Grays Harbor College
Aberdeen, Washington

PACE Racial Diversity Report
PACE Climate Survey for Community Colleges

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Conducted
January & February 2023

NC STATE UNIVERSITY

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

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Racial Diversity Literature Review

While college campuses are more diverse than they have ever been, institutional leaders must remain engaged in a concerted effort to address the racism and bias that leads to "chilly" climates experienced by racially minoritized[1] students, faculty, and staff (Smith & Wolf-Wendel, 2006). While, much of the existing literature about campus racial climates focuses on the experiences of students (Nora & Cabrera, 1996), acknowledging the experiences of campus employees is equally as important despite being rarely discussed in published research (Hurtado & Dey, 1997; Smith & Wolf-Wendel, 2005). Accordingly, the Racial Diversity Report empowers leaders to address longstanding racial inequities and achievement gaps on campus by gaining new insight into faculty and staff perceptions of campus racial climate.

Much of the literature about campus racial climate employs Hurtado's (1992) updated framework, which defines four dimensions of the campus racial climate: institutional inclusion or exclusion legacy; structural diversity; psychological climate; and behavioral climate (Hurtado et al., 1998). As the Racial Diversity Question Set was developed based on this framework, the following sections further elucidate three of these four aspects of campus climate. First, 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 colleagues (1998) recommend that campus leaders examine institutional policies and practices to increase the number of racially and ethnically minoritized students, similar steps could and should be taken to increase underrepresented racially minoritized employees (American Psychological Association [APA], 1996; Evans & Chun, 2007).

Second, 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 and colleagues (1998) "racially and ethnically diverse administrators, students, and faculty tend to view the campus climate differently" (p. 289). Campus leaders should develop data-informed educational initiatives to identify and address concerns about racism and bias that create a chilly campus climate (Hurtado et al., 1998). Evidence suggests that 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).

Third, 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, programming at 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 can 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).

Decades of literature has highlighted the critical role these aspects of campus climate play in students' experiences and outcomes. For example, racially diverse community college students with more positive experiences with these different facets of campus racial climate are more satisfied, more likely to persist, and more likely to complete a credential (Alcantar & Hernandez, 2018; Cross & Carman, 2021; Maxwell & Shammas, 2007; Tovar, 2014). Yet little is known about the campus climate perceptions of community college faculty and staff, despite the fact that a racially diverse campus across all personnel classifications improves student outcomes for racially minoritized students, and faculty advocacy for racial diversity is important in creating a comfortable climate (Fujimoto, 2012; Llamas et al., 2021; Newman et al., 2015; Park & Denson, 2009). Thus, the report that follows allows institutional leaders to leverage new insights about community college employee perceptions of campus racial climate in order to improve the climate, outcomes, and experiences for students, faculty, and staff.

[1]Per Chase et al., (2014) we use, instead of "minority," the term "minoritized," which, "…reflects the ongoing social experience of marginalization, even when groups subject to racial-ethnic discrimination achieve a numerical majority in the population" (p. 671).

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

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

Racial Diversity	Response Option	GHC		2021		4-year		PACE Normbase	
		Count	%	Count	%	Count	%	Count	%
1 My institution has a strong commitment to promoting a healthy racial/ethnic campus climate	Strongly Disagree	6	6%	N/A	N/A	N/A	N/A	N/A	N/A
	Disagree	5	5%	N/A	N/A	N/A	N/A	N/A	N/A
	Neither	37	35%	N/A	N/A	N/A	N/A	N/A	N/A
	Agree	41	38%	N/A	N/A	N/A	N/A	N/A	N/A
	Strongly Agree	18	17%	N/A	N/A	N/A	N/A	N/A	N/A
	Total	**107**	**100%**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
2 My institution values racial/ethnic diversity	Strongly Disagree	1	1%	4	4%	143	4%	607	2%
	Disagree	9	8%	7	7%	206	5%	1059	4%
	Neither	36	34%	23	23%	557	14%	3272	13%
	Agree	43	40%	47	48%	1596	40%	10072	40%
	Strongly Agree	18	17%	17	17%	1503	38%	9960	40%
	Total	**107**	**100%**	**98**	**100%**	**4005**	**100%**	**24970**	**100%**
3 My institution is accepting of people of different racial/ethnic backgrounds	Strongly Disagree	2	2%	5	5%	119	3%	477	2%
	Disagree	8	7%	6	6%	158	4%	847	3%
	Neither	24	22%	14	14%	503	13%	2876	11%
	Agree	48	45%	54	55%	1603	40%	10185	41%
	Strongly Agree	25	23%	19	19%	1625	41%	10631	42%
	Total	**107**	**100%**	**98**	**100%**	**4008**	**100%**	**25016**	**100%**
4 Employees of different racial/ethnic backgrounds communicate well with one another	Strongly Disagree	1	1%	2	2%	118	3%	469	2%
	Disagree	3	3%	5	5%	182	5%	972	4%
	Neither	46	46%	29	31%	717	18%	4269	18%
	Agree	37	37%	43	46%	1552	40%	9718	40%
	Strongly Agree	14	14%	14	15%	1336	34%	8734	36%
	Total	**101**	**100%**	**93**	**100%**	**3905**	**100%**	**24162**	**100%**

