



Summary of the EvCC 2022 HEDS Climate Survey Report

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Introduction

The institutional mission of Everett Community College is to educate, equip, and inspire each student to achieve personal and professional goals, contribute to our diverse communities, and thrive in a global society. At EvCC, we strive to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities, and engagement that improves the quality of life for people in Everett and the surrounding communities. As such, EvCC has participated in a national survey developed by the Higher Education Data Sharing Consortium (HEDS) to assess the overall climate (perceptions and experiences) at post-secondary institutions.

This report provides a narrative summary of EvCC's results for the Higher Education Data Consortium's Climate Survey conducted between April 11 and April 29, 2022. While this narrative summary extracts a sample of high-level measures from the full HEDS report, it also necessarily reduces the richness and complexity of the data captured in that report. To gain a more comprehensive understanding of the HEDS survey results, campus constituents and stakeholders are encouraged to explore the multiple measures, data points, and filtering options available in the [HEDS Diversity and Equity Campus Climate Survey 2021–2022 Comparison Report](#) for Everett Community College which is also posted on this website.

Survey Rationale

The primary purpose of HEDS Diversity and Equity Campus Climate Survey is to provide EvCC with information that will inform policies, programs, and practices that enhance the campus environment. This assessment provides campus constituents (anyone employed by EvCC or takes courses from EvCC) an opportunity to voice their experiences and perceptions of the campus environment. Specifically, it serves as a conduit for providing feedback to help direct college initiatives as required by [RCW 28B.10.147](#) (SB 5227). The legislature finds that:

- a postsecondary credential ...is increasingly necessary to obtain a job that offers a good salary and advancement opportunities;
- increasing the number of students in Washington who obtain such a credential is essential to the state's economic success; and
- equity gaps remain among postsecondary students and that those gaps particularly impact students from historically marginalized communities.

Provisions of SB 5277 require that:

- Each institution of higher education must provide professional development, either existing or new, focused on diversity, equity, inclusion, and antiracism for faculty and staff.
- Institutions of higher education as defined in [RCW 4 28B.10.016](#) shall each conduct a campus climate assessment to understand the current state of diversity, equity, and inclusion in the learning, working, and living environment on campus for students, faculty, and staff.

Survey Instrument

The Equity and Social Justice committee reviewed several national campus climate surveys. After a review of the surveys, the committee found that HEDS Diversity and Equity Campus Climate Survey had many capabilities that were important. This included a survey for students and employees, meeting a flexible administration timeline, ability to add additional questions, peer comparisons and national benchmarks, and reporting features, as well as being offered in both English and Spanish. In addition, by using a third-party vendor, the company provides an additional layer of data confidentiality. Most important, the survey addressed topics that are institutional priorities for EvCC.

The HEDS Diversity, Equity Campus Climate Survey focuses on:

- Perceptions of our institution's climate
- Perception of how our institution supports diversity and equity
- Experiences with discrimination and harassment at our institution

The survey was sent to the following:

- Degree seeking students 18 years and older who registered for spring quarter classes by March 28, 2022 and those that were enrolled during the winter quarter
- Faculty employees
- Full-time and part-time staff and administrative employees (classified, exempt-represented, and exempt)
- Part-time hourly employees

Everett Community College was not authorized to deliver this survey to underage participants, but we do want to hear from students younger than 18. Listening sessions and focus groups in the future will allow the inclusion of those students.

EvCC will administer this survey every two years (next will occur in Spring 2024) to track patterns of concern and improvement, taking an iterative process to campus climate.

Organization and Navigation of the Full Report

Margin of error, survey design, and the difference between respondents and the total population are key diagnostics in terms of assessing survey validity. This section addresses these issues in order to clarify potential challenges interpreting HEDS data.

Margin of Error

Margin of Error calculates the difference between results of the sample compared to the real population at a specific confidence level. The higher the margin of error, the higher the probability is that a subsequent iteration of HEDS would deviate from the results of this survey (i.e. the degree to which our survey reflects the opinion of the total sampled population).

- EvCC received a total of 423 responses from self-identified students (6% participating), 159 faculty (25% participating), and 171 staff (39% participating)¹.
- The total participation rate is 9%².
- The margin of error at the college level is 3% at a 95% confidence interval.
- The margin of error rate by role are as follows³:
 - Students: 5%
 - Faculty: 7%
 - Staff: 6%
- Respondent role exerts a strong effect on perception of overall climate (see key finding sections). Consequently, the overall margin of error is less important compared to the margin of error by role.

In terms of applying margin of error to result interpretation, consider the following example:

- Overall, 64% of respondents were either generally or very satisfied with the campus climate. We use a 3% margin of error to estimate that a subsequent iteration of HEDS would generate a percentage between 61% and 67%, 95% of the time. This suggests that overall satisfaction of campus climate among the total sampled population ranges from 61-67% at a 95% confidence interval.
- However, if we were to calculate margin of error by employee type, the variance increases. 50% of faculty had a positive impression of overall climate, but with a margin of error of 7%, another iteration of this survey would yield percentages ranging from 43-57%, 95% of the time.

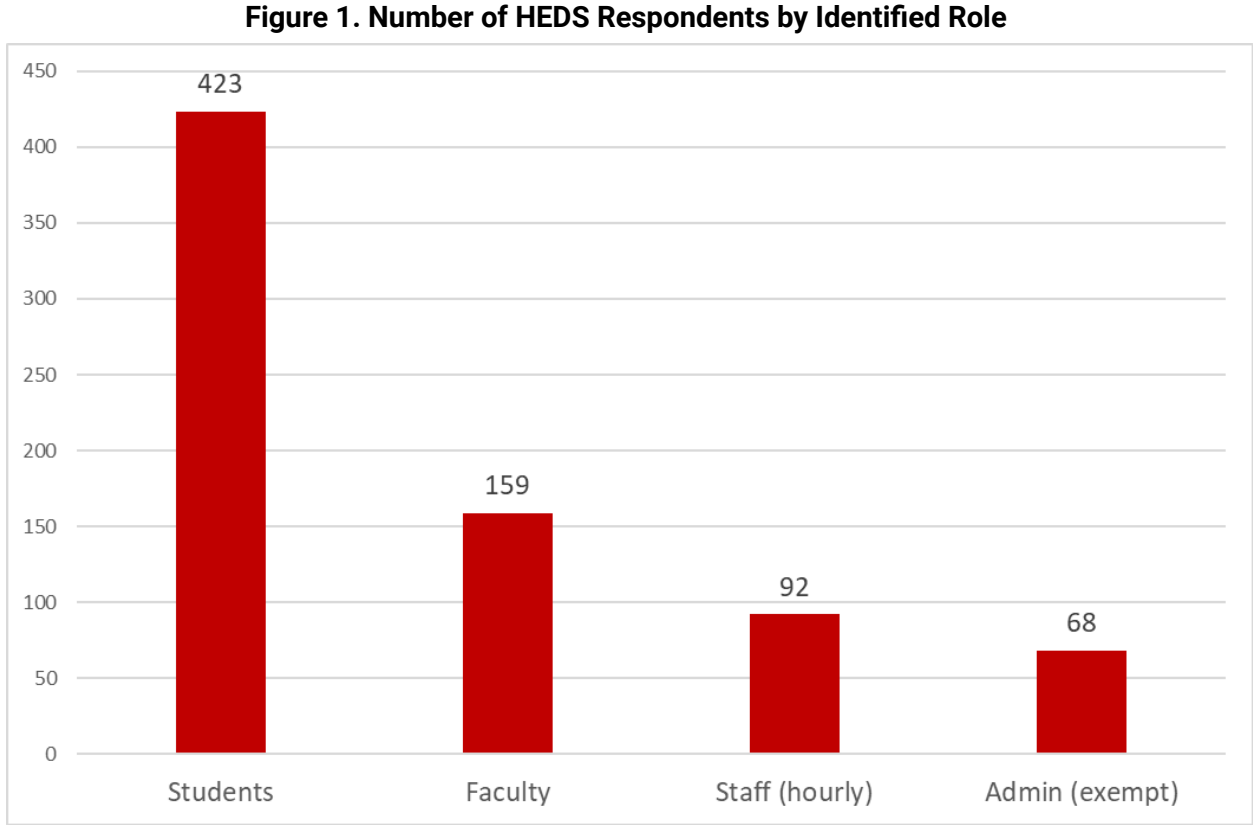
¹ The college supplied HEDS with respondent roles for the purposes of calculating response rates by respondent type (student–staff–faculty). Respondents were asked to self identify with one of these categories in the survey. For employees minimal variance was observed between supplied role [EMBED_ROLE] and self identified role [ROLE_RECODO]. For students there is substantial variance; in total 44 individuals with a student embedded role self-identified *other role*, which excludes them from analysis by employee type. EvCC hypothesizes that students participating in work study or student government may have selected *other* since they have roles in certain components consistent with college operations. In this report we use role_recodo as it is consistent with HEDS reporting, but there are legitimate use cases where EmbedRole is preferable.

² In total the college received 837 responses (participants were not required to respond to every question, so the distinction between complete and partially completed is not meaningful). 84 individuals declined to self-identify as a specific role, or self identified as other. The total surveyed population was 8,124 individuals.

