

iBELONG

#UNCGCares

Campus Climate Survey Report
Administered Spring 2023



UNC GREENSBORO
Division of Student Affairs

INTRODUCTION

In Spring 2023, the Division of Student Affairs conducted the second administration of the iBelong survey to understand the experiences of students at UNC Greensboro. 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 and graduate 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 currently experience our campus 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 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 highlight 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 identifying external and internal factors that impact student success. Some of these include family, finances, employment, demographics, initial academic dispositions, academic preparation, and features of campus environments that shape student success (Figure 1).

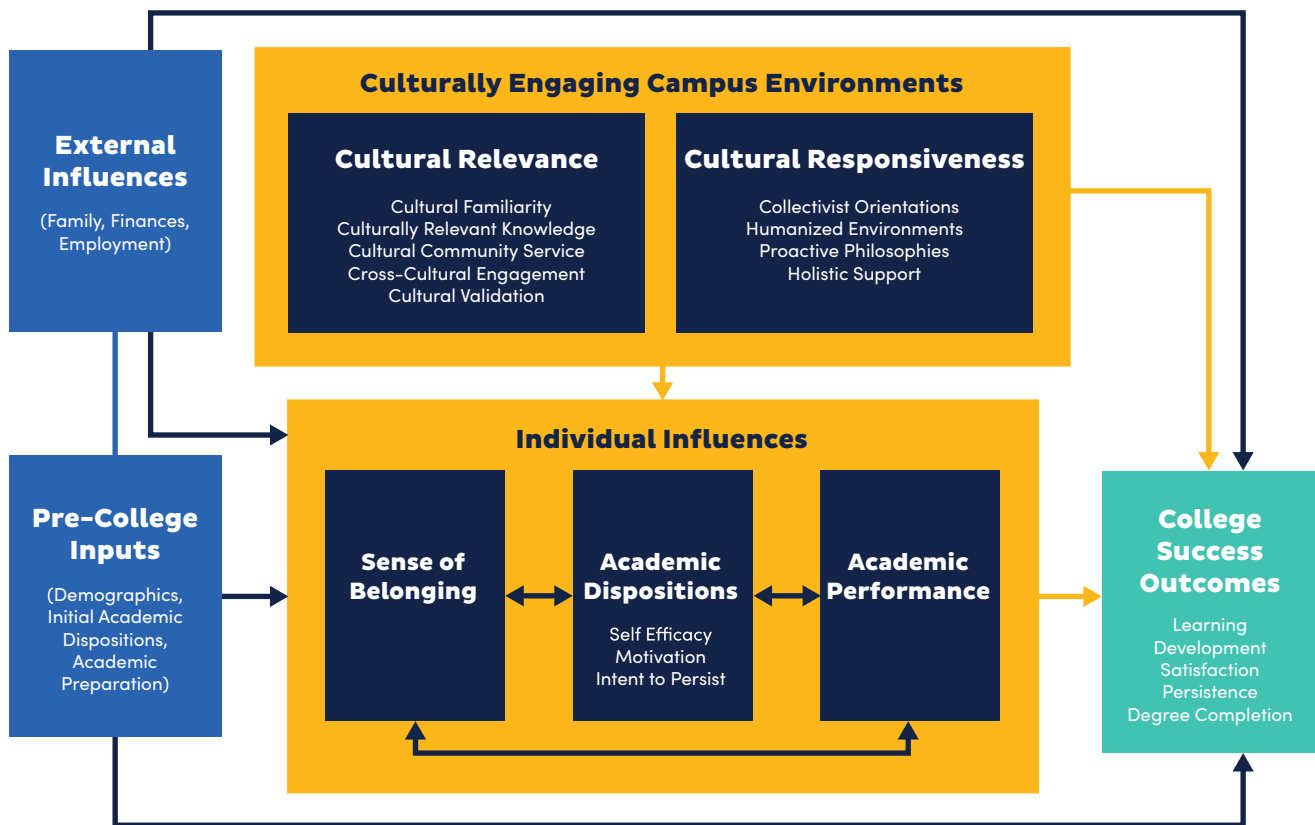


Figure 1: The Culturally Engaging Campus Environments (CECE) Model of Success

PRE-COLLEGE INPUTS

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

- Approximately 52% of students reported they were first-generation students (one or both parents had not completed a bachelor's degree)
- Students in the sample report that their high schools were mostly racially diverse (58.4%)
- 34% report they graduated from a rural setting
- Finally, 71.2% report most/all of their graduating peers they know/socialize are also attending college. (In the previous iteration of the survey, knowing peers who attended college was significantly correlated with a higher likelihood of persistence)

THE CECE MODEL

The remaining key findings are organized by the nine culturally engaging factors from the CECE model. The factors are divided into 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

