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Research & Analytics**

2023-24 Bellevue College/HEDS

Survey Report



Arseniy Minasov

Survey and Evaluations Manager
surveys@bellevuecollege.edu

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In Winter 2024, Bellevue College (BC) partnered with the higher education data sharing consortium (HEDS) to conduct a semi-annual diversity, equity, and inclusion (DEI) survey of the BC population of students and employees. There were multiple goals associated with this survey effort. One of which was to fulfill the Washington State legislative requirement ([RCW 28B.10.147](#)) which requires institutions of higher learning to obtain feedback about college community members’ perceptions, feelings, and opinions on an array of topics related to diversity, equity, and inclusion. Assessments can also include other topics such as the prevalence of harassment and discrimination. In the spirit of the legislation, the long-term goal for BC in conducting this survey is to become a stronger and more inclusive higher education institution. BC plans to administer a Climate Survey every two years (next in 2026) so that the campus can track any patterns of concern and trends over time as part of a continuous quality improvement approach.

In addition to the general questionnaire of the HEDS Consortium, Bellevue College had its own set of questions that were asked. The answers to the survey were then compiled by HEDS and compared nationally against other institutions that partake in the HEDS DEI survey.

An important notice of the 2023-2024 data:

During the end of the survey distribution of this survey, Bellevue College had a sexual assault allegation on campus. While the investigation of that allegation concluded after the end of the survey distribution, it is worth noting that an unknown percentage of the responses were submitted after the initial allegation, which could have impacted trends and metrics relating to campus safety, etc. While Bellevue College asked HEDS to separate data from before and after this timepoint to be able to factor for it, this request was not followed through on in the comparison report.

Table of Contents

Key Findings	1
Comparison Report Summary	3
Open Ended Response Summary	25

About HEDS

The HEDS Diversity and Equity Campus Climate Survey asks students, faculty, staff, and administrators about their:

- perceptions of their institution’s climate,
- perceptions of how their institution supports diversity and equity, and
- experiences with discrimination and harassment at their institution.

Institutions can use information from this survey to develop a better understanding of the extent to which their campus climate supports diversity and equity, and to inform and improve support, policies, and practices at their institution related to diversity and equity, including those to prevent or respond to discrimination and harassment.

The survey is designed to be administered to everyone in the campus community – faculty, staff, administrators, and students. The survey usually takes around 15 minutes to complete, and participants’ responses are **anonymous**.

Key Findings

- Survey Sample and Demographics
 - The Campus Climate Survey was sent to ~13,700 members of the BC community including students, faculty, and other administrators.
 - With a response rate of 548 (4%) not being indicative of the entire college, the responses remain critically important as feedback for BC moving forward.
 - Students accounted for ~34% of respondents, faculty for ~30% and staff and administrators for ~25%.
 - 32% of respondents identified as male, 63% as female, and 5% as non-binary
 - 4% of respondents identified as transgender.
 - 58% of BC respondents identified as white, 15% as multiple race/ethnicities, 13% as Asian, 3% African American/Black 3% as Hispanic/Latino 3% International, and 3% as all other races/ethnicities.
 - 30% identified as members of the LGBTQ+ Community
 - 6% identified as political conservatives, 32% as middle of the road, and 62% as liberal.
 - 23% had either a long-term or temporary disability.
 - 36% of respondents identified as Atheist/Agnostic, 32% as Christians, 14% as spiritual-nonreligious, 4% as Muslim, 3% as Jewish, and 11% as other
- Climate and Diversity
 - 62% of respondents were generally or very satisfied with the overall campus climate.
 - 40% were generally or very satisfied with the extent that all community members had a sense of belonging.
 - 38% agreed that the campus was free from tensions.
 - 88% felt that diversity improves campus interactions.
 - 62% said that they were somewhat or very comfortable with sharing their views on diversity and equity.
 - Overall BC ranks moderately lower in the Campus Climate Indicator vs other colleges, and all other institutions.
- Experience with Negative Remarks
 - African American/Blacks, Hispanic, and multiple race identifying individuals were more likely to indicate that they had heard disparaging remarks about identity.
 - Non-binary, LGBTQ+ members, politically liberal, Jewish and long-term disability identifying individuals also followed an increased hearing of negative remarks about identity.
 - BC ranks on par with other associate colleges with regards to Insensitive and Disparaging remarks indicators
- Discrimination and Harassment
 - 26% of BC respondents responded 'yes' or 'unsure' to having experienced discrimination or harassment, with 64% indicating it had happened within the past year.
 - When identifying the sources of harassment, 45% identified administrators, 43% identified staff, 42% to faculty, 40% to students, and 11% to the local community.
 - Respondents of Hispanic/Latino, non-binary, LGBTQ+, liberal, disabled or Jewish identification had the higher experiences with discrimination/harassment.
 - 46% of students agreed or strongly agreed that they knew who to contact to report a harassment or discrimination situation. The same was true for 67% of faculty, and 72% of staff/administrators.
 - The highest form of discrimination experienced by students in the past year by those who marked 'yes' to that question was staring, derogatory remarks, and being deliberately ignored, or excluded.
 - For Faculty and administrators/staff the highest forms of discrimination were being ignored or excluded, derogatory remarks, and being intimidated or bullied.
 - The most common areas for harassment for students was in a classroom, whereas for faculty it was during a virtual meeting, and for staff/administrators it was in a departmental office or conference room.
 - The most common source of harassment for students was other students at 69%. For Faculty it was other faculty at 67% and for staff/administrators it was other staff at 71%.

- Bellevue College, on average, experiences about 10% more discrimination than other associate's colleges and other institutions.
- Open Ended Questions
 - BC community members agree that being open, communicating events and policy, and enforcing the ideology surrounding DEI is way more important than just describing its existence.
 - "Focus on DEI events" and "ways to bring the community together" are the focal points of improvement identified by all respondents.

Report Summary – Main Questions

Respondent Demographics

In the 2023-2024 Survey, HEDS received 548 responses from Bellevue College students, faculty, and staff, around 4% of the total invitations sent for the survey. This is on par with the historical response rate for Bellevue College, which fluctuates between 3 and 5%, but still falls short of the national HEDS average of 18%. With the national sample size of this comparison report being 195,494 responses, Bellevue College doesn't account for half a percent of the comparative national data.

Table 1 and 2 show the demographic breakdown of Bellevue College respondents with 65% of students being under 25 (including respondents under 18), and 60% being cisgender. Figures 1-6 show additional demographic information. Demographic data shows that BC has a higher Asian and multi-race population than other colleges, a lower Hispanic population, a higher LGBTQ+ population, and a higher agnostic/atheist population compared to other associate colleges and all other HEDS institutions.

	Bellevue College							
	Undergraduate Students		Graduate Students		Faculty		Staff/ Administrators	
	n	%	n	%	n	%	n	%
What is your gender? (Q21)								
Man	62	35%	2	40%	49	31%	36	27%
Woman	99	56%	3	60%	108	68%	92	70%
Non-binary	17	10%	0	0%	3	2%	4	3%
Total	178	100%	5	100%	160	100%	132	100%
Are you transgender? (Q22)								
No (classified as "cisgender" in this report)	163	91%	5	100%	157	99%	127	96%
Unsure	1	1%	0	0%	0	0%	2	2%
Yes (classified as "transgender" in this report)	15	8%	0	0%	2	1%	3	2%
Total	179	100%	5	100%	159	100%	132	100%
What is your current age? (Q23)								
Younger than 25	119	65%	1	20%	0	0%	3	2%
25–34	32	17%	2	40%	11	7%	25	20%
35–44	12	7%	0	0%	35	22%	30	24%
45–54	14	8%	1	20%	44	28%	33	26%
55–64	4	2%	1	20%	47	30%	29	23%
65 or older	2	1%	0	0%	20	13%	7	6%
Total	183	100%	5	100%	157	100%	127	100%

