

# 2013 CSUEB Student Campus Climate Survey



Office of Institutional Research, Analysis, & Decision Support  
California State University, East Bay  
25800 Carlos Bee Boulevard  
Hayward, CA 94542

Table of Contents

Foreword ..... 3

Methodology ..... 4

Response Rate..... 7

Boundary Limitations & Future Research..... 8

Section 1: Demographic & Descriptive Data ..... 9

Section 2: How Did Respondents Feel About the 10 Factors? ..... 26

- Factor 1: Peer Relationships ..... 29
- Factor 2: Classroom Environment ..... 31
- Factor 3: Co-Curricular Environment ..... 33
- Factor 4: Impact of Campus Diversity on Learning & Development ..... 35
- Factor 5: Equal Treatment ..... 37
- Factor 6: Diverse Experiences & Social Justice ..... 39
- Factor 7: Diversity Programs & Policies: Special Consideration for Minorities ..... 41
- Factor 8: Accessibility (Students with disability only) ..... 43
- Factor 9: Retention & Graduation ..... 45
- Factor 10: Overall Program Effectiveness ..... 47
- Harassment ..... 49

Section 3: Institution Specific Questions ..... 50

Section 4: Individual Item Analyses..... 59

Section 5: Appendices ..... 69

- Factors & Items ..... 70

## FOREWORD

At California State University, East Bay (CSUEB), we strive to provide our students with the best educational environment possible. We value student opinions to help us understand more deeply what we do well and where we can improve. To realize this goal, the student voice is central to how we set and realize our priorities. CSUEB has contracted with EBI MAP-Works, a national leader in assessing university climate and satisfaction. The data discussed here considers responses from the CSUEB student body who participated in the campus-wide Campus Climate Survey (2013), administered by a coalition of Institutional Research, Analysis, & Decision Support (IRADS), the Office of University Diversity, and the Faculty Equity Diversity Committee (FDEC).

The IRADS Office is dedicated to: providing timely access to both accurate and objective analysis of data used by CSUEB faculty, staff, and administrators to communicate the role and character of the university to students, alumni and the public at large; providing decision support services to academic and administrative leadership in meeting assessment and accountability requirements; and, providing focus and guidance to quality-improvement initiatives by serving as a central repository for institutional data. To this end, the 2013 Campus Climate Survey (CCS) was administered assessing a range of its students' perceptions of climate and diversity. We invite you to review our findings and interpretations of participants' responses.

Warmest Regards,

Institutional Research, Analysis, & Decision Support [IRADS]

The Office of University Diversity

The Faculty Equity Diversity Committee [FDEC]

*Analysis & Report:*

*Alexis Alabastro, Research Associate*



METHODOLOGY

The Campus Climate Survey was administered using EBI MAP-Works, an innovator in student retention systems and program assessments for higher education.

In 2003, EBI and Ball State University partnered to create MAP-Works, a comprehensive program that enables colleges and universities to improve student success and retention. MAP-Works capitalizes on Ball State's 20 years of experience with the original MAP (Making Achievement Possible) and EBI's years of experience with national benchmarking assessments. MAP-Works' retention effectiveness blends sound student development theory with proven research, powerful data analytics and years of experience. It combines the power of real-time analytics, strategic communications, and differentiated user interfacing, with integrated statistical testing and outcomes reporting. MAP-Works offers a holistic approach to student success and retention.

A sub-committee of the FDEC, which is a standing committee of the CSU East Bay Academic Senate, participated in the selection of the EBI instrument. The FDEC considered at least 4 different instruments with national benchmarks. The sub-committee selected the EBI instrument for its more direct focus on issues of Diversity and Equity compared to other assessment services. Further, this instrument provides national benchmark data, which can help university leaders compare our performance to other institutions similar to ours, in addition to helping us track our improvement in several performance areas over time.



## METHODOLOGY

The 2013 Student Campus Climate Survey was conducted to assess CSUEB's progress toward achieving its mission, strategic commitments and institutional learning objectives. Data from the survey were collected via an on-line questionnaire administered in November 2013 to all students, excluding new first time freshmen and first time transfer students. EBI recommended excluding this portion of students to ensure that all responses reflected the experiences and beliefs of students who were familiar with CSUEB and could help develop an accurate representation of the institution's climate; to this end, newer students who were a part of the CSUEB community for less than one academic year were excluded. Respondents were given 3 weeks to respond to the survey invitation.

The primary aim of the survey was to comprehensively assess students' perceptions of campus climate and richness of diversity, and addresses multiple dimensions of campus climate, focusing on 10 primary factors created by EBI MAP-Works. The current report uses EBI's terminology for each factor. However, it should be noted that in some instances their vocabulary does not fully reflect the breadth of each factor. To rectify this, clarifying expressions are added in parentheses below. Please also refer to the discussion in Section II as well as the appendices for explication of each individual items that EBI chose to make up each factor. The factors include:

- (1) Peer Relationships
- (2) Classroom Environment
- (3) Co-curricular Environment (General campus environment)
- (4) Impact of Campus Diversity on Learning and Development
- (5) Equal Treatment
- (6) Diverse Experiences and Social Justice
- (7) Diversity Programs and Policies: Special Consideration for Minorities
- (8) Accessibility (Students with self-reported disability only)
- (9) Retention and Graduation (Students' intentions to return to or graduate from this university)
- (10) Overall Program Effectiveness

**Average Composite: Each of the 10 factors is comprised of more than one question item. An average score was calculated to represent respondents' score on each factor by adding up the score on each item and dividing it by the total number of items in each factor, referred to as the averaged 'composite factor' throughout this report.**

**For instance, on a 1-7 Likert-type scale ranging from Strongly Disagree (1) to Strongly Agree (7), if you rated two items: (a) I plan to return to this institution next year = 4, and (b) I plan to graduate from this institution = 5, then your average composite for the Factor: "Retention and Graduation (Students' intentions to return to or graduate from this university)" would be  $(4 + 5) / 2 = 4.5$ .**

Questionnaire items included both quantitative and qualitative questions soliciting categorical, scalar, or open-answer responses. The questionnaire also included a section asking institution specific questions which are also presented here.

METHODOLOGY

Plan of Analysis: The key findings of the survey are presented in this summary. For each group, the overall data were first analyzed, followed by a study of all relevant sub-populations. Where appropriate, the data were broken out by important demographic groupings including gender, race, sexual orientation, G.P.A., age range, and political affiliation. This report presents data that are derived from instances in which statistically significant differences were found among the subgroups. In cases where data were not broken out by sub-groups, no significant differences were found. Though fully reported in the descriptive analysis section, not all demographic subgroups were examined further. The table below displays which subgroups were and were not analyzed. Non-analyzed subgroups were not able to be compared due to extremely unequal sample size, which have been shown to produce statistically unstable, inaccurate, or misleading results.

<b>Subgroups Analyzed</b>	<b>Subgroups Not Analyzed</b>
Biological Sex	Enrollment Status
Race/Ethnicity	Military Status
Importance of Religion	Housing Status
Political Affiliation	Religious Affiliation
Sexual Orientation	Class Standing
Cumulative GPA	Disability Status
Age Range	

The current report presents findings from analysis of variance (ANOVA) to display differences between demographic subgroups. These tests were performed to reveal any significant differences between subgroups, entering each of the 10 factor composites and institution specific questions as the dependent variable. P values of  $p < .05$  or lower are considered statistically significant.

Analyses are presented as follows:

- Descriptive analysis of the respondent sample
- Analysis of each factor
- Analysis of demographic subgroups by factor when significant
- Descriptive analysis of harassment incidents
- Analysis of institution specific questions
- Analysis of demographic subgroups by institution specific questions when significant
- Analysis of individual items that comprise each factor by demographic subgroups

RESPONDENT ANALYSIS

*Response and Completion Rates*

A total of 3502 students were invited to take part in the survey and 685 responded, yielding a completion rate of 19.6%. Respondents were offered no incentive to complete the questionnaire. In an online survey design, it is typical to receive about a 30% response rate.

*Data Management & Conditioning*

All participants who provided a response to at least one questionnaire item were included in analysis. Response choices “*Not Applicable*” or “*Decline to Respond*” for all questions were coded as missing data and not included in analysis. It is important to note that such exclusions were relatively small and statistically insignificant.

DEMOGRAPHIC DATA

The following pages describe the respondent sample based on demographic characteristics. For comparison, CSUEB values are included; these values are based on data provided by the CSUEB Factbook and Enrollment Reporting System (ERS) data as of Fall 2013. These values refer to all campuses of Cal State East Bay, including the Concord and Hayward Hills campuses.

## BOUNDARY LIMITATIONS AND FUTURE RESEARCH

Benefits of survey research are not insignificant. Surveys are comparatively inexpensive, especially those administered online. They are useful in describing characteristics of large, diverse populations. No other research method can provide this broad capability, which ensures an accurate sample to gather targeted results, allowing us to draw conclusions and inform policy decisions. Surveys are also extremely dependable—they easily allow for confidential and anonymous response, which leads to more candid and valid answers.

Furthermore, it is important to identify restrictions placed on the current report. Survey data are limited by reliance on self-reporting, are potentially biased by non-responders, and should not be considered an exhaustive representation of all voices present on campus. However, they can be used to diagnose the strengths and weaknesses of CSUEB as a dynamic and responsive organization, to create data driven programmatic responses, and to assess the performance of several facets of our institution.

Though online surveys tend to be the most cost-effective modes of survey research, these methods may not be sensitive enough to reveal trends and differences among very small groups. As noted throughout the report, some analyses could not be conducted due to extremely small sample size differences between groups. However, this is not due to disinterest in examining potential difference among groups, but restrictions placed on statistical tests that require larger sample sizes to produce results that are statistically significant, and as such are more reliable and meaningful.

The current report can help elucidate areas needing attention, so future research and action can be aimed at examining differences among small groups of respondents who were too few to be comprehensively represented using the current survey methodology. To this end, more appropriate research measures may be employed in the future, such as face-to-face interviews, focus groups, or targeted survey studies that may shed more light on potential needs of our students, faculty, and staff.

It is the primary goal of this report to provide an accurate, and transparent representation of Cal State East Bay's performance and the attitudes and behaviors expressed by the community which it serves, to be used as a tool for institutional comprehension and future improvement.

Should you have any concerns or interest in further examination of these survey results, please contact the IRADS office and submit a request form, found here: <http://www20.csueastbay.edu/ir/index.html>.



## Section 1

### Demographic and Descriptive Data

## SECTION 1

### BIOLOGICAL SEX

Compared to CSUEB's total population, males were slightly underrepresented in the respondent sample. Conversely, females were slightly overrepresented. Biological sex other than male and female were not available for the total CSUEB population and are not reported here.

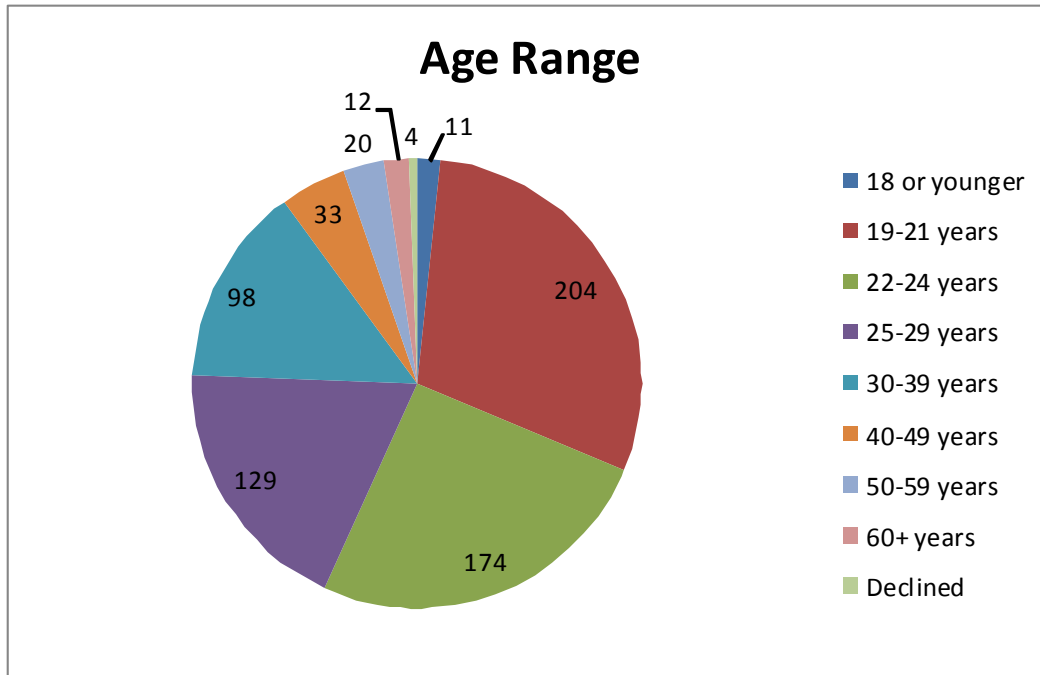
<b>SEX</b>	<b>Sample</b>	<b>Sample %</b>	<b>CSUEB</b>	<b>CSUEB %</b>
Male	215	31.4%	5616	39%
Female	465	67.9%	8910	61%
Other	2	0.3%	-	-
Decline to Respond	3	0.4%	-	-
<b>Total</b>	<b>685</b>	<b>100%</b>	<b>14526</b>	<b>100%</b>

## SECTION 1

### AGE RANGE

The average age reported for students at CSUEB as of Fall 2013 was 26 years old. The majority of the respondent sample was comprised of students 19-21 years old, followed by those who were 22-24 years old and 25-29 years old. The respondent sample over-represents younger students than the general CSUEB population as a whole.

Analysis of age differences compared respondents by two subgroups: (1) 24 years or younger (56.8%) ; (2) 25 years or older (42.6%). The purpose of dividing respondents by these two subgroups allowed researchers to examine roughly equally sized groups, and to theoretically compare responses between students below and above the age of 25 years.



Age	Sample	Sample %	CSUEB	CSUEB %
18 or younger	11	1.6%	1188	8%
19-21 years	204	29.8%	3474	24%
22-24 years	174	25.4%	3957	27%
25-29 years	129	18.8%	3052	21%
30-39 years	98	14.3%	1829	13%
40-49 years	33	4.8%	650	4%
50-59 years	20	2.9%	290	2%
60+ years	12	1.8%	86	1%
Declined	4	0.6%	n/a	n/a
<b>Total</b>	<b>685</b>	<b>100%</b>	<b>14526</b>	<b>100%</b>

## SECTION 1

### RACE AND ETHNICITY

The respondent sample generally reflected the racial and ethnic distribution of the CSUEB population. However, there is a slight underrepresentation of students identifying as White, and a underrepresentation of multiracial students in the respondent sample. Respondents categorized as Unknown either did not specify their racial/ethnic identity or indicated being an International (though unspecified) student.

*\*Data collected on the CSUEB population included students identifying as Pacific Islander with students identifying as Asian. This distinction suggests a possibly large overrepresentation of students identifying as Asian (non-Pacific Islander) in the respondent sample.*

For all analyses examining disparities between subgroups of different races, respondents are categorized into the following possible categories: Hispanic (regardless of race), Asian, Black/African American, or White. To clarify, all respondents who indicated being American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, two or more races, or unknown were not able to be statistically compared due to their extremely small sample size.

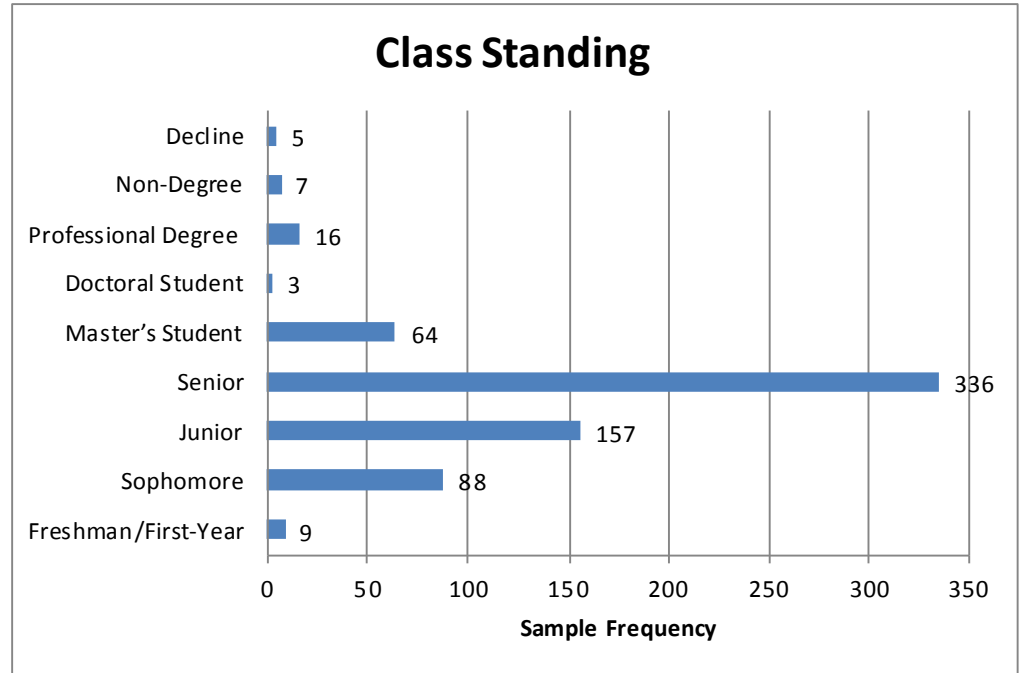
<b>Race</b>	<b>Sample</b>	<b>Sample %</b>	<b>CSUEB</b>	<b>CSUEB %</b>
Asian	230	33.6%	3375	23%
Hispanic (regardless of race)	175	25.5%	3388	23%
White	151	22%	3227	22%
Black/African American	73	10.7%	1521	10%
Native Hawaiian/Other Pacific Islander	29	4.2%	149	1%
American Indian/Alaskan Native	9	1.3%	23	0.1%
Two or More	3	0.4%	828	6%
Unknown	15	2.2%	2015	14%
<b>Total</b>	<b>685</b>	<b>100%</b>	<b>14526</b>	<b>100%</b>

## SECTION 1

### CLASS STANDING

Freshman/First-year students are highly underrepresented in the respondent sample, due to the methodology used to distribute the survey; that is, first-time freshmen and first-time transfers were not included. Due to this skewed participant selection frame, sophomores, and seniors were overrepresented in the respondent sample compared to the actual distribution of the CSUEB population. Graduate students were underrepresented in the sample. Students pursuing a professional degree include those seeking any professional credential or post-baccalaureate degrees.

Class Standing	Sample	Sample %	CSUEB	CSUEB %
Freshman/First-Year	9	1.3%	2317	16%
Sophomore	88	12.8%	1106	8%
Junior	157	22.9%	3339	23%
Senior	336	49.1%	5298	37%
Master's Student	64	9.3%	2033	14%
Doctoral Student	3	0.4%	42	0.29%
Professional Degree	16	2.3%	359	2.5%
Non-Degree	7	1%	32	0.2%
Decline	5	0.7%	*n/a	*n/a
<b>Total</b>	<b>685</b>	<b>100%</b>	<b>14526</b>	<b>100%</b>



## SECTION 1

### POLITICAL AFFILIATION

Politically speaking, the respondent sample was comprised of mostly liberal and moderate students, followed by those who are unsure/questioning, or conservative. No data for the entire CSUEB population was available for comparison.

The current report analyzed differences among respondents who self-identified as Liberal, Moderate, Conservative, or Unsure/Questioning. The extremely unequal sample size among these four primary political affiliation groups in question should be noted, and interpreted with caution, especially with regard to comparisons with Conservative respondents, who only comprised 8% of the total respondent sample. Respondents indicating Other or who declined to respond were not statistically examined further, due to small sample size.

<b>Political Affiliation</b>	<b>Sample</b>	<b>Sample %</b>
Liberal	259	37.8%
Moderate	201	29.3%
Conservative	55	8%
Unsure/Questioning	140	20.4%
Other	19	2.8%
Decline to Respond	11	1.6%
<b>Total</b>	<b>685</b>	<b>100%</b>

## SECTION 1

### SEXUAL ORIENTATION

Respondents were asked to indicate, “Which best describes your sexual orientation?” on the questionnaire. Heterosexual respondents represented the largest group in comparison to other orientation types. Respondents who marked ‘Bisexual, Gay, Lesbian, or Unsure/Questioning, or Decline to Respond’ were referred to as LGBTQI throughout this report. No CSUEB population data was available for comparison.

In all, 596 (87%) heterosexual and 53 (7.7%) LGBTQI respondents were identified. Throughout the current report, differences between respondents of differing sexual orientation were compared, but these findings should be interpreted with caution due to small sample sizes among more specific categories.

<b>Sexual Orientation</b>	<b>Sample</b>	<b>Sample %</b>
Heterosexual	596	87%
Bisexual	24	3.5%
Gay/Lesbian	23	3.4%
Unsure/Questioning	6	0.9%
Decline to Respond	31	4.6%
Other	5	0.7%
<b>Total</b>	<b>685</b>	<b>100%</b>

## SECTION 1

### RELIGIOUS AFFILIATION

The majority of respondents self-identified as being Christian (over 50%). Other respondents self-identified with being Agnostic/Atheist/Spiritual, Buddhist, Chinese Traditional, Islamic, or Hindu. Students identifying as ‘Other’ reported: No religion, Shamanism, Taoism, Wiccan, Mormon, Pagan, Philosophical, Child of God, or non-response in their open answer section.

Due to extremely unequal sample size, no statistical analyses were attempted to explore differences between these respondents of different religious affiliation. Their distribution of responses, however, are presented here.

Though the distribution of religious affiliation among the respondent sample was very disparate, there was a generally even distribution among respondents along “Importance of Religion,” whereby students were asked, “Which best describes the importance of organized religion in your life?”

Examination of differences between these three subgroups (not important, slightly important, very important) using analysis of variance (ANOVA) was investigated as they differ across composite factors and institution specific questions, presented later in this report.

