

2024 James Madison College Student Climate and Culture Survey

Conducted on Behalf of

James Madison College

By

The Office for Survey Research
Institute for Public Policy and Social Research
Michigan State University

Table of Contents

| | |
|---|----|
| Overview and Methodology | 4 |
| Population | 4 |
| Table 1. Demographic Profile of Respondents and College..... | 5 |
| Data Collection | 5 |
| Interpretation of Tables | 6 |
| Results | 6 |
| Racial and Ethnic Diversity of the College | 6 |
| Table 2A. Racial Diversity of College Compared to High School Overall..... | 7 |
| Table 2B. Racial Diversity of College Compared to High School by Gender Identity, Race and Class Level | 7 |
| Table 2C. Level High School Diversity Overall and by Gender Identity, Race and Class Level | 7 |
| Table 3A. Importance of Diverse Student Body Overall Results | 8 |
| Table 3B. Importance of Diverse Student Body Overall Results by Gender Identity, Race and Class Level | 8 |
| Satisfaction with Race and Ethnic Diversity within the College | 8 |
| Table 4A. Satisfaction with Racial and Ethnic Diversity in College Overall | 9 |
| Table 4B. Satisfaction with Racial and Ethnic Diversity by Gender Identity, Race and Class Level..... | 9 |
| Experience with Race and Ethnicity and Safety in the College and at MSU..... | 9 |
| Table 5A. Race and Ethnicity and Safety in the College and at MSU Overall Results | 11 |
| Table 5B. Race and Ethnicity and Safety in the College and at MSU by Gender Identity, Race and Class Level | 12 |
| Classroom Experiences..... | 13 |
| Table 6A. Classroom Experiences Overall Results..... | 15 |
| Table 6B Classroom Experiences by Gender Identity, Race and Class Level..... | 15 |
| Racial Bias Incidences..... | 17 |
| Table 7A. Experience Bias in the College Overall | 18 |
| Table 7B. Experience Bias in the College by Gender Identity, Race and Class Level..... | 18 |
| Table 8A. Bias Incidences Addressed Overall..... | 20 |
| Table 8B. Bias Incidences Addressed by Gender Identity, Race and Class Level | 20 |
| Table 9A. Confidence in Addressing Bias Incidences Overall..... | 22 |
| Table 9B. Confidence in Addressing Bias Incidences Overall and by Gender Identity, Race and Class Level | 22 |
| Communication within the College | 23 |
| Table 10A. Communication Overall | 24 |
| Table 10B. Communication by Gender Identity, Race and Class Level | 24 |
| Table 11A. Classes Specifically Address Race, Ethnicity, and Nationality Overall..... | 26 |
| Table 11B. Classes Specifically Address Race, Ethnicity, and Nationality by Gender Identity, Race and Class Level | 26 |

| | |
|---|----|
| Table 12A. Extent MC201 and MC202 Should Address Issues Overall | 27 |
| Table 12B. Extent MC201 and MC202 Should Address Issues by Gender Identity, Race and Class Level. | 27 |
| Chart 1. Comparison of MC 201 and MC 202 Addressing Issues | 28 |
| Table 13A. Major and Elective Course and Overall Curriculum Address Issues Overall Results | 30 |
| Table 13B. Major and Elective Course and Overall Curriculum Address Issues by Gender Identity, Race and Class Level | 31 |
| Table 14A. Satisfaction with Curriculum Addressing Specific Racial and Ethnic Groups Overall Results | 33 |
| Table 14B. Satisfaction with Curriculum Addressing Specific Racial and Ethnic Groups by Gender Identity, Race and Class Level | 33 |
| Summary..... | 34 |

Overview and Methodology

In the fall of 2024, Michigan State University's James Madison College (JMC) invited all current faculty, academic staff, university support staff and students to assess the climate and culture within the college. This report focuses on the results of the student survey.

The data collection instrument used in 2024 was based on the data collection instrument used in 2016 which measured similar concepts.

While efforts were made to keep questions the same for comparisons between the two data collection periods, slight wording and question structural changes were made to reflect changes in the college and university policy since 2016. The full version of the survey instrument can be found in Appendix A.

The data collection instrument contained the following sections:

- Introduction and Informed Consent
- Climate Assessment and Perception – 22 questions
- Bias Incidences - 8 questions
- Communication with the College - 5 questions
- College Curriculum – 21 closed-ended
- Racial Climate Feedback – 2 open-ended questions
- Demographics – 5 questions

Population

The survey was administered to 905 James Madison College students¹ enrolled as of Fall 2024 using a web-based data collection platform. All data was submitted anonymously.

Table 1 shows the demographic profile of James Madison College using university institutional data and the demographic profile of students who completed the survey using self-reported data.

To protect the confidentiality of students and for analysis purposes, both the university institutional race and ethnicity data² and self-reported data was collapsed from eight to two categories – BIPOC and White. For self-reported data³, respondents who indicated a race or ethnicity other than White (including those that chose White and another race or ethnicity) were included in the BIPOC category.

University institutional data only reports biological sex whereas respondents were asked to indicate their gender identity. Gender identity from self-reported data was collapsed from nine (9) categories into three (3) categories: Man, Woman, and Another Identity.

¹ The file provided by the college for the purpose of collecting the data contained 905 students whereas the files provided by the college to create the college demographic profile contained information for 904 students.

² IPEDS (Integrated Postsecondary Education Data System) race and ethnicity data was provided by the college and contained the following categories: Black/African American, American Indian/Alaska Native, Asian, Hispanic/Latino, White, Two or More Races, Not Specified and International

³ For the self-reported data respondents were presented with the following categories and could choose more than one: African American or Black, Asian, Hawaiian or Pacific Islander, Hispanic or Latinx, Native American or Alaska Native, Two or More Races, White, Other

Table 1. Demographic Profile of Respondents and College

| Demographic | | Respondent Self-Reported Data ⁴ | | University Institutional Data | |
|--|------------------|--|--------|-------------------------------|--------|
| | | N | % | N | % |
| | Man | 35 | 28.2% | | |
| | Woman | 78 | 62.9% | | |
| | Other Identity | 13 | 2.4% | | |
| | Total | 126 | 101.6% | | |
| Gender Identity (Analysis) Sex (Sample Comparison) | Man | 31 | 26.7% | 378 | 41.8% |
| | Woman | 75 | 64.7% | 526 | 58.2% |
| | Another identity | 10 | 8.6% | | |
| | Total | 116 | 100.0% | 904 | 100.0% |
| Race and Ethnicity | BIPOC | 35 | 29.7% | 253 | 28.0% |
| | White | 83 | 70.3% | 651 | 72.0% |
| | Total | 118 | 100.0% | 904 | 100.0% |
| Class Level | Freshman | 33 | 27.3% | 216 | 23.9% |
| | Sophomore | 30 | 24.8% | 219 | 24.2% |
| | Junior | 26 | 21.5% | 208 | 23.0% |
| | Senior | 32 | 26.4% | 261 | 28.9% |
| | Total | 121 | 100.0% | 904 | 100.0% |

The data shown in Table 1 can be used to compare key demographic variables between those who completed the survey and the study population to ensure the data is representative of the population.

The data is highly representative of the population by race and ethnicity and class level. Women are over-represented in the data and Men under-represented.

Data Collection

Data collection was conducted between September 25, 2024, and October 25, 2024. Reminder emails were sent on September 29th, October 3rd, October 8th, October 14th, and October 18th.

During the data collection period, 214 students accessed the survey with 124 submitting completed surveys (58.8%) and two (2) declining consent. The response rate for students was 13.7%.

For this study, all members of the population, not random samples of the populations were used for data collection. Test of Significance, such as Chi-Square and t-test, are designed to test whether the differences seen between groups during analysis exist in the population and are not simply due to sampling error. Since there were no samples used, there can be no sampling error. Differences between groups seen during this study's analysis exist in the population if the overrepresentation or underrepresentation of one group does not bias the results.

⁴ For both gender identity and race/ethnicity respondents could choose more than one category, therefore percentages may add to more than 100.0%. When creating the gender identity variable for analysis, any student who choose an identity other than man or women were included in the other identity category including those that choose man or and another identity. For race/Ethnicity, any student who chose a race or ethnicity other than White were included in the BIPOC category.

Interpretation of Tables

Tables displaying overall results for each item in the questionnaire show the percentage distribution across each scale point, the total number of respondents answering the question, the overall mean value, and the standard deviation for each item when applicable.

Means are calculated on a scale of 1 to 5, with 1 representing the most negative position and 5 the most positive. The number of respondents may vary per item as respondents could choose not to answer questions. All questions within matrices were presented to respondents in a random order to negate order effects⁵.

