Cultural Attitudes and Climate – Employee and Student Surveys

Minnesota State University at Mankato

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Cultural Attitudes and Climate – Minnesota State University at Mankato

Executive Summary

**Employee Survey:**

■   167 employees responded to the survey. They were 68% female, 32% male; 91.8% White American, 1.9% African American, 1.3% Asian American, 1.3% Hispanic, .6% Native American, .6% international, and  2.5% employees indicating other racial/ethnic backgrounds; 81% staff, 16% administration, 2% faculty, and 1% employees indicating other positions.  94% of the employees held a full-time position, while 6% were part-time.

■   Employees **agreed most** that:

- The administration makes a serious effort to develop and implement polices to increase the representation of people of color.

- Institutional programs are targeted involving high school counselors in the recruitment of students of color.

- Special scholarships are available to high-ranking students of color.

- Programs are offered to help new culturally different students become active in the campus community.

- Majority students are encouraged to enroll in ethnic-focused courses.

- The institution develops and implements the promotion of racial awareness and sensitivity to multicultural issues.

- The institution uses qualifying test scores (GRE, GMAT, MCAT, etc.) as major instruments of selection.

- A system of incentives has been provided to attract and hire teachers of color.

■   Employees **agreed least** that:

- The institution provides special incentives and rewards to personnel and units for being effective in making ethnic cultural diversity a high priority.

- A systematic effort to involve institutional alumni in the recruitment of students of color is underway.

- The institution makes a conscious effort to minimize the loan debt of low income students through creative strategies such as in-house loans and parent loan programs at low interest rates.

- Students of color make use of the counseling center.

- Textbooks are selected that reflect the contributions of persons of various ethnic cultures.

- Administrators meet with faculty and students of color to learn of their interests and concerns.

- Links between the institution and historical institutions of color are established to assist in recruiting graduate students of color.

- Special funds are available to faculty of color for professional development.

**Student Survey:**

- 330 students participated in the study. They were 69% female, 31% male; 64% White American, 8% African American, 10% Asian American, 5% Hispanic American, 3% Native American, 6% international, and 3% students indicating other racial/ethnic backgrounds; 19% freshman, 17% sophomore, 18% junior, 22% senior, and 24% in "other" class.

- **Diversity Climate**

  - Students **agreed most** that faculty were fair to all students regardless of race or ethnicity and were comfortable seeing faculty of their own or other race/ethnicity and were also

comfortable being with people from backgrounds different from theirs. Students **agreed least** that there were expectations of their academic performance or discrimination based on sexual orientation or academic expectations based on religion. They did not feel professors ignored their comments/questions.

- **Women** were more likely than men to feel that there were expectations about their academic performance based on gender, to socialize with students with a different sexual orientation, and that men dominated campus leadership positions. **Men** were more likely than women to feel that date rape is common, and that faculty ignore their comments/questions.

- **How Well Is Mankato Doing on Diversity?**

  - Students felt their educational experience at MSU was rewarding, that the school does promote diversity, and no special efforts should be made to recruit any particular racial/ethnic group. They were **less likely to agree** that the school was doing was doing enough to improve relations and understanding between people of different backgrounds, and that diversity is why they came to MSU.

  - **Men** were less likely than women to favor a course requirement on ethnicity/race, and **women** were more likely than men to feel the campus has done a good job providing programs/activities that promote multicultural understanding. **Juniors** were less likely to feel there was resentment of other races/ethnicities than seniors.

- **Experiences on Campus**

  - Students were **most likely to agree** that they had been treated fairly by faculty and teaching assistants. Students were **least likely** to have taken courses focused on women, and non-Christian groups, and to feel they have experienced a sexist atmosphere.

- **Women** were more likely than men to feel the quality of academic programs is excellent at MSU. **Freshmen** were more likely to feel that there was respect by faculty for students of a different sexual orientation than juniors.

■ **Diversity Programs (UDO)**

- More than half of all students reported attending or participating in a diversity program.

- Students were most likely to report an appreciation of diversity, less contact with diverse groups, and relative discomfort with differences on the UDO scale

- **Female juniors and seniors** were more likely to score high on the Relativistic Appreciation while **male juniors and seniors** were more likely to score high on the Comfort with Difference scale. **Juniors and seniors** were less likely to appreciate differences, but had more contact with diverse groups than first year students.

■ **Tentative Racial Differences**

- **White American students** were **less likely** than other racial groups to feel that there were expectations or characteristics that were relevant based on their race, and they were **more likely** to be against any recruiting of students based on race/ethnicity.

- **African American students** were **more likely** than other racial groups to take courses focused on non-Christian religious groups.

- **Asian American students** were **less likely** than the other racial groups to have become more understanding of differences on race/ethnicity, gender or sexual orientation and were **more likely** to agree that Mankato should make efforts to recruit Asian Americans.

- **Hispanic American students** were **less likely** than the other racial groups to feel they had been treated fairly by campus police.

- **Native American students** were **more likely** to feel, than the other racial groups, that the school promotes respect for diversity and feel pressure to participate in diversity programs, that there is not racial conflict on campus, and that Native American students should be recruited. **Native Americans** were **less likely** to have become more understanding of differences on religion, have social interactions largely confined to students of their own race/ethnicity, feel there was respect for students with different religions, feel the campus has done a good job providing programs/activities that promote multicultural understanding, and that the school was committed to the success of students of different racial/ethnic groups.

## Introduction

Higher education has become a highly diverse enterprise (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998). Colleges and universities in the United States are much different now than they were during most of the last century. Women, people of color, gays, lesbians, bisexuals, and people with disabilities among others are participating in the country's society in more extensive and varied ways. For example, even though women have attended U.S. colleges and universities for many years, they are now interested in studying a much wider range of fields than was previously the case (Ancis & Phillips, 1996). People of color are also applying to institutions of higher education in unprecedented numbers (Knapp, Kelly, Whitmore, Wu, & Gallego, 2002; McTighe Musil et al., 1999).This mix includes international students and those from lower socioeconomic levels. The Internet and distance learning programs have made education possible in many formats that were barely imaginable decades ago. With all this change taking place it is important for individual institutions to do an assessment of their climate for diversity (Sedlacek, 2000, 2004; Garcia et al. (2001).

Method

*Instrument*

Items were developed from a number of sources including visits with students, faculty

and employees of  MSU,M and prior research (Ancis, Sedlacek, & Mohr, 2000, Sedlacek, 2004;

See Appendix).

*Participants*

**Employees**: The faculty/staff completed 167 (500 of each were contacted, 38 partial

completes) surveys after three email followups. A procedure was developed that kept the

responses anonymous. Participants were 68% female, 32% male; 91.8% White American, 1.9%

African American, 1.3% Asian American, 1.3% Hispanic, .6% Native American, .6%

international, and  2.5% employees indicating other racial/ethnic backgrounds; 81% staff, 16%

administration, 2% faculty, and 1% employees indicating other positions.  94% of the employees

held a full-time position, while 6% were part-time.

**Students**: 1500 students were randomly selected and 330 students completed the entire

survey (44 were partially completed) after three email follow-ups. A procedure was developed

that kept the responses anonymous. Participants were 69% female, 31% male; 64% White

American, 8% African American, 10% Asian American, 5% Hispanic American, 3% Native

American, 6% international, and  3% students indicating other racial/ethnic backgrounds; 19%

freshman, 17% sophomore, 18% junior, 22% senior, and 24% other .

*Procedure*

Students and employees were contacted by email to participate in the survey with bookstore

credits as an incentive. See Appendix D for copies of email messages.

Results

*Employee Survey*

See Appendix A for numerical results. Highlights are included in this section. Due to small numbers of faculty results were not analyzed separately by employee classification.

**A. Administrative Leadership**

**Agreed most**: (a) the administration makes a serious effort to develop and implement polices to increase the representation of people of color; (b) the campus community is apprised of short and long-range goals designed to promote cultural diversity; and (c) the institution develops and enforces policies against discrimination, racial harassment, and stonewalling.

**Agreed least**: (a) the institution provides special incentives and rewards to personnel and units for being effective in making ethnic cultural diversity a high priority; (b) a cumulative record of information on faculty and staff of color is collected and distributed throughout the institution annually; (c) special linkage developed between the institution and the local community to promote early planning for children to attend college.

**B. Admissions and Recruitment**

**Agreed most**: (a) institutional programs are targeted involving high school counselors in the recruitment of students of color; (b) admissions criteria are flexible; (c) ethnic-focused brochures are used in recruiting.

**Agreed least**: (a) a systematic effort to involve institutional alumni in the recruitment of students of color is underway; (b) offices are set up at high school sites to ensure that these students are aware of college entrance requirements; (c)

students already enrolled are used to recruit other students, targeting the high

schools from which they were graduated.

