Rankin & Associates, Consulting

Assessment • Planning • Interventions

MiraCosta College

Your Experience:
Learning, Living, and Working
Final Report

October 2020

Rankin & Associates, Consulting

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Executive Summary

History of the Project

This report provides the findings from a survey entitled "Your Experience: Learning, Living, and Working," conducted at MiraCosta Community College District (MiraCosta College). In the spring semester 2019, MiraCosta College contracted with Rankin & Associates Consulting (R&A) to conduct a college-wide study. Seventeen (17) MiraCosta College faculty, staff, students, and administrators formed the Climate Survey Working Group (CSWG). The CSWG worked with R&A to develop the survey instrument and promote the survey's administration in Fall 2019. All members of MiraCosta College were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories (e.g., MiraCosta College position, gender identity, disability status) where appropriate. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Throughout the report, for example, the Faculty category included tenured, tenure-track, and associate faculty who were directors, instructors, librarians, or counselors.

In addition to multiple-choice survey items, several open-ended questions provided respondents with the opportunity to describe their experiences at MiraCosta College. Comments were solicited to 1) give "voice" to the quantitative findings and 2) highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data.

Two-thousand eight hundred fifteen (2,815) surveys were returned for a 16% overall response rate. Table 1 provides a summary of selected demographic characteristics of survey respondents. Of the respondents, 80% ($n = 2,237$) of the sample were Students, 10% ($n = 281$) were Faculty members, and 11% ($n = 297$) were Staff members (Table 1).

Table 1. MiraCosta College Sample Demographics

Characteristic	Subgroup	*n*	% of Sample
Position status	Student	2,237	79.5
	Faculty	281	10.0
	Staff	297	10.6
Gender identity	Women	1,843	65.5
	Men	874	31.0
	Trans-spectrum	51	1.8
	Unknown/Missing/Not Listed	47	1.7
Racial/ethnic identity	Hispanic/Latinx/Chicanx	831	29.5
	Respondents of Color	361	12.8
	White/European American	1,066	37.9
	Multiracial	415	14.7
	Unknown/Missing/Not Listed	142	5.0
Sexual identity	Bisexual	212	7.5
	Heterosexual	2,182	77.5
	Queer-spectrum	206	7.3
	Unknown/Missing/Not Listed/Asexual	215	7.6
Citizenship status	U.S. Citizen - Birth	2,243	79.7
	U.S. Citizen - Naturalized	246	8.7
	Non-U.S. Citizen	272	9.7
	Unknown/Missing	54	1.9
Disability status	Single Disability	307	10.9
	No Disability	2,259	80.2
	Multiple Disabilities	203	7.2
	Unknown/Missing	46	1.6
Religious affiliation	Christian Affiliation	1,124	39.9
	Additional Affiliation	254	9.0
	No Affiliation	1,187	42.2
	Multiple Affiliations	99	3.5
	Unknown/Missing	151	5.4

Note: The total *n* for each demographic characteristic may differ as a result of missing data.
[*]ND: No data available

High Levels of Comfort With the Climate at MiraCosta College

Most survey respondents were "very comfortable" or "comfortable" with the overall environment at MiraCosta College (86%, *n* = 2,409, p. 67), with the environment in their departments/program or work units (71%, *n* = 407, p. 67), and with the environment in their classes (89%, *n* = 2,243, p. 67). Student respondents were significantly more comfortable with the overall environment than were Faculty and Staff respondents (p. 68). Respondents of Color, Multiracial respondents, and Queer-spectrum respondents were significantly less comfortable with the overall environment than were Hispanic/Latinx/Chicanx respondents and Heterosexual respondents (p. 71 - 73).

1. **Faculty Respondents – Positive Attitudes About Faculty Work**

   Tenured and Tenure-Track

   Most Tenured/Tenure-Track Faculty respondents held positive attitudes about faculty work at MiraCosta College and indicated that teaching and service were valued at MiraCosta College (p. 160).

   Associate

   More than three-fourths of Associate Faculty respondents believed that teaching was valued by MiraCosta College, and nearly three-fourths felt that service was valued by MiraCosta College (p. 166).

   All Faculty

   Approximately three-fourths of all Faculty respondents thought that MiraCosta College was a good place to work (p. 173). Similarly, they felt valued by faculty, staff, and students in their departments/programs and by their department/program chairs (p. 176).

2. **Staff Respondents – Positive Attitudes About Staff Work**

   Staff respondents generally viewed working at MiraCosta College positively. Staff respondents felt their supervisors and coworkers/colleagues gave them job/career advice or guidance when they needed it (p. 181). More than three-fourths of Staff respondents thought that MiraCosta College provided them with resources to pursue training/professional development opportunities (p. 171). The majority of Staff respondents felt that their supervisors provided adequate support for them to manage

work-life balance (p. 183). Almost three-fourths would recommend MiraCosta College as a good place to work (p. 196).

3. **Student Respondents – Positive Attitudes About Academic Experiences**

   Overall, Student respondents had positive perceptions of their experiences at MiraCosta College. Most Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models (p. 229). More than three-fourths of Student respondents indicated that they felt valued by MiraCosta College faculty and staff (p. 220). Some findings suggested that credit students, students with disabilities, first-generation/low-income students, and student respondents of color had less positive perceptions than did their peers (p. 220).

Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[1] Research also underscores the relationship between workplace discrimination and subsequent productivity.[2] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 13% ($n = 363$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 88). Of these respondents, 25% ($n = 89$) noted that the conduct was based on position status at MiraCosta College and 19% ($n = 67$) suggested that the conduct was based on ethnicity (p. 88).

Differences Based on Position Status and Racial Identity

- By position status, a higher percentage of Faculty respondents (27%, $n = 75$) and Staff respondents (31%, $n = 91$) than Student respondents (9%, $n = 197$) believed that they had experienced this conduct (p. 89).

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[1] Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)

[2] Silverschanz, Cortina, Konik, & Magley (Silverschanz et al., 2008); Waldo (1998)

○ A higher percentage of Staff respondents (46%, $n = 42$) and Faculty respondents (32%, $n = 24$) than Student respondents (10%, $n = 19$) thought that the conduct was based on their position status (p. 89).

- By racial identity, a higher percentage of Multiracial respondents (17%, $n = 69$) than Hispanic/Latinx/Chicanx respondents (11%, $n = 87$) indicated that they had experienced this conduct (p. 90).

○ A higher percentage of Respondents of Color (34%, $n = 13$) than White/European American respondents (10%, $n = 13$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their ethnicity (p. 90).

Respondents Who Seriously Considered Leaving MiraCosta College

Faculty and Staff Respondents

Forty percent ($n = 111$) of Faculty respondents and 40% ($n = 119$) of Staff respondents had seriously considered leaving MiraCosta College in the past year (p. 203). Forty-one percent ($n = 45$) of Faculty respondents who seriously considered leaving did so because lack of sense of belonging and 39% ($n = 43$) because of limited advancement opportunities (p. 205). Fifty-three percent ($n = 63$) of Staff respondents who seriously considered leaving did so because of a limited advancement opportunities and 45% ($n = 54$) seriously considered leaving because of a lack of sense of belonging (p. 204).

Student Respondents

Fifteen percent ($n = 324$) of Student respondents had seriously considered leaving MiraCosta College in the past year (p. 232). Twenty-nine percent ($n = 93$) of Student respondents who seriously considered leaving did so because of personal reasons (e.g., medical, mental health, family emergencies) and 19% ($n = 61$) seriously considered leaving because they lacked a sense of belonging (p. 233).

Challenges and Opportunities Related to Campus Climate

Staff Respondents

Staff respondents indicated that they felt less positive about several aspects of their work life at MiraCosta College. Less than half ($n = 129$) of Staff respondents felt that the performance evaluation process was productive (p. 182) and that clear procedures existed on how they could advance at MiraCosta College ($n = 98$) (p. 195). Less than half of Staff respondents felt that MiraCosta College policies (e.g., Family Medical Leave Act) were fairly applied across MiraCosta College (p. 191). More than one-third of Staff respondents indicated that their workload increased without additional compensation as a result of other staff departures (p. 185). More than half of Staff respondents noted that a hierarchy existed within staff positions that allowed some voices to be valued more than others (p. 185). Less than half of all Staff respondents felt that staff opinions were valued on MiraCosta College committees or by MiraCosta College faculty and administration (p. 194).

Faculty Respondents

Less than one-fifth of Tenured/Tenure-Track Faculty respondents felt that MiraCosta College faculty who qualify in delaying their tenure-clock felt empowered to do so (p. 159), and more than half thought that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar expectations (p. 161). Less than half of Tenured/Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by senior administrators (p. 162).

Findings suggested that Associate Faculty respondents met several challenges at the institution. They felt that the criteria for contract renewal were not clear and that the criteria were not applied equally to all positions (p. 165). Less than one-third of Associate Faculty respondents felt they had job security (p. 165) and more than one-third felt that their opinions were taken seriously by senior administrators (p. 167).

Approximately one-fourth of all Faculty respondents felt child care benefits were competitive (p. 169) and that MiraCosta College provided adequate resources to help

them manage work-life balance (p. 171). Less than half of all Faculty respondents thought that they had job security (p. 173).

Student Respondents

Analyses of the Students' survey responses revealed statistically significant differences based on student status (i.e., credit versus noncredit), disability status, first-generation/income status, racial identity, citizenship status, and sexual identity, where students from backgrounds historically underrepresented at colleges held less positive views of their experiences than did their peers from "majority" backgrounds (p. 220).

Student Respondents' *Perceived Academic Success*

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 13 on the survey. Using this scale, analyses revealed:

- A significant difference existed in the overall test for means for Student respondents by gender identity on *Perceived Academic Success* (p. 218). Trans-spectrum Student respondents had less *Perceived Academic Success* than Women Student respondents and Men Student respondents, and Men Student respondents had less *Perceived Academic Success* than Women Student respondents.

A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students From Sexual Assault* indicated that sexual assault is a substantial issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the MiraCosta College survey requested information regarding sexual assault.

- 5% ($n = 144$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at MiraCosta College (p. 123).
    - 1% ($n = 36$) experienced relationship violence (e.g., ridiculed, controlling, hitting, p. 124).
    - 2% ($n = 58$) experienced stalking (e.g., following me, on social media, texting, phone calls, p. 123).

   ○ 3% (*n* = 70) experienced sexual interaction (e.g., catcalling, repeated

     sexual advances, sexual harassment, p. 123).

   ○ 1% (*n* = 26) experienced unwanted sexual contact (e.g., fondling, rape,

     sexual assault, penetration without consent, p. 123).

- Respondents identified MiraCosta College students, current or former
  dating/intimate partners, acquaintances/friends, and strangers as sources of
  unwanted sexual contact/conduct (pp. 125 – 143).

- Most respondents did not report the unwanted sexual contact/conduct (pp. 127 –
  144).

Respondents were offered the opportunity to elaborate on why they did not report unwanted

sexual contact/conduct. The primary reason cited for not reporting these incidents was that the

incidents did not feel serious enough to report. Other rationales included respondents fear of

reporting and having to manage the social stigma that comes with reporting (p. 128 - 145).

Conclusion

MiraCosta College climate findings[3] were consistent with those found in higher education

institutions across the country, based on the work of R&A Consulting.[4] For example, 70% to

80% of respondents in similar reports found the campus climate to be "very comfortable" or

"comfortable." A slightly higher percentage (86%) of MiraCosta College respondents indicated

that they were "very comfortable" or "comfortable" with the overall climate at MiraCosta

College (p. 67). Twenty percent to 25% of respondents in similar reports indicated that they

personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At

MiraCosta College, a lower percentage of respondents (13%) indicated that they personally had

experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 88). The results also

paralleled the findings of other climate studies of specific constituent groups offered in the

literature.[5]

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[3] Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

[4] Rankin & Associates Consulting (2016)

[5] Guiffrida, Gouveia, Wall, & Seward (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles, Cortina, Malley, & Stewart (2006); Silverschanz et al. (Silverschanz et al., 2008); Yosso et al. (2009)

MiraCosta College's climate assessment report provides baseline data on diversity and inclusion, and addresses MiraCosta College's mission and goals. While the findings may guide decision-making regarding policies and practices at MiraCosta College, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the MiraCosta College community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. MiraCosta College, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

Introduction

History of the Project

MiraCosta Community College District (MiraCosta College) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. Further, diversity and inclusion engender academic engagement where teaching, learning, living, and working take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.

MiraCosta College also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in MiraCosta College mission statement, "MiraCosta Community College District mission is to provide superior educational opportunities and student-support services to a diverse population of learners with a focus on their success."[6] To better understand the campus climate, the administration at MiraCosta College recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the fall 2019 semester, MiraCosta College conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In the spring semester 2019, MiraCosta College contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled "Your Experience: Learning, Living, and Working." Members of MiraCosta College formed the Climate Study Working Group (CSWG), which was composed of faculty, staff, students, and administrators, and the group was tasked with developing a campus-wide survey instrument and promoting the survey's administration between October 15, 2019 and November 15, 2019. R&A will present the information gathered from the campus-wide survey at community forums. Due to COVID-19, the presentations originally scheduled for spring 2020, were moved to fall 2020. MiraCosta College will develop action items based on these findings.

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[6] https://www.miracosta.edu/officeofthepresident/pio/downloads/mcc_mission_statement.pdf.

Project Design and Campus Involvement

The conceptual model used as the foundation for MiraCosta College's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson A., 2005) and influence systems of differentiation that reproduce unequal outcomes. MiraCosta College's assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

The CSWG collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for MiraCosta College that would reveal the various dimensions of power and privilege that shaped the campus experience. In the first phase, R&A conducted 20 focus groups, which were composed of 110 participants. In the second phase, the CSWG and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final MiraCosta College survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Foundation of Campus Climate Research and Assessment

In 1990, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of "a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too" (Boyer, 1990, p. 7).

In 1995, the Association of American Colleges and Universities (AAC&U) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (1995, p. xvi). The AAC&U proposed that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard" (p. xxi). The report stated that a primary duty of the academy was to create a campus climate grounded in the principles of diversity, equity, and justice for all individuals to provide the foundation for a vital community of learning. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Hurtado, Milem, Clayton-Pedersen, and Allen (1999), extending the work of Hurtado (1992), described campus climate as the combination of an institution's historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution's history of resistance to desegregation, as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural dimensions of campus climate take into account demographic and facilities/resources, while the behavioral dimensions consist of social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as "the current attitudes, behaviors, and standards, and practices of employees and students in an institution" (p. 264). Rankin and Reason (2008) specified

Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions. (p. 264)

Using this definition as a foundation, Rankin & Associates Consulting develops campus-specific assessment tools and analyzes the resulting data to understand and evaluate an institution's campus climate.

Influence of Climate on Faculty, Staff, and Students

Campus climate influences individuals' sense of belonging within social and academic institutional environments (Rankin & Reason, 2005; Museus, Yi, & Saelua, 2017; Strayhorn, 2012; Strayhorn, 2013). Johnson (2012) defined sense of belonging as students' "feelings of connection and identification or isolation and alienation within their campus community" (p. 337). Similarly, Strayhorn (2012) characterized sense of belonging as "students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, and valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)" (p. 3). Strayhorn (2012) also characterized individuals' sense of belonging as a "basic human need [that takes on] increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed" (p. 10). For many underrepresented and/or underserved faculty, staff, and students, college and university campuses represent such an environment.

Researchers have conducted extensive research regarding the ways in which campus climate contributes to a sense of belonging, or lack thereof, for various student populations. For example, recent research investigated the role of campus climate in constructing a sense of belonging for student athletes (Gayles, Crandall, & Morin, 2018); women students in science, technology, engineering, and math (STEM) fields (Johnson, 2012); first-generation students (Means & Pyne,

2017); racial and ethnic minority students (Maramba & Museus, 2011; Mwangi, 2016; Tachine, Cabrera, & Yellow Bird, 2017; Wells & Horn, 2015); Black men (Wood & Harris III, 2015); students with disabilities (Vaccaro, Daly-Cano, & Newman, 2015); and first-year LGBPQ students (Vaccaro & Newman, 2017). Researchers also have explored the ways that an individual's sense of belonging influenced their intent to persist at an institution (Booker, 2016; García & Garza, 2016; Hausmann, Schofield, & Woods, 2007; Museus, Yi, & Saelua, 2017).

Intent to persist and/or retention is a primary outcome measure of campus climate (Mayhew, Rockenbach, Bowman, Seifert, Wolniak, 2016). Mayhew et al. (2016) noted that campus climate factors, including "having meaningful peer interactions and relationships, and experiencing overall social and academic integration and involvement," contributed positively to student persistence and retention (p. 419). Researchers identified additional social, cultural, and academic factors that influenced students' intent to persist, including peer engagement, opportunities for engagement with others from diverse backgrounds, faculty engagement opportunities, classroom climates, student group opportunities, and institutional support programs and initiatives. Research in recent years has demonstrated how those factors specifically influenced intent to persist among Black undergraduate women (Booker, 2016; Walpole, Chambers, & Goss, 2014), Black undergraduate men (Eunyoung & Hargrove, 2013; Palmer, Wood, Dancy, & Strayhorn, 2014), Latinx students (García & Garza, 2016; Heredia, Jr., Piña-Watson, Castillo, Ojeda, & Cano, 2018; Tovar, 2015), racial minority students (Baker & Robnett, 2012; Johnson, Wasserman, Yildirim, & Yonai, 2014; Lancaster & Yonghong J. X., 2017), students with disabilities (Kutscher & Tuckwiller, 2019), queer-spectrum and trans-spectrum individuals (Blumenfeld et al., 2016), and graduate students (Ruud et al., 2018).

Research regarding the influence of campus climate on individuals' persistence and retention also examined the experiences of underrepresented faculty populations, including Black faculty (Griffin, Pifer, Humphrey, & Hazelwood, 2011; Lynch-Alexander, 2017; Siegel, Gregory Barrett, & Smith, 2015), international faculty (Lawrence et al., 2014), racial and ethnic minority faculty (Jayakumar, Howard, Allen, & Han, 2009; Whittaker, Montgomery, & Martinez Acosta, 2015), queer-spectrum and trans-spectrum faculty (Garvey & Rankin, 2016), and women faculty in STEM fields (Pascale, 2018). Much of the research regarding minority faculty retention highlighted the critical role of effective mentorship in the success, promotion, and retention of

underrepresented faculty (Zambrana et al., 2015; Lynch-Alexander, 2017). Presently, scant research specific to staff retention exists.

In addition to research regarding sense of belonging and retention, campus climate research also studied the effects of campus climate on faculty, staff, and students' social, emotional, academic, and work-related campus experiences including academic engagement and success (Glass & Westmont, 2014; Hurtado & Ponjuan, 2005; Dugan, Kusel, & Simounet, 2012; Garvey, Squire, Stachler, & Rankin, 2018; Oseguera, Merson, Harrison, & Rankin, 2017) and well-being (Gummadam, Pittman, & Ioffe, 2016). One common finding suggested that minority faculty, staff, and students generally perceived campus climate differently than did their peers. Those unique perceptions often adversely affected a variety of outcome factors.

Some campus climate assessments also measured the intersectional experiences (i.e., how multiple aspects of one's identity combine and influence another identity) of faculty, staff, and students in relation to the current attitudes, behaviors, standards, and practices of employees and students of a given institution (Booker, 2016; Griffin, Bennett, & Harris, 2011; Hughes, 2017; Johnson, 2012; Maramba & Museus, 2011; Park, Denson, & Bowman, 2013; Patton, 2011; Rivera-Ramos, Oswald, & Buki, 2015; Walpole et al., 2014). The following sections present campus climate research findings for selected campus constituents with the awareness that intersectionality is at the core of all lived experience.

Faculty & Campus Climate. Campus climate actively shapes the experiences of faculty, particularly related to faculty members' professional success, sense of belonging, and perceptions of professional development opportunities and support. Most research regarding faculty and campus climate relates specifically to faculty members' racial identity, sexual identity, and/or gender identity. A summary of the literature is offered below.[7]

Research that examined the campus climate experiences of racial minority faculty found that these faculty members commonly experienced high levels of work-related stress, moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade, Tartakov, Hargrave, & Leigh, 2015; Eagan & Garvey, 2015, Patton & Catching, 2009;

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[7] For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

Urrieta, Méndez, & Rodríguez, 2015; Whittaker, Montgomery, & Martinez Acosta, 2015). Racial minority faculty at two-year institutions reported similar climate experiences, as well as negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of a hostile campus climate (Levin, Haberler, Walker, & Jackson-Boothby, 2014; Levin, Jackson-Boothby, Haberler, & Walker, 2015). Dade et al. (2015) contended that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism also presented significant barriers to the emotional well-being and professional success of Black and/or African American faculty, particularly Black and/or African American women faculty.

Intersectional research regarding the experiences of racial/ethnic minority women faculty notes that racial/ethnic minority women faculty frequently failed to receive professional mentorship and leadership development opportunities in a manner consistent with the opportunities of their White colleagues (Blackwell, Snyder, & Mavriplis, 2009; Grant & Ghee, 2015). Describing the outcomes of these experiences, Kelly and McCann (2014) found that pre-tenure departure commonly was attributed to "gendered and racialized tokenization and isolation, a need for more intrusive style of mentoring, and poor institutional fit" among racial/ethnic minority women faculty (p. 681). Focusing on gendered and racialized service expectations, Hirshfield and Joseph (2012) found that racial minority women faculty also experienced significant "identity taxation" within the academy (p. 214). Their findings suggested that racial minority women faculty faced formal and informal expectations to provide mentorship and emotional labor in support of racial and gender minority students.

Campus climate research specific to the experiences of women faculty indicated that women faculty members often experienced gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments (Grant & Ghee, 2015). These experiences prompted higher rates of institutional departure by women faculty compared to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) also identified women faculty's perceived lack of inclusion and support as primary contributors to their perceptions of "chilly" departmental experiences. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152).

Additionally, recent research has highlighted the disparities in the quantity and types of service activities women faculty were asked to perform, including institutional service and advising, particularly within male-dominated fields (O'Meara, Kuvaeva, Nyunt, Waugaman, and Jackson, 2017). Guarino & Borden (2017) found, when controlling for faculty rank, race/ethnicity, and field of study, women faculty performed significantly more service, particularly internal service, or service on behalf of the department or institution, than did men faculty. Hanasono et al. (2019) suggested that such internal service, or what the authors called "relational service," not only was performed more often by women faculty, but that relational service also was less valued in evaluation processes, subsequently affecting women faculty tenure, promotion, and retention.

Campus climate researchers also have investigated the hostile and exclusionary institutional climates queer-spectrum and trans-spectrum faculty and staff continued to experience (Bilimoria & Stewart, 2009; Garvey et al., 2018; Seelman, Woodford, & Nicolazzo, 2017) within institutional environments.[8] According to Bilimoria and Stewart (2009), failure to hide one's queer or trans identity may result in alienation from professional spaces and unwanted scrutiny from fellow faculty members. As a result, queer-spectrum faculty and staff reported feeling compelled to maintain secrecy regarding their marginalized identities. For queer-spectrum faculty, hostile campus climates also can result in poor job satisfaction. Dozier (2015) specifically identified prejudicial comments, invalidation of LGBT-related research and cultures, and social exclusion at the department-level as generating a hostile climate and low job satisfaction for "out" gay and lesbian faculty. Blumenfeld, Weber, and Rankin (2016) and Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members' desire to leave an institution. Identifying the influence of institutional geography, Garvey and Rankin (2016) found that queer-spectrum and trans-spectrum faculty also were more likely to seriously consider leaving an institution if the institution was located in a town and/or rural environment.

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[8] Rankin and Associates utilizes the term "queer-spectrum" in our materials to identify non-heterosexual sexual identities. Identities may include: lesbian, gay, bisexual, queer, asexual, pansexual, and/or polysexual as well as other sexual identities. Rankin and Associates utilizes the term "trans-spectrum" in our materials as an umbrella term to describe the gender identity of individuals who do not identify as cis-gender. Identities may include: transgender, gender nonbinary, gender-queer, and/or agender, in addition to other non-cis-gender identities.

Staff & Campus Climate. Very little research exists about how staff members experienced campus climate and how that climate influenced staff members' professional success and overall well-being. From the limited research available, findings suggested that higher education professional and classified/hourly staff members perceived a lack of professional support and advancement opportunities. Staff commonly attributed their perceived lack of support and advancement opportunities to their personal characteristics, including age, race, gender, and education level (Costello, 2012; Jones & Taylor, 2012). Garcia (2016), Jones and Taylor (2012), and Mayhew, Grunwald, and Dey (2006) found that staff members' perceptions of campus climate were constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments.

For example, in an investigation of the campus climate experiences of student affairs professionals working at a Hispanic serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' office/departments directly affected staff members' perceptions of campus climate. Garcia's findings echoed the work of Mayhew et al. (2006), who found that how staff members experienced their immediate office/department influenced how staff members perceived the broader campus climate. According to Mayhew et al. (2006), "Staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" at an institutional level (p. 83).

In one of the few studies examining the various forms of labor staff and administrators of color performed independent of their assign job duties, Luedke (2017) explored the mentor-mentee relationships in which staff and administrators of color frequently engaged in support of first-generation Black, Latinx, and biracial students. Luedke (2017), in an application of social reproduction theory, offered an analysis of the various forms of social and emotional support staff members provided students, as well as the social capital staff and administrators mentors of color cultivated on behalf of students. Key to the relationships between staff members of color and students of color, Luedke (2017) noted, was staff members' acknowledgement of students' backgrounds and nourishment of the skills and experiences students possessed when they enrolled in institutions.

Undergraduate Students & Campus Climate. Most literature about campus climate and undergraduate students examines campus climate in the context of students' racial identity, sexual identity, and/or gender identity. Research findings demonstrated that campus climate influenced students' social and academic development and engagement, academic success, sense of belonging, and well-being. Scholars also have repeatedly found that when racial minority students perceived their campus environment as hostile, outcomes such as persistence and academic performance were negatively affected (Booker, 2016; Eunyoung & Hargrove, 2013; Strayhorn, 2013; Walpole et al., 2014). Research regarding the campus climate experiences of populations such as low-income students, students with disabilities, first-generation students, students who were veterans, international students, American Indian/indigenous people, undocumented students, and student-athletes has become increasingly available over the past decade.[9] A summary of the most robust areas of campus climate research specific to student experiences, including the role of microaggressions in constructing hostile and exclusionary campus climates for minority undergraduate students, is offered in the following paragraphs.[10]

Hostile or exclusionary campus climates negatively affect racial minority students in a number of ways. For example, scholars have found that when racial minority students viewed their campus environment as hostile, negative outcomes in persistence and academic performance resulted (Booker, 2016; Eunyoung & Hargrove, 2013; Strayhorn, 2013). Additionally, Walpole et al. (2014) evaluated the ways that race-based microaggressions contributed to hostile and exclusionary campus climates for racial minority students, often resulting in reduced academic success and decreases in retention and persistence. In related work, Mills (2019) examined Black undergraduate students' experiences with environmental microaggressions, in contrast to interpersonal microaggressions, at a predominately White institution (PWI). Referencing the work of Sue et al. (2007), Mills (2019) distinguished environmental microaggressions as occurring at systemic levels while having "no apparent offender" (p. 1). Mills (2019) identified six racial microaggressions themes experienced by Black undergraduate student subjects. Themes included: segregation (particularly within student housing), lack of representation across

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[9] For additional research regarding student-specific campus climate experiences, please visit www.rankin-consulting.com.

[10] This review is intended to map the broad scope of campus climate research; it is not intended to present comprehensive findings of all research in this area.

institutional populations, campus response to criminality or an assumption of criminality, cultural bias in courses, tokenism, and pressures to conform to standards of whiteness. In a separate investigation, Yosso, Smith, Ceja, and Solórzano (2009) examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx students.[11] Scholars including Reynolds, Sneva, and Beehler (2010) have also noted the negative impact hostile racial climates have on Black and Latinx students' intrinsic and extrinsic academic motivations, which subsequently diminished students' academic success.

Research regarding the experiences of racially diverse women students, particularly within science, technology, engineering, and math (STEM) fields, has explored how students' academic success and well-being were affected by their perceived sense of belonging. Booker (2016) described the challenges that Black/African American undergraduate women face in the classroom, including microaggressions from faculty, microaggressions from peers, and expectations that students represent their race(s) when speaking about specific course topics. As a result of such experiences, Black/African American undergraduate women experienced a decreased sense of belonging in the classroom and a perception that faculty members were non-approachable. Similarly, in their study of racially diverse women in STEM, Johnson (2012) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities were significant predictors of students' sense of belonging.

In their investigation of students with disabilities attending four-year institutions, Fleming, Oertle, Hakun, and Hakun (2017) found that the way students with disabilities perceived campus climate directly affected students' sense of belonging and satisfaction at their institution. Vaccaro et al. (2015) also noted the importance of sense of belonging among students with disabilities, particularly first-year students with disabilities as they adjusted to a postsecondary educational environment. Relatedly, Kutscher & Tuckwiller (2019) provided an investigation of the unique challenges students with disabilities experienced in higher education environments

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[11] Rankin and Associates utilize the gender-inclusive term "Latinx" in our materials to identify individuals and communities of Latin decent. That terminology has been adopted in this review document, even when reporting campus climate research that used terms including "Latino," "Latina," and/or "Latino/a."

namely as they related to personal characteristics, academic and social engagement, and accommodations and subsequently how these factors influenced persistence among students with disabilities. In an evaluation of the barriers students with disabilities experienced, Hong (2015) identified faculty perceptions, engagement with advisors, college stressors, and quality of support programs and services to be the most salient frustrations students with disabilities encountered.

Examining the role of social class in relation to students' first year experience, Ostrove and Long (2007) found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.[12] Similarly, Soria and Stebleton (2013) found that working-class students experienced feeling less welcome, or a lesser sense of belonging, compared to their middle- and upper-class peers. In an investigation specific to private, normatively affluent institutions, Allen and Alleman (2019) found that students who experienced food insecurity frequently self-excluded from food-oriented social events. In addition, students frequently missed academic and community engagement opportunities owing to students' need to work.

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum faculty, staff, and students indicates that queer-spectrum and trans-spectrum individuals experienced hostility, discrimination, and lack of sense of belonging within various institutional environments (Rankin et al., 2010; Seelman et al., 2017). Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students developed their sense of belonging during their first year at an institution. The authors found that students' sense of belonging was influenced by individuals' degree of outness, university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Garvey, Taylor, and Rankin (2015) specifically identified the classroom climate as a key indicator of how lesbian, gay, bisexual, transgender, and queer (LGBTQ) community college students perceived campus climate. Trans-identified students reported more negative perceptions of classroom climate,

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[12] For additional research regarding various minority populations' experienced sense of belonging, please visit www.rankin-consulting.com.

campus climate, and curriculum inclusivity than did their heterosexual and queer-spectrum peers (Dugan et al., 2012; Garvey et al., 2015; Nicolazzo, 2016).

Graduate Students & Campus Climate. The majority of research regarding students' campus climate experiences focuses on the experiences of undergraduate students. The available campus climate research specific to graduate students suggests that, particularly, women graduate students, graduate students of color, international graduate students, and trans-spectrum graduate students experienced an exclusionary campus climate.

Regarding the experiences of international graduate students, Yakaboski, Perez-Velez, and Almutairi (2018) investigated Saudi graduate students' interactions with faculty, staff, and U.S. students. Though the study's subjects portrayed positive interactions with faculty and staff, students described negative and discriminatory interactions with U.S. students, specifically noting a "lack of cultural and religious understanding or acceptance and pervasive gender stereotypes for Muslim women who veil" (p. 222). These findings demonstrated the varied campus climate experiences of Saudi graduate students and, perhaps more broadly, international graduate students.

Scholars recently have been conducting more research regarding the campus climate experiences of racial minority women graduate students. For example, through a Black Feminist Thought (BFT) framework, Shavers and Moore (2014) examined how Black women doctoral candidates experienced campus climate through social and academic engagements. The researchers found that Black women graduate students engaged in "survival oriented" or "suboptimal resistance strategies" to persevere through feelings of isolation, lack of community, and lack of support within their individual programs and the broader campus climate (p. 404). Identifying the effects of hostile campus climates for racial minority women graduate students in STEM fields, Ong, Wright, Espinosa, and Orfield (2011) wrote, "The existing empirical work on graduate experiences overwhelmingly identifies the STEM social and cultural climate—that is, the interpersonal relationships with other members of the local STEM communities and the cultural beliefs and practices within STEM that govern those relationships—as the leading challenge to the persistence of women of color in STEM career trajectories" (p. 192).

In their examination of trans-spectrum (including trans and gender non-conforming) graduate students, Goldberg, Kuvalanka, and Dickey (2019) found that trans-spectrum graduate students commonly demonstrated a gender presentation inconsistent with their self-perceptions based on their concern for their own physical and emotional safety. Trans-spectrum graduate student survey respondents in Goldberg et al.'s (2019) study identified acts of gender identity invalidation and misgendering by peers, faculty, and advisors as a source of emotional stress. Regarding trans-spectrum graduate students' advisor interactions, Goldberg et al. (2019) identified respondents' interactions with their faculty advisor as a specifically "salient context for experiencing affirmations versus invalidation of one's gender identity" (p. 38). Campus climate research has demonstrated that positive engagement with peers and faculty is a critical factor in the success and well-being of trans-spectrum graduate students.

Campus Climate: Institution Type

Though the majority of campus climate research available pertains to four-year and predominately White institutions (PWIs), there is increasing research available regarding campus climate at historically Black colleges and universities (HBCU), Hispanic serving institutions (HSI), two-year and/or community college institutions, and religiously/spiritually affiliated institutions.[13] Today's broadening scope of campus climate research also includes research specific to professional schools, including schools of medicine and law.[14] A summary of the most robust areas of campus climate research specific to student experiences is offered in the following paragraphs.

Historically Black Colleges and Universities (HBCU). Within recent years, researchers have begun to investigate campus climate specific to HBCUs. The majority of HBCU-specific campus climate research examined the experiences of minority and underrepresented populations in HBCU environments, including Black international students (Mwangi, 2016), Asian American and Latinx students (Palmer & Maramba, 2015a; Palmer, Maramba, 2015b; Palmer, Maramba, 2015c), first-generation students (Longmire-Avital & Miller-Dyce, 2015), and African American

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[13] For research regarding Asian American and Native American Pacific Islander serving institutions (AANAPISI), tribal colleges, or private institutions, please visit www.rankin-consulting.com.

[14] Rankin and Associates acknowledges that the institutional categories provided are not mutually exclusive. For example, research described regarding Hispanic serving institutions (HSIs) may also include findings related to two-year or community college institutions.

gay and bisexual men (Patton, 2011) and/or queer-spectrum and trans-spectrum students (Lewis & Ericksen, 2016).

HBCU-specific research has provided insight into the role of faculty engagement in constructing minority students' perceptions of HBCU's campus climates, often in contrast to PWIs. For example, McCoy, Luedke, & Winkle-Wagner (2017) examined the role of faculty interactions in constructing racial minority students' perceptions of STEM disciplines. Drawing from Bourdieu's social reproduction theory, McCoy et al. (2017) contrasted the faculty mentoring experiences of racial minority students majoring in a STEM discipline at a predominantly White institution and racial minority students majoring in a STEM discipline at an historically Black institution. McCoy et al. (2017) found that students perceived faculty at the PWI institution to be unwilling to mentor students and, instead, as commonly working to "weed out" students. In contrast, respondents at the historically Black college characterized faculty as providing positive mentoring and constructive professional development opportunities. Extending their prior research, Winkle-Wagner and McCoy (2018) found that students from the PWI described a challenging environment based on experiences of exclusion and isolation. In comparison, HBCU students characterized the composition of their STEM program as diverse, and described their program and institution as supportive of individuals' needs. In research specific to the experiences of Asian American and Latinx HBCU students, Palmer and Maramba (2015) found that faculty interactions were important to students' campus climate experiences. Palmer and Maramba's (2015b) study participants characterized HBCU faculty as supportive and as demonstrating care and concern for students' well-being.

Hispanic-Serving Institutions (HSI). In 2017, the Hispanic Association of Colleges and Universities (HACU) reported that HSIs, defined as institutions whose total Hispanic enrollment constitutes a minimum of 25% of the total enrollment, enrolled 66% of all Hispanic undergraduates in the United States (*2019 Fact Sheet: Hispanic Higher Education and HSIs*, 2019). Despite the limited research regarding campus climate experiences at HSIs, the research available demonstrated the positive effects of attending an HSI for Latinx students. Research suggests that Latinx students' HSI enrollment encouraged racial-ethnic identity development and contributed to greater senses of belonging and positive self-perceptions about individuals' own

academic capabilities (Arbelo-Marrero & Milacci, 2016; Chun, Marin, Schwartz, Pham, Castro-Olivo, 2016).

Additionally, recent research by Sanchez (2019) examined Latinx students' experiences of racial microaggressions and subsequent sense of belonging at HSIs and emerging Hispanic serving institutions (EHSIs).[15] Sanchez (2019) found that although students at both HSIs and EHSIs experienced racist stereotypes and assumptions – including anti-Mexican or anti-immigrant stereotypes, stereotypes about students' intelligence or college readiness, and assumptions that students were granted admittance or scholarship funding based exclusively on their racial or ethnic identity – students enrolled at HSIs experienced racial microaggressions less frequently than did their peers attending an EHSI. Regarding students' reported sense of belonging, Sanchez (2019) offered that students' who depicted themselves as having a positive sense of belonging attributed their experiences to "being able to speak Spanish on campus without judgment, noticing that their campus culture embraced Latino culture, and having friendly and supportive professors and staff" (p. 249). Participants who reported a lesser sense of belonging felt that "campus culture was geared toward White students" and that "Latino cultural events or organizations on campus" were often "invisible" (p. 250).

Two-Year Institutions and Community Colleges. The expanding scope of campus climate research also includes research about two-year and/or community college institutions. Most commonly, researchers have examined campus climate in the context of two-year institutions as it relates to certain minority populations. For example, research currently exists about the campus climate experiences of LGBTQ students (Garvey et al., 2015), racial/ethnic minority faculty (Levin et al., 2014; Levin et al., 2015), Black/African American women (Walpole et al., 2014), Black/African American men (Newman, Wood, & Harris, 2015; Wood & Harris, 2015), Latinx men (García & Garza, 2016), and faculty of color (Levin, Haberler et al., 2014a; Levin et al., 2015) in two-year community colleges.[16]

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[15] Sanchez (2019) defines emerging Hispanic serving institutions as "institution[s] with 15% to 24.9% Latino full-time undergraduate enrollment" (p. 241).

Consistent with findings specific to four-year institutions, campus climate research concerning two-year institutions has found students' interactions and engagement with institutional agents, including faculty and staff, were highly influential both on perceived student academic success and students' sense of belonging. In their examination of the factors that influenced sense of belonging for Latinx men students and international students, García and Garza (2016) and García, Garza, and Yeaton-Hromada (2019), respectively, found that socio-academic integration, or academic interactions with faculty and administrative personnel, were the most salient for developing individuals' sense of belonging and, subsequently, academic success and retention. Lundberg, Kim, Andrade, and Bahner (2018) similarly found that frequent and high-quality interactions with faculty were significant to Latinx students' learning and engagement. Regarding the experiences of Black men's sense of belonging and academic engagement with faculty, Newman, Wood, and Harris (2015) found that Black men's perceptions of belonging were influenced by faculty members' racial and gender stereotypes, faculty engagement with students, and acts of validation by faculty.

Jones (2013) examined the influence of the racial composition of two-year institutions' student body on the institutions' campus climate toward three unique diversity and inclusion outcomes: student engagement with racially and culturally different peers, students' engagement with peers who possess beliefs different from their own, and students' understanding of racial difference. Jones (2013) found that community college student body racial diversity positively correlated with students' frequent engagement with racially different peers and peers who held different personal beliefs and values from their own.

Religiously Affiliated Institutions. Recent campus climate research also examined campus climate at religiously affiliated institutions. For example, in an exploration of campus climate and student spirituality at religiously affiliated or faith-based institutions, Paredes-Collins (2014) found that the campus climate for diversity was a predictor of students' spirituality, independent of student racial and/or ethnic identity. Regarding the experiences of students of color, Paredes-Collins (2014) found that sense of belonging was the single direct predictor of spirituality for students of color. The importance of student sense of belonging also was evident in findings of Ash and Schreiner (2016), who investigated the institutional factors which influenced intent to persist among students of color enrolled in Christian colleges and universities. Ash and Schreiner

(2016) found that students' perceptions of institutional fit, the institutions' commitment to student welfare, and students' perceptions of their ability to intellectually, socially, and psychologically thrive were direct contributors (or detractors) to students' success.

Negrón-Gonzales (2015), in an investigation of the experiences of undocumented students at Jesuit universities, found that institutional actions (or inactions) with regard to social justice directly affected students' perceptions of campus climate. In addition, Negrón-Gonzales (2015) found that the concept of social justice was a draw and an anchor for undocumented student enrollment at Jesuit institutions and that institutional silence related to immigrant rights yielded a silence among undocumented students. In a review of research regarding faith, gender and sexual identities, and Christian higher education, Rockenbach and Crandall (2016) acknowledged the complex relationship between each identity and encouraged institutional leaders to "address the most basic needs of LGBTQ individuals, namely, their safety, freedom from discrimination and harassment, and access to resources in support of their psychological and spiritual well-being." They added, "At a minimum, leaders should establish campus policies and community standards that protect individuals from bullying and mistreatment on the basis of sexual orientation and gender identity" (p. 69).

Professional Schools. In a study of campus climate at law schools, Rocconi, Taylor, Haeger, Zilvinskis, and Christensen (2018) emphasized the need for structural diversity and diversity of interactions in building positive campus climate law school environments. In arguing for diversity of interactions for law school students, Rocconi et al. (2018) referenced the work of Daye et al. (2012), which concluded that "students attending law schools with racially diverse populations and high intergroup contact were more likely to perceive environments of openness and mutual respect" (p. 29). In addition to structural or compositional diversity, Rocconi et al. (2018) found that law students' perceptions of the law school environment as friendly and supportive, positive interactions with faculty, and positive relationships with peers contributed to a greater frequency of diverse interactions. The researchers also described collaborative faculty interactions and curriculums that encouraged peer engagement as essential to realizing the full benefits of structural diversity. They further determined that engagement in pro bono work and participation in a student organization also contributed to an increased frequency of diverse interactions. Rocconi et al. (2018) explained, "intentionally engaging students with others from

different backgrounds through curricular and co-curricular activities can help build a supportive and nurturing environment and foster the type of interactions that harness the educational benefits of diversity" (p. 34).

Focusing on law school faculty experiences, Barnes and Mertz (2018) investigated the factors contributing to job dissatisfaction for post-tenure racial minority law professors and post-tenure women law professors. Barnes and Mertz (2018) specifically identified institutional structures and implicit biases related to "issues of respect, voice, and collegiality" (p. 441) as significant factors that contributed to job dissatisfaction among post-tenure racial minority law professors. From their qualitative analyses, Barnes and Mertz (2018) noted subjects' descriptions of "subtle and continuing ways in which [they] felt disrespected in their work settings" (p. 455), including their concerns being dismissed and being penalized or unjustly disciplined for raising concerns related to equity or exclusionary/hostile policies and/or behaviors. The researchers noted that subjects described the need for peer or support networks, often independent of the institution, for navigating the challenges associated with being a racial and/or gender minority law school professor.

With regard to medical school campus climate research, Kaplan et al. (2018) examined challenges in the recruitment, retention, and promotion of underrepresented faculty within academic medicine. Though minority faculty described their academic climate as neutral to positive, Kaplan et al. (2018) identified three consistent themes regarding the challenges minority faculty experienced related to recruitment, retention, and promotion. The first theme or challenge Kaplan et al. (2018) identified was a lack of critical mass or a lack of a "sufficient number of (underrepresented) faculty at an individual institution to create community and impact change" (p. 59). Kaplan et al.'s (2018) subjects also identified the dearth of programming or initiatives specific to the retention and promotion of minority faculty. Finally, they described the need for "a diversity champion or a group of individuals vested in diversity" at senior leadership levels to effectively address recruitment, retention, and promotion concerns (p. 59).

Campus Climate and Unwanted Sexual Conduct

In recent years, sexual harassment, stalking, intimate partner violence, and sexual assault at higher education institutions have become the subjects of national attention. In January 2014, in

response to calls for state and federal action, President Barack Obama established the White House Task Force to Protect Students From Sexual Assault. The Task Force released its first report, *Not Alone*, in April 2014, which emphasized the need for nationwide action to raise awareness about the prevalence of on-campus sexual assault, to prevent sexual assault, and to effectively respond to and meet the needs of victims of sexual assault. The Task Force asserted that "we are here to tell sexual assault survivors they are not alone" and "to help schools live up to their obligation to protect students from sexual violence" (Not Alone, 2014, p. 2).

The Task Force also recommended actions that should be taken by college and university communities, specifically campus administrations, regarding on-campus sexual assault. The Task Force encouraged campus leaders to conduct campus climate surveys to identify the prevalence of and attitude toward sexual assault on their individual college campuses (Not Alone, 2014). According to the report, "The first step in solving a problem is to name it and know the extent of it – and a campus climate survey is the best way to do that" (Not Alone, 2014, p. 2). Today, the United States Department of Justice's (DOJ) Office of Violence Against Women continues to support the use of campus climate surveys in their effort to reduce sexual assault, dating and intimate partner violence, and sexual harassment on college and university campuses. According to the federal office, "Campus climate surveys are essential because they generate data on the nature and extent of sexual assault on campuses, as well as campus attitudes surrounding sexual assault. Armed with accurate data, administrators and students can then begin to direct resources where they are most needed" (The United States Department of Justice: Office of Violence Against Women, 2018).

Inherent in examinations of sexual assault and campus climate are questions about how various members of the community experienced sexual assault and the prevalence and patterns of assault. Recent research has identified various campus populations' unique and disproportionate experiences with unwanted sexual conduct and/or contact on college and university campuses. These populations included: women (Krebs, Lindquist, Warner, Fisher, & Martin, 2009), graduate students (Rosenthal, Smidt, & Freyd, 2016), lesbian and bisexual women (Martin, Fisher, Warner, Krebs, & Lindquist, 2011), students with disabilities (Brown et al., 2017), and trans-spectrum students (Griner et al., 2017). For example, in a national study conducted by the Association of American Institutions, as cited in the National Council on Disability's 2018

report, *Not on the Radar: Sexual Assault of College Students with Disabilities*, researchers found that 32% of undergraduate female students with a disability experienced unwanted sexual contact, including the use of physical force or incapacitation. By comparison, the same report found that 18% of undergraduate female students without a disability experienced sexual assault. Also noting disparities in rates of sexual harassment and/or assault, Coulter et al. (2017) explained, "For sexual identity, sexual assault was highest among bisexuals and people unsure of their sexual identity (15.7% and 12.6%, respectively), followed by gays/lesbians (9.8%), and lowest among heterosexuals (6.4%)" (p. 729). Coulter et al. (2017) also reported that Black trans-spectrum students had a 58% probability of being sexually assaulted, an alarming finding that underscores the importance of intersectional campus climate research. With regard to graduate students' experiences, McMahon, O'Conner, and Seabrook (2018) found that graduate students, in contrast to undergraduate student respondents, reported less awareness of campus resources and lower confidence in the outcomes of reporting an incident of unwanted sexual contact and conduct.

While some research is now available, the complex intersections of campus climate, unwanted sexual conduct, and various social identities such as gender identity, sexual identity, disability status, and racial identity justify the need for further research and careful attention from researchers, college practitioners, and administrators (Coulter & Rankin, 2017; Harris & Linder, 2017; Lundy-Wagner & Winkle-Wagner, 2013; Wood, Sulley, Kammer-Kerwick, Follingstad, & Busch-Armendariz, 2017).

Role of Campus Senior Leadership

Improving campus climate to build diverse, inclusive, and equitable educational environments and opportunities for all is not a simple task. In their seminal research, Hurtado et al. (1999) stated, "Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach" (p. 69). Smith (2015) also asserted that building a deep capacity for diversity requires a commitment by all members of the academic community, but perhaps most importantly, a sincere commitment by campus leadership. Smith (2009)

explains, "The role of leadership cannot be underestimated in creating change for diversity." Additionally, "Leadership can make a dramatic difference to whether and how diversity is built into the institution's understanding of itself or whether it is merely a series of programs or initiatives that run parallel to the core elements of the campus" (p. 264).

To foster a diverse, inclusive, and equitable campus, *whether* senior leadership actively supports those goals is just as important as *how* senior leaders engage these topics and concerns. Furthermore, how campus leaders approached topics of diversity influenced students' perceptions of diversity and willingness to engage diverse perspectives. For instance, Harper & Yeung (2013) found that student perceptions of institutional commitment to diversity positively correlated with students' willingness to engage diverse perspectives. Similarly, in relation to the perceptions of racial minority faculty, Squire (2017) found that how campus leadership responds to nationally known incidents of racial inequities or discrimination affected faculty members' perceptions of the institution's commitment to diversity, as well as faculty members' overall faculty experience. According to Squire (2017), "Faculty of color noted that the ways that their institutions responded to racial incidences had direct effects on the way that they understood their institution's values concerning diversity, equity, and justice" (p. 740). Squire also found that faculty of color held a perception that universities, in their pursuit of serving a public good, "should respond to community incidences in ways that are appropriate to the scope of the matter" (p. 739). For institutions that have created or are in the process of creating a Chief Diversity Officer position, how the position is structured, as well as what resources and authority the position retains "sends a powerful message about the role's importance on campus and illustrates the values of an institution" (Williams & Wade-Golden, 2013, p. 151-152). Ultimately, how senior leadership defined and demonstrated their commitment to diversity, equity, and social justice was critical to how faculty, staff, and students experienced campus climate.

In their discussion of the complex role of today's college and university presidents, Green and Shalala (2017) remind administrators that it is the responsibility of senior leadership to enhance students' "inclusion in and belonging to the broader campus community" (p. 15). In their foundational work regarding effective diversity-oriented leadership, Astin and Astin (2000) asserted that leaders must engage in transformational leadership practices, where senior leaders

serve as community-oriented change agents. The researchers emphasized that effective leadership requires modeling of specific leadership behaviors. These behaviors and skills included a commitment to collaboration and shared purpose, demonstrations of authenticity and self-awareness, and the ability to respectfully and civilly disagree with others. Astin and Astin (2000) also highlighted the essential skills of empathy and listening for effective transformative leadership. Noting the value of behavior modeling, they wrote, "[I]f the president is able to model the principles of transformative leadership in her dealings with her cabinet and if she openly advocates that cabinet members do the same with their immediate colleagues, she could well create a ripple effect that can transform the culture of an entire institution" (Astin and Astin, 2000, p. 86). Williams and Wade-Golden (2013) concurred that transformational leadership practices were critical in today's higher education. According to Williams and Wade-Golden (2013), "Diversity issues cannot exist on the margins. To the contrary, issues of access, retention, curricular diversity, and engaged scholarship represent a new 'academic diversity cannon' that has become fundamental to fulfilling the mission of academia in the new millennium" (p. 171). Fortunately, campus climate research and assessment can provide today's senior leaders with both the information and skills necessary to build equitable and just environments for all members of their campus communities.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[17] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at MiraCosta College to gather information from students, faculty, and staff about their perceptions of the campus climate. The focus group interview protocol included four questions addressing participants' perceptions of the campus living, learning, and working environment; initiatives/programs implemented by MiraCosta College that have directly influenced participants' success; the greatest challenges for various groups at MiraCosta College; and suggestions to improve the campus climate. The CSWG determined the groups and invited community members to participate via a letter from Superintendent/President Sunita Cooke. On May 6, 2019, R&A facilitators conducted 20 focus groups, which were composed of 110 participants. R&A facilitators provided focus group participants contact information to follow-up with R&A about any additional concerns. The CSWG and R&A used the information gathered during the focus groups to inform questions for the campus-wide survey.

Survey Instrument. The survey instrument was constructed based on the results of the focus groups and the work of Rankin (2003), and with the assistance of the CSWG. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the MiraCosta College population. The final MiraCosta College

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[17] Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

campus-wide survey contained 119 questions,[18] including 21 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of MiraCosta College's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Sampling Procedure. MiraCosta College's Office of Research, Planning and Institutional Effectiveness (RPIE) reviewed the project proposal, including the survey instrument. RPIE considered the activity to assess the college's campus climate and to inform MiraCosta College's strategic quality improvement initiatives. After the RPIE review, it was determined that no formal review was required.

Prospective participants received an invitation from Superintendent/President Sunita Cooke that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information explaining the purpose of the study, describing the survey instrument, and assuring the respondents of anonymity. The final dataset included only surveys that were at least 50% completed.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents "self-selected" to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on

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[18] To ensure reliability, evaluators must properly structure instruments (questions and response choices must be worded in such a way that they elicit consistent responses) and administer them in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and was checked for internal consistency.

campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to MiraCosta College in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[19] The data tables in Appendix B provide actual percentages[20] with missing or "no response" information. The purpose for this difference in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting *z*-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups are noted whenever possible throughout the report.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 13 of the assessment. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining

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[19] Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).
[20] Actual percentages were derived using the total number of survey respondents.

student persistence. The first six sub-questions of Question 13 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent ($n = 77$) of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[21] The internal consistency reliability (Cronbach's alpha) of the scale was 0.894, which is high, meaning that the scale produced consistent results.

Table 2. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential.
	I am satisfied with my academic experience at MiraCosta College.
	I am satisfied with the extent of my intellectual development since enrolling at MiraCosta College.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to MiraCosta College.

Factor Scores. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. Higher scores on *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

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[21] Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (Respondents of Color, Hispanic/Latinx/Chicanx, Multiracial, White/European American)
- First-generation/low-income status (First-Generation/Low-Income, Not-First-Generation/Not-Low-Income)
- Citizenship/immigrant status (U.S. Citizen - Birth, U.S. Citizen - Naturalized, Non-U.S. Citizen)

When only two categories existed for the specified demographic variable (e.g., first-generation/low-income status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at MiraCosta College, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments 1) to give "voice" to the quantitative findings and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at MiraCosta College. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team

reviewed[22] these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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[22] Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at MiraCosta College.

Description of the Sample[23]

Two thousand eight hundred fifteen (2,815) surveys were returned for a 16% overall response rate. Response rates by position status were 80% for Students, 10% for Faculty, and 11% for Staff. The sample and population figures, chi-square analyses,[24] and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by MiraCosta College.

- Men were underrepresented in the sample. Women were overrepresented in the sample.
- Hispanic/Latinx/Chicanx and White/European American individuals were underrepresented in the sample. Respondents of Color, individuals whose racial/ethnic identity was categorized as Unknown/Missing/Not Listed, and Multiracial individuals were overrepresented in the sample.
- Students were underrepresented in the sample. Faculty and Staff were overrepresented in the sample.

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[23] All frequency tables are provided in Appendix B.

[24] Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by MiraCosta College.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response rate
		N	%	*n*	%	
Gender identity[a]	Women	10,439	59.7	1,843	65.5	17.7
	Men	6,805	38.9	874	31.0	12.8
	Trans-spectrum	ND	ND	51	1.8	ND
	Unknown/Missing/Not Listed	243	1.4	47	1.7	19.3
Racial/ethnic identity[b]	Hispanic/Latinx/Chicanx	6,597	38.0	831	29.5	12.6
	Respondents of Color	2,040	11.8	361	12.8	17.7
	White/European American	6,977	40.2	1,066	37.9	15.3
	Multiracial	1,135	6.5	415	14.7	36.6
	Unknown/Missing/Not Listed	593	3.4	142	5.0	23.9
Position status[c]	Student	16,214	92.7	2,237	79.5	13.8
	Faculty	884	5.1	281	10.0	31.8
	Staff	389	2.2	297	10.6	76.3
Sexual identity	Bisexual	ND	ND	212	7.5	ND
	Heterosexual	ND	ND	2,182	77.5	ND
	Queer-spectrum	ND	ND	206	7.3	ND
	Unknown/Missing/Not Listed/Asexual	ND	ND	215	7.6	ND
Disability status	Single Disability	ND	ND	307	10.9	ND
	No Disability	ND	ND	2,259	80.2	ND
	Multiple Disabilities	ND	ND	203	7.2	ND
	Unknown/Missing	ND	ND	46	1.6	ND
Religious affiliation	Christian Affiliation	ND	ND	1,124	39.9	ND
	Additional Affiliation	ND	ND	254	9.0	ND
	No Affiliation	ND	ND	1,187	42.2	ND
	Multiple Affiliations	ND	ND	99	3.5	ND
	Unknown/Missing	ND	ND	151	5.4	ND
Citizenship status	U.S. Citizen - Birth	ND	ND	2,243	79.7	ND
	U.S. Citizen - Naturalized	ND	ND	246	8.7	ND
	Non-U.S. Citizen	ND	ND	272	9.7	ND
	Unknown/Missing	ND	ND	54	1.9	ND

[*]ND: No data available

[a] X^2 (2, N = 2,764) = 62.3, $p < .001$.

[b] X^2 (4, N = 2,815) = 371.0, $p < .001$.

[c] X^2 (2, N = 2,815) = 1,065.8, $p < .001$.

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of MiraCosta College's CSWG reviewed the bank of items available for the survey.

Content validity was ensured, given that the items and response choices arose from literature reviews, previous surveys, and input from CSWG members. Construct validity—the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors—correlated measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.[25] Correlations between the responses to questions about overall campus climate for various groups (survey Question 102) and to questions that rated overall campus climate on various scales (survey Question 103) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[26] are provided in Table 4.

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[25] Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

[26] Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses.

A moderate relationship (between .55 and .64) existed for all five pairs of variables—between Positive for People of Color and Not Racist; between Positive for People Who Identify as Lesbian, Gay, Bisexual, Queer, or Transgender and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low-Income Status and Not Classist (socioeconomic status); and between Positive for Persons With Disabilities and Not Ableist.

Table 4. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist	Not Ableist
Positive for People of Color	.596[*]				
Positive for Lesbian, Gay, Bisexual, or Queer-spectrum People		.584[*]			
Positive for Women			.546[*]		
Positive for People of Low-Income Status				.607[*]	
Positive for People With Disabilities					.639[*]

[*]$p < 0.01$
Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics[27]

For the purposes of several analyses, the CSWG decided to collapse certain demographic categories to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a category totaled less than five ($n < 5$).

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[27] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

Respondents' primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.[28] Of respondents, 80% ($n = 2,237$) were Students, 11% ($n = 297$) were Staff respondents, and 10% ($n = 281$) were Faculty (Figure 1). Fifty-eight percent ($n = 33$) of Faculty and Staff respondents were full-time in their primary positions, and 59% ($n = 1,314$) of Student respondents were full-time. Subsequent analyses indicated that 41% ($n = 114$) of Faculty respondents and 74% ($n = 219$) of Staff respondents were full-time in their primary positions.
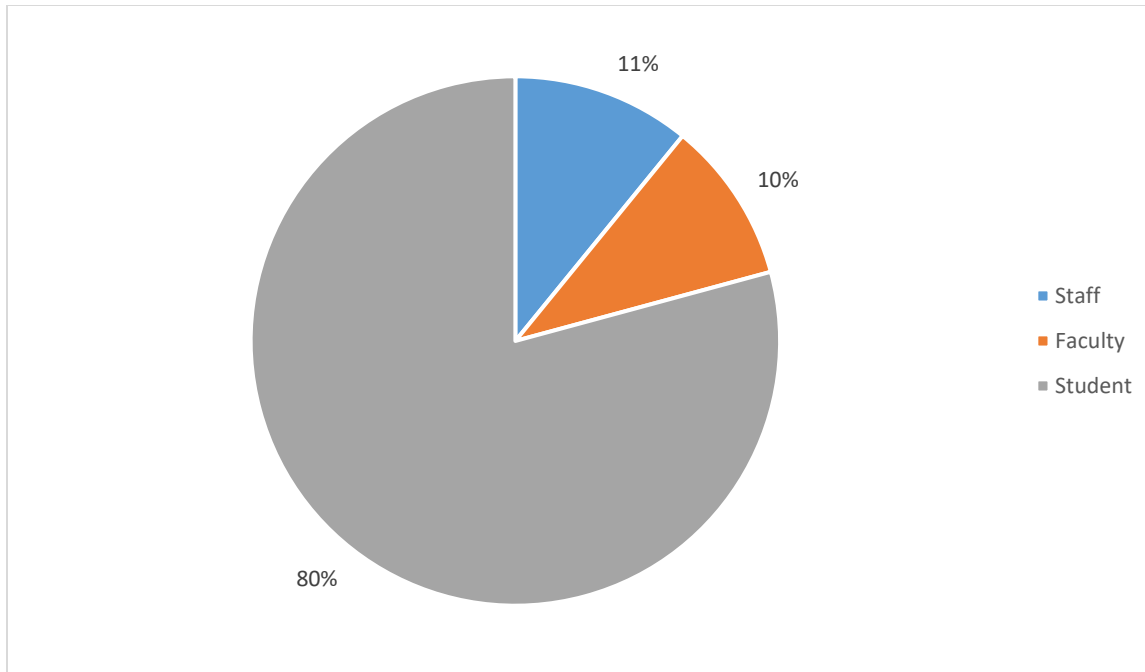
Figure 1. Respondents' Collapsed Position Status (%)

Seventy-nine percent ($n = 2,216$) of respondents spent a majority of their time on the Oceanside campus, 12% ($n = 348$) spent a majority of time on the San Elijo campus, 5% ($n = 148$) spent a majority of time at the Community Learning Center, 3% ($n = 92$) spent a majority of time in off-site locations (e.g., high school, community centers), and less than 1% ($n = 7$) spent a majority of time at the Technology Career Institute and North San Diego Small Business Development Center.

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[28] CSWG determined the collapsed position status variables.

Regarding respondents' primary work unit affiliations, Table 5 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 35% (n = 105) were affiliated with Instructional Services, 32% (n = 96) were affiliated with Student Services, 9% (n = 27) were affiliated with Administrative Services, 6% (n = 18) were affiliated with the Office of the President (Institutional Effectiveness, Foundations/Advancement, Public Information), and 5% (n = 16) were affiliated with Human Resources.

Table 5. Staff Respondents' Primary Academic Division/Work Unit Affiliations

Academic division/work unit	n	%
Instructional Services	**105**	**35.4**
Mathematics & Sciences	17	18.9
Academic Information Services	16	17.8
Adult Education (non-credit)	15	16.7
Career Education	14	15.6
Office of Instruction	8	8.9
Arts & International Languages	7	7.8
Letters & Communication	6	6.7
Library Sciences	5	5.6
Student Services	**96**	**32.3**
Admissions and Records	13	23.2
Counseling	7	12.5
Financial Aid	7	12.5
Student Equity	6	10.7
Student Support Services Program (SSSP)	6	10.7
Administrative Services	**27**	**9.1**
Office of the President (Institutional Effectiveness, Foundations/Advancement, Public Information)	**18**	**6.1**
Human Resources	**16**	**5.4**
Missing	**35**	**11.8**

Note: Table reports responses only from Staff respondents (n = 297). For a complete list of responses, please see Table B22.

Of Faculty respondents, 19% ($n = 52$) were affiliated with the Mathematics and Sciences, and 17% ($n = 48$) with the Career Education (Table 6).

Table 6. Faculty Respondents' Primary Academic Division Affiliations

Academic division	n	%
Mathematics & Sciences	52	18.5
Career Education	48	17.1
Arts & International Languages	36	12.8
Social and Behavioral Sciences	35	12.5
Adult Education (non-credit)	34	12.1
Letters, Communications, and Humanities	29	10.3
Counseling	23	8.2
Library Sciences	9	3.2
Missing	15	5.3

Note: Table reports responses only from Faculty respondents ($n = 281$).

In terms of length of employment, 44% ($n = 125$) of Staff respondents were employed at MiraCosta College between 1 and 5 years, and 19% ($n = 55$) of Staff respondents were employed at MiraCosta College between 6 and 10 years. (Table 7). Most Faculty respondents were employed at MiraCosta College between 1 and 5 years (35%, $n = 95$) and between 6 and 10 years (23%, $n = 62$). Two percent ($n = 6$) of Staff respondents and 3% ($n = 7$) of Faculty respondents were employed at MiraCosta College for more than 30 years.

Table 7. Faculty and Staff Respondents' Length of Employment

	Faculty respondents		Staff respondents	
Time	n	%	n	%
Less than 1 year	16	5.8	26	9.1
1–5 years	95	34.7	125	43.6
6–10 years	62	22.6	55	19.2
11–15 years	40	14.6	32	11.1
16–20 years	26	9.5	20	7.0
20–30 years	28	10.2	23	8.0
Over 30 years	7	2.6	6	2.1

Note: Table reports responses only from Faculty and Staff respondents ($n = 578$).

More than half of the sample (66%, n = 1,843) were Women; 31% (n = 874) were Men.[29] One percent (n = 32) identified as Nonbinary, and less than 1% of respondents identified as Genderqueer (n = 6) or Transgender (n = 11).[30] Less than 1% of respondents marked "a gender not listed here" and offered identities such as "bi-gender," "nonbinary transmasculine," and "undefined."

For the purpose of some analyses, the CSWG elected to collapse the categories Transgender, Nonbinary, Genderqueer, and "gender not listed here" into the "Trans-spectrum" category (2%, n = 51) and decided not to include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

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[29] The majority of respondents identified their birth sex as female (67%, n = 1,894), while 32% (n = 899) of respondents identified as male and less than 1% (n = 6) identified as intersex. Additionally, 65% (n = 1,823) identified their gender expression as feminine, 30% (n = 843) as masculine, 3% (n =72) as androgynous, and 1% (n = 36) as "a gender expression not listed here."

[30] Self-identification as transgender/trans* does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately to reveal the presence of an identity that might otherwise have been overlooked. Because transgender respondents numbered less than 1%, no analyses were conducted or included in the report to maintain the respondents' confidentiality.

Figure 2 illustrates that more Women Student respondents (67%, n = 1,471) than Men Student respondents (31%, n = 690) and Trans-spectrum Student respondents (2%, n = 45) completed the survey. A higher percentage of Staff respondents were women (69%, n = 197) than were men (31%, n = 89). A higher percentage of Faculty respondents identified as women (64%, n = 175) than identified as men (35%, n = 95) or trans-spectrum (2%, n = 5).
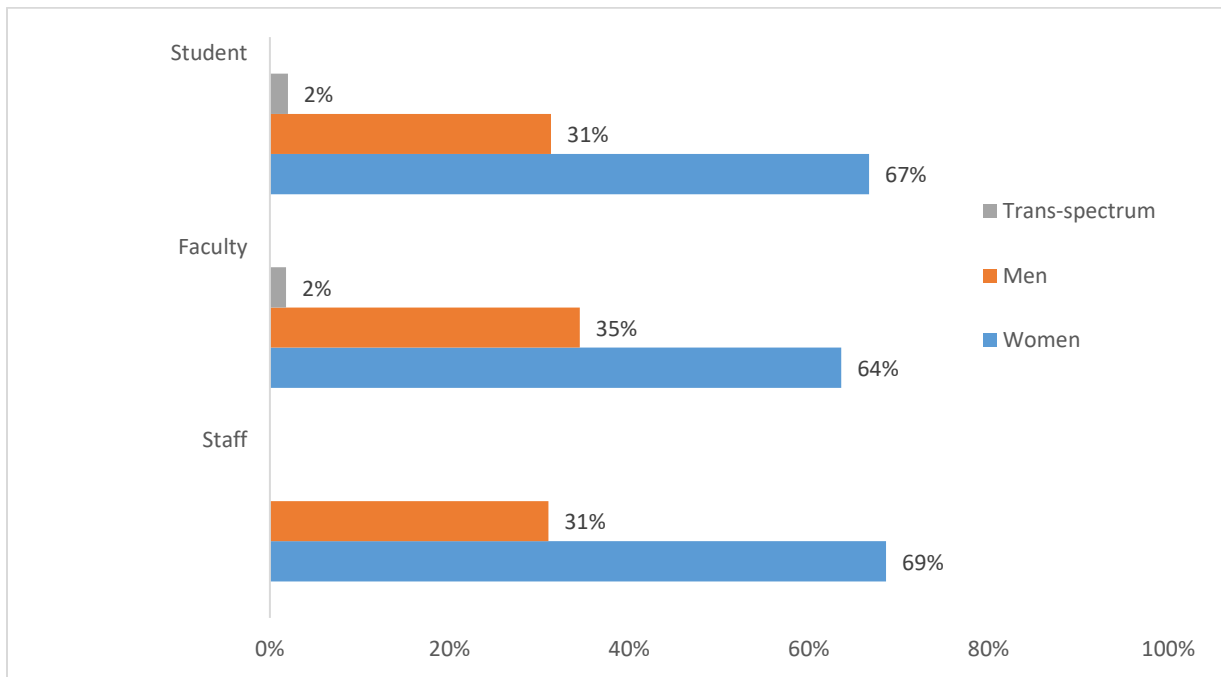
Note: Responses with n < 5 are not presented in the figure.

Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual[31] (84%, $n = 2{,}182$), 8% ($n = 206$) identified as Queer-spectrum (i.e., lesbian, gay, pansexual, queer, or questioning), and 8% ($n = 212$) identified as Bisexual (Figure 3).[32]
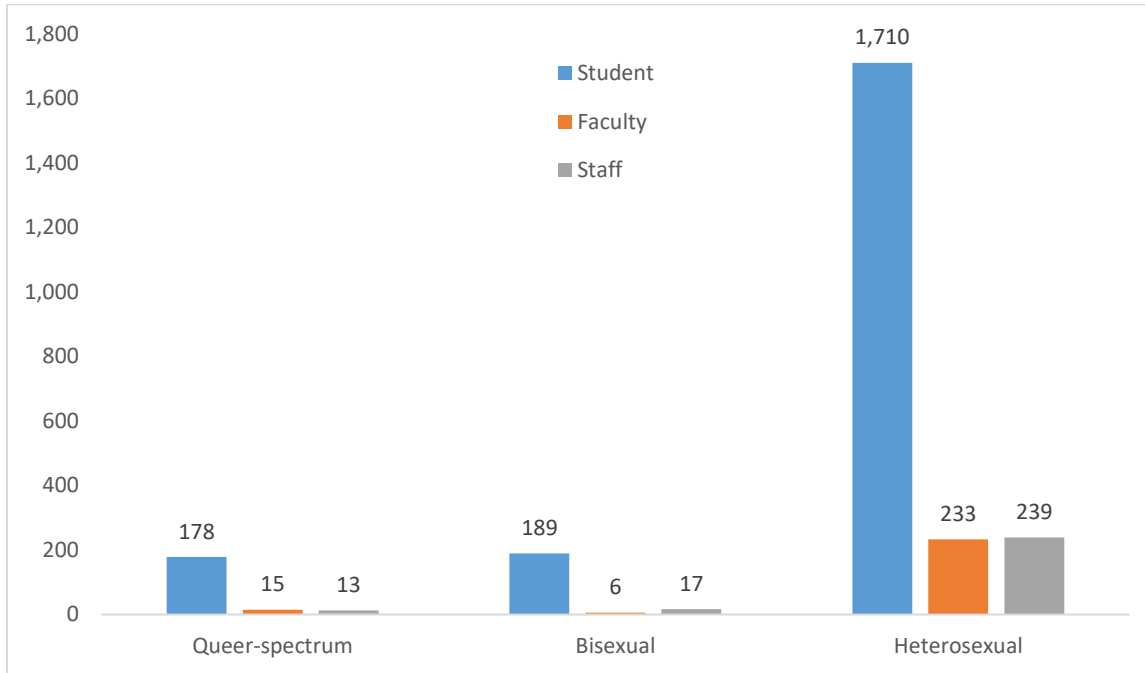
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[31] Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "bisexual" and "queer-spectrum" to denote individuals who self-identified as lesbian, gay, pansexual, queer, and questioning, as well as those who wrote in "other" terms such as "demisexual," "asexual," "biromantic," "grey-asexual," and "homoromantic asexual."

[32] For purposes of some analysis, the CSWG elected to collapse bisexual and queer-spectrum into one queer-spectrum category.

Of Staff respondents, 31% ($n = 71$) were between 24 and 34 years old, 28% ($n = 63$) were between 35 and 44 years old, 17% ($n = 39$) were between 45 and 54 years old, and 17% ($n = 39$) were between 55 and 64 years old (Figure 4). Of Faculty respondents, 28% ($n = 66$) were between 35 and 44 years old, 31% ($n = 71$) were between 45 and 54 years old, and 18% ($n = 41$) were between 55 and 64 years old.
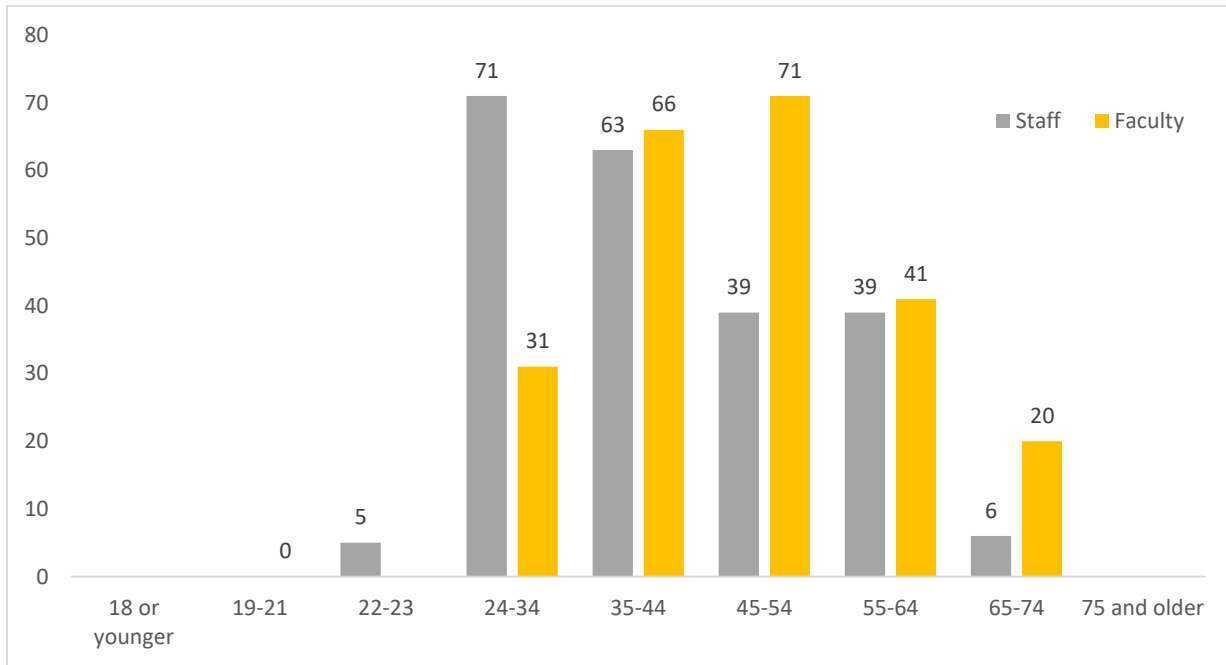
Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Faculty and Staff Respondents by Age and Position Status (n)

Of responding Students, 14% (*n* = 291) were 18 years old or younger, 30% (*n* = 616) were
between 19 and 21 years old, 10% (*n* = 204) were between 22 and 23 years old, and 28% (*n* =
575) were between 24 and 34 years old (Figure 5).
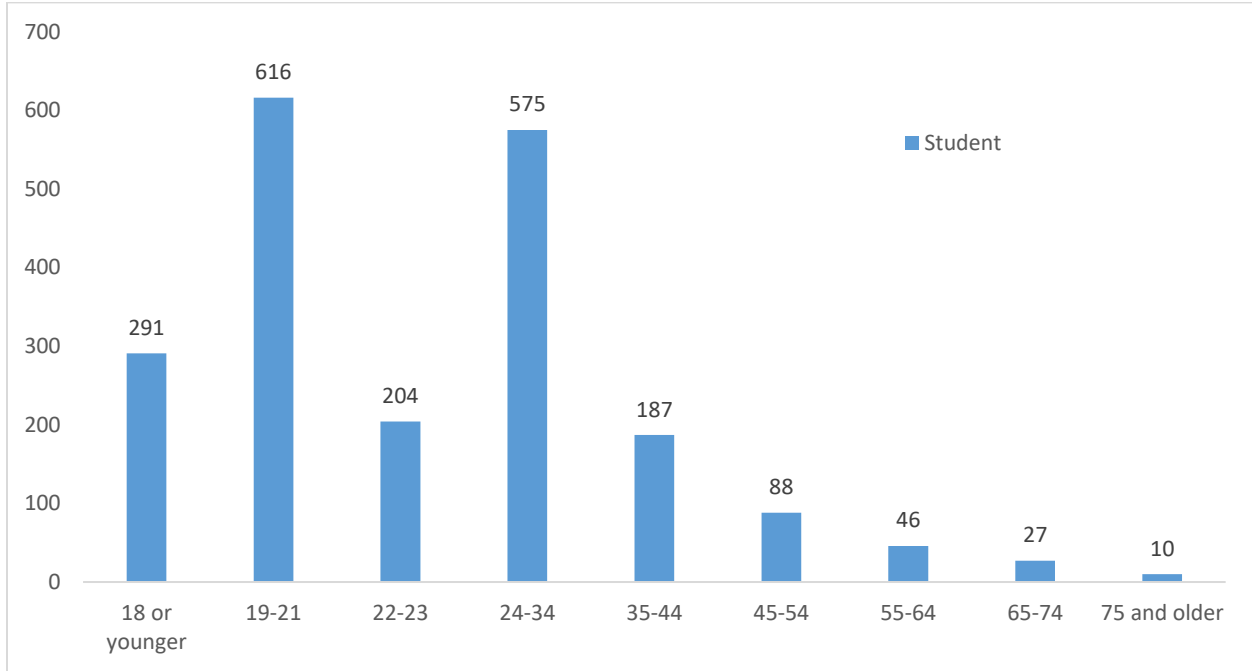
Note: Responses with *n* < 5 are not presented in the figure.

