# 2022 Diversity and Equity Campus Climate Survey Report: Students

**Higher Education Data Sharing Consortium (HEDS)**

Student Survey (122 respondents – not all respondents answered all questions)

## Comparative Data Provided by HEDS

| Percent of Respondents who are **Generally or Very Satisfied** with Characteristics of the Campus Climate | LCC | 2-year Public Institutions | All participation institutions |
|---|---|---|---|
| Overall Campus Climate | 87% | 79% | 73% |
| Extent All Community Members Experience a Sense of Belonging | 78% | 65% | 51% |

| Percent of Respondents who **Agree or Strong Agree** with Statements about Diversity on Campus | LCC | 2-year Public Institutions | All participation institutions |
|---|---|---|---|
| Campus is Free from Tensions | 79% | 64% | 46% |
| Diversity Improves Campus Interactions | 81% | 88% | 89% |

| Percent of Respondents who are **Somewhat or Very Comfortable** with Sharing Views on Diversity and Equity | LCC | 2-year Public Institutions | All participation institutions |
|---|---|---|---|
| Campus is Free from Tensions | 65% | 67% | 67% |

| Percent of Respondents who Responded **Yes or Unsure** to Having Experienced Discrimination or Harassment | LCC | 2-year Public Institutions | All participation institutions |
|---|---|---|---|
| Yes, experienced discrimination or harassment | 2% | 15% | 19% |
| Unsure if experienced discrimination or harassment | 8% | 7% | 9% |

| Percent of Respondents who Indicated They'd **Experienced Discrimination or Harassment** in the Past Year | LCC | 2-year Public Institutions | All participation institutions |
|---|---|---|---|
| Yes, experienced discrimination or harassment | 0% | 50% | 58% |

| Percent of Respondents who Identified These Groups as the **Source(s) of Discrimination or Harassment** | LCC | 2-year Public Institutions | All participation institutions |
|---|---|---|---|
| Administrators | 0% | 43% | 27% |
| Staff | 0% | 36% | 28% |
| Faculty | 0% | 45% | 41% |
| Students | 0% | 32% | 58% |
| Local Community | 0% | 12% | 21% |

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# Benchmark Indicators Explained

Benchmark indicators are aggregated from sets of survey questions. There are four benchmarks.

1. **Climate Benchmark** questions are based on level of satisfaction with:
   a. Overall campus climate.
   b. The campus experience/environment regarding diversity at the institution.
   c. The extent to which you experience a sense of belonging or community at this institution.
   d. The extent to which you feel all community members experience a sense of belonging or community at this institution.

2. **Support Benchmark** questions are based on level of satisfaction with:
   a. The campus environment is free from tensions related to individual or group differences.
   b. Recruitment of historically marginalized students, faculty, and staff is an institutional priority.
   c. Retention of historically marginalized students, faculty, and staff is an institutional priority.
   d. Senior leadership demonstrates a commitment to diversity and equity on this campus.

3. **Remarks Benchmark** questions are based on frequently of hearing disparaging comments about:
   a. People who have a particular racial and/or ethnic identity.
   b. People of a particular sexual orientation.
   c. People of a particular gender or gender identity.
   d. People from a particular socioeconomic background.
   e. People from a particular religious background.
   f. People with a particular disability.
   g. People who are immigrants.
   h. People with a particular political affiliation/view.
   i. People of a particular age or generation.
   j. People for whom English is not their native language

4. **Discrimination/Harassment** Benchmark is based on a single yes/no question in regard to experiencing discrimination or harassment.

# Climate Benchmark Indicator

Scale: 1 = very dissatisfied; 2 = generally dissatisfied; 3 = neither satisfied nor dissatisfied; 4 = generally satisfied; 5 = very satisfied *(a higher mean score indicates higher satisfaction)*

| Disaggregated Data | Mean | n | Sig.* |
|---|---|---|---|
| All respondents | 4.26 | 119 | |
| Gender: Man (cisgender) | 4.04 | 30 | -- |
| Gender: Woman (cisgender) | 4.40 | 76 | -- |
| Gender: Non-binary and/or transgender | 3.96 | 7 | -- |
| Age: Traditional (younger than 25) | 4.29 | 39 | -- |
| Age: Nontraditional (25 and over) | 4.23 | 76 | -- |
| Sexual orientation: LGBTQ+ | 4.27 | 34 | -- |
| Sexual orientation: Straight (Heterosexual) | 4.30 | 76 | -- |
| Religion: Christian | 4.36 | 38 | -- |
| Religion: Atheist/Agnostic | 4.02 | 22 | -- |
| Religion: Spiritual, but not religious | 4.19 | 21 | -- |
| Religion: Other | 4.66 | 17 | Above |
| Politics: Conservative | 4.03 | 17 | -- |
| Politics: Middle of the road | 4.43 | 38 | -- |
| Politics: Liberal | 4.05 | 26 | -- |
| Military: have not served with U.S. Armed Forces | 4.30 | 103 | -- |
| Military: have served with U.S. Armed Forces | 3.78 | 11 | Below |
| Disability status: No disability | 4.32 | 80 | -- |
| Disability status: Temporary disability | *redacted* | *redacted* | -- |
| Disability status: Long-term disability | 4.25 | 28 | -- |
| Race/ethnicity: White | 4.33 | 76 | -- |
| Race/ethnicity: African American/Black | 3.80 | 5 | -- |
| Race/ethnicity: Hispanic/Latino | *redacted* | *redacted* | -- |
| Race/ethnicity: Asian | *redacted* | *redacted* | -- |
| Race/ethnicity: Multiple races/ethnicities | 4.18 | 16 | -- |
| Race/ethnicity: All other races/ethnicities | *redacted* | *redacted* | -- |
| *Race/ethnicity: Students of Color (all groups except White)* | 4.16 | 32 | -- |
| Citizenship status: Selected a citizenship status | 4.27 | 114 | -- |
| Parent education: Parent/s has/have no college education | 4.43 | 42 | -- |
| Parent education: Parent/s has/have some college or undergraduate | 4.27 | 58 | -- |
| Parent education: Parent/s has/have graduate or professional degree | 4.25 | 11 | -- |
| Attend classes: primarily or fully online | 4.19 | 40 | -- |
| Attend classes: online and on campus | 4.32 | 31 | -- |
| Attend classes: primarily or fully on campus | 4.26 | 38 | -- |
| *\*Statistically significant at the P < .05 level (using a one-tailed T-test for 2 independent means)* | | | |

