



EDGEWOOD COLLEGE

2016 Campus Climate Survey

Executive Summary: Student Responses

In Spring 2016, Edgewood College conducted its second Campus Climate Survey of all faculty, staff, and students. This survey seeks to help us better understand the health of our campus climate and is administered on a triennial basis to explore the experiences, perceptions and behaviors of our campus community members. A positive campus climate sets the tone for a successful experience at Edgewood College and the study helps identify areas that may need to be addressed to ensure all feel welcome and supported at Edgewood College.

This executive summary presents results by areas of reflection so that each of us can review the results and create our own answers to each reflective question and identify actions for improvement. The results are presented in a way that allows each reader to form their own impressions and ideas regarding the results.

Introduction, Survey Background & Methodology

In the Spring of 2016, Edgewood College conducted its second Campus Climate Study that was distributed via an online survey to each of our 2,234 students. The survey contained questions organized in five main sections: Overall Campus Climate, Personal Experiences, Perceptions of Campus Climate, Improving Campus Climate, and Demographics. A 45.3% undergraduate student response rate for the survey emphasizes the commitment that Edgewood’s students demonstrate in making our campus community a healthier one— together.

For the purposes of this particular survey, the term “campus climate” is defined as the experiences, perceptions and behaviors of employees and students, and to the extent to how one feels valued and supported at Edgewood. Campus feedback provided through this survey encourages dialogue to foster open, caring, and thoughtful engagement with one-another as a campus community.

The table below illustrates the demographic breakdown of student respondents by the five identity groups explored in the Campus Climate Survey:

Identity Group	Undergraduate Student Respondents¹ (%)
Catholic	25.1
GLBPA (Gay, Lesbian, Bisexual, Pansexual, Asexual)	11.6
Having Physical Impairment or Disability	15.9
ALANA (African-American, Latin@, Asian, Native American)	16.5
Male	22.8
Gender non-conforming (Genderqueer, Transgender, Gender Other, Agender, Demigender, and Intersex)	2.5
Female	73.5
Total # of Undergraduate Student Respondents for CCS (Count)	710

The key findings included in this document provide an overview of some of the more important takeaways from the survey and also include results related to two distinct populations: the experiences of Gay, Lesbian, Bisexual, Pansexual, and Asexual (GLBPA) students and of African-American, Latin@, Asian, Native American (ALANA) students.

¹ For the purposes of this executive summary, we only present the results for undergraduate students; however, all students (including undergraduate, graduate, RAAD, online, etc.) were asked to respond to the survey.

Key Findings by Reflective Area: ** (ALANA) (GLBPA) detail on ALANA and GLBPA student responses

Do we create and nurture a positive classroom climate?

95.8% had at least one professor at Edgewood College who made them excited about learning. (95.5%) (91.9%)

86.3% indicated that their professors at Edgewood College care about them as a person. (81.4%) (79.7%)

23.6% of students feel uncomfortable expressing their political viewpoints in class. (18.7%) (9.6%)

13.4% of students believe they have been singled out in class because of “who I am” or “my identity.” (29.2%) (20.3%)

Are we compassionate, welcoming, and supportive of each other?

Since coming to Edgewood College, 171 students (24.5%) reported being hungry at some point from not eating because there wasn't enough money for food. (42.5%) (36.5%)

90.6% believe students who are veterans are welcomed at Edgewood College. (86%) (86.4%)

82.7% believe students from diverse racial groups are welcomed at Edgewood College. (63.2%) (66.2%)

81.4% believe students from different religious and nonreligious traditions/beliefs are welcomed at Edgewood College. (66.7%) (73%)

78.4% believe lesbian, gay, and bisexual students are welcomed at Edgewood College. (62.3%) (62.1%)

73.1% of students believe that students at Edgewood College are respectful and supportive of each other. (57.8%) (63.7%)

68.4% believe transgender students are welcomed at Edgewood College. (47.3%) (58.1%)

Student open-ended responses strongly supported gender-inclusive bathrooms.

Do we create and nurture a culture of respect, diversity, and inclusion?

81.6% feel accepted at Edgewood College for “who I am.” (65.1%) (72.4%)

80% are comfortable with the campus climate at Edgewood College. (63.4%) (69.5%)

75.4% agree that Edgewood College actively demonstrates a commitment to diversity and inclusion in its day-to-day operations. (44.9%) (49.4%)

72.2% agree that Edgewood College fosters an environment that embraces diversity and inclusion. (52.2%) (58.9%)

Student open-ended responses supported greater holistic inclusion of the whole campus community.

Student open-ended responses supported a more racially and economically diverse campus population.

66.3% (49.5%) (60.3%) agree that administrators regularly speak about the value of diversity, and 59.3% (44.7%) (43.8%) believe that administrators regularly demonstrate their commitment to diversity through their actions.

43% report that the Center for Diversity and Inclusion is welcoming to all students. (60.5%) (48%)

Student open-ended responses strongly supported a larger space for the Center for Diversity and Inclusion.

