

**2019 Student Life and Campus Climate Survey**

The CMC Student Life and Campus Climate Survey has been administered since 2007 on a three-year cycle and asks students questions about their demographics, the importance of and their satisfaction with various aspects of campus life and facilities, their level of agreement with statements about CMC experiences, and their level of agreement with statements about CMC campus climate, particularly as it relates to gender identity, sexual orientation, race and ethnicity, political orientation, and religion.

1,312 current CMC students were invited to participate via email. 309 students completed at least some portion of the survey for a response rate of 23.5%. Because response rates vary by section and by question the number of responses (N) is included for each question.

**Demographics**

The sample was representative of the CMC student body by gender (the CMC student body is 51% women, 49% men). The sample also had an almost identical representation by race/ethnicity as the CMC student body. The distribution of race/ethnicity in the sample was nearly identical to the distribution of race/ethnicity in the CMC student body.

| Gender      |     |
|-------------|-----|
| Woman       | 54% |
| Man         | 43% |
| Transgender | <1% |
| Other       | 2%  |

| Race/Ethnicity                    |     |
|-----------------------------------|-----|
| American Indian or Alaskan Native | <1% |
| Asian                             | 10% |
| Black                             | 6%  |
| Hispanic                          | 17% |
| Two or more races                 | 5%  |
| Nonresident Alien                 | 11% |
| Hawaiian or Pacific Islander      | <1% |
| Unknown                           | 3%  |
| White                             | 48% |

| Sexual Orientation |     |
|--------------------|-----|
| Heterosexual       | 75% |
| Gay                | 2%  |
| Lesbian            | <1% |
| Bisexual           | 11% |
| Pansexual          | 1%  |
| Queer              | 1%  |
| Do not know        | 4%  |
| Questioning        | 3%  |
| Other              | 1%  |
| Asexual            | 2%  |

**Full Results for the 2016 Student Life and Campus Climate Survey**

**Student Life**

This report displays results for each instrument separately and by general grouped topic. Each response scale has a low point of 1 (Not at all important/Very dissatisfied/Strongly disagree) and a high point of 5 (Extremely important/Very satisfied/Strongly agree) with a neutral midpoint. Each question had either a “N/A” or “Don’t know” response option that was excluded from the analyses. In the following tables responses of 4 or 5 (e.g. “Satisfied” and “Very satisfied”) are combined to create “% Rating important/satisfied” and responses of 1 and 2 (e.g., “Dissatisfied” and “Very dissatisfied”) are combined to create “% Rating unimportant/dissatisfied”. Questions that are related to one another are shaded in white and grey bars. Larger discrepancies (>10%) between importance and satisfaction are noted in the text following the table.

**Campus Activities**

|                                                                                                      | N   | % Rating important /satisfied | % Rating unimportant /dissatisfied | Mean | Median | SD   |
|------------------------------------------------------------------------------------------------------|-----|-------------------------------|------------------------------------|------|--------|------|
| Importance to me-Cultural events on campus - music, films, drama, dance, art exhibits, etc.          | 121 | 58.7%                         | 15.7%                              | 3.65 | 4.00   | 1.14 |
| My level of satisfaction-Cultural events on campus - music, films, drama, dance, art exhibits, etc.  | 113 | 43.4%                         | 23.0%                              | 3.24 | 3.00   | 0.99 |
| Importance to me-Opportunities to become involved in community service or volunteer programs         | 120 | 60.8%                         | 19.2%                              | 3.63 | 4.00   | 1.14 |
| My level of satisfaction-Opportunities to become involved in community service or volunteer programs | 111 | 24.3%                         | 35.1%                              | 2.85 | 3.00   | 1.02 |
| Importance to me-Fitness/recreation facilities for my personal needs and use                         | 123 | 85.4%                         | 5.7%                               | 4.24 | 4.00   | 0.90 |
| My level of satisfaction-Fitness/recreation facilities for my personal needs and use                 | 121 | 86.8%                         | 3.3%                               | 4.36 | 5.00   | 0.85 |
| Importance to me-Intercollegiate athletic events                                                     | 119 | 44.5%                         | 29.4%                              | 3.27 | 3.00   | 1.32 |
| My level of satisfaction-Intercollegiate athletic events                                             | 112 | 58.0%                         | 10.7%                              | 3.68 | 4.00   | 1.03 |
| Importance to me-Intramural athletic programs                                                        | 119 | 45.4%                         | 34.5%                              | 3.08 | 3.00   | 1.18 |
| My level of satisfaction-Intramural athletic programs                                                | 106 | 58.5%                         | 5.7%                               | 3.67 | 4.00   | 0.86 |
| Importance to me-International place events (International Festival, etc.)                           | 110 | 39.1%                         | 31.8%                              | 3.12 | 3.00   | 1.31 |
| My level of satisfaction-International place events (International Festival, etc.)                   | 91  | 44.0%                         | 14.3%                              | 3.34 | 3.00   | 0.86 |

