



Student Climate Survey

2010 Summary Report

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Student Climate Survey

Executive Summary

BACKGROUND

Western Washington University undertook assessing student climate on measures of inclusivity, multiculturalism and diversity through the use of the NASPA Student Voice Survey in Fall, 2009. Of the 14,416 Western students who received this on-line survey, 2,872 students responded, a 20% response rate. This response rate is similar to that of the public peer institutions that have also utilized this survey.

METHODOLOGY

This Report contains analyses of survey items within the five constructs identified by Student Voice, within the context of three cross-tabs: race, sexual orientation and gender. This allowed for more meaningful analyses of the data and an ability to compare responses among sub-groups and between sub-groups and the average response to any particular item. Highlights of findings for each construct follow:

FINDINGS

Construct 1: Experienced Discriminatory Behavior

- LGBT and students of color say they have negative personal experiences with respect to discrimination, harassment and being singled out, more than any other groups.
- Nearly 30% of LGBT students say they have witnessed discrimination. Over 27% of students of color also responded they had witnessed discrimination.
- Students of color were the largest group (16.17%) saying that they have actually experienced discrimination, with LGBT students as the next largest group (15.46%).

- 15.46% of LGBT students witnessed harassment and 11.37% experienced harassment, more than any other group.
- Over 16% of students of color and nearly 14% of LGBT students say they have been singled out because of their identity.
- The percentages point to the need to better understand the root causes for these perceptions of both the minority and LGBT student respondents, so that they can be appropriately addressed.

Construct 2: Campus Climate

- Regarding students' perceptions of Western's response to discrimination and support of diversity and inclusivity, students of color and LGBT students respond more negatively than their non-minority and heterosexual/straight counterparts.
- 5.18% of LGBT respondents disagree that Western is supportive of people who identify as lesbian, gay, bisexual and transgender compared to the average response (2.50%) and 8.40% of students of color disagree that Western supports people with different ethnic backgrounds, compared to the average response of 4.19%.
- Nearly 10% of students of color and 10% of LGBT respondents disagree that Western encourages discussion about difficult topics compared to the average disagreement response of 6.91%. One should note, though, that 8.33% of male respondents feel this way too.
- The majority of students across all groups agree they are treated fairly. LGBT students have the highest rate of disagreement on this (7.47%) compared to the average disagreement response rate on this item (5.34%).
- Although low, the percentage of students of color disagreeing that the campus is responsive to complaints of disagreement (4.82%) is about twice the percentage rate (2.83%) of the average respondent.
- Overall, Construct Two results indicate smaller percentages of students in any subgroup who responded negatively as compared to Construct One results.

Construct 3: Increased Recruitment and Retention Efforts

- More students of color, (over 60% for each of the three items in this construct) when compared with the overall response or those of other groups, say Western needs to make greater efforts to recruit more diverse student, faculty and staff.
- LGBT students had the second highest agreement rate, next to students of color in agreeing with this item, with about 50% of this group saying that Western should make greater efforts to recruit and retain more diverse students, faculty and staff.

- Interestingly, there are high response rates (ranging from nearly one-third to nearly half) for all groups, including students of color, who are neutral on this issue.
- Also interesting to note on this Construct is that there was a large percentage of male respondents (over 20% for all three items contained in this Construct) who disagreed that Western should make greater efforts towards increasing diversity.

Construct 4: Engagement with Diversity-Related Issues

- Students of color, LGBT and female students respond to some indicators of engagement at higher percentage rates than their non-minority, heterosexual/straight and male counterparts.
- 45.25% of minority respondents and 44.44% of LGBT respondents agreed that they take advantage of opportunities provided by Western to learn about diversity-related issues.
- Minority (65.80%) and female (58.16%) respondents had the highest levels of agreement that they discuss diversity-related issues with their family members, as compared to other groups and to the average response (55.35%).
- Of particular note is that male students, overall, have the lowest percentage of engagement on diversity-related issues compared to any other group.

Construct 5: Campus Responses to Diversity-Related Issues

- Results relating to students feeling that Western is responsive to diversity-related issues show that while a little over half of respondents across all groups agree the campus is responsive to reports of discrimination and harassment, overall 41.94% answered “neutral.”
- About one-third of students disagree that they know where to find information related to discrimination and harassment policies and reporting procedures and this could point to a need for additional student training and information dissemination on this issue.
- About three-quarters of all respondents report feeling comfortable reporting discrimination or harassment they witnessed (74.74%) or that they experienced (73.22%).
- Students of color and LGBT students agree (69.90% and 69.77%, respectively) to a lesser extent than the average respondent (73.22%), that they would feel comfortable reporting an act of discrimination or harassment they experienced.

- LGBT students have the highest rate of disagreement (14.73%) than any other group about feeling comfortable reporting discrimination or harassment, compared to any other sub-groups or to the average response (11.33%).

Comparison of Western with Public Institutions

The second part of this Report presents an analysis of Western’s survey responses compared to the mean responses of 13 other public institutions who have utilized this same Student Voice survey instrument. This analysis compares the mean or average responses combined from these 13 institutions to the mean responses of Western students. A benefit of using the Student Voice survey instrument has been that it has allowed us to see how Western compares to similar public institutions on student climate issues.

Across the vast majority of questions on the student climate assessment, Western students responded very similarly to student responses at other public institutions. In many cases, Western students responded more positively than students at the other institutions. A few examples are:

	Western	Public Peers	Western	Public Peers
	Agree		Disagree	
I personally add to the diversity of my campus	51.59%	51.67%	18.03%	17.60%
I am tired of hearing about diversity	31.72%	33.71%	41.43%	37.75%
I take advantage of the opportunities provided by my college to learn about diversity-related issues	33.83%	32.37%	34.67%	36.12%

In benchmarking Western students’ perception of the climate, there were numerous Western responses that clearly indicated Western students had more positive experience with issues of diversity than student respondents at the public peer institutions. The following data results are illustrative of this:

- Western students were more likely to agree with the statement: “I discuss diversity-related issues with friends” (62.87%) compared to their public institution peer respondents (57.63%).

- Western students were also more likely to agree that they “believe that being able to interact with individuals of diverse backgrounds will help [them] after college,” (90.62%) compared to their public institution peers (86.94%).
- 77.89% of Western students agreed that “this college/university encourages free and open discussions about difficult topics,” compared to 72.64% of their peer respondents.
- When asked if they felt, “My campus is responsive to reports of discrimination and harassment,” over half of the Western students (55.21%), compared to 48.61% of their peers, agreed with this statement.
- There were interesting differences in the response to the question: “Do you feel that the discrimination or harassment you experienced was due to someone else’s perception of your _____” (students could choose various options). Western students cited “ethnicity,” “nationality/origin” and “race” less frequently than their peers. 24.27% of Western students indicated “ethnicity” compared to 30.90% of the peer respondents; 5.85% of Western students indicated “nationality/country of origin,” compared to 10.30% of their counterparts and 21.05% of the Western respondents indicated “race,” compared to 29.21% of their peer respondents in public institutions.
- On this same question, though, 17.25% of Western student respondents indicated “gender identity” compared to 14.42% of their peers and 33.33% of the Western respondents indicated “biological sex” compared to 30.06% of their peers in public institutions.
- When asked “if a discriminatory/stereotypical comment is made, how do you react,” Western students were more likely to say they would “correct/challenge it,” (41.33%), compared to 37.50% of their peer counterparts.
- Western students also agreed to a greater extent than their public institution peer respondents that “this college/university should make a greater effort to recruit and retain students, faculty and staff members from diverse backgrounds.”
- Fewer Western students (39.94%) describe the “racial/ethnic tension on campus,” as either “very, somewhat or slightly tense,” compared to their peer counterparts (44.53%).
- A greater percentage of Western students described themselves as “comfortable being close friends with...” individuals of different racial/ethnic groups, individuals of a different gender, a different religion, a different socio-economic status, a different sexual orientation and individuals with a disability, compared to their peer respondents in public institutions.
- Western students agreed at a higher percentage rate (86.62%) that the university is supportive of people who identify as lesbian, gay, bisexual or transgender,

compared to students in peer institutions (71.69%). In addition, far fewer Western students were neutral on this statement and fewer disagreed with it than did students in peer institutions.

Additional details on the survey method, respondents' demographics, data analyses and findings (both Western students and comparison with public peer institutions) are contained in this Report.

Student Climate Survey

Introduction

Valuing diversity is an integral part of Western’s strategic plan, “Active Minds Changing Lives.” One of the plan’s strategic objectives is to have a “diverse campus community where members appreciate, honor, and celebrate people with diverse perspectives and backgrounds.” In the context of this commitment, Western undertook a comprehensive assessment of a variety of constructs affecting the campus climate for students. The goal of this assessment was to develop baseline data on how students perceived and experienced Western, with respect to issues related to diversity, discrimination, and inclusiveness. Having this baseline data will enable Western to identify potential barriers to inclusiveness and work more effectively toward ensuring that the strategic objective described above can be fully realized.

In addition to better understanding Western’s student climate, we also benchmarked our findings against those of other institutions utilizing the same survey instrument.

Survey Methods

Survey Instrument: “Student Voice,” an organization associated with the Student Affairs Administrators in Higher Education Association (NASPA) Assessment and Knowledge Consortium was identified as having a survey instrument which they could administer for Western. This instrument, “the Diversity/Multicultural/Inclusivity Student Study” (**Appendix A**), was designed to measure the multicultural aspects and inclusivity of Western’s climate and provide data from other institutions on the same survey, against which Western could compare itself.

Background: The study was designed by a working group appointed by NASPA. The working group consists of student affairs professionals who worked in offices dealing with multicultural, disability, and lesbian, gay, bisexual, and transgender issues. NASPA has partnered with Student Voice to administer the study, store the data, and provide benchmarking reports.

This student assessment includes such topics as: general perceptions of diversity (e.g., whether students feel that their campus is diverse and the constructs that contribute to diversity), participation in diversity-related activities, students’ comfort level with diverse populations, and measures of campus climate such as whether students have experienced or witnessed discrimination or harassment. The survey has a total of 67 questions.

Survey Dissemination: The population for the study was 14,416 Western students. These students' email addresses were identified by Western's Office of Institutional Research and forwarded to Student Voice researchers who then sent out an email to Western students requesting participation in an attached survey. This email is contained in this Report at **Appendix B** and is signed by Western President Shepard and by 2009-2010 Western Associated Student President, Matt Jarrell. Students were informed that the survey was voluntary and that no individual responses to the survey would be identified in any report and that resulting data would be reported in the aggregate.

Demographics of Respondents

The total number of students responding to the survey was 2872, 20% of Western's student body. This response percentage, in line with the average response percentage of other institutions responding to this Student Voice Survey, is also on par with other typical online survey response percentages, making it possible to generalize findings to the larger population.

