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

706 Hillsborough Street | Raleigh, NC 27603

Wenatchee Valley College

Wenatchee, Washington

PACE Report

PACE Climate Survey for Community Colleges

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EXECUTIVE SUMMARY

During April and May 2022, the PACE Climate Survey for Community Colleges (PACE) was administered to 515 employees at Wenatchee Valley College (WVC). Of those 515 employees, 173 (33.6%) completed and returned the instrument for analysis. Respondents were also given the opportunity to complete a qualitative section asking what they find most favorable and least favorable about their institution. Of the 173 WVC employees who completed the PACE survey, 109 (63.0%) provided written comments.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. They also completed a custom section specifically for WVC, a Change Readiness Question Set, a Racial Diversity Question Set section, and a qualitative section. Respondents were asked to rate the items about the four climate factors on a five-point Likert-type scale ranging from a low of "1" to a high of "5." The PACE instrument administered at WVC included 91 total items and four qualitative questions.

At WVC, the PACE results yielded an overall 3.605 mean score. When disaggregated by the personnel classification demographic category of the PACE instrument, Staff rated the campus climate the highest with a mean score of 3.875, followed by Administrators (3.572) and Faculty (3.356). The greatest number of favorable comments fell within the Student Focus climate factor and the greatest number of unfavorable comments fell within the Institutional Structure climate factor.

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

- The extent to which I feel my job is relevant to this institution's mission, 4.374 (#8)
- The extent to which my supervisor/chair expresses confidence in my work, 4.212 (#2)
- The extent to which my supervisor/chair is open to the ideas, opinions, and beliefs of everyone, 4.119 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.091 (#39)
- The extent to which there is a spirit of cooperation within my work team, 4.035 (#3)
- The extent to which a spirit of cooperation exists in my department, 4.025 (#43)
- The extent to which this institution prepares students for further learning, 3.981 (#37)
- The extent to which my primary work team uses problem-solving techniques, 3.970 (#14)
- The extent to which this institution prepares students for a career, 3.944 (#35)
- The extent to which my supervisor/chair seriously considers my ideas, 3.940 (#27)

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

- The extent to which administrative processes are clearly defined, 2.821 (#44)
- The extent to which this institution is appropriately organized, 2.945 (#32)
- The extent to which information is shared within the institution, 2.971 (#10)
- The extent to which open and ethical communication is practiced at this institution, 2.988 (#16)
- The extent to which decisions are made at the appropriate level at this institution, 2.994 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 3.079 (#15)
- The extent to which I have the opportunity for advancement within this institution, 3.090 (#38)
- The extent to which a spirit of cooperation exists at this institution, 3.119 (#25)
- The extent to which this institution has been successful in positively motivating my performance, 3.175 (#22)
- The extent to which administrative leadership is focused on meeting the needs of students, 3.218 (#6)

The full PACE report includes the following items:

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

REPORT INTERPRETATION INSTRUCTIONS

Wenatchee Valley College (WVC) received the reports listed below. Further details and explanation regarding your institution's comparison groups are located on page two.

- **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 2020 PACE results, where applicable.
- **Change Readiness Report**: This report consists of comparisons to three comparison groups of WVC's choosing.
- **Racial Diversity 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.

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 exceptions when information may be shared. For example, information may be relayed to appropriate personnel in the event there is a safety concern. Any results from demographic categories with fewer than seven respondents will automatically be redacted. Personalized information such as email and IP addresses will not generally be reported to your institution. Any phrasing or sentences in the open-ended responses that may reveal the identity of the survey respondent will be removed.

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 2022 report:

PACE Normbase

All institutions in the PACE database that administered between the 2015-2016 and 2020-2021 administration years.

Degree Type[1] (Baccalaureate/Associate's Colleges)

The Degree Type comparison group is a compressed version of 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.

Previous Administration

A comparison to WVC's 2020 PACE results.

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

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 "very satisfied," "satisfied," "neither satisfied nor dissatisfied," "dissatisfied," and "very dissatisfied" 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		PACE Normbase		Small 2-year		South	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
1 the actions of this institution reflect its mission	Very dissatisfied	0	0%	1543	2%	187	2%	548	3%
	Dissatisfied	7	5%	5807	9%	681	9%	1736	8%
	Neither	11	7%	8990	15%	1059	14%	2667	13%
	Satisfied	67	45%	29031	47%	3702	48%	9307	45%
	Very satisfied	64	43%	16460	27%	2009	26%	6211	30%
	Total	**149**	**100%**	**61831**	**100%**	**7638**	**100%**	**20469**	**100%**

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:								
	NOCC		PACE Normbase			Small 2-year			South		
Institutional Structure	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…											
1 the actions of this institution reflect its mission	149	4.262	3.858	***	.405	3.873	***	.398	3.923	***	.338

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 NOCC 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:								
	NOCC		PACE Normbase			Small 2-year			South		
Institutional Structure	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…											
1 the actions of this institution reflect its mission	149	4.262	3.858	***	.405	3.873	***	.398	3.923	***	.338

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

		NOCC		PACE Normbase			Small 2-year			South		
	Institutional Structure	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…												
1	the actions of this institution reflect its mission	149	4.262	3.858	***	.405	3.873	***	.398	3.923	***	.338

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PACE Literature Review

The term culture refers to a total communication and behavioral pattern within an organization. Yukl (2002) defines organizational culture as "the shared values and beliefs of members about the activities of the organization and interpersonal relationships" (p. 108). Schein (2004) observes that culture "points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious. In that sense culture is to a group what personality is to an individual" (p. 8). Culture as a concept, then, is deeply embedded in an organization and relatively difficult to change; yet it has real day-to-day consequences in the life of the organization. According to Baker and Associates (1992), culture is manifest through symbols, rituals, and behavioral norms, and new members of an organization need to be socialized in the culture in order for the whole to function effectively.

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 then, 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 & Associates, 1992).

The mission of PACE is to promote open and constructive communication along four climate factors. Each climate factor has a unique focus, the combination of which create an integrative tool useful in understanding the campus climate at your institution. Institutional Structure focuses on the mission, leadership, spirit of corporation, structural organization, decision-making, and commination 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, while 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. Taken together the climate factors provide a valid source to define areas needing change or improvement and sets the stage for strategic planning.

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 see 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 & Associates, 1992).

The Belk Center for Community College Leadership and Research (The Belk Center) is presently examining the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (2002) defined leadership as "the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives" (p. 7).

The concept of leadership has been studied for many years in a variety of work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to conceptualize and measure organizational climate began in the 1960s with Rensis Likert's work at the University of Michigan (Rouche & Baker, 1987). The Belk Center has used Likert's work to create the PACE survey. To date, more than 120 institutions have participated in climate studies conducted by The Belk Center at North Carolina State University.

Establishing instrument validity is a fundamental component of ensuring the research effort is assessing the intended phenomenon. To that end, The Belk Center has worked hard to demonstrate the validity of the PACE instrument through both content and construct validity. Content validity has been established through a rigorous review of the instrument's questions by scholars and professionals in higher education to ensure that the instrument's items capture the essential aspects of institutional effectiveness. Building on this foundation of content validity, the PACE instrument has been thoroughly tested to ensure construct (climate factors) validity through two separate factor analysis studies (Caison, 2005; Tiu, 2001).

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Table 1. Institutional Structure Frequency Distributions

			WVC		PACE Normbase		Bacc./Assoc.		2020	
					WVC compared with:					
	Institutional Structure	Response Option	Count	%	Count	%	Count	%	Count	%
The extent to which…										
1	the actions of this institution reflect its mission	Very dissatisfied	7	4%	1417	2%	259	3%	14	6%
		Dissatisfied	41	24%	5405	9%	1017	12%	46	21%
		Neither	49	29%	8492	14%	1480	17%	44	20%
		Satisfied	54	32%	28501	47%	4011	46%	82	37%
		Very satisfied	20	12%	17171	28%	1941	22%	36	16%
		Total	**171**	**100%**	**60986**	**100%**	**8708**	**100%**	**222**	**100%**
4	decisions are made at the appropriate level at this institution	Very dissatisfied	18	11%	4425	7%	698	8%	25	11%
		Dissatisfied	36	21%	11324	19%	1938	22%	65	29%
		Neither	59	35%	12909	21%	1994	23%	52	24%
		Satisfied	41	24%	20853	35%	2765	32%	65	29%
		Very satisfied	15	9%	10802	18%	1233	14%	14	6%
		Total	**169**	**100%**	**60313**	**100%**	**8628**	**100%**	**221**	**100%**
5	the institution effectively promotes diversity in the workplace	Very dissatisfied	13	8%	2064	3%	345	4%	10	5%
		Dissatisfied	26	15%	4693	8%	778	9%	29	13%
		Neither	46	27%	11318	19%	1717	20%	56	25%
		Satisfied	53	31%	22711	37%	3216	37%	71	32%
		Very satisfied	33	19%	19926	33%	2624	30%	56	25%
		Total	**171**	**100%**	**60712**	**100%**	**8680**	**100%**	**222**	**100%**
6	administrative leadership is focused on meeting the needs of students	Very dissatisfied	17	10%	2907	5%	535	6%	19	9%
		Dissatisfied	41	24%	6768	11%	1153	13%	49	22%
		Neither	30	18%	8728	14%	1460	17%	51	23%
		Satisfied	52	31%	22963	38%	3170	36%	61	28%
		Very satisfied	30	18%	19496	32%	2388	27%	40	18%
		Total	**170**	**100%**	**60862**	**100%**	**8706**	**100%**	**220**	**100%**

WVC compared with:

Institutional Structure (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
The extent to which…									
10 information is shared within the institution	Very dissatisfied	21	12%	6130	10%	1094	12%	53	24%
	Dissatisfied	44	26%	11410	19%	1859	21%	54	25%
	Neither	42	25%	12490	20%	1877	21%	46	21%
	Satisfied	45	26%	19089	31%	2500	29%	46	21%
	Very satisfied	18	11%	12062	20%	1425	16%	21	10%
	Total	**170**	**100%**	**61181**	**100%**	**8755**	**100%**	**220**	**100%**
11 institutional teams use problem-solving techniques	Very dissatisfied	10	6%	2136	4%	384	5%	9	4%
	Dissatisfied	22	14%	6516	12%	1074	13%	48	23%
	Neither	58	36%	16350	29%	2530	31%	71	33%
	Satisfied	53	33%	22363	40%	3053	38%	70	33%
	Very satisfied	16	10%	8850	16%	1030	13%	14	7%
	Total	**159**	**100%**	**56215**	**100%**	**8071**	**100%**	**212**	**100%**
15 I am able to appropriately influence the direction of this institution	Very dissatisfied	16	10%	5781	10%	920	11%	30	14%
	Dissatisfied	31	19%	9605	17%	1616	20%	46	22%
	Neither	53	32%	16288	29%	2451	30%	62	30%
	Satisfied	52	32%	16685	29%	2196	27%	53	25%
	Very satisfied	12	7%	8245	15%	962	12%	17	8%
	Total	**164**	**100%**	**56604**	**100%**	**8145**	**100%**	**208**	**100%**
16 open and ethical communication is practiced at this institution	Very dissatisfied	22	13%	5426	9%	887	10%	39	18%
	Dissatisfied	43	26%	9176	15%	1507	17%	55	25%
	Neither	36	22%	12245	20%	1887	22%	46	21%
	Satisfied	45	27%	20751	34%	2816	33%	48	22%
	Very satisfied	20	12%	12744	21%	1549	18%	31	14%
	Total	**166**	**100%**	**60342**	**100%**	**8646**	**100%**	**219**	**100%**

WVC compared with:

Institutional Structure (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
The extent to which…									
22 this institution has been successful in positively motivating my performance	Very dissatisfied	20	12%	5039	8%	803	9%	25	11%
	Dissatisfied	34	20%	8489	14%	1403	16%	46	21%
	Neither	34	20%	11997	20%	1810	21%	50	23%
	Satisfied	53	32%	20112	34%	2761	32%	54	25%
	Very satisfied	25	15%	14272	24%	1806	21%	43	20%
	Total	**166**	**100%**	**59909**	**100%**	**8583**	**100%**	**218**	**100%**
25 a spirit of cooperation exists at this institution	Very dissatisfied	18	11%	4747	8%	769	9%	28	13%
	Dissatisfied	38	23%	8961	15%	1536	18%	59	27%
	Neither	40	24%	11500	19%	1807	21%	53	24%
	Satisfied	50	30%	21706	36%	2919	34%	53	24%
	Very satisfied	22	13%	13143	22%	1573	18%	27	12%
	Total	**168**	**100%**	**60057**	**100%**	**8604**	**100%**	**220**	**100%**
29 institution-wide policies guide my work	Very dissatisfied	7	4%	1760	3%	285	3%	14	6%
	Dissatisfied	14	9%	3567	6%	598	7%	19	9%
	Neither	50	31%	13462	23%	2102	25%	71	32%
	Satisfied	65	41%	25933	44%	3577	42%	82	37%
	Very satisfied	24	15%	14372	24%	1893	22%	33	15%
	Total	**160**	**100%**	**59094**	**100%**	**8455**	**100%**	**219**	**100%**
32 this institution is appropriately organized	Very dissatisfied	15	9%	4838	8%	902	11%	31	14%
	Dissatisfied	48	29%	10479	18%	1851	22%	76	35%
	Neither	45	28%	13617	23%	2208	26%	48	22%
	Satisfied	41	25%	19785	34%	2475	29%	43	20%
	Very satisfied	14	9%	10284	17%	1007	12%	19	9%
	Total	**163**	**100%**	**59003**	**100%**	**8443**	**100%**	**217**	**100%**

WVC compared with:

Institutional Structure (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
The extent to which…									
38 I have the opportunity for advancement within this institution	Very dissatisfied	23	16%	8078	14%	1205	15%	27	14%
	Dissatisfied	21	14%	8739	16%	1381	17%	36	18%
	Neither	42	29%	14144	25%	2134	27%	71	36%
	Satisfied	38	26%	14999	27%	2043	25%	44	22%
	Very satisfied	21	14%	10061	18%	1273	16%	18	9%
	Total	**145**	**100%**	**56021**	**100%**	**8036**	**100%**	**196**	**100%**
41 I receive adequate information regarding important activities at this institution	Very dissatisfied	7	4%	2750	5%	460	5%	13	6%
	Dissatisfied	24	15%	6700	11%	1053	12%	40	18%
	Neither	34	21%	9749	16%	1572	18%	44	20%
	Satisfied	72	44%	25581	43%	3589	42%	95	43%
	Very satisfied	25	15%	14849	25%	1861	22%	28	13%
	Total	**162**	**100%**	**59629**	**100%**	**8535**	**100%**	**220**	**100%**
44 administrative processes are clearly defined	Very dissatisfied	24	15%	4308	7%	701	8%	39	18%
	Dissatisfied	46	28%	8074	14%	1351	16%	58	26%
	Neither	41	25%	12914	22%	1996	24%	54	25%
	Satisfied	37	23%	21599	37%	2846	34%	52	24%
	Very satisfied	14	9%	11909	20%	1509	18%	17	8%
	Total	**162**	**100%**	**58804**	**100%**	**8403**	**100%**	**220**	**100%**

Table 2. Student Focus Frequency Distributions

			WVC		PACE Normbase		Bacc./Assoc.		2020	
					WVC compared with:					
	Student Focus	Response Option	Count	%	Count	%	Count	%	Count	%
The extent to which…										
7	student needs are central to what we do	Very dissatisfied	10	6%	1929	3%	344	4%	7	3%
		Dissatisfied	32	19%	5603	9%	1023	12%	37	17%
		Neither	29	17%	7137	12%	1156	13%	45	20%
		Satisfied	56	33%	22437	37%	3120	36%	75	34%
		Very satisfied	41	24%	23893	39%	3064	35%	58	26%
		Total	**168**	**100%**	**60999**	**100%**	**8707**	**100%**	**222**	**100%**
8	I feel my job is relevant to this institution's mission	Very dissatisfied	4	2%	839	1%	134	2%	2	1%
		Dissatisfied	2	1%	1463	2%	237	3%	7	3%
		Neither	14	8%	3616	6%	544	6%	14	6%
		Satisfied	57	33%	18908	31%	2601	30%	69	31%
		Very satisfied	94	55%	36327	59%	5226	60%	131	59%
		Total	**171**	**100%**	**61153**	**100%**	**8742**	**100%**	**223**	**100%**
17	faculty meet the needs of students	Very dissatisfied	5	3%	860	2%	153	2%	3	1%
		Dissatisfied	19	12%	3070	5%	517	6%	11	5%
		Neither	42	26%	8691	15%	1363	17%	33	16%
		Satisfied	63	38%	25187	44%	3638	45%	91	43%
		Very satisfied	35	21%	19006	33%	2450	30%	72	34%
		Total	**164**	**100%**	**56814**	**100%**	**8121**	**100%**	**210**	**100%**
18	student diversity is important at this institution	Very dissatisfied	6	4%	1042	2%	146	2%	3	1%
		Dissatisfied	14	8%	2430	4%	361	4%	11	5%
		Neither	34	20%	8195	14%	1225	14%	38	17%
		Satisfied	68	40%	23988	40%	3375	39%	88	40%
		Very satisfied	47	28%	24141	40%	3448	40%	78	36%
		Total	**169**	**100%**	**59796**	**100%**	**8555**	**100%**	**218**	**100%**

WVC compared with:

Student Focus (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
The extent to which…									
19 students' competencies are enhanced	Very dissatisfied	2	1%	684	1%	103	1%	3	1%
	Dissatisfied	13	8%	2266	4%	413	5%	12	6%
	Neither	40	26%	10029	18%	1678	21%	45	22%
	Satisfied	72	47%	27096	47%	3787	47%	102	50%
	Very satisfied	27	18%	16975	30%	2157	27%	44	21%
	Total	**154**	**100%**	**57050**	**100%**	**8138**	**100%**	**206**	**100%**
23 non-teaching professional personnel meet the needs of students	Very dissatisfied	5	3%	1118	2%	215	3%	4	2%
	Dissatisfied	17	11%	3292	6%	647	8%	16	7%
	Neither	34	21%	8767	15%	1377	17%	37	17%
	Satisfied	69	43%	25907	45%	3666	44%	105	49%
	Very satisfied	36	22%	18325	32%	2342	28%	53	25%
	Total	**161**	**100%**	**57409**	**100%**	**8247**	**100%**	**215**	**100%**
28 classified personnel meet the needs of students	Very dissatisfied	4	3%	901	2%	173	2%	3	1%
	Dissatisfied	5	3%	2172	4%	421	6%	10	5%
	Neither	39	25%	11136	21%	1724	23%	33	16%
	Satisfied	69	43%	23663	44%	3284	43%	102	49%
	Very satisfied	42	26%	15393	29%	1997	26%	62	30%
	Total	**159**	**100%**	**53265**	**100%**	**7599**	**100%**	**210**	**100%**
31 students receive an excellent education at this institution	Very dissatisfied	2	1%	539	1%	107	1%	3	1%
	Dissatisfied	13	8%	1793	3%	353	4%	13	6%
	Neither	32	20%	6546	11%	1148	14%	34	16%
	Satisfied	83	52%	26531	45%	3948	48%	98	46%
	Very satisfied	31	19%	22974	39%	2755	33%	67	31%
	Total	**161**	**100%**	**58383**	**100%**	**8311**	**100%**	**215**	**100%**

WVC compared with:

Student Focus (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
The extent to which…									
35 this institution prepares students for a career	Very dissatisfied	0	0%	610	1%	103	1%	4	2%
	Dissatisfied	9	6%	1676	3%	276	3%	5	2%
	Neither	31	19%	6861	12%	1146	14%	50	23%
	Satisfied	80	50%	26246	45%	3820	46%	98	45%
	Very satisfied	40	25%	22815	39%	2952	36%	59	27%
	Total	**160**	**100%**	**58208**	**100%**	**8297**	**100%**	**216**	**100%**
37 this institution prepares students for further learning	Very dissatisfied	0	0%	636	1%	115	1%	3	1%
	Dissatisfied	8	5%	1623	3%	293	4%	7	3%
	Neither	24	15%	6167	11%	1076	13%	40	19%
	Satisfied	90	57%	27151	47%	3935	47%	104	49%
	Very satisfied	37	23%	22706	39%	2874	35%	60	28%
	Total	**159**	**100%**	**58283**	**100%**	**8293**	**100%**	**214**	**100%**
40 students are assisted with their personal development	Very dissatisfied	3	2%	762	1%	133	2%	3	1%
	Dissatisfied	17	11%	2449	4%	469	6%	10	5%
	Neither	38	25%	10161	18%	1692	21%	43	21%
	Satisfied	61	40%	25737	46%	3629	46%	107	52%
	Very satisfied	33	22%	16647	30%	1992	25%	44	21%
	Total	**152**	**100%**	**55756**	**100%**	**7915**	**100%**	**207**	**100%**
42 students are satisfied with their educational experience at this institution	Very dissatisfied	1	1%	481	1%	122	2%	4	2%
	Dissatisfied	11	8%	1656	3%	414	5%	7	3%
	Neither	47	34%	10197	19%	1769	23%	55	27%
	Satisfied	68	49%	28875	53%	3967	52%	103	50%
	Very satisfied	13	9%	12843	24%	1395	18%	36	18%
	Total	**140**	**100%**	**54052**	**100%**	**7667**	**100%**	**205**	**100%**

Table 3. Supervisory Relationships Frequency Distributions

			WVC		PACE Normbase		Bacc./Assoc.		2020	
					WVC compared with:					
	Supervisory Relationships	Response Option	Count	%	Count	%	Count	%	Count	%
The extent to which…										
2	my supervisor/chair expresses confidence in my work	Very dissatisfied	5	3%	1907	3%	304	3%	4	2%
		Dissatisfied	11	6%	3468	6%	530	6%	21	10%
		Neither	15	9%	5318	9%	759	9%	14	6%
		Satisfied	51	30%	17463	29%	2442	28%	71	32%
		Very satisfied	88	52%	33031	54%	4722	54%	110	50%
		Total	**170**	**100%**	**61187**	**100%**	**8757**	**100%**	**220**	**100%**
9	my supervisor/chair is open to the ideas, opinions, and beliefs of everyone	Very dissatisfied	8	5%	2859	5%	445	5%	9	4%
		Dissatisfied	11	7%	4161	7%	592	7%	17	8%
		Neither	13	8%	5968	10%	906	10%	22	10%
		Satisfied	57	34%	16439	27%	2225	26%	62	28%
		Very satisfied	79	47%	31592	52%	4554	52%	111	50%
		Total	**168**	**100%**	**61019**	**100%**	**8722**	**100%**	**221**	**100%**
12	positive work expectations are communicated to me	Very dissatisfied	8	5%	2542	4%	383	4%	4	2%
		Dissatisfied	25	15%	5679	9%	889	10%	27	12%
		Neither	33	20%	9499	16%	1481	17%	40	18%
		Satisfied	69	42%	25739	43%	3614	42%	104	47%
		Very satisfied	31	19%	17014	28%	2279	26%	44	20%
		Total	**166**	**100%**	**60473**	**100%**	**8646**	**100%**	**219**	**100%**
13	unacceptable behaviors are identified and communicated to me	Very dissatisfied	10	7%	1798	3%	296	4%	7	4%
		Dissatisfied	18	13%	3843	7%	599	8%	21	11%
		Neither	49	34%	12863	24%	1989	26%	52	27%
		Satisfied	49	34%	23410	43%	3203	42%	89	47%
		Very satisfied	17	12%	12164	22%	1548	20%	22	12%
		Total	**143**	**100%**	**54078**	**100%**	**7635**	**100%**	**191**	**100%**

WVC compared with:

Supervisory Relationships (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
The extent to which…									
20 I receive timely feedback for my work	Very dissatisfied	12	7%	3117	5%	512	6%	9	4%
	Dissatisfied	25	15%	5417	9%	855	10%	27	12%
	Neither	32	20%	10553	18%	1695	20%	46	21%
	Satisfied	60	37%	23020	38%	3093	36%	92	42%
	Very satisfied	33	20%	17897	30%	2409	28%	44	20%
	Total	**162**	**100%**	**60004**	**100%**	**8564**	**100%**	**218**	**100%**
21 I receive appropriate feedback for my work	Very dissatisfied	10	6%	2698	5%	444	5%	8	4%
	Dissatisfied	22	13%	5346	9%	808	9%	21	10%
	Neither	27	16%	9773	16%	1526	18%	40	18%
	Satisfied	70	43%	24427	41%	3363	39%	101	46%
	Very satisfied	35	21%	17623	29%	2412	28%	48	22%
	Total	**164**	**100%**	**59867**	**100%**	**8553**	**100%**	**218**	**100%**
26 my supervisor/chair actively seeks my ideas	Very dissatisfied	8	5%	3744	6%	599	7%	14	6%
	Dissatisfied	19	11%	4917	8%	749	9%	20	9%
	Neither	25	15%	9176	15%	1348	16%	36	17%
	Satisfied	54	33%	18933	32%	2635	31%	78	36%
	Very satisfied	60	36%	22519	38%	3152	37%	70	32%
	Total	**166**	**100%**	**59289**	**100%**	**8483**	**100%**	**218**	**100%**
27 my supervisor/chair seriously considers my ideas	Very dissatisfied	8	5%	3533	6%	554	7%	15	7%
	Dissatisfied	10	6%	4420	7%	622	7%	17	8%
	Neither	26	16%	8590	15%	1291	15%	35	16%
	Satisfied	62	37%	18692	32%	2603	31%	67	30%
	Very satisfied	60	36%	23963	40%	3387	40%	86	39%
	Total	**166**	**100%**	**59198**	**100%**	**8457**	**100%**	**220**	**100%**

			WVC		PACE Normbase		Bacc./Assoc.		2020	
			WVC compared with:							
Supervisory Relationships (continued)		Response Option	Count	%	Count	%	Count	%	Count	%
The extent to which…										
30	work outcomes are clarified for me	Very dissatisfied	9	5%	2259	4%	376	4%	7	3%
		Dissatisfied	22	13%	4991	8%	804	9%	24	11%
		Neither	46	28%	11841	20%	1846	22%	63	29%
		Satisfied	65	39%	25229	42%	3443	41%	92	42%
		Very satisfied	24	14%	15160	25%	2031	24%	31	14%
		Total	**166**	**100%**	**59480**	**100%**	**8500**	**100%**	**217**	**100%**
34	my supervisor/chair helps me to improve my work	Very dissatisfied	6	4%	3252	6%	517	6%	10	5%
		Dissatisfied	14	9%	4544	8%	698	8%	19	9%
		Neither	35	21%	10044	17%	1500	18%	41	19%
		Satisfied	64	39%	19765	34%	2745	33%	80	37%
		Very satisfied	45	27%	21292	36%	2945	35%	66	31%
		Total	**164**	**100%**	**58897**	**100%**	**8405**	**100%**	**216**	**100%**
39	I am given the opportunity to be creative in my work	Very dissatisfied	6	4%	2339	4%	331	4%	4	2%
		Dissatisfied	6	4%	3195	5%	470	6%	12	5%
		Neither	19	12%	7227	12%	1069	13%	25	11%
		Satisfied	69	42%	22202	37%	3147	37%	93	42%
		Very satisfied	64	39%	24366	41%	3488	41%	86	39%
		Total	**164**	**100%**	**59329**	**100%**	**8505**	**100%**	**220**	**100%**
45	I have the opportunity to express my ideas in appropriate forums	Very dissatisfied	9	6%	3069	5%	441	5%	10	5%
		Dissatisfied	18	11%	5319	9%	826	10%	30	14%
		Neither	36	23%	10794	18%	1707	20%	56	26%
		Satisfied	69	43%	23993	41%	3407	40%	92	42%
		Very satisfied	27	17%	15672	27%	2059	24%	31	14%
		Total	**159**	**100%**	**58847**	**100%**	**8440**	**100%**	**219**	**100%**

				WVC compared with:					
		WVC		**PACE Normbase**		**Bacc./Assoc.**		**2020**	
Supervisory Relationships (continued)	Response Option	Count	%	Count	%	Count	%	Count	%
The extent to which…									
46 professional development and training opportunities are available	Very dissatisfied	5	3%	2998	5%	422	5%	9	4%
	Dissatisfied	12	7%	5032	9%	737	9%	30	14%
	Neither	38	23%	8623	15%	1210	14%	41	19%
	Satisfied	65	40%	22747	38%	3201	38%	100	46%
	Very satisfied	43	26%	19775	33%	2924	34%	39	18%
	Total	**163**	**100%**	**59175**	**100%**	**8494**	**100%**	**219**	**100%**

Table 4. Teamwork Frequency Distributions

			WVC		PACE Normbase		Bacc./Assoc.		2020	
					WVC compared with:					
	Teamwork	Response Option	Count	%	Count	%	Count	%	Count	%
The extent to which…										
3	there is a spirit of cooperation within my work team	Very dissatisfied	6	4%	2559	4%	413	5%	3	1%
		Dissatisfied	17	10%	5665	9%	872	10%	26	12%
		Neither	15	9%	6218	10%	884	10%	21	9%
		Satisfied	60	35%	20418	33%	2829	32%	86	39%
		Very satisfied	73	43%	26126	43%	3745	43%	86	39%
		Total	**171**	**100%**	**60986**	**100%**	**8743**	**100%**	**222**	**100%**
14	my primary work team uses problem-solving techniques	Very dissatisfied	6	4%	1541	3%	258	3%	2	1%
		Dissatisfied	9	5%	3798	7%	612	7%	10	5%
		Neither	25	15%	8515	15%	1263	15%	32	15%
		Satisfied	72	43%	24312	42%	3360	40%	96	45%
		Very satisfied	56	33%	19968	34%	2879	34%	75	35%
		Total	**168**	**100%**	**58134**	**100%**	**8372**	**100%**	**215**	**100%**
24	there is an opportunity for all ideas to be exchanged within my work team	Very dissatisfied	8	5%	2799	5%	422	5%	7	3%
		Dissatisfied	15	9%	5159	9%	823	10%	32	15%
		Neither	29	17%	7853	13%	1139	13%	29	13%
		Satisfied	64	38%	23001	39%	3213	38%	88	40%
		Very satisfied	52	31%	20383	34%	2911	34%	63	29%
		Total	**168**	**100%**	**59195**	**100%**	**8508**	**100%**	**219**	**100%**
33	my work team provides an environment for free and open expression of ideas, opinions and beliefs	Very dissatisfied	10	6%	2945	5%	490	6%	11	5%
		Dissatisfied	14	9%	4719	8%	699	8%	21	10%
		Neither	22	13%	7493	13%	1123	13%	28	13%
		Satisfied	65	40%	21933	37%	3084	37%	84	38%
		Very satisfied	53	32%	21692	37%	3036	36%	76	35%
		Total	**164**	**100%**	**58782**	**100%**	**8432**	**100%**	**220**	**100%**

			WVC		PACE Normbase		Bacc./Assoc.		2020	
					WVC compared with:					
	Teamwork (continued)	Response Option	Count	%	Count	%	Count	%	Count	%
The extent to which…										
36	my work team coordinates its efforts with appropriate individuals and teams	Very dissatisfied	6	4%	1842	3%	297	4%	6	3%
		Dissatisfied	12	8%	3613	6%	587	7%	21	10%
		Neither	27	17%	8542	15%	1302	16%	33	15%
		Satisfied	70	45%	24438	42%	3416	41%	99	46%
		Very satisfied	40	26%	19313	33%	2700	33%	56	26%
		Total	**155**	**100%**	**57748**	**100%**	**8302**	**100%**	**215**	**100%**
43	a spirit of cooperation exists in my department	Very dissatisfied	6	4%	3327	6%	512	6%	7	3%
		Dissatisfied	14	9%	4934	8%	745	9%	16	7%
		Neither	14	9%	6752	11%	1015	12%	21	10%
		Satisfied	65	40%	21171	36%	2981	35%	94	43%
		Very satisfied	64	39%	23214	39%	3263	38%	82	37%
		Total	**163**	**100%**	**59398**	**100%**	**8516**	**100%**	**220**	**100%**

