

Campus Climate Survey Analysis

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Introduction

When Dr. Lynda Villanueva became president of Lee College in January, 2020, she was very clear that equity was one of her top priorities. The death of George Floyd on May 25, 2020, and the subsequent national outcry added urgency to the need for action. In a letter to the editor of the Baytown Sun on June 4, Dr. Villanueva wrote:

We must be engaged in the hard work that comes in dismantling the barriers to student access and success that exist in our own structures and policies shaped by the effects of structural racism. It is not lost upon me that the very name of our college may contribute to the lack of inclusivity. Our burden is heavy. But this work is at the very core of our mission to make the world a better place. And our students deserve nothing less.

Dr. Villanueva charged Dr. Walcerz, VP of Planning, Institutional Effectiveness and Research, with the responsibility of forming a Committee on Equity and Anti-Racism and setting the agenda for this work. The committee met for the first time on July 8, 2020. Over the course of several meetings the leadership of the committee was transferred to Dr. Victoria Marron and the committee established the need to conduct a survey of the campus climate, reviewed several campus climate surveys from other schools, and designed a survey for students, faculty and staff based on the Diverse Learning Environments survey that was developed by the Higher Education Research Institute at UCLA under a grant from the Ford Foundation¹. The survey received approval from the IRB on October 12 and was administered to the campus community for four weeks from Monday, October 12, to Friday, November 6. This report analyzes the results of both the student and the faculty/staff surveys.

Campus Climate Constructs

The Campus Climate Survey was designed to measure ten psychological constructs by asking three to nine questions for each construct. The questions within each construct are correlated to each other and have been validated using focus groups as described in the report to the Ford Foundation².

1. Institutional Commitment to Diversity (7 questions)
2. Satisfaction with the Campus Climate for Diversity (9 questions)
3. Sense of Belonging (4 questions)
4. General Validation (6 questions)
5. Academic Validation in the Classroom (6 questions; student survey only)
6. Faculty Create a Positive Climate (7 questions; student survey only)
7. Curriculum of Inclusion (5 questions; student survey only)
8. Discrimination and Bias (8 questions)
9. Harassment (6 questions)
10. Student Financial Difficulty (3 questions; student survey only)

In addition to the questions within each construct, there were six questions at the end of the survey collecting demographic information and two questions at the start of the student survey asking if the student wanted to be eligible to win a gift card for completing the survey. The student and faculty/staff surveys are provided in Appendix A and Appendix B respectively.

Confidentiality

The survey was confidential but not anonymous. The survey software kept track of the identities of the people who responded, which enabled the addition of data from the Student Information System for a more robust analysis. Personal identities are, of course, protected from disclosure and are only known to the principal investigator.

Response Rate

The student survey was distributed to all students who were registered for credit or non-credit classes at Lee College during the fall semester of 2020 and who were not Dual Credit students or students at the Huntsville Campus. A total of 4,533 students received invitations to complete the survey. Responses were received from 1,250 students, but 57 of the responses were either blank or only included “Don’t

¹ Hurtado, S., & Guillermo-Wann, C. (2013). *Diverse Learning Environments: Assessing and Creating Conditions for Student Success – Final Report to the Ford Foundation*. University of California, Los Angeles: Higher Education Research Institute.

² Ibid.

Know/No Opinion” responses to the sixty-one questions related to the campus climate. The non-blank response rate was thus 26% (1,193/4,533). Eight hundred and forty-eight students answered all sixty-one questions, so the rate for complete responses was 19% (848/4,533).

The faculty/staff survey was distributed to all full- and part-time faculty and staff who were listed as employees of Lee College during the fall semester of 2020 including faculty and staff at the Huntsville campus and dual credit faculty. A total of 740 employees received invitations to complete the survey. Responses were received from 369 faculty/staff, but five of the responses were either blank or only included “Don’t Know/No Opinion” responses to the forty questions related to the campus climate. The non-blank response rate was thus 49% (364/740). Two hundred and sixty-eight faculty/staff answered all forty questions, so the rate for complete responses was 36% (268/740).

Non-Credit Students

Only ten non-credit students were enrolled in Lee College at the time of the survey. All ten were invited to respond to the survey, but none of them did. Thus, this analysis does not include information on non-credit students.

Covariates

One of the purposes of the survey was to determine whether perceptions and experiences of equity and racism are influenced by covariates such as a person’s race, ethnicity, gender, etc. We established eleven covariates based on survey responses and data in the Student Information System. Covariates were coded as binary variables to ensure large groups in each category, which helps detect relatively small differences. More detailed analysis can be conducted when a covariate is of particular interest.

1. **English Only:** Students, faculty and staff were divided into two groups: those who indicated that English was the only language spoken by their parents and themselves, and those who indicated that either their parents or they themselves spoke a language other than English (sometimes in addition to English).
2. **Cisgender:** Students, faculty and staff were divided into two groups: those who identified as cisgender (male or female) and students who identified as transgender, nonconforming, or gender queer/fluid.
3. **Heterosexual:** Students, faculty and staff were divided into two groups: those who identified as heterosexual and those who identified as gay, lesbian, bisexual, asexual, queer, or questioning.
4. **White Skin:** Students, faculty and staff were divided into two groups: those who selected one of the three lighter shades of skin color, and those who selected one of the three darker shades of skin color as being closest to their own skin color.
5. **Christian:** Students, faculty and staff were divided into two groups: those who identified with at least one of the four Christian religious traditions (Catholic, Protestant, Evangelical, Eastern) alone or in combination with other religious traditions, and those who did not identify with any of the four Christian religious traditions.
6. **Male:** Students, faculty and staff were divided into two groups: those who identified as male and those who identified as female. We used the Student Information System to determine this covariate for students, and it only allows the choice of Male, Female, and Unknown.
7. **White:** Students were divided into two groups: those who identified their race/ethnicity as White/non-Hispanic and those who identified as either Hispanic (any race) or African American/Black. Students who identified as Asian, Hawaiian/Pacific Islander, and other groups

were not counted in this covariate. We used the Student Information System for this covariate, and we did not get data for this covariate on faculty/staff.

