Campus Climate Report 2011

Presented by the Political Science 140 Class
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Feather River College

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Executive Summary

During the Fall 2011 semester, the Political Science 140 class (Multiethnic America) conducted the second "campus climate" project to assess the general atmosphere of the Feather River College (FRC) campus. This project gathered information from members of the campus about their perceptions of campus diversity and their feelings of campus inclusiveness. The class hopes this information assists the College in enhancing campus diversity and in its efforts to create a welcoming environment for all students and employees. To accomplish this purpose, the class designed and administered a survey to campus constituent groups (students, faculty, staff, and administrators). The survey asked respondents to offer their perceptions by answering questions in categorical areas: campus comfort and diversity, isolation, discrimination and/or harassment, and program awareness.

The responses show that perceptions of diversity on the FRC campus are very favorable, and 89% of respondents indicated that they were "comfortable" on campus.

Additional information presented in this report is also noteworthy:

- Over 90% of "minority" and "white" respondents reported no experience with discrimination on campus, though this number is slightly lower when it comes to feelings of isolation.[1]
- Most student respondents are familiar with many campus programs and services.
- 61% of student respondents report that all students are treated equally, though many comments revealed a perception of inequity in terms of favorable treatment toward student-athletes.
- The majority of respondents indicated "no-opinion/neutral" when it came to promoting campus diversity (courses and programming). However, more minority respondents indicated a desire to see greater diversity programming on campus. Minority respondents also reported that overall campus diversity was very important to them.

This report also reviewed FRC's progress on the recommendations from the 2009 report. Per the first of these 2009 recommendations, the POL 140 students completed the 2011 follow-up climate survey and report. There also seems to be improvement in the levels of program awareness among students, though disseminating information about such programs (and services) could always be improved. Finally, the 2011 class noted that the College has made some progress in adding more diversity themed classes to the general education (GE) course options.

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[1] Note the use of racial and ethnic categories in this report. While ethnicity is the more accurate measure of diversity, race still maintains sociological significance (see Aguirre Jr., and Turner, 2009). Racial categories are based on the Department of Education's instructions on "Collecting Race and Ethnicity Data from Students and Staff Using the New Categories," http://nces.ed.gov /ipeds/reic/collecting_re._asp. Even while recognizing the problems with bi-racial categorization and racialization (Schmidt, et al. 2013) the POL 140 class chose to use the "white" and "minority" labels to group racial categories as the most appropriate way to ensure respondent anonymity.

From the analysis of the project findings and a review of the previous recommendations, the POL 140 class has compiled the following 2011 recommendations for campus consideration:

- Conduct a streamlined climate survey every two years and integrate this into the College's planning cycle.
- Improve the publicity of campus programs, services, and resources.
- Strengthen the institution's commitment to diversity.

Introduction

Campus Climate and Its Importance to FRC

"Campus climate" refers to the general atmosphere experienced by students, faculty, staff and administration of Feather River College, primarily in terms of their overall comfort, their sense of safety and belonging, and whether they feel valued, treated fairly with respect and without discrimination. FRC recognizes the importance of diversity and inclusion, and providing a safe learning and working environment for all students and employees.

> *"We all try to be comfortable. We are different, but similar in so many ways."*

According to a series of papers by the Association of American Colleges and Universities (AAC&U) written after the 2003 United States Supreme Court's *Grutter v. Bollinger* decision, "campus communities that are more racially and ethnically diverse tend to create more richly varied educational experiences that enhance students' learning and better prepare them for participation in a democratic society" (2005, 6). The AAC&U report also surveys the literature on how diversity enhances the learning environment. Noting in particular the work of Milem and Hakuta, and Hurtado et al., the report notes, "1) Individuals who are educated in diverse settings are far more likely to work and live in racially and ethnically diverse environments after they graduate; and 2) Individuals who study and discuss issues related to race and ethnicity in their academic courses and interact with a diverse set of peers in college are better prepared for life in an increasingly complex and diverse society" (12).

Furthermore, the AAC&U points to the importance of an institution's commitment to diversity. FRC's commitment to serving a diverse student body is central in its Mission Statement, Statement of Vision, and in the Strategic Plan (identified specifically in Direction I and Direction III).

The Campus Climate Project's survey of campus comfort, perceptions of equality, and student awareness of programs and resources is one mechanism for the College to evaluate its progress towards its strategic goals and accomplishment of its mission. This information may assist in institutional planning and let the College know where improvements may be made in order to better serve its diverse population.

In sum, providing a way for the campus population to express their perceptions of FRC's climate may promote dialog about improving this climate for current and future FRC students and employees.

Methodology

During the fall 2011 semester FRC's Political Science 140, "Multiethnic America" class conducted a campus climate survey to gauge and report student and employee perceptions of diversity, comfort levels, and program awareness.

Organization

Three student project managers led the project under the direction of the class instructor. Each project manager oversaw different aspects of the project delegated to teams comprised of 18 students. The survey, research, and production teams were responsible for the development and organization of the project survey. The analysis team, with considerable input from the other teams, reviewed the data. Under the direction of the project managers, all members of the class participated in the writing of the report. The writing and production teams compiled and finalized the report. Students volunteered to present the project results to the campus community.

Survey

In developing the 2011 Campus Climate Survey, this class studied the strengths and weaknesses exposed in the 2009 survey. In addition, the research team consulted current literature on campus climate projects and recent campus climate surveys. The research team presented and made suggestions to the class based on their findings. After class discussion, some 2009 questions were amended based on this research and the team's findings.

Once questions were selected, the survey team developed a survey instrument and uploaded it into "Survey Monkey," a web-based survey site. This site was selected based on the ease of disseminating the survey to the campus population, familiarity of the site to the campus, and because the 2009 survey results are documented in the Survey Monkey format.[2]

Prior to launching the survey (Appendix A), the production team advertised the survey using flyers (Appendix B), and campus-wide emails (Appendix C). Substantial word-of-mouth was used to publicize the survey and encourage participation.

The survey was launched on September 25 and closed October 16. The survey link was sent to all campus staff, faculty, administrators, and part-time/full-time/on-campus and online students with email addresses on file with the College. As an incentive, survey participants were given the opportunity to enter a drawing for prizes to local merchants: an Ayoobs gift card, a Quincy Natural Foods gift card, a Pangea gift card, a gift certificate for Robin's Roots, and several Alley Cat gift cards. Entering the drawing

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[2] Feather River College has an institutional subscription to Survey Monkey, The efficiency and convenience of collecting, analyzing, and reporting the data in three months was also a primary factor.

was optional and required respondents to submit an email address. Drawing entries were not attached to corresponding survey responses; survey answers were anonymous. After the survey closed, email addresses were randomly drawn from the list of entries. Winners were then contacted and awarded their prizes.

Question Categories

Depending on how a respondent identified themselves, whether student, faculty, staff, or administrator, they were directed to answer a series of questions addressing the survey categories.

Campus Comfort and Diversity: The first category included a series of questions regarding comfort levels related to diversity on the FRC campus. This category was common in almost every campus climate survey reviewed from other colleges and universities. The POL 140 class decided to gather information about the comfort level of different groups on campus. Questions about perceptions of diversity and perceptions of equitable treatment were also asked. Information gathered from the questions in this category may be useful for enhancing campus diversity and comfort levels.

Discrimination, Isolation, and/or Harassment: This section corresponds with "campus comfort and diversity" but is more specific in that it asked respondents directly about their perceptions of, or experiences with discrimination, isolation, and/or harassment. The POL 140 class believes any reported perception of isolation, and occurrence, or perceived behavior of discrimination or harassment is important to report.

Program Awareness: This third category was changed from the 2009 category "program equity" to "program awareness." Analysis of the 2009 results revealed that respondents answered questions about the equitable distribution of campus resources across programs without a clear understanding of the allocation/budgeting processes. Specifically, the previous survey focused on whether there was a perception of favoritism toward student athletes. The current POL 140 class chose to avoid singling out any group on campus and instead focused on respondents' awareness of some of the campus' programs, services, and resources. The intent of this category was to gather information about which groups on campus know the most or the least about these resources. This information may be of value to these program and service units.

