



STUDENT PERCEPTION OF CAMPUS CULTURAL CLIMATE at TC3

In the Spring of 2010, 283 students completed the web-based campus climate survey.

Submitted by: DEAC and Multicultural Services
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PULSE REPORT
STUDENT PERCEPTION OF CAMPUS CULTURAL CLIMATE
AT
TOMPKINS CORTLAND COMMUNITY COLLEGE

(May 2011)

SURVEY OVERVIEW

In February of 2010, the Office of Multicultural Services (in collaboration with the Diversity Equity and Action Council) completed an assessment of the campus climate for students of Tompkins Cortland Community College (TC3). The study had three purposes: (1) to help college officials gain a better understanding of what it is like being a student at TC3; (2) to help college officials be proactive in identifying student concerns; and (3) to provide a benchmark for future examinations of the campus climate at TC3.

Overall, 283 students completed the web-based campus climate survey. The survey did yield a significant sample. However, there was a decrease in the number of students completing the survey. In comparison, 492 students responded in 2007. Respondents were matriculated students currently enrolled full or part-time. Students were informed that participation was voluntary and that information collected would remain confidential. During this survey, students responded to questions about faculty, staff, fellow students, the learning environment, comfort level, diversity programming, their experiences, facilities and TC3's overall commitment to diversity. New information was assessed in the 2010 study, such as sexual orientation, discrimination and harassment, and levels of hostility.

SURVEY DEMOGRAPHICS

Of the 283 students that participated in the study

GENDER			SEXUAL ORIENTATION		
	#	%		#	%
Women	197	69.6	Lesbian	4	1.4
Men	86	30.4	Gay	6	2.2
			Bisexual	15	5.4
			Transgender	0	0
			Heterosexual	246	88.2
			Other	8	2.9
ETHNICITY			HOUSING		
	#	%		#	%
White	221	78.1	Off-campus rental housing /apartment	83	29.3
Latino/ Hispanic	8	2.8			
African American	17	6.0	College Residence Hall	61	21.6
Asian	11	3.9			
Multi-Racial	13	4.6	Home of parents or relatives	72	25.4
Native Hawaiian/ Pacific Islander	2	.7			
Foreign	6	2.1	Own home	65	23.0
Native American	5	1.8	Other (please specify)	2	.7
AGE			SELF REPORTED GPA		
	#	%		#	%
19 or under	85	30.0	below 2.0	11	3.9
20 - 21	61	21.6	2.0 – 2.4	25	8.8
22 - 24	28	9.9	2.5 - 2.9	56	19.8
25 - 29	33	11.7	3.0 - 3.4	73	25.8
30 - 39	38	13.4	3.5 - 4.0	118	41.7
40 - 49	24	8.5			
50 and over	14	4.9			

RESPONSE HIGHLIGHTS

STUDENT EXPERIENCES AT TC3

- 38.3% of students responded that their experiences since coming to TC3 have led them to become more understanding of racial/ethnic differences. 37.1% reported a neutral experience.
- 43.6% of respondents agreed that getting to know people from different racial/ethnic backgrounds has been easy at TC3. 31.2% reported a neutral experience.

DIVERSITY PROGRAMMING AT TC3

- 40.4% of students agreed that attending diversity programs helps build community. 21.1% strongly agreed that attending diversity programs helps build community. 27.0% reported a neutral perception in the role that diversity programming has in supporting community building.

CONFLICT AT TC3

- 57.9% of student respondents believe there is little to none, some, or unaware of racial conflict on campus.

COMFORT LEVEL AT TC3

- 53.9% of students feel comfortable being around people of ethnic groups other than their own. 15% reported a neutral level of comfort in response to the statement.
- 38% of students feel comfortable being the only person in a group where they are the only one of their ethnic group. 26.8% reported a neutral level of comfort in response to the statement.

ENVIRONMENT AT TC3

- 53% of students believe TC3 has done a good job providing programs and activities that promote multicultural understanding. 23% reported a neutral perception in response to the statement.

Underrepresented Student Response Highlights

STUDENT EXPERIENCES AT TC3

- 48.4% of under-represented students (30:62) responded that their experiences since coming to TC3 have led them to become more understanding of racial/ethnic differences. 33.9% reported a neutral experience.
- 61.3% of under-represented students (38:62) agreed that getting to know people from different racial/ethnic backgrounds has been easy at TC3. 25.8% reported a neutral experience.