8. **Traditional Age:** Students were divided into two groups: those who were 17-21 years old at the time of the survey and those who were 22 or older. We used the Student Information System for this covariate, and this covariate does not apply to faculty/staff.
9. **Average Household Income Above \$60,000:** Students were divided into two groups: those who lived in a census tract where the average household income is above \$60,000 and those who lived in a census tract where it is below \$60,000. This was only computed for students with a valid mailing address in Harris County, Liberty County or Chambers County. We used the Student Information System for this covariate, and we did not get data for this covariate on faculty/staff.
10. **Transfer Degree:** Students were divided into two groups: those who were in a program of study designed for transfer to a four-year college or university (AA, AS, AAT) and those who were in a program of study designed for immediate employment (AAS, Certificate, Non-credit). We used the Student Information System for this covariate, and this covariate does not apply to faculty/staff.
11. **High GPA:** Students were divided into two groups: those with a cumulative GPA of at least 3.0, and those with a cumulative GPA below 3.0. We used the Student Information System for this covariate, and this covariate does not apply to faculty/staff.

Table 1 shows the number of students in each category of each covariate. Table 2 shows the number of faculty/staff in each category of each covariate.

	True	False	Prefer not to answer or Blank or not in the Student Information System	Total
English Only	632 (56%)	505	56	1,193
Cisgender	1,102 (99%)	13	78	1,193
Heterosexual	934 (89%)	109	150	1,193
White Skin	712 (67%)	345	136	1,193
Christian	672 (59%)	463	58	1,193
Male	364 (34%)	713	116	1,193
White	360 (36%)	640	193*	1,193
Traditional Age	466 (43%)	611	116	1,193
Income Above \$60K	492 (48%)	534	167	1,193
Transfer Degree	618 (52%)	575	0	1,193
High GPA	544 (51%)	533	116	1,193

* This number includes students who identified as a race/ethnicity other than White or Black/African American or Hispanic.

	True	False	Prefer not to answer or Blank	Total
English Only	249 (71%)	100	15	364
Cisgender	332 (99%)	2	29	364
Heterosexual	299 (95%)	17	48	364
White Skin	228 (77%)	69	67	364
Christian	228 (66%)	118	18	364
Male	124 (34%)	238	2	364

Representativeness of Responses

We can check the representativeness of the students who responded to the survey by using covariates to compare the 1,193 students who responded to the survey to the complete population of 4,533 students. Our analysis of representativeness is limited to six of the eleven covariates because only six are available for students who did not respond to the survey via the Student Information System. Table 3 shows that males are underrepresented, as are non-white students, traditional age students, transfer degree students, and low GPA students. When we present results in this report, we will compensate for representativeness by using a multi-factor analysis.

Table 3: Comparison of the population that answered the survey to the total population that was invited to answer the survey.		
Covariate	Survey Responders	Full Population
Male	34%	40%
White	36%	33%
Traditional Age	43%	51%
Income Above \$60K	48%	49%
Transfer Degree	52%	65%
High GPA	51%	39%

White Race vs. White Skin

The student information system provided the racial category for each student. The Campus Climate survey asked a different question about racial identity: skin color. The survey provided six colors based on human skin tones (shown in Fig. 1 with RGB values) and asked the student which color most closely matched their skin. This question was created so that we could compare the effect of racial identity as it is perceived by a student (probably established by the student's family) and racial identity as it may be perceived by others who look at the student based on the student's visible skin color.







	RGB: 91, 60, 40
	RGB: 201, 133, 88
	RGB: 214, 141, 106
	RGB: 237, 184, 134
	RGB: 239, 192, 164
	RGB: 246, 217, 203

Fig. 1: Skin Color Palette

Students who selected one of the three darker skin tones were considered “darker skinned” and students who selected one of the three lighter skin tones were considered “lighter skinned”. Table 4 shows the percentage of students who identified as darker or lighter skinned based on racial/ethnic identity.

Table 4: Percentage of Students in Four Racial/Ethnic Groups Who Identify as Having Darker or Lighter Skin				
	White (race)	Black (race)	Hispanic (ethnicity)	Asian (race)
Darker Skinned	4%	85%	34%	52%
Lighter Skinned	96%	15%	66%	48%

White and Black students overwhelmingly have lighter and darker skin respectively, but Hispanic students in this survey are two-thirds lighter skinned and one-third darker skinned and Asian students are fifty-fifty. The distinction between visible skin color and self-identified racial category will allow us to explore whether lighter-skinned Hispanic or Asian students perceive the campus climate differently than those who are darker-skinned.