In the survey, students were asked to identify their demographics including minority or non-minority. Of all respondents 18.74% identified as minority, 70.77% identified as non-minority, and 10.49% did not identify. In response to the question about which term best describes your sexual identity, 14.60% of Western students identified as LGBT (which included, Asexual, Bisexual, Gay, Gender queer, Lesbian, Pansexual, Queer and Questioning), 79.09% responded as heterosexual/straight, and 6.31% didn't identify. Of the total respondents, 64.38% were female and 35.62% were male.

Demographic Tables

Race	# of Respondents	% of Respondents
Minority	502	18.74%
Non-Minority	1896	70.77%
Didn't Identify	281	10.49%

Sexual Orientation	# of Respondents	% of Respondents
LGBT	389	14.60%
Heterosexual/Straight	2107	79.09%
Didn't Identify	168	6.31%

Gender	# of Respondents	% of Respondents
Female	1845	64.38%
Male	1021	35.62%

Data Analyses

In addition to institution-specific data, the Diversity/Multiculturalism/Inclusivity Consortium Student Study provides comparison data for benchmarking Western responses against those of other institutions. In our study, we chose 13 public institutions (**see Appendix C**) from the Student Voice data set, which were most comparable to Western, and compared Western's responses to the aggregate of their responses. By participating in this study, Western has agreed to have its data become part of the aggregate dataset. (Institution-specific data is never revealed alongside the name of an institution. Student data is only reported in aggregate.)

The analyses for the data went beyond looking at mean responses for each question. Because it was critical to identify any differences in responses that might exist among various groups of students, we analyzed the data from each question through three cross tabs: race, sexual orientation, and gender. In conducting these analyses, we have been able to fine tune the data and ferret out differences among sub-populations of students who answered the survey. This has provided us with a richer set of findings than had we analyzed only average or mean responses.

This Report discusses the survey results in two parts:

Part I of this Report focuses on Western survey responses within five constructs identified by Student Voice. Data analysis included cross tabbing the responses to items within these constructs by race, sexual orientation, and gender. Student Voice created these constructs by using construct analyses to identify specific sets of questions for which responses were highly correlated. These constructs are: 1) Negative Personal Experiences; 2) Campus Climate; 3) Increased Recruitment and Retention Efforts; 4) Engagement with Diversity-Related Issues; and 5) Campus Response to Diversity-Related Issues. (See **Appendix D** for list of questions contained in each construct.)

Part II presents an analysis of Western's survey responses compared to the mean responses of 13 other public institutions who have utilized this same Student Voice survey instrument. This analysis compares the mean or average responses combined from these 13 institutions to the mean responses of Western students. A benefit of using the Student

Voice survey instrument has been that it has allowed us to see how Western compares to similar public institutions on student climate issues.

Part I:
Survey of Western Students

Construct One

I. Construct One: Negative Personal Experiences

Construct One, Negative Personal Experiences, is a compilation of questions that are relevant to understanding how students have personally witnessed or experienced discrimination, harassment or have been singled out on campus in the past 12 months. (See **Appendix D** for a list of questions contained in this Construct.)

A. Witnessed Discriminatory Behavior

When students were asked whether they had “witnessed discriminatory behavior on campus in the last 12 months,” 19.75% of the students agreed that they had witnessed discriminatory behavior, while 66.05% disagreed with the statement indicating they had not witnessed discriminatory behavior.

Among students of color, 27.15% agreed they had witnessed discriminatory behavior, almost 10% higher than the average response, and 57.88% disagreed. Their non-minority counterparts agreed at 17.11% and disagreed at 69.01%.

Even a larger percentage of LGBT students than students of color, 29.35%, agreed that they had witnessed discriminatory behavior on campus within the last 12 months, while 55.58% of LGBT students disagreed that they had witnessed such behavior. LGBT students differed from heterosexual/straight students who agreed at 18.22% and disagreed at 68.22%, both much closer to the average responses.

Female and male responses were similar to the average response of all Western students who agreed and disagreed with this question (See chart below).

Table 1 A – I witnessed discriminatory behavior on campus in the last 12 months.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	19.75%	27.15%	17.11%	29.35%	18.22%	20.16%	19.01%
Disagree	66.05%	57.88%	69.01%	55.58%	68.22%	66.27%	65.64%

B. Experienced Discriminatory Behavior

The next question within Construct One is: “I have experienced discriminatory behavior on campus within the last 12 months.”

When students were asked whether they had “experienced discriminatory behavior on campus in the last 12 months,” the answers differed from the previous question which asked the students if they had witnessed this type of behavior, with an overall average of 10.44% students agreeing that they had experienced discriminatory behavior and 78.11% students disagreeing.

Again, the minority and LGBT student groups had the highest percentages of respondents agreeing that they had experienced discriminatory behavior.

16.17% of students of color agreed while 7.84% of non-minority students agreed that they had experienced discriminatory behavior on campus within the last 12 months. 66.66% of students of color disagreed with this statement compared to 82.51% of their non-minority counterparts.

Among LGBT students, 15.46% agreed they experienced discriminatory behavior, compared to 8.91% of their heterosexual/straight counterparts. 69.59% of LGBT students disagreed with this statement, compared to 80.61% of their heterosexual/straight counterparts.

There was virtually no difference in responses by gender, with 10.46% of female students and 10.39% of male students agreeing they had experienced discriminatory behavior, and 78% of female students and 77.55% of male students disagreeing that they had experienced this type of behavior.

Table 1 B – I experienced discriminatory behavior on campus in the last 12 months.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	10.44%	16.17%	7.84%	15.46%	8.91%	10.46%	10.39%
Disagree	78.11%	67.66%	82.51%	69.59%	80.61%	78.42%	77.55%

C. Witnessed Harassment

Question three within Construct One asks the students if they have witnessed harassment on campus within the last 12 months. (Harassment was defined as gender, race, sexual orientation, etc.)

Overall, 11.54% reported they had witnessed harassment on campus within the last 12 months, while 75.59% of respondents noted they had not witnessed harassment.

LGBT students were the group that differentiated the most from the overall average response, with 15.46% of this group agreeing that they had witnessed harassment, and 68.56% disagreeing that they witnessed harassment. In contrast, heterosexual/straight students agreed at 10.92% and disagreed at 77.40% that they had witnessed this type of behavior.

There were smaller differences by race and gender in response to this question, compared to the average responses and to the responses from the LGBT respondents. As indicated by the chart below, 10.82% of students of color agreed that they had witnessed harassment, while 70.94% disagreed that they had witnessed this type of behavior. Non-minority students agreed at 11.29% and disagreed with this statement at 77.64%.

Female students agreed with this question at 11.18%, compared to their male counterparts who agreed at 12.18%. 76.60% of female students and 73.76% of male students disagreed.

It is also interesting to note that the students of color answered “neutral” to this statement at 18.24%, which is 2.26% higher than the LGBT students who answered “neutral” at 15.98% and 5.37% higher than all of Western who answered “neutral” (12.87%).

Table 1 C – I witnessed harassment on campus in the last 12 months.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	11.54%	10.82%	11.29%	15.46%	10.92%	11.18%	12.18%
Disagree	75.59%	70.94%	77.64%	68.56%	77.40%	76.60%	73.76%

D. Experienced Harassment

The fourth question in Construct One asked students if they have experienced harassment on campus in the last 12 months.

Of all respondents, 6.10% said they have experienced harassment and 83.56% said they have not experienced harassment on campus within the last 12 months.

LGBT students were again the group whose response differed most from that of the mean, 11.37% agreed that they had experienced harassment on campus within the last 12 months, and 76.49% disagreed with this statement. 4.92% heterosexual/straight students agreed and 85.85% disagreed.

Students of color, the group whose response deviated the second most from the average response, agreed at 7.78% that they had experienced harassment and 78.64% disagreed.

Among the non-minority students, 4.9% agreed that they had experienced harassment while 86.53% disagreed.

Table 1 D – I experienced harassment on campus in the last 12 months.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	6.10%	7.78%	4.90%	11.37%	4.92%	5.91%	6.45%
Disagree	83.56%	78.64%	86.53%	76.49%	85.85%	84.13%	82.52%

E. Singled Out in Class Based on Identity

The fifth and last question in Construct One was: “I have been singled out in class because of my identity (race, gender, sexual orientation, etc.) within the last 12 months.” Among the overall respondents, 9.34% agreed that they had been singled out in class because of their identity, while 82.89% disagreed with the statement

Sub-group responses differed more for this question than for any other question in this Construct. The largest difference came from students of color as 16.80% of them agreed that they had been singled out, while 74.00% disagreed. Non-minority students agreed at 6.56%, more than 10% less than their minority counterparts. 87.14% of non-minority students disagreed.

Also notable were the responses of the LGBT students, of whom 13.92% agreed that they had been singled out, while 78.35% disagreed. Their heterosexual/straight counterparts agreed at 8.14% and disagreed at 84.82%.

Again, differences by gender were slight compared to overall responses, as indicated in the chart below:

Table 1 E – I have been singled out in class because of my identity.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	9.34%	16.80%	6.56%	13.92%	8.14%	9.31%	9.41%
Disagree	82.89%	74.00%	87.14%	78.35%	84.82%	83.45%	81.88%

Construct One Summary

Construct One responses show that LGBT and students of color say they have negative personal experiences with respect to discrimination, harassment and being singled out, more than any other group.

Nearly 30% of LGBT students in this group say they have witnessed discrimination. Over 27% students of color also responded they had witnessed discrimination.

Students of color were the largest group (16.17%) saying that they have actually experienced discrimination, with LGBT students as next largest group (15.46%).

LGBT students are the group that responded witnessing and experiencing harassment more than any other groups, at fairly large percent responses: 15% and 11%, respectively.

Over 16% of students of color and nearly 14% of LGBT students say they have been singled out because of their identity.

The percentages point to the need to better understand the root causes for these perceptions of both the minority and LGBT students so that they can be appropriately addressed.

Construct Two

II. Construct Two: Campus Climate

Construct Two, Campus Climate, is a compilation of questions that are relevant to understanding how students have personally experienced Western's campus over the past twelve months. Specifically, this Construct addresses students' perceptions in terms of campus accessibility to people with physical disabilities; whether Western is supportive of people who identify as lesbian, gay, bisexual or transgender or people with different ethnic backgrounds or international students; whether Western encourages free and open discussion about difficult topics; whether the student has become more open-minded about diversity-related issues since starting college; whether the student feels treated fairly on campus; whether the campus is responsive to reports of discrimination or harassment; and whether the curriculum and course offerings reflect the lives, perceptions, and contributions of people from diverse backgrounds. (See **Appendix D** for a list of questions contained in this Construct.)

A. Campus Accessibility to People with Physical Disabilities

When asked whether Western is accessible to people with physical disabilities, 63.34% of the overall respondents agreed, compared to 17.64% who disagreed.

