SOUTHERN CONNECTICUT STATE UNIVERSITY PRESIDENT'S COMMISSION ON SOCIAL JUSTICE FALL 2017 CAMPUS CLIMATE SURVEY

STUDENT SURVEY RESULTS

SUBMITTED BY THE CAMPUS CLIMATE LEADERSHIP TEAM

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PART I: SUMMARY OF THE CLIMATE SURVEY

PURPOSE OF THE SURVEY

Southern Connecticut State University (SCSU) is committed to academic excellence, access, social justice, and service for the public good. SCSU identifies six values that underpin this mission; excellence, access, diversity, student success, lifelong learning, and community involvement. The 2015-2025 Strategic plan seeks to realize those values in multiple ways, such as engaging with local and global communities through exemplary leadership and service to promote economic vitality and social justice for the public good. In addition, SCSU has an institutional commitment to become the Social Justice University in Connecticut, as members of its community strive to communicate and engage with dignity, respect, kindness, compassion, and civility. These five pillars reflect the characteristics that can be viewed as evidence of a community engaged in attitudes and behaviors that result in a positive campus climate. Campus climate includes a set of "attitudes, perceptions, behaviors, and expectations around issues of race, ethnicity and diversity; and is part of an intricate web of relations, socially constructed by individuals in an environment" that includes "a consideration of external forces that exist in government policy and sociohistorical context" (Hurtado, et al. 2008). It is in this context that the President's Commission on Social Justice sought to obtain an understanding of faculty, staff, and student perceptions of SCSU's campus culture and climate.

Serving in an advisory capacity to the President and the broader campus community, the President's Commission on Social Justice contributes to creating a university that challenges injustice, values diversity, and supports a climate of inclusion. The Commission wanted to begin to understand the experiences of faculty, staff, and students on SCSU's campus. This report addresses the survey responses of students. Faculty and Staff responses are addressed in a separate report. Additionally, the Commission wanted to identify activities that may support a positive campus climate and result in our members feeling welcome and engaged here at SCSU. Given the complexity of the university climate, it is necessary to engage in an iterative process that includes multiple types and sources of data. The administration of this campus-wide survey is the first of multiple steps that will inform a comprehensive understanding of the perception and experiences of SCSU's campus climate by its members. The Commission recognizes the data from this survey as an initial step in understanding our campus climate and anticipates engaging in supplementary steps to gather and analyze additional types and sources of data (i.e., focus interview groups, demographic information from other University sources, past survey instruments for statistical comparison, etc.) to more fully understand our campus climate. We also invite other groups on campus to further inform our understanding of and assume responsibility for enhancing SCSU's campus climate.

Part I of this report provides background regarding the selection of the survey instrument, recruitment for the survey, and an overview of the findings. Part II provides an in-depth description of the participant responses across the factors that influence campus climate. For areas reviewed, we provide the indicators of areas of strength and areas that would be potential opportunities for growth in enhancing our overall campus climate. It is intended that the information in this report will provide valuable data to inform decisions aimed at strengthening structures, policies, and programs that support and reflect our increasingly inclusive and diverse campus community.

SURVEY SELECTION AND DESCRIPTION OF DATA ANALYSIS:

Following extensive discussion, review of literature and potential data collection resources during the Fall 2017 semester, the Commission chose to adopt the campus climate survey developed by SKYfactor™, the *Student Campus Climate, Safety, and Sexual Assault Assessment.* This survey allowed us to explore SCSU's campus climate through identification of, and description of, student perceptions and experiences around climate and diversity on campus. SKYfactor™ has been developing assessment tools since 1994 and has worked with over 1500 college and universities to impact student development, learning, retention, and satisfaction. Their Benchworks assessment program is designed to support policies and procedures related to program accreditation. They adhere to professional standards and to principles of continuous improvement. SKYfactor™ utilizes the approach of grouping related, scaled questions into factors to reduce the complexity of analysis and to strengthen regression analysis for recommendations for improvement. Correlational analysis was used to establish the relationships between the scaled questions. Statistical analysis with Cronbach's Alpha was used to determine the internal consistency or reliability for each factor. A Cronbach's Alpha of zero would indicate no internal consistency, meaning the participants' responses would not reveal a pattern when responding. A Cronbach's Alpha of 0.5 is acceptable, of 0.7 is good, and in the 0.8 to 0.9 range is exceptional.

The survey contained 16 categorical items and 85 scaled questions requiring responses on 1 *(Strongly degree)* to 7 *(Strongly agree)* scales. Two open-ended items also allowed participants to provide additional information not reflected in survey items. The two questions were: "How would you describe the campus culture at this institution?" and "What is one thing you would do to improve the campus culture at this institution?" SKYfactor™ provides summary factor analysis results grouping items under related constructs (e.g., safety perceptions). SKYfactor™'s analysis identified 14 independent campus climate-relevant factors (see Table 1) and two dependent factors reflecting overall perceptions and overall learning. Cronbach's reliability estimates (alpha) showed that participants rated items within each factor consistently (i.e., if rating one safety item high then similar safety items also rated high). All reliability estimates exceeded 0.90, which indicates exceptionally consistent responding on items within each factor (see Appendix A).

Statistical analysis of the data began with hierarchical linear regressions examining which factors most strongly predicted the dependent variable, Overall Perceptions. This approach controls (subtracts the variance contributed by) each predictor (independent variable) entered into the model. Thus, this analysis helps determine which of the 14 factors influences

Table 1: SKYfactor™ Identified Campus Climate Independent Factors

Perceptions of Institution	Perceptions of Administration
Visibility	Perceptions of Policies
Personal Attitudes and Behaviors	Campus Accessibility
Co-Curricular Environment	Campus Safety
Perceptions of Faculty/Staff	Sexual Assault
Perceptions of Peers	Campus Training

overall campus climate perceptions and those that can be dropped from the model as they show no relationship to that outcome. The intention of this regression analysis (results discussed subsequently) was to provide insight using numerical data to determine allocation of resources to improve those factors that do predict *Overall Perceptions* and *Overall Learning.*

Based on past benchmarking of other universities, SKYfactor™ identified mean ratings of 5.50 as the baseline goal for a positive campus environment. Based on that mean goal, performance percentages exceeding 75% are considered good, 71%–74% suggests that factor "Needs Work," and performance percentages below 70% suggest that factor poses an "Issue." SKYfactor™ provided means, standard deviations, and performance percentages for each item and factor. The goal of 5.50 and the performance percentage suggestions above were both adopted when examining each of the 14 factors to determine area of need and areas with a high likelihood of changing overall campus climate perceptions.

Statistical analysis of the data began with hierarchical linear regressions examining which factors most strongly predicted the dependent variables, *Overall Perceptions* and *Overall Learning.* This approach controls (subtracts the variance contributed by) each predictor (independent variable) entered into the model. Thus, this analysis helps determine which of the factors influences overall campus climate perceptions and those that can be dropped from the model as they show no relationship to that outcome. The intention of this regression analysis (results discussed subsequently) was to provide insight using numerical data to determine allocation of resources to improve those factors that do predict *Overall Perceptions* and *Overall Learning.*

In addition to the questions designed and developed by SKYfactor™, the Commission sought input from campus community stakeholders and added 20 additional Institution-specific items rated on the same scales as described above. The mean and percentage scores from these questions were analyzed for comparison across groups and then, where applicable, linked to one of the 14 factors from the SKYfactor™ survey.

SKYfactor™ provided data regarding statistical comparison of the means for each factor across different demographics. Faculty members, Christopher J. Budnick (Psychology), Olcay Yavuz (Educational Leadership), and Younjun Kim (Economics) then conducted further analysis of these data across additional demographics to identify statistically significant mean differences as a way to enhance our ability to accurately report on findings. Given the numerous and complex written responses to the two open-ended questions, faculty members, Amy Smoyer (Social Work) and Liz Keenan (Social Work) worked with graduate student, Cole Depuy, to conduct a

thematic analysis of the responses from both questions. These qualitative analyses are embedded in the discussions of the findings.

While it is imperative to understand perceptions within our University, it is also imperative to understand how these perceptions may compare to relatively similar universities. SKYfactor™ provided the capability of comparison to other college and universities of similar Carnegie classification, enrollment size, and public/private status, allowing for a broader understanding of the perception of our students as it relates to campus climate. We selected the required six institutions from within our Carnegie classification for the comparison analysis (see Appendix B).

RECRUITMENT

All undergraduate and graduate students of the university were invited to participate in the survey. Participants were actively recruited via email, dissemination of flyers, posters, yard signs, and student activity meetings during the period between, November 15 and December 29, of 2017.

Given the sensitive nature of the topics within the survey questions, and in an effort to adhere to the principle of beneficence, participants were able to submit their surveys without any identification to ensure complete anonymity. Although incentives were provided, the system afforded the ability to assign these in a completely random manner that prevented a link between participants and their survey responses. Complete anonymity and confidentiality of participants leads to a greater likelihood of accuracy in participant responses. However, it is important to note that the nature of some questions may have continued to result in participants' hesitancy to respond in a transparent manner.

PARTICIPANT DEMOGRAPHICS AND GENERALIZABILITY OF DATA

A total of 1417/10,576 (13.4%) students completed the survey. The percentage of responses fell below the preferred benchmark of a 20% response rate frequently used to support generalizing results to the broader group surveyed. Therefore, the findings should be viewed as a baseline of information regarding SCSU students' perceptions of SCSU's campus climate. It will be necessary to engage in additional assessment activities to more deeply understand the perception and experiences of the SCSU students to ensure that a majority of their voices are heard and considered. It is noted that the response rate in the SCSU administration of the survey was close to, or greater than, the other universities who used this survey instrument. The institutions in the same Carnegie Class

had a 9.8% response rate and the Other Institutions had a 13.9% response rate.

Participants' median age was between 21 and 25. About three quarters of participants (74.1%) identified as female. The current population of male to female students is 39.3% male to 60.7% female, thus the representation of female students to male students who participated in the survey is numerically greater than in the general SCSU population.

About 37% of participants identified as people of color. The current population of students who identify as White is 62.9% and those who identify as Black, Asian, Hispanic, or American Indian/Alaskan Native is 32.1%. This suggests that the number of people who participated in the survey and identified their race or ethnicity was similar to the percentage that exists in the larger SCSU student population.

Thirteen percent of participants identified as bisexual, gay, lesbian, unsure, or selected the category of "other". About 79% of participants were undergraduate students. Participants' median GPA was between 3.00 and 3.49. More than the half of the participants (51.1%) self-reported their religion as Christian (see Appendix C for a table of participant and Fall 2018 SCSU student population demographics).

Of the total 1417 participants, 51% (716) provided written responses to the question, "How would you describe the campus culture at this institution?" and 47% (673) provided written responses to the question, "What is one thing you would do to improve the campus culture at this institution?"

In some instances, a participant may have opted to not respond to a survey item. This report will include tables and charts that will allow the reader to make note of the actual n for each factor or item discussed.

BROAD PERCEPTION OF CAMPUS CLIMATE

Overall Satisfaction, as defined by SKYfactor™, refers to how students perceived their overall experience at SCSU. Specifically, they indicated their satisfaction with their sense of belonging, feeling accepted, and feeling valued by other students at SCSU. *Overall Satisfaction* also considered the extent to which one would recommend SCSU to a friend. In addition to assessing *Overall Satisfaction,* survey questions provided understanding regarding the student participants' perceptions of how diversity is embedded in their learning experiences at SCSU. *Overall Learning,* as defined by SKYfactor™, refers to student satisfaction with their SCSU learning experiences and the extent to which these lead to the discussion of issues related to diversity and to being challenged to think more broadly about issues of diversity. Further, students are asked to consider how the SCSU learning experience supports their ability to recognize how bias affects one's thinking and their ability to evaluate one's position on issues related to diversity. Additional questions ask them to consider how the SCSU learning experience increases their ability to get to know people from diverse backgrounds and to communicate effectively with people who are different from themselves (i.e., race, gender, beliefs).

Performance on each of the 12 factors further influences the ability to determine student overall perceptions of the SCSU campus climate and their learning experiences related

to diversity across campus. A general summary of the findings with initial recommendations is presented below. Part II of the report provides detailed analysis and findings for each factor, including the institutional-specific questions. For easy reference to the survey items by factor, please reference Appendix D.

OVERVIEW OF THE SURVEY FINDINGS:

This section includes the overall findings from both numerical survey data and participant written responses. A deeper analysis for each factor, that includes both quantitative and qualitative description, can be found in Part II of this report.

The students (n = 1390) appear to have a mostly positive *Overall Satisfaction* with SCSU's campus climate, with a performance percentage of 75.2% (see Table 2). Many factors used to measure overall perception fell at or above goal, further indicating a positive perception of SCSU's campus climate. Students indicated being overall satisfied with their experience (M = 5.55, SD = 1.54) and a feeling of being accepted (M = 5.61, SD = 1.52). The students indicated that they would recommend SCSU to others (M = 5.55, SD = 1.66). Although below goal but well above scale midpoint, students indicated a positive perception of being valued (M = 5.39, SD = 1.59) and belonging (M = 5.49, SD = 1.67). All but three of the independent factors that also contribute to the perception of *Overall Satisfaction* by the students fell above a goal of 75% (see Table 2). The three factors that fell below goal still performed above the scale mid-point, indicating that more students held positive perceptions than held negative perceptions.

A deeper analysis of the SKYfactor™ data by subpopulations based on gender, sexual orientation, race/ethnicity, and age revealed responses for the factor of *Overall Satisfaction* to be similar for all but gender. The data suggests that men (M = 5.31, SD = 1.54) have a statistically lower perception of the *Overall Satisfaction* experience than women (M = 5.59, SD = 1.38; t[1332] = 2.77, p = .006).

In addition to an overall positive satisfaction with the SCSU campus climate, the students (n = 1375) indicated equally comparative satisfaction with experiences that support *Overall Learning* regarding issues related to diversity on SCSU's campus (77.8% performance; see Table 3).

A deeper analysis of the SKYfactor™ data by subpopulations based on gender, sexual orientation, race/ethnicity, and age revealed responses for the factor of *Overall Learning* to be similar for all but gender. The data suggests that men (M = 5.52, SD = 1.24) have a statistically lower perception of the *Overall Learning* experience than women (M = 5.73, SD = 1.15; t[1332] = 2.77, p = .006).

Although the independent factors of *Overall Satisfaction* and *Overall Learning* performed above goal, variability in the performance of the independent factors that predict these areas was observed and further review provided deeper understanding of students' perceptions of the SCSU campus climate. The highest performing factor was *Personal Attitudes and Behaviors* toward diversity, with a performance rating of 85.8% (see Table 3). Students ratings suggested comfort interacting with (M=6.35, SD = 1.28) and becoming friends with (M=6.47, SD = 1.18) others from diverse backgrounds. Additionally, specific item responses indicated a sense of comfort discussing issues related to diversity (M=6.08, SD = 1.39).

Table 2: Mean Scores and Performance Percentages of Overall Satisfaction

INDICATOR PERFORMANCE	N	MEAN	STD DEV	PERFORMANCE	
Factor 14 // Overall Satisfaction	1,390	5.51	1.44	75.2% ✓	

0 ------ PERFORMANCE ------ 100%

INDICATOR FACTORS BY PERFORMANCE	N	MEAN	STD DEV	PERFORMANCE	
Factor 3 // Personal Attitudes and Behaviors	1,410	6.15	1.16	85.8% ✓	
Factor 1 // Perceptions of the Institution	1,411	5.83	1.24	80.5% ✓	
Factor 9 // Campus Accessibility	159	5.81	1.28	80.2% ✓	
Factor 4 // Co-Curricular Environment	1,340	5.75	1.32	79.2% ✓	
Factor 2 // Visibility	1,408	5.69	1.36	78.2% ✓	
Factor 11 // Sexual Assault	1,379	5.64	1.34	77.3% ✓	
Factor 6 // Perceptions of Faculty/Staff	1,397	5.64	1.25	77.3% ✓	
Factor 8 // Policies	1,379	5.56	1.34	76.0% ✓	
Factor 12 // Campus Training	704	5.55	1.31	75.8% ✓	
Factor 5 // Perceptions of Peers	1,386	5.31	1.52	71.8% !	
Factor 7 // Perceptions of Administration	1,378	5.30	1.41	71.7% !	
Factor 10 // Campus Safety	1,400	5.21	1.41	70.2% !	

