



NSSE 2019: Inclusiveness and Engagement with Cultural Diversity

The National Survey of Student Engagement (NSSE) is a confidential, online survey that helps CSU better understand the campus environment and student behavior. NSSE collects information from first-year and senior undergraduates at hundreds of universities and asks students about their study habits, their educational plans and experiences, how they spend their time, and about their satisfaction with the campus, faculty, and curriculum. The NSSE yields data that CSU can use to improve the undergraduate experience both in and out of the classroom and provides us with indirect measures of success.

NSSE is a census administration in the spring semester to all first-year and senior students that are enrolled in the preceding fall semester. Thus, the 2019 NSSE results include students who were enrolled in both FA18 and SP19. NSSE results are always reported for first-year and senior students separately with class level determined by credit level. NSSE intentionally includes all types students (e.g. transfer, non-traditional, online) and is not limited to the first-time, full-time cohort. A complete archive of all past NSSE results, both standard and custom, is available on [IRP&E's website](#).

With each NSSE administration, CSU may include any number of topical modules, which are short sets of questions on specific topics. The Inclusiveness and Engagement with Cultural Diversity module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning, perceptions of institutional values and commitment regarding diversity, and participation in diversity-related programming and coursework. This report focuses on peer comparisons as well as variation among underserved student populations and by major college for five sets of survey questions on the Inclusiveness and Engagement with Cultural Diversity module. Internal variation for these survey items within each college are available by request.

Key Findings

In regards of CSU's emphasis on diversity related issues, first-year and senior CSU students score higher than first-year and senior students at institutions in the peer comparison group. However, significant variation in CSU's results by demographic group exists. At both class levels, CSU's underserved populations report lower levels of institutional support and commitment to diversity compared to their peers without the specified attribute. These groups of students are also more likely to rate higher on their personal practices of engaging with identity and diversity compared to their CSU peers without the attribute. The following highlights findings from the peer comparison group and internal variation by class level.

First Year Peer Comparisons

- CSU first-year students reported greater coursework emphasis around diversity compared to the peer group in terms of learning about other cultures, discussing issues of equity or privilege, and respecting the expression of diverse ideas. They reported similar levels of emphasis for the remaining items (developing skills to work with diverse others, recognizing their own cultural norms and biases, sharing their own perspectives and experiences, and exploring their own background).
- CSU first-year students reported greater institutional emphasis around diversity for each item compared to the peer group.

- In general, CSU first-year students reported a more supportive environment across different identities (sexual orientation, gender identity, etc.) compared to first-year students in the peer group.
- First year students reported feeling a sense of community at similar levels compared to the peer group.
- Overall, a small proportion of CSU first year students reported regularly participating in diversity-related events or activities, although at similar levels compared to the peer group.

First Year Internal Comparisons

- Racially minoritized first year students reported lower levels of institutional emphasis around diversity, supportive environment, and sense of community around diversity compared to non-RM students. However, first year RM students were more likely to engage in diversity-related activities compared to non-RM students.
- First generation students' results mirror RM results, as they reported lower levels of institutional emphasis around diversity as well as supportive environment, but engaged in diversity-related activities at higher rates compared to continuing generation students.
- First year Pell students reported greater levels of coursework emphasis and engagement with diversity-related activities, but they had a lower sense of community compared to non-Pell first year students.
- First year rural students reported greater institutional emphasis around diversity, but they were less likely to attend diversity-related activities compared to urban first-year students.
- First year students within the College of Liberal Arts reported the highest level of coursework emphasis around diversity and engagement with diversity-related activities.
- Students in the College of Veterinary Medicine and Biomedical Sciences reported the highest levels of institutional emphasis, supportive environment, and sense of community.

Senior Peer Comparisons

- In general, CSU seniors report a more supportive environment overall compared to seniors in the peer group.
- CSU seniors reported lower overall levels of coursework emphasis on diversity compared to the peer group.
- CSU Seniors reported a greater level of institutional emphasis around diversity compared to the peer group.
- CSU Seniors reported a similar level of agreement around sense of community compared to the peer group.

