



UNC
GREENSBORO

Student Affairs

iBELONG

#UNCGWay

UNCG CECE Undergraduate Campus Climate
Survey Report
Administered Spring 2019



INTRODUCTION:

In Spring 2019, The iBelong Project was launched to understand student experiences at UNCG. The project utilized the Culturally Engaging Campus Environments (CECE) survey developed by the National Institute for Transformation and Equity (See Appendix for complete description). Through the survey, a representative statistically valid sample of UNCG undergraduate students were asked about their experiences at UNCG to better determine strengths and needs regarding our campus climate. The specific goal of the iBelong Project is to understand how students experience our campus now, and how to help the University better meet the learning, professional and personal needs of all our current and future students. Results from the iBelong Survey (see methodology) are summarized in this report and being shared with all members of the campus community to encourage discussion about how to engage and support our students. All points are important and valid; it is not expected that one consensus viewpoint will capture the rich diversity of opinions about our community. Rather, the iBelong Project seeks to showcase student voices and create conversations about inclusive excellence, learning, and sense of belonging for all our students.

BACKGROUND AND KEY FINDINGS

The Culturally Engaging Campus Environments (CECE) survey is based on a conceptual framework that identifies external and internal factors that impact student success. Some of these include family, finances, employment, demographics, initial academic dispositions, and academic preparation, as well as features of campus environments that shape student success (Figure 1).

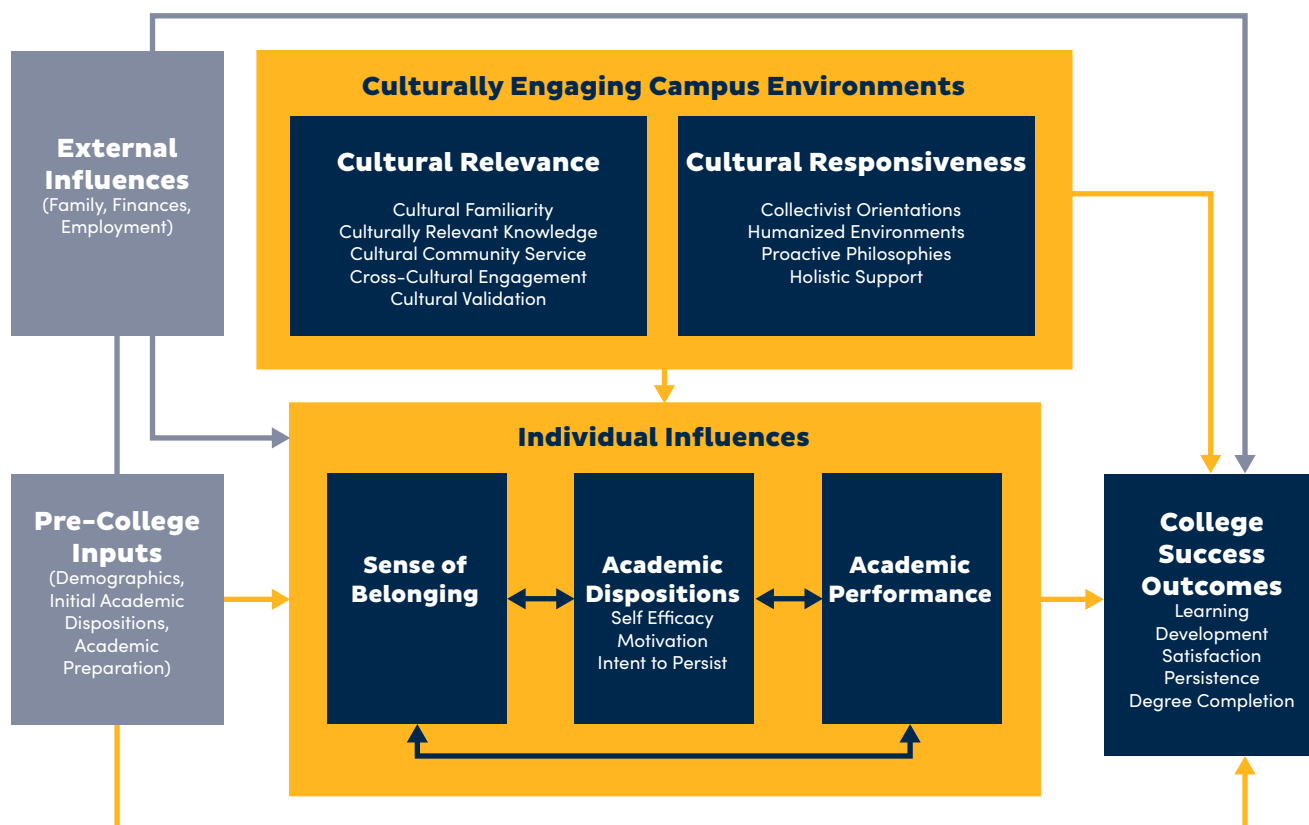


Figure 1: The Culturally Engaging Campus Environments (CECE) Model of Success

PRE-COLLEGE INPUTS

Key Findings from our administration of the survey indicate the following:

- About 90% of students reported it was likely or very likely that they would earn a bachelor's degree at UNCG. 3% were unsure and 7% said it was unlikely or very unlikely they would earn their degree at UNC Greensboro.
- Students were asked about their intentions for completing a degree at initial enrollment compared to their current plans. The number of students currently planning to seek a master's or doctoral degree increased as compared to their initial plans, indicating that UNCG has prepared students to consider advanced degrees in addition to the bachelor's degree.

THE CECE MODEL

The remaining key findings are organized by the nine culturally engaging factors from the CECE model. The factors are divided between two areas: Cultural Relevance or relevance to cultural backgrounds and Cultural Responsiveness or campus supports. The nine factors are described in the model as follows:

Cultural Relevance Indicators

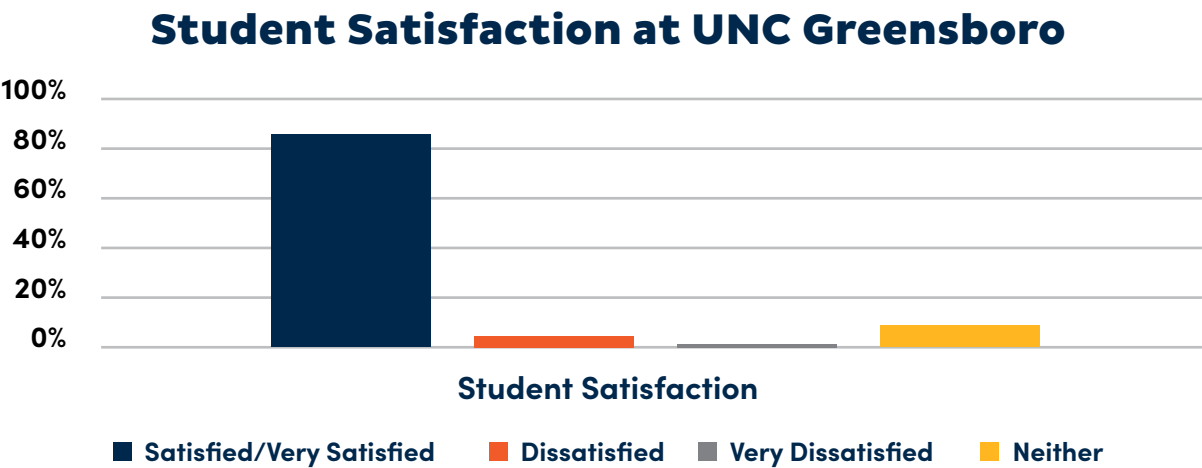
1. Cultural Familiarity: Campus spaces for students to connect with faculty, staff, and peers who understand their cultural backgrounds, identities, and experiences.
2. Culturally Relevant Knowledge: Opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular opportunities.
3. Cultural Community Service: Opportunities for students to give back to and positively transform their home communities.
4. Meaningful Cross-Cultural Engagement: Programs and practices that facilitate educationally meaningful cross-cultural interactions among their students that focus on solving real social and political problems.
5. Cultural Validation: Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

Cultural Responsiveness Indicators

6. Collectivist Cultural Orientations: Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.
7. Humanized Educational Environments: Availability of opportunities for students to develop meaningful relationships with faculty and staff members who care about and are committed to their success.
8. Proactive Philosophies: Philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down on their own.
9. Holistic Support: Students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support that they require regardless of the problem or issue that they face.

The nine constructs from the CECE model focus on institutional connections and ways to deepen those experiences for students. Using these constructs, the results demonstrate most students endorsed positive experiences at UNCG exemplified through the following findings.

The following graph shows UNCG students have a high level of satisfaction. Students were also asked to describe why they selected their response about their level of satisfaction. The following represented the top three response categories: people they encountered (152 responses), professors (129 responses), and faculty/staff (82 responses).