³ Comparing participation rate and margin of error is misleading in that small populations with high participation rates will have a larger margin of error compared to larger populations with smaller participation rates.

Respondent Demographics

Figure 1. By Role



Response Rates:

- Students: 6%
- Faculty: 25%
- Staff/Administration: 39%

Although the HEDS report distinguishes between staff and administration for purposes of counting the number of respondents (as indicated in all following charts), these two categories are conflated as “staff/administration” throughout the remainder of the HEDS report. Thus, while the survey indicates that 92 staff members and 68 administrators responded to the survey, it is not possible to draw any distinctions between how staff and administrators actually responded to the question.

Figure 2. Gender

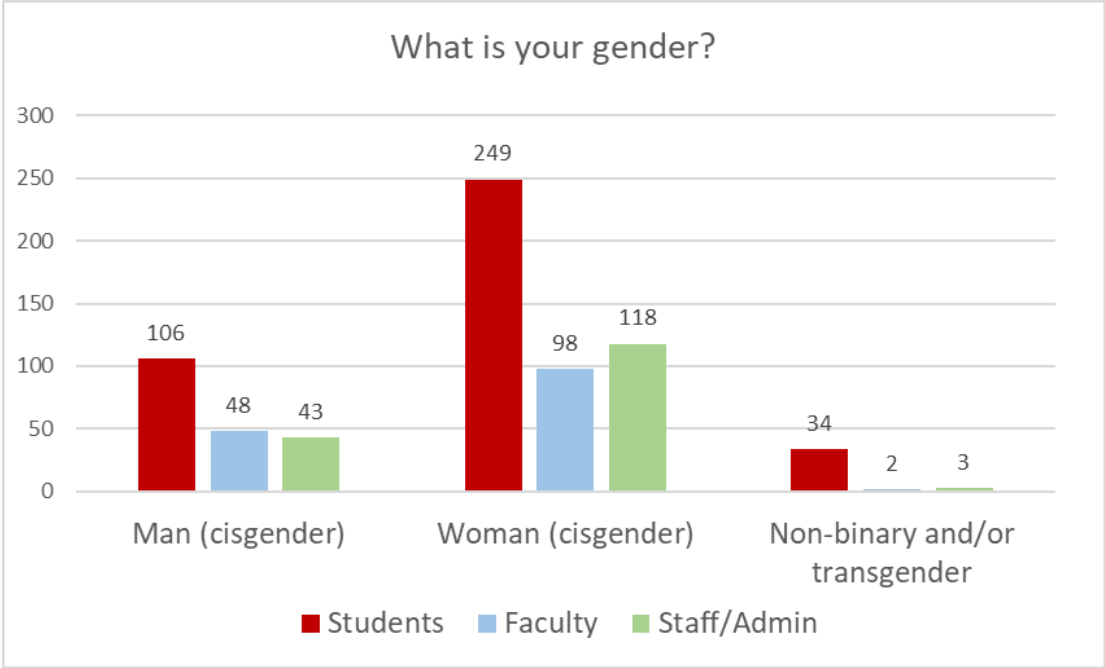


Figure 3. Age

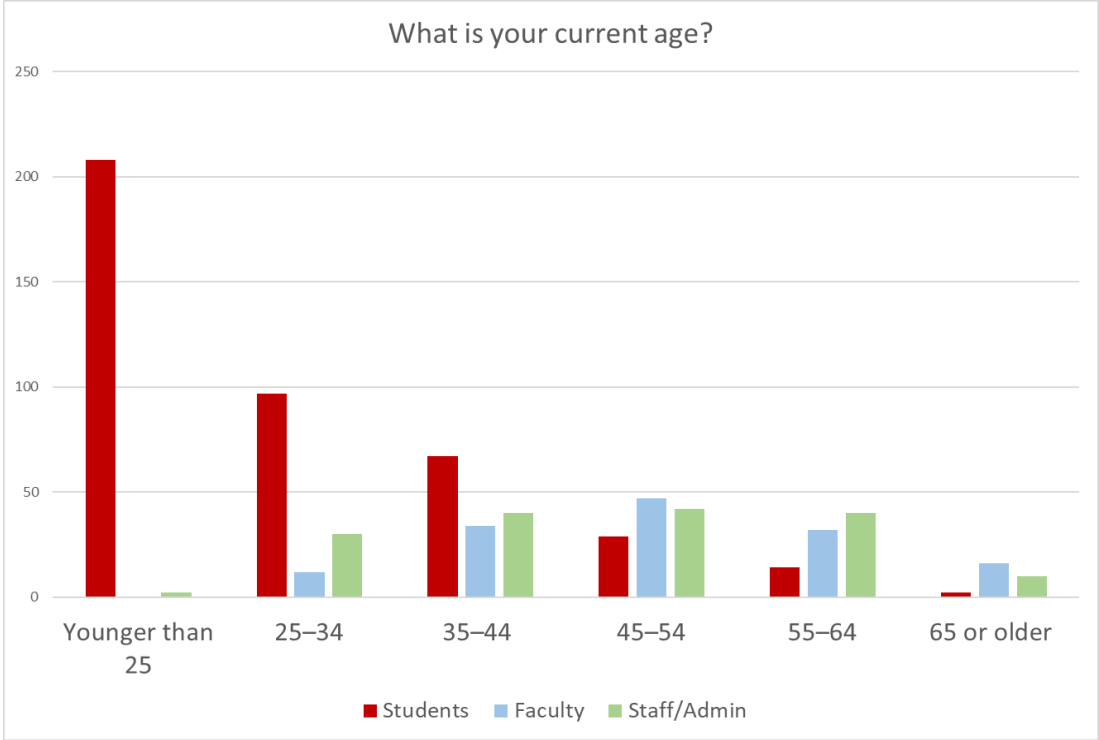


Figure 4a and 4b. Race/Ethnicity Profile of Respondents by Role

As noted previously, the explicit purpose of SB 5227 is to focus on improving racial equity for historically non-dominant populations in higher education. As such, information on the race and ethnicity of respondents to the HEDS survey is critical to institutional meaning-making and decision-making with regard to equity. Unfortunately, however, significant caution should be exercised when attempting to interpret these results disaggregated by race. There are three issues of concern.

- First, a large number of respondents declined to provide their race/ethnicity, and these respondents had a substantially more negative impression of overall campus climate.
- Second, the survey results aggregated all multiracial respondents into a single category, which we estimate caused undercounting of minoritized populations (Native American and Hawaiian Pacific Islanders being the two most significant areas of concern).
- Finally, the aggregation of small populations into a single category problematizes effort to leverage HEDS to support equity specific college initiatives.

Figure 4a.

