Summary of Macalester College's Current Sources of Campus Climate Data   October 3, 2023
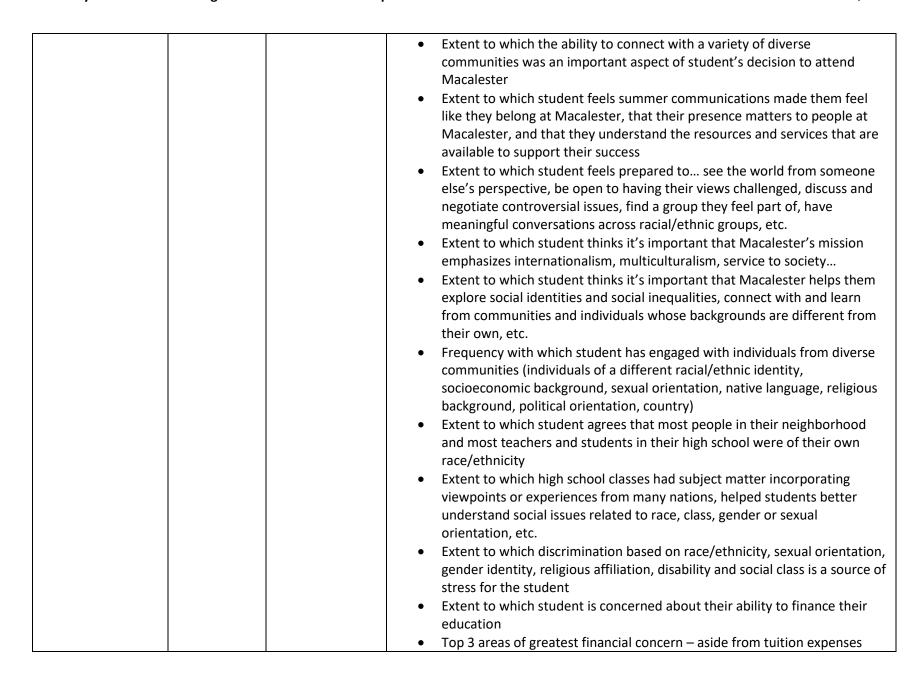
The table below provides an overview, as of Fall 2023, of the multiple sources Macalester College can draw from when analyzing the campus climate in terms of its diversity, equity and inclusion. The Office of Institutional Research & Assessment houses all datasets listed below. Datasets listed are limited to studies conducted within the past four years. Some of the studies were administered by third parties.

Data sources summarized in this document (ordered from most recent to least recent):

Name of Study	Respondents	When Conducted	Source summary + Topics/questions relevant to campus climate
Mac First-Year Survey 2023	Students (n=486)	Summer 2023 (and each prior summer)	*Annual survey administered by Macalester to incoming first-year students about their pre-Macalester experiences, their perceptions of a successful Macalester experience, and their concerns about their upcoming Macalester experience.* Topics/questions relevant to campus climate: • Extent to which student thinks growing, meeting people from different backgrounds and encountering new experiences are important aspects of a successful Macalester experience • Extent to which student thinks making an impact in the community and engaging communities on and off campus are important aspects of a successful Macalester experience • Extent to which student thinks building relationships/connections and finding community/support on campus are important aspects of a successful Macalester experience

