doctoral degree (e.g., Ph.D., Ed.D.)	11	3.391	3.789			3.644			3.673		
Master's degree	69	3.469	3.860	***	-.537	3.351			3.740	**	-.364
Bachelor's degree	33	3.509	3.897	**	-.543	3.663			3.834	*	-.440
Associate's degree	14	3.588	3.930			4.017	*	-.882	3.898		
Certificate	5	--	3.911			--			3.834		
High School diploma or GED	6	--	3.960			4.295			3.846		
No diploma or degree	0	Ø	3.821			--			4.090		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses

Figure 5. Overall Climate by Gender Identity

Table 22. Institutional Structure Mean Comparisons by Gender Identity

	WVC		PACE Normbase			2022			Bacc./Assoc.		
What is your gender identity?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	2.927	3.538	***	-.670	3.172	**	-.287	3.390	***	-.494
Man	36	3.167	3.594	**	-.459	3.283			3.431		
Woman	90	2.853	3.562	***	-.802	3.118	*	-.335	3.411	***	-.608
Non-binary	3	--	2.880			N/A			2.887		
Genderqueer/Gender non-conforming	2	--	3.069			--			2.938		
Prefer to self-describe	9	2.430	2.891			--			2.804		

WVC compared with:

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
N/A indicates response option previously unavailable

Table 23. Student Focus Mean Comparisons by Gender Identity

<p style="text-align:center">WVC compared with:</p>

What is your gender identity?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.808	4.108	***	-.462	3.821			3.994	***	-.274
Man	36	3.889	4.135	*	-.375	3.881			4.012		
Woman	90	3.838	4.135	***	-.482	3.778			4.017	**	-.275
Non-binary	3	--	3.689			N/A			3.811		
Genderqueer/Gender non-conforming	2	--	3.822			--			3.761		
Prefer to self-describe	9	3.241	3.747	*	-.670	--			3.667		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
N/A indicates response option previously unavailable

Table 24. Supervisory Relationships Mean Comparisons by Gender Identity

			WVC compared with:								
	WVC		**PACE Normbase**			**2022**			**Bacc./Assoc.**		
What is your gender identity?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.676	3.965	***	-.339	3.776			3.932	***	-.294
Man	36	3.859	3.995			3.840			3.949		
Woman	90	3.743	3.994	**	-.303	3.763			3.965	*	-.262
Non-binary	3	--	3.630			N/A			3.904		
Genderqueer/Gender non-conforming	2	--	3.563			--			3.450		
Prefer to self-describe	9	2.947	3.482			--			3.421		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
N/A indicates response option previously unavailable

Table 25. Teamwork Mean Comparisons by Gender Identity

WVC compared with:

What is your gender identity?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	4.007	4.029			3.927			4.027		
Man	36	4.019	4.071			4.118			4.037		
Woman	90	4.028	4.056			3.866			4.071		
Non-binary	3	--	3.673			N/A			4.146		
Genderqueer/Gender non-conforming	2	--	3.650			--			3.735		
Prefer to self-describe	9	3.667	3.579			--			3.515		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
N/A indicates response option previously unavailable

Table 26. Overall Mean Comparisons by Gender Identity

WVC compared with:

What is your gender identity?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.508	3.867	***	-.488	3.605			3.779	***	-.362
Man	36	3.661	3.908	*	-.328	3.704			3.805		
Woman	90	3.514	3.896	***	-.542	3.567			3.809	***	-.409
Non-binary	3	--	3.405			N/A			3.578		
Genderqueer/Gender non-conforming	2	--	3.477			--			3.393		
Prefer to self-describe	9	2.946	3.366			--			3.295		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
N/A indicates response option previously unavailable

Figure 6. Overall Climate by Gender Identity (Transgender)

Table 27. Institutional Structure Mean Comparisons by Gender Identity (Transgender)

WVC compared with:

Do you identify as transgender?	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	2022 Mean	2022 Sig.	2022 Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
Overall	159	2.927	3.538	***	-.670	N/A			3.390	***	-.494
Yes	1	--	3.218			N/A			3.074		
No	140	2.908	3.487	***	-.639	N/A			3.357	***	-.499

