

Student Campus Climate Survey Summary Report: Spring 2016

Survey Design

Folsom Lake College surveyed students to solicit feedback regarding the campus climate. For the purposes of this survey, campus climate was defined as the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities and potential. The survey was administered online through the Office of Institutional Research via SurveyMonkey. The survey link was emailed to all current FLC students (8,593), followed by two reminder emails. A lottery with two \$50 gift cards was used to encourage student participation.

- Dates Administered: March 7, 2016 – March 25, 2016
- Total Survey Responses: 908

Overview

This report provides a summary of the campus climate survey questions and responses. Given that the survey design did not include a random sampling of survey participants, it is not appropriate to generalize the survey results to the entire FLC student population. However, the demographic features of the students who participated in the survey closely mirror the overall student population demographics, so we feel confident that information gathered through this survey well represents the opinions of FLC students (see page 10 for demographic data).

Campus Climate – Identified Strengths:

- 88%: feel comfortable with the campus where they take most of their classes
- 84%: feel comfortable with the overall campus climate at FLC
- 82%: feel comfortable with the climate in classrooms and/or labs
- 79%: feel proud to be a student at FLC
- 79%: have opportunities for academic success that are similar to their classmates
- 76%: feel comfortable sharing ideas with other students

Campus Climate – Areas to Address:

- 37%: feel that faculty prejudice their abilities based on perceived identity/background
- 36%: feel they don't see enough faculty/staff with whom they identify
- 10%: personally experienced exclusionary, intimidating, offensive and/or hostile behavior within the past year
- 10%: observed conduct or communications directed toward another person or group that they believe created an exclusionary, intimidating, offensive and/or hostile learning environment within the past year

Overall Campus Climate

Students were asked a series of questions about their perception of the campus climate. The majority of students (84%) reported being very or somewhat comfortable with the campus climate overall, and 4% of students reported being somewhat or very uncomfortable. When asked about their level of comfort with the climate at the campus where they take most of their classes, 88% of students reported being comfortable and 4% of students reported being uncomfortable.

Table 1. Overall, how comfortable are you with the campus climate at Folsom Lake College?

	# of Respondents	% of Respondents
Very Comfortable	505	56.9%
Somewhat Comfortable	239	26.9%
Neutral	110	12.4%
Somewhat Uncomfortable	21	2.4%
Very Uncomfortable	12	1.4%

Table 2: Overall, how comfortable are you with the climate at the campus where you take most of your classes?

	# of Respondents	% of Respondents
Very Comfortable	503	56.3%
Somewhat Comfortable	279	31.2%
Neutral	79	8.8%
Somewhat Uncomfortable	28	3.1%
Very Uncomfortable	*	0.6%

*Data with less than 10 respondents masked to protect confidentiality of survey respondents.

The majority of students (82%) reported being very or somewhat comfortable with the climate in their classrooms and/or labs, and 5% of students reported being somewhat or very uncomfortable. When asked if they have seriously considered leaving FLC within the past year, 23% reported yes. Of those students who commented on why they had seriously considering leaving FLC (n=133), 40% reported they were leaving because they would be completing their educational goal (certificate or degree) and/or transferring to a 4-year school.

Table 3: Overall, how comfortable are you with the climate in your classrooms and/or labs?

	# of Respondents	% of Respondents
Very Comfortable	457	51.2%
Somewhat Comfortable	273	30.6%
Neutral	119	13.3%
Somewhat Uncomfortable	35	3.9%
Very Uncomfortable	*	0.9%

Table 4: In the past year, have seriously considered leaving Folsom Lake College?

	# of Respondents	% of Respondents
Yes	208	23.3%
No	686	76.7%

Activities that Affect the Campus Climate

Students were provided with a list of activities that a college campus might engage in to affect the campus climate and they were asked to rank how they felt each activity would influence the campus climate. More than 50% of students reported that each activity listed would positively influence the climate, and only a small minority of students reported that any activity listed might negatively influence the climate. The activities that students felt would most positively influence the campus climate were: providing diversity training for staff (69.4%), providing diversity training for faculty (69%), and increasing opportunities for cross-cultural dialogue between faculty, staff, and students (68%).

Table 5: How does each of the following affect the climate at Folsom Lake College?

