Campus Climate Report 2009

Presented by the Political Science 140 Class
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Feather River College

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Table of Contents

Executive Summary .................................................................................. 5
Introduction .............................................................................................. 6
Methodology ............................................................................................. 7
  Organization ............................................................................................ 7
  Survey ...................................................................................................... 7
  Question Categories ................................................................................ 8
  Privacy Issues ........................................................................................ 9
  Analysis Procedure ................................................................................ 9
Survey Results .......................................................................................... 10
  Demographic Results ............................................................................. 10
  Results by Question Category ................................................................ 11
    1. Comfort Level .................................................................................. 11
       Comfort Level of Campus Groups ...................................................... 12
       Classroom Comfort .......................................................................... 15
       Workplace Comfort .......................................................................... 15
    2. Discrimination and Isolation ............................................................. 16
    3. Perceptions of Program Equity ......................................................... 17
       Programs in General ......................................................................... 17
       Diversity Events ................................................................................ 18
       Athletics ............................................................................................ 19
Recommendations ...................................................................................... 21
Appendices .................................................................................................. 22
  Appendix A: Survey ............................................................................... 22
  Appendix B: Project Work-Breakdown .................................................... 30
  Appendix C: Flier ................................................................................... 33
  Appendix D: Email Invitation ................................................................ 34
  Appendix E: FERPA Agreement ............................................................. 35
References .................................................................................................. 36
List of Tables and Figures

Tables

1.1 Responses Representing Campus Constituent Groups
1.2 Response Rates by Student Demographic Data
2.1 Response by Constituent Group on Comfort of Groups on the FRC Campus - “Uncomfortable” and “Very Uncomfortable”
3.1 Responses by Staff/Faculty/Administrators: Workplace Comfort
4.1 Responses by Constituent Group on - “Do you think athletes at Feather River College receive better services than other students on campus?”

Figures

1.1 Responses on Comfort Level of Groups: “Uncomfortable” – “Very Uncomfortable”
2.1 Respondents Reporting Some Experience and/or Perception of Isolation and/or Discrimination
3.1 Respondents by Constituent Group Indicating Familiarity with Programs: “No opinion/I don’t know” – “I’m not aware of this program”
4.1 Respondents Indicating “Familiarity” and “Non-Familiarity” with Diversity Events
Executive Summary

During the fall 2009 semester, the Political Science 140 class (Multiethnic America) conducted a “campus climate” project to assess campus members’ perceptions of diversity, comfort, and equity (or fairness) at Feather River College (FRC). The purpose of this project was to use the data collected to bring attention to these perceptions in the hope of enhancing the awareness of our campus diversity. To accomplish this purpose, the class divided into teams to work on parts of the project. The class designed and administered a survey to the campus community. The survey asked respondents to offer their perceptions to questions in the categories of: campus comfort, discrimination and isolation, and program equity.

In general, the survey data show that perceptions of diversity on the FRC campus are favorable. Overall, 90% of respondents (the majority being Caucasian/“white” or Latino) indicated that they were either “very comfortable” or “comfortable” on the Feather River College campus.

Additional data presented in this report is also noteworthy and perhaps deserving of more analysis:

- On aggregate 65% of “non-white” respondents and 78% of “white” respondents reported that they have never faced discrimination on campus.
- 50% of respondents indicated that they think support for most programs on campus is “excellent” or “good.” However the data shows a significant lack of knowledge/awareness among students about some of these programs.
- 68% of respondents answered that they were not familiar with any diversity events (programming) on campus.

At the completion of this project the class put together the following recommendations to be considered by the FRC administration:

- Conduct a survey of campus climate on a regular basis using the same categories from the 2009 survey.
- Improve publicity of campus academic and student service programs.
- Include more diversity-themed courses in the curriculum and in the General Education requirements.

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1 Note the use of racial and ethnic categories in this report. While ethnicity is the accurate measure of diversity, race still maintains sociological significance (see Aguirre Jr., and Tumer, 2009).
Introduction

Campus Climate and Its Importance to FRC

"Campus climate" refers to the general atmosphere experienced by the students, faculty, staff and administration of Feather River College, primarily in terms of their overall comfort, sense of safety and belonging to the campus community where they feel valued, treated fairly with respect and without discrimination. FRC recognizes that diversity and this feeling of safety and belonging on our campus creates a better and more effective learning environment and experience. For example, Bollinger (2007:27) states that, “the experience of arriving on a campus to live and study with classmates from a diverse range of backgrounds is essential to students’ training for this new world.” In addition, Chatman (2006) concludes that interactions among students from different backgrounds contribute to an improved understanding of others and to a sense of belonging on a college campus.2

The FRC statement of mission identifies the college’s commitment to “serve a diverse student population with an effective learning environment.” The Campus Climate Project’s survey of perceptions of diversity, campus comfort, and program equity is one way the college can determine whether or not it is addressing its mission. This information may also assist in institutional planning. These perceptions can let the college know where improvements may be made in order to better serve its diverse population.

