



# SDCCD Campus Climate Survey-Students

## Data Briefing

San Diego Miramar College

September 30, 2022

### Context

Along with the Diversity, Equity and Inclusion efforts and as part of the accreditation process, the SDCCD Office of Institutional Effectiveness and Research (OIER) developed and administered a survey to students to assess the Campus Climate at the San Diego Community College District. OIER gathered feedback from the District Committee for Community, Inclusion and Diversity (DCCID), the Black Students Success Workgroup (BSSW) and the Offices of Institutional Effectiveness at the four campuses. The survey included items regarding Communication, Cultural Competency, Discrimination, Diversity and Inclusion, Equity, Curriculum, Intergroup Relations, Matterng and Affirmation, Racial Stress, and Sense of Belonging. This briefing presents the results of this survey for **San Diego Miramar College** students.

### Survey Methodology

<b>Target Audience</b> 	<p style="text-align: center;"><b>Students enrolled at Miramar College in Spring 2022.</b></p>
<b>Distribution</b> 	<ul style="list-style-type: none"> <li>• Online Survey</li> <li>• OIER sent it via email using Survey Monkey</li> <li>• Canvas Announcement</li> <li>• Weekly reminders (5)</li> <li>• Survey was accessible via computer and phone</li> </ul>
<b>Calendar</b> 	<p style="text-align: center;">Survey open from May 9<sup>th</sup> to June 6<sup>th</sup></p>
<b>Instrument</b> 	<p>The Campus Climate Survey used in prior years was updated, with most items remaining mostly unchanged. There were about 61 Likert-scale items and two open-ended questions.</p> <p>The survey was accessible online and was in English only.</p>
<b>Scales</b> 	<p>All statements using Likert scale are shown as aggregates and with a color scheme similar to the below. <b>Disagreement</b> includes both Strongly Disagree + Disagree  <b>Agreement</b> includes both Strongly Agree + Agree</p> <p>These are presented as <b>graphs</b>.</p>
<b>Response Rate</b> 	<p style="text-align: center;"><b>16%</b></p>
	<p style="text-align: center;">Responses: 1,936</p>
	<p style="text-align: center;">estimated population: 12,388 (source: Students Profiles)</p>

## Framework

### Climate definition

The campus climate includes the shared **perceptions**, **experiences**, and **expectations** of individuals and groups on a campus, and the quality and extent of the interaction between various groups and individuals within an institution.

Peterson and Spencer (1990) define the major features of campus climate as primarily focused on how participants view their organization, as well as current patterns of beliefs and behaviors by those within it. Peterson and Spencer further characterize campus climate as ephemeral and malleable, yet pervasive throughout the organization.

### Constructs

This survey measured Campus Climate across 10 constructs, each containing at least 3 statements. The survey also included to open-ended questions.

Constructs	Number of Statements
Communication	3
Cultural Competency	7
Discrimination Experience and Policies	9
Diversity & Inclusion	5
Equity	15
Inclusive Curriculum and Pedagogy	8
Intergroup Relations	4
Mattering and Affirmation	3
Racial Stress	3
Sense of Belonging	4
<b>Total</b>	<b>61</b>



**Domains**

The constructs situated within five main domains below. Each domain covered an array of the constructs. Constructs can be found in different domains.

Success and Access	Relationships and Interactions	Education and Scholarship	Institutional Viability and Vitality
Refers to practices around outreach, recruitment and, retention that promote the success of a diverse student body.	Focuses on the interactions that can create a welcoming campus climate for students to thrive.	Refers to curricula that is supportive of diversity goals through learning opportunities for students and that has pedagogical practices that support students to thrive.	Refers to the institutional commitment to support Diversity, Equity, Inclusion, Accessibility and sentiments around them.
Main Constructs included in each domain			
<i>Equity, Diversity &amp; Inclusion, Mattering &amp; Affirmation</i>	<i>Cultural Competency, Discrimination Policies, Intergroup Relations</i>	<i>Inclusive Curriculum &amp; Pedagogical Practices</i>	<i>Equity, Communication, Racial Stress, Discrimination Policies, Sense of Belonging</i>
Other Constructs included in each domain			
<i>Sense of Belonging, Cultural Competency</i>	<i>Sense of Belonging, Mattering &amp; Affirmation</i>	<i>Cultural Competency</i>	<i>Diversity &amp; Inclusion, Intergroup Relations</i>

Discrimination Experiences/Practices
Refers to experience and practices around discrimination and feelings of exclusion within the campus.
<i>Feelings of Ostracization/ Witnessed Discrimination</i>



### Purpose of the Survey

1. To support efforts around Diversity, Equity, Inclusion, Access (DEIA) and Anti-racism at the San Diego Community College District.
2. To improve the environment for learning on campus for all students particularly for marginalized groups.
3. To foster greater visibility, information-sharing, and building on a common knowledge-base.
4. To respond to a culture of assessment and data-driven decision-making in higher education.
5. When possible, to provide the colleges with longitudinal data to guide new and enhanced strategic initiatives related to campus climate.

### Impact on Students/Why to measure it?

Students' experiences of the campus environment influence both their learning and educational outcomes.

- Discriminatory environments have a negative effect on student learning.
- A diverse faculty and student body enhances learning outcomes.

Students are likely to thrive in healthy environments, free of the negativity of discrimination, where inclusion and respect for diversity is the daily norm and where they feel “nurtured, engaged, connected, and valued” (RP Group Success Factors).



**Report Organization**

The report is organized by each domain and the constructs included within. The benchmark used is 75%, expecting that three-quarters of the population observers, perceives and expects that aspect. Domains and survey items which received positive responses from more than 75% of respondents are considered to be largely prevalent on campus; these instances are highlighted where relevant. Domains and survey items which received positive responses from less than 50% of respondents are considered to not be evident on campus; the implications of these response patterns vary by item and are discussed where relevant.

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## Summary of Findings

### Demographics

1. Miramar College survey respondents were generally **similar in ethnicity to the population**, although representation of Asian students was over twice (28%) the representation among the student population in the Spring semester (13%).
2. **Forty-one percent** of the respondents are **first year** students. Twenty-eight percent of the respondents have been more than three years at Miramar.
3. Respondents were more likely to identify as cisgender **female** (58%) than the student population (46%). Respondents were less likely to identify as cisgender male (35%) than the population (53%).
4. Fifteen percent (**15%**) of respondents identified as a member of the **LGBTQ+** community, or nearly 300 students.
5. Respondents were **more likely** to be **25 years or older** (50%) than the Miramar College population (37%).
6. Students who responded to the survey indicated experiencing a number of factors associated with a higher likelihood of withdrawing from courses, including being **first generation** (**23%**), parents (13%), housing insecurities (10%), food insecurities (9%), and receiving DSPS (6%). On the other hand, there was a good representation of Promise students within the respondents.

### Students' Access and Success Domain Summary

Two of the 19 items in the Student Success and Access domain received favorable responses from more than 75% of respondents:

- This college is supportive and welcoming of students from all backgrounds (80%)
- My college focuses on efforts to help me to succeed (79%)

Statements related to the diversity of the college environment and equitable/accessible resources received favorable responses from about half of respondents.

It should be noted that 15% of respondents (236 students) heard threatening comments to students based on their sexual orientation and or gender, and less than 40% saw resources clearly available for trans and non-binary students.

### Students' Access and Success Detailed Summary

7. Six out of ten survey respondents believe that Miramar College has a very diverse student body (65%). Half of students believe Miramar College is engaging with Black, Indigenous or people of color (50%). 50 to 60% of respondents perceived the college to be committed to recruiting diverse faculty.
8. Eight out of ten students feel like Miramar College is focusing on efforts to help their success (79%). About 5 out of 10 know about food and housing resources, resources for LGBTQ+ students, accessible rest facilities and other targeted campus programs (48%-63%). Furthermore, only about half of the students were able to respond to questions about the equity of rest room facilities. Between 20%-30% of student are not informed enough about equity practices.

9. Eighty (80%) of Miramar survey respondents believe the college supports students from all backgrounds, although only about 6 out of 10 believe that support extends to LGBTQ+ students (62%)
10. Thirty-eight (38%) of respondents do not see themselves represented within the college ecosystem.
11. Almost three-fourths of Miramar college survey respondents believe their personal, cultural and intellectual development is encouraged by the campus (73%).
12. Fifteen percent (15%) of respondents have been witness to discriminatory comments about students' sexual orientation and/or gender identity on campus. An additional 25% were not sure if they had heard such comments.

### Relations and Interactions Domain Summary

Four (4) of the 13 items in Relations and Interactions domain received favorable responses from more than 75% of respondents:

- I feel comfortable interacting with students from different ethnicity/race or cultural perspectives (86%)
- I am treated with respect at this college by faculty, staff and administrators (81%)
- There is a good vibe when I interact with other students (80%)
- Relationships among students, faculty, staff and administrators contribute to a positive campus climate (77%)

Statements related to resolving complaints of discrimination favorable responses from about half of respondents (62%).

### Relations and Interactions Detailed Summary

13. About half Miramar college student survey respondents agreed there is campus communications that demonstrate cultural competency (49%-56%). 66% of respondents felt safe sharing their personal beliefs.
14. Just over half of the respondents (56%) felt comfortable reporting discriminatory experiences, and 62% felt like their case would be handled fairly. Additionally, only about half of respondents knew where to go to file a report (49%).
15. More than 80% of respondents felt positive and comfortable when interacting with other students. Over three-fourths believe that the relationships between people on campus contribute positively to the climate (77%).
16. Eight out of ten Miramar College respondents agree they are treated with respect at the college by faculty, staff and administrators.
17. Seven out of ten respondents feel value as individuals at Miramar College (70%).

### Education and Scholarship Domain Summary

All eight of the statements included within this domain (**Inclusive Curriculum and Pedagogical Practices**) were perceived fairly present on the climate of the college.

- The top aspect is that most instructors respect student viewpoints that are different from their own (72%) and, that overall the campus educates students for the realities of today's increasingly diverse society and global community (70%).
- Sixty-seven percent (67%) of the students feel the instruction at the campus accommodates a variety of student learning styles.
- Less than half of the respondents consider that identity-based student clubs and organizations (e.g., UMOJA, PUENTE) are adequately supported.

### Education and Scholarship Detailed Summary

18. Over 30% of Miramar College respondents did not agree on the presence of diverse inclusive curriculum and pedagogy (Disagreement:5% + Neither Agree: 15% + Don't know:15% =35%). About one-third did not agree on the adequate presence of need-based teaching methodologies and close to half did not agree that identity-based clubs were being adequately supported.
19. Only about 60% of respondents agreed that student life on campus enhances appreciation of diversity.

### Institutional Viability and Vitality Domain Summary

One of the nineteen statements included within this domain (**Institutional Viability and Vitality**) received favorable responses from three quarters of respondents: "The instructors make me feel included within their class materials": (77%).

- Close to three-quarters of respondents (72%) agreed that education at the college is preparing them to work, live, and thrive in a diverse environment.
- The majority of statements received positive responses from between 50% and 70% of respondents. These statements are related to policies, practices, the district's commitment to, and communications around equity.
- A rather large proportion of students feel racial tension (17%); others have felt excluded from different college activities because of their race (15%), or have experienced racism at this college (16%).

### Institutional Viability and Vitality Detailed Summary

20. Almost seven out of ten respondents believe administrators and instructors actively support the practice of equity for all students (68%), policies and practice demonstrate commitment for equity (65%), equity is central mission to the college (64%). Furthermore, 63% consider that equity is central mission to the campus. Half consider there are sufficient efforts to support Black and Indigenous students (51%).
21. Six out of ten of the respondents felt that they received communications about equity efforts around campus (63%), and a similar proportion are aware of programs, services, and initiatives that can support them (61%).

22. Less than half of respondents agreed the campus has a policy for immediately resolving grievances (44%) and less than half think those procedures are fair (47%).
23. Six out of ten respondents believed cultural competency training would benefit the campus (63%).
24. Almost seven out of ten Miramar College respondents believed campus leaders adequately promote a positive campus climate (66%).
25. One in ten respondents indicated they have experienced or felt racism at Miramar College: 17% agreed there is racial tension, 15% have felt excluded from college activities based on their race, and 16% have experienced racism.
26. Six out of ten respondents believe their opinion matter (66%) and five out of ten believe their culture is represented throughout campus activities (54%).
27. Almost three-fourths of the respondents believe their education is preparing them for a diverse world (72%).
28. Over three-fourths of respondents felt included in their course material (77%).

### Discrimination Experience and Practices

29. Almost two out of every ten respondents experienced negative comments about their political orientation (18%). Similar rates of respondents claimed experiencing negative comments about their Ethnicity, language, religion and/or gender identity (11% to 13%).
30. Less than one out of ten respondents felt excluded from activities at Miramar College because of their age. Similar rates of respondents felt excluded because of their race or ethnicity, their political orientation or spiritual beliefs.

### Student Voice

31. Areas of Climate that Need Improvement:

Students most frequently noted issues related to communication, access, and support programs and services as areas that could be improved to better campus climate. Beyond the top three themes, students had feedback related to diversity, equity, and inclusion, basic needs, sense of belonging and community, and inclusive instruction.

*“Even though I never experienced discrimination of any kind, knowing where I can report cases/incidents of discrimination would be very beneficial.”*

*“The little food market place in the K1 building ne suggestion is maybe have more food options for individuals that have gluten allergies . Also extend the hours for the library. I feel a lot of individuals with benefit from the resources available. This is a commuter school, so extending the hours would allow students a save haven to study and get all their work done.”*

*“Puente, umoja, and other programs are offered at the other campuses as well as a robust offering of black, Chicano, and other ethnic studies courses. Miramar fails at this.”*

*“I don't see a lot of indigenous people being represented in community groups. I believe the school should let students know of grant and scholarship opportunities.”*

### 32. Areas of Climate that are Supported Well:

Students at Miramar College most frequently commented on support programs and services, diversity, equity, and inclusion, and the Miramar community (e.g. professionals, instructors, and peers) as facilitating a positive campus climate. In addition to the top three themes, students also commented on access, sense of belonging and community, and inclusive or equitable instruction as promoting positive climate.

*“I believe the food drive is helpful along with the community college support groups for LGBTQ+ students. I also think they provide good resources for Dreamer students.”*

*“This campus is very supportive of diversity. I feel there are all kinds of walks of life in this community and I think this college is very accepting of it.”*

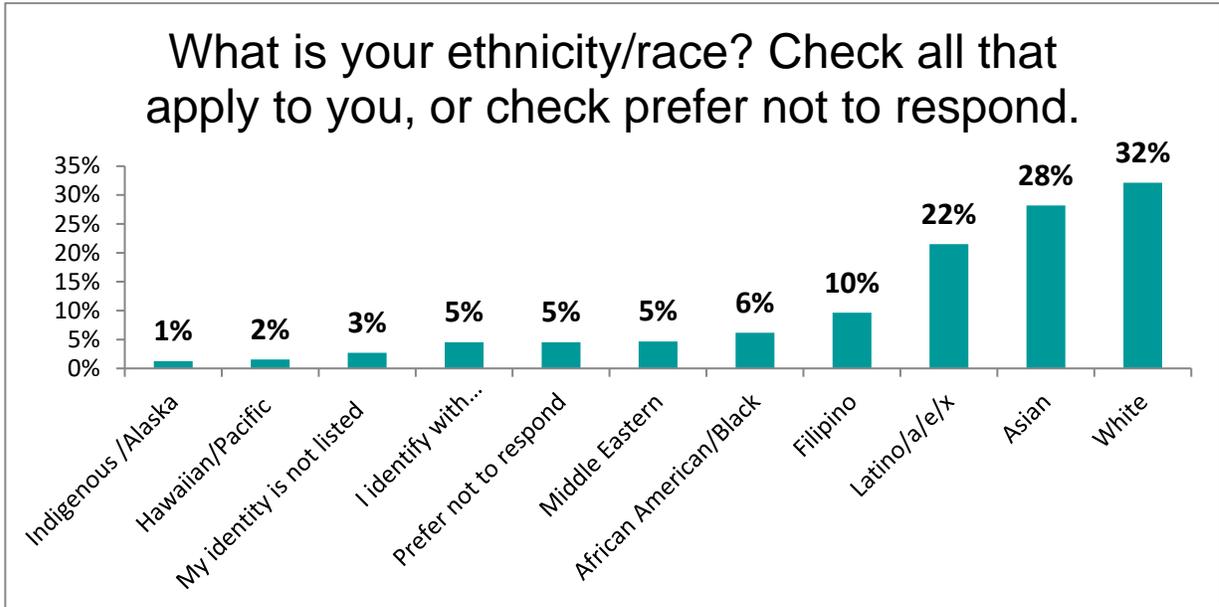
*“The staff, which includes the teachers and counselors, go out of their way to help out students when you ask them for assistance. The campus is very welcoming and accepts people of different backgrounds.”*

