

CSUSM Campus Climate Survey Executive Summary

In Spring 2021, based on the recommendation of the Campus Climate Workgroup that convened in Fall 2020 ([Read the recommendation report here](#)), California State University San Marcos (CSUSM) completed a campus-wide campus climate survey effort involving the administration of campus climate surveys to students, faculty, staff, and administrators. Responses were collected from students March 1-March 22 and from faculty, staff, and administrators from April 13-May 4.

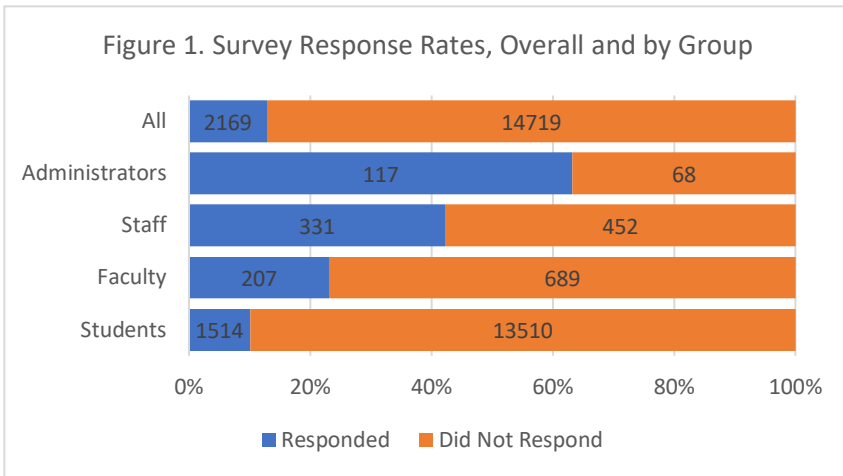
Context. The goal of the surveys was to capture faculty perceptions of CSUSM regarding the institutional climate, professional growth and development, institutional outcomes, and campus practices as experienced with faculty, staff, and students. The surveys were administered during the unprecedented early stages of the Global SARS-CoV2 Pandemic. Other relevant issues impacting the national climate included civil unrest in response to police brutality, political unrest regarding systemic oppression, and other issues specific to racism and xenophobia. The 2020 Presidential election also presented politically charged controversies. Given that much of the campus was functioning in a virtual environment at the time of the survey administration, screen fatigue and difficulty balancing multiple obligations may have influenced participation and completion rates.

In addition, the survey was administered during a survey-heavy semester. Other surveys administered during this same semester included climate-specific questions which may have led potential respondents to believe that they had already completed the campus climate survey. These factors may have had a negative influence on response rates and perceptions of the overall climate at CSUSM. Surveying the entire campus community was an inaugural effort that may serve as a baseline for future campus climate surveys moving forward.

It is important to note the surveys were also selected, in part, due to the ability to benchmark campus climate data against peer institutions. In the long-term, CSUSM's goal is to foster a data informed culture by increased interest and engagement with addressing campus climate culture opportunities. By actively and intentionally reviewing results with our campus stakeholders, we anticipate increased engagement and continuous improvement at CSUSM.

Methodology. Campus climate surveys were sent to four CSUSM campus groups (faculty, staff, administrators, and students). Two (2) survey instruments were administered to assess campus climate: **1) Faculty, Staff, and Administrators:** Viewfinder Survey; **2) Students:** Diverse Learning Environments (DLE) Survey. For the purposes of general reporting, questions were grouped into 11 themes on the Viewfinder survey and 17 themes on DLE survey.

Viewfinder Survey Themes	DLE Survey Themes
Overall Campus Experience	Academic Behaviors and Ability
Campus Diversity	Activities, Support, and Resources
Work Experience	Bias and Discrimination
Campus Safety	Campus Climate
Campus experience based on specific identities:	Compositional Diversity
Political Views	Course Features
People of Color	COVID-19 Impact and Response
LGBTQIA+	Diverse Interactions
Military Experience	Diversity Competencies
Employees with Disabilities	Encouragement and Validation
International	Enrollment and Mobility
	In-Group Identity
	Institutional Diversity
	Obstacles and Challenges
	Personal Goals
	Sense of Belonging

