

Campus Climate Report 2013

**Presented by the Political Science 140 Class
Fall 2013**

Feather River College

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EXECUTIVE SUMMARY

During the Fall 2013 semester, the Political Science 140, “Multiethnic America” class conducted the third “campus climate” project to assess the general atmosphere of the Feather River College (FRC) campus. Students gathered information from campus community members about their perceptions of campus diversity, campus inclusiveness, and about their overall feelings of happiness. To accomplish this, the class designed and administered a survey to campus constituent groups (students, faculty, staff, and administrators), and analyzed the results in a report. Survey respondents answered questions in categorical areas: campus comfort and diversity, isolation, discrimination and/or harassment, overall happiness, and program awareness.

Highlights from the survey results:

- ∅ The diversity of the FRC campus population is well represented in the survey sample.
- ∅ Over 90% of all respondents report being “Very” or “Rather” happy at FRC.
- ∅ 95% of all students report that “Being a part of the FRC campus community is a positive experience...”
- ∅ 88%–93% of students indicate high/positive levels of comfort in their FRC classes.
- ∅ 91% of students and 87% of employees are “Very Comfortable” or “Comfortable” with the climate of diversity at FRC.
- ∅ Over 80% of employees report a workplace climate of equality and respect.
- ∅ Most student respondents report a familiarity with student services and programs offered on campus.
- ∅ The programs the least familiar to student respondents are the student-centered organizations: ASFRC and ENACTUS. Response rates also show a low familiarity with the Community Host Program and CalWORKs.
- ∅ 54% of student respondents believe students are treated equally, though some comments reveal perceptions of inequity believing that some students experience favorable treatment. Comments about the comfort levels and inclusiveness of older or “non-traditional” student are notable.
- ∅ Women may experience the campus environment differently than men. Female students (18%) and employees (20%) report an experience with some kind of harassment based on sex. Similarly, 9% of all students and 17% of all employees report an experience with discrimination of some kind due to sex.

Students analyzed this information with specific attention to the topic of student success. This year POL 140 students complimented the analysis of the survey data with a review of secondary data and research on California community colleges. The intent of this approach is to locate FRC's experiences with diversity and student success in the context of other California community colleges. This project and the accompanying analysis may assist the College in its efforts to create a welcoming climate for all students and employees and contribute to an environment of student success.

FROM THE 2011 RECOMMENDATIONS

The 2013 report represents a continuation of what has become an institutionalized data-collection activity at FRC. Since the 2011 report, some campus student services and other programs have broadened their outreach to students. This is evident in more campus activities where students can learn about these programs and services (i.e., Day in the Mountains, New Student Orientation, Career and Transfer Day). The use of signage on campus has also contributed to these programs' campus visibility. Also, students have more diversity themed class options in their General Education curriculum and CSU pattern classes. This is notable. Noting the diversity theme classes in the FRC catalog may be considered and would highlight the richness of the College's curriculum.

2013 RECOMMENDATIONS

From the analysis of the project findings and a review of the previous recommendations, the POL 140 class has compiled the following 2013 recommendations for campus consideration:

- ☒ Use the Climate Project Report in the College's planning.
- ☒ Build publicity and improve advertising of campus services, programs and activities with publically available, accessible, current, and thorough information.
- ☒ Capitalize on the campus's overall comfort with and support for diversity by sponsoring activities and events that facilitate learning and discussion around issues surrounding race, ethnicity, class, sex/gender, and sexual orientation.
- ☒ Continue sexual-harassment training among employees, and consider including a more robust (re-)training every 3-5 years to avoid complacency and redundancy (i.e., mandatory Safe-Spaces training, guest speakers/trainers, EEO awareness activities). Consider expanding this training to students.
- ☒ Review current literature on student success among different race/ethnic groups in California (e.g., The Civil Rights Project at UCLA) and include these in campus conversations about advising and counseling resources.

INTRODUCTION

WHY THIS PROJECT?

In the Political Science 140 class, students explore race and ethnicity through the structural examination of exclusion and inequality. Throughout the semester, students study of race, ethnicity, immigration, assimilation, acculturation, discrimination, equality, etc., in order to better understand the experiences of dominant and minority groups in American society. The Campus Climate Project is an opportunity for students to apply these lessons at a local level and examine the intersection of individuals with a social institution. This project is a snapshot of FRC and the experiences individuals have with equality and inclusion. This project is also a practice in applying social science methodology and aligns with the College-wide learning outcomes: effective communication, critical thinking, information literacy, and individual and group responsibility.

THE SIGNIFICANCE OF CAMPUS CLIMATE FOR FRC

“Campus climate” refers to the general atmosphere experienced by the students, faculty, staff and administration of FRC, 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, inclusion, and providing a safe learning and working environment for all students and employees.

INCREASED DIVERSITY IN COMMUNITY COLLEGES

The early 21st century in the United States will be known for the election of the country’s first African American president and the opportunities and possibilities for all groups of people presented by rapid technological advancements. Yet this is also a climate of ongoing court battles around affirmative action practices, heightened racial tensions, and where inequalities among groups remain in the areas of employment, education, housing, and health care. Public education and a college education more specifically, have traditionally been seen as equalizing agents amidst this inequality. In short, access to education has been seen as a pathway to success for all groups in society. As a result, higher education has never been more open to diversity as it is today. This is occurring at a time of soaring immigration rates and with more people accessing educational opportunities.

According to recent reports on the future of education in California, the state’s community colleges should be aware of the increased diversity of college-going students as “minorities will make up the 45 percent of high school graduates by 2020, up from 38 percent in 2009” (Roach, 2013). As Roach reports in “National Pool of High School Graduates to Shrink, Grow More Diverse,” there is a notable increase in non-White Hispanic, and Asian/Pacific Islander

high-school graduates heading toward the more affordable community colleges, especially in California. (Roach, 2013).

A CLIMATE OF INCLUSION, OPPORTUNITY, AND SUCCESS

The Civil Rights Project at UCLA's research brings up the successes and challenges faced by California's community colleges in serving diverse populations and in providing the access to resources necessary for success (e.g., transfer). Researchers note that "almost 75 percent of all Latino and 66 percent of all black students who go on to higher education in California go to a community college" but only 20 percent of this population "successfully transferred to a four-year institution" (Lee, 2012).

Additionally, according to the profile of California published by the Campaign for College Opportunity, only 1 in 4 black students achieve an AA degree or certificate and that black students complete the fewest number of community college credits of any group.¹ The UCLA researchers looked at community colleges with the most successful transfer rates among these minority populations and found "a core group of school staff who dedicated their efforts to helping students transfer" (Lee). According to *The Project on Civil Rights* researchers, the more successful schools have diverse staff members who relate to these populations and do a good job of creating "a sense of family (belonging) for these students..." (Gándara et al., 2012).

"It may be that creating a sense of family (belonging) for these students is more important ... What we saw in colleges that were successful with these students was, for the most part, a very specific dedication to this population, with culturally appropriate interventions and counseling strategies that were targeted to their specific needs."

- The Civil Rights Project, UCLA

Among less successful community colleges when it comes to transferring African American and Latino students, researchers point out the lack of available counselors, and well maintained (i.e., funded and staffed) transfer centers which are, "the cornerstones of the state's strategies for increasing transfer" (Gándara et al., 2012). For many community colleges, EOPS (Extended Opportunity Programs and Services) and CARE (Cooperative Agencies Resources for Education) are often the vehicles for providing counseling to low income and minority students, but the researchers note that the most successful programs tailored to specifically advise African American and Latino students were less frequently available.² Transfer rates are also affected by the fact that many minority students come from low performing high schools. Upon entering community college, many African American and Latino students need to take remediation classes that do not transfer. As a

¹ "Blacks in Higher Education, California Profile," February 2012.