DIVERSITY PROGRAMING AT TC3

- 35.2% of under-represented students (22:62) agreed that attending diversity programs help build community. 21.0% of students (13:62) strongly agreed that attending diversity programs helps build community. 22.6% reported a neutral perception in the role that diversity programming has in supporting community building.

CONFLICT AT TC3

- 90.3% of under-represented students (56:62) believe there is little to none, some, or unaware of racial conflict on campus.

COMFORT LEVEL AT TC3

- 78.5% of under-represented students (47:62) feel comfortable being around people of ethnic groups other than their own. 16.1% reported a neutral level of comfort in response to the statement.
- 56.4% of under-represented students (35:62) feel comfortable being the only person in a group where they are the only one of their ethnic group. 24.2% reported a neutral level of comfort in response to the statement.

ENVIRONMENT AT TC3

- 46.8% of under-represented students (29:62) believe TC3 has done a good job providing programs and activities that promote multicultural understanding. 38.7% reported a neutral perception in response to the statement.

DIFFERENT RESPONSES: Racial and Ethnic Climate at TC3

Responses varied according to their identity

Under-represented Students = ethnicity other than white

Majority Students = ethnicity white/Caucasian

PERCENT WHO AGREE OR STRONGLY AGREE WITH THE FOLLOWING STATEMENT	Under-represented Students		Neutrality of Under-represented Students		Majority Students		Neutrality of Majority Students	
	(%)	#	(%)	#	(%)	#	(%)	#
My experiences since coming to TC3 have led me to become more understanding of racial/ethnic differences	48.4	30	33.9	21	38.3	123	37.1	119
At TC3 getting to know people with racial/ethnic backgrounds different from my own has been easy.	61.3	38	25.8	16	43.6	140	31.2	100
My social interactions on this campus are largely confined to students of my race/ethnicity	19.3	11	22.6	14	23.1	74	25.5	82
At TC3 I feel there are positive expectations about my academic performance because of my race/ethnicity.	17.8	11	41.9	26	19	61	46.4	148
At TC3 I feel there are negative expectations about my academic performance because of my race/ethnicity	7.1	5	24.2	15	4.7	15	29.9	96
At TC3 I feel I need to minimize various characteristics of my racial/ethnic culture (e.g. language, dress) to be able to fit in	16.1	10	16.1	10	5.3	17	18.4	59
My experiences since coming to TC3 have strengthened my own sense	54.8	34	24.2	15	40.5	130	28.0	90

COMFORT LEVELS AT TC3

Responses varied according to their identity

Under-represented Students = ethnicity other than white

Majority Students = ethnicity white/Caucasian

PERCENT/NUMBER WHO FEEL COMFORTABLE OR VERY COMFORTABLE IN THE FOLLOWING SITUATIONS AT TC3	Under-represented Students		Neutrality of Under-represented Students		Majority Students		Neutrality of Majority Students	
	(%)	#	(%)	#	(%)	#	(%)	#
Speaking with others about my racial/ethnic background.	69.4	43	19.4	12	70.4	226	24.9	80
Participating in class.	80.6	50	11.3	7	78.1	251	15.3	49
Going to see a faculty member of a different race/ethnicity than my own.	77.4	48	16.1	10	81	260	15.6	50
Being in situations where I am the only person of my racial/ethnic group	56.4	35	24.2	15	55.1	177	26.8	86
Going to see a faculty member of my own race/ethnicity.	54.9	34	37.1	23	74.5	239	20.6	66
Saying what I think about racial/ethnic issues.	69.3	43	19.4	12	57	183	24.3	78
Being with people whose racial /ethnic backgrounds are different from my own.	75.8	47	16.1	10	79.4	255	15.0	48
Being with people whose racial ethnic backgrounds are the same as my own.	71.0	44	22.6	14	81.4	261	14.0	45