Senior Internal Comparisons

- RM seniors reported lower levels of institutional emphasis around diversity, a less supportive environment across identities, and a lower sense of community compared to non-RM students. However, senior RM students were more likely to engage in diversity-related activities compared to non-RM students.
- Senior nonresidents were more likely to agree that their coursework and the institution overall emphasized diversity, that CSU provides a supportive environment for different identities, and felt a strong sense of community.
- Senior rural students were less likely to report engaging in diversity-related activities and to report that their coursework routinely emphasized diversity compared to urban students.
- Pell senior students reported lower institutional emphasis, a less supportive environment, and a lower sense of community compared to non-Pell seniors. However, Pell seniors are more likely to attend diversity relative activities compared to non-Pell seniors.
- At the college level, seniors within the Walter Scott, Jr. College of Engineering reported the lowest overall engagement with inclusiveness and diversity across all question groups.
- Students within the College of Health and Human Sciences and Business reported higher levels of agreement across all question groups.

Methods

A [complete profile](#) of first-year and senior students is available on the [NSSE section](#) of IRP&E's website. Overall, almost 1,900 first-year students participated in the 2019 NSSE survey and 53% identified as female, 29% identified as first-generation, and 29% identified as racially minoritized. CSU's first-year NSSE sample reflects some overrepresentation of female students, Pell recipients, and Colorado residents but representative of first-generation and racially minoritized students (see [CSU 2019 NSSE Sample Representation](#)).

Almost 2,100 seniors participated in the 2019 NSSE survey and 50% identified as women, 26% identified as first-generation, and 27% identified as racially minoritized. CSU's NSSE sample reflects some overrepresentation of female students and is representative of Pell recipients, Colorado residents, first-generation and racially minoritized students (see [CSU 2019 NSSE Sample Representation](#)).

This study compares the percent agreement by item within each of five questions sets (coursework emphasis on diversity, institutional emphasis on diversity, institutional support for all populations, sense of community, and personal engagement with identity and diversity) for CSU overall compared to our peers and also explores the variation in results within CSU by demographic/academic attribute. In this module, all questions used a 4-point Likert response scale with 3 and 4 representing either quite a bit/very much or agree/strongly agree. These affirmative responses were combined to represent percent agreement, and are displayed in the following tables. Statistical comparisons between CSU and the peer comparison group are calculated using two-tailed independent t-tests or z-tests. Significant differences are noted with an asterisk (*).

The comparison group includes 15 other large public institutions with similar IPEDS classifications that also completed this NSSE module in either 2018 or 2019. Peer comparison results (Tables 1-5) are weighted by enrollment status as well as gender, given that females are overrepresented as well as full-time students.

Internal variation is measured across the following populations: racially minoritized status, Pell recipient status, first generation status, gender, residency, rural status, and major college. Rural status was determined by population density of a student's first home address; areas with a population per square mile of less than 1,000 are considered rural. Internal variation results are unweighted, as the original weighting scheme may not be appropriate for each population described in this report. Statistical comparisons are calculated using a Chi-square tests, and significant differences are noted with an asterisk (*).

Peer Comparisons

This section discusses the overall CSU's results by class level compared to peer universities, organized into five broad questions groups: Coursework Emphasis, Institutional Emphasis, Supportive Environment, Sense of Community, and Personal Engagement with Identity and Diversity.

Coursework Emphasis

The Coursework Emphasis questions explore students' exposure to inclusive teaching practices and intercultural learning. Table 1 displays the results for CSU first year and senior students and the peer comparison group.