1. Roughly half (59%) of respondents felt that cultural events were important to them but only 43% were satisfied.
2. 61% of respondents indicated Opportunities to become involved in community service or volunteer programs were important to them but 24% were satisfied.
3. Overall, respondents reported lower importance for athletic events/programs and international place events.

**ASCMC and CARE center**

|                                                                              | N   | % Rating important /satisfied | % Rating unimportant /dissatisfied | Mean | Median | SD   |
|------------------------------------------------------------------------------|-----|-------------------------------|------------------------------------|------|--------|------|
| Importance to me-ASCMC's activities                                          | 121 | 64.5%                         | 13.2%                              | 3.69 | 4.00   | 1.02 |
| My level of satisfaction-ASCMC's activities                                  | 115 | 47.8%                         | 15.7%                              | 3.36 | 3.00   | 0.94 |
| Importance to me-ASCMC's process for funding clubs and organizations         | 118 | 77.1%                         | 5.1%                               | 4.07 | 4.00   | 0.88 |
| My level of satisfaction-ASCMC's process for funding clubs and organizations | 110 | 37.3%                         | 29.1%                              | 3.12 | 3.00   | 1.05 |
| Importance to me- Events/programs without alcohol                            | 122 | 63.9%                         | 15.6%                              | 3.75 | 4.00   | 1.09 |
| My level of satisfaction- Events/programs without alcohol                    | 117 | 64.1%                         | 9.4%                               | 3.72 | 4.00   | 0.97 |
| Importance to me- CARE programming for intercultural dialogue                | 114 | 57.9%                         | 20.2%                              | 3.69 | 4.00   | 1.21 |
| My level of satisfaction- CARE programming for intercultural dialogue        | 105 | 60.0%                         | 7.6%                               | 3.65 | 4.00   | 0.96 |

1. There is a large discrepancy between importance and satisfaction ratings for ASCMC (between 17 and 40 percentage points).
2. Efforts to provide events without alcohol and CARE center programming have been successful for student satisfaction in recent years.

**Facilities**

|                                                                                                       | N   | % Rating important /satisfied | % Rating unimportant /dissatisfied | Mean | Median | SD   |
|-------------------------------------------------------------------------------------------------------|-----|-------------------------------|------------------------------------|------|--------|------|
| Importance to me-Timely resolution of repair and maintenance issues                                   | 126 | 84.9%                         | 2.4%                               | 4.24 | 4.00   | 0.76 |
| My level of satisfaction-Timely resolution of repair and maintenance issues                           | 118 | 50.0%                         | 24.6%                              | 3.37 | 4.00   | 1.14 |
| Importance to me-Clean residence halls                                                                | 127 | 94.5%                         | 0.0%                               | 4.57 | 5.00   | 0.60 |
| My level of satisfaction-Clean residence halls                                                        | 127 | 73.2%                         | 11.0%                              | 3.89 | 4.00   | 1.00 |
| Importance to me-CMC residence halls contribute to a positive living and learning environment         | 127 | 91.3%                         | 0.0%                               | 4.54 | 5.00   | 0.65 |
| My level of satisfaction-CMC residence halls contribute to a positive living and learning environment | 101 | 59.4%                         | 12.9%                              | 3.77 | 4.00   | 0.94 |
| Importance to me-Community conduct expectations are clear and appropriate                             | 130 | 84.6%                         | 3.1%                               | 4.20 | 4.00   | 0.77 |
| My level of satisfaction-Community conduct expectations are clear and appropriate                     | 129 | 60.5%                         | 13.2%                              | 3.63 | 4.00   | 1.00 |
| Importance to me-Variety of options at the Hub                                                        | 130 | 75.4%                         | 9.2%                               | 3.97 | 4.00   | 0.99 |
| My level of satisfaction-Variety of options at the Hub                                                | 128 | 44.5%                         | 29.7%                              | 3.22 | 3.00   | 1.05 |
| Importance to me-Food at Collins Dining Hall                                                          | 130 | 89.2%                         | 3.1%                               | 4.42 | 5.00   | 0.77 |
| My level of satisfaction-Food at Collins Dining Hall                                                  | 129 | 49.6%                         | 25.6%                              | 3.29 | 3.00   | 1.10 |
| Importance to me-Variety of Speakers at the Marian Miner Cook Athenaeum                               | 129 | 77.5%                         | 6.2%                               | 4.09 | 4.00   | 0.91 |
| My level of satisfaction-Variety of Speakers at the Marian Miner Cook Athenaeum                       | 126 | 75.4%                         | 7.9%                               | 3.97 | 4.00   | 0.91 |
| Importance to me-CMC public safety officers contribute to a culture of safety                         | 130 | 80.8%                         | 5.4%                               | 4.18 | 4.00   | 0.94 |
| My level of satisfaction-CMC public safety officers contribute to a culture of safety                 | 129 | 74.4%                         | 6.2%                               | 3.98 | 4.00   | 0.92 |

