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### St. Cloud State University Student Views on Issues of Race: An Analysis of Survey Results [September 1998]

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**ST. CLOUD STATE UNIVERSITY**  
**STUDENT VIEWS**  
**ON**  
**ISSUES OF RACE:**  
**AN ANALYSIS OF SURVEY RESULTS**

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by  
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SEPTEMBER 1998



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DRS. STEPHEN FRANK AND STEVEN WAGNER ARE MEMBERS OF THE  
MIDWEST ASSOCIATION OF PUBLIC OPINION RESEARCH (MAPOR) AND  
THE AMERICAN ASSOCIATION OF PUBLIC OPINION RESEARCH AND  
SUBSCRIBE TO THE CODE OF ETHICS OF THE AAPOR.

## INTRODUCTION

This document is the final report of a survey conducted by the SCSU Survey of 505 students regarding their views and opinions on racial diversity and race relations on the SCSU campus. The survey was administered from April 19 through April 22, 1998. The survey questionnaire consists of 59 questions. The major research issues explored by this survey include:

- experiences of SCSU students with persons different from themselves before coming to SCSU;
- perceptions of race relations on the SCSU campus;
- experiences with persons of different race/ethnic backgrounds since coming to SCSU;
- experiences at SCSU (and in St. Cloud) that might have been influenced by racial attitudes or biases; and,
- evaluation of SCSU initiatives that relate to eliminating racial bias on the SCSU campus.

Race relations on American college and university campuses and at SCSU consume a great deal of time and attention of campus communities. All too often, however, our examination of campus race relations only comes into focus when obvious problems come to light. Last fall, several incidents alerted the entire SCSU community that something was very wrong on the SCSU campus. Several students were linked to scribbling "KKK" by the message board of an African-American SCSU dorm resident. It was reported that a Cambodian student was told by several students to "go back to your country." Another student reported that one of his peers asked if "normal food" would be served as part of a Cinco de Mayo festival. Swastikas were twice scratched into the car door of a faculty of Lebanese descent.

In response to these and other incidents, administrators, faculty and students sharply increased their efforts to combat racial biases. The survey results reported herein are intended to discover and examine the depth of views and attitudes of SCSU students regarding race relations.

The survey was underwritten by a grant from SCSU President Bruce Grube. Faculty members Dr. Robert Johnson (Director of Minority Studies), Dr. Luke Tripp (Professor of Community Studies) and Dr. Niloufer Merchant (Professor of Applied Psychology) evaluated the survey instrument and offered valuable criticism and suggestions. Dr. Wagner conducted a focus group comprised of diverse students independent of the Survey. Many of faculty and student suggested questions are included in the final questionnaire.

## METHODOLOGY

The SCSU Survey is an ongoing survey research arm of the Social Science Research Institute in the College of Social Sciences at St. Cloud State University. The Survey began Fall, 1980 and does local and state telephone surveys for a variety of clients. During April 19-22, 1998 the Survey conducted a survey of St. Cloud State University students. The following is a description of the methodology used to conduct the survey.

Directors of the survey are Dr. Stephen Frank, SCSU Professor of Political Science and Dr. Steven Wagner, SCSU Professor of Public Administration. Ms. Amanda Gaetz, student survey director, served as interviewer supervisor. The topics of diversity and racial issues were selected by the student and faculty directors this past October. Literature and databases were searched. Material was adopted from the National Opinion Research Center (NORC), National Science Foundation, University of Maryland and the University of Indiana. Mr. Jason Rice, student survey director, completed much of the research and with Ms. Gaetz and Mr. John Baker, modified the questions to better fit the SCSU campus environment. Professors Johnson, Tripp and Merchant all reviewed a draft and made valuable comments and suggested additions. Additional student survey directors, Mr. Michael Griswod, Mr. Aaron Amic, Mr. Justin Wedeking, Mr. Tom Chirhart and Ms. Rebecca Shirer, trained the interviewers, conducted interviews and contributed greatly to the preparation of this report.

Approximately 20 trained and supervised SCSU students conducted the actual interviews. Of the 20 interviewers, nine were enrolled in Dr. Frank's Research Methods class. The balance were paid interviewers. All interviewers were screened and underwent three to five hours of training. The were monitored by Ms. Gaetz and Drs. Frank and Wagner. All calls were made from the SCSU Survey Research Laboratory using the computer-assisted telephone interviewing system (CATI). Ms. Doni Leamond provided CATI network assistance. The instrument was pre-tested April 13-17 in a focus group and phone pretesting.

The goal was to obtain a minimum of 500 completed surveys of currently enrolled students who live in the state of Minnesota. Several steps were taken to ensure that the telephone sample is representative of students who live in the target area. The SCSU Administrative Computer Services drew a random sample of about 1,200 students. Although this is the most current list available, some students are mobile and current housing data is difficult to maintain. In order to reach hard-to-get respondents, each number was called up to five times over three different days. Appointments were made, as necessary, to interview

the designated respondent at his or her convenience. Calls were primarily made after 5:00 pm.

In order to create a larger than randomly drawn subsample of students of color, the population was disproportionately oversampled for students of color. Random sampling of the student population normally would create a subsample of students of color equaling about seven percent. (SCSU includes international students of color as students of color. The SCSU Survey asked students separately to identify their race. The difference between SCSU identification and the survey are minimal except the latter had many fewer unclassified and a small percent who classified themselves as multiracial.) To increase our ability to examine student of color responses and infer those responses to the SCSU student of color population, we over sampled to about 30%. Each disproportionate sample is very representative of the white and student of color populations. When results for all students are needed another database was created and the sample is weighted for ethnic status.

The sample consists of 505 completed interviews. In samples of 500 interviews the sample error due to sampling and other random effects is approximately plus or minus 4.5% at the 95% level of confidence. This means that if one were to have drawn 20 samples of the student population and administered the same instrument it would be expected that the overall findings would be greater or lesser than 4.5% only one time in 20. However, in all sample surveys there are other possible sources of error for which precise estimates cannot be calculated. For subsamples such as sex the sample error may be larger.

The cooperation rate of the survey is 91%. This is about twenty-five percentage points above the national average and twenty percent for the Midwest region when done by professional marketing firms. Cooperation rate means that once an eligible household was reached more than nine out of ten of the respondents agreed to participate in the survey. The demographics of the sample appear to match the known characteristics of the student population very well.

## CALL BREAKDOWN

505	completed call
76	not working numbers
125	not eligible (respondent not available during the period of the study, language problems, illness, etc.
121	appointments made for callbacks but contact could not be made with designated respondent
56	refusals (there was some attempt to re-contact and convert refusals)
145	answering machines and live contact could not be made
5	business phones
67	no answers (probable non-working number)
<u>100</u>	other (retained for sample bank)
1200	number of total calls placed

## RESULTS AND DISCUSSION

This section of the report contains the data results and significant findings of the survey. Each survey question is listed, followed by applicable data tables and pertinent discussion. The questions are grouped into the following content domains: semester conversion, personal background and race relations, perceptions of race relations on the SCSU campus, personal experiences at SCSU, SCSU initiatives and race relations, and respondent demographic indicators. These domains correspond to the primary research questions. The order the questions were asked and their exact wording can be found in the appendix.

The Survey field tested several questions, January 1998, with 422 randomly selected students. Comparisons are made when appropriate. One or more data tables are constructed for each question. As a rule, the first table contains response data weighted to match known characteristics of the SCSU total student population. The disproportionate oversampling of students of color is controlled to facilitate statistical inference from the sample to the entire SCSU population. Additionally, tables containing unweighted responses of the sample, broken down by white students and students of color are included after the table of weighted responses. In most cases these are followed by a Harvard Graphics Table. Although statistical inference to the total population is limited from these tables, they allow examination of responses by race. It is possible to make limited statistical inferences from these tables to corresponding subsets of the SCSU student population. Tables were also created when it was important to examine responses by separate minority race categories. The percentage data

is rounded. Responses coded as refused and don't know are not included in the tables.

## SEMESTER CONVERSION

Two questions were asked of the respondents about semester conversion. Both questions were asked this past January. The first question asked students how concerned they are about semester conversion.

### **Question #1:**

***Using a scale of 0 to 10 with 0 meaning you are not concerned at all and 10 being very concerned, how concerned are you personally about making the switch to the semester system?***

In January, 60% gave responses in the 10-6 range and 40% gave a response in the 5-0 range. Further, 12% responded they were not concerned (response of 0) and 15% noted they were very concerned (response of 10). Since January, the administration, academic departments and individual faculty have held group and individual conferences, conducted workshops and provided other services to prepare the SCSU student community for semester conversion. It was thought that these efforts would reduce student concern regarding conversion. The data suggests this is the case. Respondents in the 10-6 range amount to only 29% while 71% gave a response in the 5-0 range. Only four percent noted they were very concerned (response of 10) and 19% noted they were not concerned (response of 0). About 10% of the total sample indicated they were not returning to SCSU; they are not included in the analysis.

<b>TABLE 1.A</b>		
<b>WEIGHTED SAMPLE: ALL SCSU STUDENTS</b>		
	Frequency	Percentage
10 (Very Concerned)	18	4
9	11	2
8	32	7
7	49	11
6	25	5
5	92	20
4	26	6
3	38	9



2	54	12
1	21	5
0 (Not Concerned)	83	19
Total	449	100
Note: All tables, unless otherwise noted, do not show "don't know" or "refusal" response data.		

Further support of this conclusion is found in table 2. Respondents that answered 10-0 were asked a follow up question about seeing an advisor or attending a meeting regarding semester conversion.

**Question #2:**

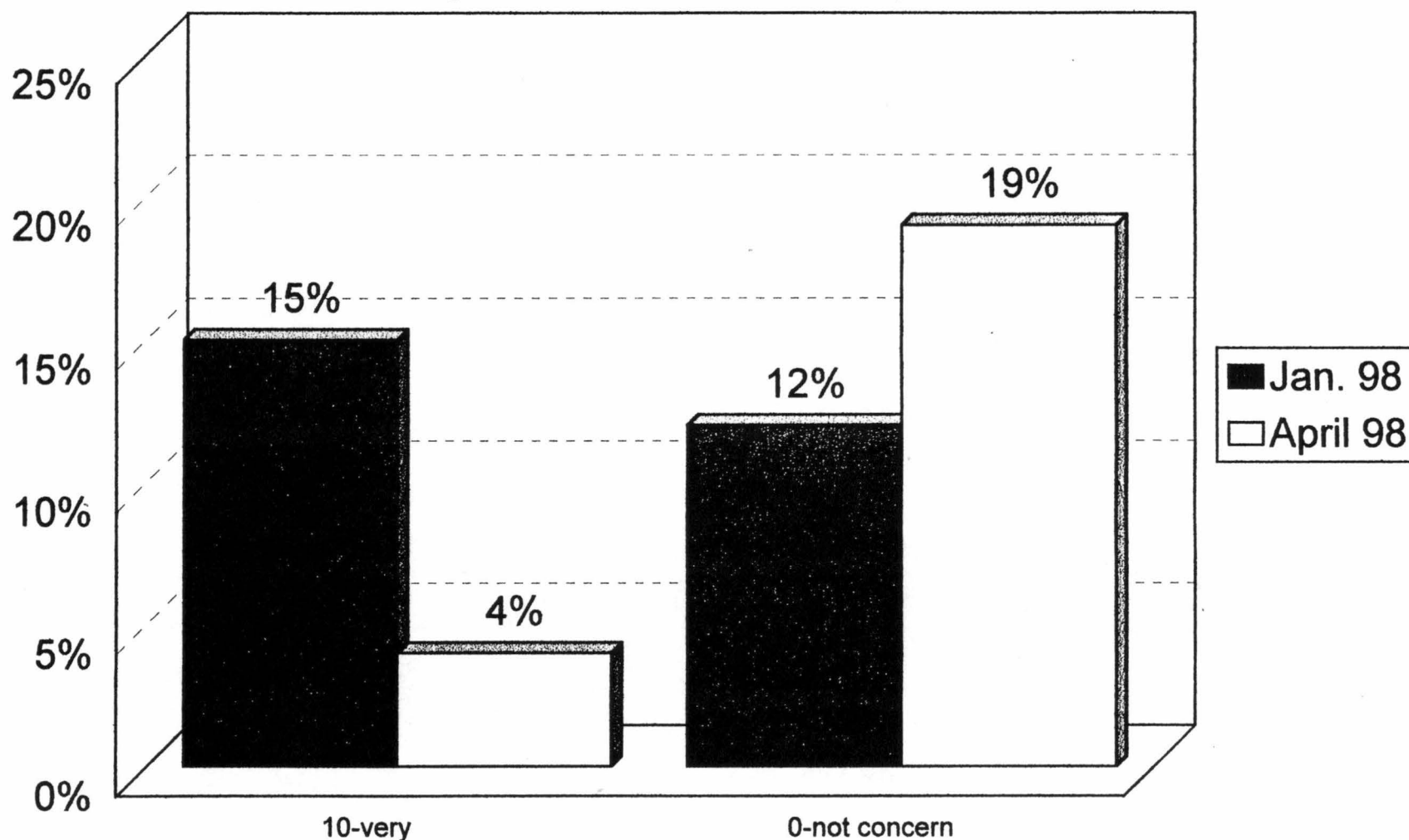
***During the past month or two have you personally met with an advisor or gone to a meeting where conversion to the semester system was discussed?***

In January, half of the respondent had either met with an advisor or attended a meeting and half had not done either. As the table clearly shows, only 43% of the respondents reported they have either met with an advisor or attended a meeting on semester conversion. About half of the respondents in January reported they had met with an advisor. We first anticipated that the percent response should have increased since January. It is possible that large numbers of SCSU students have seen an advisor but they did so during February or March. If so, and they strictly interpreted the question, a month or two passed when large numbers of students saw an advisor but didn't report it during this survey. Also, many departments and others had group meetings, prepared pamphlets and other methods to assist students. Students may not consider this as having met with an advisor. Additionally the figures change a bit when seniors are removed from the equation.

TABLE 2.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Yes	214	43
No	286	57
Total	502	100

**Table 1-B-Ques. 1 SCSU Students- Personal concern about making semester conversion Scale of 0-10**

[ don't knows/refused excluded]



	1/98	4/98
mode	10	5
mean	5.8	4.1
median	7	5

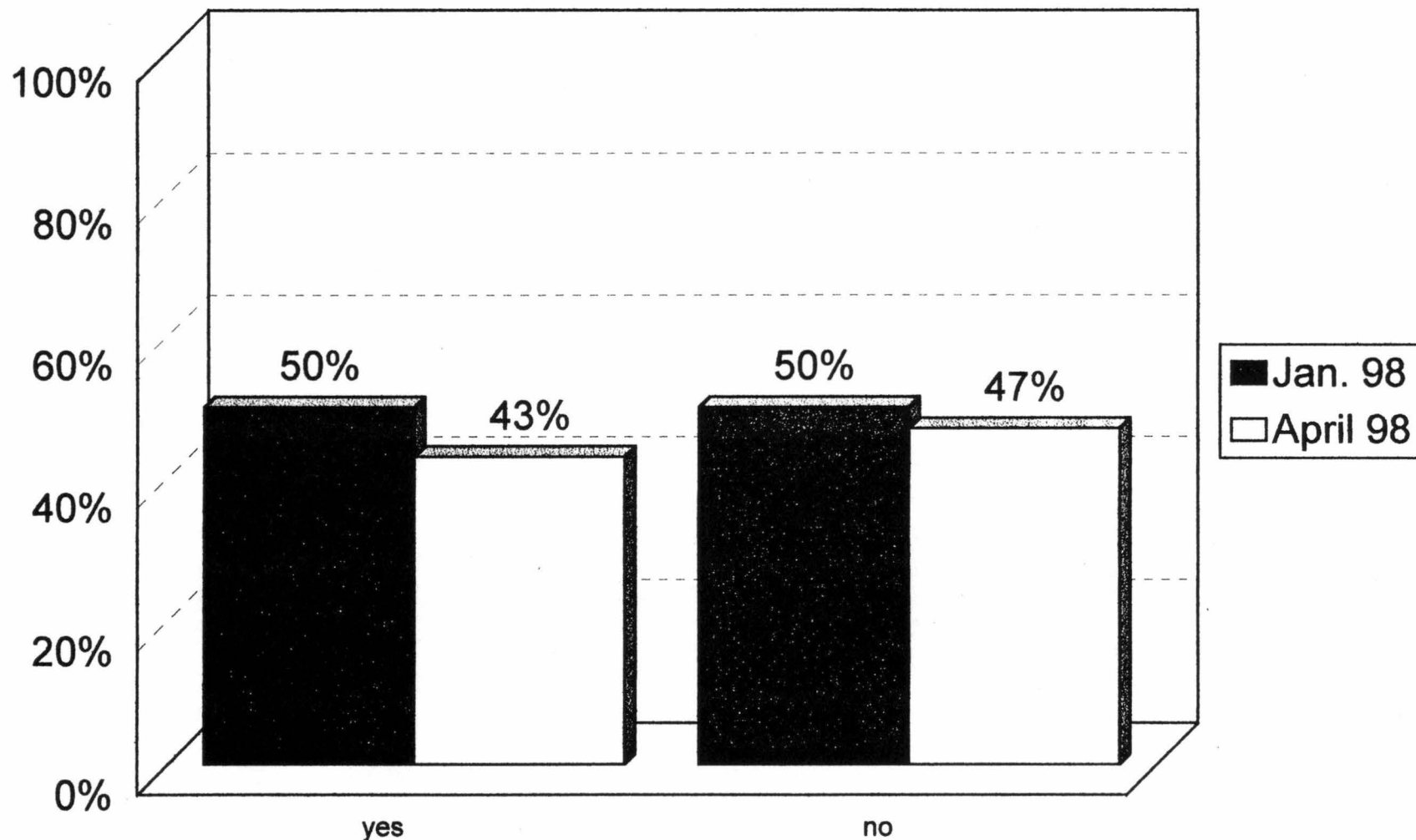
Student concern declined from January to April.

Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5%.



**Table 2-B Ques. 2 SCSU Students- During past two months has respondent personally met with advisor**

[ don't knows/refused excluded] Some possible confusion about department meetings, what is an advisor



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5%.

## PERSONAL BACKGROUD AND RACE RELATIONS

This content domain consists of six questions. These questions were asked to assess student exposure to diversity before coming to St. Cloud State University. There is general consensus that individual opinions and beliefs are structured early in life and therefore the university might have an insurmountable task if it wishes to change long held views about race.

### **Question #3:**

***What percent of students at your high school were persons of color?***

The first question simply inquires about exposure SCSU students had to persons of color in their high schools. The findings (see table 3) are fairly obvious. More than half (53%) attended a high school where persons of color amounted to two percent or less of the total student community. The mean percent of students of color attending SCSU high schools is 8.43%, while the median is two percent. The typical SCSU student does not come from a diverse educational environment. These findings correspond to similar results obtain in January: 54% noted that two percent or less of the students in their high schools were persons of color and only four percent noted that 50% or more of their high school classmates were students of color.

<b>TABLE 3.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
100-90	6	1
89-80	0	0
79-70	0	0
69-60	1	0
59-50	8	2
49-40	17	4
39-30	12	2
29-20	19	4
19-16	0	0
15	15	3
14	0	0
13	0	0
12	0	0
11	0	0

10	46	9
9	3	1
8	1	0
7	0	0
6	1	0
5	75	15
4	5	1
3	20	4
2	58	12
1	116	23
0	86	17
Total	492	100

**Question#4.A:**

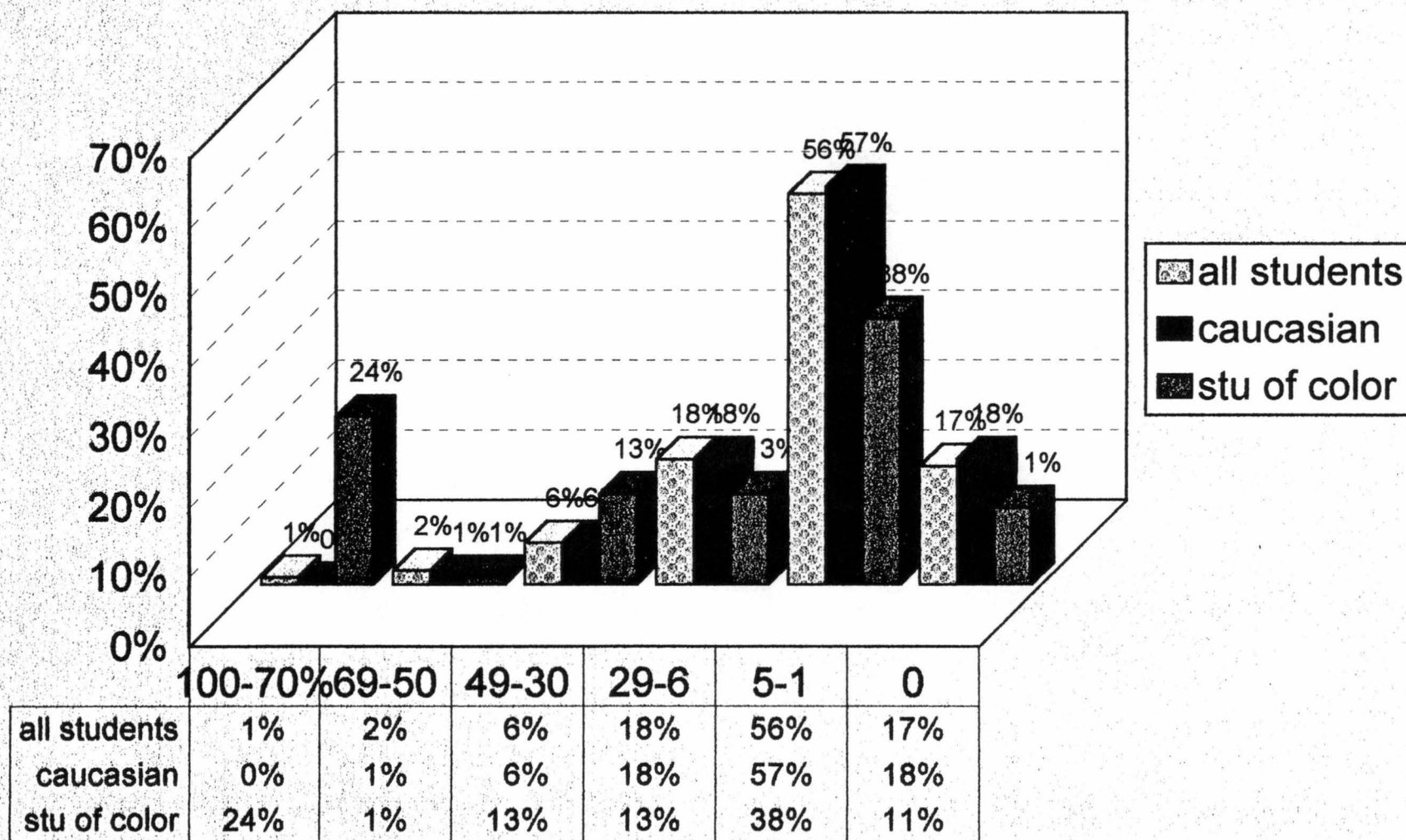
***Did you have any training or take any classes in your high school related to diversity or racial minorities?***

It is clear the typical SCSU student does not come from a diverse high school. It is equally clear that SCSU students do not receive racial diversity training in high school. Of the 499 respondents, only 19% reported receiving some form of diversity training in their high schools. Table 4.A shows the frequency data from this question. Table 4.B shows the unweighted frequency data this question. Although the differences between white students and students of color are minimal, white students received diversity training slightly more than students of color.

<b>TABLE 4.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Yes	93	19
No	406	81
Total	499	100

**Table 3-B--Ques. 3. SCSU Students-% of high school students who were students of color**

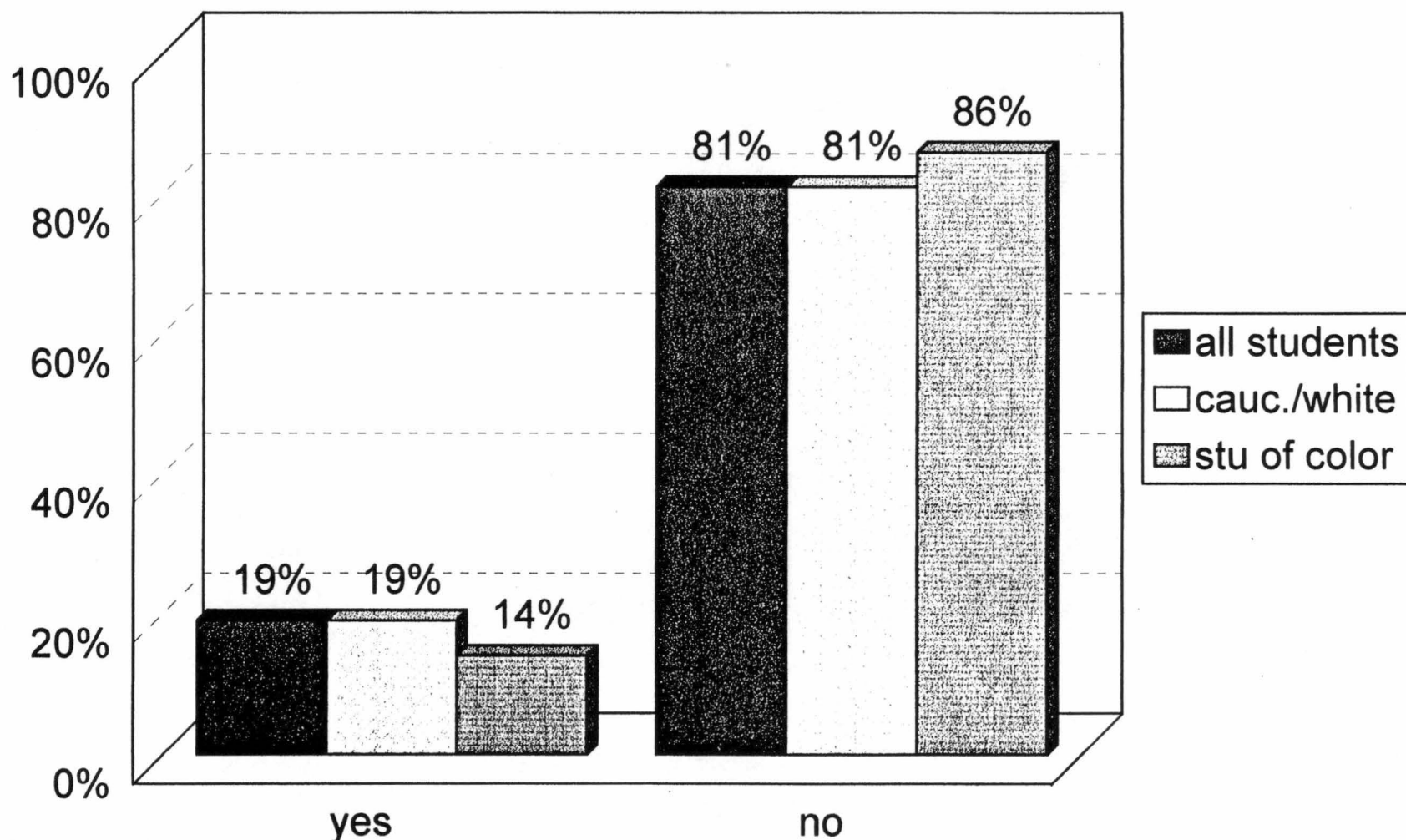
[very small number of don't knows, etc. not included-about 1%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Table 4-C Ques. 4a-% of SCSU Students Who Had Any Training or Classes In High School Relating to Diversity or Racial Minorities**

[very small number of don't knows, etc. not included-about 2% of total]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

TABLE 4.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Yes	64	19	17	14
No	286	81	110	86
Total	350	100	127	100

The typical SCSU student comes from a homogenous high school and is not trained in racial diversity before coming to SCSU. Yet we expect that student of exhibit certain acceptable behavioral patterns immediately upon commencing studies at SCSU. Perhaps we are expecting too much, too soon of our entering students. The SCSU Survey recommends that the University seek partnerships with school districts to increase diversity training and exposure.

**Question#4:**

***How many of your close friends are of a different racial background than yours?***

Although the typical SCSU student comes from a homogeneous high school and apparently was not trained in racial diversity, we found that 56% of the respondents claimed one to five (mean is 1.83% and the median is two percent) close friends as someone of a different racial background then theirs (see table 5). At the same time, we found that 24% didn't count anyone of a different racial background as a close friend.

Some respondents asked our interviewers for a definition of "close friends". Also, some respondents answered this question with a percentage instead of a raw number. Our interviewers were not allowed to help respondents operationalize "close friends". If a respondent gave a percentage the interviewer was allowed to repeat the question with emphasis on seeking a number instead of a percentage. Because of these two issues, table 5 should be interpreted with caution.

In January we asked this question but we sought a percent response. At that time, 58% said they had three percent or fewer close friends of a different race and of those, 21% said they did not have any close friends of a different race. At the other end of the scale, only one percent said 30% or more of their friends were a of different race than theirs and one student noted that 70% of his/her close friends were of a different race.



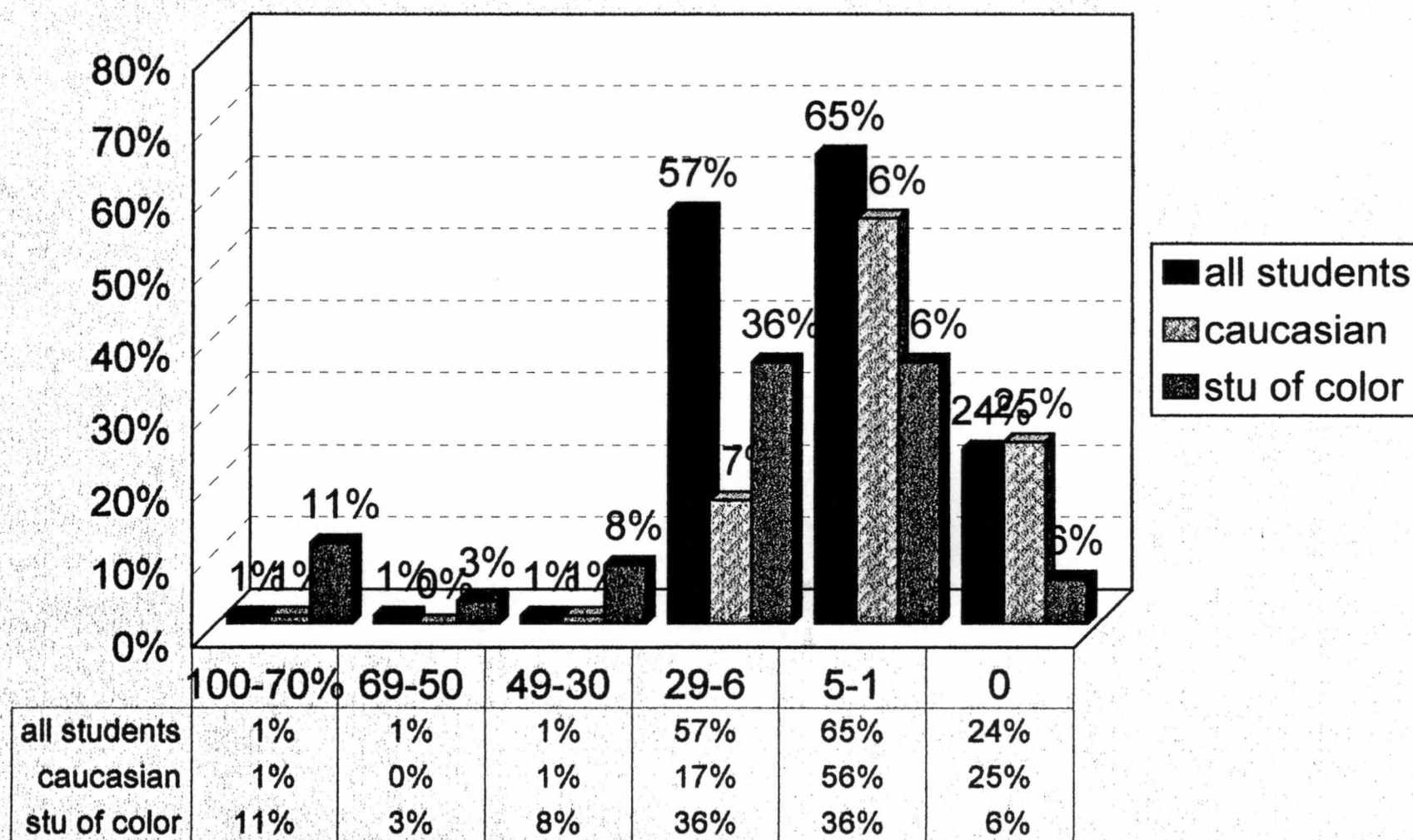
TABLE 5.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
100-90	2	1
89-80	0	0
79-70	0	0
69-60	1	0
59-50	5	1
49-40	0	0
39-30	5	1
29-20	17	4
19-11	18	4
10	28	6
9	0	0
8	4	1
7	14	3
6	8	2
5	58	12
4	25	5
3	57	12
2	94	19
1	40	8
0	120	24
Total	500	100

**Question#56:**

***How would you compare the racial attitudes of your parents to your beliefs?***

Although we did not inquire directly about racist attitudes and resulting behaviors, we did ask the respondents to compare their beliefs with their parents. Table 6.A shows that the typical SCSU student has about the same racial attitudes as their parents. It is important to note that 43% of SCSU students report their parents are more prejudiced and only three percent are less prejudiced. In this instance, less is better than more.