Table 1: During the current school year, how much has your coursework emphasized the following? (% Quite a bit/Very Much)

	First Year			Senior Year		
	CSU Overall	Peer Comparison	PP Difference	CSU Overall	Peer Comparison	PP Difference
Headcount	1873	7180		2084	8632	
Developing the skills necessary to work effectively with people from various backgrounds	49.2%	51.0%	-1.8	56.9%	58.8%	-1.9
Recognizing your own cultural norms and biases	53.7%	52.8%	0.9	54.1%	55.4%	-1.3*
Sharing your own perspectives and experiences	59.5%	61.5%	-2.0	60.0%	64.0%	-4.0*
Exploring your own background through projects, assignments, or programs	44.8%	46.3%	-1.5	47.4%	49.5%	-2.1*
Learning about other cultures	48.9%	47.1%	1.8*	42.4%	48.6%	-6.2*
Discussing issues of equity or privilege	51.2%	45.2%	6.0*	44.0%	45.8%	-1.8*
Respecting the expression of diverse ideas	64.2%	59.2%	5.0*	60.3%	61.1%	-0.8*

* $p < .05$

A similar proportion of CSU first year students reported strong coursework emphasis compared to the peer group around skill development to work with diverse others, recognizing their own cultural norms and biases, sharing their perspectives and experiences, and exploring their own background through class activities. Significantly more CSU first year students reported learning about other cultures (+2 PP), discussing issues of equity or privilege (+6 PP), and respecting the expression of diverse ideas (+5 PP). Overall, CSU first year students are very similar across the coursework emphasis theme compared to the national comparison group.

CSU seniors are significantly lower across every item in this theme, with the exception of developing the skills needed to work with diverse others. In particular, CSU seniors reported lower levels of sharing their own perspectives and experiences (-4 PP) and learning about other cultures (-6 PP).

Institutional Emphasis

The Institutional Emphasis questions explore perceptions of institutional values and commitment regarding diversity. Table 2 displays the results for CSU first year and senior students and the peer comparison group.

Table 1: How much does your institution emphasize the following? (% Quite a bit/Very Much)

	First Year			Senior Year		
	CSU Overall	Peer Comparison	PP Difference	CSU Overall	Peer Comparison	PP Difference
Headcount	1873	7180		2084	8632	
Demonstrating a commitment to diversity	77.3%	68.1%	9.2*	71.9%	65.8%	6.1*
Providing students with the resources needed for success in a multicultural world	74.3%	64.7%	9.6*	63.8%	59.0%	4.8*
Creating an overall sense of community among students	78.3%	71.6%	6.7*	70.4%	65.2%	5.2*

	First Year			Senior Year		
	CSU Overall	Peer Comparison	PP Difference	CSU Overall	Peer Comparison	PP Difference
Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious affiliation, sexual orientation, etc.)	78.8%	70.0%	8.8*	72.1%	64.1%	8.0*
Providing information about anti-discrimination and harassment policies	78.6%	68.4%	10.2*	74.4%	63.5%	10.9*
Taking allegations of discrimination or harassment seriously	80.8%	74.5%	6.3*	76.9%	68.3%	8.6*
Helping students develop the skills to confront discrimination and harassment	71.7%	63.4%	8.3*	61.3%	53.9%	7.4*

*p<.05

Overall, a larger proportion of CSU first year students reported strong institutional emphasis around diversity, exceeding the national comparison group by at least 6 PP for each question. The largest gaps exists for providing students with the resources needed to succeed in a multicultural world (+10 PP), and providing information about anti-discrimination and harassment policies (+10 PP).

A larger proportion of CSU seniors also reported strong institutional emphasis around diversity, exceeding the comparison group across all questions. Most notably, about 74% of CSU seniors reported CSU placing a high emphasis on communicating about anti-discrimination and harassment policies, compared to 63% of the peer group, and taking allegations of discrimination or harassment seriously (+9 PP).

Supportive Environment

The supportive environment items assess perceptions of institutional support across a range of identities. Table 3 displays proportion of students who agree that CSU provides a supportive environment compared to the peer group.