Religion	Sample	Sample %
Christianity	366	54.6%
Judaism	2	0.3%
Islam	22	3.3%
Hinduism	17	2.5%
Chinese Traditional	23	3.4%
Buddhism	38	5.7%
Sikhism	10	1.5%
Agnostic/Atheist/ Spiritual	164	24.5%
Other	28	4.1%
<b>Total</b>	<b>670</b>	<b>100%</b>

Importance of Religion	Sample	Sample %
Not Important	246	36.7%
Slightly Important	230	34.3%
Very Important	194	29%
<b>Total</b>	<b>670</b>	<b>100%</b>

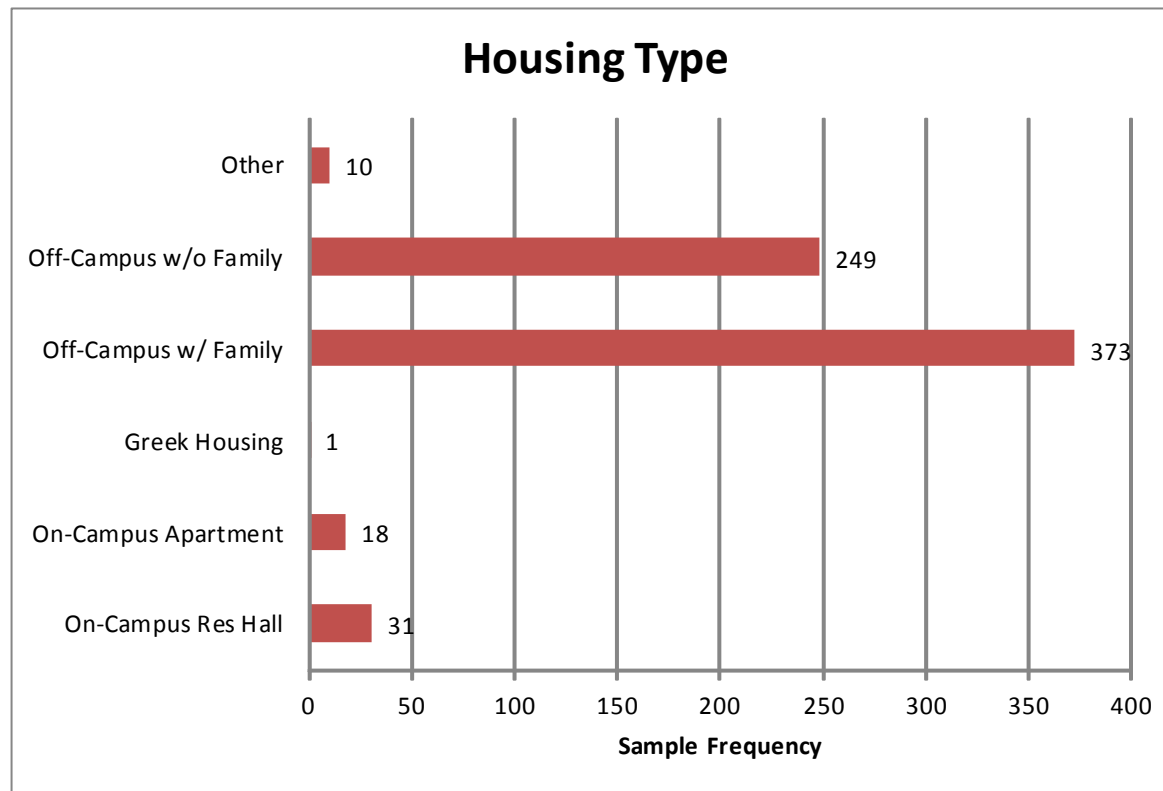


## SECTION 1

### HOUSING

Most students reported living off campus, with or without family. A small group of respondents reported living on-campus, either in residential halls or apartments. Due to extremely unequal sample size, no statistical analyses were attempted to explore differences between respondents based on this subgroup.

Housing	Sample	Sample %
On-Campus Res Hall	31	4.5
On-Campus Apartment	18	2.6
Greek Housing	1	0.1
Off-Campus w/ Family	373	54.7
Off-Campus w/o Family	249	36.5
Other	10	1.5
<b>Total</b>	<b>682</b>	<b>100</b>

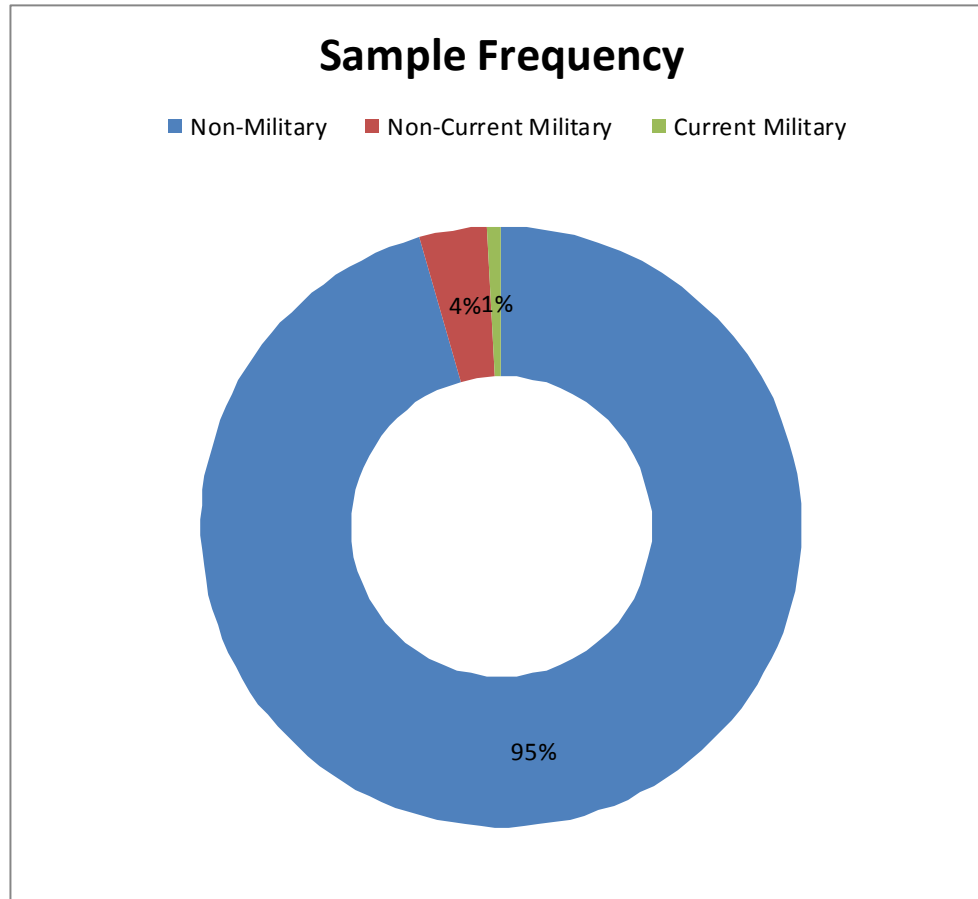


## SECTION 1

### MILITARY STATUS

A large majority of respondents reported being non-military, with a small minority reporting being current or non-current military. Due to extremely unequal sample size, no statistical analyses were attempted to explore differences between these respondents based on this subgroup.

<b>Military Status</b>	<b>Sample</b>	<b>Sample %</b>
Non-Military	644	95.5
Non-Current Military	25	3.7
Current Military	5	0.7
<b>Total</b>	<b>674</b>	<b>100</b>



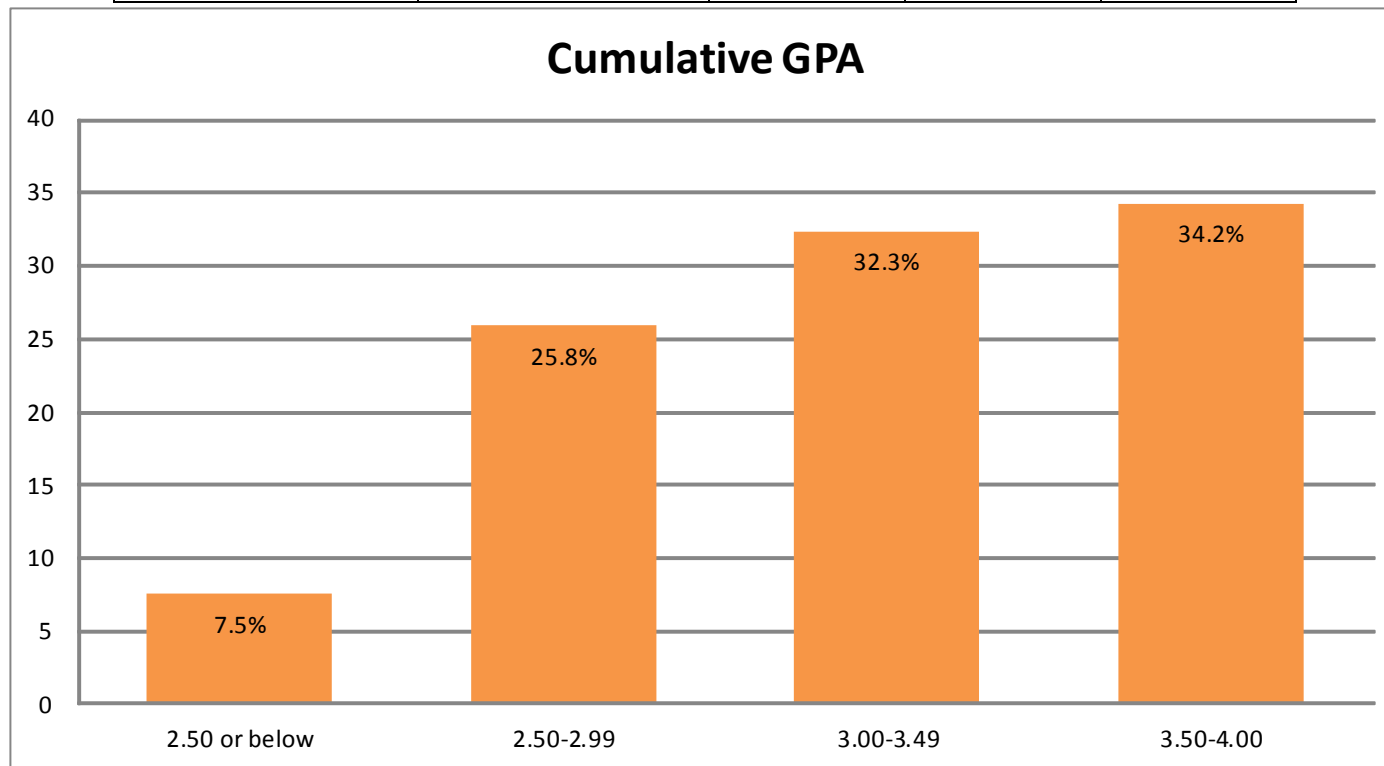
## SECTION 1

### GPA

Most students reported a cumulative GPA of 3.50 or greater, followed closely by students reporting a cumulative GPA of 3.00-3.49. According to ERSS data for Fall 2013, the mean GPA for its overall student body was 3.04. As is apparent, the respondent sample was overrepresented by students reporting higher cumulative GPAs compared to the total CSUEB population.

Tests of analysis of variance were conducted to examine any differences between respondents who have achieved different cumulative GPA scores, reported throughout this report. To ameliorate the sample size inequality (i.e., too few cases in the lower GPA subgroups), respondents were re-categorized into three primary subgroups as follows: (1) 2.99 or below (N=226); (2) 3.00—3.49; (3) 3.50—4.00. Results are reported using this new 3-group categorization throughout this report. Differences among this subgroup should be interpreted with caution as a result of the self-report methodology and the potential for skewed responses where respondents may have over-estimated their GPA.

Cumulative GPA	Sample	Sample %	CSUEB	CSUEB %
2.50 or below	51	7.5	6080	30.4%
2.50-2.99	175	25.8	5024	25.1%
3.00-3.49	219	32.3	4796	23.9%
3.50-4.00	231	34.2	4104	20.5%
<b>Total</b>	<b>676</b>	<b>100</b>	<b>20004</b>	<b>100%</b>

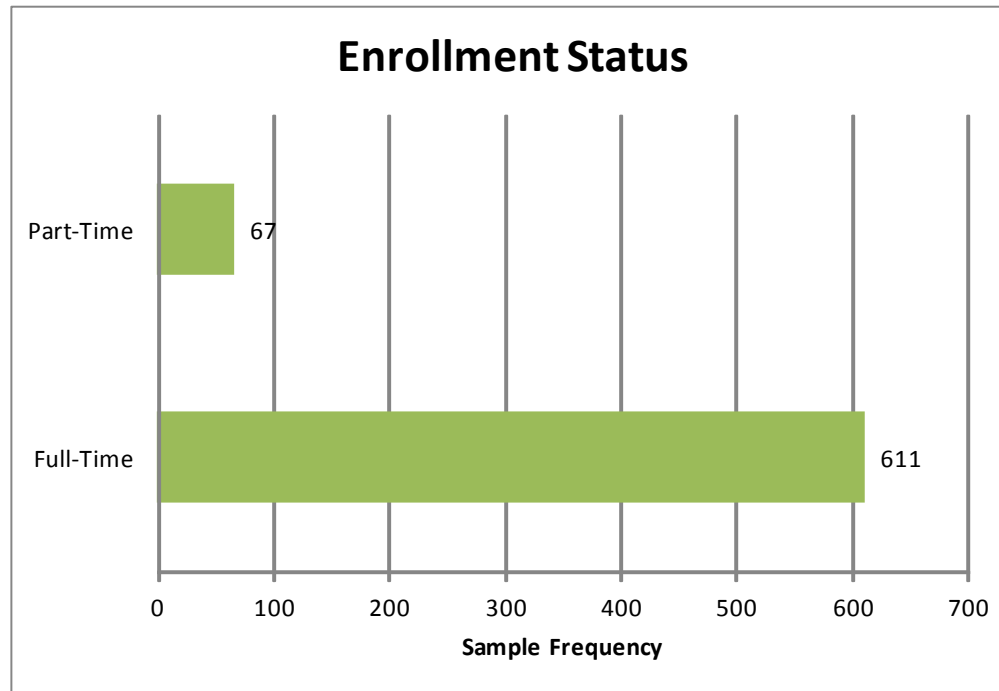


## SECTION 1

### ENROLLMENT STATUS

Most students self-described themselves as being “full-time” students, with a small minority reporting “part-time” status. Compared to CSUEB totals, full-time students were slightly overrepresented in the respondent sample. Due to extremely unequal sample size, no statistical analyses were attempted to explore differences between these respondents based on this subgroup.

<b>Enrollment Status</b>	<b>Sample</b>	<b>Sample %</b>	<b>CSUEB</b>	<b>CSUEB %</b>
Full-Time	611	90.1	11733	80.1%
Part-Time	67	9.9	2793	20.9%
<b>Total</b>	<b>678</b>	<b>100</b>	<b>14526</b>	<b>100%</b>



## SECTION 1

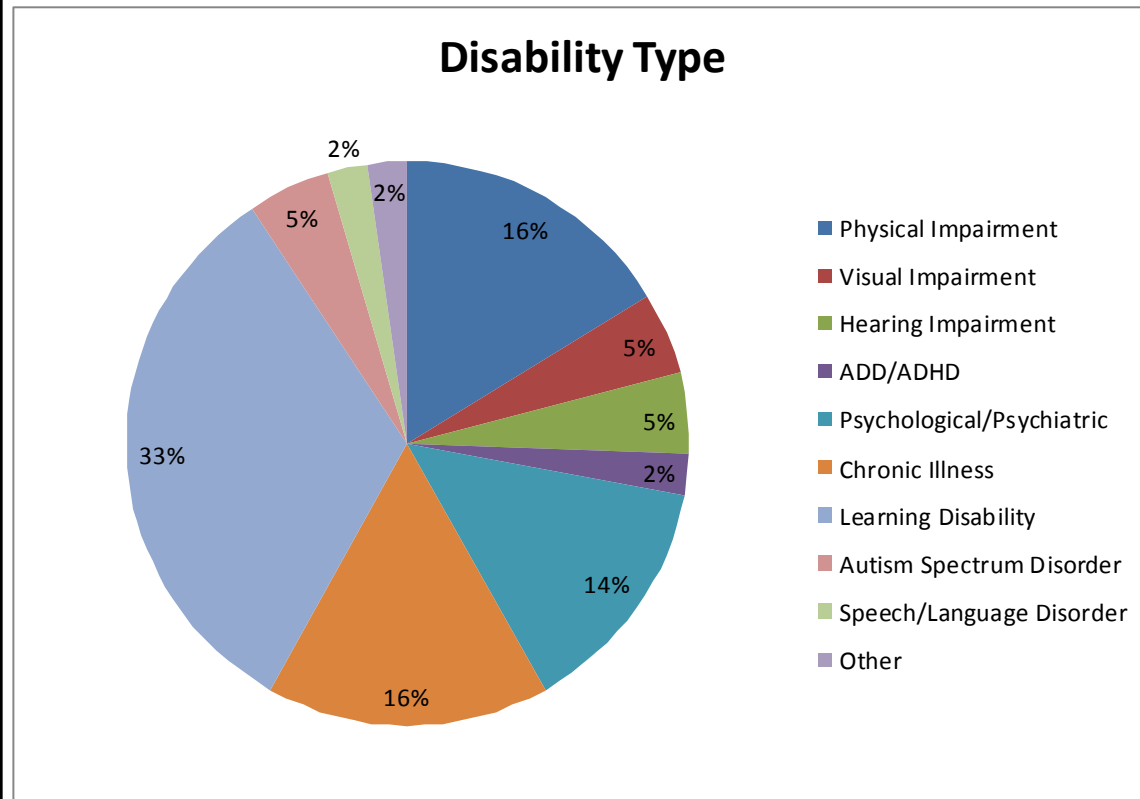
### DISABILITY

This section illustrates the sample sizes and types of disabilities as reported by survey respondents.

The first table displays the sample size and sample percentage of respondents who indicated having a disability or not. Over 90% of respondents indicated not having a disability.

The second table indicates the frequencies and percentages of respondents across disability type, as demonstrated by the pie chart below. Finally, the textbox to the right illustrates the open answer responses provided by respondents when asked, “How can we improve our institution’s accessibility?”

Response	Sample	Sample %
Yes	45	8.1
No	508	91.9
<b>Total</b>	<b>553</b>	<b>100</b>



Disability Type	Sample	Sample %
Physical Impairment	7	16.3
Visual Impairment	2	4.7
Hearing Impairment	2	4.7
ADD/ADHD	1	2.3
Psychological/Psychiatric	6	14
Chronic Illness	7	16.3
Learning Disability	14	32.6
Autism Spectrum Disorder	2	4.7
Speech/Language Disorder	1	2.3
Other	1	2.3
<b>Total</b>	<b>43</b>	<b>100</b>

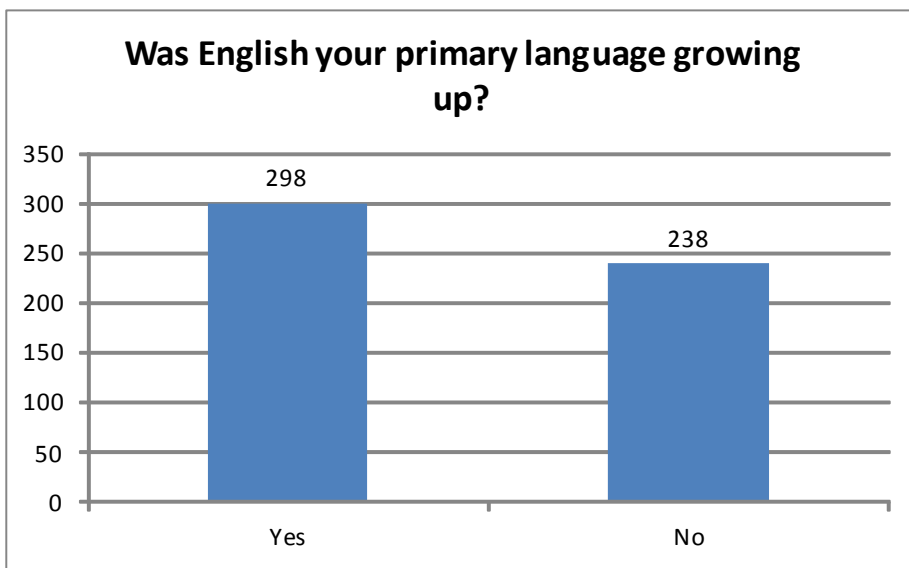
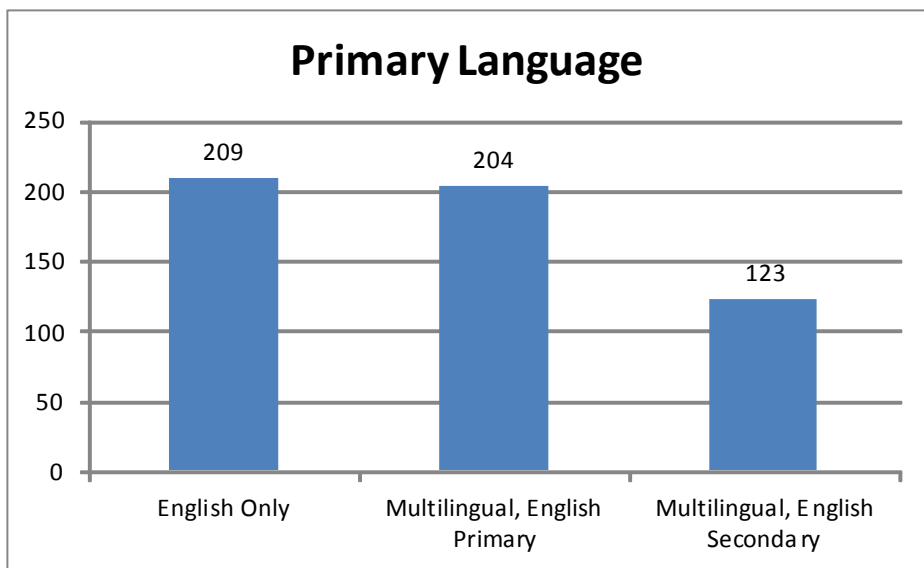
## INSTITUTION SPECIFIC QUESTIONS

A large portion of respondents reported English as their primary language as well as being multilingual. About 39% of respondents reported English as their only primary language spoken at home, followed by about 38% of respondents reporting English as their primary language but being multilingual. A smaller, though not insignificant, portion of respondents reported being multilingual, with English being a secondary language spoken at home.