In sum, providing a way for different campus constituent groups to express their thoughts, concerns, and ideas about FRC’s campus climate may be useful for conversations about how to improve this campus climate for its current and future population.

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2 In his study at the University of California, Chatman found that 60% of students reported that their understanding of others had improved through intrapersonal interactions with other students who differed from them in terms of ethnicity and nationality. Furthermore, 40% of students reported the same when it applied to socioeconomic status, politics and religion. (2006)
Methodology

During the fall 2009 semester, the Political Science 140, “Multiethnic America” class at FRC conducted a campus climate survey (see Appendix A) to gauge and report the perceptions of diversity, comfort levels of different groups, and program equity on the FRC campus.

Organization

Three project (student) managers, Morgan Daniels, Edgar Pérez, and Mallory Williams led the project under the direction of the class instructor, Katie Desmond. Each project manager oversaw the different aspects of the project (see project work-breakdown chart, Appendix B). The class of 24 students was divided into teams. The survey, research, and production teams were responsible for the development and organization of the project survey. The analysis team reviewed and ran the data. Under the direction of the project managers, all members of the class participated in the writing of the report. The writing and production teams compiled and finalized the report. The presentation team was responsible for the public dissemination of the project results.

Survey

To develop a survey that would fit the specific needs of Feather River College the research team examined different campus climate surveys from other college campuses across the country. The campus Librarian, Tom Davis was also consulted in this review of the literature. Potential questions were compiled and presented to the class. The class then made recommendations of questions that would potentially yield the greatest amount of information about FRC’s campus climate. Once questions were selected, the survey team developed a survey instrument using the web-based survey site, “Survey Monkey.” This site was selected based on the ease of disseminating the survey to the campus population, the convenience of collecting data electronically, and for the sake of time (this project was conducted over one semester).

Prior to opening the survey to the public, the production team advertised the survey using fliers (Appendix C), campus-wide emails (Appendix D), and substantial word-of-mouth around campus to publicize the survey and encourage participation.

The survey was launched on September 22 and closed October 11. The survey link was sent to all campus staff, faculty, administrators and part-time/full-time/on-campus and online students with email addresses on file with the college. As an incentive, survey

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3 Feather River College has an institutional subscription to Survey Monkey which was considered when deciding on the tool.
participants were given the opportunity to enter a drawing for a $25 FRC Bookstore gift card upon their completion of the survey questions. Entering the drawing was optional and required respondents to submit an email address. This entry was not attached to the responses, which were anonymous.

In mid-October, email addresses were randomly drawn from the list of entries. Four respondents were contacted and received their FRC bookstore gift card.

**Question Categories**

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

**Campus Comfort:** The first category included a series of questions regarding the comfort level on the FRC campus. This category was common in almost every campus climate survey reviewed from other colleges and universities. The class decided that it was important to gather information about the comfort level of different groups, and individuals from different groups, on campus. Information gathered from the questions in this category may be useful for enhancing campus diversity and for addressing where discomfort is identified.

**Discrimination and Isolation:** This second area goes along with the “campus comfort” category but is more specific in that it asks respondents more directly about their perceptions and/or experiences. The POL 140 class felt that any event of discrimination was important and needed to be highlighted. It was also agreed that cases of isolation were crucial to identify. While discrimination is a purposeful practice, isolation is a more de facto form of discrimination.

**Program Equity:** This third category was deemed important given the number of student-athletes at FRC (approximately 270 by unofficial count of team rosters). These athletes also contribute to the diversity of campus. POL 140 students were interested in whether or not there was a perception of unequal treatment of student-athletes on campus, or greater support or access to resources for student-athletes. When the survey idea was vetted through campus administration, the conversation turned to perceptions of program equity in general. POL 140 students considered this idea and came up with the questions about whether or not members of campus constituent groups believed there was equal campus support (financial, resources, staffing, etc.) among a range of campus programs (including academics and athletics). Thus, this third category was added to the survey and addressed specifically in the analysis.

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4 Defining programs was difficult. So POL 140 students listed a number of activities/programs/areas and clubs... that they considered distinct on campus.
In order to gauge participation by various groups on campus, several demographic questions were incorporated at the end of the survey.

**Privacy Issues**

Due to the nature of the research involved in this project and in compliance with federal law, the class was briefed on The Family Education Rights and Privacy Act or FERPA. In addition, all class members were asked to sign an agreement consenting to FERPA guidelines on confidentiality and research (Appendix E). All of the potentially identifying information (such as emails) were accessed exclusively by the course professor and were deleted after the completion of the survey. Furthermore, it was agreed that all conversations held in class about survey data were to be kept confidential to ensure respondent privacy at all times.

**Analysis Procedure**

Streamlining the process to analyze the data collected required the use of simple statistics. Methods such as averages (means) and percentages were implemented due to the small sample size \( n \), time constraints, and access to resources such as statistical software packages. It was also agreed that the simplest presentation of the data would make it more accessible to a larger audience. Nonetheless, the conclusions drawn from the data are no less meaningful. The data collected is ready for deeper statistical analysis that could reveal far greater accuracy if desired.