Demographics: In order to filter responses in useful ways, several demographic questions were asked at the end of the survey.

Privacy Policies

Due to the nature of this research, and in compliance with federal law, the POL 140 students were briefed on the "Education Rights and Privacy Act" or FERPA. Students signed an agreement consenting to FERPA guidelines on confidentiality and research (Appendix D). All potential identifiers (emails entered in the drawing and IP addresses) were accessed exclusively by the course professor and deleted at the end of the project.

Analysis Procedures

For simplicity and accessibility, survey data was analyzed using methods such as averages (means) and percentages. Comparisons between different group responses (different sample sizes) require statistical analysis to provide confidence or reliability measures. Because of time constraints and lack of access to a statistical software package, it was not possible to conduct a more thorough analysis.[3] The POL 140 students agreed that the simplest presentation of the data would make it more accessible to a larger audience. Despite these limitations, the conclusions drawn from the data are meaningful. The data paints a picture of FRC and tells a story about its population. The analysis tries to keep this picture and this story at the heart of the presentation.

The POL 140 students discussed a variety of ways to analyze the data. These conversations were about acquiring the most meaningful information. The agreed upon approach was to analyze responses primarily by sex, race/ethnicity, campus constituent group, and age. Responses to various questions were filtered using these identifiers.

Respondents were also given the opportunity to comment throughout the survey. The POL 140 students studied these comments and some are noted in this report.

Given the small sample size (*n*) of faculty, staff and administrator responses, these respondents are combined and reported as faculty/staff/administrator.

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[3] Access to SPSS would greatly improve the statistical analysis of survey results.

Survey Results

Part 1: Demographic Information

In Fall 2011, there were approximately 1,590 individuals who made up the FRC campus population compared to 1,743 in 2009.[4]

Table 1.1 compares survey respondents as a percentage of their respective group in 2009 to respondents in 2011.

Table 1.1   **Respondents by Campus Constituent Group, 2009 and 2011**

	Response % of Respective Campus Population	
	2009	2011
Student Respondents	12%	16%
Faculty/Staff/Administrators	46%	33%
Respondents as % of total campus population	**16%**	**17%**

Table 1.1 shows that there was a slightly better response rate in 2011 than 2009. This is especially the case for students. The response rate among FRC employee respondents (faculty/staff/administrators) was 10% less in 2011, though greater for students. Overall, survey respondents represent a small sample of the FRC population. The results presented in this report should be interpreted with this in mind. [5]

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[4] Population includes students, faculty, associate faculty, staff, and administration from available data.
[5] It should be noted that the number of respondents answering each question ranged from 250-270,

The demographics of the respondents by group (those who answered this question) also illustrate the characteristics of the survey sample. Table 1.2 breaks down the 2011 survey respondents by sex.

Table 1.2   Total Respondents Identifying as Male or Female

	Responses as % of Groups		
	% of Question Respondents	Students as % of Question Respondents	Faculty/Staff/ Administrators as % of Question Respondents
Female	57%	41%	16%
Male	43%	35%	8%

Women constitute the majority of respondents.[6] According to institutional research, female students comprise 52% and men constitute 44% of the 2011 FRC student body. When looking at the total number of female and male students enrolled in Fall 2011, female student respondents represent 13% of the 2011 female student population, and male student respondents constitute 12% of the male student population.[7] Employee demographic data is not available.

Respondents were given the opportunity to identify along multi-racial categories in the survey. For reporting purposes however, ethnicity and race are reported as two categories: "white" and "minority." While the POL 140 class recognizes the significant problems in reporting demographic data in this dichotomous and potentially questionable way, given the small survey sample size, and even smaller sample size by ethnic/racial group, it was agreed that this bi-racial dichotomy would provide the clearest method of presentation. Another driving concern was the protection of respondent privacy. Given small numbers of some racial/ethnic groups, every effort was made to ensure the privacy of any respondent potentially identified in any group.

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[6] Drawing a comparison between female student respondents and female faculty/staff/ administrator respondents is not possible given the differences in sample size (*n*) and the lack of statistical analysis.
[7] This figure does not include students enrolled in only, Contract Education (or community classes), or the Incarcerated Student Program.

Table 1.3 presents the racial categories of respondents who answered this demographic question.

Table 1.3   Total Respondents Identifying by Race

	% of Respondents by Race	
	Students	Faculty/Staff/ Administrators
White	77%	88%
Minority	38%	12%

Table 1.3 shows most respondents among students and employees were white. Demographic data on employee race/ethnicity is not available from the Institutional Research and Planning Office so complete comparisons to the overall population are not possible. However, it is known that in Fall 2011, around 21% of enrolled students classify themselves as "minority" and 75% of students identify as white.[8] This leads to the conclusion that the percentage of minority student respondents was fairly representative of the campus student population.

POL 140 students also determined student age as an important variable so student respondents were asked to indicate their age group in the survey's demographic section. Responses were then grouped into two age categories: under 29 and over 29. This was done to illustrate perceived differences between younger college students and those who are sometimes classified as "non-traditional" students. Figure 1.1 depicts this response rate.

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[8] Ibid.

Figure 1.1   Student Respondents by Age
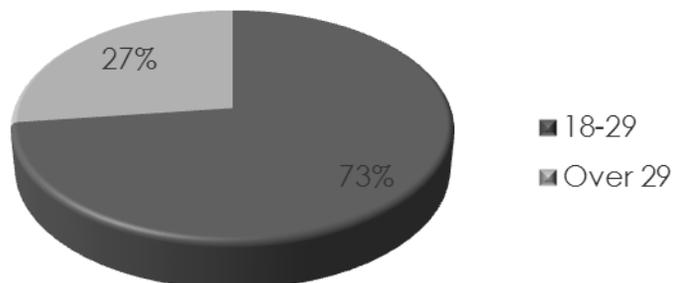
The majority of student respondents were in the <18-29 age range. This is representative of the student population, the majority of who are in the under 29 age category.[9]

POL 140 students also elected to include a question about students' perceived economic status, as certain forms of discrimination or feelings of isolation may occur based on socio-economic position. This question directed those surveyed to answer based on their perception of their personal economic status in compared to their perception of the socio-economic standing of others on campus. Since economic data on the student population is not available, this question was added to the 2011 survey in an attempt to construct a picture of the student body's socio-economic diversity. It was recognized students may not have a clear picture of their standing if dependent on parents, for example. Nonetheless, it was recognized that students may have an idea of their economic standing in comparison to other students. This demographic information is depicted in Table 1.4.

Table 1.4   Student Perceptions of Comparative Economic Status

	% of Students
Significantly better or better than most FRC students	19%
About the same as most FRC students	47%
Significantly Worse or Worse than most FRC students.	17%

Results showed 66% of students saw their economic status as the same or better than other FRC students. While it is clear that this data is not based on accurate economic indicators, it is interesting to see that there is not an immediately noteworthy disparity when it comes to students' perceived economic standing relative to other students.

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[9] This is ascertained from institutional research data.

Another demographic indicator obtained in the survey was about respondents' "first generation college student" status. There are obvious problems with this question also. Students wondered if respondents truly understood what was meant by the "first generation student" label without prompts. However, since this is common terminology used on college campuses, the POL 140 students decided the question would most likely be more understood by student respondents than not.

More importantly for the project, this question was asked in order to gain some insight into program awareness. POL 140 students were curious if first generation college students had better, similar, or less awareness of campus programs (hence services and resources). The comfort level of this group was also investigated. Table 1.5 depicts this demographic information.