Further, respondents were relatively equal regarding exposure to English in early life; about 55% reported English as their primary language spoken in their home during their childhood years, while about 44% reported that English was not their primary language.

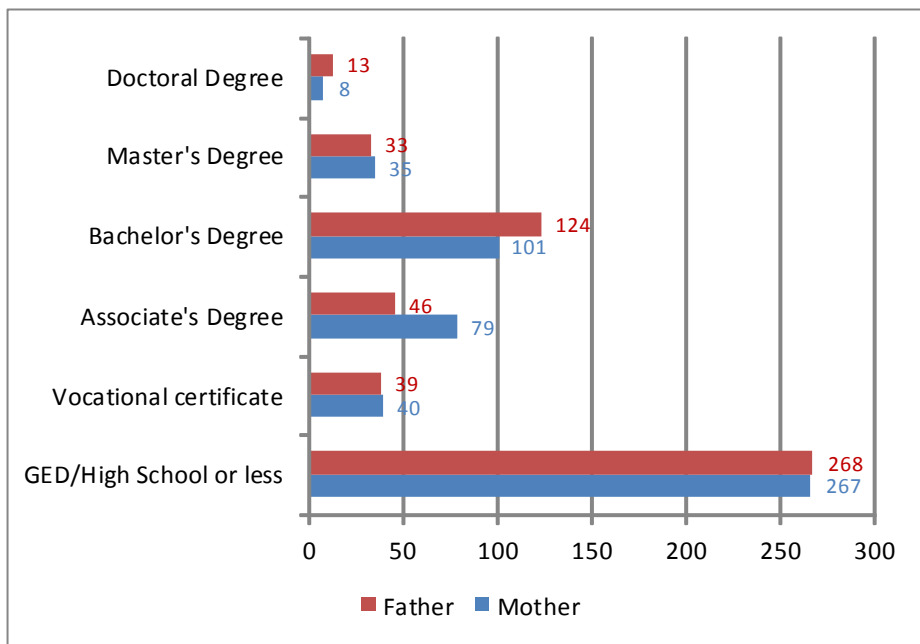
Response	Sample	Sample %
English Only	209	39%
Multilingual, English Primary	204	38.1%
Multilingual, English Secondary	123	22.9%
<b>Total</b>	<b>536</b>	<b>100%</b>

Response	Sample	Sample %
Yes	298	55.6%
No	238	44.4%
<b>Total</b>	<b>536</b>	<b>100%</b>



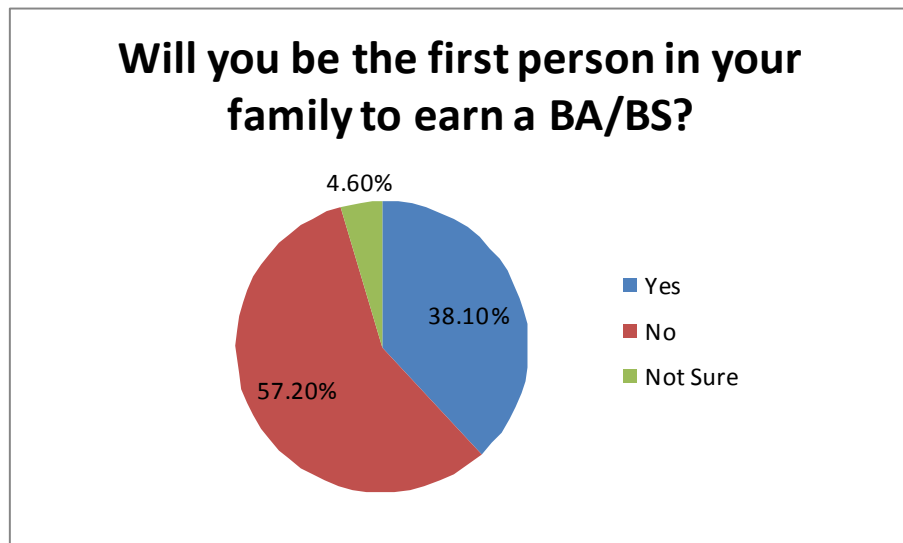
## INSTITUTION SPECIFIC QUESTIONS

Mother's Educational Attainment	Sample	Sample %
GED/High School or less	267	50.4
Vocational certificate	40	7.5
Associate's Degree	79	14.9
Bachelor's Degree	101	19.1
Master's Degree	35	6.6
Doctoral Degree	8	1.5
<b>Total</b>	<b>530</b>	<b>100</b>



The figure and tables on the left display the highest educational attainment by respondents' mother and father by type. In general, educational attainment was higher for fathers compared to mothers, but this difference was not significant. Further, most respondents reported their parents receiving a GED or high school or less education, followed by a bachelor's degree, master's degree or vocational certificate. By comparison, few respondents reported their parents attaining a doctoral degree.

Regarding personal academic achievement, over half of respondents reported that they would not be the first person in their family to earn a bachelor's degree. However, a substantial portion (38%) indicated that they would be the first in their family to achieve this degree.



Father's Educational Attainment	Sample	Sample %
GED/High School or less	268	51.2
Vocational certificate	39	7.5
Associate's Degree	46	8.8
Bachelor's Degree	124	23.7
Master's Degree	33	6.3
Doctoral Degree	13	2.5
<b>Total</b>	<b>523</b>	<b>100</b>

Response	Sample	Sample %
Yes	205	38.1
No	308	57.2
Not Sure	25	4.6
<b>Total</b>	<b>538</b>	<b>100</b>

## INSTITUTION SPECIFIC QUESTIONS

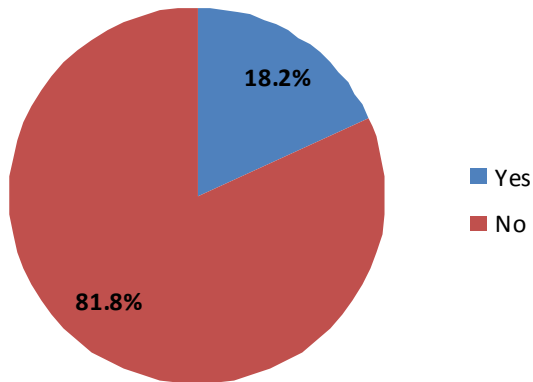
Respondents were asked to indicate which of the following sources currently fund their higher education expenses, and to choose all that apply.

The figure and table to the right display how respondents afford their education at CSUEB. When asked about the sources of their education expenses, respondents indicated a wide range. Many respondents indicated student loans, academic grants, themselves, or parents as a major source of education expenses.

The table a figure below indicate the distribution of responses from respondents when asked, ‘Can you afford CSUEB without students loans, scholarships, or a job? Over 80% responded No, and less than

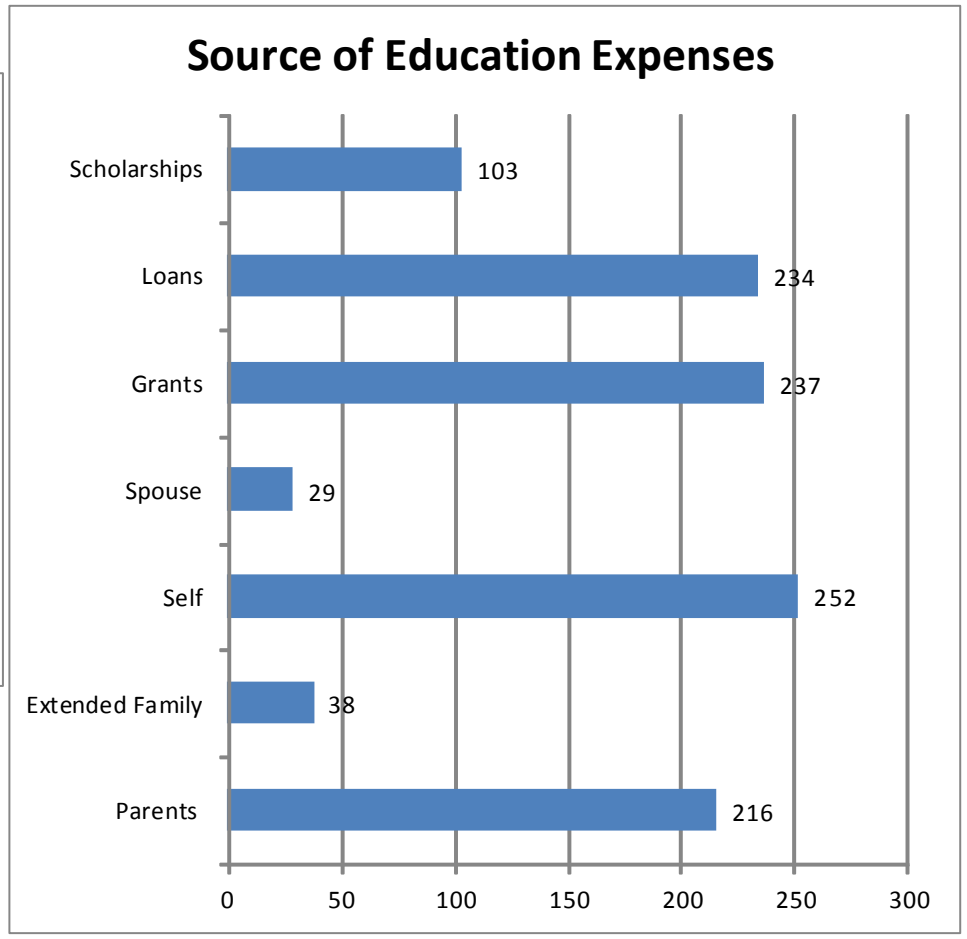
Source	Sample Frequency
Parents	216
Extended Family	38
Self	252
Spouse	29
Grants	237
Loans	234
Scholarships	103

**Can you afford CSUEB without student loans, scholarships, or a job?**



Response	Sample	Sample %
Yes	124	18.2
No	556	81.8
<b>Total</b>	<b>680</b>	<b>100</b>

**Source of Education Expenses**





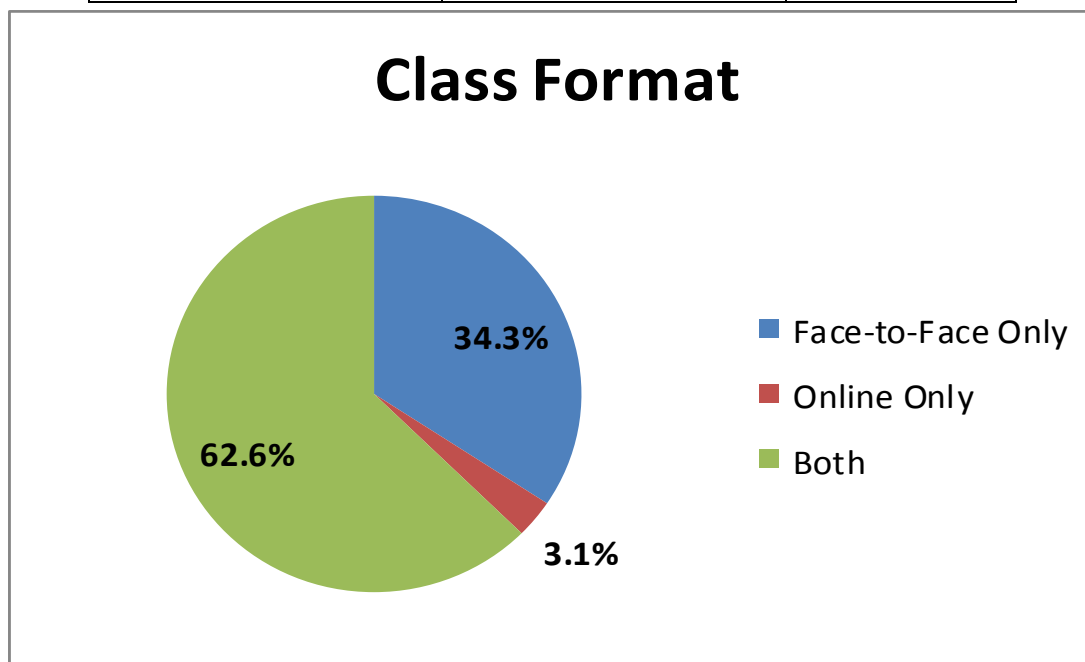
## INSTITUTION SPECIFIC QUESTIONS

Respondents were asked, “Which best describes how you take classes at this institution?”. Most indicated taking both face-to-face and online courses (62%). A large portion of respondents indicated face-to-face only, and fewer indicated taking online only courses at CSUEB. On average, respondents indicated taking about 20% of their classes online.

	On average, what % of your classes do you take online?
Sample N	411
Mean	20.1
Median	10
Mode	0
SD	25.27

Class Format	Sample	Sample %
Face-to-Face Only	233	34.3%
Online Only	21	3.1%
Both	425	62.6%
<b>Total</b>	<b>679</b>	<b>100%</b>



## Section 2

How Did Respondents Feel About the 10 Factors?

## SECTION 2

### How Did Respondents Feel About the 10 Factors?

The following pages examine each of the 10 itemized factors included in the Student Climate Questionnaire. The report first presents the distribution of responses for all respondents on each item, displaying frequencies and percentages among each response choice.

Further differences are examined among subgroups that differed significantly on each composite factor. Subgroups that did not differ significantly on a given factor are not presented. Only variables that yielded a significant difference between subgroups are noted with **bold type** and an \*asterisk at the **p < 0.05** level.

Overall, respondents indicated a moderately positive attitude across all 10 factors, which some disparities among specific demographic groups, discussed in the following analyses. All following analyses examined responses along the 10 factors that were created by EBI.

Demographic Subgroup	Categories
Age	25 & Older
	24 & Younger
GPA	3.5—4.0
	3.0—3.49
	2.99 and Below
Political Ideology	Unsure
	Conservative
	Moderate
	Liberal
Importance of Religion	Very Important
	Slightly Important
	Not Important
Sexual Orientation	Heterosexual
	LGBTQI
Race/Ethnicity	Black
	White
	Hispanic
	Asian
Gender	Male
	Female

In addition, it may be interesting to consider how each demographic subgroup differed by each item rather than by the total averaged composite scores, computed by the summed average across all items that make up the factor. Given this, an individual item analysis is presented in the final section of this report. Please refer to this section for observations of differences for each item between demographic subgroups.

## SECTION 2

### How Did We Perform Across the 10 Factors?

Overall, respondents indicated a moderately positive attitude across all 10 factors. Here, you can see that respondents rated each factor relatively positively, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The table below displays CSUEB’s performance of along each factor, in order of highest to lowest performance. The performance indicator is based on means scaled from 0-100%. The translation is: “1” on the 7-point scale equates with 0% performance, “4” equates to 50% performance, and “7” equates to 100% performance. To calculate a performance index from a mean score, input  $(\text{mean} - 1) / (7 - 1)$ .

Indicator Factors by Performance	N	Mean	Performance*
F9 Retention and Graduation Intentions	524	6.26	87.70%
F2 Classroom Environment	565	5.57	76.20%
F6 Diverse Experiences and Social Justice	532	5.56	76%
F5 Equal Treatment	550	5.56	76%
F4 Impact of Campus Diversity On Learning and Development	539	5.54	75.70%
F3 Co-Curricular Environment	555	5.49	74.80%
F10 Overall Program Effectiveness	543	5.46	74.30%
F8 Accessibility	44	5.44	74%
F1 Peer Relationships	567	5.22	70.30%
F7 Diversity Programs and Policies: Special Consideration for Minorities	554	4.99	66.50%

## FACTOR 1. PEER RELATIONSHIPS

**Instructions:** Please indicate your level of agreement with the following statements.

Ratings are coded: (1) Strongly Disagree to (7) Strongly Agree, (99) Not Applicable or Declined to Respond

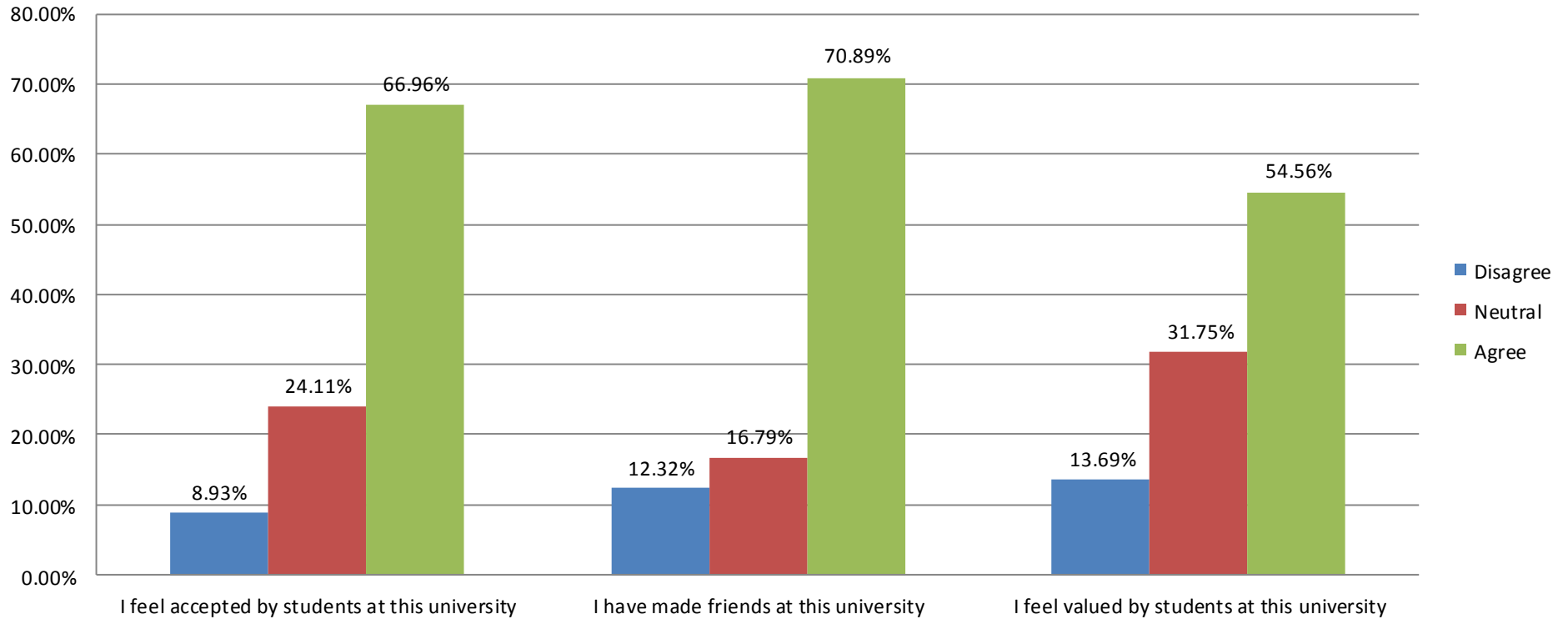
*\*See next page for visual representation of responses*

Item $\alpha = 0.88$	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N/A or Declined	Valid N	Sample Mean	SD
I feel accepted by students at this university	15 2.2%	15 2.2%	20 2.9%	135 19.7%	74 10.8%	110 16.1%	191 27.9%	125 18.2%	560	5.38	1.57
I have made friends at this university	22 3.2%	28 4.1%	19 2.8%	94 13.7%	90 13.1%	107 15.6%	200 29.2%	125 18.2%	560	5.36	1.69
I feel valued by students at this university	17 2.5%	27 3.9%	31 4.5%	174 25.4%	75 10.9%	98 14.3%	126 18.4%	137 20%	548	4.94	1.61
Peer Relationships Composite									540	5.24	1.43

Frequency and percentages of responses among the total respondent sample are presented above. An averaged composite was computed to represent the averaged total of the three items comprising Factor 1: Peer Relationships. The overall mean of all three items was  $M=5.24$ ,  $SD=1.43$ .

## FACTOR 1. PEER RELATIONSHIPS

### Peer Relationships



There were **no significant differences** between respondents of different age, GPA, political affiliation, importance of religion, sexual orientation, Race/Ethnicity, or Gender according to their attitudes toward peer relationships.

