

Student Campus Climate Report
Northeast Wisconsin Technical College
Fall of 2017

Table of Contents

Campus Climate Team	1
Acknowledgements	2
Summary	3
Purpose	3
Background	4
Survey Respondents	5
Survey Error	7
Methodology	10
Survey Results	14
Perceptions of Climate.....	14
Perceptions on Academic and Campus Life	16
Rating of Services.....	27
Harassment and Discrimination.....	29
Sexual Misconduct Part I.....	31
Special Note on the Analysis of Harassment, Discrimination, and Sexual Misconduct.....	32
Sexual Misconduct Part II.....	33
NWTC Policies and Procedures	34
Discussion	35
Appendix A: Fall 2017 Student Campus Climate Survey	37
Appendix B: How Responses Were Examined for Eligibility	61
Appendix C: Detailed Survey Demographics	63
Appendix D: Perceptions of Climate Full Results	70
Appendix E: Perceptions on Academic and Campus Life	73
Appendix F: Harassment & Discrimination Responses Unduplicated/Duplicated Counts	78
Appendix G: Sexual Misconduct Responses Unduplicated/Duplicated Counts	79
Appendix H: Data Regarding Multicultural Center Question on Climate Survey	80

Campus Climate Team

Project Manager: Dawn Rentmeester

Committee Members

Diversity Team

- Mohammed Bey
- Vicki Lock
- Selena Zimmerman
- Katie Trulley
- Sharon Chacon
- Kathryn Doar
- Robert VanSchyndel
- Randy Smith
- Dominique Conway (Student)
- Jennifer Hill-Kelley
- Jenni Oliver (Student)
-
- Sally Miller

Institutional Researchers

- Dr. Kelly Ball
- Jeff Grebinoski

Data Jedi

- Tracy LeGreve
- Christine Lemerande
- Kristin Ray-Sprenger
- Keith Riesterer
- Dr. Amy Kox
- Melissa Wilke
- Dr. Mark Ditty

Internal Consultants

- Marlene Gauthier
- Kathy Larkin
- Wayne Walker
- Kayla Johnson
- Stephanie Kraft (Student)

Acknowledgements

The team would like to thank the Executive Leadership Team, the Diversity Team, the Data Jedi team, the Dream Core team, Phi Theta Kappa, Diverse Student Club Leaders, Title IX Team, College Advancement, and the Student Senate for their assistance and involvement with the survey design and analysis.

We would also like to formally thank the following individuals and committees for their contributions: Dr. Jolanda Sallmann (University of Wisconsin – Green Bay), Dr. Jerlando F.L. Jackson (University of Wisconsin – Madison), Dr. William Greenland (University of Chicago), and the Southwest Center’s National Conference on Race and Ethnicity’s Senior Diversity Officers and Executive Leadership Committee (University of Oklahoma).¹

¹ Institutional affiliations given were current as of Fall 2017.

Summary

In Spring 2016, Northeast Wisconsin Technical College created a cross-functional team to develop its own Campus Climate Survey to ask students about their perceptions of campus climate, academic and campus life as well as the extent to which they have experienced or witnessed discrimination, harassment and sexual assault. Student focus groups were conducted to give students a chance to shape the survey and offer their suggestions before it was rolled out college-wide.

The survey has been an opportunity for students to make their voices heard, and the numbers of respondents exceeded our expectations: The link to the survey was sent to 8,423 students in Fall 2017, and 2,862 responses were included in the analysis (34% response rate). While most of the analysis of the data is occurring in the Institutional Research (IR) Office, other teams and subject matter experts have consulted as needed to interpret results.

The survey responses regarding NWTC's climate have been extremely positive, which reflects well on the campus' overall climate and recent diversity efforts. The survey did not reveal widespread, systemic issues; however, a small number of individual responses described negative perceptions of the NWTC climate (although these did appear to be isolated incidents). Some of the qualitative responses, while small in number, have provided insight to a diverse set of viewpoints held within the College community, some of which were polar opposites.

In addition, respondents reported slightly less favorable responses regarding the communities in which they live, and approximately one in six respondents indicated that they have experienced some form of sexual misconduct prior to their time at NWTC. Even if these issues are not occurring on a regular basis at NWTC, they are occurring in our students' lives. Students revealed a wide range of experiences and barriers that went beyond the typical demographics of age, gender, and race, highlighting that there is not ONE student voice, but rather a plurality of experiences that make up the participants in our classrooms.

Purpose

The purpose of a self-study is to examine the relationship between NWTC systems, policies and practices, and the quality of work life for students. Through this strategic approach, everyone is included in the definition of diversity. Moreover, the climate study would also provide information about different segments of the student body based on gender, ethnicity/race, LGBT, disability, military, nationality, and first generation.

- Findings from the survey will help NWTC identify and validate:
- organizational STRENGTHS with respect to climate and experiences.
- areas in need of IMPROVEMENT from the perspective of different segments of the student body.
- proposed objectives to be included in College-wide ACTION PLANS.

- create a BENCHMARK against future campus climate surveys and our ability to foster an environment of inclusion.

Background

NWTC has bi-annually administered the Personal Assessment of the College Environment (PACE) survey to staff and faculty to examine the institutional climate of its employees. However, a similar survey had not been conducted to examine the campus climate of students.

In Spring 2016, the Diversity Team brought consultants from the Arredonodo Advisory Group to campus to meet with the Dream Core Team and Diversity Team. Arredonodo provided a semi-detailed overview of what all goes into climate surveying, which afforded the members an opportunity to ask questions to a set of experts. It was during this session, and following, that the team realized the significant difference in administering a climate survey at a four-year institution versus a two-year institution. The complexity of this ranged from identifying which type of student should be the targeted to addressing the different co-curricular experiences on a non-residential campus.

These factors, as well as connecting with other prominent organizations who conduct climate surveys, led to the decision to use internal resources to design, administer, and analyze a climate survey. The institution believed that it already had qualified individuals in house that were familiar with the institutional culture and who could conduct the work; the price of consultants was also a contributing factor. A working sub-group of the Diversity Team comprised of faculty and staff was assembled, and a Project Manager was identified.

1. In January 4, 2017, the Diversity Team conducted the first survey development meeting with other internal staff and faculty who could provide necessary expertise.
2. Other constituents were consulted as the survey was being designed, including the Data Jedi and a student representative from Phi Theta Kappa. Representatives from University of Chicago, UW-Madison, and UW-Green Bay reviewed the survey and provided feedback.
3. Student focus groups were held in April 2017; and the Project Manager reached out to the Student Senate and went to the Commons to recruit. A lot of time was spent to ensure that the language used was clear to students and that the introduction was easily understood.
4. Additional time was spent reviewing the Title IX questions as students wanted to discuss those questions more thoroughly. The team wanted to make sure that the questions asked would provide feedback that mattered to the students and that students understood what was being asked in each question.

At the start of the Fall 2017 semester, the IR Office created a list of 8,423 college students² who would be eligible to take the Campus Climate Survey (enrolled in a credit bearing course, taking

² Dual credit students were not included

ABE_ELL courses and/or enrolled in an apprenticeship program in Fall 2017). The survey was launched on September 13, 2017 and remained open through December 15, 2017. While the team considered using sampling methodology to administer the survey, we decided to include all students in the survey population for two reasons: 1) given the importance of the survey topics, we wanted to give all students the opportunity to tell us their perceptions; and 2) a sample would not have provided a rich enough diversity of demographics to detect statistical differences for some of the groups with fewer population sizes.

Survey Respondents

Of the initial 8,423 students, 117 were enrolled but dropped their classes before their class start date, making them ineligible for the survey. If they received the survey and attempted to take the survey, they should have been weeded out by the first eligibility question “are you currently enrolled.” The IR Office examined all the responses received and determined whether the survey should be kept for analysis or removed from the response pool. Please see Appendix B for the methodology used and see Table 1 below for the reasons why a response might be deemed ineligible.

Figure 1: The funnel of responses narrows from those who were sent the link down to those who contributed open-ended comments

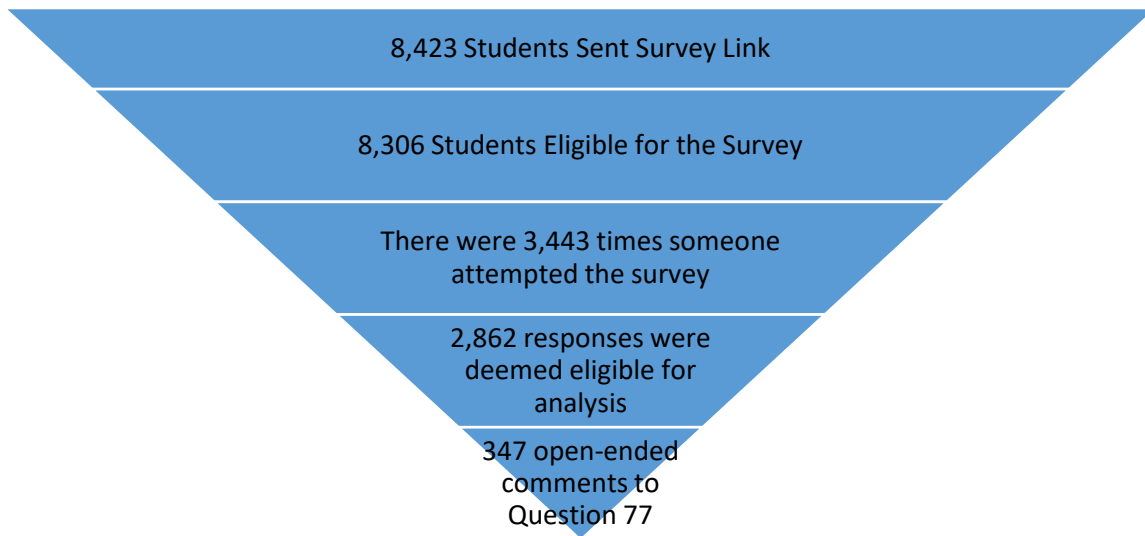


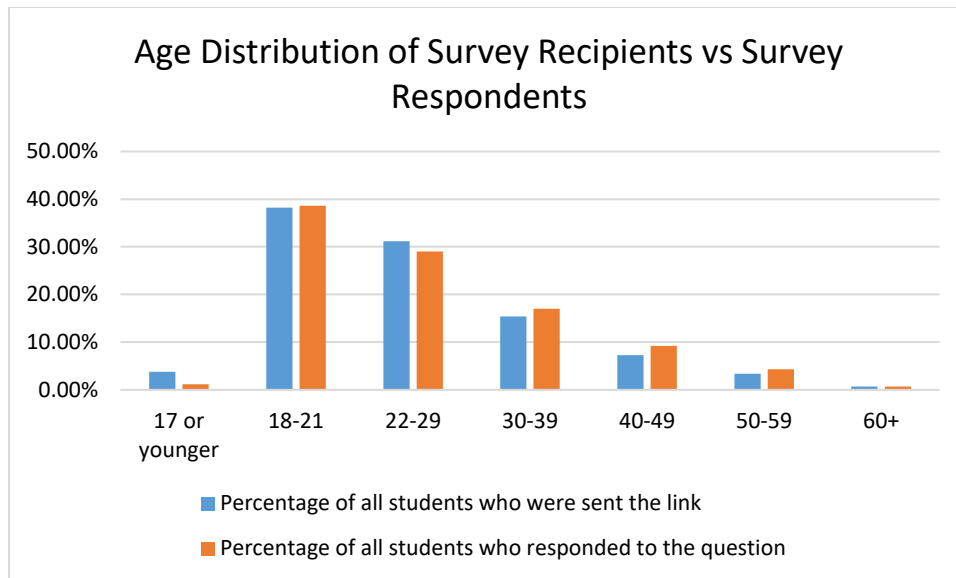
Table 1: Disaggregation of Responses	
Eligible for Analysis (answered enough questions to provide some meaningful information)	2862
Completed survey with few meaningful responses (skipped for incentive)	19
Did not answer screening questions	17
Did not answer any questions after screening page	441
Incomplete Survey (Did not answer all mandatory questions and did not provide enough information to be meaningful)	10
Not Enrolled	24

Not Enrolled & Opted Out	6
Opted Out	53
Questionable Intent	11
Total	3443

Demographics. The survey featured a high number of possible demographic permutations as there were 33 demographic questions, many that also contained the possibility for a “write-in” option. Most respondents (approximately 84%) provided demographic information. Some demographic information requested in this survey had not been previously asked anywhere else, e.g., religion, sexual orientation, reasons for attending college (See Appendix C for extended demographic results).

The sex at birth,³ age and race/ethnicity of students who were sent the survey was compared to the responses to these categories within the surveys. Females responded to the survey in greater rates than the overall college population (71% to 61% respectively). The age distribution of respondents was close to the distribution of the general population (see Figure 2).

Figure 2: The distribution of survey respondents by age is similar to the distribution of the general population



Regarding race/ethnicity, survey respondents had more options than those recorded in PeopleSoft for the primary ethnicity: Almost 10% of survey respondents either selected “prefer not to answer” or selected multiple backgrounds (see Table 2 below). The proportions of respondents who marked American Indian and Asian were close to the proportions for the

³ The Climate Survey asked for both “sex at birth” and “gender identity.” Sex at birth was used here as a comparison because information on the non-survey takers was only available via PeopleSoft, which does not track gender identity.

students who were sent the survey; however, the numbers of black and Hispanic responses were lower than the general population.

	Primary Ethnicity as reported in PeopleSoft	Percentage of all students who were sent the link	Racial/Ethnic Background for those who responded to this question in the survey	Percentage of all responses
AMIND	280	3.4%	76	3.1%
ASIAN	337	4.1%	101	4.1%
BLACK	343	4.1%	61	2.5%
HISPA	628	7.6%	150	6.2%
PACIF	11	0.1%	5	0.2%
WHITE	6707	80.7%	1803	74.1%
Prefer not to answer	--		85	3.5%
One or more of above ⁴	--		153	6.3%
Total	8306	100%	2434	100%

One result that stood out for the team were the responses to Questions 64: “Indicate whether you consider yourself a person with a Disability⁵—Please check all that apply to you.” Respondents could select from a variety of physical, learning or mental health issues. 991 respondents (35%) indicated one issue:

- 161 (6%) Physical
- 351 (12%) Learning
- 816 (29%) Mental Health

Of the 991 who indicated one or more disability:

- 581 (59%) indicated more than one disability
- 291 (29%) indicated more than one category of disability (Mostly mental health *plus* physical and/or learning)

Survey Error

This was the first time a full campus climate survey had been given at NWTC. Many decisions made in the survey design process inadvertently affected how the survey could be analyzed. It was determined early on that surveys should be completely anonymous because of the sensitive nature of the survey questions. Therefore, no tracking options were used in Survey Monkey. Even

⁴ Respondents of the survey could select as many race/ethnicity categories as they wanted

⁵ In retrospect, the team would have not used the term “disability” to describe the conditions.

though the tracking options could have been deidentified, we did not want students to have any doubts that their responses could tracked to them. The team also had an assumption that it might be difficult to get students to participate in the survey and decided to provide multiple incentives to respondents throughout the time period that the survey was open to increase the response rate. For students to be entered into a drawing for the incentives, they clicked on a link at the end of the survey that took them to a different web page that could not be tied to their survey responses.

Duplicate responses. The survey was accessed 3,443 times; however, because the survey was anonymous, there is no definitive way to know how many unduplicated students accessed the survey. However, we do know how many times students entered their IDs for the incentives.⁶ There were 1,800 entries for 1,456 unique student IDs, resulting in 344 duplicates. One student had 19 submissions submitted only a few seconds apart, which indicates they were more likely to hit the “refresh” button on the incentive survey and less likely to have taken the survey multiple times. However, we do suspect that some students took the entire survey more than once. For example, there were a few sets of qualitative responses that seemed identical. The following are two responses to the open-ended question that came from two different respondents.

- “While it is important that the areas noted within this survey are important entirely too much time and effort is placed on them where dollars could be better applied to reducing class sizes. To be honest the activities are juvenile.”
- “In my opinion all students should be treated equitably regardless of the categories noted in this survey. The school should focus less on specialized programming and free activities and direct funding towards reducing class sizes. Some of the activities I have seen offered are, quite frankly, juvenile.”

When we looked back at the other responses throughout the survey, these two responses did indeed seem to come from the same individual. After much discussion, we decided to leave in all results, even if we suspected that they were duplicate responses. We could not definitively prove that two responses were identical, and we did not want to mistakenly delete a student’s response.

There were four leading hypotheses for why students might take the survey more than once:

1. The incentives were quite large. In addition to several smaller giveaways, there was a drawing for a \$200 and \$500 gift card.