² Some of these services/programs include Puente (e.g., Foothill College: <http://www.foothill.edu/services/puente.php>), Adelante (e.g., <http://www.smc.edu/StudentServices/LatinoCenter/Pages/Adelante-Program.aspx>), Unity, or Umoja (e.g., <http://www.sierracollege.edu/student-services/specialized-programs/umoja/index.php>).

result, many fail to complete their transfer classes. This remains an important challenge for community colleges who should be encouraged to support innovative practices to address this issue. All the reports looked at conclude that California's colleges and universities need to do a better job of serving these diverse populations.

FRC, DIVERSITY, AND A CLIMATE OF SUCCESS

FRC's diversity is a hallmark of this campus. This also puts FRC in the mix of this conversation about transfer rates and student success. As evident from the Campus Climate Survey results, FRC does an excellent job of providing a climate of student inclusion and support.

FRC has provided access to diverse groups in remarkable ways, through a variety of program offerings and support services. The dedication of FRC employees is also evident in the Campus Climate Survey responses. Like other community colleges throughout the state, however, FRC struggles with academic success rates among different groups (see data from the Institutional Research and Planning Office). FRC staff work diligently to ensure student transfer opportunities. Further success will depend on addressing identifiable academic challenges, using data to create a clear and complete picture of the campus's challenges, in order to develop the innovative strategies necessary to improve opportunities and ensure fair access to higher education for all groups.

What makes this topic important and relevant to this year's climate report is that while FRC has a student body that feels safe, valued, and happy, class failure rates don't seem to reflect success. What these numbers mean to FRC should be determined by campus administration.

The Campus Climate survey 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 provide the College some data from which they can make improvements in order to better serve the campus's diverse population and increase student success.

MEASURING CAMPUS CLIMATE AT FRC

As shown, campus climate is important when it comes to student success. Measuring this climate includes looking at comfort and inclusion levels, experiences with equality and inequality, and students' awareness of services and programs. This was the intent of the Fall 2013 Campus Climate Project. Students first conducted a campus climate survey to gauge and report student and employee perceptions of diversity, comfort levels, and program awareness. Then they gathered the data, discussed its significance, and formulated an analysis.

SURVEY

In developing the 2013 Campus Climate Survey, the class reviewed the strengths and weaknesses identified in the 2009 and 2011 surveys. In addition, students consulted current literature on recent campus climate surveys at the national level and the state of diversity in higher education in California (a new component to this year's project). A few survey questions were amended based on this review. A notable addition to the 2013 survey was the inclusion of three questions around campus members' happiness levels at FRC, inspired by the work of the World Happiness Survey. A question was also added to the demographic section asking students to identify as a "student athlete" or "non-student athlete." This addition was based on the results from the previous surveys where there were obvious perceptions about levels of equitable treatment towards students, specifically athletes. The POL 140 students also decided it was useful to further disaggregate data by respondent group in the 2013 report.

Once the questions were reviewed the survey team finalized the instrument and it was uploaded into the survey website, "Survey Monkey." This site was selected because of FRC's institutionally held account, the ease of survey disseminating, and because the past survey results are archived in the FRC Survey Monkey account.

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

The survey was launched on September 26 and closed October 14. 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. On October 1, the class reviewed response rates for different groups, and noted that the respondent rates for student athletes, men, and African Americans were disproportionately low relative to actual campus demographics. The class targeted publicity towards these groups in an effort to increase response rates.

As an incentive, survey participants were given the opportunity to enter a drawing for prizes. The prizes included gift certificates for Moon's Restaurant, Lola's Café, Pangaea Café, Quincy Natural Foods, the FRC Bookstore, Main Street Fashions, the Pizza Factory, Carey Candy Company, Alley Cat Cafe, and Midtown Coffee. Kleen Kanteens were donated to the prizes by the Student Environmental Association. Respondents who entered the drawing (which was optional) were taken to a separate survey to submit their email address. These entries were not linked to survey responses. In other words, all measures were taken to secure the anonymity of the respondents. After the survey closed, email addresses were randomly drawn from the list of entries. Winners were then contacted and awarded their prizes.

QUESTION AND REPORT CATEGORIES

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

Demographics: In order to filter responses in useful ways, several demographic questions were asked at the end of the survey. Group categories were slightly revised in 2013, and the question about student athlete affiliation was added.

Campus Comfort and Diversity: The first category included a series of questions regarding comfort levels among groups on the FRC campus; this category is common among campus climate surveys elsewhere in the country.³

Isolation, Harassment, Discrimination: 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 isolation, harassment, and discrimination. The POL 140 class believes any reported occurrence or perceived behavior of discrimination or harassment is important to report.

Program Awareness: The program awareness category asked students about their awareness level of specific campus services, programs, and resources. The intent of this category is to gather information about which groups are familiar with campus resources. This may assist in improving outreach to various groups and increasing awareness of these programs.

Overall Happiness: As previously mentioned, this category was introduced this year in an effort to gauge happiness and satisfaction on campus. Inspired by the World Happiness Report, these questions asked whether respondents felt valued by FRC, whether their campus experience is positive, and about their overall level of happiness at FRC.⁴

ASSURING PRIVACY

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 agreed to FERPA guidelines on confidentiality and research. 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.

³ What continues to make the FRC campus survey unique is the measurement of comfort level among different groups on campus and questions about perceptions of equitable treatment. While this data is not presented in the 2013 report, information gathered from these questions may be useful in the future for enhancing campus diversity.

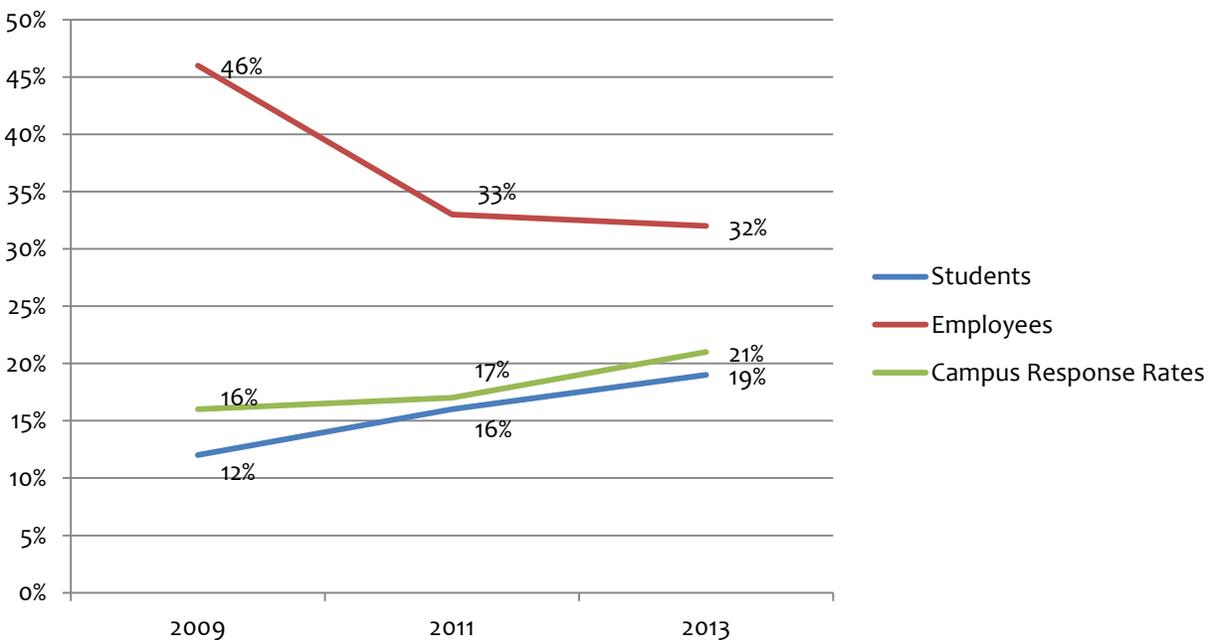
⁴ *World Happiness Report, 2013*. http://unsdsn.org/files/2013/09/WorldHappinessReport2013_online.pdf

SURVEY RESPONDENTS

1. DEMOGRAPHICS

According to the “unique headcount” data from the Institutional Research and Planning Office at FRC, there were approximately 1,598 students enrolled at FRC in 2013. For this research, only those students taking class on the FRC campus are counted, and this total is 904.⁵ According to the Office of Human Resources, there were 212 FRC employees (not including student workers). This section uses these base-line figures to show the strength of the survey response rates.

