

Results of the 2022 Grays Harbor College Community College Survey of Student Engagement (CCSSE) Race/Ethnicity Survey

November 2022



PRODUCED BY
The Office of Institutional Research
Grays Harbor College

General Information

In order to productively engage with equity, diversity and inclusion (EDI) issues, it is important to have a shared understanding of the language that we use. The Diversity Advisory Committee developed a glossary of Diversity Definitions during the 2021 academic year. To access this glossary, please visit <https://www.ghc.edu/edi/diversity-definitions>.

General statistics about the college, including the Fast Facts 1-pager, can be found at <https://www.ghc.edu/facts-and-statistics>.

Additional information is available to college employees on the IECR intranet page at <https://intranet.ghc.edu/departments/iecr>.

File Version

Date	Updates
Jan 24, 2023	Corrected a duplicated chart, artifacts in cover image, and several typos.
November 2022	Original version posted to intranet.

CCSSE Race/Ethnicity Survey Results

Executive Summary

Grays Harbor College (GHC) has participated in the core Community College Survey of Student Engagement (CCSSE) every 2-3 years since 2005. With the 2022 administration of the core CCSSE, the Race/Ethnicity survey, a new instrument in development for CCSSE was offered as a free add-on. With the passing of HB 5227 and 5194, the college was directed by the legislature to do a regular climate survey of students, and took advantage of the offer.

Similar to the CCSSE, students who were age 18 or over and enrolled in at least one 100- or 200- college-level course (or pre-college English, math, or reading course) were invited to participate. The survey was administered online through CCSSE's interface.

98 students, roughly 11% of the 920 students invited, participated in the survey. 69 out of 98 respondents indicated they were white, non-Hispanic. This represents 70% of respondents, while white, non-Hispanic students were 63% of the invited population.

In order to protect personally identifiable information, responses were split into two groups: students of color, and white & no response. Please see the Race/Ethnicity Groups section below for more information (page 4).

Selected Results

Overall, average responses from both race/ethnicity groups tended to be in the same band, for example, between *never (0)* and *rarely (1)*.

The survey results will suffer from a small response count, especially for the students of color group.

- Students feel that racism does exist both in the community and at the college, but felt it was less prominent at the college. This sense was higher for students of color, as one might expect.
- Students *slightly agree (4)* that they have opportunities to provide feedback about incidents of racism. When asked if the college's response to incidents of racism was appropriate, average scores were around 4.7 for both groups, between *slightly agree (4)* and *moderately agree (5)*.
- When asked about the frequency of in-class discussions on topics of race/ethnicity, average responses for both groups were between *rarely (1)* and *sometimes (2)* on a scale of 0 – *Never* to 4 – *Very Often*.
- Students from both groups reported that they felt a sense of belonging (average scores between *slightly agree (4)* and *moderately agree (5)*). Both groups *moderately agreed* that there is a culture of caring at the college.
- When asked about awareness of supports for students, students of color generally had less awareness of the supports than their white peers, and also utilized them less frequently. In some cases, the difference was 10% lower. The one exception was the First-year experience, where 33% of students of color were aware of it, compared to 16% of white students.

Response Rate & Cohort Comparison

Response Rate:

920 GHC students were invited to the survey during spring quarter 2022.

98 students, or **11%** of invited students responded.

Gender Identity:

60% of invitees indicated their gender was female, compared to 66% of respondents. 40% of invitees identified as male, while only 30% of respondents identified as male.

Full/Part time:

64% of respondents were full time (12 or more credits), while 78% of respondents indicated they were full-time. (The survey question did not have a credit limit, and it was up to the student to self-identify.)

Age Group:

Younger students were underrepresented in the respondents, with only 28% of respondents indicating an age group of 18 to 21, while this population was 45% of the invited population.

Students aged 30 to 39 were overrepresented in the respondents, 29% of respondents compared to 18% of invited students.

Race Ethnicity:

While the race/ethnicity choices are not exactly the same between the CCSSE Survey and GHC's student management system, we can draw some comparisons.

The majority of respondents (69 out of 98) were white. This represents 70% of respondents, while white, non-Hispanic students were 63% of the invited population.

Summary:

- Women were overrepresented in the respondents, while men were underrepresented.
- Full-time students were overrepresented in the respondents, while part-time students were underrepresented.
- Older students (especially 30 to 39) were over-represented, while younger students (18 to 21) were underrepresented.
- White, non-Hispanic students were overrepresented in the respondents, 70% of respondents compared to 63% of students invited. There was a slightly higher % of students with no responded or "other" in the respondents, 10% compared to 4% in the invited population.

Results

Race/Ethnicity Groups

As discussed above, out of 98 responses, 69 of them indicated a race/ethnicity of *white, non-Hispanic* on the survey. The only other race/ethnicity category with more than 10 respondents was the *2 or more* race/ethnicity category.

In order to present results in a way that is not personally identifiable, but still offers some level of detail, results were split into two groups:

- White & No Response, 77 students (79%)
- Students of Color, 21 students, (21%)

Any student who indicated a specific race/ethnicity other than white was put into the Student of Color category. This includes students who indicated belonging to two or more racial or ethnic groups.

Students who only indicated white, who did not respond to the question, or who only indicated the *Other* category were placed into the White & No Response category.

The Office of Institutional Research understands that this is not ideal. Even the broad categories often used in race/ethnicity analysis are conglomerates of many different cultures and identities. To combine them into an umbrella term such as students of color only further hides the personal experience and identities of these students.

However, we also have a personal duty and a responsibility under federal law (FERPA) to protect Personally Identifiable Information. This is a necessary compromise to straddle the line between the responsibility of accurate reporting and protecting our students.

For questions about this, or if you believe you have a demonstrated business need to see more granular data, please contact the Office of Institutional Research and Reporting at IECR@ghc.edu.

Response Scales

Many of the questions in this document use these two response scales. In order to save space on the graphs, abbreviations have been used for the various answer options as detailed below.

Agree/Disagree

Answer Option	Abbreviation
1 = Strongly disagree	StD
2 = Moderately disagree	MD
3 = Slightly disagree	SD
4 = Slightly agree	SA
5 = Moderately agree	MA
6 = Strongly agree	StD

Frequency

Answer Option	Abbreviation
0 = Never	N
1 = Rarely	R
2 = Sometimes	S
3 = Often	O
4 = Very often	VO

A handful of questions use alternate answer scales, which are detailed along with those specific questions.

Incidents of Racism

Both Students of Color and white students *slightly agreed* (4) that racism exists in the community outside the college, with average scores between *moderately disagree* (2) and *slightly disagree* (3) for racism at the college.

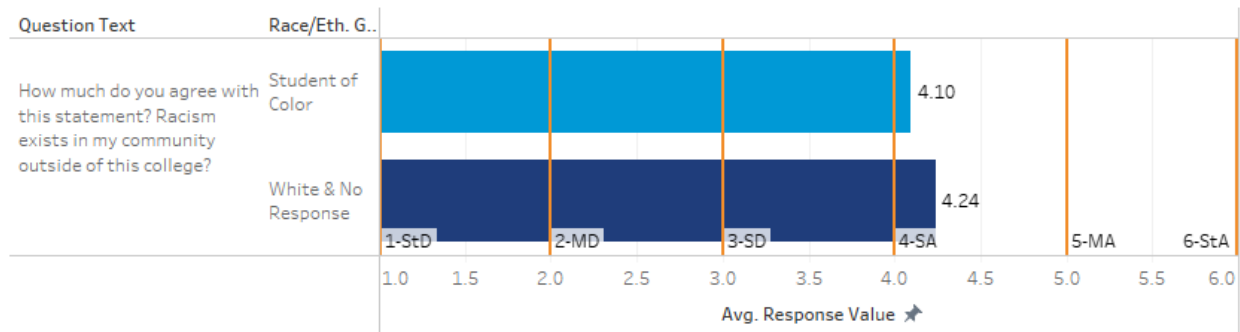
For both groups, witnessing racist incidents in the community was between *rarely* (1) and *sometimes* (2), while witnessing racist incidents at the college was between *never* (0) and *rarely* (1). For both questions, the average score from students of color was closer to the more frequent option, though not significantly so.

When asked about racism directed specifically at the student in the community, the answers from white students were between *never* (0) and *rarely* (1) but closer to *never* (0), while the average response from students of color was *rarely* (1).