**C. Financial Assistance**

**Agreed most**: (a) the institution uses internal funds to supplement federal dollars; (b) special

scholarships are available to high-ranking students of color; and (c) students

are assisted in securing employment both on and off campus.

**Agreed least**: (a) the institution makes a conscious effort to minimize the loan debt of low

income students through creative strategies such as in-house loans and parent

loan programs at low interest rates; (b) the institution offers an extended

payment plan for low-income students; and (c) special fundraising programs

and campaigns are conducted to secure funds for students of color.

**D. Student Support Services**

**Agreed most**: (a) programs are offered to help new culturally different students become

active in the campus community; (b) students of color are active in student

organizations; and (c) tutoring is available on a walk-in basis.

**Agreed least**: (a) students of color make use of the counseling center; (b) a structured

procedure has been developed to assess the strengths and skills of students of

color; and (c) special mechanisms are used to assess and screen potential

counselors for their ability to work with diverse populations.

**E. Curriculum**

**Agreed most**: (a) majority students are encouraged to enroll in ethnic-focused courses; (b)

holdings in the library and bookstore reflect expanding support for

multicultural curricula; and (c) ethnic study courses are part of the required

core curriculum.

**Agreed least**: (a) textbooks are selected that reflect the contributions of persons of various

ethnic cultures; (b) the institution promotes the use of the Internet as a

mechanism for helping students to learn more about pluralism; and (c)

workshops are conducted to train faculty on how to expand and strengthen

their courses to reflect a multicultural perspective.

### F. Campus Environment

**Agreed most**: (a) the institution develops and implements the promotion of racial awareness

and sensitivity to multicultural issues; (b) students of color have a center or

"family room" area where they can feel comfortable and share common

interests and concerns; and (c) students of color are encouraged to participate

in campus organizations.

**Agreed least**: (a) administrators meet with faculty and students of color to learn of their

interests and concerns; (b) weekend programs and projects are established to

involve local (off-campus) youth of color and to familiarize them with college

resources; and (c) the institution recognizes eminent leaders and alumni of

color by naming buildings, scholarships, lectureships in their honor and by

awarding them honorary degrees.

### G. Graduate and Professional Programs

**Agreed most**: (a) the institution uses qualifying test scores (GRE, GMAT, MCAT, etc.) as

major instruments of selection; (b) faculty and graduates of color are used to

recruit prospective graduate and professional students of color; and (c) students

of color are advised to form interest groups in the area of their academic

concentration for peer-support.

**Agreed least**: (a) linkage between the institution and historical institutions of color are

established to assist in recruiting students of color; (b) faculty are trained to be

aware of multicultural issues and to serve as mentors for students of color; and

(c) special incentives are available to departments that have innovative projects

to recruit and obtain people of color.

## G. Multicultural Hiring

**Agreed most**: (a) a system of incentives has been provided to attract and hire teachers of

color; (b) faculty and/or staff of color are involved in searches; (c) employee

education programs are available to help educate employees of color to gain

academic skills to pursue college work and ultimately graduate; and (d) non-

tenured faculty are treated fairly.

**Agreed least**: (a) special funds are available to faculty of color for professional development;

(b) the institution recognizes and gives credit to faculty and staff of color, who

beyond their required duties help students of color; and (c) administrative

internships are available to personnel of color who wish to gain skills that

prepare them for administrative opportunities.

*Student Survey*

See Appendices B & C for numerical results. Highlights are included in this section.

Results of an Analysis of Variance by gender and class are reported where significant (.05 level).

Tables by race begin with Table 13 showing means and standard deviations. Tables by race are

shown for descriptive purposes only since small racial sample sizes precluded analysis by race. However, results of possible interest are highlighted in the tables in Appendix C.

### A. Diversity Climate

Students **agreed most** that faculty were fair to all students regardless of race or ethnicity (18-2), and were comfortable seeing faculty of their own (20-1) or other race/ethnicity (20-7) and were also comfortable being with people from backgrounds different from theirs (20-5). Students **agreed least** that there were expectations of their academic performance (6) or discrimination (13) based on sexual orientation or academic expectations based on religion (7). They did not feel professors ignored their comments/questions (19-4).

**Women** were more likely than men to feel that there were expectations about their academic performance based on gender (5), to socialize with students with a different sexual orientation (12), that men dominated campus leadership positions (15). **Men** were more likely than women to feel that date rape is common (16), and that faculty ignore their comments/questions (19-4).

### B. How Well Is Mankato Doing on Diversity?

**Students felt** their educational experience at MSU was rewarding (24-2), that the school does promote diversity (22-4), and no special efforts should be made to recruit any particular racial/ethnic group (23-5). They were **less likely to agree** that the school was doing enough to improve relations and understanding between people of different backgrounds (21), and that diversity is why they came to MSU (22-6).

**Men** were less likely than women to favor a course requirement on ethnicity/race (22-3), and **women** were more likely than men to feel the campus has done a good job providing

programs/activities that promote multicultural understanding (22-1). **Juniors** were less likely to feel there was resentment of other races/ethnicities than seniors. (22-2).

### C. **Your Experiences on Campus**

Students were **most likely to agree** that they had been treated fairly by faculty (26-3), and teaching assistants (26-4). Students were **least likely** to have taken courses focused on women (30), and non-Christian groups (31), and to feel they have experienced a sexist atmosphere (34).

**Women** were more likely than men to feel the quality of academic programs is excellent at MSU (24-5). **Freshmen** were more likely to feel that there was respect by faculty for students of a different sexual orientation than juniors (25-6).

### D. **Diversity Programs (UDO)**

More than half of all students reported attending or participating in a diversity program (36). On the Universal-Diverse Orientation scale (37-1 to 15) (Fuertes, Miville, Mohr, Sedlacek, & Gretchen, 2000; Miville et al., 1999) students were most likely to report an appreciation of diversity, less contact with diverse groups, and relative discomfort with differences.

**Female juniors and seniors** were more likely to score high on the Relativistic Appreciation while **male juniors and seniors** were more likely to score high on the Comfort with Difference scale.

**Seniors and juniors** were less likely to appreciate differences, but had more contact with diverse groups than first year students.

<div align="center">Recommendations</div>

*Employees*

The recommendations listed below are taken from the responses of the employees to the survey. In cases where a program is already established, it may need to be evaluated or employees made more aware of it

**Administrative Leadership**

**Recommendation-** Provide financial incentives to departments and units for achieving diversity goals such as increasing numbers of employees of color, or conducting diversity programs. While employees tended to feel that the administration was committed to diversity, there was less feeling that funds were available to back up that commitment.

**Recommendation**- Keep accurate records of the progress of departments and units on hiring and program information in areas of diversity. Provide feedback to departments and the campus as a whole on this information. By providing public recognition and rewards for progress, the university increases the probability that all parts of the campus will be committed to diversity issues.

**Recommendation**- Develop more contacts and programs with the off-campus community. This is a key to developing future students and employees for the university as well as recognizing the important role the university plays in the larger community.

**Admissions and Recruitment**

**Recommendation-** Develop more programs involving alumni and current MSU,M students in recruiting students of color. Also, set up satellite offices in area high schools to increase the visibility of MSU, M working directly with counselors and teachers. Developing and maintaining these contacts can increase students of color and provide useful input into MSU,M programs.

**Recommendation-** Employ noncognitive variables in admissions and recruitment programs. Use of these dimensions will increase the diversity among entering students and provide better information that can be used in counseling, advising, and teaching after students enroll. Measures of these variables are available at no cost and can be employed along with whatever other selection or recruitment methods are used (see Sedlacek, 2004). Appendix E contains a description of the noncognitive variables recommended.

**Financial Assistance**

**Recommendation**- Develop programs that reduce debt for students of color by allowing for extended payment plans. Innovative programs that allow for no interest emergency loans and other flexible ways to provide finances for students of color will help recruiting and retention.

**Recommendation**- Develop specific scholarship and financial aid programs for students of color to provide incentives to attend MSU,M and aid their retention once enrolled. Sources from the local business community are particularly encouraged.

**Recommendation**- Focus recruitment efforts and materials on students of color with external financial aid in place. For example, The Gates Millennium Scholars program provides full scholarships to students of color to attend any institution they wish. The GMS recipients are selected with the noncognitive variables shown in Appendix D, and they might be interested in attending an institution that emphasizes these dimensions.

**Student Support Services**

**Recommendation**- Base student services for students of color on the noncognitive variables shown in Addendix D. A number of institutions have increased the level of participation of students of color and improved the quality of those services by employing noncognitive variables (Sedlacek, 2004).