1. There is a 35% discrepancy between the importance and satisfaction with timely resolution of repair and maintenance issues in residence halls
2. 95% of respondents found clean residence halls important while 73% were satisfied.
3. 91% of respondents view the role of residence halls contributing to a positive living and learning environment as important; however, just 59% are satisfied.

4. 85% believed that it was important that community conduct expectations are clear and appropriate but only 61% were satisfied.
5. Both Collins dining hall and the hub had higher proportions of importance (89 and 75%) but lower proportions of satisfaction (50 and 45%).

**Faculty, Advising, and Academic Opportunities**

|                                                                                                                              | N   | % Rating important /satisfied | % Rating unimportant /dissatisfied | Mean | Median | SD   |
|------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------|------------------------------------|------|--------|------|
| Importance to me-Faculty knowledge of their field                                                                            | 120 | 100.0%                        | 0.0%                               | 4.89 | 5.00   | 0.31 |
| My level of satisfaction-Faculty knowledge of their field                                                                    | 119 | 95.0%                         | 0.8%                               | 4.42 | 4.00   | 0.62 |
| Importance to me-Contact with faculty outside of class                                                                       | 119 | 80.7%                         | 0.8%                               | 4.24 | 4.00   | 0.78 |
| My level of satisfaction-Contact with faculty outside of class                                                               | 119 | 74.8%                         | 10.1%                              | 3.92 | 4.00   | 0.97 |
| Importance to me-Faculty assistance with post-CMC plans                                                                      | 116 | 87.9%                         | 1.7%                               | 4.35 | 4.00   | 0.74 |
| My level of satisfaction-Faculty assistance with post-CMC plans                                                              | 106 | 42.5%                         | 18.9%                              | 3.37 | 3.00   | 1.08 |
| Importance to me-Academic advising                                                                                           | 119 | 88.2%                         | 4.2%                               | 4.29 | 4.00   | 0.78 |
| My level of satisfaction-Academic advising                                                                                   | 119 | 48.7%                         | 26.9%                              | 3.34 | 3.00   | 1.22 |
| Importance to me-Opportunities to critically analyze issues, problems, or ideas while at CMC                                 | 117 | 91.5%                         | 0.9%                               | 4.48 | 5.00   | 0.68 |
| My level of satisfaction-Opportunities to critically analyze issues, problems, or ideas while at CMC                         | 118 | 60.2%                         | 8.5%                               | 3.77 | 4.00   | 0.96 |
| Importance to me-Opportunities to improve the clarity and coherence of writing skills at CMC                                 | 118 | 92.4%                         | 1.7%                               | 4.42 | 5.00   | 0.72 |
| My level of satisfaction-Opportunities to improve the clarity and coherence of writing skills at CMC                         | 118 | 77.1%                         | 4.2%                               | 4.04 | 4.00   | 0.85 |
| Importance to me-Opportunities for oral communication/presentations at CMC                                                   | 118 | 71.2%                         | 8.5%                               | 4.00 | 4.00   | 0.96 |
| My level of satisfaction-Opportunities for oral communication/presentations at CMC                                           | 114 | 61.4%                         | 13.2%                              | 3.67 | 4.00   | 0.98 |
| Importance to me-Ability to complete projects that require integration of ideas and information from various sources         | 117 | 82.1%                         | 2.6%                               | 4.21 | 4.00   | 0.80 |
| My level of satisfaction-Ability to complete projects that require integration of ideas and information from various sources | 116 | 68.1%                         | 6.0%                               | 3.80 | 4.00   | 0.84 |