Figure 1.2   Respondents Who Identify as First Generation College Students
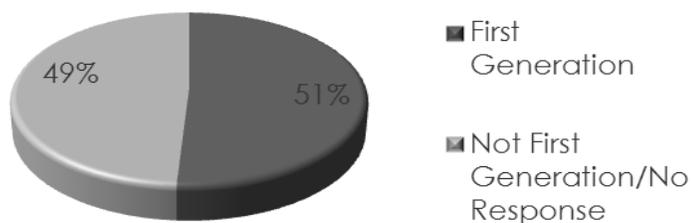
While institutional data is unavailable for comparison, the POL 140 students noted this significant response rate (49%) and determined it an important variable for filtering responses on program awareness.

Table 1.5 depicts the percentages of student respondents involved in different campus programs or services. The POL 140 students compiled this list of programs and services from their own familiarity with the campus population, campus resources, and from conversations with campus staff and faculty. The POL 140 students recognize that this list is incomplete and not representative of the many programs, services and co-curricular opportunities offered at FRC. However, the POL 140 students believed this data would provide another picture of respondent (if not student) diversity. [10]

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[10] The student clubs listed here are those currently filed with the Associated Students of FRC.

Table 1.5   Students Responding Involvement in Campus Program or Service

	% of Student Respondents
Athletics/Sports Teams	38%
ORL (Outdoor Recreation Leadership)	7%
TRIO	28%
Child Development Center	7%
EOPS/CARE	23%
ASFRC	6%
SIFE (Students in Free Enterprise)	18%
Diversity Club	3%
Drama Club	7%
Future Chefs of America Club	5%
Golden Pride Club	8%
Tutoring	20%
DSP&S	18%

Nearly 40% of student respondents, as evident in Table 1.5, are involved in athletics, while over one quarter of respondents are involved in TRIO and EOPS and CARE. Fewer survey respondents are involved in the other campus programs/services listed in the question. It is important to note that responses are not mutually exclusive in that students could indicate their involvement with more than one program/activity.

Conclusion

This section has highlighted some of the respondent demographics used to analyze the question categories presented in the next section of this report. This data was chosen by the POL 140 students who decided it was the most pertinent for completing the following analysis. These demographics are considered in analyzing some of the survey questions.

Part 2: Results by Question Category

The results of this survey are presented according to three categories: (1) Comfort Level and Diversity; (2) Discrimination, Isolation, and/or Harassment; and (3) Program Awareness.

> *"I enjoy having a diverse community at FRC because I get to meet new people and get to understand where they come from."*

Comfort Level and Diversity

When asked a question about the overall climate of diversity on campus, 44% of all respondents indicated that they were "very comfortable," and 45% responded that they were "comfortable" with the climate of diversity at FRC. These percentages were reflected within both student and faculty/staff/administrator responses. Figure 2.1 depicts these results.

Figure 2.1   Overall Perceptions of Climate of Diversity
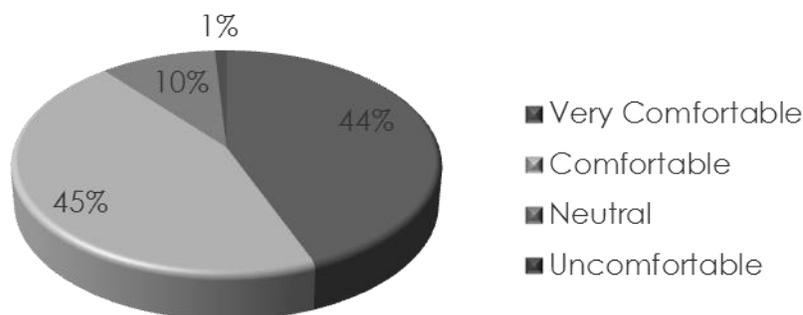
Comfort Level of Diverse Campus Populations

Respondents were asked a question about how they perceived the comfort of different populations on campus (see list in survey, Appendix A). Overall, the responses of most faculty/staff/ administrators and students indicated the perception that all groups are "very comfortable" or "comfortable" on the FRC campus. Figure 2.2 breaks down these responses.

> *"I feel that FRC has some work to do regarding sensitivity to diversity among students, staff and the community."*

Figure 2.2   Perceived Comfort of Campus Population
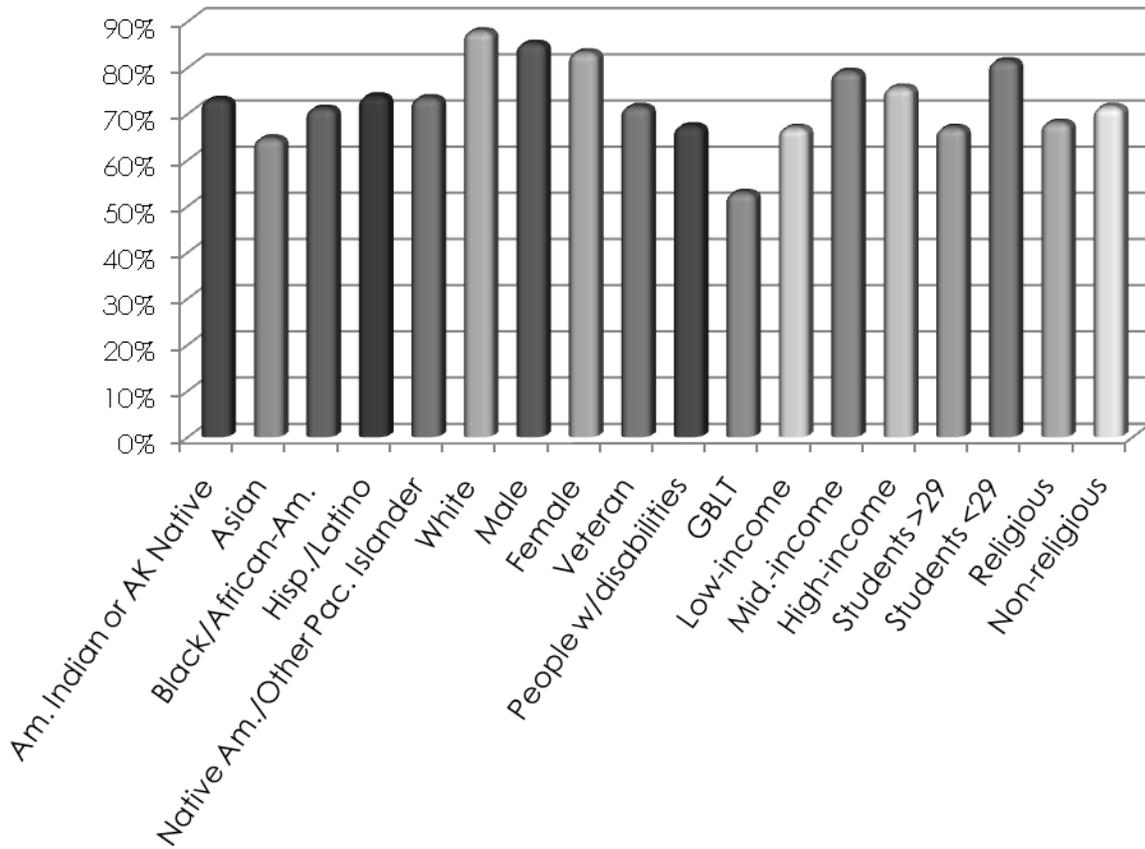
The predominant perception among all respondents was that the "white" campus population is the most comfortable (and 53% percent of respondents perceive this group to be "very comfortable"). Forty-nine percent of all respondents also see "males" as "very comfortable" on the FRC campus. These all-respondents results were compared to the responses of different groups.

As shown Figure 2.2, the results do not vary much between all respondents and minority respondents.

