

Campus Climate Report 2022

Feather River College

By

**The students of SOC/POL/ETHN 140:
Introduction to Race and Ethnicity**

May 2022

ACKNOWLEDGEMENTS

We would like to thank the FRC campus community for supporting this project. Special thanks to Michelle Petroelje and Sean Whaley for going the extra mile with their assistance and support. We would also like to thank all those staff who commit so much to FRC student success. You have launched countless dreams!

PROJECT MANAGERS

Santiago Mendez
Iyanna Gomez

Brianna Lopez-Cortez
Xavier Avila
David Earhart
Annie Folchi
Megan Jensen
Samara Kasayulie-Kookesh
Emma Leff
Jennifer Lopez
Tyler Pico
Devonte Richards
Emily Sheridan
Mackenzie Todaro

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FORWARD

“A revolutionary leadership must accordingly practice co-intentional education. Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators. In this way, the presence of the oppressed in the struggle for their liberation will be what it should be: not pseudo-participation, but committed involvement.” – Paulo Freire, *Pedagogy of the Oppressed*

Since 2009, the Campus Climate Project has been an opportunity for student inquiry, creativity, and praxis. The hope is that the students who participate in this process see the value of continual intellectual and social growth. As such, the goal is for this to be a transformative experience in their educational journey. Inspired by the Brazilian scholar, author, and activist, Paulo Freire, I came up with the Campus Climate Project as a way for students to have both a hands-on experience with social science research, and an opportunity to build a critical consciousness of social reality. This idea comes from Freire’s 1968 book, *Pedagogy of the Oppressed*.

This project has never been more relevant. It resonates with social issues and political debates occurring in our society. The 21st century focus on diversity, equity, and inclusion builds on many of Freire’s ideas. However, current efforts may not go far enough. It feels like more institutional attention should be given to the cultivation of critical consciousness.

Our pursuit of equity has been outstanding. Addressing how levels of disadvantage shape a student’s success over time are more important than ever. In these efforts, institutions of higher education also have an opportunity, and responsibility, to emphasize teaching students to “decode” their social conditions – to unpack systems of oppression and understand how these have constructed their experiences and realities. When students are not equipped to do this, inequality and inequity are sustained through hegemonic ideological, political, and economic structures. The development of a critical consciousness involves studying systems and structures of power that create and sustain inequity. Only then, as Freire points out, can students develop a sense of agency and the realization of their capacity to create social change. This includes confronting the conditions that maintain inequality. Freire’s idea of critical consciousness should be central to a liberal arts education. “Critical consciousness of oppressive social forces can replace feelings of isolation and self-blame for one’s challenges with a sense of engagement in a broader collective struggle for social justice” (Smith). Emphasizing the role of social empowerment and deep democracy through higher education is a cornerstone for a world in which true equality, equity, and inclusion reigns.

As you read through this report, keep in mind the work students put into it. The discussions around intent, goals, designing of questions, and the analysis of data, punctuate these students’ learning and their transformation. I also hope this report sparks conversations around the opportunity we have at FRC to cultivate critical consciousness. Students are entering a world in which a wide range of social injustices will need to be addressed and it is our duty as leaders to co-create a better world for all. In this context, we are all students and we are all teachers.

Katie Desmond, Ph.D.

EXECUTIVE SUMMARY

During the Spring 2022 semester, the campus climate survey was administered to Feather River College (FRC) employees and students. As in past years, some changes were made to this year's survey. The SOC/POL/ETHN 140 students decided to add a series of questions to gauge experiences with microaggressions on campus.

The survey was delivered online through Survey Monkey. Discussion of the survey design is discussed in the "survey" section of this report. Note: There is a nonresponse bias in this survey that should be considered. This means we don't know nor can we speculate on the opinions of those who did not take the survey. Also, many questions included a "no opinion" response option. The number of respondents who answered "no opinion" should also be considered in analyzing results.

Survey respondents answered questions in categorical areas: campus comfort, diversity, isolation, discrimination and/or harassment, experiences with microaggressions, and overall happiness. Students in particular were asked about where they need additional support. Highlights from the survey results include:

- ∅ Participation rates improved this year. Nevertheless, representation of the race and ethnic diversity among FRC students is lacking in the representative sample. Also, a disproportionate number of women responded to the survey compared to men. The sample size of employee respondents is also low.
- ∅ 92 % of all respondents report being "very happy" or "rather happy" at FRC.
- ∅ 85% of student respondents indicate high/positive levels of comfort in their FRC classes.
- ∅ 84% of student and 71% of employee respondents are "very comfortable" or "comfortable" with the climate of diversity at FRC.
- ∅ 82% of employee respondents indicate that they are "very comfortable" or "comfortable" with the climate in their department/work unit.
- ∅ 66% of student respondents believe students are treated equally at FRC; 90% of student respondents feel that students of diverse backgrounds receive equal respect in the classroom.
- ∅ 76% of student respondents and 72% of employee respondents indicate that being a part of the FRC campus is a positive experience.
- ∅ 69% of student respondents, 65% of employee respondents, and 69% of respondents of color indicate they feel FRC cares about them as a person.
- ∅ 76% of student respondents, 72% of employee respondents, and 76% of respondents of color indicate that being a part of the FRC campus is a positive experience.

☞ 10% of respondents say that experiences with isolation or discrimination make them consider leaving FRC. While the rates are small, the implications on a small campus may be profound.

This project and the accompanying analysis may assist Feather River College in its efforts to create a welcoming climate for all students and employees and contribute to an environment of student success.

RECOMMENDATIONS

As in previous years, it is recommended that the information gleaned from this survey and report be used for planning across campus.

- ∅ Use this report and its findings in College planning, especially in updates to the Strategic Plan, revisions to the mission statement, in Guided Pathways efforts, and in overall equity work.
- ∅ Broaden equity and anti-racism training across campus and to all campus constituent groups, emphasizing the impacts of microaggressions on the student experience and success. *(See results under "Comfort Level and Diversity;" "Isolation and/or Discrimination" and "Microaggressions,")*
- ∅ Continue to address comfort levels across genders through improved sexual harassment training, etc. *(See results under "Comfort Level and Diversity;" "Isolation and/or Discrimination" and "Microaggressions.")*
- ∅ Improve campus access for people with disabilities. *(While not evident in the data, there were more than a few comments on this in the survey.)*
- ∅ Gather supplemental information through follow-up interviews or focus groups. These could be conducted by a third-party researcher and may be especially useful if approached with sensitivity and guarantees of anonymity. *(Based on class discussion and informal, follow-up conversations.)*
- ∅ Address need for, and focus resources on greater career training and planning. *(See results in "Student Perceptions of Support They Need to Complete Education Goals.")*
- ∅ Continue sponsoring activities and events which facilitate learning and discussion around issues diversity, equity, and inclusion, especially those that highlight issues around microaggressions. *(See results under Perspectives of Diversity among Students and Employees.)*
- ∅ Continue, and consider expanding, programs that serve financially vulnerable populations. *(See results under Respondents' Financial Circumstances.)*
- ∅ Showcase and highlight the value of employee work, especially in areas that support institutional functions and student success. *(See results under Employee Sense of Positive Experience at FRC, and other employee response data.)*
- ∅ Review "No-Opinion" options in future survey design.

INTRODUCTION

THE SIGNIFICANCE OF CAMPUS CLIMATE FOR FRC

This survey and report provide a snapshot of FRC and the experiences of individuals on campus and with the campus community.

“Campus climate” refers to the general atmosphere experienced by the students, faculty, staff and administration of FRC, primarily in terms of their overall comfort, their sense of safety and belonging, and whether they feel valued, treated fairly with respect and without discrimination. FRC recognizes the importance of diversity, equity, and inclusion, and providing a safe, comfortable, and supportive learning and working environments for all students and employees.

In addition to an epic pandemic, the 2020 murder of George Floyd forced U.S. society to acknowledge and confront continuing racial injustice. Galvanized by this moment, the Black Lives Matter movement, and ongoing civil rights issues around sexism, LGBTQ equality, and disability rights, academia responded with antiracist conversations and efforts to promote diversity, equity, and inclusion (DEI). As always, California community colleges have recognized the importance of these historic and social forces and has responded with changes in educational practices to address changes in social relations. Across the system, this has been an opportunity to explore creative pedagogical approaches as well as address and examine practices and processes through an antiracist and DEI lens. This is a natural addition to the CCC system’s mission: to serve the most diverse student population in the country and give all students the opportunity to succeed.

Access to education has been seen as a pathway to success for all groups in society but access in and of itself is incomplete. According to the Campaign for College Opportunity, California community college students still face challenges and barriers on their path. These include navigating the maze of transfer to the CSU and UC system, to figuring out how to fill out a FAFSA. These should not be mysterious and confusing processes for students. They should not be obstacles to be overcome but resources for success (Brymner). This will be the case especially for first generation students and the increasing number of Hispanic and Latinx high school graduates. Further, as the *2021 CCC Update to the Vision for Success* describes, in the past two years the state’s community college student population suffered socioeconomic setbacks that forced many to abandon their higher education goals. The *Vision for Success* highlights the recovery necessary for the system to reconnect with its diverse population and improve resources with more proactive student services (<https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>).