Tables displaying results by demographic subgroups show the mean score (in some instances the percentage of experiencing behavior) for each subgroup and the maximum number of respondents in each demographic group. When comparing groups within demographic characteristics, minor differences between groups are to be expected and may only be due to non-response.

The ranges for interpreting the Likert scale mean scores are 1.00-2.49 (Negative attitude), 2.50-3.49 (Neutral attitude), and 3.50-5.00 (Positive attitude) unless noted. Mean scores 4.50 and above can also be seen as very positive and scores 1.50 and below as very negative.

Results

Racial and Ethnic Diversity of the College

The first series of questions focused on assessing racial and ethnic diversity within the college.

Students were first asked to compare the racial diversity of the college to that of their high school. The majority of the students, 59.7%, viewed the college as being more racial and ethnically diverse than their high school, while 23.7% viewed the college as being less diverse.

A mean score closer to 1.00 indicates the high school is more diverse and a mean score closer to 5.00 indicates the college is more diverse. The mean score for this item is 3.59.

- BIPOC students were more likely to view their high schools as being more racially and ethnically diverse than the college (mean score 2.97).
- White students were the most likely to view the college as being more racially and ethnically diverse than their high schools (mean score 3.88.)

Overall results are shown in Table 2A and by Gender Identity, Race and Class Level in Table 2B.

⁵ The expression “order effect” refers to the well-documented phenomenon that different orders in which the questions (or response alternatives) are presented may influence respondents’ answers in a more or less systematic fashion (cf. Schuman & Presser, 1981).

Table 2A. Racial Diversity of College Compared to High School Overall

| How does the racial and ethnic diversity at James Madison College compared to that of your high school? | A lot less racially and ethnically diverse (1) | Somewhat less racially and ethnically diverse (2) | Similar racially and ethnically diverse (3) | Somewhat more racially and ethnically diverse (4) | A lot more racially and ethnically diverse (5) | N | Mean | Std. Dev |
|---|--|---|---|---|--|-----|------|----------|
| Racial Diversity Comparison to High School | 13.7% | 9.7% | 16.9% | 23.4% | 36.3% | 124 | 3.59 | 1.41 |

Table 2B. Racial Diversity of College Compared to High School by Gender Identity, Race and Class Level

| | Gender Identity | | | Race | | MSU Year | | | |
|---------|-----------------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| Overall | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| 3.59 | 3.45 | 3.69 | 3.20 | 2.97 | 3.88 | 3.79 | 3.53 | 3.42 | 3.56 |

The racial/ethnic diversity comparison categories in Table 2A were collapsed into three categories: (1) High School More Diverse (James Madison College a lot or somewhat less diverse), (2) High School Same Level Diversity (Similar racially and ethnically diverse), and (3) High School Less Diverse (James Madison College a lot or somewhat more diverse).

Table 2C reports the overall percentages and breakdowns by demographics.

- Overall, students reported that their high school was less diverse than the college.
- A higher percentage of students who identified as another gender felt that their high school was more diverse than both Men and Women.
- As seen in Table 2B, BIPOC student were more likely to report their high school as more diverse and White students were more likely to feel that the college was more diverse.
- Freshmen were more likely to feel that their high school was less diverse than the college.

Table 2C. Level High School Diversity Overall and by Gender Identity, Race and Class Level

| Level High School Diversity | | Gender Identity | | | Race | | MSU Year | | | |
|-----------------------------|---------|-----------------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| | Overall | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| More Diverse | 23.4% | 25.8% | 21.3% | 40.0% | 42.9% | 14.5% | 24.2% | 23.3% | 26.9% | 18.8% |
| Same | 16.9% | 16.1% | 18.7% | 0.0% | 17.1% | 16.9% | 6.1% | 20.0% | 19.2% | 25.0% |
| Less Diverse | 59.7% | 58.1% | 60.0% | 60.0% | 40.0% | 68.7% | 69.7% | 56.7% | 53.8% | 56.3% |

Detailed analysis by level of high school diversity for all items is shown in Appendix B.

Students were also asked how important it was to them that the college's student body was racially and ethnically diverse. Overall results are shown in Table 3A, by Gender Identity, Race and Class Level in Table 3B.

The majority of students, 85.5%, indicated that it was important to them (very or somewhat) that the student body be racially diverse. Only a small percentage of students, 8.0%, indicated this was not an important issue to them. The mean score for this item was 4.32.

- A racial and ethnically diverse student body was most important to students who identified as another gender (mean score 4.80), White students (mean score 4.41), and sophomores (mean score 4.53).
- It was least important to freshmen (mean score 4.15) and Men (mean score 4.06).

Table 3A. Importance of Diverse Student Body Overall Results

| How important is it to you that the James Madison College student body be racially and ethnically diverse? | Not at all important (1) | Somewhat unimportant (2) | Neutral (3) | Somewhat important (4) | Very important (5) | N | Mean | Std. Dev |
|--|--------------------------|--------------------------|-------------|------------------------|--------------------|-----|------|----------|
| Racial and Ethnic Diversity in Student Body | 4.8% | 3.2% | 6.5% | 25.8% | 59.7% | 124 | 4.32 | 1.06 |

Table 3B. Importance of Diverse Student Body Overall Results by Gender Identity, Race and Class Level

| | Gender Identity | | | Race | | Class Level | | | |
|---------|-----------------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| Overall | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| 4.32 | 4.06 | 4.49 | 4.80 | 4.34 | 4.41 | 4.15 | 4.53 | 4.23 | 4.37 |

Satisfaction with Race and Ethnic Diversity within the College

Students were asked to rate their level of satisfaction with the racial and ethnic diversity of the student body, the faculty, and staff. In Fall 2023, students of color made up 24.7% of the college's student population and 19% of the college's faculty/staff were persons of color.

For this item, all mean scores fell into the neutral range of the scale (2.50-3.49). Overall results are shown in Table 4A, by Gender Identity, Race and Class Level, Table 4B,

Students overall were least satisfied with the diversity of the faculty, with only 28.4% of students indicating some level of satisfaction and 40.8% a level of dissatisfaction. The mean score for this item was 2.87.

As for the diversity of the student body, 31.5% indicated they were satisfied to some extent and 40.6% were dissatisfied (mean score 2.98).

Nearly half of the students, 49.6%, indicated they were neither satisfied nor dissatisfied with the diversity of support staff, which may be more indicative of a lower level of direct interaction with this employee group than actual satisfaction. The mean score for this item was 3.04.

- Women were more satisfied with the racial and ethnic diversity of the student body, faculty, and staff than Men and students who identify as another gender.
- Students who identify as another gender were the least satisfied with the diversity of support staff (2.70) and the student body (2.60), and Men were the least satisfied the diversity of the faculty (2.77).
- BIPOC students were less satisfied with the diversity of all three groups than White students. The largest difference between the two groups was the student body, White students, mean score 3.04 and BIPOC students was 2.69.
- Seniors were the least satisfied with the diversity among the student body, faculty, and staff. The difference in satisfaction mean scores between freshmen and seniors ranged between .41 and .94. It is important to note that the satisfaction mean score for the diversity of the faculty, 2.25, fell into the negative range of the scale (1.00-2.49); the only mean score across all demographic subgroups to do so.

Table 4A. Satisfaction with Racial and Ethnic Diversity in College Overall

| Overall, how satisfied or dissatisfied are you with the racial and ethnic diversity of James Madison College . . | Very Dissatisfied (1) | Somewhat Dissatisfied (2) | Neither Satisfied nor Dissatisfied (3) | Somewhat Satisfied (4) | Very Satisfied (5) | n | Mean | Std. Dev |
|--|-----------------------|---------------------------|--|------------------------|--------------------|-----|------|----------|
| Student Body | 8.1% | 28.2% | 32.3% | 21.0% | 10.5% | 124 | 2.98 | 1.12 |
| Faculty | 14.6% | 26.0% | 30.9% | 14.6% | 13.8% | 123 | 2.87 | 1.24 |
| Support Staff | 8.1% | 16.3% | 49.6% | 15.4% | 10.6% | 123 | 3.04 | 1.04 |

Table 4B. Satisfaction with Racial and Ethnic Diversity by Gender Identity, Race and Class Level

| | Overall | Gender Identity | | | Race | | Class Level | | | |
|---------------|---------|-----------------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| | | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| Student body | 2.98 | 2.74 | 3.05 | 2.60 | 2.69 | 3.04 | 3.03 | 3.07 | 3.12 | 2.62 |
| Faculty | 2.87 | 2.77 | 2.85 | 2.80 | 2.74 | 2.86 | 3.19 | 3.00 | 2.96 | 2.25 |
| Support staff | 3.04 | 2.90 | 3.09 | 2.70 | 2.88 | 3.05 | 3.34 | 3.00 | 3.08 | 2.69 |

Experience with Race and Ethnicity and Safety in the College and at MSU

Students were presented with eight statements that measured experiences with race and ethnicity, and safety within the college and MSU overall. For five of the statements, the higher level of agreement, the more positive. For three items, the higher level of disagreement, the more positive. Overall results are shown in Table 5A, results by Gender Identity, Race and Class Level in Table 5B.

