

Undergraduate Assessment of Campus Climate  
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## Executive Summary

In spring, 2007, all ( $N = 9,107$ ) currently enrolled undergraduate students (excluding online only and distance only students) were sent an invitation to participate in the *Undergraduate Assessment of Campus Climate*. The survey was part of a larger diversity initiative at UNC begun in 2004 when President Kay Norton convened the Diversity Task Force. The purpose of the survey was to elicit students' perceptions regarding various aspects of campus climate including the overall climate for diversity, educational experiences, interpersonal and social relations, satisfaction with UNC enrollment, feelings of comfort and belonging at UNC, and treatment by various campus constituencies.

Data from the 2007 survey will provide UNC faculty, staff, and administrators with descriptive information about students' overall perceptions of the university's climate as well as differences in climate perceptions based on selected demographic characteristics. In addition, the survey results will serve as a baseline against which future assessments can be compared.

Usable survey responses were received from 2,267 UNC undergraduate students (response rate of 25.1%), the majority of whom were female (62.7%), white (76.0%), heterosexual (91.4%), Christian (62.7%), and U.S. citizens (96.6%). The average respondent was just over 22 years of age ( $M = 22.6$ ,  $SD = 7.4$ ) and had a cumulative grade point average of 3.17 ( $SD = .60$ ). Respondents were fairly equally distributed according to class standing with seniors representing the largest group (28.5%) followed by freshmen (25.0%), juniors (23.4%), and sophomores (21.4%). Although respondents came from all five colleges, the colleges of Natural and Health Sciences and Humanities and Social Sciences had the greatest numbers of respondents with 23.2% and 19.4%, respectively. Respondents were representative of the population of UNC undergraduate students in terms of gender, age, parents' education, and cumulative grade point average, but differed from the UNC population on class standing, major college, student athlete status, age, and ethnicity.

Survey responses were analyzed by gender, race/ethnicity, sexual orientation, disability status, religion, major college, student athlete status, age, hometown experiences, and first generation college student status. The following are among the major findings of the study.

- ◆ Overall, UNC undergraduate students appeared to be generally satisfied with the university's climate for diversity.
- ◆ Aspects of UNC's campus climate rated most positively included *Faculty Treatment*, *Climate for Diverse Groups*, *Unfair Treatment Based on Personal Characteristics*<sup>1</sup>, and *UNC Enrollment Satisfaction*. Students also overwhelmingly felt they had the opportunity to succeed at UNC.
- ◆ The least positively rated climate dimensions were *Outcomes of UNC Diversity-related Experiences*, *Student Racial/Ethnic Interpersonal Relations*, *Insensitive Remarks/Materials about Diverse Groups*, and *Fair Treatment by Community and University Groups*.
- ◆ Male and female undergraduate respondents generally provided similar ratings of UNC's climate but did differ on *Diversity Attitudes*, *Faculty-Admin Diversity-related*

*Behavior, and Outcomes of UNC Diversity-related Experiences* with females reporting more favorable attitudes toward diversity and greater impact of UNC educational and social experiences on their cultural and ethnic sensitivity. Male respondents perceived a somewhat greater commitment to and tolerance of diversity by UNC faculty and administrators.

◆ When students' race/ethnicity was considered, differences were found on 9 of 14 climate dimensions. Aspects of UNC's climate on which students did **not** differ across race/ethnicity were *Faculty Treatment, Fair Treatment by Groups, Comfort and Belonging at UNC, Faculty Mentoring, and Insensitive Remarks/Materials*. In general the greatest disparities were seen between white respondents and either African American or Hispanic respondents with white students reporting less positive attitudes toward diversity, less familiarity with diversity-related programs/services, fewer experiences of unfair treatment due to personal characteristics, and more positive student interpersonal relations.

◆ Sexual orientation also played a role in students' perceptions of UNC's climate with differences found on 10 of 14 climate dimensions between heterosexuals and sexual minority students indicating that many sexual minority students perceive a fairly unwelcoming campus particularly with respect to receiving fair treatment by university and community groups, experiencing insensitive remarks/materials about diverse groups, rating UNC's general climate for diversity, and the faculty and university's diversity-related behavior and commitment.

◆ Students with and without disabilities differed in their ratings on 8 of the climate dimensions. Students with disabilities evaluated UNC's climate less favorably on how they are treated by faculty, the frequency with which they have been treated unfairly due to their personal characteristics and fairly by university and community groups, their feelings of comfort and belonging at UNC, as well as their ratings of the faculty and university's diversity-related behavior and commitment, students' racial/ethnic interpersonal relations, and the overall climate for diverse groups.

◆ Comparisons between Christian and non-Christian students' climate perceptions mirrored other comparisons between majority and minority groups with Christians, as the majority, rating the climate more positively on 11 of the 14 climate dimensions.

◆ Students' responses also differed when compared across the five colleges. While there was no evident "best" college in terms of climate, the College of Humanities and Social Sciences emerged as the college with the overall least positive perceptions of climate. This was likely due in part to the more diverse demographic composition of students in that college comprised of proportionally more students with disabilities, the lowest percent of white/Caucasian students, the second highest proportion of sexual minorities, and the second lowest proportion of non-Christian students.

◆ Nontraditional students, defined for the purpose of this study as 23 years of age or older for freshmen, differed from traditional students on several demographic and background characteristics including part-time status, first-generation college status, and having dependent children. The two groups also differed in their perceptions of UNC's climate with nontraditional students rating their feelings of comfort and belonging at UNC less favorably than traditional students and experiencing more unfair treatment or harassment because of their age, despite reading, hearing, or viewing fewer insensitive materials or comments.

- ◆ Students' ratings on several dimensions of climate were related to the type of community where they grew up as well as the racial/ethnic composition of their neighborhood, high school, and group of friends. Students raised in large metropolitan areas, living in neighborhoods and/or attending high schools where everyone or nearly everyone differed from them in racial/ethnic composition, as well as those students whose current group of friends mostly differed from them in race/ethnicity were generally more supportive of promoting diversity at UNC and in turn, less satisfied with UNC's present climate for diversity than students from non-metropolitan areas who had less exposure to people differing from them in race/ethnicity.
- ◆ When responses were compared on the basis of student athlete status and first generation college status, no differences were found on the 14 climate dimensions.
- ◆ In sum, while most aspects of UNC's climate were rated positively when students were considered as a whole, clear differences in climate perceptions were evident when responses were disaggregated on the basis of race/ethnicity, sexual orientation, disability status, religion, college, and to a lesser extent, gender and age. Minority students, defined as anyone who was not white/Caucasian, heterosexual, Christian, and without disability, tended to experience a less hospitable university and community than majority students on many aspects of climate.

<sup>1</sup> Note: A positive rating on *Unfair Treatment* indicates that a student never or rarely was treated unfairly.

## Introduction

In spring, 2007, all currently enrolled undergraduate students were sent an invitation to participate in the *Undergraduate Assessment of Campus Climate*. The survey was part of a larger diversity initiative at UNC begun in 2004 when President Kay Norton convened the Diversity Task Force. The purpose of the survey was to elicit students' perceptions regarding various aspects of campus climate including treatment by various campus constituencies, educational experiences, interpersonal and social relations, satisfaction with UNC enrollment, feelings of comfort and belonging at UNC, and the overall climate for diversity.

Data from the 2007 survey will provide UNC faculty, staff, and administrators with descriptive information about students' overall perceptions of the university's climate as well as differences in climate perceptions based on selected demographic characteristics. In addition, the survey results will serve as a baseline against which future assessments can be compared.

The report begins with an overview of the survey procedures, followed by a description of the undergraduate survey respondents and their overall perceptions of 14 climate dimensions. Survey results are then presented in terms of differences in perceptions on various aspects of UNC's climate for specific subgroups based on race/ethnicity, gender, sexual orientation, disability status, religion, student athlete status, age, first-generation college status, hometown experiences, and college in which students were majoring. Readers interested in details about the data analysis and data management procedures should consult Appendix A: the Technical Appendix.