Table 28. Student Focus Mean Comparisons by Gender Identity (Transgender)

WVC compared with:

Do you identify as transgender?	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	2022 Mean	2022 Sig.	2022 Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
Overall	159	3.808	4.108	***	-.462	N/A			3.994	***	-.274
Yes	1	--	3.879			N/A			3.768		
No	140	3.812	4.097	***	-.452	N/A			3.987	**	-.285

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
N/A indicates survey item previously unavailable

Table 29. Supervisory Relationships Mean Comparisons by Gender Identity (Transgender)

WVC compared with:

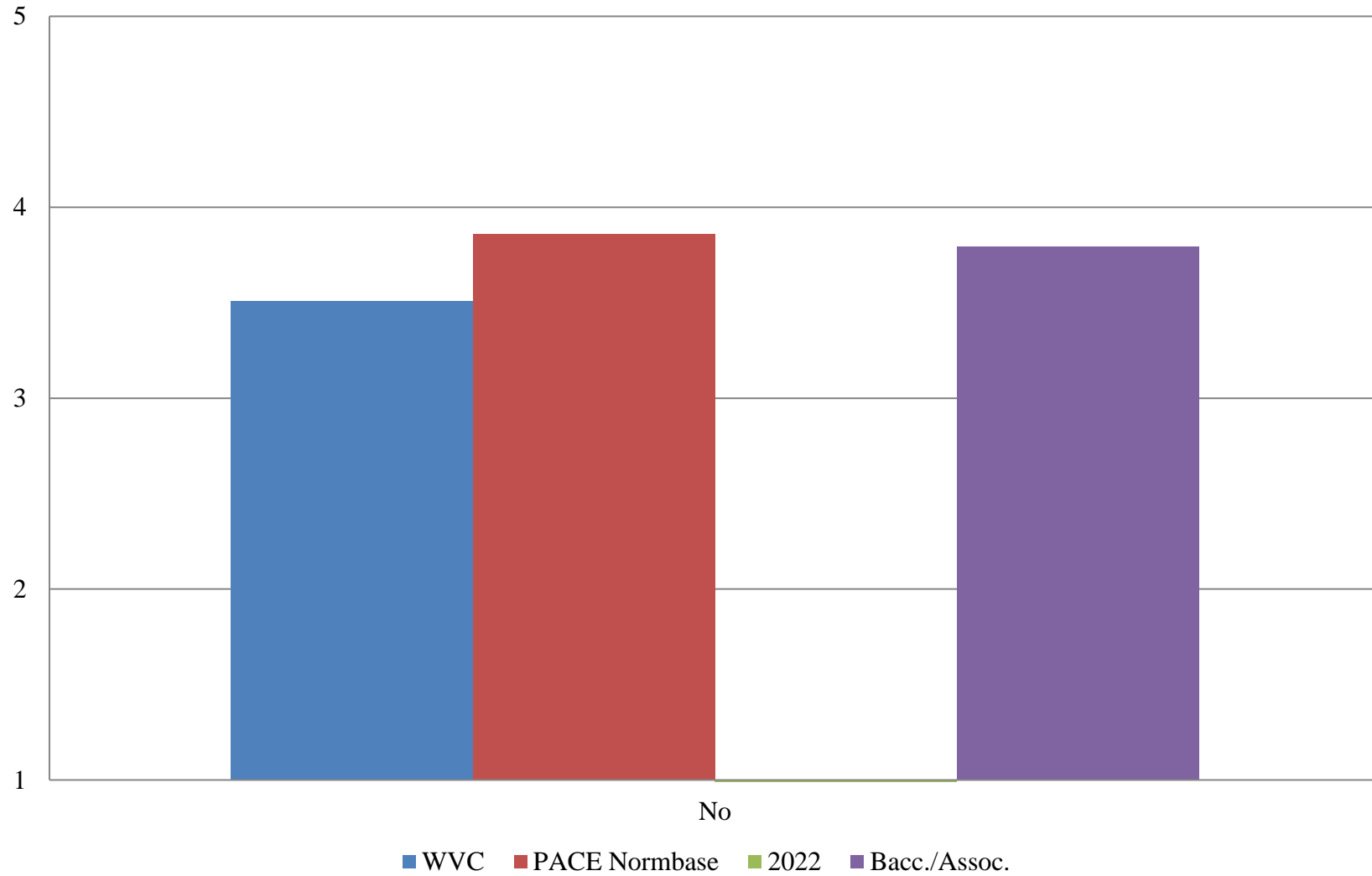| Do you identify as transgender?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.676	3.965	***	-.339	N/A			3.932	***	-.294
Yes	1	--	3.796			N/A			3.861		
No	140	3.700	3.988	***	-.346	N/A			3.990	***	-.349