**Table 5B-Ques. 4. -SCSU Students-% of close personal friends  
of a different racial background than respondent**  
[very small number of don't knows, etc. not included-about 1%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



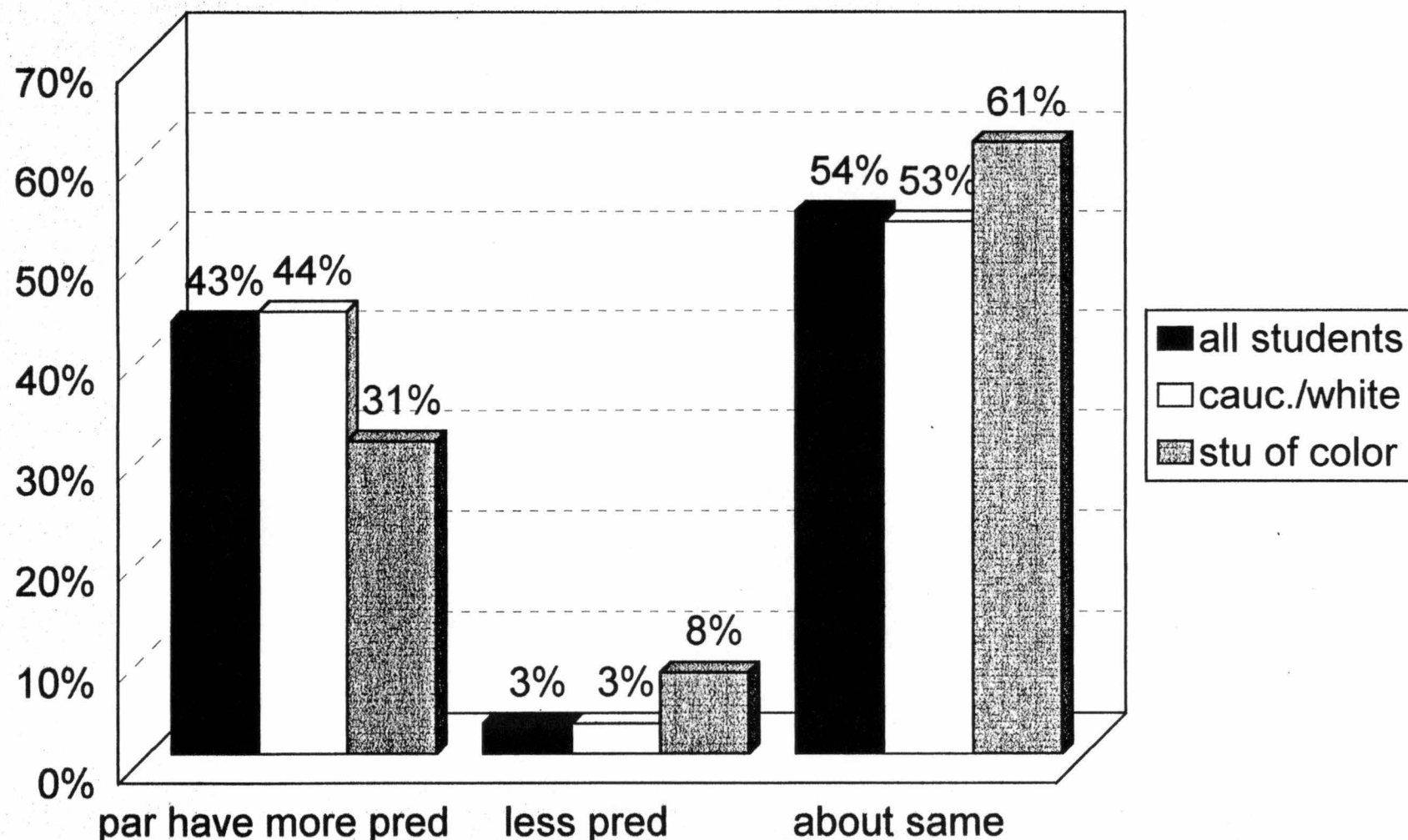
<b>TABLE 6.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
They have more prejudice than I do	216	43
They have less prejudice than I do	13	3
We have about the same set of beliefs	267	54
Total	497	100

Table 6.B shows the comparison between white students and students of color. The table shows that for both groups of SCSU students more than one-half have the same set of racial attitudes as their parents. However, 61% of students of color report they have the same set of attitudes whereas 53% of white students have the same set of beliefs as their parents. White students see their parents either holding the same racial attitudes as theirs or are more prejudice. Students of color, on the other hand, report a stronger mirror image with their parents. At the same time, the data clearly shows that a lower percentage of students of color compared to white students report that their parents are more prejudiced than they are. Yet, a higher percentage of students of color compared to white students report that their parents are less prejudiced.

<b>TABLE 6.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
They have more prejudice than I do	154	44	38	31
They have less prejudice than I do	8	3	9	8
We have about the same set of beliefs	187	53	74	61
Total	349	100	121	100

# Table 6c--Ques. Compare 56-SCSU Students-Compare racial attitudes of your parents to your beliefs

[very small number of don't knows, etc. not included-about 1%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Question#57:**

***Do you feel pressured from friends or relatives NOT to interact with persons from other races?***

Pressure from relatives and peers is a very strong determinant of behavior. Tables 7.A and 7.B show that SCSU students are not especially pressured to refrain from interacting with persons from other races than their own. Although the typical SCSU student might not have many close friends of a different race from their own, the data suggests it is not due to primary group pressure. It may be due, as noted earlier in this report, to their relatively homogenous environment. The comparison between white students and students of color (see table 7.B) shows that a slightly higher percentage of students of color are pressured to NOT interact with persons of different races than their own then are their white counterparts.

<b>TABLE 7.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Yes	57	12
No	439	88
Total	497	100

<b>TABLE 7.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Yes	39	11	22	17
No	309	89	104	83
Total	348	100	126	100

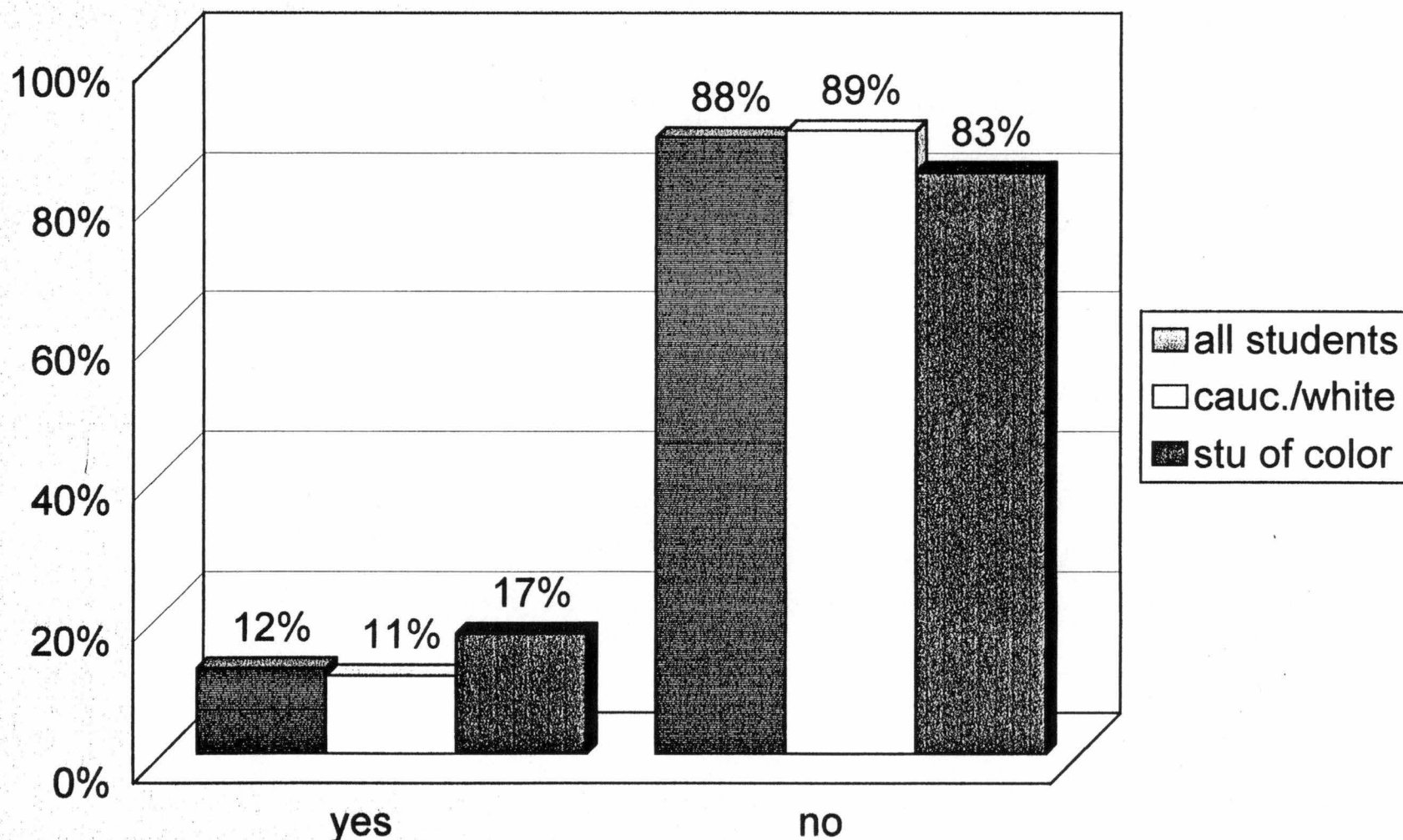
**Question#53:**

***Do you think MOST people your age carry some form of racial prejudice even if they won't admit it?***

The following tables (8.A and 8.B) report findings from question number 53 that directly asked about existence of racial prejudice. The findings are clear! Table 8.A shows that about 40% of all students surveyed think most individuals

**Table 7c--Ques. Pres57-SCSU Students- Does respondent feel pressure from parents/friends NOT to interact with persons from other races**

[very small number of don't knows, etc. not included-about 1-2%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

their age carry some form of racial prejudice. Table 8.B shows the comparison between white students and students of color; no difference was found between the two groups of students. We speculate that this finding might be the result of the homogenous environment of the typical SCSU student. Comparison with students attending other universities could prove to be particularly interesting.

<b>TABLE 8.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Yes	438	89
No	53	11
Total	492	100

<b>TABLE 8.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Yes	307	89	113	91
No	38	11	11	9
Total	345	100	124	100

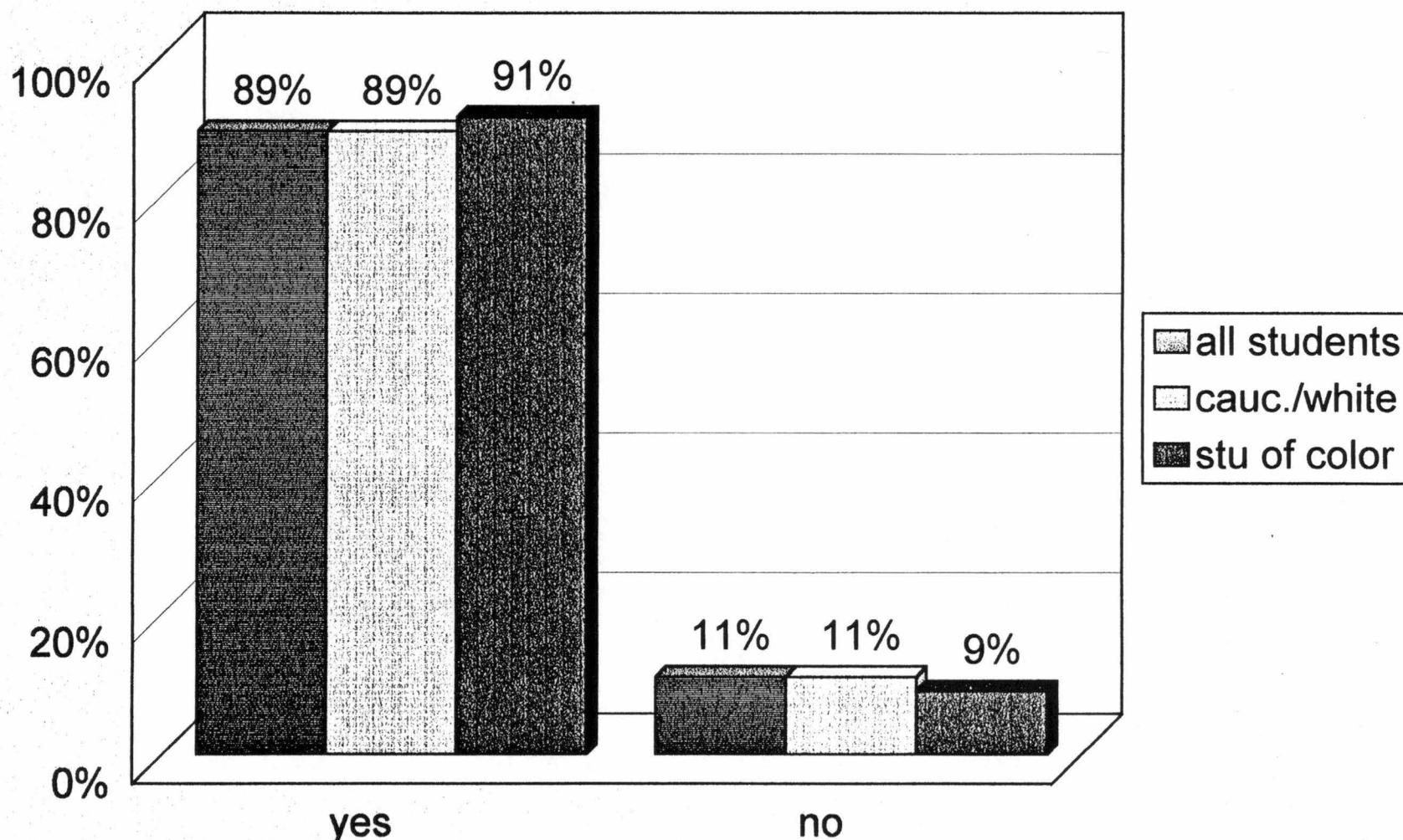
## **PERCEPTIONS OF RACE RELATIONS ON THE SCSU CAMPUS**

This issue domain consists of 12 questions. The 12 questions seek to assess SCSU student perceptions of various aspects of campus life. We asked about the racial composition of the SCSU student community, how students of color are accepted on campus by white students and faculty, whether students of color have reason to be concerned about racially biased incidents on campus and whether interracial tensions exist in various campus settings.

The first question seeks to assess SCSU student perception of the racial composition of the SCSU student community. We asked this question because it has been suggested that an individual is likely to be racially biased if he/she thinks that racial heterogeneity is much higher than reality.

**Table 8c--Ques. Prej53-SCSU Students- Does respondent think MOST people their age carry some form of racial prejudice even if they won't admit it.**

[very small number of don't knows, etc. not included-about 1-2%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



**Question#5:*****What percent of students at SCSU are persons of color?***

In January, we asked this question but forced the respondents into three categories: less than 10%, 10 to 20 percent, and more than 20%. At that time, 34% said less than 10%, 48% said 10 to 20 percent and 17% thought more than 20% of the SCSU students are comprised of students of color.

In April, respondents were allowed more freedom to respond to the question. At that time, we found that 38% of all respondents perceive students of color comprising 10% or less of the total SCSU student population. Of the total sample, 22% noted that seven percent of all students are not white. The composition of the SCSU student population is comprised of seven percent students of color. Approximately 55% of the respondents perceive that SCSU students of color compromise 20% or more of total SCSU students. We find it very interesting that ten percent of the respondents think that 30% of the student population is composed of students of color and 15% (not reported in the table) simply did not know.

Although over one-half of the respondents perceive that students of color compromise a larger proportion of all SCSU students than is accurate, the finding might not necessarily mean that the typical SCSU student is biased. Foreign students, which tend to be students of color on the SCSU campus, spend more time both living and working on campus, than other students. The perception that students of color represent a higher percentage of all SCSU students, therefore, might be heavily influenced by the presence of foreign students. This finding should not necessarily be interpreted to mean the typical SCSU is racially biased.

<b>TABLE 9.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
100-90	1	0
89-80	0	0
79-70	0	0
69-60	5	1
59-50	21	5
49-40	23	5
39-30	51	12
29-20	93	22
19-10	132	31

9	2	0
8	4	1
7	7	2
6	4	1
5	45	11
4	8	2
3	8	2
2	14	3
1	6	1
0	0	0
Total	425	100

**Question#6:**

***When comparing the experiences of white students and students of color on the SCSU campus, would you say that students of color are always accepted equally to white students, sometimes accepted equally, or rarely accepted equally?***

The question, whether students of color are accepted or not on the SCSU campus equally to white students, was also tested this past January. At that time, we found that 28% said always accepted, 61% sometimes accepted and seven percent said rarely accepted equally. Table 10.A shows that very little difference was found from January to April.

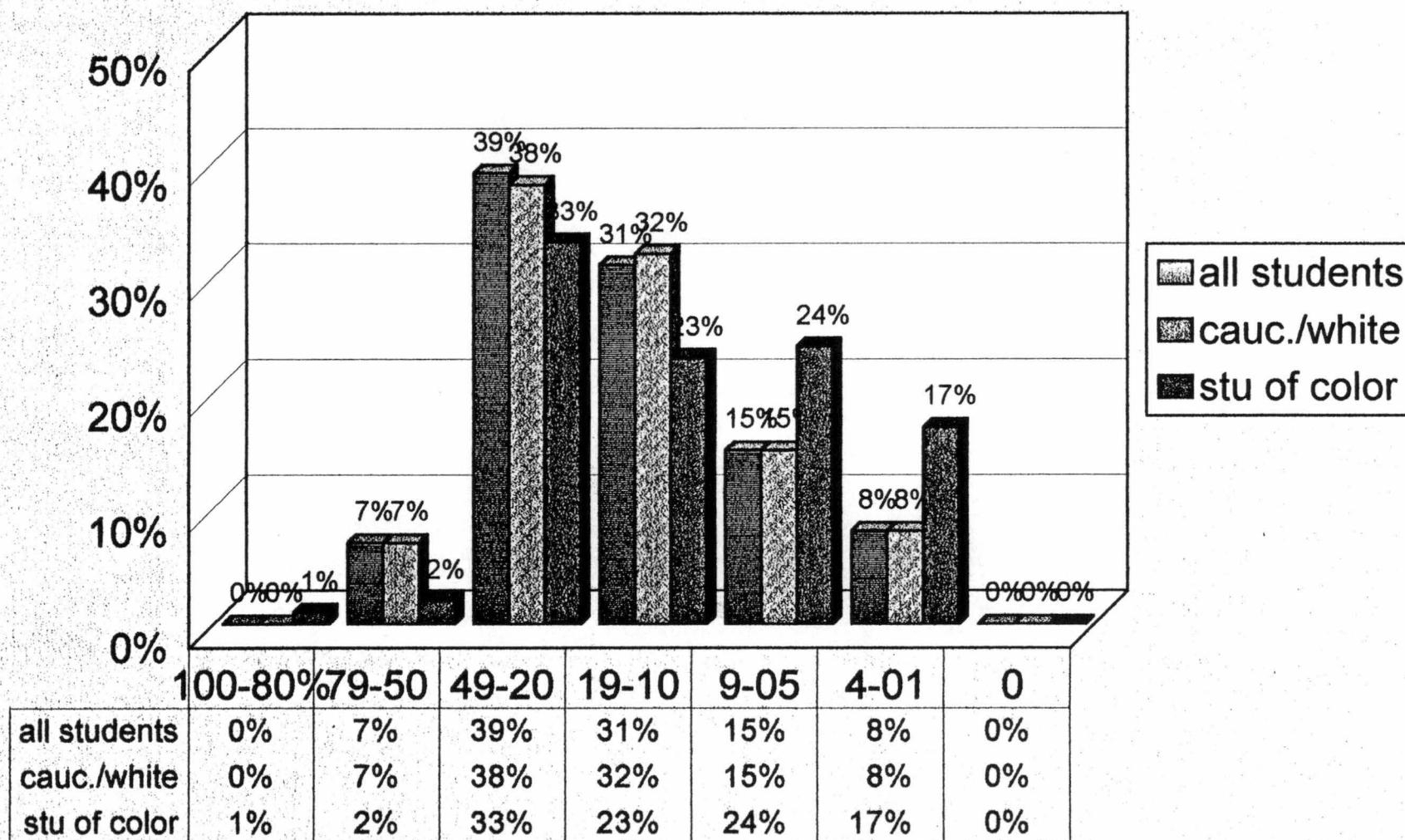
We found that many respondents were unsure how to answer this question. Many asked if they were to use direct observation or hearsay as a basis to answer this question. Our interviewers were not allowed to assist the respondent. Thus, caution might be necessary when interpreting these findings.

Nonetheless, we found that only a quarter (see table 10.A) of all students think students of color are always accepted equally. Over one-half of all respondents think students of color are sometimes accepted equally and only 11% think students of color are rarely accepted equally. Table 10.B shows the comparison between white students and students of color. A slightly higher percentage of white students (27%) than students of color (22%) think students of color are always accepted equally. Similarly, more white students (63%) than students of color (55%) think students of color are sometimes equally accepted. Finally, a smaller percentage of white students (10%) compared to students of color (23%) think students of color are rarely accepted equally.



**Table 9b--Ques. SCSUST5-SCSU Students- What respondents think is the % of SCSU students who are students of color.**

[very small number of don't knows, etc. not included-about 2%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

TABLE 10.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Always equally accepted	125	26
Sometimes accepted equally	304	62
Rarely accepted equally	46	11
Total	475	100

TABLE 10.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Always equally accepted	88	27	25	22
Sometimes accepted equally	216	63	68	55
Rarely accepted equally	30	10	26	23
Total	334	100	119	100

**Question#7:**

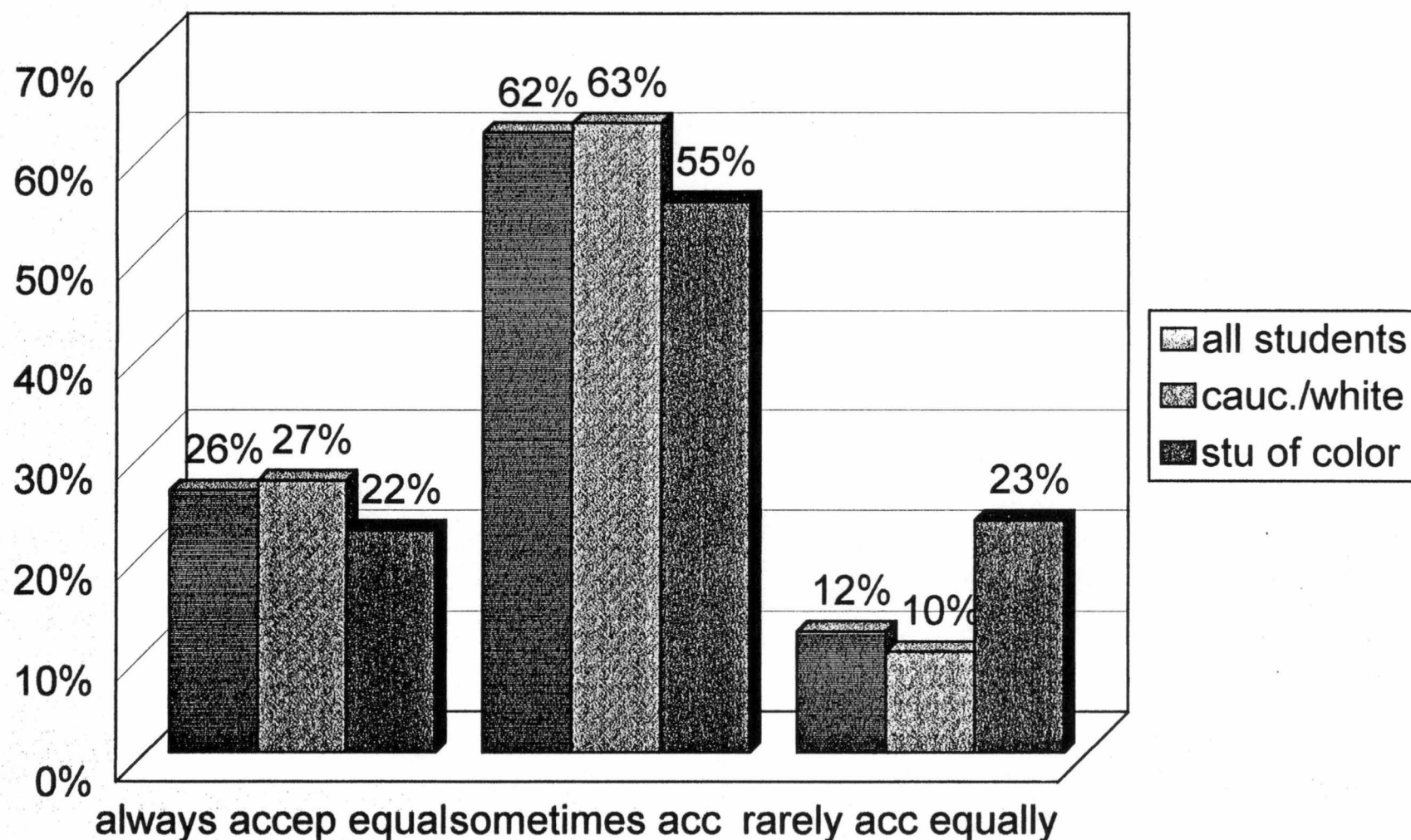
***Thinking about incidents at SCSU involving verbal or written comments that are offensive to racial minorities, do you think minority students have reason to be greatly concerned, somewhat concerned, or they have no reason for concern?***

This question was also asked this past January and was a follow-up to the previous question. In January, we found that 28% of the respondents thought students of color have reason to be greatly concerned about racially offensive events, 62% somewhat concerned and nine percent said that students of color have no reason for concern about recent racially offensive events. Table 11.A shows very little change among SCSU students since January on this issue.

TABLE 11.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Greatly concerned	145	30
Somewhat concerned	274	57
No reason for concern	58	13
Total	477	100

**Table 10c--Ques. Accept6- SCSU Students-How are students of color acceptd.**

[ small number of don't knows, etc. not included-about 6%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

Table 11.B shows the differences between white students and students of color on this question. Clearly, students of color are much more concerned about racially offensive incidents than their white peers. Almost 20% more students of color than white students responded they were greatly concerned about racially biased incidents on campus and ten percent more white students (41 students) than students of color (five students) indicated there is no reason for concern about racially biased incidents on the SCSU campus. The data clearly suggests that students of color unequally share the burden of feeling greatly concerned about racially biased incidents.

The data does not suggest why white students are less concerned than their student of color peers. The data also does not indicate that SCSU white students are different from their white peers at other universities. Both issues clearly beg for further research and study. We speculate that white students might be less concerned due to lack of exposure and diversity training. If one is uninformed it is impossible for that individual to be concerned about something they do not know.

<b>TABLE 11.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Greatly concerned	98	30	58	48
Somewhat concerned	195	56	59	48
No reason for concern	41	14	5	4
Total	334	100	122	100

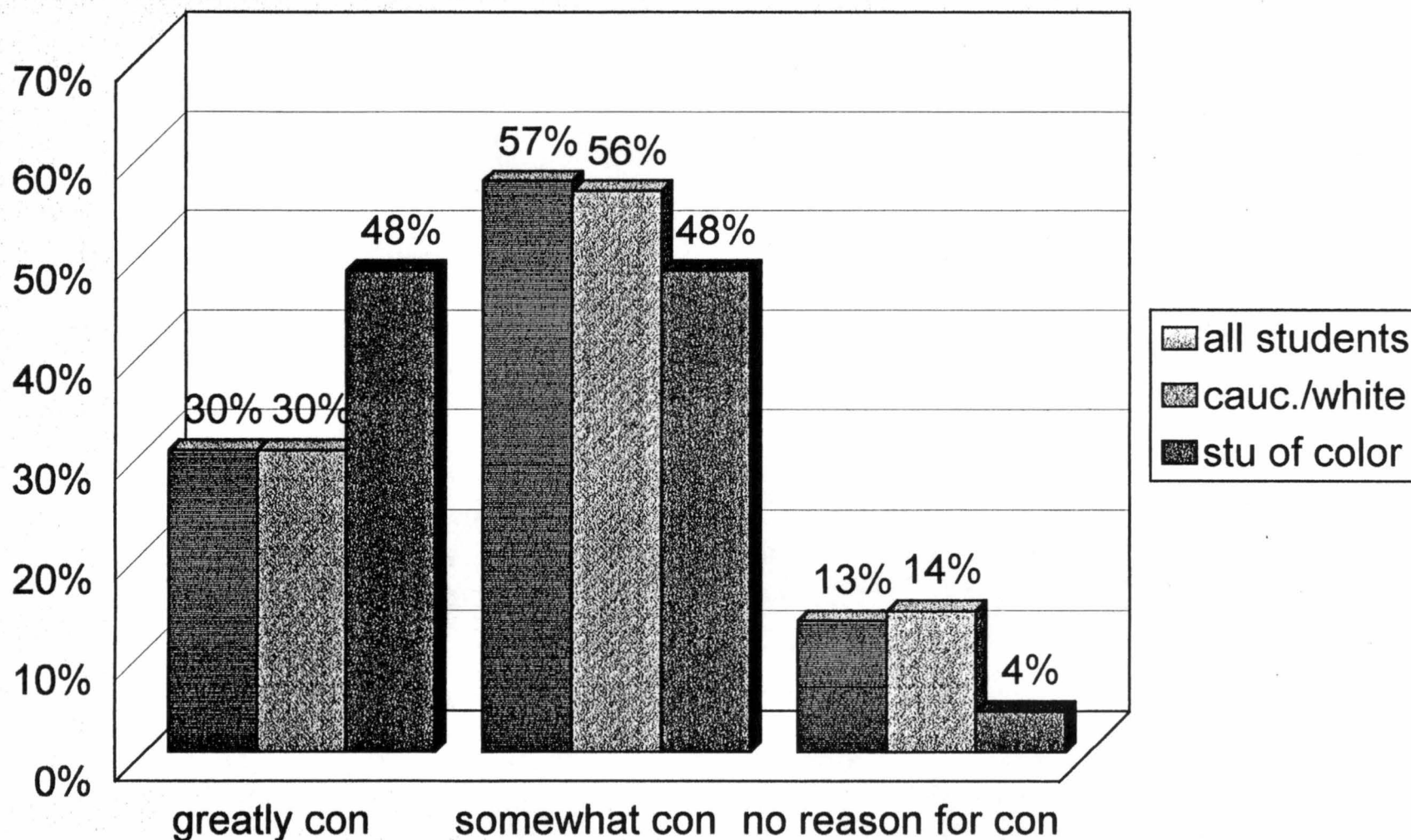
**Question #8:**

***Would you say that SCSU students are resentful of others whose race is different from their own?***

This question was asked to generally assess whether racially biased attitudes exist among the SCSU student community. Table 12.A shows that 27% of all students surveyed think SCSU students are resentful of others whose race is different from their own. It is encouraging that 73% don't think SCSU students are resentful of others whose race is different than their own. However, when comparison is made between white students and students of color, significant differences become obvious. Table 12.B shows the breakdown between white

**Table 11c--Ques. Concern7- SCSU Students-Regarding verbal and written comments at SCSU-how concerned should SCSU minority students be?**

[ smal number of don't knows, etc. not included-about 6%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



students and students of color on this issue. Whereas 27% of white students think SCSU students are resentful of others whose race is different, 42% of students of color think that SCSU students are resentful of others whose race is different. Whereas 73% of white students don't think SCSU students are resentful, a much smaller percentage--58%--of students of color don't think that SCSU students are resentful of others whose race is different than their own.

