



2014 WKU Student Campus Diversity Survey

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- The WKU Student Campus Diversity Survey was developed specifically to gather data relevant to the WKU campus diversity climate including:
 - Attitudes with respect to fairness, inclusiveness, equality, and sensitivity
 - Student experience with diversity
 - Beliefs and attitudes about diversity on campus
- Survey instrument contained five sections:
 - Demographic information
 - Campus experience with diversity
 - Perceptions of diversity on campus including:
 - Inclusion and fairness
 - Diversity in the classroom
 - Academic experience.

Survey Administration

- The WKU Student Diversity Survey was launched on April 8, 2014
 - Deactivated on April 24, 2014
 - Emails sent on multiple occasions to all WKU students inviting participation.
 - Survey was advertised through other social media outlets.
- Approximately 15-20 minutes to complete the survey.
- 955 students completed all survey items

Respondent Demographics

Sex

Female respondents (n = 660; 69.1%) out-numbered male respondents (n = 295; 30.9%) by more than two to one.

- *The Facts 2013-2014* (WKU, 2014): WKU student body is composed of 41.9% males.
- Thus, females were somewhat over-represented in the survey sample.

Race

- *Facts 2013-2014* (WKU, 2014): WKU student body is composed of 77.3% White, 10.3% Black, and 12.4% Other.
 - Whites are slightly over-represented and Blacks and Other Races are slightly under-represented in the survey sample.

Please indicate the PRIMARY racial or ethnic group with which you identify.		
Group	Frequency	Percent
White/Caucasian	780	81.7
African American/Black	86	9.0
Asian	29	3.0
Hispanic/Chicano/Latino	22	2.3
Multi-Racial	15	1.6
Other: (Please specify)	11	1.2
American Indian/Alaskan Native/Aleut	5	.5
Middle Eastern	5	.5
Native Hawaiian/Other Pacific Islander	2	.2
Total	955	100.0

Religion

- *Facts 2013-2014* (WKU, 2014) did not report student demographics on Religion

What best describes your religious beliefs? (Please mark only one)		
Group	Frequency	Percent
Christian	657	68.8
No religion	66	6.9
Atheist	59	6.2
Agnostic	59	6.2
Spiritual, but no religion	50	5.2
Other: (Please specify)	39	4.1
Muslim	11	1.2
Hindu	10	1.0
Jewish	4	.4
Total	955	100.0

Disability

- Respondents were asked if they currently have a disability that limits a major life activity.
- Only 30 students (3.1%) responded “yes” to this item;
 - 925 (96.9%) indicated they did not currently have a disability.
- WKU Student Disability Services (SDS) indicated that 738 students are registered with SDS (approximately 3.7%)
- Thus, students with disabilities are very slightly under-represented in the survey sample.

Sexual Orientation

- On the survey, Sexual Orientation was defined as “an enduring pattern of attraction, behavior, emotion, and identity.”
- Respondents were asked to identify their Sexual Orientation.
 - 831 (87%) identified as Heterosexual
 - 18 (1.9%) as Lesbian
 - 31 (3.2%) as Gay Male
 - 31 (3.2%) as Bisexual
 - 5 (.5%) as Transsexual
 - 39 (4.1%) indicated they Preferred Not to Say
- As WKU does not keep records of sexual orientation, there is no statistic with which to compare this response rate.

Year in School

The Facts 2013-2014 (WKU, 2014) reported that the student body is composed of 22.6% Freshmen, 15.1% Sophomores, 15.8% Juniors, 22% Seniors, and 14.3% as Graduate Students (see Table 4). Thus, the sample is fairly representative proportionately in terms of college classification.

What year in school are you?		
Class	Frequency	Percent
Senior	256	26.8
Junior	211	22.1
Sophomore	176	18.4
Freshman	162	17.0
Graduate Student	150	15.7
Total	955	100.0

Other

Full-Time or Part-Time

- 827 (86.6%) indicated full-time student
- 126 (13.4%) indicated part-time students
- *The Facts 2013-2014* (WKU 2014) reported that 70% of WKU students are full-time and 30% are part-time.
- Thus, full-time students are over-represented in our survey sample.