KEY FINDINGS: DIMENSIONS OF CAMPUS ENVIRONMENTS

Cultural Familiarity

- 63% of students reported it was easy to find people with similar backgrounds as them, and 53% reported they frequently interacted with people from similar backgrounds.
- 56% reported it was easy to find people who understand them, and 56% reported it was easy to find people that understand their struggles.
- 64% of students agreed or strongly agreed that “I feel like I am part of a community at UNCG.”
- 71% of students agreed or strongly agreed that “I feel like I belong at UNC Greensboro.”
 - The three demographic groups that were significantly more likely to agree with this response were students who lived on campus, students who identified as female, and traditional college-aged students (0.001).
- 54% agreed or strongly agreed that “I feel a strong connection to UNC Greensboro.”

71%

of students agreed or strongly agreed that “I feel like I belong at UNC Greensboro.”

Culturally Relevant Knowledge

- 61% of students felt there were enough opportunities to learn about the challenges of their own cultural community.
- Students were asked an open-ended question to describe the types of cultural communities in which they were involved. Students provided many different examples of varied cultural communities that provide them with support at UNCG. The three most frequent responses were Black/African American (150 responses), LGBTQ+ (96 responses), and Hispanic (64 responses). This endorsement shows that many student organizations, informal affinity groups, shared identity communities, and departments contribute to students’ sense of belonging at UNCG.

Cultural Community Service

- 68% of students felt their experience at UNCG contributed to their ability to have a positive impact on their cultural community and larger society.
- 59% of students felt there were enough opportunities to help improve the lives of their cultural community. 58% of students felt there were enough opportunities to give back to their cultural community.

Meaningful Cross-Cultural Engagement

- 38% of students reported strongly agree/agree that when they entered college they expected to be involved in a lot of programs that focused on issues of diversity.
- 59% of students agreed/strongly agreed that there were enough opportunities to discuss important political issues with people from different cultural backgrounds.
- 75% of students reported there were enough opportunities to discuss important social issues with people from different cultural backgrounds.
- Online students reported not participating in campus activities and transfer students also reported needing support, suggesting the need for additional or new efforts with online and transfer students.

75%

of students reported there were enough opportunities to discuss important social issues with people from different cultural backgrounds.

Cultural Validation

- 65% of students felt people at this institution valued knowledge from their cultural community, and 66% reported their cultural community was valued at the institution.

Collectivist Cultural Orientations

- 70% of students knew a person at UNC Greensboro who they trusted to give them support.
- 72% of students knew someone who would help them solve a problem.

Humanized Educational Environments

- 79% of students agreed/strongly agreed that educators care about students at UNCG, and 76% agreed/strongly agreed that educators are committed to their success.
- Students reported a number of programs, supports from campus, and people at UNCG that help them be successful in college. Four students did respond “None” to this question, which might indicate that some students are lacking connection to resources.

Proactive Philosophies

- Most students (79%) also strongly agree/agree that UNCG is proactive in offering programs that increase diversity/inclusion.
- 79% of students reported that they knew someone at UNCG who they trust to give them information they need.
- 84% of students reported that people at UNCG sent them important information about new learning opportunities.

Holistic Support

- 76% of students reported strongly agree/agree that educators were committed to their success.
- 39% of students reported that people at UNCG regularly checked in to see if they need support.

72%

of students knew
someone who would help
them solve a problem

84%

of students reported that
people at UNCG sent
them important
information about new
learning opportunities

39%

of students reported that
people at UNCG
regularly checked in to
see if they need support

ADDITIONAL MODULES

Two additional modules added to the survey were the Institutional Diversity module and Engagement with Diversity Module. The following represent key findings from those two modules.

Institutional Diversity

- Overall, most students (81%) agreed or strongly agreed that diversity is a major priority at UNCG.
- Most students (79%) agreed or strongly agreed that UNCG is committed to fostering an inclusive environment.
- 72% of students expressed confidence (strongly agree/agree) in the leadership to meaningfully address inequities like problems related to racism, classism, sexism, heterosexism, etc.
- 57% of students strongly agree/agree the institution effectively responds to incidents of discrimination and 53% strongly agree/agree the institution effectively responds to incidents of bias.
- 63% of students strongly agree/agree that the institution has sufficient mechanisms to report incidents of bias.
- 81% of students reported never/rarely experiencing any form of prejudice while at UNCG compared to 66% reporting never/rarely seeing someone else experience prejudice.
- 86% of students reported never/rarely experienced discrimination while at UNCG compared to never/rarely seeing someone else experience discrimination (78%).