Table 30. Teamwork Mean Comparisons by Gender Identity (Transgender)

WVC compared with:

Do you identify as transgender?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	4.007	4.029			N/A			4.027		
Yes	1	--	3.958			N/A			4.107		
No	140	3.985	4.052			N/A			4.095		

$*$ p <.05, $**$ p < .01, $***$ p < .001
-- indicates results redacted for confidentiality
N/A indicates survey item previously unavailable

Table 31. Overall Mean Comparisons by Gender Identity (Transgender)

	WVC		PACE Normbase			2022			Bacc./Assoc.		
Do you identify as transgender?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.508	3.867	***	-.488	N/A			3.779	***	-.362
Yes	1	--	3.651			N/A			3.607		
No	140	3.508	3.859	***	-.491	N/A			3.795	***	-.414

WVC compared with:

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
N/A indicates survey item previously unavailable

Figure 7. Overall Climate by Years at this Institution

Legend: WVC (blue), PACE Normbase (red), 2022 (green), Bacc./Assoc. (purple). X-axis categories: ≤5, 6-10, 11-15, 16-20, 21-25. Y-axis: 1 to 5.

Table 32. Institutional Structure Mean Comparisons by Years at this Institution

WVC compared with:

How many years have you worked at this institution?	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	2022 Mean	2022 Sig.	2022 Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
Overall	159	2.927	3.538	***	-.670	3.172	**	-.287	3.390	***	-.494
5 years or less	61	3.093	3.743	***	-.750	3.490	**	-.495	3.562	***	-.508
6-10 years	26	2.703	3.455	***	-.823	3.017			3.269	**	-.610
11-15 years	22	2.732	3.423	***	-.756	2.892			3.283	**	-.595
16-20 years	15	2.526	3.396	***	-.943	3.071			3.291	**	-.822
21-25 years	11	2.828	3.387	*	-.609	--			3.355		
26 years or more	6	--	3.518			3.041			3.420		

Table 33. Student Focus Mean Comparisons by Years at this Institution

How many years have you worked at this institution?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.808	4.108	***	-.462	3.821			3.994	***	-.274
5 years or less	61	3.817	4.181	***	-.566	3.917			4.045	**	-.336
6-10 years	26	3.627	4.079	***	-.707	3.699			3.949	*	-.477
11-15 years	22	3.858	4.075			3.756			3.971		
16-20 years	15	3.687	4.073	*	-.610	3.824			3.981		
21-25 years	11	3.886	4.100			--			4.049		
26 years or more	6	--	4.157			3.890			4.057		

