Outline of Results

- Data Overview
  - Response Rates
  - Student Sample and Population Comparison

- Students
  - Students’ Overall Campus Climate Experiences
  - Campus Climate Experiences by Different Groups of Students
  - Additional Themes from Students About the Campus Climate
  - Where Students Have Learned About Diversity While at KSC

- Summary: Student Responses
Data Overview
The 2021 student Campus Climate Surveys collected a series of quantitative, qualitative, and demographic data:

- **Quantitative**
  - 13 Supportive Environment Measures
  - 2 Welcoming/Unwelcoming Experience Questions
  - 18 Exposure to Diversity Issues Measures

- **Qualitative**
  - 2 Welcoming/Unwelcoming Experience Open-Ended Stories
  - 1 General “Anything Else You Would Like to Tell Us” Question
  - 3 Questions of What to Continue, Stop, and Start Doing to “co-create an inclusive, welcoming, and equitable community on campus”

- **Demographic**
  - Questions Capturing Students’ Characteristics and Identities

**Analytical Note:**

Responses across the 6 open-ended, qualitative questions were grouped together and then organized thematically. They are presented throughout the slides to highlight students’ experiences and recommendations based on specific identities or issues.
Response Rates

269 students

- Response Rate=8.7% of KSC student population

- When interpreting results, it is important to note that the student survey had a very low response rate. It is likely that this sample does not accurately represent the full KSC student population.

- Survey response bias can occur when only certain types of people—such as those who want to share about specific negative experiences regarding the campus climate—elect to respond.

- When presenting any findings from this survey, it is important to make the audience aware of this issue.
Student Sample and Population Comparison

Sophomores are overrepresented.
A higher proportion of on-campus students and women completed the Campus Climate Survey. Note that the gender of the population is from admissions data, where the only options are man or woman.
Students’ Overall Campus Climate Experiences
Across all these measures, 2021 was significantly lower than the previous years’ Campus Climate Surveys.
Students’ Experiences

Feel Welcomed

“I think that Keene overall has done a very good job of making me feel welcome.”

“I've made friends with people around the campus who have welcomed me, and I've become very close with them.”

“I would say that the campus isn’t unwelcoming, it’s just not overly welcoming.”

Belong Here

“I have always felt very supported and heard here.”

Safety Concerns

“I wish that we had more lights and cameras along the walk to Winch, I’d feel more safe walking over if there was more lighting and cameras along the way.”
Students’ Experiences

Support to Thrive Socially

“There are a lot of activities that are happening every week that everyone can participate in.”

“I really like that there are a lot of groups and programs for people!”

Assistance to Succeed Academically

“All of my professors have been very accommodating and helpful when I reach out to them.”

“Had an advisor that genuinely helped me in my field and recommended me for other programs and supported/challenged me to strive for more in my college career.”

Lack of Assistance to Succeed Academically

“Honestly, I’m very disappointed in how Keene has been this semester. I feel like professors are setting us up to fail and not helping us at all. We need support in these hard times”

“I was quarantined three times last year. My professors were not communicating well about how I was to complete class. I ended up not passing some of my classes and having a lower grade in others when I am a good student, because professors wouldn’t answer my emails.”
Across all these measures, 2021 was significantly lower than the previous years’ Campus Climate Surveys.
Students’ Experiences

When I Have a Concern, there Is a Faculty or Staff Member I Can Talk To

“There are plenty of resources for a number of different issues.”

“My first year here was remote so I wasn’t able to take part in many social events. However, my first-year seminar teacher has helped me a lot throughout the past two years and helped me to feel more prepared for when I got to campus by helping me with questions I had.”

KSC Communicates that All Members of the College Community are Valued

“I really like how the college makes an effort to include those who are from different countries.”

“[Office of Multicultural Student Support and Success staff] are great and I really appreciate that you guys are openly pro-LGBTQ+ and racially equity etc. and always have slides etc. up with info and resources.”

“Students are definitely given a voice/platform, although not necessarily listened to”
Across all these measures, 2021 was significantly lower than the previous years’ Campus Climate Surveys.

*Significant differences between 2021 and previous years.
Students’ Welcoming and Unwelcoming Experiences

Compared to previous years, significantly fewer students had an experience of being welcomed and supported and more students had an experience of being unwelcome, unfairly treated, disrespected, or unsafe due to an aspect of their identity.

Specific examples of feeling unwelcomed due to identity will be presented in the following section.

