

# APPENDICES



**GLOSSARY FOR APPENDICES**

The following descriptions will assist in the interpretation of Appendices B, C, D, E, F, and G which outline statistically significant results where the survey item served as the dependent variable and the demographic/characteristic variable (i.e., race/ethnicity, class standing) served as the independent variable.

**TABLE ABBREVIATIONS**

Non-significant results were displayed using the abbreviation “*ns*”. Where tests of statistical significance were not applicable or available, the abbreviation “N/A” was used. To indicate counts or sample size, the symbol *n* or *N* is used. The box below outlines all of the abbreviations used for subgroups throughout the appendices.

<b>Category</b>	<b>Abbreviation</b>	<b>Full Term</b>
Gender	M	Male
	F	Female
	Trans+	Transgender and other non-binary gender identities
Race	Nat	American Indian/Alaskan Native
	ASI	Asian/Pacific Islander
	AA	Black/African American
	Lat	Hispanic/Latino
	Multi	Multiple racial/ethnic identities
	Whi	White
Sexual Orientation	LGBQA+	Lesbian, Gay, Bisexual, Queer, Questioning, Asexual and other related identities
Disability	D	Disability
	ND	No disability
Pell Eligibility	PE	Pell Eligible
	NPE	Not Pell Eligible
Class Standing	Fr	Freshman
	So	Sophomore
	Ju	Junior
	Se	Senior
Enrollment	FT	Full time
	PT	Part time
Transfer	T	Transfer student
	NT	Non-transfer student
Veteran	V	Veteran
	NV	Not veteran
International	Int	International student
	Dom	Domestic student



**TABLE INTERPRETATION**

Three tables are presented for each subtheme within each appendix. The first table summarizes survey items, item values, frequencies, and means. Where available, descriptive statistics from the 2011 Campus Climate Survey were also included.

The second and third tables present statistically significant differences between student subgroups based on demographics or college-going characteristics. For survey items with interval or continuous response options, ANOVA or independent samples *t*-tests were conducted. Where statistically significant differences were detected, group means are presented along with their *p*-values. For survey items with response options that were categorical in nature (e.g., yes/no), crosstabulations were conducted with Chi square analysis. Where statistically significant differences were detected, results are displayed along with their group percentage.

Along with statistical significant testing, effect sizes may be helpful in determining the practical value of results. Effect sizes were calculated where statistically significant differences were detected using the appropriate method corresponding to the response option type (i.e., Cohen’s *d* for interval or continuous variables and Phi or Cramer’s *V* for categorical variables). Within each table, effect sizes are shown in different font styles. The table below shows effect sizes, their corresponding font displays, Cohen’s *d* effect size, Phi and Cramer’s *V* effect size, and the suggested practical interpretation.

Effect Size	Font table display	Cohen’s <i>d</i>	Phi and Cramer’s <i>V</i>	<b>Suggested practical Interpretation:</b> Given the opportunity to randomly ask students from each comparison group the same question, how likely would I be to detect meaningful differences?
Very small	light gray	< .20	< .10	Least likely. Differences may not be perceptible.
Small	regular	.20 - .49	.10 - .29	Less likely. Differences may or may not be perceptible.
Medium	<b>bold</b>	.50 - .79	.30 - .49	More likely. Perceptible differences.
Large or very large	<b>bold, italic</b>	> .80	> .50	Most likely. Extremely perceptible differences.

*For more information on effect sizes, see:*

Cohen, J. (1988). *Statistical power and analysis for the behavioral sciences* (2<sup>nd</sup> ed.). Hillsdale, NJ; Lawrence Erlbaum Associates.



## APPENDIX A. METHODOLOGY AND STUDENT PROFILES

The following is a summary of the methodology utilized in the final sample of 451 graduate student respondents to the online Campus Climate Survey. The project was fielded between March 28th and April 18th. Respondents were notified that their participation was voluntary and confidential. As an incentive, all survey respondents were offered an opportunity to provide their e-mail address to enter a drawing for a chance to win a \$100 Visa gift card.

Two separate types of sampling methods were used. First, an email invitation was sent to a stratified random sample of 8,764 students requesting their voluntary participation in three waves (the original invitation email and two follow-up emails to those who had not responded), yielding a **response rate of 13.8%** or 408 respondents. Second, the same email invitation was sent using convenience sampling to ensure that other interested students had an opportunity to participate, yielding an additional 43 valid responses.

The sample was weighted using institutionally derived data to reflect the demographic distribution of the UA Fall 2015 undergraduate student body across four dimensions: Gender, race/ethnicity, Arizona residency, and full-time/part-time enrollment status.

Table 1 summarizes the “raw” (unweighted) sample, along with weighted sample distributions. Table 2 includes additional raw descriptive institutional data about the survey respondents for which no comparable overall survey data was available. Table 3 utilizes raw self-reported survey items, which provides a more nuanced understanding of the survey population. **The remainder of the tables in this study are based on the weighted sample.** Comparisons across groups utilizes self-reported identifiers from the survey where available and from institutional data.



*Table 1. Weighted and Unweighted Graduate Survey Respondent Demographics Compared to the Fall 2015 Graduate Population*

		Fall 2015 UA Graduate Population N = 9,356	Survey Respondents (Unweighted) N = 451		Survey Respondents (Unweighted) N = 451	
		%	n	%	n	%
Gender	Female	52.2	279	61.9	235	52.2
	Male	47.8	172	38.1	217	48.0
Race/Ethnicity	Asian	6.2	31	6.9	28	6.2
	Black/African American	2.5	9	2.0	11	2.5
	Hispanic/Latino	13.3	61	13.5	60	13.2
	Native American/Alaskan	1.5	12	2.7	7	1.5
	Native Hawaiian/Pacific Islander	0.1	0	0.0	0	0.0
	White	49.5	235	52.1	224	49.5
	International (Non-resident alien)	17.0	57	12.6	77	17.1
	Two or more races/ethnicities	2.8	29	6.4	13	2.8
	Unknown	7.0	17	3.8	32	7.0
Residency	In-state	55.1	247	54.8	248	54.9
	Out-of-state	44.9	204	45.2	203	45.1
Enrollment Status	Full time	75.2	286	63.4	340	75.3
	Part time	24.8	165	36.6	112	24.7

Source: University Analytics and Institutional Research Interactive Reports and the 2016 Campus Climate Survey matched with institutional profile data.



Table 2. Additional Institutional Data About Graduate Survey Respondents (N = 451)

		Survey Respondents	
		<i>n</i>	%
First Generation	First-generation college student	1	0.2
	Non-first generation	450	99.8
Citizenship Status	Citizen	380	84.3
	Non-citizen	71	15.7
Class Standing	Graduate	390	86.5
	Masters	3	0.7
	Professional Year 1	18	4.0
	Professional Year 2	18	4.0
	Professional Year 3	10	2.2
	Professional Year 4	12	2.7
College	College of Agriculture & Life Sciences	1	0.2
	College of Education	5	1.1
	College of Engineering	3	0.7
	College of Fine Arts	1	0.2
	College of Humanities	1	0.2
	College of Medicine	30	6.7
	College of Pharmacy	14	3.1
	College of Science	5	1.1
	College of Social & Behavioral Sciences	16	3.5
	Graduate College	354	78.5
	James E. Rogers College of Law	18	4.0
University of Arizona South	1	0.2	
Zuckerman College of Public Health	2	0.4	

Source: 2016 Campus Climate Survey matched with institutional profile data.



Table 3. Profile of Graduate Respondent Self-Reported Identities

		Survey Respondents	
		<i>n</i>	Valid %
Gender**	Cisgender Female/Female	214	47.5
	Cisgender Male/Male	119	26.4
	Trans+	13	2.9
	<i>FtM (Female to Male)</i>	2	
	<i>Two-Spirit</i>	1	
	<i>Multiple gender identities*</i>	10	
	Unknown	105	23.3
Sexual Orientation**	Heterosexual	279	61.9
	LGBQA+	60	13.3
	<i>Asexual</i>	4	
	<i>Bisexual</i>	11	
	<i>Gay</i>	12	
	<i>Lesbian</i>	3	
	<i>Multiple Sexual Orientations</i>	18	
	<i>None</i>	1	
	<i>Pansexual</i>	5	
	<i>Queer</i>	6	
Unknown	112	24.8	
Race/Ethnicity <sup>†</sup>	American Indian/Alaskan Native	6	1.3
	Asian/Pacific Islander	51	11.3
	Black/African American	5	1.1
	Hispanic/Latino	48	10.6
	White	202	44.8
	Multiple racial/ethnic identities	31	6.9
	Unknown	108	23.9
International ( <i>N</i> = 96)	International student	56	58.3
Athlete ( <i>N</i> = 95)	Athlete on a team sponsored by UA's athletics department	1	0.2
Veteran ( <i>N</i> = 96)	Veteran student	9	9.4
Disability ( <i>N</i> = 343)	Person with a disability	25	7.3
Political Orientation ( <i>N</i> = 345)	Very conservative	9	2.6
	Somewhat conservative	47	13.6
	Middle of the road	83	24.1
	Somewhat liberal	73	21.2
	Very liberal	133	38.6

*(table continues)*



TABLE 3, CONTINUED

		<i>n</i>	Valid %
Immigrant Background ( <i>N</i> = 347)	My parents/legal guardians and I were born in the U.S.	223	64.3
	I was born in the U.S.; one parent/guardian was not	20	5.8
	I was born in the U.S.; both of my parents/guardians were not	25	7.2
	Foreign-born naturalized citizen	22	6.3
	Permanent legal resident	5	1.4
	Foreign born on student visa	46	13.3
	Deferred Action for Childhood Arrivals (DACA) recipient	1	0.3
	Other status	5	1.4
Religious Identification ( <i>N</i> = 346)	Agnostic	61	17.7
	None	52	15.1
	Atheist	50	14.5
	Roman Catholic	49	14.2
	Presbyterian	13	3.8
	Church of Christ	11	3.2
	Christian (other)	11	3.2
	Baptist	10	2.9
	Latter Day Saints (Mormon)	9	2.6
	Buddhist	8	2.3
	Jewish	8	2.3
	Lutheran	8	2.3
	Muslim	7	2.0
	Episcopalian	6	1.7
	Christian (non-denominational)	6	1.7
	Methodist	4	1.2
	Hindu	3	.9
	Baha'i	2	.6
	Eastern Orthodox	2	.6
	Quaker	2	.6
Pagan	2	.6	
Protestant	2	.6	
Deist	2	.6	
Other	12	3.5	

Source: 2016 Campus Climate Survey

\*Multiple gender identities also include Genderfluid, Intersex, MtF (Male to Female), Non-binary, Transgender, and Two-Spirit.

\*\*For more information on gender identity and sexual orientation terms and definitions, visit [LGBTQ Affairs](#) or view the [LGBTQA+ Needs Assessment Report](#).

†In addition to race/ethnicity, respondents had the opportunity to indicate their national identity (i.e., Cuban, Filipino, Pakistani, etc.). Attesting to the heterogeneity among racial/ethnic groups, 70% of respondents provided an open-ended response. Responses varied so widely that they are not listed in this report.



APPENDIX B. GENERAL PERCEPTIONS

GENERAL CAMPUS CLIMATE

Table 1. Item Values, Frequencies, and Means

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
UA has a campus environment that fosters a sense of community.	2016	328	22.9	41.4	21.1	11.4	3.3	3.69
The University of Arizona has a campus environment that creates a sense of community.	2011	191	15.7	46.1	27.2	8.9	2.1	3.64
School spirit is strong at the UA.	2016	327	42.5	41.7	14.7	0.8	0.4	4.25
	2011	196	32.7	52.6	14.3	0.5	0	4.17
UA values students' opinions.	2016	321	19.5	38.8	25.7	8.0	8.0	3.54
			<b>5</b>	←—————→			<b>1</b>	
Friendly (5); Hostile (1)	2016	347	40.7	35.6	14.3	6.8	2.5	4.05
Caring (5); Impersonal (1)	2016	348	25.2	31.0	25.0	12.0	6.7	3.56
Intellectual (5); Not intellectual (1)	2016	346	29.7	37.4	20.9	8.5	3.5	3.81
Affordable (5); Not affordable (1)	2016	345	16.6	24.6	27.2	18.1	13.5	3.13
Innovative (5); Not innovative (1)	2016	347	22.1	41.2	26.8	7.4	2.5	3.73

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded

APPENDIX B. GENERAL CAMPUS CLIMATE, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	API = 57-60 AA = 6 Lat = 46-49 Multi = 14-15 Nat = 3-4 Whi = 187-194	Heterosexual = 262-273 LGBQA+ = 53-55	D = 19-22 ND = 299-310
UA has a campus environment that fosters a sense of community.	<i>ns</i>	<i>ns</i>	<b>LGBQA+ (3.17) &lt;</b> <b>Heterosexual (3.79)***</b>	<b>D (3.17) &lt;</b> <b>ND (3.73)*</b>
School spirit is strong at the UA.	<i>ns</i>	<i>ns</i>	LGBQA+ (4.06) < Heterosexual (4.29)*	<i>ns</i>
UA values students' opinions.	<i>ns</i>	<i>ns</i>	<b>LGBQA+ (2.96) &lt;</b> <b>Heterosexual (3.64)***</b>	<i>ns</i>
Friendly (5); Hostile (1)	<i>ns</i>	<i>ns</i>	<b>LGBQA+ (3.50) &lt;</b> <b>Heterosexual (4.18)***</b>	<i>ns</i>
Caring (5); Impersonal (1)	<i>ns</i>	<i>ns</i>	<b>LGBQA+ (3.06) &lt;</b> <b>Heterosexual (3.67)***</b>	<b>D (2.92) &lt;</b> <b>ND (3.60)**</b>
Intellectual (5); Not intellectual (1)	<i>ns</i>	<i>ns</i>	LGBQA+ (3.43) < Heterosexual (3.89)**	<i>ns</i>
Affordable (5); Not affordable (1)	<i>ns</i>	API (3.57) > <b>Lat (2.73)***</b> <b>Multi (2.47)*</b>	LGBQA+ (2.73) < Heterosexual (3.22)**	<i>ns</i>
Innovative (5); Not innovative (1)	<i>ns</i>	<i>ns</i>	LGBQA+ (3.50) < Heterosexual (3.79)*	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.