*\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.*

## FACTOR 2. CLASSROOM ENVIRONMENT

**Instructions:** Please indicate your level of agreement with the following statements.

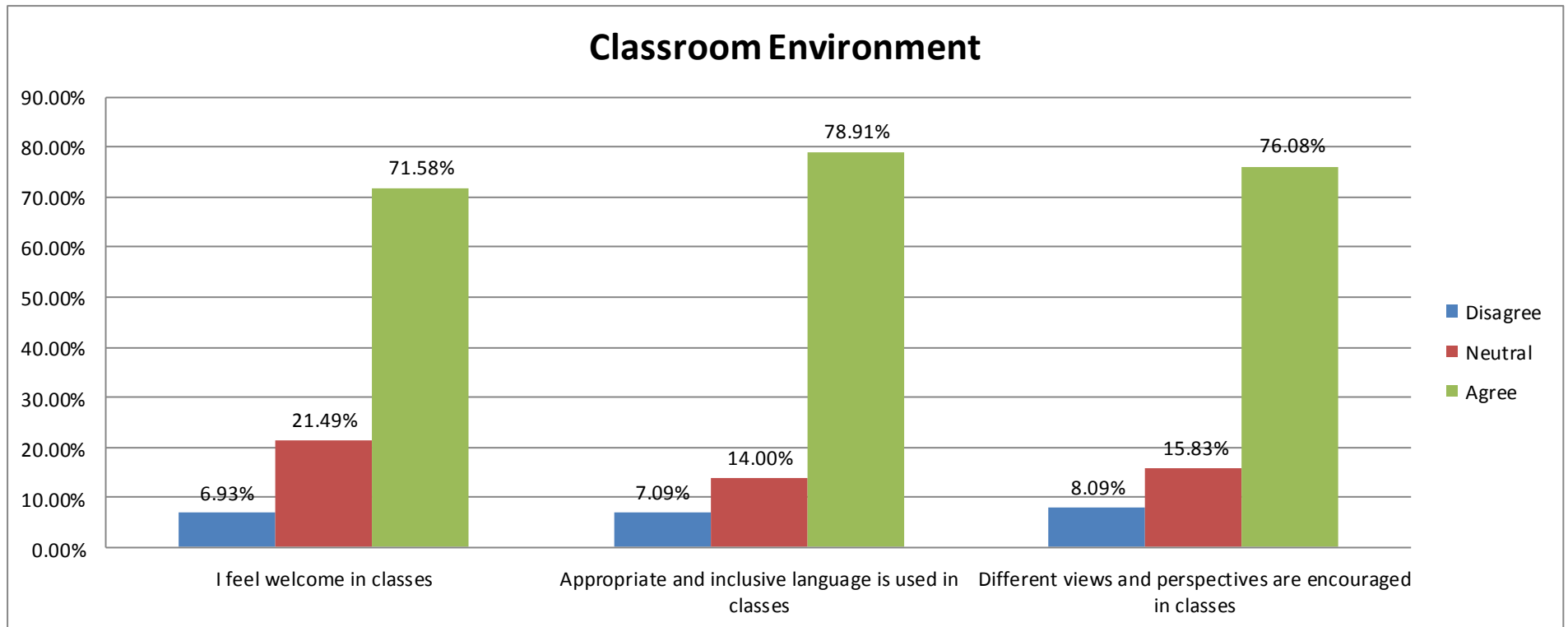
Ratings are coded: (1) Strongly Disagree to (7) Strongly Agree, (99) Not Applicable or Declined to Respond

*\*See next page for visual representation of responses*

Item $\alpha = 0.88$	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N/A or Declined	Valid N	Sample Mean	SD
I feel welcome in classes	11 1.6%	12 1.8%	16 2.3%	121 17.7%	87 12.7%	128 18.7%	188 27.4%	122 18.7%	563	5.48	1.47
Appropriate and inclusive language is used in classes	15 2.2%	14 2%	10 1.5%	77 11.2%	59 8.6%	174 25.4%	201 29.3%	135 19.7%	550	5.69	1.48
Different views and perspectives are encouraged in classes	12 1.8%	13 1.9%	20 2.9%	88 12.8%	81 11.8%	142 20.7%	200 29.2%	129 18.8%	556	5.59	1.49
Classroom Environment Composite									544	5.60	1.35

Frequency and percentages of responses among the total respondent sample are presented above. An averaged composite was computed to represent the averaged total of the three items comprising Factor 2: Classroom Environment. The overall mean of all three items was  $M=5.60$ ,  $SD=1.35$ .

## FACTOR 2. CLASSROOM ENVIRONMENT

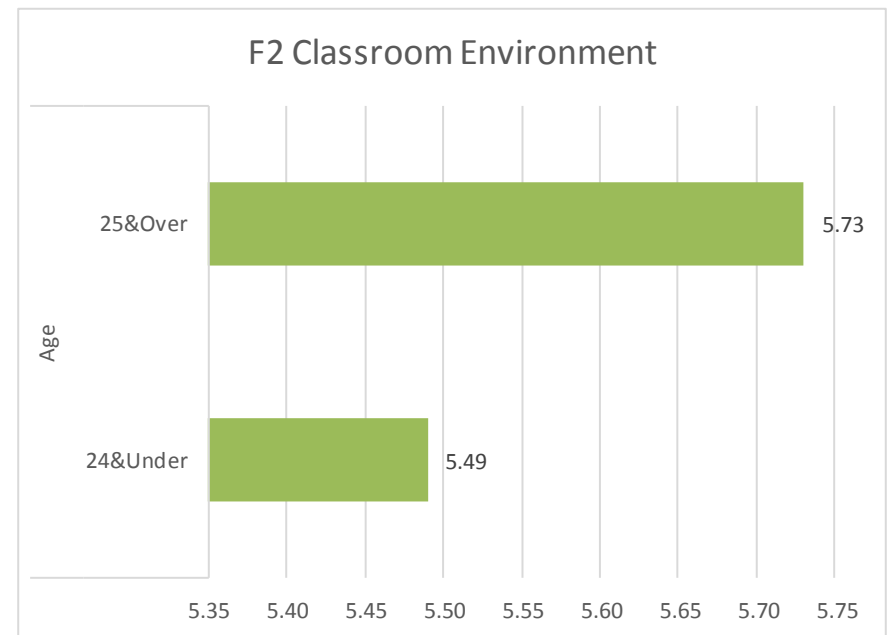


There were **no significant differences** between respondents of different GPA, political affiliation, importance of religion, sexual orientation, Race/Ethnicity, or Gender according to their attitudes toward peer relationships.

Age: Older respondents aged 25 and older (M=5.73) rated their classroom environment more positively compared to their younger counterparts aged 24 and younger (M=5.49).

Though a significant difference was revealed between these two subgroups, both groups indicated generally positive perceptions toward this factor.

Ratings were coded: (1) Strongly Disagree to (7) Strongly Agree.



*\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.*



### FACTOR 3. CO-CURRICULAR ENVIRONMENT

Instructions: Please indicate your level of agreement with the following statements.

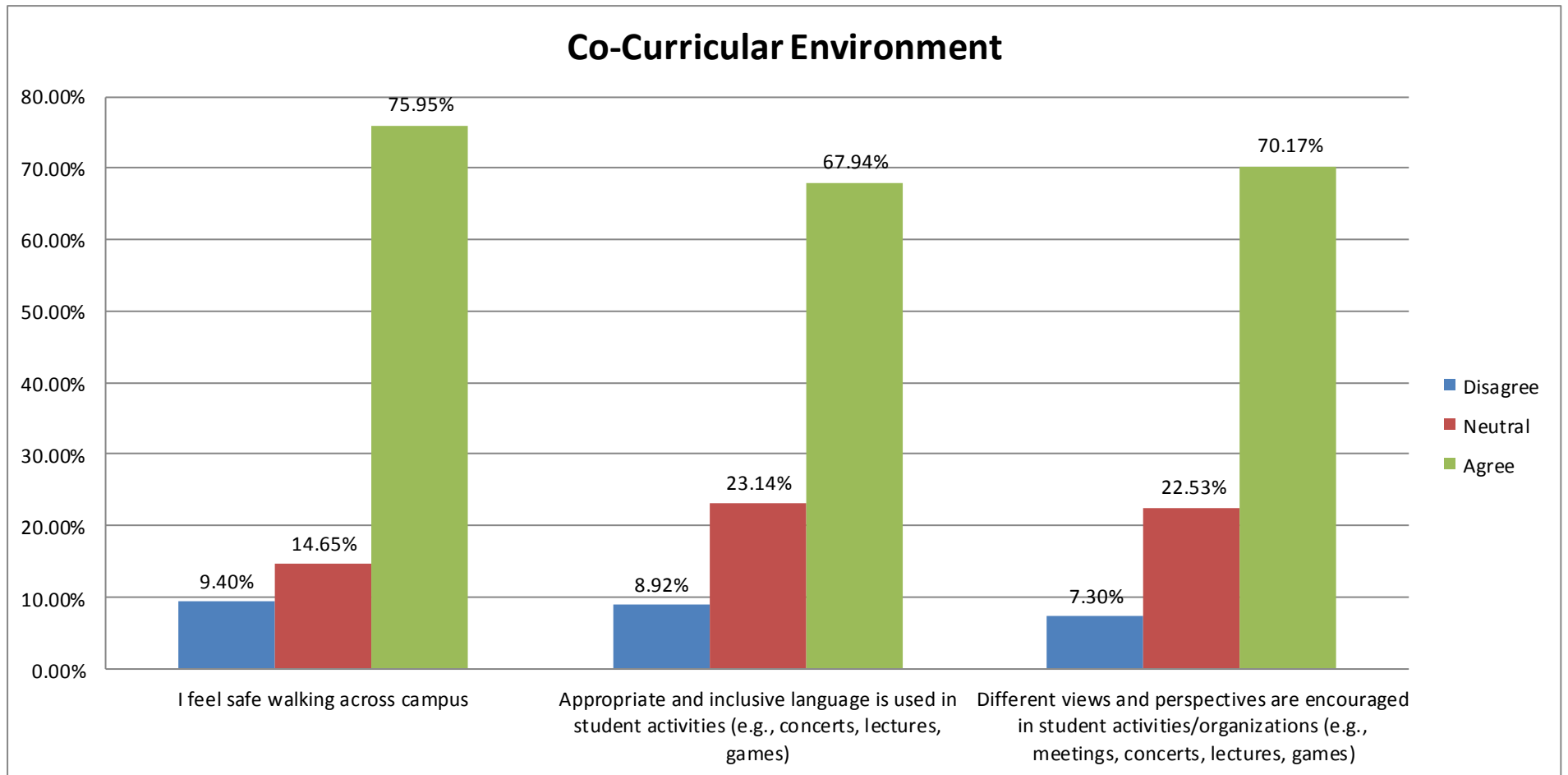
Ratings are coded: (1) Strongly Disagree to (7) Strongly Agree, (99) Not Applicable or Declined to Respond

*\*See next page for visual representation of responses*

Item $\alpha = 0.78$	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N/A or Declined	Valid N	Sample Mean	SD
I feel safe walking across campus	18 2.6%	9 1.3%	25 3.6%	81 11.8%	85 12.4%	133 19.4%	202 29.5%	132 19.3%	553	5.56	1.55
Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)	10 1.5%	14 2%	18 2.6%	109 15.9%	65 9.5%	108 15.8%	147 21.5%	214 31.2%	471	5.37	1.53
Different views and perspectives are encouraged in student activities/ organizations	15 2.2%	12 1.8%	7 1%	105 15.3%	68 9.9%	107 15.6%	152 22.2%	219 32%	466	5.42	1.55
Co-Curricular Environment Composite									448	5.43	1.37

Frequency and percentages of responses among the total respondent sample are presented above. An averaged composite was computed to represent the averaged total of the three items comprising Factor 3: Co-Curricular Environment.

### FACTOR 3. CO-CURRICULAR ENVIRONMENT



There were **no significant differences** between respondents of different age, GPA, political affiliation, importance of religion, sexual orientation, Race/Ethnicity, or Gender according to their attitudes toward co-curricular environment.

*\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.*

## FACTOR 4. IMPACT OF CAMPUS DIVERSITY ON LEARNING AND DEVELOPMENT

**Instructions:** Please indicate your level of agreement with the following statements, “Please indicate the extent to which experiences with diversity at this university has help me develop...”

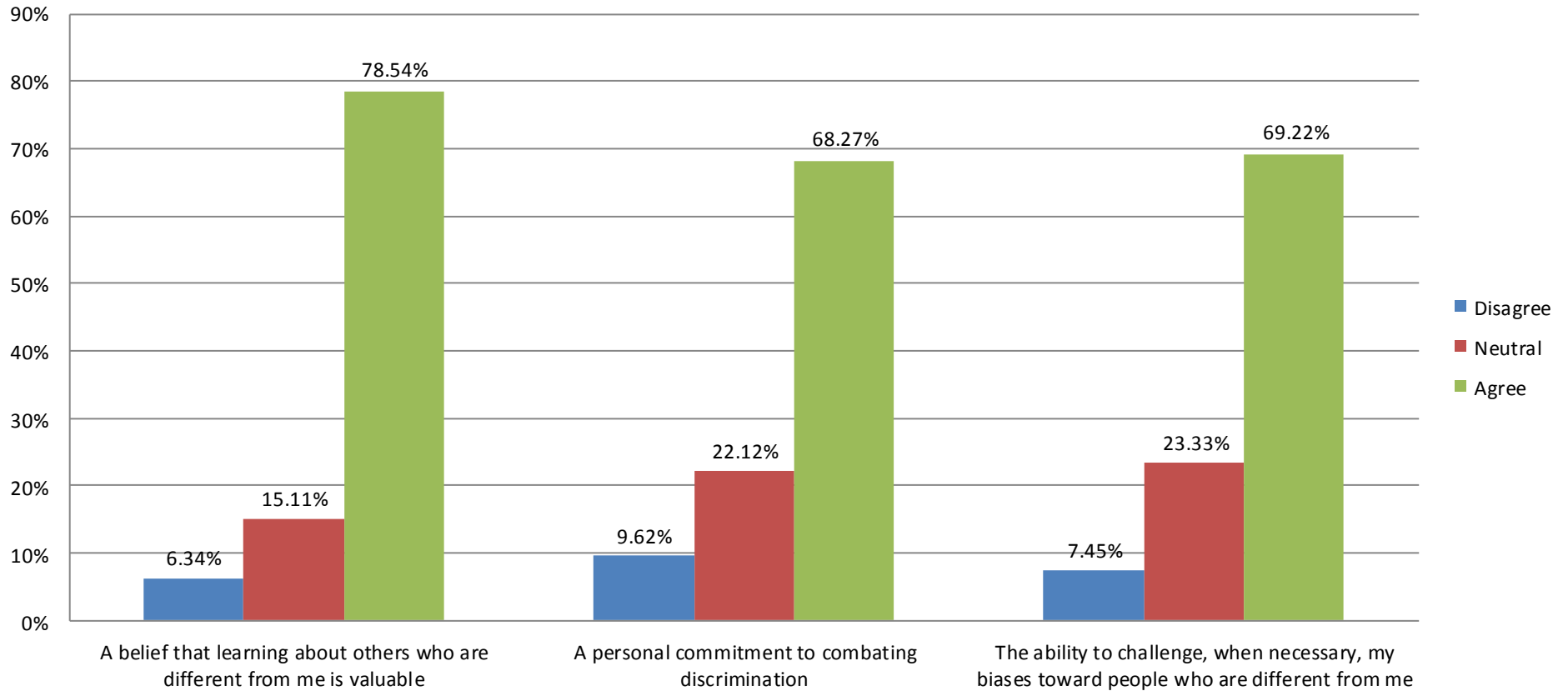
Ratings are coded: (1) Strongly Disagree to (7) Strongly Agree, (99) Not Applicable or Declined to Respond

*\*See next page for visual representation of responses*

Item $\alpha = 0.90$	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N/A or Declined	Valid N	Sample Mean	SD
A belief that learning about others who are different from me is valuable	14 2%	14 2%	6 0.9%	81 11.8%	74 10.8%	110 16.1%	237 34.6%	149 21.8%	536	5.73	1.51
A personal commitment to combating discrimination	17 2.5%	20 2.9%	13 1.9%	115 16.8%	60 8.8%	106 15.5%	189 27.6%	165 24.1%	520	5.41	1.64
The ability to challenge, when necessary, my biases toward people who are different from me	12 1.8%	18 2.6%	8 1.2%	119 17.4%	68 9.9%	111 16.2%	174 25.4%	175 25.5%	510	5.44	1.55
Campus Diversity Impact Composite									500	5.51	1.45

Frequency and percentages of responses among the total respondent sample are presented above. An averaged composite was computed to represent the averaged total of the three items comprising Factor 4: Impact of Campus Diversity.

### Experiences with diversity at this university has helped me develop...



There were **no significant differences** between respondents of different age, GPA, political affiliation, importance of religion, sexual orientation, Race/Ethnicity, or Gender according to their attitudes toward the impact of campus diversity on learning and development.

*\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.*

## FACTOR 5. EQUAL TREATMENT

Instructions: Please indicate your level of agreement with the following statements: “Students are treated equally, on this campus, regardless of their..”  
 Ratings are coded: (1) Strongly Disagree to (7) Strongly Agree, (99) Not Applicable or Declined to Respond

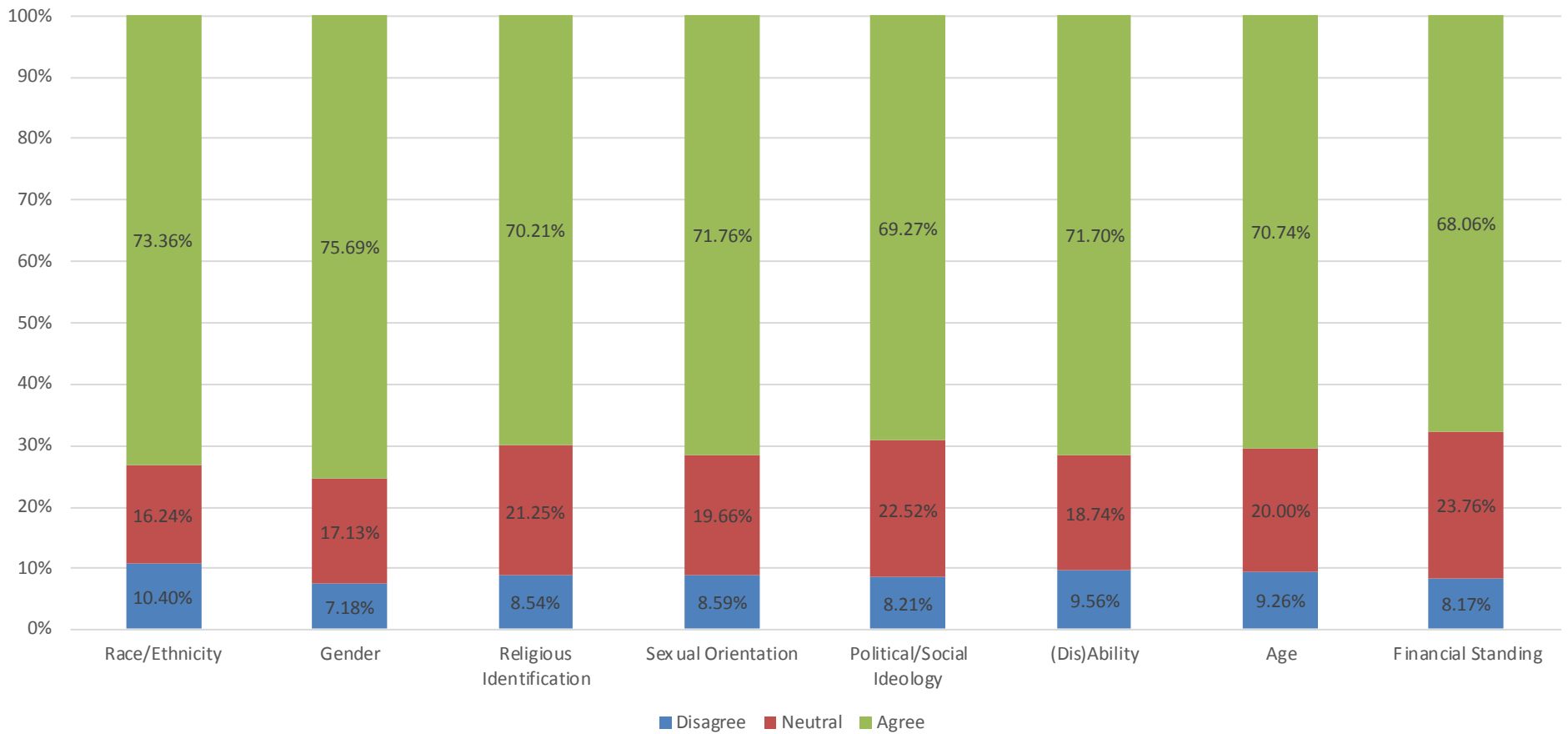
*\*See next page for visual representation of responses*

Item $\alpha = 0.95$	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N/A or Declined	Valid N	Sample Mean	SD
Race/Ethnicity	16 2.3%	13 1.9%	28 4.1%	89 13%	61 8.9%	118 17.2%	223 32.6%	137 20%	548	5.58	1.60
Gender	15 2.2%	8 1.2%	16 2.3%	93 13.6%	60 8.8%	121 17.7%	230 33.6%	142 20.7%	543	5.69	1.52
Religious Identification	10 1.5%	16 2.3%	19 2.8%	112 16.4%	54 7.9%	103 15%	213 31.1%	158 23.1%	527	5.55	1.56
Sexual Orientation	13 1.9%	12 1.8%	20 2.9%	103 15%	55 8%	112 16.4%	209 30.5%	161 23.5%	524	5.57	1.56
Political/Social Ideology	15 2.2%	11 1.6%	17 2.5%	118 17.2%	59 8.6%	109 15.9%	195 28.5%	161 23.5%	662	4.34	2.63
(Dis)Ability	17 2.5%	12 1.8%	21 3.1%	98 14.3%	51 7.4%	104 15.2%	220 32.4%	162 23.6%	523	5.57	1.62
Age	15 2.2%	11 1.6%	24 3.5%	108 15.8%	53 7.7%	110 16.4%	219 32%	145 21.2%	540	5.55	1.59
Financial Standing	12 1.8%	10 1.5%	21 3.1%	125 18.2%	47 6.9%	107 15.6%	204 29.8%	159 23.2%	526	5.51	1.56
Equal Treatment Composite									477	5.57	1.40

Frequency and percentages of responses among the total respondent sample are presented above. An averaged composite was computed to represent the averaged total of the three items comprising Factor 5: Equal Treatment.

## FACTOR 5. EQUAL TREATMENT

### Distribution of Responses



There were **no significant differences** between respondents of different age, GPA, political affiliation, importance of religion, sexual orientation, Race/Ethnicity, or Gender according to their attitudes toward equal treatment.

*\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.*

## FACTOR 6. DIVERSE EXPERIENCES AND SOCIAL JUSTICE

Instructions: Please indicate your level of agreement with the following statements. “Regarding my relationships with others who are different from me (e.g., different race/ethnicity, religious, political identification, sexual orientation, age), attending this institution has helped me...”

