Fall 2022 Student Experience Survey Results

Prepared by IE and presented to Academic Senate

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Survey Design

- Administered in November 2022 & closed on December 9th.

- Five main areas:
  1. General Campus Environment
  2. Student Services
  3. Programs
  4. Classroom
  5. Student Life
  - Four Open ended questions

- Participation was incentivized by drawing for donated items

- Response rate was higher (19%) than the last survey administration (11%).

Student Survey Demography

	Survey Respondents	College Population
Total	4,421	23,867
American Indian	0.3%	0.2%
Asian	11%	10%
Black/African American	14%	13%
Latinx	50%	55%
Multi-Ethnic	8%	7%
Pacific Islander	0.8%	0.7%
Other/Unknown	0.9%	0.8%
White	15%	13%
Female	64%	56%
Male	33%	42%
Other/Unknown	3%	3%

Response Rate: 19%

In general, the results representatively reflect student's racial/ethnic identities in the overall population.

There were more responses from women than men, relative to the population sizes.

General Campus Environment: Navigating Spaces

Students felt more comfortable in person than in Fall 2021. This is probably generally true as society continues to re-adjust to the impact of the pandemic.

	Felt Comfortable in Online Spaces	Felt Comfortable in In-person Spaces
Fall 2021	88%	72%
Fall 2022	87%	83%

Students with disabilities continue to be less comfortable with online spaces than those without disabilities.

Felt Comfortable in Online Spaces	Students w/ Disabilities	Students w/out Disabilities
Fall 2021	80%	89%
Fall 2022	81%	88%

Black students continue to feel less comfortable in in-person spaces than their peers, but the gap has closed from 15% to 8% between Fall 21 and 22. More should be considered for how to help Black students feel more comfortable in person.

Felt Comfortable in In-person Spaces	Asian	Black/AA	Latinx	White
Fall 2021	71%	60%	74%	75%
Fall 2022	82%	78%	86%	82%

Compared to male students, female students continue to feel less comfortable in physical spaces (male: 87% and female: 82%) and more comfortable in online spaces (male: 85% and female: 89%).

	Physical: Female	Physical: Male	Online: Female	Online: Male
Fall 2021	70%	76%	90%	84%
Fall 2022	82%	87%	89%	85%

General Campus Environment: Welcoming

The same proportion of students (roughly 3 in every 20 students) considered leaving due to feelings of isolation as last year.

	Considered leaving LBCC due to feelings of isolation
Fall 2021	14%
Fall 2022	14%

Students with disabilities continue to be more likely to consider leaving due to feelings of isolation, although this proportion has decreased in Fall 22.

	Students w/ Disabilities	Students w/out Disabilities
Fall 2021	23%	12%
Fall 2022	19%	13%

Black students continue to be more likely to consider leaving due to feelings of isolation, but the gap has closed from 10% to 4% between Fall 21 and 22. More should be considered for how to help Black students feel more welcome at LBCC.

	Asian	Black/AA	Latinx	White
Fall 2021	16%	21%	12%	11%
Fall 2022	15%	17%	13%	13%

Black males are more likely to consider leaving due to feelings of isolation than their female counterparts, but this gap has decreased by 20 percentage points in Fall 22.

	Black Males	Black Females
Fall 2021	40%	15%
Fall 2022	20%	15%

General Campus Environment: Value

The same proportion of students (roughly 1 in every 4 students) feel they need to work harder than others as last year.

	I feel I have to work harder than others to be valued at LBCC.
Fall 2021	26%
Fall 2022	24%

Male students continue to feel they need to work harder than female students. Gaps have stayed the same between Fall 21 and 22.

	Male	Female
Fall 2021	30%	23%
Fall 2022	29%	21%

BIPOC students continue to feel they need to work harder than White students. Gaps have stayed the same between Fall 21 and 22.

	BIPOC	White
Fall 2021	27%	18%
Fall 2022	25%	18%

Asian and Black males continue to feel they need to work harder than their female counterparts, but the gap has closed dramatically for Black male students from 29% to 9% between Fall 21 and 22.

	Asian Male	Asian Female	Black Male	Black Female
Fall 2021	36%	27%	50%	21%
Fall 2022	40%	33%	33%	24%

General Campus Environment: Insensitive Remarks

Students were asked: At LBCC, how often have you heard or witnessed insensitive remarks or behaviors made by:

	Administrators		Faculty		Staff		Students	
	Fall 2021	Fall 2022	Fall 2021	Fall 2022	Fall 2021	Fall 2022	Fall 2021	Fall 2022
Asian	22%	21%	34%	30%	23%	25%	46%	47%
Black/African American	10%	15%	24%	27%	19%	20%	40%	35%
Latinx	13%	15%	23%	23%	15%	18%	37%	39%
White	7%	13%	20%	28%	14%	18%	38%	46%
Total	14%	15%	25%	26%	17%	19%	40%	40%

- For the past two Fall terms, students are most likely to hear insensitive remarks from other students.
- Asian students reported the highest experience with insensitive remarks across all college groups.

