

**Central Lakes College**

**Multicultural Awareness for Institutional Transformation-  
MAP IT Survey**

**Findings and Recommendations from MAP IT and  
Previously Implemented CLC Diversity Surveys**

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## **MAP IT Survey: Overview of Survey**

Central Lakes College (CLC) was given permission to use and modify the MAP IT Survey from Jeanne Higbee, University of Minnesota. MAP IT was adapted by the U of M, from 'Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society (Banks et al., 2001). Most of the existing survey instruments are geared for individual groups versus and entire higher education system. MAP IT's comprehensive guiding principles are geared for use with administrators, faculty/instructors, student support staff and students; thus allowing us to develop a starting point to understand multicultural issues within our higher education institution as a whole.

## **Reasons for conducting survey at CLC:**

The work of the MAP IT Survey was undertaken by the Director of Diversity at Central Lakes College, with involvement from the President, Vice President of Academic & Student Affairs and the Director of Human Resources. Central Lakes College's mission and strategic plan support our efforts to promote equity, access, a meaningful learning environment and opportunities to understand and celebrate diversity for all students and employees. Central Lakes College has conducted informal surveys and focus groups with students of color and faculty in the past. By using the comprehensive MAP IT Survey, we hope to create a baseline of our strengths and limitations in becoming a multiculturally transformed- diversity based higher education institution. We expect to use the findings of this survey (and surveys done prior) to help us develop a diversity plan that is inclusive, process oriented and ongoing.

## **Process for conducting MAP IT at CLC:**

With the assistance of Human Resources staff, Information Systems Technologists, faculty, and our Student Senate, we were able to implement the survey to students, faculty/instructors, student support staff and administration between April 26 and May 3, 2010.

## **Process for recruiting participants:**

\*\*Note: the MAP IT Survey is divided into four survey instruments

**Students:** Student Senate staff hung posters and flyers in the hallways to announce the survey. Students who attend class at both campuses (at Brainerd and Staples) were given opportunities over a 3 week period to participate in the survey at 'survey stations' that were set up near the commons and lunch room. Students taking online courses were notified via system email. Student Senate sent multiple email reminder notices to all students encouraging participation in the survey. Students were notified via email and posters that they could take the survey via D2L (online) if they choose. Some faculty and instructors provided extra credit and/or expected that students participate in the survey as part of their classroom assignment.

**Faculty/Instructors:** Via a presentation to faculty/instructors and multiple email reminders, all were encouraged to participate in the survey.

**Student Support Staff:** Human Resources hosted diversity training for all student support staff. All staff was encouraged to participate in the survey as part of their day of training.

**Administration:** At the direction of our College President, all administrators were strongly encouraged to participate in the survey.

**\*\*Note:** President Larry Lundblad strongly encouraged all students, student support staff, faculty/instructors and administrators to support and participate in this survey.

### **Specifics of the MAP IT Survey:**

The survey incorporates both notions of diversity and multiculturalism. Along with the established 10 Guiding Principles, there are built in links to help us understand the internal relationships between diversity, power, and advocating processes for meaningful access to higher education for all students. Each set of questions relates to a particular principle and measures either attitudes about the principal or implementation of the principle. Survey questions are grouped within each of the 10 Guiding Principles with questions tailored for each of the four groups: students, faculty/instructors, administrators and student support staff:

### **10 Guiding Principles of MAP IT:**

1. **Commitment to Diversity:** *The education institution should articulate a commitment to supporting access to higher education for a diverse group of students, thus providing the opportunity for all students to benefit from a multicultural environment.*
2. **Organizational Structure:** *The education institution's organizational structure should ensure that decision making is shared appropriately and that members of the educational community learn to collaborate in creating a supportive environment for students, staff and faculty.*
3. **Professional Development:** *Professional development programs should be made available to help all staff and faculty understand the ways in which social group identification such as race, ethnicity, home language, religion, gender, sexual orientation, social class, age, and disability influence all individuals and institutions.*
4. **Equal Opportunities for Success:** *Educational institutions should equally enable all students to learn and excel.*

5. **Awareness of Social Context:** *Educational institutions should help students understand how knowledge and personal experiences are shaped by contexts (social, political, economic, historical, etc). in which we live work, and how their voices and ways of knowing can shape the academy.*
6. **Acquiring Effective Social Skills:** *Educational institutions should help students acquire the social skills needed to interact effectively within a multicultural educational community.*
7. **Extra Curricular & Co-curricular Activities:** *Educational institutions should enable all students to participate in extracurricular and co-curricular activities to develop knowledge, skills, and attitudes that enhance academic participation and foster relationships within a multicultural education community.*
8. **Developmental Support Services:** *Educational institutions should provide support services that promote all students intellectual and interpersonal development.*
9. **Ideas Values by Many Cultures:** *Educational institutions should teach all members of the educational community about the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures.*
10. **Culturally Sensitive Assessment:** *Educational institutions should encourage educators to use multiple culturally-sensitive techniques to assess student learning.*

## **CLC PARTICIPATION AND DEMOGRAPHIC INFORMATION**

### **Number of surveys that were completed/usable:**

Students: 364

Faculty: 54

Staff: 48

Administrators: 13

(though one respondent  
identified self as a student)

Total number of CLC students: 5515

Total number of Faculty: 142

Total number of Staff: 158

Total number of Administrators: 26

\*\*defined as Leadership Council

### **Response Choices:**

1= never or almost never

2=occasionally

3= often

4=almost always or always

\*\*Note: Two additional response choices were provided ('Not Applicable' and 'Don't Know') but were not offered in some categories and were not given a number value. Like the U of M, we decided to not add these categories as is would skew the Mean. When a significant number answered 'Not Applicable' or 'Don't Know', we noted this in our findings and recommendations.