FIGURE 1.1: SURVEY RESPONSE RATES, 2009-2013



The figure shows that there was an increase in 2013 overall respondents compared to past years. This is especially the case for students. The response rate among FRC employee respondents (faculty/staff/administrators) has continuously declined from 46% in 2009 to 32% in 2013.

⁵ Students in the incarcerated program and contract ed. students are not included because the survey did not target/include these groups.

The following figures show the overall demographics of the survey respondents.

FIGURE 1.2: MALE/FEMALE SURVEY RESPONSE RATES

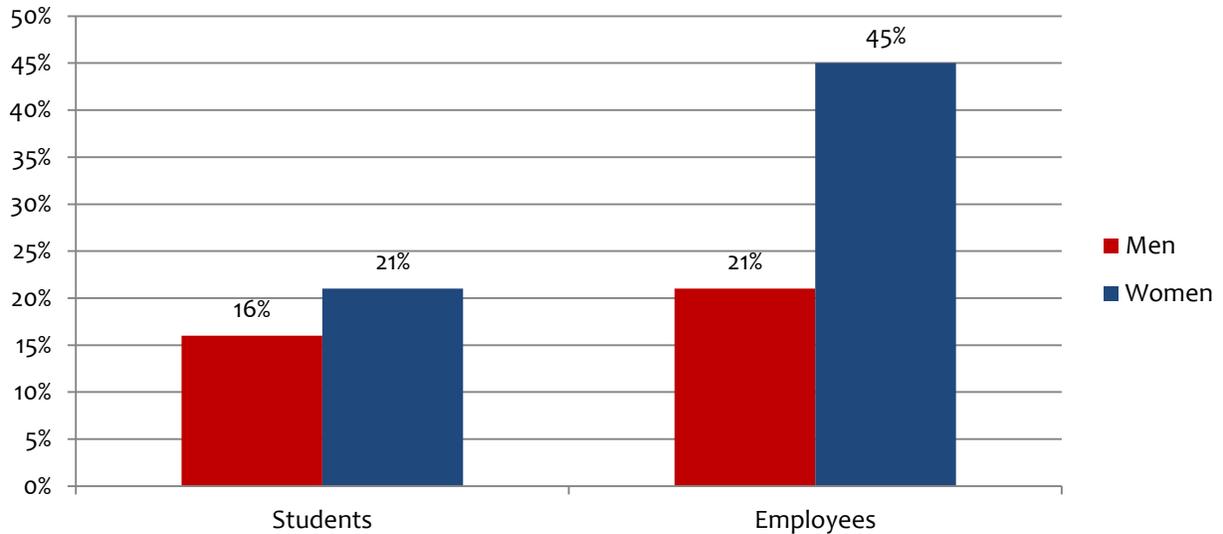


Figure 1.2 shows that among all female employees on campus, 45% of them took the survey. Among female students, 21% took the survey. As in past years, females continue to constitute the majority of survey respondents.

The breakdown of the student population by sex and ethnicity illustrates the representative sample of the campus population captured by the survey. However, in 2013 respondents were able to check multiple race/ethnicities if they identify or categorize themselves in more than one. This obviously skews the accuracy of the data, but allowed respondents to be more honest in their self-identification.

“Group membership continues to be important because it continues to be linked to fundamental patterns of exclusion and inequality”
- Healey, 2014

Unlike previous years, the POL 140 students decided there was a sufficient sample size to report responses by ethnic group when deemed important. POL 140 students continue to recognize that racial and ethnic categories are problematic but these categories remain significant for analyzing social relations in society.

TABLE 1.1 STUDENT RESPONSES BY RACE/ETHNIC CATEGORIES

ETHNICITY	APPROXIMATE % OF CAMPUS GROUP
AM. INDIAN OR ALASKAN NATIVE	33%
ASIAN OR PACIFIC ISLANDER	60%
BLACK NON-HISPANIC	14%
HISPANIC	31%
OTHER ⁶	56%
WHITE NON-HISPANIC	20%

Table 1.1 shows a good response rate among Asian or Pacific Islander students and those who identified as other (bi or multi-racial). This latter identification is a common trend among Americans who on the 2010 Census increasingly identified as multiracial. The response rate of white students was relatively low, but due to the size of this population, they make up the majority of all survey respondents.

RACE/ETHNIC BREAKDOWN AMONG EMPLOYEE RESPONDENTS

It was determined that employee demographic data is not relevant in this report since over 85% of FRC employee indicate “non-Hispanic White” as their race/ethnic category.

ADDITIONAL STUDENT RESPONDENT DEMOGRAPHICS

Student Respondents by Age: As in past years, the majority of student respondents (72%) were in the 18-25 year old range.

Respondents Who Identify as First Generation College Students: This responses rate mirrored past years as 46% of students surveyed identified as first-generation college students.

Student Athletes: Students who identified as a student athlete were 40%.

⁶ This may include “bi” or “multi-racial.” See http://www.huffingtonpost.com/2012/09/27/multiracial-americans-2010-census_n_1919070.html

DEMOGRAPHICS SUMMARY

Response rates among female students in the different race/ethnicity categories were good, leading to the conclusion that the survey data represents a legitimate sample of these populations. Response rates were less robust for males with the exception of the Asian/Pacific Islander category. The most notable shortcoming in these response rates is among African American students (only 14%). The results presented in this report should be interpreted with these response rates in mind.⁷ Improving response rates among African American students, White students, and male students and employees should be a priority for future surveys.

⁷ The number of respondents answering each question ranged from 236-254.

QUESTION AREAS

The results of this survey are presented according to four categories: (1) Comfort Level and Diversity; (2) Discrimination, Isolation, and/or Harassment; (3) Overall Happiness; and (4) Program Awareness.

2. COMFORT LEVEL AND DIVERSITY

The results from the comfort level questions revealed a very high sense of comfort among students and employees.

TABLE 2.1 STUDENT RESPONSES ON CLASSROOM AND OVERALL COMFORT

	% “STRONGLY AGREE” OR “AGREE”
MY INSTRUCTORS TREAT STUDENTS OF DIVERSE BACKGROUNDS WITH EQUAL RESPECT.	93%
MY INSTRUCTORS TREAT MEN AND WOMEN EQUALLY IN CLASS.	90%

The data in Table 2.1 show that student respondents are either quite comfortable in their classrooms, and with their instructors. Students overwhelmingly reported that instructors treat students from diverse backgrounds with equal respect, and these perceptions do not vary by gender. It appears that students feel included, valued and treated fairly at Feather River College. When asked about their overall comfort levels in their classes, 88% of students reported being “very comfortable” to “comfortable.”

The positive response to the overall comfort question is slightly lower than the other questions in this area, though is still very high. The question was worded in terms of the concept of “fairness” which may be interpreted differently than “equality.”

These comfort level response rates are almost identical to those from the 2011 campus survey. There is no notable difference to report.

