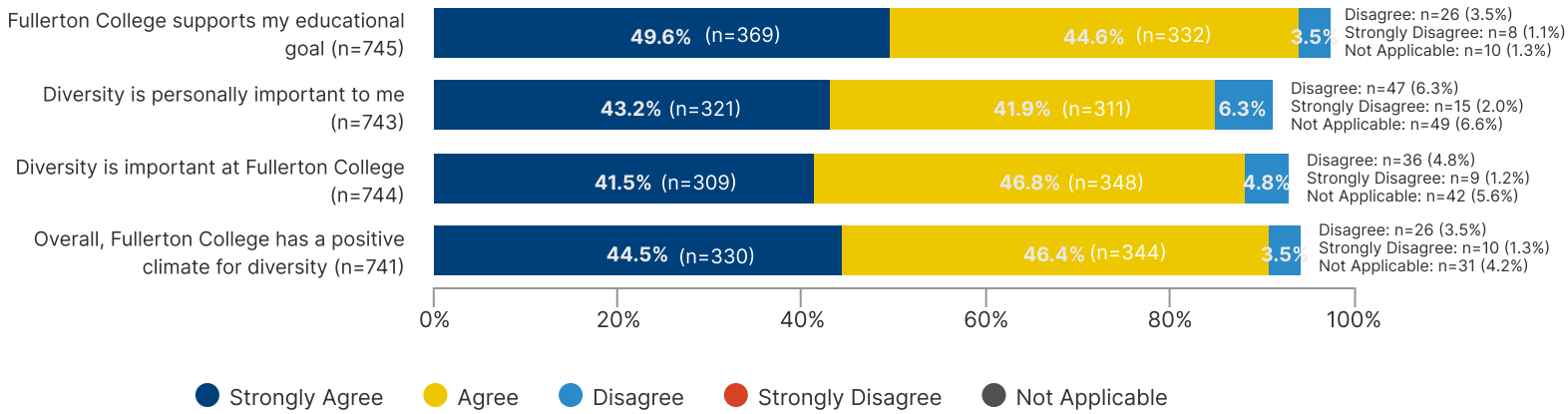


# 2023 Fullerton College Campus Climate Survey Results

A total of 787 students participated in the survey with an 81.3% (n=640) completion rate

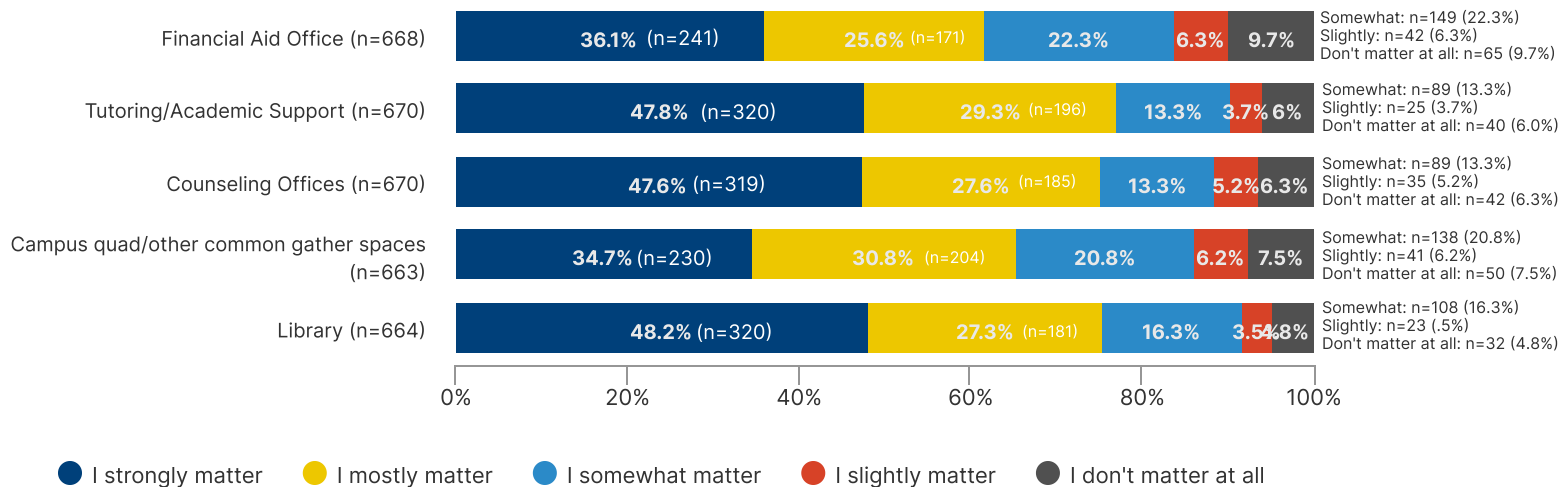
## → Students' strong positive sentiment towards diversity and educational support

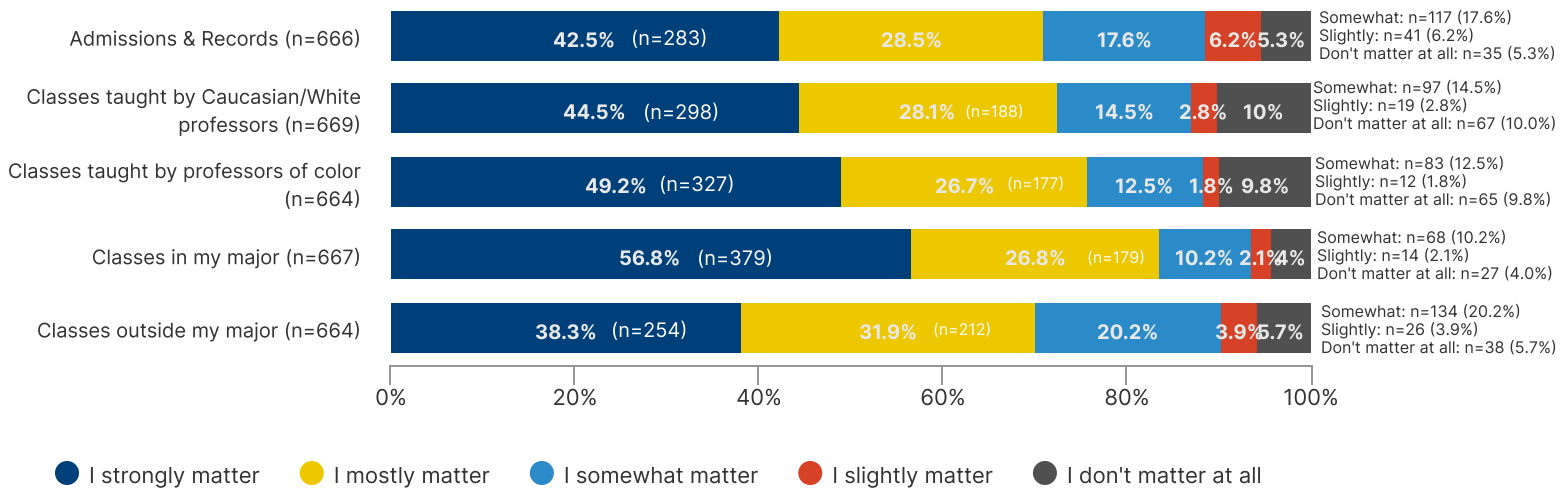
The data indicates a strong positive sentiment towards Fullerton College: a majority of students believe the institution supports their educational goals and promotes a positive climate for diversity. Personal importance of diversity is highlighted by 85.1% (n=632) of the respondents either agreeing or strongly agreeing with its significance in their lives. Furthermore, about 88.3% (n=657) of respondents feel that diversity is crucial at Fullerton College, underscoring the college's commitment to an inclusive environment.



## → High value in major classes, tutoring support, and room for improvement in financial aid

Students feel the most valued in their major-specific classes, with an impressive 83.7% (n=558) indicating that they mostly or strongly feel they matter. This sentiment is likely driven by the direct relevance of these classes to students' career aspirations. Similarly, the Tutoring or Academic Support system stands out, with 77.0% (n=516) of students feeling valued, underscoring the effectiveness of the academic support provided. Interestingly, there's a noticeable difference in the perceived inclusivity between classes taught by professors of color (504 or 75.9%) and those taught by Caucasian or White professors (486 or 72.6%), suggesting a potentially more relatable or inclusive teaching approach by professors of color. While the Library and Counseling Offices resonate positively with over 75% of students, the Financial Aid Office lags behind at 61.7% (n=412).