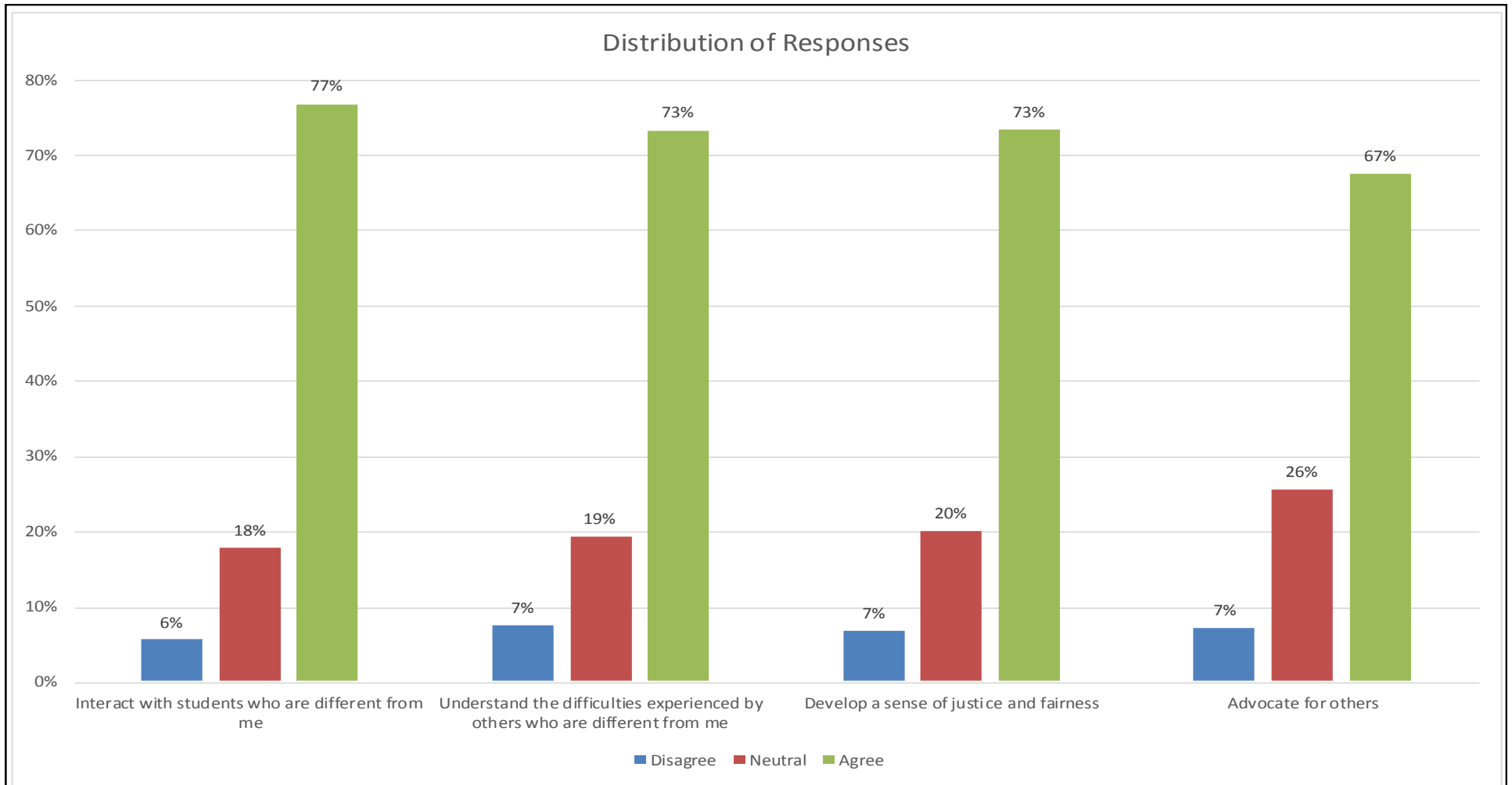
Ratings are coded: (1) Strongly Disagree to (7) Strongly Agree, (99) Not Applicable or Declined to Respond

*\*See next page for visual representation of responses*

Item $\alpha = 0.93$	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N/A or Declined	Valid N	Sample Mean	SD
Interact with students who are different from me	13 1.9%	9 1.3%	7 1%	93 13.6%	62 9.1%	121 17.7%	221 32.3%	159 23.2%	526	5.72	1.47
Understand the difficulties experienced by others who are different from me	15 2.2%	15 2.2%	9 1.3%	101 14.7%	68 9.9%	114 16.6%	202 29.5%	161 23.5%	524	5.56	1.56
Develop a sense of justice and fairness	15 2.2%	14 2%	5 0.7%	102 14.9%	69 10.1%	105 15.3%	201 29.3%	174 25.4%	511	5.57	1.55
Advocate for others	14 2%	13 1.9%	8 1.2%	127 18.5%	76 11.1%	82 12%	178 26%	187 27.3%	498	5.40	1.56
Diverse Experiences and Social Justice Composite									478	5.58	1.44

Frequency and percentages of responses among the total respondent sample are presented above. An averaged composite was computed to represent the averaged total of the three items comprising Factor 6: Diverse Experiences and Social Justice.

## FACTOR 6. DIVERSE EXPERIENCES AND SOCIAL JUSTICE



There were **no significant differences** between respondents of different age, GPA, political affiliation, importance of religion, sexual orientation, Race/Ethnicity, or Gender according to their attitudes toward diverse experiences and social justice.

*\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.*



## FACTOR 7. DIVERSITY PROGRAMS AND POLICIES: SPECIAL CONSIDERATION FOR MINORITIES

Instructions: Please answer the following questions: “How do you feel about special consideration for minority populations regarding:...” Ratings are coded: (1) Highly Resentful to (7) Highly Support, (99) Not Applicable or Declined to Respond

*\*See next page for visual representation of responses*

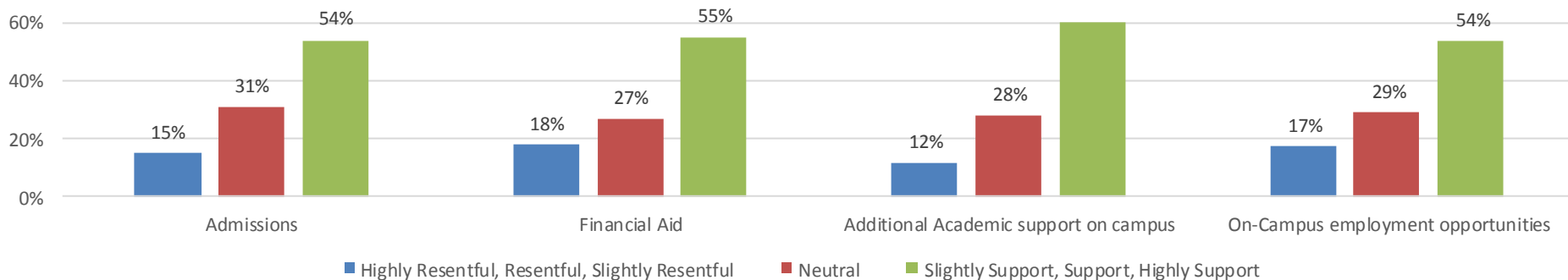
Item $\alpha = 0.93$	Highly Resentful	Resentful	Slightly Resentful	Neutral	Slightly Support	Support	Highly Support	N/A or Declined	Valid N	Sample Mean	SD
Admissions	27 3.9%	19 2.8%	37 5.4%	171 25%	71 10.4%	80 11.7%	148 21.6%	132 19.3%	553	4.94	1.70
Financial Aid	34 5%	22 3.2%	42 6.1%	148 21.6%	62 9.1%	89 13%	150 21.9%	138 20.1%	547	4.92	1.79
Additional Academic support on campus	18 2.6%	20 2.9%	27 3.9%	154 22.5%	66 9.6%	95 13.9%	171 25%	134 19.6%	551	5.18	1.65
On-Campus employment opportunities	33 4.8%	29 4.2%	34 5%	159 23.2%	48 7%	93 13.6%	153 22.3%	136 19.9%	549	4.91	1.81
Diversity Programs and Policies Composite									544	4.98	1.58

Frequency and percentages of responses among the total respondent sample are presented above. An averaged composite was computed to represent the averaged total of the three items comprising Factor 7: Diversity Programs and Policies.

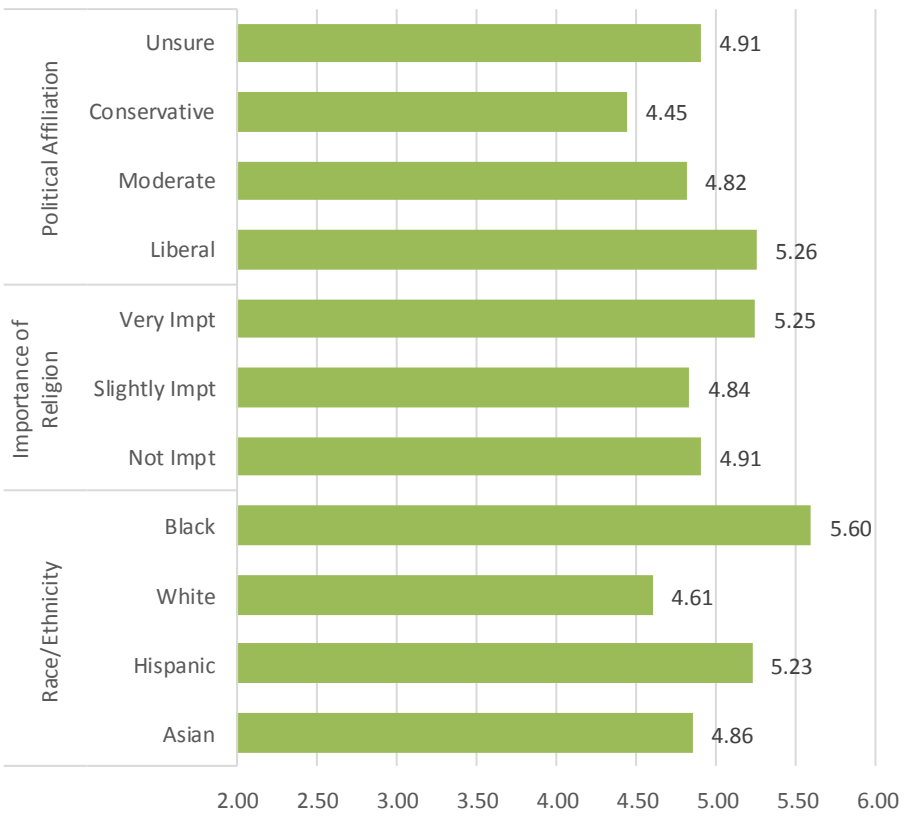
*\*CSUEB adheres to the regulations under Proposition 209 (also known as the California Civil Rights Initiative or CCRI), a California ballot proposition which, upon approval in November 1996, amended the state constitution to prohibit state governmental institutions from considering race, sex, or ethnicity, specifically in the areas of public employment, public contracting, and public education.*

## FACTOR 7. DIVERSITY PROGRAMS AND POLICIES: SPECIAL CONSIDERATION FOR MINORITIES

### Distribution of Responses



Scale Range: 1=Highly Resent to 4=Neutral to 7=Highly Support  
**F7 Diversity Programs and Policies: Special Consideration for Minorities**



There were **no significant differences** between respondents of different age, GPA, sexual orientation, or Gender according to their attitudes toward diversity programs and policies.

**Political Affiliation:** Liberal respondents were the most positive (M=5.26) toward diversity programs that afford special consideration for minorities at CSUEB. Liberals were also more positive compared to both Moderate (M=4.82) and Conservative respondents (M=4.45). There were no significant differences between Liberal and Unsure respondents.

**Importance of Religion:** Respondents who indicated religion being very important to them were the most positive toward diversity programs that afford special consideration toward minorities. In particular, respondents who reported religion as being very important (M=5.25) differed significantly from respondents who indicated religion being slightly important (M=4.84). However, respondents who indicated that religion was not important did not significantly differ from any other respondents on this factor (though the practical significance of this difference may be insubstantial).

**Race/Ethnicity:** Black respondents indicated the most positive attitudes (M=5.60) toward diversity programs and policies that afford special consideration for minorities, particularly compared to Asian and White respondents. Latino/Hispanic respondents were also generally supportive of these programs (M=5.23) and differed significantly from White respondents; their ratings, however, were not significantly different from Black or Asian respondents. Asian respondents did not differ significantly from White and Latino/Hispanic respondents, but were generally less positive compared to Latino/Hispanic and Black respondents. Finally, White respondents indicated the lowest support for these programs (M=4.61), particularly compared to Latino/Hispanic and Black Respondents.

*\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.*

## FACTOR 8. ACCESSIBILITY (STUDENTS WITH SELF-REPORTED DISABILITY ONLY)

Instructions: Please indicate your level of agreement with the following statements: “I can easily access...”

Ratings are coded: (1) Strongly Disagree to (7) Strongly Agree, (99) Not Applicable or Declined to Respond

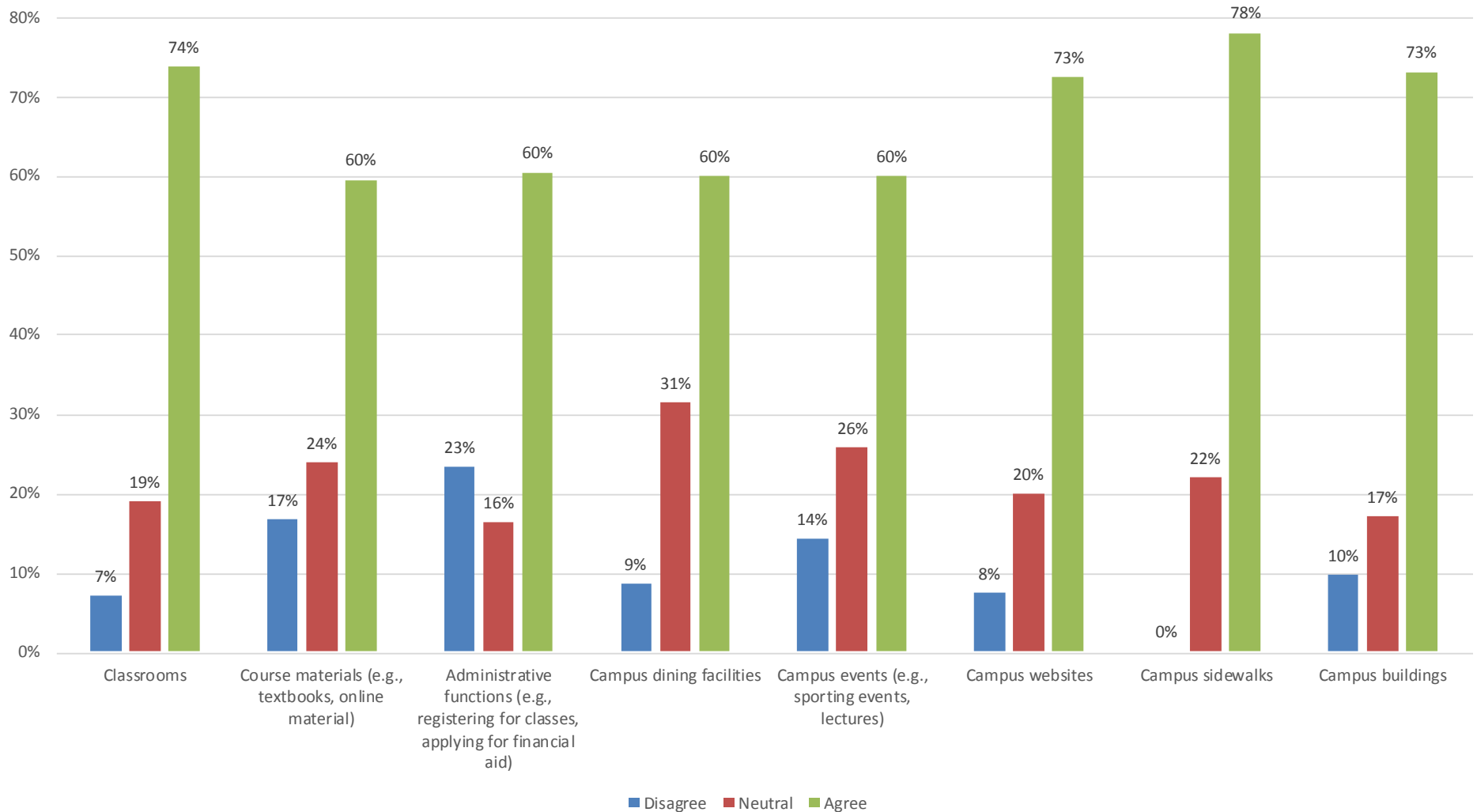
\*Only includes respondents who indicated that they had a documented/diagnosed disability. Percentages refer only to the sample of respondents who indicated having a diagnosed disability

*\*See next page for visual representation of responses*

Item $\alpha = 0.94$	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N/A or Declined	Valid N	Sample Mean	SD
Classrooms	2 4.8%	0	1 2.4%	8 19%	7 16.7%	3 7.1%	21 50%	643 93.9%	42	5.64	1.67
Course materials (e.g., textbooks, online material)	2 4.8%	1 2.4%	4 9.5%	10 23.8%	1 2.4%	5 11.9%	19 45.2%	643 93.9%	42	5.33	1.87
Administrative functions (e.g., registering for classes, applying for financial aid)	4 9.3%	4 9.3%	2 4.7%	7 16.3%	1 2.3%	7 16.3%	18 41.9%	642 93.7%	43	5.09	2.14
Campus dining facilities	0	1 2.9%	2 5.7%	11 31.4%	3 8.6%	5 14.3%	13 37.1%	650 94.9%	35	5.37	1.54
Campus events (e.g., sporting events, lectures)	1 2.9%	3 5.9%	1 2.9%	9 26.5%	2 5.9%	4 11.8%	15 44.1%	651 95%	34	5.38	1.79
Campus websites	1 2.5%	1 2.5%	1 2.5%	8 20%	3 12.5%	5 12.5%	21 52.5%	645 94.2%	40	5.75	1.62
Campus sidewalks	0	0	0	9 1.3%	3 7.3%	8 19.5%	21 51.2%	644 94%	41	6.00	1.22
Campus buildings	2 4.9%	0	2 4.9%	7 17.1%	4 9.8%	8 19.5%	18 2.6%	644 94%	41	5.66	1.54
Accessibility Composite									31	5.54	1.41

**FACTOR 8. ACCESSIBILITY (STUDENTS WITH SELF-REPORTED DISABILITY ONLY)**

Distribution of Responses



There were **no significant differences** between respondents of different age, GPA, political affiliation, importance of religion, sexual orientation, Race/Ethnicity, or Gender according to their attitudes toward peer relationships.

Due to a very small sample size, findings should be taken with caution. Follow up study of this sample population is required.

*\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.*

## FACTOR 9. RETENTION AND GRADUATION

**Instructions:** Please indicate your level of agreement with the following statements.

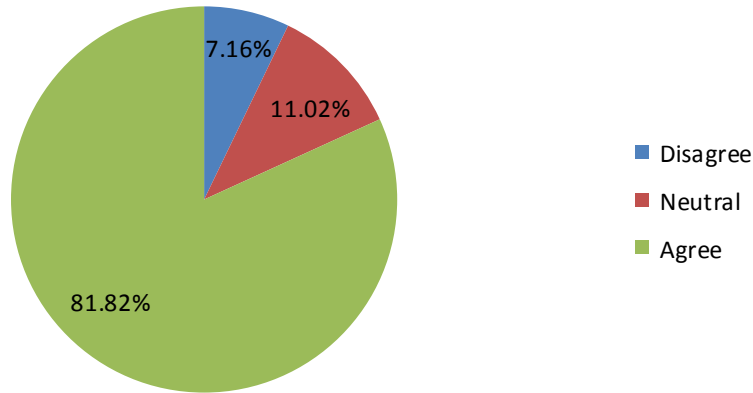
Ratings are coded: (1) Strongly Disagree to (7) Strongly Agree, (99) Not Applicable or Declined to Respond

*\*See next page for visual representation of responses*

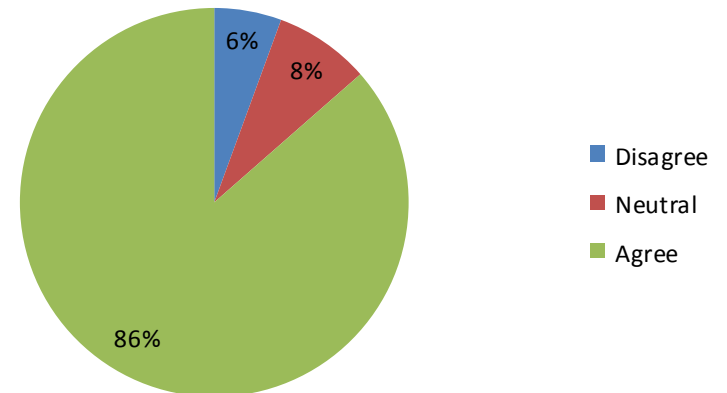
Item $\alpha = 0.86$	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N/A or Declined	Valid N	Sample Mean	SD
I intend to return to this institution next year	13 1.5%	10 1.5%	3 0.4%	40 5.8%	27 3.9%	46 6.7%	224 32.7%	151 22%	363	6.01	1.60
I intend to graduate from this institution	18 2.6%	4 0.7%	4 0.6%	37 5.4%	23 3.4%	1 6%	378 55.2%	152 22.2%	506	6.31	1.45
Retention & Graduation Composite									345	6.08	1.46

Factor 9 refers to respondents' behavioral intentions to return or graduate from CSUEB next year. Higher numbers indicate a greater intention to return or graduate. A mean composite was calculated (M=6.08, SD=1.46).

