Diversity Climate Survey
Factor analysis

The Survey contains 144 scaled questions. It is standard survey construction practice to measure the same thing with multiple items; hence, many of these items are designed to tap the same underlying construct. For both measurement purposes and parsimony, the 144 scales items are grouped into 23 factors by the survey.

A confirmatory factor analysis was conducted to verify the Survey's factor structure. Factor analysis examines the similarities of the items by examining how related each item is to every other item. For example, if three items are designed to measure one's prior experience with racial/ethnic diversity, a participant should respond consistently to all three items. Not surprisingly, our analysis confirmed the factor structure proposed by EBI. Table 1 lists the resulting 23 factors.

The internal reliability of each factor was also assessed. Internal reliability is an index of precision and provides an estimate of the degree to which a collection of items consistently taps a theoretical construct (e.g., experience with diversity). Ideally, the resulting coefficient (commonly Cronbach's alpha or α) provides a value of .70 or higher with the highest value being 1.0. All of the factors demonstrated good reliability except for factor 2: Experience with diversity prior to FSU regarding gender ($\alpha = .50$).

Frequency distributions and pie charts for each of the factors are given below. Factor 22: Physical accessibility to campus facilities for students with disabilities had a low response rate (total of 8 students) and cannot therefore provide reliable results. It was not further analyzed. Although factor 21 also has a low response rate, it met the minimum suggested number of participants per scaled question for the factor and was retained for additional analyses.

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

|	Overall Evaluation of Institution		Prior Experience with Diversity: Ethnicity		Prior Experience with Diversity: Gender		Prior Experience with Diversity: Religious Identification		Prior Experience with Diversity: Political Ideology		Prior Experience with Diversity: Financial Standing	
Scale	1 (Strongly disagree) --4 (neutral)--7 (Strongly agree)		1 (none)--4 (about half)--7(all)		1 (none)--4 (about half)--7 (all)		1 (none)--4 (about half)--7(all)		1 (none)--4 (about half)--7(all)		1 (none)--4 (about half)--7 (all)	
	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%
1.00	8	.3	37	1.2	3	.1	35	1.1	21	.7	8	.3
2.00	20	.6	108	3.4	8	.3	241	7.6	106	3.4	82	2.6
3.00	76	2.4	134	4.2	99	3.1	586	18.6	494	15.7	426	13.5
4.00	229	7.3	278	8.8	1615	51.2	1003	31.8	1277	40.5	1135	36.0
5.00	412	13.1	490	15.5	1131	35.9	682	21.6	803	25.5	907	28.8
6.00	1110	35.2	1264	40.1	170	5.4	422	13.4	305	9.7	425	13.5
7.00	863	27.4	762	24.2	36	1.1	76	2.4	41	1.3	72	2.3
Non-respondent	436	13.8	81	2.6	92	2.9	109	3.5	107	3.4	99	3.1
Total	3154		3154		3154		3154		3154		3154	

Table 2: Frequency distribution of 23 factors.
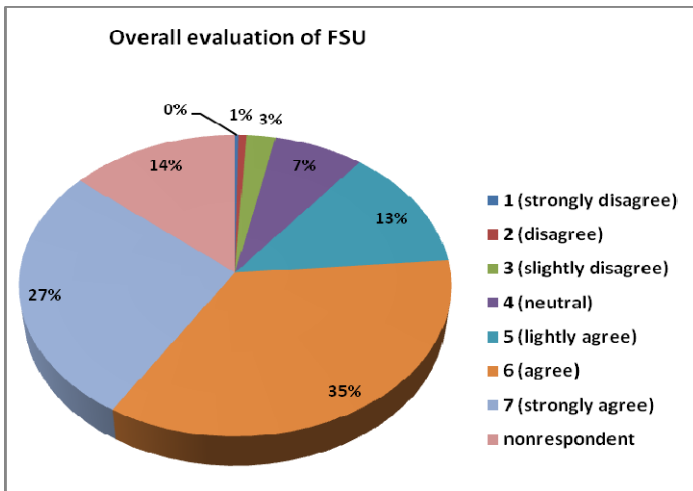
Figure 1: Overall evaluation of FSU shows approximately 63% of students agreed or strongly agreed that their experiences at FSU have been positive in the areas of: perceived belongingness to campus community, excellence of FSU academic programs, degree to which the FSU environment allows for expressing ideas, the degree to whicg diversity improved education, and their willingness to recommend FSU to others.
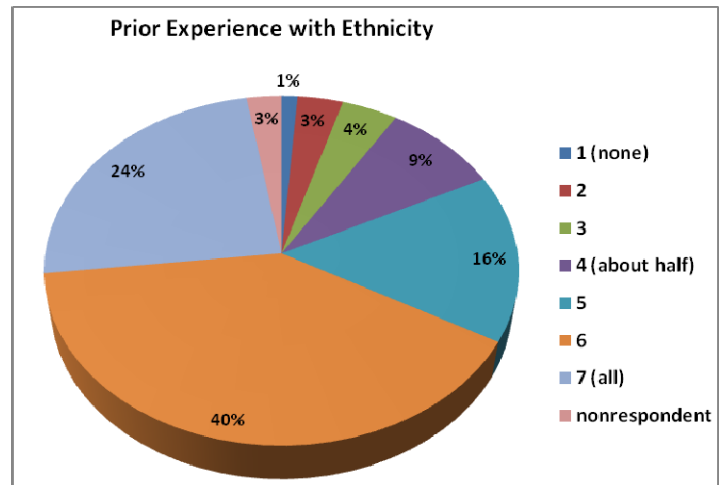