			- Extent to which the ability to connect with a variety of diverse communities was an important aspect of student's decision to attend Macalester - Extent to which student feels summer communications made them feel like they belong at Macalester, that their presence matters to people at Macalester, and that they understand the resources and services that are available to support their success - Extent to which student feels prepared to… see the world from someone else's perspective, be open to having their views challenged, discuss and negotiate controversial issues, find a group they feel part of, have meaningful conversations across racial/ethnic groups, etc. - Extent to which student thinks it's important that Macalester's mission emphasizes internationalism, multiculturalism, service to society… - Extent to which student thinks it's important that Macalester helps them explore social identities and social inequalities, connect with and learn from communities and individuals whose backgrounds are different from their own, etc. - Frequency with which student has engaged with individuals from diverse communities (individuals of a different racial/ethnic identity, socioeconomic background, sexual orientation, native language, religious background, political orientation, country) - Extent to which student agrees that most people in their neighborhood and most teachers and students in their high school were of their own race/ethnicity - Extent to which high school classes had subject matter incorporating viewpoints or experiences from many nations, helped students better understand social issues related to race, class, gender or sexual orientation, etc. - Extent to which discrimination based on race/ethnicity, sexual orientation, gender identity, religious affiliation, disability and social class is a source of stress for the student - Extent to which student is concerned about their ability to finance their education - Top 3 areas of greatest financial concern – aside from tuition expenses

			• Expectations for borrowing over the next 4 years • Confidence in ability to manage debt • Extent to which working for social and political change, giving back to the community, helping to promote racial equality, improving understanding of other countries and cultures etc. are important to the student
Mac Four-Year Out Survey 2023	Alumni (n=215)	Spring 2023 (and each prior spring)	*Annual survey administered by Macalester to alumni 4 years after graduation, asking about their experiences during and after their time at Macalester. The 2023 survey included a module about Macalester's US Identities and Differences requirement.* Topics/questions relevant to campus climate: • Extent to which alum thinks it's important to understand the historical origins and contemporary implications of social identities and differences • Extent to which alum thinks their experiences at Mac contributed to their understanding of the historical origins and contemporary implications of social identities and differences • Specific experiences on campus (in and out of the classroom) that alumni felt contributed to their understanding of social identities and differences (e.g., USID courses, discussions with students, discussions with faculty, engagement with the Community Engagement Center, Engagement with the Department of Multicultural Life….) • In what current contexts the alum draws upon their Macalester learning of social identities and differences (e.g., at work, in their post-Mac education) • Whether alum feels Mac could have done something to improve the environment for learning about social identities and differences • Whether alum feels there is something they're encountering now related to social identities and differences they wish Mac had better prepared them for • Extent to which alum feels their USID course contributed to their understanding of social identities and differences • Extent to which alum feels its important to have a USID requirement
National Survey of Student	Students (n=232)	Spring 2023 (every 3 years)	*National survey of student activity and opinions among first-years and seniors conducted every 3 years by Indiana University and partly funded by Pew; over*

Engagement (NSSE) 2023			*1,700 participating institutions (about 500 in any given year). <u>The 2023 survey included a topical module on inclusiveness and engagement with cultural diversity</u>.*
			Topics/questions relevant to campus climate:
			• How often student included diverse perspectives in course discussions or assignments
			• How often student tried to better understand someone else's views by imagining how an issue looks from their perspective
			• How often student had discussions with people from a different background (race/ethnicity, economic background, religion, political orientation, sexual orientation, country) than their own
			• How much the institution encourages contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
			• How much the institution has contributed to the student's knowledge, skills, and personal development in understanding people of other backgrounds
			<u>Topical module questions on inclusiveness and engagement with cultural diversity</u>:
			• Extent to which student's coursework has emphasized developing the skills necessary to work effectively with people from various backgrounds, recognizing one's own cultural norms and biases, discussing issues of equity and privilege, etc.
			• Extent to which institution emphasizes demonstrating a commitment to diversity, providing students with resources needed for success in a multicultural world, ensuring students aren't stigmatized due to social identity, providing info about anti-discrimination and harassment policies, taking allegations of discrimination/harassment seriously, helping students develop skills to confront discrimination/harassment, etc.
			• Extent to which institution provides a supportive environment for diversity (racial/ethnic, gender, economic background, political affiliation, religious affiliation, sexual affiliation, disability status, citizenship/immigration status)
			• How often student has attended events, activities or presentation that reflect appreciation for diverse groups of people, participated in activities of centers related to specific groups, participated in a diversity-related