<table>
<thead>
<tr>
<th>Had Experience</th>
<th>2014 (n=1139)</th>
<th>2017 (n=463)</th>
<th>2021 (n=269)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcomed and supported*</td>
<td>61%</td>
<td>54%</td>
<td>47%</td>
</tr>
<tr>
<td>Unwelcome, unfairly treated,</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>disrespected, or unsafe*</td>
<td>24%</td>
<td>26%</td>
<td>32%</td>
</tr>
</tbody>
</table>

*Significant differences between 2021 and previous years.
**Students’ Experiences**

**Positive Treatment by Residents of the Greater Keene Community**

“I had someone stop me on main street once to tell me how thankful they were that Keene State students respected the local mask policy and covid regulations. It made them happy to see that the younger population of the area understood the risk of that timeframe.”

“Every business I walk into, they kind of ask me what I’m studying and if I’m looking for a job or how has it been going.”

**Negative Treatment by Residents of the Greater Keene Community**

“As a college student in the greater Keene community, there is such a bias against the college students who live and work in the city as being ‘troublemakers’, and that all we do is party. [...] I have experienced so much difficulty in being respected and having support off-campus. [...] I do not feel welcome in the city, and I do not feel supported as a young adult who is planning to stay after graduation to work and live here. I love the city of Keene and all it has to offer, but it’s getting harder to do so.”
Campus Climate Experiences by Different Groups of Students
There were no significant differences in supportive environment measures by race/ethnicity.

However, note that statistical significance can be difficult to achieve when a subgroup is small, such as with students of color (n=22).

Also, remember that with only 22 students of color who completed the survey, it is difficult to draw larger conclusions from their responses. The experiences of students of color is further discussed in the open-ended responses.
There were no significant differences in supportive environment measures by race/ethnicity.
There were no significant differences in having a welcoming or unwelcoming experience by race/ethnicity. However, remember that statistical significance can be difficult to achieve when a subgroup is small, such as with students of color (n=22).
While there were no significant differences in campus climate experiences by race/ethnicity, racial biases and recommendations relating to the experiences of students of color were discussed in open-ended responses.

**Racism**

“One incident was between students, they were using racial slurs and bullying within the group. I reported it and felt heard.”

“I think students who are not white are treated poorly on our campus.”

**Recommendations**

“I think the college needs to be more open to students of color and show that they value them more than just putting them on a billboard.”

“Accept more POC, have more spaces for them, more clubs or associations including them.”

“Openly state the denouncement of racism because it is alive and well on this campus.”
There were no significant differences in supportive environment measures by gender.

However, note that statistical significance can be difficult to achieve when the subgroups are small, such as with students who identify as non-binary or a gender other than man or woman (n=14).

Also, there is a 14-percentage point difference in men and women’s agreement with feeling physically safe on campus. This is likely not statistically significant due to the modest size of the overall student sample.
There were no significant differences in supportive environment measures by gender.
Compared to women, significantly fewer students who identified as non-binary or a gender other than man or woman had an experience of being welcomed and supported.

Remember that only 14 students had a gender identity of non-binary/other, making it difficult to draw conclusions from such a small group. The experiences of these non-cisgender students are further discussed in the open-ended results from LGBTQ+ students.

*Significant difference between women’s and non-binary/other’s responses.*
While the prior three slides show that there were no significant differences in the campus climate experiences of students who identify as women (n=140) compared to students who identify as men (n=55), women’s responses to open-ended questions indicate a greater concern of sexual harassment and sexual assault.

**Sexual Harassment**

“I felt physically unsafe because I was followed from my car to my dorm my freshman year by a man who was drunk. I had to walk on a dim path without blue lights to get to my dorm and I was verbally harassed and feared for my own safety. As a woman, I felt uncomfortable because I don’t think this would have happened to a man.”

“I have been screamed at and cat called multiple times walking through or around campus”

“I am a female and have been catcalled numerous times while walking to my car in Winchester. It happens more when I am alone or in a group of females, but it also happens when there is a group of males and females. It happens way too often, and got to the point that if a female member of my friend group is walking back from the lot, they will pick another friend up to walk back with them because it feels unsafe at night.”
Women Students Continued

Sexual Assault

“As a girl I feel like Sexual assaults are not really taken care of and others not properly warned when a student poses a danger. I don’t feel safe at night alone sometimes on campus”

“It is unsafe for women to be here at night, instead of the school providing safer options for women (adding more lights, self defense classes, etc.) they tell us not to walk alone at night which is basically impossible. A lot of the information provided by the school about how to protect ourselves basically says its our fault if we get assaulted or attacked. Keene State generally does a horrible job dealing with victims of assault, and the people who attacked them.”