When looking at responses by gender, more male students (69.93%) agreed that Western was accessible than the average respondent, and fewer male students (10.88%) than the average respondent disagreed regarding this. Female responses were just the opposite. Fewer female students (59.71%) than the average respondent agreed with this question and a higher percentage of female students (21.73%) than the average respondent disagreed that Western is accessible.

When looking at sexual orientation, fewer LGBT students agreed (59.84%) with this question compared to the average respondent and more LGBT students (22.28%) disagreed as compared to the average respondent.

There were only small differences with the minority and non-minority populations when compared to the overall responses, as shown in the following chart:

Table 2 A – Western is accessible to people with physical disabilities.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	63.34%	65.80%	63.93%	59.84%	64.13%	59.71%	69.93%
Disagree	17.64%	15.20%	18.06%	22.28%	17.29%	21.37%	10.88%

B. Is Western Supportive of People who Identify as Lesbian, Gay, Bisexual or Transgender?

When asked whether Western is supportive of people who identify as lesbian, gay, bisexual or transgender, 86.62% of respondents agreed and 2.50% disagreed. LGBT students had the highest amount of disagreement, 5.18%, or twice the level of disagreement as the overall respondents. Heterosexual/straight students disagreed at 1.72%, lower than the overall disagreement response of 2.50% and significantly lower than the disagreement response of LGBT students.

Differences are not as apparent in the gender and race cross tabs although students of color disagreed slightly more (2.41%) compared to non-minority students (1.96%) and female students disagreed more (2.79%) compared to male students (1.98%).

Note that though the overall disagreement numbers are low, there is a big difference in disagreement when looking at the responses based on sexual orientation.

Table 2 B – Western is supportive of people who identify as lesbian, gay, bisexual or transgender.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	86.62%	83.33%	89.17%	85.49%	88.16%	87.37%	85.26%
Disagree	2.50%	2.41%	1.96%	5.18%	1.72%	2.79%	1.98%

C. Is Western Supportive of People with Different Ethnic Backgrounds?

When asked whether Western is supportive of people with different ethnic backgrounds 8.40% of students of color disagreed compared to the average respondents who disagreed (4.19%) and compared to only 2.76% non-minority students who disagreed.

When looking at who agreed, the vast majority of all respondents agreed (83.74%), while students of color (79.20%) were somewhat less in agreement. There is an even larger difference between the students of color (79.20%) and their non-minority counterparts (86.36%).

81.14% of LGBT students agreed, less than both the average respondent (83.74%) and heterosexual/straight students (85.54%).

Regarding gender, there was little distinction between male and female responses and how they compared to the overall responses, as illustrated below:

Table 2 C – Western is supportive of people with different ethnic backgrounds.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	83.74%	79.20%	86.36%	81.14%	85.54%	84.07%	83.15%
Disagree	4.19%	8.40%	2.76%	3.88%	3.87%	4.58%	3.47%

D. Is Western Supportive of International Students?

When asked whether Western is supportive of international students, 83.86% of respondents agreed and 3.24% disagreed. Students of color agreed at 77.76% (less than the average response), compared to 87.04% of non-minority students (more than the average response). Students of color disagreed at 6.41% compared to 2.34% of non-minority students.

Again, there was not much difference in the gender and sexual orientation cross tabs compared to the overall responses.

Table 2 D – Western is supportive of International Students.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	83.86%	77.76%	87.04%	82.69%	84.80%	83.97%	83.66%
Disagree	3.24%	6.41%	2.34%	3.10%	3.01%	3.34%	3.07%

E. Does Western Encourage Discussion about Difficult Topics?

When asked whether Western encourages free and open discussions about difficult topics, 77.92% of all respondents agreed and 6.91% disagreed.

A much smaller percentage of students of color (70.74%) agreed with this question compared to the average response, and 9.02% disagreed, a higher portion than the average response.

82.15% of non-minority students agreed, greater than the average and student of color responses. 5.15% disagreed, slightly less than the average response.

LGBT students had similar agree responses to the average response, but more disagreed (9.56%) that Western encourages discussion about difficult topics than the average response (6.91%).

More male students disagreed (8.33%) and less agreed (74.21%) than the overall response. Female respondents answered in a similar manner, as seen below:

Table 2 E – Does Western encourage discussion about difficult topics?

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	77.92%	70.74%	82.15%	77.78%	79.06%	79.97%	74.21%
Disagree	6.91%	9.02%	5.15%	9.56%	6.45%	6.13%	8.33%

F. Have Students Become More Open-Minded about Diversity-Related Issues?

When asked whether students have become more open-minded about diversity related issues since starting college, 55.72% of respondents agreed, 12.74% disagreed and nearly one-third (31.54%) were neutral.

Slightly less students of color agreed (55.22%) than the overall student body (55.72%), and even less than non-students of color (58.85%). More LGBT students agreed (60.72%) that students have become more open minded about diversity issues than any other group.

More male students disagreed (17.36%) than any other sub-group or the overall response. There was an 8% difference between the percentage of male students who agreed (50.10%) and female students (58.81%).

Table 2 F – Have students become more open-minded about diversity-related issues?

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	55.72%	55.22%	58.85%	60.72%	56.56%	58.81%	50.10%
Disagree	12.74%	12.65%	10.34%	11.63%	12.40%	10.20%	17.36%

G. Do Students Feel Treated Fairly?

When asked whether the student feels he/she is treated fairly as a student on this campus, 86.58% of respondents agreed and only 5.34% disagreed. More heterosexual/straight students and non-minority students agreed (88.18% and 89.15% respectively) than LGBT students (83.76%) and students of color (84.00%).

Fewer students of color agreed (84.00%) than non-minority students (89.15%) and the average response (86.58%).

More LGBT students disagreed (7.47%) than heterosexual/straight students (4.96%) and the overall response of 5.34%.

More female students (87.68%) feel they are treated fairly than their male counterparts (84.57%).

Table 2 G – Do students feel they are treated fairly as a student on this campus?

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	86.58%	84.00%	89.15%	83.76%	88.18%	87.68%	84.57%
Disagree	5.34%	5.80%	4.29%	7.47%	4.96%	4.52%	6.82%

H. Is Campus Responsive to Reports of Discrimination or Harassment?

When asked whether the campus is responsive to reports of discrimination or harassment, 41.94% of respondents were neutral. 55.23% of respondents agreed and only 2.83% disagreed.

Greater percentages of non-minority (57.57%) and heterosexual/straight students (56.11%) agreed compared to students of color (51.20%) and LGBT students (50.78%).

Similarly, more students of color (4.82%) and LGBT students (3.39%) disagreed compared to non-minority (1.92%) and heterosexual/straight students (2.49%).

There was not much difference in the responses of male students, female students and the overall response.

Table 2 H – Is Western’s campus responsive to reports of discrimination or harassment?

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	55.23%	51.20%	57.57%	50.78%	56.11%	55.73%	54.32%
Disagree	2.83%	4.82%	1.92%	3.39%	2.49%	2.47%	3.48%

I. Do Western’s Curriculum and Course Offerings Reflect Diversity?

When asked whether the curriculum and course offerings at Western reflect the lives, perceptions, and contributions of people from diverse backgrounds, 31.58% of respondents were neutral, 58.84% agreed and 9.58% disagreed.

There was not much difference in agreement between the responses for students of color, non-minority, LGBT and heterosexual/straight students compared to each other and the

overall response. Small discrepancies did appear when looking at disagreement percentages. 11.40% of LGBT students disagreed compared to 8.84% of heterosexual/straight students, 11.98% of students of color and 8.13% of non-minority students.

61.17% of female students agreed compared to 54.53% of male students.

Table 2 | – Does Western’s curriculum and course offerings reflect diversity?

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	58.84%	58.28%	60.20%	60.10%	59.34%	61.17%	54.53%
Disagree	9.58%	11.98%	8.13%	11.40%	8.84%	9.64%	9.47%

Construct Two Summary

On Construct Two, questions regarding students’ perceptions of Western’s response to discrimination and support of diversity and inclusivity, students of color and LGBT students respond negatively more frequently than their non-minority and heterosexual/straight counterparts.

5.18% of LGBT respondents disagree that Western is supportive of people who identify as lesbian, gay, bisexual and transgender compared to the average response of 2.5% and 8.40% students of color disagree that Western supports people with different ethnic backgrounds, compared to the average response of 4.19%.

Nearly 10% of students of color and 10% of LGBT respondents disagree that Western encourages discussion about difficult topics compared to the average disagreement response of 6.91%. One should note, though, that 8.33% of male respondents feel this way too.

The majority of students across all groups agree they are treated fairly. More LGBT students disagreed to this (7.47%) compared to the overall disagreement response on this item (5.34%).

Although low, the percentage of students of color disagreeing that the campus is responsive to reports of discrimination or harassment (4.82%) is nearly twice the percentage of the overall response (2.83%).

Construct Three

III. Construct Three: Increased Recruitment and Retention Efforts

Construct Three, Engagement with Diversity-Related Issues, is a compilation of questions that are relevant to understanding if students feel the university should make a greater effort to recruit and retain faculty, staff and students from diverse backgrounds. (See **Appendix D** for a list of questions contained in this Construct.)

A. Western Should Make a Greater Effort to Recruit and Retain Diverse Students

When asked whether Western should make a greater effort to recruit and retain students from diverse backgrounds, 39.51% of respondents said they were “neutral.” 44.04% of all respondents agreed and 16.45% disagreed. Each cross-tab shows clear distinctions:

64.07% of students of color agreed that Western should make a greater effort with the above statements, compared to 39.55% of non-minority students who answered this way. 6.59% of students of color disagreed with this statement, compared to 17.29% of non-minority student respondents.

51.29% of LGBT students agreed that Western should make a greater effort to recruit and retain diverse students compared to 42.77% of heterosexual/straight students. 13.14% of LGBT students disagreed with this statement, compared to 17.09% of their heterosexual/straight counterparts.

47.51% of female students agreed with this statement, compared to 37.61% of their male counterparts. 13.53% of female students disagreed compared to 21.85% of their male counterparts.

Table 3 A – Western should make a greater effort to recruit and retain diverse students.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	44.04%	64.07%	39.55%	51.29%	42.77%	47.51%	37.61%
Disagree	16.45%	6.59%	17.29%	13.14%	17.09%	13.53%	21.85%

B. Western Should Make a Greater Effort to Recruit and Retain Diverse Faculty

Student responses to this question were very similar to their responses regarding recruiting and retaining diverse students in the above question. 48.18% of all respondents agreed, 15.34% disagreed and over one-third (36.48%) were neutral.

Again, more students of color agree (66.00%) than the overall response of 48.18%, nearly 20 percent higher. Once again students of color disagreed the least with this item (6.00%) compared to the overall response (15.34%).