81%

Overall, most students (81%) agreed or strongly agreed that diversity is a major priority at UNCG

Engagement with Diversity

- Students varied in their reports about experiences with teachers successfully engaging classroom conversations about diversity and inclusion at UNCG. 58% of students felt teachers had the skills to facilitate conversations about inequality. 60% felt teachers had the skills to address diversity issues that arise in the classroom.
- Many students report not being asked to evaluate their teachers about diversity and intercultural engagement on a course evaluation. 42% reported never or rarely evaluating teachers on incorporating diversity issues in the classroom. Similarly, 41% reported never or rarely rating a teacher's ability to have open and respectful discussion around issues of diversity.
- Students were asked a series of questions regarding their involvement in campus activities focusing on intercultural engagement. The following percentages represent students reporting rarely or never participating in the following activities:
 - Discussions about inequality (41%)
 - Productive discussions about privilege (48%)
 - Productive discussions about identity (43%)
 - Benefit of engaging in diversity activities (43%)
 - Work with people from a different race (31%)
 - Work with people from different class (30%)
 - Work with people from different country (33%)
- There were lower level of agreement between discussions and dialogue and working together. The discrepancy can in part be explained in the fact that working together may be higher due to classroom and co-curricular opportunities, whereas discussion and dialogue opportunities about privilege and diversity are more resource-intensive and require smaller groups and are therefore currently offered less.
- While students who are actively involved in intercultural programming report high level of satisfaction, there are also opportunities to engage additional students in this process through curricular/co-curricular options.

60%

felt teachers had the skills to address diversity issues that arise in the classroom

DISCUSSION AND NEXT STEPS:

This report contains a number of important findings about the strengths and needs of our campus. To continue to learn from these results, next steps are proceeding during the 2019-2020 academic year. Together, we can make more improvements and ensure our campus has a healthy and vibrant community for all of our Spartans.

1. The current iBelong Implementation Committee has been expanded to include additional representatives from Student Success and University Teaching and Learning Commons (UTLC) to assist with discussion and dialogue around the results of the survey and to determine additional next steps.
2. The iBelong committee will consider further findings related to students in our online/distance communities and transfer students, as these populations are increasingly represented among our students. Gender and ability/disability are also important considerations to study further on our campus.
3. We plan to continue to use the #iBelong hashtags and logo for discussions that relate to campus climate at UNCG.
4. To measure change over time, UNCG plans to readminister a campus climate survey every three years.
5. Student reports of experiencing discrimination are lower than their reports of witnessing discrimination. A review of student concerns and resources to assist with anti-bias and discrimination will be an important step. UNCG can listen to student experiences to help ensure the resources and training provided are assisting our campus with inclusive practices. UNCG should also develop new and amplify existing reporting systems for students to share their experiences and systems to respond to concerns.
6. During the 2019-2020 academic year, the committee will implement a communication plan for the campus community about key findings and hold larger forums with key stakeholders including students, faculty, and staff.
7. We will develop a process for data requests from faculty/staff to have access to the data and also develop an overview dashboard to share key findings.
8. Professional development experiences can and should continue to support increasing skills in facilitating conversations about diversity in the classroom. Programs like Sustained Dialogue and Having Difficult Conversations as sponsored by the UTLC are available to support this need. Instructors may also benefit from tools to assess classroom environments, especially at the midpoint, to provide students a way to provide feedback.
9. Students have access to many programs that focus on their success/retention; although a few students did report not using any supports. Additional efforts to highlight resources and connect students with supports is recommended to increase persistence to degree and graduation.
10. Increasing sense of belonging for students will assist with their persistence to degree and student success. Therefore, intentional conversations about belonging and helping students build connections throughout their college experience will be critical to continue to improve this indicator.

ACKNOWLEDGEMENTS:

- Survey was funded in the Spring 2018 by the Office of the Provost, Student Government Affairs (SGA), and the Division of Student Affairs
- Implementation Committee Members for the iBelong Project:
 - Dr. Cathy Akens, Vice Chancellor for Student Affairs, Co-Chair
 - Dr. Julie Mendez Smith, Chancellor's Fellow for Campus Climate, Co-Chair
 - Jeff Shafer, Associate Vice Chancellor and Chief Communications Officer
 - Dr. Jim Settle, Associate Vice Chancellor Student Affairs
 - George Still, Director of Assessment Student Affairs
 - Shelley Wald, Assistant Director Residential Life
 - Daisy Santiago, Assistant Director Intercultural Engagement
 - Meredith Atchison, Associate Director Campus Activities and Programs
 - Heather Hirschman, Coordinator Student Affairs Marketing and Communications
 - Samaya Roary, SGA President, Gia Born, Alyssa Pickens, UNCG Students
- Project Logo and T-Shirt Design by Ashley Hill, Campus Activities and Programs