Figure 2.3   Comfort Levels of Groups by White Respondents and Minority Respondents

■ Minority Respondents   ■ White Respondents
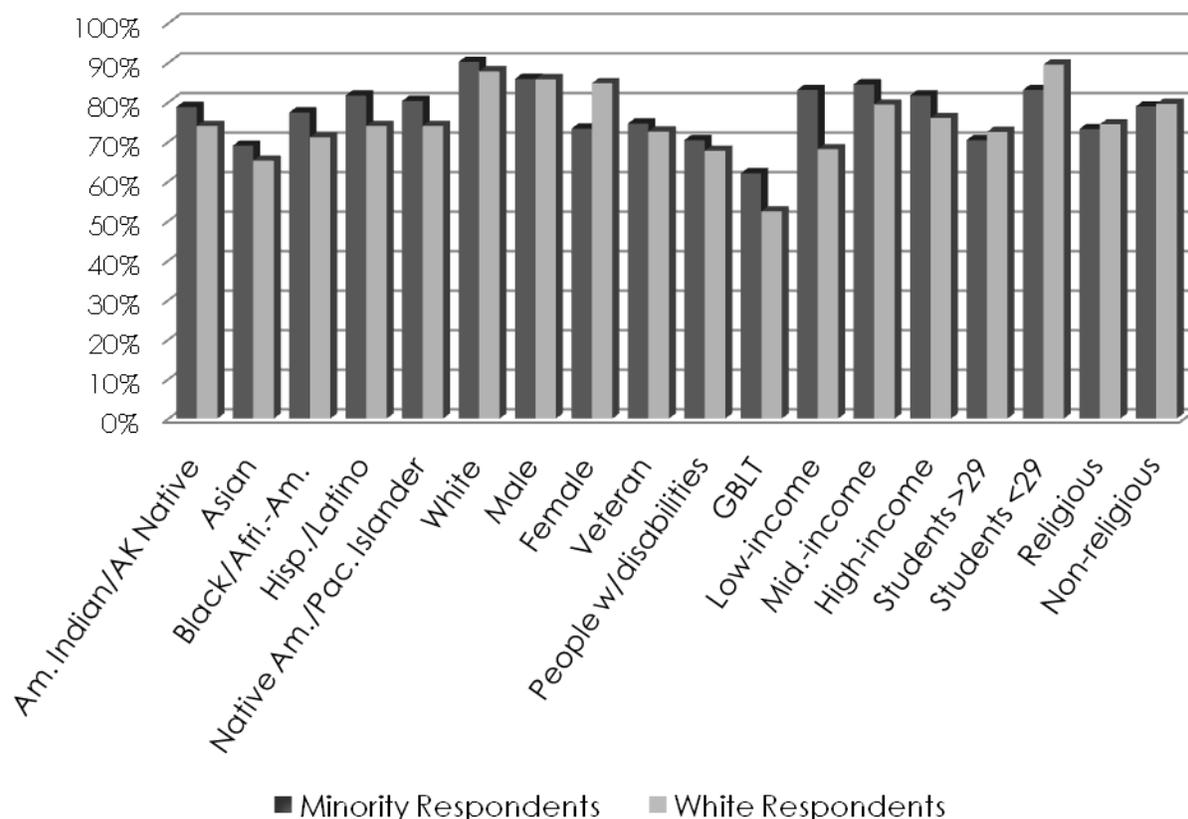
All responses disaggregated by "white" and minority respondents again showed a perception of "whites" as being the most comfortable group on campus. There is some difference in perceptions of female comfort with a different response rate between "white" respondents (85%) and minority respondents (73%). This difference is also notable in perceptions of comfort levels among perceived low income campus members, with more minorities perceiving the comfort of this group (83%) than "white" respondents (68%). The minority respondents also perceive greater comfort of the GBLT population than "white" respondents (62% to 52%). It needs to be restated that the significance of these differences cannot be stated with certainty without statistical analysis.

All responses disaggregated by female and male respondents revealed a slight difference between respondent perceptions when it came to the comfort of females. Eighty-seven percent (87%) of females perceive females as "comfortable" on campus, where 80% of males perceive this comfort level.

Responses of over 29 students were also compared to all respondents when it comes to perceived comfort of the above 29 student population. Among all respondents, 65%

noted their perception of this group's comfort, while 73% of over 29 respondents reported this perception of comfort.

Respondents also indicated perceived discomfort for some campus populations. The POL 140 students decided that these responses were worth noting as depicted in Table 2.1.

Table 2.1   Perceived Discomfort of Campus Population by Constituent Group

	Faculty/Staff/ Administrators	Students
American Indian	9%	3%
Asian	11%	7%
Black or African American	17%	6%
Hispanic or Latino	12%	3%
Native American or other Pacific Islander	9%	2%
White	2%	1%
Male	2%	1%
Female	5%	1%
Veteran	9%	5%
People with Disabilities	18%	10%
Gay/Lesbian/Bisexual/Transgender population	26%	24%
Low-Income household	17%	9%
Middle-Income household	2%	1%
High-Income household	8%	4%
Students over the age of 30	14%	16%
Students younger than the age of 30	3%	1%
Religious	3%	7%
Non-religious	6%	4%

In terms of overall responses, the 2011 perception of gay/lesbian/bisexual/ transgender (GLBT) discomfort on the FRC campus was the highest with 24% of respondents perceiving this population as being "uncomfortable" to "very uncomfortable." This is a slight increase from the overall 22% perception of discomfort in

> *"I think that there is prejudice toward the African American student athletes on campus and in our community. I also think that gay/lesbian/bisexual/ transgender students could use more support."*

2009. Fourteen percent (14%) of respondents also perceived that students over the age of 30 were likely "uncomfortable."[11] Overall, 12% of 2011 respondents thought that people with disabilities were "uncomfortable" to "very uncomfortable." These figures are similar to the perceptions reported among 2009 survey respondents.

In regards to the perceived comfort levels of different populations, faculty/staff/administrator, and student respondents often reported similar perceptions. For example, 26% of faculty/staff/administrators and 24% of students believed that the gay/lesbian/bisexual/transgender population on campus was "uncomfortable" or "very uncomfortable." The 2011 student response to this question was 9% higher than the 2009 student response about the comfort of the GBLT population. The next highest level was the perceived discomfort of people with disabilities as 19% of faculty/staff/administrator respondents believed this population is "very uncomfortable" to "uncomfortable." Seventeen percent of faculty/staff/administrators also perceived discomfort of the African-American population compared to only 6% of student respondents' perception of discomfort among African Americans. Finally, 9% of survey respondents perceived discomfort among low income students compares to 17% among faculty/staff/administrators.

Perceptions of the Equitable Treatment of Students

Student respondents were asked if they thought all students were treated equally on the FRC campus. This was a "yes/no" question and was accompanied by a number of written comments. The response data is depicted in Figure 2.4.

Figure 2.4   Student Perception of Equitable Treatment
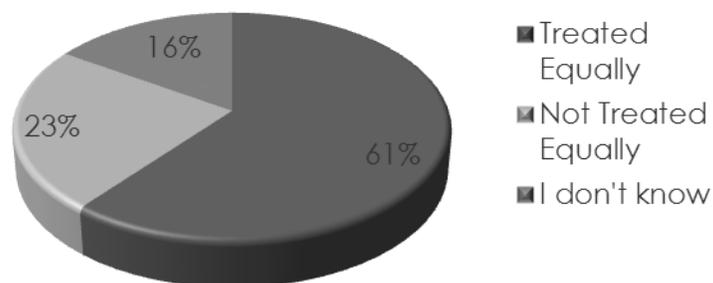
Overall, 61% of student respondents believe students are treated equally at FRC. Seventy-five percent (75%) of student respondents involved with athletics responded "yes" that students are treated fairly to this question, and 60% of minority students responded in this way. These response rates compare to 52% of white students responses of "yes" to the question of equitable treatment.

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[11] Most respondents answered "Neutral/No Opinion" on this question.

It should be noted that more than any section, the comments that accompanied this question indicated some sentiment/perception about student-athletes receiving preferential treatment. Though the survey did not include any questions about the treatment of student-athletes, comments revealed some interesting sentiment about equitable treatment along these lines. There were 48 comments in this section (more than any section of comments), and 21 (44%) commented on the preferential treatment of student-athletes. Comments included:[12]

- "Some of the student athletes are given a little more flexibility than others."

