

Diversity Climate Survey
Second-order Factor analysis

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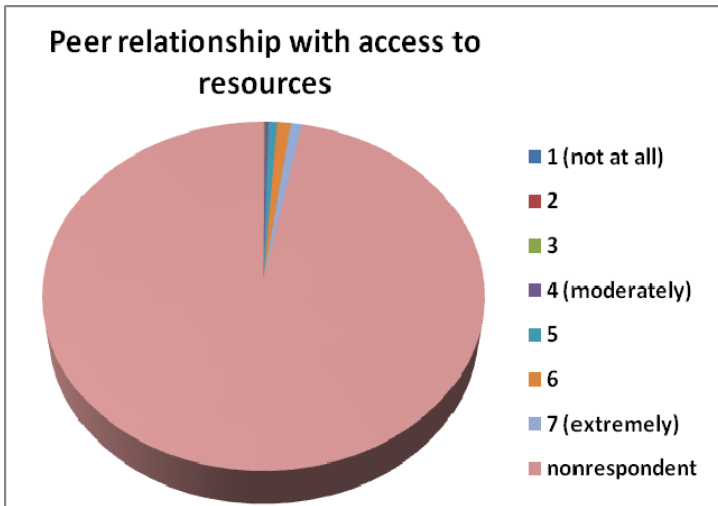
		# of subjects	Range	Mean	Std. Deviation	Reliability (Cronbach's Alpha)
Factor 1	Experience with Diversity Prior to FSU: Race/Ethnicity	3073	1-7	5.306	1.344	.845
Factor 2	Experience with Diversity Prior to FSU: Gender	3062	1-7	4.204	.645	.499
Factor 3	Experience with Diversity Prior to FSU: Religious Identification	3045	1-7	3.893	1.224	.798
Factor 4	Experience with Diversity Prior to FSU: Political/Social Ideology	3047	1-7	3.968	1.010	.745
Factor 5	Experience with Diversity Prior to FSU: Financial Standing	3055	1-7	4.151	1.045	.715
Factor 6	Academic Achievement and Personal Development	2846	1-7	5.414	1.014	.835
Factor 7	Peer Relationships	2857	1-7	5.413	1.314	.910
Factor 8	Diversity Programs & Policies: Special Consideration for Minorities	2980	1-7	3.875	1.604	.926
Factor 9	Diversity Programs & Policies: Student Received Special Consideration	2727	1-7	2.219	1.556	.910
Factor 10	Camaraderie Among Racial/Ethnic Groups	2654	1-7	5.069	1.095	.739
Factor 11	Classroom Environment: Inclusive Environment	2740	1-7	5.641	.934	.796
Factor 12	Classroom Environment: Value of Contributions	2653	1-7	6.315	1.170	.944
Factor 13	Classroom Environment: Represent Others	2532	1-7	1.847	1.209	.939
Factor 14	Equal Treatment	2554	1-7	5.283	1.386	.963
Factor 15	Ease of Inter-group Relations	2463	1-7	5.050	1.361	.938
Factor 16	Expressions of Insensitivity and Prejudice Made by Faculty and Staff	2774	1-7	5.322	2.169	.987
Factor 17	Expressions of Insensitivity and Prejudice Made by Students	2786	1-7	4.615	1.759	.957
Factor 18	Diversity Experiences Impacted: Learning and Development	2488	1-7	4.796	1.485	.957
Factor 19	Diversity Experiences Impacted: Ability to Work Effectively with Others	2387	1-7	4.444	1.646	.971
Factor 20	Diversity Experiences Impacted: Attitudes of Differing Populations	2771	1-7	4.442	1.209	.964
Factor 21	Disabled Students: Accessibility of Campus Resources	115	1-7	4.940	1.406	.956
Factor 22	Disabled Students: Physical Accessibility to Campus Facilities	8	1-6	4.854	1.136	.949
Factor 23	Overall Evaluation of Institution	2718	1-7	5.535	1.122	.886

Table 1: Descriptions and frequency distribution of 1st order factors

Second-order factor analyses were conducted to further combine liked concepts and measures. In the second-order factor analysis, the first set of 23 factors was treated as individual items (questions) to create the second-order factors. Nine second-order factors were produced.