*“In the courses that I've taken where discussion is encouraged, I have seen inclusion with race, religion, age and sex in every discussion. As a student who is nearly 50 years old, it's so refreshing to experience this in school.”*

**Student Demographics**

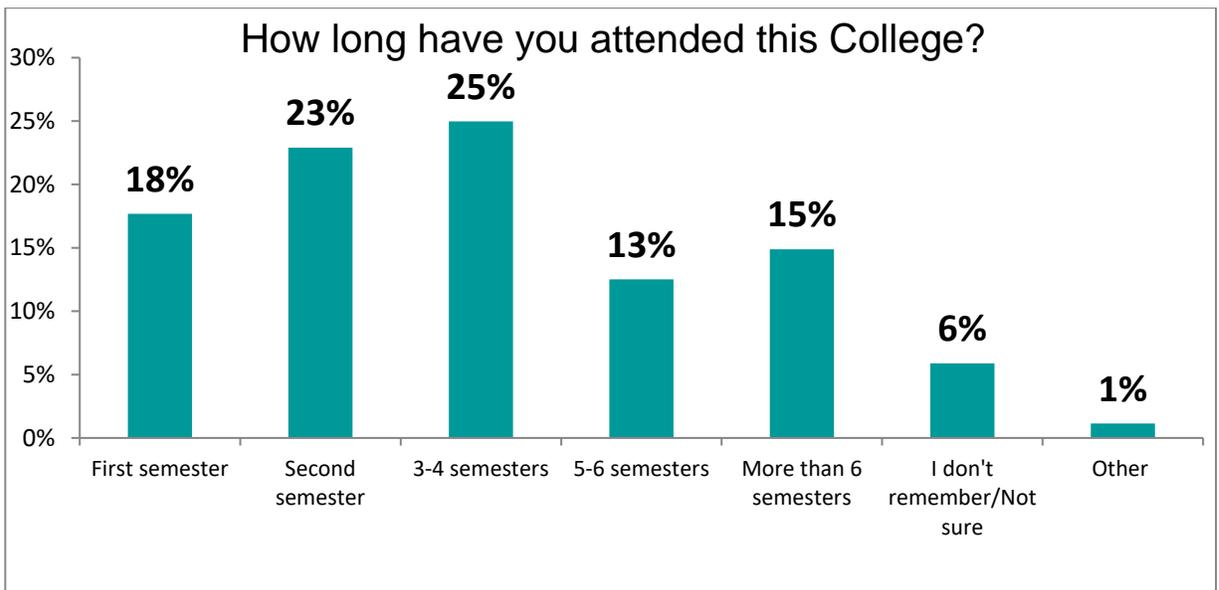
1. Miramar College survey respondents were generally similar in ethnicity to the population, although representation of Asian students was over twice (28%) the representation among the student population in the Spring semester (13%).

*Graph 1: Ethnicity*



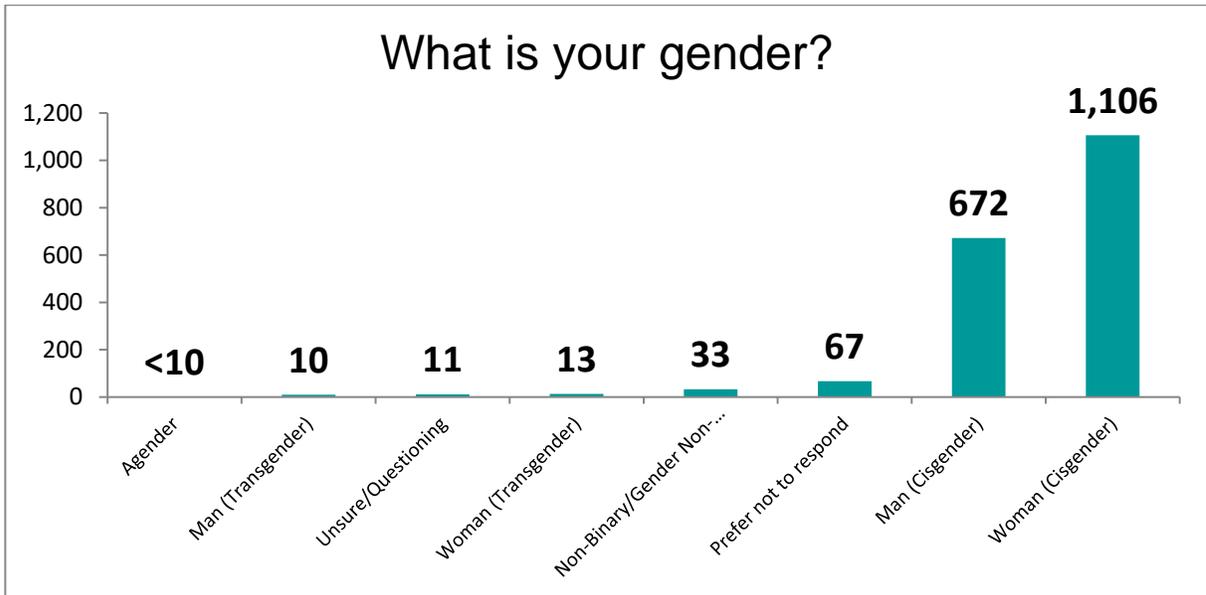
2. Forty-one percent of the respondents are first year students. Twenty-eight percent of the respondents have been more than three years at Miramar.

*Graph 2: Enrollment time at the College*



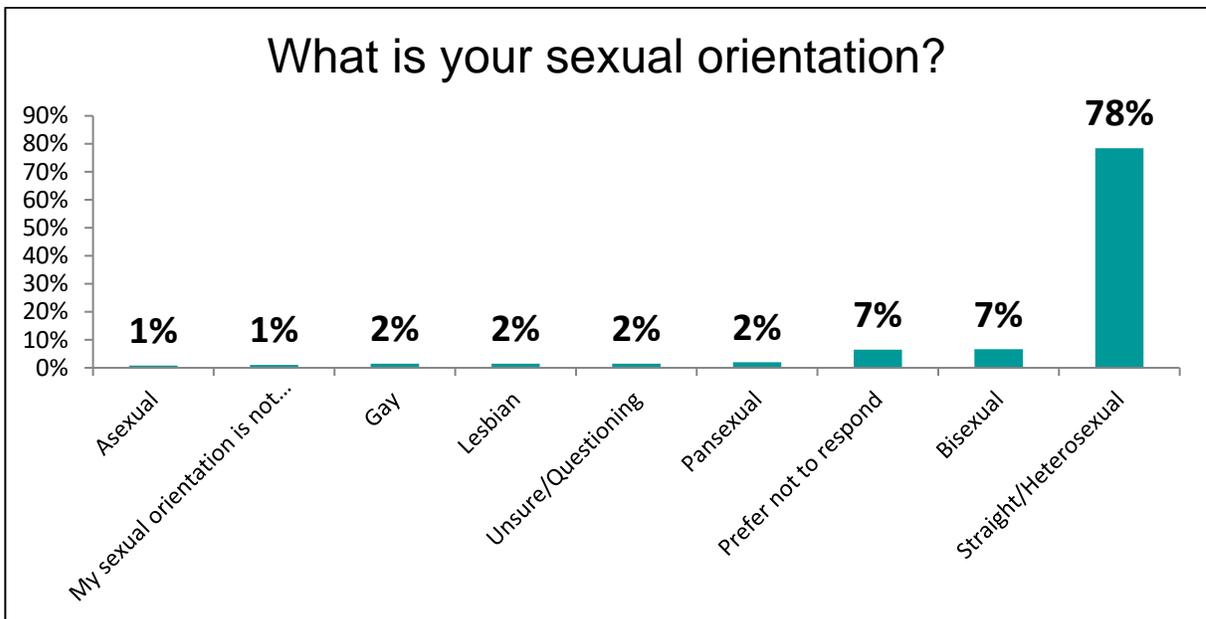
3. Respondents were more likely to identify as cisgender female (58%) than the student population (46%). Respondents were less likely to identify as cisgender male (35%) than the population (53%).

Graph 3: Gender Identity



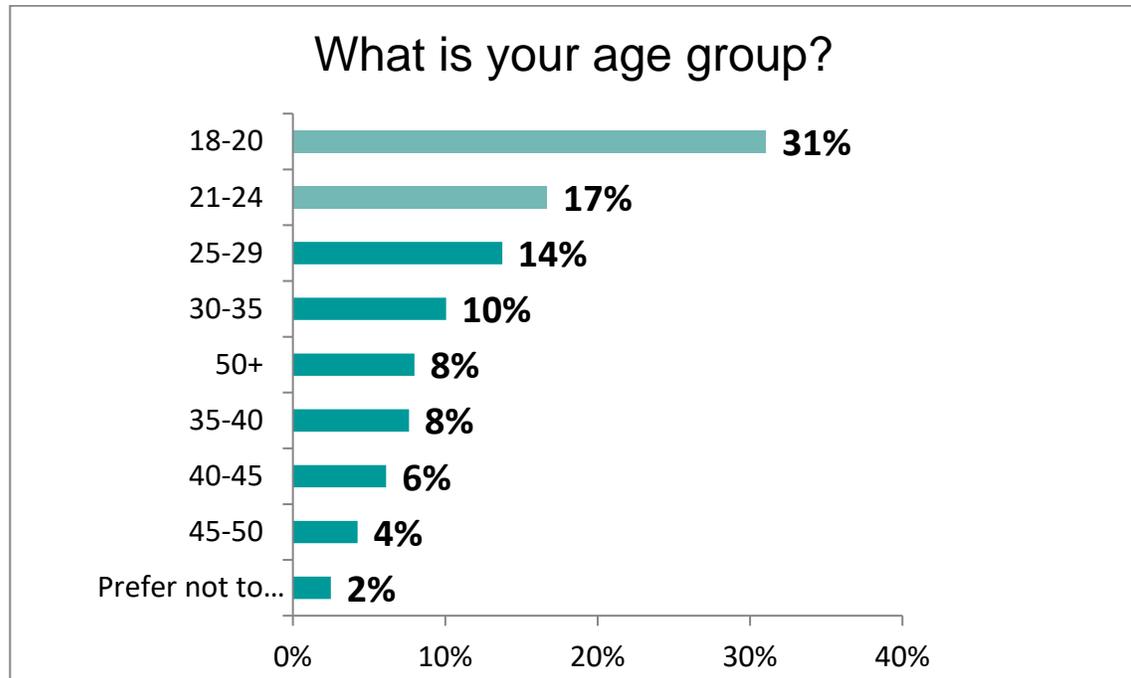
4. In regards to sexual orientation, fifteen percent (15%) of respondents identified as a member of the LGBTQ+ community, or nearly 300 students.

Graph 4: Sexual Orientation



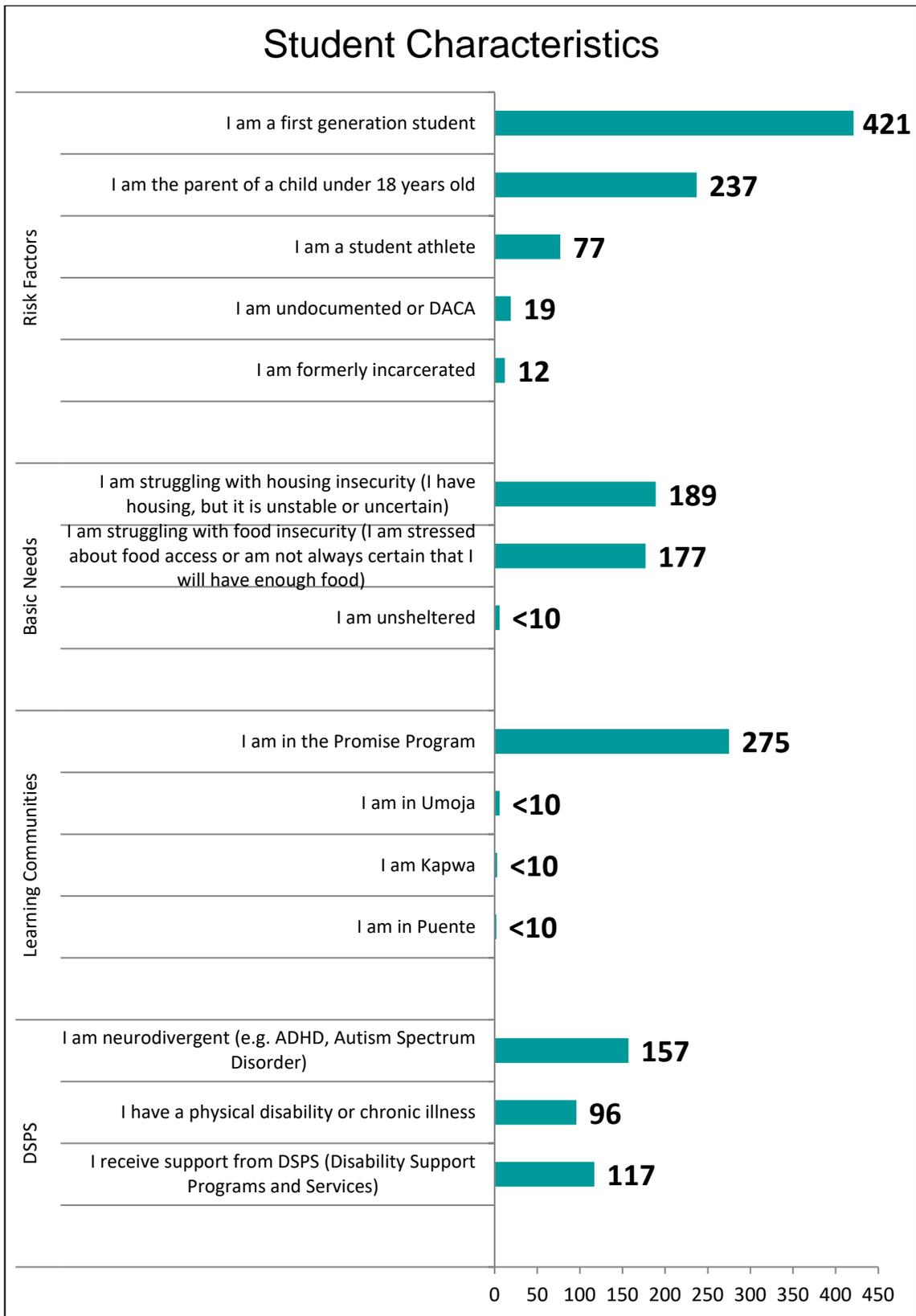
5. Respondents were more likely to be 25 years or older (50%) than the Miramar College population (37%).

Graph 5: Age



6. Students who responded to the survey indicated experiencing a number of factors associated with a higher likelihood of withdrawing from courses, including being first generation (23%), parents (13%), housing insecurities (10%), food insecurities (9%), and receiving DSPS (6%). On the other hand, there was a good representation (15%) of Promise students within the respondents (n= 275).

Graph 6: Student Characteristics



## Students' Access and Success

**Definition:** Refers to practices around outreach, recruitment and, retention that promote the success of a diverse student body.