**Recommendation**- Provide training to faculty and staff in using noncognitive variables in advising and counseling functions. This will provide specific skills for employees, provide better student services and allow employees to be able to spend more time on other functions

**Curriculum**

**Recommendation-** Provide training for faculty on adding multicultural material in their courses. This can be accomplished in several ways including work on individual courses, team teaching, and use of consultants. See Sedlacek (2004) for a discussion and evaluation of alternative approaches that can be employed in all fields including the physical sciences and engineering. Part of this program can include more extensive use of the internet which was something faculty/employees felt could be utilized more in the curriculum.

**Recommendation**- Procedures for selecting textbooks that reflect multicultural approaches and issues should be evaluated and faculty assisted in this process. Working closely with the library and bookstores can be helpful.

**Campus Environment**

**Recommendation-** A program that allows administrators to meet with faculty and students of color to learn of their interests and concerns should be established. Regularly scheduled sessions, open house, or conferences where discussions can occur can be effective.

**Recommendation**- Weekend programs and projects should be established to involve local (off-campus) youth of color and to familiarize them with college resources. If such programs are already ongoing they should be evaluated for their effectiveness including methods of increasing participation, and promotion.

**Recommendation**- A program should be instituted to recognize eminent leaders and alumni of color by naming buildings, scholarships, lectureships in their honor and by awarding them honorary degrees.

**Graduate and Professional Programs**

**Recommendation-**A linkage between the institution and historical institutions of color should be established or strengthened to assist in recruiting students of color. There are a number of ways to accomplish this, some of which have been effective and some not (Sedlacek, 2004).

**Recommendation-** Faculty should be trained to be aware of multicultural issues and to serve as mentors for students of color. See Farmer (2003) for a number of suggestions in this area. The use of noncognitive variables also can be helpful here (Sedlacek, 2004).

**Recommendation-** A program of special incentives should be made available to departments that have innovative projects to recruit and obtain people of color. These can vary from providing faculty or staff budget lines to increased travel funds or awards and recognition for the most successful departments.

**Multicultural Hiring**

**Recommendation-** Special funds should be available to faculty of color for professional development. This is particularly important to increase their retention at the institution.

**Recommendation-** The institution should recognize and give credit to faculty and staff of color, who beyond their required duties help students of color. This can include released time from courses, extra time for promotion decisions, and financial incentives to do advising/counseling (Sedlacek, 2004).

**Recommendation-** Administrative internships should be available to personnel of color who wish to gain skills that prepare them for administrative opportunities as they develop on campus.

*Students*

**Recommendation**- Concentrate programs on first year students who generally start with an openness to diversity but have a lack of experience with it.

**Recommendation-** Have programs for students that concentrate on information about diversity, different cultures, races, sexual orientation and other aspects of diversity. This can be accomplished through courses or campus programs Numerous examples are provided in Sedlacek (2004).This is a first step in providing the foundation for students to move to developing attitudes and ultimately engaging in multicultural behaviors that are desired.

**Recommendation-** Develop programs and courses that reflect attitude change. This is an area independent of information. Providing information does not result in attitude change without further efforts. Again, there are a variety of program examples and course suggestions in Sedlacek (2004).

**Recommendation-** Concentrate programs for upperclass students on behaviors that MSU would like to see students engage in. Changing behaviors requires a different set of objectives, courses and activities than information and attitude change goals. Internships, classes, study groups, student social groups, are all areas to explore programming (McTighe Musil et al.,1999, Sedlacek, 2004).

**Recommendation**- Have separately focused programs for men, women, different racial/cultural groups, and first year students and seniors. All these groups have different

perceptions of the campus environment and their needs. Specific programs and courses are likely to be more effective than general efforts aimed at all students.

<div align="center">Discussion</div>

*Faculty Programs*

Faculty programs appear to be particularly difficult to implement at many campuses. While a thorough needs analysis should include faculty, they often see themselves as detached from organizational or student issues that they feel don't affect them or their classes directly.

A good principle to use in appealing to any group is self-interest. Rather than trying to make faculty see this process from a program developers' perspective, the approach should be in terms relevant to faculty. Faculty tend to see themselves as scholars who respond with intellect, rather than emotion, on social issues. Presenting issues in terms of research and scholarship is likely to appeal to faculty.

Bowen's (1978) theories, and the attitude scaling work that has been done on the Situational Attitude Scale (Engstrom, Sedlacek and McEwen, 1995, Sedlacek, 1996, 2004) suggest that many faculty are uncomfortable dealing with students who are not White, male and suburban. Offering faculty information about alternative teaching styles (e.g., interactive teaching) that appeal to the varied learning styles of students from different cultural/racial groups can be a very effective way of improving the climate for diversity in the classroom (Johnson & Sedlacek,1997). This also will help faculty feel more in control. When faculty realize that they can do something that does not compromise their scholarly integrity, that makes their work easier, and that also contributes to diversity, they will likely embrace the opportunity. Presenting the noncognitive variables and their basis in alternative forms of intelligence as a system to use in teaching and advising can also be useful to faculty.

There appear to be three groups of faculty on any campus. The first group is committed to doing something to improve diversity and needs approaches, ideas, models and information to proceed. They should be reinforced and encouraged. Johnson and Sedlacek (1997) discussed activities that faculty active on diversity issues tended to engage in and how they might be encouraged. These incentives included released time from teaching, salary raises, research support, awards of recognition, travel money, and consultation on areas in which they felt they needed it.

The second group of faculty is fair-minded and committed to equality, however, they are busy with many other issues and need some convincing and motivating to take serious action. This is frequently the largest group on any campus. The third group of faculty is opposed to the ideas in diversity programming and may be direct or indirect about stating their opposition. Such faculty members are unlikely to change regardless of the training or programmatic ideas offered to them. Sometimes program planners become overly concerned with this group. While programming should not totally ignore them or the disruptions that may occur in their classes, concentrating on the first two groups will frequently be sufficient to move the campus forward. This may be a matter of numbers since usually there are fewer recalcitrant faculty. However, positive energy in the system often will carry the most weight if it is given direction.

*Student Programs*

For academic and nonacademic efforts to be successful, schools must involve all students. Efforts to involve students of color can backfire unless a carefully planned needs assessment is conducted to determine how best to reach them on a given campus. Also, it is important to recognize that the attitudes and behaviors of White students have a direct effect on students of color. White students usually determine the overall nature of the campus climate due to their

larger numbers and greater power. Noncognitive variables can be used to measure and interpret the needs of students of color and other groups included in diversity programs.

The concept of Universal-Diverse Orientation (UDO) may provide an important new direction for assessment in multicultural counseling and diversity programming (Fuertes, Miville, Mohr, Sedlacek, & Gretchen, 2000; Miville et al., 1999).  UDO is the movement toward or away from diversity rather than simply the presence or absence of prejudice. By considering UDO we may be able to employ a higher order construct to develop multicultural programs. UDO consists of three sub-scales that tap cognitive, behavioral, and affective aspects of diversity perceptions, respectively: Relativistic Appreciation, Diversity of Contact, and Comfort with Differences.  The Relativistic Appreciation subscale involves the cognitive acceptance of the similarities and differences among people.  The Diversity of Contact subscale assesses both previous and intended behaviors relevant to interpersonal contact with people of different backgrounds.  The Comfort with Differences subscale is affectively-oriented and reflects one's degree of comfort with diverse individuals.  Together, these three subscales yield a full-scale UDO score that indicates an overall orientation toward diversity.  The UDO assessment instrument has been shown to be correlated with a number of aspects of students' functioning including past academic achievement (Singley & Sedlacek, 2003) and satisfaction (Sheu, Sedlacek & Singley, 2003).

*Program Evaluation*

All programs, courses, and diversity efforts should be evaluated regularly. Use of the questionnaire employed in this project and other tools are recommended (Sedlacek, 2000, 2004; Garcia, et al., 2001).

Noncognitive variables can be employed in developing and evaluating programs and services, including diversity programs for faculty, resident life programs for students, student union services, or any other function that may occur in support of the mission of a college or university (See Appendix E). Including noncognitive variables in an evaluation allows the program planner to link program outcomes to student success, and to insure applicability across different nontraditional groups (Sedlacek, 2004).

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Appendix A

Tables Derived from the Employee Survey

*Table 1. Administrative Leadership (Employee)*

| Item # | Description of item | *N* | *M* | *SD* |
|---|---|---|---|---|
| 1. | Make an effort to increase the representation of people of color. | 163 | 3.99 | .90 |
| 2. | Short and long-range goals designed to promote cultural diversity. | 164 | 3.87 | .88 |
| 3. | The level of multicultural programming is prominent within each unit. | 161 | 3.33 | 1.00 |
| 4. | Record of information on faculty and staff of color is collected and distributed annually. | 156 | 2.85 | 1.21 |
| 5. | Staff development seminars/workshops are conducted to acquaint personnel with the goals/procedures for a diverse community. | 161 | 3.30 | 1.01 |
| 6. | Special linkages developed between the institution and the local community. | 151 | 3.21 | 1.02 |
| 7. | Articulation agreements developed to promote/ encourage the transfer of students of color. | 149 | 3.30 | .94 |
| 8. | Provide special incentives/rewards to personnel/units for making ethnic diversity a high priority. | 157 | 2.79 | 1.17 |
| 9. | Multicultural programming is supported. | 157 | 3.74 | .97 |
| 10. | Develop/enforce policies against discrimination, racial harassment, and stonewalling. | 159 | 3.87 | 1.09 |
| 11. | Develop/enforce policies on sexual harassment and bullying* | 161 | 3.72 | 1.17 |

*Note*.  Participants responded to items with a 1-5 scale.  All items are positively stated.