Figure 5. Student Respondents by Age (*n*)

Regarding racial identity, 38% (n = 1,066) of the respondents identified as White/European American (Note: Responses with *n* < 5 are not presented in the figure.

Figure 6). Thirty percent (*n* = 831) of respondents identified as Hispanic/Latinx/Chicanx, 15% (*n* = 415) were Multiracial, 4% (*n* = 122) were Asian/Asian American, 3% (*n* = 89) were Black/African American, 2% each were Filipino (*n* = 58) and "a racial/ethnic identity not listed here" (*n* = 42). One percent each identified as Middle Eastern (*n* = 36), American Indian/Native American (*n* = 22), South Asian (*n* = 16), and Native Hawaiian/Pacific Islander (*n* = 17). Some individuals marked the response category "a racial/ethnic identity not listed here" and wrote "Ashkenazi (Jewish)," "Human," "West Indian" or identified with a specific country.
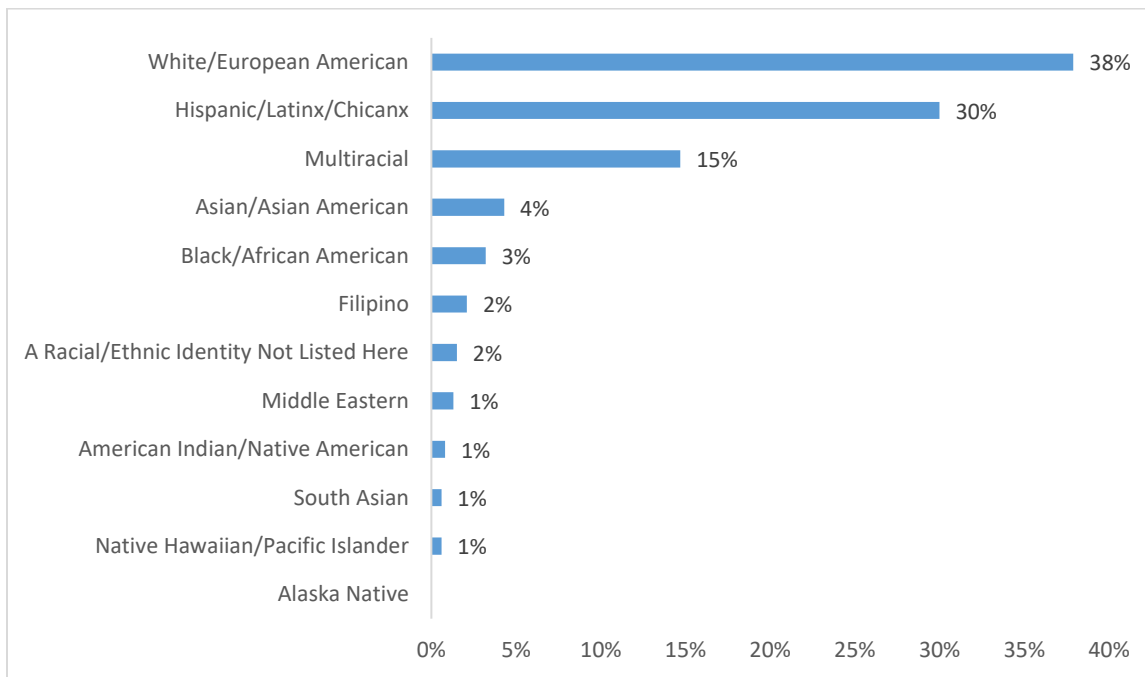
Note: Responses with *n* < 5 are not presented in the figure.

Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[33] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created four racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White/European American (38%, $n = 1,066$) as their identity (Figure 7). Other respondents identified as Multiracial[34] (15%, $n = 415$), Hispanic/Latinx/Chicanx (30%, $n = 831$), and Respondents of Color[35] (13%, $n = 361$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (5%, $n = 142$).
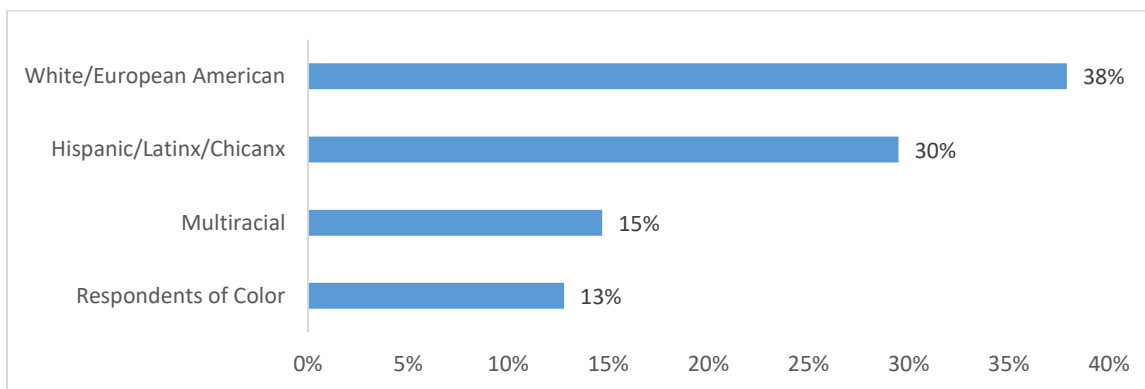
Figure *7*. Respondents by Collapsed Categories of Racial Identity (%)

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[33] While recognizing the vastly different experiences of people of various racial identities (e.g., Chicanx versus African-American or Latinx versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

[34] Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

[35] Per the CSWG, the Respondents of Color category included respondents who identified Alaska Native, American Indian/Native American, Asian/Asian American, Black/African American, Filipino, Middle Eastern, Native Hawaiian/Pacific Islander, and South Asian. This group is used when Hispanic/Latinx/Chicanx are also distinguished.

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Forty-two percent (*n* = 1,187) of respondents indicated No Religious Affiliation (Figure 8). Forty percent (*n* = 1,124) of respondents identified as having a Christian Religious Affiliation. Four percent (*n* = 99) identified with Multiple Affiliations, and 9% (*n* = 254) of respondents chose an Additional Affiliation.
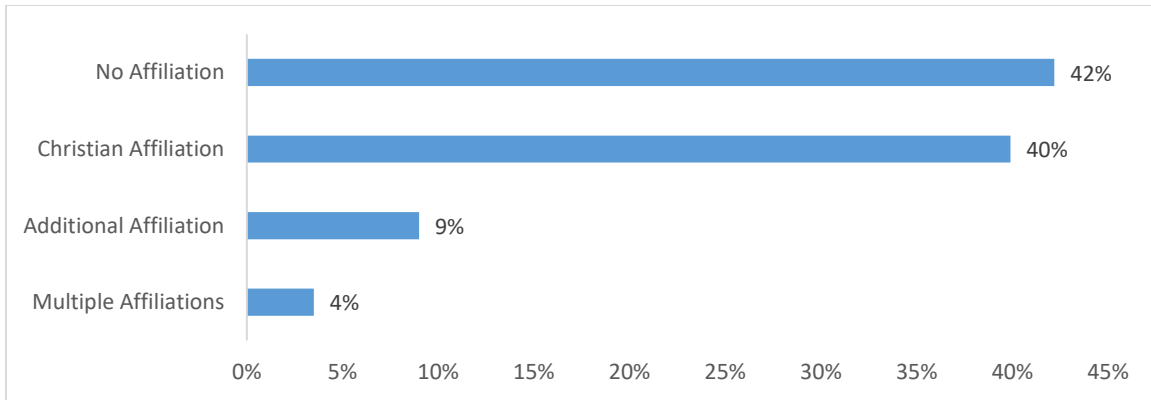
Figure 8. Respondents by Religious Affiliation (%)

Two survey items addressed respondents' political party affiliations and views. Eleven percent (*n* = 304) of respondents indicated that they were affiliated with the Republican party and 34% (*n* = 946) identified as Democrats (Note: Responses with *n* < 5 are not presented in the figure.

Figure 9).

Thirty-nine percent (*n* = 1,080) of respondents identified as having no political affiliation. Eleven percent (*n* = 293) identified as Independent, 2% (*n* = 60) identified as Libertarian, and 3% (*n* = 72) of respondents chose a political affiliation not listed above (other affiliation).
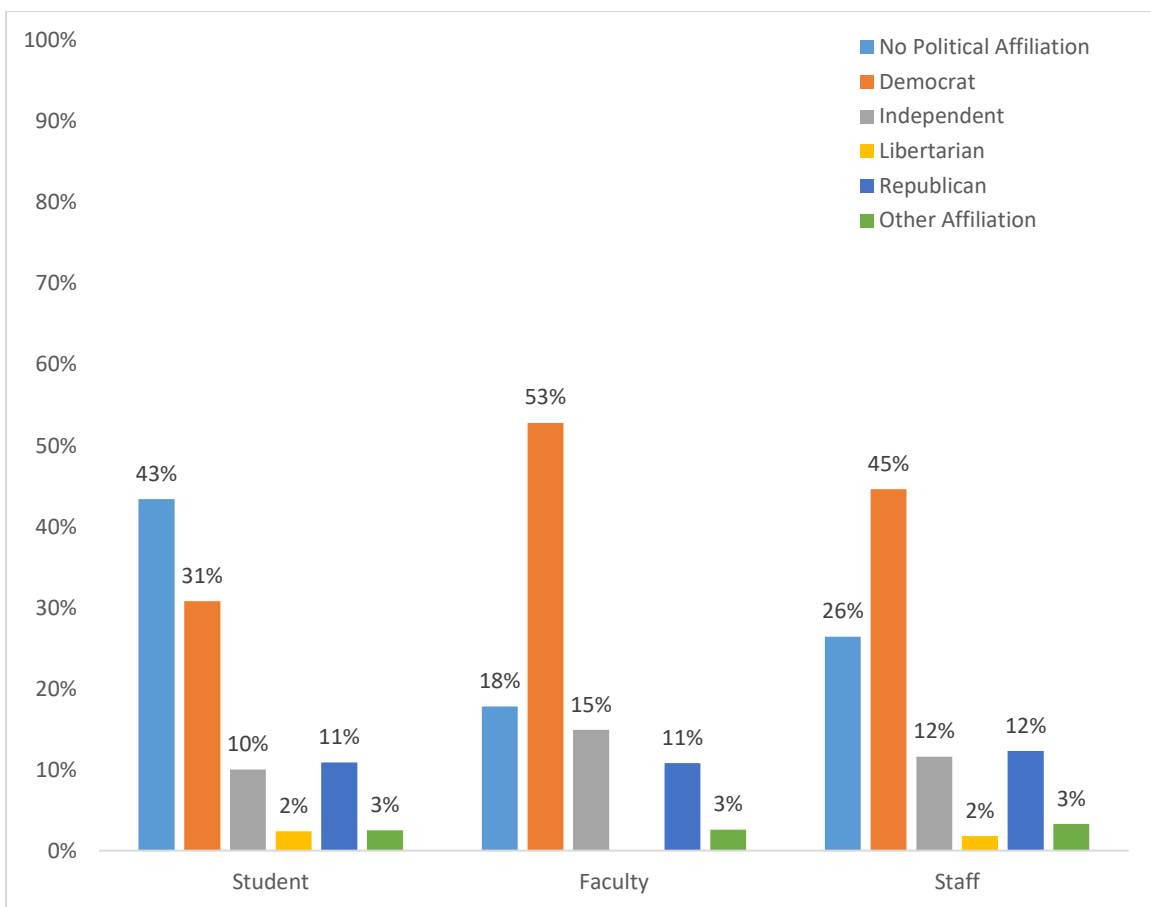
Note: Responses with *n* < 5 are not presented in the figure.

Figure 9. Respondents by Political Affiliation and Position Status (%)

Forty-one percent (*n* = 1,103) of respondents described their current political views as moderate (Note: Responses with *n* < 5 are not presented in the figure.

Figure 10). Three percent (*n* = 84) of respondents identified as very conservative and 10% identified as conservative (*n* = 284). Twenty-seven percent (*n* = 739) of respondents identified as liberal and 10% (*n* = 280) identified as very liberal.
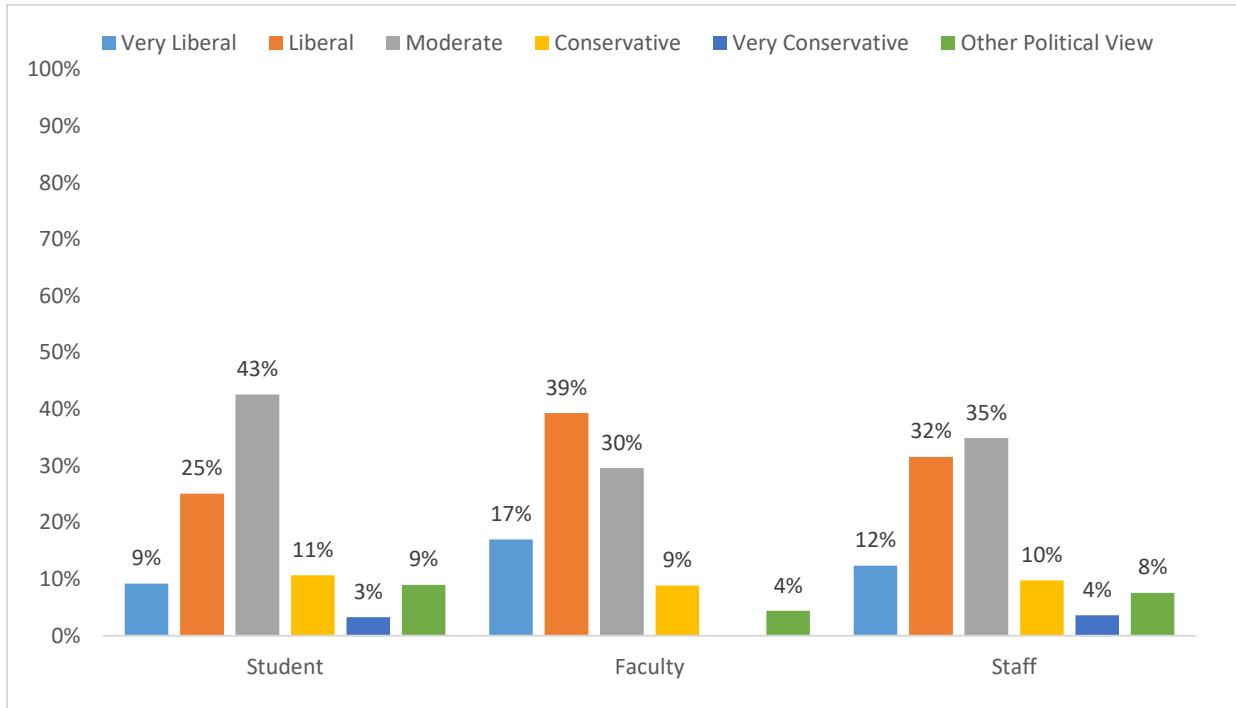
Note: Responses with *n* < 5 are not presented in the figure.

Figure 10. Respondents by Current Political Views and Position Status (%)

Seventy-three percent ($n = 2,045$) of all respondents, including 80% ($n = 1,765$) of Student respondents, had no substantial parenting or caregiving responsibilities. Figure 11 illustrates that of the 452 Student respondents who indicated they had caregiving responsibilities, 38% ($n = 171$) were caring for children younger than six years old and 53% ($n = 239$) were caring for children between six and 18 years old.
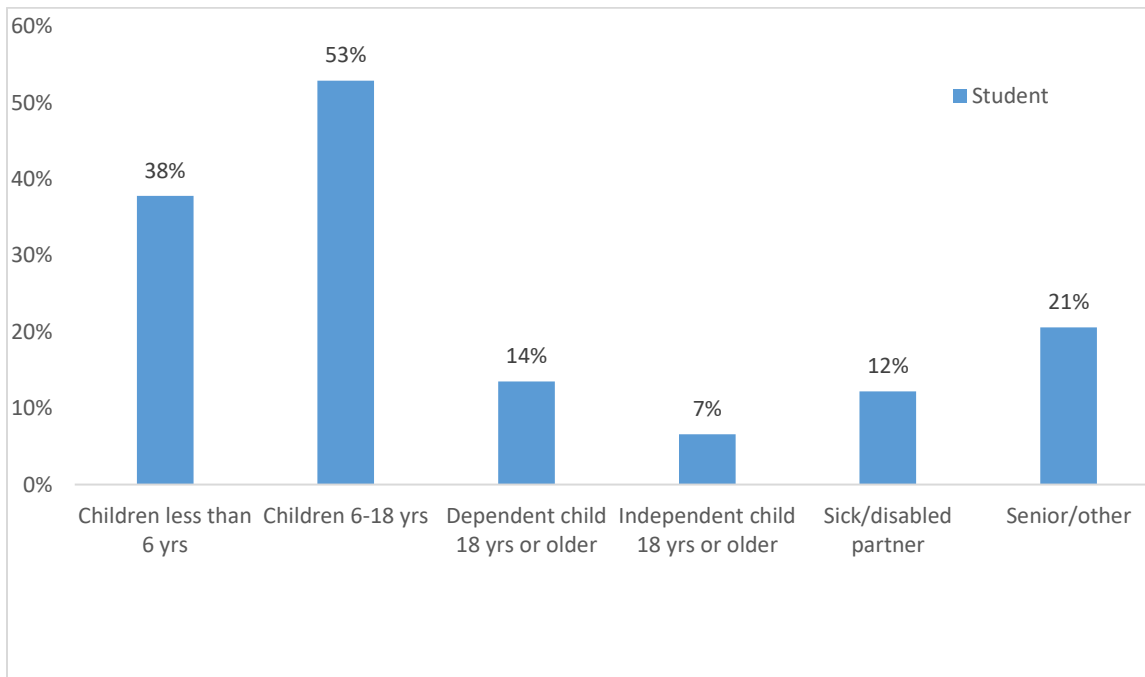
Note: Responses with $n < 5$ are not presented in the figure.

Figure 11. Student Respondents' Caregiving Responsibilities (%)

Fifty-four percent (*n* = 154) of Staff respondents and 46% (*n* = 126) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 12). Of the 46% (*n* = 131) of Staff respondents and 54% (*n* = 147) of Faculty respondents who had substantial parenting or caregiving responsibilities, 36% (*n* = 47) of Staff respondents and 30% (*n* = 44) of Faculty respondents were caring for children younger than six years old. Fifty-three percent (*n* = 70) of Staff respondents and 50% (*n* = 74) of Faculty respondents were caring for children ages 6 to 18 years. Fifteen percent (*n* = 20) of Staff respondents and 18% (*n* = 27) of Faculty respondents were caring for dependent children over 18 years old. Twelve percent (*n* = 16) of Staff respondents and 8% (*n* = 11) of Faculty respondents had independent children over the age of 18 years. Eleven percent (*n* = 14) of Staff respondents and 10% (*n* = 15) of Faculty respondents were caring for sick or disabled partners. Thirty-one percent (*n* = 40) of Staff respondents and 31% (*n* = 46) of Faculty respondents were caring for senior or other family members.
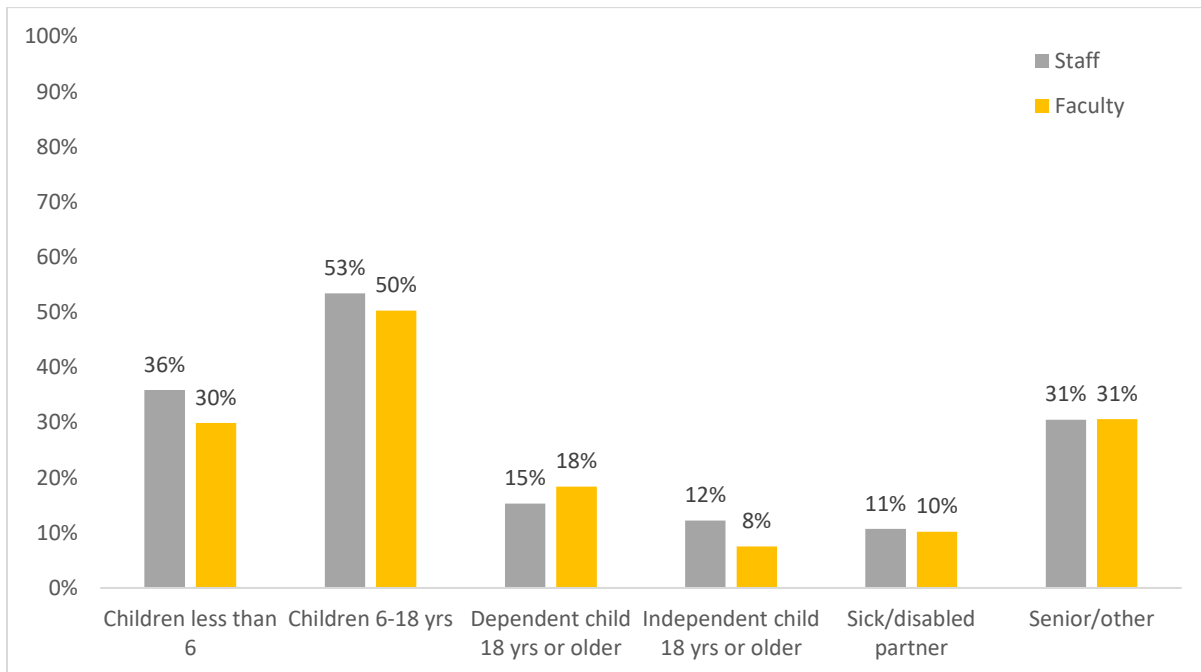
Figure 12. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Nineteen percent (*n* = 542) of respondents had conditions that substantially influenced their learning, living, or working activities. Fifty-three percent (*n* = 289) of respondents who indicated that they had such conditions had mental health/psychological conditions, 36% (*n* = 195) had learning disabilities, and 18% (*n* = 97) had chronic health diagnoses or medical conditions (Table 8). Subsequent analyses indicated that 11% (*n* = 307) of respondents had a single condition that substantially influenced learning, living, or working activities and 7% (*n* = 203) had multiple conditions that substantially influenced their learning, living, or working activities. Forty-four percent (*n* = 207) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Disabled Students Programs & Services (DSPS). Eighty-six percent (*n* = 177) of Student respondents who noted that they were registered with DPSS indicated they were receiving accommodations for their disabilities.

Table 8. Respondents' Conditions That Influence Learning, Living, or Working Activities

Conditions	*n*	%
Mental health/psychological condition (e.g., anxiety, depression)	289	53.3
Learning difference/disability (e.g., Asperger's/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)	195	36.0
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	97	17.9
Hard of hearing or deaf	39	7.2
Physical/mobility condition that affects walking	38	7.0
Low vision or blind	26	4.8
Physical/mobility condition that does not affect walking	22	4.1
Speech/communication condition	22	4.1
Acquired/traumatic brain injury	21	3.9
A disability/condition not listed here	53	9.8

Note: Table includes answers only from those respondents who indicated that they had a condition/disability in Question 65 (*n* = 542). Percentages may not sum to 100 as a result of multiple response choices.

Table 9 depicts how respondents answered the survey item, "What is your citizenship status in the U.S.? Mark all that apply." For the purposes of analyses, the CSWG created three citizenship categories:[36] 80% ($n = 2,243$) of respondents were U.S. Citizens-Birth, 9% ($n = 246$) of respondents were U.S. Citizens-Naturalized, and 10% ($n = 272$) were Non-U.S. Citizens.

Table 9. Respondents' Citizenship Status (Duplicated Totals)

Citizenship	n	%
U.S. citizen, birth	2,243	79.7
U.S. citizen, naturalized	246	8.7
Permanent resident	138	4.9
A visa holder (such as F-1, J-1, H1-B, U)	57	2.0
Undocumented resident	54	1.9
DACA (Deferred Action for Childhood Arrival)	36	1.3
Other legally documented status	15	0.5
Refugee status	< 5	---
Currently under a withholding of removal status	< 5	---
Missing	23	0.8

Eighty-two percent ($n = 2,295$) of respondents indicated that English was their primary language and 16% ($n = 445$) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Albanian, Amharic, Arabic, Bengali, Chinese, Farsi, Filipino, Finnish, French, German, Italian, Japanese, Korean, Kurdish, Mandarin, Portuguese, Russian, Spanish, Tagalog, Thai, and Vietnamese.

Data revealed that 80% ($n = 2,247$) of respondents had never served in the U.S. Armed Forces. Less than 1% ($n = 22$) of respondents currently were on active duty, and 5% ($n = 142$) of respondents formerly served. Ten percent ($n = 278$) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

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[36] For the purposes of analyses, the collapsed categories for citizenship are U.S. citizen – birth, U.S. citizen - naturalized, and non-U.S. citizen (includes permanent residents; F-1, J-1, H1-B, and U visa holders; DACA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Thirty-one percent ($n = 93$) of Staff respondents indicated that the highest level of education they had completed was a bachelor's degree, 24% ($n = 72$) had a master's degree, 8% ($n = 23$) had finished some graduate work, 8% ($n = 24$) had finished some college, and 4% ($n = 13$) had finished a doctoral degree.

Sixty-eight percent ($n = 190$) of Faculty respondents indicated that the highest level of education they had completed was a master's degree, 20% ($n = 56$) had a doctoral degree, and 4% ($n = 11$) had finished a bachelor's degree.

Nine percent ($n = 191$) of Student respondents took all (excepting proctoring exams) of their classes online at MiraCosta College (Figure 13). Thirty percent ($n = 677$) of Student respondents took none of their classes online.
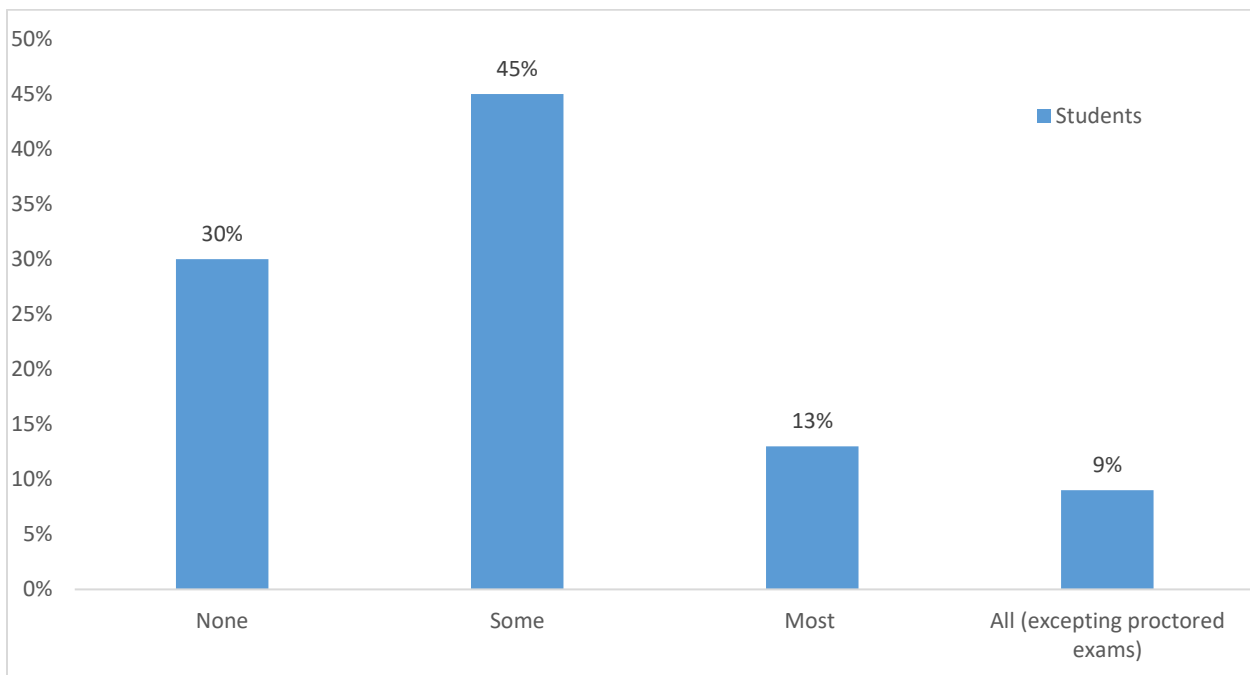
Note: Responses with $n < 5$ are not presented in the figure.

Figure 13. Percentage of Classes Taken Exclusively Online by Student Respondents (%)

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 63% (n = 1,393) of Student respondents were First-Generation Students.[37]

Table 10. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	n	%
Less than high school	343	15.3	295	13.2
Some high school	176	7.9	174	7.8
Completed high school/GED	410	18.3	431	19.3
Some college	362	16.2	314	14.0
Business/technical certificate/degree	45	2.0	66	3.0
Associate's degree	119	5.3	109	4.9
Bachelor's degree	365	16.3	334	14.9
Some graduate work	20	0.9	20	0.9
Master's degree (MA, MS, MBA)	198	8.9	133	5.9
Specialist degree (EdS)	9	0.4	5	0.2
Doctoral degree (PhD, EdD)	44	2.0	30	1.3
Professional degree (MD, JD)	29	1.3	25	1.1
Unknown	62	2.8	121	5.4
Not applicable	42	1.9	152	6.8
Missing	13	0.6	23	1.3

Note: Table reports responses only from Student respondents (n = 2,237).

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[37] With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

As indicated in Table 11, 56% (*n* = 113) of Noncredit Student respondents had been enrolled at MiraCosta College for one year or less, 20% (*n* = 40) had been at the institution for two years, 8% (*n* = 17) for three years, 6% (*n* = 12) four years, and 7% (*n* = 14) of Noncredit Student respondents had been at MiraCosta College for six or more years.

Table 11. Noncredit Student Respondents' Years at MiraCosta College

Years	*n*	%
One year or less	113	55.9
Two years	40	19.8
Three years	17	8.4
Four years	12	5.9
Five years	< 5	---
Six or more years	14	6.9
Missing	5	2.5

Note: Table reports responses only from Noncredit Student respondents (*n* = 202).

As indicated in Table 12, 43% (*n* = 904) of Credit Student respondents had been enrolled at MiraCosta College for one year or less, 28% (*n* = 576) had been at the institution for two years, 16% (*n* = 325) for three years, 7% (*n* = 139) four years, and 2% (*n* = 48) of Credit Student respondents had been at MiraCosta College for five years. Five percent (*n* = 95) of Credit Student respondents had been there six or more years.

Table 12. Credit Student Respondents' Years at MiraCosta College

Years	*n*	%
One year or less	904	43.2
Two years	576	27.5
Three years	325	15.5
Four years	139	6.6
Five years	48	2.3
Six or more years	95	4.5
Missing	7	0.3

Note: Table reports responses only from Credit Student respondents (*n* = 2,094).

Table 13 reveals that 5% (n = 113) of Student respondents had taken a majority of their classes in the Adult High School. Twenty percent (n = 446) had taken a majority of their classes in English, and 15% (n = 337) of Student respondents had taken a majority of their classes in Mathematics.

Table 13. Student Respondents' Current Academic Division

Major	n	%
Noncredit/Continuing Education		
Adult High School	113	5.1
English as a Second Language (ESL)	95	4.2
Older Adults (Art, Music, Health, etc.)	77	3.4
Short-term vocational	32	1.4
Adults with Disabilities	25	1.1
Parenting	9	0.4
Credit		
English	446	19.9
Mathematics	337	15.1
Psychology	287	12.8
Business Administration	242	10.8
Biology	224	10.0
Child Development	220	9.8
Sociology	211	9.4
Communication	178	8.0
Art	177	7.9
History	160	7.2
Chemistry	140	6.3
Liberal Arts with an Area of Emphasis in Mathematics and Sciences	136	6.1
Computer Science	125	5.6
Nursing	122	5.5
Accounting	120	5.4
Liberal Arts with an Area of Emphasis in Social and Behavioral Sciences	112	5.0
Spanish	105	4.7
Political Science	86	3.8
Computer Studies & Information Technology	85	3.8
Film	83	3.7

Table 13. Student Respondents' Current Academic Division

Major	n	%
Administration of Justice	80	3.6
Kinesiology	80	3.6
Economics	72	3.2
Biotechnology	67	3.0
Music	66	3.0
Anthropology	61	2.7
Liberal Arts with an Area of Emphasis in Arts and Humanities	56	2.5
Oceanography	50	2.2
Philosophy	48	2.1
Nutrition	48	2.1
Dance	46	2.1
Physics	46	2.1
Health Education	45	2.0
Media Arts & Technologies	44	2.0
Dramatic Arts	42	1.9
Earth Sciences	42	1.9
Horticulture	37	1.7
Medical Administrative Professional	37	1.7
Liberal Arts with an Area of Emphasis in Applied Health, Nutrition, and Kinesiology	37	1.7
Design	36	1.6
Humanities	35	1.6
Liberal Arts	32	1.4
Literature	28	1.3
Astronomy	27	1.2
Business Office Technology	25	1.1
Physical Sciences	24	1.1
Automotive Technology	23	1.0
Education	23	1.0
Japanese	23	1.0
Music Technology	22	1.0
Geography	21	0.9
French	19	0.8

Table 13. Student Respondents' Current Academic Division

Major	n	%
Italian	19	0.8
Religious Studies	19	0.8
Geology	18	0.8
Hospitality	18	0.8
Athletics	17	0.8
Gerontology	16	0.7
Pharmacology	15	0.7
Liberal Arts with an Area of Emphasis in Creative and Applied Arts	13	0.6
Chinese	6	0.3
Learning Skills	9	0.4
Liberal Arts with an Area of Emphasis in Business and Technology	9	0.4
German	7	0.3
Liberal Arts with an Area of Emphasis in Multicultural Studies	6	0.3
Linguistics	6	0.3
Surgical Technology	6	0.3
Library	5	0.2
Other	67	3.0

Note: Table reports responses only from Student respondents ($n = 2,237$). Percentages may not sum to 100 because of multiple response choices. For a complete list of majors, please see Table B23 in Appendix B.

Ten percent ($n = 205$) of Credit Student respondents and less than five Noncredit Student respondents were employed on campus, while 49% ($n = 998$) of Credit Student respondents and 16% ($n = 23$) of Noncredit Student respondents were employed off campus (Table 14). Of Credit Student respondents who were employed on campus, 56% ($n = 109$) worked between one and 10 hours per week. Of Noncredit Student respondents who were employed off campus, 33% ($n = 7$) worked between one and 10 hours per week. Of Credit Student respondents who were employed off campus, 15% ($n = 143$) worked more than 40 hours per week.

Table 14. Student Employment

Employed	Noncredit Student respondents		Credit Student respondents	
	n	%	*n*	%
No	**112**	**78.3**	**862**	**42.4**
Yes, I work on campus	**< 5**	**---**	**205**	**10.1**
1-10 hours/week	< 5	---	109	56.2
11-20 hours/week	< 5	---	60	30.9
21-30 hours/week	0	0.0	15	7.7
31-40 hours/week	0	0.0	6	3.1
More than 40 hours/week	0	0.0	< 5	---
Yes, I work off campus	**23**	**16.1**	**998**	**49.0**
1-10 hours/week	7	33.3	113	11.6
11-20 hours/week	< 5	---	271	27.9
21-30 hours/week	< 5	---	248	25.6
31-40 hours/week	< 5	---	195	20.1
More than 40 hours/week	< 5	---	143	14.7

Note: Table reports responses only from Student respondents ($n = 2,237$).

Thirty-nine percent ($n = 879$) of Student respondents experienced financial hardship while attending MiraCosta College. Of these Student respondents, 65% ($n = 570$) had difficulty affording books/course materials, 45% ($n = 392$) had difficulty affording food, 41% ($n = 364$) had difficulty affording personal items (e.g., clothing, toiletries), 39% ($n = 338$) had difficulty affording housing, and 32% ($n = 285$) had difficulty affording tuition (Table 15). "Other" responses included "car insurance," "family issues," "in need of a laptop," and "no cash on hand."

Table 15. Student Respondents' Experienced Financial Hardship

Financial hardship	*n*	%
Books/course materials	570	64.8
Food	392	44.6
Personal (e.g., clothing, toiletries)	364	41.4
Housing	338	38.5
Tuition	285	32.4
Commuting to campus	226	25.7
Health care	217	24.7
Participation in social events	114	13.0
Travel to and from MiraCosta College between semesters	100	11.4
Other campus fees	98	11.1
Child care	83	9.4
Legal fees/services	76	8.6
Studying abroad	75	8.5
Alternative spring break opportunities	53	6.0
Cocurricular events or activities	37	4.2
Unpaid internships/clinical opportunities	25	2.8
Travel during mandatory evacuation	11	1.3
Capstone courses	9	1.0
A financial hardship not listed here	50	5.7

Note: Table reports responses only of Students respondents who indicated on the survey that they experienced financial hardship ($n = 879$).

Table 16 depicts how students were paying for college. Fifty-one percent ($n = 1,132$) of Student respondents depended on financial aid (money they do not have to give back, e.g., Pell, Promise, Cal, Book grant, CAFEE) to pay for their education at MiraCosta College.[38] Twenty-four percent ($n = 535$) of Student respondents relied on personal contributions/job to pay for their education. Twenty-one percent ($n = 463$) of Student respondents used family contributions to pay for college.

Table 16. How Student Respondents Were Paying for College

Source of funding	*n*	%
Financial aid (money I DON'T have to pay back, e.g., Pell, Promise, Cal, Book grant, CHAFEE)	1,132	50.6
Personal contribution/job	535	23.9
Family contribution	463	20.7
Credit card	408	18.2
Financial aid (money I have to pay back)	156	7.0
Resident assistant	153	6.8
Military educational benefits (e.g., GI Bill, NGEAP)	142	6.3
Scholarship	125	5.6
Campus employment	89	4.0
Home country contribution	< 5	---
Law enforcement grants	< 5	---
A method of payment not listed here	89	4.0
Missing	89	4.0

Note: Table reports responses only from Student respondents ($n = 2,237$).

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[38] The CSWG defined Low-Income Student respondents as those students whose families earn less than $21,000 annually.

Table 17 illustrates some differences in the ways that Student respondents were paying for college based on their income status or first-generation status.

Table 17. How Students Were Paying for College by Income and First-Generation Status

Source of funding	Low-Income Student respondents		Not-Low-Income Student respondents		First-Generation Student respondents		Not-First-Generation Student respondents	
	n	%	*n*	%	*n*	%	*n*	%
Financial aid (do NOT have to give money back)	555	62.2	556	43.6	801	57.5	324	39.6
Personal contribution/job	200	22.6	326	25.5	331	23.8	203	24.2
Family contribution	100	11.3	347	27.2	179	12.8	283	34.6

Note: Table reports responses only from Student respondents (*n* = 2,237).

Forty-four percent (*n* = 988) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 54% (*n* = 1,214) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 62% (*n* = 541) of Low-Income Student respondents, 51% (*n* = 643) of Not-Low-Income Student respondents, 62% (*n* = 855) of First-Generation Student respondents, and 43% (*n* = 346) of Not-First-Generation Student respondents were financially independent.

Forty percent (*n* = 886) of Student respondents indicated that they or their families had an annual income of less than $21,000.[39] Twenty percent (*n* = 454) of Student respondents indicated an annual income between $30,000 and $49,999; 12% (*n* = 271) between $50,000 and $69,999; 9% (*n* = 203) between $100,000 and $149,999; and 1% (*n* = 20) indicated an annual income of $500,000 or more. Figure 14 illustrates Student respondents' income by dependency status. Information is provided for those Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.
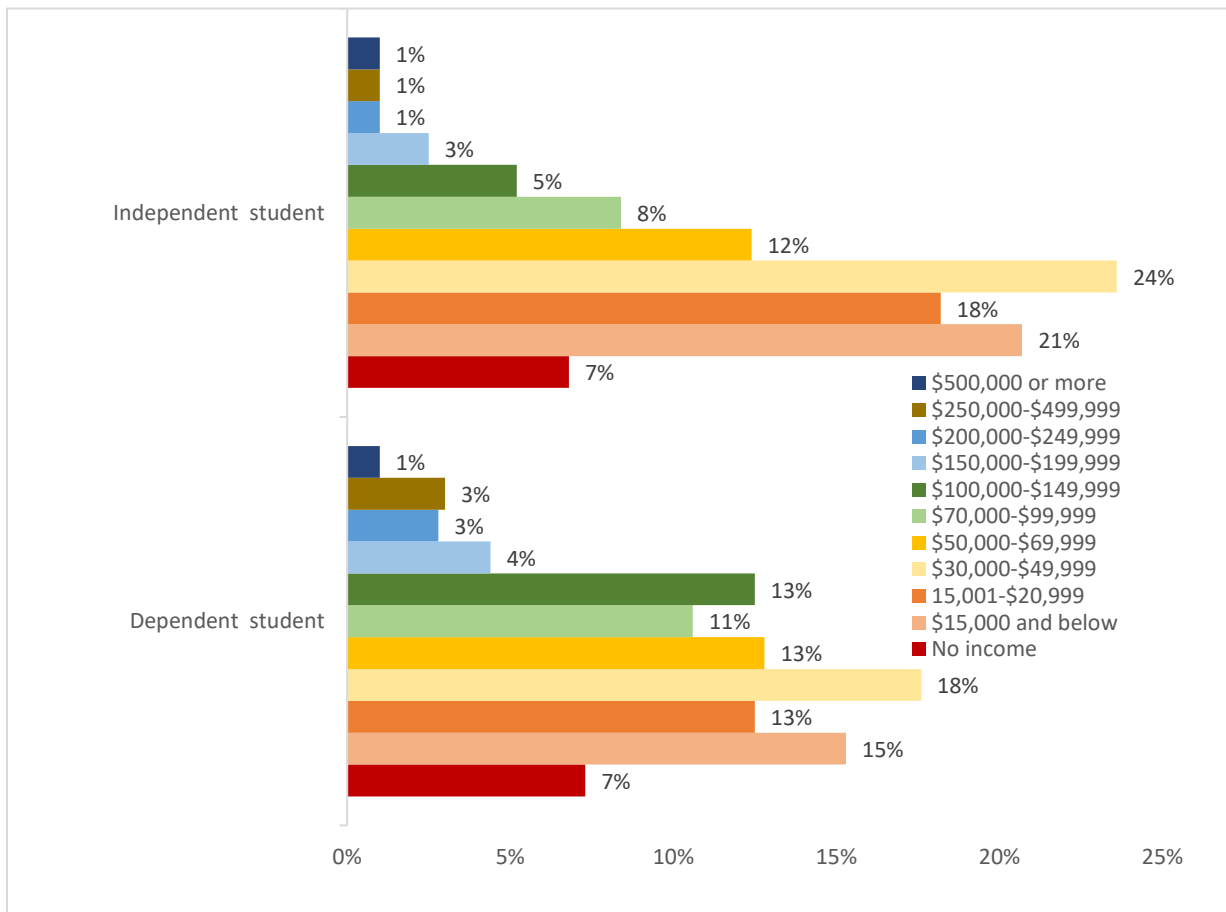
Figure 14. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

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[39] Respondents did not receive an option to choose an income between $21,000 and $29,999.

Of the Students completing the survey, 59% ($n = 1,313$) lived with a family member/guardian, 37% ($n = 824$) lived independently in an apartment/house, 2% ($n = 39$) identified as housing insecure, and 1% ($n = 19$) lived in transitional housing (e.g., halfway houses, shelters, foster care) (Table 18).

Table 18. Student Respondents' Residence

Residence	*n*	%
Living with family member/guardian	1,313	58.7
Independently in an apartment/house	824	36.8
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	39	1.7
Transitional housing (e.g., halfway houses, shelters, foster)	19	0.8
Missing	42	1.9

Note: Table reports responses only from Student respondents ($n = 2,237$)

Eight percent ($n = 189$) of Student respondents participated in the Honors Program, and 5% ($n = 107$) participated in service learning at MiraCosta College (Table 19). Six percent ($n = 134$) were involved with a student organization not listed. "Other" responses included "Accounting and Business Club," "Chemistry Club," and "Student Ambassador Program."

Table 19. Student Respondents' Participation in Clubs/Organizations at MiraCosta College

Club/organization	n	%
I do not participate in any clubs or organizations at MiraCosta College	1,610	72.0
Honors Program	189	8.4
A student organization not listed above	134	6.0
Service Learning	107	4.8
Culture/Identity based clubs	97	4.3
Leadership development programs	52	2.3
Athletic team	43	1.9
Club sport	33	1.5
Political or issue-oriented organization	30	1.3
Governance organization	25	1.1
Recreational organization	19	0.8
Religious or spirituality-based organization	15	0.7
Health and wellness organization	15	0.7
Performance organization	10	0.4
Professional or pre-professional organization	10	0.4
Publication/media organization	5	0.2
Philanthropic organization	< 5	---
Missing	104	3.7

Note: Table reports responses only from Student respondents ($n = 2,237$)

Table 20 shows that most Credit Student respondents indicated that they were in good standing at the end of their last semester at MiraCosta College. Sixteen percent ($n = 342$) indicated that they were on the President's List.

Table 20. Student Respondents' Reported Academic Standing at the End of Last Semester

Academic standing	n	%
No academic standing – this is my first semester at MiraCosta College	589	28.1
President's list	342	16.3
Good standing	1,006	48.0
Academic probation	81	3.9
Progress probation	28	1.3
Both academic probation and progress probation	23	1.1
Missing	25	1.2

Note: Table reports responses only from Credit Student respondents ($n = 2,094$).

Four percent ($n = 84$) of Student respondents indicated that they had been incarcerated, while 95% ($n = 2,116$) of Student respondents indicated that they had not been incarcerated.

The survey queried respondents about their commute to campus. Table 21 indicates that most respondents (37%, $n = 1,042$) commute between 11 and 20 minutes to campus.

Table 21. Respondents' One-Way Commute Time to Campus

Minutes	Student respondents		Faculty/Staff/Admin respondents	
	n	%	n	%
10 or less	478	21.4	79	13.7
11-20	873	39.0	169	29.2
21-30	433	19.4	115	19.9
31-40	190	8.5	76	13.1
41-50	102	4.6	47	8.1
51-60	51	2.3	27	4.7
60 or more	95	4.2	47	8.1
Missing	15	0.7	18	3.1

Figure 15 illustrates that 84% ($n = 1,859$) of Student respondents, 96% ($n = 264$) of Faculty respondents, and 96% ($n = 275$) of Staff respondents indicated that their personal vehicles or drop-off was their primary method of transportation to campus.
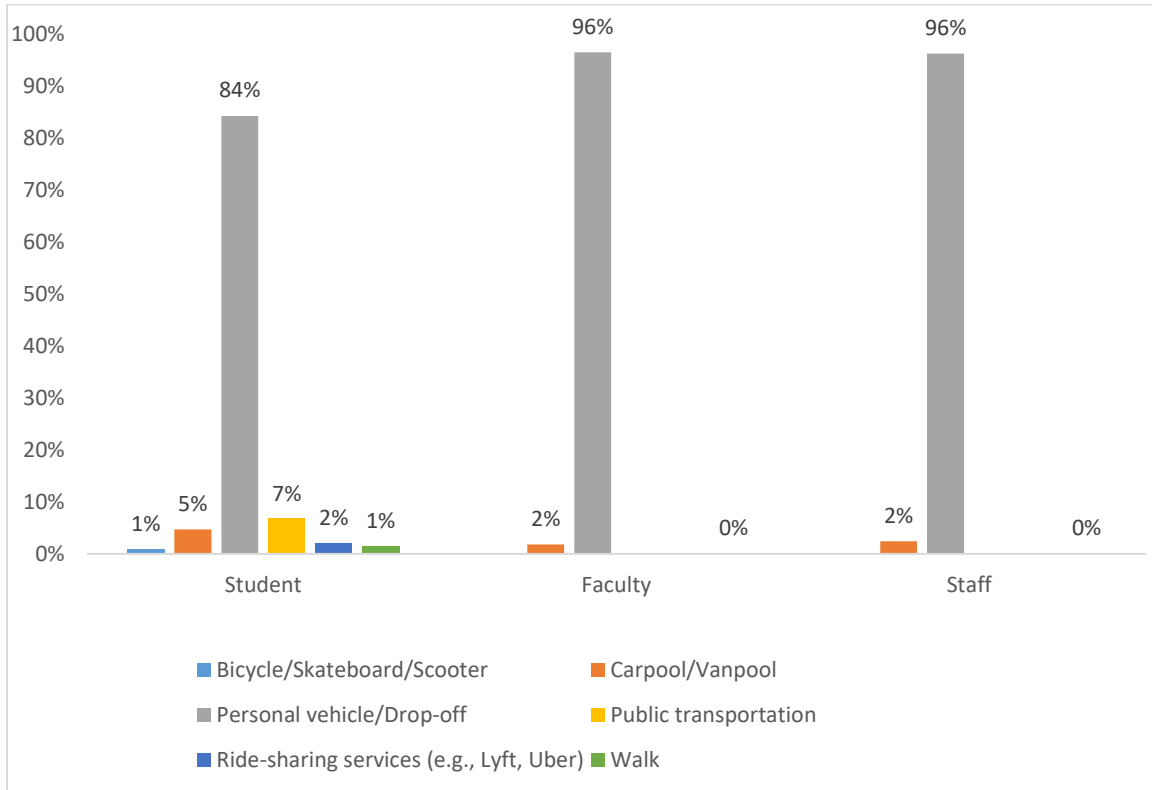
Figure 15. Respondents' Primary Methods of Transportation to Campus (%)

Campus Climate Assessment Findings[40]

The following section reviews the major findings of this study.[41] The review explores the climate at MiraCosta College through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

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[40] Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

[41] The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Comfort With the Climate at MiraCosta College

The survey posed questions regarding respondents' levels of comfort with MiraCosta College's campus climate. Table 22 illustrates that 86% ($n = 2,409$) of the survey respondents were "very comfortable" or "comfortable" with the overall climate at MiraCosta College. Seventy-one percent ($n = 407$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. Eighty-nine percent ($n = 2,243$) of Student respondents and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 22. Respondents' Comfort With the Climate at MiraCosta College

Level of Comfort	Comfort with overall climate		Comfort with climate in department/ program or work units*		Comfort with climate in class**	
	n	%	*n*	%	*n*	%
Very comfortable	1,328	47.2	205	35.5	1,204	47.9
Comfortable	1,081	38.4	202	35.0	1,039	41.3
Neither comfortable nor uncomfortable	242	8.6	67	11.6	219	8.7
Uncomfortable	128	4.5	67	11.6	41	1.6
Very uncomfortable	35	1.2	36	6.2	10	0.4

*Responses only from Faculty and Staff respondents ($n = 578$).
**Responses only from Faculty and Student respondents ($n = 2,518$).

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.[42]

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[42] Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

Figure 16 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a lower percentage of Staff respondents (28%, $n = 84$) and Faculty respondents (30%, $n = 83$) than Student respondents (52%, $n = 1,161$) felt "very comfortable" with the overall climate at MiraCosta College.[i] A higher percentage of Associate Faculty respondents (37%, $n = 62$) than Tenured/Tenure-Track Faculty respondents (18%, $n = 21$) felt "very comfortable" with the overall climate at MiraCosta College.[ii] Sixty-three percent ($n = 90$) of Noncredit Student respondents compared with 51% ($n = 1,045$) of Credit Student respondents felt "very comfortable" with the overall climate at MiraCosta College.[iii]
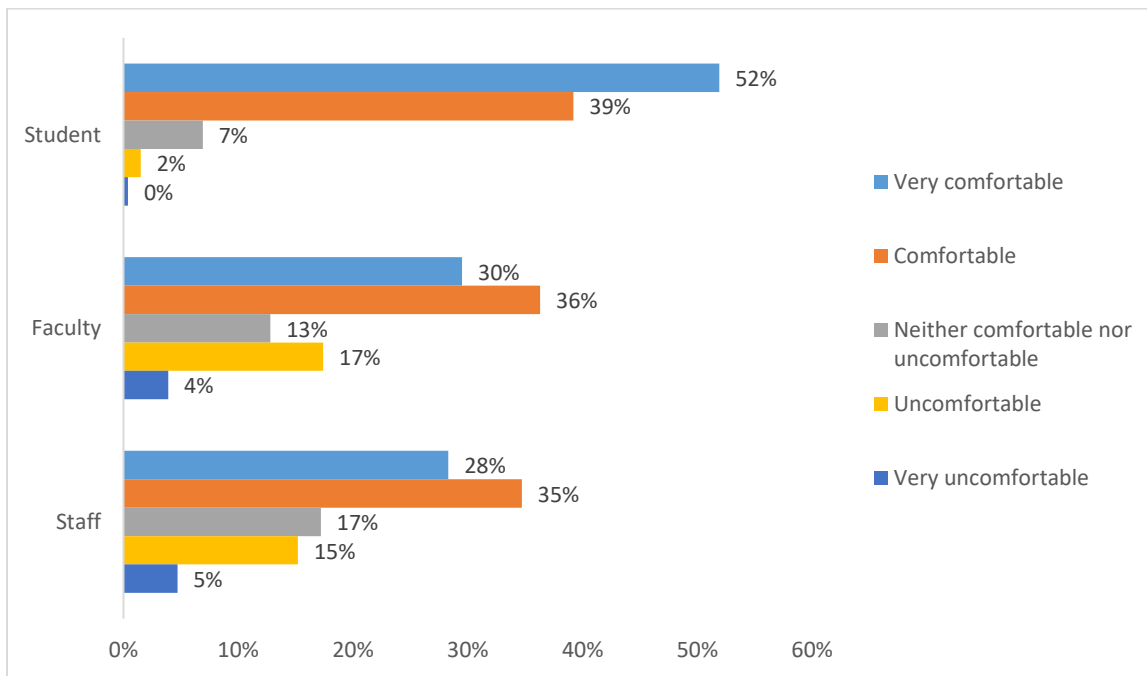
Figure 16. Respondents' Comfort With Overall Climate by Position Status (%)

No significant differences existed for Faculty and Staff respondents by position status regarding their comfort with the climate in their department/program or work unit.

No significant differences existed for Faculty and Student respondents by position status with respect to level of comfort with the climate in their classes. Sixty-two percent ($n = 88$) of Noncredit Student respondents compared with 47% ($n = 964$) of Credit Student respondents felt "very comfortable" with the climate in their classes.[iv]

No significant differences existed for respondents by gender identity regarding their comfort with the overall climate.

By gender identity,[43] a higher percentage of Women Faculty and Staff respondents (15%, $n = 54$) than Men Faculty and Staff respondents (6%, $n = 11$) felt "uncomfortable" with the climate in their department/program or work unit (Figure 17).[v]
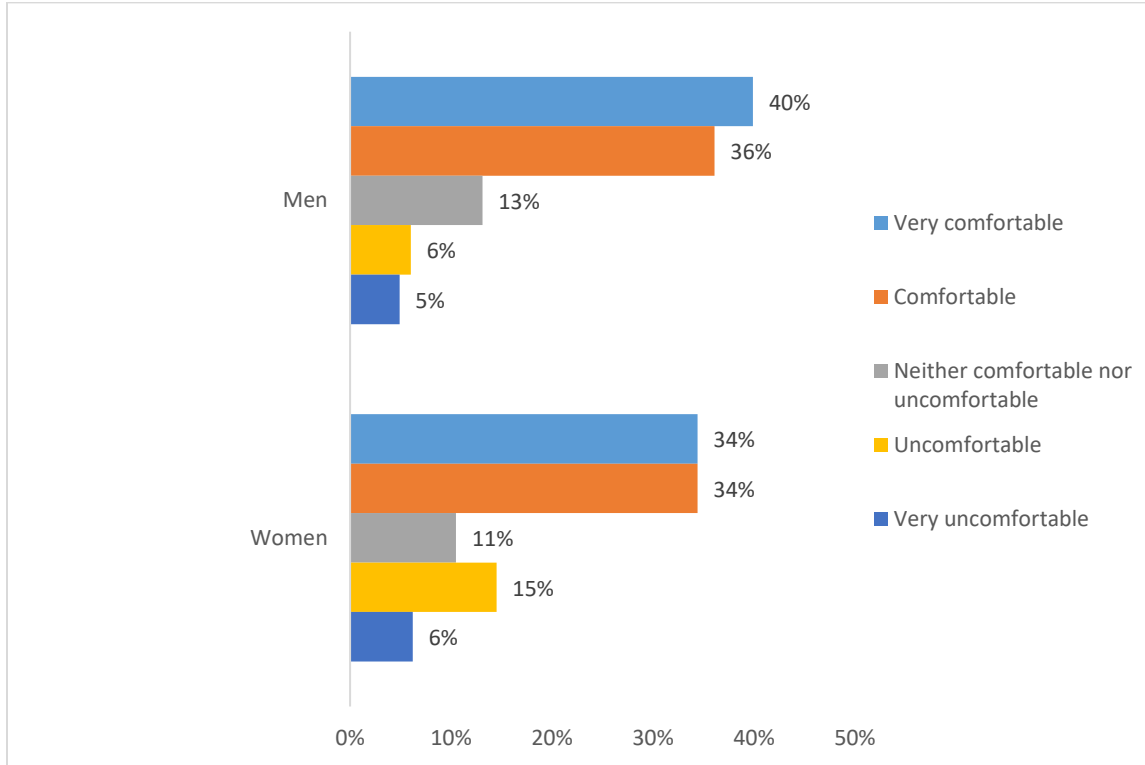
Note: Responses with $n < 5$ are not presented in the figure.

Figure 17. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Gender Identity (%)

No significant differences existed for Faculty and Student respondents by gender identity regarding their comfort with the climate in their classes.

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[43] Per the CSWG, gender identity was recoded into the categories Men ($n = 874$), Women ($n = 1,843$), and Trans-spectrum ($n = 51$), where Trans-spectrum respondents included those individuals who marked "transgender," "trans," or "genderqueer" only for the question, "What is your gender/gender identity (mark all that apply)?" Trans-spectrum respondents were not included to maintain the confidentiality of their responses.

By racial identity,[44] a higher percentage of Hispanic/Latinx/Chicanx respondents (52%, $n = 431$) than Respondents of Color (43%, $n = 155$) and Multiracial respondents (44%, $n = 181$) were "very comfortable" with the overall climate at MiraCosta College (Figure 18).[vi]
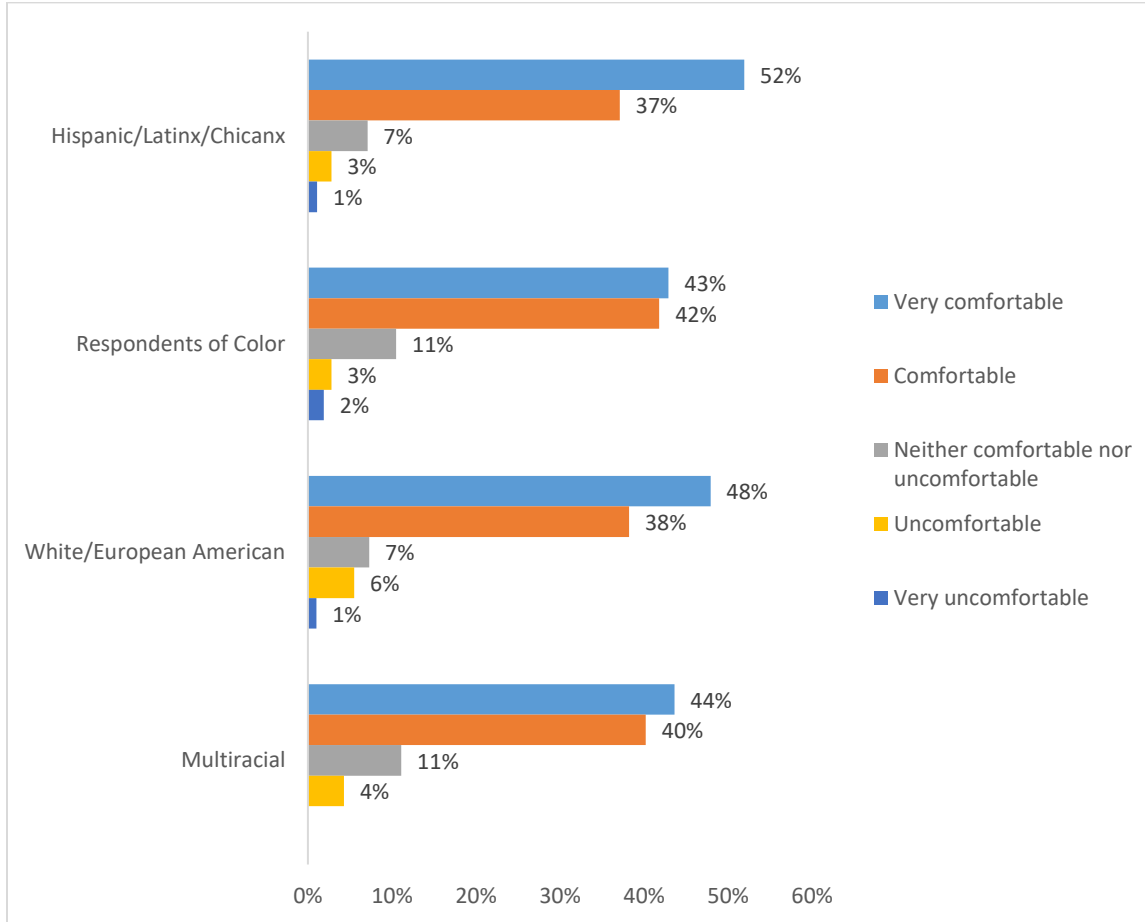
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Respondents' Comfort With Overall Climate by Racial Identity (%)

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[44] The CSWG proposed four collapsed racial identity categories (White/European American, Respondents of Color, Hispanic/Latinx/Chicanx, and Multiracial). For the purposes of some analyses, this report further collapses racial identity into three categories (White/European American, Respondents of Color, and Multiracial), where the Respondents of Color and Hispanic/Latinx/Chicanx were collapsed into one Respondents of Color category.

No significant differences existed for Faculty and Staff respondents by racial identity regarding their comfort with the climate in their department/program or work unit.

Figure 19 illustrates that a lower percentage of Faculty and Student Respondents of Color (40%, $n = 131$) compared with White/European American Faculty and Student respondents (52%, $n = 489$) was "very comfortable" with the climate in their classes.[vii]
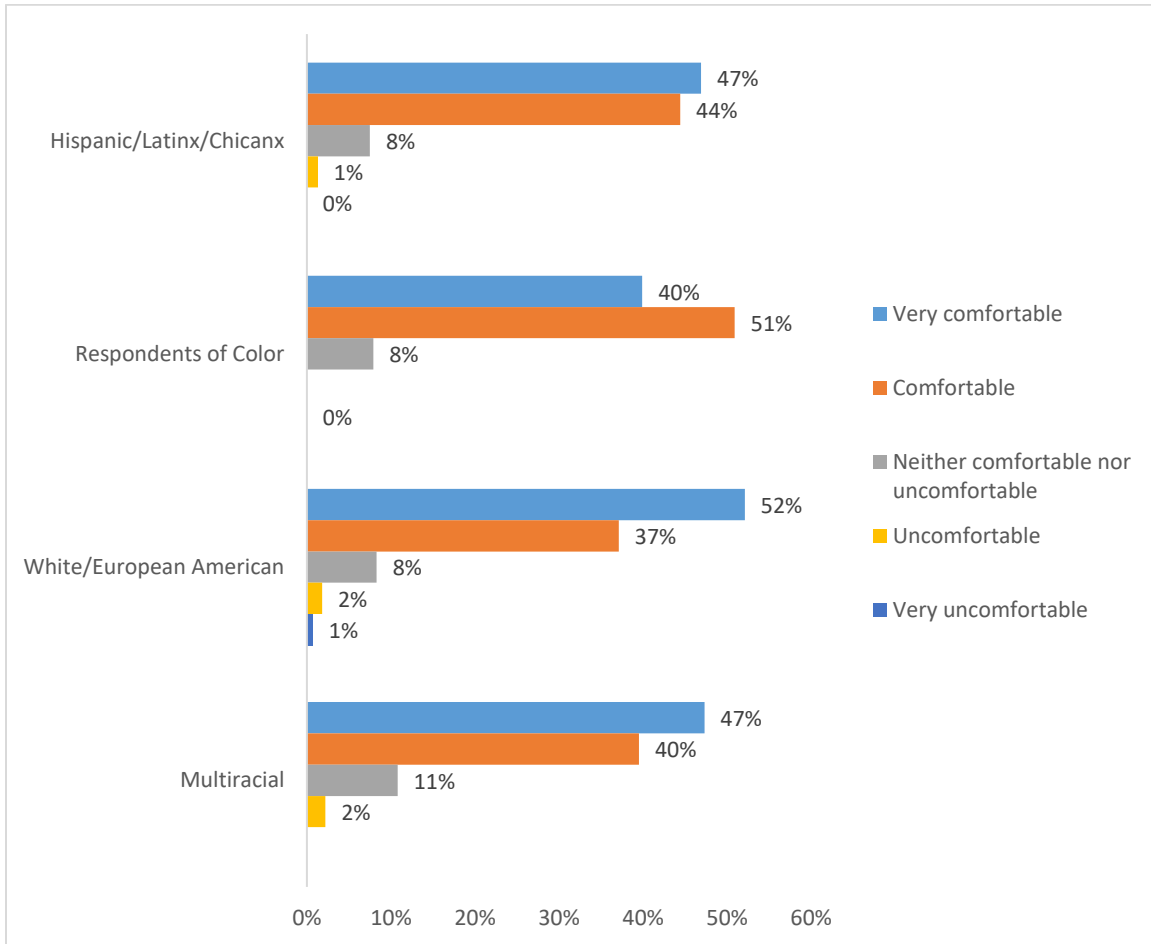
Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

The survey revealed a significant difference in respondents' level of comfort with the overall climate based on sexual identity (Figure 20). A lower percentage of Queer-spectrum respondents (39%, n = 80) than Heterosexual respondents (49%, n = 1,061) felt "very comfortable" with the overall climate at MiraCosta College.[viii]
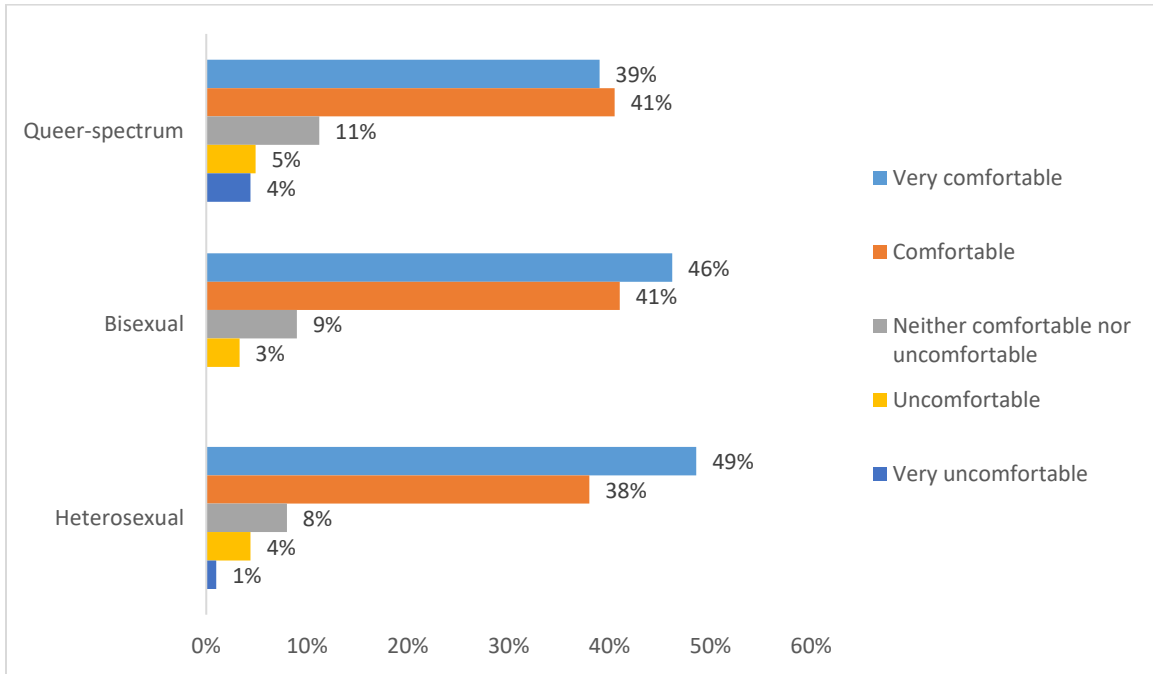
Note: Responses with n < 5 are not presented in the figure.

Figure 20. Respondents' Comfort With Overall Climate by Sexual Identity (%)

No significant differences existed for Faculty and Staff respondents by sexual identity regarding their comfort with the climate in their department/program or work unit.

The survey revealed a significant difference in respondents' level of comfort with the climate in their classes based on sexual identity (Figure 21). A lower percentage of Queer-spectrum Faculty and Student respondents (42%, $n = 161$) compared with Heterosexual Faculty and Student respondents (50%, $n = 970$) felt "very comfortable" with the climate in their classes.[ix]
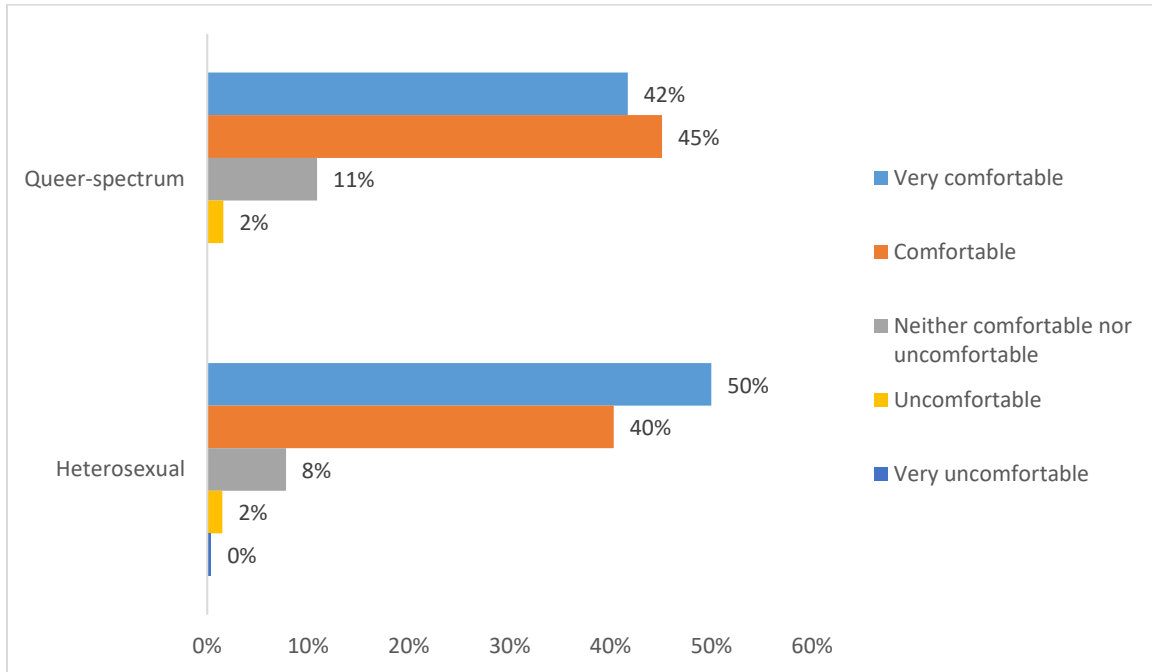
Note: Responses with $n < 5$ are not presented in the figure.

Figure 21. Faculty and Student Respondents' Comfort With Climate in Classes by Sexual Identity (%)

No significant differences existed for respondents by disability status regarding their comfort with the overall climate.

Significant differences existed by disability status.[45] Figure 22 illustrates that a higher percentage of Faculty and Staff Respondents with At Least One Disability (18%, $n = 11$) compared with Faculty and Staff Respondents with No Disability (5%, $n = 24$) were "very uncomfortable" with the climate in their department/program or work unit at MiraCosta College.[x]
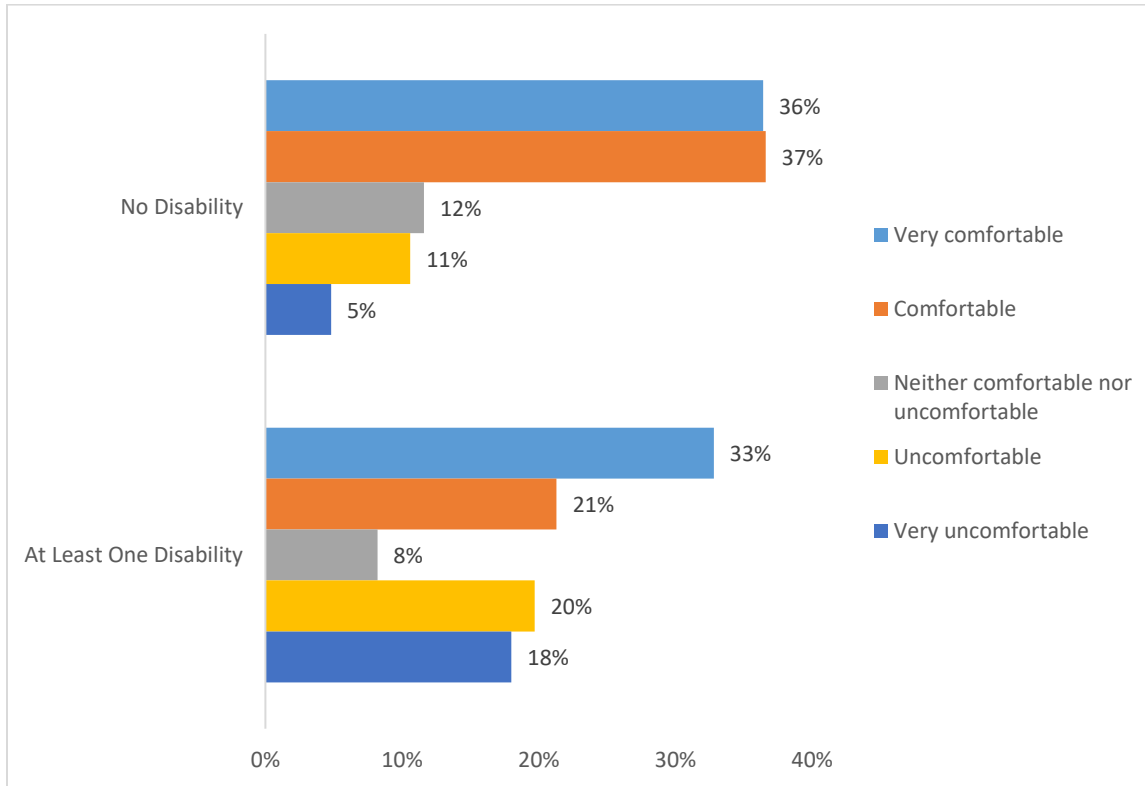
Figure 22. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Disability Status (%)

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[45] The CSWG proposed three collapsed disability status categories (No Disability, Single Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one At Least One Disability category.

Figure 23 illustrates that a lower percentage of Faculty and Student Respondents with At Least One Disability (43%, $n = 203$) compared with Faculty and Student Respondents with No Disability (49%, $n = 982$) were "very comfortable" with the climate in their classes.[xi]
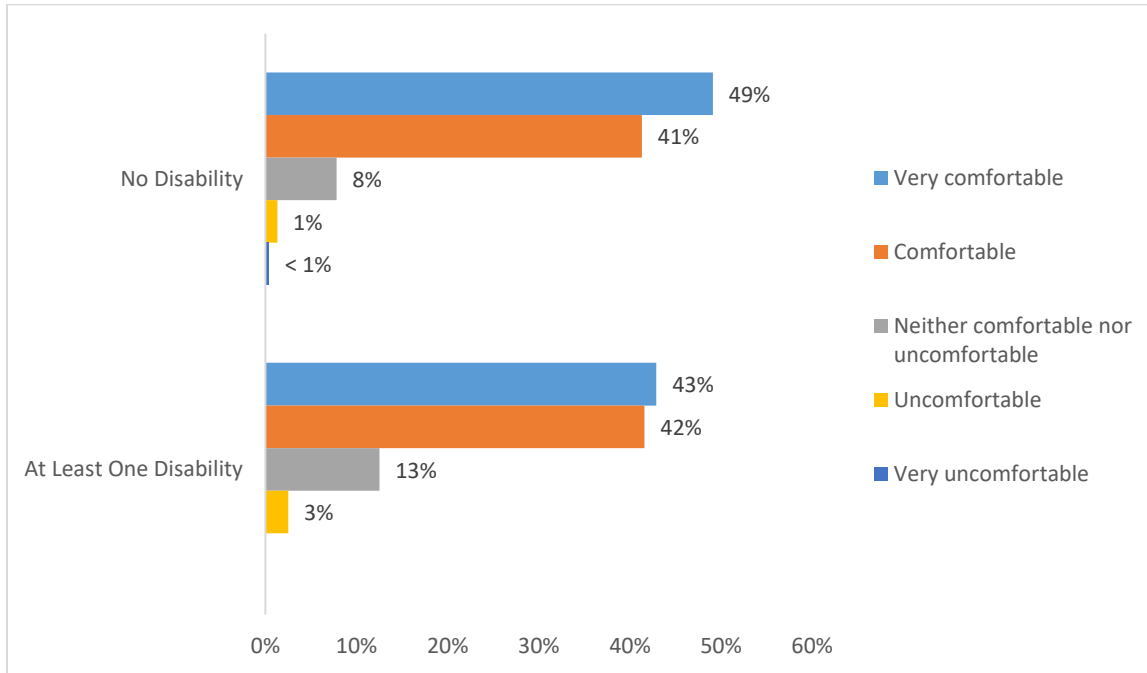
Note: Responses with $n < 5$ are not presented in the figure.