### **GENDER:**

	<b>Students</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>
Male:	35.2%	34.62%	17%	29%
Female:	64.8%	65.38%	83%	71%

**ETHNICITY of Respondents:**

	<b>*Students</b>	<b>Faculty</b>	<b>Staff</b>	<b>Administrators</b>
Am Indian/ Alaskan Native:	4.95%	1.85%	0	7%
Asian:	1.1%	0	0	20%
Black/African American:	1.37%	0	0	0
Hispanic/Latino	2.2%	0	0	0
Native Hawaiian/ Other Pacific Island:	.55%	0	0	0
Two or More Races:	2.47%	1.85%	6%	0
White:	94.23%	92.59%	87%	73%
No Answer:	0	0	7%	0

\*Student total is more than 100%. Students appeared to check more than one response for race.

**COMPARISON TO OVERALL CLC DEMOGRAPHICS AND REGIONAL DEMOGRAPHICS**

**Estimate of Ethnicity of Overall CLC Student Body: Spring, 2010**

**\*\*note: students must self identify**

Uncoded:	1089	19.75%
White:	4227	76.65%
American Indian Alaskan Native:	88	1.60%
Asian:	33	0.60%
Black/African American:	49	0.89%
Hispanic/Latino:	29	0.07%
Native Hawaiian/ Pacific Island:	0	

**Total Number of Students: 5515**

**Ethnicity of CLC Employees: Spring. 2010**

White:	318	97.55%
American Indian/ Alaskan Native:	5	1.53%
Asian:	2	0.61%
Black/African American:	1	0.31%
Hispanic/Latino:	0	0.00%
Native Hawaiian/ Pacific Island:	0	0.00%

**Total Number of Employees: 326                    2.45% Employees of Color Responded**

**Non-White Population as Percentage of Total Population:**

(MN Dept of Employment and Econ Development, 2008)

Crow Wing County:	3.2%
Central Lakes Sub region:	5.7%



# **RESULTS OF CLC MAP IT SURVEY**

Note: Unless otherwise noted, means listed in pages below are weighted averages of all the questions within each particular Guiding Principle.

Means range from 1 (never or almost never) to 4 (almost always or always), with higher means indicating a more positive response vis-à-vis an environment that is conducive to multiculturalism and supportive of diversity.

## **SUMMARIES OF HIGHEST AND LOWEST MEANS:**

	<b><u>Highest Mean</u></b>	<b><u>Lowest Mean</u></b>
<b>Students:</b>	Commitment to Diversity	Extracurricular and Co-curricular Activities
<b>Faculty:</b>	Developmental Support Services	Extracurricular and Co-curricular Activities
<b>Support Service Staff:</b>	Commitment to Diversity	Extracurricular and Co-curricular Activities
<b>Administrators:</b>	Commitment to Diversity	Acquiring Effective Social Skills

## **COMMENTS SECTION**

In addition to the questions under each of the 10 Guiding Principles, participants were able to make comments at the end of the survey. A summary of these comments is presented below. Specific comments related to the Guiding Principles are included under each Guiding Principle; comments related to MAP IT survey itself are presented here.

\*Note: -Not all comments were inserted, nor did every group of respondents provide comments and (SIC) behind a comment signifies direct quotes.

### **STUDENT COMMENTS:**

- 183 of 364 student respondents (50.3%) made comments.
- 50 of these 183 comments (27.3%) were not related to multiculturalism.
- Of the 133 applicable comments:
  - 62 (46.6%) were related to the general issue of CLC's Commitment to Diversity (Guiding Principle 1):
    - 41 (66.1%) were positive.
    - 16 (26%) were negative.
    - 5 (8.1%) were neutral or both positive and negative.
  - 20 (15%) were comments on the MAP IT survey.
    - 9 (45%) were negative or critical of the survey.
      - Examples:
        - "I think this was a poorly written survey the answers did not fit the questions well. Exp. do you feel safe at CLC? The answer choices did not fit the question." (SIC)
        - "some of these questions are confusing!"
        - "Many of these questions display a reliance on highly unsound presuppositions."
        - "too many questions and then not enough questions. I prefer the direct approach in asking – do you think you are prejudice or have been negatively influenced by people such as relatives that were or are prejudice?" (SIC)
    - 7 (35%) were positive or complementary about the survey.
      - Examples:
        - "I think it was a good survey."
        - "The survey opened my eyes to how many ways diversity exists in the college environment."
        - "this survey was a wonderful experience and should be continued in the future" (SIC).
    - 2 (20%) were neutral or both positive and negative.

- “This is kind of a weird survey to take being there is only maybe less than 1% of the students are of a different nationality than white” (SIC).
- “The survey asked a lot of questions that weren’t relevant to me.”
- The next three highest categories of responses were as follows:
  - Guiding Principle 5 (Awareness of Social Context): 18 comments (13.5% of total comments); 9 were positive, 8 negative, and one neutral.
  - Guiding Principle 4 (Equal Opportunities for Success): 16 comments (12% of total comments); 8 were positive and 8 negative.
  - Guiding Principle 7 (Extracurricular and Co-Curricular Activities): 8 comments (6% of total comments); 6 were negative, 1 positive, and one neutral.
  - Guiding Principle 3 (Professional Development): 8 comments (6% of total comments); 4 were positive and 4 negative.

### **FACULTY COMMENTS:**

- 22 of 54 faculty respondents (40.74%) made comments.
- 11 of the 22 comments (50%) were related to the general issue of CLC’s Commitment to Diversity (Guiding Principle 1):
  - 7 (63.6%) were positive.
  - 1 (9.1%) was negative.
  - 3 (27.27%) were both positive and negative or neutral.
- 6 of the 22 comments (27.27%) were related to the MAP IT survey.
  - 2 were negative, 2 were positive, and 2 were both negative and positive.
    - Examples:
      - “I thought the questions were often vague or confusing. Many sentences bordered on run-on sentences that were too wordy or hard to interpret. I worry that the data will be significantly affected in a negative way.”
      - “It was an honor and a pleasure to respond to all these fine questions. It will have a place forever in my archive of cherished memories.”
      - “I might have answered some of the questions differently if the statements read, ‘CLC offers...’ versus my ‘program, department, or unit.’”
- 2 of the 22 comments (9.1%) were related to “Equal Opportunities for Success” (Guiding Principle 4).

