

# APPENDICES



**GLOSSARY FOR APPENDICES**

The following descriptions will assist in the interpretation of Appendices B, C, D, E, and F and serve to operationalize terms used to summarize findings.

**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 Recipient     | PR                  | Pell Recipient   |
|                    | NPR                 | Not Pell Recipient   |
| 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 1,260 undergraduate 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, yielding a **response rate of 12.3%** or 1,074 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 186 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 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 Undergraduate Survey Respondent Demographics Compared to the Fall 2015 Undergraduate Population*

|                   |                                    | Fall 2015 UA Undergraduate Population<br>N = 33,732 | Survey Respondents (Unweighted)<br>N = 1,260 |      | Survey Respondents (Weighted)<br>N = 1,260 |      |
|-------------------|------------------------------------|---|--|------|--|------|
|                   |                                    | %   | n  | %    | n  | %    |
| Gender            | Female                             | 51.5  | 888  | 70.5 | 649  | 51.5 |
|                   | Male                               | 48.5  | 372  | 29.5 | 611  | 48.5 |
| Race/Ethnicity    | Asian                              | 5.7   | 99   | 7.6  | 70   | 5.6  |
|                   | Black/African American             | 3.8   | 44   | 3.5  | 48   | 3.8  |
|                   | Hispanic/Latino                    | 25.5  | 286  | 22.7 | 318  | 25.3 |
|                   | Native American/Alaskan Native     | 1.2   | 42   | 3.3  | 15   | 1.2  |
|                   | Native Hawaiian/Pacific Islander   | 0.3   | 14   | 1.1  | 4  | 0.3  |
|                   | White                              | 52.5  | 597  | 47.4 | 656  | 52.0 |
|                   | International (Non-resident alien) | 6.7   | 28   | 2.2  | 83   | 6.6  |
|                   | Two or more races/ ethnicities     | 4.3   | 141  | 11.2 | 54   | 4.3  |
|                   | Unknown                            | 0.8   | 12   | 1.0  | 11   | 0.9  |
| Residency         | In-state                           | 64.3  | 988  | 78.4 | 810  | 64.3 |
|                   | Out-of-state                       | 35.7  | 272  | 21.2 | 450  | 35.7 |
| Enrollment Status | Full time                          | 88.4  | 1139   | 90.4 | 1134                                       | 90.2 |
|                   | Part time                          | 11.6  | 120  | 9.5  | 123  | 9.8  |

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 Undergraduate Survey Respondents (N = 1,260)*

|                                    |  | Survey Respondents |      |
|------------------------------------|--|--------------------|------|
|                                    |  | <i>n</i>           | %    |
| First Generation                   | First-generation college student                           | 442                | 35.1 |
|                                    | Non-first generation                                       | 818                | 64.9 |
| Pell Recipient                     | Pell recipient   | 543                | 43.1 |
|                                    | Non-Pell recipient   | 717                | 56.9 |
| Citizenship Status                 | Citizen  | 1204               | 95.6 |
|                                    | Non-citizen  | 56                 | 4.4  |
| Transfer Status                    | Transfer student   | 188                | 14.9 |
|                                    | Non-transfer student                                       | 1072               | 85.1 |
| Class Standing                     | Freshman   | 266                | 21.1 |
|                                    | Sophomore  | 265                | 21.0 |
|                                    | Junior   | 290                | 23.0 |
|                                    | Senior   | 439                | 34.8 |
| College                            | College of Agriculture & Life Sciences                     | 135                | 10.7 |
|                                    | College of Architecture, Planning & Landscape Architecture | 10                 | < 1  |
|                                    | College of Education                                       | 42                 | 3.3  |
|                                    | College of Engineering                                     | 115                | 9.1  |
|                                    | College of Fine Arts                                       | 32                 | 2.5  |
|                                    | College of Humanities                                      | 19                 | 1.5  |
|                                    | College of Letters Arts Science                            | 16                 | 1.3  |
|                                    | College of Medicine  | 65                 | 5.2  |
|                                    | College of Nursing   | 22                 | 1.7  |
|                                    | College of Science   | 260                | 20.6 |
|                                    | College of Social & Behavioral Sciences                    | 244                | 19.4 |
|                                    | Colleges Letters Arts & Science                            | 60                 | 4.8  |
|                                    | Eller College of Management                                | 170                | 13.5 |
|                                    | Undergrad Non-Degree Seeking                               | 9                  | < 1  |
| University of Arizona South        | 7  | < 1                |      |
| Zuckerman College of Public Health | 54   | 4.3                |      |

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

*Table 3. Profile of Undergraduate Respondents Using Self-Reported Survey Data*

|                                   |   | Survey Respondents |      |
|-----------------------------------|---|--------------------|------|
|                                   |   | <i>n</i>           | %    |
| Gender** (N=955)                  | Cisgender Female/Female                                     | 659                | 52.3 |
|                                   | Cisgender Male/Male   | 264                | 21.0 |
|                                   | Trans+  | 32                 | 2.5  |
|                                   | <i>Agender</i>  | 1                  |      |
|                                   | <i>FtM (Female to Male)</i>                                 | 1                  |      |
|                                   | <i>Genderqueer</i>  | 4                  |      |
|                                   | <i>Questioning</i>  | 2                  |      |
|                                   | <i>Other</i>  | 2                  |      |
|                                   | <i>Multiple gender identities*</i>                          | 22                 |      |
|                                   | Unknown   | 305                | 24.2 |
| Sexual Orientation**<br>(N = 948) | Heterosexual  | 773                | 61.3 |
|                                   | LGBQA+  | 175                | 13.9 |
|                                   | <i>Gay</i>  | 25                 |      |
|                                   | <i>Bisexual</i>   | 45                 |      |
|                                   | <i>Lesbian</i>  | 9                  |      |
|                                   | <i>Queer</i>  | 9                  |      |
|                                   | <i>Pansexual</i>  | 7                  |      |
|                                   | <i>Asexual</i>  | 15                 |      |
|                                   | <i>Questioning</i>  | 6                  |      |
|                                   | <i>Multiple Sexual Orientations</i>                         | 56                 |      |
|                                   | Unknown   | 312                | 24.8 |
| Race/Ethnicity† (N = 950)         | American Indian/Alaskan Native                              | 20                 | 1.6  |
|                                   | Asian/Pacific Islander                                      | 89                 | 7.1  |
|                                   | Black/African American                                      | 30                 | 2.4  |
|                                   | Hispanic/Latino   | 197                | 15.6 |
|                                   | Multiple racial/ethnic identities                           | 143                | 11.3 |
|                                   | White   | 471                | 37.4 |
|                                   | Unknown   | 310                | 24.6 |
| International (N = 329)           | International student                                       | 27                 | 8.2  |
| Athlete (N = 329)                 | Athlete on a team sponsored by UA's<br>athletics department | 20                 | 6.1  |
| Veteran (N = 329)                 | Veteran student   | 24                 | 7.3  |
| Disability (N = 956)              | Person with a disability                                    | 80                 | 8.4  |

*table continues*



Table 3 (continued)

|                                    |   |     |      |
|------------------------------------|---|-----|------|
| Political Orientation<br>(N = 951) | Very conservative   | 43  | 4.5  |
|                                    | Somewhat conservative   | 136 | 14.3 |
|                                    | Middle of the road  | 312 | 32.8 |
|                                    | Somewhat liberal  | 261 | 27.4 |
|                                    | Very liberal  | 199 | 20.9 |
| Immigrant Background<br>(N = 955)  | My parents/legal guardians and I were born in the U.S.        | 613 | 64.2 |
|                                    | I was born in the U.S.; one parent/guardian was not           | 107 | 11.2 |
|                                    | I was born in the U.S.; both of my parents/guardians were not | 149 | 15.6 |
|                                    | Foreign-born naturalized citizen                              | 39  | 4.1  |
|                                    | Permanent legal resident                                      | 21  | 2.2  |
|                                    | Foreign born on student visa                                  | 18  | 1.9  |
|                                    | Deferred Action for Childhood Arrivals (DACA) recipient       | 1   | 0.1  |
|                                    | Other status  | 7   | 0.7  |

*table continues*





Table 3 (continued)

| Religious Identification (N=953)       |     |  |      |
|--|-----|--|------|
| Roman Catholic                         | 213 |  | 22.4 |
| None                                   | 137 |  | 14.4 |
| Agnostic                               | 129 |  | 13.5 |
| Atheist                                | 96  |  | 10.1 |
| Church of Christ                       | 78  |  | 8.2  |
| Jewish                                 | 40  |  | 4.2  |
| Christian (non-specific)               | 37  |  | 3.9  |
| Baptist                                | 26  |  | 2.7  |
| Christian (non-denominational)         | 26  |  | 2.7  |
| Buddhist                               | 23  |  | 2.4  |
| Lutheran                               | 16  |  | 1.7  |
| Muslim                                 | 15  |  | 1.6  |
| Latter Day Saints (Mormon)             | 12  |  | 1.3  |
| Presbyterian                           | 12  |  | 1.3  |
| Episcopalian                           | 9   |  | 0.9  |
| Spiritual (non-specific)               | 7   |  | 0.7  |
| Eastern Orthodox                       | 6   |  | 0.6  |
| Hindu                                  | 6   |  | 0.6  |
| Pagan                                  | 6   |  | 0.6  |
| Catholic                               | 6   |  | 0.6  |
| United Church of Christ/Congregational | 5   |  | 0.5  |
| Deist                                  | 4   |  | 0.4  |
| Baha'i                                 | 3   |  | 0.3  |
| Pentecostal                            | 3   |  | 0.3  |
| Methodist                              | 3   |  | 0.3  |
| Sikh                                   | 2   |  | 0.2  |
| Taoism                                 | 2   |  | 0.2  |
| Humanist                               | 2   |  | 0.2  |
| Protestant                             | 2   |  | 0.2  |
| Pantheist                              | 2   |  | 0.2  |
| Other                                  | 25  |  | 2.6  |

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, 71% 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<br>5 | Agree<br>4 | Neutral<br>3 | Disagree<br>2 | Strongly Disagree<br>1 |               |
| UA has a campus environment that fosters a sense of community.                        | 2016        | 910   | 24.7                | 40.5       | 23.8         | 7.9           | 3.1                    | 3.76          |
| The University of Arizona has a campus environment that creates a sense of community. | 2011        | 1,853 | 25.8                | 45.3       | 19.0         | 7.9           | 2.0                    | 3.85          |
| School spirit is strong at the UA.  | 2016        | 908   | 56.3                | 29.9       | 12.3         | 1.3           | 0.2                    | 4.41          |
|   | 2011        | 1,853 | 50.0                | 36.1       | 11.1         | 2.3           | 0.6                    | 4.33          |
| UA values students' opinions.   | 2016        | 889   | 22.9                | 36.1       | 24.2         | 11.5          | 5.4                    | 3.60          |
|   |             |       | <b>5</b>            | ←—————→    |              |               | <b>1</b>               |               |
| Friendly (5); Hostile (1)   | 2016        | 953   | 34.1                | 43.6       | 17.2         | 4.6           | 0.5                    | 4.06          |
| Caring (5); Impersonal (1)  | 2016        | 954   | 23.2                | 32.0       | 27.6         | 12.3          | 5.0                    | 3.56          |
| Intellectual (5); Not intellectual (1)  | 2016        | 954   | 23.3                | 39.0       | 24.2         | 10.9          | 2.6                    | 3.70          |
| Affordable (5); Not affordable (1)  | 2016        | 954   | 9.9                 | 14.9       | 26.5         | 28.3          | 20.4                   | 2.66          |
| Innovative (5); Not innovative (1)  | 2016        | 954   | 20.8                | 39.8       | 29.2         | 7.6           | 2.6                    | 3.69          |

\* 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             | Pell Recipient |
|--|---|---|---|------------------------|----------------|
| <i>Item Group n range</i>                                      | M = 397-418<br>F = 452-471<br>Trans+ = 30-31                                    | API = 84-90<br>AA = 27-29<br>Lat = 208-220<br>Multi = 54-57<br>Nat = 5-6<br>Whi = 485-506 | Heterosexual = 712-749<br>LGBQA+ = 160-167        | D = 84<br>ND = 819-841 | N/A            |
| UA has a campus environment that fosters a sense of community. | Trans+ (2.85) < <b>M (3.77)***</b><br><b>F (3.80)***</b>                        | <i>NS</i>   | LGBQA+ (3.41) < Heterosexual (3.83) ***           | <i>NS</i>              | <i>NS</i>      |
| School spirit is strong at the UA.                             | M (4.27) < F (4.52)*  | <i>NS</i>   | <i>NS</i>   | <i>NS</i>              | <i>NS</i>      |
| UA values students' opinions.                                  | Trans+ (2.75) < <b>M (3.55)**</b><br><b>F (3.73)**</b>                          | <i>NS</i>   | <b>LGBQA+ (3.17) &lt; Heterosexual (3.70) ***</b> | D (3.26) < ND (3.64)*  | <i>NS</i>      |
| Friendly (5); Hostile (1)                                      | Trans+ (3.46) < <b>M (4.06)*</b><br><b>F (4.10)**</b>                           | AA (3.51) < <b>API (4.05)*</b> ,<br><b>Lat (4.11)**</b> ,<br><b>Whi (4.08)**</b>          | LGBQA+ (3.74) < Heterosexual (4.13) ***           | <i>NS</i>              | <i>NS</i>      |
| Caring (5); Impersonal (1)                                     | Trans+ (3.08) < F (3.61)*   | <i>NS</i>   | LGBQA+ (3.18) < Heterosexual (3.63) ***           | <i>NS</i>              | <i>NS</i>      |
| Intellectual (5); Not intellectual (1)                         | M (3.60) < F (3.81)**   | Whi (3.64) < Lat (3.93) **  | LGBQA+ (3.43) < Heterosexual (3.77) ***           | <i>NS</i>              | <i>NS</i>      |
| Affordable (5); Not affordable (1)                             | F (2.58) < M (2.80)*<br>Trans+ (1.96) < <b>M (2.80)***</b><br><b>F (2.58)**</b> | <i>NS</i>   | LGBQA+ (2.32) < Heterosexual (2.73) ***           | <i>NS</i>              | <i>NS</i>      |
| Innovative (5); Not innovative (1)                             | <i>NS</i>   | <i>ns</i>   | LGBQA+ (3.32) < Heterosexual (3.77) ***           | <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 B. GENERAL CAMPUS CLIMATE, CONT.

Table 3. Differences by College-Going Characteristics

| Survey Item  | Survey Year                      | Class Standing | Residency                   | Enrollment | Transfer                    | Veteran                                     | International                |
|--|----------------------------------|----------------|-----------------------------|------------|-----------------------------|---|------------------------------|
| <i>Item Group n range</i>                                      | 2011 = 191-196<br>2016 = 327-328 | N/A            | NR = 297-325<br>R = 604-629 | N/A        | NT = 757-813<br>T = 132-141 | NV = 331-351<br>V = 25-26                   | Dom = 282-298<br>Int = 71-78 |
| UA has a campus environment that fosters a sense of community. | 2016 (3.76) <<br>2011 (3.85)*    | <i>ns</i>      | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                   | <i>ns</i>                    |
| School spirit is strong at the UA.                             | 2016 (4.41) ><br>2011 (4.33)*    | <i>ns</i>      | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                   | Int (4.16) <<br>Dom (4.47)** |
| UA values students' opinions.                                  | N/A                              | <i>ns</i>      | <i>ns</i>                   | <i>ns</i>  | T (3.83) ><br>NT (3.56)**   | <i>ns</i>                                   | <i>ns</i>                    |
| Friendly (5); Hostile (1)                                      | N/A                              | <i>ns</i>      | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | V (3.68) <<br>NV (4.10)*                    | <i>ns</i>                    |
| Caring (5); Impersonal (1)                                     | N/A                              | <i>ns</i>      | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | <b>V (2.83) &lt;</b><br><b>NV (3.75)***</b> | <i>ns</i>                    |
| Intellectual (5); Not intellectual (1)                         | N/A                              | <i>ns</i>      | NR (3.58) <<br>R (3.76)*    | <i>ns</i>  | T (4.06) ><br>NT (3.63)**   | V (3.30) <<br>NV (3.77)*                    | <i>ns</i>                    |
| Affordable (5); Not affordable (1)                             | N/A                              | <i>ns</i>      | NR (2.50) <<br>R (2.74)**   | <i>ns</i>  | <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>  | T (3.88) ><br>NT (3.65)**   | <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        | 904   | 27.1             | 43.1    | 20.1      | 7.7        | 2.0                 | 3.86          |
|  | 2011        | 1,859 | 24.2             | 55.0    | 15.8      | 3.6        | 1.5                 | 3.97          |
| Students know that they can get assistance from <b>faculty/staff</b> on campus if they are in need of help.  | 2016        | 911   | 26.0             | 49.3    | 18.0      | 5.0        | 1.7                 | 3.93          |
|  | 2011        | 1,802 | 23.2             | 45.3    | 20.7      | 8.2        | 2.6                 | 3.78          |
| Students know that they can get assistance from other <b>students</b> on campus if they are in need of help. | 2016        | 911   | 24.7             | 42.1    | 24.0      | 7.5        | 1.7                 | 3.81          |
|  | 2011        | 1,802 | 21.3             | 44.8    | 24.3      | 7.5        | 2.2                 | 3.76          |
| Safe (5); Dangerous (1)  | 2016        | 949   | 28.2             | 43.4    | 20.5      | 7.2        | 0.7                 | 3.91          |

\* 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 | Pell Recipient |
|--|--|---|--|------------|----------------|
| <i>Item Group n range</i>  | M = 405-416<br>F = 459-471<br>Trans+ = 29-30                     | API = 85-90<br>AA = 27-29<br>Lat = 217-218<br>Multi = 55-57<br>Nat = 55-57<br>Whi = 493-503 | Heterosexual = 726-745<br>LGBQA+ = 164-165 | N/A        | N/A            |
| UA ensures a safe environment for students.  | Trans+ (3.12) <<br><b>M (3.93)**</b><br><b>F (3.83)*</b>         | <i>ns</i>   | LGBQA+ (3.60) <<br>Heterosexual (3.91) **  | <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.  | Trans+ (3.48) <<br>M (3.90)*<br><b>F (3.98)**</b>                | <i>ns</i>   | LGBQA+ (3.66) <<br>Heterosexual (3.99) *** | <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. | Trans+ (3.28) <<br><b>M (3.81)*</b><br><b>F (3.84)*</b>          | <i>ns</i>   | LGBQA+ (3.57) <<br>Heterosexual (3.86) **  | <i>ns</i>  | <i>ns</i>      |
| Safe (5); Dangerous (1)  | Trans+ (3.43) <<br><b>M (4.08)*</b><br>F (3.78) <<br>M (4.08)*** | AA (3.38) < <b>API (4.01)*</b><br><b>Lat (3.94)*</b><br><b>Whi (3.90)*</b>                  | LGBQA+ (3.67) <<br>Heterosexual (3.96) **  | <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 B. CAMPUS SAFETY, CONT.

