

FSU Diversity Climate Survey

FSU conducted a Diversity Climate Survey in the fall of 2007 to assess students' prior experiences with diversity, their experiences in the classroom, their awareness and use of diversity programs, their knowledge of expressions of insensitivity and prejudice on campus, their sense of how diversity impacts their learning, and their recommendations for change.

Educational Benchmarking, Inc. (EBI) developed the Survey and administered it on-line to FSU students. The survey is an extensive set of questionnaires composed of 182 questions, both close-ended and open-ended questions. A sample of the climate survey is on-line. Of the 3,156 students that started the survey, 2,804 students completed the survey.

During the next few months, members of a subcommittee (Julia Buryk, Scott Herron, Andy Karafa, Thuy Karafa, and Eunice Merwin-Beck) in the Diversity Office will post results of the survey on-line as each level of analyses is completed. Faculty, staff, students, and Big Rapids community members will be able to access the results through the Diversity Office's web site (www.ferris.edu/diversity). Procedures for analyses will occur in four stages:

- 1) Data screening: The data will be inspected for such problems as missing data, outliers, and skewness through frequency distribution and descriptive analyses of variables. As problems are identified, we will determine the best procedure to deal with each problem. For example, since 352 students (11.15%) partially completed the survey, we will inspect each case to determine if each case has to be dropped due to the lack of information, an estimated group mean can be used as substitution for the missing data, or retained for analyses when information were given and dropped when information were not given.

The data will be summarized by grouping related test items together for the sake of parsimony through factor analysis. These groupings will be statistically driven for the sake of objectivity.

- 2) The variables developed via Step 1 will be examined for correlations. That is, we will look to see how the variables relate to each other. For example, we will look to see if students' time at Ferris relates to a more positive or negative feeling about diversity.
- 3) Based on Step 2, we will then check to see which variables best predict certain outcomes. For example, we may look to see if students' gender, race/ethnicity, age, or religious identification predicts students' ability to work effectively with others based on their diversity experiences at FSU.
- 4) Students' recommendations from the opened-ended questions will be included in the final analyses.

As we progress through each stage of analysis, we encourage faculty, staff, students, and Big Rapids community members to respond with any comments, questions, and suggestions they may have about the survey and analysis. If there are additional analyses that you would like us to conduct and report, please email us with your request.

Once the analyses have been examined by the Diversity Planning Committee, University-wide forums will be scheduled to discuss these results. The forums will also address the continuance and expansion of existing programs and implications for future change.