

2008 Ohio State University

Campus Climate Study

Prepared by

Student Life Research and Assessment

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Executive Summary

The purpose of this report is to describe the experiences and perceptions of Ohio State University students as they relate to the campus climate. Data collected from the 2008 Campus Climate for Diversity survey were used to inform this report and its findings.

In spring 2008, a total of 8000 Columbus campus students were selected using a stratified random sample based on race/ethnicity. The survey is fairly comprehensive both in terms of the aspects of diversity (race/ethnicity, gender, sexual orientation, and ability) and the aspects of campus life that are included. The response rate was 17.7% with 1,415 students completing the survey. Only undergraduates were included in the data analysis.

An exploratory factor analysis was conducted on the survey data. The mean scores of the factor scales were analyzed for five subpopulations determined by student demographics. For an in-depth explanation please review the methodologies section. Descriptive statistics for selected items are included in the report.

Key Findings

- When asked how issues related to diversity impacted their academic achievement and personal development, female students had significantly higher satisfaction than male students.
- The only significant differences between heterosexual students and GLBT students appeared when students were asked about personal connections with peers on campus. Heterosexual students reported significantly higher connection with peers.
- Hispanic students had no statistically significant differences with students from different races on any of the 11 factors.
- On the three factors that addressed the classroom environment (inclusive environment, value of contributions, and represents others) African American and Asian American students had mean scores significantly lower than White students.
- White students had a significantly higher mean score compared to African American students and Asian American students when asked to evaluate the overall climate of the university.
- When asked to evaluate the overall climate of the university, the mean score for freshmen was significantly higher than juniors and seniors.
- Senior students reported mean scores significantly more positive than freshmen when asked how their diversity experiences impacted their attitudes of a differing population.
- Student with disabilities had significantly lower mean scores than students without disabilities on 6 of the 11 factors studied including ability to work effectively with others; intergroup relationships; equal treatment; academic development; and overall evaluation of the university.

Introduction

The Student Climate for Diversity Survey was developed to gain an understanding of the experiences and perceptions of The Ohio State University students with respect to the campus climate. The survey was conducted at Ohio State Columbus Campus in the spring of 2000, 2002, 2006, and 2008. The survey has been sponsored by Student Life Research and Assessment since its inception and has been administered by The Educational Benchmarking, Inc. (EBI) since 2006. The survey is fairly comprehensive both in terms of the aspects of diversity (race/ethnicity, gender, sexual orientation, and ability) and the aspects of campus life that are included. As a result, it is a relatively complex and lengthy instrument. The findings from this survey not only describe the experiences and perceptions of Ohio State students related to the campus climate, but also are intended to inform programs, services, and policies. In its complexity, there are numerous branches within the instrument. For example, there are sections of questions specific to students with disabilities, allowing Student Life Research and Assessment to provide special research brief for the Office for Disability Services.

The original design was based on surveys from seven schools. The 2008 instrument was developed by using the spring 2000 survey as the foundation. However, significant changes were made to the survey to improve the instrument and to adapt it for web design. In addition to changes deemed necessary by Student Life Research and Assessment and by EBI, various stakeholders were consulted (such as the Student Life Diversity Council, the Interfaith Council, the Office of Minority Affairs, the Office of International Affairs, Institutional Research and Planning, and others) for input.

Survey Administration and Sample

In spring 2008, a total of 8000 Columbus campus students were selected using a stratified random sample based on race/ethnicity from the OSU Registrar's Office. Students received an email with a secured web link which connected them to the survey. Several reminders were sent following the survey research protocol. This project was approved through the exempt process of IRB.

The response rate was 17.7% with 1,415 students completing the survey. Due to the extremely small number of graduate/professional and non-degree students responding to the survey (5 and 3 respectively), only undergraduates were included in data analysis.

Although a response rate of 17.7% is about average for the campus, it is not what would be considered an excellent response rate. Students who did not respond to the survey may have responded differently than those who did, allowing for the possibility of bias due to non-response.

The demographics of the undergraduate student respondents to the survey are presented in Table 1.

Table 1

Respondent Demographics

Demographic Characteristics	Count	Percentage
<u>Gender</u>		
Female	839	59.5
Male	569	40.4
Transgender	0	0
Other	1	<1
<u>Race/Ethnicity</u>		
Black/African American	75	5.3
Native American/Alaska Native/Inuit	6	<1
Asian/Middle Eastern/Pacific Islander	113	8.0
Spanish/Hispanic/ Latino/Latina	27	1.9
White/Caucasian	1123	79.8
Multi-racial	39	2.8
Other	25	1.8
<u>Year in School</u>		
Freshman	309	21.9
Sophomore	264	18.7
Junior	333	23.6
Senior	498	35.3
<u>Sexual Orientation</u>		
Heterosexual	1314	93.5
Lesbian/Gay/Bisexual/Transgender	75	5.3
Unsure or questioning	16	1.1
<u>Disability</u>		
Students with a disability	81	5.7
Other students	1331	94.3

Note. Count column within each demographic characteristic may not add up to the same overall sample size due to missing values. Percentage column within each demographic characteristic may not add up to 100% due to rounding.