			club or organization, participated in a demonstration for diversity-related cause, reflected on own cultural identity
Healthy Minds Study (HMS) 2022	Students (n=600)	Fall 2022	*National survey about mental health and related issues in college student populations used to identify needs and priorities, benchmark against peer institutions, evaluate programs and policies, plan for services and programs, and advocate for resources. Administered to roughly 530 colleges and universities over the past 15 years by the Healthy Minds Network (HMN), whose PIs are based at UCLA, UMich, Wayne State, and Boston U. At Macalester, this survey is facilitated by the Hamre Center.* Topics/questions relevant to campus climate: • Extent to which students see themselves as part of the campus community • Whether student participates in gender/sexuality organization, religious organization, or cultural/racial organization on campus • Whether student has been treated unfairly at school in the past 12 months because of race/ethnicity, cultural background, gender, or sexual orientation • Extent to which student believes their school actively works towards combatting racism within the campus community • Extent to which student – due to past racially discriminatory acts – has trouble relaxing, feels embarrassment, feels isolated/set apart from others, feels the world is an unsafe place, has nightmares about past experiences or thinks about it when they don't want to, becomes easily annoyed or irritable, fears social situations that impair daily functioning • Extent to which student has been satisfied with mental health care provider's respect and consideration for their cultural background • Whether financial factors resulted in student receiving fewer mental health services than they would have otherwise received • Whether student witnessed someone at risk of being sexually assaulted, someone using hurtful language (e.g., bullying, sexist, racist or homophobic comments) – and whether student intervened • Extent to which student agrees they have been exposed to diverse opinions, cultures, and values

			• Whether student has experienced emotional or physical abuse and by whom • Extent to which student thinks their professors believe in their ability to success academically • Extent to which student feels they have found one or more communities where they belong on campus • Extent to which student has considered leaving school because they felt isolated or unwelcomed • Extent to which student would still choose to enroll at this school if they could make the choice over again

National Assessment of Collegiate Campus Climates (NACCC) for Staff, *aka the LACRELA Staff Survey 2022*	Staff (n=276)	Spring 2022	*Survey of staff members' experiences with race and racism on their campuses conducted by the University of Southern California (USC) Race and Equity Center, administered at LACRELA member campuses (about 65 institutions nationally).*
			
			Topics/questions relevant to campus climate:
			• Workplace mattering
			   o Extent to which employee feels they matter at the institution (and to particular groups on campus)
			   o Extent to which employee feels comfortable with particular activities at work (e.g., speaking out in situations that seem unfair, sharing their culture with others)
			   o Extent to which employee feels welcome, included and safe
			   o Extent to which employee has experienced certain situations (e.g., having professional judgment questioned, being interrupted/spoken over, being excluded from work social events, getting comments on hair/clothing/appearance)
			   o Extent to which employee feels their perspective is valued in the decision-making process in the workplace
			• Racial learning and literacy
			   o Level of engagement in race or racism-related discussion at work and in other venues
			   o Perception of race-related problems in society

				- How often employee has had conversations about racial inequality and injustice with various people on campus (e.g., staff of color, White staff, students of color…etc.) - Level of knowledge about how institution defines and responds to racism, where to find resources, how to report an incident, how to recognize and confront racism, how to reduce biases, and how to recruit and retain diversity - Extent to which employee has received DEI training at institution - Satisfaction with DEI training from institution (overall and specific aspects) - Encounters with racial stress - Whether employee has experienced specific types of racial microaggressions or racist incidents (e.g., being viewed as naturally less able than others because of race, not speaking out about topics related to race for fear of negative reactions, being asked to represent the views and/or experiences of your entire race in meetings, being mistaken for someone else of the same race, overhearing negative comments about your racial/ethnic group or people of your same race/ethnicity….) - How often employee has personally experienced racism and personally witnessed racism - Sources of racism on campus - Perceptions of the reporting process on campus (how seriously incidents are taken, how fairly officials would investigate) - Workplace equity - How often employee has experienced discrimination on campus based on race/ethnicity, national origin, gender, sexual orientation, age, disability, and religious affiliation - Extent to which employee agrees they have received equal opportunities for advancement, leadership/career growth, support from supervisor, support from colleagues, etc. - Extent to which employee agrees that policies for promotion are accessible and understood, that they receive feedback that helps