Table 3: How much does your institution provide a supportive environment for the following forms of diversity? (% Quite a bit/Very Much)

	First Year			Senior Year		
	CSU Overall	Peer Comparison	PP Difference	CSU Overall	Peer Comparison	PP Difference
Headcount	1873	7180		2084	8632	
Racial/ethnic identity	83.0%	75.0%	8.0*	75.3%	67.0%	8.3*
Gender identity	87.1%	70.7%	16.4*	78.9%	62.6%	16.3*
Economic background	64.8%	62.9%	1.9*	59.4%	55.8%	3.6*
Political affiliation	57.0%	57.3%	-0.3	48.9%	50.8%	-1.9
Religious affiliation	66.2%	65.6%	0.6	57.7%	56.6%	1.1*
Sexual orientation	85.2%	69.3%	15.9*	76.4%	61.5%	14.9*
Disability status	76.0%	68.2%	7.8*	71.5%	63.6%	7.9*

*p<.05

CSU first year students reported gender identity (87%), sexual orientation (85%), and racial/ethnic identity (83%) as identities with the strongest institutional support. The lowest proportion was reported for political affiliation (57%). CSU first-year students reported statistically greater levels of institutional support for each identity with

the exception of political and religious affiliation, which are roughly equal. In general, CSU first-year students report a more supportive environment overall compared to first-year students in the peer group.

Among CSU seniors, the largest proportion reported support for gender identity (79%), sexual orientation (76%), and racial/ethnic identity (75%), exceeding the national comparison group by 8 PP or greater. Both sexual orientation and gender identity were statistically significant with a medium effect size; the remainder of significant items have a small effect size. For both CSU and the peer group, the lowest proportion of agreement was reported for political affiliation (49%). In general, CSU seniors report a more supportive environment overall compared to seniors in the peer group; however, their perception of support is lower compared to CSU first-year students.

Sense of Community

The Sense of Community questions assess the degree to which students feel welcomed and valued at their institution. Table 4 displays the percent agreement for each question for first year and senior students as well as the gaps between CSU and the peer comparison group.

Table 2: To what extent do you agree or disagree with the following statements? (% Agree/Strongly Agree)

	First Year			Senior Year		
	CSU Overall	Peer Comparison	PP Difference	CSU Overall	Peer Comparison	PP Difference
Headcount	1873	7180		2084	8632	
I feel comfortable being myself at this institution	91.7%	91.2%	0.5	91.2%	92.0%	-0.8*
I feel valued by this institution	80.6%	80.3%	0.3	75.1%	77.4%	-2.3*
I feel like part of the community at this institution	82.2%	81.5%	0.7	77.9%	78.3%	-0.4

* $p < .05$

Both CSU first year students and the first year comparison group report similar proportions of agreement around sense of community. Of the three statements, the largest proportion of students agreed that they feel comfortable being themselves at their institution (92%). The overall proportion of agreement is about the same for CSU first year students and the national peer group.

Among seniors, minimal differences exist between CSU students and the peer comparison group with CSU’s percent agreement being slightly lower than the senior peer group. The majority of both groups report feeling comfortable being themselves at their respective institutions (91%-92%). While the first two items, feeling comfortable being themselves at CSU and feeling valued by their institution, are statistically lower compared to the peer group, these differences are very small.

Personal Engagement with Identity and Diversity

These questions assess the degree to which students engage in diversity-related activities as part of their campus experience outside the classroom. Table 5 displays the percent agreement for first year and senior students, including the PP difference between CSU and the peer comparison group.

Table 3: During the current school year, about how often have you done the following? (% Often/Very Often)

	First Year			Senior Year		
	CSU Overall	Peer Comparison	PP Difference	CSU Overall	Peer Comparison	PP Difference
Headcount	1873	7180		2084	8632	
Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	37.3%	37.8%	-0.5	30.5%	30.6%	-0.1
Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	22.3%	23.5%	-1.2	18.8%	20.0%	-1.2
Participated in a diversity-related club or organization	18.7%	18.7%	0.0	16.3%	18.0%	-1.7
Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	12.3%	11.4%	0.9*	11.5%	10.6%	0.9*
Reflected on your cultural identity	33.9%	30.1%	3.8*	37.7%	35.0%	2.7*

* $p < .05$

Overall, a small proportion of CSU first year students reported regularly participating in diversity-related events or activities. The largest proportion (37%) reported attending events, activities, or presentations that reflect an appreciation for diversity, while the lowest proportion reported participating in a demonstration for a diversity-related cause (12%). CSU first year students were more likely to reflect on their cultural identity compared to the peer group, and marginally more likely to participate in a demonstration for a diversity-related cause.