## Procedures

All 9,107 undergraduate students enrolled during the spring, 2007 semester were sent an email solicitation letter inviting them to participate in the *Undergraduate Assessment of Campus Climate*. Students enrolled in distance or online-only programs were excluded. The solicitation letter included a link to the online survey as well as information about a lottery incentive (included to improve response rate). Students submitting a survey were directed to a different link offering the opportunity to participate in a lottery drawing for one of several prizes including campus bookstore gift certificates, Starbucks gift cards, and two music/video iPods. Although survey responses were anonymous, names and contact information of students electing to enter the incentive drawing were made available to the researchers for the purpose of identifying and contacting prize winners.

The survey included 83 items which asked students to rate various aspects of UNC's climate as well as their experiences at the university. Based on the 83 rating scale items, 14 climate dimensions were empirically derived (see Appendix B) for use in subsequent analyses of students' overall as well as subgroup perceptions of climate. The survey content was based on a climate survey used previously at Virginia Tech University (Hutchinson & Hyer, 2000) as well as an earlier version of a climate survey piloted at UNC in spring, 2003 (Raymond, Kronauge, & Kim, 2003). Demographic and background questions were also included on the survey.

## Survey Participants

Usable survey responses were received from 2,267 UNC undergraduate students, for a response rate of 25.1% based on 9,015 deliverable surveys. Although this low response rate

raises concerns about the representativeness of the sample, it is fairly typical of responses rates seen in other campus surveys of undergraduate students (Dey, 1997). Moreover, it should be noted that a “phishing” scam affecting approximately 1,500 students occurred during the initial survey dissemination. Although the students affected by the scam were resent the survey, it is possible that this incident may have contributed to the lower than expected response rate.

The majority of respondents were female (62.7%), white (76.0%), heterosexual (91.4%), Christian (62.7%), U.S. citizens (96.6%), with no reported disability (92.6%). The average respondent was just over 22 years of age ( $M = 22.6$ ,  $SD = 7.4$ ), had a cumulative grade point average of 3.17 ( $SD = .60$ ), and was enrolled for 14.3 ( $SD = .62$ ) credits during the spring, 2007 semester. Most respondents (92.3%) were enrolled full-time, i.e., 12 or more credits. Respondents were fairly equally distributed according to class standing with seniors representing the largest group (28.5%) followed by freshmen (25.0%), juniors (23.4%), and sophomores (21.4%). Although respondents came from all five colleges, the colleges of Natural and Health Sciences and Humanities and Social Sciences had the greatest numbers of respondents with 23.2% and 19.4%, respectively. Over a third (39.4%) of respondents were first generation college students while 15.1% were student athletes. See Table 1 for a complete demographic breakdown of respondents and a comparison with the UNC population.

Respondents were representative of the population of UNC undergraduate students in terms of gender, age, parents' education, and cumulative grade point average, but differed from the UNC population on class standing, major college, student athlete status, credit load, age, and ethnicity. For example, colleges represented by respondents were not proportional to the UNC undergraduate student population. Students from both the College of Education and Behavioral Sciences and Monfort College of Business were overrepresented while students from the College of Humanities and Social Sciences were underrepresented among respondents. Part of this discrepancy for the College of Education and Behavioral Sciences could be a function of incorrect reporting of college by some secondary education students. Full-time students (92.3%) responded to the survey with somewhat higher frequency than what would be expected from the population of full-time UNC undergraduate students (90.6%). The distribution of respondents based on class standing also differed with freshmen and sophomores underrepresented in the sample and juniors overrepresented. Similarly, student athletes were overrepresented in the sample (15.1%) compared with the UNC undergraduate population (3.6%). Respondents, on average, tended to be older ( $M = 22.6$ ) than the UNC undergraduate population ( $M = 20.8$ ). Regarding race/ethnicity, more respondents than expected were bi/multiracial whereas proportionally fewer were white/Caucasian compared with the UNC population.

Table 1

## Demographic Characteristics of Respondents

<i>Gender</i>	% Respondents	% UNC Undergraduates
Male	35.3 <sup>a</sup>	39.8
Female	62.7	60.2
<i>Race/Ethnicity</i>		
White/Caucasian	76.0	79.3
Hispanic/Mexican American <sup>b</sup>	6.5	7.9
African American/Black <sup>c</sup>	1.8	2.6
Asian American/Pacific Islander	3.4	3.4
American Indian/Native Alaskan	.4	1.4
Bi-racial/Multi-racial	6.0	na <sup>a</sup>
Prefer not to disclose	3.3	4.1
Other	.6	.7
<i>Sexual Orientation</i>		
Heterosexual	91.4	na <sup>d</sup>
Gay/Lesbian	2.1	
Bisexual/Transgendered	1.3	
Prefer not to disclose	3.3	
<i>Person with Disability</i>		
Yes	5.2	na <sup>d</sup>
No	92.6	
<i>Class Standing</i>		
Freshman	25.0	26.5
Sophomore	21.4	23.1
Junior	23.4	21.5
Senior	28.5	28.8
Other	1.0	--
<i>College of Primary Major</i>		
Education and Behavioral Sciences	18.3	7.3
Humanities and Social Sciences	19.4	30.7
Natural and Health Sciences	23.2	22.8
Performing and Visual Arts	11.4	8.6
Monfort College of Business	16.6	11.7
Interdisciplinary	3.1	--
Uncertain	6.5	--

<i>Student Athlete</i>		
Yes	15.1	3.6
No	82.7	96.4
<i>First Generation College</i>		
Yes	39.4	31.5
No	58.9	48.6
<i>Religious Faith</i>		na <sup>d</sup>
Christianity	62.7	
Judaism	.9	
Islam	.2	
Other	19.5	
Prefer not to disclose	13.9	
<i>Citizen Status</i>		na <sup>d</sup>
U.S. Citizen	96.6	
Non-U.S. Citizen/Permanent Resident	.7	
Non-U.S. Citizen	.7	
Other	.1	

<sup>a</sup> % do not sum to 100% because of missing data

<sup>b</sup> also includes Chicano/a and Latino/a

<sup>c</sup> Non-Hispanic

<sup>d</sup> na – information not available for the UNC undergraduate population

## Results

### Overall Climate Perceptions

Undergraduate respondents as a whole rated all 14 dimensions generally positively as seen in Table 2. When scaled responses were dichotomized as either positive or negative, the climate dimensions rated most positively included *Faculty Treatment*, *Climate for Diverse Groups*, *Unfair Treatment Based on Personal Characteristics*, and *UNC Enrollment Satisfaction*. Specifically, 95% of respondents indicated they were treated with respect, sensitivity, and fairness by UNC faculty; 93% rated the climate as somewhat or very welcoming for various groups including students with disabilities, women, racial/ethnic minority students, sexual minority students, and students of different religious backgrounds; whereas only 2% reported being treated unfairly on the basis of personal characteristics such as race/ethnicity, gender, and national origin. In terms of overall satisfaction with enrollment at UNC, the majority of undergraduate respondents were certain that UNC was the right choice (82.8%), would recommend UNC (88.2%), and planned to complete their degree at UNC (93.1%). Moreover, the overwhelming majority of respondents (95.3%) felt that they have the opportunity to succeed at UNC.

Climate dimensions rated least positively overall included *Outcomes of UNC Diversity-related Experiences*, *Student Racial/Ethnic Interpersonal Relations*, *Insensitive*

*Remarks/Materials about Diverse Groups, and Fair Treatment by Community and University Groups.* For example, only 60% of respondents indicated that diversity-related educational and social experiences at UNC had an impact on their understanding and/or perspectives of other cultures, races, or backgrounds. In addition, approximately 20% provided negative ratings for racial/ethnic integration and interactions among UNC students as well as for fair treatment by certain groups (i.e., residence hall personnel, faculty, staff, administrators, other students, and members of the Greeley community). Of these groups, students reported the least favorable treatment by members of the Greeley community (21.2%), residence hall personnel (14.7%), and top university administrators (12.0%). Many students (42.2%) further indicated that they did **not** consider Greeley to be a community in which they feel comfortable. A substantial number of respondents had also experienced insensitive remarks or materials about various groups including non-heterosexuals (33.8%), racial/ethnic minorities (27.7%), individuals from different religions (25.3%), and women (20.2%).

