

# **Fall 2021 Student Climate and Engagement Survey Results**

Prepared by IE and presented to CPC  
May 19, 2022

# Survey Design

- Administered in November 2021 & closed on December 1<sup>st</sup>.
- Four main areas:
  1. General Campus Environment
  2. Student Services
  3. Classroom
  4. Student Life
    - Four Open ended questions
- There are approximately 300 questions
- Participation was incentivized by drawing for donated items
- In order to mitigate survey fatigue the survey was divided into 10 different sets:
  - 1 each of the four main areas
  - 1 each of half of the four main areas with the option to continue
  - 1 all four areas (aka full survey)
  - 1 half of the full survey with the option to continue
- Response rates were not affected by the different administrations → survey length was not an impediment

# Student Survey Demography

Fall 2021	Survey Respondents	College Population
Total	2,709	23,338
Asian	12%	9%
Black/African American	11%	12%
Latinx/Hispanic	49%	54%
White	18%	17%
American Indian	0.4%	0.3%
Pacific Islander	0.6%	0.7%
Female	64%	56%
Male	34%	42%
Other/Unknown	2%	2%

Response Rate:  
11%

# The Analysis and Presentation

- This slide show is a subset of the total data set and meant to represent the key highlights.
- We will work with colleagues across campus to identify ways to meaningfully use the full breadth of the data available, including creating disaggregated reports highlighting the experience of student groups based on social identities.
- All data has been analyzed through multiple lenses, disaggregations, and intersectionality. A deep thank you to those willing to review drafts of the data in preparation for this and future meetings.
- This is a long presentation and the slides are broken up by pauses summarizing the data in that section, as well as pointing to our developing strategic plan for actions for continuous improvement.

# General Campus Environment: Navigating Spaces

Students were asked how much they agree with the following:

- I feel comfortable being in the physical spaces at LBCC.
- I feel comfortable navigating online spaces (e.g. Canvas, website, etc.) at LBCC.

Students responded that :

- They felt more comfortable navigating online spaces than physical spaces (88% and 72% respectively).
- Black/African American students felt less comfortable in physical spaces (60%) compared with other students (Asian: 71%; Latinx: 74%; White: 75%).
- Compared to male students, female students felt less comfortable in physical spaces (male: 76% and female: 70%) and more comfortable in online spaces (male: 84% and female: 90%).
- Students with disabilities were less comfortable with online spaces (80%) than those without disabilities (89%).

# General Campus Environment: Welcoming

Students were asked how much they agree with the following:

- I have never considered leaving LBCC because I felt isolated or unwelcome.

Students responded that :

- Black male students (40%) were more likely to consider leaving LBCC due to feelings of isolation/ being unwelcome than all Black female students (15%). The average response to disagree/strongly disagree was 14%.
- Students with disabilities were more likely to consider leaving LBCC (23%) due to feelings of isolation/ being unwelcome than students without disabilities (12%).

# General Campus Environment: Value

Students were asked how much they agree with the following:

- I feel I have to work harder than others to be valued at LBCC.

Students responded that :

- Male students (30%) felt they needed to work harder than female students (23%). This is particularly true for Asian (36%) and Black males (50%) compared to their female counterpart (Asian female: 27% & Black female: 21%).
- Overall, BIPOC students (27%) compared to White students (18%) felt they needed to work harder.

# General Campus Environment: Insensitive Remarks

Students were asked: At LBCC, how often have you heard or witnessed insensitive remarks or behaviors made by:

	Administrators	Faculty	Staff	Students
Asian	22%	34%	23%	46%
Black/African American	10%	24%	19%	40%
Latinx	13%	23%	15%	37%
White	7%	20%	14%	38%
Total	14%	25%	17%	40%

- Students are most likely to hear insensitive remarks from other students.
- Asian students reported the highest experience with insensitive remarks across all college groups, with Black students reporting the 2<sup>nd</sup> highest experience.



# Pause for Reflection- Summary

- Black and Female students feel less comfortable in physical spaces.
- Students with disabilities feel less comfortable in online spaces.
- BIPOC students feel they have to work harder to be valued.
- Male students, particularly Black and Asian male students, feel they have to work harder to be valued.
- Black male students are more likely to leave because they feel unwelcome.
- Students with disabilities are more likely to leave because they feel unwelcome.
- Students hear insensitive remarks from other students, but also from College employees.
- Asian students experience more insensitive remarks than other student groups.