|                                                                                                                                                                                      |     |       |      |      |      |      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------|------|------|------|------|
| Importance to me-Opportunities to interpret, process, and analyze quantitative information and claims then apply it to data collection, decision making, and problem solving         | 116 | 80.2% | 6.9% | 4.14 | 4.00 | 0.95 |
| My level of satisfaction-Opportunities to interpret, process, and analyze quantitative information and claims then apply it to data collection, decision making, and problem solving | 113 | 67.3% | 8.8% | 3.78 | 4.00 | 0.89 |

1. While most students found faculty knowledge and contact both important and satisfactory, there were large discrepancies between the importance and satisfaction with advising (40%).
2. There was over a 30% gap between importance and satisfaction with opportunities for critical analysis, but lower gaps with opportunities to improve writing skills (15%), oral communication (10%), and projects involving integration of ideas and information (14%).

### Academic Resources

|                                                                                                                                                                            | N   | % Rating important /satisfied | % Rating unimportant /dissatisfied | Mean | Median | SD   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------|------------------------------------|------|--------|------|
| Importance to me-Availability of spaces for quiet study                                                                                                                    | 117 | 91.5%                         | 3.4%                               | 4.56 | 5.00   | 0.81 |
| My level of satisfaction-Availability of spaces for quiet study                                                                                                            | 116 | 55.2%                         | 29.3%                              | 3.41 | 4.00   | 1.23 |
| Importance to me-Availability of spaces for group study                                                                                                                    | 117 | 80.3%                         | 5.1%                               | 4.26 | 5.00   | 0.95 |
| My level of satisfaction-Availability of spaces for group study                                                                                                            | 116 | 52.6%                         | 23.3%                              | 3.42 | 4.00   | 1.14 |
| Importance to me-Adequate library resources                                                                                                                                | 116 | 75.0%                         | 4.3%                               | 4.11 | 4.00   | 0.88 |
| My level of satisfaction-Adequate library resources                                                                                                                        | 114 | 71.9%                         | 6.1%                               | 3.89 | 4.00   | 0.87 |
| Importance to me-Opportunities to pursue professional experiences that amplify my academic learning (i.e., internships, research opportunities, etc.)                      | 130 | 98.5%                         | 0.0%                               | 4.73 | 5.00   | 0.48 |
| My level of satisfaction-Opportunities to pursue professional experiences that amplify my academic learning (i.e., internships, research opportunities, etc.)              | 126 | 74.6%                         | 7.1%                               | 3.98 | 4.00   | 0.91 |
| Importance to me-Opportunities to pursue co-curricular experiences that amplify my academic learning (i.e., research institutes, clubs and organizations, athletics, etc.) | 130 | 94.6%                         | 1.5%                               | 4.55 | 5.00   | 0.65 |
| My level of satisfaction-Opportunities to pursue co-curricular experiences that amplify my                                                                                 | 126 | 68.3%                         | 13.5%                              | 3.79 | 4.00   | 1.08 |

|                                                                                                                                    |     |       |       |      |      |      |
|------------------------------------------------------------------------------------------------------------------------------------|-----|-------|-------|------|------|------|
| academic learning (i.e., research institutes, clubs and organizations, athletics, etc.)                                            |     |       |       |      |      |      |
| Importance to me-Opportunities to develop leadership skills through formal programs offered at the College.                        | 129 | 69.0% | 8.5%  | 3.91 | 4.00 | 0.98 |
| My level of satisfaction-Opportunities to develop leadership skills through formal programs offered at the College.                | 119 | 58.0% | 9.2%  | 3.66 | 4.00 | 0.95 |
| Importance to me-Opportunities to make healthy choices related to mental and physical wellness.                                    | 129 | 93.0% | 1.6%  | 4.57 | 5.00 | 0.67 |
| My level of satisfaction-Opportunities to make healthy choices related to mental and physical wellness.                            | 124 | 50.8% | 27.4% | 3.44 | 4.00 | 1.21 |
| Importance to me-Access to support resources to assist with academic challenges.                                                   | 128 | 81.3% | 7.0%  | 4.20 | 4.00 | 0.96 |
| My level of satisfaction-Access to support resources to assist with academic challenges.                                           | 122 | 62.3% | 10.7% | 3.72 | 4.00 | 0.99 |
| Importance to me-Access to support resources to help navigate difficult personal challenges.                                       | 128 | 82.0% | 8.6%  | 4.20 | 4.00 | 0.98 |
| My level of satisfaction-Access to support resources to help navigate difficult personal challenges.                               | 121 | 36.4% | 31.4% | 3.12 | 3.00 | 1.14 |
| Importance to me-Opportunities to build meaningful relationships with people who hold differing views on important topics.         | 130 | 91.5% | 3.1%  | 4.45 | 5.00 | 0.74 |
| My level of satisfaction-Opportunities to build meaningful relationships with people who hold differing views on important topics. | 124 | 52.4% | 19.4% | 3.48 | 4.00 | 1.04 |