0 ------ PERFORMANCE ------ 100%

✕ Issue 0%-70%	! Needs Work 71%-74%	✓ Good 75%-100%	**NR** Not Reported **NEG** Negative Correlation	∨ Lower	= Equal	∧ Higher

Given these perceptions of self-attitudes and behaviors related to diversity and campus climate, it may not be surprising that their responses further revealed a positive *Perceptions of Institution,* with a performance rating of 80.5%. In this instance, students indicated that SCSU is welcoming (M=5.91, SD = 1.44), respectful (M=5.79, SD = 1.44), and mostly treats students of diverse backgrounds fairly (M=5.73, 5.96, SD = 1.53,1.37). Students' written responses to open-ended questions further corroborated these attitudes and beliefs as well as an overall positive perception of the SCSU campus climate, embracing the many learning experiences related to campus climate and diversity. Example statements included:

A positive, welcoming and safe learning environment.

From what I've seen, I think the campus culture at SCSU is very inclusive and diverse, and I like that very much. It's one of the things I tell others when I talk about SCSU.

I would describe the culture as welcoming and diverse learning environment. I look forward to attending my classes because the professors are professional, approachable, flexible, and are passionate about their craft. The events hosted around campus appeal to students of all demographics and encourage students to interact with those who are different than themselves.

I see Southern as a community resource. There are many programs at night and weekends for the working adult student.

Southern's campus is full of students from diverse backgrounds. What I like about Southern is the many opportunities to interact with other students. I have never really felt excluded from any organization or event on campus. More often than not, many students on campus are welcoming.

I think that here at SCSU students care about one another and want to see others succeed. The staff and administrators and faculty care and want to see their students do well. They care about their students inside and outside of the classroom.

I'm transgender (a population not covered by your survey questions). Faculty and staff (SCSU Psychology Department) have been extremely helpful to me over the years and should be commended for their ongoing support of LGBTQ students.

Table 3: Mean Score and Performance Percentage of Overall Learning

INDICATOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 13 // Overall Learning	1,375	5.67	1.20	77.8% ✓

0 ------ PERFORMANCE ------ 100%

INDICATOR FACTORS BY PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 3 // Personal Attitudes and Behaviors	1,410	6.15	1.16	85.8% ✓
Factor 1 // Perceptions of the Institution	1,411	5.83	1.24	80.5% ✓
Factor 9 // Campus Accessibility	159	5.81	1.28	80.2% ✓
Factor 4 // Co-Curricular Environment	1,340	5.75	1.32	79.2% ✓
Factor 2 // Visibility	1,408	5.69	1.36	78.2% ✓
Factor 11 // Sexual Assault	1,379	5.64	1.34	77.3% ✓
Factor 6 // Perceptions of Faculty/Staff	1,397	5.64	1.25	77.3% ✓
Factor 8 // Policies	1,379	5.56	1.34	76.0% ✓
Factor 12 // Campus Training	704	5.55	1.31	75.8% ✓
Factor 5 // Perceptions of Peers	1,386	5.31	1.52	71.8% !
Factor 7 // Perceptions of Administration	1,378	5.30	1.41	71.7% !
Factor 10 // Campus Safety	1,400	5.21	1.41	70.2% !

0 ------ PERFORMANCE ------ 100%

✗ Issue 0%-70%	! Needs Work 71%-74%	✓ Good 75%-100%	**NR** Not Reported **NEG** Negative Correlation	⌄ Lower = Equal ⌃ Higher

Overall, students rated their *Co-Curricular Environment* (79.2%) as very positive, indicating satisfaction with the opportunities provided that allow students to engage in clubs and activities and clubs that enhance inclusion and diversity. In addition, students indicated a very positive satisfaction with *Campus Accessibility* (80.2%), indicating the ability to easily access classrooms, buildings, sidewalks, dining facilities, and campus events. Graduate students (M = 3.60, SD = 2.55) reported less positive perception of Disability Resource Accessibility relative to freshman (M = 6.00, SD = 1.83) and sophomores (M = 6.06, SD = 1.18; F[5, 87] = 3.98, p = .003; see Part II for additional analysis).

While the responses to the survey questions suggest a mostly positive perception of the SCSU campus climate by student participants, deeper review of the quantitative data indicate groups who may not share in these perceptions. For example, students who identified as Black/African American (M = 5.36, SD = 1.45) reported significantly less positive *Perceptions of Faculty* relative to students who identified as White (M = 5.67, SD = 1.20) or Hispanic (M = 5.74, SD = 1.28; F[5, 1362] = 3.01, p = .01). Black/African American students (M = 4.93, SD = 1.61) also reported less positive *Perceptions of Administration* relative to students who identified as White (M = 5.34, SD = 1.34) or Hispanic (M = 5.44, SD = 1.44; F[5, 1344] = 4.42, p = .001).

In addition to the deeper analysis of the quantitative data, thematic analysis of written statements by student survey participants provided further understanding for those who did not identify having the positive perceptions and experiences revealed in the quantitative data. Review of the responses to the question, "Describe Campus Climate" revealed 14 themes. Overall, while participants provided positive feedback, many additionally expressed concerns about climate on campus. The number of themes reflects greater diversity in the negative comments, and does not necessarily reflect a greater number of negative comments.

Taken together, these results indicated that the campus is experienced in different ways by different people. For some the environment is less welcoming, caring, and inclusive and they share reports of experiences of bias, exclusion and racism. Some students feel part of the "Southern community," while others feel disconnected.

Indeed, a clear take home message from this data is the idea of inconsistency: "It depends so much on where you live on campus and what major you're in. Outside of my major people are a lot less welcoming and respectful." Experiences vary tremendously by student status, major/program, and specific social identities.

Positive	Negative
1. Diverse & Inclusive	1. Not Open to Range of Political Ideas
2. Welcome, Respectful, Accepting	2. Disconnection: Commuter and Graduate Students
3. Supportive and Caring	3. Social Groups: Segregated Cliques
4. President Joe	4. Lack of Diversity in Faculty & Leadership
5. Improving	5. Not supportive or Safe
6. Great	6. Lack of Resources/Administrative Concerns
	7. Racism
	8. Sexual Assault

Example statements that reveal positive perceptions experienced by some are provided by theme, and include:

Inclusive: Diverse & Social Justice, Welcome, Respect, Acceptance

Southern provides a microcosm of the world we live in preparing students for the world we will enter upon graduation. Students from different backgrounds and cultures are enriched by the time we spend together.

I would describe the culture as welcoming and diverse learning environment. I look forward to attending my classes because the professors are professional, approachable, flexible, and are passionate about their craft. The events hosted around campus appeal to students of all demographics and encourage students to interact with those who are different than themselves.

I love my department and I am a person of color, Hispanic. I've never felt victimized or 'exoticized' in my classes or when seeking guidance from faculty.

Supportive and Caring

I am also a veteran and I have to say that veterans' services are top notch. Bravo Southern!

I think that here at SCSU students care about one another and want to see others succeed. The staff and administrators and faculty care and want to see their students do well. They care about their students inside and outside of the classroom.

Improving

Southern has been a place of change during the 3½ years I have been here. I dare say it was very still the first 2 years I was here, things were happening but nothing like what it is now. I think we have President Joe to thank for that. Southern has been evolving and it is getting better and better with each passing year.

Example statements that reveal negative perceptions experienced by some are provided by theme, and include;

Not open to a range of political ideas

I am afraid that I feel like the campus culture at SCSU is biased against those who do not share the same culture or values as the general masses. I have felt extremely uncomfortable in classes where it has turned into a "mob scene" to anyone who does not share the same hateful sentiment of the President of the United States, which is not constructive at all, and professors who have not mediated the conflict between students.

Despite its diversity of people, there's little diversity of ideas—the institution centers itself around liberal ideology because that's what most appeals to college students, and the students naturally regurgitate this ideology. Few dissenting opinions are given the time of day.

Disconnection: Commuter and Graduate Students

People tend to keep to themselves at SCSU, unless they live on campus. There doesn't seem to be a strong sense of community. Instead, students appear to focus on getting in and out at fast as possible. Few are enthusiastic about attending, few are interested in being involved beyond their classes.

Unsure. I am a graduate student that commutes and have little interaction with students and faculty outside my program.

Social Groups: Segregated Cliques

Campus culture is inviting but divided. It matters who you know and what student organizations that the students are engaged in. The administration isn't as transparent as I would like, but everyone that I have met has been a genuine good and helpful person though. Though you have to find the right person sometimes to help and that can take longer than it should.

I do think the student body could be more diverse. I have trouble getting to know people from diverse backgrounds because I am afraid of sounding ignorant.

Not Supportive or Safe

Though the school initially made efforts to make people with disabilities feel welcome, the resources and staff is very lacking. While some teachers are understanding, others are mean and inconsiderate. There was very little help, understanding or guidance coming from them. After high hopes, I'm quite discouraged by what I've found. SCSU falls very short of being the caring, supportive community I thought it would be.

For starters, I as a trans-woman have felt very unsafe in both the area and the campus as a whole. I expected the campus to be welcoming but I have certainly not felt that way whatsoever! The academic life as a whole is great but the social life is certainly not. I feel like the students here give me the evil-eye and that would lead me to believe that this institution's students have either never seen or heard of a trans person and are stuck in the 50s, or this campus is generally unfriendly as a whole. As a result, I have made less of an effort to befriend anybody here.

I've realized that, on the surface level, Southern is okay but as an undocumented student surface-level action

is not enough for me. The institution publicly supports undocumented students but most of the faculty and staff don't know about the DREAM Act or DACA. New Haven is so diverse and there are so many organizations based there or with offices there but SCSU has no connections with them. There is Unidad Latina en Action, Planned Parenthood, CIRA, and so much more.

Sexual Assault and Racism

I have seen several circumstances of serious racism which troubled me greatly and lead me to believe there are significant racist elements just beneath the social surface. It makes me sad that there are few opportunities to discuss this in a general way.

I think the university has a long way to go in dealing with sexual assault and treating students with dignity.

Institutional Practices and Leadership

There is a certain immaturity that permeates the campus culture. It is related to the academic expectations and the sometimes VERY accommodating faculty. Students complain and fight for lower academic expectations all the time and it is hard to feel challenged.

Administration...are the elitist...who talk about supporting students and pat themselves on the back for supposedly being so awesome while paying the school president $294,700 a year that comes from our tuition money. I'm sure that such a caring administration would be willing to

take pay cuts to help the students because all educators are awesome, right?

COMPARISON OF OVERALL FINDINGS TO OTHER UNIVERSITIES

Overall, the SCSU student participant responses indicated mostly similar perceptions as their peers at universities sharing SCSU's Carnegie Classification (see Appendix B) across these factors that measure campus climate (see Table 4). The areas of similar perception included: *Overall Learning, Personal Attitudes and Behaviors, Perceptions of Institution, Campus Accessibility, Sexual Assault, Policies, Campus Training,* and *Perceptions of Administration.* The comparison data suggest that SCSU students have a more positive perception of the *Co-Curricular Environment, Visibility* and *Perceptions of Peers* than their student peers at other universities. In fact, these are three areas of relative strength based on student responses.

While indicating a positive perception of *Overall Satisfaction* for SCSU's campus climate, this perception fell significantly below comparison universities as did *Perceptions of Faculty/Staff* and *Campus Safety.* This would suggest that similar universities may have a more positive campus climate, especially as it relates to faculty and staff behaviors and campus safety.

IMPACT FACTORS AND PARTICIPANT SUGGESTIONS TO EFFECT CHANGE

Collectively, the data from the survey revealed that SCSU needs to develop strategies to work toward improving specific areas that impact overall campus climate as experienced by its students. Using a hierarchical linear regression analysis of the survey responses, SKYfactor™ identified the high impact factors that can affect a change in the SCSU campus climate if addressed with developed goals and action plans. The factors that were identified as having high impact on *Overall Satisfaction* are: *Campus Safety, Perceptions of Faculty/Staff, Co-Curricular Environment, Perceptions of Administration, Perceptions of Peers,* and *Sexual Assault* (see Table 5). *Co-Curricular Environment* and *Campus Training* have high impact on perceptions of *Overall Learning* (see Table 6).

SKYfactor™ recommends focusing resources to improve the performance of high impact factors while maintaining, but not expending resources to improve low/no impact factor performance. Therefore, while performance scores on *Perceptions of Faculty/Staff, Co-Curricular Environment,* and *Sexual Assault* are above goal, the analyses suggest improving and maintaining these areas, and developing goals and actions to increase the other three high impact areas of *Campus Safety, Perceptions of Administration,* and *Perceptions of Peers.*

STUDENT SUGGESTIONS FOR IMPROVING THE SCSU CAMPUS CLIMATE

In response to how Southern might improve the climate on campus, most of the input included ideas that have already been identified and articulated by others, affirming the need to implement these ideas. Bringing these goals and ideas into reality, given the bureaucratic and financial limitations of the University, is a challenge to which we will continue to strive to meet.

Table 4: External Benchmark to Select Six Universities in the same Carnegie Classification

INDICATOR PERFORMANCE	
	SELECT 6
Factor 13 // Overall Learning	=
Factor 14 // Overall Satisfaction	⌄

INDICATOR FACTORS BY PERFORMANCE	
	SELECT 6
Factor 3 // Personal Attitudes and Behaviors	=
Factor 1 // Perceptions of the Institution	=
Factor 9 // Campus Accessibility	=
Factor 4 // Co-Curricular Environment	⌃
Factor 2 // Visibility	⌃
Factor 11 // Sexual Assault	=
Factor 6 // Perceptions of Faculty/Staff	⌄
Factor 8 // Policies	=
Factor 12 // Campus Training	=
Factor 5 // Perceptions of Peers	⌃
Factor 7 // Perceptions of Administration	=
Factor 10 // Campus Safety	⌄

Table 5 High and Low Impact Factors for Overall Satisfaction

HIGH IMPACT FACTORS	PREDICTOR	CONTRIBUTION	N	MEAN	STD DEV	PERFORMANCE	
Factor 10 // Campus Safety	1ST	12.5%	1,400	5.21	1.41	70.2%	⚠
Factor 6 // Perceptions of Faculty/Staff	2ND	10.3%	1,397	5.64	1.25	77.3%	✓
Factor 4 // Co-Curricular Environment	3RD	9.7%	1,340	5.75	1.32	79.2%	✓
Factor 7 // Perceptions of Administration	4TH	8.4%	1,378	5.30	1.41	71.7%	⚠
Factor 5 // Perceptions of Peers	5TH	6.9%	1,386	5.31	1.52	71.8%	⚠
Factor 11 // Sexual Assault	6TH	5.4%	1,379	5.64	1.34	77.3%	✓

0 ------ PERFORMANCE ------ 100%

LOW/NO IMPACT FACTORS	PREDICTOR	CONTRIBUTION	N	MEAN	STD DEV	PERFORMANCE	
Factor 8 // Policies	7TH	4.4%	1,379	5.56	1.34	76.0%	✓
Factor 3 // Personal Attitudes and Behaviors	NP	0%	1,410	6.15	1.16	85.8%	✓
Factor 1 // Perceptions of the Institution	NP	0%	1,411	5.83	1.24	80.5%	✓
Factor 2 // Visibility	NP	0%	1,408	5.69	1.36	78.2%	✓

0 ------ PERFORMANCE ------ 100%

Note that Policies does load as a 7th predictor, however is consider a low impact predictor given its percentage contribution of < 5%.

Table 6 High and Low Impact Factors for Overall Learning

HIGH IMPACT FACTORS	PREDICTOR	CONTRIBUTION	N	MEAN	STD DEV	PERFORMANCE	
Factor 4 // Co-Curricular Environment	1ST	25%	1,340	5.75	1.32	79.2%	✓
Factor 12 // Campus Training	2ND	18.3%	704	5.55	1.31	75.8%	✓

0 ------ PERFORMANCE ------ 100%

LOW/NO IMPACT FACTORS

No Factor(s) found.

*A result of no low impact factors is an indication that the statistical analysis did not reveal any relationship
between the remaining factors and Overall Learning in this set of data.*

Specifically, student participants would like to see an increase in opportunities to dialogue among diverse groups with professional development and hiring practices, as well as an increase in supporting the honoring of opposing viewpoints by all faculty, staff, and students. They identified opportunities to create more activities to increase engagement, especially for commuter students, and enhance school spirit. Additionally, students are interested in strengthening academic support and improving consistency and equity in policies and procedures. Finally, student participants offer numerous suggestions to improve campus safety and access and use of the various SCSU facilities (see Campus Safety under Part II for detailed suggestions).

Example statements identified by theme include:

Build opportunities for dialogue among diverse groups with professional development
Start by educating the faculty and staff about race issues, immigration issues, gender issues.

I would make it required that all students go through some kind of diversity training or class. Being a student leader and going through this type of training has helped me understand diverse students. If all students were required to go through this training will help students have more empathy towards others.

More diverse faculty or staff with more experience in diversity/other cultures.

Embracing differences and providing opportunities for difficult conversations for students. By building these experiences, will allow students to grow rather than solve problems for them.