APPENDIX B. GENERAL CAMPUS CLIMATE, CONT.

Table 3. Differences by College-Going Characteristics

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	2011 = 191-196 2016 = 327-328	NR =147-163 R = 174-185	PT = 77-82 FT = 245-266	NV = 102-106 V = 9	Dom = 37-40 Int = 72-75
UA has a campus environment that fosters a sense of community.	<i>ns</i>	<i>ns</i>	PT (3.45) < FT (3.77)*	<i>ns</i>	<i>ns</i>
School spirit is strong at the UA.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
UA values students' opinions.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Friendly (5); Hostile (1)	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	Int (4.38) > Dom (3.93)*
Caring (5); Impersonal (1)	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Intellectual (5); Not intellectual (1)	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Affordable (5); Not affordable (1)	N/A	NR (3.33) > R (2.95)**	<i>ns</i>	<i>ns</i>	<i>ns</i>
Innovative (5); Not innovative (1)	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.



**CAMPUS SAFETY**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
UA ensures a safe environment for students.	2016	331	28.8	42.1	20.6	6.8	1.6	3.90
	2011	196	20.4	54.6	18.9	3.6	2.6	3.87
Students know that they can get assistance from <b>faculty/staff</b> on campus if they are in need of help.	2016	331	27.3	42.6	21.4	7.9	0.8	3.88
	2011	189	19.6	40.7	28.6	10.6	0.5	3.68
Students know that they can get assistance from other <b>students</b> on campus if they are in need of help.	2016	331	24.9	40.8	26.7	6.5	1.1	3.82
	2011	181	16.6	50.8	27.1	4.4	1.1	3.77
Safe (5); Dangerous (1)	2016	345	5				1	3.99

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded

APPENDIX B. CAMPUS SAFETY, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 149-151 F = 167-168 Trans+ = 13	N/A	Heterosexual = 269-270 LGBQA+ = 55	N/A
UA ensures a safe environment for students.	F (3.81) < M (4.07)*	<i>ns</i>	<b>LGBQA+ (3.38) &lt; Heterosexual (4.01)***</b>	<i>ns</i>
Students know that they can get assistance from <b>faculty/staff</b> on campus if they are in need of help.	Trans+ (3.37) < M (4.02)*	<i>ns</i>	<b>LGBQA+ (3.44) &lt; Heterosexual (3.96)***</b>	<i>ns</i>
Students know that they can get assistance from other <b>students</b> on campus if they are in need of help.	<i>ns</i>	<i>ns</i>	<b>LGBQA+ (3.28) &lt; Heterosexual (3.92)***</b>	<i>ns</i>
Safe (5); Dangerous (1)	<i>ns</i>	<i>ns</i>	<b>LGBQA+ (3.41) &lt; Heterosexual (4.12)***</b>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.

*Table 3. Differences by College-Going Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	2011 = 181-196 2016 = 331	NR = 149-162 R = 182-183	PT = 78-82 FT = 252-253	NV = 105 V = 9	Dom = 40 Int = 74
UA ensures a safe environment for students.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Students know that they can get assistance from <b>faculty/staff</b> on campus if they are in need of help.	2016 (3.88) > 2011 (3.68)*	<i>ns</i>	PT (3.66) < FT (3.96)*	<i>ns</i>	<i>ns</i>
Students know that they can get assistance from other <b>students</b> on campus if they are in need of help.	<i>ns</i>	<i>ns</i>	PT (3.60) < FT (3.89)*	<i>ns</i>	<i>ns</i>
Safe (5); Dangerous (1)	N/A	<i>ns</i>	PT (3.79) < FT (4.05)*	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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## VALUE OF EDUCATION

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
My education at the UA is preparing me to be successful in the job market.	2016	322	28.4	50.5	13.5	5.0	2.5	3.97
	2011	199	34.2	48.2	14.6	3.0	0	4.14
My education at the UA is preparing me for future graduate school opportunities.	2016	310	27.3	41.4	27.2	2.8	1.3	3.91
	2011	186	34.4	37.1	25.3	3.2	0	4.03
The UA is a good value for my money.	2016	319	19.0	43.0	25.2	8.4	4.4	3.64
	2011	200	27.0	38.5	25.5	4.5	4.5	3.79
I would recommend the UA to family and/or friends.	2016	325	25.8	44.1	20.3	6.2	3.4	3.83
	2011	202	33.2	39.6	20.3	3.5	3.5	3.96
I am receiving a quality education at the UA.	2016	331	26.2	54.0	14.4	2.3	3.2	3.98
	2011	204	34.8	47.5	13.7	3.4	0.5	4.13

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded

APPENDIX B. VALUE OF EDUCATION, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	N/A	Heterosexual = 257-269 LGBQA+ = 48-55	N/A
My education at the UA is preparing me to be successful in the job market.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.65) < Heterosexual (4.04)**	<i>ns</i>
My education at the UA is preparing me for future graduate school opportunities.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.67) < Heterosexual (3.96)*	<i>ns</i>
The UA is a good value for my money.	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
I would recommend the UA to family and/or friends.	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
I am receiving a quality education at the UA.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.

*Table 3. Differences by College-Going Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	2011 = 186-204 2016 = 310-331	NR = 134-150 R = 172-181	PT = 76-79 FT = 233-251	NV = 97-103 V = 9	Dom = 39 Int = 67-73
My education at the UA is preparing me to be successful in the job market.	2016 (3.97) < 2011 (4.14)*	<i>ns</i>	<i>Ns</i>	<i>ns</i>	<i>ns</i>
My education at the UA is preparing me for future graduate school opportunities.	<i>ns</i>	<i>ns</i>	PT (3.68) < FT (3.98)*	<i>ns</i>	<i>ns</i>
The UA is a good value for my money.	<i>ns</i>	**	<i>Ns</i>	<i>ns</i>	<i>ns</i>
I would recommend the UA to family and/or friends.	<i>ns</i>	<i>ns</i>	PT (3.57) < FT (3.90)*	<i>ns</i>	<i>ns</i>
I am receiving a quality education at the UA.	2016 (3.98) < 2011 (4.13)*	<i>ns</i>	<i>Ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.

**SENSE OF BELONGING**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year*	n	Valid Percent*					Average Score
			Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
I feel that I belong at the UA.	2016	326	25.5	42.1	19.4	8.9	4.1	3.76
I feel valued as an individual at the UA.	2016	328	23.3	42.4	19.1	10.2	4.9	3.69
I am proud to be a student at the UA.	2016	330	28.8	41.8	20.2	5.6	3.6	3.86

\* Valid percent reflects only those who responded to survey item; “No opinion/I don’t know/Does not apply” responses are excluded

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	N/A	Heterosexual = 269-270 LGBQA+ = 50-55	N/A
I feel that I belong at the UA.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.37) < Heterosexual (3.84)**	<i>ns</i>
I feel valued as an individual at the UA.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.38) < Heterosexual (3.75)*	<i>ns</i>
I am proud to be a student at the UA.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.49) < Heterosexual (3.94)**	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.

*Table 3. Differences by College-Going Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	N/A	N/A	N/A	N/A
I feel that I belong at the UA.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
I feel valued as an individual at the UA.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
I am proud to be a student at the UA.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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RETENTION

Table 1. Item Values, Frequencies, and Means

Survey Item	Survey Year*	n	Valid Percent					Don't know	Average Score
			Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1		
Knowing what I know now, I would still choose to enroll at the UA.	2016	323	30.9	39.8	20.5	4.0	4.9	1.6	3.88 <sup>b</sup>
Do you intend to complete your degree at the UA?	2016	336	YES: 97.7%		NO: 0		NOT SURE: 2.3%		
Do you plan to enroll at the UA next semester (Summer or Fall)?	2016	281	YES: 91.6%		NO: 5.0 %		NOT SURE: 3.3%		
I plan to enroll at the University of Arizona next semester <sup>a</sup>	2011	155	AGREE: 92.3%		DISAGREE: 1.3%		NEUTRAL: 6.5%		

<sup>a</sup> Results recoded from 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree.

<sup>b</sup> "Don't know" responses are included for reference only, are not considered valid responses, and are not included in the average score



APPENDIX B. RETENTION, CONT.

Table 2. Differences by Demographic Subgroups

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	API = 54-61 AA = 6 Lat = 39-49 Multi = 12-15 Nat = 4 Whi = 155-192	Heterosexual = 225-274 LGBQA+ = 50-55	N/A
Knowing what I know now, I would still choose to enroll at the UA.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.57) < Heterosexual (3.94)*	<i>ns</i>
Do you intend to complete your degree at the UA? (YES)	<i>ns</i>	<i>ns</i>	LGBQA+ 82% Heterosexual 93.8%	<i>ns</i>
Do you plan to enroll at the UA next semester (Summer or Fall)? (YES)	<i>ns</i>	Lat = 91.8% Multi = 93.3% Whi = 98.4% API = 100% AA = 100% Nat = 100%	LGBQA+ 92.7% Heterosexual 98.5%	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.



Table 3. Differences by College-Going Characteristics

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	N/A	PT = 56-79 FT = 216-255	N/A	N/A
Knowing what I know now, I would still choose to enroll at the UA.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Do you intend to complete your degree at the UA? (YES)	N/A	<i>ns</i>	PT 93.8% FT 98.8%	<i>ns</i>	<i>ns</i>
Do you plan to enroll at the UA next semester (Summer or Fall)? (YES)	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.



APPENDIX C. ACADEMIC EXPERIENCES

ACADEMIC CLIMATE

Table 1. Item Values, Frequencies, and Means

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
UA offers classes with a favorable student-faculty ratio.	2016	334	26.3	39.4	16.6	14.0	3.7	3.71
	2011	204	23.5	43.6	16.2	14.2	2.5	3.72
UA consistently offers courses needed for a timely graduation.	2016	334	22.5	45.2	22.1	8.3	2.1	3.78
	2011	204	24.0	36.3	24.0	13.7	2.0	3.67
UA is a university where teaching is a high priority.	2016	335	20.7	41.2	21.3	7.4	9.6	3.56
	2011	204	15.7	35.3	23.0	20.1	5.9	3.35
UA is a university where research is a high priority.	2016	334	46.2	42.1	9.6	1.3	0.8	4.31
	2011	204	54.4	40.2	4.9	0.5	0	4.49
UA provides students with a challenging academic experience.	2016	334	27.4	49.3	15.9	5.5	1.9	3.95
	2011	204	28.4	50.5	13.2	6.4	1.5	3.98
Classrooms have adequate technology resources available for teaching and learning.	2016	334	28.5	51.8	14.2	4.1	1.4	4.02
	2011	204	26.5	44.1	17.2	9.3	2.9	3.82
I have good access to my classes, campus spaces, campus technology, etc.**	2016	22	35.3	46.2	13.9	1.0	3.6	4.09
UA offers enough online/hybrid courses.	2016	334	23.2	37.9	33.0	4.8	1.2	3.77
			<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	
The quality of faculty instruction	2016	378	34.4	52.6	6.8	5.2	1.0	4.14
	2011	204	29.4	49.5	12.7	6.9	1.5	3.99
The faculty's clarity of academic expectations	2016	377	30.6	52.7	9.2	5.5	2.1	4.04
	2011	203	19.2	53.7	22.7	3.9	0.5	3.87
The quality of teaching assistant instruction	2016	376	21.3	36.7	37.6	3.9	0.5	3.74
	2011	165	24.8	35.8	28.5	7.3	3.6	3.71
			<b>Always (4)</b>	<b>Often (3)</b>	<b>Sometimes (2)</b>	<b>Never (1)</b>		
Actively participated in class	2016	345	45.3	38.1	16.6	0	3.29	

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded

\*\* Survey question only for those students indicating "Yes" to the question: Do you identify as a person with a disability?

APPENDIX C. ACADEMIC CLIMATE, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 151-153 F = 168-172 Trans+ = 13	API = 61 AA = 6 Lat = 47-50 Multi = 14-15 Nat = 4 Whi = 191-196	Heterosexual = 272-277 LGBQA+ = 54-55	D = 22 ND = 308-314
UA offers classes with a favorable student-faculty ratio.	<i>ns</i>	API (4.15) > <b>Lat (3.41)*</b> Whi (3.65)**	<i>ns</i>	<b>D (3.06) &lt;</b> <b>ND (3.75)*</b>
UA consistently offers courses needed for a timely graduation.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
UA is a university where teaching is a high priority.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.28) < Heterosexual (3.64)*	<i>ns</i>
UA is a university where research is a high priority.	F (4.19) < M (4.42)*	<i>ns</i>	<i>ns</i>	<i>ns</i>
UA provides students with a challenging academic experience.	F (3.83) < M (4.08)*	<i>ns</i>	<i>ns</i>	<i>ns</i>
Classrooms have adequate technology resources available for teaching and learning.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
I have good access to my classes, campus spaces, campus technology, etc. <sup>a</sup>	<i>ns</i>	<i>ns</i>	<i>ns</i>	N/A
UA offers enough online/hybrid courses.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
The quality of faculty instruction	<i>ns</i>	AA (2.92) < <b>API (4.28)*</b> <b>Lat (4.28)*</b>	<i>ns</i>	<i>ns</i>
The faculty's clarity of academic expectations	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
The quality of teaching assistant instruction	F (3.62) < M (3.86)*	<i>ns</i>	<i>ns</i>	<i>ns</i>
Actively participated in class	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.