For the items where higher levels of agreement and higher mean scores are positive, the highest level of agreement was on the item "I feel physically safe in Case Hall" 86.3%. Students were also asked if they felt physically safe in classrooms at MSU and 77.5% agreed to some degree with the statement.

- BIPOC students felt the most physically safe in Case Hall followed by freshmen and Men. White students felt the least physically safe in Case Hall. BIPOC students also felt safer in MSU classrooms compared to all groups other than Men and freshmen.
- Freshmen felt the most physically safe in Case Hall (4.52) and MSU classrooms (4.58), seniors the least (Case Hall 4.16, MSU classrooms 3.66).
- Students who identified as another gender felt much safer in Case Hall (4.30) than in MSU classrooms (3.80) as did Women. There was no difference among Men as to feeling safe between Case Hall and MSU classrooms in general.

The second highest level of agreement was on the item “Most James Madison College students are open to learning about the experiences and perspectives of people of different races, ethnic groups, and nationalities,” 83.1%.

- Students who identify as another gender, Men, and freshmen were more likely to agree with the statement than Women and BIPOC students.

Also receiving overall high levels of agreement were “The James Madison College faculty should be racially and ethnically diverse,” 79.1%, and The James Madison College staff should be racially and ethnically diverse,” 76.4%.

- Students who identified as another gender, Women, White students, and seniors were the mostly likely to agree that both the faculty and staff should be diverse.

For three of the statements, low agreement and mean scores closer to 1.00 are positive. Higher mean scores (closer to 5.00) indicate a greater likelihood that the respondent experienced this.

These statements measured direct experiences related to their race/ethnicity:

- “I am frequently the only one or one of the few of my race or ethnicity in my James Madison College classes,” mean score 2.19.
- “I am frequently the only one or one of the few of my race or ethnicity in my MSU,” mean score 2.06.
- “I am frequently the only one or one of the few of my race or ethnicity in James Madison College clubs and/or organizations,” mean score 2.03.

While these mean scores indicate that lower numbers of students overall are experiencing this, results by race/ethnicity are quite different.

- 74.3% of BIPOC students reported experiencing being the only or one of a few of their race or ethnicity in James Madison College classes compared to 7.2% of White students.
- 71.5% of BIPOC students also reported experiencing this in their MSU classes (White students, 2.4%).
- 42.9% of BIPOC students indicated this occurs in James Madison clubs and organizations compared to 3.6% of White students.

Table 5A. Race and Ethnicity and Safety in the College and at MSU Overall Results

| Thinking about your experiences in and/or outside of the classroom, please indicate to what extent you agree or disagree with each of the following statements. | Strongly Disagree (1) | Somewhat Disagree (2) | Neither Agree nor Disagree (3) | Somewhat Agree (4) | Strongly Agree (5) | N | Mean | Std. Dev |
|---|-----------------------|-----------------------|--------------------------------|--------------------|--------------------|-----|------|----------|
| I am frequently the only one or one of the few of my race or ethnicity in my James Madison College classes. ^a | 58.9% | 7.3% | 6.5% | 11.3% | 16.1% | 124 | 2.19 | 1.59 |
| I am frequently the only one or one of the few of my race or ethnicity in my MSU classes. ^b | 58.1% | 8.1% | 11.3% | 14.5% | 8.1% | 124 | 2.06 | 1.42 |
| Most James Madison College students are open to learning about the experiences and perspectives of people of different races, ethnic groups, and nationalities. | 1.6% | 7.3% | 8.1% | 44.4% | 38.7% | 124 | 4.11 | 0.95 |
| The James Madison College faculty should be racially and ethnically diverse. | 1.6% | 3.2% | 16.1% | 21.8% | 57.3% | 124 | 4.30 | 0.96 |
| The James Madison College staff should be racially and ethnically diverse. | 0.8% | 4.1% | 18.7% | 23.6% | 52.8% | 123 | 4.24 | 0.95 |
| I feel physically safe in Case Hall. | 1.6% | 2.4% | 9.7% | 36.3% | 50.0% | 124 | 4.31 | 0.87 |
| I feel physically safe in classrooms at MSU. | 2.4% | 7.3% | 12.9% | 33.1% | 44.4% | 124 | 4.10 | 1.04 |
| I am frequently the only one or one of the few of my race or ethnicity in James Madison College clubs and/or organizations. ^c | 54.5% | 8.9% | 21.1% | 9.8% | 5.7% | 123 | 2.03 | 1.29 |

a,b,c For these statements mean scores closer to 1.00 and higher levels of disagreement are positive.

Table 5B. Race and Ethnicity and Safety in the College and at MSU by Gender Identity, Race and Class Level

| | Overall | Gender Identity | | | Race | | Class Level | | | |
|---|---------|-----------------|---------------|-----------------------------|---------------|---------------|------------------|-------------------|----------------|----------------|
| | | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| I am frequently the only one or one of the few of my race or ethnicity in my James Madison College classes. ^a | 2.19 | 2.00 | 2.23 | 2.30 | 3.89 | 1.45 | 2.79 | 2.07 | 1.54 | 2.09 |
| I am frequently the only one or one of the few of my race or ethnicity in my MSU classes. ^b | 2.06 | 1.97 | 2.09 | 2.30 | 3.69 | 1.40 | 2.36 | 2.10 | 1.46 | 2.16 |
| Most James Madison College students are open to learning about the experiences and perspectives of people of different races, ethnic groups, and nationalities. | 4.11 | 4.26 | 3.95 | 4.60 | 3.97 | 4.18 | 4.45 | 3.77 | 4.23 | 3.94 |
| The James Madison College faculty should be racially and ethnically diverse. | 4.30 | 4.10 | 4.39 | 4.60 | 4.23 | 4.36 | 4.15 | 4.17 | 4.23 | 4.59 |
| The James Madison College staff should be racially and ethnically diverse. | 4.24 | 4.00 | 4.36 | 4.40 | 3.97 | 4.38 | 3.97 | 4.23 | 4.24 | 4.50 |
| I feel physically safe in Case Hall. | 4.31 | 4.48 | 4.23 | 4.30 | 4.66 | 4.14 | 4.52 | 4.20 | 4.31 | 4.16 |
| I feel physically safe in classrooms at MSU. | 4.10 | 4.45 | 4.01 | 3.80 | 4.43 | 3.95 | 4.58 | 4.13 | 4.00 | 3.66 |
| I am frequently the only one or one of the few of my race or ethnicity in James Madison College clubs and/or organizations. ^c | 2.03 | 2.00 | 2.00 | 2.10 | 3.20 | 1.51 | 2.36 | 1.97 | 1.58 | 2.03 |

a,b,c for these statements mean scores closer to 1.00 and higher levels of disagreement are positive.

Classroom Experiences

Students were asked to indicate their level of agreement on nine (9) statements specifically related to their classroom experiences. For seven of the nine statements, high levels of agreement and mean scores closer to 5.00 are more positive.

The highest level of overall agreement, 85.5%, was on the item “Most James Madison College professors are open to diverse views related to race and ethnicity.” The mean score for this item was 4.26.

- Women and students who identify as another gender had higher mean scores, 4.33 and 4.30 respectively, than Men, 4.16.
- There was no difference in the mean scores of BIPOC students and White students.
- Freshmen and sophomores had higher mean scores, 4.39 and 4.33, than juniors and seniors, 4.08 and 4.19.

Also receiving a similar level of overall agreement was the item, “I feel comfortable discussing my perspectives with my James Madison College professors,” 83.6% (overall mean score, 4.14).

- Men were the most comfortable discussing their perspectives followed by White students and students who identified as another gender. BIPOC students were the least comfortable.
- There were slight differences by class level with seniors being the most comfortable discussing their perspectives.

Students were also very positive on the item “James Madison College classes permit open discussion of issues pertaining to race, ethnicity, and national origin,” 79.8%, (overall mean score, 4.06).