International Students

- 36 (3.8%) indicated international students
- 918 (96.2%) indicated not international students.
- *The Facts 2013-2014* (WKU 2014) reported that 5.4% of WKU students are international students
- Thus, international students are slightly under-represented in our survey sample.

Results

- Responses were made on a 5-point scale ranging from:
1-Strongly Disagree to 5-Strongly Agree
(unless otherwise noted)

Interpret scale means as:

4.5-5.0 = Strongly Agree (“5” on the rating scale)

3.5-4.5 = Agree (“4” on the rating scale)

2.5-3.5 = Unsure (“3” on the rating scale)

1.5-2.5 = Disagree (“2” on the rating scale)

1.0-1.5 = Strongly Disagree (“1” on the rating scale)

- For purposes of data analyses, 23 composites were formed by grouping items related to specific diversity issues.

Overall
Results for
Composites

Composite Name	Mean	SD	Min	Max
Items Below: Higher ratings indicate a more favorable diversity climate				
Educational Outcomes	4.31	.60	1.71	5.00
Overall WKU Experience	4.22	.86	1.00	5.00
Support System	4.19	.56	2.00	5.00
Personal Attitude – Sex	4.16	.46	2.33	5.00
Personal Attitude – Disability	4.11	.53	1.67	5.00
Personal Attitude – Race	4.09	.51	1.67	5.00
Overall Personal Attitude	4.03	.50	1.68	5.00
Personal Attitude - Sexual Orientation	3.89	.70	1.00	5.00
Personal Attitude – Religion	3.88	.58	1.00	5.00
Classroom Experience	3.73	.66	1.11	5.00
Personal Experience	3.70	.48	2.00	5.00
Campus Awareness – Disability	3.56	.69	1.00	5.00
Campus Awareness - Sexual Orientation	3.54	.66	1.00	5.00
Campus Awareness – Sex	3.52	.64	1.25	5.00
Campus Awareness – Race	3.51	.69	1.00	5.00
Campus Awareness – Religion	3.35	.76	1.00	5.00
Personal Engagement Activities (range 0 to 6)	1.79	.75	0.00	6.00
Below: Lower ratings indicate a more favorable diversity climate (Reflected values in parentheses)				
Personal Exclusion – Disability	1.41 (4.59)	.65	1.00	5.00
Personal Exclusion – Sexual Orientation	1.49 (4.51)	.75	1.00	5.00
Personal Exclusion – Race	1.61 (4.39)	.82	1.00	5.00
Personal Exclusion - Religion	1.63 (4.37)	.82	1.00	5.00
Personal Exclusion – Sex	1.61 (4.39)	.82	1.00	5.00
Campus Insensitivity and Unfairness	2.26 (3.74)	.85	1.00	5.00

Analyses by Diversity Subgroups

- In addition to addressing the survey results across all respondents, it is of interest to determine if perceptions of campus diversity differ across campus by various demographic characteristics.
- For example, it might be of interest to determine if men and women differ in their perceptions of the composites representing different facets of campus diversity

Overall WKU Experience and Educational Outcomes

Overall WKU Experience (1 Item)

- Across all respondents, agreed they were satisfied with their experience at WKU (M = 4.22, SD = .86).
- No differences by Race, Sex, Sexual Orientation, Religion, or Disability

Educational Outcomes (7 Items)

- Across all respondents, agreed that they will enjoy positive educational outcomes from their experience at WKU (M = 4.31, SD = .60).
- Composite that received the highest level of agreement.
- No differences Race, Sex, Sexual Orientation, Religion, or Disability

Personal Experience, Personal Engagement, and Classroom Experience

Personal Experience

- 16 items - addressing being treated with respect and fairly by campus administrators, faculty, staff, and other students; and participating in various diversity-related campus activities.
- → Slightly agreed that they have a positive experience with regard to these diversity issues ($M = 3.70$, $SD = .48$).
- No differences based on Race, Sex, Sexual Orientation, Religion, or Disability.