- "I think athletes, especially football players, get more opportunities, time, and chances for advancement and help on the campus."

- "I think that accommodations are made more for athletes than other students."

- "I believe that coaches and sports faculty do treat athletes with more care and assistance. I wish that there were more faculty that could do that for the other students on campus."

- "Athletes get favored strongly. They have more opportunities. They have more people looking out for them."

- "The school is segregated into two castes. Athletes and everybody else."

- "In some of the courses that I've taken here at FRC, athletes have been clearly favored by the instructors."

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[12] Spelling errors in these comments have been corrected.

Student Classroom Comfort

Student comfort in the classroom is essential for student learning and student success at FRC. Table 2.2 depicts student perceptions of classroom comfort.

Table 2.2   Responses by Students: Classroom Comfort

	Strongly Agree - Agree	*Disagree - Strongly Disagree*	*No Opinion/ Neutral*
My instructors treat students of diverse backgrounds with equal respect.	93%	1%	6%
I am comfortable going to see a faculty or staff member of a different race or ethnicity.	93%	0%	7%
Having role models on campus is important to me.	73%	5%	22%
My instructors treat men and women equally in class.	90%	4%	6%
I am comfortable going to see a faculty or staff member of the opposite sex.	95%	0%	5%

Overall, student respondents indicated they are "comfortable" or "very comfortable" in the classroom and with their instructors. Students overwhelmingly reported a sense of equality in the classroom environment, indicating that males, females, and students of varying backgrounds are treated equally by their instructors. There was only one noteworthy point among these responses; 21% of student respondents indicated "no opinion" about the importance of having role models on campus. Among different demographic groups, there was little to no noticeable difference in reported classroom comfort levels.

Workplace Comfort

Similar comfort levels were reported in the context of the FRC workplace. These comfort levels among FRC employees (faculty/staff/administrators) are depicted in Table 2.3.

Table 2.3   Responses by Faculty/Staff/Administrators: Workplace Comfort

	Strongly Agree – Agree	Disagree - Strongly Disagree	No Opinion/ Neutral
My supervisor/manager treats employees of diverse backgrounds with equal respect.	88%	6%	6%
I am comfortable going to see a supervisor/manager of a different race or ethnicity.	93%	2%	2%
I am comfortable going to see a colleague of a different race or ethnicity.	94%	3%	3%
My supervisor/manager treats men and women in the workplace with equal respect.	88%	6%	6%
I am comfortable going to see a supervisor/manager of the opposite sex.	94%	2%	4%
I am comfortable going to see a colleague of the opposite sex.	94%	3%	3%

Eighty-eight percent (88%) of faculty/staff/administrator respondents reported feeling overall "comfortable" or "very comfortable" with the climate of their workplace. This response rate did not vary noticeably by question. These perceptions of equality are similar to 2009 figures. The 2011 survey included changed wording for questions about male/female treatment in the workplace to read "…with equal respect." The resulting response rate was 17% higher in 2011, though it is not known if this is attributable to the wording change.

Isolation, Discrimination, and/or Harassment

The numbers of respondents indicating experiences of isolation, discrimination, and/or harassment on the FRC campus are low. This was determined from information gathered in several areas: race or ethnicity, sex, sexual orientation, disability/ability, age, religious preference,

"I felt isolated when I first came up here, but I found my niche."

veteran status, appearance, country of origin, language/accent, and financial standing.[13] Table 2.4 shows respondent perceptions of isolation on the FRC campus.

Table 2.4   Respondents Reporting Perception of Isolation

	Often/ Sometimes	*Rarely*	*Never*	*No Opinion/ Does Not Apply*
Race or ethnicity	10%	10%	72%	8%
Sex	10%	11%	71%	8%
Sexual Orientation	6%	5%	78%	12%
Disability/Ability	9%	6%	67%	19%
Age	16%	14%	62%	8%
Religious Preference	8%	9%	71%	14%
Veteran Status	4%	5%	55%	36%
Appearance	12%	18%	61%	9%
Country of Origin	4%	5%	72%	20%
Language/Accent	5%	7%	71%	17%
Financial Standing	9%	9%	71%	12%

In these perceptions of isolation, it is interesting to note that age and then appearance elicited the highest response. According to Aguirre and Turner (2009, 44), "The more distinctive the members of a subpopulation are, the more likely they are to become targets of discrimination."

As illustrated in Figure 2.5, 16% of respondents reported they have considered leaving FRC because of feeling isolated.

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[13] The term "appearance" is obviously vague. The class decided that "appearance" implied any physically visible attribute. Defining all these physical attributes would have been too lengthy. "Race" is also an Identifying physical attributes is important for understanding discrimination. For instance, Aguirre and Turner (2009:44) define identifiability refers to the degree to which members of a population are visible and readily identifiable.

Figure 2.5   Total Respondents Considering Leaving FRC Because of Perceiving or Experiencing Isolation
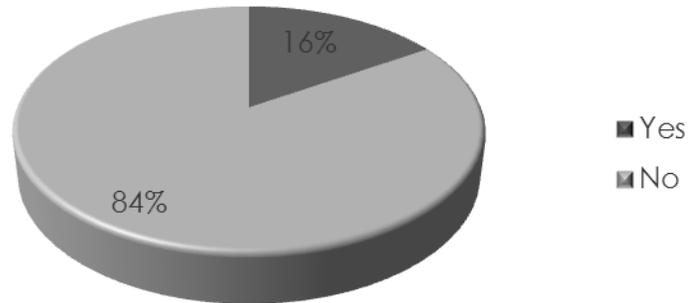
Table 2.5 depicts all responses on experiences with discrimination and/or harassment. Responses of "often," "sometimes," and "rarely" were combined in this table. POL 140 students believe that any experience or incidence of

> *"There is preference towards athletes, and younger students. I'm over 50 years old. I have never felt 'ageism' before, but I feel it now!"*

discrimination or harassment is serious, and should thus be reported. Although only 16% of respondents reported that they have considered leaving FRC due to feelings of isolation, this number is actually more significant than originally perceived due to the sample size.

Table 2.5   Total Respondents Reporting Experience or Incidence of Discrimination and/or Harassment

	% of question respondents		
	Often/ Sometimes	Rarely	Never
Race or ethnicity	6%	5%	89%
Sex	6%	10%	84%
Sexual Orientation	3%	3%	94%
Disability/Ability	6%	4%	90%
Age	6%	8%	86%
Religious Preference	5%	5%	90%
Veteran Status	3%	4%	92%
Appearance	6%	9%	85%
Country of Origin	0%	4%	96%
Language/Accent	1%	4%	95%
Financial Standing	4%	6%	90%

These results show that sex and appearance are the most notable areas of discrimination and harassment experiences, joined by the variables of age, race and ethnicity.

Eight percent (8%) of female respondents indicated some degree of discrimination or harassment because of their sex. This is the same response rate among students over 29, 8% of whom reported some experience with discrimination and/or harassment based on age. Perceptions or experiences of discrimination and/or harassment based on race or ethnicity was 7% among minority respondents.

Respondents were then asked if they had ever considered leaving FRC because of perceptions or experiences with discrimination and/or harassment. The total responses are shown in Figure 2.6.