### Spotlight (Student Success and Access)

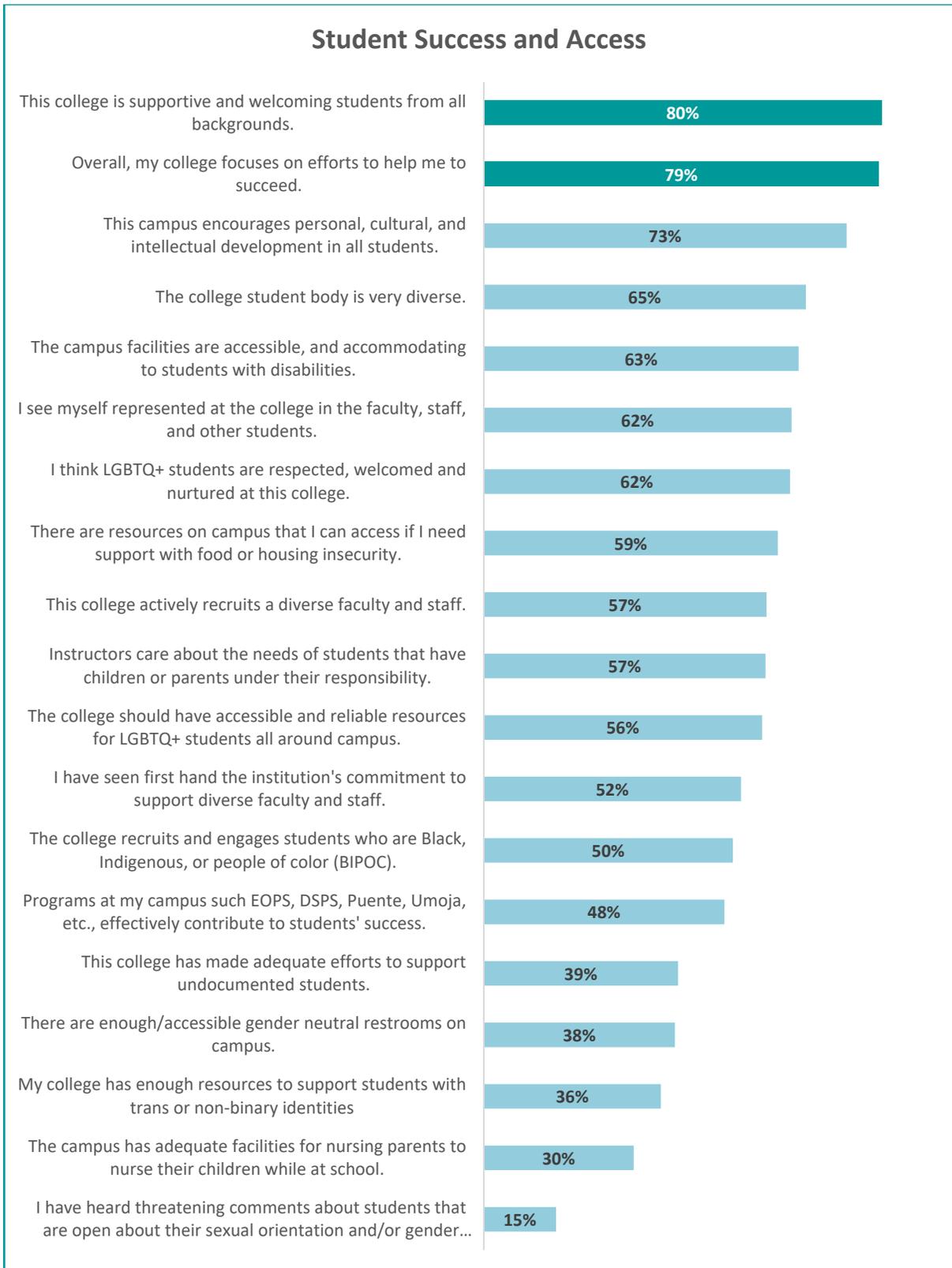
Two of the 19 items in the Student Success and Access domain received favorable responses from more than 75% of respondents:

- This college is **supportive and welcoming** of students from all **backgrounds** (80%)
- My college **focuses on efforts to help me to succeed** (79%)

Statements related to the diversity of the college environment and equitable/accessible resources received favorable responses from about half of respondents.

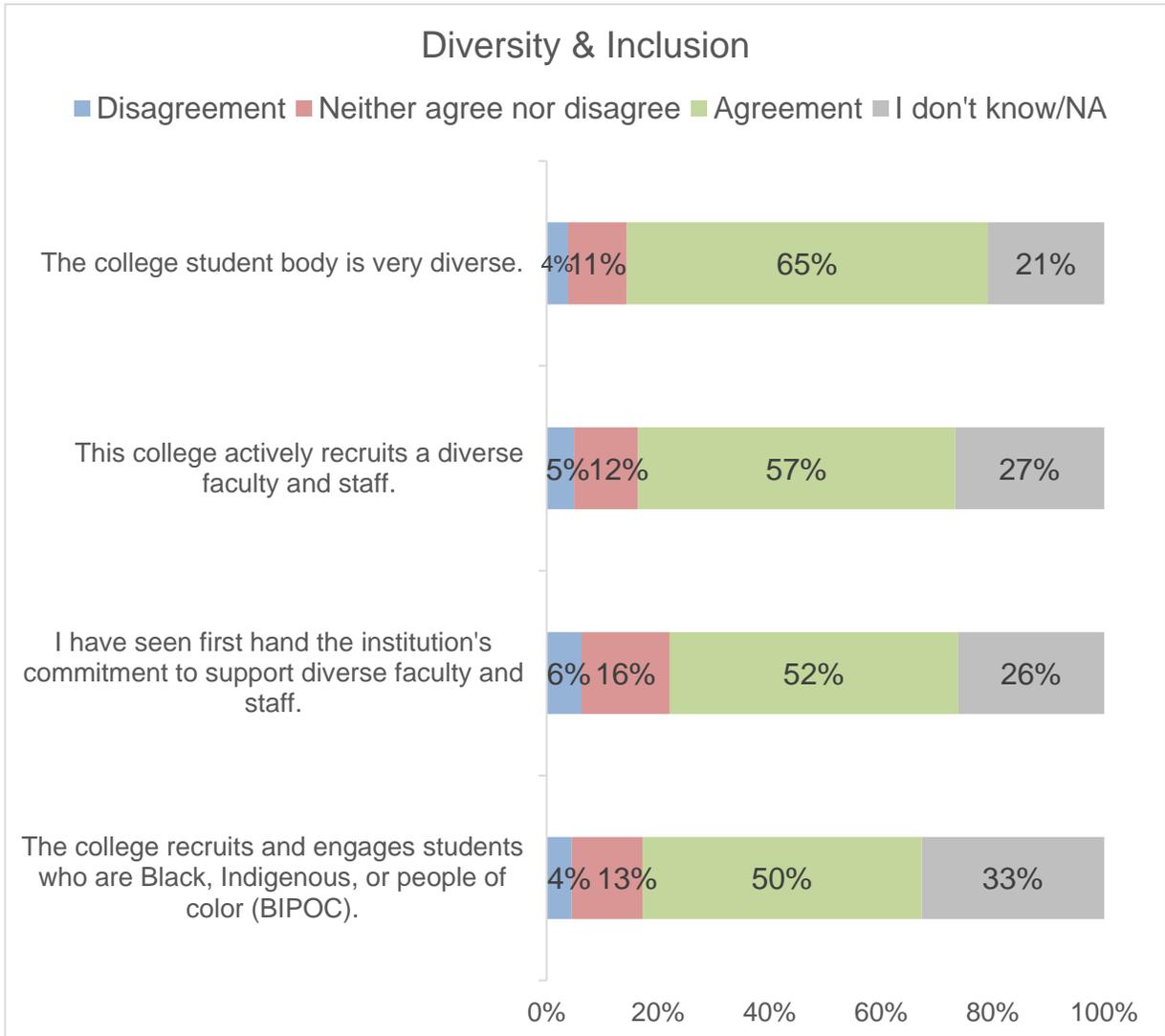
It should be noted that 15% of respondents (236 students) **heard threatening comments** to students based on their sexual orientation and or gender, and less than 40% saw resources clearly available for trans and non-binary students.

Graph 7: All statements for Student Success and Access – Agreement



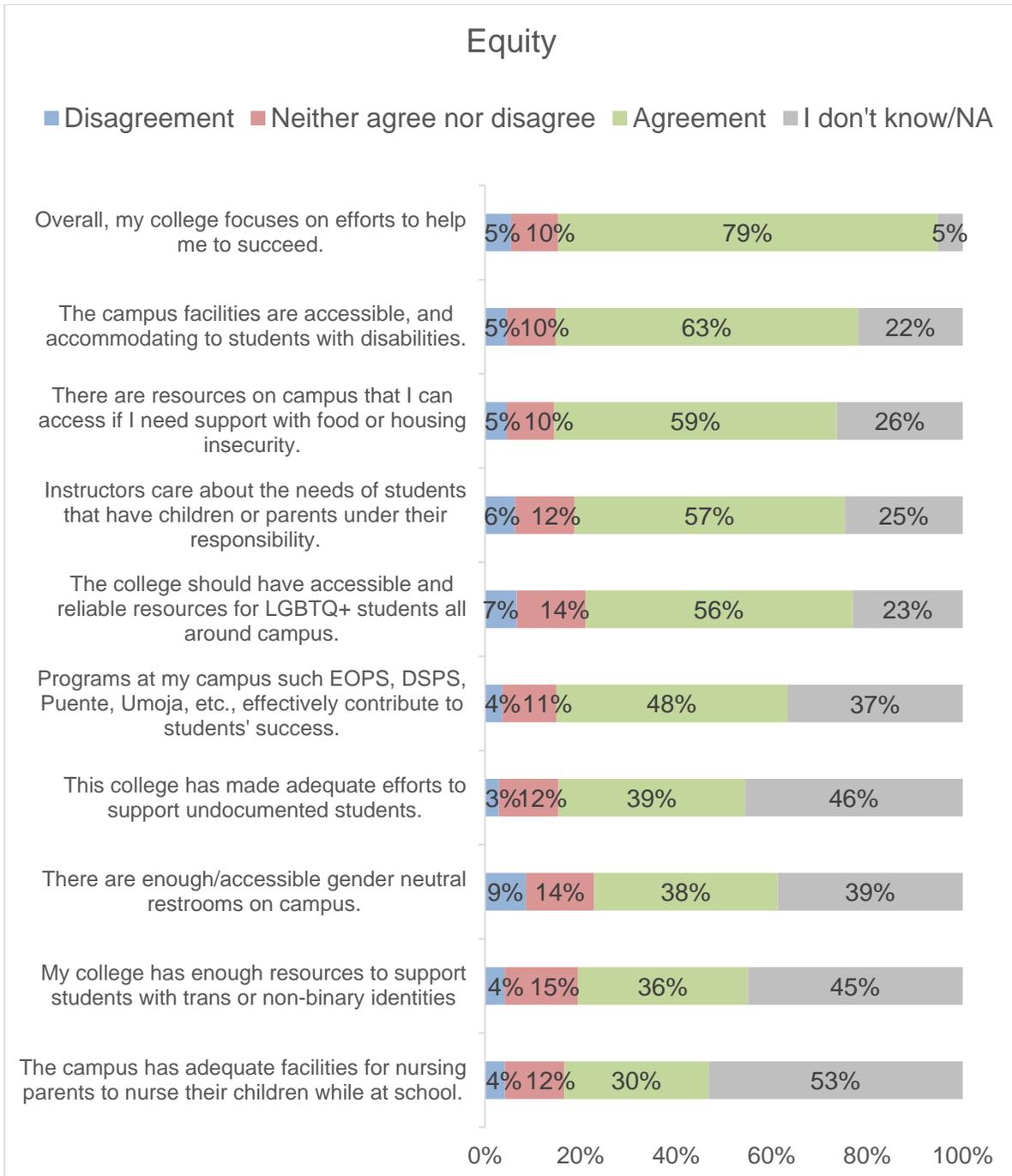
7. Six out of ten survey respondents believe that Miramar College has a very diverse student body (65%). Half of students believe Miramar College is engaging with Black and Indigenous students and students of color, BIPOC (50%). 50 to 60% of respondents perceived the college to be committed to recruiting diverse faculty.

Graph 8: Diversity & Inclusion - Likert Scale



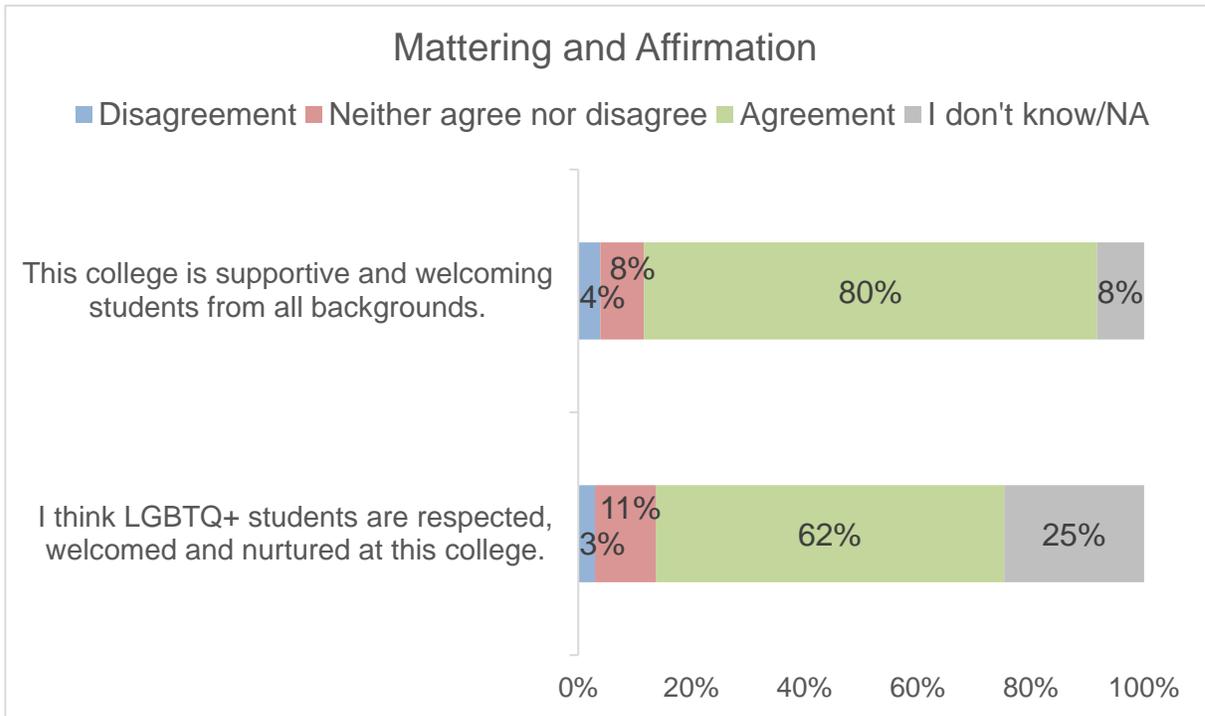
8. Eight out of ten students feel like Miramar College is focusing on efforts to help their success (79%). About 5 out of 10 know about food and housing resources, resources for LGBTQ+ students, accessible rest facilities and other targeted campus programs (48%-63%). Furthermore, only about half of the students were able to respond to questions about the equity of rest room facilities. Between 20%-30% of student are not informed enough about equity practices.

Graph 9: Equity – Likert Scale



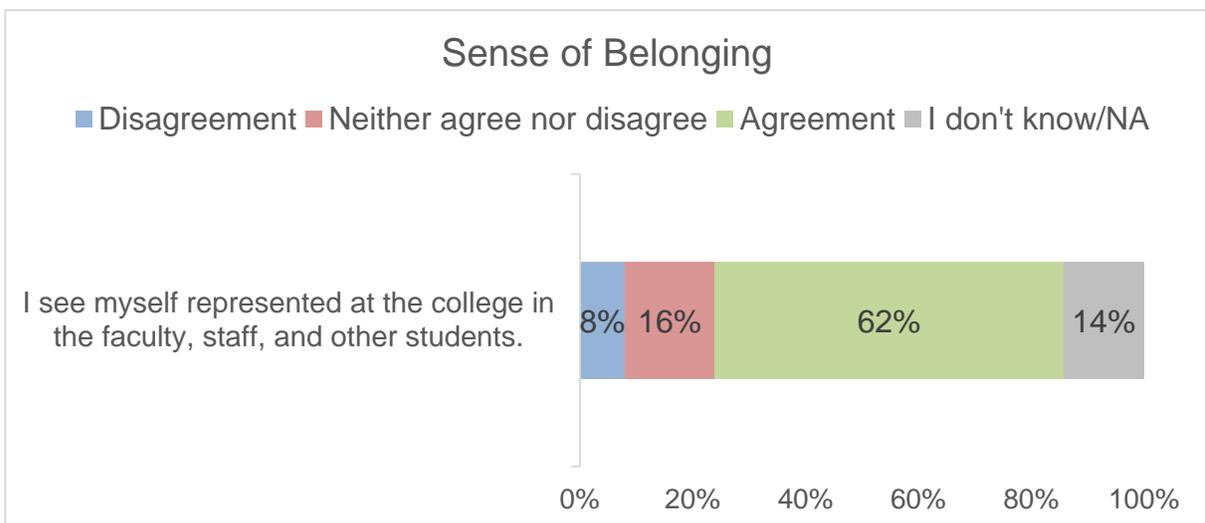
9. Eighty percent (80%) of Miramar survey respondents believe the college supports students from all backgrounds, although only about 6 out of 10 believe that support extends to LGBTQ+ students (62%)

Graph 10: *Mattering and Affirmation- Likert Scale*



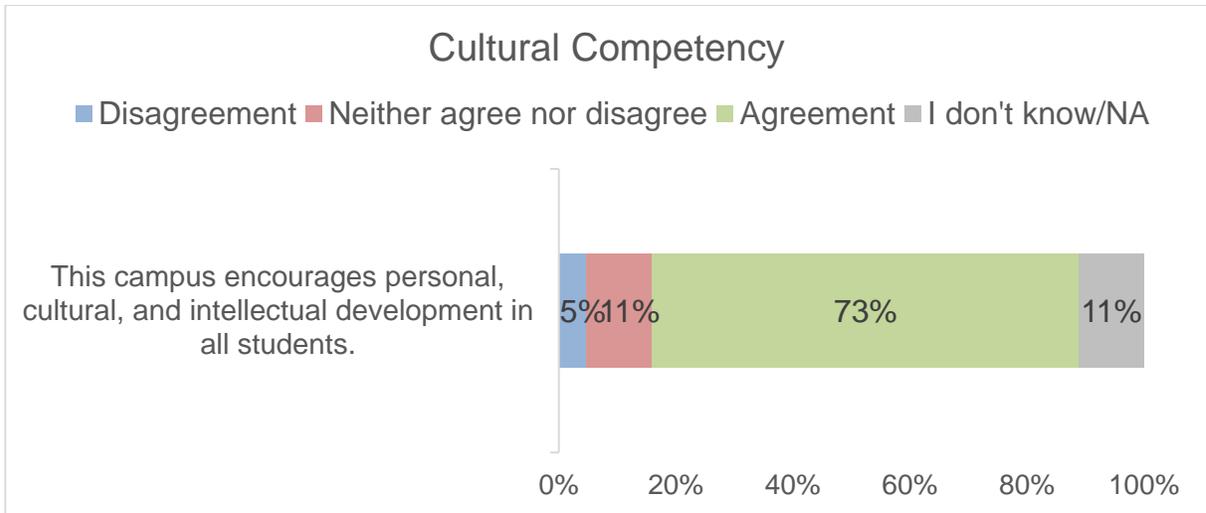
10. Thirty-eight (38%) of respondents do not see themselves represented within the college ecosystem.