Methods

Factor Analysis

An exploratory factor analysis was conducted on the survey data. The basic assumption of factor analysis is that underlying dimensions or factors can be used to explain more complex phenomena. A factor analysis was performed using the general climate questions for greater parsimony and to identify groups of questions that combine to inform overarching themes related to campus climate. These questions rely on a 1 to 7 scale with “1” indicating either strong disagreement or being very dissatisfied and “7” indicating either strong agreement or being very satisfied. After completing the factor analysis, 23 factors were identified that created an effective reduction of data into conceptually meaningful topics. Each of these factors is a grouping of similar questions all aimed at measuring the same situation. A summated scale based on these similar questions can then be created to represent respondents’ scores on a particular factor. For example, if a factor is determined to consist of 3 survey items that each are measured using a 1 to 7 scale, the resulting factor-based summated scale score for each individual respondent can range from 3 to 21, depending on how she or he responded to those questions. For a list of the factors included in this report as well as survey questions that comprise the factors, see Appendix A.

Group Mean Comparison

Within each factor, survey items comprising the factor were summed to create a scale score on the factor for each respondent. The mean scores of the factor scales were then analyzed for each of the following five subpopulations determined by student demographics:

- Gender
- Race/Ethnicity
- Year in School
- Sexual Orientation
- Disability Status

A higher value of the mean is associated with a more positive group perception or experience, unless otherwise noted. The independent sample t-test was used to compare means between two groups. Analyses of variance (ANOVA) were used for mean comparisons among three or more groups. In this report, the level of statistical significance was set to be $p < .05$, which means that there is only 5% chance that the difference between groups happened randomly. We identify statistically significant differences with “*”. All other differences are not statistical. For ANOVA analyses, once it is determined that differences exist among the means, a post hoc test can detect which means differ. For post hoc comparisons, a Bonferroni test was used where equal variances were assumed, and Dunnett C was used where equal variances were not assumed. The significant p -value for the post hoc tests was also $p < .05$.

Findings

This document highlights the results from the analyses on 11 out of the 23 factors. This focused approach allowed the report to include factors that are representative of various aspects of campus diversity while keeping it from being overly lengthy. The 11 factors included in this report are:

- Academic achievement and personal development
- Peer relationships
- Classroom environment-inclusive environment
- Classroom environment-value of contributions
- Classroom environment-represent others
- Equal treatment
- Inter-group relations
- Diversity experiences impacted: learning and development
- Diversity experiences impacted: ability to work effectively with others
- Diversity experiences impacted: attitudes of differing populations
- Overall evaluation of institution

Academic Achievement and Personal Development

This factor consists of various aspects regarding students' satisfaction with their educational experience in developing intellectual and personal skills. Six survey items constitute this factor. The scale score of this factor ranges from 6 to 42, with a mean of 33 and a standard deviation of 7.

Table 2

Academic Achievement and Personal Development, by Various Demographics

Demographic Categories	Factor Mean ¹	Comparisons of Mean Scores ²
<u>Gender^{3*}</u>		
Female	33.6	Significantly higher than Male's
Male	32.1	Significantly lower than Female's
<u>Race/Ethnicity*</u>		
African American	33.4	Significantly higher than Other's
Native American	31.4	
Asian American	31.7	
Hispanic	34.2	Significantly higher than Other's
White	33.2	Significantly higher than Other's
Multi-racial	33.2	Significantly higher than Other's
Other	28.0	Significantly lower than African American's, Hispanic's, White's, and Multi-racial's
<u>Year in School</u>		
Freshman	33.8	
Sophomore	33.1	No statistical mean difference was found based on year in school
Junior	32.7	
Senior	32.6	
<u>Sexual Orientation*</u>		
Heterosexual	33.1	Significantly higher than Unsure/Questioning's
LGBT	32.3	
Unsure/Questioning	28.4	Significantly lower than Heterosexual's
<u>Disability Status*</u>		
Students with a disability	31.1	Significantly lower than other students'
Other students	33.1	Significantly higher than students' with disability

1. A higher mean score for the factor is associated with stronger satisfaction with educational experience in promoting academic achievement and personal development.
2. Patterns of mean differences were listed only where the difference is statistically significant.
3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher
Significantly Lower
No Statistical Difference

Peer Relationships

The factor of peer relationship consists of four questions aimed at measuring student overall connection with peers. The scale score of this factor ranges from 4 to 28, with a mean of 22 and a standard deviation of 5.

Table 3

Peer Relationships, by Various Demographics

Demographic Categories	Factor Mean ¹	Comparisons of Mean Scores ²
<u>Gender³</u>		
Female	22.2	No statistical mean difference was found based on gender
Male	21.9	
<u>Race/Ethnicity*</u>		
African American	21.1	Significantly lower than White's
Native American	17.7	
Asian American	20.8	Significantly higher than Asian's and Other's
Hispanic	21.8	
White	22.5	Significantly lower than White's
Multi-racial	21.7	
Other	17.8	
<u>Year in School*</u>		
Freshman	22.9	Significantly higher than Junior's
Sophomore	22.3	
Junior	21.3	Significantly lower than Freshman's
Senior	22.1	
<u>Sexual Orientation*</u>		
Heterosexual	22.3	Significantly higher than LGBT's and Unsure/Questioning's
LGBT	20.5	
Unsure/Questioning	16.9	Significantly lower than Heterosexual's; significantly higher than Unsure/Questioning's
<u>Disability Status*</u>		
Students with a disability	21.1	Significantly lower than other students'
Other students	22.2	Significantly higher than students' with a disability

