



2020 CLIMATE SURVEY

JUNE 2020

KEY FINDINGS FROM THE
STUDENT SURVEY

UNIVERSITY OF CENTRAL FLORIDA
OPERATIONAL EXCELLENCE AND ASSESSMENT SUPPORT

OEAS SUPPORTS EFFORTS TO IMPROVE THE QUALITY OF STUDENT LEARNING OUTCOMES AND THE EFFECTIVENESS AND EFFICIENCY OF UNIVERSITY OPERATIONS THROUGH ASSESSMENT AND ANALYTICS

EXECUTIVE SUMMARY FOR STUDENT SURVEY

Most important findings from the 2020 Campus Climate Survey for students:

Survey administration: Campus Climate Surveys, LLC administered three Viewfinder® Campus Climate Survey instruments to faculty and administrators, staff members, and students in spring 2020. Of the 64,928 students invited to participate, 1,207 responded to the survey (response rate: 1.9%). Majority (76%) of the student respondents indicated that they were pursuing a bachelor's degree, while 13% indicated they were pursuing a master's degree and 10% a doctoral degree. Majority of the student respondents (79%) indicated that they were enrolled full-time (over 12 hours). Almost two in three respondents were female (62%) and more than quarter of the respondents (30%) self-identified as students of color. One in three student respondents (33%) were not employed, 31% were employed 1-20 hours per week, and 36% were employed more than 20 hours per week.

Analysis and Limitations: Data analysis was conducted and reported separately for the different stakeholder groups. An empirical approach was designed by Operational Excellence and Assessment Support (OEAS) where multiple criteria were applied. Criteria used to identify key findings included the following: a) Chi-square group difference statistical tests for the following groups – gender, number of hours of employed, student level & classification, and student of color and b) thresholds for percent positive, negative, “I don't know,” and “not applicable” responses on survey items.

Please note that caution must be exercised when drawing inferences as the response rate for the student survey is not adequate. It is not representative to generalize to the overall UCF student population. Additionally, it is important to note that the conclusions in this report are based solely on univariate and bivariate analyses.

Overall learning experience: An overwhelming majority of student respondents indicated that they were satisfied with the quality of the education (80%) and with the faculty (78%^{1: c}). More than five in six (85%^{1: c}) student respondents “agreed” or “strongly agreed” that the faculty create a safe and welcoming environment for everyone in the classroom and classroom

Chi-square test of independence to detect statistical differences with 95% confidence by gender ^a, number of hours employed ^b, student level and classification ^c, student of color ^d.

experiences at UCF promote students from all backgrounds to interact together (84%^{1:b}). Students noted they received support for advancement and success in their classes (70%), yet nearly two in three (65%) students indicated that “the process by which my voice can be heard is effective.” Lower percentages of respondents endorsed positively that the courses they took fostered an appreciation for diversity (56%) or that their current degree program included sufficient content on diversity related issues (58%^{1:a,c}). However, it should be noted that most student respondents would recommend UCF to high school students (82%) as well as someone considering transferring from another college (81%).

Campus diversity: More than four in five student respondents (81%^{1:a,d}) endorsed that campus diversity and inclusion is “very important” or “somewhat important” to the campus leadership. About two in three (>66%) student respondents indicated that UCF is “very welcoming” or “welcoming” to the following groups – Caucasian/Whites (positive: 81%; negative: 2%^{1:a,b,c}), Women (positive: 79%; negative: 3%^{1:a,b,c}), First-generation students (positive: 69%; negative: 3%^{1:a,b,c,d}), and LGBTQIA+ people (positive: 67%; negative: 2%^{1:b,c}). About two out of three student respondents (67%^{1:a,b,c,d}) indicated UCF promotes racial/cultural interaction between different groups “very well” or “somewhat,” while about one in nine (11%^{1:a,b,c,d}) indicated “not very well” or “not at all.”

Personal experiences of discrimination, bias, or harassment: Majority of student respondents (56%) know where to report incidents of discrimination, bias, or harassment at UCF. Almost four in five (78%) respondents agreed or strongly agreed they know how to support someone who shared with them their experience of sexual or relationship violence. More than one in two (54%^{1:a,b}) respondents endorsed that they have not witnessed or experienced any of the following: illegal activity, bullying, discrimination, bias, harassment, relationship or sexual violence, stalking, or retaliation. However, respondents also reported to have witnessed or experienced illegal activity (19%^{1:a,b,d}), discrimination/bias/harassment based on political views/affiliations (16%^{1:a}), bullying (14%), discrimination/bias/harassment based on religion (13%^{1:c}), discrimination/bias/harassment based on lack of English language proficiency (13%^{1:b}), discrimination/bias/harassment based on race/ethnicity (13%^{1:d}), discrimination/bias/harassment based on gender (11%), or sexual harassment (10%).