⁶ID numbers were not collected for the survey itself. However, if students wanted to participate in the incentive drawings, they clicked a link at the end of the climate survey that redirected them to a secure second survey where students could include their ID numbers. There was not an easy way to link the IDs in the incentive surveys to the climate surveys; IP addresses for surveys were provided but it was not atypical for each IP address to have several surveys as some students used campus labs to respond. No attempt was made by analysts to investigate IP addresses.

2. Students might not have understood that taking the survey once would enter them in ALL the drawings. Some students had multiple entries across dates that seemed to correspond to prize reminders; these students might have taken the survey multiple times. When we examined the dates/times that students entered their IDs for the incentive, it appears that 212 students took the survey at least one additional time on different days than their first survey completion day, resulting in 246 of the estimated 344 duplicates. These duplicate days seemed to correspond to the prize reminders.
3. Students might have done the survey more than once because something might have occurred during the semester that changed their responses.
4. The survey was quite lengthy and students might have started the survey and then closed it, deciding to take it later when they had more time. If they retook the survey (clicked on the link again), their initial, uncompleted attempt and their final attempt would both have been saved as two distinct responses.

This situation was likely compounded by two factors, both of which we would recommend changing if this survey was to be conducted again. First, the intention was that the email reminders for students to take the survey would only be sent ONLY to those who had not opened a previous email with a link to the survey. However, it appears that all students received all survey reminders, which might have caused some confusion regarding whether they needed to take the survey again.

The language in the reminder emails might have also added to the confusion. In order to maximize participation, the language of the subject headers featured the incentives as “prizes” and did not specify that students needed to complete the survey ONCE to be included in all of the incentive drawings. An assumption was made that the student would read the instructions on the survey landing page that their entry would be for one of six VISA gift cards and duplicate entries will be discarded.

- Email Subject 1: Be heard. Win prizes. Do your part.
- Email Subject 2: Prize schedule released. Act now. Be heard.
- Email Subject 3: \$200 prize drawing this Friday—enter now for your chance to win!
- Email Subject 4: \$500 prize drawing this Friday 😊 Take survey now to enter for your chance to win!

Ultimately, the result was a high participation rate (34%). However, these minor tweaks to the technology and wording might eliminate some duplicates the next time.

Specific Survey Question Error. Either through technical glitches or human error, a few questions were not administered as planned:

1. The survey began with two “eligibility” questions: “Are you currently enrolled and attending (including online) a class at NWTC?” and “Do you consent to participate in the 2017 Fall Campus Climate Survey?” If a student answered “no” to either question, they

should not have been able to proceed with the survey. Two respondents answered “no” to the consent question but moved ahead to further survey questions. We did not include their responses in the analysis as they did not consent to participate.

2. One question regarding staff availability was asked twice.

As noted in the Survey Results section below, we suspect that the wording of two types of questions caused confusion.

1. The first three tables (See “Perceptions of Climate” section on page 13) were designed so that a student would rate a “level of welcoming” based on their experiences and/or observations for different demographic factors. It is unclear whether students selected “N/A” because a demographic characteristic (for example, being a veteran) did not apply to them or because they had not experienced or observed anything that would allow them to create a rating.
2. In the “Perceptions on Academic and Campus Life” section, students were asked to indicate their level of agreement with a series of statements: strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. For most questions, agreeing indicated a positive campus climate. Several respondents appeared to check “Strongly agree” throughout the entire section, regardless of whether the question was one of the few where “strongly agree” would indicate an unfavorable campus climate. Given the length of the survey, and the levels of positivity in the other questions about instructors and the classroom environment, we suspect that survey fatigue might have caused more “agree” and “strongly agree” responses than students intended.

Methodology

The survey had over 93 potential questions⁷ (a complicated skip logic was used; not every student answered every question), including 33 demographic questions, many with “write in” options for respondents to enter an “other” category.⁸ Survey responses were divided into sub-sections⁹ for analysis:

- Enrollment Verification/Consent (Questions 1 & 2)
- Demographics (Questions 36-69; See page 6)
- Perceptions of Climate (Questions 3-4; See page 13)
- Perceptions on Academic and Campus Life (Questions 6 & 7, 9 & 10,14; See page 16 below)

⁷ Many of the questions had numerous “sub-questions.” For example, questions 6 & 7, 9 & 10,14 together had 43 sub-questions.

⁸ Interestingly, the survey was designed to have one main open ended question (Question 77); however, respondents were creative with their “write in” responses. In some places, where we expected to see a one-word response, respondents wrote a sentence or more.

⁹The wording of the headings in the actual survey (Appendix A) vary slightly from this list, so question numbers can be used to link survey sections to analysis sections.

- Rating of Services (Questions 8, 11-13; See page 22)
- Harassment and Discrimination (Questions 15-35; see page 27)
- Campus Space (Questions 70-76)
- Open-Ended Item (Question 77; see page 12)
- Sexual Misconduct (Questions 78-91; see page 30)
- Incentive Drawing Opt-In (Questions 92 & 93)
- Verbatim survey instructions and questions can be found in Appendix A.

Due to the sensitive nature of the questions, responses regarding experiences with harassment and discrimination and sexual misconduct were handled separately from the rest of the results and were discussed with the Title IX Team (see “Special Note on the Analysis of Harassment, Discrimination, and Sexual Misconduct” on page 32 below).

A late addition to the survey was a series of questions regarding student use and interest regarding intentional, physical spaces for students to come together to celebrate their backgrounds, hold conversations surrounding diversity and inclusion, and contribute in other ways to the space. The responses to the Campus Space questions (Questions 70-76) were shared with the Survey Team and with Appropriate ELT members on December 8, 2017. A summary of these results can be found in Appendix G.

What Makes This Survey Different from Other Surveys? Several characteristics of the Climate Survey distinguish it from the surveys typically conducted at NWTC. The survey design itself created some challenges for analysis. First, the survey was lengthy: there were 93 questions that frequently had sub-questions and/or options for respondents to write in responses. This created 1,118 columns and 2,863 rows of data to analyze. Second, the mechanics of Survey Monkey allowed for a complicated “skip logic” that would allow respondents to either skip certain questions or receive follow-up questions, depending on how they answered key questions. In other words, not every respondent answered every question and some respondents might have answered multiple sub-questions within a single question. This streamlined the experience for survey takers but resulted in columns of non-sequential data for analysis. Third, in several categories respondents could “check all that apply.” This question structure made the use of pivot tables more complex.

The content of the survey provided additional challenges. First, there were three separate but related surveys included: a more “traditional” climate survey, a survey that addressed harassment, discrimination, and sexual misconduct issues, and a survey that addressed the desire for a multicultural space. These survey sections, while related, were designed for different purposes and different audiences. Second, the content itself could be challenging, more so than a typical continuous improvement survey. A few respondents wrote in emotionally charged responses that could be considered by some to be offensive (e.g., contained profanity or vulgar language). A few respondents described incidents of harassment and/or sexual misconduct that could be extremely sensitive in nature. Third, analyzing the results of this survey has been an

exercise in empathy for the institutional researchers, forcing them to examine their own biases as they sifted through the responses.

Lastly, while the response rate was quite large (34% response rate), the IR Office suspects that approximately 10% of responses are likely duplicate responses due to the large incentives provided for participating and the wording of the survey invitations (see page 9 above). While the data set was quite large, the small numbers of some sub-populations means that conducting multivariate analysis (such as the responses of LGBTQ African American/Black Male responses) will not be possible.

Statistical Significance. We used advanced statistical tests to determine whether true differences between groups existed; specifically, whether students in different groups rated items stronger or weaker than students in other groups. A small number of items were statistically significantly different. However, the effect sizes were very small. While a statistical difference existed on some of the items by group, the size of the difference was not strong. Therefore, we can say that while the groups on these few items were statistically significant, they were not practically significant. In other words, the effect was not strong enough to take any meaningful action.

Qualitative Analysis. The Institutional Research team examined all 33 places where a student could have written in a text response. In most cases, these were in the demographics section where a respondent could write in “other”, and the data was used to help identify that a student perceived themselves as belonging to a category that was not among those provided. In other instances, respondents wrote a sentence or more in these sections. If a student wrote a comment that was related to harassment, discrimination, or sexual misconduct, it was shared with the Title IX Coordinator.

The main focus on the qualitative analysis was on Question 77, which asked “If you would like to elaborate upon any of your survey responses, or offer additional thoughts on how the College might improve climate, we encourage you to do so in the space provided below.” The Institutional Research Office initially examined the 347 eligible comments and spliced them into 391 separate thoughts, keeping a created identifying number attached. If anything was entered in this text book, it was counted, even if it was something like “N/A”, “no”, “idk”, etc. We then originally grouped the comments into the following buckets; however, some buckets had few responses while others had large numbers.

- Suggestions for campus improvement (not climate related)
- Suggestions for campus improvement (climate related)
- Dissatisfaction (not climate related)
- Dissatisfaction (climate related)
- NWTC praise (not climate related)
- NWTC praise (climate related)
- Complaint about survey
- Praise for survey

- Focusing on categories (e.g., race) is more divisive than inclusive
- “Special treatment” for certain populations is unfair
- Climate issues are important but overemphasized at NWTC
- Climate issues are overemphasized at the expense of education or educational goals (college should focus on academics)
- Faculty/administration are pushing a belief system/agenda/mindset that I disagree with
- Incomplete for partial thought
- Miscellaneous
- General pro-inclusion comment
- “This doesn’t apply to me”
- Diversity initiatives are making me feel like my views are not respected

On January 11, 2018, several members of the Data Jedi helped examine the comments and the buckets. They agreed that a first step was to separate out the “climate-related” from the “non-climate related.” Almost half of the 391 comments were either not climate related (“ice machines!”) or unusable for data purposes (“none”). Non-climate related comments/suggestions will be shared with the relevant departments on campus. Comments regarding access to services were determined to be climate related as access is an equity issue. We struggled with the difference between a suggestion and an expression of dissatisfaction as the difference seemed to be how a researcher interpreted a tone (or perceived tone).

Ultimately, the Institutional Research team decided to re-bucket the comments according to the results of the factor analysis (see page 22) when it appeared that the above categories could be condensed fairly easily into the five factors that appeared from the survey. Grouping the qualitative comments with the same buckets as the Factor Analysis could also help explain WHY respondents answered the questions as the way they did in the “Perceptions on Academic and Campus Life” section.

Table 3: Final Themes for Qualitative Responses	
Qualitative Themes	Number of Responses
Factor 1: Respect and Support (Overall Campus)	70
Factor 2: Comfortable and Inclusive Learning Environment	18
Factor 3: Comfortable and Inclusive Service Environment	13
Factor 4: Value of Diversity	55
Factor 5: Personal Respect	22
Rating of Services	20
Not Directly Climate Related	117
Unclear or Incomplete Data	76
Total	391

Select comments were pulled out and provided throughout the results section below to illustrate the different perspectives our students have and the stories they shared. Unless a potentially identifying piece of information needed to be redacted, the comments are replicated as respondents wrote them. Contact equity@netc.edu for additional information about these qualitative comments.

Survey Results

Survey results in this section will focus on the Perceptions of Climate, The Perceptions on Academic and Campus Life, the Rating of Services, Harassment and Discrimination, and Sexual Misconduct.

Perceptions of Climate. Respondents were asked to rate various aspects of climate on a scale from “most welcoming” (4) to “least welcoming” (1) for three different locations: overall campus, in the classroom, and in their current community. Within each of these sets of questions, respondents were asked to rate the climate through the lens of various demographic factors, including age, sex, ethnicity, gender identity, etc. (See Appendix D for full list). Respondents were also given the opportunity to select “N/A” if they did not experience or observe anything that would allow them to provide a rating. It is suspected that the wording of these questions confused some of the respondents.

Averages for community items are slightly lower than campus and classroom items were but still very positive. Averages ranged from 3.6-3.8 for overall campus, 3.7-3.8 for in the classroom, and 3.4-3.6 for their current community. There were larger effect sizes in these tables than in the other Academic and Campus Life Tables, but still registering low.

Demographic Category	Least (1)	(2)	(3)	Most (4)	N/A	Average
Age (n = 2,844)	14 (<1%)	84 (3%)	675 (24%)	2055 (72%)	16 (1%)	3.7
Sex (n = 2,839)	5 (<1%)	61 (2%)	577 (20%)	2145 (76%)	51 (2%)	3.7
Ethnicity (n = 2,836)	13 (<1%)	79 (3%)	509 (18%)	2165 (76%)	70 (2%)	3.7
Gender Identity (n = 2,832)	11 (<1%)	68 (2%)	463 (16%)	1896 (67%)	394 (14%)	3.7
Learning Disability (n = 2,831)	18 (1%)	102 (4%)	455 (16%)	1361 (48%)	895 (32%)	3.6
Mental Health (n = 2,826)	25 (1%)	107 (4%)	505 (18%)	1550 (55%)	639 (23%)	3.6
Physical Disability (n = 2,825)	11 (<1%)	71 (3%)	422 (15%)	1350 (48%)	971 (34%)	3.7
Race (n = 2,836)	11 (<1%)	74 (3%)	498 (18%)	2134 (75%)	119 (4%)	3.8

Religion (n = 2,833)	30 (1%)	87 (3%)	505 (17%)	1779 (63%)	432 (15%)	3.7
Sexual Orientation (n = 2,834)	15 (1%)	70 (2%)	470 (17%)	1862 (66%)	417 (15%)	3.7
Socioeconomic Status (n = 2,830)	26 (1%)	103 (4%)	574 (20%)	1894 (67%)	233 (8%)	3.7
Veteran's Status (n = 2,825)	11 (0%)	51 (2%)	289 (10%)	1386 (49%)	1088 (39%)	3.8

Table 5: Classroom Climate Rating

Demographic Category	Least (1)	(2)	(3)	Most (4)	N/A	Average
Age (n = 2,831)	21 (1%)	76 (3%)	529 (19%)	2141 (76%)	64 (2%)	3.7
Disability Accommodation (n=2818)	17 (1%)	88 (3%)	398 (14%)	1409 (50%)	906 (32%)	3.7
Sex (n=2823)	12 (<1%)	54 (2%)	474 (17%)	2170 (77%)	113 (4%)	3.8
Ethnicity (n=2822)	14 (<1%)	66 (2%)	460 (16%)	2115 (75%)	167 (6%)	3.8
Gender Identity (n=2823)	11 (<1%)	57 (2%)	425 (15%)	1874 (66%)	456 (16%)	3.8
Race (n=2825)	16 (1%)	62 (2%)	471 (17%)	2123 (75%)	153 (5%)	3.8
Religion (n=2823)	33 (1%)	61 (2%)	449 (16%)	1809 (64%)	471 (17%)	3.7
Sexual Orientation (n=2819)	16 (1%)	63 (2%)	433 (15%)	1841 (65%)	466 (17%)	3.7
Socioeconomic Status (n=2815)	25 (1%)	72 (3%)	501 (18%)	1939 (69%)	278 (10%)	3.7
Veterans Status (n=2811)	12 (<1%)	34 (1%)	297 (11%)	1383 (49%)	1085 (39%)	3.8

Table 6: Community Climate Rating

Demographic Category	Least (1)	(2)	(3)	Most (4)	N/A	Average
Age (n=2841)	26 (1%)	186 (7%)	764 (27%)	1824 (64%)	41 (1%)	3.6
Sex (n=2835)	20 (1%)	157 (6%)	753 (27%)	1839 (65%)	66 (2%)	3.6
Ethnicity (n=2834)	74 (3%)	287 (10%)	726 (26%)	1645 (58%)	102 (4%)	3.4
Gender Identity (n=2835)	92 (3%)	281 (10%)	612 (22%)	1471 (52%)	379 (13%)	3.4
Learning Disability (n=2826)	39	251	623	1093	820	3.4

	(1%)	(9%)	(22%)	(39%)	(29%)	
Mental Health (n=2829)	86 (3%)	366 (13%)	652 (23%)	1175 (42%)	550 (19%)	3.3
Physical Disability (n=2831)	42 (1%)	236 (8%)	613 (22%)	1073 (38%)	867 (31%)	3.4
Race (n=2834)	100 (3%)	295 (10%)	733 (25%)	1584 (54%)	122 (4%)	3.4
Religion (n=2833)	83 (3%)	243 (9%)	756 (27%)	1429 (50%)	322 (11%)	3.4
Sexual Orientation (n=2825)	93 (3%)	311 (11%)	647 (23%)	1420 (50%)	354 (13%)	3.4
Socioeconomic Status (n=2830)	89 (3%)	333 (12%)	759 (27%)	1448 (51%)	201 (7%)	3.4
Veterans Status (n=2829)	19 (1%)	96 (3%)	448 (16%)	1285 (45%)	981 (35%)	3.6

Perceptions on Academic and Campus Life. The next section of the survey asked respondents to think about the classroom/ learning environment and their engagement with classmates, faculty, staff, and other day-to-day interactions on campus. Respondents were asked to indicate their level of agreement with a series of statements: strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. For each section below, the team included some comments and observations that could assist in interpreting why students responded the way that they did. However, the number of respondents with comments (347 or approximately 12.1%) was much smaller than the number of students who responded in each section below. Some illustrative comments have been shortened below for length.