- Men had much lower mean scores on this item, 3.74, than Women, 4.23, and students who identify as another gender, 4.20.
- BIPOC and White students had similar mean scores on this item, 4.11 and 4.05.
- Juniors and seniors had much lower mean scores than both freshmen and sophomores with freshmen having the highest mean score.

When assessing their interactions with other students in and outside of the classroom, students were not as positive as they were when assessing professors. Students also had lower levels of agreement on the two items measuring interactions with other students.

The item, “I feel comfortable discussing my perspectives with students of other races, ethnicities, and nationalities at James Madison College outside of class,” had 76.5% overall agreement and a mean score of 3.91.

- The lowest mean scores on this item were given by Men, BIPOC students, sophomores, and seniors.

Students also had lower levels of overall agreement on the statement “I feel free in my James Madison College classes to discuss my own perspectives related to race, ethnicity, and national origin,” 68.3% level of agreement. The mean score for this item was 3.74,

- Across gender identity, Women had the lowest mean score, 3.68 and students identifying as another gender, the highest, 4.50.

- BIPOC students mean score was 3.57, White students 3.93.
- Freshmen had the highest mean score, followed by seniors, sophomores, and juniors.

Students were also less likely to agree that their racial community, history, and experiences are represented in the James Madison College curriculum, 66.2% (mean score 3.83),

- Among gender groups, Men had the highest mean score, 3.97, Women the lowest, 3.87.
- The mean score for BIPOC students was more than a full point (1.10) lower on this item than White students. 3.09 versus 4.19.
- There were only slight differences in mean scores across class level.

Students also were less likely to agree that they felt free to include detailed comments when evaluating professors, 62.1% level of agreement. The overall mean score was 3.88.

- Women, White students, juniors, and seniors were the most positive, BIPOC students, Men, and sophomores the least positive.

For two of the statements, higher levels of overall disagreement and mean scores closer to 1.00 are positive. Higher mean scores (closer to 5.00) indicate a greater likelihood that the respondent experienced this. The two statements were:

- “I feel responsible for educating students not of my race, ethnicity, or national origin about the experiences of my racial, ethnicity, or national-origin group,” overall disagreement, 44.4%, overall agreement 24.2%, mean score 2.59.
 - About half of BIPOC students agreed with this statement, 48.6%, compared to 13.2% of White students.
- “I feel I must represent a racial or ethnic minority position in my class,” 58.5% overall disagreement, 24.4% agreement, mean score 2.33.
 - 60.0% of BIPOC students agreed with this statement compared to 8.5% of White students.

Table 6A. Classroom Experiences Overall Results

| Thinking about your experiences within James Madison College classes, please indicate to what extent you agree or disagree with each of the following statements. | Strongly Disagree (1) | Somewhat Disagree (2) | Neither Agree nor Disagree (3) | Somewhat Agree (4) | Strongly Agree (5) | N | Mean | Std. Dev |
|---|-----------------------|-----------------------|--------------------------------|--------------------|--------------------|-----|------|----------|
| James Madison College classes permit open discussion of issues pertaining to race, ethnicity, and national origin. | 2.4% | 9.7% | 8.1% | 39.5% | 40.3% | 124 | 4.06 | 1.05 |
| I feel free in my James Madison College classes to discuss my own perspectives related to race, ethnicity, and national origin. | 6.5% | 11.4% | 13.8% | 38.2% | 30.1% | 123 | 3.74 | 1.19 |
| I feel I must represent a racial or ethnic minority position in my class. ^a | 45.5% | 13.0% | 17.1% | 12.2% | 12.2% | 123 | 2.33 | 1.46 |
| When filling out evaluations (SPLS), I feel free to include detailed comments when evaluating my professors. | 4.8% | 9.7% | 23.4% | 16.9% | 45.2% | 124 | 3.88 | 1.23 |
| I feel comfortable discussing my perspectives with my James Madison College professors. | 2.5% | 4.1% | 9.8% | 44.3% | 39.3% | 122 | 4.14 | 0.93 |
| I feel comfortable discussing my perspectives with students of other races, ethnicities, and nationalities at James Madison College outside of class. | 6.5% | 8.1% | 8.9% | 40.7% | 35.8% | 123 | 3.91 | 1.17 |
| I feel responsible for educating students not of my race, ethnicity, or national origin about the experiences of my racial, ethnicity, or national-origin group. ^b | 32.3% | 12.1% | 31.5% | 12.9% | 11.3% | 124 | 2.59 | 1.36 |
| My racial community, history, and experiences are represented in the James Madison College curriculum. | 3.2% | 11.3% | 19.4% | 31.5% | 34.7% | 124 | 3.83 | 1.12 |
| Most James Madison College professors are open to diverse views related to race and ethnicity. | 2.4% | 3.2% | 8.9% | 37.1% | 48.4% | 124 | 4.26 | 0.93 |

a, b for these statements means scores closer to 1.00 and higher levels of disagreement are positive.

Table 6B Classroom Experiences by Gender Identity, Race and Class Level

a, b For these statements means scores closer to 1.00 and higher levels of disagreement are positive.

| Thinking about your experiences within James Madison College classes, please indicate to what extent you agree or disagree with each of the following statements. | | Gender Identity | | | Race | | Class Level | | | |
|---|---------|-----------------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| | Overall | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| James Madison College classes permit open discussion of issues pertaining to race, ethnicity, and national origin. | 4.06 | 3.74 | 4.23 | 4.20 | 4.11 | 4.05 | 4.42 | 4.17 | 3.65 | 3.91 |
| I feel free in my James Madison College classes to discuss my own perspectives related to race, ethnicity, and national origin. | 3.74 | 3.94 | 3.68 | 4.50 | 3.57 | 3.93 | 3.94 | 3.67 | 3.58 | 3.77 |
| I feel I must represent a (racial or ethnic) minority position in my class. ^a | 2.33 | 1.94 | 2.42 | 2.60 | 3.69 | 1.71 | 2.67 | 2.13 | 2.08 | 2.35 |
| When filling out evaluations (SPLS), I feel free to include detailed comments when evaluating my professors. | 3.88 | 3.58 | 4.07 | 3.70 | 3.63 | 4.00 | 3.61 | 3.43 | 4.23 | 4.25 |
| I feel comfortable discussing my perspectives with my James Madison College professors. | 4.14 | 4.29 | 4.16 | 4.22 | 4.11 | 4.22 | 4.12 | 4.23 | 3.92 | 4.27 |
| I feel comfortable discussing my perspectives with students of other races, ethnicities, and nationalities at James Madison College outside of class. | 3.91 | 4.00 | 3.89 | 4.10 | 3.60 | 4.09 | 4.03 | 3.80 | 4.00 | 3.81 |
| I feel responsible for educating students not of my race, ethnicity, or national origin about the experiences of my racial, ethnicity, or national-origin group. ^b | 2.59 | 2.13 | 2.73 | 2.90 | 3.34 | 2.25 | 2.91 | 2.33 | 2.42 | 2.66 |
| My racial community, history, and experiences are represented in the James Madison College curriculum. | 3.83 | 3.97 | 3.87 | 3.80 | 3.09 | 4.19 | 3.97 | 3.73 | 3.88 | 3.81 |
| Most James Madison College professors are open to diverse views related to race and ethnicity. | 4.26 | 4.16 | 4.33 | 4.30 | 4.29 | 4.29 | 4.39 | 4.33 | 4.08 | 4.19 |

Racial Bias Incidences

Students were asked about bias incidences they may have experienced since becoming a member of the college. The following definitions were provided:

Bias is defined as showing a preference or tendency, conscious or unconscious, which can be for or against a person, group, or thing when compared to another.

A bias incident is an incident of verbal or non-verbal conduct that is threatening, harassing, intimidating, discriminatory or hostile and is based on a category protected under the MSU Anti-Discrimination Policy. Please also see the MSU Anti-Harassment Statement for more information.

Students were asked how many times, if at all, they had experienced a racial bias incident in the classroom and outside of the classroom. It is important to note that there was no distinction made if the bias incidence was personally experienced and those witnessed or what the bias incident entailed.

Overall, 52.4% of students reported experiencing at least one racial bias incident that made them uncomfortable in the classroom and 39.1% reported experiencing at least one incident outside of the classroom.

- BIPOC students and students who identify as another gender were the most likely to experience racial bias incidences in the classroom with 71.5% of BIPOC students and 70.0% of students who identify as another gender reported experiencing a racial bias incident at least once in the classroom. Over half of Women, 58.6%, also experienced racial bias in the classroom.
- BIPOC students were also the most likely to experience bias incidences outside the classroom, 45.7%, followed by Women, 41.3%.
- Seniors reported the highest percentage among class years experiencing racial bias incidents which is due in part to having the longest time period in the college.
- Men were the least likely to experience racial bias incidents both in and outside of the classroom.

