



**UCCS Campus Inclusiveness Survey Pilot
Report to Leadership Team**

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This report describes the development of a survey instrument to assess student perceptions of inclusiveness at UCCS. This instrument was piloted on-line in the early part of the 2008-09 academic year yielding 1,033 responses. We summarize the raw quantitative and qualitative results from the “pilot” and recommend the construction of several scales and analytic methods. Finally, we recommend modifications of the survey and suggest how it should be administered, analyzed and used on an ongoing basis.

I. Origins of Campus Inclusiveness Survey

For UCCS to educate an increasingly diverse student body, produce knowledge suited to a multicultural world, and engage with the full range of diverse communities requires the active development of inclusive learning environments inside the classroom and throughout campus. This is explicit in the UCCS Core Values, is recognized in the recommendations of the University of Colorado Blue Ribbon Commission on Diversity and is integral to the 2007 Diversity Strategic Plan adopted by the Regents in June 2007.

During the development of the 2007 Diversity Strategic Plan, the Director of Diversity Planning asked the Chancellor to convene a working group to respond directly to the Blue Ribbon Commission’s recommendation that UCCS develop mandatory diversity training for faculty, staff and students. The group, co-chaired by Dr. Sherry Morreale, Department of Communication, and Mark Hoffman, Director of Student Employment, became known as the *B.I.G.* (for Building Inclusiveness Group). The *B.I.G.* prepared a report on how to educate campus constituents about inclusiveness that was incorporated in full into the 2007 Diversity Strategic Plan (see www.uccs.edu/diversity).

During Academic Year 2008/09 Faculty Diversity Associate Christina Jiménez worked with Dena Samuels and the BIG Advisory group to design and pilot a building inclusiveness workshop (The BIG Idea) based on the recommendations of the Building Inclusiveness Group. One of the working principles of The BIG Idea was to provide a universal and theoretically grounded education for inclusiveness with direct relevance to institutional practices rather than a more superficial, but mandatory diversity training. The BIG Idea advisory group also recommended the development of a campus inclusiveness survey to capture perceptions and experiences of inclusiveness as a tool to help identify challenges and strengths and to establish a baseline for assessing progress. Institutional Research staff worked with Associate Vice Chancellor for Diversity and Inclusiveness (AVCDI), Kee Warner, and with The BIG Idea Advisory Committee, to research existing instruments and to design a campus inclusiveness survey (see appendix) that could be piloted with students at UCCS.

After the instrument was piloted, the data were reviewed by the staff of Institutional Research, Kee Warner, and Provost Peg Bacon. At the end of the Spring semester, Kee Warner convened a working group to develop a report for the Campus Leadership Team that would summarize the pilot data and provide recommendations for the ongoing administration and use of the UCCS Campus Inclusiveness Survey. The Campus Inclusiveness Survey workgroup includes Dena Samuels and Eric Nissen from The BIG Idea faculty, Corrinne Harmon, Chair of the UCCS Pride Committee, Kee Warner, AVCDI, and Robyn Marschke, Director of Institutional Research.

Description of Pilot Methodology

We created the survey instrument by revising existing climate surveys from other universities such as the University of Michigan, the University of Maryland, and Rhodes College as well as from organizations such as the American Association of Colleges and Universities (AAC&U), the Association of Institutional Research (AIR), UCLA's Higher Education Research Institute, and Noel-Levitz. The existing instruments were often geared toward campus resources or personal experiences of discrimination, so our focus on inclusiveness is an innovation.

After the pilot instrument was approved by campus committees, we used a program called Qualtrics to administer the survey online and manage correspondence. We initially tested the program by inviting the Chancellor's Leadership Class to take the survey. We then proceeded, by e-mail, to invite all UCCS students enrolled in Fall 2008 to participate in the pilot round. They were initially given until the end of November. Up to three additional follow-up emails were sent to non-respondents before the survey closed in January 2009. Among approximately 8,000 students, 1,033 responded to the survey invitation for a response rate of 13 percent. Of these, 785 completed the survey in its totality.

The following five pages show the instrument used for the pilot survey:

Qualtrics Survey Software

Default Question Block

UCCS Climate Survey

The campus climate relates to how you feel about being here and your sense of belonging and feeling welcome at UCCS. It includes attitudes, beliefs, behavior, norms, and values of students and campus employees regarding the inclusion and respect for individual and group differences. Your answers will provide valuable information to enhance campus life at UCCS.

Do you believe all students are included and respected...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
...on the UCCS campus?					
...in your department/major?					
...in your classes?					

Please rate your level agreement with the following statements.

UCCS includes and respects students of different...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ethnic backgrounds					
genders					
socioeconomic classes					
sexual orientations					
ages					
physical abilities					
learning abilities					
religious beliefs					
nationalities					

UCCS includes and respects students who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
transfer from another institution					
play intercollegiate athletics					
work off campus					
have children at home					
are members of the military					
come to UCCS right after high school					
are the first in their family to go to college					

Are you confident that UCCS would stand up for you if you experienced prejudice or discrimination on campus?