TABLE 2.2 EMPLOYEE RESPONSES ON WORKPLACE AND OVERALL COMFORT

	% OF “STRONGLY AGREE” OR “AGREE”
MY SUPERVISOR/ MANAGER TREATS EMPLOYEES OF DIVERSE BACKGROUNDS WITH EQUAL RESPECT.	87%
MY SUPERVISOR/ MANAGER TREATS MEN AND WOMEN IN THE WORKPLACE WITH EQUAL RESPECT.	83%
OVERALL, HOW COMFORTABLE ARE YOU WITH THE CLIMATE IN YOUR DEPARTMENT/WORK UNIT?	87%

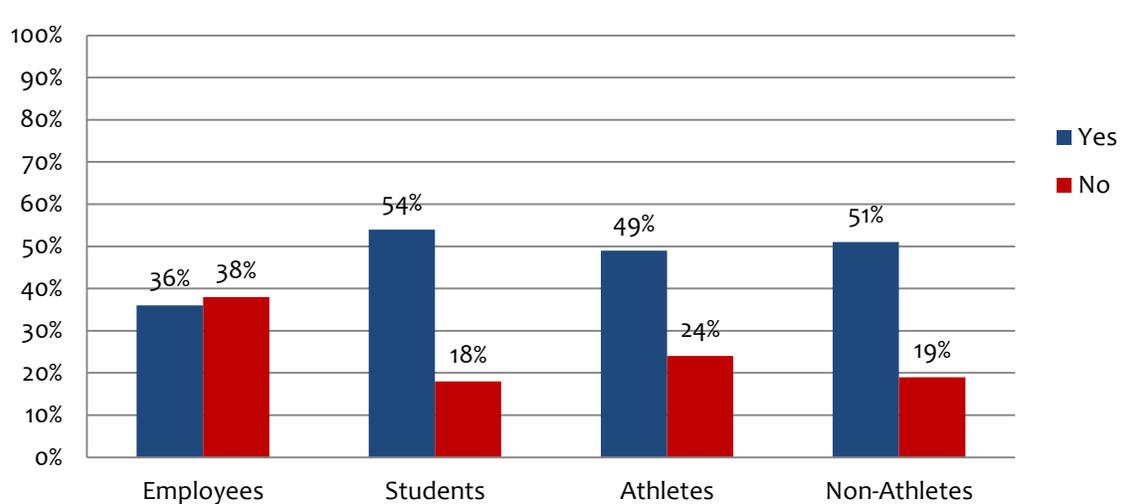
As depicted in Table 2.2, employees also responded with a sense of equal treatment by their supervisors and overall comfort in their workplace. The question about equal treatment for men and women in the workplace had the lowest “agreement” response rate.

As with the student responses, employee response rates are almost identical to those from the 2011 campus survey. There is no notable difference to report and 83% of employees agreed to being treated equally.

Employees were also asked if they thought students were treated equally. These responses were compared to student responses and broken out by student-athlete identifiers.

FIGURE 2.1: PERCEPTIONS OF EQUAL TREATMENT OF STUDENTS

Do you think all students are treated equally at FRC? (“I don’t know” was an answer option.)



The high “no” response rate among employees is notable in Figure 2.1. The majority of student respondents perceive equal treatment of students. While most athletes and non-athletes also note equal treatment, more athletes believe there is unequal treatment. Overall, there appear to be some perceptions of unequal treatment of students on campus that could be further investigated.

There were numerous comments in this section and give some indication of campus sentiment concerning the equal treatment of students. A few of these directly mentioned athletes.

“Those on the sports teams [sic] interrupt [sic] class for inane things and miss class all the time. I feel they are given special treatment and that they are not held to the same [sic] academic standards as I am.”

“I think athletes receive special treatment sometimes. I think this has to do with how much of the student body is athletes, compared to most schools where they would be a minority. Not all teachers do this but in some cases I think exceptions are made.”

“Sometimes instructors are less strict on student-athletes about assignment due dates and attendance.”

On the other hand, the perception of equality was also noted in these comments:

“In all the classes I've had all students have been treated the same and have been respected with the respect they give to the professor. As an athlete I feel no different from other students. Professors do not let us use our sport as an excuse to be late or miss out on assignments. It is treated just as if a non-athlete person needed to miss school for some reason.”

Perceptions of diversity on the FRC campus were positive with 91% of students and 87% of employees reporting comfort with the campus’s level of diversity. In terms of indicating if FRC should focus more on diversity, opinions varied as noted in Table 2.4.

FIGURE 2.2: PERSPECTIVES OF DIVERSITY AMONG STUDENTS AND EMPLOYEES

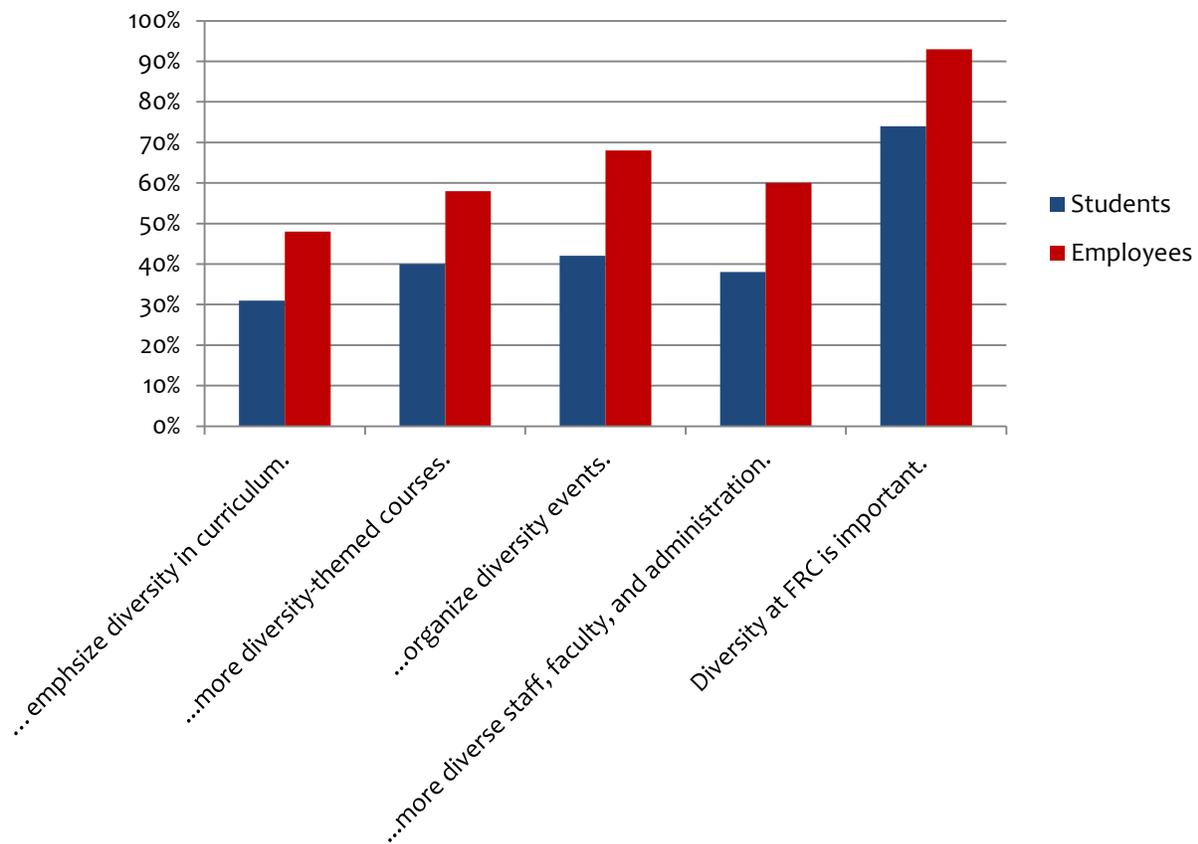


Figure 2.2 shows a notable difference between students and employees on their value of diversity in curriculum, diversity events, and having greater diversity among employees. This is most evident in whether FRC “should strive for a more diverse staff, faculty, and administration.” Employees seem more favorable to this statement than students. However, the majority of both students and employees value the overall diversity of campus.