	# of Respondents	Positively Influences Climate	Neutral/ No Influence on Climate	Negatively Influences Climate
Providing diversity training for staff.	663	69.4%	27.3%	3.3%
Providing diversity training for faculty.	660	69.2%	27.1%	3.6%
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students.	705	68.2%	28.5%	3.3%
Providing a person to address student complaints of classroom inequity.	676	68.0%	27.4%	4.6%
Increasing opportunities for cross-cultural dialogue among students.	705	66.2%	30.6%	3.1%
Providing diversity training for students.	653	64.5%	31.4%	4.1%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	697	59.8%	34.0%	6.2%
Increasing the diversity of the student body.	709	56.7%	38.4%	4.9%
Increasing the diversity of the faculty and staff.	701	55.3%	40.1%	4.6%

Communication

Students were asked how often faculty incorporate issues of diversity and cross-cultural competence into their curriculum and class discussions. Students reported that faculty were most likely to *often* or *very often* incorporate the following issues into their curriculum and class discussions: ethnic/racial identity (33.3%), gender identity/gender expression (29%), and philosophical/political/religious views (29%). Students reported that faculty *seldom* or *never* incorporate the following issues: sexual orientation (58%), disability (52%), and age (45%).

Table 6: How often do faculty incorporate the following issues of diversity and cross-cultural competence into their curriculum and class discussions?

	# of Respondents	Very Often	Often	Sometimes	Seldom	Never
Ethnic / Racial Identity	778	12.9%	20.4%	29.6%	16.8%	20.3%
Gender Identity / Gender Expression	782	11.6%	17.5%	27.2%	17.5%	26.1%
Philosophical/Political/Religious Views	785	11.5%	17.1%	28.8%	20.5%	22.2%
Socioeconomic Status	786	10.6%	15.4%	30.0%	19.2%	24.8%
Age	782	9.3%	16.5%	29.5%	21.7%	22.9%
Disability	782	8.6%	11.1%	28.3%	26.1%	26.0%
Sexual Orientation	784	8.0%	8.4%	26.0%	25.9%	31.6%

Effective communication involves getting the right message to the right people at the right time in ways that are easy to understand, accurate, accessible and appealing. With that in mind, students were asked to review a list of issues and rank how well they think FLC is doing overall in effectively communicating with them about those topics. Students reported that FLC is *good* or *excellent* at communicating with them about the following issues: alerts about emergency situations (71%), information about student resources (70%), and campus events (66%). Students reported that FLC is *poor* or *very poor* at communicating with them about the following issues: student news and achievements (19%), and updates on FLC facility improvements/changes (18%).

Table 7: Please review that following list of communication topics and rank how well you think FLC is doing overall in effectively communicating with you about these issues:

	# of Respondents	Excellent	Good	Fair	Poor	Very Poor
Alerts about emergency situations	687	35.2%	35.4%	18.9%	7.1%	3.3%
Information about student resources (i.e. tutoring; scholarships; etc.)	745	31.3%	38.3%	20.9%	7.0%	2.6%
Campus events	715	28.8%	37.3%	21.7%	8.7%	3.5%
College policy changes and/or new initiatives	716	25.4%	32.8%	27.7%	9.8%	4.3%
Updates on FLC facility improvements/changes	700	22.3%	29.9%	29.6%	14.1%	4.1%
Student news and achievements	704	20.3%	32.0%	28.6%	14.1%	5.1%
Faculty/staff news and achievements	680	17.6%	26.5%	31.6%	17.4%	6.9%

To communicate effectively, there must be an open flow of communication in and around the college (upward, downward and horizontally). With that in mind, students were asked to think about their own personal experiences with the flow of communication at FLC and to then rank a series of statements. Students were most likely to agree with the statements: *I feel comfortable sharing ideas with other students* (76%) and *I feel comfortable sharing ideas with faculty* (71%). Students were most likely to disagree with the statements:

Overall, I feel that my ideas and opinions are included in decision-making processes (18%) and I feel comfortable sharing ideas within committee meetings (15%).

Table 8: Please think about your personal experiences with the flow of communication at FLC and rank the following statements below:

	# of Respondents	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I feel comfortable sharing ideas with other students.	756	41.0%	34.9%	17.6%	4.0%	2.5%
I feel comfortable sharing ideas with faculty.	753	39.4%	32.0%	20.2%	5.8%	2.5%
I feel comfortable sharing ideas with the student government representatives.	649	29.3%	23.4%	34.1%	8.0%	5.2%
I feel comfortable sharing ideas within committee meetings.	614	28.7%	22.6%	34.0%	8.6%	6.0%
Overall, I feel that my ideas and opinions are included in decision-making processes.	668	23.1%	27.1%	32.3%	9.7%	7.8%
Overall, the campus culture is one of open communication.	728	32.4%	29.9%	27.7%	6.2%	3.7%

There are a number of different communication methods used to share information. Students were asked to consider a list of communication methods and identify how often they use/access/read information from that source. Students *often* used email (78%) or the FLC website (43%) for communication, and *seldom* or *never* used the District website (68%) or campus newsletters (75%).