### **ADMINISTRATOR COMMENTS:**

- 3 of 13 made comments (plus a fourth commented that s/he was a student and not an administrator).
- 2 of the 3 comments were related to the general issue of CLC's Commitment to Diversity (Guiding Principle 1). One was negative and one positive.
- 1 comment was related to the MAP IT survey:
  - "I am glad that CLC has undertaken this kind of survey. Getting to the survey was a little difficult, but once I got there, it was pretty smooth. I look forward to reading the results of this survey as it will reveal to us gaps in our programs and services."

### **STAFF COMMENTS:**

- 25 comments from the 48 Student Support Staff responded (52.08%).
- 2 comments that were related to the general issue of CLC's Commitment to Diversity (Guiding Principle 1) were positive in nature. 3 were negative. (see below)
  - "I see an honest attempt to encourage diversity."
  - "We are committed to diversity as to the extent that we are able to at this time."
- 3 areas with the highest number of negative responses were in Guiding Principles 1, 4 and 8. (Commitment to Diversity, Equal Opportunities for Success and Developmental Support Services). Comments will follow Guiding Principles.

## **INSTITUTIONAL GOVERNANCE, ORGANIZATION, AND EQUITY**

### **GUIDING PRINCIPLE 1: Commitment to Diversity**

The educational institution should articulate a commitment to supporting access to higher education for a diverse group of students, thus providing for the opportunity for all students to benefit from a multicultural learning environment.

- Student Mean: 3.49
- Faculty Mean: 3.31
- Staff Mean: 3.21
- Administrator Mean: 3.15

### **HIGHLIGHTS:**

- Highest Mean for three groups of respondents for the 10 Guiding Principles: Students, Staff, and Administrators. 4<sup>th</sup> highest Faculty Mean, but a range of only .15 separates this Mean from the other three that are higher.
- Smallest spread between the 4 groups (.34 between students and administrators); signifies the greatest amount of agreement amongst all 4 groups with regard to “Commitment to Diversity.”
- Positive Student Findings:
  - Highest student mean of all 10 Guiding Principles.
  - High responses on several questions in particular:
    - Does CLC support higher education for students from all cultural groups? 77.5% responded “often” or “almost always or always”
    - Does CLC operate in a manner that values a multicultural learning environment in which all students will learn? 79.61% responded “often” or “almost always or always”
    - Do you think that it is beneficial to be part of a multicultural learning environment? 79.33% responded “often” or “almost always or always”
- High percentage of “Don’t Know” responses on questions related to Guiding Principle 1. Overall, 15.8% of students, 16% of faculty, and over 10.5% of both staff and administrators answered “Don’t Know” on questions.
  - Particularly high “Don’t Know” responses by group:
    - Students: Is a commitment to multicultural issues central to the mission of Central Lakes College? 24% responded “Don’t Know”
    - Students: Does Central Lakes College attempt to recruit and retain a diverse student body? 26.74% responded “Don’t Know”

- Staff: Do admissions policies consider potential predictors of academic success beyond traditional measures such as standardized test scores, class rank, or grade point average (GPA)? 29.1% responded “Don’t Know”

## SELECT COMMENTS:

### ➤ STUDENTS:

- “I believe CLC has done a good job to create a diverse student body and to make every student feel comfortable and open-minded.”
- “I think Central Lakes College is a great example for multicultural integration and equality. They are always trying to enlighten students and faculty (SIC) about other cultures and people”
- “CLC does a great job with courses. No matter what course I take cultural diversity is always important. It has been wonderful learning about all the different cultures.”
- “I don’t think this school is as culturally diverse as it should be....I think that the location of the school had something to do with it. I think that that will be changing soon though, so it is important for staff and students to be prepared for changes.”
- “I don’t think discrimination is a big problem at CLC, but there isn’t a lot of diversity at this school in the first place.”
- “if you truly wanted a good rep with multi-culture diversity you should talk more about it and spread it through the school not just in class you are taking or can take”(SIC).
- “I am an older student and age is a discriminatory factor in college life.”
- “Cultural diversity is a joke at this school among the student body! I grew up with many different cultural opportunities so I expected I might be a little more in touch with proper interaction with different cultures, but these a\*\*holes just don’t seem to care. In addition, the classes seem to focus attention toward these ‘residents’ and many of the activities that they frequently do (i.e. fishing for walleye, hunting on their parents property, etc....) but I have not had these same experiences and feel left out when the class activities focus on just these aspects of the outdoors” (SIC).
- “I believe that faculty and staff are very welcoming to the international student population and people from other cultures. Unfortunately, I would go so far as to say these students sometimes seem favored.”
- “I have been discriminated against at this college based on my color and background. Because I am not colored and don’t have a mental/physical disability or a low GPA, I have not been eligible for a single scholarship from CLC. If we are trying to treat all backgrounds and races equally, why isn’t there a single ‘white’ scholarship? Or better yet, if we deserve the same treatment, why is the race even a factor?”
- “My only comment is that in remembering that we come from a multicultural, diverse society, we focus on certain ethnic populations such as Black, Hispanic, and Asian. There is no emphasis on those of us who consider ourselves White Americans!”