Graph 11: *Sense of Belonging – Likert Scale*



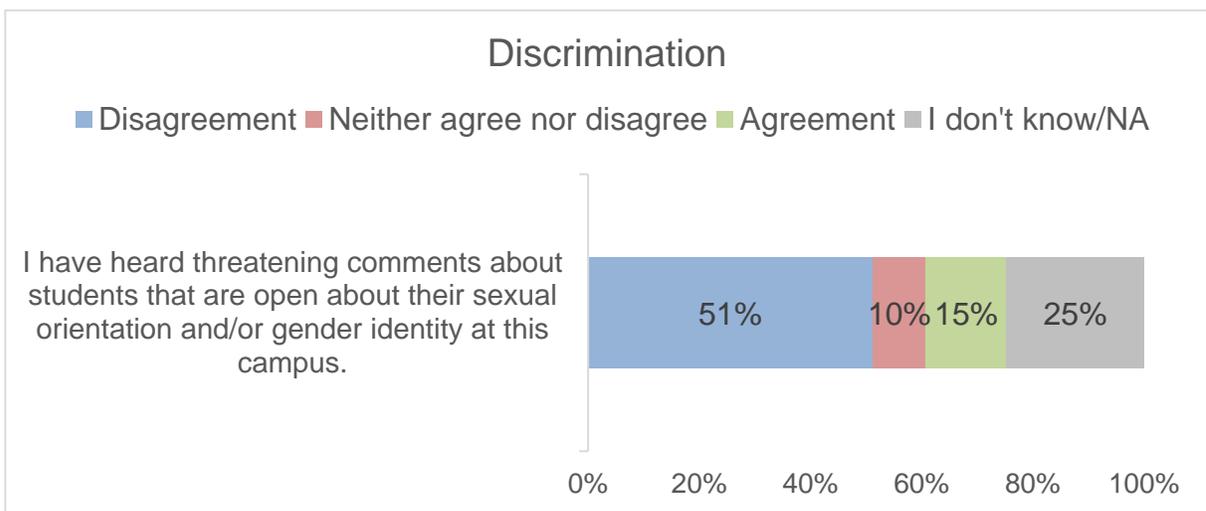
11. Almost three-fourths of Miramar college survey respondents believe their personal, cultural and, intellectual development is encouraged by the campus (73%).

Graph 12: Cultural Competency – Likert Scale



12. Fifteen percent (15%) of respondents have been witness to discriminatory comments about students' sexual orientation and/or gender identity on campus. An additional 25% were not sure if they had heard such comments.

Graph 13: Discrimination – Likert Scale



## Relationships and Interactions

**Definition:** Focuses on the interactions that can create a welcoming campus climate for students to thrive.



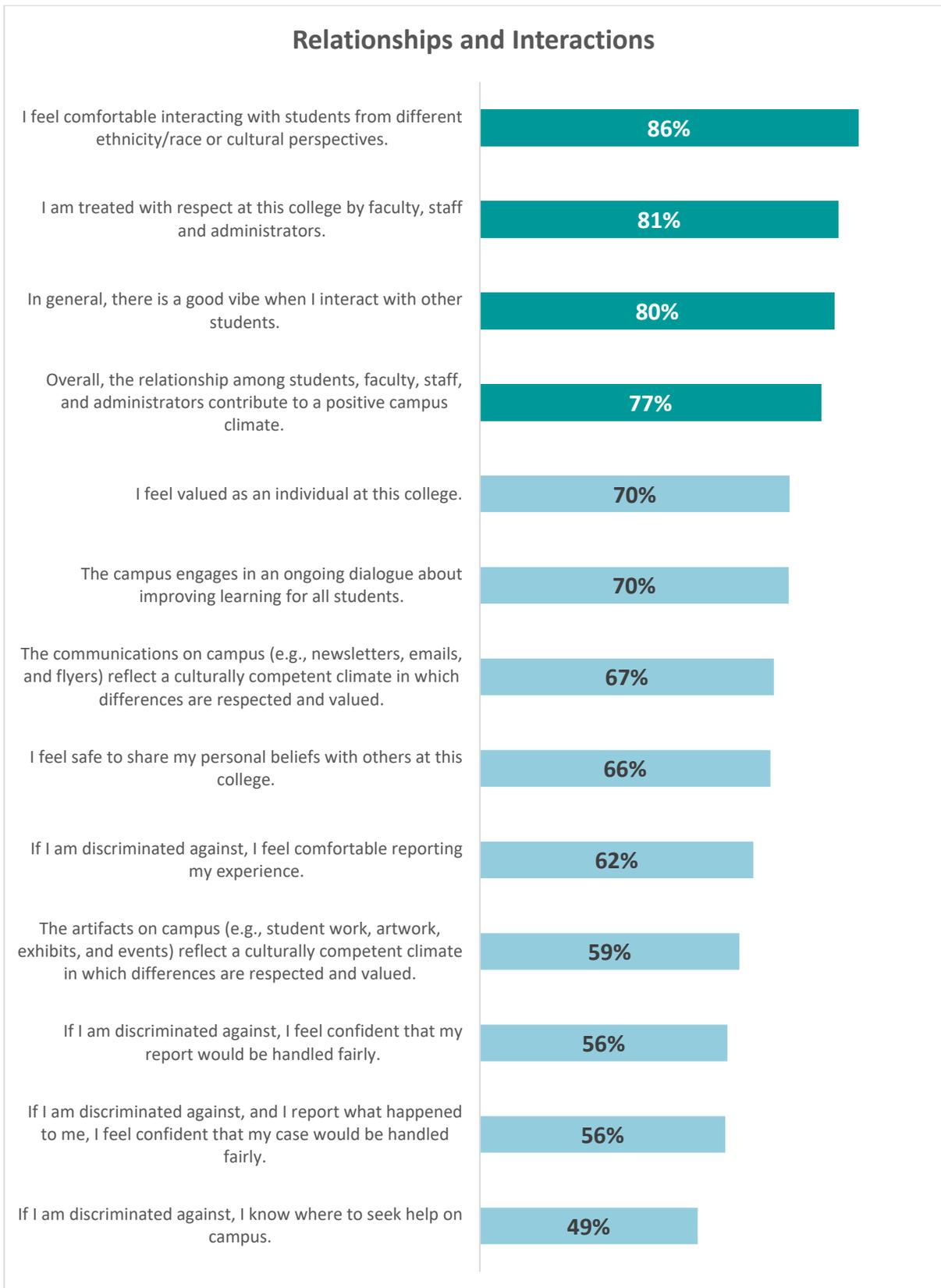
### Spotlight (Relationships and Interactions)

Four of the 13 items in Relations and Interactions domain received favorable responses from more than 75% of respondents:

- I feel **comfortable interacting with students** from different ethnicity/race or cultural perspectives (86%)
- I am **treated with respect at this college** by faculty, staff and administrators (81%)
- There is a **good vibe when I interact with other students** (80%)
- Relationships among students, faculty, staff and administrators contribute to a **positive campus climate** (77%)

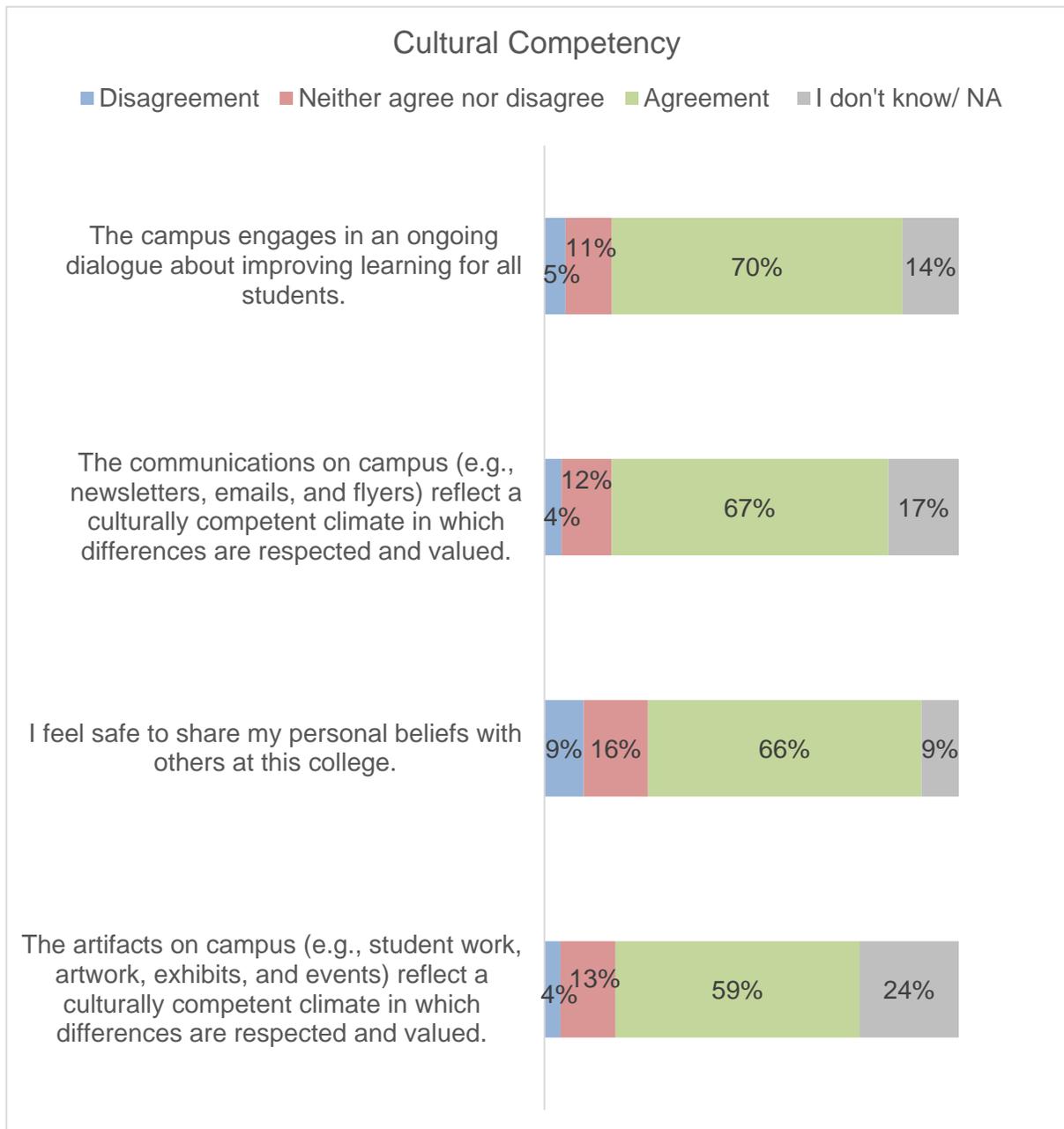
Statements related to resolving complaints of discrimination favorable responses from about half of respondents (62%).

Graph 14: All Statements of Relationships and Interactions –Agreement



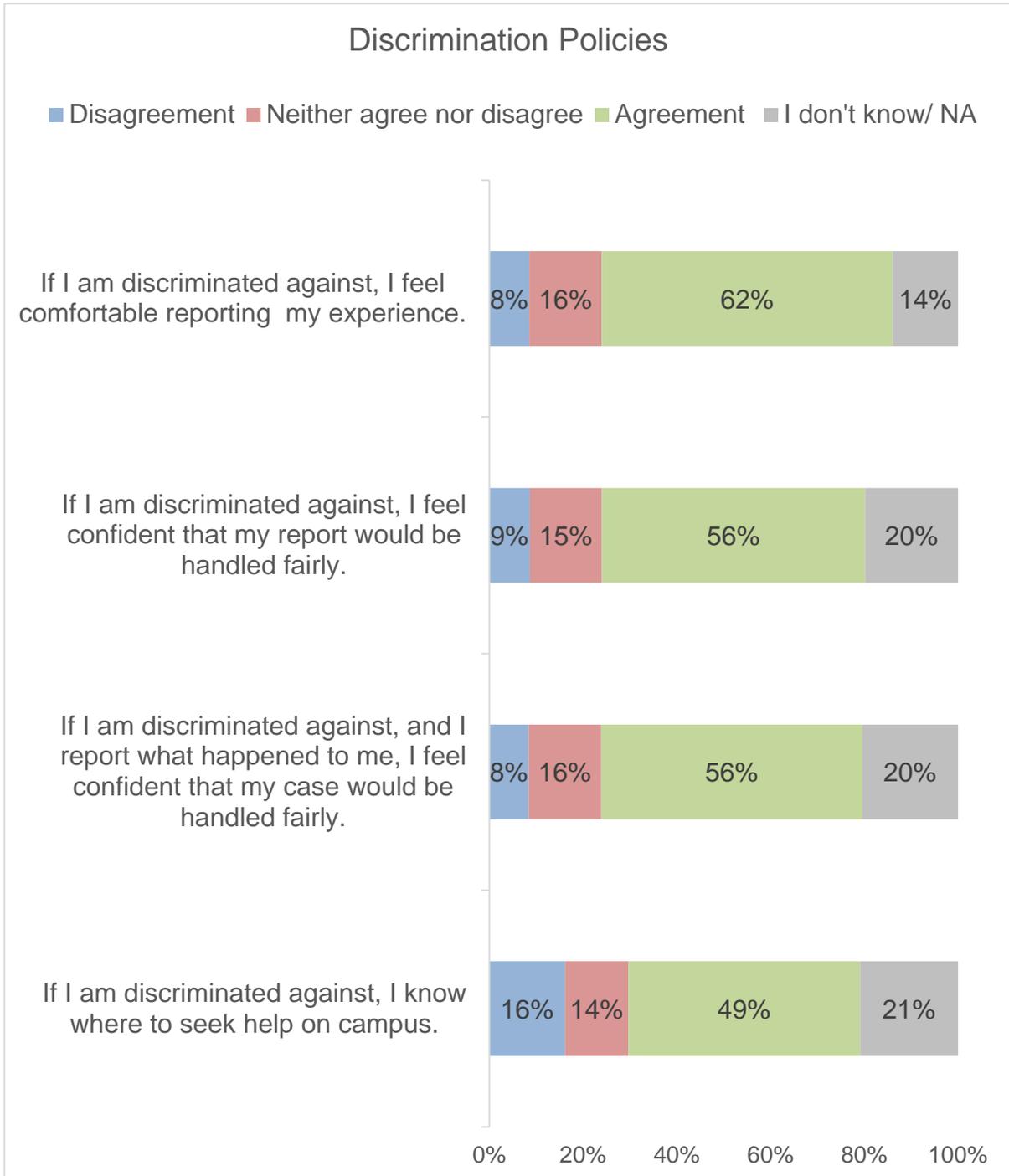
13. About half of Miramar college student survey respondents agreed there is campus communications that demonstrate cultural competency (49%-56%). 66% of respondents felt safe sharing their personal beliefs.