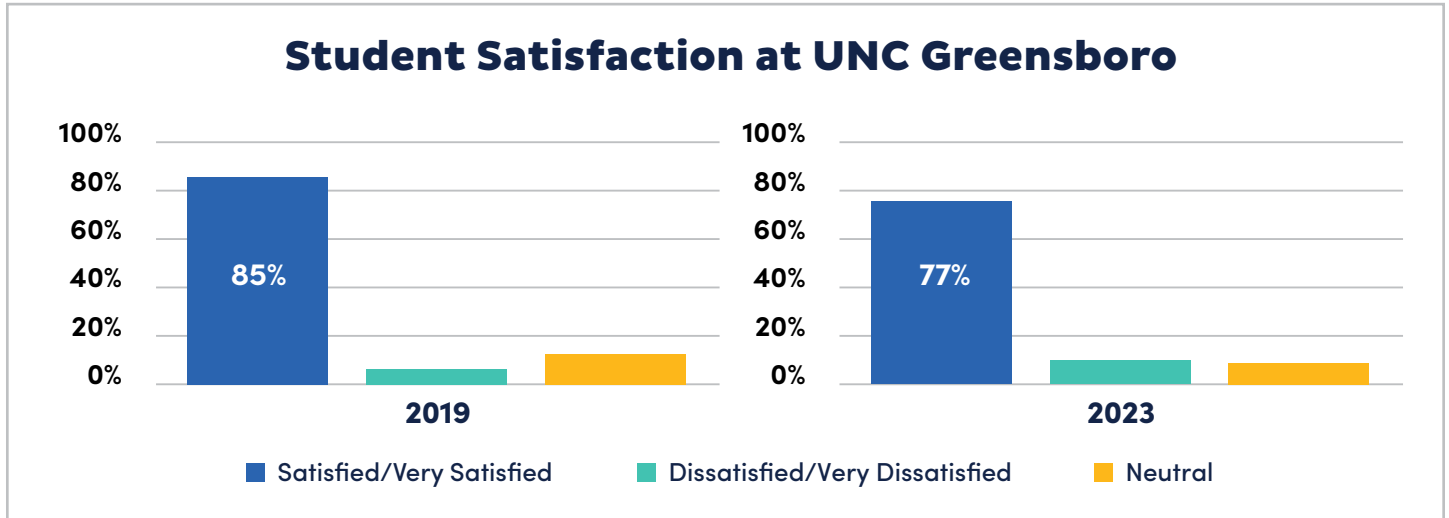
Cultural Responsiveness Indicators

6. Collectivist Cultural Orientations: Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and the 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

UNDERGRADUATE FINDINGS

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 77% of UNCG undergraduate students reported they were satisfied with their experience. Overall, undergraduate student satisfaction has declined since the 2019 administration. 77% of students reported being satisfied compared to 85% in 2019.



KEY FINDINGS: DIMENSIONS OF CAMPUS ENVIRONMENTS

Cultural Familiarity

- 64% of undergraduate students reported it was easy to find people with similar backgrounds as them, and 55% reported they frequently interacted with people from similar backgrounds
- 55% of undergraduate students reported it was easy to find people who understand them
- 58% of undergraduate students agreed or strongly agreed that “I feel like I am part of a community at UNCG.”

Undergraduate students who reported low degrees of belonging were asked a series of follow up questions to understand more about factors that impact their belonging. Undergraduate students with low degrees of belonging reporting the following:

- 45% of undergraduate students reported relationships with peers impacted their belonging
- 48% of undergraduate students reported that maintaining home relationships impacted their belonging

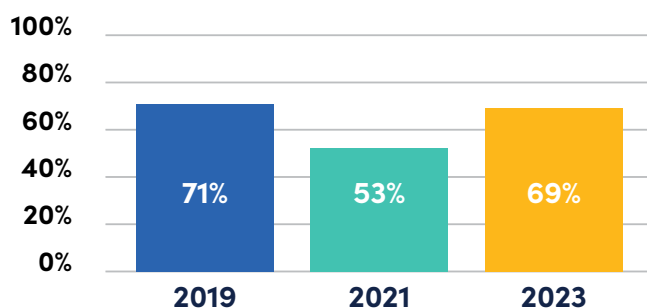
Related to their engagement on campus:

- 42% of undergraduate students reported they had not joined a club or organization
- 37% of undergraduate students reported they had not participated in a single event
- 47% of undergraduate students reported they had not engaged in tutoring or other support services
- 51% of undergraduate students agreed or strongly agreed that “I feel a strong connection to UNC Greensboro.”

69%

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

“I feel like I belong at UNC Greensboro.”



UNDERGRADUATE STUDENTS
Agreed/Strongly Agreed

Culturally Relevant Knowledge

- 63% of undergraduate students felt there were enough opportunities to learn about the challenges of their own cultural community

Undergraduate students were asked an open-ended question to describe the types of cultural communities in which they were involved. Students provided varied examples of cultural communities that provide them with support at UNCG. The three most frequent responses were Black/African American, LGBTQ+, and Hispanic. 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

- 63% of undergraduate students felt their experience at UNCG contributed to their ability to have a positive impact on their cultural community and larger society
- 61% of undergraduate students felt there were enough opportunities to help improve the lives of their cultural community. 59% of students felt there were enough opportunities to give back to their cultural community

Meaningful Cross-Cultural Engagement

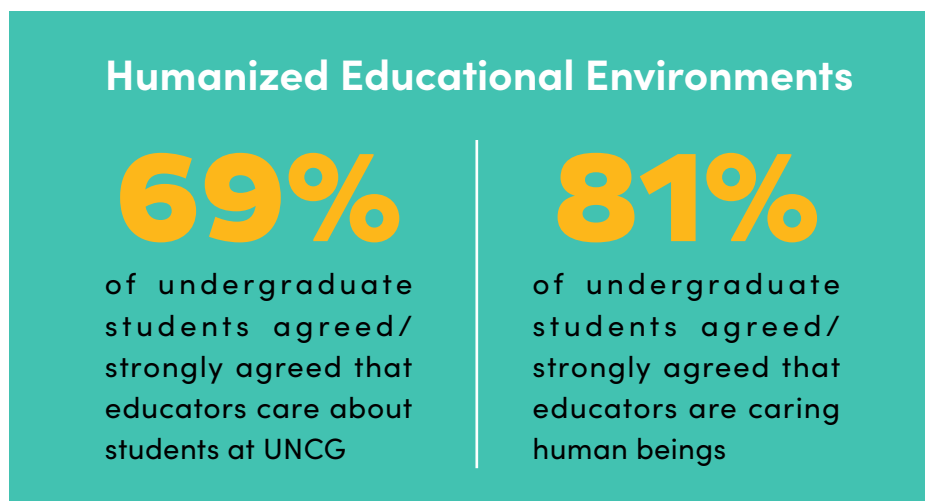
- 59% of undergraduate students agreed/strongly agreed that there were enough opportunities to discuss important political issues with people from different cultural backgrounds
- 75% of undergraduate students reported there were enough opportunities to discuss important social issues with people from different cultural backgrounds