## Support Indicator

Scale: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree
*(a higher mean score indicates higher satisfaction)*

| Disaggregated Data | Mean | n | Sig.* |
|---|---|---|---|
| All respondents | 4.03 | 120 | |
| Gender: Man (cisgender) | 3.88 | 31 | -- |
| Gender: Woman (cisgender) | 4.18 | 75 | -- |
| Gender: Non-binary and/or transgender | 3.68 | 8 | -- |
| Age: Traditional (younger than 25) | 4.06 | 41 | -- |
| Age: Nontraditional (25 and over) | 4.02 | 75 | -- |
| Sexual orientation: LGBTQ+ | 3.92 | 35 | -- |
| Sexual orientation: Straight (Heterosexual) | 4.12 | 77 | -- |
| Religion: Christian | 4.16 | 38 | -- |
| Religion: Atheist/Agnostic | 3.82 | 23 | -- |
| Religion: Spiritual, but not religious | 3.94 | 21 | -- |
| Religion: Other | 4.33 | 17 | -- |
| Politics: Conservative | 3.75 | 18 | -- |
| Politics: Middle of the road | 4.25 | 38 | -- |
| Politics: Liberal | 3.82 | 27 | -- |
| Military: have not served with U.S. Armed Forces | 4.04 | 104 | -- |
| Military: have served with U.S. Armed Forces | 3.83 | 11 | -- |
| Disability status: No disability | 4.08 | 81 | -- |
| Disability status: Temporary disability | *redacted* | *redacted* | -- |
| Disability status: Long-term disability | 4.00 | 27 | -- |
| Race/ethnicity: White | 4.09 | 76 | -- |
| Race/ethnicity: African American/Black | 3.75 | 6 | -- |
| Race/ethnicity: Hispanic/Latino | *redacted* | *redacted* | -- |
| Race/ethnicity: Asian | *redacted* | *redacted* | -- |
| Race/ethnicity: Multiple races/ethnicities | 3.94 | 17 | -- |
| Race/ethnicity: All other races/ethnicities | *redacted* | *redacted* | -- |
| *Race/ethnicity: Students of Color (all groups except White)* | 3.96 | 36 | -- |
| Citizenship status: Selected a citizenship status | 4.03 | 115 | -- |
| Parent education: Parent/s has/have no college education | 4.14 | 41 | -- |
| Parent education: Parent/s has/have some college or undergraduate | 4.06 | 60 | -- |
| Parent education: Parent/s has/have graduate or professional degree | 4.05 | 11 | -- |
| Attend classes: primarily or fully online | 3.95 | 39 | -- |
| Attend classes: online and on campus | 4.02 | 30 | -- |
| Attend classes: primarily or fully on campus | 4.01 | 41 | -- |
| *Statistically significant at the P < .05 level (using a one-tailed T-test for 2 independent means)* | | | |

## Remarks Benchmark Indicator, LCC Overall Score and Disaggregated Data

Frequency of hearing insensitive or disparaging remarks, based on the following scale: 1 = never; 2 = rarely; 3 = sometimes; 4 = often; 5 = very often *(a lower mean score indicates lower frequency)*