Table 1: Gender, Age, Sexuality of BC Respondents

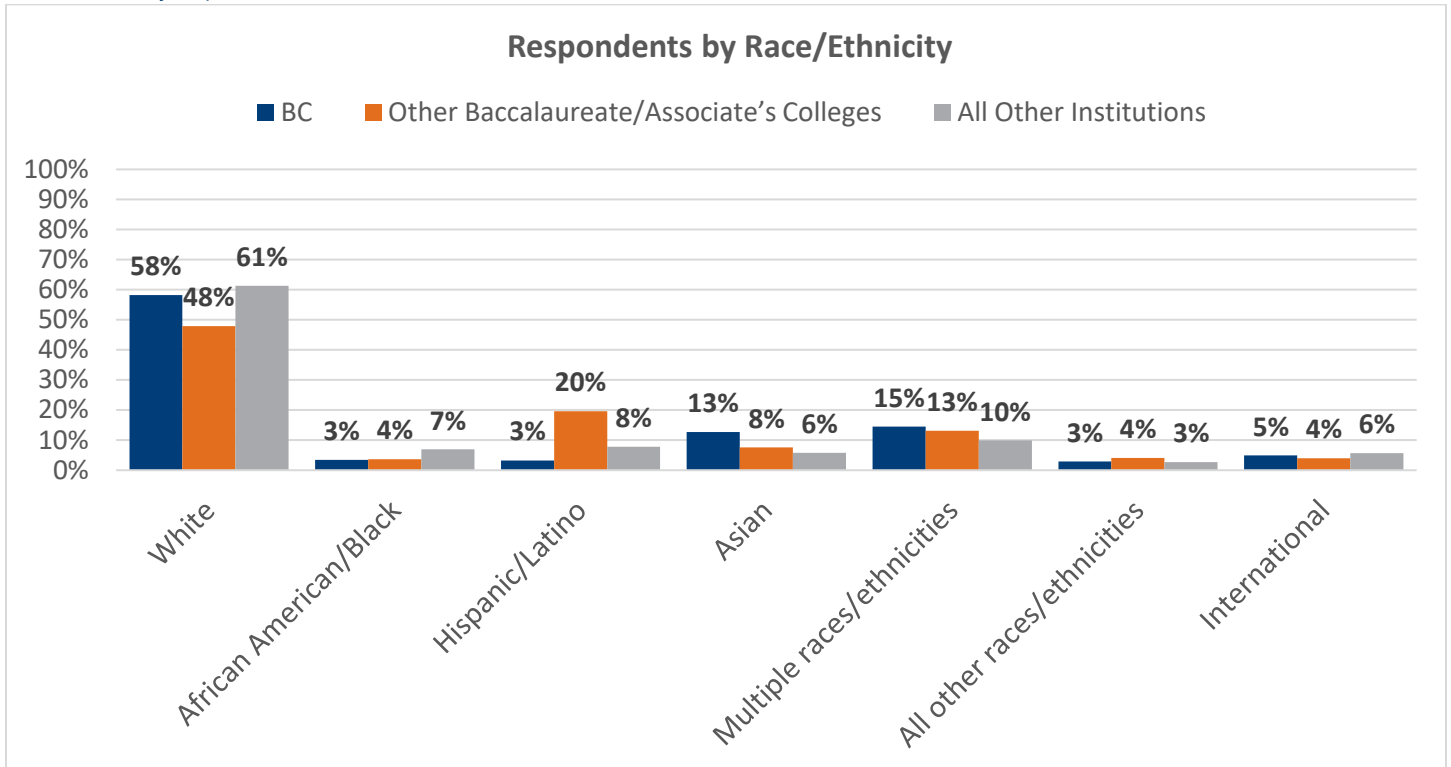


Figure 1: Respondent Race/Ethnicity

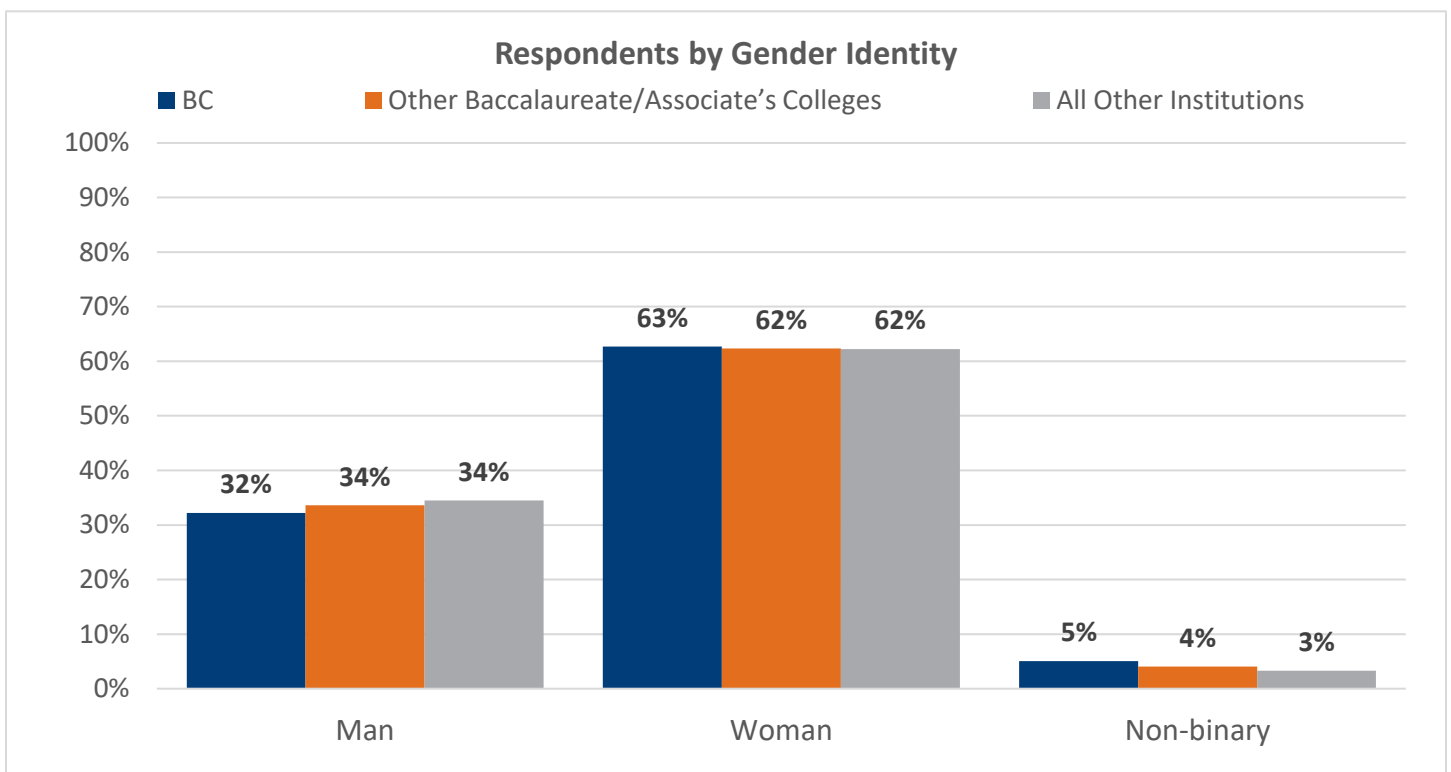


Figure 2: Respondent Gender Identity

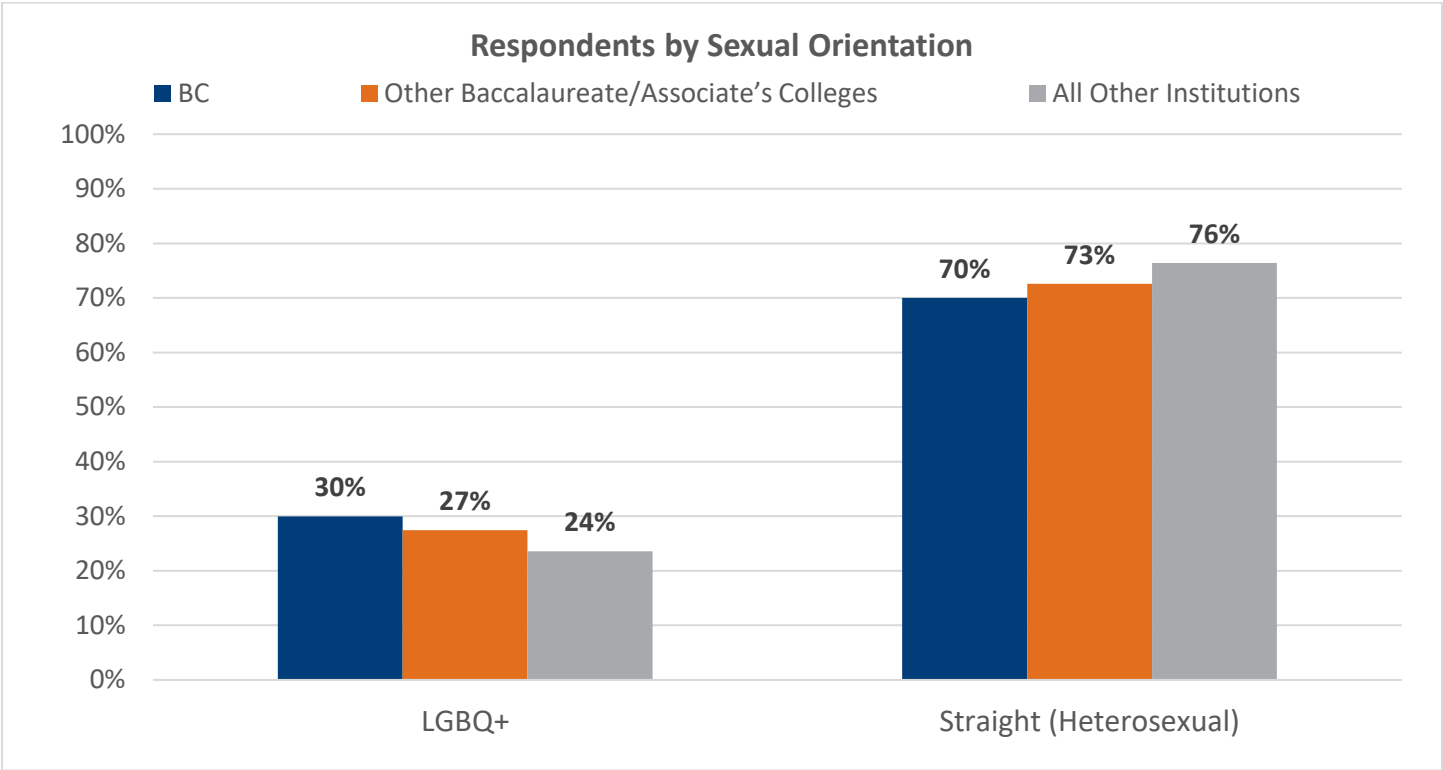


Figure 3: Respondent Sexual Orientation

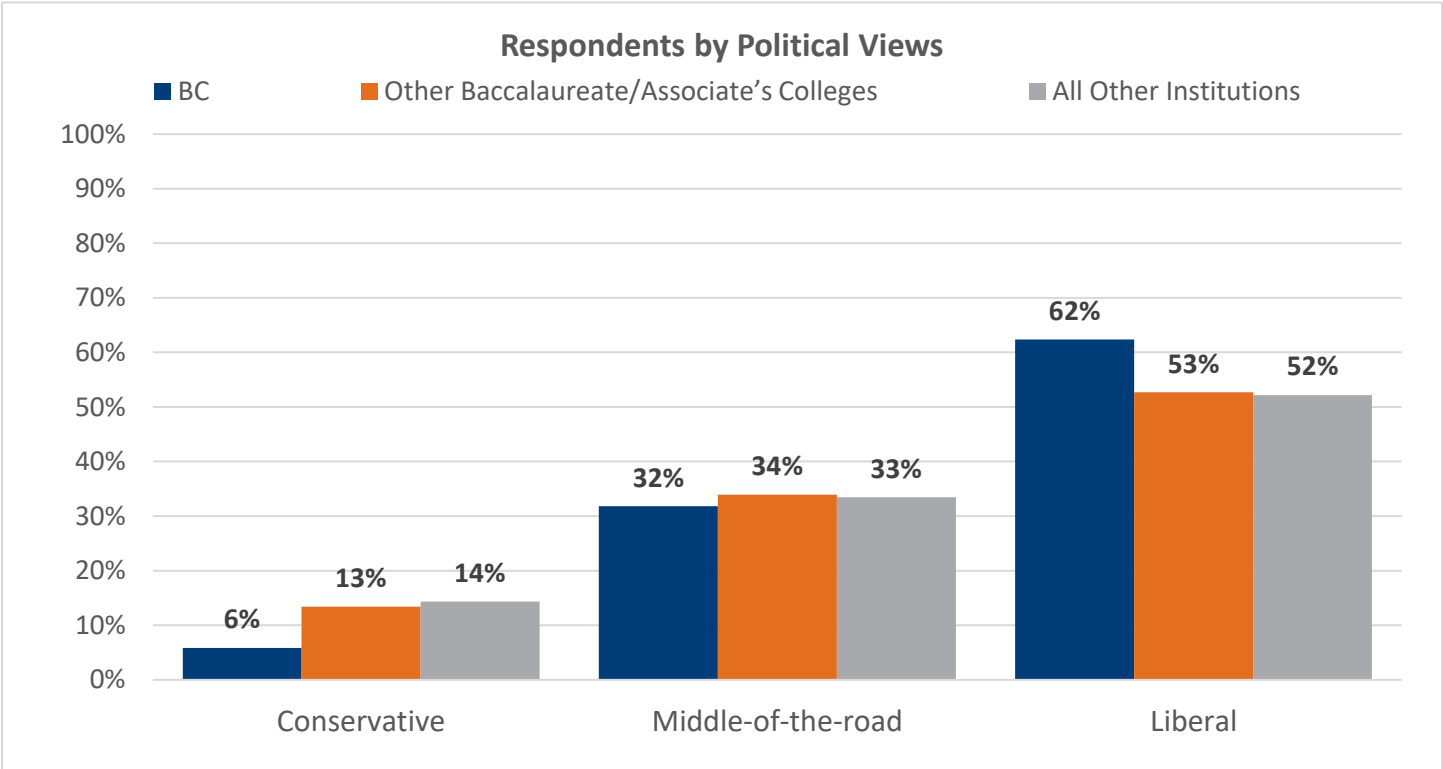


Figure 4: Respondent Political View

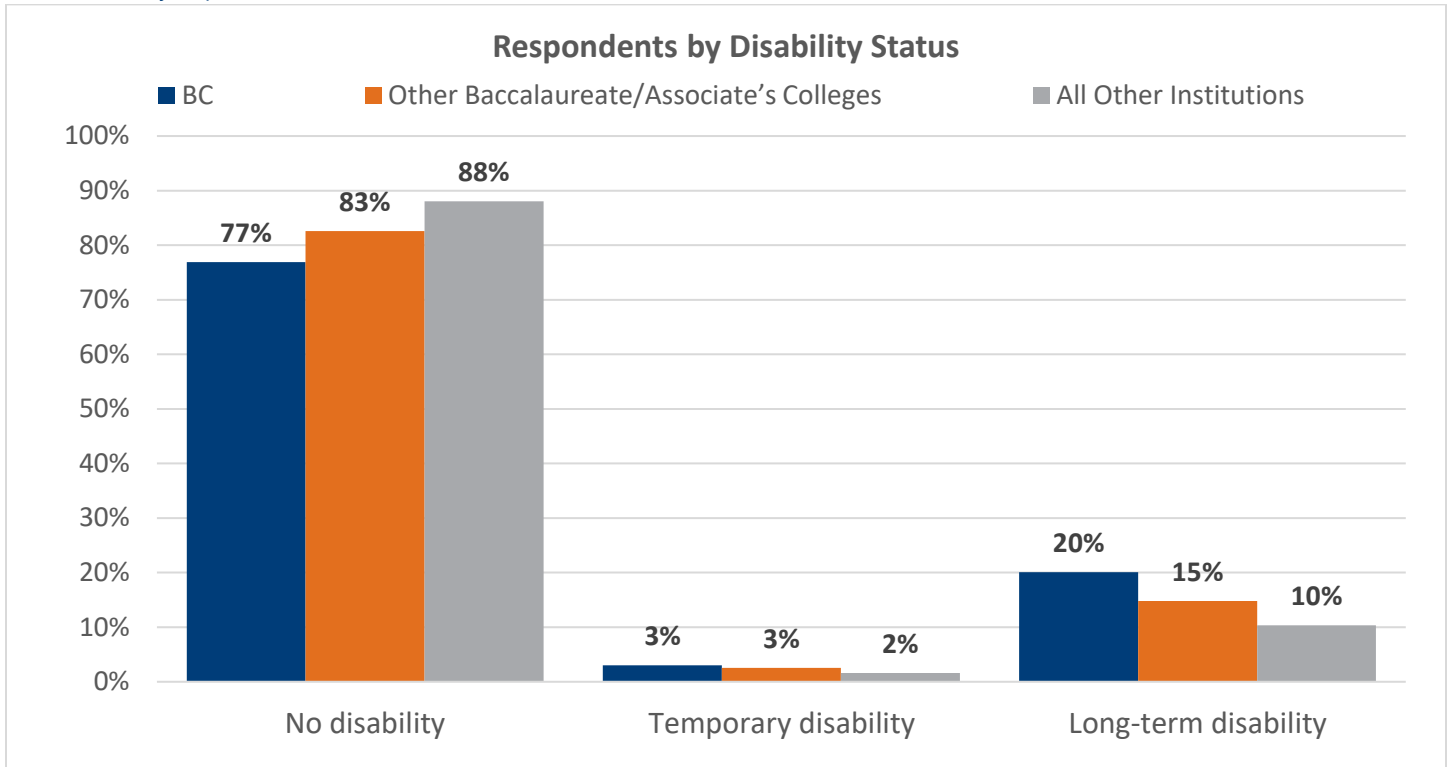


Figure 5: Respondent Disability Status

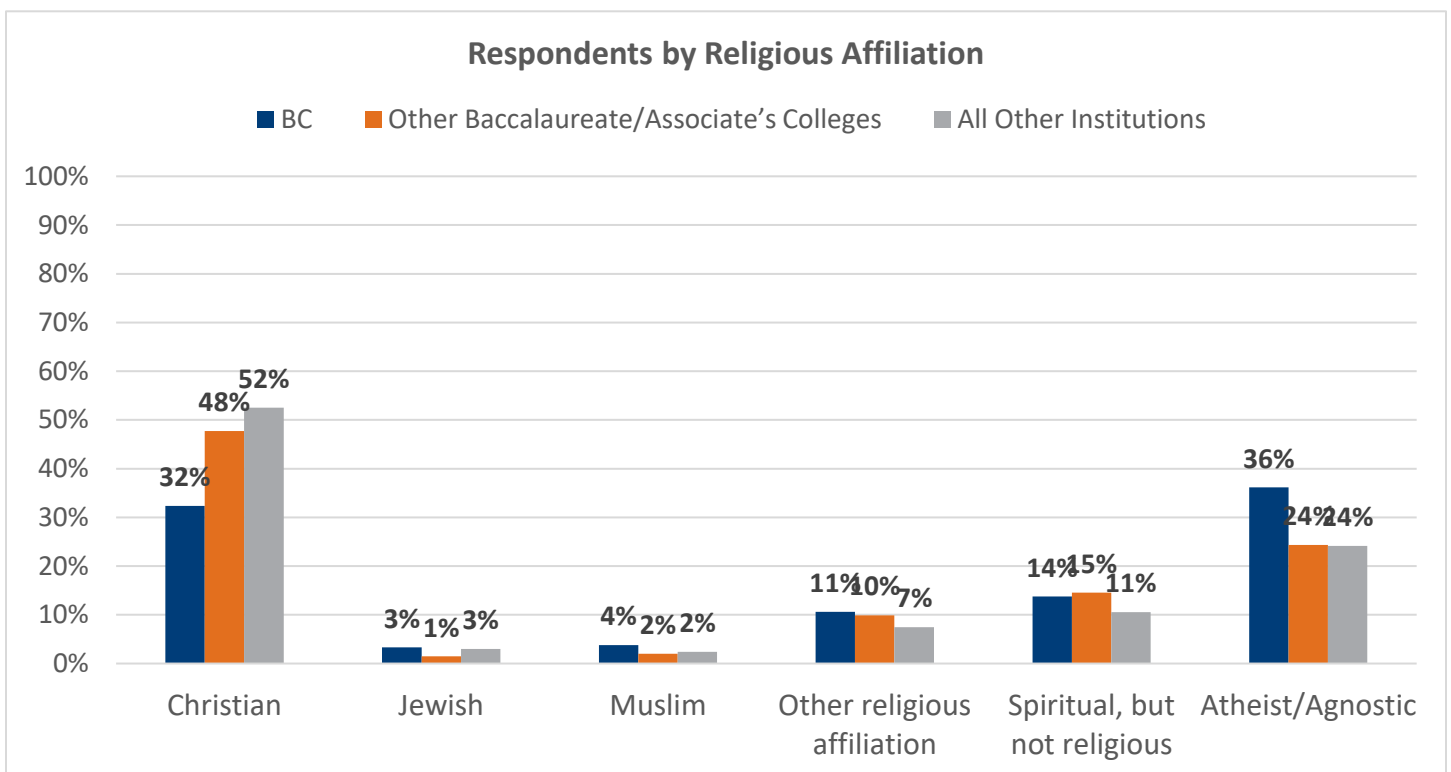


Figure 6: Respondent Political Affiliation

When asked for their parental / guardian education levels BC ranks higher than other associate colleges, but on par with all institutions.

What is the highest level of education completed by either of your parents (or those who raised you)? (Q31)								
Did not finish high school	14	8%	0	0%	3	2%	1	1%
High school diploma or G.E.D.	27	16%	0	0%	7	4%	9	7%
Attended college but did not complete degree	29	17%	0	0%	3	2%	10	8%
Associate's degree (A.A., A.S., etc.)	10	6%	0	0%	4	3%	11	8%
Bachelor's degree (B. A., B. S., etc.)	54	31%	3	75%	29	18%	37	28%
Master's degree (M.A., M.B.A., M.S., etc.)	26	15%	1	25%	74	46%	50	38%
Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	12	7%	0	0%	40	25%	13	10%
Total	172	100%	4	100%	160	100%	131	100%

Table 2: Highest education level of parents / guardians – row 1 is students, 2 is graduate students, 3 is faculty, and 4 is administration/staff.

When asked about how they worked, faculty and administrators/staff replied that they primarily split work on and off campus, with 54% and 60% being hybrid respectively.