<b>TABLE 12.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Yes	120	27
No	348	73
Total	467	100

<b>TABLE 12.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Yes	82	27	44	42
No	248	73	64	58
Total	330	100	108	100

The following eight questions were asked in a group. Each student was asked to rate the issue, idea or concept contained in the question on a four point scale: very uncommon, uncommon, common and very common. The response categories in the unweighted data tables are collapsed: very uncommon and uncommon are collapsed into a single uncommon category and the very common and common categories are collapsed into a single common category.

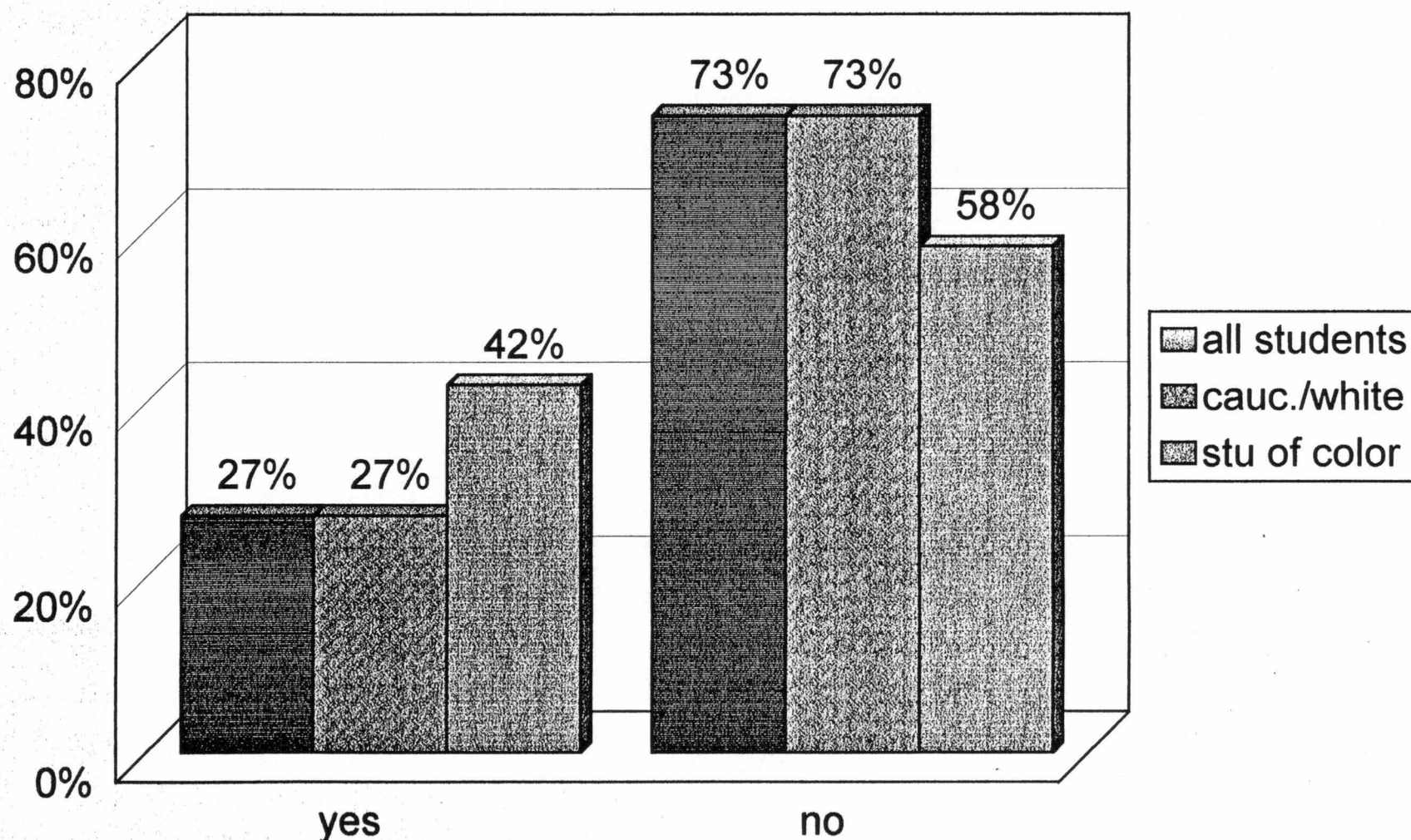
**Question#20:**

***Racial conflict on campus?***

The first question of this group seeks to assess student views on how common or uncommon students think there is racial conflict on campus. Of all respondents, 56% think racial conflict is either very uncommon or uncommon. Forty-four percent, however, think racial conflict is either common or very common! We found it very interesting to find that only six percent think racial

**Table 12c--Ques. resent8- SCSU Students-Do respondents believe SCSU students are resentful of others whose race is different than their own.**

[ small number of don't knows, etc. not included-about 7%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

conflict is very common on the SCSU campus. We speculate that this finding might be due to heightened attention the issue received on campus last year.

<b>TABLE 13.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very uncommon	27	6
Uncommon	231	50
Common	179	38
Very common	26	6
Total	463	100

The following table shows the differences between white students and students of color. Whereas 56% of the white students think racial conflict is uncommon, 50% of the students of color think racial conflict is uncommon. Of the white students, 44% think racial conflict is common while 50% of the students of color think racial conflict is common the SCSU campus.

<b>TABLE 13.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Uncommon	182	56	60	50
Common	142	44	59	50
Total	324	100	119	100

**Question#21:**

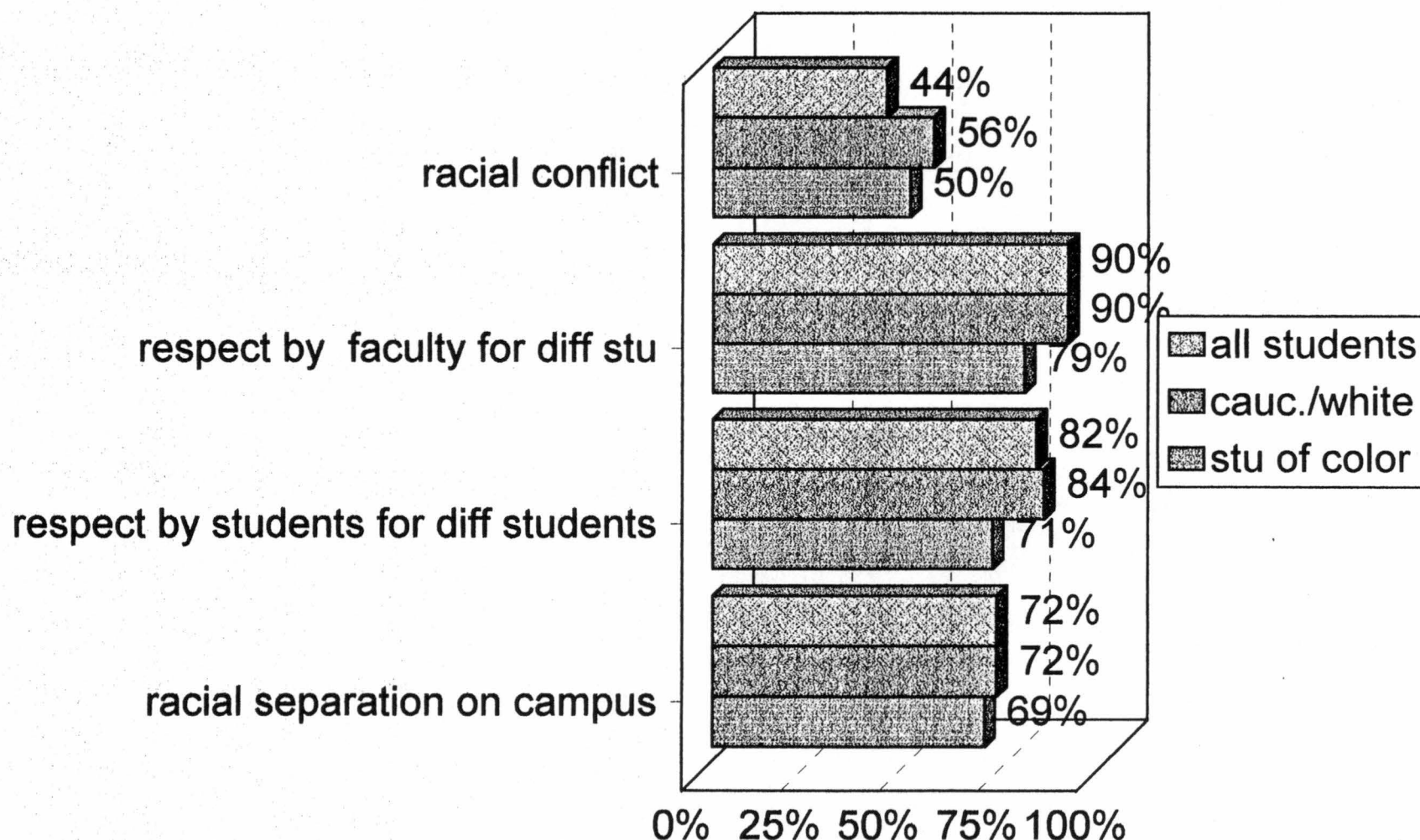
***Respect by faculty for students who are of a different racial background than their own?***

Table 14.A and 14.B shows that faculty seem to be respectful of students who are of a different racial background than their own. Only ten percent of all students indicated that it is very uncommon or uncommon for faculty to be disrespectful of students who are of a different race than their own. Unfortunately, when white students and students of color are separated (see table 14.B), the positive news somewhat diminishes. Whereas ten percent of white students think faculty are disrespectful of students of a different race than their own, 21% of students of color think faculty are disrespectful of students



**Tables 13c to 16c--Ques. 20-23- SCSU Students-Combining of categories of very common and common into one common category**

[ small number of don't knows, etc. not included-about 3-8%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

who are of a different race than their own. Nonetheless, 90% of white students and almost 80% of students of color think faculty are respectful of students who are of a different racial background than their own.

<b>TABLE 14.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very uncommon	5	1
Uncommon	44	9
Common	320	67
Very common	109	23
Total	479	100

<b>TABLE 14.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Uncommon	32	10	25	21
Common	305	90	92	79
Total	337	100	117	100

**Question#22:**

***Respect by students for other students who are of a different racial background than their own?***

Somewhat similar to the previous question, this question asked students to rate their peers on how respectful they are of students who are of a different racial background than their own. The good news is that only one percent of all students surveyed think it is very uncommon for students to be disrespectful of other students who are racially different. At the same time, only seven percent responded that it is very common for students to be respectful of other students who are racially different. Most of the respondents, 75%, think it is common for students to respect other students even if there are racial differences.

<b>TABLE 15.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very uncommon	3	1
Uncommon	80	17
Common	364	75
Very common	36	7
Total	483	100

Table 15.B shows findings similar to almost all previous data tables on differences between white students and students of color. Whereas 84% of white students think it is common for students to respect other students regardless of race, 71% of students of color think it common for students to respect other students regardless of race. Further, almost one-third of students of color think that it is uncommon for students to respect other students who are of a different racial background. Of white students surveyed, 16% think it uncommon for students to respect other students regardless of racial background.

<b>TABLE 15.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Uncommon	55	16	35	29
Common	284	84	87	71
Total	339	100	112	100

**Question#23:**

***Racial separation on campus?***

This question seeks to address the issue of whether students are separated from each other due to their race. The question does not seek to determine if students, faculty or administration instigate the separation. The question seeks student opinion on what they see or encounter or perceive. Remember, perceptions may not be accurate but they are the reality of the respondent. It does not address the issue of why students might be separated by race. For all students, more than one-half (58%) think that it is common (see

table 16.A) for students on the SCSU campus to be separated from each other on the basis of race. Moreover, 14% think it is very common that students are separated on the basis of race. Only 25% think it is uncommon for students to be separated on the basis of race and 3% think it is very uncommon for students to be separated from each other on the basis of race. Clearly, SCSU students think that the student community is separated on the basis of race. This conclusion does not vary from the perspective of white students or from the perspective of students of color. As table 16.B shows, there is no difference among students, based on their race, of whether they see that students are separated on the basis of race.

<b>TABLE 16.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very uncommon	13	3
Uncommon	115	25
Common	269	58
Very common	65	14
Total	462	100

<b>TABLE 16.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Uncommon	90	28	37	31
Common	233	72	84	69
Total	323	100	111	100

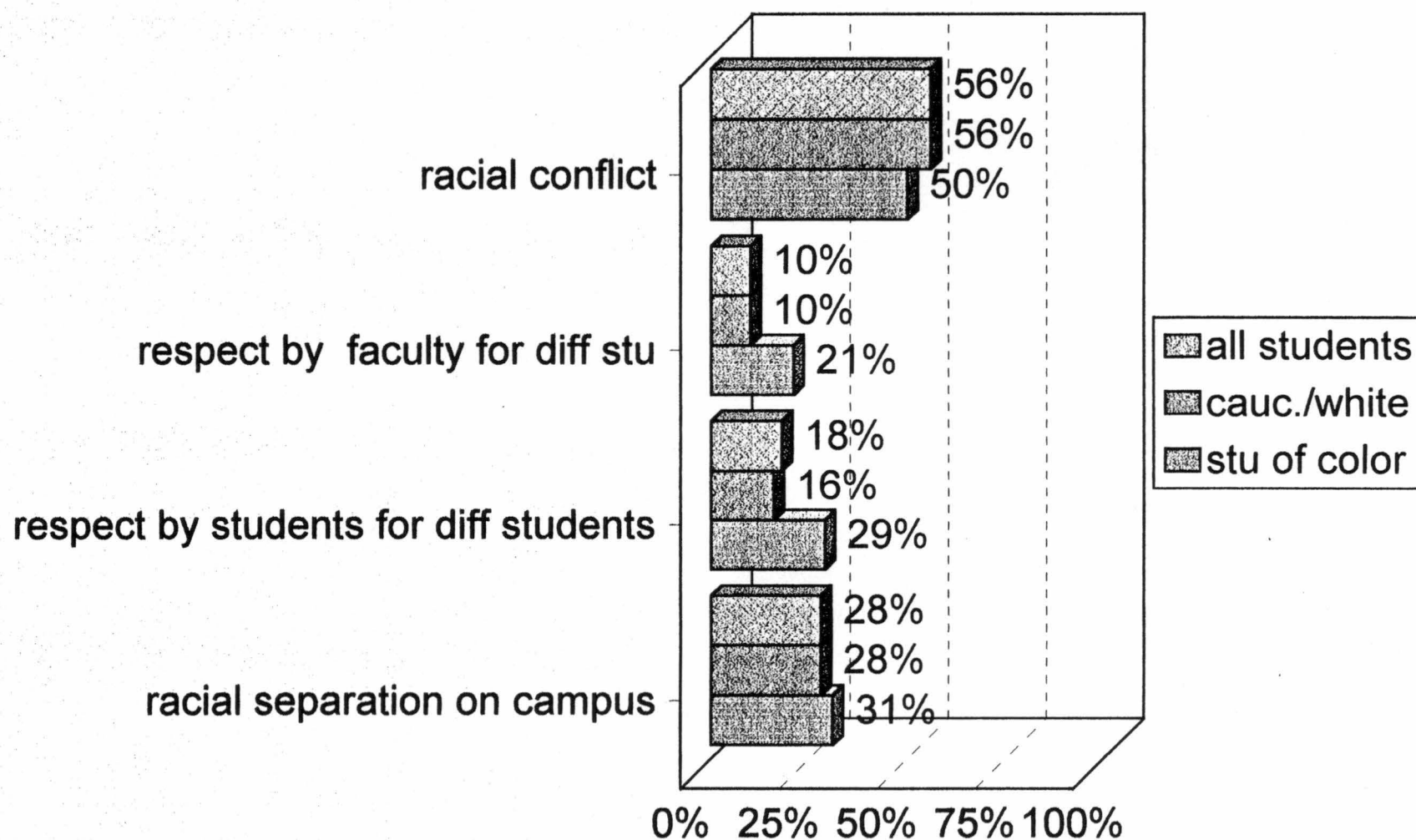
**Question#24:**

***University commitment to the success of students who are from minority racial groups?***

Tables 17.A and 17.B clearly show that the majority of students think the university is committed to the success of students of color. Only one percent (six students) think that it is very uncommon to see the university committed to the success of students of color. Further, only 11% think that it is uncommon to see the university commitment to the success of students of color. At the same time, it is important to note that students of color do not see the university as committed to the success of students of color as do white students. Table 17.B

**Tables 13c to 16c--Ques. 20-23- SCSU Students-Combining of categories of very uncommon and uncommon into one uncommon category**

[ small number of don't knows, etc. not included-about 3-8%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

shows that 11% of white students think it uncommon to see the university committed to the success of students of color; however, 29% of students of color think it uncommon for the university to commit to the success of students of color. Nonetheless, two-thirds or more of both white students and students of color see the university committed to the success of students of color.

It might be very interesting to ask this question in subsequent years. The entire university community was doing a lot last year to improve race relations on the SCSU campus and these findings may reflect those particular activities. Thus, we encourage future time series analysis of this issue.

<b>TABLE 17.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very uncommon	6	1
Uncommon	48	11
Common	290	67
Very common	92	21
Total	435	100

<b>TABLE 17.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Uncommon	34	11	32	29
Common	271	89	77	71
Total	305	100	109	100

**Question#25:**

***Friendships between students of different racial groups?***

The vast majority of students, white students and students of color, think that it is common or very common that students have friends of different racial groups. Tables 18.A and 18.B clearly support that conclusion. Only four students (see table 18.A) noted that it is very uncommon for students to be friends with students from different racial groups. Twenty-three percent, however, noted that it is uncommon for students to befriend students of different racial groups. As is shown in table 18.B, only slight differences exist between



white students and students of color regarding their views of friendships among students of different racial groups.

<b>TABLE 18.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very uncommon	4	1
Uncommon	107	23
Common	309	66
Very common	49	10
Total	469	100

<b>TABLE 18.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Uncommon	77	23	31	26
Common	252	77	87	74
Total	329	100	118	100

### **Question#26**

#### ***Interracial tensions in the residence halls?***

One issue of particular interest, due to the scribbling of "KKK" on a message board, is interracial tension in the residence halls. The data displayed in Table 19.A suggests that it is not necessarily common to find interracial tensions in the residence halls. Indeed, the respondents were equally split on whether it is very uncommon and uncommon or common and very common to find interracial tensions in the residence halls. Perhaps racially biased incidents in the residence halls are not as wide spread as is often thought. Nevertheless, the data support the conclusion that life in the residence halls is not perfect in terms of harmonious race relations among residents. Consistent with earlier findings, students of color find interracial tensions somewhat more common (see table 19.B) than white students. The differences between white students and students of color are not glaring.

TABLE 19.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Very uncommon	11	5
Uncommon	111	45
Common	106	44
Very common	15	6
Total	243	100

TABLE 19.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Uncommon	84	51	37	42
Common	81	49	51	58
Total	165	100	88	100

**Question#27:*****Interracial tensions in the classroom?***

Table 20.A shows that 87% of all students think that it is either very uncommon or uncommon to find interracial tensions in the classroom. However, when the data is broken down by race (see table 20.B), students of color are not as positive about race relations in the classroom as their white peers. As is shown in table 20.B, students of color report, at a rate that is three times their white peers, that interracial tensions are common in the classroom.

TABLE 20.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Very uncommon	70	15
Uncommon	337	72
Common	53	12
Very common	6	1
Total	466	100

<b>TABLE 20.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Uncommon	289	89	79	67
Common	37	11	39	33
Total	326	100	118	100

The findings reported in table 20.B are somewhat surprising. We did not find serious and glaring problems regarding faculty-student nor student-student relations. Yet, students of color report racial tensions in the classrooms. Exploration of why students of color—at a rate three times white students—think it common to find racial tensions in SCSU classrooms should be conducted.

## **PERSONAL EXPERIENCES AT SCSU**

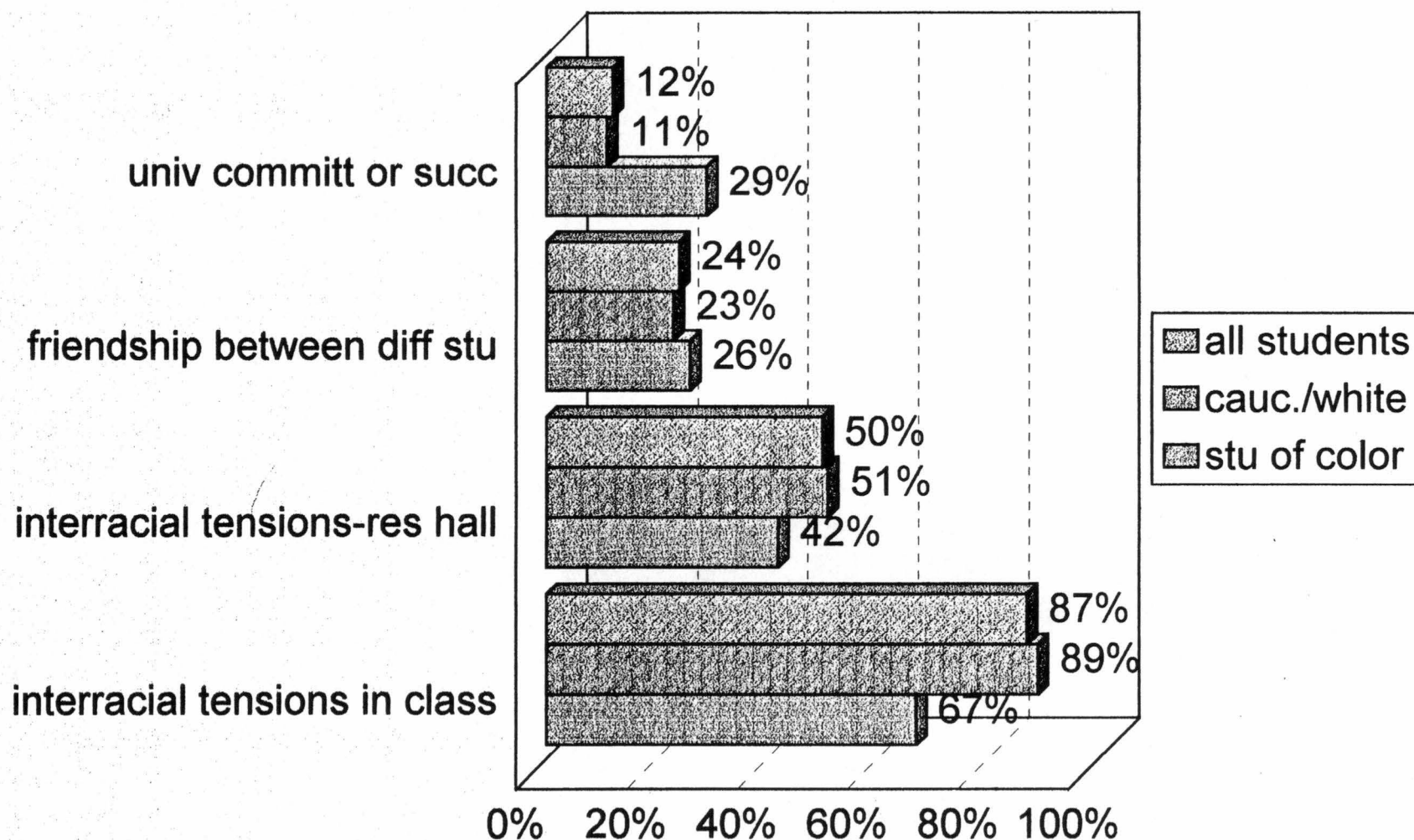
This section contains the largest number of different questions. Twenty-seven separate questions were asked of students about various experiences at SCSU. They include impressions about general experiences on campus, comfort level in various settings on campus, treatment by organizations and individuals on campus and off campus, and how these experiences might have changed attitudes and impressions.

### **Impressions about General Experiences on Campus**

The first set of questions are about general experiences that SCSU students might have had. The eight questions were asked in a group. The respondents were asked rate their experiences on a five point scale that included strongly agree, agree, neutral, disagree and strongly disagree response categories. The response categories in the unweighted data tables are collapsed: strongly disagree and disagree are collapsed into a single disagree category and the strongly agree and agree categories are collapsed into a single agree category. The neutral category was not recoded.

**Tables 17c to 20c--Ques. 24-27- SCSU Students-Combining of categories of very uncommon and uncommon into one uncommon category**

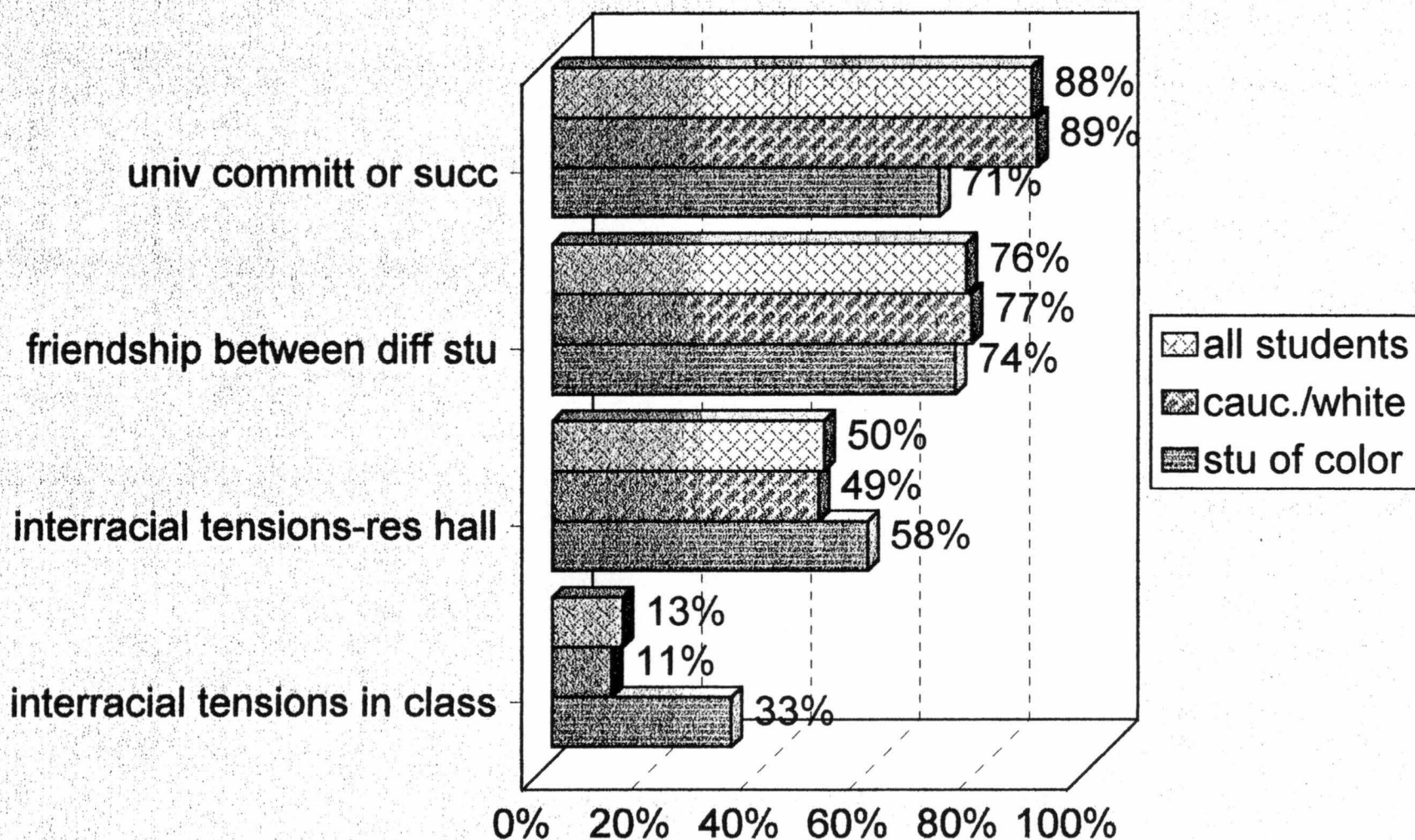
[ small number of don't knows, etc. not included-about 3-13% (ques. 24)]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Tables 17c to 20c--Ques. 24-27- SCSU Students-Combining of categories of very common and common into one common category**

[ small number of don't knows, etc. not included-about 3-13% (ques. 24)]

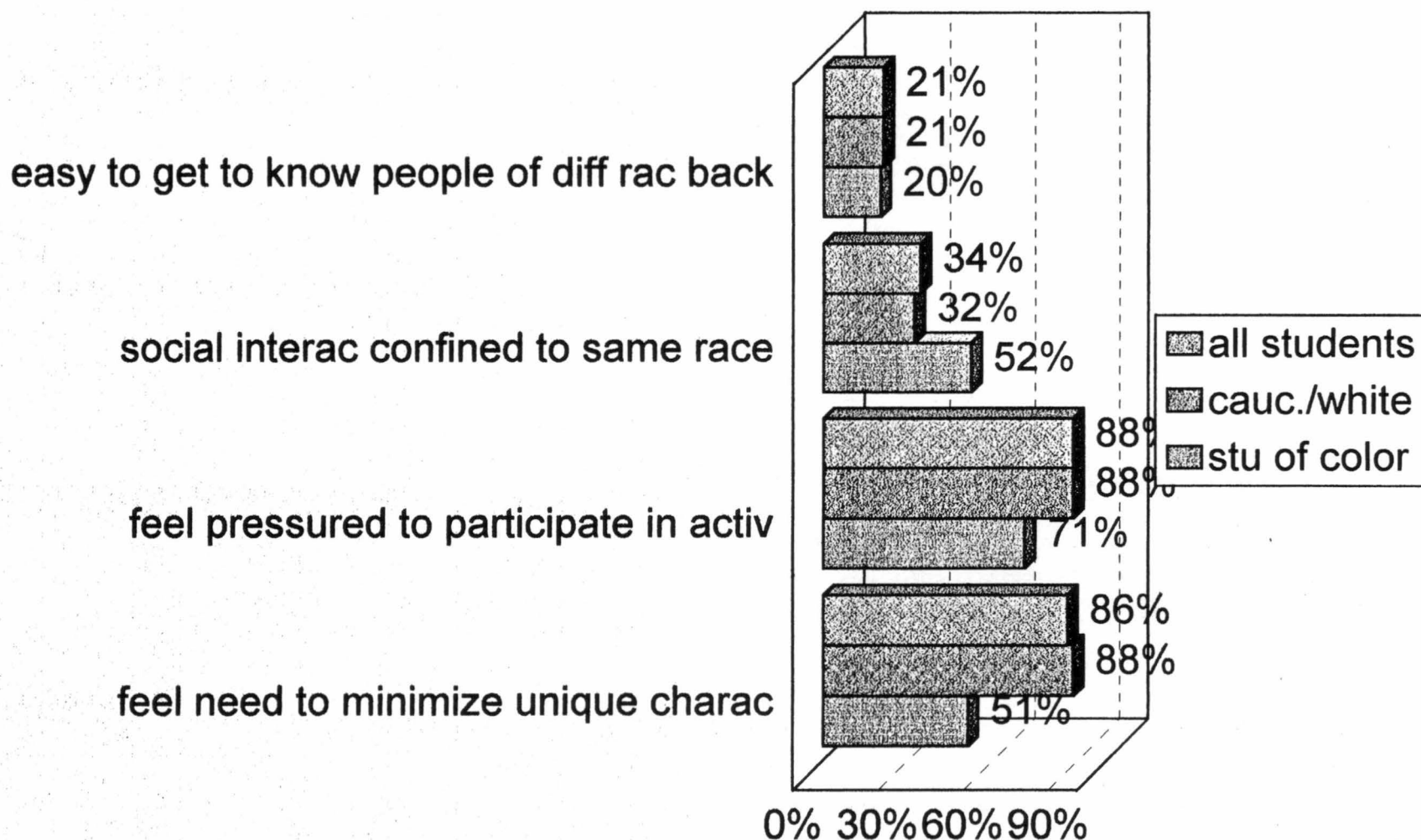


Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



**Tables 21c to 24c--Ques. 9-12- SCSU Students-Combining of categories of strongly disagree and disagree into one disagree category**

[ small number of don't knows, etc. not included-about 1-3%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



**Question#9:**

***At SCSU getting to know people with different racial backgrounds different from my own has been easy?***

The data shown in Table 21.A clearly suggests that most SCSU students find it easy to get to know people from different racial backgrounds. This finding is particularly interesting since the overwhelming majority of SCSU students are White. When the data is separated for respondent race (see table 21.B), we found that the majority of all students find it easy to get to know people of different races. The data minimally suggests that white students find it a little easier than students of color find it to get to know people with different racial backgrounds.