* Males had higher scores than females.

*Table 2. Admissions and Recruitment (Employee)*

| Item # | Description of item | N | M | SD |
|---|---|---|---|---|
| 1. | Institutional programs involve high school counselors in the recruitment of students of color. | 149 | 3.43 | .94 |
| 2. | Systematic effort of involving institutional alumni in the recruitment of students of color is underway. | 144 | 3.00 | 1.00 |
| 3. | Office set up at high school to ensure students' awareness of college entrance requirements. | 142 | 3.04 | 1.07 |
| 4. | The cooperation of the media is used to promote the institution. | 155 | 3.30 | 1.10 |
| 5. | Parents engaged on or off campus in the recruitment process. | 149 | 3.30 | 1.08 |
| 6. | Enrolled students are used to recruit other students. | 141 | 3.15 | 1.01 |
| 7. | The institution uses tests as diagnostic indicators rather than as selective indicators. | 143 | 3.20 | 1.05 |
| 8. | Admissions criteria are flexible. | 148 | 3.31 | 1.07 |
| 9. | Ethnic-focused brochures are used in recruiting. | 146 | 3.34 | 1.07 |
| 10. | Ethnic student representation adequately reflects their proportion in the general population. | 152 | 3.20 | 1.12 |

*Note*.  Participants responded to items with a 1-5 scale.  All items are positively stated.

*Table 3. Financial Assistance (Employee)*

| Item # | Description of item | N | M | SD |
|---|---|---|---|---|
| 1. | Institution uses internal funds to supplement federal dollars. | 146 | 3.45 | 1.03 |
| 2. | Money set aside from a restricted general fund to provide grants. | 140 | 3.31 | 1.06 |
| 3. | Workshops conducted on budgeting, money management, and alternative financial aid sources for students/parents. | 145 | 3.26 | 1.01 |
| 4. | Institution makes a conscious effort to minimize the loan debt of low income students. | 141 | 3.01 | 1.16 |
| 5. | Scholarships available to high-ranking students of color. | 140 | 3.32 | 1.09 |

| | | | | |
|---|---|---|---|---|
| 6. | Institution offers extended payment plan for low-income student. | 139 | 2.94 | 1.22 |
| 7. | Fundraising programs/campaigns conducted to secure funds for students of color. | 141 | 2.94 | 1.06 |
| 8. | Students are assisted in securing employment. | 149 | 3.52 | 1.06 |
| 9. | Discretionary funds available to students in emergency situations. | 145 | 3.24 | 1.11 |
| 10. | Institution conducts exit interviews to determine the impact of financial aid on the student's department. | 137 | 3.07 | 1.23 |

*Note*.  Participants responded to items with a 1-5 scale.  All items are positively stated.

*Table* 4. *Student Support Services (Employee)*

| Item # | Description of item | *N* | *M* | *SD* |
|---|---|---|---|---|
| 1. | Institution sponsors workshops to help students of color assess their personal goals. | 141 | 3.21 | .98 |
| 2. | Programs offered to help new culturally different students become active. | 145 | 3.44 | .93 |
| 3. | Students of color make use of the Counseling Center. | 136 | 3.05 | .96 |
| 4. | Students are enlisted as peer advisors. | 137 | 3.19 | 1.06 |
| 5. | Placement/Career Center attracts students of color. | 137 | 3.18 | 1.02 |
| 6. | Students of color are active in student organizations. | 151 | 3.84 | .93 |
| 7. | Structural procedures developed to asses the strengths/skills of students of color. | 135 | 2.90 | 1.04 |
| 8. | Mechanisms used to assess/screen potential counselors for their ability to work with diverse populations. | 136 | 3.04 | 1.13 |
| 9. | Institution provides mentors for all students who need help. | 147 | 3.21 | 1.10 |
| 10. | Input sought from constituents of color before putting programs in place. | 135 | 3.12 | 1.09 |
| 11. | Support for students of color that have funding to promote stability. | 130 | 3.12 | 1.04 |
| 12. | Tutoring available on a walk-in basis. | 148 | 3.74 | 1.11 |

*Note*.  Participants responded to items with a 1-5 scale.  All items are positively stated.

*Table* 5. *Curriculum (Employee)*

| Item # | Description of item | *N* | *M* | *SD* |
|---|---|---|---|---|
| 1. | Textbook selected to reflect the contributions of persons of various ethnic cultures. | 140 | 3.36 | 1.01 |
| 2. | Curriculum reform measures established to expose students to new knowledge about ethnic minorities. | 145 | 3.54 | .97 |
| 3. | Majority students encouraged to enroll in ethnic-focused courses. | 150 | 3.76 | .97 |
| 4. | Teaching is sensitive to multicultural issues/concerns. | 147 | 3.49 | 1.05 |
| 5. | Institution promotes the use of the Internet to help students lean about pluralism. | 142 | 3.43 | 1.06 |
| 6. | Holding in library/bookstore reflect support for multicultural curricula. | 145 | 3.55 | .95 |
| 7. | Ethnic study courses are part of the required core curriculum. | 147 | 3.94 | 1.06 |
| 8. | Workshops conducted to train faculty on how to expand/strength their courses to reflect a multicultural perspective. | 142 | 3.35 | 1.03 |
| 9. | Mechanisms put in place to assess the diversity of institutional curricula. | 139 | 3.45 | 1.01 |
| 10. | Institution encourages research on multicultural issues. | 142 | 3.46 | 1.06 |

*Note*.  Participants responded to items with a 1-5 scale.  All items are positively stated.

*Table* 6. *Campus Environment (Employee)*

| Item # | Description of item | *N* | *M* | *SD* |
|---|---|---|---|---|
| 1. | Administrators meet with faculty/students of color. | 148 | 3.28 | .99 |
| 2. | Administrator/faculty set aside time to attend multicultural events. | 151 | 3.42 | 1.04 |
| 3. | Institution expects students of color to succeed and develops strategies to help them do so. | 149 | 3.49 | 1.00 |
| 4. | Institution develops/implements the promotion of racial awareness and sensitivity to multicultural issues. | 154 | 3.76 | .98 |
| 5. | Conscious effort made to involve college personnel in the ethnic minority community. | 151 | 3.44 | 1.09 |
| 6. | Weekend programs/projects established to involve local youth of color and familiarize them with college resources. | 140 | 3.16 | 1.10 |
| 7. | Students of color have a center or "family room" area. | 144 | 3.75 | 1.07 |
| 8. | Institution recognizes eminent leaders and alumni of color by naming buildings, scholarships, lectureships. | 143 | 2.83 | 1.11 |
| 9 | Artists of color invited to participate in campus events. | 147 | 3.41 | 1.01 |
| 10. | Students of color encouraged to participate in campus organizations. | 152 | 3.91 | .97 |
| 11. | Students encouraged to form their own support group to provide opportunities for educational/social interaction. | 147 | 3.74 | .96 |

*Note*.  Participants responded to items with a 1-5 scale.  All items are positively stated.

*Table* 7. *Graduate and Professional Programs (Employee)*

| Item # | Description of item | *N* | *M* | *SD* |
|---|---|---|---|---|
| 1. | Institution uses qualifying test scores as major instruments of selection. | 141 | 3.81 | .97 |
| 2. | Institution includes non-cognitive factors in considering the admissibility of students of color. | 133 | 3.26 | 1.02 |
| 3. | Linkage between the institution and historical institutions of color established to assist in recruiting students of color. | 131 | 3.02 | 1.11 |
| 4. | Faculty/graduates of color used to recruit prospective graduate and professional students of color. | 138 | 3.31 | 1.06 |
| 5. | Mechanism in place to target undergrad students of color within the institution and make them aware of graduate opportunities. | 132 | 3.24 | 1.06 |
| 6. | Fellowships/assistantships designed for students of color. | 131 | 3.34 | 1.14 |
| 7. | Visitation programs are a part of the institution's graduate/ professional recruitment efforts. | 133 | 3.24 | 1.07 |
| 8. | Faculty trained to be aware of multicultural issues and serve as mentors for students of color. | 139 | 3.19 | 1.11 |
| 9 | Students of color are advised to form interest groups in the area of their academic concentration of peer-support. | 138 | 3.32 | 1.00 |
| 10. | Incentives available to departments that have innovative projects to recruit/obtain people of color. | 132 | 2.85 | 1.12 |

*Note*.  Participants responded to items with a 1-5 scale.  All items are positively stated.