Table 3. Differences by College-Going Characteristics

| Survey Item  | Survey Year                          | Class Standing | Residency | Enrollment | Transfer                    | Veteran   | International                |
|--|--------------------------------------|----------------|-----------|------------|-----------------------------|-----------|------------------------------|
| <i>Item Group n range</i>  | 2011 = 1,802-1,859<br>2016 = 904-949 | N/A            | N/A       | N/A        | NT = 766-808<br>T = 138-141 | N/A       | Dom = 291-296<br>Int = 71-78 |
| UA ensures a safe environment for students.  | 2016 (3.86) <<br>2011 (3.97)**       | <i>ns</i>      | <i>ns</i> | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | Int (4.14) ><br>Dom (3.84)*  |
| Students know that they can get assistance from <b>faculty/staff</b> on campus if they are in need of help.  | 2016 (3.93) ><br>2011 (3.78)***      | <i>ns</i>      | <i>ns</i> | <i>ns</i>  | <i>ns</i>                   | <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>      | <i>ns</i> | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | <i>ns</i>                    |
| Safe (5); Dangerous (1)  | N/A                                  | <i>ns</i>      | <i>ns</i> | <i>ns</i>  | T (4.11) ><br>NT (3.88)**   | <i>ns</i> | Int (4.18) ><br>Dom (3.90)*  |

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<br>5 | Agree<br>4 | Neutral<br>3 | Disagree<br>2 | Strongly Disagree<br>1 |               |
| My education at the UA is preparing me to be successful in the job market.       | 2016        | 876   | 24.4                | 48.2       | 19.3         | 6.0           | 2.0                    | 3.87          |
|  | 2011        | 1,809 | 29.5                | 46.9       | 16.9         | 5.0           | 1.8                    | 3.97          |
| My education at the UA is preparing me for future graduate school opportunities. | 2016        | 879   | 27.7                | 48.2       | 19.3         | 3.4           | 1.3                    | 3.98          |
|  | 2011        | 1,796 | 31.0                | 49.6       | 15.1         | 3.0           | 1.3                    | 4.06          |
| The UA is a good value for my money.   | 2016        | 883   | 16.3                | 34.8       | 30.4         | 12.7          | 5.8                    | 3.43          |
|  | 2011        | 1,848 | 18.2                | 36.4       | 27.1         | 12.6          | 5.8                    | 3.49          |
| I would recommend the UA to family and/or friends.                               | 2016        | 895   | 30.5                | 42.6       | 19.4         | 5.3           | 2.3                    | 3.94          |
|  | 2011        | 1,859 | 35.0                | 41.7       | 15.4         | 4.5           | 3.3                    | 4.01          |
| I am receiving a quality education at the UA.                                    | 2016        | 896   | 29.6                | 46.4       | 18.0         | 4.2           | 1.7                    | 3.98          |
|  | 2011        | 1,857 | 30.9                | 48.0       | 14.8         | 4.0           | 2.2                    | 4.01          |

\* 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 | Pell Recipient                |
|--|--|----------------|--|------------|-------------------------------|
| <i>Item Group n range</i>  | M = 390-401<br>F = 446-455<br>Trans+ = 25-29                 | N/A            | Heterosexual = 706-718<br>LGBQA+ = 152-162 | N/A        | PR = 339-348<br>NPR = 536-551 |
| My education at the UA is preparing me to be successful in the job market.       | M (3.79) < F (3.96)*   | NS             | LGBQA+ (3.73) <<br>Heterosexual (3.91) *   | NS         | PR (3.97) ><br>NPR (3.81)*    |
| My education at the UA is preparing me for future graduate school opportunities. | M (3.89) < F (4.07)**  | NS             | NS   | NS         | NS                            |
| The UA is a good value for my money.   | NS   | NS             | LGBQA+ (3.22) <<br>Heterosexual (3.48) **  | NS         | NS                            |
| I would recommend the UA to family and/or friends.                               | M (3.84) < F (4.07)**<br>Trans+ (3.36) <<br><b>F (4.07)*</b> | NS             | LGBQA+ (3.65) <<br>Heterosexual (4.01) *** | NS         | NS                            |
| I am receiving a quality education at the UA.                                    | Trans+ (3.49) <<br>M (3.94)*<br><b>F (4.08)**</b>            | NS             | LGBQA+ (3.78) <<br>Heterosexual (4.03) **  | NS         | NS                            |

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. VALUE OF EDUCATION, CONT.

Table 3. Differences by College-Going Characteristics

| Survey Item  | Survey Year                          | Class Standing   | Residency                   | Enrollment | Transfer                    | Veteran   | International                |
|--|--------------------------------------|--|-----------------------------|------------|-----------------------------|-----------|------------------------------|
| <i>Item Group n range</i>  | 2011 = 1,796-1,859<br>2016 = 876-896 | Fr = 197-208<br>So = 162-168<br>Ju = 181-186<br>Se = 329-337 | NR = 290-298<br>R = 584-598 | N/A        | NT = 743-764<br>T = 132-133 | N/A       | Dom = 280-286<br>Int = 68-74 |
| My education at the UA is preparing me to be successful in the job market.       | 2016 (3.87) <<br>2011 (3.97)**       | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>  | T (4.09) ><br>NT (3.83)**   | <i>ns</i> | <i>ns</i>                    |
| My education at the UA is preparing me for future graduate school opportunities. | 2016 (3.98) <<br>2011 (4.06)*        | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | <i>ns</i>                    |
| The UA is a good value for my money.   | <i>ns</i>                            | So (3.69) ><br>Fr (3.39)*<br>Se 3.35)**                      | NR (3.30) <<br>R (3.50)**   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | Int (3.20) <<br>Dom (3.56)** |
| I would recommend the UA to family and/or friends.                               | <i>ns</i>                            | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | Int (3.69) <<br>Dom (4.06)** |
| I am receiving a quality education at the UA.                                    | <i>ns</i>                            | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>  | T (4.22) ><br>NT (3.94)**   | <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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**SENSE OF BELONGING**

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

| Survey Item                               | Survey Year* | n   | Valid Percent*      |            |              |               |                        | Average Score |
|---|--------------|-----|---------------------|------------|--------------|---------------|------------------------|---------------|
|   |              |     | Strongly Agree<br>5 | Agree<br>4 | Neutral<br>3 | Disagree<br>2 | Strongly Disagree<br>1 |               |
| I feel that I belong at the UA.           | 2016         | 897 | 32.1                | 33.1       | 22.4         | 7.6           | 4.7                    | 3.80          |
| I feel valued as an individual at the UA. | 2016         | 900 | 25.3                | 33.8       | 24.8         | 10.3          | 5.8                    | 3.63          |
| I am proud to be a student at the UA.     | 2016         | 902 | 37.5                | 36.9       | 18.9         | 4.3           | 2.4                    | 4.03          |

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



## APPENDIX B. SENSE OF BELONGING, CONT.

Table 2. Differences by Demographic Subgroups

| Survey Item                               | Gender  | Race/Ethnicity   | Sexual Orientation                         | Disability                | Pell Recipient |
|---|---|--|--|---------------------------|----------------|
| <i>Item Group n range</i>                 | M = 400-405<br>F = 453-456<br>Trans+ = 30   | API = 83-84<br>AA = 26-27<br>Lat = 211<br>Multi = 56-57<br>Nat = 6<br>Whi = 56-57  | Heterosexual = 720-725<br>LGBQA+ = 162-164 | D = 81-84<br>ND = 809-812 | N/A            |
| I feel that I belong at the UA.           | Trans+ (2.84) <<br><b><i>M (3.78) ***</i></b><br><b><i>F (3.88) ***</i></b>                             | AA (2.89) < <b><i>API (3.73) **</i></b><br><b><i>Lat (3.83) ***</i></b><br><b><i>Whi (3.85) ***</i></b><br><b><i>Multi (3.80) **</i></b> | LGBQA+ (3.44) <<br>Heterosexual (3.89) *** | D (3.50) <<br>ND (3.84)*  | NS             |
| I feel valued as an individual at the UA. | Trans+ (2.59) <<br><b><i>M (3.63) ***</i></b><br><b><i>F (3.72) ***</i></b>                             | AA (2.71) < <b><i>API (3.71) **</i></b><br><b><i>Lat (3.70) ***</i></b><br><b><i>Whi (3.66) ***</i></b><br><b><i>Multi (3.52)*</i></b>   | LGBQA+ (3.31) <<br>Heterosexual (3.71) *** | D (3.27) <<br>ND (3.67)*  | NS             |
| I am proud to be a student at the UA.     | M (3.94) <<br>F (4.18)**<br>Trans+ (3.24) <<br><b><i>M (3.94) ***</i></b><br><b><i>F (4.18) ***</i></b> | AA (3.42) < <b><i>Lat (4.12) **</i></b><br><b><i>Whi (4.05)*</i></b><br><b><i>Multi (4.08)*</i></b>                                      | LGBQA+ (3.73) <<br>Heterosexual (4.11) *** | D (3.74) <<br>ND (4.07)*  | NS             |

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. SENSE OF BELONGING, CONT.

Table 3. Differences by College-Going Characteristics

| Survey Item                               | Survey Year | Class Standing | Residency | Enrollment                 | Transfer                    | Veteran   | International |
|---|-------------|----------------|-----------|----------------------------|-----------------------------|-----------|---------------|
| <i>Item Group n range</i>                 | N/A         | N/A            | N/A       | PT = 88-90<br>FT = 806-809 | NT = 764-770<br>T = 132-134 | 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>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>ns</i> | <i>ns</i>     |
| I am proud to be a student at the UA.     | N/A         | <i>ns</i>      | <i>ns</i> | PT (3.84) <<br>FT (4.06)*  | T (4.23) ><br>NT (3.99)*    | <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.



RETENTION

Table 1. Item Values, Frequencies, and Means

| Survey Item   | Survey Year* | n     | Valid Percent       |            |                       |               |                        | Don't know | Average Score     |
|---|--------------|-------|---------------------|------------|-----------------------|---------------|------------------------|------------|-------------------|
|   |              |       | Strongly Agree<br>5 | Agree<br>4 | Neutral<br>3          | Disagree<br>2 | Strongly Disagree<br>1 |            |                   |
| Knowing what I know now, I would still choose to enroll at the UA.        | 2016         | 904   | 34.9                | 34.9       | 19.2                  | 7.3           | 3.7                    | 1.4        | 3.90 <sup>b</sup> |
| Do you intend to complete your degree at the UA?                          | 2016         | 908   | <b>YES: 92.7%</b>   |            | <b>NO: 1.6%</b>       |               | <b>NOT SURE: 5.7%</b>  |            |                   |
| Do you plan to enroll at the UA next semester (Summer or Fall)?           | 2016         | 769   | <b>YES: 92.7%</b>   |            | <b>NO: 4.3%</b>       |               | <b>NOT SURE: 3.1%</b>  |            |                   |
| I plan to enroll at the University of Arizona next semester. <sup>a</sup> | 2011         | 1,545 | <b>AGREE: 93.6%</b> |            | <b>DISAGREE: 2.7%</b> |               | <b>NEUTRAL: 3.6%</b>   |            |                   |

<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                | Pell Recipient                |
|---|--|--|--|---------------------------|-------------------------------|
| <i>Item Group n range</i>   | M = 342-409<br>F = 390-457<br>Trans+ = 29-31 | API = 78-84<br>AA = 23-27<br>Lat = 172-211<br>Multi = 47-57<br>Nat = 5-6<br>Whi = 425-498              | Heterosexual = 612-729<br>LGBQA+ = 144-164 | D = 80-83<br>ND = 686-817 | PR = 299-351<br>NPR = 471-557 |
| Knowing what I know now, I would still choose to enroll at the UA.    | M (3.79) < F (4.01)*                         | AA (3.09) < <b>API (3.84)**</b><br><b>Lat (3.91)**</b><br><b>Whi (3.93)**</b><br><b>Multi (4.07)**</b> | LGBQA+ (3.73) < Heterosexual (3.94) *      | <i>ns</i>                 | <i>ns</i>                     |
| Do you intend to complete your degree at the UA? (YES)                | <i>ns</i>                                    | AA (74.1%) < All others  | <i>ns</i>                                  | D (85.5%) < ND (93.4%)**  | PR (94.3%) > NPR (91.7%)*     |
| Do you plan to enroll at the UA next semester (Summer or Fall)? (YES) | <i>ns</i>                                    | AA (78.3%) < All others  | <i>ns</i>                                  | D (86.3%) < ND (93.4%)**  | <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. RETENTION, CONT.

