

Clark College 2024 Higher Education Data Consortium (HEDS) Diversity and Equity Campus Climate Survey Summary Results

November 2024

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# Introduction

## Background and Purpose

Clark College administered the Higher Education Data Sharing (HEDS) Diversity and Equity Campus Climate survey in May 2024 in compliance with [RCW 28B.10.147](https://app.leg.wa.gov/RCW/default.aspx?cite=28B.10.147). While Clark College has included diversity, equity, and inclusion (DEI) in previous climate surveys, this recent survey intentionally focused on DEI. The College plans to administer a DEI-focused climate survey every two years through a collaboration between Clark College’s [Office of Diversity, Equity and Inclusion](https://www.clark.edu/campus-life/student-support/diversity-and-equity/diversity_center.php) and the [Office of Assessment and Institutional Research](https://clarknet.clark.edu/air/index.php).

Survey findings will shape the Power, Privilege, and Inequity (PPI) and Anti-Racist training programs for students and employees, per Washington RCW 28B.10.145. Additionally, this feedback offers insights from students, faculty, staff, and administrators as it relates to the success of Clark College’s efforts towards equity and inclusion and how the institution may improve in these areas.

## 

# Methodology

## Instrumentation

Clark College selected the Higher Education Data Sharing (HEDS) Consortium Diversity and Equity Campus Climate Survey, which is a nationally sourced survey. The Climate survey measures the perceptions of students, faculty, staff, and administrators regarding the institution’s climate and support for diversity and equity, and experiences of the campus community with discrimination and harassment. The survey instrument contains 20 areas with multiple choice questions in each section, including 22 demographic and open-ended questions.

## Survey Administration and Participants

The survey was launched during the spring quarter 2024 and was open for two (2) weeks. The entire College community received an email with instructions and a link to the survey. A link was also available on Clark College’s website and social media. A total of 514 respondents participated in the 2024 HEDS Diversity and Equity Campus Climate Survey. The response rate is estimated to be around 5% for the campus overall. Please interpret the results with caution.

## Data Analysis

HEDS provided a comparison report with institutions that had administered the survey in the past three (3) years:

1. Other Baccalaureate/Associate’s Colleges
2. All Other Institutions

This report presents the results of select items from the survey and includes select results for Clark College from the 2022 administration. The complete survey results may be accessed here. The results are also posted on the college’s website. Planning & Effectiveness conducted additional data analysis to include independent sample t-tests and Mann-Whitney U tests.

Descriptive coding was used to categorize respondents’ comments. Three individuals coded the comments independently and met regularly to ensure the credibility of the codes. Quantitative and qualitative data were triangulated to identify consistent findings and discrepancies.

# Results

HEDS Quantitative Results Dashboard

The HEDS Quantitative Results dashboard provides a comprehensive overview of bi-annual survey responses regarding Clark College's campus climate, as well as perceptions of how the college supports diversity, equity, and addresses issues of discrimination and harassment. This dashboard is designed to inform and support practices at Clark College, offering valuable insights into the community’s experiences and views.

Each visual on the dashboard can be disaggregated by factors such as gender, sexual orientation, political views, disability, religion, race, and primary role at the college. Data is based on respondents’ self-reported information.

The dashboard is organized into five key sections:

1. **Campus Climate for Diversity and Equity**  
   This section includes responses to questions about overall satisfaction with the campus climate. Respondents rated their satisfaction on a 5-point scale, with 5 being the highest score. The visual displays the percentage of respondents who rated the campus climate 4 or higher.
2. **Statements About Diversity on Campus**  
   This section presents responses to questions about agreement with various statements concerning diversity on campus. Again, responses were rated on a 5-point scale, with 5 being the most positive. The visual shows the percentage of respondents who rated their agreement 4 or higher.
3. **Experience with Discrimination or Harassment**  
   This visual shows the percentage of respondents who reported experiencing discrimination or harassment on campus. It also highlights who the perpetrators were, based on respondents' answers.
4. **Experience with Negative Remarks**  
   This section visualizes the percentage of respondents who overheard negative remarks about specific topics on campus. It also shows who made those remarks, offering insight into patterns.
5. **Impact of Different Activities on Support for Diversity and Equity**  
   This visual highlights the percentage of respondents who indicated that certain activities influenced their support for diversity and equity. It also identifies which specific activities had the great impact.

Dashboard Link: <https://tableau.sbctc.edu/t/ClarkCollege/views/HEDSQuantitativeResults/Introduction>

## Select Demographic Characteristics of Survey Respondents

Figure 1 illustrates the racial and ethnic composition of Clark College survey respondents in 2022 and 2024 and of the comparison institutions. When comparing these two years, the demographic profile of respondents remained consistent. However, a comparison of Clark College's 2024 survey data with that of other baccalaureate/associate institutions reveals differences. Specifically, Clark College had a higher percentage of white respondents (64%) compared to 47% among other institutions. Additionally, the percentage of Hispanic/Latino respondents at Clark College was lower (4%) than 21% among peer institutions.

