From November 1-22, 2019, the University administered its first ever Student Campus Climate Survey for Diversity & Inclusion. The National Institute for Transformation and Equity (NITE) provided the Culturally Engaging Campus Environments Model survey instrument. The survey instrument was adapted and converted into a Google form for ease of use and for collecting the relevant information in both numerical and percentage results. The survey was distributed to those students listed on the student distribution email list. Out of the 260 Survey Respondents (minus 1 or 2 who may not have answered all questions), 95% reported their class standing as a first, second, third, or fourth year student. The remaining 5% reported as a fifth year (or higher) student. Additionally, the survey respondents reported taking the majority of classes from among the five physical campuses and the online campus.

This report provides insight into the student perceptions of the diversity climate on Middle Georgia State University's campuses. The report provides a baseline understanding of students' experiences and is meant to be used to support broad initiatives, to confirm or challenge existing perceptions, and to provide new information that has otherwise remained unknown. Compared to the overall enrollment numbers, the survey results do not represent the entire enrollment and we therefore caution against over-reliance on the data and we urge readers to refrain from drawing broad conclusions. This Campus Climate Report reflects student responses to survey questions. This report is not a study.

ABOUT THE NITE CAMPUS CLIMATE SURVEY

The Culturally Engaging Campus Environment Four-Year College Survey (CECE) administered was comprised of two additional modules - the Institutional Diversity Module and the Culturally Responsive Support Systems Module. The CECE Four Year College Survey is designed to measure perceptions of the overall college experience including areas like support systems, meaningful cultural engagement, and holistic support. The Institutional Diversity Module is designed to measure perceptions of institutional diversity, representation of marginalized groups, and experiences within the campus climate. The Culturally Responsive Support Systems Module is designed to measure students' experiences with faculty and staff who make efforts to provide holistic, proactive, and humanized support.

ABOUT NITE

The overarching aim of the National Institute for Transformation and Equity is to create and utilize tools to assist postsecondary institutions in their efforts to examine, understand, and improve their campus environments and maximize success among diverse student populations.
Agree or Strongly Agree that diversity is a major priority at this institution.

Agree or Strongly Agree that the institution is committed to fostering an inclusive environment.

Agree or Strongly Agree that if they need support, have a problem, or need information, they know a person on campus who they trust to assist them.

Agree or Strongly Agree that people on campus often send them important information about supports that are available.

Feel like they belong on campus.
One-third of respondents identified as Black or African-American; an additional 17% identified as either Latina, Asian, Bi- or Multi-racial, Other, or did not respond.

Majority of respondents identified as female followed by those identifying as male.

A little over 7% identified as having a disability.

What is your gender identity?

What is your sexual orientation?

Have you been diagnosed with a disability or impairment?
Campus Climate Survey

General Student Profile

Quick Takes

- Most respondents were in their first, second, or third year of school.
- Almost 80% reported taking the majority of classes on the Macon and Cochran campuses.
- Almost half of respondents live at home with family.

Survey Response Demographics

Class Standing

- 259 responses

- First year student: 37.5%
- Second year student: 23.2%
- Third year student: 14.3%
- Fourth year student: 10.7%
- Fifth year (or higher) student: 8.5%
- Warner Robins: 40.6%
- Cochran: 29.5%
- Dublin: 8.5%
- Eastman: 6.5%
- Online: 7.5%
- Off campus: 3.5%
- At home with family: 2.5%
- Residence hall: 1%
- Other: 1.5%
The CECE four-year college survey measures four-year college students’ perceptions of their campus environments. Specifically, the CECE four-year college survey measures the degree to which students perceive their campus environments to be characterized by the following: cultural familiarity, culturally relevant knowledge, cultural community service, meaningful cross-cultural engagement, cultural validation, collectivist orientations, humanized educational experiences, proactive philosophies, and holistic support.

References:
https://nite-education.org/
https://nite-education.org/why-cece/
https://nite-education.org/cece-four-year-college-survey/
Campus Climate Survey

Campus Experience

People on campus often send me important information about new learning opportunities.

76% Agree or Strongly Agree that people on campus often send them important information about new learning opportunities.