Table 2

*Percent Favorable Responses for UNC Campus Climate Dimensions*

Climate Dimension	%
Unfair Treatment Based on Personal Characteristics	98.0
Faculty Treatment	94.7
Climate for Diverse Groups	92.6
UNC Satisfaction	90.8
Faculty Mentoring	89.0
Faculty/Admin Diversity-related Behavior	88.4
Familiarity with UNC Services	87.4
Comfort and Belonging	87.4
Climate for Diversity	84.8
Diversity Attitudes	82.3
Fair Treatment by University and Community Groups	80.1
Insensitive Remarks/Materials about Diverse Groups	79.0
Student Racial/Ethnic Interpersonal Relations	77.3
Outcomes of UNC Diversity-related Experiences	59.7

*Note:* % represents percent of positive responses after ratings were dichotomized to positive versus negative

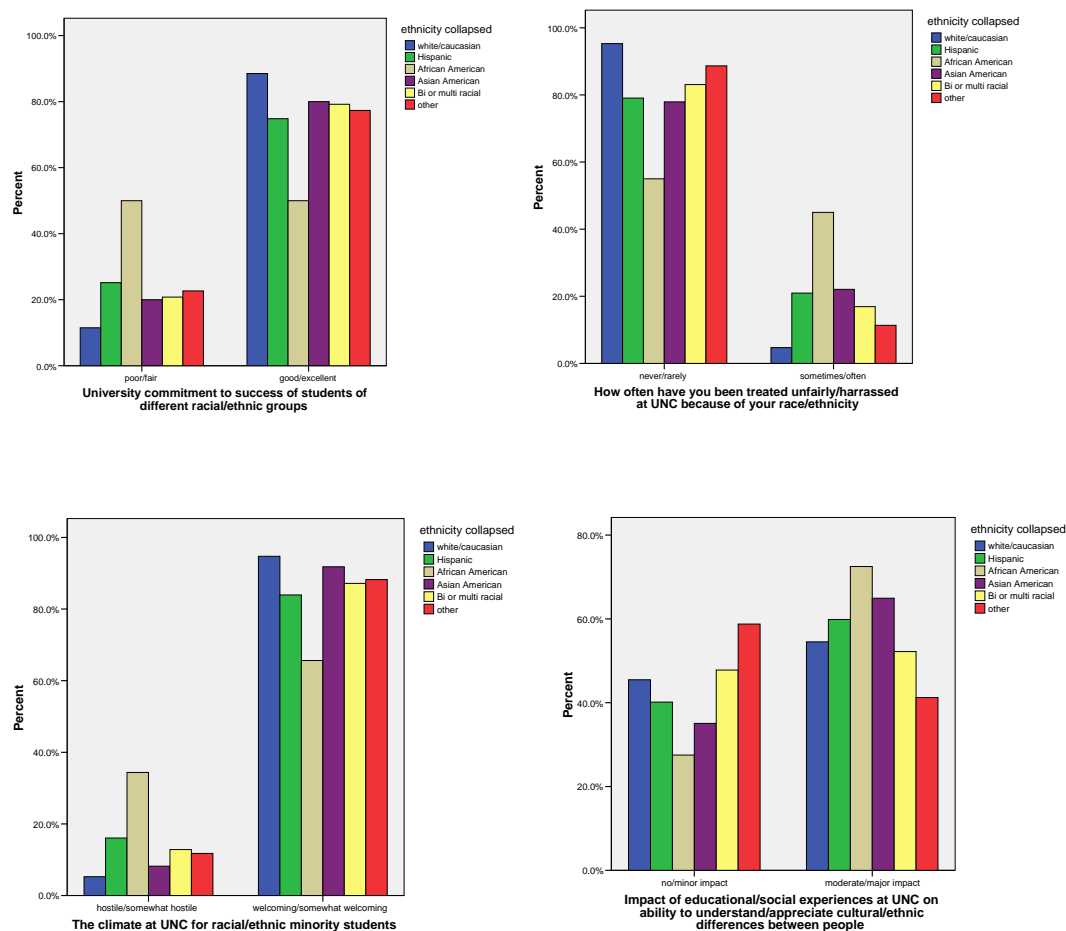
### **Ethnic/Racial Differences**

Respondents differed by race/ethnicity on several demographic and background variables that might have particular relevance for students' perceptions of UNC's climate. There was considerable racial/ethnic disparity in proportions of first generation college students ranging from a high of 74.3% for Hispanic respondents to a low of 35.4% for White respondents. Relatively large proportions of African American (55.0%) and bi/multiracial (58.1%) respondents also reported being the first in their families to attend college. Students differed by race/ethnicity on cumulative grade point average (GPA) with white respondents reporting the highest average GPA ( $M = 3.20$ ,  $SD = .59$ ) and African American respondents the lowest ( $M =$

2.72,  $SD = .63$ ). In addition, race/ethnicity was related to students' sexual orientation as well as to their religion. With respect to sexual orientation while 95% of African American and white respondents reported being heterosexual, relatively fewer bi/multiracial and other race respondents, 89.0% and 70.1%, respectively, indicated they were heterosexual. Religious faith likewise differed by race/ethnicity. Although the majority of respondents overall indicated they were Christian, the proportions differed substantially across racial/ethnic group with African Americans representing the largest proportion of Christians (92.3%) followed by white (67.1%), Hispanic (61.0%), and Asian American (51.4%). The only other religious faith selected with any notable frequency was "other" which was identified by 31.9% of Asian American respondents. Race/ethnicity also seemed to play a role in several key variables related to students' experiences with people of different races including the setting where they spent most of their life prior to UNC, the racial composition of the neighborhood where they grew up, the racial composition of their high school, and the racial composition of their current group of friends. White respondents primarily came from suburban communities where their neighborhoods and high schools were mostly or nearly all comprised of other whites. In contrast, Hispanic respondents tended to come from small towns whereas African American respondents were more likely to have grown up in large metropolitan areas. The high schools of African American and Hispanic respondents were somewhat more heterogeneous than those of white respondents with the largest proportions coming from high schools with about half the same and half different racial groups. Asian American respondents, like whites, were mostly from the suburbs but more than any other racial/ethnic group came from neighborhoods and high schools where all or nearly all were of a different race than theirs.

Differences in perceptions based on race/ethnicity were found on 9 of the 14 climate dimensions including *Climate for Diversity*, *Diversity Attitudes*, *Faculty-Admin Diversity-related Behavior*, *Student Interpersonal Relations*, *Unfair Treatment Due to Personal Characteristics*, *Diversity-related Educational and Social Experiences*, *Familiarity with UNC Programs/Services*, *Climate for Diverse Groups*, and *UNC Enrollment Satisfaction*. In general the greatest disparities were seen between white respondents and either African American or Hispanic respondents with white students reporting less positive attitudes toward diversity, less familiarity with diversity-related programs/services, fewer experiences of unfair treatment due to personal characteristics, and more positive student interpersonal relations. Figure 1 presents responses by race/ethnicity based on exemplary items across the various climate dimensions.

Figure 1



Although the figure only presents selected items, it represents patterns seen across most of the items on which differences based on race/ethnicity were identified. From the figure it is apparent that there is a noticeable inconsistency in perceptions of UNC's climate among the various racial/ethnic groups, particularly between white/Caucasian and African American undergraduates. For example, where the majority (88.5%) of white/Caucasian respondents feel that the university is committed to the success of students of different racial/ethnic groups, far fewer (50%) African American students agree. White/Caucasian students were also more likely than other racial/ethnic groups to rate the UNC climate as positive in terms of fostering diversity and being a good place to gain understanding about multicultural issues and perspectives.