Table 9: Please consider each communication method listed below and identify how often you use/access/read information from that source:

	# of Respondents	Often	Sometimes	Seldom	Never
Email	750	78.3%	16.9%	2.9%	1.9%
Website: FLC (public site)	761	42.6%	36.1%	14.7%	6.6%
Facebook; Twitter; or other social media platforms	756	33.5%	24.1%	16.1%	26.3%
Word of Mouth/Grapevine	759	27.1%	36.6%	19.5%	16.7%
Flyers / Posters / Bulletin Boards	759	26.4%	47.4%	17.4%	8.6%
Agendas / Meeting Minutes	757	13.7%	21.3%	23.0%	42.0%
Website: District Office	754	12.2%	20.0%	25.1%	42.7%
"In Touch" (bi-weekly newsletter)	758	9.4%	16.1%	24.7%	49.9%
The Falcon Report" (biannual newsletter)	754	8.5%	16.4%	24.8%	50.3%

Satisfaction

Students were provided with a list of statements that describe the different goals and values of the college, and they were asked to rate how satisfied they are that FLC is meeting those value statements. Students reported being most satisfied that: *The goals and objectives of FLC are consistent with its mission and values (76%), and FLC promotes excellent employee-student relationships (76%)*. Students reported very low levels of dissatisfaction across all the value statements.

Table 10: To what extent are you satisfied that FLC is meeting these value statements:

	# of Respondents	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Strongly Dissatisfied
The goals and objectives of FLC are consistent with its mission and values.	687	45.1%	31.3%	20.1%	2.6%	0.9%
FLC treats students as its top priority.	723	44.8%	30.3%	18.0%	4.7%	2.2%
FLC promotes excellent employee-student relationships.	706	42.8%	33.1%	19.8%	2.8%	1.4%
FLC involves it students in planning for the future.	706	42.6%	31.2%	20.5%	4.2%	1.4%
There is a spirit of teamwork and cooperation at FLC.	703	39.4%	28.7%	24.5%	4.7%	2.7%
The leadership of FLC has a clear sense of purpose.	666	38.9%	29.0%	27.2%	3.3%	1.7%
Student suggestions are used to improve our college.	658	35.6%	29.0%	28.0%	4.4%	3.0%

Academic Experience at FLC

Students were provided with a list of statements that describe their academic experience at FLC, and they were asked to what extent they agreed with each statement. Students most strongly agreed with the statement: *I am proud to be student at Folsom Lake College (79%)*. Overall, students were most likely to agree with the following statements: *Most of my courses has been intellectually stimulating (86%), I am performing up to my full academic potential (84%), and I am satisfied with my academic experiences at FLC (84%)*.

Table 11: To what extent do you agree with each statement:

	# of Respondents	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I am proud to be a student at Folsom Lake College.	730	55.6%	23.7%	16.6%	2.9%	1.2%
Most of my courses have been intellectually stimulating	732	52.2%	33.7%	9.7%	3.4%	1.0%
My interest is new ideas and intellectual matters has increased since coming to FLC.	727	50.6%	27.6%	16.0%	4.3%	1.5%
I am satisfied with my academic experiences at FLC	730	50.5%	31.8%	12.5%	4.0%	1.2%
The college fosters an environment of ethical behavior.	706	49.6%	30.7%	16.6%	2.3%	0.8%
I have performed academically as well as I anticipated I would.	733	46.0%	33.8%	12.0%	6.1%	2.0%
I am performing up to my full academic potential.	731	45.1%	38.4%	8.3%	6.2%	1.9%

Social Experience at FLC

Students were provided with a list of statements that describe their social experience at FLC, and they were asked to what extent they agreed with each statement. Students most strongly agreed with the statement: *I have opportunities for academic success that are similar to those of my classmates* (79%). Overall, students were most likely to agree with the following statements: *I feel valued by faculty in the classroom/learning environment* (78%), and *I think FLC faculty are genuinely concerned about my welfare* (73%). A significant group of students agreed with the statements: *I don't see enough faculty/staff with whom I identify* (36%), and *I think faculty prejudice my abilities based on perceived identity/background* (37%).