	2nd order factors	# of subjects	Range	Mean	Std. Deviation	Reliability (Cronbach's Alpha)
Factor 1	Prior experience ethnicity gender -- Experience with Diversity Prior to FSU: Race/Ethnicity -- Experience with Diversity Prior to FSU: Gender	3056	1-7	5.157	.853	.690
Factor 2	Prior experience religion political money -- Experience with Diversity Prior to FSU: Religious Identification -- Experience with Diversity Prior to FSU: Political/Social Ideology -- Experience with Diversity Prior to FSU: Financial Standing	3007	1-7	4.431	.926	.841
Factor 3	Peer relation recoded with access -- Peer Relationships -- Classroom Environment: Inclusive Environment -- Ease of Inter-group Relations -- Disabled Students: Accessibility of Campus Resources	97	3-7	5.762	1.048	.949
Factor 4	Peer relation with no access -- Peer Relationships -- Classroom Environment: Inclusive Environment -- Ease of Inter-group Relations	2299	2-7	5.845	.953	.907
Factor 5	Camaraderie & equality -- Camaraderie Among Racial/Ethnic Groups -- Equal Treatment -- Expressions of Insensitivity and Prejudice Made by Faculty & Staff -- Expressions of Insensitivity and Prejudice Made by Students	2344	2-7	5.520	1.165	.950
Factor 6	Classroom relationships -- Classroom Environment: Value of Contributions -- Classroom Environment: Represent Others	2446	1-7	4.378	.649	.948
Factor 7	Diversity impact student -- Academic Achievement and Personal Development -- Diversity Experiences Impacted: Learning and Development -- Diversity Experiences Impacted: Ability to Work Effectively w/ Others -- Diversity Experiences Impacted: Attitudes of Differing Populations	2121	1-7	5.273	1.066	.960
Factor 8	Special consideration all students -- Disabled Students: Accessibility of Campus Resources -- Disabled Students: Physical Accessibility to Campus Facilities	2711	1-7	3.404	1.366	.888
Factor 9	Overall evaluation	2718	1-7	5.869	1.110	.886

Table 2: Descriptions of 2nd order factors



2nd order peer relation w/ access to resources	# of subjects	%
1.00	0	0
2.00	0	0
3.00	2	.1
4.00	11	.3
5.00	22	.7
6.00	35	1.1
7.00	27	.9
Total	97	3.1
Nonrespondent	3057	96.9
Total	3154	100.0

Figure 1: Peer relationship with access to resources for students with disabilities shows that of the 3.1% of students who completed this portion of the survey, 3% indicated they felt they had at least moderately positive peer relationships and were typically able to access campus resources. The results for this second-order factor are misleading due to the influence of the factor 'accessibility of campus resources for students with disabilities' in which only 3.6% of students completed the set of questions that make up this factor. SPSS automatically deleted subjects that do not complete all questions that are pertinent to the factor. Once this factor was removed, the interpretability of the second-order factor of peer relationship increased.

2nd order Frequency Distribution

	Overall evaluation		Prior experience ethnicity gender		Prior experience in religion, political ideology, & financial standing		Peer relation (no accessibility factor)		Camaraderie & equality		Classroom relationships		Diversity impacted academic achievement & personal development		Special consideration to students	
	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%
	1 (Strongly disagree) --4 (neutral) --7 (Strongly agree)		1 (none) --4 (about half) --7 (all)		1 (none) --4 (about half) --7 (all)		1 (not at all) --4 (moderately) --7 (extremely)		1 (not at all) --4 (moderately) --7 (extremely)		1 (extremely) --4 (moderately) --7 (not at all)		1 (not at all) --4 (moderately) --7 (extremely)		1 (highly resentful/did not receive) --4 (neutral/moderately) --7 (highly support/did receive)	
1.00	8	.3	3	.1	3	.1	0	0	0	0	15	.5	1	0	202	6.4
2.00	20	.6	8	.3	33	1	2	.1	6	.2	31	1.0	10	.3	475	15.1
3.00	76	2.4	134	4.2	382	12.1	36	1.1	64	2	79	2.5	114	3.6	876	27.8
4.00	229	7.3	384	12.2	1218	38.6	160	5.1	484	15.3	150	4.8	326	10.3	598	19
5.00	412	13.1	1405	44.5	1030	32.7	534	16.9	526	16.7	347	11.0	758	24	353	11.2
6.00	1110	35.2	1076	34.1	300	9.5	952	30.2	678	21.5	1060	33.6	656	20.8	157	5
7.00	863	27.4	46	1.5	41	1.3	615	19.5	586	18.6	764	24.2	256	8.1	50	1.6
Non-respondent	436	13.8	98	3.1	147	4.7	855	27.1	810	25.7	708	22.4	1033	32.8	443	14
Total	3154		3154		3154		3154		3154		3154		3154		3154	