* p <.05, ** p < .01, *** p < .001
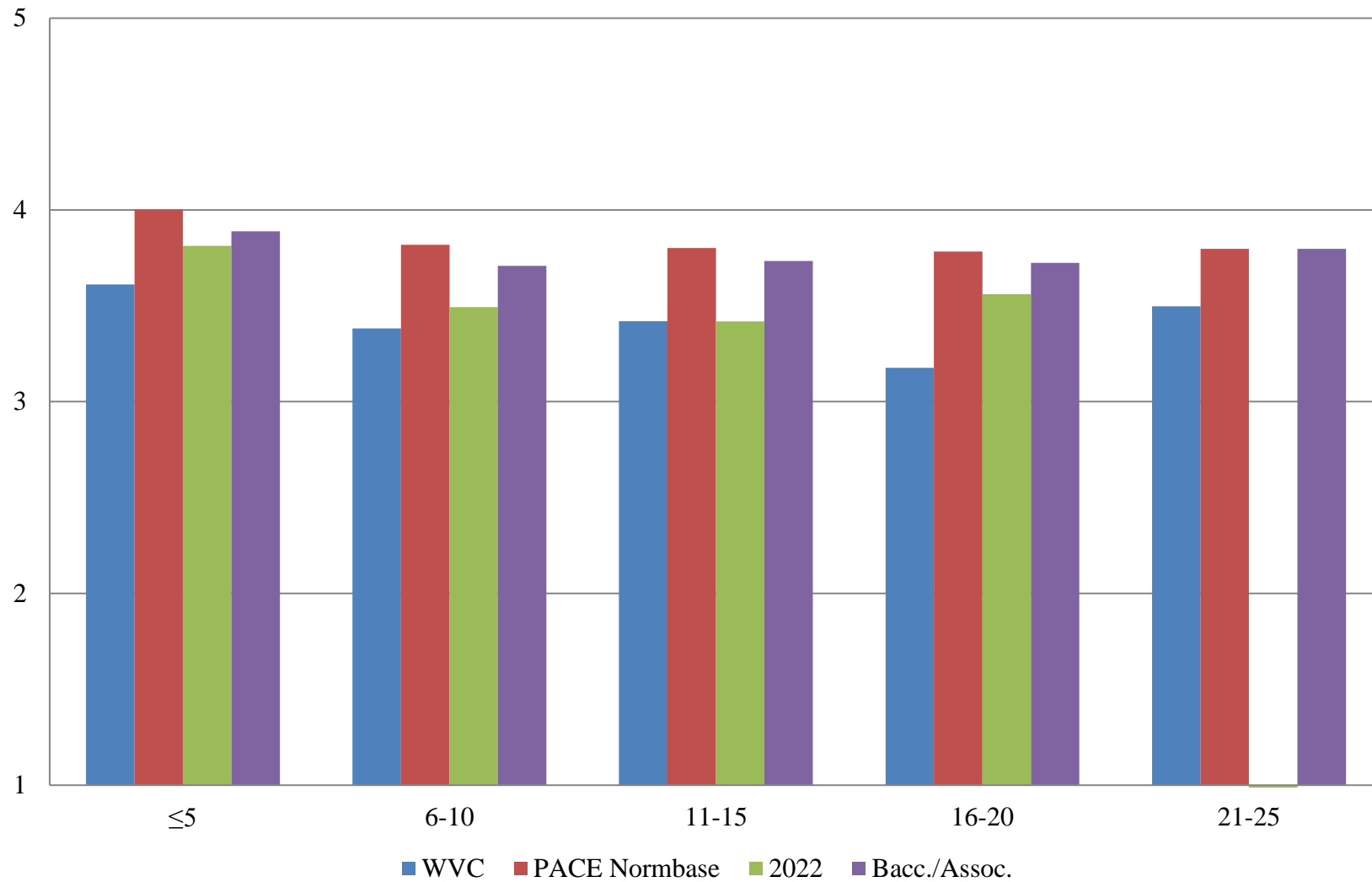-- indicates results redacted for confidentiality

Table 34. Supervisory Relationships Mean Comparisons by Years at this Institution

WVC compared with:

How many years have you worked at this institution?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.676	3.965	***	-.339	3.776			3.932	***	-.294
5 years or less	61	3.796	4.085	**	-.351	3.996			4.032	*	-.283
6-10 years	26	3.717	3.923			3.669			3.869		
11-15 years	22	3.582	3.911			3.599			3.916		
16-20 years	15	3.298	3.890	**	-.694	3.613			3.867	*	-.643
21-25 years	11	3.599	3.913			--			3.963		
26 years or more	6	--	3.964			3.923			3.956		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 35. Teamwork Mean Comparisons by Years at this Institution