Graph 15: Cultural Competency – Likert Scale



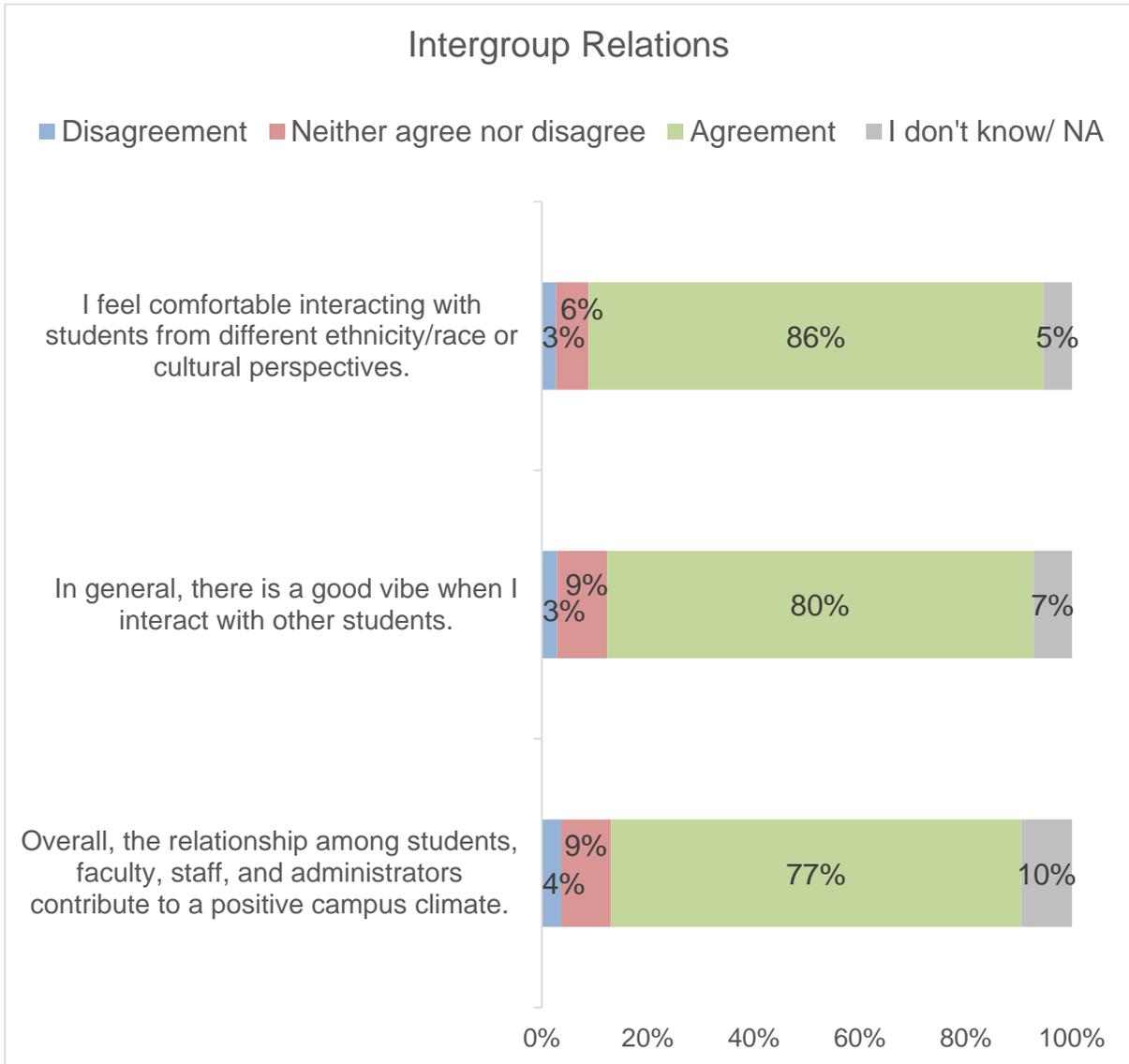
14. Just over half of the respondents (56%) felt comfortable reporting discriminatory experiences, and 62% felt like their case would be handled fairly. Additionally, only about half of respondents knew where to go to file a report (49%).

Graph 16: Discrimination Policies– Likert Scale



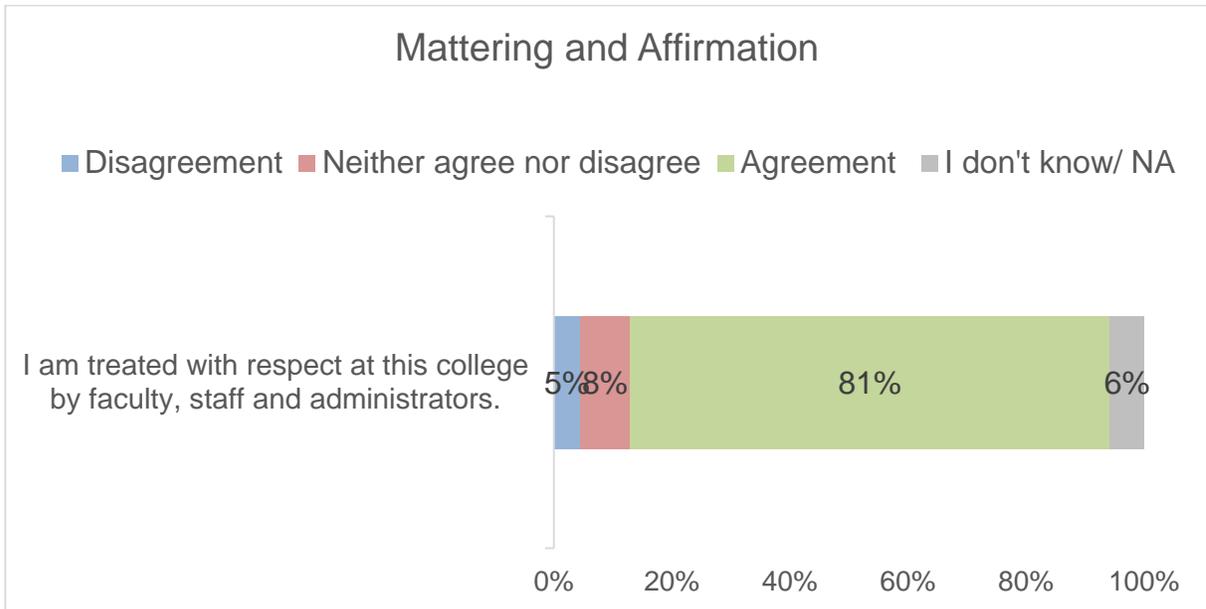
15. More than 80% of respondents felt positive and comfortable when interacting with other students. Over three-fourths believe that the relationships between people on campus contribute positively to the climate (77%).

Graph 17: Intergroup Relations – Likert Scale



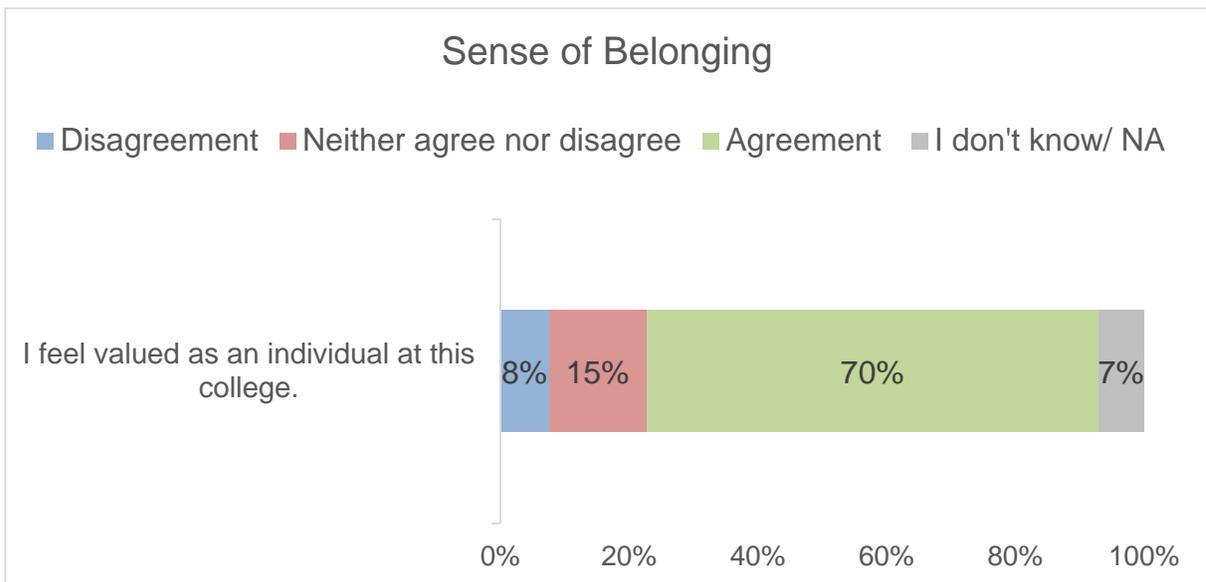
16. Eight out of ten Miramar College respondents agree they are treated with respect at the college by faculty, staff and administrators.

Graph 18: *Mattering and Affirmation – Likert Scale*



17. Seven out of ten respondents feel value as individuals at Miramar College (70%).

Graph 19: *Sense of Belonging-Likert Scale*



## Education and Scholarship

**Definition:** Refers to curricula that is supportive of diversity goals through learning opportunities for students and that has pedagogical practices that support students to thrive.

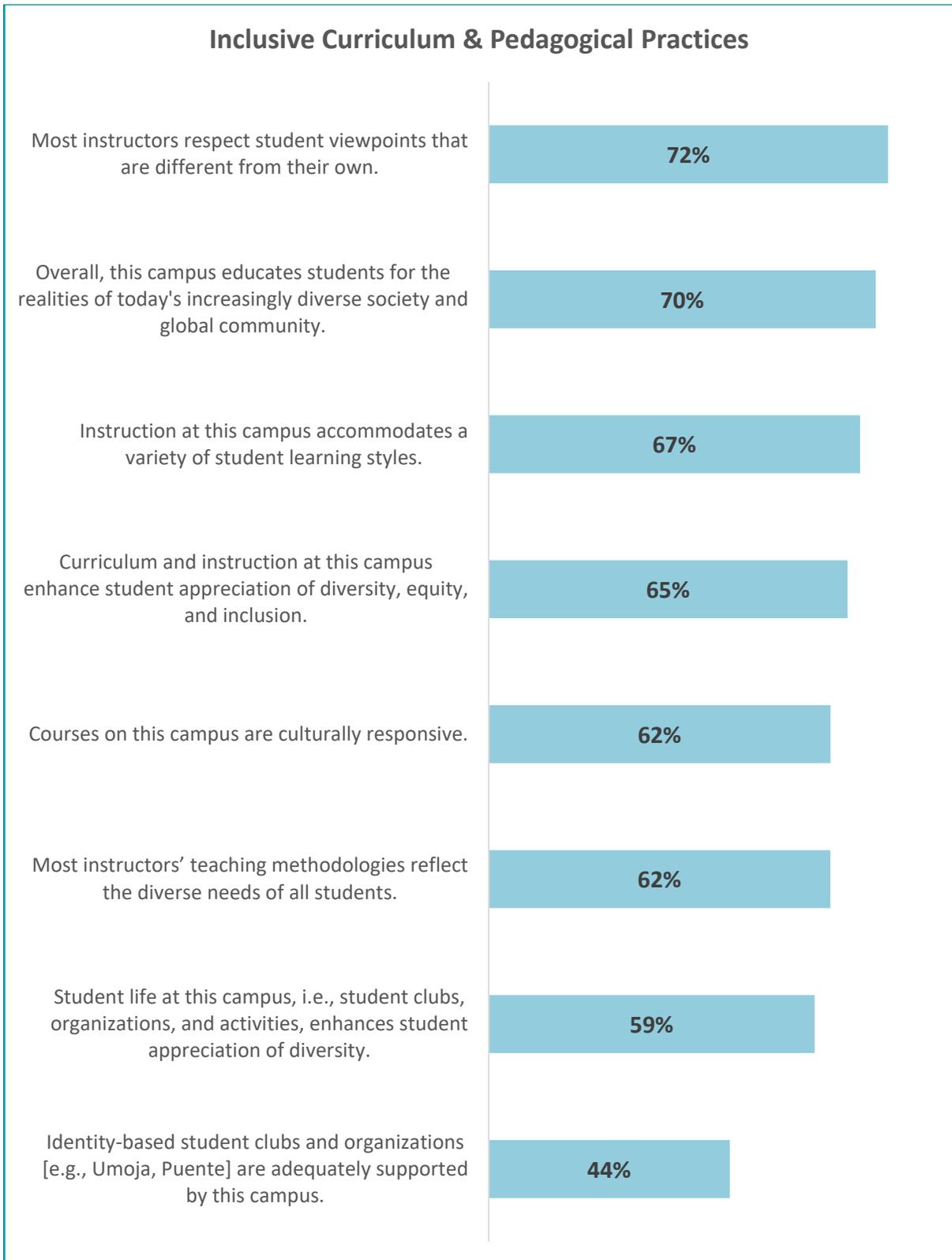


### Spotlight (Inclusive Curriculum and Pedagogy)

All eight of the statements included within this domain (**Inclusive Curriculum and Pedagogical Practices**) were perceived fairly present on the climate of the college.

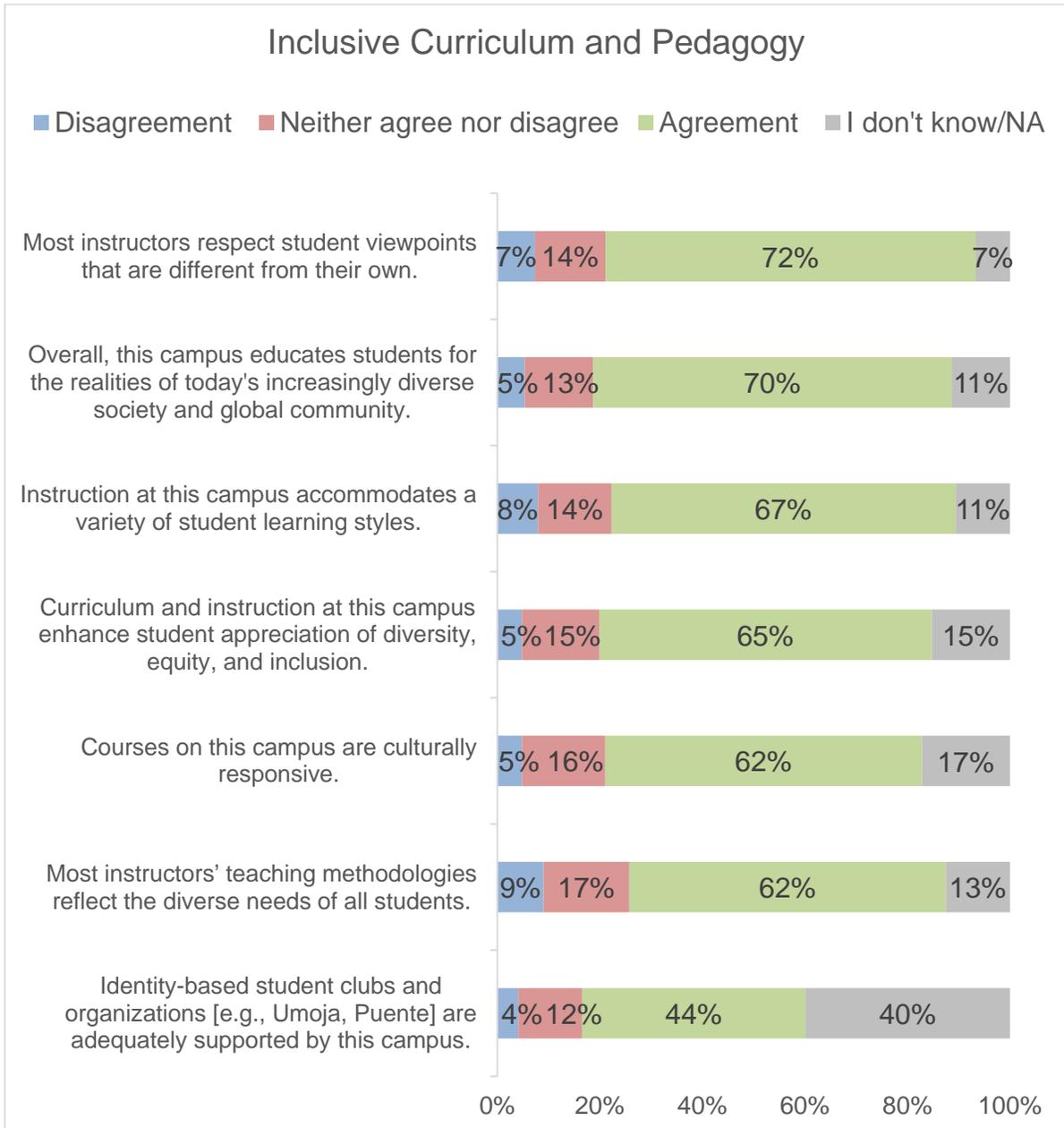
- The top aspect is that **most instructors respect student viewpoints** that are different from their own (72%) and, that overall the **campus educates students for the realities of today's increasingly diverse society and global community** (70%).
- Sixty-seven percent (67%) of the students feel the **instruction at the campus accommodates a variety of student learning styles**.
- Less than half of the respondents consider that identity-based student clubs and organizations (e.g., UMOJA, PUENTE) are adequately supported.

