



EDGEWOOD COLLEGE

2019 Campus Climate Survey

Executive Summary: Student Responses

This is our **third** Campus Climate Survey provided to all faculty, staff, and students that began in Spring 2013 and has been conducted every three years thereafter to assess our campus climate and bring forward ideas to implement as we work to continually improve diversity, inclusion, and the student experience at Edgewood. This survey seeks to help us better understand the health of our campus climate and allows us 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; the results and ideas generated from the prior two Campus Climate Surveys allowed us to gather, discuss, and implement ideas as we strive for all to feel welcome and supported here. The results of this 2019 survey show us that while we are making progress, there is much still to be done as we work to be a diverse and an inclusive campus.

This executive summary presents results by areas of reflection so that each of us can review the results and develop our own answers to each reflective question to 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 2019, Edgewood College conducted its third Campus Climate Study, via an online survey to each of our 2,016 students. The survey contained questions organized in five main sections: Overall Campus Climate, Personal Experiences, Perceptions of Campus Climate, Improving Campus Climate, and Demographics. Of the 1,348 undergraduate students invited to participate in the survey, 19.7% shared their perceptions and experiences to help us make our campus community more inclusive and supportive. The student response rate is significantly lower than in 2016, where we had a 45.3% student response rate; a decision was made to not offer prizes for this year's CCS to show financial responsibility, and this appears to have impacted the student response rate for the 2019 CCS.

For the purposes of this particular survey, the term “campus climate” is defined as the experiences, perceptions and behaviors of employees and students, and 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 different identity groups explored in the Campus Climate Survey:

Identity Group	Undergraduate Student Respondents¹ (%)
Catholic	20.2
Christian	28.2
Atheist/Agnostic	16.6
Lutheran	10.1
GLBPA (Gay, Lesbian, Bisexual, Pansexual, Asexual)	21.7
Having Physical Impairment or Disability	27.6
ALANA (African-American, Latinx, Asian, Native American)	21.4
Male	18.1
Gender non-conforming (Genderqueer, Transgender, Gender Other, Agender, Demigender, and Intersex)	4.8
Female	75.3
Total # of Undergraduate Student Respondents for CCS (Count)	266

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, Latinx, 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, College Completion, online, etc.) were asked to respond to the survey.

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

How is the Edgewood student experience?

98.7%↑ had at least one professor at Edgewood College who made them excited about learning. (98.3%↑) (97.9%↑)

88.8%↑ indicated that their professors at Edgewood College care about them as a person. (80.7%↘) (85.7%↑)

34.2%↑ of students feel uncomfortable expressing their political viewpoints in class. (26.8%↑) (24.5%↑↑)

20.4%↑ of students believe they have been singled out in class because of “who I am” or “my identity.” (42.9%↑↑) (26.5%↑)

How are we with each other?

Since coming to Edgewood College, 56 students (24.8%)↔ were hungry but didn’t eat because there wasn’t enough money for food. (42.6%↔ [23 students]) (36.7%↔ [18 students])

Since coming to Edgewood College, 16 students (0.9%) were ever homeless. (1.9%- [1 student]) (4.1% [2 students]) **NEW**

Since coming to Edgewood College, 171 students (7.1%) have ever couch surfed. (9.3% [5 students]) (12.2% [6 students]) **NEW**

89.8%↘ believe student veterans are welcomed at Edgewood College. (83.3%↘) (89.6%↗)

79.1% believe students from different religious and nonreligious traditions/beliefs are welcomed at Edgewood College. (70.3%) (66.7%) **NEW**

76.3%↘ believe lesbian, gay, and bisexual students are welcomed at Edgewood College. (64.8%↗) (62.5%↔)

72.9%↓ believe students from diverse racial groups are welcomed at Edgewood College. (59.2%↓) (54.2%↓)

65.1%↓ believe transgender students are welcomed at Edgewood College. (53.7%↑) (45.9%↓↓)

58.4%↓↓ of students believe that students at Edgewood College are respectful and supportive of each other. (41.8%↓↓) (33.5%↓↓)

How is our culture of respect, diversity, and inclusion?

71.8%↓↓ feel accepted at Edgewood College for “who I am.” (63.6%↓) (50%↓↓)

70.1%↓↓ are comfortable with the campus climate at Edgewood College. (58.4%↓) (65.3%↓)

64.5%↘ (52.7%↗) (63.3%↑) agree that administrators regularly speak about the value of diversity, and 49.3%↓↓ (40%↘) (32.6%↓↓) believe that administrators regularly demonstrate their commitment to diversity through their actions.

58.5%↓↓ agree that Edgewood College fosters an environment that embraces diversity and inclusion. (43.7%↓) (44.9%↓↓)

Key for symbols reflecting change from 2016 to 2019 CCS

↑↑	↑	↗	↔	↘	↓	↓↓
up a lot	up	up slightly	same	down slightly	down	down a lot
>10%	1-9.9%	<1%	<.3%	<1%	1-9.9%	>10%

56.3%↑ (52.8%↘) (51%↔) of students do not know the steps to take within the College if they are discriminated against while at Edgewood College, while 44.2%↑ (43.4%↑) (38.8%↓) do not know the steps to take within the College if they experience unwanted sexual contact while at Edgewood College.