### I intend to return to this institution next year

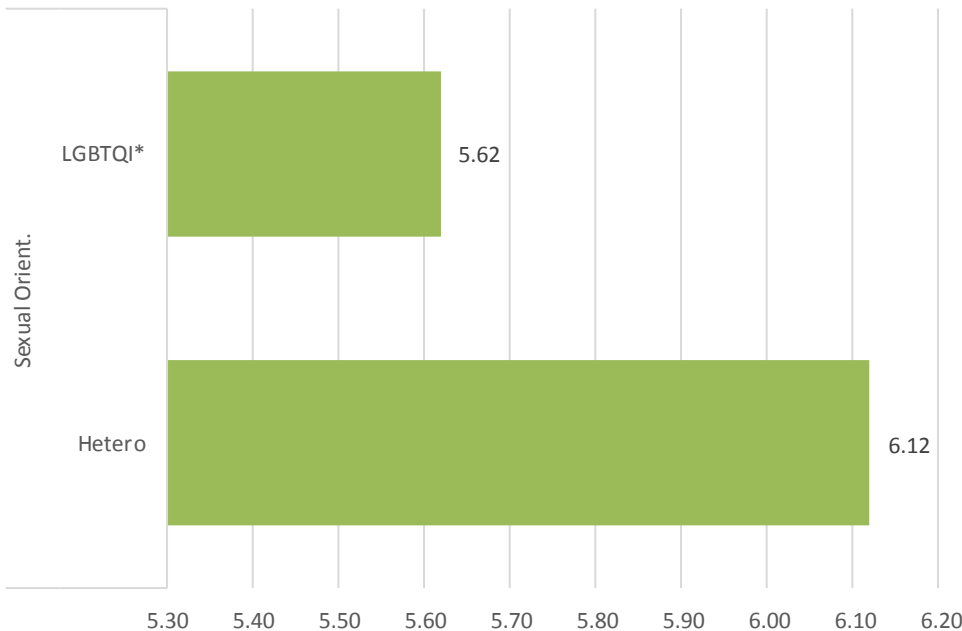


### I intend to graduate from this institution



Scale Range: 1=Strongly Disagree to 4=Neutral to 7=Strongly Agree

### F9 Retention and Graduation



There were **no significant differences** between respondents of different age, GPA, political affiliation, importance of religion, Race/Ethnicity, or Gender according to their attitudes toward peer relationships.

**Sexual Orientation:** Heterosexual respondents (M=6.12) showed a greater intention to return or graduate from CSUEB compared to their LGBTQI counterparts (M=5.62), though this difference should be taken with caution due to the extremely unequal sample size.

\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.

## FACTOR 10. OVERALL PROGRAM EFFECTIVENESS

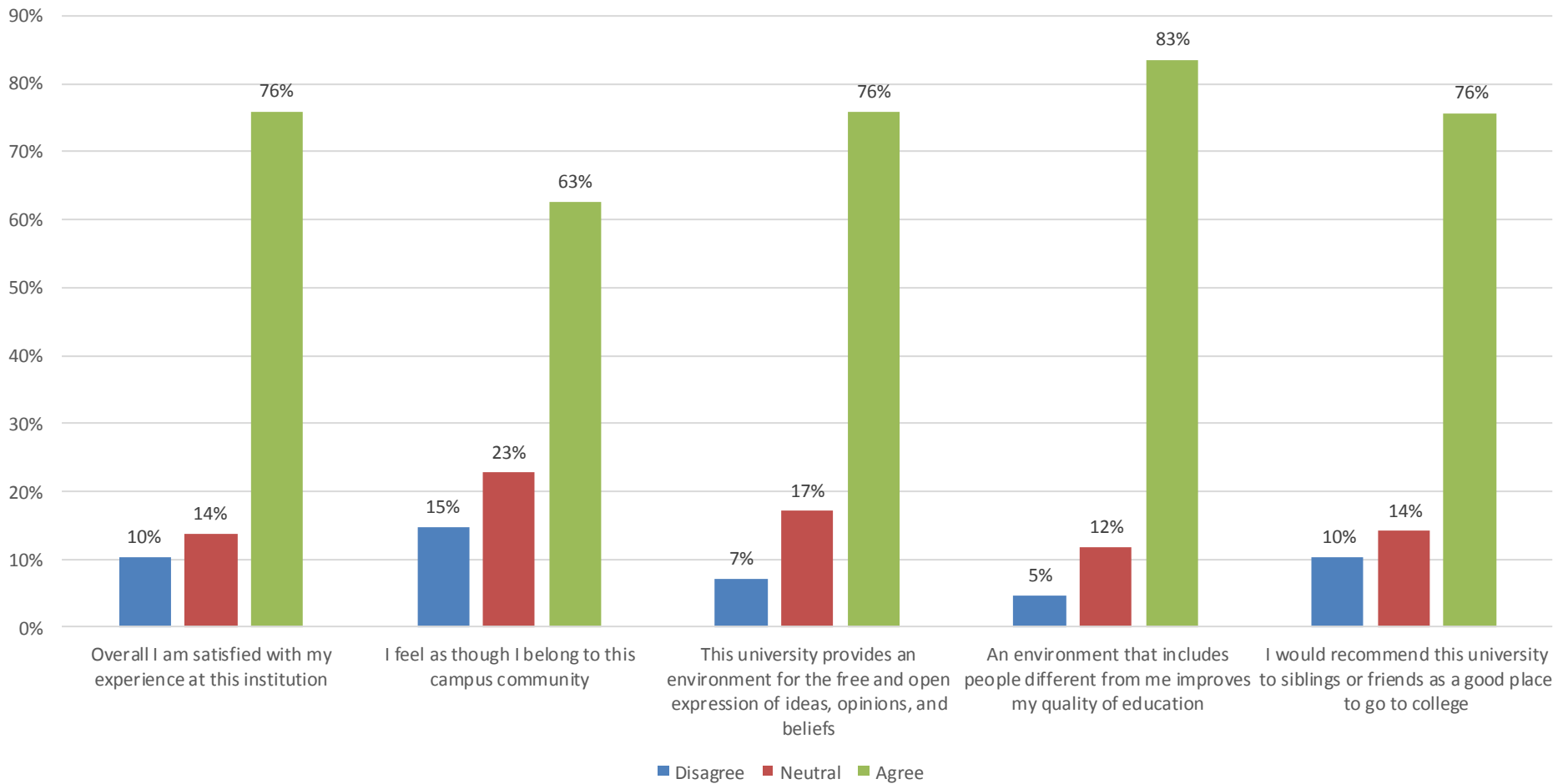
Instructions: Please indicate your level of agreement with the following statements.

*\*See next page for visual representation of responses*

Item $\alpha = 0.91$	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree	N/A or Declined	Valid N	Sample Mean	SD
Overall I am satisfied with my experience at this institution	16 2.3%	17 2.5%	23 3.4%	75 10.9%	107 15.6%	137 20%	167 24.4%	143 20.9%	542	5.43	1.54
I feel as though I belong to this campus community	19 2.8%	28 4.1%	30 4.4%	118 17.2%	101 14.7%	103 15%	121 17.7%	165 24.1%	520	5.01	1.63
This university provides an environment for the free and open expression of ideas, opinions, and beliefs	10 1.5%	11 1.6%	17 2.5%	91 13.3%	85 12.4%	132 19.3%	186 27.2%	153 22.3%	532	5.59	1.45
An environment that includes people different from me improves my quality of education	11 1.6%	11 1.6%	8 1.2%	75 10.9%	67 9.8%	236 18.2%	226 33%	162 23.6%	523	5.78	1.45
I would recommend this university to siblings or friends as a good place to go to college	20 2.9%	16 2.3%	19 2.8%	75 10.9%	80 11.7%	119 17.4%	203 29.6%	153 22.3%	532	5.53	1.62
Overall Program Effectiveness Composite									500	5.46	1.35

## FACTOR 10. OVERALL PROGRAM EFFECTIVENESS

### Distribution of Responses



There were **no significant differences** between respondents of different age, GPA, political affiliation, importance of religion, sexual orientation, Race/Ethnicity, or Gender according to their attitudes toward peer relationships.

*\*Please refer to the individual item analysis at the end of this report for observations of differences for each item between demographic subgroups.*



## HARASSMENT

Respondents were asked to respond to additional questions regarding possible experiences with harassment at CSUEB, presented here.

The tables below display reports of harassment among the 35 total respondents who answered ‘Yes’ to the question ‘*During this academic year have you ever felt harassed (sexual or non) on-campus?*’ Most students who experienced some form of harassment during the last academic year reported other students as the source of the harassment (N=17, 58.6%). Verbal comments were cited as the most common form of harassment. Harassment incidents are most likely to occur in classrooms or on-campus sidewalks or streets. Finally, though varied, harassment content most typically involved gender or race/ethnicity.

Harassed	N	%
Yes	35	5.20%
No	650	94.80%

Source of Harassment	Sample	Sample %
Student	17	58.6
Instructor/Professor	6	20.7
Teaching Assistant	2	6.9
University Staff/Administrator	1	3.4
Other	3	10.3
<b>Total</b>	<b>29</b>	<b>100</b>

Content of Harassment	Sample	Sample %
Race/Ethnicity	5	17.2
Gender	11	37.9
Religious Identification	3	10.3
Sexual Orientation	2	6.9
Political Ideology	1	3.4
Disability/Illness	1	3.4
Age	2	6.9
Other	4	13.8
<b>Total</b>	<b>29</b>	<b>100</b>

Form of Harassment	Sample	Sample %
Verbal Comments	15	50
Written Comments	1	3.3
Stares	3	10
Exclusion	2	6.7
Anonymous Phone Calls	1	3.3
Damage to Personal Property	1	3.3
Inappropriate Touching	1	3.3
Social Media Messages	2	6.7
Other	4	13.3
<b>Total</b>	<b>30</b>	<b>100</b>

Location of Harassment	Sample	Sample %
Classroom	8	28.6
Residence Hall	1	3.6
On-Campus Apartment	1	3.6
Greek Housing	1	3.6
Student Activity/Organization	1	3.6
On-Campus Sidewalk/Street	8	28.6
Via Phone/Email	1	3.6
Via Social Media	3	10.7
Off-Campus	2	7.1
Other	2	7.1
<b>Total</b>	<b>28</b>	<b>100</b>

Section 3

Institution Specific Questions

Institution Specific Questions

The following pages examine a subsection of items administered to respondents in the current survey, referred to as Institution Specific Questions. Similar to the analyses conducted on each of the 10 factor composites, descriptive and inferential analyses are conducted using analysis of variance (ANOVA). Furthermore, differences between specific demographic subgroups are examined to reveal possible trends. These demographic subgroups include: age, cumulative GPA, political affiliation, sexual orientation, importance of religion, race/ethnicity, and gender.

When reviewing these results, please take note of the response anchors provided for some items, as they may differ from those administered during assessment of the 10 factors. For instance, the following three institution specific questions ask respondents to indicate the extent to which they agree with the following statement, with response choices ranging from Strongly Disagree (1) to Strongly Agree (4). This means that a LOWER value would indicate LESS agreement with the statement. In general, respondents' attitudes toward CSUEB were positive.

The following section assesses questions specific to CSUEB, which include:

- ◆ To what extent do you disagree/agree with the following statements?
  - ◆ There are role models for me on campus
  - ◆ Most faculty who I have taken tend to underestimate my ability
  - ◆ My major department emphasizes the importance of diversity in my field
- ◆ Is English your only/primary/secondary language?
- ◆ Was English the primary language spoken in your home while growing up?
- ◆ What is the highest degree/diploma that your Mother/Father/Caretaker has completed as of today?
- ◆ Will you be the first person in your extended family to earn a BA/BS degree?
- ◆ Which sources fund your higher education expenses?

## INSTITUTION SPECIFIC QUESTIONS

### INSTITUTION SPECIFIC QUESTIONS BY DEMOGRAPHIC GROUPS

The table below reports the sample size and mean value ratings for each item among several demographic subgroups including: Gender, Race/Ethnicity, Sexual Orientation, Importance of Religion, Political Affiliation, cumulative GPA, and Age Range.

Only variables that yielded a significant difference between subgroups are noted with **bold type** and an \*asterisk at the  $p < 0.05$  level.

Item	Total Sample		Gender				Race/Ethnicity								Sexual Orientation			
	N	Mean	N		Mean		N				Mean				N		Mean	
	Total	Total	Male	Female	Male	Female	Asian	Hispanic	White	Black	Asian	Hispanic	White	Black	Hetero	LGBTQI	Hetero	LGBTQI
There are role models for me on campus	532	2.9	154	377	2.86	2.92	183	132	120	56	<b>* 2.78</b>	<b>* 3.03</b>	<b>* 2.93</b>	2.88	463	42	2.92	2.81
Most faculty who I have taken tend to underestimate my ability	533	2.23	155	377	<b>* 2.34</b>	<b>* 2.19</b>	183	133	120	55	2.24	2.17	2.29	2.25	465	41	2.21	2.39
My major department emphasizes the importance of diversity in my field	532	3.08	153	378	3.08	3.08	180	134	121	55	3.08	3.12	3.11	2.98	464	42	<b>* 3.11</b>	<b>* 2.90</b>

**Instructions: Please indicate your level of agreement with the following statements.**

**Ratings are coded: (1) Strongly Disagree to (4) Strongly Agree .**

The three institution specific questions ask respondents to indicate the extent to which they agree with the following statement, with response choices ranging from Strongly Disagree (1) to Strongly Agree (4). This means that a LOWER value would indicate LESS agreement with the statement.

## INSTITUTION SPECIFIC QUESTIONS

### INSTITUTION SPECIFIC QUESTIONS BY DEMOGRAPHIC GROUPS

The table below reports the sample size and mean value ratings for each item among several demographic subgroups including: Gender, Race/Ethnicity, Sexual Orientation, Importance of Religion, Political Affiliation, cumulative GPA, and Age Range.

Only variables that yielded a significant difference between subgroups are noted with **bold type** and an \*asterisk at the  $p < 0.05$  level.

Item	Importance of Religion						Political Affiliation							
	N			Mean			N				Mean			
	Not Impt	Slightly Impt	Very Impt	Not Impt	Slightly Impt	Very Impt	Liberal	Moderate	Conservative	Unsure	Liberal	Moderate	Conservative	Unsure
There are role models for me on campus	195	177	152	2.93	2.9	2.86	203	157	41	108	<b>* 2.97</b>	2.94	<b>* 2.66</b>	2.81
Most faculty who I have taken tend to underestimate my ability	196	177	153	2.28	2.23	2.2	202	158	41	108	2.27	2.18	2.15	2.28
My major department emphasizes the importance of diversity in my field	195	178	152	3.12	3.06	3.08	202	159	40	107	<b>* 3.14</b>	<b>* 3.14</b>	<b>* 2.88</b>	2.99

**Instructions: Please indicate your level of agreement with the following statements.**

**Ratings are coded: (1) Strongly Disagree to (4) Strongly Agree .**

The three institution specific questions ask respondents to indicate the extent to which they agree with the following statement, with response choices ranging from Strongly Disagree (1) to Strongly Agree (4). This means that a LOWER value would indicate LESS agreement with the statement.

## INSTITUTION SPECIFIC QUESTIONS

### INSTITUTION SPECIFIC QUESTIONS BY DEMOGRAPHIC GROUPS

The table below reports the sample size and mean value ratings for each item among several demographic subgroups including: Gender, Race/Ethnicity, Sexual Orientation, Importance of Religion, Political Affiliation, cumulative GPA, and Age Range.

Only variables that yielded a significant difference between subgroups are noted with **bold type** and an \*asterisk at the  $p < 0.05$  level.

Item	GPA						Age			
	N			Mean			N		Mean	
	2.99 & Below	3.0-3.49	3.5-4.0	2.99 & Below	3.0-3.49	3.5-4.0	24 & Under	25 & Over	24 & Under	25 & Over
There are role models for me on campus	172	176	179	2.85	2.90	2.94	299	232	2.93	2.85
Most faculty who I have taken tend to underestimate my ability	170	176	182	2.29	2.20	2.21	298	234	2.27	2.19
My major department emphasizes the importance of diversity in my field	170	174	183	3.01	3.10	3.13	297	234	3.07	3.10

**Instructions: Please indicate your level of agreement with the following statements.**

**Ratings are coded: (1) Strongly Disagree to (4) Strongly Agree .**

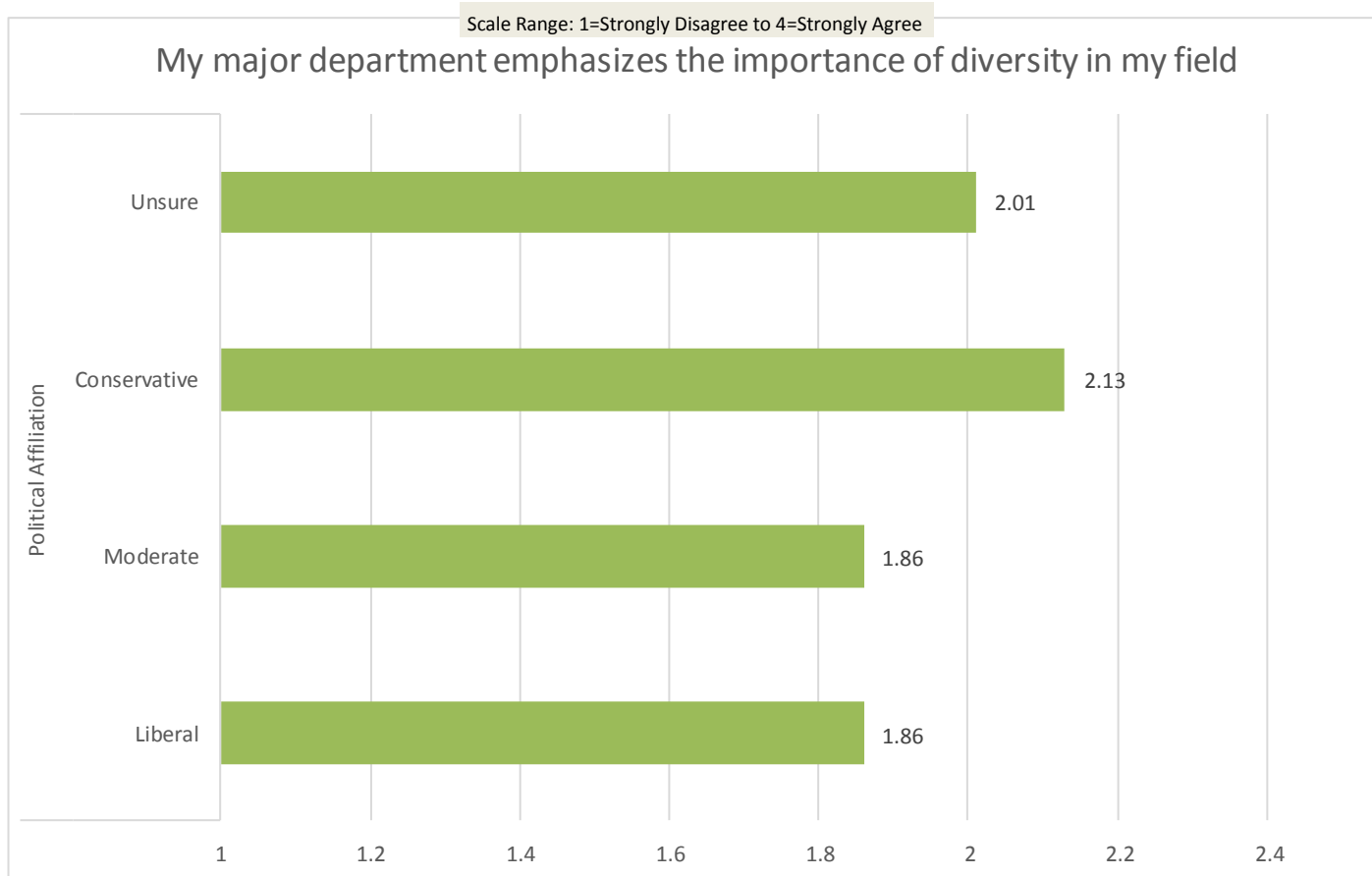
The three institution specific questions ask respondents to indicate the extent to which they agree with the following statement, with response choices ranging from Strongly Disagree (1) to Strongly Agree (4). This means that a LOWER value would indicate LESS agreement with the statement.

INSTITUTION SPECIFIC QUESTIONS BY DEMOGRAPHIC GROUPS

**“My major department emphasizes the importance of diversity in my field..”**

This item asked respondents to indicate the extent to which they agree with the following statement, with response choices ranging from Strongly Disagree (1) to Strongly Agree (4). This means that a LOWER value would indicate LESS agreement with the statement. An analysis of variance revealed no significant differences between the following subgroups: age, GPA, importance of religion, sexual orientation, race/ethnicity, or gender.

Political Affiliation: Conservative respondents (M=2.88) were more likely to disagree with this statement compared to Liberal and Moderate respondents (M=3.14).



INSTITUTION SPECIFIC QUESTIONS BY DEMOGRAPHIC GROUPS

**“Most faculty I have taken tend to underestimate my ability.”**

This item asked respondents to indicate the extent to which they agree with the following statement, with response choices ranging from Strongly Disagree (1) to Strongly Agree (4). A higher rating would indicate more agreement with the statement (i.e., the respondent agrees that faculty have tended to underestimate their ability.)

Overall, respondents indicated a relatively low mean rating for this item, indicating that they do not feel that faculty underestimates their ability.

There were **no significant differences** between any of the demographic subgroups including: age, GPA, political affiliation, importance of religion, sexual orientation, or race/ethnicity, or gender.