Graph 20: All Statements for Inclusive Curriculum & Pedagogical Practices – Agreement



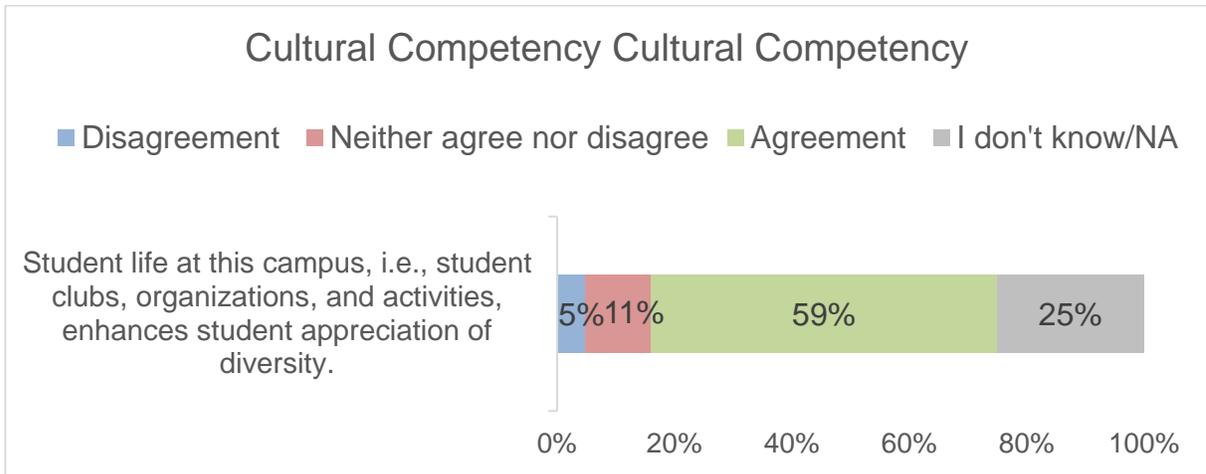
18. Over 30% of Miramar College respondents did not agree or were not sure about the presence of diverse inclusive curriculum and pedagogy (Disagreement:5% + Neither Agree: 15% + Don't Know: 15% =35%) . About one-third did not agree on the adequate presence of need-based teaching methodologies and close to half did not agree that identity-based clubs were being adequately supported.

Graph 21: Inclusive Curriculum and Pedagogy – Likert Scale



19. Only about 60% of respondents agreed that student life on campus enhances appreciation of diversity.

Graph 22: Cultural Competency – Likert Scale



## Institutional Viability and Vitality

**Definition:** Refers to the institutional commitment to support Diversity, Equity, Inclusion, Accessibility and sentiments around them.

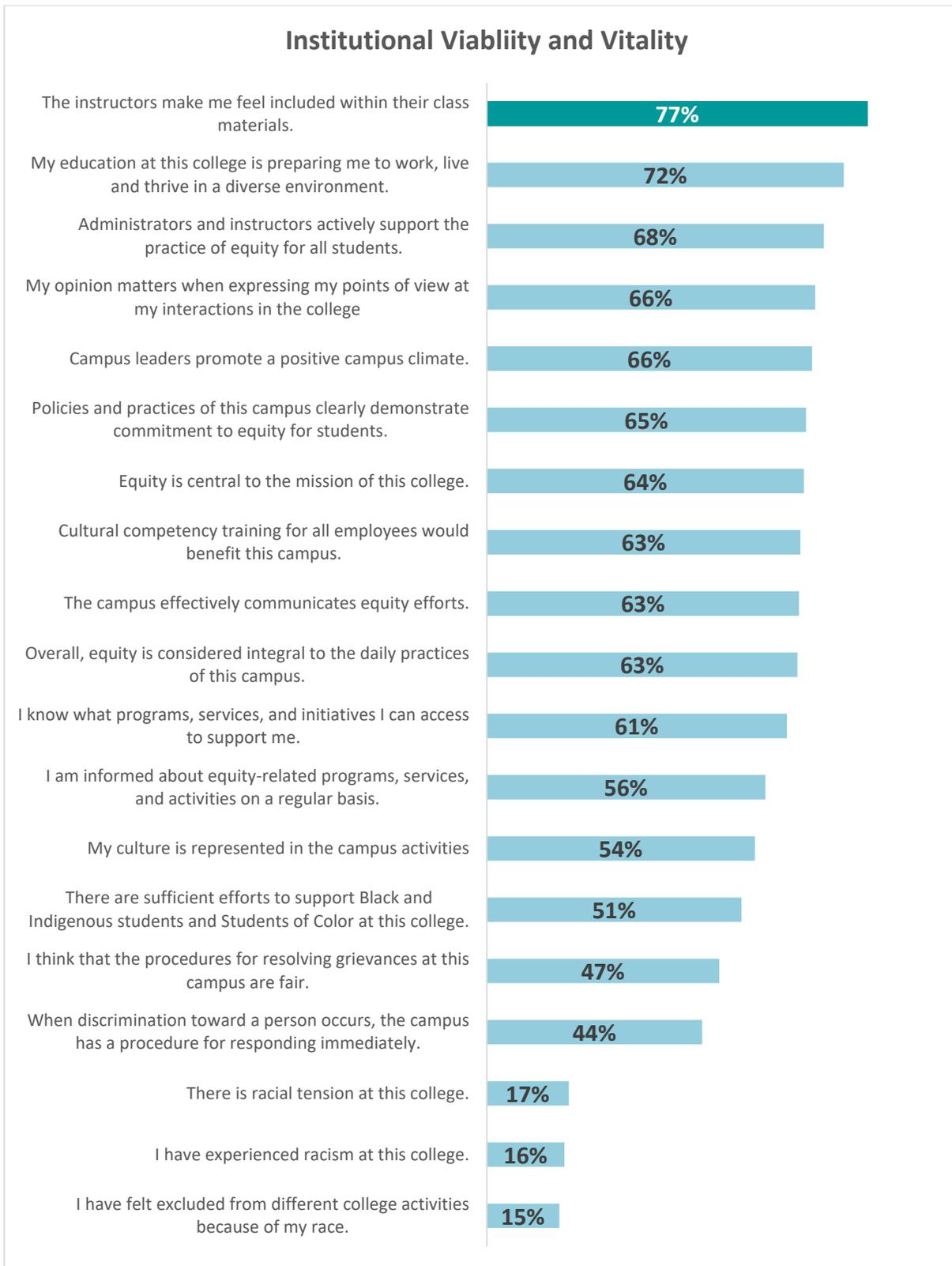


### Spotlight (Institutional Viability and Vitality)

One of the nineteen statements included within this domain (**Institutional Viability and Vitality**) received favorable responses from three quarters of respondents: "The instructors make me feel included within their class materials": (77%).

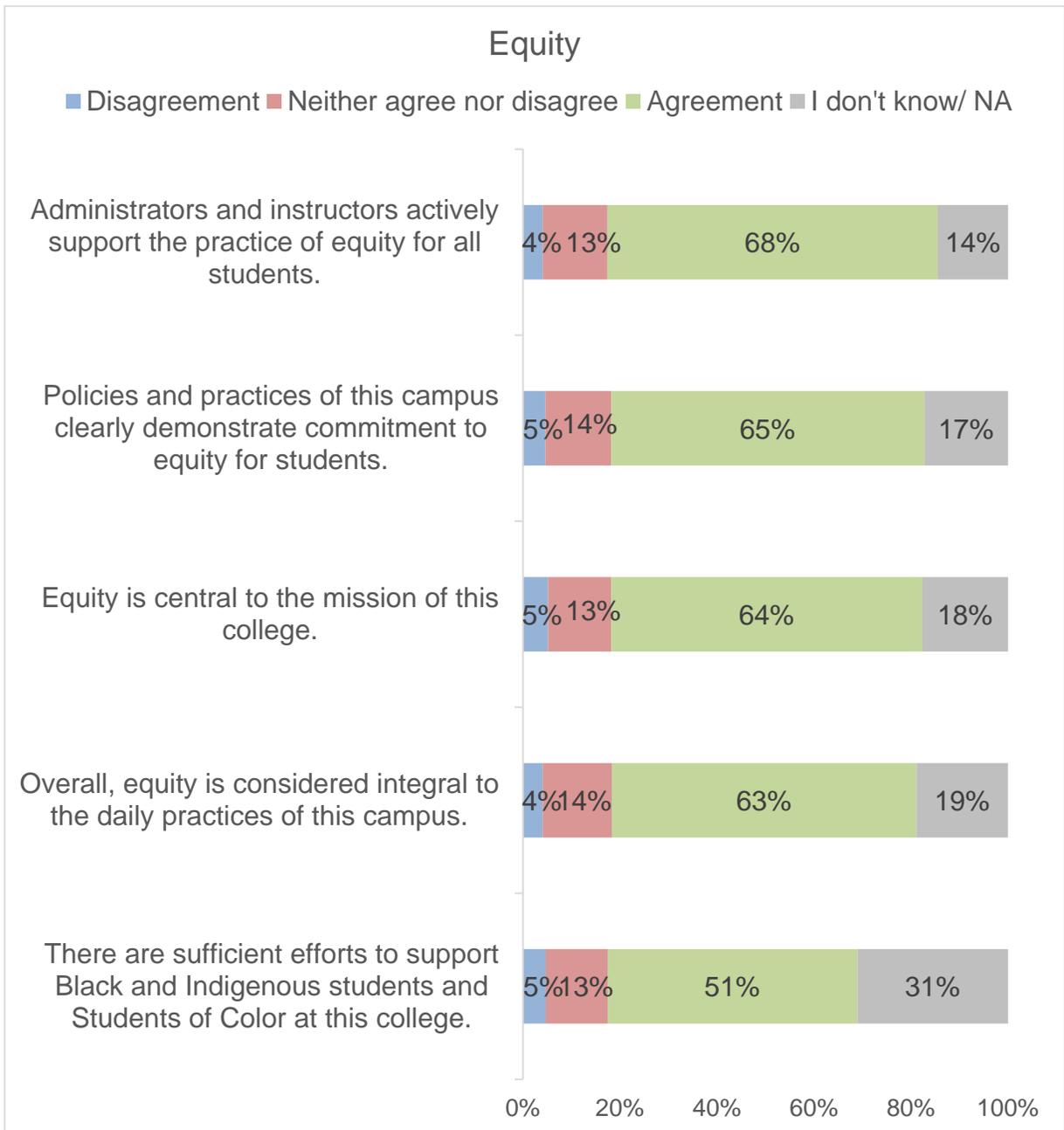
- Close to three-quarters of respondents (72%) agreed that **education at the college is preparing them to work, live, and thrive** in a diverse environment.
- The majority of statements received positive responses from between 50% and 70% of respondents. These statements are related to policies, practices, the district's commitment to, and communications around equity.
- A rather large proportion of students feel **racial tension** (17%); others have **felt excluded** from different college activities because of their race (15%), or have **experienced racism** at this college (16%).

Graph 23: All Statements for Institutional Viability and Vitality- Agreement



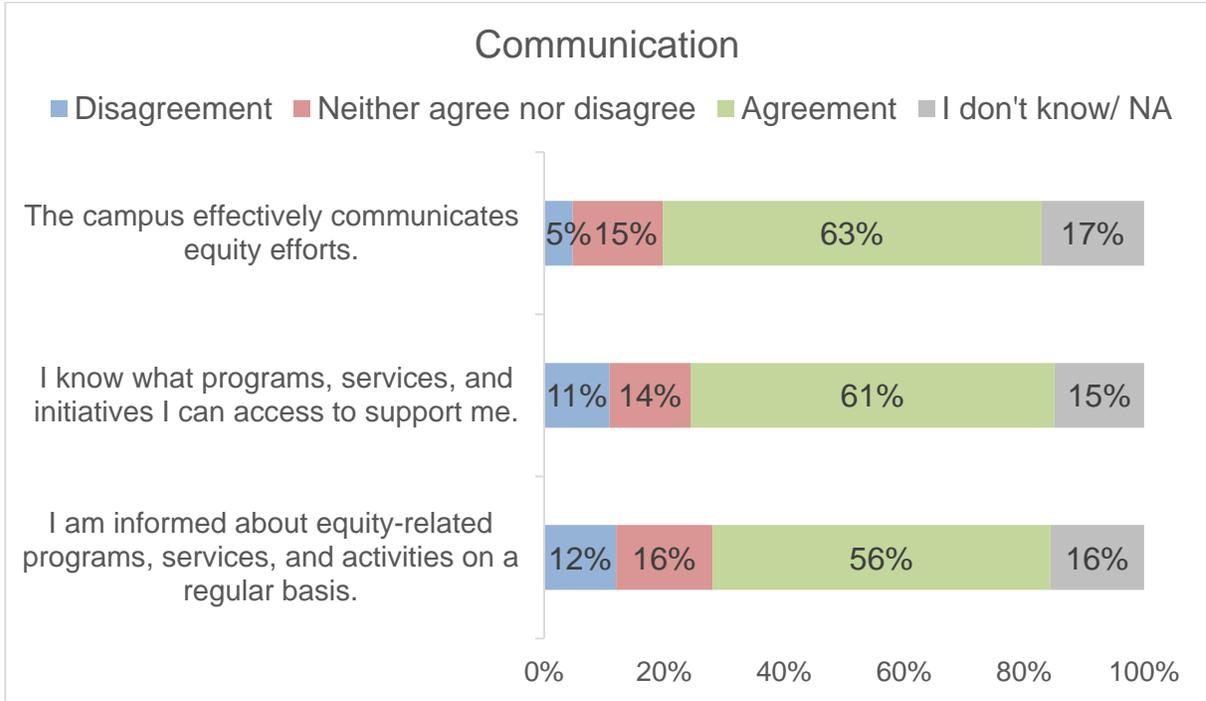
20. Almost seven out of ten respondents believe administrators and instructors actively support the practice of equity for all students (68%), policies and practice demonstrate commitment for equity (65%), equity is central mission to the college (64%). Furthermore, 63% consider that equity is central mission to the campus. Half consider there are sufficient efforts to support Black and Indigenous students (51%).

Graph 24: Equity – Likert Scale



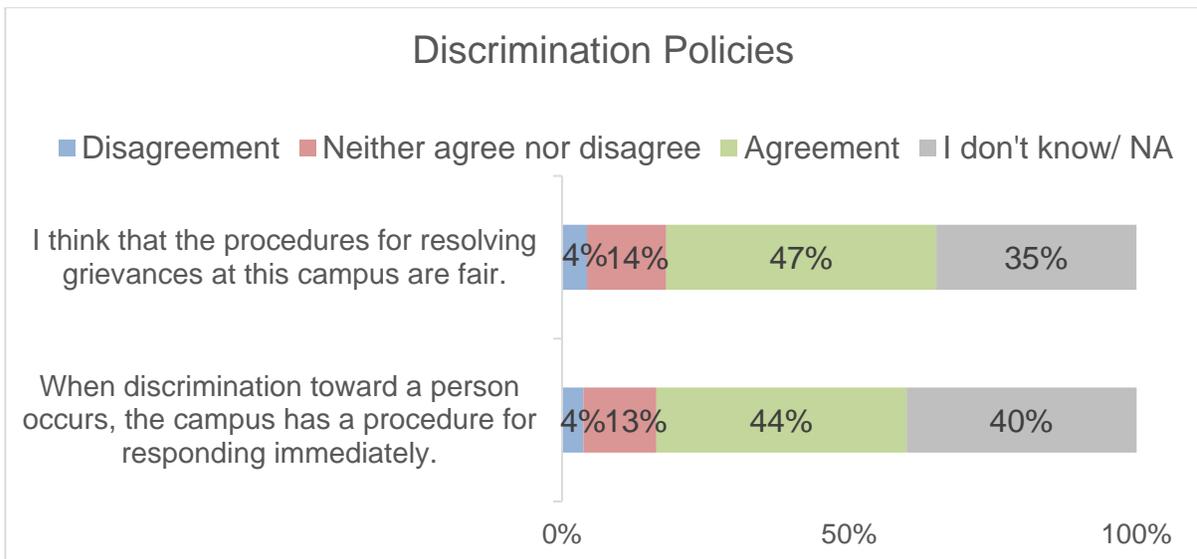
21. Six out of ten of the respondents felt that they received communications about equity efforts around campus (63%), and a similar proportion are aware of programs, services, and initiatives that can support them (61%).