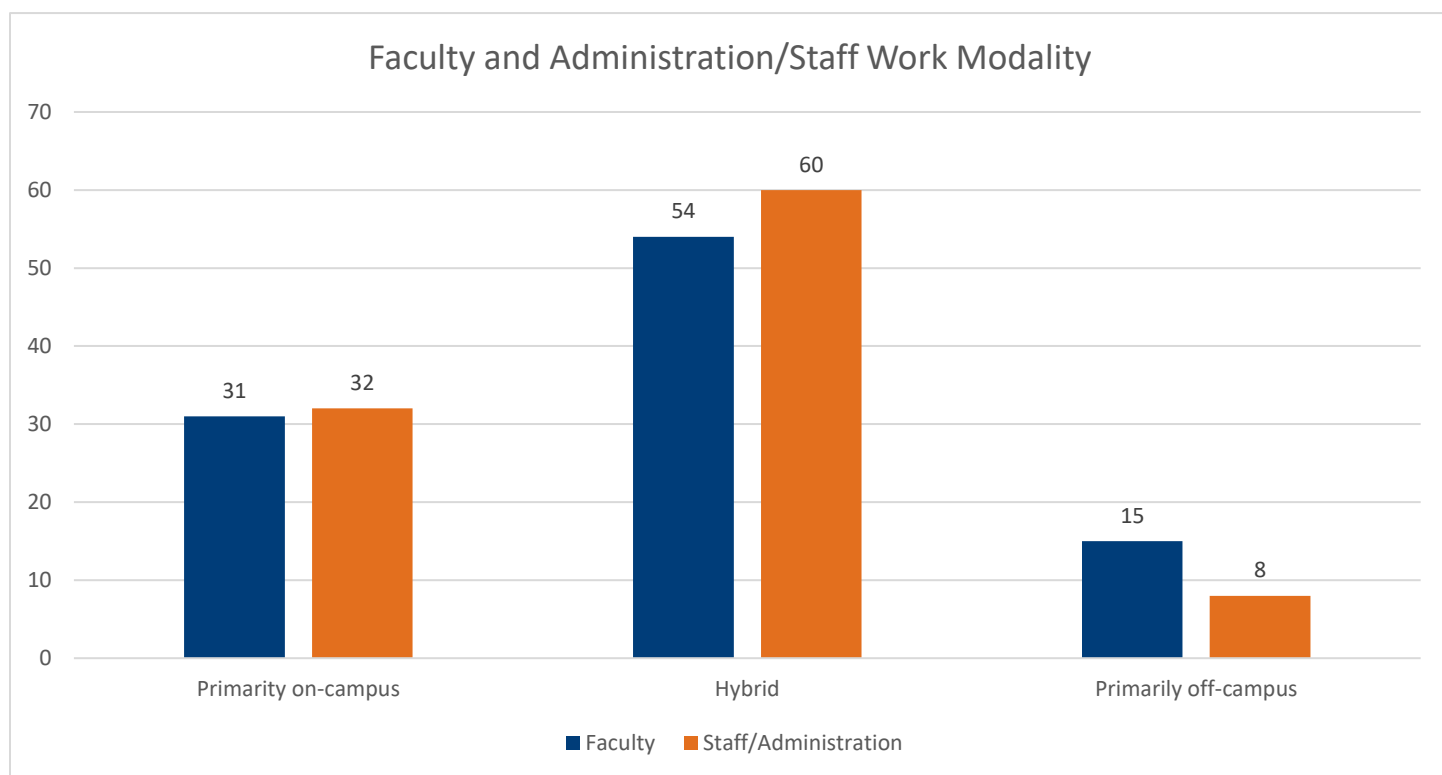


Figure 7: "How do you work at BC" response percentages for faculty and staff/administrator responses.

With respect to employment status, 41% of faculty were part-time, and 7% of staff/administrators were part-time, with 65% being exempt workers. With regards to academic rank, 38% were instructors or adjunct, 13% were assistant professors, 23% were associate professors, and 26% were professors.

Of the student respondents, 42% were in their 1st year at BC, 25% in their second, 11% in either 3rd or 4th years, and 10% were in a different academic classification.

Climate and Diversity

Looking into Campus Climate, the survey compiles the answers from several questions into a mean for overall campus climate, rating them based on reported satisfaction towards:

- Overall campus climate.
- The campus experience/environment regarding diversity at BC.
- The extent to which you experience a sense of belonging or community at BC.
- The extent to which you feel all community members experience a sense of belonging or community at BC.

Bellevue College respondents average higher on experiencing harassment, lower on campus climate and sense of belonging than other associate colleges, and all other institutions in the HEDS survey. 62% are generally or very satisfied with campus climate, compared to the 72% of other associate's colleges, and the 73% of all institutions. Also, only 40% of BC respondents feel that all campus members feel a sense of belonging. Nevertheless, these percentages are higher than in the 2021 HEDS report for BC, where only 53% agreed with overall campus climate, and 35% felt community members experience a sense of belonging (an increase of 10% and 5% respectively).

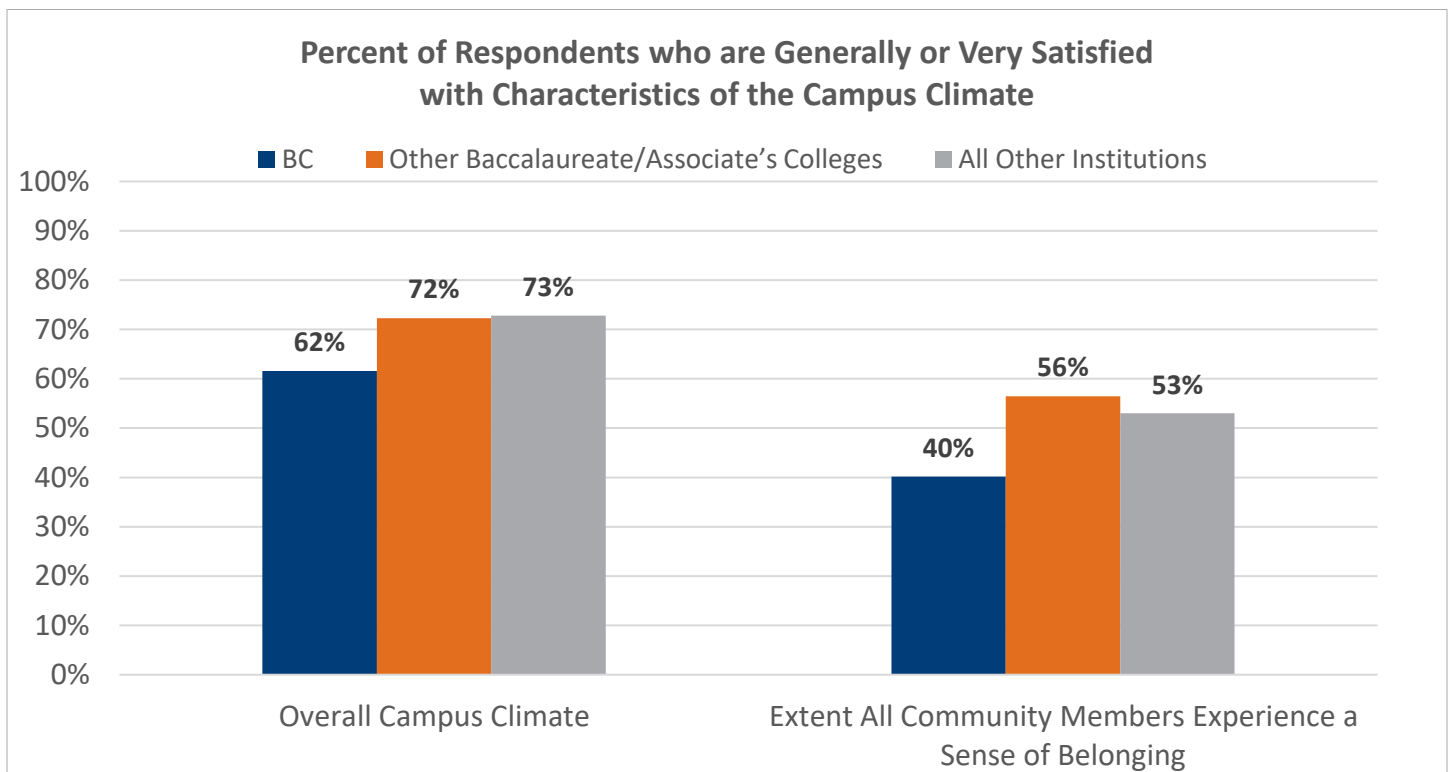


Figure 8: Overall Campus Climate and Sense of Belonging.

Roughly one in every three respondents think that the campus is free from tensions (38%) yet BC is on par with national averages regarding the ideology that diversity improves campus interactions. 62% of respondents were comfortable sharing their views on diversity and equity, which is still below the national average.

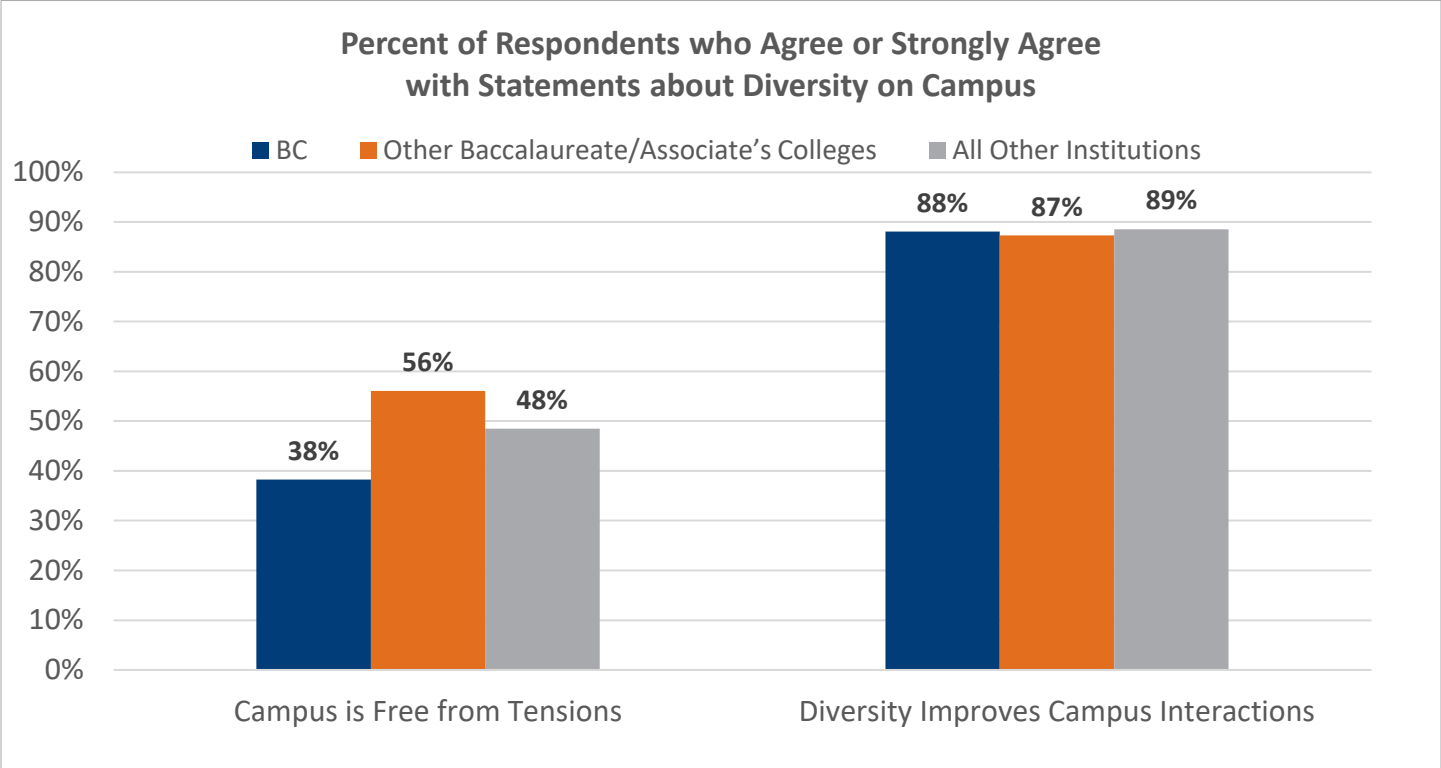


Figure 9: Agreement to statements of diversity on campus.

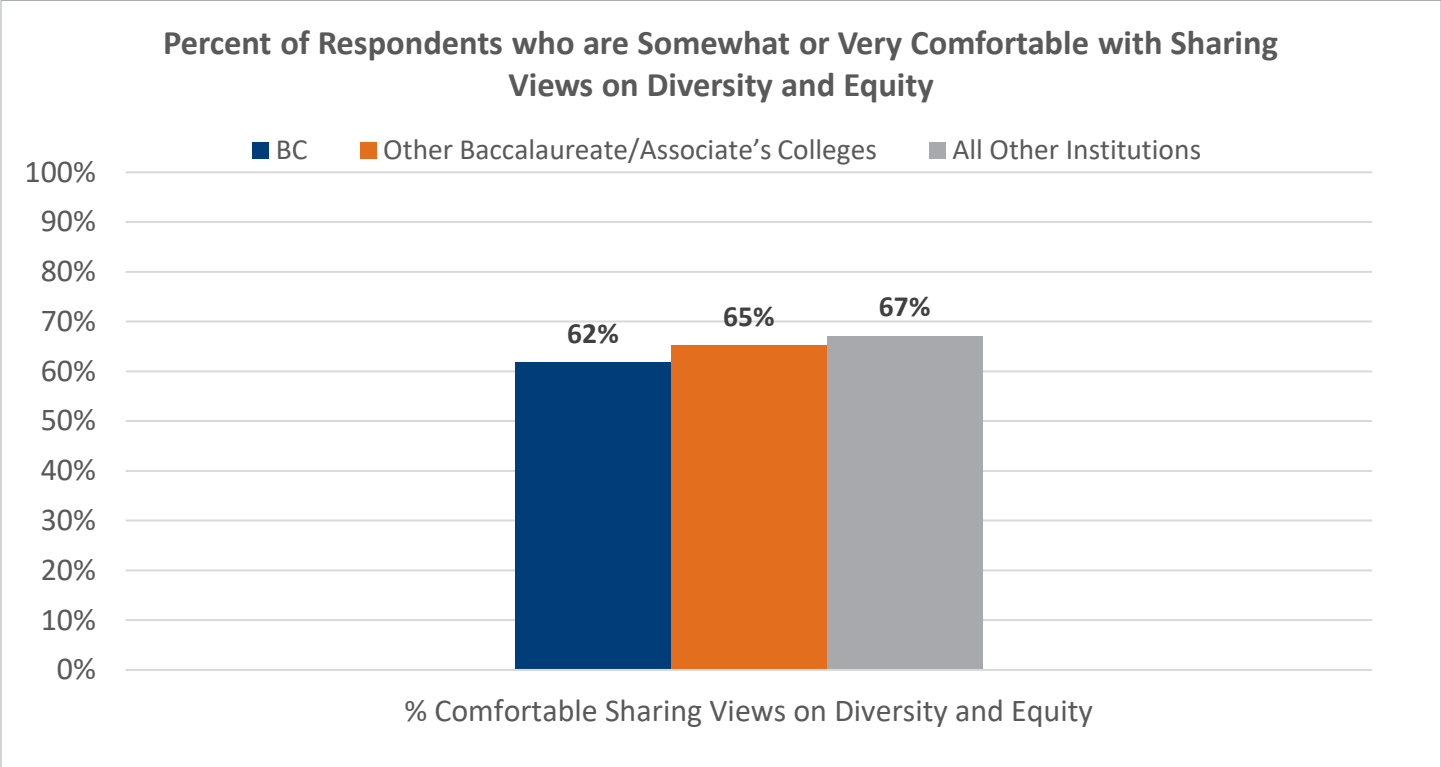


Figure 10: Comfort in sharing views on DEI

Table 3 shows the data for the HEDS campus climate for diversity and equity indicators, which is computed by averaging the level of satisfaction that a person has with the following questions:

Overall campus climate

The campus experience/environment regarding diversity at BC

The extent to which you experience a sense of belonging or community at BC

The extent to which you feel all community members experience a sense of belonging or community at BC

Overall, BC's mean index has gone up .11 points, from 3.31 in the previous survey to 3.42 in 2024. This change no longer indicates a large negative difference between the other institutions, and only a medium difference, trending BC in the right direction.