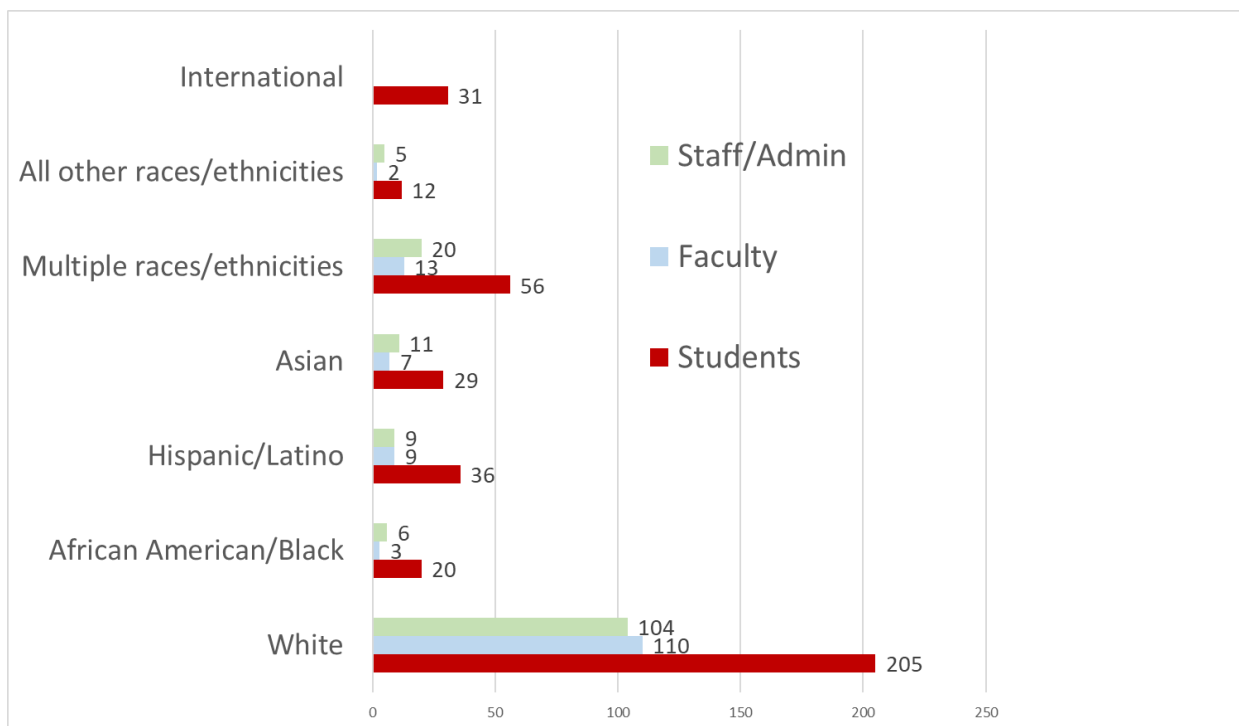
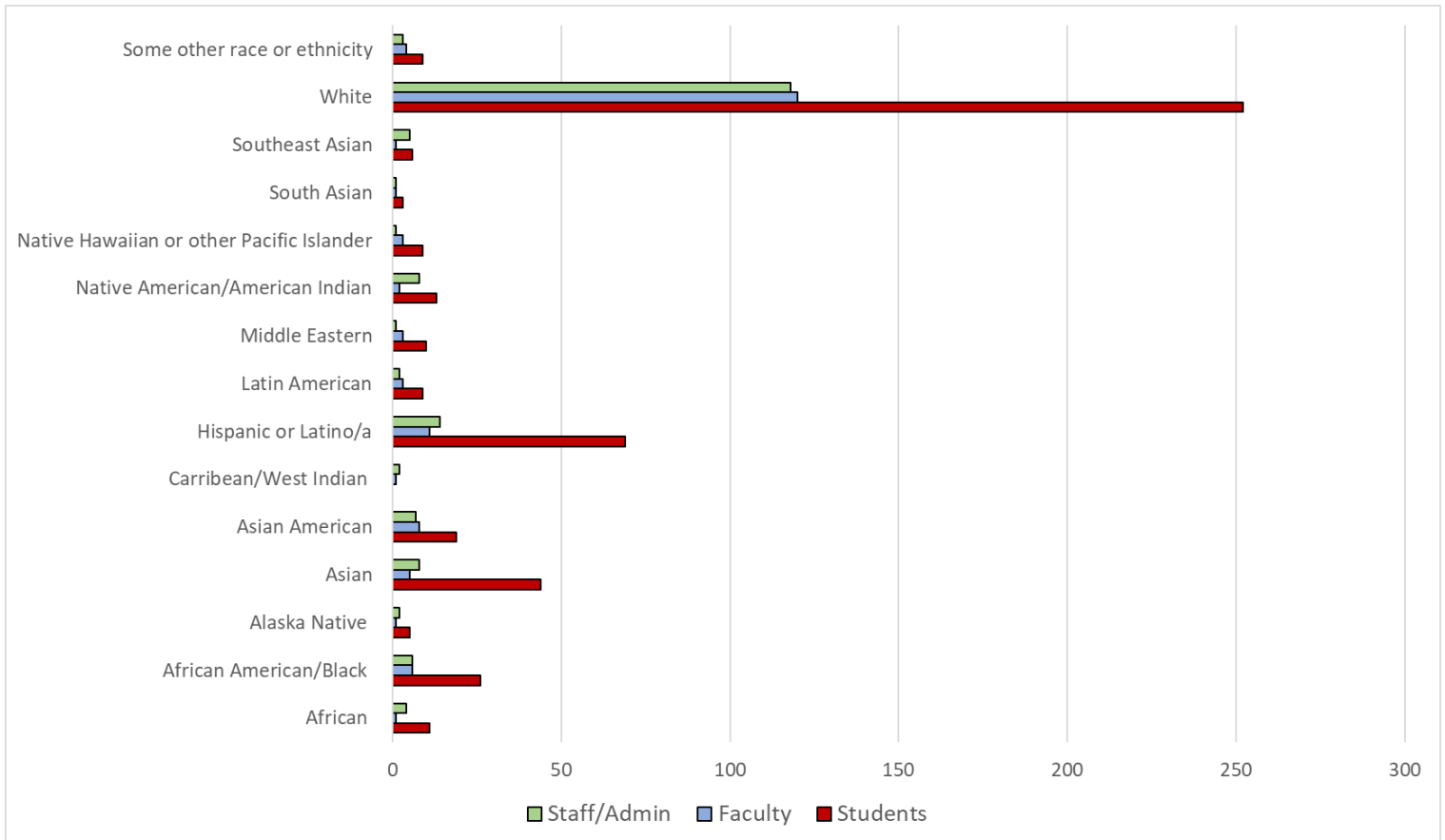


Figure 4b.



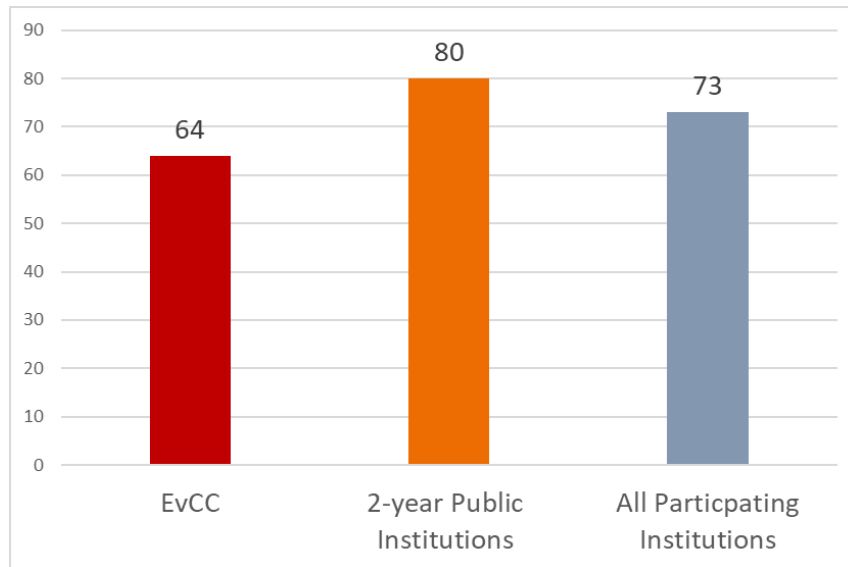
While many survey instruments adopt the statistical convenience of aggregating race and ethnicity into a single variable, as in Figure 4a, from an operational perspective it is more valuable to have each racial category represented as a discrete category, as in Figure 4b. Figure 4a is useful for certain kinds of statistical tests and/or visual representations of complex data, but Figure 4b is more representative of EvCC's actual student/faculty/staff population and is much better for operational planning.

Key Findings

Campus Climate for Diversity and Equity

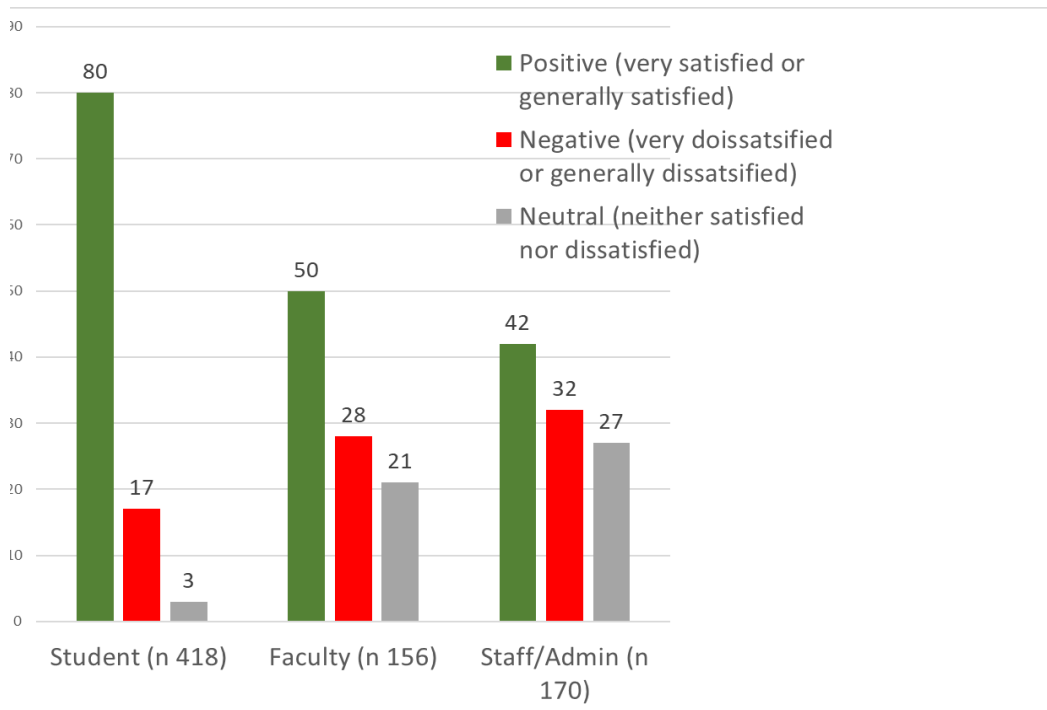
There are a variety of ways to organize and sort the quantitative data from the HEDS survey. One of the primary ways HEDS reports the data is to compare overall findings among institutions participating in the survey. Thus, in Figure 5 below, 64% of EvCC respondents reported feeling generally or very satisfied with campus climate as compared to 80% of respondents across All 2-Year Public Institutions participating in the survey and 73% of respondents in All Participating Institutions.

