



CU-Boulder Undergraduate Student Social Climate Survey Fall 2014 findings summary

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Background

It is well established that fostering a sense of inclusion within an academic community (disciplinary community, learning community, etc.), facilitating a sense of professional identity, and effective mentoring and active learning are essential to enhancing the retention and persistence of university students. CU-Boulder is committed to creating a welcoming environment and one in which the academic performance and persistence of all students is maximized. An understanding of the factors that influence student experiences, academic achievement and graduation rates is critical for establishing and maintaining a learning environment that promotes student social development and intellectual engagement.

Since 1994 CU-Boulder has administered an Undergraduate Student Social Climate Survey approximately every 4 years. The 2014 Undergraduate Student Climate Survey was developed and administered with the following aims in mind:

- Enabling CU-Boulder to assess the overall campus climate and to identify specific student experiences in the classroom and in the residence halls that might impact student well-being and academic success
- Utilizing the data obtained through the survey instrument, CU-Boulder will enhance existing successful programs and develop and implement new programs to improve the social and learning environment

Administration of the 2014 Undergraduate Student Social Climate Survey was completed in December of 2014. Eighteen percent of undergraduates responded to the survey. Respondents were generally very similar to the overall student body with respect to race/ethnicity, class level (freshman, sophomore, etc.), and college/school program. Although the majority of students at CU-Boulder are male (55%), the majority of survey respondents were female (55%).

In this summary, the social climate at CU-Boulder is investigated through an examination of respondents' experiences that are considered as: a) general; b) personal based on social identities; c) perceived experiences of other students based on social identities; d) classroom; and e) residence hall. In addition, the summary provides an analysis of where respondents felt comfortable going if they had concerns related to some aspect their social identity and if they knew where to report acts of discrimination or harassment that they had experienced or witnessed at CU-Boulder.

Data highlights

Students feel:

- Welcome – 84%
- Intellectually stimulated – 92%
- Students are proud to be a student at CU-Boulder – 88%
- Students have made friends here – 84%

Campus impact on awareness of diversity issues

The majority of respondents agreed that due to their experiences at CU-Boulder they had learned to be more open-minded about diversity-related issues (67%), to recognize that words that they used might be offensive to others (66%), and to recognize their own culturally biased behaviors (64%).

Role models and mentors

- 80% of students reported that they have role models at CU-Boulder
 - The great majority of these students (79%) indicated that their role models are faculty members. About half of the survey respondents indicated that other undergraduates (54%), graduate students (46%) and staff members (45%) are role models for them.
- When asked if there were individuals that respondents identified as mentors, 44% indicated that they had mentors
 - 48% of those respondents identified faculty members as mentors.

Classroom social climate

Survey respondents indicated that course instructors in most of their classrooms:

- Try to help students to better understand the different perspectives of diverse cultures and social groups (55%)
- Help to foster a classroom environment that is open and respectful of diverse beliefs and opinions that students express in class (73%)
- Help students improve their ability to take seriously the perspectives of others, especially those with whom they disagree (63%)
- Are genuinely interested in diverse points of view (66%)

Only (46%) of respondents often felt that the course material reflected the contributions of people from diverse backgrounds and even fewer (37%) often saw themselves reflected in the examples presented in the course.

Residence halls social climate

The great majority of respondents living in the residence halls when the survey was administered agreed that they felt

- Safe in the residence hall (91%)
- Included (75%)
- Accepted by most of the other students (85%)
- Able to trust most of the people living in the hall (76%)

The great majority also agreed that the social environment in their residence hall helps them feel like they belong at CU (78%).