Table 5. Climate Factor Mean Comparisons

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Climate Factor	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.605	3.835	***	-.307	3.755	**	-.201	3.611		
Institutional Structure	173	3.172	3.540	***	-.405	3.410	***	-.264	3.083		
Student Focus	173	3.821	4.090	***	-.411	4.004	***	-.273	3.951		
Supervisory Relationships	173	3.776	3.902			3.860			3.772		
Teamwork	173	3.927	3.951			3.916			3.930		

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

Figure 1. Means by Comparison Group and Climate Factor

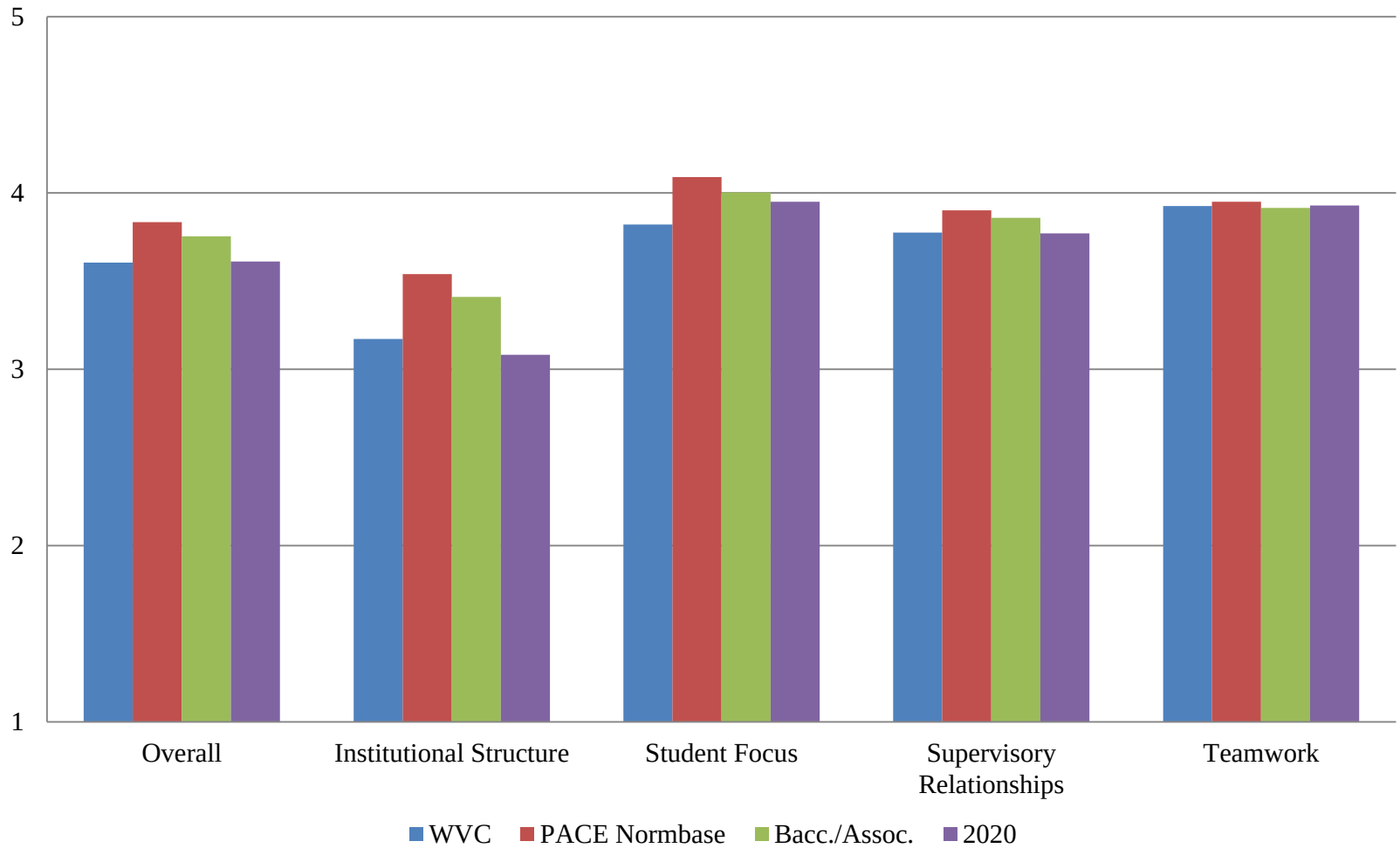

Table 6. Institutional Structure Item Mean Comparisons

	Institutional Structure	WVC		WVC compared with: PACE Normbase			Bacc./Assoc.			2020		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…												
1	the actions of this institution reflect its mission	171	3.228	3.895	***	-.676	3.730	***	-.488	3.360		
4	decisions are made at the appropriate level at this institution	169	2.994	3.369	***	-.317	3.220	*	-.192	2.900		
5	the institution effectively promotes diversity in the workplace	171	3.392	3.885	***	-.467	3.806	***	-.381	3.604		
6	administrative leadership is focused on meeting the needs of students	170	3.218	3.811	***	-.520	3.657	***	-.370	3.245		
10	information is shared within the institution	170	2.971	3.319	***	-.277	3.149			2.673	*	.236
11	institutional teams use problem-solving techniques	159	3.270	3.521	**	-.247	3.405			3.151		
15	I am able to appropriately influence the direction of this institution	164	3.079	3.212			3.082			2.909		
16	open and ethical communication is practiced at this institution	166	2.988	3.434	***	-.363	3.305	**	-.256	2.895		
22	this institution has been successful in positively motivating my performance	166	3.175	3.502	***	-.266	3.392	*	-.175	3.202		
25	a spirit of cooperation exists at this institution	168	3.119	3.492	***	-.308	3.348	*	-.188	2.964		
29	institution-wide policies guide my work	160	3.531	3.805	***	-.282	3.733	*	-.203	3.461		
32	this institution is appropriately organized	163	2.945	3.342	***	-.334	3.099			2.737		
38	I have the opportunity for advancement within this institution	145	3.090	3.183			3.099			2.949		
41	I receive adequate information regarding important activities at this institution	162	3.519	3.722	*	-.186	3.625			3.386		
44	administrative processes are clearly defined	162	2.821	3.489	***	-.570	3.370	***	-.462	2.773		

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

Table 7. Student Focus Item Mean Comparisons

	Student Focus	WVC		PACE Normbase			Bacc./Assoc.			2020		
				WVC compared with:								
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…												
7	student needs are central to what we do	168	3.512	3.996	***	-.449	3.866	***	-.311	3.631		
8	I feel my job is relevant to this institution's mission	171	4.374	4.446			4.435			4.435		
17	faculty meet the needs of students	164	3.634	4.028	***	-.430	3.950	***	-.334	4.038	***	-.415
18	student diversity is important at this institution	169	3.805	4.133	***	-.358	4.124	***	-.345	4.041	*	-.241
19	students' competencies are enhanced	154	3.708	4.006	***	-.347	3.919	**	-.239	3.835		
23	non-teaching professional personnel meet the needs of students	161	3.708	3.993	***	-.305	3.882	*	-.175	3.870		
28	classified personnel meet the needs of students	159	3.881	3.948			3.857			4.000		
31	students receive an excellent education at this institution	161	3.795	4.192	***	-.484	4.070	***	-.317	3.991	*	-.216
35	this institution prepares students for a career	160	3.944	4.185	***	-.292	4.114	*	-.200	3.940		
37	this institution prepares students for further learning	159	3.981	4.195	***	-.262	4.105			3.986		
40	students are assisted with their personal development	152	3.684	3.987	***	-.343	3.869	*	-.202	3.865		
42	students are satisfied with their educational experience at this institution	140	3.579	3.961	***	-.483	3.795	**	-.254	3.780	*	-.245

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

Table 8. Supervisory Relationships Item Mean Comparisons

	Supervisory Relationships	WVC		PACE Normbase			Bacc./Assoc.			2020		
							WVC compared with:					
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…												
2	my supervisor/chair expresses confidence in my work	170	4.212	4.246			4.227			4.191		
9	my supervisor/chair is open to the ideas, opinions, and beliefs of everyone	168	4.119	4.143			4.129			4.127		
12	positive work expectations are communicated to me	166	3.542	3.810	**	-.249	3.754	*	-.194	3.717		
13	unacceptable behaviors are identified and communicated to me	143	3.315	3.745	***	-.434	3.669	***	-.351	3.513		
20	I receive timely feedback for my work	162	3.475	3.786	***	-.277	3.704	*	-.199	3.619		
21	I receive appropriate feedback for my work	164	3.598	3.817	**	-.202	3.759			3.734		
26	my supervisor/chair actively seeks my ideas	166	3.837	3.870			3.824			3.780		
27	my supervisor/chair seriously considers my ideas	166	3.940	3.931			3.904			3.873		
30	work outcomes are clarified for me	166	3.440	3.774	***	-.322	3.700	**	-.243	3.535		
34	my supervisor/chair helps me to improve my work	164	3.780	3.871			3.821			3.801		
39	I am given the opportunity to be creative in my work	164	4.091	4.063			4.057			4.114		
45	I have the opportunity to express my ideas in appropriate forums	159	3.547	3.746	*	-.180	3.689			3.475		
46	professional development and training opportunities are available	163	3.791	3.866			3.879			3.594		

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

Table 9. Teamwork Item Mean Comparisons

	Teamwork	WVC		PACE Normbase			Bacc./Assoc.			2020		
							WVC compared with:					
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…												
3	there is a spirit of cooperation within my work team	171	4.035	4.015			3.986			4.018		
14	my primary work team uses problem-solving techniques	168	3.970	3.987			3.954			4.079		
24	there is an opportunity for all ideas to be exchanged within my work team	168	3.815	3.896			3.866			3.767		
33	my work team provides an environment for free and open expression of ideas, opinions and beliefs	164	3.835	3.931			3.887			3.877		
36	my work team coordinates its efforts with appropriate individuals and teams	155	3.813	3.966			3.920			3.828		
43	a spirit of cooperation exists in my department	163	4.025	3.943			3.909			4.036		

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

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Table 1. Demographic Frequency Distributions

			WVC		PACE Normbase		Bacc./Assoc.		2020	
					WVC compared with:					
	Demographic Items	Response Option	Count	%	Count	%	Count	%	Count	%
1	What is your personnel classification?	Faculty	78	51%	25637	44%	3718	45%	115	55%
		Administrator	16	10%	6496	11%	990	12%	22	11%
		Staff	60	39%	25511	44%	3551	43%	72	34%
		Total	**154**	**100%**	**57644**	**100%**	**8259**	**100%**	**209**	**100%**
2	Please select the race/ethnicity that best describes you?	African American or Black	1	1%	4085	7%	624	8%	1	0%
		Alaska Native or American Indian	2	1%	472	1%	61	1%	3	1%
		Asian	4	3%	1515	3%	254	3%	4	2%
		Hispanic/Latina/o/x	18	12%	5300	9%	518	7%	22	11%
		Middle Eastern or North African	0	0%	65	0%	6	0%	0	0%
		Native Hawaiian or Pacific Islander	0	0%	145	0%	42	1%	0	0%
		White	108	72%	41262	74%	5870	74%	154	77%
		Two or more races	7	5%	2414	4%	419	5%	6	3%
		Prefer to self-describe	10	7%	721	1%	112	1%	11	5%
		Total	**150**	**100%**	**55979**	**100%**	**7906**	**100%**	**201**	**100%**
3	Your status at this institution is?	Full-Time	123	80%	43396	76%	6616	80%	163	78%
		Part-Time	30	20%	13624	24%	1618	20%	46	22%
		Total	**153**	**100%**	**57020**	**100%**	**8234**	**100%**	**209**	**100%**
4	What is the highest level of education you have earned?	First Professional degree	1	1%	932	2%	143	2%	2	1%
		Doctoral degree	15	10%	5828	10%	1033	13%	18	9%
		Master's degree	71	48%	25586	45%	3402	42%	101	49%
		Bachelor's degree	38	26%	12601	22%	1865	23%	47	23%
		Associate's degree	13	9%	7449	13%	957	12%	22	11%
		Certificate	1	1%	455	1%	50	1%	6	3%
		High School diploma or GED	8	5%	3909	7%	611	8%	9	4%
		No diploma or degree	1	1%	142	0%	18	0%	0	0%
		Total	**148**	**100%**	**56902**	**100%**	**8079**	**100%**	**205**	**100%**

WVC compared with:

Demographic Items (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
5 What is your gender identity?	Man	45	31%	18463	35%	2734	36%	71	35%
	Woman	92	63%	33700	64%	4644	62%	130	63%
	Trans Man	0	0%	20	0%	3	0%	0	0%
	Trans Woman	0	0%	153	0%	90	1%	0	0%
	Gender Queer	3	2%	76	0%	12	0%	1	0%
	Prefer to self-describe	6	4%	461	1%	63	1%	3	1%
	Total	**146**	**100%**	**52873**	**100%**	**7546**	**100%**	**205**	**100%**
6 How many years have you worked at this institution?	5 years or less	57	40%	21711	40%	3167	40%	86	45%
	6-10 years	41	28%	11786	22%	1760	22%	43	22%
	11-15 years	22	15%	8169	15%	1167	15%	30	16%
	16-20 years	13	9%	6299	12%	912	12%	15	8%
	21-25 years	4	3%	2957	5%	429	5%	12	6%
	26 years or more	7	5%	3347	6%	411	5%	6	3%
	Total	**144**	**100%**	**54269**	**100%**	**7846**	**100%**	**192**	**100%**
7 How many years have you worked in higher education?	5 years or less	42	29%	14115	26%	1957	25%	55	28%
	6-10 years	36	25%	11100	21%	1643	21%	45	23%
	11-15 years	25	17%	9468	17%	1373	18%	37	19%
	16-20 years	17	12%	8243	15%	1185	15%	17	9%
	21-25 years	9	6%	4828	9%	725	9%	21	11%
	26 years or more	15	10%	6355	12%	850	11%	18	9%
	Total	**144**	**100%**	**54109**	**100%**	**7733**	**100%**	**193**	**100%**
8 What is your age?	29 or younger	16	13%	2563	5%	343	5%	10	5%
	30-39	21	17%	8355	17%	1178	17%	34	19%
	40-49	32	26%	11586	24%	1696	24%	54	30%
	50-59	17	14%	13814	29%	2018	29%	41	22%
	60 or older	38	31%	12076	25%	1766	25%	44	24%
	Total	**124**	**100%**	**48394**	**100%**	**7001**	**100%**	**183**	**100%**

Figure 1. Overall Climate by Personnel Classification

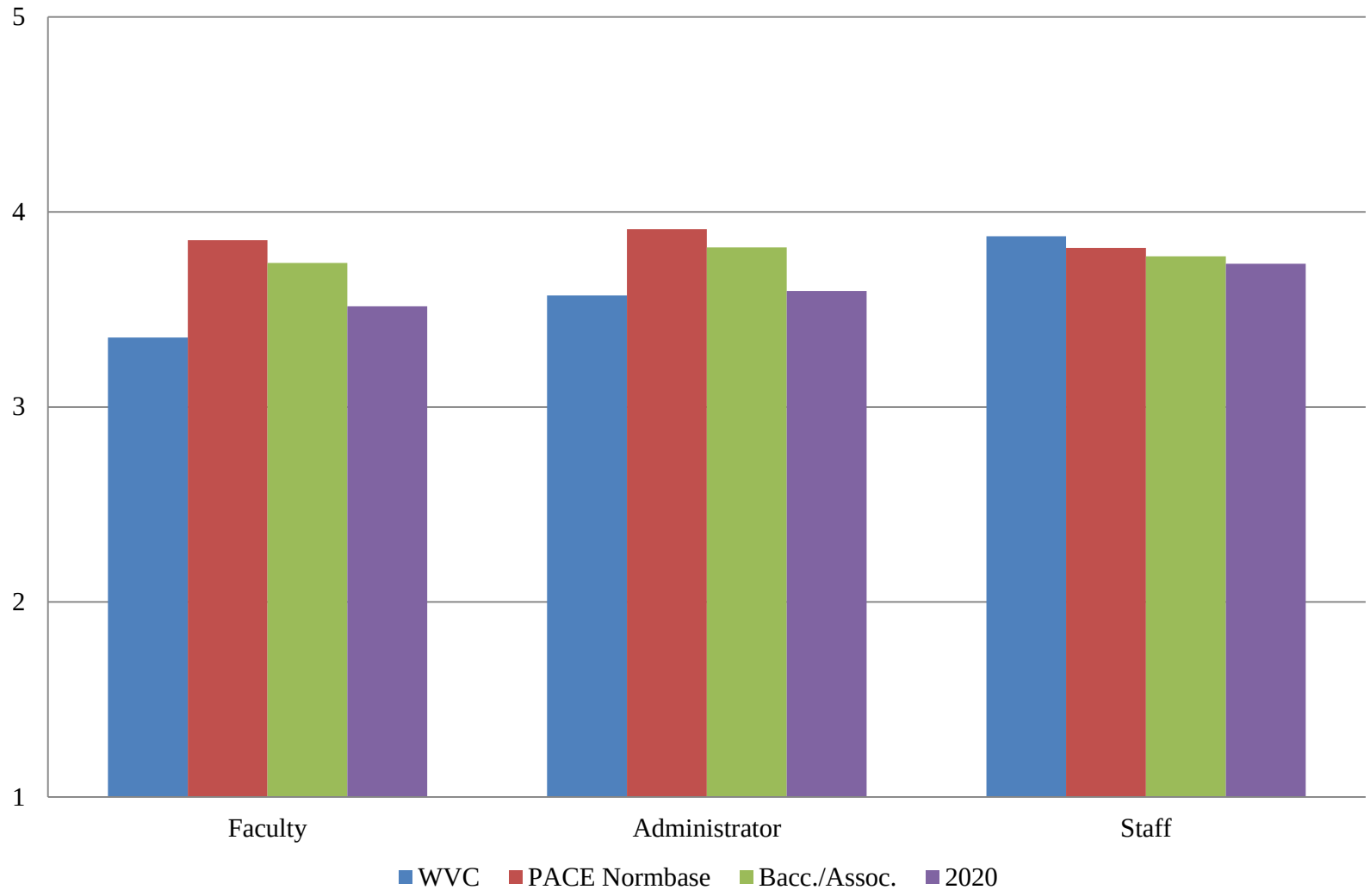

Table 2. Institutional Structure Mean Comparisons by Personnel Classification

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.172	3.540	***	-.405	3.410	***	-.264	3.083		
Faculty	78	2.840	3.555	***	-.756	3.398	***	-.590	2.957		
Administrator	16	3.131	3.603	*	-.548	3.460			3.055		
Staff	60	3.533	3.522			3.422			3.245		

Table 3. Student Focus Mean Comparisons by Personnel Classification

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.821	4.090	***	-.411	4.004	***	-.273	3.951		
Faculty	78	3.731	4.137	***	-.611	4.045	***	-.454	3.951	*	-.338
Administrator	16	3.648	4.096	**	-.741	3.984	*	-.530	3.822		
Staff	60	3.930	4.060			3.987			3.966		

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

Table 4. Supervisory Relationships Mean Comparisons by Personnel Classification

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.776	3.902			3.860			3.772		
Faculty	78	3.488	3.903	***	-.469	3.806	**	-.349	3.631		
Administrator	16	3.725	4.006			3.947			3.804		
Staff	60	4.072	3.888			3.908			3.934		

Table 5. Teamwork Mean Comparisons by Personnel Classification

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.927	3.951			3.916			3.930		
Faculty	78	3.635	3.938	**	-.309	3.834			3.791		
Administrator	16	4.188	4.140			4.131			4.038		
Staff	60	4.194	3.937	*	.271	3.963			4.097		

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

Table 6. Overall Mean Comparisons by Personnel Classification

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.605	3.835	***	-.307	3.755	**	-.201	3.611		
Faculty	78	3.356	3.855	***	-.645	3.738	***	-.489	3.516		
Administrator	16	3.572	3.913	*	-.498	3.819			3.594		
Staff	60	3.875	3.816			3.773			3.735		

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

Figure 2. Overall Climate by Race/Ethnicity

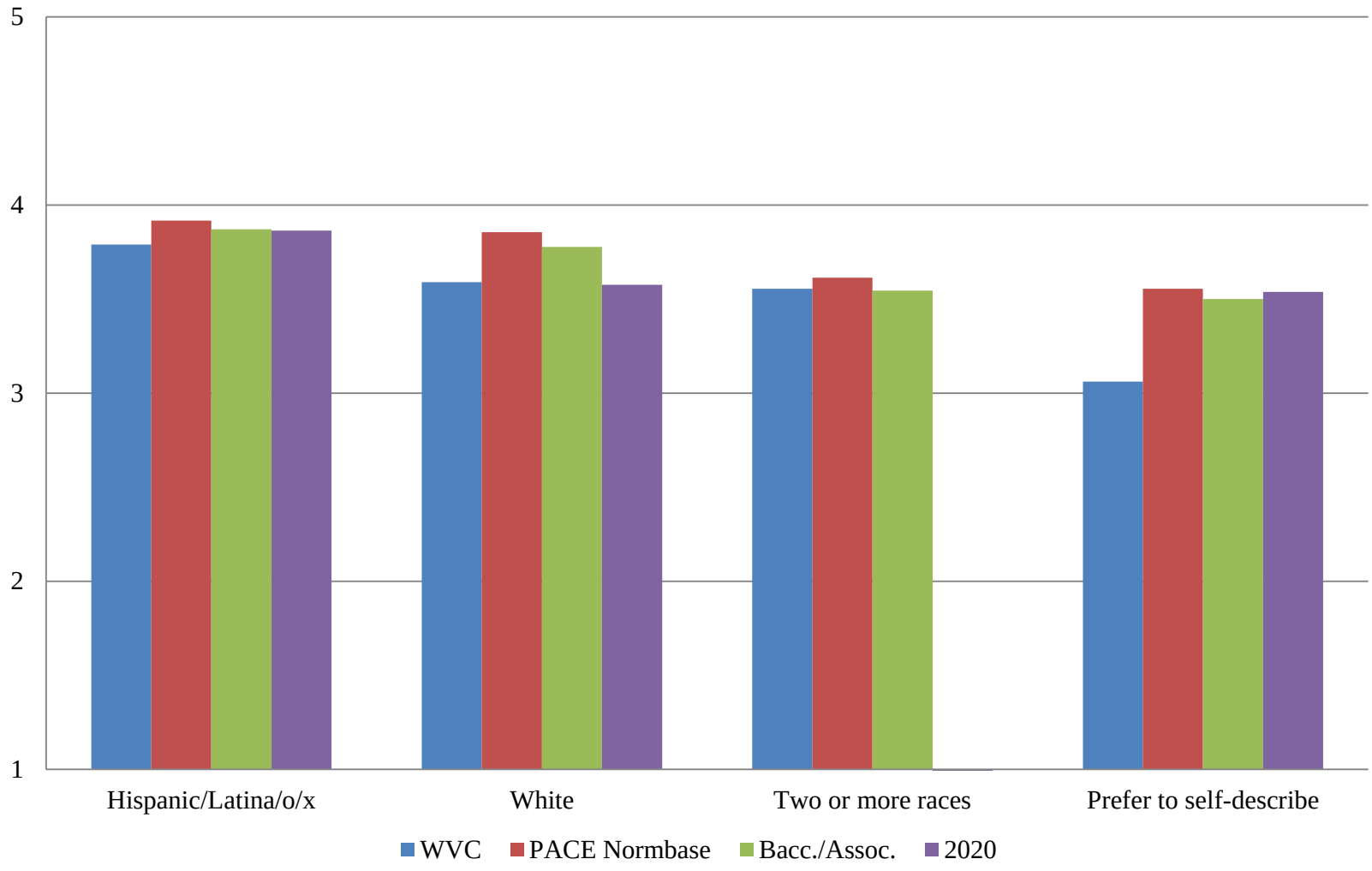

Table 7. Institutional Structure Mean Comparisons by Race/Ethnicity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Please select the race/ethnicity that best describes you?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.172	3.540	***	-.405	3.410	***	-.264	3.083		
African American or Black	1	--	3.687			3.573			--		
Alaska Native or American Indian	2	--	3.428			2.880			--		
Asian	4	--	3.757			3.675			--		
Hispanic/Latina/o/x	18	3.503	3.689			3.584			3.491		
Middle Eastern or North African	0	∅	3.802			--			∅		
Native Hawaiian or Pacific Islander	0	∅	3.331			3.292			∅		
White	108	3.112	3.547	***	-.492	3.425	***	-.356	3.016		
Two or more races	7	3.103	3.273			3.170			--		
Prefer to self-describe	10	2.563	3.177			3.068			3.023		

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

Table 8. Student Focus Mean Comparisons by Race/Ethnicity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Please select the race/ethnicity that best describes you?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.821	4.090	***	-.411	4.004	***	-.273	3.951		
African American or Black	1	--	4.088			3.990			--		
Alaska Native or American Indian	2	--	3.982			3.467			--		
Asian	4	--	4.118			4.074			--		
Hispanic/Latina/o/x	18	3.988	4.128			4.045			3.892		
Middle Eastern or North African	0	∅	4.270			--			∅		
Native Hawaiian or Pacific Islander	0	∅	3.951			3.915			∅		
White	108	3.806	4.120	***	-.508	4.044	***	-.372	3.957		
Two or more races	7	3.649	3.899			3.811			--		
Prefer to self-describe	10	3.442	3.910	*	-.628	3.878			4.081		

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

Table 9. Supervisory Relationships Mean Comparisons by Race/Ethnicity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Please select the race/ethnicity that best describes you?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.776	3.902			3.860			3.772		
African American or Black	1	--	4.007			4.041			--		
Alaska Native or American Indian	2	--	3.775			3.527			--		
Asian	4	--	4.005			4.000			--		
Hispanic/Latina/o/x	18	3.850	3.956			3.970			4.098		
Middle Eastern or North African	0	∅	4.047			--			∅		
Native Hawaiian or Pacific Islander	0	∅	3.708			3.642			∅		
White	108	3.778	3.920			3.872			3.718		
Two or more races	7	3.743	3.694			3.674			--		
Prefer to self-describe	10	3.174	3.619			3.584			3.529		

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

Table 10. Teamwork Mean Comparisons by Race/Ethnicity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Please select the race/ethnicity that best describes you?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.927	3.951			3.916			3.930		
African American or Black	1	--	4.017			4.045			--		
Alaska Native or American Indian	2	--	3.853			3.749			--		
Asian	4	--	4.048			4.087			--		
Hispanic/Latina/o/x	18	3.989	4.001			4.050			4.220		
Middle Eastern or North African	0	∅	4.052			--			∅		
Native Hawaiian or Pacific Islander	0	∅	3.851			3.809			∅		
White	108	3.967	3.977			3.931			3.916		
Two or more races	7	4.095	3.736			3.695			--		
Prefer to self-describe	10	3.283	3.675			3.654			3.752		

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

Table 11. Overall Mean Comparisons by Race/Ethnicity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Please select the race/ethnicity that best describes you?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.605	3.835	***	-.307	3.755	**	-.201	3.611		
African American or Black	1	--	3.924			3.875			--		
Alaska Native or American Indian	2	--	3.724			3.322			--		
Asian	4	--	3.957			3.922			--		
Hispanic/Latina/o/x	18	3.790	3.917			3.871			3.864		
Middle Eastern or North African	0	∅	4.024			--			∅		
Native Hawaiian or Pacific Islander	0	∅	3.666			3.613			∅		
White	108	3.590	3.856	***	-.367	3.777	**	-.258	3.576		
Two or more races	7	3.554	3.613			3.545			--		
Prefer to self-describe	10	3.061	3.554			3.500			3.538		

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

Figure 3. Overall Climate by Employment Status

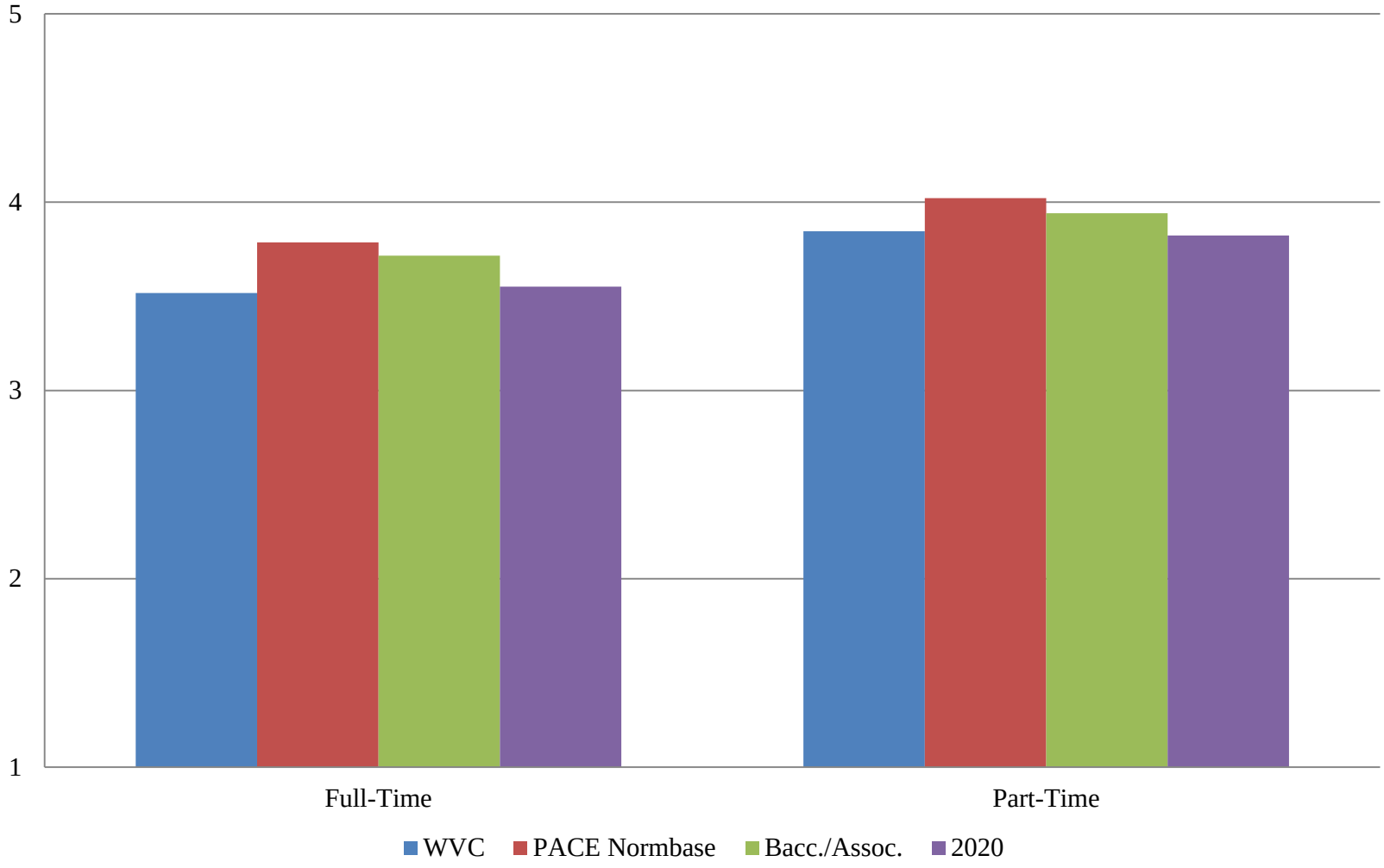

Table 12. Institutional Structure Mean Comparisons by Employment Status

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Your status at this institution is?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.172	3.540	***	-.405	3.410	***	-.264	3.083		
Full-Time	123	3.045	3.451	***	-.451	3.332	***	-.322	2.965		
Part-Time	30	3.532	3.835			3.739			3.490		