In terms of negative perceptions, substantially more African American (34.4%) than white/Caucasian (5.3%) respondents rated the UNC climate for racial/ethnic minority students as hostile or somewhat hostile. Similarly, larger proportions of minority students than white/Caucasian students reported being treated unfairly or harassed because of their race/ethnicity: African American (45%), Asian American (22.1%), Hispanic (20.9%), bi/multi-racial (16.9%), white/Caucasian (4.7%). In addition, African American and Asian American

students seem to have been more positively affected by diversity-related educational and social experiences at UNC. For example, 72.5% of African American and 64.9% of Asian American students compared with 59.9% and 54.5% of Hispanic and white/Caucasian students, respectively, indicated that educational and social experiences at UNC had an impact on their ability to understand and appreciate cultural and ethnic differences between people.

Another important area of racial/ethnic differences occurred in response to items concerning UNC enrollment satisfaction. As can be seen in Table 3, African American students appeared to be the least satisfied with their decision to attend UNC. They were the least apt to complete their degree at UNC and least likely to recommend UNC to others. On the positive side, Hispanic respondents overall provided the most positive responses to these items with 93.9% planning to complete their degree at UNC and 94.5% indicating they would recommend UNC to others.

Table 3

*Racial/ Ethnic Group Differences in Satisfaction with UNC Enrollment*

Survey Item	White	Hispanic	African American	Asian American	Bi/multi-Racial
I plan to complete my degree at UNC	93.1 <sup>a</sup>	93.9	87.5	89.4	94.1
I am certain that UNC was the right choice for me	83.3	86.3	80.0	84.2	80.0
I regret that I chose UNC	10.0	8.2	12.5	13.1	10.3
I would recommend UNC to someone who asked my opinion	88.1	94.5	82.5	88.0	88.9
It is important for me to finish my education at UNC	86.4	91.1	77.5	85.5	81.6

<sup>a</sup> Numbers in table represent % agree/strongly agree.

Not too surprisingly, students of different racial/ethnic backgrounds differed in their familiarity with various diversity-related programs/services at UNC. Hispanic students were the most familiar with the Cesar Chavez Cultural Center, African American students were the most familiar with the Marcus Garvey Cultural Center, and Asian American students were the most familiar with the Asian American/Pacific American Student Services. White/Caucasian students were consistently the least familiar group, with the majority being unfamiliar with *any* of the UNC programs/services listed on the survey.

Students also differed in their perceptions of the Greeley community. African American respondents were the least comfortable (50% agreed) while considerably more Hispanic respondents (70.3%) tended to feel comfortable in Greeley. Fewer than 60% of students from other ethnic/racial groups, including white/Caucasian, reported feeling comfortable in Greeley. Despite the lack of comfort with Greeley, the majority of students from all racial/ethnic groups indicated they have been treated fairly by members of the Greeley community.

The aspects of UNC's climate on which students did **not** differ across race/ethnicity were

*Faculty Treatment, Fair Treatment by University and Community Groups, Comfort and Belonging at UNC, Faculty Mentoring, and Insensitive Remarks/Materials.* Students uniformly agreed that they have the opportunity to succeed at UNC, have been treated well by faculty, and have received adequate faculty mentoring, regardless of race/ethnicity. They also responded similarly across race/ethnicity in terms of being treated fairly by residence hall personnel, faculty, and university staff and with respect to their level of comfort at UNC. Students also witnessed comparable insensitive/negative remarks or materials, although they did differ by race/ethnicity in the frequency with which they had read, heard, or seen such comments/materials about racial/ethnic minorities: 57.5% of African American and 43.4% of Asian American compared with only 24.9% of White/Caucasian students.

## **Gender Differences**

In contrast to the numerous differences in climate perceptions based on race/ethnicity, differences based on gender were found on only 3 of the 14 climate dimensions: *Diversity Attitudes, Faculty-Admin Diversity-related Behavior, and Outcomes of UNC Diversity-related Experiences.* In terms of diversity attitudes, female respondents were generally more favorable toward such diversity issues as Affirmative Action, inclusion of multicultural topics within required coursework, and general promotion of diversity at UNC. Over eighty-eight percent (88.4%) of female undergraduates compared with only 72.1% of male undergraduates provided positive ratings related to these diversity issues. Female undergraduates also reported experiencing greater impact of educational and social experiences at UNC on their cultural and ethnic sensitivity. For example, relatively more female (> 64%) than male (60%) respondents felt that their educational and social experiences at UNC improved their ability to get along and interact comfortably with people different from themselves. In contrast, male respondents perceived a somewhat greater commitment to and tolerance of diversity by UNC faculty and administrators. For instance, more male (78.2%) than female (71.9%) respondents rated as good or excellent the integration of diverse group perspectives into classroom learning. Otherwise, male and female undergraduates appeared to perceive UNC's climate and their experiences at UNC similarly.

## **Differences by Sexual Orientation**

Differences in perceptions between heterosexual and sexual minority students occurred on 10 of the 14 climate dimensions indicating that many sexual minority students perceive a fairly unwelcoming campus. The only aspects of UNC's climate on which the two groups did not differ were *Faculty Mentoring, Student Racial/Ethnic Interpersonal Relations, Outcomes of UNC Diversity-related Experiences, and Familiarity with UNC Programs and Services.* In general, heterosexual respondents perceived a more positive climate for diversity, better faculty treatment, greater university commitment to diversity, more positive climate for diverse groups, greater feelings of comfort and belonging at UNC, greater satisfaction with their enrollment at UNC, and more fair treatment by various campus and community groups than their sexual minority classmates. Conversely, sexual minority students reported more positive attitudes toward diversity, more unfair treatment due to personal characteristics, and greater frequency of experiencing insensitive or negative comments/materials at UNC. As can be seen in Table 2, the two groups reported the greatest differences on their ratings of UNC faculty and administration's

diversity-related behavior and commitment, the university's climate for diversity, the climate for various diverse groups, and their feelings of comfort and belonging at UNC.

Table 2

*Percent Positive Responses for UNC Climate Dimensions by Sexual Orientation*

Climate Dimension	Heterosexuals	Sexual Minorities
Unfair Treatment Based on Personal Characteristics	98.3 <sup>a</sup>	96.7
Faculty Treatment	95.2	88.7
Climate for Diverse Groups	93.5	80.7
UNC Satisfaction	91.5	83.4
Faculty/Admin Diversity-related Behavior	90.0	71.1
Comfort and Belonging	88.5	74.2
Climate for Diversity	86.1	67.3
Diversity Attitudes	81.8	90.7
Fair Treatment by University and Community Groups	81.0	68.7
Insensitive Remarks/Materials about Diverse Groups	79.8 <sup>a</sup>	67.5

*Note:* Only dimensions differing between the two groups are reported; <sup>a</sup> Percentages in these categories indicate positive responses after ratings were dichotomized to positive versus negative.

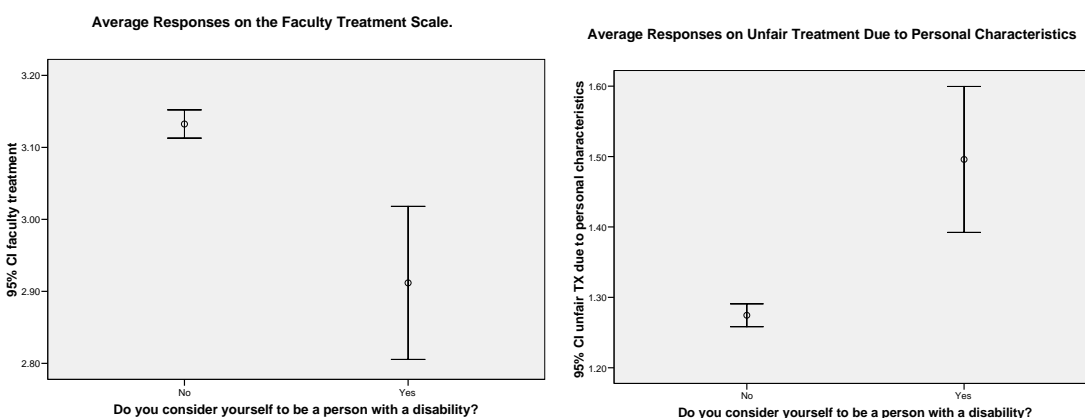
As expected, heterosexual and sexual minority students disagreed on the extent to which UNC has a welcoming climate for gay, lesbian, bisexual, and transgendered students. Although neither group perceived a particularly welcoming climate for sexual minorities, relatively fewer sexual minority respondents (33.5%) than heterosexual respondents (54.1%) rated the climate as somewhat to very welcoming. However, sexual minority respondents also perceived a less welcoming climate for women and students of different religious beliefs. Moreover, over a third of sexual minority students (35.1%) compared with only 2.4% of heterosexual students had experienced unfair treatment based on their sexual orientation. In addition, whereas 77.6% of heterosexual respondents agreed that top university administrators are genuinely committed to increasing diversity at UNC, 20% fewer (57.0%) sexual minority respondents agreed. With respect to faculty and university diversity-related behavior, the two groups differed in the relative proportions rating faculty's tolerance of different ideologies or perspectives as good or excellent with 75.6% and 57.8% of heterosexual and sexual minority respondents, respectively, providing positive ratings.

