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**A QUANTITATIVE STUDY ON STUDENT PERCEPTION
OF CAMPUS CLIMATE FOR DIVERSITY AT A
PREDOMINANTLY WHITE INSTITUTION**

by:

Tyler O. Harrison

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
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at
Rowan University
June 5, 2016

Thesis Chair: Burton R. Sisco, Ed.D.

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Abstract
Tyler O. Harrison
A QUANTITATIVE STUDY ON STUDENT PERCEPTION
OF CAMPUS CLIMATE FOR DIVERSITY AT A
PREDOMINANTLY WHITE INSTITUTION
2015-2016
Burton R. Sisco, Ed.D.
Master or Arts in Higher Education

This quantitative study was conducted during the spring 2015 semester at Rowan University—a Predominantly White Institution located in Glassboro, NJ that also consists of classes in Camden, NJ. The target population of this study was all main-campus, full-time undergraduate students at or above the age of 18 years who were enrolled in Rowan University for at least a full semester—during the Fall 2014 semester and returned in the Spring 2015 semester.

The purpose of this research study was to close a knowledge gap for research surrounding undergraduate perception of campus climate for diversity at a Predominantly White Institution as represented by Rowan University. Data were gathered using a web-based quantitative study, assisted by hand-issued surveys to increase chances of study completion. The survey used was an adapted version of Mason’s (2011) study conducted at Southwest Minnesota State University.

Key findings are positive outcomes of students’ perception towards campus climate diversity coinciding with foundational literature for needs to support campus climate diversity. Significance was found with student perceived personal responsibility for the campus climate diversity and overall satisfaction of campus diversity when compared to the participants’ ethnicity.

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Chapter I

Introduction

Little research exists of student perceptions of diversity on campus and associated satisfaction (Park, 2009). Of the studies researching positive and negative student perception of diversity and campus climate, indications are that a positive or negative perspective affects individual outcome enhancement (Milem, 2003), cross-racial interaction (Park, 2009), educational and social growth (Clarke & Antonio, 2012), and success at an institution of higher education (Park, 2009). There is general consensus among institutions of higher education (IHE) that diversity on campuses is increasing. Thus, the positive or negative perceptions of diversity at a predominantly white institution (PWI) may vary at Rowan University—a PWI—as reported from students of color than Caucasian/White students (Wells-Lawson, 1994).

The general population at Rowan University consists of 13,349 full time and part time students, with 10,951 undergraduate students alone (Common Data Set, 2013). The racial breakdown of the 10,951 undergraduate degree- and non-degree-seeking students is as follows: nonresident aliens (106), Hispanic/Latino (1,010), Black or African American/ non-Hispanic (924), White/non-Hispanic (7,635), American Indian or Alaska native/non-Hispanic (33), Asian/non-Hispanic (670), native Hawaiian or other Pacific Islander/non-Hispanic (12), two or more races/ non-Hispanic (291), and unknown (270).

Rowan's Common Data Set (2013) showed that the number of White students represented at Rowan University are seven to eight times larger than the largest non-White racial population. The statistical representation provided by Rowan University supported the fact that Rowan is a predominantly white institution (PWI). Foundational

research supports the need for institutional diversity for maximum educational advancement. Therefore, the lack of diversity at an institute of education may hinder educational advancement for the students the institute serves.

Statement of the Problem

Lack of diversity at a college or university may leave some racial groups feeling disadvantaged educationally, socially, and developmentally (Milem, 2003). These disadvantages can be from lack of programs that support students of diverse backgrounds, lack of social atmosphere and environments that offer diverse conversation or experiences, or lack of resources at a university that provides an outlet for students of diverse backgrounds. The problem that these challenges create is an institutional norm that diversity is a low priority, or opinion that slight deviation from the norm is viewed as diverse.

Purpose of the Study

Drawing from the contributions to the knowledge base on peer interactions, campus diversity, and diversity satisfaction, the goal of this study was to examine the general student perspective of campus diversity at Rowan University that may provide a context for diversity on campus climate. This quantitative study assessed selected undergraduate experiences of diversity through campus climate perceptions at a PWI (represented by Rowan University). Information gathered on student experiences with diversity on campus were compared to past research about what advantages and disadvantages that are reported through campus climate studies. Outcomes of this study should reflect past literature on the subject. This quantitative study used a survey

instrument to gather data regarding the undergraduate population's experiences with diversity.

Significance of the Study

This research evaluated the perception of diversity through reports on campus climate by students at a predominantly white institution. It is hoped that this study gained context of student perception and satisfaction of diversity on their campus. Understanding the perception of diversity and the needs and levels of it at PWIs helps aid universities in managing their campus climate, increase educational growth of the students at these institutions, and heighten expectations of diversity at PWIs by the students as well as other university stakeholders.

Assumptions and Limitations

Awareness of assumptions and limitations aids the study by providing provisions to monitor and report in the ending discussion and recommendations for evaluating the validity of the study. It is assumed that subjects participating in this study understood, with literary proficiency, questions formulated and asked of them; and that the participants answered all survey questions with purpose and seriousness. Also assumed is the possibility of swayed decision and lack of honesty in answering the question sets. The uncomfortable topic of racial climate and interaction may strike students as too personal and may cause less expression of level of understanding and openness to diversity. Alongside assumptions to the study are also possible limitations that could affect the findings of this study.

Limitations may be categorized as psychological, geographical, or technological. My personal biased perspective and opinions as well as participant prejudices towards or

against other race groups, and a larger homogenous racial representation create human psychological limitations and potential interference with the outcomes of the study. Isolation of the study to Rowan University and the operational definition of general PWIs to be represented by Rowan University's student population limit the findings of the study to one university in a specific geographical region. Lastly, possibilities of low response to the request of survey completion, and/or failed email or survey distribution methods create technological limitations.

Operational Definitions

1. Climate: "Climate is considered as current attitudes, behaviors, and standards of faculty, staff, and students concerning the level of respect for individual needs, abilities, and potential" (Sam, 2005, p. 82).
2. Diversity: Presence of differences in culture, ability, religion, sexuality, gender, and ideology at Rowan University during the Spring 2015 semester.
3. Predominantly White Institution (PWI): An institution that has 74% Caucasian students or a predominantly White racial dynamic—in this case, it is represented by Rowan University during the 2014/2015 academic year.
4. Rowan University: A selective public university serving an undergraduate population of approximately 10,951 undergraduate students located in a suburban area in southern New Jersey.
5. Satisfaction: Overall contentment of situation, environment, or scenario as measured by diversity satisfaction question sets
6. Students of Color: Non-White identifying students as noted in the Rowan 2013 Common Data Set racial breakdown of students.

7. Undergraduate Students: Selected full-time and part-time matriculating students enrolled in at least one of Rowan University's Bachelor's degree or certificate programs in the fall 2014 and spring 2015 semesters.

Research Questions

This thesis was guided by the following research questions:

1. What are the attitudes of selected Rowan University undergraduates towards diversity on campus?
2. Where do students report most diverse interactions to occur?
3. What are the perceptions of students regarding university initiatives to educate about or support diversity?
4. Does race play a significant role in the attitudes towards campus climate for diversity?

Overview of the Study

Chapter II provides foundational research and literary review for this thesis. Information included in chapter II explains the benefits of diversity at a university such as the growth students received from learning in diverse environments, and a platform detailing how diverse environments strengthens ability to critically think and have further respect of persons and ideas in educational institutions. Also detailed is research on campus climate assessment dating back to its first consideration and use in the IHE setting and the benefits campus climate assessment provides to PWIs.

Chapter III provides the methodology of the thesis research and data collection. Details of Rowan University's undergraduate student sample as the target population,

details of use of the data collection instruments, and procedures in which data were distributed, collected, and analyzed are provided.

Chapter IV provides the results of the research and data collected from the aforementioned methods. Use of the Statistical Package for the Social Science (SPSS) provides frequencies and differences of answers in the sample population data collected.

Chapter V provides a summary of the study, methodology, discussion to conceptualize research, and any recommendations offered for practice and future research based on the findings and outcomes of this research study.

Chapter II

Literature Review

Introduction

A students' college experience is composed of campus climate perception and personal experiences (Park, 2009). Examples include satisfaction received from the campus climate, activities offered, classroom interactions, and events and programs provided. Although research has been conducted on reported satisfaction by students regarding the campus climate and personal experiences in a university setting, a knowledge gap exists with specificity of perception of diversity at predominantly white institutions. This literary review assesses the knowledge base archives for data providing context of the areas that affected student perspectives on campus climate for diversity.

Campus diversity promotes cross-racial interactions at universities and colleges across the United States. Students at institutions with low diversity may express less satisfaction or negative perception with campus climate (Chavous, 2005), and cognitive development could be delayed due to lack of cross-racial interactions (Clarke & Antonio, 2012). According to Park (2009), greater thought processes and heightened interest in higher education are compelled by cross-racial interactions. Need for research on satisfaction of diversity at predominantly white institutions is pertinent because institutions with predominantly white student populations may be lacking cross-racial interactions necessary for growth of complex thinking and learning and democratic outcomes. Along with greater cultural competence comes satisfaction with overall college experiences (Park, 2009).