## ➔ Opportunities for strengthening sensitivity training in Gender and Race discussions

The vast majority of students report not hearing faculty make insensitive or disparaging remarks based on various demographic characteristics. Specifically, remarks about Immigration Status and Disability are the least reported, with 91.7% (n=582) and 90.8% (n=580) of students, respectively, stating they have never heard such comments. However, a minority of students have reported encountering such behavior across all categories. The most frequently reported instances of insensitive remarks, at least occasionally, relate to Gender/Gender Identity (104 or 16.3%) and Religious Affiliation (82 or 12.8%). While the percentages of students who hear these remarks "always" or "often" are relatively low in all categories, the presence of such experiences highlights the need for continued training and awareness initiatives to foster an inclusive environment.

At Fullerton College, I hear FACULTY (i.e., counselors, librarians, professors) make insensitive or disparaging remarks and/or stereotypes about a student	Always	Often	Sometimes	Seldom	Never
Race/Ethnicity (n=640)	3 (0.5%)	7 (1.1%)	36 (5.6%)	43 (6.7%)	551 (86.1%)
Gender/Gender Identity (n=640)	5 (0.8%)	10 (1.6%)	36 (5.6%)	53 (8.3%)	536 (83.8%)
Sexual Orientation (n=640)	6 (0.9%)	8 (1.3%)	17 (2.7%)	41 (6.4%)	568 (88.8%)
Religious Affiliation (n=640)	4 (0.6%)	10 (1.6%)	30 (4.7%)	38 (5.9%)	558 (87.2%)
Disability (n=639)	4 (0.6%)	7 (1.1%)	15 (2.3%)	33 (5.2%)	580 (90.8%)
Nationality (n=637)	6 (0.9%)	9 (1.4%)	20 (3.1%)	32 (5.0%)	570 (89.5%)
Immigration Status (n=635)	5 (0.8%)	4 (0.6%)	18 (2.8%)	26 (4.1%)	582 (91.7%)



## ➔ Data reveals majority of staff exhibit inclusivity, but room for improvement remains

A significant majority of respondents, ranging from 91.0% to 94.4% across various categories (i.e., Race/Ethnicity, Gender/Gender Identity, Sexual Orientation, Religious Affiliation, Disability, Nationality, and Immigration Status), reported that they have never heard staff members make insensitive or disparaging remarks about a student's background. This suggests that such behavior is not widespread. However, consistent negative behavior, as indicated by the "always" and "often" responses, is uncommon but still present in small percentages. While the data highlights predominantly inclusive environment, there's still room for improvement, especially since remarks about Gender/Gender Identity and Religious Affiliation seem slightly more prevalent based on the "seldom" and "sometimes" responses.

At Fullerton College, I hear STAFF make insensitive or disparaging remarks and/or stereotypes about student	Always	Often	Sometimes	Seldom	Never
Race/Ethnicity (n=633)	2 (0.3%)	6 (0.9%)	18 (2.8%)	23 (3.6%)	584 (92.3%)
Gender/Gender Identity (n=630)	3 (0.5%)	3 (0.5%)	22 (3.5%)	29 (4.6%)	573 (91.0%)
Sexual Orientation (n=633)	3 (0.5%)	4 (0.6%)	19 (3.0%)	24 (3.8%)	583 (92.1%)
Religious Affiliation (n=632)	2 (0.3%)	2 (0.3%)	21 (3.3%)	27 (4.3%)	580 (91.8%)
Disability (n=629)	1 (0.2%)	1 (0.2%)	18 (2.9%)	22 (3.5%)	587 (93.3%)
Nationality (n=632)	3 (0.5%)	4 (0.6%)	18 (2.8%)	16 (2.5%)	591 (93.5%)
Immigrant Status (n=627)	3 (0.5%)	2 (0.3%)	15 (2.4%)	15 (2.4%)	592 (94.4%)

## ➔ Students showcase strong respect, with areas for growth in Racial and Gender dialogue

The majority of students indicated they rarely hear peers make insensitive remarks, with the highest levels of inclusivity observed regarding Disability, Nationality, and Immigration Status (with "never" responses ranging from 77.4% to 81.4%). However, Race/Ethnicity, Gender/Gender Identity, and Religious Affiliation seem to have slightly higher occurrences of such remarks. While most students suggest an inclusive environment, a small yet consistent percentage across all categories reported regularly hearing derogatory comments, emphasizing that there is a subset of the student body that either perceives or is exposed to insensitivity more frequently.



At Fullerton College, I hear OTHER STUDENTS make insensitive or disparaging remarks and/or stereotypes about a student	Always	Often	Sometimes	Seldom	Never
Race/Ethnicity (n=637)	7 (1.1%)	25 (3.9%)	77 (12.1%)	109 (17.1%)	419 (65.8%)
Gender/Gender Identity (n=634)	8 (1.3%)	22 (3.5%)	99 (15.6%)	93 (14.7%)	412 (65.0%)
Sexual Orientation (n=636)	7 (1.1%)	21 (3.3%)	75 (11.8%)	90 (14.2%)	443 (69.7%)
Religious Affiliation (n=634)	10 (1.6%)	22 (3.5%)	65 (10.3%)	86 (13.6%)	451 (71.1%)
Disability (n=635)	7 (1.1%)	16 (2.5%)	45 (7.1%)	69 (10.9%)	498 (78.4%)
Nationality (n=634)	6 (0.9%)	13 (2.1%)	55 (8.7%)	69 (10.9%)	491 (77.4%)
Immigration Status (n=634)	7 (1.1%)	7 (1.1%)	40 (6.3%)	64 (10.1%)	516 (81.4%)

## ➔ Addressing underreported sexual harassment and enhancing awareness

While a significant number of respondents (92.3%) have not encountered sexual harassment within the last year, a concerning 36 students (5.7%) confirm they have. Notably, strangers are identified as the main perpetrators in these incidents, with 58.3% (n=28) indicating as such. Reporting remains a challenge, as 27 victims (56.3%) didn't communicate the incident to anyone. Of those who did share, the majority turned to close friends, emphasizing personal trust over formal channels. This trend might be influenced by the fact that 326 respondents (51.3%) are unaware of where to report unwanted sexual contact on campus, and an additional 104 (16.4%) remain unsure. The data accentuates the necessity for reinforcing awareness of education on consent, bystander intervention, and providing resources to nurture a supportive community for victims.

**5.7%**

of students confirm they have experienced sexual harassment within the last 12 months

**58.3%**

identified the main perpetrator as a STRANGER

**56.3%**

of students didn't communicate their experience of harassment incident to anyone

**51.3%**

of students are unaware of where to report unwanted sexual contact on campus



## → From the open-ended comments provided by students, seven distinct themes emerged

At the conclusion of the survey, students were prompted to share any additional comments or insights. From this feedback, 7 distinct themes were identified, offering a deeper understanding of students' experiences, perceptions, and concerns at Fullerton College. These themes span a wide array of areas, from campus safety and diversity concerns to the effectiveness of teaching staff and the quality of facilities. Presented below are each theme, accompanied by direct quotations from the feedback, to provide a comprehensive view of the current sentiment and highlight areas for potential improvement at Fullerton College.

### Positive Campus Experience



The experience at Fullerton College resonates positively with many students, fostering a sense of community and academic growth. Beyond the infrastructure, it's the human connection between professors and students that stands out. One student remarked, "I love Fullerton College and have had a great experience with all the professors and students." (n=27).

### Diversity & Inclusion



Fullerton College is often commended for its diverse student body and commitment to inclusivity. While many applaud the diversity and sense of belonging they feel, it's crucial to ensure that this inclusivity is consistently experienced across the board. A student remarked, "The atmosphere at Fullerton is usually very accepting, but sometimes I feel out of place." This highlights the ongoing journey of fostering an environment where everyone feels valued and included (n=23).

### Teaching & Academic Quality



The quality of instruction at Fullerton College is generally lauded, but there's variability in teaching methods. While many professors are praised for their expertise and dedication, some students feel that certain educators could be more engaging. Illustrating this sentiment, a student shared, "The professors here are mostly good, but I've had a few who just read off slides and don't engage." Improving these aspects can lead to an even more enriching learning environment for all students (n=15).

### Administrative Services & Accessibility



Feedback suggests that students are keen on experiencing smoother administrative processes at campus. They hope for enhanced communication, expedited procedures, and a more responsive approach from administrative units to meet their needs effectively (n=6).

### Campus Safety & Security



While Fullerton College generally exudes a sense of safety, there are intermittent concerns that introduce feelings of vulnerability among students. Issues range from specific confrontations to the mere presence of certain individuals on campus that students find disconcerting. Echoing this statement, a student mentioned, "I'm concerned for my safety and the safety of other students while I'm on campus. I have seen multiple transients on campus at different locations." Addressing these issues promptly can further enhance the trust and comfort students place in the college (n=25).