TREATMENT OF STUDENTS AT TC3

Responses varied according to their identity

Under-represented Students = ethnicity other than white/Caucasian

Majority Students = ethnicity white/Caucasian

PERCENT/NUMBER WHO FEEL THEY HAVE BEEN TREATED FAIRLY OR VERY FAIRLY BY THE FOLLOWING CONSTITUENT'S OF THE TC3 CAMPUS COMMUNITY	Under-represented Students		Under-represented Students had No Interaction		Majority Students		Majority Students had No Interaction	
	(%)	#	(%)	#	(%)	#	(%)	#
Campus Safety Officers	61.3	38	32.3	20	58.2	166	38.2	109
Residence Hall Personnel*	46.7	29	48.4	30	35	100	61.8	176
Faculty	98.4	62	0	0	97.5	278	0	0
Staff	91.9	57	1.6	1	97.9	279	.4	1
Students	91.9	57	0	0	96.9	276	0	0

* Disparity between students who had contact with residence hall personnel

Comparative Responses 2007 / 2010

In 2007, 46% of students responded that their experiences since coming to TC3 have led them to become more understanding of racial/ethnic differences. 43% reported a neutral experience. In 2010, this has increased to 50.8%.

In 2007, 58% of respondents agreed that getting to know people from different racial/ethnic backgrounds has been easy at TC3. 28% reported a neutral experience. In 2010, this has increased slightly to 58.6%.

In 2007, 60% of students believe that attending diversity programs helps build community. 31% reported a neutral perception in the role that diversity programming has in supporting community building. This increased slightly to 61.5% in 2010.

In 2007, 53% of students believe TC3 has done a good job providing programs and activities that promote multicultural understanding. 23% reported a neutral perception in response to the statement. This has increased to 61% in 2010.

In 2007, 78% of under-represented students feel comfortable or very comfortable participating in class; 80% of majority students feel comfortable to very comfortable. In 2010, 80% of under-represented students feel comfortable to very comfortable and 78% of majority students feel comfortable to very comfortable.

In 2007, 68% of students indicate a belief that the level of the campus commitment to the success of students of different racial and ethnic groups is 'quite a bit' to 'a great deal.'

Comments or Concerns Regarding the Cultural Attitudes and Climate at TC3 **Positive**

There is quite a wide array of diversity on campus.

Overall, I feel that TC3 has a great atmosphere and the faculty does provide a sense of true care and understanding to students such as myself.

TC3 fosters a very welcoming atmosphere to people from all walks of life.

I believe that TC3 is a great school where diversity is pushed. This is my first semester and I live in the international building (G). I have met so many people from different backgrounds and I accept and respect them. I am temporarily disabled and they respect and accept me. I believe that the slogan for TC3 should be "TC3 Where Diversity and Education is Grand".

The college activities board does an excellent job at providing diverse and entertaining programs that contribute to the multicultural atmosphere at TC3.

I think there is a lot of diversity and this really promotes community in an educational setting.

I think a lot of our younger students could benefit from cultural diversity exposure and tolerance teaching. I have eaten in the lunch room several times and have heard young girls yelling out derogatory names to other girls and challenging them in a way. And it's not just race or religion, it's also physical differences such as obesity (a problem facing many people), and even socioeconomic status. These young kids need to understand that there are many different kinds of people, and tolerance as well as having an understanding that not everyone thinks and acts the same is something that would greatly benefit not only those that are being discriminated against- but also those who are judging and being hurtful to others.

Negative

I think this school has a warped sense of what is important when it come to cultural and racial promotion. I feel that only in one class (out of 10) has race ever been discussed in an appropriate way.

Faculty should be more sensitive to student's religious beliefs.