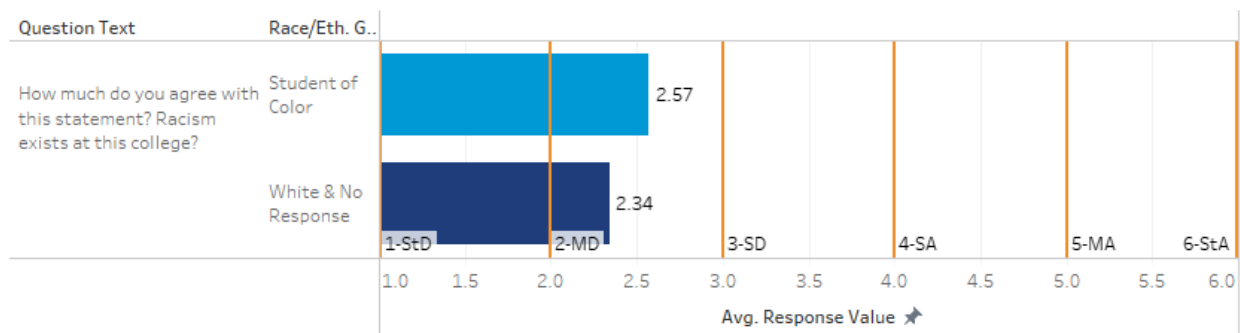
When asked about racism directed specifically at them at the college, the answers from white students were very close to *never* (0), while the average response from students of color is halfway between *never* (0) and *rarely* (1).

Overall, while incidents of racism are present in both the community and at the college, respondents felt that the college had fewer incidents than the community.

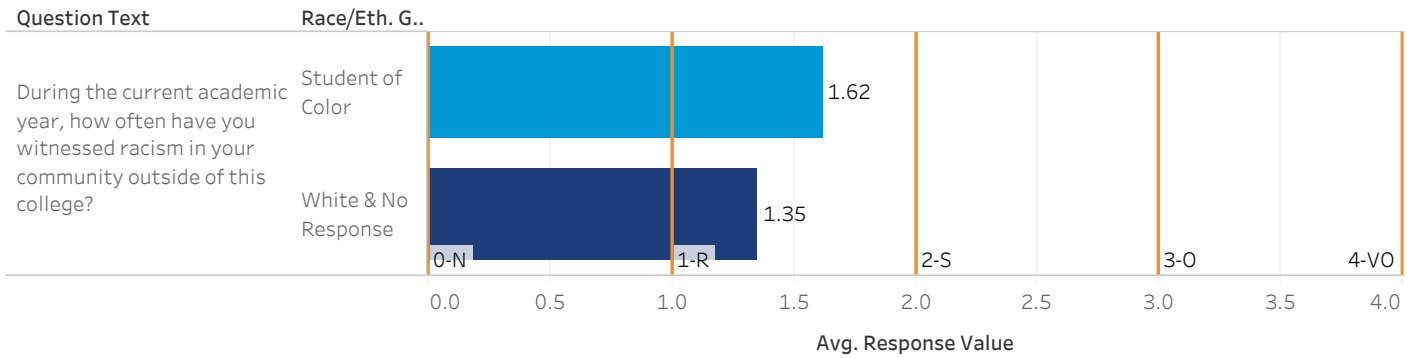
Racism in Community: Scale of 1 to 6



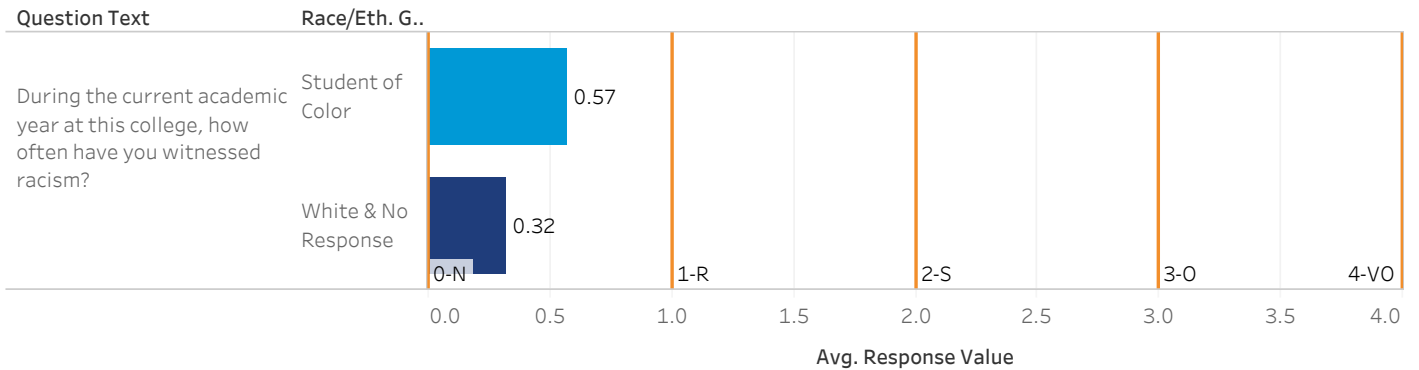
Racism at College: Scale of 1 to 6



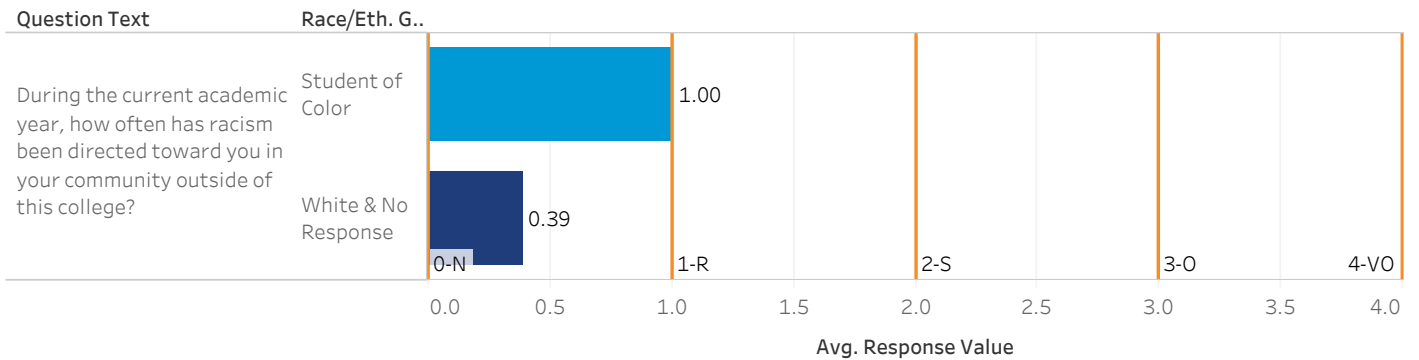
Racism Witnessed in Community: Scale of 0 to 4



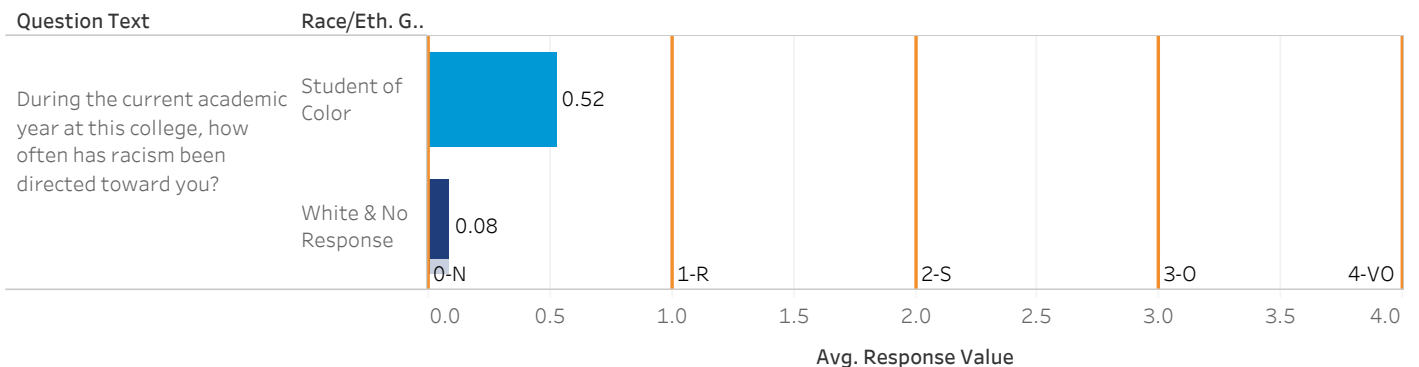
Racism Witnessed at College: Scale of 0 to 4



Racism Directed at You in Community: Scale of 0 to 4



Racism Directed at You at College: Scale of 0 to 4



Stance and Feedback

When asked about college staff taking a stance against racism, the average score for students of color was 1.1, *rarely (1)*, while the average score for white students was 1.35, between *rarely (1)* and *sometimes (2)* but closer to *rarely*.