Figure 2: Prior experience with race/ethnicity shows that approximately 64% of students indicated that prior to attending FSU, 85-100% of their close friends and members of the community, school, or work environments were similar to them in race/ethnicity.
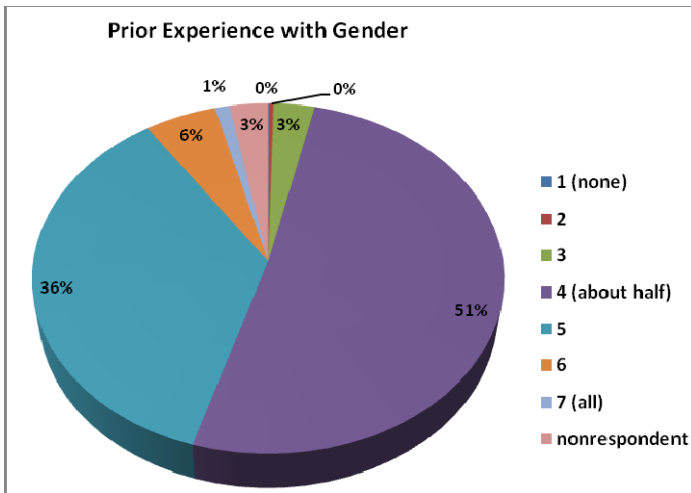
Prior Experience with Gender

Figure 3: Prior experience with gender shows approximately 87% of students indicated that prior to attending FSU, 57-71% of their close friends and members of the community, school, or work environments were similar to them in gender.
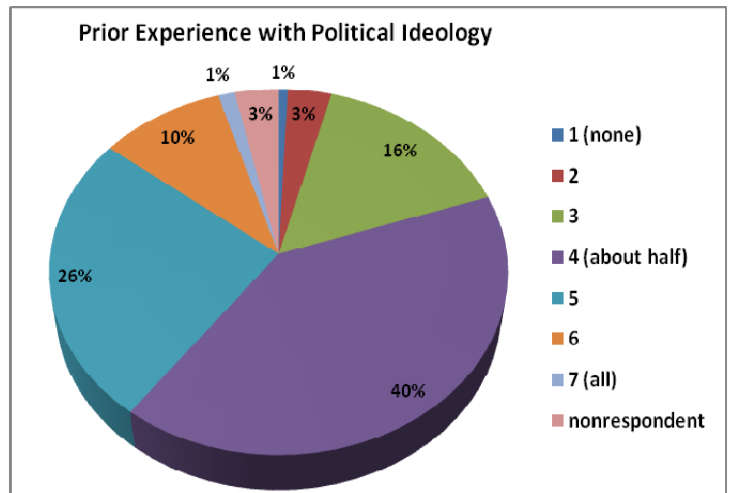

Prior Experience with Political Ideology

Figure 5: Prior experience with political/social ideology shows approximately 66% of students indicated that prior to attending FSU, 57-71% of their close friends and members of the community, school, or work environments were similar to them in political/social ideology.
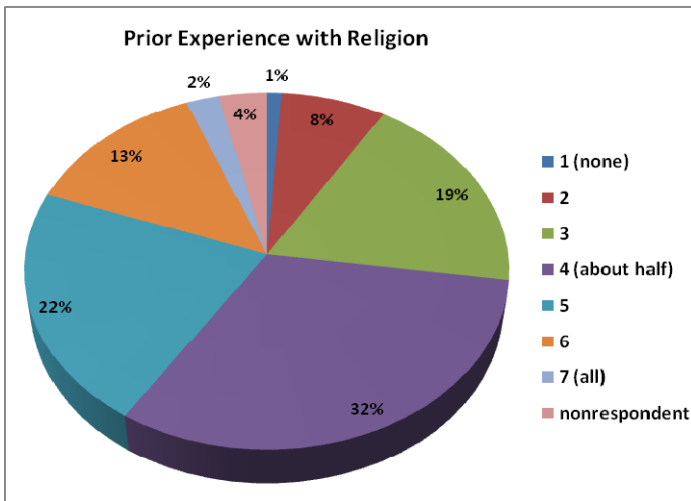

Prior Experience with Religion

Figure 4: Prior experience with religious identification shows approximately 53% of students indicated that prior to attending FSU, 57-71% of their close friends and members of the community, school, or work environments were similar to them in religious identification.
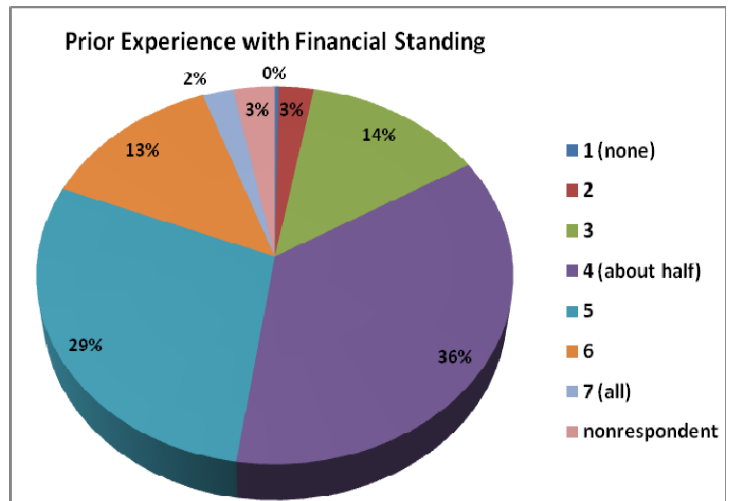