Figure 5. % of EvCC respondents who are generally or very satisfied with campus climate compared to other institutional survey participants



However, EvCC’s aggregate figure of 64% masks a clear discrepancy between how students responded to this question and how faculty and staff responded. Figure 6 below reflects a pattern that is replicated across almost every data point in the climate survey: EvCC aggregate totals comprise a high rates of students who report feeling very or generally satisfied (80%) and a significantly smaller rate of faculty and staff who similarly report feeling very or generally satisfied (50% and 42%, respectively).

Figure 6. Perceptions of overall EvCC campus climate by respondents’ role (in %)



Sense of Belonging

The HEDS survey also asked respondents to rate their satisfaction with the extent to which they feel a sense of belonging. This metric is especially important to EvCC because **Belonging** is the first priority of [Charting a Path Forward to Equity: EvCC Strategic Plan 2022-2027](#). Overall, 50% of EvCC respondents reported feeling very or generally satisfied with their experience of belonging, compared with 66% of respondents across All Participating 2-Year Public Institutions and 51% among All Participating Institutions.

Here, again, there is a discrepancy between student satisfaction and faculty/staff satisfaction, though the “satisfaction gap” is not as large as the gap in reported levels of satisfaction with campus climate: 67% of students report a sense of belonging compared to 58% of faculty and 52% of staff.

Figure 7. % of EvCC respondents who report a very satisfying or generally satisfying experience of belonging compared to other survey participants

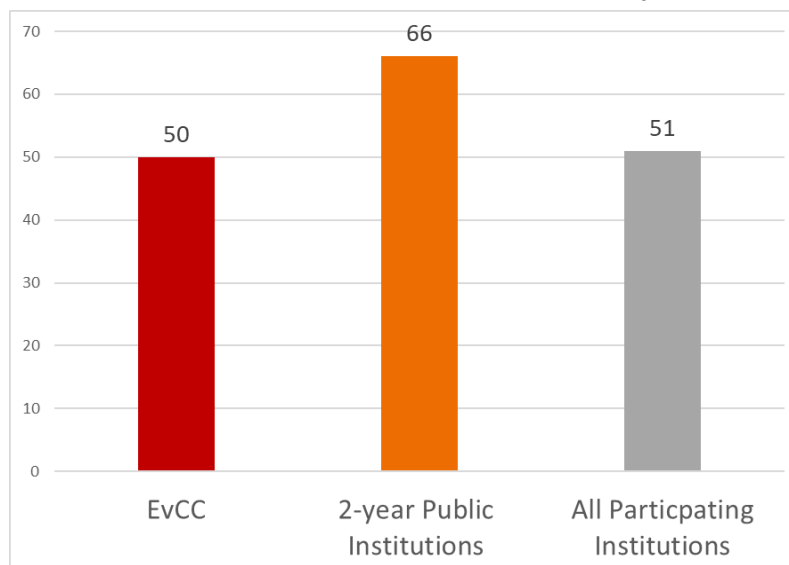
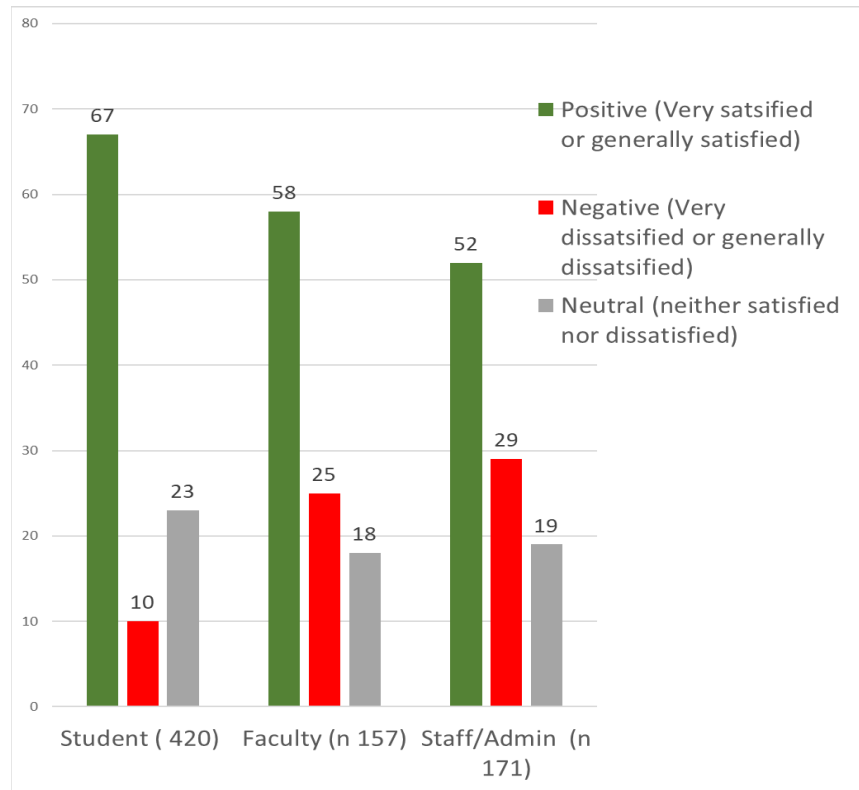
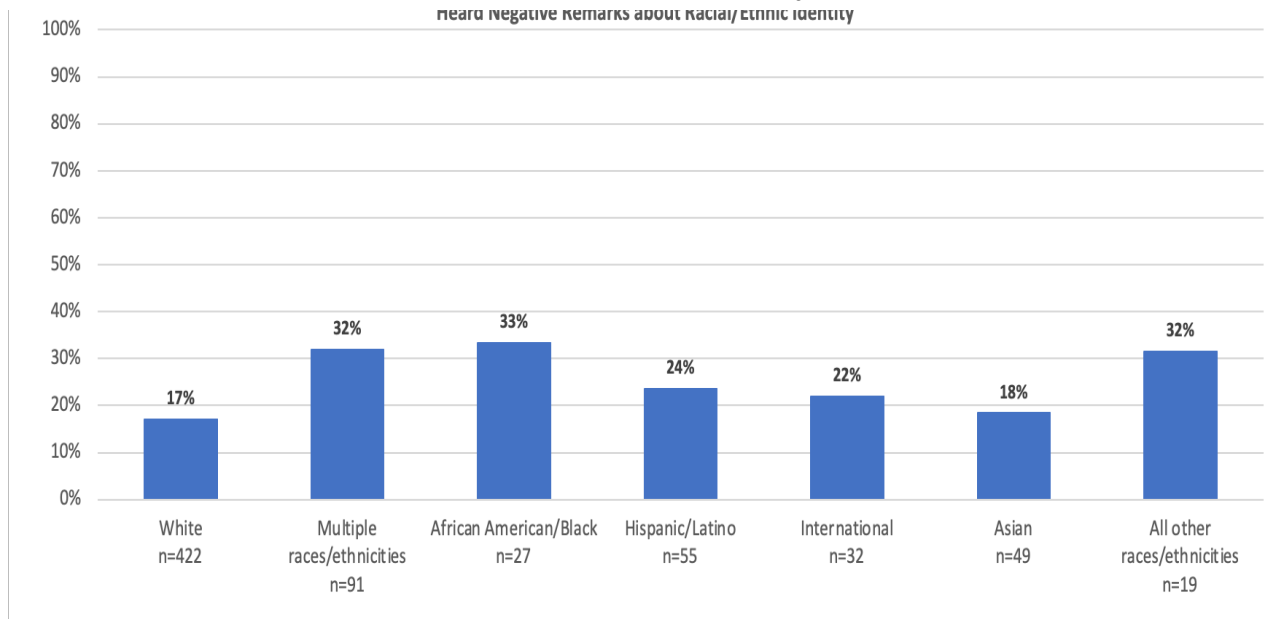