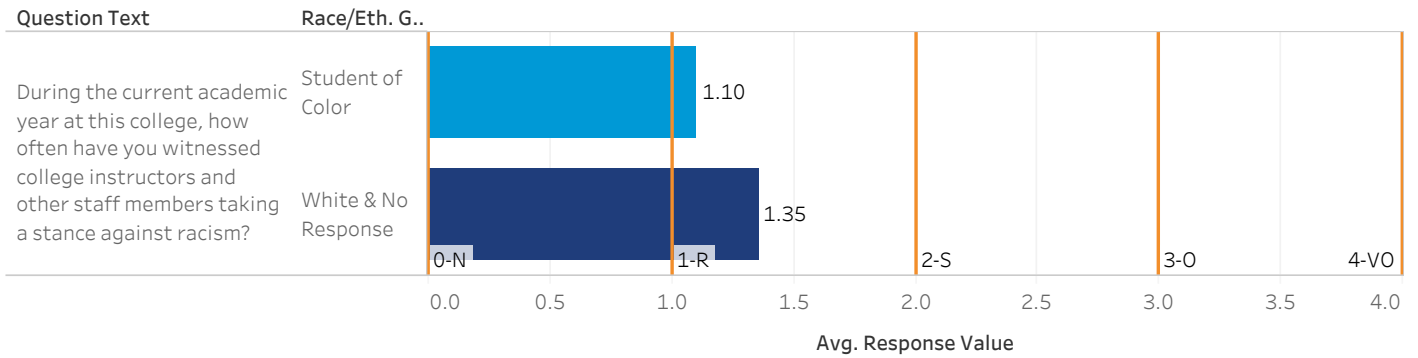
When asked about college staff taking a stance in their defense, the average scores were 0.53 for white students and 0.60 for Students of Color, between *never (0)* and *rarely (1)*.

This cannot be interpreted in isolation from the previous responses where there were not many incidents of racism on campus. So, based on the previous answer, it is possible that the response here is low because there were not many incidents for faculty and staff to respond to. However, it also does not mean that training staff on how to stand up to such incidents is not needed.

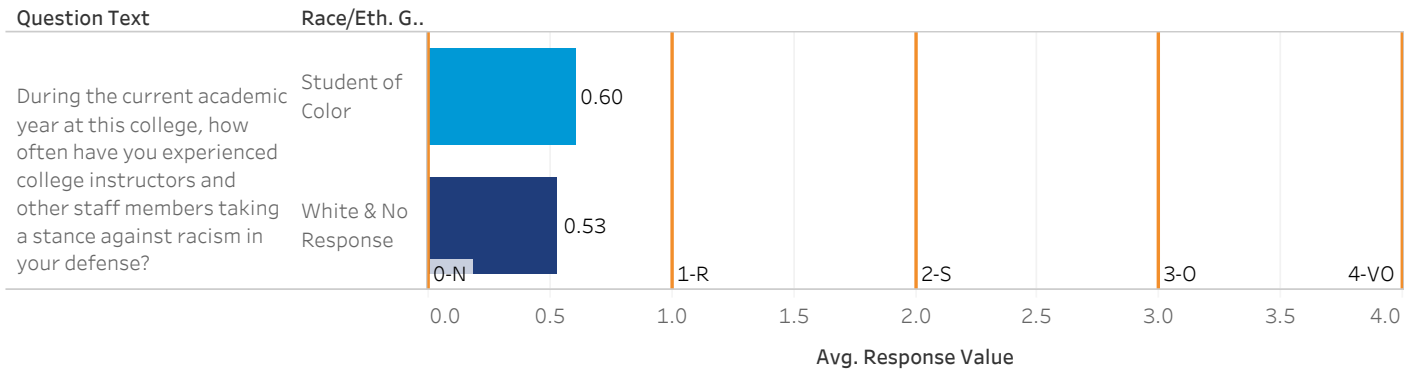
Students *slightly agree (4)* (average 3.71 & 3.85) that they have opportunities to provide feedback about incidents of racism.

When asked if the college's response to incidents of racism was appropriate, average scores were between *slightly agree (4)* and *moderately agree (5)*, around 4.7 for both groups.

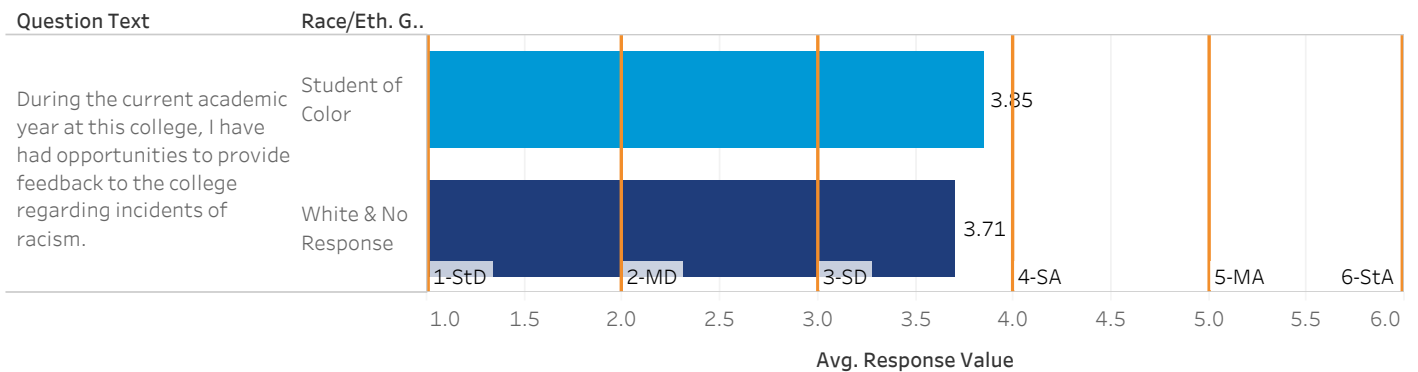
College Employees Took Stance Against Racism: Scale of 0 to 4



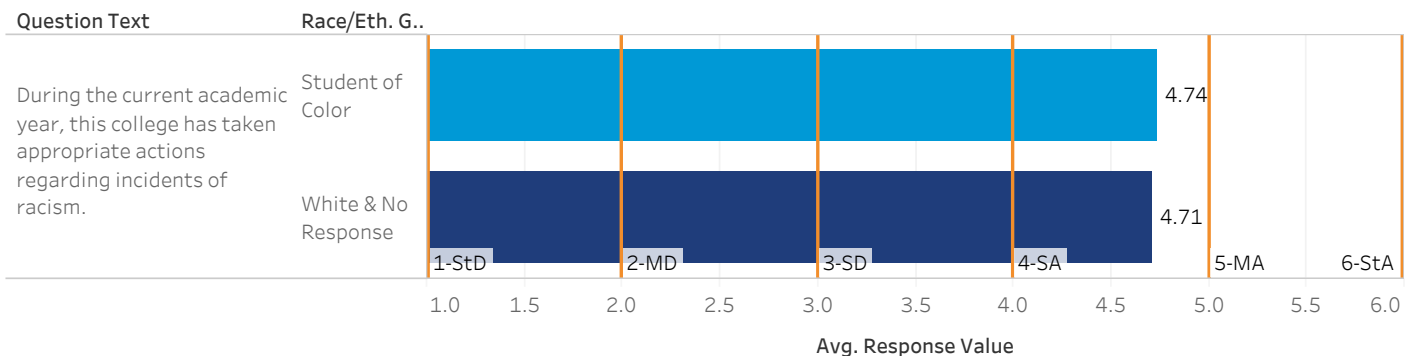
College Employees Took Stance Against Racism in Respondent's Defense: Scale of 0 to 4



I Could Provide Feedback on Incidents of Racism: Scale of 1 to 6



College Takes Appropriate Action: Scale of 1 to 6



Introduction to and Understanding of Other Cultures

The questions in this section are on a scale from 0 – Never to 4 – Very Often.