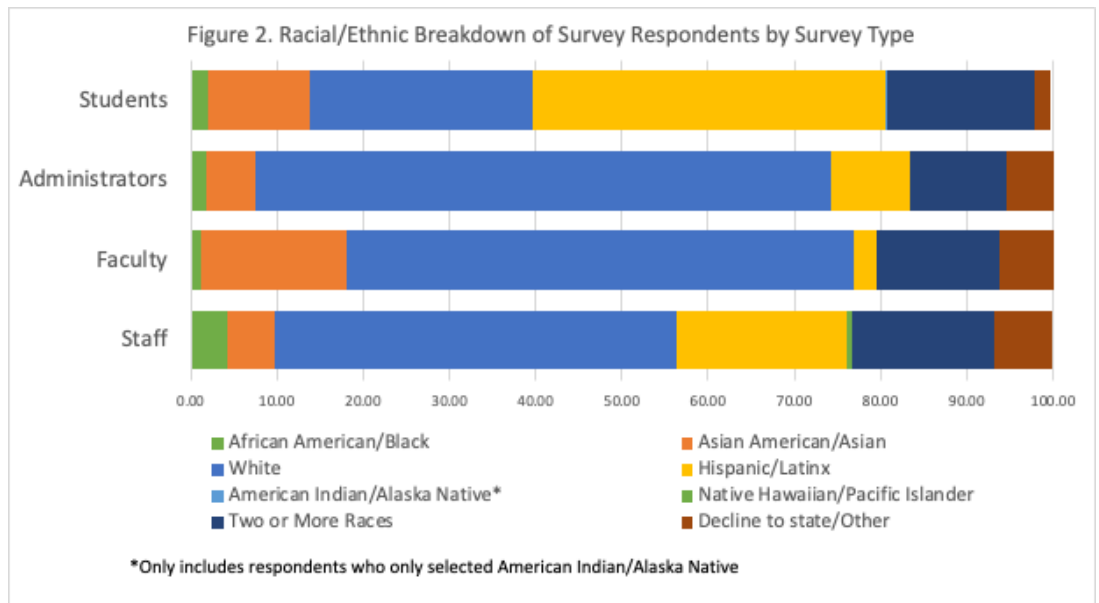


The DLE survey was first administered to students at CSUSM in the Spring of 2015. This was the first-time faculty, staff, and administrators collectively were asked to complete a campus climate survey. The CSUSM Campus Climate Workgroup chose to continue with the DLE and selected Viewfinder survey to accomplish data collection in a timely manner or the other three groups. Faculty, staff, and administrators answered most of the same questions, while students responded to questions specific to the CSUSM student experience. Figure 1, below, reflects the survey response rates of each campus

group. The highest percentage of respondents were campus administrators (63%), while the lowest response rate was among the student group (10%).

Figure 2 (below) compares the race/ethnic breakdown of student, administrator, faculty, and staff survey respondents.

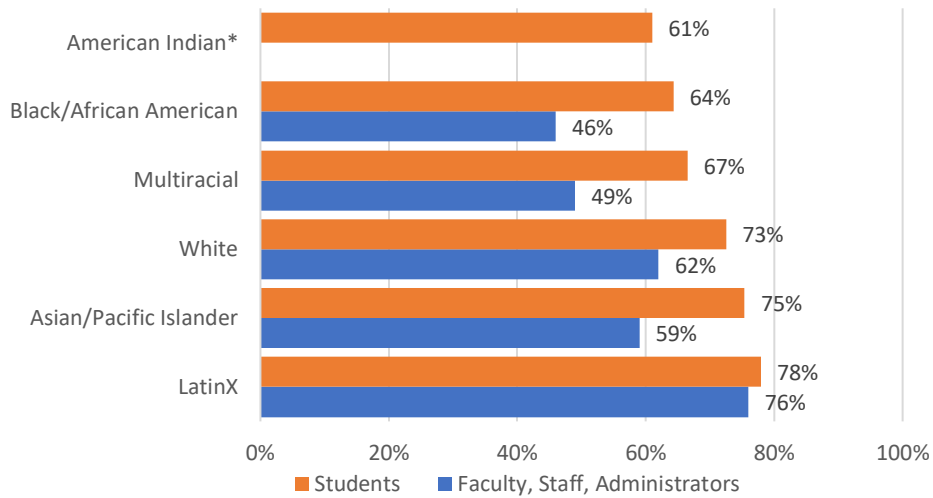
Note: During the data analysis it was discovered that Viewfinder incorrectly programmed the race/ethnicity questions for administrators and faculty. The specific questions in error were “Are you multiracial,” “What is your primary race/ethnicity” and “What are your race/ethnicities.” These questions only displayed to respondents who indicated in the prior question that they had children between the ages of 0-5 - “Please indicate the # of children you are responsible for within the ages of 0-5.” A re-surveying process was conducted to correct the error, however some respondents may have chosen not to respond.