### Political & Social Climate



The campus climate around political and social issues is a topic of discussion among students. While some appreciate the openness and dialogue, others feel certain ideologies might be too aggressively promoted. A student expressed, "The school overly focuses on sexuality and race." The professors are blatantly political with students and it's seriously inappropriate." It's crucial for Fullerton College to create an environment where diverse perspectives are respected and every student feels their voice matters (n=16).

### Campus Infrastructure & Amenities



Fullerton College's campus offers a variety of resources and facilities, but there are areas that students believe could benefit from enhancements. Feedback revolves around the cleanliness of restrooms, the availability of parking spaces, and the quality of Wi-Fi. One student noted, "The Wi-Fi on campus is very inconsistent." Tackling these infrastructure challenges can significantly enhance the student's day-to-day campus life (n=10).



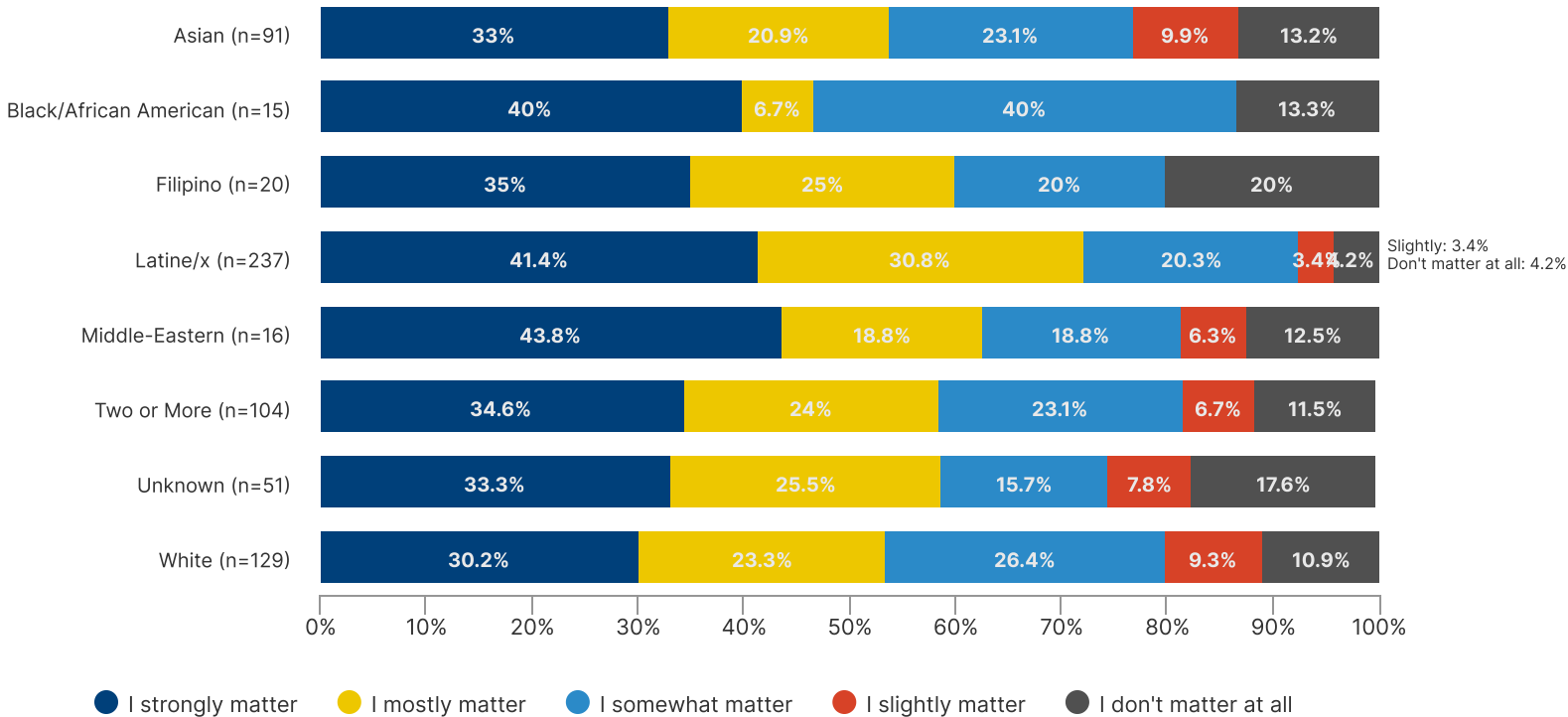
# Fullerton College: Students' Sentiments Across Campus

At Fullerton College, fostering a sense of belonging and inclusivity across all campus locations is paramount. To gauge students' feelings of significance within different campus offices and locations, we posed the question: *To what extent do you feel you matter in each of the following offices or locations at Fullerton College?* The locations explored include Financial Aid, Tutoring/Academic Support, Counseling Offices, Campus Quad, Library, Admissions & Records, and various class settings distinguished by professor ethnicity and course relevance to the student's major. In the visualization for each location, bars represent distinct race/ethnicity group. Within these bars, segments showcase how members of each race/ethnicity feel about their significance in that location, providing a granular view of inclusivity across campus touchpoints.

## Campus Locations: Financial Aid, Tutoring, Counseling, Campus Quad, Library, & Admissions & Records

**Financial Aid Office:** In analyzing the sentiments of students from various racial/ethnic backgrounds about their sense of mattering in the Financial Aid Office, several patterns emerge. A notably positive sentiment is seen within the Latine/x demographic, with 73 students (30.8%) indicating they "mostly matter" and an even higher 98 students (41.4%) feeling they "strongly matter." Similarly, Asian students also display a positive inclination, with 19 students (20.9%) feeling they "mostly matter" and 30 students (33.0%) asserting they "strongly matter." However, not all sentiments are positive across the board. For the same Asian demographic, 12 students (13.2%) felt they "don't matter at all." This sentiment is even more pronounced among Filipinos, with 4 out of 20 (20.0%) feeling they "don't matter at all." White students also show a mixed sentiment, with 14 students (10.9%) feeling they don't matter, yet 39 (30.2%) expressing that they "strongly matter." The "Two or More" racial category reveals a balanced sentiment, with 36 students (34.6%) feeling they "strongly matter" but 12 students (11.5%) feeling they "don't matter at all."

To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Financial Aid Office

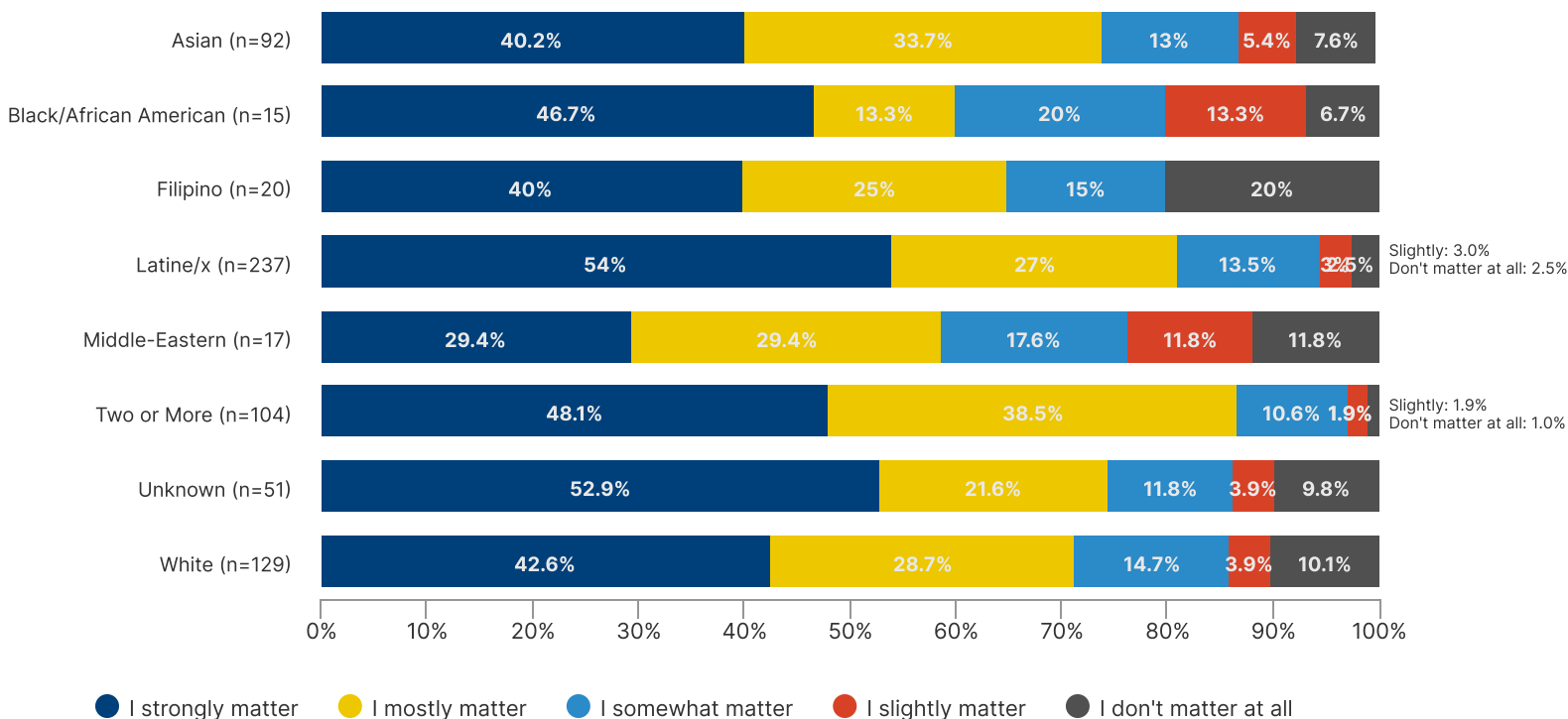


\*Data with fewer than 10 respondents is not included in the visual graph: American Indian/Alaskan Native & Pacific Islander