To get a more accurate view of the frequency in which racial bias incidents occur in college, the data was run removing students who did not experience a racial bias incident in the classroom (47.6% of students) and outside the classroom (61.0% of students).

This data shows that of the students who experienced a racial bias incident, 40.0% of students experienced one incident, 33.8% two incidences, 18.5% three or four incidences, and 7.7% five or more in the classroom. Outside the classroom, 25.0% one incident, 33.3% two incidents, 25.0% three or four incidences, and 16.7% 5 or more.

Table 7A. Experience Bias in the College Overall

| During your time at James Madison College, how many times, if at all, have you experienced a racial bias incident that made you uncomfortable . . . | 5 or more times | 3-4 times | 2 times | Once | Never | n | % Experiencing Incident at Least Once |
|---|-----------------|-----------|---------|-------|-------|-----|---------------------------------------|
| In the classroom | 4.0% | 9.7% | 17.7% | 21.0% | 47.6% | 124 | 52.4% |
| Outside of the classroom | 6.5% | 9.8% | 13.0% | 9.8% | 61.0% | 123 | 39.1% |

Table 7B. Experience Bias in the College by Gender Identity, Race and Class Level

| | | Gender Identity | | | Race | | MSU Year | | | |
|----------------------|---------------------------------------|-----------------|---------------|-----------------------------|---------------|---------------|------------------|-------------------|----------------|----------------|
| | Overall | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| | % Experiencing Behavior at Least Once | | | | | | | | | |
| In Classroom | 52.4% | 38.8% | 58.6% | 70.0% | 71.5% | 44.5% | 48.4% | 53.3% | 46.2% | 62.6% |
| Outside of Classroom | 39.1% | 38.8% | 41.3% | 40.0% | 45.7% | 36.0% | 30.2% | 43.4% | 38.4% | 45.3% |

Students who indicated that they had experienced at least one racial bias incident either in or outside of the classroom were asked how often the incident was addressed.

Overall, students reported that 78.5% of the time the professor addressed the classroom event.

However, as shown in Table 8A, more than 1 in 5 students (21.5%) reported the incidents that occurred in the classroom were never addressed and more than 1 in 4 students (26.2%) reported that these events were rarely addressed.

- Women reported the highest frequency of classroom incidences being addressed, 84.0% of the time, followed by BIPOC students, 80.0% of the time.
- Students who identify as another gender reported the lowest percentage of incidents witnessed in the classroom addressed, 57.2%.

For incidents outside of the classroom, 68.3% of students who experienced a racial bias event indicated that events were addressed. Only 2.2% of students reported the events were addressed all the time compared to 71.8% who reported that the events were rarely or never addressed.

- Students who identified as another gender reported incidences were addressed 75.0% of the time, BIPOC students 56.4% of the time, and White students 67.8% of the time.

Table 8A. Bias Incidences Addressed Overall

| How often have | All of the time | Most of the time | Some of the time | Rarely | Never | n | % Time Incidents Addressed |
|---|-----------------|------------------|------------------|--------|-------|----|----------------------------|
| Your James Madison College professors addressed a racial bias incident in the classroom? | 7.7% | 21.5% | 23.1% | 26.2% | 21.5% | 65 | 78.5% |
| The incidents you experienced outside of the classroom, addressed, either by faculty or staff (i.e., James Madison College staff, residence hall staff, etc.) | 2.2% | 10.9% | 15.2% | 34.8% | 37.0% | 46 | 63.1% |

Table 8B. Bias Incidences Addressed by Gender Identity, Race and Class Level

| How often have . . . | | Gender Identity | | | Race | | MSU Year | | | |
|---|--------------------------------|-----------------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| | Overall | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| | % of Time Incidences Addressed | | | | | | | | | |
| Your James Madison College professors addressed a racial bias incident in the classroom? | 78.5% | 66.7% | 84.0% | 57.2% | 80.0% | 75.6% | 93.9% | 81.4% | 66.6% | 70.0% |
| The incidents you experienced outside of the classroom, addressed, either by faculty or staff (i.e., James Madison College staff, residence hall staff, etc.) | 63.1% | 58.3% | 65.4% | 75.0% | 56.4% | 67.8% | 33.3% | 84.6% | 55.5% | 71.3% |

Students were asked to rate their level of confidence in their own ability and that of their professors to address and report racial bias incidences and their confidence in professors' willingness to address and report racial bias incidences. Full results are shown in Table 9A and Table 9B.

While 72.4% of students had some level of confidence in their professor's willingness to address racial bias incidences (mean score 3.86), a smaller percentage, 60.5%, had confidence in professors knowing how to do so (3.59).

- Men had the highest level of confidence in professors' having the knowledge in how to address racial bias incidences (3.84) and in their willingness to do so (4.10). Students who identify as another gender (3.20) and BIPOC students had the lowest level (3.29) of confidence in professors' knowledge on how to address incidents.
- There was little difference in mean scores between BIPOC students and White students when assessing professors' willingness to address incidents.
- As class level increased, the level of confidence in professor's knowledge on how to address incidents decreased. There was a .90 difference between freshmen mean scores and seniors mean scores on this item.

Students also had lower confidence in their own ability to report incidences with slightly more than half 52.9% indicating they felt confident.

- Students who identified as another gender had the highest level of confidence in their ability to report incidences, 3.90, BIPOC students, the lowest, 3.29.
- Women and BIPOC students had the lowest level of confidence in their ability to report.

A high percentage of students, 74.8%, indicated that they were confident they could find supportive peer environments within the college, mean score 4.04.

- The Gender Identity, Race and Class Levels who reported the highest level of confidence in being able to find supportive environments within the college were students who identified as another gender, White students, and Men.
- Women and BIPOC students were the least confident.
- As class level increased, confidence in finding supportive environments decreased.

Table 9A. Confidence in Addressing Bias Incidences Overall

| Again, thinking about your experiences in and/or outside of the classroom, please indicate for each of the following statements how confident you are that . . . | Not Confident at All (1) | Not Very Confident (2) | Neutral (3) | Somewhat Confident (4) | Very Confident (5) | n | Mean | Std. Dev |
|--|--------------------------|------------------------|-------------|------------------------|--------------------|-----|------|----------|
| James Madison College professors know how to address racial bias incidences in the classroom. | 4% | 18% | 18% | 36% | 24% | 124 | 3.59 | 1.15 |
| James Madison College professors are willing to address racial bias incidence in the classroom. | 2% | 11% | 14% | 42% | 30% | 123 | 3.86 | 1.05 |
| You can find supportive peer environments at James Madison College. | 2% | 10% | 13% | 31% | 44% | 123 | 4.04 | 1.09 |
| You know how to report a racial bias incident when it happens. | 10% | 23% | 15% | 24% | 29% | 123 | 3.40 | 1.37 |

Table 9B. Confidence in Addressing Bias Incidences Overall and by Gender Identity, Race and Class Level

| Again, thinking about your experiences in and/or outside of the classroom, please indicate for each of the following statements how confident you are that . . . | Overall | Gender Identity | | | Race | | Class Level | | | |
|--|---------|-----------------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| | | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| James Madison College professors know how to address racial bias incidences in the classroom. | 3.59 | 3.84 | 3.53 | 3.20 | 3.29 | 3.71 | 4.12 | 3.57 | 3.35 | 3.22 |
| James Madison College professors are willing to address racial bias incidence in the classroom. | 3.86 | 4.10 | 3.77 | 3.80 | 3.86 | 3.89 | 4.21 | 3.73 | 3.62 | 3.81 |
| You can find supportive peer environments at James Madison College. | 4.04 | 4.19 | 4.04 | 4.30 | 4.03 | 4.13 | 4.27 | 4.07 | 3.92 | 3.94 |
| You know how to report a racial bias incident when it happens. | 3.40 | 3.42 | 3.31 | 3.90 | 3.29 | 3.42 | 3.48 | 3.50 | 3.08 | 3.47 |

Communication within the College

Students were asked to indicate their level of agreement with three statements measuring communication between the college and students. Mean scores on the items ranged from a high of 3.74 to a low of 3.22. Full results are shown in Table 10A and Table 10B.

The item with the highest level of overall agreement, 65.6%, measured the college effectively communicating with students about important events and issues that arise in the college, mean score 3.74.

- Men, students who identify as another gender, BIPOC students and freshmen had the highest levels of agreement with this item, Women the lowest.

Only half of the students, 50.8%, agreed to some extent that the college effectively communicates important events and issues related to the racial climate of the college.