### **Disability Status**

The 8 climate dimensions on which students with and without disabilities differed included *Faculty Treatment*, *Faculty-Admin Diversity-Related Behavior*, *Student Racial/ Ethnic Interpersonal Relations*, *Climate for Diverse Groups*, *Unfair Treatment Due to Personal Characteristics*, *Fair Treatment by University and Community Groups*, *Diversity-related Educational and Social Experiences*, and *Comfort and Belonging*. Consistent with differences in

perceptions found between other majority and minority groups, students with disabilities rated UNC's climate less favorably than students without disabilities. Figure 2 presents comparisons on two of the climate dimensions by disability status to illustrate the considerable difference in experience between the two groups.

Figure 2



Students with disabilities were less likely than students without disabilities to: rate faculty as sensitive to the needs of students (56.6% versus 72.3%), view UNC's climate as welcoming to students with disabilities (57.7% versus 72.4%), experience fair treatment by faculty (87.2% versus 93.5%), and have a supportive network of friends and/or staff at UNC (67.8% versus 83.3%). In addition, over a fourth (28.5%) of students with disabilities had been treated unfairly or harassed at UNC because of their disability and 22.2% of students with disabilities (compared with 11.9% without disabilities) had experienced insensitive or negative comments/materials about individuals with disabilities.

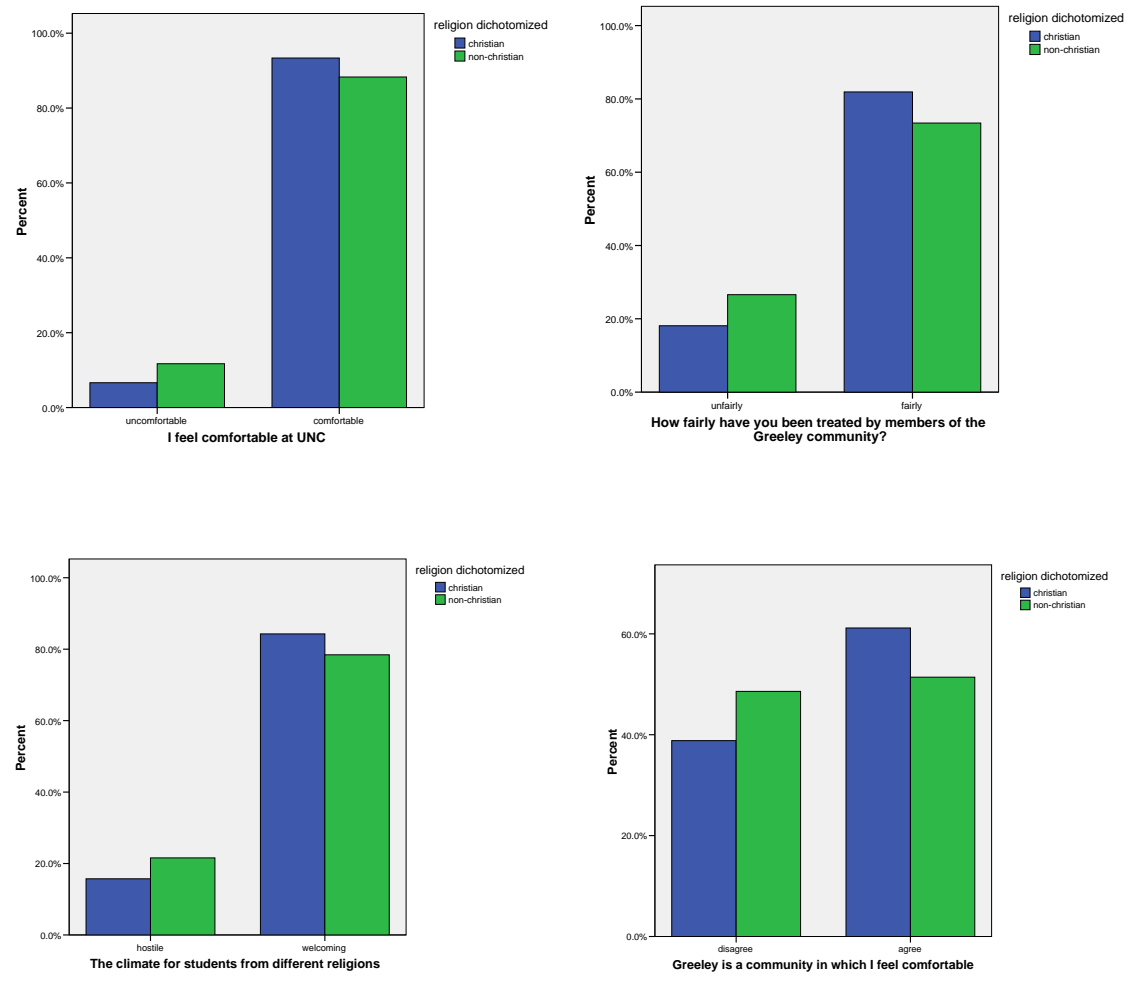
Despite the differences in perceptions on certain aspects of UNC's climate between students with and without disabilities, several dimensions of climate were viewed similarly by both groups. In particular, students with and without disabilities provided comparable ratings on the university's overall climate for diversity, academic advising and faculty guidance, familiarity with the UNC's diversity-related programs and services, and satisfaction with their enrollment at UNC. The two groups also shared similar attitudes toward various diversity-related issues and generally experienced the same levels of insensitive remarks/materials about diverse groups, with the exception of persons with disabilities as noted above.

### Differences Based on Religion

In order to conduct comparisons on climate perceptions based on religion, religious faiths were dichotomized into Christian and non-Christian due to the small numbers of students indicating specific, non-Christian faiths. Results mirrored other comparisons between majority and minority groups with Christians, as the majority, rating the climate more positively on 11 of the 14 climate dimensions. Christian respondents, compared with students of other faiths, provided more positive ratings on UNC's general climate for diversity, the faculty and

university's diversity-related behavior/commitment, students' racial/ethnic interpersonal relations, UNC's climate for diverse groups, fair treatment by university and community groups, the impact of UNC's educational and social experiences, feelings of comfort and belonging at UNC, and their satisfaction with enrolling at UNC. Christian respondents also were less supportive of diversity issues such as Affirmative Action, had encountered less unfair treatment based on their personal characteristics, and had experienced fewer insensitive or negative comments or materials about various groups. For example, more non-Christian than Christian students had read, heard, or seen derogatory materials/remarks about racial/ethnic minorities, women, individuals with disabilities, non-heterosexuals, individuals from different national origins, as well as religious groups. Figure 3 illustrates some of the other differences in perceptions and experiences between Christian and non-Christian students at UNC. Specifically, Christian students felt more comfortable at UNC as well as within the community of Greeley, had been treated more fairly by members of the Greeley community, and rated the climate for students of different religions at UNC more positively.