3. 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, veteran status, appearance, country of origin, language/accent, and financial standing. Instances of “rarely” were aggregated into this reporting. The authors believe “rarely” indicates the sentiment, observation, or experience has occurred at least once.

FIGURE 3.1: RESPONDENTS REPORTING FEELINGS OF ISOLATION (OFTEN/SOMETIME/RARELY)

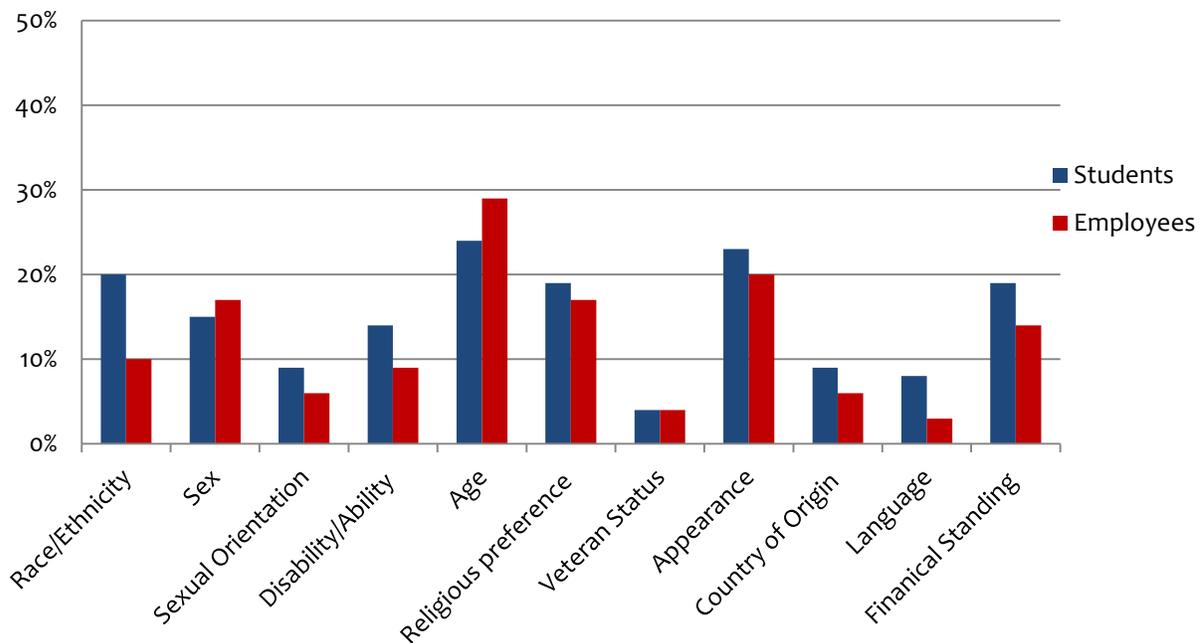
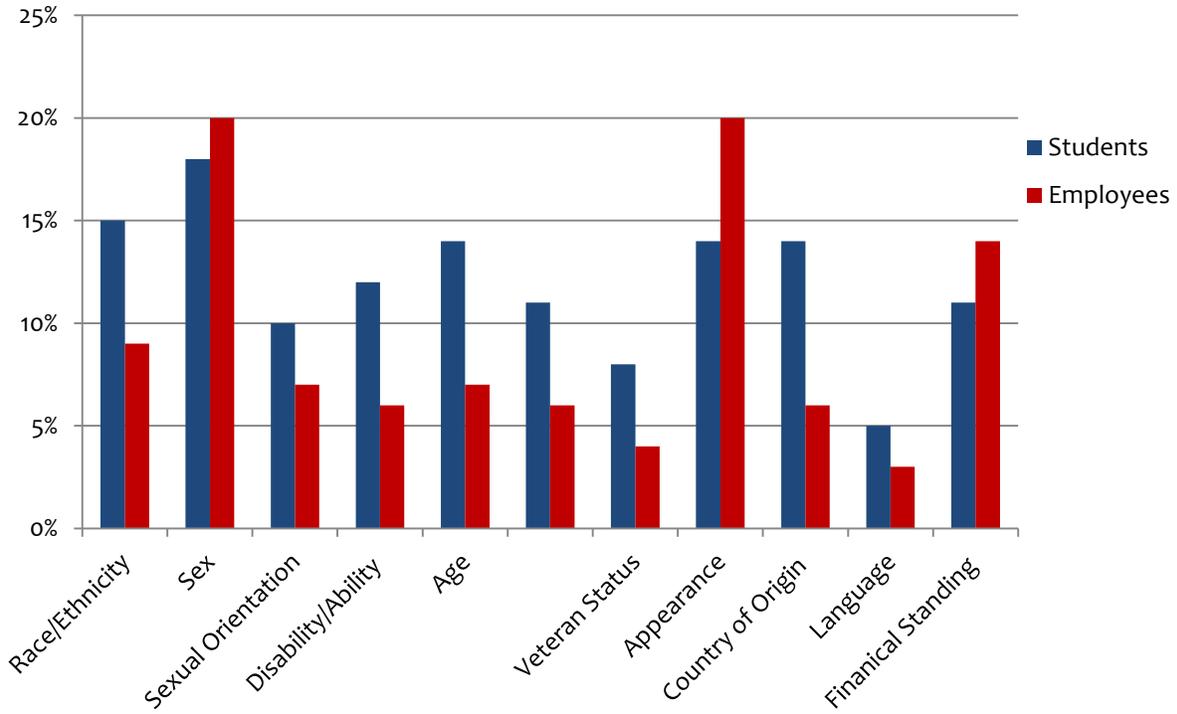


Figure 3.1 shows respondent perceptions of isolation on the FRC campus are low. However, as in previous years’ reporting, age and appearance continue to elicit the highest response. Among student responses over the age of 30, 39% reported feeling isolated on campus. These responses emphasize the importance that physical attributes (such as race) have on an individual’s experience. Responses of feeling isolated on the basis of race and ethnicity were higher for students.

FIGURE 3.2: RESPONDENTS REPORTING EXPERIENCE WITH HARASSMENT (OFTEN/SOMETIME/RARELY)



A highlight among the Figure 3.2 data in the area of harassment is that 18% of students and 20% of employees reported some experience of harassment based on sex. Related to the figures in the comfort section, this is notable.

FIGURE 3.3: RESPONDENTS REPORTING EXPERIENCE WITH OF DISCRIMINATION (OFTEN/SOMETIME/RARELY)