Some students described personal experiences of sexual assault or the assault of a close friend; these are excluded from examples to protect students’ identities but have been shared with KSC’s Title IX Program Manager. Note that a couple men also described personal experiences of sexual assault and concerns for safety.
There were no significant differences in supportive environment measures by LGBTQ+ status.

LGBTQ+ includes students who have a sexual orientation other than heterosexual, students who are transgender and/or non-binary, and students who identify as a gender other than man or woman. Not LGBTQ+ includes students who are both heterosexual and cisgender as well as students who did not report their gender, transgender status, and/or sexual orientation.
There were no significant differences in supportive environment measures by LGBTQ+ status.
There were no significant differences in having a welcoming or unwelcoming experience by LGBTQ+ status.
While there were no significant differences across the quantitative measures by LGBTQ+ status, LGBTQ+ students described both positive and negative experiences on campus in their open-ended responses.

Community

“Overall, it’s just the community we build—especially how much I’ve bonded with classmates who hold multiple identities and how I’ve bonded with people who also hold LGBTQ+ identities like I do."

“Having things like Pride Club.”

Pronouns

“Having people say their preferred pronouns and allowing students to change their preferred name is definitely something that I appreciate. Though I haven’t had a need to change my preferred name, it’s nice knowing that people have the ability to.”
Homophobia and Transphobia

“Occasionally, people on or near campus will drive by me and yell homophobic slurs at me. The most recent incident was early October. I don’t know who the people are and usually aren’t able to get their license plate so I am unable to report incidents, but it still makes me feel unsafe and unwelcome”

“I’m lucky enough not to, but I’ve seen plenty of homophobia directed at friends”

“I was also called homophobic slurs when walking down the street from students in a car. They circled back around to continue to harass me and my friend who is also LGBT.”

“I have had cars drive by me while walking down main street and call me transphobic and homophobic slurs”
Systematic and Infrastructure Barriers for Transgender/Non-Binary Students

“I am a nonbinary trans person. The systems set up at this institution are made without trans people in mind. For example, the mail system still had my deadname on the slips even after I let the school know that my name had been legally changed and when I told the man at the mail about the issue I was met with condescension and belittlement. I have had professors that disregard asking students to share pronouns at the beginning of the course and therefore has singled me out as I am usually the only person to share my pronouns. I am constantly misgendered by staff, faculty, and students. There are a limited amount of gender neutral bathrooms on campus and if there are them, they are in hard to find locations and often not cleaned as regularly.”
On three supportive environment measures, a significantly higher proportion of first-year students agreed with positive statements about the campus climate compared to upperclassmen.

All other supportive environment measures had no significant differences by class.
Compared to upper-class students, a lower proportion of first-year students had a welcoming experience or an unwelcoming experience.

Remember that first-year students had only a few months on campus at the time of survey administration, which likely affected their opportunity to have these types of experiences.
First-Year Students

When Considering KSC
“When first considering KSC as a college, I participated in the online webinars for information about the school and clubs and other resources I can use. I instantly felt welcome, and the student panelists were extremely patient and welcoming as well as the staff. My stress about going to KSC was instantly soothed by them.”

Orientation
“I felt very welcomed during the first orientation days of the school year. Whether it was my orientation Leader or the group of kids I was with, everyone was very nice and kind.”
“I think orientation day was done very well and was great at introducing the college to new students.”

Entire Year
“Freshman year as a whole the campus community was very welcoming and accepting from summer orientation, through LINKS, all the way up to the pandemic beginning back in March 2020.”
Recommendations For Post-First-Year Year

Need for Extended Support

“I feel as if this college really only accommodates the freshman class. Obviously, there should be special attention to the freshman because you want them to feel welcome and want to stay for four years. I know a lot of upper-class men that feel completely swept under the rug and not recognized and valued.”
Student Results by Local Residency

On three supportive environment measures, a significantly lower proportion of commuters agreed with positive statements about the campus climate compared to on-campus students.

All other supportive environment measures had no significant differences by local residency.

*Significant differences between commuters and on-campus students.
A significantly higher proportion of commuters reported having a welcoming and an unwelcoming experience compared to on-campus students.

*Significant differences between commuters and on-campus students.
Student Commuters

Available Resources

“I think there are a lot of resources for people who are willing to use them. I am a commuter, and it was definitely very difficult to connect with other people freshman and sophomore year due to that and covid especially with remote classes, but I also didn't step out of my comfort zone and try to access those resources.”