**Tutoring/Academic Support:** Within the Tutoring/Academic Support at Fullerton College, the sentiments of students from different ethnic backgrounds provide insightful feedback. Among the Asian students, out of 92 respondents, 37 (40.2%) felt they "strongly matter" and 31 (33.7%) believed they "mostly matter" in this context. However, 7 students (7.61%) felt they didn't matter at all, suggesting an area for increased engagement. The Latine/x community, numbering 237 respondents, had 128 students (54.0%) expressing a strong sense of mattering within the Tutoring/Academic Support environment. Yet, 6 students (2.5%) felt the opposite, highlighting a potential area of focus. From the Black/African-American group, which consisted of 15 respondents, 7 (46.7%) felt they "strongly matter," but there was a varied distribution of sentiments, representing the diverse experiences within this community in the academic support setting. The "Two or More" ethnic category, with 104 students, saw 50 (48.1%) who felt they "strongly matter," but 1 student (1.0%) felt marginalized. Among the White students, out of 129, 55 (42.6%) felt they "strongly matter" in the Tutoring/Academic Support, however, 13 students (10.1%) felt they didn't matter at all. In the "Unknown/Not Stated" category, out of 51 students, 27 (52.9%) felt a strong sense of belonging, but 5 students (9.8%) had negative sentiments.

To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Tutoring/Academic Support

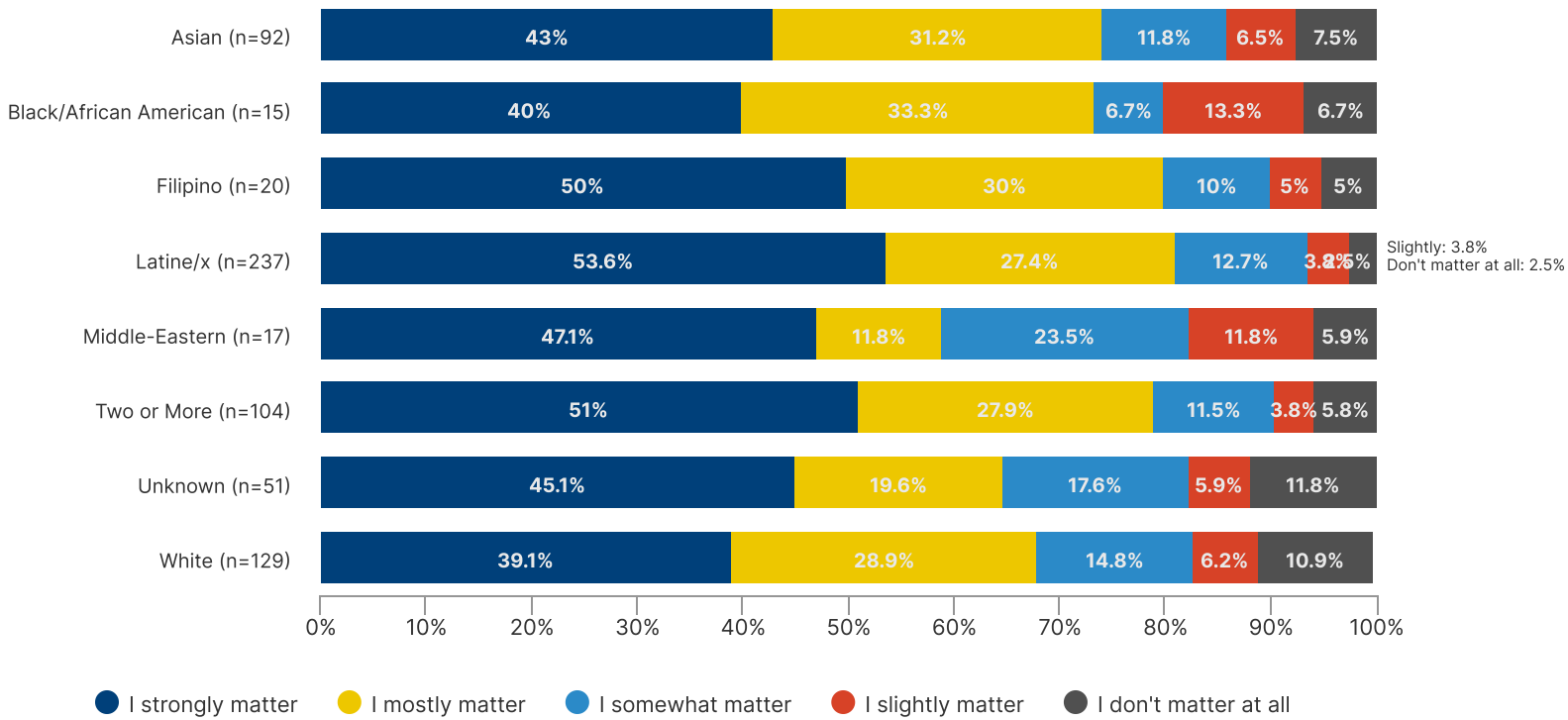


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**Counseling Offices:** The sentiment data from the Counseling Offices reveals a prevailing atmosphere where students, spanning a variety of racial and ethnic backgrounds, generally feel they matter. Dominating the feedback, Latine/x students, the largest demographic, predominantly feel acknowledged, with notable 70.1% stating they either "mostly" (65 or 23.7%) or "strongly matter" (127 or 46.4%). This overarching sense of affirmation is similarly resonated among major racial categories, including Asian, White, and individuals identifying with Two or More Races. On closer examination, within smaller demographic groups such as Black/African-American, Filipino, and Middle-Eastern, a pronounced sense of recognition is discernible. Nonetheless, it's crucial to recognize that not all feedback is positive; a minority across various groups don't feel as acknowledged. The presence of "Unknown/Not Stated" responses or omissions may also suggest a layer of ambivalence or uncertainty among certain students, underscoring the need for continued efforts to foster a wholly inclusive environment.



**To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Counseling Offices**



*\*Data with fewer than 10 respondents is not included in the visual graph: American Indian/Alaskan Native & Pacific Islander*