1. A higher mean score for the factor is associated with a stronger connection with student peers.

2. Patterns of mean differences were listed only where the difference is statistically significant.

3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher

Significantly Lower

No Statistical Difference

Classroom Environment-Inclusive Environment

Various survey questions asked about the classroom environment and three factors emerged to represent the dimensions of this aspect of campus climate. The first of these three factors: Classroom Environment-Inclusive Environment consists of five survey items that were designed to measure classroom environment. The scale score of this factor ranges from 5 to 35, with a mean of 28 and a standard deviation of 5.

Table 4

Classroom Environment-Inclusive Environment, by Various Demographics

Demographic Categories	Factor Mean¹	Comparisons of Mean Scores²
<u>Gender³</u>		
Female	28.1	No statistical mean difference was found based on gender
Male	28.3	
<u>Race/Ethnicity*</u>		
African American	25.2	Significantly lower than White's
Native American	27.3	
Asian American	25.4	Significantly lower than White's
Hispanic	27.5	
White	28.8	Significantly higher than African American's, Asian American's, and Other's
Multi-racial	27.2	
Other	25.0	Significantly lower than White's
<u>Year in School</u>		
Freshman	28.6	No statistical mean difference was found based on year in school
Sophomore	27.8	
Junior	28.2	
Senior	28.0	
<u>Sexual Orientation*</u>		
Heterosexual	28.2	Significantly higher than Unsure/Questioning's
LGBT	27.5	
Unsure/Questioning	25.3	Significantly lower than Heterosexual's
<u>Disability Status</u>		
Students with a disability	27.5	No statistical mean difference was found based on disability status
Other students	28.2	

1. A higher mean score for the factor is associated with a more positive perception of the classroom as an inclusive environment.
2. Patterns of mean differences were listed only where the difference is statistically significant.
3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher
 Significantly Lower
 No Statistical Difference

Classroom Environment-Value of Contributions

Another factor related to classroom environment is Classroom Environment-Value of Contributions. This factor consists of seven survey questions that measure the degree to which students felt that their contributions to class discussion is devalued based on their demographic characteristics such as gender or sexual orientation. The scale score of this factor ranges from 7 to 49, with a mean of 45 and a standard deviation of 7.

Table 5

Classroom Environment-Value of Contribution, by Various Demographics

Demographic Categories	Factor Mean¹	Comparisons of Mean Scores²
<u>Gender³</u>		
Female	44.6	No statistical mean difference was found based on gender
Male	45.3	
<u>Race/Ethnicity*</u>		
African American	41.5	Significantly lower than White's
Native American	41.6	
Asian American	40.5	Significantly lower than White's
Hispanic	43.3	
White	45.6	Significantly higher than African American's and Asian American's
Multi-racial	43.8	
Other	42.3	
<u>Year in School</u>		
Freshman	44.7	No statistical mean difference was found based on year in school
Sophomore	45.0	
Junior	44.7	
Senior	45.0	
<u>Sexual Orientation</u>		
Heterosexual	44.9	No statistical mean difference was found based on sexual orientation.
LGBT	43.8	
Unsure/Questioning	41.5	
<u>Disability Status</u>		
Students with a disability	43.2	No statistical mean difference was found based on disability status.
Other students	45.0	

1. A higher mean score for the factor is associated with a lesser degree to which students perceived their contributions to class being devalued.
2. Patterns of mean differences were listed only where the difference is statistically significant.
3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher
 Significantly Lower
 No Statistical Difference

Classroom Environment-Represent Others

The last factor related to classroom climate, Classroom Environment-Represent Others, consists of seven survey questions that measure the degree to which students felt that they had been expected to speak in the classroom on the behalf of other people of the same demographic group, such as race/ethnicity. The scale score of this factor ranges from 7 to 49, with a mean of 13 and a standard deviation of 8.

Table 6

Classroom Environment-Represent Others, by Various Demographics

Demographic Categories	Factor Mean¹	Comparisons of Mean Scores²
<u>Gender³</u>		
Female	12.9	No statistical mean difference was found based on gender
Male	12.2	
<u>Race/Ethnicity*</u>		
African American	16.6	Significantly higher than White's
Native American	16.6	Significantly higher than White's, Multi-racial's, and Others'
Asian American	18.2	
Hispanic	13.5	
White	11.8	Significantly lower than African and Asian American's
Multi-racial	12.4	Significantly lower than Asian American's
Other	12.5	Significantly lower than Asian American's
<u>Year in School</u>		
Freshman	12.3	No statistical mean difference was found based on year in school
Sophomore	13.5	
Junior	12.7	
Senior	12.2	
<u>Sexual Orientation</u>		
Heterosexual	12.6	No statistical mean difference was found based on sexual orientation
LGBT	13.1	
Unsure/Questioning	14.7	
<u>Disability Status</u>		
Students with a disability	14.0	No statistical mean difference was found based on disability status
Other students	12.5	

1. A higher mean score for the factor is associated with a greater degree to which students felt that they had been expected to speak in the classroom on the behalf of other people of the same demographic group.
2. Patterns of mean differences were listed only where the difference is statistically significant.
3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher
 Significantly Lower
 No Statistical Difference

Equal Treatment

The factor of Equal Treatment consists of eight survey questions that measure student perceptions regarding the degree to which people were treated equally on the campus despite their background. The scale score of this factor ranges from 8 to 56, with a mean of 43 and a standard deviation of 10.