Safety on campus and in the surrounding community: An overwhelming majority of student respondents endorsed positively (“agree” or “strongly agree”) that they feel safe on campus (positive: 85%; negative: 6%^{1: b,d}) while the student respondents endorsed lower positive rates for the survey item: “my family feels I am safe on campus” (positive: 76%; negative: 5%^{1: a,b,c,d}). Similarly, two in three student respondents endorsed positively (“agree” or “strongly agree”) that they feel safe off campus (positive: 68%; negative: 15%^{1: a,b,c}) while the student respondents endorsed lower positive rates for the survey item: “my family feels I am safe off campus” (positive: 61%; negative: 15%^{1: a,b,c,d}).

At least three in four student respondents indicated the following safety measures must exist to feel safe: a) parking lot lighting (83%^{1: a,c,d}); b) street lighting (82%^{1: a,c,d}); c) walkway lighting (81%^{1: a,d}); d) ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.) (81%^{1: a}); and e) emergency call boxes (77%^{1: a}).



INTRODUCTION

The Interim Chief Equity, Inclusion and Diversity Officer contracted with Viewfinder® Campus Climate Surveys, LLC to conduct three (faculty and administrators, staff members, and students) Campus Climate Surveys in spring 2020 to inform strategic planning. Operational Excellence and Assessment Support (OEAS) was contacted by Dr. S. Kent Butler, Interim Chief Equity, Inclusion and Diversity Officer, in May 2020 to assist with the analysis and summary of the findings gleaned from the Campus Climate Surveys.

METHODOLOGY

Survey Instruments, Administration, and Data Sources

Campus Climate Surveys, LLC administered three Viewfinder® Campus Climate Survey instruments to faculty and administrators, staff members, and students in spring 2020. A total of 64,928 students were invited to participate in the Campus Climate Survey study through eight email invitations during the period February 24, 2020 to March 16, 2020. Campus Climate Surveys, LLC provided three SPSS data files and frequency reports as well as the final survey instruments.

Demographics and Respondent Characteristics

Of the 64,928 students invited to participate, 1,207 responded to the survey (response rate: 1.9%). The characteristics and demographics of the students who responded to the survey items are summarized below:

- **Student level:** 906 (76%) student respondents indicated they were pursuing a bachelor's degree, 156 (13%) were pursuing a master's degree, and 116 (10%) a doctoral degree. There were 15 student respondents who indicated they were pursuing an associate degree (1%).

- **Student classification:** 147 (16%) student respondents were in their first year in college, 166 (18%) in their second year, 307 (33%) in their third year, 230 (25%) in their fourth year, and 84 (9%) in their fifth year or beyond.
- **Student type:** 950 (79%) student respondents self-identified as being enrolled full-time (over 12 hours), 268 (22%) self-identified as part-time, 278 (23%) responded as first-generation students (neither parent has a four-year degree), 279 (23%) as transfer students, 248 (21%) as commuter students, and 191 (16%) indicated they are Pell grant recipients.
- **Gender:** Of the respondents who answered this survey item, 603 (62%) indicated female, 325 (33%) indicated male, 18 (2%) identified as non-binary/nonconforming, 9 (<1%) identified as transgender man, 5 (<1%) identified as transgender woman, and 24 (2%) preferred not to answer.
- **Number of Hours Employed:** 320 (33%) student respondents said they were not employed during the academic year. However, most students worked while in school as follows: 85 (9%) worked 1-10 hours per week, 214 (22%) 11-20 worked hours per week, 138 (14%) worked 21-30 hours per week, 125 (13%) worked 31-40 hours per week, and 88 (9%) worked 41 hours or more per week.
- **Military Veterans and Disability:** 38 (3%) respondents identified as military veterans while 106 (9%) self-identified as having a disability.
- **LGBTQIA+:** 205 (18%) respondents self-identified within the LGBTQIA+ community.
- **Student of Color:** 336 (30%) respondents self-identified as a student of color.
- **International student:** 69 (6%) of the respondents were an international student.