Personal Engagement (scale 0 to 6)

- 14 items - addressing attendance at activities (e.g., multi-cultural events, workshops on diversity), and how many of closest friends are diverse in terms of race, sex, sexual orientation, religion, and disability
- → Relatively low level of personal engagement ($M = 1.79$, $SD = .75$).
- Heterosexual students reported a lower level of engagement ($M = 1.67$, $SD = .69$) than did LGBT students ($M = 2.67$, $SD = .61$).
- Non-disabled students reported a lower level of engagement ($M = 1.77$, $SD = .74$) than did disabled students ($M = 2.42$, $SD = .95$).

Classroom Experience

- 18 items: learning about diverse groups and their contributions, interacting with diverse students and faculty in class, and addressing issues specific to diversity groups.
- → Slightly agreed they have addressed in the classroom these diversity issues ($M = 3.73$, $SD = .66$).
- No differences based on Race, Sex, Sexual Orientation, Religion, or Disability.

Overall Personal Attitude Toward Diversity

Overall Personal Attitude

- 19 items - addressing attitudes and beliefs about a variety of campus diversity issues
- → Agreed that they have a positive attitude toward diversity on campus and campus diversity issues ($M = 4.03$, $SD = .50$).
- No differences based on Race, Sex, Sexual Orientation, Religion, or Disability.
- Also assessed Personal Attitudes toward specific diversity groups based on Race, Sex, Sexual Orientation, Religion, and Disability.

Personal Attitudes

Personal Attitude RACE	MEAN	SD	N
MY VALUES ARE SIMILIAR TO THOSE _____ -of other races/ethnicities.	3.53	.87	955
I AM AWARE OF ISSUES FACED BY INDIVIDUALS _____ -of different races/ethnicities.	4.09	.72	955
I ACCEPT INDIVIDUALS _____ -of different races/ethnicities.	4.65	.55	955
Personal Attitude SEX			
MY VALUES ARE SIMILIAR TO THOSE _____ -of the opposite sex (male, female)	3.68	.83	955
I AM AWARE OF ISSUES FACED BY INDIVIDUALS _____ -of different sexes (males, females).	4.09	.70	955
I ACCEPT INDIVIDUALS _____ -of different sexes.	4.70	.49	955
Personal Attitude SEXUAL ORIENTATION			
MY VALUES ARE SIMILIAR TO THOSE _____ -with a different sexual orientation (heterosexual, LGBT).	3.20	1.11	955
I AM AWARE OF ISSUES FACED BY INDIVIDUALS _____ -of different sexual orientations (heterosexual, LGBT).	4.02	.85	955
I ACCEPT INDIVIDUALS _____ -of different sexual orientations.	4.46	.81	955
Personal Attitude RELIGION			
MY VALUES ARE SIMILIAR TO THOSE _____ -with other religions.	3.11	1.03	955
I AM AWARE OF ISSUES FACED BY INDIVIDUALS _____ -of different religions.	3.96	.83	955
I ACCEPT INDIVIDUALS _____ -of different religions.	4.57	.64	955
Personal Attitude DISABILITY			
MY VALUES ARE SIMILIAR TO THOSE _____ -with disabilities.	3.64	.84	955
I AM AWARE OF ISSUES FACED BY INDIVIDUALS _____ -with disabilities.	4.01	.87	955
I ACCEPT INDIVIDUALS _____ -with disabilities.	4.67	.53	955

Whether the respondent reported that s/he

- (1) had similar **values** to other groups,
- (2) is aware of **issues faced** by members of other groups,
- (3) **accepts** individuals of other groups.

→ Slightly Agree - similar values;

→ Agree - aware of issues;

→ Strongly Agree - accept others

Few differences by demographics.

Attitudes toward Sexual Orientation and Religion:

Christians agreed less on both composites.

