

# English Department Student Climate Survey

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# Administration of survey

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- ❖ Sent to all students (818) in English, CRWR and WRIT courses in Fall 2017
- ❖ Open for two weeks
- ❖ Completion rate 37.65%
- ❖ 308 usable responses

# English major

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- ❖ 54.3% have not declared, and do not plan to declare an English major or minor
- ❖ Top 4 reasons for not doing so were:
  - ❖ Need a different major for chosen career (37.2%)
  - ❖ Only taking English to fulfill a requirement (33.54%)
  - ❖ Easier to find employment with a different major (25.61%)
  - ❖ I can't commit to that many English courses (25%)

# English major

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- ❖ Top answers to the question “I would be more likely to declare an English major if...”
  - ❖ There were more journalism courses (37.6%)
  - ❖ There were more courses on recent and contemporary literature (37.56%)
  - ❖ There were fewer required courses (26.24%)
  - ❖ There were more courses on literature in English from outside the US and Britain (24.11%)

# English major

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- ❖ 45.3% have declared, or plan to declare, an English major for the following reasons:
  - ❖ I love taking English classes (23.78%)
  - ❖ I want to read and talk about literature (22.56%)
  - ❖ I want to be a writer (fiction, poetry, creative nonfiction) (14.02%)
  - ❖ I want a career in publishing/editing

# English major

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- ❖ Transfer students were more likely to declare
- ❖ Non-heterosexual students were more likely to declare
- ❖ White, Caucasian students were more likely to declare
- ❖ Students with ADA conditions were more likely to declare

# Climate issues

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- ❖ Welcoming and inclusive environment:
  - ❖ 88% Strongly Agree/Agree
- ❖ Environment for the free and open expression of ideas and opinions:
  - ❖ 89% SA/A

# Climate issues

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- ❖ Courses reflect lives, perceptions and contributions of:
  - ❖ People from diverse races and ethnicities: 66% SA/MA
  - ❖ People of all genders: 72% SA/MA
  - ❖ People from different countries and parts of the world: 59% SA/MA
  - ❖ People who identify as LGBTQA: 54% SA/MA



# Climate issues

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- ❖ How supportive are faculty of the following:\*
- ❖ Students with disabilities, incl. neurodiversity: 58% extremely/very/moderately
- ❖ LGBTQA students: 62%
- ❖ Students from all racial and ethnic backgrounds: 74%
- ❖ Students from all socio-economic backgrounds: 69%

\* Around 30% on average said they did not have enough information to answer these questions (except for “me personally”)

# Climate issues

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- ❖ How supportive are faculty of the following:
  - ❖ Students of all religious/faith backgrounds: 68%
  - ❖ International students: 63%
  - ❖ Me personally, in office hours and one on one meetings: 90%

# Climate issues: demographic differences

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- ❖ Courses reflecting race/ethnicities: employed students scored lower
- ❖ Courses reflecting all genders: cisgender women, financial aid eligible, and employed students scored lower
- ❖ Courses reflecting different parts of the world: financial aid eligible, employed students scored lower

# Faculty support: demographic differences

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- ❖ Welcoming and inclusive environment: those who have not declared, or do not plan to declare, English major scored lower
- ❖ Free and open expression of ideas: heterosexual students scored lower
- ❖ Disabilities, incl. neurodiversity: financial aid eligible students scored lower
- ❖ Different races/ethnicities: religious, non-Christian students scored lower

# Faculty support: demographic differences

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- ❖ All socio-economic backgrounds: financial aid eligible students scored lower
- ❖ All religious/faith backgrounds: cisgender women, financial aid eligible students scored lower

# Open responses (147 comments)

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- ❖ 59% were extremely positive
  - ❖ Love our faculty
  - ❖ Feel they grew intellectually
  - ❖ Inclusive, respectful climate and great support for all students

# Open responses

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- ❖ 26.53% offered mild criticism/suggestions:
  - ❖ More diversity in course offerings/readings: authors of color, LGBTQA authors, literature from outside US and Britain
  - ❖ More diversity in faculty and staff (doesn't match up with student demographics)

# Open responses (suggestions)

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- ❖ 26.53% offered mild criticism/suggestions:
  - ❖ Better teaching practices: more flexible assignments, more relevant course content, more manageable expectations
  - ❖ Class discussions too “liberal”
  - ❖ Expensive course materials



# Open responses

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- ❖ 9.52% had negative experiences
  - ❖ Lack of diversity in authors, readings, student and faculty demographics
  - ❖ Hard to get into English courses
  - ❖ Hard to access faculty outside of classroom

# Open responses

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- ❖ 9.52% had negative experiences
  - ❖ Grading subjective, or lack of feedback on grades
  - ❖ Unfair treatment of students
  - ❖ Inconsistency between courses in terms of workload, course structure and grading
  - ❖ Insensitive remarks in the classroom about people of color or ADA students; sexist interactions/comments made to or about female students

# Suggestions from Diversity Committee

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❖ See handout