53.11% of LGBT students agreed compared to 47.52% of heterosexual/straight students who agreed. 11.66% of LGBT students disagreed compared to 15.92% of heterosexual/straight students who disagreed.

Male students were least likely of any group to agree (39.85%) with this statement, and most likely to disagree (22.50%) with this statement.

Table 3 B – Western should make a greater effort to recruit and retain diverse faculty.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	48.18%	66.00%	44.83%	53.11%	47.52%	52.66%	39.85%
Disagree	15.34%	6.00%	15.95%	11.66%	15.92%	11.48%	22.50%

C. Western Should Make a Greater Effort to Recruit and Retain Diverse Staff

More of the respondents, overall (41.04%) were neutral on this item, compared to the previous two items. Overall 44.32% agreed and 14.64% of respondents disagreed.

Students of color again felt very strongly that Western should make a greater effort to recruit and retain diverse staff (63.98%) compared to non-minority students (40.37%) who agreed. 6.44% of students of color disagreed with this statement compared to 15.12% of non-minority students who disagreed.

LGBT students agreed at 50.39% compared to heterosexual/straight students who agreed at 43.28%. LGBT students disagreed at 11.63% compared to heterosexual/straight students who disagreed at 15.06%.

Female students disagreed at 10.61% compared to male students at 22.13%; and female students agreed at 48.50% compared to male students at 36.56%.

Table 3 C – Western should make a greater effort to recruit and retain diverse staff.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	44.32%	63.98%	40.37%	50.39%	43.28%	48.50%	36.56%
Disagree	14.64%	6.44%	15.12%	11.63%	15.06%	10.61%	22.13%

Construct Three Summary

Construct Three results clearly show feeling on the part of students of color that Western needs to make greater efforts to recruit more diverse student, faculty and staff.

LGBT students had the second highest agreement percentage, next to students of color in agreeing with this item, with about 50% of this group saying that Western should make greater efforts to recruit and retain more diverse students, faculty and staff.

Interestingly, there are large portions of students from all groups, including students of color, who are neutral on this issue (ranging from nearly one-third to nearly half).

Also interesting to note on this Construct is that there was a large percentage of male respondents (over 20% for all three items contained in this Construct) who disagreed that Western should make greater efforts towards increasing diversity.

Construct Four

IV. Construct Four: Engagement with Diversity-Related Issues

Construct Four, Engagement with Diversity-Related Issues is a compilation of questions that are relevant to understanding students' interest in learning and talking about diversity-related issues as well as whether students believe that interactions with diverse individuals will be beneficial to them after college. See **Appendix D** for a list of questions contained in this Construct.

A. Tired of Hearing about Diversity

When asked whether the student was tired of hearing about diversity, 31.73% of respondents agreed, 41.41% disagreed and over a quarter of respondents were neutral (26.86%). Notable differences appeared in responses between all cross-tabs.

The largest disagreement to this item was that of students of color, with 57.92% of this group disagreeing that they were tired of hearing about diversity, compared to 39.11% of their non-minority counterparts. Students of color agreed, with the smallest response of any group (16.63%).

LGBT respondents had the second largest disagreement response to this item (49.23%) and one that was larger than their heterosexual/straight counterparts (41.00%). 32.86% of heterosexual/straight students agreed that they were tired of hearing about diversity, about 10% higher than their LGBT counterparts (23.20%).

More male students agreed when responding to this item (40.99%) than did female students (26.62%). Similarly, 46.05% of female students and 33.00% of male students were not tired of hearing about diversity.

Tables 4 A – Students are tired of hearing about diversity.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	31.73%	16.63%	32.45%	23.20%	32.86%	26.62%	40.99%
Disagree	41.41%	57.92%	39.11%	49.23%	41.00%	46.05%	33.00%

B. I take Advantage of Opportunities Provided by my College to Learn about Diversity Related Issues

About one-third of all respondents to this item both agreed (33.84%) and disagreed (34.65%).

More students of color agreed with this item (45.25%) than their non-minority counterparts (31.58%). Similarly, students of color had the lowest percentage of disagreement (21.62%), over 15% lower than their non-minority counterparts (37.53%).

LGBT students had the second highest percentage of agreement with this item (44.44%), much higher than their heterosexual/straight counterparts (32.60%). Similarly, a smaller portion of LGBT students disagreed with this item (28.42%) than their heterosexual/straight counterparts (35.99%).

A larger portion of male students disagreed with this item (40.69%) than any other group, especially relative to female responses (31.31%). Similarly, 27.52% male students responded in agreement, the lowest portion of all groups.

Tables 4 B– Take advantage of the opportunities provided by Western to learn about diversity related issues.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	33.84%	45.25%	31.58%	44.44%	32.60%	37.32%	27.52%
Disagree	34.65%	21.62%	37.52%	28.42%	35.99%	31.31%	40.69%

C. Discusses Diversity-Related Issues with Friends

When asked whether the student discusses diversity-related issues with friends, 62.89% of respondents agreed and 20.71% disagreed.

A larger percentage of Students of color and LGBT students agreed (71.54% and 69.85% respectively) compared to non-minority students and heterosexual/straight students (60.52% and 53.09% respectively). Students of color also disagreed at a much lower percentage than non-minority students (14.43% and 22.36% respectively). There was not a notable difference in responses between male and female students.

Tables 4 C– Students discuss diversity-related issues with friends.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	62.89%	71.54%	60.52%	69.85%	53.09%	56.37%	58.38%
Disagree	20.71%	14.43%	22.36%	16.24%	18.27%	23.90%	23.87%

D. Discusses Diversity-Related Issues with Family

There was a clear distinction between the minority and non-minority responses (65.80% and 51.88% respectively agreed).

When asked whether students discuss diversity-related issues with family members, 55.35% of respondents agreed and 23.96% disagreed with this. Overall a greater percentage of students discuss diversity-related issues with friends than with family (See responses to question C).

Interestingly, there was not much difference between the responses of heterosexual/straight, LGBT, male and female students. Similar results appeared in the responses for students who disagreed (who did not discuss diversity-related issues with family members).

Tables 4 D – Students discuss diversity-related issues with family.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	55.35%	65.80%	51.88%	55.81%	55.50%	58.16%	50.25%
Disagree	23.96%	14.80%	26.63%	22.48%	24.33%	21.77%	27.95%

E. Believe Interactions with Diverse Individuals Beneficial Post College

90.65% of all respondents agreed that the ability to interact with individuals of diverse backgrounds would help them after college while only 2.49% of respondents disagreed. There was no notable difference in responses when observing the cross-tabs aside from gender. Male students agreed at 87.49% compared to female students at 92.39%. Similarly, male students disagreed at 4.43% compared to female students at 1.41%.

Tables 4 E – Students believe interactions with diverse individuals will be beneficial post college.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	90.65%	91.40%	91.55%	89.69%	91.54%	92.39%	87.49%
Disagree	2.49%	1.60%	2.27%	1.03%	2.66%	1.41%	4.43%

Construct Four Summary

Results from Construct Four reflecting students’ opinions about engagement with diversity-related issues show that students of color, LGBT and female students respond to some indicators of engagement more than their non-minority, heterosexual/straight and male counterparts.

When asked whether students are tired of hearing about diversity, 57.92% of students of color, 49.23% of LGBT respondents and 46.05% of female respondents disagreed, compared to 41.41% of all respondents.

45.25% of students of color and 44.44% of LGBT respondents agreed that they take advantage of opportunities provided by Western to learn about diversity-related issues.

Minority (65.80%) and female (58.16%) respondents had the highest levels of agreement that they discuss diversity-related issues with their family members, as compared to other groups and the average student response (55.35%).

Of particular note is that male students, overall, have the lowest levels of engagement on diversity-related issues.

Construct Five

V. Construct Five: Campus Responses to Diversity-Related Issues

Construct Five, Campus Response to Diversity Related Issues is a compilation of questions that are relevant to understanding how students view Western’s responsiveness to reports of discrimination or harassment, and how likely they are to report such conduct. See **Appendix D** for a list of questions contained in this Construct.

A. Campus Responsive to Reports of Discrimination and Harassment

The first question in Construct Five states: “My campus is responsive to reports of discrimination and harassment.” Of all the students who took the survey, 55.23% of the students agreed, 41.94%, answered “neutral” and 2.83% disagreed with the statement indicating they did not feel that Western is responsive to such reports of discrimination or harassment.

LGBT students agreed with the least frequency, at 50.78% and disagreed at 3.39%. 45.83% LGBT students answered neutral, which was the largest portion of neutral answers. Heterosexual/straight students agreed at 56.11%, disagreed at 2.49% and answered neutral at 41.40%.

Students of color’ responses differed from the overall response, with 51.20% agreeing that the campus is responsive and 4.82% disagreeing, the highest level of disagreement of any group. Of the students of color, 43.98% answered neutral. Non-minority students agreed at 57.57%, disagreed at 1.92% and answered neutral at 40.51%.

There was little variation from the overall response when looking at either female or male responses.

Table 5 A – My campus is responsive to reports of discrimination or harassment.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	55.23%	51.20%	57.57%	50.78%	56.11%	55.73%	54.32%
Neutral	41.94%	43.98%	40.51%	45.83%	41.40%	41.80%	42.20%
Disagree	2.83%	4.82%	1.92%	3.39%	2.49%	2.47%	3.48%

B. Knows Where to Find Discrimination and Harassment Policies and Procedures

When students were asked whether they knew “where to find information related to discrimination and harassment policies and reporting procedures at Western,” 45.91% of all student respondents agreed, while 31.59% disagreed, indicating that they do not know where to find this information.

Non-minority students indicated that they knew where to find the information in question most frequently, agreeing at 47.42% and disagreeing at 30.43%. Students of color agreed at 43.00% and disagreed at 35.40%.

42.90% LGBT students agreed least frequently than any other group and disagreed at 33.68%. A larger portion of Heterosexual/straight students agreed (46.90%).

Table 5 B – I know where to find information related to discrimination and harassment policies and reporting procedures at Western.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	45.91%	43.00%	47.42%	42.49%	46.90%	46.44%	44.94%
Neutral	22.50%	21.60%	22.15%	23.83%	21.44%	20.95%	25.30%
Disagree	31.59%	35.40%	30.43%	33.68%	31.66%	32.60%	29.76%

C. Comfortable Reporting Witnessed Discrimination or Harassment

The third question within Construct Five asks if students “would feel comfortable reporting an act of discrimination or harassment that they had witnessed.”

Women students had the largest amount of disagreement regarding this (12.10%). 72.57% of women students, compared to 77.25% of male students agreed they would be comfortable reporting.

All other groups who identified were within 1% of the university average, 10.97% in disagreement and 74.24% in agreement.