CSU seniors are also more likely to participate in a demonstration and reflect on their own cultural identity compared to the peer group. While these differences are statistically significant, they are relatively small and not practically significant.

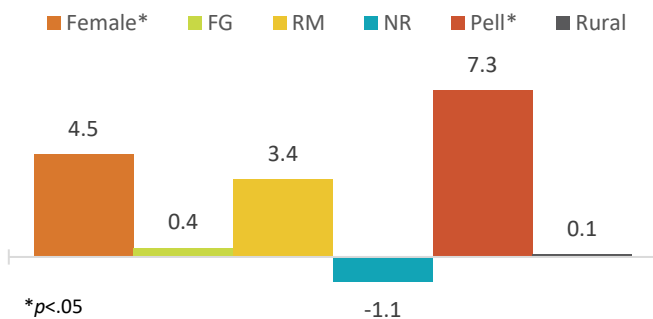
Internal Variation in Results

The following figures display the PP gaps between the population of interest and its corresponding group for each overall question group, comparing the proportion of students who overall endorsed the questions by demographic/academic attribute. Results are analyzed by class level (first-year and senior status). Item level agreement within each question group for each population can be viewed in [Appendix A](#).

First Year Students' Coursework Emphasis on Diversity

Figure 1 displays the PP gap for the coursework emphasis questions for first year student populations of interest. The largest PP gap exists between first year Pell and non-Pell recipients, in that a larger proportion of Pell recipients (about 7 PP) report their courses overall have a strong emphasis around diversity. Specifically, they indicated a greater emphasis on learning about other cultures, discussing issues of equity or privilege, and respecting the expression of diverse ideas.

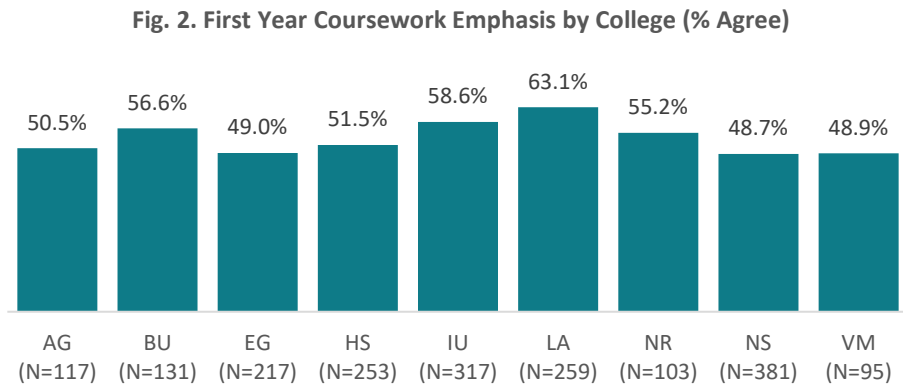
Fig. 1. First Year Coursework Emphasis PP Gaps



Larger proportions of females (4.5 PP) and racially minoritized (3.4 PP) first year students also reported a larger overall emphasis around diversity. Females reported greater emphasis around sharing their own perspectives and experiences and respecting the expression of diverse ideas. Racially minoritized students reported greater emphasis in developing the skills necessary to work effectively with people from various backgrounds, exploring your own background through projects, assignments, or programs, and respecting the expression of diverse ideas. Similar proportions of nonresidents vs. residents and rural vs. urban students reported an emphasis on diversity in their coursework overall.

Figure 2 displays the overall percent agreement for the coursework emphasis theme by college.

Liberal Arts had the largest proportion of first year students who agreed their overall coursework emphasized diversity (63%). Natural Sciences (49%), Veterinary Medicine and Biomedical Sciences (49%), and Engineering (49%) had the lowest level of agreement.