Yes	
No	
Not sure	

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Qualtrics Survey Software

I believe UCCS takes action to prevent or address discrimination related to... (mark all that apply).

gender

gender expression or identity

ethnicity

age

international status

learning disabilities

physical disabilities

religion

spirituality

sexual orientation

native language

veteran/military status

socioeconomic status

Please mark the offices or programs you are familiar with:

Office of Multicultural Affairs

Counseling Center

Disability Services

Office of Veteran and Military Affairs

Campus Activities

The Scribe

ROAR

First Year Seminar

Pre-Collegiate Development

The Matrix Center

CU Opportunity Program

International Student Services

The B.I.G. Idea

Other, please specify:

The courses I took at UCCS included materials, perspectives, and/or experiences of people from diverse cultural and racial groups.

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

My experiences at UCCS helped me understand diversity.

Strongly Disagree

Disagree

Neither Agree nor Disagree

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Qualtrics Survey Software

Agree

Strongly Agree

Have you attended a diversity-related event at UCCS?

No

Yes, please specify the event:

Please indicate your agreement with the following statements about UCCS campus events.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The events are relevant to me.					
I am aware of when and where the events occur.					
The events do not fit my schedule.					
I am expected to attend the events.					
I am invited to attend the events.					
I feel welcome at the events.					
I learn from the events.					
I do not have time to attend the events.					
I meet new people at the events.					

What aspects of inclusiveness on campus concern you the most?

What is the most important action UCCS should take to make the campus more inclusive?

Please provide up to 3 features of UCCS that make the campus more inclusive:

-
-
-

Please provide up to 3 features of UCCS that make the campus less inclusive:

-
-
-

What is your gender?

Male

Female

Transgender

Qualtrics Survey Software

Please select the ethnic group that is closest to your identity.

Latino/a

Asian

American Indian or Native American

Black or African American

White

Multi-ethnic

Other, please specify:

What is your sexual orientation?

Heterosexual

Bisexual

Lesbian or Gay

Prefer not to respond

Are you an international student?

Yes

No

What is your age?

Do you have a learning disability?

Yes

No

Prefer not to respond

Do you have a physical disability?

Yes

No

Prefer not to respond

Please identify your current religious preference:

None

Christian

Jewish

Islamic

Hindu

Buddhist

Other, please specify:

Yes

No

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Qualtrics Survey Software

Are you the first in your family to go to college? _____

Do you have a parent or legal guardian who has a 4-year college degree? _____

Are you currently raising children under age 18? _____

Are you a full-time student? _____

Do you live on campus? _____

Are you employed off campus? _____

Are you employed on campus? _____

How many hours per week do you work (in paid employment)? _____

None _____

1 - 10 _____

11 - 20 _____

21 - 30 _____

31 - 40 _____

40+ _____

In which category is your major? _____

Education _____

Nursing and Health Sciences _____

Business _____

Engineering _____

Social Sciences _____

Natural Sciences _____

Arts & Humanities _____

How are you affiliated with the military? _____

I am not affiliated with the military. _____

At least one parent is in the military. _____

My spouse is in the military. _____

I am in the Reserves or National Guard. _____

I am retired from the military. _____

I am a veteran. _____

I am on active duty. _____

Other, please specify: _____

What is your class level? _____

Which one person at UCCS has had the most positive impact on your understanding of diversity and inclusiveness? (Please limit to a student, faculty, or staff member.) _____

Please provide any additional comments you would like to share about diversity and inclusiveness at UCCS. _____

Representativeness of the Pilot Sample

Although 24 percent of the respondents did not finish the survey, particularly the demographic questions, several questions provide a snapshot of how they compared with the students who did complete the survey. “Non-completers” were more likely than “Completers” to agree that students are respected on campus, in their department, and in the classroom. Compared to the Completers, the Non-completers were also more likely to indicate that diverse groups such as ethnic minorities, LGBT students, people with disabilities, etc. are included and respected at UCCS. This positive attitude was also reflected in perceptions of discrimination, 49 percent of Non-completers as opposed to 40 percent of Completers indicated that UCCS would stand up for them if they faced discrimination. However, we find the Non-completers were less familiar with campus resources (for example, 28 percent of Non-completers and 50 percent of Completers were familiar with The Scribe, and 16 percent and 35 percent were familiar with the multicultural affairs office, respectively). Only 8 percent of Non-completers had attended a diversity-related event.

We suspect that the survey was too long, causing some respondents to lose interest. However, 23 percent of respondents spent only 5-6 minutes taking the survey while 35 students spent 4 or more hours for an average response time of 12 minutes. The length of the survey could have deterred some students, while the rapid speed at which some respondents read and responded to the survey suggests that their responses may be less than thoughtful. We will continue to refine the instrument to improve barriers to completion.