The SOC/POL/ETHN 140 students also decided to highlight the topic of microaggressions this year. When designing the project, the class talked a lot about the current social context around modern racism that may lead to misaligned policies, such as those that disparage anti-racist pedagogy. For example, “color-blind racism” often comes out in seemingly neutral or objective terms. Such thinking “permits people to ignore the social, political, and economic realities that actually create and sustain racial inequality, and by this selective perception, to support a kind of racism without appearing to be racist” (Healey and Stepnick 39). Institutions of higher education should be weary of attacks on efforts to address inequality and inequality. According to Bobo (2001) and Quillian (2006), “Modern racism is consistently correlated with opposition to policies and programs intended to reduce racial inequality” (Healey and Stepnick 226). Additionally, “color-blind strategies amount to inaction, which will perpetuate (or widen) the present racial equality gap” (227).

Given these contexts, and FRC’s mission, the 2022 Campus Climate report will again highlight comfort levels on campus, as well as student and employees sense of belonging and feelings of support. This report dives deeper in these areas more than in previous years.

MEASURING CAMPUS CLIMATE AT FRC

FRC’s diversity is a hallmark of this campus. FRC has provided access to diverse groups in remarkable ways, through a variety of program offerings and support services. As shown in this report, campus climate is important when it comes to understanding student sense of belonging, and student success. Measuring this climate includes looking at comfort and inclusion levels, experiences with a sense of equality, fairness, inclusion, and opportunity. This has been the constant intent of the campus climate efforts. This information may assist in institutional planning and provide the College some data from which they can make improvements in order to better serve the campus’s diverse population and increase student success. The Campus Climate survey is one mechanism for the College to evaluate its progress towards its strategic goals and accomplishment of its mission.

SURVEY

Once the questions were reviewed the survey was finalized and the instrument was uploaded into the survey website, “Survey Monkey.” This site was selected because of FRC’s institutionally held account, the ease of survey disseminating, and because the past survey results are archived in the FRC Survey Monkey account.

The survey was open for four weeks, from March 6 and closed April 8.

As an incentive, survey participants were given the opportunity to enter a drawing for prizes. All measures were taken to secure the anonymity of the respondents. After the survey closed, email addresses were randomly drawn from the list of entries. Winners were contacted and awarded their prizes.

QUESTION AND REPORT CATEGORIES

Depending on how a respondent identified, whether student or employee, they were directed to answer a series of questions in the survey categories.

Demographics: In order to filter responses in useful ways, several demographic questions were asked at the end of the survey. Group categories were slightly revised.

Campus Comfort and Diversity: The first category included a series of questions regarding comfort levels among groups on the FRC campus; this category is common among campus climate surveys elsewhere in the country.

Isolation, Harassment, Discrimination: This section corresponds with “campus comfort and diversity,” but is more specific in that it asked respondents directly about their perceptions of, or experiences with isolation, harassment, and discrimination. Any reported occurrence or perceived behavior of discrimination or harassment is important to document.

Microaggressions: A new section in this year’s survey is on microaggressions. This is based on the IDEALDEI survey conducted by Stanford University. The questions in this category ask respondents to reflect on types of interactions they may have experienced at FRC that can be defined as microaggressions. Sue has defined these as “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.” These may also be toward other marginalized groups (2017).¹

The SOC/POL/ETHN 140 students acknowledge that measuring experiences with microaggressions is as important as it is difficult. These experiences are felt by members of marginalized groups all their lives, and adversely affect a person’s mental health, psychological well-being, and confidence, which have consequences on opportunity and success. The students also acknowledge that the term itself is problematic in that the qualifier “micro” suggests that these are small incidents; however, these are often cumulative moments for an individual that can be life-altering, making these experiences socially and structurally relevant – beyond a micro-level moment.

Overall Happiness: As previously mentioned, this category was introduced this year in an effort to gauge happiness and satisfaction on campus. Inspired by the World Happiness Report, these questions asked whether respondents felt valued by FRC, whether their campus experience is positive, and about their overall level of happiness at FRC. As it does in the World Happiness Report, communities with high trust in their social (and political)

¹ Sue “Microaggressions and “Evidence:” Empirical or Experiential Reality?.” Association for Psychological Science, 2017, Vol. 12(1) 170–172.

institutions, are happier and more resilient in the face of crisis. We intend for this section to provide information around happiness and trust amongst the FRC community.²

Open-Ended Questions: As in past years, the survey included a few open-ended questions. Respondents were asked to provide detail about their workplace and classroom experiences and comfort levels. We also asked questions about what they thought was working well at FRC.

Notes on survey sample size: One of the challenges with designing and implementing a campus survey was to gather an ideal representative sample. In other words, attempts were made through outreach across campus, to assure response rates were similar to the campus population from which they were drawn. For example, concerted efforts were made to increase participation among student-athletes, among whom racial and ethnic diversity are evident. Also, there was outreach to campus offices to encourage employee participation. Despite these efforts, publicity, enticements, and a long survey window, the responses presented in this report are skewed toward female identifying respondents, and White/Non-Hispanic respondents.

Non-response bias: It is important to note that the following report and any subsequent analysis need to also take into account the large number of students and employees who did not participate in the survey. Among FRC employees, the response rate was only 20%, and among students it was 26%. In other words, this report can only provide a narrow snapshot of campus, and not a wide picture. The class is aware of the possibility of non-response rate bias. In many ways, this survey provides valuable information for the institutions. In others, we need to consider that these findings cannot and do not accurately reflect all FRC students and employees, and we are aware that there may be biases among the students and employees who did respond, as well as biases among those who did not.

This report presents survey data as unweighted, i.e., does not “correct for” higher response rates for females or students.

“No-opinion” responses: When the SOC 140 class toon on the first FRC Campus Climate Project in 2009, there was considerable conversation around adding the “no-opinion” option to some questions. Students were concerned that not having this option would force respondents into answers that did not honestly reflect their position on a question. This obviously leads to some problems in data collection. First, it assumes that respondents have opinions on these issues and have thought about their opinions, and it also assumes that respondents who select “no opinion” are aware of their non-opinion. There is also the assumption that people who are aware of their non-opinion would not be honest if the “no-

² *World Happiness Report, 2022.* <https://worldhappiness.report/ed/2022/happiness-benevolence-and-trust-during-covid-19-and-beyond/>

opinion” option is not offered; they may also may offer a random response. On the other hand, we cannot presume that a “no-opinion” response is not meaningful.

This is tricky. In the future, the class could pilot a survey without the “no-opinion” option to see if results are different. The class should also be mindful that keeping the option could reduce the representative sample size as it may encourage some respondents to say “no-opinion.” Clearly, not all respondents have thought deeply about some of the questions in the survey and issues they raise, but the “no-opinion” option dilutes the strength of the “yes” and “no” (etc.) responses.

On the other hand, questions that offer a range of answer options are able to show the strength of a respondent’s opinions. This will be the better approach in future surveys.

ASSURING PRIVACY

All potential identifiers (emails entered in the drawing and IP addresses) were accessible exclusively by the course professor and deleted at the end of the project.

In most instances, reporting survey findings by race/ethnicity, gender identity, or other key identities/demographics would put at risk the anonymity of individuals who participated and the privacy of their survey responses. In other words, data are not disaggregated by these categories if anonymity might be compromised.