Difficulty Participating and Feeling Connected

“All study sessions, extra curriculars, and entertainment is at night and on the weekends when I am unable to participate. There's nothing planned specifically for commuters to meet.”

“The off-campus graduate option is hard. I feel disconnected.”
Student Results by Disability Status

A significantly smaller proportion of students who reported having disabilities felt like they belong at KSC and agreed that they were treated respectfully by staff/administrators compared to students without disabilities.

All other supportive environment measures had no significant differences by disability status. There were also no statistically significant differences in having a welcoming or unwelcoming experience by disability status.

However, several open-ended responses described challenges facing students with disabilities and recommendations to improve access.

Students reported several types of disabilities including cognitive/learning, medical, and psychological.

*Significant differences between students who have disabilities and students who did not report a disability.
Lack of Resources

“I cannot put into words how inadequate the resources and hoops that disabled students, especially those with mental disabilities need to go through to get accommodations that themselves are inadequate when simple system changes can erase many of the unnatural, added obstacles we face.”

“Most systemic issues that affect disabled students more than abled students still have an impact on abled students in that changing them will help everyone.”

Lack of Accessibility

“The bathroom facilities need a lot of work there are already some buildings with only one handicapped bathroom that is actually handicapped accessible. If you continue to invite more disabled patrons to Keene State you are going to have to fix more of those bathrooms because as it is you have students wheeling sometimes to multiple buildings to find the one handicapped stall in that building that is not being used by somebody else.”
Recommendations about Access and Awareness

Improve Accessibility and Accommodations

“Make online learning more available for disabled students. Have professors give access to notes, between hearing disabilities, visual disabilities, and learning disabilities, not everyone can keep up with taking notes while staying engaged in classes.”

“Improve location of handicapped door button at Student Center. When entering the second set of doors, I have to immediately back up to avoid my wheelchair getting hit. This problem exists across campus as well.”

“Add more elevators to buildings to make them all disability friendly, it’s sad to see that not everything is accessible to the handicapped.”

Increase Awareness

“I think having more discussions/events that bring awareness or open up conversations about disabilities (ex. Learning disabilities). This could help to reduce the stigma or even normalize these topics.”

“Enforcing the fact that the handicapped bathrooms are for those who are gender neutral or handicapped because when needed, as a handicapped person I cannot use the shower because the non handicapped, non gender neutral people use it just because they want to, which puts me at a disadvantage.”
Some of the students with disabilities reported having psychological disabilities or selected ‘Other’ and wrote-in responses such as anxiety and depression.

Open-ended responses addressed students’ positive and negative experiences with managing their mental health at KSC.

Resources and Support

“The counseling center helped me through a difficult time.”

“I have had really good experiences with the wellness center and the counselors there. As well, all of my professors have been open to talking to me about any struggles I am facing. They have provided me with resources to reach out to and one professor even shared her personal experience with mental health.”

“There are so many resources available to people, I especially love seeing all the signs for specific group therapy sessions now being offered!”
"I had an experience with a professor who was unwilling to accept and accommodate me while struggling with mental health."

"Mental health on this campus is at an all time low. Being around a student body that is struggling with mental health makes a depressing climate. [...] Resources provided for students in the counseling center are limited in quantity and quality. I have had a horrific experience with a counselor at the counseling center during one of the hardest times in my life."
A significantly smaller proportion of students with Pell grants reported having the support to thrive socially and reported that they are treated respectfully by students compared to students without Pell grants.

All other supportive environment measures had no significant differences by Pell grant status. There were also no statistically significant differences in having a welcoming or unwelcoming experience by Pell grant status.

There were no open-ended responses addressing differences by students’ socioeconomic status.
Additional Themes from Students About the Campus Climate
While political ideologies were not captured in the Campus Climate Survey’s demographics, some open-ended responses described the experiences of students who were socially, politically, or religiously conservative.

**Politically Conservative**

“I came to Keene State because of its stellar reputation for open inquiry and the free exchange of ideas. As someone who holds right-of-center political convictions, it's hard to operate within KSC's ever-advancing ruleset which ever more explicitly marginalizes folks like myself.”

“People have said that the way I dress, talk and act isn’t okay. And that my political views are wrong. I don’t feel safe sharing my beliefs because I am scared it will affect my safety on campus”

**Religiously Conservative**

“There's always a sense of unease since I am in the severe minority of religious, conservative students so any discussion of politics, religion, or hot topics result in people verbally attacking me. I’ve found that I need to just stay silent to prevent tensions.”

“Multiple students make fun of Christians on a daily basis.”
Participating in Campus Events and Organizations

On-Campus Events

“I love the events that the SAC throws as my friends and I can go and have fun.”