Table 3. Differences by College-Going Characteristics

| Survey Item   | Survey Year | Class Standing   | Residency                   | Enrollment                 | Transfer                    | Veteran   | International                |
|---|-------------|--|-----------------------------|----------------------------|-----------------------------|-----------|------------------------------|
| <i>Item Group n range</i>   | N/A         | Fr = 210-211<br>So = 168<br>Ju = 187-189<br>Se = 202-340 | NR = 258-303<br>R = 511-604 | PT = 59-89<br>FT = 708-815 | NT = 653-775<br>T = 116-132 | N/A       | Dom = 245-288<br>Int = 68-74 |
| 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>                   | <i>ns</i> | <i>ns</i>                    |
| Do you intend to complete your degree at the UA? (YES)                | N/A         | Fr 82.5%<br>So 89.9%<br>Se 97.4%<br>Ju 98.4%             | NR 88.4% <<br>R 94.9%       | <i>ns</i>                  | <i>ns</i>                   | <i>ns</i> | Int (86.3%) <<br>Dom (91.3%) |
| Do you plan to enroll at the UA next semester (Summer or Fall)? (YES) | N/A         | Se 89.6%<br>Fr 90.5%<br>So 92.9%<br>Ju 98.9%             | <i>ns</i>                   | PT (81.4%) <<br>FT (93.9%) | <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

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        | 914   | 17.1                  | 42.0             | 26.7                 | 11.6                | 2.6                      | 3.60          |
|  | 2011        | 1,877 | 11.9                  | 39.3             | 25.9                 | 17.5                | 5.3                      | 3.35          |
| UA consistently offers courses needed for a timely graduation.                     | 2016        | 913   | 21.3                  | 42.8             | 20.7                 | 12.2                | 3.0                      | 3.67          |
|  | 2011        | 1,877 | 13.1                  | 41.1             | 23.8                 | 16.9                | 5.1                      | 3.40          |
| UA is a university where teaching is a high priority.                              | 2016        | 910   | 19.1                  | 42.1             | 25.3                 | 10.7                | 2.9                      | 3.64          |
|  | 2011        | 1,877 | 14.3                  | 39.9             | 25.3                 | 15.2                | 5.3                      | 3.43          |
| UA is a university where research is a high priority.                              | 2016        | 910   | 36.8                  | 44.4             | 16.5                 | 1.6                 | 0.7                      | 4.15          |
|  | 2011        | 1,877 | 39.9                  | 40.9             | 16.8                 | 2.1                 | 0.2                      | 4.18          |
| UA provides students with a challenging academic experience.                       | 2016        | 912   | 28.6                  | 50.9             | 16.4                 | 2.7                 | 1.4                      | 4.03          |
|  | 2011        | 1,877 | 23.5                  | 52.3             | 18.0                 | 5.1                 | 1.1                      | 3.92          |
| Classrooms have adequate technology resources available for teaching and learning. | 2016        | 909   | 26.8                  | 49.4             | 18.0                 | 4.0                 | 1.8                      | 3.95          |
|  | 2011        | 1,877 | 29.9                  | 48.1             | 14.5                 | 6.2                 | 1.3                      | 3.99          |
| I have good access to my classes, campus spaces, campus technology, etc.**         | 2016        | 84    | 43.3                  | 28.1             | 22.7                 | 2.4                 | 3.5                      | 4.05          |
| UA offers enough online/hybrid courses.  | 2016        | 911   | 19.4                  | 37.5             | 29.0                 | 11.8                | 2.4                      | 3.60          |
| The quality of faculty instruction   |             |       | <b>Very Satisfied</b> | <b>Satisfied</b> | <b>Neutral</b>       | <b>Dissatisfied</b> | <b>Very Dissatisfied</b> |               |
|  | 2016        | 1,031 | 20.8                  | 56.2             | 15.8                 | 6.0                 | 1.2                      | 3.89          |
| The faculty's clarity of academic expectations                                     | 2016        | 1,030 | 22.7                  | 49.7             | 19.8                 | 6.4                 | 1.4                      | 3.86          |
|  | 2011        | 1,875 | 15.7                  | 55.1             | 20.1                 | 7.3                 | 1.8                      | 3.76          |
| The quality of teaching assistant instruction                                      | 2016        | 1,027 | 15.6                  | 40.8             | 29.4                 | 10.5                | 3.7                      | 3.54          |
|  | 2011        | 1,854 | 11.0                  | 40.5             | 30.9                 | 12.5                | 5.1                      | 3.40          |
| Actively participated in class   |             |       | <b>Always (4)</b>     | <b>Often (3)</b> | <b>Sometimes (2)</b> | <b>Never (1)</b>    |                          |               |
|  | 2016        | 950   | 27.0                  | 39.9             | 32.4                 | 0.6                 | 2.93                     |               |

\* 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                | Pell Recipient |
|---|--|---|--|---------------------------|----------------|
| <i>Item Group n range</i>   | M = 409-421<br>F = 456-471<br>Trans+ = 30-37               | API = 83-92<br>AA = 27-29<br>Lat = 215-221<br>Multi = 57-58<br>Nat = 6<br>Whi = 496-506 | Heterosexual = 730-752<br>LGBQA+ = 163-167 | D = 82-84<br>ND = 821-844 | N/A            |
| UA offers classes with a favorable student-faculty ratio.                             | Trans+ (3.00) <<br><b>M (3.58)**</b><br><b>F (3.67)**</b>  | <i>ns</i>   | <i>ns</i>                                  | <i>ns</i>                 | <i>ns</i>      |
| UA consistently offers courses needed for a timely graduation.                        | Trans+ (3.09) <<br><b>F (3.71)*</b>                        | <i>ns</i>   | LGBQA+ (3.47) <<br>Heterosexual (3.72) **  | <i>ns</i>                 | <i>ns</i>      |
| UA is a university where teaching is a high priority.                                 | M (3.56) < F (3.73)*                                       | <i>ns</i>   | LGBQA+ (3.44) <<br>Heterosexual (3.68)**   | <i>ns</i>                 | <i>ns</i>      |
| UA is a university where research is a high priority.                                 | <i>ns</i>  | <i>ns</i>   | <i>ns</i>                                  | <i>ns</i>                 | <i>ns</i>      |
| UA provides students with a challenging academic experience.                          | M (3.96) < F (4.09)*                                       | <i>ns</i>   | LGBQA+ (3.86) <<br>Heterosexual (4.07)**   | <i>ns</i>                 | <i>ns</i>      |
| Classrooms have adequate technology resources available for teaching and learning.    | M (3.86) < F (4.05)*                                       | N/A   | <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                       | <i>ns</i>      |
| UA offers enough online/hybrid courses.   | M (3.52) < F (3.69)*                                       | <i>ns</i>   | <i>ns</i>                                  | <i>ns</i>                 | <i>ns</i>      |
| The quality of faculty instruction  | <i>ns</i>  | AA (3.35) < <b>API (3.92)*</b><br><b>Lat (3.94)**</b><br><b>Whi (3.91)**</b>            | <i>ns</i>                                  | <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>                 | <i>ns</i>      |
| The quality of teaching assistant instruction   | Trans+ (2.87) <<br><b>M (3.53)**</b><br><b>F (3.61)***</b> | Whi (3.52) < API (3.85)*  | <i>ns</i>                                  | <i>ns</i>                 | <i>ns</i>      |
| Actively participated in class  | <i>ns</i>  | <i>ns</i>   | <i>ns</i>                                  | D (3.11) ><br>ND (2.91)*  | <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 have been available to conduct statistical analyses. Number of cases within subgroups are only provided in the item group *n* range for groups with significant differences.

APPENDIX C. ACADEMIC CLIMATE, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item   | Survey Year                            | Class Standing   | Residency                                 | Enrollment | Transfer                    | Veteran                                   | International                                  |
|---|--|--|---|------------|-----------------------------|---|--|
| <i>Item Group n range</i>   | 2011 = 1,854-1,877<br>2016 = 909-1,031 | Fr = 212-246<br>So = 166-192<br>Ju = 192-224<br>Se = 336-369 | NR = 33-357<br>R = 51-674                 | N/A        | NT = 772-880<br>T = 136-152 | NV = 337-351<br>V = 24-26                 | Dom = 49-296<br>Int = 5-78                     |
| UA offers classes with a favorable student-faculty ratio.                             | 2016 (3.60) ><br>2011 (3.35)***        | <i>ns</i>  | NR (3.71) ><br>R (3.54)**                 | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | Int (3.91) ><br>Dom (3.62)*                    |
| UA consistently offers courses needed for a timely graduation.                        | 2016 (3.67) ><br>2011 (3.40)***        | <i>ns</i>  | <i>ns</i>                                 | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | <i>ns</i>                                      |
| UA is a university where teaching is a high priority.                                 | 2016 (3.64) ><br>2011 (3.43)***        | <i>ns</i>  | <i>ns</i>                                 | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | <i>ns</i>                                      |
| UA is a university where research is a high priority.                                 | <i>ns</i>                              | <i>ns</i>  | NR (4.04) <<br>R (4.21)**                 | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | <i>ns</i>                                      |
| UA provides students with a challenging academic experience.                          | 2016 (4.03) ><br>2011 (3.92)**         | <i>ns</i>  | <i>ns</i>                                 | <i>ns</i>  | T (4.17) ><br>NT (4.00)*    | <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>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>  | <b>NR (4.36) &gt;</b><br><b>R (3.85)*</b> | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | <b>Int (5.00) &gt;</b><br><b>Dom (3.99)***</b> |
| UA offers enough online/hybrid courses.   | N/A                                    | Fr (3.81) ><br>Ju (3.50)**<br>Se (3.48)**                    | NR (3.70) ><br>R (3.54)*                  | <i>ns</i>  | T (3.40) <<br>NT (3.63)*    | <i>ns</i>                                 | <i>ns</i>                                      |
| The quality of faculty instruction  | 2016 (3.89) ><br>2011 (3.75)***        | <i>ns</i>  | NR (3.81) <<br>R (3.94)*                  | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | <i>ns</i>                                      |
| The faculty's clarity of academic expectations  | 2016 (3.86) ><br>2011 (3.76)**         | <i>ns</i>  | <i>ns</i>                                 | <i>ns</i>  | T (4.00) ><br>NT (3.83)*    | <i>ns</i>                                 | <i>ns</i>                                      |
| The quality of teaching assistant instruction   | 2016 (3.54) ><br>2011 (3.40)***        | <i>ns</i>  | <i>ns</i>                                 | <i>ns</i>  | T (3.78) ><br>NT (3.50)**   | <i>ns</i>                                 | <i>ns</i>                                      |
| Actively participated in class  | N/A                                    | <i>ns</i>  | NR (2.86) <<br>R (2.97)*                  | <i>ns</i>  | T (3.09) ><br>NT (2.91)*    | <b>V (3.37) &gt;</b><br><b>NV (2.97)*</b> | Int (2.72) <<br>Dom (3.07)**                   |

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 have been available to conduct statistical analyses. Number of cases within subgroups are only provided in the item group *n* range for groups with significant differences.

**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        | 1,032 | 31.5               | 55.3      | 9.8         | 3.1               | 0.4                   | 4.14                    |  |
|   | 2011        | 1,877 | 21.4               | 52.3      | 18.8        | 6.2               | 1.3                   | 3.86                    |  |
| Faculty are accessible for mentoring and career guidance.                           | 2016        | 1,032 | 22.9               | 46.4      | 24.3        | 4.7               | 1.6                   | 3.84                    |  |
|   | 2011        | 1,877 | 17.7               | 41.7      | 26.9        | 10.7              | 3.0                   | 3.60                    |  |
| A faculty member has taken an interest in me and my success.                        | 2016        | 1,029 | 31.4               | 34.5      | 19.1        | 10.6              | 4.4                   | 3.78                    |  |
|   |             |       | Very Satisfied     | Satisfied | Neutral     | Dissatisfied      | Very Dissatisfied     |                         |  |
| The availability of faculty for office hours  | 2016        | 1,028 | 26.9               | 44.0      | 20.0        | 7.7               | 1.4                   | 3.87                    |  |
|   | 2011        | 1,868 | 20.6               | 50.1      | 19.4        | 7.8               | 2.2                   | 3.79                    |  |
| The accessibility of faculty by email   | 2016        | 1,026 | 38.8               | 43.9      | 13.3        | 3.0               | 1.0                   | 4.17                    |  |
|   | 2011        | 1,875 | 34.3               | 46.3      | 12.8        | 5.0               | 1.5                   | 4.07                    |  |
| Your interactions with faculty outside of the classroom                             | 2016        | 1,029 | 23.1               | 39.3      | 31.6        | 4.8               | 1.2                   | 3.78                    |  |
|   | 2011        | 1,802 | 19.4               | 43.2      | 27.9        | 7.2               | 2.4                   | 3.70                    |  |
| The faculty's responsiveness to student inquiries, needs, concerns, and suggestions | 2016        | 1,029 | 26.9               | 48.3      | 19.1        | 4.4               | 1.4                   | 3.95                    |  |
| The faculty's responsiveness to students' inquiries                                 | 2011        | 1,870 | 17.2               | 52.2      | 20.9        | 7.7               | 2.0                   | 3.75                    |  |
| I have a faculty mentor.  | 2016        | 1,030 | <b>YES = 31.0%</b> |           |             | <b>NO = 44.4%</b> |                       | <b>NOT SURE = 24.6%</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 | Pell Recipient                |
|---|-----------|--|--------------------|------------|-------------------------------|
| <i>Item Group n range</i>   | N/A       | API = 90-92<br>AA = 29<br>Lat = 217-221<br>Multi = 57-58<br>Nat = 6<br>Whi = 504-508 | N/A                | N/A        | PR = 392-393<br>NPR = 635-639 |
| Faculty are accessible for academic support.  | <i>ns</i> | <i>ns</i>  | <i>ns</i>          | <i>ns</i>  | PR (4.11) < NPR (4.21)*       |
| Faculty are accessible for mentoring and career guidance.                           | <i>ns</i> | <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> | <i>ns</i>  | <i>ns</i>          | <i>ns</i>  | <i>ns</i>                     |
| The availability of faculty for office hours  | <i>ns</i> | <b>AA (3.43) &lt; API (4.09)*</b>  | <i>ns</i>          | <i>ns</i>  | <i>ns</i>                     |
| The accessibility of faculty by email   | <i>ns</i> | AA (3.76) < Whi (4.25)*  | <i>ns</i>          | <i>ns</i>  | <i>ns</i>                     |
| Your interactions with faculty outside of the classroom                             | <i>ns</i> | <b>AA (3.34) &lt; Whi (3.85)*</b>  | <i>ns</i>          | <i>ns</i>  | <i>ns</i>                     |
| The faculty's responsiveness to student inquiries, needs, concerns, and suggestions | <i>ns</i> | <b>AA (3.51) &lt; Whi (4.00)*</b>  | <i>ns</i>          | <i>ns</i>  | <i>ns</i>                     |
| I have a faculty mentor. (YES)  | <i>ns</i> | API (27.5%)<br>Whi (30.6%)<br>Multi (31.6%)<br>AA (33.3%)<br>Lat (36.4%)             | <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. STUDENT-FACULTY INTERACTION, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item   | Survey Year                              | Class Standing   | Residency                   | Enrollment | Transfer                    | Veteran                                   | International                |
|---|--|--|-----------------------------|------------|-----------------------------|---|------------------------------|
| <i>Item Group n range</i>   | 2011 = 1,802-1,877<br>2016 = 1,029-1,032 | Fr = 245-246<br>So = 191-192<br>Ju = 222-224<br>Se = 366-369 | NR = 354-358<br>R = 669-674 | N/A        | NT = 877-880<br>T = 150-152 | NV = 345-351<br>V = 26                    | Dom = 292-298<br>Int = 78    |
| Faculty are accessible for academic support.  | 2016 (4.14) ><br>2011 (3.86)***          | <i>ns</i>  | NR (4.08) <<br>R (4.18)*    | <i>ns</i>  | T (4.27) ><br>NT (4.12)*    | <i>ns</i>                                 | <i>ns</i>                    |
| Faculty are accessible for mentoring and career guidance.                           | 2016 (3.84) ><br>2011 (3.60)***          | <i>ns</i>  | NR (3.75) <<br>R (3.89)**   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | <i>ns</i>                    |
| A faculty member has taken an interest in me and my success.                        | N/A                                      | Se (3.95) ><br>So (3.62)*<br>Ju (3.69)*                      | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | <i>ns</i>                    |
| The availability of faculty for office hours  | 2016 (3.87) ><br>2011 (3.79)*            | <i>ns</i>  | NR (3.95) ><br>R (3.83)*    | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | Int (4.18) ><br>Dom (3.81)** |
| The accessibility of faculty by email   | 2016 (4.17) ><br>2011 (4.07)**           | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | <i>ns</i>                    |
| Your interactions with faculty outside of the classroom                             | 2016 (3.78) ><br>2011 (3.70)*            | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | <b>V (3.26) &lt;</b><br><b>NV (3.83)*</b> | <i>ns</i>                    |
| The faculty's responsiveness to student inquiries, needs, concerns, and suggestions | 2016 (3.95) ><br>2011 (3.75)***          | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                                 | Int (4.17) ><br>Dom (3.92)*  |
| I have a faculty mentor. (YES)  | N/A                                      | Ju (22.3%)<br>So (27.1%)<br>Fr (28.5%)<br>Se (40.1%)         | R (28.5%)<br>NR (35.8%)     | <i>ns</i>  | <i>ns</i>                   | V (23.1%)<br>NV (33.0%)                   | Dom (31.3%)<br>Int (37.2%)   |

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 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        | 1,021 | 38.1               | 36.8      | 16.1        | 4.8          | 4.1                   | 4.00          |
|  | 2011        | 1,851 | 34.5               | 36.5      | 14.6        | 8.8          | 5.7                   | 3.85          |
| My academic advisor(s) help me determine my academic interests and strengths.  | 2016        | 1,017 | 25.4               | 30.1      | 28.0        | 10.5         | 6.0                   | 3.58          |
|  | 2011        | 1,836 | 22.9               | 27.4      | 23.9        | 17.1         | 8.7                   | 3.39          |
| My academic advisor(s) attempt to understand my academic interests and needs.  | 2016        | 1,011 | 32.1               | 36.4      | 20.5        | 6.6          | 4.4                   | 3.85          |
|  | 2011        | 1,840 | 26.8               | 34.9      | 19.2        | 11.6         | 7.4                   | 3.62          |
| I feel confident in the information and advice I receive from my academic advisor(s).  | 2016        | 1,016 | 35.3               | 37.3      | 15.7        | 7.6          | 4.2                   | 3.92          |
|  | 2011        | 1,851 | 31.2               | 35.4      | 17.7        | 9.3          | 6.3                   | 3.76          |
| I have been able to obtain an advising appointment within one week of making a request.  | 2016        | 1,007 | 42.1               | 39.4      | 10.7        | 5.9          | 1.9                   | 4.14          |
|  | 2011        | 1,830 | 36.4               | 37.3      | 12.6        | 8.6          | 5.1                   | 3.91          |
| 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        | 1,008 | 38.0               | 35.2      | 16.5        | 6.1          | 4.3                   | 3.96          |
|  | 2011        | 1,636 | 28.7               | 34.4      | 19.9        | 10.3         | 6.7                   | 3.68          |
| I am usually able to accomplish/resolve my questions during an academic advising appointment.  | 2016        | 1,016 | 42.4               | 38.5      | 14.3        | 2.5          | 2.4                   | 4.16          |
|  | 2011        | 1,832 | 36.8               | 40.0      | 14.1        | 6.2          | 2.9                   | 4.02          |

\* 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                | Pell Recipient                |
|---|--|----------------|--------------------|---------------------------|-------------------------------|
| <i>Item Group n range</i>   | M = 409-146<br>F = 464-471<br>Trans+ = 25-31 | N/A            | N/A                | D = 77-81<br>ND = 830-841 | PR = 381-386<br>NPR = 626-635 |
| 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>          | <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>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>                 | PR (4.23) > NPR (4.08)*       |
| I have received advising assistance via email, phone, and/or website.                         | M (3.89) < F (4.09)*                         | <i>ns</i>      | <i>ns</i>          | D (4.21) > ND (3.95)*     | PR (4.07) > NPR (3.90)*       |
| 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 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 ADVISING, CONT.