# 2022-2026 Strategic Plan

(From current draft, and paraphrased for space)

## Inclusive:

- Continue catalyzing change to oppose and confront racism, anti-blackness, and white supremacy
- Instill a sense of mattering and belonging in historically underserved students through welcoming, anti-racist, and inclusive programs and services
- Provide equity-minded training for all employees

## Supportive:

- Focus on the institution's role in creating positive experiences for students and employees
- Improve communication across campus including website and on-campus signage



# Student Life: Barriers to Persistence

When asked what might prevent students from returning next semester, the top answers were:

1. Difficulty balancing school with the needs of family (60%)
2. Courses not being offered at times that are convenient (59%)
3. Cost of living (57%)
4. Cost of college (56%)
5. Time it takes to complete college (47%)
6. Difficulty adjusting after having been out of school for a while (45%)
7. Difficulty balancing school with health or disability needs (42%)
8. Not having someone at LBCC to help connect me to resources or answer my questions (41%)
9. Fear of failure (39%)

# Student Support Services Questions

The survey asked students questions regarding their usage and experience with the following areas:

- Admissions & Records
- Basic Needs Program/Housing & Food Assistance
- Career Center
- Cashier's Office
- CalWORKs
- Child Development Center
- Computer labs/quiet study spaces
- Counseling
- Disabled Student Program & Services
- Dream Center
- EOPS
- First-Year Experience
- Financial Aid Office
- Foster Youth Support Services
- International Student Services
- Justice Scholars Program
- Library
- Math Success Center
- Mental Health Services
- Multidisciplinary Success Center
- Puente
- Registration Assistance
- Scholarships Office
- Student Center (E building at LAC)
- Student Center (EE building at PCC)
- Student Technology Help Desk
- Testing/proctoring
- Transfer Center
- TRIO GO
- Tutoring Center
- Umoja
- Veterans Services
- Welcome Center
- Writing & Reading Success Center

# Student Support Services Questions

The survey asked students the following questions regarding their usage and experience with the areas on the previous slide:

- How often have you used the following resources and services this semester (Fall 2021)?
- If they did not use a service, they were asked “what would help you access these services and resources?” with a set of options as follows:
  - I haven’t needed it.
  - I was not aware of it
  - I didn’t know it was free.
  - I don’t know where to access support.
  - I can’t access the service due to operating hours.
  - I don’t feel like I matter in the space.
  - Other
- If students used the service, they were asked the following 3 questions:
  - How did you access the service (on campus, online, or both)?
  - Do you prefer to access the service on campus, online, or both)?
  - Did you feel like you mattered in the space?

# Student Support Services Results Overview

Over the course of the summer, IE will prepare packets for each area to analyze their data in detail with the intention that areas will use and reflect on this data during the annual planning process this, and in subsequent, fall terms.

The 8 most utilized services/resources were (percentages are use of 2+ times in that semester):

- Counseling (54%)
- Admissions & Records (46%)
- Financial Aid (40%)
- Library (26%)
- Computer Labs/quiet study spaces (21%)
- Math Center (20%)
- Student Technology Help Desk (19%)

# Student Support Services Results Overview

## Preferred Location for Accessing Services

For all resources except for the Computer labs/quiet student spaces, students preferred to have the ability to access them both online and on campus. More students preferred to access the computer labs/quiet study spaces on campus.

## Why Services Were Not Accessed

For students who responded little (1x) or no use of a service, the majority said it was because they did not need it.

Some areas had higher percentages of students \*not\* being aware of the services (ranging around 20% of respondents) with a smaller percentage not knowing where the service was located, so this will be shared with the specific areas to reflect on marketing and outreach strategies.



# Student Support Services Results Overview

## Feelings of Mattering

The 5 service and program areas with the highest responses to mattering:

- Basic Needs Program/ Housing & Food Assistance (64%)
- Admissions & Records (53%)
- Counseling (53%)
- Multidisciplinary Success Center (50%)
- Financial Aid Office (49%)

# Pause for Reflection- Summary

- Over half of students struggle with balancing family needs, work, and school.
- The high cost of living combined with the costs to go to college create barriers for our students.
- Many of our students are afraid of failing.
- Many students feel they do not matter in the spaces intended to support and serve them outside of the classroom.

# 2022-2026 Strategic Plan

(From current draft, and paraphrased for space)

## Inclusive:

- Instill a sense of mattering and belonging in historically underserved students through welcoming, anti-racist, and inclusive programs

## Supportive:

- Address students' basic needs

## Innovative:

- Continue re-engagement strategies to support student persistence
- Implement additional strategies to increase FAFSA application submissions
- Develop z-degrees and increase use of Open Educational Resources (zero and low cost textbooks)

# Additional Recommendations

Service areas should utilize the data packets provided by IE to reflect on, and prioritize, opportunities for PD.

Service areas may want to consider post-service satisfaction surveys designed to elicit why students feel they do not matter in these spaces.