REPORT APPENDIX

The following appendix provides information about the methods used for survey administration, demographics of participants, and summary data tables for the survey. The appendix are organized in the following order:

1. Student Profiles
2. Survey Methods
3. Quantitative Data Tables
4. Qualitative Data Tables



APPENDIX A

Student Profiles of Survey Respondents

Classification:

Freshman	Sophomore	Junior	Senior	Unclassified Undergrad.	Total
18.00%	19.00%	28.00%	35.00%	1.00%	1126

Biological Sex*

Female	Male	Total
77.00%	23.00%	1126

* The Banner biological sex data was used in this analysis due to the small response rate of non-cisgender individuals. Deeper research will be conducted into the gender identity questions at a later date.

Pell Utilization:

Yes	No
53.00%	47.00%

Disability Status:

I prefer not to respond	No	Yes	Total
3.00%	85.00%	11.00%	998

Sexual orientation (Recode):

Heterosexual/ Straight	Bisexual/ Pansexual	All Others	Total
71.00%	19.00%	10.00%	992

* Due to the low response rates in the following responses were combined into the all other category (asexual, gay, lesbian, queer, and questioning)

Residential Status:

On Campus	Walking Distance	Commuter	Lack Housing Security	Total
41.00%	15.00%	43.00%	1.00%	1038

Age:

Traditional (18-21)	Emerging Adults (22-30)	Adults (31+)	Total
66.00%	24.00%	9.00%	1126

* Age in the survey was structured as a continuous variable, the above represents a recode to capture traditional college age students compared to non-traditional groups.

Race:

All Others	Asian	Black	Hispanic	White	Total
8.00%	4.00%	26.00%	12.00%	49.00%	1126

Hours for Paid Work on Campus:

0	1-5	6-10	11-15	16-20	21-25	26-30	Over 30	Total
71.00%	5.00%	8.00%	6.00%	5.00%	2.00%	1.00%	2.00%	1011

Hours for Paid Work off Campus:

0	1-5	6-10	11-15	16-20	21-25	26-30	Over 30	Total
44.00%	6.00%	6.00%	7.00%	10.00%	8.00%	5.00%	14.00%	1024



APPENDIX B

Survey Methods

Survey Tool:

The Culturally Engaging Campus Environments (CECE) survey measures college students' perceptions of their campus environments. Questions ask about aspects of campus environments such as cultural groups, meaningful cross-cultural engagement, the ways faculty and staff support students, holistic support, and experiences around diversity and inclusion. Sense of belonging is also assessed with several questions about students' connections to their campus.

Method and Student Sample:

There were 7,000 students randomly sampled from the UNCG student roster to provide a representative sample of our student population. Selected students were then invited by email to complete the survey. Multiple strategies were used to alert students to the opportunity to participate in the iBelong Project, including social media. Participating students received an iBelong T-shirt as a thank you. Additionally, focus groups were offered for any student to share feedback with the committee, especially if they were not selected to take the online survey. Students needed to complete at least the first major section, 53 Questions (21%), of the survey of the survey questions in order to be included in the final sample.

The final analytic sample used to compile the results included 1127 undergraduates. Demographic data for the participants who completed the survey mirror the general demographics of the UNCG student body. In reporting the data for this report, we do not share group level data for any groups with too few respondents, in order to preserve student anonymity.



APPENDIX C

Summary Data Tables

The results of this survey will be used to help educators understand how to improve your college experience and the experiences of all students at UNC Greensboro. Your honest answers are important. Please help us by taking a few minutes to answer the following questions. Thank you! To what extent do you disagree or agree with the following statements?		Strongly agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total
Item 1	People at UNC Greensboro often send me important information about new learning opportunities	37.00%	47.00%	9.00%	3.00%	3.00%	1126
Item 2	People at UNC Greensboro often send me important information about supports that are available	31.00%	46.00%	12.00%	8.00%	4.00%	1122
Item 3	People at UNC Greensboro check in with me regularly to see if I need support	8.00%	25.00%	35.00%	24.00%	8.00%	1126
Item 4	If I need support, I know a person at UNC Greensboro who I trust to give me that support	29.00%	41.00%	16.00%	9.00%	5.00%	1122
Item 5	If I have a problem, I know a person at UNC Greensboro who I trust to help me solve that problem	28.00%	44.00%	14.00%	9.00%	5.00%	1124
Item 6	If I need information, I know a person at UNC Greensboro who I trust to give me the information that I need	29.00%	50.00%	12.00%	6.00%	4.00%	1125
Item 7	I feel like I am part of the community at UNC Greensboro	22.00%	42.00%	20.00%	11.00%	5.00%	1125
Item 8	I feel like I belong at UNC Greensboro	29.00%	42.00%	17.00%	7.00%	4.00%	1126
Item 9	I feel a strong connection to the community at UNC Greensboro	19.00%	35.00%	26.00%	15.00%	5.00%	1125