Prior Experience with Financial Standing

Figure 6: Prior experience with financial standing shows approximately 65% of students indicated that prior to attending FSU, 57-71% of their close friends and members of the community, school, or work environments were similar to them in financial standing.

Scale	Peer Relationships 1 (not at all)--4 (moderately)--7(extremely)		Classroom Environment: Inclusive 1 (not at all)--4 (moderately)--7(extremely)		Ease of Inter-group Relations 1 (not at all)--4 (moderately)--7(extremely)		Camaraderie Among Ethnic Groups 1 (not at all)--4 (moderately)--7(extremely)		Equal Treatment 1 (not at all)--4 (moderately)--7(extremely)		Expressions of Insensitivity & Prejudice from Faculty & Staff 1 (always)--4 (sometimes)--7(Never)		Expressions of Insensitivity & Prejudice from Students 1 (always)--4 (sometimes)--7(Never)	
	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%
1.00	9	.3	0	0	29	.9	1	.0	33	1.0	320	10.1	127	4.0
2.00	55	1.7	1	.0	44	1.4	16	.5	40	1.3	157	5.0	199	6.3
3.00	142	4.5	26	.8	125	4.0	101	3.2	95	3.0	73	2.3	259	8.2
4.00	294	9.3	186	5.9	473	15.0	448	14.2	437	13.9	142	4.5	472	15.0
5.00	495	15.7	445	14.1	560	17.8	770	24.4	469	14.9	181	5.7	553	17.5
6.00	959	30.4	1077	34.1	679	21.5	858	27.2	776	24.6	354	11.2	500	15.9
7.00	903	28.6	1005	31.9	553	17.5	460	14.6	704	22.3	1547	49.0	676	21.4
Non-respondent	297	9.4	414	13.1	691	21.9	500	15.9	600	19.0	380	12.0	368	11.7
Total	3154		3154		3154		3154		3154		3154		3154	

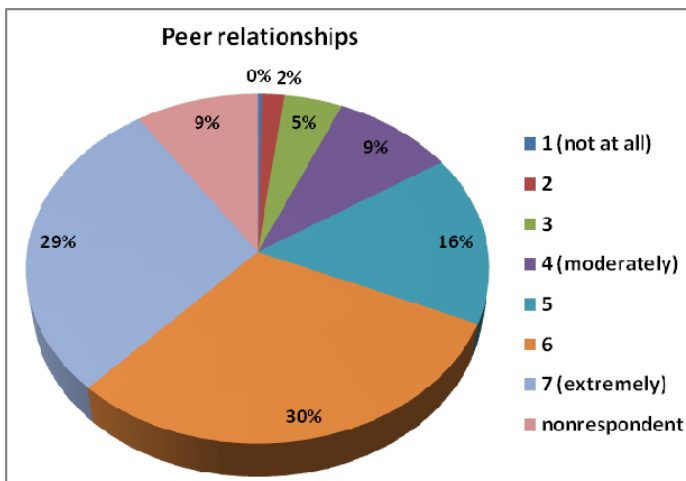Table 2: Frequency distribution of 23 factors continued.

Figure 7: Peer relationships shows 59% of students (those choosing 6 or 7) indicated that they felt very accepted and valued by fellow students, found it very easy to make friends, and identified with others.
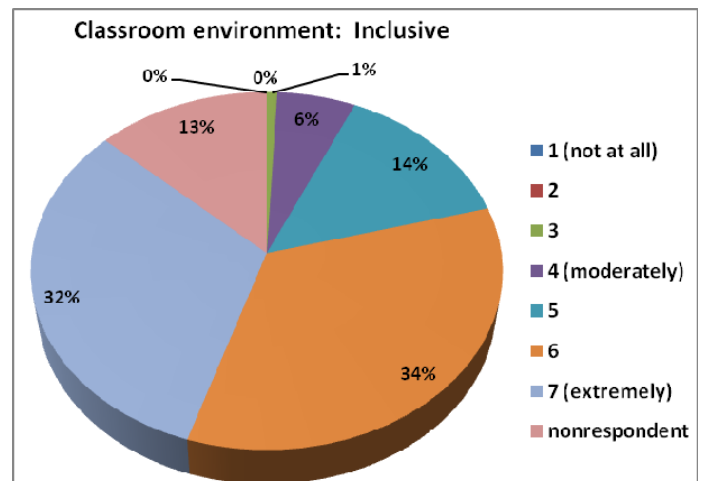