| Disaggregated Data | Mean | n | Sig.* |
|---|---|---|---|
| All respondents | 1.39 | 113 | |
| Gender: Man (cisgender) | 1.45 | 28 | -- |
| Gender: Woman (cisgender) | 1.36 | 72 | -- |
| Gender: Non-binary and/or transgender | 1.66 | 8 | -- |
| Age: Traditional (younger than 25) | 1.37 | 39 | -- |
| Age: Nontraditional (25 and over) | 1.41 | 71 | -- |
| Sexual orientation: LGBTQ+ | 1.03 | 33 | -- |
| Sexual orientation: Straight (Heterosexual) | 1.31 | 73 | -- |
| Religion: Christian | 1.48 | 35 | -- |
| Religion: Atheist/Agnostic | 1.53 | 22 | -- |
| Religion: Spiritual, but not religious | 1.33 | 20 | -- |
| Religion: Other | 1.08 | 16 | Below |
| Politics: Conservative | 1.52 | 16 | -- |
| Politics: Middle of the road | 1.41 | 35 | -- |
| Politics: Liberal | 1.46 | 27 | -- |
| Military: have not served with U.S. Armed Forces | 1.38 | 100 | -- |
| Military: have served with U.S. Armed Forces | 1.48 | 9 | -- |
| Disability status: No disability | 1.35 | 79 | -- |
| Disability status: Temporary disability | *redacted* | *redacted* | -- |
| Disability status: Long-term disability | 1.55 | 23 | -- |
| Race/ethnicity: White | 1.45 | 73 | -- |
| Race/ethnicity: African American/Black | 1.48 | 6 | -- |
| Race/ethnicity: Hispanic/Latino | *redacted* | *redacted* | -- |
| Race/ethnicity: Asian | *redacted* | *redacted* | -- |
| Race/ethnicity: Multiple races/ethnicities | 1.26 | 16 | -- |
| Race/ethnicity: All other races/ethnicities | *redacted* | *redacted* | -- |
| *Race/ethnicity: Students of Color (all groups except White)* | 1.29 | 41 | -- |
| Citizenship status: Selected a citizenship status | 1.39 | 110 | -- |
| Parent education: Parent/s has/have no college education | 1.32 | 41 | -- |
| Parent education: Parent/s has/have some college or | 1.38 | 55 | -- |
| Parent education: Parent/s has/have graduate or professional | 1.56 | 10 | -- |
| Attend classes: primarily or fully online | 1.35 | 37 | -- |
| Attend classes: online and on campus | 1.39 | 31 | -- |
| Attend classes: primarily or fully on campus | 1.48 | 37 | -- |
| *\*Statistically significant at the P < .05 level (using a one-tailed T-test for 2 independent means)* | | | |

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## Discrimination/Harassment Benchmark Indicator

This is a yes/no question rather than a scale (based on experiences with discrimination or harassment on campus, at an off-campus resident, or at an off-campus program/event affiliated with this institution)

| Disaggregated Data | Yes | n | Sig.* |
|---|---|---|---|
| All respondents | 2.5% | 122 | |
| Gender: Man (cisgender) | 0.0% | 31 | -- |
| Gender: Woman (cisgender) | 3.9% | 78 | -- |
| Gender: Non-binary and/or transgender | 0.0% | 8 | -- |
| Age: Traditional (younger than 25) | 0.0% | 42 | -- |
| Age: Nontraditional (25 and over) | 3.9% | 77 | -- |
| Sexual orientation: LGBTQ+ | 2.9% | 36 | -- |
| Sexual orientation: Straight (Heterosexual) | 2.6% | 78 | -- |
| Religion: Christian | 2.6% | 39 | -- |
| Religion: Atheist/Agnostic | 0.0% | 23 | -- |
| Religion: Spiritual, but not religious | 5.0% | 21 | -- |
| Religion: Other | 5.9% | 18 | -- |
| Politics: Conservative | 0.0% | 18 | -- |
| Politics: Middle of the road | 0.0% | 38 | -- |
| Politics: Liberal | 3.7% | 28 | -- |
| Military: have not served with U.S. Armed Forces | 2.8% | 107 | -- |
| Military: have served with U.S. Armed Forces | 0.0% | 11 | -- |
| Disability status: No disability | 2.4% | 83 | -- |
| Disability status: Temporary disability | *redacted* | *redacted* | -- |
| Disability status: Long-term disability | 3.7% | 28 | -- |
| Race/ethnicity: White | 2.6% | 79 | -- |
| Race/ethnicity: African American/Black | 0.0% | 6 | -- |
| Race/ethnicity: Hispanic/Latino | *redacted* | *redacted* | -- |
| Race/ethnicity: Asian | *redacted* | *redacted* | -- |
| Race/ethnicity: Multiple races/ethnicities | 0.0% | 17 | -- |
| Race/ethnicity: All other races/ethnicities | *redacted* | *redacted* | -- |
| *Race/ethnicity: Students of Color (all groups except White)* | 0.0% | 36 | -- |
| Citizenship status: Selected a citizenship status | 2.0% | 118 | -- |
| Parent education: Parent/s has/have no college education | 0.0% | 43 | -- |
| Parent education: Parent/s has/have some college or undergraduate | 3.4% | 60 | -- |
| Parent education: Parent/s has/have graduate or professional degree | 0.0% | 11 | -- |
| Attend classes: primarily or fully online | 0.0% | 39 | -- |
| Attend classes: online and on campus | 6.7% | 31 | -- |
| Attend classes: primarily or fully on campus | 0.0% | 40 | -- |
| *Statistically significant at the P < .05 level (using a two-tailed Z score for 2 population proportions)* | | | |

# Primary Survey Questions – Individual Survey Questions

## Satisfaction with Climate

Scale: 1 = very dissatisfied; 2 = generally dissatisfied; 3 = neither satisfied nor dissatisfied; 4 = generally  satisfied; 5 = very satisfied (*questions that make up the "climate" indicator)

| All Respondents | Mean |
|---|---|
| **Overall campus climate.*** | 4.41 |
| **The campus experience/environment regarding diversity at the institution.*** | 4.25 |
| **The extent to which you experience a sense of belonging or community at this  institution.*** | 4.20 |
| **The extent to which you feel all community members experience a sense of belonging  or community at this institution.*** | 4.19 |

*questions that make up the "climate" indicator

## Level of Agreement with Support Statements

Scale: 1 = very dissatisfied; 2 = generally dissatisfied; 3 = neither satisfied nor dissatisfied; 4 = generally satisfied; 5 = very satisfied

| All Respondents | Mean |
|---|---|
| **The campus environment is free from tensions related to individual or group  differences.*** | 4.17 |
| **Recruitment of historically marginalized students, faculty, and staff is an institutional  priority.*** | 4.01 |
| **Retention of historically marginalized students, faculty, and staff is an institutional  priority.*** | 3.94 |
| **Senior leadership demonstrates a commitment to diversity and equity on this campus.*** | 4.02 |