Table 3: Frequency distribution of 2nd order factors

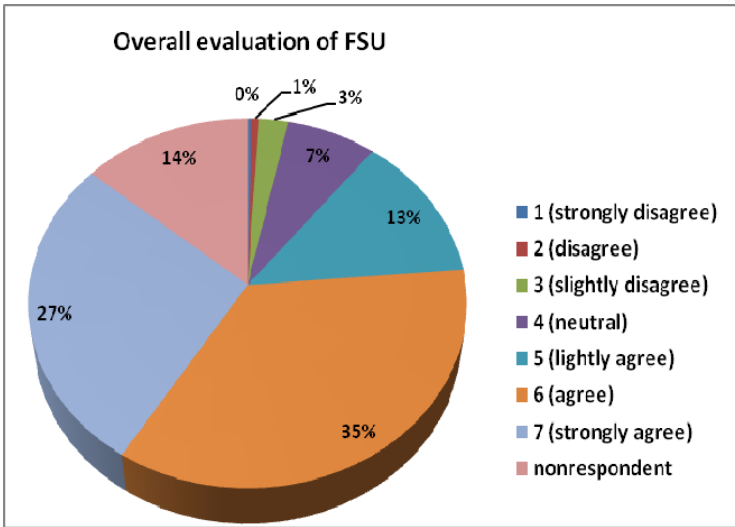


Figure 2: Overall evaluation of FSU shows that approximately 63% of students agree that their experiences at FSU have been positive.

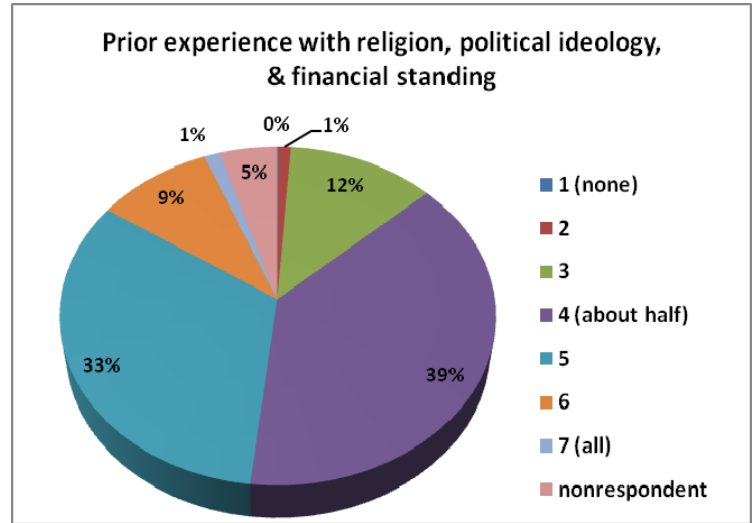


Figure 4: Prior experiences with religion, political ideology, & financial standing shows that approximately 12% of students indicated that prior to attending FSU, a little under half of those making up their social environment were similar to them in religion, political ideology, and/or finances. Approximately 72% of students indicated half to a little above half of those around them were similar to them. Approximately 10% of students indicated that 86%-100% of those around them were similar to them.