0 = Never
1 = Rarely
2 = Sometimes
3 = Often
4 = Very often

When asked about how often students had in-class discussions that encouraged them to examine their understanding of issues of race/ethnicity, the average score for students of color was 1.15, close to *rarely*. The average score for White & No Response was 1.57, between *rarely* and *sometimes*, but closer to *sometimes*.

Responses were similar when asked about how often students participated in activities or discussions designed to introduce them to cultures other than their own.

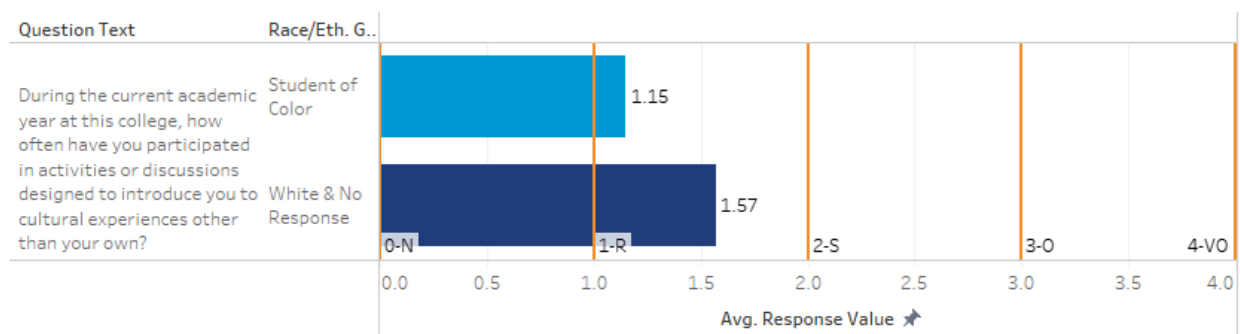
When asked about out-of-class discussions around examine their understanding of issues of race/ethnicity discussions, the average scores for students of color was 1.5 and for white & no response students was 1.6. These average scores are between *rarely* and *sometimes*.

When asked how often instructions included topics and perspective focused on the student’s stated race/ethnicity, the average score for respondents of color was close to *rarely* at 1.10 while the average score for white and no race/eth response students was 1.41, between *rarely* and *sometimes*, but slightly closer to *rarely*.

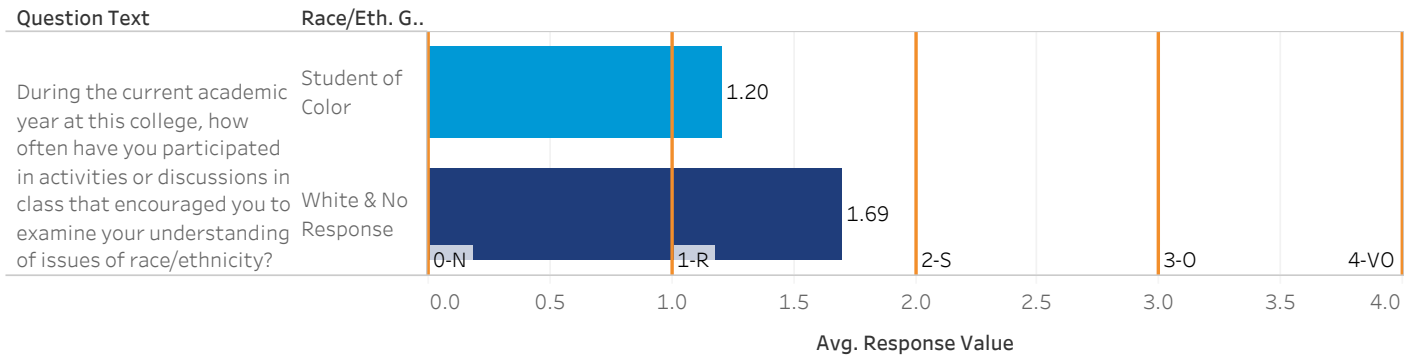
When asked about the frequency of engaging in in-class activities or discussions that reflected their personal cultural experiences, the average score for students of color was 1.15, while the average score for white and no race/eth response students was 1.3. Both averages are between *rarely* and *sometimes*, but closer to *rarely*.

Taking these questions as a whole, the sense I get is that the majority of class experiences do not discuss matters of race, ethnicity or culture. There is some that is happening, but it is not widespread, at least among the respondents to the survey.

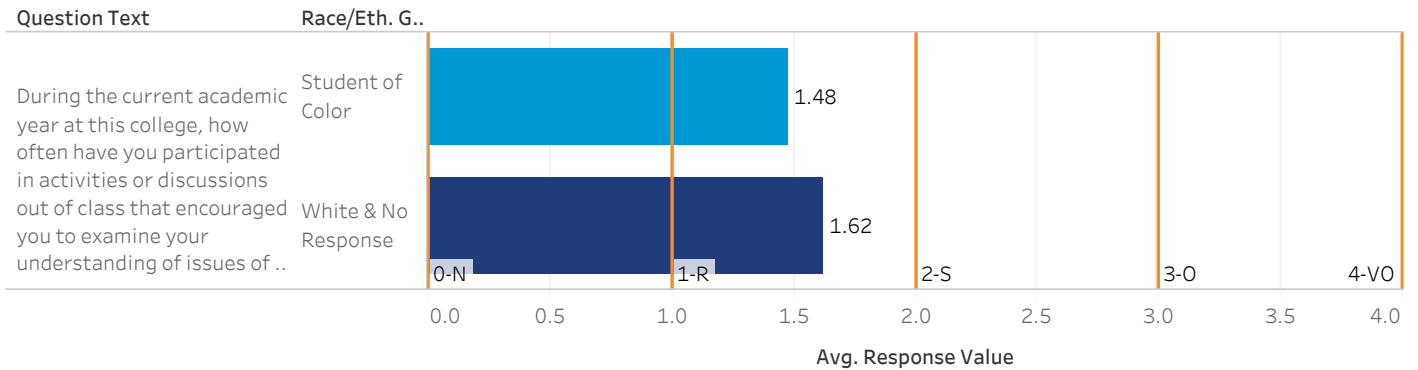
Introduction to Other Cultures: Scale of 0 to 4



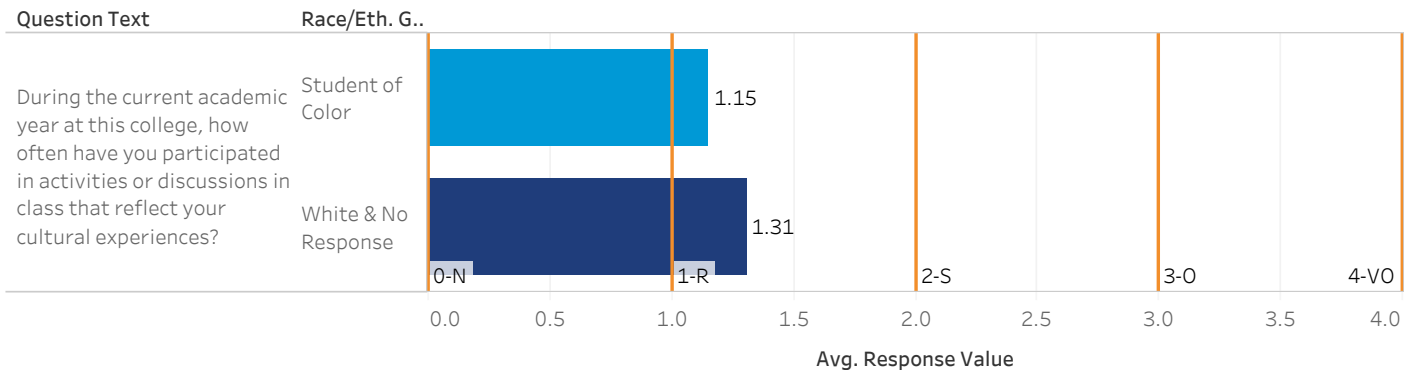
Examined Understanding of R/E Issues In Class: Scale of 0 to 4