Figure 23. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

In terms of Student respondents' income status and comfort with the overall climate on campus, no significant differences emerged.

A higher percentage of Not-Low-Income Student respondents (51%, $n = 654$) than Low-Income Student respondents (44%, $n = 389$) felt "very comfortable" with the climate in their classes (Figure 24).[xii]
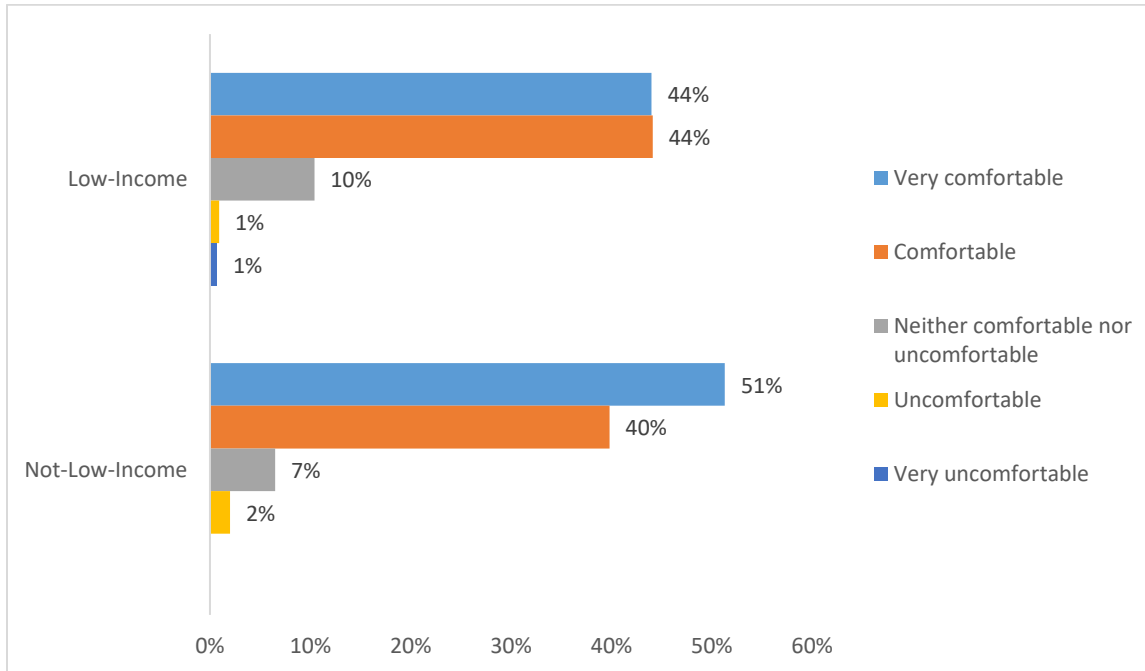
Note: Responses with $n < 5$ are not presented in the figure.

Figure 24. Student Respondents' Comfort With Climate in Their Classes by Income Status (%)

In terms of Student respondents' first-generation status and comfort with the overall climate on campus and the climate in their classes, no significant differences emerged.

In terms of Student respondents' first-generation/income status and comfort with the overall climate on campus, no significant differences emerged.

A lower percentage of Not-First-Generation/Not-Low-Income Student respondents (8%, $n = 122$) than First-Generation/Low-Income Student respondents (11%, $n = 65$) felt "neither comfortable nor uncomfortable" with the climate in their classes (Figure 25).[xiii]
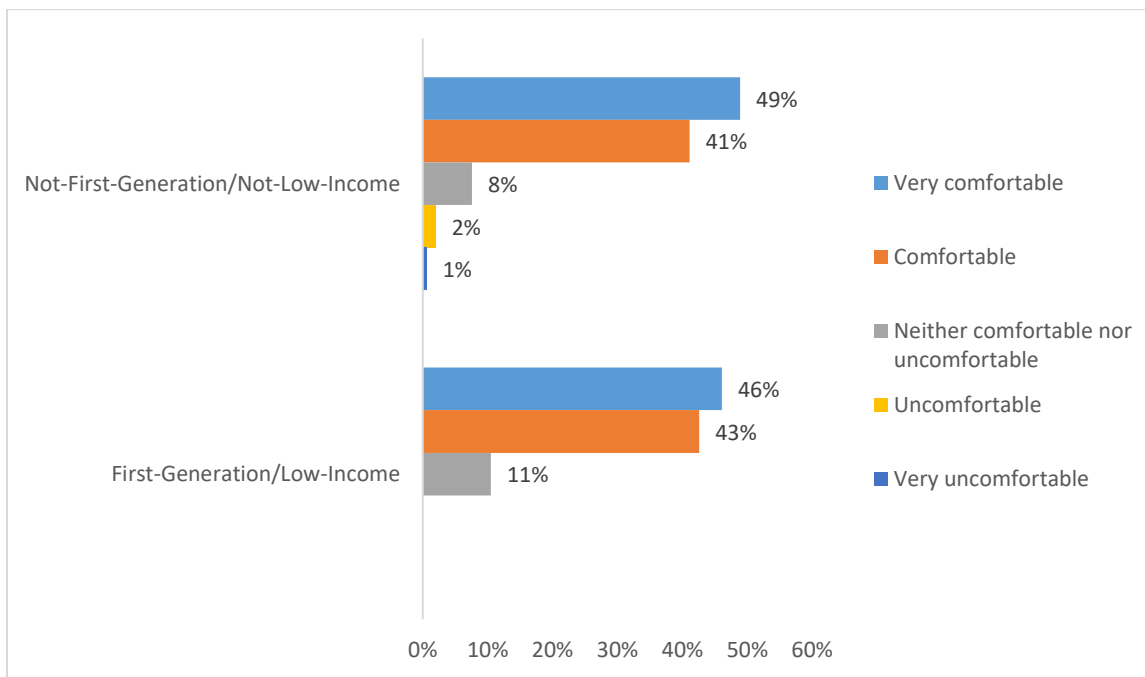
Note: Responses with $n < 5$ are not presented in the figure.

Figure 25. Student Respondents' Comfort With Climate in Their Classes by First-Generation/Income Status (%)

By citizenship status,[46] no significant differences existed for respondents regarding their comfort with the overall climate. A higher percentage of Faculty and Staff U.S. Citizen-Birth respondents (38%, $n = 179$) than Faculty and Staff Non-U.S. Citizen respondents (24%, $n = 22$) felt "comfortable" with the climate in their department/program or work unit (Figure 26).[xiv]
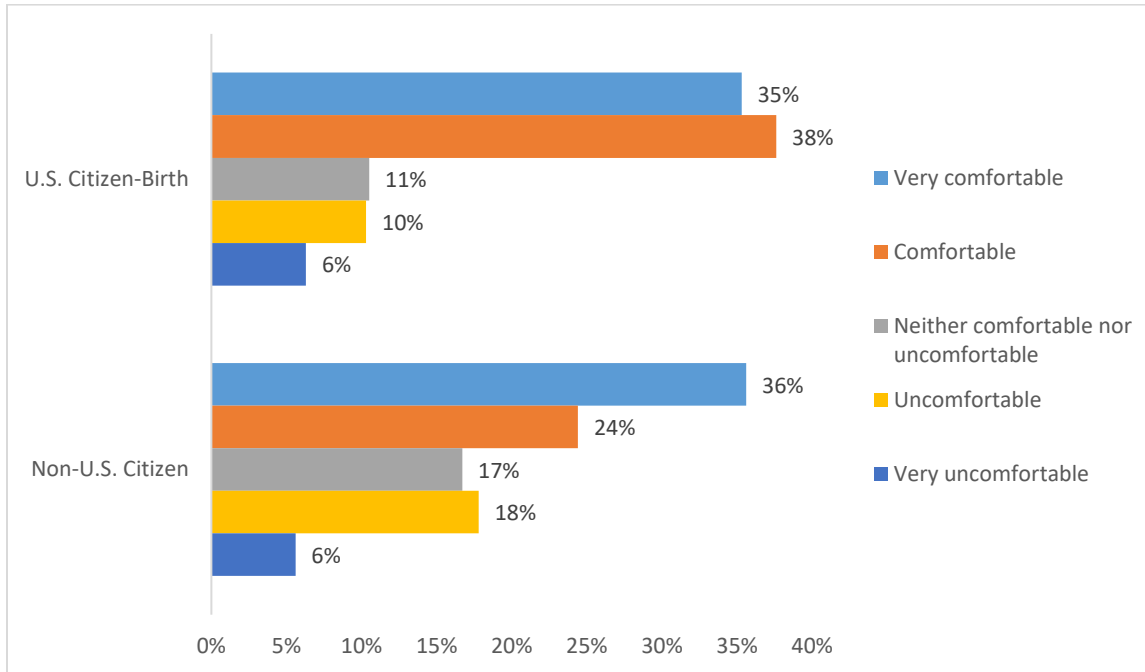
Figure 26. Faculty and Staff Respondents' Comfort With Climate in Their Department/Program or Work Unit by Citizenship Status (%)

No significant differences existed for respondents by citizenship status regarding their comfort with the climate in their classes.

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[i] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2 (8, N = 2,814) = 369.2, p < .001$.

[ii] A chi-square test was conducted to compare percentages of Faculty respondents by degree of comfort with the overall climate by faculty status: $\chi^2 (4, N = 281) = 13.6, p < .01$.

[iii] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by student status: $\chi^2 (4, N = 2,177) = 13.1, p < .05$.

[iv] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by student status: $\chi^2 (4, N = 2,177) = 12.7, p < .05$.

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[46] The CSWG proposed three collapsed citizenship status categories (U.S. Citizen-Birth, U.S. Citizen-Naturalized, Non-U.S. Citizen). For the purposes of some analyses, this report further collapses citizen status into two categories (U.S. Citizen-Birth and Non-U.S. Citizen), where U.S. Citizen-Naturalized and Non-U.S. Citizen were collapsed into one Non-U.S. Citizen category.

[v] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by gender identity: $\chi^2(4, N = 555) = 9.8, p < .05$.

[vi] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(12, N = 2,672) = 30.1, p < .01$.

[vii] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort in their classes by racial identity: $\chi^2(12, N = 2,403) = 34.7, p < .001$.

[viii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(8, N = 2,599) = 27.1, p < .001$.

[ix] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by sexual identity: $\chi^2(4, N = 2,326) = 11.4, p < .05$.

[x] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the climate in their department/program or work unit by disability status: $\chi^2(4, N = 561) = 23.5, p < .001$.

[xi] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by disability status: $\chi^2(4, N = 2,473) = 16.2, p < .01$.

[xii] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by income status: $\chi^2(4, N = 2,160) = 23.6, p < .001$.

[xiii] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by first-generation/income status: $\chi^2(4, N = 2,235) = 12.1, p < .05$.

[xiv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the climate in their department/program or work unit by citizenship status: $\chi^2(4, N = 566) = 10.0, p < .05$.

Barriers at MiraCosta College for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at MiraCosta College within the past year. The following tables highlight where Respondents with Disabilities most often experienced barriers at MiraCosta College.[47] With regard to campus facilities, 12% ($n = 60$) of Respondents with Disabilities experienced barriers in classroom/laboratories (including computer labs), 11% ($n = 53$) experienced barriers in classroom buildings, and 10% ($n = 49$) experienced barriers in campus transportation/parking within the past year (Table 23).

Table 23. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	n	%	n	%	n	%
Classrooms, laboratories (including computer labs)	60	12.2	298	60.6	134	27.2
Classroom buildings	53	10.7	314	63.3	129	26.0
Campus transportation/parking	49	10.1	307	63.4	128	26.4
Walkways, pedestrian paths, crosswalks	47	9.7	312	64.5	125	25.8
Office furniture (e.g., chair, desk)	46	9.4	315	64.4	128	26.2
Temporary barriers because of construction or maintenance	44	9.1	302	62.3	139	28.7
Restrooms	37	7.6	325	66.7	125	25.7
Doors	32	6.6	319	65.8	134	27.6
Other campus buildings	29	6.0	319	65.9	136	28.1
Athletic and recreational facilities	28	5.7	239	48.6	225	45.7
Dining facilities	24	4.9	323	65.9	143	29.2
Elevators/lifts	24	4.9	311	64.1	150	30.9
Emergency preparedness	24	4.9	317	65.2	145	29.8
Health Center	21	4.3	315	64.9	149	30.7
Podium	21	4.3	309	63.8	154	31.8
Signage	21	4.3	320	66.3	142	29.4
Studios/performing arts spaces	19	3.9	303	62.9	160	33.2

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 542$).

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[47] See Appendix B, Table B118 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas at MiraCosta College?"

Table 24 illustrates that, in terms of the technological or online environment, 9% ($n = 42$) of Respondents with Disabilities experienced barriers related to computer equipment (e.g., screens, mouse, keyboard).

Table 24. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Computer equipment (e.g., screens, mouse, keyboard)	42	8.7	320	66.5	119	24.7
Accessible electronic format	40	8.3	323	67.2	118	24.5
Website	39	8.3	324	68.6	109	23.1
Canvas	33	6.9	330	69.3	113	23.7
Electronic forms	29	6.1	328	68.8	120	25.2
Software (e.g., voice recognition/audiobooks)	29	6.1	313	65.9	133	28.0
Electronic surveys (including this one)	28	5.9	332	69.7	116	24.4
Video/video audio description	28	5.9	321	67.2	129	27.0
Phone/phone equipment	26	5.5	326	68.5	124	26.1
Electronic signage	24	5.0	326	68.5	126	26.5
Clickers	23	4.8	311	64.8	146	30.4
Kiosks	23	4.8	321	67.3	133	27.9
Library database	23	4.8	330	69.2	124	26.0

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 542$).

In terms of identity, 7% ($n = 35$) of Respondents with Disabilities experienced barriers with their email account (Table 25).

Table 25. Barriers in Identity Experienced by Respondents With Disabilities

Identity	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Email account	35	7.4	324	68.4	115	24.3
Surveys	33	7.0	332	70.8	104	22.2
Electronic databases (e.g., Campus Solutions/PeopleSoft)	30	6.4	318	67.4	124	26.3
Learning technology	30	6.4	321	68.0	121	25.6
Campus dashboards	29	6.1	332	70.0	113	23.8
Intake forms (e.g., Health Center)	22	4.7	314	67.0	133	28.4

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 542$).

In terms of instructional and campus materials, 12% (*n* = 56) of Respondents with Disabilities experienced barriers related to textbooks and 8% (*n* = 37) experienced barriers related to food menus (Table 26).

Table 26. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Textbooks	56	11.9	317	67.2	99	21.0
Food menus	37	7.8	317	66.7	121	25.5
Syllabi	35	7.4	336	70.6	105	22.1
Library books	34	7.2	332	70.0	108	22.8
Journal articles	31	6.5	328	69.1	116	24.4
Video-closed captioning and text description	31	6.6	325	69.3	113	24.1
Brochures	28	5.9	335	70.5	112	23.6
Forms	28	6.0	333	71.3	106	22.7
Other publications	27	5.7	335	71.1	109	23.1

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 542).

Qualitative comment analyses

One hundred forty-seven respondents who identified with a disability elaborated on their experiences regarding accessibility at MiraCosta College. Two themes emerged from all respondents: facility barriers and audio/visual barriers. One theme emerged from Student respondents: mental health.

Facility Barriers. One theme that emerged from all respondents was facility barriers. Some respondents elaborated on the difficulties of managing the MiraCosta College campus in a wheelchair, sharing, "Doors are difficult to open, ramps and bumps exist for people in wheelchairs. OSHA Standards are not followed regarding safe, non-potentially harmful instructional equipment," and "Some buildings/offices have no easy access for students/visitors in wheel chairs." Other respondents described accessibility barriers using restrooms on campus, adding, "We could use more handicap accessible bathroom facilities (having doors that open automatically help us out)," "I have a disability that can see me needing a restroom frequently. This is why I do most of my classes online. Sometime there are no signs indicating where the nearest restroom is and sometimes the restrooms are not conveniently located," and "Most

bathrooms have hand dryers. These are difficult for those with disabilities. Paper towels are much easier to use and promote better health by killing more bacteria than hand dryers." Respondents also commented on parking barriers, sharing, "There needs to be more handicap parking spaces for the library and 1000 bldg.," "I have asthma and ADD, not registered with disability services. But since I come from work to MiraCosta in the mornings and have a small window of time to drive and get to my classes. I've found myself getting more exercise-induced asthma attacks because I have to run around the construction barriers in order to make it to class on time. It starts my class time on a panicked note, because I have to rush and then I can't breathe," and "M.C. has added numerous Staff parking spots and no longer matches parking plan. They did so in violation of Disability Regulations and are ripe for a lawsuit, which M.C. will lose. Trust me, I owned/managed multiple properties (over 1700) for years, the lawsuit is coming, and M.C. will lose just on the basics, i.e., poor striping on handicap spots, let alone the flagrant abuse of the original parking plan."

Audio/Visual Barriers. A second theme that emerged from all respondents was audio/visual barriers. One respondent shared, "I am hard of hearing and the hearing assistance technology available in meeting spaces is not compatible with my assistive devices." Another respondent added, "I have difficulty hearing my students in the classroom. Assisted listening devices at the podium with classroom microphones would help me." Other respondents stated, "There is very little braille," "My disability is only an issue when I have a seizure and I lose memory from the last 2 weeks and I have to take time off from class to rest and I miss the content from those days as well. Also, sometimes teachers will play videos with loud noises and flashing lights without warning, triggering a response from my brain," and "I have an audio processing disorder, so I don't have trouble with reading, walking, etc. Mostly need support in language classes and in in-person classes. I have completed most of my career online though, so not really able to have those resources."

Student

Mental Health. One theme that emerged from Student respondents related to their accessibility experiences was mental health barriers. Although this survey primarily addressed visible disabilities, respondents took this opportunity to acknowledge the barriers that exist for those dealing with some form of mental disorder, sharing, "I'm depressed which makes everything in

general more difficult so nothing in particular applies, and there is not much you can do about that since the hard part is getting out of bed in the morning," "I have really bad anxiety and when I am stressed or even slightly nervous or worried my anxiety worsens," and "Everything listed is for like...people with actual physical disabilities. Do you know what I have trouble with? Talking to people. I literally separate myself from everyone because I have this dread that no one is going to like me, everyone is going to hate everything I do and say. So, no this is fine, all this is fine. My mental health doesn't keep me from any of this." Other respondents included, "I have a hard time keeping calm and focused on material at school. But too afraid to actually speak up about the trouble I have," "Depression and anxiety makes it hard to be in classrooms," "As someone with persistent panic attacks I do not feel that I have a safe isolated space to go other than my car. Professors are not educated mental health disorders," and "Recently my PTSD has been on the rise where I have midday flashbacks that get really bad and sometimes hard to get out of. I would like to see a program or something that would help the teachers realize when someone is having some kind of episode and try to help. Like a workshop of sorts. There are ways to help people realize that it isn't real and force them to look at what might be different."

Barriers at MiraCosta College for Transgender, Genderqueer, Gender Nonbinary Respondents

One survey item asked Transgender, Genderqueer, and Gender Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at MiraCosta College within the past year. Table 27 and Table 28 depict where Transgender, Genderqueer, and Gender Nonbinary respondents most often experienced barriers at MiraCosta College.[48] With regard to campus facilities, 30% (n = 15) of Transgender, Genderqueer, Gender Nonbinary respondents experienced barriers in restrooms, and 20% (n = 10) experienced barriers in signage within the past year.

Table 27. Facilities Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

	Yes		No		Not applicable	
Facilities	n	%	n	%	n	%
Restrooms	15	30.0	28	56.0	7	14.0
Signage	10	20.4	29	59.2	10	20.4
Athletic and recreational facilities	< 5	---	26	54.2	19	39.6
Changing rooms/locker rooms	< 5	---	26	54.2	19	39.6

Note: Table reports responses only from individuals who identified their gender identity on the survey as transgender, genderqueer, or gender nonbinary (n = 51).

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[48] See Appendix B, Table B119 for all responses to the question, "As a person who identifies as gender nonbinary, genderqueer, and/or transgender, have you experienced a barrier in any of the following areas at MiraCosta College in the past year?"

Table 28 illustrates that, in terms of identity accuracy, 13% (*n* = 6) of Transgender, Genderqueer, and Gender Nonbinary respondents had difficulty with their email account.

Table 28. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Gender Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Email account	6	12.5	33	68.8	9	18.8
Surveys	< 5	---	38	79.2	6	12.5
MiraCosta College ID card	< 5	---	32	68.1	12	25.5
Intake forms (e.g., Health Center)	< 5	---	31	67.4	12	26.1
Communications/Media	< 5	---	34	73.9	9	19.6
Electronic databases (e.g., Campus Solutions/PeopleSoft)	< 5	---	32	69.6	12	26.1
Learning technology	< 5	---	33	73.3	10	22.2

Note: Table reports responses only from individuals who identified their gender identity on the survey as transgender, genderqueer, or gender nonbinary (*n* = 51).

Qualitative comment analyses

Twelve respondents who identified as gender nonbinary, genderqueer, and/or transgender elaborated on barriers experienced at MiraCosta College. One theme that emerged from all respondents was gender neutral restrooms.

Gender Neutral Restrooms. One theme that emerged from respondents who identified as gender nonbinary, genderqueer, and/or transgender was gender neutral restrooms. Respondents shared, "I think restrooms on both campuses Oceanside and San Elijo should have more inclusive signage on restrooms. The ones in Oceanside seem to all be strictly gender binary," "Gender inclusive bathrooms are not easy to find at first but there are a lot more here than other schools I've seen," "I wish there was at least one or two gender neutral restrooms on the Oceanside campus. The San Elijo campus has one which I find really nice," and "I'm glad the new buildings being built under Measure MM will have gender neutral restrooms."

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[49]

Thirteen percent (*n* = 363) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at MiraCosta College within the past year.[50]

Figure 27 depicts the percentage of respondents by position status who answered "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at MiraCosta College?"

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 28% (*n* = 98) indicated that they experienced the conduct only once during the past year. Twenty-five percent (*n* = 86) revealed that they experienced five or more instances of the conduct within the past year.
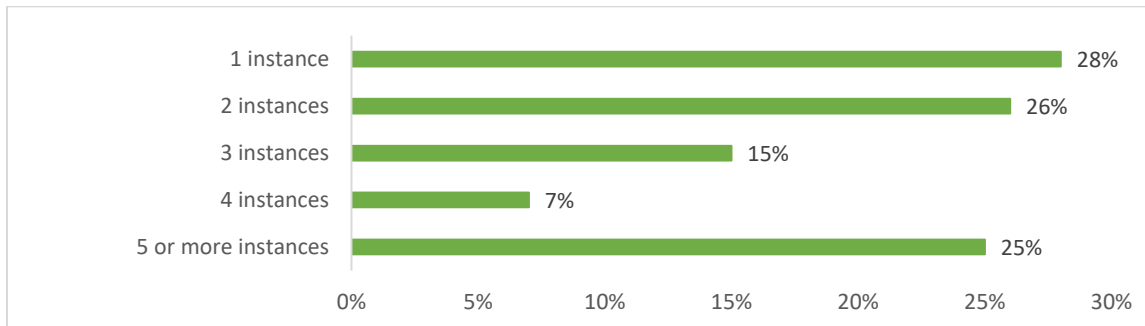
Figure 27. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Of the respondents who experienced such conduct, 25% (*n* = 89) indicated that the conduct was based on their position status at MiraCosta College. Nineteen percent (*n* = 67) noted that the conduct was based on their ethnicity, and 18% each felt that it was based on their age (*n* = 65) or racial identity (*n* = 64). "Reasons not listed above" included responses such as "anti white

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[49] This report uses the phrases "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."

[50] The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

racism," "arrogance," and "jealousy." Subsequent analyses were conducted by selected demographic characteristics.

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Note: Responses with n < 5 ate not presented in the figure) (Note: Responses with $n < 5$ are not presented in the figure. Figure 28). A higher percentage of Faculty respondents (27%, $n = 75$) and Staff respondents (31%, $n = 91$) than Student respondents (9%, $n = 197$) believed that they had experienced this conduct.[xv] Of those respondents who noted that they had experienced this conduct, a higher percentage of Staff respondents (46%, $n = 42$) and Faculty respondents (32%, $n = 24$) than Student respondents (10%, $n = 19$) thought that the conduct was based on their position status.[xvi]
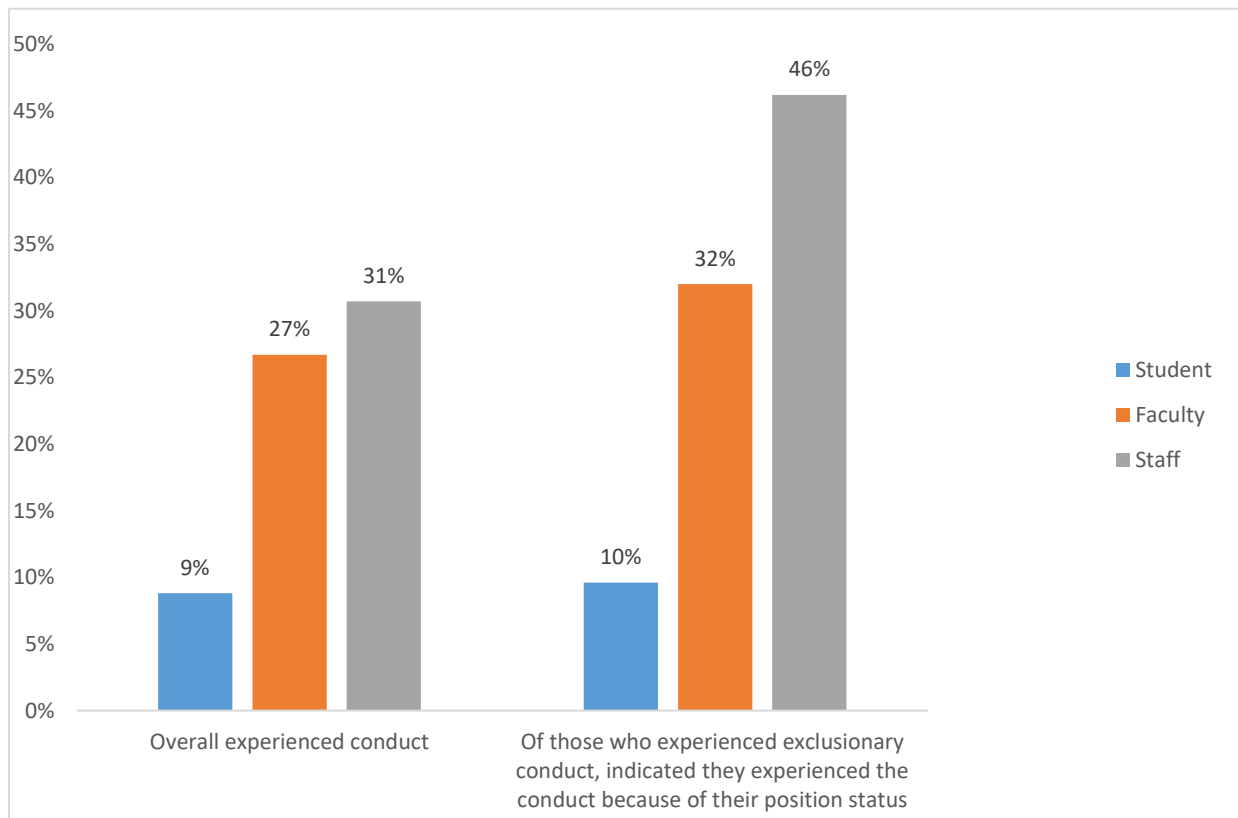
Note: Responses with $n < 5$ are not presented in the figure.

Figure 28. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By racial identity, a higher percentage of Multiracial respondents (17%, $n = 69$) than Hispanic/Latinx/Chicanx respondents (11%, $n = 87$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Note: Responses with $n < 5$ are not presented in the figure.

Figure 29).[xvii]

A higher percentage of Respondents of Color (34%, $n = 13$) than White/European American respondents (10%, $n = 13$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their ethnicity.[xviii]
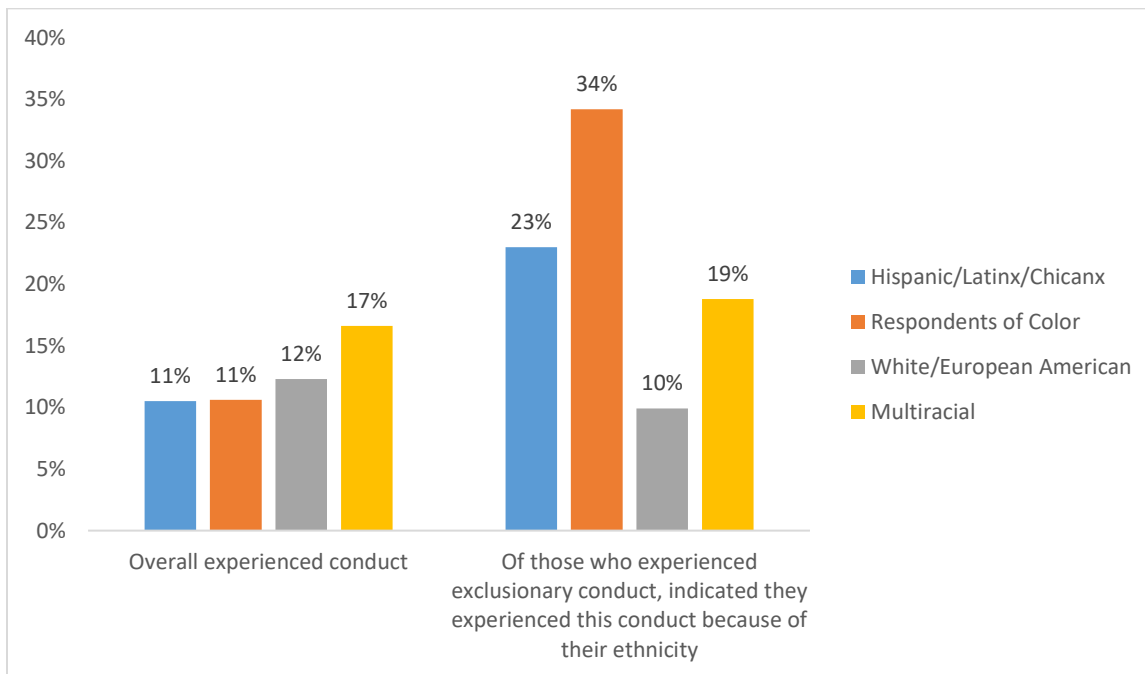
Note: Responses with $n < 5$ are not presented in the figure.

Figure 29. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

By age, a higher percentage of Respondents 65 to 74 years old (25%, $n = 13$) than Respondents 22 to 23 years old (8%, $n = 17$) and Respondents 18 years or younger (5%, $n = 14$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Note: Responses with $n < 5$ are not presented in the figure.

Figure 30). A higher percentage of Respondents 35 to 44 years old (16%, $n = 50$), Respondents 45 to 54 years old (18%, $n = 35$), and Respondents 55 to 64 years old (20%, $n = 25$) than Respondents 18 years or younger had also indicated that they had experienced this conduct.[xix] Twenty-four percent each of Respondents between 24 and 34 years old ($n = 18$) and Respondents 55 to 64 years old ($n = 6$), 14% ($n = 10$) of Respondents 19 to 21 years old, and 10% ($n = 5$) of Respondents 35 to 44 years old who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their age.
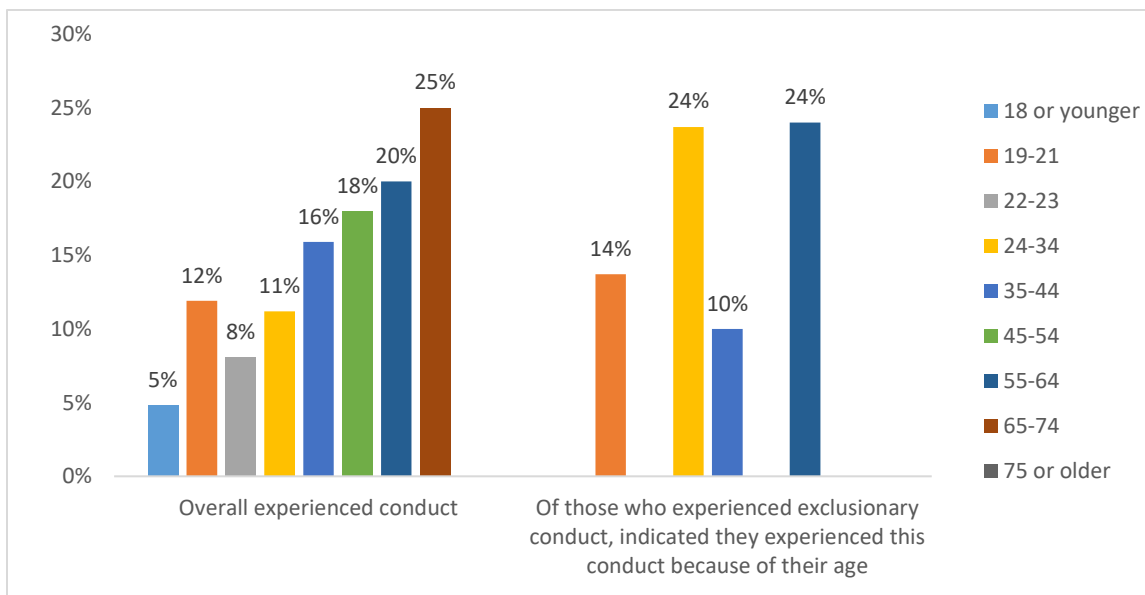
Note: Responses with $n < 5$ are not presented in the figure.

Figure 30. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

Table 29 depicts the top four perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 51% ($n = 46$) indicated that the conduct was based on position status (e.g., staff, faculty, student). Twenty-two percent ($n = 20$) noted that the conduct was based on their ethnicity, and 20% ($n = 18$) each felt that it was based on their age or did not know the basis for the conduct. "Reasons not listed above" included responses such as "social apathy," "supervisor's insecurity and lack of job knowledge," and "high school antics-mean girls."

Table 29. Staff Respondents' Top Bases of Experienced Conduct

Basis of conduct	n	%
Position (e.g., staff, faculty, student)	46	50.5
Ethnicity	20	22.0
Age	18	19.8
Did not know	18	19.8

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 91$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Faculty respondents who experienced such conduct, 32% ($n = 24$) indicated that the conduct was based on position status at MiraCosta College (e.g., staff, faculty, student) (Table 30). Twenty-three percent ($n = 17$) noted that they did not know the basis for the conduct, 20% ($n = 15$) each felt that it was based on their length of service at MiraCosta College and philosophical views, and 19% ($n = 14$) each felt that it was based on ethnicity or racial identity. "Reasons not listed above" included responses such as "arrogance," "display of power," and "personality conflict."

Table 30. Faculty Respondents' Top Bases of Experienced Conduct

Basis of conduct	n	%
Position (e.g., staff, faculty, student)	24	32.0
Did not know	17	22.7
Length of service at MiraCosta College	15	20.0
Philosophical views	15	20.0
Ethnicity	14	18.7
Racial identity	14	18.7

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 75$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Student respondents who experienced such conduct, 21% ($n = 41$) indicated that they did not know the basis (Table 31). Eighteen percent ($n = 36$) noted that the conduct was based on their age, and 17% ($n = 33$) each felt that it was based on their ethnicity or racial identity. "Reasons not listed above" included responses such as "fatphobia," "harassment online," and "laziness and clicks."

Table 31. Student Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Did not know	41	20.8
Age	36	18.3
Ethnicity	33	16.8
Racial identity	33	16.8

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 197$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Table 32 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Thirty-six percent ($n = 131$) felt ignored or excluded, 28% ($n = 100$) felt isolated or left out, 24% ($n = 88$) felt intimidated and bullied, and 24% ($n = 86$) experienced a hostile work environment. Other forms of such conduct included "embarrassed me in front of the whole class," "homophobic graffiti on campus," and "I received predatory comments."

Table 32. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	n	% of those who experienced the conduct
I was ignored or excluded.	131	36.1
I was isolated or left out.	100	27.5
I was intimidated/bullied.	88	24.2
I experienced a hostile work environment.	86	23.7
I was the target of derogatory verbal remarks	63	17.4
I was the target of workplace incivility.	60	16.5
I felt others staring at me.	56	15.4
I experienced a hostile classroom environment.	51	14.0
The conduct made me fear that I would get a poor grade.	34	9.4
I was singled out as the spokesperson for an/my identity group.	34	9.4
I was the target of racial/ethnic profiling.	30	8.3
I received a low or unfair performance evaluation.	29	8.0
I received derogatory phone calls/text messages/email.	21	5.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 363$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B52 in Appendix B.

Figure 31 and Figure 32 depict the manners in which Employee respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-eight percent (*n* = 44) of Staff respondents felt ignored or excluded, 45% (*n* = 41) experienced a hostile work environment, 34% (*n* = 31) felt intimidated and bullied, and 33% (*n* = 30) felt isolated or left out (Figure 31). Forty-four percent (*n* = 33) of Faculty respondents experienced a hostile work environment, 40% (*n* = 30) felt ignored or excluded, 37% (*n* = 28) felt the target of workplace incivility, and 29% (*n* = 22) felt isolated or left out.

Figure 31. Employee Respondents' Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Twenty-eight percent ($n = 56$) of Student respondents felt ignored or excluded, 24% ($n = 47$) felt isolated or left out, 21% ($n = 42$) felt others staring, and 18% ($n = 36$) felt intimidated or bullied (Figure 32).
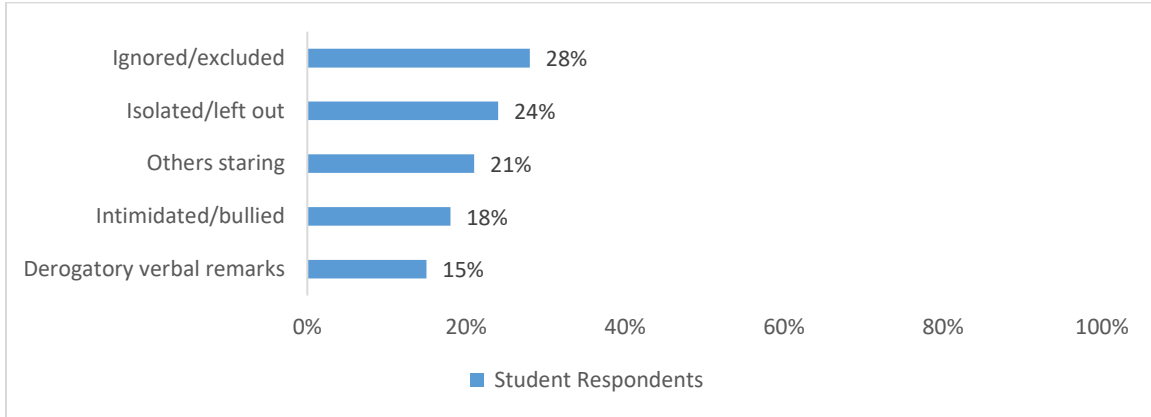
Figure 32. Student Respondents' Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class/laboratory (29%, $n = 105$), while working at a MiraCosta College job (27%, $n = 98$), and while in a meeting with a group of people (22%, $n = 78$). Some respondents who marked "a location not listed above" described "bridge near the dance and gym," "I do not feel comfortable saying as there would be retaliation," and "open area/main office" as the location where the conduct occurred.

Table 33 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at a MiraCosta College job (60%, $n = 55$), in a meeting with a group of people (33%, $n = 30$), in a meeting with one other person (29%, $n = 26$), in a MiraCosta College administrative office (18%, $n = 16$), and both on phone calls/text messages/email and while walking on campus (13%, $n = 12$).

Table 33. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Staff respondents who experienced the conduct
While working at a MiraCosta College job	55	60.4
In a meeting with a group of people	30	33.0
In a meeting with one other person	26	28.6
In a MiraCosta College administrative office	16	17.6
On phone calls/text messages/email	12	13.2
While walking on campus	12	13.2

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 91$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B53 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often at a MiraCosta College job (45%, $n = 34$), in a meeting with a group of people (39%, $n = 29$), on phone calls/text messages/email (29%, $n = 22$), in a meeting with one other person (24%, $n = 18$), and in a faculty office (21%, $n = 16$) (Table 34).

Table 34. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Faculty respondents who experienced the conduct
While working at a MiraCosta College job	34	45.3
In a meeting with a group of people	29	38.7
On phone calls/text messages/email	22	29.3
In a meeting with one other person	18	24.0
In a faculty office	16	21.3

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 75$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B53 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (49%, $n = 97$), while walking on campus (18%, $n = 36$), in a MiraCosta College library (13%, $n = 25$), on phone calls/text messages/email (10%, $n = 20$), and both off campus and in a meeting with a group of people (10%, $n = 19$) (Table 35).

Table 35. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Student respondents who experienced the conduct
In a class/laboratory	97	49.2
While walking on campus	36	18.3
In a MiraCosta College library	25	12.7
On phone calls/text messages/email	20	10.2
Off campus	19	9.6
In a meeting with a group of people	19	9.6

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 197$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B53 in Appendix B.

Thirty percent ($n = 110$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 28% ($n = 102$) identified faculty members/other instructional staff, and 23% ($n = 82$) identified staff members as the source of the conduct (Table 36). Respondents who marked a "source not listed above" wrote examples such as "career center policy adopted by district" and "some of the police who stalk me on campus are not campus police but other members of uninformed law enforcement."

Table 36. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	n	% of respondents who experienced the conduct
Student	110	30.3
Faculty member/other instructional staff	102	28.1
Staff member	82	22.6
Coworker/colleague	59	16.3
Supervisor or manager	42	11.6
Department/program chair	41	11.3
Senior administrator (e.g., president, administrator)	40	11.0
Stranger	34	9.4
Student staff/worker	33	9.1
Director	17	4.7
Academic advisor/counselor	12	3.3
Friend	10	2.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 363$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B54 in Appendix B.

Figure 33 and Figure 34 display the perceived sources of experienced exclusionary conduct by position status. Student respondents indicated that other students were their greatest source of exclusionary conduct.
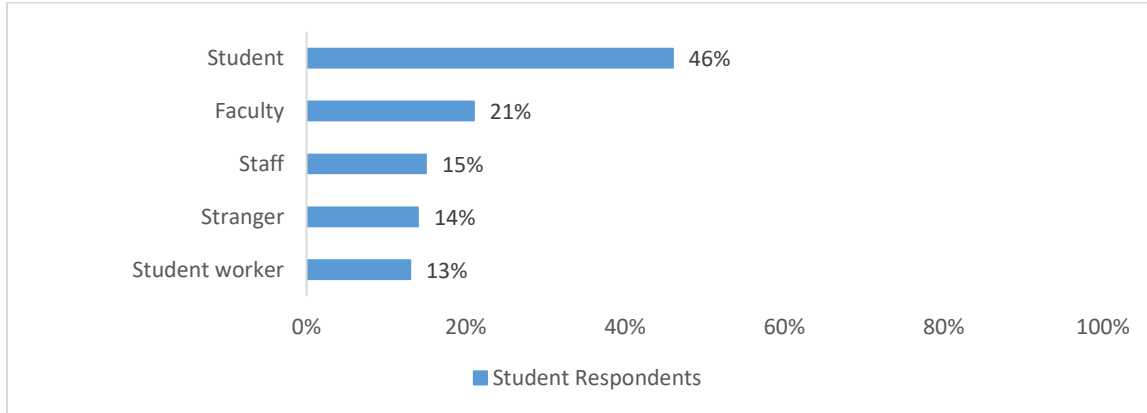
Note: Responses with $n < 5$ are not presented in the figure.

Figure 33. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited coworkers/colleagues and faculty members/instructional staff members as the source of the exclusionary conduct. Staff respondents most often identified coworkers/colleagues, supervisors/managers, other staff members, and faculty members/instructional staff members as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 34).
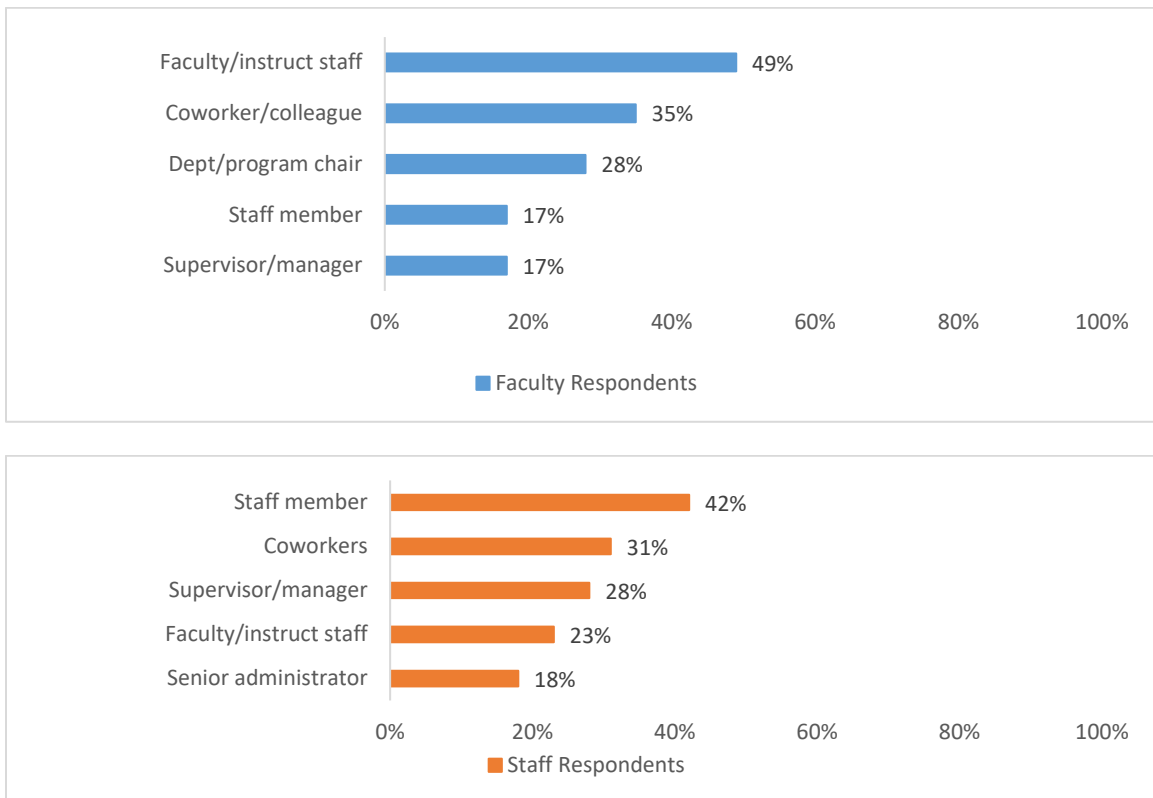
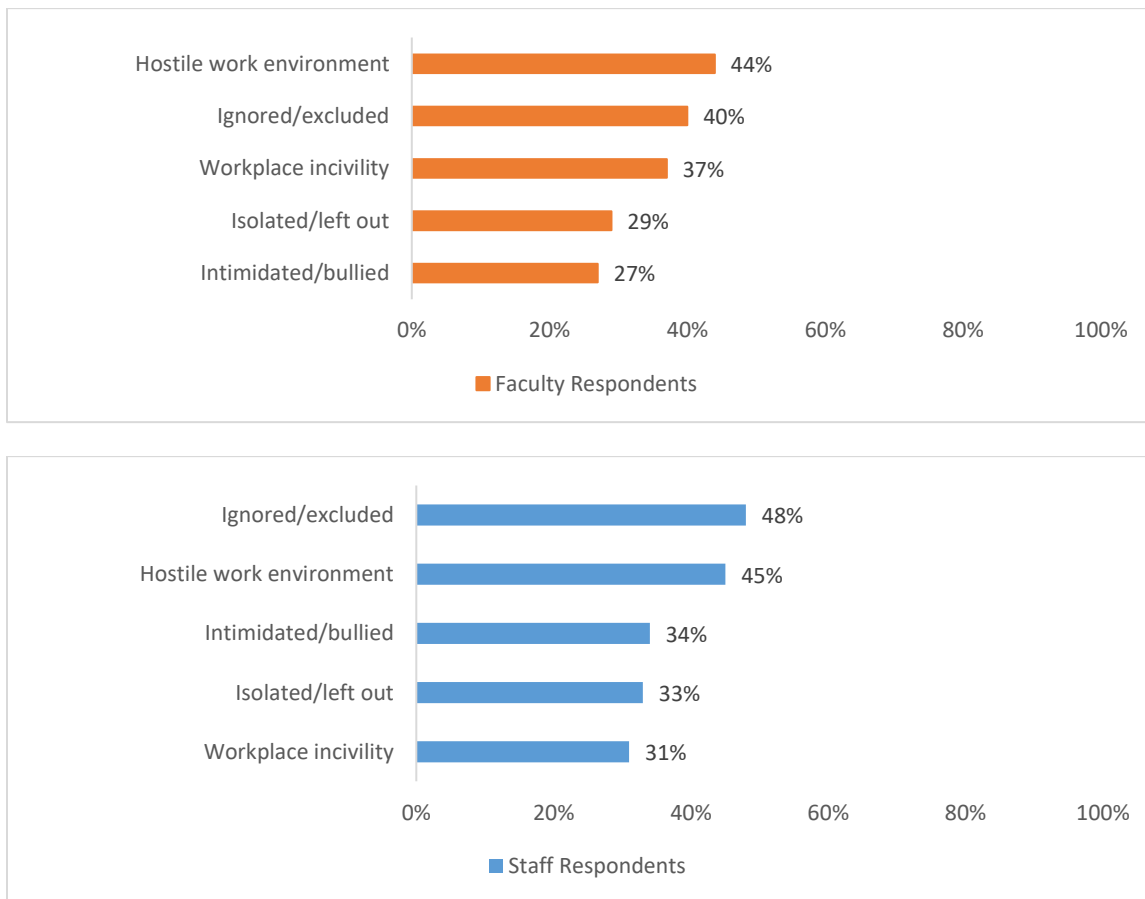*Figure 34.* Employee Respondents' Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 51% (*n* = 184) of respondents each felt angry and distressed, 49% (*n* = 177) felt sad, 33% (*n* = 121) felt embarrassed, 22% (n = 79) felt afraid, and 13% (n = 48) felt somehow responsible (Table 37). Of respondents who indicated their experience was not listed, several added comments that indicated they felt "annoyed," "bullied and belittled," "defeated," "frustrated," and "humiliated."

Table 37. Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	*n*	% of respondents who experienced conduct
Angry	184	50.7
Distressed	184	50.7
Sad	177	48.8
Embarrassed	121	33.3
Afraid	79	21.8
Somehow responsible	48	13.2
A feeling not listed above	95	26.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 363). Percentages may not sum to 100 as a result of multiple response choices.

Also, in response to experiencing the conduct, 36% (n = 129) avoided the person/venue, 34% (n = 125) told a friend, 33% (n = 119) told a family member, and 26% (n = 94) did not do anything (Table 38). Of the 23% (n = 82) of respondents who sought support from a MiraCosta College resource, 48% (n = 32) sought support from a faculty member and 25% (n = 15) each sought help from senior administrators (e.g., president, administrators) and staff members. Some "response not listed above" comments were "attorney," "dropped class," "mentioned to union rep," and "tried to ignore."

Table 38. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	n	% of respondents who experienced conduct
I avoided the person/venue.	129	35.5
I told a friend.	125	34.4
I told a family member.	119	32.8
I did not do anything.	94	25.9
I contacted a MiraCosta College resource.	82	22.6
Faculty member	*32*	*47.8*
Staff member	*15*	*24.6*
Senior administrator (e.g., president, administrator)	*15*	*24.2*
Counseling	*11*	*18.0*
Supervisor/Manager	*13*	*17.8*
MiraCosta College Police	*10*	*15.9*
Office of Human Resources	*8*	*12.9*
Classified Senate	*5*	*8.2*
Title IX Coordinator	*5*	*8.2*

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 363). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B56 in Appendix B.

Table 39 illustrates that 84% ($n = 288$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 17% ($n = 57$) of respondents did report the incident. Of the respondents who reported the incident, 21% ($n = 11$) were satisfied with the outcome, 23% ($n = 12$) felt that their complaint was addressed appropriately, 29% ($n = 15$) felt the incident was not appropriately addressed, and 21% ($n = 11$) indicated that the outcome of their complaint was not shared with them.

Table 39. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	n	% of respondents who experienced conduct
No, I did not report it.	288	83.5
Yes, I reported it.	57	16.5
Yes, I reported the conduct and was satisfied with the outcome.	*11*	*21.2*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*12*	*23.1*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*15*	*28.8*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	*---*
Yes, I reported the conduct, but the outcome was not shared.	*11*	*21.2*

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 363$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Nine hundred nineteen Faculty, Staff, and Student respondents elaborated on experiencing exclusionary, intimidating, offensive, and/or hostile conduct that interfered with their ability to learn, live, or work at MiraCosta College. Two themes emerged from all respondents: never experienced exclusionary behavior and positive experience. One theme emerged across all Faculty respondents: micro-aggressive behavior. From Tenured Faculty respondents, one theme emerged: coworker bullying. One theme emerged from Staff respondents: coworker/supervisor tension. Student respondents generated one theme: micro-aggressive behavior.

Never Experienced Exclusionary Behavior. The one theme that emerged from all respondents was that they had never experienced exclusionary behavior on the MiraCosta College campus.

For example, respondents shared phrases such as, "No negative experience," "None," and "I have never experienced exclusion at MiraCosta," indicating that they had not experienced exclusionary behavior on campus.

Positive Experience. A second theme that emerged from all respondents was a positive experience. Respondents took the opportunity to share the positive and supportive experiences they encountered at MiraCosta College, using phrases such as, "I enjoy coming to work at MiraCosta," "Amazing," "Awesome experience," "super friendly," and "great experience," indicating that they had not experienced exclusionary behavior and more conversely their experiences had been positive on the MiraCosta College campus.

Faculty

Micro-Aggressive Behavior. One theme emerged from all Faculty respondents related to their exclusionary experiences at MiraCosta College: micro-aggressive behavior. Respondent responses are juxtaposed by those who observed micro-aggressive behaviors on campus that targeted the minority populace with those respondents who observed micro-aggressive behavior toward the populace that identifies as Caucasian. Respondents who observed micro-aggressive behaviors toward the minority populace, stated, "The survey options only list egregious actions, but the incidents I experience often are microaggressions, more subtle, yet powerfully painful. When I reframe discussions to be more equity-centered and more overtly racial, people often comment 'why are we always focusing on race' or 'we focus too much on students of color.' These comments are offensive and painful. I have heard these comments first hand in meetings with administrators," "Homophobia and transphobia is not seen as severe as racism at MiraCosta. I believe this may be because a majority of employees do not identify as LGBTQIA+ so while they're quick to respond to (and recall) racism on campus, homophobia and transphobia goes by the wayside. Last spring there was racist and homophobic graffiti on campus and this fall, during our professional development week, I heard NUMEROUS folks during workshops refer to racist graffiti and not a single person refer to homophobic and transphobic graffiti," and "Various spaces on campus have been vandalized and targeted people of color." Conversely, those respondents who have observed micro-aggressive behaviors toward those who identify as Caucasian, stated, "Frequent references to inherent white racism and privilege make me feel that I am unwelcome at MiraCosta. They are not specific to me or my behavior, but they make me

feel that white people are guilty even when they try very hard to be fair, accepting, open-minded and positive of everyone," "People display a very condescending attitude to the majority of the campus assuming that all others don't get 'equity.' When in fact, there are multiple approaches to helping students succeed and closing equity gaps. Not everyone has to use a 'spit in your face' approach to be equity-minded," and "There's a definite white-people-are-evil vibe on campus, but I mostly ignore it. It is exasperating, though, when we've been working hard all our lives to be inclusive, aware, educated--when we've protested and donated and spoken out against discrimination for 20 or 30 or 40 years--to listen to others shame us for our coloring. The irony is not lost on us."

Tenured Faculty

Coworker Bullying. One theme emerged from Tenured Faculty respondents related to exclusionary experiences: coworker bullying. One respondent shared, "We have bullies in my department and in the college. Even when their behavior is reported, they do not tend to receive ramifications for their actions. My experience has been that the incidents get turned back on the injured party (forgive and forget). Because faculty are not called on their aggressive verbal behavior or other blatant infractions of professionalism, we have tacitly sanctioned this behavior." Another respondent added, "There have been times when some of my department colleagues have created difficult work environment and situations for me in the past. It's important to note that I was tenured faculty during these times and performed my work with 100% effort even when I should have taken care of my personal health first. And I think it stems from colleagues not considering that others' lives, families, and experiences are different from their own, which extends to many areas of life. The specific situations where I needed support rather than harassment were: being pressured to return to work fulltime almost immediately after losing a pregnancy at 6 months along; open criticism and judgement about my decisions on taking parental leave in a way that worked best for me to allow me to parent AND do my job, when later had another baby; lack of flexibility while I was the spouse of a member of active duty military." Other respondents stated, "In the past I have been bullied by one member of my department, of the opposite sex. I have also been 'put down by' a former member of my department. This same person also embarrassed me in front of a student worker by commenting on their obesity - I, being in a submissive position (tenure-track considered an underling) with this 'mentor' I felt unable to address it," and "Faculty coworker engages in ongoing bullying of

other faculty in the department, especially of newer faculty who do not have as long as tenure as they do. They put down other faculty and talk in a derogatory manner to colleagues and are not willing to do their share of department duties."

Staff

Coworker/Supervisor Tension. One theme that emerged from Staff respondents related to exclusionary experiences was coworker/supervisor tension. One respondent shared, "An ongoing situation with a colleague turned into a years-long situation of he said/she said (for lack of a better term). Because the other person was a faculty member, they were given the upper hand. Although, at times, I did not relay my frustration as well as I should have, my opinion and side of the story was being disregarded. I did feel supported by my supervisor but also felt like their opinions on the matter were being disregarded and both of our hands were tied. This all started because of continued student concerns with a faculty member." Another respondent added, "Intimidation/bullying by a supervisor, not my direct supervisor but relational to my position; I was fairly new at the time and was uncertain about support if I had reported it, their language implied they had the support of the VP - I never reported but probably should have since the supervisor is still here and continues the same tactics with their employees (of which numerous have resigned) and has continued to find ways over the years to spread out of context information about me to higher ups; since MCC does not train supervisors or hold them accountable, and since classified does not have the protection of a union, most classified with these issues don't report." Other respondents included, "I experienced ongoing negative conduct for approximately one and a half years under my previous supervisor," "Conflicts sometimes happen in the workplace. Not everyone has the same mindset and there are differences. I was glad that I spoke up about my situation, but the work environment was challenging for quite a while. I don't know if it is coincidental or not, but now there is a conflict resolution program with trained mediators through Classified Senate which will be very valuable if others find themselves in a similar situation," and "I had a coworker who was passive aggressive in their interactions with me. I had to frequently work with them on projects and other logistical tasks and I was frequently left with a majority of the work. When I would express that I would appreciate them doing certain tasks to quickly finish so that we can move on to the next task, I believe he may have been offended that a younger, African-American woman was asking him to accomplish certain tasks. I had several discussions with my supervisor regarding the interactions

and they didn't do much or left it up to me to figure it out. I felt that nothing could be done to fix it, so I left it alone and tried to avoid them and never officially reported it."

<u>Student</u>

Micro-Aggressive Behavior. One theme emerged from Student respondents related to exclusionary experiences was micro-aggressive behavior. Some respondents elaborated on the micro-aggressive behavior directed toward them for their conservative political beliefs, sharing, "As a conservative and republican I have had many staff at MiraCosta mock my personal beliefs. I have had professors take the side of other students in political matters that do not pertain to their area of study. They attempt to use their position of authority to make it appear that the beliefs of their personal party affiliation are the only legitimate and intelligent stance. I am not afraid of discussing my political beliefs with those who have a different opinion but when the staff use their position to make their own personal opinions appear as facts it stops the free flow of ideas and alternate opinions," "A political science professor made multiple derogatory statements about anyone who had semi-right leaning views and made multiple comparisons to the republican party being the same as the Nazis, as well they would talk down to students regardless of if they agreed with him or not," and "Conservative views are looked down upon at MiraCosta College." Other respondents described racist micro-aggressive behavior, sharing, "Also experienced fear and intimidation from racial attacks on the undocumented, chicanx/latinx and black communities. THEY HAPPEN EVERY SEMESTER! since I started at MiraCosta," "A student showed up at the Umoja Rights of Passage Ceremony with a gun holster and was not taken as a threat or escorted out. This same student wrote on a whiteboard in the Club Room that 'black lives don't matter,'" and "I don't like the white supremacists' streaks at MiraCosta." Respondents also commented on xenophobic behaviors. A respondent described, "At the school library in an orientation on how to use the school resources some students made xenophobic remarks. After the presentation was over and we were researching topics and some students were speaking poorly about a Latina professor. They made remarks about how they didn't belong and attributed anti-white sentiment to them. They were laughing about a wall and how the professor was a 'Hispanic b-word.' I just felt gross about it even though I didn't report it I didn't have the courage to confront the 5 people talking about it." Other respondents shared, "During a college hour, we were tabling for the UPRISE Program and a student came asking questions that contained derogatory terms such as 'illegal.' They proceed to ask questions as to why people

don't enter the 'legal' way or why they 'don't wait in line,'" and "I am a dual citizen holder but born and raised in Japan. I receive many good comments about my culture, but there are times I've had people make fun of my food, our appearance, and traditions that do not match western culture. These events particularly occurred at MiraCosta college, but I know that not all students behave in this manner. I still love MiraCosta."

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents' observations of others' experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Within the past year, 13% ($n = 357$) of survey respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullying, harassing) learning or working environment at MiraCosta College[51] within the past year. Thirty-one percent ($n = 108$) of respondents who observed such conduct indicated that they witnessed one instance in the past year, 23% ($n = 81$) observed two instances, 20% ($n = 68$) observed three instances, 5% ($n = 17$) observed four instances, and 21% ($n = 72$) witnessed five or more instances of exclusionary conduct in the past year.

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[51] This report uses "conduct" and the phrase "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at MiraCosta College?"

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was believed to be based on racial identity (28%, $n = 101$), ethnicity (26%, $n = 93$), political views (22%, $n = 79$), gender/gender identity (19%, $n = 66$), immigrant/citizen status (13%, $n = 48$), position status (e.g., staff, faculty, student) (13%, $n = 48$), gender expression (13%, $n = 47$), and religious/spiritual views (13%, $n = 45$). Fifteen percent ($n = 54$) of respondents indicated that they did not know the basis for the conduct (Table 40).

Table 40. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	n	% of respondents who observed conduct
Racial identity	101	28.3
Ethnicity	93	26.1
Political views	79	22.1
Gender/gender identity	66	18.5
Do not know	54	15.1
Immigrant/citizen status	48	13.4
Position (e.g., staff, faculty, student)	48	13.4
Gender expression	47	13.2
Religious/spiritual views	45	12.6
Sexual identity	44	12.3
Philosophical views	38	10.6
Age	33	9.2

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B101 in Appendix B.

Figure 35 and Figure 36 separate by demographic categories (i.e., position status, racial identity, gender identity, sexual identity, religious affiliation, and citizenship status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. No significant difference was found based on religious affiliation.

A significantly higher percentage of Staff respondents (35%, $n = 103$) and Faculty respondents (29%, $n = 82$) than Student respondents (8%, $n = 172$) observed exclusionary, intimidating, offensive, and/or hostile conduct[xx] (Figure 35). Also, a higher percentage of Trans-spectrum respondents (29%, $n = 15$) than Men respondents (13%, $n = 110$) and Women respondents (12%, $n = 220$)[xxi] and a higher percentage of U.S. Citizen-Birth respondents (13%, $n = 299$) and U.S. Citizen-Naturalized respondents (15%, $n = 36$) than Non-U.S. Citizen respondents (6%, $n = 17$) observed such conduct.[xxii]
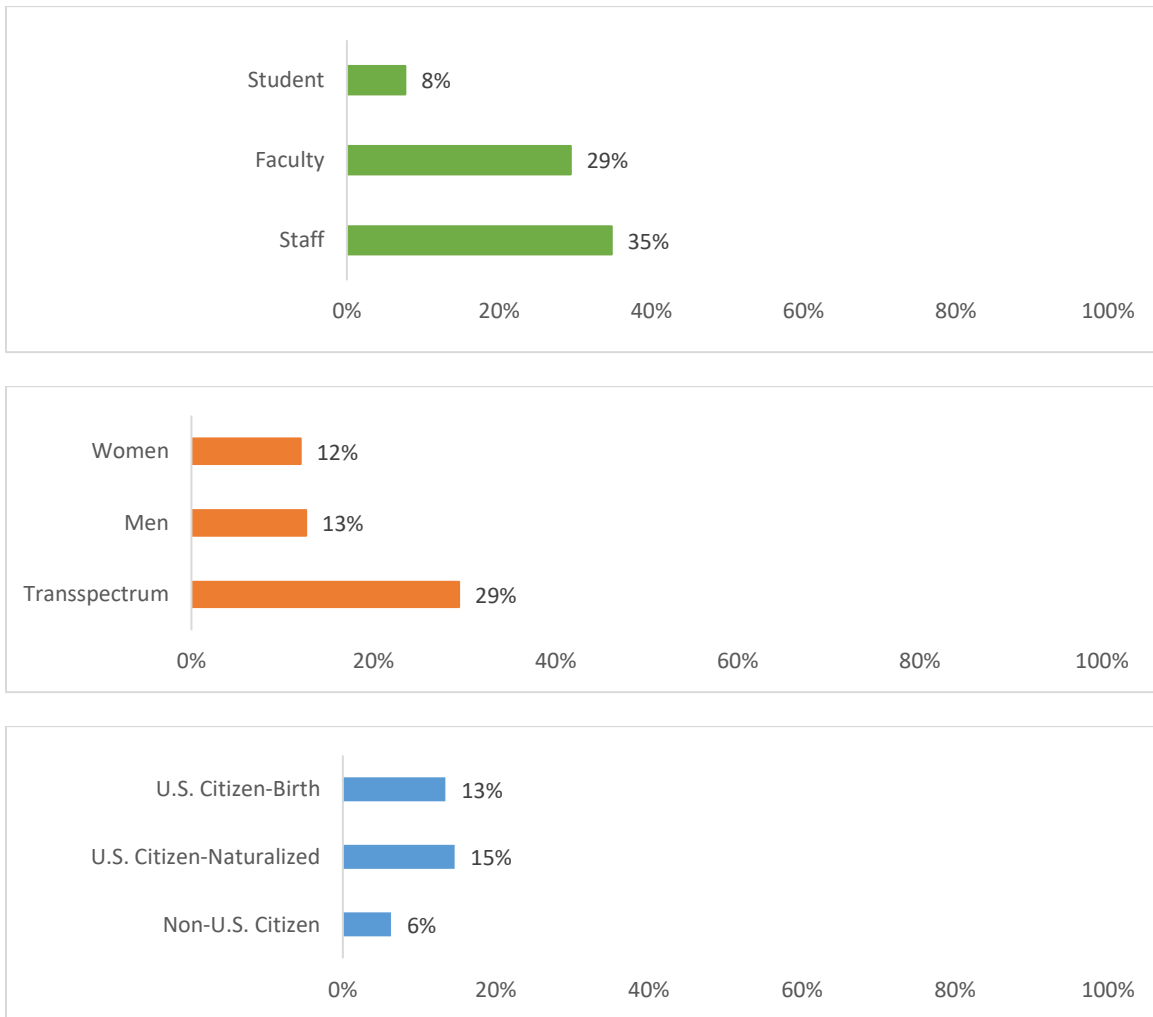
Figure 35. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status, Gender Identity, and Citizenship Status (%)

A significantly higher percentage of Multiracial respondents (17%, $n = 71$) than White/European American respondents (12%, $n = 125$), Respondents of Color (9%, $n = 34$), and Hispanic/Latinx/Chicanx respondents (12%, $n = 96$) observed exclusionary, intimidating, offensive, and/or hostile conduct[xxiii] (Figure 36). Also, a higher percentage of Queer-spectrum respondents (18%, $n = 37$) than Heterosexual respondents (12%, $n = 259$)[xxiv] and a higher percentage of Respondents with a Single Disability (16%, $n = 50$) and Respondents with Multiple Disabilities (17%, $n = 34$) than Respondents with No Disabilities (12%, $n = 263$) observed such conduct.[xxv]
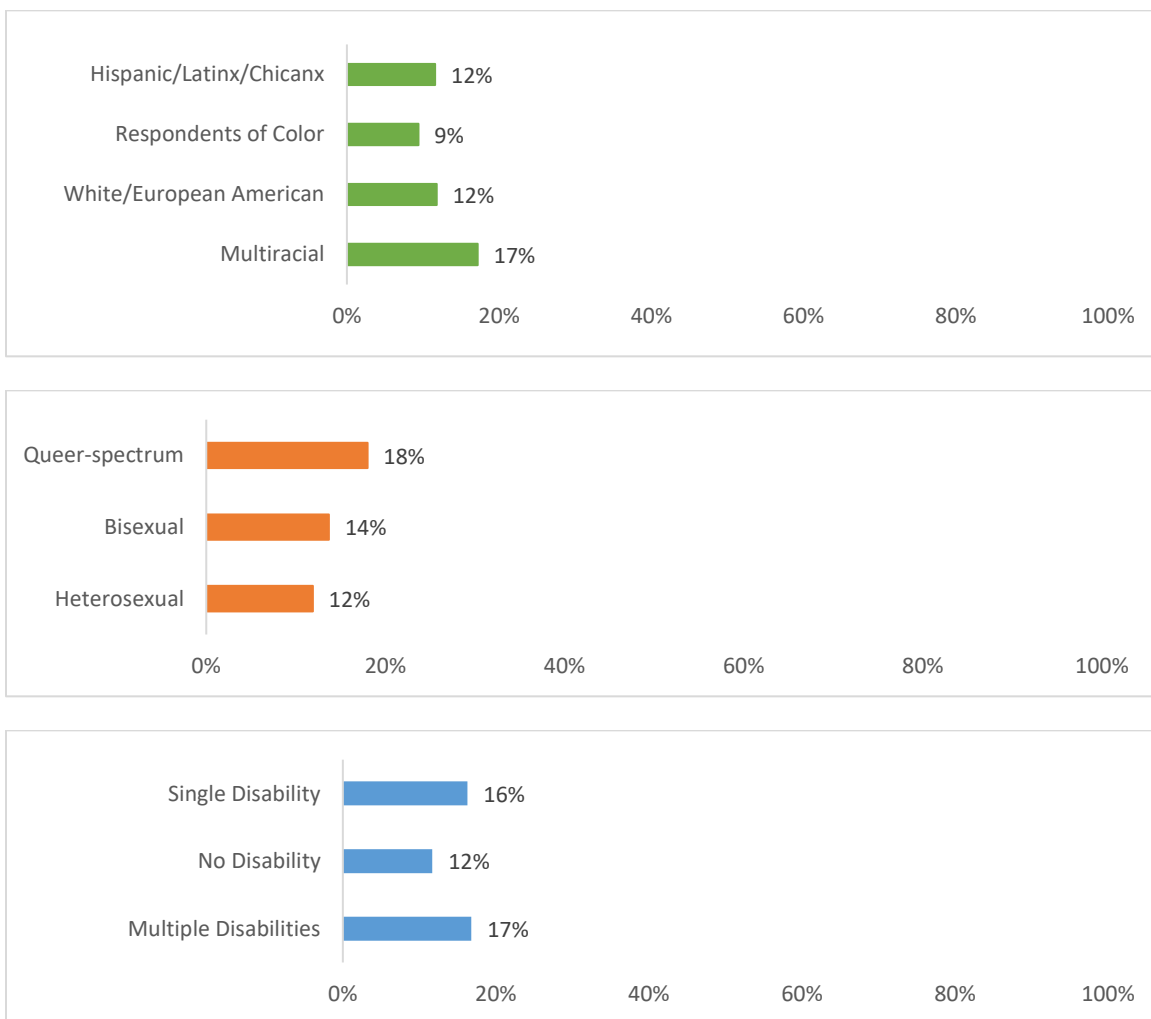
Figure 36. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity, Sexual Identity, and Disability Status (%)

Table 41 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (29%, $n = 105$), deliberately intimidated or bullied (26%, $n = 92$), ignored or excluded (25%, $n = 89$), isolated or left out (22%, $n = 80$), or experiencing a hostile work environment (18%, $n = 64$).

Table 41. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	n	% of respondents who observed conduct
Derogatory verbal remarks	105	29.4
Person intimidated or bullied	92	25.8
Person ignored or excluded	89	24.9
Person isolated or left out	80	22.4
Person experienced a hostile work environment	64	17.9
Person experienced a hostile classroom environment	57	16.0
Racial/ethnic profiling	55	15.4
Graffiti/vandalism	49	13.7
Derogatory written comments	47	13.2
Person was the target of workplace incivility	45	12.6
Person was stared at	40	11.2
Singled out as the spokesperson for their identity group	31	8.7

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B102 in Appendix B.

Additionally, 24% ($n = 86$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a class/laboratory (Table 42). Some respondents noted that the incidents occurred in other public spaces at MiraCosta College (21%, $n = 75$), while walking on campus (19%, $n = 66$), or while working at a MiraCosta College job (18%, $n = 64$).

Table 42. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of respondents who observed conduct
In a class/laboratory	86	24.1
In other public spaces at MiraCosta College	75	21.0
While walking on campus	66	18.5
While working at a MiraCosta College job	64	17.9
In a meeting with a group of people	51	14.3
In a MiraCosta College library	35	9.8
At a MiraCosta College event/program	32	9.0
In a meeting with one other person	30	8.4
In a MiraCosta College administrative office	30	8.4

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B103 in Appendix B.

Fifty-four percent ($n = 191$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 43). Other respondents identified staff members (16%, $n = 56$), faculty members/other instructional staff (13%, $n = 48$), coworkers/colleagues (13%, $n = 46$), and friends (11%, $n = 40$) as targets.

Table 43. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	n	% of respondents who observed conduct
Student	191	53.5
Staff member	56	15.7
Faculty member/other instructional staff	48	13.4
Coworker/colleague	46	12.9
Friend	40	11.2
Student staff/worker	37	10.4
Student organization	25	7.0
Stranger	19	5.3
MiraCosta College media (e.g., posters, brochures, flyers, handouts, websites)	13	3.6
Off-campus community member	10	2.8

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B98 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 38% ($n = 135$) noted that students were the sources of the conduct (Table 44). Respondents identified additional sources as faculty members/other instructional staff members (21%, $n = 75$), staff members (13%, $n = 48$), coworkers/colleagues (8%, $n = 29$), and senior administrators (e.g., president, administrator) (8%, $n = 27$).

Table 44. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	n	% of respondents who observed conduct
Student	135	37.8
Faculty member/other instructional staff	75	21.0
Staff member	48	13.4
Coworker/colleague	29	8.1
Senior administrator (e.g., president, administrator)	27	7.6
Stranger	22	6.2
Supervisor or manager	18	5.0
Department/program chair	15	4.2
Off-campus community member	14	3.9
Student organization	11	3.1
Student staff/worker	11	3.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 357$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B99 in Appendix B.

In response to observing this conduct, 56% (n = 198) of respondents each felt angry, 39% (n = 139) felt sad, 38% (n = 135) felt distressed, 17% (n = 62) felt embarrassed, 14% (n = 51) felt afraid, and 7% (n = 26) felt somehow responsible (Table 45).

Table 45. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who observed conduct
Angry	198	55.5
Sad	139	38.9
Distressed	135	37.8
Embarrassed	62	17.4
Afraid	51	14.3
Somehow responsible	26	7.3
A feeling not listed above	63	17.6

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 357). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 24% (n = 84) told a friend, 22% (n = 80) did not do anything, 20% (n = 71) told a family member, and 19% (n = 68) avoided the person/venue (Table 46). Of the respondents (17%, n = 59) who contacted a MiraCosta College resource, 48% (n = 22) sought support from a staff member, 34% (n = 16) sought support from a senior administrator, 33% (n = 15) sought support from a faculty member, and 26% (n = 12) from the MiraCosta College police.