Regression Model Selection and Analysis

There are eleven independent variables (covariates) for students and six independent variables for faculty/staff, and they are all binary as explained in the section on covariates. There are sixty-one dependent variables (the questions about campus climate) for students and forty dependent variables for faculty/staff. The dependent variables all use Likert scales with four levels:

1. Strongly Disagree, Disagree, Agree, Strongly Agree
2. Not at all Satisfied, Partially Satisfied, Mostly Satisfied, Fully Satisfied
3. Never, Sometimes, Often, Very Often
4. None, One, Two to Four, Five or More

In most instances, the responses are coded as negative if the student selected one of the two negative responses and positive if the student selected one of the two positive responses, thus the dependent variables are coded as binary variables. There were a few survey questions where the responses were skewed either positively or negatively and we used just the most positive or the most negative response level as being positive or negative respectively and the remaining three responses were coded as the opposite.

Since both dependent and independent variables are binary, we used logistic regression to determine the correlation between independent variables and dependent variables. The large number of independent variables presented a challenge because of correlations between independent variables, e.g., skin color and race. We used a step-wise process to try different combinations of independent variables, a.k.a. models, to see which combination (model) produced the lowest AIC (Akaike information criterion). We conducted an ANOVA on the selected model to identify which independent variables were significant at the 0.10 level or better, and then used the model to estimate the response of a “nominal” student and the effect of each statistically significant independent variable. The nominal student is defined for this study as a student for whom all eleven independent variables are true, i.e., the student is:

1. From an English-Only household
2. Cisgender
3. Heterosexual
4. Lighter Skinned
5. A person who identifies with one or more Christian Traditions
6. Male
7. White
8. Traditional Age
9. A person who lives in a neighborhood where the average household income is Above \$60K
10. Pursuing a Transfer Degree
11. A person with a High GPA

The nominal faculty/staff is:

1. From an English-Only household
2. Cisgender
3. Heterosexual
4. Lighter Skinned
5. A person who identifies with one or more Christian Traditions
6. Male

Tables of results (below) have the estimated response of nominal students, faculty and staff in the first column and the estimated response for people who differ from the nominal in just one aspect in subsequent columns. For example, the estimated response of people who are nominal except that they do not come from English only households will be in the second column, and the estimated response of people who are nominal except that they are not cisgender will be in the third column, etc.

Assimilationist Racism

Assimilationist racism is the belief that one cultural standard, usually the standard of the majority culture, is superior to minority cultures and that members of minority groups should assimilate into the majority culture. In this analysis we define a nominal student and a nominal faculty/staff with attributes that reflect the majority culture in the United States because it is a familiar point of comparison. It should not be inferred that the nominal designation denotes superiority or a de facto standard of “normal” beliefs, perceptions and understandings of equity and anti-racism.

Institutional Commitment to Diversity

Table 5 shows the estimated³ responses to questions reflecting an “Institutional Commitment to Diversity.” Percentages represent the percentage of students, faculty and staff who selected the two most positive response levels.

Responses of Nominal Students, Faculty and Staff

We see high levels of positive responses to most questions with the notable exception of Q26/Q15 and Q40/Q22, both of which relate to public statements about diversity and equality. It is possible that the lower percentages for Q26 and Q40 are because students, faculty and staff could not recall specific instances of public statements, while the other questions in this category only required recalling general impressions of the college.

Comparison of Students vs Faculty/Staff

When asked about campus administrators speaking about the value of diversity and equity (Q26/Q15), students responded much more negatively than faculty/staff. One possible explanation is that the new administration of Dr. Villanueva has spoken frequently to faculty and staff about equity, especially during the COVID-19 pandemic, while students have not been exposed to this talk since many of them are learning remotely and are not on campus. When asked about public recognition of faculty and staff for participating in diversity and equity efforts (Q40/Q22), students responded more positively than faculty/staff. The positive response of students may be due to the recent awards and recognition Lee College has received.

Responses of Minoritized Students, Faculty and Staff

Minoritized students, faculty and staff (not cisgender, not heterosexual, not white skin, not Christian, not White) have significantly lower positive responses on all questions where there is a significant

³ The estimate that is shown in the table is the maximum likelihood estimate.

difference. It is possible that because of their minoritized status they are more aware of issues surrounding equity and diversity and are less satisfied with the college’s commitment.

Responses by Gender

Female students are not statistically different from male students, but female faculty and staff responded significantly less positively than their male peers to most questions.

Responses by Age, Socioeconomic Status, Degree and GPA

These four covariables are only measured for students. There are two questions in this psychological construct that referred to public statements or public recognition: Q26/Q15 & Q40/Q22. The nominal student responded less positively to these questions. However, older students, lower income students and students with low GPAs responded more positively than their nominal peers. We will see throughout the survey that older students respond more positively than their traditional age peers, but the responses of low income or low GPA students is sometimes more positive and sometimes more negative.

Table 5: Questions reflecting an Institutional Commitment to Diversity <i>“Indicate the extent to which you agree or disagree with these statements about Lee College”</i> Positive: “Strongly Agree” & “Agree” Negative: “Disagree” & “Strongly Disagree” Student Responses in Green Faculty/Staff Responses in Blue Question numbers, e.g., Q3/Q1, indicate the student question first and the faculty/staff question second.												
	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA
Q3/Q1: Lee College has a long-standing commitment to diversity and equity	93%											
	93%				80% (**)		86% (-)					
Q6/Q4: Lee college promotes the understanding of gender differences	95%				98% (*)			90% (-)				
	89%			59% (**)			76% (*)					
Q13/Q6: Lee College promotes the appreciation of cultural differences	94%											
	92%			75% (*)								
Q26/Q15: Campus administrators speak regularly about the value of diversity and equity	63%			43% (**)	53% (-)	53% (-)			77% (**)	78% (-)		78% (*)
	90%			73% (-)	78% (*)	80% (*)	83% (-)					
	93%		75% (-)		88% (-)				96% (*)			

Q27/Q16: College publications (brochures, website, etc.) accurately reflect the diversity of the student body	94%			65% (**)			85% (-)					
Q40/Q22: Staff and instructors are publicly recognized for participating in diversity and equity efforts	80%								89% (*)	87% (-)		
	74%			39% (*)			61% (-)					
Q43/Q24: Lee College appreciates differences in sexual orientation	93%			83% (*)					96% (*)			
	86%			42% (***)								
- significant at the 0.1 level * significant at the 0.05 level ** significant at the 0.01 level *** significant at the 0.001 level												

Satisfaction with the Campus Climate for Diversity

Table 6 shows the estimated responses to questions pertaining to “Satisfaction with the Campus Climate for Diversity.” Percentages represent the percentage of students who selected the two most positive response levels.