Tables 5 C – Student would feel comfortable reporting an act of discrimination or harassment they witnessed.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	74.24%	73.55%	75.11%	74.94%	74.40%	72.57%	77.25%
Neutral	14.80%	16.23%	14.04%	13.70%	14.39%	15.32%	13.85%
Disagree	10.97%	10.22%	10.86%	11.37%	11.20%	12.10%	8.90%

D. Comfortable Reporting Experienced Discrimination or Harassment

The last question in Construct Five is: “I would feel comfortable reporting an act of discrimination or harassment that I had experienced.”

When looking at how the students responded as a whole, 73.22% agreed that they would feel comfortable reporting discrimination or harassment that they experienced, while 11.33% disagreed.

The largest difference from the average response was among the LGBT students. Among this group 69.77% agreed that they would feel comfortable reporting, while 14.73% disagreed. 74.19% of their heterosexual/straight counterparts agreed and 11.07% disagreed.

Another interesting difference came from 69.90% of students of color agreeing with the statement and 11.72% disagreeing, similar to the overall response. 75.17% of non-minority students agreed and 10.80% disagreed.

Table 5 C – Student would feel comfortable reporting an act of discrimination or harassment they experienced.

	Western	Minority	Non-Minority	LGBT	Hetero./straight	Female students	Male students
Agree	73.22%	69.90%	75.17%	69.77%	74.19%	72.93%	73.76%
Neutral	15.45%	18.38%	14.03%	15.50%	14.74%	15.07%	16.14%
Disagree	11.33%	11.72%	10.80%	14.73%	11.07%	12.01%	10.10%

Construct Five Summary

Results relating to students feeling that Western is responsive to diversity-related issues show that while a little over half of all groups agree the campus is responsive to reports of discrimination and harassment, overall 41.94% answered “neutral.”

About one-third of students disagree that they know where to find information related to discrimination and harassment policies and reporting procedures. This could point to a need for additional student training and information dissemination on this issue.

About three-quarters of all respondents report feeling comfortable reporting discrimination or harassment they witnessed (74.74%) or that they experienced (73.22%).

Somewhat fewer students of color and LGBT students agree (69.90% and 69.77%) than the average respondent (73.22%) that they would feel comfortable reporting an act of discrimination or harassment they experienced.

More LGBT students disagree than any other group (14.73%) about feeling comfortable reporting discrimination or harassment, compared to any other sub-groups or to the average response.

Part II

Comparison to Public Peer Institutions

Part II: Western Compared to Other Public Peer Institutions

Across the vast majority of questions on the student climate assessment, Western students responded very similarly to student responses at other public institutions. In many cases, Western students responded more positively than students at the other institutions.

The following is a list of questions for which Western overall responses closely compare to the responses of students from public peer institutions (see **Appendix C** for a list of these comparative institutions).

Comparison of Western to Public Peer Institutions

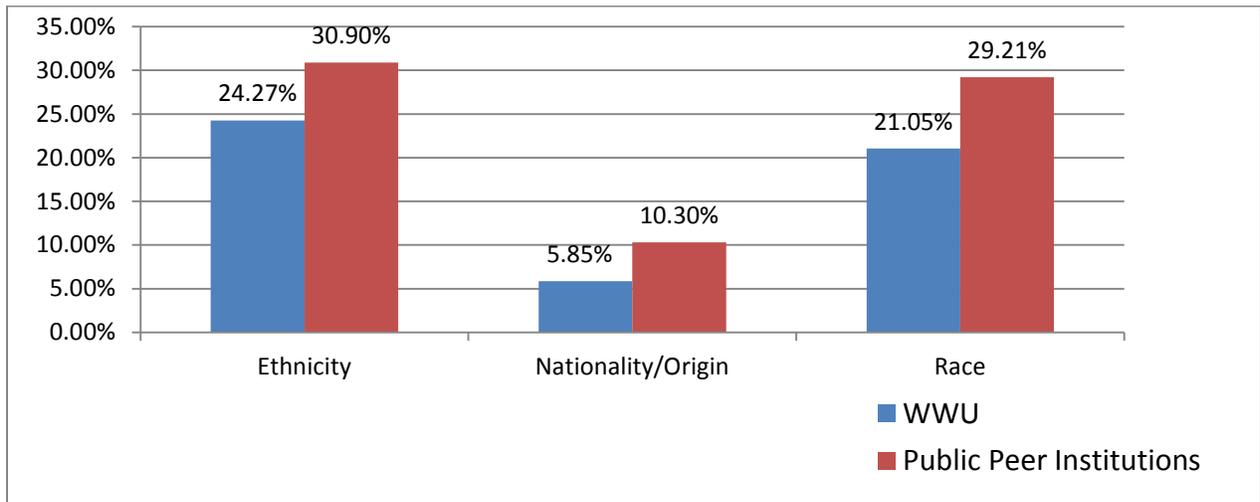
	Western	Public Peers	Western	Public Peers
	Agree		Disagree	
I personally add to the diversity of my campus	51.59%	51.67%	18.03%	17.60%
I am tired of hearing about diversity	31.72%	33.71%	41.43%	37.75%
I take advantage of the opportunities provided by my college to learn about diversity-related issues	33.83%	32.37%	34.67%	36.12%
I discuss diversity-related issues with family members	55.33%	54.45%	23.95%	25.48%
I have become more open-minded about diversity-related issues since starting college	55.70%	56.65%	12.74%	12.99%
I feel I am treated fairly as a student on this campus	86.52%	83.87%	5.37%	6.88%
I know where to find information related to discrimination & harassment policies & report procedures at this college/ university	45.89%	44.98%	31.62%	31.65%
I have been singled out in class because of my identity (race, gender, Sexual orientation, etc.)	9.34%	9.26%	82.90%	81.86%
This college is supportive of people with different ethnic backgrounds	83.75%	84.47%	4.19%	3.43%
I have experienced discriminatory (race, gender, sexual orientation, etc.) behavior on campus within the last 12 months	10.43%	11.08%	78.12%	77.82%
I have experienced harassment (race, gender, sexual orientation, etc.) on campus within the last 12 months	6.10%	6.58%	83.56%	82.71%

Part II Table 1

In benchmarking Western students' perception of the climate, there were numerous Western responses that clearly indicated Western students had more positive experience with issues of diversity than student respondents at the public peer institutions. The following data results are illustrative of this:

- Western students were more likely to agree with the statement: "I discuss diversity-related issues with friends" (62.87%) compared to their public institution peer respondents (57.63%).
- Western students were also more likely to agree that they "believe that being able to interact with individuals of diverse backgrounds will help [them] after college," (90.62%) compared to their public institution peers (86.94%).
- Nearly 4 out of 5 Western students (77.89%) agreed that "this college/university encourages free and open discussions about difficult topics," compared to 72.64% of their peer respondents.
- When asked if they felt, "My campus is responsive to reports of discrimination and harassment," over half of Western students (55.21%) agreed with this statement, compared to 48.61% of their peers.
- There were interesting differences in the response to the question: "Do you feel that the discrimination or harassment you experienced was due to someone else's perception of your ____" (students could choose various options). Western students cited "ethnicity," "nationality/origin" and "race" less frequently than their peers. 24.27% of Western students indicated "ethnicity" compared to 30.90% of the peer respondents; 5.85% of Western students indicated "nationality/country of origin," compared to 10.30% of their counterparts and 21.05% of the Western respondents indicated "race," compared to 29.21% of their peer respondents in public institutions.

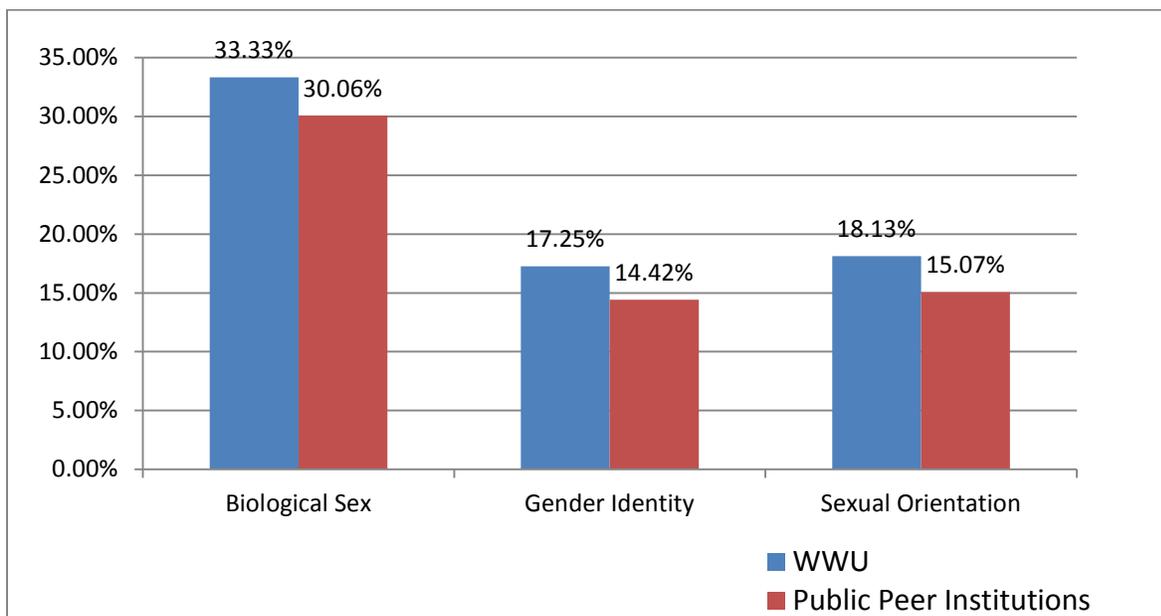
The discrimination or harassment experience was due to someone else's perception of:



Part II Chart 1

On this same question, though, 33.33% of the Western respondents indicated discrimination or harassment experience was due to “biological sex” compared to 30.06% of their peers in public institutions; 17.25% of Western student respondents indicated “gender identity” compared to 14.42% of their peers and 18.13% of Western students indicated “sexual orientation” compared to 15.07% of their peers.

The discrimination or harassment experience was due to someone else's perception of:



Part II Chart 2

When asked “if a discriminatory/stereotypical comment is made, how do you react,” Western students were more likely to say they would “correct/challenge it,” (41.33%), compared to 37.50% of their peer counterparts.

Western students also agreed to a greater extent than their public institution peer respondents that “this college/university should make a greater effort to recruit and retain students, faculty and staff members from diverse backgrounds.”