- “CLC welcomes many diverse populations. However, based on my experiences, the only discrimination I have faced is toward Christian conservatives. Various philosophy classes are taught bashing Christian and conservative ideology” (SIC).
- “Based on my experienced the only discrimination I have faced is toward Christian conservatives. Various philosophy classes taught bashing Christian and conservative ideology. Students are not given the opportunity to truly think for themselves when they receive handouts like “Protect my children from the 10 commandments’ in an ethics course.” (SIC)
- “Having hung around mostly International Students these past 2 years, I have found that teachers and faculty are especially interested in talking to, giving special opportunities to , and encouraging International Students more than the average student. There are times where I felt neglected when I have been ignored or mostly ignored by teachers that are more interested in International Students.: (SIC)
- “ I think CLC should add more multicultural views to the classroom, but remember to treat students equally outside the classroom.”

➤ **FACULTY:**

- “From my perspective, CLC is the most diverse place within the central lakes area and I often forget what it is like in the surrounding communities for ‘non whites.’”
- “I think that CLC is making strides toward embracing a diverse student, staff, and faculty population, but I think they have a long way to go. They face a difficult challenge with the racism that is rampant in the Brainerd Lakes Area. I believe it needs to start with hiring more faculty and staff of diversity and then we will be able to recruit more students of diversity.”
- “As a teacher of languages, this is what I have done all my career. It is great to thing that the educational system I taking this as a critical area in the ‘global’ world.”
- “I am glad CLC is working to find ways to be more diverse. We all need to appreciate everyone and become educated about things we don’t understand about someone who may be different than ourselves.”
- “This survey doesn’t have anything to do with what I teach.” (SIC)
- “I don’t feel the materials I teach is multicultural at all, it is factual material. How I relate to my students and how they relate to each other is stressed in class.” (SIC)

➤ **ADMINISTRATORS:**

- “CLC has addressed Multicultural issues on paper. Although we have recruited international students, the real issues of our ESL students and students of color have not been addressed nor have the supports been put into place.”

➤ **STUDENT SUPPORT STAFF:**

- “I don’t see the commitment (of CLC Mission) in writing to multicultural issues, but more action.”

## **INSTITUTIONAL GOVERNANCE, ORGANIZATION, AND EQUITY**

### **GUIDING PRINCIPLE 2: Organizational Structure**

The educational institution's organizational structure should ensure that decision making is shared appropriately and that members of the educational community learn to collaborate in creating a supportive environment for students, staff, and faculty.

- Student Mean: 3.12
- Faculty Mean: 3.03
- Staff Mean: 2.71
- Administrator Mean: 2.94

### **Questions under Guiding Principle 2 not included in overall figures (due to different scoring option; for these questions, 1: never or almost never, would be interpreted as a positive response):**

Q 2.8: At your college or university, have you ever been discriminated against on the basis of race, ethnicity, home language, religion, gender, sexual orientation, social class, age, disability, or any other group identification?

- Student Mean: 1.66
  - 31.27% of students responded with a 2, 3, or 4, thus indicating that they had at least occasionally experienced discrimination
  - "The only thing that bothers me at CLC is the sexual harassment, especially from the sports guys that work out in the workout room in the late afternoon. It's very uncomfortable to try to work out and get hollered at." (SIC)  
"There have been a few times that I was picked on about my race and sex." (SIC)
- Faculty Mean: 1.28
- Staff Mean: 1.47
- Administrator Mean: 3.6
  - 77% of administrators (10 of 13) responded that they experienced discrimination at CLC either "often" or "almost always or always." (Though keep in mind that one of these "administrators" was also a student. Also: sample size was very small; impossible to render "statistically significant" results.)
  - 23% of administrators (3 of 13) did not know whether they had experienced discrimination.

Q 2.9: Does discrimination hinder your opportunities to participate fully in your educational institution?

- Student Mean: 1.81                      14



- Faculty Mean: 1.16
- Staff Mean: 1.4
- Administrator Mean: 3.08
  - 77% of administrators (10 of 13) indicated that discrimination either “often” or “almost always or always” hinders their opportunities to participate fully in CLC.

## **HIGHLIGHTS:**

- Student area of concern:
  - 30.62% of students responded “never or almost never” to the following question: Through student organizations, campus-wide committees, or other participation in college life, do you personally play a role in decision making?
- Positive Student Findings:
  - Over 78% of students responded “often” or “always or almost always” to each of the following questions:
    - Are administrators, faculty, and staff interested in your success as a student?
    - Does CLC operated in a manner that values diverse views and experiences?
    - Does CLC promote cooperation between students, faculty, and staff?
- Staff findings:
  - Low Staff Mean overall, indicating that they see decision making as a less collaborative endeavor than do the other three groups.
  - High percentage (29.2%) of “Don’t Know” responses to question: “Are successful attempts being made to recruit and retain a diverse work force?” (Additionally, 8.3% responded that this question was “Not Applicable” to their positions.)
  - On a more positive note, 50% answered “almost always or always” and 25% answered “occasionally” to: “Do you work in a supportive environment?”
- **STAFF:**
  - “It bothers me, but does not hinder my work as and Atheist. I am always surrounded by Christians who speak a lot about their Christianity during work. I feel like I can’t say what I think.” (SIC)

## **FACULTY AND STAFF DEVELOPMENT**

### **GUIDING PRINCIPLE 3: Professional Development**

Professional development programs should be made available to help staff and faculty understand the ways in which social group identification such as race, ethnicity, home language, religion, gender, sexual orientation, social class, age, and disability influence all individuals and institutions.