*Table* 8. *Multicultural Hiring (Employee)*

| Item # | Description of item | N | M | SD |
|---|---|---|---|---|
| 1. | Incentives provided to attract/hire teachers of color. | 145 | 3.17 | 1.23 |
| 2. | Institution makes time for teachers of color to research beyond the requirements of the classroom. | 133 | 3.11 | 1.18 |
| 3. | "Grow your own" strategy is underway to identify bright graduate students of color and fund them for doctoral work. | 130 | 2.88 | 1.16 |
| 4. | Strong effort to seek employment for the spouse of a faculty member who has been hired. | 139 | 2.94 | 1.25 |
| 5. | Faculty and/or staff of color are involved in searches. | 152 | 3.74 | 1.03 |
| 6. | Senior faculty assigned as mentors to junior faculty of color. | 136 | 3.10 | 1.18 |
| 7. | Funds available to faculty of color for professional development. | 128 | 2.87 | 1.19 |
| 8. | Institution recognizes /gives credit to faculty/staff of color who help students of color. | 132 | 2.86 | 1.10 |
| 9. | Administrative internships available to personnel of color who wish to gain skills. | 128 | 2.85 | 1.12 |
| 10. | Employee education programs available to help educate employees of color to gain academic skills. | 136 | 3.17 | 1.20 |
| 11. | Non-tenured faculty are treated fairly. | 139 | 3.46 | 1.15 |

*Note*.  Participants responded to items with a 1-5 scale.  All items are positively stated.

## Appendix B

Tables Derived from the Student Survey

*Table* 9. *Diversity Climate (Students)*

| Item # | Description of item | N | M | SD |
|---|---|---|---|---|
| 1-1. | Become more understanding of differences on race/ethnicity. | 317 | 3.57 | 1.02 |

| 1-2. | Become more understanding of differences on gender. | 314 | 3.47 | .93 |
|---|---|---|---|---|
| 1-3. | Become more understanding of differences on sexual orientation. | 317 | 3.49 | 1.04 |
| 1-4. | Become more understanding of differences on religion. | 313 | 3.21 | 1.10 |
| 2. | Getting to know people with backgrounds different from my own has been easy on this campus. | 320 | 3.46 | 1.06 |
| 3. | My social interactions are largely confined to students of my race/ethnicity. | 321 | 3.06 | 1.30 |
| 4. | There are expectations about my academic performance because of my race/ethnicity. | 325 | 2.46 | 1.18 |
| 5. | There are expectations about my academic performance because of my gender. | 326 | 2.37 | 1.03 |
| 6. | There are expectations about my academic performance because of my sexual orientation. | 317 | 1.93 | .84 |
| 7. | There are expectations about my academic performance because of my religion. | 323 | 1.94 | .95 |
| 8. | Feel pressured to participate in diversity activities. | 324 | 2.37 | 1.10 |
| 9. | Need to minimize various characteristics of my racial/ethnic culture to be able to fit in here. | 317 | 2.27 | 1.15 |
| 10. | My experiences have strengthened my own sense of ethnic identity. | 323 | 3.11 | 1.08 |
| 11. | Know students with a sexual orientation different from my own. | 319 | 3.80 | 1.17 |
| 12. | Socialize with students with a sexual orientation different from my own. | 319 | 3.57 | 1.14 |
| 13. | Experience discrimination on campus because of my sexual orientation. | 304 | 1.71 | .84 |
| 14. | An openly gay or lesbian student could not be voted in as student body president. | 319 | 2.32 | 1.20 |
| 15. | Males tend to dominate student leadership positions. | 305 | 3.01 | 1.11 |
| 16. | Date rape is rare among Mankato students. | 281 | 2.57 | .99 |
| 17. | There is prejudice against non-Christians. | 312 | 2.52 | 1.07 |
| 18-1. | Faculty are approachable outside of the classroom. | 325 | 3.68 | .91 |

| | | N | M | SD |
|---|---|---|---|---|
| 18-2. | Faculty are fair to all students regardless of their racial or ethnic backgrounds. | 316 | 4.06 | .92 |
| 19-1. | Students of different backgrounds participate equally in classroom discussion and learning. | 328 | 3.16 | 1.12 |
| 19-2. | Feel I am expected to represent my racial/ethnic group in discussion. | 327 | 2.56 | 1.09 |
| 19-3. | Faculty use examples relevant to people of my racial/ethnic group in their lectures. | 323 | 3.21 | .93 |
| 19-4. | Feel that my professors ignore my comments/questions. | 327 | 1.95 | .86 |
| 20-1. | See a faculty member of my own race/ethnicity. | 324 | 4.16 | .84 |
| 20-2. | Speak with others about my racial/ethnic background. | 323 | 3.95 | .90 |
| 20-3. | Be in situations where I'm the only person of my racial/ethnic group. | 323 | 3.46 | 1.08 |
| 20-4. | Say what I think about racial/ethnic issues. | 327 | 3.46 | 1.06 |
| 20-5. | Being with people whose racial/ethnic backgrounds are different from my own. | 326 | 4.01 | .83 |
| 20-.6 | Participate in class. | 324 | 3.77 | .98 |
| 20-7. | Go to see a faculty member of a different race/ethnicity than my own. | 325 | 4.01 | .84 |
| 20-8.. | Being with people whose racial/ethnic backgrounds are the same as my own. | 327 | 4.27 | .76 |

*Note*.  1 (Strongly Disagree) – 5 (Strong Agree) scale for items 1-1 to 17, 19-1 to 19-4.

  1 (None) – 5 (All) scale for items 18-1 to 18-2.

  1 (Very Uncomfortable) – 5 (Very Comfortable) scale for items 20-1 to 20-8.

*Table* 10. *How Well is Mankato Doing on Diversity? (Students)*

| Item # | Description of item | N | M | SD |
|---|---|---|---|---|
| 21. | The amount of effort made by school to improve relations and understanding between people of different backgrounds | 271 | 1.87 | .63 |
| 22-1. | The campus has done a good job providing programs/activities that promote multicultural understanding. | 322 | 3.57 | .90 |
| 22-2. | Students are <u>resentful</u> of others whose race/ethnicity is different | 323 | 3.22 | 1.00 |

from their own.*

| | | | | |
|---|---|---|---|---|
| 22-3. | There should be a requirement for graduation that students take at least one course on the role of ethnicity and race in society. | 325 | 3.42 | 1.30 |
| 22-4. | This school does <u>not</u> promote respect for diversity.* | 323 | 3.89 | .91 |
| 22-5. | The student newspaper's coverage of racial/ethnic events and issues is balanced. | 324 | 2.99 | .92 |
| 22-6. | Diversity is one of the reasons why I chose to come here. | 321 | 1.96 | .97 |
| 23-1. | Mankato should make efforts to recruit Hispanic Americans. | 330 | 30.6% | - |
| 23-2. | Mankato should make efforts to recruit Native Americans. | 330 | 32.4% | - |
| 23-3. | Mankato should make efforts to recruit Asian Americans. | 330 | 25.8% | - |
| 23-4. | Mankato should make efforts to recruit African Americans. | 330 | 29.7% | - |
| 23-5. | No special efforts should be taken to recruit any particular racial/ethnic group members. | 330 | 52.7% | - |

*Note*.  1 (Too little) – 3 (Too much) scale for item 21.

1 (Strongly Disagree) – 5 (Strongly Agree) scale for items 22-1 to 22-6.

Yes/No response for items 23-1 to 23-5.

* Negatively stated items, higher scores indicate positive responses.