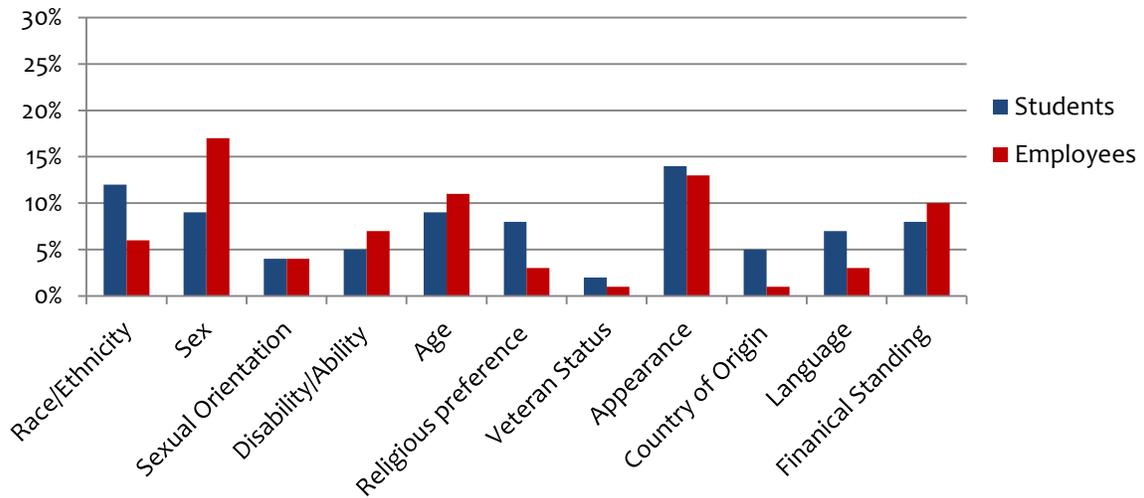
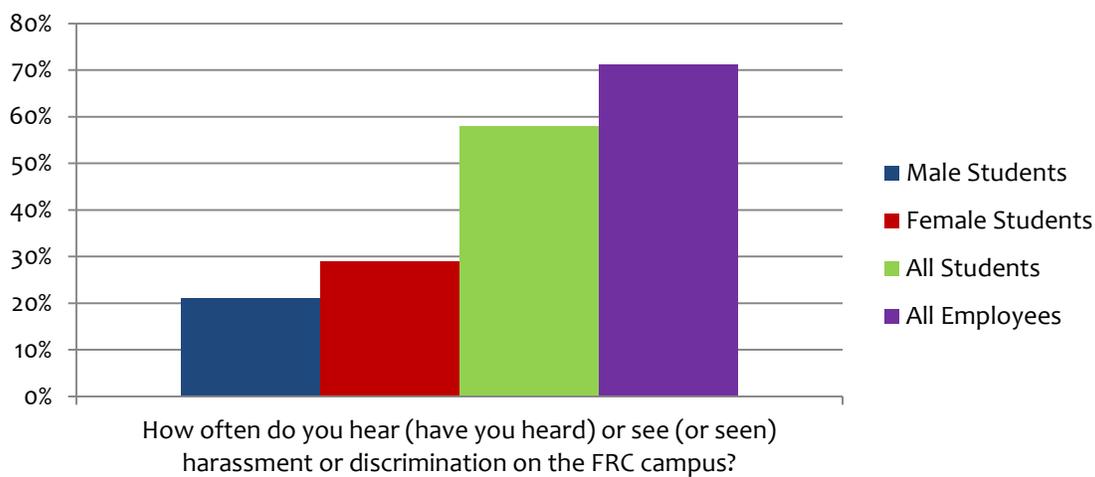


Figure 3.3 shows some experience of discrimination on the FRC campus, though quite low. Some evidence of discrimination based on sex and appearance is noteworthy.

The POL 140 class was interested in the frequency of incidents of discrimination/ harassment on campus witnessed (seen or heard) by different respondent groups.

FIGURE 3.4: RESPONSES OF WITNESSING INCIDENTS OF HARASSMENT OR DISCRIMINATION



Overall, 58% of students and 71% of employees reported hearing or seeing some harassment at some point in their FRC experience. Of student responses, 29% were female, 21% were male.

Few respondents acknowledged that they'd considered leaving FRC because of experiences with or observations of isolation, harassment, or discrimination as noted in Figure 3.5.

FIGURE 3.5: RESPONDENTS REPORTING “OFTEN/SOMETIMES”: HAVE YOU EVER CONSIDERED LEAVING FRC BECAUSE OF ISOLATION, HARASSMENT, OR DISCRIMINATION?

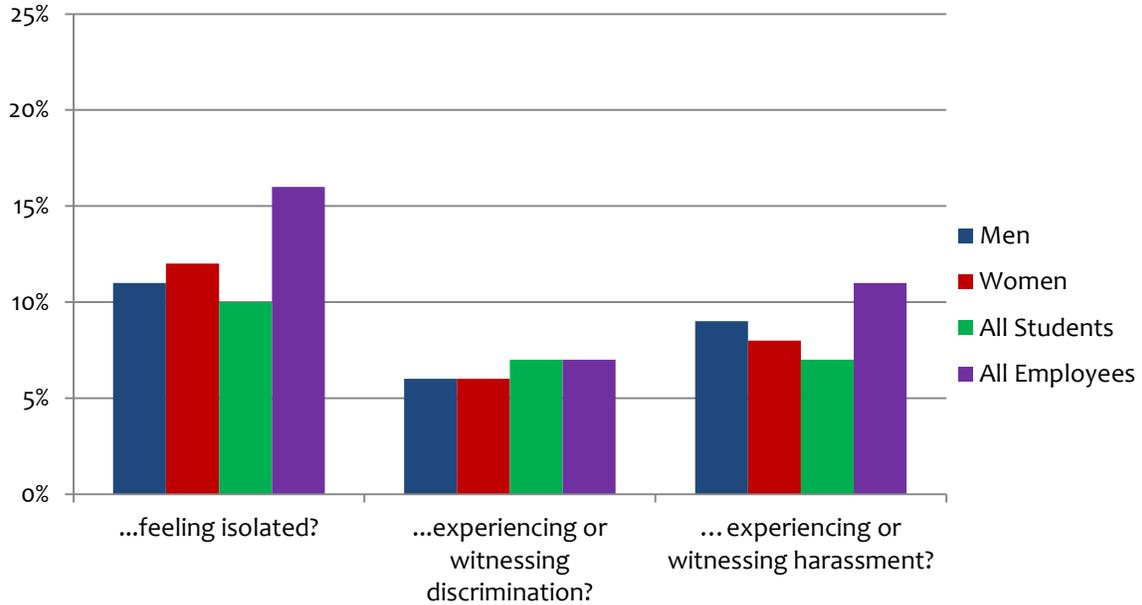


Figure 3.5 shows that more employees have considered leaving FRC because of experiences or observations of isolation, harassment and/or discrimination. There is no discernible difference between men and women who responded to this question.

4. PROGRAM AWARENESS

As in past reports, over 85% of student respondents indicate their awareness of programs and services on campus, including Admissions and Records, Financial Aid, Instructional Resource Center/Library, Student Accounts, and tutoring services.

Listed in Table 4.1 are programs on campus that are not well known to the students here at FRC.

TABLE 4.1: STUDENT AWARENESS OF PROGRAMS AND RESOURCES 2011 & 2013

ARE YOU AWARE OF (KNOW ABOUT) THE FOLLOWING ON THE FRC CAMPUS?	2011	2013
HEALTH SERVICES	N/A	76%
THE STUDENT SERVICES OFFICE	71%	72%
TRIO/STUDENT SUPPORT SERVICES/ACHIEVE CENTER	75%	78%
EOPS/CARE	69%	61%
CALWORKS	N/A	38%
ASFRC (ASSOCIATED STUDENTS OF FEATHER RIVER COLLEGE)	57%	35%
ENACTUS	79%*	48%
DSP&S (DISABLED STUDENTS PROGRAMS AND SERVICES)	75%	70%
COMMUNITY HOST PROGRAM	N/A	39%

* ENACTUS is formerly known as SIFE.

There is no notable improvement in program awareness among students at FRC between 2011 and 2013 results. This survey did not ask respondents to report how long they have attended FRC, so potentially high response rate among first-year students could account for these numbers. Also, the Community Host Program is newer and ASFRC is inactive which may account for these response rates. The name change of the group ENACTUS may explain the low familiarity figures.