Table 7: Engagement and Interactions with Classmates

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Average
My classmates contribute to a productive learning environment (n=2756)	11 (<1%)	48 (2%)	165 (6%)	1192 (43%)	1340 (49%)	4.4
I value racial diversity in the student population (n=2751)	12 (<1%)	21 (1%)	221 (8%)	651 (24%)	1846 (67%)	4.6
I am accepting of classmates who different from me (n=2754)	3 (<1%)	4 (<1%)	56 (2%)	529 (19%)	2162 (79%)	4.8
I value ethnic diversity in the student population (n=2751)	11 (<1%)	15 (1%)	188 (7%)	565 (21%)	1972 (72%)	4.6
Classmates are accepting of me (n=2755)	12 (<1%)	24 (1%)	182 (7%)	938 (34%)	1599 (58%)	4.5

Classmates (average responses ranged from 4.4-4.5):

- Most respondents (92%) agreed or strongly agreed that their classmates contribute to a productive learning environment.
- 98% of respondents agreed or strongly agreed that they are accepting of classmates who are different from them: however, the number was slightly slower for those who agree or strongly agree that their classmates are accepting of them (92%) One student responded: “I think the school is very welcoming of a lot if not all different cultures. Diversity is important and it doesn't feel forced upon any of us I don't think. It just feels normal or right to walk through the halls commons and classrooms and to see the different ways NWTC incorporates support to different cultures. I would say NWTC is doing it right. I enjoy knowing I attend a school who cares about everyone. I am sad knowing that I graduate this semester and will not be coming to campus as I have told people many times, I just love the environment and overall feel of my school. So happy I made the choice to attend NWTC. Keep it up!! :)”

Table 8: Engagement and Interactions with Instructors

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Average
I am comfortable asking my instructor for help IN the classroom (n=2673)	19 (1%)	60 (2%)	155 (6%)	743 (28%)	1696 (63%)	4.5
I am comfortable sharing my thoughts and ideas in the classroom (n=2669)	19 (1%)	86 (3%)	252 (9%)	902 (34%)	1410 (53%)	4.3
I have had my contributions minimized in the classroom because of my race (n=2666)	1333 (50%)	524 (20%)	235 (9%)	180 (7%)	394 (15%)	2.2
I am comfortable approaching my instructor with questions or concerns OUTSIDE of the classroom (n=2670)	30 (1%)	66 (2%)	222 (8%)	815 (31%)	1537 (58%)	4.4
I see efforts of diversity in course materials being used (e.g., textbooks, articles, videos, guest speakers) (n=2668)	27 (1%)	53 (2%)	451 (17%)	903 (34%)	1234 (46%)	4.2
I have had stereotypes made about my race in the classroom (n=2662)	1352 (51%)	559 (21%)	316 (12%)	173 (6%)	262 (10%)	2.0
I have experienced not being taken seriously because of my gender (n=2661)	1389 (52%)	613 (23%)	242 (9%)	152 (6%)	265 (10%)	2.0
Based on what I learned in my classes, having some knowledge and understanding of people from diverse communities is relevant to work in my field (n=2665)	31 (1%)	38 (1%)	330 (12%)	749 (28%)	1517 (57%)	4.4
The majority of my instructors create a learning environment that is inclusive and respectful (n=2665)	9 (<1%)	6 (<1%)	94 (4%)	735 (28%)	1821 (68%)	4.6
It is important to me that there is racial diversity among the instructor population (n=2654)	83 (3%)	82 (3%)	790 (30%)	633 (24%)	1066 (40%)	3.9

Instructors strive to improve class activities among culturally diverse groups (n=2649)	18 (1%)	42 (2%)	600 (23%)	791 (30%)	1198 (30%)	4.2
Instructors make themselves readily available to students who need advice and help (n=2657)	15 (1%)	35 (1%)	132 (5%)	809 (30%)	1666 (63%)	4.5
Instructors are accepting of me (n=2655)	11 (<1%)	14 (1%)	116 (4%)	735 (28%)	1779 (67%)	4.6
My religious beliefs are supported in the classroom (n=2655)	53 (2%)	44 (2%)	1164 (44%)	459 (17%)	935 (35%)	3.8

Instructors (average responses ranged from 2.0-4.8)¹⁰:

- Out of 2,665 responses, only 15 responses strongly disagreed or disagreed that the majority of their instructors create a learning environment that is inclusive and respectful.
- The majority of respondents felt comfortable asking instructors for help in the classroom (91% agreed or strongly agreed) and outside of the classroom (89% agreed or strongly disagreed. One respondent wrote: “I have found my instructors to be very willing to help with even the smallest of issues. I feel very comfortable here. Keep up the great work!”
- Respondents also feel that their instructors are accepting of them (95% agreed or strongly agreed)
- Responses to a few statements in this section with high numbers in the “neither agree nor disagree” category. For example, a majority of respondents (1,164 respondents or 44%) reported neither agree nor disagree to the statement “My religious beliefs are supported in the classroom.” This could be explained by some of the qualitative comments where respondents expressed that some of these issues (such as religion) are secondary to what they learn in the classroom.
 - One respondent wrote: “A lot of my answers are the most neutral I could make them, because I am there to learn and get a degree. It honestly does not matter to me if there is a diverse group of people around me while I do it. It makes life more interesting, but is not a requirement for my learning experience as it pertains to my future job. Same goes with the instructors. If they know the material they are teaching, I don't care what race, gender, or ethnicity they are, as long as they can teach me. On the other end of that, while it doesn't matter to me what group anyone identifies with, I don't feel anyone should be excluded because of any of those things, but I cannot speak to whether that happens at NWTC, because I am a white, middle class, heterosexual female, and everyone in my program is white,

¹⁰ For most of the survey, the statements were positive conditions with agree and strongly disagree being favorable. However, this section contained three questions where the statements were negative conditions (e.g., “I have had my contributions minimized in my class because of my race.”) Given how many respondents rated the climate so positively, it is hypothesized that some respondents checked “agree” or “strongly agree” across several questions and did not note the change in the wording.

and as far as I know, heterosexual, and that particular group generally isn't discriminated against in most situations.”

Table 9: Interaction and Engagement with Staff

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Average
Staff are available to students who need advice and help (n=2606)	11 (<1%)	21 (1%)	83 (3%)	715 (27%)	1776 (68%)	4.6
I am comfortable approaching staff with questions or concerns (n=2602)	12 (<1%)	47 (2%)	110 (4%)	762 (29%)	1671 (64%)	4.5
Staff are available to students who need advice and help (n=2600)	7 (<1%)	27 (1%)	90 (3%)	755 (29%)	1721 (66%)	4.6
I value diversity among the staff population (n=2593)	40 (2%)	36 (1%)	586 (13%)	611 (24%)	1320 (51%)	4.2
I see examples of myself in marketing for the college (e.g., brochures, website, videos, billboards, etc.) (n=2596)	74 (3%)	179 (7%)	788 (30%)	596 (23%)	959 (37%)	3.8
Staff are accepting of me (n=2597)	8 (<1%)	12 (<1%)	127 (5%)	797 (31%)	1653 (64%)	4.6
Staff members create an environment that is inclusive and respectful (n=2597)	11 (<1%)	10 (<1%)	106 (4%)	728 (28%)	1742 (67%)	4.6

Staff (average responses ranged from 3.8-4.6):

- Once again, the majority of respondents feel comfortable with staff on campus. Only 20 respondents (out of 2,597) strongly disagreed or disagreed that staff are accepting of them. Only 21 respondents (out of 2,597) strongly disagreed or disagreed that “staff members create an environment that is inclusive and respectful.”
- The majority of respondents (93%) are comfortable approaching staff with questions or concerns. One student remarked: “This college is phenomenal, the staff is polite, the events are nice and welcoming and the education is high end.”
- The statement “I see examples of myself in marketing for the college (e.g., brochures, website, videos, billboards, etc)” received one of the widest ranges of responses: 10% of respondents disagreed or strongly disagreed, 30% neither agreed or disagreed, and 60% agreed or strongly agreed. One student wrote: “I think that having older people on advertisement materials would speak to a larger audience. There are a lot of people going back to school for career changes or maybe even just beginning their careers after raising families. Including a broader range of ages in your advertisement and on your brochures would help to include people that are in the 35+ age range.”

Table 10: Overall Academic Experience

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Average
I find my classes academically challenging (n=2562)	18 (1%)	104 (4%)	291 (11%)	1076 (42%)	1073 (42%)	4.2
I am being introduced to new ways of thinking and discussing ideas (n=2559)	8 (<1%)	42 (2%)	134 (5%)	918 (36%)	1457 (57%)	4.5
My academic experience meets my expectations (n=2556)	12 (<1%)	57 (2%)	180 (7%)	965 (38%)	1342 (53%)	4.4
I am overwhelmed by the amount of time it takes to complete my coursework (n=2555)	109 (4%)	498 (19%)	776 (30%)	659 (26%)	513 (20%)	3.4
I am confident using an online learning management platform (e.g., Blackboard) (n=2558)	25 (1%)	79 (3%)	186 (7%)	870 (34%)	1398 (55%)	4.4

Overall Academic Experience (average responses ranged from 3.4-4.5)

- The majority of respondents in this section reported that their classes were academically challenging (84% agreed or strongly agreed) and that their academic experience meets their expectation (91% agreed or strongly agreed).
- 94% of respondents also agreed or strongly agreed that they are being introduced to new ways of thinking and discussing ideas.
- Another statement with a wider distribution was “I am overwhelmed by the amount of time it takes to complete my course work”: 23% disagreed or strongly disagreed; 30% neither agreed nor disagreed; 46% agreed or strongly agreed. This could be due to the wording of the question, where respondents checked “agree” and “strongly agreed” throughout most questions.

Table 11: Day-to-Day Interactions

Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Average
I have made meaningful connections at NWTC that will extend beyond my education completion (n=2484)	34 (1%)	127 (5%)	511 (21%)	786 (32%)	1026 (41%)	4.1
My religious beliefs are supported on campus (n=2482)	25 (1%)	54 (2%)	1060 (43%)	547 (22%)	796 (32%)	3.8
Campus events and student clubs help me understand cultures other than my own (n=2478)	24 (1%)	46 (2%)	869 (35%)	705 (28%)	834 (34%)	3.9
Students from my sexual orientation are respected at this college (n=2481)	9 (<1%)	18 (1%)	485 (20%)	750 (30%)	1219 (49%)	4.3

I feel safe on campus (n=2479)	11 (<1%)	32 (1%)	139 (6%)	845 (34%)	1452 (59%)	4.5
Students from my racial group are respected at this college (n=2477)	9 (<1%)	16 (1%)	302 (12%)	803 (32%)	1347 (54%)	4.4
Student from different gender identities are respected at this college. (n=2481)	9 (<1%)	18 (1%)	424 (17%)	807 (33%)	1223 (49%)	4.3
There is adequate accessibility on campus for people with physical disabilities (n=2478)	15 (1%)	37 (1%)	380 (15%)	881 (36%)	1165 (47%)	4.3
Students from my ethnic group are respected at this college (n=2477)	10 (<1%)	12 (<1%)	304 (12%)	790 (32%)	1361 (55%)	4.4
The food sold at NWTC provides me with options to fit my customs and beliefs (n=2471)	70 (3%)	82 (3%)	796 (32%)	614 (25%)	909 (37%)	3.9
The campus offers a variety of events to participate in (e.g., student clubs/student senates, student involvement games, food for thought series, student appreciation day, free food days, make & takes, and musicians/entertainers) (n=2473)	16 (1%)	31 (1%)	231 (9%)	764 (31%)	1431 (58%)	4.4
I actively participate in events (n=2468)	151 (6%)	446 (18%)	723 (29%)	640 (26%)	508 (21%)	3.4

Day-to-Day Interactions (average responses ranged from 3.9-4.5)

- The highest average in this section was in response to the statement “I feel safe on campus” (93% agreed or strongly agreed).
- As with the instructor responses, there were high numbers in the “neither agree nor disagree” category: for example, 43% of respondents (1,060) replied neither to the statement “My religious beliefs are supported on campus”; 35% of respondents reported neither to the statement “campus events and student clubs help me understand cultures other than my own.”
 - One student wrote: “i dont want a "multi cultural" place of learning. i want a place where i learn to do my job as effectively as possible, and i dont want to waist time, money and resources to make everyone feel included. i dont care if your white, black, chinese , or a martian, as long as you are here to learn, you are all the the same to me. same goes with sexuality and religion. the only diversity that should matter on campus is the diversity of ideas. but hey, thats just me. if you want to have staff and students that all look different but think the same, go ahead, as long as i still learn how to do my job and i get my degree.”
- One of the more evenly distributed responses was to the statement “I actively participate in events.” These diverse responses likely represent the divergent population of students both in terms of age and place in life. For example, one student wrote: “Keep adding new, fun activities to get the school to do more. The more the students have to reach out and

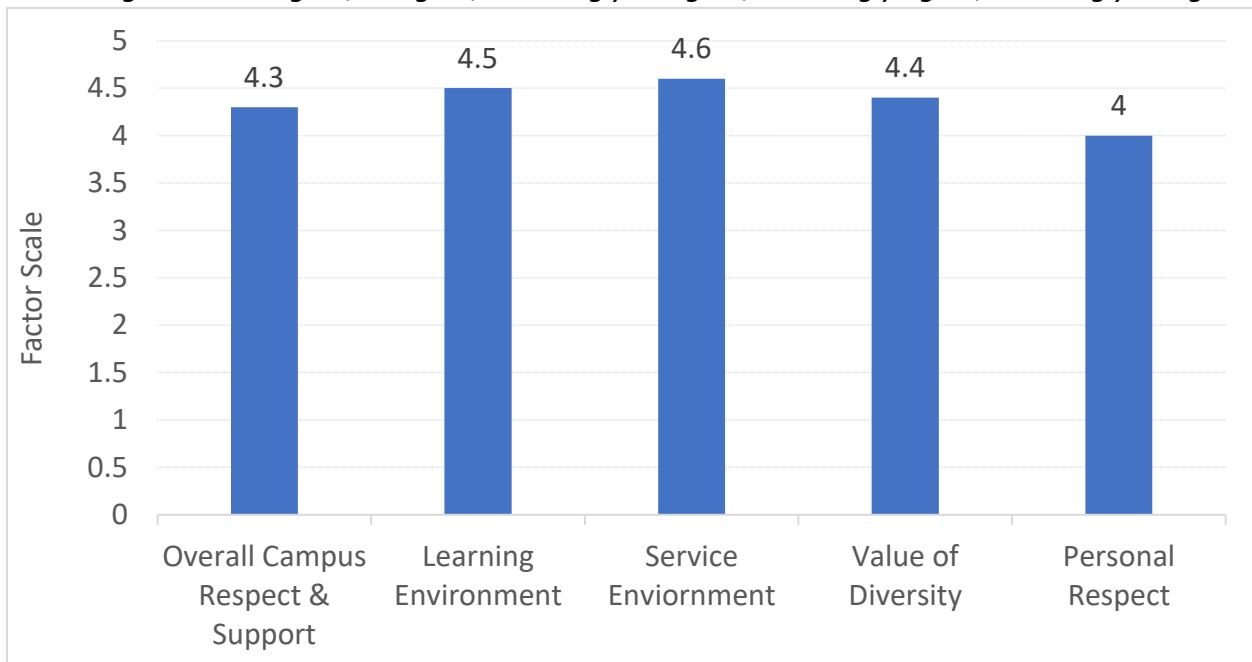
get to know one another, the more welcomed everyone will feel.” Another student wrote: “Do not spend a lot of time on campus, and when I do, it is with specific school-related things. I am a single mom with [number redacted] kids and work 30+ hours a week, plus 9 credits at NWTC, so I don't have time for social events, on campus or in my personal time. (What is free time? Lol)”

Factor Analysis. In addition to examining each section as the survey was written, the team decided to conduct a factor analysis of the 43 survey items in the “Perceptions on Academic and Campus Life” section. The factor analysis allowed us to collapse several similarly rated survey items into a few interpretable categories. Factor analysis is useful in survey research as a way for analysts to consume the data (as opposed to the way survey items are grouped to be convenient for the survey takers).

When the analysis was conducted, 28 of the 43 survey items distinctly loaded (have a strong correlation with other items) strongly onto one of five factors. We reviewed these survey items and created the themes for these five factors, which one we examined the factors, realized were ideal buckets for the qualitative data as well. The themes were:

1. Respect and Support (Overall Campus)
2. Comfortable and Inclusive Learning Environment
3. Comfortable and Inclusive Service Environment
4. Value of Diversity
5. Personal Respect

Figure 3: Average response for the questions in each factor group. As noted above, respondents were asked to indicate their level of agreement with a series of statements: strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree; 5=strongly agree, 1=strongly disagree.