Diversity across institutions of higher education is analyzed along different criteria of mattering. Diversity is regarded on level of benefits of learning and democratic outcomes, cross-racial interactions, and complex thinking (Park, 2009). Diversity at colleges and universities has expanded since the 1960s. With the exception of Historically Black Colleges and Universities (HBCUs), African Americans at institutions of higher education were scarce (ACE & AAUP, 2000). After the Supreme Court decision in the case of *Brown v. Board of Education* and African American students integrating into once segregated colleges and universities, educators began to see that cross-racial interaction provided educational benefits to not only the students of color, but themselves as well.

Gordon Allport's (1954) *The Nature of Prejudice* elaborated on student interactions in a homogenous environment effecting patterns in personal growth and development. Providing foundational research stemming from segregated IHEs in the 1960s, Allport found that students of different demographics and ethnic backgrounds effects how new settings or environments are perceived. Chavous (2005) conceptualized Allport's work as considering student prior experiences on how they interpret or consider new settings and diversity. Differences in students of color and Caucasian students' college outcomes can be explained as differences in demographic backgrounds and minority students entering a more homogenous environment.

Research shows that students benefit socially within environments of diversity (Milem, 2003). This promotion of educational excellence and social justice are more prevalent in university initiatives now. Universities realized this pattern and have begun changing mission statements to exhibit advocacy of diversity on campuses (Milem,

2003). Challenges universities face with promotion of diversity is the proceeding of efforts. In order for a university to move forward with diversity initiatives, legal actions must be considered and reviewed. In most cases, attorneys, policy makers, scholars, and institutional leaders must congregate to discuss matters of change. Diversity conversations are usually made in the courtrooms instead of the classroom (Milem, 2003). According to Milem, research of diversity's benefits began in context of outcomes of democracy and studies using political/legal reasoning. The research methods of diversity in higher education discuss the normative and cognitive development of socialization in macro and micro-environments.

Theoretical Impact of Diversity

Theorists have reviewed the varied interactions between individuals in an ethnically and racially diverse environment. The different outcome levels studied supports arguments that various racially and ethnically diverse interactions are associated with different levels of positive and negative student outcomes (Clarke & Antonio, 2012). Clarke and Antonio (2012) studied how racial diversity in higher education impacted student outcomes. They found that although research supports educational and social growth from exposure to diversity in school, questions surrounding how the amount of diversity readily available affects cross-racial interactions (low amount=low likelihood) are raised. It is noted that students of color are more likely to have diverse interactions than white students (Clarke & Antonio, 2012). If this is so, are Whites at predominantly white institutions satisfied with or aware of their levels of diverse interactions?

Clarke and Antonio (2012) further explain that although the amount of exposure to diversity does encourage cross-racial interactions, structural diversity should be

considered as well. When a university is planning to change the outlook or the direction of the institution towards a more culturally diverse or racially diverse environment, it is noted as a change to the structural diversity. In order for an institution to make this change and have a positive impact on the campus climate for diversity, students must first be open to diversity for the intent to increase diversity on campus to take place. These increases of structural diversity, under the correct circumstances and welcomed receipt of the students, will offer positive experiences of increased diverse peer interactions, retention, and intellectual and social growth as well as overall satisfaction. Thus, cross-racial interactions and critical thinking process increase bettering engagement, motivation, and intellectual and academic skills.

Researchers have shown consistent positive outcomes of cross-racial interactions (Clarke & Antonio, 2012). Outcomes include positive learning, democratic expositions, social self-confidence, college satisfaction, pluralistic orientation, openness to diversity, cognitive development, and self-confidence (Clarke & Antonio, 2012). Though studies show benefits of cross-racial interactions, researchers have found inconsistencies in these studies and find them based on race and contingencies of context (White experiences v. students of color). These contingencies consist of White students benefiting from informal diverse interactions, while Blacks benefit more from same-race peers. Also noted were that White students showed more negative outcomes from interactions with close friends of diverse backgrounds, while students of color benefited from these environments that can be likened to intergroup contact researched by Allport (1954) and supplemented with peer-group backgrounds by Astin (1997).

Allport's intergroup contact theory. The intergroup contact theory (Allport, 1954) examined relationships to demographic and environmental stimuli that impact student perspective on college outcomes and experiences. Allport's theory focused on interpersonal and institutional quantity and quality as perceived by students at a PWI. His analyses provided an in-depth picture of what students from different ethnic backgrounds report on race and race relations (Chavous, 2005).

Allport's theory was used to conduct a research study at a PWI consisting of 88% White, 9% Black, and 3% other minority located in the southeast region of the United States. The study evaluates four areas of campus perception: association, equal status, interdependence, and university supportive norms. Allport's theory was created to garner successful desegregation tactics. More recent studies that support and supplement Allport's intergroup contact theory report that students that have meaningful diversity experiences on campus show outcomes relevant to academic growth, critical thinking about democratic tactics, and sense of commonality that transcended the time the students were in college to long term personal intergroup associations (Chavous, 2005). Astin's (1997) theory of peer-group effects branches from Allport's theory.

Astin's theory of peer-group effects. Astin's (1997) theory of peer-group effects reports how peer-groups and interactions impact learning and development in higher education. Peer-groups were defined by Astin as groups whom students identify and affiliate; and from whom they seek acceptance. Findings in Astin's study show that students in peer-groups follow status quo ideology and societal norms. These acceptance-seeking behaviors—following expectation of peers and rewards from norms—are conformed and unbending to change and the unknown cultural values. A challenge to

Astin's conception, however, is that there is discrepancy in distinctions between the impacts groups have on individuals. Astin's study fails to create a link between the characteristics individuals bring to groups and how it affects the peer-groups. Astin's research is noted to have fallen short of clarifying outcomes of diversity on individuals as did other researchers and theorists. Gurin (1999), however, made a break in this knowledge gap in the early 2000s.

Gurin's take on diversity. Gurin's (1999) research provided a knowledge base on student outcomes of diverse interactions on a micro-level. By use of cognitive theory of learning and development, racially diverse interactions were found to enhance learning, democratic, and process outcomes. Gurin's study resulted in findings representing greater diverse interactions creating active thinking processes. This active-thinking was described as effortful thinking. Effortful thinking moves students from effortless, scripted, automatic thinking that follows the pervasive everyday societal mindset to conscious thinkers and critical thinkers as active participants in a democratic society (Gurin, 1999). Culturally and racially diverse environments promote this effortful thinking.

Critical race theory (CRT). Another concept that strengthens the study of students' experiences at PWIs is Critical Race Theory (CRT). The beginnings of critical race theory emanated from the public protest launched by Derrick Bell who advocated for more faculty of color at Harvard University (Leonardo, 2012). Leonardo (2012) discusses critical race theory outside of its original realm of legal backings and transfers it to education. CRT notes that race in any setting carries a privileged host. Race in any environment impacts consensus of studies, votes, and direction a university takes with

diversity relations (Leonardo, 2012). Perception of racial climate is impacted by consensus of group majority; and as noted with critical race theory, if race is not separated out of decisions of structural diversity or improving racial climate, discrimination between culture and race will occur (Leonardo, 2012).

Recent study. A recent study conducted at Southwest Minnesota State University by Shannon R. Mason (2011) was completed to test the conceptual platforms that are provided for the topic of campus climate for diversity. Mason's study (2011) was conducted at a rural university in the Midwest. Mason reports that the history of SMSU having issues with campus climate and diversity. Mason's framework for surveying student perception for campus climate and diversity included student academic ability, collegial relationships, multicultural inclusion, civic responsibility, and structural diversity (Mason, 2011).

The survey instrument for Mason's study was distributed to 3,200 undergraduate, degree-seeking students enrolled; and yielded 212 respondents at a response rate of 6.6%. Analysis of the survey data revealed that students reported most satisfaction with campus climate and diversity with gender roles having equal opportunities for recognition, respect, and advancement (Mason, 2011). The area reflecting the least student satisfaction with campus climate and diversity were educational experiences only benefiting students receptive to new ideas (Mason, 2011).

Benefits of Diversity

Benefits for individuals. Students benefit from diversity on campus by educational and individual outcome enhancement (Milem, 2003). Individual outcome enhancement includes student growth and development in the cognitive, affective, and

interpersonal domains (Milem, 2003). Different influences of racial dynamics effects student outcomes. However, minority students are not the only ones to benefit from cross-racial interaction.

Research by Chang (1996) illustrated that maximizing cross-racial interaction and encouraging discussions of race are beneficial to students. Chang's study regarding cross-racial interaction revealed that though structural diversity affected students' likelihood to stay in college, the subjects reported satisfaction in their college setting, and expanded self-awareness of social interaction. The study also revealed that students of color expressed less satisfaction if the structural diversity was in place without the interactive component. Moreover, Chang's research supported the concept that the larger the representation of diversity at a campus, the greater the likelihood of cross-racial interaction (Milem, 2003).

Benefits to White students. Effects on White students at institutions that are predominantly White or Black differ positively and negatively. A common problem that diversity brings to White students at institutions that are working to provide more diverse initiatives, are that the programs become more centered and focused around minority students, which begins to alienate the traditional students (Helm, Sedlacek, & Prieto, 1998). The empirical findings of the Helm et al. (1998) study relating to the overall satisfaction by White students at a large, eastern university showed that the reports for White students on satisfaction with diversity were the lowest of the race groups due to an inability to find relevance of diversity past the context of visual diversity. This inferred that White students need to be exposed to programs that focus on Whites benefiting the multicultural society and the ability to learn to deal with diversity (Helm et al., 1998).