Figure 3



## Differences by College

Comparisons of climate perceptions across the five colleges (i.e., College of Education and Behavioral Sciences, College of Humanities and Social Sciences, College of Natural and Health Sciences, College of Performing and Visual Arts, and the Monfort College of Business) yielded differences on 12 of the 14 aspects of climate. Although there was no evident “best” college in terms of climate, the College of Humanities and Social Sciences emerged as the college with the overall least positive perceptions of climate. Relative to the other colleges, respondents from Humanities and Social Sciences reported a less positive general climate for diversity and for diverse groups, more unfair treatment based on personal characteristics, less fair treatment by campus and community groups, less positive faculty treatment, less positive ratings of faculty and university diversity-related behavior, poorer racial/ethnic relations among students, and less satisfaction with their enrollment at UNC. It should be noted that demographic compositions of students from the five colleges might explain some of the disparity in climate perceptions between students from Humanities and Social Sciences and the other four colleges. Students from the College of Humanities and Social Sciences had proportionally more students with disabilities, the lowest percent of white/Caucasian students, the highest proportion of sexual minority students than any college other than Performing and Visual Arts, and the lowest proportion of Christians other than in Performing and Visual Arts. Other trends suggested that students in the College of Performing and Visual Arts had the most positive experiences with faculty both in terms of how they were treated by faculty and the quality of mentoring and guidance they received from faculty. The only other notable pattern in the college comparisons indicated that students from both the Monfort College of Business and the College of Natural and Health Sciences had generally less favorable attitudes toward diversity, perceived a more positive climate for diversity at UNC as well as for diverse groups, experienced more fair treatment from campus and community groups, and rated the faculty and university’s diversity-related behavior and commitment more positively than students from other colleges.

## Traditional versus Nontraditional Students

Some have defined a nontraditional student as a part-time student, with one or more dependent children, who entered college at 23 years of age or older. However, given that only 23 survey respondents met all three of these criteria, a decision was made to define traditional versus nontraditional status on the basis of age only with nontraditional students characterized as freshmen 23 years or older, sophomores 24 years or older, etc. By this definition, 290 (12.8%) respondents were nontraditional with an average age of 37.9 ( $SD = 10.7$ ), compared with traditional students who were considerably younger and more homogeneous in age ( $M = 20.2$ ,  $SD = 1.6$ ). As might be expected, relatively more nontraditional students than traditional students were enrolled part-time (17.7% versus 3.7%) and had dependent children in the home (36.1% versus 1.8%). Nontraditional students were also more likely to be first generation college students (47.4%) than their traditionally aged classmates (38.6%). However, the two groups were comparable in terms of gender, race/ethnicity, sexual orientation, religion, and major college.

Regarding differences in climate perceptions the two groups differed in their experiences with insensitive remarks/materials, familiarity with UNC programs/services, and feelings of

comfort and belonging at UNC. Despite reading, hearing, or viewing fewer insensitive materials or comments, nontraditional students rated their feelings of comfort and belonging at UNC less favorably than traditional students. Nontraditional students were also more frequently treated unfairly or harassed because of their age than nontraditional students. Over eighteen percent (18.2%) versus 9.1% of nontraditional and traditional students, respectively, reported being treated unfairly sometimes to often based on their age. In addition, nontraditional students tended to be less familiar with UNC's diversity-related programs and services. In spite of the differences noted above, nontraditional and traditional students rated their treatment by faculty equally high, were similar in their intentions to complete their degree at UNC, and uniformly felt they have the opportunity to succeed at UNC.

### **Differences Based on Student Athlete Status**

Student athletes did not differ from non-student athletes on any of the 14 climate dimensions although they did differ on several demographic and background variables. Student athletes were somewhat younger ( $M_{athletes} = 21.27$  versus  $M_{nonathletes} = 22.81$ ), were enrolled in more credits ( $M_{athletes} = 14.59$  versus  $M_{nonathletes} = 14.34$ ), and were more likely to be male (44.4% versus 34.6%) than their classmates who were not student athletes. Otherwise, student athletes appeared to closely resemble non-athletes not only in their experiences with and feelings about UNC's climate but also with respect to their demographic characteristics, i.e., similar in race/ethnicity, sexual orientation, disability status, religious faith, first generation college status, and college where major is housed.

### **Differences Based on First Generation College Status**

First generation students differed on several background variables that might affect their experiences at UNC. For example, first generation students were more likely to have dependent children living with them and to be enrolled in somewhat fewer credits ( $M = 14.03$ ,  $SD = 2.8$ ) than non-first generation students ( $M = 14.48$ ,  $SD = 2.5$ ). This difference was also related to the greater percentage of first generation students who were part-time (8.1%) compared with 4.5% of part-time non-first generation students. In addition, as mentioned previously, being a first-generation college student was related to students' race/ethnicity with the majority of Hispanic, African American, and bi/multiracial students being the first in their families to attend college while most white/Caucasian and Asian American students had parents who had attended college. Despite these differences, first generation college students did not differ from non-first generation students in their perceptions of any of the 14 climate dimensions.

### **Differences Based on Hometown and Background Experiences**

Students did differ on several dimensions of climate based on the type of community where they grew up as well as on the racial/ethnic composition of their neighborhood, high school, and group of friends. Students raised in large metropolitan areas differed from those raised in the suburbs, small towns, or rural areas in their more supportive attitudes toward diversity as well as in their less positive perceptions of UNC's climate for diversity. In addition, students living in neighborhoods and/or attending high schools where everyone or nearly everyone differed from them in racial/ethnic composition, tended to have more favorable

attitudes toward diversity (e.g., supporting Affirmative Action and active promotion of diversity) and to view different aspects of UNC's climate less positively (e.g., ethnic/racial interpersonal relations among students, university's commitment to diversity, etc.) than those who mostly encountered people racially/ethnically similar to themselves prior to attending UNC. Similarly, students whose current group of friends mostly differed from them in race/ethnicity were also more supportive of promoting diversity at UNC and in turn, less satisfied with UNC's present climate for diversity. As noted in the section on racial/ethnic differences, some of these background experiences were also related to students' race/ethnicity making it difficult to disentangle climate ratings based on race/ethnicity from those based on students' exposure to racial/ethnic diversity prior to coming to UNC.

### **Conclusions**

While most aspects of UNC's climate were rated positively when students were considered as a whole, clear differences in climate perceptions were evident when responses were disaggregated on the basis of race/ethnicity, sexual orientation, disability status, religion, college, and to a lesser extent, gender and age. Appendix C presents a summary of differences found on the 14 climate dimensions based on these group comparisons. Minority students, defined as anyone who was not white/Caucasian, heterosexual, Christian, and without disability, tended to experience a less hospitable university and community than majority students. Of particular concern were differences reported in terms of students' treatment and/or negative experiences, e.g., fair versus unfair treatment, hearing derogatory comments, and/or viewing offensive materials. Both students with disabilities and sexual minority students indicated that they were not treated as well by faculty as their heterosexual and non-disabled classmates with respect to faculty's approachability outside the classroom, fairness to all students, and sensitivity to the needs of all students. Similarly, racial/ethnic and religious majority and minority students differed in the frequency of encountering unfair treatment based on various personal characteristics such as race/ethnicity, sexual orientation, religion, disability status, and national origin with non-white and non-Christian students experiencing more frequent occurrences of unfair treatment.

Differences also occurred on other dimensions of climate that did not necessarily reflect personal treatment at UNC. For example, diversity attitudes, ratings of UNC's climate for diversity, perceptions about the university's commitment to diversity, familiarity with UNC's programs and services, etc. were related to students' observations and viewpoints but did not involve specific behaviors or treatment at UNC, per se. It is possible that students' views of these aspects of the university's climate reflect, in part, their "world views" that have been shaped by a number of factors including treatment prior to attending UNC, experiences (or lack thereof) with people different from themselves, and their general values. This was suggested by the finding that students' current perceptions of UNC's climate were related to their exposure to people of different races/ethnic groups while growing up.

Also, of interest was the discovery that a large proportion of respondents did not feel their educational or social experiences at UNC had much of an effect on their understanding of other cultures and races. What cannot be determined from this survey is whether this is due to ineffectiveness of diversity-related activities and curriculum or to the finding above which suggested that students' perceptions of UNC's climate may be determined in part by their

experiences prior to attending UNC. Nevertheless, this may be an area worth exploring if the university wishes to exert a greater influence on promoting diversity among its students.