*questions that make up the "support" indicator

## Frequency of Interactions (with different groups)

Scale: 1 = not at all/not that I'm aware of; 2 = a few times; 3 = monthly; 4 = weekly; 5 = daily

| All Respondents | Mean |
|---|---|
| People who have a racial and/or ethnic identity other than your own. | 3.64 |
| People from a socioeconomic background other than your own. | 3.03 |
| People who have a sexual orientation other than your own. | 2.96 |
| People whose gender differs from yours. | 3.81 |
| People for whom English is not their native language. | 2.70 |
| People from a religious background other than your own. | 3.08 |
| People with a disability. | 2.56 |
| People who are undocumented immigrants. | 1.38 |
| People from a country other than your own. | 2.49 |
| People who hold a political affiliation, philosophy, or view that differs from yours. | 2.96 |
| People who are significantly older or younger than you. | 3.84 |

## Level of Comfort Interacting (with different groups)

Scale: 1 = very uncomfortable; 2 = somewhat uncomfortable; 3 = neither comfortable or uncomfortable; 4 = somewhat comfortable; 5 = very comfortable

| All Respondents | Mean |
|---|---|
| People who have a racial and/or ethnic identity other than your own | 4.73 |
| People from a socioeconomic background other than your own. | 4.55 |
| People who have a sexual orientation other than your own. | 4.43 |
| People whose gender differs from yours. | 4.61 |
| People for whom English is not their native language. | 4.57 |
| People from a religious background other than your own. | 4.47 |
| People with a disability. | 4.66 |
| People who are undocumented immigrants. | 4.41 |
| People from a country other than your own. | 4.69 |
| People who hold a political affiliation, philosophy, or view that differs from yours. | 4.17 |
| People who are significantly older or younger than you. | 4.69 |

## Level of Agreement with Improvement via Diversity

Scale: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree

| All Respondents | Mean |
|---|---|
| Extent you agree that diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community. | 4.32 |

## Level of Comfort Sharing Views on Diversity

Scale: 1 = very uncomfortable; 2 = somewhat uncomfortable; 3 = neither comfortable nor uncomfortable; 4 = somewhat comfortable; 5 = very comfortable

| All Respondents | Mean |
|---|---|
| Overall, how comfortable would you be sharing your views on diversity and equity at this institution? | 3.80 |

## Impact of Engagement in Activities for Support of Diversity and Equity

Scale: 0 = have not engaged in this activity; 1 = greatly decreased my support; 2 = somewhat decreased my support; 3 = somewhat increased my support; 4 = greatly increased my support

| All Respondents | Mean |
|---|---|
| Performed community service. | 1.78 |
| Engaged in discussions or activities concerning political issues. | 1.51 |
| Attended presentations, performances, or art exhibits related to diversity. | 1.53 |
| Participated in discussions, training, or activities on racial/ethnic issues. | 1.89 |
| Participated in discussions, training, or activities on gender issues and/or gender identity issues. | 1.65 |
| Participated in discussions, training, or activities on sexual orientation issues. | 1.67 |
| Participated in discussions, training, or activities on socioeconomic status issues. | 1.65 |
| Participated in discussions, training, or activities on religious diversity issues. | 1.56 |
| Participated in discussions, training, or activities on disability issues. | 1.78 |
| Participated in discussions, training, or activities on immigration issues. | 1.41 |

## Frequency of Hearing Insensitive or Disparaging Remarks (how often have you heard insensitive or disparaging remark about…)

Scale: 1 = never; 2 = rarely; 3 = sometimes; 4 = often; 5 = very often

| All Respondents | Mean |
|---|---|
| People who have a particular racial and/or ethnic identity.* | 1.32 |
| People of a particular sexual orientation.* | 1.37 |
| People of a particular gender or gender identity.* | 1.35 |
| People from a particular socioeconomic background.* | 1.34 |
| People from a particular religious background.* | 1.40 |
| People with a particular disability.* | 1.27 |
| People who are immigrants.* | 1.26 |
| People with a particular political affiliation/view.* | 1.68 |
| People of a particular age or generation.* | 1.44 |
| People for whom English is not their native language.* | 1.29 |
| Students* | 1.65 |
| Faculty* | 1.28 |
| Staff* | 1.24 |
| Administration* | 1.15 |
| Local community* | 1.92 |

*questions that make up the "remark" indicator

## Level of Agreement with Discrimination/Harassment Reporting Questions

Scale: 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = agree

| All Respondents | Mean |
|---|---|
| If I experienced or observed an act of discrimination or harassment while at this institution, I know whom to contact to report the incident. | 4.01 |
| The process for reporting acts of discrimination or harassment at this institution is clear to me. | 3.92 |
| The process for investigating acts of discrimination or harassment at this institution is clear to me. | 3.87 |

## Experiencing Discrimination/Harassment

Two percent of survey respondents (3 individuals) reported that they'd experienced discrimination or harassment at LCC. Those individuals had the opportunity to provide additional information about their experiences with discrimination or harassment. Their comments are below.

- I was harassed by a male once, security caught it and took care of it. And someone was being rude about my sexual orientation once. I'm a little bit older and a group of younger students read that person the riot act and reported it. It was amazing. They did not know me but they

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knew it was wrong. Felt seen and felt appreciated. My teacher found out and checked in on me daily for awhile.