Table 7

Equal Treatment, by Various Demographics

Demographic Categories	Factor Mean¹	Comparisons of Mean Scores²
<u>Gender³</u>		
Female	42.1	No statistical mean difference was found based on gender
Male	43.1	
<u>Race/Ethnicity*</u>		
African American	37.1	Significantly lower than White's
Native American	39.0	
Asian American	39.0	Significantly lower than White's
Hispanic	43.5	
White	43.4	Significantly higher than African American's, Asian American's, and Other's
Multi-racial	41.2	
Other	35.5	Significantly lower than White's
<u>Year in School</u>		
Freshman	43.6	No statistical mean difference was found based on year in school
Sophomore	42.5	
Junior	42.2	
Senior	42.2	
<u>Sexual Orientation*</u>		
Heterosexual	42.7	Significantly higher than Unsure/Questioning's
LGBT	41.6	
Unsure/Questioning	35.0	Significantly lower than Heterosexual's
<u>Disability Status*</u>		
Students with a disability	39.1	Significantly lower than other students'
Other students	42.7	Significantly higher than students' with a disability

1. A higher mean score for the factor is associated with a greater degree to which students perceived that people were treated equally on the campus despite their background.
2. Patterns of mean differences were listed only where the difference is statistically significant.
3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher
 Significantly Lower
 No Statistical Difference

Inter-group Relations

This factor is made up by eight survey questions that measure how easy it had been for students to know people of differing backgrounds. The scale score of this factor ranges from 8 to 56, with a mean of 42 and a standard deviation of 10.

Table 8

Inter-group Relations, by Various Demographics

Demographic Categories	Factor Mean¹	Comparisons of Mean Scores²
<u>Gender³</u>		
Female	42.7	No statistical mean difference was found based on gender.
Male	42.1	
<u>Race/Ethnicity*</u>		
African American	40.4	Significantly lower than White's
Native American	38.7	
Asian American	39.6	Significantly higher than Asian American's
Hispanic	43.1	
White	42.9	Significantly higher than students' with a disability
Multi-racial	42.6	
Other	41.1	
<u>Year in School*</u>		
Freshman	44.2	Significantly higher than Junior's and Senior's
Sophomore	43.3	Significantly higher than Junior's
Junior	41.1	Significantly lower than Freshman's and Sophomore's
Senior	41.9	Significantly lower than Freshman's
<u>Sexual Orientation*</u>		
Heterosexual	42.5	Significantly higher than Unsure/Questioning's
LGBT	43.2	Significantly higher than Unsure/Questioning's
Unsure/Questioning	32.2	Significantly lower than Heterosexual's and LGBT's
<u>Disability Status*</u>		
Students with a disability	40.1	Significantly lower than other students'
Other students	42.6	Significantly higher than students' with a disability

1. The higher the mean score for the factor, the easier it had been for students to know people of differing backgrounds.

2. Patterns of mean differences were listed only where the difference is statistically significant.

3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher

Significantly Lower

No Statistical Difference

Diversity Experiences Impacted: Learning and Development

Nine survey items constitute this factor of self-reported learning and development impacted by student diversity experiences at the university. The scale score of this factor ranges from 9 to 63, with a mean of 46 and a standard deviation of 13.

Table 9

Diversity Experiences Impacted: Learning and Development, by Various Demographics

Demographic Categories	Factor Mean¹	Comparisons of Mean Scores²
<u>Gender^{3*}</u>		
Female	47.5	Significantly higher than Male's
Male	42.9	Significantly lower than Female's
<u>Race/Ethnicity*</u>		
African American	48.9	Significantly higher than Other's
Native American	32.6	
Asian American	44.8	
Hispanic	48.6	
White	45.5	
Multi-racial	48.5	
Other	38.5	Significantly lower than African American's
<u>Year in School</u>		
Freshman	45.1	
Sophomore	45.8	No statistical mean difference was found based on year in school
Junior	45.8	
Senior	45.6	
<u>Sexual Orientation</u>		
Heterosexual	45.6	
LGBT	45.4	No statistical mean difference was found based on sexual orientation
Unsure/Questioning	40.7	
<u>Disability Status*</u>		
Students with a disability	42.4	Significantly lower than other students'
Other students	45.8	Significantly higher than students' with a disability

1. The higher the mean score for the factor, the more student learning and development had been impacted positively by diversity experiences.
2. Patterns of mean differences were listed only where the difference is statistically significant.
3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher

Significantly Lower

No Statistical Difference

Diversity Experiences Impacted: Ability to Work Effectively with Others

Eight survey items constitute this factor of self-reported ability to work with others impacted by student diversity experiences at the university. The scale score of this factor ranges from 8 to 56, with a mean of 36 and a standard deviation of 13.