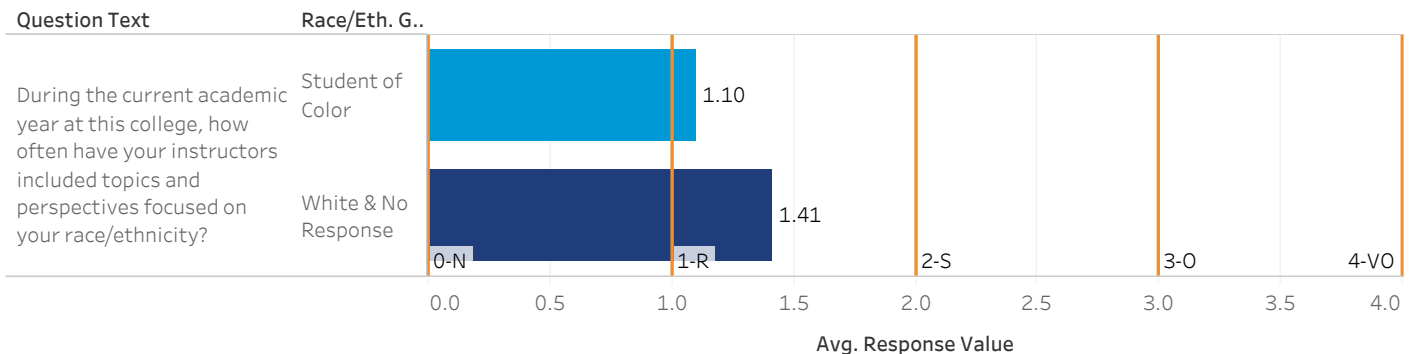
Examined Understanding Out of Class: Scale of 0 to 4



Activities Reflected Respondents Cultural Experience: Scale of 0 to 4



Topics and Perspectives focused on Respondent's Race/Ethnicity: Scale of 0 to 4



Diversity of Faculty and Staff

When asked if there was adequate diversity amongst GHC faculty and staff, the average score for students of color was 3.8, slightly below *slightly agree (4)*, and the average score for white and no response students was 4.25, just above *slightly agree (4)*. On a scale of 1 to 6, a difference of 0.4 in average scores is fairly significant, it's almost halfway to the next answer category.

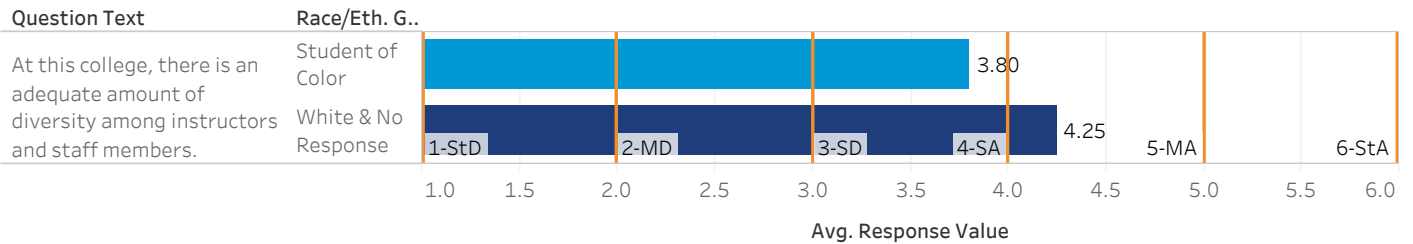
I found it interesting that all 21 student of color respondents said that *no*, it wasn't important for their advisor to be the same race or ethnicity. I do not want to discount the experience or opinions of these respondents; however, I would caution that this is a small sample size, and may not be representative of the population as a whole. Percentages can swing quickly when the denominator is small.

When asked if they had been advised by someone of the same race or ethnicity, 81% of white students said *yes*, while only 50% of students of color said *yes*.

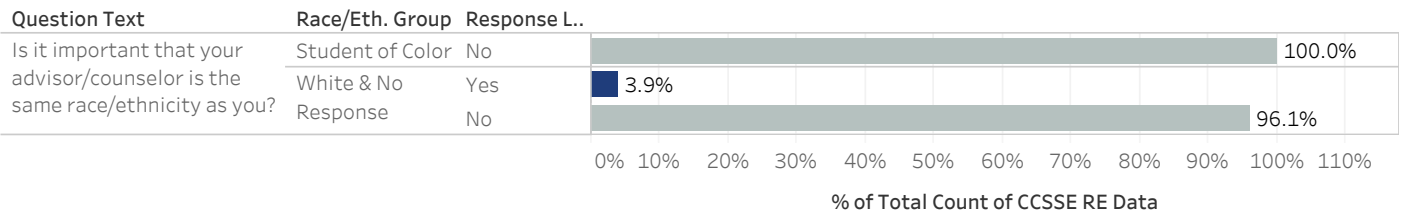
There is a similar disparity when asked how many courses had been taught by an instructor of the same race or ethnicity in the current year. The average response for students of color was 1.2, between *One (1)* and *Two (2)*, but closer to *One*. The average score for white students was 3.2, between *Three (3)* and *Four or more (4)*, but closer to *Three*.

When asked if they considered the race/ethnicity of instructors before enrolling, 10% of students of color said *yes*, while 1% of white students said *yes*.

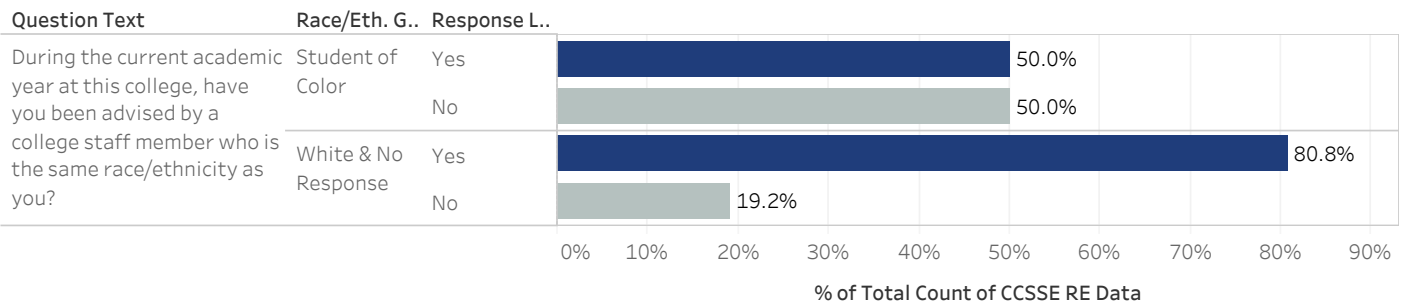
Sufficiently Diverse Employees: Scale of 1 to 6



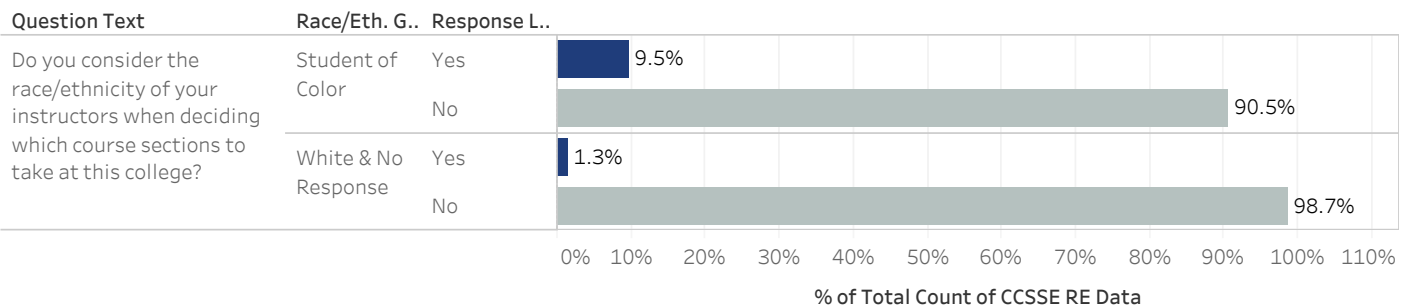
Important to Respondent that Advisor is Same Race/Eth.: Yes/No



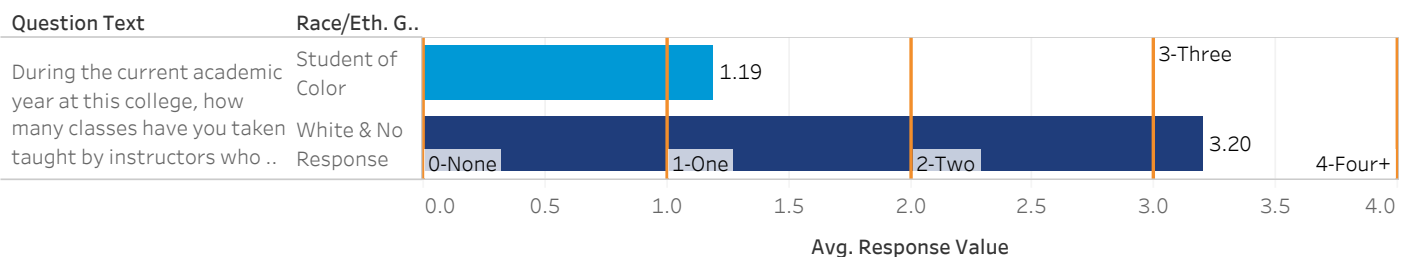
Respondent Was Advised by Same Race/Eth.: Yes/No



Consider Instructor Race/Eth. Before Enrolling: Yes/No



Respondent Taught by Same Race/Eth.: Scale of 0 to 4



Belonging and Caring

When asked if they felt like they belonged, the average score for students of color was 4.4, and the average score for white students was 4.8. This puts both averages between *slightly agree (4)* and *moderately agree (5)*, but the average for students of color was closer to the middle, while the average for white students was closer to *moderately agree*.