## INSTITUTION SPECIFIC QUESTIONS

### INSTITUTION SPECIFIC QUESTIONS BY DEMOGRAPHIC GROUPS

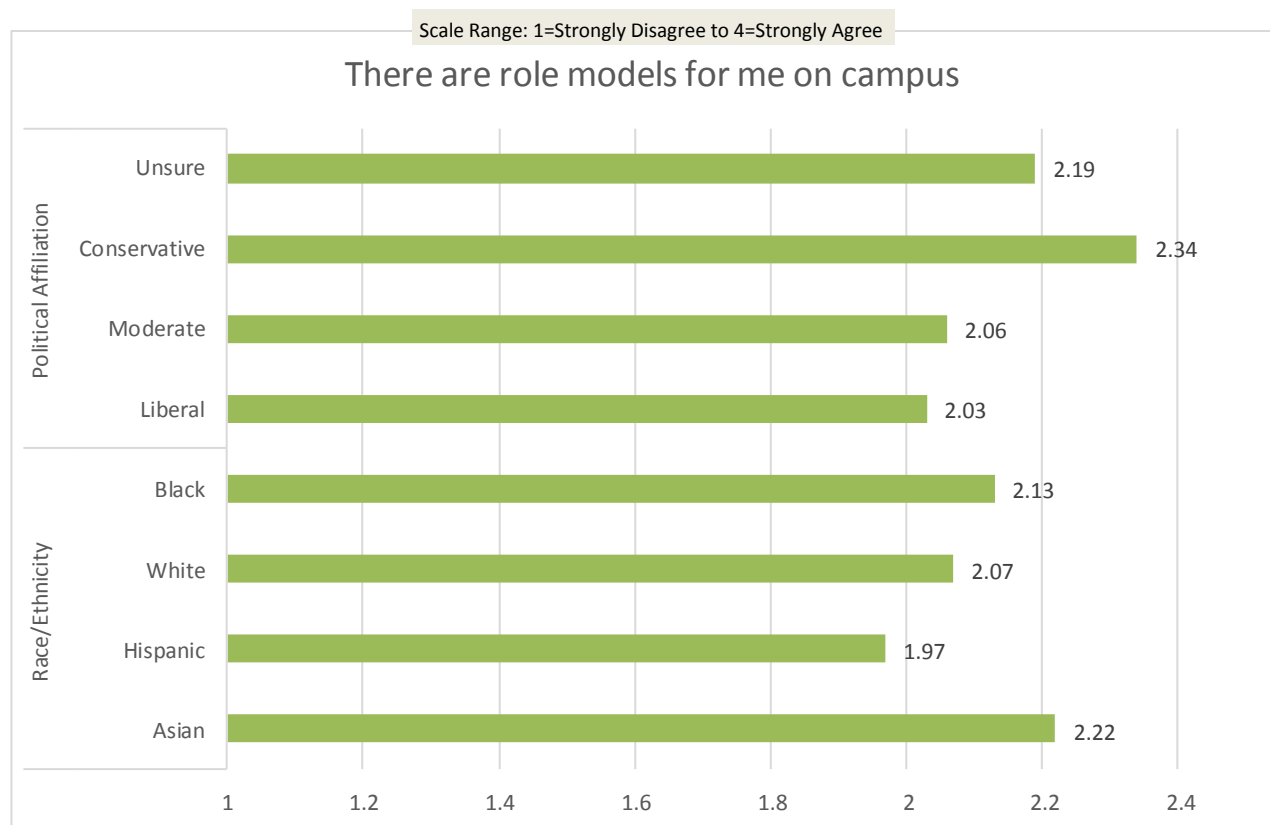
#### **“There are role models for me on campus.”**

This item asked respondents to indicate the extent to which they agree with the following statement, with response choices ranging from Strongly Disagree (1) to Strongly Agree (4). This means that a LOWER value would indicate LESS agreement with the statement.

**Political Affiliation:** Conservative respondents (M=2.66) perceived significantly fewer role models on campus compared to Liberal respondents (M=2.97).

**Race/Ethnicity:** Asian respondents indicated a significantly lower value (M=2.78) for this item compared to Latino/Hispanic respondents (M=3.03) suggesting that Asian respondents perceive *fewer* role models on campus.

There were no **significant differences** between the following subgroups: age, GPA, importance of religion, sexual orientation, or gender.



INSTITUTION SPECIFIC QUESTIONS

Year	Item	Headcount					Percentage				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
2006	There are role models for me on campus	165	502	1164	332	2163	7.6%	23.2%	53.8%	15.3%	100%
2013		97	307	105	23	532	18.2%	57.7%	19.7%	4.3%	100%
2006	Most faculty tend to underestimate my ability	260	1299	486	100	2145	12.1%	60.6%	22.7%	4.7%	100%
2013		32	135	292	74	533	6.0%	25.3%	54.8%	13.9%	100%
2006	My major department emphasizes the importance of diversity in my field	71	404	1201	445	2121	3.3%	19.0%	56.6%	21%	100%
2013		137	313	71	11	532	25.8%	58.8%	13.3%	2.1%	100%

**The table above compares responses collected from the 2006 Campus Climate Survey with responses collected in 2013.**

- 1) There are role models for me on campus
- 2) Most faculty tend to underestimate my ability
- 3) My major department emphasizes the importance of diversity in my field

Compared to those who responded in 2006, fewer students responding to the 2013 Campus Climate Survey said that there were role models for them on campus. More students said that faculty tended to underestimate their ability, and fewer said that their major department emphasizes the importance of diversity in their field. These findings suggest that further research on these issues is needed to reveal how the university may improve students' perceptions.

## Section 4

### Individual Item Analysis

## INDIVIDUAL ITEM ANALYSIS

The following analyses examine differences among specific demographic groups on all items included in each of the 10 factors<sup>1</sup>. The intent of the current analyses is to identify possible patterns among demographic groups that are not apparent when examining averaged composite variables. However, readers are cautioned not to overextend the following results as they are based on single items. Please also consider the possible unequal sample size and heterogeneity of variance between some comparison groups, which may inflate differences that are not practically meaningful.

The table presented on the next pages displays the exact p value yielded from an analysis of variance (ANOVA) for each item to reveal any potential differences among demographic groups, including: age, cumulative GPA, political affiliation, sexual orientation, importance of religion, race/ethnicity, and gender.

Differences between demographic groups that exceed the  $p < .10$  threshold are noted and discussed in the following pages.

### How to read the table on the following pages:

An example below displays the p values associated with all three items that comprise Factor 1: Peer Relationships. The demographic variable, Age, has two levels (24 and under, 25 and over). An analysis of variance (ANOVA) revealed a statistically significant difference between respondents of different age groups on the item, “I feel accepted by students at this college/university” (**p=0.015**) such that younger respondents (M=5.24) were less positive about feeling accepted at CSUEB compared to older respondents (M=5.56), though both ratings were generally positive.

<b>Factor</b>	<b>Item</b>	<b>Age (P value)</b>
1	1. I feel accepted by students at this college/university	<b>.015</b>
	2. I have made friends at this college/university	.548
	3. I feel valued by students at this college/university	<b>.003</b>

<sup>1</sup> Please note that though these results indicate a statistically significant difference between groups, this difference may not be practically meaningful; as readers can see from the reported means, though there may be statistically significant differences between certain groups, all groups reported generally positive attitudes toward the items in question.

# INDIVIDUAL ITEM ANALYSIS

this table reports p values among demographic groups; \*p <.05

Factor	Item	Age	Cum. GPA	Political Affiliation	Importance of Religion	Sexual Orientation	Race/Ethnicity	Gender
1	1. I feel accepted by students at this college/university	<b>*.015</b>	.907	.113	.456	.140	.469	.839
	2. I have made friends at this college/university	.548	.474	.520	.680	.147	.222	.098
	3. I feel valued by students at this college/university	<b>*.003</b>	.631	.347	.843	.084	.848	.723
2	1. I feel welcome in classes	<b>*.010</b>	.631	<b>*.052</b>	.368	.262	.587	.715
	2. Appropriate and inclusive language is used in classes	.125	.710	<b>*.037</b>	.187	.929	.132	.685
	3. Different views and perspectives are encouraged in classes	.190	.660	.263	.352	.733	.679	.192
3	1. I feel safe walking across campus	.834	.654	.334	.249	.863	.714	<b>*.0001</b>
	2. Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)	.357	.412	.352	.606	.444	.826	.627
	3. Different views and perspectives are encouraged in student activities/organizations (e.g., meetings, concerts, lectures, games)	.372	.844	.381	.676	.737	.166	.801
4	1. A belief that learning about others who are different from me is valuable	.398	.562	.183	.793	.307	.166	.384
	2. A personal commitment to combating discrimination	<b>*.014</b>	.888	.142	.386	.628	.222	.278
	3. The ability to challenge, when necessary, my biases toward people who are different from me	.276	.801	.066	.080	.897	.177	.177
5	1. Students are treated equally, on this campus, regardless of their race/ethnicity	.095	.479	.288	.496	.868	.433	.823
	2. Students are treated equally, on this campus, regardless of their gender	.242	.231	.308	.509	.237	.355	.504
	3. Students are treated equally, on this campus, regardless of their religious identification	.095	.357	.368	.657	.767	.608	.871
	4. Students are treated equally, on this campus, regardless of their sexual orientation	<b>*.032</b>	.575	.579	.282	<b>*.008</b>	.451	.627
	5. Students are treated equally, on this campus, regardless of their political/social ideology	.840	.269	.370	.875	.363	.188	.365
	6. Students are treated equally, on this campus, regardless of their disability/ability	.420	.768	.500	.411	.194	.127	.656
	7. Students are treated equally, on this campus, regardless of their age	.600	.804	.648	.545	.131	.091	.924
	8. Students are treated equally, on this campus, regardless of their financial standing	.065	.938	.377	.510	.150	.894	.645
6	1. Interact with students who are different from me	.873	.330	.690	.653	.216	.115	.357
	2. Understand the difficulties experienced by others who are different from me	.883	.532	.757	.817	.069	.132	.698
	3. Develop a sense of justice and fairness	.807	.200	.319	.807	.061	.396	.749
	4. Advocate for others	.117	.765	.371	.462	<b>*.023</b>	.416	.455
7	1. Admissions	.131	.662	<b>*.0001</b>	.056	.920	<b>*.0001</b>	.279
	2. Financial Aid	.235	.607	.068	<b>*.031</b>	.528	<b>*.0001</b>	.173
	3. Additional academic support on campus	.143	.950	<b>*.013</b>	.241	.801	<b>*.003</b>	.296
	4. On-campus employment opportunities	.581	.944	<b>*.005</b>	0.80	.996	<b>*.003</b>	.773
8	1. I can easily access: Classrooms	.969	.828	<b>*.028</b>	.884	.330	.922	.488
	2. I can easily access: Course materials (e.g., textbooks, online materials)	.743	.727	.104	.674	.659	.792	.307
	3. I can easily access: Administrative functions (e.g., registering for classes, applying for financial aid)	.416	.718	.240	.840	.432	.663	.619
	4. I can easily access: Campus dining facilities	.883	.313	.667	.650	<b>*.011</b>	.901	.278
	5. I can easily access: Campus events (e.g., sporting events, lectures, concerts)	.074	.971	.570	.717	.053	.958	.118
	6. I can easily access: Campus web sites	.962	.253	.516	.879	.312	.836	.806
	7. I can easily access: Campus sidewalks	.802	.064	.255	.249	.501	<b>*.045</b>	.189
	8. I can easily access: Campus buildings	.763	.294	.579	.346	.356	.080	.552
9	1. I intend to: Return to this institution next year (please mark NA if graduating or studying abroad)	.830	.993	.627	.171	.166	.725	.234
	2. I intend to: Graduate from this institution	.220	.866	.505	.746	<b>*.048</b>	.427	.267
10	1. Overall, I am satisfied with my experience at this institution	.210	.692	.679	.920	.068	.437	.316
	2. I feel as though I belong to this campus community	.079	.256	.204	.439	<b>*.009</b>	<b>*.004</b>	.622
	3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs	.756	.955	<b>*.025</b>	.750	.089	.124	.619
	4. An environment that includes people different from me improves my quality of education	<b>*.035</b>	.587	<b>*.016</b>	.266	.880	.075	.727
	5. I would recommend this college/university to siblings or friends as a good place to go to college	<b>*.035</b>	.301	.228	.696	<b>*.008</b>	.142	.840

# INDIVIDUAL ITEM ANALYSIS

p value

*\*statistically significant by at least a  $p < .05$  level.*

Factor	Item	Age	Individual item analyses compared respondents who were age 24 & younger to those who were age 25 & older.
1	1. I feel accepted by students at this college/university	<b>*.015</b>	Factor 1, Item 1 (F1-1): younger respondents (M=5.24) were less positive about feeling accepted at CSUEB compared to older respondents (M=5.56).  F1-3: Older respondents (M=5.17) feel more valued by students compared to younger respondents (M=4.76)  F2-1: Older respondents (M=5.66) feel more welcome in classes compared to younger respondents (M=5.34)  F4-2: Older respondents (M=5.61) have developed a greater commitment to combating discrimination compared to younger respondents (M=5.25)  F5-4: Older respondents (M=5.74) feel more strongly that students are treated equally regardless of sexual orientation compared to younger respondents (M=5.44)  F10-4: Older respondents (M=5.93) feel more strongly that an environment that includes people different from them improves their quality of education compared to younger respondents (M=5.66).  F10-5: Older respondents (M=5.70) would be more likely to recommend CSUEB compared to younger respondents (M=5.40).
	2. I have made friends at this college/university	.548	
	3. I feel valued by students at this college/university	<b>*.003</b>	
2	1. I feel welcome in classes	<b>*.010</b>	
	2. Appropriate and inclusive language is used in classes	.125	
	3. Different views and perspectives are encouraged in classes	.190	
3	1. I feel safe walking across campus	.834	
	2. Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)	.357	
	3. Different views and perspectives are encouraged in student activities/organizations (e.g., meetings, concerts, lectures, games)	.372	
4	1. A belief that learning about others who are different from me is valuable	.398	
	2. A personal commitment to combating discrimination	<b>*.014</b>	
	3. The ability to challenge, when necessary, my biases toward people who are different from me	.276	
5	1. Students are treated equally, on this campus, regardless of their race/ethnicity	.095	
	2. Students are treated equally, on this campus, regardless of their gender	.242	
	3. Students are treated equally, on this campus, regardless of their religious identification	.095	
	4. Students are treated equally, on this campus, regardless of their sexual orientation	<b>*.032</b>	
	5. Students are treated equally, on this campus, regardless of their political/social ideology	.840	
	6. Students are treated equally, on this campus, regardless of their disability/ability	.420	
	7. Students are treated equally, on this campus, regardless of their age	.600	
	8. Students are treated equally, on this campus, regardless of their financial standing	.065	
6	1. Interact with students who are different from me	.873	
	2. Understand the difficulties experienced by others who are different from me	.883	
	3. Develop a sense of justice and fairness	.807	
	4. Advocate for others	.117	
7	1. Admissions	.131	
	2. Financial Aid	.235	
	3. Additional academic support on campus	.143	
	4. On-campus employment opportunities	.581	
8	1. I can easily access: Classrooms	.969	
	2. I can easily access: Course materials (e.g., textbooks, online materials)	.743	
	3. I can easily access: Administrative functions (e.g., registering for classes, applying for financial aid)	.416	
	4. I can easily access: Campus dining facilities	.883	
	5. I can easily access: Campus events (e.g., sporting events, lectures, concerts)	.074	
	6. I can easily access: Campus web sites	.962	
	7. I can easily access: Campus sidewalks	.802	
	8. I can easily access: Campus buildings	.763	
9	1. I intend to: Return to this institution next year (please mark NA if graduating or studying abroad)	.830	
	2. I intend to: Graduate from this institution	.220	
10	1. Overall, I am satisfied with my experience at this institution	.210	
	2. I feel as though I belong to this campus community	.079	
	3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs	.756	
	4. An environment that includes people different from me improves my quality of education	<b>*.035</b>	
	5. I would recommend this college/university to siblings or friends as a good place to go to college	<b>*.035</b>	

*Statistically significant results reported here may be due to very large sample sizes and may not be practically or meaningfully significant.*

# INDIVIDUAL ITEM ANALYSIS

p value

*\*statistically significant by at least a  $p < .05$  level.*

Factor	Item	Cum. GPA	
1	1. I feel accepted by students at this college/university	.907	<b>Individual item analyses compared respondents who fell into one of three self-reported GPA groups: (a) 2.99 and below, (b) 3.0-3.49, and (c) 3.5-4.0.</b>  No significant differences were detected between students reporting different GPAs along any of the individual item questions.
	2. I have made friends at this college/university	.474	
	3. I feel valued by students at this college/university	.631	
2	1. I feel welcome in classes	.631	
	2. Appropriate and inclusive language is used in classes	.710	
	3. Different views and perspectives are encouraged in classes	.660	
3	1. I feel safe walking across campus	.654	
	2. Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)	.412	
	3. Different views and perspectives are encouraged in student activities/organizations (e.g., meetings, concerts, lectures, games)	.844	
4	1. A belief that learning about others who are different from me is valuable	.562	
	2. A personal commitment to combating discrimination	.888	
	3. The ability to challenge, when necessary, my biases toward people who are different from me	.801	
5	1. Students are treated equally, on this campus, regardless of their race/ethnicity	.479	
	2. Students are treated equally, on this campus, regardless of their gender	.231	
	3. Students are treated equally, on this campus, regardless of their religious identification	.357	
	4. Students are treated equally, on this campus, regardless of their sexual orientation	.575	
	5. Students are treated equally, on this campus, regardless of their political/social ideology	.269	
	6. Students are treated equally, on this campus, regardless of their disability/ability	.768	
	7. Students are treated equally, on this campus, regardless of their age	.804	
	8. Students are treated equally, on this campus, regardless of their financial standing	.938	
6	1. Interact with students who are different from me	.330	
	2. Understand the difficulties experienced by others who are different from me	.532	
	3. Develop a sense of justice and fairness	.200	
	4. Advocate for others	.765	
7	1. Admissions	.662	
	2. Financial Aid	.607	
	3. Additional academic support on campus	.950	
	4. On-campus employment opportunities	.944	
8	1. I can easily access: Classrooms	.828	
	2. I can easily access: Course materials (e.g., textbooks, online materials)	.727	
	3. I can easily access: Administrative functions (e.g., registering for classes, applying for financial aid)	.718	
	4. I can easily access: Campus dining facilities	.313	
	5. I can easily access: Campus events (e.g., sporting events, lectures, concerts)	.971	
	6. I can easily access: Campus web sites	.253	
	7. I can easily access: Campus sidewalks	.064	
	8. I can easily access: Campus buildings	.294	
9	1. I intend to: Return to this institution next year (please mark NA if graduating or studying abroad)	.993	
	2. I intend to: Graduate from this institution	.866	
10	1. Overall, I am satisfied with my experience at this institution	.692	
	2. I feel as though I belong to this campus community	.256	
	3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs	.955	
	4. An environment that includes people different from me improves my quality of education	.587	
	5. I would recommend this college/university to siblings or friends as a good place to go to college	.301	

*Statistically significant results reported here may be due to very large sample sizes and may not be practically or meaningfully significant.*

# INDIVIDUAL ITEM ANALYSIS

p value

*\*statistically significant by at least a  $p < .05$  level.*

Factor	Item	Political Affiliation	Individual item analyses compared respondents who self-identified as being Liberal, Moderate, Conservative, or Unsure.
1	1. I feel accepted by students at this college/university	.113	<p><i>Caution should be taken with interpretation of the following results due to the extreme uneven sample size between respondents of different political affiliations</i></p> <p>F2-2: Liberal respondents (M=5.86) felt more strongly that appropriate and inclusive language is used in class compared to Moderate (M=5.68) or Conservative (M=5.34) respondents.</p> <p>F7-1: Liberal respondents (M=5.25) were significantly more accepting of programs that give special consideration to minorities regarding admissions compared to Moderate (M=4.72) or Conservative (M=4.14) respondents.</p> <p>F7-3: Liberal respondents (M=5.45) were significantly more accepting of programs that give special consideration to minorities regarding academic support compared to Moderate (M=5.05) or Conservative (M=4.75) respondents.</p> <p>F7-4: Liberal respondents (M=5.25) were significantly more accepting of programs that give special consideration to minorities regarding employment opportunities compared to Moderate (M=4.77) or Conservative (M=4.36) respondents.</p> <p>F8-1: Liberal respondents with diagnosed disabilities (M=6.06) reported more easily accessing classrooms compared to Moderate (M=5.58) or Conservative (M=1.00, N=1) respondents with diagnosed disabilities.</p> <p>F10-3: Liberal respondents (M=5.76) more strongly agreed that CSUEB provides a free and open environment compared to Moderate (M=5.49) or Conservative (M=5.05) respondents.</p> <p>F10-4: Liberal respondents (M=5.93) more strongly agreed that an environment that includes people different from them improves their quality of education compared to Moderate (M=5.81) or Conservative (M=5.18) respondents.</p> <p><i>Statistically significant results reported here may be due to very large sample sizes and may not be practically or meaningfully significant.</i></p>
	2. I have made friends at this college/university	.520	
	3. I feel valued by students at this college/university	.347	
2	1. I feel welcome in classes	.052	
	2. Appropriate and inclusive language is used in classes	<b>*.037</b>	
	3. Different views and perspectives are encouraged in classes	.263	
3	1. I feel safe walking across campus	.334	
	2. Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)	.352	
	3. Different views and perspectives are encouraged in student activities/organizations (e.g., meetings, concerts, lectures, games)	.381	
4	1. A belief that learning about others who are different from me is valuable	.183	
	2. A personal commitment to combating discrimination	.142	
	3. The ability to challenge, when necessary, my biases toward people who are different from me	.066	
5	1. Students are treated equally, on this campus, regardless of their race/ethnicity	.288	
	2. Students are treated equally, on this campus, regardless of their gender	.308	
	3. Students are treated equally, on this campus, regardless of their religious identification	.368	
	4. Students are treated equally, on this campus, regardless of their sexual orientation	.579	
	5. Students are treated equally, on this campus, regardless of their political/social ideology	.370	
	6. Students are treated equally, on this campus, regardless of their disability/ability	.500	
	7. Students are treated equally, on this campus, regardless of their age	.648	
	8. Students are treated equally, on this campus, regardless of their financial standing	.377	
6	1. Interact with students who are different from me	.690	
	2. Understand the difficulties experienced by others who are different from me	.757	
	3. Develop a sense of justice and fairness	.319	
	4. Advocate for others	.371	
7	1. Admissions	<b>*.0001</b>	
	2. Financial Aid	.068	
	3. Additional academic support on campus	<b>*.013</b>	
	4. On-campus employment opportunities	<b>*.005</b>	
8	1. I can easily access: Classrooms	<b>*.028</b>	
	2. I can easily access: Course materials (e.g., textbooks, online materials)	.104	
	3. I can easily access: Administrative functions (e.g., registering for classes, applying for financial aid)	.240	
	4. I can easily access: Campus dining facilities	.667	
	5. I can easily access: Campus events (e.g., sporting events, lectures, concerts)	.570	
	6. I can easily access: Campus web sites	.516	
	7. I can easily access: Campus sidewalks	.255	
	8. I can easily access: Campus buildings	.579	
9	1. I intend to: Return to this institution next year (please mark NA if graduating or studying abroad)	.627	
	2. I intend to: Graduate from this institution	.505	
10	1. Overall, I am satisfied with my experience at this institution	.679	
	2. I feel as though I belong to this campus community	.204	
	3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs	<b>*.025</b>	
	4. An environment that includes people different from me improves my quality of education	<b>*.016</b>	
	5. I would recommend this college/university to siblings or friends as a good place to go to college	.228	