SURVEY RESPONDENTS

1. DEMOGRAPHICS

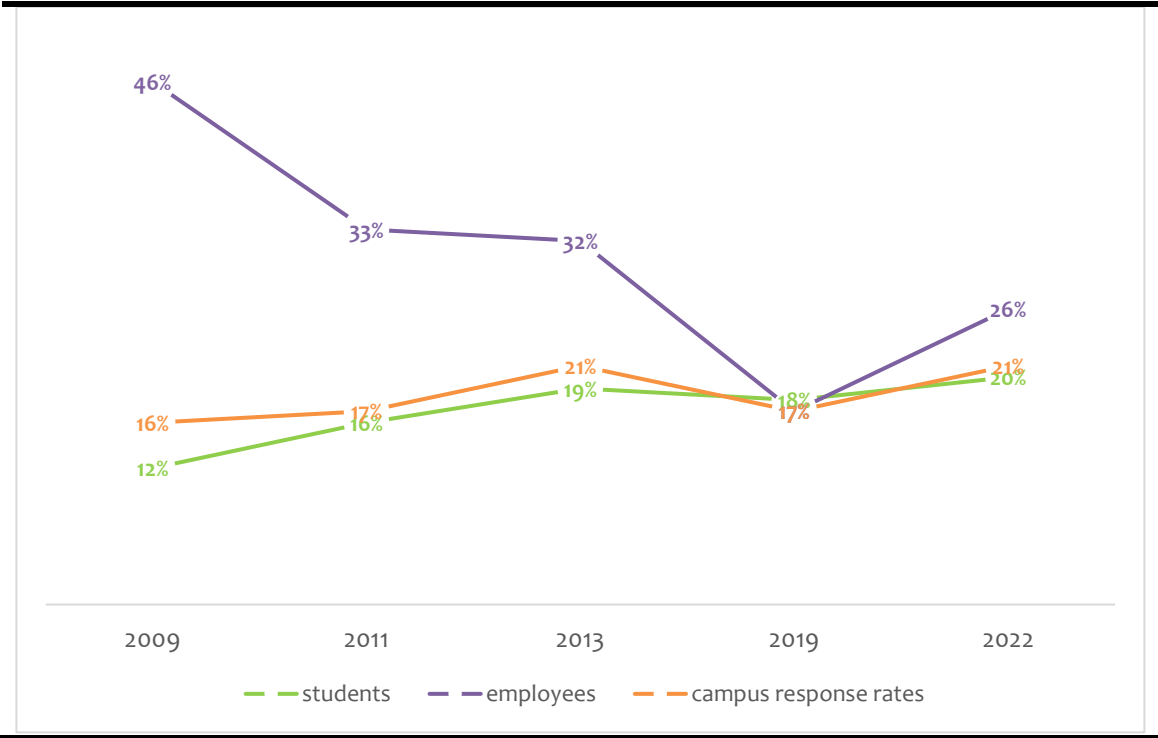
According to the “unique headcount” data from the Institutional Research and Planning Office at FRC, the total amount of students taking class on the FRC campus in 2022 was 818.³ According to the Office of Human Resources, there were 239 FRC employees (not including student workers). This section uses these base-line figures to show the strength of the survey response rates.

In 2022, 178 students completed the survey out of 818 students. This is only a 20% response rate. However, of the 818 students enrolled in 2022 courses, some may be online only, others may be enrolled part-time, and some may be enrolled in short/weekend or week-long courses. These results do not account for that population.

In 2022, 437 students identified as female, and 423 as male. This means that only 27% of female students and 13% of male students completed the survey in 2022. Survey respondents also comprised of 34% of the student athlete population. Finally, survey respondents account for only 19% of FRC students who identify as a person of color, and 21% of White/Non-Hispanic identifying students.

³ Students in the incarcerated program and students enrolled through instructional service agreements are not included because the survey did not target/include these groups.

FIGURE 1.1: SURVEY RESPONSE RATES, 2009-2022



The figure shows that there was a slight increase in 2022 overall respondents (based on representation of the campus population) compared to past years. This is especially the case for employees. In 2022, there was a 26% response rate among campus employees and a 20% response rate among students, overall.

The following figures show the overall demographics of the survey respondents.

FIGURE 1.2: GENDER IDENTITY SURVEY RESPONSE RATES 2022

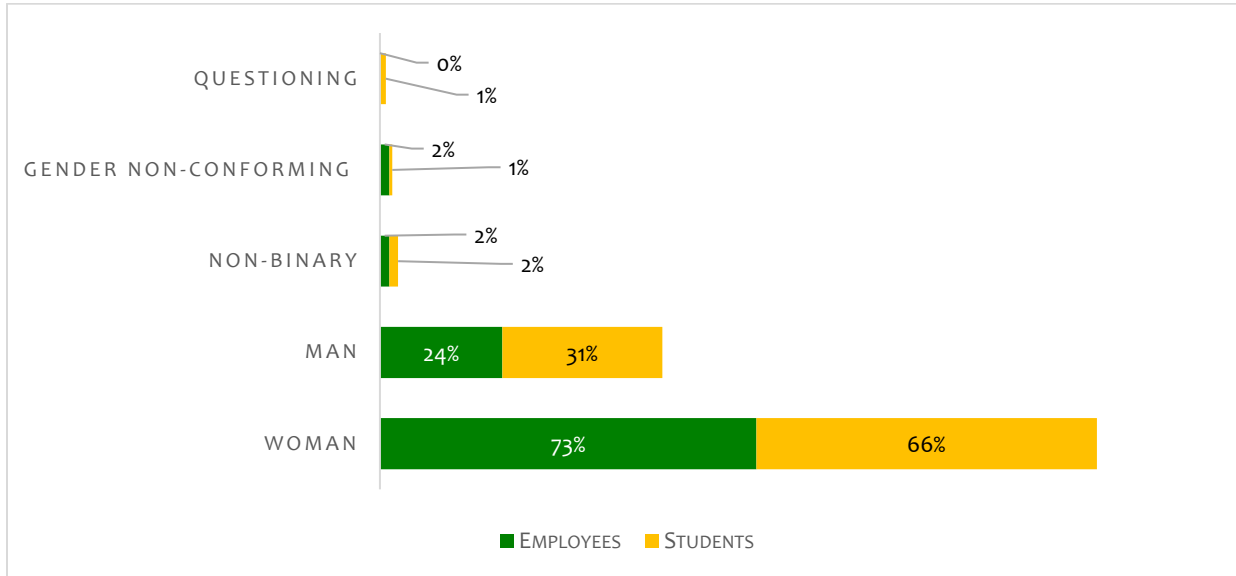


Figure 1.2 shows that among all 112 female identifying employees on campus, 40 took the survey. Among 437 female identifying students at FRC, 117 took the survey. As in past years, female identifying participants continue to constitute the majority of survey respondents.⁴

The breakdown of the student population by sex and ethnicity illustrates the representative sample of the campus population captured by the survey. The survey categories were updated in 2022, offering the “more than one race” option.

⁴ The FRC local application does not include a non-binary category.

FIGURE 1.3 STUDENT RESPONSES BY RACE/ETHNIC CATEGORIES

ETHNICITY	APPROXIMATE % OF CAMPUS GROUP
AMERICAN INDIAN OR ALASKAN NATIVE	11%
ASIAN OR ASIAN AMERICAN	6%
BLACK OR AFRICAN AMERICAN	8%
HISPANIC OR LATINO/A	21%
NATIVE HAWAI`IAN OR OTHER PACIFIC ISLANDER	2%
WHITE OR EUROPEAN	64%
MORE THAN ONE RACE	6%
PREFER NOT TO SAY	2%

RACE/ETHNIC BREAKDOWN AMONG EMPLOYEE RESPONDENTS

It was determined that employee demographic data is not relevant in this report since 80% of FRC employees indicate “White non-Hispanic” as their race/ethnic category.

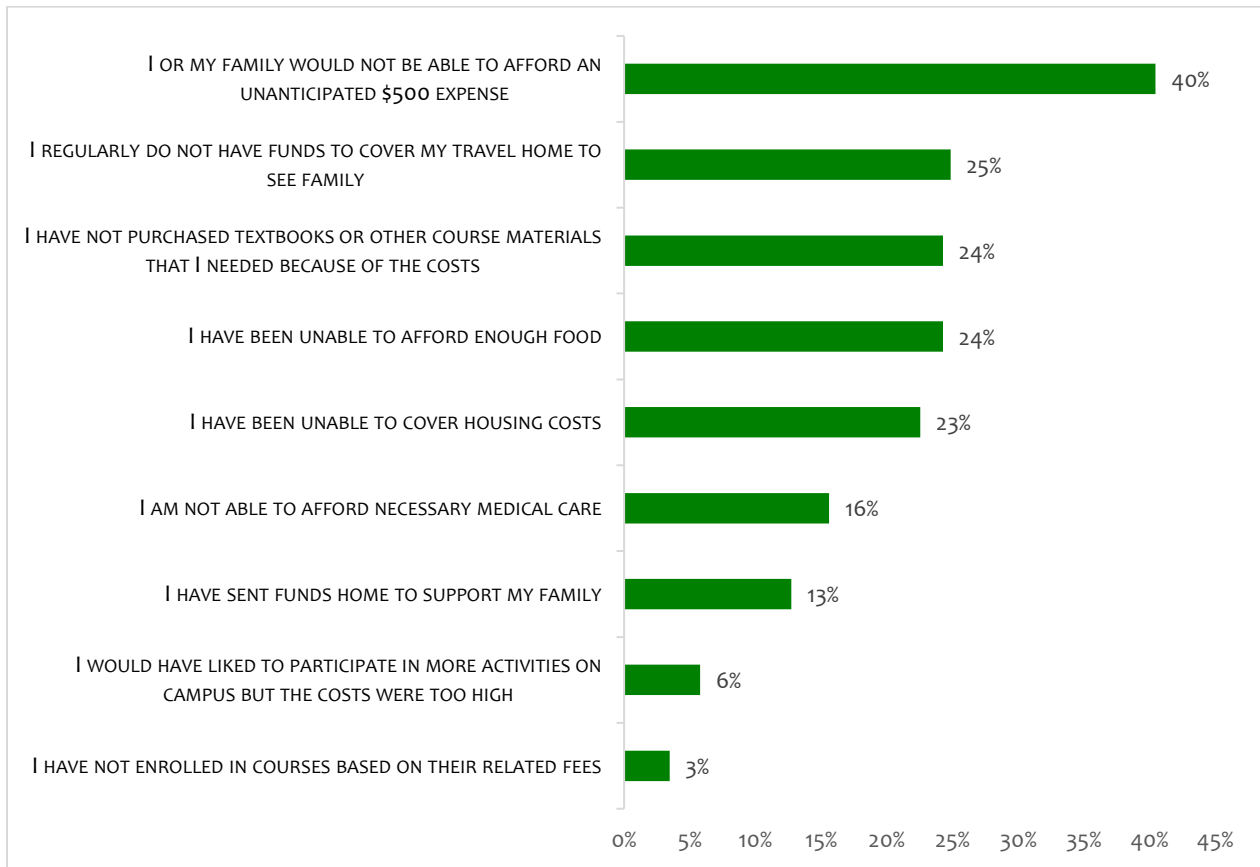
ADDITIONAL STUDENT RESPONDENT DEMOGRAPHICS

Student Respondents by Age: As in past years, the majority of student respondents (74%) were in the 18-22 year-old range. Additionally, 17% were in the 23-39 year range.