Figure 8. Reported Experience of Belonging by EvCC Respondent Role



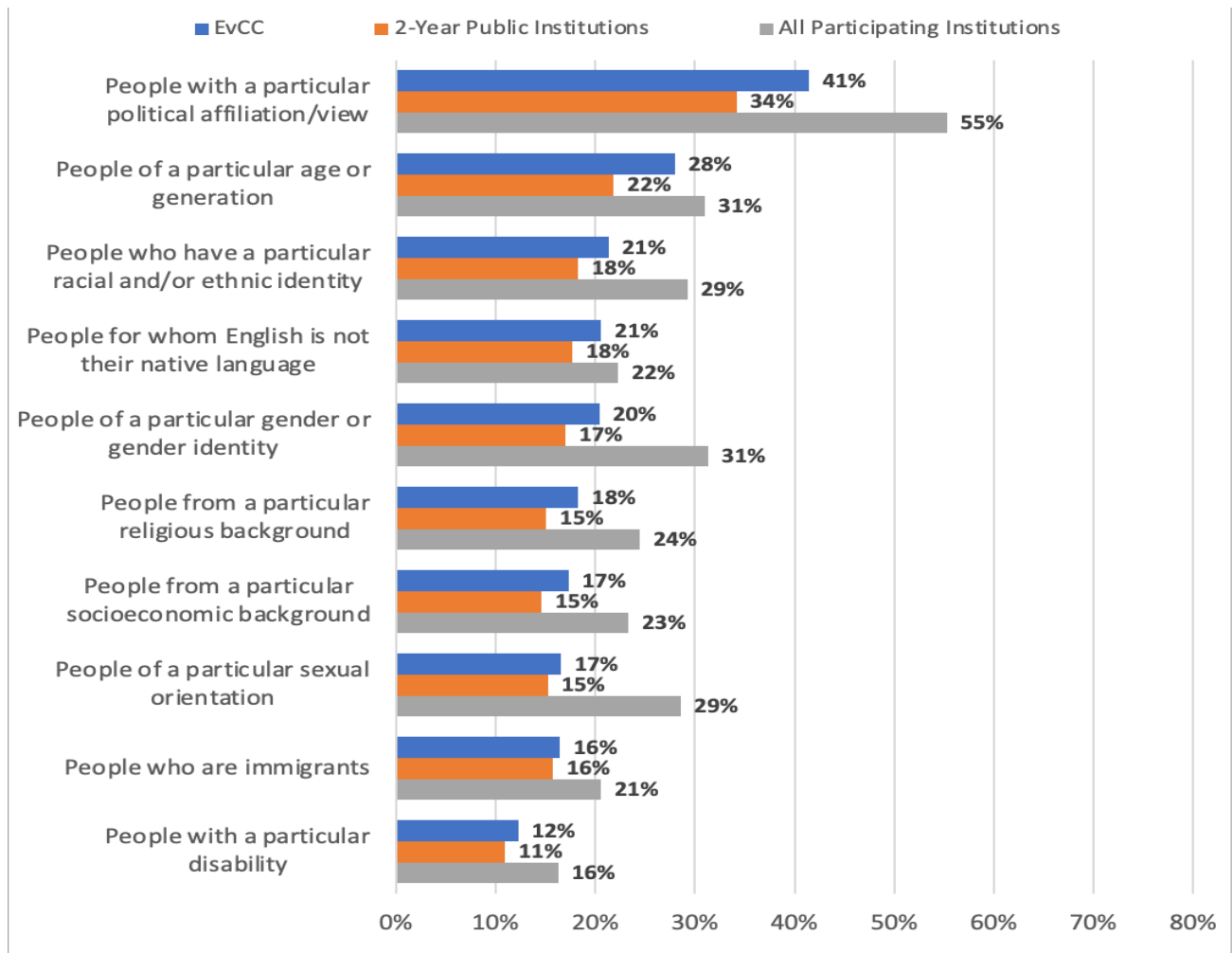
Experiences with Negative Remarks

Figure 9. % of Respondents who Sometimes, Often, or Very Often Heard Negative remarks about Racial/Ethnic Identity



The leading data of the respondents surveyed on experiences with Negative Remarks relating to race were African American/Black who were the most aggrieved at 33% followed by multi races/ethnicities and other races/ethnicities.

Figure 10. % of Respondents that Sometimes, Often, or Very Often Heard Insensitive or Disparaging Remarks About:



When you compare Everett Community College to 2-Year Public Institutions (Figure 10), the percentage of respondents that sometimes, often, or very often heard insensitive or disparaging remarks is high in all the categories with exception of people who are immigrants.

41% of EvCC respondents sometimes, often, or very often heard insensitive or disparaging remarks about people with a particular political affiliation/view compared to 34% of 2-Year Public Institutions; 28% EvCC's people of a particular age or generation compared to 22% of 2-Year Public Institutions; 21% EvCC's people with a particular racial and/or ethnic identity compared to 18% 2-Year Public Institutions; 21% EvCC's people for whom English is not their native language compared to 18% of 2-Year Public Institutions; 20% people of a particular gender or gender identity compared to 17% of 2-Year Public Institutions; 18% people from a particular religious background compared to 15% of 2-Year Public Institutions; 17% people from a particular socioeconomic background compared to 15% of 2-Year Public Institutions; 17% people of a particular sexual orientation compared to 15% of 2-Year Public Institutions; people

who are immigrants tallys at 16%; and 12% people with a particular disability compared to 11% of 2-Year Public Institutions.

Source of Insensitive or Disparaging Remarks

Figure 11. % of Respondents that Indicated Each Group was sometimes, Often, or Very Often the Source of Insensitive or Disparaging Remarks

Respondents were asked if they heard insensitive or disparaging remarks. If so, they were asked who was the source of those remarks or actions.

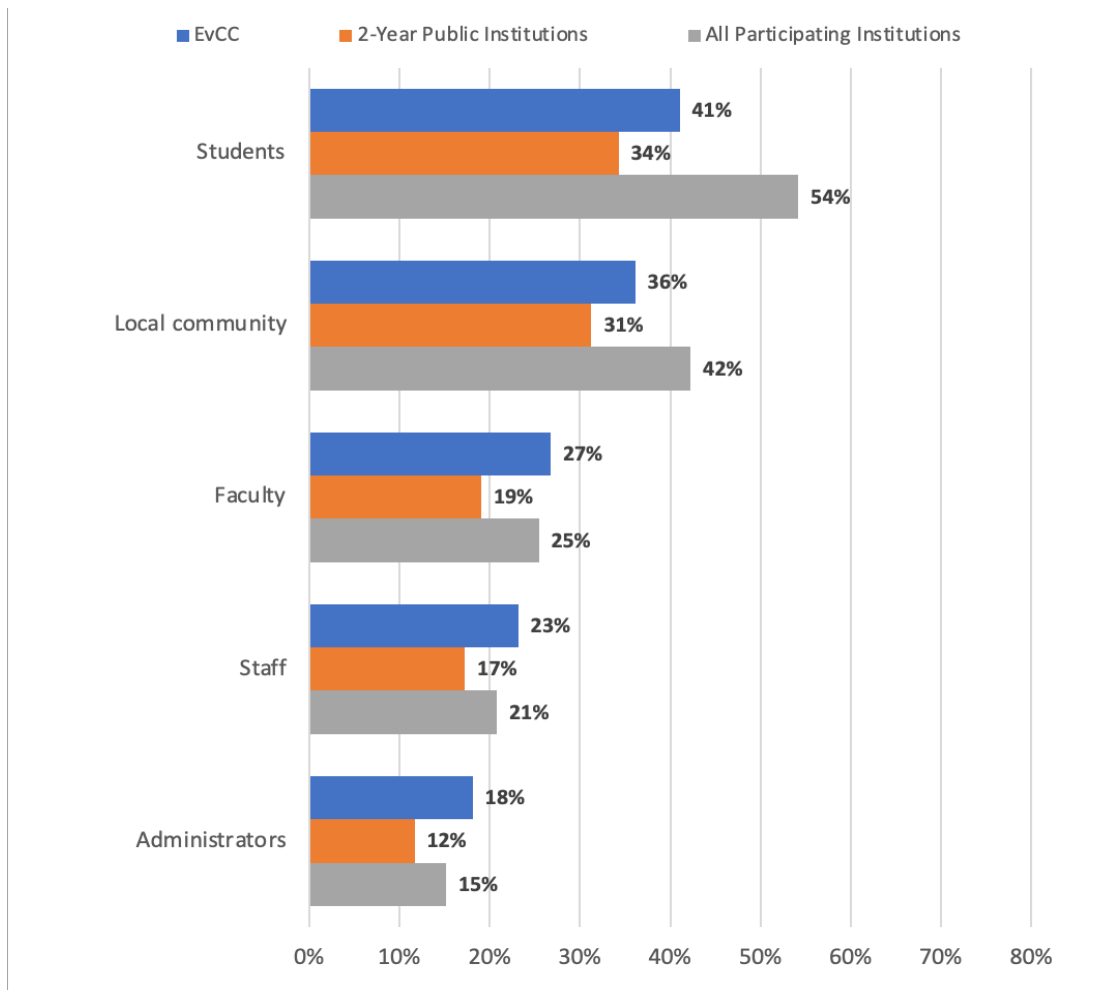
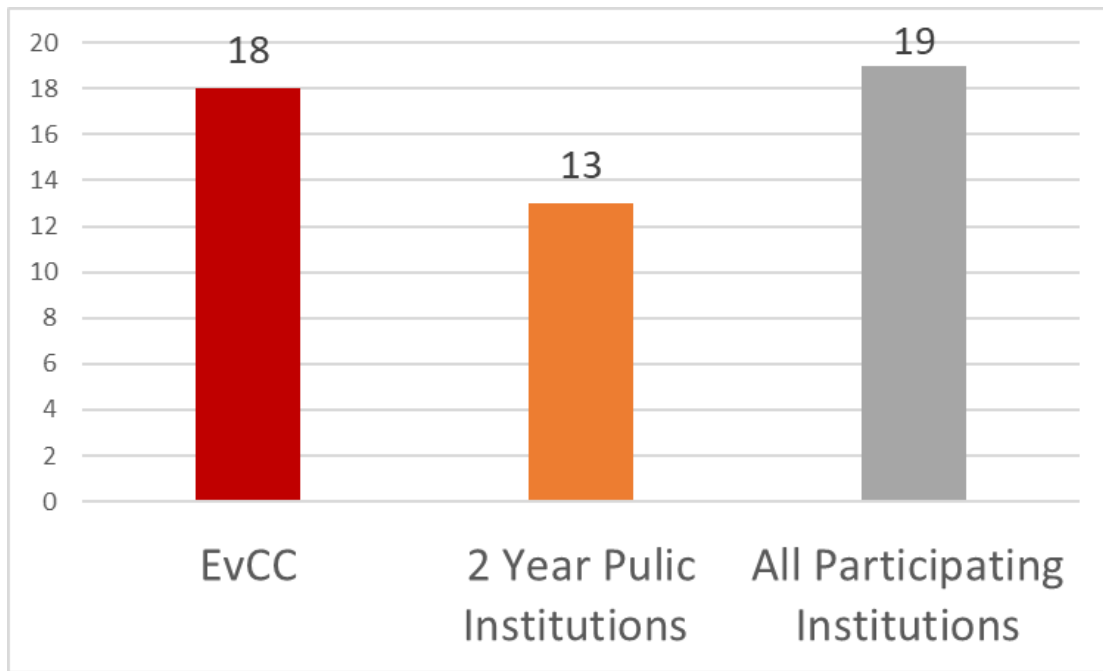