Collaborate across the institution to encourage students to participate in the survey in Fall 2022 to increase the response rate and validate responses.

# Classroom: Feelings of Mattering

USC administered NACCC to LBCC students in Fall 2019\*

## AT LONG BEACH CITY COLLEGE



**71%** White students indicated they mostly matter or strongly matter in classes with White professors

**61%** Students of color indicated they mostly matter or strongly matter in classes with White professors

**88%** White students indicated they somewhat matter to strongly matter in in-person classes taught by White professors

**70%** BIPOC students indicated they somewhat matter to strongly matter in in-person classes taught by White professors

**85%** White students indicated they somewhat matter to strongly matter in online classes taught by White professors

**74%** BIPOC students indicated they somewhat matter to strongly matter in online classes taught by White professors

\* The full summary report for the NACCC can be found here:

<https://www.lbcc.edu/sites/main/files/file-attachments/naccc-lbcc-report.pdf?1649974922>

# Classroom: Feelings of Mattering

	In Person				Online			
	White Faculty	Faculty of Color	Female Faculty	Male Faculty	White Faculty	Faculty of Color	Female Faculty	Male Faculty
Asian	44%	49%	53%	44%	54%	56%	63%	50%
Black/AA	71%	77%	84%	78%	77%	82%	86%	80%
Latinx	77%	82%	80%	78%	79%	85%	84%	80%
White	88%	84%	84%	84%	85%	84%	86%	84%

Asian students feel they mattered least in class regardless if classes were taught by White faculty, Faculty of Color, Female or Male faculty; in person or online. Black students experienced the 2nd largest gap in feelings of mattering with White faculty, particularly in in person classes\*.

\* The majority of courses were online in Fall 2021 so comparing feelings of mattering across the two modes may be an artifact of what courses were offered in which mode, rather than an effect of the mode itself.

# Classroom Faculty Interaction

Next, students were asked to reflect on a list of interaction experiences they had with their faculty (the question included differentiating responses by White Faculty, Faculty of Color, Female Faculty, and Male Faculty).

1. Welcoming facial expressions and/or words
2. Knowing my name
3. Talking about academic matters inside of class
4. Talking about non-academic matter outside of class
5. Concern for my feelings or experiences
6. Support for my contributions to class discussions
7. Willingness to answer questions about class progress
8. Ability to provide me with academic support/resources
9. Openness to diverse student opinions
10. Inclusion of diverse perspectives in class presentation, assignments, and discussions
11. Encourage engagement in campus activities
12. Provide information about scholarships

# Classroom Faculty Interaction

Two questions demonstrated large interactions between the experiences of BIPOC and White students in classes with White faculty.

Question Asked	Student Group	Faculty of Color	White Faculty
Concern for my feelings or experiences	BIPOC	71%	59%
	White	77%	75%
Support for my contributions to class discussions	BIPOC	80%	69%
	White	86%	86%

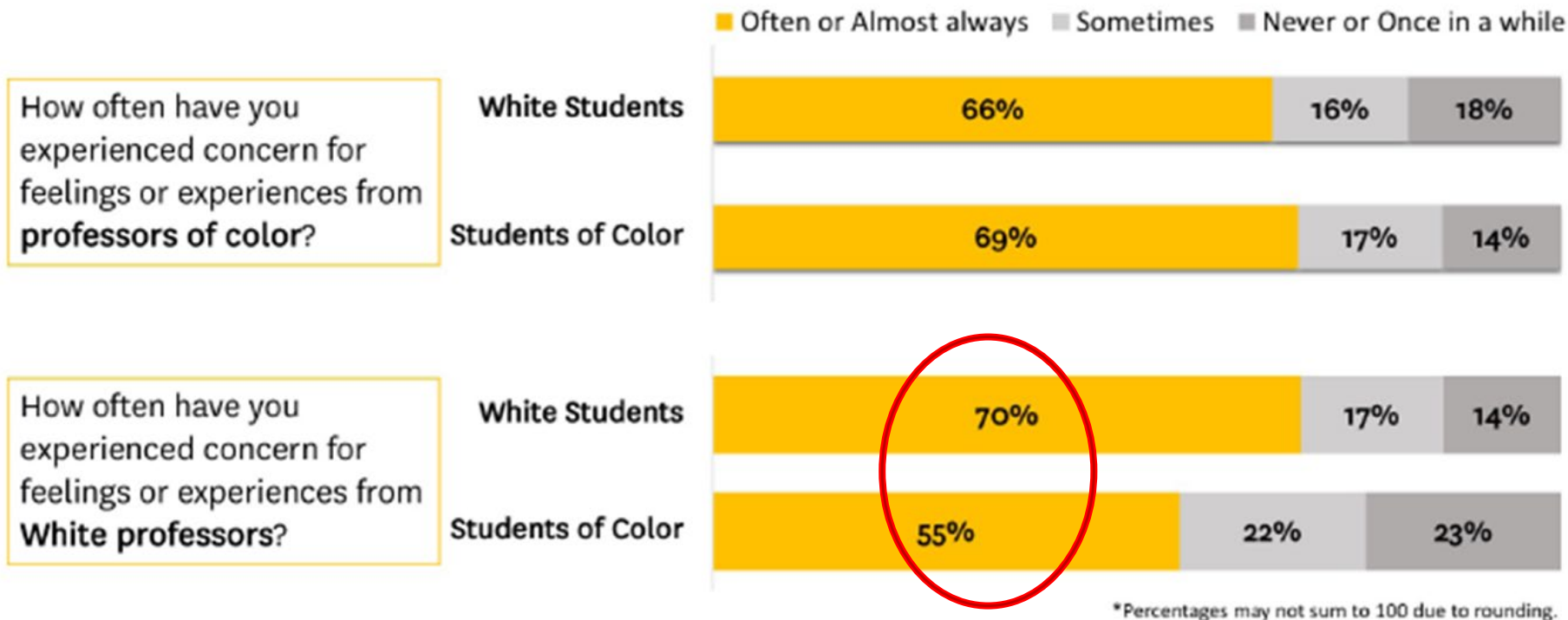
BIPOC students are less likely to feel that faculty have concerns for their feelings or experience or support their contributions in class discussions than their White counterparts. This gap is particularly large when with White faculty.