*Table* 11. *Your Experiences on Campus (Students)*

| Item # | Description of item | *N* | *M* | *SD* |
|---|---|---|---|---|
| 24-1. | Mankato provides an environment for the free and open expression of ideas, opinions, and beliefs. | 325 | 3.60 | .86 |
| 24-2. | My educational experience here has been a rewarding one. | 324 | 3.85 | .83 |
| 24-3. | Atmosphere in my classes does <u>not</u> make me feel like I belong.* | 324 | 3.78 | .92 |
| 24-4. | I would recommend Mankato to siblings/friends as a good place to go to college. | 324 | 3.72 | 1.03 |
| 24-5. | The quality of academic programs here is excellent. | 323 | 3.57 | .94 |
| 24-6. | I feel as though I belong in the campus community. | 323 | 3.38 | 1.03 |
| 25-1. | Racial conflict on campus.* | 322 | 3.34 | .69 |
| 25-2. | Respect by faculty for students of different racial/ethnic groups. | 321 | 2.90 | .81 |

| | | | | |
|---|---|---|---|---|
| 25-3. | Respect by students for other students of different racial/ethnic groups. | 322 | 2.54 | .77 |
| 25-4. | Respect by faculty for students of different religious groups. | 320 | 2.82 | .79 |
| 25-5. | Respect by students for other students of different religious groups. | 319 | 2.52 | .80 |
| 25-6. | Respect by faculty for students of different sexual orientations. | 321 | 2.71 | .80 |
| 25-7. | Respect by students for other students of different sexual orientations. | 321 | 2.30 | .82 |
| 25-8. | Racial/ethnic separation on campus.* | 317 | 2.45 | .92 |
| 25-9. | School commitment to the success of students of different racial/ethnic groups. | 320 | 2.59 | .81 |
| 25-10. | Friendship between students of different racial/ethnic groups. | 321 | 2.46 | .77 |
| 25-11. | Interracial tensions in the residence halls.* | 309 | 3.37 | .73 |
| 25-12. | Interracial tensions in the classroom.* | 319 | 3.50 | .67 |
| 26-1. | How fairly you believe you've been treated by university police. | 173 | 3.38 | 1.16 |
| 26-2. | How fairly you believe you've been treated by residence hall personnel. | 199 | 3.57 | 1.08 |
| 26-3. | How fairly you believe you've been treated by faculty. | 324 | 4.06 | .86 |
| 26-4. | How fairly you believe you've been treated by teaching assistants. | 277 | 4.01 | .91 |
| 26-5. | How fairly you believe you've been treated by students. | 324 | 3.97 | .88 |
| 27-1. | Exposed to history/issues of racial/ethnic group in course reading lectures and discussions. | 320 | 3.26 | 1.07 |
| 27-2. | Exposed to history/issues of racial/ethnic group in activities and programs in the residence halls. | 201 | 2.53 | 1.09 |
| 27-3. | Exposed to history/issues of racial/ethnic group in other school programs or activities. | 276 | 3.04 | 1.00 |
| 27-4. | Exposed to history/issues of racial/ethnic group in informal interactions and conversations with friends. | 314 | 3.25 | 1.06 |
| 28. | Number of courses focused on racial/ethnic groups in the U.S. | 252 | 2.23 | 2.49 |
| 29. | Number of courses focused on racial/ethnic outside the U.S. | 207 | 1.92 | 2.07 |
| 30. | Number of courses focused on women. | 152 | 1.76 | 1.98 |

| | | | | |
|---|---|---|---|---|
| 31. | Number of courses focused on non-Christian religious groups. | 108 | 1.69 | 1.83 |
| 32. | How often have you been exposed to a racist atmosphere created by the faculty. | 313 | 1.46 | .71 |
| 33. | How often have you been exposed to a racist atmosphere created by other students. | 318 | 2.12 | .91 |
| 34. | How often have you been exposed to a sexist atmosphere created by the faculty. | 312 | 1.61 | .79 |
| 35. | How often have you been exposed to a sexist atmosphere created by other students. | 317 | 2.14 | .99 |

*Note*. 1 (Strongly Disagree) – 5 (Strongly Agree) scale for items 24-1 to 24-6.

1 (Little or None) – 4 (A Great Deal) scale for items 25-1 to 25-12.

1 (Very Unfairly) – 5 (Very Fairly) scale for items 26-1 to 26-5.

1 (Not At All) – 5 (A Great Deal) scale for items 27-1 to 27-4.

1 (Never) – 4 (Often) scale for items 32 to 35.

* Negatively stated items, higher scores indicate less problems.

*Table* 12. *Diversity Programs (Students)*

| Item # | Description of item | *N* | *M* | *SD* |
|---|---|---|---|---|
| 36. | Have you attend or participated in any diversity programs | 323 | 50.8% | - |
| 37-1 – 37-5. | Universal-diverse orientation – Diversity of contact | 320 | 3.41 | .80 |
| 37-6 – 37-10. | Universal-diverse orientation – Relativistic appreciation | 310 | 3.87 | .63 |
| 37-11 – 37-15. | Universal-diverse orientation – Comfort with differences | 310 | 2.13 | .63 |
| - | Universal-diverse orientation – Total score | 308 | 3.14 | .27 |

*Note*. Yes/No response for items 36

1 (Strongly Disagree) – 5 (Strongly Agree) scale for items 37-1 to 37-15.

Appendix C

Tables Derived from the Student Survey – Racial Differences

*Table* 13. *Diversity Climate (Students) – Racial Differences*

| Item # | White Americans | | African Americans | | Asian Americans | | Hispanic Americans | | Native Americans | | International Students* | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | M | SD | M | SD | M | SD | M | SD |
| 1-1. | 3.65 | .90 | 3.63 | 1.14 | 3.13 | 1.28 | 3.75 | 1.00 | 3.40 | 1.08 | 3.56 | 1.31 |
| 1-2. | 3.50 | .88 | 3.64 | 1.09 | 3.10 | 1.03 | 3.81 | .75 | 3.70 | 1.06 | 3.33 | .96 |
| 1-3. | 3.59 | 1.00 | 3.55 | 1.14 | 2.94 | 1.09 | 3.62 | 1.20 | 3.40 | .97 | 3.46 | .96 |
| 1-4. | 3.24 | 1.04 | 3.62 | 1.07 | 2.93 | 1.19 | 3.19 | 1.22 | 2.30 | .82 | 3.57 | 1.26 |
| 2. | 3.46 | .98 | 3.62 | 1.17 | 3.32 | 1.14 | 3.87 | .81 | 3.60 | 1.27 | 3.36 | 1.29 |
| 3. | 3.37 | 1.14 | 3.15 | 1.34 | 2.53 | 1.48 | 1.81 | 1.17 | 2.20 | 1.03 | 2.56 | 1.34 |
| 4. | 2.16 | .95 | 3.58 | 1.27 | 2.77 | 1.12 | 2.47 | 1.23 | 3.30 | 1.42 | 3.00 | 1.44 |
| 5. | 2.32 | 1.00 | 2.81 | 1.27 | 2.37 | .81 | 2.12 | .86 | 2.50 | 1.08 | 2.61 | 1.23 |
| 6. | 1.89 | .76 | 1.92 | 1.00 | 2.17 | .99 | 1.64 | .63 | 2.10 | 1.10 | 2.04 | 1.00 |
| 7. | 1.82 | .76 | 2.42 | 1.33 | 2.03 | .88 | 1.76 | 1.03 | 2.30 | 1.64 | 2.30 | 1.30 |
| 8. | 2.31 | 1.02 | 2.31 | 1.29 | 2.70 | 1.26 | 2.06 | .97 | 3.30 | 1.34 | 2.26 | 1.06 |
| 9. | 1.97 | .84 | 2.65 | 1.29 | 2.73 | 1.31 | 2.38 | 1.41 | 3.00 | 1.41 | 3.39 | 1.55 |
| 10. | 2.95 | .96 | 3.76 | 1.17 | 3.19 | 1.18 | 3.82 | 1.07 | 2.70 | 1.34 | 3.54 | 1.07 |
| 11. | 3.89 | 1.10 | 3.70 | 1.30 | 3.71 | 1.19 | 3.88 | 1.22 | 3.22 | 1.86 | 3.68 | 1.18 |
| 12. | 3.55 | 1.13 | 3.36 | 1.41 | 3.71 | 1.01 | 3.71 | 1.36 | 3.50 | 1.35 | 3.62 | 1.02 |
| 13. | 1.64 | .80 | 1.84 | .80 | 1.79 | .79 | 1.47 | .52 | 1.56 | .73 | 2.20 | 1.26 |
| 14. | 2.36 | 1.15 | 2.15 | 1.41 | 2.23 | 1.28 | 1.82 | 1.02 | 2.67 | 1.12 | 2.62 | 1.36 |
| 15. | 2.95 | 1.07 | 3.24 | 1.17 | 3.13 | 1.12 | 2.87 | 1.30 | 2.90 | .57 | 3.25 | 1.21 |
| 16. | 2.46 | .92 | 2.81 | 1.40 | 2.52 | .85 | 2.67 | 1.16 | 2.11 | .78 | 3.08 | .95 |
| 17. | 2.44 | .99 | 2.96 | 1.23 | 2.86 | 1.01 | 1.94 | .85 | 3.00 | 1.12 | 2.78 | 1.28 |
| 18-1. | 3.75 | .81 | 3.73 | 1.22 | 3.20 | 1.03 | 3.81 | .75 | 3.70 | .82 | 3.54 | 1.04 |
| 18-2. | 4.21 | .77 | 3.83 | 1.19 | 3.58 | .89 | 3.94 | 1.20 | 4.00 | .94 | 3.68 | 1.19 |
| 19-1. | 3.22 | 1.02 | 3.27 | 1.31 | 2.56 | 1.16 | 3.41 | 1.46 | 2.90 | .88 | 3.11 | 1.29 |
| 19-2. | 2.25 | .86 | 3.54 | 1.30 | 3.06 | 1.08 | 2.47 | 1.18 | 3.00 | 1.49 | 3.25 | 1.18 |
| 19-3. | 3.45 | .78 | 2.65 | 1.16 | 2.78 | .94 | 3.06 | .77 | 2.10 | .88 | 3.00 | 1.00 |
| 19-4. | 1.89 | .80 | 2.00 | 1.13 | 2.19 | .90 | 1.82 | .81 | 1.90 | .88 | 2.18 | .98 |
| 20-1. | 4.24 | .73 | 4.12 | 1.09 | 3.75 | .95 | 4.41 | .80 | 3.67 | 1.23 | 4.04 | .88 |
| 20-2. | 4.02 | .79 | 3.88 | 1.04 | 3.83 | 1.09 | 4.00 | 1.00 | 3.70 | .82 | 3.75 | 1.18 |
| 20-3. | 3.40 | .97 | 3.62 | 1.28 | 3.47 | 1.30 | 3.88 | 1.22 | 3.80 | .92 | 3.39 | 1.29 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 20-4. | 3.42 | .96 | 3.85 | 1.05 | 3.37 | 1.24 | 3.59 | 1.28 | 3.60 | 1.08 | 3.39 | 1.29 |
| 20-5. | 3.94 | .77 | 4.04 | 1.04 | 4.12 | .87 | 4.29 | .99 | 4.10 | .57 | 4.00 | .98 |
| 20-6. | 3.83 | .89 | 3.79 | 1.14 | 3.59 | 1.01 | 3.82 | 1.19 | 3.00 | 1.25 | 3.71 | 1.01 |
| 20-7. | 4.00 | .79 | 3.85 | 1.16 | 4.13 | .79 | 4.27 | .70 | 3.80 | .92 | 3.86 | .89 |
| 20-8. | 4.31 | .67 | 4.31 | .88 | 4.25 | .72 | 4.29 | .85 | 3.80 | 1.32 | 4.04 | .92 |