Racial Diversity (continued)	Response Option	GHC		2021		4-year		PACE Normbase	
		Count	%	Count	%	Count	%	Count	%
5 People of different racial/ethnic backgrounds are well-represented among faculty	Strongly Disagree	14	14%	19	20%	273	7%	1425	6%
	Disagree	36	35%	18	19%	472	12%	3028	13%
	Neither	31	30%	22	24%	832	22%	5277	22%
	Agree	15	15%	25	27%	1271	33%	7834	33%
	Strongly Agree	7	7%	9	10%	1011	26%	6415	27%
	Total	**103**	**100%**	**93**	**100%**	**3859**	**100%**	**23979**	**100%**
6 People of different racial/ethnic backgrounds are well-represented among institutional leadership (e.g. President, VP, Deans)	Strongly Disagree	23	22%	20	21%	342	9%	1711	7%
	Disagree	32	30%	19	20%	449	12%	2734	11%
	Neither	31	30%	27	29%	879	23%	5235	22%
	Agree	12	11%	20	21%	1192	31%	7744	32%
	Strongly Agree	7	7%	8	9%	1030	26%	6827	28%
	Total	**105**	**100%**	**94**	**100%**	**3892**	**100%**	**24251**	**100%**
7 My institution is racially and ethnically inclusive environment	Strongly Disagree	5	5%	9	9%	219	6%	952	4%
	Disagree	10	9%	15	16%	348	9%	1830	7%
	Neither	45	42%	39	41%	890	23%	5518	23%
	Agree	31	29%	21	22%	1406	36%	9095	37%
	Strongly Agree	15	14%	11	12%	1052	27%	7094	29%
	Total	**106**	**100%**	**95**	**100%**	**3915**	**100%**	**24489**	**100%**
20 People of different racial/ethnic backgrounds are well-represented among classified personnel	Strongly Disagree	11	11%	N/A	N/A	N/A	N/A	N/A	N/A
	Disagree	35	34%	N/A	N/A	N/A	N/A	N/A	N/A
	Neither	36	35%	N/A	N/A	N/A	N/A	N/A	N/A
	Agree	12	12%	N/A	N/A	N/A	N/A	N/A	N/A
	Strongly Agree	8	8%	N/A	N/A	N/A	N/A	N/A	N/A
	Total	**102**	**100%**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

N/A indicates survey item previously unavailable

Table 2. Supervisory Relationships Frequency Distributions

GHC compared with:

Racial Diversity	Response Option	GHC		2021		4-year		PACE Normbase	
		Count	%	Count	%	Count	%	Count	%
8 My supervisor/chair maintains an environment that is supportive of people from different races/ethnicities	Strongly Disagree	4	4%	2	2%	185	5%	715	3%
	Disagree	1	1%	0	0%	194	5%	873	4%
	Neither	22	21%	13	14%	505	13%	3137	13%
	Agree	43	41%	33	35%	1230	31%	8343	34%
	Strongly Agree	34	33%	46	49%	1849	47%	11473	47%
	Total	**104**	**100%**	**94**	**100%**	**3963**	**100%**	**24541**	**100%**
9 My supervisor/chair treats all employees equally based on racial/ethnic background	Strongly Disagree	5	5%	1	1%	122	3%	564	2%
	Disagree	4	4%	1	1%	178	5%	691	3%
	Neither	18	17%	18	20%	519	13%	3028	12%
	Agree	39	38%	23	25%	1193	30%	8018	33%
	Strongly Agree	37	36%	49	53%	1918	49%	12067	50%
	Total	**103**	**100%**	**92**	**100%**	**3930**	**100%**	**24368**	**100%**
10 My supervisor/chair is open to the views of people from racially and ethnically diverse backgrounds	Strongly Disagree	3	3%	1	1%	107	3%	455	2%
	Disagree	2	2%	0	0%	109	3%	459	2%
	Neither	20	20%	16	17%	425	11%	2643	11%
	Agree	44	43%	26	28%	1213	31%	7981	33%
	Strongly Agree	33	32%	51	54%	2102	53%	12894	53%
	Total	**102**	**100%**	**94**	**100%**	**3956**	**100%**	**24432**	**100%**
11 My supervisor/chair provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	Strongly Disagree	3	3%	1	1%	112	3%	562	2%
	Disagree	4	4%	4	4%	117	3%	647	3%
	Neither	25	27%	21	23%	552	15%	3190	14%
	Agree	31	33%	23	25%	1156	31%	7726	33%
	Strongly Agree	31	33%	44	47%	1850	49%	11317	48%
	Total	**94**	**100%**	**93**	**100%**	**3787**	**100%**	**23442**	**100%**

Racial Diversity (continued)	Response Option	GHC		2021		4-year		PACE Normbase	
		Count	%	Count	%	Count	%	Count	%
12 My supervisor/chair promotes	Strongly Disagree	3	3%	1	1%	76	2%	333	1%
meeting the needs of students from	Disagree	4	4%	1	1%	99	3%	444	2%
diverse racial/ethnic backgrounds	Neither	15	15%	13	14%	464	12%	2787	12%
	Agree	47	47%	36	39%	1212	32%	8079	34%
	Strongly Agree	31	31%	41	45%	1925	51%	11915	51%
	Total	**100**	**100%**	**92**	**100%**	**3776**	**100%**	**23558**	**100%**

Table 3. Teamwork Frequency Distributions

GHC compared with:

Racial Diversity	Response Option	GHC Count	GHC %	2021 Count	2021 %	4-year Count	4-year %	PACE Normbase Count	PACE Normbase %
13 Racial/ethnic diversity increases the level of trust among my immediate team members	Strongly Disagree	5	6%	1	1%	86	2%	450	2%
	Disagree	4	5%	3	4%	144	4%	732	3%
	Neither	38	46%	32	42%	983	27%	6035	27%
	Agree	23	28%	22	29%	1189	33%	7470	34%
	Strongly Agree	12	15%	18	24%	1245	34%	7569	34%
	Total	**82**	**100%**	**76**	**100%**	**3647**	**100%**	**22256**	**100%**
14 Racial/ethnic diversity enhances my work team's performance	Strongly Disagree	4	5%	1	1%	86	2%	406	2%
	Disagree	3	4%	3	4%	114	3%	704	3%
	Neither	36	43%	31	40%	926	25%	5766	26%
	Agree	28	33%	25	32%	1244	34%	7631	34%
	Strongly Agree	13	15%	17	22%	1281	35%	7701	35%
	Total	**84**	**100%**	**77**	**100%**	**3651**	**100%**	**22208**	**100%**
15 Racial/ethnic diversity among my work team members contributes to our ability to meet student needs	Strongly Disagree	3	4%	1	1%	84	2%	402	2%
	Disagree	5	6%	3	4%	111	3%	705	3%
	Neither	30	36%	28	36%	798	22%	5081	23%
	Agree	30	36%	28	36%	1270	35%	7842	36%
	Strongly Agree	16	19%	17	22%	1364	38%	8019	36%
	Total	**84**	**100%**	**77**	**100%**	**3627**	**100%**	**22049**	**100%**