Table 12: To what extent do you agree with each statement:

	# of Respondents	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I have opportunities for academic success that are similar to those of my classmates.	728	47.4%	29.7%	19.2%	2.6%	1.1%
I feel valued by faculty in the classroom / learning environment.	730	45.9%	32.1%	17.7%	3.8%	0.5%
There are faculty who I perceive as role models.	725	43.6%	25.0%	23.0%	6.1%	2.3%
I think FLC faculty are genuinely concerned about my welfare.	730	42.7%	30.3%	20.5%	4.8%	1.6%
I think FLC staff & administrators are genuinely concerned about my welfare.	727	38.4%	28.7%	25.0%	4.8%	3.0%
I believe the campus climate encourages free and open discussion of difficult topics.	729	35.8%	30.7%	26.6%	4.1%	2.7%
I feel valued by other students in the classroom / learning environment.	729	35.5%	33.1%	24.1%	5.9%	1.4%
There are other college employees who I perceive as role models.	727	30.3%	20.1%	36.3%	7.8%	5.5%
I think the faculty prejudice my abilities based on perceived identity/background.	728	19.6%	17.3%	27.3%	17.7%	18.0%
I don't see enough faculty/staff with whom I identify.	725	17.1%	18.6%	34.8%	16.8%	12.7%

Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Students were asked if they had personally experienced any exclusionary, intimidating, offensive, and/or hostile behavior at FLC in the past year (e.g. shunned, ignored, bullied, harassed, etc.). A total of 10% of students reported experiencing untoward behaviors within the past year. Of those experiencing untoward behaviors (n=92), 41% reported that the experience interfered with their ability to learn.

Table 13: In the past year, have you personally experienced any exclusionary, intimidating, offensive, and/or hostile behavior at FLC?

	# of Respondents	% of Respondents
Yes, and the experience interfered with my ability to learn	38	4.3%
Yes, but the experience did not interfere with my ability to learn	54	6.1%
No	800	89.7%

Students who reported that they had personally experienced untoward behavior at FLC in the past year (n=92) were asked a series of follow-up questions related to that experience. Students were asked what they believe the untoward experience was based upon; they were provided with a list of 10 attributes with the option to select all that applied. On average, students identified 5 different attributes that they believe the untoward behavior was based upon. Table 6a reflects the multiple responses of the 92 students who experienced untoward behavior in the past year.

Table 14a: What do you believe the experience was based upon?

	# of Survey Respondents Who Answered Q6 (n=92)	% of Survey Respondents Who Answered Q6	% Of All Survey Respondents (n=908)
Age	62	67.4%	6.8%
Ethnicity/Race	55	59.8%	6.1%
Gender Identity / Gender Expression	52	56.5%	5.7%
Philosophical/Political/Religious View	52	56.5%	5.7%
Disability	49	53.3%	5.4%
Ancestry	48	52.2%	5.3%
Socioeconomic Status	45	48.9%	5.0%
Sexual Orientation	40	43.5%	4.4%
Military/Veteran Status	29	31.5%	3.2%
Other	*	8.7%	0.9%

When asked how often the untoward experienced happened, students who have experienced untoward behavior in the past year (n=92) were overall most likely to report that these experiences happened *seldom* or *never*. There were a few attributes where students more frequently reported experiences happening *very often/often*: age (24%), socioeconomic status (20%), sexual orientation (16%), and disability (19%).

Table 14b: How often did it happen?

	# of Respondents	Very Often	Often	Sometimes	Seldom	Never
Age	88	13.6%	10.2%	26.1%	20.5%	29.5%
Socioeconomic Status	87	11.5%	8.0%	11.5%	20.7%	48.3%
Sexual Orientation	88	11.4%	4.5%	11.4%	18.2%	54.5%
Gender Identity / Gender Expression	88	11.4%	8.0%	20.5%	19.3%	40.9%
Ethnicity/Race	89	11.2%	13.5%	16.9%	20.2%	38.2%
Disability	88	10.2%	9.1%	20.5%	15.9%	44.3%
Philosophical/Political/Religious View	90	8.9%	11.1%	21.1%	16.7%	42.2%
Ancestry	86	5.8%	9.3%	23.3%	17.4%	44.2%
Military/Veteran Status	88	5.7%	3.4%	8.0%	15.9%	67.0%

Students who reported that they had personally experienced exclusionary, intimidating, offensive, and/or hostile behavior at FLC in the past year were asked how they felt about the experience, with the option to select all statements that applied. Students were most likely to report: *I felt I was deliberately ignored, excluded, and/or isolated* (41%). When asked where the experience occurred, the majority of students reported that the experience occurred *in a classroom or lab* (71%). When asked who/what was the source of the experience, students primarily reported the source as other students (38%) and faculty (32%).