| | | | in the promotion process, and that promotions are given fairly based on performance
• Appraisals of institutional commitment
    ○ Extent to which senior leadership, staff, faculty and students are racially diverse
    ○ How committed employee believes the institution is to racial diversity among leadership, staff, faculty and students; retaining staff, faculty and students of color; sponsoring activities about racial equity, diversity and inclusion; and removing racially offensive objects/structures
    ○ Extent to which employee thinks procedures for investigating workplace racism are transparent
    ○ Extent to which employee thinks campus leaders are effective in dealing with workplace racism
    ○ Extent to which employee is confident that institution has a long-term commitment to racial equity, diversity and inclusion in the workplace
• Impact of external environments
    ○ Extent to which employee feels safe, welcome and included in the neighborhood surrounding campus
    ○ Whether campus leaders have addressed racial issues going on beyond campus
    ○ Extent to which racial tension has increased due to racial issues going on beyond campus
    ○ How often employee has experienced racism in local area, on school-affiliated social media, and from local police |
| HEDS Student Success Focus Groups 2022 | Students (n=44) | Spring 2022 | *Ten 1-hour focus group discussions about students' goals and experiences, conducted on site by the HEDS (Higher Education Data Sharing) Consortium with purposively chosen groups of Macalester students, each group representing a particular identity on campus (e.g., students with disabilities, domestic Black students, varsity athletes). Transcripts are not available, but there is a summary document written by the HEDS Consortium Director and Associate Director.*

Topics/questions relevant to campus climate: |

			• What experiences in college have helped students move towards their vision of success • What experiences in college have slowed students' progress towards success • If the student has considered leaving school, what led them to think about leaving and why did they stay

HEDS Diversity and Equity Campus Climate Survey of Faculty & Staff 2022	Faculty and Staff (n=690; 253 faculty and 437 staff)	Spring 2022	*Survey developed by HEDS (in partnership with Columbia University and the University of Wisconsin) to assess university employees' experiences of campus climate for diversity and equity, and experiences of discrimination and harassment. Administered nationally at HEDS member campuses.*
			
			Topics/questions relevant to campus climate:
			• Commitment to DEI
			   o How employees would describe the sense of community on campus
			   o How much employees agree that they are committed to addressing DEI challenges facing faculty and staff
			   o How much employees agree that diversity improves experiences and interactions within the classroom, workplace, and overall community
			   o How much employees agree that creating an equitable and inclusive campus is directly related to their work
			   o Personal commitment to addressing DEI challenges vs. perception of colleagues' commitment to addressing DEI challenges
			• Overall ratings of campus climate
			   o Employees' overall satisfaction with campus climate
			   o Employees' sense of belonging or community on campus
			   o Level of agreement with the idea that all community members experience a sense of belonging or community on campus
			   o Perception of tension on campus related to individual and group differences
			   o Extent to which employee has considered leaving because of campus climate
			• Engagement across difference

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- o Frequency of interactions with people who hold different social identities (11 different social identities asked about)
- o Level of comfort interacting with people who hold different social identities (11 different social identities asked about)
- o How often employees have heard someone make an insensitive of disparaging remark about people of different social identities (11 different social identities asked about)
- o Source of insensitive or disparaging remarks
- • Experiences of discrimination/harassment and workplace inequality
  - o How often employee has experienced discrimination or harassment for their social identity (10 different social identities asked about)
  - o Whether employee made a report of discrimination or harassment to campus officials
  - o Extent to which employee feels they have to work harder to be recognized
- • Institutional commitment to DEI
  - o Extent to which employee agrees senior leadership demonstrates a commitment to diversity and equity on campus
  - o Extent to which employee agrees recruitment of historically marginalized students, faculty and staff is an institutional priority
  - o Extent to which employee agrees retention of historically marginalized students, faculty and staff is an institutional priority
  - o What employees believe the campus should focus on to create an equitable work environment
  - o Changes employees believe the campus should make to enhance the sense of community