Undergraduate fall enrollment headcount and percentage by race/ethnicity

Enrollment headcount by race/ethnicity

Race/Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Asian	1,538	1,544	1,554	1,595	1,561	1,454	1,363	1,315	1,391	1,433
Native Hawaiian/Pacific Islander						9	12	16	17	17
Black/African American	370	371	403	424	455	417	391	430	411	429
Hispanic/Latino	1,560	1,543	1,592	1,606	1,799	2,110	2,256	2,429	2,605	2,805
American Indian/Alaska Native	202	186	183	207	249	141	119	80	69	75
More than one race						456	667	922	1,102	1,220
White/Unknown	20,451	20,464	20,951	21,151	20,225	20,548	19,678	19,309	18,970	18,927
International	363	365	397	425	500	639	753	960	1,294	1,585
Total Enrollment	24,484	24,473	25,080	25,408	24,789	25,774	25,239	25,461	25,859	26,491
Minority Total	3,670	3,644	3,732	3,832	4,064	4,587	4,808	5,192	5,595	5,979
Minority as % of Total Enrollment	15%	15%	15%	15%	16%	18%	19%	20%	22%	23%

Enrollment percentage by race/ethnicity

Race/Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Asian	6.3%	6.3%	6.2%	6.3%	6.3%	5.6%	5.4%	5.2%	5.4%	5.4%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Black/African American	1.5%	1.5%	1.6%	1.7%	1.8%	1.6%	1.5%	1.7%	1.6%	1.6%
Hispanic/Latino	6.4%	6.3%	6.3%	6.3%	7.3%	8.2%	8.9%	9.5%	10.1%	10.6%
American Indian/Alaska Native	0.8%	0.8%	0.7%	0.8%	1.0%	0.5%	0.5%	0.3%	0.3%	0.3%
More than one race	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	2.6%	3.6%	4.3%	4.6%
White/Unknown	83.5%	83.6%	83.5%	83.2%	81.6%	79.7%	78.0%	75.8%	73.4%	71.4%
International	1.5%	1.5%	1.6%	1.7%	2.0%	2.5%	3.0%	3.8%	5.0%	6.0%

General questions

The great majority of survey respondents indicated that their experience of the campus social climate is generally positive. On a six-point scale ranging from “Never” to “Often,” high percentages of students answered on the positive half of the scale (responded with an answer of ‘4,’ ‘5,’ or ‘6’) indicating that they felt welcome (84%), valued (73%), and supported (76%) at CU-Boulder. Nearly all respondents (92%) reported that they felt intellectually stimulated at CU-Boulder. On a six-point scale ranging from “Strongly Disagree” to “Strongly Agree,” three quarters or more of respondents, answered on the positive half of the scale to indicate that they were proud to be students at CU-Boulder (88%), that they had a sense of community on campus (76%), and that they had made friends at CU-Boulder (84%).

Responses to these survey items often varied across race/ethnicity groups. For example, compared with other students, lower percentages of African American/Black-identified respondents and Native American respondents reported that CU-Boulder provided an environment that helped them feel welcome, valued, and supported. Somewhat lower percentages of African American/Black-identified respondents and international respondents (84%), compared with other students in other race/ethnicity groups (90%-94%), reported that the campus environment helped them feel intellectually stimulated. Presentation of these data in a Tableau display permits further exploration of race/ethnicity differences and similarities in evaluations of these aspects of the campus social climate.

Respondents were also asked to indicate, on a six-point scale ranging from “Very uncomfortable” to “Very comfortable,” their level of comfort in specific places and situations on the campus. Although the majority of respondents felt comfortable living in a residence hall, in University Memorial Center, using the campus recreation center, getting academic advising and eating meals in the Center for Community dining hall, ≤50% were comfortable participating in campus social life, speaking up in class, and receiving counseling or other support services on campus through Wardenburg and Psychological Services.

Taken together, the findings suggest CU-Boulder would improve the undergraduate student experience by:

- Creating an environment in which students feel more valued and supported
- Enhancing the environment such that all students feel comfortable participating in classroom discussions
- Improving student awareness that receiving needed psychological counseling is socially acceptable and healthy

2014 Undergraduate Social Climate Survey

Distributions by race/ethnicity on "general climate" items

Item values range from 1 to 6; higher scores indicate more positive experience; % in top two and in top three categories.