52.5%↓↓ agree that Edgewood College actively demonstrates a commitment to diversity and inclusion in its day-to-day operations. (43.7%↘) (30.6%↓↓)

42%↑↑ report that microaggressions are a problem at Edgewood College. (58.5%↑↑) (65.3%↑↑)

35%↘ feel a dedicated Lesbian, Gay, Bisexual and Transgender (LGBT) space is needed on campus. (35.2%↓↓) (61.2%↓)

32%↑ have suspected or known that a fellow student was sexually assaulted. (33.3%↑) (46.9%↑)

19.7%↑ of students feel uncomfortable expressing their religious beliefs at Edgewood College. (17.8%↑) (26.5%↑)

14.5%↗ of students believe that they have been discriminated against because of “who I am” or “my identity.” (39.3%↑) (20.8%↓)

How is the Edgewood College campus experience?

78%↓↓ would recommend Edgewood College to other students considering where to go to college. (76.8%↘) (75%↓)

76.7%↓ reported that if they could start over again, they would still enroll at Edgewood College. (75.4%↘) (75.5%↓)

72.3%↓ are proud to be a part of Edgewood College. (76.4%↗) (65.2%↔)

70.9%↓↓ are satisfied with their experience at Edgewood College. (68.4%↘) (69.4%↓)

54.6%↓ see themselves as part of the campus community. (50.9%↓) (47.8%↑)

51%↑ report being active in extracurricular activities and organizations at Edgewood College. (62.5%↑) (57.1%↑)

Key for symbols reflecting change from 2016 to 2019 CCS

↑↑	↑	↗	↔	↘	↓	↓↓
up a lot	up	up slightly	same	down slightly	down	down a lot
>10%	1-9.9%	<1%	<.3%	<1%	1-9.9%	>10%

Key Findings: Opportunities & Next Steps

The 2019 Campus Climate Survey results, reports, and executive summaries convey important student input. As we again apply the (**what do we**) *Know—Think—Do* process to our CCS results, these reports and summaries provide our campus community with the *Know*. It’s now time for us to individually and collectively *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, ultimately to *Do* for our work in being both a diverse and inclusive college community.

As a start for our reflection, ideas shared via the survey are shared so that we can move quickly to action and *Do*. The student feedback provided via this survey encourages dialogue to foster open and thoughtful engagement with one another as a campus community. It’s time to *Know*, *Think*, and ultimately, *Do*.

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

Maybe we could have people from marginalized groups giving lectures that are somehow required for students to attend (extra credit maybe?). It could be an event every semester when one person of a marginalized group talks about what it means to be part of that group, the problems encountered and what the community can do to help.

Create a safe space for LGBTQ members on campus (multiple recommendations)

Have a dedicated staff member revamp SAFE and make sure it is active (Also changing the name so people know what SAFE actually is because a lot of students don't even know what that means)

Create a safe place that commuters can go if they feel in danger and need a place to stay for the night if needed

More diverse faculty (multiple recommendations)

If Edgewood wants more diversity, Edgewood needs to put in the work of recruiting them. Where are the diverse open houses? Where is the support for diverse student groups on campus? Resources for people of color? Mentoring from staff & faculty of color?

Diversity potlucks where people from different national and ethnic backgrounds share food and camaraderie

Stop treating students of color like tokens of diversity

Create anonymous idea boxes around campus

Stronger presence of student organizations and/or better support for existing student orgs

Better promoting availability of clubs and organizations

More organized volunteer opportunities that anyone can go to

More weekend activities and events

Adding different sports teams (Men's Volleyball, Hockey, FOOTBALL) would definitely draw in more students and also create a fan base. Alumni and others in the area would be able to come to these things, benefiting the college.

Adding a softball/baseball facility on campus or really close by. Lots of people would enjoy going to sports games but feel the drive is too long or do not have the ability to drive 20 minutes to Verona. Closer facilities would mean higher attendance rates which would benefit the college and create a greater sense of community among students.

Create an outdoor group (like UW Madison hoofers club) that takes students on trips to different national parks and gives students an opportunity to do things in the great outdoors that they love to do or that they might want to try! - include things like ski trips out west, canoeing, biking, hiking, etc.

Recognize the students that are making a difference within the Madison community

It would be great if we did not have as much limitations on the use of personal counseling, or more counselors were available to students (such as male counselors).

Give personal counseling more resources so they don't have to limit sessions as I have met so many students who feel turned away because of that and not supported because of that

Improve advising at Edgewood for graduate students. I did not feel like my advisor knew me at all or my career goals. There was no individualized advising.

Do more for transfer students. I came in as a transfer student and I felt very alone. I am a very outgoing person and it took me over a year to find people to spend time with on campus. I didn't have any support for my transition into this new college and I felt very very alone. I would cry in my dorm every day wishing I could go back to my old college.

Having a small daycare available for students' children that is staffed by practicum students