1. As is the case with many recent administrations of the SLCC there is a discrepancy between the importance of various study spaces and satisfaction with them of about 30% or more.
2. Co-curricular opportunities show a discrepancy between importance and satisfaction of 26%.
3. There is a fairly large discrepancy of over 45% between importance of support services and satisfaction, with the largest being resources to help navigate difficult personal challenges.

### Campus Climate

The campus climate portion of the survey asks about perceptions of CMC students and student experiences as they relate to race/ethnicity, gender identity, sexual orientation, political orientation, and religion. Two new elements, disability and socioeconomic status were added in 2016.

Each response scale has a low point of 1 (Strongly disagree) and a high point of 5 (Strongly agree) with a neutral midpoint. Each question had a “Don’t know” response option that was excluded from the analyses. In the following tables responses of 4 or 5 (e.g. “Agree” and “Strongly Agree”) are combined to

create “% Agree” and responses of 1 and 2 (e.g., “Disagree” and “Strongly Disagree”) are combined to create “% Disagree”.

**Perceptions of CMC Students**

|                                                                                                 | N   | % Agree | % Disagree | Mean | Median | SD   |
|-------------------------------------------------------------------------------------------------|-----|---------|------------|------|--------|------|
| CMC encourages students to develop a strong sense of responsibility about their role in society | 138 | 66.7%   | 16.7%      | 3.65 | 4.00   | 1.09 |
| The level of academic rigor at CMC is appropriate                                               | 139 | 80.6%   | 10.1%      | 3.94 | 4.00   | 0.88 |
| Academic dishonesty (plagiarism or cheating) is a problem at the college                        | 127 | 15.7%   | 62.2%      | 2.39 | 2.00   | 0.99 |

**Diversity and Perceived Fair Treatment**

An initial analysis compared the proportion of agreement with statements about fair treatment on the previous administration in 2016 compared with the 2019 administration. Overall there tended to be more agreement with positive statements about CMC in 2019 than in 2016, with the exception of student treatment based on political orientation.

|                           | Year | Faculty members treat other students fairly regardless of their... | Students treat other students fairly regardless of their... | I have personally experienced discrimination at CMC based on my... |
|---------------------------|------|--------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------|
| Race/Ethnicity            | 2016 | 70.40%                                                             | 54.20%                                                      | 42.30%                                                             |
|                           | 2019 | 79.30%                                                             | 62.30%                                                      | 22.50%                                                             |
| Gender Identity           | 2016 | 69.90%                                                             | 56.30%                                                      | 23.20%                                                             |
|                           | 2019 | 76.30%                                                             | 60.00%                                                      | 25.20%                                                             |
| Sexual Orientation        | 2016 | 74.40%                                                             | 62.10%                                                      | 11.40%                                                             |
|                           | 2019 | 87.40%                                                             | 74.80%                                                      | 9.20%                                                              |
| Political Orientation     | 2016 | 59.60%                                                             | 45.90%                                                      | 23.10%                                                             |
|                           | 2019 | 66.70%                                                             | 29.40%                                                      | 31.70%                                                             |
| Religion                  | 2016 | 75.20%                                                             | 61.90%                                                      | 11.40%                                                             |
|                           | 2019 | 83.80%                                                             | 72.10%                                                      | 15.00%                                                             |
| Socioeconomic Status      | 2016 | 69.67%                                                             | 52.08%                                                      | 23.06%                                                             |
|                           | 2019 | 80.18%                                                             | 49.58%                                                      | 29.66%                                                             |
| Disability Accommodations | 2016 | 57.87%                                                             | 67.34%                                                      | 5.15%                                                              |
|                           | 2019 | 77.32%                                                             | 74.00%                                                      | 5.50%                                                              |