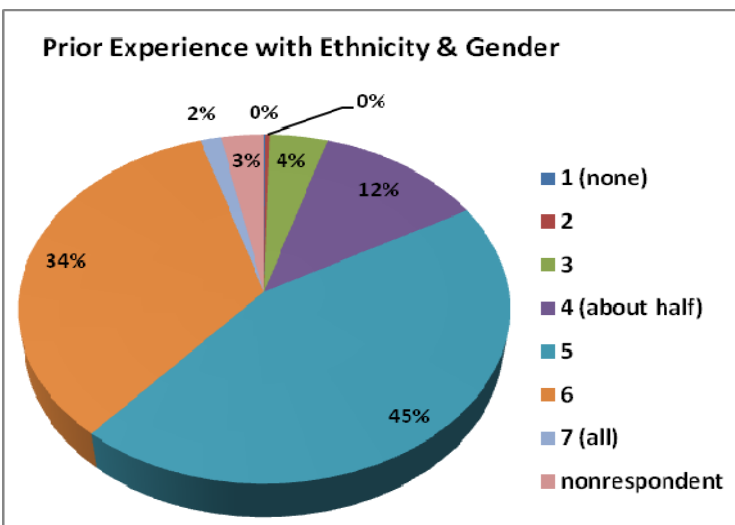


Figure 3: Prior experiences with race, ethnicity, and gender shows that approximately 12% of students indicated that prior to attending FSU about half of those making up their social environment were similar to them in race, ethnicity, and/or gender. Approximately 79% of students indicated about 57-71% of those around them were similar to them.

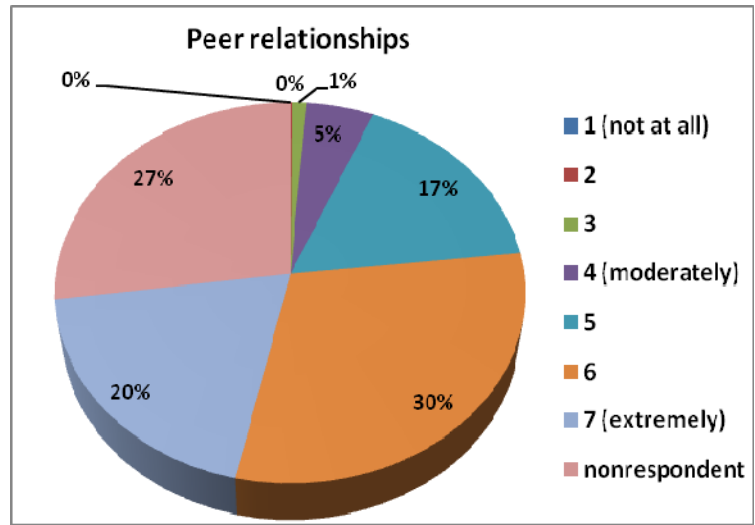


Figure 5: Peer relations shows 22% of students indicated they felt they had at least moderately (4 & 5) positive peer relations. Fifty percent of the respondents indicated that they had very positive (6 & 7) peer relations. It must be noted that 27% of students did not provide a response to this item, possibly suggesting that they might not have interacted much with people that are different from them in order to arrive at such a judgment.

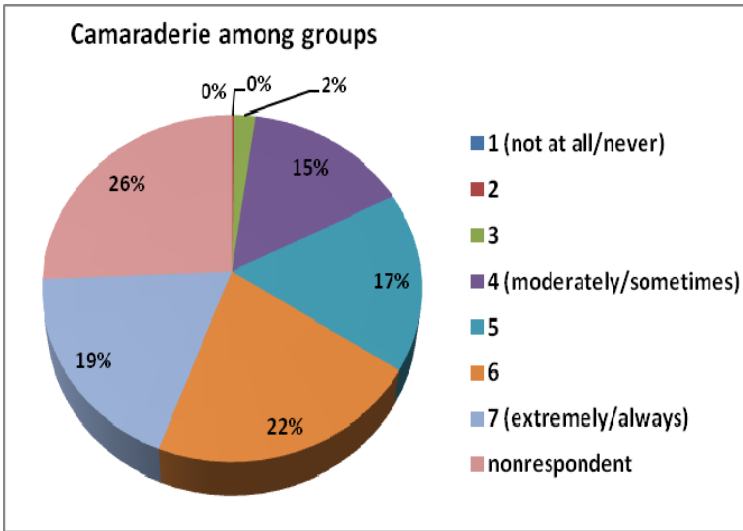


Figure 6: Camaraderie among groups shows that 32% of students indicated they perceived a moderate degree of camaraderie among different groups at Ferris. Forty-one percent perceived a good deal of camaraderie among different groups at Ferris. As indicated for the peer relationship factor, 26% did not respond to this question which could suggest that they may not have interacted much with people that are different from them in order to make such judgment.