Analysis Strategy and Limitations

Data analysis was conducted and reported separately for the different stakeholder groups. An empirical approach was designed by Operational Excellence and Assessment Support (OEAS) where multiple criteria were applied. Criteria used to identify key findings included the following: a) Chi-square group difference statistical tests for the following groups – gender, number of hours employed, student level & classification, and student of color and b) thresholds for percent positive, negative, do not know and not applicable responses on survey items. Findings were flagged that reached a certain critical threshold for negative responses (depending on the survey item, above 20%) and the aggregate of “I don’t know” and “not applicable” response categories (depending on the survey item, above 20%). Positive responses at or above 66% were also flagged for examination using this threshold analysis approach.

For identifying statistical differences, Chi-square tests of independence were performed, at 95% confidence level, for the four groups – gender, number of hours employed, student level & classification, and student of color – where enough counts and responses by all levels were available. Group membership used for Chi-square tests were self-reported by student respondents as follows:

- Gender [female (n = 603), male (n = 325), and undisclosed (n = 261)]
- Number of Hours Employed [not employed (n = 320), 1-20 hours per week (n = 299), more than 20 hours per week (n = 351)]
- Student Level and Classification [pursuing a bachelor's degree in their first or second year (n = 292), pursuing a bachelor's degree in their third year or beyond (n = 610), and pursuing a master's or doctoral degree (n = 272)]
- Student of Color [yes (n = 336) and no (n = 776)]

Statistical differences between groups are noted throughout the document using a superscript “1” with the group(s) that were significant: a) by gender; b) by number of hours employed; c) by student level and classification; and d) by student of color.

Limitations

Please note that caution must be exercised when drawing inferences as the response rate for the student survey is not adequate. It is not representative to generalize to the overall UCF student population. Additionally, it is important to note that the conclusions in this report are based solely on univariate and bivariate analyses.

OVERALL LEARNING EXPERIENCE AT UCF

An overwhelming majority of student respondents indicated that they were satisfied with the quality of the education (80%) and with the faculty (78%^{1: c}) at UCF. Similar positive sentiments (“agree” or “strongly agree”) were found for other items in this survey section: a) “I would recommend my campus to high school students” (positive: 82%; negative: 8%^{1: c}); b) “I would recommend my campus to someone considering transferring from another college” (positive: 81%; negative: 9%^{1: c}); and c) “Support for my advancement and success is evident in my classes” (positive: 70%; negative: 14%). More than five in six (85%^{1: c}) student respondents “agreed” or “strongly agreed” that the faculty create a safe and welcoming environment for everyone in the classroom and classroom experiences at UCF promote students from all backgrounds to interact together (84%^{1: b}). Also, three in four (76%^{1: c, d}) student respondents endorsed positively to the survey item: “I feel safe among other students expressing my views and opinions in the classroom.”

Almost three in four student respondents disagreed or strongly disagreed (note: disagreement is a positive response) that: “This is a hostile study/living environment” (74%^{1: b, c}) and “I want to leave this campus” (73%^{1: b, c}). However, only 44%^{1: a, c} agreed or strongly agreed that “there is a great sense of belonging,” while 23% “disagreed” or “strongly disagreed” and 29% “did not know”.



In contrast, a notable portion of student respondents had a negative opinion (“disagreed” or “strongly disagreed”) about the following items related to their overall learning experience: a) “Courses I have taken actively foster an appreciation for diversity” (positive: 56%; negative: 16%^{1: a}); b) “My current degree program includes sufficient content on diversity related issues” (positive: 58%; negative: 19%^{1: a, c}); c) “The process by which my voice can be heard is effective” (positive: 43%; negative: 19%^{1: a, b}); d) “Our school puts too much emphasis on diversity.” (positive: 22%; negative: 57%^{1: a, c, d}); e) “Leaders are held to appropriate measures of accountability and responsibility for campus climate” (positive: 41%; negative: 14%^{1: a, c}); f) “Public announcements regarding internal communications and practices are honest and

truthful” (positive: 60%; negative: 9%^{1: a,c}); and g) “Multiculturalism is a core value of our institution’s mission” (positive: 65%; negative: 8%^{1: a}).

Correspondingly, almost one in four student respondents endorsed “I don’t know” for the following survey items: a) “Courses I have taken actively foster an appreciation for diversity” (21%^{1: a}); b) “Public announcements regarding internal communications and practices are honest and truthful” (29%^{1: a,c}); c) “The process by which my voice can be heard is effective” (34%^{1: a,b}); d) “Leaders are held to appropriate measures of accountability and responsibility for campus climate” (40%^{1: a, c}); e) “Faculty accept my points of view even if they disagree with them” (27%^{1:}



b,c,d); f) “Multiculturalism is a core value of our institution’s mission” (23%^{1: a}); g) “Our school engages with external communities to understand their interests and responds to their needs” (36%^{1: a,c,d}).