The variety of both questions and responses to the questions meant that there were a number of ways that the class could analyze the data. For instance, the class considered cross tabulating all responses by demographic data such as sex and reported ethnicity. Looking at just responses by students and those of staff/faculty/administrators was also considered. The purpose of the conversations about analysis was to try and get to the data that would be the most meaningful and revealing of different perspectives. The agreed upon approach was to analyze responses based on the sex, ethnicity, and campus constituent group of the respondent. This demographic data was cross-tabulated to the categories of overall comfort, discrimination and isolation, and program equity.

It should be noted that given the small \( n \) representing staff, faculty, and administrators, these groups were often combined when computing and analyzing the results.

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5 Inquiries regarding further data breakdown can be directed to instructor Katie Desmond or to FRC’s Marketing and Outreach Director, Bruce Baldwin. The sensitivity of the raw data precludes it from being included in this report.
Survey Results

Demographic Results

In fall 2009, there were approximately 1,743 individuals who made up the FRC population (this includes students, faculty, associate faculty, staff, and administration from the data available). This population is reported in Table 1.1.

Table 1.1 Responses Representing Campus Constituent Groups

<table>
<thead>
<tr>
<th>Campus Constituent Group</th>
<th>Total of Campus Population</th>
<th>Total Survey Respondents</th>
<th>Campus Constituent Group % Who Responded to Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1,567</td>
<td>195</td>
<td>12%</td>
</tr>
<tr>
<td>Full-time faculty + Part-time (Associate) faculty</td>
<td>26+75=101</td>
<td>32</td>
<td>32%</td>
</tr>
<tr>
<td>Staff (including managers) + Administrators</td>
<td>69+6=75</td>
<td>50</td>
<td>67%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,743</td>
<td>277</td>
<td>16%</td>
</tr>
</tbody>
</table>

Considering that the study yielded a small sample with some groups being under-represented, the following results should be interpreted with this in mind.

Given the small sample size (n), the numbers for staff/faculty/administrators are reported from this point forward as a combined number, and full-time, associate, and part-time faculty (referred to as “faculty”) are reported as a combined number.

Of this campus population, the response mean to the questions was 256. Reporting complete demographic data is not possible as this information for staff/faculty/administrators is not available. Demographic data was available on students who make up the on-campus (and online cohort) population. For reporting purposes, ethnic categories are reported as two race categories: “non-Hispanic, white,” and “non-white.” While the POL 140 class recognizes the problems in reporting demographic data in this way, given the small total n and even smaller sample size by group, it was agreed that this dualism would be the most logical way to present the data.

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6 This population does not include contract education students or students who are part of the Incarcerated Student Program.
7 Numbers may not add up to the total surveys collected due to omitted/missing responses.
8 284 surveys were started. There were different response totals for every question. Staff/faculty/administrators and students also had a different series of questions about comfort levels on campus. A mean response rate was calculated from those questions directed to all constituent groups.
data. The demographics of the responses by group are shown in Table 1.2.

Table 1.2  Response Rates by Student Demographic Data

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
<th>White</th>
<th>Non-White</th>
<th>Other</th>
<th>Did Not Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>116</td>
<td>58</td>
<td>132</td>
<td>67</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Staff/Faculty/</td>
<td>54</td>
<td>19</td>
<td>60</td>
<td>5</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>170</td>
<td>77</td>
<td>192</td>
<td>72</td>
<td>22</td>
<td>23</td>
</tr>
</tbody>
</table>

Though demographic data is not available for staff/faculty/administrators, it is clear that women are oversampled in this survey. 116 female students took the survey, and there are 875 female student potential responders. This is a sample size of 13%. There were 58 male-student respondents out of 662 potential responders. This is less than 1% of the sample size. These numbers weaken the representativeness of the aggregate numbers in the survey and should be accounted for and considered in future FRC campus climate surveys.

Also, given the small sample size of these constituent groups, results are mostly presented as percentages of responses rather than counts to any given question. This is done for the purpose of some anonymity. For example, if the n of staff/faculty/administrators who answered the question is indicated in the reporting, this would yield some potentially identifying information about this group.

Results by Question Category

The results of this survey are presented according to three categories of interest. These categories are (1) Comfort Level; (2) Discrimination and Isolation; and (3) Perceptions of Program Equity on Campus.

1. Comfort Level

When asked about the overall climate of diversity on campus, 38% of the respondents to this question indicated that they were “very comfortable,” and 52% responded that they were “comfortable” with the level of diversity. These percentages are also reflected within both student and staff/faculty/administrator responses.
Comfort Level of Campus Groups

Respondents were asked to rate the overall campus comfort for different groups (see list in survey, Appendix A). The mean of responses amongst all respondents in the “very comfortable” category across the identified groups was 27% while 43% of respondents indicated that they believed the campus climate was “comfortable” for these groups. Respondents indicated that their perception was that “whites” (non-Hispanic whites) and Latinos were the most comfortable groups on campus. Over 12% of all respondents to this question believed that people with disabilities were “very uncomfortable” on campus, and over 8% indicated that homosexual/bisexual/transgender were “very uncomfortable” on the FRC campus.