How many years have you worked at this institution?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	4.007	4.029			3.927			4.027		
5 years or less	61	4.088	4.140			4.035			4.104		
6-10 years	26	3.892	3.998			3.903			3.996		
11-15 years	22	3.935	3.984			3.659			4.004		
16-20 years	15	3.513	3.961			4.113			3.982		
21-25 years	11	4.218	3.981			--			4.050		
26 years or more	6	--	4.042			4.162			4.082		

WVC compared with:

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 36. Overall Mean Comparisons by Years at this Institution

<p align="center">WVC compared with:</p>

How many years have you worked at this institution?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.508	3.867	***	-.488	3.605			3.779	***	-.362
5 years or less	61	3.612	4.003	***	-.544	3.812			3.888	**	-.370
6-10 years	26	3.382	3.818	**	-.595	3.494			3.709	*	-.440
11-15 years	22	3.420	3.802	*	-.522	3.419			3.733	*	-.424
16-20 years	15	3.177	3.784	**	-.828	3.561			3.723	**	-.734
21-25 years	11	3.497	3.796			--			3.797		
26 years or more	6	--	3.877			3.657			3.823		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Figure 8. Overall Climate by Years in Higher Education

Legend: ■ WVC ■ PACE Normbase ■ 2022 ■ Bacc./Assoc.

X-axis categories: ≤5, 6-10, 11-15, 16-20, 21-25, 26≤

Table 37. Institutional Structure Mean Comparisons by Years in Higher Education

WVC compared with:

How many years have you worked in higher education?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	2.927	3.538	***	-.670	3.172	**	-.287	3.390	***	-.494
5 years or less	46	3.135	3.812	***	-.801	3.591	*	-.557	3.659	***	-.592
6-10 years	27	2.869	3.531	***	-.736	3.078			3.331	*	-.488
11-15 years	22	2.684	3.462	***	-.860	3.010			3.303	**	-.681
16-20 years	18	2.476	3.422	***	-1.036	2.719			3.254	***	-.848
21-25 years	13	2.751	3.398	*	-.700	2.843			3.225		
26 years or more	13	3.026	3.477			3.197			3.392		