<sup>a</sup> Survey question only for those students indicating "Yes" to the question: Do you identify as a person with a disability? For some groups, an adequate number of cases may not be available to conduct statistical analyses. Item group *n* range does not reflect responses to this survey item.

APPENDIX C. ACADEMIC CLIMATE, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	2011 = 165-204 2016 = 334-378	NR = 151-171 R = 182-206	PT = 79-92 FT = 254-263	NV = 105-106 V = 9	Dom = 39-40 Int = 74-75
UA offers classes with a favorable student-faculty ratio.	<i>ns</i>	R (3.59) < NR (3.85)*	PT (3.45) < FT (3.79)*	V (4.34) > NV (3.84)*	<i>ns</i>
UA consistently offers courses needed for a timely graduation.	<i>ns</i>	<i>ns</i>	PT (3.56) < FT (3.84)*	<i>ns</i>	<i>ns</i>
UA is a university where teaching is a high priority.	2016 (3.56) > 2011 (3.35)*	<i>ns</i>	PT (3.23) < FT (3.66)**	V (4.22) > NV (3.61)*	<i>ns</i>
UA is a university where research is a high priority.	2016 (4.31) < 2011 (4.49)**	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
UA provides students with a challenging academic experience.	<i>ns</i>	<i>ns</i>	PT (3.75) < FT (4.01)*	<i>ns</i>	<i>ns</i>
Classrooms have adequate technology resources available for teaching and learning.	2016 (4.02) > 2011 (3.82)*	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
I have good access to my classes, campus spaces, campus technology, etc. <sup>a</sup>	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
UA offers enough online/hybrid courses.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
The quality of faculty instruction	2016 (4.14) > 2011 (3.99)*	<i>ns</i>	<i>ns</i>	<i>ns</i>	Int (4.29) > Dom (3.94)*
The faculty's clarity of academic expectations	2016 (4.04) > 2011 (3.87)*	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
The quality of teaching assistant instruction	<i>ns</i>	<i>ns</i>	<i>ns</i>	V (2.98) < NV (3.89)***	Int (4.00) > Dom (3.49)**
Actively participated in class	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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<sup>a</sup> Survey question only for those students indicating "Yes" to the question: Do you identify as a person with a disability? For some groups, an adequate number of cases may not be available to conduct statistical analyses. Item group *n* range does not reflect responses to this survey item.



**STUDENT-FACULTY INTERACTION**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Faculty are accessible for academic support.	2016	378	42.1	47.0	5.6	4.3	1.0	4.25
	2011	204	25.5	52.9	15.7	5.4	0.5	3.98
Faculty are accessible for mentoring and career guidance.	2016	376	30.9	44.5	14.9	7.7	2.0	3.95
	2011	204	24.0	42.6	20.1	11.8	1.5	3.76
A faculty member has taken an interest in me and my success.	2016	377	44.1	34.6	15.1	3.6	2.6	4.14
The availability of faculty for office hours	2016	376	<b>Very Satisfied</b> 37.7	<b>Satisfied</b> 45.1	<b>Neutral</b> 14.1	<b>Dissatisfied</b> 2.7	<b>Very Dissatisfied</b> 0.4	4.17
	2011	201	29.4	50.2	14.4	6.0	0	4.03
The accessibility of faculty by email	2016	376	55.1	36.8	7.0	1.0	0.2	4.46
	2011	203	45.3	45.8	8.4	0.5	0	4.36
Your interactions with faculty outside of the classroom	2016	376	55.1	36.8	7.0	1.0	0.2	4.12
	2011	197	37.1	38.1	20.3	3.0	1.5	4.06
The faculty's responsiveness to student inquiries, needs, concerns, and suggestions	2016	376	37.7	46.6	10.3	4.5	0.9	4.16
The faculty's responsiveness to students' inquiries	2011	203	30.0	44.3	19.7	5.9	0	3.99
I have a faculty mentor.	2016	376	<b>YES = 67.6%</b>	<b>NO = 24.2%</b>	<b>NOT SURE = 8.2%</b>			

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded, except where indicated.

APPENDIX C. STUDENT-FACULTY INTERACTION, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	API = 61 AA = 6 Lat = 49-50 Multi = 14-15 Nat = 3-4 Whi = 193-196	Heterosexual = 274-276 LGBQA+ = 55	D = 22-23 ND = 311-313
Faculty are accessible for academic support.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Faculty are accessible for mentoring and career guidance.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
A faculty member has taken an interest in me and my success.	<i>ns</i>	Whi (4.25) > API (3.82)* <b>AA (2.87)**</b> AA (2.87) < <b>Lat (4.10)*</b> <b>Whi (4.25)**</b>	<i>ns</i>	<i>ns</i>
The availability of faculty for office hours	<i>ns</i>	API (4.46) > Whi (4.11)*	LBGQA+ (3.97) < Heterosexual (4.20)*	<i>ns</i>
The accessibility of faculty by email	<i>ns</i>	API (4.64) > <b>AA (3.65)*</b>	LBGQA+ (4.25) < Heterosexual (4.48)*	<i>ns</i>
Your interactions with faculty outside of the classroom	<i>ns</i>	<i>ns</i>	<i>ns</i>	D (3.74) < ND (4.14)*
The faculty's responsiveness to student inquiries, needs, concerns, and suggestions	<i>ns</i>	<i>ns</i>	LBGQA+ (3.87) < Heterosexual (4.18)*	D (3.78) < ND (4.15)*
I have a faculty mentor. (YES)	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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## APPENDIX C. STUDENT-FACULTY INTERACTION, CONT.

Table 3. Differences by Student Characteristics

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	2011 = 201-204 2016 = 376-378	NR = 169-171 R = 205-207	PT = 92-93 FT = 283-284	NV = 105-106 V = 9-10	Dom = 40-41 Int = 75
Faculty are accessible for academic support.	2016 (4.25) > 2011 (3.98)***	NR (4.38) > R (4.14)**	<i>ns</i>	<i>ns</i>	<i>ns</i>
Faculty are accessible for mentoring and career guidance.	2016 (3.95) > 2011 (3.76)*	NR (4.06) > R (3.85)*	<i>ns</i>	<i>ns</i>	<i>ns</i>
A faculty member has taken an interest in me and my success.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
The availability of faculty for office hours	<i>ns</i>	NR (4.29) > R (4.07)**	PT (4.00) < FT (4.22)*	<i>ns</i>	Int (4.51) > Dom (4.23)*
The accessibility of faculty by email	<i>ns</i>	<i>ns</i>	PT (4.33) < FT (4.50)*	<i>ns</i>	Int (4.71) > Dom (4.46)*
Your interactions with faculty outside of the classroom	<i>ns</i>	<i>ns</i>	PT (3.96) < FT (4.17)*	<i>ns</i>	<i>ns</i>
The faculty's responsiveness to student inquiries, needs, concerns, and suggestions	2016 (4.16) > 2011 (3.99)*	<i>ns</i>	PT (3.92) < FT (4.23)*	<i>ns</i>	<i>ns</i>
I have a faculty mentor. (YES)	N/A	<i>ns</i>	<i>ns</i>	<b>V 30%</b> <b>NV 69.5%</b>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.



## ACADEMIC ADVISING

Table 1. Item Values, Frequencies, and Means

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
My academic advisor(s) help me develop an academic plan.	2016	349	34.6	39.7	13.9	6.8	5.1	3.92
	2011	185	35.1	32.4	21.6	7.6	3.2	3.89
My academic advisor(s) help me determine my academic interests and strengths.	2016	349	31.0	32.2	20.9	10.3	5.5	3.73
	2011	184	30.4	29.3	27.7	8.7	3.8	3.74
My academic advisor(s) attempt to understand my academic interests and needs.	2016	349	36.1	35.7	17.0	5.4	5.8	3.91
	2011	186	31.2	37.6	23.1	4.8	3.2	3.89
I feel confident in the information and advice I receive from my academic advisor(s).	2016	350	35.2	39.3	15.4	4.1	6.0	3.94
	2011	186	34.9	34.9	22.0	3.8	4.3	3.92
I have been able to obtain an advising appointment within one week of making a request.	2016	337	42.4	39.6	12.9	3.8	1.4	4.18
	2011	169	45.0	29.0	20.7	3.6	1.8	4.12
I have received advising assistance via email, phone, and/or website. When I have not been able to schedule an appointment with an advisor, I have received advising assistance via e-mail, telephone, and/or website.	2016	345	41.2	39.3	10.3	5.4	3.9	4.09
	2011	163	41.1	35.0	18.4	2.5	3.1	4.09
I am usually able to accomplish/resolve my questions during an academic advising appointment.	2016	345	37.6	40.8	15.8	2.8	3.1	4.07
	2011	175	37.7	36.6	19.4	4.6	1.7	4.04

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded

APPENDIX C. ACADEMIC ADVISING, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	N/A	Heterosexual = 249-258 LGBQA+ = 49-51	N/A
My academic advisor(s) help me develop an academic plan.	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
My academic advisor(s) help me determine my academic interests and strengths.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.40) < Heterosexual (3.77) *	<i>ns</i>
My academic advisor(s) attempt to understand my academic interests and needs.	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
I feel confident in the information and advice I receive from my academic advisor(s).	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
I have been able to obtain an advising appointment within one week of making a request.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.92) < Heterosexual (4.24)*	<i>ns</i>
I have received advising assistance via email, phone, and/or website.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
I am usually able to accomplish/resolve my questions during an academic advising appointment.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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APPENDIX C. ACADEMIC ADVISING, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	N/A	N/A	NV = 100-101 V = 6-8	N/A
My academic advisor(s) help me develop an academic plan.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
My academic advisor(s) help me determine my academic interests and strengths.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
My academic advisor(s) attempt to understand my academic interests and needs.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<b>V (3.13) &lt; NV (4.06)*</b>	<i>ns</i>
I feel confident in the information and advice I receive from my academic advisor(s).	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
I have been able to obtain an advising appointment within one week of making a request.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
I have received advising assistance via email, phone, and/or website.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
I am usually able to accomplish/resolve my questions during an academic advising appointment.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\* p < .001

APPENDIX D. STUDENT ENGAGEMENT

CIVIC ENGAGEMENT

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	<i>n</i>	Valid Percent (YES)
Voted in federal/state elections	2016	439	49.2
Voted in student government elections	2016	439	38.6
Held a campus leadership position (student government, residence hall government, club president)	2016	439	24.8

APPENDIX D. CIVIC ENGAGEMENT, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	API = 57-58 AA = 6 Lat = 49-50 Multi = 13-14 Nat = 3 Whi = 191	Heterosexual = 268-269 LGBQA+ = 54-55	N/A
Voted in federal/state elections	<i>ns</i>	<b>API 17.5%</b> <b>Nat 33.3%</b> <b>Multi 46.2%</b> <b>AA 50.0%</b> <b>Lat 50.0%</b> <b>Whi 62.8%</b>	<i>Ns</i>	<i>ns</i>
Voted in student government elections	<i>ns</i>	<i>ns</i>	Heterosexual 36.4% LGBQA+ 50.9%	<i>ns</i>
Held a campus leadership position (student government, residence hall government, club president)	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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APPENDIX D. CIVIC ENGAGEMENT, CONT.

Table 3. Differences by Student Characteristics

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 198-199 R = 241	N/A	NV = 102-103 V = 7-8	Dom = 38 Int = 72
Voted in federal/state elections	N/A	<b>NR 28.3%</b> <b>R 66.4%</b>	<i>ns</i>	NV 24.3% V 71.4%	<b><i>Int 5.6%</i></b> <b><i>Dom 68.4%</i></b>
Voted in student government elections	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Held a campus leadership position (student government, residence hall government, club president)	N/A	NR 17.2% R 31.1%	<i>ns</i>	<i>ns</i>	Int 13.9% Dom 31.6%

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**CO-CURRICULAR ENGAGEMENT**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	<i>n</i>	Valid Percent (YES)
Lived in a living-learning community	2016	439	5.1
Assisted faculty with research projects	2016	439	52.3
Studied abroad (outside of U.S.)	2016	439	9.8
Participated in service learning	2016	439	18.1
Engaged in career exploration and preparation	2016	439	46.9





Table 2. Differences by Demographic Subgroups

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	API = 57-58 AA = 6 Lat = 49-50 Multi = 13-14 Nat = 3 Whi = 191	N/A	N/A
Lived in a living-learning community	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Assisted faculty with research projects	<i>ns</i>	AA 0% Lat 46.0% API 47.4% Multi 50.0% Whi 61.3%	<i>ns</i>	<i>ns</i>
Studied abroad (outside of U.S.)	<i>ns</i>	API 1.7% Whi 9.4% Multi 15.4% Lat 16.0% AA 33.3%	<i>ns</i>	<i>ns</i>
Participated in service learning	<i>ns</i>	API = 5.3% Whi = 19.4% Lat = 20.0% Multi = 21.4% AA = 33.3%	<i>ns</i>	<i>ns</i>
Engaged in career exploration and preparation	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

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APPENDIX D. CO-CURRICULAR ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 198-199 R = 240-241	N/A	NV = 102-103 V = 7-8	Dom = 38-39 Int = 71-72
Lived in a living-learning community	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Assisted faculty with research projects	N/A	<i>ns</i>	<i>ns</i>	V 12.5% NV 55.3%	<i>ns</i>
Studied abroad (outside of U.S.)	N/A	NR 5.6% R 13.3%	<i>ns</i>	<i>ns</i>	Int 2.8% Dom 15.8%
Participated in service learning	N/A	NR 9.1% R 25.4%	<i>ns</i>	<i>ns</i>	<i>ns</i>
Engaged in career exploration and preparation	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	Int 33.8% Dom 55.3%

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**SOCIAL ENGAGEMENT**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	<i>n</i>	Valid Percent (YES)
Became involved in at least one club/organization on campus	2016	439	58.6
	2011	204	52.0
Attended campus events or activities	2016	439	77.3
	2011	204	75.0
Attended music or theater performances on campus	2016	439	44.9
	2011	204	52.9
Participated in intramurals/athletic-related sports clubs	2016	439	17.5
	2011	204	23.5
Attended religious services or activities	2016	439	17.6
	2011	204	25.0
Member of a social fraternity or sorority ( <i>N</i> = 329)	2016	116	12.7
Do you belong to a sorority or fraternity?	2011	204	2.5
Talked to high school students about college	2016	439	28.2

NOTE: 2011 survey items not statistically comparable with 2016 due to differences in measures or slight differences in survey questions.