For each theme below, the survey items that loaded are included, followed by some comments that the team determined fit best with each factor. As noted above, the number of respondents with comments (347 or 12.1% of the 2,862 eligible responses) was much smaller than the number of students who responded to each individual question below (represented by the n-size). Illustrative comments might be shortened.

Factor One: Respect and Support (Overall Campus). Eight sub-questions loaded on to this factor and include:

- Students from my sexual orientation are respected at this college (n=2481)
- I feel safe on campus (n=2479)
- Students from my racial group are respected at this college (n=2477)
- Student from different gender identities are respected at this college. (n=2481)
- There is adequate accessibility on campus for people with physical disabilities (n=2478)
- Students from my ethnic group are respected at this college (n=2477)
- The food sold at NWTC provides me with options to fit my customs and beliefs (n=2471)
- The campus offers a variety of events to participate in (e.g., student clubs/student senates, student involvement games, food for thought series, student appreciation day, free food days, make & takes, and musicians/entertainers) (n=2473)

These eight questions had a factor score of 4.3 out of 5.0. Sixty-seven open-ended comments could be bucketed along with factor one. These comments were general, wide-ranging and included topics such as:

- Positive general comments about the climate
- Comments on the variety and cost of food options
- The need for more lighting, cameras, safety concerns about the parking lots
- Suggestions, such as having an art therapy option, or support group for dislocated workers, or a broader range of ages in ads and brochures, or improvements for those with disabilities
- Appreciation for student clubs and events

For example:

- “Lets not walk on egg shells at NWTC. Personally, I don't want the kind of campus where professors or students are censored for fear of accidentally offending a student or visa versa. Respectful dialogue is always encouraged by profs here and so far, that's all I've noticed of the students as well. I have found this campus very welcoming and inclusive. Overall, I have found NWTC to be a very welcoming and diverse campus. It's refreshing! I hope the student body feels the same.”

Factor Two: Comfortable and Inclusive Learning Environment. Seven sub-questions loaded on to this factor and include:

- I am comfortable asking my instructor for help IN the classroom (n=2673)
- I am comfortable sharing my thoughts and ideas in the classroom (n=2669)
- I am comfortable approaching my instructor with questions or concerns OUTSIDE of the classroom (n=2670)
- The majority of my instructors create a learning environment that is inclusive and respectful (n=2665)
- Instructors make themselves readily available to students who need advice and help (n=2657)
- Instructors are accepting of me (n=2655)
- The majority of my instructors create a learning environment that is inclusive and respectful (n=2665)

These eight questions had a factor score of 4.5 out of 5.0. Eighteen open-ended comments could be bucketed along with factor two. These comments were more specific than factor one and included comments where a student felt very comfortable or very specific examples regarding an instructor. For example:

- “I also had a [subject redacted] teacher two semesters ago. I don't remember her name because I dropped the class soon after starting. I noticed that she would be very rude to myself and one other black female in the classroom...I would try to talk to her after class and she seemed to get agitated very quickly, turning around and abruptly walking away from me. I saw that one day the other black female stopped coming to class. I soon dropped the class...”
- “I love how NWTC wants to have spaces for individuals to feel respected, and unique. However, making spaces to single out those attributes of individuals serves to separate them on the basis, rather than unite them. I have found my best courses were ones where the instructors were able to foster the environment without making a big deal of it. Those instructors had knowledge and experience with real life diversity, and embedded it in their teaching style.”

Factor Three: Comfortable and Inclusive Service Environment. Five sub-questions loaded on to this factor and include:

- Staff are available to students who need advice and help (n=2606)
- I am comfortable approaching staff with questions or concerns (n=2602)
- Staff are available to students who need advice and help (n=2600)
- Staff are accepting of me (n=2597)
- Staff members create an environment that is inclusive and respective (n=2597)

These five questions had a factor score of 4.6 out of 5.0. Twelve open-ended comments could be bucketed along with factor three.¹¹ As with factor two, these comments were specific and included examples of both positive and negative customer service. For example:

- “The college is phenomenal, some of the nicest people I have ever met in my entire life. The student life, work areas, and staff is so down-the-earth.”
- “Beginning at NWTC, I felt more than welcomed. Some of my academics I have struggled with. I felt as soon as I was to ask for assistance with transportation costs, I was treated and looked at differently. I continue to feel this way as if I am being judged on my financial situation.”

Factor Four: Value of Diversity. Six sub-questions loaded on to this factor and include:

- I value diversity among the staff population (n=2593)
- Based on what I learned in my classes, having some knowledge and understanding of people from diverse communities is relevant to work in my field (n=2665)
- It is important to me that there is racial diversity among the instructor population (n=2654)
- I value racial diversity in the student population (n=2751)
- I am accepting of classmates who different from me (n=2754)
- I value ethnic diversity in the student population (n=2751)

These six questions had a factor score of 4.4 out of 5.0. Fifty-five open-ended comments could be bucketed along with factor one.¹² These comments were some of the most interesting and diverse of the entire survey, including theme such as

- There is too much emphasis on diversity
- Faculty should be hired because of their skills not their race
- More diverse faculty should be hired
- Advocating for a multicultural space, against a multicultural space, or feeling neutral towards a multicultural space
- General “everyone should be treated equal” statements

For example:

- “As a returning college student I think NWTC is incredibly accommodating. I may not use things like the mothers milk room or the all gender bathroom, but I do take notice of them, and am proud to be earning my education through such an organization.”

¹¹ There were 20 more comments that could have been added with this factor; however, as they had to do more with service hours and availability, they were moved to the Rating of Services section.

¹² Comments in Q77 that referenced the multicultural center section of the survey (the section directly before the open-ended question, were included along with factor four.

- “Don't cater to everyone by making a "safe space". At that point, you're going to alienate the other students if you cater to those who claim that their diversity/sexual orientation/gender identity is being infringed upon...it's really not because people just want to go about their day. They do, however, get sick and tired of hearing about it because they are the people who get the [expletive redacted] end of the stick because of the uproar those few do make.”
- “I think it's important to respect and welcome all people and create an atmosphere of respect overall, not separate out each special group with their own "space". This lends itself to the very exclusion this survey implies it's trying to avoid. I would offer the clubs for all who express interest and encourage ownership for it among the student body. Create those leaders and funnel some funds their way as they show initiative and follow through. Foster human unity and the rest will hopefully fall in place without anxiously creating special spaces.”
- “I am Norwegian and Belgium, are you going to build a room for me to connect to my roots? NO, so why should we have to pay for rooms for blacks who were not born in Africa so are not actually African Americans. We do not need prayer rooms because we are there to study not pray in a specific room. i pray in class just to hope I make it.”
- “I would appreciate it if NWTC provided more events such as speakers, events, and clubs about mental illness. I think it is a little taboo to have a mental illness or be suicidal and NWTC could help that by actively open the conversation.”

Factor Five: Personal Respect. Three sub-questions loaded on to this factor and include:

- I have had my contributions minimized in the classroom because of my race (n=2666)
- I have had stereotypes made about my race in the classroom (n=2662)
- I have experienced not being taken seriously because of my gender (n=2661)

These three questions had a factor score of 4.0 out of 5.0.¹³ Twenty-two open-ended comments could be bucketed along with factor one.¹⁴ These comments were general, wide-ranging and included topics such as:

- Christianity is targeted and not respected
- Heterosexual white males are disrespected
- Asking that asexuality be recognized as a sexuality
- Noting that ASL and deaf persons were only mentioned in terms of disability rather than language or culture on this survey
- Requesting the College be more gay-inclusive or age-inclusive

¹³ The few questions where a 1 was considered a “positive” response (so where a lower average is what we wanted to see) were reverse coded to be in alignment with the other questions in this section.

¹⁴ any comment in Q77 regarding disrespect, including those made by religion, sexual orientation, or age, was included here

For example:

- “I feel that I am unable to speak out on some subjects because I don't agree with LGBT agenda, I treat everyone with respect, but I should not have to agree with the life style...same goes when talking about certain religions.....if you speak out against them you are called certain names or told you are using hate speech.”
- “LGBTQIA+ inclusivity could be improved greatly. By including these identities in class material, representation can be increased, as well as student interest. For example, in my Developmental Psychology book, gender is defined as male or female, and the entire text book looks at development from a heterosexual, nuclear family, perspective. It seems as though the narrative and scientific data for same-sex parents is lacking, which leads to a lack of inclusivity. This problem occurs not just in the classroom, but on campus. I hear gay slurs often and I think an educational piece on why saying, "that's so gay", is offensive, could do NWTC some good. “
- “I love that you're trying to improve on your cultural competence, including being accepting of all genders, races, cultures. I would also like to see less ageist attitudes. People off all ages attend community colleges but there are so few programs available to the typical middle-aged, divorced mother who is returning to school/work after being out of the school/work force for years due to raising children...”

Rating of Services. Some questions on the survey were targeted to how aware a student was of a service, how often respondents used a service, and whether a service was accessible.

For example, Question 8 asked whether “approved accommodations are made to meet my needs for classroom and lab activities” in four categories. The majority of respondents either agreed or felt that accommodations did not apply to them (see Table 12 below).

Table 12: Approved Accommodations Meet My Needs

	Agree	Disagree	N/A	Total
Physical	1802 (68.3%)	26 (1.0%)	810 (30.7%)	2638
Emotional	1811 (68.8%)	78 (3.0%)	744 (28.3%)	2633
Learning	2018 (76.6%)	60 (2.6%)	557 (21.2%)	2635
Social	1948 (74.0%)	63 (2.4%)	620 (23.6%)	2631

Question 11 asked respondents to check the box next to each program they were aware of. It appears from the results below that the majority of respondents are aware of the Bookstore, the Career Center, Counseling, Financial Aid, and their Program Advisor. An exact percentage could not be determined due to the wording of the question: for instance, it is unknown if a respondent skipped the question or whether the respondent was unaware of a service. However, it does appear that respondents are less familiar with the Financial Coach and the Veteran’s Resource Center.

Program	Count
Bookstore	2405
Career Center	2059
Counseling	2123
Financial Aid	2293
Financial Coach	1480
Program Advisor	2146
Student Support Services	1999
Veteran's Resource Center ¹⁵	1246

To dig a little deeper in the awareness of the financial coach, we cross-referenced the respondents' level of stress about personal finances to their awareness of the financial coach. The awareness was fairly evenly divided among those who were not stressed, a little stressed, somewhat stressed, moderately stressed, and very stressed.

Level of stress about personal finances	Marked they were aware of Financial Coach	Did not mark they were aware of Financial Coach	Percentage Aware of Financial Coach
Not at all stressed	115	79	59.30%
A Little Stressed	302	216	58.30%
Somewhat Stressed	283	204	58.10%
Moderately Stressed	308	235	56.70%
Very Stressed	356	254	58.40%

Question 12 asked respondents to check the box next to each academic assistance service they have used. Many of the "other" write-in items included programs from question 11, such as bookstore, career center, counseling, etc. Others mentioned advising, enrollment, welcome center, and a few specific staff by name. One respondent said they had used none because they are an online learner. Another student said they were on the Marinette Campus and they were looking forward to improvements being made there.

Service	Count
Academic Coaching	1110
Accommodations	421
Assessment Center	1401
Computer Lab Assistance	522
Help Desk Services (IIT)	869

¹⁵ It was not surprising that respondents were not all familiar with the Veterans Center. However, most of the respondents who marked that they were veterans and active reserve (91.5% of 106 respondents) said they were aware of the Veteran's Resource Center.

Library Services	1632
Other (please specify)	181

If respondents placed a check mark in Question 12, they were asked to put in an additional check note whether they thought that service was accessible, supportive, and open at appropriate times. It is suspected that while students could check all that apply, many respondents might have thought they could only check one. There is an interesting pattern where the number of responses is lower than the column before it. For instance, in all cases, the services were ranked as accessible then supportive than open at appropriate times. Some qualitative responses requested an increase in service hours.

	Is accessible	Is Supportive	Is Open at Appropriate Times
Academic Coaching	970	718	533
Accommodations	370	250	203
Assessment Center	1280	799	773
Computer Lab Assistance	457	299	249
Help Desk Services (IIT)	744	527	449
Library Services	1500	1063	965
Other (please specify)	155	115	114

Twenty open-ended comments had a theme of availability (6% of comments). These comments mainly focused on liking services being offered but wanting them to be offered on weekends or in the evenings. Most of the commenters self-identified in the comments as being students who come to campus primarily in the evening. For example:

- “I wish you would have the same events on multiple days and times of the week. There always seems to be the events I really like on the days I am not able to make it to campus or at times of the day that I would never make it to. I wish you would offer some events for the night class attendees as well as the daytime attendees.”
- “improve the climate for night classes. offer social programs at night as well as on Saturdays. It is difficult to make meaningful connections outside the classroom, especially for people working fulltime attending night school.”

Harassment and Discrimination. Respondents were asked “In the past year, have you ever witnessed, personally experienced, or reported behaviors in which you or another individual was treated unfairly or unequally while you were a student at NWTC? (Check all that apply).” Respondents could check boxes for whether they witnessed, experienced, or reported harassment and/or discrimination, and they could also check a box stating that an incident “occurred but was unrelated to NWTC” (see Appendix A for survey questions).

Respondents would check these boxes based on a series of types of harassment and/or discrimination and could check more than one type. For example, a student could check boxes for being harassed based upon their sexual orientation and also check boxes for being discriminated based upon their age. Depending on their response(s), a complicated “skip logic” was programmed into Survey Monkey in order to either skip the respondent ahead or provide follow-up questions.

Follow-up questions included subjects such as:

- Who the incident was reported to
- Outcomes resulting from the incident (e.g., problems with grades, feeling safe, etc.)
- Actions taken as a result of the incident (e.g., withdrawing from class)

Sixty-one respondents indicated that they had witnessed, personally experienced, or reported harassment, 64 (respondents indicated that they had witnessed, personally experienced, or reported discrimination, and 64 additional respondents indicated that they had witnessed, personally experienced, or reported both harassment and discrimination. Some respondents skipped this question; however, 2318 respondents marked “no-they had not witnessed, experienced, or reported harassment or discrimination. In other words, 2,507 students responded to this question: 189 (7.5%) responded in the affirmative to harassment and discrimination.

Students could select more than one category for the type of harassment/discrimination (based upon sexual orientation, religious affiliation, etc.) and could select that they had witnessed, experienced, and/or reported the harassment. Therefore, while 189 respondents supplied at least one response to this section, many responded to more than one type of harassment/discrimination (see Tables 17 and 18 below). For the purposes of analysis, those who selected BOTH harassment and discrimination were reviewed as a separate group and then their harassment responses were added to the harassment group and their discrimination responses were added to the discrimination group.

Harassment based on:	Unduplicated Count	Witnessed	Experienced	Reported	Unrelated to NWTC
Sexual orientation	66	32	17	7	26
Religious affiliation	48	18	9	4	27
Age	47	19	8	4	24
Ethnicity	52	25	9	3	24
Disability	48	22	13	4	18
Social class	48	25	8	3	20
Race	50	28	8	2	24
Gender	58	27	15	8	24
Other	45	16	16	4	16

TOTAL (duplicated)	462	212	103	39	203
--------------------	-----	-----	-----	----	-----

Table 18: Discrimination Responses					
Discrimination based on:	Unduplicated Count	Witnessed	Experienced	Reported	Unrelated to NWTC
Sexual orientation	50	24	15	3	19
Religious affiliation	52	23	14	4	20
Age	41	17	9	1	18
Ethnicity	57	24	16	2	25
Disability	49	20	11	4	19
Social class	41	18	8	1	19
Race	69	32	25	1	22
Gender	49	23	14	2	20
Other	32	9	10	2	16
TOTAL (duplicated)	440	190	122	20	178

Sexual Misconduct Part I. The final section of the survey asked respondents about their experiences with sexual harassment, sexual assault or relationship violence. Respondents needed to be 18 years or older to complete this section. A lengthy intro was provided (see Appendix A for exact wording) that included an explanation of sexual misconduct, a notice that some questions might be emotionally difficult to answer, a disclaimer that disclosing an incident here does not constitute reporting the incident. Campus, local, and national resources for support were provided at the end of the survey.

Similar to the harassment and discrimination section, respondents were asked “In the past year, have you ever witnessed, personally experienced, intervened, or reported behaviors in which you or another individual was treated unfairly or unequally while you were a student at NWTC?” Respondents were asked about sexual assault, sexual exploitation, sexual harassment, stalking, or relationship violence and could check a box for each category regarding if they witnessed, experienced, intervened, reported a behavior and/or whether the behavior occurred but was unrelated to NWTC.