Responses of Nominal Students, Faculty and Staff

We see relatively high levels of positive responses ranging from the mid-eighties to the mid-nineties with two exceptions: (1) only 78% of nominal faculty/staff responded positive to the question about respect for diverse beliefs and experiences and (2) only 72% of faculty/staff and 81% of students responded positively to the question about respect for political differences.

Comparison of Students vs Faculty/Staff

The responses of students are similar to the responses of faculty/staff except that faculty/staff are ten points more negative than students on the questions about respect for diverse beliefs and experiences and respect for political differences.

Responses of Minoritized Students, Faculty and Staff

Minoritized students, faculty and staff (not cisgender, not heterosexual, not white skin, not Christian, not White) have significantly lower positive responses on questions where there is a significant difference. We see that non-heterosexual and non-Christian students, faculty and staff are significantly less positive than their nominal peers on a majority of questions.

Responses by Gender

Female students reported more positively on the two questions where they were significantly different from their male peers. Female faculty/staff reported less positively on the two questions where they were significantly different from their male peers.

Responses by Age, Socioeconomic Status, Degree and GPA

Older students respond more positively, as we have seen before. Lower income students reported more positively on the one question where they were different from their nominal peers. Students in Applied Science programs reported less positively on the question about diverse groups working and studying together.

Table 6: Questions reflecting Satisfaction with the Campus Climate for Diversity “How satisfied are you with the following elements of the Lee College working/studying environment?” Positive: “Fully Satisfied” & “Mostly Satisfied” Negative: “Partially Satisfied” & “Not At All Satisfied” Student Responses in Green Faculty/Staff Responses in Blue Question numbers, e.g., Q28/Q17, indicate the student question first and the faculty/staff question second.												
	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA
Q28/Q17: Campus-wide respect for expressing diverse beliefs and experiences	89%			79% (*)					94% (**)	93% (-)		
	78%			56% (-)	61% (*)							
Q29/Q18: Racial /ethnic diversity of the staff	94%			86% (*)				87% (*)	96% (-)			
	93%			68% (**)	88% (-)	85% (*)	81% (**)					
Q30/Q19: Positive atmosphere for those who grew up speaking a language other than English	95%			89% (*)		90% (*)		87% (*)	98% (**)			
	90%			74% (*)		78% (**)						
Q31/Q20: Tolerant atmosphere for political differences	81%					74% (*)			90% (**)			
	72%					58% (*)						
Q32/Q21: Racial/ethnic diversity of instructors	95%			91% (-)		91% (*)		88% (*)	98% (**)			
	89%			73% (-)	75% (**)	78% (*)	76% (**)					
Q45/Q26: Different racial/ethnic groups work and study productively together	85%								93% (***)		78% (-)	
	89%			56% (**)	75% (*)							
Q46/Q27: The administration responds promptly and meaningfully to incidents of discrimination	82%					68% (*)			93% (***)			
	82%			40% (**)								

Q47/Q28: The college promotes a positive atmosphere for religious differences	84%					74% (*)	91% (*)		92% (*)			
	84%			46% (**)		70% (*)						
Q48/Q29: The student body is racially/ethnically diverse	89%		59% (*)				93% (-)		94% (-)			
	97%			89% (-)	91% (*)							
- significant at the 0.1 level * significant at the 0.05 level ** significant at the 0.01 level *** significant at the 0.001 level												

Sense of Belonging

Table 7 shows the estimated responses to questions pertaining to “Sense of Belonging.” Percentages represent the percentage of students, faculty and staff who selected the two most positive response levels.

Responses of Nominal Students, Faculty and Staff

We see high levels of positive responses, ranging from 82% to 95%, for all questions.

Comparison of Students vs Faculty/Staff

The percentage of positive responses from students is similar to that of faculty/staff on all questions.

Responses of Minoritized Students, Faculty and Staff

Minoritized students, faculty and staff (not cisgender, not heterosexual, not white skin, not Christian, not White) have significantly lower positive responses on questions where there is a significant difference.

Responses by Gender

There are no statistically significant differences by gender.

Responses by Age, Socioeconomic Status, Degree and GPA

Older students respond more positively, as we have seen before.