Figure 8: Inclusive classroom environment shows 66% of students (those choosing 6 or 7) indicated that they felt very welcome in classes, that appropriate language and humor were used, that instructors treated students fairly and modeled multicultural sensitivity, that diverse perspectives were encouraged, and that they were not isolated in group work.
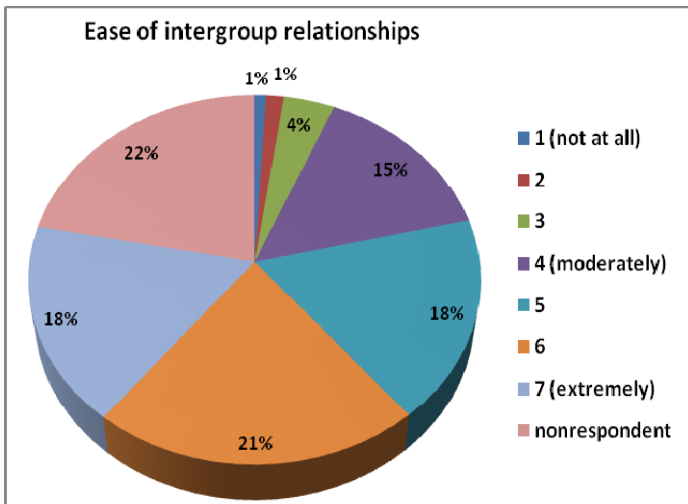
Figure 9: Ease of intergroup relationship shows of the students who completed the survey, most inidcated that it was at leat moderately easy for them to get to know people of different race/ethnicity, gender, religious identification, sexual orientation, political/social ideologies, disabilities, age, and financial standings. Thirty-three percent (those choosing 4 or 5) found it moderately easy and 39% (those choosing 6 or 7) found is very easy.
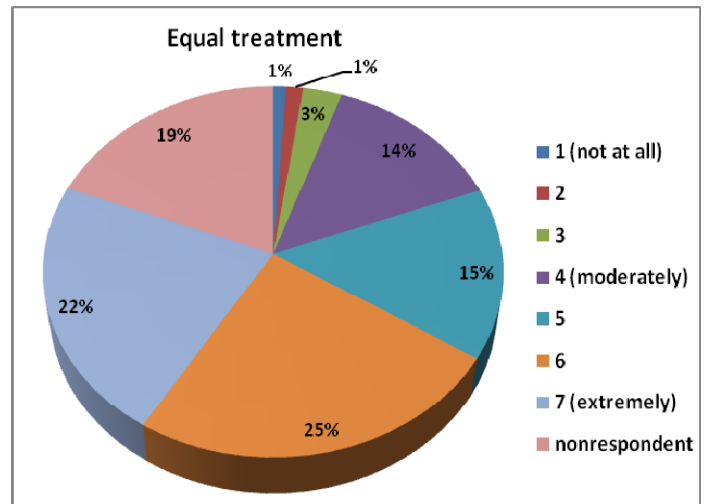

Figure 11: Equal treatment shows of the students who completed the survey, most indicated that they felt that pelple at FSU are treated equally based on their race/ethnicity, gender, religious identification, sexual orientation, political/social ideologies, disabilities, age, and financial standing. Almost 50% of respondents indicated either 6 or 7.
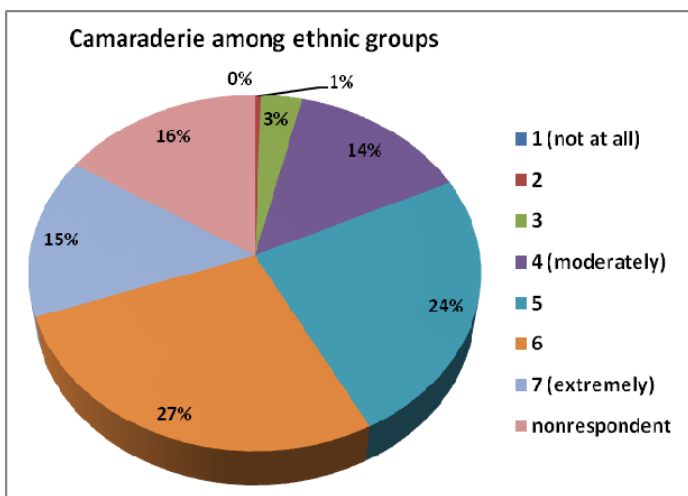

Figure 10: Camaraderie among ethnic groups shows of the students who completed the survey, most (81%) believed that at least a moderate degree of comeraderie existed. Specifically, it was perceived that students respected one another, students had friends of diverse backgrounds, that little racial/ethnic separation existed, and that there was little tension in the classroom.
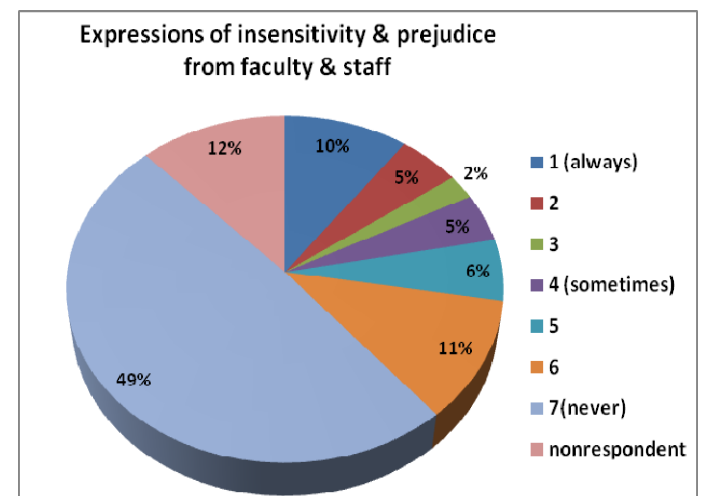