If a box was checked, a “skip logic” in Survey Monkey was used to ask follow-up questions that could include:

- Who was responsible for/the source of the experience
- Who it was reported to
- Outcomes resulting from the incident (e.g., problems with grades, feeling safe, etc.)
- Actions taken as a result of the incident (e.g., withdrawing from class)

Sixty-two unduplicated respondents answered that they had witnessed, experienced, intervened or reported this kind of behavior; 2,228 responded that they had not. Therefore, out of a total of 2,290 respondents who responded to this question, 2.8% responded affirmatively to this question.

Table 19: Sexual Misconduct While a Student at NWTC						
Sexual Misconduct based on:	Unduplicated Count	Witnessed	Experienced	Intervened	Reported	Unrelated to NWTC
Sexual Assault	31	11	10	3	5	12
Sexual Exploitation	31	13	15	3	4	7
Stalking	29	13	9	2	5	9
Relationship Violence	31	13	9	6	2	9
Sexual Harassment	34	15	14	6	7	7
Other	17	6	3	3	0	5
TOTAL (duplicated)	173	71	60	23	23	49

Special Note on the Analysis of Harassment, Discrimination, and Sexual Misconduct. Respondents who checked a box in the harassment, discrimination, both harassment/discrimination, and/or sexual misconduct were analyzed on an individual level for two reasons.

First, some respondents checked almost every available box. For example, one respondent selected “witnessed” for every type of discrimination. While this is certainly possible, the responses here did not seem to match with the rest of the respondent’s survey. Upon closer investigation, the respondent appeared to click almost every demographic option available. When respondents selected mutually exclusive demographics (e.g., selecting “18-21” for age and also selecting their “grandchild had gone to college” for “who in your family has attended at least some college”), it cast doubt on how seriously they took the survey results. At this point in the analysis (these sections were examined after the climate analysis had concluded), these responses were kept in the eligible response pool; however, they were flagged when shared with the Director of Diversity & Inclusion – Title IX Coordinator. We estimate about four individual respondents in the harassment, discrimination and sexual misconduct were dubious responses, and their effect can be multiplied when they checked multiple boxes in each category.

Second, respondents took advantage of places where they could write text in the “other” options in these sections as an opportunity to share information and/or to explain their experiences. Some of these comments were quite lengthy and detailed.

- 18 respondents wrote comments in the “other” section for Harassment only
- 22 respondents wrote comments in the “other” section for Discrimination only
- 15 respondents wrote in comments for “other” if they selected Harassment and Discrimination

Some comments were confusing or unclear without greater context. Some comments were personal and/or of a sensitive nature. Other comments could be matched with comments the respondents provided under Question 77 to provide a clearer picture of the respondents' experiences. To protect the respondents' privacy (as many respondents could likely be identified by some based upon their stories) and yet give voice to these respondents, these comments were shared with the Director of Diversity & Inclusion-Title IX Coordinator. While each comment provided a respondent's story, there did not seem to be any consistent themes across these responses.

Sexual Misconduct Part II. Regardless of how respondents responded to the initial sexual misconduct question, all respondents were asked "Have you, personally, ever experienced any of the below prior to your time at NWTC?" Respondents could only select "yes, no, or prefer not to answer." However, respondents could select more than one category of sexual misconduct. As shown in Table 20 below, one in six respondents reported experiencing sexual assault prior to NWTC and one in five respondents reported experiencing relationship violence or sexual harassment prior to NWTC.

Table 20: Sexual Misconduct Prior to NWTC				
Sexual Misconduct Based On:	Yes	No	Prefer Not to Answer	Total Responses
Sexual Assault	364 (16.4%)	1737 (78.1%)	124 (5.6%)	2225
Sexual Exploitation	296 (13.5%)	1802 (82.2%)	95 (4.3%)	2193
Stalking	330 (14.9%)	1809 (81.6%)	79 (3.6%)	2218
Relationship Violence	449 (20.2%)	1688 (75.8%)	90 (4.0%)	2227
Sexual Harassment	460 (20.7%)	1671 (75.2%)	91 (4.1%)	2222

We disaggregated those respondents who selected "yes" to experiencing sexual misconduct prior to attending NWTC by how they responded to the gender identity question. As 70% of the respondents to the Campus Climate survey identified as female, we examined the percentages of respondents that identified as males also identified as experiencing sexual misconduct and the percentages of respondents who identified as female who also identified experiencing sexual misconduct (see Table 21 below).¹⁶ Between 5.7%-8.3% of male respondents reported experiencing sexual misconduct; the range is much higher for female respondents (14.7%-23.2%).

¹⁶ 688 respondents identified as male; 1692 respondents identified as female; 40 respondents identified as transgender, self-identified, or questioning or unsure. 2,240 total respondents answered the question; approximately, 622 potential respondents (of the 2,862 responses deemed eligible for analysis) did not respond to the gender identity question.

	Man (percentage of respondents who identified as male)	Woman (percentage of respondents who identified as female)	Transgender, Self-Identify, Questioning or Unsure, or no response to gender identity question ¹⁷ (percentage not available)	Total
Sexual Assault	39 (5.7%)	316 (18.7%)	9	364
Sexual Exploitation	41 (6.0%)	248 (14.7%)	7	296
Stalking	42 (6.1%)	277 (16.4%)	11	330
Relationship Violence	57 (8.3%)	384 (22.7%)	8	449
Sexual Harassment	57 (8.3%)	392 (23.2%)	11	460

NWTC Policies and Procedures. Respondents were asked twice (once following the harassment and discrimination section and once after the sexual misconduct section) if they were aware of NWTC’s policies and procedures and (if yes) how well they understood them. The majority of respondents (82%) reported that they were aware of the policies and procedures for reporting incidents, and the majority of respondents (86% for harassment and discrimination and 87% for sexual misconduct) said the moderately or completely understood them.

Are you aware of our policies and procedures for reporting incidents of:	Yes	No
Harassment & Discrimination	2,033 (82%)	449 (18%)
Sexual Misconduct	1,854 (82%)	410 (18%)

How well do you understand our policies & procedures for reporting incidents of:	Not at all (1)	Somewhat (2)	Moderately (3)	Completely (4)	Average
Harassment & Discrimination	15 (1%)	283 (14%)	636 (32%)	1083 (54%)	3.4
Sexual Misconduct	9 (<1%)	237 (13%)	550 (30%)	1039 (57%)	3.4

¹⁷ We recognize that these are very different populations; however, they are grouped here in order to protect the privacy of respondents from these groups were smaller in number than the male and female respondents.

Discussion

Through NWTC's Climate Survey, students revealed a wide range of experiences and barriers that went beyond the typical demographics of age, gender, and race, highlighting that there is not ONE student voice, but rather a plurality of experiences that make up the participants in our classrooms. Students at times might agree on an issue, such as that there might be too much focus on diversity issues; however, the rationale behind these thoughts might be very different, as in these two examples:

- “Thinking about students and teachers from all different backgrounds and races is incredible and I love the thought of it but it feels like the campus is too hyper-focused on it and it starts to make the climate kinda tense...like I said, that's all the school seem to be focused on lately and too much of a good thing makes everyone uncomfortable. (It's kinda like you're singling out people like, 'oh if you're gay come here we love you!' Or, 'if you're Muslim we got the school for you!' Being [redacted] myself it makes me feel like the school wants me here because i'm 'different' and it's willing to bend over backwards to accommodate me instead of just being normal and helping me get an education im proud of- but instead everyone seems to be worrying about offending me or anyone else.)”
- “Maybe stick to education and stop worrying about people that don't know what sex they are. Pay more attention to academics and stop trying to worry about every person who is confused.”

Overall the survey results were extremely positive, indicating that for most, NWTC is an extremely welcoming community.

Respondents said:

- “I would like to say thank you to NWTC. This school has truly impacted my life. I went to [other institution] last fall for one semester and knew that it was not for me. I ended up transferring back home to Green Bay and attended NWTC since. I was then diagnosed with [disabilities redacted]. NWTC has accommodated me and offered me so many different programs to help me with school and my disabilities including counseling and accomodations. Your staff is truly amazing and have impacted my life. This includes my teacher who will do what it takes to make sure I understand the information. This includes rewording a question multiple times to make sure that I understand. Everyone fully understands me and how I want to succeed and will help me get over any obstacle in my way. Technical colleges are the way to go. I am extremely happy with my choice and education.”

However, there were voices from respondents who have not had the same positive experiences at NWTC that should not be minimized or disregarded. Respondents also said:

- “I believe that the college is very supportive when it comes to muslims. I feel unaccepted as a christian and put down. I can't express my religion without being discriminated upon by instructors/ students.”
- “I wished NWTC was more gay inclusive.”
- “I feel dislocated workers aren't considered different. I haven't been in school for 30yrs and have struggled to keep up. I feel everyone is pampered except the older.”

In addition to what is happening on campus, respondents reported slightly less favorable responses regarding the communities in which they live, and approximately one in six respondents indicated that they have experienced some form of sexual misconduct prior to their time at NWTC. Even if these issues are not occurring on a regular basis at NWTC, they are occurring in our students' lives and can be having an effect on student success.

This Climate Survey is one part of a larger conversation. Not every voice has been captured in this survey because not every student took the survey (even though there was a large response rate). It is also possible that there could be systemic climate issues that were not detected in the analysis due to questions that were NOT asked and/or questions that were not asked in the right way to reveal an issue. There were also many opportunities for survey error in this initial Climate Survey that could have affected the results; however, the team has learned many lessons about how to conduct this unique type of survey and, with this knowledge, these potential errors can be minimized in future surveys.

CONTACT INFORMATION

For more information regarding the Campus Climate Survey project, please contact equity@nwtc.edu.

Appendix A: Fall 2017 Student Campus Climate Survey

Verbatim Instructions and Questions

The climate of a campus is experienced differently from person to person. “CAMPUS CLIMATE is about perception – about how it feels to be in the community, not simply what happens (NIICU, 1991, p.3).

Introduction / Purpose

This survey is a self-study to examine the relationship between NWTC systems, policies and practices, and the quality of campus and academic engagement for our students. This survey is going out to all students of the College. We ask that you complete this survey based on your experiences as a student to ensure that we capture current attitudes, behaviors and standards concerning the level of respect for individual needs, abilities and potential.

NWTC is focused on obtaining an inclusive view into our campus climate to learn about different segments of our student body. This approach has been taken to address inclusive diversity practices and plans for continued change and growth.

Definitions

We understand that there are many different ways of defining several words in the survey. Throughout the survey we have provided guidance on definitions where applicable. Some key terms should be understood as defined below.

COMMUNITY is defined as the area (city, town, village, etc.) in which you reside where people with common interests around social values and responsibilities live.

DIVERSITY is defined at NWTC as individual values, personal interests, personalities, learning styles, neuro-functioning, and life experiences, as well as group and social differences such as race, ethnicity, social and economic class, gender identity, immigration status, sexual orientation, country/region of origin, and ability, as well as political, religious, spiritual, age, or other cultural values and affiliations.

ETHNICITY is defined as the state of belonging to a social group that has a common national or cultural tradition.

GENDER IDENTITY is the psychological sense of one’s gender (e.g. male, female, transgender, etc.)

RACE is defined as a socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

SEXUAL ORIENTATION describes an individual's enduring physical, romantic and/or emotional attraction to another person. Gender identity and sexual orientation are not the same.

SOCIOECONOMIC is the measurement of a person or group as it relates to the combination of education, income and occupation.

Voluntary & Confidential

This is your opportunity to have your voice heard. The survey will take approximately 20 minutes. Your responses are **voluntary** and completely **confidential**. Information collected during this survey CANNOT link individual responses with participant identity. If you choose to participate in the survey, you may skip any question you are not comfortable answering and may exit the survey at any time.

Right to Ask

If you have any questions about the survey, please contact our Diversity & Inclusion Department via email at Equity@nwtc.edu.

Incentive

If you elect to complete the survey, at the end, you will be redirected to a separate web page outside of Survey Monkey to enter into a lottery for one of six VISA gift cards and other NWTC prizes. Your individual chance of winning will depend on how many students complete the survey.

NWTC does not discriminate on the basis of age, race, color, disability, sex, gender, sexual orientation, gender identity, national origin or other protected classes.

Are you currently enrolled and attending (including online) a class at NWTC

- Yes
- No

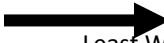
Do you consent to participate in the 2017 Fall Campus Climate Survey?

- Yes, please take me to the survey
- No, I wish to opt out


Perceptions of Campus Climate

OVERALL CLIMATE

- Based on your experiences and/or observations, please rate the OVERALL CAMPUS Climate using the following rating scale of 1 to 4.
 - A rating of Welcoming (4) is defined as making one feel welcomed, respected, included, supported, and valued.
 - A rating of Least Welcoming (1) is defined as making one feel isolated, criticized, and even unsafe.


My...					
	Welcoming		Least Welcoming		
Age	4	3	2	1	N/A
Sex	4	3	2	1	N/A
Ethnicity	4	3	2	1	N/A
Gender Identity	4	3	2	1	N/A
Learning Disability	4	3	2	1	N/A
Mental Health	4	3	2	1	N/A
Physical Disability	4	3	2	1	N/A
Race	4	3	2	1	N/A
Religion	4	3	2	1	N/A
Sexual Orientation	4	3	2	1	N/A
Socioeconomic Status	4	3	2	1	N/A
Veteran Status	4	3	2	1	N/A

- Based on your experiences and/or observations, please rate the climate IN THE CLASSROOM using the following rating scale of 1 to 4
 - A rating of Welcoming (4) is defined as making one feel welcomed, respected, included, supported, and valued.
 - A rating of Least Welcoming (1) is defined as making one feel isolated, criticized, and even unsafe.

My...					
	Welcoming		Least Welcoming		
Age	4	3	2	1	N/A
Disability Accommodation	4	3	2	1	N/A
Sex	4	3	2	1	N/A
Ethnicity	4	3	2	1	N/A
Gender Identity	4	3	2	1	N/A
Race	4	3	2	1	N/A
Religion	4	3	2	1	N/A
Sexual Orientation	4	3	2	1	N/A
Socioeconomic Status	4	3	2	1	N/A
Veteran Status	4	3	2	1	N/A

3. Based on your experiences and/or observations, please rate the climate IN YOUR COMMUNITY in which you are currently LIVING using the following rating scale of 1 to 4:

- A rating of Welcoming (4) is defined as making one feel welcomed, respected, included, supported, and valued.
- A rating of Least Welcoming (1) is defined as making one feel isolated, criticized, and even unsafe.

My...					
	Welcoming		Least Welcoming		
Age	4	3	2	1	N/A
Sex	4	3	2	1	N/A
Ethnicity	4	3	2	1	N/A
Gender Identity	4	3	2	1	N/A
Learning Disability	4	3	2	1	N/A
Mental Health	4	3	2	1	N/A
Physical Disability	4	3	2	1	N/A
Race	4	3	2	1	N/A
Religion	4	3	2	1	N/A
Sexual Orientation	4	3	2	1	N/A
Socioeconomic Status	4	3	2	1	N/A
Veteran Status	4	3	2	1	N/A

Perceptions on Academic and Campus Life

Please think about the classroom/learning environment when thinking about the following questions and indicate your level of agreement with the following statements (strongly agree, agree, disagree, and strongly disagree):

Classroom Engagement

With Classmates	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
4. My classmates contribute to a productive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I value racial diversity in the student population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I am accepting of classmates who are different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I value ethnic diversity in the student population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Classmates are accepting of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With My Instructor	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
9. I am comfortable asking my instructor for help IN classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am comfortable sharing my thoughts and ideas in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have had my contributions minimized in the classroom because of my race.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am comfortable approaching my instructor with questions or concerns OUTSIDE of the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I see efforts of diversity in course materials being used (e.g. textbooks, articles, videos, guest speakers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I have had stereotypes made about my race in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have experienced not being taken seriously in my classes because of my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Based on what I learned in my classes, having some knowledge and understanding of people from diverse communities is relevant to work in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The majority of my instructors create a learning environment that is inclusive and respectful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. It is important to me that there is racial diversity among the instructor population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My instructors strive to improve class activities among culturally diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Instructors make themselves readily available to students who need advice and help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Instructors are accepting of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. My religious beliefs are supported in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Approved accommodations are made to meet my needs for classroom and lab activities. Please check all that apply.

	Agree	Disagree	Not Applicable
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Staff Engagement

(Non-Instructors: e.g. Academic Advisors, Recruiters, Counselors, Department support, Enrollment Support, Career Coaches, etc.)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
24. Staff are available to students who need advice and help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I am comfortable approaching staff with questions or concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Staff are available to students who need advice and help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I value racial diversity among the staff population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I see examples of myself in marketing for the college (e.g. brochures, website, videos, billboards, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Staff are accepting of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Staff members create an environment that is inclusive and respectful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Engagement

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
31. I find my classes academically challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I am being introduced to new ways of thinking and discussing ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. My academic experience meets my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I am overwhelmed by the amount of time it takes to complete my coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I am confident using an online learning management platform (e.g. Blackboard).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. The campus programs listed below are offered to help students. Please check the box next to each program you are aware of.