<b>TABLE 21.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Strongly disagree	19	4
Disagree	86	17
Neutral	86	17
Agree	244	50
Strongly Agree	55	12
Total	490	100

<b>TABLE 21.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Disagree	74	21	25	20
Neutral	57	17	30	24
Agree	212	62	69	56
Total	343	100	124	100

**Question#10:**

***My social interactions on this campus are largely confined to students of my race?***

Although the previous tables (21.A and 21.B) show that the majority of SCSU students find easy to get to know people of different races, the majority of white SCSU students confine their social interactions to students of their own race (see table 22.B). On the other hand, a majority of SCSU students of color tend to engage in social interactions with students of a different race (see table 22.B). This finding is not surprising since only about seven percent of the SCSU student community is comprised of students of color.

<b>TABLE 22.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Strongly disagree	37	8
Disagree	128	26
Neutral	58	12
Agree	201	50
Strongly Agree	67	14
Total	491	100

<b>TABLE 22.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Disagree	109	32	64	52
Neutral	40	11	19	15
Agree	195	57	40	33
Total	344	100	123	100

**Question#11:**

***I feel pressured to participate in activities at SCSU that are sponsored by racial groups other than my own?***

If one takes a walk across the SCSU campus it becomes immediately apparent that racial, ethnic and cultural diversity is celebrated daily by students,

faculty and administration. It has long been thought that the more aware we are of the differences among us, the greater appreciation and understanding we have for these differences. Some argue that to increase our understanding of these differences we should be compelled to participate in events and activities sponsored by those individuals that are racially different from us. Others argue that if we are compelled to participate, we don't become more appreciative but instead become hostile. The data suggests (see tables 23.A and 23.B) that although a large number of activities are sponsored by various racial minority groups on campus, most students don't feel pressured to participate. The data does not show whether freedom to attend and participate helps or hinders understanding and appreciation of the ethnic, racial and cultural differences among the SCSU community. Of all SCSU students, students of color (see table 23.B) seem more pressured to participate in these activities than their white counterparts. An interesting comparison is made by examining tables 23.A and 23.B and Harvard Graphic table 48.C and related tables and graphs.

<b>TABLE 23.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Strongly disagree	129	26
Disagree	306	62
Neutral	37	7
Agree	18	4
Strongly Agree	3	1
Total	493	100

<b>TABLE 23.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Disagree	308	89	88	71
Neutral	25	7	18	15
Agree	13	4	17	14
Total	347	100	123	100

**Question#12:**

***At SCSU I feel I need to minimize various, unique characteristics of my racial culture to be able to fit in?***

This is one of the questions where disproportionate sampling paid great dividends. Table 24.A shows the almost all students—86%—either strongly disagreed or disagree that they need to minimize characteristics of their racial culture to fit into the SCSU community. However, when the sample is split we find significant differences between white students and students of color. Table 24.B clearly shows that only 16% of the white students feel the need to minimize characteristics of the race to fit into the SCSU community but 32% of the students of color feel the need to minimize their racial uniqueness to fit into the SCSU campus community. At the same time, a bare majority of students of color feel that they don't need to minimize their uniqueness to fit into campus life.

A detailed examination of student of color responses show that African-American students (37% answered strongly disagree) are more likely to feel the need to minimize their racial culture than other minority racial groups (13% answered strongly disagree) to fit into SCSU campus life. The Survey team was a bit surprised by this finding. We thought that students of color, who are not African-American but largely are foreign nationals, would feel a greater need to minimize their cultural background than American students of color to fit into SCSU campus life.

<b>TABLE 24.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Strongly disagree	144	29
Disagree	284	57
Neutral	40	8
Agree	26	5
Strongly Agree	6	1
Total	499	100

TABLE 24.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Disagree	310	88	64	51
Neutral	24	7	22	17
Agree	16	5	40	32
Total	350	100	126	100

**Question#13:**

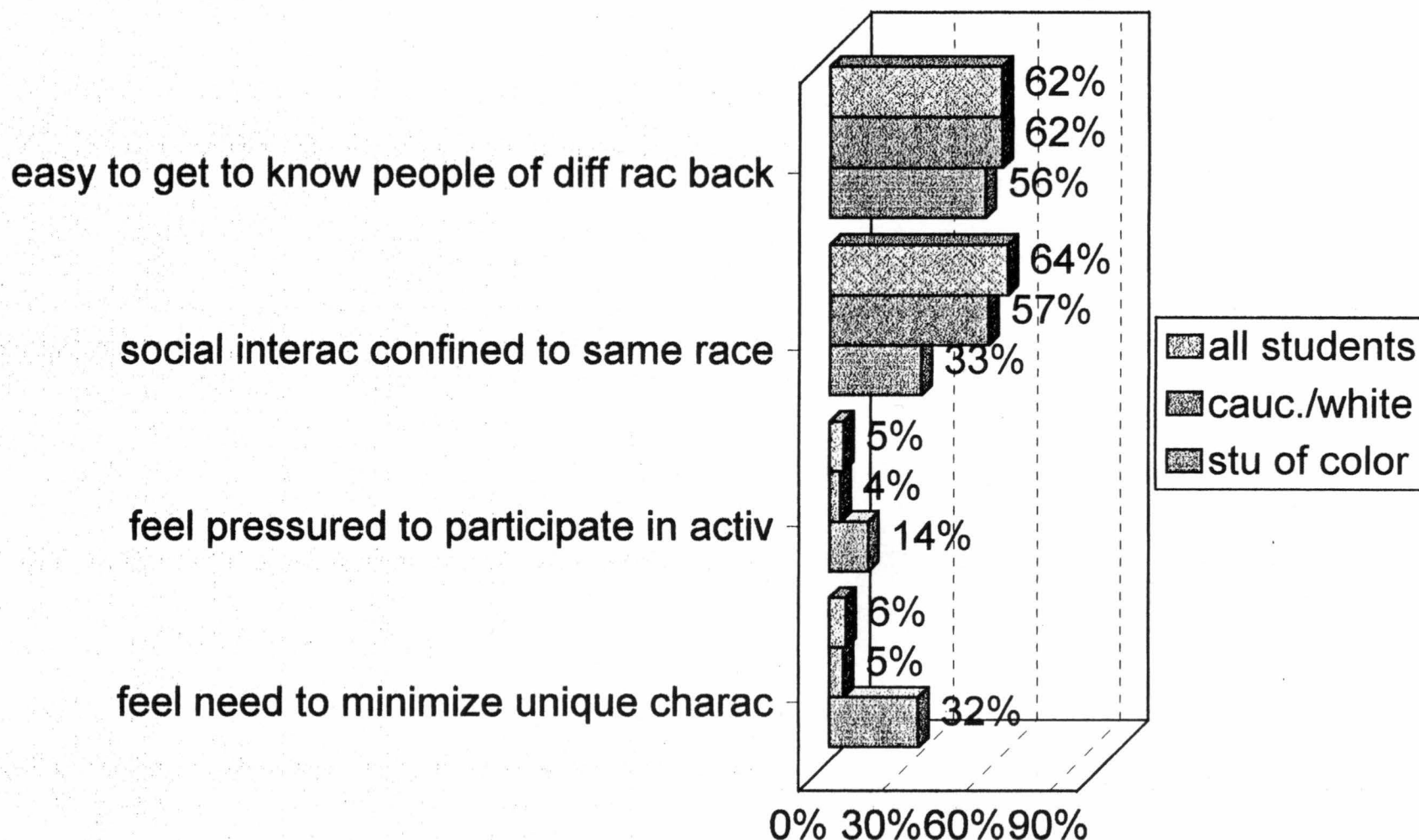
***My experiences since coming to SCSU have strengthened my own sense of racial identity.***

This question raises an interesting issue: do classroom experiences and other campus activities that celebrate racial and cultural diversity strengthen student racial identity. The data shown in Tables 25.A and 25.B suggest that this is the case. Almost a majority (48%) of students either agreed or strongly agreed that since coming to SCSU they have strengthened their own sense of racial identity. Only 25% either strongly disagreed or disagreed with the question. About a quarter of the students polled were neutral. Table 25.B shows that more students of color, expressed as a percentage, have strengthened their own sense of racial identity since coming to SCSU than have white students. It is important to note that the differences are not particularly great. That is, 60% of students of color agreed that their sense of identify has strengthened whereas 47% of white students also agree that their sense of racial identify has strengthened since coming to SCSU.

TABLE 25.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Strongly disagree	16	3
Disagree	111	22
Neutral	134	27
Agree	200	41
Strongly Agree	32	7
Total	493	100

**Tables 21c to 24c--Ques. 9-12- SCSU Students-Combining of categories of strongly agree and agree into one agree category**

[ small number of don't knows, etc. not included-about 1-3%]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



TABLE 25.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Disagree	88	25	27	22
Neutral	97	28	22	18
Agree	161	47	73	60
Total	346	100	122	100

**Question#14:**

***Students of different racial backgrounds participate equally in classroom discussion?***

This question was asked to try and determine if white students tend to dominate classroom discussion. It was thought that the relatively small number of students of color on the SCSU campus tended to relegate their participation in classroom activities and discussion to a distinct minority voice. The data suggest that students of different racial backgrounds participate equally in classroom discussion. Table 26.A shows that the majority of respondents agree (54%) or strongly agree (12%) that all students participate equally in classroom activities and discussion. Table 26.B shows that 68% of white students surveyed think all students have an equal voice in classroom discussion. Table 26.B also shows that students of color do not think as strongly as white students that all students have an equal voice in classroom discussion. Compared to white students, only 44% of students of color agree that all students have an equal voice in classroom discussion.

TABLE 26.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Strongly disagree	14	3
Disagree	81	17
Neutral	69	14
Agree	263	54
Strongly Agree	59	12
Total	485	100

TABLE 26.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Disagree	59	17	59	47
Neutral	49	15	11	9
Agree	231	68	56	44
Total	339	100	126	100

**Question#15:**

***I feel I am expected to represent my race in class discussion?***

This is another question that required disproportionate sampling. Table 27.A shows that only a few students feel they are expected to represent their race in classroom discussion. Only 16% of all students surveyed (weighted to reflect a student of color population of about seven percent) either agreed or strongly agreed that they are expected to represent their race in classroom discussion.

Table 27.B, however, allows us to draw a much different conclusion. Of the student of color respondents, 44% feel they are expected to represent their race in class discussion. This compares with 14% of white students agreeing that they are expected to represent their race in classroom discussion. The data clearly shows that students of color feel they are responsible for representing their race in SCSU classroom discussions. This may have to do with the relatively small number of students of color on the SCSU campus.

TABLE 27.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Strongly disagree	83	16
Disagree	253	51
Neutral	84	17
Agree	69	14
Strongly Agree	9	2
Total	497	100

TABLE 27.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Disagree	243	70	48	39
Neutral	58	16	21	17
Agree	48	14	55	44
Total	349	100	124	100

**Question#16**

***Faculty use examples relevant to people of my racial group in their lectures?***

Table 28.A shows that 66% of all SCSU students either agree or strongly agree that faculty use examples relevant to student racial groups in their lectures. Table 28.B, on the other hand, shows that white students and students of color disagree on the extent faculty use relevant examples their racial groups in lectures. Whereas 68% of white students agree that relevant examples are used, only 36% of students of color were able to similarly agree. Of particular interest is the percentage of students disagreeing with faculty use of relevant examples. Only 12% of white students disagreed that faculty use relevant examples but 43% of students of color disagreed that faculty use relevant examples of their racial groups in their lectures. The Survey team suggest that students of color feel they must represent their race in classroom discussion (see table 27.B) because faculty do not use adequate and relevant examples.

TABLE 28.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Strongly disagree	15	3
Disagree	55	11
Neutral	98	20
Agree	288	59
Strongly Agree	32	7
Total	489	100

TABLE 28.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Disagree	42	12	52	43
Neutral	69	20	26	21
Agree	232	68	44	36
Total	343	100	122	100

### Student Comfort Level on Campus

The following three questions attempt to measure student comfort level with several experiences. The respondents were asked to rate their comfort level, using a five point scale that ranged from very uncomfortable to very comfortable. These three questions were asked in a group. The response categories in the unweighted data table are collapsed: very uncomfortable and uncomfortable are collapsed into a single uncomfortable category and the very comfortable and comfortable categories are collapsed into a single comfortable category. The neutral category was not changed.

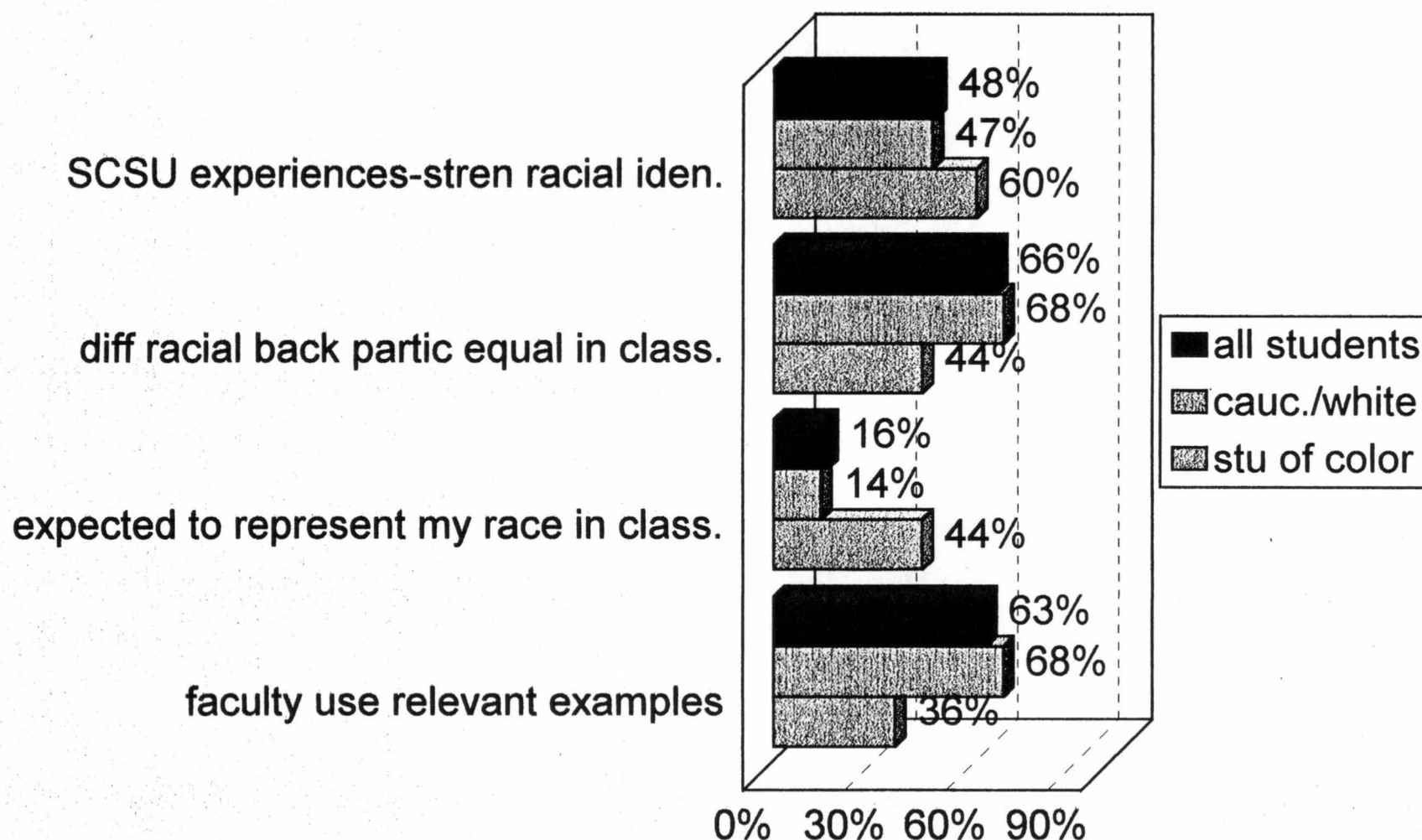
#### **Question#17:**

***Going to see a faculty member of a different racial background from mine?***

Tables 29.A and 29.B show that almost all students are either comfortable or very comfortable going to see a faculty member of a different racial background than their own. Table 29.B shows that white students are more comfortable (95%) than students of color (80%) going to see a faculty member of a different race. Although there is a 15% difference between the two groups of students, both are very comfortable going to see a faculty member of a race different from their own.

**Tables 25c to 28c--Ques. 13-16- SCSU Students-Combining of categories of strongly agree and agree into one agree category**

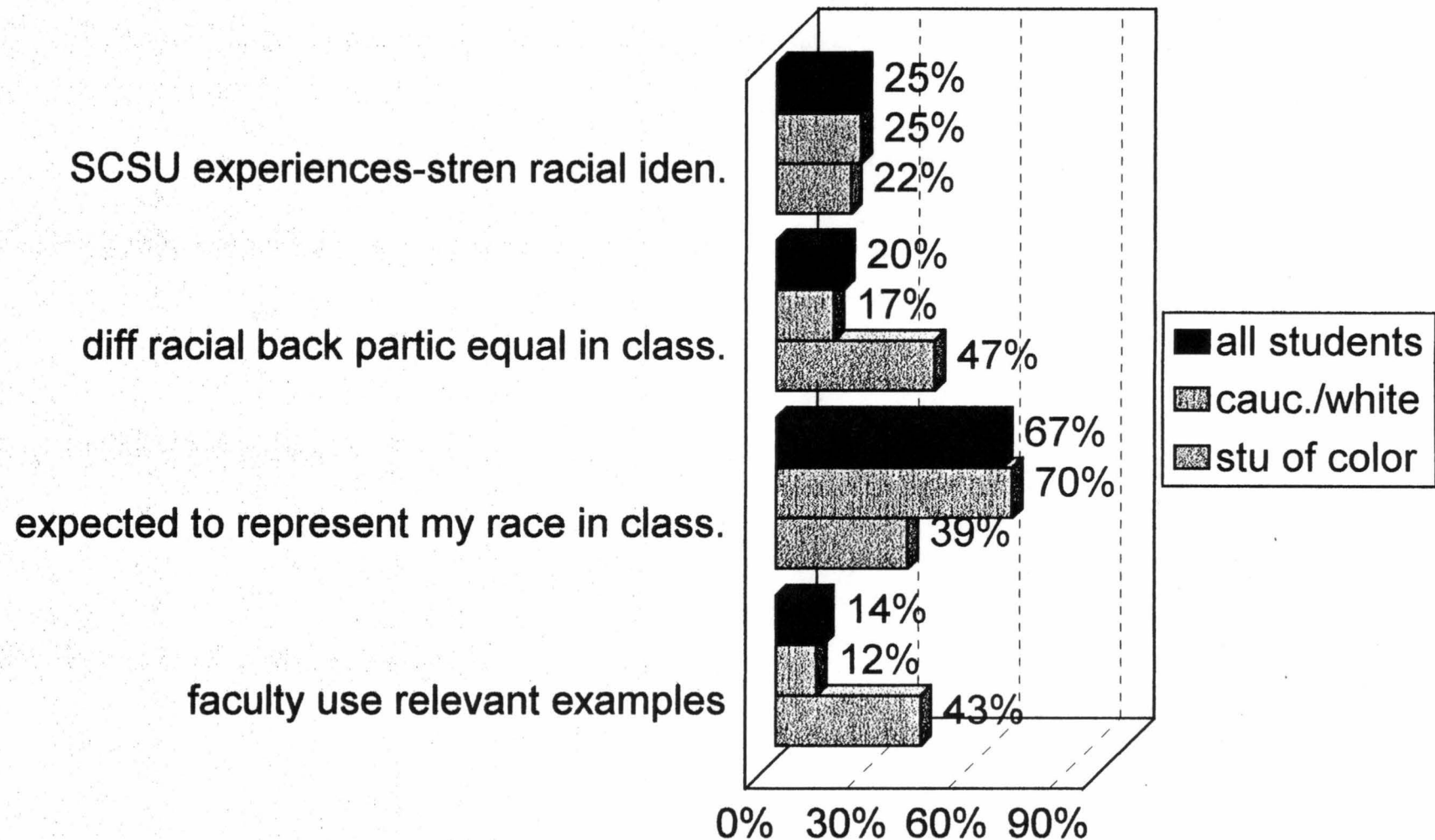
[ small number of don't knows, etc. not included-about 1-4% ]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Tables 25c to 28c--Ques. 13-16- SCSU Students-Combining of categories of strongly disagree and disagree into one disagree category**

[ small number of don't knows, etc. not included-about 1-4% ]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



TABLE 29.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Very uncomfortable	0	0
Uncomfortable	12	3
Neutral	19	4
Comfortable	241	48
Very comfortable	226	45
Total	499	100

TABLE 29.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Uncomfortable	8	2	9	7
Neutral	11	3	16	13
Comfortable	331	95	101	80
Total	350	100	126	100

**Question#18:**

***Being in situations where I am the only person of my racial group?***

Table 30.A shows that the majority of SCSU students are comfortable or very comfortable in situations where they are the only person of their racial group. Only 21% expressed a measure of discomfort with being the only person of a particular racial group in a situation on the SCSU campus and of the 21% only two percent noted they were very uncomfortable. Table 30.B shows that there are no real differences in comfort level between white students and students of color being in situations where they are the only person of their racial group.

TABLE 30.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Very uncomfortable	8	2
Uncomfortable	91	19
Neutral	80	16
Comfortable	239	49
Very comfortable	67	14
Total	485	100

TABLE 30.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Uncomfortable	69	20	33	26
Neutral	55	16	18	14
Comfortable	216	64	76	60
Total	340	100	127	100

**Question#19:**

***Being with people whose racial backgrounds are different from my own?***

Once again, we find evidence that suggests the typical SCSU student is comfortable being with people whose race is different from their own. Table 31.A shows that almost all students surveyed are either comfortable or very comfortable being with people whose racial backgrounds are different from their own. Table 31.B shows some differences between white students and students of color but the differences are not significant and most students of the two groups are comfortable being with people of different races.

<b>TABLE 31.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very uncomfortable	0	0
Uncomfortable	18	4
Neutral	37	7
Comfortable	319	64
Very comfortable	127	25
Total	501	100

<b>TABLE 31.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Uncomfortable	12	3	11	9
Neutral	24	7	15	12
Comfortable	315	90	100	79
Total	351	100	126	100

### **Treatment on Campus**

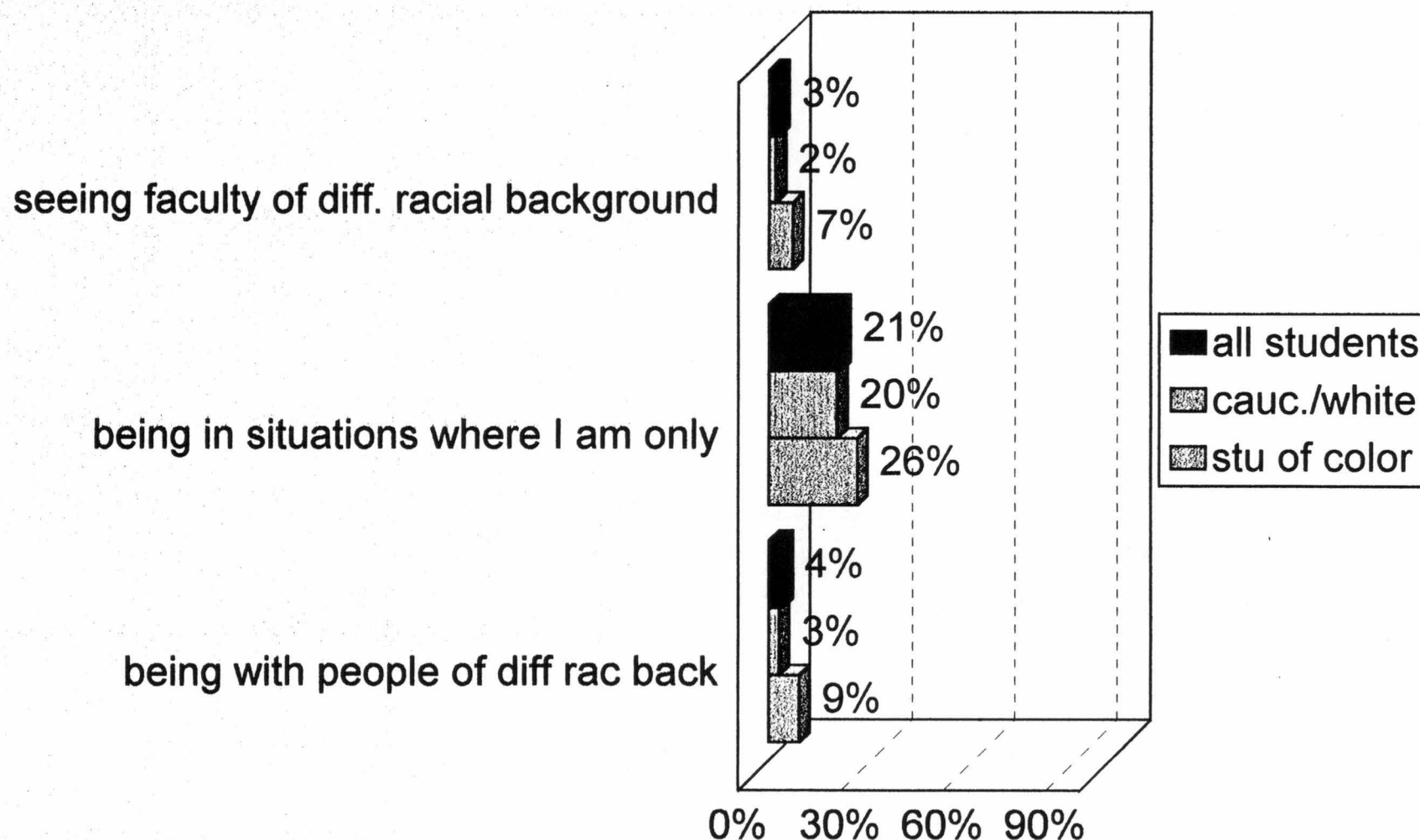
The following five questions inquire about student attitude toward how fair they have been treated by various organizations or individuals on the SCSU campus. The questions were asked in a group. The response categories in the unweighted data table are collapsed: very unfair and unfair are collapsed into a single unfair category and the very fair and fair categories are collapsed into a single fair category.

#### **Question#28:** ***University Public Safety?***

This question was included because it was suggested that University Public Safety personnel might target students of color and subject them to unfair treatment. Tables 32.A and 32.B suggest that University Public Safety personnel treat the majority of students either fairly or very fairly. Seventy-five

**Tables 29c to 31c--Ques. 17-19- SCSU Students-Combining of categories of very uncomfortable and uncomfortable into one uncomfortable category**

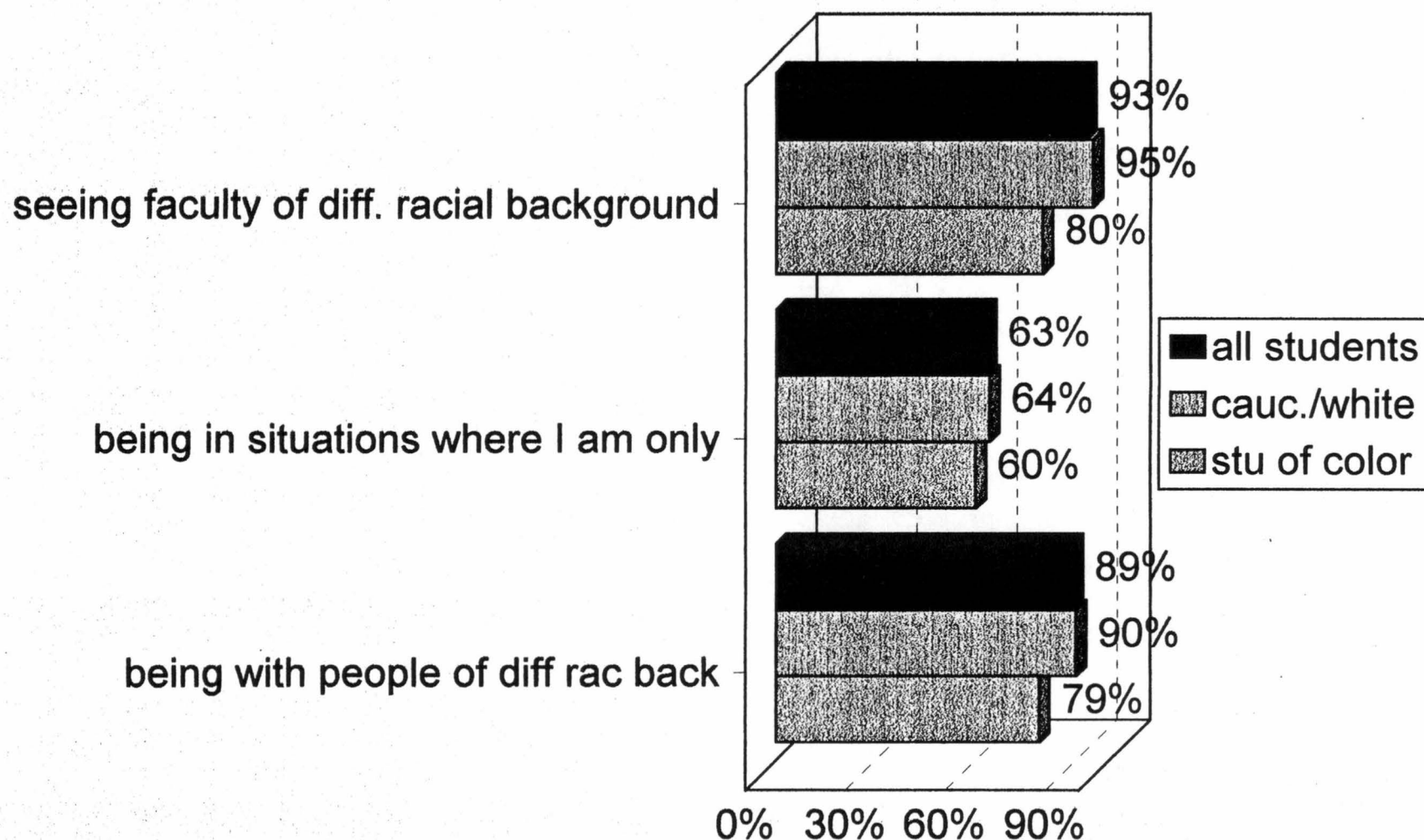
[ small number of don't knows, etc. not included-about 1-4%



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Tables 29c to 31c--Ques. 17-19- SCSU Students-Combining of categories of very comfortable and comfortable into one comfortable category**

[ small number of don't knows, etc. not included-about 1-4%



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

percent of all students noted that they have been treated either fairly or very fair by the UPS. Table 32.B shows that white students and students of color are not particularly different in their views of how they have been treated by UPS personnel. Again, students report fair treatment by the University Public Safety personnel. Only about ten percent of all students (see table 33.B) report unfair treatment by UPS.

<b>TABLE 32.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very unfair	14	3
Unfair	42	9
Neutral	64	13
Fair	294	60
Very fair	75	15
Total	487	100

<b>TABLE 32.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Unfair	38	11	15	12
Neutral	43	13	22	18
Fair	260	76	88	70
Total	341	100	125	100

**Question#29:**

***Residence Hall personnel?***

Similar to student responses regarding treatment by UPS, the majority of students report fair treatment, regardless of race (see table 33.B), by residence hall personnel. It is important to note, however, that 80% of white students report fair treatment but only 65% of students of color report fair treatment. Further, whereas only 6% of white students report unfair treatment, 19% of students of color report unfair treatment by residence hall personnel. We suggest that these differences are large enough to warrant exploration into the cause of causes.