Figure 1

Race and Ethnicity of HEDS Survey Respondents: Clark College 2022 and 2024 and All Other Baccalaureate/Associate Institutions and All Other Institutions, 2024

Participation by gender identity is relatively consistent across all groups.

Figure 2

Gender Identify of HEDS Survey Respondents: Clark College 2022 and 2024 and All Other Baccalaureate/Associate Institutions and All Other Institutions, 2024

The reported sexual orientation of Clark College respondents was similar when comparing 2022 to 2024. The reported sexual orientation for the 2024 comparison groups was somewhat lower for LBGQ+ when compared to Clark.

Figure 3

Sexual Orientation of HEDS Survey Respondents: Clark College 2022 and 2024 and All Other Baccalaureate/Associate Institutions and All Other Institutions, 2024

Table 1 presents the role of the respondents by institutional category. A higher proportion of Clark College students participated in the survey for 2024 (61%). Participation rates were similar for Clark in 2024 for faculty and staff/administrators when compared Other Baccalaureate and Associate institutions and all other institutions.

Table 1

Role at Institution: Clark College 2022 and 2024 and All Other Baccalaureate/Associate Institutions and All Other Institutions, 2024

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Role | Clark 2022 | | Clark 2024 | | Other Bacc/Assoc | | All Other | |
|  | # | % | # | % | # | % | # | % |
| Undergraduate | 419 | 49% | 279 | 61% | 3,993 | 55% | 83,114 | 46% |
| Graduate |  |  | 10 | 2% | 234 | 3% | 19,837 | 11% |
| Faculty | 208 | 24% | 68 | 15% | 1,341 | 18% | 31,167 | 17% |
| Staff / Admin | 237 | 27% | 102 | 22% | 1,754 | 23% | 47,463 | 26% |
| **Total** | 864 | 100% | 459 | 100% | 7,322 | 100% | 181,581 | 100% |

## Responses to Select Survey Items

Figures 4 and 5 offer comparisons between Clark College survey responses for 2022, 2024, other baccalaureate/associate institutions and all other institutions on the following items:

* Overall campus climate
* The extent to which you feel all community members experience a sense of belonging or community at Clark College
* Campus is free from tensions
* Diversity improves campus interactions

Figure 4

Percent of Respondents Very Satisfied or Satisfied with the Overall Campus Climate and Sense of Belonging among Community Members: Clark College 2022 and 2024 and All Other Baccalaureate/Associate Institutions and All Other Institutions, 2024

The results indicate that there was significant difference between the perceptions of campus climate when comparing Clark College 2022 to Clark College 2024, *z* = 5.873, p <.001. When comparing Clark 2022 to 2024 for the extent to which the community experiences a sense of belonging, the differences were also statistically significant (*z* = 5.893, p <.001). Hedges’ g was computed for each indicator to measure the magnitude of the difference between the results from 2022 and 2024. The effect size, as measured by Hedges’ *g*, for campus climate is -.278 indicating a small effect. For community experiencing a sense of belonging, the effect size is -.248 or a small effect.[[1]](#footnote-2)

Table 2

Clark College 2022 and 2024: Independent Samples Mann-Whitney U test for Overall Campus Climate and Sense of Belonging among Community Members

|  |  |  |  |
| --- | --- | --- | --- |
| Administration year | | Overall Campus Climate | Sense of Belonging |
| 2022 | Mean | 3.57 | 3.28 |
|  | N | 930 | 936 |
|  | SD | 1.068 | 1.088 |
|  | Median | 4 | 3 |
| 2024 | Mean | 3.87 | 3.63 |
| N | 507 | 510 |
| SD | 1.098 | 1.086 |
| Median | 4 | 4 |
| *Z*-value | | 5.873\*\*\* | 5.893\*\*\* |

\*\*\*p<.001

Figure 5

Percent of Respondents who Agree or Strongly with Statements about Diversity on Campus: Clark College 2022 and 2024 and All Other Baccalaureate/Associate Institutions and All Other Institutions, 2024

The results indicated that there was significant difference between the perceptions of whether the campus is free from tensions when comparing Clark College 2022 to Clark College 2024, *z* = 5.714, p <.001. When comparing Clark 2022 to 2024 on the item diversity improves campus interactions, the results were also statistically significant (*z* = -2.536, p <.05). Hedges’ g was computed for each indicator to measure the magnitude of the difference between the results from 2022 and 2024. The effect size, as measured by Hedges’ g for campus is free from tensions was *g* = -.308 indicating a medium effect. The effect size for diversity improve campus interaction is *g* = .146, indicating a small effect.