Overall, the pilot sample was a better reflection of the student body in some areas than in others. Women and upper-class students were over-represented in the pilot study. The representation of ethnicity as well as academic area in the pilot study closely corresponds to that of students enrolled at the end of Fall 2008 when the survey was administered. The table below compares the respondents to Fall 2008 enrolled students. 7 percent of the respondents identified as lesbian, gay or bisexual, we do not have baseline figures for the UCCS student body. Only two respondents identified as transgender.

Demographic	Pilot Study Respondents	Fall 2008 Students
Gender:		
Female	65%	57%
Male	35%	43%
Ethnicity:		
White	80%	75%
Latino	9%	9%
Asian	3%	5%
Black	3%	3%
Academic Area:		
Education	11%	5%
Nursing & Health Sciences	12%	13%
Business	19%	19%
Engineering	10%	12%
Social Sciences	17%	15%
Natural Sciences	13%	11%
Arts & Humanities	18%	18%
Class Level:		
Freshmen	12%	23%
Sophomore	15%	16%
Junior	21%	18%
Senior	31%	24%
Graduate level	19%	16%

II. Frequencies—Summary results for pilot survey

Do you believe all students are included and respected...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Responses
on the UCCS campus?	208	482	145	159	37	1,031
	20%	49%	14%	15%	4%	
in your department/ major?	302	476	135	84	30	1,027
	29%	46%	13%	8%	3%	
in your classes?	294	488	120	95	26	1,023
	29%	48%	12%	9%	2%	

UCCS includes and respects students of different...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree		
ethnic backgrounds	34%	49%	10%	6%	2%	1,031
genders	36%	50%	7%	5%	2%	1,029
socioeconomic classes	28%	46%	14%	10%	2%	1,031
sexual orientations	24%	38%	17%	12%	8%	1,031
ages	34%	47%	10%	7%	2%	1,031
physical abilities	29%	50%	14%	6%	1%	1,031
learning abilities	27%	46%	19%	7%	1%	1,030
religious beliefs	24%	37%	21%	12%	6%	1,032
nationalities	31%	48%	14%	5%	2%	1,025

UCCS includes and respects students who...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses
transfer from another institution	28%	46%	18%	6%	2%	1,027
play intercollegiate athletics	28%	40%	30%	1%	1%	1,024
work off campus	26%	45%	18%	9%	2%	1,029
have children at home	25%	43%	22%	9%	1%	1,028
are members of the military	34%	44%	18%	3%	1%	1,025
come to UCCS right after high school	33%	45%	21%	1%	0%	1,024
are the first in their family to go to college	29%	41%	25%	4%	1%	1,026

I believe UCCS takes action to prevent or address discrimination related to...	Response	%
gender	602	73%
gender expression or identity	432	52%
ethnicity	624	76%
age	513	62%
international status	485	59%
learning disabilities	515	62%
physical disabilities	582	70%
religion	404	49%
spirituality	340	41%
sexual orientation	471	57%
native language	379	46%
veteran/military status	596	72%
socioeconomic status	430	52%

Are you confident that UCCS would stand up for you if you experienced prejudice or discrimination on campus?	Response	%
Yes	441	43%
No	188	18%
Not sure	405	39%
Total	1,034	100%

Please mark the offices or programs you are familiar with:	Response	%
Office of Multicultural Affairs	320	41%
Counseling Center	439	56%
Disability Services	231	29%
Office of Veteran and Military Affairs	192	24%
Campus Activities	439	56%
The Scribe	460	59%
ROAR	411	52%
First Year Seminar	301	38%
Pre-Collegiate Development	74	9%
The Matrix Center	57	7%
CU Opportunity Program	136	17%
International Student Services	77	10%
The B.I.G. Idea	59	8%
Other, please specify:	72	9%

The courses I took at UCCS included materials, perspectives, and/or experiences of people from diverse cultural and racial groups.	Response	%
Strongly Disagree	82	9%
Disagree	105	12%
Neither Agree nor Disagree	183	21%
Agree	392	44%
Strongly Agree	129	14%
Total	891	100%

My experiences at UCCS helped me understand diversity.	Response	%
Strongly Disagree	85	10%
Disagree	143	16%
Neither Agree nor Disagree	316	35%
Agree	271	30%
Strongly Agree	78	9%
Total	893	100%

Have you attended a diversity-related event at UCCS?	Response	%
No	668	75%
Yes, please specify the event:	221	25%
Total	889	100%

Please indicate your agreement with the following statements about UCCS campus events.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Responses
The events are relevant to me.	4%	28%	38%	24%	6%	875
I am aware of when and where the events occur.	8%	46%	20%	22%	4%	875
The events do not fit my schedule.	15%	43%	33%	8%	1%	874
I am expected to attend the events.	1%	5%	32%	47%	14%	874
I am invited to attend the events.	10%	46%	23%	16%	4%	874
I feel welcome at the events.	8%	29%	50%	10%	3%	871
I learn from the events.	5%	20%	62%	9%	3%	868