One of the most important issues to consider when examining students' perceptions of climate is the extent to which these views and experiences are related to students' overall satisfaction with enrollment at UNC. As reported above, sexual minority students, non-Christians, and racial/ethnic minority respondents were generally the least satisfied with their enrollment at UNC, indicating that they were less likely to complete their degree at UNC and to recommend UNC to others. They were also more inclined to regret choosing UNC. In addition to demographic characteristics accounting for differences in UNC satisfaction, the two climate dimensions found to be most strongly related to students' enrollment satisfaction were their feelings of comfort and belonging and ratings of faculty mentoring. This underpins the necessity of providing, to the greatest extent possible, an environment at UNC in which all students are made to feel comfortable and valued. This also suggests that faculty need to be aware of the role their behavior plays in potentially alienating certain groups of students, specifically with respect to their guidance, approachability, and sensitivity as advisors. Students who felt faculty were difficult to talk to, insensitive to their needs/concerns, and did not provide adequate guidance were more likely to regret choosing UNC and less likely to plan on completing their degree at UNC.

Despite the negative findings for some subpopulations on several dimensions of climate, the university should also recognize that it is doing well in certain areas. Students overall were satisfied with the diversity-related climate, their treatment by faculty, their enrollment at UNC, and their opportunity to succeed at UNC. Moreover, with the exception of differences among students in different colleges, ratings of faculty mentoring were consistently high, regardless of groups being compared (i.e., based on race/ethnicity, gender, sexual orientation, age, etc.). This suggests that both minority and majority undergraduates are similarly satisfied with the type of advice, guidance, and role modeling they are receiving from UNC faculty. Another positive finding was that racial/ethnic minority students did not report receiving less fair treatment than white students by various campus groups such as faculty, residence hall personnel, and university staff. Also, the overall lack of differences between male and female respondents on ratings of UNC's climate, especially in terms of treatment, suggests that the university may have achieved equity on the basis of gender. This could reflect UNC's historical roots as an institution focusing on teacher training where female students have traditionally outnumbered male students or could simply indicate that gender does not play a significant role in how undergraduate students are treated at UNC.

Several cautions should be noted when interpreting the findings of this report. The low response rate and non representativeness of respondents on the basis of some demographic characteristics suggest that survey responses might not reflect feelings and experiences of all UNC undergraduate students. Perceptions of the university's climate for diversity, experiences of fair versus unfair treatment, and levels of satisfaction with UNC enrollment could either be more or less positive for the entire UNC undergraduate population than they were for the survey respondents. Unfortunately, there is no way to determine the generalizability of the survey responses with any certainty. However, results of this climate survey do corroborate findings from similar surveys at other institutions (see e.g., Hutchinson & Hyer, 2000). Also, the results of this survey cannot be used to infer causal relations. For example, relationships found between students' demographic characteristics and their views of UNC's climate cannot be regarded as evidence that a non-white student, sexual minority student, or student from other minority

groups, automatically will receive less favorable treatment at UNC. In fact, majority students also reported incidents of prejudice and bias against them, e.g., resentment toward white males, intolerance of conservative Christians, etc. Still, the trends and patterns observed in these survey data do suggest several areas of concern related to the university's diversity-related climate that warrant further investigation, discussion, and action.

### **Recommendations**

Below are several suggestions regarding possible activities/actions that the university might want to consider based on the results of this assessment of undergraduate students' perceptions of UNC's climate. Hopefully, other strategies for addressing climate problem areas will be proposed through ongoing discussions about this survey's findings as well as about issues associated with the university's diversity in general. Another source of specific recommendations for addressing UNC's diversity climate comes from students' responses to the open-ended items on the survey. A summary of these responses, including recommendations for programming, will be presented in a separate document.

- ◆ There is a need to improve the sensitivity of faculty to minority students, particularly sexual minorities and students with disabilities who rated their treatment by faculty less favorably than did heterosexuals and students without disabilities. Perhaps representatives from the Disability Access Center and from the GLBT Resource Center could speak to new faculty as part of their orientation to help sensitize them to the issues faced by these students. Several students responding to the survey's open-ended questions specifically mentioned rude treatment by faculty/staff toward students requesting accommodations as well as ignorance on the part of faculty/staff in working with students having different types of disabilities, including permanent, temporary, and hidden disabilities. Students also commented about faculty making offensive jokes about sexual minorities during class.
- ◆ Similarly, either as part of new faculty orientation or through some other venue, faculty should be provided with information to assist them in being better mentors and advisors. This recommendation stems from the finding that one of the major factors associated with students' enrollment satisfaction, which included their plans for degree completion at UNC and their likelihood of recommending UNC to others, was the extent to which they were satisfied with the mentoring and guidance they received from faculty. Ratings on this factor were more about faculty's interpersonal skills (e.g., sensitivity to students' needs and concerns) than about their ability to provide academic information.
- ◆ Likewise, incoming students, including both freshmen and transfer students, should be required to participate in orientation activities that include discussion about diversity issues. For example, a summary of results about the current survey could be presented with opportunities for students to share their reactions as well as their suggestions for addressing some of the negative findings. This is particularly important given the finding that students' attitudes about diversity as well as their perceptions of UNC's climate were related to background experiences (e.g., racial/ethnic composition of neighborhood and high school and type/size of home-town community) prior to attending UNC. Students with relatively little exposure to those differing

from them in race/ethnicity before coming to UNC tended to be less sensitive to diversity-related issues.

## References

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## Appendix A: Technical Appendix

Data were originally obtained from 2,300 respondents for a response rate of 25.3%. Thirty-three surveys were deleted from the database either because they were duplicates (i.e., students submitted multiple surveys,  $n = 23$ ,) or included only a response to the first survey item ( $n = 10$ ). The final, usable sample comprised 2,267 students. Data were imported into SPSS version 15 for initial data cleaning/screening as well as for subsequent analyses, which included both descriptive and inferential statistics. Data were first examined descriptively both for purposes of describing the sample as well as to identify any notable or aberrant trends/patterns in the data, e.g., outliers, excessive skew, etc. The 83 climate rating scale items were then subjected to principal component analysis (PCA) for purposes of creating composite, subscale scores representing various aspects of climate. To determine the number of components to retain required consensus among several criteria including percent common variance, presence of a discernable “elbow” in the scree plot, the Kaiser-Guttman (eigenvalue  $> 1$ ) criterion, approximation to simple structure following promax rotation, and interpretability of the components. Pattern coefficients of .3 or higher were considered “salient.” Based on the PCA 14 interpretable components were identified (see Appendix B for specific items associated with each component). Two items, “I have the opportunity to succeed at UNC” and “Greeley is a community in which I feel comfortable” were dropped from their respective components as these items did not fit conceptually with the other items. However, analyses based on these individual items are reported in the overall perception results as well as in the subgroup comparisons. Reliability estimates based on Cronbach’s alpha were then obtained for each component to determine the extent to which responses to items within each subscale were internally consistent. As shown in Appendix B, reliability estimates generally ranged from minimally acceptable (i.e., .70 for Faculty Treatment) to quite high (i.e., .92 for Diversity-related Experiences, .90 for Insensitive Remarks/Materials).

Scores on each dimension were obtained by computing means for responses to all items within the dimension. Mean comparisons were made across the 14 climate dimensions on the basis of race/ethnicity, gender, sexual orientation, religion, student athlete status, college, age, and first generation college status using analysis of variance (ANOVA) and independent samples t-tests. To maintain a familywise error rate of .05 within each type of group comparison, a Bonferroni adjusted alpha of .0036 (i.e.,  $.05/14$ ) was applied when conducting the ANOVAs and t-tests to minimize the risk of obtaining significant results merely by chance. Prior to conducting t-tests and ANOVAs, Levene’s test was examined to determine if the assumption of homogeneity of variance was tenable. Where Levene’s test was found statistically significant, t-tests were conducted with separate variance estimates and ANOVAs were conducted with the Welch’s  $F$ , which does not require equal variances. For statistically significant ( $p < .0036$ ) ANOVAs meeting the homogeneity of variance assumption, the Tukey post hoc procedure was conducted to determine which groups differed (and in what direction). For ANOVAs violating the homogeneity of variance assumption, statistically significant Welch’s  $F$  tests were followed by the Games-Howell pairwise comparison procedure (which does not require equal variances) to determine which of the groups differed (e.g., racial/ethnic groups, colleges). Post hoc tests were conducted at a Bonferroni-adjusted alpha of .0055 (i.e.,  $.05/9$ ) and .0041 (i.e.,  $.05/12$ ) for comparisons based on race/ethnicity and college, respectively.