- Bookstore
- Career Center
- Counseling
- Financial Aid
- Financial Coach
- Program Advisor
- Student Support Services
- Veteran's Resource

37. Based on your experiences, do you feel the below academic assistance areas are: (Check all that apply)

	Accessible	Supportive	Open at appropriate times	Have not Utilized
Academic Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accommodations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Lab Assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help Desk Services (IIT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Campus Engagement

(Day to Day Interactions on Campus)

	Strongly Agree	Agree	Neither Agree	Disagree	Strongly Disagree

			nor Disagree		
38. I have made meaningful connections at NWTC that will extend beyond my education completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
39. My religious beliefs are supported on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Campus events and student clubs help me understand cultures other than my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Students from my sexual orientation are respected at this college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I feel safe on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Students from my racial group are respected at this college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Student from different gender identities are respected at this college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. There is adequate accessibility on campus for people with physical disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Students from my ethnic group are respected at this college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. The food sold at NWTC provides me with options to fit my customs and beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. The campus offers a variety of events to participate in (e.g., student clubs/student senate, student involvement games, food for thought series, student appreciation day, free food days, make & takes, and musicians/entertainers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. I actively participate in events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Harassment and Discrimination

In the past year, have you ever witnessed, personally experienced, or reported behaviors in which you or another individual was treated unfairly or unequally while you were a student at NWTC? (Check all that apply)

(Example: At NWTC could mean: On campus, is associated with a course you are taking, at a regional or satellite location, etc.)

	Witnessed	Experienced	Reported	Occurred, but unrelated to NWTC
Harassment on the basis of: (An unpleasant or hostile situation that is uninvited and unwelcomed verbal or physical conduct)				
<input type="radio"/> Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Social class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other forms of harassment (Please Specify) _____ (NOTE: Sexual Harassment will be covered in a different section of the survey.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discrimination on the basis of: (The unjust or prejudicial treatment of different categories of people or things)				
<input type="radio"/> Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Social class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Other forms of discrimination (Please Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any box on the table above was selected, the below questions is to be asked

Please identify who was responsible for/the source of this experience(s). (Check all that apply)

- Student
- Instructor
- Staff Member
- Don't know (unidentified individual)
- Other (please specify) _____

- Prefer not to answer

If “Reported” is selected, the below questions is to be asked

Who did you report it to?

- Instructor
- Staff Member
- A crisis center or helpline, or hospital or healthcare professional not at this school
- NWTC’s Online Reporting System
- Local police not at this school, such as the county or city police department
- Other (Please Specify) _____
- Choose not to answer

If “Witnessed” or “Experienced” is selected, the below questions are to be asked

Did the “incident” lead you to have problems with? (Check all that apply)

- School work or your grades
- Friends, roommates, or peers
- Family members
- Job or with your co-workers?
- Feeling Safe

As a result of the “incident” did you:

	Considered	Acted Upon	Did Not Consider
Drop/Withdraw from a class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change your class schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take time off from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfer to another school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drop out of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek out NWTC Support or NWTC Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sought Community Support or Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you aware of NWTC’s policies and procedures for reporting incidents of harassment and discrimination?

- Yes
- No

If YES: How well do you understand NWTC’s procedures?

- Completely Understand
- Somewhat Understand
- Moderately Understand
- Do Not Understand at All

Demographics

Educational Background

51. Who in your family has attended at least some college? (Choose all that apply)

- Brother/Sister
- Child
- Grandchild
- Parent/Guardian
- Spouse/Partner
- No One

52. Primary Campus Location (Where are you attending most of your classes)

- Crivitz
- Green Bay
- Luxemburg
- Marinette
- Niagara
- Oconto Falls
- Online
- Shawano
- Sturgeon Bay
- Other (Please Specify) _____

53. When are your classes primarily held?

- Daytime
- Nighttime
- Online Only
- Weekends

54. Are you enrolled:

- Full Time
- Part Time

55. Are you primarily taking classes for:

- Credit
- Non-Credit

56. Indicate which of the following are your reasons/goals for attending this college: (Check all that apply)

- Change careers
- Complete a certificate
- Complete a high school credential
- Learn English
- Obtain degree
- Obtain or update job related skills
- Self-improvement / personal enjoyment
- Dual Credit through a High School (e.g. transcribed credit, youth options, youth apprentice)
- Transfer to a four year college or university
- Not Listed (Please Specify) _____

57. Indicate your primary area:

- College of Business (Business & Information Technology)
- Corporate Training & Economic Development
- Education (Early Childhood / Para Educator)
- General Studies
- GED/HSED
- ELL
- Health Sciences
- Public Safety
- Trades, Engineering & Technologies
- Not Listed (Please Specify) _____

58. I am in a cohorted program. (Your classmates are the same throughout your program)

- Yes
- No
- I do not know

59. How many total academic terms/semesters have you been enrolled at NWTC

- This is my first term
- This is my second term
- This is my third or fourth term
- This is my fifth or six term
- I have been enrolled for more than six academic terms

Age and Gender

60. What is your age in years?

- 17 years or less
- 18 to 21 years
- 22 to 29 years
- 30 to 39 years
- 40 to 49 years
- 50 to 59 years
- 60 years and older

61. What is your gender identity?

- Man
- Questioning or Unsure
- Transgender
- Woman
- An identify not listed: please specify _____

62. What is your sex assigned at birth?

- Male
- Female

63. Indicate your marital status

- Single
- Married
- Divorced

- Widowed
- Domestic partnership
- Not Listed (please specify) _____

64. Were you raised in a single-parent/guardian or dual-parent/guardian household?

- Single-parent/guardian household
- Dual-parent/guardian household

Race and Ethnicity

65. What is your racial/ethnic background? (Check all that apply)

(If you do not wish to use one of the six U.S. Census categories below, then write your ethnic background on the line after "Please Specify".)

- American Indian/Alaska Native
 - American Indian/Alaska Native
 - American Indian
 - Alaska Native
 - Brothertown
 - Canadian Inuit, Metis or First Nation
 - Forest County Potawatomi
 - Ho-Chunk
 - Indigenous Mexican, Central American or South American
 - Lac du Flambeau
 - Menominee
 - Oneida
 - Ojibwa
 - Stockbridge-Munsee
 - Other American Indian
- Asian
 - Chinese
 - Vietnamese
 - Korean
 - Hmong
 - Laotian
 - Filipino/Filipina
 - Japanese
 - South Asian
 - Asian Indian
 - Other Asian
- Black/African-American
 - African American
 - African
 - Caribbean
 - Other Black
- Hispanic, Latino
 - Caribbean
 - Central America
 - Cuba
 - Mexican
 - North American
 - Puerto Rican
 - South American
 - Other Hispanic or Latino

- Pacific Islander
 - Native Hawaiian
 - Guamanian or Chamorro
 - Samoan
 - Micronesian
 - Tongan
 - Other Pacific Islander
- White
 - Western European
 - Eastern European
 - Slavic
 - Middle Eastern
 - Northern African
 - Other White
- Other (Please Specify) _____

66. Do you attend NWTC on an international student visa?

- Yes
- No

67. Were you born outside of the United States of America?

- Yes
- No

68. What is the primary language spoken in my home?

- Chinese
- English
- French
- German
- Hmong
- Somali
- Spanish
- Self-Identify (Please Specify) _____

69. What is your Sexual Orientation?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Questioning
- Self-Identify (Please Specify) _____

70. Veteran Status

- Veteran
- Active Reserve
- Not a Veteran

71. Religion- What is your religious/spiritual identity?

- Agnostic (a person who claims neither faith nor disbelief in God)
- Atheist (person who disbelieves or lacks belief in the existence of God or gods)
- Christian

- Hindu
- Jewish
- Muslim
- Native American Religion
- Nonreligious/Secular
- Spiritual but not associated with a major religion
- Self-Identify (Please Specify) _____
- Prefer not to answer

72. Indicate whether you consider yourself a person with a disability. Please check all that apply to you:

- Anxiety Disorders
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorders
- Bipolar Disorder
- Blind or Visually Impaired
- Deaf or Hard of Hearing
- Depression
- Learning Disabilities
- Physical Disabilities
- Post-Traumatic Stress Disorder
- Speech Impaired
- Drug and/or Alcohol Addiction
- Self-Identify (Please Specify) _____
- Prefer not to answer

Financial

73. How are you primarily paying for school? (Select One)

- Financial Aid
 - Grants
 - Student Loans
- Paying on Own
- Scholarships
- Family member receiving veteran benefits

74. Estimate the combined income, before taxes, withholdings, etc., of yours and your parent(s)/guardians(s) at the time you entered college. _____

75. How stressed are you about your personal finances?

- Not at all Stressed
- A Little Stressed
- Somewhat Stressed
- Moderately Stressed
- Very Stressed

Residence

76. Do you live in on-campus housing?

- Yes
- No

77. What community do you live in? (Give Options)

- Aurora
- Crivitz
- De Pere
- Green Bay
- Howard-Suamico
- Luxemburg
- Marinette
- Oconto
- Oconto Falls
- Oneida Reservation
- Shawano
- Sturgeon Bay
- West De Pere
- Other (Please Specify) _____

Campus Space

Some colleges have created intentional, physical spaces on their campuses for students to come together to celebrate their backgrounds, hold conversations surrounding diversity and inclusion (like A Place at the Table), and contribute in other ways to the space.

78. Would you like to have a physical space like this on the Green Bay Campus?

- Yes
- No
- Undecided

79. Does this space already exist for you

- Yes
- No

If yes, where is this space located?

- Commons
- Student Seating Areas
- Unity Lounge
- Veterans Resource Center
- Other (please specify): _____

80. How important is it to have a multicultural space on the Green Bay Campus?

- Not important at all
- Slightly important
- Neither important nor unimportant
- Moderately important
- Very important

81. Do you think such a space would bring additional value to the student experience at NWTC?

- Yes
- No

If yes, how do you think you would use such a space?

- To study
- To meet friends
- To attend programs
- To share my culture and identify with other students
- Other (please specify): _____

Overall

82. If you would like to elaborate upon any of your survey responses, or offer additional thoughts on how the College might improve climate, we encourage you to do so in the space provided below.

Sexual Misconduct

The next section of the survey will ask about experiences with sexual misconduct, such as sexual harassment, sexual assault or relationship violence. These experiences could be ones that you witnessed, personally experienced, intervened, and/or reported.

Are you 18 years old or older?

- Yes
- No

The next set of items asks whether you have experienced or observed sexual misconduct while you were a student at NWTC. Sexual misconduct includes:

- Sexual assault
- Sexual exploitation (for example, sexual comments, photos or videos that people don't want shared in person or by text, e-mail or social media)
- Stalking
- Relationship violence (domestic or dating)
- Sexual harassment

Such misconduct could occur on campus or at a regional or satellite location. They could also happen off campus (or online), but in association with a course you are taking.

Some of the questions may be emotionally difficult to answer. Should you wish to talk with someone further, you may access information about campus, local, and national resources for unwanted sexual contact, sexual assault, and relationship violence at the end of the survey.

The information you provide in this section will be used to inform and improve support, policies, and practices at NWTC and will not be used to investigate specific individuals. Disclosing an incident here does not constitute reporting the incident to your campus and will not result in any action, disciplinary or otherwise. Please do not identify anyone by name in your survey responses.

This section is again completely confidential. Your participation will support our goal of fostering a safe and supportive environment where students can flourish, both academically and personally.

In the past year, have you ever witnessed, personally experienced, intervened, or reported behaviors in which you or another individual was treated unfairly or unequally while you were a student at NWTC? (Check all that apply)

(Example: At NWTC could mean: On campus, is associated with a course you are taking, at a regional or satellite location, etc.)

	Witnessed	Experienced	Intervened	Reported	Occurred, but unrelated to NWTC
Sexual Assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Exploitation (<i>Example: sexual comments, photos, or videos that people don't want shared in person or by text, e-mail or social media</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stalking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship Violence (domestic or dating)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any box on the table above was selected, the below questions is to be asked

Please identify who was responsible for/the source of this experience(s)? (Check all that apply)

- Student
- Instructor
- Staff Member
- Don't know (unidentified individual)
- Other (please specify) _____
- Prefer not to answer

If "Reported" is selected, the below questions is to be asked

Who did you report it to?

- Instructor
- Staff Member
- A crisis center or helpline, or hospital or healthcare professional not at this school
- Onsite NWTC Counselors
- NWTC's Online Reporting System
- Campus Care
- Local police not at this school, such as the county or city police department
- Other (Please Specify) _____
- Choose not to answer

If "Witnessed" or "Experienced" is selected, the below questions is to be asked

Did the "incident" lead you to have problems with? (Check all that apply)

- School work or your grades
- Friends, roommates, or peers
- Family members
- Job or with your co-workers?

Feeling Safe

As a result of the “incident” did you:

	Considered	Acted Upon	Did Not Consider
Drop/Withdraw from a class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change your class schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take time off from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfer to another school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drop out of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek out NWTC Support or NWTC Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sought Community Support or Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ASK regardless of how they filled out the table

Have you, personally, ever experienced any of the below prior to your time at NWTC?

	Yes	No	Prefer Not to Answer
Sexual Assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Exploitation (<i>Example: sexual comments, photos, or videos that people don't want shared in person or by text, e-mail or social media</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stalking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship Violence (domestic or dating)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are you aware of NWTC’s policies and procedures for reporting incidents of Sexual Misconduct?

- Yes
- No

If YES: How well do you understand NWTC’s procedures?

- Completely Understand
- Somewhat Understand
- Moderately Understand
- Do Not Understand at All

If you or someone you know has been a victim of sexual assault and needs assistance or more information, please refer to the resources below:

Resources

On-campus Confidential Resources

Confidential contacts are employees or agents, designated by the college, who are prohibited from sharing student and employee concerns regarding potential discrimination and misconduct. Healthcare professionals within Campus Care and the NWTC Licensed Professional Counselors are confidential resources.

Students

- NWTC Licensed Professional Counselors
 1. Judy Roemer SC 231 C (920) 498-6806 judith.roemer@nwtc.edu
 2. Wes Johnson SC 231 B (920) 498-6808 wes.johnson@nwtc.edu
- * <http://www.nwtc.edu/services/advising-counseling/counseling/Pages/home.aspx>

Community Resources

In addition to seeking support from internal confidential contacts, there are a number of community resources available to provide support. You can call or approach any of these people confidentially and tell them what happened. They will listen and explain your options. Talking to any of these people does not constitute reporting the incident to the College:

- **Sexual Assault Center - Family Services**
300 Crooks Street
Green Bay, WI 54301
24 hour hotline: 920-436-8899
Door County: 920-746-8996
Oconto County: 920-846-2111
Marinette: 715-732-7300
<http://www.familyservicesnew.org/sac/>
Escanaba
905 1st Avenue South
Escanaba, MI 49829
1-906-789-9207
- **Rainbow House**
1530 Main Street
Marinette, WI 54143
(715) 735-6656
<http://www.therainbowhouse.us/>
Manistique
417B Oak St
Manistique, MI 49854
1-906-286-4040
- **Safe Haven**
PO Box 665
Shawano, WI 54166
24 hour Crisis Line 1-888-303-3421
715-526-3421
<http://www.shawanoshelter.org/>
Menominee
425 Tenth Ave.
Menominee, MI 49858
1-906-863-1116
- **Family Services - Sexual Assault Center**
300 Crooks Street
Green Bay, WI 54301
920-436-6800
intake@familyservicesnew.org
<http://www.familyservicesnew.org/sac/>
- **Caring House**
1305 S. Prospect Avenue
Iron Mountain, MI 49801
Business Phone 906-774-1337
Crisis Phone 906-774-1112
caringhouseim@gmail.com
<http://caringhouseim.wordpress.com/>
- **Sexual Assault Crisis Center – Fox Cities Wisconsin**
17 Park Place, Suite 400
Appleton WI 54914
24-hour Hotline 920.733.8119
Toll-Free 800.722.7797
Email: info@sacc-foxcities.org
<http://www.sacc-foxcities.org/>
- **Tri-County Safe Harbor, Inc.**
Email: info@safe3c.com
<http://www.safe3c.com/>
CRISIS LINE
CALL: 1-906-789-1166 OR 1-800-682-1649
OR TEXT: 1-906-241-0690
- **Aurora Hospital**
2845 Greenbrier Road
Green Bay, WI 54311
920-288-2000 (General Information)
920-288-4060 (Emergency)

<https://www.aurorabaycare.com>

- **Bellin Hospital**
744 South Webster Avenue
Green Bay, WI 54301
920-433-3500 (General)
920-445-7373 (Nurse on Call)
<http://www.bellin.org/>
- **St. Mary's Hospital**
1726 Shawano Avenue
Green Bay, WI 54303
920-498-4200 (General Information)
<http://www.stmgb.org/Scripts/>
- **St. Vincent's Hospital**
433 South Van Buren Street
Green Bay, WI 54301
920-433-0111 (General Information)
<https://www.stvincenthospital.org/Scripts/>
- **Campus Care**
Green Bay Campus
Room SC120
920-498-6993
<http://www.nwtc.edu/ATNWTC/PLACES/GREENBAYCAMPUS/Pages/NEWClinic.aspx>
<https://intranet.nwtc.edu/hr/EmpHealth/SitePages/Campus%20Care.asp>

Thank you for completing NWTC's Campus Climate Student Survey Fall 2017. Your voice matters!! Results of this survey will be used to better understand the climate at NWTC, including how people of different backgrounds and identities experience our campus. The results will help us address our policies and practices for continued change and growth. Do you wish to be redirected for entry into the incentive drawing for completing the survey?