In regards to every group except “white,” staff/faculty/administrators indicated that the other groups were most likely to be uncomfortable on the FRC campus. For example, 29% of staff/faculty/administrators believed that the homosexual/bisexual/transgender population on campus was “uncomfortable” or “very uncomfortable,” whereas 16% of the student respondents answered this way. In regards to “veterans,” 19% of the staff/faculty/administrator respondents believed that this group was “uncomfortable”/“very uncomfortable” on campus whereas only 4% of students indicated this belief. The other differences among staff/faculty/administrators and students responding to this question about the comfort of groups on campus are depicted in Table 2.1 and Figure 1.1.

Table 2.1  Response by Constituent Group on Comfort of Groups on the FRC Campus - “Uncomfortable” and “Very Uncomfortable”

<table>
<thead>
<tr>
<th></th>
<th>Faculty/Staff/Administrator Respondents</th>
<th>Student Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American (Non-Hispanic)</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian/Pacific Islanders</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Caucasian (non Hispanic)</strong></td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Latino or Hispanic</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Native American, Aleut or Aboriginal Peoples</td>
<td>14%</td>
<td>4%</td>
</tr>
<tr>
<td>Women</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Veterans</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>People with disabilities</td>
<td>19%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Homosexual/Bisexual/Transgender</strong></td>
<td><strong>29%</strong></td>
<td><strong>15%</strong></td>
</tr>
</tbody>
</table>

Over 12% of all respondents believed that people with disabilities were “very uncomfortable” on campus.
Figure 1.1 Responses on Comfort Level of Groups: “Uncomfortable” – “Very Uncomfortable”

Classroom Comfort

The mean of respondents (students) who indicated that they “agreed” or “strongly agreed” with being comfortable in the classroom was 55%. Among the different ethnic/racial groups, there was little to no disagreement with classroom comfort for their various groups.

Workplace Comfort

In terms of FRC workplace comfort, a mean of 68% of staff/faculty/administrator respondents “strongly agreed” that their workplace was a comfortable environment for diversity. A respondent mean of 21% “agreed” that their workplace was a comfortable environment for diversity. Among the questions included in this category, only the question of “my supervisor/manager treats men and women in the workplace equally” elicited a noticeable “disagree” and “strongly disagree” response with almost 15% of staff/faculty/administrators responding this way.9

9 Broken down by sex, 75% of these respondents were women.
Table 3.1 Responses by Staff/Faculty/Administrators: Workplace Comfort

<table>
<thead>
<tr>
<th>Response Description</th>
<th>Strongly Agree</th>
<th>Disagree - Strongly Disagree</th>
<th>No Opinion/Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor/manager treats employees of diverse backgrounds with equal respect.</td>
<td>83%</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>I am comfortable going to see a supervisor/manager of a different race or ethnicity.</td>
<td>93%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>I am comfortable going to see a colleague of a different race or ethnicity.</td>
<td>98%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>My supervisor/manager treats men and women in the workplace equally.</td>
<td>71%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>I am comfortable going to see a supervisor/manager of the opposite sex.</td>
<td>93%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>I am comfortable going to see a colleague of the opposite sex.</td>
<td>96%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

2. Discrimination and Isolation

The overall levels of discrimination and isolation on the FRC campus are low based on the several areas (or categories) included in the survey. These areas included: race or ethnicity, sex, sexual orientation, ability/disability, veteran status, appearance, country of origin, and accent/language. Over 70% of question respondents reported never feeling discriminated in any of these areas. Across all areas 65% of “non-white” respondents and 78% of “white” respondents reported that they have not faced discrimination.

However, there are certain groups at FRC that indicated some experience of discrimination and isolation. This number includes the percentages of respondents indicating “often,” “sometimes,” and “rarely.” Since respondents had the option of

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10 The term “appearance” is obviously vague. The class decided that “appearance” implied any physically visible attribute. Defining all these physical attributes would have been too lengthy. “Race” is also an identifying physical attribute and is important for understanding discrimination. For instance, Aguirre and Turner define “identifiability” as the degree to which members of a population are visible and readily identifiable: “The more distinctive the members of a subpopulation are, the more likely they are to become targets of discrimination.” (2009:44) While this question choice was not simply based on race, it is interesting to note that physical appearance elicited such a high response.
choosing “never,” if “rarely” was chosen it was taken as an indication of at least one experience or some perception of discrimination and/or isolation. As such, consensus was that it was important to report any such perceptions. Discrimination due to appearance registered the highest numbers with 24% of the total amount of respondents. In the category of isolation, 16% reported having experienced this due to appearance. This is reported in Figure 2.1.