Table 10

Diversity Experiences Impacted: Ability to Work Effectively with Others, by Various Demographics

Demographic Categories	Factor Mean ¹	Comparisons of Mean Scores ²
<u>Gender^{3*}</u>		
Female	38.2	Significantly higher than Male's
Male	35.3	Significantly lower than Female's
<u>Race/Ethnicity*</u>		
African American	40.2	Significantly higher than Native American's
Native American	18.5	Significantly lower than African American's
Asian American	36.0	
Hispanic	38.9	
White	37.0	
Multi-racial	38.4	
Other	30.3	
<u>Year in School</u>		
Freshman	37.0	No statistical mean difference was found based on year in school
Sophomore	38.4	
Junior	35.5	
Senior	37.1	
<u>Sexual Orientation</u>		
Heterosexual	37.0	No statistical mean difference was found based on sexual orientation
LGBT	37.0	
Unsure/Questioning	31.8	
<u>Disability Status*</u>		
Students with a disability	31.8	Significantly lower than other students'
Other students	37.3	Significantly higher than students' with a disability

1. The higher the mean score for the factor, the more student ability to work with others had been impacted positively by diversity experiences.
2. Patterns of mean differences were listed only where the difference is statistically significant.
3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher
 Significantly Lower
 No Statistical Difference

Diversity Experiences Impacted: Attitudes of Differing Populations

The factor of Diversity Experience Impacted: Attitudes of Differing Populations consists of eight survey items. The scale score of this factor ranges from 8 to 56, with a mean of 37 and a standard deviation of 9.

Table 11

Diversity Experiences Impacted: Attitudes of Differing Populations, by Various Demographics

Demographic Categories	Factor Mean¹	Comparisons of Mean Scores²
<u>Gender^{3*}</u>		
Female	37.6	Significantly higher than Male's
Male	35.9	Significantly lower than Female's
<u>Race/Ethnicity</u>		
African American	39.1	No statistical mean difference was found based on race/ethnicity
Native American	31.6	
Asian American	35.4	
Hispanic	40.0	
White	37.0	
Multi-racial	37.0	
Other	34.0	
<u>Year in School*</u>		
Freshman	35.4	Significantly lower than Sophomore's and Senior's
Sophomore	38.4	Significantly higher than Freshman's
Junior	36.6	Significantly higher than Freshman's
Senior	37.3	
<u>Sexual Orientation</u>		
Heterosexual	36.9	No statistical mean difference was found based on sexual orientation
LGBT	37.0	
Unsure/Questioning	35.6	
<u>Disability Status</u>		
Students with a disability	35.1	No statistical mean difference was found based on disability status
Other students	37.1	

1. The higher the mean score for the factor, the more student attitudes of differing populations had been impacted positively by diversity experiences.
2. Patterns of mean differences were listed only where the difference is statistically significant.
3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher
 Significantly Lower
 No Statistical Difference

Overall Evaluation of Institution

The factor of Overall Evaluation of Institution consists of six survey items that measure student satisfaction with various aspects of the university. The scale score of this factor ranges from 6 to 42, with a mean of 35 and a standard deviation of 7.

Table 12

Overall Evaluation of Institution, by Various Demographics

Demographic Categories	Factor Mean ¹	Comparisons of Mean Scores ²
<u>Gender</u> ³		
Female	35.5	No statistical mean difference was found based on gender.
Male	34.8	
<u>Race/Ethnicity</u> *		
African American	32.8	Significantly lower than White's
Native American	31.2	
Asian American	31.6	Significantly lower than White's and Multi-racial's
Hispanic	35.0	
White	35.8	Significantly higher than African American's, Asian American's, and Other's
Multi-racial	35.7	Significantly higher than Asian American's and Other's
Other	30.2	Significantly lower than White's and Multi-racial's
<u>Year in School</u> *		
Freshman	36.6	Significantly higher than Junior's and Senior's
Sophomore	35.2	
Junior	34.4	Significantly lower than Freshman's
Senior	34.9	Significantly lower than Freshman's
<u>Sexual Orientation</u> *		
Heterosexual	35.3	Significantly higher than Unsure/Questioning's
LGBT	34.0	Significantly higher than Unsure/Questioning's
Unsure/Questioning	29.7	Significantly lower than Heterosexual's and LGBT's
<u>Disability Status</u> *		
Students with a disability	32.9	Significantly lower than other students'
Other students	35.3	Significantly higher than students' with a disability

1. A higher mean score for the factor is associated with a more positive overall evaluation of the university.

2. Patterns of mean differences were listed only where the difference is statistically significant.

3. "Transgender" and "Other" were eliminated from the categories of gender due to the extremely small number of students in these two categories, 1 for "Other" and 0 for "Transgender".