Summary of Results So Far

- Black and Female students feel less comfortable in physical spaces.
- Students with disabilities feel less comfortable in online spaces.

- BIPOC students feel they have to work harder to be valued.
- Male students, particularly Black and Asian male students, feel they have to work harder to be valued.

- Black male students are more likely to leave because they feel unwelcome and isolated.
- Students with disabilities are more likely to leave because they feel unwelcome and isolated.

- Students hear insensitive remarks from other students, but also from College employees.
- Asian students experience more insensitive remarks than other student groups.

General Campus Environment Sense of Belonging at LBCC

What one word or sentence would you use to describe the sense of belonging you feel at LBCC?

Student Life: Barriers to Persistence

F22	F21	Students Top Self-Reported Barriers to Persistence
57%	56%	Cost of college
56%	59%	Courses not being offered at times that are convenient
56%	57%	Cost of living
52%	60%	Difficulty balancing school with the needs of family
45%	47%	Time it takes to complete college
40%	42%	Difficulty balancing school with health or disability needs
39%	39%	Fear of failure
37%	45%	Difficulty adjusting after having been out of school for a while
33%	41%	Not having someone at LBCC to help connect me to resources

Costs of living combined with costs of college continue to be one of the main self-reported barriers to persistence for students. Two out of every 5 students attribute fear of failure as a barrier to persistence. Fewer students identified the difficulty of balancing school with family needs, difficulty adjusting after having been out of school, and difficulty finding someone at LBCC to help them connect with resources as barriers in Fall 22 compared with Fall 21.

Student Life: Basic Needs

Students sometimes and/or often don't have their food-needs met:

- **42%** (2/5) reported skipping meals while on campus because they didn't have money

- **33%** (1/3) reported being hungry but not going to the Viking Vault because they didn't know about it

- **26%** (1/4) reported being hungry but not going to the Viking Vault because they feel embarrassed

- These questions were added to the survey for Fall 22 based on thoughtful feedback from our Classified Professionals.

Student Support Services Results Overview

The 7 most utilized services were:

F22	F21	
82% (2,412)	75% (378)	Admissions & Records
74% (2,168)	73% (433)	Counseling
60% (1,760)	60% (323)	Financial Aid
53% (1,546)	29% (170)	Computer Labs/study spaces
52% (1,527)	39% (214)	Library
51% (1,507)	16% (88)	Cashier's Office
35% (1,030)	17% (137)	Registration Assistance
34% (994)	16% (89)	Career Center

- As in Fall 21, A&R, Counseling, and Financial Aid were in the top most utilized services. Although the numbers are much higher this year.

- Shifting to a more in-person campus increased utilization of computer labs, library, cashier's office, registration assistance, and the career center.

Student Support Services Results Overview

Feelings of Mattering

The 5 service and program areas with the highest and lowest responses to mattering (I mostly matter + I strongly matter) are:

Top 5

100% (17) Puente
92% (341) EOPS
92% (493) Tutoring Center
92% (12) Phoenix Scholars
91% (422) Multidisciplinary Center
91% (235) Student Disabled Services
91% (141) CalWORKs

Bottom 5

82% (127) Child Development Center
82% (108) Student Clubs
81% (1,554) Admissions & Records
81% (72) Associated Student Body (ASB)
79% (114) Dream Center
76% (94) International Student Services

The highest sense of mattering in Fall 21 was 64%, so the lowest this year is higher than last year's highest.

Student Support Services Results Overview

Why did sense of mattering change so much?

- The question responses were restructured from Fall 21 to Fall 22. In Fall 22, a 5 point agreement scale replaced a binary Y/N response to the question on mattering. The question was rephrased accordingly. Research on likert scales demonstrates that a binary response choice can lead to more negative outcomes than a 5-point scale which allows for both intensity (strongly vs moderate agreement) and a neutral point.

- The pandemic brought anxiety, stress, and a disruption in people's lives and increased mental health issues. These may have played an indirect role in how students felt regarding feelings of mattering. Additionally, staff may have been negatively affected by these disruptions which could have manifested in how they delivered services to students.

- Finally, Fall 21 data was shared through Annual Planning & Program Review, so many areas may have worked to respond to these data and create better experiences for students.

Summary of Results So Far

- Students continue to report the same barriers to persistence which focus on costs and work/life balance.

- Two out of every 5 students reported skipping meals due to costs. Some students are unaware of the Viking Vault while others feel embarrassed.

- Feelings of mattering in services and programs offered by Student Services have increased a lot over last year. This is due to multiple factors, but is overall good news for our students.

Classroom

The survey asked students questions about their classroom experience that included feelings of mattering and value, interactions with faculty, and classroom experiences.

Mirroring the framework in National Assessment of Collegiate Campus Climates (NACCC) Student survey, students were posed questions about their experiences based on their perception of faculty's gender and racial identities as well.