Honor opposing viewpoints
Show more conversational ways of thinking. You don't have to agree but know that your way of thinking isn't the only one. I think most people know this on our campus but maybe more on religion and Republicans might help. Neither of which I identify with but think it is still crucial.

I think taking controversial, "heavy" topics and highlighting them in a classroom setting, centering vibrant and constructive conversation around exchanging options and letting various points of view be heard is something I definitely want to see more of, not only in our campus but in campuses around the country. We have so many unique perspectives in our school; such conversations would allow for these perspectives to be shared and heard, the way they ought to be.

Student Activities, Clubs/Organizations, Communication, School Spirit
Offer more activities for students: commuters, specific groups of students, connection to community, evening events, cultural events, athletic events.

Communicate activities to students more effectively.

Strengthen school spirit.

Strengthen Academic Support
I would improve the administration and advisement here. So often, students are at this university a semester or two longer than needed all because of poor advisement and limited direction. During my four years here, I was around to at least 4 advisors, none of which were involved or guiding. I understand how large this school is and how easy it is to get lost as another number in the crowd. But we pay out of pocket for our tuition and deserve guidance when needed.

Hire professors who are invested and interested in teaching and learning. I've taken four classes, and I've had a bad experience in 2 of my 4 classes because professors seemed unhappy or disinterested in their jobs. As an educator, I find that unacceptable.

Improve consistency and equity in policies and procedures
I would urge you to look at your policies on learning disabilities with respect to the impact it has on adult students. Although they are robust policies that strive to implement fairness, they fail to contemplate the experience of older students that may have been educated prior to learning disabilities being diagnosed or perhaps commonly diagnosed. As a result, your policy puts unreasonable requirements for adults beyond a certain age and effectively discriminates against older students who cannot meet the documentation requirements due to circumstances of changing attitudes. As a public university that provides graduate level education, *I would expect adult student's needs to be better represented in the policies.*

I witness a lot of students cheating, and academic integrity does not seem to be the greatest issue on campus. I do not understand how to formally let professors know of cheating I have witnessed in a way that can be proven.

With so much cheating happening on campus, *I would like to be able to feel safe reporting it.*

Stop letting people smoke while you say this school is "tobacco free."

I would make sure men and women athletes are treated fairly, the women's softball field is horrendous. The men athletes are given more attention, scholarships, and quality tools whereas the women do not.

Improve Safety & Facilities
Increase public safety walking around campus at night.

Provide greater safety to those who experience sexual assault on campus (in the residence halls and other spaces).

The procedures residence life must take when serious situations are mentioned (i.e. weapons, drugs, etc.) need to be changed. There needs to be more action because students are having uncomfortable living experiences and the students that cause this should be moving out of the rooms not the victims.

We need to make sure ALL students are being thought of. Students in wheel chairs cannot get around campus when it is too icy. There are not enough buttons that open the door.

In addition to considering the input of students from the survey statements, and in an effort to assist groups in devising goals and plans of action to support enhancement of the SCSU campus climate; Appendix D includes the items from these five high impact survey factors that could be targeted to influence positive change in these areas and overall.

PART II. DEEPER ANALYSIS OF INSTITUTIONAL EXPERIENCE

The data of the student participants has been reviewed, analyzed and synthesized for the 12 independent factors. A description and discussion of these results is provided to support a deeper understanding and to assist stakeholders in considering use of these data to develop goals and action plans that can likely lead to a SCSU campus climate that is perceived with increased positivity by all students. The factors are presented in order of potential for impact from highest to lowest. For each factor, there is a brief description of the factor and a synthesis of both quantitative (performance percentages and mean scores) and qualitative (thematic analysis of the written comments) data into areas of strength and opportunities for growth. The strengths include any aspect of the data analysis that indicated some aspect of positivity with relation to the factor. The discussion of opportunities for growth outlines ways that the campus climate could be strengthened through impacting that factor. Statistically significant differences by population will be indicated. There will occasionally be reference to a comparison to the performance of our peer group, of the select six we identified for comparison, to all of those in our Carnegie classification, and/or all the institutions who completed the survey in a three-year period. Quotes from the open-ended questions will be used to illuminate the quantitative results.

Additionally, the university asked twenty institutional-specific questions. The data analysis of these questions is spread throughout the factor presentation. That is, if a question seemed closely related to the questions asked in the factor, the results of that question(s) will follow the analysis of that factor.

Whenever possible, data is presented in graphical form for ease of analysis. As a reminder, the goal mean was 5.5. Performance above 75.0% is rated as "Good" (and indicated in green); performance ratings between 71.0% and 74.0% is rated

as "Needs Work" (as indicated in yellow); performance ratings between 0.0% and 70.0% is rated as an "Issue" (as indicated in red). Moreover, some factors may have performed well but have no impact on campus climate.

HIGH IMPACT FACTORS

1. Campus Safety (Factor 10)

This factor explores student perception of campus safety and whether Southern does enough to protect the safety of students, faculty and staff. Participants' responses indicated their level of satisfaction with institution's efforts to:

• provide and keep a safe campus for students,

• protect the safety of campus,

• have adequate lighting, and

• feel safe to walk at night.

Strengths:
The participants (n = 1400) overall rating of satisfaction with *Campus Safety,* while above scale mid-point, fell short of goal (70.2%; see Table 7). Students reported positive satisfaction with the institution keeping the campus safe, as a safe place for students, as doing enough to protect the safety of students, and as having adequate outdoor lighting.

Opportunities for Growth:
Based on the data and a statistical regression analysis of the survey data, the perception of campus safety is a top priority, high impact area. Identified as the first predictor out of the seven indicated, and if improved, has the potential of a 12.5% contribution to the total impact on overall campus climate. Improving these areas will likely lead to an improved perception of the overall campus climate.

Table 7: Campus Safety

FACTOR PERFORMANCE	N	MEAN	STD DEV	PERFORMANCE	
Factor 10 // Campus Safety	1,400	5.21	1.41	70.2%	▌

0 ------ PERFORMANCE ------ 100%

FACTOR QUESTION PERFORMANCE	N	MEAN	STD DEV	PERFORMANCE	
Q058 // This institution keeps the campus safe.	1,392	5.48	1.49	74.7%	▌
Q057 // This institution is a safe place for students.	1,399	5.48	1.49	74.7%	▌
Q059 // This institution does enough to protect the safety of students.	1,385	5.21	1.61	70.2%	▌
Q060 // This institution has adequate outdoor lighting.	1,375	5.21	1.72	70.2%	▌
Q061 // This institution is safe to walk around at night.	1,372	4.65	1.84	60.8%	✖

0 ------ PERFORMANCE ------ 100%

Campus Safety was the area of least satisfaction among all 12 factors and has been identified as a recommended area of improvement. Specifically, the participants' lowest mean score (M = 4.65, SD = 1.84) was in response to the question, "the institution is safe to walk around at night." The concern for safety at night is further expressed in students' written statements as indicated below.

Some participants provided comments to illuminate and support these perceptions of campus safety as well as possible recommendations to improve these aspects of campus climate:

> The environment is unsafe at night.

> Increase public safety walking around the campus at night.

> Provide greater safety to those who experience sexual assault on campus (in the residence halls and other spaces).

> I would increase knowledge about safety such as guns and what to do if someone was armed. We only talk about it during orientation. I would also try and talk more about mental illness and sexual assault.

> Make the off-campus shuttle leave at 10:00 pm instead of 9:00 pm so I don't have to commute home on the city bus, which can be sketchy and scary.

> The procedures residence life must take when serious situations are mentioned (i.e. weapons, drugs, etc.) need to be changed. There needs to be more action because students are having uncomfortable living experiences and the students that cause this should be moving out of the rooms not the victims.

Further analysis of the scaled items indicated that levels of satisfaction with campus safety varied based on academic class standing. Seniors (M = 5.04, SD = 1.42) had significantly lower satisfaction with campus safety relative to freshman/first-year (M = 5.42, SD = 1.43) and sophomore students (M = 5.42, SD = 1.29; F[5, 1359] = 4.04, p = .001).

2. Perceptions of Faculty/Staff (Factor 6)

This factor explores the participants' perception of faculty and staff and the extent to which faculty:

- value different perspectives in the classroom,
- treat students with respect,
- turn controversial topics into constructive discussions, and
- are genuinely concerned about my welfare.

and the extent to which staff:

- support students from diverse backgrounds,
- create an environment of acceptance for students of diverse backgrounds, and
- treat the participant with respect.

Strengths:
Overall, student responses (n = 1397) fell above goal, suggesting they have a very positive perception of faculty and staff (M = 5.64, SD = 1.25). Students perceived staff at above goal in their support of students from diverse backgrounds, in creating an environment of acceptance for students of diverse backgrounds, and in treating participants with respect. Students perceived faculty as treating them with respect at above goal (see Table 8).

Example written statements included:

> I love my department and I am a person of color, Hispanic. I've never felt victimized or 'exoticized' in my classes or when seeking guidance from faculty.

> I'm transgender (a population not covered by your survey questions). Faculty and staff (SCSU Psychology Department) have been extremely helpful to me over the years and should be commended for their ongoing support of LGBTQ students.

> I think that here at SCSU students care about one another and want to see others succeed. The staff and administrators and faculty care and want to see their students do well. They care about their students inside and outside of the classroom.

Students perceived faculty at above mid-point, but not above mean goal, for being genuinely concerned about their welfare, for valuing different perspectives in the classroom, and for turning controversial conversations into constructive discussions (see Table 8).
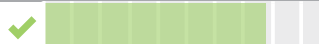
Opportunities for Growth:
When analyzing the data based on race, although mean responses fell above mid-point for groups, it is noted that students who identified as Black/African American (M = 5.36, SD = 1.45) reported significantly less positive perceptions of faculty relative to students who identified as White (M = 5.67, SD = 1.20) or Hispanic (M = 5.74, SD = 1.28; F[5, 1362] = 3.01, p = .01). Some shared their perception of faculty and staff as it related to their support based on race and ethnicity. One wrote: "I've realized that, on the surface level, Southern is okay but as an undocumented student surface-level action is not enough for me. The institution publicly supports undocumented students but most of the faculty and staff don't know about the DREAM Act or DACA. New Haven is so diverse and there are so many organizations based there or with offices there but SCSU has no connections with them. There is Unidad Latina en Action, Planned Parenthood, CIRA, and so much more."
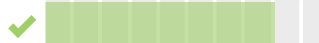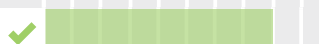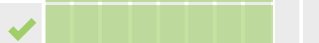
Some students offer suggestions to improve this aspect of campus climate and one wrote, "Start by educating the faculty and staff about race issues, immigration issues, gender issues."

Further insight into students' perceptions of faculty and staff in their support of students during a crisis was indicated in their response to the SCSU-specific question; "I have access to a faculty or staff member at the university who will help me in time of crisis" (M = 5.26, SD = 1.76) (see Table 9). In response to this question, 58.2% agreed or strongly agreed; 30.9% responded from mild agreement to mild disagreement; and 10.9% indicated disagreement or strong disagreement.

Table 8: Perceptions of Faculty/Staff

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 6 // Perceptions of Faculty/Staff	1,397	5.64	1.25	77.3% ✓

0 ------ PERFORMANCE ------ 100%

| FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q034 // Staff at this institution treat me with respect.	1,379	5.85	1.39	80.8% ✓
Q033 // Staff at this institution create an environment of acceptance for students from diverse backgrounds.	1,365	5.84	1.36	80.7% ✓
Q032 // Staff at this institution are supportive of students from diverse backgrounds.	1,365	5.81	1.40	80.2% ✓
Q029 // Faculty at this institution treat me with respect.	1,378	5.81	1.41	80.2% ✓
Q030 // Faculty at this institution turn controversial topics into constructive discussions.	1,364	5.48	1.55	74.7% ⚠
Q028 // Faculty at this institution value different perspectives in the classroom.	1,383	5.43	1.58	73.8% ⚠
Q031 // Faculty at this institution are genuinely concerned about my welfare.	1,365	5.32	1.60	72.0% ⚠

0 ------ PERFORMANCE ------ 100%

Table 9: Access to a Faculty or Staff Member in Time of Crisis

OQ10. I have access to a faculty or staff member at the university who will help me in time of crisis.

| 10.9% | 30.9% | 58.2% |

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7

	N	% of Total
(1) Strongly Disagree	72	5.6%
(2) Disagree	68	5.3%
(3) Mildly Disagree	51	4.0%
(4) Neutral	195	15.2%
(5) Mildly Agree	150	11.7%
(6) Agree	366	28.6%
(7) Strongly Agree	379	29.6%

% Resp = 90.4%
N = 1281
Mean = 5.26
Std Dev = 1.76

3. Co-Curricular Environment (Factor 4)

This factor explores the degree to which:

- student activities offered at Southern enhance students' ability to work with people who are different from themselves (i.e., race, gender, beliefs, etc.),
- student activities offered at Southern enhance students' ability to interact, value and respect people who are different from themselves (i.e., race, gender, beliefs, etc.),
- student organizations at Southern are reflective of diverse groups of people,
- student activities offered at Southern enhance students' ability to interact with people who are different from themselves (i.e., race, gender, beliefs, etc.), and
- student organizations at Southern are welcoming.

Strengths:

Overall, *Co-Curricular Environment* was the strongest predictor of *Overall Learning* and the third highest impact factor on students' *Overall Satisfaction* with the campus climate (M = 5.75, SD = 1.32, p < .05) (see Table 10). Southern scored statistically significantly higher on *Co-Curricular Environment* (as a factor and for each individual question) than participating institutions in our Carnegie Classification as well as all institutions completing this survey.

Further dissecting the data, women (M = 5.82, SD = 1.25) held significantly more positive perceptions of their co-curricular environment when compared to men (M = 5.58, SD = 1.45; t[1290] = 2.74, p = .006). Moreover, first- and second-year students (M = 5.85, SD = 1.32) held significantly more positive perceptions than all others (M = 5.70, SD = 1.32).

A student illuminates this strength:

> Students who are able and willing to get involved in some form of campus activity tend to feel more connected and have a higher desire to stay versus students who simply go

to classes. Being in a club or organization allows students a sense of belonging and provides additional opportunities for students to build connections to their fellow peers, staff, and faculty members. In addition, students who are in leadership roles are introduced to more training, information, and diverse experiences. As an institution, I feel that we should allow students to have the same equal opportunities (especially to information) regardless of whether they are able to get involved or not.

Opportunities for Growth:

Further improvement in this area will be difficult since current performance is already strong. However, students did indicate concerns in their responses to the open-ended questions that warrant consideration. One theme was their perspective on segregated cliques within the student body. One student expressed, "Campus culture is inviting but divided. It matters who you know and what student organizations that the students are engaged in." Another student offered, the campus culture is "very diverse, yet segregated. Every group does its own thing. Not a lot of groups of people who work together for one cause."

Both undergraduate and graduate students' identification as commuting students was very present in their descriptions of Southern's campus culture:

People tend to keep to themselves at SCSU, unless they live on campus. There doesn't seem to be a strong sense of community. Instead, students appear to focus on getting in and out at fast as possible. Few are enthusiastic about attending, few are interested in being involved beyond their classes.

This campus is made up of a lot of commuters so many events are usually only available during times at which commuters aren't on campus.

Everyone commutes. There is no sense of community.

I am a graduate commuter student so I am not on campus as much.

Unsure. I am a graduate student that commutes and have little interaction with students and faculty outside my program.

Students suggest a few ideas for improving the campus culture and engagement for commuter students:

Offer more activities for students: commuters, specific groups of students, connection to community, evening events, cultural events, athletic events.

Communicate activities to students more effectively.

Strengthen school spirit.

4. Perceptions of Administration (Factor 7)

This factor explores the participants' perceptions of administration and the extent to which they:

- are genuinely concerned about the students' welfare,

- respect the thoughts of the student,

- treat students fairly,

- regularly speak about the value of diversity, and

- demonstrate leadership that fosters diversity.

Strengths:

Overall, students (n = 1378) indicated above mid-point, yet below goal, *Perceptions of Administration*. This would suggest positive satisfaction in the perception, with some areas more positive than others. The students perceived administration as speaking about the value of diversity and as demonstrating leadership to foster diversity. They have a positive perception of administration regarding the fair treatment of students and their respect for what students think. Students' perceptions of the administration as genuinely concerned for the welfare of students was less positive, although above mid-point, and presents an opportunity for further work (see Table 11).