Table 3

Clark College 2022 and 2024: Independent Samples Mann-Whitney U test for Campus is Free from Tensions and Diversity Improves Campus Interaction

|  |  |  |  |
| --- | --- | --- | --- |
| Administration year | | Campus is free from tensions | Diversity improves campus interaction |
| 2022 | Mean | 3.14 | 4.45 |
|  | N | 941 | 941 |
|  | SD | 1.211 | .857 |
|  | Median | 3 | 5 |
| 2024 | Mean | 3.52 | 4.32 |
|  | N | 512 | 512 |
|  | SD | 1.271 | .956 |
|  | Median | 4 | 5 |
| *Z-*value | | 5.714\*\*\* | -2.536\* |

In both 2022 and 2024 (Figure 5), slightly fewer Clark College respondents reported being somewhat or very comfortable with sharing views on diversity and equity when compared to all other baccalaureate/associate institutions and all other institutions. No statistically significant differences were found from 2022 to 2024.

Figure 5

Percent of Respondents who are Somewhat or Very Comfortable with Sharing Views on Diversity and Equity: Clark College 2022 and 2024 and All Other Baccalaureate/Associate Institutions and All Other Institutions, 2024

### Campus Climate and Institutional Support for Diversity and Equity Indicators

HEDS computed two indicators to assess the overall climate and institutional support for diversity and equity. For the Campus Climate indicator, respondents were asked to rate their level of satisfaction with the following items (see below) at Clark College using the following scale where 1=Very dissatisfied; 2=Generally dissatisfied; 3= Neither satisfied nor dissatisfied; 4=Generally satisfied; 5=Very satisfied. HEDS computed scores by averaging the level of satisfaction that a person has with the items.

* Overall campus climate
* The campus experience/environment regarding diversity at Clark College
* The extent to which you experience a sense of belonging or community at Clark College
* The extent to which you feel all community members experience a sense of belonging or community at Clark College

The Institutional Support Indicator consists of the following items.

* The campus environment is free from tensions related to individual or group differences.
* Recruitment of historically marginalized students, faculty, and staff is an institutional priority.
* Retention of historically marginalized students, faculty, and staff is an institutional priority.
* Senior leadership demonstrates a commitment to diversity and equity on this campus.

Respondents were asked to indicate their level of agreement with each item using the following scale: *Response options: 1=Strongly disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly agree.* The overall sense of institutional support for diversity and equity was computed by averaging the level of agreement that a person has with the items listed above.

Table 4 presents the mean scores and standard deviations for the climate and support indicators, comparing data from 2022 and 2024. Independent t-tests revealed significant differences in the mean scores between 2022 and 2024.

Hedges’ *g* was computed for each indicator to measure the magnitude of the difference between the results from 2022 and 2024. The effect size, as measured by Hedges’ *g* for both indicators was greater than *g* = -.3 indicating a medium effect (*g* = -.303; *g* = -.327, respectively).

Table 4

Campus Climate and Institutional Support for Diversity and Equity Indicators Mean Scores: Clark College 2022 and 2024 and All Other Baccalaureate/Associate Institutions and All Other Institutions, 2024

| Indicator | Admin year | n | Mean | SD |
| --- | --- | --- | --- | --- |
| Climate Indicator | 2022\* | 920\* | 3.50 | .94809 |
|  | 2024 | 498 | 3.79 | .96663 |
| Institutional Support Indicator | 2022\*\* | 924\*\* | 3.48 | .84553 |
|  | 2024 | 503 | 3.76 | .87874 |

\**t*(1,416) = -5.354, p<.001

\*\**t*(1,114) = -5.903, p<.001

### Disparaging Remarks

For this item, respondents were asked how often they heard insensitive or disparaging remarks about themselves or others. For all groups, the percent of respondents that sometimes, often, or very often heard insensitive or disparaging remarks was highest for people with a particular political affiliation/view (37% to 48%), followed by people of a particular age or generation (26% to 30%). When comparing Clark College responses from 2022 to 2024, the percent of respondents that sometimes, often, or very often heard insensitive or disparaging remarks for people with a particular political affiliation/view dropped by 8%. (see Figure 6).

Figure 6

Comparisons of Survey Responses for Clark College 2024 with Clark College 2022, Other Baccalaureate/Associate Institutions and All Other Institutions: Percent of Respondents that Sometimes, Often, or Very Often Heard Insensitive or Disparaging Remarks

### Experiences with Discrimination and Harassment

Respondents were asked if they experienced discrimination or harassment. The results are presented in Figure 7. Responses to experiences of discrimination or harassment were similar across all groups.