	Bellevue College				Other Baccalaureate/Associate's Colleges		All Other Institutions	
			Effect Size ²					
	n	Mean ¹	vs. Other Baccalaureate/Associate's Colleges	vs. All Other Institutions	n	Mean	n	Mean
Overall Results								
BC Campus Climate Indicator	533	3.42	↓↓	↓↓	8,552	3.79	190,510	3.70
Results by Role								
Undergraduate Students	185	3.82	↓↓	≈	4,191	4.10	81,682	3.79
Graduate Students	5	4.20			225	3.86	19,420	3.79
Faculty	158	3.11	↓↓	↓↓	1,374	3.39	30,332	3.55
Staff/Administrators	133	3.30	↓	↓↓	1,813	3.48	46,429	3.66

Table 3: Campus Climate for Diversity and Equity Indicator

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference
 ↓↓↓ Large negative difference ↓↓ Medium negative difference ↓ Small negative difference

Disparaging and Negative Remarks

When looking into the sources of disparaging remarks and whom those disparaging remarks were about, Bellevue College ranked at or slightly below all other institutions about whom disparaging remarks were made. With the highest being “people with a particular political affiliation/view” and the lowest being “people of a particular sexual orientation” BC followed national trends. However, in all cases of identifying the source of insensitive or disparaging remarks aside from the local community, BC was ahead of other associate’s colleges and all other institutions. This means that BC identified administrators, staff, and faculty as a higher source of disparaging remarks compared to all other institutions.

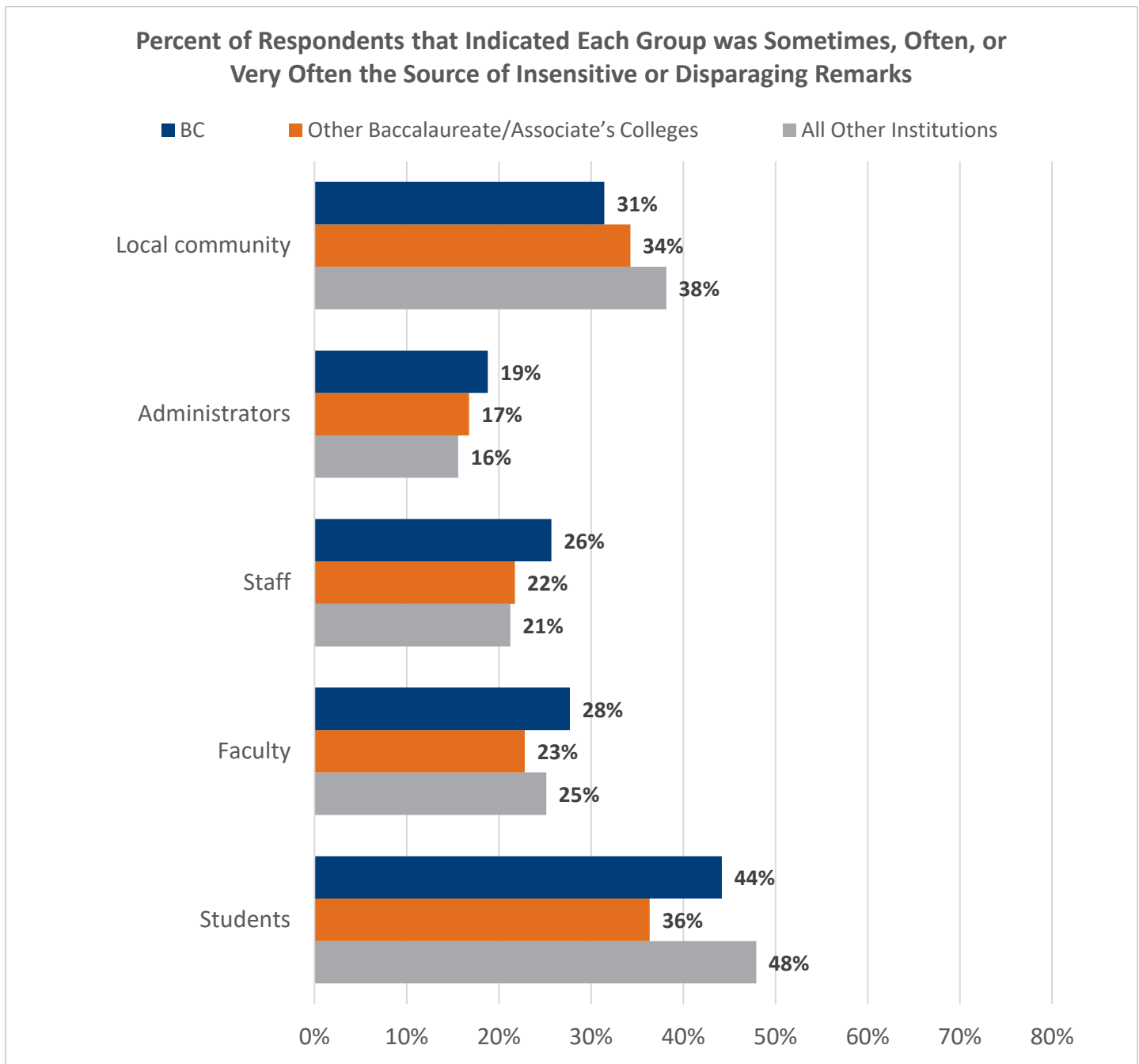


Figure 11: Sources of Disparaging Remarks.

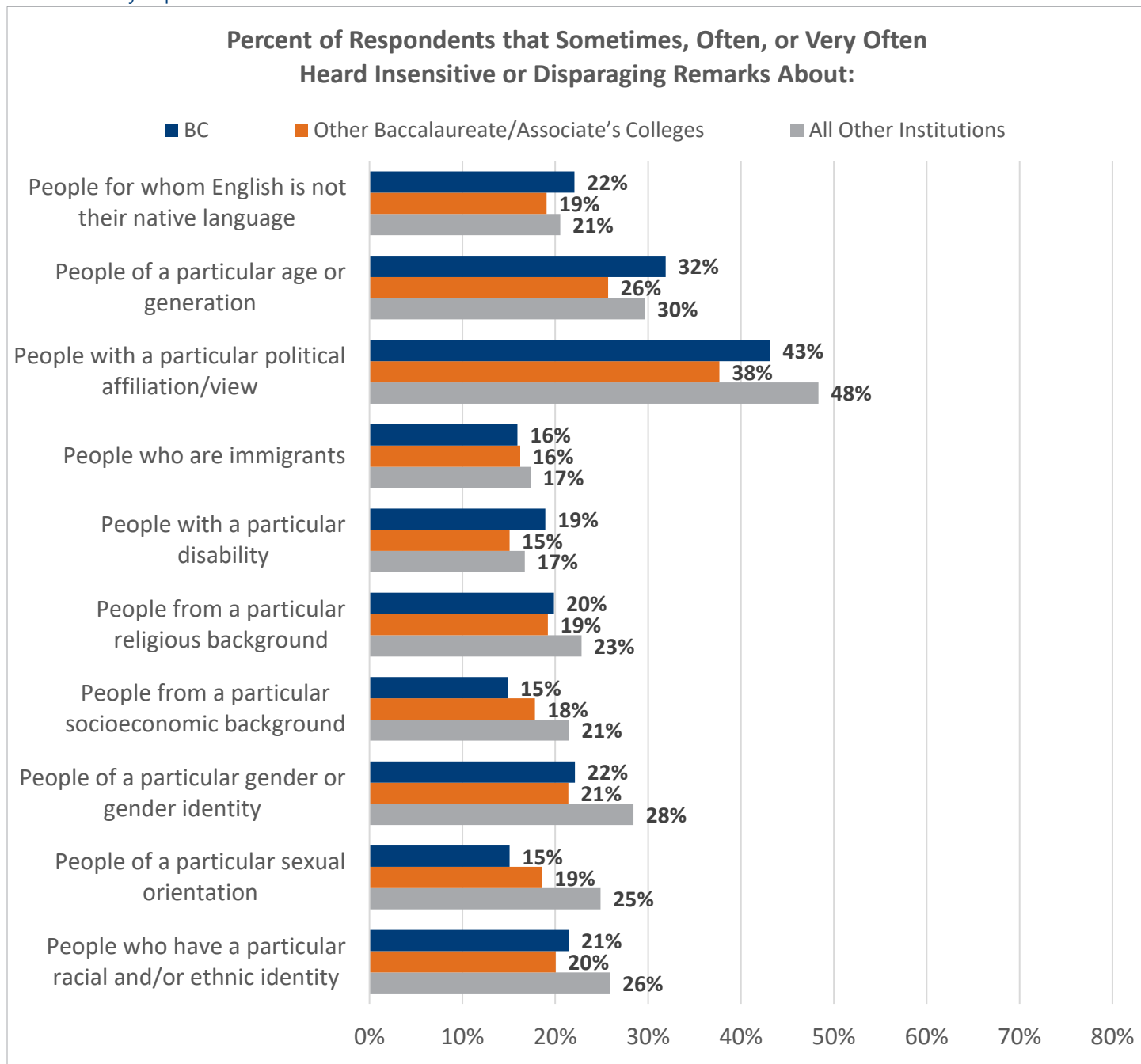


Figure 12: Targets of Disparaging Remarks.

The following graphs indicate the percentage of demographic respondents who heard negative remarks with regards to their demographic categorical classification. These scores range from 1-5 with 1 indicating that the never heard insensitive or disparaging remarks, and 5 meaning that they heard them very often.

Overall, the demographics with the highest markers of hearing disparaging remarks were: African-American/Black populations (2.26) and non-binary individuals (2.14). However, compared to other institutions and the national average, BC scores lower or equal to others on the Disparaging and Negative Remarks Indicator (Table 4), and scored lower than its previous result.