*Statistically significant mean differences found based on the demographic characteristic, $p < .05$

Significantly Higher

Significantly Lower

No Statistical Difference

Appendix A

Descriptives of Survey Items Underlying the Reported Factors

Factor: Academic achievement and personal development

To what degree are you satisfied that your educational experience is developing your intellectual skills?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.7	5.6	5.8	5.7	5.6	5.4	5.8	5.7	5.8	5.4
To what degree are you satisfied that your educational experience is providing skills to enable you to enter the job market/graduate school?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.5	5.4	5.5	5.6	4.2	5.3	5.5	5.5	5.6	4.3
To what degree are you satisfied that your educational experience is developing your understanding of the world and the people in it?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.6	5.4	5.6	5.8	5.5	5.2	5.7	5.6	5.6	5.2
To what degree are you satisfied that your educational experience is broadening your interests?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.6	5.5	5.7	5.8	5.3	5.4	5.9	5.7	5.6	5.2
To what degree are you satisfied that your educational experience is developing social skills?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.4	5.3	5.6	5.5	4.6	5.2	5.7	5.5	5.3	4.3
To what degree are you satisfied that your educational experience is making lifelong friends?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.2	5.0	5.3	4.9	4.0	5.1	5.7	5.2	5.2	3.7

Note. These items rely on a 1 to 7 scale with “1” indicating “very dissatisfied” and “7” indicating “very satisfied”.

Factor: Peer relationships

During the current term at this college/university, to what degree: Are you accepted by students at this college/university?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.9	5.9	6.0	5.5	5.0	5.6	5.7	6.0	5.8	4.8

During the current term at this college/university, to what degree: Is it easy for you to make new friends at this college/university?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.4	5.3	5.4	5.3	4.2	5.1	5.3	5.5	5.2	4.2

During the current term at this college/university, to what degree: Are you able to identify other students with similar interests?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.5	5.5	5.6	5.2	4.3	5.1	5.5	5.6	5.5	4.7

During the current term at this college/university, to what degree: Do you feel valued by your fellow students?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.3	5.3	5.3	5.1	4.2	5.0	5.3	5.4	5.2	4.3

Note. These items rely on a 1 to 7 scale with "1" indicating "not at all" and "7" indicating "extremely".

Factor: Classroom environment-inclusive environment

To what degree: Do you feel welcome in classes?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.6	5.6	5.6	4.9	5.3	4.9	5.5	5.7	5.5	5.0

To what degree: Is appropriate and inclusive language used in classes?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.4	5.5	5.4	5.0	4.7	5.1	5.4	5.5	5.6	4.3

To what degree: Do instructors model multicultural sensitivity?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.4	5.4	5.4	4.9	4.8	4.8	5.2	5.5	5.1	4.5

To what degree: Are different views and perspectives encouraged in classes?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.6	5.5	5.6	5.1	5.8	5.1	5.5	5.7	5.3	5.1

To what degree do you find classroom humor to be offensive?¹

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
6.2	6.3	6.1	5.4	6.7	5.6	5.8	6.3	5.9	5.9

Note. These items rely on a 1 to 7 scale with "1" indicating "not at all" and "7" indicating "extremely".

1. This item was reverse coded so that a higher value is associated with a lesser degree to which students find classroom humor to be offensive.

Factor: Classroom environment-value of contributions

To what degree do you believe your contributions to class discussion are devalued due to your race/ethnicity?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
6.4	6.3	6.4	4.8	6.2	5.3	6.2	6.6	6.2	5.8

To what degree do you believe your contributions to class discussion are devalued due to your gender?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
6.2	6.4	6.0	5.7	6.5	5.7	6.2	6.2	5.8	5.9

To what degree do you believe your contributions to class discussion are devalued due to your religious identification?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
6.3	6.3	6.4	6.1	6.2	5.7	5.8	6.4	6.3	6.5

To what degree do you believe your contributions to class discussion are devalued due to your sexual orientation?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
6.6	6.6	6.6	6.3	6.7	5.9	6.4	6.7	6.6	6.5

To what degree do you believe your contributions to class discussion are devalued due to your political/social ideology?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
6.2	6.2	6.2	5.9	4.8	5.7	5.8	6.3	6.0	6.0

To what degree do you believe your contributions to class discussion are devalued due to your disability/ability?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
6.5	6.5	6.6	6.3	6.4	5.9	6.4	6.6	6.5	6.3

To what degree do you believe your contributions to class discussion are devalued due to your age?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
6.2	6.3	6.2	5.9	5.8	5.7	6.1	6.4	6.0	5.4

Note. These items rely on a 1 to 7 scale with “1” indicating “not at all” and “7” indicating “extremely”. All the items under this factor were reverse coded so that a higher value is associated with a lesser degree to which students believe their contributions to class discussion are devalued due to their demographic background.

Factor: Classroom environment-represent others

To what degree have you been expected to speak in the classroom on the behalf of other people of your race/ethnicity?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
1.9	1.9	2.0	4.1	2.8	3.2	2.5	1.6	2.3	2.0

To what degree have you been expected to speak in the classroom on the behalf of other people of your gender?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
2.2	1.9	2.4	3.0	2.8	2.7	2.2	2.1	2.3	2.1

To what degree have you been expected to speak in the classroom on the behalf of other people of your religious identification?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
1.9	1.9	1.9	2.1	2.8	2.7	2.0	1.8	1.9	1.7

To what degree have you been expected to speak in the classroom on the behalf of other people of your sexual orientation?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
1.6	1.6	1.6	1.7	2.3	2.3	1.9	1.5	1.7	1.5

To what degree have you been expected to speak in the classroom on the behalf of other people of your political/social ideology?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
2.0	2.1	1.9	2.3	3.7	2.5	2.0	1.9	2.1	1.9

To what degree have you been expected to speak in the classroom on the behalf of other people of your disability/ability?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
1.5	1.5	1.5	1.6	1.8	2.3	1.6	1.4	1.3	1.6

To what degree have you been expected to speak in the classroom on the behalf of other people of your age?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
1.9	1.8	2.0	2.5	2.8	2.6	2.0	1.8	2.2	2.0

Note. These items rely on a 1 to 7 scale with "1" indicating "not at all" and "7" indicating "extremely".