Wells-Lawson (1994) looked more closely into the benefits of diversity to White students and found that White students at predominantly white institutions benefited from that environment in the same ways that students of color benefited in institutions that host mainly Black students. Likewise, it was noted that White students at predominantly Black institutions struggled with support at the campus and questioned whether the climate and program initiatives at those institutions were conducive to their growth (Wells-Lawson, 1994).

Benefits to students of color. Also, in the study conducted by Wells-Lawson (1994), experiences reported by students of color at predominantly white institutions were recorded. It was documented that this diaspora reported higher feelings of discrimination at these institutions than did White students at predominantly Black campuses. Black students reported the highest levels of feelings of discrimination among four ranked groups of students on perceptions of discrimination.

There are contingencies of diversity being positive for individuals. Helm et al. (1998) note that all must value diversity, one group must not be given the power to sway the diverse environment; and programs that are created for advancement of diversity on campus should be researched for its implementations at other institutions and should be evaluated for effectiveness. These steps are necessary because students of different cultural background express diversity and the need for it differently. These needs and perceptions of diversity affect the outlook and acceptance of campus climate and structural diversity.

Benefits to the campus climate. As interpreted by Helm et al. (1998), campus climate affects the importance of community for nontraditional students. Nontraditional

students are noted to be students that are from racial or culture groups other than White, middle-class, young, heterosexual individuals. The findings in the research study inferred that research on how programs directed towards nontraditional students was needed to study the effects on campus climate for traditional and nontraditional students.

Moreover, Helm et al. (1998) noted that diversity was not operationally defined across the board coherently for researchers pursuing the topic of diversity in the classroom and on college and university campuses. Word choices to refer to students of the nontraditional background were noted to evolve from acculturation to disadvantaged, culture-specific differences, and multi-cultural throughout the 1950s to the 1980s. It was not until the 1990s that the term “diverse” was added to the vernacular to express students of nontraditional backgrounds. Though word choice has changed itself, the nature of nontraditional students is defined by Helm et al. (1998) as those who may not have control of their lives and those who experience discrimination in the United States.

It is noted that though the concepts of diversity are impactful, each concept is stronger when paired with the others (Milem, 2003). Milem (2003) notes that increasing only structural diversity of all institutions without considering the influence of other diverse dimensions provided creates negative outcomes for students at colleges and universities. Also noted is that when the concepts are paired, there is a greater likelihood that students will report engagement in cross-racial experiences.

Summary of the Literature Review

Review of the literature supports the need for diversity at universities for greater educational, social, and democratic growth and outcomes by students. Emphasis is made on the importance of a diverse student body, classroom setting, and enforcement of

structured diversity with an interactive component. Universities fulfill structured diversity requirements to increase diversity awareness and satisfaction. Structured diversity is the amount of students of multicultural background that are admitted to a university or college. Also fulfilling requirements universities have for diversity is cultural awareness workshops and ethnic studies courses (Milem, 2003). The impact is effective on homogenous campuses, but most effective on campuses with greater structured diversity (Milem, 2003). Some universities and college incorporate this curriculum into the campus dynamic even with a homogenous student population.

Furthermore, diverse interactions promote the concepts of diversity. These interactions can promote students' exchange with racially and ethnically diverse ideas, information, and experiences. As supported by foundational evidence of Astin (1997) and Gurin (1999), peer-group interactions affect group cluster mindsets. Therefore, according to Astin (1997), a homogenous group will reflect same outlook on campus climate in a positive or negative manner; whereas reported by Gurin, a heterogeneous group will support and encourage effortful thinking and perspectives of campus climate will vary within a group. Helm et al. (1998) reported that effects on campus climate are directly related to programs for students of color and structural diversity initiatives within an institutional setting.

The knowledge gap in the literature stems from lack of reports pertaining to predominantly white institutions' overall perception of campus climate for diversity. Though literature supports the benefits of a diversified student body's racial interactions, few studies have compared overall perception of campus racial climate and asked students what is believed is done well regarding predominantly white institution racial

climate (Hurtado, 1992). Surveying Rowan University undergraduate students provides important information about the climate at a PWI and helps improve the environment for learning on campus.

Chapter III

Methodology

Context of the Study

This study was conducted at Rowan University's main campus in the spring 2015 semester. Rowan's main campus is a public institution located in Glassboro, NJ of the Mid-Atlantic region of the United States. Rowan University's timeline showcased the growth of the university from its beginning as a normal school with a mission committed to the training and production of school teachers, to now as the university rapidly climbs to the summit of being southern New Jersey's public research institution.

Rowan was established in 1923 as Glassboro Normal School with a humbling 236 students under the leadership of Dr. Jerohn Savitz, the first president of the institution (Rowan University, 2015). By 1984, Rowan had grown with the addition of several buildings added to its main campus—including colleges of engineering and communication—a name change to Glassboro State College, increased enrollment, advanced curriculum, and addition of a library and recreation center (Rowan University, 2015).

In July 1992, Rowan received \$100 million from industrialist Henry Rowan and his wife Betty—the largest donation any university or public college had ever received at the time. In honor and appreciation of the donation, the institution formerly known as Glassboro State College, changed its name to Rowan College of New Jersey (Rowan University, 2015). It was not until 1997 that Rowan received the status of university; and thus, the name was changed to Rowan University under the leadership of Dr. Herman James (Rowan University, 2015).

More recently, Rowan has diversified itself under the guidance of its seventh President, Dr. Ali Houshmand. President Houshmand's business mindset has fathered Global Learning and Partnerships, Rowan's online education program, and drastically reduced institutional expenses and increased revenue (Rowan University, 2015). From 2013 to now, with the occurrence of a Medical & Health Sciences Education Restructuring Act, Rowan has expanded as New Jersey's second comprehensive public research institution (Rowan University, 2015).

Now, Rowan University hosts a total of 13,349 students. Of the total students, 10,951 are undergraduate degree- and non-degree-seeking students (Common Data Set, 2013). The total residential student population at Rowan is 3,633 (Common Data Set, 2013). Rowan University's main campus is located in Glassboro, NJ, and also consists of two medical schools, partnerships with two area community colleges, and other select sites and classes in Camden, NJ.

Target Population and Sample

The target population of this study was all main-campus, full-time undergraduate students at or above the age of 18 years who were enrolled in Rowan University for at least a full semester—during the Fall 2014 semester and returned in the Spring 2015 semester. For the sake of surveying campus climate, the survey was limited to students who spent most of the week on campus—in this scenario, those who lived on campus. Of the 14 residence halls that Rowan University currently oversees, the target population was further limited to the three residence halls that housed the most first-year students, juniors and sophomores, and seniors. Based on the Adirondack housing system database, the overall resident counts of first-year to seniors by residence hall area were found. By

way of elimination, the first-year halls surveyed were the Evergreen Hall first-year area. This area is the largest building of the “Oak Grove” housing group. The sophomore and junior area surveyed was Edgewood Park Apartments and the International House. This area consists of sophomores and juniors living in apartment-style residence halls and also an 8-room, 13-bed home for international students. Lastly, the senior area was the Townhouse living complex. This area consists of mostly seniors who reside in an upstairs, townhouse-style residence hall.

The total population of the targeted residence halls found was 1,118 students. Of these residents, 65 were factored out for being newly placed residents who did not return to campus from the Fall 2014 term—leaving a remaining number of 1,053 students. Based on the sample size calculator (Creative Research Systems, 2012), with a confidence level of 95%, a confidence interval of 3, and a population size of 1,053 students the sample size needed for my study was 530 participants.

Students selected for the study from these areas were randomly selected from a generated list provided by the Adirondack housing system solely based on residence hall descriptors. Surveys were distributed in the spring 2015 semester to these students over the span of two weeks via the Qualtrics online survey opportunity. If the primary source of outreach is ineffective, then an extra two weeks was dedicated to hand issued surveys.

Instrumentation

The instrumentation for this research study was a web-based survey that was distributed by the Qualtrics online survey opportunity. As mentioned, failure to reach the minimum survey target resulted in hand-issued surveys to the target population. The instrument used was an adapted version of a thesis submitted by Shannon R. Mason

(2011) surveying campus climate at Southwest Minnesota State University. The survey tool (Appendix C) that was used surveys four areas of campus climate perception to supplement the research questions of this thesis:

1. Attitudes towards diversity
2. Support for or against diversity
3. Overall perceptions of diversity
4. Perceptions of university efforts for diversity

Mason's survey (Appendix B) was created to survey students in a rural, Midwest area on campus climate with regard to diversity (Mason, 2011). Her study primarily focused on diversity at her university regarding multicultural support & inclusion, structural diversity, collegial experiences, and civic responsibility. The instrument that Mason (2011) created consisted of 49 items utilizing a 4-point Likert scale to actively avoid neutral responses. I used a revised version of Mason's tool to account for specific experienced perceptions utilizing 5-point Likert scale. Survey validity and reliability was unavailable in the original survey.

The adapted instrument that I used consisted of 35 items utilizing a 5-point Likert scale—the first six of these items regarded participant demographics. Items seven and eight of the adapted instrument surveyed subject level of comfort towards student interaction with diversity. Items nine through 10 requested subject reporting of where most interactions of diversity occur. The instrument probed Rowan University support provided for students of diverse backgrounds in items 14 through 31. Lastly, student overall perception of satisfaction with university efforts towards diversity were surveyed in questions 32 through 35.