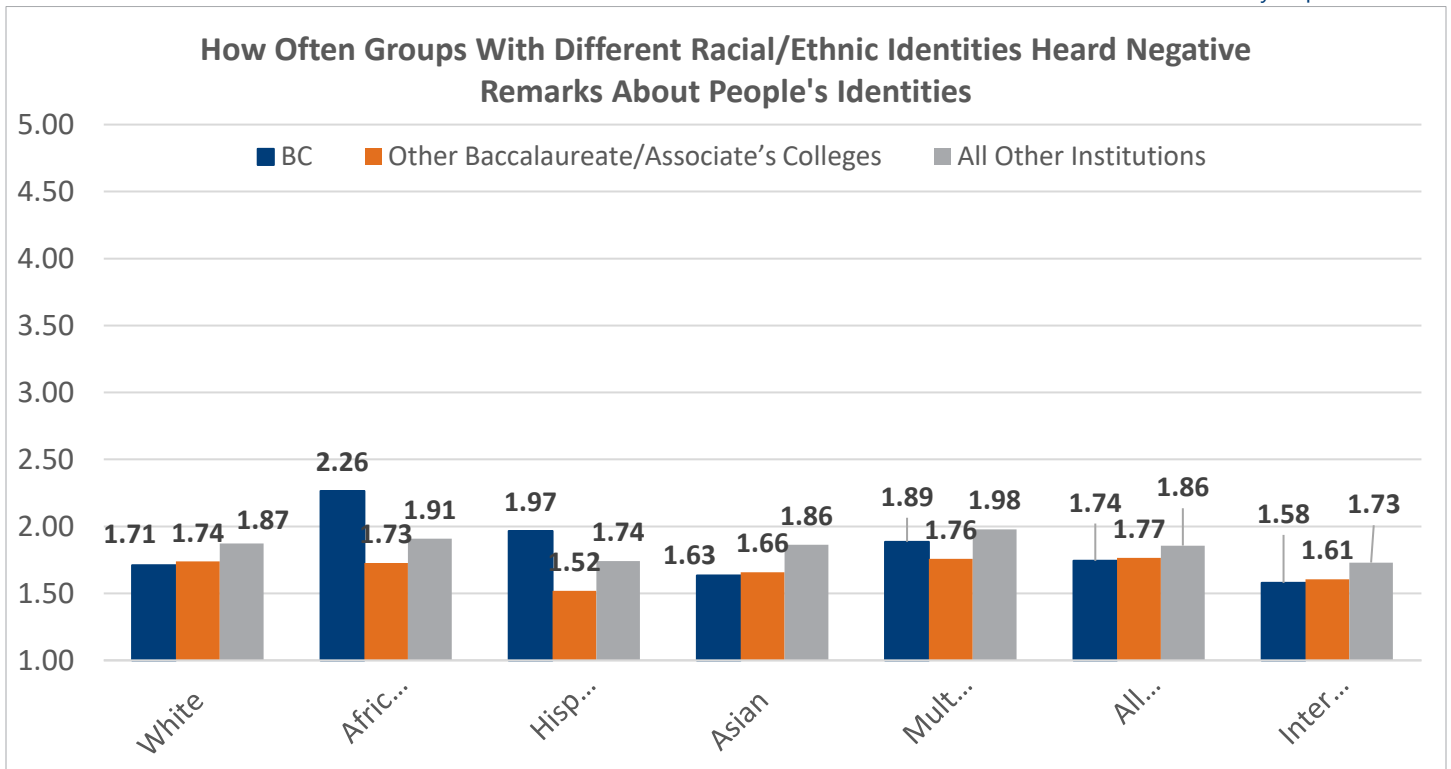


Figure 13: Racial/Ethnic Identity vs Negative Identity remarks

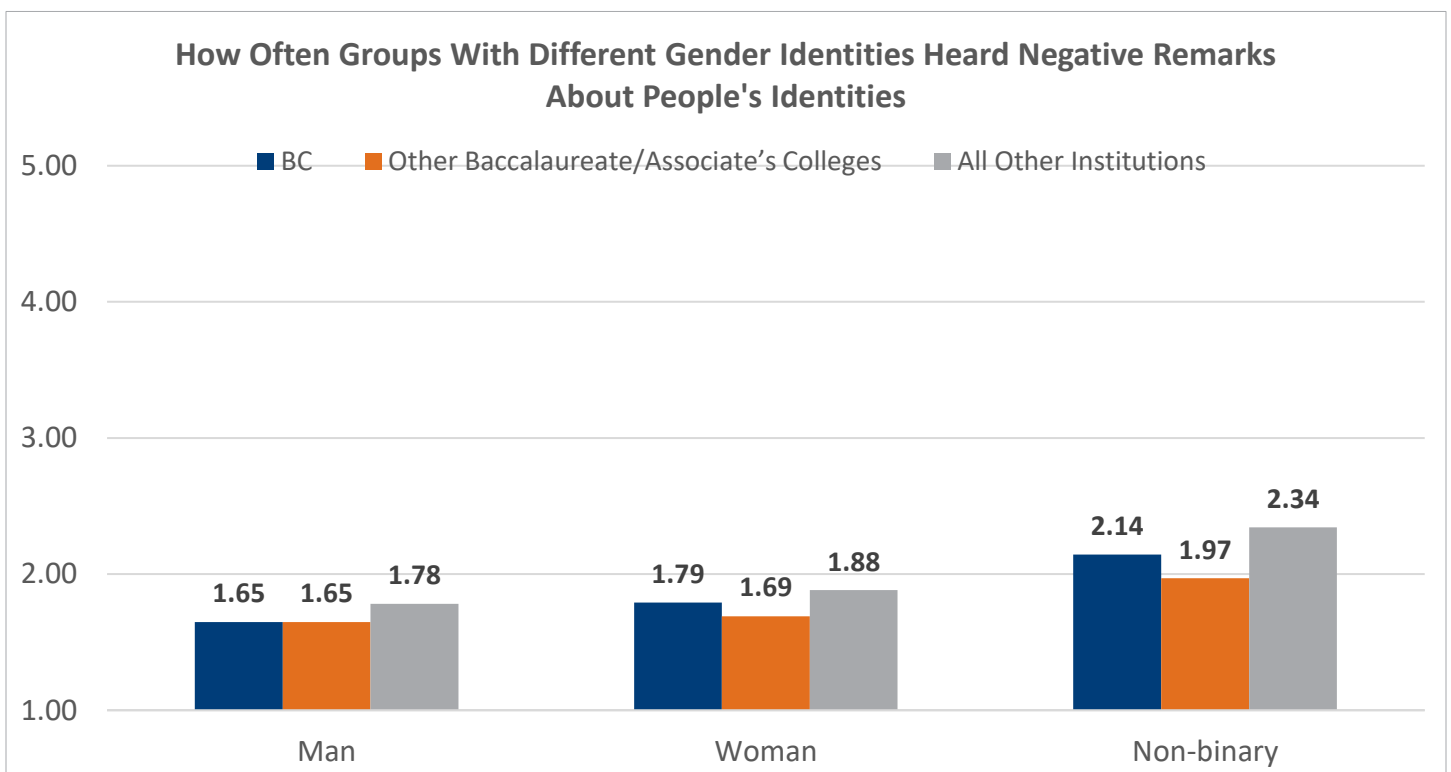


Figure 14: Gender Identity vs Negative Identity Remark

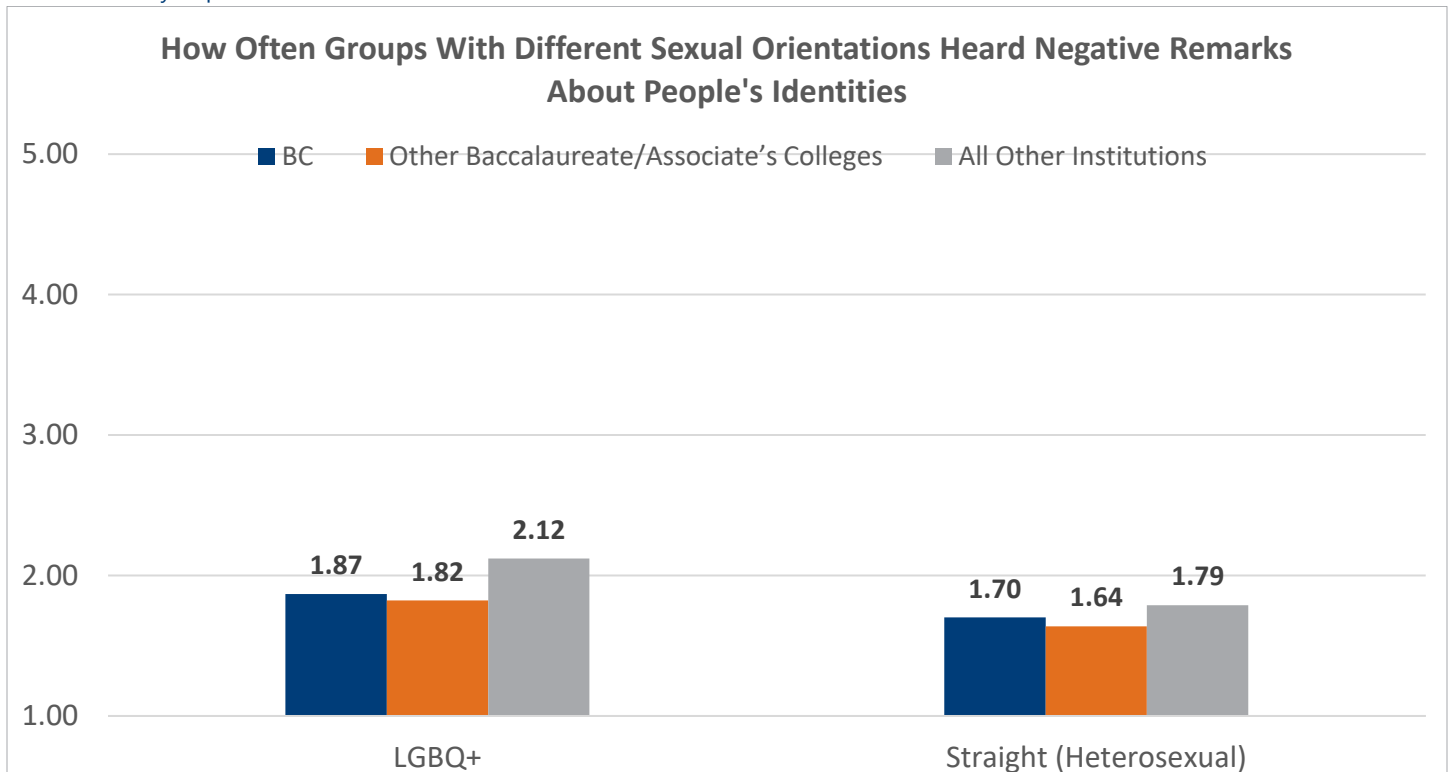


Figure 15: Sexual Orientation vs Negative Identity Remarks

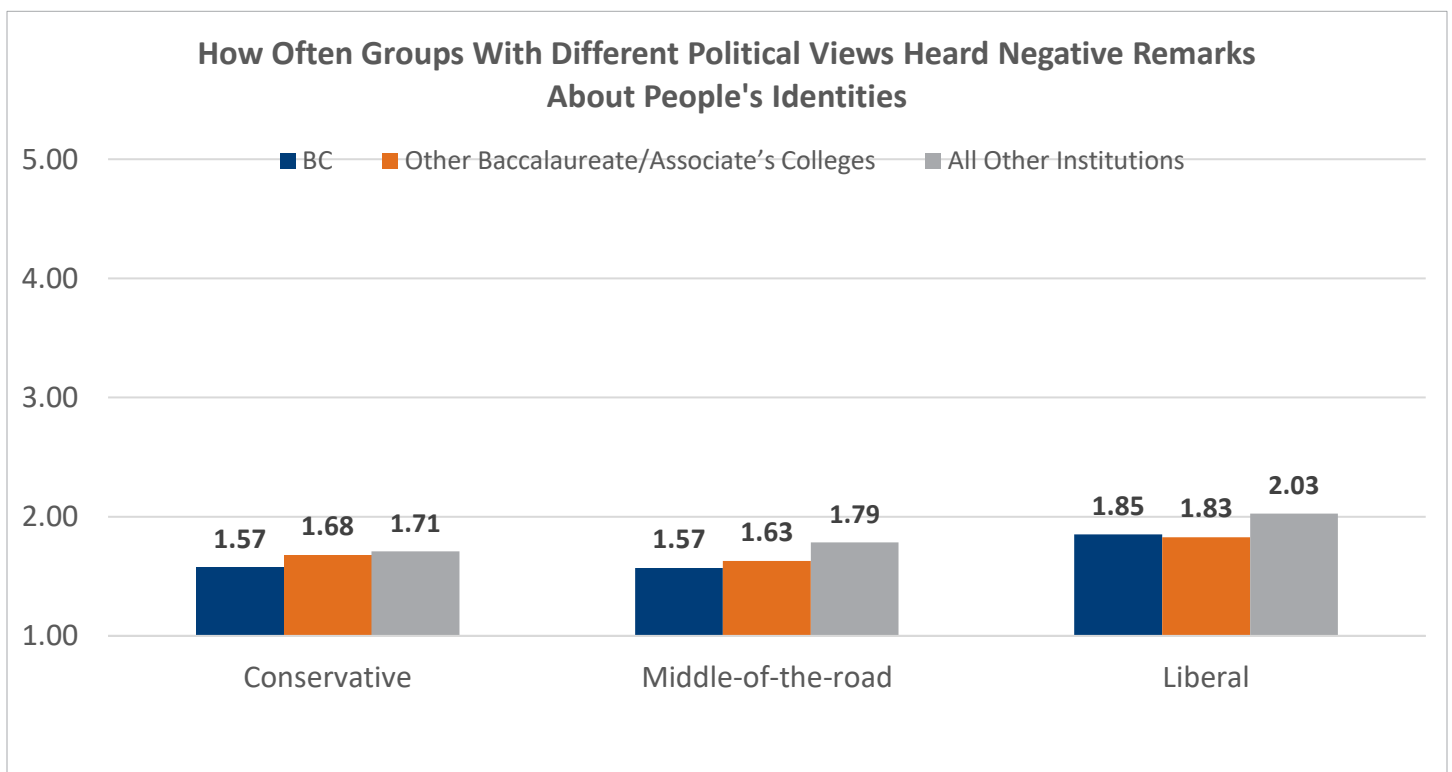


Figure 16: Political Views vs Negative Identity Remarks

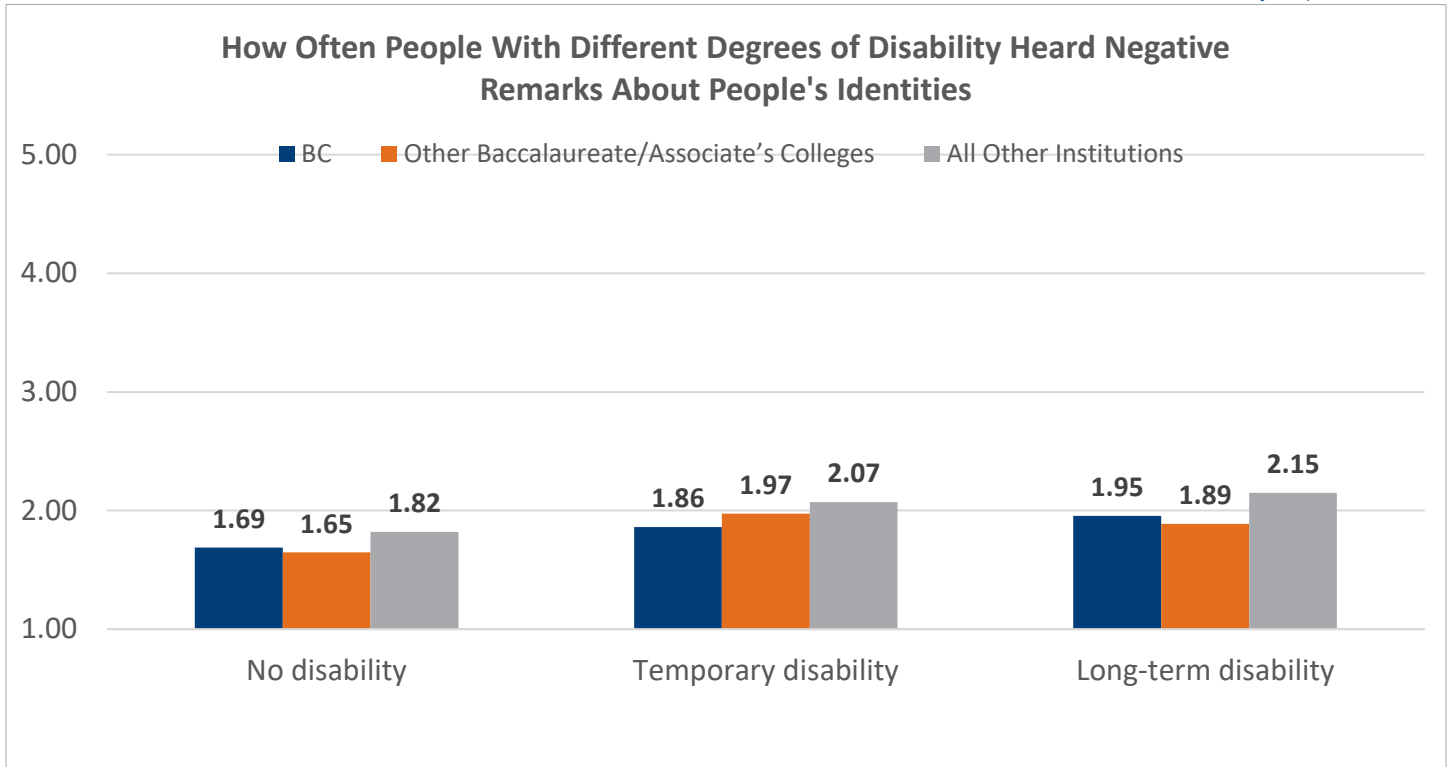


Figure 17: Disabilities vs Negative Identity Remarks

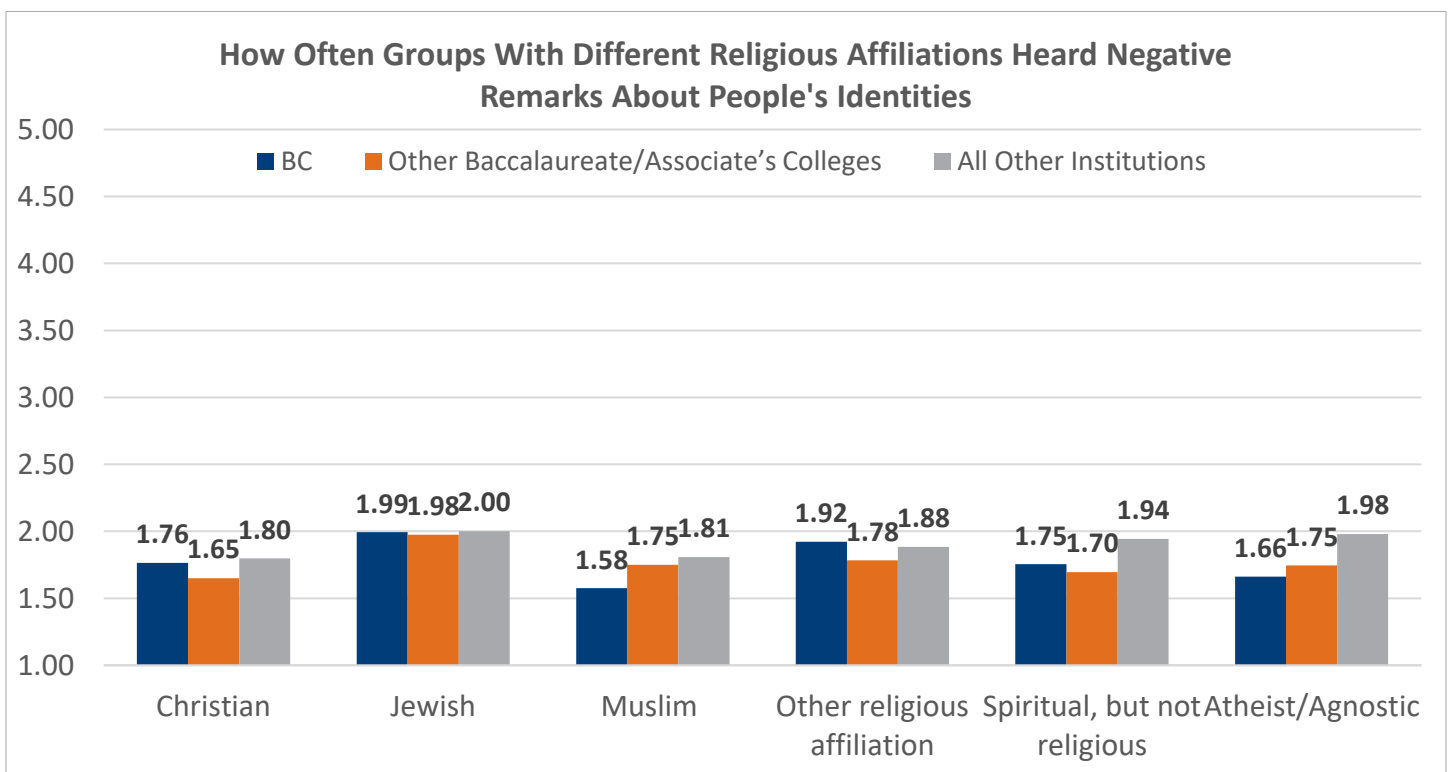


Figure 18: Religion vs Negative Identity Remarks

	Bellevue College				Other Baccalaureate/Associate's Colleges		All Other Institutions	
	Effect Size ²							
	vs. Other Baccalaureate/Associate's Colleges vs. All Other Institutions							
	n	Mean ¹			n	Mean	n	Mean
Overall Results								
BC Insensitive/Disparaging Remarks Indicator	514	1.78	↔	↓	8,237	1.71	187,567	1.87
Results by Role								
Undergraduate Students	178	1.50	↔	↓↓↓	4,073	1.50	80,836	1.92
Graduate Students	4				202	2.04	19,062	1.73
Faculty	154	1.95	↔	↑	1,355	1.93	30,286	1.86
Staff/Administrators	129	1.91	↔	↑	1,821	1.91	46,368	1.83

Table 4: Insensitive or Disparaging Remarks Indicator

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference
 ↓↓↓ Large negative difference ↓↓ Medium negative difference ↓ Small negative difference

Discrimination and Harassment

Looking into the groups that experience harassment, the HEDS survey first defined discrimination and harassment as follows:

•**Discrimination**: the unfavorable treatment of a person based on that person's race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs.