Figure 7

Percent of Respondents who Responded Yes or Unsure to Having Experienced Discrimination or Harassment

### Qualitative responses about Discrimination and Harassment

#### Unsure if they have experienced

Respondents who said they were unsure about whether they had experienced discrimination or harassment at Clark College were asked “Please tell us more about why you selected that response.” The themes of their responses are presented below.

|  |  |
| --- | --- |
| **Theme** | **Count** |
| it is part of the climate | 9 |
| unsure if experience meets definition | 8 |
| it was indirect | 4 |
| miscellaneous | 4 |
| unaware if discrimination is happening | 3 |
| not comfortable responding | 1 |
| Total | 29 |

Examples of responses include:

* *There is a climate of hostility. I am able to hide my sexual orientation when needed and I have felt pressure to do so in certain circumstances at Clark*
* *A student repeatedly referred to me as incompetent due to their perception of my political beliefs and gender.*
* *It was not directed individually and specifically to/at me alone. However, there is harassment-type information provided across the college that generally attacks any of us who have beliefs other than those strongly taught at the college.*
* *I have had encounters that may have been discrimination but may have been me misinterpreting things.*

#### Reasons for Not Reporting

Respondents who said they did not report the discrimination/harassment they experienced in the past year saw the question, "You indicated that you did not report incident(s) of discrimination/harassment that you experienced at Clark College to campus officials. We would appreciate it if you would explain why you chose not to report the incident(s)." Their responses are below.

|  |  |
| --- | --- |
| **Theme** | **Count** |
| discrimination was a part of campus climate | 15 |
| felt unsupported by administration | 5 |
| fear of retaliation | 4 |
| situation would be hard to prove | 2 |
| miscellaneous | 2 |
| reported, but not addressed | 1 |
| unsure how to report | 1 |
| want to solve on own | 1 |
| Total | 33 |

Examples of responses include:

* *Who would listen? Nobody cares, certainly not my supervisor, they were in the room.*
* *As a straight white conservative male, I do not believe that any action would be taken by the college on my behalf. In addition, because I am an adjunct, I would fear retaliation regarding class assignment/hour assignments.*
* *The last time I reported it the outcome drove me from the school, not willing to risk it again. I have to simply accept that gender inequity is not a focus for clark at this time.*
* *Because I know they don't care. This happened at training, and most of the discussion was targeted. And at the end of the day, I'm just here to do my job. I know I'm not welcome, but as long as I get paid for my work, that's all I really care about.*

#### Other information

Respondents who said they had experienced discrimination/harassment were asked, "If there is any other information that you would like to provide about your experiences with discrimination or harassment at Clark College, please comment below." Their responses are below.

|  |  |
| --- | --- |
| **Theme** | **Count** |
| Discrimination is part of climate | 25 |
| Concern over investigation process | 9 |
| incident specific feedback | 6 |
| Concerns about overreporting | 2 |
| miscellaneous | 4 |
| Total | 46 |

Examples of responses include:

* *I do think the college places too much emphasis on DEI and meeting their quotas in employment. At times, I feel that I am back in the 1980's with affirmative action requirements and that the best candidates might be run off because of the climate focus.*
* *People need to know at what point things are truly discrimination/harassment and which things to just let go of. Otherwise, we are reporting every little slight that occurs.*
* *Please remove the racial justice statement from syllabus for classes. It is derogatory language and makes me as a white person feel like I am in trouble for doing nothing wrong.*
* *It was resolved, but that process/outcome could have been better. Had the situation been reversed, I would likely have been fired.*

## Supplemental Questions

### Quantitative Responses

When asked about the connection to others on campus after COVID, the results were mixed with 38% feeling more strongly or somewhat more connected to others, 28% reporting that the pandemic did not have any impact on their feelings of connections to others, and 28% feeling more disconnected.

As a result of coming back to campus after its reopening, I feel:

| **Response** | **Count** | **Percent** |
| --- | --- | --- |
| More strongly connected to my peers, instructors and/or coworkers | 70 | 23.3 |
| Somewhat more connected to my peers, instructors and/or coworkers | 45 | 15.0 |
| No impact in my feelings of connection to my peers, instructors and/or coworkers | 83 | 27.7 |
| Somewhat more disconnected to my peers, instructors and/or coworkers | 50 | 16.7 |
| Much more disconnected to my peers, instructors and/or coworkers | 34 | 11.3 |
| I do not know how connected I feel to my peers, instructors and/or coworker | 18 | 6.0 |
| Total | 300 | 100.0 |

When asked about the areas in which the Clark College community would benefit from more training and education as it relates to diversity, equity, and inclusion, the most common response was community building.

In which areas do you feel the Clark College community would benefit from more training and education as it relates to diversity, equity, and inclusion?

|  |  |  |
| --- | --- | --- |
| **Response** | **Count** | **Percent** |
| Microaggressions | 44 | 11.5 |
| Power and Privilege | 31 | 8.1 |
| Systems of Oppression (Ableism, Transphobia, Sexism, Homophobia, Ageism, Xenophobia) | 47 | 12.3 |
| Race and Racism | 19 | 5.0 |
| Community Building | 165 | 43.1 |
| Equity-centered Leadership | 33 | 8.6 |
| Inclusive Classroom Environments | 44 | 11.5 |
| Total | 383 | 100.0 |

### Qualitative Responses

Survey respondents were asked to respond to two open-ended questions in the supplemental questions generated by Clark College. Comments were reviewed to identify recurring themes and patterns. This involved organizing similar responses into coherent categories and refining the themes to capture the essence of the participant’s insights.