Efforts were made to keep answers of the instrument as uniform as possible by limiting the various Likert scales to only two different scales. One scale measured level of agreement while the other variant measured student satisfaction.

Reliability & Validity

A pilot-run was conducted with a total of 9 students that resembled the student demographics for the study. These students stayed within the residence halls and represented different age groups, academic class, and varied ethnic. Results of the pilot test revealed a Chronbach alpha score of .754 for the Likert scale items indicating a stable and internally consistent instrument. In addition, the pilot test revealed face validity as the subjects indicated conceptual understanding of the areas probed on the survey instrument.

Data Collection

On March 26, 2015, an electronic Institutional Review Board (eIRB) application was submitted for review (Appendix D). After approval on April 13, 2015, the survey instrument was created and uploaded to the Qualtrics online survey distribution system. Qualtrics is a website that allows the users to create web-based surveys for distribution. An initial email was sent to a total of 1044 selected undergraduate students from the Evergreen, Townhouses, Edgewood Park Apartments, and International House residence halls. The initial email (Appendix E) was sent to the matriculated subjects on April 16, 2015. A reminder email (Appendix F) of the survey was then sent on April 18, 2015 notifying the subject that the survey would close on April 25, 2015. At noon on April 28th, the survey was closed and no further surveys were accepted.

Data Analysis

Data collected were input into the Statistical Package for the Social Sciences (SPSS) computer software. Data collected were analyzed using descriptive statistics to calculate frequencies, percentages, means, and standard deviations. Other methods used to analyze data were a Chi-Square correlation test that measured any significant differences in the race of students to perception of campus climate for diversity at a predominantly white institution.

Chapter IV

Findings

Profile of the Sample

The subjects in this study consisted of 272, full-time matriculated undergraduate students at Rowan University during the spring 2015 semester. The respondents were both male and female who were full-time, matriculated undergraduates from the fall 2014 semester to the spring 2015 semester. The subjects were of a select group of subjects that resided on campus in Evergreen residence hall, Edgewood Park Apartments, the Townhouse Complex, or the International House.

The survey instrument was originally sent twice via the Qualtrics online survey distribution system to a total population of 530 matriculated undergraduate students fitting the criteria listed above with several opt outs from the survey. A second wave of paper survey copies were later distributed by housing Resident Assistants and me to a total population of 300 students residing on campus. Of the surveys sent out to the students, there were 276 completed surveys collected for a response rate of 52%. A total of 272 were usable, as four contained discrepancies, such as incompleteness in vast proportion or multiple choices selected per question.

Table 4.1 shows the breakdown of subjects' demographics. There were a total of 145 males (53.3%) and 125 females (46.0%). This ratio was consistent with enrollment data for the 2013-14 academic year as displayed by the Rowan Common Data Set (2013). Other demographics showed significant gaps in variable ratios, such as the report on sexual identity. The findings were that of the 272 subjects, 234 (86%) were heterosexual,

14 (5.1%) were bisexual, 9 (3.3%) selected lesbian, and 2 (.7%) selected gay—a small group selected ‘other’ or chose to abstain from selection.

Furthermore, the age ranges of the subjects was from age 18 to age 26, with 169 participants (62.1%) age 18-20. A total of 92 subjects (33.8%) were ages 21 to 23; with 10 subjects falling in the age category of 24-26 (3.7%). Of these subject age ranges, 36% identified as sophomore, 29% junior, 19.5% senior, and the smallest identifying population at 15.1% was freshman. Also, seven subjects identified as having a disability that substantially limits a major life activity.

Lastly, the majority of the students’ ethnic affiliation/categorization was Caucasian (58.8%); while other racial categories revealed 20.6% African-American/Black, and 5.9% Hispanic/Latino(a)/Chicano(a)—with smaller percentages represented by the Asian/Asian American, Biracial, Middle Eastern, Native American, and ‘other’ groupings.

Table 4.1

Subjects’ Demographics (N=272)

Variable	<i>f</i>	%
Sex		
Female	125	46
Male	145	53.3
Total	270	99.3
Sexual Identity		
Bisexual	14	5.1
Gay	2	0.7

Table 4.1 (continued)

Variable	<i>f</i>	%
Lesbian	9	3.3
Heterosexual	234	86
Other	6	2.2
Total	265	97.4
Age		
17 or under	0	0
18-20	169	62.1
21-23	92	33.8
24-26	10	3.7
27 and over	0	0
Total	271	99.6
Student Status		
Freshman	41	15.1
Sophomore	98	36
Junior	79	29
Senior	53	19.5
Total	271	99.6
Disabilities		
Yes	7	2.6
No	262	96.3
Total	269	98.9
Ethnicity		
African American/ Black	56	20.6
Asian American/Asian	15	5.5
Biracial	13	4.8
Caucasian/ White	160	58.8
Hispanic/Latino(a)/Chicano(a)	16	5.9
Middle Eastern	4	1.5
Native American	1	0.4
Other	4	1.5
Total	269	98.9

Analysis of Data

Research question 1. What are the attitudes of selected Rowan University undergraduates towards diversity on campus?

To gauge students' attitudes towards diversity, subscales measured subjects' attitudes of campus climate for diversity through three separate categories adapted from Shannon Mason's (2011) study of campus climate: personal responsibility regarding diversity (support for or against diversity), satisfaction of diversity of university constituents (perception of university efforts for diversity), and perception of peer academic ability (overall perception of diversity). Items in this section focused on students' personal account of responsibility to speak on behalf of diverse groups that they may have been a part of, overall level of satisfaction with exposure to diversity at Rowan University, and belief in academic ability of peers at different English level proficiency. The three tables below showcase the findings in the subscales per category.

Table 4.2 describes the select participants' attitudes towards diversity along the personal responsibility item sets. Findings show that of the responsibility factors, a total of 36.8% of subjects' attitudes *agreed* and *strongly agreed* there was "...some responsibility to be the spokesperson for [his or her] gender for diversity."

Table 4.2

Attitudes towards Diversity: Personal Responsibility (N=272)

(Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5)

Variable	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
While at Rowan University, I feel some responsibility to be a spokesperson for my gender. <i>n</i> =271, <i>M</i> =2.83, <i>SD</i> =1.351, <i>Missing</i> =1	63	23.2	53	19.5	55	20.2	68	25.0	32	11.8
While at Rowan University, I feel some responsibility to be a spokesperson for my racial/ethnic group. <i>n</i> =269, <i>M</i> =2.59, <i>SD</i> =1.256, <i>Missing</i> =3	65	23.9	68	25.0	74	27.2	36	13.2	26	9.6
While at Rowan University, I feel some responsibility to be a spokesperson for students with disabilities. <i>N</i> =272, <i>M</i> =2.53, <i>SD</i> =1.236	72	26.5	69	25.4	64	23.5	50	18.4	17	6.3
While at Rowan University, I feel some responsibility to be a spokesperson for gay, lesbian, bisexual, and/or transgender students. <i>n</i> =267, <i>M</i> =2.48, <i>SD</i> =1.260, <i>Missing</i> =5	75	27.6	66	24.3	77	28.3	22	8.1	27	9.9
While at Rowan University, I feel some responsibility to be a spokesperson for students who share my religious views. <i>N</i> =272, <i>M</i> =2.40, <i>SD</i> =1.211	81	29.8	70	25.7	70	25.7	34	12.5	17	6.3

The Attitudes towards Diversity: Diversity Satisfaction Subscale measured undergraduates' attitudes towards diversity within the campus diversity satisfaction questioning sets. Table 4.3 displays the frequencies and percentage of subjects' attitudes measured from *strongly dissatisfied* to *strongly satisfied* with their perception of campus diversity. Based on the data collected, students' reported most positive attitudes towards *satisfaction* with "...how satisfied [he or she was] with diversity of the cultural backgrounds of the employees at Rowan University" by 60.4%.

Table 4.3

Attitudes towards Diversity: Diversity Satisfaction (N=272)

(Strongly Dissatisfied = 1, Dissatisfied = 2, Neutral = 3, Satisfied = 4, Strongly Satisfied= 5)

Variable	Strongly Dissatisfied		Dissatisfied		Neutral		Satisfied		Strongly Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Overall, how satisfied are you with your interactions with other Rowan University students. <i>N=272, M=3.67, SD=.906</i>	2	.7	25	9.2	85	31.3	110	40.4	50	18.4
Overall, how satisfied are you with your interactions with university employees. <i>n=271, M=3.63, SD=.841, Missing=1</i>	2	.7	23	8.5	82	30.1	129	47.4	35	12.9

Table 4.3 (continued)

Variable	Strongly Dissatisfied		Dissatisfied		Neutral		Satisfied		Strongly Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I am satisfied with the diversity of the cultural backgrounds of the employees at Rowan University. <i>N</i> =272, <i>M</i> = 3.56, <i>SD</i> =1.105	17	6.3	24	8.8	77	28.3	97	35.7	57	21.0
I am satisfied with the diversity of the cultural backgrounds of the students here at Rowan University. <i>N</i> =272, <i>M</i> =3.47, <i>SD</i> =1.214	28	10.3	25	9.2	68	25.0	94	34.6	57	21.0
Overall, how satisfied are you with the level of diversity at Rowan University. <i>N</i> =272, <i>M</i> =3.25, <i>SD</i> =1.145	24	8.8	43	15.8	82	30.1	86	31.6	37	13.6
Overall, how satisfied are you with the responsiveness of Rowan University to the diverse needs of the changing demographics of our students. <i>N</i> =272, <i>M</i> =3.03, <i>SD</i> =1.032	28	10.3	41	15.1	115	42.3	72	26.5	16	5.9

Table 4.4 shows selected subjects' attitudes towards academic ability of peers.