- Student Mean: 3.20
- Faculty Mean: 2.65
- Staff Mean: 3.01
- Administrator Mean: 2.797

### **HIGHLIGHTS:**

- Students:
  - Over 25% responded “never or almost never” or “occasionally” to the question: Do your teachers seem interested in understanding your background as it relates to learning?
  - 20% of students did not know whether their teachers know how to effectively teach students from diverse backgrounds.
  - 68% of students felt that administrators, faculty, and staff seem aware of their own personal attitudes toward people from diverse groups either “often” or “almost always or always.”
- Faculty:
  - Second lowest Faculty Mean of all 10 Guiding Principles.
    - Lowest on following question: “Does your program provide financial support for you to participate in external professional development activities that address multicultural issues?” 21.5% (11 of 52) answered “never or almost never.”
    - Also low on: “If your employment agreement requires professional development days, does this required development include information on multicultural issues?” 19.23% (10 of 52) responded “never or almost never.”
- Administration:
  - 75% Note that in Question: does your program, department, or unit provide financial support for you to participate in external professional development activities that address multicultural issues 30% of respondents said they did not know and 30% responded occasionally o, never or almost never.

➤ **STUDENTS:**

- “I would like to see training for faculty and staff on GLBT issues and multicultural issue” (SIC).
- “The bigger work that needs to happen is from the staff. They need to let us discuss in class....Silence happens too often in Sociology. We listen, he talks, we stay silent, he says good discussion today. Ha! That only works when both talk” (SIC).
- “One teacher has a multiple-choice question on her quiz in Interpersonal Communications class. One of the questions had to do with ways we communicate or something to that effect. And one of the choices were ‘Indian smoke signals’; which was not the correct answer. I did send her an e-mail and told her I was offended by her choice of words/selections on her quiz; and did not receive a response back from her” (SIC).
- “I think the administration should get some customer service training as they are the first contact most people have with CLC...Each person that works for CLC is a representative of that organization and they are not showing the college to its best advantage.”

➤ **FACULTY:**

- “Making more materials (articles, suggestions, studies, etc.) regarding the methods of and importance of multicultural aspects to teaching might be useful.”
- “It would be wonderful if there were local workshops (perhaps on campus) that faculty/staff could attend related to her to teach and relate to students from diverse ethnic and racial backgrounds. I do not know if my teaching strategies relate to a diverse audience because I have never been trained alternative teaching methods that reach different audiences” (SIC)

➤ **STAFF:**

- In response to the question asking if programs provide financial support to attend professional development workshops to address multicultural issues 1 response was: “I doubt it!”.

## **STUDENT DEVELOPMENT**

### **GUIDING PRINCIPLE 4: Equal Opportunities for Success**

Educational institutions should equally enable all students to learn and excel.

- Student Mean: 3.42
- Faculty Mean: 3.27
- Staff Mean: 2.91
- Administrator Mean: 2.85

**Question for students under Guiding Principle 4 not included in overall figures (due to different scoring option):** Are you concerned with your safety on campus?

\*\*Note: 'Safety' is not specifically defined in the survey.

- Mean: 1.64
- 31.23 % of respondents (104 of 333) indicated that they were "occasionally," "often," or "almost always or always" concerned about their safety on campus

### **HIGHLIGHTS:**

- Students:
  - When asked whether they are treated with respect by faculty and staff, 87% of students responded "often" or "almost always or always."
  - 81% answered "often" or "almost always or always" to the question: Do your teachers provide the help you need to be successful at CLC?
  - Over three-quarters of students (77%) reported that they are treated with respect by faculty and staff "often" or "almost always or always."

### **SELECT COMMENTS:**

- STUDENTS:
  - "The doors of the school should not be swarmed with smokers, for asthmatics like me its hard to walk in the school without getting a lung full of smoke. Smokers should me made to move off to the side of the doors or only on side of the building" (SIC).
  - "Last semester during Student Day. I was called lardass behind my back by a faculty member. I then told another faculty member who simply told me to let it go, I have even though my wife was standing right next to me when it happened I was very embarrassed and ashamed. So discrimination of my weight has definitely happened" (SIC).

- “I would like to see instructors be a little more considerate when class has to be missed due to parents that have children at home with disabilities. At times, this is unavoidable especially when you are a single parent.”
- “The only thing that bothers me about CLC is the sexual harassment, especially from the sports guy that work out in the workout room in the afternoon. Its very uncomfortable to try and work out and get hollered at” (SIC).
- “I really don’t have anything to add but with computer classes should respect people with disabilities little better thanks” (SIC).

➤ **FACULTY:**

- “There needs to be more technical support though so teachers could do auditory comments as well as text in D2L. Right now, there is no way to provide ADA access for that.”
- “I wish CLC would promote women in role’s where their is male dominance in the field/department or program. We have more and more women entering into male dominating fields and we need to diversify our staff/and coordinators. Our staff should reflect our community and be diverse, not just in gender but in race as well.”
- “I have students of diverse background, but do not find a need to provide special training for these students. We do group work with groups based on understanding material, not on any other criteria and there has never been any issues in my classroom settings” (SIC).

➤ **STAFF:**

- “Beats Me” (SIC) if staff is appropriately diverse to student body.
- Most of us are accommodating as we possibly can be.
- “Students whose 1<sup>st</sup> language is not English would need to be referred to another department.” (SIC)
- The lack of self identification for under-represented students limits us.
- “TRIO services are presented, but many students on campus are not served due to the enrollment limits of the program. Need additional services across our campus.” (SIC)
- “The Bookstore at CLC does not meet the 3 foot rule in some areas” (SIC) to accommodate disabled students.

## **STUDENT DEVELOPMENT**

### **GUIDING PRINCIPLE 5: Awareness of Social Context**

Educational institutions should help students understand how knowledge and personal experiences are shaped by contexts (social, political, economic, historical, etc.) in which we live and work, and how their voices and ways of knowing can shape the academy.