Table 3. Differences by Student Characteristics

| Survey Item   | Survey Year                              | Class Standing   | Residency                   | Enrollment | Transfer  | Veteran                                    | International |
|---|--|--|-----------------------------|------------|-----------|--|---------------|
| <i>Item Group n range</i>   | 2011 = 1,636-1,851<br>2016 = 1,007-1,021 | Fr = 235-239<br>So = 186-190<br>Ju = 221-224<br>Se = 363-367 | NR = 350-355<br>R = 657-665 | N/A        | N/A       | NV = 343-349<br>V = 24                     | N/A           |
| My academic advisor(s) help me develop an academic plan.                                      | 2016 (4.00) ><br>2011 (3.85)**           | <i>ns</i>  | NR (3.91) <<br>R (4.05)*    | <i>ns</i>  | <i>ns</i> | <b>V (4.59) &gt;</b><br><b>NV (4.00)**</b> | <i>ns</i>     |
| My academic advisor(s) help me determine my academic interests and strengths.                 | 2016 (3.58) ><br>2011 (3.39)***          | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>  | <i>ns</i> | V (4.05) ><br>NV (3.57)*                   | <i>ns</i>     |
| My academic advisor(s) attempt to understand my academic interests and needs.                 | 2016 (3.85) ><br>2011 (3.62)***          | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>  | <i>ns</i> | V (4.38) ><br>NV (3.88)*                   | <i>ns</i>     |
| I feel confident in the information and advice I receive from my academic advisor(s).         | 2016 (3.92) ><br>2011 (3.76)***          | <i>ns</i>  | <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.       | 2016 (4.14) ><br>2011 (3.91)***          | <i>ns</i>  | <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.                         | 2016 (3.96) ><br>2011 (3.68)***          | <i>ns</i>  | NR (3.85) <<br>R (4.03)*    | <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. | 2016 (4.16) ><br>2011 (4.02)***          | Fr (3.97) <<br>Se (4.28)***                                  | <i>ns</i>                   | <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 D. STUDENT ENGAGEMENT

CIVIC ENGAGEMENT

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

| Survey Item   | Survey |          | Valid<br>Percent |
|---|--------|----------|------------------|
|   | Year   | <i>n</i> |                  |
| Voted in federal/state elections  | 2016   | 1,251    | 40.9             |
| Voted in student government elections   | 2016   | 1,251    | 34.8             |
| Held a campus leadership position (student government, residence hall government, club president) | 2016   | 1,251    | 20.0             |



APPENDIX D. CIVIC ENGAGEMENT, CONT.

Table 2. Differences by Demographic Subgroups

| Survey Item   | Gender                                   | Race/Ethnicity   | Sexual Orientation                     | Disability | Pell Recipient            |
|---|--|--|--|------------|---------------------------|
| <i>Item Group n range</i>   | M = 417<br>F = 472<br>Trans+ = 31        | API = 92<br>AA = 29<br>Lat = 216-217<br>Multi = 57<br>Nat = 6<br>Whi = 506 | Heterosexual = 747-748<br>LGBQA+ = 167 | N/A        | PR = 469<br>NPR = 782     |
| Voted in federal/state elections  | <i>ns</i>                                | API (17.4%)<br>AA (27.6%)<br>Lat (39.6%)<br>Multi (42.1%)<br>Whi (46.0%)   | Heterosexual (37.4%)<br>LGBQA+ (57.5%) | <i>ns</i>  | PR (49.0%)<br>NPR (35.9%) |
| Voted in student government elections   | M (28.5%)<br>F (37.9%)<br>Trans+ (51.6%) | <i>ns</i>  | Heterosexual (30.8%)<br>LGBQA+ (51.5%) | <i>ns</i>  | <i>ns</i>                 |
| Held a campus leadership position<br>(student government, residence<br>hall government, club president) | M (16.5%)<br>F (21.0%)<br>Trans+ (32.3%) | API (14.1%)<br>Lat (16.6%)<br>Multi (19.3%)<br>Whi (21.5%)<br>AA (41.4%)   | Heterosexual (17.8%)<br>LGBQA+ (29.3%) | <i>ns</i>  | <i>ns</i>                 |

NOTE: 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 D. CIVIC ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item   | Survey Year | Class Standing   | Residency               | Enrollment                   | Transfer                  | Veteran                   | International                |
|---|-------------|--|-------------------------|------------------------------|---------------------------|---------------------------|------------------------------|
| <i>Item Group n range</i>   | N/A         | Fr = 308-309<br>So = 239-240<br>Ju = 276-277<br>Se = 427 | NR = 450<br>R = 801-802 | PT = 122<br>FT = 1,126-1,127 | NT = 1,073<br>T = 178-179 | NV = 348-349<br>V = 23-24 | Dom = 293-294<br>Int = 78-79 |
| Voted in federal/state elections  | N/A         | Fr (21.4%)<br>So (38.1%)<br>Ju (40.4%)<br>Se (56.9%)     | NR (22.0%)<br>R (51.4%) | FT (38.9%)<br>PT (58.2%)     | <i>ns</i>                 | NV (34.7%)<br>V (56.5%)   | Int (6.3%)<br>Dom (44.0%)    |
| Voted in student government elections   | N/A         | Fr (22.1%)<br>So (37.9%)<br>Ju (33.7%)<br>Se (42.9%)     | <i>ns</i>               | PT (26.2%)<br>FT (35.6%)     | T (16.3%)<br>NT (37.9%)   | <i>ns</i>                 | Int (25.6%)<br>Dom (37.2%)   |
| Held a campus leadership position<br>(student government, residence<br>hall government, club president) | N/A         | Fr (9.1%)<br>So (15.4%)<br>Ju (22.4%)<br>Se (28.8%)      | <i>ns</i>               | <i>ns</i>                    | T (7.3%)<br>NT (18.9%)    | <i>ns</i>                 | Int (9.0%)<br>Dom (22.1%)    |

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**CO-CURRICULAR ENGAGEMENT**

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

| Survey Item                                   | Survey Year | n     | Valid Percent |
|---|-------------|-------|---------------|
| Lived in a living-learning community          | 2016        | 1,251 | 17.6          |
| Assisted faculty with research projects       | 2016        | 1,251 | 18.0          |
| Studied abroad (outside of U.S.)              | 2016        | 1,251 | 11.4          |
| Participated in service learning              | 2016        | 1,251 | 12.0          |
| Engaged in career exploration and preparation | 2016        | 1,251 | 50.2          |

*Table 2. Differences by Demographic Subgroups*

| Survey Item                                   | Gender                                   | Race/Ethnicity | Sexual Orientation | Disability             | Pell Recipient            |
|---|--|----------------|--------------------|------------------------|---------------------------|
| <i>Item Group n range</i>                     | M = 417<br>F = 471-472<br>Trans+ = 30-31 | N/A            | N/A                | D = 81-82<br>ND = 843  | PR = 469-470<br>NPR = 782 |
| Lived in a living-learning community          | <i>ns</i>                                | <i>ns</i>      | <i>ns</i>          | <i>ns</i>              | <i>ns</i>                 |
| Assisted faculty with research projects       | <i>ns</i>                                | <i>ns</i>      | <i>ns</i>          | D (9.8%)<br>ND (18.6%) | <i>ns</i>                 |
| Studied abroad (outside of U.S.)              | <i>ns</i>                                | <i>ns</i>      | <i>ns</i>          | <i>ns</i>              | PR (7.9%)<br>NPR (13.4%)  |
| Participated in service learning              | Trans+ (10.0%)<br>M (10.6%)<br>F (16.6%) | <i>ns</i>      | <i>ns</i>          | <i>ns</i>              | <i>ns</i>                 |
| Engaged in career exploration and preparation | <i>ns</i>                                | <i>ns</i>      | <i>ns</i>          | <i>ns</i>              | <i>ns</i>                 |

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APPENDIX D. CO-CURRICULAR ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item                                   | Survey Year | Class Standing   | Residency                   | Enrollment                       | Transfer               | Veteran   | International                            |
|---|-------------|--|-----------------------------|----------------------------------|------------------------|-----------|--|
| <i>Item Group n range</i>                     | N/A         | Fr = 309<br>So = 239-240<br>Ju = 276-277<br>Se = 426-427 | NR = 449-450<br>R = 801-802 | PT = 121-122<br>FT = 1,126-1,127 | NT = 1,073<br>T = 178  | N/A       | Dom = 293-294<br>Int = 78-79             |
| Lived in a living-learning community          | N/A         | <i>ns</i>  | <i>ns</i>                   | PT (9.1%)<br>FT (18.5%)          | T (2.2%)<br>NT (20.0%) | <i>ns</i> | <i>ns</i>                                |
| Assisted faculty with research projects       | N/A         | Fr (6.8%)<br>So (10.9%)<br>Ju (17.3%)<br>Se (30.7%)      | <i>ns</i>                   | <i>ns</i>                        | <i>ns</i>              | <i>ns</i> | <i>ns</i>                                |
| Studied abroad (outside of U.S.)              | N/A         | Fr (4.9%)<br>So (1.7%)<br>Ju (12.6%)<br>Se (20.8%)       | R (8.9%)<br>NR (15.8%)      | <i>ns</i>                        | <i>ns</i>              | <i>ns</i> | Dom (6.1%)<br>Int (29.5%)                |
| Participated in service learning              | N/A         | Fr (6.8%)<br>So (9.2%)<br>Ju (11.6%)<br>Se (17.6%)       | <i>ns</i>                   | <i>ns</i>                        | <i>ns</i>              | <i>ns</i> | <i>ns</i>                                |
| Engaged in career exploration and preparation | N/A         | Fr (42.1%)<br>So (44.2%)<br>Ju (51.8%)<br>Se (58.5%)     | NR (45.8%)<br>R (52.7%)     | <i>ns</i>                        | <i>ns</i>              | <i>ns</i> | <b>Int (35.9%)</b><br><b>Dom (42.5%)</b> |

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**SOCIAL ENGAGEMENT**

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

| Survey Item   | Survey Year | <i>n</i> | Valid Percent |
|---|-------------|----------|---------------|
| Became involved in at least one club/organization on campus   | 2016        | 1,251    | 68.5          |
|   | 2011        | 1,877    | 76.5          |
| Attended campus events or activities  | 2016        | 1,251    | 84.3          |
|   | 2011        | 1,877    | 88.5          |
| Attended music or theater performances on campus  | 2016        | 1,251    | 48.1          |
|   | 2011        | 1,877    | 60.6          |
| Participated in intramurals/athletic-related sports clubs   | 2016        | 1,251    | 24.8          |
|   | 2011        | 1,877    | 46.0          |
| Attended religious services or activities   | 2016        | 1,251    | 25.1          |
|   | 2011        | 1,877    | 41.3          |
| Member of a social fraternity or sorority ( <i>N</i> = 329)<br>Do you belong to a sorority or fraternity? | 2016        | 377      | 31.7          |
|   | 2011        | 1,877    | 12.9          |
| Talked to high school students about college  | 2016        | 1,251    | 46.6          |

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 | Pell Recipient                |
|---|---|--|---|------------|-------------------------------|
| <i>Item Group n range</i>                                   | M = 189-417<br>F = 169-472<br>Trans+ = 13-31                  | API = 50-92<br>AA = 6-30<br>Lat = 86-217<br>Multi = 19-58<br>Nat = 3-6<br>Whi = 197-506                    | Heterosexual = 304-748<br>LGBQA+ = 68-167 | N/A        | PR = 140-469<br>NPR = 237-782 |
| Became involved in at least one club/organization on campus | M (63.5%)<br>F (71.6%)<br>Trans+ (80.6%)                      | Lat (58.5%)<br>API (60.9%)<br>Multi (68.4%)<br>Whi (73.3%)<br>AA (79.3%)                                   | <i>ns</i>                                 | <i>ns</i>  | PR (61.8%)<br>NPR (72.5%)     |
| Attended campus events or activities                        | M (80.3%)<br>F (87.9%)<br>Trans+ (93.5%)                      | API (71.7%)<br>Lat (81.6%)<br>Multi (82.8%)<br>Whi (87.5%)<br>AA (90.0%)                                   | Heterosexual (82.9%)<br>LGBQA+ (91.0%)    | <i>ns</i>  | PR (81.7%)<br>NPR (85.9%)     |
| Attended music or theater performances on campus            | M (41.0%)<br>F (52.5%)<br>Trans+ (54.8%)                      | <i>ns</i>  | Heterosexual (43.5%)<br>LGBQA+ (61.1%)    | <i>ns</i>  | <i>ns</i>                     |
| Participated in intramurals/athletic-related sports clubs   | Trans+ (9.7%)<br>F (16.7%)<br>M (32.1%)                       | AA (6.9%)<br>API (10.9%)<br>Multi (21.1%)<br>Lat (24.0%)<br>Whi (27.1%)                                    | LGBQA+ (13.8%)<br>Heterosexual (26.5%)    | <i>ns</i>  | PR (17.3%)<br>NPR (29.3%)     |
| Attended religious services or activities                   | <i>ns</i>   | <i>ns</i>  | <i>ns</i>                                 | <i>ns</i>  | <i>ns</i>                     |
| Member of a social fraternity or sorority <sup>a</sup>      | <b>M (16.9%)</b><br><b>F (42.6%)</b><br><b>Trans+ (76.9%)</b> | <b>API (4.0%)</b><br><b>Lat (10.5%)</b><br><b>Multi (15.8%)</b><br><b>AA (16.7%)</b><br><b>Whi (49.7%)</b> | <i>ns</i>                                 | <i>ns</i>  | PR (20.0%)<br>NPR (38.8%)     |
| Talked to high school students about college                | <i>ns</i>   | <i>ns</i>  | <i>ns</i>                                 | <i>ns</i>  | PR (41.2%)<br>NPR (49.7%)     |

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APPENDIX D. SOCIAL ENGAGEMENT, CONT.