Cultural Validation

- 65% of undergraduate students felt people at this institution valued knowledge from their cultural community, and 69% reported their cultural community was valued at the institution

Collectivist Cultural Orientations

- 68% of undergraduate students knew a person at UNC Greensboro who they trusted to give them support
- 68% of undergraduate students knew someone who would help them solve a problem



Proactive Philosophies

- Most undergraduate students (61%) strongly agree/agree that they trust administrators to meaningfully address inequities
- 79% of undergraduate students reported that they knew someone at UNCG who they trust to give them information they need

Holistic Support

- 65% of undergraduate students reported strongly agree/agree that educators were committed to their success
- 43% of undergraduate students reported that people at UNCG regularly check in to see if they need support

ADDITIONAL MODULES

Three additional modules added to the survey include the Institutional Diversity module, Culturally Responsive Support Systems, and High Impact Practices Module. The following represent key findings from those three modules.

Institutional Diversity

- Overall, most undergraduate students (78%) agreed/strongly agreed that diversity is a major priority at UNCG
- 45% of undergraduate students strongly agree/agree the institution effectively responds to incidents of bias/discrimination
- 57% of undergraduate students strongly agree/agree that the institution has sufficient mechanisms to report incidents of bias
- 75% of undergraduate students reported never/rarely seeing or experiencing any form of prejudice while at UNCG
- 79% of undergraduate students reported never/rarely seeing or experiencing discrimination while at UNCG

79%

of undergraduate students agreed/strongly agreed that UNCG is committed to fostering an inclusive environment

Culturally Responsive Support Systems

Undergraduate students were asked a series of questions regarding how faculty/staff have supported their personal development and identity, either inside or outside of classroom interactions. The following findings represent responses of often/always to the following prompts:

- Given advice about non-academic matters (26%)
- Checked in on me to see how I was doing (31%)
- Did something to show me that they wanted me to succeed (48%)
- Invested more time than I expect them to invest in me (36%)
- Provided me information about resources that would benefit me without me asking for it (49%)

71%

of undergraduate students believed faculty/staff demonstrated passion for the work they were doing

High Impact Practices for Undergraduates

This Culturally Relevant High-Impact Practices Module measures students' participation in high-impact practices that meaningfully engage their communities and issues of diversity. These include Learning communities (participation in a group or residential community with identified focus); Undergraduate research projects conducted with the support of faculty either in or outside of a course; Community based courses: i.e., service-learning or community engagement projects (experiences engaging in and with communities as part of their academic course experience. These may be activities or projects with groups or organizations that were either required or optional as part of a credit-bearing course); and Study abroad experiences, which resulted in course credit granted. Students reported participating in the following:

- Learning Communities (40%)
- Undergraduate Research Projects (31%)
- Community-based courses (service learning) (33%)
- Study abroad (12%)

GRADUATE FINDINGS

The following graph shows that UNCG graduate students have a high level of satisfaction. Students were also asked to describe why they selected their response about their level of satisfaction. 81% of graduate students reported being satisfied, compared to 76% of undergraduates.

Cultural Familiarity

- 53% of graduate students reported it was easy to find people with similar backgrounds as them, and 47% of graduate students reported they frequently interacted with people from similar backgrounds
- 59% of graduate students reported it was easy to find people who understand them
- 57% of graduate students agreed or strongly agreed that “I feel like I am part of a community at UNCG.”
- 49% of graduate students agreed or strongly agreed that “I feel a strong connection to UNC Greensboro.”

68%

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

Culturally Relevant Knowledge

- 49% of graduate students felt there were enough opportunities to learn about the challenges of their own cultural community
- 53% of graduate students reported that people valued knowledge from their cultural communities

Cultural Community Service

- 56% of graduate students felt their experience at UNCG contributed to their ability to have a positive impact on their cultural community and larger society
- 54% of graduate students felt there were enough opportunities to help improve the lives of their cultural community
- 53% of graduate students felt there were enough opportunities to give back to their cultural community

Meaningful Cross-Cultural Engagement

- 48% of graduate students agreed/strongly agreed that there were enough opportunities to discuss important political issues with people from different cultural backgrounds
- 75% of graduate students reported there were enough opportunities to discuss important social issues with people from different cultural backgrounds

Cultural Validation

- 53% of graduate students felt people at this institution valued knowledge from their cultural community
- 60% of graduate students reported their cultural community was valued at the institution

Collectivist Cultural Orientations

- 76% of graduate students knew a person at UNC Greensboro who they trusted to give them support
- 73% of graduate students knew someone who would help them solve a problem

Humanized Educational Environments

81%

of graduate students
agreed/strongly agreed
that educators care
about students at UNCG

84%

of graduate students
agreed/strongly agreed
that educators are
caring human beings

Proactive Philosophies

- 58% of graduate students also strongly agree/agree that they trust administrators to meaningfully address inequities
- 80% of students reported that they knew someone at UNCG who they trust to give them information they need