Campus Awareness

Campus Awareness RACE	Mean	SD	N
OTHER STUDENTS ON CAMPUS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different races/ethnicities.	3.18	.88	955
WKU FACULTY / INSTRUCTORS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different races/ethnicities.	3.75	.84	955
WKU ADMINSTRATORS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different races/ethnicities.	3.60	.89	955
Campus Awareness SEX			
OTHER STUDENTS ON CAMPUS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different sexes (males, females).	3.25	.85	955
WKU FACULTY / INSTRUCTORS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different sexes (male, female).	3.77	.78	955
WKU ADMINSTRATORS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different sexes (males, females).	3.62	.83	955
Campus Awareness SEXUAL ORIENTATION			
OTHER STUDENTS ON CAMPUS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different sexual orientations (heterosexual, LGBT).	3.06	.97	955
WKU FACULTY / INSTRUCTORS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different sexual orientations (heterosexual, LGBT).	3.56	.89	955
WKU ADMINSTRATORS (DEANS, VICE-PRESIDENTS, ETC.) ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different sexual orientations (heterosexual, LGBT)?	3.42	.94	955
Campus Awareness RELIGION			
OTHER STUDENTS ON CAMPUS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different religions.	3.03	.85	955
WKU FACULTY / INSTRUCTORS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different religions.	3.64	.84	955
WKU ADMINSTRATORS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____-of different religions.	3.54	.85	955
Campus Awareness DISABILITY			
OTHER STUDENTS ON CAMPUS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____- with disabilities.	3.06	.95	955
WKU FACULTY / INSTRUCTORS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____- with disabilities.	3.75	.88	955
WKU ADMINSTRATORS ARE AWARE OF ISSUES FACED BY INDIVIDUALS _____- with disabilities.	3.63	.90	955

- Composite for each diversity group was comprised of three items: one each addressing student, faculty, and administrator awareness.
- Across composites students perceived faculty and administrators to be more aware than students of issues faced by each diversity group.
- → Unsure of student awareness of issues faced by each group.
- → Slightly agreed that faculty and administrators are aware of issues faced by different diversity groups on campus.

Demographic differences:

- **Race** – Black and Other Races, and Other Religions less sure of awareness
- **Sex** - Other Religions less sure
- **Sexual Orientation** – LGBT slightly disagreed
- **Religion** – Other Religions less sure; Blacks and Other Races less sure
- **Disability** – Those with Disabilities less sure

Campus Insensitivity and Unfairness Composite

Campus Insensitivity and Unfairness Composite (9 Items)

- Addressed whether students, staff, faculty, and administrators are insensitive to diversity issues and whether individuals from different diversity groups are treated unfairly at WKU.
- Slightly disagreed that students, faculty, staff, and administrators are insensitive to diversity issues and that students have been treated unfairly based on diversity characteristics ($M = 2.26$, $SD = .85$).
- Differences in perceptions of campus insensitivity and unfairness among subgroups based on Race, Sexual Orientation, Religion, and Disability.
 - → Within each of these groups, minority group members perceived the campus climate as less favorable than did majority group members.

Personal Exclusion Composites

Five Demographic-Specific Composites

- 2 items: I have been (1) excluded or (2) felt uncomfortable at events at WKU because of my _____

Personal Exclusion-Race

- Students disagreed ($M = 1.61$, $SD = .82$) that they had been excluded or made to feel uncomfortable because of their race.
- Sub-Group Differences: Race
 - White respondents ($M = 1.49$, $SD = .71$) strongly disagreed
 - Respondents of Other Races ($M = 1.99$, $SD = .99$) disagreed
 - Black/African American respondents ($M = 2.26$, $SD = 1.09$) slightly disagreed.

Campus Insensitivity and Unfairness and Personal Exclusion – (Continued)

Personal Exclusion-Sex

- Students disagreed ($M = 1.61$, $SD = .82$) that they had been excluded or made to feel uncomfortable because of their sex.
- No subgroup differences

Personal Exclusion-Sexual Orientation

- Students strongly disagreed ($M = 1.49$, $SD = .75$) that they had been excluded or made to feel uncomfortable because of their sexual orientation
- Subgroup differences: Sexual Orientation
 - Heterosexual ($M = 1.37$, $SD = .56$) strongly disagreed
 - LGBT ($M = 2.74$, $SD = \mathbf{1.28}$) were unsure