Respondents Who Identify as First-Generation College Students: This response rate mirrored past years as 49% of students surveyed identified as first-generation college students.

Student Athletes: Forty-eight percent of student respondents identified as a student athlete, which represents an increased response rate compared to previous years.

FIGURE 1.4 RESPONDENTS' FINANCIAL CIRCUMSTANCES (N=173)



This year, respondents were asked about their financial situation. The SOC/POL/ETHN 140 students discussed this question in great detail, deciding that the COVID-19, county-wide fire and inflation contexts made this information relevant. As depicted in figure 1.4, many respondents indicated financial vulnerability and need. Comments on this question were also interesting:

“I can’t afford tuition since my financial aid isn’t covering this semester.”

“Trouble with child care costs.”

“Maintaining an income to save up for continued education while affording the cost of living and school attendance.”

“I have been unable to cover my school fees.”

“Sometimes just the cost of gas can makes it where I can't go to the college library.”

“How much gas costs now, try not to drive as much.”

“Late checks from the school.”

“I sacrifice my mental health & free time in order to make ends meet.”

“Have been wanting to move out there but there is no housing that allows kids. I have to rent an apartment outside of campus and I don’t drive, it’s 7 hours away from home and I don’t have the money to go back and forth....”

DEMOGRAPHICS SUMMARY

Response rates among all students were low. Female students in the different race/ethnicity categories were notably higher than males in different race/ethnicity categories. Among female identifying students, 25% identify Hispanic or Latina, and 10% identify as American Indian or Alaska Native. However, these are very small samples from larger group populations. Among students who identify female, 62% also identify as White. Among male identifying students, 65% of responses also identify as White in the race/ethnicity category.

Notably, only 22% of the campus’s Black or African American student population responded to the survey. This is a better response rate from previous years, though still not a representative sample.

Improving response rates among African American students, male students and employees should be a priority for future surveys.

QUESTION AREAS

The results of this survey are presented according to four categories:

- ☒ Comfort Level and Diversity
- ☒ Discrimination and Isolation
- ☒ Microaggressions
- ☒ Overall Happiness
- ☒ Perspective around Student Support in Achieving Educational Goals

2. COMFORT LEVEL AND DIVERSITY

The results from the comfort level questions revealed a very high sense of comfort among students and employees.

FIGURE 2.1 STUDENT RESPONSES ON CLASSROOM AND OVERALL COMFORT

	% “STRONGLY AGREE” OR “AGREE”
MY INSTRUCTORS TREAT STUDENTS OF DIVERSE BACKGROUNDS WITH EQUAL RESPECT.	90%
MY INSTRUCTORS TREAT STUDENTS OF ALL GENDERS EQUALLY IN CLASS.	89%

The data in Figure 2.1 show that student respondents report a high sense and experience of equality on the FRC campus. Students overwhelmingly reported that instructors treat students from diverse backgrounds with equal respect, and these perceptions do not vary by gender. It appears that students feel included, valued, and treated fairly at Feather River College. When asked about their overall comfort levels in their classes, 85% of students reported being “very comfortable” to “comfortable.”

FIGURE 2.2 EMPLOYEE RESPONSES ON WORKPLACE AND OVERALL COMFORT

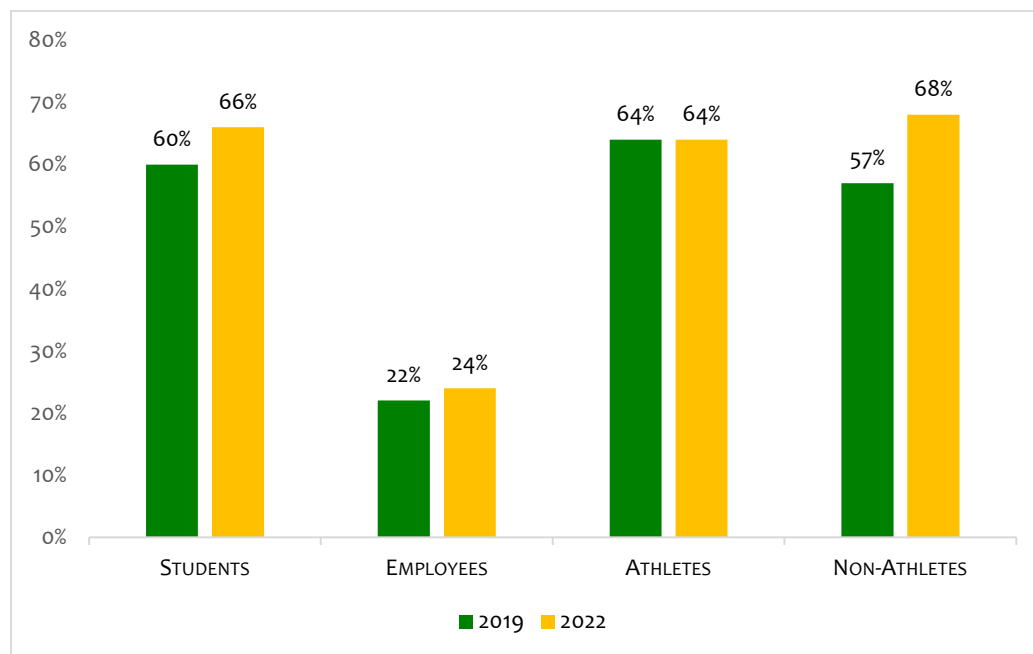
	% OF “STRONGLY AGREE” OR “AGREE”
MY SUPERVISOR/ MANAGER TREATS EMPLOYEES OF DIVERSE BACKGROUNDS WITH EQUAL RESPECT.	82%
OVERALL, HOW COMFORTABLE ARE YOU WITH THE CLIMATE IN YOUR DEPARTMENT/WORK UNIT?	82%

As depicted in Figure 2.2, the majority of employees responded with a sense of equal treatment by their supervisors and overall comfort in their workplace.

As with the student responses, employee response rates are almost identical to previous campus surveys. There is no notable difference to report and 82% of employees responded favorably in regard to experiencing equal treatment in the workplace.

Employees were also asked if they thought students were treated equally. These responses were compared to student responses and broken out by student-athlete identifiers.

FIGURE 2.3: POSITIVE PERCEPTIONS OF EQUAL TREATMENT OF STUDENTS, 2019-2022



Since 2019, there has been a slight increase in the positive perceptions among students of equal treatment of student-athletes. There has been a slight decrease in this perception among employees since the last survey. More non-athletes this year believe there is equal treatment toward students.

It is important to note that there were a high number of “no opinion” responses to this question among employees and all students. So, while only 24% of employees responded “Yes” to this question in 2022, 35% of employees responded “I don’t know.” This could be for a number of reasons. Some employees may not have frequent interaction with students to make this assessment. Others may consider the word “equal” as subjected to interpretation.

Despite the majority of respondents who responded positively to the equal treatment of students, there were numerous comments in this section that questioned this equality. Nonetheless, other comments supported this positive campus sentiment. A few of these directly mentioned student athletes.

“From what I see students are treated with lots of respect and given lots of opportunities at FRC regardless of who they are, but I don’t see everything.”

“Most students expect different or individualized treatment, and the college seems to accommodate this, for better or worse.”

“Sports players seem to have a little more leeway when it comes to showing up to class or turning things in late.”

“I feel like this school prioritizes its athletic, rodeo, and equine programs over any other programs offered on campus.”

“Athletes get a lot of attention that non-athletes do not get for their accomplishments. Students of color are expected to provide the "culture" and "diversity" the college says it provides.”

After interviewing student athletes, the majority said that they had a strong feeling of overall comfort on campus and that they feel they are treated equally. After interviewing students, they also said that they feel that they are receiving equal treatment.

The figure below represents positive perceptions of diversity on the FRC campus. Eighty four percent of students and 71% of employees reporting comfort with the campus’s level of diversity.