Table 15: How did you feel about the experience?

	# of Respondents (n=92)	% of Respondents
I felt I was deliberately ignored, excluded and/or isolated	38	41.3%
I felt intimidated/bullied.	30	32.6%
I felt singled out as the spokesperson for my identity group.	29	31.5%
Other	26	28.3%

Table 16: Where did this experience occur?

	# of Respondents (n=92)	% of Respondents
In a classroom or lab	65	70.7%
On campus, not in a classroom, lab or office	33	35.9%
Off campus	*	8.7%
On social networking sites (Facebook; Twitter; cell phone; other communication technology)	*	8.7%
In an office	*	6.5%
Other	*	6.5%

Table 17: Who/what was the source of this experience?

	# of Respondents (n=88)	% of Respondents
Student	33	37.5%
Faculty	28	31.8%
Don't Know / Unsure	*	10.2%
Other	*	10.2%
Classified Staff	*	5.7%
Administrator	*	4.5%

Students were asked if they had observed any conduct or communications, within the past year, directed toward another person or group of people at FLC that they believed has created exclusionary, intimidating, offensive, and/or a hostile learning environment. A total of 10% of students responded that they had observed untoward behaviors directed toward another person or group at FLC.

Table 18: Within the past year, have you observed any conduct or communications directed toward another person or group of people at Folsom Lake College, that you believe has created an exclusionary, intimidating, offensive, and/or hostile learning environment?

	# of Respondents	% of Respondents
Yes	89	10.1%
No	790	89.9%

Unwanted Sexual Contact

Students were asked if they had experienced unwanted sexual contact at FLC within the last 5 years. A total of 13 students reported experiencing unwanted sexual contact at FLC.

Table 19: Within the last 5 years, have you experienced unwanted sexual contact at FLC?

	# of Respondents	% of Respondents
Yes	13	1.5%
No	855	97.2%
Decline to State	12	1.4%

Demographics

Students were asked a series of demographic questions. When compared to the college-wide demographics for the whole student body, those participating in the survey were representative of the larger group. Survey respondents were proportionately similar to the college-wide statistics for the following demographic variables: age, ethnic/racial identity, primary language spoken at home, and BOG tuition waiver status.

Table 20: What is your age?

	# of Respondents (n= 717)	% of Respondents	College-Wide Comparison Data
19 or less	178	24.8%	22.5%
20-24	239	33.3%	39.0%
25-29	96	13.4%	14.1%
30-39	92	12.8%	12.0%
40-49	65	9.1%	6.6%
50-59	37	5.2%	4.3%
60+	10	1.4%	1.4%

Table 21: What category best represents your ethnic/racial identity?

	# of Respondents (n=710)	% of Respondents	College-Wide Comparison Data
African American	25	3.5%	3.9%
American Indian/ Alaska Native	14	2.0%	0.8%
Asian	64	9.0%	8.5%
Filipino	13	1.8%	1.7%
Hispanic/Latino	96	13.5%	18.7%
Multi-Ethnic	34	4.8%	5.9%
Pacific Islander	*	0.7%	0.6%
White(non-Hispanic)	441	62.1%	58.2%
Other (Unknown)	18	2.5%	1.9%

Table 22: What language do you speak at home?

	# of Respondents (n=723)	% of Respondents	College-Wide Comparison Data
English	618	85.5%	92.0%
Chinese	12	1.7%	0.7%
Eastern European language	*	0.7%	2.1%
Farsi	10	1.4%	0.8%
Spanish	29	4.0%	1.6%
Vietnamese	*	1.0%	0.4%
Other	42	5.8%	2.3%

Table 23: Do you receive a BOG (Board of Governors) Tuition Waiver?

	# of Respondents (n=717)	% of Respondents	College-Wide Comparison Data
Yes: Received BOG Waiver	403	56.2%	52.6%
No: Do not receive BOG Waiver	314	43.8%	47.4%

There were three demographic questions in the survey that were worded differently than college-wide variables, making a direct comparison to college-wide data less clear but likely still valuable. In the survey, students were asked to identify what sex there were assigned at birth and how they describe themselves, while the college-wide gender variable comes from the CCCApply online application where students are asked “What is your gender?”, with *female/male* options only and a category for *Unknown*. Students who identify as female were more likely to participate in the survey (69% vs. 56%).