28% have suspected or known that a fellow student was sexually assaulted. (28.1%) (37.3%)

19.6% report that microaggressions are a problem at Edgewood College. (37.7%) (42.6%)

45.6% (53.6%) (54.2%) have witnessed a fellow student express a stereotype or derogatory comment about someone's identity, and 19.3% (27.7%) (30.6%) have witnessed a professor express a stereotype or derogatory comment about someone's identity.

14.2% of students feel uncomfortable expressing their religious beliefs at Edgewood College. (14.2%) (13.9%)

12.7% of students believe that they have been discriminated against because of "who I am" or "my identity." (30.1%) (25.7%)

20.6% have witnessed an incident that involved discrimination. (32.1%) (36.1%)

4.8% of students have reported an incident of discrimination to the College. (9.8%) (12.5%)

49.9% (54.4%) (50.6%) of students do not know the steps to take within the College if they are discriminated against while at Edgewood College, while 35.8% (37.7%) (42.7%) do not know the steps to take within the College if they experience unwanted sexual contact while at Edgewood College.

71.5% reported the importance to have a process in place at Edgewood College to allow a student to use their preferred name, instead of their legal name. (75.4%) (81.3%)

36.7% believe a dedicated Lesbian, Gay, Bisexual and Transgender (LGBT) space is needed on campus. (51.8%) (69.3%)

Student open-ended responses strongly supported a dedicated space and better inclusion for GLBPA+ students.

Do we create and nurture a positive campus experience?

87.9% would recommend Edgewood College to other students considering where to go to college. (80.7%) (82.7%)

84.3% reported that if they could start over again, they would still enroll at Edgewood College. (76.3%) (78.7%)

81.4% are satisfied with their experience at Edgewood College. (70.2%) (76%)

80.8% are proud to be a part of Edgewood College. (75.3%) (65.2%)

63.2% see themselves as part of the campus community. (54.1%) (42.1%)

46.9% report being active in extracurricular activities and organizations at Edgewood College. (58.4%) (44.6%)

Student open-ended responses supported having more events, clubs, activities available for students.

41.8% have visited St. Joseph Chapel. (48.2%) (43.1%)

24.5% have visited the Center for Diversity and Inclusion. (62.5%) (43.1%)

8.3% have visited the Military & Veterans Resource Center. (12.5%) (9.7%)

Key Findings: Opportunities & Next Steps

The 2016 Campus Climate Survey results, reports, and executive summaries convey important student input. In the **(what do we) Know—Think—Do** process, these reports and summaries provide our campus community with the **Know**. The next step is to **Think**—to reflect upon these results and how these results answer the Reflective Area questions—we all bring different and valuable context to interpreting these results and finding solutions. A powerful comment from the campus community directed us to *“Figure out a way to use this survey to bring about real change; or at a minimum create some actionable items that can be implemented within 6-months.”* Some opportunities for next steps are listed below as a *start* for our reflection so that we can move quickly to action and **Do** to create the best experience at Edgewood College and provide a welcoming, diverse, inclusive, compassionate for all in our campus community. This student feedback provided through this survey encourages dialogue to foster open, caring, and thoughtful engagement with one another as a campus community to reflect together and identify actions together toward a vibrant, welcoming, inclusive Edgewood College.

Opportunities based on analysis of results and campus community open-ended suggestions:

Address food insecurity for students which affects our ALANA and GLBPA students to an even greater degree than the overall student community.

“Implement an ALANA/first generation student retention program (including bridge program).”

“Provide opportunities for ALANA faculty to mentor ALANA students within their area.”

“Provide resources to help all students who are under-prepared for college-level work to succeed--especially reading comprehension and writing skills.”

Provide spaces, processes, and a culture for LGBT students to feel truly welcomed such as an LGBT center and use of preferred name in classes and on Blackboard. *“A preferred name option for students would be excellent- so that faculty are given lists of students based on the names they use. Please focus on fixing the IT issues surrounded by legal name vs. preferred name. This is especially difficult for transgender students.”*

“Equip our students with tools with which to encounter and productively handle difference.”

Provide faculty, staff, and students with tools and resources needed to enhance our skills for inclusion so we all feel the benefit of a campus where derogatory comments, stereotypes, and microaggressions aren't communicated because we have strengthened our understanding. Campus community quote: *“Encourage me and all of us to strengthen our Actions that welcome others who are different from me...along with focusing on how I am feeling, perceiving, experiencing.”*

Provide more communication of the steps students can take within the College if they are discriminated against or if they experience unwanted sexual contact while at Edgewood College.

Enhance spaces, processes, and our culture for ALANA students to feel truly welcomed.

Inform more students about the Center for Diversity and Inclusion/include the CDI on tours during Orientation.

Provide more residence hall programming centered on inclusion.

Review campus processes for handling situations that involve discrimination/racism.

Increase opportunities for practicing and gathering for religious and nonreligious beliefs, such as allocating a place of prayer for Muslim students and creating student groups for Lutherans (104 students) and Atheists (79 students).