

Barton County Community College
Great Bend, Kansas

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). 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).

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

BCCC compared with:

Racial Diversity	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
1 My institution has a strong commitment to promoting a healthy racial/ethnic campus climate	Strongly Disagree	3	1%	N/A	N/A	N/A	N/A	N/A	N/A
	Disagree	7	3%	N/A	N/A	N/A	N/A	N/A	N/A
	Neither	41	17%	N/A	N/A	N/A	N/A	N/A	N/A
	Agree	93	39%	N/A	N/A	N/A	N/A	N/A	N/A
	Strongly Agree	93	39%	N/A	N/A	N/A	N/A	N/A	N/A
	Total		237	100%	N/A	N/A	N/A	N/A	N/A
2 My institution values racial/ethnic diversity	Strongly Disagree	2	1%	607	2%	147	2%	3	1%
	Disagree	7	3%	1059	4%	308	5%	8	3%
	Neither	38	16%	3272	13%	903	14%	34	15%
	Agree	97	41%	10072	40%	2579	41%	89	38%
	Strongly Agree	95	40%	9960	40%	2321	37%	98	42%
	Total		239	100%	24970	100%	6258	100%	232
3 My institution is accepting of people of different racial/ethnic backgrounds	Strongly Disagree	2	1%	477	2%	106	2%	2	1%
	Disagree	3	1%	847	3%	245	4%	5	2%
	Neither	20	8%	2876	11%	757	12%	29	12%
	Agree	103	43%	10185	41%	2666	43%	91	39%
	Strongly Agree	111	46%	10631	42%	2496	40%	108	46%
	Total		239	100%	25016	100%	6270	100%	235
4 Employees of different racial/ethnic backgrounds communicate well with one another	Strongly Disagree	2	1%	469	2%	111	2%	0	0%
	Disagree	0	0%	972	4%	275	5%	2	1%
	Neither	37	16%	4269	18%	1146	19%	35	17%
	Agree	101	45%	9718	40%	2562	43%	87	41%
	Strongly Agree	85	38%	8734	36%	1924	32%	87	41%
	Total		225	100%	24162	100%	6018	100%	211

BCCC compared with:

Racial Diversity (continued)	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
5 People of different racial/ethnic backgrounds are well-represented among faculty	Strongly Disagree	14	6%	1425	6%	446	7%	12	5%
	Disagree	18	8%	3028	13%	928	15%	32	14%
	Neither	69	30%	5277	22%	1417	23%	46	21%
	Agree	71	31%	7834	33%	1892	31%	64	29%
	Strongly Agree	57	25%	6415	27%	1358	22%	67	30%
	Total		229	100%	23979	100%	6041	100%	221
6 People of different racial/ethnic backgrounds are well-represented among institutional leadership (e.g. President, VP, Deans)	Strongly Disagree	23	10%	1711	7%	565	9%	26	12%
	Disagree	42	18%	2734	11%	886	15%	34	16%
	Neither	74	32%	5235	22%	1412	23%	70	32%
	Agree	48	21%	7744	32%	1856	30%	47	22%
	Strongly Agree	44	19%	6827	28%	1369	22%	41	19%
	Total		231	100%	24251	100%	6088	100%	218
7 My institution is racially and ethnically inclusive environment	Strongly Disagree	5	2%	952	4%	254	4%	9	4%
	Disagree	12	5%	1830	7%	504	8%	16	7%
	Neither	36	15%	5518	23%	1526	25%	47	21%
	Agree	101	43%	9095	37%	2300	37%	85	38%
	Strongly Agree	81	34%	7094	29%	1562	25%	64	29%
	Total		235	100%	24489	100%	6146	100%	221
20 People of different racial/ethnic backgrounds are well-represented among classified personnel	Strongly Disagree	13	6%	N/A	N/A	N/A	N/A	N/A	N/A
	Disagree	24	11%	N/A	N/A	N/A	N/A	N/A	N/A
	Neither	72	32%	N/A	N/A	N/A	N/A	N/A	N/A
	Agree	61	27%	N/A	N/A	N/A	N/A	N/A	N/A
	Strongly Agree	52	23%	N/A	N/A	N/A	N/A	N/A	N/A
	Total		222	100%	N/A	N/A	N/A	N/A	N/A

N/A indicates survey item previously unavailable

Table 2. Supervisory Relationships Frequency Distributions

BCCC compared with:

Racial Diversity	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
8 My supervisor/chair maintains an environment that is supportive of people from different races/ethnicities	Strongly Disagree	5	2%	715	3%	147	2%	3	1%
	Disagree	3	1%	873	4%	154	3%	0	0%
	Neither	29	12%	3137	13%	761	12%	30	13%
	Agree	91	38%	8343	34%	2177	35%	73	32%
	Strongly Agree	112	47%	11473	47%	2915	47%	120	53%
	Total	240	100%	24541	100%	6154	100%	226	100%
9 My supervisor/chair treats all employees equally based on racial/ethnic background	Strongly Disagree	6	3%	564	2%	137	2%	2	1%
	Disagree	2	1%	691	3%	133	2%	1	0%
	Neither	32	13%	3028	12%	770	13%	27	12%
	Agree	79	33%	8018	33%	2023	33%	74	33%
	Strongly Agree	120	50%	12067	50%	3001	49%	123	54%
	Total	239	100%	24368	100%	6064	100%	227	100%
10 My supervisor/chair is open to the views of people from racially and ethnically diverse backgrounds	Strongly Disagree	5	2%	455	2%	108	2%	2	1%
	Disagree	1	0%	459	2%	105	2%	1	0%
	Neither	31	13%	2643	11%	723	12%	28	12%
	Agree	86	37%	7981	33%	2030	33%	77	34%
	Strongly Agree	112	48%	12894	53%	3132	51%	119	52%
	Total	235	100%	24432	100%	6098	100%	227	100%
11 My supervisor/chair provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	Strongly Disagree	5	2%	562	2%	154	3%	3	1%
	Disagree	3	1%	647	3%	145	2%	1	0%
	Neither	32	14%	3190	14%	836	14%	28	13%
	Agree	81	35%	7726	33%	2011	35%	69	32%
	Strongly Agree	109	47%	11317	48%	2675	46%	115	53%
	Total	230	100%	23442	100%	5821	100%	216	100%

BCCC compared with:

Racial Diversity (continued)	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
12 My supervisor/chair promotes meeting the needs of students from diverse racial/ethnic backgrounds	Strongly Disagree	4	2%	333	1%	91	2%	0	0%
	Disagree	4	2%	444	2%	120	2%	2	1%
	Neither	28	12%	2787	12%	741	13%	25	11%
	Agree	91	39%	8079	34%	2108	36%	81	36%
	Strongly Agree	108	46%	11915	51%	2864	48%	114	51%
	Total	235	100%	23558	100%	5924	100%	222	100%

Table 3. Teamwork Frequency Distributions

BCCC compared with:

Racial Diversity	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
13 Racial/ethnic diversity increases the level of trust among my immediate team members	Strongly Disagree	6	3%	450	2%	122	2%	1	1%
	Disagree	5	2%	732	3%	182	3%	1	1%
	Neither	59	27%	6035	27%	1554	28%	56	29%
	Agree	76	35%	7470	34%	1887	34%	58	30%
	Strongly Agree	73	33%	7569	34%	1731	32%	78	40%
	Total	219	100%	22256	100%	5476	100%	194	100%
14 Racial/ethnic diversity enhances my work team's performance	Strongly Disagree	7	3%	406	2%	99	2%	0	0%
	Disagree	5	2%	704	3%	186	3%	4	2%
	Neither	61	28%	5766	26%	1491	27%	57	30%
	Agree	75	35%	7631	34%	1913	35%	57	30%
	Strongly Agree	68	31%	7701	35%	1768	32%	71	38%
	Total	216	100%	22208	100%	5457	100%	189	100%
15 Racial/ethnic diversity among my work team members contributes to our ability to meet student needs	Strongly Disagree	6	3%	402	2%	109	2%	1	1%
	Disagree	6	3%	705	3%	204	4%	5	3%
	Neither	46	21%	5081	23%	1331	24%	52	28%
	Agree	79	37%	7842	36%	1962	36%	58	31%
	Strongly Agree	77	36%	8019	36%	1837	34%	70	38%
	Total	214	100%	22049	100%	5443	100%	186	100%

Table 4. Student Focus Frequency Distributions

BCCC compared with:

Racial Diversity	Response Option	BCCC		PACE Normbase		Medium		2020	
		Count	%	Count	%	Count	%	Count	%
16 Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	Strongly Disagree	1	0%	447	2%	106	2%	2	1%
	Disagree	9	4%	1131	6%	335	7%	7	4%
	Neither	55	27%	6084	30%	1578	31%	56	29%
	Agree	80	40%	7222	35%	1858	36%	74	38%
	Strongly Agree	57	28%	5521	27%	1266	25%	57	29%
	Total	202	100%	20405	100%	5143	100%	196	100%
17 My institution incorporates the perspectives of students from diverse racial/ethnic backgrounds when making institutional policies	Strongly Disagree	3	1%	N/A	N/A	N/A	N/A	N/A	N/A
	Disagree	9	4%	N/A	N/A	N/A	N/A	N/A	N/A
	Neither	54	24%	N/A	N/A	N/A	N/A	N/A	N/A
	Agree	88	39%	N/A	N/A	N/A	N/A	N/A	N/A
	Strongly Agree	71	32%	N/A	N/A	N/A	N/A	N/A	N/A
	Total	225	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	4	2%	442	2%	112	2%	1	0%
	Disagree	7	3%	1101	5%	324	6%	2	1%
	Neither	46	20%	4938	21%	1368	24%	41	20%
	Agree	94	42%	9363	41%	2403	41%	89	43%
	Strongly Agree	74	33%	7217	31%	1599	28%	76	36%
	Total	225	100%	23061	100%	5806	100%	209	100%
19 Students from diverse racial/ethnic backgrounds seem satisfied with their educational experience at my institution	Strongly Disagree	1	0%	302	1%	74	1%	2	1%
	Disagree	3	1%	801	4%	234	4%	3	2%
	Neither	39	17%	6541	32%	1745	33%	55	28%
	Agree	106	47%	7528	37%	1969	38%	71	36%
	Strongly Agree	75	33%	5293	26%	1190	23%	66	34%
	Total	224	100%	20465	100%	5212	100%	197	100%

N/A indicates survey item previously unavailable

Table 5. Institutional Structure Item Mean Comparisons

BCCC compared with:

	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
1 My institution has a strong commitment to promoting a healthy racial/ethnic campus climate	237	4.122	N/A			N/A			N/A		
2 My institution values racial/ethnic diversity	239	4.155	4.110			4.058			4.168		
3 My institution is accepting of people of different racial/ethnic backgrounds	239	4.331	4.185	*	.162	4.148	**	.204	4.268		
4 Employees of different racial/ethnic backgrounds communicate well with one another	225	4.187	4.046	*	.151	3.983	**	.222	4.227		
5 People of different racial/ethnic backgrounds are well-represented among faculty	229	3.607	3.617			3.462			3.643		
6 People of different racial/ethnic backgrounds are well-represented among senior administrators (e.g. President, Vice-President, Deans)	231	3.208	3.629	***	-.350	3.423	**	-.174	3.197		
7 A racially/ethnically inclusive institution is created through my institution's practices	235	4.026	3.798	**	.215	3.718	***	.291	3.810	*	.215
20 People of different racial/ethnic backgrounds are well-represented among classified personnel	222	3.518	N/A			N/A			N/A		

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

N/A indicates response option previously unavailable

Table 6. Supervisory Relationships Item Mean Comparisons

BCCC compared with:

Racial Diversity		BCCC		PACE Normbase			Medium			2020		
		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	240	4.258	4.181			4.228			4.358		
9	My supervisor treats all employees equally based on racial/ethnic background	239	4.276	4.245			4.256			4.388		
10	My supervisor is open to the views of people from racially and ethnically diverse backgrounds	235	4.272	4.326			4.307			4.366		
11	My supervisor provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	230	4.243	4.220			4.187			4.352		
12	My supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	235	4.255	4.307			4.272			4.383		

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

N/A indicates response option previously unavailable

Table 7. Teamwork Item Mean Comparisons

BCCC compared with:

Racial Diversity		BCCC		PACE Normbase			Medium			2020		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
13	Racial/ethnic diversity increases the level of trust among my immediate team members	219	3.936	3.942			3.899			4.088		
14	Racial/ethnic diversity enhances my work team's performance	216	3.889	3.969			3.928			4.032		
15	The racial/ethnic diversity of my work team members contributes to the ability to meet student needs	214	4.005	4.015			3.958			4.027		

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

N/A indicates response option previously unavailable

Table 8. Student Focus Item Mean Comparisons

BCCC compared with:

Racial Diversity	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
16 Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	202	3.906	3.796			3.747	*	.165	3.903		
17 My institution incorporates the perspectives of students from diverse racial/ethnic backgrounds when making institutional policies	225	3.956	N/A			N/A			N/A		
18 My institution advances the educational persistence of students from diverse racial/ethnic backgrounds	225	4.009	3.946			3.870	*	.147	4.134		
19 Students from diverse racial/ethnic backgrounds seem satisfied with their educational experience at my institution	224	4.121	3.816	***	.333	3.761	***	.401	3.995		

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

N/A indicates response option previously unavailable

Table 9. Mean Comparisons by Personnel Classification

BCCC compared with:

What is your personnel classification?	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	243	4.011	3.996			3.938			4.067		
Faculty	89	4.133	4.018			3.952	*	.237	4.162		
Administrator	19	3.830	3.934			3.917			4.140		
Staff	124	3.964	3.998			3.936			3.998		

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

-- indicates results redacted for confidentiality

N/A indicates response option previously unavailable

∅ indicates 0 responses

Table 10. Mean Comparisons by Race/Ethnicity

BCCC compared with:

Please select the race/ethnicity that best describes you?	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	243	4.011	3.996			3.938			4.067		
African American or Black	10	4.097	3.762			3.839			--		
Alaska Native or American Indian	0	∅	3.938			3.733			--		
Asian	3	--	3.977			3.940			--		
Hispanic/Latina/o/x	7	4.060	4.026			3.954			4.271		
Middle Eastern or North African	2	--	4.029			3.938			∅		
Native Hawaiian or Pacific Islander	0	∅	3.817			3.529			∅		
White	188	4.048	4.053			3.977			4.073		
Two or more races	12	3.862	3.834			3.795			4.039		
Prefer to self-describe	10	3.388	3.723			3.703			3.553		

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

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N/A indicates response option previously unavailable

∅ indicates 0 responses

Table 11. Mean Comparisons by Employment Status

BCCC compared with:

Your status at this institution is?	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	243	4.011	3.996			3.938			4.067		
Full-Time	184	3.961	3.945			3.897			3.980		
Part-Time	47	4.227	4.193			4.140			4.321		

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

-- indicates results redacted for confidentiality

N/A indicates response option previously unavailable

∅ indicates 0 responses

Table 12. Mean Comparisons by Highest Level of Education Earned

BCCC compared with:

What is the highest level of education you have earned?	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	243	4.011	3.996			3.938			4.067		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	3	--	3.945			3.848			--		
Doctoral degree (e.g., Ph.D., Ed.D.)	10	4.006	3.866			3.880			4.547		
Master's degree	99	3.867	3.974			3.897			3.936		
Bachelor's degree	51	4.061	4.049			3.973			4.094		
Associate's degree	40	4.104	4.095			4.053			4.076		
Certificate	11	4.303	4.105			4.088			4.111		
High School diploma or GED	18	4.207	4.071			4.078			4.343		
No diploma or degree	0	∅	4.080			4.171			--		

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

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N/A indicates response option previously unavailable

∅ indicates 0 responses

Table 13. Mean Comparisons by Gender Identity

BCCC compared with:

	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
What is your gender identity?											
Overall	243	4.011	3.996			3.938			4.067		
Man	80	4.158	4.053			3.986	*	.228	4.179		
Woman	142	3.968	4.013			3.955			4.048		
Non-binary	1	--	N/A			N/A			N/A		
Genderqueer/Gender non-conforming	1	--	3.490			3.373			--		
Prefer to self-describe	6	3.208	3.565			3.608			--		

Table 14. Mean Comparisons by Gender Identity (Transgender)

BCCC compared with:

	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Do you identify as transgender?											
Overall	243	4.011	N/A			N/A			N/A		
Yes	1	--	N/A			N/A			N/A		
No	224	4.003	N/A			N/A			N/A		

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

-- indicates results redacted for confidentiality

N/A indicates response option previously unavailable

∅ indicates 0 responses

Table 15. Mean Comparisons by Years at this Institution

BCCC compared with:

How many years have you worked at this institution?	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	243	4.011	3.996			3.938			4.067		
5 years or less	97	4.159	4.117			4.039			4.117		
6-10 years	54	4.014	3.961			3.901			4.147		
11-15 years	39	3.782	3.932			3.898			3.877		
16-20 years	13	3.899	3.948			3.906			3.996		
21-25 years	12	4.064	3.958			3.945			4.088		
26 years or more	13	3.962	3.967			3.882			4.131		

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

-- indicates results redacted for confidentiality

N/A indicates response option previously unavailable

∅ indicates 0 responses

Table 16. Mean Comparisons by Years in Higher Education

BCCC compared with:

How many years have you worked in higher education?	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	243	4.011	3.996			3.938			4.067		
5 years or less	73	4.137	4.167			4.088			4.194		
6-10 years	50	4.148	4.010			3.946			4.220		
11-15 years	38	3.915	3.962			3.894			4.073		
16-20 years	27	3.731	3.940			3.906			3.690		
21-25 years	17	4.053	3.922			3.876			4.059		
26 years or more	21	3.918	3.953			3.916			4.126		

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

-- indicates results redacted for confidentiality

N/A indicates response option previously unavailable

∅ indicates 0 responses

Table 17. Mean Comparisons by Age

BCCC compared with:

What is your age?	BCCC		PACE Normbase			Medium			2020		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	243	4.011	3.996			3.938			4.067		
29 or younger	13	3.957	4.125			3.942			4.211		
30 - 39	48	3.983	4.031			3.984			4.232		
40 - 49	58	4.000	3.998			3.919			3.818		
50 - 59	48	3.954	4.038			4.009			4.231		
60 or older	51	4.199	4.057			3.970	*	.323	4.093		

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

-- indicates results redacted for confidentiality

N/A indicates response option previously unavailable

∅ indicates 0 responses