“I have gone to a lot of the programs here like stuff a plush and the winter carnival and everyone who puts one the events is super nice and welcoming.”

Campus Organizations and Employment

“I remember when I was a freshman and I barely knew anyone so I decided to join the ecology club. Everyone there was extremely welcoming and I was proud to be a part of that club.”

“I feel super welcomed by the Keene State College softball team when I got recruited to play.”

“The best thing I could have ever done was join the staff at the Research and Writing Center here at KSC. I have never felt more like I belonged than when I’m with my staff and supervisors at the center.”

“I felt proud and supported when I got recognized as a good option for a CA position. They acknowledged my strengths and it felt good to know that they wanted me as a bigger part in the community.”
“My program has a poor climate now that there is only one professor and the other three were let go before this semester. One professor creates a poor environment because we learn from only one method of teaching.”

“Stand up to higher ups when they try and cut faculty and gut departments. It shows a lack of respect for not only your employees but their students who lose a mentor. Dropping [Professor] was the first of several bad decisions in the name of budgeting. Whatever governing body makes these decisions has no perspective on how it affects students and is in need of a complete overhaul.”

“Stop getting rid of all the good professors. One of my academic programs has been gutted and lost half the faculty.”

“A warm welcome to campus from students & faculty that has only soured over my time here due to apathy from administration and the utter gutting of important departments/positions.”

“Need to stop cutting the humanities program down, it is impossible to succeed when my program is constantly being slashed in half.”
Other Themes Suggested by Students

- Increasing COVID Restrictions
- Decreasing COVID Restrictions
- Improving Campus Dining Options
- Providing clearer communications about campus-wide policies, issues, and events
- Providing more equity education to students
- Providing more equity education to faculty/staff
Where Students Have Learned About Diversity While at KSC
Learning About Diversity in Academic Courses

Compared to 2017, the only difference in exposure to these five diversity issues in the classroom is that a significantly smaller proportion of students learned about disabilities in 2021.

Age/generational status were more widely discussed in classes in 2011 and 2014, but 2021 remains consistent with 2017.

*Significant differences between 2021 and 2011/2014
**Significant differences between 2021 and 2017
Learning About Diversity in Academic Courses

For these four diversity issues, there were no significant differences between 2021 and 2017. However, more students had been exposed to issues relating to social class/economic status and world cultures in 2011 and 2014 than 2021.
Compared to 2017, the only difference in exposure to these five diversity issues outside of the classroom is that a significantly smaller proportion of students learned about oppression in 2021.

Age/generational status, disabilities, and race/ethnicity were more widely discussed in out-of-class experiences in 2011 and 2014, but 2021 remains relatively consistent with 2017.
Learning About Diversity in Programs or Settings Sponsored by KSC

Compared to all prior years, a smaller proportion of students were exposed to issues relating to social class/economic status outside the classroom in the 2021 survey.

Sexual orientation was more widely discussed in out-of-class experiences in 2014, but 2021 remains consistent with 2017.
Summary: Student Responses

• All measures of students’ campus climate experiences are significantly lower than earlier years’ survey. However, the response rate for this year’s survey was much lower than prior iterations.

• While there were no significant differences in quantitative responses by race/ethnicity, gender, and LGBTQ+ status, open-ended responses showed that students of color, women, and LGBTQ+ students have faced challenges on campus because of their identities.

• Certain groups of students had particularly negative or difficult experiences on campus based on their responses to the campus climate measures, particularly upper-class students, commuters, students with disabilities, and students with Pell grants. Open-ended responses underscore these students’ challenges and recommendations for improvement.

• Other students described negative experiences based on their identities, including students with mental health struggles and students who are politically, religiously, or socially conservative.

• Additional themes about campus climate that arose were students’ frustration with the downsizing of departments and programs and their enjoyment of participating in the campus’ activities and events.

• Students were exposed to different issues relating to diversity both within and outside the classroom at either similar or lower rates than prior years’ Campus Climate Surveys.
Emerging Themes Poster Gallery Session

Student Center, Flag Room

Thursday, May 12 open 1:30pm – 3pm
Tuesday, May 17 open 2:30pm – 4pm
Wednesday, May 18 open 10am – 11:30am

Online Options: Available on the SVP Strategic Portfolio site through Mon, May 23
Go to keene.edu > A-Z Index > Find “strategic portfolio”
Thank you!

These slides present the results of the student and employee 2021 Campus Climate surveys.

For questions about these slides, please contact:
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