The results of the qualitative analysis are presented below.

#### Sense of Belonging

Clark College added the following question to the survey, "How do you define sense of belonging as it relates to Clark College?” Responses were categorized and analyzed, and sorted into the following themes:

* Positive
* Negative
* Miscellaneous

##### Positive responses

Feeling included and being treated equally, feeling welcomed, and being supported and cared for are the top positive themes to define a sense of belonging at Clark College.

|  |  |
| --- | --- |
| **Theme** | **Count** |
| feeling included and being treated equally | 40 |
| feeling welcomed | 28 |
| support and caring | 32 |
| feeling valued and respected in community | 29 |
| Sense of connection | 23 |
| finding a community | 20 |
| working towards a common goal | 15 |
| positive and good feelings | 13 |
| interaction with others | 11 |
| feeling accepted | 10 |
| feeling comfortable | 9 |
| having a sense of pride | 9 |
| collaboration with others | 8 |
| learning and growing | 6 |
| miscellaneous | 16 |
| Total | 269 |

Examples of responses that illustrate these themes include:

* *People should feel welcome and see themselves represented in faculty, staff, and our spaces. They should know that we want them here and want to hear their voice.*
* *Common values and goals with others in my department and contributing to overall goal of Clark College to give students positive experience and help them reach their educational goals.*
* *To me, "sense of belonging" means having people who are excited and happy to see me, who I trust and rely on, and who let me be my true, authentic self without worry or fear of judgment.*
* *We are part of a higher mission for the greater good--that of education. I feel a kinship to those who seek to provide access to education for all learners. I* *appreciate those who are dedicated to this work and find ways to be successful in executing it, in spite of all the obstacles we face in our lives.*

##### Negative responses

Too much focus on online modalities/remote employees, not feeling a sense of belonging, and experiencing a sense of belonging only at the department-level were the top negative responses in defining a sense of belonging at Clark College.

|  |  |
| --- | --- |
| **Theme** | **Count** |
| too much focus online modalities/remote employees | 7 |
| I don't feel a sense of belonging | 7 |
| belonging only at department-level only/division across college | 6 |
| challenges with belonging based on identity | 5 |
| negative adjunct experience | 4 |
| experiencing a feeling of exclusion | 4 |
| too much of a focus on DEI initiatives | 4 |
| concerns with leadership | 3 |
| feeling disposable | 2 |
| miscellaneous | 5 |
| Total | 47 |

Examples of comments that illustrate these themes include:

* *There was a much greater sense of belonging pre-Covid when all events, forums, and presentations were in person and folks were present and engaged. There is so much privilege attached to working remotely and why so many employees still are not engaged in campus is beyond me and contributes to the overall lack of employee engagement and the lack of sense of belonging.*
* *Virtually nonexistent. 90% of my courses are online. When I do teach in person I need to rush off after class to my second job when I finish because I am an adjunct. The empty talk about "equity" during required PPI trainings are farcical.*
* *I feel like I belong within my unit, but sometimes feel that other units and departments don't understand my role and at times minimize it.*
* *The inequity of who is suppose to work on campus and who is not, even in the same department is simply outrages. While one part of the department can work remote 4 days a week while another area that is not student facing has to be there 3-4 days a week.*

#### Clark Overall Climate and Culture

Clark College added the following question to the survey, "In your own words, how would you describe Clark College’s overall climate and/or culture as it relates to diversity, equity, and inclusion with regards to your own personal or social identities (race, ability, gender identity and/or expression, immigration status, sexuality, socioeconomic status, etc.)?” Responses to this question are below.

Responses were categorized and analyzed based on their responses, and separated into:

* Positive
* Negative
* Miscellaneous

Positive Responses

Inclusive/Accepting/Supportive, Good/Great and Welcoming/Open/Friendly were the top themes among the positive responses.

|  |  |
| --- | --- |
| Theme | Count |
| inclusive, accepting, supportive | 53 |
| good, great | 49 |
| welcoming, open, friendly | 29 |
| comfortable, safe | 19 |
| diverse | 14 |
| focused on/supportive of DEI efforts | 13 |
| work in progress | 13 |
| fair, fine, okay | 11 |
| I don't experience discrimination/ I have privilege | 9 |
| limited interactions with people who have identities different from mine | 4 |
| miscellaneous | 10 |
| Total | 224 |

Examples of comments that illustrate these positive responses include:

* *Clark College is a great place to learn and work. Everyone is friendly, helpful, and they do their part in every way.*
* *Clark college's overall climate seems strong to me. I have never witnessed any discrimination or harassment here. And all classes teach about how all our differences create a positive learning environment.*
* *Clark College overall prioritizes creating an environment where individuals from various backgrounds feel respected, supported, and included.*
* *I feel like my experience with Clark College has been welcoming and people are mindful of diversity, equity, and inclusion in my day to day work while recognizing that everyone is in their growing journey. However, I recognize this is not everyone's experience so it's important to lift those voices and look at work that needs to be done in those areas.*

Negative Responses

Too much focus on DEI efforts/DEI efforts cause harm, toxic/divisive, and marginalizing were the top themes among the negative responses.

|  |  |
| --- | --- |
| Theme | Count |
| Too much focus on DEI efforts, DEI efforts cause harm | 36 |
| toxic, divisive | 27 |
| marginalizing | 18 |
| too liberal/conservatives face othering or silencing | 18 |
| concerns with leadership | 17 |
| Need more action to further DEI-focused efforts | 14 |
| Climate is unsafe for white people | 9 |
| Trainings cause harm | 9 |
| Climate feels forced/performative | 8 |
| miscellaneous | 18 |
| Total | 174 |

Examples of quotes that illustrate these negative responses include:

* *Too much time is spent on DEI, as opposed to curriculum that actually advances students skills to make them competitive in the world.*
* *What does this question mean? Clark has a group that is very vocal in promoting a social agenda. Many agree in theory but not the practice on this campus. The is a rather large contingent that keeps silent rather than oppose the administrative narrative.*
* *Disjointed. There's a big DEI push for training, but there's a disconnect in what is really happening. Many people I hear from say one thing in public/group settings and another in private. Some actions seem very disingenuous.*
* *I would say Clark is very welcoming toward people who share the same views with the students at the institution, but because I am a conservative I feel that a lot of the time students and staff look down on me in a way simply because I disagree with them on certain issues.*
* *Sad. We can treat people with equity, without putting their degeneracy on display, or hosting events in support of it.*

Miscellaneous

Mixed opinions, don’t care, and don’t know how to answer were the top miscellaneous themes.

| Theme | Count |
| --- | --- |
| opinions are mixed | 12 |
| no response | 9 |
| don't care | 2 |
| don't know how to answer | 2 |
| only engage with community online | 2 |
| question unclear | 2 |
| miscellaneous | 2 |
| Total | 31 |

Examples of comments that illustrate these themes include:

* *It feels like a precarious stance where you don't know who will actually be understanding and empathetic, and if you let the wrong person know who/what you are, you'll be quietly punished with no concrete "wrongdoing".*
* *If I'm being honest, I have zero idea about any potential diverse culture on campus, most of my program is white and male with some age diversity. None of my fellow students actively talk about their socioeconomic backgrounds or political stances, most of us seem to be here to obtain our degrees and focus on that. While I can appreciate clark doing its best for inclusivicity, I hope it isn't being prioritized over students who genuinely want to learn and better themselves.*
* *I think that Clark College is a great school but this question does not having anything to do with me.*

# Qualitative Summary Results

Survey participants were asked to respond to two open-ended questions in the general survey. Comments were reviewed to identify recurring themes and patterns. This involved organizing similar responses into coherent categories and refining the themes to capture the essence of the participant’s insights.

The results of the qualitative analysis are presented below.

## Respondents were asked “What is one word or sentence you would use to describe the sense of community you feel at Clark College?”

Responses were categorized and analyzed based on their responses, and separated into:

* Positive
* Negative
* Mixed/Neutral

### Positive responses

Welcoming, Supportive, Diverse and Inclusive were the top four words used to describe the sense of community at Clark College in a positive manner.

| **Theme** | **Count** |
| --- | --- |
| welcoming/friendly | 58 |
| supportive | 29 |
| great | 28 |
| inclusive | 21 |
| accepting | 21 |
| diverse | 20 |
| comfortable | 20 |
| connected | 18 |
| improving | 17 |
| belonging | 14 |
| peaceful | 12 |
| positive | 12 |
| noticeable effort | 10 |
| welcoming in certain areas | 9 |
| strong | 6 |
| safe | 5 |
| exciting | 5 |
| resourceful | 2 |
| Total | 307 |

Examples of responses that illustrate these positive responses include:

* All the students and staff are very respectful and kind and I haven't had any bad interactions here so far. The Clark College Community is very welcoming, caring, and accepting.
* The community is diverse, and I've only felt respect and acceptance from everyone I've interacted with.
* As someone who returned school after almost 14 yrs and have attended two universities in between the sense of community is tangible, the communication and pro activeness of staff and club, program's staff are always engaging with us and the amount of school activities make it easier to find ways to engage with Clark's environment.
* Clark College is a great college which concerns not only students' academic but also physical/mental health and their families. It is a great community college.

