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UNIVERSITY**

PACE CAMPUS CLIMATE SURVEY

An initiative of the Belk Center at NC State

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Ventura College

Ventura, California

PACE Racial Diversity Report

PACE Climate Survey for Community Colleges

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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 minoritized¹ 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, 2006). 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.

¹Per 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).

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Table 1. Institutional Structure Frequency Distributions

VC compared with:

Racial Diversity	Response Option	VC		PACE Normbase		Large	
		Count	%	Count	%	Count	%
1 My institution has a strong commitment to promoting a healthy racial/ethnic campus climate	Strongly Disagree	14	8%	477	3%	148	3%
	Disagree	19	11%	827	5%	240	4%
	Neither	28	16%	2408	15%	678	12%
	Agree	72	42%	6937	43%	2402	41%
	Strongly Agree	38	22%	5551	34%	2327	40%
	Total		171	100%	16200	100%	5795
2 My institution values racial/ethnic diversity	Strongly Disagree	9	5%	858	3%	328	3%
	Disagree	16	9%	1357	4%	430	3%
	Neither	21	12%	4370	13%	1406	11%
	Agree	85	50%	13993	42%	5169	40%
	Strongly Agree	39	23%	12768	38%	5515	43%
	Total		170	100%	33346	100%	12848
3 My institution is accepting of people of different racial/ethnic backgrounds	Strongly Disagree	8	5%	672	2%	261	2%
	Disagree	16	9%	1038	3%	342	3%
	Neither	23	13%	3671	11%	1252	10%
	Agree	83	49%	14304	43%	5211	40%
	Strongly Agree	41	24%	13741	41%	5805	45%
	Total		171	100%	33426	100%	12871
4 Employees of different racial/ethnic backgrounds communicate well with one another	Strongly Disagree	7	4%	633	2%	263	2%
	Disagree	24	15%	1344	4%	493	4%
	Neither	36	22%	6128	19%	2258	18%
	Agree	68	41%	13820	43%	5129	41%
	Strongly Agree	30	18%	10375	32%	4332	35%
	Total		165	100%	32300	100%	12475

VC compared with:

Racial Diversity (continued)	Response Option	VC		PACE Normbase		Large	
		Count	%	Count	%	Count	%
5 People of different racial/ethnic backgrounds are well-represented among faculty	Strongly Disagree	17	10%	2145	7%	678	6%
	Disagree	37	23%	4609	14%	1502	12%
	Neither	32	20%	7143	22%	2662	22%
	Agree	55	34%	10243	32%	4054	33%
	Strongly Agree	23	14%	7751	24%	3340	27%
	Total	164	100%	31891	100%	12236	100%
6 People of different racial/ethnic backgrounds are well-represented among institutional leadership (e.g., President, VP, Deans)	Strongly Disagree	18	11%	2816	9%	868	7%
	Disagree	30	18%	4518	14%	1406	11%
	Neither	48	29%	7259	22%	2681	22%
	Agree	48	29%	10407	32%	4250	34%
	Strongly Agree	21	13%	7492	23%	3255	26%
	Total	165	100%	32492	100%	12460	100%
7 My institution is a racially and ethnically inclusive environment	Strongly Disagree	8	5%	1086	3%	404	3%
	Disagree	21	13%	1941	6%	607	5%
	Neither	44	26%	6572	20%	2293	18%
	Agree	61	37%	13557	41%	5191	41%
	Strongly Agree	33	20%	9825	30%	4205	33%
	Total	167	100%	32981	100%	12700	100%
20 People of different racial/ethnic backgrounds are well-represented among staff (non-instructional, non-administrator)	Strongly Disagree	9	5%	736	5%	213	4%
	Disagree	25	15%	1755	11%	467	9%
	Neither	33	20%	3628	24%	1218	22%
	Agree	71	43%	5625	37%	2051	38%
	Strongly Agree	27	16%	3647	24%	1516	28%
	Total	165	100%	15391	100%	5465	100%

Table 2. Supervisory Relationships Frequency Distributions

VC compared with:

Racial Diversity	Response Option	VC		PACE Normbase		Large	
		Count	%	Count	%	Count	%
8 My supervisor maintains an environment that is supportive of people from different races/ethnicities	Strongly Disagree	7	4%	637	2%	270	2%
	Disagree	10	6%	609	2%	233	2%
	Neither	23	14%	3311	10%	1252	10%
	Agree	60	37%	11874	36%	4406	35%
	Strongly Agree	64	39%	16487	50%	6508	51%
	Total	164	100%	32918	100%	12669	100%
9 My supervisor treats all employees equally regardless of racial/ethnic background	Strongly Disagree	10	6%	730	2%	323	3%
	Disagree	6	4%	699	2%	286	2%
	Neither	19	12%	3266	10%	1194	9%
	Agree	62	38%	10866	33%	4094	32%
	Strongly Agree	65	40%	17169	52%	6731	53%
	Total	162	100%	32730	100%	12628	100%
10 My supervisor is open to the views of people from racially and ethnically diverse backgrounds	Strongly Disagree	5	3%	538	2%	234	2%
	Disagree	4	3%	513	2%	200	2%
	Neither	22	14%	3360	10%	1260	10%
	Agree	68	43%	11268	35%	4231	34%
	Strongly Agree	61	38%	16815	52%	6588	53%
	Total	160	100%	32494	100%	12513	100%
11 My supervisor provides feedback and evaluates employees fairly, regardless of race/ethnicity	Strongly Disagree	8	5%	686	2%	298	2%
	Disagree	13	8%	715	2%	289	2%
	Neither	21	13%	4114	13%	1578	13%
	Agree	56	35%	10546	34%	3973	33%
	Strongly Agree	61	38%	15349	49%	6007	49%
	Total	159	100%	31410	100%	12145	100%

VC compared with:

Racial Diversity (continued)	Response Option	VC		PACE Normbase		Large	
		Count	%	Count	%	Count	%
12 My supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	Strongly Disagree	5	3%	431	1%	171	1%
	Disagree	6	4%	493	2%	165	1%
	Neither	25	16%	3576	11%	1374	11%
	Agree	60	38%	11126	35%	4154	34%
	Strongly Agree	64	40%	15889	50%	6221	51%
	Total	160	100%	31515	100%	12085	100%

Table 3. Teamwork Frequency Distributions

VC compared with:

Racial Diversity	Response Option	VC		PACE Normbase		Large	
		Count	%	Count	%	Count	%
13 Racial/ethnic diversity increases the level of trust among my immediate team members	Strongly Disagree	8	5%	636	2%	252	2%
	Disagree	9	6%	1016	3%	387	3%
	Neither	56	35%	8366	28%	3060	26%
	Agree	50	32%	9957	33%	3924	33%
	Strongly Agree	35	22%	10069	34%	4143	35%
	Total		158	100%	30044	100%	11766
14 Racial/ethnic diversity enhances my work team's performance	Strongly Disagree	9	6%	613	2%	234	2%
	Disagree	7	4%	957	3%	375	3%
	Neither	47	29%	7864	26%	2811	24%
	Agree	52	32%	10174	34%	3989	34%
	Strongly Agree	46	29%	10479	35%	4367	37%
	Total		161	100%	30087	100%	11776
15 Racial/ethnic diversity among my work team members contributes to our ability to meet student needs	Strongly Disagree	7	4%	572	2%	220	2%
	Disagree	8	5%	896	3%	323	3%
	Neither	30	19%	6578	22%	2345	20%
	Agree	62	39%	10708	36%	4152	36%
	Strongly Agree	54	34%	11076	37%	4614	40%
	Total		161	100%	29830	100%	11654

Table 4. Student Focus Frequency Distributions

VC compared with:

Racial Diversity	Response Option	VC		PACE Normbase		Large	
		Count	%	Count	%	Count	%
16 Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	Strongly Disagree	6	4%	593	2%	216	2%
	Disagree	10	7%	1431	5%	461	4%
	Neither	42	28%	8262	30%	3021	29%
	Agree	58	39%	9854	36%	3747	36%
	Strongly Agree	32	22%	7080	26%	2977	29%
	Total		148	100%	27220	100%	10422
17 My institution incorporates the perspectives of students from diverse racial/ethnic backgrounds when making institutional policies	Strongly Disagree	13	8%	474	3%	135	3%
	Disagree	29	18%	918	6%	274	5%
	Neither	47	29%	3904	27%	1256	24%
	Agree	50	31%	5665	38%	2063	39%
	Strongly Agree	21	13%	3760	26%	1536	29%
	Total		160	100%	14721	100%	5264
18 My institution prioritizes the educational persistence of students from diverse racial/ethnic backgrounds	Strongly Disagree	11	7%	717	2%	236	2%
	Disagree	15	9%	1479	5%	458	4%
	Neither	50	30%	6785	22%	2343	20%
	Agree	63	38%	12538	41%	4798	40%
	Strongly Agree	26	16%	9377	30%	4068	34%
	Total		165	100%	30896	100%	11903
19 Students from diverse racial/ethnic backgrounds seem satisfied with their educational experience at my institution	Strongly Disagree	7	4%	484	2%	174	2%
	Disagree	13	8%	1067	4%	335	3%
	Neither	53	34%	8786	31%	3192	29%
	Agree	60	38%	11058	39%	4220	39%
	Strongly Agree	24	15%	7110	25%	2997	27%
	Total		157	100%	28505	100%	10918