## APPENDIX D. SOCIAL ENGAGEMENT, CONT.

Table 2. Differences by Demographic Subgroups

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 69-146 F = 43-168 Trans+ = 3-14	API = 49-58 AA = 2-6 Lat = 17-50 Multi = 4-14 Nat = 0-3 Whi = 39-191	N/A	D = 7-22 ND = 108-304
Became involved in at least one club/organization on campus	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Attended campus events or activities	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Attended music or theater performances on campus	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Participated in intramurals/athletic-related sports clubs	Trans+ 0% F 16.1% M 26.0%	<i>ns</i>	<i>ns</i>	<i>ns</i>
Attended religious services or activities	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Member of a social fraternity or sorority	<b>M 4.3%</b> <b>F 23.3%</b> <b>Trans+ 66.7%</b>	<b>AA 0%</b> <b>API 2.0%</b> <b>Lat 5.9%</b> <b>Multi 25.0%</b> <b>Whi 28.2%</b>	<i>ns</i>	D 11.1% ND 42.9%
Talked to high school students about college	<i>ns</i>	AA 0% API 7.0% Multi 23.1% Lat 24.5% Whi 29.8% Nat 66.7%	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

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APPENDIX D. SOCIAL ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 77-199 R = 38-241	PT = 23-106 FT = 93-333	N/A	Dom = 38-41 Int = 72-75
Became involved in at least one club/organization on campus	N/A	NR 46.7% R 68.5%	PT 44.3% FT 63.4%	<i>ns</i>	Int 51.4% Dom 71.1%
Attended campus events or activities	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Attended music or theater performances on campus	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Participated in intramurals/athletic-related sports clubs	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Attended religious services or activities	N/A	NR 13.1% R 21.2%	<i>ns</i>	<i>ns</i>	<i>ns</i>
Member of a social fraternity or sorority	N/A	<b>NR 2.6%</b> <b>R 31.6%</b>	<i>ns</i>	<i>ns</i>	<b>Int 0%</b> <b>Dom 36.6%</b>
Talked to high school students about college	N/A	NR 19.2% R 35.4%	<i>ns</i>	<i>ns</i>	<b>Int 5.6%</b> <b>Dom 34.2%</b>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**DIVERSITY ENGAGEMENT**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	<i>n</i>	Valid Percent
Lived in a culturally-themed residence hall/floor	2016	439	2.6
Joined an LGBTQ+ organization	2016	439	8.7
Became involved with at least one or more Cultural/Resource Center *	2016	439	15.4
Joined an Asian, Black, Latino, or Native American sorority or fraternity	2016	439	2.9
Joined an organization promoting cultural diversity	2016	439	17.8
Joined an organization reflecting my own cultural heritage	2016	439	9.5
Joined a population-specific organization ( <i>N</i> = 1,877)**	2011	204	26.5

\* e.g., African American Student Affairs, Asian Pacific American Student Affairs, Guerrero Student Center, LGBTQ Affairs, Native American Student Affairs, Veterans Education and Transition Services, Women’s Resource Center

\*\*Survey item not statistically comparable with 2016 due to differences in measures or slight differences in survey questions.



APPENDIX D. DIVERSITY ENGAGEMENT, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 145-146 F = 167-168 Trans+ = 13-14	API = 57-58 AA = 6 Lat = 49-50 Multi = 13-14 Nat = 3 Whi = 191	Heterosexual = 268-269 LGBQA+ = 55	N/A
Lived in a culturally-themed residence hall/floor	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Joined an LGBTQ+ organization	<b>M 5.5%</b> <b>F 7.7%</b> <b>Trans+ 61.5%</b>	<i>ns</i>	<b>Heterosexual 2.2%</b> <b>LGBQA+ 40.0%</b>	<i>ns</i>
Became involved with at least one or more Cultural/Resource Center	<b>M 9.7%</b> <b>F 14.3%</b> <b>Trans+ 71.4%</b>	API 7.0% Whi 11.5% Lat 20.4% Nat 66.7% Multi 35.7% AA 50.0%	Heterosexual 10.4% LGBQA+ 36.4%	<i>ns</i>
Joined an Asian, Black, Latino, or Native American sorority or fraternity	<i>ns</i>	AA 0% Whi 0% Nat 0% API 6.9% Multi 7.1% Lat 12%	<i>ns</i>	<i>ns</i>
Joined an organization promoting cultural diversity	<i>ns</i>	AA 0% Whi 14.7% API 15.8% Multi 15.4% Nat 66.7% Lat 34.0%	Heterosexual 15.7% LGBQA+ 34.5%	<i>ns</i>
Joined an organization reflecting my own cultural heritage	<i>ns</i>	AA 0% Whi 1.6% API 14.0% Multi 21.4% Lat 30.6% Nat 100%	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001



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APPENDIX D. DIVERSITY ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 198-199 R = 240-241	N/A	N/A	N/A
Lived in a culturally-themed residence hall/floor	N/A	NR 5.6% R 0%	<i>ns</i>	<i>ns</i>	<i>ns</i>
Joined an LGBTQ+ organization	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Became involved with at least one or more Cultural/Resource Center	N/A	NR 10.1% R 19.5%	<i>ns</i>	<i>ns</i>	<i>ns</i>
Joined an Asian, Black, Latino, or Native American sorority or fraternity	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Joined an organization promoting cultural diversity	N/A	NR 12.1% R 22.4%	<i>ns</i>	<i>ns</i>	<i>ns</i>
Joined an organization reflecting my own cultural heritage	N/A	NR 5.6% R 12.9%	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**APPENDIX E. CLIMATE FOR DIVERSITY**

**GENERAL CLIMATE FOR DIVERSITY**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
UA fosters a climate that values diversity.	2016	331	26.4	43.3	17.4	10.3	2.6	3.81
	2011	203	26.1	46.8	18.7	5.9	2.5	3.88
UA has programs and services that reflect a commitment to multiculturalism and diversity.	2016	331	29.3	47.3	17.9	4.1	1.5	3.99
	2011	190	26.8	49.5	20.0	1.6	2.1	3.97
UA has policies that reflect a commitment to multiculturalism and diversity.	2016	330	26.2	46.6	17.8	7.2	2.2	3.87
	2011	186	26.9	46.8	19.4	4.8	2.2	3.91
UA strives for diversity among its student body.	2016	330	24.6	41.9	22.3	8.1	3.0	3.77
	2011	191	24.1	50.3	17.8	6.8	1.0	3.90
UA strives for diversity among its faculty/staff.	2016	328	23.5	35.6	22.8	12.6	5.5	3.59
	2011	193	14.5	53.4	20.7	5.7	5.7	3.65
Students with a disability or physical, sensory, cognitive, or emotional impairment are respected on this campus.	2016	345	27.4	37.1	29.8	4.0	1.8	3.84
UA ensures accessible campus experiences for D students.	2016	330	28.3	42.1	24.8	3.4	1.4	3.93
Embraces diversity (5): Intolerant of diversity (1)	2016	345	28.3	33.0	24.1	12.0	2.7	3.72

\* Valid percent reflects only those who responded to survey item; “No opinion/I don’t know/Does not apply” responses are excluded

APPENDIX E. GENERAL CLIMATE FOR DIVERSITY, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 147-151 F = 165-168 Trans+ = 13	API = 58-61 AA = 6 Lat = 47-49 Multi = 14-15 Nat = 4 Whi = 189-193	Heterosexual = 267-270 LGBQA+ = 55	D = 21-22 ND = 304-311
UA fosters a climate that values diversity.	<i>ns</i>	API (4.28) > <b>Whi (3.72)***</b>	<b>LGBQA+ (3.31) &lt;</b> <b>Heterosexual (3.90)**</b>	<b>D (3.19) &lt;</b> <b>ND (3.85)*</b>
UA has programs and services that reflect a commitment to multiculturalism and diversity.	<i>ns</i>	<i>ns</i>	LGBQA+ (3.65) < Heterosexual (4.05)**	<i>ns</i>
UA has policies that reflect a commitment to multiculturalism and diversity.	F (3.76) < M (4.03)*	<i>ns</i>	<b>LGBQA+ (3.34) &lt;</b> <b>Heterosexual (3.98)***</b>	<b>D (3.34) &lt;</b> <b>ND (3.91)*</b>
UA strives for diversity among its student body.	M (3.96) > F (3.65)* <b>Trans+ (3.14)*</b>	API (4.15) > <b>Lat (3.53)*</b> Whi (3.73)*	<b>LGBQA+ (3.22) &lt;</b> <b>Heterosexual (3.88)***</b>	<b>D (3.09) &lt;</b> <b>ND (3.81)**</b>
UA strives for diversity among its faculty/staff.	M (3.81) > F (3.45)* <b>Trans+ (2.87)*</b>	API (4.00) > <b>AA (2.93)*</b> <b>Lat (3.22)**</b>	<b>LGBQA+ (2.78) &lt;</b> <b>Heterosexual (3.75)***</b>	<i>ns</i>
Students with a disability or physical, sensory, cognitive, or emotional impairment are respected on this campus.	F (3.75) < M (3.99)*	API (4.14) > Whi (3.80)*	<b>LGBQA+ (3.41) &lt;</b> <b>Heterosexual (3.92)**</b>	<b>D (3.15) &lt;</b> <b>ND (3.88)*</b>
UA ensures accessible campus experiences for D students.	M (4.11) > F (3.80)** Trans+ (3.36)*	API (4.32) > <b>Lat (3.81)*</b> <b>Whi (3.85)**</b>	<b>LGBQA+ (3.50) &lt;</b> <b>Heterosexual (4.01)**</b>	<i>ns</i>
Embraces diversity (5): Intolerant of diversity (1)	<i>ns</i>	API (4.21) > <b>AA (2.62)**</b> <b>Lat (3.40)**</b> <b>Whi (3.70)**</b>	<b>LGBQA+ (3.06) &lt;</b> <b>Heterosexual (3.85)***</b>	<b>D (3.20) &lt;</b> <b>ND (3.74)*</b>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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APPENDIX E. GENERAL CLIMATE FOR DIVERSITY, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	N/A	PT = 77-83 FT = 250-263	N/A	Dom = 39-40 Int = 72-75
UA fosters a climate that values diversity.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
UA has programs and services that reflect a commitment to multiculturalism and diversity.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
UA has policies that reflect a commitment to multiculturalism and diversity.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
UA strives for diversity among its student body.	<i>ns</i>	<i>ns</i>	PT (3.55) < FT (3.84)*	<i>ns</i>	<i>ns</i>
UA strives for diversity among its faculty/staff.	<i>ns</i>	<i>ns</i>	PT (3.25) < FT (3.70)**	<i>ns</i>	<i>ns</i>
Students with a disability or physical, sensory, cognitive, or emotional impairment are respected on this campus.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
UA ensures accessible campus experiences for D students.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Embraces diversity (5): Intolerant of diversity (1)	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	Int (4.07) > Dom (3.51)*

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**ACADEMIC CLIMATE FOR DIVERSITY**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
Faculty are sensitive to the needs of diverse students.	2016	376	27.8	38.7	23.0	5.8	4.7	3.79
	2011	204	14.2	40.2	35.8	9.8	0	3.59
Faculty understand their responsibilities relative to disability-related accommodation	2016	334	29.4	36.0	28.3	4.5	1.7	3.87
<i>Heard FACULTY express negative/stereotypical views about:</i>			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>		
Race/Ethnicity	2016	334	1.2	3.5	14.9	80.5		1.25
Gender	2016	334	1.6	3.1	14.2	81.1		1.25
Sexual orientation	2016	334	1.4	2.6	9.9	86.1		1.19
Political affiliation, opinions, or beliefs	2016	334	1.5	7.1	27.4	64.0		1.46
Religion	2016	334	1.7	3.1	14.5	80.7		1.26
Social class/economic background	2016	334	1.4	2.6	12.8	83.1		1.22
Immigration/Immigrants	2016	332	1.4	1.9	9.4	87.3		1.17
Physical disabilities	2016	333	1.4	1.4	6.3	91.0		1.13
Cognitive, sensory, or emotional impairment	2016	332	1.0	2.8	9.0	87.1		1.18