Many elements of campus climate were significantly different based on demographical category; therefore, after each table the mean response is disaggregated and compared for these groups. These differences were compared using three post-hoc computed dichotomous variables: exclusively heterosexual (EHS) and not exclusively heterosexual (NEHS), Women and Men, and exclusively white (EW) and not exclusively white (NEW). Means that are significantly different ( $p < .05$ ) using a one-way ANOVA are starred; more stars indicate a larger effect (\*small effect ( $\eta^2 > .01$ ), \*\*medium effect ( $\eta^2 > .06$ ), \*\*\*large effect ( $\eta^2 > .14$ )). It is important not to compare means across dichotomous variables (e.g., Woman vs. EHS) as these groups are not mutually exclusive.

**Race and Ethnicity**

|                                                                                  | N   | % Agree | % Disagree | Mean | Median | SD   |
|----------------------------------------------------------------------------------|-----|---------|------------|------|--------|------|
| Faculty members at CMC treat students fairly regardless of their ethnicity/race  | 116 | 79.3%   | 9.5%       | 4.02 | 4.00   | 0.93 |
| Students at CMC treat other students fairly regardless of their ethnicity/race   | 122 | 62.3%   | 21.3%      | 3.54 | 4.00   | 1.05 |
| There is tension related to ethnicity and race on the CMC Campus                 | 126 | 46.8%   | 34.1%      | 3.18 | 3.00   | 1.11 |
| I have personally experienced discrimination at CMC because of my ethnicity/race | 120 | 22.5%   | 64.2%      | 2.34 | 2.00   | 1.25 |

1. Although 79% of all respondents agree that CMC faculty members treat students fairly regardless of their ethnicity/race, students who are not exclusively white (EW 4.23\*, NEW 3.81\*), and those who are not exclusively heterosexual (EHS 4.12\*, NEHS 3.69\*) are significantly less likely to agree.
2. Fewer respondents (62%) agree that students treat other students fairly regardless of their ethnicity/race. Disaggregated 2019 responses showed these perceptions were only significant for ethnicity/race. Students who are not exclusively white (EW 3.77\*\*, NEW 3.30\*\*) were significantly less likely to agree that students are treated fairly by other students regardless of ethnicity/race.
3. Nearly a quarter of all respondents (23%) agree that they have personally experienced discrimination at CMC based on their ethnicity/race, (EW 1.94\*\*, NEW 2.78\*\*).

**Gender Identity**

|                                                                                  | N   | % Agree | % Disagree | Mean | Median | SD   |
|----------------------------------------------------------------------------------|-----|---------|------------|------|--------|------|
| Faculty members at CMC treat students fairly regardless of their gender identity | 114 | 76.3%   | 7.9%       | 3.97 | 4.00   | 0.94 |
| Students at CMC treat other students fairly regardless of their gender identity  | 115 | 60.0%   | 20.0%      | 3.57 | 4.00   | 1.10 |

|                                                                                   |     |       |       |      |      |      |
|-----------------------------------------------------------------------------------|-----|-------|-------|------|------|------|
| There is tension related to gender identity on the CMC campus                     | 117 | 25.6% | 47.0% | 2.73 | 3.00 | 1.00 |
| I have personally experienced discrimination at CMC because of my gender identity | 119 | 25.2% | 60.5% | 2.38 | 2.00 | 1.26 |

1. Most respondents (76%) agree that CMC faculty members treat students fairly regardless of their gender identity, but fewer (60%) feel that students treat students fairly on this measure. Disaggregated responses reveal that women and those who are not exclusively heterosexual are less likely to agree that faculty or students treat students fairly regardless of gender identity. Sexual orientation had the strongest effect in both cases (faculty: EHS 4.11\*, NEHS 3.68\*; student: EHS 3.72\*, NEHS 3.22\*).
2. Almost a quarter (25%) of respondents agree that they have personally experienced discrimination based on their gender identity, with significantly greater frequency among women (W 2.71\*\*, M 2.08\*\*).