Table 10: Co-Curricular Environment

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 4 // Co-Curricular Environment	1,340	5.75	1.32	79.2% ✓

0 ------ PERFORMANCE ------ 100%

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q022 // The student activities offered by this institution enhance my ability to work with people who are different from myself (i.e., race, gender, beliefs, etc.).	1,277	5.80	1.43	80.0% ✓
Q021 // The student activities offered by this institution enhance my ability to value and respect people who are different from myself (i.e., race, gender, beliefs, etc.).	1,291	5.79	1.43	79.8% ✓
Q024 // Student organizations at this institution reflect diverse groups of people.	1,297	5.79	1.45	79.8% ✓
Q020 // The student activities offered by this institution enhance my ability to interact with people who are different from myself (i.e., race, gender, beliefs, etc.).	1,291	5.73	1.47	78.8% ✓
Q023 // Student organizations at this institution are welcoming.	1,280	5.68	1.49	78.0% ✓

0 ------ PERFORMANCE ------ 100%

Opportunities for Growth:

When analyzing the data based on race, although mean responses fell above mid-point for groups, it is noted that students who identified as Black/African American (M = 4.93, SD = 1.61) reported significantly less positive *Perceptions of Administration* relative to students who identified as White (M = 5.34, SD = 1.34) or Hispanic (M = 5.44, SD = 1.44; F[5, 1344] = 4.42, p = .001). Generally, student *Perceptions of Administration* across class year suggested that perceptions decreased as grade level increased. Freshman/First-Year students (M = 5.59, SD = 1.35) reported significantly more positive *Perceptions of Administration* relative to Senior level students (M = 5.13, SD = 1.49; F[5, 1339] = 3.61, p = .003). Comparisons between Freshman/First-Year students and other grade years did not achieve significance but were trending toward achieving traditional statistical significance levels (see Figure 1). Students suggest that administration may not be as transparent as

needed. One written comment that exemplifies these data was, "Campus culture is inviting but divided. It matters who you know and what student organizations that the students are engaged in. The administration isn't as transparent as I would like, but everyone that I have met has been a genuine good and helpful person though. Though you have to find the right person sometimes to help and that can be longer than it should."

Although some acknowledged individual administrators as supportive, they indicated the broader administration may not be as supportive. For example, one student wrote, "President Joe's outreach and presence on campus is admired, but he is the minority in this case." Another student expressed great concern regarding the affordability of college and the perception of the lack of support from administration, writing, "Administration needs to go *&%@ itself. These are the elitist

Table 11: Perceptions of Administration

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 7 // Perceptions of Administration	1,378	5.30	1.41	71.7%

0 ------ PERFORMANCE ------ 100%

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q038 // Administrators at this institution regularly speak about the value of diversity.	1,335	5.42	1.57	73.7%
Q039 // Administrators at this institution demonstrate leadership that fosters diversity.	1,347	5.40	1.53	73.3%
Q037 // Administrators at this institution treat students fairly.	1,350	5.33	1.54	72.2%
Q036 // Administrators at this institution respect what students think.	1,349	5.26	1.59	71.0%
Q035 // Administrators at this institution are genuinely concerned about my welfare.	1,351	5.12	1.68	68.7%

0 ------ PERFORMANCE ------ 100%

Figure 1: Perceptions of the Administration by Grade Level
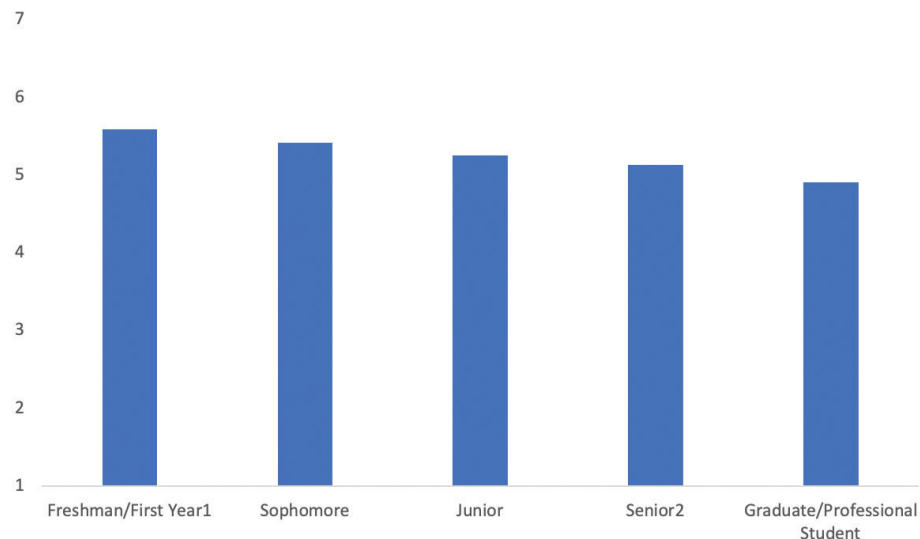
pricks who talk about supporting students and pat themselves on the back for supposedly being so awesome while paying the school president $294,700 a year that comes from our tuition money. I'm sure that such a caring administration would be willing to take pay cuts to help the students because all educators are awesome, right?"

5. Perceptions of Peers (Factor 5)

This factor explores the participants' perception of their peers and the extent to which they:

- encourage free and open discussions about difficult topics,
- are willing to talk about group differences, and
- are open-minded when it comes to sharing different ideas and beliefs.

Strengths:
Overall, student responses (n = 1386) fell above mid-point, suggesting they are positively satisfied with their peers. They indicated positive satisfaction with peers' encouragement of free and open discussion about difficult topics, willingness to talk about group differences, and being open-minded to share different ideas and beliefs (see Table 12). Participants reported being welcome at various campus clubs and events. One wrote, "What I like about Southern is the many opportunities to interact with other students. I have never really felt excluded from any organization or event on campus. More often than not, many students on campus are welcoming."

Opportunities for Growth:
While the student mean response for their *Perceptions of Peers* fell above mid-point, it is noted that all fell below goal.

When analyzing the data by gender, compared to men (M = 4.96, SD = 1.71), women (M = 5.43, SD = 1.42; t[1340] = 4.86, p < .001) held more positive *Perceptions of Peers.* Additionally, individuals who identify as transgender indicated below scale midpoint on their overall *Perceptions of Peers* at SCSU (M = 3.89, SD = 2.34) (see Table 13).

Participant statements revealed challenges with free and open discussions about difficult topics, group differences and

possible lack of an open-mind when sharing different ideas and beliefs. Example written statements included:

I am afraid that I feel like the campus culture at SCSU is biased against those who do not share the same culture or values as the general masses. I have felt extremely uncomfortable in classes where it has turned into a "mob scene" to anyone who does not share the same hateful sentiment of the President of the United States, which is not constructive at all, and professors who have not mediated the conflict between students.

It is welcoming, as long as your political opinions aren't known (if you aren't a liberal/progressive/socialist).

If you lean liberal, you can pretty much do or say anything you want at this university. However, if you lean conservative, the Campus atmosphere does not support your right to free speech. Even the thought of attempting to enter into political debate is a frightening one, as groups of liberals will quickly gang up on you and shout you down. I have been called "fascist" for merely presenting a different opinion. Being of German descent, this is HIGHLY offensive. Furthermore, this kind of name calling does not promote healthy debate, it only serves to stifle it.

Despite its diversity of people, there's little diversity of ideas—the institution centers itself around liberal ideology because that's what most appeals to college students, and the students naturally regurgitate this ideology. Few dissenting opinions are given the time of day.

I do think the student body could be more diverse. I have trouble getting to know people from diverse backgrounds because I am afraid of sounding ignorant.

Diverse, inclusive, however not all students are accepting of religious beliefs (Roman Catholic). I feel like my faith is being frowned upon.

People tend to keep to themselves at SCSU, unless they live on campus. There doesn't seem to be a strong sense of community. Instead, students appear to focus on getting in and out at fast as possible. Few are enthusiastic about attending, few are interested in being involved beyond their classes.

Table 12: Perceptions of Peers

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 5 // Perceptions of Peers	1,386	5.31	1.52	**71.8%**

0 ------ PERFORMANCE ------ 100%

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q025 // Students at this institution encourage free and open discussions about difficult topics.	1,375	5.36	1.60	**72.7%**
Q026 // Students at this institution are willing to talk about group differences.	1,368	5.33	1.57	**72.2%**
Q027 // Students at this institution are open-minded when it comes to sharing different ideas and beliefs.	1,360	5.25	1.65	**70.8%**

0 ------ PERFORMANCE ------ 100%

Some students offer suggestions to alleviate these challenges by building opportunities for dialogue among diverse groups. Example written statements included:

> Start by educating the faculty and staff about race issues, immigration issues, gender issues.

> I would make it required that all students go through some kind of diversity training or class. Being a student leader and going through this type of training has helped me understand diverse students. If all students were required to go through this training will help students have more empathy towards others.

> More diverse faculty or staff with more experience in diversity/other cultures.

> Embracing differences and providing opportunities for difficult conversations for students. By building these experiences, will allow students to grow rather than solve problems for them.

> Show more conversational ways of thinking. You don't have to agree but know that your way of thinking isn't the only one. I think most people know this on our campus but maybe more on religion and Republicans might help. Neither of which I identify with but think it is still crucial.

> I think taking controversial, "heavy" topics and highlighting them in a classroom setting, centering vibrant and constructive conversation around exchanging options and letting various points of view be heard is something I definitely want to see more of, not only in our campus but in campuses around the country. We have so many unique perspectives in our school; such conversations would allow for these perspectives to be shared and heard, the way they ought to be.

SCSU-Specific Questions Related to Perceptions of Peers:

SCSU-specific questions related to *Perceptions of Peers* were included to explore friendships and social connections, given the importance to how these impact students university experiences. These asked about ease of making friends; feelings of being accepted and supported; and, if they live on campus, their perspective of the acceptance and friendliness of those who live in the dorms.

Overall, students indicated ease in making friends at SCSU (M = 5.22; See Table 13); 53.7% indicated strong agreement; 37.1% indicated mild agreement, and 9.2% indicated disagreement with this statement. A deeper analysis based on student demographics revealed some differences between groups that are significant. Students who identified as heterosexual (M = 5.28, SD = 1.65) had significantly higher agreement that making friends was easy relative to students who identified as LGB (M = 4.88, SD = 1.77; t[1190] = 2.14, p = .03). It is important to note that due to the largely disparate sample sizes (i.e., heavily heterosexual), sexual orientation was treated as a binary variable representing heterosexual and lesbian, gay, and/or bisexual (LGB) students.

When analyzing the data by grade level, a clear pattern emerged concerning the ease of making friends at SCSU (see Table 14). Graduate/Professional Students (M = 5.72, SD = 1.41) agreed significantly more that making friends is easy compared to Freshman/First-Year (M = 4.86, SD = 1.81), Sophomore (M = 5.22, SD = 1.70), Junior (M = 5.10, SD = 1.72), and Senior (M = 5.15, SD = 1.70; F[5, 1310] = 7.17, p < .001) students. No other categories exhibited significant differences.

When students were asked about being accepted and supported by their peers in a trusting and safe manner most indicated strong agreement: 69.0% strongly agreed, 28.1% mildly agreed, and, 2.9% disagreed (see Table 15). When

Table 13: Perceptions of Peers by Gender
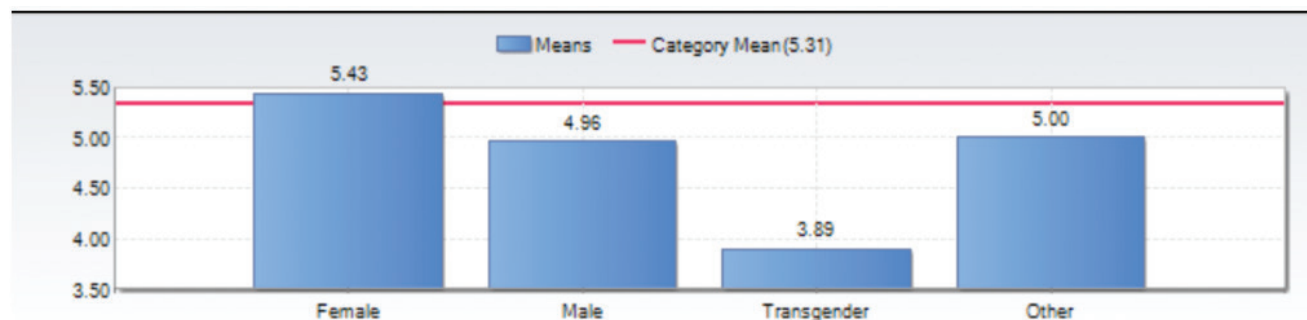
Table 14: Ease of Making Friends at SCSU

OQ12. It has been easy for me to make friends here at SCSU.
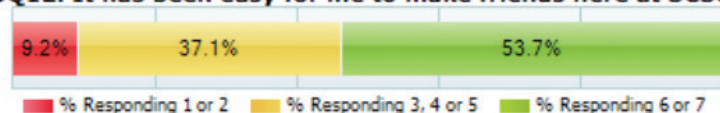
	N	% of Total	
			% Resp = 93.4%
(1) Strong Disagree	75	5.70%	N = 1324
(2) Disagree	47	3.60%	Mean = 5.22
(3) Mildly Disagree	71	5.40%	Std Dev = 1.69
(4) Neutral	185	14.0%	
(5) Mildly Agree	235	17.80%	
(6) Agree	369	27.90%	
(7) Strongly Agree	342	25.80%	

participants' responses were analyzed by population, students who identified as Black/African American (M = 5.37, SD = 1.67) reported significantly lower perceptions of friendly and caring peer support relative to students who identified as White (M = 5.84, SD = 1.49; F[5, 1303] = 3.28, p = .006). No other significant differences emerged among the other racial category memberships.

Finally, students were asked about their experience living in the residence halls. Of the 1365 participants, 623 (45.6%)

had lived on campus at some point during their Southern experience; 742 (54.4%) had never lived on campus (see Table 16). In response to whether students living in the residence halls are friendly and accepting, 51.4% strongly agreed, 42.9% mildly agreed; and, 5.7% disagreed (see Table 17). Additionally, results showed that compared to males (M = 5.60, SD = 1.44), female students (M = 5.16, SD = 1.48; t[411] = -2.61, p = .01) reported lower perceptions of residence hall friendliness. There were no other differences by student population.

Table 15: Acceptance and Support By Peers in a Trusting and Safe Manner

OQ11. I am accepted and supported by my peers in a trusting and safe manner.

2.9%   28.1%   69%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
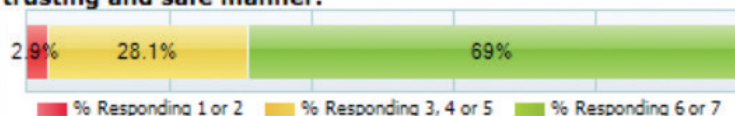
	N	% of Total
(1) Strongly Disagree	26	2.0%
(2) Disagree	12	0.9%
(3) Mildly Disagree	32	2.5%
(4) Neutral	164	12.5%
(5) Mildly Agree	171	13.1%
(6) Agree	488	37.3%
(7) Strongly Agree	415	31.7%

% Resp = 92.3%
N = 1308
Mean = 5.73
Std Dev = 1.32

Table 15: Perceptions of Peers by Gender

Means — Category Mean (5.31)

Female: 5.43
Male: 4.96
Transgender: 3.89
Other: 5.00
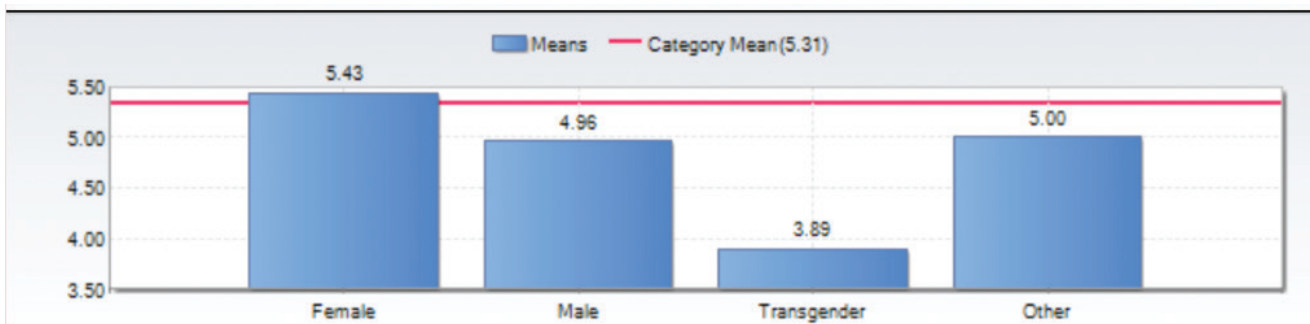
Table 16: Have you ever lived on the SCSU campus?
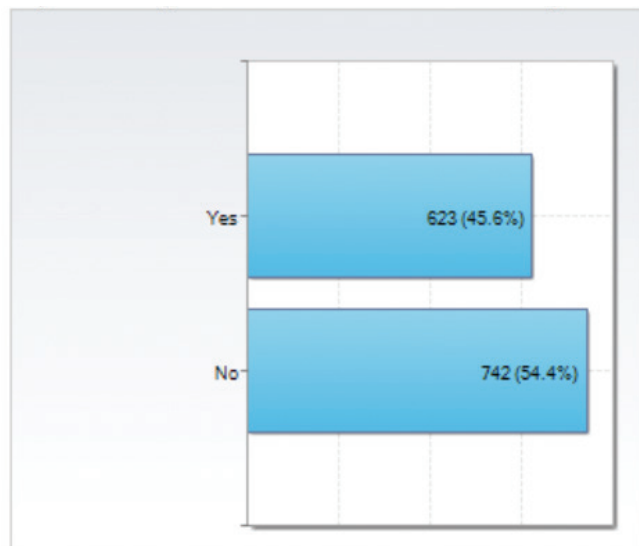
	N	% of Total
Yes	623	45.6%
No	742	54.4%

% Resp = 96.3%
N = 1365

Yes: 623 (45.6%)
No: 742 (54.4%)

Table 17: The students living in the residence halls are friendly and accepting.