Table 7: Questions reflecting Sense of Belonging <i>“Indicate the extent to which you agree or disagree with these statements about Lee College:”</i> Positive: <i>“Strongly Agree” & “Agree”</i> Negative: <i>“Disagree” & “Strongly Disagree”</i> Student Responses in Green Faculty/Staff Responses in Blue Question numbers, e.g., Q5/Q3, indicate the student question first and the faculty/staff question second.												
	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA

Q5/Q3: I feel comfortable and at ease with almost everyone I meet at Lee College	95%		73% (*)	90% (-)								
	89%				77% (*)							
Q7/Q5: I feel that I am a member of the campus community	88%		63% (*)									
	85%											
Q15/Q8: The buildings, classrooms and offices and the outdoor spaces at Lee College feel welcoming to me	94%		71% (*)									
	82%			58% (-)								
Q24/Q13: I see myself as part of the Lee College community	85%		60% (-)					92% (*)				
	88%											
- significant at the 0.1 level * significant at the 0.05 level ** significant at the 0.01 level *** significant at the 0.001 level												

General Validation

Table 8 shows the estimated responses to questions pertaining to “General Validation.” Questions on the student survey are phrased differently from those on the faculty/staff survey to account for their different contexts, but they are addressing the same type of validation. Percentages represent the percentage of people who selected the two most positive response levels.

Responses of Nominal Students, Faculty and Staff

We see relatively high levels of positive responses, ranging from 75% to 96%, for all questions.

Comparison of Students vs Faculty/Staff

The percentage of positive responses from students is similar to that of faculty/staff on all questions.

Responses of Minoritized Students, Faculty and Staff

Minoritized students, faculty and staff (not cisgender, not heterosexual, not white skin, not Christian, not White) have significantly lower positive responses on all questions where there is a significant difference. Minoritized faculty/staff are much more likely to differ from their nominal peers and minoritized students are less likely to differ from their nominal peers.

Responses by Gender

There are no statistically significant differences by gender.

Responses by Age, Socioeconomic Status, Degree and GPA

Older students respond more positively, as we have seen before. Students in Applied Science programs respond more positively to the question about an instructor taking an interest in their development,

which may be due to the design of Applied Science programs with lots of laboratory time and students seeing the same instructors in many classes.

Table 8: Questions reflecting General Validation <i>"Indicate the extent to which you agree or disagree with these statements about Lee College:"</i> Positive: <i>"Strongly Agree" & "Agree"</i> Negative: <i>"Disagree" & "Strongly Disagree"</i> Student Responses in Green Faculty/Staff Responses in Blue												
	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA
Q4: At least one college staff member (not an instructor) has taken interest in my development	75%		40% (*)									81% (-)
Q2: At least one of my co-workers/colleagues has taken interest in my development as an employee	90%	96% (-)				81% (-)						
Q14: My instructors increase my desire to learn	90%		66% (*)						93% (-)			
Q7: The administration has empowered me to grow and develop new skills	86%				75% (*)	73% (*)						
Q17: College staff recognize my achievements	79%			68% (-)					88% (**)			
Q9: My co-workers/colleagues recognize my achievements	80%											
Q25: My instructors believe in my potential to be successful in my classes	96%											

Q14: My supervisor believes in my potential to succeed in my job	94%			71% (**)								
Q41: College staff encourage me to get involved in campus activities	75%								85% (**)			
Q23: My co-workers/colleagues encourage me to get involved in campus activities	76%			42% (*)								
Q44: At least one instructor has taken interest in my development	86%										93% (**)	
Q25: My supervisor has taken interest in my development	91%			71% (*)		82% (-)						
- significant at the 0.1 level * significant at the 0.05 level ** significant at the 0.01 level *** significant at the 0.001 level												

Academic Validation in the Classroom (students only)

Table 9 shows the estimated responses to questions pertaining to “Academic Validation in the Classroom.” Percentages represent the percentage of students who selected the two most positive response levels.

Responses of Nominal Students

We see levels around 50% for most questions, but only seventeen percent for Q57 and twenty-seven percent for Q61. The four questions with higher positive responses relate to classroom experiences “in the moment.” The two questions with lower positive responses include meeting the instructor outside of class and caring about the student’s progress, which is more collective over time than the statements that are “in the moment.” One possible conclusion is that students perceive instructors as caring while in the classroom, but there is not a sense of a caring relationship that extends outside of the classroom or across multiple class sessions.

Responses of Minoritized Students

Minoritized students (not cisgender, not heterosexual, not white skin, not Christian, not White) have generally lower positive responses on questions where there is a significant difference.

Responses by Gender

Female students responded more positively than their male peers on two questions that dealt with being encouraged to participate in class and feeling valued in class.

Responses by Age, Socioeconomic Status, Degree and GPA

Older students responded more positively than their traditional-age peers, which is a pattern seen throughout the survey. Students with low GPAs responded more negatively on two questions dealing with feeling valued in the classroom and that instructors put themselves at the student's level.

Table 9: Questions reflecting Academic Validation in the Classroom "How often have you experienced the following at Lee College?" Positive: "Very Often" & "Often" Negative: "Sometimes" & "Never" Student Responses in Green												
	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA
Q18: In my classes, I felt that my contributions were valued	54%					43% (**)			73% (***)			
Q21: My instructors put themselves at my level, instead of acting superior	62%							51% (**)	72% (**)			55% (-)
Q51: My instructors encouraged me to ask questions and participate in discussions in class	53%					43% (*)	67% (***)		63% (**)			
Q55: In my classes, I felt that my contributions were valued	47%					34% (***)	57% (*)		67% (***)			40% (-)
Q57: My instructors encouraged me to meet with them after or outside of class	17%			24% (-)					26% (**)			
Q61: My instructors showed concern about my progress in class	27%		63% (-)	14% (**)		19% (*)			49% (***)			
- significant at the 0.1 level * significant at the 0.05 level ** significant at the 0.01 level *** significant at the 0.001 level												

Faculty Create a Positive Climate

Table 10 shows the estimated responses to questions pertaining to "Faculty Create a Positive Climate." Percentages represent the percentage of students who selected the two most positive response levels.