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded

APPENDIX E. ACADEMIC CLIMATE FOR DIVERSITY, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 152-153 F = 165-170 Trans+ = 11-13	API = 60-61 AA = 6 Lat = 48-50 Multi = 14-15 Nat = 4 Whi = 189-194	Heterosexual = 270-276 LGBQA+ = 53-55	N/A
Faculty are sensitive to the needs of diverse students.	<i>ns</i>	AA (2.45) < <b>API (3.98)*</b>	<b>LGBQA+ (3.20) &lt; Heterosexual (3.90)***</b>	<i>ns</i>
Faculty understand their responsibilities relative to disability-related accommodation	<i>ns</i>	API (4.22) > Whi (3.82)**	<b>LGBQA+ (3.46) &lt; Heterosexual (3.94)***</b>	<i>ns</i>
<i>Heard FACULTY express negative/stereotypical views about:</i>				
Race/Ethnicity	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Gender	<i>ns</i>	<i>ns</i>	LGBQA+ (1.42) > Heterosexual (1.21)*	<i>ns</i>
Sexual orientation	Trans+ (1.58) > <b>M (1.18)*</b> <b>F (1.18)*</b>	<i>ns</i>	LGBQA+ (1.35) > Heterosexual (1.16)*	<i>ns</i>
Political affiliation, opinions, or beliefs	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Religion	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Social class/economic background	<i>ns</i>	<i>ns</i>	LGBQA+ (1.38) > Heterosexual (1.19)*	<i>ns</i>
Immigration/Immigrants	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Physical disabilities	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Cognitive, sensory, or emotional impairment	<i>ns</i>	<i>ns</i>	LGBQA+ (1.34) > Heterosexual (1.15)*	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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APPENDIX E. ACADEMIC CLIMATE FOR DIVERSITY, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	2011 = 204 2016 = 376	N/A	PT = 79-92 FT = 254-284	NV = 104-106 V = 9	N/A
Faculty are sensitive to the needs of diverse students.	2016 (3.79) > 2011 (3.59)*	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Faculty understand their responsibilities relative to disability-related accommodation	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
<i>Heard FACULTY express negative/stereotypical views about:</i>					
Race/Ethnicity	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Gender	N/A	<i>ns</i>	<i>ns</i>	V (1.00) < NV (1.29)***	<i>ns</i>
Sexual orientation	N/A	<i>ns</i>	<i>ns</i>	V (1.00) < NV (1.25)**	<i>ns</i>
Political affiliation, opinions, or beliefs	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Religion	N/A	<i>ns</i>	FT (1.29) < PT (1.16)*	<i>ns</i>	<i>ns</i>
Social class/economic background	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Immigration/Immigrants	N/A	<i>ns</i>	<i>ns</i>	V (1.00) < NV (1.25)***	<i>ns</i>
Physical disabilities	N/A	<i>ns</i>	<i>ns</i>	V (1.00) < NV (1.24)**	<i>ns</i>
Cognitive, sensory, or emotional impairment	N/A	<i>ns</i>	<i>ns</i>	V (1.00) < NV (1.23)***	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**PEER CLIMATE FOR DIVERSITY**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*				Average Score
			Always 4	Often 3	Sometimes 2	Never 1	
Felt pressure from members of my own racial/ethnic group to not socialize with other racial/ethnic groups	2016	347	4.6	6.6	12.9	75.9	1.40
<i>Heard STUDENTS express negative/stereotypical views about:</i>							
Race/Ethnicity	2016	332	2.9	13.6	35.7	47.8	1.72
Gender	2016	332	3.4	13.2	30.0	53.4	1.67
Sexual orientation	2016	332	2.8	14.0	25.8	57.4	1.62
Political affiliation, opinions, or beliefs	2016	330	6.0	20.0	34.2	39.8	1.92
Religion	2016	332	5.1	14.4	27.9	52.6	1.72
Social class/economic background	2016	332	4.6	10.5	24.6	60.3	1.59
Immigration/Immigrants	2016	332	4.5	11.8	25.1	58.6	1.62
Physical disabilities	2016	328	2.6	6.6	15.4	75.4	1.36
Cognitive, sensory, or emotional impairment	2016	332	2.2	9.9	14.3	73.6	1.41

\* Valid percent reflects only those who responded to survey item; “No opinion/I don’t know/Does not apply” responses are excluded



APPENDIX E. PEER CLIMATE FOR DIVERSITY, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 148-153 F = 165-168 Trans+ = 13	API = 57-61 AA = 4-6 Lat = 48-49 Multi = 14-15 Nat = 4 Whi = 191-194	Heterosexual = 267-273 LGBQA+ = 54-55	D = 22 ND = 303-311
Felt pressure from members of my own racial/ethnic group to not socialize with other racial/ethnic groups	<i>Ns</i>	Whi (1.20) < <b>API (1.87)***</b> <b>Lat (1.60)*</b>	<i>ns</i>	D (1.12) < ND (1.41)**
<i>Heard STUDENTS express negative/stereotypical views about:</i>				
Race/Ethnicity	Trans+ (2.56) > <b>M (1.72)*</b> <b>F(1.66)**</b>	<i>ns</i>	<b>LGBQA (2.15) &gt;</b> <b>Heterosexual (1.63)***</b>	<i>ns</i>
Gender	Trans+ (2.56) > <b>M (1.64)***</b> <b>F(1.63)***</b>	<i>ns</i>	<b>LGBQA (2.19) &gt;</b> <b>Heterosexual (1.56)***</b>	<i>ns</i>
Sexual orientation	Trans+ (2.43) > <b>M (1.65)**</b> <b>F(1.55)**</b>	<i>ns</i>	<b>LGBQA (2.20) &gt;</b> <b>Heterosexual (1.51)***</b>	<i>ns</i>
Political affiliation, opinions, or beliefs	Trans+ (2.82) > <b>M (1.96)**</b> <b>F(1.82)***</b>	<i>ns</i>	LGBQA (2.21) > Heterosexual (1.86)**	<i>ns</i>
Religion	Trans+ (2.68) > <b>M (1.73)*</b> <b>F(1.63)*</b>	<i>ns</i>	LGBQA (2.02) > Heterosexual (1.52)*	<i>ns</i>
Social class/economic background	Trans+ (2.25) > <b>M (1.63)*</b> <b>F(1.52)**</b>	<i>ns</i>	<b>LGBQA (1.98) &gt;</b> <b>Heterosexual (1.52)**</b>	<i>ns</i>
Immigration/Immigrants	Trans+ (2.50) > <b>M (1.61)**</b> <b>F(1.58)**</b>	Lat (2.08) > <b>Whi (1.50)***</b> <b>API (1.49)**</b>	<b>LGBQA (2.13) &gt;</b> <b>Heterosexual (1.53)***</b>	<i>ns</i>
Physical disabilities	Trans+ (2.06) > <b>M (1.36)**</b> <b>F(1.32)**</b>	<i>ns</i>	<b>LGBQA (1.67) &gt;</b> <b>Heterosexual (1.33)**</b>	<i>ns</i>
Cognitive, sensory, or emotional impairment	Trans+ (2.30) > <b>M (1.39)***</b> <b>F(1.36)***</b>	<i>ns</i>	<b>LGBQA (1.84) &gt;</b> <b>Heterosexual (1.33)**</b>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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APPENDIX E. PEER CLIMATE FOR DIVERSITY, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR =149-163 R = 178-184	N/A	NV = 102-105 V = 9	Dom = 39-40 Int = 72-75
Felt pressure from members of my own racial/ethnic group to not socialize with other racial/ethnic groups	N/A	R (1.31) < NR (1.50)*	<i>ns</i>	<i>ns</i>	Int (1.84) > Dom (1.39)*
<i>Heard STUDENTS express negative/stereotypical views about:</i>					
Race/Ethnicity	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	Int (1.60) < Dom (1.97)*
Gender	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Sexual orientation	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	Int (1.48) < Dom (1.90)*
Political affiliation, opinions, or beliefs	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<b>Int (1.68) &lt;</b> <b>Dom (2.30)**</b>
Religion	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Social class/economic background	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<b>Int (1.46) &lt;</b> <b>Dom (1.95)*</b>
Immigration/Immigrants	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<b>Int (1.51) &lt;</b> <b>Dom (1.99)**</b>
Physical disabilities	N/A	<i>ns</i>	<i>ns</i>	V (1.07) < NV (1.42)**	<i>ns</i>
Cognitive, sensory, or emotional impairment	N/A	<i>ns</i>	<i>ns</i>	V (1.07) < NV (1.43)**	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**INDIVIDUAL EXPERIENCES WITH DIVERSITY**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
I feel free to express my political beliefs on campus	2016	347	23.1	40.2	22.3	9.9	4.5	3.68
I feel free to express my religious beliefs on campus.	2016	347	22.1	31.6	34.3	8.7	3.3	3.60
Students of my race/ethnicity are respected on this campus.	2016	347	34.4	39.7	15.6	7.8	2.6	3.96
Students of my socio-economic status are respected on this campus.	2016	347	32.0	39.8	20.0	5.3	2.9	3.93
Students of my gender are respected on this campus.	2016	347	33.1	40.8	18.5	4.9	2.8	3.96
Students of my religious beliefs are respected on this campus.	2016	347	24.7	30.3	35.8	7.4	1.8	3.69
Students of my political beliefs are respected on this campus.	2016	347	25.2	39.7	26.0	5.7	3.4	3.77
Students of my sexual orientation are respected on this campus.	2016	347	37.1	38.6	19.3	3.2	1.9	4.06
Students of my immigration background are respected on this campus.	2016	346	35.1	32.7	27.1	3.0	2.1	3.96

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded



## APPENDIX E. INDIVIDUAL EXPERIENCES WITH DIVERSITY, CONT.

Table 2. Differences by Demographic Subgroups

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 153-153 F = 168 Trans+ = 13	API = 61 AA = 6 Lat = 49 Multi = 15 Nat = 3-4 Whi = 193	Heterosexual = 273 LGBQA+ = 55	N/A
I feel free to express my political beliefs on campus	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
I feel free to express my religious beliefs on campus.	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
Students of my race/ethnicity are respected on this campus.	<i>ns</i>	Lat (3.41) < <b>API (4.09)*</b> <b>Whi (4.17)**</b> AA (2.73) < <b>API (4.09)*</b> <b>Whi (4.17)*</b>	<i>ns</i>	<i>ns</i>
Students of my socio-economic status are respected on this campus.	<i>ns</i>	Lat (3.38) < <b>API (4.20)**</b> <b>Whi (4.07)*</b>	<i>ns</i>	<i>ns</i>
Students of my gender are respected on this campus.	M (4.27) > <b>F (3.74)***</b> <b>Trans+ (3.41)**</b>	Lat (3.66) < <b>API (4.33)**</b>	<b>LGBQA+ (3.46) &lt;</b> <b>Heterosexual (4.07)**</b>	<i>ns</i>
Students of my religious beliefs are respected on this campus.	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
Students of my political beliefs are respected on this campus.	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
Students of my sexual orientation are respected on this campus.	Trans+ (3.18) < <b>M</b> <b>(4.15)***</b> <b>F (4.06)**</b>	<i>ns</i>	<b>LGBQA+ (3.21) &lt;</b> <b>Heterosexual (4.23)***</b>	<i>ns</i>
Students of my immigration background are respected on this campus.	<i>ns</i>	AA (2.93) < <b>API (4.00)*</b> <b>Whi (4.11)*</b>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

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*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 162 R = 184-185	PT = 83 FT = 262-263	NV = 105 V = 9	Dom = 39 Int = 75
I feel free to express my political beliefs on campus	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
I feel free to express my religious beliefs on campus.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Students of my race/ethnicity are respected on this campus.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Students of my socio-economic status are respected on this campus.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Students of my gender are respected on this campus.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	Int (4.36) < Dom (3.92)*
Students of my religious beliefs are respected on this campus.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Students of my political beliefs are respected on this campus.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Students of my sexual orientation are respected on this campus.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Students of my immigration background are respected on this campus.	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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APPENDIX F. DIVERSITY ENGAGEMENT

DIVERSITY BACKGROUND

Table 1. Item Values, Frequencies, and Means

Table 1. Item Values, Frequencies, and Means

Survey Item	Survey Year	n	Valid Percent*					Average Score
			All or nearly all POC (5)	Mostly POC (4)	Half white and half POC (3)	Mostly white (2)	All or nearly all white (1)	
<i>How would you describe the racial/ethnic composition of the following? †</i>								
Neighborhood where you grew up	2016	330	15.8	11.2	14.2	29.8	29.0	2.55
High school from which you graduated	2016	328	14.5	11.9	15.5	37.2	20.9	2.62

NOTE: POC = People of color

\* Valid percent reflects only those who responded to survey item

† Survey item included the definition: People of color includes African Americans/Blacks, Hispanics, Asian, Asian Americans/Pacific Islander, and Native American/Alaska Native



APPENDIX F. DIVERSITY BACKGROUND, CONT.

Table 2. Differences by Demographic Subgroups

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	API = 59-60 AA = 6 Lat = 49 Multi = 13 Nat = 3-4 Whi = 193	N/A	N/A
<i>How would you describe the racial/ethnic composition of the following? †</i>				
Neighborhood where you grew up	<i>ns</i>	Whi (1.82) < <b>API (4.05)***</b> <b>AA (4.69)**</b> <b>Lat (3.19)***</b> Multi (2.53) < <b>API (4.05)**</b> <b>AA(4.69)*</b>	<i>ns</i>	<i>ns</i>
High school from which you graduated	<i>ns</i>	API (4.07) > <b>Lat (3.04)**</b> <b>Whi (1.99)***</b> <b>Multi (2.45)**</b> Whi(1.99) < <b>API (4.07)</b> <b>AA (4.34)*</b> <b>Lat (3.04)***</b>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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† Survey item included the definition: People of color includes African Americans/Blacks, Hispanics, Asian, Asian Americans/Pacific Islander, and Native American/Alaska Native



APPENDIX F. DIVERSITY BACKGROUND, CONT.

Table 3. Differences by Student Characteristics

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 145-146 R = 183-184	N/A	N/A	Dom = 40 Int = 67-68
<i>How would you describe the racial/ethnic composition of the following? †</i>					
Neighborhood where you grew up	N/A	NR (2.79) > R (2.36)**	<i>ns</i>	<i>ns</i>	<b><i>Int (3.83) &gt;</i></b> <b><i>Dom (2.17)***</i></b>
High school from which you graduated	N/A	NR (2.93) > R (2.37)***	<i>ns</i>	<i>ns</i>	<b><i>Int (3.85) &gt;</i></b> <b><i>Dom (2.25)***</i></b>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.