**Figure 2.1  Respondents Reporting Some Experience and/or Perception of Isolation and/or Discrimination**

![Bar graph showing perceptions of isolation and discrimination](image)

3. Perceptions of Program Equity

As previously stated, the purpose of gathering responses and reporting on this category is to depict the perceptions of program equity on the FRC campus. The POL 140 class agreed that if the perception was that one program received more or less campus support, this could also reveal information about campus diversity.

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11 Isolation refers to a feeling of loneliness and detachment from the rest of the campus community.
Programs in General

The general feeling of campus support for FRC program is “excellent/good.” The majority of the programs listed in this survey were perceived by over 50% of the respondents as having “excellent/good” support on campus.12

The aggregation of the data of “No Opinion/I don’t know” – “I’m not aware of this program” is depicted in Figure 3.1. Combining these responses makes sense as respondents who had “no opinion” may have chosen this option because they were not familiar with the program (or vice versa). The figure provides a visual representation on the lack of awareness for these programs and how this is more evident amongst students.

Figure 3.1 Respondents by Constituent Group Indicating Familiarity with Programs: “No opinion/I don’t know” – “I’m not aware of this program”

12 Where less than 50% of the respondents felt a program had a less than “excellent/good” support, there were also more than 10% of the respondents indicating that they were “not aware” of this program.
**Diversity Events (Programming)**

Respondents were asked to answer whether they were familiar with any events on the FRC campus that focus on diversity. Only 32% of respondents answered that they were familiar with such events whereas 68% of the respondents indicated that they were not familiar with any such events on campus. This data is illustrated in Figure 4.1.

![Figure 4.1](image)

**Athletics**

In response to the question about whether or not athletes receive better services at FRC, among the total respondents, 50% of the staff/faculty/administrator respondents felt that athletes received better services than other students and 36% of the staff/faculty/administrators felt that this was not the case. Among student respondents who were asked this same question 41% felt that athletes received better services while 40% felt this was an incorrect assumption. 65% of respondents involved in athletics did not feel that athletes received better services, while 23% of those involved in athletics did feel that athletes received better services.

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13 The survey question about athletes receiving better services at FRC was one of two survey question with the “yes/no/ I don’t know” answer options.
14 A little over 36% of staff/administrators responded in the affirmative while 70% of faculty (full-time and associate) responded “yes” to this question.
Table 4.1  Responses by Constituent Group on- “Do you think athletes at Feather River College receive better services than other students on campus?”

<table>
<thead>
<tr>
<th></th>
<th>Staff/Faculty/Administrators</th>
<th>Students</th>
<th>Involved in Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50%</td>
<td>41%</td>
<td>23%</td>
</tr>
<tr>
<td>No</td>
<td>36%</td>
<td>40%</td>
<td>65%</td>
</tr>
<tr>
<td>I don't know</td>
<td>14%</td>
<td>17%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Recommendations

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

• **A campus climate survey should be conducted at least every other year.** As a campus that accommodates a rapidly shifting student population, conducting this survey on a regular basis will allow FRC to track its own progress in improving the school’s climate. After revising and editing the current survey instrument, future campus climate surveys should be student-led. This project introduces students to social science research methods, professional report writing, and allows for students to be actively involved in the overall improvement of FRC as an institution that values diversity.

• **Increase student awareness about different programs.** A major weakness revealed the survey results is the lack of familiarity that many students have about programs (see the array of areas listed in the survey) offered that could ultimately prove to be beneficial to those students. To improve this, we recommend that efforts be made to increase the familiarity of these programs among a greater number of students. The survey results may indicate that some students may be aware of these programs but may not know what the program actually does. Clarifying a program’s purpose will also make students more familiar with it and its benefits.

• **Include Diversity Themed Courses.** Despite the current budget crisis facing the California community college system, we recommend that the college administration consider the inclusion of diversity-themed courses in the school’s curriculum and even make such courses a part of FRC’s General Education Requirements. To this issue, one respondent commented: “FRC does have a diverse student body however we do not celebrate our diversity nor expand our knowledge about our diversity on campus.” According to Maxwell and Shamas (2007) community colleges tend to have less racism and discrimination. The responses on this survey reify this conclusion. Given that there is already evidence of an embracing climate of diversity on this campus, nurturing and developing this further will allow FRC to continue offering high-quality education for the increasingly diverse society of the 21st century. Exposing college students to a greater variety of cultures may not only make for better students, but in the long run, may assist in creating more fully informed citizens.

**Appendix A: Survey**

“...programs do not offer friendly exposure to students who are not involved but interested in becoming involved. To the new student they seem pretentious and discouraging.”
- survey respondent
Introduction

Dear Survey Participant,

Thank you for participating in this survey. This survey is being conducted as part of the Political Science 140 course at Feather River College (FRC) during the fall 2009 semester. This survey is concerned with gaining information about perceptions of and experiences with diversity or climate on the FRC campus (see below for definition of “climate” in this context*).