<b>TABLE 33.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very unfair	3	1
Unfair	16	6
Neutral	39	14
Fair	169	60
Very fair	53	19
Total	279	100

<b>TABLE 33.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Unfair	11	6	14	19
Neutral	26	14	10	16
Fair	153	80	66	65
Total	190	100	90	100

**Question#30:**  
**Faculty?**

Faculty seem to treat students fair. Ninety-three percent (see table 34.A) of the respondents noted that they have been treated either fair or very fair in their dealings with SCSU faculty. Table 34.B shows that 93% of white students and 84% of students of color report fair treatment by SCSU faculty. Table 34.B also shows that only two percent of white students report unfair treatment by faculty while six percent of students of color report unfair treatment by SCSU faculty. The difference of four percent is within the margin of error and therefore not considered a statistically important difference.

TABLE 34.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Very unfair	3	1
Unfair	5	1
Neutral	26	5
Fair	317	63
Very fair	148	30
Total	500	100

TABLE 34.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Unfair	5	2	7	6
Neutral	18	5	13	10
Fair	327	93	108	84
Total	350	100	128	100

**Question#31:**  
***Administrative Personnel?***

A number of students reviewed the questionnaire before the survey was conducted and suggested we asked how fairly students feel they are treated by SCSU administrative personnel. Table 35.A shows that 81% of the respondents feel they have been either fairly or very fairly treated by SCSU administrative personnel. Similar with previous findings, students of color do not feel as fairly treated as white students. Table 35.B shows that while 81% of white student respondents report fair treatment, 75% of students of color report fair treatment. A difference of six percent, while not within the margin of error, does not represent a statistically important difference.

Some respondents noted that they did not understand the difference between "Administrative Personnel" such as the SCSU President and "Office Staff" such as a departmental secretary. Thus, tables 35.A and 35.B and tables 36.A and 36.B should be interpreted with caution.

<b>TABLE 35.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very unfair	6	1
Unfair	35	7
Neutral	52	11
Fair	312	64
Very fair	84	17
Total	489	100

<b>TABLE 35.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Unfair	29	8	14	11
Neutral	37	11	18	14
Fair	277	81	94	75
Total	343	100	126	100

**Question#32:**  
**Office staff?**

In addition to students, several faculty that are not affiliated with the SCSU Survey also reviewed the questionnaire before the survey was executed. This question was added at the suggestion of one of the faculty reviewers. It was suggested that students of color might not be treated as fairly as white students by general office personnel. First, the data suggests 88% (see table 36.A) of all students seem to feel either fairly or very fairly treated by SCSU office personnel. The data also suggest (see table 36.B.) that students of color feel treated less fairly by office personnel than white students report. Although differences between white students and students of color on several of the previous questions were relatively close, on this question 88% of the white students report fair treatment while 73% of the students of color report fair treatment by SCSU office personnel. We did not make a distinction between full time (non student) office staff and students employed in various capacities in many SCSU offices. Thus, caution should be exercised by anyone reaching a conclusion from this data.

<b>TABLES 36.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very unfair	4	1
Unfair	20	4
Neutral	37	8
Fair	334	67
Very fair	103	21
Total	498	100

<b>TABLE 36.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Unfair	16	5	13	10
Neutral	24	7	21	17
Fair	309	88	92	73
Total	349	100	126	100

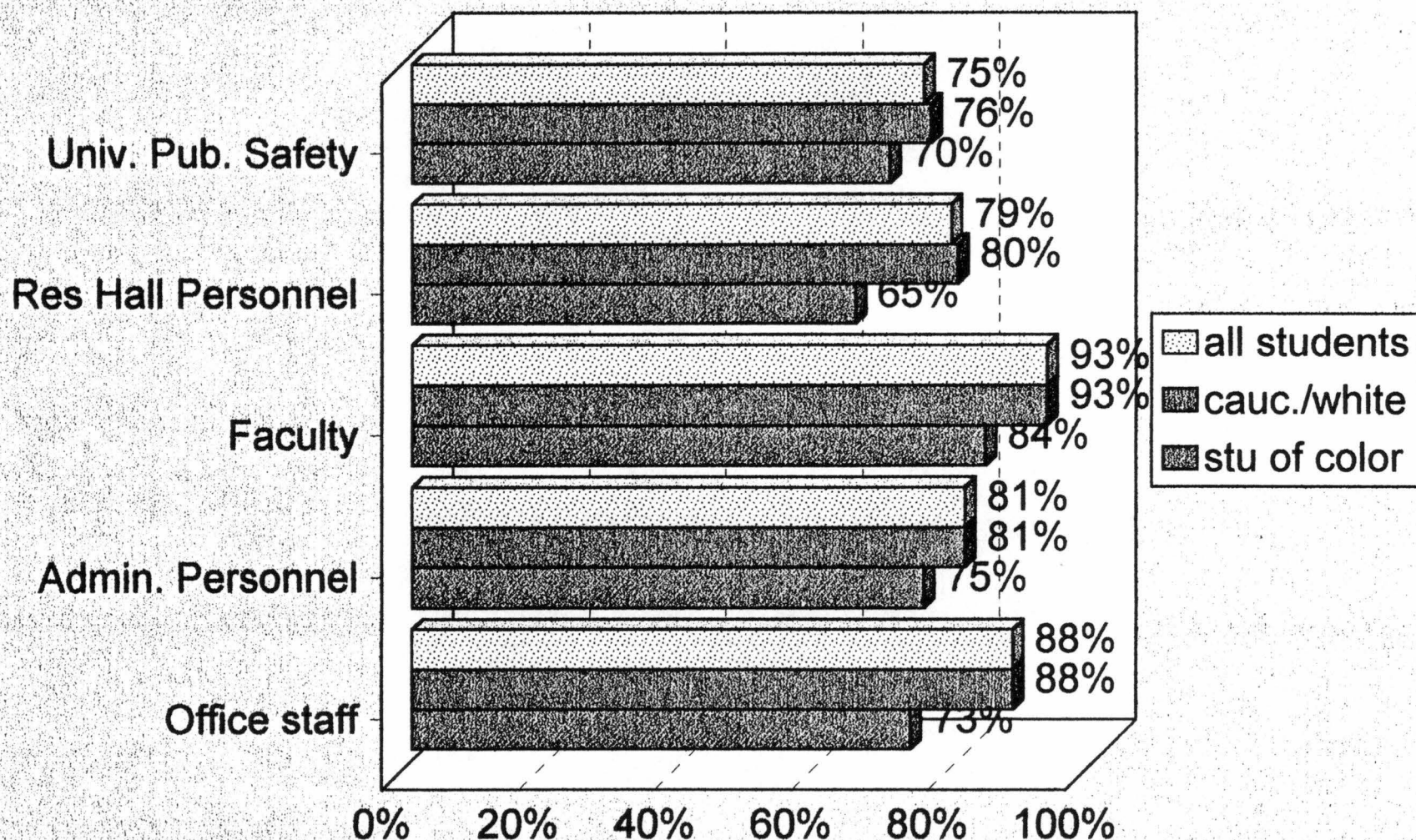
### **Treatment Off Campus**

The following six questions were asked to solicit student views about how fair they have been treated by various organized individuals off the SCSU campus. The questions were asked in a group. Some respondents noted that they did not see a distinction between "Law Enforcement" and the "Judicial System". We thought law enforcement would imply police and judicial system would imply such individuals as judges. Thus, caution should be exercised when drawing inferences from tables 37.A, 37.B, 38.A and 38.B.

The response categories in the unweighted data table are collapsed: very unfair and unfair are collapsed into a single unfair category and the very fair and fair categories are collapsed into a single fair category. The neutral category was not recoded.

**Tables 32c to 36c--Ques. 28-32- SCSU Students-Treatment of students by various groups/offices on campus--very fair and fair combined into one category of fair**

small number of don't knows, etc. not included-about 1-3% --except for question 29 on residence halls--16%-RESIDENCE HALL ALL CONTAINS DOESNT APPLY-NEEDS TO BE REDONE]

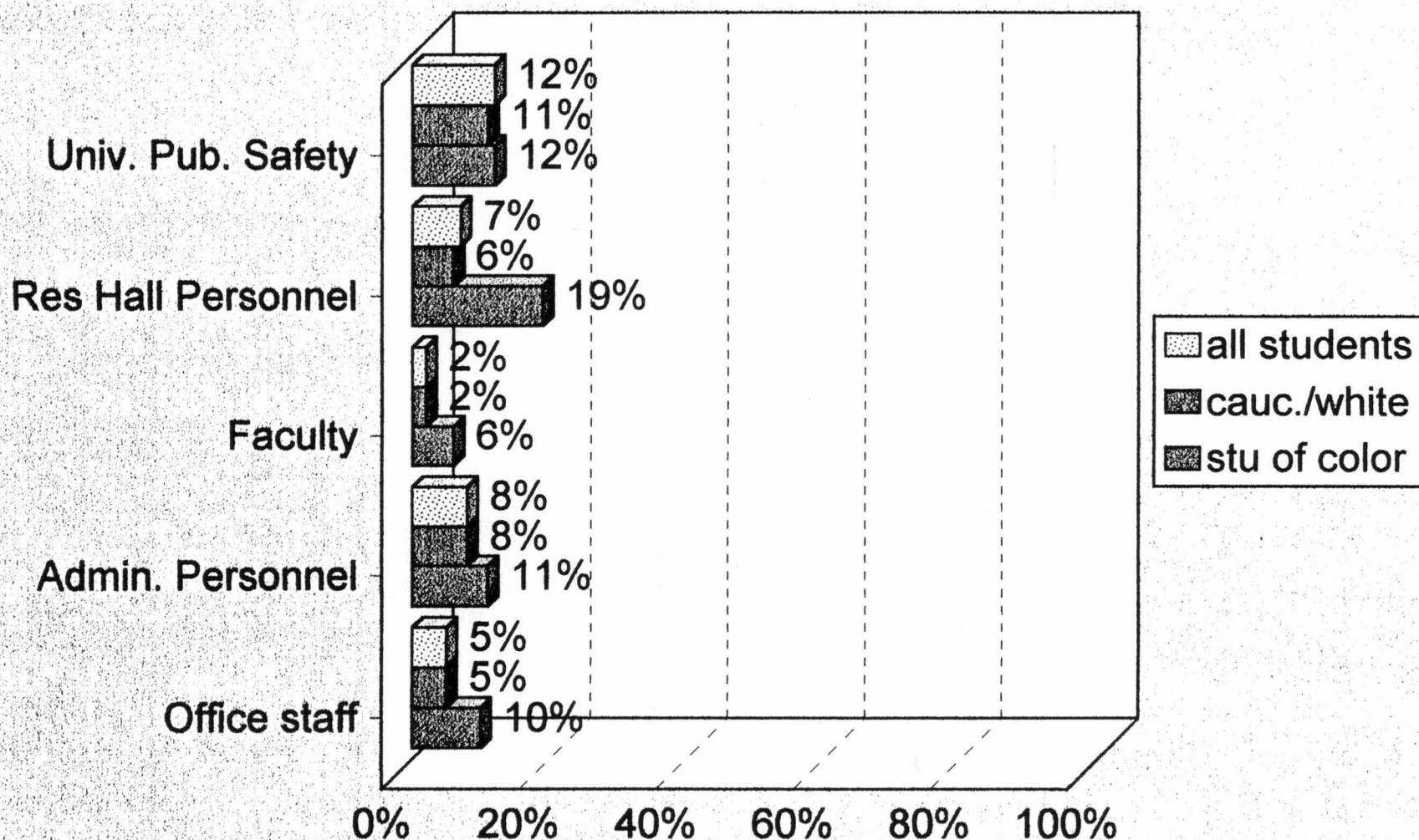


Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



**Tables 32c to 36c--Ques. 28-32- SCSU Students-Treatment of students by various groups/offices on campus--very unfair and unfair combined into one category of unfair**

small number of don't knows, etc. not included-about 1-3% --except for question 29 on residence halls--16%-RESIDENCE HALL ALL CONTAINS DOESNT APPLY-NEEDS TO BE REDONE]

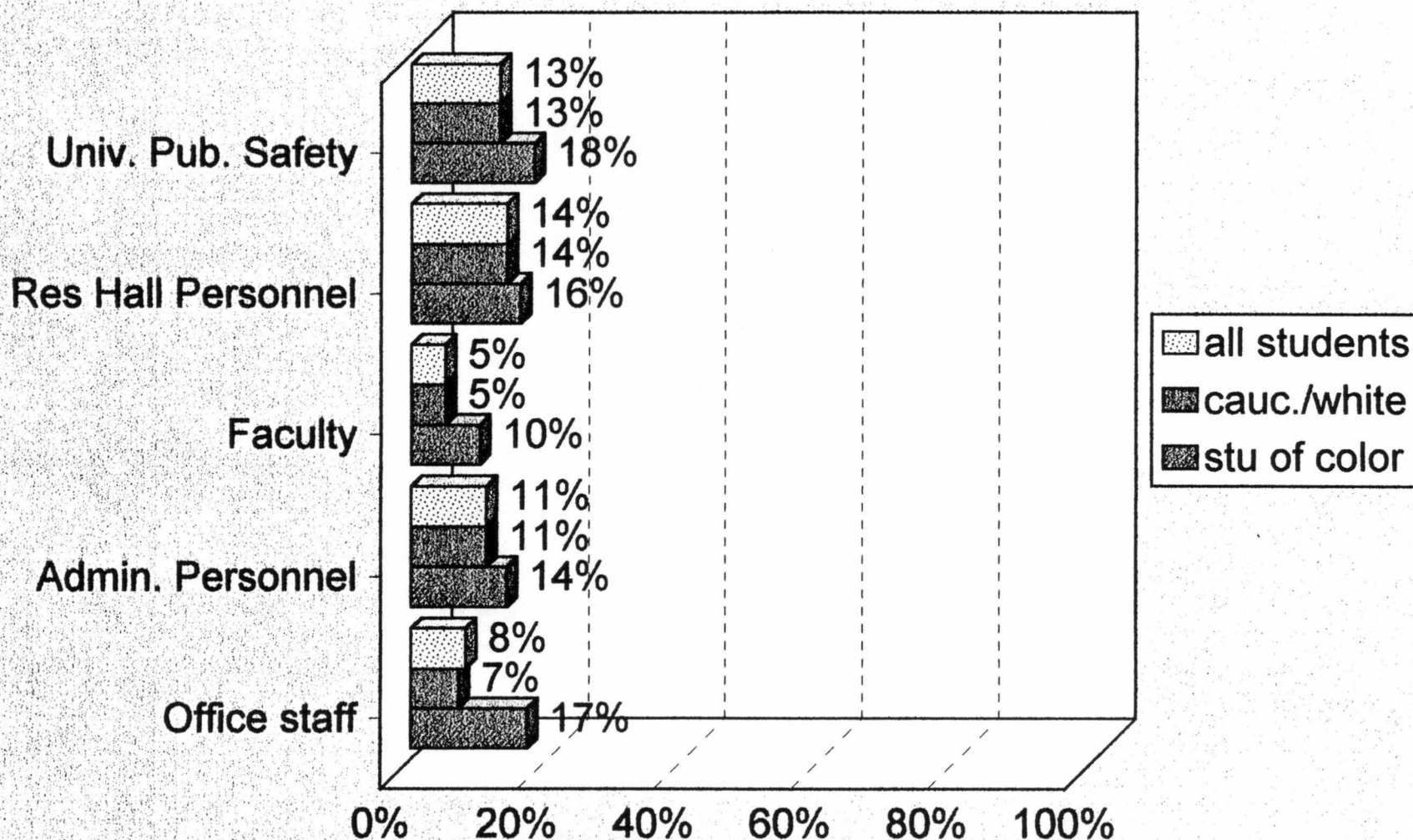


Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



**Tables 32c to 36c--Ques. 28-32- SCSU Students-Treatment of students by various groups/offices on campus-neutral category**

small number of don't knows, etc. not included-about 1-3% --except for question 29 on residence halls--16%-RESIDENCE HALL ALL CONTAINS DOESNT APPLY-NEEDS TO BE REDONE]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Question#33:**  
**Law Enforcement?**

Table 37.A. shows that 74% of the respondents feel they are either treated fair or very fair by local law enforcement officials. Only ten percent of the respondents reported either very unfair or unfair treatment by law enforcement officials. Table 37.B shows that students of color are twice as likely to feel they are treated unfairly by local law enforcement officials compared to their white counterparts. Table 37.B also shows that 76% of white students feel they are treated fairly while 66% of students of color report fair treatment by local law enforcement. Although the difference is not huge, it would seem that students of color have perhaps had either different experiences with or have a different perspective regarding treatment by local law enforcement than white students.

<b>TABLE 37.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very unfair	8	2
Unfair	35	8
Neutral	78	16
Fair	276	59
Very fair	71	15
Total	467	100

<b>TABLE 37.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Unfair	27	8	24	21
Neutral	52	16	26	22
Fair	248	79	66	57
Total	327	100	116	100

**Question#34:**  
**Judicial System?**

First, 79 students did not answer this question. Of those that did, 69% (see table 38.A) noted that they feel the local judicial system has treated them either fairly or very fairly. Only five percent noted either very unfair or unfair treatment by the local judicial system. However, twice the percentage (see table 38.B) of students of color compared to white students report unfair treatment by the local judicial system. Whereas 70% of white students report fair treatment, only 55% of students of color report similar treatment. It would appear, similar to treatment by local law enforcement officials, students of color either have had more frequent negative experiences with the judicial system or they perceive they will not be treated particularly fairly.

<b>TABLE 38.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very unfair	6	1
Unfair	19	4
Neutral	109	26
Fair	245	58
Very fair	45	11
Total	423	100

<b>TABLE 38.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Unfair	15	5	11	11
Neutral	74	25	33	34
Fair	209	70	54	55
Total	298	100	98	100

**Question#35:**  
**Retail Stores?**

This question was included in the survey because many students of color have commented that they seem to be more frequently followed, asked what they are shopping for and generally monitored more closely in St. Cloud retail stores than their white peers. Table 39.A shows that 96% of all respondents feel they are treated either fair or very fair by local merchants. Table 39.B, however, offers a much different conclusion. Almost all of the white student respondents report fair treatment. Students of color, however, seem to have much different experiences with St. Cloud merchants. Twenty percent report unfair treatment and 62% (compared with 89% of white students) report fair treatment. Although more than half of the students of color respondents report favorable treatment, the percentage is lower than their white peers.

<b>TABLE 39.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very unfair	3	1
Unfair	23	5
Neutral	41	8
Fair	336	67
Very fair	96	19
Total	499	100

<b>TABLE 39.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Unfair	15	4	25	20
Neutral	26	7	23	18
Fair	309	89	77	62
Total	350	100	125	100

**Question#36:**  
***Financial Institutions?***

Table 40.A shows that the vast majority (82%) of all students are treated either fairly or very fairly by local financial institutions. Only eight percent report negative treatment. Similar to all of the previous questions in this group, a smaller percentage of students of color (70%) report fair treatment compared to white students (84%) and about twice the percentage of students of color compared to white students report unfair treatment.

<b>TABLE 40.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very unfair	5	1
Unfair	31	7
Neutral	49	10
Fair	307	63
Very fair	92	19
Total	484	100

<b>TABLE 40.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Unfair	23	7	18	15
Neutral	32	9	19	15
Fair	284	84	87	70
Total	339	100	124	100

**Question#37:**  
***Property Managers?***

Table 41.A shows that 68% of the total weighted sample (minus 48 students who did not answer this question) feel they are treated either fairly or very fairly by local rental property managers. The 68% is lower than how the respondents have answered to the other questions in the group. Nonetheless, 68% reporting fair or very fair treatment seems pretty good. Table 42.B shows

that almost no difference exists between white students and students of color regarding how they feel treated by local property managers.

<b>TABLE 41.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Very unfair	13	3
Unfair	68	15
Neutral	64	14
Fair	246	54
Very fair	93	14
Total	454	100

<b>TABLE 41.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Unfair	56	18	20	17
Neutral	42	13	22	18
Fair	219	69	78	65
Total	317	100	120	100

**Question#38:**

***Restaurants and Bars?***

Table 42.A shows that 91% of the weighted sample feel they are treated either fairly or very fairly in St. Cloud's restaurants and bars. Only four percent report a negative response. Table 42.B shows that white students are overwhelmingly treated fairly. Students of color, on the other hand, seemingly have not had the same level of positive experiences. Eighteen percent (compared to three percent for white students) report unfair treatment and 68% report fair (compared to 93% of white students) treatment. Students of color, compared to white students, seem to have unfavorable experiences with St. Cloud restaurants and bars, and local retail merchants. At the same time, a 70% favorable rating is not that bad. It's just that student of color experiences compared to white student experiences are simply not as good.



TABLE 42.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Very unfair	3	1
Unfair	18	3
Neutral	26	5
Fair	336	68
Very fair	112	23
Total	495	100

TABLE 42.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Unfair	10	3	23	18
Neutral	15	4	17	14
Fair	322	93	84	68
Total	347	100	124	101

### Changes Due to On Campus and Off Campus Experiences

The first four questions in this section of the report inquire about student experiences at SCSU that may have changed their behaviors and attitudes toward individuals and groups that are different from themselves. These questions sought students to rate themselves based on what they have learned while at SCSU or experienced while a student at SCSU. The fifth question, coupled with a single follow up question, inquires whether the respondents have personally experienced racial prejudice or discrimination on campus. The follow up question was asked of those that have experienced prejudice or discrimination on campus and inquired what they did about that experience.

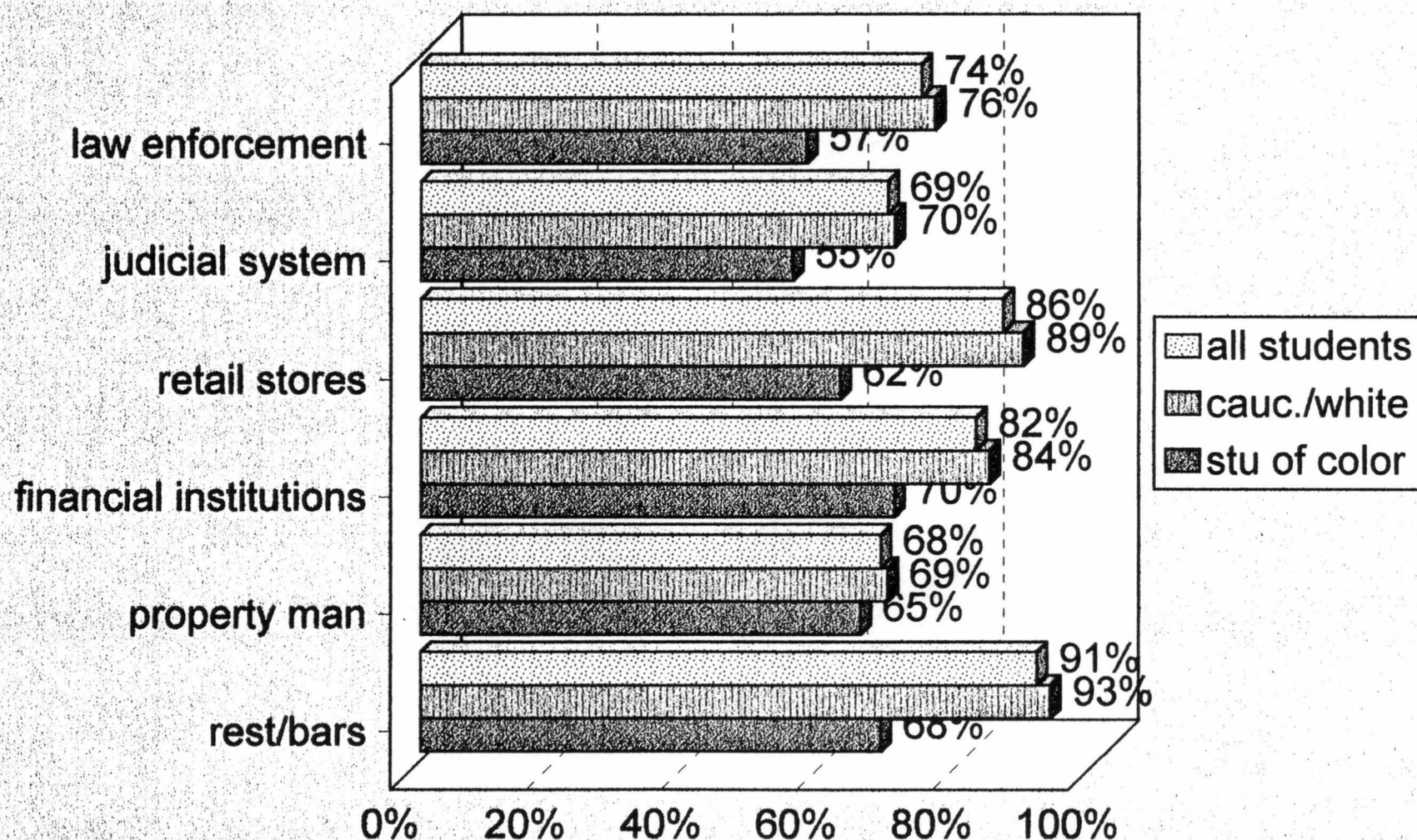
#### **Question#50:**

#### ***Recognize racist behavior?***

Table 43.A clearly shows that the typical SCSU student is more likely today to recognize racist behavior than before they came to SCSU. Only seven percent noted they are less likely today to recognize racist behaviors than before

**Tables 37c to 42c--Ques. 33-38- SCSU Students-Treatment of students by various groups/offices OFF campus--very fair and fair combined into one category of fair**

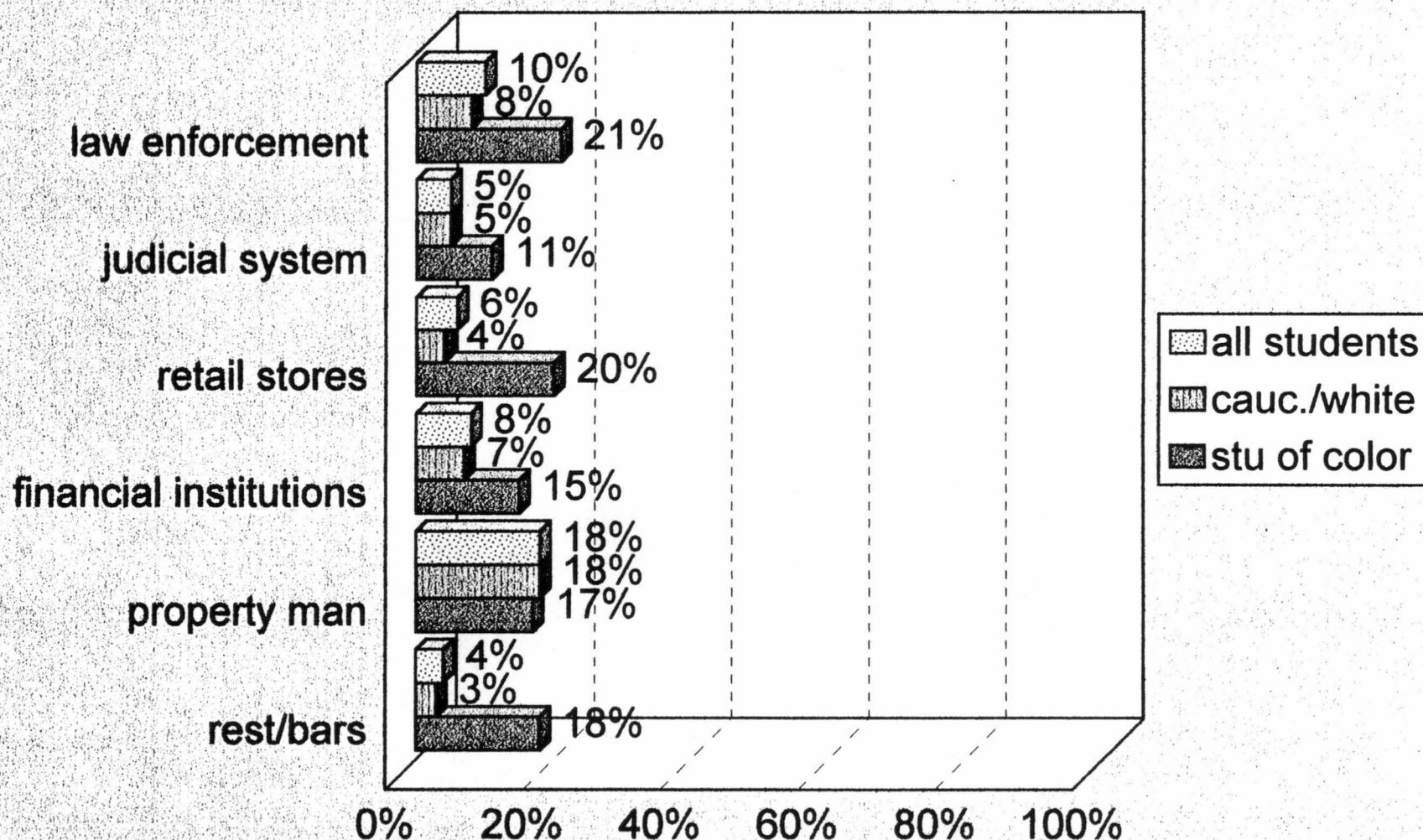
[ small number of don't knows, etc. not included-about 1-4% ]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Tables 37c to 42c--Ques. 33-38- SCSU Students-Treatment of students by various groups/offices OFF campus--very unfair and unfair combined into one category of *unfair***

[ small number of don't knows, etc. not included-about 1-4% ]

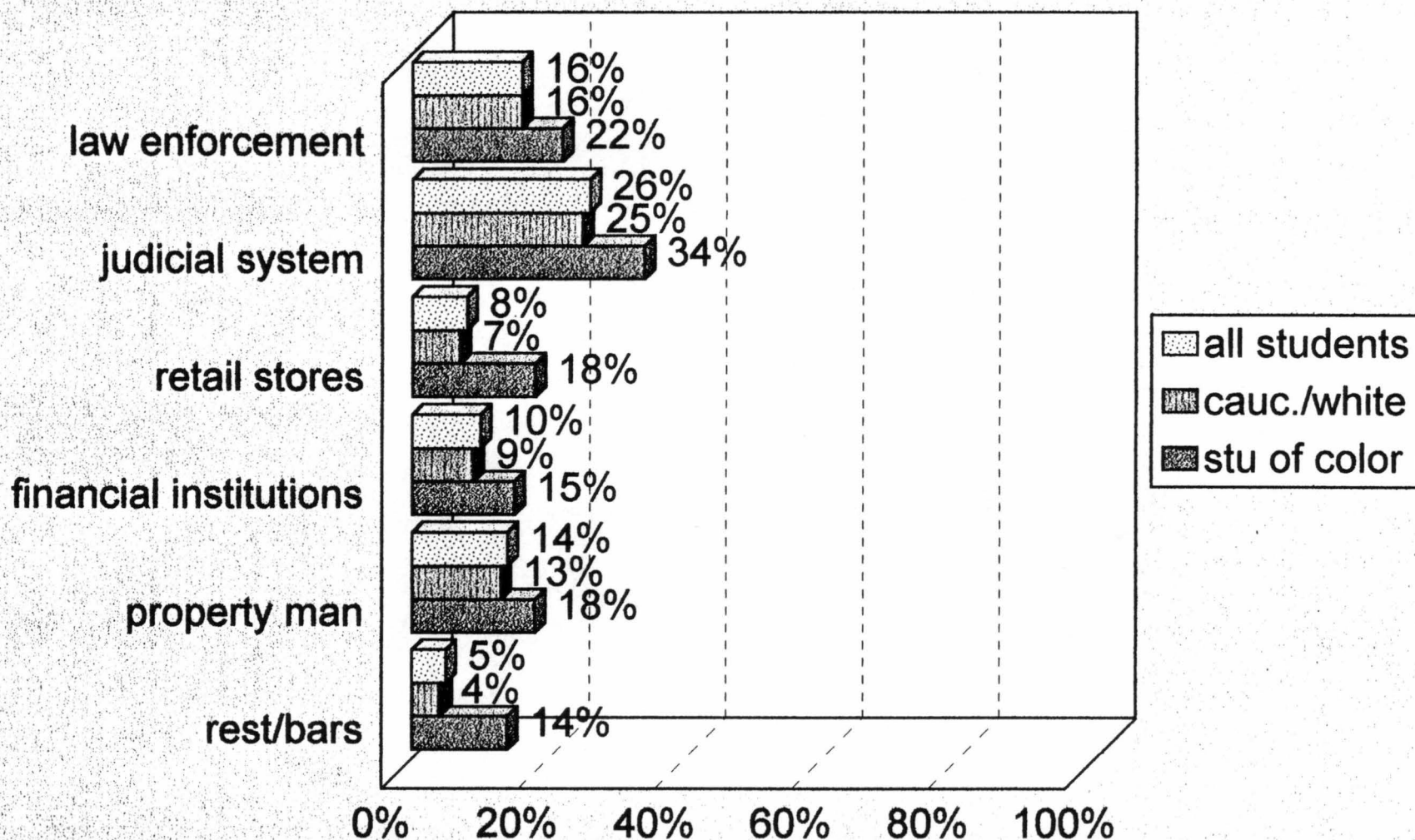


Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



**Tables 37c to 42c--Ques. 33-38- SCSU Students-Treatment of students by various groups/offices OFF campus-neutral category**

[ small number of don't knows, etc. not included-about 1-4% ]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

they came to SCSU. Almost a quarter of the respondents note they are unchanged due to what they may have experienced since coming to SCSU. It should not be inferred that this finding means students, faculty and staff are not helping students recognize racist behaviors. It may mean that these respondents knew what was a racist behavior before coming to SCSU.