### Negative responses

A belief that the sense of community is harmed by Diversity, Equity and Inclusion (DEI) efforts, “needs work”, “marginalizing” and “fractured”/”siloed” were the top responses/themes to describe the sense of community at Clark College in a negative manner.

| **Theme** | **Count** |
| --- | --- |
| harmed by DEI efforts | 23 |
| marginalizing | 18 |
| disjointed | 16 |
| needs work | 14 |
| no personal connection to community | 12 |
| siloed | 11 |
| declining | 10 |
| poor employee morale | 9 |
| tense/toxic | 8 |
| nonexistent | 8 |
| challenges with administration | 6 |
| unsure | 5 |
| politically one sided | 5 |
| forced | 5 |
| isolated | 3 |
| difficult to connect | 3 |
| perilous | 2 |
| Total | 156 |

Examples of responses that illustrate these negative responses include:

* *Since I do not support DEI and Woke policies, i am shamed and do not feel community at the school. Community is encouraged only for those who support one ideology and set of policies. Exact opposite of the diversity that the ideology suggests.*
* *I feel a sense of community within my department. Throughout the college I feel departments are divided into silos and there is no community.*
* *Shaky. Long term employees are proud to work together for this community, but we're always pitted against each other in budget issues.*
* *not accepted! Too old, not allowed to have my type of opinion. Feel very old fashion. Not enough people my age as students. When I do come across someone close to my age, they do not treat me fairly. I thought Clark was all about differences in ages and community.*

### Mixed/Neutral Responses

A number of responses/themes described the sense of community at Clark College in a mixed or neutral manner.

| **Theme** | **Count** |
| --- | --- |
| average | 11 |
| only online | 9 |
| college | 8 |
| varies | 5 |
| depends on specific group | 2 |
| Miscellaneous or “Not Applicable” | 12 |
| Total | 35 |

Examples of responses that illustrate these mixed/neutral responses include:

* “All classes I take are online. I am not involved in anything on campus.”
* “Depends on who I interact with and their position at the college.”

## Respondents were asked “What one change would you make in order to enhance the sense of community at Clark College?”

Responses were categorized and analyzed based on their responses, and separated into the following main themes:

* General college feedback
* Diversity, Equity, and Inclusion Feedback
* Employee Engagement
* Administration
* Student Engagement

### General College Feedback

Requests for more engagement, suggestions for facilities and calls for more in-person events and meetings were the top suggestions for change.

| **Theme** | **Count** |
| --- | --- |
| more engagement | 10 |
| facilities | 8 |
| more in person events and meetings | 6 |
| suggestions for specific departments | 3 |
| feedback for satellite campuses | 2 |
| increase academic focus | 2 |
| miscellaneous | 7 |
| Total | 38 |

Examples of comments that illustrate these themes include:

* “More opportunities for community building across campus (things that bring faculty, staff and students together) - wellness circles, trainings, support/affinity groups, coffee hang outs, etc.”
* “More meetings and events in person, on campus, with a variety of people, for a variety of reasons (training, meetings, fun events, conversation).”
* “Localization, instead of splitting off majors into separate campuses (RN nursing program at WSUV instead of Clark college), we should try to establish and build a new building on the Clark campus in order to form a larger, more connected community.”

### Diversity, Equity and Inclusion Feedback

Calls for a decrease in DEI efforts, suggestions for more events where people from different backgrounds can engage, increasing a focus on community building, and suggestions to widen the definition of diversity were the top suggestions for change in regard to Diversity, Equity and Inclusion.

| **Theme** | **Count** |
| --- | --- |
| decrease DEI efforts | 51 |
| hold more events where people from different backgrounds can engage | 30 |
| focus on community building | 21 |
| widen definition of diversity | 17 |
| increase opportunities to interact with other departments | 16 |
| support conservative or moderate views | 15 |
| increase DEI efforts | 13 |
| increase support for named communities | 10 |
| feedback for trainings/ODEI staff | 9 |
| miscellaneous | 5 |
| Total | 136 |

Examples of comments that illustrate these themes include:

* *“Stop talking about race and gender and "marginalised groups." All that's done is separate one group from another and deepen the class divide. We are all one people and all Americans.*
* *Remove DEI and Woke policies. Let’s students have free speach, and compete for opportunities based on merit and not skin color, orientation or other racist checkboxes within the DEI system.*
* *I think increasing activities where different groups of people can just hang out and eat together would create peace amongst the different races. I don’t think the narrative should be obvious either, otherwise it may come off as forced.*
* *I would change \*\*\* to ensure a broader range of diversity - encompass race, gender, age, experiences, talents, skills and opinions of differences among a range of people (students, staff and faculty). Demonstrate a quality of being just, impartial and fair to all members of the College - not only POC, LGBTQ and people with disabilities.*Employee Engagement

Suggestions specifically for faculty, calls for an increased focus on employee retention efforts, and an increase in employee accountability were the top suggestions for changes in employee engagement.