Introduction. The data from the campus climate surveys seek to help us better understand our campus climate. By exploring experiences, behaviors, and perceptions of campus community members this executive summary presents data from themes that appear on all the surveys. This summary is not meant to be an exhaustive exploration of the data. More detailed reports for each of the surveys are available ([Faculty Report](#); [Staff Report](#); [Administrator Report](#); [Student Report](#)) as well as data dashboards for the campus community to explore the data on their own ([Faculty, staff, and administrator dashboard](#); [Student dashboard](#)). The data in this executive summary are presented in a way that allows the reader to develop their own impressions and ideas regarding the results. As a campus community, our goal is to reflect on this data and develop an action plan to ensure a healthy campus climate at CSUSM.

Belonging and Welcoming on Campus. Faculty, staff, administrators, and students were asked to respond to questions about their sense of belonging on at CSUSM and how welcoming they perceive campus to be in various areas. Select results from the surveys are presented in this executive summary. On the Viewfinder survey, faculty, staff and administrators responded to the statement “There is a great sense of belonging” while students responded to the statement “I feel a great sense of belonging to this campus” on the DLE. All responses were on a five-point likert scale from strongly disagree to strongly agree.

Figure 3. Percent of Respondent who Strongly Agreed/Agreed with the Statement "I feel a great sense of belonging on campus"



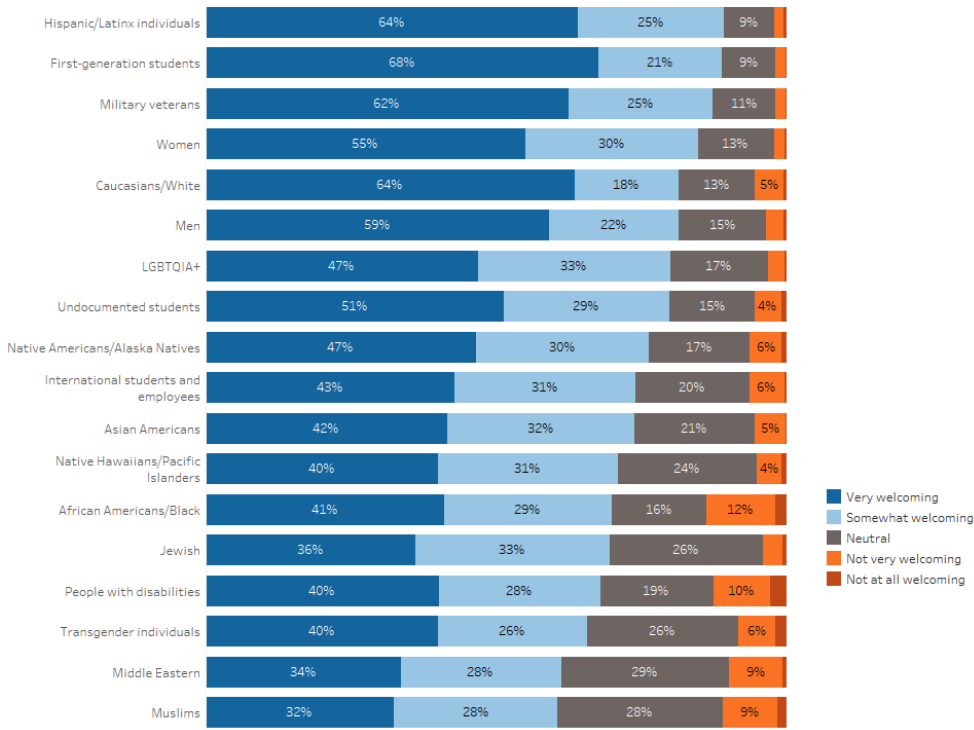
*Given that the total number of student respondents who identified as only American Indian or Alaska Native was less than five and data on populations of that size are typically suppressed, data on American Indian or Alaska Native respondents throughout this report will include respondents who also identified as another race or ethnicity in an effort to represent the needs of the population while preserving the anonymity of the respondents. As a result, there will be some level of duplication with those respondents in the Two or More Races category. Given the small number of American Indian faculty, staff, and administrators data is not available for this groups.