- Not at this time.

Eight percent (8%) indicated they were unsure whether they had. Comments from the "unsure" respondents appear below.

- I don't know if the person meant it the way that I took it.
- i unsure
- I'm not wanting to explain that comment. I do not want to revisit trauma for some random purpose. No
- I've had younger classmates treat me dismissively on rare occasions. I also had a teacher make openly hostile remarks regarding students diversities while not knowing my personal beliefs.
- It was off handed "joking" remark about my age. It has happened more than once, by a variety of people. I am probably too sensitive.
- Microagressions are hard to pinpoint sometimes
- Not me personally, but someone close to me has experienced discrimination due to their religion from a professor.
- Well, I have my own issues but I don't wish to elaborate further. Although I feel like I haven't, I do worry what people say about me behind my back. But it's not a big deal to me

## Frequency of Discrimination/Harassment by Category (of 3 respondents reporting incidents – duplicated count as respondents had an opportunity to check multiple categories)

Scale: 1 = never; 2 = rarely; 3 = sometimes; 4 = often; 5 = very often

| All Respondents | Mean |
|---|---|
| Because of my racial and/or ethnic identity. | 2.00 |
| Because of my sexual orientation. | 1.50 |
| Because of my gender or gender identity. | 1.33 |
| Because of my socioeconomic background. | 2.00 |
| Because of my religious background. | 1.00 |
| Because of my disability. | 3.00 |
| Because I am an immigrant. | 1.00 |
| Because of my political affiliation/views. | 1.00 |
| Because of my age or generation. | 2.00 |
| Because of my physical appearance. | 3.00 |
| Other aspect/s of my identity (optional written comments appear below where provided). | 2.00 |
| "Other" categories reported: None provided | |

## Timeframe of Discrimination/Harassment (of 3 respondents reporting incidents)
Scale: this is a yes/no question rather than a scale

| All Respondents | Yes |
|---|---|
| Of the incidents reported, how many occurred in the past year? | 0 |

Note: although the survey asks for the form, location and source of discrimination and harassment occurring in the past year, there is no data to report since no incidents were reported in that timeframe.

# Open-Ended Survey Responses

## Responses to the question: "What one word or sentence would you use to describe the sense of community you feel at LCC?"

- Overcompensating
- Awkward
- Isolationistic
- Religion not welcome. Shut up about your religion or you will suffer the consequences, both academic and extracurricular.
- A sense of belonging.
- People seem friendly but not approachable.
- There is no community or microcosm present amongst the student body of LCC
- It's decent.
- I am entirely online, I have only been to campus 1x in 2 yrs.
- Forced
- I'm not on campus often, but the constant emphasis on race, gender,... at the expense of others lowers my sense of community..
- Awkward
- I am an online student, but I feel all classes attended have a sense of community.
- I do school online
- I have nothing to say
- Fine
- Faculty and staff seem to embrace diversity on campus and look for opportunities to ensure equitable treatment of all on campus.
- I wouldnt know. I kinda just mind my own business
- Different
- I attend on line, never been to the campus
- I have yet to take a class on campus, but have had no difficulties as of yet.
- Engagement
- Good
- LCC is a very diverse place as we are all diverse from our looks, backgrounds, and mainly are ideas and thoughts.

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- I don't interact with anyone on campus. I go to class and then leave for work.
- Good
- Comfortable.
- Welcoming
- Welcome
- Reserved
- I only attend online school
- Welcoming.
- Not
- I feel like college is my second home. A home with diversity of all kinds. Makes for a colorful fun environment.
- LCC's resourcefulness helps me feel supported by the college.
- Inclusive
- Relaxed
- It feels like family.
- Safe
- Open
- A nice community college in rural Washington.
- Safe
- This Survey is ridiculous. People are people. Stop dividing us into victim groups.
- Comfortable
- Adequate
- I think LCC has good intentions with regard to fostering greater diversity on campus, but I have yet to see any tangible effort on LCC's part to make this visible to students.
- Open
- Welcomed
- comfortable / inclusive
- LCC is working really hard to make people from systemically marginalized groups feel welcome.
- LCC is really local and the heart of Longview.
- Ok
- Acceptance
- Welcoming
- Belonging
- Excellent
- Relatable
- Nice
- Resourceful
- Together
- I take online classes only. I don't have much of a sense of the community at LCC
- Welcoming
- Good
- positive sense of community.

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- Welcome and helpful
- Good love lcc
- Friendly
- I feel comfortable and safe at LCC since everyone around me is very friendly and kind
- Belonging
- Everyone seems to be very happy and not hateful towards someone else for what they look like/who they are
- Excepted
- Acceptance
- I feel comfortable coming to class in-person and online classes are beneficial to me.
- This is the best campus and we are lucky to have LCC as a major institution on our community.
- I don't feel like an outcast.
- Alone you can only go so far but together we can achieve anything no matter who you are, so I guess a sense of togetherness no matter what background you have
- Fun
- good support
- Comfortable
- Caring
- Free
- Belonging
- Family
- Supportive
- Supportive
- well diverse
- Connected
- Great
- I feel welcomed
- Welcoming.
- I have never felt so at home at any college. LCC has a variety of ethnicities and religions and background and most people on campus are just so nice. There is always a bad egg, but there is more inclusion and acceptance than I have seen at any other college.
- Accepted.
- Completely healthy
- Connected
- LCC definitely has many organizations in variety to help people feel a part of and if none match your liking you can present a new idea and become part as well.
- I feel safe while being at LCC.
- A lovely family knit type of feeling
- I love our LCC community, I feel safe and know I there are people to talk to when needed.
- Kind
- A sense of peace and belonging
- Community