Holistic Support

- 65% of graduate students reported strongly agree/agree that educators were committed to their success
- 48% of graduate students reported that people at UNCG regularly checked in to see if they needed support

Institutional Diversity

- Overall, most graduate students (72%) agreed or strongly agreed that diversity is a major priority at UNCG
- 40% of graduate students strongly agree/agree the institution effectively responds to incidents of bias/discrimination
- 45% of graduate students strongly agree/agree that the institution has sufficient mechanisms to report incidents of bias
- 77% of graduate students reported never/rarely seeing or experiencing any form of prejudice while at UNCG
- 82% of graduate students reported never/rarely seeing or experiencing discrimination while at UNCG

77%

of graduate students
agreed/strongly
agreed that UNCG
is committed to
fostering an inclusive
environment

DISCUSSION AND NEXT STEPS

This report contains several important findings about how students experience and perceive our campus climate. The iBelong Implementation Committee is charged with carrying out several action items in response to this report, but it is up to the campus community at large to use this information to continue working toward a more welcoming and inclusive campus environment.

1. During the 2023–2024 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.
2. This report and the survey data will be available to faculty and staff through an online dashboard included in the Institutional Research data warehouse.
3. The iBelong Committee will continue to award program grants that support innovative projects focused on creating belonging on the campus.
4. The iBelong Committee will work with campus partners to explore further the findings related to students in our online/distance communities and transfer students, as these populations are growing at UNCG.
5. Through the newly formed Bias Education and Response Team, we must continue to educate our campus community about bias and support students who report incidents on the campus.
6. Education and professional development should continue to focus on who our students are and ways to support their cultural communities.
7. Additional efforts to highlight resources and connect students with supports are recommended to increase persistence to degree and graduation.
8. The iBelong Committee will continue to focus on increasing the sense of belonging for students, as it will assist with their persistence to degree and student success.
9. UNCG plans to readminister a campus climate survey every three years.

IBELONG IMPLEMENTATION COMMITTEE MEMBERS

Julie Mendez Smith, Ph.D.,
Psychology Department, Co-Chair

George Still, Ph.D.,
Director of Assessment, Co-Chair

Cathy Akens, Ed.D.,
Vice Chancellor for Student Affairs

Kathryn Aldridge,
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Meredith Atchison,
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Peyton Upchurch,
UNCG Undergraduate Student

Ashley Hill, Recreation & Wellness, Project Logo and
T-Shirt Design

STUDENT PROFILES OF SURVEY RESPONDENTS

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

- Student Profiles
- Survey Methods
- Quantitative Data Tables

Degree:

Undergraduate	Graduate
687	226

Classification:

First Year	Sophomore	Junior	Senior	Graduate	Total
11.6%	13.8%	20.5%	29.2%	24.8%	872

Biological Sex*:

Female	Male	Total
76.3%	23.7%	872

* 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
58.3%	41.7%

Disability Status:

No	Yes
82.4%	17.6%

Sexual orientation:

LGBTQ+	No
27.1%	72.9%

Residential Status:

On Campus	Commuter
28.9%	71.1%

Age:

Traditional (18–21)	Emerging Adults (22–30)	Adults (31+)
43.9%	29.8%	26.2%

* 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
8.4%	9.1%	23.2%	14.7%	44.6%

Hours for Paid Work off Campus:

0	1–5	6–10	11–15	16–20	21–25	26–30	Over 30
34.7%	5.8%	6.7%	7.2%	8.3%	5.2%	4.6%	27.6%

Hours for Paid Work on Campus:

0	1–5	6–10	11–15	16–20	21–25	26–30	Over 30
62.2%	6.6%	8.9%	6.6%	7.7%	3.2%	2%	2.8%

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. Students needed to complete at least the first major section, 53 Questions (21%), of the survey included in the final sample.

The final analytic sample used to compile the results included 827 students (12%). 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 to preserve student anonymity.

IBELONG – SUMMARY DATA TABLES

		Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
People at UNC Greensboro often send me important information about new learning opportunities.	Undergrad	2.0%	2.8%	8.7%	46.3%	40.2%
	Graduate	1.4%	2.8%	9.6%	47.2%	39.0%
People at UNC Greensboro often send me important information about supports that are available.	Undergrad	2.5%	3.9%	8.7%	49.3%	35.6%
	Graduate	1.8%	6.0%	9.6%	50.5%	32.1%
People at UNC Greensboro check in with me regularly to see if I need support.	Undergrad	6.2%	21.6%	29.1%	29.1%	14.0%
	Graduate	7.8%	18.3%	26.1%	32.6%	15.1%
If I need support, I know a person at UNC Greensboro who I trust to give me that support.	Undergrad	4.7%	11.3%	16.0%	39.9%	28.1%
	Graduate	3.7%	7.4%	13.4%	39.6%	35.9%
If I have a problem, I know a person at UNC Greensboro who I trust to help me solve that problem.	Undergrad	4.2%	10.4%	17.7%	40.3%	27.4%
	Graduate	4.6%	6.9%	15.7%	38.0%	34.7%
If I need information, I know a person at UNC Greensboro who I trust to give me the information that I need.	Undergrad	3.3%	5.1%	12.7%	47.2%	31.7%
	Graduate	4.6%	5.5%	10.1%	46.1%	33.6%
I feel like I am part of the community at UNC Greensboro.	Undergrad	5.9%	11.2%	24.7%	36.9%	21.3%
	Graduate	6.5%	12.0%	24.9%	38.2%	18.4%
I feel like I belong at UNC Greensboro.	Undergrad	5.4%	6.7%	18.6%	41.3%	28.0%
	Graduate	4.6%	6.9%	20.3%	40.1%	28.1%
I feel a strong connection to the community at UNC Greensboro.	Undergrad	8.7%	12.3%	29.9%	29.0%	20.1%
	Graduate	7.8%	16.1%	27.2%	31.3%	17.5%
At UNC Greensboro, there are enough opportunities to discuss important social issues with people from different cultural backgrounds.	Undergrad	2.2%	5.3%	17.7%	46.7%	28.0%
	Graduate	2.5%	6.5%	27.5%	42.5%	21.0%
At UNC Greensboro, there are enough opportunities to discuss important political issues with people from different cultural backgrounds.	Undergrad	4.0%	9.3%	29.3%	38.7%	18.8%
	Graduate	4.5%	11.0%	37.0%	34.0%	13.5%
At UNC Greensboro, there are enough opportunities to discuss important diversity-related issues with people from different cultural backgrounds.	Undergrad	2.7%	5.8%	16.2%	47.1%	28.2%
	Graduate	4.0%	7.0%	24.5%	45.0%	19.5%
In general, people at UNC Greensboro help each other succeed	Undergrad	2.4%	5.4%	16.6%	47.5%	28.2%
	Graduate	2.5%	6.5%	16.5%	54.0%	20.5%
In general, people at UNC Greensboro support each other.	Undergrad	2.2%	4.3%	17.1%	49.6%	26.8%
	Graduate	2.0%	5.5%	19.5%	50.0%	23.0%

		Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
In general, people at UNC Greensboro work together toward common goals.	Undergrad	2.1%	5.3%	18.1%	49.4%	25.1%
	Graduate	3.0%	7.0%	20.1%	47.7%	22.1%
In general, educators care about students at UNC Greensboro.	Undergrad	2.6%	4.7%	12.6%	46.7%	33.4%
	Graduate	2.5%	5.5%	10.6%	44.2%	37.2%
In general, educators at UNC Greensboro are committed to my success.	Undergrad	2.8%	4.5%	15.2%	43.2%	34.4%
	Graduate	3.0%	4.0%	11.1%	47.2%	34.7%
In general, I view educators at UNC Greensboro as caring human beings.	Undergrad	2.2%	2.9%	13.8%	45.3%	35.6%
	Graduate	1.5%	3.5%	11.5%	48.5%	35.0%
It is easy to find people at UNC Greensboro with similar backgrounds as me.	Undergrad	4.7%	10.0%	21.0%	43.3%	21.0%
	Graduate	6.0%	16.0%	25.5%	36.0%	16.5%
I frequently interact with people from similar backgrounds as me at UNC Greensboro.	Undergrad	6.7%	15.1%	22.7%	37.5%	18.0%
	Graduate	6.0%	22.5%	24.5%	31.0%	16.0%
It is easy to find people at UNC Greensboro who understand me.	Undergrad	6.2%	10.3%	28.8%	35.2%	19.5%
	Graduate	3.5%	10.5%	27.0%	41.0%	18.0%
It is easy to find people at UNC Greensboro who understand my struggles.	Undergrad	6.7%	9.5%	27.4%	38.2%	18.2%
	Graduate	3.5%	10.5%	32.5%	35.0%	18.5%
People at UNC Greensboro are generally willing to take time to understand my experiences.	Undergrad	4.0%	8.3%	26.4%	40.5%	20.9%
	Graduate	3.0%	8.0%	21.5%	43.5%	24.0%
When Considering your response to the question "I feel like I belong at UNCG," which of the following impacted your feeling of Belonging on campus? - Relationships made with staff	Undergrad	20.9%	17.9%	26.9%	29.9%	4.5%
	Graduate	4.8%	33.3%	14.3%	33.3%	14.3%
When Considering your response to the question "I feel like I belong at UNCG," which of the following impacted your feeling of Belonging on campus? - Relationships made with faculty	Undergrad	22.4%	17.9%	25.4%	26.9%	7.5%
	Graduate	4.8%	38.1%	4.8%	28.6%	23.8%
When Considering your response to the question "I feel like I belong at UNCG," which of the following impacted your feeling of Belonging on campus? - Relationships made with peers on campus	Undergrad	19.7%	22.7%	12.1%	33.3%	12.1%
	Graduate	4.8%	28.6%	23.8%	28.6%	14.3%
When Considering your response to the question "I feel like I belong at UNCG," which of the following impacted your feeling of Belonging on campus? - Maintaining relationships with family or home friends	Undergrad	7.6%	24.2%	19.7%	31.8%	16.7%
	Graduate	14.3%	14.3%	23.8%	33.3%	14.3%

		Never	Once or twice	Regularly
Have you participated in any of the following while at UNCG - Clubs or organizations	Undergrad	41.8%	29.9%	28.4%
	Graduate	57.1%	23.8%	19.0%
Have you participated in any of the following while at UNCG - Campus Events	Undergrad	37.3%	44.8%	17.9%
	Graduate	47.6%	23.8%	28.6%
Have you participated in any of the following while at UNCG - Tutoring or other supportive services	Undergrad	47.0%	43.9%	9.1%
	Graduate	47.6%	33.3%	19.0%

		Never	Rarely	Regularly	Often	Always
When you first came to UNC Greensboro, how frequently did you experience the following: Difficulty making friends	Undergrad	13.1%	16.8%	33.0%	21.2%	15.9%
When you first came to UNC Greensboro, how frequently did you experience the following: Difficulty maintaining strong ties to pre-college friends?	Undergrad	16.6%	21.2%	26.7%	21.1%	14.3%
When you first came to UNC Greensboro, how frequently did you experience the following: Difficulty maintaining strong ties with family	Undergrad	41.8%	28.7%	18.4%	7.8%	3.4%
When you first came to UNC Greensboro, how frequently did you experience the following: Feeling isolated	Undergrad	19.0%	17.7%	29.8%	20.9%	12.6%