Figure 12: Expressions of insensitivity and prejudice from faculty and staff shows of the students that completed the survey, 10% indicated they always heard faculty and staff making insensitive remarks and 49% indicated they never heard faculty and staff making insensitive remarks of people regarding their race/ethnicity, gender, religious identification, sexual orientation, political/social ideologies, disabilities, age, and financial standing.
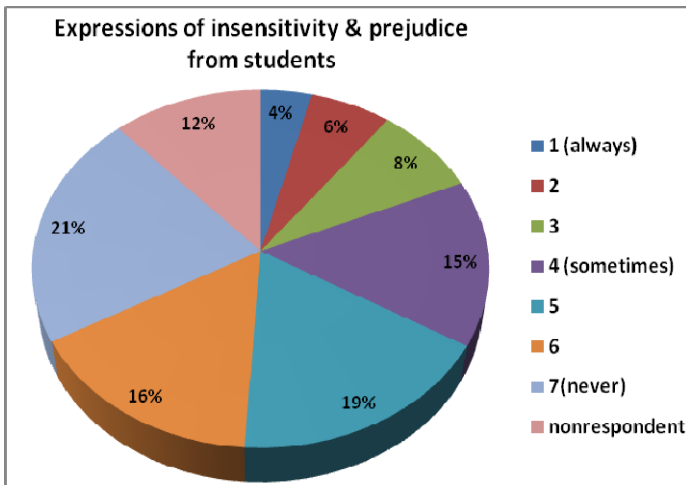
Figure 13: Expressions of insensitivity and prejudice from students shows of the students that completed the survey, approximately 33% indicated they occasionally heard students making insensitive remarks and 37% indicated they very seldom (almost never to never) heard students making insensitive remarks of people regarding their race/ethnicity, gender, religious identification, sexual orientation, political/social ideologies, disabilities, age, and financial standing.

Scale	Classroom Environment: Contributions devalued		Classroom Environment: Represent Others		Academic & Personal Development		Diversity Experiences Impacted: Learning & Development		Diversity Impacted: Ability to Work Effectively with Others		Diversity Impacted: Attitudes of Differing Populations	
	1 (extremely)--4 (moderately)--7(not at all)		1 (not at all)--4 (moderately)--7(extremely)		1 (not at all)--4 (moderately)--7(extremely)		1 (not at all)--4 (moderately)--7(extremely)		1 (not at all)--4 (moderately)- -7(extremely)		1 (much less accepting)--4 (accepting)--7(much more accepting)	
	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%
1.00	12	.4	1119	35.5	5	.2	59	1.9	133	4.2	90	2.9
2.00	28	.9	705	22.4	9	.3	109	3.5	162	5.1	51	1.6
3.00	61	1.9	334	10.6	48	1.5	147	4.7	194	6.2	47	1.5
4.00	136	4.3	217	6.9	260	8.2	466	14.8	536	17.0	1145	36.3
5.00	108	3.4	95	3.0	644	20.4	585	18.5	526	16.7	827	26.2
6.00	317	10.1	45	1.4	1136	36.0	614	19.5	497	15.8	344	10.9
7.00	1991	63.1	17	.5	744	23.6	508	16.1	339	10.7	267	8.5
Non-respondent	501	15.9	622	19.7	308	9.8	666	21.1	767	24.3	383	12.1
Total	3154		3154		3154		3154		3154		3154	

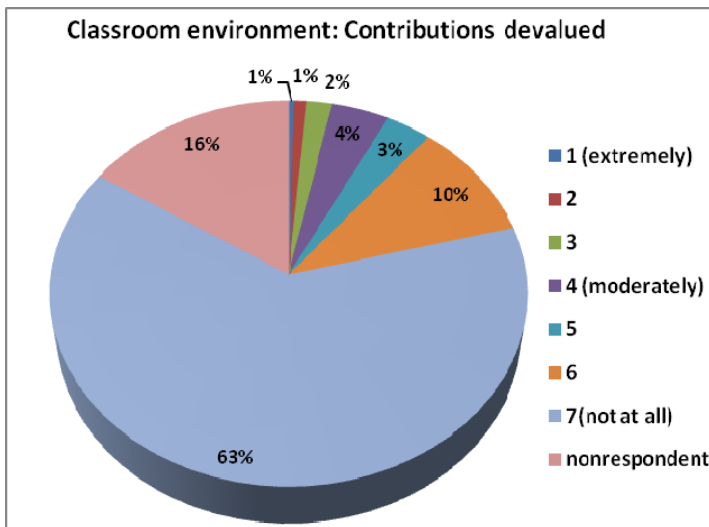Table 2: Frequency distribution of 23 factors continued.