When you first came to UNC Greensboro, how frequently did you experience the following:		Always	Often	Sometimes	Rarely	Never	Total
Item 10	Difficulty making friends	9.00%	18.00%	37.00%	21.00%	14.00%	1123
Item 11	Difficulty maintaining strong ties with precollege friends	7.00%	22.00%	28.00%	23.00%	19.00%	1122
Item 12	Difficulty maintaining strong ties with family	2.00%	7.00%	17.00%	28.00%	46.00%	1121
Item 13	Feeling isolated	7.00%	17.00%	35.00%	22.00%	20.00%	1123

To what extent do you disagree or agree with the following statements?		Strongly Agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total
Item 14	At UNC Greensboro, there are enough opportunities to discuss important social issues with people from different cultural backgrounds	27.00%	48.00%	16.00%	7.00%	3.00%	1126
Item 15	At UNC Greensboro, there are enough opportunities to discuss important political issues with people from different cultural backgrounds	19.00%	40.00%	24.00%	12.00%	5.00%	1125
Item 16	At UNC Greensboro, there are enough opportunities to discuss important diversityrelated issues with people from different cultural backgrounds	29.00%	45.00%	16.00%	7.00%	3.00%	1125
Item 17	In general, people at UNC Greensboro help each other succeed	22.00%	51.00%	20.00%	4.00%	3.00%	1121
Item 18	In general, people at UNC Greensboro support each other	22.00%	52.00%	20.00%	3.00%	3.00%	1124
Item 19	In general, people at UNC Greensboro work together toward common goals	20.00%	53.00%	20.00%	4.00%	3.00%	1120
Item 20	In general, educators care about students at UNC Greensboro	28.00%	51.00%	15.00%	3.00%	3.00%	1119
Item 21	In general, educators at UNC Greensboro are committed to my success	28.00%	48.00%	17.00%	4.00%	3.00%	1119
Item 22	In general, I view educators at UNC Greensboro as caring human beings	31.00%	50.00%	13.00%	3.00%	2.00%	1121
Item 23	It is easy to find people at UNC Greensboro with similar backgrounds as me	16.00%	47.00%	21.00%	11.00%	4.00%	1123
Item 24	I frequently interact with people from similar backgrounds as me at UNC Greensboro	15.00%	38.00%	26.00%	16.00%	5.00%	1125
Item 25	It is easy to find people at UNC Greensboro who understand me	12.00%	44.00%	29.00%	11.00%	4.00%	1121
Item 26	It is easy to find people at UNC Greensboro who understand my struggles	13.00%	43.00%	27.00%	12.00%	6.00%	1123
Item 27	People at UNC Greensboro are generally willing to take time to understand my experiences	15.00%	45.00%	27.00%	9.00%	3.00%	1120

Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following?		Much better	Better	About the same	Worse	Much worse	Total
Item 28	Analyze complex problems	21.00%	52.00%	25.00%	1.00%	0.00%	1122
Item 29	Generate your own solutions to complex problems	23.00%	52.00%	24.00%	1.00%	0.00%	1124
Item 30	Be an effective leader	29.00%	42.00%	27.00%	2.00%	1.00%	1122
Item 31	Write effectively	25.00%	42.00%	29.00%	2.00%	0.00%	1122
Item 32	Verbally communicate your ideas effectively	27.00%	46.00%	25.00%	2.00%	0.00%	1123
Item 33	Learn on your own	34.00%	41.00%	22.00%	2.00%	1.00%	1121
Item 34	Work productively on a team	27.00%	38.00%	32.00%	3.00%	1.00%	1124
Item 35	Be successful in college	34.00%	44.00%	19.00%	3.00%	1.00%	1121
Item 36	Perform well in a job	27.00%	40.00%	31.00%	2.00%	0.00%	1122
Item 37	Understand your different career options	31.00%	40.00%	24.00%	4.00%	1.00%	1122
Item 38	Understand viewpoints that are different than your own	36.00%	42.00%	21.00%	1.00%	0.00%	1124
Item 39	Understand cultures different from your own	39.00%	39.00%	21.00%	1.00%	0.00%	1122
Item 40	Appreciate cultures different from your own	42.00%	35.00%	22.00%	1.00%	0.00%	1121
Item 41	Accept people from cultures different from your own	39.00%	33.00%	28.00%	0.00%	0.00%	1119
Item 42	Communicate with people from communities different than your own	33.00%	40.00%	26.00%	1.00%	0.00%	1122
Item 43	Work effectively with people from communities different than your own	31.00%	42.00%	26.00%	1.00%	0.00%	1120
Item 44	Have a positive impact on your own cultural communities	29.00%	39.00%	31.00%	1.00%	1.00%	1121
Item 45	Have a positive impact on larger society	28.00%	40.00%	30.00%	1.00%	0.00%	1121