*Graph 25: Communication – Likert Scale*



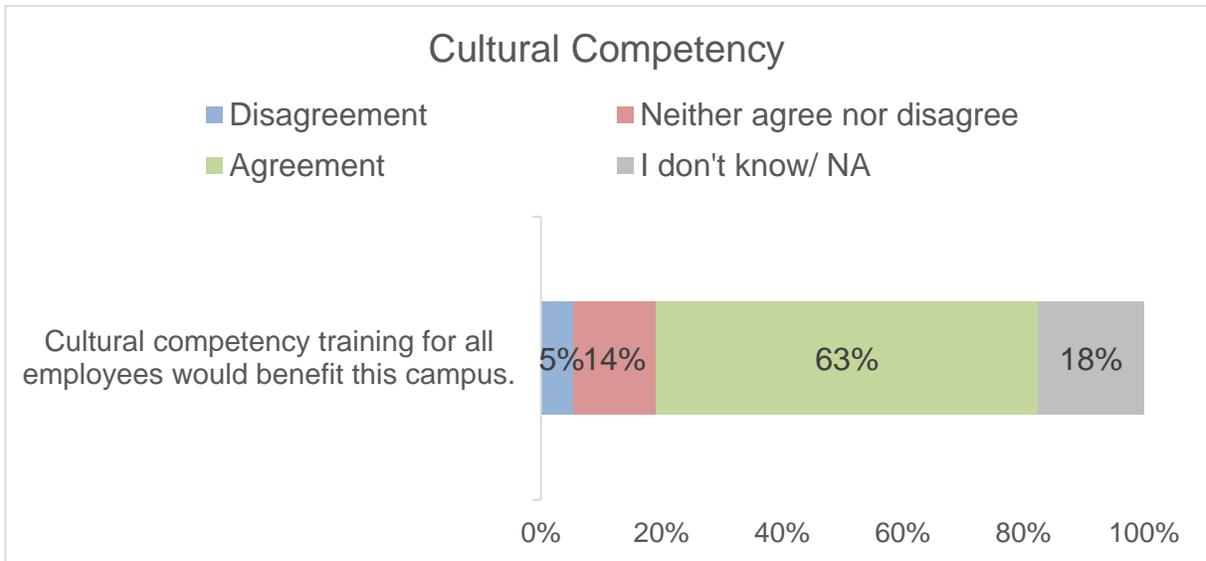
22. Less than half of respondents agreed the campus has a policy for immediately resolving grievances (44%) and less than half think those procedures are fair (47%).

*Graph 26: Discrimination Policies– Likert Scale*



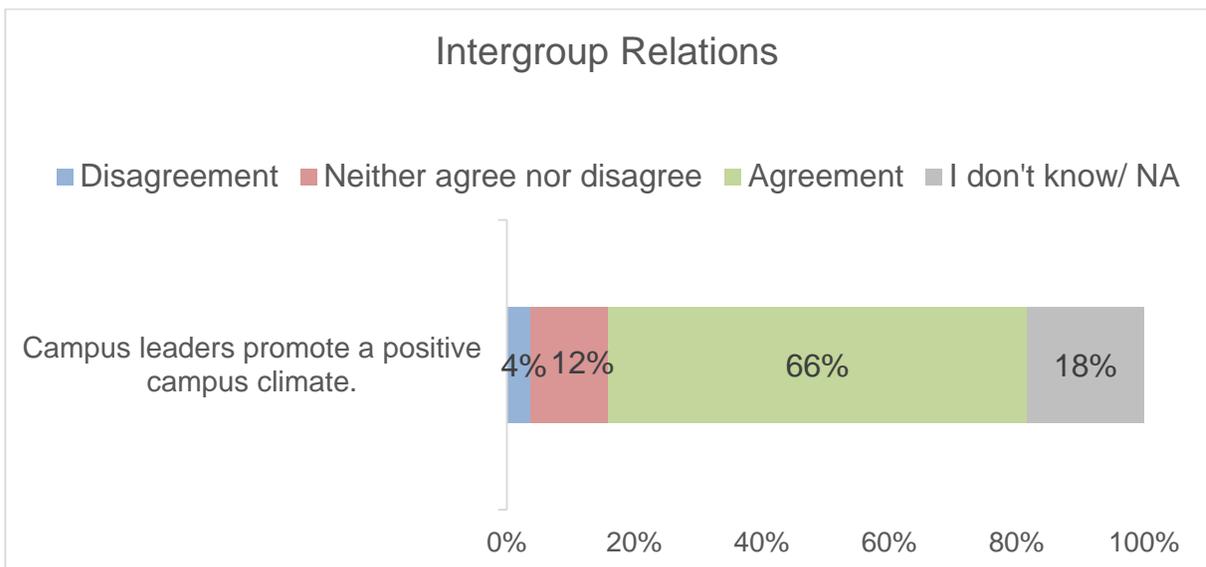
23. Six out of ten respondents believed cultural competency training would benefit the campus (63%).

Graph 27: Cultural Competency – Likert Scale



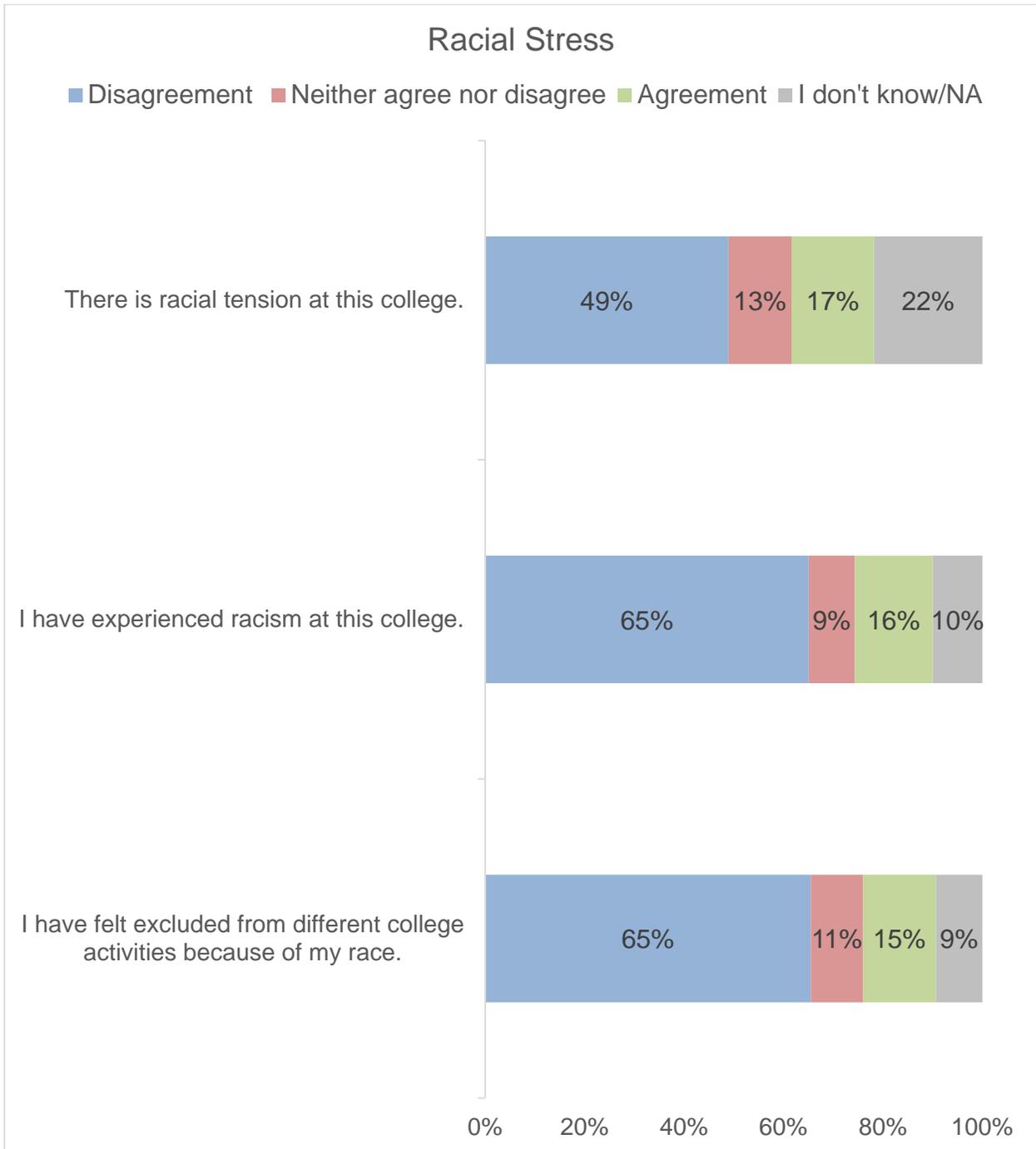
24. Almost seven out of ten Miramar College respondents believed campus leaders adequately promote a positive campus climate (66%).

Graph 28: Intergroup Relations – Likert Scale



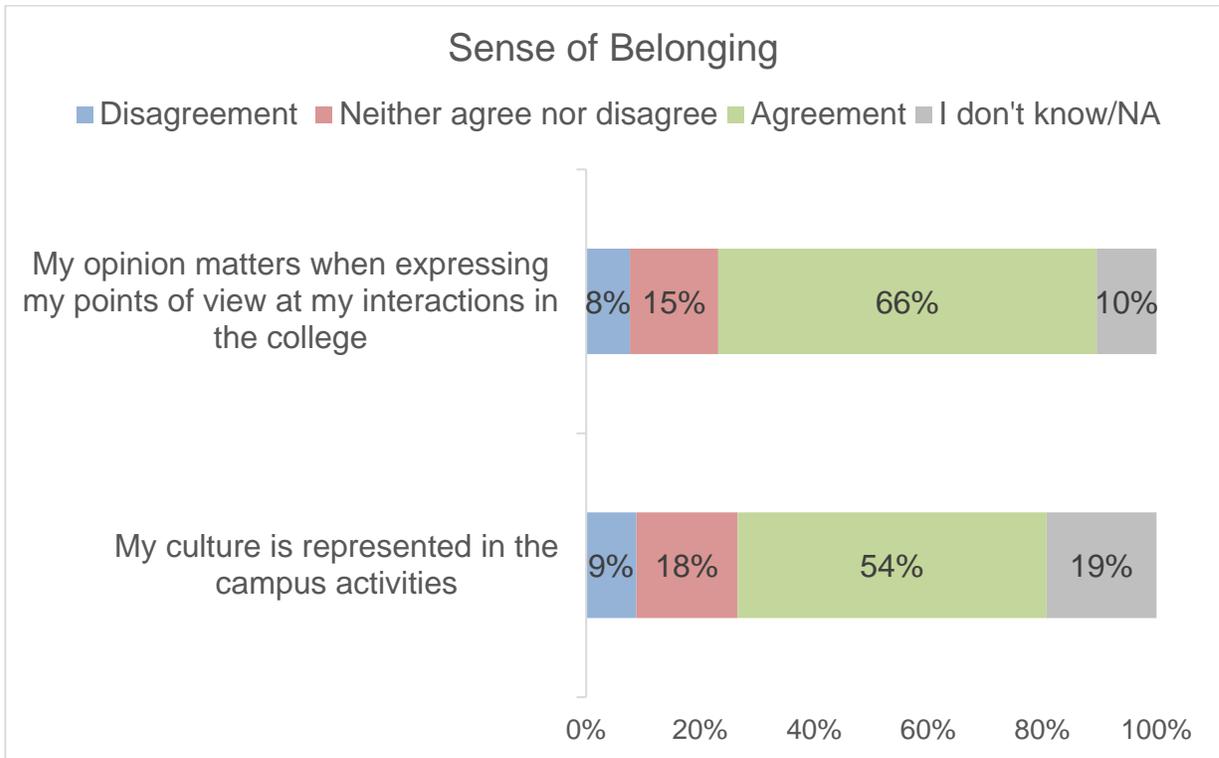
25. One in ten respondents indicated they have experienced or felt racism at Miramar College: 17% agreed there is racial tension, 15% have felt excluded from college activities based on their race and, 16% have experienced racism..

*Graph 29: Racial Stress – Likert Scale*



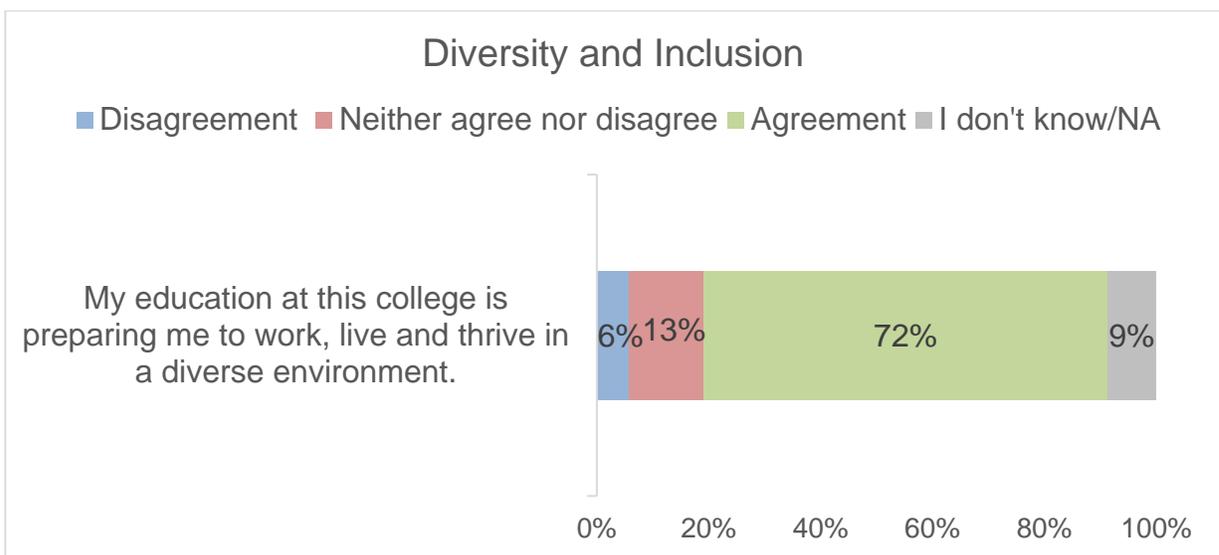
26. Six out of ten respondents believe their opinion matter (66%) and five out of ten believe their culture is represented throughout campus activities (54%).

Graph 30: Sense of Belonging – Likert Scale



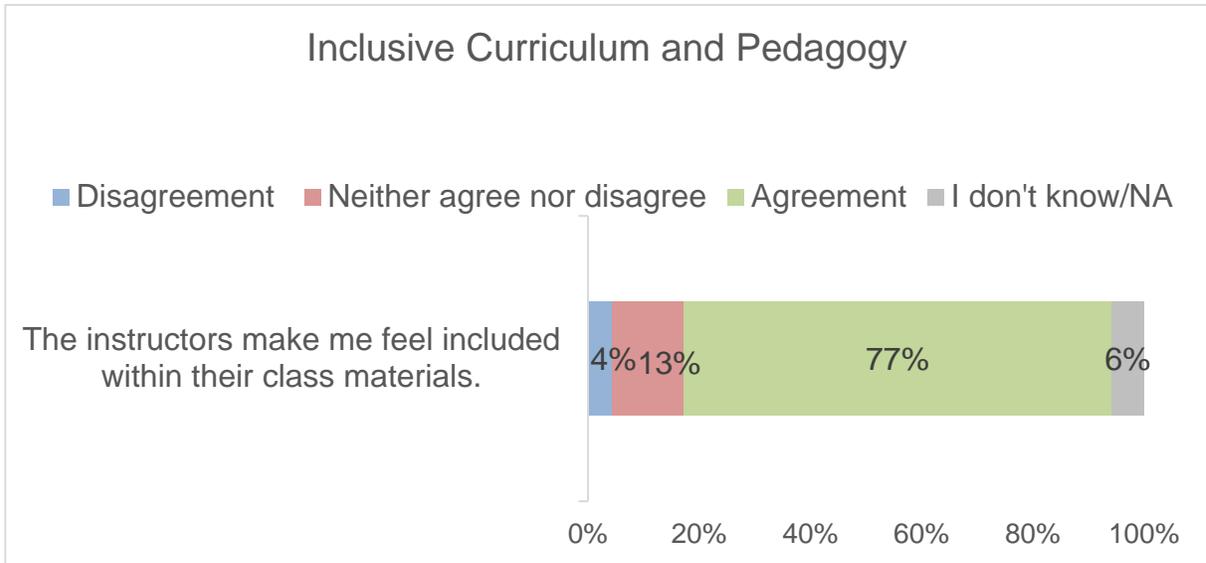
27. Almost three-fourths of the respondents believe their education is preparing them for a diverse world (72%).