All survey respondents (N=4,445)

During the current semester, how often have you felt ...	1 -- Never	2	3	4	5	6 -- Often	% in top 2 positive categories	% in top 3 positive categories
Welcome at CU-Boulder (like you belong here)	1%	4%	10%	19%	31%	34%	65%	84%
Valued	3%	8%	16%	26%	29%	18%	47%	73%
Supported	9%	7%	16%	28%	31%	17%	47%	76%
Intellectually stimulated	1%	2%	6%	17%	39%	36%	75%	92%

Indicate how strongly you agree or disagree with each of the following statements.	1 -- Strongly Disagree	2	3	4	5	6 -- Strongly Agree	% in top 2 positive categories	% in top 3 positive categories
I am proud to be a student at this campus	2%	3%	7%	15%	26%	46%	72%	88%
I have a sense of community on campus.	3%	8%	13%	22%	26%	29%	54%	76%
CU-Boulder is a diverse campus.	15%	19%	18%	17%	15%	16%	31%	48%
I have made friends here.	2%	4%	9%	14%	26%	44%	70%	84%
I believe interacting w/diverse individuals will help me after college	1%	2%	5%	11%	26%	54%	80%	92%

African-American survey respondents (N=101)

During the current semester, how often have you felt ...	1 -- Never	2	3	4	5	6 -- Often	% in top 2 positive categories	% in top 3 positive categories
Welcome at CU-Boulder (like you belong here)	1%	13%	20%	28%	23%	14%	38%	65%
Valued	3%	26%	19%	26%	21%	5%	26%	52%
Supported	2%	13%	22%	36%	16%	11%	27%	63%
Intellectually stimulated	1%	2%	13%	23%	40%	22%	61%	84%

Indicate how strongly you agree or disagree with each of the following statements.	1 -- Strongly Disagree	2	3	4	5	6 -- Strongly Agree	% in top 2 positive categories	% in top 3 positive categories
I am proud to be a student at this campus	2%	8%	14%	19%	32%	25%	57%	76%
I have a sense of community on campus.	6%	10%	22%	23%	22%	17%	39%	62%
CU-Boulder is a diverse campus.	48%	19%	12%	13%	5%	3%	8%	21%
I have made friends here.	4%	3%	13%	24%	24%	31%	56%	80%
I believe interacting w/diverse individuals will help me after college	2%	4%	4%	12%	27%	51%	78%	90%

Asian-American survey respondents (N=355)

During the current semester, how often have you felt ...	1 -- Never	2	3	4	5	6 -- Often	% in top 2 positive categories	% in top 3 positive categories
Welcome at CU-Boulder (like you belong here)	2%	5%	12%	25%	29%	28%	56%	81%
Valued	3%	7%	17%	29%	26%	18%	44%	73%
Supported	1%	8%	17%	28%	29%	16%	45%	73%
Intellectually stimulated	1%	2%	8%	19%	40%	31%	71%	90%

Indicate how strongly you agree or disagree with each of the following statements.	1 -- Strongly Disagree	2	3	4	5	6 -- Strongly Agree	% in top 2 positive categories	% in top 3 positive categories
I am proud to be a student at this campus	2%	4%	9%	17%	30%	37%	68%	85%
I have a sense of community on campus.	4%	5%	14%	26%	28%	23%	51%	77%
CU-Boulder is a diverse campus.	13%	18%	17%	16%	18%	18%	35%	52%
I have made friends here.	1%	5%	8%	14%	34%	38%	72%	86%
I believe interacting w/diverse individuals will help me after college	1%	1%	4%	11%	33%	50%	83%	94%

Hispanic survey respondents (N=483)

During the current semester, how often have you felt ...	1 -- Never	2	3	4	5	6 -- Often	% in top 2 positive categories	% in top 3 positive categories
Welcome at CU-Boulder (like you belong here)	1%	8%	10%	20%	29%	32%	61%	81%
Valued	4%	10%	18%	27%	24%	17%	41%	68%
Supported	1%	7%	18%	28%	30%	16%	46%	74%
Intellectually stimulated	0%	2%	4%	20%	43%	32%	75%	94%

