

UW-MADISON  
DIVERSITY FORUM 2022

# Key Findings: 2021 Student Campus Climate Survey

James A Yonker, PhD, MPH

Office of Strategic Diversity Planning and Research (OSDPR)

Division of Diversity, Equity & Educational Achievement (DDEEA)



# 2021 Student Campus Climate Survey Results

<https://diversity.wisc.edu/campus-climate-survey-2021/>



# Background

- Diversity Framework; REEL Change Plan:
  - Regular Assessments of Campus Climate
- Goal: Understand students' experiences with and perceptions about campus climate and diversity, including how people of different backgrounds and identities experience life at UW–Madison.
- “Campus Climate” Core Definition:

*The extent to which an individual feels personally welcome, included, like they belong, safe, listened to, valued, and treated fairly and with respect.*



# Survey Administration

- First student-wide Campus Climate Survey in Fall 2016
  - All students invited (over 41,000)
  - N~8,600; 20.6% RR
- Second Survey Fall 2021 (delayed from Fall 2020 b/c COVID)
  - All students invited (over 47,000)
  - N~13,400; 28.2% RR (+37% increase over 2016)
- Both surveys generally representative of student population



# 2016 Findings

- Most students reported a generally positive campus climate experience:
  - Overall feelings on campus
  - Instructional environment
  - Study and Socialize
- However, students from historically underrepresented and marginalized groups responded less-positively on many questions
  - Students with a disability
  - Nonbinary or transgender
  - LGBTQ+
  - Students of color (esp. African American/Black and American Indian/Alaska Native)



# 2021 Findings

- Few changes from 2016 – some setbacks, some improvements – but generally comparable
- Most students continue to generally report a positive campus climate experience
- However, we continue to see that the following groups respond less-positively on many questions compared to other students
  - Students with a Disability
  - Nonbinary Gender
  - Transgender
  - Buddhist
  - Older Undergraduate (>24 years)
  - LGBTQ+
  - Students of Color (esp. African American/Black and American Indian/Alaska Native)
  - Pell Grant Eligible (Undergrad)