OQ17. The students living in the residence halls are friendly and accepting.
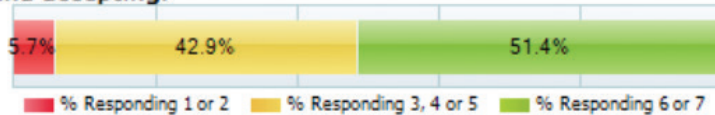
	N	% of Total
(1) Strongly Disagree	12	2.8%
(2) Disagree	12	2.8%
(3) Mildly Disagree	26	6.2%
(4) Neutral	57	13.5%
(5) Mildly Agree	98	23.2%
(6) Agree	126	29.9%
(7) Strongly Agree	91	21.6%

% Resp = 29.8%
N = 422
Mean = 5.27
Std Dev = 1.48

6. Sexual Assault (Factor 11)

This factor examines participants' perception of the institutions policies, procedures/practices and resources related to sexual assault. Participants indicated their level of agreement with:

- SCSU has policies and procedures related to sexual assault,
- SCSU supporting the person making the report,
- SCSU keeping knowledge of report limited to those who need to know,
- SCSU taking corrective and disciplinary action,
- SCSU administering formal procedures to address complaints of sexual assault,
- SCSU taking steps to protect person making the report,
- Their understanding of formal process to address complaints,
- SCSU forwarding the report to criminal investigator, and
- Their knowledge of where to get help.

Strengths:

Survey participants' (n = 1379) overall rating of satisfaction on this factor was above goal (M = 5.64, SD = 1.34), indicating students perceived the overall response and support for sexual assault as positive (see Table 18). One student stated, "I feel the administration is making great strides to normalize previously taboo topics like sexual assault and bring awareness to social issues." Participants responses to the questions were all above the goal mean except for one item, "I know where to get help at the institution in the event of sexual assault" (M = 5.45, SD = 1.76).

Opportunities for Growth:

Further examination of this factor indicated significant difference by academic class standing year. Freshman/first-year students (M = 5.87, SD = 1.34) had a greater level of satisfaction than Graduate/Professional students (M = 5.40, SD = 1.41). Similarly, Sophomore students (M = 5.94, SD = 1.13) had significantly higher agreement relative to Senior students (M =

Table 18: Sexual Assault

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 11 // Sexual Assault	1,379	5.64	1.34	77.3% ✓

0 ------ PERFORMANCE ------ 100%

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q062 // This institution has policies and procedures related to sexual assault.	1,358	6.00	1.34	83.3% ✓
Q067 // This institution would support the person making the report.	1,333	5.76	1.46	79.3% ✓
Q066 // This institution would keep knowledge of the report limited to those who need to know.	1,314	5.76	1.42	79.3% ✓
Q068 // This institution would take corrective action to address factors which may have led to the sexual assault.	1,330	5.65	1.49	77.5% ✓
Q069 // This institution would take disciplinary action against the offender.	1,323	5.64	1.53	77.3% ✓
Q065 // This institution would administer the formal procedures to address complaints of sexual assault fairly.	1,322	5.64	1.50	77.3% ✓
Q071 // This institution would take steps to protect the person making the report from retaliation.	1,324	5.59	1.53	76.5% ✓
Q063 // I understand this institution's formal procedures to address complaints of sexual assault.	1,353	5.55	1.70	75.8% ✓
Q070 // This institution would forward the report outside the campus to criminal investigators.	1,303	5.52	1.54	75.3% ✓
Q064 // I know where to get help at this institution in the event of a sexual assault.	1,358	5.45	1.76	74.2% ❗

0 ------ PERFORMANCE ------ 100%

5.57, SD = 1.34; $F_{[5, 1344]}$ = 7.55, $p < .001$). Additional analysis of this variability to the satisfaction of response and support for sexual assault across years at SCSU will need to be examined. While the survey indicated mostly positive satisfaction or agreement with the SCSU response and support for sexual assault, written statements support the need to continue to analyze and improve this area of campus climate. Example written statements included:

> I think the university has a long way to go in dealing with sexual assault and treating students with dignity.

> Provide greater safety to those who experience sexual assault on campus (in the residence halls and other spaces)

LOW IMPACT FACTORS

The low impact designation suggests that while some of these areas may fell below the goal of a 75% performance score, placing emphasis on developing goals and actions to these items may not have the impact on the SCSU campus climate in the same manner as those identified as high impact. It will be up to the various SCSU stakeholders to determine potential strategies to consider how to maintain those areas that fell above goal and how to address those that fell below goal.

7. Policies (Factor 8)

This factor is defined as an institution that proactively implements policies to prevent discrimination related to:

- abilities/disabilities,
- age,
- gender,
- race,
- religion/faith,
- sexual orientation, and
- socioeconomic status.
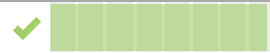
Strengths:
Students' responses (n = 1379) to the questions on *Policies* indicated that they have above goal positive perceptions of SCSU's implementation of policies to prevent discrimination related to sexual orientation, abilities/disabilities, race, and gender. While still positive, their perception of policies related to discrimination based on religion/faith, socioeconomic status, and age fell below scale mid-point. Although this set of questions had a performance of 76%, it ranked as the seventh predictor of *Overall Satisfaction.* As a low impact factor, we should continue on our current path or perhaps reduce current efforts if limited resources warrant redirection to higher priorities. Maintaining high levels of performance in this factor has little to no impact on *Overall Satisfaction.*
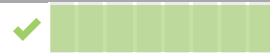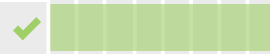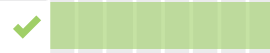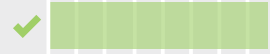
Opportunities for Growth:
If SCSU wishes to improve performance in this factor, focus on implementing policies to prevent discrimination related to religion/faith, socioeconomic status, and age (see Table 19)

Table 19: Policies

FACTOR PERFORMANCE

	N	MEAN	STD DEV	PERFORMANCE	
Factor 8 // Policies	1,379	5.56	1.34	76.0%	✓

0 ------ PERFORMANCE ------ 100%

FACTOR QUESTION PERFORMANCE

	N	MEAN	STD DEV	PERFORMANCE	
Q046 // This institution proactively implements policies to prevent discrimination related to sexual orientation.	1,350	5.71	1.41	78.5%	✓
Q040 // This institution proactively implements policies to prevent discrimination related to abilities/disabilities.	1,354	5.65	1.44	77.5%	✓
Q044 // This institution proactively implements policies to prevent discrimination related to race.	1,349	5.64	1.47	77.3%	✓
Q042 // This institution proactively implements policies to prevent discrimination related to gender.	1,352	5.62	1.44	77.0%	✓
Q045 // This institution proactively implements policies to prevent discrimination related to religion/faith.	1,342	5.48	1.51	74.7%	!
Q047 // This institution proactively implements policies to prevent discrimination related to socioeconomic status.	1,333	5.46	1.50	74.3%	!
Q041 // This institution proactively implements policies to prevent discrimination related to age.	1,329	5.42	1.51	73.7%	!

0 ------ PERFORMANCE ------ 100%

would have the greatest impact, as these questions scored below mid-point satisfaction.

While the data did not suggest value in investment in *Policies,* many of responses to the open-ended questions illuminated concerns around SCSU's openness to a range of political ideas. Unlike the faculty/staff survey, students were not asked a question about policies related to political ideology. However, representative student comments on this topic included:

> I am afraid that I feel like the campus culture at SCSU is biased against those who do not share the same culture or values as the general masses. I have felt extremely uncomfortable in classes where it has turned into a "mob scene" to anyone who does not share the same hateful sentiment of the President of the United States, which is not constructive at all, and professors who have not mediated the conflict between students.

> If you lean liberal, you can pretty much do or say anything you want at this university. However, if you lean conservative, the campus atmosphere does not support your right to free speech. Even the thought of attempting to enter into political debate is a frightening one, as groups of liberals will quickly gang up on you and shout you down.

> Anyone with conservative ideologies is quickly ostracized by students and staff. I have feared that if I speak up in class about my certain Republican beliefs, my grade in the class will reflect the hostility I feel on occasion.

Finally, one student acknowledged a contradiction between our human diversity and diversity of expression, "Despite its diversity of people, there's little diversity of ideas—the institution centers itself around liberal ideology because that's what most appeals to college students, and the students naturally regurgitate this ideology. Few dissenting opinions are given the time of day."

Even as the implementation of policies to prevent discrimination may not warrant significant attention to impact *Overall Satisfaction,* it does appear that there are students who would have a more positive sense of their experience if they felt their political ideology were respected, or that at least a diversity of political ideologies was welcomed without fear of negative consequences.

Students provided the following suggestions to encourage and empower diversity of thought and ideas:

> Show more conversational ways of thinking. You don't have to agree but know that your way of thinking isn't the only one. I think most people know this on our campus but maybe more on religion and Republicans might help. Neither of which I identify with but think it is still crucial.

> I think taking controversial, "heavy" topics and highlighting them in a classroom setting, centering vibrant and constructive conversation around exchanging options and letting various points of view be heard is something I definitely want to see more of, not only in our campus but in campuses around the country. We have so many unique perspectives in our school; such conversations would allow for these perspectives to be shared and heard, the way they ought to be.

Additionally, there were a few expressions of concern around consistence and equity in policies and procedures. Student voices illuminate these concerns:

> I would urge you to look at your policies on learning disabilities with respect to the impact it has on adult students. Although they are robust policies that strive to implement fairness, they fail to contemplate the experience of older students that may have been educated prior to learning disabilities being diagnosed or perhaps commonly diagnosed. As a result, your policy puts unreasonable requirements for adults beyond a certain age and effectively discriminates against older students who cannot meet the documentation requirements due to circumstances of changing attitudes.

> Stop letting people smoke while you say this school is "tobacco free."

> I would make sure men and women athletes are treated fairly, the women's softball field is horrendous. The men athletes are given more attention, scholarships, and quality tools whereas the women do not.

> I witness a lot of students cheating, and academic integrity does not seem to be the greatest issue on campus. I do not understand how to formally let professors know of cheating I have witnessed in a way that can be proven. With so much cheating happening on campus, I would like to be able to feel safe reporting it.

8. Perceptions of Institution (Factor 1)

This factor explores the participants' perception of the extent to which the institution:

• is welcoming,

• is respectful, and

• treats students fairly regardless of their:

> ○ abilities/disabilities,
>
> ○ age,
>
> ○ gender,
>
> ○ race,
>
> ○ religion/faith,
>
> ○ sexual orientation, and
>
> ○ socioeconomic status.

Strengths:
Responses on the Likert items (n = 1411) were above goal, indicating positive satisfaction on the *Perceptions of Institution.* Each area was rated at above goal, indicating positive satisfaction with the perception that SCSU is welcoming, respectful, and treating students fairly, regardless of their ability/disability, age, gender, race, religion/faith, sexual orientation, and socioeconomic status (see Table 20). Participants written statements indicated that SCSU is:

> A positive, welcoming and safe learning environment

> It is very diverse and accepting. I feel very comfortable attending here, and as a transfer, I had so much help and encouragement

Regarding the treatment of students, some participants wrote,

> I'm transgender (a population not covered by your survey questions). Faculty and staff (SCSU Psychology Department) have been extremely helpful to me over

the years and should be commended for their ongoing support of LGBTQ students.

I am also a veteran and I have to say the veterans' services are top notch. Bravo Southern!

I think that here at SCSU students care about one another and want to see others succeed. The staff and administrators and faculty care and want to see their students do well. They care about their students inside and outside of the classroom.

Opportunities for Growth:

While there was clear positive satisfaction with the *Perceptions of Institution* in the areas indicated by the participants, a deeper analysis by race suggests that students who identified as Black/African American (M = 5.50, SD = 1.39) reported significantly less positive institutional perceptions relative to students who identified as White (M = 5.89, SD = 1.18) and Hispanic (M = 5.505.92, SD = 1.26; F[5, 1367] = 3.56, p = .003). Some participant statements also reveal this lower satisfaction with the University's treatment of students by race. They wrote,

I feel the resistance from some of my classmates. Even some teachers still show favoritism and give special privileges to white students compared to others.

I have seen several circumstances of serious racism which troubled me greatly and lead me to believe there are significant racist elements just beneath the social surface. It makes me sad that there are few opportunities to discuss this in a general way.

Although regression analysis from SKYfactor™ indicated this area as a non-predictor of campus climate, given the concern regarding race, it will be imperative to consider how members of various groups perceive their treatment to ensure that actions are developed to improve campus climate for them.

SCSU-Specific Questions Related to Perceptions of Institution:

One set of SCSU-specific questions related to Perceptions of Institution explored the perception of SCSU's mission and commitment to social justice. The items asked participants to indicate the extent to which they understand the mission and commitment and extent to which they participate in activities to support social justice.

In response to the question, "I understand SCSU's mission and commitment to social justice, participants indicated strong satisfaction with their understanding of the mission and commitment to social justice with 71.7% who indicated strongly agree, 22.6% who indicated mild agreement, and 5.8% who indicated disagreement (see Table 21).
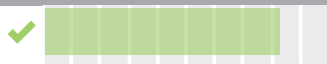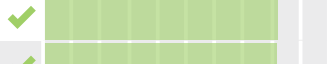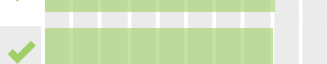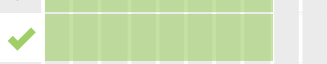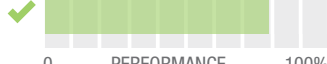
Many participant ratings indicated a need to continue to encourage student participation in activities that promote social justice (see Table 22). Less than half (41%) indicated that they participate in these types of activities. Also, 40.8% indicated mild agreement to their participation and 18.2% indicated disagreement that they participate in these activities.

An additional set of *SCSU institution-specific questions* explored student experience with incidents of bias and discrimination and a varying level of comfortability in reporting these incidents.

Table 20: Perceptions of Institution

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 1 // Perceptions of the Institution	1,411	5.83	1.24	**80.5%** ✓

0 ------ PERFORMANCE ------ 100%

| FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q009 // Students at this institution are treated fairly regardless of their sexual orientation.	1,371	5.96	1.37	**82.7%** ✓
Q005 // Students at this institution are treated fairly regardless of their gender.	1,387	5.92	1.42	**82.0%** ✓
Q001 // This institution is welcoming.	1,407	5.91	1.44	**81.8%** ✓
Q004 // Students at this institution are treated fairly regardless of their age.	1,376	5.88	1.41	**81.3%** ✓
Q003 // Students at this institution are treated fairly regardless of their abilities/disabilities.	1,384	5.82	1.46	**80.3%** ✓
Q002 // This institution is respectful.	1,396	5.79	1.44	**79.8%** ✓
Q007 // Students at this institution are treated fairly regardless of their race.	1,384	5.79	1.52	**79.8%** ✓
Q008 // Students at this institution are treated fairly regardless of their religion/faith.	1,363	5.76	1.50	**79.3%** ✓
Q010 // Students at this institution are treated fairly regardless of their socioeconomic status.	1,384	5.73	1.53	**78.8%** ✓

0 ------ PERFORMANCE ------ 100%

Table 21: Understanding SCSU's mission and commitment to social justice

OQ4. I understand SCSU's mission and commitment to social justice.