Indicate how strongly you agree or disagree with each of the following statements.	1 -- Strongly Disagree	2	3	4	5	6 -- Strongly Agree	% in top 2 positive categories	% in top 3 positive categories
I am proud to be a student at this campus	2%	2%	9%	12%	23%	52%	75%	86%
I have a sense of community on campus.	3%	10%	13%	19%	29%	26%	55%	74%
CU-Boulder is a diverse campus.	24%	18%	17%	11%	15%	15%	30%	41%
I have made friends here.	3%	5%	10%	15%	25%	43%	67%	82%
I believe interacting w/diverse individuals will help me after college	1%	1%	5%	8%	25%	60%	85%	93%

Native American survey respondents (N=61)

During the current semester, how often have you felt ...	1 -- Never	2	3	4	5	6 -- Often	% in top 2 positive categories	% in top 3 positive categories
Welcome at CU-Boulder (like you belong here)	2%	8%	18%	16%	34%	21%	56%	72%
Valued	7%	7%	16%	36%	28%	7%	34%	71%
Supported	5%	8%	11%	39%	18%	18%	36%	75%
Intellectually stimulated	0%	0%	8%	13%	44%	34%	79%	92%

Indicate how strongly you agree or disagree with each of the following statements.	1 -- Strongly Disagree	2	3	4	5	6 -- Strongly Agree	% in top 2 positive categories	% in top 3 positive categories
I am proud to be a student at this campus	5%	2%	11%	18%	21%	43%	64%	82%
I have a sense of community on campus.	10%	11%	15%	18%	20%	26%	46%	64%
CU-Boulder is a diverse campus.	25%	28%	7%	20%	5%	16%	21%	41%
I have made friends here.	5%	5%	13%	20%	23%	34%	57%	77%
I believe interacting w/diverse individuals will help me after college	0%	3%	2%	10%	20%	64%	85%	95%

Hawaiian/Pacific Islander survey respondents (N=23)

During the current semester, how often have you felt ...	1 -- Never	2	3	4	5	6 -- Often	% in top 2 positive categories	% in top 3 positive categories
Welcome at CU-Boulder (like you belong here)	4%	4%	4%	4%	26%	57%	83%	87%
Valued	4%	13%	9%	35%	30%	9%	39%	74%
Supported	0%	9%	9%	26%	35%	22%	57%	83%
Intellectually stimulated	0%	4%	0%	9%	48%	39%	87%	96%

Indicate how strongly you agree or disagree with each of the following statements.	1 -- Strongly Disagree	2	3	4	5	6 -- Strongly Agree	% in top 2 positive categories	% in top 3 positive categories
I am proud to be a student at this campus	4%	0%	0%	4%	30%	61%	91%	96%
I have a sense of community on campus.	9%	4%	0%	9%	39%	39%	78%	87%
CU-Boulder is a diverse campus.	22%	17%	22%	17%	0%	22%	22%	39%
I have made friends here.	0%	13%	4%	4%	22%	57%	78%	83%
I believe interacting w/diverse individuals will help me after college	0%	0%	5%	5%	9%	82%	91%	95%

International survey respondents (N=257)

During the current semester, how often have you felt ...	1 -- Never	2	3	4	5	6 -- Often	% in top 2 positive categories	% in top 3 positive categories
Welcome at CU-Boulder (like you belong here)	2%	2%	11%	23%	36%	26%	61%	85%
Valued	1%	6%	13%	27%	34%	18%	52%	79%
Supported	1%	5%	16%	34%	29%	15%	44%	78%
Intellectually stimulated	0%	6%	10%	25%	36%	23%	59%	84%