† Survey item included the definition: People of color includes African Americans/Blacks, Hispanics, Asian, Asian Americans/Pacific Islander, and Native American/Alaska Native



**ACADEMIC DIVERSITY ENGAGEMENT**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*					Average Score
			7 or more courses (4)	5 – 6 Courses (3)	3 – 4 courses (2)	1 – 2 Courses (1)	None (0)	
<i>In the past year, how many of your courses included the following?</i>								
Materials/readings addressing gender issues	2016	365	8.8	9.4	10.8	28.4	42.6	1.13
Materials/readings addressing race/ethnicity issues	2016	366	10.8	9.8	15.6	28.7	35.0	1.33
Materials/readings related to gender identity	2016	366	6.6	6.3	8.0	26.5	52.6	.88
Materials/readings related to sexual orientation	2016	363	7.0	4.6	8.2	23.3	56.9	.81
Faculty who created opportunities for class discussions/ interactions with other students	2016	367	26.5	15.3	20.1	24.3	13.8	2.16
An experience to serve communities in need (e.g., service learning)	2016	366	9.1	5.1	6.5	25.7	53.6	.90
Opportunities for intensive dialogue between students of different backgrounds and beliefs	2016	366	14.5	10.8	12.8	24.3	37.5	1.41
Instructors from diverse racial/ethnic backgrounds	2016	366	10.9	10.8	15.1	31.0	32.2	1.37
Took a course devoted to diversity issues.	2016	439	<b>YES = 31.9%</b>					

\* Valid percent reflects only those who responded to survey item; “No opinion/I don’t know/Does not apply” responses are excluded

APPENDIX F. ACADEMIC DIVERSITY ENGAGEMENT, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 146-149 F = 165-168 Trans+ = 13	API = 58-59 AA = 6 Lat = 45-50 Multi = 13-15 Nat = 3-4 Whi = 191-194	Heterosexual = 268-273 LGBQA+ = 52-55	D = 20-22 ND = 303-308
<i>In the past year, how many of your courses included the following?</i>				
Materials/readings addressing gender issues	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
Materials/readings addressing race/ethnicity issues	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
Materials/readings related to gender identity	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Materials/readings related to sexual orientation	<i>ns</i>	<i>ns</i>	LGBQA+ (1.06) > Heterosexual (0.69)*	<i>ns</i>
Faculty who created opportunities for class discussions/ interactions with other students	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
An experience to serve communities in need (e.g., service learning)	<i>ns</i>	<i>ns</i>	<i>Ns</i>	D (0.36) < ND (0.89)**
Opportunities for intensive dialogue between students of different backgrounds and beliefs	<i>ns</i>	<i>ns</i>	<i>Ns</i>	<i>ns</i>
Instructors from diverse racial/ethnic backgrounds	<i>ns</i>	AA (0.0) < <b>API (1.65)***</b> <b>Lat (1.26)***</b> <b>Whi (1.28)***</b> <b>Multi (1.28)*</b>	LGBQA+ (.89) < Heterosexual (1.40)**	<i>ns</i>
Took a course devoted to diversity issues. (YES)	M 18.5% F 36.9% Trans+ 61.5%	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.

APPENDIX F. ACADEMIC DIVERSITY ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 164-198 R = 199-240	PT = 88-106 FT = 276-333	NV = 100-103 V = 8	N/A
<i>In the past year, how many of your courses included the following?</i>					
Materials/readings addressing gender issues	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Materials/readings addressing race/ethnicity issues	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Materials/readings related to gender identity	N/A	<i>ns</i>	<i>ns</i>	<b>V (0.0) &lt; NV (0.83)**</b>	<i>ns</i>
Materials/readings related to sexual orientation	N/A	<i>ns</i>	<i>ns</i>	V (0.13) < NV (0.72)**	<i>ns</i>
Faculty who created opportunities for class discussions/ interactions with other students	N/A	<i>ns</i>	PT (1.74) < FT (2.30)**	<i>ns</i>	<i>ns</i>
An experience to serve communities in need (e.g., service learning)	N/A	NR (0.70) < R (1.07)**	<i>ns</i>	<b>V (0.20) &lt; NV (0.89)**</b>	<i>ns</i>
Opportunities for intensive dialogue between students of different backgrounds and beliefs	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Instructors from diverse racial/ethnic backgrounds	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Took a course devoted to diversity issues. (YES)	N/A	NR 24.7% R 37.9%	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**PERSONAL DIVERSITY ENGAGEMENT**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*				Average Score
			Always (4)	Often (3)	Sometimes (2)	Never (1)	
<i>Since coming to the UA, how often have you done the following?</i>							
Made an effort to educate others about social issues	2016	347	14.2	30.6	44.5	10.8	2.48
Felt challenged to think more broadly about an issue	2016	345	22.7	47.7	26.7	2.9	2.90
Made efforts to get to know individuals from diverse backgrounds	2016	344	26.4	42.6	28.3	2.7	2.93
Challenged others on their derogatory comments regarding forms of difference	2016	347	15.5	21.8	44.0	18.7	2.34
Engaged in discussions about diversity issues in class	2016	347	17.5	25.6	39.2	17.7	2.43
Lived with people from cultural backgrounds different than my own	2016	439	<b>YES = 29.5%</b>				

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded

APPENDIX F. PERSONAL DIVERSITY ENGAGEMENT, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 145-153 F = 168-169 Trans+ = 13	API = 58-61 AA = 6 Lat = 47-49 Multi = 13-15 Nat = 3-4 Whi = 191-194	Heterosexual = 268-274 LGBQA+ = 55	N/A
<i>Since coming to the UA, how often have you done the following?</i>				
Made an effort to educate others about social issues	Trans+ (3.08) > <b><i>M (2.38)*</i></b>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Felt challenged to think more broadly about an issue	<i>ns</i>	AA (2.02) < <b><i>Lat (3.03)*</i></b> <b><i>Whi (3.01)*</i></b>	<i>ns</i>	<i>ns</i>
Made efforts to get to know individuals from diverse backgrounds	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Challenged others on their derogatory comments regarding forms of difference	F (2.48) > <b><i>M (2.17)*</i></b>	<i>ns</i>	LGBQA+ (2.67) > <b><i>Heterosexual (2.29)**</i></b>	<i>ns</i>
Engaged in discussions about diversity issues in class	M (2.18) < <b><i>F (2.65)***</i></b> <b><i>Trans+ (2.88)*</i></b>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Lived with people from cultural backgrounds different than my own (YES)	<i>ns</i>	<i>ns</i>	Heterosexual 27.2% LGBQA+ 42.6%	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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APPENDIX F. PERSONAL DIVERSITY ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 160-198 R = 183-240	N/A	N/A	N/A
<i>Since coming to the UA, how often have you done the following?</i>					
Made an effort to educate others about social issues	N/A	NR (2.57) > R (2.38)*	<i>ns</i>	<i>ns</i>	<i>ns</i>
Felt challenged to think more broadly about an issue	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Made efforts to get to know individuals from diverse backgrounds	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Challenged others on their derogatory comments regarding forms of difference	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Engaged in discussions about diversity issues in class	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Lived with people from cultural backgrounds different than my own (YES)	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**DIVERSE INTERACTIONS**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent					Average Score
			Substantial interaction (4)	Some regular interaction (3)	Little interaction (2)	No interaction (1)	I'm not sure (0)	
<i>Since coming to the UA, how much interaction have you had with people from the following groups?</i>								
People of a race or ethnicity other than your own	2016	347	57.9	35.6	5.0	0.5	1.0	3.49
People from an economic background other than your own	2016	344	49.1	36.4	7.3	0.3	6.9	3.21
People with religious beliefs other than your own	2016	345	50.0	33.8	8.0	2.7	5.4	3.20
People with political views other than your own	2016	344	39.7	32.5	18.2	2.5	7.1	2.95
People of a gender identity other than your own	2016	347	42.1	31.1	14.1	3.3	9.4	2.93
People of a sexual orientation other than your own	2016	346	39.3	32.4	14.5	4.2	9.6	2.88
People with a disability or a physical, sensory, cognitive, or emotional impairment	2016	344	21.5	27.9	31.1	9.8	9.7	2.42



## APPENDIX F. DIVERSE INTERACTIONS, CONT.

Table 2. Differences by Demographic Subgroups

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 149-151 F = 168-170 Trans+ = 12-13	API = 60 AA = 6 Lat = 49 Multi = 15 Nat = 3-4 Whi = 192-195	Heterosexual = 271-273 LGBQA+ = 54-55	N/A
<i>Since coming to the UA, how much interaction have you had with people from the following groups?</i>				
People of a race or ethnicity other than your own	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
People from an economic background other than your own	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
People with religious beliefs other than your own	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
People with political views other than your own	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
People of a gender identity other than your own	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
People of a sexual orientation other than your own	<i>ns</i>	API (2.22) < <b>Whi (3.02)***</b> <b>Multi (3.25)*</b>	<b>LGBQA+ (3.50) &gt;</b> <b>Heterosexual (2.76)***</b>	<i>ns</i>
People with a disability or a physical, sensory, cognitive, or emotional impairment	M (2.21) < F (2.55)* <b>Trans+ (2.90)*</b>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

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APPENDIX F. DIVERSE INTERACTIONS, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 159-161 R = 184-186	N/A	NV = 104-105 V = 9	Dom = 39-40 Int = 74
<i>Since coming to the UA, how much interaction have you had with people from the following groups?</i>					
People of a race or ethnicity other than your own	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
People from an economic background other than your own	N/A	NR (3.04) < R (3.35)**	<i>ns</i>	<i>ns</i>	Int (3.00) < Dom (3.43)*
People with religious beliefs other than your own	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
People with political views other than your own	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	Int (2.76) < Dom (3.29)*
People of a gender identity other than your own	N/A	<i>ns</i>	<i>ns</i>	<b>V (1.18) &lt;</b> <b>NV (3.15)***</b>	<i>ns</i>
People of a sexual orientation other than your own	N/A	NR (2.66) < R (3.06)**	<i>ns</i>	<b>V (1.57) &lt;</b> <b>NV (2.66)*</b>	Int (2.34) < Dom (3.00)*
People with a disability or a physical, sensory, cognitive, or emotional impairment	N/A	NR (2.25) < R (2.56)*	<i>ns</i>	<i>ns</i>	Int (2.19) < Dom (2.80)*

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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APPENDIX G. ECONOMIC CLIMATE

EMPLOYMENT

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*		
			YES	NO	
Are you employed?	2016	339	74.1	25.9	
			<b>20+ hours</b>	<b>19 hours or less</b>	
[If employed] how many hours do you work for pay each week?	2016	250	72.3	27.7	
How many hours each week are you employed?	2011	174	86.2	13.8	
			<b>Off Campus</b>	<b>On Campus</b>	<b>Both</b>
[If employed] where is your employment located?	2016	250	27.6	65.6	6.8
Where do you currently work?	2011	174	29.9	62.6	7.5

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded



## APPENDIX G. EMPLOYMENT, CONT.

Table 2. Differences by Demographic Subgroups

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 120-153 F = 120-170 Trans+ = 7-14	API = 42-62 AA = 6 Lat = 35-49 Multi = 10-15 Nat = 2-4 Whi = 153-193	Heterosexual = 203-276 LGBQA+ = 39-56	D = 19-23 ND = 228-313
Are you employed? (YES)	Trans+ 50% F 71.2% M 79.1%	<i>ns</i>	<i>ns</i>	<i>ns</i>
[If employed] how many hours do you work for pay each week? (20+ hours)	<i>ns</i>	API 47.6% AA 100% Lat 86.1% Nat 100% Whi 73.9% Multi 70.0%	<i>ns</i>	D 95.0% ND 70.2%
[If employed] where is your employment located? (On Campus)	<i>ns</i>	AA 16.7% Nat 50.0% Lat 54.3% Multi 60.0% Whi 64.1% API 88.1%	LGBQA+ 63.1% Heterosexual 75.0%	D 42.1% ND 68.0%

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

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## APPENDIX G. EMPLOYMENT, CONT.

*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	2011 = 114-201 2016 = 250-339	NR = 113-154 R = 137-185	PT = 73-82 FT = 176-256	NV = 72-106 V = 9	Dom = 29-41 Int = 51-76
Are you employed? (YES)	2016 74.0% 2011 56.7%	<i>ns</i>	FT 69.5% PT 89.0%	<i>ns</i>	<i>ns</i>
[If employed] how many hours do you work for pay each week? (20+ Hours per week)	2016 72.4% 2011 45.6%	NR 63.7% R 78.8%	FT 67.0% PT 84.9%	<i>ns</i>	<b>Int 56.9%</b> <b>Dom 86.2%</b>
[If employed] where is your employment located? (On Campus)	2016 65.6% 2011 43.0%	<b>NR 13.3%</b> <b>R 39.4%</b>	<i>ns</i>	<b>V 11.1%</b> <b>NV 84.9%</b>	<b>Int 98.0%</b> <b>Dom 43.3</b>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

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**RESIDENCY DURING COLLEGE**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*				
			Res Hall	Fraternity or Sorority Housing	Off Campus (walking distance)	Off Campus (not walking distance)	No Stable Residence
Where do you currently live?	2016	339	3.3	0	30.0	66.1	0.7
			<b>On Campus</b>	<b>Off Campus</b>	<b>&lt; 2 miles from</b>	<b>2-5 miles from campus</b>	<b>&gt; 5 miles from campus</b>
Where do you currently live?***	2011	204	5.4	94.6			
How far do you live from campus?***	2011	193			26.9	33.7	39.4
			<b>YES</b>	<b>NO</b>			
You indicated you live off-campus. Do you live with family members?	2016	323	30.3	69.7			

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded

\*\* Items not statistically comparable with 2016 due to differences in measures or slight differences in survey questions.