Table 43.B shows that the percentage of white students and students of color who are more likely to recognize racist behaviors today are not different. Almost twice the percentage of white students compared to students of color report they are unchanged through their SCSU experiences. Finally, about twice the percentage of students of color report they are less likely today to recognize racist behaviors due to their SCSU experiences compared to their white peers.

<b>TABLE 43.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Less likely	30	7
Neither less or more likely	112	23
More likely	353	70
Total	495	100

<b>TABLE 43.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Less likely	17	5	15	12
Neither less or more likely	80	23	11	10
More likely	250	72	97	78
Total	347	100	123	100

**Question#51:**

***Discuss topics related to cultural awareness with friends?***

Similar to the previous question, the time students have spent at SCSU seems to have had a positive influence. Table 44.A shows that 72% of the respondents indicate they are now more likely to discuss topics of cultural awareness. Only 20% seem unchanged by their experiences at SCSU and only 8% report they are less likely to discuss topics related to cultural awareness with friends.

In terms of the unweighted sample of students, we find no difference between white students and students of color in terms of an increased likelihood they may have to discuss cultural awareness issues. About twice the percentage of white students compared to students of color are unchanged and a little more than twice the percentage of students of color are less likely to discuss topics related to cultural awareness today due to their experiences at SCSU. It would seem that the greatest influence SCSU might have had on increasing cultural awareness is on white students.

<b>TABLE 44.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Less likely	39	8
Neither less or more likely	94	20
More likely	361	72
Total	494	100

<b>TABLE 44.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Less likely	24	7	24	20
Neither less or more likely	67	20	15	12
More likely	256	73	83	68
Total	347	100	122	100

#### **Question#52**

#### ***Stop from using language that may be offensive to others?***

Table 45.A shows that 67% of the respondents in the weighted sample are more likely today to not use language that may be offensive to others due to their experiences at SCSU. Consistent with this group of questions, about a quarter of the sample is unchanged. This finding should not necessarily be interpreted to mean that about 25% of SCSU students have not learned that certain language is offensive to others. It may mean that they already were aware that language can and often is offensive. Unfortunately, nine percent of the respondents noted they are less likely to stop using language today that is offensive to others. It would seem that the many activities held on campus to



help everyone become aware of how language can be offensive has not reached everyone.

Table 45.B shows that almost no differences exist between white students and students of color on whether they are more likely to refrain from using language that is offensive. About 66% (average for both groups) report they are less likely to use offensive language today. About twice as many white students (expressed as a percentage) as students of color are unchanged from their experiences at SCSU. Finally, about three times (expressed as a percentage) as many students of color are less likely to use offensive language today as are white students. It is important to note that we inquired about change due to experiences the students have encountered at SCSU.

<b>TABLE 45.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Less likely	40	9
Neither less or more likely	118	24
More likely	332	67
Total	490	100

<b>TABLE 45.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Less likely	23	7	28	23
Neither less or more likely	85	25	16	13
More likely	236	68	77	64
Total	344	100	121	100

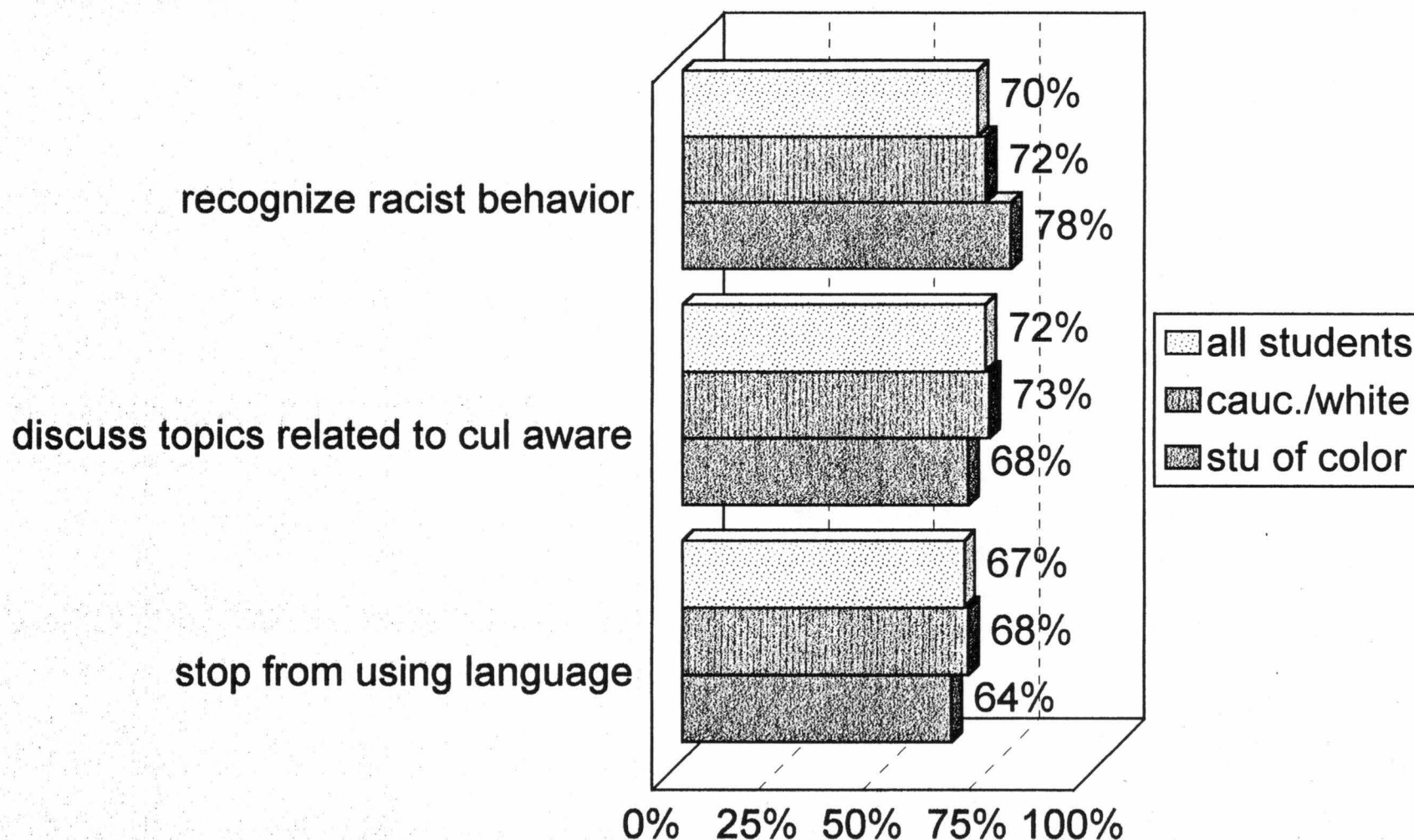
**Question#54:**

***Have you personally experienced racial prejudice or discrimination on campus?***

Table 46.A shows that a surprisingly large number—21% or 104 respondents of 493—of SCSU students have personally experienced racial prejudice or discrimination on the SCSU campus. Table 46.B shows that 19% of the white students in the unweighted sample have personally experienced discrimination and almost one-half (57 respondents) of the entire student of color

**Tables 43c to 45c--Ques. 50-53- SCSU Students-Student experiences at SCSU that may have changed their behaviors and attitudes toward individuals and groups that are different than themselves--*More likely category***

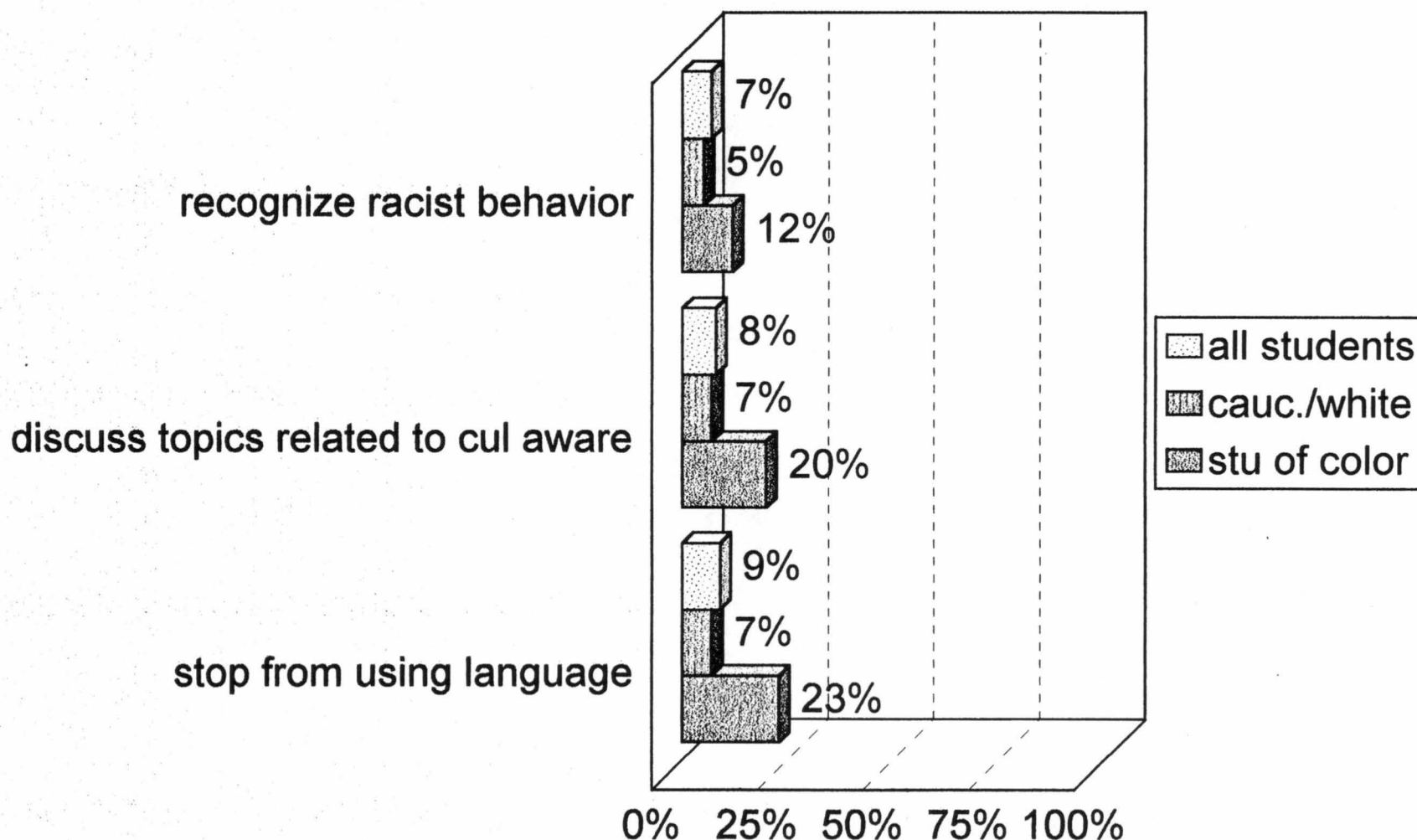
[ small number of don't knows, etc. not included-about 1-2% ]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Tables 43c to 45c--Ques. 50-53- SCSU Students-Student experiences at SCSU that may have changed their behaviors and attitudes toward individuals and groups that are different than themselves--Less likely category**

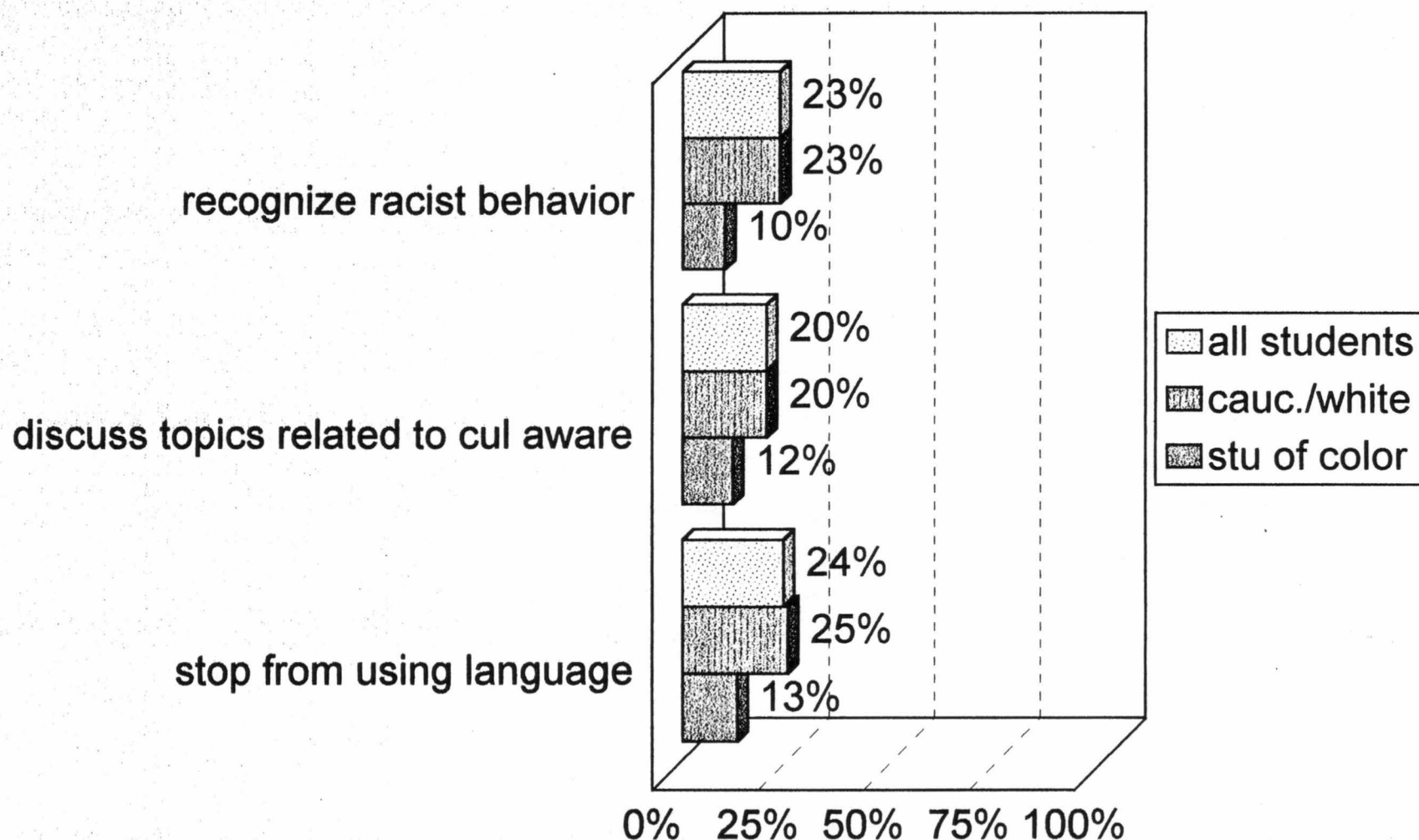
[ small number of don't knows, etc. not included-about 1-2% ]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Tables 43c to 45c--Ques. 50-53- SCSU Students-Student experiences at SCSU that may have changed their behaviors and attitudes toward individuals and groups that are different than themselves-  
Neither less or more likely category**

[ small number of don't knows, etc. not included-about 1-2% ]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

sample (121 respondents) have personally experienced racial prejudice or discrimination on campus! Of the total students of color sample, 62% of the African-Americans report they have experienced racial prejudice while about one-half of other racial minority groups on campus report personally experiencing racial prejudice on the SCSU campus.

If respondents answered yes to this question they were asked the following question (#55). If the respondent answered no, don't know or refused to answer the question, he/she was skipped to question number 56.

<b>TABLE 46.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Yes	104	21
No	388	79
Total	493	100

<b>TABLE 46.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Yes	67	19	57	47
No	279	81	64	53
Total	346	100	121	100

**Question#55:**

***Did you speak up about it or keep it to yourself?***

Tables 47.A and 47.B show that almost one-half of those who personally experienced racial prejudice spoke up about it. Although the data does not vary much from white students to students of color, students of color report they are a little more likely than white students to keep the incident to themselves.

<b>TABLE 47.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Speak up about it	46	45
Keep it to yourself	57	55
Total	103	100

<b>TABLE 47.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Speak up about it	31	47	23	41
Keep it to yourself	35	53	33	59
Total	66	100	56	100

## **SCSU INITIATIVES AND RACE RELATIONS**

This issue domain consists of eleven questions. For the most part, the respondents were asked to assess where, if at all, they think the typical SCSU student is exposed to information about racial groups other than whites. The first five questions are rather general. The sixth question is a follow-up question to the fifth and specifically inquired about the number of MGM courses the respondent had taken. The seventh, eighth and ninth questions ask the respondent to evaluate several general SCSU initiatives to combat hate crimes. And the tenth and eleventh questions ask students if they would like to see SCSU engage in additional efforts to recruit a more diverse student and faculty community.

### **Location Where SCSU Students are Exposed to Diversity**

The first five questions were asked in a group. They are designed to inquire about the level and location in which SCSU students are exposed to information about the history and culture of racial groups other than whites. The response categories in the unweighted data table are collapsed: not at all and little are collapsed into a single none or a little category, some is not altered and



the quite a bit and a great deal categories are collapsed into a single quite a bit or a great deal category.

Several interviewers reported that respondents experienced difficulty remembering the question response categories. Interviewers could and did repeat the categories. Similar to other questions or response categories that were confusing to respondents, caution should be exercised when evaluating the data tables.

**Question#39:**

***In course readings, lectures and discussions?***

Table 48.A shows that more than half of the typical SCSU student obtains some or quite a bit information about diversity in their classes. About 30% obtain either quite a bit or a great deal of information about diversity from their classes. Table 48.B shows that white students are a little more likely to obtain information about different races and cultures in classes that are students of color.

<b>TABLE 48.A</b>		
<b>UNWEIGHTED SAMPLE</b>		
	Frequency	Percentage
Not at all	29	6
A little	128	26
Some	185	38
Quite a bit	112	23
A great deal	37	7
Total	491	100

<b>TABLE 48.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Not at all or a little	106	31	53	43
Some	131	38	42	34
Quite a bit or a great deal	107	31	28	23
Total	344	100	123	100

**Question#40:*****In activities and programs in the residence halls?***

Table 49.A shows that only about half of the respondents obtain information about diversity from activities and programs in their residence halls. Almost half of the respondents obtained a little or no information at all about diversity in their residence halls. Table 49.B shows that white students are more likely to receive information about diversity than students of color in their residence halls. Of the total sample, 238 students did not reply to this question because they did not live in the residence halls at the time the survey was conducted.

<b>TABLE 49.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Not at all	47	18
A little	68	25
Some	86	32
Quite a bit	55	21
A great deal	12	4
Total	266	100

<b>TABLE 49.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Not at all or a little	72	40	54	61
Some	60	33	20	23
Quite a bit or a great deal	48	27	14	16
Total	180	100	88	100

**Question#41:*****In other university programs and activities?***

Table 50.A suggests that student and university programs and activities compete with the classroom as the most common forum that students use to obtain information about racial and cultural. About 30% of the respondents (see

table 50.A) obtain quite a bit or a great deal of information about diversity through these various programs and activities. Consistent with the data generated from the two earlier questions in this group, white students are more likely than students of color (see table 50.B) to obtain information about diversity from these forums.

<b>TABLE 50.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Not at all	33	7
A little	99	22
Some	180	41
Quite a bit	110	25
A great deal	21	5
Total	443	100

<b>TABLE 50.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF COLOR</b>	
	Freq.	Pct.	Freq.	Pct.
Not at all or a little	88	28	44	41
Some	129	42	36	34
Quite a bit or a great deal	94	30	27	25
Total	311	100	107	100

**Question#42:**

***In informal interactions and conversations with friends?***

Table 51.A shows that about 30% of the students surveyed obtain either quite a bit or a great deal of information about diversity from informal interactions and conversations with friends. About 60% of the respondents noted that some, quite a bit or a great deal of their knowledge about racial, ethnic and cultural diversity comes from informal interactions. Table 51.B shows that more students of color than white students obtain quite a bit or a great deal of their information about diversity from informal interactions. This is the only "place" where students of color responded they receive information about diversity than white students.

TABLE 51.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Not at all	45	9
A little	117	24
Some	186	38
Quite a bit	105	21
A great deal	37	8
Total	491	100

TABLE 51.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Not at all or a little	115	33	36	29
Some	132	38	44	35
Quite a bit or a great deal	97	29	45	36
Total	344	100	125	100

**Question#43:**

***In those courses identified as MGM?***

Table 52.A clearly shows that 57% of the respondents obtain either quite a bit or a great deal of information about racial and cultural diversity from those course identified as MGM. It is well understood on the SCSU campus that MGM courses are intended to impart information about diversity and develop within students an appreciation for diversity. The question does not evaluate how well MGM courses accomplish these goals but it is clear that the majority of students obtain knowledge about diversity from these courses.

Table 52.B shows that 59% of the white students surveyed tend to quite a bit or a great deal of information about diversity from MGM courses while 42% students of color report similar reliance on MGM courses. This finding is not different from the first three questions in this group. White students gather information from more traditional or formal mechanisms while students of color tend to rely on informal channels of communication and interaction.

TABLE 52.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Not at all	15	4
A little	43	11
Some	113	28
Quite a bit	130	32
A great deal	101	25
Total	402	100

TABLE 52.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Not at all or a little	38	13	28	27
Some	78	28	32	31
Quite a bit or a great deal	166	59	44	42
Total	282	100	104	100

**Question#44:**

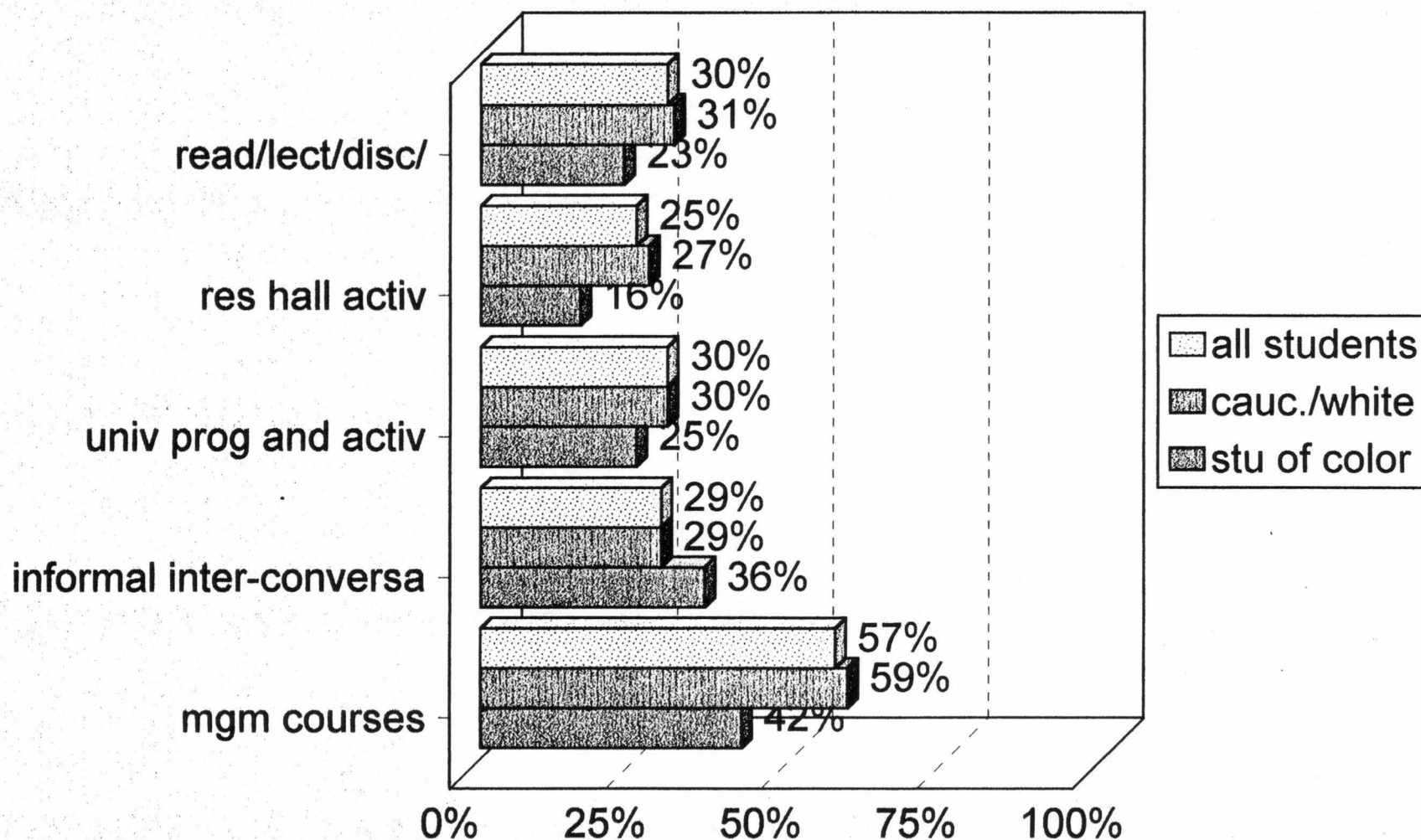
***How many for credit courses have you taken at SCSU that were designated as MGM courses?***

This question is designed to further assess student exposure to information about diversity by asking how many MGM course they have taken. About 80% of all students (see table 53.A and 53.B) have take four or fewer courses designated MGM. The modal frequency is three courses, which is the required number that all students must take.

Many respondents asked their interviewer for clarification of what courses are designated as MGM. The interviewers reported that many respondents were unaware that courses were labeled as MGM and therefore had a specific focus or intent. Thus, caution should be exercised when interpreting the previous question and the following question about MGM courses.

**Tables 48c to 52c--Ques. 39-43- SCSU Students-Where SCSU students believe they are exposed to diversity at SCSU- Combined category of QUITE A BIT & GREAT DEAL**

number of don't knows, etc. not included-about 2% --ques. 47 res halls =47%dk &12% for ques. 41-prog and activities]

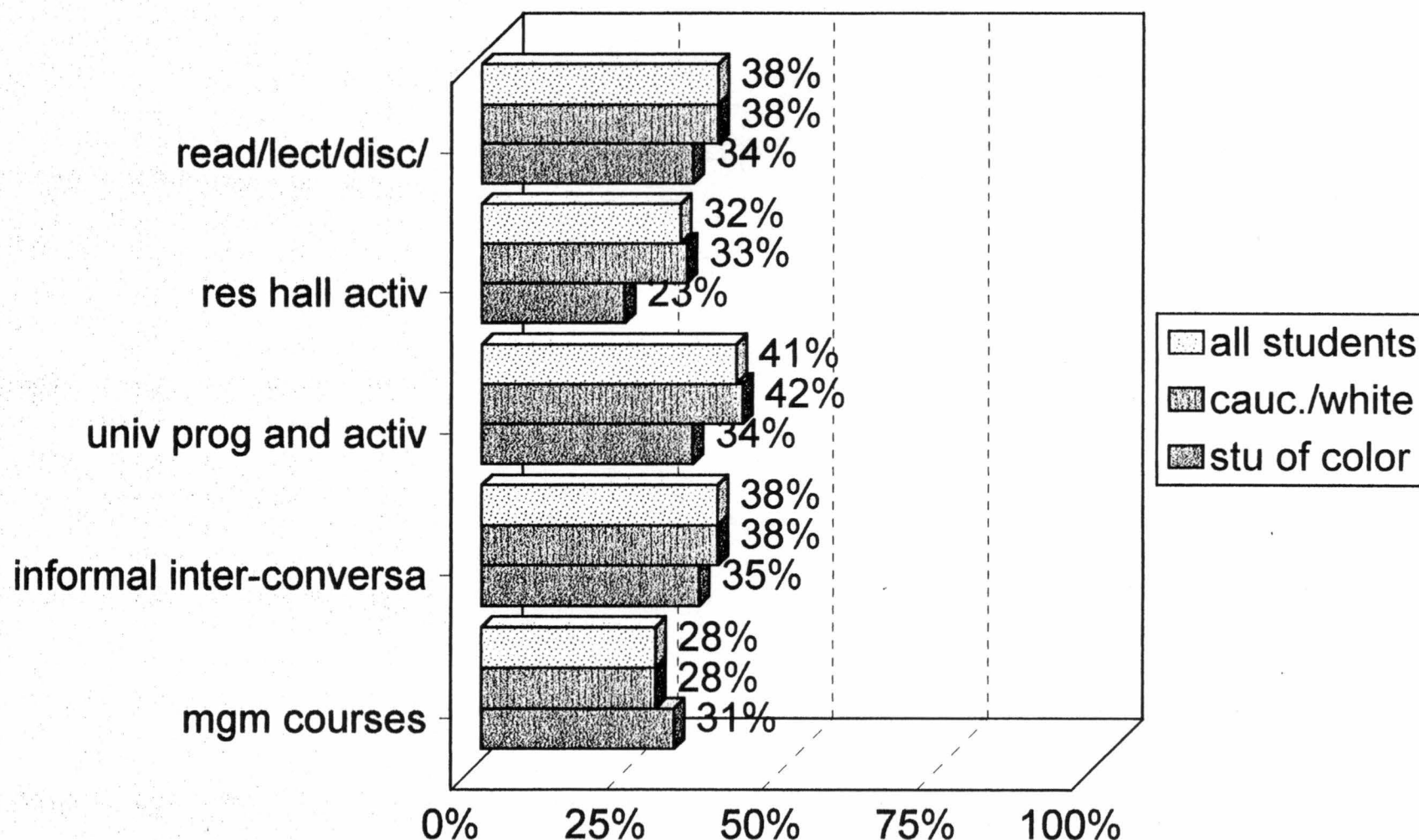


Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



**Tables 48c to 52c--Ques. 39-43- SCSU Students-Where SCSU students believe they are exposed to diversity at SCSU- Category of SOME**

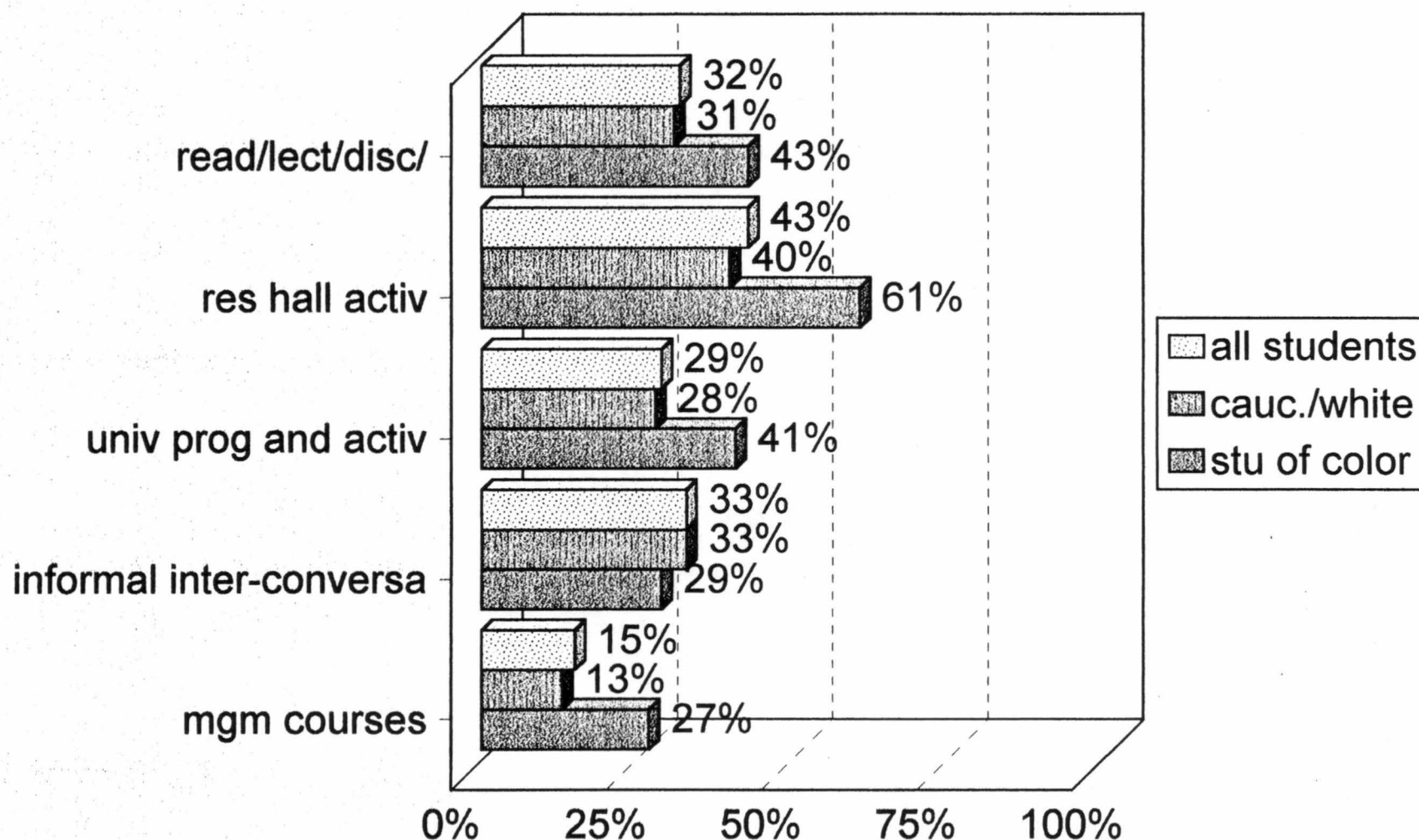
number of don't knows, etc. not included-about 2% --ques. 47 res halls =47%dk &12% for ques. 41-prog and activities]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Tables 48c to 52c--Ques. 39-43- SCSU Students-Where SCSU students believe they are exposed to diversity at SCSU- Combined category of not at all or a little**

number of don't knows, etc. not included-about 2% --ques. 47 res halls =47%dk &12% for ques. 41-prog and activities]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

<b>TABLE 53.A</b>		
<b>UNWEIGHTED SAMPLE</b>		
	Frequency	Percentage
11 or more	21	4
10	6	1
9	2	1
8	15	3
7	5	1
6	19	4
5	26	5
4	69	14
3	127	27
2	50	11
1	31	7
0	104	22
Total	473	100

<b>TABLE 53.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>WHITE STUDENTS</b>		<b>STUDENTS OF CPLOR</b>	
	Freq.	Pct.	Freq.	Pct.
11 or more	14	4	8	7
10	4	1	2	2
9	1	0	2	2
8	11	3	2	2
7	3	1	0	0
6	13	4	3	2
5	18	5	8	7
4	48	15	18	15
3	89	27	39	33
2	35	11	8	7
1	22	7	9	7
0	74	22	19	16
Total	332	100	118	100

## SCSU Initiatives and Hate Crimes

The SCSU community - administration, faculty and students - has initiated many efforts this past academic year to address racism and hate crimes. The following question is designed to gauge student attitudes toward SCSU efforts to address hate crimes. Many respondents, before answering the question, asked their interviewer for a definition of a hate crime. Callers were not allowed to offer a definition so caution should be exercised when the data is interpreted.