- Student Mean: 3.19
- Faculty Mean: 2.88
- Staff Mean: 2.79
- Administrator Mean: 2.57

### **HIGHLIGHTS:**

- Overall:
  - Students displayed a higher mean than other three groups; may indicate that while they perceive themselves as learning about social contexts, faculty staff, and administrators are less likely to see them as doing so.
- Students:
  - 38.55% of students reported that they did not know whether or not a course that explores a multicultural perspective is a degree requirement at Central Lakes College.
  - 77% of students said that their teacher's present different theories or points of view about topics discussed in class "almost always or always" or "often."
  - 19.48% of students said that that the references of examples presented in their classes draw from different cultural groups "never or almost never" or "occasionally"; an additionally 9.59% did not know whether they did.
- Faculty:
  - 32.69% responded "don't know" to question: "If the exploration of multicultural perspectives a degree requirement at the institution where you work?" An additionally 9.62% said that the question was not applicable.
  - Nearly 59% of faculty responded that their students "always or almost always" have the opportunity to share their perspectives within their classrooms; and additional 27% responded that they often have the opportunity to do so.
  - 48% of faculty did not know whether there are scholarships available to enable low-income students to participate in cross-cultural learning experiences such as international programs.

➤ **FACULTY/STAFF:**

- We have a long way to go. CLC faces a difficult challenge with the racism that is rampant in the Brainerd Lakes Area.

➤ **STUDENT:**

- It is harder for people with different ethnic backgrounds to fit in because people from Brainerd area are pretty ethnocentric.

## **STUDENT DEVELOPMENT**

### **GUIDING PRINCIPLE 6: Acquiring Effective Social Skills**

Educational institutions should help students acquire the social skills needed to interact effectively within a multicultural educational community.

- Student Mean: 3.10
- Faculty Mean: 2.87
- Staff Mean: 2.62
- Administrator Mean: 2.0

### **HIGHLIGHTS:**

- Biggest differential between two groups: 1.1 differences in mean between students and administrators. Students may be acquiring social skills in ways that administrators do not see or administrators may have different conception of important social skills that students need to learn. Additionally, administrator group 27% people of color versus 7% of students.
- Administrators: Lowest Mean of all 10 Guiding Principles. Particularly low on following two questions:
  - “Does your program, department, or unit provide opportunities for students to interact with people from diverse backgrounds?” 45.6% (5 of 11) responded “never or almost never.”
  - “Does your program, department, or unit provide services that assist students in acquiring the social skills needed to interact effectively in a multicultural learning environment?” 41.7% (5 of 12) responded “never or almost never.”
- Students:
  - Over 80% of students reported that the importance of communication skills has been presented in their classes “often” or “almost always or always.”
  - 71% of students responded “often” or “almost always or always” to the question of whether their courses at CLC have included learning that “normal” is defined differently for different groups of people.
  - Nearly one-quarter of students responded “never or almost never” or “occasionally” to both of the following questions: 1) Do administrators, faculty, and staff such as counselors and advisors talk openly and constructively with you about multicultural issues? and 2) whether within or outside of class, have you had the opportunity to interact with people from diverse backgrounds?



## **SELECT COMMENTS:**

### **➤ STUDENTS:**

- “I think there should be more places where people of different races can come together and talk also people who want a better understanding where they come from” (SIC).
- “In my experience at CLC I have gotten to make lots of new friends and interact with all kinds of people and staff” (SIC).

### **➤ FACULTY:**

- “Within my discipline there are many opportunities to discuss diversity, home culture, and expectations of students as they move to the work world. There are, however, very few opportunities for the students to experience diversity either in their home communities or on campus. It is very much a ‘what should happen’ versus what is happening in their lives. I often wonder how much of these discussions, strategies they will be able to apply over time if they are not able to use them during their enrollment in college.”
- “Don’t have opportunities in my type of program.” (SIC)

## **STUDENT DEVELOPMENT**

### **GUIDING PRINCIPLE 7: Extracurricular and Co-Curricular Activities**

Educational institutions should enable all students to participate in extracurricular and co-curricular activities to develop knowledge, skills, and attitudes that enhance academic participation and foster positive relationships within a multicultural educational community.

- Student Mean: 2.88
- Faculty Mean: 2.46
- Staff Mean: 2.56
- Administrator Mean: 2.4

### **HIGHLIGHTS:**

- Lowest Mean of all 10 Guiding Principles for students, faculty and staff. Second lowest Mean (after “Acquiring Effective Social Skills” for administrators.
- Students:
  - “Don’t know” responses were high for two questions: 1) Are there undergraduate professional or honor societies or career-related activities that provide multicultural opportunities (28.24%) and 2) are activities or organizations available that encourage students’ expression of identity and cultural differences (e.g., African American Student Association, Gay and Lesbian Alliance)? (27.67%).
  - 29% of students reported that they “never or almost never” participate in college/university activities outside of class that promote multicultural understanding. An additional 21% reported that they only do so “occasionally.”
- Faculty:
  - 27.45% of faculty responded that they “never or almost never” personally act to organize activities and projects that enable students from diverse groups to work together collaboratively; an additional 29.41% responded that they do so only “occasionally.”
  - 15.69% did not know whether their academic program, department, or unit sponsors any undergraduate professional or honor societies or career-related activities that provide multicultural opportunities. 13.74% felt that this question was “not applicable” to their position or work situation.
- Staff: “Not applicable” responses were particularly high among staff in this category.
  - Half responded “not applicable” to the question of whether their program, department, or unit sponsors any undergraduate professional or honor societies or career-related activities that provide multicultural opportunities.

- 43.75% felt that the question about whether they personally act to organize activities and projects that enable students from diverse groups to work together collaboratively was “not applicable.”
- Administrators: “Don’t know” responses were high, with 39.3% responding “don’t know” to the questions overall. Two questions in particular had “don’t know” responses of over 50%:
  - “Does your program, department, or unit sponsor any undergraduate professional or honor societies or career-related activities that provide multicultural opportunities?” – 57.1% responded “don’t know.”
  - “Do you personally act to organize activities and projects that enable students from diverse groups to work together collaboratively?” – 50% responded “don’t know.”