Compared to when you first entered college, how would you describe your CURRENT COMMITMENT to do the following?		Much Better	Better	About the same	Worse	Much Worse	Total
Item 46	Work hard in school	36.00%	33.00%	26.00%	5.00%	1.00%	1125
Item 47	Get good grades	33.00%	32.00%	29.00%	6.00%	1.00%	1122
Item 48	Learn as much as possible during college	38.00%	37.00%	21.00%	4.00%	1.00%	1117
Item 49	Have a positive impact on your cultural communities	30.00%	38.00%	29.00%	3.00%	1.00%	1124
Item 50	Have a positive impact on larger society	33.00%	37.00%	28.00%	2.00%	1.00%	1122

		Very satisfied	Satisfied	Neither dissatisfied nor satisfied	Dissatisfied	Very dissatisfied	Total
Item 51	How satisfied are you with your college experience at UNC Greensboro?	33.00%	52.00%	9.00%	4.00%	1.00%	1127

<p>The term "cultural communities" can mean many things It can refer to a national community, a racial or ethnic community (Asian American, Black, White, etc), a religious community, a LGBTQIA+ community, or even a community in the neighborhood where you grew up or currently live To what extent do you disagree or agree with the following statements regarding your own cultural communities?</p>		Strongly Agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total
Item 53	At this institution, there are enough opportunities for me to connect with people from my cultural communities	24.00%	47.00%	19.00%	8.00%	2.00%	1082
Item 54	In general, people at this institution value knowledge from my cultural communities	20.00%	45.00%	26.00%	7.00%	3.00%	1081
Item 55	In general, my cultural communities are valued at this institution	21.00%	45.00%	25.00%	7.00%	2.00%	1077
Item 56	In general, people at this institution value the experiences of people in my cultural communities	18.00%	45.00%	28.00%	6.00%	3.00%	1074
Item 57	At this institution, there are enough opportunities to learn about the challenges that exist in my own cultural communities	19.00%	42.00%	26.00%	9.00%	3.00%	1075
Item 58	At this institution, there are enough opportunities to learn about important issues within my own cultural communities	18.00%	44.00%	25.00%	10.00%	3.00%	1078
Item 59	At this institution, there are enough opportunities to gain knowledge about my own cultural communities	19.00%	44.00%	25.00%	9.00%	3.00%	1077
Item 60	At this institution, there are enough opportunities (e g , research, community service projects, etc) to help improve the lives of people in my cultural communities	18.00%	41.00%	28.00%	9.00%	4.00%	1077
Item 61	At this institution, there are enough opportunities (e g , research, community service projects, etc) to give back to my cultural communities	19.00%	39.00%	30.00%	9.00%	3.00%	1075
Item 62	At this institution, there are enough opportunities (e g , research, community service projects, etc) to positively impact my cultural communities	18.00%	40.00%	30.00%	8.00%	3.00%	1077

In the last year, how often have you done the following at UNC Greensboro?		Always	Often	Sometimes	Rarely	Never	Total
Item 95	Felt unsafe	2.00%	4.00%	24.00%	33.00%	37.00%	1026
Item 96	Felt like you did not belong	3.00%	9.00%	26.00%	29.00%	33.00%	1025
Item 97	Experienced prejudice (i e, bias toward an identity group)	2.00%	5.00%	14.00%	27.00%	54.00%	1026
Item 98	Seen other people experience prejudice (i e, bias toward an identity group)	1.00%	8.00%	25.00%	26.00%	40.00%	1023
Item 99	Experienced discrimination (i e, mistreatment of someone because of their identity)	1.00%	3.00%	10.00%	22.00%	64.00%	1025
Item 100	Seen other people experience discrimination (i e, mistreatment of someone because of their identity)	1.00%	4.00%	17.00%	26.00%	52.00%	1027