**Sexual Orientation/Identity**

|                                                                                               | N   | % Agree | % Disagree | Mean | Median | SD   |
|-----------------------------------------------------------------------------------------------|-----|---------|------------|------|--------|------|
| Faculty members at CMC treat students fairly regardless of their sexual orientation/identity  | 103 | 87.4%   | 1.9%       | 4.20 | 4.00   | 0.71 |
| Students at CMC treat other students fairly regardless of their sexual orientation/identity   | 115 | 74.8%   | 11.3%      | 3.90 | 4.00   | 1.00 |
| There is tension related to sexual orientation on the CMC campus/identity                     | 116 | 25.0%   | 56.0%      | 2.61 | 2.00   | 1.10 |
| I have personally experienced discrimination at CMC because of my sexual orientation/identity | 119 | 9.2%    | 77.3%      | 1.95 | 2.00   | 1.02 |

1. 87% of respondents agree that CMC faculty members treat students fairly regardless of their sexual orientation. 75% feel that students treat students fairly on this measure. Disaggregated responses reveal significantly less agreement with these statements students who are not exclusively heterosexual (EHS 3.72\*, NEHS 3.22\*).
2. Far fewer respondents (9%) agree that they have personally experienced discrimination based on their sexual orientation; however, students who are not exclusively heterosexual (EHS 1.76\*\*, NEHS 2.54\*\*) are more likely to report experiences with this kind of discrimination.

**Political Orientation**

|                                                                                        | N   | % Agree | % Disagree | Mean | Median | SD   |
|----------------------------------------------------------------------------------------|-----|---------|------------|------|--------|------|
| Faculty members at CMC treat students fairly regardless of their political orientation | 114 | 66.7%   | 12.3%      | 3.75 | 4.00   | 0.95 |

|                                                                                         |     |       |       |      |      |      |
|-----------------------------------------------------------------------------------------|-----|-------|-------|------|------|------|
| Students at CMC treat other students fairly regardless of their political orientation   | 119 | 29.4% | 39.5% | 2.87 | 3.00 | 1.05 |
| There is tension related to political orientation on the CMC campus                     | 120 | 72.5% | 12.5% | 3.82 | 4.00 | 0.94 |
| I have personally experienced discrimination at CMC because of my political orientation | 120 | 31.7% | 50.0% | 2.67 | 2.50 | 1.17 |

1. 67% respondents agree that CMC faculty members treat students fairly regardless of their political orientation. 29% feel that students treat students fairly on this measure, while 40% disagree. Disaggregated responses reveal no significant grouping differences for these variables.
2. Over three quarters of respondents, (73%) agree that there is tension related to political orientation at CMC.

Note that the data for political orientation have the lowest ratings for fair treatment and the highest ratings for tension and discrimination across all seven campus climate variables for the second time in two SLCC administrations. While the fairness ratings have decreased from 2016 to 2019 for students, they have increased for faculty.

**Religion**

|                                                                            | N   | % Agree | % Disagree | Mean | Median | SD   |
|----------------------------------------------------------------------------|-----|---------|------------|------|--------|------|
| Faculty members at CMC treat students fairly regardless of their religion  | 105 | 83.8%   | 2.9%       | 4.10 | 4.00   | 0.73 |
| Students at CMC treat other students fairly regardless of their religion   | 111 | 72.1%   | 11.7%      | 3.81 | 4.00   | 0.96 |
| There is tension related to religion on the CMC campus                     | 118 | 17.8%   | 66.1%      | 2.41 | 2.00   | 1.06 |
| I have personally experienced discrimination at CMC because of my religion | 120 | 15.0%   | 70.0%      | 2.18 | 2.00   | 1.14 |

1. Most respondents (84%) believe that CMC faculty members treat students fairly regardless of their religion. 72% feel that students treat students fairly on this measure. As with political orientation, disaggregated responses reveal no significant grouping differences for these variables.

**Socioeconomic Status**

|                                                                                       | N   | % Agree | % Disagree | Mean | Median | SD   |
|---------------------------------------------------------------------------------------|-----|---------|------------|------|--------|------|
| Faculty members at CMC treat students fairly regardless of their socioeconomic status | 111 | 80.2%   | 9.9%       | 3.97 | 4.00   | 1.02 |

|                                                                                        |     |       |       |      |      |      |
|----------------------------------------------------------------------------------------|-----|-------|-------|------|------|------|
| Students at CMC treat other students fairly regardless of their socioeconomic status   | 119 | 49.6% | 30.3% | 3.24 | 3.00 | 1.21 |
| There is tension related to socioeconomic status on the CMC campus                     | 123 | 53.7% | 23.6% | 3.50 | 4.00 | 1.20 |
| I have personally experienced discrimination at CMC because of my socioeconomic status | 118 | 29.7% | 54.2% | 2.62 | 2.00 | 1.27 |