FIGURE 2.4: PERSPECTIVES OF DIVERSITY AMONG STUDENTS AND EMPLOYEES

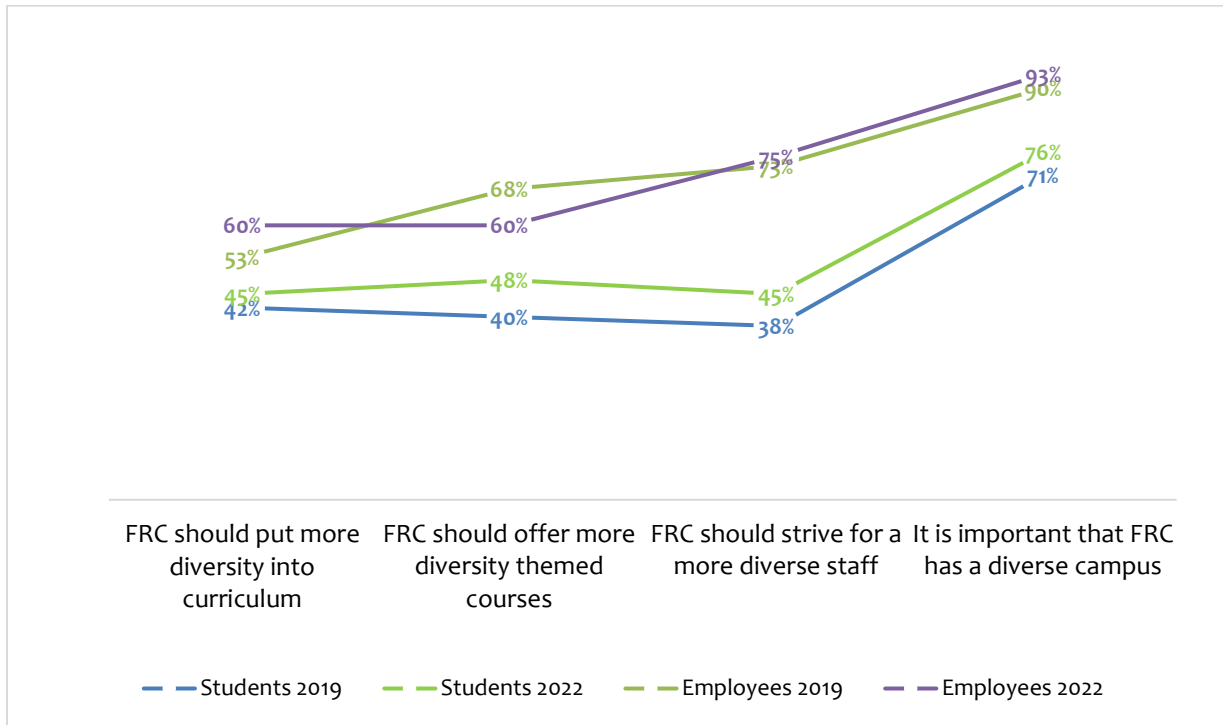


Figure 2.4 shows a notable trend toward more support for an increase in campus diversity and increase in diversity themed courses and course curriculum. The trend also continues to shows a difference between students and employees on their value of diversity in staffing. The decline in affirmative employee responses about offering more diversity themed courses is interesting. It is difficult to speculate on the reason for this decrease, though it could have to do with a sense that there are currently adequate course offerings, and concerns around course staffing and enrollment limitations. However, the majority of both students and employees value the overall diversity of campus.

3. ISOLATION AND/OR DISCRIMINATION

The numbers of respondents indicating experiences of isolation or discrimination on the FRC campus are low. This was determined from information gathered in several areas: race or ethnicity, sex, sexual orientation, gender identity, disability/ability, age, homelessness, foster youth status, religious preference, veteran status, appearance, country of origin, language/accents, immigration status and financial standing.

FIGURE 3.1: RESPONDENTS REPORTING FEELINGS OF ISOLATION OR EXPERIENCES WITH DISCRIMINATION OR HARASSMENT (OFTEN/ SOMETIMES) DUE TO VISIBLE ATTRIBUTES

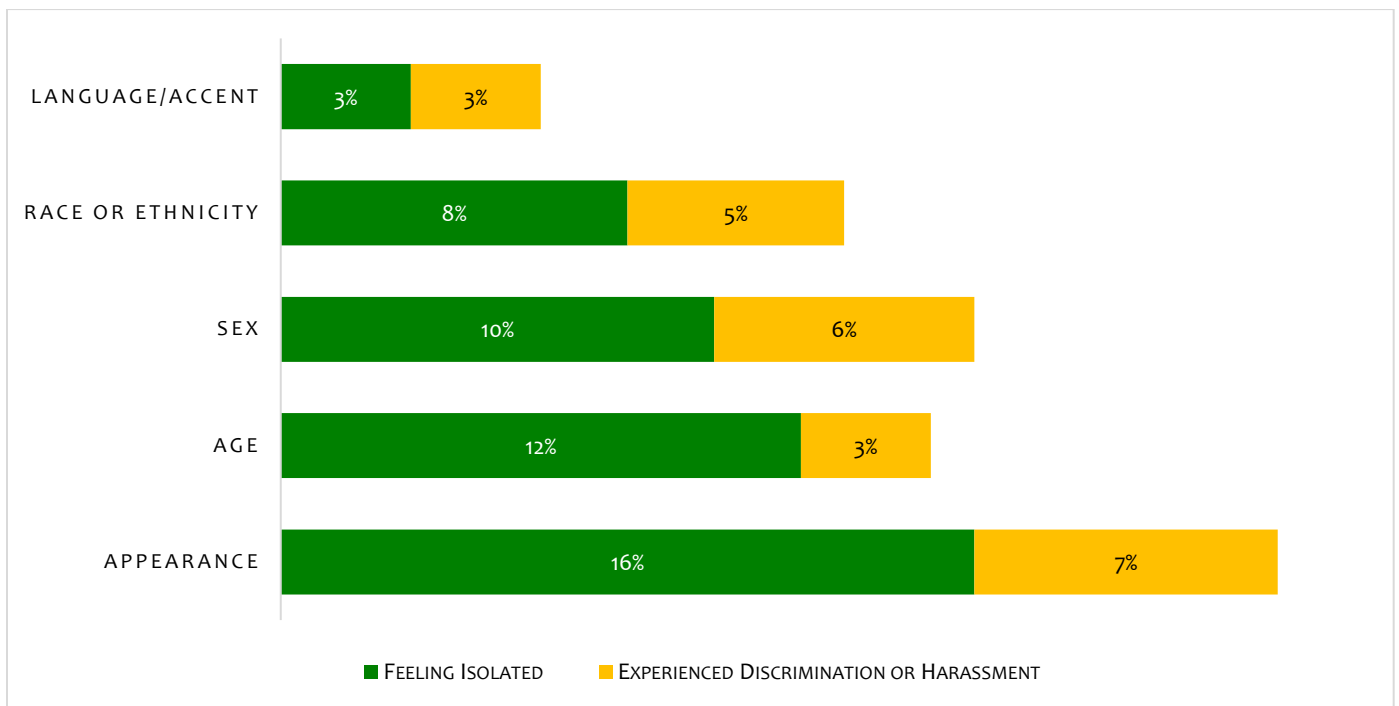
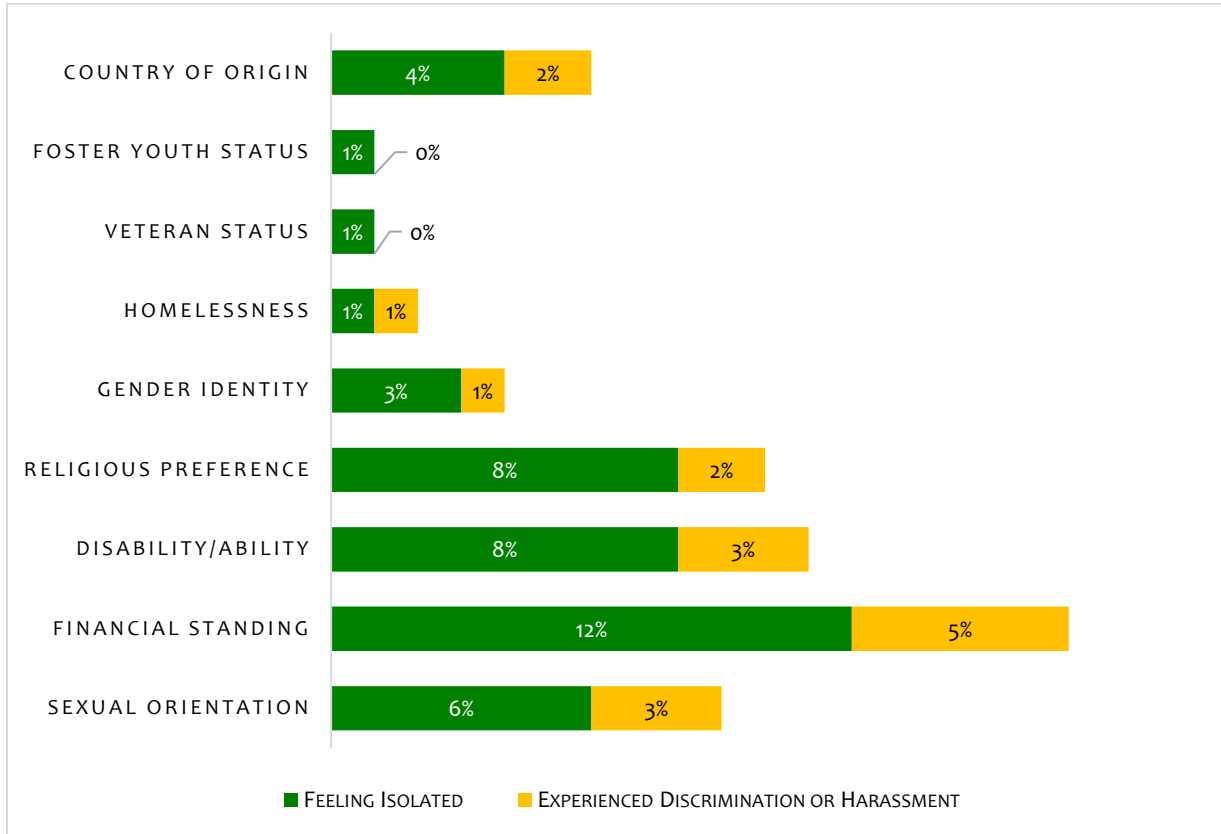