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- I feel encouraged, welcomed and have a sense of inclusion
- I haven't had negative experiences with anyone on campus, most people are friendly.
- It is a very well rounded community very supportive.
- Welcoming
- Welcoming
- Welcoming
- Welcoming to everyone

## Responses to the question: "What one change would you make in order to enhance the sense of community at LCC?"

- Stop pushing race or sexual preference to promote equality. It creates more division. Stop making decisions based on somebody's race, sexual orientation, or socioeconomic status. This creates division, not inclusion.
- More sports, more physical activities
- Regard everyone as equal rather than promoting the idea that white people are bad. It's contradictory to demonize one group of people to make another group feel comfortable.
- Teach instructors to leave their personal beliefs at home.
- Friendliness
- I don't know.
- More financial assistance for indigent and low-income students.
- Nothing, I am not aware of problems.
- Stop forcing people to take equity classes and putting labels on people.
- Stop the emphasis on "diversity" and strive for all to be equal and accountable for their own actions
- The faculty and staff need to be more help and not closed off when it comes to helping others
- nothing really
- More students with diverse backgrounds.
- Better advertising for clubs and groups
- Don't know
- I attend online, never been on campus
- I know of none.
- I would include an option where people can complete an optional survey and be linked to others who had similar interests or classes so they may form friendships and develop a community.
- I would stop pigeonholing students from the beginning about what career path they're pursuing. I felt a lot of pressure at the beginning to choose a career path and that's not what I came to college for. I came to enlighten myself and not drown in drudgery.
- I'm not sure. I'm not good at this stuff I feel. I have ideas yes, but I rather not push ideas out and force people to follow them. I only wish for people to follow their ideas as long as they don't hurt people
- Idk
- More activities
- More club participation and diversity or cultural events

- More clubs possibly, I know in high school I would always hear about many different clubs but I haven't heard of any here. There probably are but I may not be aware.
- More community activities
- More cultural awareness
- more group activities, and at different times, or with longer hours so pepole dont have to miss them for studt, class, or appointments
- No opinion
- None
- Not all people want to fit in a box
- Nothing
- Nothing
- Nothing at this time
- Nothing but the city needs some change
- Offer mixers or socials to get people together from all walks of life, not just for clubs on campus.
- Prohibit student activism groups on campus and instead have participatory student clubs with a required community service hour per year component.
- Scholarships for kids outside the state of Washington
- Stop tribalism. Let people alone. Stop pushing CRT type narratives. You just irritate people
- They need to acknowledge older students more and have activities that would appeal to this demographic.
- hold more school events to gather more people together
- I think LCC needs to increase support for indigenous students.
- Let all the parking's have general designation.
- less rules yet better awareness programs that teach people how to still be expressive individuals while maintaining a balance of consideration and understanding of others.
- Nothing
- More activities or events.
- Activities for all students of any age.
- All facility, staff, and students take diversity and inclusion training.
- Better toilet paper
- brighten up exterior
- Chat texts
- Communication between teachers
- Everyone seems nice over Zoom. I don't have much experience on campus though
- For all people to feel comfortable enough to speak up and ask the questions they want to know. And I think that is a personal thing for each person, nothing LCC needs to do.
- further guidance for ESL and ABE
- Get everyone involved in a diversity discussion.
- Have a gender neutral bathroom
- Have more availability to help me
- Have more groups, a track team
- I don't have any changes they need to do

- I don't really have anything I would change. I haven't been at LCC long and from what I've seen what their doing is great.
- I have no idea.
- I have none to give, the sense of community here from my perspective is great.
- I really love the activities they do on campus so I hope they do some more relating to a group effort like an escape room.
- I would include more hybrid classes, so that there are in-person lectures as well as online homework.
- I would like to see peer support incorporated into the student body and education system.
- I wouldn't make any changes to LCC.
- I'm not sure
- It's enough for me.
- more activies
- More food spots
- more large get togethers with students and familys
- more religious classes
- More social outtings
- no change at this time.
- No suggestions at present
- None
- None
- None
- None
- None. Your programs, classes, process are all excellent. From my vantage point, it's great.
- Nothing
- Nothing
- Nothing
- Nothing in the sense of community the financial aid and timing could improve emensely.
- Nothing, so far.
- Petting zoo
- There is nothing I would enhance.
- Try to help people learn to not expect people to agree with everything that you agree with. It's ok if people have different opinions

## Demographics of Survey Respondents

Totals may not add up to 100% because not all respondents answered every question.

| Category | Percent |
|---|---|
| Gender: Man (cisgender) | 26.3% |
| Gender: Woman (cisgender) | 67.5% |
| Gender: Non-binary and/or transgender | 6.1% |
| Age: Younger than 25 | 35.0% |
| Age: 25-34 | 21.4% |
| Age: 35-44 | 18.8% |
| Age: 45-54 | 17.1% |
| Age: 55-64 | 5.1% |
| Age: 65 or older | 2.6% |
| Sexual Orientation: LGBTQ+ | 31.3% |
| Sexual Orientation: Straight (Heterosexual) | 68.8% |
| Religion: Christian | 39.2% |
| Religion: Atheist/Agnostic | 22.7% |
| Religion: Spiritual, but not religious | 20.6% |
| Religion:  Other religious affiliation (Buddhist, Hindu, Jewish, Muslim, Other) | 17.5% |
| Politics: Conservative | 21.0% |
| Politics: Middle of the Road | 45.7% |
| Politics: Liberal | 33.3% |
| Military: Have not served in US armed forces | 91.4% |
| Military: Have served in US armed forces | 8.6% |
| Disability status: No disability | 74.5% |
| Disability status: Temporary disability | *redacted* |
| Disability status: Long-term disability | 24.5% |
| Race/ethnicity: White | 69.0% |