- Women, BIPOC students and upper-class persons had the lowest level of agreement on this statement. The mean score for seniors was 2.78.

Less than half of students, 44.3%, agreed that the college effectively communicates to students how to report issues related to racial culture/climate or bias issues.

- Women, BIPOC students and upper-class persons had the lowest level of agreement on this statement. The mean score for juniors was 2.92.

Table 10A. Communication Overall

| Thinking about your experiences within James Madison College, please indicate to what extent you agree or disagree with each of the following statements. | Strongly Disagree | Somewhat Disagree | Neither Agree nor Disagree | Somewhat Agree | Strongly Agree | n | Mean | Std. Dev |
|---|-------------------|-------------------|----------------------------|----------------|----------------|-----|------|----------|
| The College communicates effectively with students about important events and issues that arise in the College. | 6.6% | 10.7% | 17.2% | 33.6% | 32.0% | 122 | 3.74 | 1.205 |
| The College communicates effectively with students about important events and issues related to the racial climate that arise in the College. | 13.1% | 14.8% | 21.3% | 29.5% | 21.3% | 122 | 3.31 | 1.318 |
| The College effectively communicates how to report issues related to the racial climate and/or bias incidents that arise. | 11.5% | 18.0% | 26.2% | 25.4% | 18.9% | 122 | 3.22 | 1.27 |

Table 10B. Communication by Gender Identity, Race and Class Level

| Thinking about your experiences within James Madison College, please indicate to what extent you agree or disagree with each of the following statements. | Overall | Gender Identity | | | Race | | MSU Year | | | |
|---|---------|-----------------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| | | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| The College communicates effectively with students about important events and issues that arise in the College. | 3.74 | 3.90 | 3.66 | 3.80 | 3.86 | 3.74 | 4.13 | 3.70 | 3.73 | 3.37 |
| The College communicates effectively with students about important events and issues related to the racial climate that arise in the College. | 3.31 | 3.61 | 3.12 | 3.60 | 3.26 | 3.35 | 3.91 | 3.37 | 3.12 | 2.78 |
| The College effectively communicates how to report issues related to the racial climate and/or bias incidents that arise. | 3.22 | 3.55 | 3.05 | 3.50 | 3.06 | 3.26 | 3.59 | 3.30 | 2.92 | 3.00 |

Students were asked to evaluate the extent college core courses addressed issues of race, ethnicity, and nationality and to what extent these courses have representation of authors from marginalized backgrounds. The three courses evaluated were MC 201, MC 202, and MC 111. Overall results are shown in Table 11A and by Gender Identity, Race and Class Level in Table 11B.

The course students felt had the most extensive representation of authors from minoritized backgrounds, (mean score 4.31), and extensively addressed issues of race, ethnicity, and nationality (mean score 4.35) was MC 111.

- Women, White students, and sophomores had the highest mean scores for both items, BIPOC students and students who identified as another gender, had lower, yet still positive mean scores.

The course that students felt had the least representation of authors from minoritized backgrounds was MC 202, mean score, 3.49. Almost 1 in 10 students (9.5%) did not think MC 202 had any such representation. The mean score to what extent MC 202 addressed issues of race, ethnicity and nationality was 3.59. A small percentage of students, 4.8%, did not think MC 202 addressed issues of race, ethnicity, and nationality at all.

- Students who identified as another gender and White students had the highest mean score on both items, Men and BIPOC students, the lowest.

Mean scores for MC 201 having representation of authors was 3.83 and for addressing issues of race, ethnicity, and nationality was 3.81.

- There were slight differences in mean scores for both items by gender identity.
- White students provided a higher mean on both items, being more positive on the course providing representation of authors from marginalized backgrounds than BIPOC students.

Table 11A. Classes Specifically Address Race, Ethnicity, and Nationality Overall

| For each of the following James Madison College courses, please indicate to what extent the course curriculum addresses issues related to race, ethnicity, and nationality. To what extent does . . . | Not At All 1 | 2 | 3 | 4 | Extensively 5 | n | Mean | Std. Dev |
|---|-----------------|-------|-------|-------|------------------|-----|------|----------|
| MC 201 address issues of race, ethnicity, and nationality? | 2.6% | 8.7% | 26.1% | 30.4% | 32.2% | 115 | 3.81 | 1.07 |
| MC 201 have representation of authors from minoritized backgrounds? | 1.8% | 13.6% | 22.7% | 23.6% | 38.2% | 110 | 3.83 | 1.14 |
| MC 202 address issues of race, ethnicity, and nationality? | 4.6% | 20.7% | 21.8% | 17.2% | 35.6% | 87 | 3.59 | 1.29 |
| MC 202 have representation of authors from minoritized backgrounds? | 9.5% | 22.6% | 13.1% | 19.0% | 35.7% | 84 | 3.49 | 1.42 |
| MC 111 address issues of race, ethnicity, and nationality? | 3.5% | 7.9% | 13.2% | 11.4% | 64.0% | 114 | 4.25 | 1.16 |
| MC 111 have representation of authors from minoritized backgrounds? | 2.6% | 6.1% | 13.0% | 13.9% | 64.3% | 115 | 4.31 | 1.08 |

Table 11B. Classes Specifically Address Race, Ethnicity, and Nationality by Gender Identity, Race and Class Level

| For each of the following James Madison College courses, please indicate to what extent the course curriculum addresses issues related to race, ethnicity, and nationality. To what extent does . . . | Gender Identity | | | | Race | | Class Level | | | |
|--|-----------------|-------------|---------------|-----------------------------|---------------|---------------|------------------|-------------------|----------------|----------------|
| | Overall | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| MC 201 address issues of race, ethnicity, and nationality? | 3.81 | 3.76 | 3.86 | 3.89 | 3.67 | 3.87 | 4.31 | 3.81 | 3.50 | 3.55 |
| MC 201 have representation of authors from minoritized backgrounds? | 3.83 | 3.89 | 3.84 | 4.11 | 3.55 | 3.95 | 4.35 | 3.91 | 3.50 | 3.54 |
| MC 202 address issues of race, ethnicity, and nationality? | 3.59 | 3.33 | 3.72 | 3.88 | 3.17 | 3.71 | 3.86 | 3.85 | 3.25 | 3.59 |
| MC 202 have representation of authors from minoritized backgrounds? | 3.49 | 3.27 | 3.55 | 4.00 | 3.27 | 3.53 | 4.33 | 3.63 | 3.29 | 3.38 |
| MC 111 address issues of race, ethnicity, and nationality? | 4.25 | 4.14 | 4.34 | 3.89 | 3.94 | 4.38 | 4.25 | 4.35 | 4.16 | 4.24 |
| MC 111 have representation of authors from minoritized backgrounds? | 4.31 | 4.31 | 4.42 | 3.78 | 4.13 | 4.40 | 4.41 | 4.54 | 4.12 | 4.21 |

Students were also asked to indicate to what extent they believed MC 201 and MC 202 should address issues of race, ethnicity, and nationality.

Students were more likely to indicate that MC 201 should extensively cover these issues (mean score 4.04) than MC 202 (mean score 3.72).

- Women, students who identify as another gender, and White students were much more likely to think these issues should be covered extensively in both courses.
- Men and BIPOC students were less likely to think these issues should be covered in the courses.

Table 12A. Extent MC201 and MC202 Should Address Issues Overall

| To what extent should | Not At All 1 | 2 | 3 | 4 | Extensively 5 | n | Mean | Std. Dev |
|--|-----------------|------|-------|-------|------------------|-----|------|----------|
| MC 201 address issues of race, ethnicity, and nationality? | 4.5% | 2.7% | 18.8% | 32.1% | 42.0% | 112 | 4.04 | 1.06 |
| MC 202 address issues of race, ethnicity, and nationality? | 7.2% | 7.2% | 25.3% | 26.5% | 33.7% | 83 | 3.72 | 1.21 |