When asked about a culture of caring at the college, the average score for both groups was around 5.05-5.10, just above *moderately agree (5)*.

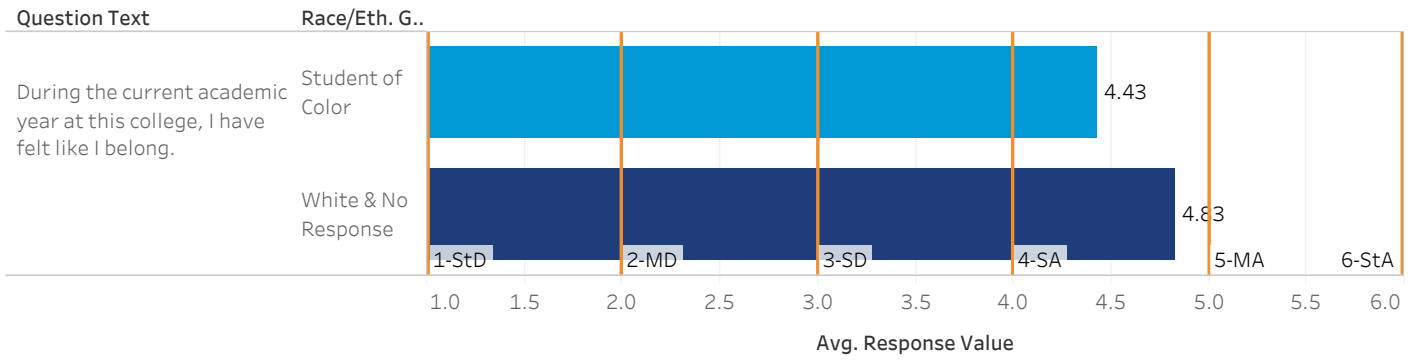
Students were asked to rate how much their instructors cared about their success, and about how college staff (other than instructors) cared about them. The scale was: 0 – *none of them care*, 1 – *some of them care*, to 2 – *all of them care*.

The average responses to the question about instructors were 1.5 for students of color and 1.6 for white students, right in between *some of them care (1)* and *all of them care (2)*.

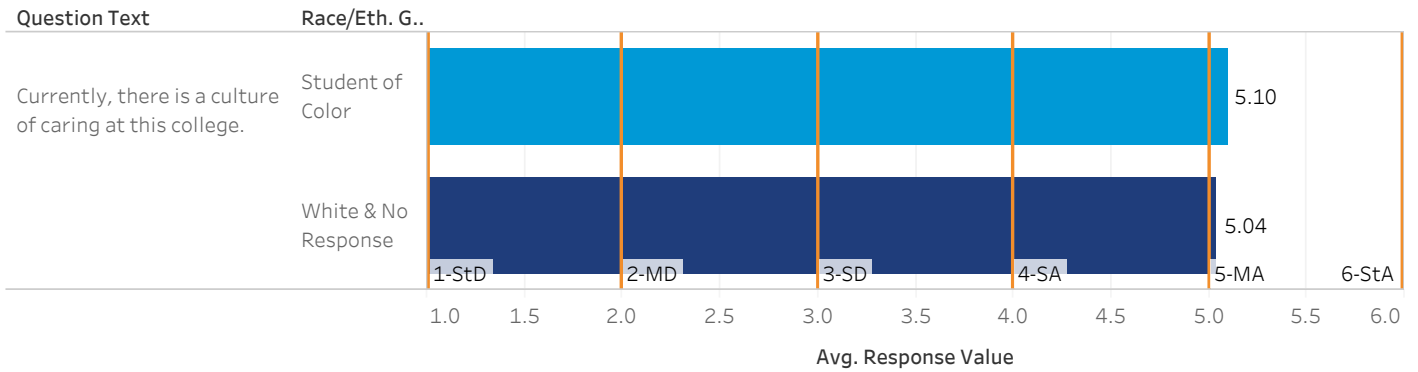
The average response to the question about college staff was 1.2 for students of color and 1.5 for white students. The two questions aren't quite equivalent, but the average scores for staff were lower than for instructors, and there was a larger gap in the average scores for students of color compared to white students.

Overall, there is a slight gap in the sense of belonging for students of color, and at least the respondents for this survey felt fewer of the staff cared for their success than their white counterparts did. (The average score indicates that most students feel at least some of the staff care, but fewer students of color feel that all staff care.)

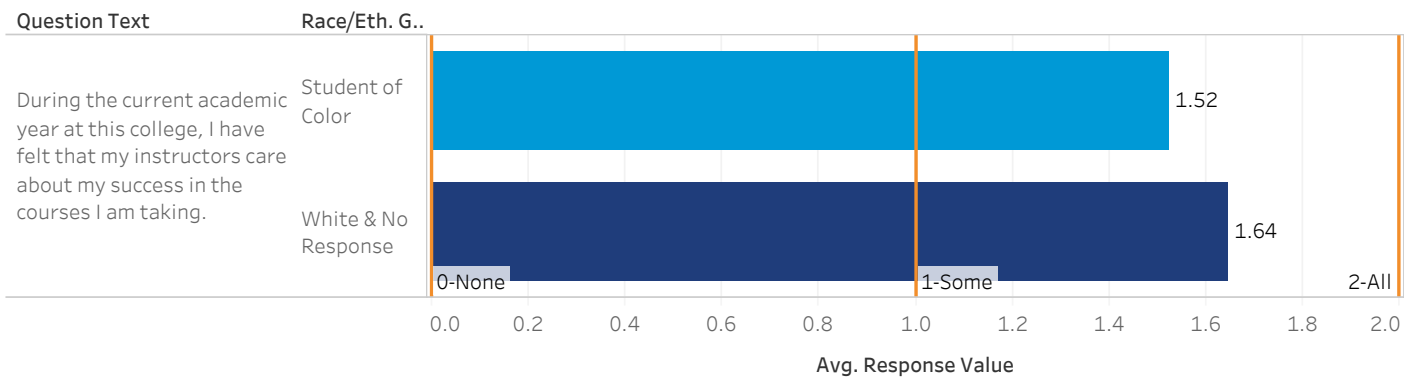
Sense of Belonging: Scale of 1 to 6



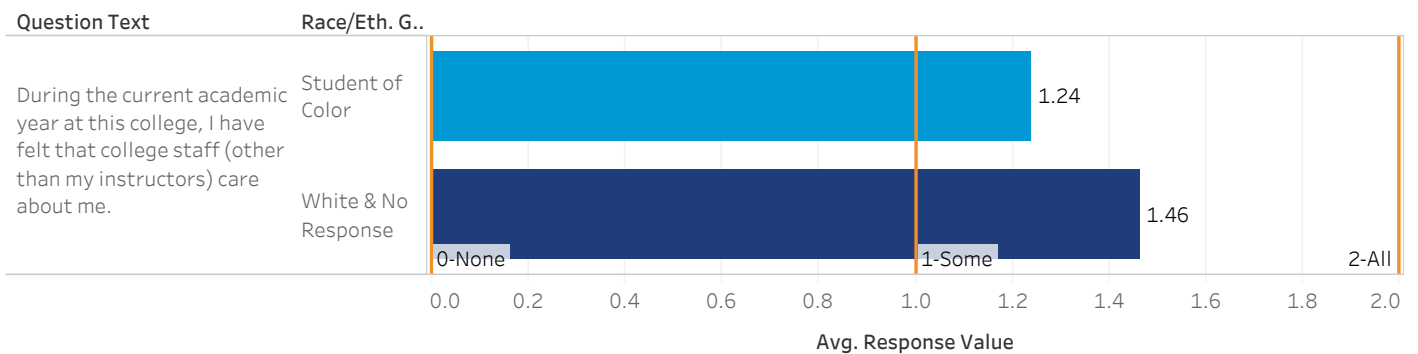
Culture of Caring: Scale of 1 to 6



Instructors Care: Scale of 0 to 2



Staff Care: Scale of 0 to 2



Academics

When asked about their confidence at completing all of their courses with a grade of C or better, the average scores for both groups were between *moderately agree* (5) and *strongly agree* (6). The student of color average of 5.3 was closer to *moderately agree*, while the 5.6 average for white students was more in the middle.