•**Harassment**: a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs. Harassment occurs when the conduct is sufficiently severe and/or pervasive that it alters the terms or conditions of employment or substantially limits the ability of a student to participate in or benefit from the college's educational and/or social programs.

With those definitions in mind, respondents at Bellevue College reported higher experience with discrimination or harassment than other institutions. However, when comparing this experience within the past year, BC's 64% response rate was much more in line with the national average of 61%.

	Bellevue College				Other Baccalaureate/Associate's Colleges		All Other Institutions	
	Effect Size ²							
	vs. Other Baccalaureate/Associate's Colleges vs. All Other Institutions							
	n	% Yes ¹			n	% Yes	n	% Yes
Overall Results								
BC Discrimination/Harassment Indicator	541	26%	↑	↑	8,605	17%	190,976	18%
Results by Role								
Undergraduate Students	185	9%	↔	↓	4,248	8%	82,254	16%
Graduate Students	5	0%			244	19%	19,615	15%
Faculty	165	38%	↑	↑↑	1,401	27%	30,760	23%
Staff/Administrators	132	30%	↑	↑	1,849	23%	46,987	18%

Table 5: Experience of Discrimination/Harassment by role

↑↑↑ Large positive difference ↑↑ Medium positive difference ↑ Small positive difference ≈ No difference
 ↓↓↓ Large negative difference ↓↓ Medium negative difference ↓ Small negative difference

Once again, the source of this discrimination/harassment was mostly attributed to administrators (45%), staff and faculty (43%, 42%), then students (40%), and lastly the local community (11%). When observing the aspects of individual identity that were most reported to be discriminated against, Hispanic/Latinx stood out the most against the average (38% to 13%), as did Jewish religious affiliation (47% to 24%).

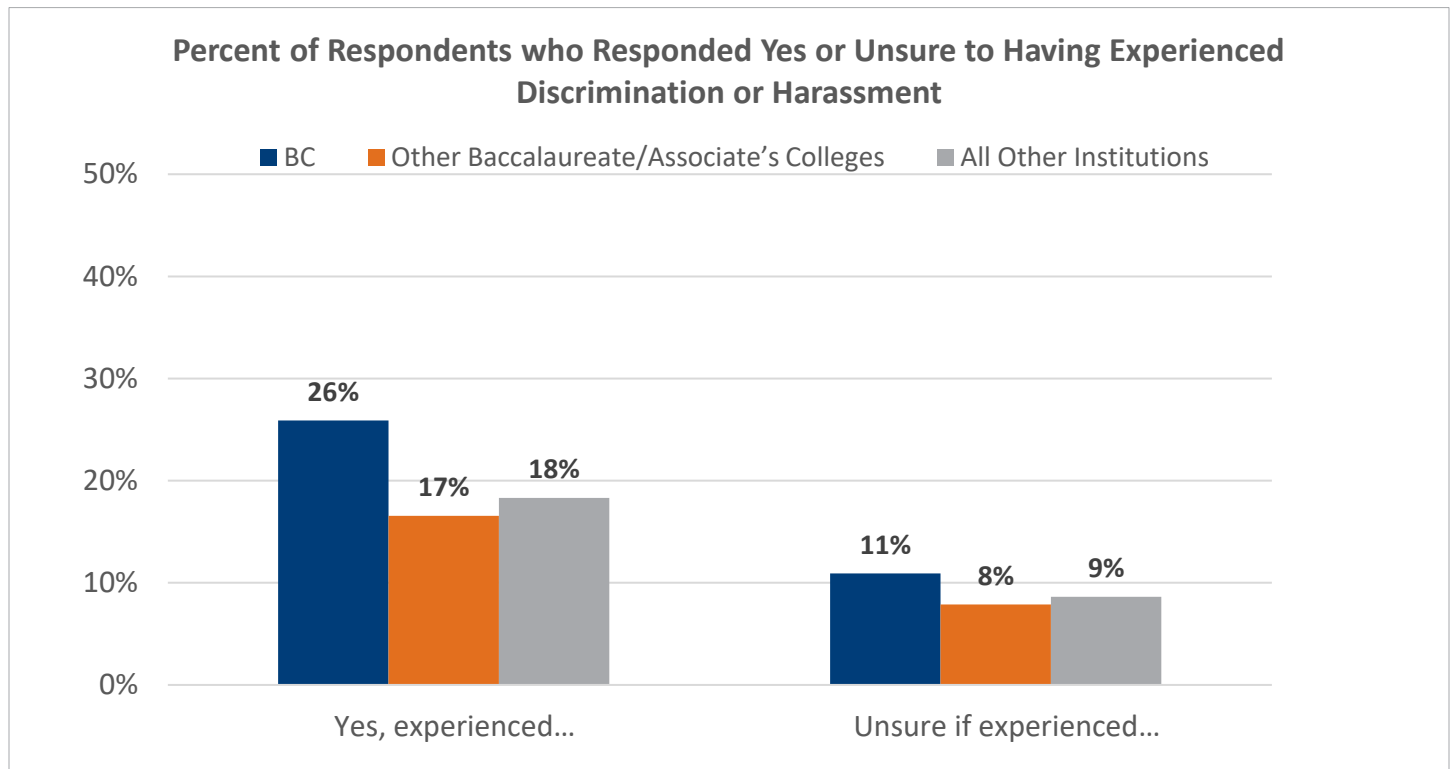


Figure 19: Percentage of harassment/discrimination experience.

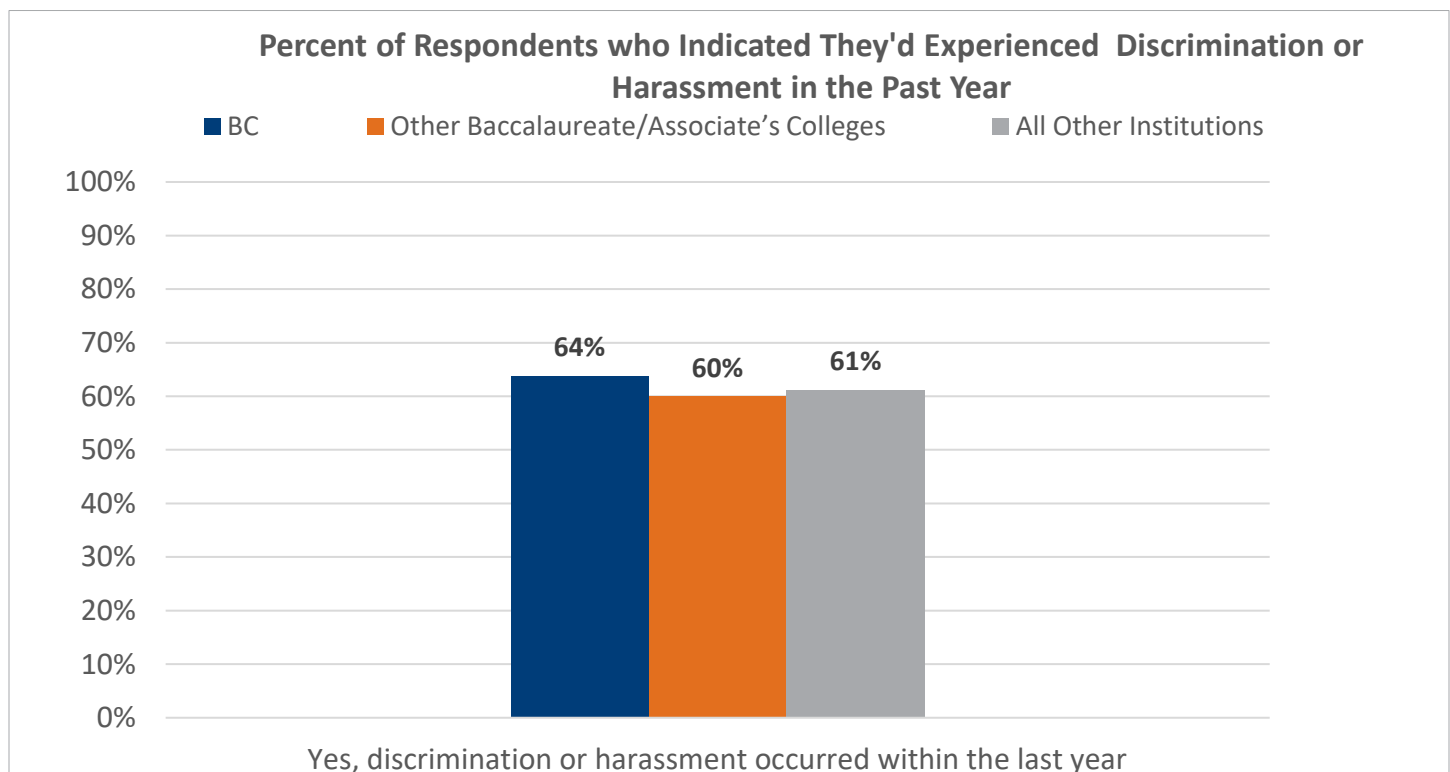


Figure 20: Percentage of respondents to whom discrimination or harassment occurred in the past year.