Figure 14: Students' contributions devalued in the classroom environment shows that 63% of students indicated they did not feel their contributions to classroom discussion were devalued due to their race/ethnicity, gender, religious identification, sexual orientation, political/social ideologies, disabilities, and age.
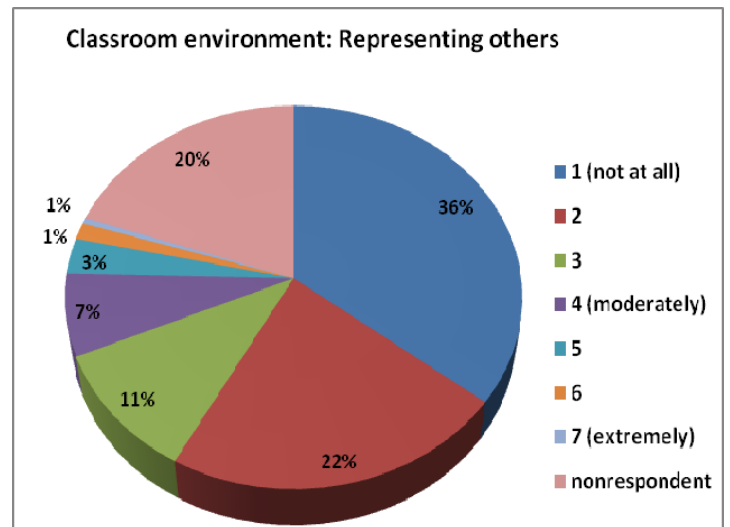

Figure 15: Representing others in the classroom shows that 58% of students (those choosing 1 or 2) indicated they did not feel that they are expected to speak in the classroom on behalf of others that are similar to them in race/ethnicity, gender, religious identification, sexual orientation, political/social ideologies, disabilities, and age.
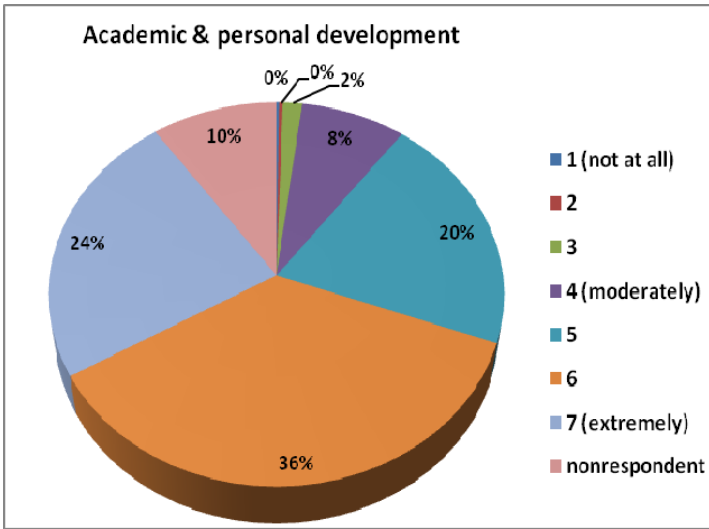
Figure 16: Academic and personal development shows of the students that completed the survey, most indicated they felt satisfied with their educational experiences in developing intellectual and social skills, preparation to enter the job market/graduate school, understanding the world and people, broadening of their interests, and the making of lifelong friends. Sixty percent of resopndents chose either 6 or 7, suggesting a strong belief that they experienced such development.
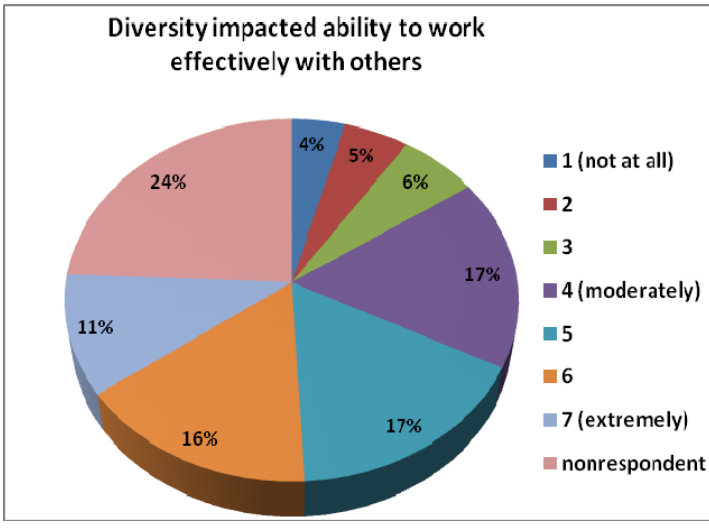

Figure 18: Diversity experiences impacted ability to work effectively with others shows of the students that completed the survey, most indicated (at least to a moderate degree) that their experiences with diversity at FSU have helped them work more effectively with people that are different from them in race/ethnicity, gender, religious identification, sexual orientation, political/social ideologies, disabilities, age, and financial standing. In fact, only 15% of the responses fell below the midpoint (4) of the scale.
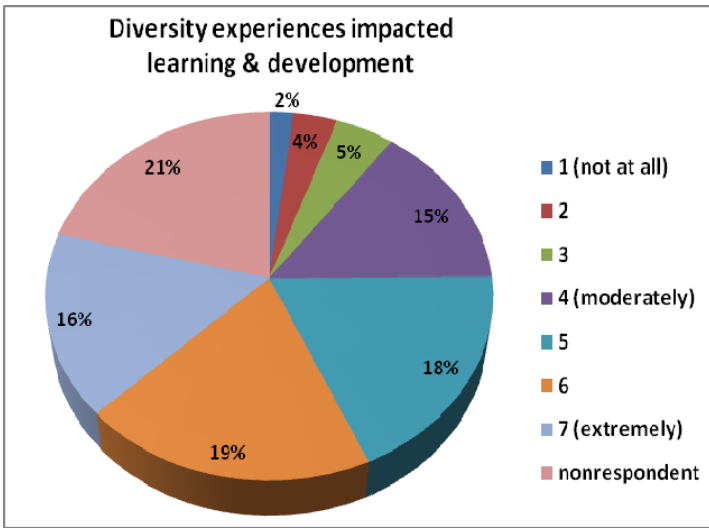