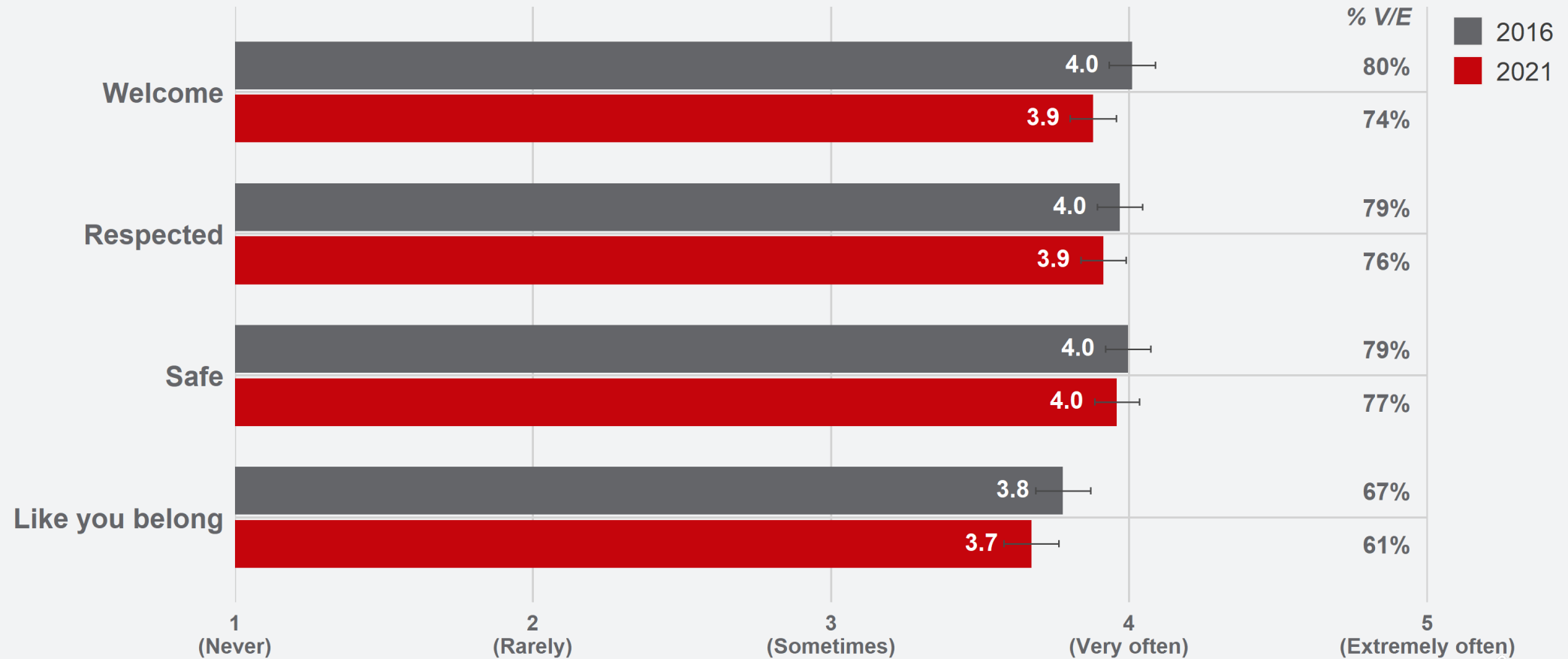


What stayed the same?



# General Feelings on Campus

Thinking about this semester on campus, overall, how often do you feel...?



Note: Asterisks (\*) indicate statistically significant differences of means ( $p < 0.05$ ) with Cohen's  $d$  (continuous) or Cohen's  $h$  (dichotomous) of at least 0.20.





# General Feelings on Campus: Disaggregations

(% Very/Extremely)	Welcome	Respected	Safe	Belong
All Students	74%	76%	77%	61%
Student with Disability	61%	63%	66%	47%
Nonbinary Gender	51%	54%	57%	35%
Transgender	52%	52%	62%	29%
Buddhist	56%	62%	65%	43%
Older Undergrad (>24 Years)	53%	59%	--	34%
LGBTQ+	64%	66%	68%	49%
Student of Color	61%	66%	68%	47%
Pell Grant Eligible (Undergrad)	64%	68%	--	50%



# Disaggregation Summary (22 Core Items)

Group	Less Positive	Same	More Positive
Student with a Disability [N=1,439, 11%]	20	2	0
Nonbinary Gender [N=366, 3%]	20	2	0
Transgender [N=195, 1%]	15	7	0
Buddhist [N=162, 1%]	14	8	0
Older Undergraduate (>24 Years) [N=197, 2%]	14	8	0
LGBTQ+ [N=2,409, 18%]	13	9	0
Student of Color [N=2,847, 24%]	12	10	0
Pell Grant Eligible (Undergraduate) [N=1,860, 20%]	11	11	0