5.8%	22.6%	71.7%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
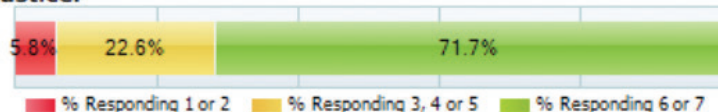
	N	% of Total
(1) Strongly Disagree	61	4.6%
(2) Disagree	16	1.2%
(3) Mildly Disagree	31	2.3%
(4) Neutral	138	10.3%
(5) Mildly Agree	133	9.9%
(6) Agree	438	32.7%
(7) Strongly Agree	521	38.9%

% Resp = 94.4%
N = 1338
Mean = 5.74
Std Dev = 1.54

Table 22: Participating in activities that promote social justice

OQ5. I participate in activities that promote social justice.

18.2%	40.8%	41%

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
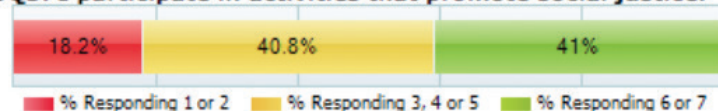
	N	% of Total
(1) Strongly Disagree	108	8.9%
(2) Disagree	114	9.4%
(3) Mildly Disagree	44	3.6%
(4) Neutral	294	24.2%
(5) Mildly Agree	158	13.0%
(6) Agree	232	19.1%
(7) Strongly Agree	267	21.9%

% Resp = 85.9%
N = 1217
Mean = 4.68
Std Dev = 1.90

In response to the question, "If I experience an incident of bias or discrimination, I feel comfortable to talk about it with…" (see Table 23). As presented in the item, students were able to select more than one response. The data shows that there was a total of 2871 responses given by 1372 student participants. Of the responses provided, the top three responses were "Student/friend", followed by the response "A Professor" and "A Staff member." The University administrator was in fourth place and not notifying anyone at all was fifth. A strength of the data is that the response of "no one on campus" was only selected 170 times which represents 5.9% of the selections made. The other 94.1% of the choices indicate that most of the students who responded feel comfortable disclosing an incident of bias or discrimination to some trusted person on campus versus not informing anyone on campus. An area to work on would be to create the conditions that will make all students feel comfortable talking to someone employed by the university if

they experience and incident of bias or discrimination. Over 1/3 of the student responses to this prompt indicated that they would choose to disclose to another student or friend rather than someone employed by the university. This also suggests the importance of informing students who hear about an incident from another student how they can communicate that information to a faculty member, staff member, or administrator.

In response to the question, "During my time at SCSU, I have experienced an incident of bias/discrimination…" (see Table 24). Students were able to select more than one response to the prompt. The data shows that there was a total of 1833 responses to the prompt made by the 1323 student participants. Bias or discrimination incidents based on gender and race were tied for number one and political ideology was the number two. Fifty and fourth-tenths percent of the bias or discrimination incidences were based on the most commonly

Table 23: Comfort talking about an experience an incident of bias or discrimination

OQ1. If I experience an incident of bias or discrimination, I feel comfortable to talk about it with: (check all that apply)
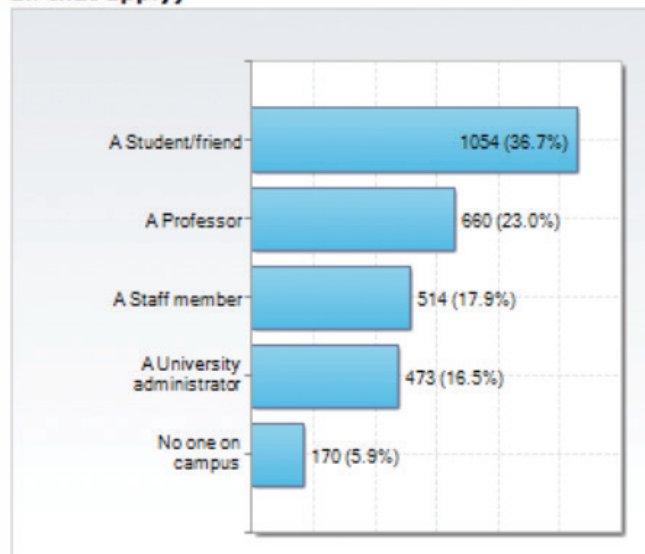
	N	% 0f Total
A Student/friend	1054	36.7%
A Professor	660	23.0%
A Staff member	514	17.90%
A University administrator	473	16.50%
No one on campus	170	5.90%

reported protected categories. Sixty-one participants indicated that they experienced bias or discrimination based on a category not identified in the survey. The majority of students (790) indicated that they have no experiences with bias or discrimination.

In response to the question, "During my time at SCSU, I have witnessed an incident of bias/discrimination…" (see Table 25). Students were able to select more than one response to the prompt. The data shows that there was a total of 2499 responses to the prompt made by the 1312 student participants. Bias or discrimination incidents witnessed by students based on race, ideology and political ideology were the highest three selected rates respectively. Sixty-eight and seven-tenths percent of the bias or discrimination incidents

were based on the most commonly reported protected categories. Six hundred seventy-two students respondents indicated that they have not witnessed bias or discrimination.

Race, gender, and political ideology were either experienced or witnessed at a higher rate than all other protected categories identified in the survey. Thematic analysis of responses to the open-ended questions also indicate a need for additional focus on these areas on campus. Examples of these voices include:

> I am afraid that I feel like the campus culture at SCSU is biased against those who do not share the same culture or values as the general masses. I have felt extremely uncomfortable in classes where it has turned into a "mob scene" to anyone who does not share the same hateful sentiment of the President of the United States, which

**Table 24: Experience with an Incident of Bias/Discrimination**

OQ2. During my time at SCSU I have experienced an incident(s) of bias/discrimination based on (you can indicate more than one)
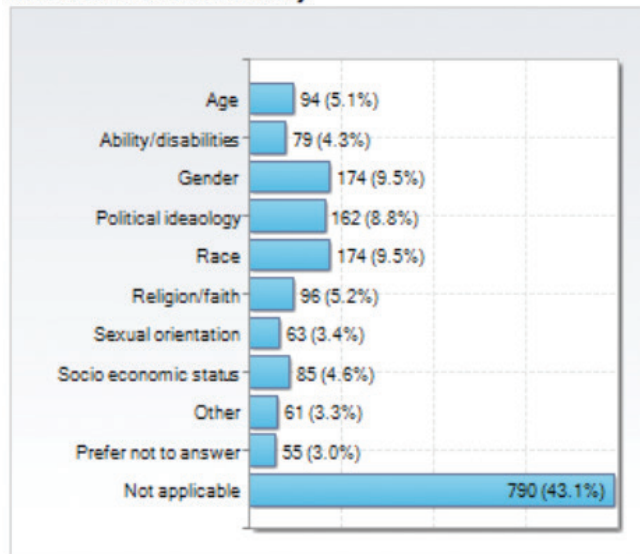
	N	% of Total
Age	94	5.1%
Ability/disabilities	172	4.3%
Gender	240	9.5%
Political ideology	288	8.8%
Race	316	9.5%
Religion/faith	226	5.2%
Sexual orientation	210	3.4%
Socio economic status	128	4.6%
Other	41	3.3%
Prefer not to answer	69	3.0%
Not applicable	672	43.1%

Chart labels (Table 24): Age 94 (5.1%); Ability/disabilities 79 (4.3%); Gender 174 (9.5%); Political ideaology 162 (8.8%); Race 174 (9.5%); Religion/faith 96 (5.2%); Sexual orientation 63 (3.4%); Socio economic status 85 (4.6%); Other 61 (3.3%); Prefer not to answer 55 (3.0%); Not applicable 790 (43.1%)

Table 25: Witness of an Incident of Bias/Discrimination

OQ3. During my time at SCSU I have witnessed an incident(s) of bias/discrimination based on (you can indicate more than one)
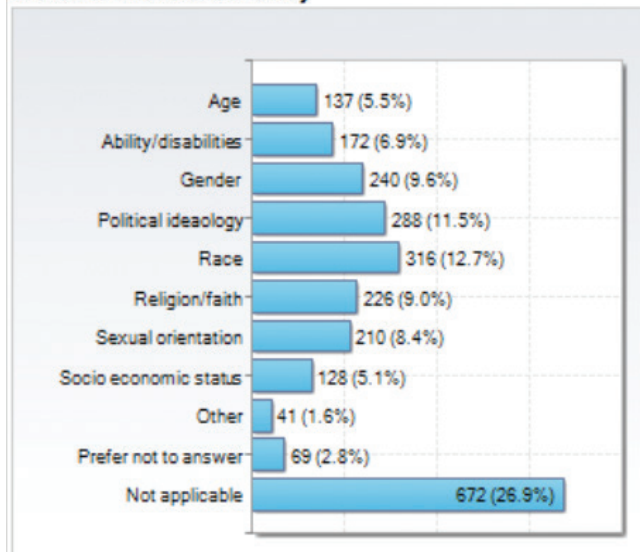
	N	% of Total
Age	137	5.5%
Ability/disabilities	172	6.9%
Gender	240	9.6%
Political ideology	288	11.5%
Race	316	12.7%
Religion/faith	226	9.0%
Sexual orientation	210	8.4%
Socio economic status	128	5.1%
Other	41	1.6%
Prefer not to answer	69	2.8%
Not applicable	672	26.9%

Chart labels (Table 25): Age 137 (5.5%); Ability/disabilities 172 (6.9%); Gender 240 (9.6%); Political ideaology 288 (11.5%); Race 316 (12.7%); Religion/faith 226 (9.0%); Sexual orientation 210 (8.4%); Socio economic status 128 (5.1%); Other 41 (1.6%); Prefer not to answer 69 (2.8%); Not applicable 672 (26.9%)

is not constructive at all, and professors who have not mediated the conflict between students.

It is welcoming, as long as your political opinions aren't known (if you aren't a liberal/progressive/socialist).

If you lean liberal, you can pretty much do or say anything you want at this university. However, if you lean conservative, the Campus atmosphere does not support your right to free speech. Even the thought of attempting to enter into political debate is a frightening one, as groups of liberals will quickly gang up on you and shout you down. I have been called "fascist" for merely presenting a different opinion. Being of German descent, this is HIGHLY offensive. Furthermore, this kind of name calling does not promote healthy debate, it only serves to stifle it.

Despite its diversity of people, there's little diversity of ideas—the institution centers itself around liberal ideology because that's what most appeals to college students, and the students naturally regurgitate this ideology. Few dissenting opinions are given the time of day

I perceive a strong liberal outlook by the faculty, and have experienced political commentary by professors unrelated to the class subject matter. I have not engaged in political discussions in class to prevent negative impact on my grades.

Institutionally liberal and racist, does harm in the name of good.

I feel the resistance from some of my classmates. Even some teachers still show favoritism and give special privileges to white students compared to others.

I have seen several circumstances of serious racism which troubled me greatly and lead me to believe there are significant racist elements just beneath the social surface. It makes me sad that there are few opportunities to discuss this in a general way.

Reduce the racism from African American students to Caucasian ones.

Stop reverse racism.

Racism among some children and teachers is very prominent.

Like I said, it's very diverse. Maybe more talks about racism as well as hate crimes of people of color as well because of their sexuality. More talks about sexism and feminism.

9. Visibility (Factor 2)

This factor explores the participants' perception of the diversity in backgrounds at Southern by indicating the extent to which they agree that SCSU has:

- students from diverse backgrounds,
- faculty from diverse backgrounds,
- staff from diverse backgrounds, and
- senior leadership from diverse backgrounds.

Strengths:

Overall, students (n = 1408) perceived the visibility of diversity at above goal, indicating good satisfaction. The visibility of diversity in students, faculty and staff was clearly above goal. The visibility of diversity in senior leadership was perceived above mid-point, yet below goal (see Table 26). Participants wrote statements reflecting this perception of the visibility of diversity. They wrote:

Southern provides a microcosm of the world we live in preparing students for the world we will enter upon graduation. Students from different backgrounds and cultures are enriched by the time we spend together.

The events hosted around campus appeal to students of all demographics and encourage students to interact with those who are different than themselves.

Southern's campus is full of students from diverse backgrounds.
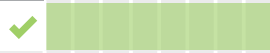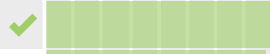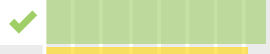
Opportunities for Growth:

When conducting analysis by race, visibility perceptions are

Table 26: Visibility

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 2 // Visibility	1,408	5.69	1.36	**78.2%** ✓

0 ------ PERFORMANCE ------ 100%

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q011 // This institution has students from diverse backgrounds.	1,404	6.16	1.37	**86.0%** ✓
Q013 // This institution has staff from diverse backgrounds.	1,389	5.71	1.53	**78.5%** ✓
Q012 // This institution has faculty from diverse backgrounds.	1,386	5.63	1.60	**77.2%** ✓
Q014 // This institution has senior leadership from diverse backgrounds.	1,334	5.25	1.65	**70.8%** !

0 ------ PERFORMANCE ------ 100%

Table 27: Visibility by Race

	Mean	Standard Deviation
Hispanic[2]	5.71	1.43
Asian	5.49	1.47
Black/African American[1]	5.03	1.62
White[2]	5.85	1.23
Two or More Races[2]	5.91	0.96
Unknown	5.44	1.28
Note. Superscript numbers indicated significant differences between groups at p < .05. *Categories labeled "1" significantly differ from categories labeled "2." Full model information: F(5, 1365) = 11.95, p < .001.*		

similarly high across races except for students who identified as Black/African American. Students who identified as Black/African American reported significantly lower perceptions that the university has a diverse population relative to students who identified as White, Hispanic, and students identifying as two or more races (see Table 27). A participant suggested hiring "more diverse faculty or staff with more experience in diversity/other cultures."

Although regression analysis from SKYfactor™ indicated this area as a non-predictor of campus climate, a focus on activities to maintain the visibility of diversity at our University should continue to ensure maintenance of this perception. Further data collection to understand the experiences of Black/African American students is also warranted.

10. Personal Attitudes and Behaviors (Factor 3)

This factor explores the extent to which students experience:

• comfort interacting with students from diverse backgrounds,

• comfort having friends from diverse backgrounds,

• comfort having roommates or neighbors from diverse backgrounds,

• discussions with people whose ideas and values are different from their own, and

• comfort bringing up issues of discrimination or harassment.

Strengths:
Personal Attitudes and Behaviors ranked highest of all factors, with a mean of 6.15 (see Table 28). However, it tied with *Visibility* and *Perceptions of Institution* for having the least impact on Overall Satisfaction and was determined to have zero contribution to the total impact on campus climate. Thus, Southern can continue on its current path or perhaps reduce current efforts if we need to redirect resources.

Opportunities for Growth:
Even though the survey data did not support *Personal Attitudes and Behaviors* as a priority, students had suggestions for how conversation and training might help to improve the campus climate through activities that could shift these attitudes and behaviors. These included: "I would make it required that all students go through some kind of diversity training or class. Being a student leader and going through this type of training

has helped me understand diverse students. If all students were required to go through this training [it] will help students have more empathy towards others." Additionally, one student suggested value in "embracing differences and providing opportunities for difficult conversations for students. By building these experiences, [we] will allow students to grow rather than solve problems for them."

If there is a desire to influence this factor, attention might be given to the *Personal Attitudes and Behaviors* of male students, students who identified as heterosexual, and first-year and sophomore students. Male students (M = 6.04, SD = 1.29) rated this factor statistically lower than female students (M = 6.20, SD = 1.09); students identifying as heterosexual (M = 6.14, SD = 1.16) rated this factor statistically lower than all other students (M = 6.32, SD = 0.89); and first- and second-year students (M = 6.06, SD = 1.25) rated this factor statistically lower than all other students (M = 6.20, SD = 1.11). Despite these statistical differences, all of these populations scored above the goal mean of 5.5.

11. Campus Training (Factor 12)

This factor explored participants' perception of sexual assault training they have received as:

• presented in organized manner,

• providing valuable information, and

• engaging.

Strengths:
Survey participants' (n = 704) overall rating for this factor was slightly above the midpoint rate of satisfaction with a mean of 5.55 (see Table 29). Breaking down the factor by individual items demonstrated that participants agreed that trainings were organized and provided valuable information.
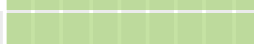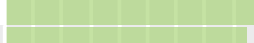
Opportunities for Growth:
Participant ratings suggest that they did not find the trainings engaging. Although above the scale mid-point, This item was below the mean goal (see Table 28). Additionally, further examination of this factor indicated significant difference by gender. Female participants (M = 5.62, SD = 1.29) responded at a higher level of satisfaction than male participants (M = 5.30, SD = 1.33; t[687] = 2.73, p = .007) regarding campus training.