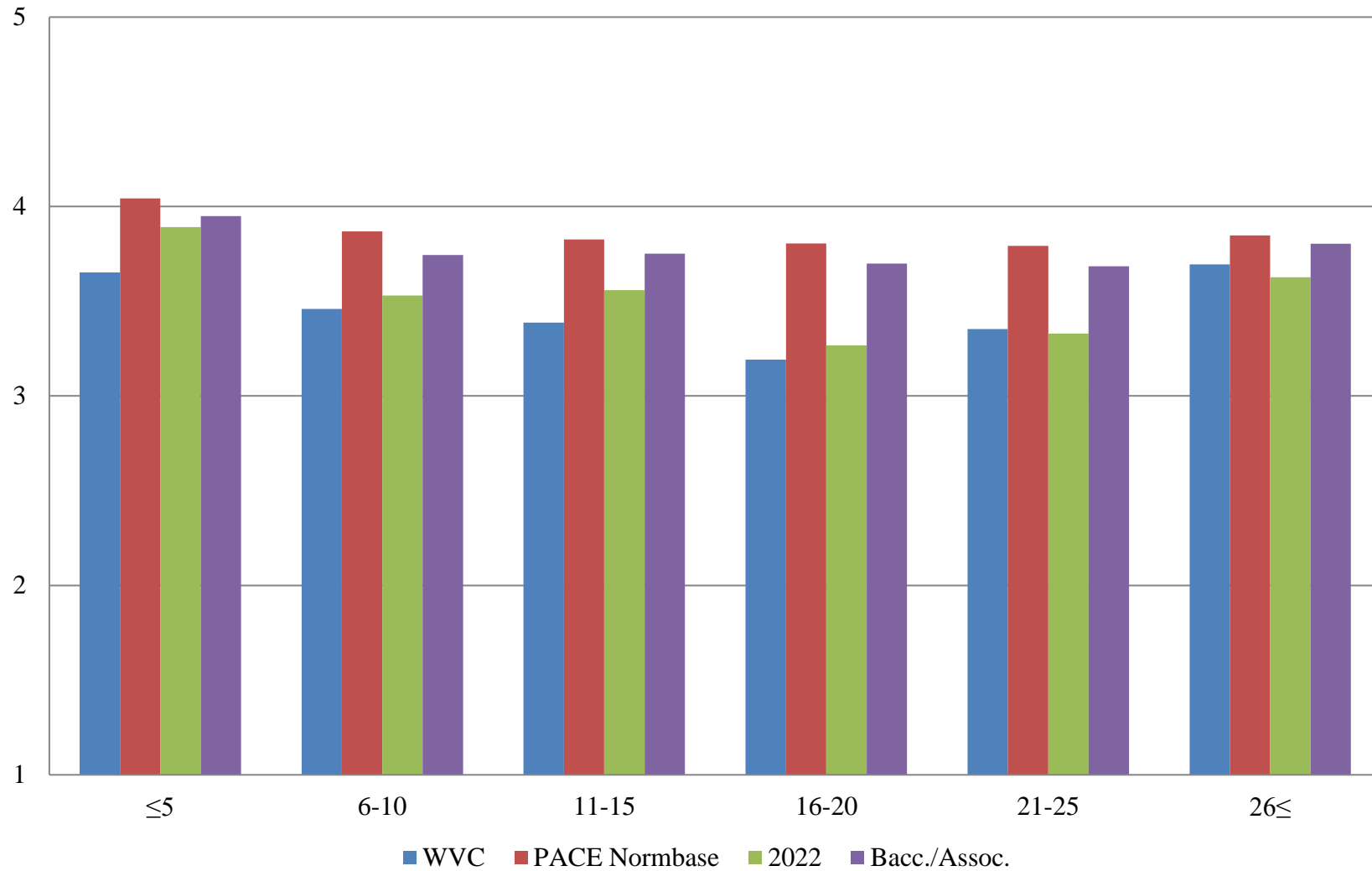* p <.05, ** p < .01, *** p < .001

Table 38. Student Focus Mean Comparisons by Years in Higher Education

<div align="right">WVC compared with:</div>

How many years have you worked in higher education?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.808	4.108	***	-.462	3.821			3.994	***	-.274
5 years or less	46	3.826	4.211	***	-.601	3.992			4.091	**	-.395
6-10 years	27	3.671	4.099	***	-.667	3.736			3.957	*	-.415
11-15 years	22	3.816	4.084	*	-.419	3.772			3.977		
16-20 years	18	3.662	4.079	**	-.664	3.582			3.939		
21-25 years	13	3.841	4.079			3.626			3.961		
26 years or more	13	4.104	4.126			3.877			4.040		

Table 39. Supervisory Relationships Mean Comparisons by Years in Higher Education

WVC compared with:

How many years have you worked in higher education?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.676	3.965	***	-.339	3.776			3.932	***	-.294
5 years or less	46	3.865	4.108	*	-.300	4.058			4.073		
6-10 years	27	3.741	3.974			3.714			3.907		
11-15 years	22	3.582	3.938			3.809			3.938		
16-20 years	18	3.318	3.912	**	-.697	3.393			3.863	*	-.610
21-25 years	13	3.308	3.911	*	-.713	3.577			3.858	*	-.646
26 years or more	13	3.861	3.946			3.696			3.942		

Table 40. Teamwork Mean Comparisons by Years in Higher Education

	WVC		PACE Normbase			2022			Bacc./Assoc.		
How many years have you worked in higher education?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	4.007	4.029			3.927			4.027		
5 years or less	46	4.135	4.164			4.087			4.152		
6-10 years	27	3.927	4.044			3.867			4.018		
11-15 years	22	3.868	4.005			3.987			4.035		
16-20 years	18	3.776	3.997			3.694			3.977		
21-25 years	13	4.021	3.968			3.546			3.933		
26 years or more	13	4.167	4.016			4.053			4.067		