Overall, 52% of faculty, 63% of administrators, 60% of staff respondents and 73% of student respondents strongly agreed/agreed that there is a sense of belonging on campus based on the respective questions they answered. When the data were broken down by race/ethnicity there were differences in respondents' sense of belonging (Figure 3). Latinx respondents had the highest sense of belonging with 78% of students and 76% of faculty, staff, and administrators respondents combined strongly agreeing/agreeing with their respective statements about sense of belonging. Black/African American faculty, administrators, and staff respondents combined reported the lowest level of strongly agreeing/agreeing that there is a great sense of belonging (46%) and Black/African American student

respondents indicated the second lowest sense of belonging among students (64%). American Indian students were the least likely to strongly agree/agree that they feel a great sense of belonging on campus (61%).

All faculty, staff, and administrators were asked about how welcoming CSUSM is to various groups by responding to the following question “How welcoming is our campus to the following groups?” Responses were on a five-point scale from very welcoming to not at all welcoming and data are provided in figure 4. As shown in figure 4, there were differences in respondents’ perception to how welcoming CSUSM is to diverse groups. Additionally, there were differences in responses based on the respondents' identity. For example, when examining data from all respondents 70% of respondent's indicated campus was very welcoming or somewhat welcoming to Black/African American people. However, among participants who identified as Black/African American, only 50% of respondent indicated that campus was very welcoming or somewhat welcoming. Among participants who identify as Latinx and Asian American/Asian 82% and 66%, respectively, reported that the campus is very welcoming or somewhat welcoming to Latinx and Asian American/Asian people compared to 89% and 74% of all respondents combined. Sixty four percent (64%) of military affiliated respondents indicated campus is very welcoming or somewhat welcoming to military veterans compared to 87% of all respondents combined. Among international employees, 72% reported that campus is very welcoming or somewhat welcoming to international employees and students compared to 84% of all respondents combined. Among faculty, staff, and administrators who reported having a disability, 64% reported that the campus is very welcoming or somewhat welcoming to those with a disability compared to 68% of all respondents. These data highlight differences in perception of how welcoming campus is based on one’s identity. Additional comparisons are available on the data dashboards.

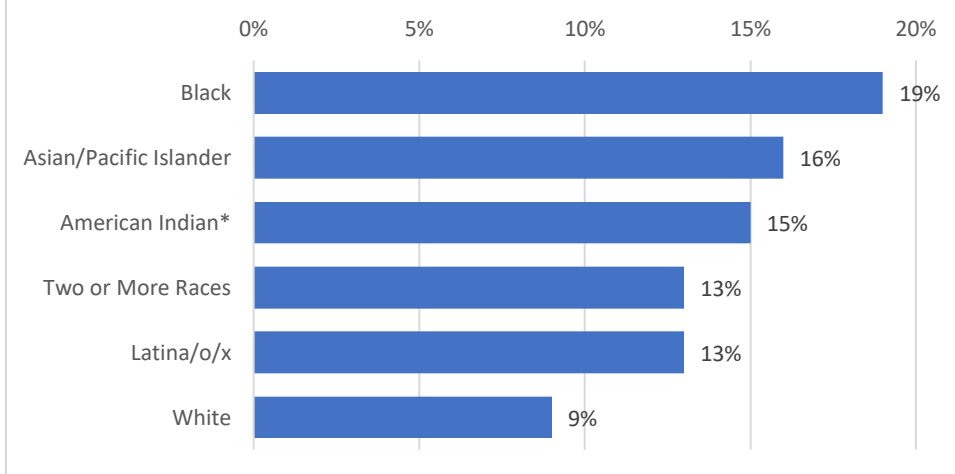
Figure 4. CSUSM Welcoming to Different Groups on Campus (Faculty, Staff, and Administrators Combined)