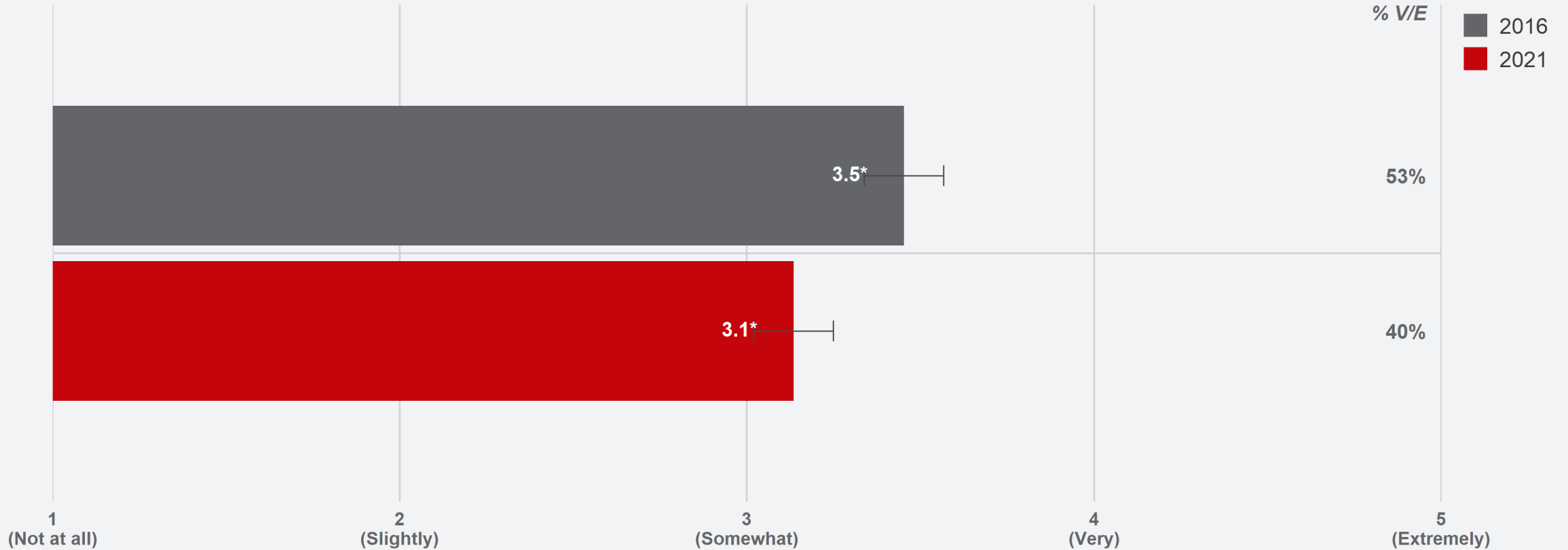


Where did we lose ground?



# Comfort Contacting UWPD

How comfortable would you feel contacting the UW–Madison Police Department if you had a problem?



Note: Asterisks (\*) indicate statistically significant differences of means ( $p < 0.05$ ) with Cohen's  $d$  (continuous) or Cohen's  $h$  (dichotomous) of at least 0.20.