I do not have time to attend the events.	19%	41%	29%	9%	2%	875
I meet new people at the events.	4%	23%	59%	11%	4%	865

What is your gender?	Response	%
Male	274	35%
Female	518	65%
Transgender	2	0%
Total	794	100%

Please select the ethnic group that is closest to your identity.	Response	%
Latino/a	69	9%
Asian	26	3%
American Indian or Native American	10	1%
Black or African American	24	3%
White	627	80%
Multi-ethnic	52	7%
Other, please specify:	34	4%

What is your sexual orientation?	Response	%
Heterosexual	689	87%
Bisexual	30	4%
Lesbian or Gay	24	3%
Prefer not to respond	49	6%
Total	792	100%

Are you an international student?	Response	%
Yes	14	2%
No	777	98%
Total	791	100%

Do you have a learning disability?	Response	%
Yes	43	6%
No	709	91%
Prefer not to respond	24	3%
Total	776	100%

Do you have a physical disability?	Response	%
Yes	44	6%
No	723	92%
Prefer not to respond	19	2%
Total	786	100%

Please identify your current religious preference.	Response	%
None	198	25%
Christian	436	56%
Jewish	8	1%
Islamic	2	0%
Hindu	1	0%
Buddhist	13	2%
Other, please specify:	124	16%
Total	782	100%

Question:	Yes	No	Responses
Are you the first in your family to go to college?	24%	76%	791
Do you have a parent or legal guardian who has a 4-year college degree?	58%	42%	789
Are you currently raising children under age 18?	21%	79%	791
Are you a full-time student?	82%	18%	791
Do you live on campus?	11%	89%	784
Are you employed off campus?	61%	39%	788
Are you employed on campus?	23%	77%	789

How many hours per week do you work in paid employment?	Response	%
None	175	22%
1 - 10	69	9%
11 - 20	166	21%
21 - 30	134	17%
31 - 40	110	14%
40+	129	16%
Total	783	100%

In which category is your major?	Response	%
Education	82	11%
Nursing and Health Sciences	94	12%
Business	149	19%
Engineering	79	10%
Social Sciences	135	17%
Natural Sciences	99	13%
Arts & Humanities	142	18%
Total	780	100%

How are you affiliated with the military?	Response	%
I am not affiliated with the military.	554	71%
At least one parent is in the military.	67	9%
My spouse is in the military.	32	4%
I am in the Reserves or National Guard.	5	1%
I am retired from the military.	11	1%
I am a veteran.	42	5%
I am on active duty.	5	1%
Other, please specify:	63	8%
Total	779	100%

What is your class level?	Response	%
First Year (freshman)	90	12%
Sophomore	117	15%
Junior	162	21%
Senior	244	31%
Master's or PhD	147	19%
High School	3	0%
Unclassified	13	2%
Total	776	100%

III. Construction of scales and pilot results

To facilitate a summary analysis, we combined several survey items into five different scales. Each scale combined the results of several questions into one variable with an average score. The table below lists the items used to construct each scale.

A. Inclusion of Diverse Social Groups: An average of 9 items ranging from 1 to 5: "Please rate your level agreement with the following statements. UCCS includes and respects students of different (1) ethnic backgrounds, (2) genders, (3) socioeconomic classes, (4) sexual orientations, (5) ages, (6) physical abilities, (7) learning abilities, (8) religious beliefs, and (9) nationalities."

B. Inclusion of Nontraditional Students. An average of 7 items ranging from 1 to 5: "UCCS includes and respects students who (1)

transfer from another institution, (2) play intercollegiate athletics, (3) work off campus, (4) have children at home, (5) are members of the military, (6) come to UCCS right after high school (reverse coded), and (7) are the first in their family to go to college."

C. Inclusion in Academic Contexts. An average of 2 items: Do you believe all students are included and respected (a) in your department, and (b) in your major. Responses range from 1 = strongly disagree to 5 = strongly agree.

D. Preventing and Addressing Discrimination. An average of 13 yes/no items (1 = yes, 0 = no): "I believe UCCS takes action to prevent or address discrimination related to..."

- (1) gender
- (2) gender expression or identity
- (3) ethnicity
- (4) age
- (5) international status
- (6) learning disabilities
- (7) physical disabilities
- (8) religion
- (9) spirituality
- (10)sexual orientation
- (11)native language
- (12)veteran/military status
- (13)socioeconomic status."

E. Diversity Learning. An average of two items: (1) "The courses I took at UCCS included materials, perspectives, and/or experiences of people from diverse cultural and racial groups" and (2) "My experiences at UCCS helped me understand diversity."