Figure 17: Diversity experiences impacted learning and development shows of the students that completed the survey, most (69%) indicated that their diversity experiences at FSU have helped them to value learning about others, develop a commitment to combating discrimination, understand that differences do not interfere with relationships, an awareness of their own cultural heritage, a willingness to self-examine own assumptions and biases, and an ability to consider multiple perspectives and to work in a diverse work place. Thirty-three percent of the responses were at the "moderate" level (4 or 5) and 36% were at the "extereme" level (6 or 7).
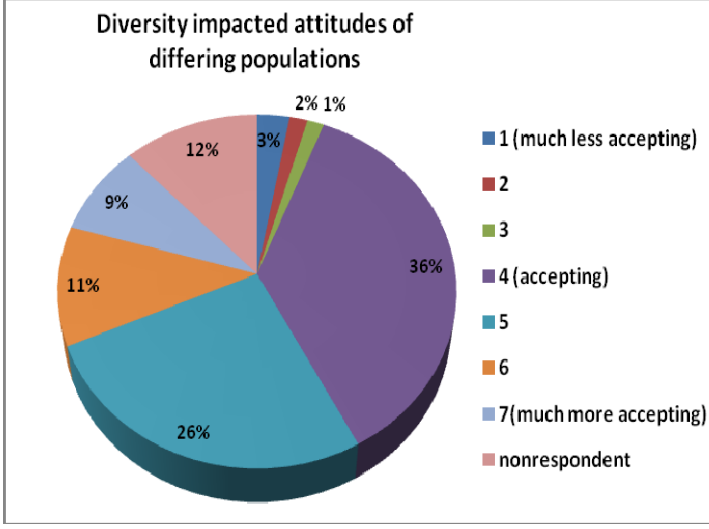

Figure 19: Diversity experiences impacted attitudes of differing populations shows of the students that completed the survey, 83% indicated that they have become more accepting of people differing in race/ethnicity, gender, religious identification, sexual orientation, political/social ideologies, disabilities, age, and financial standing. The mode response (36%) was at the midpoint of the scale (4).

Scale	Diversity Programs & Policies: Minorities		Diversity Programs & Policies: All Students		Disabled Students: Accessibility of Campus Resources		Disabled Students: Physical Accessibility	
	1(highly resentful)--4 (neutral)--7(highly support)		1 (not at all)--4 (moderately)--7(extremely)		1(very poor)--4(good)--7(exceptional)		1(very poor)--4(good)--7(exceptional)	
	# of subjects	%	# of subjects	%	# of subjects	%	# of subjects	%
1.00	268	8.5	1222	38.7	1	.0	0	0
2.00	256	8.1	491	15.6	1	.0	0	0
3.00	387	12.3	338	10.7	8	.3	1	0
4.00	1015	32.2	299	9.5	27	.9	0	0
5.00	454	14.4	203	6.4	26	.8	3	.1
6.00	324	10.3	121	3.8	23	.7	4	.1
7.00	276	8.8	53	1.7	29	.9	0	0
Non-respondent	174	5.5	427	13.5	3039	96.4	3146	99.7
Total	3154		3154		3154		3154	

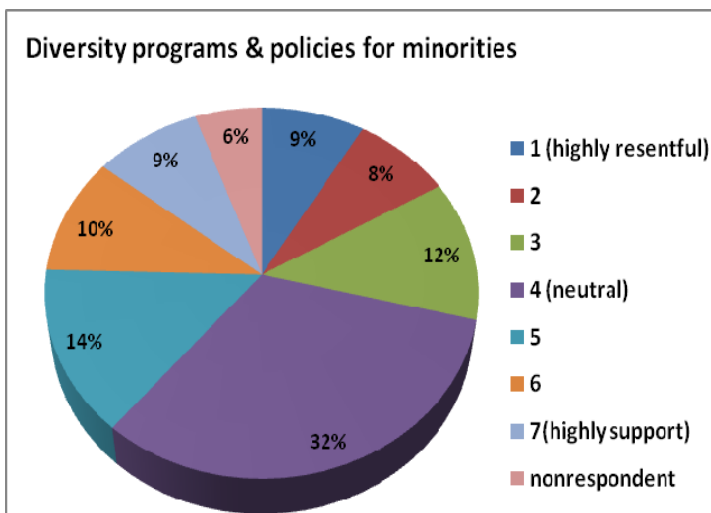Table 2: Frequency distribution of 23 factors continued.