*Note*. 1 (Strongly Disagree) – 5 (Strong Agree) scale for items 1-1 to 17, 19-1 to 19-4.

1 (None) – 5 (All) scale for items 18-1 to 18-2.

1 (Very Uncomfortable) – 5 (Very Comfortable) scale for items 20-1 to 20-8.

* Includes international students and students who did not fit other categories.

Highlighted values are possible differences from other groups.

*Table* 14. How Well is Mankato Doing on Diversity? (Students) – Racial Differences

| | White Americans | | African Americans | | Asian Americans | | Hispanic Americans | | Native Americans | | International Students** | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item # | M/% | SD | M/% | SD | M/% | SD | M/% | SD | M/% | SD | M/% | SD |
| 21. | 2.00 | .56 | 1.74 | .75 | 1.48 | .63 | 1.76 | .44 | 1.50 | .85 | 1.65 | .56 |
| 22-1. | 3.74 | .76 | 3.25 | 1.15 | 3.28 | 1.05 | 3.50 | .97 | 2.90 | 1.10 | 3.36 | 1.03 |
| 22-2*. | 2.68 | .93 | 2.58 | 1.03 | 3.16 | 1.02 | 3.00 | 1.10 | 2.90 | 1.37 | 3.18 | 1.09 |
| 22-3. | 3.28 | 1.26 | 4.00 | 1.27 | 3.94 | 1.16 | 3.44 | 1.26 | 4.00 | 1.25 | 3.43 | 1.37 |
| 22-4*. | 1.98 | .77 | 1.96 | 1.11 | 2.55 | .85 | 2.31 | .79 | 2.80 | 1.14 | 2.50 | 1.32 |
| 22-5. | 3.14 | .85 | 2.81 | 1.23 | 2.66 | .87 | 2.88 | .96 | 3.10 | .88 | 2.48 | .98 |
| 22-6. | 1.82 | .87 | 2.40 | 1.47 | 1.91 | .86 | 2.13 | 1.03 | 2.20 | 1.03 | 2.63 | .97 |
| 23-1. | 28.3 | - | 42.3 | - | 34.4 | - | 52.9 | - | 40.0 | - | 20.7 | - |
| 23-2. | 28.3 | - | 42.3 | - | 40.6 | - | 47.1 | - | 80.0 | - | 20.7 | - |
| 23-3. | 18.0 | - | 34.6 | - | 59.4 | - | 23.5 | - | 40.0 | - | 31.0 | - |
| 23-4. | 22.9 | - | 84.6 | - | 34.4 | - | 23.5 | - | 40.0 | - | 27.6 | - |
| 23-5. | 63.9 | - | 15.4 | - | 31.3 | - | 29.4 | - | 20.0 | - | 51.7 | - |

*Note*. 1 (Too little) – 3 (Too much) scale for item 21.

1 (Strongly Disagree) – 5 (Strongly Agree) scale for items 22-1 to 22-6.

Yes/No response for items 23-1 to 23-5.  Values represent percentages for the "yes" response.

* Negatively stated items, higher scores indicate positive responses.

** Includes international students and students who did not fit other categories.

Highlighted values are possible differences from other groups.

*Table* 15. Your Experiences on Campus (Students) – Racial Differences

| Item # | White Americans M/% | SD | African Americans M/% | SD | Asian Americans M/% | SD | Hispanic Americans M/% | SD | Native Americans M/% | SD | International Students** M/% | SD |
|--------|------|-----|------|------|------|-----|------|------|------|------|------|------|
| 24-1. | 3.68 | .78 | 3.65 | .98 | 3.56 | .76 | 3.56 | .96 | 3.10 | .99 | 3.04 | 1.04 |
| 24-2. | 3.94 | .77 | 3.76 | .93 | 3.53 | .84 | 4.00 | .89 | 3.40 | .70 | 3.71 | 1.05 |
| 24-3*. | 2.04 | .77 | 2.38 | 1.20 | 2.75 | .98 | 2.53 | 1.41 | 2.60 | .84 | 2.50 | .96 |
| 24-4. | 3.85 | .94 | 3.62 | 1.27 | 3.19 | .98 | 4.13 | .89 | 3.10 | 1.10 | 3.50 | 1.17 |
| 24-5. | 3.62 | .89 | 3.85 | 1.01 | 3.22 | .91 | 3.62 | .96 | 3.40 | .97 | 3.39 | 1.10 |
| 24-6. | 3.46 | .94 | 3.38 | 1.20 | 3.03 | .98 | 3.81 | 1.05 | 3.00 | 1.25 | 3.07 | 1.14 |
| 25-1*. | 1.57 | .59 | 1.73 | .83 | 2.00 | .82 | 1.50 | .63 | 2.50 | .97 | 1.78 | .80 |
| 25-2. | 3.01 | .73 | 2.69 | .97 | 2.61 | .88 | 2.88 | .89 | 2.50 | .71 | 2.48 | .89 |
| 25-3. | 2.60 | .66 | 2.54 | .91 | 2.03 | .71 | 2.56 | 1.03 | 2.40 | .70 | 2.41 | .93 |
| 25-4. | 2.87 | .71 | 2.64 | 1.00 | 2.65 | .92 | 2.94 | .93 | 2.50 | .53 | 2.65 | .94 |
| 25-5. | 2.56 | .74 | 2.62 | 1.02 | 2.23 | .76 | 2.80 | .94 | 2.10 | .57 | 2.33 | .88 |
| 25-6. | 2.77 | .72 | 2.69 | 1.01 | 2.35 | .80 | 2.94 | .85 | 2.44 | .73 | 2.44 | .97 |
| 25-7. | 2.27 | .75 | 2.54 | .99 | 2.19 | .75 | 2.69 | 1.01 | 1.70 | .68 | 2.19 | .98 |
| 25-8*. | 2.43 | .83 | 2.65 | 1.16 | 3.00 | .89 | 2.60 | .83 | 2.90 | .88 | 2.78 | 1.12 |
| 25-9. | 2.70 | .69 | 2.52 | 1.05 | 2.42 | .85 | 2.50 | 1.03 | 1.80 | .63 | 2.19 | 1.00 |
| 25-10. | 2.43 | .67 | 2.69 | 1.05 | 2.26 | .89 | 2.56 | .73 | 2.10 | .57 | 2.59 | .97 |
| 25-11*. | 1.59 | .62 | 1.88 | 1.15 | 1.74 | .82 | 1.31 | .48 | 2.11 | .93 | 1.70 | .91 |
| 25-12*. | 1.43 | .55 | 1.81 | 1.06 | 1.65 | .76 | 1.44 | .63 | 1.80 | .79 | 1.63 | .79 |
| 26-1. | 3.44 | 1.06 | 3.53 | 1.22 | 3.53 | 1.07 | 1.80 | 1.79 | 3.00 | 1.10 | 3.33 | 1.35 |
| 26-2. | 3.59 | 1.02 | 3.53 | 1.22 | 3.68 | .89 | 3.67 | 1.56 | 3.20 | .84 | 3.41 | 1.18 |
| 26-3. | 4.12 | .74 | 3.96 | 1.27 | 3.88 | .79 | 4.06 | 1.12 | 4.10 | .88 | 3.79 | 1.13 |
| 26-4. | 4.05 | .77 | 4.14 | 1.17 | 3.85 | 1.01 | 4.14 | 1.23 | 4.13 | .84 | 3.48 | 1.16 |
| 26-5. | 4.05 | .72 | 3.81 | 1.10 | 3.50 | 1.14 | 4.44 | .73 | 4.00 | .82 | 3.61 | 1.23 |
| 27-1. | 3.38 | .98 | 3.04 | 1.15 | 2.71 | 1.19 | 3.38 | 1.31 | 3.10 | .74 | 3.04 | 1.26 |