Table 46. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	n	% of respondents who observed conduct
I told a friend.	84	23.5
I did not do anything.	80	22.4
I told a family member.	71	19.9
I avoided the person/venue.	68	19.0
I contacted a MiraCosta College resource.	59	16.5
Staff member	*22*	*47.8*
Senior administrator (e.g., president, administrator)	*16*	*34.0*
Faculty member	*15*	*32.6*
MiraCosta College police	*12*	*26.1*
Title IX coordinator	*7*	*14.9*
Office of Student Life	*6*	*13.0*
Counseling	*5*	*10.9*
I did not know to whom to go.	44	12.3
I confronted the person(s) at the time.	41	11.5
I confronted the person(s) later.	33	9.2

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 357). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B105 in Appendix B.

Table 47 illustrates that 83% (*n* = 286) of respondents did not report the incident and that 17% (*n* = 58) of respondents did report the incident. Of the respondents who reported the incident, 30% (*n* = 10) were satisfied with the outcome, 21% (*n* = 7) felt that the incident was not addressed appropriately, and 24% (*n* = 8) indicated that the outcome was not shared.

Table 47. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I did not report it.	286	83.1
Yes, I reported it.	58	16.9
Yes, I reported the conduct and was satisfied with the outcome.	*10*	*30.3*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*7*	*21.2*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	*---*
Yes, I reported the conduct, but the outcome was not shared.	*8*	*24.2*

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 357). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

One hundred forty-six Faculty, Staff, and Student respondents elaborated on their observations of conduct directed toward a person or group of people on campus that created an exclusionary experience. One theme emerged from all respondents: micro-aggressive behavior.

Micro-Aggressive Behavior. One theme that emerged from all respondents related to their observations of conduct directed toward a person or group on campus that created an exclusionary experience was micro-aggressive behavior. Some respondents commented on observations of hate speech and crimes, sharing, "Multiple flyers have been defaced, some with swastikas, some with slurs against undocumented, Black, or LGBTQIA+ people. Quotes reported from surveys of PDP and Guided Pathways participants all indicate that some lives matter more than others. The comfort of some is prioritized over the dignity of others," "Any and all flyers/vandalism having been put up at the MiraCosta College campus(es) that display ideologies of anti-blackness, racism, antisemitism, transphobia, and white supremacy that

intimidate and scare the campus community since the true intentions of the individuals who continue to do this are unknown," and "There have been several fliers and defacing of property on campus. There have been instances where something offensive has been written or white supremacist groups have posted stickers on campus. Also, Immigration Enforcement Officials have come to recruit on campus and scared our undocumented/mixed status students." Other respondents commented on xenophobic and racist behaviors, adding, "A group of white students verbally attacking a Latina social studies professor. Calling her derogatory terms like 'Hispanic b-word.' They were talking about how they disliked her and how they dropped her class. As well as making xenophobic jokes about the 'wall,'" "I see people that are of Hispanic or Latino decent or Chicanos being targeted the most. This is my second year attending this college and already I've heard of racially motivated incidents targeted towards those of Mexican decent and undocumented students, and I've seen firsthand vandalism on school property directed towards people of color and especially those who identify as Latino, Hispanic and Chicano, as well as those who are undocumented students. And it needs to be put to a stop, it's going to take more than an email report," and "I think that what I have seen/heard may be considered 'microaggressions.' There is a lot of hostility to issues of race on this campus. I've heard faculty members state that, 'They don't see color.' I've also heard a faculty member dismiss statistics on race at All College Day (everyone who was there heard it)." Respondents also observed micro-aggressive behaviors toward those with more conservative political beliefs, commenting, "Extreme language and insults of those with conservative views," "This student expressed certain political and social views which resulted in hostility from other students. This student was shunned because of his political opinions and was told his opinions and views did not matter because of his race and gender. I feel it is partially the fault of the professor who encouraged this and also did nothing to stop it. Everyone should feel safe expressing their views as long as they are not threatening or violent," and "While purporting to value a diverse range of opinions, there are routinely emails sent that are offensive to less liberal members of our college community. For example, denigrating the president, flagrantly violating federal law, or clearly supporting only one-side of an agenda/issue." The LGBTQIA+ community was also targeted with micro-aggressive behaviors. Respondents shared, "A classmate kept snickering and scoffing when the teacher discussed and announced a trans speaker coming to class later in the week," "Just people hating on trans people, nothing new," "Slander and complaints about openly gay/queer

individuals," and "It was a group of people who were loudly pushing religion in people's faces and one of my friends who are considered to be in the LGBT+ community was bashed by one of them."

[xv] A chi-square test was conducted to compare percentages of respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(2, N = 2,808) = 164.0, p < .001$.

[xvi] A chi-square test was conducted to compare percentages of respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct based on position status by position status: $\chi^2(2, N = 363) = 50.2, p < .001$.

[xvii] A chi-square test was conducted to compare percentages of respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(3, N = 2,667) = 10.7, p < .05$.

[xviii] A chi-square test was conducted to compare percentages of respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct based on ethnicity by racial identity: $\chi^2(3, N = 325) = 14.0, p < .01$.

[xix] A chi-square test was conducted to compare percentages of respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct by age: $\chi^2(8, N = 2,498) = 43.3, p < .001$.

[xx] A chi-square test was conducted to compare percentages of respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(2, N = 2,802) = 249.5, p < .001$.

[xxi] A chi-square test was conducted to compare percentages of respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 2,756) = 13.8, p < .001$.

[xxii] A chi-square test was conducted to compare percentages of respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct by citizenship status: $\chi^2(2, N = 2,749) = 11.5, p < .01$.

[xxiii] A chi-square test was conducted to compare percentages of respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(3, N = 2,663) = 12.6, p < .01$.

[xxiv] A chi-square test was conducted to compare percentages of respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(2, N = 2,593) = 6.6, p < .05$.

[xxv] A chi-square test was conducted to compare percentages of respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2(2, N = 2,760) = 8.8, p < .05$.

Unwanted Sexual Experiences

Five percent (n = 144) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,[52] with 1% (n = 36) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% (n = 58) experiencing stalking (e.g., following me, on social media, texting, phone calls), 3% (n = 70) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 1% (n = 26) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the MiraCosta College community (Figure 37).
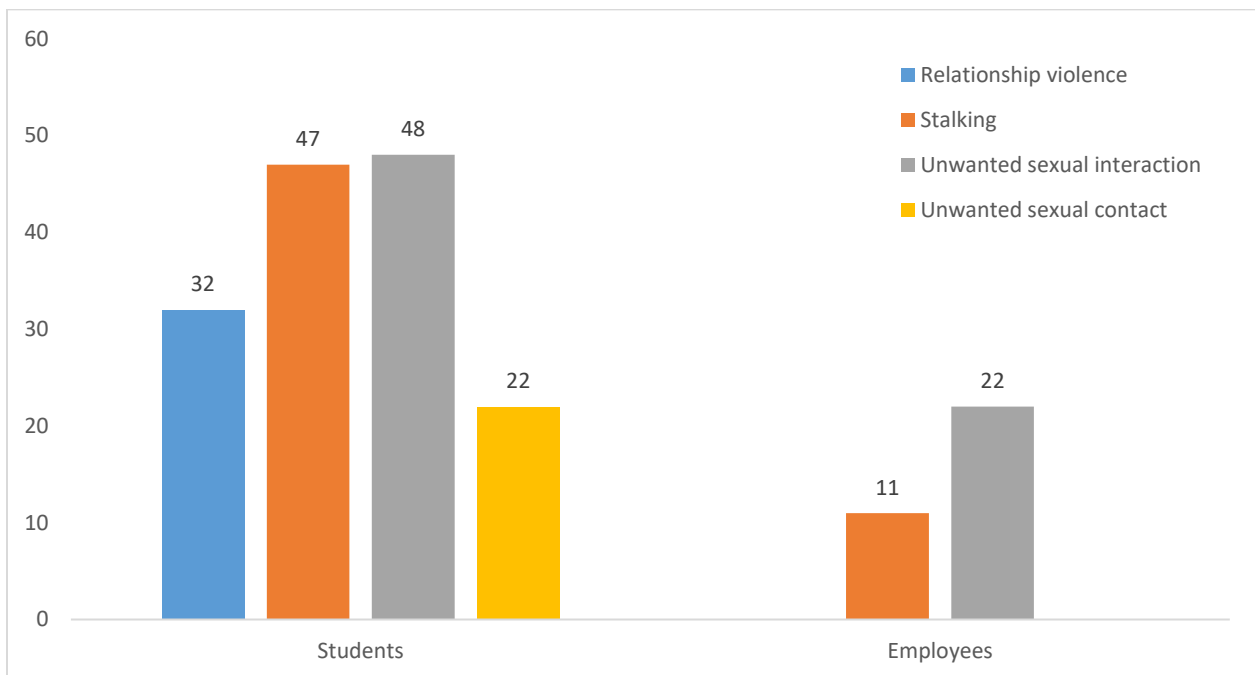
Note: Responses with n < 5 are not presented in the figure.

Figure 37. Respondents' Experiences of Unwanted Sexual Contact/Conduct
by Position Status (n)

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[52] The survey used the term "unwanted sexual contact/conduct" to depict any unwanted sexual experiences and defined it as "interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy."

Relationship Violence

Subsequent analyses of the data to determine statistically significant differences by select demographics were not possible because of low response numbers.

Nearly half of respondents (43%, $n = 15$) who indicated that they experienced relationship violence indicated that it happened within the past year, and 20% ($n = 9$) noted that it happened two to four years ago.

Respondents were asked if alcohol and/or drugs were involved in the relationship violence and 31% ($n = 11$) indicated "yes."

Student respondents were also asked to share what semester in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened each fall semester. Of Student respondents who indicated that they experienced relationship violence, 53% ($n = 17$) noted that it occurred in their first year as a student, and 44% ($n = 14$) noted that it occurred in their second year as a student (Table 48).

Table 48. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	*n*	%
Prior to my first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	6	18.8
First year	17	53.1
Summer semester	*< 5*	*---*
Fall semester	*16*	*94.1*
Spring semester	*11*	*64.7*
Second year	14	43.8
Summer semester	*< 5*	*---*
Fall semester	*10*	*71.4*
Spring semester	*10*	*71.4*
Third year	9	28.1
Summer semester	*< 5*	*---*
Fall semester	*9*	*100.0*
Spring semester	*7*	*77.8*
Fourth year	< 5	---
Summer semester	*< 5*	*---*
Fall semester	*< 5*	*---*
Spring semester	*< 5*	*---*
After my fourth year	0	0.0

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 32$). Percentages may not sum to 100 as a result of multiple response choices.

Seventy-two percent ($n = 26$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified MiraCosta College students (22%, $n = 8$) as perpetrators of the conduct.

Asked where the relationship violence incidents occurred, 83% ($n = 30$) of respondents indicated that they occurred off campus and 19% ($n = 7$) indicated they occurred on campus. Respondents who experienced relationship violence off campus commented that the incidents occurred in places such as "apartment," "high school," and "home." Respondents who experienced relationship violence on campus stated that the instances happened in "parking lot."

Asked how they felt in response to experiencing relationship violence, 78% ($n = 28$) felt sad, 70% ($n = 25$) felt afraid, 67% ($n = 24$) felt distressed, 64% ($n = 23$) each felt embarrassed and somehow responsible, and 58% ($n = 21$) felt angry (Table 49).

Table 49. Emotional Reaction to Relationship Violence

Emotional reaction	n	%
Sad	28	77.8
Afraid	25	69.4
Distressed	24	66.7
Embarrassed	23	63.9
Somehow responsible	23	63.9
Angry	21	58.3
A feeling not listed above	10	27.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 36$). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to experiencing relationship violence, 53% (n = 19) of respondents told a friend, 39% (n = 14) confronted the person(s) later, and 33% (n =12) did not do anything (Table 50).

Table 50. Actions in Response to Relationship Violence

Action	n	%
I told a friend.	19	52.8
I confronted the person(s) later.	14	38.9
I did not do anything.	12	33.3
I told a family member.	12	33.3
I confronted the person(s) at the time.	11	30.6
I avoided the person(s)/venue.	8	22.2
I did not know to whom to go.	8	22.2
I contacted a local law enforcement official.	6	16.7
I sought information online.	5	13.9
I contacted a MiraCosta College resource.	< 5	---
A response not listed above	5	13.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence (n = 36). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B65 in Appendix B.

Twenty-three percent (n = 8) of respondents officially reported the relationship violence, and 77% (n = 27) did not report the incident(s) (Table 51). Of the respondents who reported the incident(s), 83% (n = 5) were satisfied with the outcome.

Table 51. Respondents' Experiences With Reporting Relationship Violence

Reporting the relationship violence	n	%
No, I did not report it.	27	77.1
Yes, I reported it.	8	22.9
Yes, I reported the conduct and was satisfied with the outcome.	*5*	*83.3*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*0*	*0.0*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence (n = 36). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Twenty-four Student respondents elaborated on why they did not report relationship violence to a campus official or staff member. One theme emerged from Student respondents: victim choice.

Victim Choice. The one theme that emerged from Student respondents as to why they did not report relationship violence to a campus official or staff member was victim choice. Respondents shared, "I didn't feel like it was a matter to concern you with. It was my personal relationship that had nothing to do with MiraCosta, I was just showing up to class," "I decided to part ways with the individual so I felt no need to report him," and "Because the person is prior military and suffers from PTSD, we are working on it together." Other respondents included, "Didn't feel that the emotional abuse was to an extent that needed to be reported," "I didn't feel like it was necessary to report it," and "It wasn't physical... It didn't seem worthy of reporting."

Zero respondents elaborated on why they did not feel their report of relationship violence was addressed appropriately. Owing to no response numbers, no theme was present.

Stalking

Analyses of the data suggested that a higher percentage of Women respondents (3%, $n = 50$) than Men respondents (1%, $n = 5$) experienced stalking (Figure 38Figure 39).[xxvi] Four percent ($n = 16$) of Queer-spectrum respondents compared with 2% ($n = 39$) of Heterosexual respondents experienced stalking.[xxvii] A higher percentage of Low-Income Student respondents (3%, $n = 25$) than Not-Low-Income Student respondents (2%, $n = 20$) experienced stalking.[xxviii]
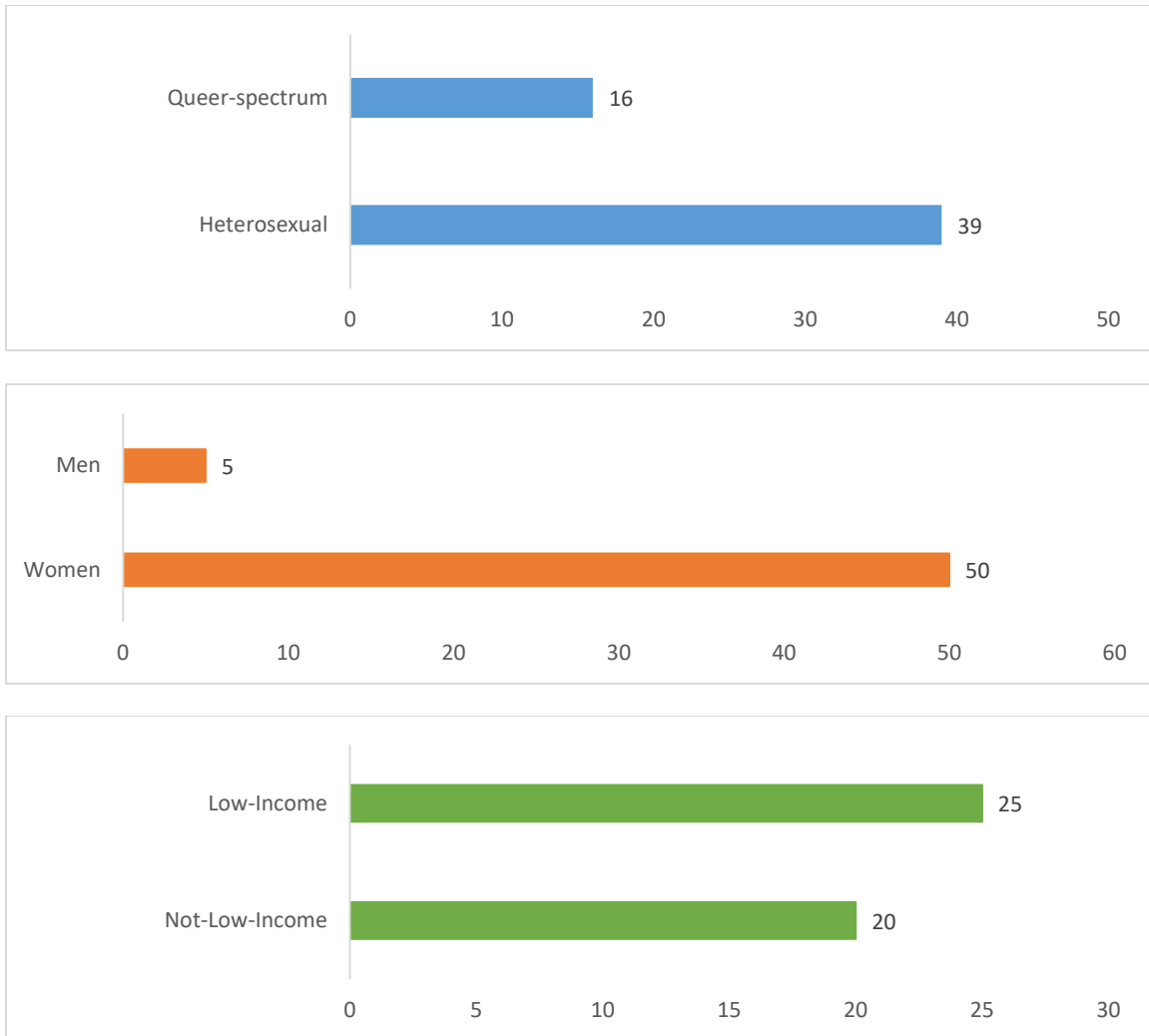
Figure 38. Respondents' Experiences of Stalking While at MiraCosta College by Sexual Identity, Gender Identity, and Student Income Status (*n*)

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Over half of respondents (61%, *n* = 35) who indicated they experienced stalking noted that it happened within the past year, and 21% (*n* = 12) noted that it happened two to four years ago.

Respondents were asked if alcohol and/or drugs were involved in the stalking; 89% (*n* = 50) answered "no" and 11% (*n* = 6) answered "yes."

The survey also asked Student respondents to share what semester in their college career they experienced stalking. Of note, the greatest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 47% (*n* = 22) noted that it occurred in their first year as an undergraduate student, and 32% (*n* = 15) noted that it occurred in their second year as an undergraduate student (Table 52).

Table 52. Year in Which Student Respondents Experienced Stalking

Year stalking occurred	*n*	%
Prior to my first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	6	12.8
First year	22	46.8
Summer semester	*1*	*4.5*
Fall semester	*15*	*68.2*
Spring semester	*8*	*36.4*
Second year	15	31.9
Summer semester	*< 5*	*---*
Fall semester	*10*	*66.7*
Spring semester	*7*	*46.7*
Third year	6	12.8
Summer semester	*< 5*	*---*
Fall semester	*5*	*83.3*
Spring semester	*< 5*	*---*

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking (*n* = 47). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B69 in Appendix B.

Sixty percent (*n* = 35) of the respondents who indicated on the survey that they experienced stalking identified a MiraCosta College student as the perpetrator of the conduct. Respondents also identified other sources as current or former dating/intimate partners (22%, *n* = 13) or acquaintances/friends (17%, *n* = 10).

Asked where the stalking incidents occurred, 60% ($n = 35$) of respondents indicated that they occurred off campus and 64% ($n = 37$) indicated they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as "Instagram," "my neighborhood," and "where I work." Respondents who experienced stalking on campus commented that the incidents occurred in the "library," "near gym," and "Oceanside Campus."

Asked how they felt in response to experiencing stalking, 60% ($n = 35$) of respondents felt afraid, 45% ($n = 26$) felt distressed, 33% ($n = 19$) felt angry, 31% ($n = 18$) each felt embarrassed or sad, and 26% ($n = 15$) felt somehow responsible (Table 53).

Table 53. Emotional Reaction to Experienced Stalking

Emotional reaction	n	%
Afraid	35	60.3
Distressed	26	44.8
Angry	19	32.8
Embarrassed	18	31.0
Sad	18	31.0
Somehow responsible	15	25.9
A feeling not listed above	17	29.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 58$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 55% ($n = 32$) of respondents told a friend, 50% ($n = 29$) avoided the person(s)/venue, 29% ($n = 17$) told a family member, and 22% (n = 13) contacted a MiraCosta College resource (Table 54).

Table 54. Actions in Response to Experienced Stalking

Action	*n*	%
I told a friend.	32	55.2
I avoided the person(s)/venue.	29	50.0
I told a family member.	17	29.3
I contacted a MiraCosta College resource.	13	22.4
Faculty member	*11*	*84.6*
Senior administrator (e.g., president, administrator)	*5*	*38.5*
I confronted the person(s) later.	10	17.2
I confronted the person(s) at the time.	8	13.8
I did not know to whom to go.	8	13.8
I did not do anything.	7	12.1
I contacted a local law enforcement official.	5	8.6

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 58$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B73 in Appendix B.

Thirty-four percent ($n = 19$) of respondents officially reported the stalking, and 66% ($n = 37$) did not report the incident(s) (Table 55). Of the respondents who reported the incident(s), 67% ($n = 12$) were satisfied with the outcome.

Table 55. Respondents' Experiences With Reporting Stalking

Reporting the stalking	n	%
No, I did not report it.	37	66.1
Yes, I reported it.	19	33.9
Yes, I reported the conduct and was satisfied with the outcome.	*12*	*66.7*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*< 5*	*---*

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 58$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Thirty-three Faculty, Staff, and Student respondents elaborated as to why they did not report stalking to a campus official or staff member. One theme emerged from all respondents: victim choice.

Victim Choice. One theme emerged from all respondents as to why they did not report stalking to a campus official or staff member. Respondents shared, "It wasn't major, but it was weird to show up to my work the day after he found out where I work," "I didn't feel it was necessary," and "I felt it was not to an extent that required reporting. However, if it continued to happen, I would have reported them." Other respondents added, "The stalking has not led into anything violent so I feel it isn't something serious to report on," and "I thought it was not important."

Three respondents elaborated on why they did not feel their report of stalking was addressed appropriately. Owing to no response numbers, no theme was present.

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Staff respondents (6%, $n = 17$) than Faculty respondents (2%, $n = 5$) and Student respondents (2%, $n = 48$) experienced unwanted sexual interaction (Figure 39).[xxix] Three percent ($n = 58$) of Women respondents compared with 1% ($n = 8$) of Men respondents experienced unwanted sexual interaction.[xxx] A higher percentage of Multiracial respondents (5%, $n = 20$) than Respondents of Color (2%, $n = 19$) experienced unwanted sexual interaction.[xxxi]
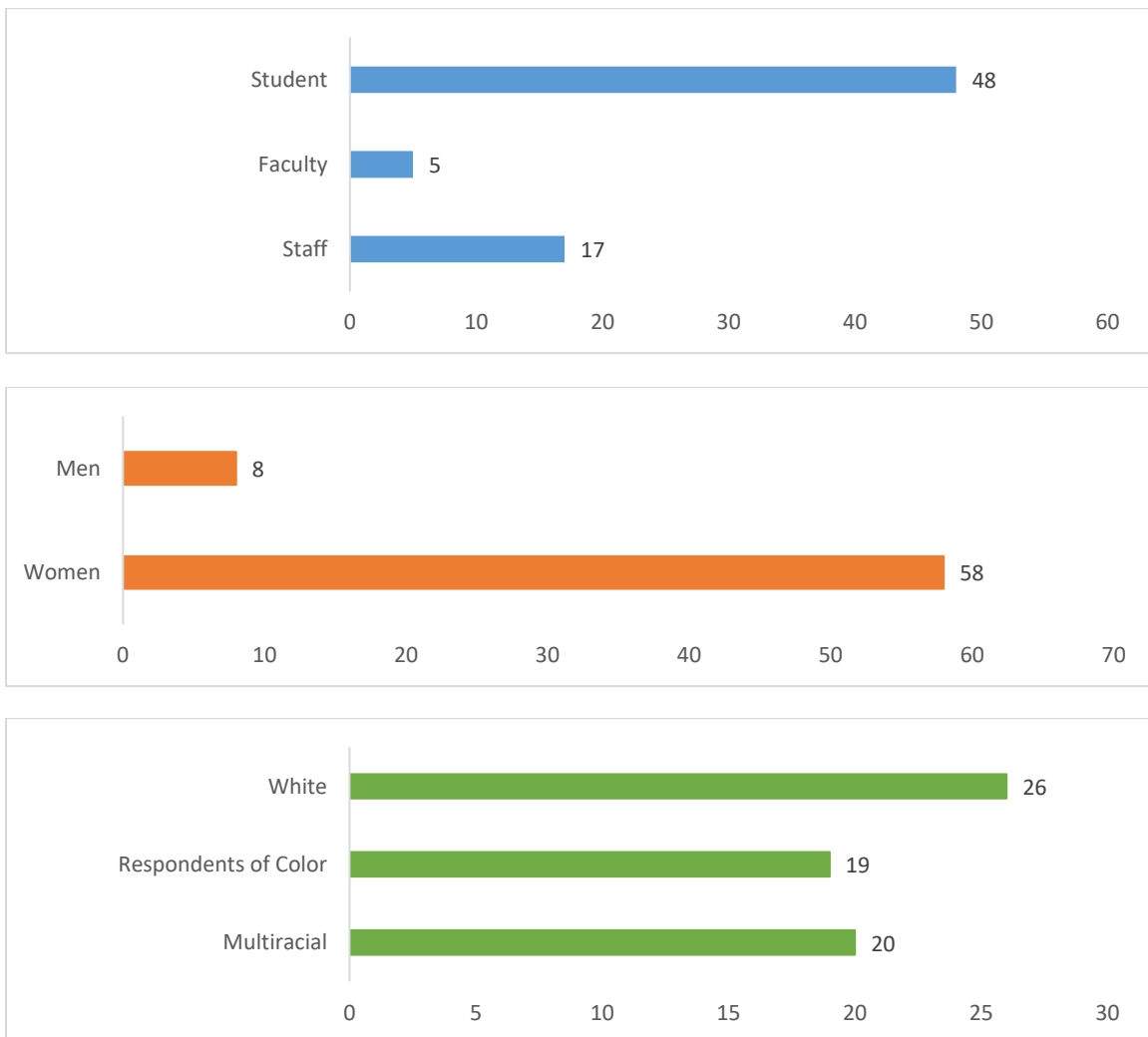
Figure 39. Respondents' Experiences of Unwanted Sexual Interaction While at MiraCosta College by Position Status, Gender Identity, and Racial Identity (*n*)

A higher percentage of Queer-spectrum respondents (5%, $n = 11$) and Bisexual respondents (8%, $n = 17$) than Heterosexual respondents (2%, $n = 38$) experienced unwanted sexual interaction (Figure 40).[xxxii] Higher percentages of Respondents with Multiple Disabilities (4%, $n = 9$) and Respondents with a Single Disability (4%, $n = 12$) than Respondents with No Disability (2%, $n = 49$) experienced unwanted sexual interaction.[xxxiii]
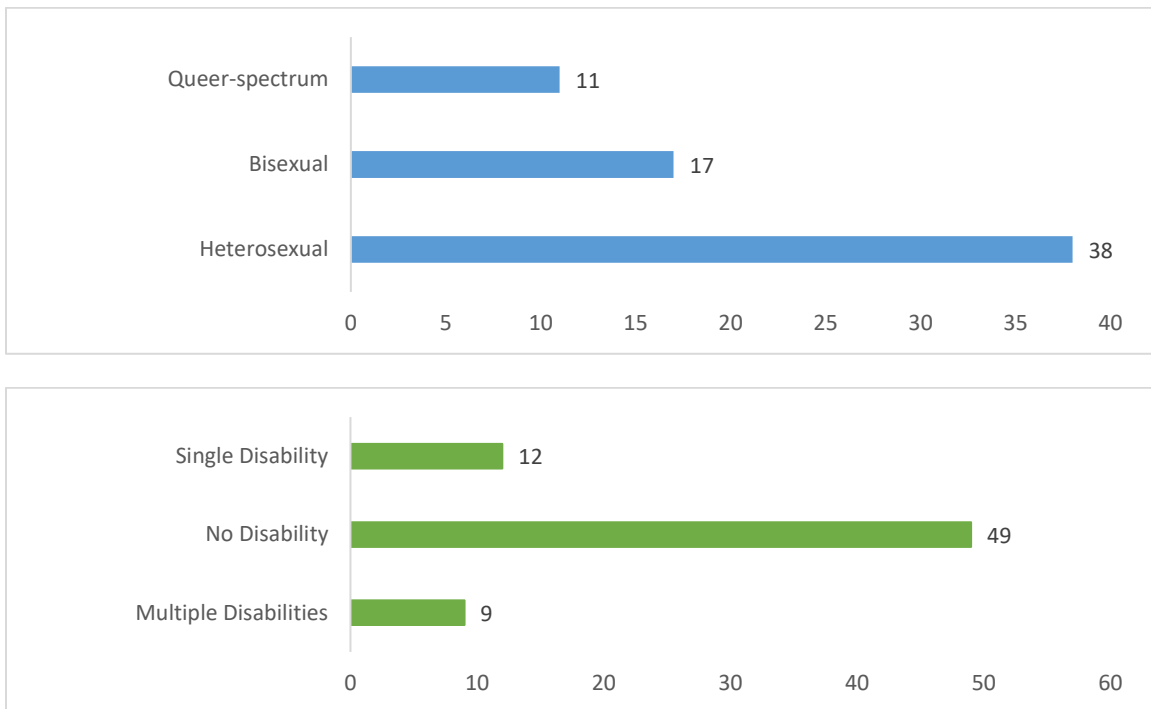
Figure 40. Respondents' Experiences of Unwanted Sexual Interaction While at MiraCosta College by Sexual Identity and Disability Status (n)

Fifty-one percent of respondents ($n = 35$) who indicated that they experienced unwanted sexual interaction indicated that it happened within the past year, and 16% ($n = 11$) noted that it happened two to four years ago.

Respondents were asked if alcohol and/or drugs were involved in the sexual interaction and 9% ($n = 6$) indicated "yes."

The survey also asked Student respondents to share what semester in their college career they experienced an unwanted sexual interaction. Of Student respondents who indicated that they experienced an unwanted sexual interaction, 60% ($n = 29$) noted that it occurred in their first year of college, 38% ($n = 18$) noted that it occurred in their second year, 13% ($n = 6$) noted that it occurred in their third year, and less than five Student respondents noted that it occurred during their fourth year (Table 56).

Table 56. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	n	%
Prior to first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	9	18.8
First year	29	60.4
Summer semester	*< 5*	*---*
Fall semester	*21*	*72.4*
Spring semester	*12*	*41.4*
Second year	18	37.5
Summer semester	*< 5*	*---*
Fall semester	*13*	*72.2*
Spring semester	*7*	*38.9*
Third year	6	12.5
Summer semester	*< 5*	*---*
Fall semester	*5*	*83.3*
Spring semester	*< 5*	*---*
Fourth year	*< 5*	*---*
Summer semester	*0*	*0.0*
Fall semester	*0*	*0.0*
Spring semester	*< 5*	*---*
After my fourth year	0	0.0

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced unwanted sexual interaction ($n = 48$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-one percent ($n = 29$) of the respondents who indicated on the survey that they experienced an unwanted sexual interaction identified a MiraCosta College student as the perpetrator of the conduct. Respondents also identified other sources as strangers (20%, $n = 14$) and acquaintances/friends (17%, $n = 12$).

Asked where the unwanted sexual interaction incidents(s) occurred, 36% ($n = 25$) of respondents indicated that they occurred off campus and 61% ($n = 43$) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as "at his home," "Carlsbad Mall," and "walking on the street." Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as "A&R," "campus event and student services office," and "parking lot."

Asked how they felt in response to experiencing unwanted sexual interaction, 63% ($n = 44$) felt embarrassed, 54% ($n = 38$) felt angry, 53% ($n = 37$) felt distressed, 33% ($n = 23$) each felt afraid or sad, and 31% ($n = 22$) felt somehow responsible (Table 57).

Table 57. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	n	%
Embarrassed	44	62.9
Angry	38	54.3
Distressed	37	52.9
Afraid	23	32.9
Sad	23	32.9
Somehow responsible	22	31.4
A feeling not listed above	18	25.7

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 70$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 44% ($n = 31$) of respondents told a friend (Table 58). Other respondents avoided the person(s)/venue (39%, $n = 27$), did not do anything (34%, $n = 24$), told a family member (26%, $n = 18$), confronted the person(s) at the time (14%, $n = 10$), and contacted a MiraCosta College resource (13%, $n = 9$).

Table 58. Actions in Response to Unwanted Sexual Interaction

Action	n	%
I told a friend.	31	44.3
I avoided the person(s)/venue.	27	38.6
I did not do anything.	24	34.3
I told a family member.	18	25.7
I confronted the person(s) at the time.	10	14.3
I contacted a MiraCosta College resource.	9	12.9
I confronted the person(s) later.	7	10.0
I contacted a local law enforcement official.	6	8.6
I did not know to whom to go.	6	8.6
I sought information online.	5	7.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 70$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B81 in Appendix B.

Nineteen percent ($n = 13$) of respondents officially reported the incident(s) (Table 59). Six of those respondents (46%) who reported the incident(s) felt their complaint was addressed appropriately.

Table 59. Respondents' Experiences With Reporting Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	n	%
No, I did not report it.	55	80.9
Yes, I reported it.	13	19.1
Yes, I reported the conduct and was satisfied with the outcome.	< 5	---
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	6	46.2
Yes, I reported the conduct, but felt that it was not addressed appropriately.	< 5	---
Yes, I reported the conduct and the outcome is still pending.	0	0.0
Yes, I reported the conduct, but the outcome was not shared.	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 70$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Fifty-one Faculty, Staff, and Student respondents elaborated on why they did not report unwanted sexual interaction to a campus official or staff member. Two themes emerged from Student respondents: catcalling and social stigma. No themes emerged from Faculty and Staff respondents.

Student

Catcalling. One theme that emerged from Student respondents as to why they did not report sexual interaction to a campus official or staff member was catcalling. Respondents shared, "Didn't bother me too much, just annoyed me. Was just cat calling, didn't know who the student was/wouldn't be able to recognize him," "Cat-calling happens almost every day anywhere I go, so it didn't seem like something important enough to report at the time," and "It was a cat call and was over as fast as it happened. He walked away after and paid no attention to me after. He was nowhere close to me and I was by my car. I got in, locked my doors, and drove away." Other respondents added, "Someone cat-called me and I was late to class, did not have time to get their name or police," "I was catcalled, and I did not report it. However, my friends and coworkers are aware of the issue and have made sure I feel safe when I am at the gym," and "I've been getting catcalled on a regular basis since I was 12. I no longer feel that reporting it will do anything to change the situation."

Social Stigma. A second theme that emerged from Student respondents as to why they did not report sexual interaction to a campus official or staff member was social stigma. Respondents shared, "The process was explained at length and it was noted that there may be another process that may need to follow in addition to the MiraCosta process. It was all humiliating and dehumanizing and I just wanted the behavior to stop," "I was embarrassed about what had happened and didn't recognize how bad it actually was, and didn't feel like telling someone was an option," and "Stigma of being a woman reporting sexual harassment/didn't want a negative reputation as a consequence of reporting." Other respondents stated, "I was embarrassed and scared," and "I felt very embarrassed like no one would believe me if I reported the guy because we were dating."

One respondent elaborated on why they did not feel their report of sexual interaction was addressed appropriately. Owing to no response numbers, no theme was present.

Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of Women respondents (1%, $n = 24$) than Men respondents ($n < 5$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent (Figure 41).[xxxiv] A higher percentage of Queer-spectrum respondents (2%, $n = 9$) than Heterosexual respondents (1%, $n = 15$) experienced unwanted sexual contact.[xxxv] A higher percentage of Not-First-Generation respondents (2%, $n = 17$) than First-Generation respondents (1%, $n = 8$) experienced unwanted sexual contact.[xxxvi]
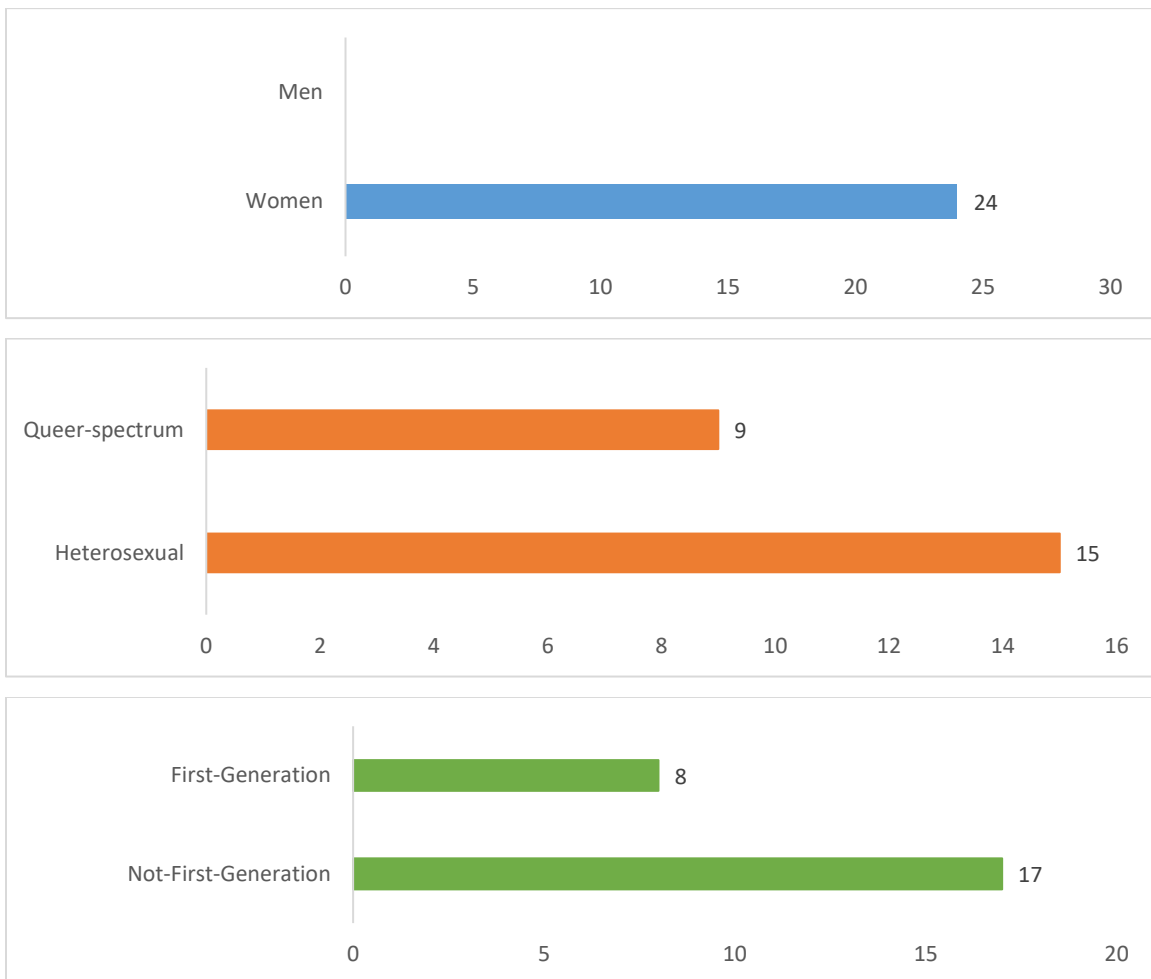
Note: Responses with $n < 5$ are not presented in the figure.

Figure 41. Respondents' Experiences of Unwanted Sexual Contact While at MiraCosta College by Gender Identity, Sexual Identity, and First-Generation Status (n)

Of respondents who indicated they had experienced unwanted sexual contact, 32% ($n = 8$) shared that it happened within the past year, and 28% ($n = 7$) noted that it happened two to four years ago.

Respondents were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 48% ($n = 12$) indicated "yes."

Student respondents were also asked to share what semester in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of unwanted sexual contact happened each fall semester. Of Student respondents who indicated that they experienced unwanted sexual contact, 55% ($n = 12$) noted that it occurred in their first year, and 36% ($n = 8$) noted that it occurred in their second year (Table 60).

Table 60. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	n	%
Prior to first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	6	27.3
First year	12	54.5
Summer semester	*< 5*	*---*
Fall semester	*8*	*66.7*
Spring semester	*< 5*	*---*
Second year	8	36.4
Summer semester	*< 5*	*---*
Fall semester	*< 5*	*---*
Spring semester	*< 5*	*---*
Third year	*< 5*	*---*
Summer semester	*< 5*	*---*
Fall semester	*< 5*	*---*
Spring semester	*0*	*0.0*
Fourth year	0	0.0
Summer semester	*0*	*0.0*
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
After my fourth year	0	0.0

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 22$). Percentages may not sum to 100 as a result of multiple response choices.

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Forty-six percent (*n* = 12) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified current or former dating/intimate partners (39%, *n* = 10) and MiraCosta College students (12%, *n* = 6).

Asked where the unwanted sexual contact incidents occurred, 85% (*n* = 22) of respondents indicated that they occurred off campus and less than five respondents indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as "apartment," "home," and "in a car."

Asked how they felt in response to experiencing unwanted sexual contact, 77% (*n* = 20) each felt distressed or embarrassed, 73% (*n* = 19) felt somehow responsible, 69% (*n* = 18) felt afraid, 62% (*n* = 16) sad, and 54% (*n* = 14) felt angry (Table 61).

Table 61. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	*n*	%
Distressed	20	76.9
Embarrassed	20	76.9
Somehow responsible	19	73.1
Afraid	18	69.2
Sad	16	61.5
Angry	14	53.8
A feeling not listed above	6	23.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 58% ($n = 15$) told a friend, 42% ($n = 11$) avoided the person(s)/venue, 39% ($n = 10$) told a family member, and 27% ($n = 7$) did not do anything (Table 62).

Table 62. Actions in Response to Unwanted Sexual Contact

Action	n	%
I told a friend.	15	57.7
I avoided the person(s)/venue.	11	42.3
I told a family member.	10	38.5
I did not do anything.	7	26.9
I confronted the person(s) later.	6	23.1
I did not know to whom to go.	6	23.1
I confronted the person(s) at the time.	5	19.2
I sought support from off-campus hotline/advocacy services.	5	19.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 26$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B89 in Appendix B.

Eighty-eight percent ($n = 22$) of respondents did not report the unwanted sexual contact and less than five respondents reported the incident(s) (Table 63).

Table 63. Respondents' Experiences With Reporting Unwanted Sexual Contact

Reporting the unwanted sexual contact	n	%
No, I did not report it.	22	88.0
Yes, I reported it.	< 5	---
Yes, I reported the conduct and was satisfied with the outcome.	0	0.0
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	< 5	---
Yes, I reported the conduct, but felt that it was not addressed appropriately.	< 5	---
Yes, I reported the conduct and the outcome is still pending.	0	0.0
Yes, I reported the conduct, but the outcome was not shared.	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 26$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Nineteen Faculty, Staff, and Student respondents elaborated on why they did not report unwanted sexual contact to a campus official or staff member. One theme emerged from Student respondents: fear. No themes emerged from Faculty or Staff respondents.

<u>Student</u>

Fear. The one theme that emerged from Student respondents as to why they did not report unwanted sexual contact to a campus official or staff member was fear. Respondents shared, "I was scared," "A lot of people knew who he was and that he was a jerk and if someone ever told on him, he would be really angry and telling on him was never the right thing to do," "I was scared of the person and I felt stuck in the relationship and thought no one would believe me. I don't think he recognized it as rape, and I was unsure that that's what it was. I felt greatly pressured in doing things and felt like I had no alternative as I was afraid of angering him. He was very manipulative, and I was very easily manipulated," and "I did not want to affect my legal status here. I am an immigrant part of the DACA program. I did not want to ruin that."

One respondent elaborated on why they did not feel their report of unwanted sexual contact was addressed appropriately. Owing to no response numbers, no theme was present.

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at MiraCosta College (Table 64). Ninety-two percent (*n* = 2,572) of respondents "strongly agreed" or "agreed" that they were aware of the definition of Affirmative Consent, and 86% (*n* = 2,396) of respondents "strongly agreed" or "agreed" that they generally were aware of the role MiraCosta College Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-seven percent (*n* = 2,155) of respondents "strongly agreed" or "agreed" that they knew how and where to report such incidents.

Eighty-four percent (*n* = 2,321) of respondents "strongly agreed" or "agreed" that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 83% (*n* = 2,311) of respondents "strongly agreed" or "agreed" that they generally were aware of the campus resources listed on the survey.

Ninety-four percent (*n* = 2,617) of respondents "strongly agreed" or "agreed" that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Eighty-five percent (*n* = 2,350) of respondents "strongly agreed" or "agreed" that they understood that MiraCosta College standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Eighty-two percent (*n* = 2,283) of respondents "strongly agreed" or "agreed" that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in MiraCosta College Safety and Security Report. Ninety percent (*n* = 2,495) of respondents "strongly agreed" or "agreed" that they knew that MiraCosta College sends/posts a College Police Department Special Bulletin/Campus Community Alert to the campus community when such an incident occurs.

Table 64. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	1,770	63.2	802	28.7	143	5.1	65	2.3	19	0.7
I am generally aware of the role of MiraCosta College Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	1,439	51.5	957	34.3	234	8.4	123	4.4	40	1.4
I know how and where to report such incidents.	1,233	44.2	922	33.1	310	11.1	276	9.9	46	1.7
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,382	49.8	939	33.9	254	9.2	162	5.8	37	1.3
I am generally aware of the campus resources listed here: [Students: http://www.miracosta.edu/studentservices/care/resourcs.html and Faculty/Staff: http://www.miracosta.edu/hr/benefits_counselingservices.html].	1,282	46.0	1,029	36.9	295	10.6	142	5.1	37	1.3
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	1,799	64.5	818	29.3	138	4.9	19	0.7	14	0.5
I understand that MiraCosta College standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,437	51.7	913	32.8	309	11.1	95	3.4	28	1.0
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in MiraCosta College Safety & Security Report.	1,374	49.4	909	32.7	285	10.3	166	6.0	46	1.7

Table 64. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I know that MiraCosta College sends/posts a College Police Department Special Bulletin/Campus Community Alert to the campus community when such an incident occurs.	1,638	58.8	857	30.7	190	6.8	78	2.8	25	0.9

Summary

Eighty-six percent (*n* = 2,409) of respondents were "very comfortable" or "comfortable" with the climate at MiraCosta College, and 71% (*n* = 407) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positively toward their campus climate. Although Faculty and Staff respondents at MiraCosta College similarly rated their department/program or work unit climates, MiraCosta College respondents held more positive views about the overall climate at MiraCosta College.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At MiraCosta College, 13% (*n* = 393) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on position, ethnicity, and age. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Harper, 2015; Harper & Hurtado, 2007; Ellis, Powell, Demetriou, Huerta-Bapat, & Panter, 2018; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman, Woodford, & Nicolazzo, 2017; Sue, 2010).

Thirteen percent ($n = 357$) of MiraCosta College survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at MiraCosta College that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity, ethnicity, political views, and gender/gender identity. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

Five percent ($n = 144$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% ($n = 36$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 58$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 3% ($n = 70$) experiencing sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 1% ($n = 26$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the MiraCosta College community.

[xxvi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2 (1, N = 2,717) = 13.7, p < .001$.

[xxvii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2 (1, N = 2,600) = 7.1, p < .01$.

[xxviii] A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced stalking by income status: $\chi^2 (1, N = 2,162) = 4.0, p < .05$.

[xxix] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status: $\chi^2 (2, N = 2,815) = 14.5, p < .001$.

[xxx] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2 (1, N = 2,717) = 12.5, p < .001$.

[xxxi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity: $\chi^2 (2, N = 2,715) = 14.3, p < .001$.

[xxxii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2 (2, N = 2,600) = 37.9, p < .001$.

[xxxiii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2 (2, N = 2,769) = 6.5, p < .05$.

[xxxiv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2 (1, N = 2,717) = 9.2, p < .01$.

[xxxv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2 (1, N = 2,600) = 8.2, p < .01$.

[xxxvi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by first-generation status: $\chi^2 (1, N = 2,769) = 9.0, p < .01$.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at MiraCosta College (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus, and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that were unfair or unjust or that would inhibit diversifying the community at MiraCosta College (Table 65).[53]

Table 65. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community

Response		Hiring practices		Procedures or practices related to promotion, tenure, rehire, or reclassification		Employment-related discipline or action	
		n	%	*n*	%	*n*	%
No		**408**	**71.5**	**421**	**73.6**	**507**	**88.6**
	Faculty	195	71.2	215	77.9	245	88.4
	Staff	213	71.7	206	69.6	262	88.8
Yes		**163**	**28.5**	**151**	**26.4**	**65**	**11.4**
	Faculty	79	28.9	61	22.1	32	11.6
	Staff	84	28.3	90	30.4	33	11.2

Note: Table reports responses only from Faculty and Staff respondents (*n* = 578).

Twenty-nine percent (*n* = 163) of Faculty and Staff respondents indicated that they had observed hiring practices at MiraCosta College (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at MiraCosta College, 36% (*n* = 59) noted it was based on nepotism/cronyism, 23% (*n* = 38) on racial identity, and 20% (*n* = 33) on ethnicity.

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[53] Per the CSWG, for analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Subsequent analyses[54] revealed the following statistically significant differences:

- By racial identity, 40% ($n = 28$) of Multiracial Employee respondents, 25% ($n = 17$) of Employee Respondents of Color, 30% ($n = 30$) of Hispanic/Latinx/Chicanx respondents, and 24% ($n = 67$) of White/European American Employee respondents indicated that they had observed discriminatory hiring practices.[xxxvii]

- By sexual identity, 39% ($n = 20$) of Queer-spectrum Employee respondents and 26% ($n = 122$) of Heterosexual Employee respondents indicated that they had observed discriminatory hiring practices.[xxxviii]

Qualitative comment analyses

Seventy-five Faculty and Staff respondents elaborated on their observations of unjust hiring practices at MiraCosta College. Three themes emerged from all respondents: cronyism, diversity hiring criterion, and discriminatory hiring practices. One theme emerged for Associate Faculty respondents: unjust advancement opportunities.

Cronyism. One theme that emerged from all respondents related to observations of unjust hiring practices was cronyism. A respondent shared, "First off, the same people are asked to be on hiring committees and no one else is offered the chance. It's like a secret group gets to decide all the hiring. Secondly, in the hiring committee I sat on, I ranked the person lowest because of their responses to the questions, but this campus allows external information to be brought into the hiring and friends of friends are hired over more qualified individuals, or those who perform better in the interview." Another respondent added, "Hiring practices at MiraCosta college are inconsistent. It is apparent that nepotism is especially an issue at MiraCosta. It is clear that those who already have a relationship with someone at MiraCosta receive priority. I have observed individuals getting positions without being interviewed or going through the application process. It is also apparent that many individuals get hired based on connection and not work experience." Other respondents commented, "I noticed that there were a lot of hiring of friends and family," "I believe qualified candidates are passed up for opportunities and there are a lot of cases of nepotism. Ironically, administrators will call nepotism into question but allow it for children or

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[54] Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, military status, citizenship status, and years of service at MiraCosta College; only significant differences are reported.

siblings," and "In at least two cases, the best person for the job was not forwarded for consideration because others on the committee clearly had favorites due to existing working relationships with them."

Diversity Hiring Criterion. A second theme that emerged from all respondents related to observations of unjust hiring practices was the use of diversity as a hiring criterion. One respondent shared, "Job searches have been called off because the pool is not diverse enough, regardless of the candidate's qualifications. The best man, woman, transgender, whatever should get the job. I am not a white male but starting to feel sorry for how discriminated they are, especially older ones." Another respondent added, "Hiring training instructs committee members NOT to consider race, gender, sexual orientation, etc. when evaluating potential candidates. Basically, we are told that according to the law, we are to be a meritocracy, where each person is evaluated solely on their skills and abilities. However, it has been quite obvious that more diverse candidates ARE being preferred. I've personally observed candidates being pushed forward simply because of their race, gender, sexual orientation, etc., despite being less qualified and/or having a poorer interview. This is, quite simply, illegal. Advertising to and recruiting diverse candidates is encouraged and completely legal, but once the interviews begin, diversity should not be considered as a criteria." Other respondents commented, "Hiring committee members ranking prospective candidates higher and lower simply because of the racial identity of the candidate," "I was a on hire committee that wanted to put forward a candidate who was not a good instructor (based on what we saw in a teaching demonstration) because she was a woman of color," and "I've observed failed job searches due to what administration says is a 'not diverse enough' pool of applicants even though the applicant pool was good and there were very qualified persons applying for those positions. I understand diversity is important but when you have really good candidates for a position and you choose to create a failed search because the pool was not diverse enough, it boggles my mind. You should be hiring the best candidate for the job based on their qualifications and not because of the color of their skin or their ethnic background."

Discriminatory Hiring Practices. A third theme that emerged from all respondents related to observations of unjust hiring practices was discriminatory hiring practices. Some respondents referred to racist hiring practices, as one respondent described, "Equal Employment Opportunity

compliance representatives on hiring committees are only looking for egregious comments and behavior, but there are many racial microaggressions that are perpetuated, especially during selection and deliberation processes. As an example of an overt comment, on one hiring committee I participated in, a committee member made reference to the candidate as looking like XYZ and that that person had the same exact nose. What the hell does that mean? The candidate was Latinx and the reference was also, while the committee member was white. As an example of a more coded microaggression, an administrator said that a particular candidate did not get hired because they did not realize the salary schedule would be lower and decided to bow out of the contest. This administrator went out of their way to call the candidate, inform them of the salary schedule (one that could have been found online). I can only imagine it was done to dissuade the candidate from taking the offer." Another respondent added, "Two candidates were applying for a position and the committee ranked the Latinx candidate higher overall. The chair of the committee is allowed to choose the top candidate(s) to go to the next level of interviews. Both are sent to the second interview (a White candidate and a Latinx candidate), even though the Latinx candidate had more points. The chair of the hiring committee said we need to send two candidates forward. The one who was hired was the one who had less points overall and she happened to be White, while the one with the most points was Latinx. Unbelievable that this college allows things like this to happen in the hiring process! We need to change this from happening again." Other respondents included, "I think we've made great strides toward improving our hiring practices. I have, however, witnessed racial/political stereotyping at the second interview level," "I encountered a department chair whom I asked about being hired for a teaching position. The faculty member remarked that I should apply, ONLY BECAUSE OF THE IDENTITY GROUP TO WHICH I BELONG. They said these words exactly. My merit as a potential teacher did not even come up once in this conversation," and "I think there are some faculty who are white males that feel uncomfortable or threatened by job applicants who are highly accomplished women of color. I don't know why this happens, but my guess is that these men are not accustomed to seeing women of color in positions of power, so they do not treat them as equals."

Associate Faculty

Unjust Advancement Opportunities. One theme that emerged for Associate Faculty respondents related to observations of unjust hiring practices was unjust career advancement opportunities.

Respondents shared, "Meet requirements from job announcement, have taught the classes the advertising emphasizes and had more time hired at MiraCosta College as associative faculty. Worked at four different districts around the county and did not even get a first level interview," "Hiring outside people while not hiring inhouse even though people have been at the college for decades. It's an opaque process with easy excuses made for why hires are done over associates. There is no clear process for the hiring of associates for tenure-track positions because the college (and academic in general) don't want a clear process because if they did it would end the exploitative nature of associate work and the financial systems of colleges and universities could not take it without harming the interests of administrators (especially) and tenured faculty," "Our department has hired several 'associate' faculty who only appeared in the department a few semesters before being hired. There were also clear biases towards some part-timers in the department. They frequently hire tenured and or full-time professors from other schools with the justification that they have experience in accreditation/SLO's/etc. while they do not give current associates the opportunity to participate in these processes," and "In the 4 years I have been at this college I have applied for many, many, many jobs within my field and have not even gotten an interview. I always apply to positions that I know I am qualified for, yet I get reject letters 100% of the time."

Twenty-six percent ($n = 151$) of Faculty and Staff respondents indicated that they had observed promotion, tenure, rehire, and reclassification practices at MiraCosta College that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 33% ($n = 49$) noted that they believed the unjust practices were based on nepotism/cronyism, 16% ($n = 24$) on position status, and 13% ($n = 20$) on length of service at MiraCosta College.

Subsequent analyses[55] revealed the following statistically significant differences:

- By position status, 22% ($n = 61$) of Faculty respondents and 30% ($n = 90$) of Staff respondents indicated that they had observed unjust promotion, tenure, rehire, and reclassification practices.[xxxix]

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[55] Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

- By racial identity, 37% ($n = 26$) of Multiracial Employee respondents, 22% ($n = 61$) of White/European American Employee respondents, 28% ($n = 28$) of Hispanic/Latinx/Chicanx Employee respondents, and 19% ($n = 13$) of Employee Respondents of Color indicated that they had observed unjust promotion, tenure, rehire, and reclassification practices.[xl]

- By disability status, 42% ($n = 16$) of Employee Respondents with a Single Disability, 30% ($n = 7$) of Employee Respondents with Multiple Disabilities, and 24% ($n = 121$) of Employee Respondents with No Disability indicated that they had observed unjust promotion, tenure, rehire, and reclassification practices.[xli]

Qualitative comment analyses

Fifty-six Faculty and Staff respondents elaborated on their observations of unjust hiring behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification. One theme emerged from Staff respondents: reclassification bias. No themes emerged from Faculty respondents.

Staff

Reclassification Bias. One theme that emerged from Staff respondents in regard to their observations of unjust hiring behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification was reclassification bias. One respondent shared, "Staff were forced to participate in the RSG reclassification study. Faculty refused. The current reclassification process seems administrative and pre-determined by what HR/administration compares your position with." Another respondent added, "The reclassification process was not explained in a way that made you think that your status was being jeopardized if you did not have the language to describe your work. There was not a lot of support from supervisors during the process. Title changes based on words on a paper without proof of the work." Other respondents added, "I was part of a classification review for an employee at the college who was working very out-of-class. This person submitted a classification review request and... long story short... his classification was denied. Instead, administration made up a story that the position needed to be put into program review for that position because the department already had too many employees working in that job class. That rule does not exist, but it was admins way of punishing the department for allowing this

employee to work so far out-of-class for so long," and "Practices are unjust due to the inability to provide detailed information of positions and benchmarks to each position classification. The re-classification process is left to chance based on a certain percentage of change, and no back-pay is offered for working out of class. The current system is inequitable and is not consistent with the California Community Colleges."

Eleven percent ($n = 65$) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at MiraCosta College that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses indicated that of those individuals, 19% ($n = 12$) noted that they believed the discrimination was based on position status and 14% ($n = 9$) on work performance.

Subsequent analyses[56] revealed the following statistically significant difference:

- By disability status, 25% ($n = 15$) of Employee Respondents with At Least One Disability and 10% ($n = 48$) of Employee Respondents with No Disability indicated that they had observed unjust employment-related discipline or action.[xlii]
- By military status, 22% ($n = 17$) of Military Employee respondents and 9% ($n = 44$) of Non-Military Employee respondents indicated that they had observed unjust employment-related discipline or action.[xliii]

Qualitative comment analyses

Twenty-two Faculty and Staff respondents elaborated on their observations of employment-related discipline or action, up to and including dismissal practices. One theme emerged from all Tenured Faculty and Staff respondents: protected behavior. No themes emerged from Associate Faculty or Administrator respondents.

Tenured Faculty & Staff

Protected Behavior. One theme that emerged from all Tenured Faculty and Staff respondents was protected behavior. One respondent shared, "A male faculty who was the subject of worker and student complaints and who had made inappropriate statements in a group email to which I

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[56] Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

was a party was supported by FA and is still employed here. I find this outrageous and it makes me feel unvalued and unsupported as a female professional and fellow faculty." Another respondent added, "MiraCosta is slow to take disciplinary action and is too worried about protecting their image. There are people at MiraCosta who are not here for students, who have demonstrated biased positions, and are still safely employed." Other respondents commented, "This is based on who has more power/privilege. I believe that some faculty/staff work harder than others but if someone with more authority/power complains or does not like them, it does not matter how good someone performs, they could still be disciplined. Also, discipline is inconsistent," "Years of hostile behavior is supported by other faculty and administrators due to longevity of the staff member's employment. Staff member is protected because works exclusively to support college PR," and "Problem was not firing an ongoing aggressive employee because of employment duration at MiraCosta."

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 281$) about their opinions regarding various issues specific to workplace climate and faculty work. Question 36 queried Tenured and Tenure-Track Faculty respondents ($n = 114$), Question 38 addressed Associate Faculty respondents ($n = 167$), and Question 40 addressed Faculty respondents ($n = 281$). Chi-square analyses were conducted by faculty status (tenured/tenure-track or associate), gender identity, racial identity, sexual identity, and years of service at MiraCosta College. Chi-square analyses were not able to be conducted owing to the small number of Tenured/Tenure-Track Faculty respondents.

Table 66 illustrates that 80% (*n* = 90) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria for tenure were clear. Sixty-eight percent (*n* = 77) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria for the tenure review process (for tenure-track faculty) or peer review process (for tenured faculty) were applied equally to faculty in their discipline. Sixty-nine percent (*n* = 76) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were supported and mentored during the tenure-track years. Twelve percent (*n* = 13) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that MiraCosta College faculty who qualify for delaying their tenure-clock felt empowered to do so.

Table 66. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	**44**	**38.9**	**46**	**40.7**	**13**	**11.5**	**9**	**8.0**	**< 5**	**---**
The criteria for tenure review process (for tenure-track faculty) or peer-review process (for tenured faculty) are applied equally to faculty in my discipline.	**43**	**38.1**	**34**	**30.1**	**10**	**8.8**	**18**	**15.9**	**8**	**7.1**
Supported and mentored during the tenure-track years.	**36**	**32.7**	**40**	**36.4**	**11**	**10.0**	**16**	**14.5**	**7**	**6.4**
MiraCosta College faculty who qualify for delaying their tenure-clock feel empowered to do so.	**6**	**5.4**	**7**	**6.3**	**83**	**74.8**	**9**	**8.1**	**6**	**5.4**

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 114).

Table 67 illustrates that 43% (*n* = 48) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by MiraCosta College. Eighty-nine percent (*n* = 100) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that teaching was valued by MiraCosta College. Eighty percent (*n* = 90) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued by MiraCosta College. Eighty-three percent (*n* = 93) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that professional growth/development were valued by MiraCosta College. Sixty-five (*n* = 72) of Tenured and Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 67. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Research is valued by MiraCosta College.	15	13.3	33	29.2	30	26.5	23	20.4	12	10.6
Teaching is valued by MiraCosta College.	52	46.4	48	42.9	5	4.5	< 5	---	< 5	---
Service contributions are valued by MiraCosta College.	41	36.6	49	43.8	12	10.7	9	8.0	< 5	---
Professional growth/development are valued by MiraCosta College.	41	36.6	52	46.4	15	13.4	< 5	---	< 5	---
Pressured to change my research/scholarship agenda to achieve tenure.	< 5	---	6	5.4	30	27.0	30	27.0	42	37.8

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 114).

Fifty-one percent (*n* = 57) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 68). Fifty-two percent (*n* = 58) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, mentoring, helping with student groups and activities) than did their colleagues. Thirty-six percent (*n* = 40) of Tenured and Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure.

Table 68. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	**22**	**19.5**	**35**	**31.0**	**22**	**19.5**	**23**	**20.4**	**11**	**9.7**
I perform more work to help students than do my colleagues.	**26**	**23.4**	**32**	**28.8**	**33**	**29.7**	**17**	**15.3**	**< 5**	**---**
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in the tenure evaluation process.	**< 5**	**---**	**5**	**4.5**	**64**	**57.7**	**23**	**20.7**	**17**	**15.3**

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 114).

Thirty-nine percent (*n* = 44) of Tenured and Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that faculty opinions were taken seriously by senior administrators (Table 69). Sixty-seven percent (*n* = 76) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty opinions were valued within MiraCosta College committees. Twenty-two percent (*n* = 24) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they would like more opportunities to participate in committee assignments which would support criteria for the tenure review process (for tenure-track faculty) or peer review process (for tenured faculty), while 65% (*n* = 73) "strongly agreed" or "agreed" that they had opportunities to participate in committee assignments which would support criteria for the tenure review process or peer review process.

Table 69. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty opinions are taken seriously by senior administrators.	< 5	---	38	33.6	27	23.9	31	27.4	13	11.5
Faculty opinions are valued within MiraCosta College committees.	15	13.3	61	54.0	27	23.9	9	8.0	< 5	---
I would like more opportunities to participate in committee assignments which will support criteria for the tenure review process (for tenure-track faculty) or peer review process (for tenured faculty).	5	4.5	19	17.0	56	50.0	25	22.3	7	6.3
I have opportunities to participate in committee assignments which will support criteria for the tenure review process (for tenure-track faculty) or peer review process (for tenured faculty).	27	23.9	46	40.7	28	24.8	11	9.7	< 5	---

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 114).

Qualitative comment analyses

Thirty Tenured and Tenure-Track Faculty respondents elaborated on their workplace climate. One theme emerged from Tenured Faculty respondents: inadequate leadership. No themes emerged from Tenure-Track Faculty respondents.

<u>Tenured Faculty</u>

Inadequate Leadership. One theme that emerged from Tenured Faculty related to workplace climate was inadequate senior leadership. One respondent shared, "The ONLY thing senior administration is concerned with at MiraCosta College is the public's perception of the college. There is a LOT of smoke and mirrors and many faculty members are getting sick and tired of it. Our college president was recently quoted in an article in the Chronicle of Higher Education saying MiraCosta is a model institution for diversity, equity, and inclusion. Umm…Not quite. Administration throws money at problems (e.g., fly Cornell West in to speak after anti-African American graffiti was found) but won't create spaces that publicly affirm marginalized students and relate the district's commitment to them. Black Student Center, LGBT Pride Center, Latinx Center, and Undocumented Dreamer Centers MUST be created…This Administration needs a reality check." Another respondent added, "Numerous faculty expressed their frustration at the continuous stream of new programs and mandates being initiated by administrators. They come so quickly that faculty barely have time to attempt to implement one before a new one arrives. All of this well-intentioned work takes time away from faculty's primary mission, which is to instruct and support our students. Faculty also asked for time to dialogue with their peers instead of evaluating data, listening to consultants, etc. Despite the concerns raised by faculty, NOTHING has changed. Lip service was given, but we have seen no meaningful changes. Instead, more programs are created, more consultants and administrators are hired, and faculty get busier and busier." Other respondents included, "The climate has worsened over the past year and a half. The teacher morale among associate faculty in particular is quite low. Faculty and staff do not completely believe that their opinions are truly taken seriously. The lines of communication and feeling of teamwork has broken to the point that different groups have no idea what is happening with other groups," "Faculty are consulted less and less and are more and more burdened by crisis style management. This hurts the climate and collegiality of the college," and "Honestly, we have become a top-down institution, whose marching orders are really coming from Sacramento. I don't really see any VPs really standing up to the

president/superintendent, providing vision, etc. We've lost our local vision in place of state mandates, and I could count off any number of examples of that, some comically when we happened to be ahead of the curve yet met with administrative skepticism or indifference until the Sacramento train started lumbering along."

Survey Question 38 queried Associate Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses was only conducted by gender identity and racial identity owing to the low number of respondents in some categories.

Table 70 indicates that 48% ($n = 78$) of Associate Faculty respondents "strongly agreed" or "agreed" that the criteria used for assignment renewal were clear. Thirty-six percent ($n = 59$) of Associate Faculty respondents "strongly disagreed" or "disagreed" that the criteria used for assignment renewal were applied equally to all positions. No statistically significant difference was found between groups.

Seventy-five percent ($n = 122$) of Associate Faculty respondents "strongly agreed" or "agreed" that expectations of their responsibilities were clear. A higher percentage of Women Associate Faculty respondents (51%, $n = 56$) than Men Associate Faculty respondents (29%, $n = 14$) "agreed" with the statement.

Sixty-one percent ($n = 97$) of Associate Faculty respondents "strongly disagreed" or "disagreed" that they had job security. No statistically significant difference was found between groups.

Table 70. Associate Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for assignment renewal are clear.	26	15.9	52	31.7	37	22.6	29	17.7	20	12.2
The criteria used for assignment renewal are applied equally to all positions.	18	11.0	41	25.2	59	36.2	20	12.3	25	15.3
Clear expectations of my responsibilities exist.	50	30.7	72	44.2	20	12.3	12	7.4	9	5.5
Gender identity[xliv]										
Men	19	39.6	14	29.2	5	10.4	7	14.6	< 5	---
Women	30	27.0	56	50.5	14	12.6	5	4.5	6	5.4
I have job security.	< 5	---	31	19.4	28	17.5	41	25.6	56	35.0

Note: Table reports responses only from Associate Faculty respondents ($n = 167$).

Table 71 illustrates that 45% (*n* = 73) of Associate Faculty respondents "strongly agreed" or "agreed" that research was valued by MiraCosta College, and 79% (*n* = 130) of Associate Faculty respondents "strongly agreed" or "agreed" that teaching was valued by MiraCosta College. Seventy-three percent (*n* = 116) of Associate Faculty respondents "strongly agreed" or "agreed" that service was valued by MiraCosta College, and 83% (*n* = 135) of Associate Faculty respondents "strongly agreed" or "agreed" that professional growth/development was valued by MiraCosta College. No statistically significant difference was found between groups.

Table 71. Associate Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Research is valued by MiraCosta College.	37	22.7	36	22.1	61	37.4	18	11.0	11	6.7
Teaching is valued by MiraCosta College.	78	47.3	52	31.5	22	13.3	7	4.2	6	3.6
Service is valued by MiraCosta College.	54	33.8	62	38.8	30	18.8	7	4.4	7	4.4
Professional growth/development is valued by MiraCosta College.	72	44.2	63	38.7	16	9.8	7	4.3	5	3.1

Note: Table reports responses only from Associate Faculty respondents (*n* = 167).

Sixteen percent (*n* = 26) of Associate Faculty respondents "strongly agreed" or "agreed" that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 72). A higher percentage of Men Associate Faculty respondents (13%, *n* = 6) than Women Associate Faculty respondents (*n* < 5) "strongly agreed" with the statement. A higher percentage of White/European American Associate Faculty respondents (40%, *n* = 37) than Associate Faculty Respondents of Color (18%, *n* = 10) "disagreed" that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

Thirty-five percent (*n* = 56) of Associate Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Thirty-seven percent (*n* =

59) of Associate Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that was uncompensated. Thirty-seven percent (*n* = 60) of Associate Faculty respondents "strongly agreed" or "agreed" that their opinions were taken seriously by senior administrators, and 53% (*n* = 87) of Associate Faculty respondents "strongly agreed" or "agreed" that their opinions were taken seriously by deans and department chairs. No statistically significant difference was found between groups.

Table 72. Associate Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree *n*	%	Agree *n*	%	Neither agree nor disagree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	**8**	**5.0**	**18**	**11.2**	**69**	**42.9**	**48**	**29.8**	**18**	**11.2**
Gender identity[xlv]										
Men	6	12.8	< 5	---	16	34.0	17	36.2	5	10.6
Women	< 5	---	14	12.7	52	47.3	29	26.4	13	11.8
Racial identity[xlvi]										
White/European American	< 5	---	10	10.8	32	34.4	37	39.8	12	12.9
People of Color	5	8.8	6	10.5	30	52.6	10	17.5	6	10.5
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	**27**	**16.8**	**29**	**18.0**	**64**	**39.8**	**37**	**23.0**	**< 5**	**---**
Pressured to do extra work that is uncompensated.	**26**	**16.1**	**33**	**20.5**	**37**	**23.0**	**43**	**26.7**	**22**	**13.7**
Associate faculty opinions are taken seriously by senior administrators (e.g., president, administrators).	**17**	**10.4**	**43**	**26.2**	**48**	**29.3**	**24**	**14.6**	**32**	**19.5**
Associate faculty opinions are taken seriously by deans and department chairs.	**38**	**23.0**	**49**	**29.7**	**27**	**16.4**	**25**	**15.2**	**26**	**15.8**

Note: Table reports responses only from Associate Faculty respondents (*n* = 167).

Qualitative comment analyses

Sixty-two Associate Faculty respondents elaborated on their workplace climate. One theme emerged from respondents: job insecurity.

Associate Faculty

Job Insecurity. One theme that emerged from Associate Faculty respondents related to workplace climate was job insecurity. One respondent shared, "As an associate faculty instructor, I do not feel that my position is secure and have no way of knowing how long MiraCosta plans on keeping me as an instructor. I love my classes and I've been a part of the MiraCosta community since I was a student here, but I feel that my position as part-time will continue for longer than I can afford with no set plans or guarantees to become full-time in my department. This is extremely troublesome for me and puts pressure on me to pursue work elsewhere." Other respondents added, "As an associate it feels as if the rug can come out from underneath you at the slightest moment. A single student making a baseless complaint can undermine my career," "Being an associate professor is not a secure position. I could be dropped at any time, and each semester is nerve-racking waiting for the next semester's assignment," "I am constantly concerned that I will lose my part time position. I am constantly worried that any negative comments by students will result in the loss of my position or a clerical error on my part. I feel I am always watched more closely than the full-time faculty and that I am not respected - did I make each and every deadline, include everything necessary, there is no room for error. It's exhausting and makes it hard to be creative in the classroom," and "Again, having been told for 12+ years that I am part-time, temporary, and easily replaced, I know where I stand. When a class of mine was canceled this semester, students knew before I did."

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 73). Chi-square analyses were conducted by faculty status (tenured or tenure-track or associate), gender identity, racial identity, sexual identity, and years of service at MiraCosta College.

Seventy-two percent ($n = 199$) of Faculty respondents "strongly agreed" or "agreed" that salaries for tenure-track faculty positions were competitive. No statistically significant differences were found between groups.

Sixty-one percent ($n = 168$) of Faculty respondents "strongly disagreed" or "disagreed" that salaries for associate faculty were competitive. A higher percentage of Tenured/Tenure-Track Faculty respondents (32%, $n = 36$) than Associate Faculty respondents (19%, $n = 31$) "strongly agreed" with the statement.

Forty-five percent ($n = 123$) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. A higher percentage of Tenured/Tenure-Track Faculty respondents (54%, $n = 60$) than Associate Faculty respondents (4%, $n = 7$) "strongly agreed" with the statement. A higher percentage of Men Faculty respondents (32%, $n = 30$) than Women Faculty respondents (14%, $n = 24$) "agreed" that health insurance benefits were competitive.

Twenty-six percent ($n = 69$) of Faculty respondents "strongly agreed" or "agreed" that child care benefits were competitive. A higher percentage of Tenured/Tenure-Track Faculty respondents (21%, $n = 23$) than Associate Faculty respondents (4%, $n = 7$) "strongly agreed" with the statement.

Forty-nine percent ($n = 134$) of Faculty respondents "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive. A higher percentage of Tenured/Tenure-Track Faculty respondents (34%, $n = 38$) than Associate Faculty respondents (8%, $n = 12$) "strongly agreed" with the statement.

Table 73. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	**125**	**45.5**	**74**	**26.9**	**68**	**24.7**	**< 5**	**---**	**< 5**	**---**
Salaries for associate professors are competitive.	**67**	**24.5**	**101**	**36.9**	**55**	**20.1**	**27**	**9.9**	**24**	**8.8**
Faculty status[xlvii]										
Associate	31	19.3	59	36.6	26	16.1	21	13.0	24	14.9
Tenured/Tenure-Track	36	31.9	42	37.2	29	25.7	6	5.3	0	0.0
Health insurance benefits are competitive.	**67**	**24.5**	**56**	**20.4**	**78**	**28.5**	**46**	**16.8**	**27**	**9.9**
Gender identity[xlviii]										
Men	18	19.1	30	31.9	24	25.5	14	14.9	8	8.5
Women	46	27.2	24	14.2	53	31.4	29	17.2	17	10.1
Faculty status[xlix]										
Associate	7	4.3	17	10.5	71	43.8	43	26.5	24	14.8
Tenured/Tenure-Track	60	53.6	39	34.8	7	6.3	< 5	---	< 5	---
Child care benefits are competitive.	**30**	**11.1**	**39**	**14.4**	**161**	**59.6**	**23**	**8.5**	**17**	**6.3**
Faculty status[l]										
Associate	7	4.4	9	5.7	113	71.1	15	9.4	15	9.4
Tenured/Tenure-Track	23	20.7	30	27.0	48	43.2	8	7.2	< 5	---
Retirement/supplemental benefits are competitive.	**50**	**18.4**	**84**	**30.9**	**92**	**33.8**	**25**	**9.2**	**21**	**7.7**
Faculty status[li]										
Associate	12	7.5	39	24.4	73	45.6	19	11.9	17	10.6
Tenured/Tenure-Track	38	33.9	45	40.2	19	17.0	6	5.4	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 281).