The Attitudes towards Diversity: Peer Academic Ability Subscale measures the item set

of peer academic ability, and what selected subjects' attitudes towards peer abilities were. Findings showed that a total of 38.6% selected that they *agreed* or *strongly agreed* that “most enrolled students are adequately prepared academically for Rowan University.”

Table 4.4

Attitudes towards Diversity: Peer Academic Ability (N=272)

(Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5)

Variable	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Most enrolled students are adequately prepared academically for Rowan University. <i>n=217, M= 3.21, SD= 1.015, Missing= 1</i>	20	7.4	33	12.1	113	41.5	81	29.8	24	8.8
Only students who are receptive to new ideas are able to benefit from the educational experiences at Rowan University. <i>N= 272, M= 3.14, SD= 1.103</i>	25	9.2	49	18.0	87	32.0	86	31.6	25	9.2
Only those students who are proficient in English are adequately prepared academically for Rowan University. <i>N=272, M= 2.65, SD=1.193</i>	56	20.6	69	25.4	79	29.0	49	18.0	19	7.0
Students who are not proficient in English are not able to benefit from the educational experiences at Rowan University. <i>n=271, M= 2.38, SD= 1.096, Missing= 1</i>	74	27.2	70	25.7	81	29.8	41	15.1	5	1.8

Research question 2. Where do students report most diverse interactions to occur?

In order to answer Research Question Two, a frequency table was run in SPSS to find frequency of reports of diverse interactions. Table 4.5 depicts the selected subjects' report of places of most occurrence of diversity. The highest mean score with 42.2% either strongly agreeing or agreeing was "At Rowan University, I experience most of my diverse interactions in the cafeteria or place I choose to eat most frequently."

Table 4.5

Diverse Interaction Subscale (N=272)

(Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5)

Variable	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
At Rowan University, I experience most of my diverse interactions in the cafeteria or place I choose to eat at most frequently. <i>N=272, M=3.29, SD=1.030</i>	13	4.8	44	16.2	100	36.8	82	30.1	33	12.1
At Rowan University, I experience most of my diverse interactions in the clubs/organizations I am a part of. <i>N=272, M=3.22, SD=1.104</i>	21	7.7	43	15.8	100	36.8	72	26.5	36	13.2

Table 4.5 (continued)

Variable	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
At Rowan University, I experience most of my diverse interactions when walking across campus. <i>N</i> =272, <i>M</i> =3.19, <i>SD</i> =1.138	22	8.1	57	21.0	70	25.7	92	33.8	31	11.4
At Rowan University, I experience most of my diverse interactions when I am in class. <i>N</i> =272, <i>M</i> =3.04, <i>SD</i> =1.060	23	8.5	61	22.4	87	32.0	84	30.9	17	6.3
At Rowan University, I experience most of my diverse interactions when I am in my residence halls. <i>n</i> =271, <i>M</i> =2.97, <i>SD</i> =1.156	34	12.5	59	21.7	81	29.8	74	27.2	23	8.5

Research question 3. What are the perceptions of students regarding university initiatives to educate about or support diversity?

To gauge student perception of campus support for diversity, a Support for Diversity Subscale item set was provided. Table 4.6 provides the student responses of attitudes towards initiatives for diversity support. A total of 37.5% of participants selected that they *agreed* or *strongly agreed* that “I believe that campus programs

addressing diversity are educationally effective.” It is noteworthy that 35.3% of subjects selected neutral to this same item.

Table 4.6

Support for Diversity Subscale (N=272)
 (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5)

Variable	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I believe that campus programs addressing diversity are educationally effective. <i>n=271, M=3.10, SD=1.097, Missing=1</i>	26	9.6	47	17.3	96	35.3	77	28.3	25	9.2
I have witnessed discrimination on the Rowan University campus. <i>N=272, M=2.81, SD=1.323</i>	64	23.5	54	19.9	46	16.9	86	31.6	22	8.1
I believe that campus programs for minority students are typically remedial in nature. <i>n=269, M=2.75, SD=1.113, Missing= 3</i>	47	17.3	47	17.3	119	43.8	37	13.6	19	7.0
I have experienced discrimination on the Rowan University campus. <i>N=272, M=2.44, SD=1.299</i>	93	34.2	52	19.1	55	20.2	55	21.0	15	5.5

Table 4.6 (continued)

Variable	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
I believe that the campus programs addressing diversity are a drain on the institution's resources. <i>n=271, M=2.37, SD=1.290, Missing= 1</i>	90	33.1	70	25.7	54	19.9	34	12.5	23	8.5
I believe that the inclusion of minority students is... -a stigma on the institution's prestige. <i>n=268, M=2.37, SD=1.212, Missing=4</i>	86	31.6	65	23.9	62	22.8	43	15.8	12	4.4

Research question 4. Does race play a significant role in the attitudes towards campus climate for diversity?

Research question four was answered by running a Chi-Square to determine any significance between the ethnicity demographic factor and the Attitudes towards Diversity functions. An analysis was conducted of data found for demographics with the three attitudes towards diversity subscales. Findings revealed significance in two of the attitudes towards diversity subscales.

Table 4.7 shows the levels of significance between ethnicity and Attitudes towards Diversity: Personal Responsibility Subscale. There were significant correlations found with three of the five items of this item set. Though the correlations were positive the strongest correlation of attitudes towards diversity to participants' personal

responsibility was “[feeling] some responsibility to be a spokesperson for my racial/ethnic group.”

Table 4.7

Significance: Ethnicity & Personal Responsibility for Diversity

Subscale	Variable	<i>r</i> coefficient	<i>p</i> level
Attitudes towards Diversity- Personal Responsibility	While at Rowan University, I feel some responsibility to be a spokesperson for my racial/ethnic group.	.076	.000
	While at Rowan University, I feel some responsibility to be a spokesperson for students who share my religious views.	.063	.022
	While at Rowan University, I feel some responsibility to be a spokesperson for my gender.	.058	.002

Table 4.8 shows the level of significance between ethnicity and Attitudes towards Diversity: Diversity Satisfaction Subscale. There were significant correlations found with all of the items in this item set. Though the correlations were positive the strongest correlation of attitudes towards diversity to participants’ satisfaction with diversity was “Overall [satisfaction] with the diversity of the cultural backgrounds of the employees at Rowan University.”

Table 4.8

Significance: Ethnicity & Diversity Satisfaction

Subscale	Variable	<i>r</i> coefficient	<i>p</i> level
Attitudes towards Diversity: Diversity Satisfaction	I am satisfied with the diversity of the cultural backgrounds of the employees at Rowan University.	.070	.000
	I am satisfied with the diversity of the cultural backgrounds of the students here at Rowan University.	.069	.000
	Overall, how satisfied are you with your interactions with university employees?	.066	.000
	Overall, how satisfied are you with the responsiveness of Rowan University to the diverse needs of the changing demographics of our students?	.064	.000
	Overall, how satisfied are you with your interactions with other Rowan University students?	.061	.000
	Overall, how satisfied are you with the level of diversity at Rowan University?	.060	.000

There were no significant differences found between ethnicity and Peer Academic Ability.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study was based on the thesis research conducted by Shannon R. Mason surveying campus climate at Southwest Minnesota State University. Mason (2011) focused on undergraduate students in a rural, Midwest area on campus climate with regard to diversity (Mason, 2011). Her study primarily focused on diversity at her university regarding multicultural support and inclusion, structural diversity, collegial experiences, and civic responsibility.

My study conducted at Rowan University worked to gain support for foundational literature and theory that suggested a more diverse environment would benefit student outcomes for better educational, social, and democratic responsibility (Clarke & Antonio, 2012).

Specifically, my research sought to answer the following questions:

1. What are the attitudes of selected Rowan University undergraduates towards diversity on campus?
2. Where do students report most diverse interactions to occur?
3. What are the perceptions of students regarding university initiatives to educate about or support diversity?
4. Does race play a significant role in the attitudes towards campus climate for diversity?

The review of literature connected satisfaction of cultural climate to enhance learning support, and diverse interactions among college students (Park, 2009). For this study, an

online survey, along with paper copies, were used to collect data to answer the research questions. The data received from selected subjects were analyzed to review what selected undergraduate students reported about campus climate for diversity. More specifically, the data focused on perception of overall student satisfaction of diversity, perception of university initiatives to support diversity, reports of where students believed most diverse interactions occurred, and any significance between student ethnicity and their overall attitudes towards diversity.

Discussion of Findings

Hurtado (1992) noted that few studies have compared overall perceptions of campus racial climate at PWIs, or have asked students what is believed is done well regarding PWI racial climate. In this section, a discussion of the findings from this study is compared to the foundational literature reviewed in Chapter II. The literature review provided a description of the knowledge base by providing information on the areas that affect student perspectives on campus climate for diversity.