More than one in three student respondents “disagreed” or “strongly disagreed” (note disagreement is a positive response) with the statements: a) “My academic workload is too heavy” (32%^{1: a}) and b) “There are too many expectations of me” (41%^{1: a}). Further, more than one in two (51%) student respondents disagreed or strongly disagreed that their school/life balance is perfect and one in three (33%^{1: a}) endorsed that there were too many expectations of them (agree/strongly agree). About 12%^{1: b,c} of the student respondents reported that they would like to leave the campus, whereas 10%^{1: b,c} endorsed “I don’t know” to that item. Almost half the student respondents endorsed “I don’t know” or “not applicable” to survey items designed to gauge their interest in: a) “A certificate program that focuses on diversity related issues (51%^{1: a,b,d}) and b) “A minor that focuses on diversity related issues?” (55%^{1: a,d}).

WHY UCF?

Geographic location (74%^{1: b,c}) and distance from home (76%^{1: b,c}) were endorsed by three in four student respondents as “very important” or “somewhat important” reasons for choosing to attend UCF. About nine in ten student respondents rated the following items as important for choosing UCF: a) “Offers program or degree in my field of interest” (92%^{1: a}); b) “Academic reputation” (88%^{1: a,c}); and c) “Cost of attendance” (86%^{1: a,c}). Almost two in three student respondents identified internship opportunities (66%^{1: a,b,c}) and post-graduation job placement rates (62%^{1: a,b,c}) as the reasons for attending UCF.



Almost half the student respondents identified student diversity (53%^{1: a,c,d}), campus commitment to diversity (54%^{1: a,c,d}), and faculty diversity (44%^{1: a,b,c,d}) as being “very important” or “somewhat important” reasons for attending UCF, along with receiving a scholarship (47%^{1: b,c,d}) and research opportunities (45%^{1: b,c}). Also, about one in three student respondents identified community service opportunities (33%^{1: a,b,c,d}), clubs/organizations of interest (34%^{1: b,c}), and work-study opportunities (38%^{1: b,c,d}) as important reasons for choosing UCF.

STUDENT OUTREACH AT UCF

About two in three student respondents endorsed positively (“very satisfied” or “satisfied”) to the following survey items: a) “faculty office hours” (73%^{1: d}); b) “easy communication with faculty” (76%^{1: a}); c) “accessible academic advisors” (64%^{1: a,b,c,d}); d) “knowledgeable academic advisors” (62%^{1: a,b,c,d}); e) “free tutoring support” (63%^{1: c}); and f) “community service opportunities” (61%^{1: c}). About one in five student respondents endorsed negatively (“somewhat dissatisfied” or “very dissatisfied”) to the following survey items: a) “accessible academic advisors” (20%^{1: a,b,c,d}); b) “knowledgeable academic advisors” (21%^{1: a,b,c,d}); c) “need-based scholarships” (18%^{1: a,c,d}); d) “merit-based scholarships” (18%^{1: b,c}); and e) “knowledgeable career advisors/staff” (15%^{1: a,c,d}).

CAMPUS DIVERSITY

The campus diversity section focused on the following aspects: a) how welcoming UCF is to different groups; b) level of interactions among racial/ethnic groups; c) how well UCF promotes racial/cultural interactions between different groups; d) campus diversity training; and e) the importance of diversity and inclusion to campus leadership.

How welcoming UCF is to different groups of people: The question on the survey was: “Q29: How welcoming is our campus to different groups?” The response categories were: “very welcoming,” “somewhat welcoming,” “I don’t know,” “not very welcoming,” “not at all welcoming,” and “I don’t know” (inadvertently listed twice on the survey instrument). The responses “very welcoming” and “somewhat welcoming” were considered positive sentiments and “not very welcoming” and “not at all welcoming” were considered negative.

About two in three (>66%) student respondents endorsed positive responses for the following groups – Caucasian/Whites (positive: 81%; negative: 2%^{1:a,b,c}), Women (positive: 79%; negative: 3%^{1:a,b,c}), and First-generation students (positive: 69%; negative: 3%^{1:a,b,c,d}), and LGBTQIA+ people (positive: 67%; negative: 2%^{1:b,c}). However, there were several stakeholder groups that respondents felt were not welcomed at the same high rates. These groups were – Hispanic/Latinos (positive: 65%; negative: 2%^{1:c,d}), Military and Veterans (positive: 63%; negative: 2%), African Americans (positive: 62%; negative: 2%^{1:a,c,d}), People with Disabilities (positive: 62%; negative: 5%^{1:b,c,d}), International students and employees (positive: 62%; negative: 3%^{1:a,b,c,d}), Asian Americans (positive: 60%; negative: 2%^{1:a,d}), People from the Middle East (positive: 55%; negative: 4%^{1:a,b,c,d}), Muslims (positive: 53%; negative: 4%^{1:a,b,c,d}), and Undocumented students (positive: 32%; negative: 4%^{1:c}).