Figure 20: Diversity programs and policies regarding special considerations for minorities shows of the students that completed the survey, 29% (1 – 3) indicated they were at least somewhat resentful of programs and policies that were created for minorities. Thirtythree percent indicated they support programs and policies that were created for minorities regarding addmission, financial aid, accademic support, and on-campus employment opportunities. The mode resopnse (32%) was at the scale's midpoint.
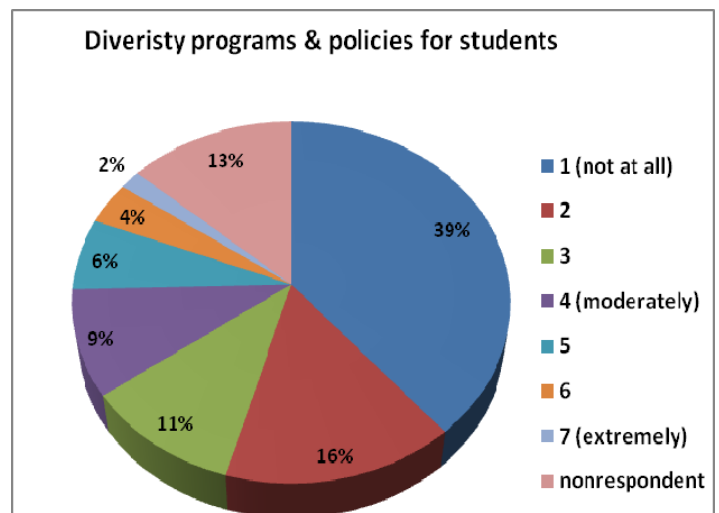

Figure 21: Diversity programs and policies regarding special considerations for students shows of the students that completed the survey, few (21%) believed that they received at least some special consideration. Sixty-six percent (1 – 3) indicated they did not believe they received special consideration regarding addmission, financial aid, accademic support, and on-campus employment opportunities.

Accessibility of resources for students with disabilities

0% 0%
0% 1%
1%
1%
1%

96%

- 1 (very poor)
- 2 (poor)
- 3 (fair)
- 4 (good)
- 5 (very good)
- 6 (excellent)

Physical accessibility for students with disabilities

- 1 (very poor)
- 2 (poor)
- 3 (fair)
- 4 (good)
- 5 (very good)
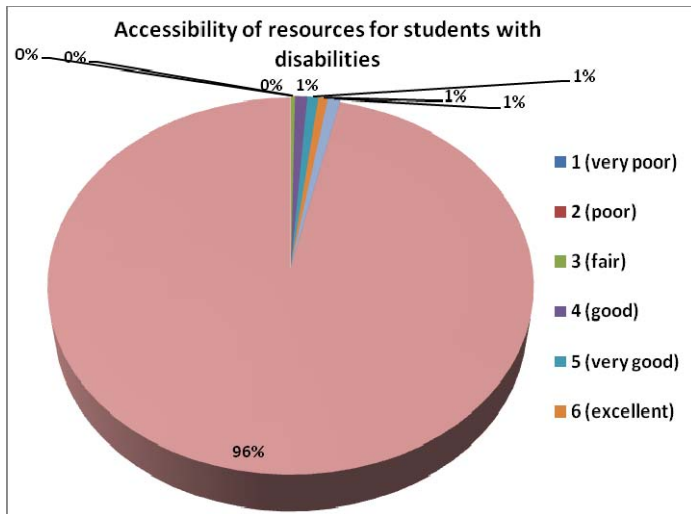- 6 (excellent)
- 7 (exceptional)
- nonrespondent

Figure 22: Accessibility of campus resources for students with disabilities shows of the 3.6% of students that completed this portion of the survey, 3.3% indicated they believed their access to campus resources were good to excellent in the areas of instructional materials, classroom instruction, test taking, web sites, audio visual presentations, academic advising, registeration, applying for financial aid, paying tuition and fees, eating on campus, and participating in campus events.
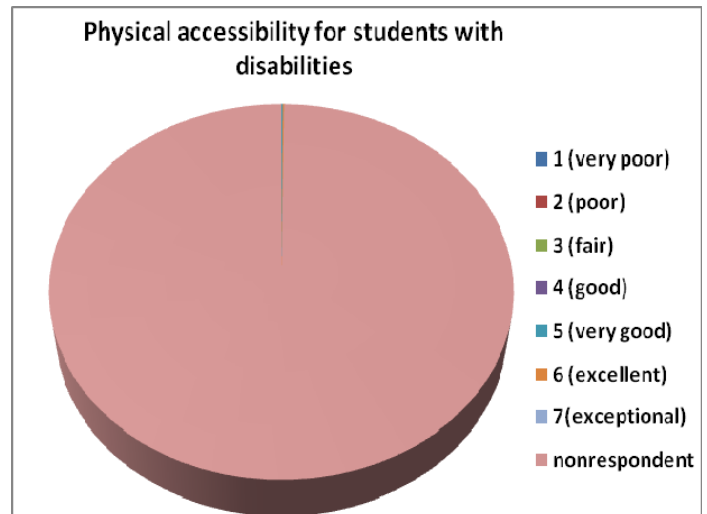
Figure 23: Analysis for this factor is no longer considered since fewer than 1% of FSU students provided an answer for this set of related questions.