Figure 3.1 shows respondent perceptions of isolation and experiences with discrimination and harassment on the FRC campus are low. However, as in previous years' reporting, characteristics related to visible attributes (or perceived based on visibility) elicit among the higher responses, especially among female identifying respondents. About of 11% of female identifying respondents indicated they sometimes feel isolated on campus because of their sex compared to only 2% of male identifying respondents.

This year, financial standing stood out as an area respondents feel isolated. This, and other factors, are depicted in Figure 3.2.

FIGURE 3.2: RESPONDENTS REPORTING FEELINGS OF ISOLATION OR EXPERIENCES WITH DISCRIMINATION OR HARASSMENT (OFTEN/ SOMETIMES), NON-VISIBLE ATTRIBUTES



Overall student responses to this question are greater in the area of financial standing. This data is interesting and it is difficult to speculate on the reasons for these numbers. We may assume that students feel singled out or left out due to their socio-economic status, though this would need follow-up analysis.

The small numbers of those reporting these experiences are also reflected in the small numbers of those indicating a negative effect from experiencing discrimination or harassment.

These areas are not broken down by students identifying as “Questioning,” “Non-binary,” or “Genderqueer” as the total number of respondents in these categories were very low.

FIGURE 3.3: EFFECTS OF EXPERIENCING DISCRIMINATION OR HARASSMENT

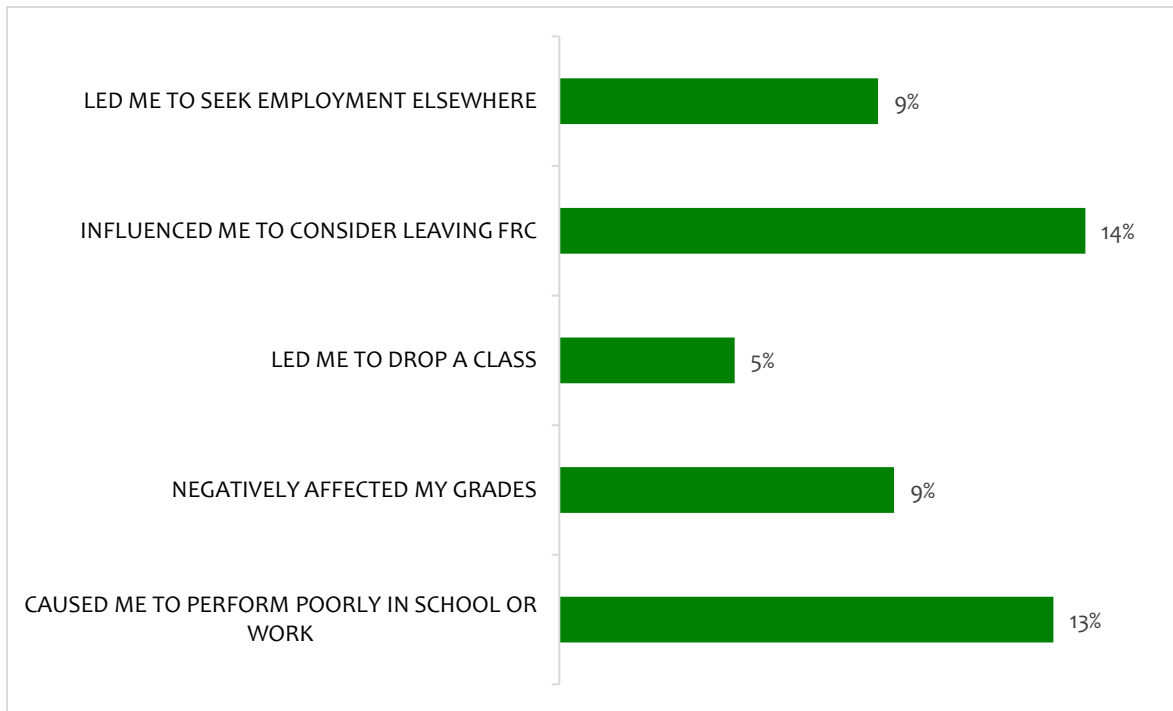


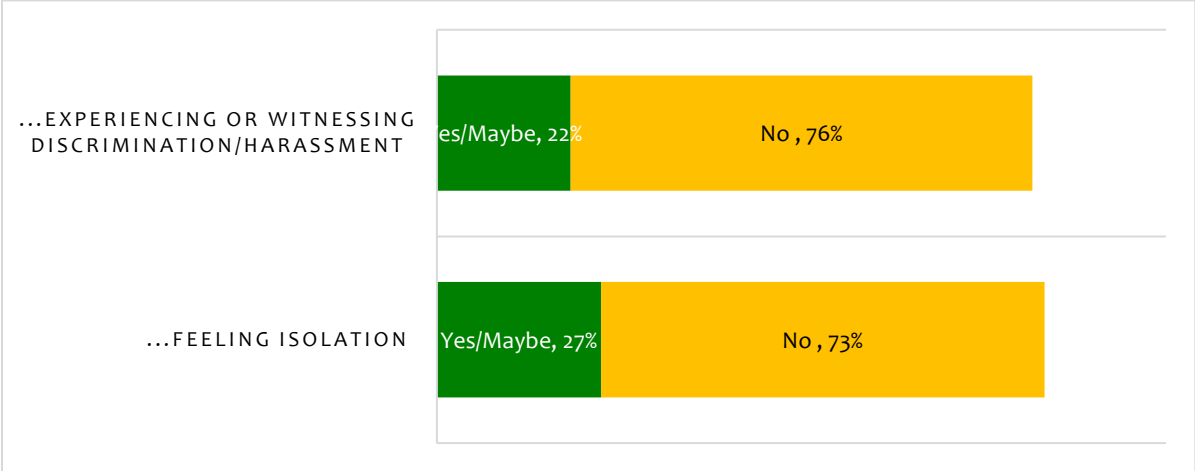
Figure 3.3 depicts the effects of feeling isolated, harassment, or discrimination on campus. Here we can see that performing poorly in school or work is related to consideration of leaving FRC altogether. Although the percentage of respondents who have considered these options are still low, it's important to notice the detrimental ways in which isolation, discrimination, and harassment effect a person. It's worthwhile to note that the 2022 percentage of respondents who indicated these experiences "influenced me to consider leaving FRC" are similar to the 2019 results. This year, more individuals indicated that these experiences "caused me to perform poorly in school or work." In past reports, more people chose that these experiences "negatively affected my grades," and these numbers were lower this year. Ultimately, this data reveal that feelings of isolation, and experiences with or witnessing discrimination and/or harassment negatively impact individual's performance in on campus (work, school, etc.).

When disaggregated, data show employee respondents who've considered leaving FRC because of experiencing or witnessing harassment.

FIGURE 3.4: EMPLOYEES CONSIDERING LEAVING FRC BECAUSE OF ISOLATION, DISCRIMINATION, OR HARASSMENT

Employee Respondents:

I have considered leaving FRC because of...



Participants were asked to reflect on whether any feeling of isolation or discrimination has affected their experiences or sense of belonging at FRC. While the overall responses in these areas are low, the numbers should still be considered. For example, experiences with isolation, discrimination and/or harassment may cause a student or employee to want to leave FRC or seek employment elsewhere. Again, while the rates are small, the implications on a small campus may be profound. Similarly, students who reported negative experiences around isolation or discrimination responded that these have negatively affected their academic performance and access to courses. As the college analyzes obstacles to student success, these results should be further investigated.

4. MICROAGGRESSIONS

Microaggressions are defined as “brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group” (Sue et al 2007). In other words, microaggressions exist as subtle insults, or other comments or behaviors that, whether committed consciously or subconsciously, imply a racist or derogative disposition towards members of a racial minority, or other discriminated group.