Twenty-five percent ($n = 67$) of Faculty respondents "strongly agreed" or "agreed" that MiraCosta College provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 74). A higher percentage of Tenured/Tenure-Track Faculty respondents (13%, $n = 14$) than Associate Faculty respondents (3%, $n = 5$) "strongly agreed" with the statement.

Fifty-seven percent ($n = 155$) of Faculty respondents "strongly agreed" or "agreed" that their colleagues included them in opportunities that would help their career as much as they did others in their position. A higher percentage of Tenured/Tenure-Track Faculty respondents (30%, $n = 33$) than Associate Faculty respondents (14%, $n = 23$) "strongly agreed" with the statement.

Sixty-seven percent ($n = 181$) of Faculty respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. Seventy-seven percent ($n = 210$) of Faculty respondents "strongly agreed" or "agreed" that MiraCosta College provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). A higher percentage of Tenured/Tenure-Track Faculty respondents (49%, $n = 55$) than Associate Faculty respondents (35%, $n = 56$) "strongly agreed" with the statement.

Table 74. Faculty **Respondents' Perceptions of Work-Life Balance**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
MiraCosta College provides adequate resources to help me manage work-life balance.	**19**	**7.0**	**48**	**17.6**	**117**	**43.0**	**56**	**20.6**	**32**	**11.8**
Faculty status[lii]										
Associate	5	3.1	23	14.3	79	49.1	30	18.6	24	14.9
Tenured/Tenure-Track	14	12.6	25	22.5	38	34.2	26	23.4	8	7.2
My colleagues include me in opportunities that will help my career as much as they did others in my position.	**56**	**20.4**	**99**	**36.1**	**61**	**22.3**	**33**	**12.0**	**25**	**9.1**
Faculty status[liii]										
Associate	23	14.2	59	36.4	37	22.8	24	14.8	19	11.7
Tenured/Tenure-Track	33	29.5	40	35.7	24	21.4	9	8.0	6	5.4
The performance evaluation process is clear.	**74**	**27.3**	**107**	**39.5**	**41**	**15.1**	**29**	**10.7**	**20**	**7.4**
MiraCosta College provides me with resources to pursue professional development.	**111**	**40.7**	**99**	**36.3**	**32**	**11.7**	**22**	**8.1**	**9**	**3.3**
Faculty status[liv]										
Associate	56	34.8	54	33.5	28	17.4	15	9.3	8	5.0
Tenured/Tenure-Track	55	49.1	45	40.2	< 5	---	7	6.3	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 281).

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As noted in Table 75, 58% (n = 158) of Faculty respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at MiraCosta College. A higher percentage of Tenured/Tenure-Track Faculty respondents (41%, n = 46) than Associate Faculty respondents (14%, n = 22) "strongly agreed" with the statement.

Seventy-two percent (n = 197) of Faculty respondents "strongly agreed" or "agreed" that they would recommend MiraCosta College as a good place to work. A higher percentage of Men Faculty respondents (14%, n = 13) than Women Faculty respondents (4%, n = 7) "disagreed" with the statement

Forty-six percent (n = 127) of Faculty respondents "strongly agreed" or "agreed" that they had job security. A higher percentage of Tenured/Tenure-Track Faculty respondents (43%, n = 48) than Associate Faculty respondents (20%, n = 33) "agreed" with the statement.

Table 75. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Positive about my career opportunities at MiraCosta College.	68	24.9	90	33.0	53	19.4	34	12.5	28	10.3
Faculty status[lv]										
Associate	22	13.6	48	29.6	41	25.3	25	15.4	26	16.0
Tenured/Tenure-Track	46	41.4	42	37.8	12	10.8	9	8.1	< 5	---
I would recommend MiraCosta College as a good place to work.	100	36.4	97	35.3	43	15.6	21	7.6	14	5.1
Gender identity[lvi]										
Men	34	37.0	31	33.7	9	9.8	13	14.1	5	5.4
Women	64	37.2	61	35.5	32	18.6	7	4.1	8	4.7
I have job security.	46	16.7	81	29.3	42	15.2	50	18.1	57	20.7
Faculty status[lvii]										
Associate	< 5	---	33	20.2	28	17.2	44	27.0	55	33.7
Tenured/Tenure-Track	43	38.1	48	42.5	14	12.4	6	5.3	< 5	---

Note: Table reports responses only from Faculty respondents (n = 281).

Qualitative comment analyses

Eighty-nine Faculty respondents elaborated on their workplace climate. Three themes emerged for Associate Faculty: pay inequity, family benefits, and job insecurity. No theme emerged from Tenured and Tenured-Track Faculty respondents.

Associate Faculty

Pay Inequity. One theme that emerged for Associate Faculty respondents related to workplace climate was pay inequity. A respondent shared, "While salaries are competitive for both associate and full-time faculty, there's inequity between the two groups at MiraCosta. Hour for hour in the classroom, full-time instructors are paid significantly more for doing the same work as associate faculty." Another respondent added, "There is a huge disparity between the salaries of t/tt faculty and associate faculty. There are even better disparities between senior administrators and everyone else. Get real, you guys! How can you sleep at night knowing how the bloated administrative class has negatively impacted the cost of higher education? Until you admit and begin to resolve this area, I have no trust in the sincerity of your efforts in other areas." Other respondents shared, "The difference in pay between full-time tenure track faculty and adjunct faculty is unjustifiably disparate. The majority of the responsibilities are identical, yet equitable pay is not given," "Externally salaries for AF are competitive, but the issue of whether AF salaries are internally competitive - equal pay for equal work for teaching LHE - are not. That makes me feel like my work is deemed less important or valued," and "It's interesting that you ask if salaries for associate faculty are competitive and not 'Are they fair?'"

Family Benefits. A second theme that emerged from Associate Faculty respondents related to workplace climate was family benefits. Respondents shared, "It is not right that associate faculty cannot put our family on our health plans. While I have great dental and health coverage, my husband and child are forced to have a separate plan that is extremely expensive. It is unfair that full-timers have this benefit, yet associates have to pay more out of our already disproportionally low salaries to make up this health disparity. All while I teach the maximum LHE each semester," "As associate faculty, it would be wonderful to have a path for family medical benefits. I appreciate the opportunity to have sponsored benefits for myself based on my workload but adding my family to that plan would be even better," and "Some colleges offer adjunct faculty health benefits for their family as well, but MCC does not." Other respondents

added, "There are no child care benefits for staff that I am aware of," "Other community colleges in San Diego County offer free medical, dental, and vision insurance for adjunct faculty and their dependents," "Health insurance only covers the individual and not the family. Luckily, I have not needed it so far," and "It would be nice to offer associates and their families healthcare benefits."

Job Insecurity. A third theme that emerged from Associate Faculty respondents related to workplace climate was job insecurity. One respondent shared, "I was cut on the Friday before class started for Fall semester 2019 because full-time faculty needed to meet their guaranteed contract. I had cancelled a planned trip because of the class assignment I received. I had spent a lot of time prepping for the class including spending time learning Canvas so I could use it for class content. It was disappointing to lose the class. I do understand that Associate Faculty assignments aren't guaranteed, but it's hard to prepare and ensure a quality class, when you don't know if you'll actually be teaching." Another respondent added, "The class assignment entitlement for Associate Faculty is based on particular classes and not LHE which does not offer job security for a low enrollment class. This was problematic across campus but annually, classes get put on the 'chopping block' well before the start of the semester when there are still many students adding classes. It becomes up to the instructor to recruit in order to make numbers for the classes. Basically, there is no job security for Associate Faculty." Other respondents included, "Associate faculty does not have job security because we can lose our class(es) at any time and nothing can be done to avoid it," "Zero job security as an associate faculty member. Why bother," and "Job security is an issue for all part time faculty. There should be a non-tenure track faculty position available."

Faculty Respondents' Feelings of Support and Value at MiraCosta College

Seventy-five percent ($n = 210$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by faculty in their department/program (Table 76). No statistically significant differences were found between groups.

Seventy-three percent ($n = 205$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by their department/program chairs. A higher percentage of White/European American Faculty respondents (54%, $n = 86$) than Faculty Respondents of Color (41%, $n = 43$) "strongly agreed" with the statement.

Seventy-two percent ($n = 199$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by other faculty at MiraCosta College. A higher proportion of Tenured/Tenure-Track Faculty respondents (48%, $n = 54$) than Associate Faculty respondents (33%, $n = 54$) "agreed" with the statement.

Ninety-two percent ($n = 255$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by students in the classroom. No statistically significant differences were found between groups.

Fifty percent ($n = 138$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by MiraCosta College senior administrators (e.g., president, administrators). A higher percentage of Tenure/Tenure-Track Faculty respondents (39%, $n = 44$) than Associate Faculty respondents (21%, $n = 35$) "agreed" with the statement.

Table 76. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	**116**	**41.4**	**94**	**33.6**	**29**	**10.4**	**24**	**8.6**	**17**	**6.1**
I feel valued by my department/program chair.	**135**	**48.2**	**70**	**25.0**	**38**	**13.6**	**17**	**6.1**	**20**	**7.1**
Racial identity[lviii]										
White/European American	86	54.1	42	26.4	20	12.6	< 5	---	10	6.3
People of Color	43	41.0	25	23.8	16	15.2	14	13.3	7	6.7
I feel valued by other faculty at MiraCosta College.	**91**	**32.9**	**108**	**39.0**	**41**	**14.8**	**28**	**10.1**	**9**	**3.2**
Faculty status[lix]										
Associate	49	29.9	54	32.9	32	19.5	21	12.8	8	4.9
Tenured/Tenure-Track	42	37.2	54	47.8	9	8.0	7	6.2	< 5	---
I feel valued by students in the classroom.	**170**	**61.2**	**85**	**30.6**	**20**	**7.2**	**< 5**	**---**	**< 5**	**---**
I feel valued by MiraCosta College senior administrators (e.g., president, administrator).	**59**	**21.4**	**79**	**28.6**	**78**	**28.3**	**32**	**11.6**	**28**	**10.1**
Faculty status[lx]										
Associate	33	20.1	35	21.3	57	34.8	17	10.4	22	13.4
Tenured/Tenure-Track	26	23.2	44	39.3	21	18.8	15	13.4	6	5.4

Note: Table reports responses only from Faculty respondents (*n* = 281).

Table 77 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at MiraCosta College. Subsequent analyses were conducted to identify significant differences in responses by faculty status (tenured or tenure-track or associate), gender identity,[57] racial identity,[58] sexual identity, and years of service at MiraCosta College.

Twenty-six percent ($n = 72$) of Faculty respondents "strongly agreed" or "agreed" that faculty in their departments/school prejudged their abilities based on their perception of their identity/background. Twenty-two percent ($n = 60$) of Faculty respondents "strongly agreed" or "agreed" that their department/school chairs prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Fifty percent ($n = 140$) of Faculty respondents "strongly agreed" or "agreed" that MiraCosta College encouraged free and open discussion of difficult topics. A higher percentage of Associate Faculty respondents (26%, $n = 42$) than Tenured/Tenure-Track Faculty respondents (10%, $n = 11$) "strongly agreed" with the statement. A higher percentage of White/European American Faculty respondents (37%, $n = 58$) than Faculty Respondents of Color (23%, $n = 24$), along with a higher percentage of Faculty Respondents Employed 0 to 5 Years (38%, $n = 42$) than Faculty Respondents Employed 6 to 10 Years (18%, $n = 11$) "agreed" that MiraCosta College encouraged free and open discussion of difficult topics.

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[57] Gender identity was recoded to Men and Women.
[58] Racial identity was recoded to White/European American and People of Color.

Table 77. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that faculty in my department/school prejudge my abilities based on their perception of my identity/background.	**25**	**9.0**	**47**	**16.9**	**76**	**27.3**	**75**	**27.0**	**55**	**19.8**
I think that my department/school chair prejudges my abilities based on their perception of my identity/background.	**23**	**8.3**	**37**	**13.4**	**72**	**26.1**	**65**	**23.6**	**79**	**28.6**
I believe that MiraCosta College encourages free and open discussion of difficult topics.	**53**	**19.0**	**87**	**31.2**	**61**	**21.9**	**46**	**16.5**	**32**	**11.5**
Racial identity[lxi]										
White/European American	34	21.5	58	36.7	27	17.1	22	13.9	17	10.8
People of Color	17	16.2	24	22.9	31	29.5	22	21.0	11	10.5
Years of service[lxii]										
0 – 5 years	26	23.6	42	38.2	24	21.8	13	11.8	5	4.5
6 - 10 years	13	21.0	11	17.7	9	14.5	19	30.6	10	16.1
11- 19 years	7	10.6	19	28.8	18	27.3	10	15.2	12	18.2
Over 20 years	7	20.0	14	40.0	7	20.0	< 5	---	< 5	---
Faculty status[lxiii]										
Associate	42	25.5	57	34.5	30	18.2	21	12.7	15	9.1
Tenured/Tenure-Track	11	9.6	30	26.3	31	27.2	25	21.9	17	14.9

Note: Table reports responses only from Faculty respondents (*n* = 281).

Forty-three percent (*n* = 119) of Faculty respondents "strongly agreed" or "agreed" that their research/scholarship was valued (Table 78). No statistically significant differences were found between groups.

Seventy-seven percent (*n* = 215) of Faculty respondents "strongly agreed" or "agreed" that their teaching was valued. A higher percentage of Men Faculty respondents (11%, *n* = 10) than Women Faculty respondents (3%, *n* = 5) "strongly disagreed" that their teaching was valued.

Sixty-six percent (*n* = 186) of Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued. A higher percentage of Tenure/Tenure-Track Faculty respondents (50%, *n* = 57) than Associate Faculty respondents (30%, *n* = 50) "agreed" that their service contributions were valued.

Table 78. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that my research/scholarship is valued.	**48**	**17.5**	**71**	**25.9**	**105**	**38.3**	**28**	**10.2**	**22**	**8.0**
I feel that my teaching is valued.	**104**	**37.3**	**111**	**39.8**	**28**	**10.0**	**21**	**7.5**	**15**	**5.4**
Gender identity[lxiv]										
Men	35	37.6	37	39.8	8	8.6	< 5	---	10	10.8
Women	65	37.1	70	40.0	18	10.3	17	9.7	5	2.9
I feel that my service contributions are valued.	**79**	**28.2**	**107**	**38.2**	**54**	**19.3**	**27**	**9.6**	**13**	**4.6**
Faculty status[lxv]										
Associate	51	30.7	50	30.1	38	22.9	17	10.2	10	6.0
Tenured/Tenure-Track	28	24.6	57	50.0	16	14.0	10	8.8	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 281)

Staff Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at MiraCosta College. Frequencies and significant differences based on gender identity, racial identity,[59] sexual identity, and years of service at MiraCosta College are provided in Table 79 through Table 82.[60]

Seventy-one percent (*n* = 209) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 79). No statistically significant differences were found between groups.

Seventy-four percent (*n* = 216) of Staff respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Sixty-four percent (*n* = 189) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups.

Table 79. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	**129**	**43.7**	**80**	**27.1**	**44**	**14.9**	**29**	**9.8**	**13**	**4.4**
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	**120**	**41.0**	**96**	**32.8**	**53**	**18.1**	**18**	**6.1**	**6**	**2.0**
I am included in opportunities that will help my career as much as others in similar positions.	**91**	**31.0**	**98**	**33.3**	**45**	**15.3**	**38**	**12.9**	**22**	**7.5**

Note: Table reports responses only from Staff respondents (*n* = 297).

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[59] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White/European American.

[60] Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 80 illustrates that 64% (*n* = 187) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. No statistically significant differences were found between groups.

Forty-four percent (*n* = 129) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was productive. A higher percentage of White/European American respondents (24%, *n* = 30) than Staff Respondents of Color (12%, *n* = 17) "disagreed" that the performance evaluation was productive.

Table 80. Staff Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The performance evaluation process is clear.	**102**	**34.7**	**85**	**28.9**	**49**	**16.7**	**42**	**14.3**	**16**	**5.4**
The performance evaluation process is productive.	**69**	**23.7**	**60**	**20.6**	**72**	**24.7**	**55**	**18.9**	**35**	**12.0**
Racial identity[lxvi]										
White/European American	27	21.8	24	19.4	26	21.0	30	24.2	17	13.7
People of Color	40	28.4	30	21.3	41	29.1	17	12.1	13	9.2

Note: Table reports responses only from Staff respondents (*n* = 297).

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Table 81 illustrates frequencies and significant differences based on gender identity, racial identity,[61] sexual identity, and years of service at MiraCosta College for several items in survey Question 42.[62]

Seventy-six percent ($n = 224$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found between groups.

Forty-six percent ($n = 135$) of Staff respondents "strongly agreed" or "agreed" that MiraCosta College provided adequate resources to help them to manage work-life balance. No statistically significant differences were found between groups.

Twenty-seven percent ($n = 78$) of Staff respondents "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). No statistically significant differences were found between groups.

Forty-one percent ($n = 119$) of Staff respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). No statistically significant differences were found between groups.

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[61] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White/European American.

[62] Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 81. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
My supervisor provides adequate support for me to manage work-life balance.	136	46.4	88	30.0	32	10.9	18	6.1	19	6.5
MiraCosta College provides adequate resources to help me to manage work-life balance.	49	16.7	86	29.4	107	36.5	32	10.9	19	6.5
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	37	12.6	41	13.9	79	26.9	96	32.7	41	13.9
I perform more work than colleagues with similar performance expectations.	54	18.4	65	22.2	79	27.0	64	21.8	31	10.6

Note: Table reports responses only from Staff respondents (*n* = 297).

Seventy-four percent ($n = 218$) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours (Table 82). A significantly higher percentage of Staff Respondents of Color (44%, $n = 62$) than White/European Staff respondents (26%, $n = 32$) "strongly agreed" that they were able to complete their assigned duties during scheduled hours.

Thirty-six percent ($n = 107$) of Staff respondents "strongly agreed" or "agreed" that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). No statistically significant differences were found between groups.

Thirty-one percent ($n = 89$) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. No statistically significant differences were found between groups.

Seventy-four percent ($n = 218$) of Staff respondents "strongly agreed" or "agreed" that they were given a reasonable time frame to complete assigned responsibilities. A significantly higher percentage of Staff Respondents of Color (39%, $n = 56$) than White/European Staff respondents (26%, $n = 32$) "strongly agreed" with the statement.

Fifty-five percent ($n = 162$) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A significantly higher percentage of Staff Respondents of Color (33%, $n = 47$) than White/European Staff respondents (19%, $n = 24$) "strongly agreed" with the statement.

Sixty-three percent ($n = 184$) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed that values faculty voices more than staff voices. No statistically significant differences were found between groups.

Table 82. Staff Respondents' Perceptions of Workload

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am able to complete my assigned duties during scheduled hours.	**92**	**31.4**	**126**	**43.0**	**39**	**13.3**	**22**	**7.5**	**14**	**4.8**
Racial identity[lxvii]										
White/European American	32	25.8	48	38.7	15	12.1	20	16.1	9	7.3
People of Color	62	43.7	41	28.9	14	9.9	14	9.9	11	7.7
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	**64**	**21.7**	**43**	**14.6**	**72**	**24.4**	**78**	**26.4**	**38**	**12.9**
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	**38**	**13.0**	**51**	**17.5**	**57**	**19.5**	**99**	**33.9**	**47**	**16.1**
I am given a reasonable time frame to complete assigned responsibilities.	**92**	**31.4**	**126**	**43.0**	**39**	**13.3**	**22**	**7.5**	**14**	**4.8**
Racial identity[lxviii]										
White/European American	32	25.8	58	46.8	22	17.7	5	4.0	7	5.6
People of Color	56	39.4	54	38.0	11	7.7	15	10.6	6	4.2
A hierarchy exists within staff positions that allows some voices to be valued more than others.	**84**	**28.7**	**78**	**26.6**	**61**	**20.8**	**45**	**15.4**	**25**	**8.5**
Racial identity[lxix]										
White/European American	24	19.2	42	33.6	31	24.8	16	12.8	12	9.6
People of Color	47	33.3	24	17.0	30	21.3	27	19.1	13	9.2
A hierarchy exists that values faculty voices more than staff voices.	**128**	**43.8**	**56**	**19.2**	**68**	**23.3**	**23**	**7.9**	**17**	**5.8**

Note: Table reports responses only from Staff respondents (*n* = 297).

Qualitative comment analyses

Eighty-two Staff respondents elaborated on their workplace climate. Four themes emerged from respondents related to workplace climate at MiraCosta College: inequitable workload, performance evaluations, faculty/staff hierarchy, and work-life balance.

Staff

Inequitable Workload. One theme that emerged from Staff respondents related to workplace climate at MiraCosta College was inequitable workload. One respondent shared, "When people are clearly unable (or unwilling) to do their job, it seems as though they continue working here without repercussions. I have seen this in my own department, as well as other departments across campus. People aren't performing (or in some cases doing non-mcc work on the clock) without anything happening." Another respondent added, "I see some of my colleagues always working on personal projects and even taking online classes and doing their homework in the office during working hours and do disregard office duties and not attending to students because of their personal work. When I ask for help, they seem to be upset for interrupting whatever they are doing." Other respondents commented, "Competent workers get more work and duties added while some workers have literally nothing to do. Competent workers can add on that additional work by finding ways to do the work more efficiently or adding technological enhancements to help. Administrators and managers need to be more honest with the staff they need and use the staff they have more effectively. Look at ways to change processes to be more efficient. It takes time to manage human resources and it is difficult. Managers complain about workers but do nothing about it," and "Unfair treatment in the work place. Some employees are treated better with little responsibilities while others are given more responsibilities and are expected more while in the same position. There's no accountability from supervisors to manage bad employees. Brings down morale and motivation to perform."

Performance Evaluations. A second theme that emerged from Staff respondents related to workplace climate at MiraCosta College was performance evaluations. Some respondents commented on the current evaluation process, sharing, "The performance appraisal is far too generic. I believe that more open-ended questions could encourage employees to better state what they've accomplished and where they need help as well as provide supervisors with more creative ways to add input. I find that there are only so many ways to say that someone is an

effective communicator. Particularly when doing a review for an employee who has been at the college for more than five years," "I think the survey system for performance evaluations is a flawed system because it's anonymous. People say ridiculous and useless things and you have no way to respond or correct errors in understanding," and "The performance evaluation process needs to have some correlation to pay increase. If there is no negative consequence to having a poor eval, then what is to motivate a person to improve? And if there is no added compensation for a great eval then once again what will motivate a person to work hard year after year and get paid the same as the counterpart with poor performance? I feel the current performance evaluation is a waste of time." Other respondents were not actually aware of the evaluation process, adding, "I am not aware of a performance evaluation process within my department or if it is used. Due to this, I am not actually evaluated, and I am not aware of what I could improve that'll help me perform better within my position. The supervisors and coworkers I had in previous positions at MiraCosta are the individuals I go to for guidance or advice - not my current position," "I've heard there was a performance evaluation training for supervisors, but I don't know what I should expect as an employee," and "I've only been given 3 performance evaluations in my 5 years of working in my positions."

Faculty/Staff Hierarchy. A third theme that emerged from Staff respondents related to workplace climate at MiraCosta College was faculty/staff hierarchy. A respondent shared, "The opinion of Classified Staff isn't always taken into consideration or valued. Faculty call the shots at MiraCosta. I think if I was Faculty, this would not have occurred." Another respondent added, "Very much a hierarchy, faculty are prioritized above all others, including students and staff. I feel like staff are here to serve the faculty in their positions and it is expected from faculty. There is no true partnership. Staff's needs always come second. In the cases that we go above and beyond to prepare for a workshop or exhibitions, we get a thank you because faculty know it is a lot of unpaid work that they get to benefit from without being involved." Other respondents included, "Faculty voice and needs are much more valued at MiraCosta College. This is clear with the extremely high amount of interim and temporary positions. Faculty hiring takes the highest priority but those who also play a large role in the interface with students and getting them the resources that they need are not valued as highly and therefore the hiring of staff is put on the back burner. There are at least 10 positions in which I can think of off the top of my head that need to be filled but have been filled with temporary positions for 6 or more months. The

college doesn't care about the effects that this has on other people in their departments when things potentially shift back," "Staff are clearly not valued in the ways faculty and administrators are," and "Mid-level administration has no value at MiraCosta College. Very top-down structure with only faculty voices heard by the executive level."

Work-Life Balance. A fourth theme that emerged from Staff respondents related to workplace climate at MiraCosta College was work-life balance. One respondent commented, "There is a complete lack of work-life balance for mid-level manager positions. We are expected to be both managers and produce high level work products. This is an impossible task when we are scheduled in back to back meetings the majority of the work week. Many standing meetings feel unnecessary and unproductive." Another respondent shared, "At times I've felt like supervisors/administrators have judged that I value my time away from work with my family. For example, I choose to not keep my work email on my phone because I don't want to constantly be focused on work when I am with my family outside of work hours. In addition, I choose to not always participate in additional happenings around campus in order to go home at the end of the day and spend time with my family. My supervisor, however, is very supportive and I do not feel like they judge in the same way." Other respondents included, "Work life balance does not exist. As a temp worker, I am only allowed to work 18 hours a week. I am given multiple projects/assignments that take up a full work day. My coordinator always asks me to change my schedule and hours on a weekly basis. They always want me at events that I have no business being at, and I am always at guilt when I have to say no. They make me feel that I have to do more work to receive a full-time position. I have done the most work out of all of my colleagues, and I have yet to be asked for a full-time position," "My schedule and workload combined do not allow for any work-life balance," and "For small departments, staff are expected to complete a lot of tasks that aren't always within the scheduled or assigned hours. Faculty are valued more but are only expected to come up with ideas versus making the ideas a reality. There's only a work-life balance if you LEAVE YOUR DESK and SCHEDULE HOURS into your work schedule. It seems that if you're good at your job, your 'reward' is getting more work and heavier expectations placed on you."

Staff Respondents' Feelings of Support and Value at MiraCosta College

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as MiraCosta College's benefits and salary. Table 83 to Table 89 illustrate Staff responses to these items. Analyses were conducted by gender identity, racial identity,[63] sexual identity, years of service at MiraCosta College. Significant differences are presented in the following tables.[64]

Seventy-five percent ($n = 219$) of Staff respondents "strongly agreed" or "agreed" that MiraCosta College provided them with resources to pursue training/professional development opportunities (Table 83). A higher percentage of White/European American Staff respondents (51%, $n = 63$) than Staff Respondents of Color (30%, $n = 43$) "agreed" with the statement.

Sixty-seven percent ($n = 196$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant difference was found between groups.

Table 83. Staff Respondents' Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
MiraCosta College provides me with resources to pursue training/professional development opportunities.	**100**	**34.0**	**119**	**40.5**	**49**	**16.7**	**14**	**4.8**	**12**	**4.1**
Racial identity[lxx]										
White/European American	41	33.1	63	50.8	11	8.9	5	4.0	< 5	---
People of Color	55	38.5	43	30.1	31	21.7	6	4.2	8	5.6
My supervisor provides me with resources to pursue training/professional development opportunities.	**104**	**35.5**	**92**	**31.4**	**51**	**17.4**	**27**	**9.2**	**19**	**6.5**

Note: Table reports responses only from Staff respondents ($n = 297$).

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[63] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White/European American.

[64] Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Fifty-three percent (*n* = 155) of Staff respondents "strongly agreed" or "agreed" that MiraCosta College was supportive of their taking extended leave (e.g., FMLA, parental) (Table 84). No statistically significant differences were found between groups.

Seventy-seven percent (*n* = 228) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). No statistically significant difference was found between groups.

Ten percent (*n* = 30) of Staff respondents "strongly agreed" or "agreed" that staff in their department/program who used family accommodation (e.g., FMLA) policies were disadvantaged in promotion or evaluations. No statistically significant were found between groups.

Forty-three percent (*n* = 125) of Staff respondents "strongly agreed" or "agreed" that MiraCosta College policies (e.g., FMLA) were fairly applied across MiraCosta College. No statistically significant differences were found between groups.

Table 84. Staff Respondents' Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
MiraCosta College is supportive of taking extended leave (e.g., FMLA, parental).	79	26.9	76	25.9	113	38.4	18	6.1	8	2.7
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	119	40.5	108	36.7	45	15.3	9	3.1	13	4.4
Staff in my department/program who use family accommodation (e.g., FMLA) policies are disadvantaged in promotion or evaluations.	17	5.8	13	4.4	133	45.4	72	24.6	58	19.8
College policies (e.g., FMLA) are fairly applied across MiraCosta College.	63	21.4	62	21.1	140	47.6	17	5.8	12	4.1

Note: Table reports responses only from Staff respondents (*n* = 297).

Fifty-eight percent of Staff respondents (n = 170) "strongly agreed" or "agreed" that MiraCosta College was supportive of flexible work schedules. A higher percentage of White/European American Staff respondents (19%, n = 23) and Multiracial Staff respondents (22%, n = 9) than Staff Respondents of Color (7%, n = 7) "disagreed" with the statement (Table 85).

Sixty-eight percent (n = 199) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of flexible work schedules. A significantly higher percentage of White/European American Staff respondents (21%, n = 26) than Staff Respondents of Color (12%, n = 17) "neither agreed nor disagreed" that their supervisors were supportive of flexible work schedules.

Table 85. Staff Respondents' Perceptions of Support for Flexible Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
MiraCosta College is supportive of flexible work schedules.	**67**	**22.8**	**103**	**35.0**	**60**	**20.4**	**45**	**15.3**	**19**	**6.5**
Racial identity[lxxi]										
White/European American	23	18.7	44	35.8	26	21.1	23	18.7	7	5.7
People of Color	33	32.0	39	37.9	17	16.5	7	6.8	7	6.8
Multiracial	8	19.5	10	24.4	12	29.3	9	22.0	< 5	---
My supervisor is supportive of flexible work schedules.	**106**	**36.1**	**93**	**31.6**	**49**	**16.7**	**28**	**9.5**	**18**	**6.1**
Racial identity[lxxii]										
White/European American	39	31.5	43	34.7	26	21.0	12	9.7	< 5	---
People of Color	61	42.7	44	30.8	17	11.9	9	6.3	12	8.4

Note: Table reports responses only from Staff respondents (n = 297).

Queried about salary and benefits, 74% ($n = 218$) of Staff respondents "strongly agreed" or "agreed" that staff salaries were competitive (Table 86). A higher percentage of Men Staff respondents (16%, $n = 14$) than Women Staff respondents (7%, $n = 13$) "disagreed" that staff salaries were competitive.

Seventy-three percent ($n = 216$) of Staff respondents "strongly agreed" or "agreed" that vacation and personal time packages were competitive. No statistically significant differences were found between groups.

Seventy-eight percent ($n = 229$) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. No statistically significant differences were found between groups.

Forty percent ($n = 117$) of Staff respondents "strongly agreed" or "agreed" that child care benefits were competitive. No statistically significant differences were found between groups

Seventy percent ($n = 204$) of Staff respondents "strongly agreed" or "agreed" that retirement benefits were competitive. No statistically significant differences were found between groups.

Table 86. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff salaries are competitive.	**106**	**36.1**	**112**	**38.1**	**44**	**15.0**	**28**	**9.5**	**< 5**	**---**
Gender identity[lxxiii]										
Men	29	33.0	37	42.0	7	8.0	14	15.9	< 5	---
Women	76	38.8	72	36.7	32	16.3	13	6.6	< 5	---
Vacation and personal time packages are competitive.	**103**	**35.0**	**113**	**38.4**	**53**	**18.0**	**20**	**6.8**	**5**	**1.7**
Health insurance benefits are competitive.	**151**	**51.4**	**78**	**26.5**	**44**	**15.0**	**12**	**4.1**	**9**	**3.1**
Child care benefits are competitive.	**61**	**20.7**	**56**	**19.0**	**161**	**54.8**	**12**	**4.1**	**< 5**	**---**
Retirement benefits are competitive.	**101**	**34.5**	**103**	**35.2**	**74**	**25.3**	**9**	**3.1**	**6**	**2.0**

Note: Table reports responses only from Staff respondents ($n = 297$).

Forty-two percent ($n = 123$) of Staff respondents "strongly agreed" or "agreed" that staff opinions were valued on MiraCosta College committees (Table 87). No statistically significant differences were found between groups.

Thirty-six percent ($n = 107$) of Staff respondents "strongly agreed" or "agreed" that staff opinions were valued by MiraCosta College faculty and administration. A higher percentage of White/European American Staff respondents (27%, $n = 33$) than Staff Respondents of Color (13%, $n = 19$) "disagreed" that staff opinions were valued by faculty and administration.

Table 87. Staff Respondents' Perceptions of the Value of Their Opinions

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Staff opinions are valued on MiraCosta College committees.	**42**	**14.3**	**81**	**27.6**	**102**	**34.7**	**46**	**15.6**	**23**	**7.8**
Staff opinions are valued by MiraCosta College faculty and administration.	**35**	**11.9**	**72**	**24.4**	**93**	**31.5**	**54**	**18.3**	**41**	**13.9**
Racial identity[lxxiv]										
White/European American	12	9.7	25	20.2	41	33.1	33	26.6	13	10.5
People of Color	23	16.0	41	28.5	42	29.2	19	13.2	19	13.2

Note: Table reports responses only from Staff respondents ($n = 297$).

Seventy-three percent ($n = 213$) of Staff respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed. A higher percentage of Multiracial Staff respondents (20%, $n = 8$) than Staff Respondents of Color (5%, $n = 5$) "neither agreed nor disagreed" with the statement (Table 88).

Thirty-three percent ($n = 98$) of Staff respondents "strongly agreed" or "agreed" that clear procedures existed on how they could advance at MiraCosta College. No statistically significant differences were found between groups.

Forty-eight percent ($n = 142$) of Staff respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at MiraCosta College. No statistically significant differences were found between groups.

Table 88. Staff Respondents' Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Clear expectations of my responsibilities exist.	**80**	**27.3**	**133**	**45.4**	**26**	**8.9**	**35**	**11.9**	**19**	**6.5**
Racial identity[lxxv]										
White/European American	36	29.0	58	46.8	10	8.1	16	12.9	< 5	---
People of Color	33	32.4	49	48.0	5	4.9	6	5.9	9	8.8
Multiracial	8	20.0	17	42.5	8	20.0	5	12.5	< 5	---
Clear procedures exist on how I can advance at MiraCosta College.	**39**	**13.3**	**59**	**20.1**	**85**	**28.9**	**68**	**23.1**	**43**	**14.6**
Positive about my career opportunities at MiraCosta College	**60**	**20.3**	**82**	**27.8**	**81**	**27.5**	**40**	**13.6**	**32**	**10.8**

Note: Table reports responses only from Staff respondents ($n = 297$).

Seventy-six percent ($n = 222$) of Staff respondents "strongly agreed" or "agreed" that they would recommend MiraCosta College as a good place to work (Table 89). No statistically significant differences were found between groups.

Sixty-one percent ($n = 180$) of Staff respondents "strongly agreed" or "agreed" that they had job security. A higher proportion of Queer-spectrum Staff respondents (31%, $n = 9$) than Heterosexual Staff respondents (9%, $n = 22$) "disagreed" that they had job security. A higher percentage of Staff Respondents Employed 0 to 5 years (17%, $n = 26$) than Staff Respondents Employed 6 to 10 Years ($n < 5$), Staff Respondents Employed 11 to 19 Years ($n < 5$), and Staff Respondents Employed Over 20 Years ($n < 5$) "disagreed" with the statement.

Table 89. Staff Respondents' Perceptions of MiraCosta College and Job Security

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I would recommend MiraCosta College as a good place to work.	**118**	**40.1**	**104**	**35.4**	**44**	**15.0**	**19**	**6.5**	**9**	**3.1**
I have job security.	**72**	**24.5**	**108**	**36.7**	**63**	**21.4**	**33**	**11.2**	**18**	**6.1**
Sexual identity[lxxvi]										
Queer-spectrum	6	20.7	7	24.1	6	20.7	9	31.0	< 5	---
Heterosexual	59	24.8	96	40.3	47	19.7	22	9.2	14	5.9
Years of service[lxxvii]										
0 – 5 years	28	18.8	47	31.5	36	24.2	26	17.4	12	8.1
6 - 10 years	15	27.8	19	35.2	13	24.1	< 5	---	< 5	---
11- 19 years	19	36.5	22	42.3	8	15.4	< 5	---	< 5	---
Over 20 years	9	31.0	13	44.8	5	17.2	< 5	---	< 5	---

Note: Table reports responses only from Staff respondents ($n = 297$).

Qualitative comment analyses

Seventy-nine Staff respondents elaborated on their workplace benefit climate. Three themes emerged from respondents: support benefits, faculty/staff hierarchy, and job insecurity.

Staff

Support Benefits. One theme that emerged from Staff respondents related to the workplace benefit climate was support benefits. Some respondents commented specifically on supervisor dependent flexible working conditions, sharing, "As far as flexible work schedules go, I've experienced both flexible and inflexible supervisors. With some, the set schedule is the set schedule, regardless of anything else you may have going on in life. With others, as long as your work gets done, the schedule can be flexed," "My supervisor is unsupportive of flexible work schedules because it is hard to manage and because some workers would take advantage of that situation. Also, because if the district allows one person (you can't let that get out if you are allowed...). If it were to be allowed on a person by person basis instead of all or nothing, it could be something great," "I don't think policies are enforced fairly across all divisions. The rigidness in work schedule policies is extreme," and "Flexible schedules, the no work-from-home policy is antiquated and counterproductive for knowledge workers who are not directly student-facing. With current telecommuting technology, it is much more productive for someone to work from home while caring for a sick child, meeting the plumber, or other personal necessity rather than the blanket prohibition on WFH requiring taking an entire day off. MCC loses productivity and the worker loses flexibility and PTO when they could have worked. In 2019, most other organizations allow some amount of WFH." Other respondents commented on health benefits, sharing, "Having an full-time interim position at MiraCosta does not provide me with benefits, so I must work a full-time and a part-time job to receive benefits," "I feel permanent PT employees should have access to the same medical benefits as FT permanent staff. One has to work 20 hours/week to get medical benefits; so positions are set at 18 hours/week so PT permanent working under 20 hours do not qualify for benefits," and "As a part time staff member, the Health Insurance offered by the college is laughable at best. I would pay more in insurance than I would if I were to just pay for it myself just for a doctor's visit."

Faculty/Staff Hierarchy. A second theme that emerged from Staff respondents was faculty/staff hierarchy. A respondent shared, "In instances where staff and faculty are on committees together

the staff voices are virtually universally ignored. I think most staff just show up to these types of meetings because they are 'supposed to.' If I want an idea expressed in a meeting where there are faculty present, I will often try to find a faculty 'sponsor' for the idea so that I am not the one bringing it up. That way I know that the idea isn't dead in the water because it comes from me." Another respondent added, "Staff opinions don't count - faculty own the school and don't care what staff or administrators think. I used to feel like I had a career here. Now I feel like I am just putting in my time until I can retire." Other respondents stated, "It is clear that faculty is valued over staff in all ways to value your job," "There is a definite hierarchical structure here, where the value of a person and their opinions are based on the position that person holds," and "I don't think that staff opinions are truly valued. I feel that some members of the administration do their best to give space for staff to voice their opinions, but I feel this is just a formality. A lot of supervisors don't encourage staff to get involved with classified senate because it might take them away from their work."

Job Insecurity. A third theme that emerged from Staff respondents was job insecurity. Respondents shared, "I don't feel like I have job security because my position will one day by moved to a full time position with benefits and while I am able to take advantage of the full time hours I will not be granted the benefits unless I leave MiraCosta and apply for the job again. In general, I feel like the policies and procedures make things very difficult for employees," "Job Security: Constantly reminded that one is replaceable," and "I feel nervous about job security." Other respondents added, "I was a campus aide for 2 years and now I am interim, I have no job security or benefits," "Absolutely no job security for non-permanent staff," and "I am currently paid by a grant that ends in 2020, so I don't feel I have job security. I know my supervisor will do what they can to keep me working in the job I am currently doing or in another in the department. At least, I would hope so, but it's no guarantee."

Question 106 on the survey queried Staff respondents about the degree to which they felt valued at MiraCosta College. Frequencies and significant differences based on gender identity, racial identity,[65] sexual identity, and years of service at MiraCosta College are provided in Table 90 through Table 92.[66]

Eighty percent ($n = 234$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers in their department (Table 90). No statistically significant differences were found between groups.

Seventy-two percent ($n = 210$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers outside their department. No statistically significant differences were found between groups.

Seventy-five percent ($n = 218$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by their supervisors/managers. No statistically significant differences were found between groups.

Seventy-three percent ($n = 214$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by MiraCosta College students. No statistically significant differences were found between groups.

Fifty-eight percent ($n = 171$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by MiraCosta College faculty. A higher percentage of Staff Respondents Employed 11 to 19 Years (39%, $n = 20$) than Staff Respondents Employed 6 to 10 Years (13%, $n = 7$) "strongly agreed" that they felt valued by MiraCosta College faculty.

Forty-six percent ($n = 131$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by MiraCosta College senior administrators (e.g., president, administrator). No statistically significant difference was found between groups.

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[65] Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White/European American.

[66] Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

Table 90. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my department.	**130**	**44.2**	**104**	**35.4**	**26**	**8.8**	**25**	**8.5**	**9**	**3.1**
I feel valued by coworkers outside my department.	**95**	**32.4**	**115**	**39.2**	**53**	**18.1**	**24**	**8.2**	**6**	**2.0**
I feel valued by my supervisor/manager.	**138**	**47.6**	**80**	**27.6**	**27**	**9.3**	**28**	**9.7**	**17**	**5.9**
I feel valued by MiraCosta College students.	**120**	**41.0**	**94**	**32.1**	**68**	**23.2**	**10**	**3.4**	**< 5**	**---**
I feel valued by MiraCosta College faculty.	**70**	**23.9**	**101**	**34.5**	**62**	**21.2**	**46**	**15.7**	**14**	**4.8**
Years of service[lxxviii]										
0 – 5 years	36	23.8	49	32.5	34	22.5	27	17.9	5	3.3
6 - 10 years	7	13.2	22	41.5	14	26.4	8	15.1	< 5	---
11- 19 years	20	39.2	14	27.5	9	17.6	6	11.8	< 5	---
Over 20 years	6	20.7	14	48.3	< 5	---	< 5	---	< 5	---
I feel valued by MiraCosta College senior administrators (e.g., president, administrator).	**59**	**20.6**	**72**	**25.1**	**76**	**26.5**	**46**	**16.0**	**34**	**11.8**

Note: Table reports responses only from Staff respondents (*n* = 297).

Twenty percent (*n* = 57) of Staff respondents "strongly agreed" or "agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. No statistically significant differences were found between groups (Table 91).

Eighteen percent (*n* = 53) of Staff respondents "strongly agreed" or "agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Twenty percent (*n* = 58) of Staff respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of White/European American Staff respondents (38%, *n* = 46) and Multiracial Staff respondents (44%, *n* = 17) than Staff Respondents of Color (20%, *n* = 20) "neither agreed nor disagreed" that faculty prejudged their abilities based on their perception of their identity/background.

Table 91. Staff Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	**24**	**8.3**	**33**	**11.4**	**75**	**26.0**	**87**	**30.1**	**70**	**24.2**
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	**23**	**7.9**	**30**	**10.3**	**60**	**20.6**	**83**	**28.5**	**95**	**32.6**
I think that faculty prejudges my abilities based on their perception of my identity/background.	**30**	**10.5**	**28**	**9.8**	**95**	**33.1**	**70**	**24.4**	**64**	**22.3**
Racial identity[lxxix]										
White/European American	7	5.8	8	6.6	46	38.0	30	24.8	30	24.8
People of Color	14	14.0	10	10.0	20	20.0	27	27.0	29	29.0
Multiracial	7	17.9	< 5	---	17	43.6	8	20.5	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 297).

Fifty-five percent (*n* = 159) of Staff respondents "strongly agreed" or "agreed" that their department/program encouraged free and open discussion of difficult topics (Table 92). A higher percentage of White/European American Staff respondents (27%, *n* = 33) and Multiracial Staff respondents (34%, *n* = 14) than Staff Respondents of Color (13%, *n* = 13) "neither agreed nor disagreed" with the statement.

Seventy-two percent (*n* = 212) of Staff respondents "strongly agreed" or "agreed" that their skills were valued, and 71% (*n* = 206) felt that their work was valued. No statistically significant differences were found between groups.

Table 92. Staff Respondents' Perceptions of Openness and Feelings of Skill Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I believe that my department/program encourages free and open discussion of difficult topics.	**68**	**23.4**	**91**	**31.3**	**64**	**22.0**	**39**	**13.4**	**29**	**10.0**
Racial identity[lxxx]										
White/European American	27	22.0	42	34.1	33	26.8	15	12.2	6	4.9
People of Color	29	29.0	29	29.0	13	13.0	17	17.0	12	12.0
Multiracial	10	24.4	9	22.0	14	34.1	< 5	---	6	14.6
I feel that my skills are valued.	**90**	**30.7**	**122**	**41.6**	**33**	**11.3**	**28**	**9.6**	**20**	**6.8**
I feel that my work is valued.	**93**	**32.0**	**113**	**38.8**	**34**	**11.7**	**31**	**10.7**	**20**	**6.9**

Note: Table reports responses only from Staff respondents (*n* = 297).

Faculty and Staff Respondents Who Have Seriously Considered Permanently Leaving MiraCosta College

Twenty percent ($n = 554$) of respondents had seriously considered permanently leaving MiraCosta College (Figure 42). With regard to employee position status, 40% ($n = 111$) of Faculty respondents and 40% ($n = 119$) of Staff respondents had seriously considered leaving MiraCosta College in the past year.
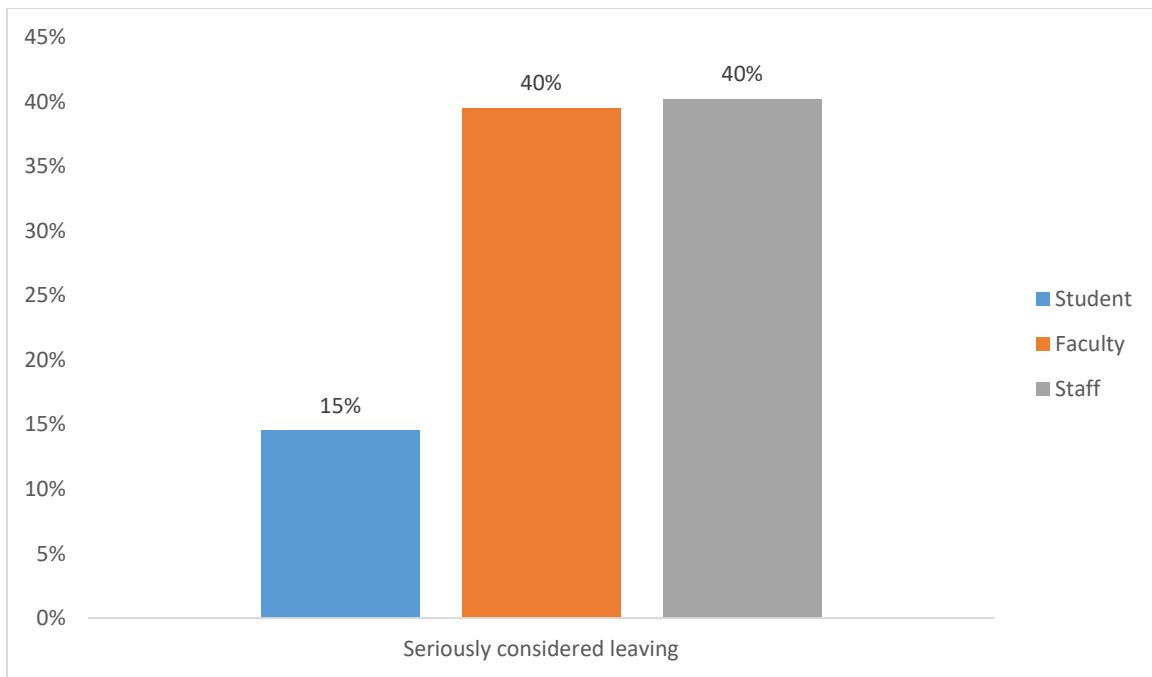

Figure 42. Respondents Who Had Seriously Considered Leaving MiraCosta College (%)

Fifty-three percent ($n = 63$) of those Staff respondents who seriously considered leaving did so because of limited advancement opportunities (Table 93). Forty-five percent ($n = 54$) of those Staff respondents who seriously considered leaving did so based on lack of sense of belonging. Other reasons included tension with supervisor/manager (38%, $n = 45$), campus climate was unwelcoming (37%, $n = 44$), and increased workload (35%, $n = 42$). "Response choices not listed" submitted by respondents included "bad management, low employee morale, tox work environment," "hours cut due to decrease in funding," and "feeling stuck in a position."

Table 93. Reasons Why Staff Respondents Considered Leaving MiraCosta College

Reason	n	%
Limited advancement opportunities	63	52.9
Lack a sense of belonging	54	45.4
Tension with supervisor/manager	45	37.8
Campus climate was unwelcoming	44	37.0
Increased workload	42	35.3
Tension with coworkers	41	34.5
Low salary/pay rate	23	19.3
Lack of professional development opportunities	22	18.5
Lack of benefits	19	16.0
Interested in a position at another institution	19	16.0

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving MiraCosta College ($n = 119$). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Staff respondents by gender identity, racial identity, sexual identity, citizenship status, and disability status. Higher percentages of Staff Respondents with Multiple Disabilities (80%, $n = 12$) than Staff Respondents with a Single Disability (38%, $n = 8$) and Staff Respondents with No Disabilities (37%, $n = 97$) seriously considered leaving MiraCosta College.[lxxxi]

Forty-one percent ($n = 45$) of those Faculty respondents who seriously considered leaving did so for lack of sense of belonging (Table 94). Thirty-nine percent ($n = 43$) of those Faculty respondents who seriously considered leaving did so because of limited advancement opportunities. Other reasons included that the campus climate was unwelcoming (32%, $n = 36$), tension with coworkers (31%, $n = 34$), and tension with supervisor/manager (29%, $n = 32$). "Response choices not listed" submitted by respondents included "decreased workload," "high state taxes. Extremely liberal college climate," and "I teach in 3 separate districts to make a living, the traffic to come here is terrible."

Table 94. Reasons Why Faculty Respondents Considered Leaving MiraCosta College

Reason	n	%
Lack a sense of belonging	45	40.5
Limited advancement opportunities	43	38.7
Campus climate was unwelcoming	36	32.4
Tension with coworkers	34	30.6
Tension with supervisor/manager	32	28.8
Lack of benefits	27	24.3
Increased workload	26	23.4
Interested in a position at another institution	18	16.2
Low salary/pay rate	17	15.3

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving MiraCosta College ($n = 111$). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Faculty respondents by faculty status, gender identity, racial identity, sexual identity, citizenship status, years of service at MiraCosta College, and first-generation status. Higher percentages of Faculty Respondents Employed 11 to 19 Years (50%, $n = 33$) and Faculty Respondents Employed 6 to 10 Years (47%, $n = 29$) than Faculty Respondents Employed 0 to 5 Years (31%, $n = 34$) and Faculty Respondents Employed Over 20 Years (37%, $n = 13$) seriously considered leaving MiraCosta.[lxxxii]

Qualitative comment analyses

One hundred sixty-seven Faculty and Staff respondents elaborated on why they had seriously considered leaving MiraCosta College. Two themes emerged from Associate Faculty respondents: poor leadership and job insecurity. From Tenured Faculty respondents, two themes emerged: climate not welcoming and micro-aggressive behavior. Three themes emerged from Staff respondents: limited career advancement opportunities, poor leadership, and limited staff support. No specific themes emerged from Administrator and Tenure-Track Faculty respondents.

<u>Associate Faculty</u>

Poor Leadership. One theme that emerged from Associate Faculty respondents as to why they considered leaving MiraCosta College was poor leadership. One respondent added, "The students and colleagues are fantastic. However, administrators and policies that benefit themselves without concern with students, faculty or staff have caused a great deal of stress and discontent recently." Other respondents commented on crony and favoritism hiring behavior demonstrated by senior leadership, stating, "Department Chair and Dean vote together in advancing a candidate over other qualified candidates. The department chair loads the hiring team with those who will vote for their favorite candidate but not most qualified candidate. If you're not liked by them for any reason you will not have any upward movement. There are campus cliques that are so obvious that they scream," and "The department chair is more interested in procedures than in the students. Plus, they are obviously favoring their friends over long-term employees." Other respondents included, "Arbitrary or even punitive decisions made by Dean that negatively impacted my workload and threatened my willingness to speak up about matters," and "As a result of an autocratic leadership and micromanagement administration a climate of division, demotivation, and unappreciation is perceived."

Job Insecurity. A second theme that emerged from Associate Faculty respondents as to why they considered leaving MiraCosta College was job insecurity. Respondents stated, "Associate faculty have no job security and few benefits. As a single mother, I need to be able to provide for my family. As opportunities arise to get a full-time teaching position, at MiraCosta or elsewhere locally, I am applying," "The lack of job security semester to semester causes constant fear. A bad review or student complaint can destroy your 'career.' Some supervisors seem unsympathetic at best to the problems of associates pay ('why do you need so much money?')

and work/stress loads," and "Only able to get one class or none each semester. No job security and benefits." Other respondents shared, "This position for me is only part-time. Will consider leaving should a full-time opportunity arise," and "I have been working as a part time Associate Faculty for the past 4 years. This year I am not guaranteed any hours. I am 'on-call' and if there are no appointments, I don't get paid. I also work at another institution and the department fights to keep and guarantee my 20 hours. This makes me feel appreciated and valued for what I do and the work I put into the department."

Tenured Faculty

Climate Not Welcoming. One theme that emerged from Tenured Faculty respondents as to why they considered leaving MiraCosta College was the climate was not welcoming. One respondent shared, "The morale at MCC has diminished quickly over the past decade and the environment feels significantly less supportive and more toxic than any place I've worked in the past. I don't feel like senior leadership have a plan going forward. Further, communication from admin to campus is non-existent and lacking in a way that is unheard of in any other environment." Another respondent added, "There is no feeling of togetherness or family at MiraCosta in the teaching faculty ranks. Many instructors I have had experiences with are so worried that their colleague might be doing 'something' more than them that we are all pitted against each other to shine. When I asked another faculty member about this climate, I was told that 'you got the job at MiraCosta, now you have to earn it.' How sad if that is the message that other teaching faculty are hearing or other staff or non-classroom faculty. If I feel I don't have a 'familial' base here, what must my students feel like?" Other respondents included, "Demeaning demands to do things above workload by chair, ganging up on others, flaunting credentials, others in department using district resources for personal gain and being sanctioned to do so by everyone in administration on down because it is good PR. Non-attention or recognition of teaching, the classroom, student-teacher relationships. Administration not using the data instead trusting in the inordinate directions of the favored faculty. A secret club within the department causing passive aggressive behavior that is not corrected by the administration or HR. Protection of repeated bad behavior above and beyond what is reasonable," and "There are a few militant faculty who believe that they have all the answers to all of society's ills. They are pushing their intolerant and militant agenda on the entire college and creating a climate of fear and intimidation. They have a

one-size fits all shouting and bullying approach that leads people to withdraw and feel excluded."

Micro-Aggressive Behavior. A second theme that emerged from Tenured Faculty respondents as to why they considered leaving MiraCosta College was micro-aggressive behavior. Respondents shared, "Racism and homophobia is systemic within faculty, staff, and administration. While much celebrated work is done for students to honor diversity, there are issues within faculty, staff, and administration," "Supervisor was culturally incompetent. Microaggressions from faculty colleagues around social class, race. Unacceptability of being different," "I had a series of events that almost cost me my job due to a severe lack of racial awareness and cultural competence by upper level administrators and upper level staff. Until recently, I have been bypassed for faculty leadership positions. I strongly believe that these were at least partially motivated by my racial background," and "I have experienced several racial incidents with employees at MiraCosta."

Staff

Limited Career Advancement Opportunities. One theme that emerged from Staff respondents as to why they considered leaving MiraCosta College was limited career advancement opportunities. One respondent shared, "Looking for growth and I've felt many times there's none at MiraCosta College because it seems executive management hire who they personally like rather than who qualifies for the actual position." Another respondent added, "Although I was praised for my work in evaluations, I was consistently passed over for full-time assignments. I made it clear that I was interested in full-time work, but when positions (interim and permanent assignments) came available in my department, other staff were brought in and then I was told by my supervisor that they had no idea I might have been interested. My workload kept increasing to the point where I regularly worked beyond my hours from home just to keep up but was not compensated. When I finally said I couldn't continue to work extra hours without being compensated, I was basically told that I should consider being more of a team player." Other respondents stated, "I feel stuck in my position, I've been in the same role for over 5 years and there doesn't seem to be any opportunities for growth," "Often people are given false hope about the potential to move up or move laterally into different positions. Professional growth is not nurtured on campus. Discussions happen behind the scenes where people are prevented from

being considered for positions. For example, how come some interim positions are posted and others are just handed to people or people are handpicked for a specific job," "I only get the minimum rate after 4 years of working here and there is no options for me to get promoted," and "There are not a lot of room for advancement or learning of new positions."

Poor Leadership. A second theme that emerged from Staff respondents as to why they considered leaving MiraCosta College was poor leadership. One respondent shared, "In my years of working here, I have encountered a lot of change and have managed to adjust quite well, but I had not experienced such an oppressive work environment. Working under the current leadership has been a traumatic change for myself and my peers. The lack of support and clear differentiation between myself and others has impacted the services we provided our students. Prior leadership would make it a priority to collaborate and ensure everyone was in the loop even if we were not under the same division we would make sure to be inclusive of all parties involved to ensure there was little impact to students as processes changed, but under current leadership that has been difficult as they are not open to providing the BIG picture to all involved for the sake of collaboration and transparency." Another respondent shared, "Leadership through fear, insecure people in leadership positions, they must be open to constructive feedback, must be a two-way street. Disagree with the top down management style, it's a college not the military." Other respondents commented on unethical behaviors and not being held accountable, stating, "If word got out about all of the coverups that have taken place here the taxpayers would not be happy. I am embarrassed by the lack of decorum and all of the payoffs that have taken place to keep people quiet instead of addressing issues," "Too many cover ups for bad behavior - people are not being held accountable for their actions. We are told not to travel to the banned states, but the leadership goes there all the time; sneaking items on the board agenda during the summer when nobody is here; in bed with the faculty assembly..." and "Leadership in department allowing serious violations to occur by coworkers repeatedly with no action taken. Coworkers who are blatantly rude to students and fellow coworkers, discussions that are against college's stance on undocumented persons (in front of students), etc." Other respondents included, "Extremely low morale; lack of leadership," "Lack of leadership at institution," and "Lack of support and direction by upper management."

Limited Staff Support. A third theme that emerged from Staff respondents as to why they considered leaving MiraCosta College was limited staff support. Respondents shared, "While the pay and benefits are great, there is a lack of appreciation for what classified do at the college. We see the benefits that administrators give themselves, and how they seem to give fulltime faculty everything they want. While administration says they are listening to us, their actions prove otherwise," "The hierarchy on campus leaves staff subject to mistreatment," and "Lack of support for classified staff, lack of supervisor's knowledge of classified employment processes leading to tension and personal hardship." Other respondents added, "Talked down to, looked down upon, very obviously treated as 'less-than' every day," "Temp staff not valued considering the amount of time I have been temp and still have no benefits nor inclusion in things offered to classified," and "Feel unappreciated and disrespected."

Summary

The results from this section suggest that most Faculty and Staff respondents generally held positive attitudes about MiraCosta College policies and processes. With regard to discriminatory employment practices, 29% ($n = 163$) of Faculty and Staff respondents had observed unfair or unjust hiring, 11% ($n = 65$) had observed unfair or unjust disciplinary actions, and 26% ($n = 151$) had observed unfair or unjust promotion, tenure, and/or reclassification. Position status, work performance, nepotism/cronyism, and racial were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; that they were given a reasonable time frame to complete assigned responsibilities; that their supervisors were supportive of their taking leave; that they felt valued by coworkers in their department/outside their department and by their supervisors/managers; and that their skills and work were valued. Less than positive attitudes were also expressed by Staff respondents. For example, some Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others, their workload increased without additional compensation as a result of other staff departures, and that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Differences by staff status existed insofar as Staff Respondents of Color disclosed less positive perceptions of the campus climate than did their White/European American Staff respondent counterparts.

A majority of Tenured and Tenure-Track Faculty and Associate Faculty respondents agreed that their teaching was valued by MiraCosta College, but some expressed views that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations and that faculty opinions were not taken seriously by senior administrators. Associate Faculty respondents, in particular, indicated that they performed more work to help students than did their colleagues and that they felt pressured to do extra work that was uncompensated. Most Faculty respondents felt valued by faculty in their department/college/school, by their department/program chairs, and by students in the classroom.

Almost half of Faculty respondents (40%, *n* = 111) and Staff respondents (40%, *n* = 119) had seriously considered leaving MiraCosta College in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included lack of sense of belonging, tensions with supervisor/manager, limited advancement opportunities, unwelcoming campus climate, and increased workload.

[xxxvii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by racial identity: $\chi^2(3, N = 7.9) = 519, p < .05$.

[xxxviii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by sexual identity: $\chi^2(1, N = 517) = 3.9, p < .05$.

[xxxix] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, rehire, and reclassification practices by position status: $\chi^2(1, N = 572) = 5.1, p < .05$.

[xl] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, rehire, and reclassification practices by racial identity: $\chi^2(3, N = 521) = 9.3, p < .05$.

[xli] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, rehire, and reclassification practices by disability status: $\chi^2(2, N = 560) = 6.2, p < .05$.

[xlii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by disability status: $\chi^2(1, N = 560) = 12.2, p < .001$.

[xliii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by military status: $\chi^2(1, N = 543) = 10.6, p < .001$.

[xliv] A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who felt clear expectations of their responsibilities existed by gender identity: $\chi^2(4, N = 159) = 9.9, p < .05$.

[xlv] A chi-square test was conducted to compare percentages Associate Faculty respondents who indicated they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations by gender identity: $\chi^2(4, N = 157) = 11.4, p < .05$.

[xlvi] A chi-square test was conducted to compare percentages of Associate Faculty respondents who indicated they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations by racial identity: $\chi^2(4, N = 150) = 11.9, p < .05$.

[xlvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for adjunct faculty were competitive by faculty status: $\chi^2(4, N = 274) = 28.2, p < .001$.

[xlviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that health insurance benefits were competitive by gender identity: $\chi^2(4, N = 263) = 11.9, p < .05$.

[xlix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that health insurance benefits were competitive by faculty status: $\chi^2(4, N = 274) = 150.1, p < .001$.

[l] A chi-square test was conducted to compare percentages of Faculty respondents who indicated child care benefits were competitive by faculty status: $\chi^2(4, N = 270) = 51.2, p < .001$.

[li] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that retirement/supplemental benefits were competitive by faculty status: $\chi^2(4, N = 272) = 56.7, p < .001$.

[lii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated MiraCosta College provided adequate resources to help them manage work-life balance by faculty status: $\chi^2(4, N = 272) = 18.4, p < .001$.

[liii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated their colleagues included them in opportunities that would help their careers as much as others in their position by faculty status: $\chi^2(4, N = 274) = 13.1, p < .05$.

[liv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that MiraCosta College provided them with resources to pursue professional development by faculty status: $\chi^2(4, N = 273) = 19.0, p < .001$.

[lv] A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at MiraCosta College by faculty status: $\chi^2(4, N = 273) = 44.9, p < .001$.

[lvi] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend MiraCosta College as a good place to work by gender identity: $\chi^2(4, N = 264) = 11.1, p < .05$.

[lvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by faculty status: $\chi^2(4, N = 276) = 115.1, p < .001$.

[lviii] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by their department/program chair by racial identity: $\chi^2(4, N = 264) = 20.7, p < .001$.

[lix] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty at MiraCosta College by faculty status: $\chi^2(4, N = 277) = 17.1, p < .01$.

[lx] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by MiraCosta College senior administrators by faculty status: $\chi^2(4, N = 276) = 18.6, p < .001$.

[lxi] A chi-square test was conducted to compare percentages of Faculty respondents who believed that MiraCosta College encouraged free and open discussion of difficult topics by racial identity: $\chi^2(4, N = 263) = 11.1, p < .05$.

[lxii] A chi-square test was conducted to compare percentages of Faculty respondents who believed that MiraCosta College encouraged free and open discussion of difficult topics by years of service: $\chi^2(12, N = 273) = 31.3, p < .01$.

[lxiii] A chi-square test was conducted to compare percentages of Faculty respondents who believed that MiraCosta College encouraged free and open discussion of difficult topics by faculty status: $\chi^2(4, N = 279) = 18.3, p < .001$.

[lxiv] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching was valued by gender identity: $\chi^2(4, N = 268) = 10.4, p < .05$.

[lxv] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions were valued by faculty status: $\chi^2(4, N = 280) = 12.5, p < .05$.

[lxvi] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was productive by racial identity: $\chi^2(4, N = 265) = 9.6, p < .05$.

[lxvii] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by racial identity: $\chi^2(4, N = 266) = 10.2, p < .05$.

[lxviii] A chi-square test was conducted to compare percentages of Staff respondents who felt they were given a reasonable time frame to complete their assigned responsibilities by racial identity: $\chi^2(4, N = 266) = 14.3, p < .01$.

[lxix] A chi-square test was conducted to compare percentages of Staff respondents who felt a hierarchy existed within staff positions that allowed some voices to be valued more than others by racial identity: $\chi^2(4, N = 266) = 266, p < .01$.

[lxx] A chi-square test was conducted to compare percentages of Staff respondents who felt MiraCosta College provided them with resources to pursue training/professional development opportunities by racial identity: $\chi^2(4, N = 267) = 15.5, p < .01$.

[lxxi] A chi-square test was conducted to compare percentages of Staff respondents who felt MiraCosta College was supportive of flexible work schedules by racial identity: $\chi^2(8, N = 267) = 267, p < .05$.

[lxxii] A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by racial identity: $\chi^2(4, N = 267) = 9.9, p < .05$.

[lxxiii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by gender identity: $\chi^2(4, N = 284) = 284, p < .05$.

[lxxiv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that Staff opinions were valued by MiraCosta College faculty and administration by racial identity: $\chi^2(4, N = 268) = 10.8, p < .05$.

[lxxv] A chi-square test was conducted to compare percentages of Staff respondents who felt clear expectations of their responsibilities existed by racial identity: $\chi^2(8, N = 266) = 15.5, p < .05$.

[lxxvi] A chi-square test was conducted to compare percentages of Staff respondents who indicated they had job security by sexual identity: $\chi^2(4, N = 267) = 12.8, p < .05$.

[lxxvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated they had job security by years of service: $\chi^2(12, N = 284) = 21.8, p < .05$.

[lxxviii] A chi-square test was conducted to compare percentages of Staff respondents who felt valued by MiraCosta College faculty by years of service: $\chi^2(12, N = 284) = 22.3, p < .05$.

[lxxix] A chi-square test was conducted to compare percentages of Staff respondents who thought that faculty prejudged their abilities based on a perception of their identity/background by racial identity: χ^2 (8, $N = 260$) = 20.0, $p < .01$.

[lxxx] A chi-square test was conducted to compare percentages of Staff respondents who believed that their department/program encouraged free and open discussion of difficult topics by racial identity: χ^2 (8, $N = 264$) = 18.2, $p < .05$.

[lxxxi] A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving MiraCosta College by disability status: χ^2 (2, $N = 290$) = 11.0, $p < .01$.

[lxxxii] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving MiraCosta College by years of service: χ^2 (3, $N = 274$) = 8.1, $p < .05$.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to MiraCosta College students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 13 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's (Pascarella & Terenzini, 1980) *Academic and Intellectual Development Scale* (Table 95). This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 13 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent ($n = 77$) of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[67] The internal consistency reliability (Cronbach's alpha) of the scale was 0.894, which is high, meaning that the scale produced consistent result.

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[67] Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 95. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
	Q13_A_1	I am performing up to my full academic potential.
	Q13_A_2	I am satisfied with my academic experience at MiraCosta College.
Perceived Academic Success	Q13_A_3	I am satisfied with the extent of my intellectual development since enrolling at MiraCosta College.
	Q13_A_4	I have performed academically as well as I anticipated I would.
	Q13_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q13_A_6	My interest in ideas and intellectual matters has increased since coming to MiraCosta College.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. Higher scores on *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (Respondents of Color, Hispanic/Latinx/Chicanx, Multiracial, White/European American)
- First-generation/low-income status (First-Generation/Low-Income, Not-First-Generation/ Not-Low-Income)
- Citizenship/immigrant status (U.S. Citizen - Birth, U.S. Citizen - Naturalized, Non-U.S. Citizen)

When only two categories existed for the specified demographic variable (e.g., first-generation/low-income status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta^2 and any moderate-to-large effects are noted.

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Student respondents (where possible).

<u>Gender Identity</u>

A significant difference existed ($p < .001$) in the overall test for means for Student respondents by gender identity on *Perceived Academic Success* (Table 96).

Table 96. Student Respondents' *Perceived Academic Success* by Gender Identity

Gender identity	*n*	Mean	Std. dev.
Women	1,419	4.30	0.65
Men	669	4.12	0.73
Trans-spectrum	42	3.80	0.87

Subsequent analyses on *Perceived Academic Success* for Student respondents were significant for all three comparisons: Women vs. Trans-spectrum, Men vs. Trans-spectrum, and Women vs. Men (Table 97). These findings suggest that Trans-spectrum Student respondents had less *Perceived Academic Success* than Women Student respondents and Men Student respondents. They also suggest that Men Student respondents had less *Perceived Academic Success* than Women Student respondents.

Table 97. Difference Between Means for Student Respondents for *Perceived Academic Success* by Gender Identity

Groups compared	Mean difference
Women vs. Men	0.18*
Women vs. Trans-spectrum	0.49*
Men vs. Trans-spectrum	0.31*

*$p < .05$

Racial Identity

No significant difference existed in the overall test for means for Student respondents by racial identity on *Perceived Academic Success* (Table 98).

Table 98. Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Respondents of Color	287	4.23	0.63
Hispanic/Latinx/Chicanx	704	4.21	0.67
Multiracial	333	4.16	0.74
White/European American	753	4.27	0.69

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Student respondents were run.

Citizenship/Immigrant Status

No significant difference existed in the overall test for means for Student respondents by citizenship/immigrant status on *Perceived Academic Success* (Table 99).

Table 99. Student Respondents' *Perceived Academic Success* by Citizenship/Immigrant Status

Citizenship/immigrant status	*n*	Mean	Std. dev.
U.S. Citizen - Birth	1,708	4.21	0.70
U.S. Citizen - Naturalized	167	4.31	0.63
Non-U.S. Citizen	243	4.27	0.64

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Student respondents were run.

First-Generation/Low-Income Status

No significant difference existed in the overall test for means for Student respondents by first-generation/low-income status on *Perceived Academic Success* (Table 100).

Table 100. Student Respondents' *Perceived Academic Success* by First-Generation/Low-Income Status

First-generation/low-income status	*n*	Mean	Std. dev.
First-Generation/Low-Income	603	4.22	0.70
Not-First-Generation/Not-Low-Income	1,557	4.23	0.69

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Student respondents were run.

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at MiraCosta College. Frequencies and significant differences based on student status (credit versus noncredit), gender identity, racial identity,[68] sexual identity, disability status,[69] first-generation/low-income status, and citizenship status are provided in Table 101 through Table 104.[70]

Eighty-four percent ($n = 1,855$) of Student respondents "strongly agreed" or "agreed" that they felt valued by MiraCosta College faculty. A higher percentage of Noncredit Student respondents (67%, $n = 95$) than Credit Student respondents (49%, $n = 992$), along with a higher percentage of U.S. Citizen-Naturalized Student respondents (60%, $n = 103$) than U.S. Citizen-Birth Student respondents (48%, $n = 848$) "strongly agreed" that they felt valued by MiraCosta College faculty. A higher percentage of Trans-spectrum student respondents (9%, $n < 5$) than Women Student respondents (1%, $n = 8$) and Men Student respondents (1%, $n = 7$) "strongly disagreed" with the statement.

Eighty-three percent ($n = 1,824$) of Student respondents "strongly agreed" or "agreed" that they felt valued by MiraCosta College staff. A higher percentage of Noncredit Student respondents (60%, $n = 84$) than Credit Student respondents (48%, $n = 959$), "strongly agreed" that they felt valued by MiraCosta College staff. A higher percentage of Trans-spectrum student respondents (9%, $n < 5$) than Men Student respondents (2%, $n = 11$) and Women Student respondents (1%, $n = 7$) "strongly disagreed" with the statement. A higher percentage of Heterosexual Student respondents (36%, $n = 606$) than Queer-spectrum Student respondents (30%, $n = 109$) "agreed" that they felt valued by MiraCosta staff.

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[68] Owing to low numbers in some of the response categories, when needed, this variable was further collapsed into People of Color (People of Color and Multiracial) and White/European American.

[69] Owing to low numbers in some of the response categories, when needed, this variable was further collapsed into At Least One Disability (Single Disability and Multiple Disabilities) and No Disability.

[70] As noted earlier, per the CSWG, when needed, gender identity was categorized to only Men and Women and sexual identity to Queer-spectrum and Heterosexual to maintain response confidentiality.

Sixty-seven percent ($n = 1,480$) of Student respondents "strongly agreed" or "agreed" that they felt valued by MiraCosta College senior administrators (e.g., president, administrator) (Table 101). A higher percentage of Noncredit Student respondents (54%, $n = 75$) than Credit Student respondents (40%, $n = 806$), along with a higher percentage of U.S. Citizen-Naturalized Student respondents (51%, $n = 86$) than U.S. Citizen-Birth Student respondents (39%, $n = 681$), "strongly agreed" that they felt valued by MiraCosta College senior administrators. A higher percentage of Trans-spectrum student respondents (11%, $n = 5$) than Men Student respondents (3%, $n = 20$) and Women Student respondents (2%, $n = 22$) "strongly disagreed" with the statement. Finally, a higher percentage of First-Generation/Low-Income Student respondents (45%, $n = 247$) than Not-First-Generation/Not-Low-Income Student respondents (40%, $n = 631$) "strongly agreed" that they felt valued by MiraCosta College senior administrators.

Table 101. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by MiraCosta College faculty.	**1,118**	**50.4**	**737**	**33.2**	**299**	**13.5**	**43**	**1.9**	**20**	**0.9**
Student status[lxxxiii]										
Credit	992	49.1	684	33.9	284	14.1	41	2.0	18	0.9
Noncredit	95	67.4	38	27.0	6	4.3	< 5	---	0	0.0
Gender identity[lxxxiv]										
Women	752	51.7	479	32.9	190	13.1	25	1.7	8	0.6
Men	336	48.9	233	33.9	96	14.0	15	2.2	7	1.0
Trans-spectrum	21	46.7	13	28.9	6	13.3	< 5	---	< 5	---
Citizenship status[lxxxv]										
U.S. Citizen - Birth	848	48.4	603	34.4	246	14.0	38	2.2	18	1.0
U.S. Citizen - Naturalized	103	59.5	50	28.9	19	11.0	< 5	---	0	0.0
Non-U.S. Citizen	140	56.5	75	30.2	29	11.7	< 5	---	< 5	---
I feel valued by MiraCosta College staff.	**1,070**	**48.5**	**754**	**34.2**	**318**	**14.4**	**42**	**1.9**	**23**	**1.0**
Student status[lxxxvi]										
Credit	959	47.7	689	34.3	302	15.0	40	2.0	21	1.0
Noncredit	84	60.0	47	33.6	8	5.7	< 5	---	0	0.0

Table 101. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Gender identity[lxxxvii]										
Women	721	49.8	491	33.9	200	13.8	29	2.0	7	0.5
Men	318	46.6	241	35.3	102	14.9	11	1.6	11	1.6
Trans-spectrum	22	48.9	9	20.0	10	22.2	0	0.0	< 5	---
Sexual identity[lxxxviii]										
Queer-spectrum	181	49.9	109	30.0	54	14.9	12	3.3	7	1.9
Heterosexual	807	47.8	606	35.9	234	13.8	29	1.7	14	0.8
I feel valued by MiraCosta College senior administrators (e.g., president, administrator).	**905**	**41.0**	**575**	**26.1**	**597**	**27.1**	**81**	**3.7**	**49**	**2.2**
Student status[lxxxix]										
Credit	806	40.1	521	25.9	561	27.9	80	4.0	44	2.2
Noncredit	75	54.3	37	26.8	23	16.7	< 5	---	< 5	---
Gender identity[xc]										
Women	614	42.4	378	26.1	389	26.9	44	3.0	22	1.5
Men	270	39.4	178	26.0	186	27.2	31	4.5	20	2.9
Trans-spectrum	14	31.1	11	24.4	12	26.7	< 5	---	5	11.1
Citizenship status[xci]										
U.S. Citizen - Birth	681	39.0	449	25.7	502	28.7	73	4.2	42	2.4
U.S. Citizen - Naturalized	86	50.6	47	27.6	34	20.0	< 5	---	0	0.0
Non-U.S. Citizen	113	45.7	70	28.3	53	21.5	5	2.0	6	2.4
First-generation/income status[xcii]										
Not-First-Generation/Not-Low-Income	631	39.6	405	25.4	459	28.8	64	4.0	34	2.1
First-Generation/Low-Income	274	44.6	170	27.7	138	22.5	17	2.8	15	2.4

Note: Table reports responses only from Student respondents (*n* = 2,237).