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

The survey will only take about 5-10 minutes to complete. Once complete, you can choose to be entered into a drawing for a $25 gift card to The Feather River College Bookstore. If you choose to enter the drawing at the end of the survey, you will be asked to provide an email address. This information will not be linked with your survey responses.

If you have any questions about this survey, please forward them to Project Manager, Edgar Perez: emperez@frc.edu or the class professor, Katie Desmond: Kdesmond@frc.edu; or call (530)283-0202 ext. 202.

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

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

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

○ Yes
○ No
1. Campus Constituency

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

- Staff/Administrator
- Faculty (full-time or associate)
- Student

2. Student role

Please check one

- Full-time Student (12 units or more)
- Part-time Student (11 units or less)
- Online - only student

3. Classroom

A) Please rate your opinion on the following statements.

   - Strongly Agree
   - Agree
   - No Opinion/Neutral
   - Disagree
   - Disagree Strongly
   - Does Not Apply

   1) My instructors treat students of diverse backgrounds with equal respect.
   2) I am comfortable going to see a faculty member of a different race or ethnicity.
   3) I am comfortable going to see a staff member of a different race or ethnicity.
   4) Having role models on campus is important to me.
   5) My instructors encourage women to participate in class as much as men.
   6) I am comfortable going to see a faculty member of the opposite sex.
   7) I am comfortable going to see a staff member of the opposite sex.

B) Overall, how comfortable are you with the climate in your classes?

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

4. Workplace
A) Please rate your opinion on the following statements.
   Strongly Agree
   Agree
   No Opinion/Neutral
   Disagree
   Disagree Strongly
   Does Not Apply

1) My supervisor/manager treats employees of diverse backgrounds with equal respect.
2) I am comfortable going to see a supervisor/manager of a different race or ethnicity.
3) I am comfortable going to see a colleague of a different race or ethnicity.
4) My supervisor/manager treats men and women in the workplace equally.
5) I am comfortable going to see a supervisor/manager of the opposite sex.
6) I am comfortable going to see a colleague of the opposite sex.

B) Overall, how comfortable are you with the climate in your department/work unit?
   O Very Comfortable
   O Comfortable
   O Neutral/Indifferent
   O Uncomfortable
   O Very Uncomfortable
   O Does Not Apply

5. General Comfort

A) Please rate your opinion on the following statements.
   Strongly Agree
   Agree
   No Opinion/Neutral
   Disagree
   Disagree Strongly
   Does Not Apply

1) I feel uncomfortable around members of the campus whose race/ethnicity is different from mine.
2) I feel uncomfortable around members of the campus whose social class is different from mine.
3) I feel uncomfortable around members of the campus whose sex is different from mine.
4) I feel uncomfortable around members of the campus whose sexual orientation is different from mine.
5) I am comfortable being in a setting where I am the only person of my race, ethnicity, religion, sexual orientation or ability.
6) I value making friends with people on the FRC campus who have different cultural and ethnic backgrounds from me.
7) I respect students and colleagues who are different from me.
8) I am able to see the world from someone else’s perspective.
9) I am open to having my own views challenged.
10) I consider myself to be tolerant of others with different beliefs.
11) I am able to discuss and negotiate controversial issues.
12) I am able to work cooperatively with diverse people.
13) I am comfortable speaking about my background or lifestyle with others on the FRC campus.
14) I am sometimes guarded or cautious in my interactions with students of a racial/ethnic group other than my own.

B) Overall, how comfortable are you with the climate of diversity at FRC?
   ○ Very Comfortable
   ○ Comfortable
   ○ Neutral/indifferent
   ○ Uncomfortable
   ○ Very Uncomfortable

PROGRAM SUPPORT

6. How would you rate campus support (e.g., financial, counseling, academic) for the following campus programs/areas?
   Excellent
   Good
   Average
   Poor
   No opinion/ I’m not aware, don’t know of this program

   • TRiO
   • SIFE (Students in Free Enterprise)
   • Athletics
   • ORL (Outdoor Recreation Leadership)
   • ASFRC (Associated Students of Feather River College)
   • Rodeo
   • Equine Studies
   • Learning Center
   • DSPS (Disabled Students Programs and Services)
   • Academics (i.e., math, science, history, art, languages, and other courses toward major degree requirements)

   Recommendations/Comments:

7. Athletics
Do you think athletes at Feather River College receive better services than other students on campus?

- Yes
- No
- I don't know

Please use this space below to elaborate on, or comment on your answer.

8. Diversity Programs

   a) Are you familiar with any events on the Feather River College campus that focus on diversity?

- Yes
- No

If you answered yes to this question, please provide example(s).

   b) Diversity Programming

Please rate your opinion on the following statements.

- Strongly Agree
- Agree
- No Opinion/Neutral
- Disagree
- Disagree Strongly
- Does Not Apply

1) Feather River College should put more emphasis on diversity in curriculum.
2) Feather River College should offer more diversity-themed courses.
3) Feather River College should organize more events that promote diversity.
4) Feather River College should strive for a more diverse staff, faculty, and administration.
5) It is important for Feather River College to have a diverse campus community.