We tested the scale reliability of each scale to make sure the scaled items grouped together statistically and measured the same concept. The Cronbach's Alpha can range from 0 to 1, with scores closer to 1 indicating greater reliability. All of the scales had high alphas ranging from 0.71 for Inclusion of Nontraditional Students to 0.93 for Preventing and Addressing Discrimination. Please refer to the table below for a summary of the scales. These results suggest that each of the scales is reliable.

Scale	N	Mean	Range	Std. Dev.	Alpha
A. Inclusion of diverse social groups	1005	3.91	1-5	.76	.92
A. Inclusion of nontraditional students	995	3.62	1-5	.54	.71
A. Inclusion in academic contexts	1015	3.90	1-5	.92	.82
A. Preventing and addressing discrimination	1026	.49	0-1	.35	.93
A. Diversity learning	886	3.28	1-5	.99	.74

On the whole, students favorably assessed the Inclusion of Diverse Social Groups and Inclusion in Academic Contexts, with mean scores of 3.9 out of a possible 5 points. Students also agreed that nontraditional students are included, with a mean of 3.62 out of a possible 5 on Inclusion of Nontraditional Students. The mean on Diversity Learning was slightly lower, 3.28, but still showing an overall level of agreement that students are learning about diversity.

Student assessment of how well the university “prevents and addresses discrimination” in thirteen areas were not as positive. Despite the limitations of a pilot survey, this is an important finding (only 49% of the students felt that UCCS takes action to prevent or address discrimination related to the 13 areas). This result may have been particularly affected by events and controversies of the past year. It will be important to track the impact of institutional changes in future inclusiveness surveys. We also propose constructing the questions concerning discrimination in format that parallels the inclusiveness questions. On the pilot survey the “discrimination” questions were posed in a dichotomous yes/no form that precluded more nuanced responses.

III. Inclusion Challenges—Which groups feel less included?

The scales described above provide a method for capturing various dimensions of campus inclusiveness. It is also important to learn how these vary among distinct groups on campus. The pilot instrument identifies a range of respondent characteristics including gender, ethnicity, physical and learning ability, military affiliation, age, religious affiliation, sexual orientation, employment status, first generation status, full time status, commuter/residential. The high number of students who did not complete the entire survey likely compromised the reliability of these data. We recommend that for the general purposes of understanding campus inclusiveness we identify

each year the three groups with the lowest evaluation of campus inclusiveness compared with the campus mean. This will allow us to track, from year to year, the overall sense of campus inclusiveness and, in an objective manner, to see, and track over time, which groups feel the least included and to make general comparisons with national trends and/or peer institutions.

This year the groups that felt least included and protected from discrimination according to our measures were LGBT, students of color, and people with disabilities. This should not be interpreted as a direct assessment of student support for students with disabilities at UCCS, because it likely reflects the broader exclusion that people with disabilities experience within U.S. society. For example, even though respondents with disabilities felt that students with disabilities were less included at UCCS, they also reported that they were relatively satisfied with the support services that the disability office provided. Disability services ranked sixth among inclusive features of the campus, following features such as campus events, student clubs, faculty, MOSAIC, and curricula while outranking other features such as campus housing and the recreation center.

Groups that feel least included	
Scale	Respondent Groups with Lowest Averages
Inclusion of diverse social groups	GLBT (3.30) Ethnic minority (3.60) People with disabilities (3.60)
Inclusion of nontraditional students	Ethnic minority (3.50) People with disabilities (3.53) GLBT (3.53)
Inclusion in academic contexts	GLBT (3.47) People with disabilities (3.51) Women (3.54)
Preventing and addressing discrimination	Ethnic minority (0.47) GLBT (0.48) Nontrad, People with disabilities (0.52)
Diversity learning	Ethnic minority, Military (3.09) People with disabilities (3.12) Nontrad (3.16)

The complete table shown below would not be included in the body of the Campus Inclusiveness Report. Instead, in order to focus analysis and simplify presentation, the annual report would describe the top three challenge areas. A full correlation matrix might be included in the appendix.

**SCALE AVERAGES BY
RESPONDENT GROUP**

	N	%	Inclusion of Diverse Social Groups	Inclusion of Non-traditional Students	Preventing & Addressing Discrimination	Inclusion in Academic Context	Diversity Learning
Range of Scores			1-5	1-5	0-1	1-5	1-5
<u>Respondent Group:</u>							
Ethnic Minority	155	15%	3.60	3.50	0.47	3.70	3.09
Nontraditional							
Age	254	25%	3.84	3.56	0.52	3.89	3.16
GLBT	55	5%	3.30	3.53	0.48	3.47	3.30
Men	273	26%	3.86	3.62	0.54	3.89	3.22
Women	516	50%	3.88	3.60	0.51	3.54	3.26
People with disabilities	76	7%	3.60	3.53	0.52	3.51	3.12
First Generation	331	32%	3.81	3.55	0.54	3.81	3.20
Employed	372	36%	3.85	3.57	0.54	3.87	3.25
Parents	169	16%	3.91	3.55	0.53	3.93	3.18
Military	225	22%	3.85	3.57	0.56	3.82	3.09
All Respondents	1033	100%	3.92	3.62	0.49	3.91	3.28

Methodology

We included a number of open-ended questions to both identify what we might have missed in the close-ended questions and to collect information to help refine the survey instrument. Three researchers in the Office of Institutional Research analyzed the responses to open-ended questions in the survey. To minimize the influence on each other and to reduce individual bias, each person independently reviewed the responses and developed a coding scheme to summarize the results. The coders discussed their coding schemes, which were strikingly similar, and agreed upon a final ranking of the codes to determine the top-ten responses for each open-ended question.