TABLE 4.2: AWARENESS OF PROGRAMS AND RESOURCES BY FIRST GENERATION STUDENTS AND STUDENT GROUP

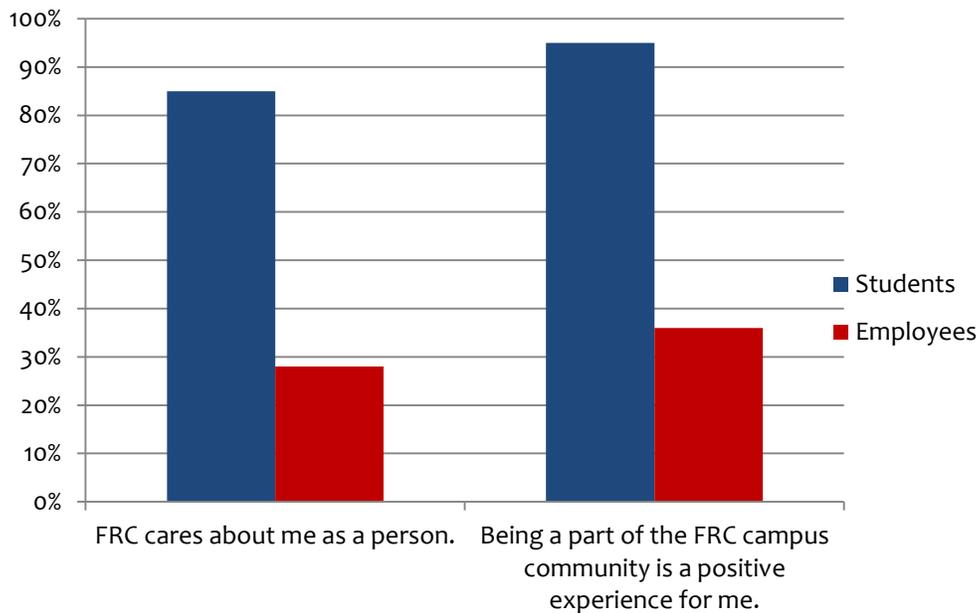
	FIRST GENERATION STUDENTS	AMERICAN INDIAN OR ALASKA NATIVE/ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER OR ASIAN/ BLACK OR AFRICAN AMERICAN/ HISPANIC OR LATINO STUDENTS
HEALTH SERVICES	78%	78%
THE STUDENT SERVICES OFFICE	80%	73%
TRIO/STUDENT SUPPORT SERVICES/ACHIEVE CENTER	83%	78%
EOPS/CARE	68%	59%
CALWORKS	46%	45%
ASFRC (ASSOCIATED STUDENTS OF FEATHER RIVER COLLEGE)	42%	37%
ENACTUS	49%	45%
DSP&S (DISABLED STUDENTS PROGRAMS AND SERVICES)	78%	71%
COMMUNITY HOST PROGRAM	37%	33%

Students are less aware of the services offered by DSP&S, Student Services, and EOPS/CARE. The lack of awareness of the Community Host Program, Cal Works, and the student group ENACTUS is significant because of these program’s high level of activity on campus. While most first generation students seem to be aware of TRIO, a program that serves this group, their awareness of other programs that might benefit them is lower. These results are noteworthy because these services and resources provide students with avenues to success or important social connections.

5. HAPPINESS

As an addition to the 2013 report, measuring student and employee happiness provides yet another perspective of campus comfort levels. This is a difficult variable to measure. However, the POL 140 students felt strongly about adding it to this report.

FIGURE 5.1: OVERALL HAPPINESS



A majority of students indicated that FRC cares about them as a person and that being a part of the FRC campus. Positive responses were much lower among employees.

TABLE 5.1: HOW HAPPY ARE YOU AT FRC?

	“VERY HAPPY”/ “RATHER HAPPY”
STUDENTS	95%
EMPLOYEES	91%
WOMEN	94%
MEN	93%

Table 5.1 shows a significant level of happiness among groups at FRC. Among all respondents over 90% stated that they are rather happy at FRC.

6. MEASURES OF SUCCESS AMONG STUDENT CATEGORIES

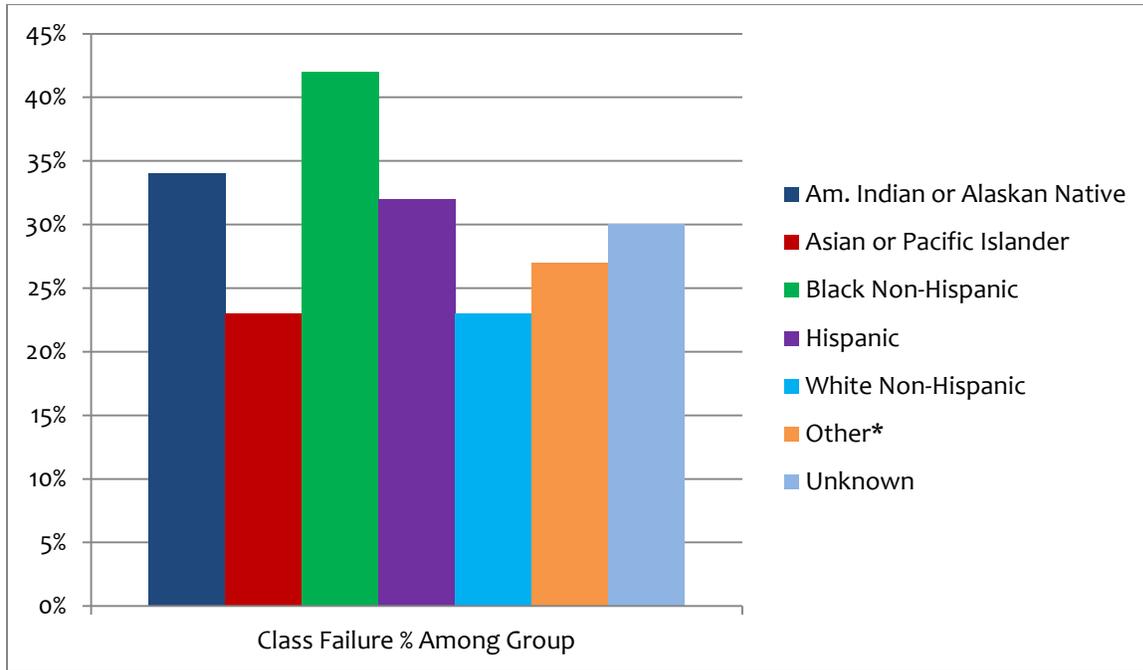
Students in the POL 140 class spend the semester studying the historical and contemporary significance of race, ethnicity, and gender in the United States. The class looks at how different groups have come to be classified as “minority” in the context of assimilation to the dominant group/culture. In these studies, issues like inequality and discrimination are central. Students explore how these dynamics affect different groups in society. This critical analysis will assist students in identifying solutions necessary for a society of justice and equality.

Education remains a valuable resource for building a society of opportunity and success. Students who enter higher education often do so with these aspirations. Ensuring these opportunities for all students is a hallmark of the California community college system. FRC is committed to providing all students equal access to resources and a quality education. As throughout the system, success is measured in grades, graduation and transfer rates.

How different groups fare along these measures of success is an important area of research in the state of California today as explained in the introduction to this report. In addition, the research shows that the more hospitable the community college campus, and the more advising, counseling, and other support services provided, the greater the success rates among minority students.

With the theme of student success in mind, POL 140 students decided to look more qualitatively at measures of “success” by different groups at FRC as provided by the Institutional Research and Planning Office. From these observations it may be concluded that the success rates of some student groups appear to reflect the statewide data. Given this similarity, this report will highlight some of the recommendations from recent literature on student success and California community colleges.

FIGURE 6.1: FAILURE RATES IN CLASSES (NOT INCLUDING HES ACTIVITY CLASSES) BY STUDENT GROUP⁸



* may indicate “bi” or “multi”-racial

The data available from the Institutional Research and Planning Office shows some disparity in student success in primarily non-activity classes at FRC. This is not unlike statewide data on community colleges student success rates.