## **SELECT COMMENTS:**

- **STUDENTS:**
  - “I think there should be more places where people of different races can come together and talk also people who want a better understanding where they come from” (SIC).
  - “I think there should be more specific information about the multi-cultural clubs posted on the homepages. I still think a lot of students that are not classified as ‘Caucasian’ are unaware of this club” (SIC).
  - “There is a lack of interest from students to join or participate in students groups or organizations that promote multicultural education.”
  - “more activities to meet new people in the beginning of the school year” (SIC).
  - “I believe that CLC has a great way of introducing students to multicultural people and events through the ‘Multicultural Thursdays’ and other activities” (SIC).
  - “There could be more multicultural groups on campus. There’s an effort to promote cultural diversity in Central Lakes College, but I think a lot more effort could be put forth for equality and teaching diverse cultural views in the classroom.”

## **STUDENT DEVELOPMENT**

### **GUIDING PRINCIPLE 8: Developmental Support Services**

Educational institutions should provide support services that promote all students' intellectual and interpersonal development

- Student Mean: 3.42
- Faculty Mean: 3.40
- Staff Mean: 3.14
- Administrator Mean: 2.94

### **HIGHLIGHTS:**

- Students:
  - Second highest Student Mean of all 10 Guiding Principles.
  - 79% of students said that support services such as counseling, advising, career planning and placement, tutoring, and computer labs are equally accessible to all students “often” or “almost always or always.” An additional 10%, however, responded that they did not know.
  - 77% of students said that they are “often” or “almost always or always” comfortable asking a faculty member or staff person for help.

### **SELECT COMMENTS:**

- **STAFF:**
  - Tutoring/Resource Centers are only open Monday-Friday, 8-5 unless a special event is offered.
  - Need to do better outreach.
  - Student orientation does not accommodate all students, only program specific.

## **INTERGROUP RELATIONS**

### **GUIDING PRINCIPLE 9: Ideas Valued by Many Cultures**

Educational institutions should teach all members of the educational community about the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures.

- Student Mean: 3.15
- Faculty Mean: 3.36
- Staff Mean: 3.11
- Administrator Mean: 2.88

### **HIGHLIGHTS:**

- Students:
  - Two-thirds of students reported that they “often” or “always or almost always” have the opportunity to interact with people from diverse backgrounds.
  - Three-quarters said that they are “often” or “always or almost always” less like to stereotype a group of people once they get to know individual members of that group.
- Administrators and faculty:
  - When asked whether CLC exposes students to the ways that ideas like justice, equality, freedom, peace, compassion, and charity are valued by many cultures, 23% responded “never or almost never” and another 23% responded “occasionally.” An additional 15% said felt that the question was not applicable to their positions, and nearly 8% did not know.
  - On a similar question, asking whether they personally expose their students to these ideas in their classrooms, over 60% of faculty reported “almost always or always” or “occasionally.”
  - Staff indicates that this is a “high need area”.

## **ASSESSMENT**

### **GUIDING PRINCIPLE 10: Culturally Sensitive Assessment**

Educational institutions should encourage educators to use multiple culturally sensitive techniques to assess students learning.

- Student Mean: 3.299
- Faculty Mean: 2.87
- Staff Mean: 2.61
- Administrator Mean: 2.88

### **HIGHLIGHTS:**

- The Mean for all three employee groups – faculty, staff, and administrators – was low relative to most of the other 9 Guiding Principles.
- One-third of faculty reported that they “never or almost never” or “occasionally” use multiple culturally sensitive assessment techniques to assess student learning, nearly 14% did not know, and nearly 12% felt that the question was not applicable to their situation. Over two-thirds of faculty, however, reported that they “often” or “always or almost always” enable students to demonstrate knowledge in multiple ways that reflect diverse learning styles.
- One-third of staff responded “don’t know” to the question: Are the forms of assessment used for purposes such as course placement, career exploration, determining preferred learning styles, and/or assessing learning and study strategies culturally sensitive.

### **SELECT COMMENTS:**

- **FACULTY:**
  - “I try to teach material in many different ways so that students with differing learning preferences are able to be successful. I try to represent material visually as well as orally, and use many types of speaking, writing and even physical exercises as I teach each assignment. Can I call these techniques multi-cultural? What qualities to multi-cultural activities have?”
  - Both faculty and staff indicate that that Accuplacer does not work well with students with special needs.

## KEY FINDINGS FROM PREVIOUS CLC RESEARCH

### **1. STUDENT OPINION SURVEYS (2002-2003)**

#### Highlights from the Student Opinion Survey:

- Both males and females between the ages of 18 and 21 indicated a need for a required course that would include multicultural-racism knowledge and skills.
- Native and black males indicated the need to minimize aspects of their culture in order to fit in with fellow students.
- Both males and females (ages 18-21) indicated either a neutral or disagree when asked if they felt valued at CLC.
- Males indicated racism was a problem at CLC.
- Almost 40% of those surveyed rated the community as neutral or unwelcoming.

#### Specific Comparisons between Student Opinion Survey and MAP IT

##### **COMPARISON 1:**

##### Student Opinion Survey Question:

Faculty in my classes use examples relevant to people of different racial, ethnic groups in their lectures:

Strongly Agree/Agree:	45.16% (N=42)
Neutral:	46.24% (N=43)
Disagree/Strongly Disagree:	8.6% (N=8)

##### Comparable MAP IT Question of Students:

Are the references or examples presented in your classes drawn from different cultural groups?

Almost always or always:	31.98% (N=110)
Often:	32.85% (N=113)
Occasionally:	16.28% (N=56)
Never or almost never:	3.2% (N=11)
Don't know:	9.59% (N=33)
Not Applicable:	6.1% (N=22)

##### **COMPARISON 2:**

##### Student Opinion Survey Question:

The college provides adequate programs and services to promote the success of students of color.