**Appendix B**  
**Climate Survey Dimensions**

Dimension	Survey Items	$\alpha$
<b>Faculty Mentoring</b>	<ul style="list-style-type: none"> <li>◆ My current academic advisor is sensitive to my needs and concerns</li> <li>◆ I feel that I have received adequate guidance from faculty members at UNC</li> <li>◆ When I have a concern or problem, I feel that there is a faculty member or administrator at UNC whom I can talk to</li> <li>◆ I feel that there are faculty or administrator role models for me at UNC</li> </ul>	.74
<b>Climate for Diversity</b>	<ul style="list-style-type: none"> <li>◆ UNC is a good place to gain understanding about multicultural issues and perspectives</li> <li>◆ UNC has a climate which fosters diversity</li> <li>◆ Top university administrators are genuinely committed to increasing diversity at UNC</li> <li>◆ Faculty and administrators at UNC seem to be committed to promoting respect for and understanding of group differences</li> </ul>	.73
<b>Diversity Attitudes</b>	<ul style="list-style-type: none"> <li>◆ UNC is placing too much emphasis on diversity</li> <li>◆ All UNC undergraduates should be required to take at least one course that focuses on racial/ethnic minorities and/or women's history, culture, or perspective</li> <li>◆ Diversity is good for UNC and should be actively promoted by students, staff, and faculty</li> <li>◆ When relevant, faculty should provide opportunities to discuss multicultural perspectives in class</li> <li>◆ Affirmative action leads to admission of underqualified students</li> </ul>	.72
<b>Faculty Treatment</b>	<ul style="list-style-type: none"> <li>◆ In my classes at UNC, I feel that my professors ignore my comments and questions</li> <li>◆ Faculty members at UNC are approachable outside of the classroom</li> </ul>	.70

	<ul style="list-style-type: none"> <li>◆ Faculty members at UNC are fair to all students regardless of their background</li> <li>◆ Faculty members are sensitive to the needs of all students</li> </ul>	
<b>Faculty/Admin Diversity-related Behavior</b>	<ul style="list-style-type: none"> <li>◆ Respect by faculty members for students of different racial and ethnic groups</li> <li>◆ Tolerance of faculty to different ideologies or perspectives</li> <li>◆ Sensitivity of faculty and staff to gender issues</li> <li>◆ University commitment to the success of students of different racial and ethnic groups</li> <li>◆ Respect by students for faculty of different racial and ethnic groups</li> <li>◆ University commitment to the success of women and students</li> <li>◆ Integration of diverse group perspectives into classroom learning</li> </ul>	.87
<b>Student Racial/Ethnic Interpersonal Relations</b>	<ul style="list-style-type: none"> <li>◆ Friendship between students of different racial and ethnic groups</li> <li>◆ Racial/ ethnic relations in the classroom</li> <li>◆ Racial/ethnic integration on campus</li> <li>◆ Interaction among students of different racial and ethnic groups outside the classroom</li> </ul>	.86
<b>Climate for Diverse Groups</b>	<ul style="list-style-type: none"> <li>◆ Students with disabilities</li> <li>◆ Women students</li> <li>◆ Racial/ethnic minority students</li> <li>◆ Gay, lesbian, bisexual, and transgendered students</li> <li>◆ Students with different religious beliefs and backgrounds</li> </ul>	.84
<b>Unfair Treatment Based on Personal Characteristics</b>	<ul style="list-style-type: none"> <li>◆ Race/ethnicity</li> <li>◆ Gender</li> <li>◆ Sexual orientation</li> <li>◆ Religion</li> <li>◆ Age</li> <li>◆ Accent/dialect</li> <li>◆ National origin</li> <li>◆ Disability</li> <li>◆ Socioeconomic/income level</li> </ul>	.81

<b>Insensitive Remarks/Materials about Diverse Groups</b>	<ul style="list-style-type: none"> <li>◆ Racial/ethnic minorities</li> <li>◆ Women</li> <li>◆ Individuals with disabilities</li> <li>◆ Non-heterosexuals</li> <li>◆ Individuals from different national origins</li> <li>◆ Religious groups</li> </ul>	.90
<b>Fair Treatment by University and Community Groups</b>	<ul style="list-style-type: none"> <li>◆ Residence hall personnel</li> <li>◆ Professors/instructors</li> <li>◆ Senior/top administrators</li> <li>◆ Other students</li> <li>◆ members of the Greeley community</li> <li>◆ Staff members</li> </ul>	.80
<b>Outcomes of UNC Diversity-related Experiences</b>	<ul style="list-style-type: none"> <li>◆ Relate to people from various cultures, races, backgrounds, etc.</li> <li>◆ Understand and appreciate cultural and ethnic differences between people</li> <li>◆ Understand the interaction of human beings and the environment</li> <li>◆ Get along with people whose attitudes and opinions are different from mine</li> <li>◆ Gain a global or diverse cultural perspective of issues relevant to my field of interest</li> <li>◆ Take the perspective of another person</li> <li>◆ Talk and interact comfortably with people who are different from me</li> </ul>	.92
<b>UNC Enrollment Satisfaction</b>	<ul style="list-style-type: none"> <li>◆ I plan to complete me degree at UNC</li> <li>◆ I am certain that UNC was the right choice for me</li> <li>◆ I would recommend UNC to someone who asked my opinion</li> <li>◆ It is important to me to finish my education at UNC</li> <li>◆ I regret that I chose UNC</li> </ul>	.86
<b>Comfort and Belonging</b>	<ul style="list-style-type: none"> <li>◆ I feel comfortable at UNC</li> <li>◆ I enjoy being at UNC</li> <li>◆ I have a social network of friends and/or supportive staff persons on campus</li> <li>◆ UNC has a variety of social activities in which I am interested in participating</li> <li>◆ I often feel that I have to change some of my personal characteristics in order to “fit in” at UNC</li> </ul>	.78

	◆ I do not feel a part of the campus community	
<b>Familiarity with UNC Programs and Services</b>	<ul style="list-style-type: none"> <li>◆ Women's Resource Center</li> <li>◆ Cesar Chavez Cultural Center</li> <li>◆ Marcus Garvey Cultural Center</li> <li>◆ Asian American/Pacific American Student Services</li> <li>◆ Native American Student Services</li> <li>◆ Center for Human Enrichment</li> <li>◆ McNair Scholars Program</li> <li>◆ Center for International Education</li> <li>◆ Disability Access Center</li> </ul>	.87

**Note:**  $\alpha$  = Cronbach's alpha reliability

**Appendix C**  
**Statistically Significant Mean Differences by Group**

Climate Dimension	Race Ethnicity	Gender	Sexual Orientation	Disability Status	Religion	College
Faculty Mentoring						X
Climate for Diversity	X <sup>a</sup>		X		X	X
Diversity Attitudes	X	X	X		X	X
Faculty Treatment			X	X		X
Fac/Admin Diversity-related Behavior	X	X	X	X	X	X
Student Racial/Ethnic Interpersonal Relations	X			X	X	X
Climate for Diverse Groups	X		X	X	X	X
Unfair Tx Due to Personal Characteristics	X		X	X	X	X
Insensitive Remarks/Materials			X		X	X
Fair Tx by Univ. and Community Groups			X	X	X	X
Outcomes of UNC Diversity-related Exper.	X	X		X	X	
UNC Enrollment Satisfaction	X		X		X	X
Comfort and Belonging			X	X	X	
Familiarity with UNC Programs & Services	X					X

<sup>a</sup> X = significant at  $p < .0036$