# INDIVIDUAL ITEM ANALYSIS

p value

*\*statistically significant by at least a  $p < .05$  level.*

Factor	Item	Importance of Religion	
1	1. I feel accepted by students at this college/university	.456	<p><b>Individual item analyses compared respondents who reported that the role played by religion was either: Not Important, Slightly Important, or Very Important.</b></p> <p>F7-2: Respondents who said religion was very important (M=5.24) were significantly more accepting of programs that give special consideration to minorities regarding financial aid compared to those who said religion was slightly (M=4.82) or not important (M=4.78).</p>
	2. I have made friends at this college/university	.680	
	3. I feel valued by students at this college/university	.843	
2	1. I feel welcome in classes	.368	
	2. Appropriate and inclusive language is used in classes	.187	
	3. Different views and perspectives are encouraged in classes	.352	
3	1. I feel safe walking across campus	.249	
	2. Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)	.606	
	3. Different views and perspectives are encouraged in student activities/organizations (e.g., meetings, concerts, lectures, games)	.676	
4	1. A belief that learning about others who are different from me is valuable	.793	
	2. A personal commitment to combating discrimination	.386	
	3. The ability to challenge, when necessary, my biases toward people who are different from me	.080	
5	1. Students are treated equally, on this campus, regardless of their race/ethnicity	.496	
	2. Students are treated equally, on this campus, regardless of their gender	.509	
	3. Students are treated equally, on this campus, regardless of their religious identification	.657	
	4. Students are treated equally, on this campus, regardless of their sexual orientation	.282	
	5. Students are treated equally, on this campus, regardless of their political/social ideology	.875	
	6. Students are treated equally, on this campus, regardless of their disability/ability	.411	
	7. Students are treated equally, on this campus, regardless of their age	.545	
	8. Students are treated equally, on this campus, regardless of their financial standing	.510	
6	1. Interact with students who are different from me	.653	
	2. Understand the difficulties experienced by others who are different from me	.817	
	3. Develop a sense of justice and fairness	.807	
	4. Advocate for others	.462	
7	1. Admissions	.056	
	2. Financial Aid	<b>*.031</b>	
	3. Additional academic support on campus	.241	
	4. On-campus employment opportunities	0.80	
8	1. I can easily access: Classrooms	.884	
	2. I can easily access: Course materials (e.g., textbooks, online materials)	.674	
	3. I can easily access: Administrative functions (e.g., registering for classes, applying for financial aid)	.840	
	4. I can easily access: Campus dining facilities	.650	
	5. I can easily access: Campus events (e.g., sporting events, lectures, concerts)	.717	
	6. I can easily access: Campus web sites	.879	
	7. I can easily access: Campus sidewalks	.249	
	8. I can easily access: Campus buildings	.346	
9	1. I intend to: Return to this institution next year (please mark NA if graduating or studying abroad)	.171	
	2. I intend to: Graduate from this institution	.746	
10	1. Overall, I am satisfied with my experience at this institution	.920	
	2. I feel as though I belong to this campus community	.439	
	3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs	.750	
	4. An environment that includes people different from me improves my quality of education	.266	
	5. I would recommend this college/university to siblings or friends as a good place to go to college	.696	

*Statistically significant results reported here may be due to very large sample sizes and may not be practically or meaningfully significant.*

# INDIVIDUAL ITEM ANALYSIS

p value

*\*statistically significant by at least a  $p < .05$  level.*

Factor	Item	Sexual Orientation
1	1. I feel accepted by students at this college/university	.140
	2. I have made friends at this college/university	.147
	3. I feel valued by students at this college/university	.084
2	1. I feel welcome in classes	.262
	2. Appropriate and inclusive language is used in classes	.929
	3. Different views and perspectives are encouraged in classes	.733
3	1. I feel safe walking across campus	.863
	2. Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)	.444
	3. Different views and perspectives are encouraged in student activities/organizations (e.g., meetings, concerts, lectures, games)	.737
4	1. A belief that learning about others who are different from me is valuable	.307
	2. A personal commitment to combating discrimination	.628
	3. The ability to challenge, when necessary, my biases toward people who are different from me	.897
5	1. Students are treated equally, on this campus, regardless of their race/ethnicity	.868
	2. Students are treated equally, on this campus, regardless of their gender	.237
	3. Students are treated equally, on this campus, regardless of their religious identification	.767
	4. Students are treated equally, on this campus, regardless of their sexual orientation	<b>*.008</b>
	5. Students are treated equally, on this campus, regardless of their political/social ideology	.363
	6. Students are treated equally, on this campus, regardless of their disability/ability	.194
	7. Students are treated equally, on this campus, regardless of their age	.131
	8. Students are treated equally, on this campus, regardless of their financial standing	.150
6	1. Interact with students who are different from me	.216
	2. Understand the difficulties experienced by others who are different from me	.069
	3. Develop a sense of justice and fairness	.061
	4. Advocate for others	<b>*.023</b>
7	1. Admissions	.920
	2. Financial Aid	.528
	3. Additional academic support on campus	.801
	4. On-campus employment opportunities	.996
8	1. I can easily access: Classrooms	.330
	2. I can easily access: Course materials (e.g., textbooks, online materials)	.659
	3. I can easily access: Administrative functions (e.g., registering for classes, applying for financial aid)	.432
	4. I can easily access: Campus dining facilities	<b>*.011</b>
	5. I can easily access: Campus events (e.g., sporting events, lectures, concerts)	.053
	6. I can easily access: Campus web sites	.312
	7. I can easily access: Campus sidewalks	.501
	8. I can easily access: Campus buildings	.356
9	1. I intend to: Return to this institution next year (please mark NA if graduating or studying abroad)	.166
	2. I intend to: Graduate from this institution	<b>*.048</b>
10	1. Overall, I am satisfied with my experience at this institution	.068
	2. I feel as though I belong to this campus community	<b>*.009</b>
	3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs	.089
	4. An environment that includes people different from me improves my quality of education	.880
	5. I would recommend this college/university to siblings or friends as a good place to go to college	<b>*.008</b>

**Individual item analyses compared heterosexual and LGBTQI respondents. LGBTQI respondents included those who self-identified as being lesbian, bisexual, gay, transgender, queer, intersex, unsure, or declined to respond.**

*The following results should be interpreted with caution due to the extremely unequal sample size between heterosexual and LGBTQI respondents (~10:1 ratio).*

F5-4: Heterosexual respondents (M=5.63) are more likely to agree that students are treated equally on campus regardless of sexual orientation compared to LGBTQI respondents (M=4.98).

F6-4: Heterosexual respondents (M=5.47) are significantly more likely to believe that CSUEB has helped them advocate for others compared to LGBTQI respondents (M=4.90).

F8-4: For those who have a diagnosed disability, heterosexual respondents (M=5.65) feel significantly more strongly that they can access campus dining facilities compared to LGBTQI respondents (M=3.80, N=5).

F9-2: Heterosexual respondents (M=6.35) more strongly plan to graduate from CSUEB compared to LGBTQI respondents (M=5.88).

F10-2: Heterosexual respondents (M=5.08) feel significantly stronger that they belong to this campus community compared to LGBTQI respondents (M=4.40).

F10-5: Heterosexual respondents (M=5.59) are significantly more likely to recommend CSUEB to siblings or friends compared to LGBTQI respondents (M=4.91).

*Statistically significant results reported here may be due to very large sample sizes and may not be practically or meaningfully significant.*

# INDIVIDUAL ITEM ANALYSIS

p value

*\*statistically significant by at least a p<.05 level.*

Factor	Item	Race/ Ethnicity	Individual item analyses compared respondents who self-identified as being Black, White, Hispanic/Latino, or Asian.
1	1. I feel accepted by students at this college/university	.469	<p>F7-1: A significant difference was revealed such that Black respondents (M=5.67) felt more supportive of policies that afford special consideration for minority populations regarding admissions compared to all other counterparts, especially White respondents (M=4.43).</p> <p>F7-2: A significant difference was revealed such that Black respondents (M=5.69) felt more supportive of policies that afford special consideration for minority populations regarding financial aid compared to all other counterparts, especially White respondents (M=4.45).</p> <p>F7-3: A significant difference was revealed such that Black respondents (M=5.70) felt more supportive of policies that afford special consideration for minority populations regarding academic support compared to all other counterparts, especially White respondents (M=4.90).</p> <p>F7-4: A significant difference was revealed such that Black respondents (M=5.53) felt more supportive of policies that afford special consideration for minority populations regarding employment opportunities compared to all other counterparts, especially White respondents (M=4.63).</p> <p>F8-7: A significant difference was revealed such that White respondents (M=6.53) felt more strongly that they can easily access campus sidewalks compared to others, especially Hispanic respondents (M=5.33).</p> <p>F8-8: A significant difference was revealed such that White respondents (M=6.25) felt more strongly that they can easily access campus buildings compared to others, especially Hispanic respondents (M=4.89).</p> <p>F10-2: A significant difference was revealed such that Hispanic respondents (M=5.29) feel more strongly that they belong to this campus community compared to others, especially White respondents (M=4.55).</p>
	2. I have made friends at this college/university	.222	
	3. I feel valued by students at this college/university	.848	
2	1. I feel welcome in classes	.587	
	2. Appropriate and inclusive language is used in classes	.132	
	3. Different views and perspectives are encouraged in classes	.679	
3	1. I feel safe walking across campus	.714	
	2. Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)	.826	
	3. Different views and perspectives are encouraged in student activities/organizations (e.g., meetings, concerts, lectures, games)	.166	
4	1. A belief that learning about others who are different from me is valuable	.166	
	2. A personal commitment to combating discrimination	.222	
	3. The ability to challenge, when necessary, my biases toward people who are different from me	.177	
5	1. Students are treated equally, on this campus, regardless of their race/ethnicity	.433	
	2. Students are treated equally, on this campus, regardless of their gender	.355	
	3. Students are treated equally, on this campus, regardless of their religious identification	.608	
	4. Students are treated equally, on this campus, regardless of their sexual orientation	.451	
	5. Students are treated equally, on this campus, regardless of their political/social ideology	.188	
	6. Students are treated equally, on this campus, regardless of their disability/ability	.127	
	7. Students are treated equally, on this campus, regardless of their age	.091	
	8. Students are treated equally, on this campus, regardless of their financial standing	.894	
6	1. Interact with students who are different from me	.115	
	2. Understand the difficulties experienced by others who are different from me	.132	
	3. Develop a sense of justice and fairness	.396	
	4. Advocate for others	.416	
7	1. Admissions	<b>*.0001</b>	
	2. Financial Aid	<b>*.0001</b>	
	3. Additional academic support on campus	<b>*.003</b>	
	4. On-campus employment opportunities	<b>*.003</b>	
8	1. I can easily access: Classrooms	.922	
	2. I can easily access: Course materials (e.g., textbooks, online materials)	.792	
	3. I can easily access: Administrative functions (e.g., registering for classes, applying for financial aid)	.663	
	4. I can easily access: Campus dining facilities	.901	
	5. I can easily access: Campus events (e.g., sporting events, lectures, concerts)	.958	
	6. I can easily access: Campus web sites	.836	
	7. I can easily access: Campus sidewalks	<b>*.045</b>	
	8. I can easily access: Campus buildings	.080	
9	1. I intend to: Return to this institution next year (please mark NA if graduating or studying abroad)	.725	
	2. I intend to: Graduate from this institution	.427	
10	1. Overall, I am satisfied with my experience at this institution	.437	
	2. I feel as though I belong to this campus community	<b>*.004</b>	
	3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs	.124	
	4. An environment that includes people different from me improves my quality of education	.075	
	5. I would recommend this college/university to siblings or friends as a good place to go to college	.142	

*Statistically significant results reported here may be due to very large sample sizes and may not be practically or meaningfully significant.*

# INDIVIDUAL ITEM ANALYSIS

p value

*\*statistically significant by at least a  $p < .05$  level.*

Factor	Item	Gender	Individual item analyses compared male and female respondents.
1	1. I feel accepted by students at this college/university	.839	F3-1: Males (M=5.93) feel significantly more safe walking across campus compared to females (M=5.39).
	2. I have made friends at this college/university	.098	
	3. I feel valued by students at this college/university	.723	
2	1. I feel welcome in classes	.715	
	2. Appropriate and inclusive language is used in classes	.685	
	3. Different views and perspectives are encouraged in classes	.192	
3	1. I feel safe walking across campus	<b>*.0001</b>	
	2. Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)	.627	
	3. Different views and perspectives are encouraged in student activities/organizations (e.g., meetings, concerts, lectures, games)	.801	
4	1. A belief that learning about others who are different from me is valuable	.384	
	2. A personal commitment to combating discrimination	.278	
	3. The ability to challenge, when necessary, my biases toward people who are different from me	.177	
5	1. Students are treated equally, on this campus, regardless of their race/ethnicity	.823	
	2. Students are treated equally, on this campus, regardless of their gender	.504	
	3. Students are treated equally, on this campus, regardless of their religious identification	.871	
	4. Students are treated equally, on this campus, regardless of their sexual orientation	.627	
	5. Students are treated equally, on this campus, regardless of their political/social ideology	.365	
	6. Students are treated equally, on this campus, regardless of their disability/ability	.656	
	7. Students are treated equally, on this campus, regardless of their age	.924	
	8. Students are treated equally, on this campus, regardless of their financial standing	.645	
6	1. Interact with students who are different from me	.357	
	2. Understand the difficulties experienced by others who are different from me	.698	
	3. Develop a sense of justice and fairness	.749	
	4. Advocate for others	.455	
7	1. Admissions	.279	
	2. Financial Aid	.173	
	3. Additional academic support on campus	.296	
	4. On-campus employment opportunities	.773	
8	1. I can easily access: Classrooms	.488	
	2. I can easily access: Course materials (e.g., textbooks, online materials)	.307	
	3. I can easily access: Administrative functions (e.g., registering for classes, applying for financial aid)	.619	
	4. I can easily access: Campus dining facilities	.278	
	5. I can easily access: Campus events (e.g., sporting events, lectures, concerts)	.118	
	6. I can easily access: Campus web sites	.806	
	7. I can easily access: Campus sidewalks	.189	
	8. I can easily access: Campus buildings	.552	
9	1. I intend to: Return to this institution next year (please mark NA if graduating or studying abroad)	.234	
	2. I intend to: Graduate from this institution	.267	
10	1. Overall, I am satisfied with my experience at this institution	.316	
	2. I feel as though I belong to this campus community	.622	
	3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs	.619	
	4. An environment that includes people different from me improves my quality of education	.727	
	5. I would recommend this college/university to siblings or friends as a good place to go to college	.840	

*Statistically significant results reported here may be due to very large sample sizes and may not be practically or meaningfully significant.*

Section 5

Appendices

## FACTORS & ITEMS

### **Factor 1. Peer Relationships**

Respondents' perceptions of their peer relationships were assessed using three 7-point, Likert-type scale items ( $\alpha=0.88$ ), with responses ranging from Strongly Disagree (1) to Strongly Agree (7). These items asked respondents to indicate their level of agreement with the following statements:

1. I feel accepted by students at this college/university
2. I have made friends at this college/university
3. I feel valued by students at this college/university

### **Factor 2. Classroom Environment**

Perceptions of respondents' classroom environment were assessed using three 7-point, Likert-type scale items ( $\alpha=0.88$ ), with responses ranging from Strongly Disagree (1) to Strongly Agree (7). These items asked respondents to indicate their level of agreement with the following statements:

1. I feel welcome in classes
2. Appropriate and inclusive language is used in classes
3. Different views and perspectives are encouraged in classes

### **Factor 3. Co-Curricular Environment**

Perceptions of respondents' co-curricular environment were assessed using three 7-point, Likert-type scale items ( $\alpha=0.78$ ), with responses ranging from Strongly Disagree (1) to Strongly Agree (7). These items asked respondents to indicate their level of agreement with the following statements:

1. I feel safe walking across campus
2. Appropriate and inclusive language is used in student activities (e.g., concerts, lectures, games)
3. Different views and perspectives are encouraged in student activities/organizations (e.g., meetings, concerts, lectures, games)

### **Factor 4. Impact of Campus Diversity on Learning and Development**

Impact of campus diversity on learning and development was assessed using three 7-point, Likert-type scale items ( $\alpha=0.90$ ), with responses ranging from Strongly Disagree (1) to Strongly Agree (7). These items asked respondents to indicate the extent to which experiences with diversity at this college/university has helped them develop:

1. A belief that learning about others who are different from me is valuable
2. A personal commitment to combating discrimination
3. The ability to challenge, when necessary, my biases toward people who are different from me

### **Factor 5. Equal Treatment**

Perceptions of equal treatment were assessed using seven 7-point, Likert-type scale items ( $\alpha=0.95$ ), with responses ranging from Strongly Disagree (1) to Strongly Agree (7). These items asked respondents to indicate the extent to which they felt that:

1. Students are treated equally, on this campus, regardless of their *race/ethnicity*
2. Students are treated equally, on this campus, regardless of their *gender*
3. Students are treated equally, on this campus, regardless of their *religious identification*
4. Students are treated equally, on this campus, regardless of their *sexual orientation*
5. Students are treated equally, on this campus, regardless of their *political/social ideology*
6. Students are treated equally, on this campus, regardless of their *disability/ability*
7. Students are treated equally, on this campus, regardless of their *age*
8. Students are treated equally, on this campus, regardless of their *financial standing*

*(Continue to next page)*

## FACTORS & ITEMS

(Cont'd)

### **Factor 6. Diverse experiences and Social Justice**

To assess their experiences with diversity and social justice on campus, respondents were asked respond to four 7-point, Likert-type scale items ( $\alpha=0.93$ ), with responses ranging from Strongly Disagree (1) to Strongly Agree (7). The prompt read: Regarding my relationships with other who are different from me (e.g., different race/ethnicity, religious/political identification, sexual orientation, age), attending this institution has helped me:

1. Interact with students who are different from me
2. Understand the difficulties experienced by others who are different from me
3. Develop a sense of justice and fairness
4. Advocate for others

### **Factor 7. Diversity Programs and Policies**

Respondents' attitudes toward this institution's diversity programs and policies were assessed using four 7-point Likert-type scale items ( $\alpha=0.93$ ), with responses ranging from Highly Resentful (1) to Highly Support (7). These items asked respondents to indicate how they felt about special consideration for minority populations regarding:

1. Admissions
2. Financial Aid
3. Additional academic support on campus
4. On-campus employment opportunities

### **Factor 8. Accessibility (Students with self-reported disability)**

Perceptions of accessibility were assessed using eight 7-point, Likert-type scale items ( $\alpha=0.94$ ), with responses ranging from Strongly Disagree (1) to Strongly Agree (7). Administered only to respondents who self-reported having a disability, these participants indicated their level of agreement with the following statements:

1. I can easily access: *Classrooms*
2. I can easily access: *Course materials (e.g., textbooks, online materials)*
3. I can easily access: *Administrative functions (e.g., registering for classes, applying for financial aid)*
4. I can easily access: *Campus dining facilities*
5. I can easily access: *Campus events (e.g., sporting events, lectures, concerts)*
6. I can easily access: *Campus web sites*
7. I can easily access: *Campus sidewalks*
8. I can easily access: *Campus buildings*

### **Factor 9. Retention and Graduation**

Intentions to return and/or graduate from this institution was assessed using two 7-point, Likert-type scale items ( $\alpha=0.86$ ), with responses ranging from Strongly Disagree (1) to Strongly Agree (7) whereby respondents indicated the extent to which:

1. I intend to: Return to this institution next year (please mark NA if graduating or studying abroad)
2. I intend to: Graduate from this institution

### **Factor 10. Overall Evaluation of Campus Climate**

Overall evaluation of campus climate was assessed using five 7-point, Likert-type scale items ( $\alpha=0.91$ ), with responses ranging from Strongly Disagree (1) to Strongly Agree (7) whereby respondents indicated the extent to which they agreed or disagreed with the following statements:

1. Overall, I am satisfied with my experience at this institution
2. I feel as though I belong to this campus community
3. This college/university provides an environment for the free and open expression of ideas, opinions, and beliefs
4. An environment that includes people different from me improves my quality of education
5. I would recommend this college/university to siblings or friends as a good place to go to college

## GLOSSARY

- 1) LGBTQI = Includes respondents who self-identified as lesbian, gay, bisexual, transgender, queer, intersex, other or declined to respond.
- 2) Averaged Composite Factor = A “factor” is a latent variable (meaning not measured directly) that is expressed through its relationship with other measured variables. In this report, each factor is made up of several questions, or items. For instance, Factor 2: Work Environment, is made up of 3 separate items: (1) I feel welcome in my workplace, (2) Appropriate and inclusive language is used in my workplace, and (3) Different views and perspectives are encouraged in my department.
  - The factors in this report are average scores, computed by getting the summed score of each question item, and dividing by the total number of items to represent an average attitude indicator. For instance, on a 1-7 scale, if you rated four items: (a) I trust my coworkers = 7, (b) I feel valued by them = 6, (c) I feel accepted by them = 5, and (d) I respect them = 5, then your average composite for the Factor: “Peer Relationships” would be  $(7 + 6 + 5 + 5) / 4 = 5.75$ .
- 3) ANOVA = Analysis of variance: a statistical test of whether or not the means of two or more groups are about equal.
- 4) Statistical Significance = the probability of obtaining at least as extreme results given that the null hypothesis is true. It is an integral part of statistical hypothesis testing where it helps investigators to decide if a null hypothesis can be rejected. In the current report, any result at the  $p < .05$  level (a 5% chance or less that one would conclude that two or more groups are equal) or greater is reported and discussed.



THANK YOU!



CALIFORNIA STATE  
UNIVERSITY  

---

E A S T B A Y