Indicate how strongly you agree or disagree with each of the following statements.	1 -- Strongly Disagree	2	3	4	5	6 -- Strongly Agree	% in top 2 positive categories	% in top 3 positive categories
I am proud to be a student at this campus	2%	2%	7%	17%	28%	45%	73%	90%
I have a sense of community on campus.	1%	6%	11%	26%	31%	24%	56%	82%
CU-Boulder is a diverse campus.	6%	10%	12%	15%	28%	29%	57%	73%
I have made friends here.	1%	4%	11%	17%	26%	42%	67%	84%
I believe interacting w/diverse individuals will help me after college	0%	1%	7%	17%	27%	48%	75%	92%

White survey respondents (N=3,108)

During the current semester, how often have you felt ...	1 -- Never	2	3	4	5	6 -- Often	% in top 2 positive categories	% in top 3 positive categories
Welcome at CU-Boulder (like you belong here)	1%	4%	9%	18%	32%	37%	69%	86%
Valued	3%	7%	15%	25%	29%	19%	49%	74%
Supported	2%	7%	15%	28%	32%	17%	49%	76%
Intellectually stimulated	1%	2%	5%	16%	38%	39%	77%	93%

Indicate how strongly you agree or disagree with each of the following statements.	1 -- Strongly Disagree	2	3	4	5	6 -- Strongly Agree	% in top 2 positive categories	% in top 3 positive categories
I am proud to be a student at this campus	2%	3%	7%	15%	26%	47%	73%	89%
I have a sense of community on campus.	3%	8%	13%	21%	25%	30%	55%	76%
CU-Boulder is a diverse campus.	13%	19%	20%	18%	15%	15%	30%	48%
I have made friends here.	2%	4%	9%	13%	25%	46%	71%	85%
I believe interacting w/diverse individuals will help me after college	1%	2%	5%	11%	26%	54%	80%	91%

Unknown race/ethnicity survey respondents (N=57)

During the current semester, how often have you felt ...	1 (Never)	2	3	4	5	6 (Often)	% in top 2 positive categories	% in top 3 positive categories
Welcome at CU-Boulder (like you belong here)	4%	4%	16%	27%	25%	25%	50%	77%
Valued	5%	7%	26%	23%	21%	18%	39%	61%
Supported	2%	18%	21%	18%	25%	16%	41%	59%
Intellectually stimulated	0%	0%	11%	14%	38%	38%	75%	89%

Indicate how strongly you agree or disagree with each of the following statements.	1 -- Strongly Disagree	2	3	4	5	6 -- Strongly Agree	% in top 2 positive categories	% in top 3 positive categories
I am proud to be a student at this campus	4%	2%	15%	23%	25%	32%	57%	79%
I have a sense of community on campus.	8%	11%	23%	19%	21%	19%	40%	58%
CU-Boulder is a diverse campus.	11%	23%	21%	21%	17%	8%	25%	45%
I have made friends here.	6%	4%	17%	22%	33%	19%	52%	74%
I believe interacting w/diverse individuals will help me after college	4%	2%	7%	9%	22%	56%	78%	87%

Social identities and campus social climate

Students were asked to indicate, on a six-point scale ranging from “Never” to “Often,” how often during the semester in which the survey was administered they had witnessed a course instructor or a student at CU-Boulder make a derogatory or insulting comment about people in 18 separate categories based on social identity, e.g., racial or ethnic minorities, women, men, transgender people, veterans or military people, and fraternity or sorority members. Few respondents (1.6-5.5%) indicated that they often witnessed a course instructor make derogatory or insulting comments about people in any of the 18 social identity groups.

As might be expected, larger percentages of survey respondents reported that they often witnessed another student make derogatory or insulting comments about people in the various social identity groups. Relatively high percentages of respondents reported that they often heard other students make derogatory or insulting comments about fraternity/sorority members (35%), people with conservative political beliefs (22%), and women (16%). Relatively low percentages (<13%) of respondents indicated that they often heard derogatory or insulting comments from other students about racial or ethnic minorities, gay, lesbian or bisexual people, and individuals in the other 15 social identity groups.

