



REPORT ON 2024-2025 HEDS CAMPUS CLIMATE SURVEY

Southeastern Illinois College

Abstract

Conducted Fall Term 2024. The results of this survey establish a baseline for ongoing assessment and continuous improvement and will inform institutional planning, professional development, and student support initiatives.

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2024-2025 HEDS Campus Climate Survey Results

SUMMARY

Southeastern Illinois College (SIC) administered the 2024–2025 Higher Education Data Sharing (HEDS) Consortium, Campus Climate Survey to assess perceptions of campus climate, belonging, and equity among students, faculty, and staff. The survey provides institution-wide and disaggregated insight into how members of the college community experience inclusion, respect, and fairness across roles and demographic groups.

Results from the Survey indicate that respondents at SIC generally report a positive campus climate, particularly regarding belonging and interpersonal respect. A strong majority of respondents rated their sense of belonging favorably, with approximately 88% indicating agreement or strong agreement that they feel they belong at the institution. This suggests that many respondents perceive the college as a welcoming and inclusive environment.

At the same time, the results reveal variation in experiences among respondents, with a smaller but meaningful proportion reporting neutral or less-positive perceptions. While unfavorable responses represent a minority, their presence indicates that experiences of belonging and equity are not uniform. Open-ended and item-level responses related to campus climate, respect, and exposure to bias suggest that some individuals encounter barriers that may affect their sense of inclusion or comfort within the college community.

Taken together, the findings suggest that while SIC has established a generally positive foundation for parity and inclusion, there remains an opportunity to move from broad satisfaction toward more consistently equitable experiences across groups and contexts. Continued attention to disaggregated results and targeted interventions will be essential to sustaining progress and addressing areas of concern.

KEY THEMES

- Strong overall sense of belonging: Most respondents report feeling accepted and respected at the institution.
- Uneven experiences: A minority of respondents indicate neutral or negative perceptions, suggesting variability in campus climate.

- Need for deeper engagement: Results point to the importance of ongoing dialogue, education, and institutional responsiveness rather than assuming uniform experiences.
- Value of monitoring climate trends: The data establish a useful baseline for tracking changes in perceptions over time.

ACTION AREAS

Targeted Climate Improvement Efforts

Use disaggregated survey results to identify populations or contexts where perceptions of belonging and equity are less positive, and develop targeted strategies (i.e., professional development, policy review, or student engagement initiatives) to address those areas.

Ongoing Assessment and Communication

Integrate climate metrics into regular Institutional Research reporting cycles (KPIs) and communicate results transparently to campus stakeholders, emphasizing both strengths and areas for improvement.

LIMITATIONS

- Response rate and representativeness: As with most voluntary surveys, results may reflect the perspectives of individuals more inclined to respond, potentially underrepresenting certain populations.
- Self-reported perceptions: Findings capture respondents' perceptions at a single point in time and should not be interpreted as direct measures of behavior or intent.
- Limited causal inference: The survey identifies patterns and themes but does not establish causal relationships; additional qualitative or longitudinal analyses would strengthen interpretation.

DISAGGREGATED DATA

Student Responses

Student responses indicate a generally positive perception of campus belonging and inclusivity, with most students reporting that they feel accepted and respected at Southeastern Illinois College. These results suggest that, for many students, the institution provides a supportive learning environment conducive to engagement and persistence. Students' favorable responses align with the college's emphasis on access, support, and student-centered practices.

However, student responses also show some variability in experiences, with a subset of respondents expressing neutral or less positive perceptions related to campus climate and equity. While these responses represent a minority, they highlight the importance of

continued attention to student voice, particularly for students who may experience barriers related to identity, background, or institutional navigation. Ongoing assessment and targeted student engagement efforts may help ensure that positive perceptions are experienced consistently across the student population.

Faculty Responses

Faculty respondents generally report positive perceptions of collegiality and respect, indicating that many faculty members experience the institution as a professional environment that values inclusion and fairness. These findings suggest a baseline level of trust and shared commitment to the institution's mission and values related to diversity and equity.

At the same time, faculty responses reflect more mixed perceptions in certain areas, which may point to differences in experiences related to workload, governance, professional development, or institutional change efforts. These results underscore the importance of sustained communication and engagement with faculty around equity-related initiatives, as well as the need to contextualize diversity and equity efforts within broader discussions of instructional quality, shared governance, and institutional effectiveness.

Staff Responses

Staff respondents also report largely positive perceptions of belonging and respect, suggesting that many staff members feel valued and included within the campus community. These findings are consistent with the institution's focus on creating a supportive workplace environment and recognizing the essential role staff play in student success and institutional operations.

Nevertheless, staff responses reveal some variation in perceptions of equity and inclusion, indicating that experiences are not uniform across roles or units. These patterns suggest opportunities to strengthen institution-wide communication, professional development, and support structures that address equity from an employee experience perspective. Continued monitoring of staff perceptions can help the institution identify structural or operational factors that may influence workplace climate.

Brief Analysis

Across students, faculty, and staff, survey results suggest a shared foundation of generally positive perceptions regarding belonging and respect at Southeastern Illinois College. However, the presence of neutral or less favorable responses within each group indicates that experiences of equity and inclusion vary by role and context. These findings reinforce the importance of role-specific strategies, rather than one-size-fits-all approaches, when addressing campus climate and equity.

Disaggregated Limitations

- Subgroup response sizes: Disaggregated results may be influenced by smaller response counts within specific roles, potentially affecting stability and generalizability.
- Role-specific context: Differences in perceptions may reflect distinct professional or academic experiences rather than uniform institutional conditions.
- Perception-based data: As with all survey results, findings represent self-reported perceptions at a single point in time and should be interpreted alongside additional quantitative and qualitative evidence.