It should be noted that, on average, more than one in three (37%) respondents gave an answer of “I don’t know” to how welcoming UCF is to other groups of people. However, statistical differences were found across groups by gender, number of hours of employed, student level & classification, and student of color at UCF. This suggests that



different groups of student respondents have differing impressions about how welcoming UCF is to others.

Level of interactions among racial/ethnic groups: The question on the survey was: “Q30: How would you categorize the level of interactions among racial/ethnic groups?” The response categories were: “very integrated,” “somewhat integrated,” “neutral,” “not very integrated,” “not at all integrated,” and “I don’t know”. A majority of student respondents endorsed their interactions, irrespective of the type, were positive (“very integrated” and “somewhat integrated”):



on campus (73%^{1: b,c,d}); in residence halls (42%^{1: a,b,c}); in campus dining areas (46%^{1: a,c}); during student activities on campus (61%^{1: b,c,d}); and during sporting events on campus (56%^{1: a,c,d}). On average, about four in ten student respondents endorsed “I don’t know” or “not applicable” to survey items related to interaction among racial/ethnic groups for

different campus experiences. Items with significantly large “not applicable” responses were as follows: “in residence halls” (46%); “in campus dining areas” (41%); “during sporting events on campus” (32%); and “during student activities on campus” (25%). Only a small proportion of students endorsed negatively to these survey items.

How well UCF promotes racial/cultural interaction between different groups: The question on the survey was: “Q31: How well does our institution promote racial/cultural interaction between different groups?” The response categories were: “very well,” “somewhat,” “not very well,” “not at all,” and “I don’t know.” About two out of three student respondents (67%^{1: a,b,c,d}) indicated UCF promotes racial/cultural interaction between different groups “very well” or “somewhat,” while about one in nine (11%^{1: a,b,c,d}) indicated “not very well” or “not at all.” More than one in five (22%^{1: a,b,c,d}) reported “I don’t know” on this item.

Campus diversity training: The question on the survey was: “Q28: The following groups should be required to participate in mandatory diversity training.” The response categories were: “strongly agree,” “agree,” “I don’t know,” “disagree,” “strongly disagree,” and “not applicable.” About four in five student respondents indicated that the following stakeholders should be required to participate in mandatory diversity training: campus police (85%^{1: a,d}), administrative leadership (82%^{1: a,b,d}), faculty (81%^{1: a,d}); residence assistants (81%^{1: a,b,d}), and board of trustees (80%^{1: a,b,d}).

Importance of diversity and inclusion to campus leadership: For the survey item: “Q32: How important, in your opinion, is diversity and inclusion to the campus leadership?” More than four in five student respondents (81%^{1:a,d}) endorsed that it is “very important” or “somewhat important,” while a little less than one in eight students (12%^{1:a,d}) endorsed negatively “not that important” or “not at all important” to the survey item.



PERSONAL EXPERIENCES OF DISCRIMINATION/BIAS/HARASSMENT

The personal experiences of discrimination, bias, or harassment section consisted of questions focused on the following aspects: a) if the respondent has witnessed or experienced discrimination, bias, or harassment; b) who caused the offense; c) if the offense was reported; d) the result of the incidence if it was reported; e) sexual and relationship violence; f) perceived support if they or someone they know experience sexual or relationship violence; and g) the university's preventative measures.



Experienced discrimination, bias, or harassment:

The question on the survey was: “Q38: Have you experienced/witnessed any of the following while at our institution? Check all that apply.” More than half (54%^{1: a,b}) of the respondents endorsed that they have not witnessed or experienced any of the following: illegal activity, bullying, discrimination, bias, harassment, relationship or sexual violence, stalking, or retaliation.

However, respondents also reported to have witnessed or experienced illegal activity (19%^{1: a,b,d}), discrimination/bias/harassment based on political views/affiliations (16%^{1: a}), bullying (14%), discrimination/bias/harassment based on religion (13%^{1: c}), discrimination/bias/harassment based on lack of English language proficiency (13%^{1: b}), discrimination/bias/harassment based on race/ethnicity (13%^{1: d}), discrimination/bias/harassment based on gender (11%), and sexual harassment (10%).