Table 13. Student Focus Mean Comparisons by Employment Status

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Your status at this institution is?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.821	4.090	***	-.411	4.004	***	-.273	3.951		
Full-Time	123	3.736	4.059	***	-.506	3.979	***	-.368	3.920	*	-.288
Part-Time	30	4.074	4.215			4.142			4.043		

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

Table 14. Supervisory Relationships Mean Comparisons by Employment Status

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Your status at this institution is?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.776	3.902			3.860			3.772		
Full-Time	123	3.687	3.865	*	-.200	3.842			3.724		
Part-Time	30	3.969	4.037			3.958			3.914		

Table 15. Teamwork Mean Comparisons by Employment Status

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Your status at this institution is?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.927	3.951			3.916			3.930		
Full-Time	123	3.904	3.927			3.904			3.916		
Part-Time	30	3.933	4.061			3.999			4.004		

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

Table 16. Overall Mean Comparisons by Employment Status

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Your status at this institution is?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.605	3.835	***	-.307	3.755	**	-.201	3.611		
Full-Time	123	3.517	3.786	***	-.364	3.716	**	-.271	3.551		
Part-Time	30	3.846	4.021			3.941			3.822		

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

Figure 4. Overall Climate by Highest Level of Education Earned

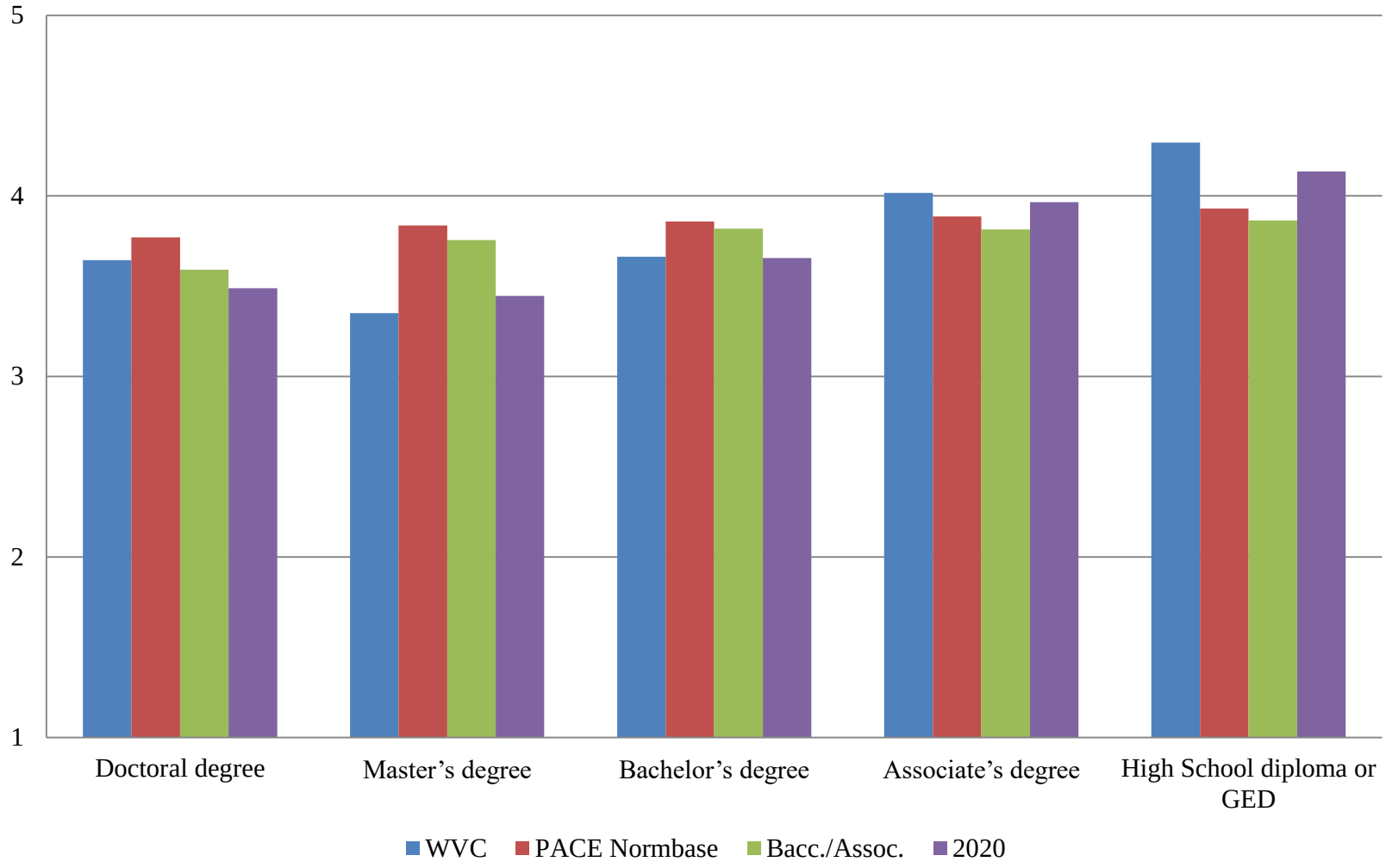

Table 17. Institutional Structure Mean Comparisons by Highest Level of Education Earned

What is the highest level of education you have earned?	WVC		*WVC compared with:* PACE Normbase			Bacc./Assoc.			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.172	3.540	***	-.405	3.410	***	-.264	3.083		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.466			3.327			--		
Doctoral degree (e.g., Ph.D., Ed.D.)	15	3.114	3.420			3.178			2.937		
Master's degree	71	2.872	3.520	***	-.706	3.400	***	-.595	2.859		
Bachelor's degree	38	3.307	3.574			3.484			3.150		
Associate's degree	13	3.564	3.633			3.492			3.499		
Certificate	1	--	3.707			3.610			--		
High School diploma or GED	8	3.976	3.716			3.596			3.765		
No diploma or degree	1	--	3.578			3.775			∅		

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

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

What is the highest level of education you have earned?	WVC		*WVC compared with:* PACE Normbase			Bacc./Assoc.			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.821	4.090	***	-.411	4.004	***	-.273	3.951		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	4.033			3.962			--		
Doctoral degree (e.g., Ph.D., Ed.D.)	15	4.165	4.045			3.903			3.829		
Master's degree	71	3.605	4.100	***	-.769	4.015	***	-.625	3.867	*	-.395
Bachelor's degree	38	3.758	4.094	**	-.530	4.035	**	-.427	3.917		
Associate's degree	13	4.097	4.135			4.045			4.140		
Certificate	1	--	4.171			4.192			--		
High School diploma or GED	8	4.396	4.135			4.046			4.495		
No diploma or degree	1	--	3.998			4.173			∅		

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

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

What is the highest level of education you have earned?	WVC		WVC compared with: PACE Normbase			WVC compared with: Bacc./Assoc.			WVC compared with: 2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.776	3.902			3.860			3.772		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.848			3.800			--		
Doctoral degree (e.g., Ph.D., Ed.D.)	15	3.611	3.863			3.728			3.688		
Master's degree	71	3.532	3.902	***	-.422	3.854	**	-.371	3.593		
Bachelor's degree	38	3.838	3.925			3.933			3.825		
Associate's degree	13	4.280	3.931			3.905			4.188		
Certificate	1	--	3.996			4.074			--		
High School diploma or GED	8	4.435	3.979			3.974			4.164		
No diploma or degree	1	--	3.819			4.203			∅		

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

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

What is the highest level of education you have earned?	WVC		*WVC compared with:* PACE Normbase			Bacc./Assoc.			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.927	3.951			3.916			3.930		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.936			3.945			--		
Doctoral degree (e.g., Ph.D., Ed.D.)	15	4.042	3.902			3.719			3.713		
Master's degree	71	3.679	3.965	*	-.302	3.921	*	-.251	3.762		
Bachelor's degree	38	3.981	3.983			4.003			4.045		
Associate's degree	13	4.444	3.957			3.982			4.336		
Certificate	1	--	4.022			4.107			--		
High School diploma or GED	8	4.517	3.989			3.976			4.296		
No diploma or degree	1	--	3.772			4.128			∅		

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

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

What is the highest level of education you have earned?	WVC		*WVC compared with:* PACE Normbase			Bacc./Assoc.			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.605	3.835	***	-.307	3.755	**	-.201	3.611		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.783			3.705			--		
Doctoral degree (e.g., Ph.D., Ed.D.)	15	3.644	3.770			3.592			3.488		
Master's degree	71	3.351	3.836	***	-.650	3.755	***	-.556	3.446		
Bachelor's degree	38	3.663	3.859			3.819			3.656		
Associate's degree	13	4.017	3.887			3.815			3.966		
Certificate	1	--	3.946			3.952			--		
High School diploma or GED	8	4.295	3.930			3.864			4.136		
No diploma or degree	1	--	3.782			4.046			∅		

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

Figure 5. Overall Climate by Gender Identity

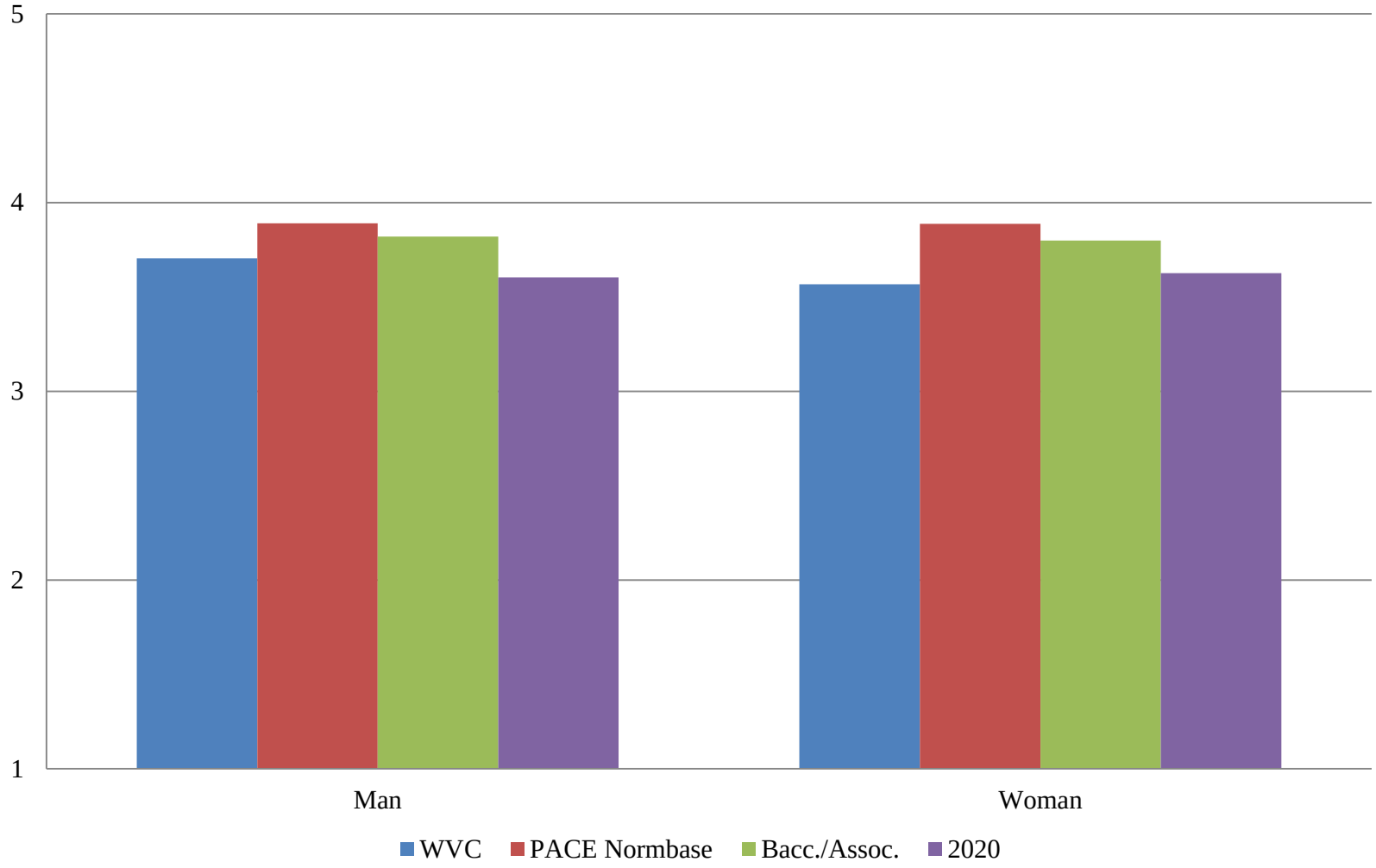

Table 22. Institutional Structure Mean Comparisons by Gender Identity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your gender identity?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.172	3.540	***	-.405	3.410	***	-.264	3.083		
Man	45	3.283	3.609	*	-.353	3.495			3.124		
Woman	92	3.118	3.599	***	-.554	3.455	***	-.385	3.075		
Trans Man	0	∅	2.936			--			∅		
Trans Woman	0	∅	2.784			2.921			∅		
Gender Queer	3	--	3.184			2.647			--		
Prefer to self-describe	6	--	2.934			2.949			--		

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

Table 23. Student Focus Mean Comparisons by Gender Identity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your gender identity?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.821	4.090	***	-.411	4.004	***	-.273	3.951		
Man	45	3.881	4.120	*	-.360	4.054			3.926		
Woman	92	3.778	4.134	***	-.577	4.041	***	-.412	3.965	*	-.301
Trans Man	0	∅	3.640			--			∅		
Trans Woman	0	∅	3.633			3.620			∅		
Gender Queer	3	--	3.805			3.389			--		
Prefer to self-describe	6	--	3.763			3.764			--		

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

Table 24. Supervisory Relationships Mean Comparisons by Gender Identity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your gender identity?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.776	3.902			3.860			3.772		
Man	45	3.840	3.954			3.910			3.702		
Woman	92	3.763	3.950	*	-.218	3.909			3.811		
Trans Man	0	∅	3.832			--			∅		
Trans Woman	0	∅	3.601			3.795			∅		
Gender Queer	3	--	3.634			3.123			--		
Prefer to self-describe	6	--	3.424			3.361			--		

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

Table 25. Teamwork Mean Comparisons by Gender Identity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your gender identity?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.927	3.951			3.916			3.930		
Man	45	4.118	4.018			3.985			3.927		
Woman	92	3.866	3.991			3.951			3.943		
Trans Man	0	∅	4.022			--			∅		
Trans Woman	0	∅	3.608			3.753			∅		
Gender Queer	3	--	3.625			3.222			--		
Prefer to self-describe	6	--	3.515			3.426			--		

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

Table 26. Overall Mean Comparisons by Gender Identity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your gender identity?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.605	3.835	***	-.307	3.755	**	-.201	3.611		
Man	45	3.704	3.891			3.819			3.603		
Woman	92	3.567	3.887	***	-.447	3.799	**	-.324	3.626		
Trans Man	0	∅	3.512			--			∅		
Trans Woman	0	∅	3.344			3.458			∅		
Gender Queer	3	--	3.531			3.051			--		
Prefer to self-describe	6	--	3.358			3.337			--		

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

Figure 6. Overall Climate by Years at this Institution

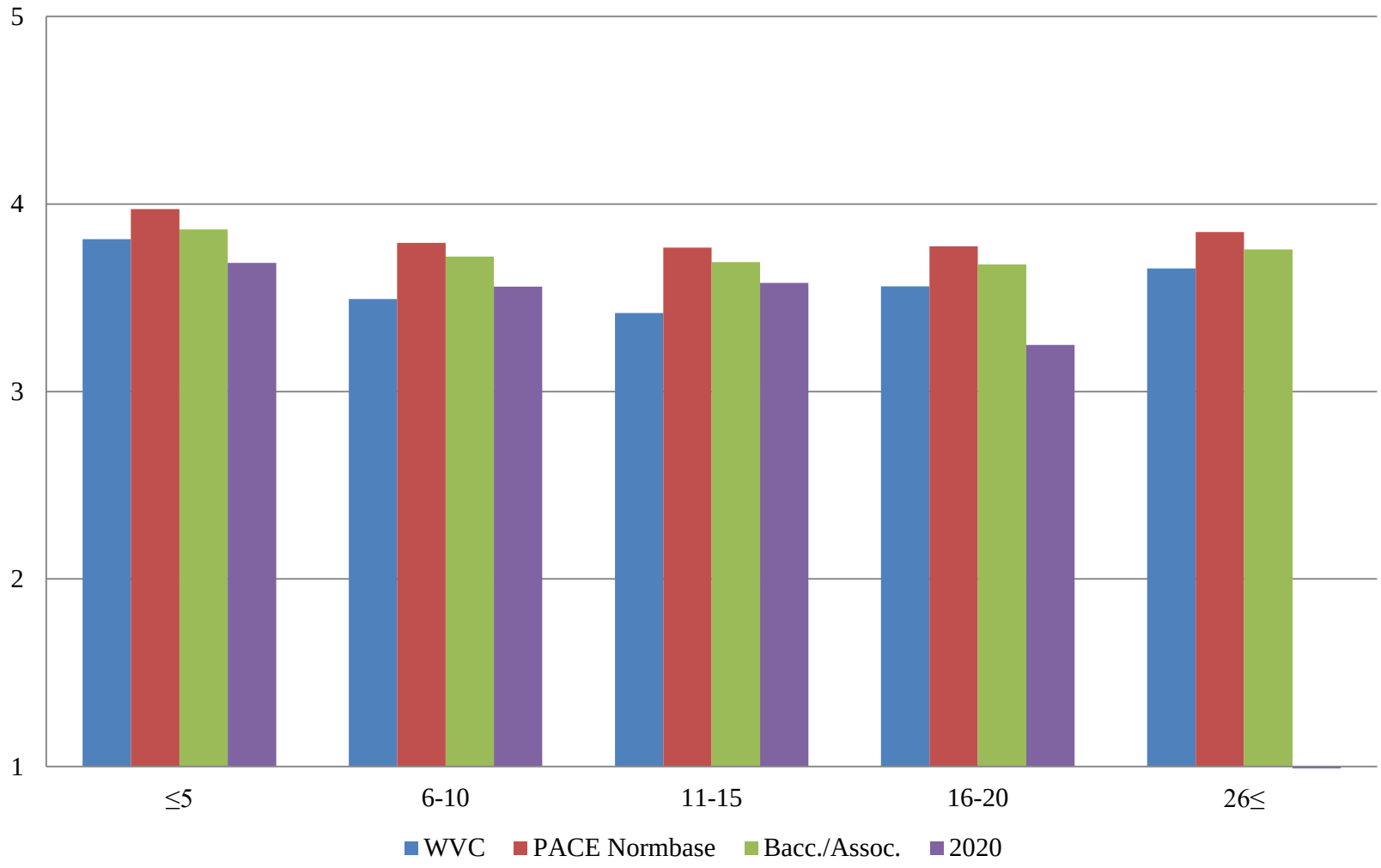

Table 27. Institutional Structure Mean Comparisons by Years at this Institution

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked at this institution?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.172	3.540	***	-.405	3.410	***	-.264	3.083		
5 years or less	57	3.490	3.744	*	-.293	3.582			3.249		
6-10 years	41	3.017	3.470	**	-.501	3.346	*	-.372	2.929		
11-15 years	22	2.892	3.432	**	-.591	3.296	*	-.447	3.011		
16-20 years	13	3.071	3.430			3.278			2.765		
21-25 years	4	--	3.423			3.359			2.913		
26 years or more	7	3.041	3.510			3.393			--		

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

Table 28. Student Focus Mean Comparisons by Years at this Institution

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked at this institution?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.821	4.090	***	-.411	4.004	***	-.273	3.951		
5 years or less	57	3.917	4.158	**	-.369	4.052			3.899		
6-10 years	41	3.699	4.060	***	-.556	3.982	**	-.425	3.955	*	-.469
11-15 years	22	3.756	4.061	*	-.476	3.984			3.989		
16-20 years	13	3.824	4.082			3.986			3.582		
21-25 years	4	--	4.104			4.079			4.207		
26 years or more	7	3.890	4.139			4.066			--		

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

Table 29. Supervisory Relationships Mean Comparisons by Years at this Institution

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked at this institution?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.776	3.902			3.860			3.772		
5 years or less	57	3.996	4.034			3.968			3.868		
6-10 years	41	3.669	3.872			3.840			3.761		
11-15 years	22	3.599	3.829			3.795			3.731		
16-20 years	13	3.613	3.833			3.775			3.303		
21-25 years	4	--	3.846			3.845			3.975		
26 years or more	7	3.923	3.916			3.820			--		

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

Table 30. Teamwork Mean Comparisons by Years at this Institution

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked at this institution?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.927	3.951			3.916			3.930		
5 years or less	57	4.035	4.062			3.997			3.975		
6-10 years	41	3.903	3.911			3.889			3.909		
11-15 years	22	3.659	3.899			3.876			3.819		
16-20 years	13	4.113	3.916			3.869			3.738		
21-25 years	4	--	3.933			3.923			4.222		
26 years or more	7	4.162	3.998			3.928			--		

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

Table 31. Overall Mean Comparisons by Years at this Institution

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked at this institution?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.605	3.835	***	-.307	3.755	**	-.201	3.611		
5 years or less	57	3.812	3.973			3.864			3.686		
6-10 years	41	3.494	3.793	*	-.402	3.720			3.560		
11-15 years	22	3.419	3.767	*	-.462	3.690			3.578		
16-20 years	13	3.561	3.775			3.677			3.248		
21-25 years	4	--	3.785			3.757			3.717		
26 years or more	7	3.657	3.851			3.758			--		

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

Figure 7. Overall Climate by Years in Higher Education

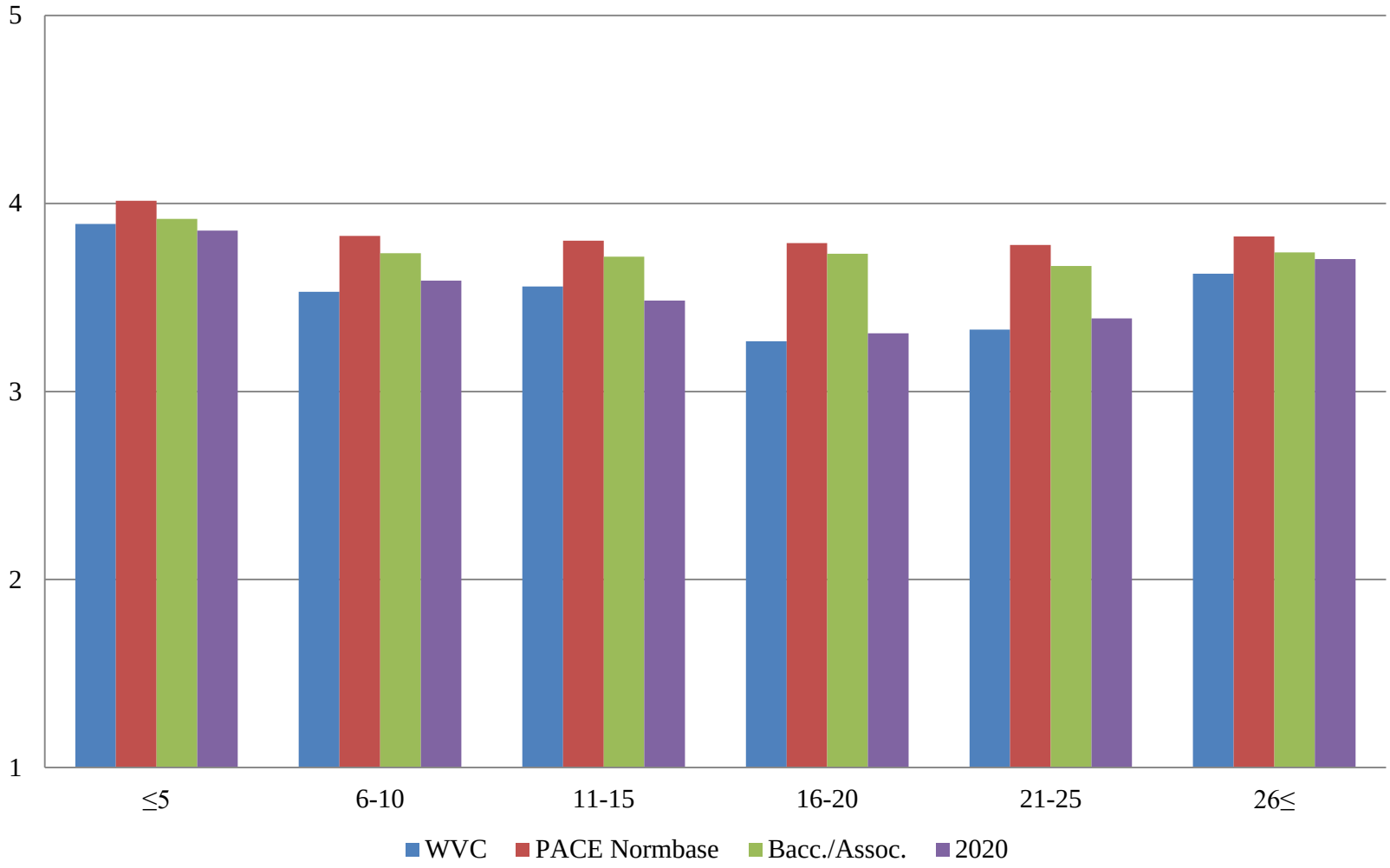

Table 32. Institutional Structure Mean Comparisons by Years in Higher Education

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked in higher education?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.172	3.540	***	-.405	3.410	***	-.264	3.083		
5 years or less	42	3.591	3.811			3.667			3.444		
6-10 years	36	3.078	3.526	**	-.500	3.381	*	-.340	2.970		
11-15 years	25	3.010	3.480	**	-.522	3.338			2.943		
16-20 years	17	2.719	3.455	***	-.814	3.359	**	-.721	2.800		
21-25 years	9	2.843	3.419			3.230			2.720		
26 years or more	15	3.197	3.486			3.380			3.216		

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

Table 33. Student Focus Mean Comparisons by Years in Higher Education

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked in higher education?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.821	4.090	***	-.411	4.004	***	-.273	3.951		
5 years or less	42	3.992	4.189	*	-.308	4.091			4.086		
6-10 years	36	3.736	4.066	**	-.499	3.976	*	-.350	3.870		
11-15 years	25	3.772	4.077	*	-.475	3.972			3.841		
16-20 years	17	3.582	4.071	**	-.765	4.016	**	-.668	3.652		
21-25 years	9	3.626	4.085	*	-.730	3.989			3.890		
26 years or more	15	3.877	4.112			4.032			4.170		

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

Table 34. Supervisory Relationships Mean Comparisons by Years in Higher Education

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked in higher education?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.776	3.902			3.860			3.772		
5 years or less	42	4.058	4.065			4.012			3.997		
6-10 years	36	3.714	3.908			3.855			3.876		
11-15 years	25	3.809	3.869			3.841			3.658		
16-20 years	17	3.393	3.858	*	-.529	3.826	*	-.487	3.420		
21-25 years	9	3.577	3.849			3.791			3.516		
26 years or more	15	3.696	3.889			3.813			3.707		

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

Table 35. Teamwork Mean Comparisons by Years in Higher Education

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked in higher education?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.927	3.951			3.916			3.930		
5 years or less	42	4.087	4.090			4.034			4.130		
6-10 years	36	3.867	3.940			3.897			3.961		
11-15 years	25	3.987	3.923			3.897			3.764		
16-20 years	17	3.694	3.924			3.911			3.673		
21-25 years	9	3.546	3.934			3.880			3.776		
26 years or more	15	4.053	3.972			3.899			4.009		

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

Table 36. Overall Mean Comparisons by Years in Higher Education

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked in higher education?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.605	3.835	***	-.307	3.755	**	-.201	3.611		
5 years or less	42	3.891	4.015			3.918			3.856		
6-10 years	36	3.531	3.827	*	-.395	3.736			3.590		
11-15 years	25	3.559	3.801			3.717			3.484		
16-20 years	17	3.267	3.789	**	-.707	3.733	**	-.638	3.310		
21-25 years	9	3.330	3.779			3.667			3.389		
26 years or more	15	3.627	3.825			3.739			3.704		

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

Figure 8. Overall Climate by Age

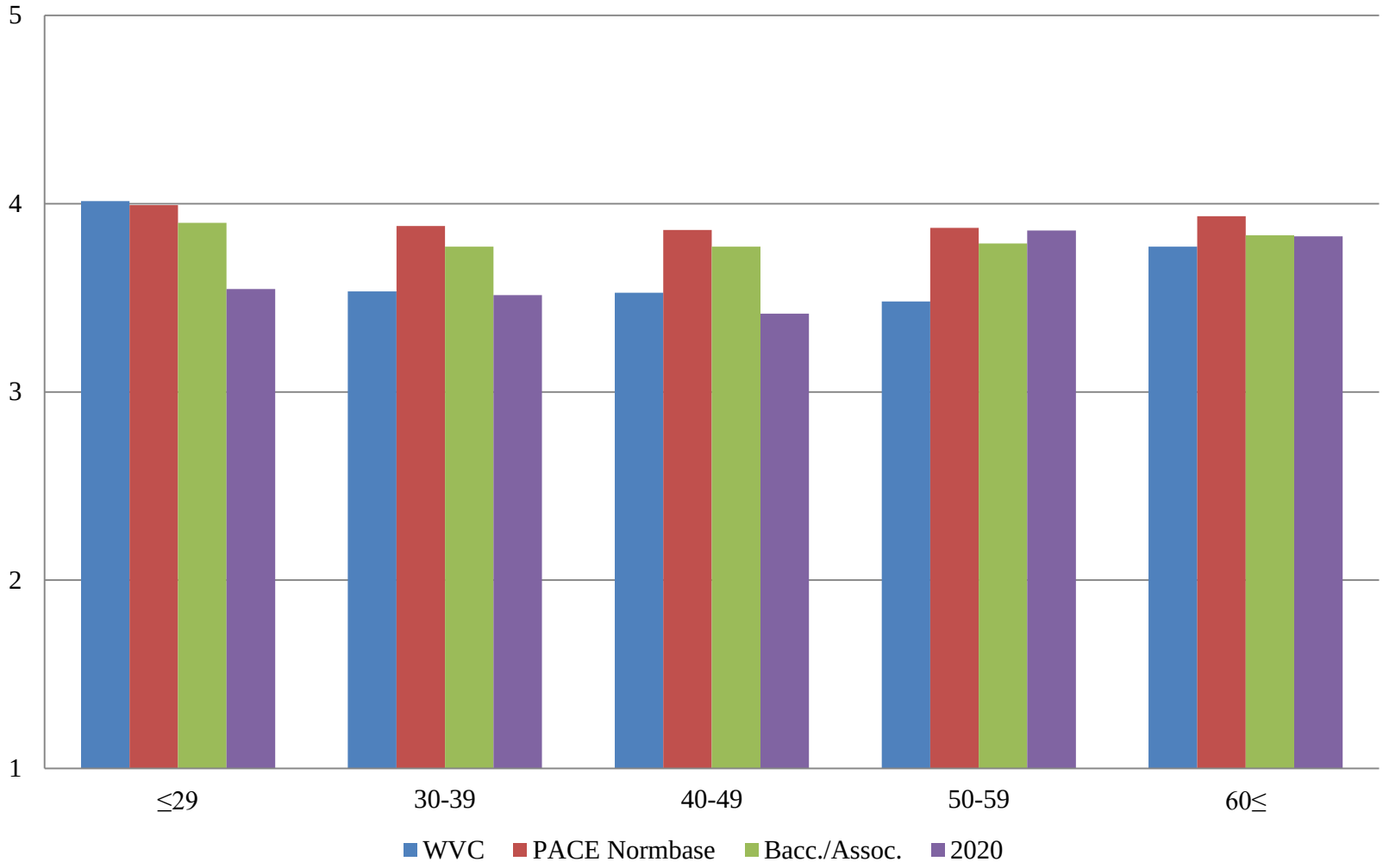

Table 37. Institutional Structure Mean Comparisons by Age

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.172	3.540	***	-.405	3.410	***	-.264	3.083		
29 or younger	16	3.771	3.766			3.588			2.905	**	1.321
30-39	21	3.072	3.589	**	-.581	3.420			2.915		
40-49	32	3.019	3.569	***	-.613	3.418	*	-.448	2.837		
50-59	17	3.109	3.581	*	-.524	3.451			3.403		
60 or older	38	3.382	3.664			3.515			3.406		