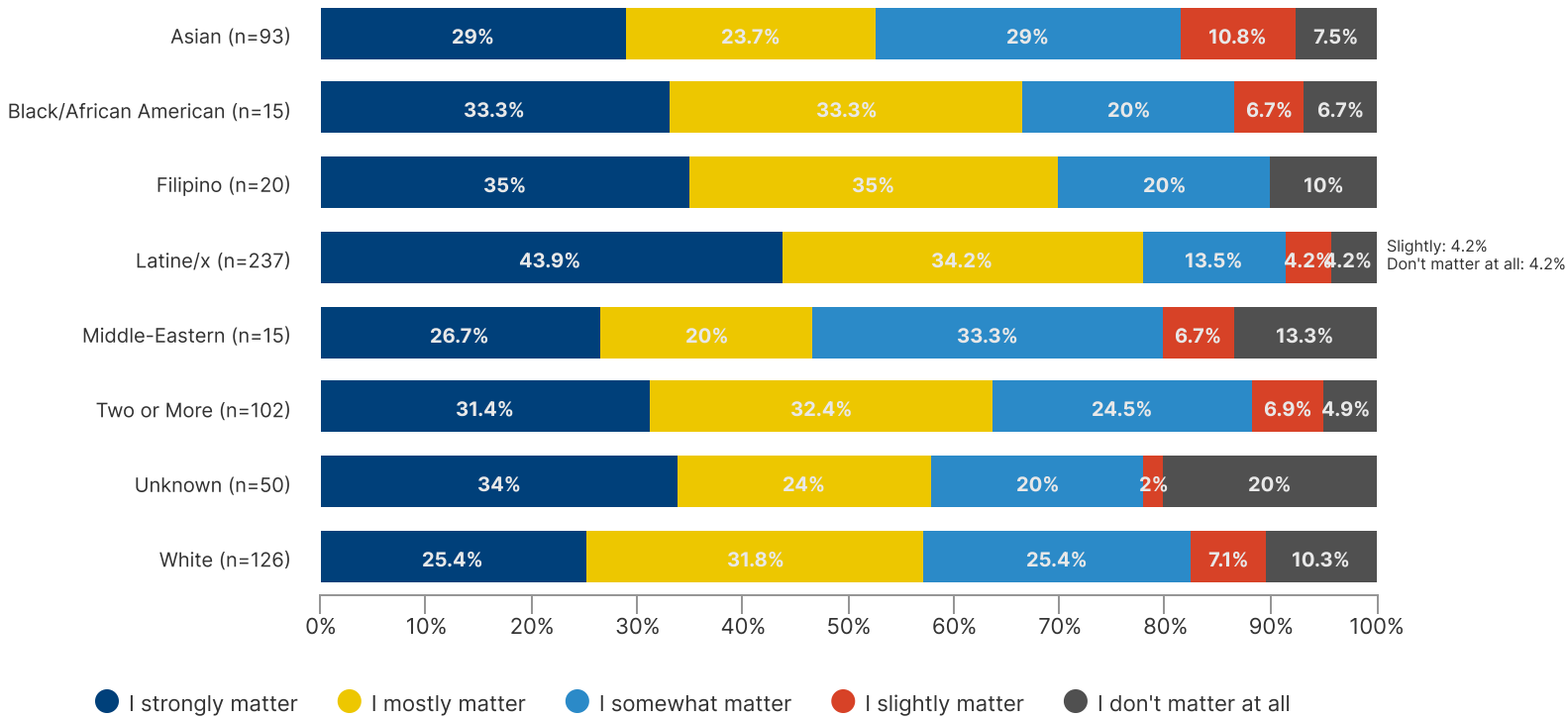
**Campus Quad:** Analyzing the sentiments of students from various racial/ethnic backgrounds at common gathering spaces reveals notable trends. The Latine/x student population, representing a substantial portion of respondents, displayed a notably high positive sentiment, with 43.9% of students (n=104) feeling they "strongly matter" and 34.2% (n=81) feeling they "mostly matter". Similarly, the Asian student population showed balanced positive sentiments with 29.0% (n=27) each for "strongly matter" and "somewhat matter", and another 23.7% (n=22) indicating they "mostly matter". However, a segment of the Asian students, constituting 7.5% (n=7), felt they "don't matter at all". The Black/African-American community, though smaller in number, leaned towards positive feelings, with 33.3% (n=5) each for both "strongly matter" and "mostly matter". The "Two or More" racial category had 31.4% (n=32) feeling they "strongly matter" and 32.4% (n=33) that they "mostly matter".

However, 4.9% of students (n=5) in this category felt they didn't matter at all. The White student group showcased a balanced sentiment with 25.4% (n=32) each for "strongly matter" and "somewhat matter", and 31.8% (n=40) for "mostly matter". However, there's a segment, 10.3% of students (n=13), that feels they "don't matter at all". For the category of Unknown/Not Stated, while 34.0% of students (n=17) felt they "strongly matter", there's a considerable 20.0% (n=10) that feel they don't matter at all, indicating areas for potential improvement in inclusivity.





**To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Campus Quad**



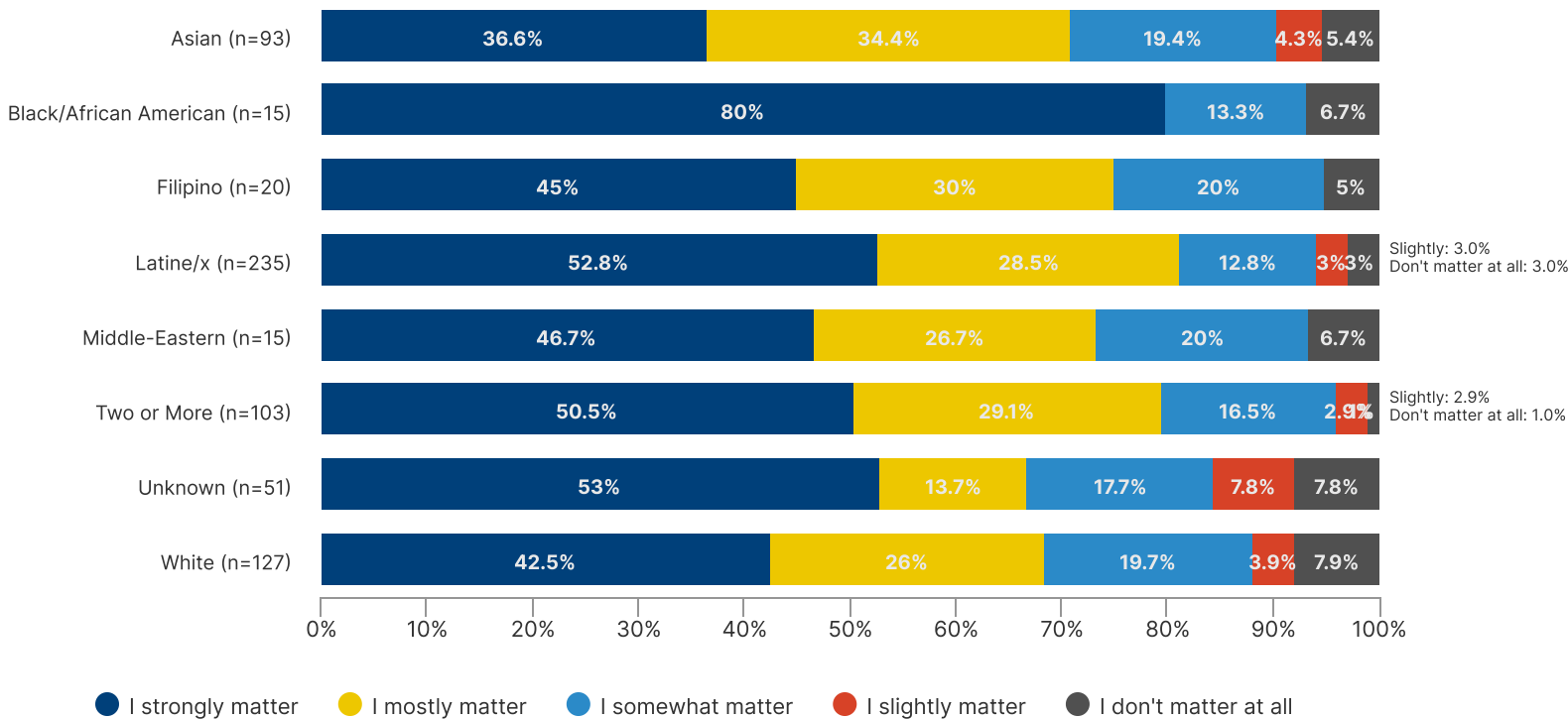
*\*Data with fewer than 10 respondents is not included in the visual graph: American Indian/Alaskan Native & Pacific Islander*

**Library:** Among the students surveyed about their sense of mattering in the library, different sentiments emerged across racial/ethnic groups. The Asian student population, with a total count of 93, primarily expressed positive sentiments. Thirty-four students (36.6%) felt they "strongly matter," while 32 students (34.4%) believed they "mostly matter." The Latine/x student group, the largest in the dataset with 235 respondents, also showcased a predominantly positive sentiment: 124 students (52.8%) felt they "strongly matter," and 67 (28.5%) felt they "mostly matter." This positive trend continued with the White student population of 127: 54 students (42.5%) felt they "strongly matter," and 33 students (26.0%) felt they "mostly matter."

On the other hand, there were areas indicating potential for improvement. Among the Asian students, 5 (5.4%) felt they "don't matter at all." Similarly, 10 White students (7.9%) and 7 Latine/x students (3.0%) expressed the same sentiment. The "Unknown/Not Stated" group, consisting of 51 students, showed mixed feelings. While 27 students (53.0%) felt they "strongly matter," 4 students (7.8%) believed they "don't matter at all."