Recommendations/comments:
PERCEPTIONS OF AND COMFORT OF GROUPS ON CAMPUS

9. How comfortable do you think the following groups are on the Feather River College campus?
   - Very Comfortable
   - Comfortable
   - No Opinion/Neutral
   - Uncomfortable
   - Very Uncomfortable

   African-American (Non-Hispanic)
   Asian/Pacific Islanders
   Caucasian (non Hispanic)
   Latino or Hispanic
   Native American, Aleut or Aboriginal Peoples
   Women
   Veterans
   People with disabilities
   Homosexual/Bisexual/transgender

If you would like to comment or elaborate on any of your answers please do so here:

DISCRIMINATION AND ISOLATION

10. Discrimination

Please rate the frequency of occurrence in the following questions. You will be given an opportunity to comment or elaborate on your answers.
   - Often
   - Sometimes
   - Rarely
   - Never
   - No Opinion
   - Does Not Apply

I have faced discrimination at FRC because of my:
   - Race or ethnicity
   - Sex
   - Sexual orientation
   - Ability / Disability
   - Veteran status
   - Appearance
   - Country of origin
   - Accent or language

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

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

- Often
- Sometimes
- Rarely
- Never
- No Opinion
- Does Not Apply

I have felt isolated on the FRC campus because of my:
- Race or ethnicity
- Sex
- Sexual orientation
- Ability / Disability
- Veteran status
- Appearance
- Country of origin
- Accent or language

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

12. Demographics

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

A) What is your sex?
   - Female
   - Male

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

C) Are you involved in any of the following? (Check all that apply)
   - Athletics/Sports
   - ORL (Outdoor Recreation Leadership)
   - TRIO
   - DSPS (Disabled Students Programs and Services)
   - SIFE (Students in Free Enterprise)
   - ASFRC (Associated Students of Feather River College)
Rodeo
Learning Center
Other (please specify)

D) To which racial or ethnic group(s) do you most identify? (Mark more than one if applicable) (Note: categories are defined by the federal government).
   ○ African-American (Non-Hispanic)
   ○ Asian/Pacific Islanders
   ○ Caucasian (non Hispanic)
   ○ Latino or Hispanic
   ○ Native American, Aleut or Aboriginal Peoples
   ○ Other (please specify)

13. Gift Card Drawing

Please click on the following link to enter your E-Mail address into the box for a chance to win a $25 book store gift card! Your entry is anonymous and is not linked to your survey results.

Thank you for taking the time to complete this survey.
Appendix B: Project work-breakdown chart

Project Manager (3):
- Manage their teams – checking in with them weekly about their progress on their task.
- Logs contact with other team members. This includes tracking progress and problems.
- Oversees the compilation of the information/data.
- Reports to the instructor weekly on progress of project (in person or via email).
- Serves as the contact point between the team and FRC administration, faculty, staff, and students, and media.
- Writes the executive summary for the report.
- Works with instructor on final editing process.

Survey Team (4):
- Develops survey instrument using input from the class and Research Team. This includes recording this input in written form. Works with editing team and instructor on language clarity.
- Learns the ins and outs of Survey Monkey, training with instructor.
- Inputs the survey questions making decisions about form or question, format of response, and survey settings, etc. according to what is methodologically the most sound.
- Publicizes survey to campus community in the form of fliers and emails.
- Monitors survey responses. Notifies class of response rate over established time period.
- Re-publicizes survey if necessary.
Closes survey on given date and time. Reports raw data back to the analysis team and class.
Writes portion of the methodology section of the report, explaining how the survey was created and administered including what went right, what went wrong, and recommendations for future campus surveys.

Research Team (4):
- Searches the literature for similar campus surveys. Compiles list of possible questions based on 1) what we want to know from this survey, and 2) well worded survey questions.
- Develops a review of the literature about race and ethnic relations on college campuses. Creates an annotated bibliography of this literature. Chooses information from this literature relevant to the analysis team.
- Takes some direction from the analysis team and survey team working with their research needs.
- Reports to the instructor weekly on progress.

Analysis Team (4):
- Takes the raw data from the survey and decides how to put it together for the best information (i.e., do we want to know how many female responses answered a certain way; on what question were the most concentrated responses; what information stands out the most; what were the surprises, etc.).
- Works with the Research Team and their findings in the literature, deciding how the data relates to the scholarship.
- Lists recommendations to the campus based on the findings.
- Presents compiled findings to the class for discussion.
- Works with the Writing Team on analytical portion of the final report.

Writing Team (4):
- Takes written contributions from each team and decides on report format.
- Edits written submissions from each team in coherent final report format making sure there is a logical flow to the presentation - is it telling us or conveying the information we want it to?
- Edits for grammar, punctuation, sentence structure, and reference format.
- Works with instructor on final edits.