In the future, we propose using a similar approach for evaluating, interpreting, and responding to open-ended responses. The results will be used to refine the survey instrument and to describe major areas of concern. For future analyses, we will consider the advantages and disadvantages of pre-determined versus emergent coding structures.

Inclusiveness Concerns

About a third of the respondents (31 percent) shared additional concerns about inclusiveness in response to the open-ended question “What aspects of inclusiveness on campus concern you most?” These concerns ranged from a sense of religious intolerance to lack of inclusion of LGBTI and non-traditional students to concerns with the actions of the SGA president regarding funding for SPECTRUM. It happened that the pilot survey became available for students to complete just at the height of controversy over the inclusiveness of student funding—The SGA president had elected not to approve funding for a Coming Out Day event approved by SGA, citing his personal beliefs.

Concerns about the inclusion of white males and services for students with disabilities were also expressed by respondents. A few respondents suggested that there is too much focus on diversity at UCCS.

According to the coding completed by Institutional Research staff, the most frequently reported concerns were nontraditional student needs, the conflict between Spectrum and the SGA President, the exclusion of LGBTQ students, religion and faith issues, and the inclusiveness of extracurricular activities.

What aspects of inclusiveness on campus concern you most?

- nontraditional student needs
- the conflict between Spectrum and the SGA President
- the exclusion of LGBTQ students
- religion and faith issues
- inclusiveness of extracurricular activities
- Other mentionables
 - Speech and viewpoints
 - Conservatism
 - Race and ethnicity
 - Overemphasis on diversity
 - Lack of diversity
 - Concerns regarding specific faculty or staff

Desired Actions

The actions that respondents wrote about when asked “What is the most important action UCCS should take to make the campus more inclusive” encompassed academics, programming, co-curricular activities, and facilities. Responses ranged from “Um...I don’t know” to extensive commentaries—the longest was over 1,100 words long). The top areas of concern were:

What is the most important action UCCS should take to make the campus more inclusive?

- Campus activities
- Student government
- Support Clubs
- Ensuring Tolerance
- Speech and viewpoints
- Increasing diversity
- Activities for nontraditional students
- Curricula and training
- Improved student spaces
- Enhanced disability services

Institutional Features

As we reviewed the way students answered the questions about what features of UCCS make it more or less inclusive, we could see that students interpreted the question in very different ways and that there was considerable overlap with the previous questions about “concerns” and “actions.” We recommend that these questions be dropped from the survey in the future. The following were the most common responses:

Features of UCCS that make it.....	
More inclusive	Less Inclusive
<ul style="list-style-type: none"> • Campus activities • Student clubs • Faculty • Multicultural affairs • Curricula/programs • Housing • Disability services • Small size/campus environment • Campus space • Aid 	<ul style="list-style-type: none"> • Student Government vs. Spectrum • Non-traditional students • Lack of diversity • Religious atmosphere • Campus space • Administration and faculty • Students • Scheduling • Parking cost

Open-ended Comments

At the end of the survey an open-ended question allowed respondents to register any additional comments about diversity and inclusiveness at UCCS. An even smaller number of students responded to this question (15%), about half of these indicated that they did not consider UCCS to be inclusive, almost one quarter said they found UCCS to be inclusive, and 11 percent of those who commented (1.6% of the overall respondents) said there is too much emphasis on diversity.

Take-aways from qualitative data

- The students who shared concerns about inclusiveness at UCCS came from a wide range of backgrounds.
- The three major areas of concern about inclusivity relate to (a) nontraditional students, (b) lesbian, gay, bisexual, and transgender students, and (c) religious intolerance.
- The value of diversity and inclusiveness at UCCS is not shared by all students; a small number believe there is too much emphasis on diversity.

- Students with disabilities appreciate the services that exist but would like additional support.
- Students regard the adequacy of campus space as an inclusiveness issue.

IV. Recommendations for next year’s survey

Changes to survey instrument and administration of survey

Based on the pilot study this year, we propose revisions to the instrument that will tighten the focus and increase the proportion of respondents who complete the inclusiveness survey. The revised survey instrument is included in the appendix. The areas of proposed change are as follows:

- Change the response options for items concerning preventing and addressing discrimination from yes/no responses to a Likert scale (Questions 6 & 7).