**To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Library**



*\*Data with fewer than 10 respondents is not included in the visual graph: American Indian/Alaskan Native & Pacific Islander*

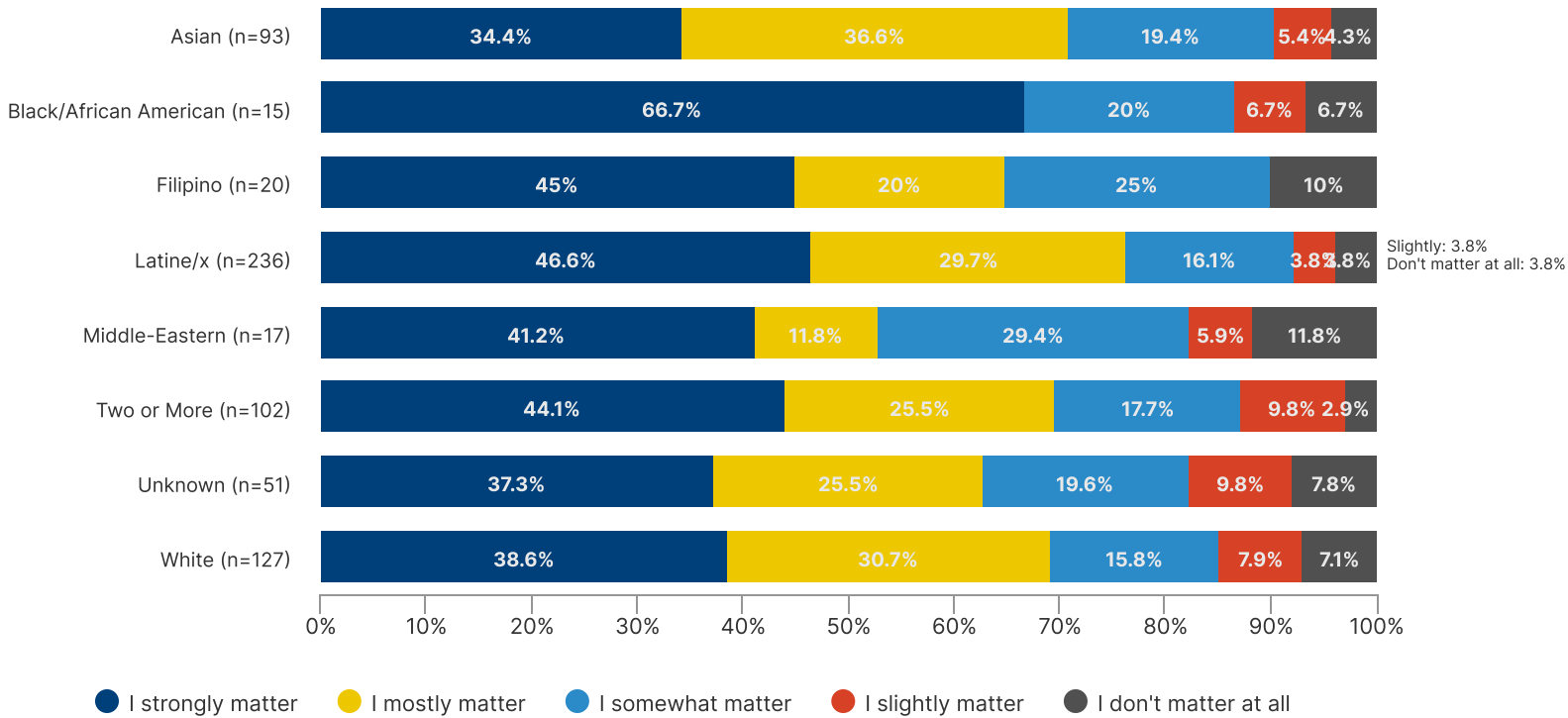
**Admissions & Records:** In evaluating the sentiments of students towards the Admissions & Records office at Fullerton College, a majority across several racial and ethnic groups expressed feelings of recognition and importance. Among Latine/x students, a dominant 76.3% (or 180 out of 236) relayed that they "mostly matter" or "strongly matter". This is an encouraging statistic, indicative of a strong sense of belonging within this particular student body. Similarly, Asian students, comprising 71.0% (or 66 out of 93), and White students, accounting for 69.3% (or 88 out of 127), also resonate with feelings of being valued within the Admissions setting.

Although, while these figures paint a largely positive picture, they also spotlight areas requiring attention. Within the Asian student group, nearly a third (29.0% or 27 students) expressed sentiments of feeling marginalized or overlooked, ranging from "don't matter at all" to "somewhat matter". This perspective is comparable among White students, where 30.7% indicated similar feelings, and among Latine/x students, where the figure stands at 23.7%.

It's also worth noting the levels of strong positive affirmation - "I strongly matter" - among the groups. Black/African-American students, for instance, have an impressive 66.7% (or 10 out of 15) who feel they "strongly matter", suggesting a high level of satisfaction and trust in the Admissions & Records office. On the other hand, the Middle-Eastern student group, while smaller in number, showed that 41.2% (or 7 out of 17) "strongly matter", but with a combined 47.1% feeling they either "don't matter at all", "slightly matter", or "somewhat matter", indicating a broader range of sentiments within this group.



**To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Admissions & Records**



*\*Data with fewer than 10 respondents is not included in the visual graph: American Indian/Alaskan Native & Pacific Islander*

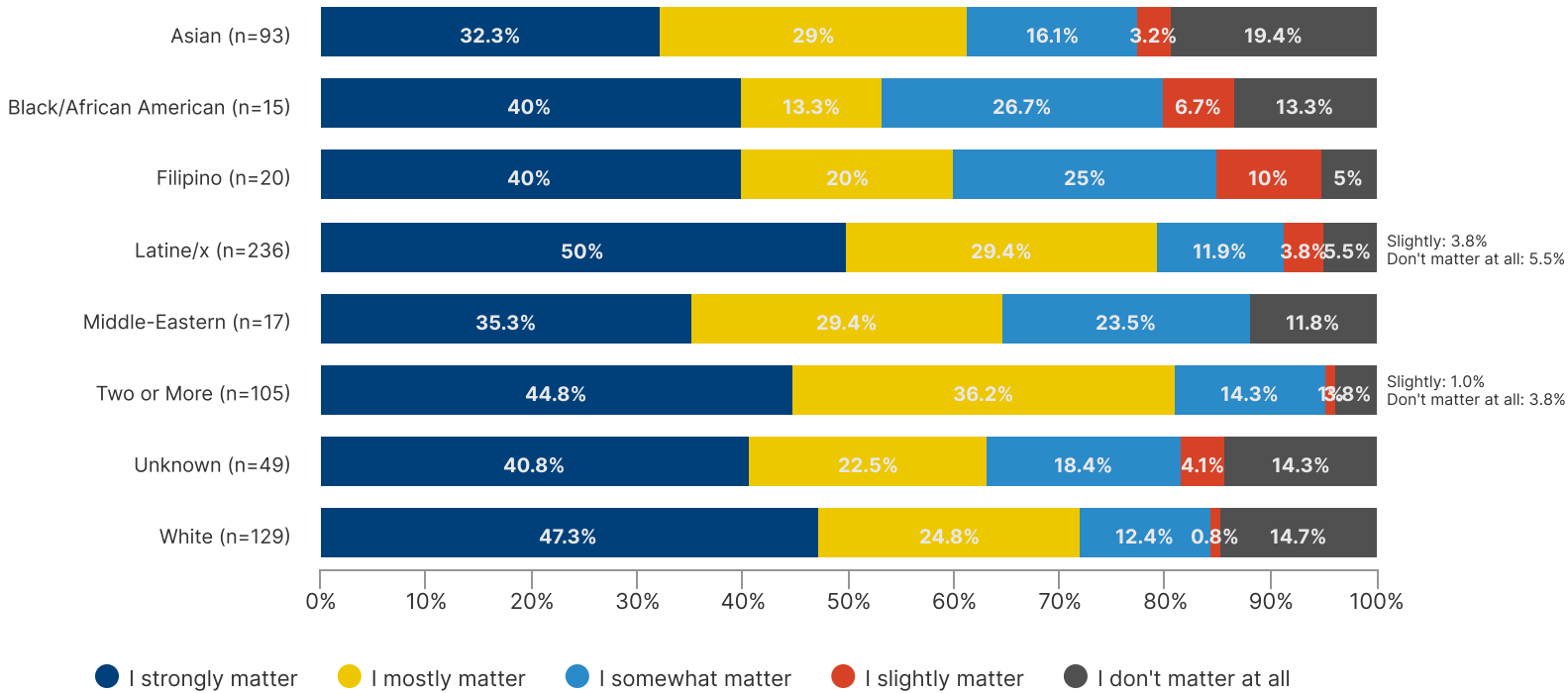
**Class Settings: Classes taught by White Professors, Professors of Color & Course Relevance to the Student's Major**

**Classes taught by Caucasian/White professors:** Analyzing the sentiments expressed by various student racial/ethnic groups offers valuable insights into how students perceive their sense of mattering in classes taught by Caucasian/White professors. The Latine/x student population stands out with a significant portion expressing positive sentiments; 117 students (49.6%) reported they "strongly matter" and another 69 students (29.2%) felt they "mostly matter." The Asian student group also expressed strong positive sentiments with 30 students (32.3%) indicating they "strongly matter" and 27 (29.0%) feeling they "mostly matter." Similarly, the White student population mirrored this trend with 61 students (47.3%) indicating they "strongly matter" and 32 (24.8%) expressing they "mostly matter."