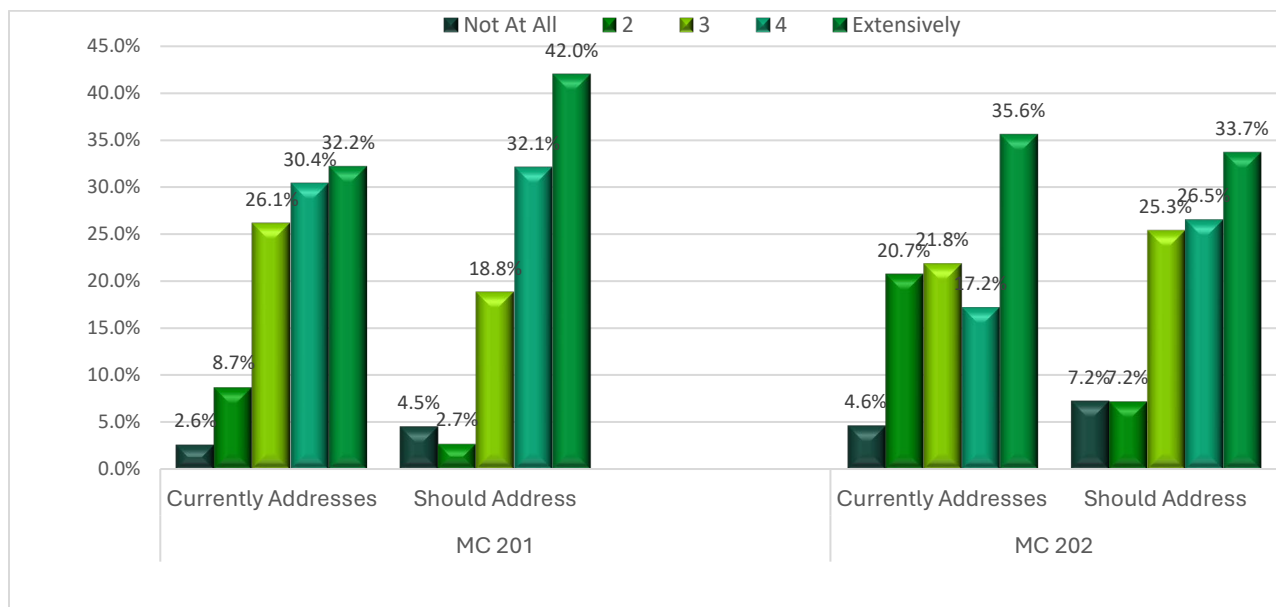
Table 12B. Extent MC201 and MC202 Should Address Issues by Gender Identity, Race and Class Level.

| To what extent should | Overall | Gender Identity | | | Race | | MSU Year | | | |
|--|---------|-----------------|---------------|-----------------------------|---------------|---------------|------------------|-------------------|----------------|----------------|
| | | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| MC 201 address issues of race, ethnicity, and nationality? | 4.04 | 3.54 | 4.35 | 4.11 | 3.77 | 4.21 | 4.13 | 4.17 | 3.81 | 4.10 |
| MC 202 address issues of race, ethnicity, and nationality? | 3.72 | 3.42 | 3.98 | 3.87 | 3.45 | 3.89 | 3.40 | 4.04 | 3.30 | 3.86 |

Chart 1 shows the comparison between students' current assessment of each course addressing issues of race, ethnicity, and nationality and the extent they believe these issues should be covered in each course.

There is a much larger disconnect from what students feel the course should address and what it does address for MC 201 with 42% of the students feeling it should extensively address these issues compared to 32.2% of the students who feel that it currently does.

Chart 1. Comparison of MC 201 and MC 202 Addressing Issues



Students were also asked to assess how extensively they thought courses within their major and elective courses as well as the overall college curriculum address issues of race, ethnicity, and nationality and have a diverse representation of authors.

Students were most positive in their assessment of the overall college curriculum addressing issues of race, ethnicity, and nationality, mean score 4.14, and having a diverse representation of authors, 3.95.

- There was no difference between Men and Women in assessing the overall curriculum addressing issues of race, ethnicity, and nationality (mean scores for both, 4.17).
- Students who identify as another gender were not as positive that the overall curriculum addressed these issues, mean score 3.90.
- White students mean scores for assessing the overall curriculum were higher than BIPOC students, 4.19 and 4.03, respectively. There was little difference in how both groups assessed diverse representation of authors.
- By class level, mean scores assessing both items decreased as the class level increased.

There was little difference in how students assessed classes within their major and elective courses. Mean scores for addressing issues of race, ethnicity, and nationality for major courses was 3.92, for elective courses, 3.95.

For having diverse representation of authors, the mean score for major courses was 3.99. for elective courses, 3.84.

For major courses:

- Men had lower mean scores than both Women and students who identify as another gender on both measurements.
- White students had a slightly higher mean score, 3.99 versus 3.86, for assessing the extent major courses addressed these issues, while BIPOC had a slightly higher mean score, 4.15 versus 3.97, for assessing diversity of authors.

- Sophomores had the lowest mean scores on both items, freshmen the highest.

For elective courses:

- Women had the highest mean score for both items, while Men and students who identify as another gender had similar mean scores on assessing the extent elective courses addressed issues of race, ethnicity, and nationality. The mean score for students who identify as another gender had the lowest mean score for assessing diverse representation of authors, 3.56 compared to Men, 3.77 and Women 3.93.
- BIPOC and White students had similar mean scores assessing addressing issues of race and ethnicity, 3.96 and 4.00, respectively. BIPOC students had a lower mean score assessing diverse representation of authors, 3.77 compared to 3.91 for White students.
- There were differences by class level, with seniors the most positive regarding courses addressing issues of race, ethnicity, and nationality, sophomores the lowest. Sophomores were the least positive in evaluating diversity of authors, other class levels had similar mean scores, ranging from 3.87 to 3.91.

Table 13A. Major and Elective Course and Overall Curriculum Address Issues Overall Results

| For each of the following, please indicate to what extent courses in your major and the overall curriculum address issues related to race, ethnicity, and nationality. | | | | | | | | |
|--|--------------|-------|-------|-------|---------------|-----|------|----------|
| To what extent . . . | Not At All 1 | 2 | 3 | 4 | Extensively 5 | n | Mean | Std. Dev |
| Do required courses in your major address issues of race, ethnicity, and nationality? | 2.9% | 11.4% | 17.1% | 27.6% | 41.0% | 105 | 3.92 | 1.14 |
| Do required courses in your major have representation of authors who are diverse with respect to race, ethnicity, and nationality? | 1.9% | 9.6% | 22.1% | 20.2% | 46.2% | 104 | 3.99 | 1.12 |
| Do elective courses in your major address issues of race, ethnicity, and nationality? | 3.2% | 7.5% | 23.7% | 22.6% | 43.0% | 93 | 3.95 | 1.13 |
| Do elective courses in your major have representation of authors who are diverse with respect to race, ethnicity, and nationality? | 3.2% | 9.7% | 20.4% | 33.3% | 33.3% | 93 | 3.84 | 1.10 |
| Does the James Madison College curriculum overall address issues of race, ethnicity, and nationality? | 1.8% | 1.8% | 18.4% | 36.8% | 41.2% | 114 | 4.14 | 0.90 |
| Does the James Madison College curriculum overall have representation of authors who are diverse with respect to race, ethnicity, and nationality? | 0.9% | 6.3% | 24.3% | 33.3% | 35.1% | 111 | 3.95 | 0.97 |

Table 13B. Major and Elective Course and Overall Curriculum Address Issues by Gender Identity, Race and Class Level

| For each of the following, please indicate to what extent courses in your major and the overall curriculum address issues related to race, ethnicity, and nationality. To what extent . . . | | Gender Identity | | | Race | | Class Level | | | |
|--|---------|-----------------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| | Overall | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| Do required courses in your major address issues of race, ethnicity, and nationality? | 3.92 | 4.03 | 3.89 | 4.10 | 3.82 | 4.01 | 4.57 | 3.59 | 3.92 | 3.56 |
| Do required courses in your major have representation of authors who are diverse with respect to race, ethnicity, and nationality? | 3.99 | 3.65 | 3.19 | 3.10 | 3.12 | 3.38 | 3.77 | 3.11 | 3.48 | 2.88 |
| Do elective courses in your major address issues of race, ethnicity, and nationality? | 3.95 | 3.29 | 2.87 | 2.50 | 2.56 | 3.14 | 3.03 | 3.07 | 2.96 | 2.75 |
| Do elective courses in your major have representation of authors who are diverse with respect to race, ethnicity, and nationality? | 3.84 | 3.39 | 2.73 | 2.50 | 2.47 | 3.09 | 3.07 | 2.97 | 2.84 | 2.72 |
| Does the James Madison College curriculum overall address issues of race, ethnicity, and nationality? | 4.14 | 3.55 | 2.97 | 3.10 | 2.76 | 3.30 | 3.07 | 3.28 | 3.24 | 2.94 |
| Does the James Madison College curriculum overall have representation of authors who are diverse with respect to race, ethnicity, and nationality? | 3.95 | 3.42 | 2.84 | 3.70 | 2.76 | 3.27 | 3.23 | 3.18 | 3.08 | 2.90 |

Students were also asked to rate their level of satisfaction with the way the college curriculum addresses issues facing seven different racial and ethnic groups. Mean scores ranged from a low of 2.90 to a high of 3.90.