Graph 31: Diversity and Inclusion– Likert Scale



28. Over three-fourths of respondents felt included in their course material (77%).

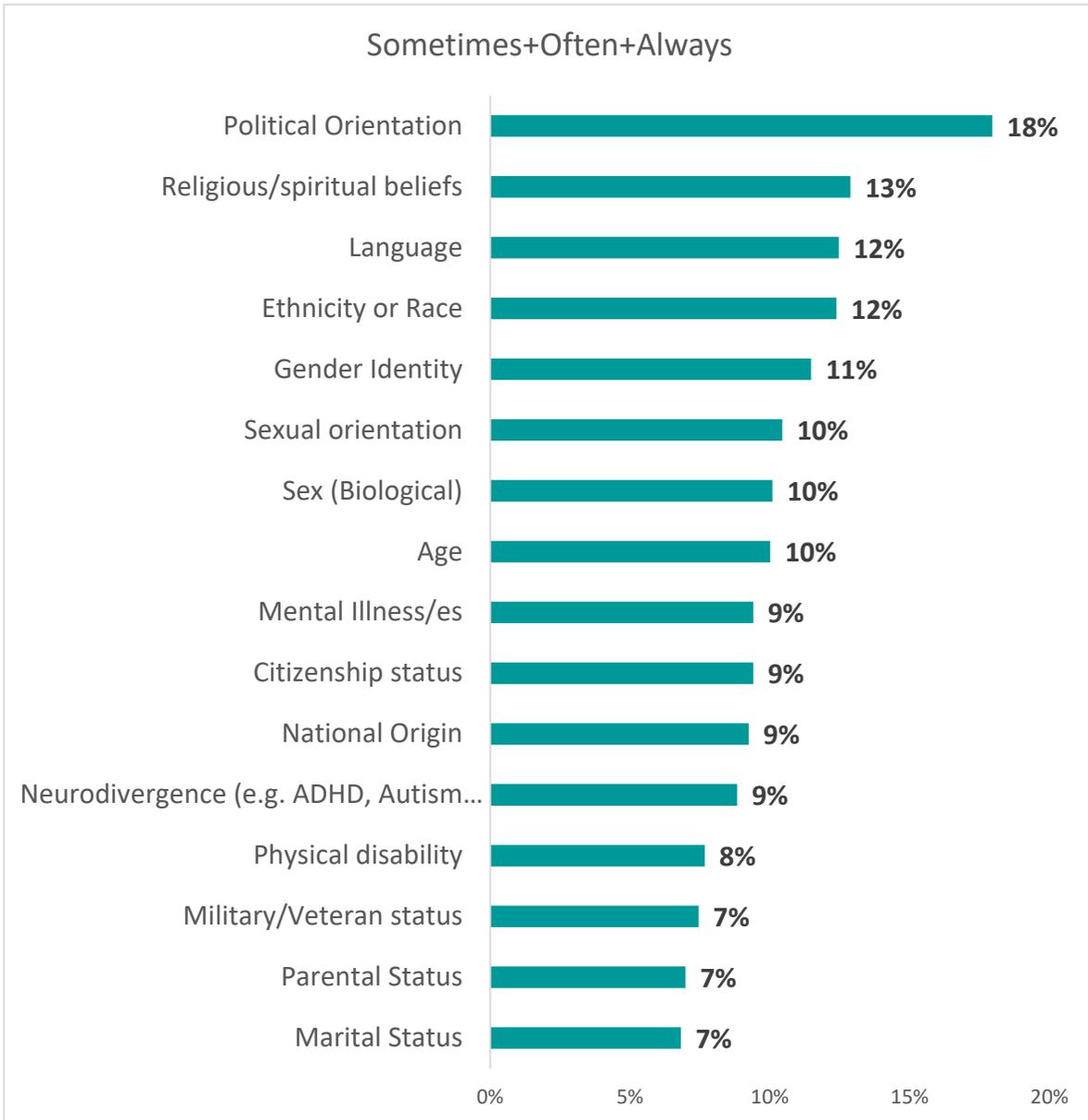
Graph 32: Inclusive Curriculum and Pedagogy – Likert Scale



Discrimination Experience and Practices

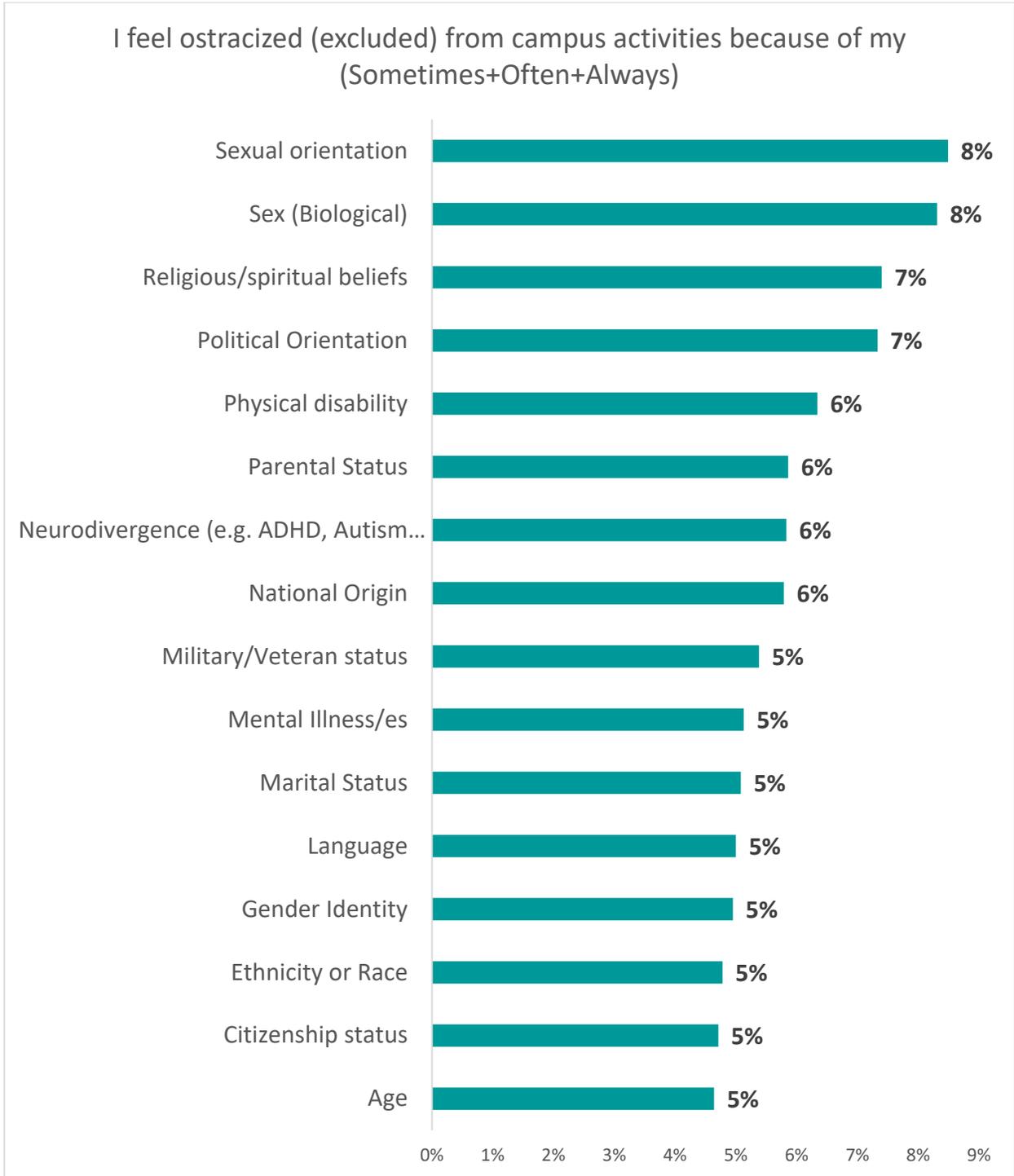
29. Almost two out of every ten respondents experienced negative comments about their political orientation (18%). Similar rates of respondents claimed experiencing negative comments about their Ethnicity, language, religion and/or gender identity (11% to 13%).

Graph 33: I hear insensitive, threatening or disparaging comments about people based on their: - Frequency Scale



30. Less than one out of ten respondents felt excluded from activities at Miramar College because of their age. Similar rates of respondents felt excluded because of their race or ethnicity, their political orientation or spiritual beliefs.

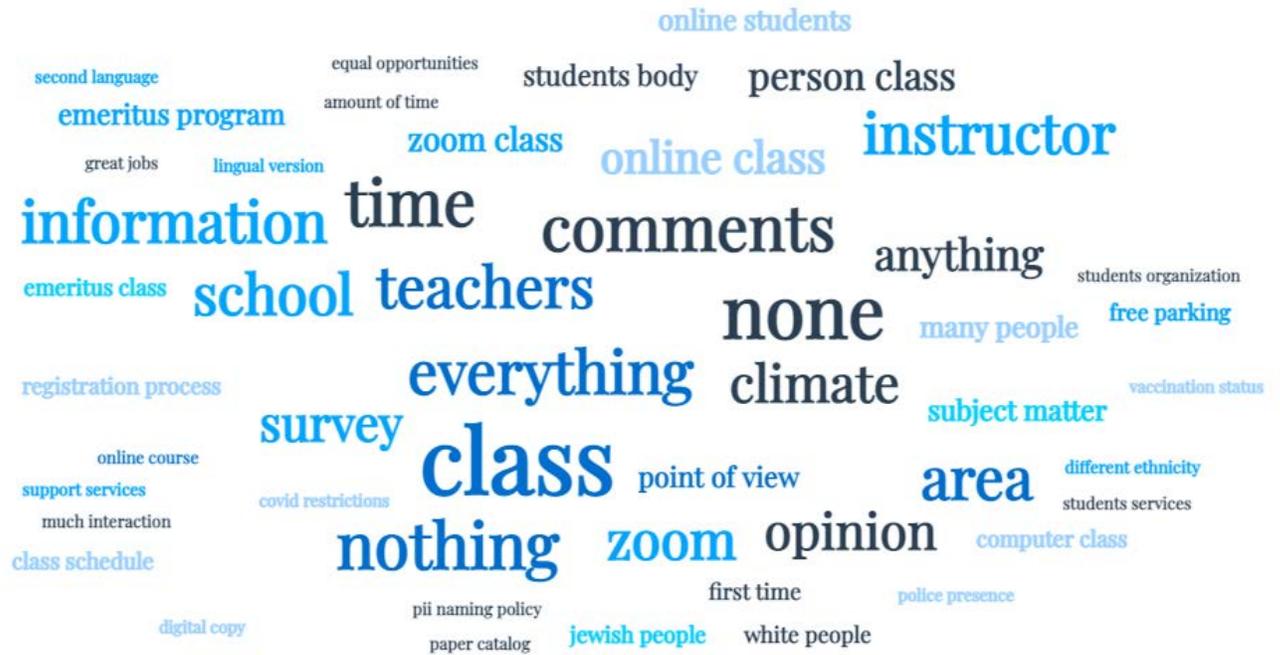
*Graph 34: I feel ostracized (excluded) from campus activities because of my: - Frequency Scale*



Students' Voice

31. In a word cloud, student responses prominently featured words like information, instructor, class, everything, time, comments, teacher, and zoom for responses related to areas that could be improved. This provides a very high-level window into the responses, which is discussed in more detail below.

Figure 1: Areas of Climate that needs improvement - Miramar



Students most frequently noted issues related to communication, access, and support programs and services as areas that could be improved to better campus climate.

**Communication:** Students want to be better informed of events, resources, programs, and services. Further, they noted that they would like to see better communication between departments at the college, as well as explicit and easily visible information regarding filing complaints.

*“As someone who takes classes online I don't know anything about extracurriculars, clubs, or resources that may be posted somewhere on campus”*

*“college credits are not properly mentioned to which courses we get im doing child care after doing few courses they said all courses wont get credit please mention regularly becide course because im preparing for the job that need 12 credits im not having clear knowledge how i can get it”*

*“Directing me to the right place when needing help. I sometimes get confused about who to ask and it is an endless cycle.”*

*“Even though I never experienced discrimination of any kind, knowing where I can report cases/incidents of discrimination would be very beneficial.”*

*“I would say the communication between Library and Financial Aid when paying overdue books. Overall, everything is fine”*

*“It took almost six months for me to register for this college. No one was responding to my emails and there were no updates on my portal. I had to get my command to call random people at the school just so my transcripts could be viewed. I almost chose a different college to go to because of this. I didn't do anything last minute. My counselor told me I would be registered by summer and it was December when I started the process and I didn't start until late fall.”*

**Access:** Students commented on accessibility issues they experience related to neurodiversity, physical disabilities, vaccination status, selection of courses on the class schedule, food costs, and gender neutral bathrooms as well as other facilities.

*“The little food market place in the K1 building ne suggestion is maybe have more food options for individuals that have gluten allergies . Also extend the hours for the library. I feel a lot of individuals with benefit from the resources available. This is a commuter school, so extending the hours would allow students a save haven to study and get all their work done. “*

*“The student services area was a bit ambiguous. I never really got an opportunity to visit because the hours were not accommodating to working students”*

*“they need to no discriminate against unvaccinated humans. It has effected my life more negatively than the education is worth.”*

*“Neurodiversity and Mental Illness are severely needed. I have Autism and I feel like DSPS doesn't have enough supports to help me succeed and there is a law that if you have Autism and you are over the age of 18, that you have to be conserved and my father/conservator has been denied communication on extensions when I had a mental health emergency where I had to be hospitalized and couldn't complete my assignments due to FERPA. As a result, my grades have plunged considerably. If it wasn't for that, my grades would be fine. I feel the college needs to implement some changes to the exemptions to FERPA, if possible, to accommodate neurodivergence.”*

*“Many students are also parents who may not be able to attend in person classes due to lack of childcare and restrictions of such care provided only according to income. “*

*“There could be more gender Neutral bathrooms and nursing rooms for mothers.”*

*"I believe there should be more virtual options for courses and flexible options for students"*

**Support Programs and Services:** Students also noted difficulties accessing support programs and services, or having negative experiences when they did access these services.

*"materials and resources for LGBTQ+ students"*

*"Possibly add more resources to find internships, jobs, think outside the box when it comes to job placement? More entrepreneurship programs"*

*"Possibly guidance for transfer students or students plans after community college. I had a friend who took the wrong courses because he had a counselor meeting that assigned him with the incorrect major which made him behind on his plan to transfer. I'm unsure if he didn't communicate his major correctly or his counselor misheard it but either way it shouldn't have happened in the first place."*

*"Puente, umoja, and other programs are offered at the other campuses as well as a robust offering of black, Chicano, and other ethnic studies courses. Miramar fails at this."*

**Beyond the top three themes,** students had feedback related to diversity, equity, and inclusion, basic needs, sense of belonging and community, and inclusive instruction.

*"I don't see a lot of indigenous people being represented in community groups. I believe the school should let students know of grant and scholarship opportunities."*

*"More clubs, more outreach, interaction with other students"*

*"I think teachers should receive training on how to communicate and teach in a way that is inclusive. As well as learn about the different struggles or historical factors that play a role in shaping the lives of their students--based on race, gender, religion, etc. I think awareness is a very powerful force in creating an inclusive campus climate"*

*"More inclusivity and more classes about diversity."*

*"Neurodivergent awareness for staff. Staff doesn't need to know nitty gritty about neurodivergence, but it would be nice to get acceptance and understanding about sensory issues, not wanting to make eye contact, etc. "*

32. Words like diversity, support, students, teachers, online class, program, and education were featured in the word cloud generated from student feedback related to positive aspects of climate.



**Diversity, Equity, and Inclusion:** Students also listed experiences related to diversity, equity, and inclusion on campus as supporting a positive campus climate.

*“I believe the effort in being inclusive of different genders, races, religions, etc. is very apparent which is awesome”*

*“I believe diversity in this campus is supported and put in the foreground and never shyed away from, which is wonderful.”*

*“I think this college is great at being inclusive and diverse with the different activities and programs/support they offer.”*

*“The campus feels very inclusive! I have never once felt unsafe on campus due to how I identify.”*

*“This campus is very supportive of diversity. I feel there are all kinds of walks of life in this community and I think this college is very accepting of it.”*

**Miramar Community:** Students also listed professors, counselors, other professionals, and peers as supporting a positive campus climate.

*“All the teachers I have had have been very knowledgeable and helpful”*

*“Has friendly staff & faculty”*

*“I believe professors are passionate about supporting their students no matter what cultural background they come from.”*

*“The staff and students are for the most part very open and easy to talk to.”*

*“The staff, which includes the teachers and counselors, go out of their way to help out students when you ask them for assistance. The campus is very welcoming and accepts people of different backgrounds.”*

**In addition to the top three themes,** students also commented on access, sense of belonging and community, and inclusive or equitable instruction as promoting positive climate.

*“Accessible content for online courses like subtitles and multiple modes of access (video/PowerPoint/text document, etc). Listening to to each student voice during courses.”*

*“Being a mom thye have been supportive to work around my children's school schedule.”*

*“I believe that my college does a great job at hosting events that help students reach out for help or to just bond and meet new people.”*

*“I have cherished my time here and plan to keep my education going any chance I can to be part of the Miramar family.”*

*“In the courses that I've taken where discussion is encouraged, I have seen inclusion with race, religion, age and sex in every discussion. As a student who is nearly 50 years old, it's so refreshing to experience this in school.”*

*“With helping give out laptops”*

*“You have wonderful courses for senior citizens and they are very much appreciated. I feel healthier and more intellectually engaged because of your efforts. I particularly appreciate the zoom class opportunities.”*