Still, not all sentiments were uniformly positive across the groups. Concerningly, 18 Asian students (19.4%) and 19 White students (14.7%) felt they "don't matter at all." Additionally, in the "Unknown/Not Stated" category, 7 students (14.3%) shared the sentiment that they "don't matter at all."



**To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Classes taught by White Professors**



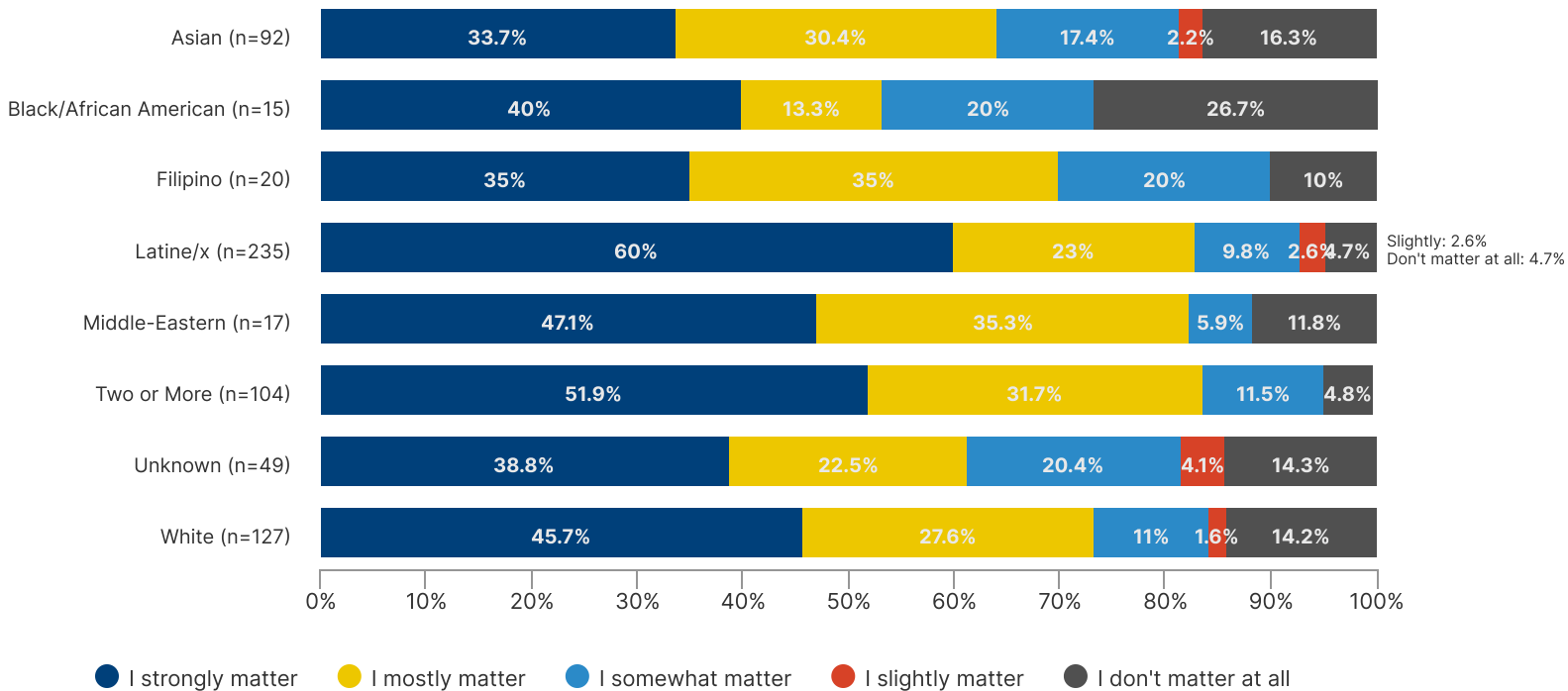
*\*Data with fewer than 10 respondents is not included in the visual graph: American Indian/Alaskan Native & Pacific Islander*

**Classes taught by professors of color:** In examining the sentiments of students across various ethnic backgrounds, it's evident that many students feel a strong sense of belonging and value in their classes taught by professors of color. The Latine/x students, the most numerous in the dataset with 235 respondents, overwhelmingly feel valued with a notable 60.0% (141 students) indicating they "strongly matter". This is followed closely by the "Two or More" ethnic category, where out of 104 respondents, a commendable 51.9% (54 students) feel they "strongly matter". The Asian students also exhibit a positive trend, with 33.7% (31 out of 92 students) expressing that they "strongly matter" and a significant 30.4% (28 students) saying they "mostly matter".

However, delving deeper into the data, there are ethnic groups that display mixed sentiments. The Black/African-American students, for instance, present a dichotomy: while 40.0% (6 out of 15 students) believe they "strongly matter", there's a concerning 26.7% (4 students) who feel they "don't matter at all". This pattern of contrast is also seen in the White student category: while they have a strong representation of 45.7% (58 out of 127 students) feeling they "strongly matter", there's still a segment of 14.2% (18 students) who believe they "don't matter at all".



**To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Classes taught by professors of color**



*\*Data with fewer than 10 respondents is not included in the visual graph: American Indian/Alaskan Native & Pacific Islander*

**Classes in my major:** The data provides a window into the diverse feelings students hold regarding their significance in their major classes. The Asian students, who comprise a substantial count of 94, have a significant majority (76.6% or 72 students) who feel positively recognized, with sentiments like "mostly matter" and "strongly matter." However, it's crucial not to overlook the 8.5% who feel marginalized, indicating they "don't matter at all." Black/African-American students, a smaller cohort of 15, have an encouraging 66.7% (10 students) who feel a strong sense of belonging in their classes, but this also highlights the need for addressing the remaining third to ensure inclusivity.

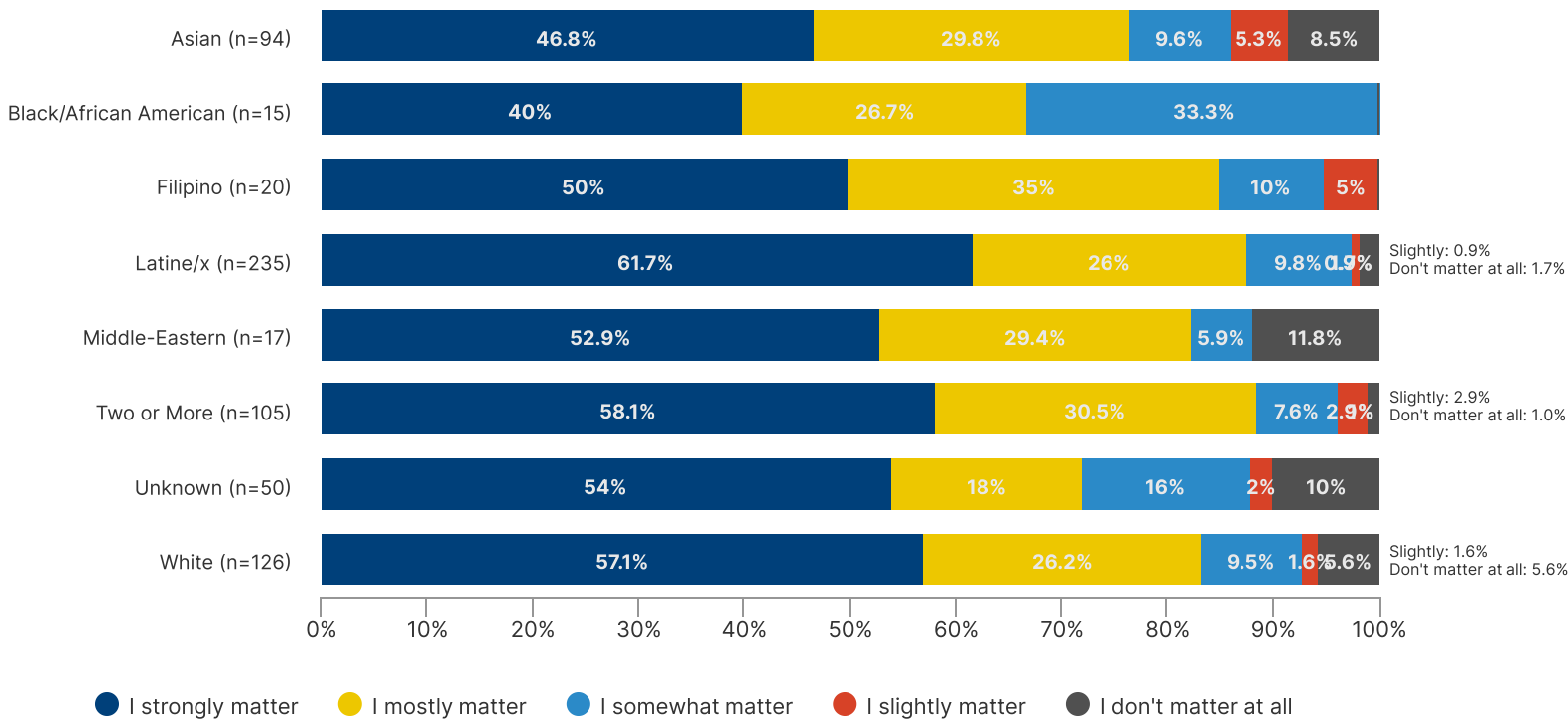
Among the Filipino students, a strong 85.0% (17 out of 20 students) resonate with positive feelings about their significance in their classes, which is a commendable figure. The data from Latine/x students, the most substantial group at 235, paints a promising picture, with an overwhelming 87.7% (206 students) feeling positively acknowledged. However, the 1.7% feeling they "don't matter at all" can't be neglected, given the sheer size of this group.