Campus Insensitivity and Unfairness and Personal Exclusion – (Continued)

Personal Exclusion-Religion

- Students disagreed ($M = 1.63$, $SD = .82$) that they had been excluded or made to feel uncomfortable because of their religion.
- Subgroup differences: Religion
 - Christians ($M = 1.52$, $SD = .69$) strongly disagreed as did those identifying as Atheist, Agnostic, or No Religion ($M = 1.77$, $SD = .95$), who disagreed more than did those who are Spiritual ($M = 2.01$, $SD = 1.16$) or Other Religions ($M = 2.08$, $SD = 1.15$).

Personal Exclusion-Disability

- Students strongly disagreed ($M = 1.41$, $SD = .65$) that they had been excluded or made to feel uncomfortable because of their disability.
- Subgroup differences: Disability
 - Disabled Students ($M = 3.03$, $SD = 1.50$) were unsure
 - Not Disabled Students ($M = 1.49$, $SD = .57$) strongly disagreed

Comments

- Last item asked for comments about Diversity at WKU
- 598 comments were provided
 - Some respondents provided multiple comments
- 390 respondents declined to comment
- Comments were sorted into one of 14 categories.
 - Some comments address more than one topic; these were placed in the category that seemed most representative.
- Within each category, comments were classified as either positive or negative.
 - Positive comments indicated a positive experience or satisfaction.
 - Negative comments a negative experience, dissatisfaction, or a need for improvement.

Summary of Comments

Category	Number of Comments		
	Total (% of Total)	Positive (% w/in Row)	Negative (% w/in Row)
No Additional Comments	390	0	0
Comments on Diversity Groups	146 (24.4%)	31 (21.2%)	115 (78.7%)
International Students/Programs/Reach	31	20	11
Race/Ethnicity	38	2	36
Sex	3	1	2
Sexual Orientation/LGBT Issues	16	1	15
Religion	10	0	10
Disability	15	3	12
Interaction /Segregation Among Diversity Groups	33	4	29
Comments on Courses and Administration	90 (15.1%)	31 (34.4%)	59 (65.5%)
Courses, Classes, Faculty	56	28	28
Distance Learning, Non-Traditional Students	20	3	17
WKU Administration	14	0	14
Comments on Other Diversity Topics	320 (53.5)	245 (76.6%)	75 (23.4%)
Requests for More Diversity Events/Activities	45	45	0
General Diversity Comments	275	200	75
Other	42 (7.0%)	7 (16.6%)	35 (83.3%)
Comments Not Related to Diversity	9	3	6
Criticisms of the WKU Student Diversity Survey	33	4	29
TOTAL NUMBER OF COMMENTS	598 (100%)	314 (52.5%)	284 (47.5%)

Comments

- Most common comments were general statements about diversity, the majority of which were positive.
 - Some of the negative general comments were quite harsh.
- Interesting trend in comments was a request for more diversity activities and events on campus.
- The comments related to specific diversity focal groups were largely negative, reflecting a negative experience, dissatisfaction, or a need for improvement.
 - Within each specific diversity category, the comments were largely negative.
- Comments about diversity in the classroom were evenly divided between positive and negative comments.
- Comments about WKU Administration's role in diversity were few, but were all negative.
- Overall, there were slightly more positive comments than negative, driven mostly by the positive general comments.

Conclusions

- Overall, students are satisfied with their educational experience at WKU and believe there will be positive outcomes from their WKU education.
- Students believe they are aware of issues faced by individuals and accept individuals from diversity groups based on race, sex, sexual orientation, religion, and disability.
- Students perceive faculty and administrators to be somewhat aware of diversity issues, and fellow students to be slightly less aware of diversity issues.
- However, minority members of specific diversity groups do not feel others are aware of the unique diversity issues they face.
 - This finding is in contrast to the student self-reported awareness of diversity issues found by this survey.
- Students reported that they only slightly agreed that they have addressed an array of diversity issues in the classroom.
- Students reported a relatively low level of engagement in diversity activities on campus.

Questions?