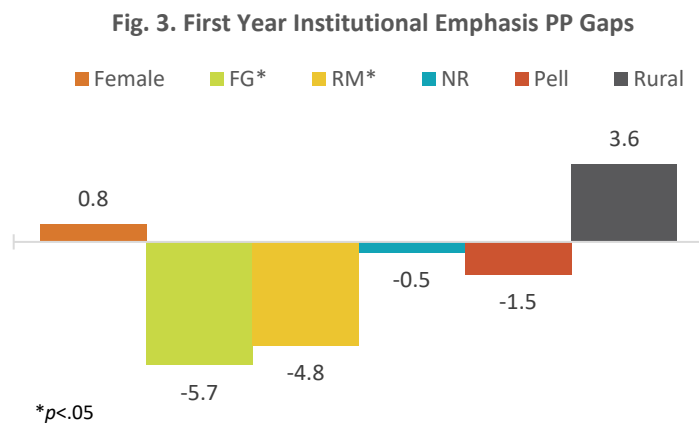


First Year Students’ Institutional Emphasis on Diversity

Figure 3 displays the PP gaps for the overall institutional emphasis theme by first year populations of interest.

A lower proportion of first gen first year students reported a strong institutional emphasis around diversity compared to non-first gen students (-5.7 PP), as well as racially minoritized vs. non-minoritized students (-4.8 PP).

First generation students were less likely to agree that CSU demonstrates a commitment to diversity, creates an overall sense of community among students, ensures that students are not stigmatized because of identity, and takes allegations of discrimination or harassment seriously, and helps students develop the skills to confront discrimination and harassment.

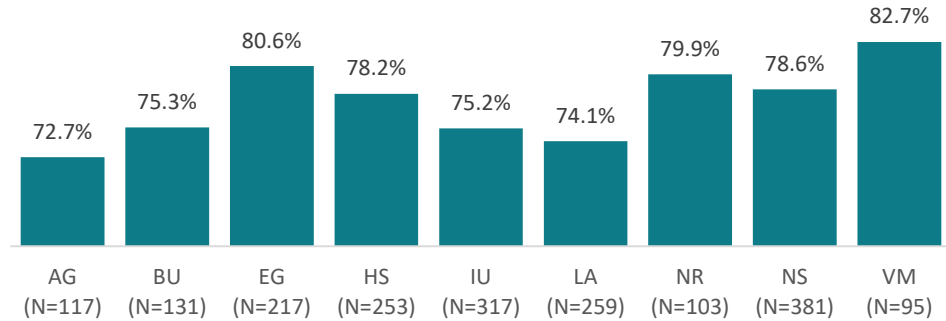


Racially minoritized students were less likely to agree that CSU demonstrates a commitment to diversity, provides students with the resources needed for success in a multicultural world, creates an overall sense of community among students, provides information about anti-discrimination and harassment policies, and takes allegations of discrimination or harassment seriously.

Females and males, nonresidents and residents, and Pell and non-Pell reported similar proportions of emphasis, while a slightly larger proportion of rural students (+3.6 PP) reported institutional emphasis compared to urban students.

Figure 4 displays the percent agreement by college for the overall institutional emphasis theme. First year students in CVMBS had the highest level of agreement that CSU emphasizes diversity as an institution (83%); students in the College of Ag had the lowest level of agreement (73%) followed by Liberal Arts (74%).

Fig. 4. First Year Institutional Emphasis by College (% Agree)



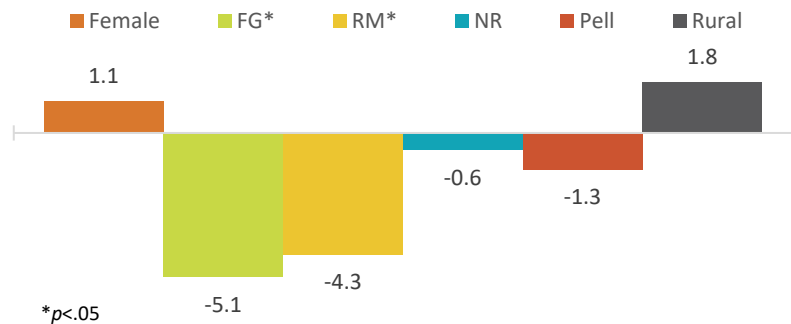
First Year Students' Supportive Environment

Figure 5 displays the PP gaps for the overall supportive environment questions for first year populations of interest.