While there wasn't a question on the DLE for students about how welcoming campus is to various groups, students responded to questions about sense of community. Overall, 60% of students rated their satisfaction with CSUSM as very satisfied or satisfied responding to the following statement: "Overall sense of community among students". There were also differences in students' sense of community by race/ethnicity. Latinx students reported the highest satisfaction with 65% of students reporting being very satisfied or satisfied with the sense of community on campus, while Black students reported the lowest sense of community with only 52% reporting being very satisfied or satisfied. Students also responded to statements

about their satisfaction with the atmosphere for difference at CSUSM by responding to the statement "Please rate your satisfaction with the college in each area: Atmosphere for difference in (Political Differences; Diverse Beliefs; Immigration Status; Gender Expression; Sexual Orientation; Religious Differences)". Students reported the lowest level of being satisfied or very satisfied with the atmosphere for political differences (55%) and the highest level of being very satisfied or satisfied for the respect for the impression of diverse beliefs (67%). Other categories included immigration status (64% of students very satisfied or satisfied), gender expression (66% of students very satisfied or satisfied), sexual orientation (66% of students very satisfied or satisfied), and religious differences (57% of students very satisfied or satisfied). Additionally, on the DLE, a majority of students also reported that all or most instructors at CSUSM are sensitive to the ability level of all students (84%) and that students are accommodated for disabilities or medical conditions (90%).

Figure 5. Percent of Students Who Strongly Agree/Agree with the Statement "This college has a lot of Racial Tension"



Diversity and Inclusion at CSUSM. All participants were asked about their perceptions of diversity and inclusion at CSUSM on various questions. On the Viewfinder, 71% of faculty, 74% of staff, and 78% of administrators agreed or strongly agreed with the statement "Our campus is diverse" and 58% of faculty, 72% of staff, and 70% of administrators agreed or strongly agreed with the statement "Our campus is inclusive." On the DLE, 96% of students agreed or strongly agreed that CSUSM "Promotes the appreciation of cultural

differences" and 95% of students agreed or strongly agreed that CSUSM "Has a long-standing commitment to diversity." Further, on the DLE, 86% of students agreed or strongly agreed that CSUSM "Has campus

administrators who regularly speak about the value of diversity.” However, on the DLE, less students reported being very satisfied or satisfied with the gender diversity of faculty (66%) and with the racial/ethnic diversity of faculty (64%), staff (63%), and students (67%). Further, there were differences in how students responded to the statement “This college has a lot of racial tension” as shown in figure 5. Students of color were more likely to report that CSUSM has a lot of racial tension compared to all students combined (13%). Further, 17% of students strongly agree or agree that they have heard faculty express stereotypes based on social identities in class and 12% strongly agree or agree that they have been singled out because of their identity.

Among those who identify as LGBTQIA+, 85% faculty, 81% of staff, and 100% of administrators strongly agree/agree that their gender identity/expression is treated with respect by faculty and 79% faculty, 80% of staff, and 100% of administrators strongly agree/agree that their gender identity/expression is treated with respect by students. Additionally, 85% faculty, 73% of staff, and 60% of administrators strongly agree or agree that their sexual identity/orientation is treated with respect by staff and 74% faculty, 65% of staff, and 60% of administrators strongly agree or agree that their sexual identity/orientation is treated with respect by administrators, respectively. Overall, 81% faculty, 77% of staff, and 60% of administrators who identify as LGBTQIA+, report that they can openly express their gender identify/expression on campus. Faculty, staff, and administrators also responded to statements about their ability to express their views on campus and 54% faculty, 40% of staff, and 35% of administrators strongly agreed or agreed with the statement “I can openly express my political views on campus.” Further, 44% faculty, 42% of staff, and 36% of administrators strongly agreed or agreed with the statement “I can openly express my religious/spiritual beliefs on campus” on the Viewfinder.