Table 41. Overall Mean Comparisons by Years in Higher Education

WVC compared with:

How many years have you worked in higher education?	WVC N	WVC Mean	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size	2022 Mean	2022 Sig.	2022 Effect size	Bacc./Assoc. Mean	Bacc./Assoc. Sig.	Bacc./Assoc. Effect size
Overall	159	3.508	3.867	***	-.488	3.605			3.779	***	-.362
5 years or less	46	3.652	4.042	***	-.547	3.891			3.949	**	-.407
6-10 years	27	3.459	3.869	**	-.561	3.531			3.744		
11-15 years	22	3.387	3.826	**	-.605	3.559			3.752	*	-.511
16-20 years	18	3.191	3.804	***	-.850	3.267			3.699	**	-.685
21-25 years	13	3.353	3.793	*	-.602	3.330			3.685		
26 years or more	13	3.694	3.847			3.627			3.804		

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

Figure 9. Overall Climate by Age

Legend: ■ WVC ■ PACE Normbase ■ 2022 ■ Bacc./Assoc.
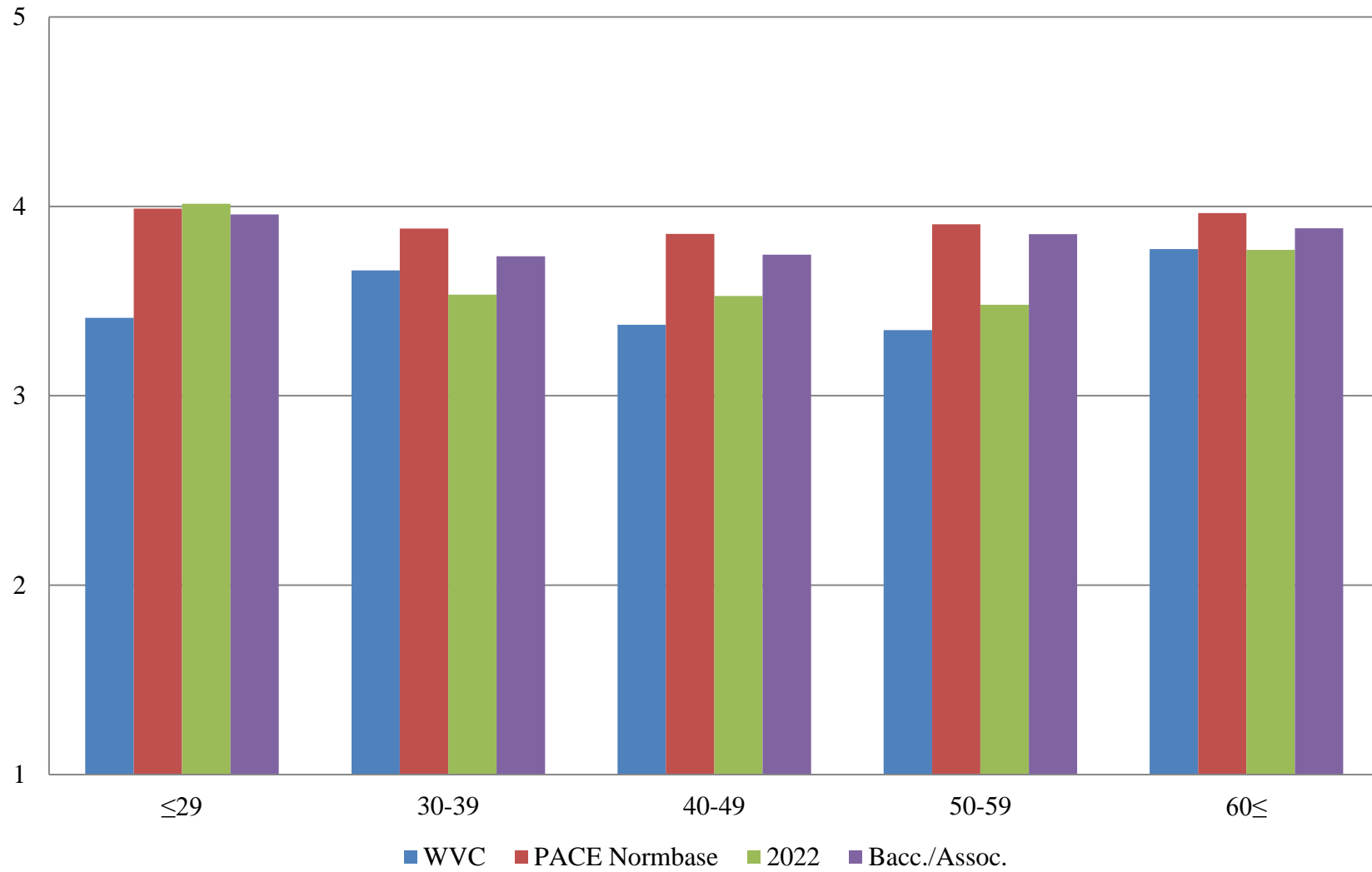
Table 42. Institutional Structure Mean Comparisons by Age