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<td>National Assessment of Collegiate Campus Climates (NACCC) for Students, *aka the LACRELA*</td>
<td>Students (n=957)</td>
<td>Fall 2021</td>
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Survey of students' experiences with race and racism on their campuses conducted by the University of Southern California (USC) Race and Equity Center, administered at LACRELA member campuses (about 65 institutions nationally).

Topics/questions relevant to campus climate:
- • Cross-racial engagement and learning

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Student Survey 2021				- Where on campus the student has learned about race, and who helps the student learn about race - Whether White students have participated in particular activities (e.g., sports, student clubs) with students of color and vice-versa - How often White students report having conversations about race-related topics with students of color and vice-versa - The extent to which students believe their class discussion topics, authors assigned and students in their classes reflect racial diversity - How well students feel the institution is preparing them for interacting with individuals of other races, working in racially diverse settings, sending their children to racially diverse school and living in racially diverse neighborhoods - How racially segregated students think the environment is on campus • Mattering and affirmation on campus - The extent to which students feel they matter in various environments on campus - How often students have experienced welcoming, affirming and supportive behaviors from White faculty vs. faculty of color • Racial stress off and on campus - How racist the student thinks the overall environment is on campus - How often the student has personally experienced racism in various environments (e.g., social events, classes) on campus - Whether the student has experienced or heard about overtly racism behavior occurring on campus - Whether the student has personally experienced various forms of microaggressions in class (e.g., asked to represent views of one's race) or on campus (e.g., hearing jokes related to race) - Whether the overall racial environment on campus has resulted in any negative consequences (e.g., feeling frustrated, decline in academic performance)

			o The extent to which students feel included, welcome and safe both on campus and off campus
			• Institutional commitment to DEI
			   o How racially diverse student feels the institution is
			   o How committed the institution is to racial diversity (for faculty, staff and students), sponsoring activities about racial diversity, graduating students of color, and removing racially offensive objects/structures
			   o How quickly, transparently and effectively the institution deals with on-campus racism and racist incidents

National College Health Assessment (NCHA) 2021	Students (n=514)	Spring 2021 (every 2-3 years at Mac; coming again in 2024)	*National survey of college student health and wellness conducted continuously by the American College Health Association (ACHA); over 1,000 institutions have participated since the first iteration of the survey in 2000.* Topics/questions relevant to campus climate: • Extent to which student feels they belong at the college • Extent to which student feels student health and well-being are prioritized on campus • Extent to which student feels campus climate encourages free and open discussion about students' health and well-being • Extent to which student agrees that "we are a campus where we look out for each other" • Students' level of involvement in activities / use of leisure time • Whether student experienced a microaggression, sexual harassment or discrimination in the last 12 months, and if so, whether that caused distress, impacted their academic performance in a class or delayed their progress toward a degree • Extent to which student feels disrespected, left out and isolated
National Survey of Student Engagement (NSSE) 2020	Students (n=300)	Spring 2020 (every 3 years)	*National survey of student activity and opinions among first-years and seniors conducted every 3 years by Indiana University and partly funded by Pew; over 1,700 participating institutions (about 500 in any given year).* Topics/questions relevant to campus climate:

			• How often student included diverse perspectives in course discussions or assignments • How often student tried to better understand someone else's views by imagining how an issue looks from their perspective • How often student had discussions with people from a race/ethnicity, religion, and political orientation other than their own • How much the institution encourages contact among students from different backgrounds (social, racial/ethnic, religious, etc.) • How much the institution has contributed to the student's knowledge, skills, and personal development in understanding people of other backgrounds