Figure 2.6   **Total Respondents Considering Leaving FRC Because of Experiencing or Witnessing Discrimination and/or Harassment**
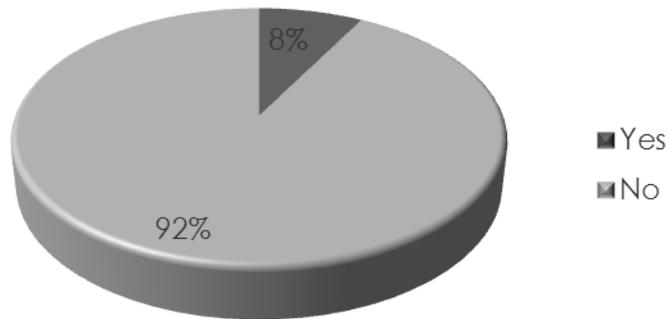
Some respondents indicated consideration of leaving FRC because of experiences with or perceptions of discrimination or harassment (8%) (Figure 2.6). An initial review of the data shows that women and respondents from minority groups were most likely to report a sense of isolation and experiences or witnessing discrimination or harassment, though the numbers are nominal.[14]

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[14] An analysis of these response rates requires an application of statistical measurements (e.g., a *t*-test for comparing responses from groups with different sample sizes (*n*)).

Program Awareness and Diversity

The purpose of gathering responses and reporting on this category is to get a picture of student awareness of programs, services, resources and co-curricular activities on the FRC campus. The POL 140 class agreed if data indicated a disparity between group awareness of programs and campus services, efforts could be made to increase awareness among those group(s). This awareness is depicted in Table 2.6.

Table 2.6   Student Awareness of Programs, Resources and Activities

	% of Student Respondents
Financial Aid Office	98%
Advising and Counseling	92%
Tutoring	91%
The Student Services Office	71%
TRIO	75%
Child Development Center	87%
EOPS/CARE	69%
ASFRC	57%
SIFE	79%
Diversity Club	40%
Drama Club	56%
Future Chefs of America	50%
Golden Pride Club	35%
Learning Resource Center/Library	98%
DSP&S	75%

As shown, most students are aware of the services on campus such as financial aid, advising, the Learning Center, and tutoring. There is less awareness of the student activities under the Associated Students of FRC. Students are aware of, though to a lesser extent, of the services offered by DSP&S, Student Services, TRiO and EOPS/CARE. This awareness is further depicted in Figure 2.7.

Figure 2.7   Program Awareness: Students Over 29, Minorities, Athletes, and Students Who Consider Themselves Financially Disadvantaged
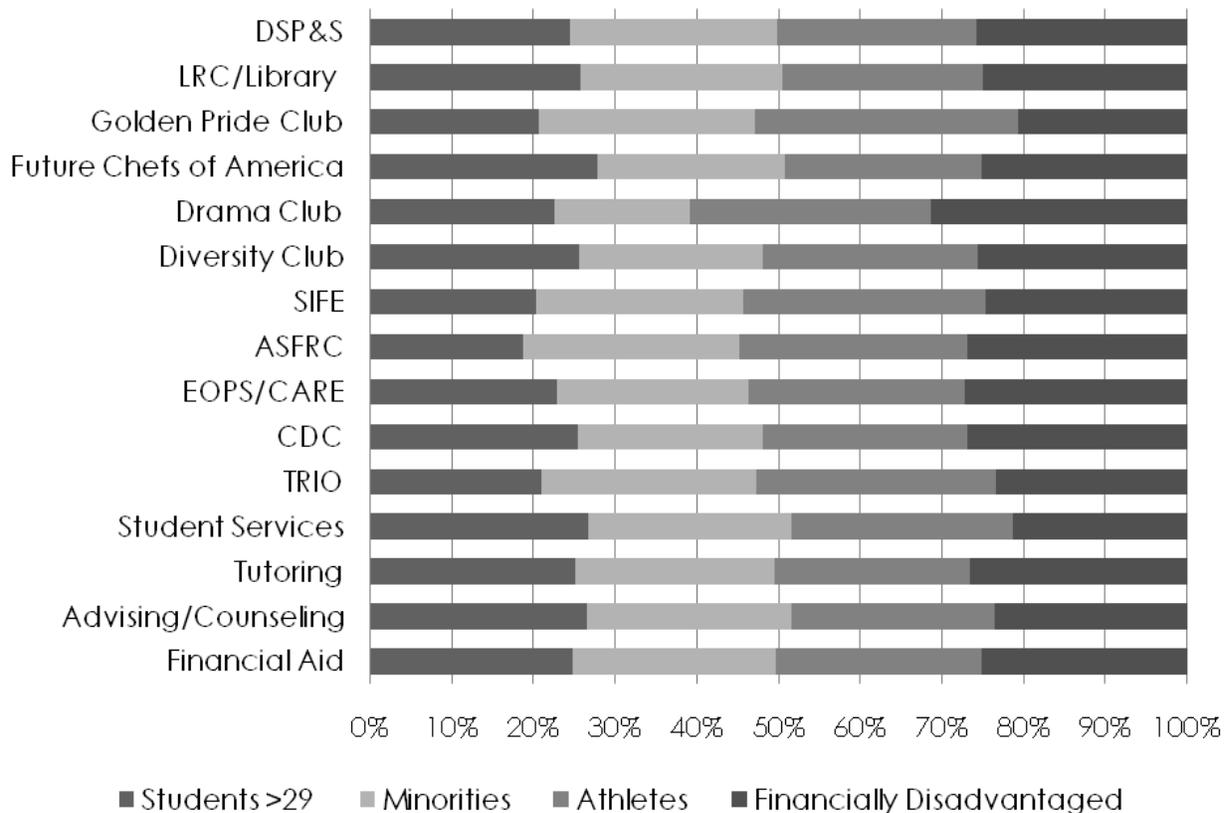
While not statistically descriptive, Figure 2.7 provides a visual depiction of program awareness among select populations. There is no extreme difference of awareness when these groups are compared to each other. Though, this chart does affirm the lesser awareness when it comes to those student activities under the purview of ASFRC. There is also a lower awareness of the resources offered by EOPS and CARE.

Importance of Diversity Programming (Curriculum and Events)

Respondents were asked to answer whether they thought diversity in the curriculum and diversity events were important for FRC. Table 2.7 shows the perspectives of students and faculty/staff/administrators on these issues around diversity.

Table 2.7   Campus Groups' Perspectives of Diversity Programming, Curriculum, Events and Staffing

	% of Group					
	Agree		Neutral		Disagree	
	Students	F/S/A	Students	F/S/A	Students	F/S/A
FRC should put more emphasis on diversity in curriculum.	29%	38%	58%	13%	13%	12%
FRC should offer more diversity themed courses.	40%	42%	49%	12%	12%	15%
FRC should organize more events that promote diversity.	51%	47%	41%	9%	9%	11%
FRC should strive for a more diverse, staff, faculty, and administration.	30%	59%	55%	14%	14%	12%
It is important for FRC to have a diverse campus community.	74%	85%	23%	3%	3%	2%

Table 2.7 shows that more faculty/staff/administrator respondents than student respondents believe FRC should emphasize diversity. This is especially relevant for diversifying the campus workforce and the campus overall, with 30% of students agreeing with this statement versus 59% of faculty/staff/administrators. Also, faculty/staff/administrators (38%) reported the importance of diversity in the curriculum more than students (29%). The results indicate that while many respondents agree upon the importance of a diverse campus, respondents generally held less of an opinion about including more diversity in the curriculum. A greater number of respondents indicated a "neutral" perception on this question. This is interesting compared to the number of "neutral" responses to the question about the importance about a diverse campus. This would indicate that most respondents do not give significance to adding more diversity topics to the curriculum.

> *"I feel like there aren't any student events that would interest me. I'm not involved with equine, or any AG, or environmental studies….During Black History Month it was like it wasn't even important on campus. Where I'm from we had something going on all month. And during gay pride nothing was going on."*

Progress, Conclusions and Recommendations

Progress on 2009 Recommendations

Some campus-wide progress has been made since the 2009 survey. The implementation of the 2011 Campus Climate project aligns with the first 2009 recommendation. It also appears that student awareness of many campus programs and resources has improved. However, some weaknesses seem to persist when it comes to publicizing these services. Some advancement in identifying more diversity courses on campus has also been made. In Fall 2011, the College's Curriculum Committee identified two additional courses for the diversity general education category (a Business and an Early Childhood Education course). This bodes well for progress in this area.