		Worse	About the same	Better	Much better
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Analyze complex problems	Undergrad	1.3%	26.6%	51.1%	21.0%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Generate you own solutions to complex problems	Undergrad	1.3%	22.1%	52.8%	23.8%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Be an effective leader	Undergrad	2.0%	29.9%	38.7%	29.3%

		Much worse	Worse	About the same	Better	Much better
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Write effectively	Undergrad	0.4%	1.3%	28.5%	41.2%	28.7%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Verbally communicate your ideas effectively	Undergrad	0.6%	1.7%	28.5%	43.6%	25.6%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Learn on your own	Undergrad	1.1%	2.9%	21.9%	38.2%	35.8%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Work productively on a team	Undergrad	0.4%	2.6%	29.8%	40.3%	26.9%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Be successful in college	Undergrad	0.6%	3.9%	21.2%	40.7%	33.7%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Perform well in a job	Undergrad	0.6%	1.8%	30.6%	40.3%	26.7%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Understand your different career option	Undergrad	0.6%	3.0%	23.7%	39.4%	33.5%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Understand viewpoints that are different than your own	Undergrad	0.2%	1.3%	23.9%	42.4%	32.2%

		Worse	About the same	Better	Much better
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Understanding cultures different from your own	Undergrad	0.2%	23.6%	40.4%	35.8%

		Much worse	Worse	About the same	Better	Much better
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Appreciate cultures different from your own	Undergrad	0.4%	1.3%	21.8%	39.9%	36.7%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Accept people from cultures different from your own?	Undergrad	0.4%	0.9%	26.0%	35.8%	36.9%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Communicate with people from communities different than your own	Undergrad	0.4%	0.9%	27.4%	40.5%	30.9%

		Worse	About the same	Better	Much better
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Work effectively with people from communities different than your own	Undergrad	0.7%	26.4%	42.8%	30.1%
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Have a positive impact on your own cultural communities	Undergrad	0.6%	34.1%	36.5%	28.8%

		Much worse	Worse	About the same	Better	Much better
Compared to when you first entered UNC Greensboro, how would you describe your CURRENT ABILITY to do the following? Have a positive impact on larger society	Undergrad	0.4%	0.6%	35.7%	35.3%	28.1%

		Very dissatisfied	Dissatisfied	Neither dissatisfied nor satisfied	Satisfied	Very satisfied
How satisfied are you with your college experience at UNCG?	Undergrad	3.4%	6.5%	14.0%	44.9%	31.2%
	Graduate	3.1%	3.6%	12.8%	46.7%	33.8%

		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
At UNC Greensboro, there are enough opportunities for me to connect with people from my cultural communities	Undergrad	3.6%	6.2%	21.6%	44.8%	23.8%
	Graduate	3.2%	11.2%	27.3%	39.6%	18.7%
In general, people at UNC Greensboro value knowledge from my cultural communities.	Undergrad	4.0%	4.0%	26.9%	44.2%	20.9%
	Graduate	3.7%	5.9%	29.4%	43.3%	17.6%
In general, my cultural communities are valued at UNC Greensboro	Undergrad	3.2%	4.4%	23.6%	46.1%	22.6%
	Graduate	3.2%	7.0%	30.1%	42.5%	17.2%
In general, people at UNC Greensboro value the experiences of people in my cultural communities.	Undergrad	3.8%	5.4%	23.5%	43.9%	23.3%
	Graduate	2.7%	7.6%	29.7%	41.1%	18.9%
At UNC Greensboro, there are enough opportunities to learn about the challenges that exist in my own cultural communities.	Undergrad	3.2%	7.2%	27.0%	40.4%	22.1%
	Graduate	3.3%	13.0%	34.2%	31.5%	17.9%
At UNC Greensboro, there are enough opportunities to learn about important issues within my own cultural communities	Undergrad	4.0%	6.0%	27.5%	40.8%	21.7%
	Graduate	3.8%	11.4%	34.8%	33.2%	16.8%
At UNCG there are enough opportunities to learn about important issues within my cultural communities.	Undergrad	1.7%	2.7%	42.2%	33.7%	19.6%
	Graduate	2.4%	4.9%	40.7%	32.5%	19.5%
At UNC Greensboro, there are enough opportunities (e.g., research, community service projects, etc.) to help improve the lives of people in my cultural communities.	Undergrad	3.6%	6.8%	29.0%	40.4%	20.1%
	Graduate	3.8%	11.9%	30.8%	34.6%	18.9%
At UNC Greensboro, there are enough opportunities (e.g., research, community service projects, etc.) to give back to my cultural communities.	Undergrad	2.8%	7.3%	30.6%	39.9%	19.4%
	Graduate	4.3%	11.4%	31.5%	35.3%	17.4%
At UNC Greensboro, there are enough opportunities (e.g., research, community service projects, etc.) to positively impact my cultural communities.	Undergrad	2.0%	7.1%	28.1%	42.0%	20.8%
	Graduate	4.3%	10.8%	29.2%	35.1%	20.5%