Research question one surveyed student attitudes towards diversity on campus. Foundational literature suggested that academic environment, varied-lived experiences, and structural diversity of social groups influenced perceptions of campus climate diversity. Gordon Allport's (1954) *The Nature of Prejudice* discussed how homogenous environments affects personal growth and development. Further explaining this concept, Chavous (2005) states that students at institutions with low diversity may express less satisfaction or negative perceptions of campus climate. Furthermore, Chavous explained that differences in college outcomes could be explained by students' different backgrounds. As mentioned as a limitation in Chapter I, a largely homogenous student

dynamic could have influenced the proceedings and findings in this study. The findings of my study revealed that the selected student body at Rowan University responded positively in areas that influence campus diversity (i.e. gender, cultural background, open-mindedness.) An explanation of this outcome could largely emanate from student perceptions of what diversity is and where they encounter diversity. As defined, diversity is culture, ability, religion, sexuality, gender, and ideology; and students at Rowan reported their most diverse interactions to occur in the cafeteria.

Research question two surveyed students' reports of where most diverse interactions occurred. The Review of Literature in Chapter II provided context on research methods of diversity in higher education by discussing the normative and cognitive development of socialization in macro and micro-environments (Milem, 2003). Milem's research stated that students benefit socially within environments of diversity. Data collected from these items showed that students found most diverse interactions to occur in the cafeteria. Inferred reasoning is that food culture, dialogue held in a micro-setting, and mirrored interactions similar to classroom discussions provided the surveyed outcomes for "most interactions found in the cafeteria." Gurin's (1999) study supported the premise that racially diverse interactions aided in the development of effortful thinking—also described as conscious, active thinking; so more fluid conversations could reasonably be had in a cafeteria environment to lead students to report as the most diverse interactive location.

Research question three surveyed students' perceptions of university efforts to educate about or support diversity. Findings showed that 35.3% of the subjects selected 'neutral' to this question. Critical Race Theory (CRT) suggests that if race is not

separated out of decisions of structural diversity or improving racial climate, discrimination between culture and race will occur (Leonardo, 2012). Furthermore, it was reported that race impacts consensus of studies, votes, and direction a university takes with diversity relations. Literature reflects that students of color are more likely to experience diverse interactions than White students (Clarke & Antonio, 2012). Therefore, it is assumed that the reported neutral response stems from a stance that the students at a Predominantly White Institution are unaware of levels of diverse interactions and educational opportunities. Helm et al. (1998), suggest that a common problem that diversity brings to White students at institutions that are working to provide more diverse interactions is that the programs become more centered around the students of color, which tends to alienate the traditional [majority White] students. With this foundational literature applied, it is assumed that the majority student body could not report satisfaction with university efforts because they lacked awareness of the depth in which the university was providing diversity education; but also could not express dissatisfaction because of their knowledge that university was at least making efforts to educate on diversity, resulting in a neutral survey response.

Research question four surveyed whether race played a significant role in the attitudes towards campus climate for diversity. Findings revealed that there was significance in two of the attitudes towards diversity subscales: Personal Responsibility and Diversity Satisfaction. Students found significance in responsibility to be a spokesperson for their racial/ethnicity group and reported overall satisfaction with the cultural backgrounds of the employees at Rowan University. Foundational literature concepts report a need for diversity at universities with emphasis made on the importance

of a diverse student body, classroom setting, and enforcement of structured diversity with an interactive component (Chang, 1996). Due to survey outcomes reporting that most diverse interactions are reported when walking across campus, it is assumed that a perception of diversity is verbalized by students as someone looking different than themselves.

Lastly, my study results also mirrored findings of Mason (2011) in the Peer Academic Ability question set that there were no significant differences found between ethnicity and Peer Academic Ability. Astin (1997) explained how peer-groups and interactions impact learning and development in higher education. Peer groups were defined as groups whom students identify and affiliate. Overall, the survey portrayed a predominantly white subject pool, which could have steered the direction of the study to finding no significance in reports of peer academic ability to diversity on campus.

Conclusions

In conclusion, students at a Predominantly White Institution, as defined by Rowan University, have a positive student perception of campus climate for diversity. By reporting that most interactions occur in the cafeteria, it was assumed that these interactions mirrored healthy environments for discussion, such as a classroom; but were more welcoming and relaxed for discourse surrounding racial difference. Also, from reports that university efforts to educate about diversity returned as neutral, it can be inferred that subjects were unaware of interactions in programs that Rowan provided to educate about diversity— so much so that subjects only had knowledge that programming occurred, but not the depth of topics and skills provided. This assumption was supported by Helm et al., when it was stated that traditional students may feel

alienated from racial/diversity-based programming due to the centeredness and intentionality of catering to students of color through programming.

Lastly, significance was found between ethnicity and attitudes towards diversity along the spectrum of personal responsibility to diversity and overall satisfaction; but no significance was found between ethnicity and peer academic ability. The findings of this study revealed that students experienced increased interaction of diversity occurring when walking across campus and positive experiences with Rowan's programs addressing diversity and inclusiveness effectively. These findings suggest that student attitudes of campus climate for diversity were positive.

Recommendations for Practice

Rowan University should utilize strategies to fully encompass diversity by defining a solitary meaning of what diversity is to benefit the campus dynamic of becoming more perceptive to where diverse interactions occur. Therefore, this could lead to a greater ability to advance academically, socially, and responsibly as an institution.

Based on the information gathered from the thesis research, recommendations for practice are as follows:

1. Have clear and cohesive understanding of diversity across the university. This would further the ability to discuss the topics of diversity, which would strengthen perceptions and attitudes towards campus climate among and between students.
2. Benchmark university practices that may have encouraged positive diverse interactions to utilize best practices to implement at Rowan University.
3. Use the surveyed question set that occurred as "insignificant" in this thesis study to better practices that speak to the deficit that resulted in the insignificant

response; therefore providing intentional educational programming for greater educational, social, and democratic outcomes for students.

4. Use Gurin's (1999) foundational research regarding the promotion of effortful thinking to create affinity spaces and "safe spaces" to bravely discuss topics that may be critical, but difficult to confront.

Recommendations for Further Research

Being that diversity is merely the presence of difference, a limitation of solely utilizing the quantitative method may produce responses rendered from visual interpretation at a Predominantly White Institution. Transitioning this study to a mixed method will allow subjects to include reasoning of perceptions of campus climate for diversity that could be attributed to past-lived experiences.

Based on the information gathered from the research study, recommendations for further research are as follows:

1. Create a valid survey developed from foundational research to support deeper insights into the presence of racial bias and intolerance for difference.
2. Use a mixed-method approach for data collection with a smaller control group to offset limitations of majority ethnicity responses.
3. Further disaggregate research conducted by Wells-Lawson (1994) and Helm et al. (1998) that spoke of the benefits of diversity on campus in order to create a more inclusive and tolerant environment for everyone to feel safe and valued.

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Appendix A

Permission of Survey Use

Fri 2/6/2015 10:27 AM

Sent Items

To:

'shannonrmason@gmail.com';

Greetings Shannon R. Mason:

My name is Tyler Harrison of Rowan University in Glassboro, NJ; and I am a candidate of the M.A. Higher Education Administration program. This email is drafted in regards to request permission to use 2011 thesis survey instrument used for your study on "Campus Climate". I was directed to you by Carol Bossuyt from your previous institution.

Currently, I am completing a thesis researching the students' perspectives of campus climate for diversity at a predominantly white institution as represented by Rowan University. Your research on student perspective of campus climate yielded similar problems of the study and significance of study as mine does currently. Thusly, use of your survey instrument (with certain areas either eliminated or word choices changed) would garner responses to answer my research questions of:

1. What are the attitudes of selected Rowan University undergraduates towards diversity on campus?
2. What areas affect student perspectives of campus climate for diversity on campus negatively or positively?
3. Do the three largest race groups exhibit significantly different perceptions of campus diversity?
 - a. Caucasian/ White reports v. Hispanic/Latino (a) reports
 - b. Caucasian/White reports v. African American/Black reports
 - c. African American/Black reports v. Hispanic/Latino (a) reports

I conclude my request of permissions with open lines of communication. I look forward to hearing your response of whether I can use the instrument or not, or if I should seek further permissions necessary for use. If you would like to have further conversation with me about use, changes needed, or distribution and report of findings, I would be willing to have those conversations with you.

Thank you for your time Shannon, and I look forward to hearing from you in the near future. Until then, take care.

My Best,
Tyler O. Harrison
Rowan University
M.A. Higher Education Administration, Candidate
College of Graduate and Continuing Education
harrisont@rowan.edu

Fri 2/6/2015 11:13 AM

Inbox

To:

Harrison, Tyler O.;

You replied on 2/6/2015 11:25 AM.

Tyler,

You may use my survey instrument and make changes to it as you see necessary. I wish you the best of luck with your study and invite you to contact me in the future if I am able to assist.

Regards,

Shannon Mason

Sent from my iPhone

Fri 2/6/2015 11:25 AM

Sent Items

To:

'Shannon Mason' <shannonrmason@gmail.com>;

Hello Shannon,

Thank you for this permission. I have only a few more clarifications I need to make before use of the survey.

- Were you the creator of the instrument, or are there other contributors that I must gain permissions from?
- Do I have permission to publish your original survey in my final thesis appendix as reference for my adapted survey?
- Can you email me an original copy of your question set, as some of the scanned questions have been erased in the online thesis?

Thank you again, and I look forward to hearing from you.

Tyler Harrison

Fri 2/6/2015 12:27 PM

Inbox

To:

Harrison, Tyler O.;

Hello Tyler,

I am the sole creator of the instrument so my permission is all you need. Feel free to publish the original in your appendix. I will see if I can find the original question set and email it to you later this evening.