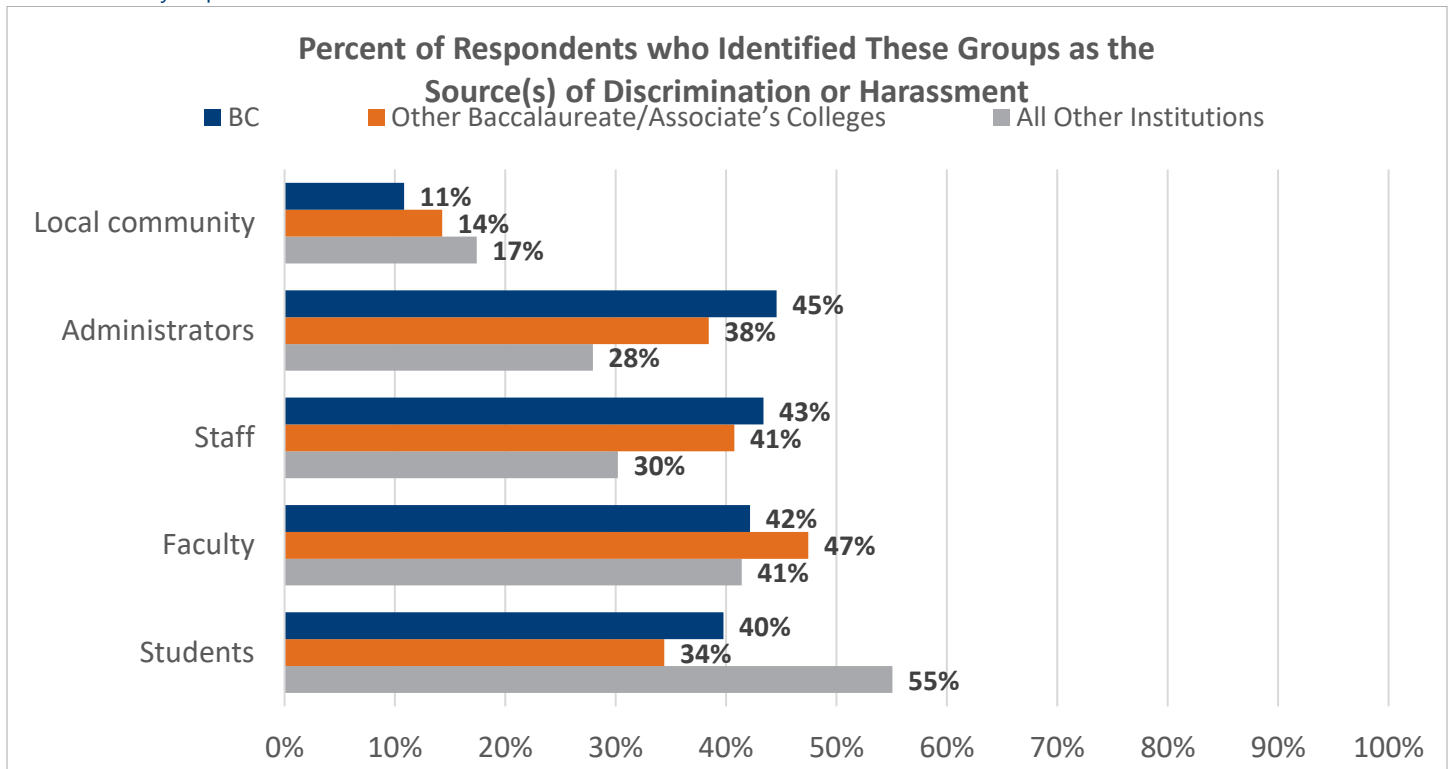


Figure 21: Identified sources of Discrimination / Harassment

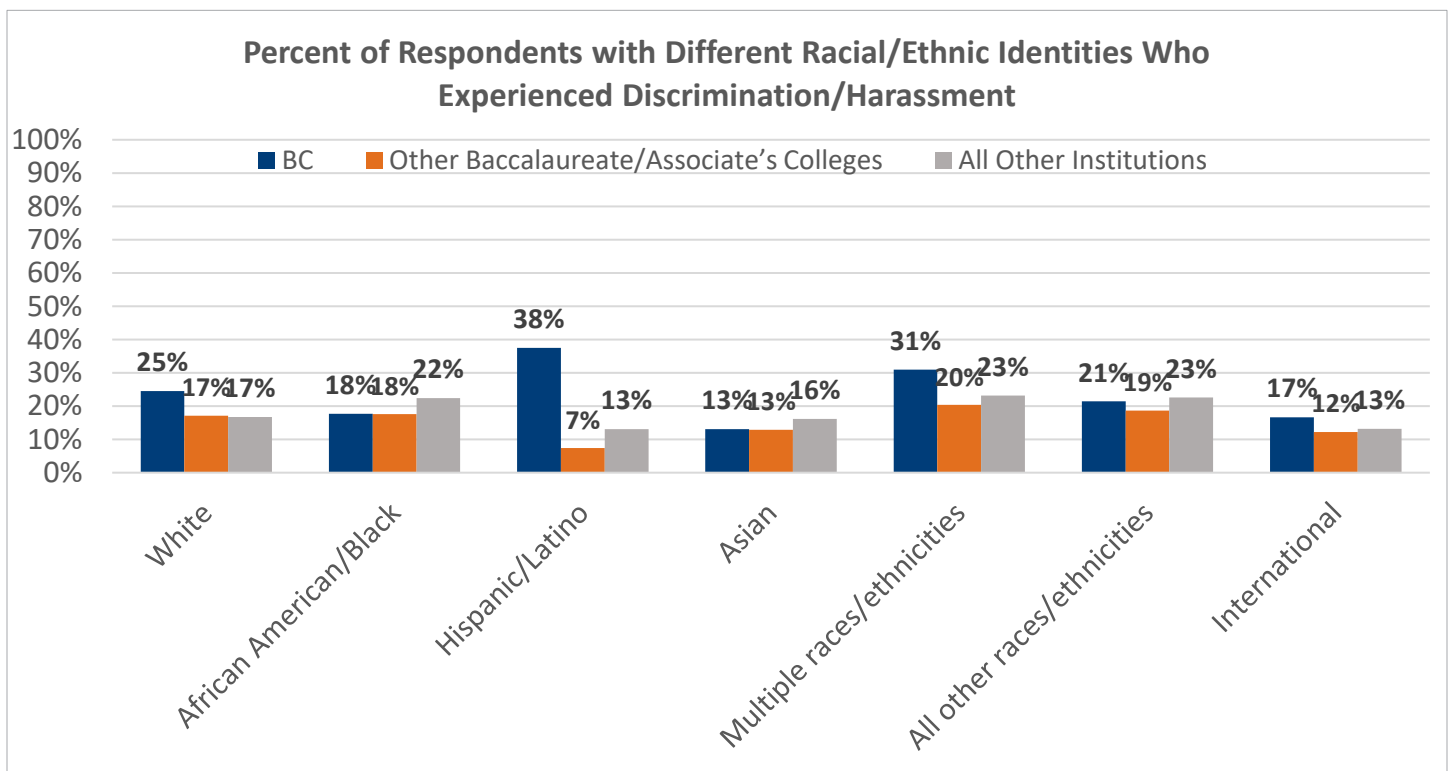


Figure 22: Racial/Ethnic Identity vs Discrimination/Harassment

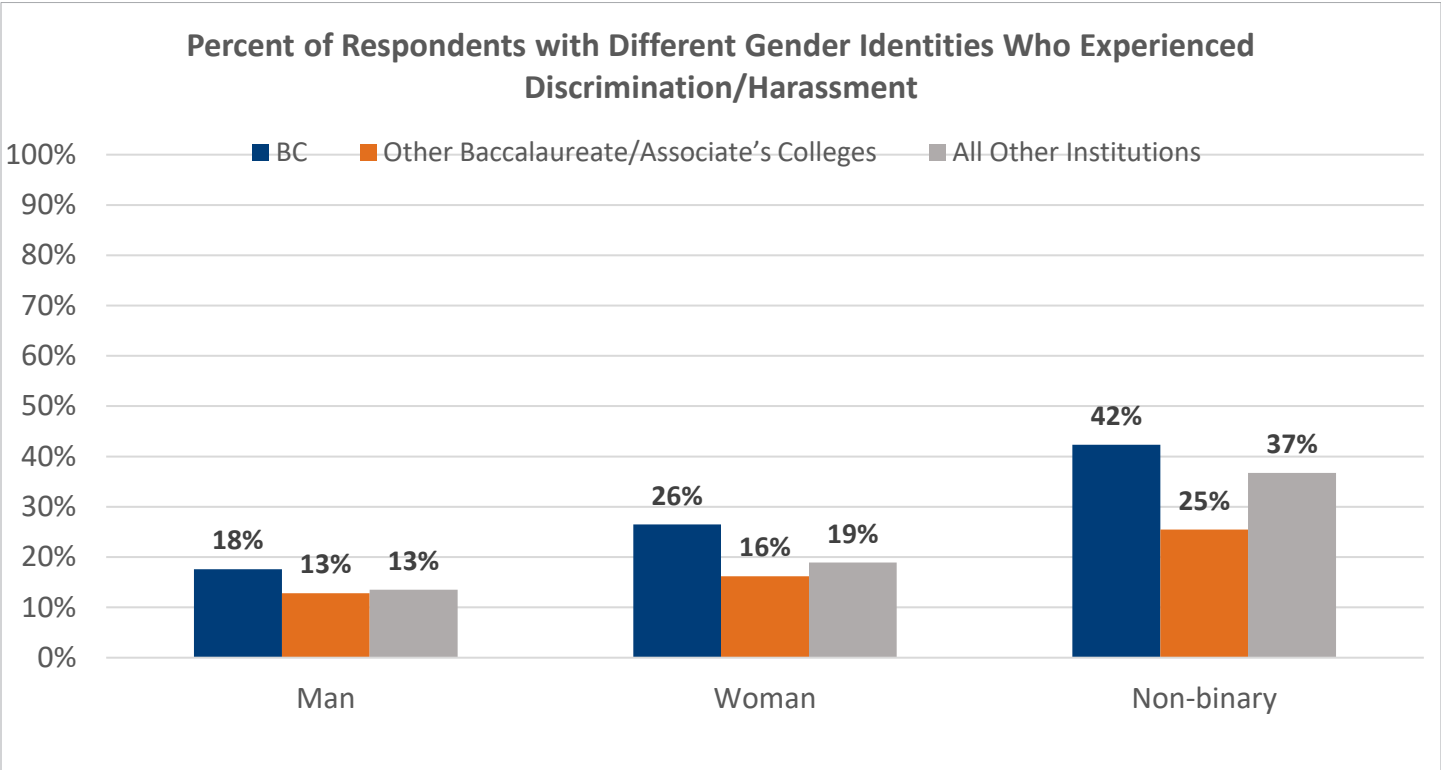


Figure 23: Gender Identity vs Discrimination/Harassment

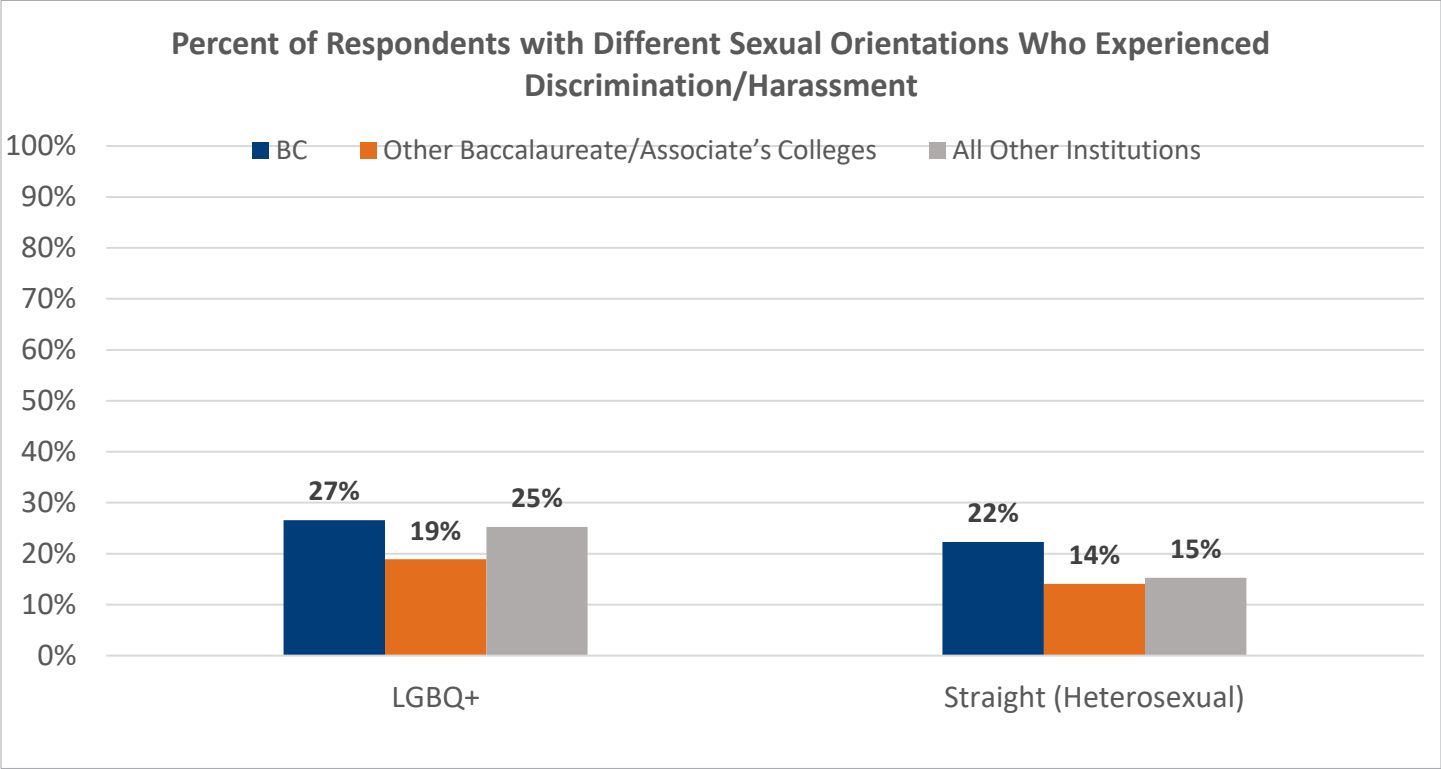


Figure 24: Sexual Orientation Identity vs Discrimination/Harassment

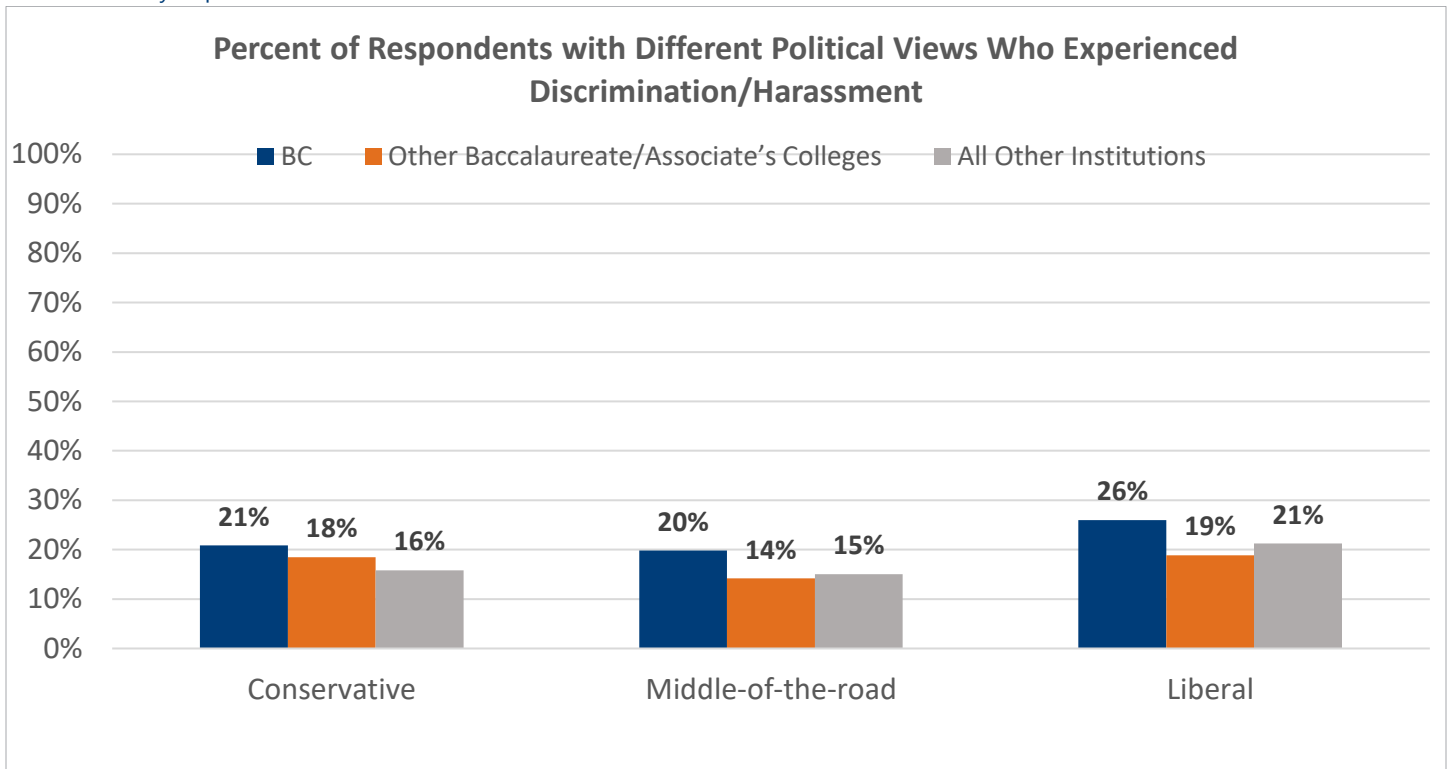


Figure 25: Political Identity vs Discrimination/Harassment

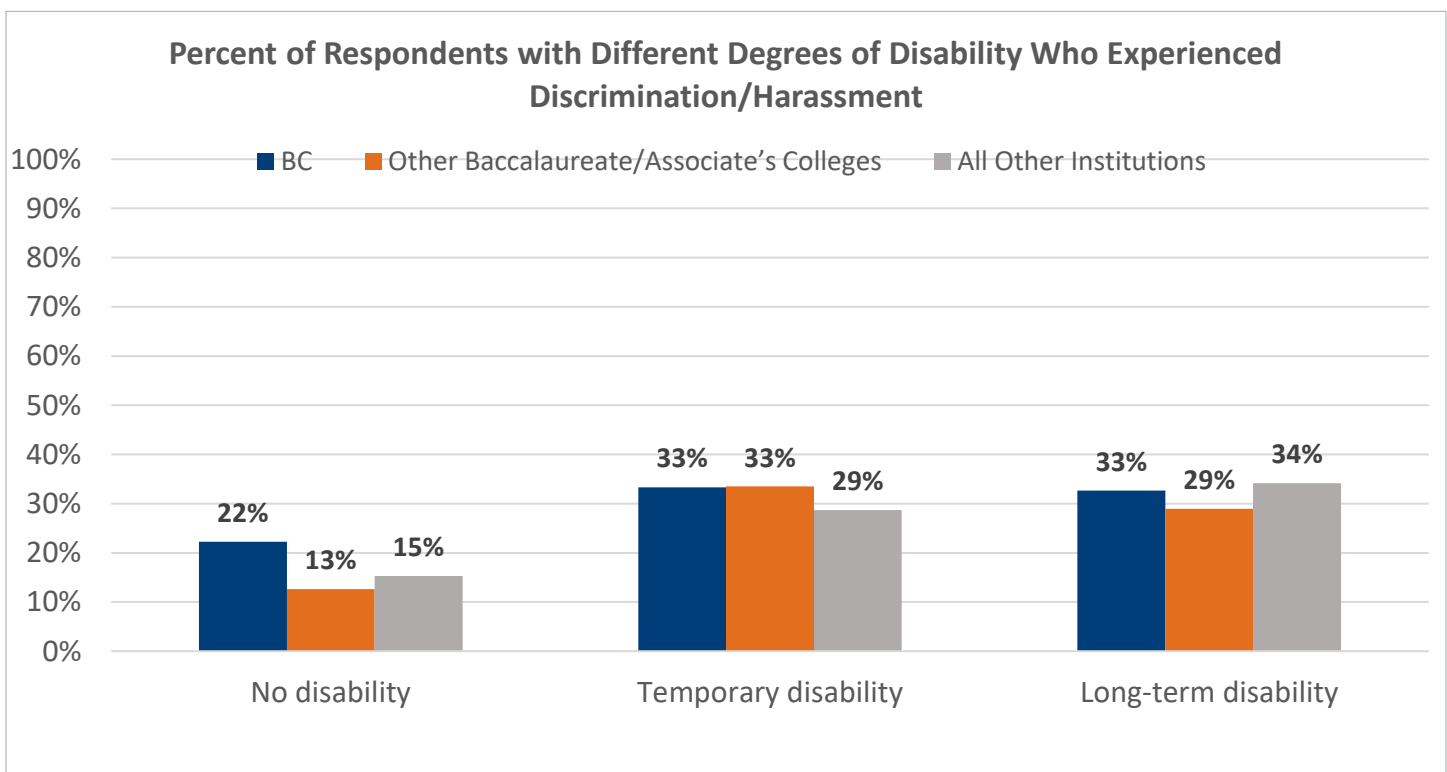


Figure 26: Disability vs Discrimination/Harassment

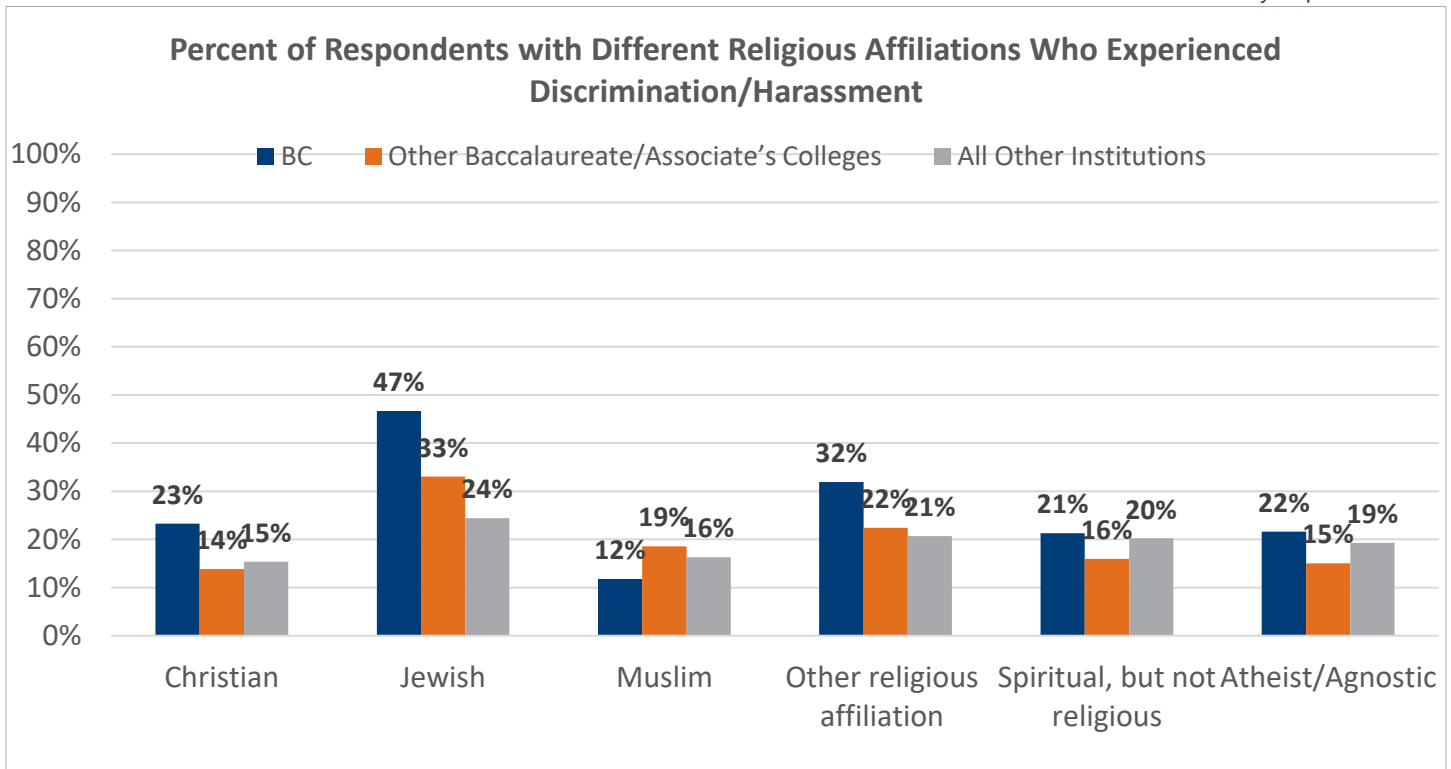


Figure 27: Religious Identity vs Discrimination/Harassment

When asked if they would know who to contact to report an incident, 48% of students agreed or strongly agreed that they knew, 67% of faculty agreed they knew, and 72% of staff and administrators agreed that they knew. When asked if the process of reporting was clear, students agreed or strongly agreed at 38%, faculty at 56% and staff and administrators at 60%.

When asked if any seen incident(s) were reported to campus officials, students said that they reported only 15% of times, faculty 22% and staff and administrators reported 42% of all incidents.

When looking at the most common types of discrimination and harassment

	<i>Students</i>		<i>Faculty</i>		<i>Staff/Admin</i>	
Stared at	7	54%	3	10%	3	12%
Deliberately ignored, isolated, left out, or excluded	5	38%	20	65%	16	62%
Singled out as the "resident authority"	0	0%	5	16%	8	31%
Racial/ethnic profiling	2	15%	9	29%	8	31%
Graffiti or other forms of vandalism on campus	0	0%	1	3%	0	0%
Derogatory written comments	0	0%	10	32%	5	19%
Derogatory remarks	7	54%	17	55%	15	58%
Derogatory posts on social media	0	0%	3	10%	0	0%
Derogatory phone calls	0	0%	0	0%	2	8%
Derogatory/unsolicited e-mails	0	0%	4	13%	0	0%
Received a poor grade because of a hostile classroom environment	0	0%	0	0%	0	0%
Received a low performance evaluation	1	8%	5	16%	3	12%
Denied service or access to resources	3	23%	7	23%	1	4%
Intimidated/bullied	1	8%	13	42%	16	62%
Threatened with physical violence	0	0%	0	0%	0	0%
Feared for your physical safety	3	23%	4	13%	5	19%
Feared for your family's safety	0	0%	2	6%	1	4%
Physical violence	2	15%	0	0%	0	0%
Sexual assault/harassment	0	0%	2	6%	0	0%
Other form of discrimination or harassment	4	31%	8	26%	8	31%
Number of respondents who answered this question	13		31		26	
Did any of these incidents of discrimination or harassment occur in the following locations? (Check all that apply) (Q17)						
	<i>Students</i>		<i>Faculty</i>		<i>Staff/Admin</i>	
In a classroom	9	75%	13	43%	2	8%
In a departmental office or conference room	0	0%	13	43%	16	67%
In an individual faculty or staff member's office	0	0%	6	20%	6	25%
In on-campus housing/residences	1	8%	0	0%	0	0%
At a house or residence off-campus	2	17%	1	3%	0	0%
At a program/event affiliated with or sponsored by BC	1	8%	7	23%	6	25%
At a dining hall, recreational space, or athletic facility	1	8%	0	0%	0	0%
Via the internet or social media	0	0%	10	33%	5	21%
During a virtual meeting or class via Zoom, Microsoft Teams, Google Meet, etc.	0	0%	19	63%	11	46%
Other location	2	17%	5	17%	2	8%
Number of respondents who answered this question	12		30		24	

Table 6: Type of discrimination / harassment and location.

Impact and Interactions

When looking at the respondents' interactions with activities within the college and their impact on the increase of DEI support, BC on average has a response around 50% that participation in an activity 'greatly' or 'somewhat' increased their support of Diversity and Equity.

	Number of people who responded to the question ¹	Performed community service	Engaged in discussions or activities concerning political issues	Attended presentations, performances, or art exhibits related to diversity	Participated in discussions, training, or activities on racial/ethnic issues	Participated in discussions, training, or activities on gender issues and/or gender identity issues	Participated in discussions, training, or activities on sexual orientation issues	Participated in discussions, training, or activities on socioeconomic status issues	Participated in discussions, training, or activities on religious diversity issues	Participated in discussions, training, or activities on disability issues	Participated in discussions, training, or activities on immigration issues
Overall Results											
BC Overall	536	54%	42%	58%	70%	60%	57%	53%	44%	63%	46%
Results by Role											
Undergraduate Students	186	45%	44%	46%	54%	47%	45%	50%	38%	40%	40%
Graduate Students	5	60%	40%	60%	80%	80%	60%	60%	20%	40%	25%
Faculty	162	62%	43%	66%	81%	74%	72%	55%	45%	80%	53%
Staff/Administrators	129	57%	35%	72%	81%	64%	63%	56%	51%	77%	49%

Table 7: BC activity and positive DEI response percentage.

When observing the percent of individuals compared to other schools – HEDS notes that BC students are at least 5% lower than the comparison groups with regards to the following activities “greatly” increasing support of DEI:

- Attended presentations, performances, or art exhibitions related to diversity. (18%)
- Participated in discussions, training, or activities on racial/ethnic issues (27%)
- Participated in discussions, training, or activities on gender issues and/or gender identity issues (24%)
- Participated in discussions, training, or activities on socioeconomic status issues (24%)
- Participated in discussions, training, or activities on disability issues (25%)
- Participated in discussions, training, or activities on immigration issues (18%)

Faculty averages were all in line with the comparison groups, whereas staff/administration percentages were 5% lower in the following statements:

- Participated in discussions, training, or activities on gender issues and/or gender identity issues (29%)
- Participated in discussions, training, or activities on sexual orientation issues (28%)
- Participated in discussions, training, or activities on socioeconomic status issues (23%)
- Participated in discussions, training, or activities on immigration issues (24%)

Table 8 shows BC respondents who marked that they had 'daily' or 'weekly' interactions with different groups of people at Bellevue College. The highest interaction with different groups was 'people with a different racial or ethnic identity to your own' at 91%. This alongside table 9 shows the direct interactions and comfort levels of people interacting at Bellevue College with different groups of people.