		Never	Rarely	Some-times	Often	Always
In the last year, how often have you done the following at UNC Greensboro? - Felt unsafe	Undergrad	43.4%	31.7%	17.8%	5.7%	1.4%
	Graduate	54.7%	26.3%	14.5%	2.8%	1.7%
Experienced prejudice or seen other people experience prejudice (i.e., bias toward an identity group)	Undergrad	47.2%	27.5%	17.9%	5.5%	1.8%
	Graduate	49.5%	28.0%	14.8%	6.6%	1.1%
Experienced discrimination or seen other people experience discrimination (i.e., mistreatment of someone because of their identity)	Undergrad	51.8%	26.8%	16.0%	4.3%	1.0%
	Graduate	56.3%	25.7%	13.1%	3.8%	1.1%

		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree	I don't know	I don't care
Diversity is a major priority at this institution.	Undergrad	3.9%	3.3%	9.0%	38.2%	40.0%	4.3%	1.4%
	Graduate	4.4%	6.0%	10.9%	36.1%	35.5%	4.9%	2.2%
This institution is committed to fostering an inclusive environment.	Undergrad	3.1%	3.3%	9.8%	43.3%	35.5%	4.5%	0.6%
	Graduate	4.9%	3.8%	10.4%	41.0%	35.5%	2.7%	1.6%
This institution effectively responds to incidents of bias or discrimination.	Undergrad	3.5%	8.0%	20.0%	28.6%	17.0%	22.3%	0.6%
	Graduate	3.8%	6.6%	15.9%	27.5%	12.1%	33.0%	1.1%
This institution provides sufficient mechanisms to report incidents of bias or discrimination.	Undergrad	2.4%	5.3%	17.3%	39.0%	17.8%	17.3%	0.8%
	Graduate	3.3%	4.4%	17.5%	29.0%	15.8%	29.0%	1.1%
I trust this institution's leadership to meaningfully address inequities (e.g., problems related to racism, classism, sexism, heterosexism, etc.).	Undergrad	4.9%	7.8%	17.1%	37.6%	23.3%	8.6%	0.8%
	Graduate	5.5%	10.4%	13.7%	33.3%	25.1%	11.5%	0.5%
I am confident that this institution will take the findings of this survey seriously.	Undergrad	6.2%	3.9%	10.7%	36.8%	30.8%	10.7%	1.0%
	Graduate	6.0%	7.1%	13.1%	36.6%	29.0%	7.7%	0.5%

		Never	Rarely	Some-times	Often	Always
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Shared their personal story with me.	Undergrad	18.7%	13.1%	36.1%	24.5%	7.7%
	Graduate	9.4%	13.8%	35.9%	31.5%	9.4%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Asked me about my life outside of class.	Undergrad	19.6%	23.3%	29.2%	20.0%	7.9%
	Graduate	12.7%	16.0%	25.4%	31.5%	14.4%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Given me advice/guidance about non-academic matters.	Undergrad	25.1%	18.0%	30.7%	16.8%	9.3%
	Graduate	22.7%	22.1%	24.9%	22.1%	8.3%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Demonstrated passion for the work they were doing.	Undergrad	5.2%	4.4%	19.5%	42.1%	28.8%
	Graduate	3.3%	2.8%	12.7%	40.9%	40.3%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Checked in on me to see how I was doing.	Undergrad	16.6%	19.8%	33.1%	19.1%	11.4%
	Graduate	9.4%	16.6%	28.2%	30.9%	14.9%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Checked in on me to see if I was handling my school work well.	Undergrad	19.9%	21.6%	27.4%	21.0%	10.2%
	Graduate	12.2%	17.8%	24.4%	31.7%	13.9%

		Never	Rarely	Some-times	Often	Always
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Did something to show me that they want me to succeed.	Undergrad	11.8%	12.2%	28.2%	31.7%	16.0%
	Graduate	7.2%	10.5%	19.9%	35.9%	26.5%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Told me that they know I can succeed.	Undergrad	14.2%	14.4%	23.5%	30.0%	17.9%
	Graduate	9.4%	11.7%	18.9%	34.4%	25.6%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Invested more time than I expect them to invest in me.	Undergrad	21.9%	15.2%	27.1%	22.8%	12.9%
	Graduate	12.7%	17.7%	27.1%	29.3%	13.3%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Did something that showed me that they cared about me.	Undergrad	15.1%	15.8%	30.3%	27.4%	11.4%
	Graduate	9.4%	13.8%	28.2%	33.7%	14.9%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Given me information about opportunities that would benefit me without me asking for it.	Undergrad	13.7%	13.3%	25.4%	30.6%	17.0%
	Graduate	8.3%	10.5%	25.4%	31.5%	24.3%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Given me information about resources that would benefit me without me asking for it.	Undergrad	11.9%	12.7%	26.4%	31.6%	17.5%
	Graduate	7.7%	10.5%	28.2%	30.9%	22.7%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Introduced me to someone else who gave me support that I needed.	Undergrad	29.9%	14.8%	25.4%	19.1%	10.8%
	Graduate	21.0%	17.1%	24.9%	21.0%	16.0%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Spent time with me even if there was not an immediate task that needed to be completed.	Undergrad	36.4%	16.0%	22.0%	16.2%	9.4%
	Graduate	24.9%	16.0%	28.7%	22.1%	8.3%
In the last year, how often has an UNCG employee (faculty/staff/advisor) at this institution done the following? - Put me in contact with students from similar backgrounds as me.	Undergrad	45.7%	17.0%	18.1%	10.6%	8.5%
	Graduate	33.7%	17.7%	21.5%	16.0%	11.0%