WH/ECR/MS Word Accessibility Checker/2023.05.23

| Category | Percent |
|---|---|
| Race/ethnicity: African American/Black | 4.4% |
| Race/ethnicity: Hispanic/Latino | *redacted* |
| Race/ethnicity: Asian | *redacted* |
| Race/ethnicity: Multiple races/ethnicities | 14.2% |
| Race/ethnicity: All other races/ethnicities | *redacted* |
| Parent education: Parent/s has/have no college education | 37.5% |
| Parent education: Parent/s has/have some college or undergraduate degree | 53.6% |
| Parent education: Parent/s has/have graduate or professional degree | 8.9% |
| Modality: attend classes primarily or entirely online | 35.8% |
| Modality: attend classes both on campus and online | 27.5% |
| Modality: attend classes primarily or entirely on campus | 36.7% |

# Supplemental Survey Questions (developed by LCC Diversity Committee)

Supplemental questions 1-10: please rate the overall climate on the Lower Columbia College  campus for the following dimensions.

Scale: 6 = never encounter; 5 = mostly never encounter; 4 = occasionally encounter; 3 = constantly  encounter; 2 = don't know or no basis to evaluate (note: no "1" value in this scale)

| All Respondents | Mean excluding don't know/no basis to evaluate |
|---|---|
| Racism (a system of cultural messages, institutional policies, beliefs, and  actions that benefits white people at the expense of people of color) | 5.8 |
| Sexism (a system of cultural messages, institutional policies, beliefs, and  actions that benefits male-identified people at the expense of female- identified people) | 5.7 |
| Transphobia (a system of cultural messages, institutional policies,  beliefs, and actions that benefits people who identify with the gender  they were assigned at birth [cisgender] at the expense of transgender  and gender nonconforming people) | 5.7 |
| Heterosexism (a system of cultural messages, institutional policies,  beliefs, and actions that benefits straight/heterosexual people at the  expense of lesbian, gay, bisexual, and pansexual people) | 5.7 |
| Age Bias (a system of cultural messages, institutional policies, beliefs,  and actions that tends to disadvantage young people and elders) | 5.7 |
| Ableism (a system of cultural messages, institutional policies, beliefs,  and actions that benefits able-bodied people at the expense of people  with disabilities) | 5.8 |
| Classism (a system of cultural messages, institutional policies, beliefs,  and actions that tends to advantage certain social and economic classes  over others) | 5.8 |
| Political Bias (a system of cultural messages, institutional policies,  beliefs, and actions that tends to advantage certain political positions  over others) | 5.5 |
| Religious bias (a system of cultural messages, institutional policies,  beliefs, and actions that tends to advantage certain religions over  others) | 5.7 |
| Xenophobia/Anti-Immigrant Sentiment (a system of cultural messages,  institutional policies, beliefs, and actions that tends to disadvantage  immigrants) | 5.8 |

## Supplemental question 11: are there any areas or events on this campus where you have not felt welcome?

Scale: this series of questions is based on "check all that apply" - so count is duplicated

| All Respondents | *Number* |
|---|---|
| In a meeting with peers | 3 |
| In a meeting with supervisor(s) | 1 |
| At a college athletic facility or locker room | 2 |
| In a restroom on the college campus | 3 |
| At the campus cafeteria | 2 |
| In a classroom or learning environment | 7 |
| In another location (Department not included or able to attend meetings or trainings on campus; LCC sponsored events like holiday parties, all staff meetings; Zoom meetings in which I cannot lipread and there is no captioning) | 6 |
| I have not experienced feeling not welcome | 96 |
| Written responses to in another location: around the baseball stadium and gym sometimes; parking lot; in this survey; One stop center and trying to meet with student advisor | |

## Supplemental questions 12-14: Extent of agreement with the statements below.

Scale: strongly agree = 5; agree = 4; neither agree nor disagree = 3, disagree = 2, strongly disagree = 1

| All Respondents | *Mean* |
|---|---|
| I feel accepted, safe, and comfortable just being myself here at Lower Columbia College. | 4.3 |
| The current campus climate at Lower Columbia College encourages staff, faculty, and students to have a public voice and share their ideas openly. | 4.2 |
| Diversity and inclusion are currently primary values at Lower Columbia College. | 4.2 |

## Supplemental question 15: Which of the following (if any) have you avoided disclosing about yourself to others on campus due to fear of consequences?

Scale: check all that apply (duplicated count)

| All Respondents | Number |
|---|---|
| Racial and/or ethnic identity | 5 |
| Sexual orientation | 18 |
| Gender identity | 6 |
| Socioeconomic background | 9 |
| Religious background | 16 |
| Disability status | 13 |
| National origin/Immigration status | 1 |
| Political perspective | 24 |
| Age or generation | 11 |
| Health condition | 12 |
| I have not avoided disclosing anything about myself | 67 |

## Supplemental question 16: What would you like to see done to improve diversity, equity, and inclusion at Lower Columbia College?