Eighty-six percent (n = 1,900) of Student respondents "strongly agreed" or "agreed" that they felt valued by MiraCosta College faculty in the classroom (Table 102). A higher percentage of Noncredit Student respondents (69%, n = 97) than Credit Student respondents (52%, n = 1,033), along with a higher percentage of White/European American Student respondents (56%, n = 430) than Student Respondents of Color (51%, n = 698), "strongly agreed" that they felt valued by faculty in the classroom. One percent (n = 9) of Men Student respondents, less than 1% (n = 6) of Women Student respondents and less than five Trans-spectrum Student respondents "strongly disagreed" that they felt valued by faculty in the classroom. A higher percentage of Student Respondents with At Least One Disability (3%, n = 14) than Student Respondents with No Disability (1%, n = 20) "disagreed" with this statement.

Seventy-seven percent (n = 1,693) of Student respondents "strongly agreed" or "agreed" that they felt valued by other students in the classroom. A higher percentage of Noncredit Student respondents (65%, n = 92) than Credit Student respondents (42%, n = 838) and a higher percentage of Women Student respondents (46%, n = 661) than Men Student respondents (40%, n = 272) "strongly agreed" that they felt valued by other students in the classroom. Twenty-three percent (n = 84) of Queer-spectrum Student respondents compared with 19% (n = 313) of Heterosexual Student respondents "neither agreed nor disagreed" with this statement. A larger percentage of White/European American Student respondents (45%, n = 351) than Multiracial Student respondents (38%, n = 128) "strongly agreed" that they felt valued by other students in the classroom. Finally, a higher percentage of Student Respondents with No Disability (45%, n = 781) than Student Respondents with At Least One Disability (37%, n = 162) "strongly agreed" that they felt valued by other students in the classroom.

Sixty-eight percent (n = 1,494) of Student respondents "strongly agreed" or "agreed" that they felt valued by other students outside of the classroom. A higher percentage of Noncredit Student respondents (56%, n = 77) than Credit Student respondents (38%, n = 758), along with a higher percentage of U.S. Citizen-Naturalized/Non-U.S. Citizen Student respondents (45%, n = 187) than U.S. Citizen-Birth Student respondents (37%, n = 649), "strongly agreed" that they felt valued by other students outside of the classroom. A larger percentage of Women Student respondents (29%, n = 408) and Men Student respondents (31%, n = 212) than Trans-spectrum Student respondents (12%, n = 5), along with a higher percentage of Student Respondents of

Color (36%, *n* = 104) than White/European American Student respondents (27%, *n* = 204),

"agreed" that they felt valued by other students outside of the classroom. Finally, 41% (*n* = 699)

of Student Respondents with No Disabilities compared with 34% (*n* = 148) of Student

Respondents with At Least One Disability "strongly agreed" with this statement.

Table 102. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in the classroom.	**1,160**	**52.7**	**740**	**33.6**	**248**	**11.3**	**36**	**1.6**	**19**	**0.9**
Student status[xciii]										
Credit	1,033	51.5	684	34.1	236	11.8	35	1.7	18	0.9
Noncredit	97	69.3	37	26.4	6	4.3	0	0.0	0	0.0
Gender identity[xciv]										
Women	787	54.4	468	32.4	165	11.4	20	1.4	6	0.4
Men	342	50.2	241	35.4	74	10.9	15	2.2	9	1.3
Trans-spectrum	20	44.4	16	35.6	6	13.3	0	0.0	< 5	---
Racial identity[xcv]										
White/European American	430	55.9	244	31.7	76	9.9	9	1.2	10	1.3
People of Color	698	50.7	481	34.9	164	11.9	26	1.9	8	0.6
Disability status[xcvi]										
No Disability	928	53.7	579	33.5	188	10.9	20	1.2	14	0.8
At Least One Disability	216	48.6	151	34.0	58	13.1	14	3.2	5	1.1
I feel valued by other students in classroom.	**956**	**43.2**	**737**	**33.3**	**427**	**19.3**	**68**	**3.1**	**23**	**1.0**
Student status[xcvii]										
Credit	838	41.6	677	33.6	410	20.4	67	3.3	21	1.0
Noncredit	92	65.2	42	29.8	6	4.3	0	0.0	< 5	---
Gender identity[xcviii]										
Women	661	45.6	468	32.3	281	19.4	33	2.3	7	0.5
Men	272	39.7	245	35.8	126	18.4	31	4.5	11	1.6
Trans-spectrum	15	33.3	13	28.9	12	26.7	< 5	---	< 5	---

Table 102. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[xcix]										
White/European American	351	45.4	252	32.6	137	17.7	24	3.1	9	1.2
People of Color	447	42.9	360	34.6	199	19.1	24	2.3	11	1.1
Multiracial	128	37.6	114	33.5	79	23.2	18	5.3	< 5	---
Sexual identity[c]										
Queer-spectrum	143	39.4	114	31.4	84	23.1	18	5.0	< 5	---
Heterosexual	737	43.6	582	34.4	313	18.5	44	2.6	15	0.9
Disability status[ci]										
No Disability	781	45.0	570	32.8	325	18.7	46	2.6	15	0.9
At Least One Disability	162	36.5	153	34.5	99	22.3	22	5.0	8	1.8
I feel valued by other students outside of the classroom.	**860**	**39.2**	**634**	**28.9**	**562**	**25.6**	**101**	**4.6**	**36**	**1.6**
Student status[cii]										
Credit	758	37.9	584	29.2	525	26.3	99	5.0	33	1.7
Noncredit	77	56.2	36	26.3	23	16.8	0	0.0	< 5	---
Gender identity[ciii]										
Women	582	40.6	408	28.5	368	25.7	63	4.4	13	0.9
Men	253	36.9	212	30.9	170	24.8	32	4.7	18	2.6
Trans-spectrum	17	39.5	5	11.6	15	34.9	< 5	---	< 5	---
Racial identity[civ]										
Hispanic/Latinx/Chicanx	301	42.0	211	29.5	170	23.7	26	3.6	8	1.1
People of Color	102	35.5	104	36.2	69	24.0	8	2.8	< 5	---
White/European American	302	39.5	204	26.7	203	26.6	41	5.4	14	1.8
Multiracial	116	34.3	96	28.4	98	29.0	24	7.1	< 5	---
Disability status[cv]										
No Disability	699	40.6	497	28.9	432	25.1	71	4.1	23	1.3
At Least One Disability	148	33.6	131	29.7	121	27.4	28	6.3	13	2.9
Citizenship status[cvi]										
U.S. Citizen - Birth	649	37.4	498	28.7	466	26.9	87	5.0	33	1.9
U.S. Citizen - Naturalized/Non-U.S. Citizen	187	44.8	127	30.5	86	20.6	14	3.4	< 5	---

Note: Table reports responses only from Student respondents (*n* = 2,237).

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Sixty-eight percent (n = 1,494) of Student respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background (Table 103). A higher percentage of Noncredit Student respondents (43%, n = 58) than Credit Student respondents (27%, n = 547) and a higher percentage of Non-U.S. Citizen Student respondents (32%, n = 85) than U.S. Citizen-Birth Student respondents (27%, n = 465) "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Hispanic/Latinx/Chicanx Student respondents (22%, n = 159) and Student Respondents of Color (30%, n = 85) than White/European American Student respondents (15%, n = 114) "agreed" with the statement. Finally, 32% (n = 195) of First-Generation/Low-Income Student respondents compared with 27% (n = 426) of Not-First-Generation/Not-Low-Income Student respondents "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background.

Seventy-eight percent (n = 1,729) of Student respondents "strongly agreed" or "agreed" that the campus climate at MiraCosta College encouraged free and open discussion of difficult topics. A larger percentage of Noncredit Student respondents (60%, n = 82) than Credit Student respondents (44%, n = 889) and a larger percentage of U.S. Citizen-Naturalized/Non-U.S. Citizen Student respondents (49%, n = 206) than U.S. Citizen-Birth Student respondents (44%, n = 766) "strongly agreed" that the campus climate at MiraCosta College encouraged free and open discussion of difficult topics. Five percent (n = 32) of Men Student respondents, 1% (n = 15) of Women Student respondents, and less than five Trans-spectrum Student respondents "strongly disagreed" that the campus climate at MiraCosta College encouraged free and open discussion of difficult topics. A larger percentage of Multiracial Student respondents (8%, n = 26) than White/European American Student respondents (4%, n = 30), Student Respondents of Color (3%, n = 8), and Hispanic/Latinx/Chicanx Student respondents (3%, n = 22) "disagreed" that the campus climate at MiraCosta College encouraged free and open discussion of difficult topics. Finally, a higher percentage of Student Respondents with a Single Disability (37%, n = 98) than Student Respondents with Multiple Disabilities (25%, n = 45) "agreed" that the campus climate at MiraCosta College encouraged free and open discussion of difficult topics.

Table 103. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that faculty prejudge my abilities based on their perception of my identity/background.	**860**	**39.2**	**634**	**28.9**	**562**	**25.6**	**101**	**4.6**	**36**	**1.6**
Student status[cvii]										
Credit	547	27.2	398	19.8	479	23.8	369	18.3	220	10.9
Noncredit	58	43.0	22	16.3	22	16.3	18	13.3	15	11.1
Citizenship status[cviii]										
U.S. Citizen - Birth	465	26.7	322	18.5	424	24.3	337	19.3	196	11.2
U.S. Citizen - Naturalized	52	30.4	42	24.6	35	20.5	25	14.6	17	9.9
Non-U.S. Citizen	85	34.4	61	24.7	50	20.2	26	10.5	25	10.1
Racial identity[cix]										
Hispanic/Latinx/Chicanx	217	30.2	159	22.1	163	22.7	112	15.6	68	9.5
People of Color	80	27.8	85	29.5	53	18.4	47	16.3	23	8.0
White/European American	218	28.3	114	14.8	180	23.4	152	19.7	106	13.8
Multiracial	75	22.0	62	18.2	97	28.4	72	21.1	35	10.3
First-generation/income status[cx]										
Not-First-Generation/Not-Low-Income	426	26.8	298	18.8	362	22.8	319	20.1	184	11.6
First-Generation/Low-Income	195	31.7	134	21.8	156	25.4	73	11.9	57	9.3
I believe that the campus climate encourages free and open discussion of difficult topics.	**995**	**45.1**	**734**	**33.3**	**331**	**15.0**	**90**	**4.1**	**54**	**2.5**
Student status[cxi]										
Credit	889	44.2	680	33.8	309	15.4	84	4.2	49	2.4
Noncredit	82	59.9	38	27.7	15	10.9	0	0.0	< 5	---
Gender identity[cxii]										
Women	685	47.3	488	33.7	209	14.4	51	3.5	15	1.0
Men	285	41.8	224	32.8	108	15.8	33	4.8	32	4.7
Trans-spectrum	15	34.1	15	34.1	8	18.2	< 5	---	< 5	---

Table 103. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[cxiii]										
Hispanic/Latinx/Chicanx	331	46.0	239	33.2	116	16.1	22	3.1	12	1.7
People of Color	121	42.3	108	37.8	45	15.7	8	2.8	< 5	---
White/European American	362	46.9	244	31.6	109	14.1	30	3.9	27	3.5
Multiracial	140	41.2	124	36.5	44	12.9	26	7.6	6	1.8
Disability status[cxiv]										
Single Disability	104	39.1	98	36.8	44	16.5	16	6.0	< 5	---
No Disability	790	45.7	582	33.7	255	14.7	62	3.6	40	2.3
Multiple Disabilities	86	48.0	45	25.1	28	15.6	11	6.1	9	5.0
Citizenship status[cxv]										
U.S. Citizen - Birth	766	43.9	584	33.5	270	15.5	81	4.6	44	2.5
U.S. Citizen - Naturalized/Non-U.S. Citizen	206	49.4	139	33.3	56	13.4	7	1.7	9	2.2

Note: Table reports responses only from Student respondents (*n* = 2,237).

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Seventy-three percent ($n = 1,608$) of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models (Table 104). A higher percentage of Noncredit Student respondents (64%, $n = 86$) than Credit Student respondents (45%, $n = 910$) and a higher percentage of Women Student respondents (49%, $n = 706$) than Men Student respondents (42%, $n = 288$) "strongly agreed" with the statement. A higher percentage of U.S. Citizen-Naturalized Student respondents (56%, $n = 96$) than U.S. Citizen-Birth Student respondents (45%, $n = 781$), along with a higher percentage of Hispanic/Latinx/Chicanx Student respondents (49%, $n = 352$) and White/European American Student respondents (48%, $n = 372$) than Multiracial Student respondents (40%, $n = 135$) "strongly agreed" that they had faculty whom they perceived as role models.

Sixty-five percent ($n = 1,426$) of Student respondents "strongly agreed" or "agreed" that they had staff whom they perceived as role models. A larger percentage of Noncredit Student respondents (58%, $n = 79$) than Credit Student respondents (40%, $n = 807$) and a higher percentage of U.S. Citizen-Naturalized Student respondents (50%, $n = 85$) than U.S. Citizen-Birth Student respondents (39%, $n = 689$) "strongly agreed" that they had staff whom they perceived as role models. Four percent ($n = 26$) of Men Student respondents, 1% ($n = 15$) of Women Student respondents, and less than five Trans-spectrum Student respondents "strongly disagreed" that they had staff whom they perceived as role models. A higher percentage of Hispanic/Latinx/Chicanx Student respondents (45%, $n = 326$) than Multiracial Student respondents (36%, $n = 123$) "strongly agreed" with this statement, and a higher percentage of Student Respondents of Color (30%, $n = 86$) than White/European American Student respondents (20%, $n = 155$) "agreed" that they had staff whom they perceived as role models. Finally, a higher percentage of First-Generation/Low-Income Student respondents (45%, $n = 276$) than Not-First-Generation/Not-Low-Income Student respondents (40%, $n = 633$) "strongly agreed" with the statement.

Table 104. Student Respondents' Perceptions of Faculty and Staff Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have faculty whom I perceive as role models.	**1,023**	**46.4**	**585**	**26.5**	**459**	**20.8**	**104**	**4.7**	**36**	**1.6**
Student status[cxvi]										
Credit	910	45.1	538	26.7	433	21.5	101	5.0	34	1.7
Noncredit	86	64.2	31	23.1	16	11.9	< 5	---	0	0.0
Gender identity[cxvii]										
Women	706	48.7	381	26.3	292	20.2	59	4.1	11	0.8
Men	288	42.2	187	27.4	152	22.3	38	5.6	18	2.6
Trans-spectrum	20	44.4	12	26.7	5	11.1	< 5	---	< 5	---
Racial identity[cxviii]										
Hispanic/Latinx/Chicanx	352	48.8	180	25.0	156	21.6	21	2.9	12	1.7
People of Color	119	41.5	97	33.8	56	19.5	13	4.5	< 5	---
White/European American	372	48.3	192	24.9	152	19.7	41	5.3	13	1.7
Multiracial	135	39.5	101	29.5	75	21.9	24	7.0	7	2.0
Citizenship status[cxix]										
U.S. Citizen - Birth	781	44.7	468	26.8	376	21.5	90	5.2	32	1.8
U.S. Citizen - Naturalized	96	55.8	41	23.8	30	17.4	5	2.9	0	0.0
Non-U.S. Citizen	126	51.0	68	27.5	43	17.4	7	2.8	< 5	---
I have staff whom I perceive as role models.	**909**	**41.2**	**517**	**23.4**	**613**	**27.8**	**121**	**5.5**	**48**	**2.2**
Student status[cxx]										
Credit	807	40.0	475	23.6	572	28.4	115	5.7	46	2.3
Noncredit	79	58.1	28	20.6	26	19.1	< 5	---	0	0.0
Gender identity[cxxi]										
Women	622	43.0	348	24.0	388	26.8	75	5.2	15	1.0
Men	263	38.5	151	22.1	203	29.7	41	6.0	26	3.8
Trans-spectrum	18	40.0	10	22.2	11	24.4	< 5	---	< 5	---
Racial identity[cxxii]										
Hispanic/Latinx/Chicanx	326	45.2	171	23.7	186	25.8	25	3.5	14	1.9
People of Color	105	36.7	86	30.1	79	27.6	15	5.2	< 5	---
White/European American	312	40.5	155	20.1	234	30.4	50	6.5	20	2.6
Multiracial	123	36.0	89	26.0	94	27.5	26	7.6	10	2.9

Table 104. Student Respondents' Perceptions of Faculty and Staff Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Citizenship status[cxxiii]										
U.S. Citizen - Birth	689	39.4	401	22.9	512	29.3	102	5.8	44	2.5
U.S. Citizen - Naturalized	85	49.7	46	26.9	36	21.1	< 5	---	0	0.0
Non-U.S. Citizen	114	46.2	61	24.7	57	23.1	12	4.9	< 5	---
First-generation/income status[cxxiv]										
Not-First-Generation/Not-Low-Income	633	39.7	360	22.6	467	29.3	98	6.2	35	2.2
First-Generation/Low-Income	276	44.9	157	25.5	146	23.7	23	3.7	13	2.1

Note: Table reports responses only from Student respondents (*n* = 2,237).

Students Who Have Seriously Considered Leaving MiraCosta College

Twenty percent (*n* = 554) of respondents had seriously considered leaving MiraCosta College. Fifteen percent (*n* = 324) of Student respondents had seriously considered leaving MiraCosta College (Figure 42, p.203). Of the Student respondents who considered leaving, 51% (*n* = 164) considered leaving in their first year as a student, 35% (*n* = 112) in their second year, 21% (*n* = 68) in their third year, and 8% (*n* = 27) in their fourth year.

Subsequent analyses were run for Student respondents who had considered leaving MiraCosta College by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, and first-generation status.

Significant results for Student respondents indicated that:

- By gender identity, 24% (*n* = 11) of Trans-spectrum Student respondents, 12% (*n* = 171) of Women Student respondents, and 19% (*n* = 133) of Men Student respondents considered leaving MiraCosta College.[cxxv]
- By disability status, 22% (*n* = 40) of Student Respondents with Multiple Disabilities, 18% (*n* = 49) of Student Respondents with a Single Disability, and 13% (*n* = 233) of Student Respondents with No Disability considered leaving the institution.[cxxvi]
- By citizenship status, 15% (*n* = 272) of U.S. Citizen-Birth Student respondents, 15% (*n* = 38) of Non-U.S. Citizen Student respondents, and 7% (*n* = 12) of U.S. Citizen-Naturalized Student respondents considered leaving the institution.[cxxvii]
- By income status, 17% (*n* = 145) of Low-Income Student respondents and 13% (*n* = 163) of Not-Low-Income Student respondents considered leaving the institution.[cxxviii]
- By first-generation status, 13% (*n* = 181) of First-Generation Student respondents and 17% (*n* = 138) of Not-First-Generation Student respondents considered leaving the institution.[cxxix]

Twenty-nine percent ($n = 93$) of Student respondents who considered leaving suggested that they considered leaving for personal reasons (e.g., medical, mental health, family emergencies) (Table 105). Others considered leaving because of lack of a sense of belonging (19%, $n = 61$), lack of social life at MiraCosta College (17%, $n = 55$), and/or time management (16%, $n = 53$).

Table 105. Top Reasons Why Student Respondents Considered Leaving MiraCosta College

Reason	n	%
Personal reasons (e.g., medical, mental health, family emergencies)	93	28.7
Lack of a sense of belonging	61	18.8
Lack of social life at MiraCosta College	55	17.0
Time management	53	16.4
Financial reasons	52	16.0
Family responsibilities (e.g., child care)	37	11.4
Transfer plans	36	11.1
Job opportunity	34	10.5
Climate was not welcoming	33	10.2
Did not have my major/program	32	9.9
Lack of support group	30	9.3

Note: Table reports only Student respondents who indicated that they considered leaving MiraCosta College ($n = 324$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

One hundred ninety-eight Student respondents elaborated on why they had seriously considered leaving MiraCosta College. Three themes emerged from Student respondents: personal reasons, teaching quality, and transfer to a university.

Student

Personal Reasons. One theme that emerged from Student respondents as to why they considered leaving MiraCosta College was personal reasons. Some respondents commented on moving out of the area, stating, "Moving out of San Diego county after spring semester 2020," "Husband work relocation due to military," "Moving to another city," and "Sadly I'm moving, but thinking of maybe taking two online class and two at campus but I haven't fully decided." Other respondents commented on personal family issues, sharing, "My wife has stage 4 cancer, so she relies on me for everything," "My father had just passed away so I needed to help my mom with finances," "I want time for personal life which includes taking care of my parents who are very

ill," and "Just one thing after another with family issues trying to make ends meet." Other respondents were not sure college was the right option for them, sharing, "I didn't know what I wanted to do, and wasn't sure if college was the right place to find out," "Well, first and foremost, who doesn't think about leaving school and pursuing something a little more engaging," and "I wasn't sure if school was for me."

Teaching Quality. A second theme that emerged from Student respondents as to why they considered leaving MiraCosta College was teaching quality. One respondent shared, "There is a great variance in the quality of professors. Some are some of the greatest mentors I have ever had, unfortunately I have also had professors whose inability to effectively teach have created great harm to my mental health. It feels as though the professors are under no obligation to listen to the needs of the students and that there is no consistency between classes." Another respondent added, "The instructors for the *[course name redacted]* courses cannot deliver the material to the students effectively. Students basically have to teach themselves through the assigned textbooks. The instructors are not well organized nor prepared in many incidents. It's been a frustrating experience. I just took a course through UCSD and it validated how sub-par MiraCosta's classes are in comparison." Other respondents included, "I am unhappy with the way two of the three classes are being taught. One of them, the instructor designs the class work LITERALLY an hour before class in the room. Then we all wonder why no one can get the Labs to be done completely. The second one, there is no lecture just a straight 4 hours of how good the instructor's life is. If I wanted to sit in a room and do the same thing over and over again, I would do it better at home. At least there, I do not need to listen to a guy stand at the front of the room talking about how he is the greatest man alive," "The course materials chosen by the teachers not meeting the level of education needed to advance in learning," and "I considered leaving due to a lack of professionalism through some professors. Some semesters I'm scrambling from one teachers' class to another trying to figure out holes within their syllabuses that they leave the students to find. And even when found no adjustment is made to overlapping due dates. I've had this happen multiple times."

Transfer to a University. A third theme that emerged from Student respondents as to why they considered leaving was transferring to a university. Respondents shared, "I am using it as a stepping stone to a 4 year school," "I want to leave because I want to be in a university," and "I just wanted to do a two year in my community for financial reasons before I do my transfer to a larger university. I can acquire my business AA Business Degree." Other respondents added, "I don't consider leaving because it's a bad school. The school itself has shaped me into a better student. I just need to further my education and transfer to a 4-year university," "I would like to transfer to a four-year," and "I'm looking to transfer to a university to finish my degree."

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by gender identity. Trans-spectrum Student respondents had less *Perceived Academic Success* than Women Student respondents and Men Student respondents. Men Student respondents had less *Perceived Academic Success* than Women Student respondents.

Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 84% ($n = 1,855$) of Student respondents "strongly agreed" or "agreed" that they felt valued by MiraCosta College faculty, 83% ($n = 1,824$) "strongly agreed" or "agreed" that they felt valued by MiraCosta College staff, and 77% ($n = 1,693$) "strongly agreed" or "agreed" that they felt valued by other students in the classroom. Seventy-three percent ($n = 1,608$) of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models. Seventy-eight percent ($n = 1,729$) of Student respondents "strongly agreed" or "agreed" that the campus climate at MiraCosta College encouraged free and open discussion of difficult topics. Significant differences existed by student status (credit versus noncredit), gender identity, racial identity, sexual identity, disability status, first-generation/income status, and citizenship status.

Fifteen percent ($n = 324$) of Student respondents had seriously considered leaving MiraCosta College. A majority of those Student respondents (51%, $n = 164$) considered leaving in their first year as a student at MiraCosta College. Also, a majority of those Student respondents (29%, $n =$

93) attributed personal reasons (e.g., medical, mental health, family emergencies) as the main

reason why they seriously considered leaving MiraCosta College.

[lxxxiii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College faculty by student status: $\chi^2 (4, N = 2,160) = 21.6, p < .001$.

[lxxxiv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College faculty by gender identity: $\chi^2 (8, N = 2,186) = 37.3, p < .001$.

[lxxxv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College faculty by citizenship status: $\chi^2 (8, N = 2,174) = 15.9, p < .05$.

[lxxxvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College staff by student status: $\chi^2 (4, N = 2,151) = 14.5, p < .01$.

[lxxxvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College staff by gender identity: $\chi^2 (8, N = 2,176) = 41.6, p < .001$.

[lxxxviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College staff by sexual identity: $\chi^2 (4, N = 2,053) = 10.7, p < .05$.

[lxxxix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College senior administrators by student status: $\chi^2 (4, N = 2,150) = 16.4, p < .01$.

[xc] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College senior administrators by gender identity: $\chi^2 (8, N = 2,177) = 27.6, p < .001$.

[xci] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College senior administrators by citizenship status: $\chi^2 (8, N = 2,164) = 24.1, p < .01$.

[xcii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by MiraCosta College senior administrators by first-generation/income status: $\chi^2 (4, N = 2,207) = 12.2, p < .05$.

[xciii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: $\chi^2 (4, N = 2,146) = 20.3, p < .001$.

[xciv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2 (8, N = 2,172) = 30.0, p < .001$.

[xcv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity: $\chi^2 (4, N = 2,146) = 10.5, p < .05$.

[xcvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2 (4, N = 2,173) = 12.6, p < .05$.

[xcvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by student status: $\chi^2 (4, N = 2,154) = 40.2, p < .001$.

[xcviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by gender identity: $\chi^2 (8, N = 2,180) = 38.0, p < .001$.

[xcix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by racial identity: $\chi^2 (8, N = 2,154) = 17.0, p < .05$.

[c] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by sexual identity: $\chi^2 (4, N = 2,054) = 11.0, p < .05$.

[ci] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by disability status: $\chi^2 (4, N = 2,181) = 17.5, p < .01$.

[cii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by student status: $\chi^2 (4, N = 2,136) = 23.3, p < .001$.

[ciii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: $\chi^2 (8, N = 2,162) = 26.3, p < .001$.

[civ] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by racial identity: $\chi^2 (12, N = 2,105) = 24.5, p < .05$.

[cv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by disability status: $\chi^2 (4, N = 2,163) = 14.6, p < .01$.

[cvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by citizenship status: $\chi^2 (4, N = 2,150) = 15.0, p < .01$.

[cvii] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by student status: $\chi^2(4, N = 2,148) = 16.8, p < .01$.

[cviii] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by citizenship status: $\chi^2(8, N = 2,162) = 24.8, p < .01$.

[cix] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by racial identity: $\chi^2(12, N = 2,118) = 53.8, p < .001$.

[cx] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by first-generation/income status: $\chi^2(4, N = 2,204) = 26.1, p < .001$.

[cxi] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by student status: $\chi^2(4, N = 2,148) = 16.3, p < .01$.

[cxii] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by gender identity: $\chi^2(8, N = 2,174) = 39.2, p < .001$.

[cxiii] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by racial identity: $\chi^2(12, N = 2,118) = 28.8, p < .01$.

[cxiv] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by disability status: $\chi^2(8, N = 2,174) = 19.1, p < .05$.

[cxv] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by citizenship status: $\chi^2(4, N = 2,162) = 10.6, p < .05$.

[cxvi] A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by student status: $\chi^2(4, N = 2,150) = 23.0, p < .001$.

[cxvii] A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by gender identity: $\chi^2(8, N = 2,177) = 38.8, p < .001$.

[cxviii] A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by racial identity: $\chi^2(12, N = 2,120) = 27.2, p < .01$.

[cxix] A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by citizenship status: $\chi^2(8, N = 2,166) = 16.1, p < .05$.

[cxx] A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by student status: $\chi^2(4, N = 2,151) = 20.4, p < .001$.

[cxxi] A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by gender identity: $\chi^2(8, N = 2,177) = 32.8, p < .001$.

[cxxii] A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by racial identity: $\chi^2(12, N = 2,121) = 35.1, p < .001$.

[cxxiii] A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by citizenship status: $\chi^2(8, N = 2,166) = 22.6, p < .01$.

[cxxiv] A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by first-generation/income status: $\chi^2(4, N = 2,208) = 14.2, p < .01$.

[cxxv] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving MiraCosta College by gender identity: $\chi^2(2, N = 2,205) = 26.3, p < .001$.

[cxxvi] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving MiraCosta College by disability status: $\chi^2(2, N = 2,207) = 13.8, p < .001$.

[cxxvii] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving MiraCosta College by citizenship status: $\chi^2(2, N = 2,193) = 9.3, p < .01$.

[cxxviii] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving MiraCosta College by income status: $\chi^2(1, N = 2,162) = 5.5, p < .05$.

[cxxix] A chi-square test was conducted to compare percentages of Student respondents who had seriously considered leaving MiraCosta College by first-generation status: $\chi^2(1, N = 2,210) = 6.2, p < .05$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which MiraCosta College does, and should, promote diversity, equity, and inclusion to influence campus climate.

Faculty Respondents' Awareness of Institutional Actions

The survey asked Faculty respondents to indicate if they believed certain initiatives currently were available at MiraCosta College and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at MiraCosta College, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 106).

Fifty-six percent ($n = 121$) of Faculty respondents thought that flexibility for calculating the tenure timeline was available and 44% ($n = 97$) of Faculty respondents thought that flexibility for calculating the tenure timeline was not available. Fifty-five percent ($n = 67$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 66% ($n = 64$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-eight percent ($n = 128$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 42% ($n = 92$) of Faculty respondents thought that they were not available. Seventy-three percent ($n = 94$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 71% ($n = 65$) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Eighty percent ($n = 182$) of Faculty respondents thought that diversity, equity, and inclusivity training for faculty was available and 20% ($n = 47$) of Faculty respondents thought that such

training for faculty was not available. Eighty-five percent ($n = 154$) of Faculty respondents who thought that diversity, equity, and inclusivity training for faculty was available believed that it positively influenced the climate and 77% ($n = 36$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 167$) of Faculty respondents thought that resources for faculty to create an inclusive classroom environment were available and 26% ($n = 59$) of Faculty respondents thought that such resources were not available. Eighty-seven percent ($n = 145$) of the Faculty respondents who thought that resources for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 85% ($n = 50$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-four percent ($n = 122$) of Faculty respondents thought that supervisory training for faculty was available and 46% ($n = 103$) of Faculty respondents thought that it was not available. Sixty-eight percent ($n = 83$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 81% ($n = 83$) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Eighty percent ($n = 180$) of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 20% ($n = 45$) of Faculty respondents thought that such counseling was not available. Eighty-eight percent ($n = 159$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 84% ($n = 38$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-one percent ($n = 165$) of Faculty respondents thought that mentorship for new faculty was available and 29% ($n = 67$) of Faculty respondents thought that faculty mentorship was not available. Eighty-seven percent ($n = 143$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 94% ($n = 63$)

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of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-one percent ($n = 161$) of Faculty respondents thought that a clear process to resolve conflicts was available and 29% ($n = 67$) of Faculty respondents thought that such a process was not available. Eighty-six percent ($n = 139$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 93% ($n = 62$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy percent ($n = 156$) of Faculty respondents thought that a fair process to resolve conflicts was available and 30% ($n = 67$) of Faculty respondents thought that such a process was not available. Ninety percent ($n = 140$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 93% ($n = 62$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 147$) of Faculty respondents thought that including equity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 33% ($n = 72$) of Faculty respondents thought that it was not available at MiraCosta College. Seventy-two percent ($n = 106$) of Faculty respondents who thought that including equity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 64% ($n = 46$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty percent ($n = 132$) of Faculty respondents thought that affordable child care was available and 40% ($n = 88$) of Faculty respondents thought that it was not available at MiraCosta College. Eighty percent ($n = 105$) of Faculty respondents who thought that affordable child care was available believed that it positively influenced the climate and 91% ($n = 80$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-one percent ($n = 105$) of Faculty respondents thought that support/resources for spouse/partner employment was available and 49% ($n = 103$) of Faculty respondents thought that it was not available at MiraCosta College. Sixty-four percent ($n = 67$) of Faculty respondents who thought that support/resources for spouse/partner employment was available believed that it positively influenced the climate and 70% ($n = 72$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 106. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at MiraCosta College								Initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing flexibility for calculating the tenure timeline	67	55.4	49	40.5	5	4.1	121	55.5	64	66.0	23	23.7	10	10.3	97	44.5
Providing recognition and rewards for including diversity issues in courses across the curriculum	94	73.4	25	19.5	9	7.0	128	58.2	65	70.7	19	20.7	8	8.7	92	41.8
Providing diversity, equity, and inclusion training for faculty	154	84.6	24	13.2	< 5	---	182	79.5	36	76.6	7	14.9	< 5	---	47	20.5
Providing faculty with resources to create an inclusive classroom environment	145	86.8	20	12.0	< 5	---	167	73.9	50	84.7	7	11.9	< 5	---	59	26.1
Providing faculty with supervisory training	83	68.0	35	28.7	< 5	---	122	54.2	83	80.6	14	13.6	6	5.8	103	45.8
Providing access to counseling for people who have experienced harassment	159	88.3	18	10.0	< 5	---	180	80.0	38	84.4	< 5	---	< 5	---	45	20.0
Providing mentorship for new faculty	143	86.7	18	10.9	< 5	---	165	71.1	63	94.0	< 5	---	< 5	---	67	28.9
Providing a clear process to resolve conflicts	139	86.3	15	9.3	7	4.3	161	70.6	62	92.5	< 5	---	< 5	---	67	29.4

Table 106. Faculty Respondents' Perceptions of Institutional Initiatives

| | Initiative IS available at MiraCosta College | | | | | | | Initiative IS NOT available at MiraCosta College | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Faculty respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Faculty respondents who believed initiative was not available |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing a fair process to resolve conflicts	140	89.7	9	5.8	7	4.5	156	70.0	62	92.5	< 5	---	< 5	---	67	30.0
Including equity-related professional experiences as one of the criteria for hiring of staff/faculty	106	72.1	29	19.7	12	8.2	147	67.1	46	63.9	15	20.8	11	15.3	72	32.9
Providing affordable child care	105	79.5	25	18.9	< 5	---	132	60.0	80	90.9	6	6.8	< 5	---	88	40.0
Providing support/resources for spouse/partner employment	67	63.8	35	33.3	< 5	---	105	50.5	72	69.9	21	20.4	10	9.7	103	49.5

Note: Table reports responses only from Faculty respondents (*n* = 281).

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Qualitative comment analyses

Thirty-five Faculty respondents elaborated on the effect of institutional actions on campus climate at MiraCosta College. One theme emerged from Faculty respondents: diversity fatigue.

Diversity Fatigue. One theme that emerged from Faculty respondents related to the effects of institutional actions on campus was diversity fatigue. Respondents shared, "I think we also need to be careful that we don't alienate our white students and colleagues. If they feel that they aren't part of the college because they feel excluded from so many special groups, it could have a negative impact on the campus environment and climate," "DEI has become the focus of our campus. This is a key and important issue, but let's teach first. Are DEI shortfalls perceived or real," and "I don't know what 'equity related professional experiences' are and given the 'social activists' attempt to redefine equity and inclusion, I'm a bit skeptical that such a requirement would be 'fair.'" Other respondents added, "Frankly, while I realize some employees may not have previous experience with or realize the importance of equity training, (which should be part of the orientation experience for all new hires) I honestly believe most of us are 'uber' conscious of equity, inclusion, and the need for diversity both in the classroom and among colleagues. I am far from militant about including equity measures in absolutely everything we do at the institution. I think there is a saturation point at which perceived issues can be overplayed and interfere with new innovative learning practices, advances in pedagogy, student success, etc.," and "I have worked here 20 plus years. Obviously, I have been pretty content with the climate here or I would have gone looking for another job. I'm here to teach. I see my students as someone wanting to better themselves. I worry that celebrating and identifying all the diversity only causes more exclusion. Life is not fair, nor will it ever be. My job is to teach well, nurture the students the very best I can and to be a considerate colleague."

Staff Respondents' Awareness of Institutional Actions

The survey asked Staff respondents ($n = 297$) to respond regarding similar initiatives, which are listed in Table 107. Eight-six percent ($n = 234$) of the Staff respondents thought that diversity, equity, and inclusion training for staff was available at MiraCosta College and 14% ($n = 39$) of Staff respondents thought that it was not available. Eighty-three percent ($n = 194$) of the Staff respondents who thought that diversity, equity, and inclusion training for staff was available believed that it positively influenced the climate and 85% ($n = 33$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 233$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at MiraCosta College and 14% ($n = 39$) of Staff respondents thought that such access to counseling was not available. Ninety-one percent ($n = 213$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 90% ($n = 35$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 173$) of Staff respondents thought that supervisory training for supervisors/managers was available and 35% ($n = 95$) of Staff respondents thought that such training was not available. Eighty-seven percent ($n = 151$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 92% ($n = 87$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 162$) of Staff respondents thought that supervisory training for faculty supervisors was available and 38% ($n = 99$) of Staff respondents thought that such training was not available. Eighty-six percent ($n = 140$) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 92% ($n = 91$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-two percent (*n* = 136) of Staff respondents thought that mentorship for new staff was available and 48% (*n* = 128) of Staff respondents thought that staff mentorship was not available. Ninety percent (*n* = 123) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 93% (*n* = 119) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-nine percent (*n* = 182) of Staff respondents thought that a clear process to resolve conflicts was available at MiraCosta College and 31% (*n* = 83) of Staff respondents thought that such a process was not available. Eighty-nine percent (*n* = 161) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 95% (*n* = 79) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy percent (*n* = 184) of Staff respondents thought that a fair process to resolve conflicts was available at MiraCosta College and 30% (*n* = 79) of Staff respondents thought that such a process was not available. Ninety percent (*n* = 165) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 96% (*n* = 76) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-four percent (*n* = 191) of Staff respondents thought that including equity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 26% (*n* = 66) of Staff respondents thought that it was not available. Seventy-four percent (*n* = 141) of Staff respondents who thought that including equity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 79% (*n* = 52) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-one percent (*n* = 217) of Staff respondents thought that career development opportunities for staff were available and 19% (*n* = 52) of Staff respondents thought that they were not available. Ninety percent (*n* = 195) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and

94% (*n* = 49) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Sixty-two percent (*n* = 165) of Staff respondents thought that support/resources for staff job training/on-boarding were available and 38% (*n* = 101) of Staff respondents thought that they were not available. Eighty-nine percent (*n* = 146) of Staff respondents who thought that support/resources for staff job training/on-boarding were available believed that they positively influenced the climate and 95% (*n* = 96) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Sixty-four percent (*n* = 172) of Staff respondents thought that providing similar opportunities (e.g., training, professional development) to staff across all campuses were available and 36% (*n* = 95) of Staff respondents thought that they were not available. Eighty-nine percent (*n* = 153) of Staff respondents who thought that providing similar opportunities (e.g., training, professional development) to staff across all campuses were available believed that they positively influenced the climate and 94% (*n* = 89) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Sixty-one percent (*n* = 161) of Staff respondents thought that affordable child care was available at MiraCosta College and 39% (*n* = 102) of Staff respondents thought that it was not available. Eighty-six percent (*n* = 138) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 87% (*n* = 89) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-nine percent (*n* = 126) of Staff respondents thought that support/resources for spouse/partner employment were available and 51% (*n* = 130) of Staff respondents thought that they were not available. Eighty-four percent (*n* = 106) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 74% (*n* = 96) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 107. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at MiraCosta College								Initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity, equity, and inclusion training for staff	194	82.9	30	12.8	10	4.3	234	85.7	33	84.6	< 5	---	< 5	---	39	14.3
Providing access to counseling for people who have experienced harassment	213	91.4	20	8.6	0	0.0	233	85.7	35	89.7	< 5	---	< 5	---	39	14.3
Providing supervisors/managers with supervisory training	151	87.3	21	12.1	< 5	---	173	64.6	87	91.6	< 5	---	< 5	---	95	35.4
Providing faculty supervisors with supervisory training	140	86.4	21	13.0	< 5	---	162	62.1	91	91.9	< 5	---	< 5	---	99	37.9
Providing mentorship for new staff	123	90.4	11	8.1	< 5	---	136	51.5	119	93.0	6	4.7	< 5	---	128	48.5
Providing a clear process to resolve conflicts	161	88.5	19	10.4	< 5	---	182	68.7	79	95.2	< 5	---	< 5	---	83	31.3
Providing a fair process to resolve conflicts	165	89.7	17	9.2	< 5	---	184	70.0	76	96.2	0	0.0	< 5	---	79	30.0
Considering equity-related professional experiences as one of the criteria for hiring of staff/faculty	141	73.8	33	17.3	17	8.9	191	74.3	52	78.8	11	16.7	< 5	---	66	25.7
Providing career development opportunities for staff	195	89.9	22	10.1	0	0.0	217	80.7	49	94.2	< 5	---	< 5	---	52	19.3

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Table 107. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at MiraCosta College								Initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative was not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Provide support/resources for staff job training/on-boarding	146	88.5	19	11.5	0	0.0	165	62.0	96	95.0	< 5	---	< 5	---	101	38.0
Provide similar opportunities (e.g., training, professional development) to staff across all campuses	153	89.0	19	11.0	0	0.0	172	64.4	89	93.7	< 5	---	5	5.3	95	35.6
Providing affordable child care	138	85.7	23	14.3	0	0.0	161	61.2	89	87.3	10	9.8	< 5	---	102	38.8
Providing support/resources for spouse/partner employment	106	84.1	20	15.9	0	0.0	126	49.2	96	73.8	30	23.1	< 5	---	130	50.8

Note: Table reports responses only from Staff respondents ($n = 297$).

Qualitative comment analyses

Forty Staff respondents elaborated on the effect of institutional actions on campus climate at MiraCosta College. One theme emerged from Staff respondents: diversity.

Diversity. One theme that emerged from Staff respondents was diversity. Some respondents commented that current diversity initiatives at MiraCosta College have targeted specific groups and identities on campus while becoming intolerant toward others, sharing, "Diversity, equity, and inclusion training needs to be explained that it works both ways and not only for people that think alike. There is no diversity or inclusion efforts for conservatives on this college. Every effort is for LGBTQ+ and for the BSU. There is no effort given for the religious community," "Because I am white, I am perceived as 'privileged.' I dropped out of high school, was on my own, supporting myself since I was 16 years old. I worked hard to get an education while caring for two small children as a single parent. I was dirt poor. There is strong focus and even bias in terms of being granted extra advantages towards those of color, non-legal citizen status, and sexual identities; and so many resources expended to help those groups with financial assistance, non-academic resources, and what-not that I wonder. Would a white person, who is perceived as 'privileged' have access to equivalent resources,?" and "My biggest issue is not in diversity practices of hiring individuals from different backgrounds (racial, ethnic, gender-related, sexuality-related), but of the intolerance for diversity of viewpoint when it comes to values that are unfortunately politically charged in today's society. We are not a tolerant community when it comes to diversity of beliefs. Yet we mascaraed as though the most important 'values' that we uphold are diversity and inclusion. Well, I am certainly excluded in this scenario. Where is the outrage at such hypocrisy? You won't see it; because the university is completely one-sided in this argument." Some respondents shared that a focus on diversity has actually created a more divisive campus, adding, "My observations are that the focus on diversity has put people into groups by various identities. As a whole, we are more divided than I can ever recall. We need a common purpose and goal to unite us - as an example I think of a sports team that everyone unites around in support," and "It seems by promoting diversity, we have actually caused division. Diversity of thought and speech is not tolerated here at MiraCosta and in the American culture as a whole. I do not feel safe or free to express different points of view." Conversely, other respondents shared a need for mandatory diversity training on campus, stating, "The college has not appeared willing to have any mandatory staff or faculty training around equity.

Staff and faculty alike can opt out, and faculty can fulfill training requirements by reading Jane Austen or going golfing. Mandatory training and onboarding would set and uphold institutional anti-racist values. The college needs to also state that it holds these values," "Many of these things we already do, however I think it would be beneficial if ALL MiraCosta employees had to attend cultural competency training," and "Diversity, equity, and inclusion training should be mandatory for faculty/staff." Finally, one respondent commented on the institution's part in creating a more diverse campus, stating, "Just because there are equitable criteria in place doesn't mean that people will follow it. That seems more like people just checking the box to say that they're equitable and done their job. Making sure there is relevant practices, job development opportunities (to even temp employees!) and creating a hospitable work environment needs to be an ON-GOING conversation. Not a one-and-done tasks."

Student Respondents' Awareness of Institutional Actions

The survey also asked Student respondents ($n = 2,237$) to consider a similar list of initiatives, provided in Table 108. Eighty-nine percent ($n = 1,820$) of the Student respondents thought that diversity, equity, and inclusion training for students was available at MiraCosta College and 12% ($n = 237$) of Student respondents thought that it was not available. Eighty-eight percent ($n = 1,600$) of the Student respondents who thought that diversity, equity, and inclusion training for students was available believed that it positively influenced the climate and 71% ($n = 167$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Ninety percent ($n = 1,831$) of Student respondents thought that diversity, equity, and inclusion training for staff was available at MiraCosta College and 10% ($n = 208$) of Student respondents thought that it was not available. Eighty-nine percent ($n = 1,635$) of Student respondents who thought diversity, equity, and inclusion training for staff was available believed that it positively influenced the climate and 78% ($n = 162$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Ninety percent ($n = 1,807$) of Student respondents thought that diversity, equity, and inclusion training for faculty was available at MiraCosta College and 10% ($n = 206$) of Student respondents thought that it was not available. Eighty-nine percent ($n = 1,608$) of Student respondents who thought that diversity, equity, and inclusion training for faculty was available believed that it positively influenced the climate and 78% ($n = 160$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 1,789$) of Student respondents thought that diversity, equity, and inclusion training for student workers was available at MiraCosta College and 11% ($n = 225$) of Student respondents thought that it was not available. Eighty-eight percent ($n = 1,579$) of Student respondents who thought that diversity, equity, and inclusion training for student workers was available believed that it positively influenced the climate and 76% ($n = 170$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 1,745$) of Student respondents thought that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was available and 14% ($n = 278$) of Student respondents thought that such a person was not available. Eighty-seven percent ($n = 1,520$) of Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the climate and 77% ($n = 214$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty-six percent ($n = 1,730$) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available and 14% ($n = 286$) of Student respondents thought that such a resource was not available. Eighty-six percent ($n = 1,487$) of the Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 75% ($n = 213$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Eighty-five percent ($n = 1,716$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among students was available and 15% ($n = 301$) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-eight percent ($n = 1,512$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was available believed that it positively influenced the climate and 78% ($n = 234$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-five percent ($n = 1,695$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available at MiraCosta College and 15% ($n = 309$) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-eight percent ($n = 1,483$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available believed that it positively influenced the climate and 81% ($n = 250$) of Student

respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 1,720$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at MiraCosta College and 14% ($n = 285$) of Student respondents thought that it was not available. Eighty-four percent ($n = 1,451$) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 74% ($n = 210$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 1,753$) of Student respondents thought that identity-based services for students were available and 12% ($n = 249$) of Student respondents thought that it was not available. Eighty-four percent ($n = 1,478$) of Student respondents who thought that identity-based services for students were available believed that they positively influenced the climate and 72% ($n = 180$) of Student respondents who did not think they were available thought identity-based services for students would positively influence the climate if they were available.

Eighty-seven percent ($n = 1,734$) of Student respondents thought that effective faculty mentorship of students was available and 13% ($n = 264$) of Student respondents thought that it was not available. Eighty-nine percent ($n = 1,551$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 83% ($n = 220$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Ninety-one percent ($n = 1,816$) of Student respondents thought that effective academic advising was available at MiraCosta College and 9% ($n = 190$) of Student respondents thought that it was not available. Ninety-two percent ($n = 1,664$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 80% ($n = 152$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty-six percent (*n* = 1,710) of Student respondents thought that affordable child care was available and 14% (*n* = 289) of Student respondents thought that it was not available. Eighty-eight percent (*n* = 1,507) of Student respondents who thought that affordable child care was available believed that it positively influenced the climate and 82% (*n* = 238) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-three percent (*n* = 1,652) of Student respondents thought that support/resources for spouse/partner employment were available and 17% (*n* = 345) of Student respondents thought that they were not available. Eighty-six percent (*n* = 1,425) of Student respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 81% (*n* = 280) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available

Table 108. Student Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at MiraCosta College								Initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity, equity, and inclusion training for students	1,600	87.9	188	10.3	32	1.8	1,820	88.5	167	70.5	40	16.9	30	12.7	237	11.5
Providing diversity, equity, and inclusion training for staff	1,635	89.3	172	9.4	24	1.3	1,831	89.8	162	77.9	22	10.6	24	11.5	208	10.2
Providing diversity, equity, and inclusion training for faculty	1,608	89.0	174	9.6	25	1.4	1,807	89.8	160	77.7	22	10.7	24	11.7	206	10.2
Providing diversity, equity, and inclusion training for student workers	1,579	88.3	181	10.1	29	1.6	1,789	88.8	170	75.6	30	13.3	25	11.1	225	11.2
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,520	87.1	187	10.7	38	2.2	1,745	86.3	214	77.0	31	11.2	33	11.9	278	13.7
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,487	86.0	201	11.6	42	2.4	1,730	85.8	213	74.5	32	11.2	41	14.3	286	14.2

Table 108. Student Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at MiraCosta College								Initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Increasing opportunities for cross-cultural dialogue among students	1,512	88.1	181	10.5	23	1.3	1,716	85.1	234	77.7	44	14.6	23	7.6	301	14.9
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	1,483	87.5	188	11.1	24	1.4	1,695	84.6	250	80.9	34	11.0	25	8.1	309	15.4
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,451	84.4	228	13.3	41	2.4	1,720	85.8	210	73.7	36	12.6	39	13.7	285	14.2
Providing identity-based services for students	1,478	84.3	215	12.3	60	3.4	1,753	87.6	180	72.3	36	14.5	33	13.3	249	12.4
Providing effective faculty mentorship of students	1,551	89.4	168	9.7	15	0.9	1,734	86.8	220	83.3	21	8.0	23	8.7	264	13.2
Providing effective academic advising	1,664	91.6	138	7.6	14	0.8	1,816	90.5	152	80.0	16	8.4	22	11.6	190	9.5
Providing affordable child care	1,507	88.1	185	10.8	18	1.1	1,710	85.5	238	82.4	26	9.0	25	8.7	289	14.5
Providing support/resources for spouse/partner employment	1,425	86.3	206	12.5	21	1.3	1,652	82.7	280	81.2	40	11.6	25	7.2	345	17.3

Note: Table reports responses only from Student respondents (n = 2,237).

Qualitative comment analyses

Three hundred four Student respondents elaborated on the effect of institutional actions on campus climate at MiraCosta College. Two themes emerged from Student respondents: more dialogue and diversity approach.

More Dialogue. One theme that emerged from Student respondents related to institutional actions was more space for dialogue. One respondent shared, "There needs to be more open dialogue between students and administrators to provide more learning opportunities such as more courses representative of the student demographic. Incorporating required culturally competent coursework on the different plans to transfer would have students integrate themselves into classrooms on subjects not relevant to them before while providing them with a better understanding of the society around them. Administration should also provide a safe space for part-time faculty and staff to address issues or their own personal input about how to improve the academic environment without the fear of them potentially losing their job." Another respondent added, "I would like to see more cross-cultural inclusion on campus. I am white but I feel unwelcome going to Latinx Leadership or events for a different ethnicity than me. I understand that these spaces aren't meant for me, but I'd like to be able to communicate with and learn from different groups on campus in order to be a better ally and just a better person." Other respondents added, "I believe that diversity training and more opportunities for cross-cultural dialogue would greatly benefit the MiraCosta community. I believe that programs like Puente and professors who are culturally aware help to make MiraCosta more inclusive for people from diverse backgrounds," "If you want a better climate, host events for students to hang out. For students to come together and 'party' obviously PG, but this way people will actually meet each other. Clubs do it, but it's always nothing or few amounts or nobody even hears about it unless they belong to the race," "There NEEDS to be physical buildings that are cross cultural centers on campus, not JUST the Club Room. A Black Resource Center, an LGBTQIA+ building of our own (LGBTQIA+ Center), and so on."

Diversity Approach. A second theme that emerged from Student respondents related to campus initiatives was diversity approach. Some respondents disagreed with current initiatives around implementing diversity into curriculum and campus diversity trainings, as did the respondent who shared, "I don't believe that making diversity and equity training mandatory for students

would be sensible. And implementing such things into the curriculum would be absurd. Diversity is great and learning from others is something students need to do on their own. It shouldn't be forced. Also, I have experienced multiple faculty members impose their liberal biases, left and socialist political views in the classroom and curriculum which I find to be extremely unprofessional. I see young students gravitate towards it because they're vulnerable and look up to the faculty and want to agree with them. And another thing, I feel we're getting too carried away with the identity politics when we should be promoting individuality along with the open-minded thinking." Another respondent commented, "I feel like having this excessive focus on identity further divides people on campus, creating more and more small groups to differentiate everyone from one another. I think we should be focusing on creating a sense of cohesive community of individuals rather than specific and separate identities." Respondents further commented, "I think identity-based initiatives reduce the importance of the individual, and instead more individualism-promoting initiatives should be implemented. That's not to say cultures shouldn't be celebrated, but basing things on identity will be inaccurate because people are fundamentally different across all identities," and "I think that it is important to make everyone feel as though they have a space of their own in which they can be who they are without judgement. However, I think that sometimes places can go too far and create an atmosphere where negative thinking is considered taboo and differing points of view are stifled because of the general atmosphere of acceptance is misconstrued as agreement." Respondents also felt that current diversity trainings were ineffective, sharing, "I think when you TELL people to 'not be racist,' it makes them want to be more racist and anti-whoever is telling them what to say/think. Pretty counter-intuitive if you ask me," "I understand making people comfortable and feel included is important, but I feel there are better ways to go about it. In regard to inclusion training it shouldn't have to be trained. You can't just train people to empathize and to not go against what they may inadvertently feel, but you CAN teach them the appropriate conduct to use when addressing others in a fair and equal manner," and "I don't know about all of the issues presented here but I've also never seen anybody's mind changed by an inclusivity training session."

Summary

Perceptions of MiraCosta College's actions and initiatives contribute to the way individuals think and feel about the climate in which they learn and work. The findings in this section suggest that

respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on MiraCosta College's campus. If, in fact, these initiatives are available, MiraCosta College would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of MiraCosta College's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within MiraCosta College and to shed light on respondents' personal experiences and observations of living, learning, and working at MiraCosta College. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and the various sub-populations within the MiraCosta College community.

Assessments and reports, however, are not enough to effect change. A plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. At the outset of this project, the MiraCosta College community committed to using the assessment data to build on the successes and address the challenges uncovered in the report. Additionally, the assessment process could be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #117, #118, and #119)

Appendix D – Survey: *Your Experience: Learning, Living, and Working*

Appendix A – Cross Tabulations by Selected Demographics

Table 1. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Student		Faculty		Staff		Total	
		n	%	n	%	n	%	n	%
Gender identity	Women	1,471	65.8	175	62.3	197	66.3	1,843	65.5
	Men	690	30.8	95	33.8	89	30.0	874	31.0
	Trans-spectrum	45	2.0	5	1.8	1	0.3	51	1.8
	Unknown/Missing/Not Listed	31	1.4	6	2.1	10	3.4	47	1.7
Racial identity	Hispanic/Latinx/Chicanx	731	32.7	34	12.1	66	22.2	831	29.5
	Respondents of Color	292	13.1	37	13.2	32	10.8	361	12.8
	White/European American	782	35.0	159	56.6	125	42.1	1,066	37.9
	Multiracial	344	15.4	29	10.3	42	14.1	415	14.7
	Unknown/Missing/Not Listed	88	3.9	22	7.8	32	10.8	142	5.0
Sexual identity	Bisexual	189	8.4	6	2.1	17	5.7	212	7.5
	Heterosexual	1,710	76.4	233	82.9	239	80.5	2,182	77.5
	Queer-spectrum	178	8.0	15	5.3	13	4.4	206	7.3
	Unknown/Not Listed/Asexual	160	7.2	27	9.6	28	9.4	215	7.6
Citizenship status	U.S. Citizen - Birth	1,766	78.9	234	83.3	243	81.8	2,243	79.7
	U.S. Citizen - Naturalized	175	7.8	37	13.2	34	11.4	246	8.7
	Non-U.S. Citizen	253	11.3	7	2.5	12	4.0	272	9.7
	Unknown/Missing	43	1.9	3	1.1	8	2.7	54	1.9
Disability status	Single Disability	269	12.0	17	6.0	21	7.1	307	10.9
	No Disability	1,758	78.6	246	87.5	255	85.9	2,259	80.2
	Multiple Disabilities	180	8.0	8	2.8	15	5.1	203	7.2
	Unknown/Missing	30	1.3	10	3.6	6	2.0	46	1.6
Religious/spiritual affiliation	Christian Affiliation	892	39.9	107	38.1	125	42.1	1,124	39.9
	Additional Affiliation	205	9.2	26	9.3	23	7.7	254	9.0
	No Affiliation	958	42.8	118	42.0	111	37.4	1,187	42.2
	Multiple Affiliations	77	3.4	13	4.6	9	3.0	99	3.5
	Unknown/Missing	105	4.7	17	6.0	29	9.8	151	5.4

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at MiraCosta College? (Question 1)

Position	*n*	%
Student	**2,237**	**79.5**
Noncredit	143	6.4
Credit	2,035	91.0
Both noncredit and credit (at any time or concurrently)	59	2.6
Faculty tenured	**80**	**2.8**
Director	5	6.3
Instructor	61	76.3
Librarian	4	5.0
Counselor	6	7.5
Two or more	4	5.0
Faculty tenure-track	**34**	**1.2**
Instructor	25	73.5
Librarian	1	2.9
Counselor	4	11.8
Two or more	4	11.8
Associate faculty	**167**	**5.9**
Instructor	154	92.2
Librarian	3	1.8
Counselor	10	6.0
Two or more	0	0.0
Administrator	**25**	**0.9**
Academic	12	48.0
Classified	13	52.0
Contract Education	**6**	**0.2**
Professional Experts (e.g., DSN)	0	0.0
Instructor	6	100.0
Staff	**266**	**9.4**
Temporary	57	21.4
Non-exempt (hourly-overtime eligible)	*47*	*82.5*

Table B1. What is your primary position at MiraCosta College? (Question 1)

Position	n	%
Exempt (salary-not overtime eligible)	*10*	*17.5*
Permanent	209	78.6
Non-exempt (hourly-overtime eligible)	*143*	*68.4*
Exempt (salary-not overtime eligible)	*66*	*31.6*

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that primary position? (Question 2)

Status	n	%
Faculty/Staff		
Full-time	333	57.6
Part-time	243	42.0
Missing	2	0.3
Students		
Full-time	1,314	58.7
Part-time	918	41.0
Missing	5	0.2

Table B3. At what MCC location do you spend the majority of your time? (Question 3)

Status	n	%
Oceanside campus	2,216	78.7
San Elijo campus	348	12.4
Community Learning Center	148	5.3
Technology Career Institute & North San Diego Small Business Development Center	7	0.2
Off-site locations (e.g., high school, community centers)	92	3.3
Missing	4	0.1

Table B4. Students only: What percentage of your classes have you taken exclusively online at MiraCosta College? (Question 4)

Percentage of online classes	*n*	%
None	677	30.3
Some	1,077	48.1
Most	290	13.0
All (excepting proctored exams)	191	8.5
Missing	2	0.1

Table B5. What is your assigned birth sex? (Question 46)

Birth sex	*n*	%
Female	1,894	67.3
Intersex	6	0.2
Male	899	31.9
Missing	16	0.6

Table B6. What is your current gender/gender identity? (Question 47)

Gender identity	*n*	%
Genderqueer	6	0.2
Man	874	31.0
Nonbinary	34	1.2
Transgender	11	0.4
Woman	1,843	65.5
A gender not listed here	21	0.7
Missing	26	0.9

Table B7. What is your current gender expression? (Question 48)

Gender expression	*n*	%
Androgynous	72	2.6
Feminine	1,823	64.8
Masculine	843	29.9
A gender expression not listed here	36	1.3
Missing	41	1.5

Table B8. What is your citizenship/immigrant/documentation status in U.S.? (Question 49)

Citizenship/immigrant status	*n*	%
A visa holder (such as F-1, J-1, H1-B, U)	57	2.0
Currently under a withholding of removal status	1	0.0
DACA (Deferred Action for Childhood Arrival)	36	1.3
Other legally documented status	15	0.5
Permanent resident	138	4.9
Refugee status	2	0.1
Undocumented resident	54	1.9
U.S. citizen, birth	2,243	79.7
U.S. citizen, naturalized	246	8.7
Missing	23	0.8

Table B9. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 50)

Racial/ethnic identity	*n*	%
Alaska Native	6	0.2
American Indian/Native American	106	3.8
Asian/Asian American	211	7.5
Black/African American	176	6.3
Filipino	120	4.3
Hispanic/Latinx/Chicanx	1,048	37.2
Middle Eastern	59	2.1
Native Hawaiian/Pacific Islander	45	1.6
South Asian	30	1.1
White/European American	1,384	49.2
A racial/ethnic identity not listed here	62	2.2
Missing	100	3.6

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B10. What is your age? (Question 51)

Age	n	%
18 or younger	293	10.4
19-21	617	21.9
22-23	210	7.5
24-34	677	24.0
35-44	316	11.2
45-54	198	7.0
55-64	126	4.5
65-74	53	1.9
75 and older	13	0.5
Missing	312	11.1

Table B11. What is current political party affiliation? (Question 52)

Political affiliation	n	%
No political affiliation	1,080	38.4
Democrat	946	33.6
Independent	293	10.4
Libertarian	60	2.1
Republican	304	10.8
Political affiliation not listed above	72	2.6
Missing	60	2.1

Table B12. How would you describe your current political views? (Question 53)

Political views	n	%
Very conservative	84	3.0
Conservative	284	10.1
Moderate	1,103	39.2
Liberal	739	26.3
Very liberal	280	9.9
Political view not listed above	229	8.1
Missing	96	3.4

Table B13. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 54)

Sexual identity	*n*	%
Asexual	16	0.6
Bisexual	212	7.5
Gay	40	1.4
Heterosexual	2,182	77.5
Lesbian	31	1.1
Pansexual	47	1.7
Queer	31	1.1
Questioning	57	2.0
A sexual identity not listed here	70	2.5
Missing	129	4.6

Table B14. Do you have substantial parenting and/or caregiving responsibility (e.g., parent, grandparents, foster, guardianship, extended family member)? (Mark all that apply.) (Question 55)

Parenting and/or caregiving responsibility	*n*	%
No	**2,045**	**72.6**
Yes	**730**	**25.9**
Children 5 years old or under	263	36.0
Children 6-18 years old	384	52.6
Children over 18 years old, but still legally dependent (e.g., in college, disabled)	108	14.8
Independent adult children over 18 years old	57	7.8
Individual with a disability or illness	84	11.5
Senior or other family member	178	24.4
A parenting and/or caregiving responsibility not listed here (e.g., pregnant, adoption pending, surrogate)	27	3.7
Missing	**40**	**1.4**

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B15. Are you a U.S. veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g., ROTC, family member)? If so, please indicate your primary status. (Question 56)

Military status	*n*	%
I have never served in the U.S. Armed Forces.	2,247	79.8
I am currently on active duty.	22	0.8
I am currently a member of the National Guard (but not in ROTC).	3	0.1
I am currently a member of the Reserves (but not in ROTC).	10	0.4
I am not currently serving, but have served (e.g., retired/veteran).	142	5.0
I am in ROTC.	3	0.1
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	278	9.9
Missing	110	3.9

Table B16. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 57)

Level of education	Parent/guardian 1 *n*	Parent/guardian 1 %	Parent/guardian 2 *n*	Parent/guardian 2 %
Less than high school	406	14.4	358	12.7
Some high school	207	7.4	203	7.2
Completed high school/GED	518	18.4	558	19.8
Some college	437	15.5	410	14.6
Business/technical certificate	69	2.5	91	3.2
Associate's degree	143	5.1	136	4.8
Bachelor's degree	446	15.8	412	14.6
Some graduate work	30	1.1	30	1.1
Master's degree (e.g., MA, MS, MBA)	287	10.2	181	6.4
Specialist degree (e.g., EdS)	11	0.4	7	0.2
Doctoral degree (e.g., PhD, EdD)	66	2.3	40	1.4
Professional degree (e.g., MD, JD)	44	1.6	36	1.3
Unknown	69	2.5	131	4.7
Not applicable	52	1.8	173	6.1
Missing	30	1.1	49	1.7

Table B17. Faculty/Staff only: What is <u>your</u> highest level of education? (Question 58)

Level of education	n	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	4	0.7
Some college	24	4.2
Business/technical certificate/degree	7	1.2
Associate's degree	48	8.3
Bachelor's degree	104	18.0
Some graduate work	27	4.7
Master's degree (e.g., MA, MS, MBA, MLS)	262	45.3
Specialist degree (e.g., EdS)	2	0.3
Doctoral degree (e.g., PhD, EdD)	69	11.9
Professional degree (e.g., MD, JD)	11	1.9
Missing	20	3.5

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 578$).

Table B18. Faculty/Staff only: How long have you been employed at MiraCosta College? (Question 59)

Length of employment	n	%
Less than one year	42	7.3
1-5 years	220	38.1
6-10 years	117	20.2
11-15 years	72	12.5
16-20 years	46	8.0
20-30 years	51	8.8
30 or more	13	2.2
Missing	17	2.9

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 578$).

Table B19. Non-Credit Students only: How many years have you been a non-credit student at MiraCosta College? (Question 60)

Years attended MiraCosta College	*n*	%
One year or less	113	55.9
Two years	40	19.8
Three years	17	8.4
Four years	12	5.9
Five years	1	0.5
Six or more years	14	6.9
Missing	5	2.5

Note: Table includes responses only from those respondents who indicated that they were Noncredit Students in Question 1 (*n* = 202).

Table B20. Credit Students only: How many years have you been a credit student at MiraCosta College? (Question 61)

Years attended MiraCosta College	*n*	%
One year or less	904	43.2
Two years	576	27.5
Three years	325	15.5
Four years	139	6.6
Five years	48	2.3
Six or more years	95	4.5
Missing	7	0.3

Note: Table includes responses only from those respondents who indicated that they were Credit Students in Question 1 (*n* = 2,094).

Table B21. Faculty only: With which academic division are you primarily affiliated at this time? (Question 62)

Academic division	*n*	%
Arts & International Languages	36	12.8
Social and Behavioral Sciences	35	12.5
Adult Education (non-credit)	34	12.1
Career Education	48	17.1
Counseling	23	8.2
Letters, Communications, and Humanities	29	10.3
Library Sciences	9	3.2
Mathematics & Sciences	52	18.5
Missing	15	5.3

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 281).

Table B22. Staff only: With which academic division/work unit are you primarily affiliated at this time? (Mark all that apply.) (Question 63)

Academic division/work unit	*n*	%
Instructional Services	**105**	**35.4**
Office of Instruction	8	8.9
Academic Information Services	16	17.8
Arts & International Languages	7	7.8
Behavioral Sciences and History	1	1.1
Adult Education (non-credit)	15	16.7
Career Education	14	15.6
Contract Education	1	1.1
Letters & Communication	6	6.7
Library Sciences	5	5.6
Mathematics & Sciences	17	18.9
Student Services	**96**	**32.3**
Admissions and Records	13	23.2
Academic Proctoring Center	1	1.8
Athletics	3	5.4
Bookstore	0	0.0
Counseling	7	12.5
Disabled Student Programs and Services	1	1.8
Extended Opportunities Programs and Services	1	1.8
Financial Aid	7	12.5
Health Services	1	1.8
Institute for International Perspectives	0	0.0
Office of the Vice President of Student Services	1	1.8
School Relations and Diversity Outreach	1	1.8
Service Learning	2	3.6
Student Equity	6	10.7
Student Support Services Program (SSSP)	6	10.7
Transfer Center	0	0.0
Veterans Office	4	7.1
Testing	2	3.6
Administrative Services	**27**	**9.1**
Cashiering Services	2	12.5
College Police	4	25.0
Facilities Services (Maintenance, Grounds, Custodial, and Transportation)	3	18.8

Fiscal Services	4	25.0
Purchasing	3	18.8
Human Resources	**16**	**5.4**
Office of the President (Institutional Effectiveness, Foundations/Advancement, Public Information)	**18**	**6.1**
Missing	**35**	**11.8**

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 297). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B23. Students only: In which program have you taken the majority of your classes? (Mark all that apply.) (Question 64)

Academic division	*n*	%
Noncredit/Continuing Education		
Adult High School	113	5.1
English as a Second Language (ESL)	95	4.2
Older Adults (Art, Music, Health, etc.)	77	3.4
Adults with Disabilities	25	1.1
Parenting	9	0.4
Short-term vocational	32	1.4
Credit		
Accounting	120	5.4
Administration of Justice	80	3.6
Anthropology	61	2.7
Art	177	7.9
Astronomy	27	1.2
Athletics	17	0.8
Automotive Technology	23	1.0
Biology	224	10.0
Biotechnology	67	3.0
Business Administration	242	10.8
Business Office Technology	25	1.1
Chemistry	140	6.3
Child Development	220	9.8
Chinese	6	0.3
Communication	178	8.0
Computer Science	125	5.6
Computer Studies & Information Technology	85	3.8
Dance	46	2.1
Design	36	1.6

Table B23. Students only: In which program have you taken the majority of your classes? (Mark all that apply.) (Question 64)

Academic division	*n*	%
Dramatic Arts	42	1.9
Earth Sciences	42	1.9
Economics	72	3.2
Education	23	1.0
English	446	19.9
Film	83	3.7
French	19	0.8
Geography	21	0.9
Geology	18	0.8
German	7	0.3
Gerontology	16	0.7
Health Education	45	2.0
History	160	7.2
Horticulture	37	1.7
Hospitality	18	0.8
Humanities	35	1.6
Interdisciplinary Studies	1	0.0
Italian	19	0.8
Japanese	23	1.0
Kinesiology	80	3.6
Learning Skills	9	0.4
Liberal Arts	32	1.4
Liberal Arts with an Area of Emphasis in Applied Health, Nutrition, and Kinesiology	37	1.7
Liberal Arts with an Area of Emphasis in Arts and Humanities	56	2.5
Liberal Arts with an Area of Emphasis in Business and Technology	9	0.4
Liberal Arts with an Area of Emphasis in Creative and Applied Arts	13	0.6
Liberal Arts with an Area of Emphasis in Mathematics and Sciences	136	6.1
Liberal Arts with an Area of Emphasis in Multicultural Studies	6	0.3
Liberal Arts with an Area of Emphasis in Social and Behavioral Sciences	112	5.0
Library	5	0.2

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Table B23. Students only: In which program have you taken the majority of your classes? (Mark all that apply.) (Question 64)

Academic division	*n*	%
Linguistics	6	0.3
Literature	28	1.3
Massage Therapy	4	0.2
Mathematics	337	15.1
Media Arts & Technologies	44	2.0
Medical Administrative Professional	37	1.7
Music	66	3.0
Music Technology	22	1.0
Nursing	122	5.5
Nutrition	48	2.1
Oceanography	50	2.2
Pharmacology	15	0.7
Philosophy	48	2.1
Physical Sciences	24	1.1
Physics	46	2.1
Political Science	86	3.8
Psychology	287	12.8
Religious Studies	19	0.8
Sociology	211	9.4
Spanish	105	4.7
Surgical Technology	6	0.3
Other	67	3.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237). Percentages may not sum to 100 as a result of multiple response choices. Percentages for sub-categories are valid percentages and do not include missing responses.

Table B24. Do you have a condition/disability that influences your learning, living, or working activities? (Question 65)

Condition	*n*	%
No	2,259	80.2
Yes	542	19.3
Missing	14	0.5

Table B25. Which, if any, of the conditions listed below impact your learning, living, or working activities? (Mark all that apply.) (Question 66)

Condition	*n*	%
Acquired/traumatic brain injury	21	3.9
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	97	17.9
Hard of hearing or deaf	39	7.2
Learning difference/disability (e.g., Asperger's/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)	195	36.0
Low vision or blind	26	4.8
Mental health/psychological condition (e.g., anxiety, depression)	289	53.3
Physical/mobility condition that affects walking	38	7.0
Physical/mobility condition that does not affect walking	22	4.1
Speech/communication condition	22	4.1
A disability/condition not listed here	53	9.8

Note: Table includes responses only from those respondents who indicated that they have a disability in Question 65 (*n* = 542). Percentages may not sum to 100 as a result of multiple response choices.

Table B26. Students only: Are you registered with the Disabled Students Programs & Services (DSPS)? (Question 67)

Registered	*n*	%
No	265	56.0
Yes	207	43.8
Missing	1	0.2

Note: Table includes responses only from those Student respondents who indicated that they have a disability in Question 65 (*n* = 473).

Table B27. Students only: Are you receiving accommodations from MiraCosta College for your disability? (Question 68)

Receiving accommodations	*n*	%
No	28	13.5
Yes	177	85.5
Missing	2	1.0

Note: Table includes responses only from those Students respondents who indicated that they have a disability in Question 65 and indicated that they are registered with the Disabled Students Programs & Services (DSPS) in Question 67 (*n* = 207).

Table B28. Is English your primary language? (Question 69)

English primary language	*n*	%
Yes	2,295	81.5
No	445	15.8
Missing	75	2.7

Table B29. What is your religious or spiritual identity? (Mark all that apply.)
(Question 70)

Religious/spiritual identity	*n*	%
Agnostic	**271**	**9.6**
Atheist	**219**	**7.8**
Baha'i	**7**	**0.2**
Buddhist	**79**	**2.8**
Christian	**1,186**	**42.1**
African Methodist Episcopal	0	0.0
African Methodist Episcopal Zion	0	0.0
Assembly of God	15	1.4
Baptist	52	5.0
Catholic/Roman Catholic	455	38.7
Church of Christ	35	3.3
Church of God in Christ	14	1.3
Christian Methodist Episcopal	2	0.2
Christian Orthodox	4	0.4
Christian Reformed Church (CRC)	2	0.2
Episcopalian	11	1.1
Evangelical	47	4.5
Greek Orthodox	4	0.4
Lutheran	21	2.0
Mennonite	0	0.0
Moravian	0	0.0
Nondenominational Christian	159	15.2
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	3	0.3
Pentecostal	22	2.1
Presbyterian	28	2.7
Protestant	42	4.0
Protestant Reformed Church (PR)	1	0.1
Quaker	1	0.1
Reformed Church of America (RCA)	1	0.1
Russian Orthodox	6	0.6
Seventh Day Adventist	15	1.4
The Church of Jesus Christ of Latter-day Saints	17	1.6
United Methodist	16	1.5
United Church of Christ	3	0.3

**Table B29. What is your religious or spiritual identity? (Mark all that apply.)
(Question 70)**

Religious/spiritual identity	*n*	%
A Christian affiliation not listed here	27	2.6
Confucianist	**6**	**0.2**
Druid	**3**	**0.1**
Hindu	**11**	**0.4**
Jain	**1**	**0.0**
Jehovah's Witness	**23**	**0.8**
Jewish	**48**	**1.7**
Conservative	6	12.5
Orthodox	7	14.6
Reform	21	43.8
A Jewish affiliation not listed here	8	16.7
Muslim	**24**	**0.9**
Ahmadi	1	4.2
Shi'ite	5	20.8
Sufi	0	0.0
Sunni	8	33.3
A Muslim affiliation not listed here	2	8.3
Native American Traditional Practitioner or Ceremonial	**13**	**0.5**
Pagan	**21**	**0.7**
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	**2**	**0.1**
Rastafarian	**4**	**0.1**
Santeria	**2**	**0.1**
Scientologist	**12**	**0.4**
Self Realization Fellowship	**7**	**0.2**
Secular Humanist	**4**	**0.1**
Shinto	**13**	**0.5**
Sikh	**0**	**0.0**
Taoist	**9**	**0.3**
Tenrikyo	**0**	**0.0**
Unitarian Universalist	**10**	**0.4**
Wiccan	**23**	**0.8**
Spiritual but no religious affiliation	**312**	**11.1**
No affiliation	**517**	**18.4**
A religious affiliation or spiritual identity not listed above	**74**	**2.6**

Table B29. What is your religious or spiritual identity? (Mark all that apply.) (Question 70)

Religious/spiritual identity	*n*	%
Missing	**151**	**5.4**

Note: Percentages may not sum to 100 as a result of multiple response choices. Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30. Students only: Have you ever been incarcerated? (Question 71)

Incarceration	*n*	%
Yes	84	3.8
No	2,116	94.6
Missing	37	1.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237).

Table B31. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 72)

Receive financial support	*n*	%
Yes	988	44.2
No	1,214	54.3
Missing	35	1.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237).

Table B32. Students only: What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 73)

Income	*n*	%
No income	152	6.8
$15,000 and below	398	17.8
$15,001 - $20,999	336	15.0
$30,000 - $49,999	454	20.3
$50,000 - $69,999	271	12.1
$70,000 - $99,999	203	9.1
$100,000 - $149,999	183	8.2
$150,000 - $199,999	72	3.2
$200,000 - $249,999	39	1.7
$250,000 - $499,999	34	1.5
$500,000 or more	20	0.9
Missing	75	3.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237). The response choice $21,000-$29,999 was missing in the survey.