The top groups reported by student respondents to have caused the offense of discrimination, bias, or harassment were as follows: other students (80%^{1: b,c}), faculty members (27%^{1: b,c}), or persons unaffiliated with UCF (22%). Although a majority of respondents (56%) knew where to report the incident at UCF, less than one in seven (15%) reported the incident(s). When the incident was reported, it was typically reported to a faculty member (40%), campus police (35%), or a friend (24%). In other instances, the incident was reported to the counseling center (13%), the Office of Student Rights and Responsibilities (including Student Care Services and Office of Student Conduct) (13%), or a family member (11%). It is important to note that

these endorsements were not unique as the same incident could have been reported to multiple entities.

Of the 59 student respondents who submitted written discrimination/ bias/harassment complaints over the past two years, 33% reported that their complaint was taken seriously while another 33% reported that their complaint was addressed but not resolved to their satisfaction. Nearly one third of the respondents (30%) indicated that nothing was done after their complaint was reported while 6% indicated the complaint was resolved to their satisfaction. About one in eight (12%) indicated that criminal action was taken based on their reporting.

Reasons shared by respondents for not reporting the incident(s) included: a) I decided it wasn't important enough (54%^{1: a,b,c}); b) not sure if anything would happen (46%); c) there was not enough evidence (36%); d) the respondent did not think the school would support them (22%^{1: b,c}); e) there was no witness (19%); f) the respondent feared retaliation (17%^{1:c}); and g) the respondent felt embarrassed (10%).

Sexual or Relationship Violence: The

question on the survey was: "Q35: To what extent do you agree or disagree with the following statements regarding perceived University responsiveness?"

The response categories were:

"strongly agree," "agree," "I don't know," "disagree," "strongly disagree."



Almost four in five (75%^{1: c}) student respondents endorsed positive responses ("agree" or "strongly agree") to the statement "UCF would take a report of sexual or relationship violence seriously," while about 7%^{1: c} endorsed negative responses ("disagree" or "strongly disagree"). About seven in ten students endorsed positively ("strongly agree" or "agree") that UCF would maintain their privacy (70%^{1: a,b,c}) or would take steps to protect their safety (71%^{1: a,c}) if they were to file a report regarding sexual or relationship violence.

Similarly, 68%^{1: c} and 57% responded positively to the statements, "I know how to contact confidential resources on campus" and "I know how to request an investigation regarding sexual or relationship violence," respectively, while 14%^{1: c} and 19% endorsed negatively. One in two respondents (50%) responded "I don't know" when asked if, "students

who file reports of sexual or relationship violence are treated fairly during an investigation.”

Perceived student support if they or someone they know experienced sexual or relationship violence: The question on the survey was: “Q36: To what extent do you agree or disagree with the following statements regarding student support?” The response categories were: “strongly agree,” “agree,” “I don’t know,” “disagree,” “strongly disagree.” More than three in four (78%)



student respondents endorsed positively (“agree” or “strongly agree”) to the statement – “I would know how to support someone who shared with me that they experienced sexual or relationship violence” while about 8% endorsed negatively (“disagree” or “strongly disagree”). More than half (53%) of the respondents also positively endorsed (“agree” or “strongly agree”) the following statement – “My peers would know how to support someone who shared with me [*sic. them*] that they experienced sexual or relationship violence.” Similarly, two in three (66%^{1: a,d}) student respondents disagreed or strongly disagreed that their peers would label them as a troublemaker if they were to file a report regarding sexual or relationship violence.

Majority of student respondents endorsed positive responses (“agree” or “strongly agree”) to the following survey items: a) “I have received information from UCF (e.g. orientation session, email, poster, written notice) regarding the University's prohibition of sexual and relationship violence” (81%^{1: a,c}) and b) “I am aware of the resources available to me if I were impacted by sexual or relationship violence” (72%^{1: c}). Though, 47%^{1: c} endorsed positively (“agree” or “strongly agree”) that the University regularly hosts workshops on sexual or relationship violence, 46%^{1: c} endorsed “I don’t know.” While about one in four (23%^{1: b,c}) have attended a workshop on sexual or relationship violence on campus, nearly two in three (65%^{1: b,c}) student respondents have not.

SAFETY ON CAMPUS AND IN THE SURROUNDING COMMUNITY

Feeling Safe: The question on the survey was: “Q45: To what extent do you agree or disagree with the following statements about safety on/off campus? The response categories were:

Chi-square test of independence to detect statistical differences with 95% confidence by gender ^a, number of hours employed ^b, student level and classification ^c, student of color ^d.