Responses of Nominal Students

Response percentages range from thirty percent to seventy-one percent, which is a wide range. The two questions with the lowest positive responses dealt with having discussions about power and oppression and turning controversial topics into good discussions. The two questions with the highest positive responses dealt with having high expectations for students and faculty sharing their experiences and background in class.

Responses of Minoritized Students

Minoritized students (not cisgender, not heterosexual, not white skin, not Christian, not White) have lower positive responses on questions where there is a significant difference.

Responses by Gender

Female students responded about ten points more positively than their male peers on all questions. There is clearly a significant difference in the classroom climate as perceived by men and women.

Responses by Age, Socioeconomic Status, Degree and GPA

Older students responded more positively than their nominal peers on almost all questions. Students with low GPAs responded more negatively on almost all questions.

Table 10: Questions reflecting Faculty Create a Positive Climate <i>"How many instructors have you had at Lee College that did the following?"</i> Positive: <i>"Two to Four Courses"</i> & <i>"Five or More Courses"</i> Negative: <i>"Zero Courses"</i> & <i>"One Course"</i> Student Responses in Green												
	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA
Q33: Encouraged students to contribute different perspectives in class	65%						77% (***)		73% (*)			50% (***)
Q34: Encouraged students from diverse backgrounds to work together	53%						66% (***)		62% (*)			42% (**)
Q35: Communicated high expectations for students' performance	71%		43% (-)				80% (**)		77% (-)			59% (***)
Q36: Often shared their own experiences and background in class	70%						76% (-)		80% (**)			57% (***)
Q37: Turned controversial topics into good discussions	49%		16% (*)				67% (***)		60% (**)		41% (-)	41% (*)
Q38: Helped students learn how to bring about change in American society	51%			39% (-)			65% (***)					

Q39: Had open discussions about privilege, power and oppression	30%						42% (***)		37% (*)			
- significant at the 0.1 level * significant at the 0.05 level ** significant at the 0.01 level *** significant at the 0.001 level												

Curriculum of Inclusion (students only)

Table 11 shows the estimated responses to questions reflecting a “Curriculum of Inclusion.” Percentages represent the percentage of students who selected the two most positive response levels.

Responses of Nominal Students

We see low levels of positive responses for all questions. A separate calculation (not shown) reveals that twenty-seven percent of all students in transfer programs and forty-five percent of students in applied science programs responded “zero courses” to Q8 and Q9 and Q10, suggesting that a lot of students do not encounter any instructional materials on topics of race, ethnicity, gender, sexuality or privilege.

Responses of Minoritized Students

Minoritized students (not cisgender, not heterosexual, not white skin, not Christian, not White) have slightly higher positive responses on questions where there is a significant difference. It is possible that minoritized students are attracted to courses that include topics of race, gender, etc. or that they are more aware when the topics are raised and thus remember more courses with this material.

Responses by Gender

Female students responded about the same as their male peers except that they responded more positively to the question about topics of gender and sexuality.

Responses by Age, Socioeconomic Status, Degree and GPA

Students in Applied Science programs have significantly lower positive responses than those in Transfer programs. Applied Science courses are generally focused on technical knowledge and skills and may not include discussions of race, gender, privilege, etc. Students who are older than traditional age have significantly higher positive responses compared to traditional age students.

Table 11: Questions reflecting a Curriculum of Inclusion <i>“How many courses have you taken at Lee College that included the following?”</i> Positive: “Two to Four Courses” & “Five or More Courses” Negative: “Zero Courses” & “One Course” Student Responses in Green												
	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA

Q8: Materials or readings or discussion on the topic of race and ethnicity	28%							39% (**)		15% (***)	
Q9: Materials or readings or discussion on the topic of gender and sexuality	15%	20% (*)					22% (*)	21% (*)			
Q10: Materials or readings or discussion on issues of privilege based on race, gender, etc.	22%	28% (-)		31% (-)				28% (-)		12% (***)	
Q11: Opportunities for intensive discussion between students with different backgrounds and beliefs	31%							42% (**)	24% (*)	21% (**)	
Q12: Serving communities in need (service learning)	12%				7% (**)			21% (**)			
- significant at the 0.1 level * significant at the 0.05 level ** significant at the 0.01 level *** significant at the 0.001 level											

Discrimination and Bias

Table 12 shows the estimated responses to questions pertaining to “Discrimination and Bias.” Percentages represent the percentage of students who selected the three most positive response levels; however, because we are asking about discrimination and bias, positive responses are undesirable from the perspective of campus climate, so we would like very low levels of positive responses.

Responses of Nominal Students, Faculty and Staff

We see levels of positive responses ranging from 5% to 42%. The questions with the highest levels are Q22/Q12 and Q54/Q34, which indicate a significant number of students, faculty and staff have heard college employees and other students making insensitive or insulting remarks.

Comparison of Students vs Faculty/Staff

The percentage of positive responses from students is much lower than faculty/staff on all questions. It could be that faculty/staff experience much more discrimination and bias than students or that they are much more aware of it.

Responses of Minoritized Students, Faculty and Staff

Minoritized students, faculty and staff (not cisgender, not heterosexual, not white skin, not Christian, not White) experience discrimination and bias at rates that are significantly higher than non-minoritized students. Over half of non-heterosexual faculty and staff report hearing insulting remarks from college

employees, witnessing or experiencing exclusion, and hearing comments that were racist, discriminatory, biased or harassing.

Responses by Gender

Female faculty and staff reported hearing significantly more insensitive or insulting remarks from students compared to their male peers.