Table 3. Differences by Student Characteristics

| Survey Item   | Survey Year | Class Standing  | Residency                   | Enrollment                    | Transfer                             | Veteran                   | International                            |
|---|-------------|---|-----------------------------|-------------------------------|--------------------------------------|---------------------------|--|
| <i>Item Group n range</i>                                   | N/A         | Fr = 82-309<br>So = 56-240<br>Ju = 98-277<br>Se = 141-427 | NR = 146-450<br>R = 232-801 | PT = 43-122<br>FT = 332-1,127 | NT = 247-1,073<br>T = 129-178        | NV = 349-351<br>V = 24-26 | Dom = 293-299<br>Int = 78-79             |
| Became involved in at least one club/organization on campus | N/A         | Fr (57.6%)<br>Ju (67.8%)<br>So (71.3%)<br>Se (75.2%)      | <i>ns</i>                   | PT (55.4%)<br>FT (69.7%)      | T (46.1%)<br>NT (72.1%)              | <i>ns</i>                 | Int (43.0%)<br>Dom (69.0%)               |
| Attended campus events or activities                        | N/A         | <i>ns</i>   | <i>ns</i>                   | <i>ns</i>                     | T (73.6%)<br>NT (86.1%)              | <i>ns</i>                 | Int (59.0%)<br>Dom (82.9%)               |
| Attended music or theater performances on campus            | N/A         | Fr (38.3%)<br>So (44.6%)<br>Ju (52.3%)<br>Se (54.6%)      | <i>ns</i>                   | <i>ns</i>                     | T (38.2%)<br>NT (42.7%)              | <i>ns</i>                 | <i>ns</i>                                |
| Participated in intramurals/ athletic-related sports clubs  | N/A         | So (18.8%)<br>Fr (22.4%)<br>Ju (26.0%)<br>Se (29.0%)      | R (19.9%)<br>NR (33.6%)     | <i>ns</i>                     | T (11.2%)<br>NT (27.0%)              | <i>ns</i>                 | <i>ns</i>                                |
| Attended religious services or activities                   | N/A         | So (19.2%)<br>Fr (23.4%)<br>Ju (24.2%)<br>Se (30.0%)      | <i>ns</i>                   | <i>ns</i>                     | T (16.3%)<br>NT (26.6%)              | <i>ns</i>                 | <i>ns</i>                                |
| Member of a social fraternity or sorority                   |             | <i>ns</i>   | R (24.1%)<br>NR (43.8%)     | <i>ns</i>                     | <b>T (1.6%)</b><br><b>NT (31.1%)</b> | V (0%)<br>NV (31.6%)      | Int (6.3%)<br>Dom (38.5%)                |
| Talked to high school students about college                | N/A         | <i>ns</i>   | <i>ns</i>                   | <i>ns</i>                     | T (34.8%)<br>NT (48.6%)              | <i>ns</i>                 | <b>Int (13.9%)</b><br><b>Dom (49.7%)</b> |

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**DIVERSITY ENGAGEMENT**

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

| Survey Item   | Survey Year | n     | Valid Percent |
|---|-------------|-------|---------------|
| Lived in a culturally-themed residence hall/floor                         | 2016        | 1,251 | 10.0          |
| Joined an LGBTQ+ organization   | 2016        | 1,251 | 5.9           |
| Became involved with at least one or more Cultural/Resource Center *      | 2016        | 1,251 | 13.0          |
| Joined an Asian, Black, Latino, or Native American sorority or fraternity | 2016        | 1,251 | 2.5           |
| Joined an organization promoting cultural diversity                       | 2016        | 1,251 | 14.5          |
| Joined an organization reflecting my own cultural heritage                | 2016        | 1,251 | 10.4          |
| Joined a population-specific organization (N = 1,877)**                   | 2011        | 1,877 | 33.6          |

\* 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              | Pell Recipient            |
|---|--|--|---|-------------------------|---------------------------|
| <i>Item Group n range</i>   | M = 417-418<br>F = 471-472<br>Trans+ = 30-31 | API = 92-93<br>AA = 29<br>Lat = 216-217<br>Multi = 57-28<br>Nat = 6<br>Whi = 506 | Heterosexual = 747-748<br>LGBQA+ = 167              | D = 81<br>ND = 842-843  | PR = 469<br>NPR = 782     |
| Lived in a culturally-themed residence hall/floor                         | <i>ns</i>                                    | <i>ns</i>  | <i>ns</i>   | <i>ns</i>               | <i>ns</i>                 |
| Joined an LGBTQ+ organization   | M (4.8%)<br>F (5.7%)<br>Trans+ (54.8%)       | API (1.1%)<br>Multi (3.5%)<br>Lat (6.0%)<br>Whi (7.7%)<br>AA (20.7%)             | <b>Heterosexual (0.3%)</b><br><b>LGBQA+ (36.5%)</b> | ND (5.7%)<br>D (19.8%)  | <i>ns</i>                 |
| Became involved with at least one or more Cultural/Resource Center        | M (9.4%)<br>F (17.6%)<br>Trans+ (38.7%)      | Whi (9.3%)<br>Multi (15.8%)<br>Lat (17.5%)<br>API (17.4%)<br>AA (51.7%)          | Heterosexual (9.8%)<br>LGBQA+ (35.9%)               | <i>ns</i>               | PR (18.3%)<br>NPR (9.7%)  |
| Joined an Asian, Black, Latino, or Native American sorority or fraternity | <i>ns</i>                                    | Whi (0.2%)<br>Multi (3.4%)<br>API (4.3%)<br>Lat (5.1%)<br>AA (17.2%)             | <i>ns</i>   | ND (2.1%)<br>D (6.2%)   | PR (3.6%)<br>NPR (1.8%)   |
| Joined an organization promoting cultural diversity                       | M (11.5%)<br>F (16.6%)<br>Trans+ (48.4%)     | Whi (11.5%)<br>API (16.3%)<br>Lat (17.1%)<br>Multi (19.0%)<br>AA (58.6%)         | Heterosexual (11.6%)<br>LGBQA+ (31.7%)              | ND (13.9%)<br>D (29.6%) | PR (18.3%)<br>NPR (12.1%) |
| Joined an organization reflecting my own cultural heritage                | <i>ns</i>                                    | Whi (5.1%)<br>API (12.9%)<br>Multi (13.8%)<br>Lat (17.5%)<br>AA (44.8%)          | Heterosexual (9.2%)<br>LGBQA+ (18.0%)               | <i>ns</i>               | PR (15.8%)<br>NPR (7.3%)  |

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APPENDIX D. DIVERSITY ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item   | Survey Year | Class Standing   | Residency               | Enrollment | Transfer                  | Veteran                              | International             |
|---|-------------|--|-------------------------|------------|---------------------------|--------------------------------------|---------------------------|
| <i>Item Group n range</i>   | N/A         | Fr = 308-309<br>So = 239-240<br>Ju = 276-277<br>Se = 426-427 | NR = 449-450<br>R = 801 | N/A        | NT = 1,073<br>T = 178-179 | NV = 348-349<br>V = 23-24            | Dom = 293-294<br>Int = 78 |
| Lived in a culturally-themed residence hall/floor                         | N/A         | Ju (7.2%)<br>Se (7.5%)<br>Fr (16.6%)<br>So (11.3%)           | <i>ns</i>               | <i>ns</i>  | T (3.9%)<br>NT (11.0%)    | <i>ns</i>                            | Int (0%)<br>Dom (9.2%)    |
| Joined an LGBTQ+ organization   | N/A         | Fr (1.9%)<br>Ju (4.3%)<br>So (6.7%)<br>Se (9.4%)             | <i>ns</i>               | <i>ns</i>  | <i>ns</i>                 | <i>ns</i>                            | Int (0%)<br>Dom (8.2%)    |
| Became involved with at least one or more Cultural/Resource Center        | N/A         | Fr (7.8%)<br>Ju (13.0%)<br>Se (15.0%)<br>So (15.8%)          | NR (8.4%)<br>R (15.5%)  | <i>ns</i>  | <i>ns</i>                 | <b>NV (9.7%)</b><br><b>V (52.2%)</b> | <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>                 | <i>ns</i>                            | <i>ns</i>                 |
| Joined an organization promoting cultural diversity                       | N/A         | <i>ns</i>  | <i>ns</i>               | <i>ns</i>  | <i>ns</i>                 | <i>ns</i>                            | Int (6.4%)<br>Dom (15.6%) |
| Joined an organization reflecting my own cultural heritage                | N/A         | <i>ns</i>  | NR (7.6%)<br>R (12.0%)  | <i>ns</i>  | <i>ns</i>                 | <i>ns</i>                            | Int (1.3%)<br>Dom (10.9%) |

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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        | 911   | 24.9             | 45.5    | 20.2      | 6.7        | 2.7                 | 3.83          |
|   | 2011        | 1,845 | 29.4             | 47.1    | 16.5      | 5.3        | 1.7                 | 3.97          |
| UA has programs and services that reflect a commitment to multiculturalism and diversity.                         | 2016        | 908   | 30.0             | 46.2    | 18.9      | 3.7        | 1.2                 | 4.00          |
|   | 2011        | 1,807 | 31.7             | 48.5    | 15.6      | 2.8        | 1.4                 | 4.06          |
| UA has policies that reflect a commitment to multiculturalism and diversity.                                      | 2016        | 910   | 25.1             | 43.1    | 23.6      | 6.1        | 2.1                 | 3.83          |
|   | 2011        | 1,762 | 28.9             | 46.8    | 18.9      | 3.5        | 1.9                 | 3.97          |
| UA strives for diversity among its student body.  | 2016        | 910   | 27.3             | 39.9    | 24.0      | 6.5        | 2.3                 | 3.83          |
|   | 2011        | 1,784 | 26.1             | 45.4    | 21.2      | 5.2        | 2.1                 | 3.88          |
| UA strives for diversity among its faculty/staff.   | 2016        | 910   | 23.4             | 37.8    | 28.6      | 7.0        | 3.3                 | 3.71          |
|   | 2011        | 1,768 | 24.9             | 43.9    | 22.6      | 5.6        | 2.9                 | 3.82          |
| Students with a disability or physical, sensory, cognitive, or emotional impairment are respected on this campus. | 2016        | 958   | 27.3             | 37.2    | 26.6      | 7.2        | 1.6                 | 3.81          |
| UA ensures accessible campus experiences for D students.  | 2016        | 907   | 29.7             | 42.6    | 22.6      | 3.2        | 1.8                 | 3.95          |
| Embraces diversity (5): Intolerant of diversity (1)   | 2016        | 954   | 29.2             | 38.4    | 22.4      | 7.4        | 2.6                 | 3.84          |

\* 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 | Pell Recipient |
|---|--|--|--|------------|----------------|
| <i>Item Group n range</i>   | M = 408-422<br>F = 459-472<br>Trans+ = 30-31               | API = 85-91<br>AA = 27-29<br>Lat = 216-221<br>Multi = 54-58<br>Nat = 5-6<br>Whi = 496-508                  | Heterosexual = 729-753<br>LGBQA+ = 164-167                 | N/A        | N/A            |
| UA fosters a climate that values diversity.   | Trans+ (3.21) <<br><b>M (3.90)*</b>                        | AA (2.85) < <b>API (3.88)**</b><br><b>Lat (3.85)**</b><br><b>Whi (3.89)**</b><br><b>Multi (3.79)**</b>     | <b>LGBQA+ (3.38) &lt;</b><br><b>Heterosexual (3.93)***</b> | <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>  | LGBQA+ (3.76) <<br>Heterosexual (4.05)***                  | <i>ns</i>  | <i>ns</i>      |
| UA has policies that reflect a commitment to multiculturalism and diversity.                                      | Trans+ (3.15) <<br><b>M (3.88)*</b><br><b>F(3.82)*</b>     | AA (2.96) < <b>API (3.88)**</b><br><b>Lat (3.79)**</b><br><b>Whi (3.91)**</b><br><b>Multi (3.73)*</b>      | <b>LGBQA+ (3.42) &lt;</b><br><b>Heterosexual (3.92)***</b> | <i>ns</i>  | <i>ns</i>      |
| UA strives for diversity among its student body.  | Trans+ (3.28) <<br><b>M (3.91)*</b>                        | AA (2.90) < <b>API (3.84)**</b><br><b>Lat (3.80)**</b><br><b>Whi (3.93)**</b><br><b>Multi (3.69)*</b>      | LGBQA+ (3.54) <<br>Heterosexual (3.90)***                  | <i>ns</i>  | <i>ns</i>      |
| UA strives for diversity among its faculty/staff.   | <i>ns</i>  | AA (2.68) < <b>API (3.77)***</b><br><b>Lat (3.69)***</b><br><b>Whi (3.79)***</b><br><b>Multi (3.57)***</b> | <b>LGBQA+ (3.29) &lt;</b><br><b>Heterosexual (3.80)***</b> | <i>ns</i>  | <i>ns</i>      |
| Students with a disability or physical, sensory, cognitive, or emotional impairment are respected on this campus. | Trans+ (3.10) <<br><b>M (3.87)*</b><br><b>F (3.81)*</b>    | <i>ns</i>  | <b>LGBQA+ (3.44) &lt;</b><br><b>Heterosexual (3.89)***</b> | <i>ns</i>  | <i>ns</i>      |
| UA ensures accessible campus experiences for Disabled students.   | Trans+ (3.36) <<br><b>M (3.94)*</b><br><b>F (4.01)**</b>   | <i>ns</i>  | LGBQA+ (3.68) <<br>Heterosexual (4.02)***                  | <i>ns</i>  | <i>ns</i>      |
| Embraces diversity (5): Intolerant of diversity (1)   | Trans+ (3.00) <<br><b>M (3.93)**</b><br><b>F (.3.83)**</b> | AA (2.89) < <b>API (3.81)**</b><br><b>Lat (3.93)***</b><br><b>Whi (3.88)***</b><br><b>Multi (3.74)**</b>   | <b>LGBQA+ (3.36) &lt;</b><br><b>Heterosexual (3.95)***</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

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 E. GENERAL CLIMATE FOR DIVERSITY, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item   | Survey Year                          | Class Standing | Residency | Enrollment                 | Transfer                    | Veteran   | International                |
|---|--------------------------------------|----------------|-----------|----------------------------|-----------------------------|-----------|------------------------------|
| <i>Item Group n range</i>   | 2011 = 1,768-1,878<br>2016 = 908-911 | N/A            | N/A       | PT = 89-92<br>FT = 815-859 | NT = 769-817<br>T = 137-141 | N/A       | Dom = 289-298<br>Int = 71-78 |
| UA fosters a climate that values diversity.   | 2016 (3.83) <<br>2011 (3.97)***      | <i>ns</i>      | <i>ns</i> | FT (3.82) <<br>PT (4.04)*  | <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> | FT (3.99) <<br>PT (4.18)*  | <i>ns</i>                   | <i>ns</i> |                              |
| UA has policies that reflect a commitment to multiculturalism and diversity.                                      | 2016 (3.83) <<br>2011 (3.97)***      | <i>ns</i>      | <i>ns</i> | <i>ns</i>                  | T (4.01) ><br>NT (3.80)**   | <i>ns</i> |                              |
| UA strives for diversity among its student body.  | <i>ns</i>                            | <i>ns</i>      | <i>ns</i> | <i>ns</i>                  | <i>ns</i>                   | <i>ns</i> |                              |
| UA strives for diversity among its faculty/staff.   | 2016 (3.71) <<br>2011 (3.82)**       | <i>ns</i>      | <i>ns</i> | <i>ns</i>                  | <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>                   | <i>ns</i> |                              |
| UA ensures accessible campus experiences for disabled students.   | N/A                                  | <i>ns</i>      | <i>ns</i> | <i>ns</i>                  | <i>ns</i>                   | <i>ns</i> | Int (4.18) ><br>Dom (3.91)*  |
| Embraces diversity (5):<br>Intolerant of diversity (1)  | N/A                                  | <i>ns</i>      | <i>ns</i> | <i>ns</i>                  | T (4.12) ><br>NT (3.80)***  | <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.

**ACADEMIC CLIMATE FOR DIVERSITY**

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

| Survey Item  | Survey Year | n     | Valid Percent*      |              |                  |               |                        | Average Score |
|--|-------------|-------|---------------------|--------------|------------------|---------------|------------------------|---------------|
|  |             |       | Strongly Agree<br>5 | Agree<br>4   | Neutral<br>3     | Disagree<br>2 | Strongly Disagree<br>1 |               |
| Faculty are sensitive to the needs of diverse students.                                | 2016        | 1,031 | 21.4                | 36.7         | 32.5             | 7.3           | 2.2                    | 3.68          |
|  | 2011        | 1,877 | 12.7                | 42.6         | 32.7             | 9.7           | 2.2                    | 3.54          |
| Faculty understand their responsibilities relative to disability-related accommodation | 2016        | 1,032 | 24.8                | 42.7         | 27.7             | 3.5           | 1.3                    | 3.86          |
| <i>Heard FACULTY express negative/stereotypical views about:</i>                       |             |       | <b>Always</b>       | <b>Often</b> | <b>Sometimes</b> | <b>Never</b>  |                        |               |
| Race/Ethnicity   | 2016        | 913   | 1.6                 | 3.6          | 22.3             | 72.5          |                        | 1.34          |
| Gender   | 2016        | 911   | 1.5                 | 3.6          | 23.4             | 71.5          |                        | 1.35          |
| Sexual orientation   | 2016        | 906   | 1.7                 | 3.0          | 14.6             | 80.8          |                        | 1.26          |
| Political affiliation, opinions, or beliefs  | 2016        | 912   | 2.2                 | 5.3          | 34.5             | 58.0          |                        | 1.52          |
| Religion   | 2016        | 913   | 1.5                 | 3.6          | 21.8             | 73.1          |                        | 1.33          |
| Social class/economic background   | 2016        | 914   | 1.2                 | 3.6          | 18.6             | 76.6          |                        | 1.29          |
| Immigration/Immigrants   | 2016        | 914   | 1.5                 | 3.7          | 15.5             | 79.3          |                        | 1.27          |
| Physical disabilities  | 2016        | 909   | 1.2                 | 1.9          | 11.3             | 85.6          |                        | 1.19          |
| Cognitive, sensory, or emotional impairment  | 2016        | 909   | 1.3                 | 2.6          | 12.8             | 83.3          |                        | 1.22          |

\* 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                                 | Pell Recipient                |
|--|---|---|--|--|-------------------------------|
| <i>Item Group n range</i>  | M = 406-422<br>F = 456-<br>Trans+ = 30-31                 | API = 85-92<br>AA = 27-29<br>Lat = 214-220<br>Multi = 57-58<br>Nat = 6<br>Whi = 495-507 | Heterosexual = 730-752<br>LGBQA+ = 162-167                 | D = 82-84<br>ND = 818-824                  | PR = 350-393<br>NPR = 558-639 |
| Faculty are sensitive to the needs of diverse students.                                | Trans+ (2.91) <<br><b>M (3.73)**</b><br><b>F (3.68)**</b> | <i>ns</i>   | LGBQA+ (3.40) <<br>Heterosexual (3.73)***                  | <i>ns</i>                                  | <i>ns</i>                     |
| Faculty understand their responsibilities relative to disability-related accommodation | Trans+ (3.24) <<br><b>M (3.89)**</b><br><b>F (3.88)**</b> | <i>ns</i>   | LGBQA+ (3.61) <<br>Heterosexual (3.93)***                  | <i>ns</i>                                  | <i>ns</i>                     |
| <i>Heard FACULTY express negative/stereotypical views about:</i>                       |   |   |  |  |                               |
| Race/Ethnicity   | <i>ns</i>   | AA (1.89) > <b>Whi (1.26)*</b><br><b>Multi (1.29)*</b>                                  | LGBQA+ (1.45) ><br>Heterosexual (1.32)*                    | <i>ns</i>                                  | <i>ns</i>                     |
| Gender   | Trans+ (1.72) ><br><b>M (1.31)**</b><br><b>F (1.36)**</b> | <i>ns</i>   | <b>LGBQA+ (1.58) &gt;</b><br><b>Heterosexual (1.30)***</b> | <i>ns</i>                                  | <i>ns</i>                     |
| Sexual orientation   | <i>ns</i>   | <i>ns</i>   | LGBQA+ (1.42) ><br>Heterosexual (1.22)**                   | D (1.44) ><br>ND (1.23)*                   | <i>ns</i>                     |
| Political affiliation, opinions, or beliefs  | <i>ns</i>   | <i>ns</i>   | LGBQA+ (1.63) ><br>Heterosexual (1.49)*                    | D (1.70) ><br>ND (1.50)*                   | <i>ns</i>                     |
| Religion   | <i>ns</i>   | <i>ns</i>   | <i>ns</i>  | <i>ns</i>                                  | <i>ns</i>                     |
| Social class/economic background   | <i>ns</i>   | <i>ns</i>   | <i>ns</i>  | D (1.54) ><br>ND (1.27)**                  | PR (1.36) ><br>NPR (1.26)*    |
| Immigration/Immigrants   | <i>ns</i>   | Lat (1.38) > White (1.19)**   | <i>ns</i>  | D (1.50) ><br>ND (1.25)*                   | <i>ns</i>                     |
| Physical disabilities  | <i>ns</i>   | <i>ns</i>   | <i>ns</i>  | <b>D (1.45) &gt;</b><br><b>ND (1.19)**</b> | PR (1.23) ><br>NPR (1.16)*    |
| Cognitive, sensory, or emotional impairment  | <i>ns</i>   | <i>ns</i>   | LGBQA+ (1.35) ><br>Heterosexual (1.19)**                   | <b>D (1.52) &gt;</b><br><b>ND (1.19)**</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. ACADEMIC CLIMATE FOR DIVERSITY, CONT.