- Yes
- No

If YES, the next screen should say:

CLICK [HERE](#) to be redirected outside of Survey Monkey and enter for your chance to win. Thank you.

If No, the next screen should say:

Thank you

Appendix B: How Responses Were Examined for Eligibility

- 1) Downloaded the results on Dec. 18; 3,443 rows of data: at least clicked on the link to get to the survey
- 2) Cleaned up the Survey Monkey header headers: combined from the first two rows into a third row using =A1&A2, then saved row as values only to delete the top two
- 3) Renamed four columns that were blank (email, names, custom data) on the survey to created placeholders for keep in data set (y/n) and the reason for exclusion
- 4) Excluded those who did not answer any questions (just clicked on the survey link)
- 5) Checked for screening questions:
 - a) Sorted by Q1: are you enrolled: if “no,” marked as “no” for keeping
 - b) Sorted by Q2: do you consent...; if “no,” marked as “no” for keeping
- 6) Checked to see if no answers were given after the screening questions. Sorted the first question in the next three matrices to see who answered none of them. Then sorted by the “in the past year, have you ever witnessed” then used formula =countblank(X:X) to count the number of blank responses in a given row. 441 did not answer after the screening questions.
- 7) Checked to see if they only answered required items. There were 11 required items. Did a formula (=if(X=”,1,0) to determine if each of the 11 required items was filled or blank. Cross referenced this with the total number of responses. Those who answers all required items were “survey completers.”
 - a) Of these, some students responded fewer than 30 non-mandatory responses. We looked to see if they responded “yes” to harassment/discrimination and/or sexual misconduct AND if they provided any additional information in these categories other than “yes/no” to the main question. If they provided any additional info (eg, type of harassment) their survey was kept in. If they completed an open-ended response, they were kept. If they completed some questions climate portion of the survey (more than 12 selections in any of the matrix tables on the climate portion of the survey), they were kept. We also examined the time it took to completed the survey.
- 8) Incomplete surveys. The maximum completions (not blanks in excel) was 251 responses. Out of those who did not complete each mandatory question, we looked at how much of the survey (particularly the first part on Climate issues) was completed, including
 - a) What percentage of items in C1 and C3 were completed—17 were under 40%
 - b) Of these 17, 7 completed the first page of the survey and/or had information we did not want to exclude.
 - c) 10 did not provide enough information to be meaningful and were excluded for an incomplete survey.
- 9) Questionable Intent:
 - a) Highlighted areas where students could write in a response. Looked at gender identity, sexual orientation, religion, and disability for non-serious responses. Eventually all areas where a student could provide responses were examined. If the responses were questionable, we then

- i) Looked to see how they responded to other areas of the survey, like the demographics to see if they checked so many boxes that they would throw off survey results.
- ii) If there was one/two comments that was questionable, we kept if we thought it would help to tell the story. For example, if someone wrote “attack helicopter” for their gender identity but everything else looked legitimate, it stayed in.
- iii) If there were multiple boxes with profanity or nonsensical responses, they were labeled “questionable intent.” A “three strikes” policy was implemented. For example, if someone wrote “attack helicopter” for gender identity and then wrote “pizza, animal, shovel, ocean” for other ethnicity, “pastafarian” for religion, and “Make believe fantasy feelings land” for their other location, they were labeled “questionable intent”
- iv) Two questionable responses (6419488246 and 6391459172) had unreliable data throughout the survey but had responses for the main “open-ended” response that shed light on why they did not take the survey seriously.

Appendix C: Detailed Survey Demographics

Overview

At the start of the Fall 2017 semester, we used the following criteria to create a list of 8,423 eligible students who would be invited to take the Campus Climate Survey:

- Enrolled in at least one credit-bearing course; and/or
- Enrolled in at least one ABE_ELL course; and/or
- Enrolled in an apprenticeship program

The survey was administered using Survey Monkey, and students clicked on the link 3,443 times. Using a systematic approach to eliminate surveys with questionable intent or too few responses, 2,862 surveys will be included in the analysis. In order to promise and ensure full anonymity, no identifying information was tracked. While there is no definitive way to know how many students accessed the survey more than once and provided responses, we estimate that about 10% of surveys were from students who had already taken the survey.

Demographics

Students were asked to provide some demographic information about themselves, such as their educational background, race and ethnicity, finances, and residence. Some of these questions led to sub-questions, some allowed students to select more than one response, and many allowed students to write in their own response. The tables included in this summary represent many (but not all) of the 27 different demographic variables asked on the survey. Most students included in the survey analysis (approximately 84%) provided demographic information.

Primary Program

The programs with the highest representation included Health Sciences (37%), the College of Business (26%) and Trades (15%).

Primary Program	Number	Percent
Health Sciences	893	37%
College of Business (Business & Information Technology)	619	26%
Trades, Engineering & Technologies	354	15%
General Studies	160	7%
Education (Early Childhood/Para Educator)	140	6%
Public Safety	133	6%
GED/HSED	39	2%
I am Undecided/Undeclared	33	1%
English Language Learner (ELL)	21	1%
Corporate Training & Economic Development	8	<1%
TOTAL	2,408	100%

Primary Campus Location

The majority of respondents (79%) take classes in Green Bay.

Primary Campus Location	Number	Percent
Green Bay	1,914	78.9%
Marinette	181	7.5%
Sturgeon Bay	65	2.7%
Online*	87	3.6%
RLCs	145	6.0%
Other*	35	1.4%
TOTAL	2,427	100%

**For "other" responses, students wrote in "online," multiple locations, or other locations.*

When Classes are Primarily Held

The majority of respondents (70%) are taking courses during the day.

Primary Class Time	Number	Percent
Daytime	1,698	70.0%
Nighttime	424	17.5%
Online Only	278	11.5%
Weekends	25	1.0%
TOTAL	2,425	100%

Enrollment Status

The percentage of respondents selecting full-time (12 credits or more this semester) and part-time (fewer than 12 credits) was fairly even.

Enrollment Status	Number	Percent
Full-time	1,262	52.1%
Part-time	1,158	47.9%
TOTAL	2,420	100%

Number of Academic Semesters

Almost half (48.9%) of respondents are in their first or second term.

Number of Academic Semesters	Number	Percent
First term	859	35.4%
Second term	328	13.5%
Third or fourth term	735	30.3%
Fifth or sixth term	302	12.4%
Enrolled for more than six terms	205	8.4%
TOTAL	2,429	100%

How Students Are Primarily Paying for School

A slim majority of students (34.4%) are primarily paying for college on their own.

How Students Are Paying for College	Number	Percent
Paying on Own	806	34.4%
Financial Aid - Grants	736	31.4%
Financial Aid - Student Loans	640	27.3%
Scholarships	108	4.6%
Family member receiving veteran benefits	53	2.3%
TOTAL	2,343	100%

Age

The age distribution of responses was fairly even: 40% were 21 or younger, 29% were ages 22-29, and 31% were 30 and older.

Age	Number	Percent
17 years or younger	30	1.2%
18 to 21 years	934	38.6%
22 to 29 years	703	29.0%
30 to 39 years	411	17.0%
40 to 49 years	223	9.2%
50 to 59 years	103	4.3%
60 years and older	18	<1.0%
TOTAL	2,422	100%

Sex and Gender

The majority of respondents (70%) identified as female/woman.

Sex Assigned at Birth	Number	Percent
Female	1,703	70.5%
Male	713	29.5%
TOTAL	2,416	100%

Gender Identity	Number	Percent
Woman	1,692	69.9%
Man	688	28.4%
Self-identity	19	<1.0%
Questioning or Unsure	11	<1.0%
Transgender	10	<1.0%
TOTAL	2,420	100%

Sexual Orientation

The majority of students who responded to this question either checked the box for “heterosexual” or indicated in the write-in response that they were “straight.”

Sexual Orientation	Number	Percent
Heterosexual*	1954	85.3%
Bisexual	143	6.2%
Self-identity*	109	4.8%
Lesbian or Gay	50	2.2%
Questioning	40	1.7%
TOTAL	2,292	100%

**59 students put some variation of “straight” in the self-identify open-ended comments, likely moving the heterosexual percentage higher.*

Race/Ethnicity

Students were first asked to check all boxes that apply for White, Hispanic/Latino, Asian, American Indian/Alaska Native, Black/African American/African, Pacific Islander, and Prefer Not to Answer. Then they were provided an opportunity to write in their own response and to select a more precise sub-ethnic group. The “Two or More” category was tabulated from both the check boxes and the open-ended responses.

Race/Ethnicity	Number	Percent
White	1,797	73.8%
Hispanic or Latino*	200	8.2%
Two or More*	108	4.4%
Asian	101	4.1%
Prefer not to answer	85	3.5%
American Indian/Alaska Native	76	3.1%
Black/African American/African	62	2.5%
Pacific Islander	5	<1.0%
TOTAL	2,434	100%

**The federal government, including the Department of Education, usually begins the report out process by first determining whether a participant is Hispanic/Latinx. If a participant marks Hispanic/Latinx, they do NOT go into the “two or more race” category, regardless of what else they might have selected.*

Language Spoken at Home

English was the primary language spoken at home for the majority (91%) of respondents.

Primary Language at Home	Number	Percent
English	2,181	90.6%
Spanish	114	4.7%
Other*	54	2.2%
Hmong	39	1.6%
Somali, Chinese, French, German	18	<1.0%
TOTAL	2,406	100%

**A variety of languages were written in with Arabic (5), Hindi (5), Russian (6) being the most common. American Sign Language was also included among the written responses.*

Religion and/or Religious/Spiritual Identity

The majority of students (56.7%) selected Christian, and almost 10% of the respondents selected “Prefer Not to Answer.”

Religion and/or Religious/Spiritual Identity	Number	Percent
Christian*	1,327	56.3%
Prefer not to answer	228	9.7%
Agnostic (a person who claims neither faith nor disbelief in God)	199	8.4%
Spiritual but not associated with a major religion	195	8.3%
Atheist (a person who disbelieves or lacks belief in the existence of God or gods)	121	5.1%
Self-Identify*	106	4.5%
Nonreligious/Secular	95	4.0%
Native American Religion	52	2.2%
Muslim	19	<1.0%
Jewish	10	<1.0%
Hindu	7	<1.0%
TOTAL	2,359	100%

**The Christian category is likely to be higher: 30 respondents wrote in Catholic, and additional students wrote in various Protestant sects. Other religions were represented at smaller numbers.*

Family Member Who Attended College

Most respondents had someone in their family who went to college, but the options provided differed from the traditional “first-generation” questions as students could select from categories such as brother/sister, child, partner, or grandparent.

Family Member Who Attended College	Number	Percent
No One	401	16.5%
One or More family members	2,025	83.5%
TOTAL	2,426	100%

Veteran Status

About 4.5% of respondents indicated they were a Veteran or Active Reserve.

Disabilities

1,341 respondents (46.9%) selected one or more disabilities from the categories below. Almost half of these respondents (43.2%) selected more than one disability, resulting in 2,351 disabilities (selected by 1,341 respondents). The table below reflects the number of times each disability was selected.

Disability	Number	Percent
Anxiety Disorders	672	28.6%
Attention Deficit Hyperactivity Disorder (ADHD)	257	10.9%
Autism Spectrum Disorders	35	1.5%
Bipolar Disorder	105	4.5%
Blind or Visually Impaired	31	1.3%
Deaf or Hard of Hearing	45	1.9%
Depression	540	23.0%
Learning Disabilities	143	6.1%
Physical Disabilities	85	3.6%
Post-Traumatic Stress Disorder	125	5.3%
Speech Impaired	18	0.8%
Prefer not to answer	295	12.5%
TOTAL	2,351	100%

Appendix D: Perceptions of Climate Full Results

Part One: Perceptions of Climate

Based upon your experiences and/or observations, please rate the OVERALL CAMPUS climate in terms of your...

Table 1: Survey Question 3

Demographic Category	Welcoming Rating for the					Average
	Least (1)	(2)	(3)	Most (4)	N/A	
Age (n = 2,844)	14 (<1%)	84 (3%)	675 (24%)	2055 (72%)	16 (1%)	3.7
Sex (n = 2,839)	5 (<1%)	61 (2%)	577 (20%)	2145 (76%)	51 (2%)	3.7
Ethnicity (n = 2,836)	13 (<1%)	79 (3%)	509 (18%)	2165 (76%)	70 (2%)	3.7
Gender Identity (n = 2,832)	11 (<1%)	68 (2%)	463 (16%)	1896 (67%)	394 (14%)	3.7
Learning Disability (n = 2,831)	18 (1%)	102 (4%)	455 (16%)	1361 (48%)	895 (32%)	3.6
Mental Health (n = 2,826)	25 (1%)	107 (4%)	505 (18%)	1550 (55%)	639 (23%)	3.6
Physical Disability (n = 2,825)	11 (<1%)	71 (3%)	422 (15%)	1350 (48%)	971 (34%)	3.7
Race (n = 2,836)	11 (<1%)	74 (3%)	498 (18%)	2134 (75%)	119 (4%)	3.8
Religion (n = 2,833)	30 (1%)	87 (3%)	505 (17%)	1779 (63%)	432 (15%)	3.7
Sexual Orientation (n = 2,834)	15 (1%)	70 (2%)	470 (17%)	1862 (66%)	417 (15%)	3.7
Socioeconomic Status (n = 2,830)	26 (1%)	103 (4%)	574 (20%)	1894 (67%)	233 (8%)	3.7
Veteran's Status (n = 2,825)	11 (0%)	51 (2%)	289 (10%)	1386 (49%)	1088 (39%)	3.8

Based upon your experiences and/or observations, please rate the climate IN THE CLASSROOM terms of your...

Table 2: Survey Question 4

Demographic Category	Welcoming Rating					Average
	Least (1)	(2)	(3)	Most (4)	N/A	
Age (n = 2,831)	21 (1%)	76 (3%)	529 (19%)	2141 (76%)	64 (2%)	3.7
Disability Accommodation (n=2818)	17 (1%)	88 (3%)	398 (14%)	1409 (50%)	906 (32%)	3.7
Sex (n=2823)	12 (<1%)	54 (2%)	474 (17%)	2170 (77%)	113 (4%)	3.8
Ethnicity (n=2822)	14 (<1%)	66 (2%)	460 (16%)	2115 (75%)	167 (6%)	3.8
Gender Identity (n=2823)	11 (<1%)	57 (2%)	425 (15%)	1874 (66%)	456 (16%)	3.8
Race (n=2825)	16 (1%)	62 (2%)	471 (17%)	2123 (75%)	153 (5%)	3.8
Religion (n=2823)	33 (1%)	61 (2%)	449 (16%)	1809 (64%)	471 (17%)	3.7
Sexual Orientation (n=2819)	16 (1%)	63 (2%)	433 (15%)	1841 (65%)	466 (17%)	3.7
Socioeconomic Status (n=2815)	25 (1%)	72 (3%)	501 (18%)	1939 (69%)	278 (10%)	3.7
Veterans Status (n=2811)	12 (<1%)	34 (1%)	297 (11%)	1383 (49%)	1085 (39%)	3.8

Based upon your experiences and/or observations, please rate the climate IN YOUR COMMUNITY in which you are currently LIVING in terms of your...