When respondents were asked about microaggressions (such as being marginalized from a lab or other work group or being treated oddly or awkwardly due to one’s social identity) that occur on the campus, specific racial and ethnic groups described different but overlapping negative experiences. With respect to most types of microaggressions, higher percentages of African American/Black-identified respondents described a less positive campus social climate than did students in other race/ethnicity groups. Hispanic respondents were more likely to indicate that, because of their social identity, people act as if they think the respondent is not smart. Both Hispanic and Asian American respondents were more likely to report hearing jokes or mocking comments “about stereotypes associated with an identity group of which I am a member.” Asian American respondents were more likely to report that they had been encouraged to pursue certain majors or careers and/or discouraged from pursuing certain majors or careers because of their social identity. Native American respondents were more likely to report that they felt that they were “being treated oddly or awkwardly by other students at CU-Boulder because of some aspect of my social identity” and were more likely to consider leaving CU-Boulder because of their treatment by other students. With respect to many types of microaggressions, higher percentages of international student respondents described a less positive campus social climate. These students were more likely to indicate that, because of their social identity, they experienced odd or awkward treatment “by faculty or staff at CU-Boulder,” had the experience of “being excluded or marginalized from a lab or other work group at CU-Boulder,” had been “left out of conversations or activities,” and had noticed that “people act as if they are afraid of me.”

Because the results described in this section and the one that follows are directly related, a summation about how CU-Boulder might enhance student experiences based on the findings is presented at the end of the Classroom Social Climate and Course Instructors section.

Classroom social climate and course instructors

The majority of respondents indicated that, in most of their classes, the course instructors created a classroom environment that respects and supports diversity. On a 6-point scale ranging from 'never' to 'often,' high percentages responded with an answer of '4', '5' or '6' to indicate that course instructors often "try to help students to better understand the different perspectives of diverse cultures and social groups" (76%), "help to foster a classroom environment that is open and respectful of diverse beliefs and opinions that students express in class" (88%), "help students improve their ability to take seriously the perspectives of others, especially those with whom they disagree" (82%), and "are genuinely interested in diverse points of view" (84%). In contrast, only 64% of respondents felt that their course instructors often challenged offensive comments, and 34% felt that offensive comments were often ignored or left unchallenged by the course instructors.

Students were also asked whether: a) the course material often reflected the lives, perceptions and contributions of people from diverse backgrounds; b) they often saw themselves reflected in the examples presented in the course; and c) they felt a connection with one or more instructors. Although 69% of respondents often felt a connection with one or more instructors, fewer students (68%) often felt that the course material reflected the contributions of people from diverse backgrounds, and even fewer (58%) often saw themselves reflected in the examples presented in the course.

The results described above are consistent with the responses of African American/Black-identified and international students to questions about the classroom environment and instructor behavior. For example, lower percentages of both African American/Black-identified (84%) and international (90%) respondents indicated that course instructors do not tolerate the use of stereotypes, prejudicial comments, or ethnic, racial, and sexual slurs or jokes in the classroom compared with all survey respondents (87%). Compared with all survey respondents, lower percentages of African American/Black-identified respondents indicated that instructors: 1) helped students to better understand the different perspectives of diverse cultures and social groups (76% vs. 61%); 2) successfully managed discussions about sensitive or difficult topics (85% vs. 72%); 3) treated them with respect when they voiced positions or opinions (92% vs. 89%); and 4) provided a supportive classroom environment in other ways.

Considered together, the findings described in the overall experiences in the classroom and overall experiences outside of the classroom and the sections on Social Identities and Campus Social Climate and Classroom Social Climate and Course Instructors reveal that CU-Boulder would enhance the student experience by:

- Working with Faculty Affairs and the Office of Institutional Equity and Compliance, create and implement effective professional development for faculty that: a) enables instructors to identify and challenge offensive comments when they occur in the classroom; b) heightens instructors' awareness of implicit biases and how it impacts students success; and c) provides instructors with examples that illustrate how to incorporate course materials that enhance inclusiveness within the discipline
- Working with Faculty Affairs, create and implement a series of questions to become a regular part of all Faculty Course Questionnaires that address issues related to the classroom climate and the inclusion of materials that illustrate to students the intellectual contributions of people from diverse backgrounds
- Working with Faculty Affairs and the promotion and tenure committees of the various schools and colleges, establish and enforce multiple measures of teaching that assess the candidate's dossier in the context of inclusive excellence