Figure 11 identifies the source of Insensitive or Disparaging Remarks. Again, EvCC is leading in all categories compared to 2-Year Public Institutions with students at 41%, Local Community at 36%, Faculty at 27%, Staff at 23%, and Administrators at 18%.

Experiences with Discrimination and Harassment

Figure 12. % of EvCC respondents who responded Yes to having experienced discrimination or harassment



EvCC stand at 18% of respondents who responded Yes to having experienced discrimination or harassment compared to 13% of the 2-Year Public Institutions that participated in this survey.

Figure 13. % of EvCC respondents who responded Yes to having experienced discrimination or harassment by role

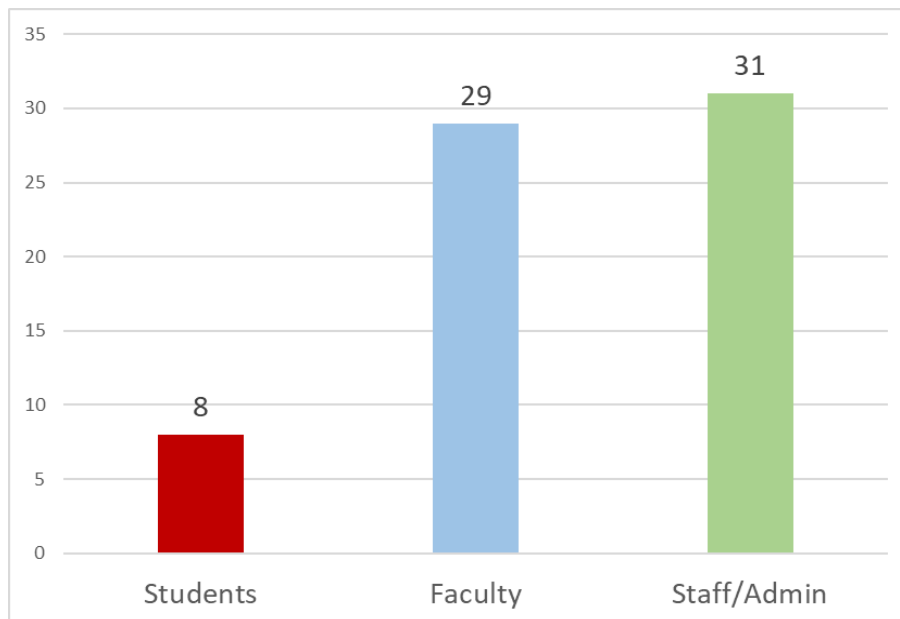


Figure 14. % of EvCC respondents who responded Yes to having experienced discrimination or harassment by race/ethnicity

Of the 18% of respondents who responded yes to having experienced discrimination or harassment 31% were staff and/or administrators, 29% were faculty, and only 8% were students.

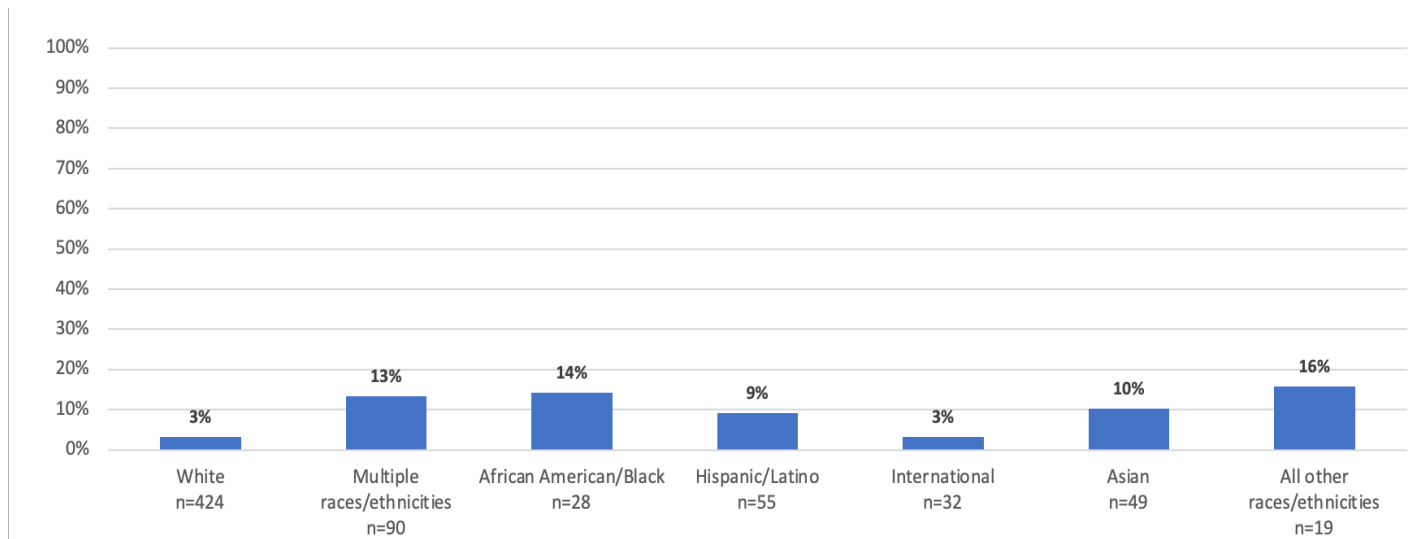
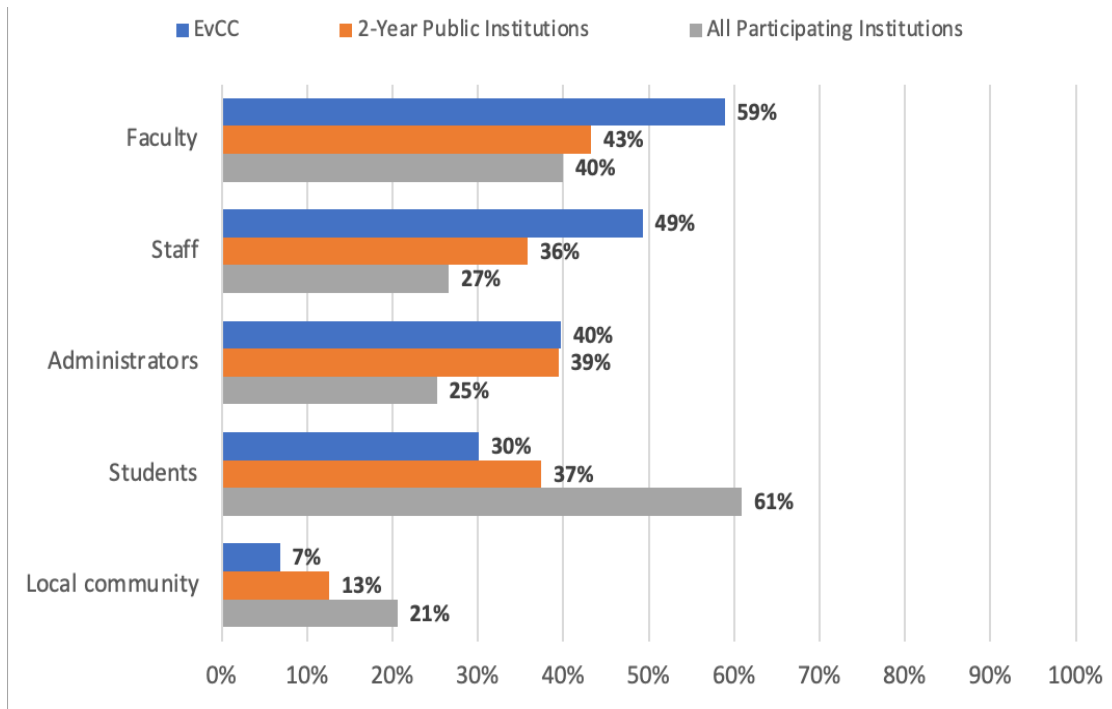


Figure 14 above demonstrates that of the identified race/ethnicities. African American/Black were the most aggrieved respondents at 14% who experienced discrimination/harassments aimed at their racial/ethnic identity followed closely by multiple races/ethnicities at 13%, then Asian at 10%, then Hispanic/Latino at 9%. It's hard to measure the 'all other races/ethnicities' category because of the generalization, noted previously on page 7.