Production Team (2):
- Creates graphics and report layout.
- Formats the layout of the tables, charts, and report sections.
- Responsible for consistency in report.
- Develops the front page of the report, the table of contents, page numbers, headers, footers, etc.
- Works with the campus printing center. Schedules meetings with Linda Moore and monitors report duplication and binding.
• Assists Presentation Team in creating handouts for campus presentation.

Presentation Team (4):
• Creates 15 minute presentation to be delivered to the campus administrators, faculty, staff, students, Board of Trustees, and invited community members.
• Reserves time in the Gallery for presentation.
• Publicizes presentation by distributing flyers, emails, and letters.
• Creates PowerPoint presentation,
• Rehearse presentation in front of class. Receives feedback from class and instructor.
• Presents slides with purpose, methodology, findings, analysis, recommendations, etc. to campus community on agreed upon date.
Apprentice C: Flier

Attention

FRC STUDENTS, STAFF & FACULTY

Please join us in participating in the 2009

Feather River College
Campus Climate* Survey

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

This project is being conducted by the Political Science 140 class. The purpose of this project is to survey the perceptions of diversity on the FRC campus. The results of this survey will highlight the campus’s strengths and perhaps weaknesses when it comes to campus diversity.

You Can Win Prizes!!!

After completing the survey your email address will be entered in drawing for a $25 dollar Gift Certificate!!!

Survey Will be Launched Thursday, September 24th

Be on the lookout! The survey URL will be emailed to you and publicized around campus...

** Email addresses are not attached to survey responses
Appendix D: Email Invitation

Dear FRC Faculty, Staff, and Students,

You are invited to take the 2009 Feather River College Campus Climate Survey on-line at: <http://www.surveymonkey.com/frc_climate_survey2009>.

This survey will only take about 10-15 minutes to complete. Once completed, you have the option to enter in a random drawing for one of four $25 gift cards to the FRC Bookstore.

The Political Science 140: Multiethnic America class is conducting this survey to gauge perceptions of diversity on the FRC campus. The results of this survey will highlight the campus’s strengths and perhaps weaknesses when it comes to our campus diversity.

The survey will close on Sunday, October 11.

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

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

Edgar Perez                  Morgan Daniels
emperez@frc.edu              mrdaniels@frc.edu

Mallory Williams            Katie Desmond, Instructor
mkwilliams@frc.edu           kdesmond@frc.edu
Appendix E: FERPA Agreement

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

During the fall 2009 semester at Feather River College (FRC), the Political Science 140: Multiethnic America class is conducting a Campus Climate Survey that will collect information about perceptions of diversity on the FRC campus.

All members of the FRC campus are invited to take the survey (students, staff, faculty and administrators). Through publicity using fliers and emails, participants will be directed to the Survey Monkey website. The survey site will have the letter of informed consent, "Invitation to Participate" for participants to read. Taking and completing the survey will indicate the participant’s consent. The survey will be open for two weeks. This survey consists of 20 questions. Respondents will then be asked to submit their completed survey. Respondents will also be asked if they would like to be considered for a drawing. If so, they will be linked to a different survey where they will provide email contact information if they wish to be eligible for the $25 Feather River College gift card drawing. This information will not be linked in any way to the survey they submitted. Upon its closing date, the survey data will be collected and analyzed by the designated POL 140 project teams. Once the surveys are completed and closed, respondent email information will be kept in a password protected site stored on the course professor’s personal computer. The identity of the participants will not be known. Data with emails will be destroyed at the completion of the project, deleted from the principal investigator's files. Data will be aggregated for use in the reporting to protect any potentially revealing information about respondents. This aggregate information will include answers to the questions and be cross-tabulated with group responses (i.e., respondents’ sex, campus constituency group, race/ethnicity, age, athletic status, etc.). However, great lengths will be taken to protect individuals’ identities, so not all demographic information will be used for cross tabulating data.

The primary investigators with access to the raw survey data have participated in detailed FERPA training. The entire POL 140 class has been familiarized with FERPA guidelines. While there are minimal risks associated with this research, and that the survey is voluntary, participants may stop answering questions in the survey at any time. If participant feels any discomfort in answering the survey questions, s/he will be encouraged to contact the primary investigators in the POL 140 class under the direction of Professor Katie Desmond (283-0202 ext. 202).

In signing this document,

- I understand and agree to FERPA guidelines on confidentiality and research.
- I agree that no potential identifying data will be discussed beyond the project’s primary investigators.
- I agree that all potential identifying information (i.e., email addresses for the drawing) will be only stored on the professor’s computer and will be deleted after the drawing winners claim their prize.
- I agree that class conversations about the survey data will be confidential and will protect student privacy at all times.
References


Campus Climate Surveys Consulted:
- Monmouth University, Monmouth, Oregon. 2008 Campus Climate Assessment: http://www.monmouth.edu/resources/hr/aaction/MU_Climate_Survey_ExecSum.pdf
- Diversity in Higher Education: Campus Climate Surveys Where to begin: http://www.diversityweb.org/digest/Sp.Sm00/surveys.html