| Item # | M/% | SD | M/% | SD | M/% | SD | M/% | SD | M/% | SD | M/% | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 27-2. | 2.63 | 1.01 | 2.72 | 1.41 | 2.17 | 1.03 | 2.18 | .87 | 2.25 | .96 | 2.27 | 1.28 |
| 27-3. | 3.04 | .92 | 3.08 | 1.26 | 3.00 | 1.00 | 3.19 | 1.05 | 3.50 | .93 | 2.65 | 1.16 |
| 27-4. | 3.19 | 1.02 | 3.42 | 1.10 | 3.00 | 1.13 | 3.50 | .89 | 3.60 | 1.08 | 3.50 | 1.26 |
| 28. | 2.12 | 1.95 | 2.77 | 3.82 | 2.25 | 3.59 | 2.27 | 2.24 | 4.00 | 4.85 | 1.65 | 1.11 |
| 29. | 1.74 | 1.30 | 4.31 | 5.10 | 1.71 | 1.12 | 1.27 | .47 | 3.17 | 4.36 | 1.62 | 1.43 |
| 30. | 1.56 | 1.30 | 3.86 | 4.93 | 2.08 | 1.75 | 1.75 | .50 | 1.17 | .41 | 1.19 | .54 |
| 31. | 1.43 | .77 | 3.42 | 4.72 | 1.50 | .94 | 1.50 | .71 | 2.33 | 1.53 | 1.50 | 1.17 |
| 32. | 1.30 | .57 | 1.91 | 1.00 | 1.65 | .71 | 1.41 | .62 | 1.70 | .82 | 2.00 | .93 |
| 33. | 2.02 | .87 | 2.24 | .97 | 2.41 | .88 | 1.82 | .73 | 2.20 | .92 | 2.59 | 1.02 |
| 34. | 1.57 | .77 | 1.67 | .82 | 1.61 | .80 | 1.47 | .64 | 1.70 | 1.16 | 1.86 | .89 |
| 35. | 2.15 | .97 | 1.88 | .93 | 2.35 | 1.08 | 1.94 | 1.06 | 1.90 | .99 | 2.29 | 1.01 |

*Note*.  1 (Strongly Disagree) – 5 (Strongly Agree) scale for items 24-1 to 24-6.

1 (Little or None) – 4 (A Great Deal) scale for items 25-1 to 25-12.

1 (Very Unfairly) – 5 (Very Fairly) scale for items 26-1 to 26-5.

1 (Not At All) – 5 (A Great Deal) scale for items 27-1 to 27-4.

1 (Never) – 4 (Often) scale for items 32 to 35.

Yes/No response for items 36.  Values represent percentages for the "yes" response.

\* Negatively stated items, higher scores indicate positive responses.

\*\* Includes international students and students who did not fit other categories.

Highlighted values are possible differences from other groups.

*Table* 16. Diversity Programs (Students) – Racial Differences

| | White Americans | | African Americans | | Asian Americans | | Hispanic Americans | | Native Americans | | International Students* | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item # | *M/%* | *SD* | *M/%* | *SD* | *M/%* | *SD* | *M/%* | *SD* | *M/%* | *SD* | *M/%* | *SD* |
| 36. | 39.0 | - | 88.5 | - | 78.1 | - | 64.7 | - | 60.0 | - | 65.5 | - |
| 37-1 – 37-5. | 3.17 | .72 | 4.00 | .80 | 3.73 | .74 | 3.67 | .73 | 3.56 | .97 | 4.09 | .68 |
| 37-6 – 37-10. | 3.81 | .62 | 4.03 | .73 | 4.07 | .58 | 3.72 | .47 | 3.67 | .53 | 4.10 | .67 |
| 37-11 – 37-15. | 2.19 | .62 | 1.98 | .73 | 1.93 | .58 | 2.28 | .47 | 2.33 | .53 | 1.90 | .67 |
| 37-1 – 37-15. | 3.06 | .24 | 3.35 | .27 | 3.25 | .25 | 3.22 | .24 | 3.14 | .30 | 3.36 | .23 |

*Note*.  Yes/No response for items 36.  Values represent percentages for the "yes" response.

1 (Strongly Disagree) – 5 (Strongly Agree) scale for items 37-1 to 37-15.

Items 37-1 – 37-5: Universal-diverse orientation – Diversity of contact.

Items 37-6 – 37-10: Universal-diverse orientation – Relativistic appreciation.

Items 37-11 – 37-15: Universal-diverse orientation – Comfort with differences.

Items 37-1 – 37-15: Universal-diverse orientation – Total score.

* Includes international students and students who did not fit other categories.

Appendix D

Dear Student:

Minnesota State University, Mankato continually explores ways to improve its diversity and campus climate. We are interested in how you think we are doing in promoting diversity at MSU,M. In order to do this, from time to time we seek your assistance. You have been chosen as part of a random sample of employees to participate in our survey. Please take 20 minutes to complete the on-line survey, "Cultural Attitudes and Climate at Minnesota State University, Mankato." It is important that you know that responses are anonymous; therefore, we ask that you do not include your name or any identifying information on the survey.

If you have completed the survey and registered to win a gift certificate, thank you for participating. If not, please join the many students, faculty and staff who have participated in the survey. Thanks for being a part of the Mankato community and helping us to improve our climate for diversity.

[URL](URL) HERE

Sincerely,

Richard Davenport
President

Dear Employee:

Minnesota State University, Mankato continually explores ways to improve its diversity and campus climate. We are interested in how you think we are doing in promoting diversity at MSU,M. In order to do this, from time to time we seek your assistance. You have been chosen as part of a random sample of employees to participate in our survey. Please take 20 minutes to complete the on-line survey, "Cultural Attitudes and Climate at Minnesota State University,

Mankato." It is important that you know that responses are anonymous; therefore, we ask that you do not include your name or any identifying information on the survey.

If you have completed the survey and registered to win a gift certificate, thank you for participating. If not, please join the many students, faculty and staff who have participated in the survey. Thanks for being a part of the Mankato community and helping us to improve our climate for diversity.

URL HERE

Sincerely,


Richard Davenport
President


Appendix E

Description of Noncognitive Variables*

| Variable # | Variable Name |
|---|---|
| 1 | **Positive Self-Concept** <br> • Demonstrates confidence, strength of character, determination, and independence. |
| 2 | **Realistic Self-Appraisal** <br> • Recognizes and accepts any strengths and deficiencies, especially academic, and works hard at self-development.  Recognizes need to broaden his/her individuality. |
| 3 | **Understands and Knows How to Navigate the System** <br> • Exhibits a realistic view of the system based upon personal experience of racism.  Committed to improving the existing system.  Takes an assertive approach to dealing with existing wrongs, but is not hostile to society, nor is a "cop-out."  Able to handle racist system. |
| 4 | **Prefers Long-Range to Short-Term or Immediate Needs** <br> • Able to respond to deferred gratification, plans ahead and sets goals. |
| 5 | **Availability of Strong Support Person** <br> • Seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement. |
| 6 | **Successful Leadership Experience** |

| | |
|---|---|
| | • Demonstrates strong leadership in any area of his/her background (e.g. church, sports, non-educational groups, gang leader, etc.). |
| 7 | *Demonstrated Community Service*<br>• Participates and is involved in his/her community. |
| 8 | *Knowledge Acquired in or about a Field*<br>• Acquires knowledge in a sustained and/or culturally related ways in any field. |

*See  Sedlacek, W. E.  (2004).  *Beyond the big test:  Noncognitive assessment in higher education*.  San Francisco: Jossey-Bass for details and measures.