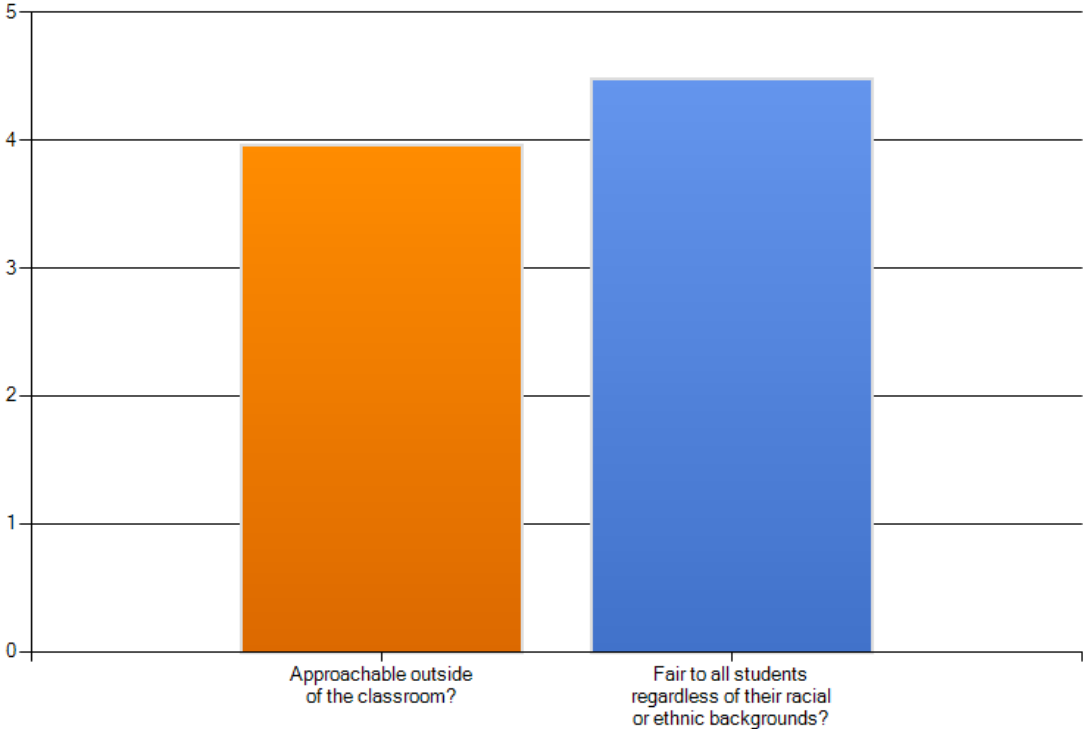
I find the biggest problem is with the staff, the enrollment office, financial aid, student affairs, etc. In my experience they have been extremely unfair in their treatment of people who are different then themselves. It is most appalling that they are allowed to treat students this way with no repercussions.

Race/Ethnicity is just the tip of the iceberg. TC3 should look deeper when it comes to diversity. I believe that the survey's heart is in the right place, but I think focusing too much on race/ethnicity may be counterintuitive.

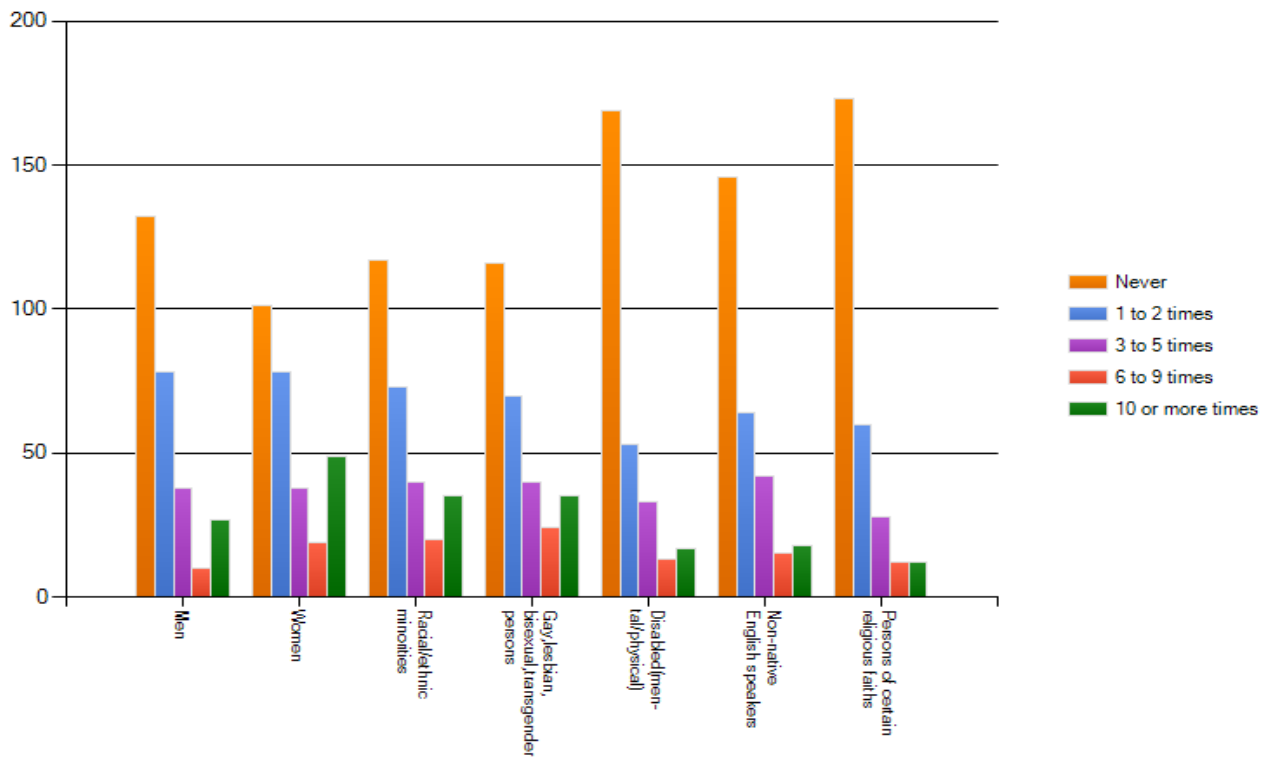
I'm an Asian so, English is my second language. Sometimes, I feel like too unfair in the class. Of course, I need more time to understand, read, or take a exam so I asked some favor, more time, some teacher said that "NO EXCEPTION!!!". At that time, I was frustrated. Most of the reason for stay in TC3 is achieve academic learning and improve English skill TO SURVIVE HERE. When I meet the teacher who cannot understand my situation, I have to seriously consider about the drop that courses. If they study science via French or Germany language, probably they will understand our feeling. In my though, teachers should be give us for more generous and understandable thinking. That is the positive way for enhance the man power of TC3 future internationally.