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

Table 38. Student Focus Mean Comparisons by Age

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.821	4.090	***	-.411	4.004	***	-.273	3.951		
29 or younger	16	4.033	4.142			4.035			3.850		
30-39	21	3.829	4.089			3.985			3.770		
40-49	32	3.671	4.097	***	-.662	4.004	**	-.490	3.798		
50-59	17	3.559	4.134	***	-.910	4.053	**	-.751	4.170	**	-.949
60 or older	38	3.990	4.175			4.068			4.121		

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

Table 39. Supervisory Relationships Mean Comparisons by Age

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.776	3.902			3.860			3.772		
29 or younger	16	4.177	4.065			4.049			3.823		
30-39	21	3.703	3.975			3.905			3.853		
40-49	32	3.794	3.935			3.895			3.588		
50-59	17	3.659	3.925			3.882			3.921		
60 or older	38	3.862	3.982			3.920			3.908		

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

Table 40. Teamwork Mean Comparisons by Age

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.927	3.951			3.916			3.930		
29 or younger	16	4.227	4.115			4.080			3.933		
30-39	21	3.759	4.014			3.959			3.802		
40-49	32	3.916	3.973			3.941			3.739		
50-59	17	3.897	3.968			3.923			4.204		
60 or older	38	4.125	4.037			3.980			4.119		

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

Table 41. Overall Mean Comparisons by Age

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	173	3.605	3.835	***	-.307	3.755	**	-.201	3.611		
29 or younger	16	4.014	3.993			3.898			3.547	*	.967
30-39	21	3.533	3.882	*	-.475	3.772			3.515		
40-49	32	3.527	3.861	*	-.452	3.771			3.415		
50-59	17	3.480	3.871	*	-.522	3.789			3.857		
60 or older	38	3.771	3.934			3.833			3.826		

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

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Table 1. Institutional Structure Frequencies by Personnel Classification

	Institutional Structure	Response Option	Overall		Faculty		Administrator		Staff	
			Count	%	Count	%	Count	%	Count	%
The extent to which…										
1	the actions of this institution reflect its mission	Very dissatisfied	7	4%	6	8%	0	0%	0	0%
		Dissatisfied	41	24%	20	26%	8	53%	11	18%
		Neither	49	29%	26	33%	2	13%	14	23%
		Satisfied	54	32%	21	27%	4	27%	25	42%
		Very satisfied	20	12%	5	6%	1	7%	10	17%
		Total	**171**	**100%**	**78**	**100%**	**15**	**100%**	**60**	**100%**
4	decisions are made at the appropriate level at this institution	Very dissatisfied	18	11%	11	14%	2	13%	4	7%
		Dissatisfied	36	21%	20	26%	4	27%	7	12%
		Neither	59	35%	28	37%	5	33%	21	35%
		Satisfied	41	24%	14	18%	4	27%	20	33%
		Very satisfied	15	9%	3	4%	0	0%	8	13%
		Total	**169**	**100%**	**76**	**100%**	**15**	**100%**	**60**	**100%**
5	the institution effectively promotes diversity in the workplace	Very dissatisfied	13	8%	9	12%	2	13%	1	2%
		Dissatisfied	26	15%	13	17%	2	13%	9	15%
		Neither	46	27%	26	34%	2	13%	11	18%
		Satisfied	53	31%	23	30%	8	50%	21	35%
		Very satisfied	33	19%	6	8%	2	13%	18	30%
		Total	**171**	**100%**	**77**	**100%**	**16**	**100%**	**60**	**100%**
6	administrative leadership is focused on meeting the needs of students	Very dissatisfied	17	10%	13	17%	1	7%	2	3%
		Dissatisfied	41	24%	25	32%	4	27%	8	14%
		Neither	30	18%	13	17%	2	13%	11	19%
		Satisfied	52	31%	17	22%	5	33%	25	42%
		Very satisfied	30	18%	10	13%	3	20%	13	22%
		Total	**170**	**100%**	**78**	**100%**	**15**	**100%**	**59**	**100%**

Institutional Structure (continued)	Response Option	Overall Count	Overall %	Faculty Count	Faculty %	Administrator Count	Administrator %	Staff Count	Staff %
The extent to which…									
10 information is shared within the institution	Very dissatisfied	21	12%	13	17%	3	20%	3	5%
	Dissatisfied	44	26%	28	36%	2	13%	10	17%
	Neither	42	25%	17	22%	4	27%	17	29%
	Satisfied	45	26%	15	19%	5	33%	22	37%
	Very satisfied	18	11%	4	5%	1	7%	7	12%
	Total	**170**	**100%**	**77**	**100%**	**15**	**100%**	**59**	**100%**
11 institutional teams use problem-solving techniques	Very dissatisfied	10	6%	5	7%	3	19%	0	0%
	Dissatisfied	22	14%	13	18%	1	6%	6	11%
	Neither	58	36%	32	44%	0	0%	21	38%
	Satisfied	53	33%	18	25%	11	69%	21	38%
	Very satisfied	16	10%	5	7%	1	6%	7	13%
	Total	**159**	**100%**	**73**	**100%**	**16**	**100%**	**55**	**100%**
15 I am able to appropriately influence the direction of this institution	Very dissatisfied	16	10%	13	17%	1	6%	1	2%
	Dissatisfied	31	19%	18	24%	1	6%	7	12%
	Neither	53	32%	25	33%	6	38%	17	29%
	Satisfied	52	32%	19	25%	7	44%	26	45%
	Very satisfied	12	7%	1	1%	1	6%	7	12%
	Total	**164**	**100%**	**76**	**100%**	**16**	**100%**	**58**	**100%**
16 open and ethical communication is practiced at this institution	Very dissatisfied	22	13%	17	22%	1	7%	2	3%
	Dissatisfied	43	26%	23	30%	7	47%	9	15%
	Neither	36	22%	17	22%	2	13%	13	22%
	Satisfied	45	27%	15	20%	4	27%	24	41%
	Very satisfied	20	12%	4	5%	1	7%	11	19%
	Total	**166**	**100%**	**76**	**100%**	**15**	**100%**	**59**	**100%**

Institutional Structure (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
22 this institution has been successful in positively motivating my performance	Very dissatisfied	20	12%	14	18%	2	13%	4	7%
	Dissatisfied	34	20%	24	31%	2	13%	7	12%
	Neither	34	20%	11	14%	5	33%	15	26%
	Satisfied	53	32%	25	32%	5	33%	17	29%
	Very satisfied	25	15%	4	5%	1	7%	15	26%
	Total	**166**	**100%**	**78**	**100%**	**15**	**100%**	**58**	**100%**
25 a spirit of cooperation exists at this institution	Very dissatisfied	18	11%	12	15%	2	13%	3	5%
	Dissatisfied	38	23%	19	24%	5	33%	10	17%
	Neither	40	24%	23	29%	2	13%	11	18%
	Satisfied	50	30%	20	26%	5	33%	23	38%
	Very satisfied	22	13%	4	5%	1	7%	13	22%
	Total	**168**	**100%**	**78**	**100%**	**15**	**100%**	**60**	**100%**
29 institution-wide policies guide my work	Very dissatisfied	7	4%	2	3%	2	13%	2	4%
	Dissatisfied	14	9%	10	14%	2	13%	1	2%
	Neither	50	31%	26	35%	2	13%	18	32%
	Satisfied	65	41%	32	43%	7	47%	23	40%
	Very satisfied	24	15%	4	5%	2	13%	13	23%
	Total	**160**	**100%**	**74**	**100%**	**15**	**100%**	**57**	**100%**
32 this institution is appropriately organized	Very dissatisfied	15	9%	10	13%	2	13%	2	3%
	Dissatisfied	48	29%	28	36%	4	27%	15	26%
	Neither	45	28%	20	26%	6	40%	14	24%
	Satisfied	41	25%	18	23%	2	13%	19	33%
	Very satisfied	14	9%	2	3%	1	7%	8	14%
	Total	**163**	**100%**	**78**	**100%**	**15**	**100%**	**58**	**100%**

Institutional Structure (continued)	Response Option	Overall Count	Overall %	Faculty Count	Faculty %	Administrator Count	Administrator %	Staff Count	Staff %
The extent to which…									
38 I have the opportunity for advancement within this institution	Very dissatisfied	23	16%	12	19%	0	0%	10	18%
	Dissatisfied	21	14%	11	17%	2	14%	6	11%
	Neither	42	29%	20	31%	5	36%	14	25%
	Satisfied	38	26%	18	28%	7	50%	12	21%
	Very satisfied	21	14%	3	5%	0	0%	14	25%
	Total	**145**	**100%**	**64**	**100%**	**14**	**100%**	**56**	**100%**
41 I receive adequate information regarding important activities at this institution	Very dissatisfied	7	4%	4	5%	2	13%	1	2%
	Dissatisfied	24	15%	14	18%	3	20%	4	7%
	Neither	34	21%	20	26%	3	20%	10	17%
	Satisfied	72	44%	34	44%	5	33%	31	52%
	Very satisfied	25	15%	5	6%	2	13%	14	23%
	Total	**162**	**100%**	**77**	**100%**	**15**	**100%**	**60**	**100%**
44 administrative processes are clearly defined	Very dissatisfied	24	15%	15	19%	3	20%	5	8%
	Dissatisfied	46	28%	30	38%	4	27%	9	15%
	Neither	41	25%	19	24%	5	33%	14	24%
	Satisfied	37	23%	13	17%	2	13%	21	36%
	Very satisfied	14	9%	1	1%	1	7%	10	17%
	Total	**162**	**100%**	**78**	**100%**	**15**	**100%**	**59**	**100%**

Table 2. Student Focus Frequencies by Personnel Classification

Student Focus	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
7 student needs are central to what we do	Very dissatisfied	10	6%	7	9%	1	6%	1	2%
	Dissatisfied	32	19%	17	22%	6	38%	6	11%
	Neither	29	17%	13	17%	3	19%	10	18%
	Satisfied	56	33%	21	27%	3	19%	28	49%
	Very satisfied	41	24%	19	25%	3	19%	12	21%
	Total	**168**	**100%**	**77**	**100%**	**16**	**100%**	**57**	**100%**
8 I feel my job is relevant to this institution's mission	Very dissatisfied	4	2%	2	3%	0	0%	1	2%
	Dissatisfied	2	1%	1	1%	0	0%	0	0%
	Neither	14	8%	8	11%	1	6%	5	8%
	Satisfied	57	33%	24	32%	6	38%	21	35%
	Very satisfied	94	55%	41	54%	9	56%	33	55%
	Total	**171**	**100%**	**76**	**100%**	**16**	**100%**	**60**	**100%**
17 faculty meet the needs of students	Very dissatisfied	5	3%	1	1%	2	13%	1	2%
	Dissatisfied	19	12%	7	9%	4	25%	8	14%
	Neither	42	26%	16	21%	5	31%	16	29%
	Satisfied	63	38%	37	48%	4	25%	16	29%
	Very satisfied	35	21%	16	21%	1	6%	15	27%
	Total	**164**	**100%**	**77**	**100%**	**16**	**100%**	**56**	**100%**
18 student diversity is important at this institution	Very dissatisfied	6	4%	4	5%	0	0%	0	0%
	Dissatisfied	14	8%	6	8%	3	19%	4	7%
	Neither	34	20%	20	26%	2	13%	8	13%
	Satisfied	68	40%	34	44%	7	44%	24	40%
	Very satisfied	47	28%	13	17%	4	25%	24	40%
	Total	**169**	**100%**	**77**	**100%**	**16**	**100%**	**60**	**100%**

Student Focus (continued)	Response Option	Overall Count	Overall %	Faculty Count	Faculty %	Administrator Count	Administrator %	Staff Count	Staff %
The extent to which…									
19 students' competencies are enhanced	Very dissatisfied	2	1%	1	1%	0	0%	0	0%
	Dissatisfied	13	8%	6	8%	2	13%	4	8%
	Neither	40	26%	21	28%	5	31%	12	25%
	Satisfied	72	47%	38	50%	7	44%	21	44%
	Very satisfied	27	18%	10	13%	2	13%	11	23%
	Total	**154**	**100%**	**76**	**100%**	**16**	**100%**	**48**	**100%**
23 non-teaching professional personnel meet the needs of students	Very dissatisfied	5	3%	3	4%	1	7%	0	0%
	Dissatisfied	17	11%	12	17%	2	13%	2	3%
	Neither	34	21%	17	24%	0	0%	14	23%
	Satisfied	69	43%	29	40%	10	67%	26	43%
	Very satisfied	36	22%	11	15%	2	13%	18	30%
	Total	**161**	**100%**	**72**	**100%**	**15**	**100%**	**60**	**100%**
28 classified personnel meet the needs of students	Very dissatisfied	4	3%	1	1%	1	6%	1	2%
	Dissatisfied	5	3%	3	4%	1	6%	1	2%
	Neither	39	25%	19	26%	4	25%	10	18%
	Satisfied	69	43%	33	46%	6	38%	27	47%
	Very satisfied	42	26%	16	22%	4	25%	18	32%
	Total	**159**	**100%**	**72**	**100%**	**16**	**100%**	**57**	**100%**
31 students receive an excellent education at this institution	Very dissatisfied	2	1%	2	3%	0	0%	0	0%
	Dissatisfied	13	8%	6	8%	3	19%	4	7%
	Neither	32	20%	14	18%	2	13%	11	20%
	Satisfied	83	52%	45	58%	9	56%	26	47%
	Very satisfied	31	19%	11	14%	2	13%	14	25%
	Total	**161**	**100%**	**78**	**100%**	**16**	**100%**	**55**	**100%**

Student Focus (continued)	Response Option	Overall Count	Overall %	Faculty Count	Faculty %	Administrator Count	Administrator %	Staff Count	Staff %
The extent to which…									
35 this institution prepares students for a career	Very dissatisfied	0	0%	0	0%	0	0%	0	0%
	Dissatisfied	9	6%	4	5%	1	6%	3	5%
	Neither	31	19%	14	18%	2	13%	13	23%
	Satisfied	80	50%	42	55%	10	63%	25	45%
	Very satisfied	40	25%	16	21%	3	19%	15	27%
	Total	**160**	**100%**	**76**	**100%**	**16**	**100%**	**56**	**100%**
37 this institution prepares students for further learning	Very dissatisfied	0	0%	0	0%	0	0%	0	0%
	Dissatisfied	8	5%	5	6%	2	13%	1	2%
	Neither	24	15%	12	16%	1	6%	8	15%
	Satisfied	90	57%	45	58%	9	56%	34	63%
	Very satisfied	37	23%	15	19%	4	25%	11	20%
	Total	**159**	**100%**	**77**	**100%**	**16**	**100%**	**54**	**100%**
40 students are assisted with their personal development	Very dissatisfied	3	2%	1	1%	0	0%	1	2%
	Dissatisfied	17	11%	8	11%	4	25%	5	9%
	Neither	38	25%	18	25%	2	13%	16	30%
	Satisfied	61	40%	33	45%	8	50%	18	34%
	Very satisfied	33	22%	13	18%	2	13%	13	25%
	Total	**152**	**100%**	**73**	**100%**	**16**	**100%**	**53**	**100%**
42 students are satisfied with their educational experience at this institution	Very dissatisfied	1	1%	1	1%	0	0%	0	0%
	Dissatisfied	11	8%	5	7%	2	13%	2	4%
	Neither	47	34%	24	34%	4	27%	19	39%
	Satisfied	68	49%	35	50%	8	53%	24	49%
	Very satisfied	13	9%	5	7%	1	7%	4	8%
	Total	**140**	**100%**	**70**	**100%**	**15**	**100%**	**49**	**100%**

Table 3. Supervisory Relationships Frequencies by Personnel Classification

Supervisory Relationships	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
2 my supervisor/chair expresses confidence in my work	Very dissatisfied	5	3%	5	6%	0	0%	0	0%
	Dissatisfied	11	6%	8	10%	1	7%	0	0%
	Neither	15	9%	6	8%	2	14%	6	10%
	Satisfied	51	30%	21	27%	7	50%	18	30%
	Very satisfied	88	52%	37	48%	4	29%	36	60%
	Total	**170**	**100%**	**77**	**100%**	**14**	**100%**	**60**	**100%**
9 my supervisor/chair is open to the ideas, opinions, and beliefs of everyone	Very dissatisfied	8	5%	8	11%	0	0%	0	0%
	Dissatisfied	11	7%	6	8%	3	21%	2	3%
	Neither	13	8%	7	9%	0	0%	4	7%
	Satisfied	57	34%	24	32%	6	43%	19	32%
	Very satisfied	79	47%	31	41%	5	36%	34	58%
	Total	**168**	**100%**	**76**	**100%**	**14**	**100%**	**59**	**100%**
12 positive work expectations are communicated to me	Very dissatisfied	8	5%	6	8%	1	7%	0	0%
	Dissatisfied	25	15%	13	17%	3	21%	9	15%
	Neither	33	20%	24	31%	3	21%	5	8%
	Satisfied	69	42%	27	35%	5	36%	29	49%
	Very satisfied	31	19%	7	9%	2	14%	16	27%
	Total	**166**	**100%**	**77**	**100%**	**14**	**100%**	**59**	**100%**
13 unacceptable behaviors are identified and communicated to me	Very dissatisfied	10	7%	9	15%	0	0%	0	0%
	Dissatisfied	18	13%	10	16%	3	19%	4	8%
	Neither	49	34%	24	39%	4	25%	17	33%
	Satisfied	49	34%	17	28%	7	44%	20	39%
	Very satisfied	17	12%	1	2%	2	13%	10	20%
	Total	**143**	**100%**	**61**	**100%**	**16**	**100%**	**51**	**100%**

Supervisory Relationships (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
20 I receive timely feedback for my work	Very dissatisfied	12	7%	9	12%	2	14%	1	2%
	Dissatisfied	25	15%	16	22%	4	29%	4	7%
	Neither	32	20%	14	19%	2	14%	13	22%
	Satisfied	60	37%	26	36%	4	29%	23	39%
	Very satisfied	33	20%	8	11%	2	14%	18	31%
	Total	**162**	**100%**	**73**	**100%**	**14**	**100%**	**59**	**100%**
21 I receive appropriate feedback for my work	Very dissatisfied	10	6%	9	12%	1	7%	0	0%
	Dissatisfied	22	13%	15	20%	2	14%	3	5%
	Neither	27	16%	15	20%	2	14%	8	14%
	Satisfied	70	43%	30	39%	7	50%	27	46%
	Very satisfied	35	21%	7	9%	2	14%	21	36%
	Total	**164**	**100%**	**76**	**100%**	**14**	**100%**	**59**	**100%**
26 my supervisor/chair actively seeks my ideas	Very dissatisfied	8	5%	7	9%	1	7%	0	0%
	Dissatisfied	19	11%	14	18%	1	7%	1	2%
	Neither	25	15%	8	10%	3	21%	11	18%
	Satisfied	54	33%	24	31%	5	36%	23	38%
	Very satisfied	60	36%	24	31%	4	29%	25	42%
	Total	**166**	**100%**	**77**	**100%**	**14**	**100%**	**60**	**100%**
27 my supervisor/chair seriously considers my ideas	Very dissatisfied	8	5%	8	10%	0	0%	0	0%
	Dissatisfied	10	6%	7	9%	1	7%	0	0%
	Neither	26	16%	13	17%	4	29%	6	10%
	Satisfied	62	37%	24	31%	6	43%	29	48%
	Very satisfied	60	36%	25	32%	3	21%	25	42%
	Total	**166**	**100%**	**77**	**100%**	**14**	**100%**	**60**	**100%**

Supervisory Relationships (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
30 work outcomes are clarified for me	Very dissatisfied	9	5%	6	8%	2	14%	0	0%
	Dissatisfied	22	13%	14	18%	1	7%	6	10%
	Neither	46	28%	27	35%	3	21%	13	22%
	Satisfied	65	39%	23	30%	6	43%	32	53%
	Very satisfied	24	14%	7	9%	2	14%	9	15%
	Total	**166**	**100%**	**77**	**100%**	**14**	**100%**	**60**	**100%**
34 my supervisor/chair helps me to improve my work	Very dissatisfied	6	4%	6	8%	0	0%	0	0%
	Dissatisfied	14	9%	11	14%	2	14%	1	2%
	Neither	35	21%	20	26%	4	29%	10	17%
	Satisfied	64	39%	26	33%	6	43%	27	45%
	Very satisfied	45	27%	15	19%	2	14%	22	37%
	Total	**164**	**100%**	**78**	**100%**	**14**	**100%**	**60**	**100%**
39 I am given the opportunity to be creative in my work	Very dissatisfied	6	4%	3	4%	0	0%	2	3%
	Dissatisfied	6	4%	4	5%	1	7%	1	2%
	Neither	19	12%	10	13%	3	20%	6	10%
	Satisfied	69	42%	34	44%	8	53%	23	39%
	Very satisfied	64	39%	27	35%	3	20%	27	46%
	Total	**164**	**100%**	**78**	**100%**	**15**	**100%**	**59**	**100%**
45 I have the opportunity to express my ideas in appropriate forums	Very dissatisfied	9	6%	6	8%	0	0%	2	3%
	Dissatisfied	18	11%	12	16%	2	13%	3	5%
	Neither	36	23%	21	28%	3	20%	11	18%
	Satisfied	69	43%	32	43%	7	47%	27	45%
	Very satisfied	27	17%	3	4%	3	20%	17	28%
	Total	**159**	**100%**	**74**	**100%**	**15**	**100%**	**60**	**100%**

Supervisory Relationships (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
46 professional development and training opportunities are available	Very dissatisfied	5	3%	0	0%	2	13%	2	3%
	Dissatisfied	12	7%	4	5%	1	6%	7	12%
	Neither	38	23%	22	28%	2	13%	12	20%
	Satisfied	65	40%	35	45%	8	50%	19	32%
	Very satisfied	43	26%	17	22%	3	19%	19	32%
	Total	**163**	**100%**	**78**	**100%**	**16**	**100%**	**59**	**100%**

Table 4. Teamwork Frequencies by Personnel Classification

	Teamwork	Response Option	Overall		Faculty		Administrator		Staff	
			Count	%	Count	%	Count	%	Count	%
The extent to which…										
3	there is a spirit of cooperation within my work team	Very dissatisfied	6	4%	4	5%	0	0%	0	0%
		Dissatisfied	17	10%	11	14%	2	13%	3	5%
		Neither	15	9%	8	10%	0	0%	6	10%
		Satisfied	60	35%	32	42%	3	19%	21	36%
		Very satisfied	73	43%	22	29%	11	69%	29	49%
		Total	**171**	**100%**	**77**	**100%**	**16**	**100%**	**59**	**100%**
14	my primary work team uses problem-solving techniques	Very dissatisfied	6	4%	5	7%	0	0%	0	0%
		Dissatisfied	9	5%	3	4%	1	6%	4	7%
		Neither	25	15%	14	19%	1	6%	9	15%
		Satisfied	72	43%	38	51%	5	31%	22	37%
		Very satisfied	56	33%	15	20%	9	56%	25	42%
		Total	**168**	**100%**	**75**	**100%**	**16**	**100%**	**60**	**100%**
24	there is an opportunity for all ideas to be exchanged within my work team	Very dissatisfied	8	5%	6	8%	0	0%	1	2%
		Dissatisfied	15	9%	9	12%	1	7%	2	3%
		Neither	29	17%	17	22%	3	20%	8	13%
		Satisfied	64	38%	33	42%	3	20%	23	38%
		Very satisfied	52	31%	13	17%	8	53%	26	43%
		Total	**168**	**100%**	**78**	**100%**	**15**	**100%**	**60**	**100%**
33	my work team provides an environment for free and open expression of ideas, opinions and beliefs	Very dissatisfied	10	6%	6	8%	1	7%	1	2%
		Dissatisfied	14	9%	11	14%	0	0%	3	5%
		Neither	22	13%	15	19%	2	13%	4	7%
		Satisfied	65	40%	30	39%	6	40%	26	43%
		Very satisfied	53	32%	15	19%	6	40%	26	43%
		Total	**164**	**100%**	**77**	**100%**	**15**	**100%**	**60**	**100%**

Teamwork (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
36 my work team coordinates its efforts with appropriate individuals and teams	Very dissatisfied	6	4%	5	7%	0	0%	0	0%
	Dissatisfied	12	8%	8	11%	2	13%	2	3%
	Neither	27	17%	16	23%	4	27%	6	10%
	Satisfied	70	45%	30	42%	6	40%	31	53%
	Very satisfied	40	26%	12	17%	3	20%	19	33%
	Total	**155**	**100%**	**71**	**100%**	**15**	**100%**	**58**	**100%**
43 a spirit of cooperation exists in my department	Very dissatisfied	6	4%	4	5%	0	0%	1	2%
	Dissatisfied	14	9%	8	10%	2	13%	3	5%
	Neither	14	9%	10	13%	1	7%	3	5%
	Satisfied	65	40%	30	38%	5	33%	27	45%
	Very satisfied	64	39%	26	33%	7	47%	26	43%
	Total	**163**	**100%**	**78**	**100%**	**15**	**100%**	**60**	**100%**

Figure 1. Means by Personnel Classification and Climate Factor

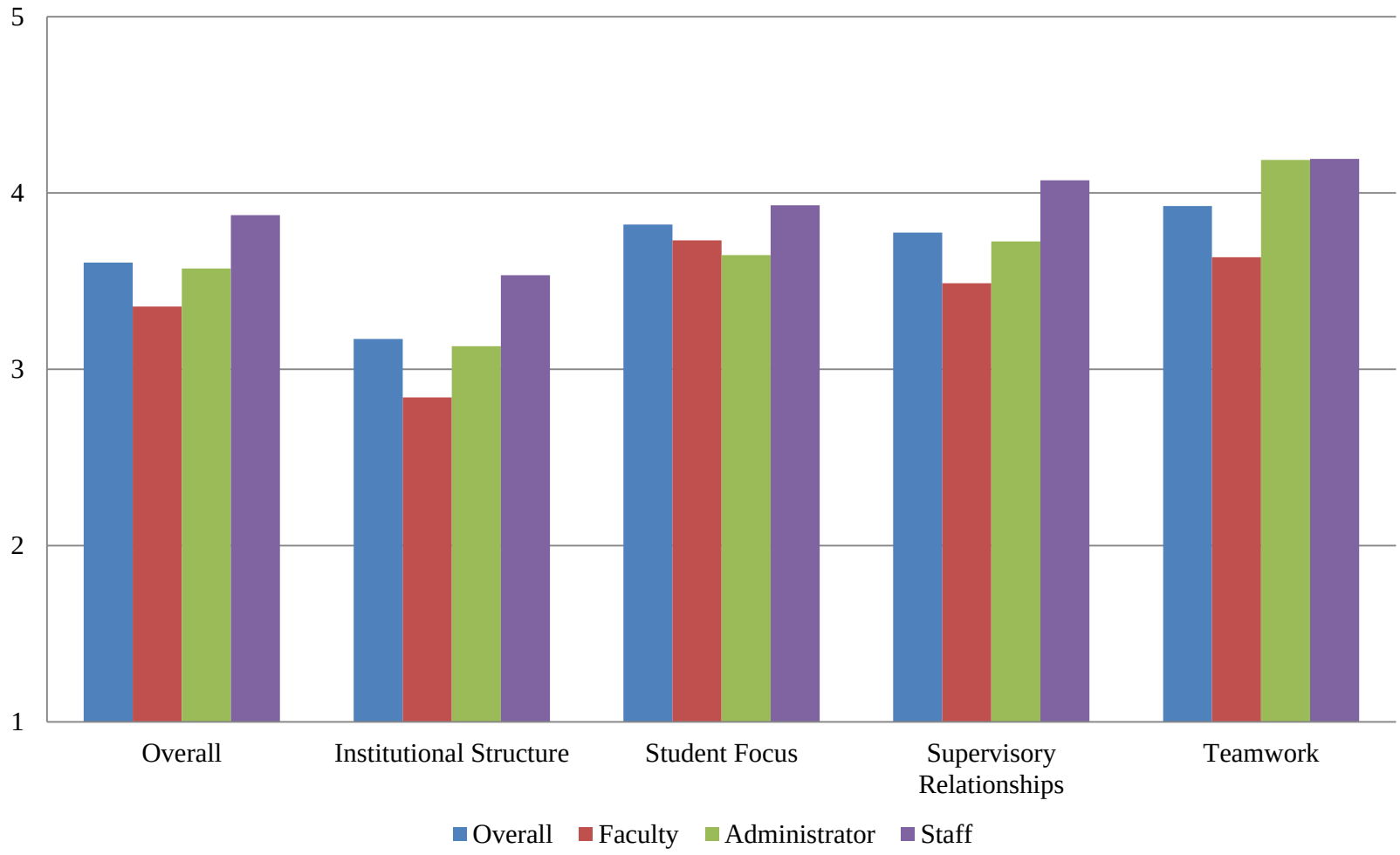

Table 5. Climate Factor Means by Personnel Classification

Climate Factor	Overall	Faculty		Administrator		Staff	
	Mean	N	Mean	N	Mean	N	Mean
Overall	3.605	78	3.356	16	3.572	60	3.875
Institutional Structure	3.172	78	2.840	16	3.131	60	3.533
Student Focus	3.821	78	3.731	16	3.648	60	3.930
Supervisory Relationships	3.776	78	3.488	16	3.725	60	4.072
Teamwork	3.927	78	3.635	16	4.188	60	4.194

Table 6. Institutional Structure Item Means by Personnel Classification

	Institutional Structure	Overall		Faculty	Administrator	Staff
		N	Mean	Mean	Mean	Mean
The extent to which…						
1	the actions of this institution reflect its mission	171	3.228	2.987	2.867	3.567
4	decisions are made at the appropriate level at this institution	169	2.994	2.711	2.733	3.350
5	the institution effectively promotes diversity in the workplace	171	3.392	3.052	3.375	3.767
6	administrative leadership is focused on meeting the needs of students	170	3.218	2.821	3.333	3.661
10	information is shared within the institution	170	2.971	2.597	2.933	3.339
11	institutional teams use problem-solving techniques	159	3.270	3.068	3.375	3.527
15	I am able to appropriately influence the direction of this institution	164	3.079	2.697	3.375	3.534
16	open and ethical communication is practiced at this institution	166	2.988	2.553	2.800	3.559
22	this institution has been successful in positively motivating my performance	166	3.175	2.756	3.067	3.552
25	a spirit of cooperation exists at this institution	168	3.119	2.808	2.867	3.550
29	institution-wide policies guide my work	160	3.531	3.351	3.333	3.772
32	this institution is appropriately organized	163	2.945	2.667	2.733	3.276
38	I have the opportunity for advancement within this institution	145	3.090	2.828	3.357	3.250
41	I receive adequate information regarding important activities at this institution	162	3.519	3.286	3.133	3.883
44	administrative processes are clearly defined	162	2.821	2.423	2.600	3.373