# Comfort Contacting UWPD – Why?

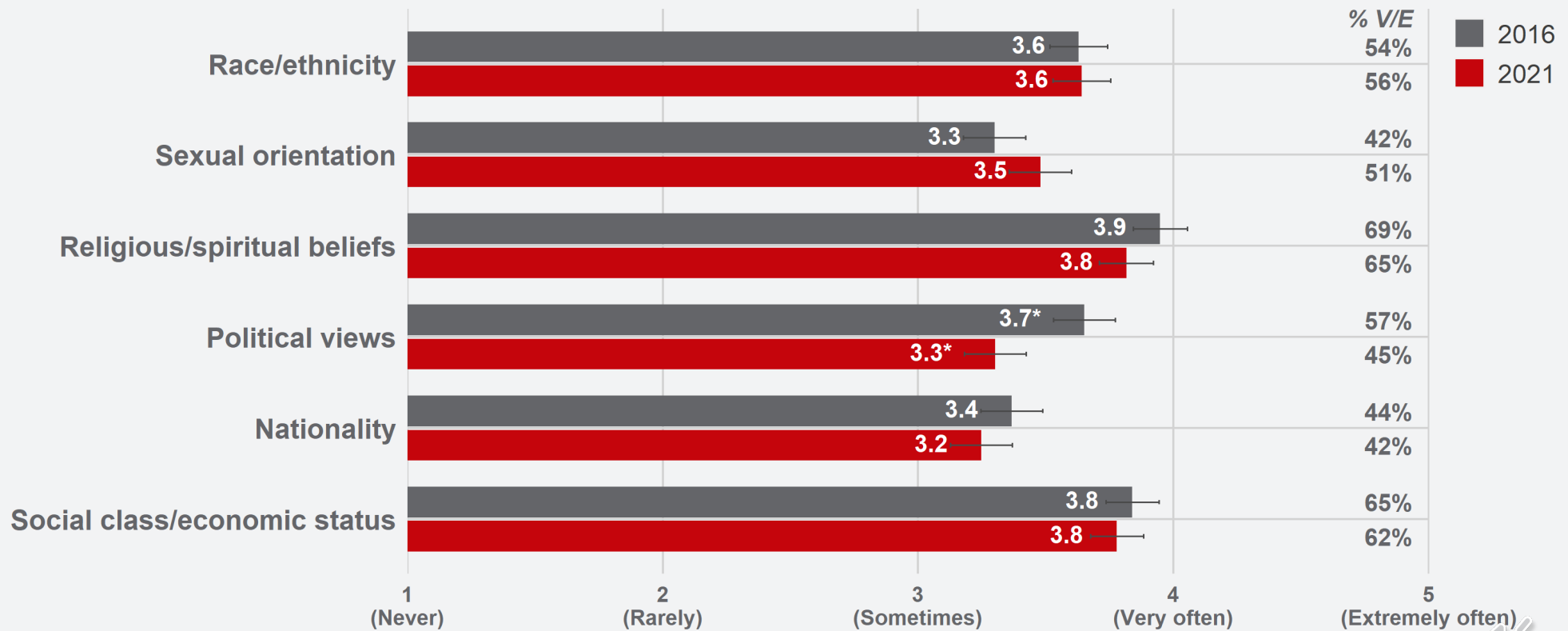
## Open-Ended Feedback Themes (Descending Frequency)

- General concerns/distrust of law enforcement, not just UWPD
- Perceived racial or socioeconomic mistreatment
- Don't know how/when to contact UWPD
- Prefer other solutions first, UWPD last resort
- Specific concerns/distrust about UWPD
- Bureaucratic hassle



# Spending Time with Others Outside of Class

This semester, how often have you spent time with people from the following groups outside of class?  
Students of different...