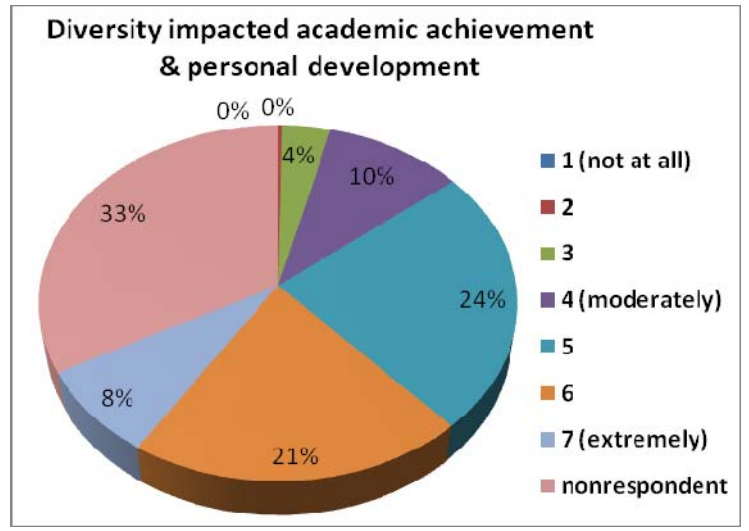


Figure 8: Diversity impacted academic achievement and personal development shows that 34% of students indicated they felt diversity had a moderate impact on them. Twenty-nine percent indicated that diversity had a strong impact on them. Thirty-three percent of students did not provide a response to this question. This might be explained by the fact that approximately 50% of the respondents were freshmen and sophomores.

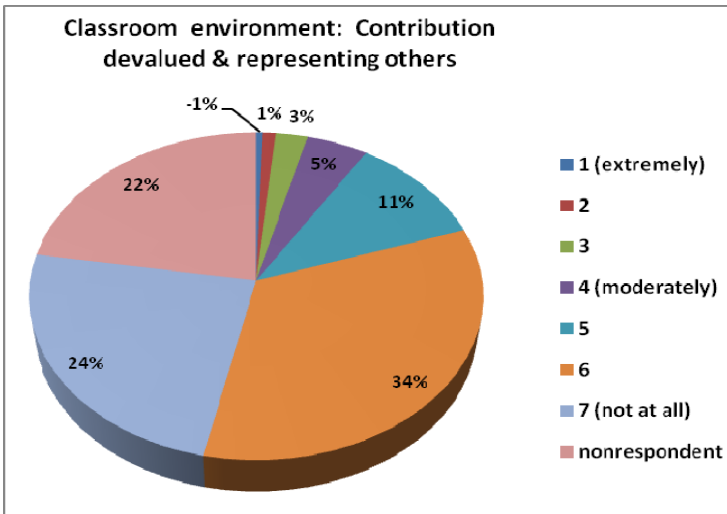


Figure 7: Classroom environment shows for the most part, respondents did not feel as though their classroom contribution were devalued or that they were expected to represent those similar to them. Specifically, only 11% provided responses that suggested they felt this way. Fifty-eight percent of the responses suggested little to no such experiences.

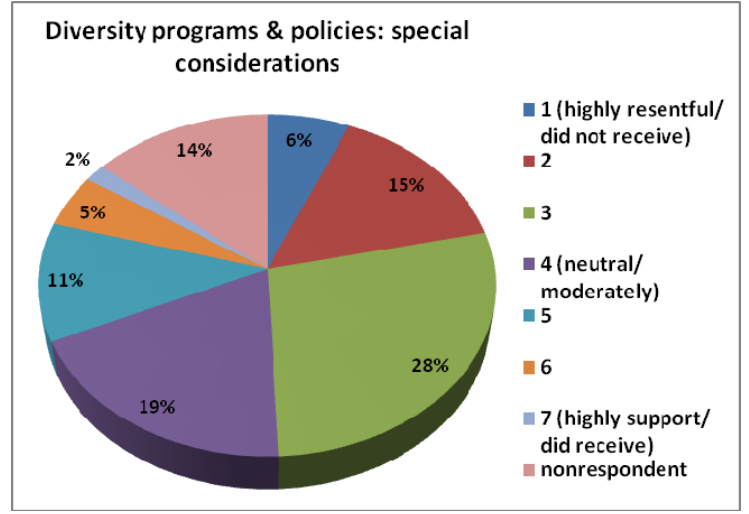


Figure 9: Diversity programs and policies shows sixty-eight percent of respondents provided responses suggesting at least a moderate degree of resentment regarding the perceived special consideration given to others and a lack of received special consideration. Only 17% provided responses suggesting a lack of resentment and the receipt of such attention.