Table 7. Student Focus Item Means by Personnel Classification

	Student Focus	Overall		Faculty	Administrator	Staff
		N	Mean	Mean	Mean	Mean
The extent to which…						
7	student needs are central to what we do	168	3.512	3.364	3.063	3.772
8	I feel my job is relevant to this institution's mission	171	4.374	4.329	4.500	4.417
17	faculty meet the needs of students	164	3.634	3.779	2.875	3.643
18	student diversity is important at this institution	169	3.805	3.597	3.750	4.133
19	students' competencies are enhanced	154	3.708	3.658	3.563	3.813
23	non-teaching professional personnel meet the needs of students	161	3.708	3.458	3.667	4.000
28	classified personnel meet the needs of students	159	3.881	3.833	3.688	4.053
31	students receive an excellent education at this institution	161	3.795	3.731	3.625	3.909
35	this institution prepares students for a career	160	3.944	3.921	3.938	3.929
37	this institution prepares students for further learning	159	3.981	3.909	3.938	4.019
40	students are assisted with their personal development	152	3.684	3.671	3.500	3.698
42	students are satisfied with their educational experience at this institution	140	3.579	3.543	3.533	3.612

Table 8. Supervisory Relationships Item Means by Personnel Classification

	Supervisory Relationships	Overall		Faculty	Administrator	Staff
		N	Mean	Mean	Mean	Mean
The extent to which…						
2	my supervisor/chair expresses confidence in my work	170	4.212	4.000	4.000	4.500
9	my supervisor/chair is open to the ideas, opinions, and beliefs of everyone	168	4.119	3.842	3.929	4.441
12	positive work expectations are communicated to me	166	3.542	3.208	3.286	3.881
13	unacceptable behaviors are identified and communicated to me	143	3.315	2.852	3.500	3.706
20	I receive timely feedback for my work	162	3.475	3.110	3.000	3.898
21	I receive appropriate feedback for my work	164	3.598	3.145	3.500	4.119
26	my supervisor/chair actively seeks my ideas	166	3.837	3.571	3.714	4.200
27	my supervisor/chair seriously considers my ideas	166	3.940	3.662	3.786	4.317
30	work outcomes are clarified for me	166	3.440	3.143	3.357	3.733
34	my supervisor/chair helps me to improve my work	164	3.780	3.423	3.571	4.167
39	I am given the opportunity to be creative in my work	164	4.091	4.000	3.867	4.220
45	I have the opportunity to express my ideas in appropriate forums	159	3.547	3.189	3.733	3.900
46	professional development and training opportunities are available	163	3.791	3.833	3.563	3.780

Table 9. Teamwork Item Means by Personnel Classification

	Teamwork	Overall		Faculty	Administrator	Staff
		N	Mean	Mean	Mean	Mean
The extent to which…						
3	there is a spirit of cooperation within my work team	171	4.035	3.740	4.438	4.288
14	my primary work team uses problem-solving techniques	168	3.970	3.733	4.375	4.133
24	there is an opportunity for all ideas to be exchanged within my work team	168	3.815	3.487	4.200	4.183
33	my work team provides an environment for free and open expression of ideas, opinions and beliefs	164	3.835	3.481	4.067	4.217
36	my work team coordinates its efforts with appropriate individuals and teams	155	3.813	3.507	3.667	4.155
43	a spirit of cooperation exists in my department	163	4.025	3.846	4.133	4.233

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Table 1. Custom Items Frequency Distributions

	Custom Items	Response Option	WVC Count	WVC %
The extent to which…				
1	I have received clear information about my responsibilities during the COVID-19 pandemic from my supervisor	Very dissatisfied	7	5%
		Dissatisfied	8	5%
		Neither	16	11%
		Satisfied	61	40%
		Very satisfied	60	39%
		Total	**152**	**100%**
2	I have received information clarifying compensation and leave policies	Very dissatisfied	7	5%
		Dissatisfied	20	13%
		Neither	26	17%
		Satisfied	68	45%
		Very satisfied	31	20%
		Total	**152**	**100%**
3	my supervisor has been flexible with my work schedule during the COVID-19 pandemic	Very dissatisfied	2	1%
		Dissatisfied	2	1%
		Neither	13	9%
		Satisfied	56	38%
		Very satisfied	76	51%
		Total	**149**	**100%**
4	my institution has provided information regarding policies in the event I or someone in my care becomes sick from COVID-19	Very dissatisfied	3	2%
		Dissatisfied	14	9%
		Neither	21	14%
		Satisfied	63	41%
		Very satisfied	52	34%
		Total	**153**	**100%**

Custom Items (continued)	Response Option	WVC Count	WVC %
The extent to which…			
5 I have the resources I need to fulfill my responsibilities during the COVID-19 pandemic	Very dissatisfied	6	4%
	Dissatisfied	12	8%
	Neither	16	10%
	Satisfied	63	41%
	Very satisfied	56	37%
	Total	**153**	**100%**
6 my work team has maintained a collaborative work climate during the COVID-19 pandemic	Very dissatisfied	3	2%
	Dissatisfied	5	3%
	Neither	20	13%
	Satisfied	62	41%
	Very satisfied	60	40%
	Total	**150**	**100%**
7 my work team has maintained a productive work climate during the COVID-19 pandemic	Very dissatisfied	3	2%
	Dissatisfied	7	5%
	Neither	19	13%
	Satisfied	63	42%
	Very satisfied	58	39%
	Total	**150**	**100%**
8 my institution has responded to my personal needs during the COVID-19 pandemic	Very dissatisfied	13	9%
	Dissatisfied	10	7%
	Neither	23	16%
	Satisfied	54	37%
	Very satisfied	47	32%
	Total	**147**	**100%**

Custom Items (continued)	Response Option	WVC Count	WVC %
The extent to which…			
9 my institution has communicated about health, mental health, and wellness resources available to me at my institution	Very dissatisfied	7	5%
	Dissatisfied	9	6%
	Neither	21	14%
	Satisfied	64	42%
	Very satisfied	52	34%
	Total	**153**	**100%**
10 I continue to feel like I'm a member of the campus community	Very dissatisfied	8	5%
	Dissatisfied	16	10%
	Neither	29	19%
	Satisfied	65	42%
	Very satisfied	36	23%
	Total	**154**	**100%**
11 adjunct faculty are included in the college community	Very dissatisfied	16	12%
	Dissatisfied	30	23%
	Neither	37	28%
	Satisfied	33	25%
	Very satisfied	17	13%
	Total	**133**	**100%**
12 adjunct faculty are provided support	Very dissatisfied	12	9%
	Dissatisfied	28	21%
	Neither	43	33%
	Satisfied	32	24%
	Very satisfied	17	13%
	Total	**132**	**100%**

Custom Items (continued)	Response Option	WVC Count	WVC %
The extent to which…			
13 adjunct faculty are provided professional development opportunities	Very dissatisfied	10	8%
	Dissatisfied	22	17%
	Neither	36	28%
	Satisfied	44	34%
	Very satisfied	18	14%
	Total	**130**	**100%**

Table 2. Custom Item Means

	Custom Items	WVC	
		N	Mean
The extent to which…			
1	I have received clear information about my responsibilities during the COVID-19 pandemic from my supervisor	152	4.046
2	I have received information clarifying compensation and leave policies	152	3.632
3	my supervisor has been flexible with my work schedule during the COVID-19 pandemic	149	4.356
4	my institution has provided information regarding policies in the event I or someone in my care becomes sick from COVID-19	153	3.961
5	I have the resources I need to fulfill my responsibilities during the COVID-19 pandemic	153	3.987
6	my work team has maintained a collaborative work climate during the COVID-19 pandemic	150	4.140
7	my work team has maintained a productive work climate during the COVID-19 pandemic	150	4.107
8	my institution has responded to my personal needs during the COVID-19 pandemic	147	3.762
9	my institution has communicated about health, mental health, and wellness resources available to me at my institution	153	3.948
10	I continue to feel like I'm a member of the campus community	154	3.682

Custom Items (Continued)		WVC	
		N	Mean
The extent to which…			
11	adjunct faculty are included in the college community	133	3.038
12	adjunct faculty are provided support	132	3.106
13	adjunct faculty are provided professional development opportunities	130	3.292

Table 3. Custom Demographic Frequency Distributions

WVC compared with:

Demographic Items	Response Option	WVC Count	WVC %	2020 Count	2020 %
1 In which area of the college are you employed?	Administrative Services	10	7%	13	6%
	Student Services	30	20%	30	15%
	Instruction	85	57%	128	62%
	Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	25	17%	35	17%
	Total	**150**	**100%**	**206**	**100%**

Table 4. Institutional Structure Mean Comparisons by Area of the College

			WVC compared with:		
	WVC		**2020**		
In which area of the college are you employed?	N	Mean	Mean	Sig.	Effect size
Overall	173	3.172	3.083		
Administrative Services	10	3.550	3.414		
Student Services	30	3.410	2.752	***	.996
Instruction	85	2.870	2.988		
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	25	3.571	3.478		

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

Table 5. Student Focus Item Mean Comparisons by Area of the College

			WVC compared with:		
	WVC		**2020**		
In which area of the college are you employed?	N	Mean	Mean	Sig.	Effect size
Overall	173	3.821	3.951		
Administrative Services	10	3.961	4.198		
Student Services	30	3.773	3.530		
Instruction	85	3.726	3.946	*	-.337
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	25	4.001	4.178		

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

Table 6. Supervisory Relationships Item Mean Comparisons by Area of the College

			WVC compared with:		
	WVC		**2020**		
In which area of the college are you employed?	N	Mean	Mean	Sig.	Effect size
Overall	173	3.776	3.772		
Administrative Services	10	3.914	3.858		
Student Services	30	3.957	3.707		
Instruction	85	3.533	3.683		
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	25	4.163	3.999		

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

Table 7. Teamwork Item Mean Comparisons by Area of the College

			WVC compared with:		
	WVC		**2020**		
In which area of the college are you employed?	N	Mean	Mean	Sig.	Effect size
Overall	173	3.927	3.930		
Administrative Services	10	4.117	3.769		
Student Services	30	4.066	3.994		
Instruction	85	3.720	3.840		
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	25	4.313	4.233		

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

Table 8. Overall Item Mean Comparisons by Area of the College

			WVC compared with:		
	WVC		**2020**		
In which area of the college are you employed?	N	Mean	Mean	Sig.	Effect size
Overall	173	3.605	3.611		
Administrative Services	10	3.823	3.776		
Student Services	30	3.746	3.385	**	.751
Instruction	85	3.389	3.546		
Other (HR, IT, Foundation, Community Relations, Institutional Effectiveness)	25	3.949	3.905		

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

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Change Readiness Literature Review

A changing landscape for higher education has increased efforts on creating efficiencies and innovations within post-secondary education. This focus coupled with the pressure on institutions to increase degree attainment, the need for graduates to compete in a global economy, the necessity to engage with an increasingly diverse student body, and a push toward corporatization while also facing decreased federal and state support and more accountability, highlights the importance of understanding and implementing successful organizational change. Changes in higher education have occurred throughout its history, but the changes seen today require a greater need for leaders to engage the process of change across their own institutions, thinking more strategically and systematically about how change will impact their own institutions (Kezar, 2014; Kezar & Lester, 2009).

A large part of the organizational change process is engaging personnel in the planning and implementation of change. The participation of personnel across the institution in the change process has proven to yield more success in achieving desired outcomes (Bolman & Deal, 2013; Burke, 2011). Kotter (2012) listed eight dynamic stages he found to create successful change through engaging personnel:

1. Creating a sense of urgency
2. Assembling a guiding team with the skills, credibility, connections, and authority to implement change
3. Establishing an uplifting vision and strategy
4. Communicating the vision and strategy through a combination of words, deeds, and symbols
5. Removing obstacles, or empowering people to move ahead
6. Producing visible symbols of progress through short-term victories
7. Sticking with the process and refusing to quit when things get tough
8. Nurturing and shaping a new culture to support the emerging innovative ways

Inviting personnel to participate in the change process not only yields more successful change but further stimulates engagement and deepens commitment among all stakeholders. Creating opportunities to develop shared language around change, encouraging collaboration, and allowing space for contributions will enhance the ability of an organization to prepare for and embrace change (Astin & Astin, 2000). This engagement of employees as a part of understanding the change process requires investment in developing appropriate and functional channels for personnel to communicate necessary actions for successful change (Bolman & Deal, 2008). The Change Readiness Question Set is a survey developed to allow for the direct large-scale input of organization members regarding overall organizational readiness for change.

The Belk Center for Community College Leadership and Research recognizes the need to understand the perceptions of employees around the change process. The subjective nature of the perception of change makes a climate survey a necessary component to garner a comprehensive view of the organization's readiness for change and responses to enacted changes. The change readiness question set is a tool to help institutional leaders better understand their campuses as they are planning or implementing organizational changes.

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Table 1. Change Readiness Frequency Distributions

			WVC		PACE Normbase		Bacc./Assoc.		2020	
					WVC compared with:					
	Change Readiness	Response Option	Count	%	Count	%	Count	%	Count	%
1	Change occurs at our institution with well defined plans	Strongly disagree	29	19%	1089	13%	336	17%	43	20%
		Disagree	41	27%	1994	24%	594	30%	72	33%
		Neither	42	27%	2126	25%	529	26%	58	27%
		Agree	35	23%	2354	28%	438	22%	35	16%
		Strongly agree	6	4%	803	10%	113	6%	8	4%
		Total	**153**	**100%**	**8366**	**100%**	**2010**	**100%**	**216**	**100%**
2	The purpose for any change is effectively communicated to employees	Strongly disagree	31	20%	1095	13%	308	15%	38	17%
		Disagree	41	27%	2194	26%	626	31%	70	32%
		Neither	37	24%	1876	22%	475	23%	51	23%
		Agree	35	23%	2396	28%	480	24%	48	22%
		Strongly agree	9	6%	916	11%	147	7%	11	5%
		Total	**153**	**100%**	**8477**	**100%**	**2036**	**100%**	**218**	**100%**
3	My immediate supervisor consistently demonstrates support for change	Strongly disagree	6	4%	435	5%	102	5%	7	3%
		Disagree	10	6%	569	7%	145	7%	19	9%
		Neither	35	23%	1647	20%	433	22%	39	18%
		Agree	64	42%	3398	40%	808	40%	93	43%
		Strongly agree	39	25%	2348	28%	511	26%	56	26%
		Total	**154**	**100%**	**8397**	**100%**	**1999**	**100%**	**214**	**100%**
4	Communication channels are available for ongoing feedback about change	Strongly disagree	17	11%	884	10%	227	11%	19	9%
		Disagree	35	23%	1676	20%	464	23%	48	22%
		Neither	35	23%	2152	25%	553	27%	62	29%
		Agree	60	39%	2573	30%	563	28%	69	32%
		Strongly agree	8	5%	1157	14%	217	11%	19	9%
		Total	**155**	**100%**	**8442**	**100%**	**2024**	**100%**	**217**	**100%**

WVC compared with:

	Change Readiness (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
5	The organizational culture here is distinct	Strongly disagree	16	11%	584	7%	182	9%	22	10%
		Disagree	30	20%	1050	13%	301	15%	48	23%
		Neither	58	38%	2945	36%	725	37%	82	39%
		Agree	41	27%	2532	31%	558	28%	41	19%
		Strongly agree	6	4%	1077	13%	205	10%	18	9%
		Total	**151**	**100%**	**8188**	**100%**	**1971**	**100%**	**211**	**100%**
6	Key milestones are recognized with celebrations, rewards, or other acknowledgement	Strongly disagree	12	8%	653	8%	230	12%	17	8%
		Disagree	27	18%	1198	14%	396	20%	34	16%
		Neither	47	31%	2011	24%	537	27%	62	29%
		Agree	51	34%	3129	37%	645	32%	81	38%
		Strongly agree	15	10%	1373	16%	187	9%	19	9%
		Total	**152**	**100%**	**8364**	**100%**	**1995**	**100%**	**213**	**100%**
7	Employees impacted by change are actively involved in the change process	Strongly disagree	29	19%	1465	18%	428	21%	58	27%
		Disagree	38	25%	1996	24%	555	28%	68	32%
		Neither	50	32%	2249	27%	528	26%	48	22%
		Agree	31	20%	1821	22%	363	18%	28	13%
		Strongly agree	6	4%	750	9%	127	6%	12	6%
		Total	**154**	**100%**	**8281**	**100%**	**2001**	**100%**	**214**	**100%**
8	Leaders effectively communicate expectations associated with change	Strongly disagree	29	19%	971	12%	265	13%	34	16%
		Disagree	42	27%	1764	21%	511	25%	67	31%
		Neither	42	27%	2067	24%	515	25%	48	22%
		Agree	32	21%	2624	31%	568	28%	54	25%
		Strongly agree	9	6%	1012	12%	163	8%	12	6%
		Total	**154**	**100%**	**8438**	**100%**	**2022**	**100%**	**215**	**100%**

WVC compared with:

	Change Readiness (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
9	Employees affected by change receive training to carry out the change	Strongly disagree	24	16%	962	12%	276	14%	26	12%
		Disagree	38	25%	1673	20%	497	25%	62	30%
		Neither	42	28%	2323	28%	577	29%	60	29%
		Agree	38	25%	2366	29%	487	25%	48	23%
		Strongly agree	8	5%	853	10%	127	6%	14	7%
		Total	**150**	**100%**	**8177**	**100%**	**1964**	**100%**	**210**	**100%**
10	Change efforts are supported with appropriate resources to carry out the change	Strongly disagree	28	18%	1043	13%	290	15%	31	14%
		Disagree	43	28%	1844	22%	552	28%	63	29%
		Neither	41	27%	2426	29%	592	30%	61	29%
		Agree	33	22%	2115	26%	431	22%	48	22%
		Strongly agree	7	5%	841	10%	127	6%	11	5%
		Total	**152**	**100%**	**8269**	**100%**	**1992**	**100%**	**214**	**100%**
11	If the change involves significantly altering existing organization-wide systems or processes, a sufficient trial period is conducted before the change is fully implemented	Strongly disagree	26	18%	1445	18%	414	21%	41	19%
		Disagree	32	22%	1904	24%	555	29%	70	33%
		Neither	52	35%	2304	29%	509	26%	59	28%
		Agree	32	22%	1685	21%	354	18%	35	17%
		Strongly agree	6	4%	679	8%	102	5%	7	3%
		Total	**148**	**100%**	**8017**	**100%**	**1934**	**100%**	**212**	**100%**
12	The culture of this organization is considered when implementing change	Strongly disagree	25	17%	1060	13%	301	15%	35	16%
		Disagree	32	21%	1599	20%	474	24%	66	31%
		Neither	47	32%	2458	30%	568	29%	61	29%
		Agree	38	26%	2153	26%	481	25%	40	19%
		Strongly agree	7	5%	864	11%	138	7%	11	5%
		Total	**149**	**100%**	**8134**	**100%**	**1962**	**100%**	**213**	**100%**

WVC compared with:

Change Readiness (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %	2020 Count	2020 %
13 Overall, my organization handles change effectively	Strongly disagree	34	22%	1166	14%	357	18%	52	24%
	Disagree	38	25%	1680	20%	509	25%	57	26%
	Neither	41	27%	2265	27%	538	27%	57	26%
	Agree	33	22%	2328	28%	472	23%	39	18%
	Strongly agree	6	4%	933	11%	137	7%	11	5%
	Total	**152**	**100%**	**8372**	**100%**	**2013**	**100%**	**216**	**100%**

Table 2. Change Readiness Item Mean Comparisons

				WVC compared with:								
		WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
	Change Readiness Climate	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
1	Change occurs at our institution with well defined plans	153	2.660	2.975	**	-.264	2.700			2.505		
2	The purpose for any change is effectively communicated to employees	153	2.673	2.982	**	-.253	2.770			2.651		
3	My immediate supervisor consistently demonstrates support for change	154	3.779	3.793			3.741			3.804		
4	Communication channels are available for ongoing feedback about change	155	3.045	3.171			3.039			3.097		
5	The organizational culture here is distinct	151	2.940	3.301	***	-.336	3.154	*	-.196	2.929		
6	Key milestones are recognized with celebrations, rewards, or other acknowledgement	152	3.197	3.403	*	-.179	3.082			3.239		
7	Employees impacted by change are actively involved in the change process	154	2.656	2.806			2.603			2.383	*	.237
8	Leaders effectively communicate expectations associated with change	154	2.675	3.112	***	-.363	2.927	*	-.215	2.735		
9	Employees affected by change receive training to carry out the change	150	2.787	3.058	**	-.231	2.843			2.819		
10	Change efforts are supported with appropriate resources to carry out the change	152	2.658	2.984	***	-.277	2.776			2.743		
11	If the change involves significantly altering existing organization-wide systems or processes, a sufficient trial period is conducted before the change is fully implemented	148	2.730	2.782			2.573			2.514		
12	The culture of this organization is considered when implementing change	149	2.799	3.020	*	-.187	2.837			2.653		
13	Overall, my organization handles change effectively	152	2.599	3.022	***	-.348	2.763			2.537		

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

Table 3. Mean Comparisons by Personnel Classification

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	155	2.873	3.133	**	-.266	2.928			2.825		
Faculty	78	2.651	3.172	***	-.514	2.906	*	-.260	2.740		
Administrator	15	2.627	3.063			2.887			2.657		
Staff	60	3.231	3.119			2.954	*	.300	2.936		

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

Table 4. Mean Comparisons by Race/Ethnicity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Please select the race/ethnicity that best describes you?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	155	2.873	3.133	**	-.266	2.928			2.825		
African American or Black	1	--	3.384			3.055			--		
Alaska Native or American Indian	2	--	3.142			2.876			--		
Asian	4	--	3.482			3.207			--		
Hispanic/Latina/o/x	18	3.166	3.213			3.183			3.259		
Middle Eastern or North African	0	∅	--			∅			∅		
Native Hawaiian or Pacific Islander	0	∅	2.910			3.019			∅		
White	107	2.859	3.101	*	-.252	2.925			2.746		
Two or more races	7	2.566	2.877			2.730			--		
Prefer to self-describe	10	2.338	2.696			2.678			2.779		

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

Table 5. Mean Comparisons by Employment Status

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
Your status at this institution is?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	155	2.873	3.133	**	-.266	2.928			2.825		
Full-Time	122	2.738	3.024	**	-.299	2.841			2.693		
Part-Time	30	3.452	3.561			3.284			3.238		

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

Table 6. Mean Comparisons by Highest Level of Education Earned

What is the highest level of education you have earned?	WVC		WVC compared with: PACE Normbase			Bacc./Assoc.			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	155	2.873	3.133	**	-.266	2.928			2.825		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.116			2.853			--		
Doctoral degree (e.g., Ph.D., Ed.D.)	15	2.766	3.000			2.680			2.969		
Master's degree	71	2.654	3.110	***	-.467	2.871			2.595		
Bachelor's degree	38	3.035	3.155			2.984			2.851		
Associate's degree	13	3.227	3.234			3.045			3.151		
Certificate	1	--	3.517			3.791			--		
High School diploma or GED	8	3.635	3.267			3.143			3.402		
No diploma or degree	1	--	3.622			--			Ø		

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

Table 7. Mean Comparisons by Gender Identity

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your gender identity?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	155	2.873	3.133	**	-.266	2.928			2.825		
Man	45	3.038	3.227			3.027			2.918		
Woman	92	2.854	3.174	**	-.332	2.915			2.773		
Trans Man	0	∅	--			--			∅		
Trans Woman	0	∅	2.499			2.505			∅		
Gender Queer	3	--	--			--			--		
Prefer to self-describe	6	--	2.327			2.375			--		

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

Table 8. Mean Comparisons by Years at this Institution

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
How many years have you worked at this institution?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	155	2.873	3.133	**	-.266	2.928			2.825		
5 years or less	56	3.197	3.326			3.077			3.022		
6-10 years	41	2.811	3.068			2.800			2.714		
11-15 years	22	2.611	3.045	*	-.454	2.840			2.757		
16-20 years	13	2.690	2.983			2.771			2.433		
21-25 years	4	--	2.987			3.012			2.555		
26 years or more	7	3.014	3.017			3.026			--		

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

Table 9. Mean Comparisons by Years in Higher Education

How many years have you worked in higher education?	WVC		WVC compared with: PACE Normbase			Bacc./Assoc.			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	155	2.873	3.133	**	-.266	2.928			2.825		
5 years or less	42	3.361	3.418			3.163			3.181		
6-10 years	36	2.853	3.098			2.888			2.753		
11-15 years	25	2.775	3.065			2.781			2.772		
16-20 years	17	2.350	3.031	**	-.703	2.879	*	-.604	2.513		
21-25 years	9	2.403	3.015			2.859			2.399		
26 years or more	15	2.945	3.054			2.910			2.836		

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

Table 10. Mean Comparisons by Age

			WVC compared with:								
	WVC		**PACE Normbase**			**Bacc./Assoc.**			**2020**		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	155	2.873	3.133	**	-.266	2.928			2.825		
29 or younger	16	3.359	3.343			3.035			2.800		
30 - 39	21	2.744	3.129			2.885			2.718		
40 - 49	32	2.607	3.154	**	-.567	2.897			2.615		
50 - 59	16	2.904	3.202			2.981			2.999		
60 or older	38	3.273	3.266			3.062			3.175		

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

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Racial Diversity Literature Review

While college campuses are more diverse than they were twenty years ago, concerns of "chilly" racial climates continue to exist and institutional leaders must remain engaged in a concerted effort to ensure that faculty, staff, administrators, and students of all races and ethnicities are comfortable on campus (Smith & Wolf-Wendel, 2006). Much of the literature about campus racial climates employs Hurtado's (1992) framework; however, scholars have typically focused on the experiences of students (Nora & Cabrera, 1996). When assessing the campus climate, acknowledging the experiences of campus employees is equally important (Hurtado & Dey, 1997; Smith & Wolf-Wendel, 2006).

The Belk Center for Community College Leadership and Research (The Belk Center) recognizes the need to address the campus racial and ethnic climate for administrators, faculty, and staff, and provides a tool that institutional leaders can use to better understand racial and ethnic diversity on their campuses. Using Hurtado's (1992) model as a framework, Belk Center researchers created a racial diversity question set to assist campus leaders in their efforts to improve the climate on their campuses.

Much of what is observed and experienced on college campuses is influenced by both social and institutional contexts (Hurtado, 1992). Racial conflicts, specifically overt encounters, are not isolated cases. Rather, these encounters are the result of "unresolved racial issues in college environments and in society at large" (p. 540). The Belk Center recognizes the need to better equip colleges to understand and address their particular campus racial climates within both the social and institutional contexts, and our diversity question set provides an opportunity to effectively address the latter.

Various factors influence the racial climate of a campus including its structural make-up, psychological climate, and behavioral climate (Hurtado et al., 1998; Umbach & Kuh, 2006). It is important to note that these dimensions are not mutually exclusive (Umbach & Kuh, 2006). A high level of exposure to these dimensions has been found to positively impact one's racial and ethnic views, while limited exposure can have the opposite effect (Hurtado et al., 1998; Hurtado et al., 1999; Milem & Hakuta, 2000).

Structural diversity refers to the racial and ethnic makeup of the campus population (Hurtado et al., 1998, 1999). Structural diversity plays a pivotal role in improving campus climate by increasing racial and ethnic diversity (Hurtado et al., 1998). A racially and ethnically diverse campus environment provides more opportunity for cross-racial interactions (Hurtado et al., 1998, 1999).

While Hurtado and associates (1998) recommend that campus leaders examine institutional policies and practices to increase the number of racial and ethnic minority students, similar steps could be taken to increase underrepresented minority employees (American Psychological Association [APA], 1996; Evans & Chun, 2007). For example, the American Association of Community Colleges (2012) reports that White, non-Hispanic employees make up nearly 80 percent of both full- and part-time community college personnel (NCES, 2004). When examining institutional hiring practices and policies, it is beneficial for campus leaders to consider applicants that may not have followed traditional career paths (APA, 1996; Evans & Chun, 2007). This allows more underrepresented minorities to be included in the hiring pool and increases the probability of a campus employing individuals who have diverse, yet valuable, backgrounds and experiences (APA,

1996). At the same time, when recruiting and hiring more racial and ethnic minority employees, it is important that these employees are not tokenized. Rather, they should be afforded opportunities to contribute to the institution in areas beyond diversity (Park & Denson, 2009).

The psychological dimension of diversity refers to one's attitude toward other racial and ethnic groups, perception of the racial climate on campus, and views on the manner in which the institution responds to diversity (Hurtado et al., 1998). As stated by Hurtado et al., "racially and ethnically diverse administrators, students, and faculty tend to view the campus climate differently" (p. 289). Campus leaders should develop educational initiatives to identify and address concerns that create a chilly campus climate (Hurtado et al., 1998). Such initiatives should be aimed at recognizing and addressing stereotypes and preconceived beliefs people may have about racial and ethnic groups. When individuals are involved in educational diversity-related activities, they are more likely to support an institution's diversity efforts and have a more positive attitude toward other racial and ethnic groups on campus (Hurtado et al., 1998; Park & Denson, 2009).

The behavioral dimension refers to within- and between-group interactions, as well as the quantity and nature of diversity-related activities an institution provides. These may include diversity workshops, cultural centers, and required diversity courses (Hurtado et al., 1998; Umbach & Kuh, 2006). Increased interactions with members of different racial and ethnic groups can lead to increased exposure to diverse experiences and opinions (Umbach & Kuh, 2006). Such interactions enhance active thinking processes (Gurin, 1999) and create a climate that supports constructive challenges and thoughtful responses (Umbach & Kuh). Campuses that lack structural diversity could use diversity-related activities to provide opportunities for the campus community to be engaged and learn more about racial and diverse groups (Kuh et al., 2005). When an institution makes a commitment to racial and ethnic diversity by sponsoring structured activities, it sends a positive message to all members of the campus community that cross-racial interactions are valued (Hurtado, 1992; Hurtado et al., 1998).

Note: Beginning fall 2021, the Racial Diversity Question Set will utilize an agreement response scale rather than a satisfaction response scale. Though this change does impact the ability to provide a direct comparison to previous data, responses from your previous administration are likely similar to your current administration's data (i.e. high satisfaction correlates to high agreement). Please note this change as you are making comparisons of Racial Diversity Question Set data over time.