Rationale: make the scale comparable to the other inclusion scales with more than yes/no options for respondents

- Eliminate question about familiarity with programs and offices (Question 8)

Rationale: belongs in direct evaluation of programs

- Refine questions about the inclusiveness regarding religious perspectives and personal belief systems in classroom and cocurricular settings

Rationale: Clarify concerns raised in pilot survey

My religious beliefs/faith traditions are respected in academic settings at UCCS.

Strongly Agree	Agree	Neither Agree/Nor Disagree	Disagree	Strongly Disagree
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My religious beliefs/faith traditions or personal belief system are appropriately represented in student activities and campus life at UCCS.

Strongly Agree	Agree	Neither Agree/Nor Disagree	Disagree	Strongly Disagree
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Further explanation if needed:

- Refine questions about diversity-related events (Questions 11 & 12)
Rationale: meaning of *diversity-related events* unclear to respondents

For each of the following questions, students would be asked whether they Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree:

My understanding of diversity and inclusiveness were transformed by:

Participating in student activities focusing on diversity and inclusiveness, for example Cinco de Mayo, Harlem Caberet, & Coming Out Day

Participating in The BIG Idea Building Inclusiveness Workshop

Informal interactions with fellow students

Taking classes with a major focus on diversity and inclusiveness

Faculty members who included multicultural examples and materials into their teaching

Participating in student organizations

Engaging in community service projects

- Eliminate questions about features that make UCCS more and less inclusive (Question 15 & 16)
Rationale: redundant
- Add questions from box below to gauge student support for diversity and inclusiveness
Rationale: This will capture some of the sentiments expressed in the open-ended questions about the value of having an inclusiveness survey. It will also provide a context for students assessment of inclusiveness i.e., do students who think UCCS is not inclusive, believe that inclusiveness is important?

For each of the following questions, students would be asked whether they Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree:

UCCS faculty, staff, and administrators should be committed to assuring that students from all backgrounds feel a sense of belonging on campus.

UCCS should provide learning environments that are inclusive of students from all social and cultural identities.

Learning from social and cultural differences should be an important aspect of a college education.

Learning from social and cultural differences should be an important aspect of preparing for a professional career.

- The survey will be administered on Qualtrics during a five week period from Oct 5- Nov 13. Target date for releasing reports is the beginning of the Spring term. E-mail will be sent to all students for the Fall term with three follow-up reminders. The invitation will also be routed to student clubs and organizations and to all sections of the Freshman Seminar.

Protocol for analysis

Qualitative Findings—Qualitative data will be processed by the Institutional Research staff beginning with the coding categories developed this year. This group will test inter-coder reliability and propose any needed changes to the coding scheme. The Institutional Research staff, in collaboration with the Associate Vice Chancellor for Diversity and Inclusiveness will screen the data for anonymous comments that identify problems with specific faculty, staff, and administrators. Pervasive complaints (albeit unverified) will be documented and shared confidentially with appropriate administrators (Provost, VC, Deans, Department Heads).

An advisory group convened by the AVCDI and including staff and faculty will review the screened qualitative data and the coding to produce summary comments and recommend further changes to the survey instrument.

Quantitative Findings—The quantitative data report will include frequencies and basic statistics for each item on the instrument (mean, median, standard deviation) and for the inclusiveness scales described above (Inclusion of Diverse Social Groups, Inclusion of Nontraditional Students, Inclusion in Academic Contexts, Preventing and Addressing discrimination, Diversity Learning).

Findings will be disaggregated for the social groups that report the lowest feelings of inclusion on campus. The results for these groups on the

various inclusion scales will be compared with those for the campus as a whole.

How will the survey be used and by whom?

The report described above will be produced by the Office of Institutional Research and the Associate Vice Chancellor for Diversity in collaboration with the Inclusiveness Survey advisory group. The report would be vetted first with the Campus Leadership Team. Then it will be distributed to the Provost, Deans, Student Support Directors, and with the governance groups (Faculty Government, Staff Council, PESA, and SGA). The report will also go to faculty and staff groups that are particularly concerned with campus inclusiveness, such as the Diversity Foundations committee, the BIG Idea, Faculty Minority Affairs, OMBUDS program, the Pride committee, the Women’s Committee, and the Diversity Alliance. Trend data on the inclusiveness scales will be shared specifically with the units and organizations best positioned to take action, as follows:

Inclusiveness Scales	Action Units
Inclusion of diverse social groups	Faculty MAC PRIDE Diversity Alliance Committee Faculty Women’s Committee MOSAIC Student Success
Inclusion of nontraditional students	Disability Office Veteran’s Affairs Student Success Faculty Women’s Committee MOSAIC
Inclusion in academic contexts	Academic Deans Department Chairs
Preventing and addressing discrimination	Ombuds Program Sexual Harassment Officer Public Safety
Diversity learning	Academic Deans Department Chairs Curriculum Committees

Feedback from all of these groups, in the form of recommendations for campus-wide actions, unit responses, best practices, and institutional barriers will be provided to the AVCDI and the Diversity Foundations Committee for consideration as action priorities for the UCCS Diversity Strategic Plan and other forms of campus follow-up.