		Never	Briefly Participated	I have participated in one of these programs in the past	I still participate in this type of program
Please indicated whether you have participated in any of the following at UNCG - Learning communities	Undergrad	59.7%	17.4%	14.7%	8.2%
Please indicated whether you have participated in any of the following at UNCG - Undergraduate research projects	Undergrad	69.5%	11.4%	10.2%	8.9%
Please indicated whether you have participated in any of the following at UNCG - Community-based courses (service learning)	Undergrad	66.7%	10.9%	15.2%	7.2%
Please indicated whether you have participated in any of the following at UNCG - Study abroad experiences	Undergrad	88.4%	2.7%	5.1%	3.8%

		I do not plan to	I am unsure	I plan to	I have participated
Do you plan to participate in one of the following in the future? - Learning communities	Undergrad	28.9%	41.6%	19.8%	9.8%
Do you plan to participate in one of the following in the future? - Undergraduate research projects	Undergrad	27.0%	38.6%	25.2%	9.1%
Do you plan to participate in one of the following in the future? - Community-based courses (service learning)	Undergrad	27.4%	37.0%	25.9%	9.8%
		I do not plan to	I am unsure	I plan to	I have participated
Do you plan to participate in one of the following in the future? - Study abroad experiences	Undergrad	48.6%	27.7%	21.8%	1.8%
		1	2	3 or more	
How many?	Undergrad	34.4%	39.7%	25.8%	

		Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
At UNCG I am aware of or participating in opportunities to engage in a learning community that - regularly hosts discussions focused on issues relevant to my cultural communities.	Undergrad	3.1%	10.9%	30.6%	44.0%	11.4%
At UNCG I am aware of or participating in opportunities to engage in a learning community that - regularly hosts discussions about inequality.	Undergrad	3.7%	7.4%	32.8%	44.4%	11.6%

		Disagree	Neither disagree nor agree	Agree	Strongly Agree
Reflecting on a specific community-based course (service learning), please indicate your agreement with the following statement, this experience... - treats communities as possessing valuable knowledge to share.	Undergrad	0.6%	19.4%	54.2%	25.8%

		Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
Reflecting on a specific community-based course (service learning), please indicate your agreement with the following statement, this experience... - helps me feel a stronger sense of connection to UNCG.	Undergrad	0.6%	5.8%	22.6%	49.0%	21.9%
Reflecting on a specific community-based course (service learning), please indicate your agreement with the following statement, this experience... - helps me see the relevance of what I am learning in my courses to real-world issues and communities.	Undergrad	0.6%	3.9%	20.0%	43.2%	32.3%
Reflecting on a specific community-based course (service learning), please indicate your agreement with the following statement, this experience... - shows me ways that I can make a positive difference in communities or society more broadly.	Undergrad	0.6%	1.3%	16.8%	45.8%	35.5%

		Disagree	Neither disagree nor agree	Agree	Strongly Agree	0.0%
Reflecting on a specific community-based course (service learning), please indicate your agreement with the following statement, this experience... - allowed me the opportunity to give back to my cultural community.	Undergrad	3.9%	21.4%	44.2%	30.5%	100.0%

		Not interested	Did not know about it	Does not fit my schedule	Didn't see any classes I am interested in	other (please describe)
Why have you not enrolled in a community-based (service learning) course? (select one) - Selected Choice	Undergrad	15.6%	39.0%	30.7%	7.8%	6.9%

		Never	Rarely	Some-times	Often	Always
In the last year, how often have you done the following at UNC Greensboro? - Felt unsafe	Undergrad	43.4%	31.7%	17.8%	5.7%	1.4%
	Graduate	54.7%	26.3%	14.5%	2.8%	1.7%
In the last year, how often have you done the following at UNC Greensboro? - Experienced prejudice or seen other people experience prejudice (i.e., bias toward an identity group)	Undergrad	47.2%	27.5%	17.9%	5.5%	1.8%
	Graduate	49.5%	28.0%	14.8%	6.6%	1.1%
In the last year, how often have you done the following at UNC Greensboro? - Experienced discrimination or seen other people experience discrimination (i.e., mistreatment of someone because of their identity)	Undergrad	51.8%	26.8%	16.0%	4.3%	1.0%
	Graduate	56.3%	25.7%	13.1%	3.8%	1.1%

		Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
How much do you disagree or agree with the following statements? - Diversity is a major priority at this institution.	Undergrad	3.9%	3.3%	9.0%	38.2%	40.0%
	Graduate	4.4%	6.0%	10.9%	36.1%	35.5%
How much do you disagree or agree with the following statements? - This institution is committed to fostering an inclusive environment.	Undergrad	3.1%	3.3%	9.8%	43.3%	35.5%
	Graduate	4.9%	3.8%	10.4%	41.0%	35.5%
How much do you disagree or agree with the following statements? - This institution effectively responds to incidents of bias or discrimination.	Undergrad	3.5%	8.0%	20.0%	28.6%	17.0%
	Graduate	3.8%	6.6%	15.9%	27.5%	12.1%
How much do you disagree or agree with the following statements? - This institution provides sufficient mechanisms to report incidents of bias or discrimination.	Undergrad	2.4%	5.3%	17.3%	39.0%	17.8%
	Graduate	3.3%	4.4%	17.5%	29.0%	15.8%
How much do you disagree or agree with the following statements? - I trust this institution's leadership to meaningfully address inequities (e.g., problems related to racism, classism, sexism, heterosexism, etc.).	Undergrad	4.9%	7.8%	17.1%	37.6%	23.3%
	Graduate	5.5%	10.4%	13.7%	33.3%	25.1%
How much do you disagree or agree with the following statements? - I am confident that this institution will take the findings of this survey seriously.	Undergrad	6.2%	3.9%	10.7%	36.8%	30.8%
	Graduate	6.0%	7.1%	13.1%	36.6%	29.0%