# Classroom Faculty Interaction

USC administered NACCC to LBCC students in Fall 2019

Students of color were significantly less likely than White students to receive affirmation from White professors



Compared to 75% and 59% (from previous slide)

# Classroom Feeling Valued in Class

The following questions were not asked with respect to the perceived identity of the instructor. Students reported on how valued they felt by their faculty in 3 class settings:

	In-Person	Online Synchronous*	Online Asynchronous
All Students	73%	79%	74%
BIPOC Students	72%	78%	74%
White Students	83%	84%	74%

\* The majority of courses were online in Fall 2021 so comparing feelings of value across the two modes may be an artifact of what courses were offered in which mode, rather than an effect of the mode itself.

# Classroom Outcomes based on Identity

Students were asked how often they experience the following:

- You feel silenced in class on the basis of an aspect of your social identity.

Students responded:

- In aggregate, 17% of students feel more silenced in class on the basis of an aspect of their social identity.
- Black male students (27%) more often feel silenced in class on the basis of an aspect of their social identity compared to Black female students (14%)
- Asian male students (19%) also felt more silenced in class on the basis of an aspect of their social identity compared to Asian female students (8%).

# Pause for Reflection-Summary

- BIPOC students consistently report feeling less like they matter or have value in classroom spaces taught by White faculty than their White counterparts. This includes feeling supported by faculty in class discussions and feeling like faculty have concern for their feelings and experiences.
- Asian students feel the least like they matter in classroom spaces.
- Both Black male and Asian male students are more likely to feel silenced in class based on their social identity than their female counterparts, and more than the average.

# 2022-2026 Strategic Plan

(From current draft, and paraphrased for space)

## Supportive:

- Intentionally serve our historically marginalized students recognizing that a 'one size fits all' model does not work for all
- Create spaces for employees to connect, build community, and share best practices and experiences

## Innovative:

- Continue to enhance and offer the Cultural Curriculum Audit
- Continue to implement and support equity-focused inquiry groups
- Expand and encourage opportunities for co-teaching across disciplines and amongst faculty of diverse backgrounds to promote collaboration, celebrate diversity, and learn from one another

# Additional Recommendations

Collaborate with faculty leaders of the Cultural Curriculum Audit to include this data (already in progress for summer 2022 iteration).

Work with DPPR to identify if, and how, these data can be incorporated into annual planning starting in Fall 2023.

# Classroom: Value Expression

We asked: What have faculty and/or others at the College done to show how valued you are? Students responded with:

- Helping students succeed (talking about progress towards completion)
- Checking in on students
- Appreciation message (sent in Starfish)
- Encouragement to succeed
- Treating students with respect
- Accommodating students/being flexible/extra time and assistance
- Answering questions/availability
- Providing students with feedback on their work
- Open to diverse student perspective
- Helpfulness with other aspects of student life

# What are our Values?

(From current Strategic Plan draft, and paraphrased for space)

- Anti-racism and Social Justice
- Diversity, Equity, Inclusion, and Accessibility
- Culture of Care
- Participatory Governance
- Innovation
- Sustainability
- Workforce Development
- Community Partnerships
- Global Citizenship