Shannon

Sent from my iPhone

Appendix B

Original Campus Climate Survey

1. Statement of Informed Consent

This survey represents a major component of a graduate study that aims to assess the campus climate at SMSU in regard to diversity. Campus Climate refers to students' perceptions of the SMSU campus. We are interested in your sincere responses to the questions that follow. If you choose to do so, you may leave any question blank and you may exit the survey at anytime. Your responses will remain anonymous. The results will be represented in summary form only.

For the purpose of this survey the term minority refers to students who identify with a race, ethnicity, national origin, religion, age, sex, ability, sexual orientation, and/or gender identity that is not considered to be represented by the majority of students on campus.

1. Do you agree to participate in the following survey?

- Yes
 No

2.

On a scale of one to four, with 1 meaning you STRONGLY DISAGREE and 4 meaning you STRONGLY AGREE, please mark the number which best describes your opinion about the following statements.

2. At SMSU, I feel most comfortable when I socialize with people from the same cultural background as my own.

- Strongly Disagree 1 2 3 Strongly Agree 4

3. At SMSU, I feel comfortable when I participate in campus activities that focus on cultures other than my own.

- Strongly Disagree 1 2 3 Strongly Agree 4

4. I am satisfied with the diversity of the cultural backgrounds of the employees here at SMSU.

- Strongly Disagree 1 2 3 Strongly Agree 4

5. I am satisfied with the diversity of the cultural backgrounds of the students here at SMSU.

- Strongly Disagree 1 2 3 Strongly Agree 4

6. While at SMSU, I feel some responsibility to be a spokesperson for my racial/ethnic group.

- Strongly Disagree 1 2 3 Strongly Agree 4

7. While at SMSU, I feel some responsibility to be a spokesperson for my gender.

Strongly Disagree 1 2 3 Strongly Agree 4

8. While at SMSU, I feel some responsibility to be a spokesperson for students with disabilities.

Strongly Disagree 1 2 3 Strongly Agree 4

9. While at SMSU, I feel some responsibility to be a spokesperson for gay, lesbian, bisexual, and/or transgendered students.

Strongly Disagree 1 2 3 Strongly Agree 4

10. While at SMSU, I feel some responsibility to be a spokesperson for students who share my religious views.

Strongly Disagree 1 2 3 Strongly Agree 4

11. There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension.

Strongly Disagree 1 2 3 Strongly Agree 4

12. I feel safe walking on campus during the daytime.

Strongly Disagree 1 2 3 Strongly Agree 4

13. I feel safe walking on campus at night.

Strongly Disagree 1 2 3 Strongly Agree 4

14. Most enrolled students are adequately prepared academically for SMSU.

Strongly Disagree 1 2 3 Strongly Agree 4

15. Only those students who are proficient in English are adequately prepared academically for SMSU.

Strongly Disagree 1 2 3 Strongly Agree 4

16. Only those students from the mainstream culture are adequately prepared academically for SMSU.

Strongly Disagree 1 2 3 Strongly Agree 4

17. Only students who are receptive to new ideas are able to benefit from the educational experiences at SMSU.

Strongly Disagree 1 2 3 Strongly Agree 4

18. Students who are not proficient in English are not able to benefit from the educational experiences at SMSU.

Strongly Disagree 1 2 3 Strongly Agree 4

19. Prejudice among students is a problem on campus.

Strongly Disagree 1 2 3 Strongly Agree 4

20. Prejudice among university employees is a problem on campus.

Strongly Disagree 1 2 3 Strongly Agree 4

21. I believe that campus programs for minority students are typically remedial in nature.

Strongly Disagree 1 2 3 Strongly Agree 4

22. I believe that campus programs for minority students are a central part of the university's mission.

Strongly Disagree 1 2 3 Strongly Agree 4

23. I believe that campus programs addressing diversity are educationally effective.

Strongly Disagree 1 2 3 Strongly Agree 4

24. I believe that campus programs addressing diversity are a drain on the institution's resources.

Strongly Disagree 1 2 3 Strongly Agree 4

25. I believe that the inclusion of minority students is a stigma on the institution's prestige.

Strongly Disagree 1 2 3 Strongly Agree 4

26. I have experienced discrimination on the SMSU campus.

Strongly Disagree 1 2 3 Strongly Agree 4

27. I have witnessed discrimination on the SMSU campus.

Strongly Disagree 1 2 3 Strongly Agree 4

3.

Thank you. For the following questions please choose the answer that you feel best represents your opinion.

28. Do you feel that there are opportunities available for you to make suggestions for improvement at SMSU.

- Often
- Occasionally
- Seldom
- Never

29. Do women have equal opportunities with men for recognition, respect, and advancement at the university?

- Yes, definitely
- Yes, generally
- Not always
- No
- I don't know

30. Do minority students have equal opportunities for recognition, respect, and advancement at the university?

- Yes, definitely
- Yes, generally
- Not always
- No
- I don't know

31. In practice, how much of a commitment do you believe the university has to increasing the numbers and percentages of minority student graduates?

- Very strong commitment
- Fairly strong commitment
- Limited commitment
- No commitment
- I don't know

32. Is the university committed to reducing occurrence of sexual harassment?

- Yes, aggressively
- Yes for the most part
- Commitment not evident
- I don't know
- I'm not aware of any harassment occurring

33. I have witnessed or experienced discrimination or prejudice in relation to

Check all that apply

- Ability (people with disabilities)
- Class (income)
- Ethnicity
- Gender
- Race
- Religion
- Sexual orientation
- Other (please specify)

4.

Thank you. On a scale of one to four, with 1 meaning you STRONGLY DISAGREE and 4 meaning you STRONGLY AGREE, please mark the number which best describes your opinion about the following statements.

34. I have an opportunity to participate meaningfully in shared governance at SMSU.

- Strongly Disagree 1 2 3 Strongly Agree 4

35. Retention of all enrolled students should be a priority at SMSU.

- Strongly Disagree 1 2 3 Strongly Agree 4

36. Retention of students from specific minority groups should be a priority at SMSU.

- Strongly Disagree 1 2 3 Strongly Agree 4

37. Retention of students who are initially unprepared for college level work should be a priority at SMSU.

Strongly Disagree 1 2 3 Strongly Agree 4

5.

Thank you. On a scale of one to four, with 1 meaning VERY DISSATISFIED and 4 meaning VERY SATISFIED, please indicate your level of satisfaction with each of the following items by marking the appropriate number.

38. Overall, how satisfied are you with your relationships with other SMSU students?

Very Dissatisfied 1 2 3 Very Satisfied 4

39. Overall, how satisfied are you with your interactions with university employees?

Very Dissatisfied 1 2 3 Very Satisfied 4

40. How satisfied are you with the responsiveness of SMSU to the diverse needs of the changing demographics of our students?

Very Dissatisfied 1 2 3 Very Satisfied 4

6.

Thank you. You're almost done! The following questions are related to the demographics of our respondents. Again, your answers will not be used to identify you and will not be shared with anyone.

41. How do you identify?

Female
 Male
 Intersexed

42. Age

Below 18
 18-24
 25-34
 35-44
 45-54
 55+

43. Are you

- Full time student who lives on campus
- Part time student who lives on campus
- Full time student who lives off campus
- Part time student who lives off campus
- Other

44. I have been a student at SMSU for

- Less than one year
- One to two years
- Three to five years
- Six to ten years

45. My ethnic/racial background is: (check all that apply)

- American Indian/Alaskan Native
- African-American
- Black
- Other Asian
- Filipino
- H'mong
- Mexican, Mexican-American, Chicano
- Other Hispanic
- Pacific Islander
- White
- Other (please specify)

46. I identify with the following

- Atheism
- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Shamanism
- I have no affiliation
- Other (please specify)

47. How do you identify?

- Bisexual
- Gay/ Lesbian
- Straight
- Transgendered
- Questioning

48. Do you have a verified disability?

- No
- Yes, visual impairment
- Yes, mobility impairment
- Yes, hearing impairment
- Yes, learning disability
- Other (please specify)

49. Are you an international student?

- Yes
- No

7. Thank you!

Thank you for your participation in this study. If you have any questions or concerns or if you would like a summary of the data collected please contact Shannon Mason at mason@southwestmsu.edu or at

Appendix C

Revised Campus Climate Survey

Campus Climate for Diversity Rowan University Glassboro Campus

The following survey is being conducted to gather information regarding student perspective of Rowan University's campus climate for diversity. The survey will take about 10-15 minutes to complete. The results of the survey will provide important information about the climate and will enable us to improve the environment for learning on campus. Participation in this research is voluntary. If you choose to participate, please understand that all responses are strictly confidential; and no personally identifiable information is being requested. Moreover, whether you agree to participate or not, your decision has no effect on your grades, class-standing, or any other status that may apply. By completing the survey, your informed consent is implied.

If you have any questions or problems concerning your participation in this study, you may contact Tyler O. Harrison by phone at 856-431-3256 or email at harrisont@rowan.edu, or Dr. Burton Sisco by phone at 856-256-4500 x. 3717 or email at sisco@rowan.edu. Thank You.

Part I. Demographic Data

1. What is your sex?

Female Male

2. What is your sexual identity?

Bisexual Gay Lesbian Heterosexual Uncertain

3. What is your age?

17 or under 18-20 21-23 24-26 27 and over

4. What is your student status?

Freshman Junior Sophomore Senior

5. Do you have a disability that substantially limits a major life activity (such as seeing, hearing, learning, walking)?