Both first gen (-5 PP) and racially minoritized first year students (-4 PP) are less likely to agree that CSU provides a supportive environment for diversity compared to continuing gen and non-minoritized first year students.

Among first gen students, a significantly lower proportion reported a supportive campus environment for racial/ethnic identity, economic background, religious affiliation, and sexual orientation.

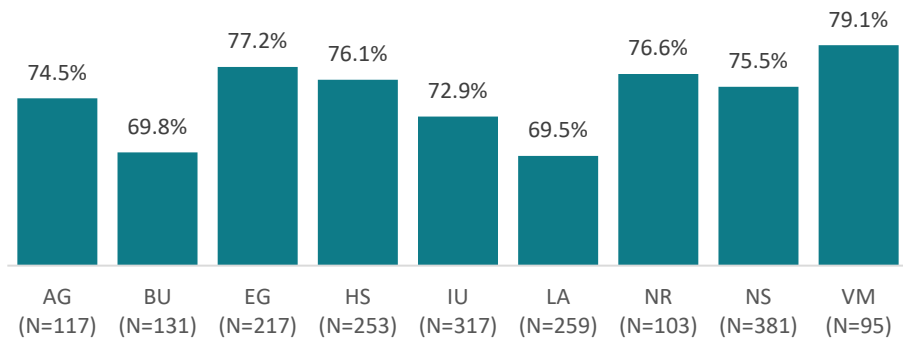
Fig 5. First Year Supportive Environment PP Gaps



A significantly lower proportion of racially minoritized students reported support for racial/ethnic identity, sexual orientation, and disability status. The remaining groups report similar proportions of agreement in this theme.

Figure 6 displays the percent agreement for the overall supportive environment theme by college. CVMBS first year students reported the highest level of agreement that CSU is a supportive environment across identities (79%); Business (70%) and Liberal Arts (70%) reported the lowest.

Fig. 6. First Year Supportive Environment by College (% Agree)



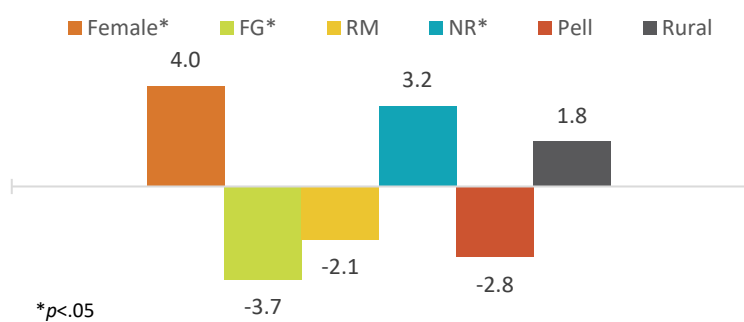
First Year Students' Sense of Community

Figure 7 displays the PP gaps for the overall sense of community theme by first year populations of interest.

Larger proportions of both females (4 PP) and nonresidents (3.2 PP) reported feeling a sense of community at CSU compared to male and resident students. In particular, a statistically larger proportion of first year females reported feeling valued by CSU.

Nonresidents were more likely to report feeling valued by CSU as well as feeling like a part of the community.