Conclusions and Recommendations

As noted in the Introduction, the principle of diversity is important in higher education. While the FRC campus seems to value diversity and reports that campus diversity is important to composition and event programming, many survey respondents did not indicate an importance of diversity in the curriculum. The POL 140 students believe that given the studies, the principle of diversity is important to emphasize in institutional composition, event programming, and curriculum.

While there were a substantial number of comments throughout the survey over concerns about the equitable treatment of students, this did not appear overwhelming in the quantifiable data collected. However, the campus should be aware of this sentiment and continue to strive for the equitable treatment of all individuals.

The analysis of the 2011 survey data revealed weaknesses the school may address and strengths it may celebrate. It is in this context the authors hope the FRC leadership considers the following recommendations as a means to improve future campus climate surveys and the campus's general climate of diversity.

● A campus climate survey should be conducted at least every other year. As a campus that accommodates and serves a constantly changing population, conducting this survey on a regular basis will allow FRC to track its own progress in improving the school's climate. After revising and editing the survey instrument, future campus climate surveys should occur. We recommend that this survey be streamlined and given a more thematic focus (based on the previous years' findings) in order to make the instrument more manageable and data more directed. We also recommend that the Institutional Research and Planning Office take a greater role in creating, dispersing, and analyzing the data. Finally, we recognize that this survey may be incomplete in that respondents are not entirely representative of the campus population. We believe the addition of qualitative data, such as focus groups conducted by the POL 140 students, may be a more complete and potentially exciting approach to this project.

- <u>Improve publicity of campus programs, services, and resources.</u> One weakness revealed in the survey results is the lack of familiarity that many students have about ASFRC recognized student groups/activities. We recommend that efforts be made to increase overall campus familiarity with these activities and with student clubs. Conveying information to students is essential, and the POL 140 students believe the FRC website is the best way to disseminate information about FRC events, clubs, and programs since the website as the first point of contact between the campus and public (including current and future students).

- <u>Strengthen the institution's commitment to diversity.</u> Whether through greater inclusion of diversity in institutional planning, or in events and curricula, FRC should work to emphasize the importance of diversity to student learning and student success. The POL 140 students see a divergence between survey responses about the importance of diversity events and course content, and the importance of diversity pointed out in the literature. The students believe diversity, as an important component of civic engagement, should be highlighted at FRC as "it is crucial for campus leaders to create conditions that maximize the learning and democratic outcomes associated with being educated in racially and ethnically diverse environments" (Milem et al. 2005, 13). This commitment to diversity should also be evident in attempts to increase workplace diversity which the POL 140 students believe will enhance and strengthen the overall campus climate.

Appendix A: Survey

Dear Survey Participant,

Thank you for participating in this survey. **This survey was written by students and is being conducted as part of the Political Science 140 course at Feather River College (FRC) during the fall 2011 semester.** This survey is concerned with gaining information about perceptions of and experiences with diversity or climate on the FRC campus.

Climate refers to:

the general atmosphere of the campus as a unique society; degree to which members of the campus community feel included, personally safe, listened to, valued and treated fairly with respect and without discrimination.

In order to draw greater meaning from the results of this survey, please answer these questions as honestly as you can, even if you do not feel entirely comfortable with your answers. The decision to participate in this study is completely voluntary. There are no identifiable risks to you if you decide to participate and you responses will not be identified with you personally. Your answers to the questions will only be reported as part of a group response.

The survey will only take about 10-15 minutes to complete. Once completed, you can choose to be entered into the drawing for a number of prizes including $5-$25 gift certificates to downtown Quincy businesses. If you choose to enter the drawing at the end of the survey, you will be asked to provide and email address. This information will not be linked with your survey responses.

If you have any questions about this survey, please forward them to:
Dr. Katie Desmond
kdesmond@frc.edu
(530) 283-0202 ext. 202

Note – all survey questions were followed by a comment section.

Campus Constituency

Check witch category applies best to you and your role on the FRC campus:

Staff/Administrator
Faculty (Full-Time or Associate)
Student

Classroom Comfort

Please rate your opinion on the following statements.

Strongly agree
Agree
No Opinion/neutral
Disagree
Strongly Disagree
Does Not Apply

- My instructors treat students of diverse backgrounds with equal respect.
- I am comfortable going to see a faculty or staff member of a different race or ethnicity.
- Having role models on campus is important to me.
- My instructor's teat men and women equally in class.
- I am comfortable going to see a faculty or staff member of the opposite sex.

Overall, how comfortable are you with the climate (see definition in survey introduction) in your classes?

Very Comfortable
Comfortable
Neutral/Indifferent
Uncomfortable
Very uncomfortable
Not Applicable

Workplace Comfort

Please rate your opinion on the following statements.

Strongly agree
Agree
No Opinion/neutral
Disagree
Strongly Disagree
Does Not Apply

- My supervisor/manager treats employees of diverse backgrounds with equal respect.
- I am comfortable going to see a supervisor/manager of a different race or ethnicity.
- I am comfortable going to see a colleague of a different race or ethnicity.
- My supervisor/manager treats men and women in the workplace with equal respect.
- I am comfortable going to see a colleague of the opposite sex.

Overall, how comfortable are you with the climate (see definition in the survey introduction) in your department/work unit?

Very Comfortable
Comfortable
Neutral/Indifferent
Uncomfortable
Very uncomfortable
Not Applicable

Comfort Levels

Please read these statements carefully and indicate you opinion:
Strongly agree
Agree
No Opinion/neutral
Disagree
Strongly Disagree

- I feel uncomfortable around members of the campus whose race/ethnicity is different from mine.
- I feel uncomfortable around members of the campus whose social class is different from mine
- If feel uncomfortable around members of the campus whose sex is different than mine.
- I feel uncomfortable around members of the campus whose sexual orientation is different from mine.

- I feel uncomfortable in a setting where I am the only person of my race, ethnicity, religion, sexual orientation or ability.
- I feel uncomfortable with the backgrounds or lifestyles of others on the FRC campus.
- I am sometimes guarded or cautious in my interactions with students of a racial/ethnic group other than my own.

Please read these statements carefully and indicate you opinion:

Strongly agree
Agree
No Opinion/neutral
Disagree
Strongly Disagree

- I value making friends with people on the FRC campus who have different cultural and ethnic backgrounds from me.
- I respect students and colleagues who are different from me.
- I am open to perspectives different from my own.
- I am open to having my own views challenged.
- I consider myself to be tolerant of others with different beliefs.
- I am able to discuss and negotiate controversial issues.
- I am able to work cooperatively with diverse people

Overall, how comfortable are you with the climate of diversity at FRC?

Very Comfortable
Comfortable
Neutral/Indifferent
Uncomfortable
Very uncomfortable

Program Support

Are you aware of (know about) the following on the FRC campus?

Yes
No
Unsure

- Financial Aid Office
- Advising and Counseling
- Tutoring
- The Student Service Office
- TRiO
- Child Development Center
- EOPS/CARE
- ASFRC (Associated Students of Feather River College)
- SIFE (Students in Free Enterprise)
- Diversity club
- Drama club
- Future Chefs of America Club
- Golden Pride Club
- Learning Resource Center/Library
- DSP&S (Disabled Students Programs & Services)

Diversity Programming

Please rate you opinion on the following statements.

Strongly agree
Agree
No Opinion/neutral
Disagree
Strongly Disagree

- FRC should put more emphasis on diversity in curriculum.
- FRC should offer more diversity-themed courses.
- FRC should strive for a more diverse staff, faculty, and administration.
- It is important for FRC to have a diverse campus community.

Comfort of groups on campus

Do you think all students are treated equally at FRC?

Yes
No
I don't know

How comfortable do you think individuals who identify with the following categories are on the FRC campus?

