English Department
Student Climate Survey
Administration of survey

- 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

- 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

- 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

- 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

- 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

- Welcoming and inclusive environment:
  - 88% Strongly Agree/Agree

- Environment for the free and open expression of ideas and opinions:
  - 89% SA/A
Climate issues

- 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

- 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

- 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

- 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

- 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

- 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)

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

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

- 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

- 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

- 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

- See handout