Table 24: What sex were you assigned at birth, on your original birth certificate?

	# of Respondents (n=726)	% of Respondents
Female	504	69.4%
Male	222	30.6%

Table 25: How do you describe yourself?

	# of Respondents (n=728)	% of Respondents	College-Wide Comparison Data
Female	502	69.0%	55.7%
Male	219	30.1%	41.9%
Transgender	*	0.3%	n/a
Do not identify as female, male or transgender	*	0.7%	n/a
<i>Unknown (not a survey option)</i>	n/a	n/a	2.5%

Students were asked at what campus they take most of their classes. The college-wide data reflects the percentage of total course enrollments at each campus. Survey respondents were somewhat more likely to report taking most of their classes at the FLC main campus (68% vs. 63%). Students were asked if they self-identify as having a disabling condition. The college provides services to students with disabilities through Disabled Students Programs & Services (DSPS), and the college-wide comparison data reflects the percentage of students receiving DSPS services. Significantly more survey respondents identified as having a disability than the percentage who are receiving DSPS services (17% vs. 6%).

Table 26: At what campus do you take most of your classes?

	# of Respondents (n=728)	% of Respondents	College-Wide Comparison Data
EDC: El Dorado Center	123	17.9%	17.4%
FLC: Main Campus- Folsom	466	67.7%	62.7%
RCC-Rancho Cordova Center	99	14.4%	19.9%

Table 27: Do you self-identify as having a disabling condition?

	# of Respondents (n=719)	% of Respondents	College-Wide Comparison Data
Yes	121	16.8%	6.2%
No	298	83.2%	93.8%

The remaining demographic survey questions do not directly correlate to existing college-wide data, so there is no comparison data available. Students were asked how many miles their one-way commute is from home to the campus where they take most of their classes. Majority of students (30%) report traveling 11-20 miles one-way. For those traveling more than 50 miles one-way, the average distance traveled is 67 miles one-way. Students were asked how long they have attended FLC. The majority of students are in their first year at FLC (48%).

Table 28: How many miles is your one-way commute from home to the campus where you take most of your classes?

	# of Respondents (n= 729)	% of Respondents
0-5 miles	186	25.5%
6-10 miles	162	22.2%
11-20 miles	219	30.0%
21-30 miles	84	11.5%
31-40 miles	39	5.3%
41-50 miles	31	4.2%
More than 50 miles	*	1.1%

Table 29: How long have you attended Folsom Lake College?

	# of Respondents (n= 726)	% of Respondents
This is my first semester	161	22.2%
This is my second semester	190	26.2%
2 nd year	163	22.5%
3 rd year	108	14.9%
4 th year or more	104	14.3%

Students were asked about their sexual orientation. The majority of students identified as straight/heterosexual (89.1%) and 10.9% identified as bisexual, gay, lesbian, questioning, or other. Students were asked to identify their belief system. Students primarily identified as Christian (51%), Agnostic (18%), or Atheist (12%). Students were asked if they have substantial parenting or caregiving responsibilities. A significant number of students reported have responsibility for caring for children under age 18 (22%), aging parents or grandparents (10%), and legally dependent children over age 18 (6%).

Table 30: What is your sexual orientation?

	# of Respondents (n= 705)	% of Respondents
Bisexual	34	4.8%
Gay	11	1.6%
Lesbian	*	1.3%
Questioning	14	2.0%
Straight/Heterosexual	628	89.1%
Other	*	1.3%

Table 31: What best describes your belief system?

	# of Respondents (n= 694)	% of Respondents
Agnostic	124	17.9%
Atheist	82	11.8%
Buddhist	22	3.2%
Christian	357	51.4%
Jewish	*	0.6%
Muslim	13	1.9%
Pagan	*	1.3%
Bahai	*	0.3%
Other	81	11.7%

Table 32: Do you have substantial parenting or caregiving responsibility for any of the following people?

	# of Respondents (n= 717)	% of Respondents
Children 18 years of age or under	156	21.8%
Children over 18 year of age, but still legally dependent (e.g. in college, disabled, etc.)	44	6.1%
Sick or disabled partner	10	1.4%
Parent, Grandparent, or other aging family member	70	9.8%
Siblings(s) 18 years of age or under	37	5.2%
Other	34	4.7%