Source of Discrimination or Harassment Experiences

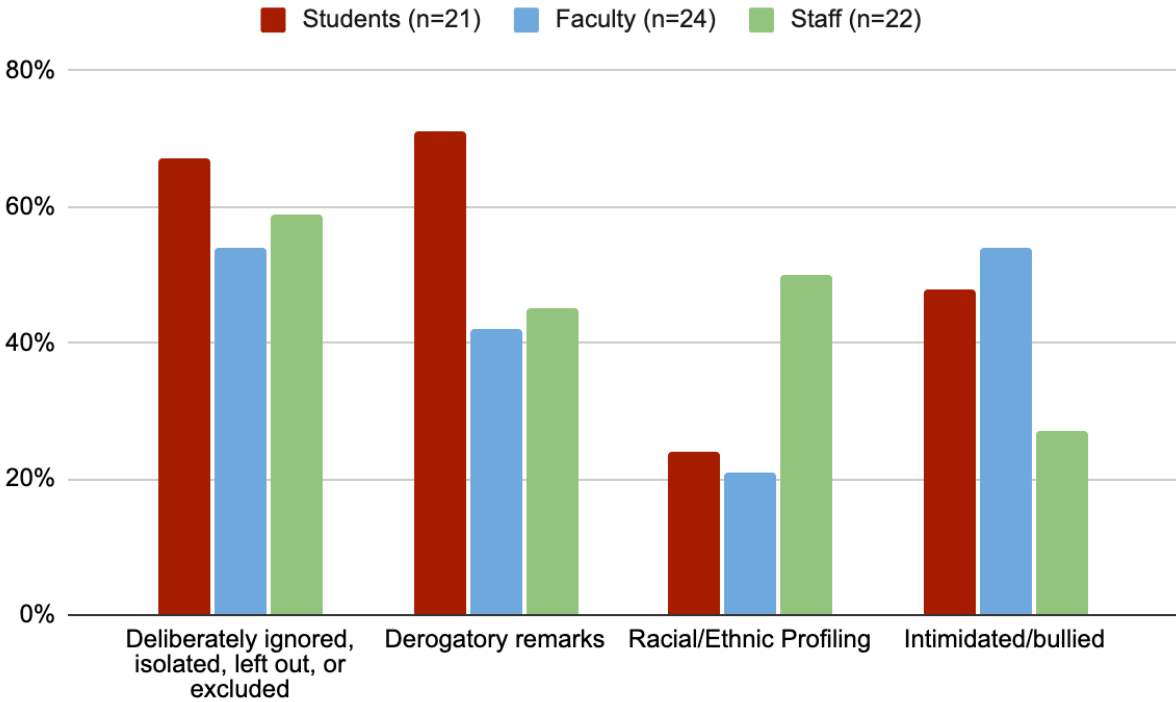
Figure 15. % of Respondents who Identified These groups as the Source(s) of Discrimination or Harassment

Respondents were asked if they experienced discrimination or harassment. If so, they were asked who was the source of those remarks or actions. The chart shows the source as staff and faculty at much higher levels than comparative 2-Year Public Institutions.



EvCC's Faculty was identified to be source of discrimination or harassment at 59% and at a much higher levels than comparative 2-Year Public Institutions at 43%. EvCC's staff was also identified to be source of discrimination or harassment at 49% and at a much higher levels than comparative 2-Year Public Institutions at 36%.

Figure 16. Of those that experienced discrimination or harrasment, this is how they described those experiences.

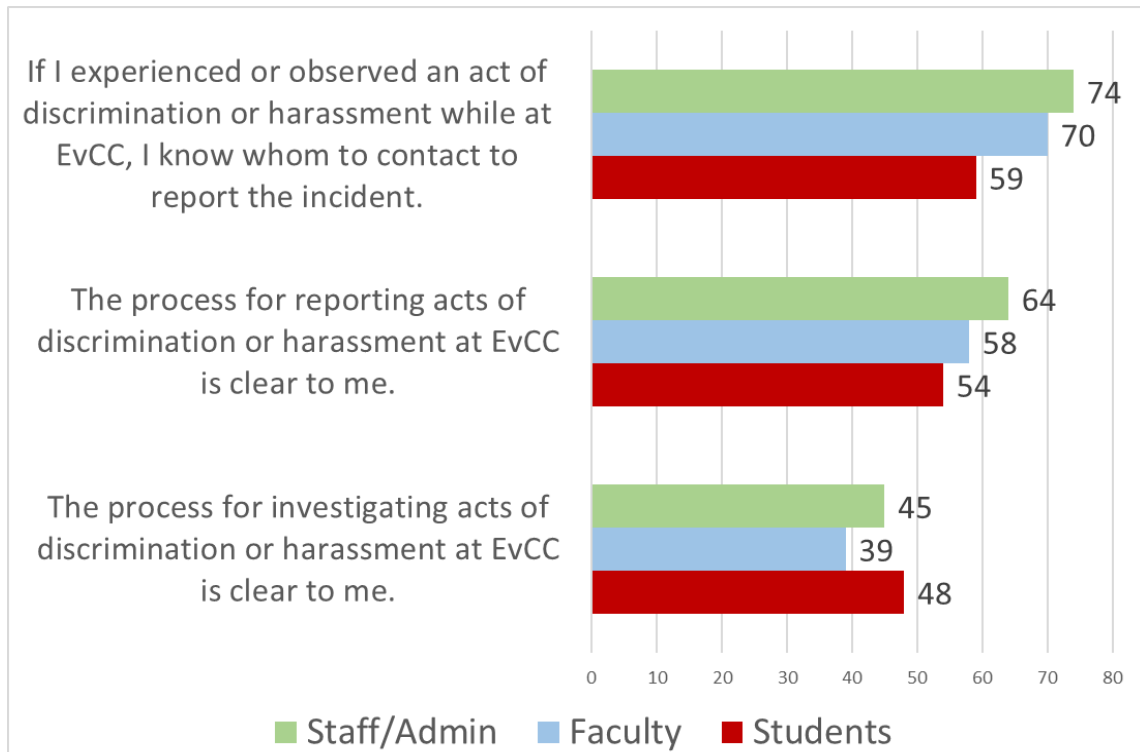


EvCC’s **Students** identified derogatory remarks and deliberately ignored, isolated, left out or excluded as the most aggrieving experiences in discrimination and/or harrasment.

EvCC’s **Faculty** identified intimidation/bullying and deliberately ignored, isolated, left out or excluded as the most aggrieving experiences in discrimination and/or harrasment.

EvCC’s **Staff** identified deliberately ignored, isolated, left out or excluded and racial and ethnic profiling as the most aggrieving experiences in discrimination and/or harrasment.

Figure 17. % by role of EvCC respondents agreeing or strongly agreeing with who or how to report discrimination or harassment.



The reporting mechanism on discrimination or harassment are clear to staff at 74% and faculty at 70% but lower for students at 59%

The process of reporting is clear for staff at 64% and faculty at 58% but not as clear for students at 54%.

The investigation process in discrimination or harassment matters is not clear with faculty at 39%, staff at 45%, and students at 48%.

Institutional Support for Diversity and Equity

Figure 18. Institutional Support for Diversity and Equity by Role Compared to Other Colleges

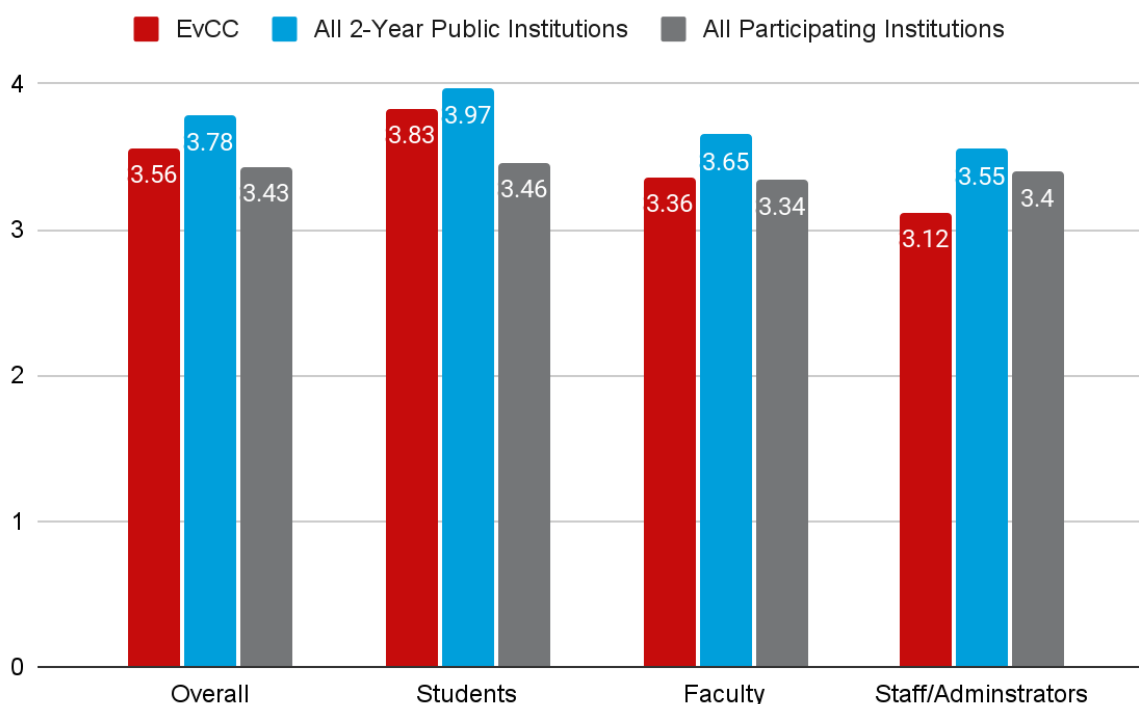


Figure 18 shows the summarized data on Institutional Support for Diversity and Equity, which averages the level of agreement that a person has with each of the following:

- The campus environment is free from tensions related to individual or group differences.
- Recruitment of historically marginalized students, faculty, and staff is an institutional priority.
- Retention of historically marginalized students, faculty, and staff is an institutional priority.
- Senior leadership demonstrates a commitment to diversity and equity on this campus.

Response options:

1=Strongly disagree; 2=Disagree; 3=Neither agree nor disagree; 4=Agree; 5=Strongly agree

In summary, all groups showed a negative difference from All 2-Year Public Institutions. Staff and Administrators showed a medium negative difference from All 2-Year Public and Participating Institutions. Faculty showed no difference in comparison to All Participating Institutions. Students showed the highest sense of institutional support for diversity and equity on EvCC's campus.

The HEDS survey includes four metrics for assessing the institutional support for diversity and equity. Below highlights one specific metric of institutional support: the extent to which respondents believe the campus is "free from tensions *related to individual or group identity.*"

While EvCC fares somewhat better on this metric compared to All Participating Institutions, the campus remains far behind All 2-Year Public Institutions. 47% of respondents at EvCC strongly agree that campus is 'free from tensions related to individual or group identity. This percentage is lagging at 18% compared to 2-Year Public Institutions at 65%.

Figure 19. % of EvCC respondents who strongly agree or generally agree that the campus is "free from tensions related to individual or group identity" compared to other participants

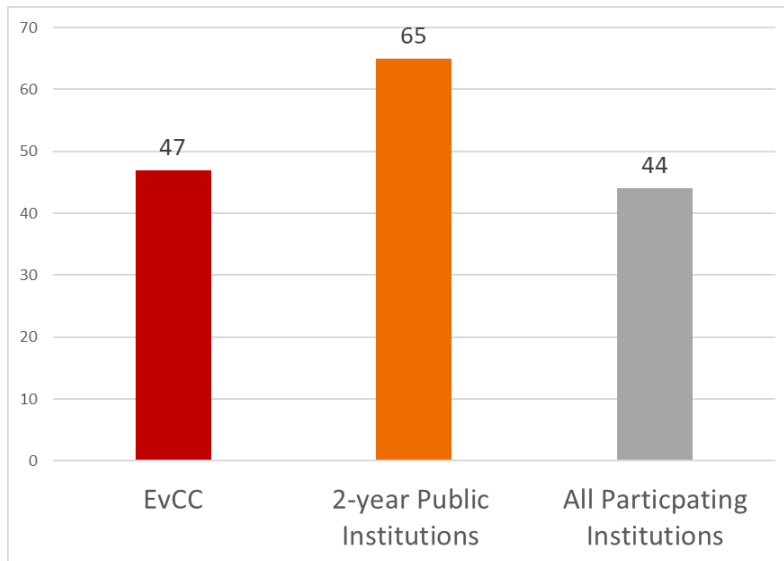
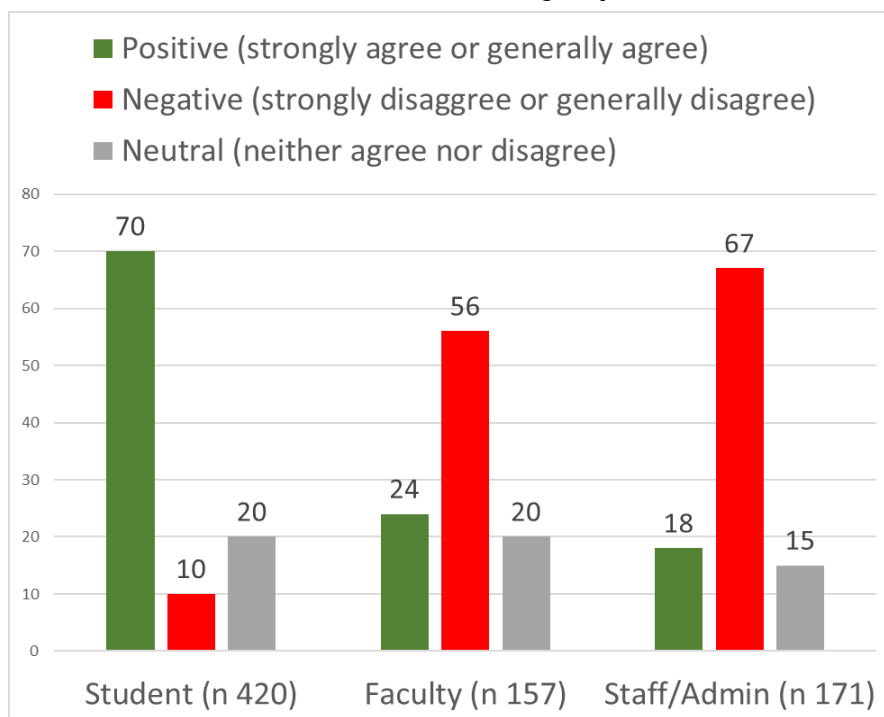


Figure 20. EvCC responses by role to the prompt "The campus environment is free from tensions related to individual or group differences."



The pattern of students and faculty reporting disparate experiences continues with this metric. Of the 420 students surveyed, 70% strongly agree or generally agree that the campus environment is free from tensions related to individual or group differences. The reported perceptions of faculty and staff, however, not only reflect an extremely wide gap when compared to those of students, but also indicate much higher levels of disagreement than on almost any other measure. However, of the 157 faculty, 56% strongly disagreeing or generally disagreeing that the campus environment is free from tensions related to individual or group differences. Of the 171 staff surveyed, 67% strongly disagreeing or generally disagreeing that the campus environment is free from tensions related to individual or group differences. These data are especially concerning given that the question explicitly locates the source of tension in individual or group identity, suggesting that there may be entrenched biases among employees and that such biases inhibit equity work on campus.

Open-Ended Questions

The HEDS survey offered respondents the opportunity to answer the following two open-ended questions about community at EvCC:

1. *"What one word or sentence would you use to describe the sense of community you feel at EvCC?"* [There were 730 responses to this question]
2. *"What one change would you make in order to enhance the sense of community at EvCC?"* [There were 641 responses to this question]

In addition, respondents who answered Yes or Unsure to having experienced discrimination or harassment were given the opportunity to elaborate on their response through the following open-ended questions:

1. *"Please tell us more about why you selected that response."* [There were 59 responses to this question]
2. *"Please provide additional information about their experiences with discrimination or harassment."* [There were 68 responses to this question]

Finally, respondents who said they had experienced discrimination or harassment but did not report it were given an opportunity to explain why they did not report, and 44 respondents chose to do so.

A preliminary analysis of the qualitative survey results revealed again that students had a more positive campus experience than employees, but some tentative high-level themes across all groups were identified. More positive comments highlighted a community with a shared commitment to learning and a culture of support. More negative comments indicated a community polarized along several axes: polarization related to institutional role and power, polarization related to professional identity and polarization related to racial and gender identity. Notably, this polarization was also reflected in disparate attitudes toward the meaning and purpose of equity initiatives on campus.

The qualitative data captured in these responses is complex, substantive and critical to understanding the campus climate for equity at EvCC, particularly among and for employees. That understanding is in turn critical to our success in meeting the objectives of EvCC 2022-2027 Strategic Plan, *Charting a Path Forward to Equity*. Therefore, EvCC will undertake a comprehensive analysis of the data using best practices in qualitative research methods and ensuring that respondents' anonymity is protected. A small team of campus stakeholders will be convened to take on this work and will issue a second climate report based on their analysis by Jan 31, 2022.

Next Steps

The campus climate survey was followed by a series of listening sessions held both virtually and on campus in Fall 2022. A summary of themes and recommendations will be posted on the strategic plan's [campus climate assessment page](#).

The themes that emerged from the 2022 campus climate survey informed the development of Belonging at EvCC, our new professional development program focusing on diversity, equity, inclusion, and antiracism. In 2022-2023, all new employees will be registered for the training. It will be assessed and revised in an iterative process each year to reflect the needs of our community, and will expand beyond new employees in its second year.

Visit EverettCC.edu/StrategicPlan for more information.