Table 4. Student Focus Frequency Distributions

Racial Diversity	Response Option	GHC		2021		4-year		PACE Normbase	
		Count	%	Count	%	Count	%	Count	%
16 Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	Strongly Disagree	1	1%	6	8%	106	3%	447	2%
	Disagree	5	6%	5	6%	230	7%	1131	6%
	Neither	42	49%	39	49%	1078	32%	6084	30%
	Agree	28	33%	20	25%	1135	34%	7222	35%
	Strongly Agree	10	12%	10	13%	774	23%	5521	27%
	Total	**86**	**100%**	**80**	**100%**	**3323**	**100%**	**20405**	**100%**
17 My institution incorporates the perspectives of students from diverse racial/ethnic backgrounds when making institutional policies	Strongly Disagree	2	2%	N/A	N/A	N/A	N/A	N/A	N/A
	Disagree	16	16%	N/A	N/A	N/A	N/A	N/A	N/A
	Neither	42	42%	N/A	N/A	N/A	N/A	N/A	N/A
	Agree	27	27%	N/A	N/A	N/A	N/A	N/A	N/A
	Strongly Agree	13	13%	N/A	N/A	N/A	N/A	N/A	N/A
	Total	**100**	**100%**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
18 My institution prioritizes the educational persistence of students from diverse racial/ethnic backgrounds	Strongly Disagree	2	2%	5	6%	116	3%	442	2%
	Disagree	13	13%	13	15%	203	6%	1101	5%
	Neither	35	35%	33	37%	828	23%	4938	21%
	Agree	36	36%	29	33%	1460	40%	9363	41%
	Strongly Agree	13	13%	9	10%	1056	29%	7217	31%
	Total	**99**	**100%**	**89**	**100%**	**3663**	**100%**	**23061**	**100%**
19 Students from diverse racial/ethnic backgrounds seem satisfied with their educational experience at my institution	Strongly Disagree	2	2%	2	2%	82	3%	302	1%
	Disagree	10	11%	11	13%	139	4%	801	4%
	Neither	41	44%	35	43%	1182	36%	6541	32%
	Agree	28	30%	24	29%	1101	34%	7528	37%
	Strongly Agree	12	13%	10	12%	751	23%	5293	26%
	Total	**93**	**100%**	**82**	**100%**	**3255**	**100%**	**20465**	**100%**

N/A indicates survey item previously unavailable

Table 5. Institutional Structure Item Mean Comparisons

GHC compared with:

	Racial Diversity	**GHC** N	**GHC** Mean	**2021** Mean	**2021** Sig.	**2021** Effect size	**4-year** Mean	**4-year** Sig.	**4-year** Effect size	**PACE Normbase** Mean	**PACE Normbase** Sig.	**PACE Normbase** Effect size
1	My institution has a strong commitment to promoting a healthy racial/ethnic campus climate	107	3.561	N/A			N/A			N/A		
2	My institution values racial/ethnic diversity	107	3.636	3.673			4.026	***	-.384	4.110	***	-.499
3	My institution is accepting of people of different racial/ethnic backgrounds	107	3.804	3.776			4.112	**	-.318	4.185	***	-.423
4	Employees of different racial/ethnic backgrounds communicate well with one another	101	3.594	3.667			3.975	***	-.385	4.046	***	-.484
5	People of different racial/ethnic backgrounds are well-represented among faculty	103	2.660	2.860			3.590	***	-.777	3.617	***	-.814
6	People of different racial/ethnic backgrounds are well-represented among senior administrators (e.g. President, Vice-President, Deans)	105	2.505	2.755			3.544	***	-.840	3.629	***	-.935
7	A racially/ethnically inclusive institution is created through my institution's practices	106	3.387	3.105			3.696	**	-.276	3.798	***	-.388
20	People of different racial/ethnic backgrounds are well-represented among classified personnel	102	2.716	N/A			N/A			N/A		

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

Table 6. Supervisory Relationships Item Mean Comparisons

		GHC		2021			4-year			PACE Normbase		
	Racial Diversity	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
8	My supervisor maintains an environment that is supportive of people from different races/ethnicities	104	3.981	4.287	*	-.334	4.101			4.181	*	-.204
9	My supervisor treats all employees equally based on racial/ethnic background	103	3.961	4.283	*	-.325	4.172	*	-.206	4.245	**	-.302
10	My supervisor is open to the views of people from racially and ethnically diverse backgrounds	102	4.000	4.340	**	-.383	4.288	**	-.302	4.326	***	-.371
11	My supervisor provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	94	3.883	4.129			4.192	**	-.311	4.220	***	-.355
12	My supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	100	3.990	4.250	*	-.292	4.274	**	-.309	4.307	***	-.371