### **Question#45:**

***Would you say that efforts at SCSU to address hate crimes are too little, about right, or too much?***

Table 54.A shows that the majority of respondents think SCSU efforts are about right to combat hate crimes on campus. Equally important, 41% of all respondents think that SCSU has not done enough to combat hate crimes on campus. Only seven percent (32 students or 466 surveyed) think SCSU has done enough to combat hate crimes on campus.

Table 54.B shows that a greater percentage of white students (53%) compared to students of color (46%) think SCSU has done what is about right to combat hate crimes on campus. Forty percent of the white student respondents think SCSU has done too little while 50% of the students of color think SCSU has done too little. Of the students of color, 75% of the African-Americans noted that SCSU had done too little, whereas about one-half of all other minority respondents answered too little. Also, 25% of African-American respondents suggested that SCSU efforts were about right while one-half of other students of color answered the question with the about right response.

<b>TABLE 54.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Too little	191	41
About right	243	52
Too much	32	7
Total	466	100

TABLE 54.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Too little	133	40	58	50
About right	173	53	54	46
Too much	22	7	5	4
Total	328	100	117	100

**Question#46:**

***Would you say that efforts at SCSU to eliminate racism (on campus) are too little, about right or too much?***

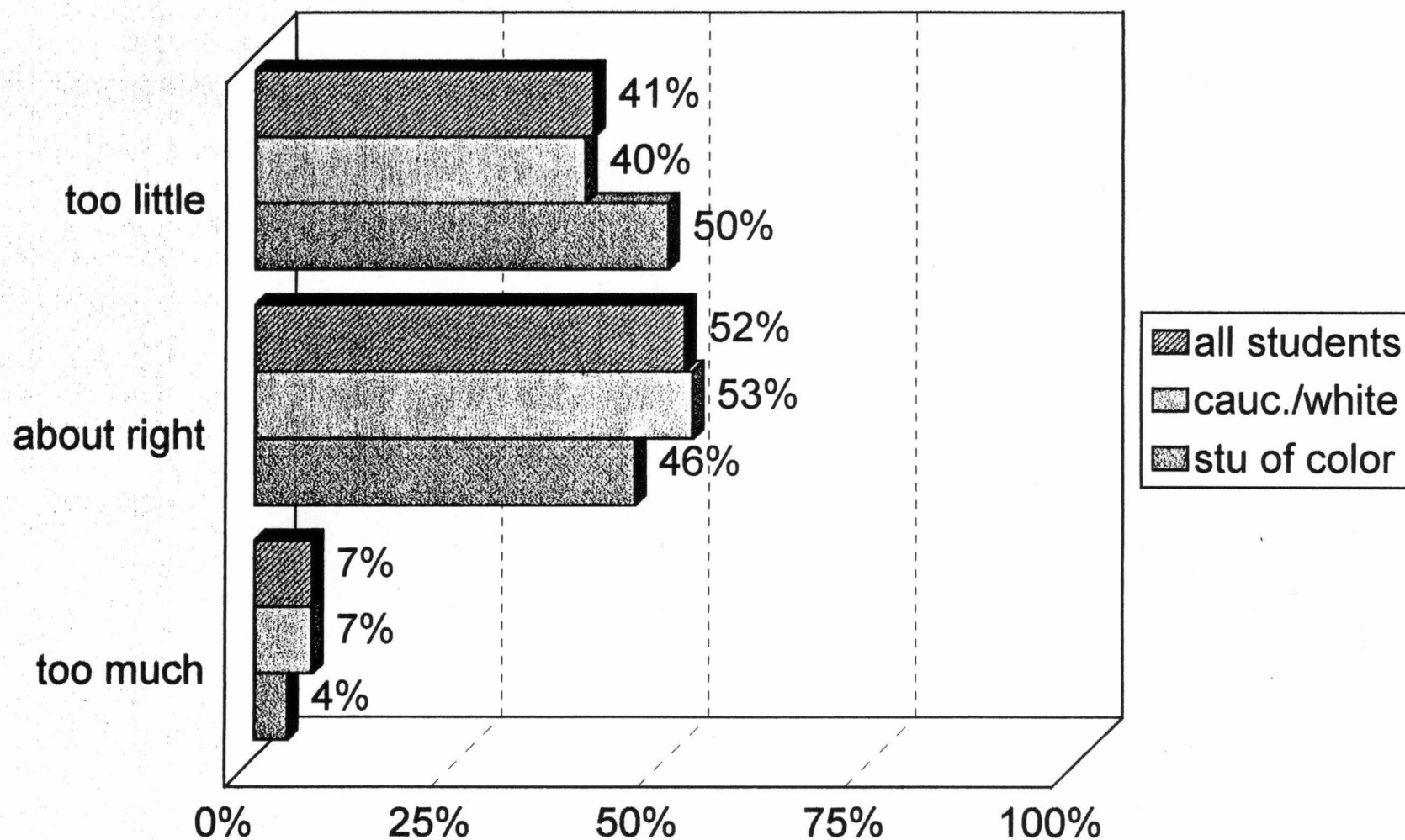
Similar to question number 45, this question is intended to gauge student opinion regarding the efforts undertaken by SCSU to eliminate racism on the SCSU campus. Table 55.A shows that 54% think SCSU has done what is about right to eliminate racism. However, 40% of the respondent think SCSU has done too little to eliminate racism on the SCSU campus. Only six percent (29 of 478 respondents) think SCSU has done too much to eliminate racism on campus.

Table 55.B shows that white students are more satisfied with SCSU efforts to eliminate racism than are students of color. Whereas 55% of the white student respondents noted that SCSU has done what is about right to eliminate racism, 43% of students of color think SCSU has done what is about right. Of the student of color respondents, 51% think SCSU has done too little to eliminate racism on campus and of the white student respondents, 39% think that SCSU has done too little to eliminate racism on the SCSU campus. It would seem that students of color, more so than white students, think further actions on the part of SCSU are warranted. This conclusion is not meant to imply that white students think SCSU should not take further action. To the contrary, the data suggests that white students also think SCSU should take further action to eliminate racism on the SCSU campus.

Of students of color, 76% of the African-American respondents noted that SCSU has done too little, 19% responded that SCSU's efforts are about right and five percent indicated that SCSU has done too much. Of the other student of color respondents, a few less than one-half noted that SCSU has done too little, about one-half responded that SCSU's efforts are about right and five percent indicated that SCSU has done too much.

**Table 54c--Ques. 45- SCSU Students-Do SCSU students believe SCSU efforts to address hate crimes are too little, about right, or too much**

[ small number of don't knows, etc. not included-about 7% ]

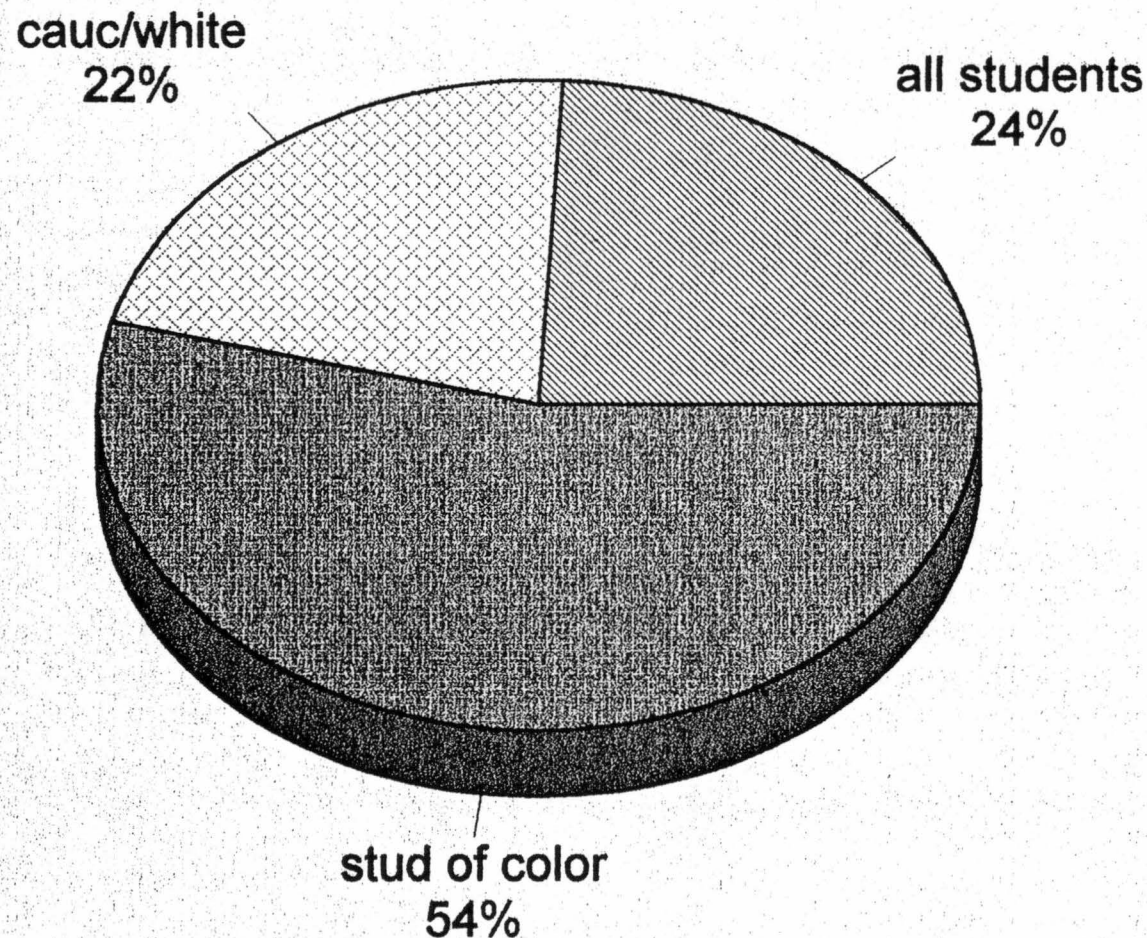


Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color



**Table 46c--Ques. 54 SCSU Students-Have SCSU students personally experienced racial prejudice or discrimination on campus-% who said YES**

[ small number of don't knows, etc. not included-about -2% ]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

TABLE 55.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Too little	192	40
About right	257	54
Too much	29	6
Total	478	100

TABLE 55.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Too little	132	39	63	51
About right	183	55	53	43
Too much	20	6	7	6
Total	335	100	123	100

**Question#47:**

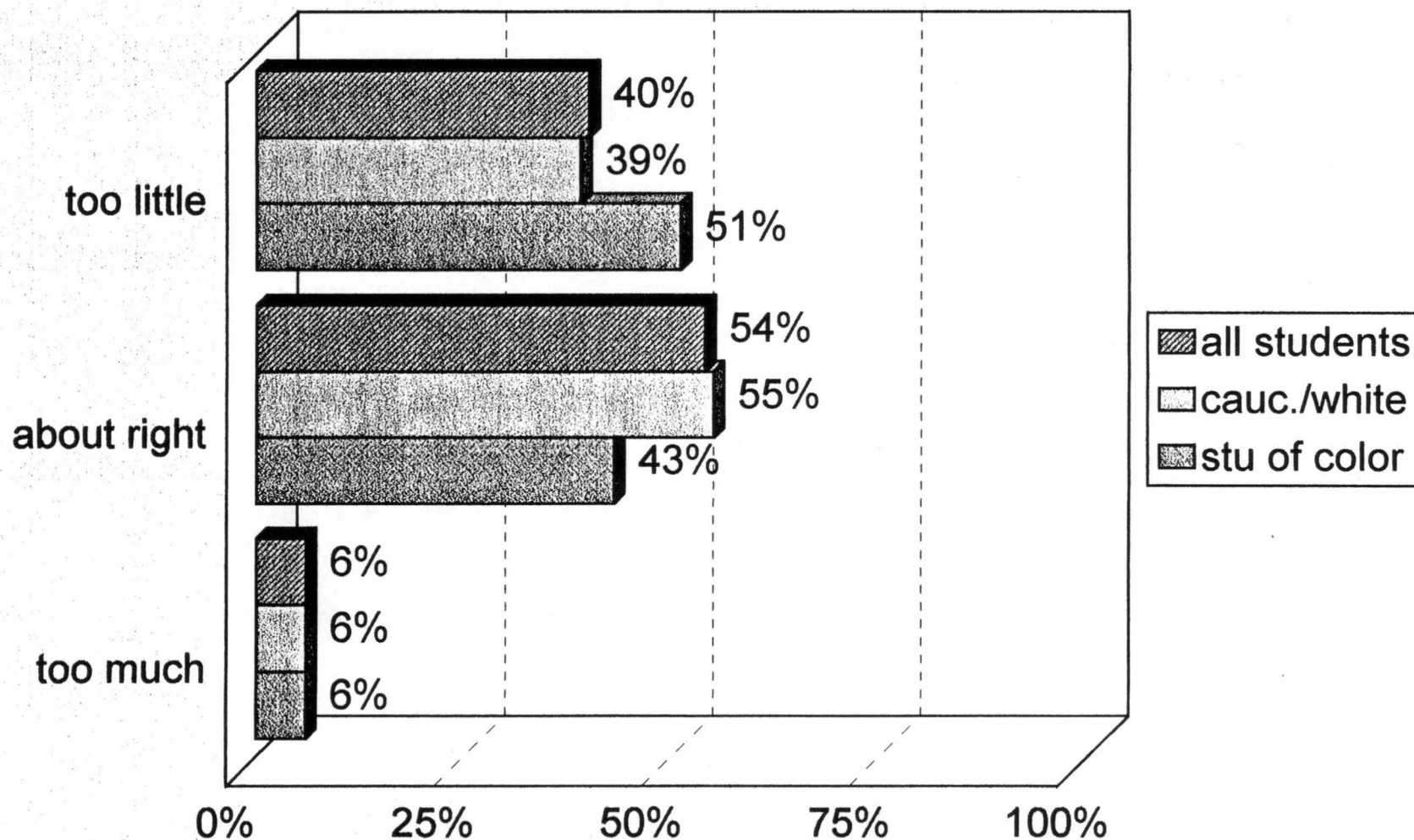
***Would you say that SCSU has done a good job of providing programs and activities that promote multicultural understanding?***

This question was included in the survey to measure student opinion about the overall efforts--courses, special programs, speakers--that SCSU has underwritten to promote cultural and ethnic diversity. Table 56.A clearly shows that almost all SCSU students surveyed think SCSU has done a good job of providing programs that promote multicultural understanding. Table 56.B shows that white students (84%) are stronger in that opinion than their student of color (71%) counterparts. Many respondents inquired about what is meant by multicultural understanding. Therefore, caution should be exercised when drawing conclusions from the data table.

TABLE 56.A		
WEIGHTED SAMPLE		
	Frequency	Percentage
Yes	392	83
No	82	17
Total	474	100

**Table 55c--Ques. 46- SCSU Students-Do SCSU students believe SCSU efforts to eliminate racism on campus are too little, about right, or too much**

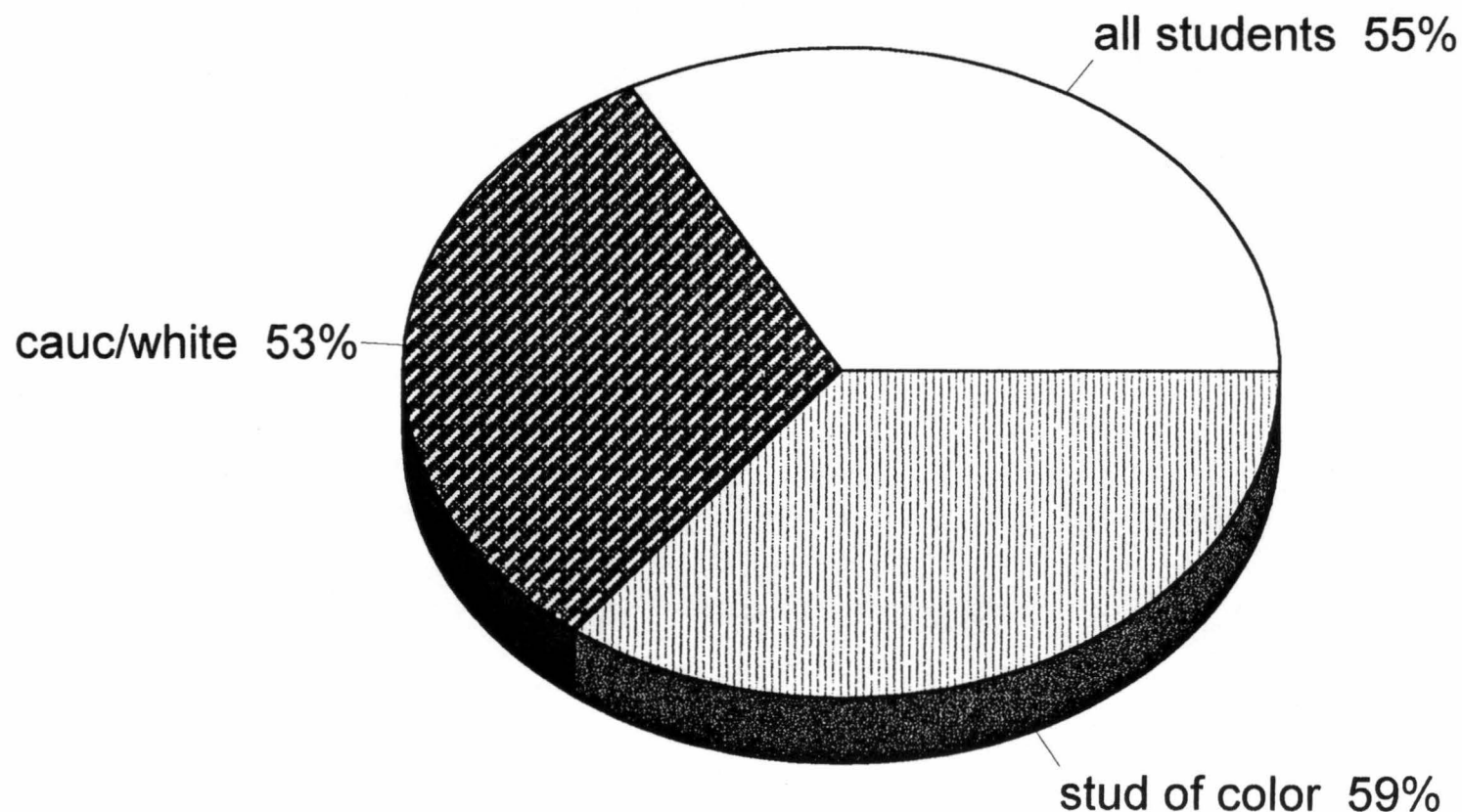
[ small number of don't knows, etc. not included-about 5% ]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5% Smaller n's and larger sample errors for subgroups such as Caucasian students and students of color

**Table 47c-Ques. 55 SCSU Students-For the 24% of SCSU students who have experienced racial prejudice or discrimination--did they KEEP THIS TO THEMSELVES**

[ less than 1% don't knows/refused excluded]



Source: SCSU Survey 4/98 Overall Weighted N=505 Sample error approximately 4.5%. At least 12% for this question with an n of 103

TABLE 56.B				
UNWEIGHTED SAMPLE				
	WHITE STUDENTS		STUDENTS OF COLOR	
	Freq.	Pct.	Freq.	Pct.
Yes	278	84	87	71
No	54	16	35	29
Total	332	100	122	100

### SCSU Efforts to Diversity the Student and Faculty Communities

There is general consensus that race and ethnic diversity promotes understanding and respect. With that in mind, the following two questions were asked. The first seeks student opinion pertaining to additional SCSU efforts to diversity the student community and the second inquires about diversifying the faculty.

This question allowed students to make multiple responses. That is, a student could select one or two or even all six of the race categories. Therefore, the tables are interpreted differently than all other tables included in this report. Also, the students seemed confused about the wording of both questions. Thus, caution should be exercised when interpreting the data tables.

#### **Question#48:**

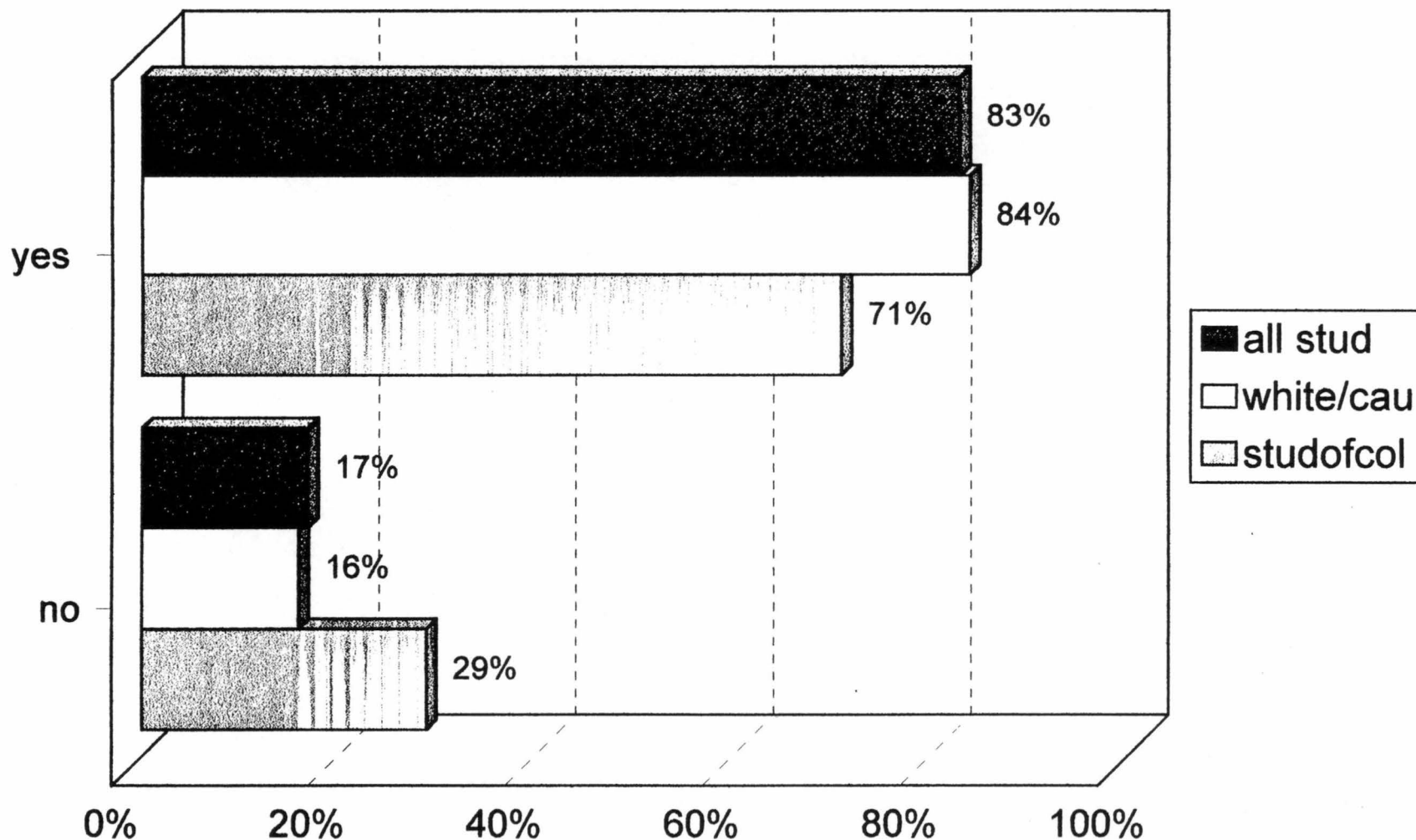
***Which racial groups, if any, should SCSU make additional efforts to recruit as students? (multiple responses accepted)***

The column that is most easily interpreted is the one labeled "Pct. (percent) Responses". Basically, most students answered that additional efforts should be undertaken by SCSU to recruit students from all six categories (see table 57.A). The data shown in table 57.A suggests that almost one of four students noted that SCSU should not make any additional efforts to recruit students of particular racial categories. The data also suggests that the surveyed students don't think that SCSU needs to take additional efforts to recruit white students. Table 57.B shows the responses from students of color and white students. The percent responses per race category are not significantly different.



Table56c--Ques. 47- SCSU Students-Would you say that SCSU has done a good job of providing programs that promote multicultural understanding?

small number of don't knows not included



Source: SCSU Survey 4/98 overall weighted n=505 sample error approximately 4.5%



<b>TABLE 57.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Pct. Responses
Latino/Chicano	112	13
Native Americans	147	16
Asian Americans	95	11
African Americans	138	15
International Students	102	11
Caucasian/other	48	5
No additional efforts	167	19
Don't know	90	10
Total	899	100

<b>TABLE 57.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>STUDENTS OF COLOR</b>		<b>WHITE STUDENTS</b>	
	Freq.	Pct. Resp.	Freq.	Pct. Resp.
Latino/Chicano	35	13	78	12
Native Americans	35	13	105	17
Asian Americans	41	15	65	10
African Americans	52	20	95	15
International Students	45	17	69	11
Caucasian/other	15	6	33	5
No additional efforts	21	8	118	19
Don't know	22	8	64	10
Total	266	100	627	100

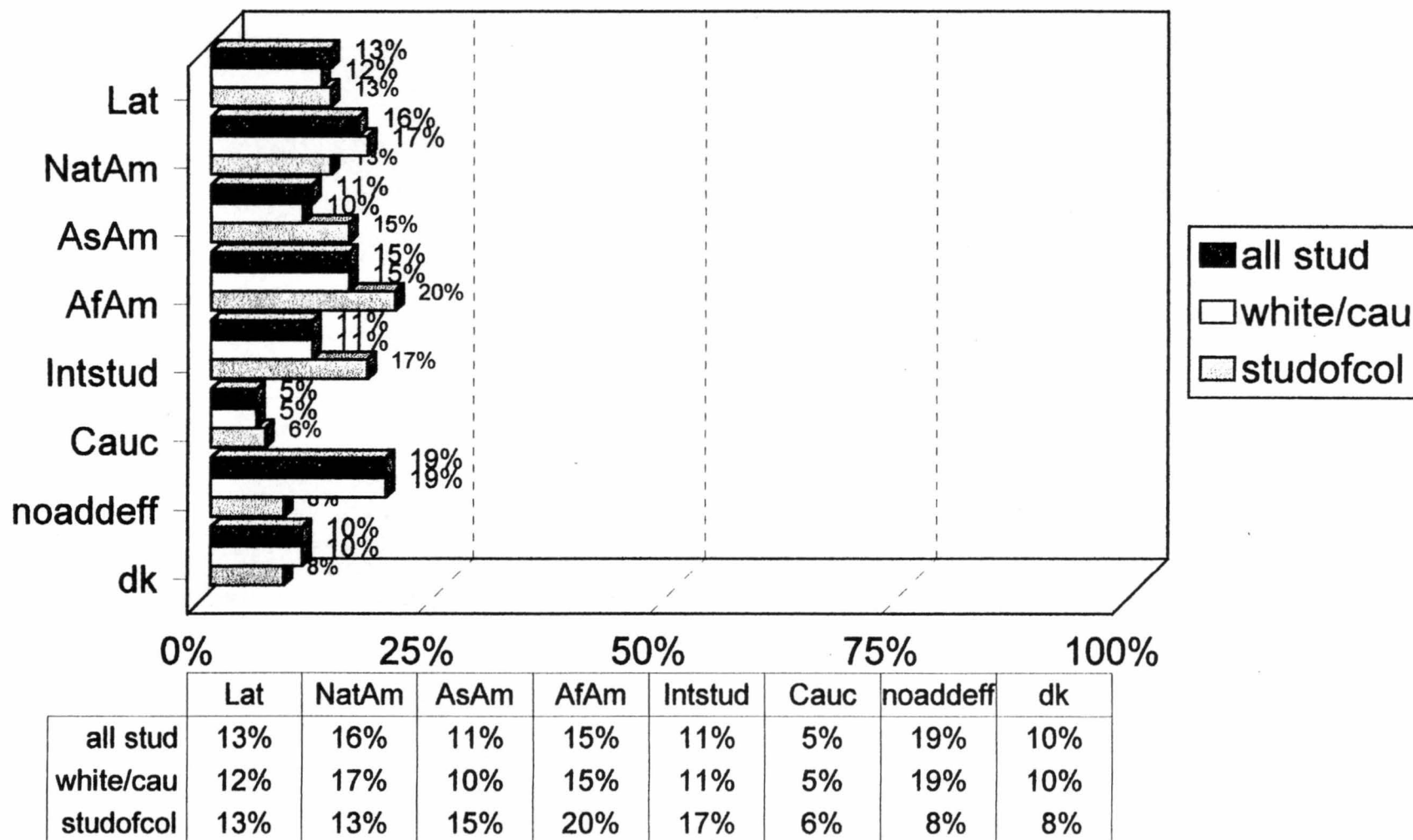
**Question#49:**

***Which racial/ethnic groups, if any, should SCSU make additional efforts to recruit as faculty? (multiple responses accepted)***

Table 58.A shows the multiple responses of the weighted student sample for those who indicated what SCSU should do about making additional efforts when recruiting faculty. Two trends seem noteworthy. One, a few more students indicated that SCSU should make additional efforts to recruit African American faculty than faculty of other races. Two, students noted that SCSU should take additional efforts to recruit white faculty at only about one-half as

**Table57c--Ques. 48- SCSU Students-What racial groups, if any, should SCSU make additional efforts to recruit as students (multiple responses accepted)**

% based on % of all responses



Source: SCSU Survey 4/98 overall weighted n=505 sample error approximately 4.5%

often as they suggested SCSU should make additional efforts to recruit faculty that are, for example, Latino or Asian. Table 58.B shows the responses students of color and white students. The data shows that both groups of students are not different in terms of what racial background they would like to see SCSU place heavier emphasis on when recruiting new faculty.