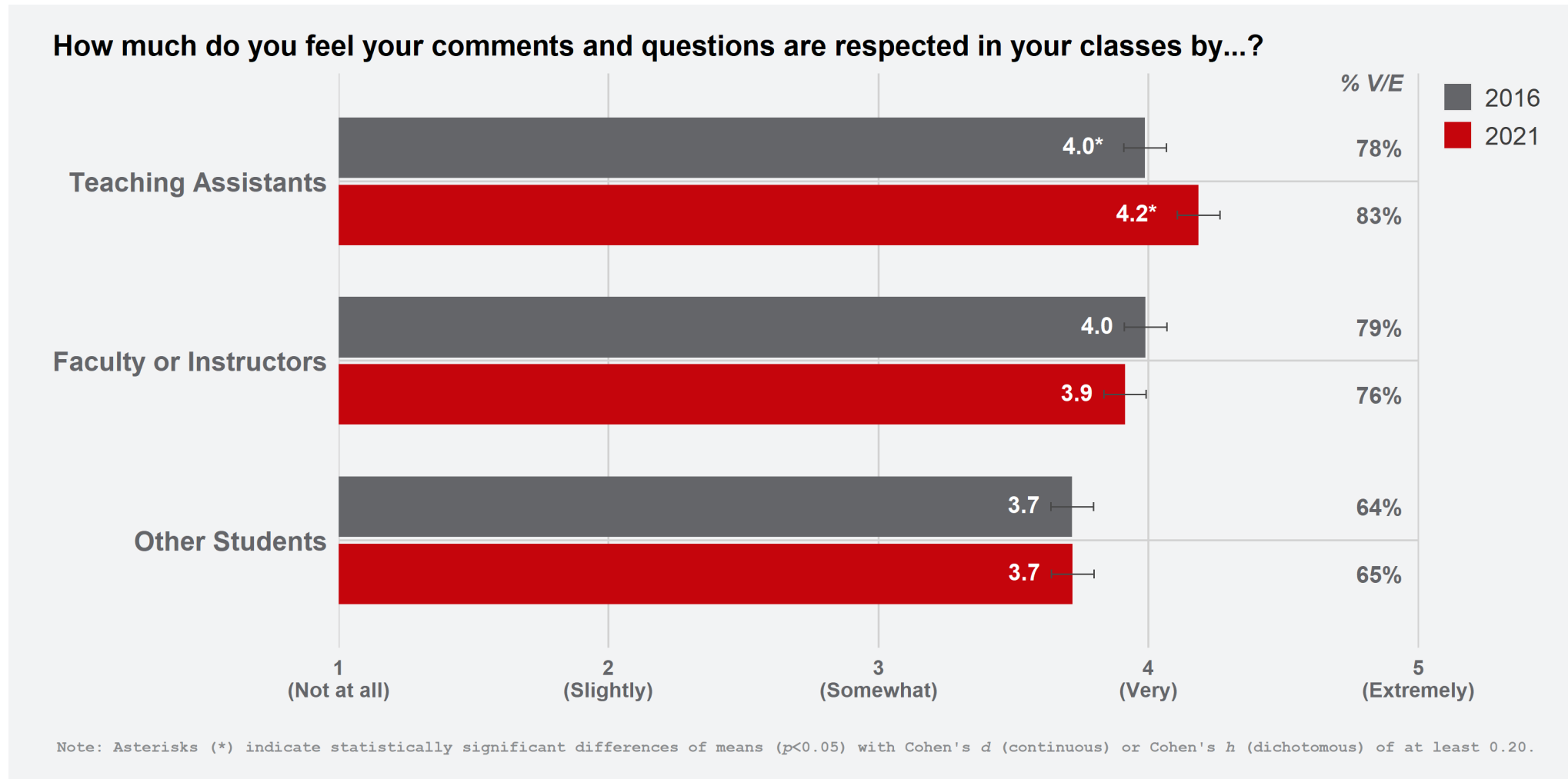
Note: Asterisks (\*) indicate statistically significant differences of means ( $p < 0.05$ ) with Cohen's  $d$  (continuous) or Cohen's  $h$  (dichotomous) of at least 0.20.



What improved?



# Respected in Class



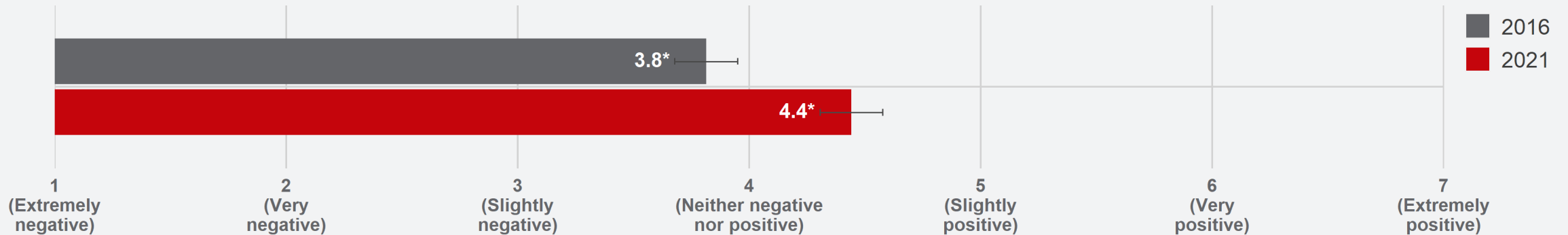


# Expected to Represent Identity Point of View

This semester, how often have you felt expected to represent the point of view of your identity in your classes?



How do you feel about being expected to represent the point of view of your identity?

