

## UNDERSTANDING YOUR PACE SUITE REPORTS

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### 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.

### Confidentiality

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

Your PACE Climate Survey responses and personal details, such as your name, email, or IP address, will be kept private and protected. All responses are included in the overall reporting of the survey data. However, to protect your identity, when we report findings by group (e.g., personnel classification, gender, age), responses will not appear if fewer than seven people are in that group. If you write something in an open-ended question that might identify who you are, those identifying details will be edited to make sure your identity stays private. In rare situations, such as receiving a comment about harming yourself or another individual, we are legally obligated to report identifying information back to your institution.

### Types of Reports

#### COMPREHENSIVE REPORTS

- **PACE Report:** This report compares your institution's overall PACE mean and means for each of the four PACE climate factors (institutional structure, student focus,

supervisory relationships, teamwork) with three comparison groups chosen by your college.

- **Qualitative Summary:** This document summarizes the most common codes as identified by Canvs AI and featured in your Canvs Dashboard. Your qualitative comments can provide insight for your college to further understand PACE scores.
- **Question Set Report:** This report focuses on a specific question set that was selected by your community college. The PACE Survey offers several optional question sets: Student Success, Change Readiness, In-Depth Institutional Structure, and Part-Time Faculty.

## REPORTS DIVIDED BY RESPONSE GROUPS

- **Demographics Report:** This report provides information about your college's population and particular groups within it in comparison to three groups your college selected.
- **Personnel Classification Report:** This report provides mean scores by each personnel classification by both question and climate factor for the current survey administration. No comparisons are included.

## CUSTOM REPORTS

- **Custom Report:** This report consists of mean scores for your college's custom items. This report only represents your college's data from this administration and one previous year's administration where applicable.

## QUESTION-RESPONSE GUIDES (Options vary based on package selected)

- **Detailed Question List:** This document provides a detailed list of all questions and response options included in the survey.
- **Codebook:** This document is a guide for coded responses and serves as documentation of the layout and code definitions for the Excel data file. All survey questions and their response options will be found in the codebook.
- **Excel Data File:** This Excel data file provides quantitative responses broken down by demographic question. Each tab in the data file correlates to a PACE demographic question.

## 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. Each report contains up to three comparison groups. The comparisons offered by the PACE survey include:

- **PACE Normbase:** All institutions in the PACE database that administered between the 2020-2021 and 2024-2025 administration years.
- **Previous Administration:** A comparison of your community college's current results to their previous administrations results.
- **Census Region<sup>1</sup> (+):** The Census Region comparison group compares your institution to other institutions in your census region. The five census regions are: Northeast, Midwest, South, West, and Canada.

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<sup>1</sup> [https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us\\_regdiv.pdf](https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf)

- **Size<sup>2</sup> (+):** The Size comparison group is derived from the total number of students enrolled for credit. The five size categories are: Very Small (Under 1,000 students enrolled), Small (1,000 - 4,999 students enrolled), Medium (5,000 - 9,999 students enrolled), Large (10,000 - 19,999 students enrolled), and Very Large (20,000 or more students enrolled).
- **Locale<sup>3</sup> (+):** The Locale comparison group is a compressed version of The Integrated Postsecondary Education Data System's (IPEDS) Degree of Urbanization variable. Locale codes are based on an institution's physical address and identify the geographic status of a school in one of five locale categories: City, Suburb, Town, or Rural.
- **Degree Type<sup>4</sup> (+):** 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.
- **Division<sup>5</sup> (+):** The Division comparison group compares your institution to other institutions in your census division. The nine census divisions are: New England, Middle Atlantic, East North Central, West North Central, South Atlantic, East South Central, West South Central, Mountain, and Pacific.

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<sup>2</sup> [https://surveys.nces.ed.gov/IPEDS2k12\\_13/Downloads/Forms/IPEDSGlossary.pdf](https://surveys.nces.ed.gov/IPEDS2k12_13/Downloads/Forms/IPEDSGlossary.pdf)

<sup>3</sup> <https://nces.ed.gov/programs/edge/Geographic/LocaleBoundaries>

<sup>4</sup> [https://carnegieclassifications.iu.edu/classification\\_descriptions/basic.php](https://carnegieclassifications.iu.edu/classification_descriptions/basic.php)

<sup>5</sup> [https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us\\_regdiv.pdf](https://www2.census.gov/geo/pdfs/maps-data/maps/reference/us_regdiv.pdf)

## Understanding Organization of Data Tables

### 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 with one table for each factor.

The first (gray) column in each table presents the count (how many) and percentage of respondents at your institution who answered “Very dissatisfied,” “Dissatisfied,” “Neither satisfied nor dissatisfied,” “Satisfied,” and “Very satisfied” for each question. 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.

**Table 1. Institutional Structure Frequency Distributions**

Your Institution Comparison Groups

Institutional Structure	Response Option	NOCC		PACE Normbase		Small 2-year		South	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
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%
<b>Total</b>		<b>149</b>	<b>100%</b>	<b>61831</b>	<b>100%</b>	<b>7638</b>	<b>100%</b>	<b>20469</b>	<b>100%</b>

These tables are intended to show only the distribution of responses within your administration and your comparison groups and do not report statistical significance or effect size. 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.

### 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 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.

**Table 6. Institutional Structure Item Mean Comparisons**

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

In your reports, -- indicates the results are redacted for confidentiality, whereas ∅ 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.

**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 Sample Community College 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.

**Table 6. Institutional Structure Item Mean Comparisons**

Institutional Structure		NOCC		PACE Normbase			Small 2-year			South		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>												
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. While the significance level or p-value notes that the differences are statistically significant, we still do not know how different.

Effect size 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.

**Table 6. Institutional Structure Item Mean Comparisons**

Effect Size

NOCC compared with

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

## Glossary

**absolute value:** is the distance from zero that a number is on the number line, without considering direction. The absolute value of a number is never negative.

**climate factors:** the four areas evaluated within the PACE survey: institutional structure, supervisory relationships, teamwork, and student focus.

**comparison groups:** the institutions in the PACE normbase that share your institution's classification in that category. For example, if you select *size* as a comparison group, if your institution is categorized as a *medium* institution, it will be compared to all *medium* institutions in the PACE normbase.

**demographics:** the qualities (such as age, sex, and income) of a specific group of people

**effect size:** a measure of how big a difference is between institutions being compared: a large effect size, whether positive or negative, should be examined.

**frequency:** the measure of how many times the value (or answer) was given in the data.

**mean:** the average (found from adding all the values and dividing by the total number).

**qualitative:** non-numerical data that helps one understand concepts, opinions, or experiences.

**quantitative:** numerical data that describes characteristics, find correlations, or test hypotheses.

**statistically significant:** a determination that a relationship between two or more variables is caused by something other than chance.