<b>TABLE 58.A</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Pct. Responses
Latino/Chicano	157	15
Native Americans	159	15
Asian Americans	140	13
African Americans	190	18
International Faculty	131	12
Caucasian/other	67	6
No additional efforts	145	13
Don't know	81	8
Total	1070	100

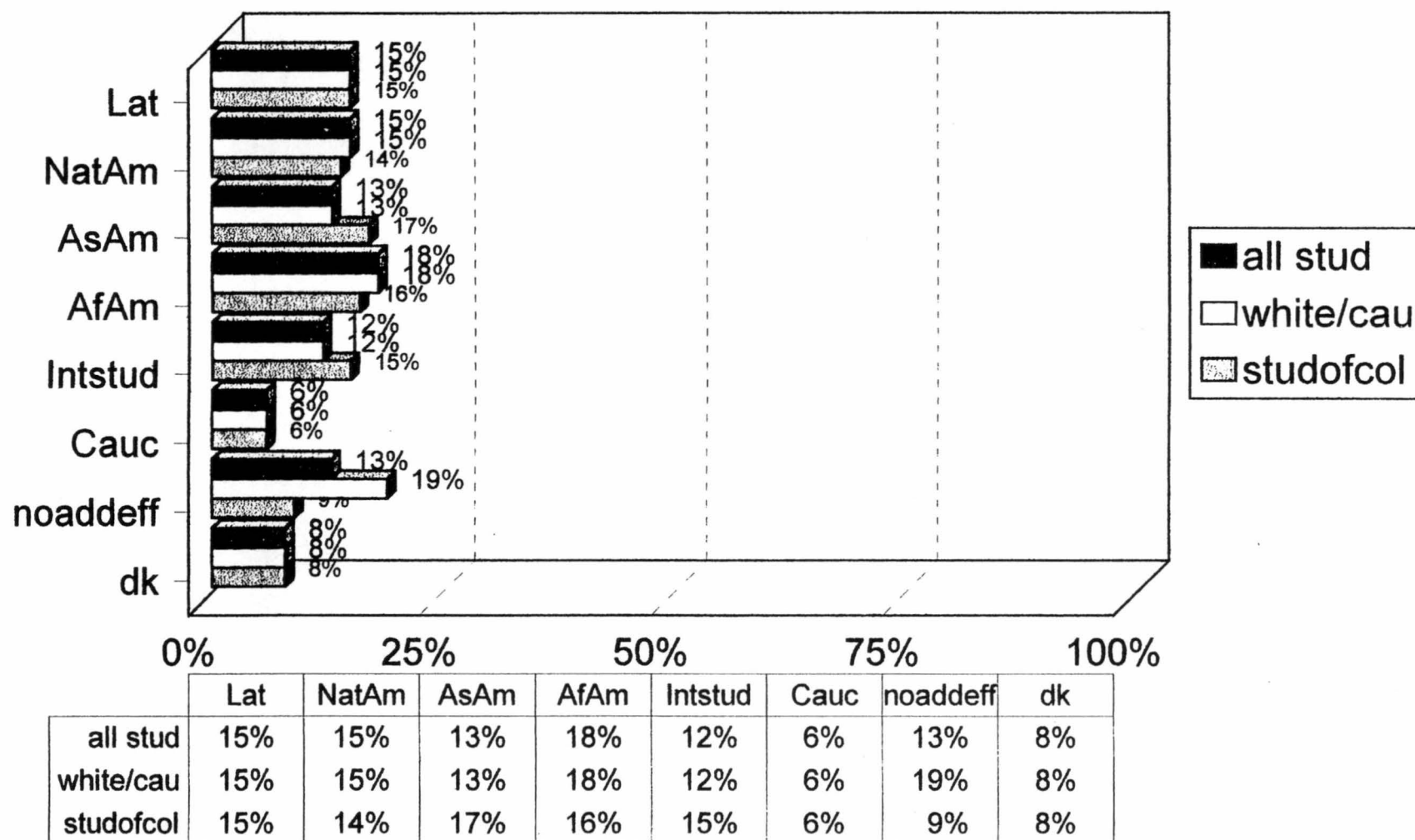
<b>TABLE 58.B</b>				
<b>UNWEIGHTED SAMPLE</b>				
	<b>STUDENTS</b>		<b>WHITE</b>	
	<b>OF COLOR</b>		<b>STUDENTS</b>	
	Freq.	Pct. Resp.	Freq.	Pct. Resp.
Latino/Chicano	41	15	110	15
Native Americans	37	14	114	15
Asian Americans	47	17	97	17
African Americans	43	16	136	18
International Faculty	42	15	91	12
Caucasian/other	15	6	48	6
No additional efforts	24	9	102	13
Don't know	21	8	57	8
Total	270	100	755	100

## DEMOGRAPHICS

The final portion of this section of report contains background indicators of the respondents. Two questions were asked of the respondents: place of residence and race. The remainder of the demographic indicators, age, gender,

Table58c--Ques. 98- SCSU Students-What racial groups, if any, should SCSU make additional efforts to recruit as **faculty** (multiple responses accepted)

% based on % of all responses



Source: SCSU Survey 4/98 overall weighted n=505 sample error approximately 4.5%

and class standing were provided by SCSU Administrative Computer Services as part of the sample. This information is collected from the student when applying for admission to the university. The data is provided to enable the reader to examine how representative the sample is of the student population.

**Question#58:**

***Do you live in a residence hall, fraternity/sorority, with your parents, a rented apartment or house, or do you own your own home/apartment?***

<b>TABLE 59</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Residence Hall	68	14
Fraternity/Sorority	5	1
Parents	40	8
Private Residence	280	56
Your own home or apartment	107	21
Total	501	100

**Question#60**

***Which of the following best represents your race?***

<b>TABLE 60</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Latino/Chicano	5	1
Asian or Pacific Islander	17	3
African	4	1
Native American	1	0
White (Caucasian)	463	93
Multiracial	3	1
Other	5	1
Total	498	100

Some respondents questioned why we asked "White" instead of "Caucasian". We intended to use the category "Caucasian", not "White" but the editorial change was not made.

**Age. Year of birth**

<b>TABLE 61</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
1938	1	0
1939	1	0
1941	1	0
1942	1	0
1945	1	0
1946	3	1
1948	2	0
1950	3	1
1951	6	1
1952	5	1
1953	6	1
1954	4	1
1955	2	0
1956	3	1
1957	4	1
1958	7	1
1959	5	1
1961	7	1
1962	3	1
1963	5	1
1964	4	1
1965	6	1
1966	8	2
1967	6	1
1968	6	1
1969	9	2
1970	15	3
1971	10	2
1972	21	4
1973	29	6
1974	40	8
1975	52	10
1976	63	12
1977	82	17
1978	62	12
1979	23	5
Total	505	100



**Gender**

<b>TABLE 62</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Male	213	42
Female	292	58
Total	505	100

**Class Standing**

<b>TABLE 63</b>		
<b>WEIGHTED SAMPLE</b>		
	Frequency	Percentage
Freshman	68	14
Sophomore	94	19
Junior	114	23
Senior	127	26
Undergrad. specialist	7	1
Post bachelor	17	3
Graduate specialist	13	3
Five year	10	2
Other graduate	46	9
Total	498	100

**CONCLUSIONS**

It is appropriate at this point to revisit some of the findings noted throughout this report. First, it is important to note that a survey is only on form of information gathering. Other methods exist and they are often better in some situations. The SCSU Survey decided to contribute to the examination of race relations on the SCSU campus by gathering student opinions on a wide range of topics. The students we interviewed were randomly selected. A scientific random sample closely matches the population. The sample we took indeed closely matches the SCSU student population. We executed the survey this past April.

The information we gathered is very much like a photograph. The opinions we gathered came from a sample of the total student community taken at a particular time. It is possible that those opinions have changed. If so, the photograph would also change. It is also important to note that some opinions are very fluid, some are stable and not subject to much, if any, change. The methods we used to generate our sample ensured that the picture we took of student opinion this past April is an accurate reflection of total SCSU student opinion.

We inquired about a wide range of issues. It had occurred to us that many of our students might not know how to behave in a diverse environment because they come to us from a homogenous environment. Indeed, we found that not only do our students come from a homogenous environment but they also have not had much training in diversity in their high schools. Nonetheless, we also found that over half of SCSU students included one to five individuals of a different racial background as close friends and almost all students interviewed do not feel pressured to not interact with persons of other races. Although the SCSU students might not come from a diverse environment, they don't seem to have particular difficulty making friends or interacting with diverse individuals.

We were also interested in how SCSU students evaluate race relations on the SCSU campus. The majority of respondents hold us that students of color are only sometimes accepted equally or rarely accepted equally on campus. An overwhelming majority of students told us that students of color have reason to be concerned about racially biased incidents that recently occurred on the SCSU campus. We also learned that, in general, SCSU students are not resentful of others who are of a different racial background and we found that a majority of SCSU students agree that it is easy to get to know persons of diverse backgrounds. When we asked how common interracial tensions were in classrooms and residence halls, we found that it is uncommon for students to find interracial tensions in the classroom but half of the respondents think there is tension in the residence halls. We interpret these findings to mean that race relations are not extremely hostile on the SCSU campus. Yes, a number of alarming incidents occurred last academic year but there doesn't seem to be evidence that those incidents are widespread nor acceptable to the SCSU student population.

We asked a series of questions designed to assess how fair students think they are treated both on and off campus. Overall, we found that the majority of all students think they are treated fair by residence hall personnel, UPS, faculty, and administrative staff. We also found that the majority of all students think they are treated fair by local law enforcement personnel, retail store merchants, financial institutions and property managers. It is important to note that when we controlled for race, we found that white students generally

report fairer treatment both on and off campus than do students of color. The difference is usually within 10 to 15 percentage points. When we asked the respondents, for example, how fair or unfair they are treated by local law enforcement 76% of the white students reported fair or very fair treatment but 66% of students of color reported similar treatment.

Throughout the past academic year, the entire university community sought to improve race relations on the SCSU campus by sponsoring a wide range of workshops, discussions and related events. With that in mind, we asked our respondents how they might have been changed by some of these events. We found that about two-thirds of the respondents are now more likely to recognize racist behaviors and refrain from using language that is offensive to others. Following up, we asked a series of questions designed to assess where SCSU students learn about diversity. We found that anywhere from half to about two-thirds of white student respondents learned about diversity in course readings and lectures, in residence hall activities, and in other university programs. Only about one-half or less of students of color, on the other hand, learned about diversity in courses, residence hall activities or in other university programs. Almost 70% of student of color respondents reported that they learn about diversity through informal interactions and conversations with friends. About one-half of the white student respondents noted that they learn about diversity in similar informal settings. It is noteworthy that about 85% of white student respondents indicated that they have learned "some" or "quite a bit or a great deal" about diversity in courses identified as MGM. Of the students of color, 73% indicated that they have learned "some" or "quite a bit or a great deal" about diversity in MGM courses.

Overall, we found that SCSU students are learning about diversity and generally are not resentful of others who are of a different racial background. Nonetheless, we found that about 20% of white students have experienced some form of discrimination on campus and almost 50% of students of color have personally experienced prejudice or discrimination on the SCSU campus. Of those that did experience some form of discrimination, less than half spoke up about it.

Finally, we asked if SCSU is doing enough to address hate crimes, eliminate racism and promote multicultural understanding. About 40% of white students think SCSU is doing too little to address hate crimes while 50% of students of color indicated that SCSU is doing too little to address hate crimes. In terms of eliminating racism on the SCSU campus, about 40% of the white students and 51% of students of color think SCSU is doing too little. When asked if SCSU is doing enough to promote multicultural understanding, 84% of white student respondents answered yes and 71% of the students of color respondents answered yes.

**APPENDIX 1: QUESTIONNAIRE**

Hello. This is \_\_\_\_\_ (YOUR NAME) calling from the St. Cloud State University Survey. May I speak with \_\_\_\_\_ (STUDENT NAME)?

(IF PERSON CAN'T COME TO PHONE)

When will he/she be in? \_\_\_\_\_ (DATE/TIME)

(IF STUDENT COMES TO PHONE, YOU MAY HAVE TO REINTRODUCE YOURSELF)

We are conducting a survey of SCSU students about student views concerning various issues such as semester conversion and campus race relations. Your name was randomly selected by a computer from a list of all students. The interview will take about five minutes. Also, this interview is confidential and completely voluntary. If we should come to any question which you don't want to answer, just let me know and we'll go on to the next question.

1.) We would like to begin by asking you about your overall views on semester conversion. Using a scale of 0 to 10 with 0 meaning you are not concerned at all and 10 being very concerned, how concerned are you personally about making the switch to the semester system?

1. 0-10 \_\_\_\_\_
11. Not returning to SCSU next Fall
12. Don't Know
13. Refused

2.) During the past month or two have you personally met with an advisor or gone to a meeting where conversion to the semester system was discussed?

1. Yes
2. No
3. Don't Know
4. Refused

60.) Before we move to questions dealing with diversity, which of the following best represents your race (READ LIST UNTIL STOPPED)?

1. Latino or Chicano
2. Asian or Pacific Islander
3. African
4. Native American
5. White
6. Multiracial
7. Other \_\_\_\_\_
8. Don't Know
9. Refused

3.) Thank you. Our next topic relates to issues dealing with racial minorities. What percent of students at your high school were persons of color?

1. 0-100% \_\_\_\_\_
101. Don't Know
102. Refused

4.) How many of your close friends are of a different racial background than yours?

1. 0-100 \_\_\_\_\_
101. Don't Know
102. Refused

4A.) How many of your close friends are of a different racial background than yours?

1. 0-100 \_\_\_\_\_
101. Don't Know
102. Refused

5.) Now we would like to ask you about the racial composition of the total student population at SCSU. What percent of students at SCSU are persons of color?

1. 0-100 \_\_\_\_\_
101. Don't Know
102. Refused

6.) When comparing the experiences of white students and students of color on the SCSU campus, would you say that students of color are ALWAYS ACCEPTED EQUALLY to white students, SOMETIMES ACCEPTED EQUALLY, or RARELY ACCEPTED EQUALLY?

1. Always equal
2. Sometimes accepted equally
3. Rarely accepted equally
4. Don't Know
5. Refused

7.) Thinking about incidents at SCSU involving verbal or written comments that are offensive to racial minorities, do you think minority students have reason to be GREATLY CONCERNED, SOMEWHAT CONCERNED, or they have NO REASON FOR CONCERN?

1. Greatly concerned
2. Somewhat concerned
3. No reason for concern
4. Don't Know
5. Refused

8.) Would you say that SCSU students are resentful of others whose race is different from their own?

1. Yes
2. No
3. Don't Know
4. Refused

Thank you. Now we would like to ask you about some of your personal experiences at SCSU. I'm going to list several experiences and ask you to please tell me if you STRONGLY DISAGREE, DISAGREE, are NEUTRAL, AGREE, or STRONGLY AGREE. Let's start with

SD    D    N    A    SD    DN    REF

9.) At SCSU getting to know  
people with different  
racial backgrounds  
different from my own  
has been easy?



- 10.) My social interactions on this campus are largely confined to students of my race?
- 11.) I feel pressured to participate in activities at SCSU that are sponsored by racial groups other than my own?
- 12.) At SCSU I feel I need to minimize various, unique characteristics of my racial culture to be able to fit in?
- 13.) My experiences since coming to SCSU have strengthened my own sense of racial identity.
- 14.) Students of different racial backgrounds participate equally in classroom discussion?
- 15.) I feel I am expected to represent my race in class discussion?
- 16.) Faculty use examples relevant to people of my racial group in their lectures?

Thank you. Now I have three questions about your comfort level at SCSU, as it relates to racial issues. I'm going to read you several statements and ask you to please tell me if you are VERY UNCOMFORTABLE, UNCOMFORTABLE, NEUTRAL, COMFORTABLE, or VERY COMFORTABLE. Let's start with

VUC UC N C VC DN REF

- 17.) Going to see a faculty  
member of a different  
racial background  
from mine?
- 18.) Being in situations where  
I am the only person  
of my racial group?
- 19.) Being with people whose  
racial backgrounds  
are different from my own?

Thank you. Now I have a few questions about your perceptions of race relations on campus. I'm going to read you several statements and ask you to please tell me if you believe each of the following is VERY UNCOMMON, UNCOMMON, COMMON, OR VERY COMMON at SCSU. Let's start with.

LN S QB GD DN REF

- 20.) Racial conflict on campus?
- 21.) Respect by faculty for  
students who are of a  
different racial background  
than their own?
- 22.) Respect by students for other  
students who are of a  
different racial background  
than their own?
- 23.) Racial separation  
on campus?

24.) University commitment to the  
success of students who are  
from minority racial groups?

25.) Friendships between students  
of different racial groups?

26.) Interracial tensions in the  
residence halls?

27.) Interracial tensions in the  
classroom?

Thank you. Now I have few questions about how you have been treated on campus. I'm going to read you several statements and ask you to please tell me if you believe you have been treated – VERY UNFAIR, UNFAIR, NEUTRAL, FAIR, VERY FAIR – by the following:

VUF UF N F VF DN REF

28.) University Public Safety?

29.) Residence Hall personnel?

30.) Faculty?

31.) Administrative Personnel?

32.) Office staff

Now I have a few questions about how you have been treated OFF CAMPUS. I'm going to read you several statements and ask you to please tell me if you believe you have been treated – VERY UNFAIR, UNFAIR, NEUTRAL, FAIR, VERY FAIR – by the following:

VUF UF N F VF DN REF

33.) Law Enforcement?

34.) Judicial System?

35.) Retail Stores?

36.) Financial Institutions?

37.) Property Managers?

38.) Restaurants and Bars?

Thank you. Now I have few questions about your exposure to information about the history and culture of various racial groups other than whites. I'm going to read you several statements and ask you to please tell me the extent to which you believe each setting on campus exposed you to information about racial groups. Please tell me if it is – NOT AT ALL, A LITTLE, SOME, QUITE A BIT, or A GREAT DEAL

NAA AL S QAB AGD DN REF

39.) In course readings, lectures  
and discussions?

40.) In activities and programs  
in the residence halls?

41.) In other university programs  
and activities?

42.) In informal interactions and  
conversations with friends?

43.) In those courses identified  
as MGM?

Thank You.

44.) How many for credit courses have you taken at SCSU that were designated as MGM courses?

1. 0-10 \_\_\_\_\_
11. 11 or above
12. Don't Know
13. Refused

45.) Would you say that efforts at SCSU to address hate crimes are TOO LITTLE, ABOUT RIGHT, or TOO MUCH

1. Too little
2. About right
3. Too much
4. Don't Know
5. Refused

46.) Would you say that efforts at SCSU to eliminate racism (on campus) are TOO LITTLE, ABOUT RIGHT, or TOO MUCH

1. Too little
2. About right
3. Too much
4. Don't Know
5. Refused

47.) Would you say that SCSU has done a good job of providing programs and activities that promote multicultural understanding?

1. Yes
2. No
3. Don't Know
4. Refused

48.) Which racial groups, if any, should SCSU make additional efforts to recruit as students? (ACCEPT MULTIPLE RESPONSES)

1. Latino or Chicano Americans
2. Native Americans
3. Asian Americans
4. African Americans
5. International Students
6. Caucasian/Other \_\_\_\_\_
7. None—no additional efforts should be made to recruit any particular group members.
8. Don't Know
9. Refused

49.) Which racial/ethnic groups, if any, should SCSU make additional efforts to recruit as faculty? (ACCEPT MULTIPLE RESPONSES)

1. Latino or Chicano Americans
2. Native Americans
3. Asian Americans
4. African Americans
5. International Faculty
6. Caucasian/Other \_\_\_\_\_
7. None—no additional efforts should be made to recruit any particular group members.
8. Don't Know
9. Refused

Thank you. Now I have few questions about your experiences at SCSU that may have changed your behaviors and attitudes toward individuals and groups that are different from your own. I'm going to read you several statements and ask you to please tell me if you believe your experiences at SCSU have made you LESS LIKELY, NEITHER LESS OR MORE LIKELY, MORE LIKELY to do the following:

LL      NLML      ML      DN      REF

50.) Recognize racist behavior?

51.) Discuss topics related to cultural awareness with friends?

52.) Stop from using language that may be offensive to others?

53.) Do you think MOST people your age carry some form of racial prejudice even if they won't admit it?

1. Yes
2. No
3. Don't Know
4. Refused



54.) Have you personally experienced racial prejudice or discrimination on campus?

- |               |                     |
|---------------|---------------------|
| 1. Yes        | ASK QUESTION 55     |
| 2. No         |                     |
| 3. Don't Know | SKIP TO QUESTION 55 |
| 4. Refused    |                     |

55.) Did you speak up about it or keep it to yourself?

1. Speak up about it
2. Keep it to yourself
3. Don't Know
4. Refused

56.) How would you compare the racial attitudes of your parents to your beliefs?

1. They have more prejudice than I do
2. They have less prejudice than I do
3. We have about the same set of beliefs
4. Don't Know
5. Refused

57.) Do you feel pressured from friends or relatives NOT to interact with persons from other races?

1. Yes
2. No
3. Don't Know
4. Refused

Thank you.

The following questions are primarily for statistical analysis and to help us determine if we are getting a random sample.

58.) Do you live in a residence hall, fraternity/sorority, with your parents, a rented apartment or house, or do you own your own home/apartment?

1. Residence Hall
2. Fraternity/Sorority
3. Parents
4. Private Residence
5. Your own home or apartment
8. Don't Know
9. Refused

Note: There isn't a question number 59 and question number 60 was moved near the beginning of the questionnaire to facilitate oversampling of students of color.

I would like to thank you very much for your time and cooperation. You have been very helpful. If you would like to see the results of this survey you may contact the SCSU Survey in about two months. Good-bye!

**APPENDIX 2: QUESTIONNAIRE WITH DON'T KNOW, REFUSED OR  
DOESN'T APPLY RESPONSE DATA**

- 1.) We would like to begin by asking you about your overall views on semester conversion. Using a scale of 0 to 10 with 0 meaning you are not concerned at all and 10 being very concerned, how concerned are you personally about making the switch to the semester system?

Don't know and Refused Responses are 56

- 2.) During the past month or two have you personally met with an advisor or gone to a meeting where conversion to the semester system was discussed?

Don't know and Refused Responses are 3

- 60.) Before we move to questions dealing with diversity, which of the following best represents your race (READ LIST UNTIL STOPPED)?

Don't know and Refused Responses are 7

- 3.) Thank you. Our next topic relates to issues dealing with racial minorities. What percent of students at your high school were persons of color?

Don't know and Refused Responses are 13

- 4.) How many of your close friends are of a different racial background than yours?

Don't know and Refused Responses are 4

- 4A.) How many of your close friends are of a different racial background than yours?

Don't know and Refused Responses are 5

- 5.) Now we would like to ask you about the racial composition of the total student population at SCSU. What percent of students at SCSU are persons of color?

Don't know and Refused Responses are 80

6.) When comparing the experiences of white students and students of color on the SCSU campus, would you say that students of color are ALWAYS ACCEPTED EQUALLY to white students, SOMETIMES ACCEPTED EQUALLY, or RARELY ACCEPTED EQUALLY?

Don't know and Refused Responses are 30

7.) Thinking about incidents at SCSU involving verbal or written comments that are offensive to racial minorities, do you think minority students have reason to be GREATLY CONCERNED, SOMEWHAT CONCERNED, or they have NO REASON FOR CONCERN?

Don't know and Refused Responses are 28

8.) Would you say that SCSU students are resentful of others whose race is different from their own?

Don't know and Refused Responses are 38

Thank you. Now we would like to ask you about some of your personal experiences at SCSU. I'm going to list several experiences and ask you to please tell me if you STRONGLY DISAGREE, DISAGREE, are NEUTRAL, AGREE, or STRONGLY AGREE. Let's start with

9.) At SCSU getting to know people with different racial backgrounds different from my own has been easy?

Don't know and Refused Responses are 15

10.) My social interactions on this campus are largely confined to students of my race?

Don't know and Refused Responses are 14

11.) I feel pressured to participate in activities at SCSU that are sponsored by racial groups other than my own?

Don't know and Refused Responses are 12

- 12.) At SCSU I feel I need to minimize various, unique characteristics of my racial culture to be able to fit in?

Don't know and Refused Responses are 6

- 13.) My experiences since coming to SCSU have strengthened my own sense of racial identity.

Don't know and Refused Responses are 12

- 14.) Students of different racial backgrounds participate equally in classroom discussion?

Don't know and Refused Responses are 20

- 15.) I feel I am expected to represent my race in class discussion?

Don't know and Refused Responses are 8

- 16.) Faculty use examples relevant to people of my racial group in their lectures?

Don't know and Refused Responses are 16

Thank you. Now I have three questions about your comfort level at SCSU, as it relates to racial issues. I'm going to read you several statements and ask you to please tell me if you are VERY UNCOMFORTABLE, UNCOMFORTABLE, NEUTRAL, COMFORTABLE, or VERY COMFORTABLE. Let's start with

- 17.) Going to see a faculty member of a different racial background from mine?

Don't know and Refused Responses are 6

- 18.) Being in situations where I am the only person of my racial group?

Don't know and Refused Responses are 20

- 19.) Being with people whose racial backgrounds are different from my own?

Don't know and Refused Responses are 4

Thank you. Now I have a few questions about your perceptions of race relations on campus. I'm going to read you several statements and ask you to please tell me if you believe each of the following is VERY UNCOMMON, UNCOMMON, COMMON, OR VERY COMMON at SCSU. Let's start with.

20.) Racial conflict on campus?

Don't know and Refused Responses are 42

21.) Respect by faculty for students who are of a different racial background than their own?

Don't know and Refused Responses are 26

22.) Respect by students for other students who are of a different racial background than their own?

Don't know and Refused Responses are 22

23.) Racial separation on campus?

Don't know and Refused Responses are 43

24.) University commitment to the success of students who are from minority racial groups?

Don't know and Refused Responses are 70

25.) Friendships between students of different racial groups?

Don't know and Refused Responses are 36

26.) Interracial tensions in the residence halls?

Don't know, Refused and Not Dorm Resident Responses are 262



27.) Interracial tensions in the classroom?

Don't know and Refused Responses are 39

Thank you. Now I have few questions about how you have been treated on campus. I'm going to read you several statements and ask you to please tell me if you believe you have been treated – VERY UNFAIR, UNFAIR, NEUTRAL, FAIR, VERY FAIR – by the following:

28.) University Public Safety?

Don't know and Refused Responses are 18

29.) Residence Hall personnel?

Don't know and Refused Responses are 85. The question "didn't apply" to 141 respondents. A "didn't apply" category is included in the table that corresponds to this question. See the text for the table and accompanying discussion.

30.) Faculty?

Don't know and Refused Responses are 5

31.) Administrative Personnel?

Don't know and Refused Responses are 16

32.) Office staff?

Don't know and Refused Responses are 7

Now I have a few questions about how you have been treated OFF CAMPUS. I'm going to read you several statements and ask you to please tell me if you believe you have been treated – VERY UNFAIR, UNFAIR, NEUTRAL, FAIR, VERY FAIR – by the following:

33.) Law Enforcement?

Don't know and Refused Responses are 35

34.) Judicial System?

Don't know and Refused Responses are 82

35.) Retail Stores?

Don't know and Refused Responses are 6

36.) Financial Institutions?

Don't know and Refused Responses are 21

37.) Property Managers?

Don't know and Refused Responses are 51

38.) Restaurants and Bars?

Don't know and Refused Responses are 10

Thank you. Now I have few questions about your exposure to information about the history and culture of various racial groups other than whites. I'm going to read you several statements and ask you to please tell me the extent to which you believe each setting on campus exposed you to information about racial groups. Please tell me if it is – NOT AT ALL, A LITTLE, SOME, QUITE A BIT, or A GREAT DEAL

39.) In course readings, lectures and discussions?

Don't know and Refused Responses are 14

40.) In activities and programs in the residence halls?

Don't know, Refused and Doesn't apply responses are 239

41.) In other university programs and activities?

Don't know and Refused Responses are 62

42.) In informal interactions and conversations with friends?

Don't know and Refused Responses are 14

43.) In those courses identified as MGM?

Don't know and Refused Responses are 103

44.) How many for credit courses have you taken at SCSU that were designated as MGM courses?

Don't know and Refused Responses are 32

45.) Would you say that efforts at SCSU to address hate crimes are TOO LITTLE, ABOUT RIGHT, or TOO MUCH

Don't know and Refused Responses are 39

46.) Would you say that efforts at SCSU to eliminate racism (on campus) are TOO LITTLE, ABOUT RIGHT, or TOO MUCH

Don't know and Refused Responses are 27

47.) Would you say that SCSU has done a good job of providing programs and activities that promote multicultural understanding?

Don't know and Refused Responses are 31

- 48.) Which racial groups, if any, should SCSU make additional efforts to recruit as students? (ACCEPT MULTIPLE RESPONSES)

Don't know and Refused Responses are included in the tables that accompany the text.

- 49.) Which racial/ethnic groups, if any, should SCSU make additional efforts to recruit as faculty? (ACCEPT MULTIPLE RESPONSES)

Don't know and Refused Responses are included in the tables that accompany the text.

Thank you. Now I have few questions about your experiences at SCSU that may have changed your behaviors and attitudes toward individuals and groups that are different from your own. I'm going to read you several statements and ask you to please tell me if you believe your experiences at SCSU have made you LESS LIKELY, NEITHER LESS OR MORE LIKELY, MORE LIKELY to do the following:

- 50.) Recognize racist behavior?

Don't know and Refused Responses are 10

- 51.) Discuss topics related to cultural awareness with friends?

Don't know and Refused Responses are 11

- 52.) Stop from using language that may be offensive to others?

Don't know and Refused Responses are 15

- 53.) Do you think MOST people your age carry some form of racial prejudice even if they won't admit it?

Don't know and Refused Responses are 13

- 54.) Have you personally experienced racial prejudice or discrimination on campus?

Don't know and Refused Responses are 12

55.) Did you speak up about it or keep it to yourself?

Don't know and Refused Responses are 1

56.) How would you compare the racial attitudes of your parents to your beliefs?

Don't know and Refused Responses are 8

57.) Do you feel pressured from friends or relatives NOT to interact with persons from other races?

Don't know and Refused Responses are 8

58.) Do you live in a residence hall, fraternity/sorority, with your parents, a rented apartment or house, or do you own your own home/apartment?

Don't know and Refused Responses are 4

Note: There isn't a question number 59 and question number 60 was moved near the beginning of the questionnaire to facilitate oversampling of students of color.