CHARTS

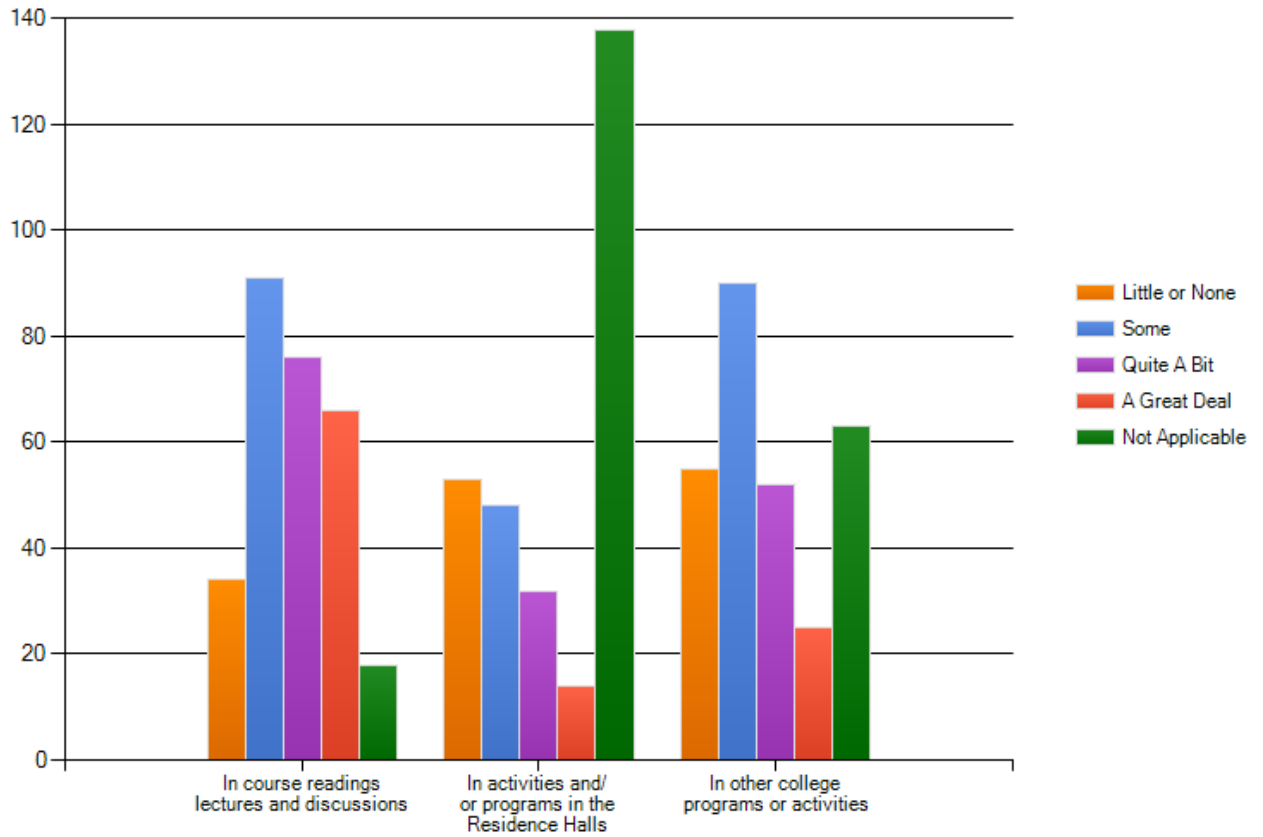
Think about the faculty whose courses you have taken at TC3. How many of them would you describe as:



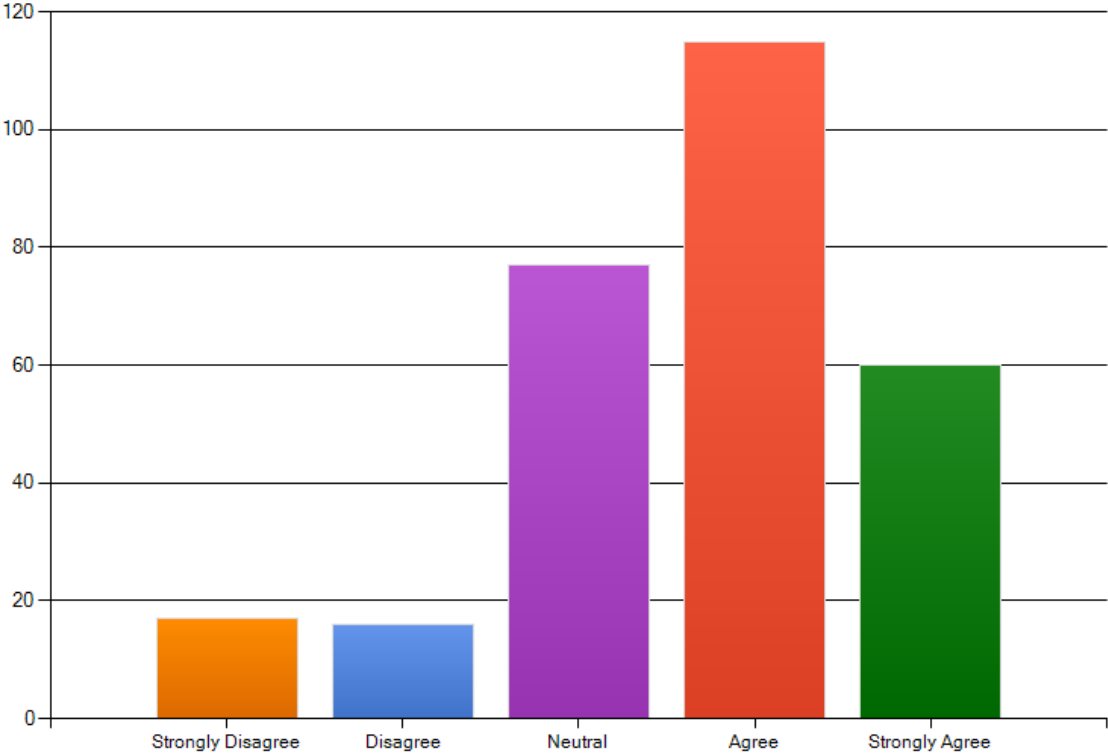
Since you have been at TC3, how often have you heard a fellow student make insensitive or derogatory comments about...