Asking individuals about their experiences with microaggressions, without mentioning or explaining the term “microaggressions” was tricky. Some of these require more investigation and analysis than provided in this brief report.

FIGURE 4.1: EXPERIENCES WITH MICROAGGRESSIONS

	WHITE STUDENTS	STUDENTS OF COLOR	ALL STUDENTS	
	YES	YES	YES	NOT SURE
SOMEONE ASSUMED I WAS FINANCIALLY COMFORTABLE.	37%	26%	30%	13%
SOMEONE TOLD ME THAT THEY “DON’T SEE COLOR” OR WE SHOULD NOT THINK ABOUT RACE ANYMORE	17%	27%	24%	13%
I OR SOMEONE ELSE I KNOW WAS EMBARRASSED, HUMILIATED, HARASSED, OR THREATENED BY SOMEONE IN	21%	20%	19%	6%
SOMEONE MADE A DEROGATORY REMARK, JOKE, OR GESTURE IN PERSON OR ONLINE	18%	26%	19%	13%
SOMEONE ASSUMED THAT I HAD A PARTICULAR SKILL SET DUE TO MY RACE OR ETHNICITY (E.G., GOOD AT MATH AND SCIENCE, ATHLETIC ABILITY)	11%	30%	19%	10%
SOMEONE TOLD ME THAT PEOPLE OF COLOR DON’T EXPERIENCE RACISM ANYMORE	25%	25%	19%	7%
SOMEONE ACTED SURPRISED AT MY SCHOLASTIC OR PROFESSIONAL SUCCESS	18%	21%	19%	6%
OTHERS ASSUME THAT PEOPLE OF MY RACIAL BACKGROUND WOULD SUCCEED IF THEY SIMPLY WORKED HARDER	9%	24%	15%	9%
GRADED UNFAIRLY BY PROFESSOR/INSTRUCTOR	18%	10%	14%	10%
SOMEONE TOLD ME THAT ALL PEOPLE IN MY RACIAL GROUP LOOK ALIKE OR ARE ALL THE SAME	11%	20%	14%	5%

SOMEONE ASSUMED I COME FROM A DISADVANTAGED BACKGROUND	9%	21%	13%	11%
SOMEONE ASSUMED THAT I SPOKE A LANGUAGE OTHER THAN ENGLISH	5%	22%	12%	4%
SOMEONE TOLD ME THAT I WAS “ARTICULATE” AFTER SHE/HE/THEY ASSUMED I WOULDN’T BE	11%	13%	11%	9%
SOMEONE ASSUMED THAT I WAS POOR	7%	20%	11%	11%
SOMEONE SUGGESTED I WAS "EXOTIC"	5%	19%	11%	2%
SOMEONE’S BODY LANGUAGE SHOWED THEY WERE SCARED OF ME	4%	13%	8%	4%
DENIED ANY STUDENT SERVICES	8%	6%	7%	5%
SOMEONE AVOIDED WALKING NEAR ME ON THE STREET	3%	13%	7%	6%
DISCOURAGED FROM PURSUING A PARTICULAR MAJOR	5%	9%	7%	5%
SOMEONE SENT ME OR SOMEONE ELSE A DEROGATORY EMAIL, TEXT, OR SOCIAL MEDIA POST	6%	8%	6%	5%
SOMEONE WANTED TO DATE ME ONLY BECAUSE OF MY RACE/ETHNICITY	2%	11%	6%	4%
DISCOURAGED FROM OR DENIED PARTICIPATING IN A PROGRAM OPPORTUNITY	5%	3%	5%	4%
DENIED NECESSARY ACCOMMODATIONS	4%	2%	4%	6%
SOMEONE DID NOT BELIEVE ME WHEN I TOLD THEM I WAS BORN IN THE U.S.	4%	6%	4%	3%
SOMEONE DEFACED PROPERTY WITH DEROGATORY GRAFFITI	3%	6%	3%	7%
SOMEONE CLENCHED HER/HIS/THEIR PURSE OR WALLET UPON SEEING ME	1%	7%	3%	5%
DISCOURAGED FROM OR DENIED PARTICIPATING IN A CLUB OR SOCIAL ORGANIZATION	4%	1%	3%	3%
DENIED PHYSICAL OR MENTAL HEALTH SERVICES	3%	1%	2%	5%

Figure 4.1 shows students’ experiences with microaggressions. The data represents the specific questions asked and the responses received. The questions were designed to delve into the more nuanced and subtle forms of racism, discrimination, or discomfort potentially occurring on FRC campus. For the purposes of this report the data was broken down by respondents’ identity as “white” or “person of color.” The bolded questions and resulted within the chart represent significant questions that had high response rates or stark differences in answers between the categories of white students and students of color.

It is important to note that this is the first rendition of survey questions regarding microaggression to be included in an FRC Campus Climate Report. In light of the events of 2020, including the murder of George Floyd by police officer Derek Chauvin, and the dialogue that followed about the state of race relations and systemic inequity in America, it was decided by the class that a more progressive question area would be necessary to adequately assess Feather River College's campus than in previous years.

This is also the area where follow up interviews and focus groups would be beneficial. Informal conversations with students, and self-identified survey respondents, reveal this as an area where personal experience is telling. Here are some of the comments gathered from these informal follow-ups.

About hearing someone say they don't see color, one student commented:

"They say it because they think they might hurt people's feelings or offend them." I've experienced this one time and it made me feel uncomfortable"

Another student said:

"I don't think you can say you don't see color because you have some type of bias in you. At the end of the day, you're raised a certain way."

Regarding the experience of discomfort because of one's race, another student shared this comment, in reference to their experience in the local community:

"I'm constantly scared to be pulled over around Quincy because of my race. I don't know what will happen."

Another microaggression is the experience of stereotyping, or assumptions made about a person because of their race. One student commented:

"People assume I'm Black and ask me questions about the culture when I'm actually and Islander"

5. HAPPINESS

Measuring student and employee happiness provides yet another perspective of campus comfort levels.

FIGURE 5.1: OVERALL HAPPINESS 2022

	“VERY HAPPY”/“RATHER HAPPY”
STUDENTS	94%
EMPLOYEES	85%
WOMEN	94%
MEN	90%
GENDERQUEER/NON-BINARY	88%

To provide more information about happiness, the survey also asked about the respondents’ experience at FRC (positive), and if they felt like FRC cares about them.

FIGURE 5.2: STUDENT SENSE OF POSITIVE EXPERIENCE AT FRC, 2019 & 2022

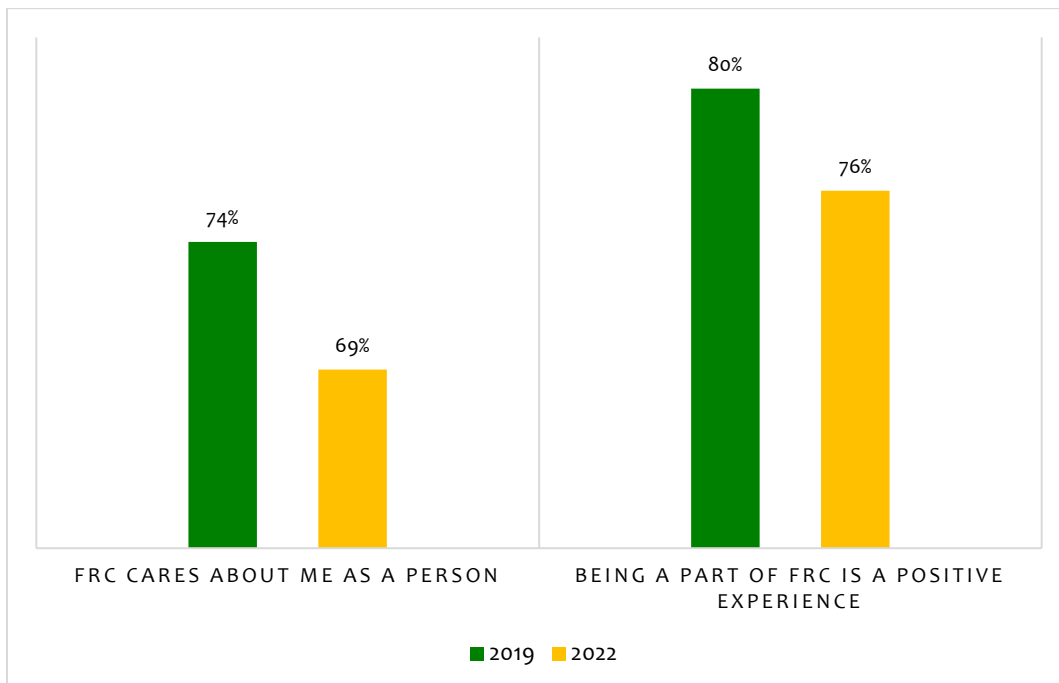
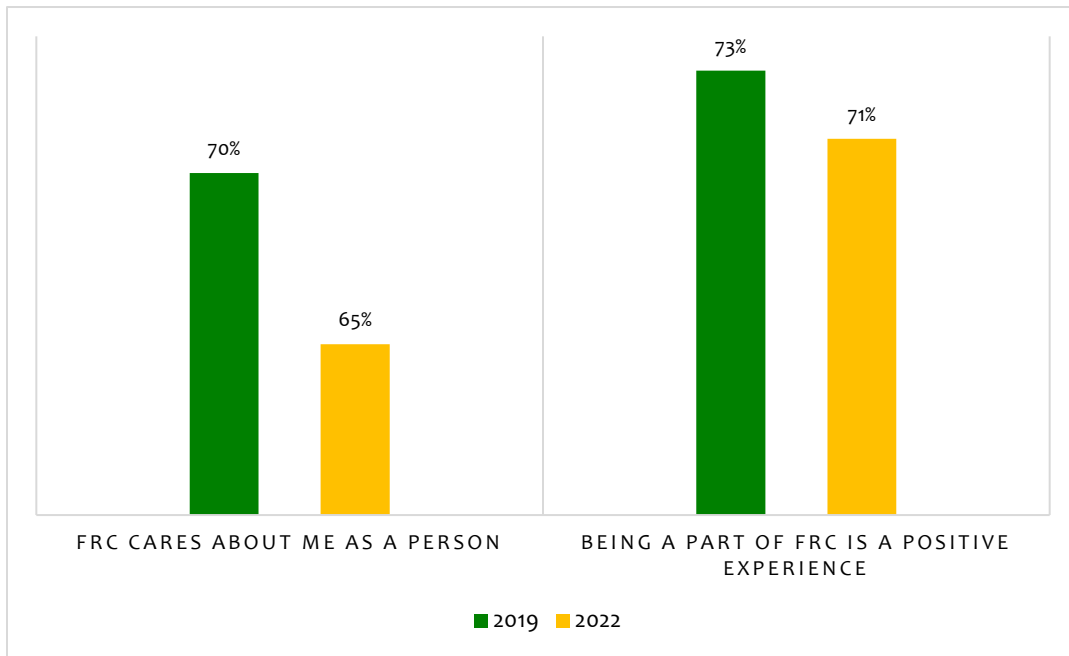