Responses by Age, Socioeconomic Status, Degree and GPA

Older students respond more favorably (which in this instance means less positively), as we have seen before. Lower income students and students with low GPAs also responded more favorably when they were different from the nominal student. Students in Applied Science programs reported more instances of discrimination than their nominal peers.

Table 12: Questions reflecting Discrimination and Bias "How often have you experienced the following at Lee College?" Positive: "Sometimes" & "Often" & "Very Often" Negative: "Never" Student Responses in Green Faculty/Staff Responses in Blue Question numbers, e.g., Q19/Q10, indicate the student question first and the faculty/staff question second.												
	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA
Q19/10: I witnessed discrimination	8%									5% (-)	12% (-)	
	25%				41% (*)							
Q22/Q12: I heard insensitive or insulting remarks from a college employee	10%					15% (*)				6% (*)		
	42%			76% (*)								
Q52/Q32: I heard insensitive or insulting remarks from a college employee	5%					8% (*)				3% (-)		
	36%			60% (-)								
Q53/Q33: I witnessed or personally experienced exclusion of some people from gatherings, events, etc.	5%			11% (*)								
	18%			53% (**)	34% (*)							
Q54/Q34: I heard insensitive or insulting remarks from students	16%		45% (*)						10% (*)			10% (*)
	34%	18% (**)				47% (-)	46% (-)					
Q56/Q36: I heard someone making comments that were racist, discriminatory, biased or harassing	8%			16% (*)					6% (-)			
	32%			63% (*)								

Q58/Q37: I saw written comments (emails, texts, writing on walls, etc.) that were racist, discriminatory, biased, or harassing	5%				10% (*)				3% (-)			
	15%	4% (*)		36% (-)								
Q60/Q39: I saw offensive visual images or items	5%								1% (*)			
	8%	2% (-)		43% (***)								
- significant at the 0.1 level * significant at the 0.05 level ** significant at the 0.01 level *** significant at the 0.001 level												

Harassment

Table 13 shows the estimated responses to questions pertaining to “Harassment.” Percentages represent the percentage of students who selected the three most positive response levels; however, because we are asking about harassment, positive responses are undesirable from the perspective of campus climate, so we would like very low levels of positive responses.

Responses of Nominal Students, Faculty and Staff

We see relatively low levels of positive responses to questions about experiencing harassment but much higher levels of talking about incidents of harassment with family or a friend or reporting incidents to campus authorities.

Comparison of Students vs Faculty/Staff

The responses of students are similar to the responses of faculty/staff except that 20% of faculty/staff said they discussed an incident of harassment with family or friends while only 10% of students reported the same thing.

Responses of Minoritized Students, Faculty and Staff

Minoritized students, faculty and staff (not cisgender, not heterosexual, not white skin, not Christian, not White) have significantly higher positive responses on questions where there is a significant difference.

Responses by Gender

Two percent of female students reported being physically assaulted or injured compared to 5% for male students.

Responses by Age, Socioeconomic Status, Degree and GPA

Older students respond more favorably (less positively), as we have seen before. Lower income students and students with low GPAs responded more favorably than their nominal peers. Students in Applied Science programs reported significantly more incidents of damage to their personal property than their peers in transfer programs.

Table 13: Questions reflecting Harassment
 “How often have you experienced the following at Lee College?”
 Positive: “Sometimes” & “Often” & “Very Often”
 Negative: “Never”

Student Responses in Green

Faculty/Staff Responses in Blue

Question numbers, e.g., Q20/Q11, indicate the student question first and the faculty/staff question second.

	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA
Q20/Q11: My personal property was damaged	5%									3% (*)	9% (-)	
	7%											
Q49/Q30: I received anonymous phone calls that were threatening or harassing	4%								1% (*)			
	2%											
Q50/Q31: I talked about an incident of discrimination or harassment to a friend or family member	10%			18% (-)					6% (-)			5% (*)
	20%			43% (*)	31% (-)							
Q59/Q38: I reported an incident of discrimination or harassment to a campus authority	9%								4% (*)	3% (*)		5% (-)
	11%											
Q62/Q40: I was physically assaulted or injured	5%		32% (-)				2% (*)		2% (-)			
	0%											
Q63/Q41: I received threats of physical violence	5%								1% (*)			
	2%					7% (-)						

- significant at the 0.1 level
 * significant at the 0.05 level
 ** significant at the 0.01 level
 *** significant at the 0.001 level

Student Financial Difficulty (students only)

Table 14 shows the estimated responses to questions pertaining to “Student Financial Difficulty.” Percentages represent the percentage of students who selected the two most positive response levels.

Responses of Nominal Students

We see moderately high percentages for all three questions, indicating a large number of students with financial difficulty.

Responses of Minoritized Students

Minoritized students (not cisgender, not heterosexual, not white skin, not Christian, not White) have higher positive responses on questions where there is a significant difference, indicating greater financial difficulty than their nominal peers.

Responses by Gender

Female students responded more positively than their male peers on the question about experiencing more financial difficulty this year.

Responses by Age, Socioeconomic Status, Degree and GPA

Older students responded more positively than their traditional-age peers, indicating more financial difficulty. Students with low GPAs also indicated more financial difficulty than their nominal peers.