Classroom: Feelings of Mattering Regarding White Faculty and Faculty of Color

	In Person				Online			
	Fall 2022		Fall 2021		Fall 2022		Fall 2021	
	White Faculty	Faculty of Color	White Faculty	Faculty of Color	White Faculty	Faculty of Color	White Faculty	Faculty of Color
Asian	68%	75%	44%	49%	68%	70%	54%	56%
Black/AA	70%	79%	71%	77%	70%	79%	77%	82%
Latinx	78%	83%	77%	82%	77%	81%	79%	85%
White	83%	79%	88%	84%	79%	77%	85%	84%

All students, except for White students, expressed a higher sense of mattering in classes with Faculty of Color.

For Black students, the gap in feelings of mattering with courses taught by White faculty versus Faculty of Color widened from 5-6% to 9% in Fall 22.

Classroom: Feelings of Mattering Regarding Male and Female Faculty

	In Person				Online			
	Fall 2022		Fall 2021		Fall 2022		Fall 2021	
	Female Faculty	Male Faculty	Female Faculty	Male Faculty	Female Faculty	Male Faculty	Female Faculty	Male Faculty
Asian	77%	70%	53%	44%	71%	69%	63%	50%
Black/AA	78%	71%	84%	78%	78%	74%	86%	80%
Latinx	84%	79%	80%	78%	82%	78%	84%	80%
White	82%	82%	84%	84%	79%	77%	86%	84%

All students, expressed a higher sense of mattering in classes with Female faculty.

For Asian students, the gap in feelings of mattering with online courses taught by Male faculty versus Female faculty closed from 13% to 2% in Fall 22.

Classroom Faculty Interaction

Next, students were asked to reflect on a list of interaction experiences they had with their faculty (the question included differentiating responses by White Faculty, Faculty of Color, Female Faculty, and Male Faculty).

1.   Welcoming facial expressions and/or words

2.   Knowing my name

3.   Welcoming syllabus

4.   A syllabus that makes it clear to me what I will need to do in the course

5.   A clear understanding of what assignments will be required during the course

6.   A clear understanding of how assignments and exams will be graded and contribute to a final grade

7.   Regular and responsive communication

8.   Helpful feedback on assignments and homework

9.   Timely feedback on assignments and exams so that I can evaluate my progress in the course

10.   Talking about academic matters inside of class

11.   Talking about non-academic matter outside of class

12.   Concern for my feelings or experiences

13.   Support for my contributions to class discussions

14.   Willingness to answer questions about class progress

15.   Ability to provide me with academic support/resources

16.   Openness to diverse student opinions

17.   Inclusion of diverse perspectives in class presentation, assignments, and discussions

18.   Encourage engagement in campus activities

19.   Provide information about scholarships

Classroom
Faculty Interaction

Did Faculty express:	Student Group	Fall 22		Fall 21	
		BIPOC Faculty vs White Faculty		BIPOC Faculty vs White Faculty	
Concern for my feelings or experiences	BIPOC	84% vs 75%		71% vs 59%	
	White	80% vs 80%		77% vs 75%	
Support for my contributions to class discussions	BIPOC	88% vs 83%		80% vs 69%	
	White	83% vs 87%		86% vs 86%	

In Fall 21, responses to these two questions showed large interactions between the experiences of BIPOC and White students in classes with White faculty vs BIPOC faculty, consistent with the results from NACCC. The difference in experiences for White and BIPOC students shrank considerably in Fall 22 and overall agreement of these things increased.

Classroom Feeling Valued in Class

Students were asked how valued they felt in classes offered in-person, online synchronously, and online asynchronously.

	In-Person	Online Synchronous	Online Asynchronous
	F22 vs F21	F22 vs F21	F22 vs F21
All Students	84% vs 73%	79% vs 79%	75% vs 74%
BIPOC Students	84% vs 72%	79% vs 78%	76% vs 74%
White Students	85% vs 83%	80% vs 84%	71% vs 74%

Students' sense of value in in-person classes increased in Fall 22 in comparison to Fall 21. This is likely related to the larger number of offerings of in-person classes in Fall 22 compared with Fall 21.

White students expressed feeling less valued in online courses (both types).

Pause for Reflection-Summary

- BIPOC students consistently report feeling less like they matter or have value in classroom spaces taught by White faculty than their White counterparts. This includes feeling supported by faculty in class discussions and feeling like faculty have concern for their feelings and experiences.

- Asian students feel the least like they matter in classroom spaces. However, huge mattering increases occurred from Fall 2021 to Fall 2022 with all types of professors for Asian students.

- Black male students are more likely to feel silenced in class based on their social identity than their female counterparts, and more than the average.

Classroom: Value Expression

We asked: What have faculty and/or others at the College done to show how valued you are? Students responded with:

- Helping students succeed (talking about progress towards completion)
- Checking in on students
- Appreciation message (sent in Starfish)
- Encouragement to succeed
- Treating students with respect
- Accommodating students/being flexible/extra time and assistance
- Answering questions/availability
- Providing students with feedback on their work
- Open to diverse student perspective
- Helpfulness with other aspects of student life