

Campus Climate Survey 2012 - Executive Summary

DIVISION OF STUDENT AFFAIRS

A Campus Climate Survey was administered at Clemson University during the spring 2012 semester. The survey was administered through Campus Labs to all undergraduate and graduate students. The total number of responses was 4,569, which represented approximately 24% of the student population. The demographics of the individuals who completed the survey are representative of Clemson's student population, with slight overrepresentation of female students and Asian/Pacific Islanders.

During analysis of the Campus Climate Survey, the 130-question survey was grouped into six (6) theme categories based on the types of questions asked in the survey. These themes were: Environment Inside the Classroom, University Commitment / Responsiveness, General Campus Climate – Students (students' perceptions of their peers), General Campus Climate – Staff (students' perceptions of staff), Intercultural Competence / Self Assessment, and Impact of Learning Experiences. Questions were rated on a Likert scale with one (strongly disagree) being the lowest and five (strongly agree) being the highest. Items of note are highlighted below.

Theme Scores: The following are the average scores for each theme category, including a comparison of the 2010 theme scores.

Theme	Total Possible Points	2010 Average	2012 Average
Environment Inside the Classroom	95	60.1 (63%)	63.9 (67%)
University Commitment / Responsiveness	45	27.0 (60%)	29.0 (64%)
General Climate – Staff	65	39.0 (60%)	40.4 (62%)
General Climate - Students	60	40.3 (67%)	40.3 (67%)
Intercultural Competence / Self-Assessment	85	54.5 (64%)	55.5 (65%)
Impact of Learning Experiences	150	92.0 (61%)	95.2 (63%)

Difference In Theme Scores Across Demographic Groups

The responses from the following groups were statistically significantly lower for the noted theme areas:

- University Commitment / Responsiveness
 - African American
 - Atheist
- General Campus Climate – Staff
 - Atheist
 - International
 - Muslim
- General Campus Climate – Students
 - African American
 - Muslim

Quotes from Open- Ended Questions and Focus Groups

Analysis was performed on the open-ended questions in the survey. Focus groups were also conducted with White, African American, International, Gay/Lesbian/Bisexual/Transgender students and students from Northern states. The following were some themes from the open-ended questions and focus groups:

- *Through the diversity that exists at Clemson University, students have the opportunity to make new friends and learn about different aspects of diversity through interacting with students from other cultures*
- *Work experiences, travel and study abroad, as well as life experiences contribute to students' understanding of diversity.*
- *Family background and neighborhood environment also contributes to students' understanding of diversity and its importance in our contemporary world.*
- *The University can sometimes put too much emphasis on diversity.*
- *Some populations are treated differently at Clemson University, which can lead to social exclusion, alienation and disconnect.*
- *Clemson University has very little diversity. The students are highly homogeneous and the student body does not create a welcoming and inclusive environment for people from diverse identities.*
- *People from the South treat people from the North differently.*
- *Prejudices are revealed when members of minority groups are not present, or when alcohol is involved.*
- *Engagement in challenging topics and diverse viewpoints is often discouraged.*

Retention-Related Question

The following question was asked during the 2012 administration of the survey: "Have you ever considered leaving Clemson because of an issue related to diversity, inclusion, appreciation of differences, etc?" The following were some important items of note related to this question:

- 270 students (6% of overall respondents) considered leaving Clemson due to an issue related to diversity, inclusion, appreciation of differences, etc.
 - 14% were African American (compared to 5.26% of the overall respondents)
 - 63% were female (compared to 54% of the overall respondents)
 - 32% were in the College of Business and Behavioral Science (compared to 25% of the overall respondents) , 24% were in the College of Agriculture, Forestry, and Life Sciences (compared to 20% of the overall respondents)

Implications

Campus Climate Survey results have implications for meeting university goals:

- 2020 Roadmap
 - Impact on progress towards objectives of the Diversity Plan for Students
 - Increase enrollment of historically underrepresented students
 - Increase number of historically underrepresented tenure-track faculty
 - Student Engagement (Inside and Outside the Classroom)
- Student Retention and Persistence
- Alumni Giving

Next Steps

- Sharing Results Broadly
- Campus Climate Task Force