Percentage of Students who Agreed with the Following Questions

	Western	Public Peer Institutions
This college/university should make a greater effort to recruit and retain students from diverse backgrounds	44.04%	38.18%
This college/university should make a greater effort to recruit and retain faculty members from diverse backgrounds	48.18%	39.14%
This college/university should make a greater effort to recruit and retain staff members from diverse backgrounds	44.33%	36.98%

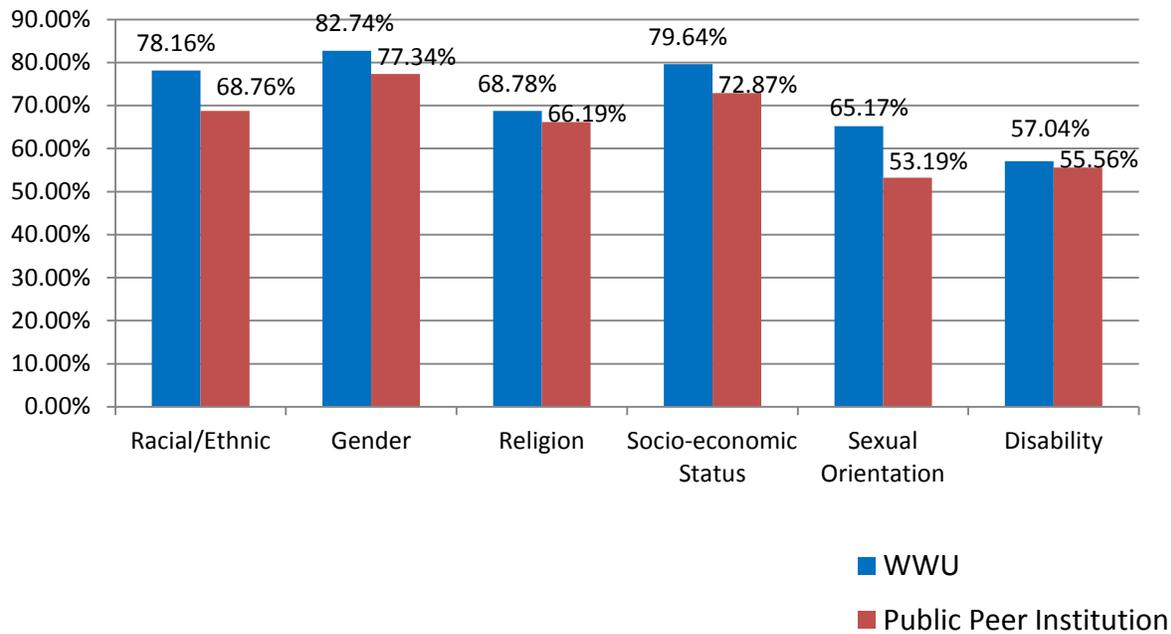
Part II Table 2

Western students also agreed at a higher frequency (58.84%) than peers (55.15%) that “The curriculum and course offerings at this college/university reflect the lives, perceptions and contributions of people from diverse backgrounds.”

Fewer Western students (39.94%) describe the “racial/ethnic tension on campus,” as either “very, somewhat or slightly tense,” compared to their peer counterparts (44.53%).

A greater percentage of Western students described themselves as “comfortable being close friends with...” individuals of different racial/ethnic groups, individuals of a different gender, a different religion, a different socio-economic status, a different sexual orientation and individuals with a disability, compared to their peer respondents in public institutions.

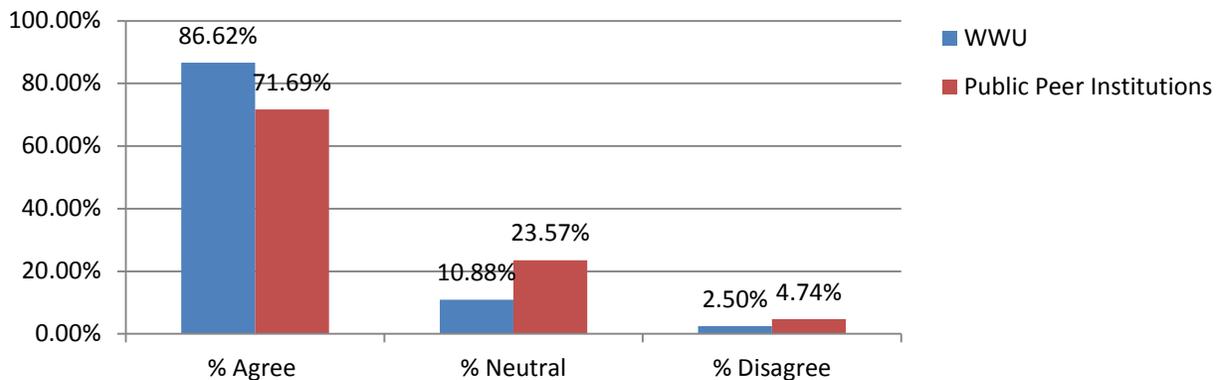
Response for the question: “I am comfortable being close friends with people of different background”:



Part II Chart 3

More Western students agreed (86.62%) that the university is supportive of people who identify as lesbian, gay, bisexual or transgender, compared to students in peer institutions (71.69%). In addition, far fewer Western students were neutral on this statement and fewer disagreed with it than did their peers.

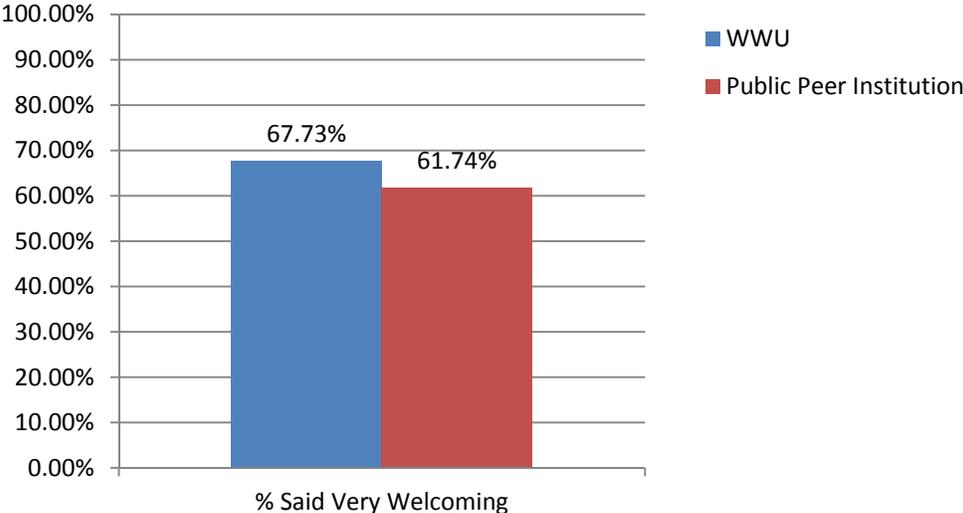
This college/university is supportive of people who identify as lesbian, gay bisexual, or transgender



Part II Chart 4

Western students agreed (67.73%) more strongly than students at peer institutions (61.74%) that their university is very welcoming.

This college/university is welcoming



Part II Chart 5

Appendices

Appendix A

Dear Student:

Your opinion on diversity is very important to us at Western Washington University.

We would appreciate you completing a short survey related to multiculturalism, equal opportunity, and inclusivity on campus. This national survey of college students will provide Western with information on your perceptions of diversity, participation in diversity-related activities, comfort level with diverse populations, and measures of the campus climate. Data collected from this survey will be used by administrators to make informed decisions about programming and/or policies.

The survey will take you less than 10 minutes to complete. Please note that all of your responses will be kept completely confidential and all resulting data will only be reported in the aggregate.

Thank you very much for your time in helping us provide you with the very best campus experience.

Bruce Shepard
President

Matt Jarrell
Associated Students President

Required answers: 0 Allowed answers: 0

Next Page:

Q1 I believe my campus is diverse.

Yes (please explain)[Code = 1] [TextBox]

No (please explain)[Code = 0] [TextBox]

Required answers: 0 Allowed answers: 1

Please indicate your agreement level with each of the following statements:

Q2 I personally add to the diversity of my campus.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0 Allowed answers: 1

Q3 I am tired of hearing about diversity.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0 Allowed answers: 1

Q4 I take advantage of the opportunities provided by my college to learn about diversity-related issues.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0 Allowed answers: 1

Q5 I discuss diversity-related issues with friends.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q6 I discuss diversity-related issues with family members.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q7 I believe that being able to interact with individuals of diverse backgrounds will help me after college.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Please indicate your agreement level with each of the following statements:

Q8 Western is accessible to people with physical disabilities.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q9 Western is supportive of people who identify as lesbian, gay, bisexual, or transgender.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q10 Western is supportive of people with different ethnic backgrounds.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q11 Western is supportive of international students.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q12 Western encourages free and open discussions about difficult topics.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q13 I have become more open-minded about diversity-related issues since starting college.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Please indicate your agreement level with each of the following statements:

Q14 I feel I am treated fairly as a student on this campus.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q15 My campus is responsive to reports of discrimination and harassment.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q16 I know where to find information related to discrimination and harassment policies and reporting procedures at Western.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q17 I would feel comfortable reporting an act of discrimination or harassment that I had **witnessed**.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q18 I would feel comfortable reporting an act of discrimination or harassment that I had **experienced**.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Please indicate your agreement level with each of the following statements:

Q19 I have witnessed discriminatory (race, gender, sexual orientation, etc.) behavior on campus within the last 12 months.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q20 I have **experienced** discriminatory (race, gender, sexual orientation, etc.) behavior on campus within the last 12 months.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q21 I have witnessed harassment (race, gender, sexual orientation, etc.) on campus within the last 12 months.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q22 I have **experienced** harassment (race, gender, sexual orientation, etc.) on campus within the last 12 months.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q23 I have been singled out in class because of my identity (race, gender, sexual orientation, etc.) within the last 12 months.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

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Q24 Do you feel that the discrimination or harassment you experienced was due to someone else's perception of your: (Select all that apply.)

Age[Code = 1]

Appearance/physical characteristics [Code = 2]

Biological sex[Code = 3]

English language proficiency/accent [Code = 4]

Ethnicity [Code = 5]

Gender identity [Code = 6]

Learning disability [Code = 7]

Military/veteran status[Code = 8]

Nationality/country of origin [Code = 9]

Parental status (having children) [Code = 10]

Physical disability [Code = 11]

Political views[Code = 12]

Psychological disability [Code = 13]

Race[Code = 14]

Religious beliefs[Code = 15]

Sexual orientation [Code = 16]

Socioeconomic status [Code = 17]

Other (please explain)[Code = 18] [TextBox]

Required answers: 0

Allowed answers: 18

Display if Q20='Strongly agree' OR Q20='Somewhat agree' OR Q22='Strongly agree' OR Q22='Somewhat agree'

Q25 Who was the source of the discrimination or harassment you experienced? (Select all that apply.)

Administrator/staff member [Code = 1]

Another student[Code = 2]

Campus police or security officer[Code = 3]

Faculty member[Code = 4]

Publication (posters, brochures, handouts)[Code = 5]

Resident assistant or resident coordinator[Code = 6]

Teaching assistant [Code = 7]

Person not associated with your college/university [Code = 8]

Don't know/unknown[Code = 9]

Other (please specify)[Code = 10] [TextBox]

Required answers: 0

Allowed answers: 10

Display if Q20='Strongly agree' OR Q20='Somewhat agree' OR Q22='Strongly agree' OR Q22='Somewhat agree'

Q26 Where did the discrimination or harassment occur? (Select all that apply.)