Table 3: Survey Question 5

Demographic Category	Welcoming Rating					Average
	Least (1)	(2)	(3)	Most (4)	N/A	
Age (n=2841)	26 (1%)	186 (7%)	764 (27%)	1824 (64%)	41 (1%)	3.6
Sex (n=2835)	20 (1%)	157 (6%)	753 (27%)	1839 (65%)	66 (2%)	3.6
Ethnicity (n=2834)	74 (3%)	287 (10%)	726 (26%)	1645 (58%)	102 (4%)	3.4
Gender Identity (n=2835)	92 (3%)	281 (10%)	612 (22%)	1471 (52%)	379 (13%)	3.4
Learning Disability (n=2826)	39 (1%)	251 (9%)	623 (22%)	1093 (39%)	820 (29%)	3.4
Mental Health (n=2829)	86 (3%)	366 (13%)	652 (23%)	1175 (42%)	550 (19%)	3.3
Physical Disability (n=2831)	42 (1%)	236 (8%)	613 (22%)	1073 (38%)	867 (31%)	3.4
Race (n=2834)	100 (3%)	295 (10%)	733 (25%)	1584 (54%)	122 (4%)	3.4
Religion (n=2833)	83 (3%)	243 (9%)	756 (27%)	1429 (50%)	322 (11%)	3.4
Sexual Orientation (n=2825)	93 (3%)	311 (11%)	647 (23%)	1420 (50%)	354 (13%)	3.4
Socioeconomic Status (n=2830)	89 (3%)	333 (12%)	759 (27%)	1448 (51%)	201 (7%)	3.4
Veterans Status (n=2829)	19 (1%)	96 (3%)	448 (16%)	1285 (45%)	981 (35%)	3.6

Appendix E: Perceptions on Academic and Campus Life

For the items on this page, please think about the classroom/learning environment and rate your level of agreement regarding your engagement and interactions with CLASSMATES (Strongly Agree, Agree, Disagree, and Strongly Disagree).

Table 4: Survey Question 6

Statement	Level of Agreement					Average
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
My classmates contribute to a productive learning environment (n=2756)	11 (<1%)	48 (2%)	165 (6%)	1192 (43%)	1340 (49%)	4.4
I value racial diversity in the student population (n=2751)	12 (<1%)	21 (1%)	221 (8%)	651 (24%)	1846 (67%)	4.6
I am accepting of classmates who different from me (n=2754)	3 (<1%)	4 (<1%)	56 (2%)	529 (19%)	2162 (79%)	4.8
I value ethnic diversity in the student population (n=2751)	11 (<1%)	15 (1%)	188 (7%)	565 (21%)	1972 (72%)	4.6
Classmates are accepting of me (n=2755)	12 (<1%)	24 (1%)	182 (7%)	938 (34%)	1599 (58%)	4.5

Now think about the classroom/learning environment and rate your level of agreement regarding your engagement and interactions with INSTRUCTORS.

Table 5: Survey Question 7

Statement	Level of Agreement					Average
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
I am comfortable asking my instructor for help IN the classroom (n=2673)	19 (1%)	60 (2%)	155 (6%)	743 (28%)	1696 (63%)	4.5
I am comfortable sharing my thoughts and ideas in the classroom (n=2669)	19 (1%)	86 (3%)	252 (9%)	902 (34%)	1410 (53%)	4.3
I have had my contributions minimized in the classroom because of my race (n=2666)	1333 (50%)	524 (20%)	235 (9%)	180 (7%)	394 (15%)	2.2
I am comfortable approaching my instructor with questions or concerns OUTSIDE of the classroom (n=2670)	30 (1%)	66 (2%)	222 (8%)	815 (31%)	1537 (58%)	4.4
I see efforts of diversity in course materials being used (e.g., textbooks, articles, videos, guest speakers) (n=2668)	27 (1%)	53 (2%)	451 (17%)	903 (34%)	1234 (46%)	4.2
I have had stereotypes made about my race in the classroom (n=2662)	1352 (51%)	559 (21%)	316 (12%)	173 (6%)	262 (10%)	2.0
I have experienced not being taken seriously because of my gender (n=2661)	1389 (52%)	613 (23%)	242 (9%)	152 (6%)	265 (10%)	2.0
Based on what I learned in my classes, having some knowledge and understanding of people from diverse communities is relevant to work in my field (n=2665)	31 (1%)	38 (1%)	330 (12%)	749 (28%)	1517 (57%)	4.4
The majority of my instructors create a learning environment that is inclusive and respectful (n=2665)	9 (<1%)	6 (<1%)	94 (4%)	735 (28%)	1821 (68%)	4.6
It is important to me that there is racial diversity among the instructor population (n=2654)	83 (3%)	82 (3%)	790 (30%)	633 (24%)	1066 (40%)	3.9
Instructors strive to improve class activities among culturally diverse groups (n=2649)	18 (1%)	42 (2%)	600 (23%)	791 (30%)	1198 (30%)	4.2
Instructors make themselves readily available to students who need advice and help (n=2657)	15 (1%)	35 (1%)	132 (5%)	809 (30%)	1666 (63%)	4.5
Instructors are accepting of me (n=2655)	11 (<1%)	14 (1%)	116 (4%)	735 (28%)	1779 (67%)	4.6
My religious beliefs are supported in the classroom (n=2655)	53 (2%)	44 (2%)	1164 (44%)	459 (17%)	935 (35%)	3.8

In the next set of items, please think about your interaction and engagement with NWTC STAFF who are not instructors (for example, Academic Advisors, Recruiters, Counselors, Department Support, Enrollment Support, Career Coaches, Academic Coaches, etc.).

Table 6: Survey Question 9

Statement	Level of Agreement					Average
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
Staff are available to students who need advice and help (n=2606)	11 (<1%)	21 (1%)	83 (3%)	715 (27%)	1776 (68%)	4.6
I am comfortable approaching staff with questions or concerns (n=2602)	12 (<1%)	47 (2%)	110 (4%)	762 (29%)	1671 (64%)	4.5
Staff are available to students who need advice and help (n=2600)	7 (<1%)	27 (1%)	90 (3%)	755 (29%)	1721 (66%)	4.6
I value diversity among the staff population (n=2593)	40 (2%)	36 (1%)	586 (13%)	611 (24%)	1320 (51%)	4.2
I see examples of myself in marketing for the college (e.g., brochures, website, videos, billboards, etc.) (n=2596)	74 (3%)	179 (7%)	788 (30%)	596 (23%)	959 (37%)	3.8
Staff are accepting of me (n=2597)	8 (<1%)	12 (<1%)	127 (5%)	797 (31%)	1653 (64%)	4.6
Staff members create an environment that is inclusive and respectful (n=2597)	11 (<1%)	10 (<1%)	106 (4%)	728 (28%)	1742 (67%)	4.6

Think about your OVERALL ACADEMIC EXPERIENCE when rating the following items.

Table 6: Survey Question 10

Statement	Level of Agreement					Average
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
I find my classes academically challenging (n=2562)	18 (1%)	104 (4%)	291 (11%)	1076 (42%)	1073 (42%)	4.2
I am being introduced to new ways of thinking and discussing ideas (n=2559)	8 (<1%)	42 (2%)	134 (5%)	918 (36%)	1457 (57%)	4.5
My academic experience meets my expectations (n=2556)	12 (<1%)	57 (2%)	180 (7%)	965 (38%)	1342 (53%)	4.4
I am overwhelmed by the amount of time it takes to complete my coursework (n=2555)	109 (4%)	498 (19%)	776 (30%)	659 (26%)	513 (20%)	3.4
I am confident using an online learning management platform (e.g., Blackboard) (n=2558)	25 (1%)	79 (3%)	186 (7%)	870 (34%)	1398 (55%)	4.4

Please think about your overall experience and the day-to-day interactions you have at the college when rating the following items.

Table 6: Survey Question 14

Statement	Level of Agreement					Average
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	
I have made meaningful connections at NWTC that will extend beyond my education completion (n=2484)	34 (1%)	127 (5%)	511 (21%)	786 (32%)	1026 (41%)	4.1
My religious beliefs are supported on campus (n=2482)	25 (1%)	54 (2%)	1060 (43%)	547 (22%)	796 (32%)	3.8
Campus events and student clubs help me understand cultures other than my own (n=2478)	24 (1%)	46 (2%)	869 (35%)	705 (28%)	834 (34%)	3.9
Students from my sexual orientation are respected at this college (n=2481)	9 (<1%)	18 (1%)	485 (20%)	750 (30%)	1219 (49%)	4.3
I feel safe on campus (n=2479)	11 (<1%)	32 (1%)	139 (6%)	845 (34%)	1452 (59%)	4.5
Students from my racial group are respected at this college (n=2477)	9 (<1%)	16 (1%)	302 (12%)	803 (32%)	1347 (54%)	4.4
Student from different gender identities are respected at this college. (n=2481)	9 (<1%)	18 (1%)	424 (17%)	807 (33%)	1223 (49%)	4.3
There is adequate accessibility on campus for people with physical disabilities (n=2478)	15 (1%)	37 (1%)	380 (15%)	881 (36%)	1165 (47%)	4.3
Students from my ethnic group are respected at this college (n=2477)	10 (<1%)	12 (<1%)	304 (12%)	790 (32%)	1361 (55%)	4.4
The food sold at NWTC provides me with options to fit my customs and beliefs (n=2471)	70 (3%)	82 (3%)	796 (32%)	614 (25%)	909 (37%)	3.9
The campus offers a variety of events to participate in (e.g., student clubs/student senates, student involvement games, food for thought series, student appreciation day, free food days, make & takes, and musicians/entertainers) (n=2473)	16 (1%)	31 (1%)	231 (9%)	764 (31%)	1431 (58%)	4.4
I actively participate in events (n=2468)	151 (6%)	446 (18%)	723 (29%)	640 (26%)	508 (21%)	3.4

Appendix F: Harassment & Discrimination Responses Unduplicated/Duplicated Counts

Harassment based on:	Unduplicated Count	Description of Harassment			
		Witnessed	Experienced	Reported	Unrelated to NWTC
Sexual orientation	66	32	17	7	26
Religious affiliation	48	18	9	4	27
Age	47	19	8	4	24
Ethnicity	52	25	9	3	24
Disability	48	22	13	4	18
Social class	48	25	8	3	20
Race	50	28	8	2	24
Gender	58	27	15	8	24
Other	45	16	16	4	16
TOTAL (duplicated)	462	212	103	39	203

Discrimination based on:	Unduplicated Count	Description of Discrimination			
		Witnessed	Experienced	Reported	Unrelated to NWTC
Sexual orientation	50	24	15	3	19
Religious affiliation	52	23	14	4	20
Age	41	17	9	1	18
Ethnicity	57	24	16	2	25
Disability	49	20	11	4	19
Social class	41	18	8	1	19
Race	69	32	25	1	22
Gender	49	23	14	2	20
Other	32	9	10	2	16
TOTAL (duplicated)	440	190	122	20	178

Appendix G: Sexual Misconduct Responses Unduplicated/Duplicated Counts

Sexual Misconduct based on:	Unduplicated Count	Description of Sexual Misconduct				
		Witnessed	Experienced	Intervened	Reported	Unrelated to NWTTC
Sexual Assault	31	11	10	3	5	12
Sexual Exploitation	31	13	15	3	4	7
Stalking	29	13	9	2	5	9
Relationship Violence	31	13	9	6	2	9
Sexual Harassment	34	15	14	6	7	7
Other	17	6	3	3	0	5
TOTAL (duplicated)	173	71	60	23	23	49

Appendix H: Data Regarding Multicultural Center Question on Climate Survey

Notes about the data:

1. These are the results as of Dec. 7. The survey is still live, so the results could still change.
2. Gender identity categories have too few respondents to disaggregate as of Dec. 7.
3. Campus location is not included here because the question asked “would you like a multicultural center on the Green Bay Campus”
4. The ordering and wording of survey questions regarding a multicultural space might have caused some minor confusion. A small number of students said “no, they would not like a space” but answered “yes, they already have a space.” It is possible that some students interpreted the question to be “if you don’t *already* have a space, would you want one.”

The Results:

The survey made the following statement and then asked several questions: “Some colleges have created intentional, physical spaces on their campuses for students to come together to celebrate their backgrounds, hold conversations surrounding diversity and inclusion (like A Place at the Table), and contribute in other ways to the space.”

Would you like to have a physical space like this on the Green Bay Campus?

TABLE 1	NUMBER					WITHIN GROUP PERCENT		
	Yes	No	Undecided	TOTAL		Yes	No	Undecided
Race								
American Indian/Alaska Native	22	10	30	62		35.5%	16.1%	48.4%
Asian	35	15	39	89		39.3%	16.9%	43.8%
Black/African American/African	31	5	20	56		55.4%	8.9%	35.7%
Hispanic or Latino	56	28	45	129		43.4%	21.7%	34.9%
More than 1	36	34	55	125		28.8%	27.2%	44.0%
Pacific Islander	3	2	0	5		60.0%	40.0%	0.0%
Prefer not to answer	28	22	19	69		40.6%	31.9%	27.5%
White	258	576	651	1485		17.4%	38.8%	43.8%
TOTAL - ALL	469	692	859	2020		23.2%	34.3%	42.5%
TOTAL - STUDENTS OF COLOR	183	94	189	466		39.3%	20.2%	40.6%

Does this space already exist for you?

TABLE 2	NUMBER			WITHIN GROUP %	
	Yes	No	TOTAL	Yes	No
Race					
American Indian/Alaska Native	39	23	62	62.9%	37.1%
Asian	52	38	90	57.8%	42.2%
Black/African American/African	34	23	57	59.6%	40.4%
Hispanic or Latino	99	41	140	70.7%	29.3%
More than 1	78	47	125	62.4%	37.6%
Pacific Islander	1	4	5	20.0%	80.0%
Prefer not to answer	48	23	71	67.6%	32.4%
White	1108	399	1507	73.5%	26.5%
TOTAL - ALL	1459	598	2057	70.9%	29.1%
TOTAL – STUDENTS OF COLOR	303	176	479	63.3%	36.7%

Where does this space exist for you?

TABLE 2a Location	Number
Commons	289
Student Seating Areas	115
Unity Lounge	75
Veterans Resource Center	18
Other (please specify):	69
TOTAL-ALL	566

Students who responded “other” most commonly answered classrooms, “everywhere”, other places on campus, or that they did not know, as well as some off-campus sites, such as home or church.

How important is it to have a multicultural space on the Green Bay campus?

TABLE 3: These responses are only for students who said “yes” they would like a physical space

Race	Not important at all	Slightly important	Neither important nor unimportant	Moderately important	Very important	TOTAL	Average
American Indian/Alaska Native	2	2	7	2	9	22	3.6
Asian	2	4	7	2	19	34	3.9
Black/African American/African	0	1	2	9	19	31	4.5
Hispanic or Latino	2	5	4	4	39	54	4.4
More than 1	2	4	4	9	16	35	3.9
Pacific Islander	1	0	1	0	1	3	3.0
Prefer not to answer	5	2	5	4	11	27	3.5
White	15	32	39	65	102	253	3.8
TOTAL - ALL	29	50	69	95	216	459	3.9
NON-WHITE	9	16	25	26	103	179	4.1

Do you think such a space would bring additional value to the student experience at NWTC?

TABLE 4

Race	NUMBER				TOTAL	PERCENT		
	Yes	No	Undecided	Yes		No	Undecided	
American Indian/Alaska Native	39	5	18	62	62.9%	8.1%	29.0%	
Asian	63	6	17	86	73.3%	7.0%	19.8%	
Black/African American/African	47	4	5	56	83.9%	7.1%	8.9%	
Hispanic or Latino	98	9	24	131	74.8%	6.9%	18.3%	
More than 1	75	14	32	121	62.0%	11.6%	26.4%	
Pacific Islander	3	1	1	5	60.0%	20.0%	20.0%	

Prefer not to answer	30	20	18	68		44.1%	29.4%	26.5%
White	749	228	485	1462		51.2%	15.6%	33.2%
TOTAL	1104	287	600	1991		55.4%	14.4%	30.1%
STUDENTS OF COLOR	325	39	97	461		70.5%	8.5%	21.0%

Do you think you would use a multicultural space?

TABLE 5 Race	NUMBER				WITHIN GROUP PERCENT		
	Yes	No	Undecided	TOTAL	Yes	No	Undecided
American Indian/Alaska Native	31	9	22	62	50.0%	14.5%	35.5%
Asian	46	15	29	90	51.1%	16.7%	32.2%
Black/African American/African	42	5	10	57	73.7%	8.8%	17.5%
Hispanic or Latino	85	18	37	140	60.7%	12.9%	26.4%
More than 1	44	27	52	123	35.8%	22.0%	42.3%
Pacific Islander	2	2	1	5	40.0%	40.0%	20.0%
Prefer not to answer	24	26	21	71	33.8%	36.6%	29.6%
White	304	661	526	1491	20.4%	44.3%	35.3%
TOTAL	578	763	698	2039	28.3%	37.4%	34.2%
STUDENTS OF COLOR	250	76	151	477	52.4%	15.9%	31.7%

How do you think you would use such a space? (Check all that apply)

TABLE 6 Location	Number
To meet friends	425
To study	422
To share my culture and identity (sic) with other students	287
To attend programs	271
Other	19
TOTAL-ALL	1424 duplicate

Students who responded “other” mainly responded with a variant of “to learn about other cultures.”

Open-Ended Responses Twelve open-ended comments referenced a “space” in the sense of a physical space. Four were negative towards the Multicultural Center, four were neutral (saying it would be fine but didn’t really apply to them), and four were in favor of inclusivity/diversity but not via a designated space.