“strongly agree,” “agree,” “I don’t know,” “disagree,” “strongly disagree,” and “not applicable.” An overwhelming majority of student respondents endorsed positively (“agree” or “strongly agree”) that they feel safe on campus (positive: 85%; negative: 6%^{1: b,d}) while the student respondents endorsed lower positive rates for the survey item: “my family feels I am safe on campus” (positive: 76%; negative: 5%^{1: a,b,c,d}). Similarly, two in three student respondents endorsed positively (“agree” or “strongly agree”) that they feel safe off campus (positive: 68%; negative: 15%^{1: a,b,c}) while the student respondents endorsed lower positive rates for the survey item: “my family feels I am safe off campus” (positive: 61%; negative: 15%^{1: a,b,c,d}). Notably, more than one in three respondents indicated “I don’t know” to the items “students are supportive of other students who have experienced incidences of physical confrontation” (34%^{1: c}) and “students are supportive of other students who have experienced incidences of emotional confrontation (discrimination, sexual harassment, bullying)” (28%^{1: b,c}).

Campus police: The question on the survey was: “Q28: The following groups should be required to participate in mandatory diversity training.” A vast majority (85%^{1: a,d}) of the student respondents affirmed that the “campus police should be required to participate in mandatory diversity training”. Similar sentiments were captured in “Q46: To what extent do you agree or disagree with the following statements regarding campus police?” The response categories were: “strongly agree,” “agree,” “I don’t know,” “disagree,” “strongly disagree,” and “not applicable.” Student respondents agreed or strongly agreed that the “campus police should be required to participate in ongoing diversity training” (81%^{1: a,d}).



Additionally, about half the student respondents agreed or strongly agreed that “campus police are qualified/trained to deal with all aspects of diversity” (49%^{1: a}) and “campus police should be reflective of the diversity of our students” (76%^{1: a,d}). More than one in three (37%^{1: a}) endorsed “I don’t know” to the following survey item: “Campus police are qualified/trained to deal with all aspects of diversity.” Almost one in ten student respondents endorsed that the campus police were not qualified/trained to deal with all aspects of diversity (9%^{1: a}).



Improving safety on campus: The question on the survey was: “Q47: Which of the following safety measures must exist on campus in order for you to feel safe? Check all that apply.” More than two in three (>67%) student respondents endorsed the following safety measures must exist to feel safe: a) parking lot lighting (83%^{1: a,c,d}); b) street lighting (82%^{1: a,c,d}); c) walkway lighting (81%^{1: a,d}); d) ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.) (81%^{1: a}); e) emergency call boxes (77%^{1: a}); f) maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.) (71%^{1: d}); g) interior lighting in campus buildings after dark (71%^{1: a,d}); h) surveillance cameras (69%^{1: a}); and i) quick response by administration to campus emergencies (68%^{1: a,d}).

RELIGION/NON-RELIGION/SPIRITUAL AFFILIATION

The question on the survey was “Q17: To what extent do you agree or disagree with the following statement related to Religion.” The response categories were: “strongly agree,” “agree,” “I don’t know,” “disagree,” “strongly disagree,” and “not applicable.” While 62%^{1:b,c} and 63%^{1:c} of student respondents endorsed positive responses (“strongly agree” or “agree”) to the items “I can openly express my religious/spiritual beliefs on campus” and “in the surrounding community,” respectively, about 10%^{1:b,c} and 7%^{1:c} of the respondents endorsed negative responses (“disagree” or “strongly disagree”), respectively. About one in five respondents reported “I don’t know” when asked if their religious/spiritual beliefs are treated with respect by specific groups such as administrators (23%^{1:b,c}); staff (22%^{1:c}); faculty (21%^{1:c}), and other students (19%^{1:b,c}).

POLITICAL AND WORLDVIEWS

The question on the survey was: “Q18: To what extent do you agree or disagree with the following statement related to Political and World Views.” While 59%^{1:a,b,c,d} of the student respondents endorsed positive responses (“agree” or “strongly agree”) to the statement, “I can openly express my political views/worldviews on campus,” about 17% of the respondents endorsed negative responses (“disagree” or “strongly disagree”). Similar patterns could be found for the item, “I can openly express my political views/worldviews in the surrounding community” (positive: 57%; negative: 19%^{1:a,c}).