Strongly Agree/Agree:	45.16% (N=42)
Neutral:	45.16% (N=42)
Disagree/Strongly Disagree:	9.68% (N=9)

Comparable MAP IT Question:

Does Central Lakes College equally enable all students to learn?

Almost always or always:	57.64% (N=200)
Often:	24.5% (N=85)
Occasionally:	5.48% (N=19)
Never or almost never:	2.02% (N=7)
Don't Know:	9.8% (N=34)
Not Applicable:	.58% (N=2)

**COMPARISON 3:**

Student Opinion Survey Question:

I feel safe on campus day and night:

Strongly Agree/Agree:	67.02% (N=63)
Neutral:	26.6% (N=25)
Disagree/Strongly Disagree:	6.38% *N=6)

Comparable MAP IT Question:

Are you concerned about your safety on campus?

Almost always or always:	11.53% (N=40)
Often:	8.07% (N=28)
Occasionally:	10.37% (N=36)
Never or almost never:	65.99% (N=229)
Don't Know:	2.31% (N=8)
Not applicable:	1.73% (N=6)

**2. CLC CAMPUS CLIMATE SURVEY (2006)**

\*Questions asked only of faculty, staff, and administrators. Climate Survey reported congregate results of all three groups together.

**COMPARISON 1:**

Climate Survey Question:

The college provides adequate programs and services to promote the success of students of color.

Strongly agree:	5.9% (N=6)
Agree:	29.7% (N=30)
Neutral:	38.6% (N=39)
Disagree:	20.8% (N=21)
Strongly disagree:	4.95% (N=5)

Comparable MAP IT Question:

Does CLC support higher education for students from all cultural groups?



	Faculty	Staff	Administration
Almost always or always:	61.54%	41.7%	50%
Often:	25%	43.7%	14.3%
Occasionally:	9.62%	6.2%	28.6%
Never or almost never:	1.92%	0	0
Don't know:	1.92%	4.2%	7.1%

Second Comparable MAP IT Question:

Does your program, department, or unit equally enable all students to learn and excel?

	Faculty	Staff	Administration
Almost always or always:	75%	37.5%	57.1%
Often:	15.38%	37.5%	14.3%
Occasionally:	5.77%	8.3%	0
Never or almost never:	0	0	14.3%
Don't know:	1.92%	0	14.3%
Not Applicable:	0	16.7%	0

**COMPARISON 2:**

Climate Survey Question:

This college is making efforts to improve relations and understanding between people of different racial/ethnic backgrounds.

Strongly agree:	11.6% (N=12)
Agree:	49.5% (N=51)
Neutral:	31.1% (N=32)
Disagree:	5.8% (N=6)
Strongly disagree:	1.9% (N=2)

Comparable MAP IT Question:

Whether within or outside of class, do you provide opportunities for students to interact with people from diverse backgrounds? (Question of Faculty)

Does your program, department, or unit provide opportunities for students to interact with people from diverse backgrounds? (Question of Staff and Administration)

	Faculty (N=52)	Staff (N=48)	Administration (N=11)
Almost always or always:	17.31%	14.6%	0
Often:	36.54%	27.1%	9.1%
Occasionally:	28.85%	14.6%	27.3%
Never or almost never:	7.69%	12.5%	45.6%
Don't know:	0	10.4%	0
Not Applicable:	9.62%	20.8%	18.2%

### 3. COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE) (2008/2009)

#### COMPARISON 1:

##### CCSSE Question of Students:

In your experience at this college during the current school year, about how often have you had serious conversations with students of a different race or ethnicity other than your own?

Very often:	9% (N=50)
Often:	17% (N=92)
Sometimes:	37% (N=199)
Never:	37% (N=202)

##### Comparable MAP IT Question of Students:

Whether within or outside of class, have you had the opportunity to interact with people from diverse backgrounds?

Almost always or always:	4.9% (N=17)
Often:	19.6% (N=68)
Occasionally:	30.26% (N=105)
Never or almost never:	38.9% (N=135)
Don't know:	3.17% (N=11)

#### COMPARISON 2:

##### CCSSE Question of Students:

Faculty uses examples of experiences from various racial or ethnic groups in their courses:

Strongly agree:	11% (N=49)
Mostly agree:	48% (N=225)
Mostly disagree:	27% (N=126)
Strongly disagree:	14% (N=65)

Comparable MAP IT Question of Students:

Are the references or examples presented in your classes drawn from different cultural groups?

Almost always or always:	31.98% (N=110)
Often:	32.85% (N=113)
Occasionally:	16.28% (N=56)
Never or almost never:	3.2% (N=11)
Don't know:	9.59% (N=33)

**COMPARISON 3:**

CCSSE Question of Students:

To what extent have your experiences at this college contributed to your understanding of today's international/multi-cultural world?

Very Much:	6% (N=27)
Quite a Bit:	19% (N=89)
Some:	41% (N=197)
Very Little:	23% (N=109)
Not at All:	12% (N=55)

Comparable MAP IT Question of Students (1):

Have the courses you have taken at CLC helped you understand historical, social, and/or political events from diverse perspectives?

Almost always or always:	38.37% (N=132)
Often:	31.69% (N=109)
Occasionally:	13.08% (N=45)
Never or almost never:	3.2% (N=11)
Don't know:	7.27% (N=25)
Not Applicable:	6.4% (N=22)

Comparable MAP IT Question of Students (2):

Do your courses or teachers present the idea that how a person sees the world is influenced by her or his personal, political, and/or economic experience?

Almost always or always:	38.95% (N=134)
Often:	34.01% (N=117)
Occasionally:	12.5% (N=43)
Never or almost never:	2.03% (N=7)
Don't know:	9.01% (N=31)
Not Applicable:	3.49% (N=12)