- Working with the Academic Review and Planning Committee and Institutional Research, develop and implement surveys to measure undergraduate and graduate student satisfaction with the unit's social climate, classroom environment and progress towards making excellence inclusive

Residence halls

Residence hall social climate was assessed for both former and current residents. On a six-point scale ranging from "Not at all" to "Very Much," the majority of current residents who responded to the survey (63-69%) answered on the positive side of the scale indicating that living in a CU-Boulder residence hall helped them to resolve conflicts in a constructive manner, understand other points of view, recognize words that might be offensive to others, and recognize culturally biased behaviors in themselves that they had not previously identified. About half of former residents (47-56%) answered on the positive side of the scale when responding to those survey items.

As was done in the survey assessments of the classroom environment and the campus environment outside the classroom, respondents were also asked to rate, on a 6-point scale, their experiences in their residence hall on 12 characteristics, including, e.g., friendliness, civility, racism, sexism, and acceptingness of diverse political opinions. The great majority of current residents (73-85%) described their residence hall climate as very positive on 10 of the 12 characteristics. A smaller majority (66-67%) described the residence hall environment as very civil and very respectful. Although the percentages were lower among former residents, the pattern of responses was similar, with a smaller majority (generally about 67%) describing the residence hall environment as very positive on the same 10 characteristics and 46-50% describing the residence hall environment as very civil and very respectful.

A great majority of current residents answered on the positive side of a six-point scale assessing various aspects of the residence hall social climate. Current residents agreed that they felt safe in the residence hall (91%), included (75%), accepted by most of the other students (85%), and able to trust most of the people living in the hall (76%). They also agreed that the social environment helps them feel like they belong at CU (78%), that they can openly express their views to others in the hall (79%), and that if there are problems with disrespectful behavior, the problem is effectively dealt with by the Residence Hall Assistant (82%) or by Hall Director (80%). Once again, lower percentages of former residents reported a positive social climate in their residence halls, with a smaller majority of former residents answering on the positive side of the six-point scale on these same survey items.

The great majority of both current and former residents indicated that they never or rarely saw negative or insulting graffiti in their residence hall that targets members of particular groups—86% and 75%, respectively. The great majority of current residents indicated that they would be willing to report an act of discrimination or harassment that they witnessed (86%) or that they experienced personally (85%). These questions were not asked of former residents.

Overall, respondents who had lived in the residence halls or were living in the residence hall at the time the survey was administered indicated that their experiences in the residence halls contributed positively to their sense of belonging at CU-Boulder. CU-Boulder, however, would improve student experiences on the campus by:

- Identifying mechanisms that would foster a greater sense of inclusion in residence hall life
- Cultivating a residence hall environment that fosters more trust between residence hall residents
- Providing training that enables Residence Hall Assistants and Directors to help hall residents more effectively deal with disrespectful behavior

- Developing a residence hall culture in which negative or offensive graffiti is more often reported to resident assistants and hall directors and eliminated in a timely fashion

Campus resources

Students were asked about their awareness of, use of, and satisfaction with 14 campus resources. Of the respondents who answered this survey item (about three quarters of the total respondents), ≥31% indicated that they were unaware of at least one of the following six resources: a) Ombuds Office, b) Student Outreach & Retention Center for Equity (SORCE), c) Cultural Unity and Engagement Center (CUE), d) Office of Institutional Equity and Compliance, e) Office of Veteran Services, and f) International Student and Scholar Services. CU-Boulder would increase student awareness of these important campus resources by:

- Developing more effective informational material and communication mediums to reach students and inform them about the services provided by these resources
- Creating and implementing assessment tools that enable the units to evaluate the effectiveness and client satisfaction of the services provided and to monitor the impact on student experiences