Table 5. Institutional Structure Item Mean Comparisons

VC compared with:

	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Racial Diversity								
1 My institution has a strong commitment to promoting a healthy racial/ethnic campus climate	171	3.591	4.004	***	-.420	4.125	***	-.559
2 My institution values racial/ethnic diversity	170	3.759	4.093	***	-.352	4.176	***	-.446
3 My institution is accepting of people of different racial/ethnic backgrounds	171	3.778	4.179	***	-.450	4.240	***	-.522
4 Employees of different racial/ethnic backgrounds communicate well with one another	165	3.545	3.989	***	-.480	4.024	***	-.510
5 People of different racial/ethnic backgrounds are well-represented among faculty	164	3.183	3.528	***	-.289	3.644	***	-.396
6 People of different racial/ethnic backgrounds are well-represented among institutional leadership (e.g., President, VP, Deans)	165	3.145	3.469	***	-.264	3.611	***	-.393
7 My institution is a racially and ethnically inclusive environment	167	3.539	3.882	***	-.341	3.960	***	-.423
20 People of different racial/ethnic backgrounds are well-represented among staff (non-instructional, non-administrator)	165	3.497	3.630			3.767	**	-.253

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

Table 6. Supervisory Relationships Item Mean Comparisons

VC compared with:

Racial Diversity		VC		PACE Normbase			Large		
		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	164	4.000	4.305	***	-.350	4.314	***	-.355
9	My supervisor treats all employees equally regardless of racial/ethnic background	162	4.025	4.315	***	-.322	4.316	***	-.316
10	My supervisor is open to the views of people from racially and ethnically diverse backgrounds	160	4.100	4.333	***	-.274	4.338	***	-.275
11	My supervisor provides feedback and evaluates employees fairly, regardless of race/ethnicity	159	3.937	4.247	***	-.336	4.243	***	-.325
12	My supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	160	4.075	4.318	***	-.290	4.331	***	-.305

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

Table 7. Teamwork Item Mean Comparisons

VC compared with:

Racial Diversity		VC		PACE Normbase			Large		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
13	Racial/ethnic diversity increases the level of trust among my immediate team members	158	3.601	3.926	***	-.335	3.962	***	-.373
14	Racial/ethnic diversity enhances my work team's performance	161	3.739	3.962	**	-.233	4.009	***	-.281
15	Racial/ethnic diversity among my work team members contributes to our ability to meet student needs	161	3.919	4.033			4.083	*	-.175

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

Table 8. Student Focus Item Mean Comparisons

VC compared with:

Racial Diversity	VC		PACE Normbase			Large		
	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	148	3.676	3.786			3.845	*	-.177
17 My institution incorporates the perspectives of students from diverse racial/ethnic backgrounds when making institutional policies	160	3.231	3.769	***	-.535	3.872	***	-.653
18 My institution prioritizes the educational persistence of students from diverse racial/ethnic backgrounds	165	3.473	3.919	***	-.465	4.008	***	-.573
19 Students from diverse racial/ethnic backgrounds seem satisfied with their educational experience at my institution	157	3.516	3.815	***	-.329	3.873	***	-.394

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

Table 9. Mean Comparisons by Personnel Classification

VC compared with:

What is your personnel classification?	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	172	3.668	3.985	***	-.434	4.045	***	-.517
Faculty	104	3.638	4.011	***	-.494	4.081	***	-.599
Administrator	12	3.093	3.940	***	-1.215	3.979	***	-1.283
Staff	49	3.850	3.980			4.034		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 10. Mean Comparisons by Race/Ethnicity

VC compared with:

Please select the race/ethnicity that best describes you:	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	172	3.668	3.985	***	-.434	4.045	***	-.517
African American or Black	1	--	3.815			3.740		
Alaska Native or American Indian	0	∅	3.877			3.826		
Asian	8	3.153	4.039	**	-1.157	4.062	***	-1.289
Hispanic/Latina/o/x	41	3.528	4.022	***	-.618	4.076	***	-.682
Middle Eastern or North African	3	--	4.090			4.171		
Native Hawaiian or Pacific Islander	0	∅	3.933			4.237		
White	80	3.835	4.040	**	-.302	4.127	***	-.450
Two or more races	18	3.618	3.847			3.871		
Prefer to self-describe	12	3.227	3.718	*	-.570	3.742	*	-.589

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 11. Mean Comparisons by Employment Status

VC compared with:

Your status at this institution is:	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	172	3.668	3.985	***	-.434	4.045	***	-.517
Full-Time	135	3.568	3.945	***	-.521	3.998	***	-.594
Part-Time	32	3.994	4.178			4.203		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 12. Mean Comparisons by Highest Level of Education Earned

VC compared with:

What is the highest level of education you have earned?	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	172	3.668	3.985	***	-.434	4.045	***	-.517
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	5	--	3.995			4.072		
Doctoral degree (e.g., Ph.D., Ed.D.)	31	3.518	3.887	**	-.468	3.951	**	-.553
Master's degree	88	3.638	3.961	***	-.438	4.036	***	-.548
Bachelor's degree	28	3.782	4.037			4.093	*	-.444
Associate's degree	8	3.929	4.074			4.105		
Certificate	2	--	4.056			4.091		
High School diploma or GED	3	--	4.036			4.063		
No diploma or degree	0	∅	4.079			4.077		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 13. Mean Comparisons by Gender Identity

VC compared with:

	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
What is your gender identity?								
Overall	172	3.668	3.985	***	-.434	4.045	***	-.517
Man	52	3.686	4.039	***	-.481	4.099	***	-.568
Woman	109	3.628	3.996	***	-.523	4.056	***	-.605
Non-binary	2	--	3.548			3.836		
Genderqueer/Gender non-conforming	0	∅	3.479			3.372		
Prefer to self-describe	2	--	3.603			3.641		

Table 14. Mean Comparisons by Gender Identity (Transgender)

VC compared with:

	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Do you identify as transgender?								
Overall	172	3.668	3.985	***	-.434	4.045	***	-.517
Yes	1	--	3.696			3.837		
No	164	3.646	3.982	***	-.474	4.061	***	-.584

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 15. Mean Comparisons by Years at this Institution

VC compared with:

How many years have you worked at this institution?	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	172	3.668	3.985	***	-.434	4.045	***	-.517
5 years or less	57	3.912	4.100	*	-.260	4.173	**	-.370
6-10 years	27	3.458	3.955	***	-.683	4.025	***	-.772
11-15 years	34	3.418	3.924	***	-.691	3.965	***	-.730
16-20 years	22	3.441	3.911	**	-.664	3.961	***	-.719
21-25 years	10	3.741	3.933			3.997		
26 years or more	15	3.703	3.951			3.994		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 16. Mean Comparisons by Years in Higher Education

VC compared with:

How many years have you worked in higher education?	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	172	3.668	3.985	***	-.434	4.045	***	-.517
5 years or less	28	4.111	4.148			4.211		
6-10 years	20	3.670	4.002	*	-.456	4.072	*	-.561
11-15 years	25	3.606	3.951	*	-.480	4.015	**	-.566
16-20 years	37	3.432	3.905	***	-.656	3.965	***	-.724
21-25 years	24	3.465	3.916	**	-.633	3.976	***	-.711
26 years or more	32	3.652	3.945	*	-.401	3.998	**	-.471

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses

Table 17. Mean Comparisons by Age

VC compared with:

What is your age?	VC		PACE Normbase			Large		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	172	3.668	3.985	***	-.434	4.045	***	-.517
29 or younger	9	4.211	4.110			4.201		
30 - 39	17	3.460	4.002	**	-.735	4.081	***	-.868
40 - 49	55	3.551	3.963	***	-.565	4.027	***	-.653
50 - 59	49	3.563	4.019	***	-.646	4.061	***	-.701
60 or older	33	3.872	4.040			4.102		

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

-- indicates results redacted for confidentiality

∅ indicates 0 responses