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Table 1. Institutional Structure Frequency Distributions

	Institutional Structure	Response Option	WVC		PACE Normbase		Bacc./Assoc.	
					WVC compared with:			
			Count	%	Count	%	Count	%
1	My institution has a strong commitment to promoting racial/ethnic harmony	Strongly disagree	12	7%	404	2%	62	2%
		Disagree	17	11%	894	5%	125	4%
		Neither	34	21%	2817	15%	462	15%
		Agree	62	39%	7353	40%	1200	40%
		Strongly Agree	36	22%	6786	37%	1135	38%
		Total	**161**	**100%**	**18254**	**100%**	**2984**	**100%**
2	My institution values racial/ethnic diversity	Strongly disagree	11	7%	390	2%	60	2%
		Disagree	14	9%	752	4%	109	4%
		Neither	30	19%	2327	13%	377	13%
		Agree	67	42%	7471	41%	1203	40%
		Strongly Agree	39	24%	7335	40%	1237	41%
		Total	**161**	**100%**	**18275**	**100%**	**2986**	**100%**
3	My institution is accepting of people of different racial/ethnic backgrounds	Strongly disagree	10	6%	303	2%	48	2%
		Disagree	10	6%	614	3%	90	3%
		Neither	28	17%	2050	11%	338	11%
		Agree	70	43%	7493	41%	1190	40%
		Strongly Agree	43	27%	7835	43%	1326	44%
		Total	**161**	**100%**	**18295**	**100%**	**2992**	**100%**
4	Employees of different racial/ethnic backgrounds communicate well with one another	Strongly disagree	7	5%	305	2%	50	2%
		Disagree	11	7%	644	4%	95	3%
		Neither	36	24%	3031	17%	535	19%
		Agree	71	46%	7030	40%	1164	41%
		Strongly Agree	28	18%	6556	37%	1022	36%
		Total	**153**	**100%**	**17566**	**100%**	**2866**	**100%**

WVC compared with:

Institutional Structure (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %
5 People of different racial/ethnic backgrounds are well-represented among faculty	Strongly disagree	26	16%	1002	6%	139	5%
	Disagree	37	23%	2243	13%	337	12%
	Neither	42	27%	3943	23%	682	24%
	Agree	35	22%	5652	32%	920	32%
	Strongly Agree	18	11%	4674	27%	764	27%
	Total	**158**	**100%**	**17514**	**100%**	**2842**	**100%**
6 People of different racial/ethnic backgrounds are well-represented among senior administrators (e.g. President, VP, Deans)	Strongly disagree	28	18%	1220	7%	123	4%
	Disagree	27	17%	1991	11%	224	8%
	Neither	50	31%	3893	22%	667	23%
	Agree	39	24%	5493	31%	997	34%
	Strongly Agree	16	10%	5101	29%	885	31%
	Total	**160**	**100%**	**17698**	**100%**	**2896**	**100%**
7 A racially/ethnically inclusive institution is created through my institution's practices	Strongly disagree	14	9%	669	4%	98	3%
	Disagree	25	16%	1426	8%	193	7%
	Neither	44	28%	4202	24%	671	23%
	Agree	54	34%	6563	37%	1103	38%
	Strongly Agree	21	13%	4986	28%	858	29%
	Total	**158**	**100%**	**17846**	**100%**	**2923**	**100%**

Table 2. Supervisory Relationships Frequency Distributions

			WVC		PACE Normbase		Bacc./Assoc.	
					WVC compared with:			
	Supervisory Relationships	Response Option	Count	%	Count	%	Count	%
8	My supervisor maintains an environment that is supportive of people from different races/ethnicities	Strongly disagree	8	5%	567	3%	73	2%
		Disagree	2	1%	735	4%	87	3%
		Neither	20	13%	2457	14%	396	14%
		Agree	61	39%	6027	34%	941	32%
		Strongly Agree	64	41%	8109	45%	1427	49%
		Total	**155**	**100%**	**17895**	**100%**	**2924**	**100%**
9	My supervisor treats all employees equally based on racial/ethnic background	Strongly disagree	5	3%	409	2%	77	3%
		Disagree	2	1%	530	3%	91	3%
		Neither	22	14%	2340	13%	394	14%
		Agree	58	37%	5876	33%	870	30%
		Strongly Agree	68	44%	8617	48%	1449	50%
		Total	**155**	**100%**	**17772**	**100%**	**2881**	**100%**
10	My supervisor is open to the views of people from racially and ethnically diverse backgrounds	Strongly disagree	5	3%	321	2%	60	2%
		Disagree	2	1%	328	2%	63	2%
		Neither	18	11%	1926	11%	325	11%
		Agree	66	42%	5840	33%	892	31%
		Strongly Agree	68	43%	9380	53%	1550	54%
		Total	**159**	**100%**	**17795**	**100%**	**2890**	**100%**
11	My supervisor provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	Strongly disagree	4	3%	391	2%	81	3%
		Disagree	9	6%	486	3%	102	4%
		Neither	24	16%	2337	14%	429	16%
		Agree	53	36%	5575	33%	831	30%
		Strongly Agree	59	40%	8270	48%	1324	48%
		Total	**149**	**100%**	**17059**	**100%**	**2767**	**100%**

WVC compared with:

Supervisory Relationships (continued)	Response Option	WVC Count	WVC %	PACE Normbase Count	PACE Normbase %	Bacc./Assoc. Count	Bacc./Assoc. %
12 My supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	Strongly disagree	4	3%	242	1%	43	2%
	Disagree	5	3%	325	2%	62	2%
	Neither	24	16%	2030	12%	322	12%
	Agree	46	30%	5882	34%	903	33%
	Strongly Agree	72	48%	8671	51%	1431	52%
	Total	**151**	**100%**	**17150**	**100%**	**2761**	**100%**

Table 3. Teamwork Frequency Distributions

			WVC		PACE Normbase		Bacc./Assoc.	
					WVC compared with:			
	Teamwork	Response Option	Count	%	Count	%	Count	%
13	Racial/ethnic diversity increases the level of trust among my immediate team members	Strongly disagree	8	5%	299	2%	56	2%
		Disagree	5	3%	497	3%	72	3%
		Neither	45	30%	4349	27%	697	27%
		Agree	54	36%	5438	34%	877	33%
		Strongly Agree	37	25%	5452	34%	927	35%
		Total	**149**	**100%**	**16035**	**100%**	**2629**	**100%**
14	Racial/ethnic diversity enhances my work team's performance	Strongly disagree	7	5%	258	2%	49	2%
		Disagree	7	5%	507	3%	83	3%
		Neither	43	29%	4219	26%	641	24%
		Agree	50	33%	5555	35%	916	35%
		Strongly Agree	43	29%	5462	34%	951	36%
		Total	**150**	**100%**	**16001**	**100%**	**2640**	**100%**
15	The racial/ethnic diversity of my work team members contributes to the ability to meet student needs	Strongly disagree	6	4%	270	2%	44	2%
		Disagree	8	5%	544	3%	81	3%
		Neither	31	21%	3804	24%	575	22%
		Agree	49	33%	5675	36%	934	36%
		Strongly Agree	54	36%	5583	35%	971	37%
		Total	**148**	**100%**	**15876**	**100%**	**2605**	**100%**

Table 4. Student Focus Frequency Distributions

			WVC		PACE Normbase		Bacc./Assoc.	
					WVC compared with:			
	Student Focus	Response Option	Count	%	Count	%	Count	%
16	Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	Strongly disagree	9	6%	310	2%	57	2%
		Disagree	18	13%	825	6%	129	5%
		Neither	45	32%	4422	30%	730	30%
		Agree	51	36%	5307	36%	853	36%
		Strongly Agree	17	12%	4060	27%	631	26%
		Total	**140**	**100%**	**14924**	**100%**	**2400**	**100%**
17	Students from diverse racial/ethnic backgrounds believe that institutional policies incorporate their perspectives	Strongly disagree	7	5%	318	2%	50	2%
		Disagree	23	17%	983	7%	159	7%
		Neither	64	48%	5051	35%	869	37%
		Agree	26	20%	4706	32%	710	30%
		Strongly Agree	13	10%	3534	24%	543	23%
		Total	**133**	**100%**	**14592**	**100%**	**2331**	**100%**
18	My institution advances the educational persistence of students from diverse racial/ethnic backgrounds	Strongly disagree	10	7%	302	2%	49	2%
		Disagree	14	9%	819	5%	139	5%
		Neither	39	25%	3562	21%	597	22%
		Agree	63	41%	6902	41%	1101	40%
		Strongly Agree	27	18%	5315	31%	841	31%
		Total	**153**	**100%**	**16900**	**100%**	**2727**	**100%**
19	Students from diverse racial/ethnic backgrounds are satisfied with their educational experience at my institution	Strongly disagree	6	4%	201	1%	30	1%
		Disagree	11	8%	591	4%	85	4%
		Neither	65	47%	4644	31%	805	34%
		Agree	39	28%	5607	38%	851	36%
		Strongly Agree	17	12%	3873	26%	585	25%
		Total	**138**	**100%**	**14916**	**100%**	**2356**	**100%**

Table 5. Institutional Structure Item Mean Comparisons

				WVC compared with:					
		WVC		**PACE Normbase**			**Bacc./Assoc.**		
	Institutional Structure	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
1	My institution has a strong commitment to promoting racial/ethnic harmony	161	3.578	4.053	***	-.495	4.079	***	-.527
2	My institution values racial/ethnic diversity	161	3.677	4.128	***	-.482	4.155	***	-.513
3	My institution is accepting of people of different racial/ethnic backgrounds	161	3.783	4.199	***	-.470	4.222	***	-.493
4	Employees of different racial/ethnic backgrounds communicate well with one another	153	3.667	4.075	***	-.445	4.051	***	-.420
5	People of different racial/ethnic backgrounds are well-represented among faculty	158	2.886	3.614	***	-.621	3.645	***	-.663
6	People of different racial/ethnic backgrounds are well-represented among senior administrators (e.g. President, Vice-President, Deans)	160	2.925	3.636	***	-.591	3.793	***	-.792
7	A racially/ethnically inclusive institution is created through my institution's practices	158	3.272	3.772	***	-.472	3.831	***	-.540

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

Table 6. Supervisory Relationships Item Mean Comparisons

				WVC compared with:					
		WVC		**PACE Normbase**			**Bacc./Assoc.**		
	Supervisory Relationships	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
8	My supervisor maintains an environment that is supportive of people from different races/ethnicities	155	4.103	4.139			4.218		
9	My supervisor treats all employees equally based on racial/ethnic background	155	4.174	4.225			4.223		
10	My supervisor is open to the views of people from racially and ethnically diverse backgrounds	159	4.195	4.328			4.318		
11	My supervisor provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	149	4.034	4.222	*	-.199	4.162		
12	My supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	151	4.172	4.307			4.310		

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

Table 7. Teamwork Item Mean Comparisons

				WVC compared with:					
		WVC		**PACE Normbase**			**Bacc./Assoc.**		
	Teamwork	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
13	Racial/ethnic diversity increases the level of trust among my immediate team members	149	3.718	3.951	**	-.245	3.969	**	-.260
14	Racial/ethnic diversity enhances my work team's performance	150	3.767	3.966	**	-.213	3.999	**	-.244
15	The racial/ethnic diversity of my work team members contributes to the ability to meet student needs	148	3.926	3.993			4.039		

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

Table 8. Student Focus Item Mean Comparisons

				WVC compared with:					
		WVC		**PACE Normbase**			**Bacc./Assoc.**		
	Student Focus	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
16	Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	140	3.350	3.803	***	-.467	3.780	***	-.439
17	Students from diverse racial/ethnic backgrounds believe that institutional policies incorporate their perspectives	133	3.113	3.696	***	-.595	3.659	***	-.559
18	My institution advances the educational persistence of students from diverse racial/ethnic backgrounds	153	3.542	3.953	***	-.438	3.934	***	-.411
19	Students from diverse racial/ethnic backgrounds are satisfied with their educational experience at my institution	138	3.362	3.829	***	-.514	3.796	***	-.481

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

Table 9. Mean Comparisons by Personnel Classification

			WVC compared with:					
	WVC		**PACE Normbase**			**Bacc./Assoc.**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	162	3.652	3.996	***	-.465	4.016	***	-.496
Faculty	78	3.450	4.018	***	-.739	4.011	***	-.731
Administrator	16	3.390	3.920	**	-.747	3.948	**	-.840
Staff	60	3.995	4.003			4.052		

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

Table 10. Mean Comparisons by Race/Ethnicity

			WVC compared with:					
	WVC		**PACE Normbase**			**Bacc./Assoc.**		
Please select the race/ethnicity that best describes you?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	162	3.652	3.996	***	-.465	4.016	***	-.496
African American or Black	1	--	3.728			3.826		
Alaska Native or American Indian	2	--	3.909			3.659		
Asian	4	--	3.964			3.973		
Hispanic/Latina/o/x	18	3.725	3.876			3.964		
Middle Eastern or North African	0	∅	3.899			--		
Native Hawaiian or Pacific Islander	0	∅	3.784			3.893		
White	108	3.729	4.053	***	-.468	4.076	***	-.499
Two or more races	7	3.613	3.823			3.880		
Prefer to self-describe	10	2.853	3.736	**	-.981	3.693	**	-.970

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

Table 11. Mean Comparisons by Employment Status

			WVC compared with:					
	WVC		**PACE Normbase**			**Bacc./Assoc.**		
Your status at this institution is?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	162	3.652	3.996	***	-.465	4.016	***	-.496
Full-Time	123	3.603	3.943	***	-.462	4.003	***	-.551
Part-Time	30	3.875	4.188	*	-.435	4.092		

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

Table 12. Mean Comparisons by Highest Level of Education Earned

What is the highest level of education you have earned?	WVC		*WVC compared with:* PACE Normbase			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	162	3.652	3.996	***	-.465	4.016	***	-.496
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	1	--	3.949			4.035		
Doctoral degree (e.g., Ph.D., Ed.D.)	15	3.536	3.844			3.891		
Master's degree	71	3.431	3.972	***	-.720	3.985	***	-.750
Bachelor's degree	38	3.799	4.061	*	-.374	4.095	*	-.418
Associate's degree	13	4.079	4.096			4.148		
Certificate	1	--	4.098			4.075		
High School diploma or GED	8	4.248	4.105			4.007		
No diploma or degree	1	--	4.014			4.049		

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

Table 13. Mean Comparisons by Gender Identity

			WVC compared with:					
	WVC		**PACE Normbase**			**Bacc./Assoc.**		
What is your gender identity?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	162	3.652	3.996	***	-.465	4.016	***	-.496
Man	45	3.823	4.055	*	-.314	4.081	*	-.356
Woman	92	3.681	4.015	***	-.468	4.039	***	-.510
Trans Man	0	∅	3.537			∅		
Trans Woman	0	∅	--			∅		
Gender Queer	3	--	3.546			--		
Prefer to self-describe	6	--	3.536			3.572		

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

Table 14. Mean Comparisons by Years at this Institution

			WVC compared with:					
	WVC		**PACE Normbase**			**Bacc./Assoc.**		
How many years have you worked at this institution?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	162	3.652	3.996	***	-.465	4.016	***	-.496
5 years or less	57	3.885	4.113	*	-.312	4.123	*	-.330
6-10 years	41	3.619	3.961	**	-.468	4.013	**	-.530
11-15 years	22	3.368	3.938	***	-.773	3.921	***	-.739
16-20 years	13	3.715	3.952			3.957		
21-25 years	4	--	3.950			4.059		
26 years or more	7	3.622	3.964			3.950		

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

Table 15. Mean Comparisons by Years in Higher Education

How many years have you worked in higher education?	WVC		*WVC compared with:* PACE Normbase			Bacc./Assoc.		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	162	3.652	3.996	***	-.465	4.016	***	-.496
5 years or less	42	3.984	4.170			4.166		
6-10 years	36	3.671	4.014	**	-.468	4.043	**	-.499
11-15 years	25	3.501	3.965	**	-.644	3.972	**	-.630
16-20 years	17	3.483	3.936	*	-.617	3.988	**	-.717
21-25 years	9	3.752	3.929			3.974		
26 years or more	15	3.390	3.933	**	-.733	3.958	**	-.782

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

Table 16. Mean Comparisons by Age

			WVC compared with:					
	WVC		**PACE Normbase**			**Bacc./Assoc.**		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	162	3.652	3.996	***	-.465	4.016	***	-.496
29 or younger	16	3.861	4.129			4.239	*	-.584
30 - 39	21	3.720	4.032			4.025		
40 - 49	32	3.558	4.008	***	-.621	4.025	***	-.631
50 - 59	17	3.369	4.030	***	-.913	4.050	***	-.940
60 or older	38	3.857	4.047			4.062		

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

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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 173 Wenatchee Valley College (WVC) employees who completed the PACE Climate Survey, 109 respondents (63.0%) 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.

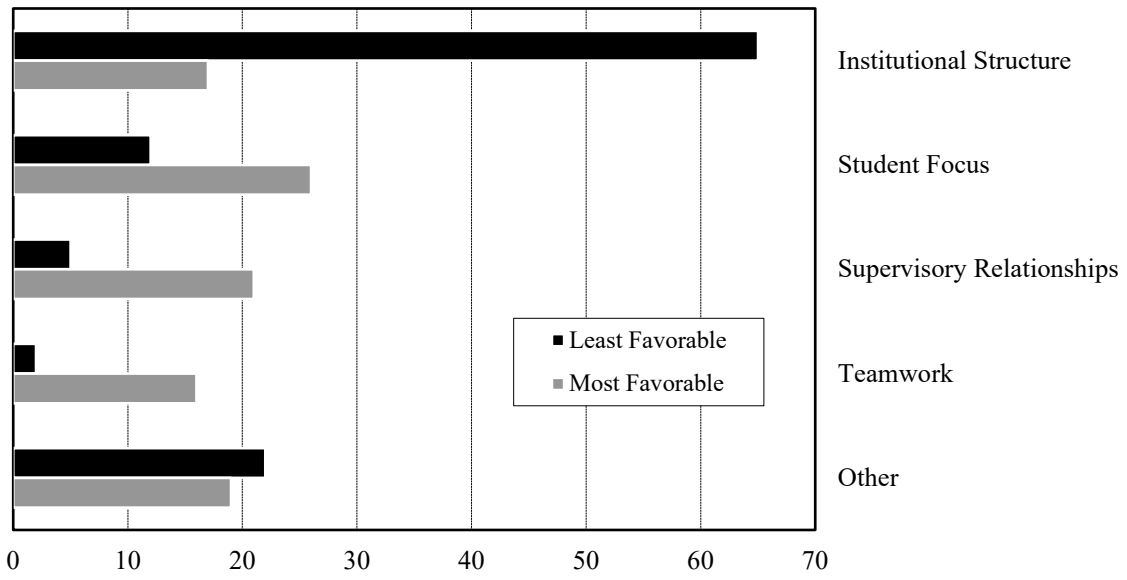
Qualitative Analysis

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

Table 1. Favorable Institutional Structure Responses (n=17)

Communication is improving from administration but there is still room for improvement and transparency.

Everyone has a voice regardless of position.

Given the number of years I have spent working for the community college system, I can honestly say that I still love my job as much as I ever have and, generally speaking, I feel well-treated. The people who choose to work in administration, generally speaking, are nice people and are well-intentioned. The classified staff I have had the pleasure of working with over the years are generally excellent! I was pleased with how WVC handled the pandemic and the chaos that ensued as a result. I felt that the administration did a good job handling this, especially given the level of stress and uncertainty placed on our institution.

I feel hopeful that hiring a new president will allow us to have a fresh start as an institution and that the new president will make positive changes on our campus, create a more equitable learning environment, and contribute to a better climate on campus. I am thankful to have an excellent supervisor that supports me and my ideas. I am excited about the possibilities to make WVC a better school for our community and despite the current climate, I see there are many other energetic and hopeful people willing to work hard to make positive changes for students.

I find favorable: our campus and newer facilities, our current dean leadership (after years of rotating-door administration), the advances made in understanding assessment, some of my inspiring colleagues, the importance of faculty union, general IT support, improving understanding of HSI status, covid accommodations.

I have a favorable opinion about our institution in several areas. I am of the opinion that our institution effectively meets its mission. Our mission to serve our students and our community by providing an accessible and high-quality education is effectively met in a way that forwards diversity, equity, and inclusion. I strongly believe that, by and large, our institution plays a vital role in our community and has a positive effect on the students that attend and the areas that we serve.

Table 1. Favorable Institutional Structure Responses (n=17)

I think all areas are instrumental in keeping a positive climate at WVC. The student services department and faculty have the most direct impact to students. HR and finance are certainly the most unsung heros of the college and probably the most unappreciated but they keep employees paid and informed about payroll, benefits and a myriad of other issues that come up daily but people don't think about for long. Technology is another example.

I think that there has been progressive, albeit slow positive change in the work environment concerning institutional communication and transparency.
I believe that there are a small group of very motivated, passionate persons who continue to push for diversity education.
There is at least one VP who has demonstrated a willingness to listen and connect with the team, and stay engaged with students.

Leadership is capable and responsive. Facilities are adequate. Efforts are made to accommodate student needs.

Our institution is committed to meeting community needs. Many effective collaborations with community partners exist in different areas. The community supports the college and the college supports the community.

People here are friendly and there is an environment in which teaching is valued.

The colleges changes with the Pandemic was well done from my perspective. Yes there are things that could have been done better but the move to remote learning will help our institution move forward meeting the needs of our students. This tool will help students be able to take care of themselves or family members and still stay current with class work.

The entirety of this campus is constantly striving for progress and trying to do better.

The onboarding of CTC Link has been well done and continues to improve. training is offered and good followup when needed.

Table 1. Favorable Institutional Structure Responses (n=17)

There are three times in my employment history that I felt like I was treated and support the way I think all faculty should be treated. They are:
My first year of teaching.
A specific year when my program was being promoted through the ceiling due to grant money.
The beginning of the Covid-19 pandemic.
In all three cases, I felt strongly support by every entity of this campus.

We are going to get a new President and there has been all most complete turnover on the Board of Trustees. I would like to believe things can't help but get better.

WVC has been a great place to work at.

Table 2. Favorable Student Focus Responses

Table 2. Favorable Student Focus Responses (n=26)

Caring of students and one another; strong commitment to equity/inclusion; strong community ties & engagement; creative and innovative problem solving;

Dean's level admin provides open communication, support, clear expectations. Dean's leve admin speaks and acts with student needs in mind.

Dedication of instructors to students

Diversity, opportunities for students, running start, grant funding, technical programs

Faculty and staff support of students is exemplary. Instruction is excellent. Staff support of faculty and each other is great.

I absolutely love my job and what I am teaching and my students. It is right where I want to be.

I believe the college works hard to provide for the students needs especially during the covid pandemic.

I believe the institution has very welcoming and positive intentions. Staff and faculty have a clear passion for supporting students and considering their needs. There have been very strong efforts to understand student needs and adapt to support what is best for them and for the institution. For example, while we have a lot of work to still do, conversations have picked up again regarding our HSI status and desire to serve our students. The culture has shifted substantially over the past couple of years toward a more collaborative environment - at least from my perspective. The connections between instruction and student services have grown greatly, especially with the introduction of the Student Services Instruction Leadership Team. Overall, the majority of faculty and staff clearly demonstrate the ways in which they care about student needs.

I believe WVC has student success at its core. I see improvements being made to increase success for students of color.

Table 2. Favorable Student Focus Responses (n=26)

I feel very positive about the collegiality and general intentions and attitudes of my colleagues and am very excited to be at the college because of this. I am thrilled to see work being done on how we REALLY serve our Latinx students as an HSI, though I would like to see a more serious and in-depth commitment to this work.

Most favorable are the full-time tenured faculty. We truly value the students and use many of the needs of students in mind when planning, teaching, and providing them resources. Faculty is committed to our mission statement. Also, the team working most closely on diversity and inclusion in our community is amazing. They have worked very hard to create an inclusive environment on campus and have helped us all learn more about how to do that in our classrooms.

Most the faculty care about getting their students the highest quality education possible.

Small community college with big impact on the communities and residents it serves

Something I have noticed about WVC is the idea of "togetherness" based on always having events for our students, always having opportunities, great faculty, and providing their students with guidance. Especially in programs like CAMP and TRIO.

Student services is most favorable for the institution. These services motivate students to be involved and obtain an education.

Student success.

Tech support, department comradery, commitment of faculty to education our students are a few of the most favorable aspects of this college.
Also some of the flexibility in teaching methods has increased the ability of students across the district to take course with limited offerings needed for specific educational pathways.

Tenured and adjunct faculty care about the students and their education. I have seen and heard of the lengths faculty have gone through to ensure student success: i.e. videos, Zoom meetings before and after regular office hours and weekends, extended deadlines, etc.

Table 2. Favorable Student Focus Responses (n=26)

The area I find the most favorable is student services. I believe that area does an amazing job connecting with students, showing them resources on campus, and assisting students.

The college works very hard to meet the needs of its community and students. This does not suggest they understand those needs, but an exceptional amount of effort is made to address them.
Also, the college really does care about student success, especially students who have challenges that traditionally would put them at risk. Again, they may not fully understand those challenges, but almost all at the college are concerned and try to help students succeed.

The faculty and staff overall have a collegial relationship with each other and are supportive of student success at WVC.

The faculty works hard to support the students in their specific classes, personal lives, and with concern for the future. I believe the faculty, in general, remembers that we are both a college and a community: that this experience can advance student's lives financially and holistically. The majority of the faculty also really cares about each other and the long-term success of the college and the students. The institution also works to adapt to change. I don't feel like we are one of those places that is stuck in the past.

The most favorable area of this institution is the faculty. Faculty puts students first.

The students are my most favorable part of this institution.

The students. We work with amazing students at WVC. They are eager, receptive learners.
Additionally, I have some amazing colleagues. And we have some amazing support programs. We have pockets of really excellent work going on.

Wanting to improve student reach.

Table 3. Favorable Supervisory Relationships Responses

Table 3. Favorable Supervisory Relationships Responses (n=21)

Deans are generally supportive of faculty requests.

Faculty were allowed to make their own choices regarding the delivery mode of their courses throughout the pandemic, and I appreciated that.

Good communication and cooperation with my suipervisor.

I am happy with the leeway that I am given to follow my passions using creative and critical thought to support student learning

I appreciate that I am not micromanaged and afforded a high level of trust to complete my work in a way that works best for me. Everyone I've worked with has been collegial and friendly, and willing to help me out as a newer employee.

I appreciate that my supervisor is supportive of ideas and change, and is willing to listen to new ideas. However, I don't always feel like we have the resources (funding, personnel, etc to implement these changes. Weekly staff mtgs have been nice for communication and transparency, but President and faculty are not in attendance. The size of this campus should be an advantage, students should be getting top tier customer service and advising. But they do not. Committees and task forces are being created, but it feels like it's the same people at the table. More representation from all levels of employees is important for change to implemented at the campus level. Creating safe spaces for discussion and communication is starting,

I can't speak for other adjunct faculty, but I have found my supervisors to be extremely supportive of not only the work I do, but of expanding the work and finding innovative ways to deliver instruction in my area.

Immediate supervisor is amazing.

Inclusion, flexibility to avoid load of stress on employees. Acknowledgement of instructors and Deans.

Middle management does a great job!

Table 3. Favorable Supervisory Relationships Responses (n=21)

My chair has been supportive and kind since my first day as an Adjunct instructor. They know the sense of separation Adjuncts feel from full time employees and professors. My chair is appreciseive of all I do, my ability to be quick with the new technologies and they are wonderful to work for. My chair is a leader and a friend when I should need one or guidance through the workplace.

My dean is among the most trusted and respected at the college. My dean is level headed, thoughtful, supportive, encourages fellowship among faculty, and a strong advocate for students and faculty.

My dean is pretty good and doing her best to support faculty through a difficult time. My division is one of the most diverse on campus (which is not as divers as it needs to be) is a supportive and cooperative group. We have strong views and meetings can be intense but conflict ridden or hurtful. Our diversity and trust allow us to address difficult issues and problems in a safe space and work to improve. We are committed to meeting the needs of students at a challenging time and are deepening our identity as an Hispanic Serving Institution. We have some incredible faculty and staff. We also have incredible students. We are working to support them and help them grow and do the amazing things they have the potential to do. We are trying new things and encouraged to so so (We could do better with a true rather than just words growth mindset that makes it safe to do so).

My department and direct supervisor are wonderful, supportive, and highly invested in supporting students.

My division chair is wonderfully supportive. I've received support from my chair and dean when teaching online courses during the pandemic, and when there are student issues. There is more support for part-time faculty with the development of the FACE resource on Canvas.

my immediate supervisors/department heads trust me to teach with my teaching style.

My manager and the people I work with are wonderful. It makes this a great job to have.

My supervisor and support. Working with students.

Table 3. Favorable Supervisory Relationships Responses (n=21)

The most favorable I found about the institution is my direct line of supervisors are supportive in every possible way. Supportive of needs, family, life, during our times of Covid, we most definitely grew better as a team even though we were isolated. We really put our hearts and time into servicing students and our work.

The most positive part of WVC for the last five years has been the faculty whom I work closely with and my Dean, Holly Bringman. I am proud to call these individuals my colleagues. I see their dedication, passion, compassion, and care in each and every one of their decisions. Without these individuals, the college would have fallen apart during a pandemic that we were in no way ready or equipped to handle. The stress, particularly on my Dean, has been, and continues to be, enormous. Yet she, and my faculty colleagues in my area, continue to put students first and try to be the best version of ourselves. I am in awe of her and them.

The nursing faculty leaders send information and helpful tips for labs (which I am teaching) ahead of time, with clear instructions for follow up etc

Table 4. Favorable Teamwork Responses

Table 4. Favorable Teamwork Responses (n=16)

As we come back to campus, I feel a sense of camaraderie. I think we have all been through so much in the last two years that has humbled people and made us crave more collaboration and increased patience. When I reach out for help, people are quick to offer a helping hand or direct me to the answers I am seeking.

I appreciate the spirit of cooperation here, the assistance always given kindly whatever the need may be, and the commitment to helping all students be successful. I appreciate the excellent communication and the clear teamwork, and the commitment to be a positive environment and influence in our community. I appreciate the dedication to keeping everyone here safe from COVID.

I believe the most favorable aspect of our institution is the collaborative efforts that continue to be enhanced by the team work of both student services overall, and also the joint work of student services leadership and instruction leadership.

I enjoy working with my immediate team/department. There is an overall sense of collaboration that is necessary for the success of our program/students.

My department and division both work very well together and is collaborative and considerate.

My immediate team is collaborative, supportive, and open to change. This includes my immediate supervisor, who I trust and work regularly with.

My team (Instruction) is, for the most part, very cohesive and supportive. We have things to work on, as all teams do, in building and maintaining trust, but I'm so thankful to be a part of this group.

My team is doing great but it is clear there are issues outside of my team in different departments.

Strong supportive team. Good attitudes and culture at the college. I enjoy working with the individuals. They respect and value me as a person.

Supportive community

Table 4. Favorable Teamwork Responses (n=16)

Team work among the classified staff on both campuses.

The faculty team in my department, nursing, is supportive and collaborative. My colleagues and director have a strong commitment to providing excellent nursing education as well as helping each other when problems arise.

The faculty that I collaborate with are most favorable at WVC. Mutual respect and collegiality are expressed.

The team I work with is terrific. I'm also on some cross-institutional teams and for the most part they work well. Our faculty is another "area" that I think is a strength - I'm an administrator - though I think we can do a lot more to support our adjuncts. I think there is a mostly sincere response to the last PACE survey from the administration, though it took a lot of leadership from the committee to get things moving. I think our efforts to "become" an HSI are helping give the college some good direction.

There are some teams in the institution that are highly collaborative and effective; they put student and people's needs first, take care of one another, are flexible, and regularly work together creatively and collaboratively to accomplish their work, find or create solutions, and continuously improve.

Throughly enjoy the working environment. People are more than willing to help

Table 5. Other Favorable Responses

Table 5. Other Favorable Responses (n=19)

Dedicated Faculty and Staff

A very dedicated teaching faculty.

Dedicated staff and faculty, beautiful campus, Deans, CAMP, Trio, MAC, IT

I find the dedication of a large number of the faculty to be the most favorable aspect of WVC

My fellow faculty, have stayed engaged and powered through a very difficult two years.

Quality instruction with dedicated faculty.

we have an outstanding staff and faculty

WVC's faculty and staff really strive to make a difference in a resource constrained environment.

Diversity, Equity, and Inclusion

I like how diverse WVC is, at least as far as the student body goes. I think that gives all of us the opportunity to become more understanding and empathetic people. I also like that the smaller size of the college makes it feel more possible that my individual effort, and my department's efforts, can make a difference.

Inclusive campus community

It is exciting for me to work in the most diverse workplace I have worked before and to have a supervisor of color.

Key members of the staff, administration, and faculty work collaboratively for positive change in relation to diversity, equity, and inclusion. They demonstrate passion and commitment to the students of WVC.

Table 5. Other Favorable Responses (n=19)

openness and support for minorities

-WVC values diversity amongst students and staff
-There are many wonderful individuals that work at WVC
-People who work here truly care about students
-The culture of collaboration and better communication seems to have improved in the last 2 years

Your questions ask about supervisor/chair. This is impossible to answer as my supervisor rating would be significantly different than my chair rating. Also, this survey asks about racial equity, but fails to mention all the discrimination based on gender, age, and campus.
We are fortunate to have the Division Chair on the Omak campus, for without that, we have no voice at all.

Uncategorized
classified staff is often excellent

higher ed

How everyone is nice

Most favorable is the location. Omak WA is low income and people here need access to education.