Yes No

6. What is your ethnicity?

African American/Black Asian American/ Asian
 Biracial Caucasian/ White

- Hispanic/Latino (a)/Chicano (a) Middle Eastern
Native American Other (specify):_____

On a scale 1 to 5, with 1 meaning you Strongly Disagree and 5 meaning you Strongly Agree— please mark the number which best describes your opinion about the following statements.

7. At Rowan University, I feel most comfortable when I socialize with people from the same cultural background as my own.

- Strongly Disagree 1 2 3 4 Strongly Agree 5

8. At Rowan University, I feel most comfortable when I participate in campus activities that focus on cultures other than my own.

- Strongly Disagree 1 2 3 4 Strongly Agree 5

9. At Rowan University, I experience most of my diverse interactions when walking across campus.

- Strongly Disagree 1 2 3 4 Strongly Agree 5

10. At Rowan University, I experience most of my diverse interactions when I am in class.

- Strongly Disagree 1 2 3 4 Strongly Agree 5

11. At Rowan University, I experience most of my diverse interactions when I am in my residence halls.

- Strongly Disagree 1 2 3 4 Strongly Agree 5

12. At Rowan University, I experience most of my diverse interactions in the clubs/organizations I am a part of.

- Strongly Disagree 1 2 3 4 Strongly Agree 5

13. At Rowan University, I experience most of my diverse interactions in the cafeteria or place I choose to eat at most frequently.

- Strongly Disagree 1 2 3 4 Strongly Agree 5

14. I am satisfied with the diversity of the cultural backgrounds of the employees at Rowan University.

- Strongly Disagree 1 2 3 4 Strongly Agree 5

15. I am satisfied with the diversity of the cultural backgrounds of the students here at Rowan University.

- Strongly Disagree 1 2 3 4 Strongly Agree 5

- 16. While at Rowan University, I feel some responsibility to be a spokesperson for my racial/ethnic group.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 17. While at Rowan University, I feel some responsibility to be a spokesperson for my gender.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 18. While at Rowan University, I feel some responsibility to be a spokesperson for students with disabilities.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 19. While at Rowan University, I feel some responsibility to be a spokesperson for gay, lesbian, bisexual, and/or transgender students.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 20. While at Rowan University, I feel some responsibility to be a spokesperson for students who share my religious views.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 21. Most enrolled students are adequately prepared academically for Rowan University.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 22. Only those students who are proficient in English are adequately prepared academically for Rowan University.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 23. Only students who are receptive to new ideas are able to benefit from the educational experiences at Rowan University.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 24. Students who are not proficient in English are not able to benefit from the educational experiences at Rowan University.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 25. I believe that campus programs for minority students are typically remedial in nature.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5

- 26. I believe that campus programs for minority students are a central part of the university's mission.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 27. I believe that campus programs addressing diversity are educationally effective.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 28. I believe that the campus programs addressing diversity are a drain on the institution's resources.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 29. I believe that the inclusion of minority students is a stigma on the institution's prestige.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 30. I have experienced discrimination on the Rowan University campus.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5
- 31. I have witnessed discrimination on the Rowan University campus.**
 Strongly Disagree 1 2 3 4 Strongly Agree 5

On a scale 1 to 5, with 1 meaning you are Strongly Dissatisfied and 5 meaning you are Strongly Satisfied—please mark the number which best describes your opinion about the following statements.

- 32. Overall, how satisfied are you with your interactions with other Rowan University students?**
 Strongly Dissatisfied 1 2 3 4 Strongly Satisfied 5
- 33. Overall, how satisfied are you with your interactions with university employees?**
 Strongly Dissatisfied 1 2 3 4 Strongly Satisfied 5
- 34. Overall, how satisfied are you with the responsiveness of Rowan University to the diverse needs of the changing demographics of our students?**
 Strongly Dissatisfied 1 2 3 4 Strongly Satisfied 5
- 35. Overall, how satisfied are you with the level of diversity at Rowan University?**
 Strongly Dissatisfied 1 2 3 4 Strongly Satisfied 5

Appendix D

eIRB Application Template

Mon 4/13/2015 10:32 AM

Inbox

To:

Harrison, Tyler O.;



** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office **

DHHS Federal Wide Assurance

Identifier: FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date: 4/10/2015

eIRB Notice of Approval

STUDY PROFILE

Study ID: [Pro2015000363](#)

Title: A Quantitative Study on Student Perception of Campus Climate for Diversity at a Predominantly White Institution

Principal Investigator:	Burton Sisco	Study Coordinator:	None
Co-Investigator(s):	Tyler Harrison	Other Study Staff:	None
Sponsor:	Department Funded	Approval Cycle:	Not Applicable
Risk Determination:	Minimal Risk	Device Determination:	Not Applicable
Review Type:	Exempt	Exempt Category:	2
Subjects:	530		

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	Submission Status:	Approved
Approval Date:	4/10/2015	Expiration Date:	
Pregnancy Code:	No Pregnant Women as Subjects Not Applicable	Pediatric Code:	Not Applicable No Children As Subjects
Prisoner Code:		Prisoner Code:	Not Applicable No Prisoners As Subjects

Protocol:	Protocol Template PWI Campus Climate Survey	Consent:	There are no items to display	Recruitment Materials:	Campus Climate for Diversity Email Campus Climate for Diversity Email Reminder
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* IRB APPROVAL IS GRANTED SUBJECT TO THE STIPULATION(S) THAT:

* **Study Performance Sites:**

Glassboro Campus 200 Mullica Hull Road Glassboro, NJ 08028

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.
3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of

expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**

4. **Amendments/Modifications/Revisions** : If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.

5. **Unanticipated Problems**: Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at:
<http://www.rowan.edu/som/hsp/>

6. **Protocol Deviations and Violations** : Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at:
<http://www.rowan.edu/som/hsp/>

7. **Consent/Assent**: The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. **Completion of Study**: Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. Letter Comments: *There are no additional comments.*

CONFIDENTIALITY NOTICE: This email communication may contain private, confidential, or legally privileged information intended for the sole use of the designated and/or duly authorized recipients(s). If you are not the intended recipient or have received this email in error, please notify the sender immediately by email and permanently delete all copies of this email including all attachments without reading them. If you are the intended recipient, secure the contents in a manner that conforms to all applicable state and/or federal requirements related to privacy and confidentiality of such information.

—
Study.PI Name:

Study.Co-Investigators:

Appendix E

Initial Email of Survey Link

CAMPUS CLIMATE FOR DIVERSITY: INITIAL EMAIL FOR SURVEY REQUEST

Dear Resident,

I am emailing you to invite you to participate in a web survey of Campus Climate for Diversity. The following survey is being conducted to gather information regarding student perspective of Rowan University's campus climate for diversity. To help preserve data confidentiality, I am not checking the identities of those who are participating. Your thoughts on campus climate are important to me and I would like to learn about them.

The survey will take about 10-15 minutes to complete. 530 total participants have been selected to participate in this study across campus. The results of the survey will provide important information about the climate and will enable us to improve the environment for learning on campus. Participation in this research is voluntary. If you choose to participate, please understand that all responses are strictly confidential; and no personally identifiable information is being requested. Moreover, whether you agree to participate or not, your decision has no effect on your grades, class-standing, or any other status that may apply. By completing the survey, your consent is implied.

Follow this link to the Survey:

`{1://SurveyLink?d=Take the Survey}`

Or copy and paste the URL below into your internet browser:

`{1://SurveyURL}`

If you have any questions or problems concerning your participation in this study, you may contact Tyler O. Harrison by phone at 856-431-3256 or email at harrisont@rowan.edu, or Dr. Burton Sisco by phone at 856-256-4500 x. 3717 or email at sisco@rowan.edu.

This research would not be possible without your input.

Thank you for your time,

Tyler O. Harrison

Appendix F

Reminder Email of Survey Link

CAMPUS CLIMATE FOR DIVERSITY: REMINDER EMAIL SURVEY REQUEST

Dear Resident,

A couple of weeks ago, I sent you an email inviting you to participate in a web survey of Campus Climate for Diversity. The following survey is being conducted to gather information regarding student perspective of Rowan University's campus climate for diversity. To help preserve data confidentiality, I am not checking the identities of those who have already participated and am sending this to all participants again. Your thoughts on campus climate are important to me and I would like to learn about them.

The survey will take about 10-15 minutes to complete. The results of the survey will provide important information about the climate and will enable us to improve the environment for learning on campus. Participation in this research is voluntary. If you choose to participate, please understand that all responses are strictly confidential; and no personally identifiable information is being requested. Moreover, whether you agree to participate or not, your decision has no effect on your grades, class-standing, or any other status that may apply. By completing the survey, your consent is implied.

Follow this link to the Survey:

`{1://SurveyLink?d=Take the Survey}`

Or copy and paste the URL below into your internet browser:

`{1://SurveyURL}`

If you have any questions or problems concerning your participation in this study, you may contact Tyler O. Harrison by phone at 856-431-3256 or email at harrisont@rowan.edu, or Dr. Burton Sisco by phone at 856-256-3717 or email at sisco@rowan.edu.

If you have already completed the survey, thank you very much for your help. This research would not be possible without your input.

Thank you for your time,

Tyler O. Harrison