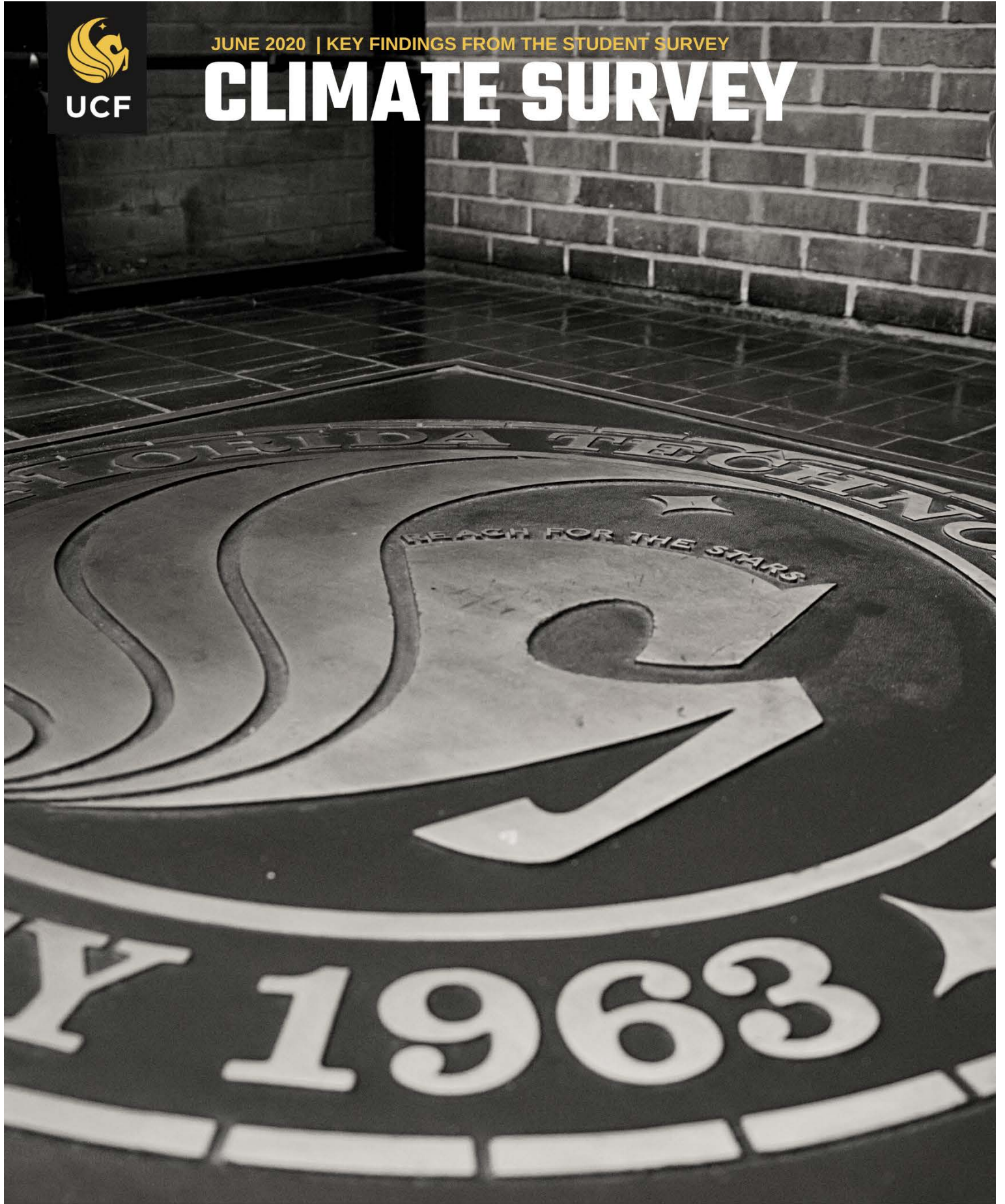


A little more than half (>50%) of student respondents also positively endorsed (“agree” or “strongly agree”) that their political views/worldviews are treated with respect by various stakeholders: a) faculty (57%^{1:a,c,d}); b) students (56%^{1:a,c,d}); c) staff (54%^{1:a,c}), and d) administrators (52%^{1:a,c}). Other items in this survey section had high endorsements of “I don’t know.” These items were that “my political views/worldviews are treated with respect by”: a) administrators (29%^{1:a,c}); b) staff (28%^{1:a,c}); c) faculty (24%^{1:a,c,d}); and d) students (20%^{1:a,c,d}).



JUNE 2020 | KEY FINDINGS FROM THE STUDENT SURVEY

CLIMATE SURVEY



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