1. Students who are not exclusively white were less likely to agree that students are treated fairly by CMC faculty and students regardless of their socioeconomic status (faculty: EW 4.10\*\*, NEW 3.67\*\*; student: EW 3.56\*\*, NEW 2.91\*\*). Students who were not exclusively heterosexual were white were less likely to agree that students are treated fairly by CMC students (EHS 4.10\*\*, NEHS 3.68\*\*) and have experienced discrimination(EHS 2.39\*\*, NEHS 3.48\*\*).
2. Over half of respondents (54%) agree that there is tension related to socioeconomic status at CMC.

### Disability

|                                                                              | N   | % Agree | % Disagree | Mean | Median | SD   |
|------------------------------------------------------------------------------|-----|---------|------------|------|--------|------|
| Faculty members at CMC treat students fairly regardless of their disability  | 97  | 77.3%   | 6.2%       | 4.04 | 4.00   | 0.90 |
| Students at CMC treat other students fairly regardless of their disability   | 100 | 74.0%   | 8.0%       | 3.95 | 4.00   | 0.96 |
| I have personally experienced discrimination at CMC because of my disability | 109 | 5.5%    | 76.1%      | 1.86 | 2.00   | 0.94 |

1. Just 5% of respondents indicated having been discriminated against based on their disability.

### General Campus Climate

|                                                               | N   | % Agree | % Disagree | Mean | Median | SD   |
|---------------------------------------------------------------|-----|---------|------------|------|--------|------|
| Students at CMC treat me well                                 | 139 | 91.4%   | 2.2%       | 4.20 | 4.00   | 0.68 |
| I feel pressured to represent my ethnicity/race in class      | 139 | 25.2%   | 51.8%      | 2.64 | 2.00   | 1.29 |
| Ethnic/racial issues should be incorporated into more classes | 137 | 49.6%   | 26.3%      | 3.30 | 3.00   | 1.20 |
| Gender issues should be incorporated into more classes        | 136 | 50.0%   | 25.7%      | 3.32 | 3.50   | 1.30 |

1. A vast majority of respondents agree that students at CMC treat them well (88%); however, agreement with the statement is significantly less among women (W 4.04\*, M 4.35\*), students who are not exclusively heterosexual (EHS 4.30\*\*, NEHS 3.94\*\*).
  
2. Students who are not exclusively white feel significantly more pressure to represent their race/ethnicity in class (NEW 3.17\*\*\*, EW 2.09\*\*\*)
  
3. While there are no clear majorities in the preference for incorporation of gender or ethnic/racial studies in classes, there is significantly more preference among women, not exclusively heterosexual, and not exclusively white students (Gender issues: W 3.87\*\*\*, M 2.80\*\*\*, NEHS 4.10\*\*, EHS 3.06\*\*, NEW 3.57\*, EW 3.06\*; Ethnic/Racial issues: W 3.64\*\*, M 2.99\*\*, NEHS 3.81\*\*, EHS 3.11\*\*, NEW 3.55\*, EW 3.03\*).

|                                                                                | N   | % Agree | % Disagree | Mean | Median | SD   |
|--------------------------------------------------------------------------------|-----|---------|------------|------|--------|------|
| I feel like I belong at CMC                                                    | 139 | 73.4%   | 14.4%      | 3.93 | 4.00   | 1.10 |
| My overall experience at CMC has been positive                                 | 139 | 82.0%   | 5.0%       | 4.14 | 4.00   | 0.86 |
| I would recommend CMC to siblings and friends as a good place to go to college | 137 | 78.8%   | 7.3%       | 4.18 | 4.00   | 0.98 |
| If I could make my college choice all over again, I would choose to attend CMC | 131 | 75.6%   | 13.7%      | 4.06 | 4.00   | 1.16 |

1. For these four general assessments of CMC the mean agreement rating was significantly lower for students who are not exclusively heterosexual:

|                                                                                | NEHS   | EHS    |
|--------------------------------------------------------------------------------|--------|--------|
| I feel like I belong at CMC                                                    | 3.39** | 4.10** |
| My overall experience at CMC has been positive                                 | 3.84*  | 4.25*  |
| I would recommend CMC to siblings and friends as a good place to go to college | 3.74** | 4.35** |
| If I could make my college choice all over again, I would choose to attend CMC | 3.67*  | 4.23*  |