Factor: Equal treatment

To what degree are people treated equally, on this campus, regardless of their: Race/ethnicity?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.3	5.3	5.2	4.2	5.0	4.8	5.6	5.4	5.2	4.2
To what degree are people treated equally, on this campus, regardless of their: Gender?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.5	5.6	5.4	4.8	5.5	5.0	5.5	5.6	5.3	4.8
To what degree are people treated equally, on this campus, regardless of their: Religious identification?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.3	5.4	5.3	4.7	5.5	4.9	5.5	5.4	5.2	4.5
To what degree are people treated equally, on this campus, regardless of their: Sexual orientation?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.0	5.1	5.0	4.4	4.8	4.6	5.2	5.1	4.5	4.4
To what degree are people treated equally, on this campus, regardless of their: Political/social ideology?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.3	5.3	5.3	4.7	4.0	4.9	5.4	5.4	5.4	4.3
To what degree are people treated equally, on this campus, regardless of their: Disability/ability?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.3	5.4	5.2	4.7	5.3	4.9	5.5	5.4	5.6	4.7
To what degree are people treated equally, on this campus, regardless of their: Age?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.5	5.5	5.4	4.9	4.7	5.2	5.6	5.5	5.4	4.5
To what degree are people treated equally, on this campus, regardless of their: Financial standing?									
Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.2	5.3	5.1	4.5	4.2	4.8	5.5	5.3	4.8	4.3

Note. These items rely on a 1 to 7 scale with “1” indicating “not at all” and “7” indicating “extremely”.

Factor: Inter-group relations

At this university, to what degree has it been easy for you to get to know people of differing races/ethnicities?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.2	5.2	5.2	5.0	4.8	5.0	5.5	5.2	5.4	5.0
At this university, to what degree has it been easy for you to get to know people of differing genders?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.9	5.8	5.9	5.6	5.2	5.4	5.8	6.0	5.8	5.8
At this university, to what degree has it been easy for you to get to know people of differing religious identifications?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.3	5.3	5.4	4.8	4.7	5.0	5.2	5.4	5.2	5.2
At this university, to what degree has it been easy for you to get to know people of differing sexual orientations?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.1	4.9	5.2	5.1	4.7	4.7	5.4	5.1	5.0	4.9
At this university, to what degree has it been easy for you to get to know people of differing political/social ideologies?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.5	5.5	5.5	5.0	5.7	5.0	5.7	5.6	5.3	5.0
At this university, to what degree has it been easy for you to get to know people of differing disabilities/abilities?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.7	4.7	4.8	4.5	4.5	4.5	5.0	4.8	4.8	4.7
At this university, to what degree has it been easy for you to get to know people of differing ages?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.3	5.2	5.4	5.3	4.7	4.9	5.4	5.4	5.6	5.5
At this university, to what degree has it been easy for you to get to know people of differing financial standings?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.4	5.4	5.5	5.3	4.5	5.1	5.5	5.5	5.3	5.2

Note. These items rely on a 1 to 7 scale with "1" indicating "not at all" and "7" indicating "extremely".

Factor: Diversity experiences impacted: learning and development

<u>To what degree have experiences with diversity at this college/university helped you develop:</u>										
A belief that learning about others who are different from you is valuable?										
Overall Mean	<u>Mean by Gender</u>			<u>Mean by Race/Ethnicity</u>						
	Male	Female		African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.2	4.9	5.4		5.3	4.0	5.0	5.2	5.3	5.4	4.3
A personal commitment to combating discrimination?										
Overall Mean	<u>Mean by Gender</u>			<u>Mean by Race/Ethnicity</u>						
	Male	Female		African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.7	4.4	5.0		5.3	4.2	4.8	5.0	4.7	5.3	3.8
A belief that differences do not have to interfere with meaningful relationships?										
Overall Mean	<u>Mean by Gender</u>			<u>Mean by Race/Ethnicity</u>						
	Male	Female		African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.2	4.9	5.4		5.2	4.0	5.0	5.3	5.2	5.3	4.3
An awareness of your own cultural heritage?										
Overall Mean	<u>Mean by Gender</u>			<u>Mean by Race/Ethnicity</u>						
	Male	Female		African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.4	4.1	4.6		5.2	2.4	4.8	4.8	4.2	5.1	4.0
A willingness to self examine your assumptions about others?										
Overall Mean	<u>Mean by Gender</u>			<u>Mean by Race/Ethnicity</u>						
	Male	Female		African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.1	4.8	5.4		5.4	3.2	5.0	5.3	5.1	5.5	4.7
The ability to challenge, when necessary, your biases toward people who are different from you?										
Overall Mean	<u>Mean by Gender</u>			<u>Mean by Race/Ethnicity</u>						
	Male	Female		African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.1	4.8	5.3		5.5	3.6	4.9	5.6	5.1	5.6	4.5
An ability to think more critically?										
Overall Mean	<u>Mean by Gender</u>			<u>Mean by Race/Ethnicity</u>						
	Male	Female		African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.4	5.2	5.5		5.9	4.4	5.1	5.8	5.4	5.5	4.6
Prepare for work in diverse work places?										
Overall Mean	<u>Mean by Gender</u>			<u>Mean by Race/Ethnicity</u>						
	Male	Female		African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.2	4.9	5.4		5.3	3.2	5.0	5.3	5.3	5.5	4.3
An ability to consider real world problems from multiple perspectives?										
Overall Mean	<u>Mean by Gender</u>			<u>Mean by Race/Ethnicity</u>						
	Male	Female		African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.3	5.1	5.5		5.5	3.6	5.2	5.8	5.3	5.4	4.3