When asked to rate their own academic ability, the average score for students of color was 2.24 while the average score for white students was 2.44. These fall between *average* (2) and *above average* (3).

When asked if they felt their instructors had a different perception of their academic ability than the student themselves, the scale was: 0 – *none of them do*, 1 – *some of them do*, and 2 – *all of them do*.

The average score of responses from students of color was 0.95 while the average score for white students was 0.7.

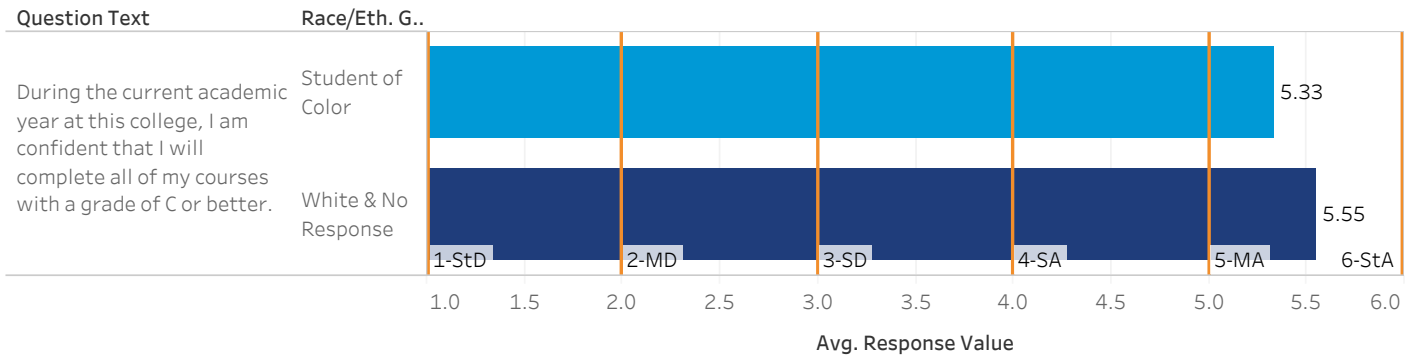
When asked about instructors having high expectations, the average score (on a scale of 1 to 6) was 4.2 for students of color and 4.6 for white students. These both fell between *slightly agree* (4) and *moderately agree* (5). Again, white students were more in the middle while students of color fell closer to *slightly agree*.

The combination of these questions hints at an interesting story. While the differences are slight, for this pool of respondents, students of color are less confident they will get at least a C in all their classes, and have a slightly lower opinion of their academic ability than their white peers. Students of color are also more prone to think their instructors have a different perception of their academic ability.

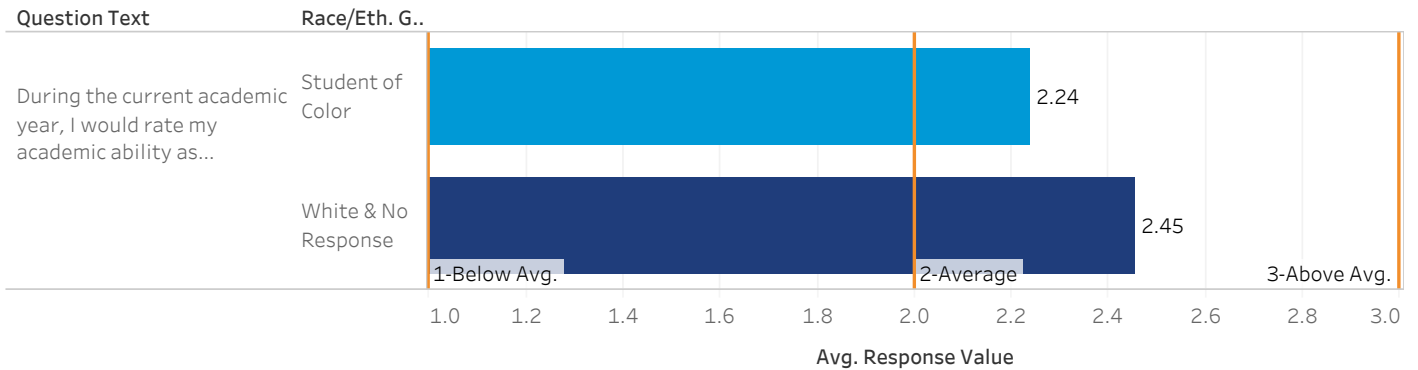
It's important to note that the "different perception" question is phrased neutrally: it does not specify whether the instructor has a higher or lower opinion than the student.

And lastly, students of color are slightly less likely to feel that their instructors have high expectations of them, but they are still generally in the same band as white and no-response students.

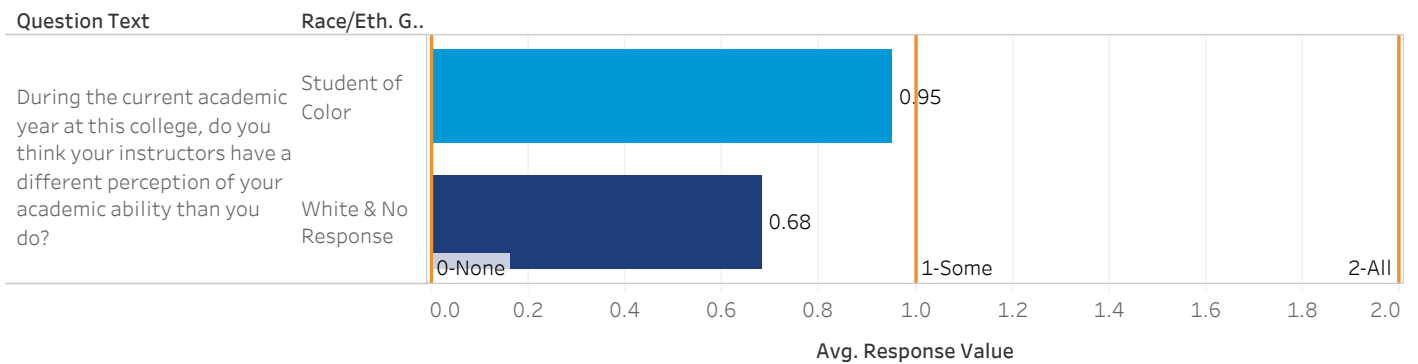
Expectation to Complete with C or Better: Scale of 1 to 6



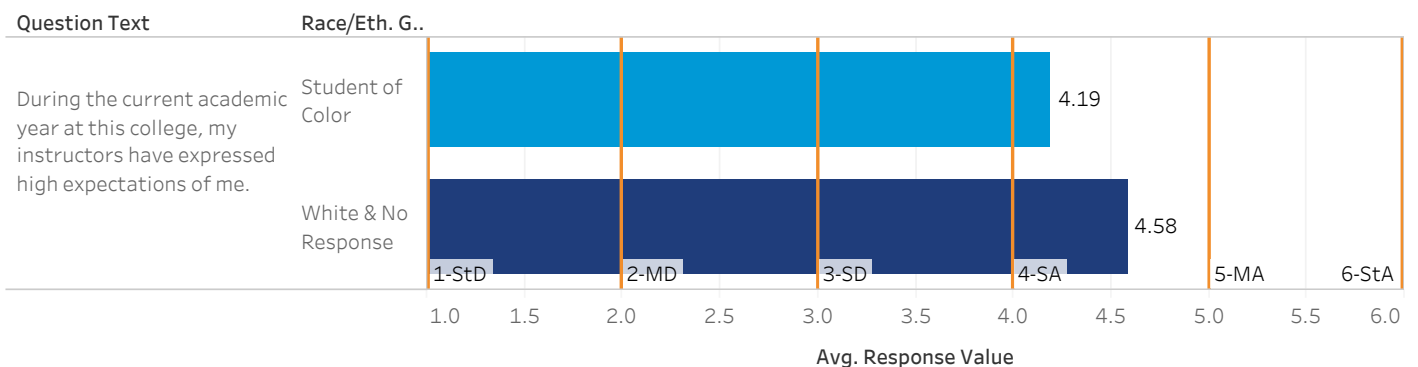
Respondent Rates Self on Academic Ability: Scale of 1 to 3



Instructor Perception of Academic Ability: Scale of 0 to 2



Instructors Express High Expectations: Scale of 1 to 6



Academic Supports

The survey asked about several academic supports and if the students were aware of them, and then if the students had utilized them.