Campus Experiences. Faculty, staff, administrators, and students also responded to experiences they have had on campus and in their work environment. On the Viewfinder, 48% of faculty, 30% of staff, and 38% of administrator respondents strongly agreed or agreed with the statement “I have experienced microaggressions in my department” and 14% of faculty, 10% of staff, and 11% of administrators strongly agreed or agreed with the statement “This is a hostile work environment.” Additionally, 38% of faculty, 26% of staff, and 32% of administrator respondents strongly agreed or agreed with the statement “there are too many expectations of me” and 37% of faculty, 21% of staff, and 62% of administrator respondents strongly disagreed or disagreed with the statement “My work life balance is appropriate.” Further, 63% of faculty, 67% of staff, and 59% of administrator respondents strongly agreed or agreed that they have received adequate diversity training to engage with students and employees on campus and 32% of faculty, 33% of staff, and 28% of administrator respondents strongly agreed or agreed that their contributions to campus diversity have been recognized. Only 4% of faculty, 5% of staff, and no administrators strongly disagreed or disagreed with the statement “I feel safe on campus.” Students also reported experiencing bias, harassment or discrimination with 9% of students reporting they have sometimes, often or very often experienced verbal comments and 10% of students reporting they have sometimes, often or very often witnessed discrimination. Students also reported hearing insensitive or disparaging remarks about race/ethnicity from other students (23%), faculty (7%), or staff (6%) sometime, often, or very often. On the DLE, students responded to the statement: “Since entering this college, how often have you been discriminated against or excluded from activities because of your: (Age; Citizenship status; Gender/Gender Identity; Military/Veteran Status; Political Beliefs; Race/ethnicity; Sexual Orientation; Socioeconomic status; Status as parent Guardian.” Overall, 20% of students report being discriminated against seldom, sometimes, often, or very often because of their race/ethnicity, 15% because of their socioeconomic status, 16% because of their political identity, 16% because of their gender identity, and 12% because of their religious/spiritual beliefs. Only 6% of students disagreed or strongly disagreed with the statement “I feel unsafe on this campus”

Summary. This summary provides a snapshot of campus diversity and inclusion survey responses regarding faculty, staff, students, and administrators’ perceptions of their experiences at CSUSM. Overall, most participants reported that the campus is “very welcoming” or “welcoming”. Respondents also indicated a sense of belonging on campus, with a majority of faculty, staff, administrators (77%) and students (92%) reporting (strongly agreed or agreed) that they would recommend CSUSM to others. There is also a need to ensure the campus is effectively measuring the impact of programs related to diversity as only 20% of faculty, 25% of staff, and 25% of administrators strongly agreed or agreed with the statement “We have a way to effectively measure our division/unit’s diversity success.” Related to this, eighty five percent (85%) of students agreed or

strongly agreed with the statement “I would rather hear a person’s conflicting view than have them remain silent.” Data from American Indian faculty, staff, and administrators was not included in campus climate reporting due to small sample sizes ($n < 5$).

Recommendations. Results from the campus climate surveys highlight opportunities to provide more training related to diversity, equity, and inclusion for faculty, staff, and administrators and the need to value diversity related activities on campus. Additionally, a meaningful percentage of faculty, staff, administrators, and students reported experiencing or witnessing microaggressions, discrimination, or bias, emphasizing the need for more training and actions to address these issues. These data also emphasize the need to ensure that campus is a place where faculty, staff, administrator, and students can express their views and identities. Though student responses indicated a high sense of belonging as mentioned earlier in this report, there appears to be a level of need to create a stronger sense of community across the campus. Feelings of belonging were impacted by the covid-19 pandemic but emphasis on helping students feel like they belong is important as we move to more and more in person activities. An additional area of opportunity is to ensure that viewpoints from all groups on campus are included when discussing campus climate. For groups who are represented in the data, there is also a need to ensure the diverse perspectives within each identity group are reflected in the data as often survey data cannot capture all perspectives. The campus will use the data during strategic planning and to develop an action plan to ensure everyone on campus is welcome, safe, and where everyone on campus can express their identities and perspectives. Further, opportunities exist to continue faculty development in remote instruction and engage in ongoing conversations with faculty on ways to ensure policies are being equitably implemented as they continue to navigate the ever-changing landscape of the pandemic and higher education. The varied levels of student agreement to the statement “This college has a lot of racial tension” based on specific racial/ethnic identities sheds light on the need to address the particularly higher level of racial tension experienced by various student groups. While this is considered a challenge given the limited staffing available in the centralized Office of Inclusive Excellence to conduct further research and coordinate efforts towards addressing racial tension with appropriate units on campus, an intentional commitment to dedicating resources to DEI efforts may offer additional opportunities in this area. Additional Opportunities exist for the campus to implement programs and initiatives in which students, faculty, staff, and administrators can learn how to engage in conversations about their political and religious differences in a safe and supportive way. Fostering a campus community and an overall workplace where mutual respect is valued leads to a more inclusive community and an overall fair environment for all campus constituents.