GHC compared with:

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

Table 7. Teamwork Item Mean Comparisons

<div style="text-align:center">GHC compared with:</div>

	Racial Diversity	GHC N	GHC Mean	2021 Mean	2021 Sig.	2021 Effect size	4-year Mean	4-year Sig.	4-year Effect size	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size
13	Racial/ethnic diversity increases the level of trust among my immediate team members	82	3.402	3.697			3.922	***	-.526	3.942	***	-.562
14	Racial/ethnic diversity enhances my work team's performance	84	3.512	3.701			3.964	***	-.466	3.969	***	-.483
15	The racial/ethnic diversity of my work team members contributes to the ability to meet student needs	84	3.607	3.740			4.025	***	-.434	4.015	***	-.433

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

Table 8. Student Focus Item Mean Comparisons

GHC compared with:

	Racial Diversity	**GHC** N	**GHC** Mean	**2021** Mean	**2021** Sig.	**2021** Effect size	**4-year** Mean	**4-year** Sig.	**4-year** Effect size	**PACE Normbase** Mean	**PACE Normbase** Sig.	**PACE Normbase** Effect size
16	Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	86	3.477	3.288			3.674			3.796	**	-.328
17	My institution incorporates the perspectives of students from diverse racial/ethnic backgrounds when making institutional policies	100	3.330	N/A			N/A			N/A		
18	My institution advances the educational persistence of students from diverse racial/ethnic backgrounds	99	3.455	3.270			3.856	***	-.402	3.946	***	-.521
19	Students from diverse racial/ethnic backgrounds seem satisfied with their educational experience at my institution	93	3.409	3.354			3.707	**	-.313	3.816	***	-.447

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

Table 9. Mean Comparisons by Personnel Classification

<u>*GHC compared with:*</u>

What is your personnel classification?	GHC		2021			4-year			PACE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	107	3.490	3.618			3.934	***	-.575	3.996	***	-.680
Faculty	37	3.498	3.861	*	-.496	3.909	**	-.506	4.018	***	-.677
Administrator	23	3.515	3.362			3.943	**	-.584	3.934	**	-.590
Staff	42	3.527	3.582			3.961	***	-.586	3.998	***	-.653

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses
N/A indicates survey item or response option previously unavailable

Table 10. Mean Comparisons by Race/Ethnicity

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

Please select the race/ethnicity that best describes you:	GHC		2021			4-year			PACE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	107	3.490	3.618			3.934	***	-.575	3.996	***	-.680
African American or Black	1	--	--			3.783			3.762		
Alaska Native or American Indian	2	--	--			4.140			3.938		
Asian	0	∅	--			3.997			3.977		
Hispanic/Latina/o/x	1	--	--			3.864			4.026		
Middle Eastern or North African	0	∅	∅			--			4.029		
Native Hawaiian or Pacific Islander	0	∅	∅			3.828			3.817		
White	80	3.506	3.592			4.008	***	-.705	4.053	***	-.793
Two or more races	7	3.657	--			3.740			3.834		
Prefer to self-describe	8	3.514	--			3.608			3.723		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
∅ indicates 0 responses
N/A indicates survey item or response option previously unavailable

Table 11. Mean Comparisons by Employment Status

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

	GHC		2021			4-year			PACE Normbase		
Your status at this institution is:	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	107	3.490	3.618			3.934	***	-.575	3.996	***	-.680
Full-Time	94	3.515	3.593			3.895	***	-.491	3.945	***	-.582
Part-Time	7	3.647	--			4.135			4.193	*	-.757

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses
N/A indicates survey item or response option previously unavailable