APPENDIX G. RESIDENCY DURING COLLEGE, CONT.

Table 2. Differences by Demographic Subgroups

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 145-152 F = 162-171 Trans+ = 13	API = 55-61 AA = 6 Lat = 48-50 Multi = 13-14 Nat = 3-4 Whi = 186-195	Heterosexual = 267-276 LGBQA+ = 50-55	D = 22-23 ND = 297-313
Where do you currently live? (Off-campus within walking distance)	M 37.5% Trans+ 30.8% F 23.4%	Nat 0% AA 16.7% Whi 26.2% Lat 34.0% API 39.3% Multi 42.9%	Heterosexual 28.3% LGBQA+ 40.0%	<i>ns</i>
You indicated you live off-campus. Do you live with family members? (YES)	<i>ns</i>	<i>ns</i>	LGBQA+ 16.0% Heterosexual 33.0%	ND 28.3% D 47.8%

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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APPENDIX G. RESIDENCY DURING COLLEGE, CONT.

Table 3. Differences by Student Characteristics

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 142-154 R = 181-186	N/A	N/A	Dom = 40 Int = 68-75
Where do you currently live? (Off-campus within walking distance)	N/A	R 22.6% NR 39.0%	<i>ns</i>	<i>ns</i>	<b>Dom 20.0%</b> <b>Int 44.0%</b>
You indicated you live off-campus. Do you live with family members? (YES)	N/A	NR 21.1% R 37.6%	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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**ECONOMIC CLIMATE**

*Table 1. Item Values, Frequencies, and Means*

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	
My ability to attend/stay enrolled at the UA has been negatively affected because of a lack of money.	2016	314	12.9	17.6	25.1	28.9	15.5	2.83
In the past year, economic factors have substantially affected my ability to attend the University of Arizona.	2011	202	15.8	21.8	18.8	32.2	11.4	2.99
Economic factors have substantially affected my ability to take advantage of fee-based UA services that I needed and/or wanted <sup>†</sup>	2016	297	11.7	19.8	25.7	26.2	16.6	2.84
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>		
Felt overwhelmed by all I had to do (e.g., school, work, other commitments)	2016	345	27.6	36.1	33.1	3.2		2.88
Skipped meals or ate less because I didn't have enough money for food	2016	332	3.5	8.2	29.0	59.3		1.56
Ate unhealthy or nutritiously unbalanced meals because healthier options were too expensive or inaccessible.	2016	334	7.0	21.6	35.1	36.3		1.99
Experienced an unstable residence for financial reasons (e.g., moved frequently, evicted, thrown out, etc.)	2016	330	2.9	4.7	8.2	84.3		1.26

\* Valid percent reflects only those who responded to survey item; "No opinion/I don't know/Does not apply" responses are excluded

<sup>†</sup> e.g., Writing Center, THINK TANK, Blue Chip Leadership Programs, SALT Center.



APPENDIX G. ECONOMIC CLIMATE, CONT.

*Table 2. Differences by Demographic Subgroups*

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	N/A	API = 49-61 AA = 6 Lat = 48-49 Multi = 14 Nat = 4 Whi = 169-193	Heterosexual = 239-272 LGBQA+ = 52-55	N/A
My ability to attend/stay enrolled at the UA has been negatively affected because of a lack of money.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Economic factors have substantially affected my ability to take advantage of fee-based UA services that I needed and/or wanted <sup>†</sup>	<i>ns</i>	Lat (3.43) > <b>Whi (2.63)**</b>	<i>ns</i>	<i>ns</i>
Felt overwhelmed by all I had to do (e.g., school, work, other commitments)	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Skipped meals or ate less because I didn't have enough money for food	<i>ns</i>	<i>ns</i>	LGBQA+ (1.75) > Heterosexual (1.51)*	<i>ns</i>
Ate unhealthy or nutritiously unbalanced meals because healthier options were too expensive or inaccessible.	<i>ns</i>	<i>ns</i>	LGBQA+ (2.29) > Heterosexual (1.94)*	<i>ns</i>
Experienced an unstable residence for financial reasons (e.g., moved frequently, evicted, thrown out, etc.)	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p < .05, \*\* p < .01, \*\*\*p < .001

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*Table 3. Differences by Student Characteristics*

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	N/A	NR = 134-160 R = 164-185	N/A	NV = 88-105 V = 9	N/A
My ability to attend/stay enrolled at the UA has been negatively affected because of a lack of money.	<i>ns</i>	NR (2.67) < R (2.97)*	<i>ns</i>	<b>V (1.66) &lt;</b> <b>NV (2.86)**</b>	<i>ns</i>
Economic factors have substantially affected my ability to take advantage of fee-based UA services that I needed and/or wanted <sup>†</sup>	N/A	<i>ns</i>	<i>ns</i>	<b>V (1.80) &lt;</b> <b>NV (3.09)**</b>	<i>ns</i>
Felt overwhelmed by all I had to do (e.g., school, work, other commitments)	N/A	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Skipped meals or ate less because I didn't have enough money for food	N/A	<i>ns</i>	<i>ns</i>	<b>V (1.14) &lt;</b> <b>NV (1.60)**</b>	<i>ns</i>
Ate unhealthy or nutritiously unbalanced meals because healthier options were too expensive or inaccessible.	N/A	<i>ns</i>	<i>ns</i>	<b>V (1.14) &lt;</b> <b>NV (2.13)***</b>	<i>ns</i>
Experienced an unstable residence for financial reasons (e.g., moved frequently, evicted, thrown out, etc.)	N/A	<i>ns</i>	<i>ns</i>	V (1.00) < NV (1.34)***	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.



APPENDIX H. GRADUATE STUDENT SATISFACTION

Table 1. Item Values, Frequencies and Means

Survey Item	Survey Year	n	Valid Percent*					Average Score
			Very Satisfied 5	Satisfied 4	Neutral 3	Dissatisfied 2	Very Dissatisfied 1	
Opportunities to conduct research with faculty	2016	288	32.1	35.4	23.5	6.6	2.4	3.88
Academic tutoring	2016	189	16.8	46.5	29.6	3.8	3.3	3.70
	2011	81	22.2	33.2	16.2	1.5	0	3.74
Academic advising	2016	290	24.2	45.6	18.0	8.4	3.8	3.78
	2011	155	26.5	36.1	26.5	7.1	3.9	3.74
Career advising/Career services	2016	268	22.2	36.0	27.4	9.0	5.4	3.61
	2011	137	17.5	30.7	29.9	15.3	6.6	3.37
Professional development opportunities	2016	289	24.0	39.4	25.2	8.1	3.3	3.73
	2011	166	18.1	40.4	24.7	12.7	4.2	3.55
Affordable housing in the neighborhoods surrounding campus	2016	281	18.1	26.3	28.0	18.6	9.0	3.26
	2011	141	13.5	36.9	24.1	15.6	9.9	3.28
Graduate student orientation (sponsored by the Graduate and Professional Student Council, GPSC)	2016	295	20.9	35.7	30.0	9.5	3.9	3.60
	2011	127	20.5	37.0	27.6	7.9	7.1	3.56
My academic department's orientation	2016	311	24.1	39.5	20.3	11.4	4.6	3.67
	2011	176	26.7	42.0	18.2	8.5	4.5	3.78
International student orientation and registration programs, sponsored by the Office of International Admissions	2016	159	22.6	35.6	35.0	3.5	3.3	3.71
	2011	43	32.6	25.6	34.9	4.7	2.3	3.81
Please indicate your level of agreement with the following statement: In the past year, my graduate assistant/associate workload has increased.	2016	252	23.7	42.9	24.6	7.7	1.1	3.80



Table 2. Differences by Student Demographics

Survey Item	Gender	Race/Ethnicity	Sexual Orientation	Disability
<i>Item Group N Range</i>	M = 90-142 F = 65-157 Trans+ = 4-11	API = 49-60 AA = 2-5 Lat = 24-46 Multi = 7-14 Nat = 1-3 Whi = 68-176	Heterosexual = 134-238 LGBQA+ = 21-50	D = 3-19 ND = 155-290
Opportunities to conduct research with faculty	<i>ns</i>	Multi (3.21) < <b>Whi (4.05)*</b>	<i>ns</i>	<i>ns</i>
Academic tutoring	F (3.56) < M (3.85)*	<i>ns</i>	<i>ns</i>	<i>ns</i>
Academic advising	<i>ns</i>	<i>ns</i>	LGBQA+ (3.45) < Heterosexual (3.84)*	<i>ns</i>
Career advising/Career services	<i>ns</i>	<i>ns</i>	<b>LGBQA+ (3.08) &lt; Heterosexual (3.70)**</b>	<b>D (2.96) &lt; ND (3.64)*</b>
Professional development opportunities	<i>ns</i>	<i>ns</i>	LGBQA+ (3.39) < Heterosexual (3.78)*	<i>ns</i>
Affordable housing in the neighborhoods surrounding campus	<i>ns</i>	<i>ns</i>	<i>ns</i>	<b>D (2.13) &lt; ND (3.32)***</b>
Graduate student orientation (sponsored by the Graduate and Professional Student Council, GPSC)	<i>ns</i>	<i>ns</i>	LGBQA+ (3.27) < Heterosexual (3.66)*	<i>ns</i>
My academic department's orientation	<i>ns</i>	<i>ns</i>	LGBQA+ (3.39) < Heterosexual (3.74)*	<i>ns</i>
International student orientation and registration programs, sponsored by the Office of International Admissions	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Please indicate your level of agreement with the following statement: In the past year, my graduate assistant/associate workload has increased.	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

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Table 3. Differences by Student Characteristics

Survey Item	Survey Year	Residency	Enrollment	Veteran	International
<i>Item Group N Range</i>	2011 = 43-176 2016 = 159-312	NR = 92-146 R = 67-165	PT = 35-70 FT = 124-241	NV = 87-105 V = 3-7	Dom = 15-36 Int = 68-75
Opportunities to conduct research with faculty	N/A	NR (4.02) > R (3.76)*	PT (3.58) < FT (3.97)*	<i>ns</i>	<i>ns</i>
Academic tutoring	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Academic advising	<i>ns</i>	NR (3.93) > R (3.64)*	<i>ns</i>	<i>ns</i>	<i>ns</i>
Career advising/Career services	2016 (3.73) > 2011 (3.37)*	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Professional development opportunities	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Affordable housing in the neighborhoods surrounding campus	<i>ns</i>	NR (3.44) > R (3.09)*	<i>ns</i>	<i>ns</i>	<i>ns</i>
Graduate student orientation (sponsored by the Graduate and Professional Student Council, GPSC)	<i>ns</i>	<i>ns</i>	<i>ns</i>	<b>V (2.99) &lt;</b> <b>NV (3.86)*</b>	<i>ns</i>
My academic department's orientation	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
International student orientation and registration programs, sponsored by the Office of International Admissions	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
Please indicate your level of agreement with the following statement: In the past year, my graduate assistant/ associate workload has increased.	<i>ns</i>	NR (3.65) < R (3.96)**	<i>ns</i>	<i>ns</i>	<b>Int (3.64) &lt;</b> <b>Dom (4.09)*</b>

NOTE 1: Where item means were compared, statistical significance is indicated with p-values: \* p &lt; .05, \*\* p &lt; .01, \*\*\*p &lt; .001

NOTE 2: Effect size are shown in different font styles. Very small effect sizes are indicated in light gray font; small effect sizes are indicated with regular font; medium effect sizes are indicated by bolded font; large or very large effect sizes indicated with bolded, italicized font. For more on effect sizes, see Glossary for Appendices.



## APPENDIX I. ONLINE SURVEY INSTRUMENT

**Q1.1 Thank you for taking the time to respond to this survey. Your experiences matter! The following items help us learn more about you and your peers and the ways in which you may experience the UA in unique ways.**

**Q1.2 Which of the following activities have you engaged in since attending the UA? (Check all that apply)**

- Became involved in at least one club/organization on campus (1)
- Lived in a living-learning community (2)
- Lived in a culturally-themed residence hall/floor (3)
- Assisted faculty with research projects (4)
- Studied abroad (outside of U.S.) (5)
- Participated in service learning (6)
- Voted in federal/state elections (7)
- Voted in student government elections (8)
- Held a campus leadership position (student government, residence hall government, club president) (9)
- Attended campus events or activities (10)
- Attended music or theater performances on campus (11)
- Attended religious services or activities (12)
- Participated in intramurals/athletic-related sports clubs (13)
- Dropped out of college temporarily (14)
- Lived with people from cultural backgrounds different than my own (15)
- Joined an organization reflecting my own cultural heritage (16)
- Joined an organization promoting cultural diversity (17)
- Joined an Asian, Black, Latino, or Native American sorority or fraternity (18)
- Joined an LGBTQ+ organization (19)
- Became involved with at least one or more Cultural/Resource Center (e.g., African American Student Affairs, Asian Pacific American Student Affairs, Guerrero Student Center, LGBTQ Affairs, Native American Student Affairs, Veterans Education and Transition Services, Women's Resource Center) (20)
- Took a course devoted to diversity issues (21)
- Talked to high school students about college (22)
- Engaged in career exploration and preparation (23)

**Q1.3 What activity do you engage in the most to relax outside of the classroom?**

**Q1.4 Please briefly describe what it is like to be a student at the University of Arizona.**

**Q2.1 The following set of questions will help us better understand your interaction with faculty.**



**Q2.2 Please indicate your level of agreement with the following statements:**

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Faculty are accessible for academic support. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are accessible for mentoring and career guidance. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A faculty member has taken an interest in me and my success. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are sensitive to the needs of diverse students. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty understand their responsibilities relative to disability-related accommodation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q2.3 I have a faculty mentor.**

- Yes (1)
- No (0)
- Not sure (-1)



**Q2.4 Please indicate your level of satisfaction with the following:**

	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Very Dissatisfied (1)
The quality of faculty instruction (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of teaching assistant instruction (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty's clarity of academic expectations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of faculty for office hours (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The accessibility of faculty by email (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your interactions with faculty outside of the classroom (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty's responsiveness to student inquiries, needs, concerns, and suggestions (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





**Q2.5 In the past academic year, how many of your courses included the following?**

	0 (0)	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10+ (10)
Materials/readings addressing gender issues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials/readings addressing race/ethnicity issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials/readings related to gender identity (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials/readings related to sexual orientation (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty who created opportunities for class discussions/interactions with other students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An experience to serve communities in need (e.g., service learning) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for intensive dialogue between students of different backgrounds and beliefs (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors from diverse racial/ethnic backgrounds (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q2.7 Please indicate your level of agreement with the following statements regarding your academic advisor:**

	Strongly agree (6)	Agree (5)	Neutral (4)	Disagree (3)	Strongly disagree (2)	Don't Know (1)
My academic advisor(s) help me develop an academic plan. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic advisor(s) help me determine my academic interests and strengths. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic advisor(s) attempt to understand my academic interests and needs. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in the information and advice I receive from my academic advisor(s). (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been able to obtain an advising appointment within one week of making a request. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received advising assistance via email, phone, and/or website. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am usually able to accomplish/resolve my questions during an academic advising appointment. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q3.1** Based on your experience and observations, how would you characterize the general climate for students at the UA along the following dimensions? The campus climate is . . .