| **Theme** | **Count** |
| --- | --- |
| faculty specific feedback | 13 |
| increase focus on employee retention | 9 |
| increase employee accountability | 6 |
| more opportunities for employee engagement | 4 |
| feedback about unions | 4 |
| feedback about professional development | 4 |
| increase employee salaries | 3 |
| create a stronger onboarding process | 2 |
| feedback about remote vs. in person work options | 2 |
| address employee morale | 2 |
| increase staffing | 2 |
| miscellaneous | 3 |
| Total | 54 |

Examples of comments that illustrate these themes include:

* *I would reduce the amount of adjuncts and offer more full-time position. This would be more equitable and show adjuncts that they are valued. There will always be a need to have some adjuncts to fill in the schedule and there will always be some instructors who prefer to be adjunct, but I believe many adjuncts would feel valued and a part of the community more if they were offered a full-time/permanent position.*
* *Pay rates for staff to help with retention, remove constant fear of losing job, and transition from surviving to thriving,*
* *Have a priority for retaining our systemically non dominate employees. The focus is on recruiting but no real plan in place for onboarding impact and retention.*
* *You can't cultivate authentic, meaningful, and long lasting community relations at Clark College when faculty, admins, and some staff (not folks who work on the 1st floor of Gaiser) only interact through Zoom committee meetings or required trainings.*

### Administration

Addressing concerns with administration, calls for an increase in efforts for shared governance/transparency and improved communications were the top suggestions for college administration.

|  |  |
| --- | --- |
| **Theme** | **Count** |
| address concerns with administration | 15 |
| increase efforts for shared governance/transparency | 6 |
| improved communications | 4 |
| miscellaneous | 4 |
| Total | 29 |

Examples of comments that illustrate these themes include:

* *Stop churning and burning through leadership so that they can establish and maintain relationships with the people they lead.*
* *Leadership interrogates their reliance on white supremacy culture.*
* *While shared governanace is a great concept, it's impletation is not on our campus.*
* *Better communication top to bottom on all college business decisions.*

### Student Engagement

Feedback for events and activities, suggestions for increased communications and calls for increased student supports were the top suggestions for change.

| **Theme** | **Count** |
| --- | --- |
| feedback for events and activities | 11 |
| increased communications | 9 |
| increased student supports | 7 |
| increase in person class offerings | 7 |
| increased financial aid | 6 |
| class suggestions | 6 |
| increase recruitment of marginalized students | 3 |
| improved attitudes toward students | 3 |
| miscellaneous | 3 |
| Total | 55 |

Examples of comments that illustrate these themes include:

* *Making it clear what events children are welcome to would make it easier to engage with the community. I'm already taking a lot of time away from my family to pursue a degree. I love the idea of the various events happening on campus, but I would want to take my family, and it's generally not clear which events are okay to bring children to.*
* *It's pretty hard to learn about various clubs that you may be interested in, so spreading word of those clubs more effectively would easily enhance the sense of community.*
* *NETWORKING for older students, meaning people in their 30's and up. There are so many activities for the younger crowd.*
* *Budget priorities to programs and positions that support marginalized students, like students with disabilities. That office seems taxed and we should be growing supports for students with disabilities.*

# Summary

This Climate assessment has provided the college with insight that can be used in our efforts to continually improve the campus climate.

Key findings include:

* Comparison data between the 2022 and 2024 survey results show a significant increase in the respondents’ level of satisfaction with the overall campus climate.
* Additionally, the increase of the respondents' level of satisfaction with the extent to which they experience a Sense of Belonging between 2022 and 2024 was also statistically significant.
* The Institutional Support Indicator signifies respondents’ sense of agreement with specific statements. There was a significant increase in satisfaction from 2022 to 2024.
* The percentage of respondents who answered “yes” or “unsure” when asked if they have experienced discrimination or harassment was similar across all demographic groups, which does not reflect a specific group experiencing this harm at a higher rate.
* Qualitative responses show a wide range of experiences and perceptions of the campus climate. While overall there were more positively coded comments then negative, opinions expressed include a need for more information on the “Why” behind DEI work, a desire for more open channels of communication throughout the college, and calls for more opportunities to engage with fellow employees and students.

# Next Steps

This report, along with the qualitative comments and interactive data dashboard will be shared with the college community in November 2024. Further analysis, including reflections on disaggregated data, will be conducted by the Social Equity Advisory Council, the Climate Improvement Task Force, and the Institutional Effectiveness Committee.

Additionally, listening sessions will be held in 2025 with members of the campus community to learn more about information shared in this survey. Those findings will be made public after the process is complete.

Further information about any action, initiatives or efforts being taken based on the data provided in this report will be shared through college communication channels. For more information, please contact the Office of Diversity, Equity and Inclusion at diversity@clark.edu

1. Hedges’ *g* were calculated using: Wilson, D. B. (2023). [Practical meta-analysis effect size calculator](https://www.campbellcollaboration.org/calculator/) (Version 2023.11.27). [↑](#footnote-ref-2)