Table 12. Mean Comparisons by Highest Level of Education Earned

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

What is the highest level of education you have earned?	GHC N	GHC Mean	2021 Mean	2021 Sig.	2021 Effect size	4-year Mean	4-year Sig.	4-year Effect size	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size
Overall	107	3.490	3.618			3.934	***	-.575	3.996	***	-.680
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	0	Ø	Ø			3.887			3.945		
Doctoral degree (e.g., Ph.D., Ed.D.)	11	3.488	3.781			3.819			3.866		
Master's degree	39	3.511	3.559			3.908	**	-.506	3.974	***	-.616
Bachelor's degree	24	3.472	3.570			4.022	***	-.751	4.049	***	-.822
Associate's degree	19	3.530	3.786			4.112	***	-.901	4.095	***	-.827
Certificate	1	--	--			3.946			4.105		
High School diploma or GED	3	--	--			3.931			4.071		
No diploma or degree	0	Ø	Ø			4.061			4.080		

* p < .05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses
N/A indicates survey item or response option previously unavailable

Table 13. Mean Comparisons by Gender Identity

GHC compared with:

What is your gender identity?	GHC		2021			4-year			PACE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	107	3.490	3.618			3.934	***	-.575	3.996	***	-.680
Man	31	3.697	3.594			3.986	*	-.376	4.053	**	-.481
Woman	60	3.377	3.605			3.963	***	-.789	4.013	***	-.882
Non-binary	1	--	N/A			N/A			N/A		
Genderqueer/Gender non-conforming	0	Ø	Ø			3.521			3.490		
Prefer to self-describe	5	--	--			3.437			3.565		

Table 14. Mean Comparisons by Gender Identity (Transgender)

GHC compared with:

Do you identify as transgender?	GHC		2021			4-year			PACE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	107	3.490	N/A			N/A			N/A		
Yes	1	--	N/A			N/A			N/A		
No	96	3.485	N/A			N/A			N/A		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses
N/A indicates survey item or response option previously unavailable

Table 15. Mean Comparisons by Years at this Institution

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

How many years have you worked at this institution?	GHC		2021			4-year			PACE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	107	3.490	3.618			3.934	***	-.575	3.996	***	-.680
5 years or less	36	3.425	3.616			4.080	***	-.893	4.117	***	-.953
6-10 years	28	3.582	3.748			3.906	*	-.424	3.961	**	-.511
11-15 years	13	3.691	3.439			3.816			3.932		
16-20 years	9	3.354	3.939			3.902	*	-.728	3.948	*	-.823
21-25 years	8	3.384	--			3.888			3.958	*	-.814
26 years or more	3	--	--			3.831			3.967		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses
N/A indicates survey item or response option previously unavailable

Table 16. Mean Comparisons by Years in Higher Education

<div style="text-align:center">GHC compared with:</div>

How many years have you worked in higher education?	GHC N	GHC Mean	2021 Mean	2021 Sig.	2021 Effect size	4-year Mean	4-year Sig.	4-year Effect size	PACE Normbase Mean	PACE Normbase Sig.	PACE Normbase Effect size
Overall	107	3.490	3.618			3.934	***	-.575	3.996	***	-.680
5 years or less	26	3.409	3.867			4.133	***	-1.037	4.167	***	-1.064
6-10 years	25	3.599	3.584			3.978	*	-.484	4.010	**	-.556
11-15 years	17	3.642	3.674			3.867			3.962		
16-20 years	8	3.278	3.579			3.881	*	-.766	3.940	*	-.907
21-25 years	14	3.397	3.595			3.855	*	-.616	3.922	**	-.716
26 years or more	10	3.634	3.102			3.843			3.953		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses
N/A indicates survey item or response option previously unavailable

Table 17. Mean Comparisons by Age

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

What is your age?	GHC		2021			4-year			PACE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	107	3.490	3.618			3.934	***	-.575	3.996	***	-.680
29 or younger	5	--	--			4.169			4.125		
30 - 39	25	3.574	3.489			3.979	**	-.546	4.031	**	-.614
40 - 49	18	3.432	3.697			3.955	**	-.702	3.998	**	-.774
50 - 59	28	3.414	3.591			3.970	***	-.711	4.038	***	-.864
60 or older	17	3.542	3.688			4.000	*	-.619	4.057	**	-.714

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality
Ø indicates 0 responses
N/A indicates survey item or response option previously unavailable