Campus event[Code = 1]

Campus office[Code = 2]

In a class[Code = 3]

In a faculty office[Code = 4]

In a group meeting[Code = 5]

In a meeting with one other person[Code = 6]

In a public space on campus[Code = 7]

Off-campus housing[Code = 8]

On-campus dining facility [Code = 9]

On-campus housing[Code = 10]

On-campus recreation or athletic facility [Code = 11]

While walking on campus[Code = 12]

While working at a campus job[Code = 13]

Off campus[Code = 14]

Other (please explain)[Code = 15] [TextBox]

Required answers: 0

Allowed answers: 15

Display if Q20='Strongly agree' OR Q20='Somewhat agree' OR Q22='Strongly agree' OR Q22='Somewhat agree'

Q27 During the past 12 months, have you experienced any of the following? (Select all that apply.)

Received offensive personal email (targeted at you personally, as opposed to spam)[Code = 1]

Been the target of obscene or threatening language on an online community[Code = 2]

Received obscene or threatening phone calls[Code = 3]

Been the target of offensive humor[Code = 4]

Received hostile or threatening comments and/or gestures[Code = 5]

Feared for my personal safety[Code = 6]

Been the target of racial or ethnic profiling[Code = 7]

None of the above[Code = 8]

Required answers: 0

Allowed answers: 7

Q28 If a discriminatory/stereotypical comment is made, how do you react? (Select all that apply.)

I ignore it because I do not care.[Code = 1]

I ignore it but I feel angry about it.[Code = 1]

I correct/challenge the stereotype.[Code = 1]

I confront the person.[Code = 1]

I laugh at it.[Code = 1]

I feel uncomfortable/awkward.[Code = 1]

I talk to others about it, but not the person who made the comment.[Code = 1]

It depends upon what was said.[Code = 1]

It depends upon the situation.[Code = 1]

It depends upon who is making the comment.[Code = 1]

Other[Code = 88]

Required answers: 0

Allowed answers: 10

Next Page: Sequential

Please indicate your agreement level with each of the following statements:

Q29 Western should make a greater effort to recruit and retain students from diverse backgrounds.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q30 Western should make a greater effort to recruit and retain faculty members from diverse backgrounds.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q31 Western should make a greater effort to recruit and retain staff members from diverse backgrounds.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

Q32 The curriculum and course offerings at Western reflect the lives, perceptions, and contributions of people from diverse backgrounds.

Strongly agree[Code = 5]

Somewhat agree[Code = 4]

Neutral[Code = 3]

Somewhat disagree[Code = 2]

Strongly disagree[Code = 1]

Required answers: 0

Allowed answers: 1

How would you describe Western?

Q33 Welcoming

Very[Code = 4]

Somewhat[Code = 3]

Slightly [Code = 2]

Not at all [Code = 1]

Required answers: 0

Allowed answers: 1

Q34 Respectful

Very[Code = 4]

Somewhat[Code = 3]

Slightly [Code = 2]

Not at all [Code = 1]

Required answers: 0

Allowed answers: 1

How would you describe the:

Q35 Racial/ethnic tension on campus

Very tense[Code = 4]

Somewhat tense[Code = 3]

Slightly tense[Code = 2]

Not at all tense[Code = 1]

Required answers: 0

Allowed answers: 1

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Please complete the following statements by indicating your comfort level for each:

Q36 I am _____ individuals of a different racial/ethnic group from me.

Not at all comfortable with[Code = 1]

Comfortable being around[Code = 2]

Comfortable interacting with[Code = 3]

Comfortable being friends with[Code = 4]

Comfortable being close friends with[Code = 5]

Required answers: 0

Allowed answers: 1

Q37 I am _____ individuals of a different gender from me.

Not at all comfortable with[Code = 1]

Comfortable being around[Code = 2]

Comfortable interacting with[Code = 3]

Comfortable being friends with[Code = 4]

Comfortable being close friends with[Code = 5]

Required answers: 0

Allowed answers: 1

Q38 I am _____ individuals of a different religion from me.

Not at all comfortable with[Code = 1]

Comfortable being around[Code = 2]

Comfortable interacting with[Code = 3]

Comfortable being friends with[Code = 4]

Comfortable being close friends with[Code = 5]

Required answers: 0

Allowed answers: 1

Q39 I am _____ individuals of a different socio-economic status from me.

Not at all comfortable with[Code = 1]

Comfortable being around[Code = 2]

Comfortable interacting with[Code = 3]

Comfortable being friends with[Code = 4]

Comfortable being close friends with[Code = 5]

Required answers: 0

Allowed answers: 1

Q40 I am _____ individuals of a different sexual orientation from me.

Not at all comfortable with[Code = 1]

Comfortable being around[Code = 2]

Comfortable interacting with[Code = 3]

Comfortable being friends with[Code = 4]

Comfortable being close friends with[Code = 5]

Required answers: 0

Allowed answers: 1

Q41 I am _____ individuals with a disability.

Not at all comfortable with[Code = 1]

Comfortable being around[Code = 2]

Comfortable interacting with[Code = 3]

Comfortable being friends with[Code = 4]

Comfortable being close friends with[Code = 5]

Required answers: 0

Allowed answers: 1

Q42 In terms of diversity, which issues have you learned more about/become more aware of since starting college? Please select all that apply.

Age[Code = 1]

Disability[Code = 1]

Gender[Code = 1]

Race / ethnicity / culture[Code = 1]

Geographic (where people grow up)[Code = 1]

Political views[Code = 1]

Religion / spirituality[Code = 1]

Sexual orientation[Code = 1]

Socio-economic status / class[Code = 1]

Social justice / oppression and privilege[Code = 1]

Life experiences[Code = 1]

I have not learned more about diversity since attending college.[Code = 1]

Other[Code = 88]

Required answers: 0

Allowed answers: 12

Q43 Where did you learn what you learned about diversity, or how did you become more aware? Please select all that apply.

In class[Code = 1]

At work[Code = 1]

From my friends[Code = 1]

From my family[Code = 1]

From studying abroad[Code = 1]

From traveling outside of the United States[Code = 1]

In workshops[Code = 1]

In dialogue groups[Code = 1]

Talking with friends[Code = 1]

Living in the residence hall with others who are different from me[Code = 1]

Campus involvement (e.g., events, organizations)[Code = 1]

Community service or volunteer work[Code = 1]

Speakers, movies, or other campus programs[Code = 1]

Other[Code = 88]

Required answers: 0

Allowed answers: 14

Please complete each of the following statements:

Q44 I consider my **campus** to be _____.

Conservative[Code = 4]

Moderate / Middle of the Road[Code = 3]

Liberal[Code = 2]

Non-conformist[Code = 1]

Required answers: 0 Allowed answers: 1

Q45 I consider **myself** to be _____.

Conservative[Code = 4]

Moderate / Middle of the Road[Code = 3]

Liberal[Code = 2]

Non-conformist[Code = 1]

Required answers: 0 Allowed answers: 1

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Q46 If you could start over again, would you go to the same university you are now attending?

Definitely would[Code = 4]

Probably would[Code = 3]

Probably would not[Code = 2]

Definitely would not[Code = 1]

Not sure[Code = 0]

Required answers: 0 Allowed answers: 1

Q47 How likely is it that you will be enrolled at Western Washington University next semester/quarter?

Extremely likely[Code = 4]

Somewhat likely[Code = 3]

Somewhat unlikely[Code = 2]

Extremely unlikely[Code = 1]

Not sure[Code = 0]

Not applicable/Graduating[Code = 99]

Required answers: 0 Allowed answers: 1

Q48 Please indicate your current class standing:

First year/Freshmen[Code = 1]

Sophomore[Code = 2]

Junior [Code = 3]

Senior[Code = 4]

Graduate student [Code = 88]

Non-degree seeking student[Code = 5]

Other[Code = 89]

Required answers: 0 Allowed answers: 1

Q49 In thinking about your enrollment this semester/quarter, what is your enrollment status?

Full-time[Code = 1]

Less than full-time[Code = 2]

Required answers: 0 Allowed answers: 1

Q50 Where do you currently live?

On-campus (e.g., residence hall, apartment, family housing)[Code = 1]

Fraternity or sorority housing[Code = 2]

Off-campus, alone or with friends/roommates[Code = 3]

Off-campus, with my parent(s)/guardian(s)[Code = 4]

Off-campus, with my spouse/partner/children[Code = 5]

I am currently studying abroad.[Code = 6]

Other[Code = 88]

Required answers: 0

Allowed answers: 1

Q51 With which category do you most identify?

Asian/Pacific Islander[Code = 1]

Black/African-American[Code = 2]

Latino(a)/Hispanic[Code = 3]

Middle Eastern[Code = 4]

Indigenous/Native American[Code = 5]

White[Code = 6]

Multiracial[Code = 7]

I prefer to not respond to this question.[Code = 55]

Required answers: 0

Allowed answers: 1

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Q52 With which of the following ethnicities do you further identify? Please select all that apply.

American[Code = 1]

Bangladeshi[Code = 1]

Cambodian[Code = 1]

Chinese[Code = 1]

Filipino[Code = 1]

Hmong[Code = 1]

Indian[Code = 1]

Indonesian[Code = 1]

Japanese[Code = 1]

Korean[Code = 1]

Loa[Code = 1]

Malaysian[Code = 1]

Nepalese[Code = 1]

Pakistani[Code = 1]

Singaporean[Code = 1]

Sri Lankan[Code = 1]

Taiwanese[Code = 1]

Thai[Code = 1]

Tibetan[Code = 1]

Vietnamese[Code = 1]

Other (please specify):[Code = 1] [TextBox]

Required answers: 0

Allowed answers: 21

Display if Q51='Asian/Pacific Islander'

Q53 With which of the following ethnicities do you further identify? Please select all that apply.

African American[Code = 1]

African[Code = 1]

American[Code = 1]

Black[Code = 1]

Caribbean[Code = 1]

Other (please specify):[Code = 1] [TextBox]

Required answers: 0

Allowed answers: 6

Display if Q51='Black/African-American'

Q54 With which of the following ethnicities do you further identify? Please select all that apply.

American[Code = 1]

Caribbean[Code = 1]

Central American[Code = 1]

Cuban[Code = 1]

Dominican[Code = 1]

Mexican[Code = 1]

Puerto Rican[Code = 1]

South American[Code = 1]

Spanish[Code = 1]

White[Code = 1]

Other (please specify):[Code = 1] [TextBox]

Required answers: 0

Allowed answers: 11

Display if Q51='Latino(a)/Hispanic'

Q55 With which of the following ethnicities do you further identify? Please select all that apply.