Table 28: Personal Attitudes and Behaviors

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 3 // Personal Attitudes and Behaviors	1,410	6.15	1.16	85.8% ✓

0 ------ PERFORMANCE ------ 100%
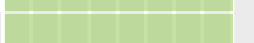
FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q016 // I am comfortable having friends from diverse backgrounds.	1,397	6.47	1.18	91.2% ✓
Q015 // I am comfortable interacting with students from diverse backgrounds.	1,403	6.35	1.28	89.2% ✓
Q017 // I am comfortable having roommates or neighbors from diverse backgrounds.	1,270	6.32	1.32	88.7% ✓
Q018 // I have discussions with people whose ideas and values are different from my own.	1,393	6.08	1.39	84.7% ✓
Q019 // I feel comfortable bringing up issues of discrimination or harassment.	1,379	5.53	1.64	75.5% ✓

0 ------ PERFORMANCE ------ 100%

Table 29: Campus Training

FACTOR PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Factor 12 // Campus Training	704	5.55	1.31	75.8% ✓

0 ------ PERFORMANCE ------ 100%

FACTOR QUESTION PERFORMANCE				
	N	MEAN	STD DEV	PERFORMANCE
Q076 // The sexual assault training was presented in an organized manner.	694	5.78	1.37	79.7% ✓
Q075 // The sexual assault training provided valuable information.	703	5.78	1.39	79.7% ✓
Q074 // The sexual assault training was engaging.	699	5.09	1.60	68.2% ✗

0 ------ PERFORMANCE ------ 100%

12. Campus Accessibility (Factor 9)

This factor explored campus accessibility for participants' who responded "yes" to having a diagnosed disability. Specifically, the factor explored students' ease of accessibility to the following:

• campus website,
• classrooms,
• campus buildings,
• dining facilities,
• campus sidewalks, and
• course materials.

Strengths:

Of the total number of participants, 159 indicated they present with a disability. Their collective responses to these items

resulted in *Campus Accessibility* receiving a mean score higher than goal (M = 5.81, SD = 1.28). Specifically, participants felt that they can easily access classrooms, building, sidewalks, dining facilities, and campus events. Participants responded to all questions above the goal mean (see Table 30).

Opportunities for Growth:

Most students agreed that they had adequate access to disability resources at SCSU. Yet, Graduate/Professional students did not seem to share in this agreement. Graduate/Professional students (M = 3.50, SD = 2.55) agreed significantly less that they had adequate disability resource access compared to Freshman/First Year (M = 6.00, SD = 1.83) and Sophomore students (M = 6.06, SD = 1.18; F[5, 87] = 3.98, p = .003). Although not a statistically significant trend, the results did show that in this student sample disability resource access perceptions decreased as grade level increased (see Figure 2).

Responses to open ended questions offered the following perspective:

Increase disability access and the quality of disability access as well as improving disability friendly structures.

Improvements in facilities for those that are disabled. Some examples: the paths to Buley Library to and from Engleman Hall are not decidedly not designed to accommodate wheelchair users. The stairs from the library patio to the path do not have handrails, nor are they marked (they look like ramps because of the lack of handrails). Wheelchair access to Engleman Hall from the side facing the quad is a ramp that also features an exhaust fan that blows from a ventilator.

We need to make sure ALL students are being thought of. Students in wheel chairs cannot get around campus when it is too icy. There are not enough buttons that open the door.

Though the school initially made efforts to make people with disabilities feel welcome, the resources and staff is very lacking. While some teachers are understanding, others are mean and inconsiderate. There was very little help, understanding or guidance coming from them. After high hopes, I'm quite discouraged by what I've found. SCSU falls very short of being the caring, supportive community I thought it would be.

Increase disability access and the quality of disability access as well as improving disability-friendly structures.

Table 30: Campus Accessibility

FACTOR PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Factor 9 // Campus Accessibility	159	5.81	1.28	**80.2%** ✓	

0 ------ PERFORMANCE ------ 100%

FACTOR QUESTION PERFORMANCE					
	N	MEAN	STD DEV	PERFORMANCE	
Q052 // I can easily access classrooms.	154	6.06	1.33	**84.3%** ✓	
Q053 // I can easily access campus buildings.	155	6.00	1.33	**83.3%** ✓	
Q055 // I can easily access campus sidewalks.	149	5.99	1.47	**83.2%** ✓	
Q054 // I can easily access campus dining facilities.	140	5.74	1.64	**79.0%** ✓	
Q050 // I can easily access campus web sites.	156	5.71	1.57	**78.5%** ✓	
Q056 // I can easily access campus events (i.e., sporting events, lectures, concerts).	144	5.66	1.64	**77.7%** ✓	
Q051 // I can easily access course materials (i.e., textbooks, online materials).	156	5.62	1.54	**77.0%** ✓	

0 ------ PERFORMANCE ------ 100%

Figure 2: Disability Resource Accessibility by Class Standing

I would urge you to look at your policies on learning disabilities with respect to the impact it has on adult students. Although they are robust policies that strive to implement fairness, they fail to contemplate the experience of older students that may have been educated prior to learning disabilities being diagnosed or perhaps commonly diagnosed. As a result, your policy puts unreasonable requirements for adults beyond a certain age and effectively discriminates against older students who cannot meet the documentation requirements due to circumstances of changing attitudes. As a public university that provides graduate level education, I would expect adult student's needs to be better represented in the policies."

SCSU-Specific Questions Not Directly Related to the 13 Factors

SCSU-specific questions related to meeting students' basic needs as these may be critical to increasing their capacity to learn and be successful in college were included in the survey. The following questions indicated that some number of students are challenged to meet some of these needs, including their ability to pay for their college education.

Nearly 5.0% of student participants indicated that they do not have adequate access to food (M = 5.76, SD = 1.52), while 71.1% agreed or strongly agreed with this statement, and 24.0% indicated mild agreement to mild disagreement (see Table 31). Moreover, although all racial categories indicated having adequate access to food, students who identified as Black/African American (M = 5.37, SD = 1.67) reported significantly less adequate food access relative to White students (M = 5.84, SD = 1.28; F[5, 1303] = 3.28, p = .006). No other racial categories differed significantly regarding adequate food access.

In response to whether students have adequate financial support to pursue their college education, 38.4% agreed or strongly agreed; 41.4% responded from mild agreement to mild disagreement; 20.2% indicated disagreement or strong disagreement (see Table 32). A further analysis by population resulted in significant differences by race, gender, and sexual orientation. Although most racial categories did not significantly differ in their perceptions of having adequate financial support to pursue their education, students who identified as Black/African American (M = 4.02, SD = 2.06) reported lower levels of support relative to White students (M = 4.58, SD = 1.97; F[5, 1318] = 2.53, p = .03). When compared to males (M = 4.69, SD = 1.88), female students (M = 4.40, SD = 1.99; t[1310] = -2.28, p = .02) reported lower perceptions of adequate finances and resident hall friendliness. Finally, results showed that students who identified as heterosexual (M = 4.54, SD = 1.96) reported significantly higher agreement that they possessed adequate financial support relative to LBG students (M = 3.73, SD = 2.00; t[1196] = 3.68, p < .001). Due to largely disparate sample sizes (i.e., heavily heterosexual), sexual orientation was treated as a binary variable.

Another area that may compete with students' capacity to focus on their academic pursuits is family care commitments (see Table 33). In response to being asked if students feel supported in their ability to attend to matters related to parenting and family care needs (i.e., childcare, changing tables on campus, lactation support, eldercare), 53.1% agreed or strongly agreed; 39.9% responded from mild agreement to mild disagreement; and 7.0% indicated disagreement or strong disagreement. To place these responses in context, when survey participants were asked if they have children, they indicated the following:

   94 have children 0–5 years in age

   50 have children 6–12 years in age

   38 have children 13–18 years in age

   53 have children over the age of 18

   1182 indicated that the question did not apply to them.

Finally, students were asked about having adequate access and support to meet their personal mental and physical health needs to which 61.2% agreed or strongly agreed; 31.9% responded from mild agreement to mild disagreement; and 6.9% indicated disagreement or strong disagreement.

Table 31: Adequate access to food

OQ7. I have adequate access to food.
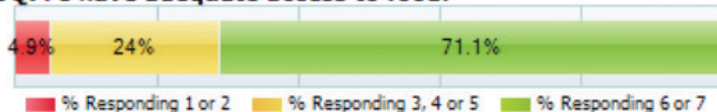
	N	% of Total
(1) Strongly Disagree	41	3.1%
(2) Disagree	24	1.8%
(3) Mildly Disagree	54	4.1%
(4) Neutral	136	10.3%
(5) Mildly Agree	125	9.5%
(6) Agree	392	29.8%
(7) Strongly Agree	543	41.3%

% Resp = 92.8%
N = 1315
Mean = 5.76
Std Dev = 1.52

4.9% — 24% — 71.1%
% Responding 1 or 2 — % Responding 3, 4 or 5 — % Responding 6 or 7

Table 32: Adequate financial support to pursue college education

OQ6. I have adequate financial support to pursue my college education.
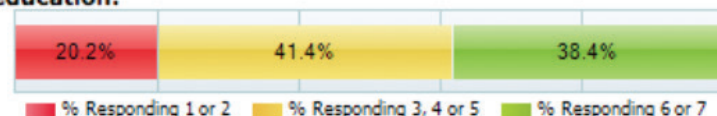
	N	% of Total
(1) Strongly Disagree	141	10.6%
(2) Disagree	128	9.6%
(3) Mildly Disagree	165	12.4%
(4) Neutral	196	14.7%
(5) Mildly Agree	191	14.3%
(6) Agree	256	19.2%
(7) Strongly Agree	255	19.1%

% Resp = 94.0%
N = 1332
Mean = 4.47
Std Dev = 1.97

20.2% — 41.4% — 38.4%
% Responding 1 or 2 — % Responding 3, 4 or 5 — % Responding 6 or 7

Table 33: Support in ability to attend to matters related to parenting and family care needs

OQ8. I feel supported in my ability to attend to matters related to parenting and family care needs (i.e., childcare, changing tables on campus, lactation support, eldercare).

| 7% | 39.9% | 53.1% |

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
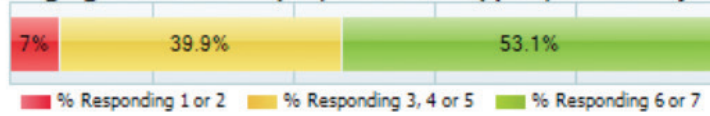
	N	% of Total
(1) Strongly Disagree	35	4.2%
(2) Disagree	23	2.8%
(3) Mildly Disagree	34	4.1%
(4) Neutral	231	28.0%
(5) Mildly Agree	64	7.8%
(6) Agree	219	26.6%
(7) Strongly Agree	219	26.6%

% Resp = 58.2%
N = 825
Mean = 5.18
Std Dev = 1.63

Chart 34: Participants' adequate access and support to meet personal mental and physical health needs.

OQ9. I have adequate access and support to meet my personal mental and physical health needs.

| 6.9% | 31.9% | 61.2% |

■ % Responding 1 or 2   ■ % Responding 3, 4 or 5   ■ % Responding 6 or 7
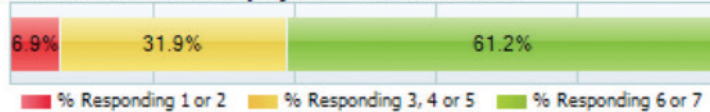
	N	% of Total
(1) Strongly Disagree	42	3.4%
(2) Disagree	44	3.5%
(3) Mildly Disagree	65	5.2%
(4) Neutral	192	15.4%
(5) Mildly Agree	142	11.4%
(6) Agree	439	35.2%
(7) Strongly Agree	325	26.0%

% Resp = 88.1%
N = 1249
Mean = 5.37
Std Dev = 1.57

RECOMMENDATIONS AND NEXT STEPS

All of the members of the SCSU community are encouraged to reflect on the findings from this survey and work with one another to:

• Identify goals to deepen the SCSU commitment to diversity.

• Develop action plans to accomplish developed goals.

• Implement multiple and varied activities that align to the action plans in an effort to drive a positive campus climate.

• Collaborate to plan continuous ongoing self-assessment processes to evaluate the SCSU campus climate based on its' community members' perceptions

APPENDIX A

Below is a list of this assessment's factors and the corresponding Reliability (Chronbach's Alpha).

FACTOR NAME	QUESTION ANSWERS	RELIABILITY
FACTOR 1 // Learning // Perception of the Institution	1-5, 7-10	0.94
FACTOR 2 // Learning // Visibility	11-14	0.9
FACTOR 3 // Learning // Personal Attitudes and Behaviors	15-19	0.85
FACTOR 4 // Learning // Co-Curricular Environment	20-24	0.92
FACTOR 5 // Learning // Perception of Peers	25-27	0.91
FACTOR 6 // Learning // Perception of Faculty/Staff	28-34	28-35
FACTOR 7 // Learning // Perception of Administration	36-39	0.94
FACTOR 8 // Learning // Policies	40-42, 44-47	0.95
FACTOR 9 // Learning // Campus Accessibility	50-56	0.93
FACTOR 10 // Learning // Campus Safety	57-61	0.90
FACTOR 11 // Learning // Sexual Assault	62-71	0.97
FACTOR 12 // Learning // Campus Training	74-76	0.87
FACTOR 13 // Learning // Overall Learning	77-82	0.89
FACTOR 14 // Learning // Overall Satisfaction	83-87	0.94
Non-Factor Questions	49, 88-90	n/a

APPENDIX B

Select 6 Universities for Benchmark Comparison

Coastal Carolina University
Northwest Missouri State University
University of Central Arkansas
Indiana University–Purdue University, Fort Wayne, Indiana
University of Baltimore, Baltimore, Maryland
University of Northern Iowa

APPENDIX C

Demographics of Student Participants

PARTICIPANTS' GENDER

Most participants self-reported their gender as female (74.1%), with the remaining participants selecting either male (24.8%), transgender (0.4%), or other (0.7%).

**D093. Personal Characteristics What is your gender?**

Answer	N	% of Total
Female	1038	74.1%
Male	347	24.8%
Transgender	6	0.4%
Other	10	0.7%
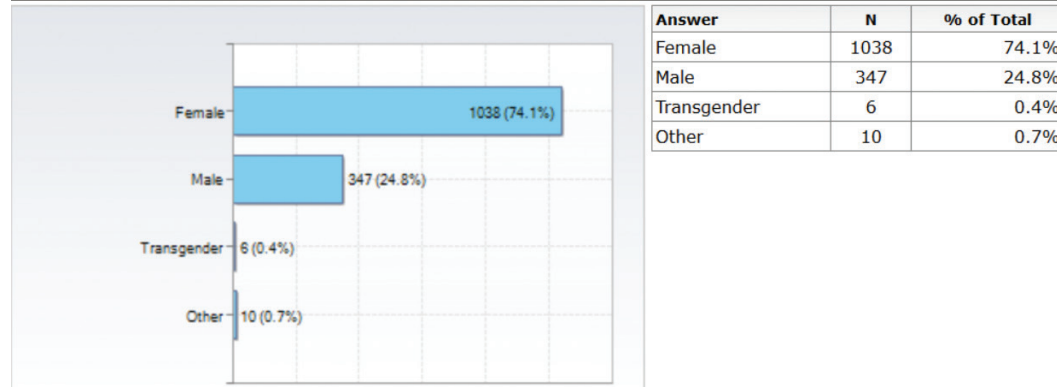
PARTICIPANTS' SEXUAL ORIENTATION

Most participants self-reported their sexual orientation as heterosexual or straight (83.7%), with fewer reporting bisexual (6.2%), gay or lesbian (4.1%), or other (1.6%), and 3.3% selecting prefer not to answer.

**D094. Personal Characteristics What is your sexual orientation?**

Answer	N	% of Total
Heterosexual or straight	1174	83.7%
Bisexual	87	6.2%
Gay or lesbian	58	4.1%
Unsure or questioning	15	1.1%
Other	22	1.6%
Prefer not to answer	46	3.3%
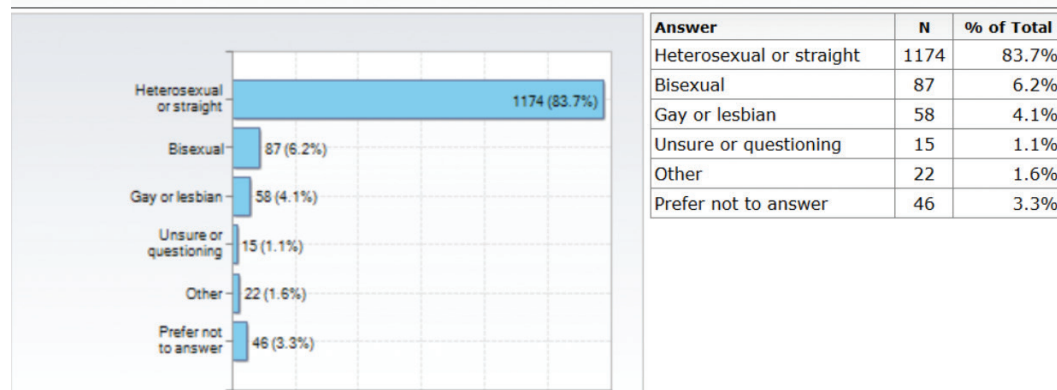
PARTICIPANTS' ETHNICITY

Approximately 15.9% of participants selected "Hispanic or Latino" when asked to self-report their ethnicity. Approximately 84.1% of participants selected "Not Hispanic or Latino."