N/A

Table 6. Least Favorable Institutional Structure Responses

Table 6. Least Favorable Institutional Structure Responses (n=65)

Adjunct faculty continue to be on the outside looking with regards to treatment. Some tenured faculty continue to skate by without repercussion to the courses they build. Our online courses need to be bolstered. We need a baseline that meets the standards of other community colleges. Students can know learn anywhere. We need to match the competition. Simply putting a class online is not sufficient. We need a short and long term marketing plan to increase student enrollment. At the moment I am not aware of one. We need a fulltime webmaster. The athletic department under the current leadership has had multiple AD's, lost numerous female coaches and one sports program and is in a current TITLE 9 investigation.The REC center during covid was wasted in its lack of use costing the college money. In my time here I see several administrators being professional meeting attenders. We still continue to have issues in registration with students. First hand knowledge. Been this way since I arrived.

Adjunct faculty do not always feel recognized, although this is improving. There is little opportunity for advancement in my field. We have several supervisors so the questions about direct supervisor were hard to determine who we were responding about in this survey.

Admin is all white, mostly male.

Administration and the lack of leadership direction.

Administration often feels like it operates with blinders on and no interest whatsoever to take them off and consider how their decisions impact the faculty.

Administration, has been distant and disconnected during a very difficult two years. We have to do more than Friday Kudo's to recognize the hard work people do.

Administrators continue to allow poor behavior to be rewarded. There are no consequences for people with disrespectful and rude behavior.
When it comes to change our campus leaders fail to provide leadership and instead focus on ways to blame other people if changes they implement fail. For example, admin wants to claim block schedules will be faculty led. Faculty led has become coded for leadership not wanting to make a decision in case it fails. They can then blame faculty for the failings. Leadership needs to commit to change and actual lead the college, not look for ways to cover their butts if change doesn't work. There is a difference between taking faculty input and using faculty as scapegoat's. Lack of leadership from people being paid the "big bucks" to make decisions is constant theme.

Table 6. Least Favorable Institutional Structure Responses (n=65)

Although the college has always minimized the contributions of Omak faculty, with a program chair organization, they have formalized the process that effectively discriminates against and treats Omak faculty as nonexistent/inferior citizens. Temporary faculty from Wenatchee have the power to dictate work for tenured Omak faculty. When faculty have a different opinion, or even ask to speak, they are thrown off the committee, reprimanded, or silenced somehow.
This survey is so flawed - there may be support services for Wenatchee campus, but there are none for Omak students. For example, there is no workforce presence even when Edgar brought more students in that ever. There is no Running Start coordinator for Omak Students when admin used its powers to eliminate Glen. There is no advisor/college navigator when admin decided there was no need.
This survey asks about racial equity, when the real lack of equity is at the campus level and the way students (and faculty) are (not) supported.

As a new employee it took almost 3 months to get on track with my pay. No explanation given on employment status, no introduction to the WVC staff as to who I am and my role. It had to be asked if I would receive benefits, which I am just now receiving and that is fantastic!

Being an adjunct faculty member here has been difficult, especially over the past couple years. I have had multiple quarters with less work than normal and (obviously) less pay. I would not be able to sustain the ups and downs of my income here except for the fact that my spouse has a reliable job that pays well. In the midst of all these ups and downs, a new adjunct faculty member was recently hired in my department. I did not understand this, given the fact that those of us who have worked here for years have consistently struggled to receive our normal work load over the past couple years. Even though we collectively make up a big percentage of the workforce here, it doesn't necessarily feel like the administration values us as individuals or is concerned about making sure our livelihood is secure.

Cabinet

Cabinet communication is not very clear and frequently feels overly edited. Faculty appear to not consider the needs of the college or students over their own.

cabinet is out of touch

Can become politically charged. Usually very one-sided.

Table 6. Least Favorable Institutional Structure Responses (n=65)

Clear and consistent leadership is still lacking. There was a noticeable absence of this leadership during the pandemic. Resources continue to be questionable. Sometimes the messaging indicates available resources and then, without explanation, the resources will be depleted, unavailable, or deficit. Continued disconnection between the upper level administration and the work being done, as well as the students being served, is abundant.

Communication and implementation of changes. In this last one, solid planning with clarity of stages i required.

Compensation, acknowledgement of work, appropriate workload support.

Decisions are made without talking to the staff member that the change will effect.

Despite the diversity of the student body, the college often fails to meaningfully serve this population. In my department, my supervisor is very good and is interested in change, but one of the older, established employees is constantly racist toward one of my coworkers, creating an unpleasant environment for her as well as our department as a whole. This kind of thing drives off the exact kinds of people that the college should be hiring more of, and it sets the institution back further in terms of being able to actually live up to the goal of serving a diverse community. A lot of internal politics at the college are dictated by who you know inside the institution, which ends up allowing established employees to maintain their positions even when they're a detriment to everyone else, and it's very difficult to break into the college ecosystem as an employee unless you have a personal connection to someone here. This further limits the diversity of the faculty/staff, since it means that many people are getting hired based on their existing social circles, and people who exist outside of that don't get much of a chance.

Distrust among administration and faculty; inappropriate behavior that is left unchecked; current lack of faculty on campus

-Each department seems to be an island with little communication with other departments
-MANY people wear too many "hats" and are unable to do any of their (many) jobs well
-Each department has to do its own "marketing" there isn't much institution-wide support for getting the word out about departments (both in house and out in the community)
-Low retention for staff because they feel overworked and under-supported
-There is a general lack of respect and trust for the "higher-ups" and the processes that they control

Table 6. Least Favorable Institutional Structure Responses (n=65)

Faculty and staff get little to no support from administration. We get very little leadership in general (with admin preferring to leave all decisions up to faculty, including creating a new schedule). Administration waits until the last second to make decision and implement them, and those decisions are often implemented haphazardly. Faculty and staff's areas of expertise are very often ignored or overlooked.

Faculty input in important decision making is rarely heeded by administrators

Greater transparency in communicating and involving faculty and staff in change-related decisions that greatly impact us, especially hiring, promotions, dismissals.

I am constantly frustrated by the lack of response to specific systems and requests. I often don't receive replies from administration to simple emails. These emails are about responsibilities I have and need information or approval to complete. Also, I feel that administration often forgets that college is a place where students need the opportunity to broaden their horizons and learn about themselves. They get too caught up in the systems and budget that they only focus on the cheapest and easiest way to do things, or to get students graduated, but forget about the best way. I feel we are cutting our students short.

I do not feel that administration has done the best possible job in holding other departments and themselves to a higher standard of putting student needs above faculty/admin politics.

I have concerns about budget issues. Based on my own personal budget issues, I imagine it's a challenge to have everything be wonderful about budget issues. I have heard rumors that monies have been mishandled but I have zero personal knowledge of the truth of these rumors and just the personal experience of having my hours cut due to budget concerns. Given the fact that COVID has wreaked havoc with enrollment, I am not surprised by these cuts and hope that the future will be brighter in budget matters as well as all other matters that affect the college community.

I think that, for lack of better phrasing, unprofessional attitudes and behaviors have been allowed to thrive at WVC. I am speaking specifically to the resistance among to key groups in individuals to efforts to improve the "servingness" of our institution, particularly as a Hispanic-Serving Institution. We have a lot of work to do to be more student-centered, and that work includes ALL of us, regardless of what level of instruction or administration we sit within. Tenured or not. We can all work on being better.

Table 6. Least Favorable Institutional Structure Responses (n=65)

I think there needs to be more availability of the VPs/President to staff/faculty. Campus-wide meetings have helped recently.

Important news is not communicated well. For example, there was mention of a big recruitment effort to improve enrollment. What is the recruitment plan? Why is there a push for block scheduling? Have students indicated a desire for these types of classes? The upper administration has indicated that they want to be more transparent, but they are less transparent. Where are the enrollment reports that we used to receive at the start of each quarter, which would help us understand where we stand and why classes are being cut? Where are the reports about grades that students are receiving on both campuses that we used to receive, which would help us determine how students are doing across the board? Why were some instructors allowed to teach in Mish ie twie but others were told they couldn't because classes there were based on need?

In contrast to my immediate team, I do not feel the college as a whole institution is flexible, adaptive, or supportive of change. Particularly at the leadership level. I think there are small groups and departments of people that are truly committed to our mission, but generally, we are not "walking the talk" -- particularly when it comes to serving today's students and honoring our commitment to diversity, equity, and inclusion. It is hard to stay motivated when you know only a few people share the same goals as you -- and that this small group does not possess any real power to make concrete changes at this college. Additionally, I feel that the college as a whole is still fighting to return to a pre-pandemic world -- instead of acknowledging that the world has fundamentally changed, particularly when it comes to employee's approach to work. The pressure to return to a "one size fits all" approach to work is out-of-touch. We are already struggling as an industry; doing the same old, same old will not get us different results. Leadership and those in power need to make bold, creative changes.

Indecisiveness from leadership is disguised by saying that things are "collaborative". Gathering input from faculty and other stakeholders is extremely important to the decision making process, however decisive action is rarely taken. The let's-try-everything mentality results in confusion, mismanagement, and the need to re-do tasks that people spent hours developing.
The word of senior administrators has no value. When challenges arise, individuals and programs are not properly supported even after administrators and faculty agree on a solution. After a meeting, I have no faith that the follow-up will reflect the lengthy discussions. If administrators have already made decisions, I would rather be informed instead of sitting through several meetings of no consequence. Senior administrators actively devalue their employees. I have been in meetings where others have been given the opportunity to share and I have been verbally told that my experiences and opinions regarding the discussion topic have no bearing on the discussion and should be kept to myself. I am no longer interested in meeting with senior administrators to discuss any ideas I have about the college or my department.

Table 6. Least Favorable Institutional Structure Responses (n=65)

Initiating new campus wide systems without proper training or announcements (25-Live) continues be a burden on staff trying to move it forward. There is a lack of direction and consistency; although this is improving slightly. Additionally, 25-Live does not meet the software needs of campus for scheduling.

It does not always seem like feedback is taken seriously, or highly valued. It feels more like a formality much of the time.

Lack of appreciation for the the central role of instruction at the cabinet level.

Lack of clear communication and guidance/plan when change occurs.

Lack of support and communication between higher administration and staff

Lack of transformative leadership in higher administration. No oversight with HR policies, they work in a silo and not connected to all the needs of faculty or employees, perhaps they are understaffed or complacent. Lack of marketing to promote faculty jobs to meet the needs of students which in turn reflects poorly on the college and creates a liability. Low salaries for faculty for higher ed. as compared with K-12 which does not attract qualified candidates to work for the institution. Lack of trust that leadership will support and implement plans to help struggling programs when problems are identified.

Leadership. Decision making.
This is a reactionary institution and not a planning for the future place.

Least favorable is how decision makers make decisions without consulting those impacted. For instance, the math center on campus is clearly not valued by the administration due to the fact that multiple decisions including those made about hiring tutors, how many hours to fund a coordinator, and what mode of tutoring is best for our students have been made without the input of the math division and have not been communicated or explained. In addition, the administration has not followed outlined procedures within the faculty union contract thus making them ineffective in keeping a safe workplace for all of its employees and students.

Table 6. Least Favorable Institutional Structure Responses (n=65)

My biggest concern at the moment is a general lack of leadership and an overall reluctance on administration's part to take charge and make decisions. One current example I will give is the migration we are currently making towards block scheduling. Our institution has provided a tremendous lack of clarity and guidance in this regard. In the end, we needed the institution to provide clear guidelines which, for some reason, it was unwilling to give. Because of the lack of clarity and guidance, there will be confusion and conflicts and some faculty/programs will benefit over the expense of others. This could have been avoided if administration would have done what it needed to do and provide clear parameters on how this is supposed to work. I will also say that we tend to value the idea of change and doing something different over what has been done in the past. We also have a tendency of taking something that has been done in the past, re-branding it, and then treating it like it is something new (examples: Guided Pathways; Educational Assessment; Hi-Flex Classrooms; etc.).

poor leadership

Poor record keeping in the Registrar's Office. They lose things frequently. Poor communication to me about pay, when paid, or job description.

Power and decision-making remain sequestered at the top of the institution, even when those individuals are not the institutional experts regarding the area of the decision; lack of transparency with regard to the upper levels of the institution - problems, issues, discussions, concerns, processes, expectations, etc.; some upper level meetings require registration ahead of time to attend; some notes are either too detailed to be effective or too brief so that it is hard to understand what actually took place in the meeting; communication out from some committees/workgroups receives reprimand when sent too broadly without prior approval from specific individuals high within the organization; lack of feedback opportunities upward or lack of response when upward feedback is attempted or concerns broached; pattern of criticizing or condemning a person's character or their professionalism instead of addressing uncomfortable issues or challenges to the status quo; there remains a disconnect between what we say is important to us and what we do (decisions, money, hiring, communication, influence, etc.). The last few years = some increased efforts to improve these, but still so far to go.

Table 6. Least Favorable Institutional Structure Responses (n=65)

Reaction time is slow and reliant on data that is usually outdated by the time it gets observed.
There are thousands of things to get right everyday during the efforts of effective teaching. These get taken for granted over time and get overlooked by admin and replaced with additional demands or more complicated procedures that suck time. This time is ultimately taken away from students.
Instead of being supported all the time, faculty are supported only in crisis situations and left to wallow for themselves the rest of the time. When student populations decline or things go south in a program the burden is carried by the faculty. I've seen faculty to the point of cardiac arrest and/or extreme guilt and depression trying to compensate for these things that should be handled by other means.
In person support services should never be replaced with forms and procedures.

Routine internal communication and internal processes are two interrelated areas of which I have the least favorable opinion. Our institution's success at meeting its mission is all the more impressive considering the dysfunction of some of our basic internal systems. To clarify, in my opinion, our institution did a pretty good job communicating about COVID-19 and other big topics/issues. Where our institution fails, also in my opinion, is with the more everyday and routine communication and processes that provide the internal core strength of an institution.
All internal processes seem to function on a kind of ad-hoc basis. There are not clearly defined lines of communication or routine methods for addressing multiple issues such as class scheduling, getting professional development compensated, developing curriculum, and many other key areas of internal systematic functionality. The switch to ctcLink is at least partially to blame for some of this dysfunction, but we need to invest more energy and resources on setting straight the basic systems within our institution. Finally, innovations and efforts to grow our institution will be hampered these fundamental internal issues.

Some changes (a very few) seem to have been made without considering all aspects of impact, just because they sounded "good", or to make a change for change's sake. When something is working, you don't need to always fix it.

Staffing. The implementation of ctcLink, along with many additional steps it takes to process records, we are lacking in obtaining additional staff. I would also like to see the college expand it's hiring practices when it comes to hiring adjunct faculty, and teaching more courses applicable to the DEI efforts the college speaks of, but doesn't necessarily include in the classroom.

The area I found least favorable would be the ability to accommodate change.

Table 6. Least Favorable Institutional Structure Responses (n=65)

The biggest issue is the disconnect between faculty and administration. Faculty is often in the dark about what administration is planning and why. Many moves made by administration do not foster positive change they actually equate to making it harder for faculty to deliver quality education to the students. It seems that administration is often operating in a silo and does not have a good/expansive view of what is happening with students and faculty, and what is truly needed to support faculty in delivering quality instruction which in turn enhances the experience of the students.

The campus as a community is fractured. Part of this can be attributed to the isolation created by COVID restrictions but there was a disconnect even prior to that. As work groups try to function independently there isn't enough communication between the groups to make the college operate efficiently. Separation doesn't build trust or confidence. And when efforts have been made to improve overall communication, I don't feel that student needs have been the driving force.

The effects of the pandemic and working/teaching from home has exacerbated the siloing of departments and teams/groups. Because of the limited access we've had with each other, we've lost the sense of trust we have that others are doing their job and serving our students. Many are doubting and second-guessing whether others are actually pulling their weight or are actually helping students. I think everyone IS trying to do the best work they can, it's just that because it's less visible to some, it's easy to imagine that maybe some people have just checked out. Because most staff have been back on campus for close to a year now and faculty have yet to return on a large scale, the gulf between the two groups is growing…
There are still A LOT of gaps in service due to ctcLink. The Administration should really concentrate more on helping staff work collaboratively and at a faster pace to resolve the problems and fix workflow issues between departments/groups/teams - we can't do it ourselves, there's just too much to do on a daily basis for us to adequality address ongoing and much needed process improvements. It's a daily struggle.

The group and committee secrets. Be nice to know what is happening.

The institution seems willing to create change although the change feels superficial to me. It is exciting to be an HSI but what are the actions that we are taking to serve the Hispanic population.

The least favorable area of this institution is communication. Lack of clarity and transparency is a huge issue.

Table 6. Least Favorable Institutional Structure Responses (n=65)

The upper levels of administration at times operate unethically, in their own self interest, and to harm faculty and staff members who they do not agree with.

There's still an issue with transparency, though matters are slowly improving. The weekly all campus meetings have helped, though attendance by cabinet members can be spotty. The presidential search started out pretty well cloaked, and when the Board was called out on that they responded well with the listening sessions. Budget transparency is improving, more for some than others at this point. I wish there were more of a focus in HR on employee career development.

Unacceptable behavior among a few faculty members is allowed to continue despite the harm it does to their colleagues, to overall morale, to the financial health of the college, it results in a loss of talent, and ultimately, it hurts our students. The fact that this behavior goes unchecked and the college continuously drops the ball on managing this is discouraging to say the least.
We always seem to be in a financial crisis and the most basic of student services are not being adequately met. We seem to be begging for scraps when we seek funding to support students, things as basic as tutoring.
There is a deficit in cooperation and communication among upper management.

Unions protecting bad actors

Upper leadership, cabinet level do not communicate well and do not meet the needs of the institution. Specifically HR.

Very difficult to find timely information concerning the institution from the institution's online search function

Very top heavy with Administration.

We need to better communicate across campus. We tend to sick to our own bubbles and departments, and it can make cross-campus communication difficult. Also, we need better clarified policies and procedures across the campus. It's also really hard for students and even staff/faculty to find info on people they need to contact. Hopefully the new directory will help with that.

Table 6. Least Favorable Institutional Structure Responses (n=65)

Wenatchee Valley College is a divided institution. Major sections of the college have deliberately sectioned partitioned themselves off from the rest of the college. Instruction does not fully communicate or participate with areas outside their part of the institution. Grants prefer to treat and work only within their and other grants. Finance and student services refuse to understand work with each other's processes.
Faculty rarely seek out student services, finance or other functions of the college. Further, there is an attitude that prevails that if it does not impact instruction in their courses or department, it is neither their concern or responsibility. Also, faculty as a whole show little to no concern for college staff, either inside or outside of instruction. Further, issues of faculty compensation too often outweigh concerns for others, including issues related to their compensation. Also, faculty are generally unwilling to engage in issues outside of the classroom with most of their colleagues.
This in turn has made non-instruction parts of the college reluctant to deal with faculty or to sympathize with their concerns.
Also, there are small groups who, for one

While the college does attempt to communicate about processes and changes, etc. I find that as an adjunct faculty member, I can feel lost during meetings that are directed primarily to full-time faculty. I don't always understand acronyms, for example and find that it is sometimes difficult to sort out what information and directions apply to all faculty versus only full-time faculty

Table 7. Least Favorable Student Focus Responses

Table 7. Least Favorable Student Focus Responses (n=12)

I question whether all of our senior leaders are prioritizing community and student needs. Some faculty members do not reflect or support the student population we serve. Some faculty members do not support or include adjuncts in decision-making for the department. WVC is missing fundamental services for new and returning students, especially those who do not qualify for a special program, and I think such shortcomings negatively impact student success and retention. Many of our administrative systems are confusing and it is hard to navigate without considerable effort.

I think least favorable is the lack of listening to ground level staff and how we do not seem to focus on retention. We can bring in and recruit like champs, but our retention to completion I feel is lacking. I feel a lot of this is due to not enough staff. I understand the budget, I understand the cuts, I understand our FTEs = money, but student services staff is stretched to beyond corner to corner and the goal post. We worked isolated with a new system and now that we have been in this new system for a year and understand we can not work with what we had before to succeed. I feel that it spills into what can we provide for the student. I feel we are building the plane while it is in the air and sometimes our call for help and needing more help, staff, new direction, is not being heard. I also feel that our instiution is not trying to create programs for what our community area needs. We do not offer a lot of Prof Tech programs, and I feel that is more of the future .. I understand the politics of getting more programs in to include space and staff to teach, approval from SBCTC, etc., but hopefully seek out what employers in the area needs. Maybe it is being done, but lack of com

I think we struggle with institutional racism and student support. Students have a hard time navigating our systems especially financial aid and we have not counselors to clearly explain to walk through the process. Students need more than a quick answer to a question. Many times they do not even know the correct questions to ask. We a losing students because of lack of support through navigation of college systems.

Least favorable would be that certain departments close early. Students need to access certain departments and its challenging to them when their door is closed or they are un responsive to them.

Table 7. Least Favorable Student Focus Responses (n=12)

Some boundaries and expectations are unclear across campus, especially when it comes to connecting with students. Students have frequently remarked that they don't have a place to go to find answers. There isn't an advising center or specific location they can turn to when they have questions. While interacting with students many have told me that they not only have never connected with their faculty advisor, but they often do not know that they even have one or how to locate their contact information. The burden seems to be placed on the student to investigate these resources, but finding the information without assistance/advising can be difficult, especially for students who are unfamiliar with college. Students who need advice most are those who do not know how to receive it. While self-guidance is a valuable skill to build in students, many have told me that they feel lost. I believe it would be helpful for more clear guidelines or expectations of staff and faculty; establishing who is responsible for retention efforts, connection, and the ultimate long-term success of our students.

Students can and should expect individual attention, advising and customer service, but I don't see that happening. Lack of organization from the application, admissions, orientation and placement process. Campus wide Advising training needs to be provided for faculty and staff who work with students. Staff directory needs to be updated with all full time, part time, adjunct faculty as well as admin, classified and exempt staff. Communication on our website- which was most accessible during pandemic was often outdated or broken links. Embarrassing to refer students to it for information. Lack of training opportunities available for all levels of employees. ONBOARDING needs to be strengthened. Emphasis on strengthening retention among staff, mental health support or PTO would be nice. More flexibility in work schedule for health and work/family balance. Positions that were not filled or even covered temporarily made workloads harder. overall, morale at the college is Low. Feel like this is an area to work on. Exempt staff classification doesn't feel like it has any reward or incentive.

The admin is a joke. They kill all good ideas via inaction and dysfunction, never take initiative to fix broken procedures, and represent a barrier to any positive change at WVC. The weirdest part is that I believe that most of the members of the administration mean well and try hard. I suspect that they are overworked and simply cannot devote attention to the things that really matter.
For example, a student came to me nearly out of his mind the other day because a glitch in CTC Link had denied him his rightfully-due financial aid. He had spent the last 36 hours trying to find a job and assumed his days in my class were over. How is he supposed to study for the test?
Why is there no online equivalent to the old degree audit? Why do I have to go through a student's entire course history and match up their coursework to the degree requirements listed in the catalog in order to let them know how they're progressing?
Why did it take 9 weeks to get reimbursed for travel expenses when the travel authorization was correctly completed prior to the date of departure?
Why, in 2022, is there no computer science or data analytics pathway in place?
Why is none of this fixed?

Table 7. Least Favorable Student Focus Responses (n=12)

the institution should reopen 100% . Students think the school is closed.

The process for students to enroll in WVC is confusing and fragmented. Having a “one stop” like other college might close the leaks in our pipeline for students enrolling, and spread responsibility more evenly across employees.

the support staff for the nursing program has been limited (part time, and some of that attending meetings) so access for students to talk to someone about their progress getting into the program and other needs are likely not being met.

There is a lack of support for students moving from the Adult Basic Education department to the college. A lot has been discussed, but much of the work has been put back on the department and not divvied out to the campus.
Distribution of financial support can be slow leaving students without needed funding at the beginning of the quarter for hoursing, books, supplies, food, and clothing.

This block schedule issue is a mess. It has the potential to significantly impact student schedules. NO communication was provided to faculty before the decision was made. In fact we submitted our annual schedule and had several conversations with the Dean and NO mention of blocks schedules was made until very shortly after we submitted the schedule. The same could be said of the Sexton and Batjer remodel. Decisions appear to be made without the input or consideration of those impacted.

Table 8. Least Favorable Supervisory Relationships Responses

Table 8. Least Favorable Supervisory Relationships Responses (n=5)

First, this survey refers only to students with various "racial and ethnic" backgrounds. There is not one little hint of care about students with physical disabilities or differing gender orientations. There are no items asking the respondents' opinions on these matters. Therefore, the PACE survey is too biased to provide meaningful data. Second, in the years my immediate supervisor has been in place, he has contacted my only once to inquire into my well-being, and he did not offer more than two sentences in reaction to my careful and detailed cry for help. I explained I was being bullied in writing, and my supervisor took no steps. Given that [they do] not supervise anything like an army, then why should [they] remain so incredibly aloof? Such distancing is purposeful and stubborn. It has hurt me incredibly over the years. My supervisor's supervisor, a vice president, has never once contacted me personally. Three times I emailed, and [they] never could bring himself to reply. In all the years, [they have] never contacted me. [They have] what—seventy-five people [they supervise]? And [they] could not bring [themselves] to speak to me? On three occasions I visited [their] office to say hello and offer an

I find the lack of follow-through from many supervisors here at WVC contributes greatly to a weakened climate. The fact that supervisors are not held accountable for their poor behavior/performance further outlines a problem in how this college runs. Their should be better supervisor training (or at least some), which I hope would lead to a more positive climate and culture at WVC. The problem, like many institutions, starts at the top (not to name anyone).

My chair is wonderfully helpful. But I feel there are barriers to my course offerings as my Dean does not like to change our department scheduled offerings much. Every course I with to bring to the curriculum board must exist in another WA CommCollege before WVC will add to the schedule. This is very limiting. And even if a course is at say BellevueCollege, WVC is slow to change courses. It's hard as an adjunct… I want to teach more and offer more choices for students, yet I feel resistance. This also could be related to low enrollment, but this barrier for growth has been occurring for me since before the budget cuts/Covid/ post Covid return. That rational seems not likely the source. Adjuncts want to teach more, offer variety and be part of the culture, often we teach courses that Tenured employments don't want. We work hard, receive less pay and have less upward movement. This is the theme of the barrier to my professional growth mentioned above. I love teaching, the students bring joy to all instructors, and frankly I want to contribute more as an Adjunct… if allowed. Respectfully.

no opportunities, such as being able to pick up extra classes

Table 8. Least Favorable Supervisory Relationships Responses (n=5)

There is micro managing with supervisors, and then there is a clear division amoung the VP's, and who is in who's lane. the cross functional relationships are difficult and the division among student services, the business office and academic is very strict. what applies to students for help and services is not available to employees. supervision is lacking because there is no training for supervisors and there is no clear articulation of what determines a supervisor. One exception is custodial, where there is a designated supervisor.

Table 9. Least Favorable Teamwork Responses

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

I feel as though some of my colleagues in [my] department do not take me seriously when I emphasize the importance of proper record keeping for things like purchasing and travel. This has created frustration for both myself and the folks in the business office.
I also wish I was able to meet with my supervisor one-on-one more often for specific feedback.

The abrasive us versus them strategy versus a collaborative approach to problems. In some areas it seems like people go to the union first rather than trying to solve challenges within the department or with the individual. We are all on the same team. The contract is an agreement to discuss and give us all expectations and guidelines.

Table 10. Other Least Favorable Responses

Table 10. Other Least Favorable Responses (n=22)

Diversity, Equity, and Inclusion

Although we are making headway, we still have a long way to go to achieve equity and inclusion, diversity is improving. Communication is getting better. At least you can find the minutes and board packet for the board meetings now as they are posted on a web page. Shared governance and hearing what faculty and staff are saying is still a joke.

As a whole, there is a lot of talk about diveristy, equity, and inclusion and yet limited to no real action toward this. Cabinet-level admin seem to have their own agenda, fail to communicate openly or clearly, and seem entirely disconnected from the realities of those they serve at work.

Equity work. Like many institutions, we speak a lot about equity, but I don't believe we are actually doing equity work (though, perhaps in pockets). I'm not sure we are willing to lead with racial equity. Without that, it will be lip service. Additionally, a lack of transparency around budget issues. Do we have funds to sustain equity work? Are we exploiting students, especially historically marginalized students, to obtain equity-related funds as a way to "fix" budgeting issues? Are we thinking through initiatives, or are we seeking funding without a real plan for those funds (or based on a plan hastily put together)?
fixation on race/equity/diversity has created an unhealthy, non positive work environment

I would like to see a more serious and in-depth commitment to DEI work, especially how we REALLY serve our Latinx and Native students. I also feel that certain channels of communication and professional pathways that impact adjunct professors could be improved.

There is a Dean here at WVC that has written a thesis on The Whiteness of pepole and in the higher ed. I am sick of being labled a RACIST just because of the color of my skin.

This campus discriminates against white people is what I here from students and I agree.

We could do better at embodying what it truly means to be a Hispanic Serving Institution. I would like to see a PAC DEI member to have a seat and voice at the Trustees level. That would show everyone at the college and the great community that WVC is serious about being an HSI.

Table 10. Other Least Favorable Responses (n=22)

We need to grow in diversity and equity especially in faculty hiring. We need to support our students of color system wide and not just with specific programs. There has been a lack of trust that administration is open with the faculty and staff especially in relation to budget issues. It seems that administration withholds information and is slow/late to share significant happenings that affect the college. Some things (SLO's) seem unproductive in really bringing about change are given alot of time and attention, and other things that could bring significant change to our campus (hiring a diversity director) are slow to happen.

Mistreatment of Employees

1. When the administration is attempting to leverage state funds for the benefit of the college, but go to great lengths to cloak this effort in untruths. Regarding the hiring of 1 yr temps to replace tenure-track positions, I would have had more respect if the strategy was transparent and did not waste my time working to counter the non-sensical but public rational.
2. ctcLink issues from load calculations to travel authorizations.
3. The failure to count to number of adjuncts who lose their jobs in a financial crisis which leads the classified and exempt staff to think that faculty did not suffer any loses.
4. The inability of administration to deal with bullying among colleagues in an effective way.

I don't feel safe around my top level administrator. I am not alone. They are not trustworthy based on past behavior. They treat women much more poorly than men even in public settings. As women, we talk to each other about our experiences, but there is no one to actually talk to about this person's behavior. Keeping a distance and not taking meetings alone are what we have. They are a bully who is hostile and vindictive when they does not get their way. It does not help that they're is incredibly out of touch and does not include people effected in decision-making. Overall, I don't think they enjoy much honest respect from any faculty just sucking up because we have to. Good people leave WVC because of this person.

I find mildly unfavorable: lack of support or feedback on assessment administrative tasks (particularly data analysis regarding assessment, though big strides have been made), no support or acknowledgment of childcare for faculty, staff, or countless students (outside of sick leave accommodations), non-transparent HR operations and decision-making process.
I find very unfavorable: financial disaster pre-covid and resulting RIFs, absolutely toxic science department and individuals that generate large amounts of frivolous and nebulous work for the rest of the college and faculty, rumors of bullying and harrassment of female employees, disproportionate compensation and benefits being directed to top-level administration.

Table 10. Other Least Favorable Responses (n=22)

If possible, I think this college has taken an enormous step back since our last PACE survey. Certainly, the President and Cabinet paid lip service to the disastrous results of the last survey. On the surface, they seem to take all of the right steps. However, substantively, nothing has changed and things have become worse. Our President is un-engaged, merely cashing his contract out before retirement. Our Vice President of Instruction is an angry bully who has multiple complaints against him with Human Resources. Our Vice President of Fiscal services pats himself on the back for being hundreds of thousands of dollars in debt and touts it as progress. Our other cabinet level leaders inspire no confidence. We have a toxic culture here that filters down to our faculty, many of whom have been credibly accused of bullying and misogynistic behavior. We have lost numerous valued colleagues because of this culture. We are an HSI that does not promote diversity in our college, nor our classrooms. Our only saving grace is a cadre of faculty and deans who are committed to making this an institution of higher learning that welcomes and represents all.