People on campus often send me important information about supports that are available.

1/3 Agree or Strongly Agree that people on campus often send them important information about new learning opportunities.

People on campus check in with me regularly to see if I need support.

258 responses

Agree or Strongly Agree that people on campus check in with them regularly to see if they need support.
Agree or Strongly Agree that it is easy to find and interact with people from similar backgrounds as them on campus.

Agree or Strongly Agree that they feel like they are part of the community on campus.
Campus Climate Survey

Campus Experience

On campus, there are enough opportunities for me to connect with people from my cultural communities.
258 responses

53%
Agree or Strongly Agree that there are enough opportunities for them to connect with people from their cultural communities.

In general, people on campus value knowledge from my cultural communities.
257 responses

52%
Agree or Strongly Agree that in general, their cultural communities are valued on campus.

On campus, there are enough opportunities to learn about the challenges that exist in my own cultural communities.
256 responses

In general, people on campus value the experiences of people in my cultural communities.
255 responses

52%
Agree or Strongly Agree that in general, their cultural communities are valued on campus.

On campus, there are enough opportunities to learn about important issues within my own cultural communities.

53%
Agree or Strongly Agree that there are enough opportunities for them to connect with people from their cultural communities.
This Institutional Diversity Module is designed to measure issues related to representation of diversity and environmental challenges. These may include the following: the representation of women, people income from low-backgrounds, and people of color; experiences in the climate, such as experienced prejudice, discrimination, and isolation; views about the institution’s commitment to diversity and responsiveness to climate problems.

References:
https://nite-education.org/
https://nite-education.org/why-cece/
https://nite-education.org/cece-four-year-college-survey/
Campus Climate Survey

In the last year, how often have you done the following on campus?

**Felt unsafe?**
- 51.2% Never
- 27.5% Rarely
- 14% Sometimes
- 8.5% Often
- 2.6% Always

**Felt like you did not belong?**
- 62% Never
- 26% Rarely
- 8.5% Sometimes
- 2% Often
- 2.6% Always

**Experienced prejudice?**
- 67.8% Never
- 17.8% Rarely
- 9.7% Sometimes
- 4% Often
- 1% Always

**Seen other people experience prejudice?**
- 62% Never
- 17.8% Rarely
- 14% Sometimes
- 2.6% Often
- 2.6% Always

**79%**
Never or rarely felt unsafe on campus.

**68%**
Never or rarely felt like they did not belong.
74% Reported that they never experienced discrimination.

61% Agree or Strongly Agree that the institution is committed to fostering an inclusive environment.
Agree or Strongly Agree that the institution is proactive at offering programs that increase diversity/inclusion.
The Culturally Responsive Support Systems Module is designed to measure students’ experiences with faculty and staff who make efforts to provide holistic, proactive, and humanized support. This may include the following: ways in which educators who engage in behaviors to show they care about and are committed to the success of the student; ways in which faculty and staff who proactively connect students to important resources; and ways in which educators go above and beyond the call of duty to support students.

References:
https://nite-education.org/
https://nite-education.org/why-cece/
https://nite-education.org/cece-four-year-college-survey/
culturally responsive support

In the last year, how often has a faculty/staff member at this institution done the following?

87%

Reported that in the past year, a faculty/staff member demonstrated passion for the work they were doing.

51%

Reported that in the past year, a faculty/staff member checked in on them to see if they were handling their school work well.
71%

Reported that in the past year, a faculty/staff member did something to show them that they wanted them to succeed.
In the last year, how often has a faculty/staff member at this institution done the following?

Spent time with me even if there was not an immediate task that needed to be completed?

- 46.7% Never
- 13.2% Rarely
- 17.9% Sometimes
- 14.8% Often
- 7.4% Always

Reported that a faculty/staff member spent time with them even if there was not an immediate task that needed to be completed.

68%

Reported that they were Satisfied or Very Satisfied with their college experience.
End of Report

For more detailed survey model information and references:
https://nite-education.org/
https://nite-education.org/why-cece/
https://nite-education.org/cece-four-year-college-survey/

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