	Positive Response (5)	(4)	(3)	(2)	Negative Response (1)
Friendly: Hostile (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring: Impersonal (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual: Not intellectual (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embraces diversity: Intolerant of diversity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe: Dangerous (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable: Not affordable (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative: Not innovative (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q3.2 Since coming to the UA, how often have you done the following?**

	Always (4)	Often (3)	Occasionally (2)	Sometimes (2)	Never (1)
Made an effort to educate others about social issues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt challenged to think more broadly about an issue (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made efforts to get to know individuals from diverse backgrounds (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenged others on their derogatory comments regarding forms of difference (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged in discussions about diversity issues in class (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt pressure from members of my own racial/ethnic group to not socialize with other racial/ethnic groups (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do (e.g., school, work, other commitments) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively participated in class (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q3.3 Since coming to the UA, how much interaction have you had with people from the following groups?**

	Substantial interaction (4)	Some regular interaction (3)	Little interaction (2)	No interaction (1)	I'm not sure (0)
People of a race or ethnicity other than your own (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from an economic background other than your own (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with religious beliefs other than your own (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with political views other than your own (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of a gender identity other than your own (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of a sexual orientation other than your own (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with a disability or a physical, sensory, cognitive, or emotional impairment (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q3.4 Please indicate your level of agreement with the following statements regarding your perceptions of UA's campus climate:**

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
I feel free to express my political beliefs on campus. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel free to express my religious beliefs on campus. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my race/ethnicity are respected on this campus. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my socio-economic status are respected on this campus. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my gender are respected on this campus. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my religious beliefs are respected on this campus. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my political beliefs are respected on this campus. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my sexual orientation are respected on this campus. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my immigration background are respected on this campus. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a disability or physical, sensory, cognitive, or emotional impairment are respected on this campus. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q4.1** There are a few demographic questions in the next section that we would like to ask you. Your responses will be kept private and secure. A summary of survey findings will only be made available in aggregate form. Your response will not be used for discriminatory purposes; rather, that data will be used to better understand the unique ways that you experience the UA that are inherent to the ways in which you identify. Your responses to these questions are greatly appreciated.

**Q4.3** How do you identify yourself racially/ethnically? (Check all that apply)

- Asian/Pacific Islander (1)
- Black/African American (2)
- Hispanic/Latino (3)
- American Indian/Alaskan Native (4)
- White (5)

**Q4.4** We realize that the racial/ethnic category you selected encompasses many different nationalities. If you are interested in sharing more, please describe your nationality (i.e., Armenian, Puerto Rican, Vietnamese):

**Q4.5** The question below will help us better understand the extent to which you had the opportunity to engage with people who are different than yourself prior to attending the UA. How would you describe the racial/ethnic composition of the following? (People of color includes African Americans/Blacks, Hispanics, Asian, Asian Americans/Pacific Islander, and Native American/Alaska Native)

	All or nearly all white (1)	Mostly white (2)	Half white and half people of color (3)	Most people of color (4)	All or nearly all people of color (5)
Neighborhood where you grew up (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school from which you graduated (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q4.6** Which of the following best describes your gender identity? (Check all that apply)

- Female (1)
- Male (2)
- Agender (3)
- Cisgender Female (born the same gender as you identify) (4)
- Female to Male (FTM) (5)
- Genderqueer (6)
- Intersex (7)
- Cisgender Male (born the same gender as you identify) (8)
- Male to Female (MTF) (9)
- Transgender (10)
- Two-Spirit (11)
- Questioning (12)
- Write in: (13) \_\_\_\_\_



**Q4.7 Which of the following best describes your sexual orientation? (Check all that apply)**

- Heterosexual (1)
- Gay (2)
- Bisexual (3)
- Lesbian (4)
- Queer (5)
- Pansexual (6)
- Asexual (7)
- Questioning (8)
- Self-identify: (9) \_\_\_\_\_

**Q4.8 Do you identify as a person with a disability?**

- Yes (1)
- No (0)

Answer If Do you identify as a disabled person or as someone with any of the following physical, sensory, cognitive, or emotional impairments? Yes Is Selected

**Q4.9 Please indicate your level of agreement with the following regarding campus accessibility:**

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
I have good access to my classes, campus spaces, campus technology, etc. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q4.10 Where do you currently live?**

- Residence hall (1)
- Fraternity or sorority housing (2)
- Off-campus residence within walking distance to the UA (3)
- Off-campus residence farther than walking distance to the UA (4)
- No stable residence (5)

Answer If Where do you currently live? Off-campus residence <strong>within walking distance to the UA</strong> Is Selected Or Where do you currently live? Off-campus residence <strong>farther than walking distance to the UA</strong> Is Selected

**Q4.11 You indicated you live off-campus. Do you live with family members?**

- Yes (1)
- No (0)

**Q4.12 Do you identify as any of the following? (Select all that apply)**

- International student (1)
- Member of a social fraternity or sorority (2)
- Student athlete on a team sponsored by UA's athletics department (3)
- Transfer student (4)
- Current or former member of the U.S. Armed Forces, Reserves, or National Guard (5)





**Q4.13 Are you employed?**

- Yes (1)
- No (0)

Answer If Are you employed? Yes Is Selected

**Q4.14 Where is your employment located?**

- On campus (1)
- Off campus (2)
- Both (3)

Answer If Are you employed? Yes Is Selected

**Q4.15 How many hours do you work for pay each week?**

- 19 hours of less each week (1)
- 20 hours or more each week (2)

**Q4.16 What is your preferred religious identification?**

- Agnostic (1)
- Atheist (2)
- Baha'i (3)
- Baptist (4)
- Buddhist (5)
- Church of Christ (6)
- Eastern Orthodox (7)
- Episcopalian (8)
- Hindu (9)
- Jewish (10)
- Latter Day Saints (Mormon) (11)
- Muslim (12)
- Presbyterian (13)
- Quaker (14)
- Roman Catholic (15)
- Seventh-Day Adventist (16)
- United Church of Christ/Congregational (17)
- Other (please specify) (18) \_\_\_\_\_
- None (0)



**Q4.17 Which of the following most accurately describes your background?**

- My parents/legal guardians and I were born in the U.S. (1)
- I was born in the U.S.; one parent/guardian was not (2)
- I was born in the U.S.; both of my parents/guardians were not (3)
- Foreign-born naturalized citizen (4)
- Permanent legal resident (5)
- Foreign born on student visa (6)
- Deferred Action for Childhood Arrivals (DACA) recipient (7)
- Refugee status (8)
- Other status (please specify) (9) \_\_\_\_\_

**Q4.18 Which of the following best describes your political orientation?**

- Very liberal (5)
- Somewhat liberal (4)
- Middle of the road (3)
- Somewhat conservative (2)
- Very conservative (1)

**Q4.19 What state, region, or country do you plan on seeking employment upon graduation?**



**Q5.1 Please indicate your level of agreement with the following statements about the UA:**

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
UA fosters a climate that values diversity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA has programs and services that reflect a commitment to multiculturalism and diversity. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA has policies that reflect a commitment to multiculturalism and diversity. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA strives for diversity among its student body. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA strives for diversity among its faculty/staff. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA has a campus environment that fosters a sense of community. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA ensures a safe environment for students. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School spirit is strong at the UA. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students know that they can get assistance from faculty/staff on campus if they are in need of help. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students know that they can get assistance from other students on campus if they are in need of help. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA ensures accessible campus experiences for disabled students. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q5.2 Please indicate your level of agreement with the following statements:**

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
UA offers classes with a favorable student-faculty ratio. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA consistently offers courses needed for a timely graduation. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA offers enough online/hybrid courses. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA is a university where teaching is a high priority. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA is a university where research is a high priority. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA provides students with a challenging academic experience. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms have adequate technology resources available for teaching and learning. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q5.3 In this academic year, have you heard faculty or instructors express negative or stereotypical views about the following?**

	Always (4)	Often (3)	Occasionally (2)	Sometimes (2)	Never (1)
Race/Ethnicity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political affiliation, opinions, or beliefs (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class/economic background (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigration/Immigrants (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disabilities (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive, sensory, or emotional impairment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.4 In this academic year, have you heard students express negative or stereotypical views about the following?**

	Always (4)	Often (3)	Sometimes (2)	Never (1)
Race/Ethnicity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political affiliation, opinions, or beliefs (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class/economic background (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigration/Immigrants (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disabilities (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cognitive, sensory, or emotional impairment (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If In this academic year, have you heard faculty or instructors express negative or stereotypical vi... - Always Is Selected Or In this academic year, have you heard faculty or instructors express negative or stereotypical vi... - Often Is Selected Or In this academic year, have you heard faculty or instructors express negative or stereotypical vi... - Sometimes Is Selected Or In this academic year, have you heard students express negative or stereotypical views about the... - Always Is Selected Or In this academic year, have you heard students express negative or stereotypical views about the... - Often Is Selected Or In this academic year, have you heard students express negative or stereotypical views about the... - Sometimes Is Selected

**Q5.5 Would you like to share more about any of the negative or stereotypical views that you may have heard? Doing so helps us better understand the context in which these situations occurred.**



**Q6.1 Please indicate your level of agreement with the following statements:**

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Don't know (-1)
My ability to attend/stay enrolled at the UA has been negatively affected because of a lack of money. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic factors have substantially affected my ability to take advantage of fee-based UA services that I needed and/or wanted (e.g., Writing Center, THINK TANK, Blue Chip Leadership Programs, SALT Center). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q6.2 How often have you engaged in the following behaviors in the past year?**

	Always (4)	Often (3)	Sometimes (2)	Never (1)
Skipped meals or ate less because I didn't have enough money for food (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ate unhealthy or nutritiously unbalanced meals because healthier options were too expensive or inaccessible. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experienced an unstable residence for financial reasons (e.g., moved frequently, evicted, thrown out, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Q6.3 Please indicate your level of agreement with the following statements:**

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Don't know (-1)
My education at the UA is preparing me to be successful in the job market. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My education at the UA is preparing me for future graduate school opportunities. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UA is a good value for my money. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the UA to family and/or friends. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am receiving a quality education at the UA. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I belong at the UA. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued as an individual at the UA. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be a student at the UA. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UA values students' opinions. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what I know now, I would still choose to enroll at the UA. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





**Q6.4 Do you plan to enroll at the UA next semester (Summer or Fall)?**

- Yes (1)
- No (0)
- Not sure (-1)
- Not applicable because I'm graduating (-2)

Answer If Do you plan to enroll at the UA next semester (Summer or Fall)? No Is Selected

**Q6.5 Can you share more about the reasons you plan not to return next semester?**

Answer If Do you plan to enroll at the UA next semester (Summer or Fall)? Not sure Is Selected

**Q6.6 Can you share more about your uncertainty in returning to the UA next semester?**

**Q6.7 Do you intend to complete your degree at the UA?**

- Yes (1)
- No (0)
- Not sure (-1)

Answer If Do you intend to complete your degree at the UA? No Is Selected Or Do you intend to complete your degree at the UA? Not sure Is Selected

**Q6.8 Can you share more about the reasons you don't plan to complete your degree at the UA?**

The following question was only presented to graduate students.



**Q7.1 Please indicate your level of satisfaction with the following:**

	Very satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Very Dissatisfied (1)	Does not apply (-1)
Academic tutoring (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to conduct research with faculty (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career advising/Career services (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development opportunities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable housing in the neighborhoods surrounding campus (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate student orientation (sponsored by the Graduate and Professional Student Council, GPSC) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic department's orientation (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International student orientation and registration programs, sponsored by the Office of International Admissions (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q7.2 Please indicate your level of agreement with the following statement:**

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)	Does not apply (-1)
In the past year, my graduate assistant/associate workload has increased. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q61 Thank you for taking the time to respond to the 2016 Campus Climate Survey, your opinion matters! You have the option of providing the following information to be entered in a drawing for a chance to win a \$100 Visa gift card.**

Name: (1)

Email address: (2)