American[Code = 1]

Arab[Code = 1]

Egyptian[Code = 1]

Iranian[Code = 1]

Iraqi[Code = 1]

Israeli[Code = 1]

Lebanese[Code = 1]

Palestinian[Code = 1]

Persian[Code = 1]

Saudi Arabian[Code = 1]

Syrian[Code = 1]

Turkish[Code = 1]

Other (please specify):[Code = 1] [TextBox]

Required answers: 0

Allowed answers: 13

Display if Q51='Middle Eastern'

Q56 With which of the following ethnicities do you further identify? Please select all that apply.

Alaskan[Code = 1]

American[Code = 1]

Hawaiian[Code = 1]

Tribal/American Indian[Code = 1]

Other (please specify):[Code = 1] [TextBox]

Required answers: 0

Allowed answers: 5

Display if Q51='Indigenous/Native American'

Q57 With which of the following ethnicities do you further identify? Please select all that apply.

American[Code = 1]

Australian[Code = 1]

Canadian[Code = 1]

Caribbean[Code = 1]

Central American[Code = 1]

Eastern European[Code = 1]

Western European[Code = 1]

Scandinavian[Code = 1]

South American[Code = 1]

Other (please specify):[Code = 1] [TextBox]

Required answers: 0

Allowed answers: 10

Display if Q51='White'

Q58 How many languages do you speak fluently?

One[Code = 1]

Two[Code = 2]

Three or more[Code = 3]

Required answers: 0

Allowed answers: 1

Q59 Were you born in a country other than the United States?

No[Code = 0]

Yes[Code = 1]

I do not know[Code = 44]

Required answers: 0

Allowed answers: 1

Q60 Were one or both of your parents born in a country other than the United States?

No[Code = 0]

Yes[Code = 1]

I do not know[Code = 44]

Required answers: 0

Allowed answers: 1

Q61 Were any of your grandparents born in a country other than the United States?

No[Code = 0]

Yes[Code = 1]

I do not know[Code = 44]

Required answers: 0

Allowed answers: 1

Q62 Please indicate your religious affiliation:

Agnostic[Code = 1]

Atheist[Code = 2]

Buddhist/Taoist[Code = 3]

Christian/Catholic[Code = 4]

Christian/Protestant[Code = 5]

Christian/LDS/The Church of Jesus Christ of Latter-Day Saints[Code = 9]

Christian/Other[Code = 6]

Hindu[Code = 7]

Jewish[Code = 8]

Muslim[Code = 10]

Zoroastrian[Code = 11]

Spiritual but not religious[Code = 12]

Not religious[Code = 13]

I prefer not to respond to this question.[Code = 55]

Other[Code = 88]

Required answers: 0

Allowed answers: 1

Q63 Which term best describes your sexual identity?

Asexual[Code = 1]

Bisexual[Code = 2]

Gay[Code = 3]

Genderqueer[Code = 4]

Heterosexual[Code = 5]

Lesbian[Code = 6]

Pansexual[Code = 7]

Queer[Code = 8]

Questioning[Code = 9]

Other[Code = 88]

I prefer not to respond to this question.[Code = 55]

Required answers: 0

Allowed answers: 1

Q64 Are you registered with your college's office for disability support services?

No[Code = 0]

Yes[Code = 1]

I do not know.[Code = 44]

Required answers: 0

Allowed answers: 1

Q65 Are you the first in your family to go to college (i.e., neither of your parents/guardians or siblings have attended any college)?

No[Code = 0]

Yes[Code = 1]

Required answers: 0

Allowed answers: 1

Q66 Please indicate the highest educational level your mother/female guardian has completed:

Less than high school[Code = 1]

High school[Code = 2]

Some college [Code = 3]

Associate's degree[Code = 4]

Bachelor's degree[Code = 5]

Master's degree[Code = 6]

Doctorate or professional degree[Code = 7]

I do not know.[Code = 44]

Required answers: 0

Allowed answers: 1

Q67 Please indicate the highest educational level your father/male guardian has completed:

Less than high school[Code = 1]

High school[Code = 2]

Some college [Code = 3]

Associate's degree[Code = 4]

Bachelor's degree[Code = 5]

Master's degree[Code = 6]

Doctorate or professional degree[Code = 7]

I do not know.[Code = 44]

Required answers: 0

Allowed answers: 1

Next Page: End

Q68 In which subject area is your major?

Business[Code = 1]

Computer Science[Code = 2]

Education[Code = 3]

Engineering[Code = 4]

Health Sciences[Code = 5]

Interdisciplinary [Code = 6]

Liberal Arts / Humanities[Code = 7]

Mathematics [Code = 8]

Physical Sciences[Code = 9]

Social Sciences[Code = 10]

Technology[Code = 11]

Visual and Performing Arts[Code = 12]

I have more than one major[Code = 13]

Undecided[Code = 14]

Other[Code = 88]

N/A / I do not have a major.[Code = 99]

Required answers: 0

Allowed answers: 1

Q69 Did you transfer to this college?

No[Code = 0]

Yes, from a two-year college[Code = 1]

Yes, from a four-year college or university[Code = 2]

Required answers: 0

Allowed answers: 1

Q70 Are you an international student (holding a SEVIS visa group: F1, F2, J1, J2, BE, BP, B1, B2, WB, WP)?

No[Code = 0]

Yes[Code = 1]

Required answers: 0

Allowed answers: 1

Q71 In what year were you born?

- 1995 or after[Code = 1]
- 1994[Code = 2]
- 1993[Code = 3]
- 1992[Code = 4]
- 1991[Code = 5]
- 1990[Code = 6]
- 1989[Code = 7]
- 1988[Code = 8]
- 1987[Code = 9]
- 1986[Code = 10]
- 1985[Code = 11]
- 1984[Code = 12]
- 1983[Code = 13]
- 1982[Code = 14]
- 1981[Code = 15]
- 1980[Code = 16]
- 1979[Code = 17]
- 1978[Code = 18]
- 1977[Code = 19]
- 1976[Code = 20]
- 1975[Code = 21]
- 1974[Code = 22]
- 1973[Code = 23]
- 1972[Code = 24]
- 1971[Code = 25]
- 1970[Code = 26]
- 1969[Code = 27]
- 1968[Code = 28]
- 1967[Code = 29]
- 1966[Code = 30]
- 1965[Code = 31]
- 1964[Code = 32]
- 1963[Code = 33]
- 1962[Code = 34]
- 1961[Code = 35]
- 1960[Code = 36]
- 1959[Code = 37]
- 1958[Code = 38]
- 1957[Code = 39]
- 1956[Code = 40]
- 1955[Code = 41]
- 1954[Code = 42]
- 1953[Code = 43]
- 1952[Code = 44]
- 1951[Code = 45]
- 1950 or before[Code = 46]

Required answers: 0

Allowed answers: 1

Q72 What is your current gender identity?

Man[Code = 1]

Woman[Code = 2]

Transgender[Code = 3]

Other[Code = 4]

Required answers: 0

Allowed answers: 1

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Appendix B

Bruce Shepard
President

516 High Street
Bellingham, Washington 98225
(360) 650-3480 □ Fax (360) 650-6141

Dear Student:

Your opinion on diversity is very important to us at Western Washington University.

We would appreciate you completing a short survey related to multiculturalism, equal opportunity, and inclusivity on campus. This national survey of college students will provide Western with information on your perceptions of diversity, participation in diversity-related activities, comfort level with diverse populations, and measures of the campus climate. Data collected from this survey will be used by administrators to make informed decisions about programming and/or policies.

The survey will take you 10-15 minutes to complete. Please note that all of your responses will be kept completely **confidential** and all resulting data will only be reported in the aggregate.

Thank you very much for your time in helping us provide you with the very best campus experience.

Sincerely,

Bruce

Bruce Shepard
President

Matt

Matt Jarrell
Associated Students President

Appendix C

Appendix C

List of Public College and University Peer Institutions

George Mason University

Georgia College & State University

Louisiana State University

Mississippi State University

Oregon State University

Sam Houston State University

Southern Illinois University, Carbondale

St. Cloud State University

Towson University

University of North Carolina at Greensboro

University of Utah

Weber State University

West Virginia University

Appendix D

Diversity/Multicultural Affairs Factor Solution

Factor 1 – Negative Personal Experiences ($\alpha = .863$)

Q19 – I have witnessed discriminatory (race, gender, sexual orientation, etc.) behavior on campus within the last 12 months.

Q20 – I have **experienced** discriminatory (race, gender, sexual orientation, etc.) behavior on campus within the last 12 months.

Q21 – I have witnessed harassment (race, gender, sexual orientation, etc.) on campus within the last 12 months.

Q22 – I have **experienced** harassment (race, gender, sexual orientation, etc.) on campus within the last 12 months.

Q23 – I have been singled out in class because of my identity (race, gender, sexual orientation, etc.) within the last 12 months.

Factor 2 – Campus Climate ($\alpha = .769$)

Q8 – This college/university is accessible to people with physical disabilities.

Q9 – This college/university is supportive of people who identify as lesbian, gay, bisexual, or transgender.

Q10 – This college/university is supportive of people with different ethnic backgrounds.

Q11 – This college/university is supportive of international students.

Q12 – This college/university encourages free and open discussions about difficult topics.

Q13 – I have become more open-minded about diversity-related issues since starting college.

Q14 – I feel I am treated fairly as a student on this campus.

Q15 – My campus is responsive to reports of discrimination/harassment.

Q32 – The curriculum and course offerings at this college/university reflect the lives, perceptions, and contributions of people from diverse backgrounds.

Factor 3 – Increased Recruitment and Retention Efforts ($\alpha = .919$)

Q29 – This college/university should make a greater effort to recruit and retain students from diverse backgrounds.

Q30 – This college/university should make a greater effort to recruit and retain faculty members from diverse backgrounds.

Q31 – This college/university should make a greater effort to recruit and retain staff members from diverse backgrounds.

Factor 4 – Engagement with Diversity-Related Issues ($\alpha = .767$)

Q3 – I am tired of hearing about diversity. (*Reverse Coded*)

Q4 – I take advantage of the opportunities provided by my college to learn about diversity-related issues.

Q5 – I discuss diversity-related issues with friends.

Q6 – I discuss diversity-related issues with family members.

Q7 – I believe that being able to interact with individuals of diverse backgrounds will help me after college.

Factor 5 – Campus Response to Diversity-Related Issues ($\alpha = .715$)

Q15 – My campus is responsive to reports of discrimination and harassment

Q16 – I know where to find information related to discrimination and harassment policies and reporting procedures at this college/university.

Q17 – I would feel comfortable reporting an act of discrimination or harassment that I had **witnessed**.

Q18 – I would feel comfortable reporting an act of discrimination or harassment that I had **experienced**.