Table 3. Differences by Student Characteristics

| Survey Item  | Survey Year                     | Class Standing | Residency                    | Enrollment | Transfer                    | Veteran   | International                |
|--|---------------------------------|----------------|------------------------------|------------|-----------------------------|-----------|------------------------------|
| <i>Item Group n range</i>  | 2011 = 1,877<br>2016 = 1,031    | N/A            | NR = 304-358<br>R = 6003-673 | N/A        | NT = 772-880<br>T = 137-152 | N/A       | Dom = 289-292<br>Int = 74-78 |
| Faculty are sensitive to the needs of diverse students.                                | 2016 (3.68) ><br>2011 (3.54)*** | <i>ns</i>      | NR (3.57) <<br>R (3.73)*     | <i>ns</i>  | NT (3.65) <<br>T (3.84)*    | <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>  | NT (3.84) <<br>T (3.99)*    | <i>ns</i> | <i>ns</i>                    |
| <i>Heard FACULTY express negative/stereotypical views about:</i>                       |                                 |                |                              |            |                             |           |                              |
| Race/Ethnicity   | N/A                             | <i>ns</i>      | NR (1.41) ><br>R (1.31)**    | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | Int (1.49) ><br>Dom (1.30)*  |
| Gender   | N/A                             | <i>ns</i>      | <i>ns</i>                    | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | Int (1.19) <<br>Dom (1.32)*  |
| Sexual orientation   | N/A                             | <i>ns</i>      | <i>ns</i>                    | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | <i>ns</i>                    |
| Political affiliation, opinions, or beliefs  | N/A                             | <i>ns</i>      | <i>ns</i>                    | <i>ns</i>  | NT (1.54) ><br>T (1.39)*    | <i>ns</i> | <i>ns</i>                    |
| Religion   | N/A                             | <i>ns</i>      | <i>ns</i>                    | <i>ns</i>  | NT (1.35) ><br>T (1.23)*    | <i>ns</i> | <i>ns</i>                    |
| Social class/economic background   | N/A                             | <i>ns</i>      | <i>ns</i>                    | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | Int (1.16) <<br>Dom (1.35)** |
| Immigration/Immigrants   | N/A                             | <i>ns</i>      | <i>ns</i>                    | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | <i>ns</i>                    |
| Physical disabilities  | N/A                             | <i>ns</i>      | <i>ns</i>                    | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | <i>ns</i>                    |
| Cognitive, sensory, or emotional impairment  | N/A                             | <i>ns</i>      | <i>ns</i>                    | <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.

**PEER CLIMATE FOR DIVERSITY**

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

| Survey Item   | Survey Year | n   | Valid Percent* |            |                |            | Average Score |
|---|-------------|-----|----------------|------------|----------------|------------|---------------|
|   |             |     | Always<br>4    | Often<br>3 | Sometimes<br>2 | Never<br>1 |               |
| Felt pressure from members of my own racial/ethnic group to not socialize with other racial/ethnic groups | 2016        | 956 | 6.3            | 7.5        | 22.0           | 64.2       | 1.56          |
| <i>Heard STUDENTS express negative/stereotypical views about:</i>   |             |     |                |            |                |            |               |
| Race/Ethnicity  | 2016        | 914 | 4.9            | 22.7       | 45.6           | 26.8       | 2.06          |
| Gender  | 2016        | 909 | 5.2            | 22.1       | 38.0           | 34.7       | 1.98          |
| Sexual orientation  | 2016        | 912 | 5.8            | 22.1       | 39.5           | 32.6       | 2.01          |
| Political affiliation, opinions, or beliefs   | 2016        | 914 | 10.0           | 27.1       | 38.8           | 24.2       | 2.23          |
| Religion  | 2016        | 913 | 7.0            | 21.8       | 38.1           | 33.2       | 2.02          |
| Social class/economic background  | 2016        | 912 | 4.6            | 16.3       | 37.7           | 41.4       | 1.84          |
| Immigration/Immigrants  | 2016        | 910 | 6.6            | 19.1       | 34.8           | 39.6       | 1.93          |
| Physical disabilities   | 2016        | 912 | 3.3            | 8.5        | 28.1           | 60.0       | 1.55          |
| Cognitive, sensory, or emotional impairment   | 2016        | 908 | 3.7            | 11.3       | 26.6           | 58.4       | 1.60          |

\* 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                                  | Pell Recipient                |
|---|---|---|--|---|-------------------------------|
| <i>Item Group n range</i>   | M = 409-421<br>F = 456-472<br>Trans+ = 30-31              | API = 85-91<br>AA = 26-29<br>Lat = 213-221<br>Multi = 56-57<br>Nat = 6<br>Whi = 496-507       | Heterosexual = 730-751<br>LGBQA+ = 163-167 | D = 82-84<br>ND = 819-844                   | PR = 349-368<br>NPR = 557-588 |
| Felt pressure from members of my own racial/ethnic group to not socialize with other racial/ethnic groups | M (1.66) ><br>F (1.45)**                                  | API (1.98) > <b>AA (1.36)**</b><br><b>Whi (1.47)**</b><br><b>Multi (1.46)*</b>                | <i>ns</i>                                  | D (1.86) ><br>ND (1.52)*                    | PR (1.49) <<br>NPR (1.61)*    |
| <i>Heard STUDENTS express negative/stereotypical views about:</i>   |   |   |  |   |                               |
| Race/Ethnicity  | <i>ns</i>   | AA (2.63) > <b>Whi (1.97)*</b>  | LGBQA+ (2.23) ><br>Heterosexual (2.02)**   | <i>ns</i>                                   | <i>ns</i>                     |
| Gender  | Trans+ (2.49) ><br><b>M (1.89)**</b><br><b>F (2.01)**</b> | AA (2.48) > <b>API (1.74)*</b>  | LGBQA+ (2.28) ><br>Heterosexual (1.91)***  | <i>ns</i>                                   | <i>ns</i>                     |
| Sexual orientation  | Trans+ (2.43) > <b>M (2.00)*</b><br><b>F (2.00)*</b>      | <i>ns</i>   | LGBQA+ (2.30) ><br>Heterosexual (1.95)***  | D (2.22) ><br>ND (1.99)*                    | <i>ns</i>                     |
| Political affiliation, opinions, or beliefs   | <i>ns</i>   | API (1.82) < <b>AA (2.46)*</b><br>Lat (2.20)*<br><b>Whi (2.26)**</b><br><b>Multi (2.40)**</b> | <i>ns</i>                                  | <i>ns</i>                                   | <i>ns</i>                     |
| Religion  | <i>ns</i>   | AA (2.46) > <b>API (1.80)*</b>  | <i>ns</i>                                  | <i>ns</i>                                   | <i>ns</i>                     |
| Social class/economic background  | <i>ns</i>   | <i>ns</i>   | <i>ns</i>                                  | D (2.08) ><br>ND (1.81)*                    | <i>ns</i>                     |
| Immigration/Immigrants  | <i>ns</i>   | <i>ns</i>   | LGBQA+ (2.07) ><br>Heterosexual (1.89)*    | <i>ns</i>                                   | <i>ns</i>                     |
| Physical disabilities   | <i>ns</i>   | <i>ns</i>   | LGBQA+ (1.68) ><br>Heterosexual (1.52)*    | <b>D (1.93) &gt;</b><br><b>ND (1.51)***</b> | <i>ns</i>                     |
| Cognitive, sensory, or emotional impairment   | Trans+ (2.21) ><br><b>M (1.58)*</b><br><b>F (1.58)*</b>   | <i>ns</i>   | LGBQA+ (1.82) ><br>Heterosexual (1.55)**   | <b>D (2.04) &gt;</b><br><b>ND (1.55)***</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.

APPENDIX E. PEER CLIMATE FOR DIVERSITY, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item   | Survey Year | Class Standing   | Residency | Enrollment | Transfer                                    | Veteran   | International                                   |
|---|-------------|--|-----------|------------|---|-----------|---|
| <i>Item Group n range</i>   | N/A         | Fr = 211-228<br>So = 167-174<br>Ju = 191-204<br>Se = 336-350 | N/A       | N/A        | NT = 771-815<br>T = 136-141                 | N/A       | Dom = 291-298<br>Int = 72-78                    |
| Felt pressure from members of my own racial/ethnic group to not socialize with other racial/ethnic groups | N/A         | Fr (1.78) ><br>So (1.52)*<br>Jun (1.44)***<br>Sen (1.51)**   | <i>ns</i> | <i>ns</i>  | NT (1.58) ><br>T (1.43)*                    | <i>ns</i> | <b>Int (2.02) &gt;</b><br><b>Dom (1.52)***</b>  |
| <i>Heard STUDENTS express negative/stereotypical views about:</i>   |             |  |           |            |   |           |   |
| Race/Ethnicity  | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | NT (2.10) ><br>T (1.80)***                  | <i>ns</i> | <i>ns</i>                                       |
| Gender  | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | <b>NT (2.05) &gt;</b><br><b>T (1.59)***</b> | <i>ns</i> | <i>ns</i>                                       |
| Sexual orientation  | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | <b>NT (2.08) &gt;</b><br><b>T (1.62)***</b> | <i>ns</i> | <i>ns</i>                                       |
| Political affiliation, opinions, or beliefs   | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | NT (2.29) ><br>T (1.88)***                  | <i>ns</i> | <i>ns</i>                                       |
| Religion  | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | NT (2.08) ><br>T (1.69)***                  | <i>ns</i> | <i>ns</i>                                       |
| Social class/economic background  | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | NT (1.89) ><br>T (1.57)***                  | <i>ns</i> | <i>ns</i>                                       |
| Immigration/Immigrants  | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | NT (1.97) ><br>T (1.58)**                   | <i>ns</i> | <i>ns</i>                                       |
| Physical disabilities   | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | NT (1.58) ><br>T (1.39)**                   | <i>ns</i> | <b>Int (1.21) &lt;</b><br><b>Dom (1.58) ***</b> |
| Cognitive, sensory, or emotional impairment   | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | NT (1.64) ><br>T (1.39)***                  | <i>ns</i> | Int (1.26) <<br>Dom (1.60)***                   |

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        | 961 | 26.5             | 41.9    | 23.5      | 5.1        | 2.9                 | 3.84          |
| I feel free to express my religious beliefs on campus.              | 2016        | 956 | 25.1             | 39.2    | 26.3      | 6.8        | 2.6                 | 3.77          |
| Students of my race/ethnicity are respected on this campus.         | 2016        | 961 | 34.1             | 36.4    | 20.9      | 6.0        | 2.6                 | 3.94          |
| Students of my socio-economic status are respected on this campus.  | 2016        | 959 | 33.5             | 36.5    | 21.8      | 5.6        | 2.6                 | 3.93          |
| Students of my gender are respected on this campus.                 | 2016        | 958 | 33.7             | 37.0    | 19.1      | 7.9        | 2.2                 | 3.92          |
| Students of my religious beliefs are respected on this campus.      | 2016        | 958 | 24.7             | 38.5    | 30.2      | 5.3        | 1.2                 | 3.80          |
| Students of my political beliefs are respected on this campus.      | 2016        | 958 | 26.1             | 41.9    | 24.8      | 4.7        | 2.5                 | 3.85          |
| Students of my sexual orientation are respected on this campus.     | 2016        | 961 | 43.4             | 35.2    | 16.0      | 3.4        | 1.8                 | 4.15          |
| Students of my immigration background are respected on this campus. | 2016        | 957 | 34.8             | 32.2    | 26.5      | 4.0        | 2.4                 | 3.93          |

\* 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                | Pell Recipient                |
|---|---|--|--|---------------------------|-------------------------------|
| <i>Item Group n range</i>   | M = 417-422<br>F = 472-475<br>Trans+ = 29-31                              | API = 92<br>AA = 29<br>Lat = 218-221<br>Multi = 57-58<br>Nat = 6<br>Whi = 508-510  | Heterosexual = 751-755<br>LGBQA+ = 167                     | D = 83-84<br>ND = 844-848 | PR = 370-372<br>NPR = 585-589 |
| I feel free to express my political beliefs on campus               | F (3.80) <<br>M (3.87)***<br>Trans+ (4.02) <<br>M (3.87)***<br>F (3.80)** | <i>ns</i>  | LGBQA+ (3.97) ><br>Heterosexual (3.81)*                    | <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>                 | <i>ns</i>                     |
| Students of my race/ethnicity are respected on this campus.         | <i>ns</i>   | Whi (4.19) > API (3.84)*<br><b>Lat (3.71)***</b><br><b>Multi (3.76)*</b><br>AA (2.61) < <b>API (3.84)***</b><br><b>Lat (3.71)***</b><br><b>Whi (4.19)***</b><br><b>Multi (3.76)***</b> | <i>ns</i>  | <i>ns</i>                 | PR (3.81) <<br>NPR (4.02)**   |
| Students of my socio-economic status are respected on this campus.  | <i>ns</i>   | AA (3.01) < <b>API (4.02)**</b><br><b>Whi (4.12)**</b><br>Lat (3.72) < Whi (4.12)***   | <i>ns</i>  | <i>ns</i>                 | PR (3.66) <<br>NPR (4.10)***  |
| Students of my gender are respected on this campus.                 | <i>ns</i>   | AA (3.32) < <b>API (4.09)**</b><br><b>Lat (3.93)*</b><br><b>Whi (3.94)*</b>  | <b>LGBQA+ (3.54) &lt;</b><br><b>Heterosexual (4.00)***</b> | <i>ns</i>                 | <i>ns</i>                     |
| Students of my religious beliefs are respected on this campus.      | Trans+ (3.36) <<br><b>M (3.85)*</b><br><b>F (3.80)*</b>                   | <i>ns</i>  | LGBQA+ (3.62) <<br>Heterosexual (3.85)**                   | <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>                 | <i>ns</i>                     |
| Students of my sexual orientation are respected on this campus.     | Trans+ (2.95) <<br><b>M (4.21)***</b><br><b>F (4.16)***</b>               | <i>ns</i>  | <b>LGBQA+ (3.41) &lt;</b><br><b>Heterosexual (4.32)***</b> | D (3.90) <<br>ND (4.18)*  | <i>ns</i>                     |
| Students of my immigration background are respected on this campus. | <i>ns</i>   | Whi (4.14) > API (3.78)*<br><b>AA (3.30)*</b><br>Lat (3.68)***   | <i>ns</i>  | <i>ns</i>                 | PR (3.81) <<br>NPR (4.01)**   |

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. INDIVIDUAL EXPERIENCES WITH DIVERSITY, CONT.