How much do you disagree or agree with the following statements?		Strongly Agree	Agree	Neither disagree nor agree	Disagree	Strongly disagree	Total
Item 101	Diversity is a major priority at this institution	42.00%	39.00%	12.00%	4.00%	3.00%	988
Item 102	This institution is committed to fostering an inclusive environment	34.00%	45.00%	15.00%	4.00%	2.00%	979
Item 103	This institution effectively responds to incidents of discrimination	23.00%	34.00%	33.00%	7.00%	3.00%	827
Item 104	This institution effectively responds to incidents of bias	20.00%	33.00%	37.00%	7.00%	3.00%	803
Item 105	This institution provides sufficient mechanisms to report incidents of discrimination	20.00%	43.00%	28.00%	7.00%	2.00%	846
Item 106	This institution is proactive at offering programs that increase diversity/inclusion	30.00%	49.00%	15.00%	3.00%	2.00%	945
Item 107	This institution invests a sufficient amount of resources in diversity/inclusion efforts	28.00%	46.00%	21.00%	4.00%	2.00%	921
Item 108	I trust this institution's leadership to meaningfully address inequities (e g , problems related to racism, classism, sexism, heterosexism, etc)	27.00%	45.00%	20.00%	5.00%	3.00%	959
Item 109	I am confident that this institution will take the findings of this survey seriously	34.00%	46.00%	14.00%	4.00%	2.00%	957
Item 110	I am confident that this institution will use the findings of this survey to take action	30.00%	45.00%	17.00%	5.00%	2.00%	943
Item 122	Teachers at this institution are skilled at facilitating conversations about inequality	14.00%	44.00%	33.00%	7.00%	2.00%	1009
Item 123	Teachers at this institution have the skills they need to address diversity issues that arise in the classroom	15.00%	45.00%	31.00%	6.00%	3.00%	1006
Item 124	When I entered college, I expected to be involved in a lot of programs that focus on issues related to diversity	12.00%	26.00%	37.00%	19.00%	6.00%	1006

In the last year, how often have you participated in campus activities (in and outofclass) at this UNC Greensboro that did the following?		Always	Often	Sometimes	Rarely	Never	Total
Item 111	Included discussions about inequality (e g , poverty, racial inequality, gender inequality, etc)	7.00%	22.00%	30.00%	17.00%	24.00%	1015
Item 112	Included productive discussions about your privilege	5.00%	19.00%	27.00%	18.00%	30.00%	1014
Item 113	Included productive discussions about your identity	6.00%	20.00%	31.00%	16.00%	27.00%	1013
Item 114	Included discussions about how engaging in diversity activities benefits you	7.00%	21.00%	30.00%	17.00%	26.00%	1013
Item 115	Included discussions about the benefits of interacting with people who are different from you	11.00%	25.00%	31.00%	14.00%	20.00%	1010
Item 116	Encouraged me to work with people from a different race	16.00%	28.00%	25.00%	12.00%	19.00%	1014
Item 117	Encouraged me to work with people from a different gender	16.00%	26.00%	27.00%	11.00%	20.00%	1013
Item 118	Encouraged me to work with people from a different class background	16.00%	26.00%	28.00%	10.00%	20.00%	1012
Item 119	Encouraged me to work with people from a different country	13.00%	21.00%	32.00%	14.00%	19.00%	1009

In the last year, how often have you done the following?		Always	Often	Sometimes	Rarely	Never	Total
Item 120	Filled out a course evaluation that included questions about the instructors ability to incorporate issues of diversity into the course	19.00%	17.00%	22.00%	14.00%	28.00%	1016
Item 121	Filled out a course evaluation that included questions about the instructors ability to facilitate open and respectful discussion around issues of diversity	18.00%	19.00%	23.00%	14.00%	27.00%	1016

APPENDIX D

Qualitative Data Summary of Open-Ended Questions

	Very Negative	Moderately Negative	Moderately Positive	Very Positive	Total
Can you describe any activities/programs that make you feel included?	3.80%	11.50%	68.50%	16.20%	130
Is there anything else not captured by this survey that you think we should know?	25.2%	21.8%	34.5%	18.5%	119
Please describe why you selected your satisfaction rating?	12.5%	13.7%	44.7%	29.1%	570

Which cultural Communities came to mind when answering questions about cultural community:
(listed top five in rank order)

1. African-American/Black
2. Hispanic/Latinx
3. Religious Community
4. Gender (female)
5. Ability status



¹Museus, S.D., Yi, V., & Saelua, N. (2018). How culturally engaging campus environments influence a sense of belonging in college: An examination of differences between white students and students of color. *Journal of Diversity in Higher Education*, 11(4), 467-483



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