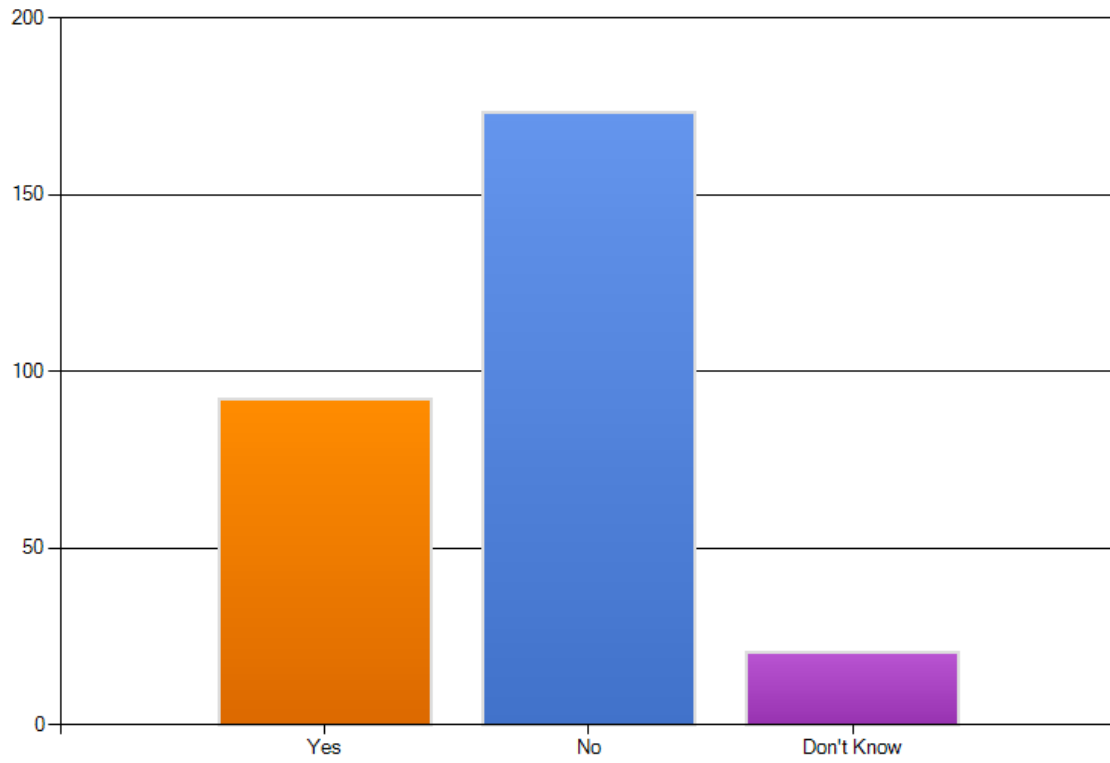
In each of these settings to what extent have you been exposed to information about the history, culture and/or social issues of racial and ethnic groups other than whites?



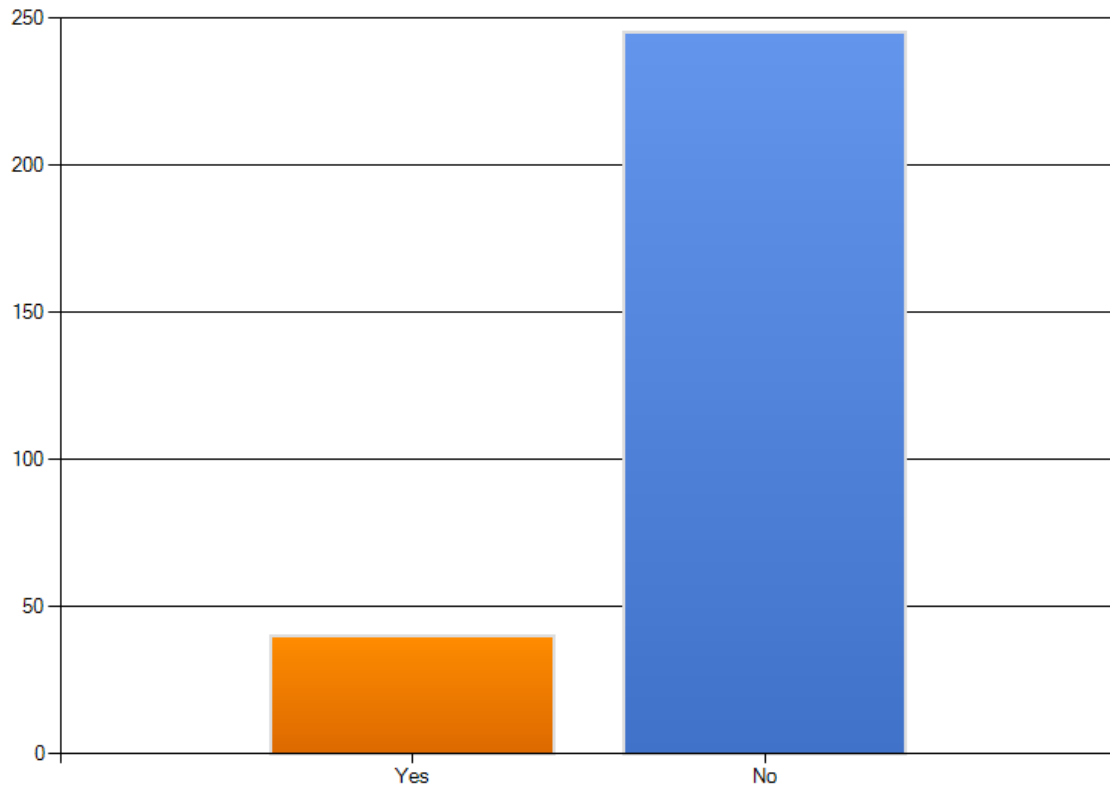
To what degree do you agree that attending programs relating to diversity contributes to building community?