Students were most satisfied with how the curriculum addressed issues facing African Americans (mean score 3.90, 66.1% level of overall satisfaction).

Also receiving higher satisfaction mean scores and percentages of overall satisfaction were addressing issues facing Africans (3.29, 41.9%) and Native Americans (3.03, 39.0%)

Students were least satisfied with how the curriculum addressed issues faced by Asians, (2.90, 24.6%).

Also receiving lower mean scores was satisfaction with the way the college curriculum addresses issues facing Asian Americans (2.95, 26.2%). Latin Americans (3.12, 34.8%), and Hispanics/Chicano/Latinx (3.10, 35.4%)

When looking at this data by Gender Identity, Race and Class Level:

- Men were most satisfied with the manner in which the curriculum addresses issues facing African Americans, 4.03. They were least satisfied with the curriculum addressing issues facing Asian Americans, 3.29.
- Women were most satisfied with the curriculum addressing issues facing African Americans, 3.89, and least satisfied with the curriculum addressing issues facing both Asians and Native Americans, 2.73.
- Students who identified as another gender were also most satisfied with the curriculum addressing issues facing African Americans, 3.89. and least satisfied with curriculum focusing on Asian Americans and Asians, 2.50.
- White students were more satisfied with the curriculum across all racial and ethnic groups than BIPOC students. White students were most satisfied with curriculum that focused on issues facing African Americans, 4.01, and least satisfied with curriculum focusing on Asian Americans, 3.14.
- BIPOC students were also most satisfied with curriculum that addresses issues facing African Americans, 3.82. They were also least satisfied with curriculum focusing on issues face by Asians.
- The data provided by seniors provides a more thorough assessment of the overall curriculum as by this point in their academic careers they have completed several major and elective courses. Seniors from most to least satisfied with the college curriculum addressing issues:
 - African Americans, 3.56
 - Latin Americans, 2.94
 - Native Americans, 2.94
 - Hispanics/Chicano(a)/Latinx, 2.90
 - Africans, 2.88
 - Asian Americans, 2.75
 - Asians, 2.72

Table 14A. Satisfaction with Curriculum Addressing Specific Racial and Ethnic Groups Overall Results

| Please indicate your level of satisfaction or dissatisfaction with the way the James Madison College curriculum overall addresses issues concerning the following groups: | Very Dissatisfied (1) | Somewhat Dissatisfied (2) | Neither Satisfied nor Dissatisfied (3) | Somewhat Satisfied (4) | Very Satisfied (5) | n | Mean | Std. Dev |
|---|-----------------------|---------------------------|--|------------------------|--------------------|-----|------|----------|
| African Americans | 4.2% | 5.1% | 24.6% | 28.8% | 37.3% | 118 | 3.90 | 1.10 |
| Africans | 5.1% | 19.7% | 33.3% | 24.8% | 17.1% | 117 | 3.29 | 1.12 |
| Asian Americans | 9.3% | 22.0% | 42.4% | 16.9% | 9.3% | 118 | 2.95 | 1.07 |
| Asians | 9.3% | 26.3% | 39.8% | 14.4% | 10.2% | 118 | 2.90 | 1.09 |
| Latin Americans | 6.8% | 19.5% | 39.0% | 24.6% | 10.2% | 118 | 3.12 | 1.06 |
| Hispanics/Chicano/Latinx | 6.0% | 22.4% | 36.2% | 25.9% | 9.5% | 116 | 3.10 | 1.05 |
| Native Americans | 16.1% | 17.8% | 27.1% | 24.6% | 14.4% | 118 | 3.03 | 1.29 |

Table 14B. Satisfaction with Curriculum Addressing Specific Racial and Ethnic Groups by Gender Identity, Race and Class Level

| Please indicate your level of satisfaction or dissatisfaction with the way the James Madison College curriculum overall addresses issues concerning the following groups: | Gender Identity | | | | Race | | Class Level | | | |
|---|-----------------|----------|------------|-----------------------|------------|------------|---------------|----------------|-------------|-------------|
| | Overall | Man (31) | Woman (75) | Another Identity (10) | BIPOC (35) | White (83) | Freshman (33) | Sophomore (30) | Junior (26) | Senior (32) |
| African Americans | 3.90 | 4.03 | 3.89 | 4.10 | 3.82 | 4.01 | 4.57 | 3.59 | 3.92 | 3.56 |
| Africans | 3.29 | 3.65 | 3.19 | 3.10 | 3.12 | 3.38 | 3.77 | 3.11 | 3.48 | 2.88 |
| Asian Americans | 2.95 | 3.29 | 2.87 | 2.50 | 2.56 | 3.14 | 3.03 | 3.07 | 2.96 | 2.75 |
| Asians | 2.90 | 3.39 | 2.73 | 2.50 | 2.47 | 3.09 | 3.07 | 2.97 | 2.84 | 2.72 |
| Latin Americans | 3.12 | 3.55 | 2.97 | 3.10 | 2.76 | 3.30 | 3.07 | 3.28 | 3.24 | 2.94 |
| Hispanics/Chicano(a)/Latinx | 3.10 | 3.42 | 2.84 | 3.70 | 2.76 | 3.27 | 3.23 | 3.18 | 3.08 | 2.90 |
| Native Americans | 3.03 | 3.65 | 2.73 | 3.40 | 2.71 | 3.20 | 3.50 | 2.62 | 3.04 | 2.94 |

Summary

The data show many positives currently occurring in the college. Among these:

- Having a diverse student body was very important to students overall.
- The college has been successful in creating safe physical spaces in Case Hall where the most vulnerable groups Women, students who identify as another gender and BIPOC students have a strong sense of safety. Most students felt safe both at Case Hall and at MSU in general with the majority giving higher safety mean scores to Case Hall than MSU.
- Students gave high mean scores to the openness of students to learn about the experiences and perspectives of different racial, ethnic, and national groups.
- Over three-quarters of students felt that the faculty and staff should be diverse.
- Professors have been successful in creating safe and open learning environments where they welcome diverse views related to race and ethnicity, make students comfortable when discussing their perspectives with them, and permit open discussion of issues pertaining to race ethnicity and national origin in the classroom.
- Students were most happy with MC 111 in terms of representation of authors from minority groups as well as addressing issues of race, ethnicity, and nationality.
- Overall, students were positive in their views of the college curriculum in both their major and elective courses.
- Students were most satisfied with the curriculum coverage of African Americans, Africans, and Native Americans.

There were areas for improvement. Among these:

- Diversity with the college, especially faculty, is of concern with more students being dissatisfied with the level of racial/ethnic diversity than satisfied. Men, BIPOC students, and seniors were the most dissatisfied with the faculty diversity.
- BIPOC students felt that they stood out because of their race/ethnicity in college class, MSU classes and organizations. They also were more likely to agree that they felt responsible for educating others about their race/ethnicity/national origin and that they felt the need to represent their race/ethnicity/national origin in the classroom.
- Though still receiving relatively high agreement, students did express lower agreement with feeling free to discuss race/ethnicity/national origin with fellow James Madison College students outside of the classroom as well to express their own view within the classroom.
- Slightly more than half of students reported experiencing a bias incident in the classroom at least one time and close to one-third outside of the classroom. BIPOC students and those who identified as another gender were most likely to have experienced a race/ethnicity biased event both within the classroom and outside.

- Students who identified as another gender were the least likely to have the incident addressed in the classroom.
- For those that experienced a biased event in classroom, over three-quarters of the professors addressed it, but that still meant that over 20% did not. Incidences that occurred outside the classroom were less likely to be dealt with.
- Students were more confident in their ability to know how to handle a biased incident than they were of professors' ability to do so, however, they were not that confident in their own abilities. This was most common for Women and BIPOC students who were the most likely to need to deal with an incident.
- The key to improving addressing bias incidents lies in educating both students and college faculty and staff how best to handle addressing incidents and how to report these incidences to the university. Less than half of the students, 44.3%, agreed with the statement measuring the college effectively communicating with students how to report issues related to climate or bias incidences. This was most problematic for Women, BIPOC students, juniors, and seniors.
- Only half of the students felt that the college communicated effectively on racial culture/climate or bias issues. Women, BIPOC students and upper classman were the least likely to agree.
- Students were less happy with the coverage of race/ethnicity/national origin as well as representativeness of authors in marginalized groups for both MC 201 and 202. There was a larger difference between what students felt should be covered in MC 201 and what was actually being covered in MC 201 compared to MC 202.
- There was general dissatisfaction with the level of coverage in the curriculum for Asian Americans and Asians.