The Inclusiveness Survey report itself will be intended primarily as an internal document i.e., it will not be posted on the web or published for external distribution. However, data from the report will be reported as determined appropriate in the campus diversity report for the Board of Regents and other external venues. This determination will be made by the Associate Vice Chancellor for Diversity and Inclusiveness and the Director of Institutional Research in consultation with the Chancellor.

Revised Survey for 2009

Qualtrics Survey Software

University of Colorado at Colorado Springs



Default Question Block

UCCS Inclusiveness and Campus Life Survey

The campus climate relates to how you feel about being here and your sense of belonging and feeling welcome at UCCS. It includes attitudes, beliefs, behavior, norms, and values of students and campus employees regarding the inclusion and respect for individual and group differences. Your answers will provide valuable information to enhance campus life at UCCS.

This survey will take 5-20 minutes to complete.

Do you believe all students are included and respected...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
...on the UCCS campus?					
...in your department/major?					
...in your classes?					

Please rate your level agreement with the following statements.
UCCS includes and respects students of different...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ethnicity					
genders					
socioeconomic classes					
sexual orientations					
ages					
physical abilities					
learning abilities					
religious or spiritual beliefs					
political perspectives					
gender expression					
English as a second language					
veteran/military status					

UCCS includes and respects students who...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
transfer from another institution					
play intercollegiate athletics					
work off campus					
have children at home					
are members of the military					

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come to UCCS right after high school
are the first in their family to go to college

Are you confident that UCCS would stand up for you if you experienced prejudice or discrimination on campus?

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

Please rate your level agreement with the following statements.
I believe UCCS takes action to address discrimination related to...

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
ethnicity					
genders					
socioeconomic classes					
sexual orientations					
ages					
physical abilities					
learning abilities					
religious or spiritual beliefs					
political perspectives					
gender expression					
English as a second language					
veteran/military status					

My religious beliefs/faith traditions are respected in academic settings at UCCS.

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

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Strongly Agree

My religious beliefs/faith traditions or personal belief system are appropriately represented in student activities and campus life at UCCS.

Strongly Disagree, further explanation if needed:

Disagree, further explanation if needed:

Neither Agree nor Disagree, further explanation if needed:

Agree, further explanation if needed:

Strongly Agree, further explanation if needed:

The courses I took at UCCS included materials, perspectives, and/or experiences of people from diverse cultural and racial groups.

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

My experiences at UCCS helped me understand diversity.

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

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Strongly Agree

My understanding of diversity and inclusiveness were enriched by...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Participating in campus activities that focus on diversity (Cinco de Mayo, Harlem Caberet, Coming Out Day, etc.)					
Participating in the Big Idea Building Inclusiveness Workshop					
Informal interaction with other students					
Taking classes that focus on diversity					
Faculty who included multicultural examples in their teaching					
Participating in student organizations					
Participating in community service projects					

What aspects of inclusiveness on campus concern you the most?

What is the most important action UCCS should take to make the campus more inclusive?

Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Faculty and staff should assure that students from all backgrounds feel a sense of belonging on campus.					
UCCS should provide learning environments that are inclusive of students from all social and cultural identities.					
Learning from social and cultural differences should be an important aspect of college education.					
Learning from social and cultural differences should be an important aspect of preparing for a professional career.					

What is your gender?

Male

Female

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Transgender

Please select the racial or ethnic group that is closest to your identity.

Latino/a

Asian

American Indian or Native American

Black or African American

White

Multi-racial, please specify:

Other, please specify:

What is your sexual orientation?

Heterosexual

Bisexual

Lesbian or Gay

Prefer not to respond

Are you an international student?

Yes

No

What is your age?

Do you have a learning disability?

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- Yes
- No
- Prefer not to respond

Do you have a physical disability?

- Yes
- No
- Prefer not to respond

	Yes	No
Are you the first in your family to go to college?		
Do you have a parent or legal guardian who has a 4-year college degree?		
Are you currently raising children under age 18?		
Are you a full-time student?		
Do you live on campus?		
Are you employed off campus?		
Are you employed on campus?		

How many hours per week do you work (in paid employment)?

- None
- 1 - 10
- 11 - 20
- 21 - 30
- 31 - 40
- 40+

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In which category is your major?

Education

Nursing and Health Sciences

Business

Engineering

Social Sciences

Natural Sciences

Arts & Humanities

How are you affiliated with the military?

I am not affiliated with the military.

I am in the military (a current member of the U.S. Armed Forces).

I am a veteran.

I am a dependent (my parent is in the military).

My spouse is in the military.

I am retired from the military.

Other, please specify:

What is your class level?

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Please provide any additional comments you would like to share about diversity and inclusiveness at UCCS.

UCCS Institutional Research

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