Table 3. Differences by Student Characteristics

| Survey Item   | Survey Year | Class Standing | Residency                   | Enrollment                 | Transfer                    | Veteran                   | International                |
|---|-------------|----------------|-----------------------------|----------------------------|-----------------------------|---------------------------|------------------------------|
| <i>Item Group n range</i>   | N/A         | N/A            | NR = 323-327<br>R = 631-634 | PT = 91-92<br>FT = 861-866 | NT = 816-820<br>T = 139-141 | NV = 350-351<br>V = 24-26 | Dom = 297-298<br>Int = 77-78 |
| I feel free to express my political beliefs on campus               | N/A         | <i>ns</i>      | R (3.79) <<br>NR (3.94) *   | <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>                   | V (3.20) <<br>NV (3.83)*  | <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>                   | <i>ns</i>                 | Int (3.62) <<br>Dom (3.99)** |
| Students of my socio-economic status are respected on this campus.  | N/A         | <i>ns</i>      | R (3.86) <<br>NR (4.06)**   | <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>                   | FT (3.90) <<br>PT (4.12)*  | NT (3.89) <<br>T (4.11)*    | <i>ns</i>                 | <i>ns</i>                    |
| Students of my religious beliefs are respected on this campus.      | N/A         | <i>ns</i>      | R (3.74) <<br>NR (3.92)**   | <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>                   | <i>ns</i>                 | <i>ns</i>                    |
| Students of my sexual orientation are respected on this campus.     | N/A         | <i>ns</i>      | <i>ns</i>                   | FT (4.14) <<br>PT (4.35)*  | <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>                   | <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

| 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        | 914 | 8.8                       | 11.4           | 20.8                        | 38.8             | 20.2                        | 2.50          |
| High school from which you graduated  | 2016        | 905 | 9.3                       | 12.3           | 29.0                        | 35.7             | 13.7                        | 2.68          |

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 | Pell Recipient                                |
|---|--|---|--------------------|------------|---|
| <i>Item Group n range</i>   | M = 410-414<br>F = 463-469<br>Trans+ = 31                | API = 84<br>AA = 28-29<br>Lat = 208-215<br>Multi = 57-58<br>Nat = 6<br>Whi = 509  | N/A                | N/A        | PR = 353-357<br>NPR = 552-557                 |
| <i>How would you describe the racial/ethnic composition of the following? †</i> |  |   |                    |            |   |
| Neighborhood where you grew up  | Trans+ (1.87) <<br><b>M (2.56)**</b><br><b>F (2.49)*</b> | Whi (1.98) <<br><b>API (3.33)***</b><br><b>AA (2.79)*</b><br><b>Lat (3.24)***</b><br><b>Multi (2.64)**</b><br>Multi (2.64) <<br><b>API (3.33)*</b><br><b>Lat (3.24)**</b> | <i>ns</i>          | <i>ns</i>  | <b>PR (2.91) &gt;</b><br><b>NPR (2.23)***</b> |
| High school from which you graduated  | Trans+ (2.16) <<br>M (2.63)*<br><b>F (2.76)**</b>        | Whi (2.29) <<br><b>API (3.47)***</b><br><b>Lat (3.24)***</b><br>Multi (2.72)*<br>AA (2.60) < <b>API (3.47)*</b><br>Multi (2.72) <<br><b>API (3.47)**</b><br>Lat (3.24)*   | <i>ns</i>          | <i>ns</i>  | PR (2.89) ><br>NPR (2.54)***                  |

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 BACKGROUND, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item   | Survey Year | Class Standing   | Residency                   | Enrollment | Transfer                    | Veteran   | International  |
|---|-------------|--|-----------------------------|------------|-----------------------------|-----------|--|
| <i>Item Group n range</i>   | N/A         | Fr = 211-215<br>So = 169-170<br>Ju = 193-196<br>Se = 332-333 | NR = 297-301<br>R = 608-613 | N/A        | NT = 771-779<br>T = 134-135 | N/A       | Dom = 297<br>Int = 65  |
| <i>How would you describe the racial/ethnic composition of the following? †</i> |             |  |                             |            |                             |           |  |
| Neighborhood where you grew up  | N/A         | Fr (2.70) ><br>So (2.33)**                                   | R (2.56) ><br>NR (2.36)*    | <i>ns</i>  | T (2.84) ><br>NT (2.44)***  | <i>ns</i> | <b><i>Int (3.55) &gt;</i></b><br><b><i>Dom (2.33)***</i></b> |
| High school from which you graduated  | N/A         | Fr (3.02) ><br>So (2.53)***<br>Ju (2.56)***<br>Se (2.61)**   | <i>ns</i>                   | <i>ns</i>  | T (2.97) ><br>NT (2.63)**   | <i>ns</i> | <b><i>Int (3.68) &gt;</i></b><br><b><i>Dom (2.50)***</i></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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**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        | 1,028 | 9.3                   | 6.9               | 13.6              | 41.3              | 28.9     | 1.26          |
| Materials/readings addressing race/ethnicity issues  | 2016        | 1,025 | 10.7                  | 7.8               | 19.9              | 39.9              | 21.6     | 1.46          |
| Materials/readings related to gender identity  | 2016        | 1,021 | 8.2                   | 5.7               | 9.8               | 35.4              | 40.9     | 1.05          |
| Materials/readings related to sexual orientation   | 2016        | 1,020 | 7.4                   | 4.5               | 8.7               | 35.3              | 44.1     | .96           |
| Faculty who created opportunities for class discussions/ interactions with other students  | 2016        | 1,023 | 27.0                  | 18.4              | 26.1              | 21.4              | 7.1      | 2.37          |
| An experience to serve communities in need (e.g., service learning)                        | 2016        | 1,021 | 7.8                   | 5.0               | 10.2              | 33.6              | 43.5     | 1.00          |
| Opportunities for intensive dialogue between students of different backgrounds and beliefs | 2016        | 1,025 | 11.8                  | 7.4               | 13.4              | 37.3              | 30.1     | 1.33          |
| Instructors from diverse racial/ethnic backgrounds   | 2016        | 1,026 | 14.5                  | 9.2               | 22.1              | 37.7              | 16.4     | 1.68          |
| Took a course devoted to diversity issues.   | 2016        | 1,251 | <b>YES = 45.7%</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                                  | Pell Recipient |
|--|---|---|--|---|----------------|
| <i>Item Group n range</i>  | M = 417-422<br>F = 468-471<br>Trans+ = 31 | API = 88-92<br>AA = 28-29<br>Lat = 217-220<br>Multi = 57-58<br>Nat = 6<br>Whi = 505-508 | Heterosexual = 730-748<br>LGBQA+ = 165-166 | D = 83-84<br>ND = 820-829                   | N/A            |
| <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>                                  | D (1.70) ><br>ND (1.22)**                   | <i>ns</i>      |
| Materials/readings addressing race/ethnicity issues  | M (1.35) < F (1.59)**                     | <i>ns</i>   | <i>ns</i>                                  | D (1.95) ><br>ND (1.41)**                   | <i>ns</i>      |
| Materials/readings related to gender identity  | <i>ns</i>                                 | <i>ns</i>   | <i>ns</i>                                  | D (1.58) ><br>ND (1.00)**                   | <i>ns</i>      |
| Materials/readings related to sexual orientation   | <i>ns</i>                                 | <i>ns</i>   | <i>ns</i>                                  | <b>D (1.58) &gt;</b><br><b>ND (0.89)***</b> | <i>ns</i>      |
| Faculty who created opportunities for class discussions/ interactions with other students  | Trans+ (1.84) < F (2.42)*                 | <i>ns</i>   | <i>ns</i>                                  | <i>ns</i>                                   | <i>ns</i>      |
| An experience to serve communities in need (e.g., service learning)                        | Trans+ (0.47) < M (1.02)**<br>F (1.01)**  | Lat (1.24) > Whi (0.89)**   | <i>ns</i>                                  | D (1.38) ><br>ND (0.95)*                    | <i>ns</i>      |
| Opportunities for intensive dialogue between students of different backgrounds and beliefs | <i>ns</i>                                 | Lat (1.73) > Whi (1.18)***<br>Multi (1.18) ***  | <i>ns</i>                                  | D (1.63) ><br>ND (1.29)*                    | <i>ns</i>      |
| Instructors from diverse racial/ethnic backgrounds   | <i>ns</i>                                 | Whi (1.57) < Lat (1.93)**   | <i>ns</i>                                  | <i>ns</i>                                   | <i>ns</i>      |
| Took a course devoted to diversity issues. (YES)   | M (37.6%)<br>F (50.3%)<br>Trans+ (71.0%)  | API (31.5%)<br>Lat (43.1%)<br>Whi (46.6%)<br>Multi (52.6%)<br>AA (58.6%)                | Heterosexual (42.4%)<br>LGBQA+ (59.6%)     | <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. ACADEMIC DIVERSITY ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item  | Survey Year | Class Standing   | Residency | Enrollment | Transfer                      | Veteran                   | International                |
|--|-------------|--|-----------|------------|-------------------------------|---------------------------|------------------------------|
| <i>Item Group n range</i>  | N/A         | Fr = 241-309<br>So = 188-239<br>Ju = 219-277<br>Se = 367-427 | N/A       | N/A        | NT = 870-1,073<br>T = 150-179 | NV = 346-349<br>V = 23-26 | Dom = 294-298<br>Int = 76-79 |
| <i>In the past year, how many of your courses included the following?</i>                  |             |  |           |            |                               |                           |                              |
| Materials/readings addressing gender issues  | N/A         | Fr (1.46) ><br>So (1.09)**<br>Se (1.18)*                     | <i>ns</i> | <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>                     | <i>ns</i>                 | <i>ns</i>                    |
| Materials/readings related to gender identity  | N/A         | Fr (1.27) ><br>So (0.83)**<br>Se (0.99)*                     | <i>ns</i> | <i>ns</i>  | <i>ns</i>                     | <i>ns</i>                 | <i>ns</i>                    |
| Materials/readings related to sexual orientation   | N/A         | Fr (1.19) ><br>So (0.81)**<br>Se (0.89)**                    | <i>ns</i> | <i>ns</i>  | <i>ns</i>                     | <i>ns</i>                 | <i>ns</i>                    |
| Faculty who created opportunities for class discussions/ interactions with other students  | N/A         | So (2.11) <<br>Ju (2.46)*<br>Se (2.49)**                     | <i>ns</i> | <i>ns</i>  | <i>ns</i>                     | <i>ns</i>                 | <i>ns</i>                    |
| An experience to serve communities in need (e.g., service learning)                        | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>  | <i>ns</i>                     | <i>ns</i>                 | <i>ns</i>                    |
| Opportunities for intensive dialogue between students of different backgrounds and beliefs | N/A         | So (1.11) <<br>Se (1.44)*                                    | <i>ns</i> | <i>ns</i>  | <i>ns</i>                     | <i>ns</i>                 | <i>ns</i>                    |
| Instructors from diverse racial/ethnic backgrounds   | N/A         | So (1.50) <<br>Se (1.81)*                                    | <i>ns</i> | <i>ns</i>  | <i>ns</i>                     | <i>ns</i>                 | <i>ns</i>                    |
| Took a course devoted to diversity issues. (YES)   | N/A         | Fr (32.7%)<br>Ju (47.3%)<br>So (50.2%)<br>Se (51.5%)         | <i>ns</i> | <i>ns</i>  | T (35.2%)<br>NT (47.4%)       | V (21.7%)<br>NV (41.8%)   | Int (28.2%)<br>Dom (43.9%)   |

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.



**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        | 955   | 14.2               | 27.2      | 42.4          | 16.2      | 2.39          |
| Felt challenged to think more broadly about an issue                         | 2016        | 954   | 22.2               | 41.7      | 33.9          | 2.2       | 2.84          |
| Made efforts to get to know individuals from diverse backgrounds             | 2016        | 952   | 26.4               | 29.2      | 39.0          | 5.4       | 2.77          |
| Challenged others on their derogatory comments regarding forms of difference | 2016        | 956   | 18.6               | 24.8      | 44.0          | 12.7      | 2.49          |
| Engaged in discussions about diversity issues in class                       | 2016        | 954   | 14.0               | 24.8      | 47.3          | 13.9      | 2.39          |
| Lived with people from cultural backgrounds different than my own            | 2016        | 1,251 | <b>YES = 40.7%</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                | Pell Recipient                |
|--|--|--|--|---------------------------|-------------------------------|
| <i>Item Group n range</i>  | M = 418-421<br>F = 469-471<br>Trans+ = 31  | API = 91-92<br>AA = 29<br>Lat = 217-221<br>Multi =58<br>Nat = 6<br>Whi = 504-506 | Heterosexual = 747-751<br>LGBQA+ = 166-167                 | D = 82-84<br>ND = 841-844 | PR = 367-368<br>NPR = 587-588 |
| <i>Since coming to the UA, how often have you done the following?</i>        |  |  |  |                           |                               |
| Made an effort to educate others about social issues                         | M (2.28) <<br><b>Trans+ (2.98)***</b><br>F (2.45)*<br>F (2.45) <<br><b>Trans+ (2.98)**</b> | <i>ns</i>  | <b>Heterosexual (2.29) &lt;</b><br><b>LGBQA+ (2.84)***</b> | ND (2.36) <<br>D (2.79)** | <i>ns</i>                     |
| Felt challenged to think more broadly about an issue                         | M (2.73) <<br>F (2.93)**   | <i>ns</i>  | <i>ns</i>  | <i>ns</i>                 | PR (2.92) ><br>NPR (2.79)*    |
| Made efforts to get to know individuals from diverse backgrounds             | M (2.67) <<br>F (2.86)**<br><b>Trans+ (3.18)**</b>   | <i>ns</i>  | Heterosexual (2.70) <<br>LGBQA+ (3.09)***                  | ND (2.75) <<br>D (3.05)** | <i>ns</i>                     |
| Challenged others on their derogatory comments regarding forms of difference | M (2.43) <<br>Trans+ (2.87)*   | <i>ns</i>  | Heterosexual (2.43) <<br>LGBQA+ (2.85)***                  | ND (2.47) <<br>D (2.80)** | <i>ns</i>                     |
| Engaged in discussions about diversity issues in class                       | M (2.29) <<br>F (2.50)**   | Whi (2.32) <<br><b>AA (2.81)*</b><br>Lat (2.55)*                                 | Heterosexual (2.34) <<br>LGBQA+ (2.65)***                  | ND (2.36) <<br>D (2.74)** | <i>ns</i>                     |
| Lived with people from cultural backgrounds different than my own (YES)      | <i>ns</i>  | Lat (32.3%)<br>Multi (36.2%)<br>Whi (41.5%)<br>API (50.0%)<br>AA (58.6%)         | Heterosexual (39.0%)<br>LGBQA+ (50.0%)                     | <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. PERSONAL DIVERSITY ENGAGEMENT, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item  | Survey Year | Class Standing   | Residency                   | Enrollment                    | Transfer                      | Veteran                          | International                |
|--|-------------|--|-----------------------------|-------------------------------|-------------------------------|----------------------------------|------------------------------|
| <i>Item Group n range</i>  | N/A         | Fr = 228-308<br>So = 173-239<br>Ju = 201-277<br>Se = 349-427 | NR = 324-450<br>R = 627-801 | PT = 90-121<br>FT = 858-1,127 | NT = 813-1,073<br>T = 138-178 | NV = 348-350<br>V = 23-25        | Dom = 294-297<br>Int = 78-79 |
| <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         | <i>ns</i>  | <i>ns</i>                   | <i>ns</i>                     | <i>ns</i>                     | <b>V (1.99) &lt; NV (2.48)*</b>  | <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>                     | <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>                     | <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>                     | <b>V (1.93) &lt; NV (2.49)**</b> | <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>                     | V (1.98) < NV (2.41)*            | Int (2.19) < Dom (2.43)*     |
| Lived with people from cultural backgrounds different than my own (YES)      | N/A         | Fr (31.5%)<br>Ju (41.2%)<br>So (43.9%)<br>Se (45.2%)         | R (36.1%)<br>NR (48.9%)     | PT (30.6%)<br>FT (41.6%)      | T (19.7%)<br>NT (44.2%)       | <i>ns</i>                        | Dom (31.6%)<br>Int (51.9%)   |

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        | 950 | 44.3                        | 40.1                         | 13.5                   | 1.0                | 1.1              | 3.26          |
| People from an economic background other than your own  | 2016        | 948 | 42.9                        | 38.6                         | 12.8                   | 2.1                | 3.6              | 3.15          |
| People with religious beliefs other than your own   | 2016        | 943 | 44.8                        | 34.9                         | 14.0                   | 1.9                | 4.4              | 3.14          |
| People with political views other than your own   | 2016        | 943 | 40.8                        | 35.3                         | 16.8                   | 2.5                | 4.6              | 3.05          |
| People of a gender identity other than your own   | 2016        | 941 | 35.3                        | 31.2                         | 20.4                   | 6.7                | 6.4              | 2.82          |
| People of a sexual orientation other than your own  | 2016        | 945 | 33.7                        | 32.4                         | 22.5                   | 4.9                | 6.4              | 2.82          |
| People with a disability or a physical, sensory, cognitive, or emotional impairment                     | 2016        | 941 | 17.9                        | 31.9                         | 32.5                   | 11.0               | 6.8              | 2.43          |

APPENDIX F. DIVERSE INTERACTIONS, CONT.