When asked about awareness of supports, students of color generally had less awareness of the supports than their white peers. In some cases, the difference was 10% lower. (Keep in mind the number of students of color respondents was low, only 21, and percentages can swing widely with small denominators. 1 out of 21 students = 5%, so a 10% gap is 2 students.)

The one exception was the first-year experience, where 33% of students of color were aware of it, compared to 16% of white students. Interestingly, this was the academic support that the fewest number of white students indicated knowing about, the next highest was organized learning communities at 22%.

Around 70% of the students in both groups were aware that peer or other tutoring was available.

When asked about use, only three of the services had been utilized by students of color: First year experience, orientation, and supplemental instruction.

For white students, each of the supports had been used by between 4% and 17% of the respondents with Orientation and Peer or other tutoring the highest (17% each) and First Year experience the lowest at 4%.

My takeaway here is that we may need to rethink how we are informing students about the available supports, since it doesn't seem to be sticking. (Also, some of these supports may be course dependent, such as supplemental instruction and organized learning communities.)

Conclusion:

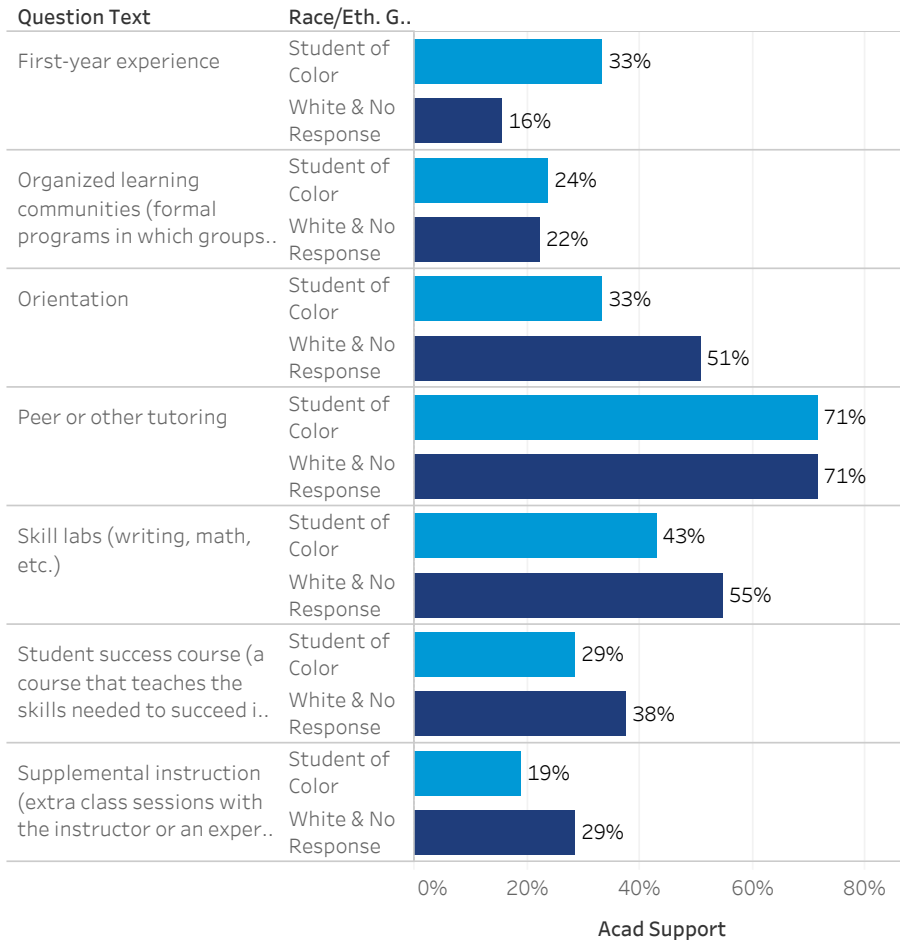
In general, across all questions the average score for the students of color group was slightly lower, but generally in the same band as the average score for respondents who identified as white or who did not respond to the race/ethnicity question.

The survey results will suffer from a small response count, especially for the students of color group.

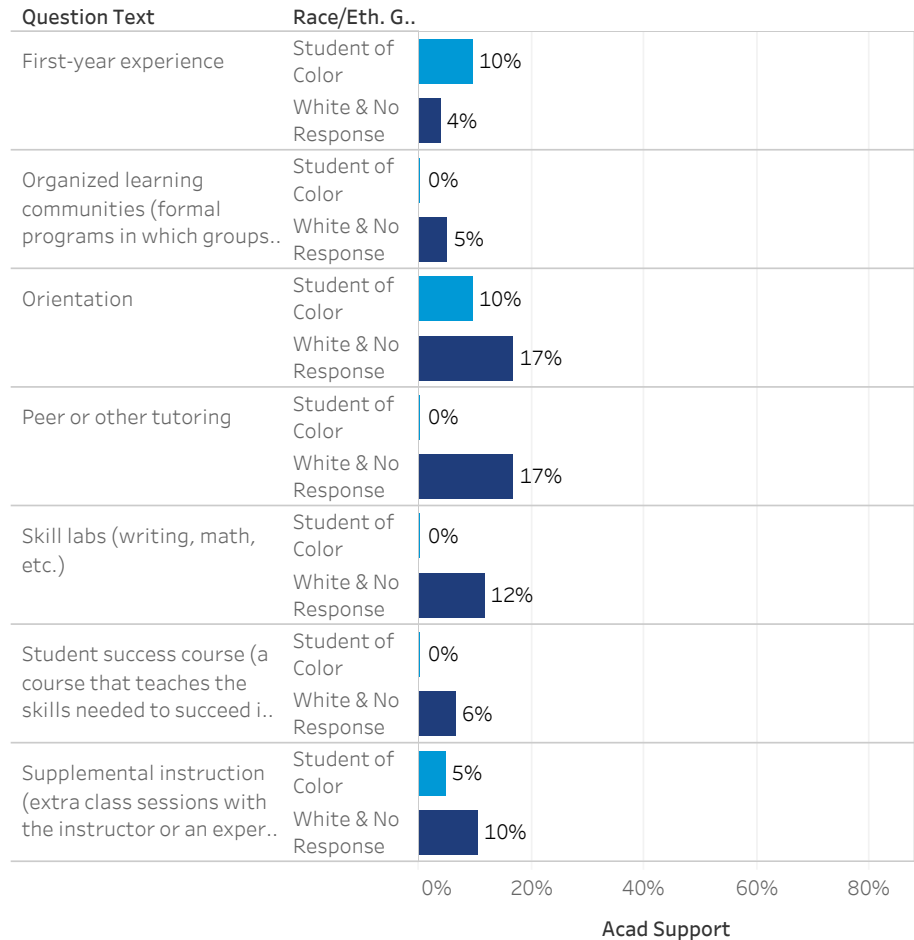
Academic Supports

Race/Eth. Group
■ Student of Color
■ White & No Response

Pct. of students who knew about:



Pct. of students who used:



GRAYS HARBOR COLLEGE



Grays Harbor College does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, creed, religion, marital status, veteran status, genetics, or age in its programs, activities, and employment. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Title II/Section 504 Coordinator - Darin Jones, Chief Executive of Human Resources

Grays Harbor College
1620 Edward P. Smith Drive
Aberdeen, WA 98520
360-538-4234

Title IX Coordinator - Darin Jones, Chief Executive of Human Resources

Grays Harbor College
1620 Edward P. Smith Drive
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