Note. These items rely on a 1 to 7 scale with “1” indicating “not at all” and “7” indicating “extremely”.

Factor: Diversity experiences impacted: ability to work effectively with others

To what degree have your experiences at this college/university helped you:

Work more effectively with people who differ from you based on races/ethnicities?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.9	4.7	5.0	5.4	3.0	4.7	5.0	4.9	5.1	4.2
Work more effectively with people who differ from you based on genders?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.8	4.6	4.9	5.1	2.6	4.6	5.0	4.8	4.8	4.2
Work more effectively with people who differ from you based on religious identifications?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.7	4.4	4.8	5.1	2.0	4.5	4.9	4.7	4.5	4.0
Work more effectively with people who differ from you based on sexual orientations?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.7	4.3	4.9	5.2	3.0	4.3	5.0	4.7	4.8	3.8
Work more effectively with people who differ from you based on political/social ideologies?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.7	4.5	4.8	5.0	3.4	4.5	4.8	4.7	4.7	4.1
Work more effectively with people who differ from you based on disabilities/abilities?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.4	4.2	4.6	4.9	2.4	4.4	4.7	4.4	4.5	3.9
Work more effectively with people who differ from you based on ages ?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.7	4.4	4.8	5.0	2.3	4.7	4.7	4.7	5.1	4.1
Work more effectively with people who differ from you based on financial standings?									
Overall Mean	Mean by Gender		Mean by Race/Ethnicity						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.6	4.3	4.7	4.9	2.8	4.5	4.8	4.5	4.7	3.8

Note. These items rely on a 1 to 7 scale with "1" indicating "not at all" and "7" indicating "extremely".

Factor: Diversity experiences impacted: attitudes of differing populations

Since attending this college/university, to what degree have your attitudes changed about people of differing:

Races/ethnicities?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.7	4.6	4.8	4.9	4.0	4.3	5.0	4.8	4.7	4.0

Genders?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.5	4.5	4.6	5.0	4.0	4.5	4.9	4.5	4.4	4.2

Religious identifications?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.6	4.5	4.7	4.9	4.2	4.4	4.9	4.7	4.7	4.1

Sexual orientations?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.8	4.6	4.9	5.1	4.0	4.5	5.2	4.8	4.8	4.4

Political/social ideologies?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.6	4.5	4.6	4.7	3.4	4.4	4.9	4.6	4.6	4.0

Disabilities/abilities?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.6	4.5	4.7	4.9	4.0	4.4	5.0	4.6	4.5	4.2

Ages?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.6	4.5	4.7	5.0	4.0	4.5	5.0	4.6	4.7	4.5

Financial standings?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
4.5	4.4	4.6	4.8	4.0	4.4	5.0	4.5	4.7	3.9

Note. These items rely on a 1 to 7 scale with "1" indicating "not at all" and "7" indicating "extremely".

Factor: Overall evaluation of institution

To what degree do you agree with the following statements: Overall, I am satisfied with my experience at this college/university?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.9	5.9	5.9	5.5	5.0	5.4	5.6	6.0	5.7	5.1

To what degree do you agree with the following statements: I feel as though I belong to this campus community?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.5	5.5	5.5	4.7	4.2	4.9	5.9	5.6	5.4	4.5

To what degree do you agree with the following statements: The overall quality of academic programs at this college/university is excellent?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.8	5.7	5.9	5.6	5.2	5.2	5.8	5.9	5.8	5.1

To what degree do you agree with the following statements: This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.9	5.9	6.0	5.7	5.4	5.3	5.8	6.0	6.1	5.1

To what degree do you agree with the following statements: An environment that includes people different from me improves my quality of education?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
5.9	5.8	6.0	5.8	5.8	5.6	6.0	6.0	6.2	5.0

To what degree do you agree with the following statements: I would recommend this college/university to siblings or friends as a good place to go to college?

Overall Mean	<u>Mean by Gender</u>		<u>Mean by Race/Ethnicity</u>						
	Male	Female	African American	Native American	Asian American	Hispanic	White	Multi-racial	Other
6.1	6.0	6.2	5.6	5.6	5.3	5.9	6.2	6.1	5.4

Note. These items rely on a 1 to 7 scale with "1" indicating "strongly disagree" and "7" indicating "strongly agree".