- All activities seem to center around the young. I would like something that allows me to meet older people like me that also attend LCC.
- Allow for a little more openness for lgbt students
- Attend on line, never been to campus
- Don't know
- Equal opportunity
- Equity is more than talking about it. Representation is one of the biggest and best ways we can facilitate inclusion. Where do we literally see minority groups included.
- Gender neutral bathrooms.
- Get people from different cultural backgrounds together
- I don't k
- I don't know.
- I don't really know, like I said before maybe more clubs or at least advertise those clubs more if there are any. Like a multicultural club.
- I have no ideas, I attend online.
- I have only attended LCC for a little bit, but as far as I can tell they create a diverse environment. As someone who is transgender, I am still cautious because you can never predict who you will meet but this is not the fault of LCC. If I had any issues I would feel comfortable getting help from LCC and I think they do a good job of making their students feel safe and accepted.

- I honestly can't say. I'm white, so I know my chances of being bashed, as a gay woman, are less than if I was a POC. I know you can't fix stupid either, so it's really just sticking up for each other too and being able to report incident and being taken seriously when reported.
- I think LCC is doing a great job so I do not think there needs to be any improvements
- I think you're already trying your hardest. My issues can only be changed on a societal level. I also think that more subtle methods might work better sometimes. The younger generation seems to favor more abrupt messaging while my generation might tune things out the more present they are. I know it's a balancing act with one of the most extreme generational shifts in thinking and presentation between the digital natives and older students but I do think you're trying.
- I would like to see extra curricular ethics classes available to students.
- I'd be fine with whatever you do as long it doesn't hurt or upset a majority of people
- I'm not quite sure but I think it could be a fun idea if there were meetings where all lcc students can meet together, especially if we were able to meet with foreign exchange students.
- If you are going to encourage diversity, start first with diversity of thought and opinion rather than focusing solely on the virtue signalling of demographic diversity. If you want to pursue equity, first establish objective metrics that mean something to the future employers of your students, rather than an ideologically slanted view of "equity" which destroys excellence in pursuit of an ill-conceived notion social justice based on self-flagellation. If you want to be inclusive, begin by including critical thinking as a core part of your curriculum, something which is sorely lacking as it stands now.
- It already seems pretty good. I never have had any issues
- It seems to be talked about and understood so nothing at the moment needs to be done.
- It's enough.
- Just in this survey, I saw racism defined as anything supporting white people at the expense of people of color, and sexism defined as anything supporting males at the expense of women. Those are NOT the definitions, and implies white people and males cannot be discriminated against. I'd say that attitude is a pretty good starting point.
- Making sure deadnames never come up, making sure people have the opportunity to state their pronouns so that people know what to call them, instructors need to start enforcing students using the right pronouns for each other as soon as possible.
- more activies
- More groups for lgbt
- more religious classes available
- More scholarships
- More school activities
- More signs, events, activities, discussions, celebrations.
- more students enter acting with each other
- More support for indigenous students
- Music
- No idea
- No opinion
- No suggestions at present

- None
- None
- Not sure
- Not sure, taking online courses
- Nothing
- Nothing
- Nothing
- Nothing
- Nothing
- Nothing at present.
- Nothing at this time
- Nothing at this time.
- Nothing has to improve, it's fine the way it is.
- Nothing really
- nothing to say
- nothing, and if its not broke dont fix it
- Older genre acceptance ... Some of the classes I walk into I'm the only one speaking up and I feel like I'm being looked at like I am being overbearing asking questions but it seems like the younger generation just ain't speaking up so I'm speaking for more than myself.
- Peer support on campus or inclusion in the medical training, for helping the student body
- Staff and faculty to change their outcome and attitudes when it comes to helping students
- Stop asking questions about our daily lives and knowing everything about myself. You don't need to know my race nor my religion! That shouldn't be based on Education! Nor proper pronouns were all people that's what matters.
- Stop being racist and sexist under the guise of diversity. As an institution of higher learning, falsely defining racism and sexism is disturbing. There are specific demographics graphics that likely avoid the school because they feel attacked by the school's racist and sexist culture while pretending to promote diversity.
- Stop blaming straight white men for the problems of others.
- stop stifling individuality with general umbrella rules. it makes people feel like their walking on egg shells.
- Teach on how to have a civil conversation. One that views and beliefs can be shared without hostility.
- This survey is an example of everything that is wrong in the current narrative. You are literally trying to turn people against each other. Division causes hatred. You are dividing and classifying people according to endless ridiculous categories. You think you are doing good when in reality you are harming society. Treat people the same. Stop demonizing people. Stop trying to create a ladder of victimhood and an oppressor/oppressed narrative. Stop convincing people they are oppressed. Stop shaming people who have done nothing wrong. This is embarrassing. Honestly this kind of DEI survey just divides people further and worsens relations. Im pretty disgusted by these questions, and Im sure others are too, but most are afraid to say it. People go along with this for fear of being stigmatized, not because they agree with it. The power of social conformity is too strong. No one is going to give you honest answers, and most people who fill this out will

be appalled by the subtle racism it contains. No one dares tell the truth in these surveys and workshops.

- To see people speak up when he/she hears or sees someone being treated wrong.
- Treat all equally. Stop emphasizing diversity since in reality you are emphasizing those who are not white, not male, not Christian. White male Christians are often excluded. Two wrongs do not make a right