**D095. Personal Characteristics What is your ethnicity?**

Answer	N	% of Total
Hispanic or Latino	220	15.9%
Not Hispanic or Latino	1162	84.1%

Hispanic or Latino — 220 (15.9%)

Not Hispanic or Latino — 1162 (84.1%)
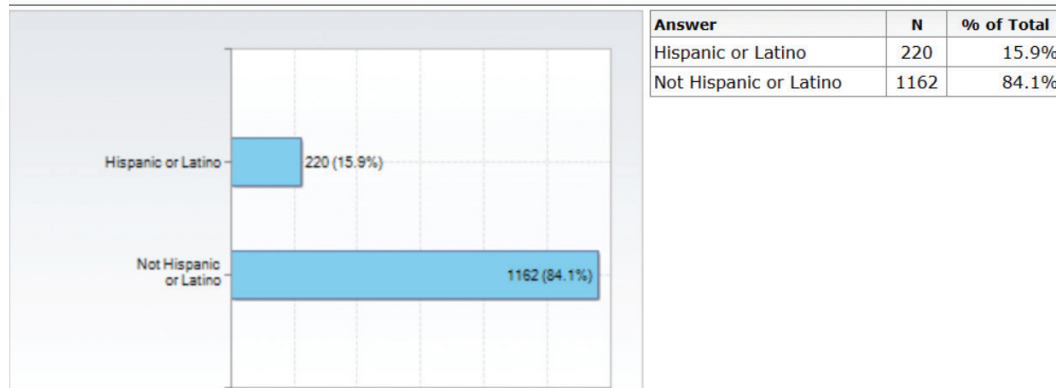
PARTICIPANTS' RACE

The majority of participants self-reported their race as White (60.8%), with Hispanic (15.5%) being the next most selected response.

D097. Personal Characteristics Race/Ethnicity (reporting only)

Answer	N	% of Total
Hispanic (regardless of race)	220	15.5%
American Indian/Alaska Native/First Nation	3	0.2%
Asian	58	4.1%
Black or African American	186	13.1%
Native Hawaiian or other Pacific Islander	3	0.2%
White	861	60.8%
Two or more races	61	4.3%
Race and ethnicity unknown	25	1.8%

Hispanic (regardless of race) — 220 (15.5%)
American Indian/Alaska Native/First Nation — 3 (0.2%)
Asian — 58 (4.1%)
Black or African American — 186 (13.1%)
Native Hawaiian or other Pacific Islander — 3 (0.2%)
White — 861 (60.8%)
Two or more races — 61 (4.3%)
Race and ethnicity unknown — 25 (1.8%)

PARTICIPANTS' AGE

The largest group of participants identified as 20 years old or younger (40.9%), followed by individuals between 21 to 25 years old (35.5%). The remaining participants were either 26–30 years old (8.9%) or older (23.6%).

D099. Personal Characteristics How old are you?

Answer	N	% of Total
20 years old or younger	570	40.9%
21 to 25 years old	494	35.5%
26 to 30 years old	124	8.9%
31 to 40 years old	96	6.9%
41 to 50 years old	59	4.2%
51 years old or older	50	3.6%

- 20 years old or younger: 570 (40.9%)
- 21 to 25 years old: 494 (35.5%)
- 26 to 30 years old: 124 (8.9%)
- 31 to 40 years old: 96 (6.9%)
- 41 to 50 years old: 59 (4.2%)
- 51 years old or older: 50 (3.6%)
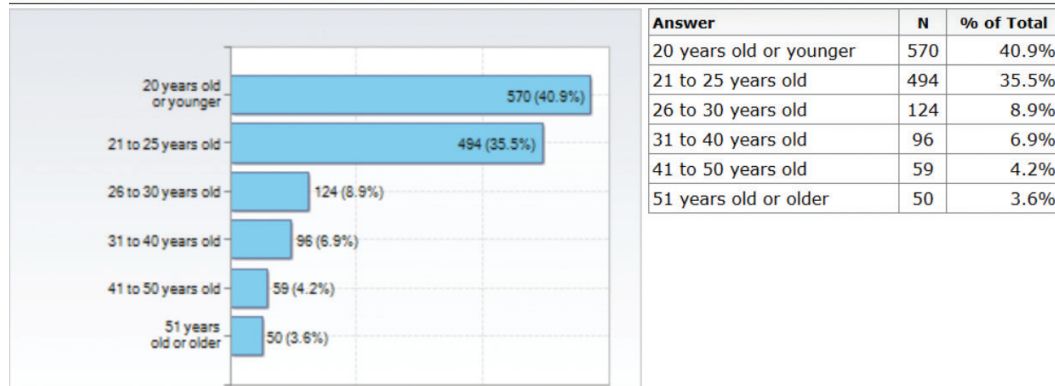
PARTICIPANTS' CLASS STANDING

The largest group of participants were seniors (26.3%), followed by individuals who were graduate/professional students (20%).

D100. Personal Characteristics What is your current academic class standing?

Answer	N	% of Total
Freshman/first-year	232	16.6%
Sophomore	246	17.6%
Junior	253	18.1%
Senior	368	26.3%
Graduate/professional student	279	20.0%
Non-degree or other	20	1.4%

- Freshman/first-year: 232 (16.6%)
- Sophomore: 246 (17.6%)
- Junior: 253 (18.1%)
- Senior: 368 (26.3%)
- Graduate/professional student: 279 (20.0%)
- Non-degree or other: 20 (1.4%)
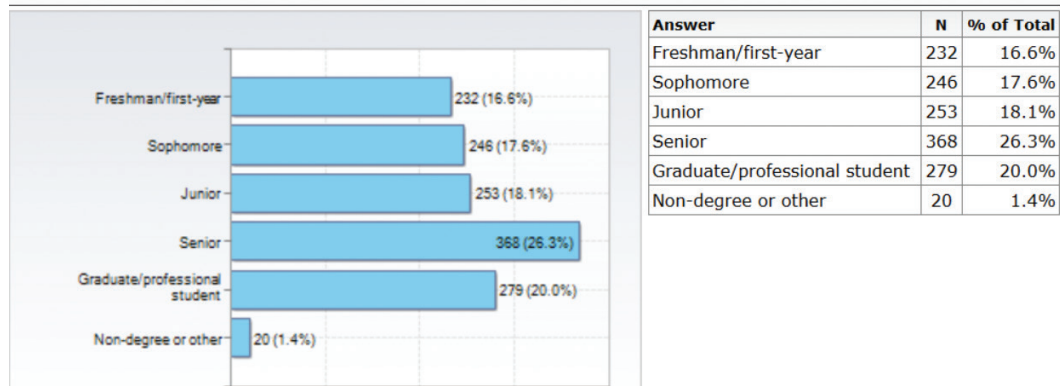
PARTICIPANTS' CUMULATIVE GPA

The largest group of participants had a GPA of 3.50 or above (39.7%), followed by individuals whose GPA was between 3.00 and 3.49 (25.9%).

**D103. Personal Characteristics What is your cumulative GPA?**

Answer	N	% of Total
Below 2.00	19	1.4%
2.00 to 2.49	70	5.0%
2.50 to 2.99	194	13.9%
3.00 to 3.49	362	25.9%
3.50 or above	554	39.7%
Don't know	198	14.2%
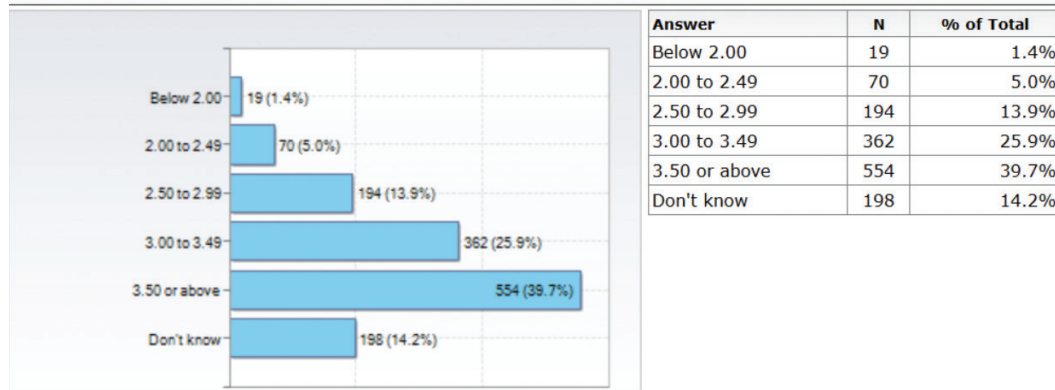
PARTICIPANTS' RELIGION

More than the half of participants (51.1%) selected "Christianity" when asked to self-report their religion.

OQ16. Institution Specific Questions What is your religious identification?

Answer	N	% of Total
Agnostic	100	7.3%
Atheist	106	7.8%
Buddhism	6	0.4%
Chinese Traditional Religion	0	0.0%
Christianity: Catholicism	456	33.4%
Christianity: Protestant (i. e. Baptist, Methodist, Lutheran, Pentecostal, etc.)	242	17.7%
Judaism	23	1.7%
Hinduism	7	0.5%
Islam	23	1.7%
Neo-Druidism	3	0.2%
Primal-indigenous (Native American)	1	0.1%
Spiritual but not affiliated with an organized religion	131	9.6%
Wicca	9	0.7%
Other	57	4.2%
Prefer not to answer	200	14.7%

DEMOGRAPHICS OF THE SCSU STUDENT POPULATION, FALL 2018

Undergraduate		
by Gender		
Male	3193	39.3%
Female	4929	60.7%
by Race/Ethnicity		
White	4475	62.9%
Non-resident	34	0.5%
Black	1548	21.8%
Asian	254	3.6%
Hispanic	453	6.4%
Two or more races	328	4.6%
American Indian or Alaskan Native	21	0.3%
Race and Ethnicity Known	7113	87.7%
Race and Ethnicity Unknown	1002	12.3%

Graduate		
by Gender		
Male	541	28.1%
Female	1387	71.9%
by Race/Ethnicity		
White	1365	77.3%
Non-resident	32	1.8%
Black	173	9.8%
Asian	41	2.3%
Hispanic	106	6.0%
Two or more races	47	2.7%
American Indian or Alaskan Native	2	0.1%
Race and Ethnicity Known	1766	91.6%
Race and Ethnicity Unknown	161	8.4%

Combined—Undergrads and Grads		
by Gender		
Male	3734	37.2%
Female	6316	62.8%
by Race/Ethnicity		
White	5840	65.8%
Non-resident	66	0.7%
Black	1721	19.4%
Asian	295	3.3%
Hispanic	559	6.3%
Two or more races	375	4.2%
American Indian or Alaskan Native	23	0.3%
Race and Ethnicity Known	8879	88.4%
Race and Ethnicity Unknown	1163	11.6%

APPENDIX D

SKYFACTOR BENCHWORKS™ ASSESSMENTS (STUDENTS)

FACTOR 1//Perceptions of Institution

1. This institution is welcoming.
2. This institution is respectful.
3. Students at this institution are treated fairly regardless of their abilities/disabilities.
4. Students at this institution are treated fairly regardless of their age.
5. Students at this institution are treated fairly regardless of their gender.
7. Students at this institution are treated fairly regardless of their race.
8. Students at this institution are treated fairly regardless of their religion/faith.
9. Students at this institution are treated fairly regardless of their sexual orientation.
10. Students at this institution are treated fairly regardless of their socioeconomic status.

FACTOR 2//Visibility

11. This institution has students from diverse backgrounds.
12. This institution has faculty from diverse backgrounds.
13. This institution has staff from diverse backgrounds.
14. This institution has senior leadership from diverse backgrounds.

FACTOR 3//Personal Attitudes and Behaviors

15. I am comfortable interacting with students from diverse backgrounds.
16. I am comfortable having friends from diverse backgrounds.
17. I am comfortable having roommates or neighbors from diverse backgrounds.
18. I have discussions with people whose ideas and values are different from my own.
19. I feel comfortable bringing up issues of discrimination or harassment.

FACTOR 4//Co-Curricular Environment

20. The student activities offered by this institution enhance my ability to interact with people who are different from myself (i.e., race, gender, beliefs, etc.).
21. The student activities offered by this institution enhance my ability to value and respect people who are different from myself (i.e, race, gender, beliefs, etc.).
22. The student activities offered by this institution enhance my ability to work with people who are different from myself (i.e., race, gender, beliefs, etc.).
23. Student organizations at this institution are welcoming.
24. Student organizations at this institution reflect diverse groups of people.

FACTOR 5//Perceptions of Peers

25. Students at this institution encourage free and open discussions about difficult topics.
26. Students at this institution are willing to talk about group differences.
27. Students at this institution are open-minded when it comes to sharing different ideas and beliefs.

FACTOR 6//Perceptions of Faculty/Staff

28. Faculty at this institution value different perspectives in the classroom.
29. Faculty at this institution treat me with respect.
30. Faculty at this institution turn controversial topics into constructive discussions.
31. Faculty at this institution are genuinely concerned about my welfare.
32. Staff at this institution are supportive of students from diverse backgrounds.
33. Staff at this institution create an environment of acceptance for students from diverse backgrounds.
34. Staff at this institution treat me with respect.

FACTOR 7//Perceptions of Administration

35. Administrators at this institution are genuinely concerned about my welfare.
36. Administrators at this institution respect what students think.
37. Administrators at this institution treat students fairly.
38. Administrators at this institution regularly speak about the value of diversity.
39. Administrators at this institution demonstrate leadership that fosters diversity.

FACTOR 8//Policies

40. This institution proactively implements policies to prevent discrimination related to abilities/disabilities.
41. This institution proactively implements policies to prevent discrimination related to age.
42. This institution proactively implements policies to prevent discrimination related to gender.
44. This institution proactively implements policies to prevent discrimination related to race.
45. This institution proactively implements policies to prevent discrimination related to religion/faith.
46. This institution proactively implements policies to prevent discrimination related to sexual orientation.
47. This institution proactively implements policies to prevent discrimination related to socioeconomic status.

FACTOR 9//Campus Accessibility

50. I can easily access campus web sites.
51. I can easily access course materials (i.e., textbooks, online materials).
52. I can easily access classrooms.
53. I can easily access campus buildings.
54. I can easily access campus dining facilities.
55. I can easily access campus sidewalks.
56. I can easily access campus events (i.e., sporting events, lectures, concerts).

FACTOR 10//Campus Safety

57. This institution is a safe place for students.
58. This institution keeps the campus safe.
59. This institution does enough to protect the safety of students.
60. This institution has adequate outdoor lighting.
61. This institution is safe to walk around at night.

FACTOR 11//Sexual Assault

62. This institution has policies and procedures related to sexual assault.
63. I understand this institution's formal procedures to address complaints of sexual assault.
64. I know where to get help at this institution in the event of a sexual assault.
65. This institution would administer the formal procedures to address complaints of sexual assault fairly.
66. This institution would keep knowledge of the report limited to those who need to know.
67. This institution would support the person making the report.
68. This institution would take corrective action to address factors which may have led to the sexual assault.
69. This institution would take disciplinary action against the offender.
70. This institution would forward the report outside the campus to criminal investigators.
71. This institution would take steps to protect the person making the report from retaliation.

FACTOR 12//Campus Training

74. The sexual assault training was engaging.
75. The sexual assault training provided valuable information.
76. The sexual assault training was presented in an organized manner.

FACTOR 13//Overall Learning

77. I discuss issues related to diversity.
78. I make an effort to get to know people from diverse backgrounds.
79. I have felt challenged to think more broadly about diverse issues.
80. I have recognized biases that affect my thinking.
81. I have critically evaluated my position on diverse issues.
82. I can communicate effectively with people who are different from myself (i.e., race, gender, beliefs, etc.).

FACTOR 14//Overall Satisfaction

83. Overall, I am satisfied with my experience at this institution.
84. I belong at this institution.
85. I would recommend this institution to a friend.
86. I feel accepted by students at this institution.
87. I feel valued by students at this institution.