There are serious problems with upper administration. Disagreement and pushing an agenda that others do not agree with is common but dismissive, sarcastic, or belittling comments from administration should not be but do occur. There is misogyny and disrespect of women. We are losing highly competent, caring, creative women who leave because of the climate here. Others with more connection to the community or other factors making leaving harder stay but are less able to thrive and do their best work. I imagine this also affects students, especially the women. The pay, driven by a sexist state bill, is no longer equal and traditionally male dominated fields (and nursing which is not) now get substantially more pay. Neither the administration or the faculty union supported equity in pay for traditionally female dominated departments. Nothing truly protective is done to protect women who face harassment. We have an ageism issue in several places. Able-ism is also a problem. I think many truly want diversity but others want to virtue signal without doing the hard work to truly be fair. We need to see and value everyone and support growth rather than ignore, punish, and dismiss.

Uncategorized

I do not feel that this is a confidential survey.

I have not been here long enough to make a judgement

I wish more people lived with a sense of gratitude. Complaining with no action is not helpful. " Be the change you want to see in the world"- Ghandi

N/A

Table 10. Other Least Favorable Responses (n=22)

N/A

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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 173 Wenatchee Valley College (WVC) employees who completed the PACE Climate Survey for Community Colleges (PACE Climate Survey), 96 (55.5%) 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* . Retrieved September 28, 2020, from 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 Qualititaive 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.

As a manager, to create best practices that work for your employees and to create a safe workplace culture you have to be willing to learn with your employees and not be afraid to make mistakes. DEI&B isn't something that the higher-ups should place upon their employees, it is something they should learn and grow into with their employees. Start by looking closely at the community served by the organization and exploring how to authentically engage and reflect that community's needs. To avoid tokenism within your organization, you need to work within and create an environment where a diverse population wants to work and would feel safe working. This goes back to creating policies and procedures that look through a DEI&B lens. You can't just focus on the hiring process, but instead you must evaluate the building blocks of your organization.

1. Hiring a BIPOC president who is deeply rooted in equity, anti-racist practices, and social justice issues -- we need a leader who embodies these characteristics in order to serve our students and employees well
2. Learning to continuously seek out and prioritize minoritized voices/opinions/experiences within the college -- when the majority of employees are White, listening to the majority opinion may not actually be useful with regard to improving the functioning and environment of the institution or the experiences of BIPOC and minoritized groups of students and employees
3. Redesigning institutional hiring processes to align with best practices for equity, including the assessment for needs for positions (see: "17 Steps in the Hiring Process" compiled and edited by Vik Bahl)

1. Determine if there is a way to help low income migrant and immigrant populations return to campus. Explore why they are not returning.
2. Get the registrar's office to complete the degree audit program on ctcLink so students and their advisors can track academic progress accurately.

Add a DEI member to the Trustee level. That way all decision are seen through that lease.

All three should be priority, but when setting up events its important to bring people that students can relate to and can take with them positive feedback.

Always should hire the best candidate and provide training and room to grow along the way. should also allow, promote a grooming for the next person in line.

Becoming a true HSI

Table 1.

Better marketing of the opportunities we do offer

Buying in. It's clear that not everyone on Cabinet has done the work necessary to have sincere conversations about diversity, equity and especially inclusion. I applaud them for having made the moves they have, but it feels like there's some box-checking going on.

Cabinet is out of touch

Championing the Omak campus

Choose the best candidate- regardless of DEI

Continue to promote diversity, equity and inclusion.

Continue training and awareness of demographic inequity

Creating a culture of inquiry and accountability surrounding how we serve students from diverse backgrounds effectively. Commitment to disaggregating data, identifying gaps, and implementation of interventions designed to close those gaps is necessary. Additionally, strategic and intentional efforts to diversify the faculty and administration is desperately needed.

Define what it means to be a hispanic serving institute.

DEI should not begin and end with race and culture. It should include neuro-diversity and economic diversity.

Develop, in a meaningful way, an awareness of key concepts around DEI. Some of us have this awareness already, but as an institution, we have a lot of work to do around this. We need to find a way to stop talking about equity and start doing equity. And we need to bring students into this conversation in much more visible, substantial ways - and compensate them!

Table 1.

Diversity & engagement.

Diversity in faculty

Diversity is great but in the process, equality for all is lost because the focus becomes on only one ethnic group.

Engage with students and employees face to face. Sometimes people that are not in leadership roles, seek out the approval from their leaders in a face to face manner to feel like they are doing a good job or to learn in what areas they can improve.

Enrollment and support services

Explore teaching exchanges and visiting faculty opportunities for faculty; bring back short-term or intensive study abroad opportunities for students; ramp up international student recruitment efforts.

Fewer white men in positions of power
Truly recognizing who we serve and addressing the gaps of how we are not serving these folks well.

Finding ways for students to meet full academic standards.

Focus more on best practices in educational disciplines than on trying to accommodate all the things that are different about individuals. Value and celebrate people for their learning and contributions as humans.

Focus on advancing HSI efforts; deeper dialogue/efforts on how we can build trust; more opportunities to come together and support one another; creating safe spaces and avenues to bring forward issues; provide clearer guidance on how one brings forward to complaints and what they should expect from the process

Table 1.

Gather data on student success based on race/ethnicity/orientation/sex and if there are gaps, use proven tools/interventions to fix them and create an equitable learning environment all students. Recruiting efforts for the new president should focus on people who strongly promote diversity, equity and inclusion and reflect our values, community, and student body.

Having more cultural events on campus. Receiving feedback from students about how represented and safe they feel on campus.

Hire more faculty with diverse racial and ethnic backgrounds in administrative and faculty positions so that faculty, staff, and students feel that they are represented.

Hiring a new President that represents the identity of our students.

Hiring people of diverse backgrounds

Hiring practices. I believe our faculty do not represent our student population. I believe we need to enhance our hiring practices and broaden our reach when it comes to hiring faculty of color. Not to exclude other faculty not of color, but our students need to be empowered, and feel represented especially in the classroom.

Hiring, definitly. And providing opportunities for diverse faculty to give input towards decisions made.

Hispanic immigrants

Honestly it's all the college talks about. It's wonderful but a little redundant. All students are equal and their success, not constant discussion of equality, is primary in my mind as an instructor. They are all there to learn and become their best selves … isn't that a better "heartbeat"?

I am not sure that I have enough perspective on this issue to make any suggestions. Hiring staff and faculty that are representative of the diverse student body we serve should always be a priority.

Table 1.

I beilive that we should quit worring about the Color, Class, and Gender! Let's worry about the HUMAN race. PLEASE quit dividing.

I feel like overarching perception is driving most changes and look forward to seeing changes that impact individuals instead of just improving P.R.. For example, mandatory training on diversity, equity and inclusion should be implemented; not just provided to those who are aware enough to seek self improvement. Action should be taken to be sure practices are followed in the classroom and office spaces. Additionally, we as an institution need to take a stronger stance on harassment within the work place so we don't end up having women and minorities put in dangerous or uncomfortable positions continuously, especially when patterns of harassment have been established. No more sweeping it under the rug. Administrators/directors should receive mandatory training on how to handle difficult situations and there should be a check's/balances system so reports aren't buried.

I think faculty should reflect the diversity in the community, and hiring should focus on trying to match the population served

I think leadership needs to genuinely commit to DEI and needs to communicate their commitment across campus through their actions. Sending out supportive emails is not enough. Policies and actions need to happen; leadership needs to attend DEI-focused events. We have the words written down, but we are missing the trust that actions will follow. Leadership also needs to take time to bring the entire college along this journey. Some employees are resistant to this type of change and consider it additional "work." Integrating DEI at all levels of the organization is imperative and it needs to be collaborative, with time allowed for employees to express their concerns, be heard, and be receptive to guidance for the next step of their DEI journey.

I think leadership's priority should be leading a cultural shift in establishing WVC as "student-ready," rather than the longstanding expectation within higher ed in general that students must be "college-ready." We need to be better at meeting students where they are, and I see leadership as key in emphasizing this kind of need.

I think that we need to be careful that as we endeavor to promote diversity, equity, and inclusion that we don't unintentionally alienate any group from the campus community. We want to welcome all groups to be a part of WVC. Appearing to be more welcoming to one group may appear to be less welcoming to another group.

Table 1.

I think the institution has done great work to to promote diversity and inclusion as they understand it. Our student demographic supports that effort.
Our top priority needs to be recruitment.

I think the institution is really trying to promote these ideals. Keep diversifying, keep listening, and keep asking hard questions.

I think they should continue on the positive path and commitment they have well established already.

I think we are on the right path toward building a more inclusive and equitable institution. The greatest need would be stronger encouragement of ALL staff and faculty to participate in training or activities. For example, faculty and staff could be required to complete a training (virtual or not) at least once per year. Currently, I think the people who would benefit most are those who opt out of participating in events and activities. We have a lot of positive things happening around campus in an effort to build a more diverse, equitable, and inclusive environment, but the same people attend those sessions/trainings/events over and over. It is a great way for those people to grow and challenge themselves, but the majority seem to not participate or prioritize the work.

Idk

Improve communication to create equity in rules and procedures that provide opportunities for all staff and benefit students.

Including the existing students and then the population of our area. Education is a big need and WVC is a great first-step.

Incorporating accessibility in DEI work that way it is a part of ongoing improvements at the institution, particularly around creating welcoming environments.

Just focus on teaching and giving students the best quality instruction. Quit trying to simply check a box.

Table 1.

Keep up efforts on offering opportunities like the latinx student events, faculty and staff conversations Spanish class (is AMAZING).

Learning what it means to be an HSI and implementing (not just in words) many of the best practices of an HSI, namely to recruit and retain a diverse workforce.

Less administration and meetings and more boots on the ground, talking to students and identifying needs and providing support.

More accessible to international students

N/A

n/a

New Administration from top to bottom

One of the top, not THE top

Outreach and access for students. I know this idea has come under disfavor in higher education, but most of the difficulties our students of color have can be traced to not getting the contact they need to succeed, access to information and advising, and financial access to succeed.
Also, teh faculty mix needs to be more reflective of our students. Student need to see positive role models that come from their backgrounds and experiences.
Further, the administration needs to take more seriously the role family plays in the success in diversity, equity and inclusion. Failure to incorporate student and staff families into the culture and racial mix of the the college isolates them and cuts them off from needed support.

practice it

Promotion of equality workshops/trainings that apply concepts to practice.

Table 1.

Providing a safe environment for minoritized staff and faculty. Strict policies and intentional, invasive training for staff and faculty around behaviors that are racist, sexist, homophobic, etc.

Remember that diversity, equity and inclusion means EVERYONE not just minority or LBGTQ+.

Seek the student voice concerning needs.

Selecting a president who is not a white male

Stop being superficial. Caucus groups and make them do the work.

Stop the bullying and harassment. Promote kindness, civility, and inclusiveness. Truly use diversity hiring practices. Avoid sexism, ageism and able-ism as well as racism. Balance truly serving the Hispanic students while also valuing and supporting Black, Asian, disabled and other historically marginalized or vulnerable groups. Continue to work with local tribal leaders to meet the needs of American Indian students and the tribes. We can do better than just a land use acknowledgement. Be supportive of religious diversity as well. Recognize the Admin. and faculty at colleges (myself included) tend to be majority liberal and be sensitive to more conservative leaning member of the college whether faculty, staff, or students. Realize that comfort and safety are not synonymous. We need real safety, real support for learning and growth, and real inclusion. We do not need to fear or silence voices we do not agree with in the name of safety. Dissenting views and the humility to realize we may be wrong is critical to growth, equity, and the critical thinking we strive to promote.

stop- this is a poor use of limited resources.

Student educational learning

The college has started doing a better job promoting diversity. Next year the college should focus on hiring standards to include more diverse representation in upper level and faculty.

Table 1.

THE most important pieces is that we, ALL faculty and staff, work TOGETHER to really, intentionally build awareness around what it means to be racist vs. anti-racist, complicit and silent vs. involved and willing to make mistakes when trying to find social justice. So many times, we attend seminars and trainings around this topic that prove to be a good start, but we must dedicate serious time and energy to moving our collective faculty and staff towards a more in-depth, honest understanding of what inequities exist in our society and community and how we as an institution can actively change the policies and beliefs that contribute to such inequities so that they create equity.

there needs to be a definition of what it looks like to promote diversitiy, equity and inclusion, that include people who are straight, white, heterosexual. the campus focus's on all the difference instead of what brings all people together. this is evident in the people who have been hired in the past 3 years and preference given to hispanic, to an overwhelming advantage.

There should be a targeted focus on student recruitment. Passive recruitment techniques (radio ads, facebook posts, google searching priority, etc.) are not adequate for recruiting a diverse student population. Recruiters need to get into the communities and see where potential students gather, gauge interest in specific programs, invite faculty from specific departments who are experts, and provide specific funding pathways/information. Potential students with limited computer/internet access are not being reached. We need to think of "diversity" as more than race/ethnic background or "bilingual" (at this institution only Spanish/English speakers qualify as bilingual).

This seems to be a big priority right now however, our student population is diverse and there are programs to available to support this. There is a big committee that is working on equity, inclusion and diversity, I think they are doing a good job promoting that within the college.

To be fair and equal to all.

To hire a cabinet level Diversity position

To promote diversity, equity, and inclusion for all employees regardless of gender, race, age, sexual orientation, etc.

Top priorities: Hiring a director of diversity; focus on diverse hiring practices to attach a more diverse applicant pool.

Table 1.

Training staff and faculty in bias, facilitating more discussions on race, privilege, inclusion and equity. It feels like there is still a lot of work to do in getting people to understand their own experiences and how that shapes how they treat others. As a campus, I would hope we would be an example in the community of diversity, equity and inclusion. The work needs to start here and demonstrated. Challenge employees to not only talk about diversity and inclusion but to learn how to implement it in the work we all do here. Understanding our students experience, trauma informed education, neurodiversity, inclusion and accessibility are basic concepts. Universal design training and implementation should be expected for all classes and services. Bi lingual communication, expanding the definition of an "ideal" college student to include the "community" in "community College" WVC needs to be more inclusive and imbedded in the community. Increase access to educational resources at all levels and raise the bar for graduates.

Use Title V and other initiatives to advance transofrmation, not just supplant salaries.

Walking the walk, not just talking the talk as it has done.

We have data showing that students of color don't do as well as our white students. I think we need to do more to ensure their success so they continue with us and achieve their goals.
We should commit to student support programs.
We should incorporate high touch models that support at risk students.
We should continue the work that student senate does around activates.
We should continue the work that FACE does around improving pedagogy and use of OER materials.

We need a better representation of the Chicanx and Latinx communities. Bringing in more faculty to teach courses would help build the program.
There is a lot of talk about diversity, but the actual implementation sometimes falls short. The college has done a good job of diversifying the staff. Faculty to teach American Indigenous studies and Chicanx and Latinx studies would help reach a large popultation in the region.

We need to hire a President who both represents the diversity that we hope to embody and understands the needs of a student body that is increasingly LatinX in its composition. From there, we must build an administrative and faculty infrastructure that embraces and promotes diversity and representation.

We need to hire the right person for the job, not BECAUSE of their race, or gender, etc.

Table 1.

We should become an institution that works harder to welcome physically disabled and queer students.While I am very gad we are a Latinx-serving institution, we should be a queer-serving institution as well.

With regard to our institution's work to promote diversity, equity, and inclusion, our leaderships top priority ought to be around data transparency, data accessibility, and data training. It is challenging and foolish to embark on any initiatives, including those around diversity, equity, and inclusion, without a clear, accessible, and fluid understanding of the data that informs those initiatives.

Working towards acknowledgment and improvement of disparities among marginalized groups and the influence of colonization on higher education standards

WVC really needs to try harder to attract and keep diverse employees, on the staff, faculty, and administration level. Searching for a new president provides a great opportunity for a huge positive shift at the administrative level, if the college can bring in someone whose own identity reflects the student demographics a little better, like if our new president is a Latina woman. I think hiring another white man as president would set WVC years back in terms of promoting diversity, equity, and inclusion. The most effective change starts at the very top.

Table 2. Institutional Barriers Responses

Diversity, Equity, and Inclusion Qualitiative Question 2: What are the barriers to improving issues of diversity, equity, and inclusion at your institution? **(n=88)**

Table 2.

(1) White supremacy. I'm white, as I've already indicated. A lot of my white colleagues are not ready to hear that the system in which we work is racist, but those conversations must happen. We cannot whitewash our language around this any longer. (2) Budget/money. Before COVID, we already had budget issues. We laid off a lot of staff and many of us felt like our administration was not being transparent with budget matters. That distrust continues, and budget is still an issue. DEI work needs to be funded in order to be sustained. And the work must be sustained.

Administration recognizing that problem do exist.

Administration-level decisions that are based on the financials, not the faculty or student experience. Administration's decisions often feel like they are being dictated down rather than created based on the actual needs of faculty and students.

Administrator, faculty and staff education and accountability.

Administrators are focusing on checking boxes instead of student learning.

Adminstration's actions. They have not taken necessary steps to recruit a diverse faculty. Putting off hiring decisions for the next school year until May or June does not put WVC in the arena for attracting and recruiting a diversity of candidates (there are not as many and are in HIGH demand). They have chased away current faculty from diverse backgrounds by not maintaining a safe, supportive work environment. Also, ineffective support services like financial aid help, registration help, and lack of support of in-person tutoring services (a staple of an HSI I might add!!!) does not improve diversity or equity. A lack of outreach to the community to really recruit students and convince them why they should come to WVC continues to hurt our enrollment numbers. Right now many in the community think of us as a liberal pariah probably through no fault of our own except the reluctance to engage with the community. We sit and wonder why students aren't coming back....

Table 2.

As I said in a previous response, WVC has a very entrenched existing culture, with entrenched faculty/staff, and makes it very difficult to break into that space if you're coming from outside of it, which inhibits diversity. The internal college politics also preserve people's existing positions even when those employees are hostile or discriminatory toward other employees, making it difficult for the college to keep faculty/staff who have diverse backgrounds, since WVC will often prioritize the racist employee who has history and connections over the new hire who is feeling victimized at work because of their identity. If this does not improve, WVC will never be able to meaningfully achieve anything in terms of diversity, equity, and inclusion.

Barriers include funding to help students gain access to education. They might have access to grants and a myriad of other ways to get funding to pay for school but its the cost of living and housing that presents challenges for students of diverse backgrounds. Other barriers include low resources, outreach and a culturally diverse team to promote awareness.

by making diversity/equity/inclusion a focal point at our institution, diversity of opinion is discouraged- many many individuals are self censoring/refusing to dialogue due to fear of castigation when questioning the status quo.

Communication of issues and supporting data decision-making in regards to barriers presented in the data.

COVID has been the biggest barrier for the past couple of years. Hopefully that situation is going to continue to improve rather than take us backward again.

Covid has really impacted campus flow. I think that getting more students is difficult to then have them learn more about diversity, equity, and inclusion. So coming up with creative ways to have them be a part of it would be something that can help them.

DEI means two cultures with some indigenous culture. The President.

Don't just say you believe in diversity, show me. The diversity and inclusion happens at the staff and instruction levels. We now need institutional and leadership commitment by having a DEI member at the decision making table.

Table 2.

Education

Employee demographics do not reflect our student population. Without a diverse employee base, we are missing out on opportunities to foster creative ways to improve DEI at WVC. Additionally, WVC has been through several crises in the past 3 years and employees are still recovering from those. The campus climate is a barrier to improving DEI because if employees are still worn out from surviving budget cuts, layoffs, the pandemic, and the changing mandates, it is less likely they will be receptive to additional changes -- especially if they are not already in tune with the importance of DEI (including the business case for DEI).

Faculty who do not value diversity, equity, and inclusion to the extent that is necessary to make real change in the institution as a whole, and admin that is not willing to push said faculty to make these necessary changes.

Finding people who are qualified to teach here.

For international students; funding. Otherwise inclusive for all

For students, access for black and native male populations is inadequate. Males of all races are struggling right now, but men of color, in particular Black and Native American males, are in real trouble. They are not attending in the numbers they should, they seem to struggle more financially, and seem to face more challenges culturally in participating in college at WVC.
Latinx student appear to do well at WVC on the surface. However, if one digs a little deeper, they struggle more and their outcomes are not a good. Again, access to support that spans cultural difference is a real need for all of our students.

General resistance to change. The hiring process at our college needs to be more inclusive.

Getting diverse people to apply.

Table 2.

Hiring capacity--the travel funds are too low. People who may want to work here often want to visit, or should, to see what the Valley (or Omak) is like so they are certain they want to live here. Also, the housing market is definitely a hurdle. In regards to students' experience, more support for diversity classes (especially from the high schools) is important. I see too much interest in the general classes.

Hiring practices. Have served on 2 hiring committees recently and the candidate pool was mostly white, middle aged men.

I actually think that the college has done well and encouraging diversity, equity, and inclusion, particularly within the past couple of years; however, deans could do a better job of communicating to faculty about whether they are not being equitable and how to improve. More consistent instructor observations could help with this.

I am not sure.

I attended a zoom webinar on Diversity, Equity and Inclusion for Managers and Arts Leaders presented by Karyn Lu and Kendra Haberkorn in november. The concept of how some companies are just creating DEI&B (Diversity, Equity, Inclusion and Belonging) roles and focusing on hiring diverse populations, just to tick the box of being DEI&B focused came up during this conversation. The companies create a superficial band aid, placing it on the problem and then calling it DEI&B. The speakers also brought up a great point that a lot of the best practices, industry standards, and systematic procedures were created with a single lens, the white men. This means that a lot of our countries, "best practices" aren't best practices at all, and only strive to serve a single population

I believe barriers are our own focus as individuals and teams. It comes from executive leadership though. I believe we need to create equity workplans and not necessarily area workplans.

Table 2.

I believe the greatest barriers to improving these issues are resistance to change and social/emotional fatigue among faculty and staff. The pandemic has been exhausting. Faculty have been teaching into a void of zoom or nearly-empty classrooms; many have to work extra hard to get even minimal engagement and to effectively teach students through zoom or online options. Even transitioning back to some in-person classes requires considerable mental and emotional energy. On the other hand, staff have been largely only seeing other staff and not seeing very many faculty or students. It takes a lot of emotional and mental energy to continue working and trying to support students, while faculty and students are not present. Additionally, most of student services have experienced staffing shortages since the layoffs that came just before the pandemic. The effort needed to invest in improving these issues of diversity, equity, and inclusion is hard to manage when we are still in survival mode - not just in personal lives, but in work as well.

I don't know

I feel like some employees need to accept that change in needed in order to improve our college but sometimes they do not want to accept the change.

Identifying equity gaps (i.e., data analysis, qualitative research), curriculum responsive pedagogy work; review of administrative (business office, facilities, grounds), human resource services, instruction and student support services to align with equity minded practices/policies; training & development; engaging community members in the work; fostering a stronger infrastructure that allows for collaboration, increased communication, offer solutions and make change

If there are DEI goals, they have not been communicated.

In my view, the largest barriers to improving issues of diversity, equity, and inclusion at our institution are related to what I think ought to be our leadership's top priority on this issue. Namely, data. However, we need more than just an authoritative collection of data. It is challenging to address any issue without clear and accessible data that is well understood. We need a fluidity and embrace of data at the local level. This likely means the cultivation of widely supported disaggregated data that looks at particular areas within our institution for representation and achievement within a diversity, equity, and inclusion framework. The better our acuity with data, the more acutely we can address issues of diversity, equity, and inclusion at our institution.

In our rural area (Omak) there are very few Masters-prepared nurses to recruit for faculty positions

Table 2.

Institutional culture of prioritizing employee needs over student needs.

It depends on what you think the issues are. Diversity, equity and inclusion are more than a black, brown, white, LGBTQ+, gender issue we focus on. Everyone is diverse regardless of those labels. We have all struggle to be equal. We all strive to be included. Labels are superficial barriers that get in the way of harmony.

it's difficult to come up with material locally for programs and events, as this area does not have a good history of supporting DEI.

Lack of diversity among faculty, lack of diversity training. Inequitable "institutional" values and archaic mind set. Change takes so long to occur here, it's disheartening. More action and emphasis on progressive ideas to implement change. Put funding towards staff who are willing to put the work in and have a vision for the college. Jaded employees stunt the growth and development of ideas.

Lack of humility and critical thinking. We are so invested in trying to be diverse we are tripping on ourselves a bit and generating a climate of virtue signalling and limiting dissenting views or questioning. There is actually a lot to learn about effectively promoting diversity. Not all experts agree about what should be done. Hate speech, slurs, harassment, discrimination, and the like should not be tolerated. Racist rhetorical strategies should be recognized argued against. However, debate, bringing up counter evidence, suggesting different approaches, brainstorming, admitting discomfort or concern, and hearing dissenting voices is essential for critical thinking. We have to break out of more biases than racial, sexual, ethnic, religious... Confirmation bias, self-serving bias, and in-group bias are all threats as well. We keep creating more and more dedicated diversity staff and administrators. Hiring others to do the work is not enough. We need to do it and we need to admit that even the hired experts do not have all the answers. We need to hear appropriate dissent without dismissing it as intolerant. We need safety enough that debate and discussion are possible.

lack of shared governance

Lack of translated/mandatory trainings, lack of resources, lack of follow through by administration.

Leadership. Leadership merely gives lip service to these issues. Tokenism.

Table 2.

Many white people thinking there is nothing to improve…

n/a

N/A

n/a

Narratives and discourse supportive of maintaining the comfort of those at the college from the dominant culture, including faculty, staff and students.
Misalignment between the purported beliefs and values of the mission of the college and demonstrable action and behaviors.

Narrow thinking and forgetting or not keying in on everyone here at WVC not just a select group or groups.

Need a more diverse faculty

No leadership at the top and at cabinet

None. The college is wholly effective on Thai issue.

Not allowing actual public discourse on points of view in the name of equity.

Not having the right promotion from the right people.

Not sure how to answer this. Sorry!

Table 2.

One fundamental piece, I feel, is educating white faculty and staff around their role in an anti-racist institution of higher education. Many white folks tend to get stuck thinking that social justice efforts are exclusionary to white students; this is not true, and in fact prevents these folks from building awareness and jumping onboard. For WVC to be a true HSI, we all need to be onboard with understanding the historical and current dynamics (policies, belief patterns, etc.) that make it hard for students of color to succeed. To be an anti-racist institution, we need to be actively empowering and supporting all students: students of all races and ethnicities, LGBT students, differently-abled students, first-generation students, et al. We need to be able to talk about these complicated realities, knowing there are no easy, perfect answers. White students and faculty staying silent and getting uncomfortable when their social group's dominance is a barrier that prevents us from moving forward.

Open discussion and openness from all levels to the varying opinions and approaches of others.

Organizational structure and processes; overrepresentation of non-BIPOC faculty and administration and therefore overrepresentation of White-centered perspectives, opinions, ideas, values; lack of buy-in and/or understanding of DEI and anti-racism in many areas/departments; decision-making and power centered at the top of the institution; predominance of White supremacy culture (Okun's article "White Supremacy Culture"): such as perfectionism, defensiveness of those in power, quantity over quality, worship of the written word, paternalism, either/or thinking, power hoarding, fear of open conflict, progress = bigger/more, objectivity, and right to comfort

Our institution needs to stop creating new programs and fortify those we already have with adequate financial support. Spreading our resources even more thinly has done a great disservice to students. Let's commit to serving the students in the programs we already have before adding more.

Outreach and promotion of the college inside and outside of the region in which the college lies.

Overattention on accommodating "political" minutia of diversity, equity, and inclusion at the expense of learning. If the focus is on trying to accommodate every little difference of every group, SOMEONE will always be offended.

Proper tutoring centers with an emphasis on community building among different social, economic, and ethnic groups.

Table 2.

Secrets and unknown objectives.

That are staff are not that diverse?

The barriers to diversity, equity, and inclusion our the President, Cabinet, and Human Resources. To be sure, there are faculty and staff who aren't allies in this work, but the real problem are our leaders. We have Deans, Associate Deans, and faculty who are willing to lead this work and adopt best practices. But the aforementioned groups simply block all meaningful reform.

The biggest barrier is people. We all have grown up with our own views and in some cases, prejudices. We can learn and overcome some of our history but it will always be with us. Learning to be open-minded is the best cure; teaching people to be open-minded is not always easy.

The biggest one is that we don't ever seem to have a conversation about WVC as a racist institution. It's the institutionalized, structural aspect of that that many can't see. Until they do they'll continue to help individual students while perpetuating institutional racism. That's not progress.

The college and communities are inextricably tied and reciprocal influences on each other, so DEI issues go both ways. The college should continue to be a leader in educating the community about the values and best practices of DEI through hosting community workshops, seminars, etc. in that nice, new Mish-ee-twie center.

The comments have been made to folks who have not been promoted within the organization (that had all of the qualifications) that if they had a different last name or were of a different ethic background, they would have been promoted. WVC new employee's are almost all of one ethic group. WVC should be hiring the "best" candidate, not someone to boost the diversity numbers only.

The employees of Wenatchee Valley College take too much delight in bullying and picking on gay employees for them to simply set it aside.

The financial and enrollment stresses on the institution have warped its mission focus. Budgeting is not based on how to advance student learning, but on how to keep the institution afloat.

Table 2.

the lack of diversity, equity and inclusion. people being denied jobs and promotions because they are white, male, and not bi linugal. There is a definite lack of credentials for some new hires, and clearly the hiring trend is obviously skewed.

The leadership seem to be afraid to include anyone who is white. Lets stop looking at color and start looking at people.

The same people continue to do the work where others are able to complacent in the privilege they receive from our inherently racist systems. This needs to change.

The Wenatchee and Omak campuses have completely different needs. While the Omak campus is smaller, it cannot survive with administrators and support staff who are present "part time" and view the Omak campus as a "trip up north". With fewer faculty/staff, requirements for "diverse" candidates that fit diversity needs/expectations in Wenatchee are not reflective of the needs/student population in Omak. Including "bilingual" and "bicultural" on new job postings sounds inclusive until applicants realize that the college is only looking for Hispanic/Spanish-speaking candidates.

There are folks that are close minded and may not be willing to change. There are other folks who are aware of DEI and still use problematic language.

There are not diverse voices at the table.

There are people who are quite resistant to this kind of work because, frankly, I think they just don't care or see how it applies to them.

Thinking that we have to fix inequities NOW, regardless of who the right people for the jobs are. Just hiring for race and gender to get our numbers "acceptable" will not help morale. Hire the right people, that will give loyalty and care about the students, and the diversity, equity, and inclusion will follow.

Too much focus is spent on meetings and administering funds rather than recruiting and retention.

Too much Gay rights stuff

Table 2.

toxic science department, navigating fragile egos of well-meaning employees trying to adapt to quickly-evolving cultural inertia

We are a HSI, so we need to walk the walk and not just talk the talk

We are predominantly white faculty and leadership with a history of lack of awareness and white supremacy. We live in a conservative area and LGBTQI+ issues have only recently begun to be raised and discussed. We do not even know what we don't know. We need to have the balance of power shifted. Our president should be a person of color. We need more conversations with students. We need to hear what we are doing that is causing pain and trauma. We need to learn how to be truly respectful to all.

We need to increase the diversity of our faculty, especially in STEM disciplines, where minorities are historically underrepresented. Certain faculty members have antiquated views on minorities and women that are unacceptable in our classrooms. They need extensive training on how to be sensitive to and effectively teach minority/LGBTQ/female students.

We need to support our classified staff with translators, materials(safety, OTJ info) in their language. HR could include areas of diversity in their orientation materials.

Wenatchee administrators and failing to staff and support the Omak campus. Re: hiring Whenever there is an Omak applicant, if they are from Omak, Admin considers them incapable. This shortsighted approach results in competant adjunct's leaving, never being considered for the job, and constant turnover. Of course, if you are an adjunct from Wenatchee, you get the job no matter what.

WVC is a very diverst campus. We have a Diversity VP the is a RACIST against White pepole and men.