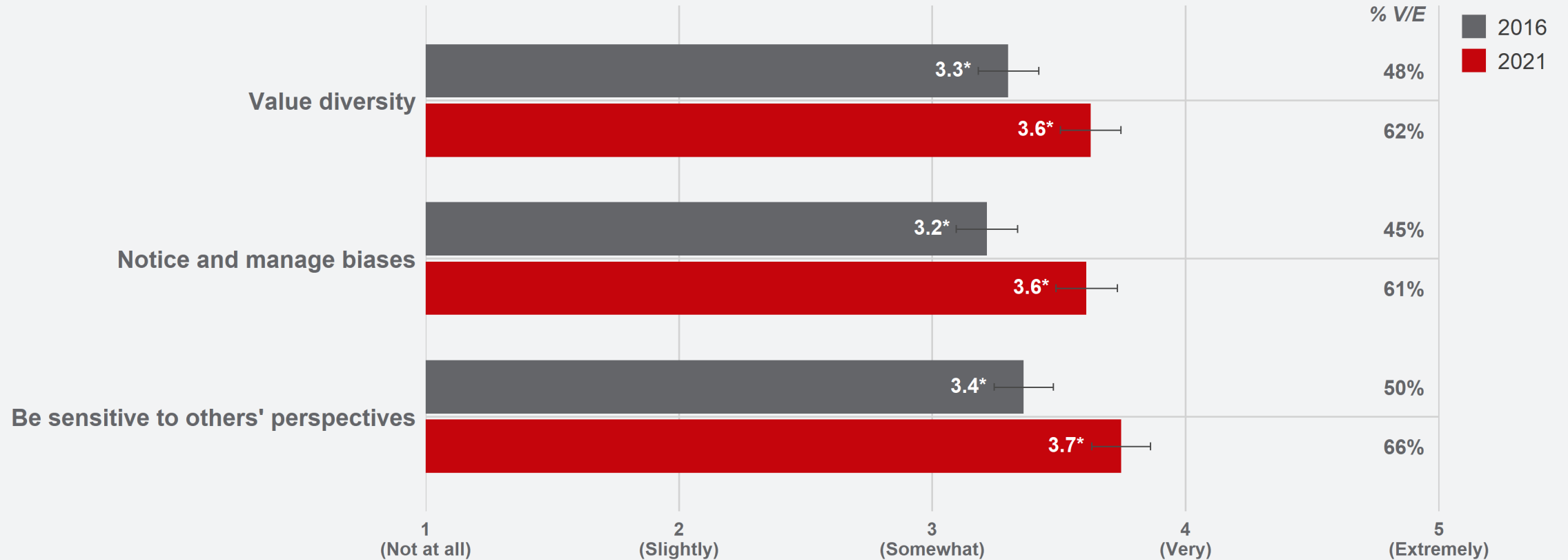


Note: Asterisks (\*) indicate statistically significant differences of means ( $p < 0.05$ ) with Cohen's  $d$  (continuous) or Cohen's  $h$  (dichotomous) of at least 0.20.



# Undergraduate Ethnic Studies Course

How useful was your ethnic studies course at encouraging you to...?



Note: Asterisks (\*) indicate statistically significant differences of means ( $p < 0.05$ ) with Cohen's  $d$  (continuous) or Cohen's  $h$  (dichotomous) of at least 0.20.



# 2021 Findings Recap

- Few changes from 2016 – some setbacks, some improvements – but generally comparable
- Most students continue to generally report a positive campus climate experience
- However, we continue to see that the following groups respond less-positively on many questions compared to other students
  - Students with a Disability
  - Nonbinary Gender
  - Transgender
  - Buddhist
  - Older Undergraduate (>24 years)
  - LGBTQ+
  - Students of Color (esp. African American/Black and American Indian/Alaska Native)
  - Pell Grant Eligible (Undergrad)



# 2021 Student Campus Climate Survey Results

<https://diversity.wisc.edu/campus-climate-survey-2021/>



**END OF SLIDES**