FIGURE 5.3: EMPLOYEE SENSE OF POSITIVE EXPERIENCE AT FRC, 2019 & 2022



Figures 5.2. and 5.3 compare 2019 and 2022 responses to these questions. The data for both students (5.2) and employees (5.3) show decrease in these levels. Nonetheless, a majority of respondents indicated that FRC cares about them as a person and that being a part of the FRC campus. The responses from employees are lower.

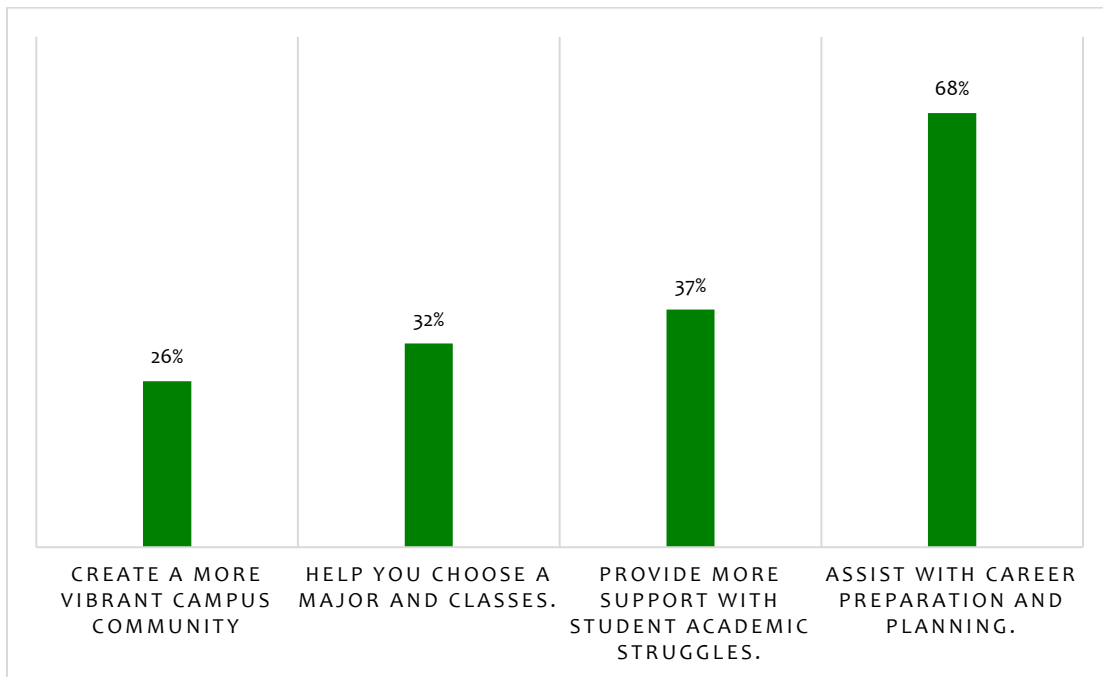
There may be a number of reasons for this decline. Uncontrollable variables like the COVID-19 disruption, wildfires across the county, and economic downturns, have affected all FRC employees and students in some way. The institution has been taxed; while attempts to provide support have been notable, this has led to mission stretch. Further, the questions themselves may generate ambiguous responses: do respondents see “care” as FRC’s role or responsibility?

However, when all respondents were asked about a “sense of belonging” at FRC, the response rates were more nuanced. While close to 75% of all respondents “strongly agreed” or “agreed” with this statement, 19% had “no opinion” about this, and 6% of respondents “disagreed” or “disagreed strongly” about feeling like they “belong.” **Among students of color, student respondents (n=102), 8% indicated they did not feel like they belonged, and 19% had no opinion about this.** This response rate among students of color is unchanged from 2019.

6. PERSPECTIVES AROUND STUDENT SUPPORT IN ACHIEVING EDUCATIONAL GOALS

How students perceive or experience support services at FRC when it comes to achieving their educational goals has been asked in various ways over the past few surveys. This the survey posed this question: how could FRC help students overcome challenges so students could complete their educational goal? Past reports show that students have responded positively to campus support services. This year, responses were as follows.

FIGURE 6.1: STUDENT PERCEPTIONS OF SUPPORT THEY NEED TO COMPLETE EDUCATION GOALS



Many students took the opportunity to comment on this question, which led to informal follow up conversations by members of the class with some student respondents. This table includes a few of these comments:

FIGURE 6.2: STUDENT COMMENTS ON CAMPUS SUPPORT

SURVEY COMMENTS	INFORMAL FOLLOW-UP CONVERSATIONS
<p><i>“MAKE IT EASIER TO APPLY AND RECEIVE FINANCIAL AID. IN MY EXPERIENCE IT HAS BEEN VERY CONFUSING.”</i></p>	<p><i>“I THINK PEOPLE NEED TO BE MORE AWARE OF IT BECAUSE I THINK PEOPLE DON'T KNOW WHAT THEY'RE ASKING FOR. I THINK PEOPLE NEED TO SPREAD MORE AWARENESS.”</i></p>
<p><i>“PROVIDE MORE FINANCIAL HELP FOR INTERNATIONAL STUDENTS.”</i></p>	<p><i>“I THINK THEY'RE SHOULD BE MORE DIVERSITY AND THAT WOULD HELP WITH CAREER PATHS. I WOULD LIKE TO HAVE SOMEONE THE SAME RACE AS ME THAT UNDERSTANDS AND HELP ME.”</i></p>
<p><i>“HELP WITH SCHOLARSHIPS.”</i></p>	<p><i>“FRC HAS PRETTY GOOD SUPPORT. I THOUGHT THEY REALLY HELPED ME THIS YEAR!”</i></p>
<p><i>“ADVOCATE MORE FOR MENTAL HEALTH OF ATHLETES.”</i></p>	
<p><i>“MORE ON CAMPUS ACTIVITIES FOR PEOPLE WHO ARE NOT PLAYING SPORTS.”</i></p>	

CONCLUSIONS

In conclusion, the vast majority of students and employees appear to feel happy, comfortable, and safe on the FRC campus, and this should be celebrated. Also, many students and employees feel diversity is present on campus and this diversity is valued. Nevertheless, there is always room for improvement. Even in sections of this survey where negative or less than positive feelings were reported, these should warrant attention. Feather River College is a small and tight-knit campus, and feelings of discontent, isolation, or experiences with microaggressions are not only detrimental to individuals, but also the campus environment. FRC should constantly strive to create a campus climate of acceptance, positivity, inclusion, and diversity while maintaining equity for all students and employees. FRC should make every effort to nurture a positive workplace environment for all employees.

The College may refer to the results presented here in various ways. As stated in the introduction and in the survey sections, discussions around these results should keep in mind that this data cannot account for the opinions/ feelings of those who decided to a) not take the survey, and b) answered no opinion or neutral on any of the questions. It would behoove the institution to gather more data from all employees and on-campus students more specifically.

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