CLOSING THE ASSESSMENT LOOP

SIC will use the results of the 2024–2025 Diversity and Equity Survey to inform targeted, evidence-based actions to strengthen campus climate and ensure that positive perceptions of belonging and equity are consistently experienced by students, faculty, and staff. While overall results indicate a strong foundation, variation in perceptions across roles underscores the importance of moving beyond aggregate results to develop context-specific strategies.

In response to students' findings, the college will prioritize efforts to amplify student voice and engagement, particularly for students who report neutral or less-positive perceptions of belonging. Survey results will be shared with appropriate student services, advising, and academic leadership groups to identify opportunities for enhanced communication, support, and inclusive practices. Follow-up analyses, including disaggregation by student characteristics where feasible, will help the institution better understand where targeted interventions may be most effective.

For faculty and staff, survey findings will inform professional development, communication, and organizational practices related to equity and inclusion. Results will be reviewed within existing shared governance and administrative structures to support dialogue around workplace climate, institutional processes, and alignment between equity goals and operational realities. Where appropriate, the institution will use these findings to guide refinements to policies, training, and internal communication strategies.

To ensure accountability and sustainability, the college will integrate key climate indicators into its ongoing Institutional Research reporting cycle. This approach reflects the institution's commitment to continuous improvement, data-informed decision-making, and alignment between campus climate assessment results and institutional action.

Appendix A- Summary Tables

Table 1. Respondent Counts by Role

Role	Number
Students	76
Faculty / Staff	45
Role not reported	11
Total Respondents	132

Note: The number of respondents who did not report a role is large for the sample size.

Table 2. Sense of Belonging – Overall Results

Survey Item: “I feel that I belong at this institution.”

Response Category	Count	Percent
Strongly Disagree / Disagree	4	3%
Neutral	12	9%
Agree / Strongly Agree	114	88%
Total Valid Responses	130	100%

Table 3. Sense of Belonging by Role (Topline)

Role	Agree / Strongly Agree	Neutral or Negative
Students	Majority positive	Minority neutral/negative
Faculty	Majority positive	Minority neutral/negative
Staff	Majority positive	Minority neutral/negative

Appendix B- Disaggregated Tables

Table 1. Sense of Belonging by Role

Survey Item: “I feel that I belong at this institution.”

Students

Response Category	Count	Percent
Disagree	3	4.0%
Neutral	6	8.0%
Agree	23	30.7%
Strongly Agree	43	57.3%
Total	75	100%

Faculty Staff

Response Category	Count	Percent
Neutral	5	11.4%
Agree	18	40.9%
Strongly Agree	21	47.7%
Total	44	100%

Notes: Both students and employees report strong positive perceptions of belonging, with students showing a higher proportion of “Strongly Agree” responses. Neutral responses among faculty/staff suggest opportunities for continued engagement.

Table 2. Overall Campus Climate by Role

Survey Item: “The overall campus climate at this institution is positive.”

Students

Response Category	Count	Percent
Disagree	1	1.3%
Neutral	1	1.3%
Agree	24	31.6%
Strongly Agree	50	65.8%
Total	76	100%

Faculty / Staff

Response Category	Count	Percent
Strongly Disagree	1	2.2%
Neutral	2	4.4%
Agree	23	51.1%
Strongly Agree	19	42.2%
Total	45	100%

Perceptions of overall campus climate are consistently positive across roles, with students reporting higher levels of strong agreement. A small number of neutral or negative responses across both groups reinforces the importance of ongoing monitoring.

Footnotes:

- *Percentages reflect within-role distributions.*
- *Totals include only valid responses for each item.*
- *Small subgroup counts should be interpreted with caution.*
- *Results represent self-reported perceptions at a single point in time.*

Appendix C- Parity Overlay

Table 1. Sense of Belonging by Race / Ethnicity

Agree or Strongly Agree

Race/Ethnicity Group	Respondents (N)	Positive (%)
White	103	91.3%
Hispanic / Latino(a)	5	60.0%
Black / African American	4	75.0%
Asian	1	100.0%
American Indian / Alaska Native	1	0.0%
Multiracial / Other	6	75.0%
Prefer Not to Respond	2	100.0%

Table 2. Sense of Belonging by Gender

Agree or Strongly Agree

Gender	Respondents (N)	Positive (%)
Woman	72	84.7%
Man	47	97.9%
Another Gender Identity	3	100.0%

Table 3. Sense of Belonging by Age Group

Agree or Strongly Agree

Age Group	Respondents (N)	Positive (%)
Under 25	11	90.9%
25–34	25	88.0%
35–44	15	93.3%
45–54	6	83.3%
55–64	2	50.0%
65+	2	50.0%

Table 4. Sense of Belonging by First-Generation (Parent Education Level)

Agree or Strongly Agree

Parent Education Level	Respondents (N)	Positive (%)
High School or Less	36	80.6%
Some College	15	93.3%
Associate Degree	22	90.9%
Bachelor's Degree	21	100.0%
Graduate Degree	20	95.0%
Prefer Not to Respond	6	100.0%

Note: Parent education is used here as a replacement for first-generation status.

Observations:

- A strong majority of respondents across demographic groups report a positive sense of belonging.
- Variation exists across groups, particularly where sample sizes are small.
- Results support continued disaggregated monitoring, rather than reliance on aggregate outcomes.
- Findings are best interpreted alongside qualitative feedback and longitudinal trends.

Footnotes:

- Percentages reflect within-group agreement (Agree/Strongly Agree).
- Results are based on self-reported perceptions and should be interpreted with caution where subgroup sizes are small.
- These findings establish a baseline for ongoing parity monitoring and improvement.