Table B33. Students only: Where do you live? (Question 74)

Residence	*n*	%
Independently in an apartment/house	824	36.8
Living with family member/guardian	1,313	58.7
Transitional housing (e.g., halfway houses, shelters, foster)	19	0.8
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	39	1.7
Missing	42	1.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237).

Table B34. Students only: Have you been a member or participant in any of the following clubs at MiraCosta College? (Mark all that apply.) (Question 75)

Clubs/organizations	*n*	%
I do not participate in any clubs or organizations at MiraCosta College	1,610	72.0
Athletic team	43	1.9
Club sport	33	1.5
Culture/Identity based clubs	97	4.3
Governance organization	25	1.1
Health and wellness organization	15	0.7
Honors Program	189	8.4
Leadership development programs	52	2.3
Performance organization	10	0.4
Philanthropic organization	2	0.1
Political or issue-oriented organization	30	1.3
Professional or pre-professional organization	10	0.4
Publication/media organization	5	0.2
Recreational organization	19	0.8
Religious or spirituality-based organization	15	0.7
Service Learning	107	4.8
A student organization not listed above	134	6.0
Missing	104	3.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237). Percentages may not sum to 100 as a result of multiple response choices.

Table B35. Credit Students only: What was your academic standing at the end of your last semester at MiraCosta College? (Question 76)

Academic standing	*n*	%
No academic standing – this is my first semester at MiraCosta College	589	28.1
President's list	342	16.3
Good standing	1,006	48.0
Academic probation	81	3.9
Progress probation	28	1.3
Both academic probation and progress probation	23	1.1
Missing	25	1.2

Note: Table includes responses only from those respondents who indicated that they were Credit Students in Question 1 (*n* = 2,094).

Table B36. Students only: Have you experienced financial hardship while attending MiraCosta College? (Mark all that apply.) (Question 77)

Financial hardship	*n*	%
No	**1,338**	**59.8**
Yes, I have had difficulty affording…	**879**	**39.3**
Alternative spring break opportunities	53	6.0
Books/course materials	570	64.8
Capstone courses	9	1.0
Child care	83	9.4
Personal (e.g., clothing, toiletries)	364	41.4
Cocurricular events or activities	37	4.2
Commuting to campus	226	25.7
Food	392	44.6
Health care	217	24.7
Housing	338	38.5
Legal fees/services	76	8.6
Other campus fees	98	11.1
Participation in social events	114	13.0
Studying abroad	75	8.5
Travel during mandatory evacuation	11	1.3
Travel to and from MiraCosta College between semesters	100	11.4
Tuition	285	32.4
Unpaid internships/clinical opportunities	25	2.8
A financial hardship not listed here	50	5.7
Missing	**20**	**0.9**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B37. Students only: How are you currently paying for your education at MiraCosta College? (Mark all that apply.) (Question 78)

Source of funding	n	%
Campus employment	89	4.0
Credit card	408	18.2
Family contribution	463	20.7
Financial aid (money I have to pay back)	156	7.0
Financial aid (money I DON'T have to pay back, e.g., Pell, Promise, Cal, Book grant, CHAFEE)	1,132	50.6
Home country contribution	3	0.1
Law enforcement grants	1	0.0
Military educational benefits (e.g., GI Bill, NGEAP)	142	6.3
Personal contribution/job	535	23.9
Resident assistant	153	6.8
Scholarship	125	5.6
A method of payment not listed here	89	4.0
Missing	89	4.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 2,237$). Percentages may not sum to 100 as a result of multiple response choices.

Table B38. Students only: Are you employed either on campus, off campus, or both during the academic year? (Question 79)

Employed	*n*	%
No	**1,015**	**45.4**
Yes, I work on campus	**210**	**9.4**
1-10 hours/week	110	52.4
11-20 hours/week	64	30.5
21-30 hours/week	15	7.1
31-40 hours/week	6	2.9
More than 40 hours/week	4	1.9
Missing	11	5.2
Yes, I work off campus	**1,036**	**46.3**
1-10 hours/week	123	11.9
11-20 hours/week	277	26.7
21-30 hours/week	255	24.6
31-40 hours/week	202	19.5
More than 40 hours/week	146	14.1
Missing	33	3.2
Missing	**100**	**4.3**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237).

Table B39. On average, how many minutes do you commute to MiraCosta College one-way? (Question 80)

Minutes	*n*	%
10 or fewer	557	19.8
11 - 20	1,042	37.0
21 - 30	548	19.5
31 - 40	266	9.4
41 - 50	149	5.3
51 - 60	78	2.8
60 or more	142	5.0
Missing	33	1.2

Table B40. What is your primary method of transportation to MiraCosta College? (Question 81)

Method of transportation	*n*	%
Bicycle/Skateboard/Scooter	19	0.7
Carpool/Vanpool	115	4.1
Personal vehicle/Drop-off	2,398	85.2
Public transportation	154	5.5
Ride-sharing services (e.g., Lyft, Uber)	50	1.8
Walk	32	1.1
Missing	47	1.7

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B41. Overall, how comfortable are you with the climate at MiraCosta College? (Question 5)

Comfort	n	%
Very comfortable	1,328	47.2
Comfortable	1,081	38.4
Neither comfortable nor uncomfortable	242	8.6
Uncomfortable	128	4.5
Very uncomfortable	35	1.2

Table B42. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/program or work unit at MiraCosta College? (Question 6)

Comfort	n	%
Very comfortable	205	35.5
Comfortable	202	35.0
Neither comfortable nor uncomfortable	67	11.6
Uncomfortable	67	11.6
Very uncomfortable	36	6.2

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 578$).

Table B43. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at MiraCosta College? (Question 7)

Comfort	n	%
Very comfortable	1,204	47.9
Comfortable	1,039	41.3
Neither comfortable nor uncomfortable	219	8.7
Uncomfortable	41	1.6
Very uncomfortable	10	0.4

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 ($n = 2,518$).

Table B44. Have you ever seriously considered permanently leaving MiraCosta College? (Question 8)

Considered leaving	n	%
No	2,259	80.3
Yes	554	19.7

Table B45. Students only: When did you seriously consider permanently leaving MiraCosta College? (Mark all that apply.) (Question 9)

Year	n	%
During my first year as a student	164	50.6
During my second year as a student	112	34.6
During my third year as a student	68	21.0
During my fourth year as a student	27	8.3
During my fifth year as a student	5	1.5
After my fifth year as a student	6	1.9

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 ($n = 324$). Percentages may not sum to 100 as a result of multiple response choices.

Table B46. Students only: Why did you seriously consider permanently leaving MiraCosta College prior to completion of your educational goal? (Mark all that apply). (Question 10)

Reasons	n	%
Personal reasons (e.g., medical, mental health, family emergencies)	93	28.7
Lack of a sense of belonging	61	18.8
Lack of social life at MiraCosta College	55	17.0
Time management	53	16.4
Financial reasons	52	16.0
Family responsibilities (e.g., child care)	37	11.4
Transfer plans	36	11.1
Job opportunity	34	10.5
Climate was not welcoming	33	10.2
Did not have my major/program	32	9.9
Lack of support group	30	9.3
Coursework was too difficult	23	7.1
Did not like major/program	23	7.1
Lack of support services	19	5.9
Coursework was not challenging enough	12	3.7
Did not meet the selection criteria for a major/program	9	2.8
Homesick	7	2.2
My marital/relationship status	7	2.2
Deployment of you or a family member	4	1.2
A reason not listed above	77	23.8

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 ($n = 324$). Percentages may not sum to 100 as a result of multiple response choices.

Table B47. Faculty/Staff only: Why did you seriously consider leaving MiraCosta College? (Mark all that apply.) (Question 11)

Reasons	*n*	%
Limited advancement opportunities	106	46.1
Lack a sense of belonging	99	43.0
Campus climate was unwelcoming	80	34.8
Tension with supervisor/manager	77	33.5
Tension with coworkers	75	32.6
Increased workload	68	29.6
Lack of benefits	46	20.0
Low salary/pay rate	40	17.4
Interested in a position at another institution	37	16.1
Recruited or offered a position at another institution/organization	31	13.5
Lack of professional development opportunities	28	12.2
Institutional support (e.g., technical support, laboratory space/equipment)	27	11.7
Evaluation process (e.g., tenure, probation)	24	10.4
Personal reasons (e.g., medical, mental health, family emergencies)	20	8.7
Local community climate was not welcoming	16	7.0
Family responsibilities	14	6.1
Relocation	8	3.5
Local community did not meet my (my family) needs	5	2.2
Spouse or partner unable to find suitable employment	4	1.7
Spouse or partner relocated	3	1.3
A reason not listed above	62	27.0

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 8 (*n* = 230). Percentages may not sum to 100 as a result of multiple response choices.

Table B48. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at MiraCosta College. (Question 13)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am performing up to my full academic potential.	818	36.7	966	43.3	243	10.9	169	7.6	33	1.5
I am satisfied with my academic experience at MiraCosta College.	995	44.9	946	42.7	191	8.6	62	2.8	21	0.9
I am satisfied with the extent of my intellectual development since enrolling at MiraCosta College.	1,041	47.0	902	40.8	201	9.1	59	2.7	10	0.5
I have performed academically as well as I anticipated I would.	806	36.4	881	39.8	328	14.8	173	7.8	24	1.1
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,103	49.9	857	38.8	199	9.0	37	1.7	14	0.6
My interest in ideas and intellectual matters has increased since coming to MiraCosta College.	1,085	48.9	803	36.2	263	11.9	48	2.2	18	0.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237).

Table B49. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at MiraCosta College? (Question 14)

Personally experienced conduct	*n*	%
No	2,445	87.1
Yes	363	12.9

Table B50. What do you believe was the basis of the conduct? (Mark all that apply.)
(Question 15)

Basis	*n*	%
Position (e.g., staff, faculty, student)	89	24.5
Ethnicity	67	18.5
Age	65	17.9
Racial identity	64	17.6
Philosophical views	49	13.5
Academic/work performance	39	10.7
Gender/gender identity	39	10.7
Political views	38	10.5
Length of service at MiraCosta College	34	9.4
Mental health/psychological disability/condition	32	8.8
Religious/spiritual views	31	8.5
Participation in an organization/team/department/group affiliation	26	7.2
Physical characteristics	25	6.9
Educational credentials (e.g., BS, MS, PhD, MD)	24	6.6
Socioeconomic status	22	6.1
Learning disability/condition	19	5.2
Sexual identity	19	5.2
Lack of educational credentials	18	5.0
Immigrant/citizen status	18	5.0
Medical disability/condition	18	5.0
Gender expression	17	4.7
English language proficiency/accent	16	4.4
Major field of study	14	3.9
International status/national origin	9	2.5
Parental status (e.g., having children)	9	2.5
Physical disability/condition	7	1.9
Marital status (e.g., single, married, partnered)	5	1.4
Pregnancy	3	0.8
Military/veteran status	2	0.6
Do not know	76	20.9
A reason not listed above	54	14.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 363). Percentages may not sum to 100 as a result of multiple response choices.

Table B51. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 16)

Instances	*n*	%
1 instance	98	28.1
2 instances	89	25.5
3 instances	51	14.6
4 instances	25	7.2
5 or more instances	86	24.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 363).

Table B52. How would you describe what happened? (Mark all that apply.) (Question 17)

Form	*n*	%
I was ignored or excluded.	131	36.1
I was isolated or left out.	100	27.5
I was intimidated/bullied.	88	24.2
I experienced a hostile work environment.	86	23.7
I was the target of derogatory verbal remarks.	63	17.4
I was the target of workplace incivility.	60	16.5
I felt others staring at me.	56	15.4
I experienced a hostile classroom environment.	51	14.0
The conduct made me fear that I would get a poor grade.	34	9.4
I was singled out as the spokesperson for an/my identity group.	34	9.4
I was the target of racial/ethnic profiling.	30	8.3
I received a low or unfair performance evaluation.	29	8.0
I received derogatory phone calls/text messages/email.	21	5.8
I was not fairly evaluated in the promotion and tenure process.	19	5.2
The conduct threatened my physical safety.	18	5.0
I received derogatory written comments.	17	4.7
I was the target of stalking.	17	4.7
Someone assumed I was admitted/hired/promoted due to my identity group.	14	3.9
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).	12	3.3
I received threats of physical violence.	11	3.0
Someone assumed I was not admitted/hired/promoted due to my identity group.	8	2.2
I was the target of graffiti/vandalism.	8	2.2
The conduct threatened my family's safety.	6	1.7
I was the target of physical violence	3	0.8
An experience not listed above	63	17.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 363).
Percentages may not sum to 100 as a result of multiple response choices.

Table B53. Where did the conduct occur? (Mark all that apply.) (Question 18)

Location	*n*	%
In a class/laboratory	105	28.9
While working at a MiraCosta College job	98	27.0
In a meeting with a group of people	78	21.5
In a meeting with one other person	55	15.2
While walking on campus	55	15.2
On phone calls/text messages/email	54	14.9
In a MiraCosta College administrative office	37	10.2
At a MiraCosta College event/program	36	9.9
In other public spaces at MiraCosta College	35	9.6
In a MiraCosta College library	27	7.4
In a faculty office	24	6.6
Off campus	23	6.3
In a MiraCosta College Club Room	18	5.0
In MiraCosta College Counseling Center	18	5.0
On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)	17	4.7
MiraCosta College tutoring centers (e.g., TASC, writing center, math learning center, STEM center)	13	3.6
In a MiraCosta College dining facility	11	3.0
In MiraCosta College Health Services (e.g., mental health counseling, physical health)	5	1.4
In athletic facilities	4	1.1
District vehicle (e.g., off-campus transportation for event/athletic competition/conference)	3	0.8
In an experiential learning environment (e.g., community-based learning, externship, internship, clinicals)	2	0.6
A venue not listed above	19	5.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 363).
Percentages may not sum to 100 as a result of multiple response choices.

Table B54. Who/what was the source of the conduct? (Mark all that apply.)
(Question 19)

Source	n	%
Student	110	30.3
Faculty member/other instructional staff	102	28.1
Staff member	82	22.6
Coworker/colleague	59	16.3
Supervisor or manager	42	11.6
Department/program chair	41	11.3
Senior administrator (e.g., president, administrator)	40	11.0
Stranger	34	9.4
Student staff/worker	33	9.1
Director	17	4.7
Academic advisor/counselor	12	3.3
Friend	10	2.8
Off-campus community member	10	2.8
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	9	2.5
Student organization	9	2.5
MiraCosta College media (e.g., posters, brochures, flyers, handouts, websites)	9	2.5
MiraCosta College Police/Security Officer	5	1.4
Direct report (e.g., person who reports to me)	4	1.1
Custodial staff	3	0.8
Bookstore/Cafeteria staff	3	0.8
Athletic coach/trainer	3	0.8
Mental health counselor	2	0.6
Alumnus/a	1	0.3
Donor	0	0.0
Don't know source	21	5.8
A source not listed above	14	3.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 363).
Percentages may not sum to 100 as a result of multiple response choices.

Table B55. How did you feel after experiencing the conduct? (Mark all that apply.)
(Question 20)

Emotional response	n	%
Angry	184	50.7
Distressed	184	50.7
Sad	177	48.8
Embarrassed	121	33.3
Afraid	79	21.8
Somehow responsible	48	13.2
A feeling not listed above	95	26.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 363). Percentages may not sum to 100 as a result of multiple response choices.

Table B56. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 21)

Response	n	%
I avoided the person/venue.	129	35.5
I told a friend.	125	34.4
I told a family member.	119	32.8
I did not do anything.	94	25.9
I contacted a MiraCosta College resource.	82	22.6
Faculty member	*32*	*47.8*
Staff member	*15*	*24.6*
Senior administrator (e.g., president, administrator)	*15*	*24.2*
Counseling	*11*	*18.0*
Supervisor/Manager	*13*	*17.8*
MiraCosta College Police	*10*	*15.9*
Office of Human Resources	*8*	*12.9*
Classified Senate	*5*	*8.2*
Title IX Coordinator	*5*	*8.2*
Academic Senate	*4*	*6.6*
Associate Faculty Association	*2*	*3.3*
Faculty Assembly	*2*	*3.3*
Health Services	*2*	*3.3*
Office of Student Life	*2*	*3.3*
Student staff (e.g., tutors, campus aides)	*1*	*1.6*
Student teaching assistant (e.g., coaches, instructional associates)	*1*	*1.6*
Academic Administrators Association	*0*	*0.0*
Classified Administrators Association	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
I did not know to whom to go.	69	19.0
I confronted the person(s) later.	38	10.5
I confronted the person(s) at the time.	32	8.8
I sought information online.	20	5.5
I submitted a bias conduct report or a report through the Maxient/CARE Referral Form.	12	3.3
I sought support from off campus hotline/advocacy services.	9	2.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	7	1.9
I contacted an off-campus law enforcement official.	3	0.8
A response not listed above	53	14.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 363). Percentages may not sum to 100 as a result of multiple response choices.

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Table B57. Did you officially report the conduct? (Question 22)

Reported conduct	*n*	%
No, I did not report it.	288	83.5
Yes, I reported it.	57	16.5
Yes, I reported the conduct and was satisfied with the outcome.	*11*	*21.2*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*12*	*23.1*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*15*	*28.8*
Yes, I reported the conduct and the outcome is still pending.	*3*	*5.8*
Yes, I reported the conduct, but the outcome was not shared.	*11*	*21.2*

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 363).

Table B58. While a member of the MiraCosta College community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? (Mark all that apply.) (Question 24)

Unwanted sexual contact/conduct	*n*	%
No	2,662	94.6
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	36	1.3
Yes – stalking (e.g., following me, on social media, texting, phone calls)	58	2.1
Yes – unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)	70	2.5
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	26	0.9

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B59. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting) you experienced? (Question 25rv)

Alcohol and/or drugs involved	*n*	%
No	24	68.6
Yes	11	31.4
Alcohol only	*2*	*28.6*
Drugs only	*2*	*28.6*
Both alcohol and drugs	*3*	*42.9*

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 36).

Table B60. When did the incidents of relationship violence occur? (Question 26rv)

When incident(s) occurred	*n*	%
Less than 6 months ago	6	17.1
6 – 12 months ago	9	25.7
13 – 23 months ago	7	20.0
2 – 4 years ago	9	25.7
5 – 10 years ago	3	8.6
11 – 20 years ago	1	2.9
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 36).

Table B61. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 27rv)

Semester	*n*	%
Prior to my first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	6	18.8
First year	17	53.1
Summer semester	*4*	*23.5*
Fall semester	*16*	*94.1*
Spring semester	*11*	*64.7*
Second year	14	43.8
Summer semester	*4*	*28.6*
Fall semester	*10*	*71.4*
Spring semester	*10*	*71.4*
Third year	9	28.1
Summer semester	*4*	*44.4*
Fall semester	*9*	*100.0*
Spring semester	*7*	*77.8*
Fourth year	3	9.4
Summer semester	*1*	*33.3*
Fall semester	*2*	*66.7*
Spring semester	*2*	*66.7*
After my fourth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 32). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. Who did this to you? (Mark all that apply.) (Question 28rv)

Source	n	%
Current or former dating/intimate partner	26	72.2
MiraCosta College student	8	22.2
MiraCosta College staff/administrator member	3	8.3
Acquaintance/friend	2	5.6
Family member	2	5.6
MiraCosta College faculty member	2	5.6
Stranger	0	0.0
Other role/relationship not listed above	4	11.1

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (n = 36). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 29rv)

Location	n	%
Off campus	30	83.3
On campus	7	19.4

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (n = 36). Percentages may not sum to 100 as a result of multiple response choices.

Table B64. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)

Emotional response	n	%
Sad	28	77.8
Afraid	25	69.4
Distressed	24	66.7
Embarrassed	23	63.9
Somehow responsible	23	63.9
Angry	21	58.3
A feeling not listed above	10	27.8

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (n = 36). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 31rv)

Response	*n*	%
I told a friend.	19	52.8
I confronted the person(s) later.	14	38.9
I did not do anything.	12	33.3
I told a family member.	12	33.3
I confronted the person(s) at the time.	11	30.6
I avoided the person(s)/venue.	8	22.2
I did not know to whom to go.	8	22.2
I contacted a local law enforcement official.	6	16.7
I sought information online.	5	13.9
I contacted a MiraCosta College resource.	4	11.1
Counseling	*2*	*50.0*
Health Services	*2*	*50.0*
MiraCosta College police	*2*	*50.0*
Classified Administrators Association	*1*	*25.0*
Faculty member	*1*	*25.0*
Staff member	*1*	*25.0*
Academic Administrators Association	*0*	*0.0*
Academic Senate	*0*	*0.0*
Associate Faculty Association	*0*	*0.0*
Classified Senate	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Faculty Assembly	*0*	*0.0*
Office of Human Resources	*0*	*0.0*
Office of Student Life	*0*	*0.0*
Senior administrator (e.g., president, administrator)	*0*	*0.0*
Student staff (e.g., tutors, campus aides)	*0*	*0.0*
Student teaching assistant (e.g., coaches, instructional associates)	*0*	*0.0*
Title IX Coordinator	*0*	*0.0*
I sought support from off-campus hotline/advocacy services.	3	8.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	5.6
I posted about it on social media.	1	2.8
A response not listed above	5	13.9

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 36). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. Did you report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 32rv)

Reported conduct	n	%
No, I did not report it.	27	77.1
Yes, I reported it.	8	22.9
Yes, I reported the conduct and was satisfied with the outcome.	*5*	*83.3*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*1*	*16.7*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*0*	*0.0*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 36).

Table B67. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls) you experienced? (Question 25stlk)

Alcohol and/or drugs involved	n	%
No	50	89.3
Yes	6	10.7
Alcohol only	*0*	*0.0*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*3*	*100.0*

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 58).

Table B68. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 26stlk)

When incident(s) occurred	n	%
Less than 6 months ago	18	31.6
6 – 12 months ago	17	29.8
13 – 23 months ago	5	8.8
2 – 4 years ago	12	21.1
5 – 10 years ago	2	3.5
11 – 20 years ago	3	5.3
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 58).
Percentages may not sum to 100 as a result of multiple response choices.

Table B69. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 27stlk)

Semester	*n*	%
Prior to my first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	6	12.8
First year	22	46.8
Summer semester	*1*	*4.5*
Fall semester	*15*	*68.2*
Spring semester	*8*	*36.4*
Second year	15	31.9
Summer semester	*2*	*13.3*
Fall semester	*10*	*66.7*
Spring semester	*7*	*46.7*
Third year	6	12.8
Summer semester	*2*	*33.3*
Fall semester	*5*	*83.3*
Spring semester	*2*	*33.3*
Fourth year	2	4.3
Summer semester	*0*	*0.0*
Fall semester	*2*	*100.0*
Spring semester	*0*	*0.0*
After my fourth year	1	2.1

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (*n* = 47).
Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Who did this to you? (Mark all that apply.) (Question 28stlk)

Source	*n*	%
MiraCosta College student	35	60.3
Current or former dating/intimate partner	13	22.4
Acquaintance/friend	10	17.2
Stranger	9	15.5
MiraCosta College faculty member	4	6.9
Family member	2	3.4
MiraCosta College staff/administrator member	1	1.7
Other role/relationship not listed above	2	3.4

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 58).
Percentages may not sum to 100 as a result of multiple response choices.

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Table B71. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 29stlk)

Location	n	%
Off campus	35	60.3
On campus	37	63.8

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 58$). Percentages may not sum to 100 as a result of multiple response choices.

Table B72. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 30stlk)

Emotional response	n	%
Afraid	35	60.3
Distressed	26	44.8
Angry	19	32.8
Embarrassed	18	31.0
Sad	18	31.0
Somehow responsible	15	25.9
A feeling not listed above	17	29.3

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 58$). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 31stlk)

Response	n	%
I told a friend.	32	55.2
I avoided the person(s)/venue.	29	50.0
I told a family member.	17	29.3
I contacted a MiraCosta College resource.	13	22.4
Faculty member	*11*	*84.6*
Senior administrator (e.g., president, administrator)	*5*	*38.5*
MiraCosta College police	*4*	*30.8*
Title IX Coordinator	*4*	*30.8*
Counseling	*2*	*15.4*
Health Services	*1*	*7.7*
Office of Student Life	*1*	*7.7*
Staff member	*1*	*7.7*
Academic Administrators Association	*0*	*0.0*
Academic Senate	*0*	*0.0*
Associate Faculty Association	*0*	*0.0*
Classified Administrators Association	*0*	*0.0*
Classified Senate	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Faculty Assembly	*0*	*0.0*
Office of Human Resources	*0*	*0.0*
Student staff (e.g., tutors, campus aides)	*0*	*0.0*
Student teaching assistant (e.g., coaches, instructional associates)	*0*	*0.0*
I confronted the person(s) later.	10	17.2
I confronted the person(s) at the time.	8	13.8
I did not know to whom to go.	8	13.8
I did not do anything.	7	12.1
I contacted a local law enforcement official.	5	8.6
I sought information online.	3	5.2
I sought support from a member of the clergy or spiritual advisor.	3	5.2
I sought support from off-campus hotline/advocacy services.	2	3.4
I posted about it on social media.	1	1.7
A response not listed above	9	15.5

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 58). Percentages may not sum to 100 as a result of multiple response choices.

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Table B74. Did you report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 32stlk)

Reported conduct	n	%
No, I did not report it.	37	66.1
Yes, I reported it.	19	33.9
Yes, I reported the conduct and was satisfied with the outcome.	*12*	*66.7*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*1*	*5.6*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*3*	*16.7*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*2*	*11.1*

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 58$).

Table B75. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) you experienced? (Question 25si)

Alcohol and/or drugs involved	n	%
No	60	90.0
Yes	6	9.1
Alcohol only	*3*	*60.0*
Drugs only	*1*	*20.0*
Both alcohol and drugs	*1*	*20.0*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) ($n = 70$).

Table B76. When did the incidents of unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 26si)

When incident(s) occurred	n	%
Less than 6 months ago	21	30.4
6 – 12 months ago	14	20.3
13 – 23 months ago	12	17.4
2 – 4 years ago	11	15.9
5 – 10 years ago	9	13.0
11 – 20 years ago	2	2.9
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) ($n = 70$). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 27si)

Semester	*n*	%
Prior to first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	9	18.8
First year	29	60.4
Summer semester	*4*	*13.8*
Fall semester	*21*	*72.4*
Spring semester	*12*	*41.4*
Second year	18	37.5
Summer semester	*3*	*16.7*
Fall semester	*13*	*72.2*
Spring semester	*7*	*38.9*
Third year	6	12.5
Summer semester	*2*	*33.3*
Fall semester	*5*	*83.3*
Spring semester	*3*	*50.0*
Fourth year	3	6.3
Summer semester	*0*	*0.0*
Fall semester	*0*	*0.0*
Spring semester	*1*	*33.3*
After my fourth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 48). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. Who did this to you? (Mark all that apply.) (Question 28si)

Source	*n*	%
MiraCosta College student	29	41.4
Stranger	14	20.0
Acquaintance/friend	12	17.1
MiraCosta College staff/administrator member	11	15.7
MiraCosta College faculty member	10	14.3
Current or former dating/intimate partner	6	8.6
Family member	3	4.3
Other role/relationship not listed above	4	5.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 70). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. Where did the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 29si)

Location	n	%
Off campus	25	35.7
On campus	43	61.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 70). Percentages may not sum to 100 as a result of multiple response choices.

Table B80. How did you feel after experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 30si)

Emotional response	n	%
Embarrassed	44	62.9
Angry	38	54.3
Distressed	37	52.9
Afraid	23	32.9
Sad	23	32.9
Somehow responsible	22	31.4
A feeling not listed above	18	25.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 70). Percentages may not sum to 100 as a result of multiple response choices.

Table B81. What did you do in response to experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 31si)

Response	*n*	%
I told a friend.	31	44.3
I avoided the person(s)/venue.	27	38.6
I did not do anything.	24	34.3
I told a family member.	18	25.7
I confronted the person(s) at the time.	10	14.3
I contacted a MiraCosta College resource.	9	12.9
Staff member	*3*	*33.3*
Title IX Coordinator	*3*	*33.3*
Faculty member	*2*	*22.2*
MiraCosta College police	*2*	*22.2*
Academic Administrators Association	*1*	*11.1*
Academic Senate	*1*	*11.1*
Office of Human Resources	*1*	*11.1*
Associate Faculty Association	*0*	*0.0*
Classified Administrators Association	*0*	*0.0*
Classified Senate	*0*	*0.0*
Counseling	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Faculty Assembly	*0*	*0.0*
Health Services	*0*	*0.0*
Office of Student Life	*0*	*0.0*
Senior administrator (e.g., president, administrator)	*0*	*0.0*
Student staff (e.g., tutors, campus aides)	*0*	*0.0*
Student teaching assistant (e.g., coaches, instructional associates)	*0*	*0.0*
I confronted the person(s) later.	7	10.0
I contacted a local law enforcement official.	6	8.6
I did not know to whom to go.	6	8.6
I sought information online.	5	7.1
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	4.3
I sought support from off-campus hotline/advocacy services.	2	2.9
I posted about it on social media.	0	0.0
A response not listed above	6	8.6

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 70). Percentages may not sum to 100 as a result of multiple response choices.

Table B82. Did you report the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 32si)

Reported conduct	*n*	%
No, I did not report it.	55	80.9
Yes, I reported it.	13	19.1
Yes, I reported the conduct and was satisfied with the outcome.	*2*	*15.4*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*6*	*46.2*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*1*	*7.7*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*4*	*30.8*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 70).

Table B83. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) you experienced? (Question 25sc)

Alcohol and/or drugs involved	*n*	%
No	13	52.0
Yes	12	48.0
Alcohol only	*4*	*50.0*
Drugs only	*1*	*12.5*
Both alcohol and drugs	*3*	*37.5*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 26).

Table B84. When did the incidents of unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 26sc)

When incident(s) occurred	*n*	%
Less than 6 months ago	4	16.0
6 – 12 months ago	4	16.0
13 – 23 months ago	7	28.0
2 – 4 years ago	7	28.0
5 – 10 years ago	2	8.0
11 – 20 years ago	1	4.0
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 26).

Table B85. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 27sc)

Semester	*n*	%
Prior to first semester (e.g., orientation, pre-collegiate program at MiraCosta College)	6	27.3
First year	12	54.5
Summer semester	*2*	*16.7*
Fall semester	*8*	*66.7*
Spring semester	*4*	*33.3*
Second year	8	36.4
Summer semester	*2*	*25.0*
Fall semester	*4*	*50.0*
Spring semester	*4*	*50.0*
Third year	2	9.1
Summer semester	*1*	*50.0*
Fall semester	*1*	*50.0*
Spring semester	*0*	*0.0*
Fourth year	0	0.0
Summer semester	*0*	*0.0*
Fall semester	*0*	*0.0*
Spring semester	*0*	*0.0*
After my fourth year	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 22). Percentages may not sum to 100 as a result of multiple response choices.

Table B86. Who did this to you? (Mark all that apply.) (Question 28sc)

Source	*n*	%
Acquaintance/friend	12	46.2
Current or former dating/intimate partner	10	38.5
MiraCosta College student	6	23.1
Family member	2	7.7
MiraCosta College faculty member	2	7.7
MiraCosta College staff/administrator member	1	3.8
Stranger	1	3.8
Other role/relationship not listed above	2	7.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

Table B87. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 29sc)

Location	*n*	%
Off campus	22	84.6
On campus	4	15.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

Table B88. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)

Emotional response	*n*	%
Distressed	20	76.9
Embarrassed	20	76.9
Somehow responsible	19	73.1
Afraid	18	69.2
Sad	16	61.5
Angry	14	53.8
A feeling not listed above	6	23.1

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 26). Percentages may not sum to 100 as a result of multiple response choices.

Table B89. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 31sc)

Response	n	%
I told a friend.	15	57.7
I avoided the person(s)/venue.	11	42.3
I told a family member.	10	38.5
I did not do anything.	7	26.9
I confronted the person(s) later.	6	23.1
I did not know to whom to go.	6	23.1
I confronted the person(s) at the time.	5	19.2
I sought support from off-campus hotline/advocacy services.	5	19.2
I contacted a local law enforcement official.	4	15.4
I sought information online.	4	15.4
I sought support from a member of the clergy or spiritual advisor.	4	15.4
I contacted a MiraCosta College resource.	1	3.8
Counseling	*1*	*100.0*
Health Services	*1*	*100.0*
Academic Administrators Association	*0*	*0.0*
Academic Senate	*0*	*0.0*
Associate Faculty Association	*0*	*0.0*
Classified Administrators Association	*0*	*0.0*
Classified Senate	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Faculty Assembly	*0*	*0.0*
Faculty member	*0*	*0.0*
MiraCosta College police	*0*	*0.0*
Office of Human Resources	*0*	*0.0*
Office of Student Life	*0*	*0.0*
Senior administrator (e.g., president, administrator)	*0*	*0.0*
Staff member	*0*	*0.0*
Student staff (e.g., tutors, campus aides)	*0*	*0.0*
Student teaching assistant (e.g., coaches, instructional associates)	*0*	*0.0*
Title IX Coordinator	*0*	*0.0*
I posted about it on social media.	0	0.0
A response not listed above	1	3.8

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) ($n = 26$). Percentages may not sum to 100 as a result of multiple response choices.

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Table B90. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 32sc)

Reported conduct	*n*	%
No, I did not report it.	22	88.0
Yes, I reported it.	3	12.0
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*1*	*33.3*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*1*	*33.3*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*1*	*33.3*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 26).

Table B91. Please indicate how much you agree or disagree with each of the following statements regarding unwanted sexual contact/conduct. (Question 35)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	1,770	63.2	802	28.7	143	5.1	65	2.3	19	0.7
I am generally aware of the role of MiraCosta College Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	1,439	51.5	957	34.3	234	8.4	123	4.4	40	1.4
I know how and where to report such incidents.	1,233	44.2	922	33.1	310	11.1	276	9.9	46	1.7
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,382	49.8	939	33.9	254	9.2	162	5.8	37	1.3
I am generally aware of the campus resources listed here: [Students: http://www.miracosta.edu/studentservices/care/resourcs.html and Faculty/Staff: http://www.miracosta.edu/hr/benefits_counselingservices.html].	1,282	46.0	1,029	36.9	295	10.6	142	5.1	37	1.3
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	1,799	64.5	818	29.3	138	4.9	19	0.7	14	0.5
I understand that MiraCosta College standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,437	51.7	913	32.8	309	11.1	95	3.4	28	1.0
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in MiraCosta College Safety & Security Report.	1,374	49.4	909	32.7	285	10.3	166	6.0	46	1.7
I know that MiraCosta College sends/posts a College Police Department Special Bulletin/Campus Community Alert to the campus community when such an incident occurs.	1,638	58.8	857	30.7	190	6.8	78	2.8	25	0.9

Table B92. Tenured and Tenure-Track Faculty only: As a faculty member of MiraCosta College, I feel… (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	44	38.9	46	40.7	13	11.5	9	8.0	1	0.9
The criteria for tenure review process (for tenure-track faculty) or peer-review process (for tenured faculty) are applied equally to faculty in my discipline.	43	38.1	34	30.1	10	8.8	18	15.9	8	7.1
Supported and mentored during the tenure-track years.	36	32.7	40	36.4	11	10.0	16	14.5	7	6.4
Faculty who qualify for delaying their tenure-clock feel empowered to do so.	6	5.4	7	6.3	83	74.8	9	8.1	6	5.4
Research is valued by MiraCosta College.	15	13.3	33	29.2	30	26.5	23	20.4	12	10.6
Teaching is valued by MiraCosta College.	52	46.4	48	42.9	5	4.5	3	2.7	4	3.6
Service contributions are valued by MiraCosta College.	41	36.6	49	43.8	12	10.7	9	8.0	1	0.9
Professional growth/development are valued by MiraCosta College.	41	36.6	52	46.4	15	13.4	3	2.7	1	0.9
Pressured to change my research/scholarship agenda to achieve tenure.	3	2.7	6	5.4	30	27.0	30	27.0	42	37.8
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	22	19.5	35	31.0	22	19.5	23	20.4	11	9.7
I perform more work to help students than do my colleagues (e.g., informal advising, formal advising, mentoring, helping with student groups and activities).	26	23.4	32	28.8	33	29.7	17	15.3	3	2.7
Faculty members in my department who use family accommodation (FMLA) policies (e.g., child care, elder care) are disadvantaged in the tenure evaluation process.	2	1.8	5	4.5	64	57.7	23	20.7	17	15.3
Faculty opinions are taken seriously by senior administrators (e.g., president, administrator).	4	3.5	38	33.6	27	23.9	31	27.4	13	11.5
Faculty opinions are valued within MiraCosta College committees.	15	13.3	61	54.0	27	23.9	9	8.0	1	0.9

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Table B92. Tenured and Tenure-Track Faculty only: As a faculty member of MiraCosta College, I feel… (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I would like more opportunities to participate in committee assignments which will support criteria for the tenure review process (for tenure-track faculty) or peer review process (for tenured faculty).	5	4.5	19	17.0	56	50.0	25	22.3	7	6.3
I have opportunities to participate in committee assignments which will support criteria for the tenure review process (for tenure-track faculty) or peer review process (for tenured faculty).	27	23.9	46	40.7	28	24.8	11	9.7	1	0.9

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 114).

Table B93. Associate Faculty only*: As an employee with a non-tenure-track appointment at MiraCosta College, I feel… (Question 38)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for assignment renewal are clear.	26	15.9	52	31.7	37	22.6	29	17.7	20	12.2
The criteria used for assignment renewal are applied equally to all positions.	18	11.0	41	25.2	59	36.2	20	12.3	25	15.3
Clear expectations of my responsibilities exist.	50	30.7	72	44.2	20	12.3	12	7.4	9	5.5
Research is valued by MiraCosta College.	37	22.7	36	22.1	61	37.4	18	11.0	11	6.7
Teaching is valued by MiraCosta College.	78	47.3	52	31.5	22	13.3	7	4.2	6	3.6
Service is valued by MiraCosta College.	54	33.8	62	38.8	30	18.8	7	4.4	7	4.4
Professional growth/development is valued by MiraCosta College.	72	44.2	63	38.7	16	9.8	7	4.3	5	3.1
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	8	5.0	18	11.2	69	42.9	48	29.8	18	11.2
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	27	16.8	29	18.0	64	39.8	37	23.0	4	2.5
Pressured to do extra work that is uncompensated.	26	16.1	33	20.5	37	23.0	43	26.7	22	13.7
Associate faculty opinions are taken seriously by senior administrators (e.g., president, administrators).	17	10.4	43	26.2	48	29.3	24	14.6	32	19.5
Associate faculty opinions are taken seriously by deans and department chairs.	38	23.0	49	29.7	27	16.4	25	15.2	26	15.8
I have job security.	4	2.5	31	19.4	28	17.5	41	25.6	56	35.0

Note: Table includes responses only from those respondents who indicated that they were Associate Faculty in Question 1 (*n* = 167).

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Table B94. Faculty only: As a faculty member at MiraCosta College, I feel... (Question 40)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Salaries for tenure-track faculty positions are competitive.	125	45.5	74	26.9	68	24.7	4	1.5	4	1.5
Salaries for associate professors are competitive.	67	24.5	101	36.9	55	20.1	27	9.9	24	8.8
Health insurance benefits are competitive.	67	24.5	56	20.4	78	28.5	46	16.8	27	9.9
Child care benefits are competitive.	30	11.1	39	14.4	161	59.6	23	8.5	17	6.3
Retirement/supplemental benefits are competitive.	50	18.4	84	30.9	92	33.8	25	9.2	21	7.7
MiraCosta College provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	19	7.0	48	17.6	117	43.0	56	20.6	32	11.8
My colleagues include me in opportunities that will help my career as much as they do others in my position.	56	20.4	99	36.1	61	22.3	33	12.0	25	9.1
The performance evaluation process is clear.	74	27.3	107	39.5	41	15.1	29	10.7	20	7.4
MiraCosta College provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	111	40.7	99	36.3	32	11.7	22	8.1	9	3.3
Positive about my career opportunities at MiraCosta College.	68	24.9	90	33.0	53	19.4	34	12.5	28	10.3
I would recommend MiraCosta College as good place to work.	100	36.4	97	35.3	43	15.6	21	7.6	14	5.1
I have job security.	46	16.7	81	29.3	42	15.2	50	18.1	57	20.7

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 281).

Table B95. Staff only: As a staff member at MiraCosta College, I feel… (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	129	43.7	80	27.1	44	14.9	29	9.8	13	4.4
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	120	41.0	96	32.8	53	18.1	18	6.1	6	2.0
I am included in opportunities that will help my career as much as others in similar positions.	91	31.0	98	33.3	45	15.3	38	12.9	22	7.5
The performance evaluation process is clear.	102	34.7	85	28.9	49	16.7	42	14.3	16	5.4
The performance evaluation process is productive.	69	23.7	60	20.6	72	24.7	55	18.9	35	12.0
My supervisor provides adequate support for me to manage work-life balance.	136	46.4	88	30.0	32	10.9	18	6.1	19	6.5
I am able to complete my assigned duties during scheduled hours.	97	33.2	100	34.2	32	11.0	40	13.7	23	7.9
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	64	21.7	43	14.6	72	24.4	78	26.4	38	12.9
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	38	13.0	51	17.5	57	19.5	99	33.9	47	16.1
I am given a reasonable time frame to complete assigned responsibilities.	92	31.4	126	43.0	39	13.3	22	7.5	14	4.8
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	37	12.6	41	13.9	79	26.9	96	32.7	41	13.9
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	54	18.4	65	22.2	79	27.0	64	21.8	31	10.6

Table B95. Staff only: As a staff member at MiraCosta College, I feel… (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
A hierarchy exists within staff positions that allows some voices to be valued more than others.	84	28.7	78	26.6	61	20.8	45	15.4	25	8.5
A hierarchy exists that values faculty voices more than staff voices.	128	43.8	56	19.2	68	23.3	23	7.9	17	5.8
MiraCosta College provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	49	16.7	86	29.4	107	36.5	32	10.9	19	6.5

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 297).

Table B96. Staff only: As an employee at MiraCosta College, I feel… (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
MiraCosta College provides me with resources to pursue training/professional development opportunities.	100	34.0	119	40.5	49	16.7	14	4.8	12	4.1
My supervisor provides me with resources to pursue training/professional development opportunities.	104	35.5	92	31.4	51	17.4	27	9.2	19	6.5
MiraCosta College is supportive of taking extended leave (e.g., FMLA, parental).	79	26.9	76	25.9	113	38.4	18	6.1	8	2.7
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	119	40.5	108	36.7	45	15.3	9	3.1	13	4.4
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	17	5.8	13	4.4	133	45.4	72	24.6	58	19.8
College policies (e.g., FMLA) are fairly applied across MiraCosta College.	63	21.4	62	21.1	140	47.6	17	5.8	12	4.1
MiraCosta College is supportive of flexible work schedules.	67	22.8	103	35.0	60	20.4	45	15.3	19	6.5
My supervisor is supportive of flexible work schedules.	106	36.1	93	31.6	49	16.7	28	9.5	18	6.1
Staff salaries are competitive.	106	36.1	112	38.1	44	15.0	28	9.5	4	1.4
Vacation and personal time benefits are competitive.	103	35.0	113	38.4	53	18.0	20	6.8	5	1.7
Health insurance benefits are competitive.	151	51.4	78	26.5	44	15.0	12	4.1	9	3.1
Child care benefits are competitive.	61	20.7	56	19.0	161	54.8	12	4.1	4	1.4
Retirement benefits are competitive.	101	34.5	103	35.2	74	25.3	9	3.1	6	2.0
Staff opinions are valued on MiraCosta College committees.	42	14.3	81	27.6	102	34.7	46	15.6	23	7.8
Staff opinions are valued by MiraCosta College faculty and administration.	35	11.9	72	24.4	93	31.5	54	18.3	41	13.9
Clear expectations of my responsibilities exist.	80	27.3	133	45.4	26	8.9	35	11.9	19	6.5

Table B96. Staff only: As an employee at MiraCosta College, I feel… (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Clear procedures exist on how I can advance at MiraCosta College.	39	13.3	59	20.1	85	28.9	68	23.1	43	14.6
Positive about my career opportunities at MiraCosta College.	60	20.3	82	27.8	81	27.5	40	13.6	32	10.8
I would recommend MiraCosta College as good place to work.	118	40.1	104	35.4	44	15.0	19	6.5	9	3.1
I have job security.	72	24.5	108	36.7	63	21.4	33	11.2	18	6.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 297).

Table B97. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (e.g., bullying, harassing) learning or working environment at MiraCosta College? (Question 82)

Observed conduct	*n*	%
No	2,445	87.3
Yes	357	12.7

Table B98. Who/what was the <u>target</u> of the conduct? (Mark all that apply.) (Question 83)

Target	*n*	%
Student	191	53.5
Staff member	56	15.7
Faculty member/other instructional staff	48	13.4
Coworker/colleague	46	12.9
Friend	40	11.2
Student staff/worker	37	10.4
Student organization	25	7.0
Stranger	19	5.3
MiraCosta College media (e.g., posters, brochures, flyers, handouts, websites)	13	3.6
Off-campus community member	10	2.8
Senior administrator (e.g., president, administrator)	9	2.5
Department/program chair	8	2.2
MiraCosta College Police/Security Officer	8	2.2
Supervisor or manager	8	2.2
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	7	2.0
Academic advisor/counselor	4	1.1
Direct report (e.g., person who reports to me)	4	1.1
Directors	4	1.1
Bookstore/Cafeteria staff	3	0.8
Custodial staff	3	0.8
Alumnus/a	1	0.3
Athletic coach/trainer	1	0.3
Donor	1	0.3
Mental health counselor	1	0.3
Do not know target	22	6.2
A target not listed above	27	7.6

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 357). Percentages may not sum to 100 as a result of multiple response choices.

Table B99. Who/what was the source of the conduct? (Mark all that apply.)
(Question 84)

Source	*n*	%
Student	135	37.8
Faculty member/other instructional staff	75	21.0
Staff member	48	13.4
Coworker/colleague	29	8.1
Senior administrator (e.g., president, administrator)	27	7.6
Stranger	22	6.2
Supervisor or manager	18	5.0
Department/program chair	15	4.2
Off-campus community member	14	3.9
Student organization	11	3.1
Student staff/worker	11	3.1
Academic advisor/counselor	10	2.8
Friend	7	2.0
MiraCosta College media (e.g., posters, brochures, flyers, handouts, websites)	7	2.0
Directors	6	1.7
MiraCosta College Police/Security Officer	6	1.7
Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	5	1.4
Bookstore/Cafeteria staff	3	0.8
Athletic coach/trainer	1	0.3
Direct report (e.g., person who reports to me)	1	0.3
Alumnus/a	0	0.0
Custodial staff	0	0.0
Donor	0	0.0
Mental health counselor	0	0.0
Do not know source	47	13.2
A source not listed above	24	6.7

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 357). Percentages may not sum to 100 as a result of multiple response choices.

Table B100. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe? (Question 85)

Instances	*n*	%
1 instance	108	31.2
2 instances	81	23.4
3 instances	68	19.7
4 instances	17	4.9
5 or more instances	72	20.8

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 357).

Table B101. Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 86)

Characteristic	*n*	%
Racial identity	101	28.3
Ethnicity	93	26.1
Political views	79	22.1
Gender/gender identity	66	18.5
Immigrant/citizen status	48	13.4
Position (e.g., staff, faculty, student)	48	13.4
Gender expression	47	13.2
Religious/spiritual views	45	12.6
Sexual identity	44	12.3
Philosophical views	38	10.6
Age	33	9.2
Physical characteristics	28	7.8
Academic/work performance	26	7.3
English language proficiency/accent	25	7.0
Participation in an organization/team/department/group affiliation	25	7.0
Mental health/psychological disability/condition	23	6.4
Learning disability/condition	17	4.8
International status/national origin	15	4.2
Lack of educational credentials	15	4.2
Socioeconomic status	15	4.2
Length of service at MiraCosta College	14	3.9
Major field of study	14	3.9
Educational credentials (e.g., BS, MS, PhD, MD)	13	3.6
Physical disability/condition	13	3.6
Medical disability/condition	11	3.1
Military/veteran status	5	1.4
Pregnancy	5	1.4
Marital status (e.g., single, married, partnered)	3	0.8
Parental status (e.g., having children)	0	0.0
Do not know	54	15.1
A reason not listed above	30	8.4

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 357). Percentages may not sum to 100 as a result of multiple response choices.

Table B102. Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 87)

Form of observed conduct	*n*	%
Derogatory verbal remarks	105	29.4
Person intimidated or bullied	92	25.8
Person ignored or excluded	89	24.9
Person isolated or left out	80	22.4
Person experienced a hostile work environment	64	17.9
Person experienced a hostile classroom environment	57	16.0
Racial/ethnic profiling	55	15.4
Graffiti/vandalism	49	13.7
Derogatory written comments	47	13.2
Person was the target of workplace incivility	45	12.6
Person was stared at	40	11.2
Singled out as the spokesperson for their identity group	31	8.7
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	18	5.0
Threats of physical violence	18	5.0
Person received a low or unfair performance evaluation	15	4.2
Person was stalked	14	3.9
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	13	3.6
Derogatory phone calls/text messages/email	13	3.6
Person was unfairly evaluated in the promotion and tenure process	13	3.6
Assumption that someone was admitted/hired/promoted based on his/her identity	11	3.1
Person received a poor grade	10	2.8
Physical violence	4	1.1
Something not listed above	30	8.4

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 357). Percentages may not sum to 100 as a result of multiple response choices.

Table B103. Where did this conduct occur? (Mark all that apply.) (Question 88)

Location	*n*	%
In a class/laboratory	86	24.1
In other public spaces at MiraCosta College	75	21.0
While walking on campus	66	18.5
While working at a MiraCosta College job	64	17.9
In a meeting with a group of people	51	14.3
In a MiraCosta College library	35	9.8
At a MiraCosta College event/program	32	9.0
In a meeting with one other person	30	8.4
In a MiraCosta College administrative office	30	8.4
On phone calls/text messages/email	23	6.4
On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)	20	5.6
In a faculty office	16	4.5
In MiraCosta College Club Room	16	4.5
In a MiraCosta College dining facility	13	3.6
Off campus	13	3.6
In MiraCosta College Counseling Center	6	1.7
District vehicle (e.g., off-campus transportation for event/athletic competition/conference)	3	0.8
In an experiential learning environment (e.g., community-based learning, externship, internship, clinicals)	3	0.8
In athletic facilities	2	0.6
In MiraCosta College Health Services (e.g., mental health counseling, physical health)	2	0.6
MiraCosta College tutoring centers (e.g., TASC, writing center, math learning center, STEM center)	2	0.6
A venue not listed above	24	6.7

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 357). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. How did you feel after experiencing the conduct? (Mark all that apply.) (Question 89)

Emotional response	*n*	%
Angry	198	55.5
Sad	139	38.9
Distressed	135	37.8
Embarrassed	62	17.4
Afraid	51	14.3
Somehow responsible	26	7.3
A feeling not listed above	63	17.6

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 357). Percentages may not sum to 100 as a result of multiple response choices.

Table B105. What was your response to observing this conduct? (Mark all that apply.) (Question 90)

Response	*n*	%
I told a friend.	84	23.5
I did not do anything.	80	22.4
I told a family member.	71	19.9
I avoided the person/venue.	68	19.0
I contacted a MiraCosta College resource.	59	16.5
Staff member	*22*	*47.8*
Senior administrator (e.g., president, administrator)	*16*	*34.0*
Faculty member	*15*	*32.6*
MiraCosta College police	*12*	*26.1*
Title IX coordinator	*7*	*14.9*
Office of Student Life	*6*	*13.0*
Counseling	*5*	*10.9*
Academic Senate	*2*	*4.3*
Office of Human Resources	*2*	*4.3*
Classified Administrators Association	*1*	*2.2*
Faculty Assembly	*1*	*2.2*
Health Services	*1*	*2.2*
Academic Administrators Association	*0*	*0.0*
Associate Faculty Association	*0*	*0.0*
Classified Senate	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Student staff (e.g., tutors, campus aides)	*0*	*0.0*
Student teaching assistant (e.g., coaches, instructional associates)	*0*	*0.0*
I did not know to whom to go.	44	12.3
I confronted the person(s) at the time.	41	11.5
I confronted the person(s) later.	33	9.2
I submitted a bias incident report or a report through the Maxient/CARE Referral Form.	25	7.0
I sought information online.	20	5.6
I offered support to the person(s) affected.	10	2.8
I sought support from off-campus hotline/advocacy services.	4	1.1
I sought support from a member of the clergy or spiritual advisor.	3	0.8
I contacted an off-campus law enforcement official.	1	0.3
A response not listed above	48	13.4

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 357). Percentages may not sum to 100 as a result of multiple response choices.

Table B106. Did you officially report the conduct? (Question 91)

Reported conduct	*n*	%
No, I did not report it.	286	83.1
Yes, I reported it.	58	16.9
Yes, I reported the conduct and was satisfied with the outcome.	*10*	*30.3*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*4*	*12.1*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*7*	*21.2*
Yes, I reported the conduct and the outcome is still pending.	*4*	*12.1*
Yes, I reported the conduct, but the outcome was not shared.	*8*	*24.2*

Note: Table includes responses only from those respondents who indicated that they observed conduct (*n* = 357).

Table B107. Faculty/Staff only: Within the past five years, have you observed <u>hiring</u> practices at MiraCosta College (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 93)

Observed	*n*	%
No	408	71.5
Yes	163	28.5

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 578).

Table B108. Faculty/Staff only: I believe that the unjust <u>hiring</u> practices were based upon: (Mark all that apply.) (Question 94)

Characteristic	*n*	%
Nepotism/cronyism	59	36.2
Racial identity	38	23.3
Ethnicity	33	20.2
Position (e.g., staff, faculty, student)	29	17.8
Length of service at MiraCosta College	23	14.1
Age	20	12.3
Gender/gender identity	17	10.4
Educational credentials (e.g., BS, MS, PhD, MD)	13	8.0
Lack of educational credentials	12	7.4
Political views	11	6.7
Physical characteristics	9	5.5
English language proficiency/accent	8	4.9
Philosophical views	8	4.9
Participation in an organization/team/department/group affiliation	7	4.3
Religious/spiritual views	7	4.3
Work performance	6	3.7
Major field of study	5	3.1
Gender expression	4	2.5
International status/national origin	4	2.5
Sexual identity	4	2.5
Parental status (e.g., having children)	3	1.8
Socioeconomic status	3	1.8
Immigrant/citizen status	2	1.2
Learning disability/condition	2	1.2
Marital status (e.g., single, married, partnered)	2	1.2
Military/veteran status	2	1.2
Pregnancy	2	1.2
Medical disability/condition	1	0.6
Mental health/psychological disability/condition	1	0.6
Physical disability/condition	1	0.6
Do not know	14	8.6
A reason not listed above	19	11.7

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices (*n* = 163). Percentages may not sum to 100 as a result of multiple response choices.

Table B109. Faculty/Staff only: Within the past five years, have you observed promotion, tenure, rehire, and/or reclassification practices at MiraCosta College that you perceive to be unjust? (Question 96)

Observed	*n*	%
No	421	73.6
Yes	151	26.4

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 578).

Table B110. Faculty/Staff only: I believe that the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon… (Mark all that apply.) (Question 97)

Characteristic	*n*	%
Nepotism/cronyism	49	32.5
Position (e.g., staff, faculty, student)	24	15.9
Length of service at MiraCosta College	20	13.2
Work performance	13	8.6
Age	12	7.9
Educational credentials (e.g., BS, MS, PhD, MD)	11	7.3
Racial identity	11	7.3
Ethnicity	10	6.6
Gender/gender identity	10	6.6
Participation in an organization/team/department/group affiliation	10	6.6
Lack of educational credentials	7	4.6
Major field of study	4	2.6
Philosophical views	4	2.6
Political views	4	2.6
Sexual identity	4	2.6
Physical characteristics	3	2.0
Socioeconomic status	3	2.0
English language proficiency/accent	2	1.3
Gender expression	2	1.3
Marital status (e.g., single, married, partnered)	2	1.3
Parental status (e.g., having children)	2	1.3
Religious/spiritual views	2	1.3
Immigrant/citizen status	1	0.7
International status/national origin	1	0.7
Learning disability/condition	1	0.7
Medical disability/condition	1	0.7
Mental health/psychological disability/condition	1	0.7
Physical disability/condition	1	0.7
Pregnancy	1	0.7
Military/veteran status	0	0.0
Do not know	18	11.9
A reason not listed above	29	19.2

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices (*n* = 151). Percentages may not sum to 100 as a result of multiple response choices.

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Table B111. Faculty/Staff only: Within the past five years, have you observed <u>employment-related discipline or action, up to and including dismissal,</u> at MiraCosta College that you perceive to be unjust? (Question 99)

Observed	*n*	%
No	507	88.6
Yes	65	11.4

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 578).

Table B112. Faculty/Staff only: I believe that the unjust <u>employment-related disciplinary actions</u> were based upon… (Mark all that apply.) (Question 100)

Characteristic	*n*	%
Position (e.g., staff, faculty, student)	12	18.5
Work performance	9	13.8
Ethnicity	6	9.2
Length of service at MiraCosta College	6	9.2
Philosophical views	6	9.2
Racial identity	5	7.7
Parental status (e.g., having children)	4	6.2
Participation in an organization/team/department/group affiliation	4	6.2
Medical disability/condition	3	4.6
Sexual identity	3	4.6
Age	2	3.1
Nepotism/cronyism	2	3.1
Educational credentials (e.g., BS, MS, PhD, MD)	1	1.5
Gender expression	1	1.5
Gender/gender identity	1	1.5
Immigrant/citizen status	1	1.5
Major field of study	1	1.5
Mental health/psychological disability/condition	1	1.5
Physical characteristics	1	1.5
Physical disability/condition	1	1.5
Political views	1	1.5
Pregnancy	1	1.5
Religious/spiritual views	1	1.5
Socioeconomic status	1	1.5
English language proficiency/accent	0	0.0
International status/national origin	0	0.0
Lack of educational credentials	0	0.0
Learning disability/condition	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Military/veteran status	0	0.0
Do not know	17	26.2
A reason not listed above	12	18.5

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 65). Percentages may not sum to 100 as a result of multiple response choices.

Table B113. Using a scale of 1-5, please rate the overall campus climate at MiraCosta College on the following dimensions: (Question 102)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Friendly/Hostile	1,766	63.3	661	23.7	259	9.3	71	2.5	35	1.3	**1.6**	**0.9**
Inclusive/Exclusive	1,477	53.3	699	25.2	423	15.3	117	4.2	54	1.9	**1.8**	**1.0**
Improving/Regressing	1,459	53.0	686	24.9	441	16.0	101	3.7	64	2.3	**1.8**	**1.0**
Positive for persons with disabilities/Negative	1,602	58.0	711	25.7	340	12.3	75	2.7	34	1.2	**1.6**	**0.9**
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	1,723	62.2	645	23.3	314	11.3	53	1.9	37	1.3	**1.6**	**0.9**
Positive for people of various spiritual/religious backgrounds/Negative	1,446	52.2	646	23.3	504	18.2	113	4.1	59	2.1	**1.8**	**1.0**
Positive for People of Color/Negative	1,656	59.7	630	22.7	334	12.0	102	3.7	51	1.8	**1.6**	**0.9**
Positive for men/Negative	1,668	60.4	608	22.0	368	13.3	69	2.5	49	1.8	**1.6**	**0.9**
Positive for women/Negative	1,688	61.0	673	24.3	317	11.5	62	2.2	26	0.9	**1.6**	**0.8**
Positive for nonnative English speakers/Negative	1,545	56.0	659	23.9	404	14.6	115	4.2	36	1.3	**1.7**	**0.9**
Positive for people who are not U.S. citizens/Negative	1,613	58.4	621	22.5	406	14.7	72	2.6	48	1.7	**1.7**	**0.9**
Welcoming/Not welcoming	1,752	63.1	667	24.0	244	8.8	73	2.6	39	1.4	**1.5**	**0.9**
Respectful/Disrespectful	1,738	62.7	658	23.7	258	9.3	69	2.5	50	1.8	**1.6**	**0.9**
Positive for people of high socioeconomic status/Negative	1,613	58.3	620	22.4	441	15.9	56	2.0	37	1.3	**1.7**	**0.9**
Positive for people of low socioeconomic status/Negative	1,553	56.2	672	24.3	391	14.2	101	3.7	44	1.6	**1.7**	**0.9**
Positive for people of various political affiliations/Negative	1,292	46.8	570	20.7	610	22.1	164	5.9	122	4.4	**2.0**	**1.1**
Positive for people in active military/veteran status/Negative	1,751	63.4	623	22.5	322	11.6	39	1.4	29	1.0	**1.5**	**0.8**

Table B114. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 103)

	1		2		3		4		5			Standard
Dimension	n	%	n	%	n	%	n	%	n	%	Mean	Deviation
Not racist/Racist	1,525	54.9	696	25.0	406	14.6	100	3.6	53	1.9	1.7	1.0
Not sexist/Sexist	1,558	56.3	700	25.3	379	13.7	96	3.5	35	1.3	1.7	0.9
Not homophobic/Homophobic	1,647	59.8	695	25.2	343	12.5	50	1.8	19	0.7	1.6	0.8
Not biphobic/Biphobic	1,663	60.6	680	24.8	345	12.6	39	1.4	15	0.5	1.6	0.8
Not transphobic/Transphobic	1,633	59.5	656	23.9	360	13.1	64	2.3	31	1.1	1.6	0.9
Not ageist/Ageist	1,598	58.3	653	23.8	357	13.0	95	3.5	39	1.4	1.7	0.9
Not classist (socioeconomic status)/Classist	1,572	57.3	653	23.8	373	13.6	103	3.8	43	1.6	1.7	0.9
Not classist (position: faculty, staff, student)/Classist	1,561	56.7	609	22.1	350	12.7	136	4.9	97	3.5	1.8	1.1
Not ableist (disability-friendly)/Ableist (not disability-friendly)	1,682	61.1	648	23.6	326	11.9	67	2.4	28	1.0	1.6	0.9
Not xenophobic/Xenophobic	1,606	58.5	636	23.2	392	14.3	77	2.8	36	1.3	1.6	0.9
Not ethnocentric/Ethnocentric	1,563	56.9	631	23.0	416	15.1	91	3.3	46	1.7	1.7	1.0

Table B115. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 104)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by MiraCosta College faculty.	1,118	50.4	737	33.2	299	13.5	43	1.9	20	0.9
I feel valued by MiraCosta College staff.	1,070	48.5	754	34.2	318	14.4	42	1.9	23	1.0
I feel valued by MiraCosta College senior administrators (e.g., president, administrator).	905	41.0	575	26.1	597	27.1	81	3.7	49	2.2
I feel valued by faculty in the classroom.	1,160	52.7	740	33.6	248	11.3	36	1.6	19	0.9
I feel valued by other students in the classroom.	956	43.2	737	33.3	427	19.3	68	3.1	23	1.0
I feel valued by other students outside of the classroom.	860	39.2	634	28.9	562	25.6	101	4.6	36	1.6
I think that faculty prejudge my abilities based on their perception of my identity/background.	621	28.2	432	19.6	518	23.5	392	17.8	241	10.9
I believe that the campus climate encourages free and open discussion of difficult topics.	995	45.1	734	33.3	331	15.0	90	4.1	54	2.5
I have faculty whom I perceive as role models.	1,023	46.4	585	26.5	459	20.8	104	4.7	36	1.6
I have staff whom I perceive as role models.	909	41.2	517	23.4	613	27.8	121	5.5	48	2.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237).

Table B116. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 105)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	116	41.4	94	33.6	29	10.4	24	8.6	17	6.1
I feel valued by my department/program chair.	135	48.2	70	25.0	38	13.6	17	6.1	20	7.1
I feel valued by other faculty at MiraCosta College.	91	32.9	108	39.0	41	14.8	28	10.1	9	3.2
I feel valued by students in the classroom.	170	61.2	85	30.6	20	7.2	1	0.4	2	0.7
I feel valued by MiraCosta College senior administrators (e.g., president, administrator).	59	21.4	79	28.6	78	28.3	32	11.6	28	10.1
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	25	9.0	47	16.9	76	27.3	75	27.0	55	19.8
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	23	8.3	37	13.4	72	26.1	65	23.6	79	28.6
I believe that MiraCosta College encourages free and open discussion of difficult topics.	53	19.0	87	31.2	61	21.9	46	16.5	32	11.5
I feel that my research/scholarship is valued.	48	17.5	71	25.9	105	38.3	28	10.2	22	8.0
I feel that my teaching is valued.	104	37.3	111	39.8	28	10.0	21	7.5	15	5.4
I feel that my service contributions are valued.	79	28.2	107	38.2	54	19.3	27	9.6	13	4.6

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 281).

Table B117. Staff only: Please indicate the extent to which you agree with the following statements. (Question 106)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my department.	130	44.2	104	35.4	26	8.8	25	8.5	9	3.1
I feel valued by coworkers outside my department.	95	32.4	115	39.2	53	18.1	24	8.2	6	2.0
I feel valued by my supervisor/manager.	138	47.6	80	27.6	27	9.3	28	9.7	17	5.9
I feel valued by MiraCosta College students.	120	41.0	94	32.1	68	23.2	10	3.4	1	0.3
I feel valued by MiraCosta College faculty.	70	23.9	101	34.5	62	21.2	46	15.7	14	4.8
I feel valued by MiraCosta College senior administrators (e.g., president, administrator).	59	20.6	72	25.1	76	26.5	46	16.0	34	11.8
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	24	8.3	33	11.4	75	26.0	87	30.1	70	24.2
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	23	7.9	30	10.3	60	20.6	83	28.5	95	32.6
I think that faculty prejudge my abilities based on their perception of my identity/background.	30	10.5	28	9.8	95	33.1	70	24.4	64	22.3
I believe that my department/program encourages free and open discussion of difficult topics.	68	23.4	91	31.3	64	22.0	39	13.4	29	10.0
I feel that my skills are valued.	90	30.7	122	41.6	33	11.3	28	9.6	20	6.8
I feel that my work is valued.	93	32.0	113	38.8	34	11.7	31	10.7	20	6.9

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 297).

Table B118. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at MiraCosta College in the past year? (Question 107)

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	28	5.7	239	48.6	225	45.7
Classroom buildings	53	10.7	314	63.3	129	26.0
Classrooms, laboratories (including computer labs)	60	12.2	298	60.6	134	27.2
Dining facilities	24	4.9	323	65.9	143	29.2
Doors	32	6.6	319	65.8	134	27.6
Elevators/lifts	24	4.9	311	64.1	150	30.9
Emergency preparedness	24	4.9	317	65.2	145	29.8
Health Center	21	4.3	315	64.9	149	30.7
Office furniture (e.g., chair, desk)	46	9.4	315	64.4	128	26.2
Campus transportation/parking	49	10.1	307	63.4	128	26.4
Other campus buildings	29	6.0	319	65.9	136	28.1
Podium	21	4.3	309	63.8	154	31.8
Restrooms	37	7.6	325	66.7	125	25.7
Signage	21	4.3	320	66.3	142	29.4
Studios/performing arts spaces	19	3.9	303	62.9	160	33.2
Temporary barriers because of construction or maintenance	44	9.1	302	62.3	139	28.7
Walkways, pedestrian paths, crosswalks	47	9.7	312	64.5	125	25.8
Technology/Online Environment						
Accessible electronic format	40	8.3	323	67.2	118	24.5
Clickers	23	4.8	311	64.8	146	30.4
Computer equipment (e.g., screens, mouse, keyboard)	42	8.7	320	66.5	119	24.7
Electronic forms	29	6.1	328	68.8	120	25.2
Electronic signage	24	5.0	326	68.5	126	26.5
Electronic surveys (including this one)	28	5.9	332	69.7	116	24.4
Kiosks	23	4.8	321	67.3	133	27.9
Library database	23	4.8	330	69.2	124	26.0
Canvas	33	6.9	330	69.3	113	23.7
Phone/phone equipment	26	5.5	326	68.5	124	26.1
Software (e.g., voice recognition/audiobooks)	29	6.1	313	65.9	133	28.0
Video/video audio description	28	5.9	321	67.2	129	27.0

Table B118. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at MiraCosta College in the past year? (Question 107)

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Website	39	8.3	324	68.6	109	23.1
Identity						
Electronic databases (e.g., Campus Solutions/PeopleSoft)	30	6.4	318	67.4	124	26.3
Campus dashboards	29	6.1	332	70.0	113	23.8
Email account	35	7.4	324	68.4	115	24.3
Intake forms (e.g., Health Center)	22	4.7	314	67.0	133	28.4
Learning technology	30	6.4	321	68.0	121	25.6
Surveys	33	7.0	332	70.8	104	22.2
Instructional/Campus Materials						
Brochures	28	5.9	335	70.5	112	23.6
Food menus	37	7.8	317	66.7	121	25.5
Forms	28	6.0	333	71.3	106	22.7
Journal articles	31	6.5	328	69.1	116	24.4
Library books	34	7.2	332	70.0	108	22.8
Other publications	27	5.7	335	71.1	109	23.1
Syllabi	35	7.4	336	70.6	105	22.1
Textbooks	56	11.9	317	67.2	99	21.0
Video-closed captioning and text description	31	6.6	325	69.3	113	24.1

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 65 (*n* = 542).

Table B119. As a person who identifies as gender nonbinary, genderqueer, and/or transgender, have you experienced a barrier in any of the following areas at MiraCosta College in the past year? (Question 109)

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	3	6.3	26	54.2	19	39.6
Changing rooms/locker rooms	3	6.3	26	54.2	19	39.6
Restrooms	15	30.0	28	56.0	7	14.0
Signage	10	20.4	29	59.2	10	20.4
Identity accuracy						
MiraCosta College ID card	3	6.4	32	68.1	12	25.5
Electronic databases (e.g., Campus Solutions/PeopleSoft)	2	4.3	32	69.6	12	26.1
Email account	6	12.5	33	68.8	9	18.8
Intake forms (e.g., Health Center)	3	6.5	31	67.4	12	26.1
Learning technology	2	4.4	33	73.3	10	22.2
Communications/Media	3	6.5	34	73.9	9	19.6
Surveys	4	8.3	38	79.2	6	12.5

Note: Table includes responses only from those respondents who self-identified as gender nonbinary, genderqueer, and/or transgender, or a gender not listed in Question 47 (*n* = 51).

Table B120. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MiraCosta College. (Question 111)

	If this initiative IS available at MiraCosta College								If this initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
Institutional initiatives	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing flexibility for calculating the tenure timeline	67	55.4	49	40.5	5	4.1	121	55.5	64	66.0	23	23.7	10	10.3	97	44.5
Providing recognition and rewards for including diversity issues in courses across the curriculum	94	73.4	25	19.5	9	7.0	128	58.2	65	70.7	19	20.7	8	8.7	92	41.8
Providing diversity, equity, and inclusion training for faculty	154	84.6	24	13.2	4	2.2	182	79.5	36	76.6	7	14.9	4	8.5	47	20.5
Providing faculty with resources to create an inclusive classroom environment	145	86.8	20	12.0	2	1.2	167	73.9	50	84.7	7	11.9	2	3.4	59	26.1
Providing faculty with supervisory training	83	68.0	35	28.7	4	3.3	122	54.2	83	80.6	14	13.6	6	5.8	103	45.8
Providing access to counseling for people who have experienced harassment	159	88.3	18	10.0	3	1.7	180	80.0	38	84.4	4	8.9	3	6.7	45	20.0
Providing mentorship for new faculty	143	86.7	18	10.9	4	2.4	165	71.1	63	94.0	2	3.0	2	3.0	67	28.9
Providing a clear process to resolve conflicts	139	86.3	15	9.3	7	4.3	161	70.6	62	92.5	1	1.5	4	6.0	67	29.4
Providing a fair process to resolve conflicts	140	89.7	9	5.8	7	4.5	156	70.0	62	92.5	1	1.5	4	6.0	67	30.0

Table B120. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MiraCosta College. (Question 111)

	If this initiative IS available at MiraCosta College								If this initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Including equity-related professional experiences as one of the criteria for hiring of staff/faculty	106	72.1	29	19.7	12	8.2	147	67.1	46	63.9	15	20.8	11	15.3	72	32.9
Providing affordable child care	105	79.5	25	18.9	2	1.5	132	60.0	80	90.9	6	6.8	2	2.3	88	40.0
Providing support/resources for spouse/partner employment	67	63.8	35	33.3	3	2.9	105	50.5	72	69.9	21	20.4	10	9.7	103	49.5

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 281).

Table B121. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MiraCosta College. (Question 113)

	If this initiative IS available at MiraCosta College								If this initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity, equity, and inclusion training for staff	194	82.9	30	12.8	10	4.3	234	85.7	33	84.6	4	10.3	2	5.1	39	14.3
Providing access to counseling for people who have experienced harassment	213	91.4	20	8.6	0	0.0	233	85.7	35	89.7	1	2.6	3	7.7	39	14.3
Providing supervisors/managers with supervisory training	151	87.3	21	12.1	1	0.6	173	64.6	87	91.6	4	4.2	4	4.2	95	35.4
Providing faculty supervisors with supervisory training	140	86.4	21	13.0	1	0.6	162	62.1	91	91.9	4	4.0	4	4.0	99	37.9
Providing mentorship for new staff	123	90.4	11	8.1	2	1.5	136	51.5	119	93.0	6	4.7	3	2.3	128	48.5
Providing a clear process to resolve conflicts	161	88.5	19	10.4	2	1.1	182	68.7	79	95.2	1	1.2	3	3.6	83	31.3
Providing a fair process to resolve conflicts	165	89.7	17	9.2	2	1.1	184	70.0	76	96.2	0	0.0	3	3.8	79	30.0
Considering equity-related professional experiences as one of the criteria for hiring of staff/faculty	141	73.8	33	17.3	17	8.9	191	74.3	52	78.8	11	16.7	3	4.5	66	25.7
Providing career development opportunities for staff	195	89.9	22	10.1	0	0.0	217	80.7	49	94.2	1	1.9	2	3.8	52	19.3
Provide support/resources for staff job training/on-boarding	146	88.5	19	11.5	0	0.0	165	62.0	96	95.0	2	2.0	3	3.0	101	38.0

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Table B121. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MiraCosta College. (Question 113)

	If this initiative IS available at MiraCosta College								If this initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Provide similar opportunities (e.g., training, professional development) to staff across all campuses	153	89.0	19	11.0	0	0.0	172	64.4	89	93.7	1	1.1	5	5.3	95	35.6
Providing affordable child care	138	85.7	23	14.3	0	0.0	161	61.2	89	87.3	10	9.8	3	2.9	102	38.8
Providing support/resources for spouse/partner employment	106	84.1	20	15.9	0	0.0	126	49.2	96	73.8	30	23.1	4	3.1	130	50.8

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 297).

Table B122. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MiraCosta College. (Question 115)

	If this initiative IS available at MiraCosta College								If this initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
Institutional initiatives	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity, equity, and inclusion training for students	1,600	87.9	188	10.3	32	1.8	1,820	88.5	167	70.5	40	16.9	30	12.7	237	11.5
Providing diversity, equity, and inclusion training for staff	1,635	89.3	172	9.4	24	1.3	1,831	89.8	162	77.9	22	10.6	24	11.5	208	10.2
Providing diversity, equity, and inclusion training for faculty	1,608	89.0	174	9.6	25	1.4	1,807	89.8	160	77.7	22	10.7	24	11.7	206	10.2
Providing diversity, equity, and inclusion training for student workers	1,579	88.3	181	10.1	29	1.6	1,789	88.8	170	75.6	30	13.3	25	11.1	225	11.2
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,520	87.1	187	10.7	38	2.2	1,745	86.3	214	77.0	31	11.2	33	11.9	278	13.7
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,487	86.0	201	11.6	42	2.4	1,730	85.8	213	74.5	32	11.2	41	14.3	286	14.2
Increasing opportunities for cross-cultural dialogue among students	1,512	88.1	181	10.5	23	1.3	1,716	85.1	234	77.7	44	14.6	23	7.6	301	14.9

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Table B122. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MiraCosta College. (Question 115)

	If this initiative IS available at MiraCosta College								If this initiative IS NOT available at MiraCosta College							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	1,483	87.5	188	11.1	24	1.4	1,695	84.6	250	80.9	34	11.0	25	8.1	309	15.4
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,451	84.4	228	13.3	41	2.4	1,720	85.8	210	73.7	36	12.6	39	13.7	285	14.2
Providing identity-based services for students	1,478	84.3	215	12.3	60	3.4	1,753	87.6	180	72.3	36	14.5	33	13.3	249	12.4
Providing effective faculty mentorship of students	1,551	89.4	168	9.7	15	0.9	1,734	86.8	220	83.3	21	8.0	23	8.7	264	13.2
Providing effective academic advising	1,664	91.6	138	7.6	14	0.8	1,816	90.5	152	80.0	16	8.4	22	11.6	190	9.5
Providing affordable child care	1,507	88.1	185	10.8	18	1.1	1,710	85.5	238	82.4	26	9.0	25	8.7	289	14.5
Providing support/resources for spouse/partner employment	1,425	86.3	206	12.5	21	1.3	1,652	82.7	280	81.2	40	11.6	25	7.2	345	17.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,237).