Very Comfortable
Comfortable
Neutral/Indifferent
Uncomfortable
Very uncomfortable

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native American or Other Pacific Islander
- White
- Male
- Female
- Veteran
- People with disabilities
- Gay/Lesbian/Bisexual/Transgender
- Low-income household
- Middle-income household
- High-income household
- Students over the age of 30
- Students under the age of 30
- Religious
- Non-religious

Isolation

Please rate the frequency of occurrence in the following questions. You will be given an opportunity to comment or elaborate on your answers.

Often
Sometimes
Rarely
Never
No opinion
Does Not Apply

> **I have felt isolated on the FRC campus because of my:**
> - Race or ethnicity
> - Sex
> - Sexual orientation
> - Disability/Ability
> - Age
> - Religious preference
> - Veteran status
> - Appearance
> - Country of origin
> - Language/Accent
> - Financial standing

Have you ever considered leaving FRC because of feeling isolated?

Yes
No

Discrimination

Please rate the frequency of occurrence in the following questions. You will be given an opportunity to comment or elaborate on your answers.

Often
Sometimes
Rarely
Never
No opinion
Does Not Apply

> **I have faced discrimination at FRC because of my:**
> - Race or ethnicity
> - Sex
> - Sexual orientation
> - Disability/Ability

- Age
- Religious preference
- Veteran status
- Appearance
- Country of origin
- Language/Accent
- Financial standing

Have you ever considered leaving FRC because experiencing or witnessing discrimination?

Yes
No

Harassment

Please rate the frequency of occurrence in the following questions. You will be given an opportunity to comment or elaborate on your answers.

Often
Sometimes
Rarely
Never
No opinion
Does Not Apply

I have faced harassment at FRC because of my:
- Race or ethnicity
- Sex
- Sexual orientation
- Disability/Ability
- Age
- Religious preference
- Veteran status
- Appearance
- Country of origin
- Language/Accent
- Financial standing

Have you ever considered leaving FRC because experiencing or witnessing harassment?

Yes
No

Demographics

In this section, you will be asked demographic questions that will be used to sort and analyze responses.

What is your sex?
- Male
- Female
- Other

What is your age?
- Under 18 years old
- 18-29 years old
- 30-49 years old
- 50-64 years old
- 65 years and over

Are you Hispanic or Latino (Why the two part question about race/ethnicity? For more information: http://nces.ed.gov/ipeds/reic/collecting_re.asp**).**
- Yes
- No

Select one for more of the following races (mark all that apply) (Note: categories are defined by the Department of Education as of 2011. For more information: http://nces.ed.gov/ipeds/reic/collecting_re.asp**).**
- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Please check one
- Full-time student (12 units or more)
- Part-time student (11 units or less)
- Online only student
- Not a student

Are you a first generation college student?
- Yes
- No

Relative to the other students at FRC do you feel your economic situation is:
- Significantly better than most FRC students
- Better than most FRC students
- About the same as most FRC students
- Worse that most FRC students
- Significantly worse than most FRC students
- I don't know

Are you involved in any of the following on the FRC campus? (check all that apply)
- Athletic/sports team
- ORL (Outdoor Recreation Leadership)
- TRiO
- Child Development Center
- EOPS/CARE
- ASFRC (Associated Students of Feather River College)
- SIFE (Students in Free Enterprise)
- Diversity club
- Drama club
- Future Chefs of America Club
- Golden Pride Club
- Learning Resource Center/Library
- DSP&S (Disabled Students Programs & Services)
- Other (Please Specify)

Did you take the campus Climate Survey in 2009?
- Yes
- No

Do you think improvements to the FRC campus climate have occurred since the 2009 survey?
- Yes
- No

If you would like to comment or elaborate on any of your answers in this survey, please do so here.

Appendix B: Flyer

Students, Staff & Faculty

What do you think about diversity at Feather River College??

Feather River College

Take the Campus Climate* Survey 2011!!

PRIZES YOU HAVE A CHANCE TO WIN BY COMPLETING A SURVEY!!

∗ **$25 Gift Certificate to Quincy Natural Foods**

∗ **$25 Gift Certificate to Pangea**

∗ **Free Haircut from Robin's Roots**

∗ **Gift from Ayoobs**

∗ **Gift cards to Alley Cat Cafe**

Tell us what you think!!

Take the survey online: Sept. 25-Oct. 10

http://www.surveymonkey. com/s/climate_survey11

*Climate: The general atmosphere of the campus as a unique society; degree to which members of the campus community feel included, personally safe, listened to, valued, and treated fairly with respect and without discrimination.

Appendix C: Email Invitation

Dear FRC Administrators, Faculty, Staff, and Students,

The students of the Political Science 140, Multiethnic America class invite you to take the 2011 Feather River College Campus Climate Survey. This survey is available online from September 25 until October 10. To access the survey, please click on this link or paste this link in your address bar:

http://www.surveymonkey.com/s/climate_survey11

The POL 140: Multiethnic America class is conducting this survey to gauge perceptions of diversity and levels of individuals' comfort on the FRC campus. The results of this survey will highlight the campus's strengths and perhaps weaknesses when it comes to our campus diversity and openness.

This survey will take about 10-15 minutes to complete. When you complete the survey you may enter a drawing for prizes!

- Individuals who submit their survey during the first 4 days will be placed in a drawing for a $25 gift card to Quincy Natural Foods, or a $25 gift card to Pangea Cafe!
- Individuals who submit their survey during the second 4 days will be placed in a drawing for a prize from Ayoobs, or a free haircut from Robin's Roots!
- And at the end of the survey period, we will draw 5 lucky winners to receive a $5 gift card to Alley Cat Café!

 Winners will be notified via email. Emails are in no way linked to the survey responses!

If you have any questions about this survey or project, please contact one of the project managers or the course instructor.

On behalf of the entire POL 140 class, thank you in advance for your support of this important student project.

Dr. Katie Desmond
kdesmond@frc.edu
283-0202 ext. 202

Milissa Bridges (milissabridges@gmail.com)
Jacquie Davis (jldavis@frc.edu)
Andrew Reed (amreed@frc.edu)
Julie Reese (jlreese@frc.edu)

Appendix D: FERPA Agreement

FERPA: The Family Education Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, is designed to protect the privacy of student records. Feather River College conforms to the law regarding conditions under which confidential records will be released.

During the fall 2011 semester at Feather River College (FRC), the Political Science 140: Multiethnic America class is conducting a Campus Climate Survey that will collect information about perceptions of diversity on the FRC campus.

All members of the FRC campus will be invited to take the survey (students, staff, faculty and administrators). Through publicity using flyers and emails, participants will be directed to the Survey Monkey website. The survey site will have the letter of informed consent, "Invitation to Participate" for participants to read. Taking and completing the survey will indicate the participant's consent. The survey will be open for two weeks. This survey consists of 20 questions.

Upon completion of the survey participants will be asked if they would like to be considered for a drawing. If so, they will be linked to a different survey where they will provide email contact information. They will then be eligible for a number of gift card drawings. This information will not be linked in any way to the survey they submit. Upon its closing date, the survey data will be collected and analyzed by the designated POL 140 project teams. **Once the surveys are completed and closed, submitted email information will be kept in a password protected site stored on the course professor's personal computer.** The identity of the participants will not be known. Data with email accounts will be destroyed at the completion of the project, deleted from the principal investigator's files.

Survey data will be used in aggregated form to protect any potentially revealing information about participants. Great lengths and all efforts will be taken to protect identities, **so not all demographic information will be used in data cross tabulation.**

There are minimal risks associated with this research, and the survey is voluntary. Participants may stop answering questions in the survey at any time. If participant feels any discomfort in answering the survey questions, s/he will be encouraged to contact the primary investigators in the POL 140 class under the direction of Professor Katie Desmond (283-0202 ext. 202).

The primary investigators with access to the raw survey data have participated in detailed FERPA training. The entire POL 140 class has familiarized themselves with FERPA guidelines.

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