For Middle-Eastern students, a group of 17, over 82.4% (14 students) express strong positive sentiments, but the 11.8% on the other end of the spectrum suggests there's room to enhance their experience. The mixed racial category, Two or More, with 105 students, showcases an impressive 88.6% (93 students) who feel their significance in classes. However, efforts should be directed at the small percentage who don't share this sentiment.

Students who preferred not to state their ethnicity or are Unknown, totaling 50, have 72.0% (36 students) with positive feelings. Yet, the 10.0% who feel they "don't matter at all" should be a point of focus. Lastly, the White group, with 126 students, has an uplifting 83.3% (105 students) who feel their value in classes. However, the 5.6% feeling neglected is a reminder that there's always room for improvement.



**To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Classes in my major**



*\*Data with fewer than 10 respondents is not included in the visual graph: American Indian/Alaskan Native & Pacific Islander*

**Classes outside my major:** Among the student populations surveyed regarding their sense of mattering in classes outside their majors, the Latine/x students represent the largest group with 235 responses. A significant 43.8% (103 students) of them feel they strongly matter, which is a positive sentiment. Another 30.2% (71 students) feel they mostly matter.

Asian students, with 93 responses, also have a majority who harbor positive feelings in classes outside their majors. Specifically, 37.6% (35 students) feel they mostly matter and 25.8% (24 students) believe they strongly matter. But, there's an 8.6% (8 students) who feel they don't matter at all in these classes, suggesting potential improvements in inclusivity.

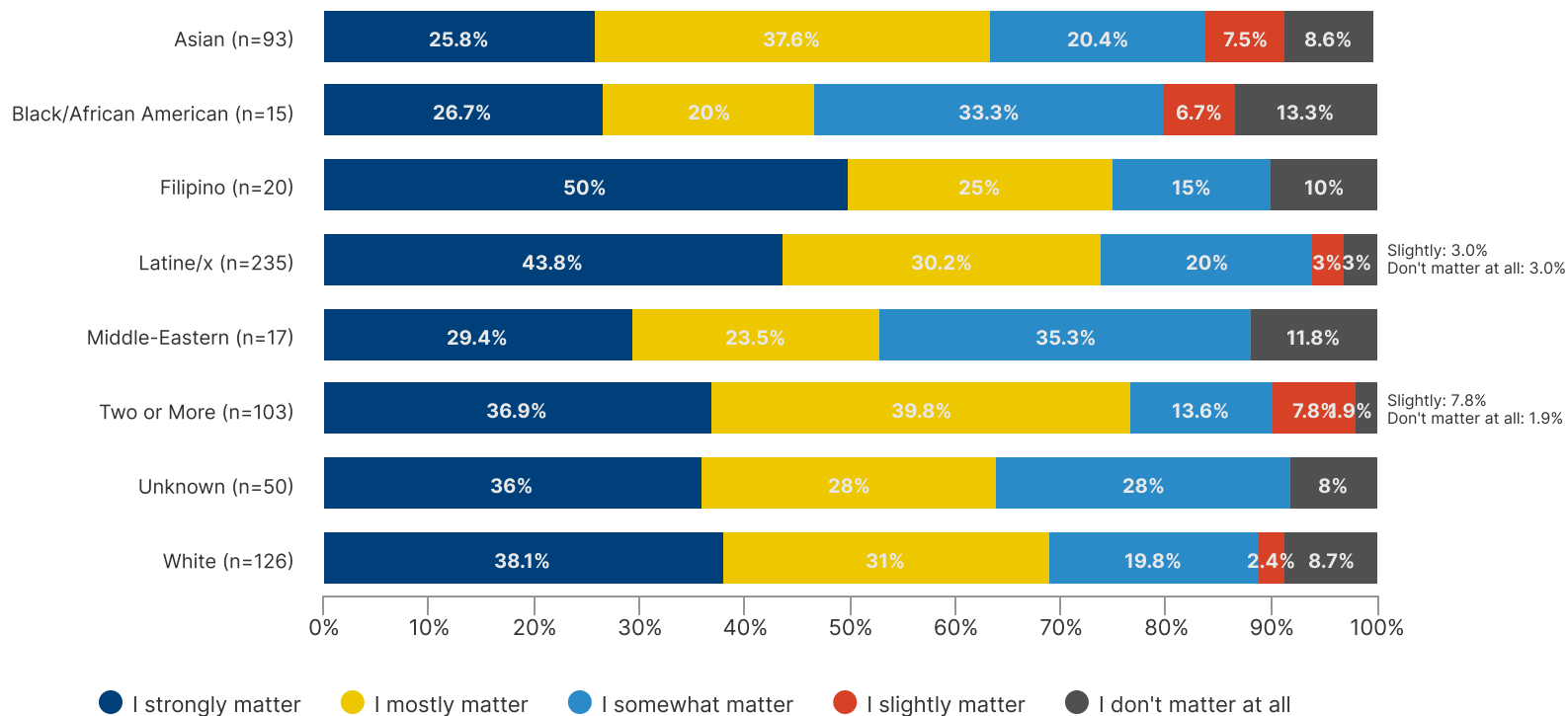
For White students, out of 126 responses about classes outside their majors, a notable 38.1% (48 students) feel they strongly matter, with another 31.0% (39 students) feeling they mostly matter. Yet, there's an 8.7% (11 students) who feel they don't matter at all.

The "Two or More" racial category garnered 103 responses. Positively, 36.9% (38 students) feel they strongly matter in classes outside their majors, and 39.8% (41 students) believe they mostly matter. However, a small 1.9% (2 students) feel they don't matter at all in these classes.

Lastly, the "Unknown/Not Stated" category, which had 50 respondents, showed 36.0% (18 students) feeling they strongly matter and 28.0% (14 students) feeling they mostly matter in classes outside their majors. Still, there's an 8.0% (4 students) who feel they don't matter at all.



**To what extent do you feel you matter in each of the following offices or locations at Fullerton College?- Classes outside my major**



*\*Data with fewer than 10 respondents is not included in the visual graph: American Indian/Alaskan Native & Pacific Islander*

**Key Findings:** Fullerton College conducted a comprehensive survey to gauge student sentiments on inclusivity across various campus facilities and academic settings.

**Financial Aid Office:**

- Latine/x and Asian students generally feel valued.
- Some Asian, Filipino, & White students reported feelings of exclusion.

**Tutoring/Academic Support:**

- Generally positive responses from most ethnic groups.
- A few students from each group reported feeling left out.

**Counseling Offices:**

- A strong sense of significance is prevalent among students.
- A minority across groups, however, felt overlooked.

**Library:**

- Most students across racial groups reported feeling important.
- A minority, however, felt undervalued.

**Admissions & Records:**

- Many students, especially Latine/x, Asians, and Whites, felt recognized.
- Some segments within these groups expressed feelings of being sidelined.

**Classroom Sentiments:**

- **Classes taught by White professors:** Most students felt acknowledged, but segment across groups felt unimportant.
- **Classes taught by professors of color:** Predominantly positive sentiments, but mixed feelings were observed in Black/African-American and White groups.
- **Classes in my major:** High levels of positive sentiments, with room for improvement in inclusivity.
- **Classes outside of major:** Most students felt valued, with a small portion feeling ignored.