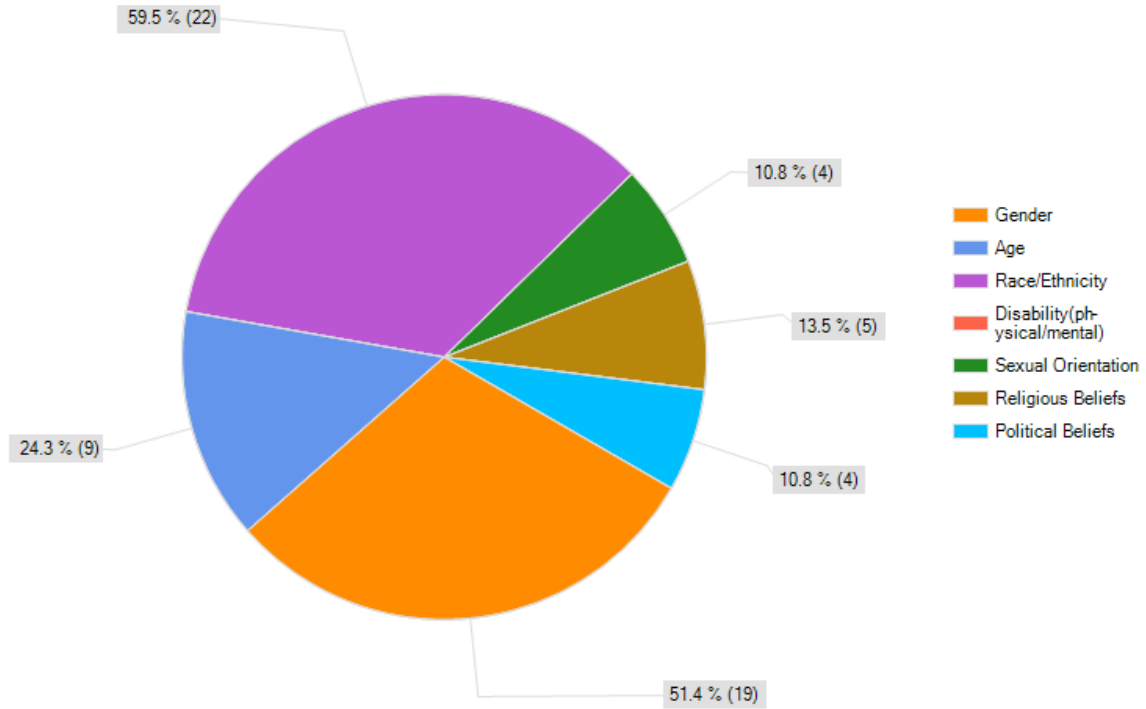
Have you attended or participated in any diversity or multicultural programs on campus this year?



Have you ever been discriminated against or harassed at TC3 because of your identity?



I believe this discrimination or harassment was due to my...



MOVING FORWARD

In the interim, the Office of Multicultural Services and the Diversity Equity and Action Council will continue to assess the “Campus Climate” through various forums, additional instruments to study the perceptions of various protected classes, the Student Advisory Board, and student focus groups as appropriate. This study has multiple avenues of potential use for the college community. It is expected that the information contained within will assist the campus community to set benchmarks, provide a varied department program and guide faculty and staff in collaborative initiatives. Most importantly, it will direct our work to ensure our students have the opportunity to succeed at TC3 and the global community in which we all belong.