<div align="center">WVC compared with:</div>

What is your age?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	2.927	3.538	***	-.670	3.172	**	-.287	3.390	***	-.494
29 or younger	16	2.635	3.713	***	-1.213	3.771	***	-2.039	3.639	***	-1.171
30-39	31	3.186	3.532	*	-.381	3.072			3.295		
40-49	41	2.729	3.504	***	-.849	3.019			3.329	***	-.650
50-59	27	2.632	3.576	***	-1.050	3.109			3.465	***	-.882
60 or older	23	3.277	3.679	*	-.452	3.382			3.538		

Table 43. Student Focus Mean Comparisons by Age

<div align="right">WVC compared with:</div>

What is your age?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.808	4.108	***	-.462	3.821			3.994	***	-.274
29 or younger	16	3.358	4.135	***	-1.133	4.033	***	-1.430	4.030	***	-1.017
30-39	31	3.870	4.094			3.829			3.935		
40-49	41	3.840	4.094	*	-.395	3.671			3.960		
50-59	27	3.736	4.151	***	-.665	3.559			4.041	*	-.449
60 or older	23	4.088	4.197			3.990			4.104		

Table 44. Supervisory Relationships Mean Comparisons by Age

	WVC		PACE Normbase			2022			Bacc./Assoc.		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.676	3.965	***	-.339	3.776			3.932	***	-.294
29 or younger	16	3.925	4.092			4.177			4.137		
30-39	31	3.842	4.008			3.703			3.934		
40-49	41	3.491	3.965	***	-.555	3.794			3.914	**	-.472
50-59	27	3.605	4.000	*	-.469	3.659			4.022	*	-.493
60 or older	23	3.853	4.032			3.862			3.998		

WVC compared with:

Table 45. Teamwork Mean Comparisons by Age

<div align="right">WVC compared with:</div>

What is your age?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	4.007	4.029			3.927			4.027		
29 or younger	16	4.333	4.180			4.227			4.231		
30-39	31	4.049	4.086			3.759			4.043		
40-49	41	3.821	4.031			3.916			4.011		
50-59	27	3.773	4.053			3.897			4.101		
60 or older	23	4.258	4.087			4.125			4.081		

Table 46. Overall Mean Comparisons by Age

<div align="center"><i>WVC compared with:</i></div>

What is your age?	WVC		PACE Normbase			2022			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	159	3.508	3.867	***	-.488	3.605			3.779	***	-.362
29 or younger	16	3.412	3.989	**	-.792	4.014	***	-1.297	3.958	**	-.809
30-39	31	3.663	3.882			3.533			3.737		
40-49	41	3.375	3.854	***	-.656	3.527			3.745	**	-.496
50-59	27	3.346	3.905	***	-.775	3.480			3.853	***	-.677
60 or older	23	3.775	3.965			3.771			3.885		