	Number of people who responded to the question ¹	People who have a racial and/or ethnic identity other than your own	People from a socioeconomic background other than your own	People who have a sexual orientation other than your own	People whose gender differs from yours	People for whom English is not their native language	People from a religious background other than your own	People with a disability	People who are undocumented immigrants	People from a country other than your own	People who hold a political affiliation, philosophy, or view that differs from yours	People who are significantly older or younger than you
Overall Results												
BC Overall	547	91%	82%	75%	89%	81%	81%	61%	19%	86%	63%	85%
Results by Role												
Undergraduate Students	188	84%	67%	62%	80%	65%	70%	37%	7%	74%	53%	71%
Graduate Students	5	60%	60%	60%	60%	60%	60%	60%	20%	60%	60%	60%
Faculty	166	95%	93%	86%	95%	95%	87%	83%	29%	95%	69%	94%
Staff/Administrators	134	97%	89%	84%	95%	87%	87%	69%	20%	89%	66%	96%

Table 8: Percentage of respondents who interact with different groups at BC 'daily' or 'weekly'

	Number of people who responded to the question ¹	People who have a racial and/or ethnic identity other than your own	People from a socioeconomic background other than your own	People who have a sexual orientation other than your own	People whose gender differs from yours	People for whom English is not their native language	People from a religious background other than your own	People with a disability	People who are undocumented immigrants	People from a country other than your own	People who hold a political affiliation, philosophy, or view that differs from yours	People who are significantly older or younger than you
Overall Results												
BC Overall	546	96%	93%	91%	93%	95%	89%	92%	85%	96%	75%	93%
Results by Role												
Undergraduate Students	187	94%	87%	86%	89%	92%	86%	86%	77%	94%	69%	87%
Graduate Students	5	100%	100%	100%	100%	100%	100%	100%	60%	100%	80%	100%
Faculty	166	99%	96%	97%	98%	98%	93%	96%	90%	98%	77%	98%
Staff/Administrators	134	99%	100%	98%	99%	99%	93%	97%	94%	100%	84%	99%

Table 9: Percentage of respondents who are comfortable interacting with different groups.

The lowest level of comfort comes from people of a different political affiliation, philosophy, or view that differs from yours (75%), followed by people from a religious background other than your own at 89%. However, all of the other groups have an over 90% level of being 'somewhat' or 'very' comfortable with BC individuals.

Open-Ended Response Summary

In addition to the HEDS questionnaire, Bellevue College also provided specific questions with regard to Campus Climate and Diversity and Inclusion. The first two questions shown were:

- “What one word or sentence would you use to describe the sense of community you feel at BC?”
- “What one change would you make in order to enhance the sense of community at BC?”

Of the 480 responses to these questions, 13 were Very dissatisfied with Campus Climate, 72 were generally dissatisfied, 127 were neither satisfied nor dissatisfied, 184 were Generally Satisfied, 81 were Very satisfied, and 3 claimed not enough information. However, open-ended responses revealed that even individuals who were very satisfied with campus climate reported that BC’s sense of community was a “work in progress” or “sporadic”. This belief that “BC could not achieve perfection” was targeted by shared consensus on several topics that would make it better:

“Openness”, “Celebration of Diversity”, “Transparency and communication”, and “More opportunities to make meaningful connections” were all themes shared across all respondents for bettering Bellevue College’s sense of community and belonging.

When asking respondents who marked “unsure” or “did not report” to witnessing discrimination on campus, a response pattern showed that for almost all of those respondents, feelings of fear of retaliation, belief that nothing would be done about it, and incompetency on the part of the college were driving factors in their responses. Further remarks about experiences with discrimination and harassment at BC echo the previous points. Issues that “reporting doesn’t work” and that “microaggression” and “discrimination” are very rampant in daily experience. When looking into the respondent type for these statements, a majority of these open-ended responses came from faculty and staff/administrators. While the student respondents also mimic some of this sentiment, there is less direct distaste for the process as well as a slightly more optimistic outlook.

When looking at the BC supplemental questions, we can see differing responses by respondents. When asked:

“In your own words, how would you describe the ideal state for Bellevue College’s overall climate and/or culture as it relates to diversity, equity, and inclusion?”

BC faculty identified a need for the college leadership to “walk the walk” and focus on pursuing the enforcement of policy and outward presentation with regard to DEI and campus climate. Staff and administration responses mirrored this sentiment, with more focus on “dismantling barriers” in hiring, and emphasis on “creating open spaces to build a sense of community”.

When looking at student responses, there is actually a lot of positive outlook on BC’s DEI and Climate. Most of the negative comments about BC DEI identify “extremist ... bad actors” but also mention that overall, they “feel like this campus/school is inclusive” and “has the diversity I wish I ... had more of”.

This discrepancy between the student and employee responses continues with the following supplemental questions. However, overlap between the respondent types is common when identifying areas of improvement and particular negative experiences. In particular, all respondents, when asked “What BC can offer to help move the community towards an ideal state of climate/culture” focused on “open discussions” and “open and honest communications” as well as increased training for all parties. This common understanding of where BC can improve can serve as direct feedback to the college policy and event management for areas of increased support and influence.