Appendix C – Comment Analyses (Questions #117, #118, and #119)

Of the 2,815 surveys submitted for MiraCosta College's climate assessment, 1,813 respondents offered remarks to at least one open-ended question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to previous survey questions. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final three open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

Q117. Are your experiences with the climate on campus different than your experiences with the climate in the community surrounding campus? If so, how are these experiences different?

One thousand ninety-four (1,094) respondents elaborated on the contrast between their experiences on campus and those within the surrounding community. Three themes emerged from respondent responses: more supportive and inclusive campus environment; no, n/a, same; and safer on campus.

More Inclusive and Supportive Campus Environment. One theme that emerged from respondents related to the contrast between their experiences on campus and those within the surrounding community was that campus was a more inclusive and supportive environment. One respondent shared, "My experiences with the campus climate have been positive overall. MiraCosta administrators, faculty, and staff are generally more knowledgeable, open, and tolerant of differences than the larger surrounding community." Another respondent added, "When I am at the CLC or its surrounding community, the environment is alive with relationships, expression, motivation, and caring. I do not see/feel these things outside of my classroom." Other respondents commented, "The climate on campus is very inclusive. I genuinely feel welcome by students, staff and faculty. In the community the climate is a little more tense," "The climate on campus is more empathetic to others backgrounds, experiences, and personal preferences than the surrounding community," and "The climate on campus is more inclusive and I feel more accepted in MCC environment."

No, N/A, Same. A second theme that emerged from respondents was no, n/a, same. Respondent experiences on campus were no different than their experiences in the community, or their experiences on campus and within the surrounding community were the same.

Safer on Campus. A third theme that emerged from respondent responses was that respondents felt safer on campus than in the surrounding community. Respondents shared, "I definitely feel safer and more comfortable on campus than in most of the surrounding communities around campus. Since the campus is near a freeway, people tend to drive very fast, and there are a few drug addicts, too," "I feel safer and more comfortable at Mira Costa early in the morning and later in the evening as opposed to Palomar," and "No fear of gang related activity on campus." Other respondents added, "The community that surrounds campus can be a little rough with the homeless population," "Yes, in a way. I'm not afraid of the city the college is in, however, I do feel safer once I am on campus," and "I think I feel more safe in campus then in the community because I feel that everyone is very friendly and open."

Q118. Do you have any specific recommendations for improving the climate at MiraCosta College?

One thousand one hundred fifty-two (1,152) respondents elaborated on specific recommendations for improving the climate at MiraCosta College. Eight themes emerged from all respondents: no or n/a, more campus community-building, diversity, political views, improved leadership, open dialogue, training, and keep progressing.

No or N/A. One theme that emerged from respondent responses was no or n/a. Respondents elected not to elaborate further on any specific recommendations for improving the climate at MiraCosta College.

More Campus Community-Building. A second theme that emerged from all respondents was more campus community-building. One respondent shared, "Increasing opportunities for students to take part in school spirit/pride apart from athletics. Providing more opportunities for students from diverse backgrounds to meet each other. Having some type of multicultural festival. Possibly having a Spartan Spirit week where students bring MCC gear to school and on college hour there is a contest for best Spartan costume. Something that will help increase school spirit and student involvement/opportunities to meet people in their college community."

Another respondent added, "Internal celebrations and gatherings would enhance collaboration, community building, and morale; a lot of time/money is spent on external (I know it is usually outside funded) events like movie nights and holiday parties, but why not have work day gatherings that allow me to see how people performing similar roles across campus do their jobs and I share my processes as well; no one does this on their own because we have too much work to do and no time, but it should be encouraged and guided from above so time is created for it." Other respondents commented, "Focusing more on community-building, positive actions that set an example," "I think having more events that showcase the diversity at MiraCosta would influence and even empower more students to accept who they are. Having physical representation such as murals about the different cultures that are on campus and sharing the events with equal advertisement," and "Create more events to bring people together more often." More respondents stated, "It's about community involvement and creating opportunities for people to become friends or at least friendly with people of other cultures," "Making activities where people can meet on campus and get to know each other. Create like a club where transferring people from other countries get to know each other and relate to each other," and "Encourage students to spend time on campus. Students make the campus climate."

Diversity. A third theme that emerged from respondents was diversity. Some respondents commented on the need for a more diverse population representation on campus, sharing, "Look into making the campus more diverse at all campus so students can see other races in the educational field and have better views of diversity. Workshops will be nice too," "I feel like we need more representation for people of color, as well as people in the LGBTQ+ community represented in decision making seats in campus faculty," and "I feel as if MiraCosta would benefit from having more diversity on campus." Other respondents felt that an overemphasis was placed on diversity, adding, "Reduce initiatives centered around identity politics. Focus on academics," "Stop talking so much about different races and cultures and applying them in class, that way racism and the need to exert one's race over the other dies down," and "STOP trying to enforce a culture of 'Cultural Diversity,' it really is off putting to many people. Diversity should have nothing to do with ethnic background, and EVERYTHING to do with diversity of thought. This campus has almost no diversity of thought." Respondents also commented on the need for MiraCosta College leadership to take an active stance in creating a more diverse campus, sharing, "Stop pretending to care about diversity and checking boxes off of a list. Actively

engage with the issues," "Optics! Seeing diversity is stronger than saying we are diverse. Look at the hiring of all jobs throughout the institution, recognize which departments lack diversity - all of this communicates how the school really deals with diversity. How we respond to situations is stronger than just acknowledging there is a problem," and "One thing I would really stress is the involvement of our leadership in issues that are pressing for black students. It really hurts when other groups on campus have events and leadership is present but when we have events they don't bother to show."

Political Views. A fourth theme that emerged from respondents was political views. Respondents commented on the need to keep political views off campus and out of the classroom, sharing, "Professors should keep their political views private unless it's relevant to the subject they are teaching," "Teachers need to be more objective about politics when teaching in class, every day with almost any teacher I get to hear about how my beliefs are wrong. There is a time and a place for these issues, but it should not be when I am taking a general education class," and "The political science classes are too biased. If it is more unbiased it would improve the climate. Teaching perspectives from both sides would make it better for us to succeed." Other respondents added, "Try to leave politics and political views outside of school. This is a place to learn and a place to get away from that kind of stuff," "Leaving religion and politics outside MiraCosta will make MiraCosta a better place," and "Try to keep staff non-political."

Improved Leadership. A fifth theme that emerged from respondents was improved leadership. One respondent shared, "Climate should be improved starting with directors, deans, supervisors, department chairs. Sense of not having a secure job, not being valued as an asset for the organization, and seem just a person who needs to complete numbers, statistics from enrollments is not right. Deans should create units and collaborations, not divisions. Department chairs should be engaged with instructors. Changes should be in a positive and constructive manner." Another respondent added, "It starts from the top down. It is clear that leadership are more interested in lining their pockets then caring for staff or students. Just look at the board action that ratified the district match contributions, ON TOP of their matched pensions. Definitely living up to the stereotype of the rich getting richer." Other respondents commented, "Open door policies; stop the top-down management style; more transparency at the top; stop all the 'initiatives du jour' and spend more time on campus getting to know the students and what they

need; make the campus student-focused instead of faculty-focused," "Just like everywhere else in the world, we need college leadership that listens to its constituency and puts collective good before personal gain. Leaders need to trust their teams and foster open communication," and "Change in executive level leadership. Improving the climate at MiraCosta College does not appear to be in the skill set of the current leadership. Everything they do is clearly for their own benefit by way of ignoring problems, allowing misconduct and tolerating all that has deteriorated in the past 5 years."

Open Dialogue. A sixth theme that emerged from respondents was space for more open dialogue. Respondents shared, "Educating students on having open discussion including non-conforming ideologies and posing of questions without desegregation, demonetization, and ostracization," "A collaboration zone where people of different backgrounds can safely debate," and "Maybe have some booths set up for people to just talk about a number of subjects? I believe dialogue is so important for improving climate. I remember someone at a booth at the San Elijo campus asked me what I thought about the stigma of depression and I ended up having an amazing 20-minute conversation. It's important to talk about depression, and perhaps others that heard the conversation will be more open to opening up about difficult topics. Often times people are stuck in their heads, walking to and from classes. It's a nice reminder to see that there are more connections to be made and that we are not alone." Other respondents added, "To be open to more student talks and ideas about the school's climate, hosting forums for open discussions," "Keep dialogue open, screen films and have discussion groups after," and "Engage more with students and respect each other's values and beliefs."

Training. A seventh theme that emerged from respondents was training. Some respondents commented on the need for mandatory diversity training, sharing, "I think there needs to be MANDATORY equity/inclusion/diversity training. I also think that diversity, equity, and inclusion need to be centralized in the campus's governance structure. There is good work being done across the campus, but it needs to be centralized by administration," "Mandatory training (online or person) for students and staff about diversity and equity before they start their journey at MCC," "Required training on diversity issues concerning race and ability," and "Mandatory exposure training to different races, ethnicities, cultures, and religions to connect people and show the humanity and commonalities between all of us." Other respondents shared the need for

management training, adding, "Managers/supervisors need to undergo extensive supervisory training to improve their skills," "Supervisor training to resolve conflicts," "Provide training for staff who hope to promote up someday. What skills do we need? What will prepare us for the next level," and "Better training for supervisors."

Keep Progressing. The eighth theme that emerged from respondents was to keep progressing. Respondents shared, "I feel MCC is going in the right direction and trying to build more awareness of an inclusive culture which is very diverse and accommodating. I love the feel at the Oceanside campus," "I feel that the direction MCC is going is very positive and good for the school's climate," and "I think the efforts made are reaching the student body effectively." Other respondents added, "It seems as though the school has taken great steps to keep climate positive and secure," "Keep doing what you guys are doing, I believe you guys take great responsibility in making sure everybody is heard and welcomed," "Keep doing what you're doing. It appears to me that Mira Costa is an inclusive, friendly learning environment displaying much consideration for the needs of its students," and "My only recommendation is to just do whatever is happening now because of how well it's working."

Q119. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Five hundred nineteen respondents elaborated on their survey responses related to the campus climate and their experiences at MiraCosta College. Two themes emerged from all respondents: no or n/a, and positive environment.

No or N/A. One theme that emerged from respondent responses was no or n/a. Respondents elected not to elaborate on any more experiences related to the survey.

Positive Environment. A second theme that emerged from respondents was a positive environment. Respondents took this opportunity to elaborate further on the positive campus climate at MiraCosta College, sharing, "All of my experiences at MiraCosta have been fantastic. I have met amazing students who I have learned from and now consider friends. And I have had

amazing professors that have inspired and pushed my boundaries in academics," "I feel very fortunate to work in such a diverse and equity conscious climate. I feel our students are inherently less discriminatory now than in the past and that our faculty and staff, for the most part, are all very much conscious of maintaining a safe, friendly, and equitable climate for each other and our students," and "I really appreciate Mira Costa for helping me pursue my passions in a safe space." Other respondents added, "MiraCosta College is a wonderful place to work. I am very satisfied and happy to be part of such a great team of people who work so hard every day for our students. It feels great to work with solution focused and positive mindset colleagues in almost every circle I interact with at work. The physical campus locations are all very different and require different approaches but everyone who is there takes great care of the students and becomes like family for each other. It's always a great day at MiraCosta," "The professors and staff here at MiraCosta are wonderful. I found a multitude of professors I look up to and respect. I even come to them for guidance and sometimes even feel safe sharing personal issues," and "I'm very happy and pleased that all the staff working on campus are nice people, professionals, and very helpful. I can't thank them enough for giving me a great experience while I'm completing my degree."

Appendix D - Your Experience: Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is available in alternative formats. Please pick up the printed survey from library front desk at Oceanside Campus (bldg. 1200) or San Elijo (bldg. 100) or the front desk of the CLC (bldg. A). If you need any accommodations to fully participate in this survey, please contact:

Charlie Ng
cng@miracosta.edu

Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier alojamiento para participar en esta encuesta, por favor póngase en contacto con:

Charlie Ng
cng@miracosta.edu

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:

Charlie Ng
cng@miracosta.edu

Purpose
You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at MiraCosta College. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at MiraCosta College and provide us with specific information about how the environment for learning, living, and working at MiraCosta College can be improved. With everyone's participation, our goal is to improve our inclusive and welcoming college community.

Procedures
You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give "voice" to the quantitative data.

Discomforts and Risks
No risks are anticipated by participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

Students: http://www.miracosta.edu/studentservices/care/resources.html

Staff: http://www.miracosta.edu/hr/benefits_counselingservices.html

Benefits
The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at MiraCosta College is conducive to learning, living, and working.

Voluntary Participation
Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:
Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:
Contact for Faculty and Staff:
Charlie Ng
cng@miracosta.edu

Contact for Students:
Wendy Stewart
wstewart@miracosta.edu

Questions regarding the rights of participants should be should be addressed to:
Chris Hill
Dean of Research, Planning & Institutional Effectiveness
chill@miracosta.edu

PLEASE MAKE A COPY OF THIS DOCUMENT FOR YOUR RECORDS. IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY.

By submitting this survey, you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Bias: A prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Credit: Classes for which there are tuition and fees, offered at all sites and online, applicable towards a certificate, degree, or transfer to a four-year institution.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnic Identity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprentticeships, etc.).

Faculty: Teachers, professors, instructors, and lecturers with a common duty or obligation to teach at a certain school or educational institution.

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of female and male, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

Identity-based groups/services: Groups or services that are representative of identities such as race/ethnicity, gender, veteran, sexuality, immigration/citizenship status, etc.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

Noncredit definition: Classes for which there are no tuition or fees, offered at the Community Learning Center and other sites, not applicable towards a degree (e.g. Adult High School, non-credit ESL, classes for senior adults/personal development).

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

Position: The status one holds by virtue of her/his role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: 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.

Racist: Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

Religiophobia: Dislike, fear, hatred, or disapproval of religious people or religion.

Sexist: Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Staff: A group of people who work in a college with administrative functions such as clerical, sales, and executive. It also includes those that work in security, maintenance, and other functions at the college.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at MiraCosta College?
   - ❍ Student
     - ❍ Noncredit
     - ❍ Credit
     - ❍ Both noncredit and credit (at any time or concurrently)
   - ❍ Faculty Tenured
     - ❍ Director
     - ❍ Instructor
     - ❍ Librarian
     - ❍ Counselor
     - ❍ Two or more
   - ❍ Faculty Tenure-Track
     - ❍ Instructor
     - ❍ Librarian
     - ❍ Counselor
     - ❍ Two or more
   - ❍ Associate Faculty
     - ❍ Instructor
     - ❍ Librarian
     - ❍ Counselor
     - ❍ Two or more
   - ❍ Administrator
     - ❍ Academic
     - ❍ Classified
   - ❍ Contract Education
     - ❍ Professional Experts (e.g., DSN)
     - ❍ Instructor
   - ❍ Staff
     - ❍ Temporary
       - ❍ Non-Exempt (Hourly-overtime eligible)
       - ❍ Exempt (Salary-not overtime eligible)
     - ❍ Permanent
       - ❍ Non-Exempt (Hourly-overtime eligible)
       - ❍ Exempt (Salary-not overtime eligible)

2. Are you full-time or part-time in that **primary** position?
   Faculty/Staff:
   - ❍ Full-time (40 hours per week)
   - ❍ Part-time (less than 40 hours per week)
   Students:
   - ❍ Full-time
   - ❍ Part-time

3. At what MCC location do you spend the majority of your time?
   - ❍ Oceanside Campus
   - ❍ San Elijo Campus
   - ❍ Community Learning Center
   - ❍ Technology Career Institute & North San Diego Small Business Development Center
   - ❍ Off-site locations (e.g., high school, community centers)

4. **Students Only:** How many of your classes have you taken exclusively online at MiraCosta College?
   - ○ None
   - ○ Some
   - ○ Most
   - ○ All (excepting proctored exams)

Part 1: Personal Experiences

When responding to questions 5 - 7, think about your experiences *during the past year* at MiraCosta College

5. Overall, how comfortable are you with the climate at MiraCosta College?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

6. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/program or work unit at MiraCosta College?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

7. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at MiraCosta College?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

8. Have you ever **seriously considered** permanently leaving MiraCosta College?
   - ○ No *[Faculty/Staff Skip to Question #14; Students Skip to Question #13]*
   - ○ Yes

9. **Students only:** When did you seriously consider permanently leaving MiraCosta College? **(Mark all that apply.)**
   - ❑ During my first year as a student
   - ❑ During my second year as a student
   - ❑ During my third year as a student
   - ❑ During my fourth year as a student
   - ❑ During my fifth year as a student
   - ❑ After my fifth year as a student

10. **Students only:** Why did you seriously consider permanently leaving MiraCosta College prior to completion of your educational goal? **(Mark all that apply.)**
   - ❑ Climate not welcoming
   - ❑ Coursework too difficult
   - ❑ Coursework not challenging enough
   - ❑ Deployment of you or a family member
   - ❑ Did not like major/program
   - ❑ Did not have my major/program
   - ❑ Did not meet the selection criteria for a major/program
   - ❑ Family responsibilities (e.g., child care)
   - ❑ Financial reasons
   - ❑ Homesick
   - ❑ Job opportunity
   - ❑ Lack of a sense of belonging
   - ❑ Lack of social life at MiraCosta College
   - ❑ Lack of support group
   - ❑ Lack of support services
   - ❑ My marital/relationship status
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ Time management
   - ❑ A reason not listed above (Please specify.) _____

11. **Faculty/Staff only:** Why did you seriously consider leaving MiraCosta College? **(Mark all that apply.)**
   - ❑ Campus climate unwelcoming
   - ❑ Family responsibilities
   - ❑ Institutional support (e.g., technical support, laboratory space/equipment)
   - ❑ Increased workload
   - ❑ Interested in a position at another institution
   - ❑ Lack of benefits
   - ❑ Lack of a sense of belonging
   - ❑ Limited advancement opportunities
   - ❑ Local community did not meet my (my family) needs
   - ❑ Local community climate not welcoming
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ Lack of professional development opportunities
   - ❑ Recruited or offered a position at another institution/organization
   - ❑ Relocation
   - ❑ Low salary/pay rate
   - ❑ Spouse or partner relocated
   - ❑ Spouse or partner unable to find suitable employment
   - ❑ Evaluation process (e.g., tenure, probation)
   - ❑ Tension with supervisor/manager
   - ❑ Tension with coworkers
   - ❑ A reason not listed above (Please specify.) _____

12. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

13. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at MiraCosta College.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	❍	❍	❍	❍	❍
I am satisfied with my academic experience at MiraCosta College.	❍	❍	❍	❍	❍
I am satisfied with the extent of my intellectual development since enrolling at MiraCosta College.	❍	❍	❍	❍	❍
I have performed academically as well as I anticipated I would.	❍	❍	❍	❍	❍
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	❍	❍	❍	❍	❍
My interest in ideas and intellectual matters has increased since coming to MiraCosta College.	❍	❍	❍	❍	❍

14. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at MiraCosta College?
Note: In an open-ended question below, you will be able to speak to experiences beyond the past year.

- ❍ No *[Skip to Question #24]*
- ❍ Yes

15. What do you believe was the basis of the conduct? **(Mark all that apply.)**
- ❑ Academic/Work performance
- ❑ Age
- ❑ Educational credentials (e.g., BS, MS, PhD, MD)
- ❑ Lack of educational credentials
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status/national origin
- ❑ Learning disability/condition
- ❑ Length of service at MiraCosta College
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental health/psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization/team/department/group affiliation (Please specify.) _____
- ❑ Physical characteristics
- ❑ Physical disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (e.g., staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Do not know
- ❑ A reason not listed above (Please specify.) _____

16. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
    ○ 1 instance
    ○ 2 instances
    ○ 3 instances
    ○ 4 instances
    ○ 5 or more instances

17. How would you describe what happened? **(Mark all that apply.)**
    ❑ I was ignored or excluded.
    ❑ I was intimidated/bullied.
    ❑ I was isolated or left out.
    ❑ I felt others staring at me.
    ❑ I experienced a hostile classroom environment.
    ❑ The conduct made me fear that I would get a poor grade.
    ❑ I experienced a hostile work environment.
    ❑ I was the target of workplace incivility.
    ❑ I was the target of derogatory verbal remarks.
    ❑ I received derogatory written comments.
    ❑ I received derogatory phone calls/text messages/email.
    ❑ I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).
    ❑ I was singled out as the spokesperson for an/my identity group.
    ❑ I received a low or unfair performance evaluation.
    ❑ I was not fairly evaluated in the promotion and tenure process.
    ❑ Someone assumed I was admitted/hired/promoted because of my identity group.
    ❑ Someone assumed I was not admitted/hired/promoted because of my identity group.
    ❑ I was the target of graffiti/vandalism.
    ❑ I was the target of racial/ethnic profiling.
    ❑ I was the target of stalking.
    ❑ The conduct threatened my physical safety.
    ❑ The conduct threatened my family's safety.
    ❑ I received threats of physical violence.
    ❑ I was the target of physical violence.
    ❑ An experience not listed above (Please specify.) _____

18. Where did the conduct occur? **(Mark all that apply.)**
    ❑ At a MiraCosta College event/program
    ❑ In a class/laboratory
    ❑ In a faculty office
    ❑ In a meeting with one other person
    ❑ In a meeting with a group of people
    ❑ In a MiraCosta College administrative office
    ❑ In a MiraCosta College dining facility
    ❑ In a MiraCosta College library
    ❑ MiraCosta College tutoring centers (e.g., TASC, writing center, math learning center, STEM center)
    ❑ In MiraCosta College Club Room
    ❑ In an experiential learning environment (e.g., community-based learning, externship, internship, clinicals)
    ❑ District vehicle (e.g. off-campus transportation for event/athletic competition/conference)
    ❑ In athletic facilities
    ❑ In other public spaces at MiraCosta College (Please specify.) _____
    ❑ In MiraCosta College Counseling Center
    ❑ In MiraCosta College Health Services (e.g., mental health counseling, physical health)
    ❑ Off campus
    ❑ On phone calls/text messages/email
    ❑ On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)
    ❑ While walking on campus
    ❑ While working at a MiraCosta College job
    ❑ A venue not listed above (Please specify.) _____

19. Who/what was the source of the conduct? **(Mark all that apply.)**
- ❑ Mental Health Counselor
- ❑ Directors
- ❑ Academic advisor /counselor
- ❑ Custodial staff
- ❑ Bookstore/Cafeteria staff
- ❑ Alumnus/a
- ❑ Athletic coach/trainer
- ❑ Coworker/colleague
- ❑ Department/program chair
- ❑ Direct report (e.g., person who reports to me)
- ❑ Donor
- ❑ Faculty member/other instructional staff
- ❑ Friend
- ❑ Off-campus community member
- ❑ Senior administrator (e.g., president, administrator)
- ❑ Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Student staff/worker
- ❑ Student organization (Please specify.) _____
- ❑ Supervisor or manager
- ❑ MiraCosta College media (e.g., posters, brochures, flyers, handouts, websites)
- ❑ MiraCosta College Police/Security Officer
- ❑ Do not know source
- ❑ A source not listed above (Please specify.) _____

20. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

21. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
- ❑ I did not do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted an off-campus law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I submitted a bias incident report or a report through the Maxient/CARE Referral Form.
- ❑ I contacted a MiraCosta College resource.
  - ❑ Faculty member
  - ❑ Staff member
  - ❑ Senior administrator (e.g., president, administrator)
  - ❑ MiraCosta College Police
  - ❑ Counseling
  - ❑ Health Services
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator
  - ❑ Office of Student Life

❑ Student teaching assistant (e.g., coaches, instructional associates)
❑ Student staff (e.g., tutors, campus aides)
❑ Academic Senate
❑ Classified Senate
❑ Office of Human Resources
❑ Faculty Assembly
❑ Associate Faculty Association
❑ Academic Administrators Association
❑ Classified Administrators Association
❑ A response not listed above (Please specify.) _____

22. Did you officially report the conduct?
   ○ No, I did not report it.
   ○ Yes, I reported it.
      ○ Yes, I reported the conduct and was satisfied with the outcome.
      ○ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
      ○ Yes, I reported the conduct but felt that it was not addressed appropriately
      ○ Yes, I reported the conduct and the outcome is still pending.
      ○ Yes, I reported the conduct, but the outcome was not shared

23. We are interested in knowing more about your experience. Please include experiences beyond the last year and note when it occurred. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

Students: http://www.miracosta.edu/studentservices/care/resources.html

Staff: http://www.miracosta.edu/hr/benefits_counselingservices.html

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

24. **While a member of the MiraCosta College community,** have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?
- ❑ No
  [Skip to Question #35]
- ❑ Yes – relationship violence (e.g., ridiculed, controlling, hitting)
  [Please complete questions 25rv – 34rv]
- ❑ Yes – stalking (e.g., following me, on social media, texting, phone calls)
  [Please complete questions 25stlk – 34stlk]
- ❑ Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
  [Please complete questions 25si – 34si]
- ❑ Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
  [Please complete questions 25sc – 34sc]

25rv. **Students/Faculty/Staff only:** Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

26rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?
- ❍ Less than 6 months ago
- ❍ 6 - 12 months ago
- ❍ 13 - 23 months ago
- ❍ 2 - 4 years ago
- ❍ 5 - 10 years ago
- ❍ 11 - 20 years ago
- ❍ More than 20 years ago

27rv. **Students only:** What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at MiraCosta College)
- ❑ First year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Second year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Third year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Fourth year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ After my fourth year

28rv. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Current or former dating/intimate partner
- ❑ MiraCosta College student
- ❑ MiraCosta College faculty member
- ❑ MiraCosta College staff/administrator member
- ❑ Stranger
- ❑ Other role/relationship not listed above

29rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**
- ❑ Off campus (Please specify location.): _____
- ❑ On campus (Please specify location.): _____

30rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

31rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)?
   (Mark all that apply.)
   - ❑ I posted about it on social media.
   - ❑ I did not do anything.
   - ❑ I avoided the person(s)/venue.
   - ❑ I contacted a local law enforcement official.
   - ❑ I confronted the person(s) at the time.
   - ❑ I confronted the person(s) later.
   - ❑ I did not know to whom to go.
   - ❑ I sought information online.
   - ❑ I sought support from off-campus hotline/advocacy services.
   - ❑ I told a family member.
   - ❑ I told a friend.
   - ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
   - ❑ I contacted a MiraCosta College resource.
       - ❑ Faculty member
       - ❑ Staff member
       - ❑ Senior administrator (e.g., president, administrator)
       - ❑ MiraCosta College Police
       - ❑ Counseling
       - ❑ Health Services
       - ❑ Employee Assistance Program
       - ❑ Title IX Coordinator
       - ❑ Office of Student Life
       - ❑ Student teaching assistant (e.g., coaches, instructional associates)
       - ❑ Student staff (e.g., tutors, campus aides)
       - ❑ Academic Senate
       - ❑ Classified Senate
       - ❑ Office of Human Resources
       - ❑ Faculty Assembly
       - ❑ Associate Faculty Association
       - ❑ Academic Administrators Association
       - ❑ Classified Administrators Association
   - ❑ A response not listed above (Please specify.) _____

32rv. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)?
   - ○ No, I did not report it.
   - ○ Yes, I reported the conduct.
       - ○ Yes, I reported the conduct and was satisfied with the outcome.
       - ○ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
       - ○ Yes, I reported the conduct but felt that it was not addressed appropriately.
       - ○ Yes, I reported the conduct and the outcome is still pending.
       - ○ Yes, I reported the conduct, but the outcome was not shared

33rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please explain why you did not.

34rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting) but that it was not addressed appropriately. Please explain why you felt that it was not.

25stlk. **Students/Faculty/Staff only:** Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?
- ○ No
- ○ Yes
  - ○ Alcohol only
  - ○ Drugs only
  - ○ Both alcohol and drugs

26stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?
- ○ Less than 6 months ago
- ○ 6 - 12 months ago
- ○ 13 - 23 months ago
- ○ 2 - 4 years ago
- ○ 5 - 10 years ago
- ○ 11 - 20 years ago
- ○ More than 20 years ago

27stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at MiraCosta College)
- ❑ First year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Second year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Third year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Fourth year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ After my fourth year

28stlk. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Current or former dating/intimate partner
- ❑ MiraCosta College student
- ❑ MiraCosta College faculty member
- ❑ MiraCosta College staff/administrator member
- ❑ Stranger
- ❑ Other role/relationship not listed above

29stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**
- ❑ Off campus (Please specify location.): _____
- ❑ On campus (Please specify location.): _____

30stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

31stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ❑ I posted about it on social media.
- ❑ I did not do anything.
- ❑ I avoided the person(s)/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I contacted a MiraCosta College resource.
  - ❑ Faculty member
  - ❑ Staff member
  - ❑ Senior administrator (e.g., president, administrator)
  - ❑ MiraCosta College Police
  - ❑ Counseling
  - ❑ Health Services
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator
  - ❑ Office of Student Life
  - ❑ Student teaching assistant (e.g., coaches, instructional associates)
  - ❑ Student staff (e.g., tutors, campus aides)
  - ❑ Academic Senate
  - ❑ Classified Senate
  - ❑ Office of Human Resources
  - ❑ Faculty Assembly
  - ❑ Associate Faculty Association
  - ❑ Academic Administrators Association
  - ❑ Classified Administrators Association
- ❑ A response not listed above (Please specify.) _____

32stlk. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)?

- ○ No, I did not report it.
- ○ Yes, I reported the conduct.
  - ○ Yes, I reported the conduct and was satisfied with the outcome.
  - ○ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - ○ Yes, I reported the conduct but felt that it was not addressed appropriately.
  - ○ Yes, I reported the conduct and the outcome is still pending.
  - ○ Yes, I reported the conduct, but the outcome was not shared

33stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

34stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls) but that it was not addressed appropriately. Please explain why you felt that it was not.

25si. **Students/Faculty/Staff only:** Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

26si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?
- ❍ Less than 6 months ago
- ❍ 6 - 12 months ago
- ❍ 13 - 23 months ago
- ❍ 2 - 4 years ago
- ❍ 5 - 10 years ago
- ❍ 11 - 20 years ago
- ❍ More than 20 years ago

27si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at MiraCosta College)
- ❑ First year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Second year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Third year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Fourth year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ After my fourth year

28si. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Current or former dating/intimate partner
- ❑ MiraCosta College student
- ❑ MiraCosta College faculty member
- ❑ MiraCosta College staff/administrator member
- ❑ Stranger
- ❑ Other role/relationship not listed above

29si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**
- ❑ Off campus (Please specify location.): _____
- ❑ On campus (Please specify location.): _____

30si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

31si. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ I posted about it on social media.
- ❑ I did not do anything.
- ❑ I avoided the person(s)/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I contacted a MiraCosta College resource.
  - ❑ Faculty member
  - ❑ Staff member
  - ❑ Senior administrator (e.g., president, administrator)
  - ❑ MiraCosta College Police
  - ❑ Counseling
  - ❑ Health Services
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator
  - ❑ Office of Student Life
  - ❑ Student teaching assistant (e.g., coaches, instructional associates)
  - ❑ Student staff (e.g., tutors, campus aides)
  - ❑ Academic Senate
  - ❑ Classified Senate
  - ❑ Office of Human Resources
  - ❑ Faculty Assembly
  - ❑ Associate Faculty Association
  - ❑ Academic Administrators Association
  - ❑ Classified Administrators Association
- ❑ A response not listed above (Please specify.) _____

32si. Did you officially report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- ❍ No, I did not report it.
- ❍ Yes, I reported the conduct.
  - ❍ Yes, I reported the conduct and was satisfied with the outcome.
  - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - ❍ Yes, I reported the conduct but felt that it was not addressed appropriately.
  - ❍ Yes, I reported the conduct and the outcome is still pending.
  - ❍ Yes, I reported the conduct, but the outcome was not shared

33si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

34si. You indicated that you **DID** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) but that it was not addressed appropriately. Please explain why you felt that it was not.

25sc. **Students/Faculty/Staff only:** Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

26sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?
- ❍ Less than 6 months ago
- ❍ 6 - 12 months ago
- ❍ 13 - 23 months ago
- ❍ 2 - 4 years ago
- ❍ 5 - 10 years ago
- ❍ 11 - 20 years ago
- ❍ More than 20 years ago

27sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at MiraCosta College)
- ❑ First year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Second year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Third year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ Fourth year
  - ❑ Summer semester
  - ❑ Fall semester
  - ❑ Spring semester
- ❑ After my fourth year

28sc. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Current or former dating/intimate partner
- ❑ MiraCosta College student
- ❑ MiraCosta College faculty member
- ❑ MiraCosta College staff/administrator member
- ❑ Stranger
- ❑ Other role/relationship not listed above

29sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.**)
- ❑ Off campus (Please specify location.): _____
- ❑ On campus (Please specify location.): _____

30sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

31sc. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ I posted about it on social media.
- ❑ I did not do anything.
- ❑ I avoided the person(s)/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I contacted a MiraCosta College resource.
  - ❑ Faculty member
  - ❑ Staff member
  - ❑ Senior administrator (e.g., president, administrator)
  - ❑ MiraCosta College Police
  - ❑ Counseling
  - ❑ Health Services
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator
  - ❑ Office of Student Life
  - ❑ Student teaching assistant (e.g., coaches, instructional associates)
  - ❑ Student staff (e.g., tutors, campus aides)
  - ❑ Academic Senate
  - ❑ Classified Senate
  - ❑ Office of Human Resources
  - ❑ Faculty Assembly
  - ❑ Associate Faculty Association
  - ❑ Academic Administrators Association
  - ❑ Classified Administrators Association
- ❑ A response not listed above (Please specify.) _____

32sc. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?
- ○ No, I did not report it.
- ○ Yes, I reported the conduct.
  - ○ Yes, I reported the conduct and was satisfied with the outcome.
  - ○ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
  - ○ Yes, I reported the conduct but felt that it was not addressed appropriately.
  - ○ Yes, I reported the conduct and the outcome is still pending.
  - ○ Yes, I reported the conduct, but the outcome was not shared

33sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

34sc. You indicated that you **DID** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) but that it was not addressed appropriately. Please explain why you felt that it was not.

35. Please indicate how much you agree or disagree with each of the following statements regarding unwanted sexual contact/conduct.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	❍	❍	❍	❍	❍
I am generally aware of the role of MiraCosta College Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	❍	❍	❍	❍	❍
I know how and where to report such incidents.	❍	❍	❍	❍	❍
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	❍	❍	❍	❍	❍
I am generally aware of the campus resources listed here: [Insert URL where resources are available] .	❍	❍	❍	❍	❍
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	❍	❍	❍	❍	❍
I understand that MiraCosta College standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	❍	❍	❍	❍	❍
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the MiraCosta College Safety & Security Report.	❍	❍	❍	❍	❍
I know that MiraCosta College sends/posts a College Police Department Special Bulletin/Campus Community Alert to the campus community when such an incident occurs.	❍	❍	❍	❍	❍

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

Students: http://www.miracosta.edu/studentservices/care/resources.html

Staff: http://www.miracosta.edu/hr/benefits_counselingservices.html

Part 2: Workplace Climate

36. **Tenured and Tenure-Track Faculty only:** As a faculty member at MiraCosta College, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	❍	❍	❍	❍	❍
The criteria for the tenure review process (for tenure-track faculty) or peer review process (for tenured faculty) are applied equally to faculty in my discipline.	❍	❍	❍	❍	❍
Supported and mentored during the tenure-track years.	❍	❍	❍	❍	❍
Faculty who qualify for delaying their tenure-clock feel empowered to do so.	❍	❍	❍	❍	❍
Research is valued by MiraCosta College.	❍	❍	❍	❍	❍
Teaching is valued by MiraCosta College.	❍	❍	❍	❍	❍
Service contributions are valued by MiraCosta College.	❍	❍	❍	❍	❍
Professional growth/development are valued by MiraCosta College.	❍	❍	❍	❍	❍
Pressured to change my research/scholarship agenda to achieve tenure.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., informal advising, formal advising, mentoring, helping with student groups and activities).	❍	❍	❍	❍	❍
Faculty members in my department who use family accommodation (FMLA) policies (e.g., child care, elder care) are disadvantaged in the tenure evaluation process.	❍	❍	❍	❍	❍
Faculty opinions are taken seriously by senior administrators (e.g., president, administrator).	❍	❍	❍	❍	❍
Faculty opinions are valued within MiraCosta College committees.	❍	❍	❍	❍	❍
I would like more opportunities to participate in committee assignments which will support criteria for the tenure review process (for tenure-track faculty) or peer review process (for tenured faculty).	❍	❍	❍	❍	❍
I have opportunities to participate in committee assignments which will support criteria for the tenure review process (for tenure-track faculty) or peer review process (for tenured faculty).	❍	❍	❍	❍	❍

37. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

38. **Associated Faculty only:** As an employee with a non-tenure-track appointment at MiraCosta College I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for assignment renewal are clear.	❍	❍	❍	❍	❍
The criteria used for assignment renewal are applied equally to all positions.	❍	❍	❍	❍	❍
Clear expectations of my responsibilities exist.	❍	❍	❍	❍	❍
Research is valued by MiraCosta College.	❍	❍	❍	❍	❍
Teaching is valued by MiraCosta College.	❍	❍	❍	❍	❍
Service is valued by MiraCosta College.	❍	❍	❍	❍	❍
Professional growth/development is valued by MiraCosta College.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	❍	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍	❍
Pressured to do extra work that is uncompensated.	❍	❍	❍	❍	❍
Associated faculty opinions are taken seriously by senior administrators (e.g., president, administrator).	❍	❍	❍	❍	❍
Associated faculty opinions are taken seriously by deans and department chairs.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

39. **Associated Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

40. **All Faculty:** As a faculty member at MiraCosta College, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	❍	❍	❍	❍	❍
Salaries for associate professors are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍	❍
MiraCosta College provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	❍	❍	❍	❍	❍
My colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
MiraCosta College provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	❍	❍	❍	❍	❍
Positive about my career opportunities at MiraCosta College.	❍	❍	❍	❍	❍
I would recommend MiraCosta College as good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

41. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

42. **Staff only:** As a staff member at MiraCosta College, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I am included in opportunities that will help my career as much as others in similar positions.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
The performance evaluation process is productive.	❍	❍	❍	❍	❍
My supervisor provides adequate support for me to manage work-life balance.	❍	❍	❍	❍	❍
I am able to complete my assigned duties during scheduled hours.	❍	❍	❍	❍	❍
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	❍	❍	❍	❍	❍
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	❍	❍	❍	❍	❍
I am given a reasonable time frame to complete assigned responsibilities.	❍	❍	❍	❍	❍
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	❍	❍	❍	❍	❍
A hierarchy exists within staff positions that allows some voices to be valued more than others.	❍	❍	❍	❍	❍
A hierarchy exists that values faculty voices more than staff voices.	❍	❍	❍	❍	❍
MiraCosta College provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	❍	❍	❍	❍	❍

43. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

44. **Staff only:** As a staff member at MiraCosta College I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
MiraCosta College provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
My supervisor provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
MiraCosta College is supportive of taking extended leave (e.g., FMLA, parental).	❍	❍	❍	❍	❍
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	❍	❍	❍	❍	❍
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	❍	❍	❍	❍	❍
College policies (e.g., FMLA) are fairly applied across MiraCosta College.	❍	❍	❍	❍	❍
MiraCosta College is supportive of flexible work schedules.	❍	❍	❍	❍	❍
My supervisor is supportive of flexible work schedules.	❍	❍	❍	❍	❍
Staff salaries are competitive.	❍	❍	❍	❍	❍
Vacation and personal time benefits are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement benefits are competitive.	❍	❍	❍	❍	❍
Staff opinions are valued on MiraCosta College committees.	❍	❍	❍	❍	❍
Staff opinions are valued by MiraCosta College faculty and administration.	❍	❍	❍	❍	❍
Clear expectations of my responsibilities exist.	❍	❍	❍	❍	❍
Clear procedures exist on how I can advance at MiraCosta College.	❍	❍	❍	❍	❍
Positive about my career opportunities at the College.	❍	❍	❍	❍	❍
I would recommend MiraCosta College as a good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

45. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

46. What was your assigned birth sex?
- ❍ Female
- ❍ Intersex
- ❍ Male

47. What is your current gender/gender identity?
- ❍ Genderqueer
- ❍ Man
- ❍ Nonbinary
- ❍ Transgender
- ❍ Woman
- ❍ A gender not listed here (Please specify.) _____

48. What is your current gender expression?
- ❍ Androgynous
- ❍ Feminine
- ❍ Masculine
- ❍ A gender expression not listed here (Please specify.) _____

49. What is your citizenship/immigrant/documentation status in U.S.?
- ❍ A visa holder (such as F-1, J-1, H1-B, U)
- ❍ Currently under a withholding of removal status
- ❍ DACA (Deferred Action for Childhood Arrival)
- ❍ Other legally documented status
- ❍ Permanent resident
- ❍ Refugee status
- ❍ Undocumented resident
- ❍ U.S. citizen, birth
- ❍ U.S. citizen, naturalized

50. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**
- ❑ Alaska Native (If you wish, please specify your enrolled or principal corporation.) _____
- ❑ American Indian/Native American (If you wish, please specify your enrolled or principal tribe.) _____
- ❑ Asian/Asian American (If you wish, please specify.) _____
- ❑ Black/African American (If you wish, please specify.) _____
- ❑ Filipino (If you wish, please specify.) _____
- ❑ Hispanic/Latinx/Chicanx (If you wish, please specify.) _____
- ❑ Middle Eastern (If you wish, please specify.) _____
- ❑ Native Hawaiian/Pacific Islander (If you wish, please specify.) _____
- ❑ South Asian (If you wish, please specify.) _____
- ❑ White/European American (If you wish, please specify.) _____
- ❑ A racial/ethnic identity not listed here (If you wish, please specify.) _____

51. What is your age?

❍ 16 and under	❍ 44	❍ 72
❍ 17	❍ 45	❍ 73
❍ 18	❍ 46	❍ 74
❍ 19	❍ 47	❍ 75
❍ 20	❍ 48	❍ 76
❍ 21	❍ 49	❍ 77
❍ 22	❍ 50	❍ 78
❍ 23	❍ 51	❍ 79
❍ 24	❍ 52	❍ 80
❍ 25	❍ 53	❍ 81
❍ 26	❍ 54	❍ 82
❍ 27	❍ 55	❍ 83
❍ 28	❍ 56	❍ 84
❍ 29	❍ 57	❍ 85
❍ 30	❍ 58	❍ 86
❍ 31	❍ 59	❍ 87
❍ 32	❍ 60	❍ 88
❍ 33	❍ 61	❍ 89
❍ 34	❍ 62	❍ 90
❍ 35	❍ 63	❍ 91
❍ 36	❍ 64	❍ 92
❍ 37	❍ 65	❍ 93
❍ 38	❍ 66	❍ 94
❍ 39	❍ 67	❍ 95
❍ 40	❍ 68	❍ 96
❍ 41	❍ 69	❍ 97
❍ 42	❍ 70	❍ 98
❍ 43	❍ 71	❍ 99

52. What is your current political party affiliation?
   ❍ No political affiliation
   ❍ Democrat
   ❍ Independent
   ❍ Libertarian
   ❍ Republican
   ❍ Political affiliation not listed above (Please specify.) _____

53. How would you describe your current political views?
   ❍ Very conservative
   ❍ Conservative
   ❍ Moderate
   ❍ Liberal
   ❍ Very liberal
   ❍ Political view not listed above (Please specify.) _____

54. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity.
   ❍ Bisexual
   ❍ Gay
   ❍ Heterosexual
   ❍ Lesbian
   ❍ Pansexual
   ❍ Queer
   ❍ Questioning
   ❍ A sexual identity not listed here (Please specify.) _____

55. Do you have substantial parenting and/or caregiving responsibility (e.g., parent, grandparents, foster, guardianship, extended family member)
    - ❍ No
    - ❍ Yes **(Mark all that apply.)**
        - ❑ Children 5 years old or under
        - ❑ Children 6 - 18 years old
        - ❑ Children over 18 years old, but still legally dependent (e.g., in college, disabled)
        - ❑ Independent adult children over 18 years old
        - ❑ Individual with a disability or illness
        - ❑ Senior or other family member
        - ❑ A parenting and/or caregiving responsibility not listed here (e.g., pregnant, adoption pending, surrogate) (Please specify.): _____

56. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, family member)? If so, please indicate your primary status.
    - ❍ I have never served in the U.S. Armed Forces.
    - ❍ I am currently on active duty.
    - ❍ I am currently a member of the National Guard (but not in ROTC).
    - ❍ I am currently a member of the Reserves (but not in ROTC).
    - ❍ I am not currently serving, but have served (e.g., retired/veteran).
    - ❍ I am in ROTC.
    - ❍ I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

57. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:
- ❍ Less than high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown
- ❍ Not applicable

Parent/Guardian 2:
- ❍ Less than high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown
- ❍ Not applicable

58. **Faculty/Staff only:** What is your highest level of education?
    - ❍ No high school
    - ❍ Some high school
    - ❍ Completed high school/GED
    - ❍ Some college
    - ❍ Business/Technical certificate
    - ❍ Associate's degree
    - ❍ Bachelor's degree
    - ❍ Some graduate work
    - ❍ Master's degree (e.g., MA MS, MBA, MLS)
    - ❍ Specialist degree (e.g., EdS)
    - ❍ Doctoral degree (e.g., PhD, EdD)
    - ❍ Professional degree (e.g., MD, JD)

59. **Faculty/Staff only:** How long have you been employed at MiraCosta College?
   ○ Less than 1 year
   ○ 1 - 5 years
   ○ 6 - 10 years
   ○ 11 - 15 years
   ○ 16 - 20 years
   ○ 20 -30 years
   ○ 30 or more

60. **Non-Credit Students only:** How many years have you been a non-credit student at MiraCosta College?
   ○ One year or less
   ○ Two years
   ○ Three years
   ○ Four years
   ○ Five years
   ○ Six or more years

61. **Credit Students only:** How many years have you been credit student at MiraCosta College?
   ○ One year or less
   ○ Two years
   ○ Three years
   ○ Four years
   ○ Five years
   ○ Six or more years

62. **Faculty only:** With which academic division are you **primarily affiliated** at this time?
   ○ Arts & International Languages
   ○ Social and Behavioral Sciences
   ○ Adult Education (non-credit)
   ○ Career Education
   ○ Counseling
   ○ Letters, Communications, and Humanities
   ○ Library Sciences
   ○ Mathematics & Sciences

63. **Staff only:** With which academic division/work unit are you **primarily affiliated** with at this time?
   ○ Instructional Services
      ○ Office of Instruction
      ○ Academic Information Services
      ○ Arts & International Languages
      ○ Behavioral Sciences and History
      ○ Adult Education (non-credit)
      ○ Career Education
      ○ Contract Education
      ○ Letters & Communication
      ○ Library Sciences
      ○ Mathematics & Sciences
   ○ Student Services
      ○ Admissions and Records
      ○ Academic Proctoring Center
      ○ Athletics
      ○ Bookstore
      ○ Counseling
      ○ Disabled Student Programs and Services
      ○ Extended Opportunities Programs and Services
      ○ Financial Aid
      ○ Health Services
      ○ Institute for International Perspectives
      ○ Office of the Vice President of Student Services
      ○ School Relations and Diversity Outreach
      ○ Service Learning

❍ Student Equity
❍ Student Support Services Program (SSSP)
❍ Transfer Center
❍ Veterans Office
❍ Testing
❍ Administrative Services
  ❍ Cashiering Services
  ❍ College Police
  ❍ Facilities Services (Maintenance, Grounds, Custodial, and Transportation)
  ❍ Fiscal Services
  ❍ Purchasing
❍ Human Resources
❍ Office of the President (Institutional Effectiveness, Foundation/Advancement, Public Information)

64. **Students only:** In which program have you taken the majority of your classes? **(Mark all that apply.)**

Noncredit/Continuing Education
❑ Noncredit/Continuing Education: Adult High School
❑ Noncredit/Continuing Education: English as a Second Language (ESL)
❑ Noncredit/Continuing Education: Older Adults (Art, Music, Health, etc.)
❑ Noncredit/Continuing Education: Adults with Disabilities
❑ Noncredit/Continuing Education: Parenting
❑ Noncredit/Continuing Education: Short-term Vocational

Credit
❑ Accounting
❑ Administration of Justice
❑ Anthropology
❑ Art
❑ Astronomy
❑ Athletics
❑ Automotive Technology
❑ Biology
❑ Biotechnology
❑ Business Administration
❑ Business Office Technology
❑ Chemistry
❑ Child Development
❑ Chinese
❑ Communication
❑ Computer Science
❑ Computer Studies & Information Technology
❑ Dance
❑ Design
❑ Dramatic Arts
❑ Earth Sciences
❑ Economics
❑ Education
❑ English
❑ Film
❑ French
❑ Geography
❑ Geology
❑ German
❑ Gerontology
❑ Health Education
❑ History
❑ Horticulture
❑ Hospitality
❑ Humanities
❑ Interdisciplinary Studies
❑ Italian

❑ Japanese
❑ Kinesiology
❑ Learning Skills
❑ Liberal Arts
❑ Liberal Arts with an Area of Emphasis in Applied Health, Nutrition, and Kinesiology
❑ Liberal Arts with an Area of Emphasis in Arts and Humanities
❑ Liberal Arts with an Area of Emphasis in Business and Technology
❑ Liberal Arts with an Area of Emphasis in Creative and Applied Arts
❑ Liberal Arts with an Area of Emphasis in Mathematics and Sciences
❑ Liberal Arts with an Area of Emphasis in Multicultural Studies
❑ Liberal Arts with an Area of Emphasis in Social and Behavioral Sciences
❑ Library
❑ Linguistics
❑ Literature
❑ Massage Therapy
❑ Mathematics
❑ Media Arts & Technologies
❑ Medical Administrative Professional
❑ Music
❑ Music Technology
❑ Nursing
❑ Nutrition
❑ Oceanography
❑ Pharmacology
❑ Philosophy
❑ Physical Science
❑ Physics
❑ Political Science
❑ Psychology
❑ Religious Studies
❑ Sociology
❑ Spanish
❑ Surgical Technology
❑ Other (please specify.) _____

65. Do you have a condition/disability that influences your learning, living, or working activities?
   ❍ No *[Skip to Question #69]*
   ❍ Yes

66. Which, if any, of the conditions listed below influence your learning, living, or working activities? **(Mark all that apply.)**
   ❑ Acquired/traumatic brain injury
   ❑ Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
   ❑ Hard of hearing or deaf
   ❑ Learning difference/disability (e.g., Asperger's/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)
   ❑ Low vision or blind
   ❑ Mental health/psychological condition (e.g., anxiety, depression)
   ❑ Physical/mobility condition that affects walking
   ❑ Physical/mobility condition that does not affect walking
   ❑ Speech/communication condition
   ❑ A disability/condition not listed here (Please specify.) _____

67. **Students only:** Are you registered with Disabled Students Programs & Services (DSPS)?
   ❍ No
   ❍ Yes

68. **Students only:** Are you receiving accommodations from MiraCosta College for your disability?
   ❍ No
   ❍ Yes

69. Is English your primary language?
- ○ Yes
- ○ No (Please specify your primary language.) _____

70. What is your religious or spiritual identity? **(Mark all that apply.)**
- ❑ Agnostic
- ❑ Atheist
- ❑ Baha'i
- ❑ Buddhist
- ❑ Christian
  - ❑ African Methodist Episcopal
  - ❑ African Methodist Episcopal Zion
  - ❑ Assembly of God
  - ❑ Baptist
  - ❑ Catholic/Roman Catholic
  - ❑ Church of Christ
  - ❑ Church of God in Christ
  - ❑ Christian Methodist Episcopal
  - ❑ Christian Orthodox
  - ❑ Christian Reformed Church (CRC)
  - ❑ Episcopalian
  - ❑ Evangelical
  - ❑ Greek Orthodox
  - ❑ Lutheran
  - ❑ Mennonite
  - ❑ Moravian
  - ❑ Nondenominational Christian
  - ❑ Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
  - ❑ Pentecostal
  - ❑ Presbyterian
  - ❑ Protestant
  - ❑ Protestant Reformed Church (PR)
  - ❑ Quaker
  - ❑ Reformed Church of America (RCA)
  - ❑ Russian Orthodox
  - ❑ Seventh Day Adventist
  - ❑ The Church of Jesus Christ of Latter-day Saints
  - ❑ United Methodist
  - ❑ United Church of Christ
  - ❑ A Christian affiliation not listed here (Please specify.) _____
- ❑ Confucianist
- ❑ Druid
- ❑ Hindu
- ❑ Jain
- ❑ Jehovah's Witness
- ❑ Jewish
  - ❑ Conservative
  - ❑ Orthodox
  - ❑ Reform
  - ❑ A Jewish affiliation not listed here (Please specify.) _____
- ❑ Muslim
  - ❑ Ahmadi
  - ❑ Shi'ite
  - ❑ Sufi
  - ❑ Sunni
- ❑ A Muslim affiliation not listed here (Please specify.) _____
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ Rastafarian
- ❑ Santeria
- ❑ Scientologist
- ❑ Self Realization Fellowship

❑ Secular Humanist
❑ Shinto
❑ Sikh
❑ Taoist
❑ Tenrikyo
❑ Unitarian Universalist
❑ Wiccan
❑ Spiritual but no religious affiliation
❑ No affiliation
❑ A religious affiliation or spiritual identity not listed above (Please specify.) _____

71. **Students only:** Have you ever been incarcerated?
○ No
○ Yes

72. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?
○ Yes
○ No

73. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
○ No income
○ $15,000 and below
○ $15,001- $20,999
○ $30,000 - $49,999
○ $50,000 - $69,999
○ $70,000 - $99,999
○ $100,000 - $149,999
○ $150,000 - $199,999
○ $200,000 - $249,999
○ $250,000 - $499,999
○ $500,000 or more

74. **Students only:** Where do you live?
○ Independently in an apartment/house
○ Living with family member/guardian
○ Transitional housing (e.g., halfway houses, shelters, foster)
○ Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)

75. **Students only:** Have you been a member or participant in any of the following clubs at MiraCosta College? **(Mark all that apply.)**
❑ I do not participate in any clubs or organizations at MiraCosta College
❑ Honors Program
❑ Athletic team
❑ Club sport
❑ Culture/Identity based clubs
❑ Religious or spirituality-based organization
❑ Governance organization
❑ Health and wellness organization
❑ Performance organization
❑ Leadership development programs
❑ Political or issue-oriented organization
❑ Professional or pre-professional organization
❑ Publication/media organization
❑ Recreational organization
❑ Service learning
❑ Philanthropic organization
❑ A student organization not listed above (Please specify.) _____

76. **Credit Students only:** What was your academic standing at the end of your last semester at MiraCosta College?
   - ❍ No academic standing – this is my first semester at MiraCosta College
   - ❍ President's List
   - ❍ Good standing
   - ❍ Academic Probation
   - ❍ Progress Probation
   - ❍ Both Academic Probation and Progress Probation

77. **Students only:** Have you experienced financial hardship while attending MiraCosta College?
   - ❍ No
   - ❍ Yes, I have had difficulty affording… **(Mark all that apply.)**
      - ❑ Alternative Spring Break opportunities
      - ❑ Books/course materials
      - ❑ Capstone courses
      - ❑ Child care
      - ❑ Personal (e.g., clothing, toiletries)
      - ❑ Cocurricular events or activities
      - ❑ Commuting to campus
      - ❑ Food
      - ❑ Health care
      - ❑ Housing
      - ❑ Legal fees/services
      - ❑ Other campus fees
      - ❑ Participation in social events
      - ❑ Studying abroad
      - ❑ Travel during mandatory evacuation
      - ❑ Travel to and from MiraCosta College between semesters
      - ❑ Tuition
      - ❑ Unpaid internships/clinical opportunities
      - ❑ A financial hardship not listed here (Please specify.) _____

78. **Students only:** How are you currently paying for your education at MiraCosta College? **(Mark all that apply.)**
   - ❑ Campus employment
   - ❑ Credit card
   - ❑ Family contribution
   - ❑ Financial aid (money I have to pay back)
   - ❑ Financial aid (money I **DON'T** have to pay back, e.g., Pell, Promise, Cal, Book grant, CHAFEE)
   - ❑ Home country contribution
   - ❑ Law enforcement grants
   - ❑ Military educational benefits (e.g., GI Bill, NGEAP)
   - ❑ Personal contribution/job
   - ❑ Resident assistant
   - ❑ Scholarship
   - ❑ A method of payment not listed here (Please specify.) _____

79. **Students only:** Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
   - ❑ No
   - ❑ Yes, I work **on campus** – (Please indicate total number of hours you work)
      - ❍ 1 - 10 hours/week
      - ❍ 11 - 20 hours/week
      - ❍ 21 - 30 hours/week
      - ❍ 31 - 40 hours/week
      - ❍ More than 40 hours/week
   - ❑ Yes, I work **off campus** – (Please indicate total number of hours you work)
      - ❍ 1 - 10 hours/week
      - ❍ 11 - 20 hours/week
      - ❍ 21 - 30 hours/week
      - ❍ 31 - 40 hours/week
      - ❍ More than 40 hours/week

80. On average, how many minutes do you commute to MiraCosta College **one-way.**
    - ❍ 10 or fewer
    - ❍ 11-20
    - ❍ 21-30
    - ❍ 31-40
    - ❍ 41-50
    - ❍ 51-60
    - ❍ 60 or more

81. What is your primary method of transportation to MiraCosta College?
    - ❍ Bicycle/Skate board/Scooter
    - ❍ Carpool/Vanpool
    - ❍ Personal vehicle/Drop-off
    - ❍ Public transportation
    - ❍ Ride-sharing services
    - ❍ (e.g., Lyft, Uber)
    - ❍ Walk

Part 4: Perceptions of Campus Climate

82. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at MiraCosta College?
    - ❍ No *[Faculty/Staff Skip to Question #93; Students Skip to Question #102]*
    - ❍ Yes

83. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    - ❑ Mental Health Counselor
    - ❑ Directors
    - ❑ Academic advisor /counselor
    - ❑ Custodial staff
    - ❑ Bookstore/Cafeteria staff
    - ❑ Alumnus/a
    - ❑ Athletic coach/trainer
    - ❑ Coworker/colleague
    - ❑ Department/program chair
    - ❑ Direct report (e.g., person who reports to me)
    - ❑ Donor
    - ❑ Faculty member/other instructional staff
    - ❑ Friend
    - ❑ Off-campus community member
    - ❑ Senior administrator (e.g., president, administrator)
    - ❑ Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff/worker
    - ❑ Student organization (Please specify.) _____
    - ❑ Supervisor or manager
    - ❑ MiraCosta College media (e.g., posters, brochures, flyers, handouts, websites)
    - ❑ MiraCosta College Police/Security Officer
    - ❑ Do not know target
    - ❑ A target not listed above (Please specify.) _____

84. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    - ❑ Mental Health Counselor
    - ❑ Directors
    - ❑ Academic advisor /counselor
    - ❑ Custodial staff
    - ❑ Bookstore/Cafeteria staff
    - ❑ Alumnus/a
    - ❑ Athletic coach/trainer
    - ❑ Coworker/colleague
    - ❑ Department/program chair
    - ❑ Direct report (e.g., person who reports to me)
    - ❑ Donor
    - ❑ Faculty member/other instructional staff
    - ❑ Friend
    - ❑ Off-campus community member
    - ❑ Senior administrator (e.g., president, administrator)
    - ❑ Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff/worker
    - ❑ Student organization (Please specify.) _____
    - ❑ Supervisor or manager
    - ❑ MiraCosta College media (e.g., posters, brochures, flyers, handouts, websites)
    - ❑ MiraCosta College Police/Security Officer
    - ❑ Do not know source
    - ❑ A source not listed above (Please specify.) _____

85. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
    - ○ 1 instance
    - ○ 2 instances
    - ○ 3 instances
    - ○ 4 instances
    - ○ 5 or more instances

86. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- ❑ Academic/Work performance
- ❑ Age
- ❑ Educational credentials (e.g., BS, MS, PhD, MD)
- ❑ Lack of educational credentials
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status/national origin
- ❑ Learning disability/condition
- ❑ Length of service at MiraCosta College
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental health/psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization/team/department/group affiliation (Please specify.) _____
- ❑ Physical characteristics
- ❑ Physical disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (e.g., staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Do not know
- ❑ A reason not listed above (Please specify.) _____

87. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- ❑ Assumption that someone was admitted/hired/promoted based on his/her identity
- ❑ Assumption that someone was not admitted/hired/promoted based on his/her identity
- ❑ Derogatory verbal remarks
- ❑ Derogatory phone calls/text messages/email
- ❑ Derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram)
- ❑ Derogatory written comments
- ❑ Graffiti/vandalism
- ❑ Person intimidated or bullied
- ❑ Person ignored or excluded
- ❑ Person isolated or left out
- ❑ Person experienced a hostile classroom environment
- ❑ Person experienced a hostile work environment
- ❑ Person was the target of workplace incivility
- ❑ Person was stared at
- ❑ Racial/ethnic profiling
- ❑ Person received a low or unfair performance evaluation
- ❑ Person received a poor grade
- ❑ Person was unfairly evaluated in the promotion and tenure process
- ❑ Person was stalked
- ❑ Physical violence
- ❑ Singled out as the spokesperson for their identity group
- ❑ Threats of physical violence
- ❑ Something not listed above (Please specify.) _____

88. Where did this conduct occur? **(Mark all that apply.)**
   ❑ At a MiraCosta College event/program
   ❑ In a class/laboratory
   ❑ In a faculty office
   ❑ In a meeting with one other person
   ❑ In a meeting with a group of people
   ❑ In a MiraCosta College administrative office
   ❑ In a MiraCosta College dining facility
   ❑ In a MiraCosta College library
   ❑ MiraCosta College tutoring centers (e.g., TASC, writing center, math learning center, STEM center)
   ❑ In MiraCosta College Club Room
   ❑ In an experiential learning environment (e.g., community-based learning, externship, internship, clinicals)
   ❑ District vehicle (e.g. off-campus transportation for event/athletic competition/conference)
   ❑ In athletic facilities
   ❑ In other public spaces at MiraCosta College (Please specify.) _____
   ❑ In MiraCosta College Counseling Center
   ❑ In MiraCosta College Health Services (e.g., mental health counseling, physical health)
   ❑ Off campus
   ❑ On phone calls/text messages/email
   ❑ On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)
   ❑ While walking on campus
   ❑ While working at a MiraCosta College job
   ❑ A venue not listed above (Please specify.) _____

89. How did you feel after experiencing the conduct? **(Mark all that apply.)**
   ❑ Afraid
   ❑ Angry
   ❑ Distressed
   ❑ Embarrassed
   ❑ Sad
   ❑ Somehow responsible
   ❑ A feeling not listed above (Please specify.) _____

90. What was your response to observing this conduct? **(Mark all that apply.)**
   - ❑ I did not do anything.
   - ❑ I avoided the person/venue.
   - ❑ I contacted an off-campus law enforcement official.
   - ❑ I confronted the person(s) at the time.
   - ❑ I confronted the person(s) later.
   - ❑ I did not know to whom to go.
   - ❑ I sought information online.
   - ❑ I sought support from off-campus hotline/advocacy services.
   - ❑ I told a family member.
   - ❑ I told a friend.
   - ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
   - ❑ I submitted a bias incident report or a report through the Maxient/CARE Referral Form.
   - ❑ I contacted a MiraCosta College resource.
       - ❑ Faculty member
       - ❑ Staff member
       - ❑ Senior administrator (e.g., president, administrator)
       - ❑ MiraCosta College Police
       - ❑ Counseling
       - ❑ Health Services
       - ❑ Employee Assistance Program
       - ❑ Title IX Coordinator
       - ❑ Office of Student Life
       - ❑ Student teaching assistant (e.g., coaches, instructional associates)
       - ❑ Student staff (e.g., tutors, campus aides)
       - ❑ Academic Senate
       - ❑ Classified Senate
       - ❑ Office of Human Resources
       - ❑ Faculty Assembly
       - ❑ Associate Faculty Association
       - ❑ Academic Administrators Association
       - ❑ Classified Administrators Association
   - ❑ A response not listed above (Please specify.) _____

91. Did you officially report the conduct?
   - ❍ No, I did not report it.
   - ❍ Yes, I reported it.
       - ❍ Yes, I reported the conduct and was satisfied with the outcome.
       - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
       - ❍ Yes, I reported the conduct but felt that it was not addressed appropriately
       - ❍ Yes, I reported the conduct and the outcome is still pending.
       - ❍ Yes, I reported the conduct, but the outcome was not shared

92. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.

93. **Faculty/Staff only:** Within the past 5 years, have you observed **hiring** practices at MiraCosta College (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
    - ○ No *[Skip to Question #96]*
    - ○ Yes

94. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon… **(Mark all that apply.).**
    - ❑ Age
    - ❑ Educational credentials (e.g., BS, MS, PhD, MD)
    - ❑ Lack of educational credentials
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status/national origin
    - ❑ Learning disability/condition
    - ❑ Length of service at MiraCosta College
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental health/psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Nepotism/cronyism
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team/department/group affiliation (Please specify.) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Work performance
    - ❑ Do not know
    - ❑ A reason not listed above (Please specify.) _____

95. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

96. **Faculty/Staff only:** Within the past 5 years, have you observed **promotion, tenure, rehire, and/or reclassification** practices at MiraCosta College that you perceive to be unjust?
  - ❍ No *[Skip to Question #99]*
  - ❍ Yes

97. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon… **(Mark all that apply.)**
  - ❑ Age
  - ❑ Educational credentials (e.g., BS, MS, PhD, MD)
  - ❑ Lack of educational credentials
  - ❑ English language proficiency/accent
  - ❑ Ethnicity
  - ❑ Gender/gender identity
  - ❑ Gender expression
  - ❑ Immigrant/citizen status
  - ❑ International status/national origin
  - ❑ Learning disability/condition
  - ❑ Length of service at MiraCosta College
  - ❑ Major field of study
  - ❑ Marital status (e.g., single, married, partnered)
  - ❑ Mental health/psychological disability/condition
  - ❑ Medical disability/condition
  - ❑ Military/veteran status
  - ❑ Nepotism/cronyism
  - ❑ Parental status (e.g., having children)
  - ❑ Participation in an organization/team/department/group affiliation (Please specify.) _____
  - ❑ Physical characteristics
  - ❑ Physical disability/condition
  - ❑ Philosophical views
  - ❑ Political views
  - ❑ Position (e.g., staff, faculty, student)
  - ❑ Pregnancy
  - ❑ Racial identity
  - ❑ Religious/spiritual views
  - ❑ Sexual identity
  - ❑ Socioeconomic status
  - ❑ Work performance
  - ❑ Do not know
  - ❑ A reason not listed above (Please specify.) _____

98. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification, please do so here.

99. **Faculty/Staff only:** Within the past 5 years, have you observed **employment-related discipline or action, up to and including dismissal,** at MiraCosta College that you perceive to be unjust?
    - ○ No *[Skip to Question #102]*
    - ○ Yes

100. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions** were based upon…
     (Mark all that apply.)
     - ❑ Age
     - ❑ Educational credentials (e.g., BS, MS, PhD, MD)
     - ❑ Lack of educational credentials
     - ❑ English language proficiency/accent
     - ❑ Ethnicity
     - ❑ Gender/gender identity
     - ❑ Gender expression
     - ❑ Immigrant/citizen status
     - ❑ International status/national origin
     - ❑ Learning disability/condition
     - ❑ Length of service at MiraCosta College
     - ❑ Major field of study
     - ❑ Marital status (e.g., single, married, partnered)
     - ❑ Mental health/psychological disability/condition
     - ❑ Medical disability/condition
     - ❑ Military/veteran status
     - ❑ Nepotism/cronyism
     - ❑ Parental status (e.g., having children)
     - ❑ Participation in an organization/team/department/group affiliation (Please specify.) _____
     - ❑ Physical characteristics
     - ❑ Physical disability/condition
     - ❑ Philosophical views
     - ❑ Political views
     - ❑ Position (e.g., staff, faculty, student)
     - ❑ Pregnancy
     - ❑ Racial identity
     - ❑ Religious/spiritual views
     - ❑ Sexual identity
     - ❑ Socioeconomic status
     - ❑ Work performance
     - ❑ Do not know
     - ❑ A reason not listed above (Please specify.) _____

101. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

102. Using a scale of 1–5, please rate the overall campus climate at MiraCosta College on the following dimensions:

   (Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	❍	❍	❍	❍	❍	Hostile
Inclusive	❍	❍	❍	❍	❍	Exclusive
Improving	❍	❍	❍	❍	❍	Regressing
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender	❍	❍	❍	❍	❍	Negative for people who identify as lesbian, gay, bisexual, queer, or transgender
Positive for people of various spiritual/religious backgrounds	❍	❍	❍	❍	❍	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	❍	❍	❍	❍	❍	Negative for People of Color
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women	❍	❍	❍	❍	❍	Negative for women
Positive for nonnative English speakers	❍	❍	❍	❍	❍	Negative for nonnative English speakers
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people of various political affiliations	❍	❍	❍	❍	❍	Negative for people of various political affiliations
Positive for people in active military/veterans status	❍	❍	❍	❍	❍	Negative for people in active military/veterans status

103. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

   (Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not biphobic	❍	❍	❍	❍	❍	Biphobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not ageist	❍	❍	❍	❍	❍	Ageist
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Not ableist (disability-friendly)	❍	❍	❍	❍	❍	Ableist (not disability-friendly)
Not ethnocentric	❍	❍	❍	❍	❍	Ethnocentric
Not religiophobic	❍	❍	❍	❍	❍	Religiophobic

104. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by MiraCosta College **faculty**.	❍	❍	❍	❍	❍
I feel valued by MiraCosta College **staff**.	❍	❍	❍	❍	❍
I feel valued by MiraCosta College **senior administrators** (e.g., president, administrator).	❍	❍	❍	❍	❍
I feel valued by faculty in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students outside of the classroom.	❍	❍	❍	❍	❍
I think that faculty prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that the campus climate encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty whom I perceive as role models.	❍	❍	❍	❍	❍
I have staff whom I perceive as role models.	❍	❍	❍	❍	❍

105. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	❍	❍	❍	❍	❍
I feel valued by my department/program chair.	❍	❍	❍	❍	❍
I feel valued by other faculty at MiraCosta College.	❍	❍	❍	❍	❍
I feel valued by students in the classroom.	❍	❍	❍	❍	❍
I feel valued by MiraCosta College senior administrators (e.g., president, administrator).	❍	❍	❍	❍	❍
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that MiraCosta College encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my **research/scholarship** is valued.	❍	❍	❍	❍	❍
I feel that my **teaching** is valued.	❍	❍	❍	❍	❍
I feel that my **service** contributions are valued.	❍	❍	❍	❍	❍

106. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my department.	❍	❍	❍	❍	❍
I feel valued by coworkers outside my department.	❍	❍	❍	❍	❍
I feel valued by my supervisor/manager.	❍	❍	❍	❍	❍
I feel valued by MiraCosta College students.	❍	❍	❍	❍	❍
I feel valued by MiraCosta College faculty.	❍	❍	❍	❍	❍
I feel valued by MiraCosta College senior administrators (e.g., president, administrator).	❍	❍	❍	❍	❍
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that faculty prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that my department/program encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my skills are valued.	❍	❍	❍	❍	❍
I feel that my work is valued.	❍	❍	❍	❍	❍

107. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at MiraCosta College in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Classroom buildings	❍	❍	❍
Classrooms, laboratories (including computer labs)	❍	❍	❍
Dining facilities	❍	❍	❍
Doors	❍	❍	❍
Elevators/lifts	❍	❍	❍
Emergency preparedness	❍	❍	❍
Health Center	❍	❍	❍
Office furniture (e.g., chair, desk)	❍	❍	❍
Campus transportation/parking	❍	❍	❍
Other campus buildings	❍	❍	❍
Podium	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Studios/performing arts spaces	❍	❍	❍
Temporary barriers because of construction or maintenance	❍	❍	❍
Walkways, pedestrian paths, crosswalks	❍	❍	❍
Technology/Online Environment			
Accessible electronic format	❍	❍	❍
Clickers	❍	❍	❍
Computer equipment (e.g., screens, mouse, keyboard)	❍	❍	❍
Electronic forms	❍	❍	❍
Electronic signage	❍	❍	❍
Electronic surveys (including this one)	❍	❍	❍
Kiosks	❍	❍	❍
Library database	❍	❍	❍
Canvas	❍	❍	❍
Phone/phone equipment	❍	❍	❍
Software (e.g., voice recognition/audiobooks)	❍	❍	❍
Video/video audio description	❍	❍	❍
Website	❍	❍	❍
Identity Accuracy			
Electronic databases (e.g., Campus Solutions/PeopleSoft)	❍	❍	❍
Campus dashboards	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Health Center)	❍	❍	❍
Learning technology	❍	❍	❍
Surveys	❍	❍	❍
Instructional/Campus Materials			
Brochures	❍	❍	❍
Food menus	❍	❍	❍
Forms	❍	❍	❍
Journal articles	❍	❍	❍
Library books	❍	❍	❍
Other publications	❍	❍	❍
Syllabi	❍	❍	❍
Textbooks	❍	❍	❍
Video-closed captioning and text description	❍	❍	❍

108. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

109. As a person who identifies as gender non-binary, genderqueer, and/or transgender have you experienced a barrier in any of the following areas at MiraCosta College in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Changing rooms/locker rooms	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Identity Accuracy			
MiraCosta College ID Card	❍	❍	❍
Electronic databases (e.g., Campus Solutions/PeopleSoft)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Health Center)	❍	❍	❍
Learning technology	❍	❍	❍
Communications/Media	❍	❍	❍
Surveys	❍	❍	❍

110. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

111. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MiraCosta College.

	If This Initiative IS Available at MiraCosta College			If This Initiative IS NOT Available at MiraCosta College		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing flexibility for calculating the tenure timeline	❍	❍	❍	❍	❍	❍
Providing recognition and rewards for including diversity issues in courses across the curriculum	❍	❍	❍	❍	❍	❍
Providing diversity, equity, and inclusion training for faculty	❍	❍	❍	❍	❍	❍
Providing faculty with resources to create an inclusive classroom environment	❍	❍	❍	❍	❍	❍
Providing faculty with supervisory training	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Providing mentorship for new faculty	❍	❍	❍	❍	❍	❍
Providing a **clear** process to resolve conflicts	❍	❍	❍	❍	❍	❍
Providing a **fair** process to resolve conflicts	❍	❍	❍	❍	❍	❍
Including equity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍
Providing affordable child care	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍

112. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

113. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MiraCosta College**.**

	If This Initiative IS Available at MiraCosta College			If This Initiative IS NOT Available at MiraCosta College		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing diversity, equity, and inclusion training for staff	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Providing supervisors/managers with supervisory training	❍	❍	❍	❍	❍	❍
Providing faculty supervisors with supervisory training	❍	❍	❍	❍	❍	❍
Providing mentorship for new staff	❍	❍	❍	❍	❍	❍
Providing a **clear** process to resolve conflicts	❍	❍	❍	❍	❍	❍
Providing a **fair** process to resolve conflicts	❍	❍	❍	❍	❍	❍
Considering equity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍
Providing career development opportunities for staff	❍	❍	❍	❍	❍	❍
Provide support/resources for staff job training/on-boarding	❍	❍	❍	❍	❍	❍
Provide similar opportunities (e.g., training, professional development) to staff across all campuses	❍	❍	❍	❍	❍	❍
Providing affordable child care	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍

114. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

115. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MiraCosta College.

	If This Initiative IS Available at MiraCosta College			If This Initiative IS NOT Available at MiraCosta College		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing diversity, equity, and inclusion training for **students**	❍	❍	❍	❍	❍	❍
Providing diversity, equity, and inclusion training for **staff**	❍	❍	❍	❍	❍	❍
Providing diversity, equity, and inclusion training for **faculty**	❍	❍	❍	❍	❍	❍
Providing diversity, equity, and inclusion training for **student workers**	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue among students	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	❍	❍	❍	❍	❍	❍
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	❍	❍	❍	❍	❍	❍
Providing identity-based services for students	❍	❍	❍	❍	❍	❍
Providing effective faculty mentorship of students	❍	❍	❍	❍	❍	❍
Providing effective academic advising	❍	❍	❍	❍	❍	❍
Providing affordable child care	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍

116. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

117. Are your experiences with the climate on campus different that your experiences with the climate in the community surrounding campus? If so, how are these experiences different?

118. Do you have any specific recommendations for improving the climate at MiraCosta College?

119. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the University of Nevada, Reno community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. No survey information is connected to entering your information.

To enter for a chance to win, please enter your name, and email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following:

20- $50 Amazon gift cards

By providing your information below, your information will be entered for an opportunity to win an aforementioned award. Please know that in providing your information you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

Name: _____

Email address: _____

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into your web browser to contact a resource:

Students: http://www.miracosta.edu/studentservices/care/resources.html

Staff: http://www.miracosta.edu/hr/benefits_counselingservices.html