Table 14: Questions reflecting Student Financial Difficulty "Indicate the extent to which you agree or disagree with these statements about Lee College:" Positive: "Strongly Agree" & "Agree" Negative: "Disagree" & "Strongly Disagree" Student Responses in Green												
	Nominal	Not English Only	Not Cisgender	Not Heterosexual	Not White Skin	Not Christian	Not Male	Not White	Not Trad. Age	Not \$60+ Income	Not Transfer Deg	Not High GPA
Q16: feel concerned about my ability to pay for my college education	46%			64% (**)				54% (*)				55% (*)
Q23: I am facing more financial difficulty this year	47%						64% (***)	64% (-)	55% (***)			40%
Q42: I may have to choose between financially supporting my family and going to college	32%			43% (-)				43% (**)	55% (***)			
- significant at the 0.1 level * significant at the 0.05 level ** significant at the 0.01 level *** significant at the 0.001 level												

Summary

This is the first time Lee College has administered this survey, so we don't have a baseline or benchmark for comparison. The question of which areas are in the most need of attention is open to debate.

Responses of Nominal Students, Faculty and Staff

Positive responses in the 80% to 95% range were seen for most of the questions regarding broad campus impressions:

1. Institutional Commitment to Diversity
2. Satisfaction with the Campus Climate for Diversity
3. Sense of Belonging
4. General Validation

Positive responses in the 30% to 60% range were seen for most of the question in two classroom-specific areas:

5. Academic Validation in the Classroom
6. Faculty Create a Positive Climate

Positive responses in the 15% to 30% range were seen the third classroom-specific area:

7. Curriculum of Inclusion

Positive responses (which are unfavorable to the college) ranged from 5% to 40% for

8. Discrimination and Bias
9. Harassment

Positive responses (which are unfavorable to the college) ranged from 30% to 45% for

10. Student Financial Difficulty

Comparison of Students vs Faculty/Staff

The responses of students, faculty and staff were generally comparable (with some exceptions) for the questions regarding broad campus impressions:

1. Institutional Commitment to Diversity
2. Satisfaction with the Campus Climate for Diversity
3. Sense of Belonging
4. General Validation

Faculty did not respond to questions in classroom-specific areas so there are no comparisons for:

5. Academic Validation in the Classroom
6. Faculty Create a Positive Climate
7. Curriculum of Inclusion

The responses of faculty/staff were significantly less favorable than students for:

8. Discrimination and Bias

The responses of faculty/staff were generally comparable to students for:

9. Harassment

Faculty did not respond to question so there are no comparisons for:

10. Student Financial Difficulty

Responses of Minoritized Students, Faculty and Staff

Looking across all ten psychological constructs, minoritized students, faculty and staff have a significantly less positive experience than nominal students. On virtually every question, one or more minoritized individuals report significantly less favorably than nominal individuals. This very broad result is evidence of institutional racism/bias that almost certainly produces inequitable outcomes.

Responses by Gender

Responses of female students, faculty and staff were similar (with a few exceptions) to their male peers for questions in:

1. Institutional Commitment to Diversity
2. Satisfaction with the Campus Climate for Diversity
3. Sense of Belonging
4. General Validation

Responses of female students were more positive on some or most question in:

5. Academic Validation in the Classroom
6. Faculty Create a Positive Climate

Responses of female students were similar to male peers except for more positive responses to the one question on gender and sexuality in:

7. Curriculum of Inclusion

Female faculty and staff report significantly more incidents in the area of:

8. Discrimination and Bias

Female faculty, staff and students report similar levels to their male peers in:

9. Harassment

Female students report higher levels than their male peers in:

10. Student Financial Difficulty

Responses by Age, Socioeconomic Status, Degree and GPA

Older students report more favorable responses across all categories in the survey except they have high levels of financial difficulty than their traditional-age peers.

Low-income students responded more positively to:

1. Institutional Commitment to Diversity
2. Satisfaction with the Campus Climate for Diversity

Low income students were no different than their higher income peers for:

3. Sense of Belonging
4. General Validation
5. Academic Validation in the Classroom
6. Faculty Create a Positive Climate

Low-income students responded less positively to one question in

7. Curriculum of Inclusion

Low-income students responded more favorably (less positively) to questions about:

8. Discrimination and Bias
9. Harassment

Low-income students responded the same as their higher-income peers regarding:

10. Student Financial Difficulty

Students in Applied Science programs responded the same as transfer students on almost all questions in:

1. Institutional Commitment to Diversity
2. Satisfaction with the Campus Climate for Diversity
3. Sense of Belonging
4. General Validation
5. Academic Validation in the Classroom
6. Faculty Create a Positive Climate

Students in applied science were significantly less positive about:

7. Curriculum of Inclusion

Students in applied science were about the same as transfer students for:

8. Discrimination and Bias
9. Harassment
10. Student Financial Difficulty

Students with GPA below 3.0 responded similarly to their higher GPA peers for:

1. Institutional Commitment to Diversity

2. Satisfaction with the Campus Climate for Diversity
3. Sense of Belonging
4. General Validation

Students with GPA below 3.0 responded more negatively for:

5. Academic Validation in the Classroom
6. Faculty Create a Positive Climate

Students with GPA below 3.0 responded similarly to their higher GPA peers for:

7. Curriculum of Inclusion
8. Discrimination and Bias
9. Harassment

Students with GPA below 3.0 were mixed (one higher, one lower, one the same) for questions in:

10. Student Financial Difficulty

Conclusion

The results of this survey provide a baseline for the equity and anti-racism work at Lee College. It is the intent of the Steering Committee on Equity and Anti-Racism to repeat the survey about every three years to track progress. It will also be possible in the future to study correlations between specific survey questions and constructs and student outcomes such as retention, GPA and completion, which will be useful to quantify the impact of new policies on student success.