*Table 2. Differences by Demographic Subgroups*

| Survey Item   | Gender   | Race/Ethnicity  | Sexual Orientation                               | Disability                        | Pell Recipient                |
|---|--|---|--|-----------------------------------|-------------------------------|
| <i>Item Group n range</i>   | M = 410-416<br>F = 466-472<br>Trans+ = 28-31   | API = 88-91<br>AA = 28-29<br>Lat = 214-218<br>Multi = 56-58<br>Nat = 5-6<br>Whi = 501-506 | Heterosexual = 739-747<br>LGBQA+ = 164-167       | D = 82-84<br>ND = 829-839         | PR = 359-364<br>NPR = 581-586 |
| <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>                                      | API (3.07) < <b>AA (3.63)*</b>  | <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>                         | <i>ns</i>                     |
| People with religious beliefs other than your own   | <i>ns</i>                                      | <i>ns</i>   | Heterosexual (3.10) < LGBQA+ (3.35)**            | <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>                         | PR (2.94) < NPR (3.12)*       |
| People of a gender identity other than your own   | Trans+ (3.41) > <b>M (2.78)*</b><br>F (2.86) * | <i>ns</i>   | Heterosexual (2.75) < LGBQA+ (3.26)***           | ND (2.80) < D (3.20)**            | <i>ns</i>                     |
| People of a sexual orientation other than your own  | Trans+ (3.44) > <b>M (2.76)**</b><br>F (2.86)* | <i>ns</i>   | <b>Heterosexual (2.68) &lt; LGBQA+ (3.48)***</b> | ND (2.80) < D (3.07)*             | <i>ns</i>                     |
| People with a disability or a physical, sensory, cognitive, or emotional impairment                     | Trans+ (2.89) > M (2.38)*                      | <i>ns</i>   | Heterosexual (2.40) < LGBQA+ (2.60)*             | <b>ND (2.36) &lt; D (3.14)***</b> | PR (2.53) > NPR (2.37)*       |

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. DIVERSE INTERACTIONS, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item   | Survey Year | Class Standing   | Residency | Enrollment                 | Transfer                    | Veteran                                   | International               |
|---|-------------|--|-----------|----------------------------|-----------------------------|---|-----------------------------|
| <i>Item Group n range</i>   | N/A         | Fr = 222-228<br>So = 171-174<br>Ju = 198-199<br>Se = 345-349 | N/A       | PT = 89-92<br>FT = 847-855 | NT = 800-809<br>T = 140-141 | NV = 350-351<br>V = 25                    | Dom = 297-298<br>Int = 78   |
| <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         | Se (3.33) ><br>Fr (3.11)*                                    | <i>ns</i> | <i>ns</i>                  | <i>ns</i>                   | <i>ns</i>                                 | Int (3.00) <<br>Dom (3.20)* |
| People from an economic background other than your own  | N/A         | Se (3.31) ><br>Fr (2.99)**<br>Ju (3.06)*                     | <i>ns</i> | <i>ns</i>                  | T (2.78) <<br>NT (3.22)***  | <i>ns</i>                                 | <i>ns</i>                   |
| People with religious beliefs other than your own   | N/A         | <i>ns</i>  | <i>ns</i> | FT (3.17) ><br>PT (2.84)*  | T (2.76) <<br>NT (3.20)***  | <i>ns</i>                                 | <i>ns</i>                   |
| People with political views other than your own   | N/A         | Se (3.18) ><br>Fr (2.88)**                                   | <i>ns</i> | <i>ns</i>                  | T (2.84) <<br>NT (3.09)*    | <i>ns</i>                                 | <i>ns</i>                   |
| People of a gender identity other than your own   | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>                  | T (2.61) <<br>NT (2.86)*    | <b>V (2.07) &lt;</b><br><b>NV (2.79)*</b> | <i>ns</i>                   |
| People of a sexual orientation other than your own  | N/A         | <i>ns</i>  | <i>ns</i> | <i>ns</i>                  | T (2.61) <<br>NT (2.86)*    | <i>ns</i>                                 | <i>ns</i>                   |
| People with a disability or a physical, sensory, cognitive, or emotional impairment                     | N/A         | <i>ns</i>  | <i>ns</i> | <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 G. ECONOMIC CLIMATE

EMPLOYMENT

Table 1. Item Values, Frequencies, and Means

| Survey Item   | Survey Year | n     | Valid Percent*    |                         |             |
|---|-------------|-------|-------------------|-------------------------|-------------|
|   |             |       | YES               | NO                      |             |
| Are you employed?   | 2016        | 933   | 48.7              | 51.3                    |             |
|   |             |       | <b>20+ hours</b>  | <b>19 hours or less</b> |             |
| [If employed] how many hours do you work for pay each week? | 2016        | 445   | 36.3              | 63.7                    |             |
| How many hours each week are you employed?                  | 2011        | 1,003 | 44.9              | 55.1                    |             |
|   |             |       | <b>Off Campus</b> | <b>On Campus</b>        | <b>Both</b> |
| [If employed] where is your employment located?             | 2016        | 447   | 48.8              | 44.5                    | 6.8         |
| Where do you currently work?                                | 2011        | 1,003 | 50.9              | 41.2                    | 7.9         |

\* 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                | Pell Recipient                |
|---|--|---|---|---------------------------|-------------------------------|
| <i>Item Group n range</i>   | M = 173-422<br>F = 253-474<br>Trans+ = 17-31 | API = 23-91<br>AA = 18-29<br>Lat = 128-218<br>Multi = 33-58<br>Nat = 2-6<br>Whi = 236-509 | Heterosexual = 352-755<br>LGBQA+ = 88-167 | D = 25-85<br>ND = 419-847 | PR = 208-364<br>NPR = 237-568 |
| Are you employed? (YES)   | M (42.7%)<br>F (53.8%)<br>Trans+ (58.1%)     | API (25.3%)<br>Whi (47.0%)<br>Multi (58.6%)<br>Lat (59.6%)<br>AA (62.1%)                  | <i>ns</i>                                 | D (31.8%)<br>ND (50.4%)   | PR (57.7%)<br>NPR (43.0%)     |
| [If employed] how many hours do you work for pay each week? (20+ hours) | <i>ns</i>                                    | <i>ns</i>   | <i>ns</i>                                 | <i>ns</i>                 | PR (44.2%)<br>NPR (29.5%)     |
| [If employed] where is your employment located? (On Campus)             | <i>ns</i>                                    | <i>ns</i>   | Heterosexual (31.8%)<br>LGBQA+ (61.8%)    | <i>ns</i>                 | <i>ns</i>                     |

NOTE: 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 G: EMPLOYMENT, CONT.

Table 3. Differences by Student Characteristics

| Survey Item  | Survey Year                        | Class Standing  | Residency                   | Enrollment                 | Transfer                   | Veteran   | International                |
|--|------------------------------------|---|-----------------------------|----------------------------|----------------------------|-----------|------------------------------|
| <i>Item Group n range</i>  | 2011 = 889-1,676<br>2016 = 446-932 | Fr = 67-222<br>So = 81-171<br>Ju = 91-196<br>Se = 206-343 | NR = 101-313<br>R = 345-320 | PT = 60-88<br>FT = 385-842 | NT = 363-794<br>T = 82-140 | N/A       | Dom = 135-298<br>Int = 14-78 |
| Are you employed? (YES)  | 2016 (48.7%) <<br>2011 (53.0%)     | Fr (30.6%)<br>So (48.0%)<br>Ju (46.9%)<br>Se (61.8%)      | NR (56.6%)<br>R (33.2%)     | PT (68.2%)<br>FT (46.8%)   | T (59.3%)<br>NT (46.9%)    | <i>ns</i> | Int (17.9%)<br>Dom (45.6%)   |
| [If employed] how many hours do you work for pay each week? (20+ Hours per week) | 2016 (36.3%) <<br>2011 (44.8%)     | <i>ns</i>   | NR (39.4%)<br>R (25.7%)     | PT (59.0%)<br>FT (32.7%)   | T (53.0%)<br>NT (32.5%)    | <i>ns</i> | <i>ns</i>                    |
| [If employed] where is your employment located? (On Campus)                      | <i>ns</i>                          | <i>ns</i>   | NR (52.5%)<br>R (42.2%)     | PT (28.3%)<br>FT (46.9%)   | T (29.3%)<br>NT (47.7%)    | <i>ns</i> | Int (71.4%)<br>Dom (27.4%)   |

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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        | 932   | 26.4           | 1.8                            | 29.2                          | 42.5                              | 0                     |
|   |             |       | On Campus      | Off Campus                     | < 2 miles from                | 2-5 miles from campus             | > 5 miles from campus |
| Where do you currently live?***                                     | 2011        | 1,877 | 22.8           | 77.2                           |                               |                                   |                       |
| How far do you live from campus?***                                 | 2011        | 1,449 |                |                                | 38.2                          | 27.5                              | 34.3                  |
|   |             |       | YES            | NO                             |                               |                                   |                       |
| You indicated you live off-campus. Do you live with family members? | 2016        | 665   | 31.3           | 68.7                           |                               |                                   |                       |

\* 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 | Pell Recipient                |
|---|-----------|--|--------------------|------------|-------------------------------|
| <i>Item Group n range</i>   | N/A       | API = 62-91<br>AA = 24-29<br>Lat = 174-218<br>Multi =44-57<br>Nat = 5-6<br>Whi = 337-508 | N/A                | N/A        | PR = 302-364<br>NPR = 362-568 |
| Where do you currently live?<br>(Residence Hall)                                | <i>ns</i> | AA (17.2%)<br>Lat (19.3%)<br>Multi (21.1%)<br>Whi (29.9%)<br>API (33.0%)                 | <i>ns</i>          | <i>ns</i>  | PR (14.6%)<br>NPR (34.0%)     |
| You indicated you live off-campus. Do<br>you live with family members?<br>(YES) | <i>ns</i> | Whi (21.7%)<br>AA (25.0%)<br>API (30.6%)<br>Multi (34.1%)<br>Lat (50.6%)                 | <i>ns</i>          | <i>ns</i>  | PR (43.4%)<br>NPR (21.3%)     |

NOTE: 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 G: RESIDENCY DURING COLLEGE, CONT.

Table 3. Differences by Student Characteristics

| Survey Item   | Survey Year | Class Standing  | Residency                            | Enrollment                 | Transfer                             | Veteran                   | International                |
|---|-------------|---|--------------------------------------|----------------------------|--------------------------------------|---------------------------|------------------------------|
| <i>Item Group n range</i>   | N/A         | Fr = 71-223<br>So = 107-171<br>Ju = 168-196<br>Se = 319-343                     | NR = 181-312<br>R = 483-620          | PT = 86-89<br>FT = 575-841 | NT = 526-793<br>T = 138-140          | NV = 267-351<br>V = 22-25 | Dom = 227-298<br>Int = 62-78 |
| Where do you currently live?<br>(Residence Hall)                                | N/A         | <b>Se (4.7%)</b><br><b>Ju (11.2%)</b><br><b>So (32.7%)</b><br><b>Fr (68.2%)</b> | NR (40.4%)<br>R (19.5%)              | PT (2.2%)<br>FT (29.0%)    | <b>T (0.7%)</b><br><b>NT (31.0%)</b> | <i>ns</i>                 | <i>ns</i>                    |
| You indicated you live off-campus. Do<br>you live with family members?<br>(YES) | N/A         | Ju (28.0%)<br>Se (28.2%)<br>So (34.6%)<br>Fr (47.9%)                            | <b>NR (5.5%)</b><br><b>R (41.0%)</b> | <i>ns</i>                  | T (57.2%)<br>NT (71.7%)              | V (50.0%)<br>NV (27.7%)   | Int (16.1%)<br>Dom (33.5%)   |

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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        | 895   | 20.5               | 20.2      | 21.8          | 22.3         | 15.1                  | 3.09          |
| In the past year, economic factors have substantially affected my ability to attend the University of Arizona.                              | 2011        | 1,863 | 25.3               | 28.4      | 19.3          | 19.3         | 7.7                   | 3.44          |
| Economic factors have substantially affected my ability to take advantage of fee-based UA services that I needed and/or wanted <sup>†</sup> | 2016        | 868   | 20.1               | 21.3      | 23.6          | 18.2         | 16.7                  | 3.10          |
|   |             |       | Always (4)         | Often (3) | Sometimes (2) | Never (1)    |                       |               |
| Felt overwhelmed by all I had to do (e.g., school, work, other commitments)   | 2016        | 957   | 35.4               | 36.3      | 26.2          | 2.1          | 3.05                  |               |
| Skipped meals or ate less because I didn't have enough money for food   | 2016        | 906   | 10.1               | 19.0      | 31.3          | 39.5         | 2.00                  |               |
| Ate unhealthy or nutritiously unbalanced meals because healthier options were too expensive or inaccessible.                                | 2016        | 908   | 19.9               | 31.1      | 27.5          | 21.4         | 2.50                  |               |
| Experienced an unstable residence for financial reasons (e.g., moved frequently, evicted, thrown out, etc.)                                 | 2016        | 904   | 4.4                | 7.0       | 8.8           | 79.8         | 1.36                  |               |

\* 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                 | Pell Recipient                |
|---|---|---|--|----------------------------|-------------------------------|
| <i>Item Group n range</i>   | M = 387-421<br>F = 446-472<br>Trans+ = 26-31                                    | API = 79-85<br>AA = 27-29<br>Lat = 197-221<br>Multi = 51-58<br>Nat = 6<br>Whi = 485-507 | Heterosexual = 693-752<br>LGBQA+ = 159-167 | D = 78-84<br>ND = 784-844  | PR = 336-368<br>NPR = 531-588 |
| My ability to attend/stay enrolled at the UA has been negatively affected because of a lack of money.                                       | <i>ns</i>   | Lat (3.40) > API (2.87)*<br>Whi (2.96)**  | <i>ns</i>                                  | <i>ns</i>                  | PR (3.47) ><br>NPR (2.84)***  |
| 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 (3.36) > API (2.84)*<br>Whi (2.99)*   | <i>ns</i>                                  | <i>ns</i>                  | PR (3.44) ><br>NPR (2.88)***  |
| Felt overwhelmed by all I had to do (e.g., school, work, other commitments)   | F (3.16) ><br>M (2.89)***<br>Trans+ (3.52) ><br><b>M (2.89)***</b><br>F (3.16)* | <i>ns</i>   | <i>ns</i>                                  | D (3.35) ><br>ND (3.02)**  | <i>ns</i>                     |
| Skipped meals or ate less because I didn't have enough money for food   | <i>ns</i>   | Lat (2.28) > Whi (1.84)***  | <i>ns</i>                                  | D (2.24) ><br>ND (1.97)*   | PR (2.23) ><br>NPR (1.85)***  |
| Ate unhealthy or nutritiously unbalanced meals because healthier options were too expensive or inaccessible.                                | <i>ns</i>   | Lat (2.69) > Whi (2.40)**   | LGBQA+ (2.84) ><br>Heterosexual (2.42)***  | D (2.89) ><br>ND (2.45)*** | PR (2.73) ><br>NPR (2.35)***  |
| Experienced an unstable residence for financial reasons (e.g., moved frequently, evicted, thrown out, etc.)                                 | <i>ns</i>   | <i>ns</i>   | <i>ns</i>                                  | D (1.65) ><br>ND (1.32)**  | <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 G: ECONOMIC CLIMATE, CONT.

*Table 3. Differences by Student Characteristics*

| Survey Item   | Survey Year                                  | Class Standing | Residency                   | Enrollment | Transfer                    | Veteran   | International |
|---|--|----------------|-----------------------------|------------|-----------------------------|-----------|---------------|
| <i>Item Group n range</i>   | 2011 = 1,863<br>2016 = 895                   | N/A            | NR = 294-325<br>R = 574-631 | N/A        | NT = 739-816<br>T = 129-141 | N/A       | N/A           |
| My ability to attend/stay enrolled at the UA has been negatively affected because of a lack of money.                                       | 2016 (3.09) <<br><sup>a</sup> 2011 (3.44)*** | <i>ns</i>      | <i>ns</i>                   | <i>ns</i>  | T (3.37) ><br>NT (3.04)**   | <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> | N/A  | <i>ns</i>      | <i>ns</i>                   | <i>ns</i>  | T (3.39) ><br>NT (3.05)*    | <i>ns</i> | <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>                   | <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>                   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | <i>ns</i>     |
| Ate unhealthy or nutritiously unbalanced meals because healthier options were too expensive or inaccessible.                                | N/A  | <i>ns</i>      | NR (2.36) <<br>R (2.56)**   | <i>ns</i>  | <i>ns</i>                   | <i>ns</i> | <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>                   | <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> The questions was worded differently in 2011: "In the past year, economic factors have substantially affected my ability to attend the University of Arizona."



## APPENDIX H. 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 or 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)