Unlike other campuses, however, FRC benefits from a campus environment where most students are comfortable and happy. This gives FRC an advantage for nurturing a climate of student success.

⁸ Data excluding other activity classes was requested but not received.

CONCLUSIONS AND RECOMMENDATIONS

From the analysis of the project findings and a review of the previous recommendations, the POL 140 class has compiled the following 2013 recommendations for campus consideration:

- ∅ Use the Climate Project Report in the College's planning. Some changes to the climate survey should be considered such as the omission of respondent perceptions of others' comfort on campus. A future survey should also include demographic questions on years at FRC.
- ∅ Build publicity and improve advertising of campus services, programs and activities with publically available, accessible, current, and thorough information. This is important as these are services and resources that provide students avenues to success or provide important social connections for students at FRC who are a long way from home. Progress towards and completion of the College website will be instrumental for addressing this recommendation.
- ∅ Capitalize on the campus's overall comfort with and support for diversity by sponsoring activities and events that facilitate learning and discussion around issues surrounding race, ethnicity, class, sex and gender. Such programming can be supported by the Diversity Committee, the Professional Development Committee, and with some budget allocation to support curriculum and the College's mission and accomplishment of student learning outcomes.
- ∅ Continue sexual-harassment training among employees, and consider including a more robust (re-)training every 3-5 years to avoid complacency and redundancy (i.e., mandatory Safe-Spaces training, guest speakers/trainers, EEO awareness activities). Consider expanding this training to students.
- ∅ Review current literature on student success among different race/ethnic groups in California (e.g., The Civil Rights Project at UCLA) and include these in campus conversations about advising and counseling resources. Advisors and student services personnel should also be supported in researching best practices and approaches for serving minority student populations.

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APPENDIX A: SURVEY

Campus Climate Survey 2013

Introduction

Dear Survey Participant,

Thank you for participating in this survey. **This survey was written by students and is being conducted as part of the Fall 2013 Political Science 140 course at Feather River College (FRC).** This survey hopes to gain information about student and employee perceptions of diversity, individual comfort levels, and experiences with equality at FRC.

When we talk about campus “climate” we aren’t talking about the temperature of the buildings! Climate refers to the general atmosphere of the campus as a unique community and the degree to which members of the campus community feel included, personally safe, listened to, valued and treated fairly.

In order to draw as much meaning as possible from the survey results, please answer these questions as honestly as you can. The decision to participate in this study is completely voluntary. There are no identifiable risks to you if you decide to participate. Your responses will not be identified with you personally. Your answers to the questions will be reported as part of a group response and not associated with any individual respondent.

The survey will take about 10-15 minutes to complete. Once you’re done, you can click on a link that will take you to the survey 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 an email address. This information is not linked to 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

You will not be able to continue with the survey unless you consent to the terms.

I have read and understood the informed consent and agree to participate in the study

- Yes
- No

We're Sorry

You did not agree to the terms for taking this survey

Please click on the "Previous" button if you wish to go back, agree to the terms and take the survey.

Campus Constituency

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

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

Classroom

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 treat 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 (degree to which you feel included, personally safe, listened to, valued and treated fairly) in your classes?

- Very Comfortable
- Comfortable
- Neutral/Indifferent
- Uncomfortable
- Very uncomfortable
- Not Applicable

Workplace

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 your 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 if 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 others if they are a different racial/ethnic group than my own.

- Always
- Often
- No Opinion/neutral
- Sometimes
- Never

Please read these statements carefully and indicate your 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 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)
 - ENACTUS
 - Instructional Resource Center/Library
 - DSP&S (Disabled Students Programs & Services)

Diversity Programming

Please rate your 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?

- o Very Comfortable
- o Comfortable
- o Neutral/Indifferent
- o Uncomfortable
- o Very uncomfortable

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian 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.

- o Often
- o Sometimes
- o Rarely
- o Never
- o No opinion
- o Does Not Apply

- I have felt isolated on the FRC campus because of my:
 - o 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

- o Never
- o No opinion
- o Does Not Apply
- I have faced harassment at FRC because of my:
 - o Race or ethnicity
 - o Sex
 - o Sexual orientation
 - o Disability/Ability
 - o Age
 - o Religious preference
 - o Veteran status
 - o Appearance
 - o Country of origin
 - o Language/Accent
 - o Financial standing

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

- o Yes
- o No

Demographics

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

What is your sex?

- o Male
- o Female
- o Other

What is your age?

- o Under 18 years old
- o 18-25
- o 26-30 years old
- o 30-40 years old
- o 40-50 years old
- o 51-64 years old
- o 65 years and over

6.

Select one for more of the following “races”/ethnicities you best relate to (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).

- o American Indian or Alaskan Native
- o Asian
- o Black or African American
- o Hispanic or Latino
- o Native Hawaiian or Other Pacific Islander
- o White
- o Bi- or multi-racial

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 than most FRC students
- Significantly worse than most FRC students
- I don't know

Are you a student-athlete?

- Yes
- No

Did you take the campus Climate Survey in 2011?

- Yes
- No

Do you think improvements to the FRC campus climate have occurred since the 2011 survey?

- Yes
- No

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

Gift Card Drawing

Would you like to enter the drawing for the gift certificates? (if you choose to enter the drawing, the information provided will in no way be linked to your survey responses. Survey responses are ANONYMOUS. Only the course instructor will have access to the email addresses and these will be deleted when the survey closes.)

- Yes
- No

CAMPUS CLIMATE SURVEY 2013

September 26th to October 10th

Feedback & opinions of FRC students & employees about the climate of campus diversity & equality.

Prize for taking the survey!

- **\$30 for Lola's Café**
 - **\$25 for Pangaea Restaurant**
 - **\$25 to Quincy Natural Foods**
 - **Pizza Factory**
 - **Kleen Kanteens**
 - **Carey Candy Co.**
 - **FRC Bookstore**
- ... and more!

***Climate: the general campus atmosphere & degree to which members of the campus community feel included, personally safe, listened to, valued & treated fairly.**

Student Project for POL/SOC 140: Multiethnic America

Find the survey online (look for link in your FRC email):
http://www.surveymonkey.com/s/climate_survey13

APPENDIX C

Dear FRC Students & Employees,

The students of the Political Science 140, Multiethnic America class invite you to take the 2013 Feather River College Campus Climate Survey. This survey is available online from September 26 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/FRC_2013climate

This is the third time this survey has been conducted by the students since 2009. The students use the survey to gauge perceptions of diversity and levels of comfort and experiences with equality on the FRC campus. The results of this survey will highlight the campus's strengths and perhaps weaknesses when it comes to campus diversity and openness. The project is a great way to introduce students to social science research methodology and allows the students to apply critical thinking skills for analyzing data.

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

RESPOND BY SEPTEMBER 30 FOR ONE OF THESE AMAZING PRIZES!!!!!!!

- \$30 gift card to Lola's Café
- \$25 gift card to Pangaea Café
- \$25 gift card to Quincy Natural Foods
- \$25 gift card to the FRC Bookstore

RESPOND BY OCTOBER 4 FOR THE CHANCE TO WIN ONE OF THESE PRIZES!!!!!!!

- \$15 gift card to Main Street Fashions
- \$10 gift card to the Pizza Factory
- Klean Kanteen water bottle (courtesy of the Student Environmental Association)

RESPOND BY OCTOBER 10 AND YOU STILL HAVE A CHANCE TO WIN!!!!!!!

- \$5 gift card to Alley Cat Café
- \$5 gift card to Carey Candy Company
- Coupons to Great Northern Hair Company
- And more!

Winners will be notified via email. Thank you to all these amazing businesses and sponsors who value their relationship with FRC.

Emails are in no way linked to the survey responses which are anonymous!

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.