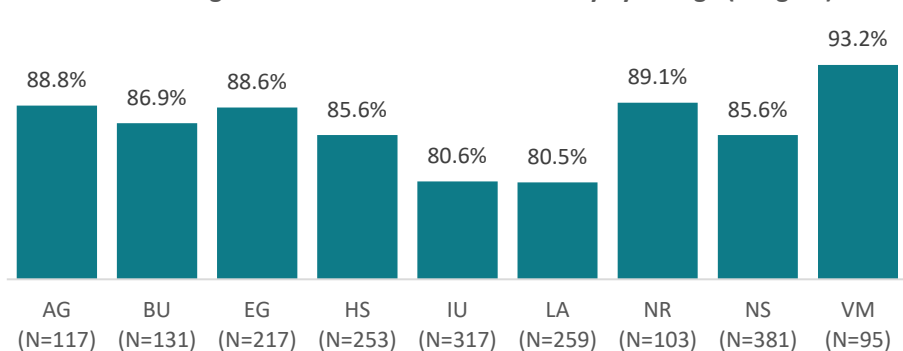
Fig. 7. First Year Sense of Community PP Gaps



Smaller proportions of first year first gen, racially minoritized, and Pell students reported an overall strong sense of community. In particular, a statistically smaller proportion of first gen students reported feeling comfortable being themselves at CSU (89% vs. 93%) and feeling like part of the community (79% vs. 84%), although these proportions were still reasonably high overall. Among racially minoritized first year students, a statistically smaller proportion reported feeling like part of the community (79% of RM compared to 84% of non-RM).

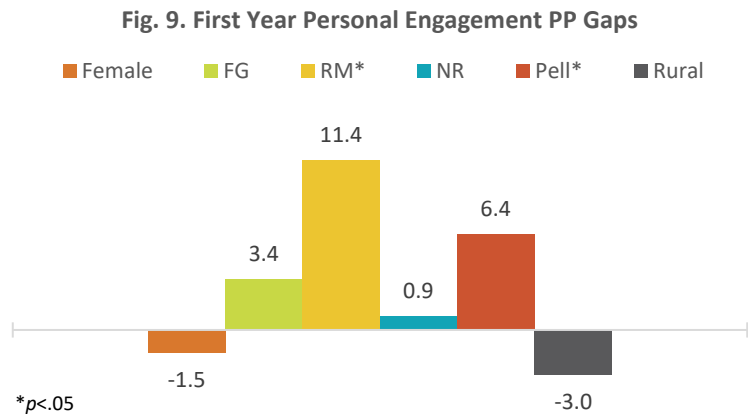
Figure 8 displays the percent agreement by college for the overall sense of community questions. First year CVMBS students reported the highest overall agreement around sense of community (93%); Intra-University students (81%) and Liberal Arts (81%) reported the lowest levels of agreement.

Fig. 8. First Year Sense of Community by College (% Agree)



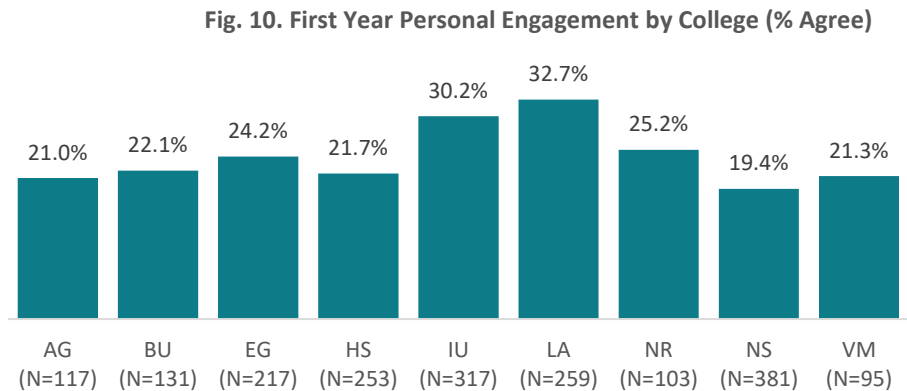
First Year Students' Personal Engagement with Identity / Diversity

Figure 9 displays the PP gaps for the questions that represent how students embrace diversity by populations of interest. Racially minoritized, first gen, and Pell first year students are more likely to regularly participate in diversity-related activities on campus. In particular, racially minoritized students participated at significantly greater proportions across all activities in the theme; a significantly greater proportion of first gen students reported reflecting on their own cultural identity.



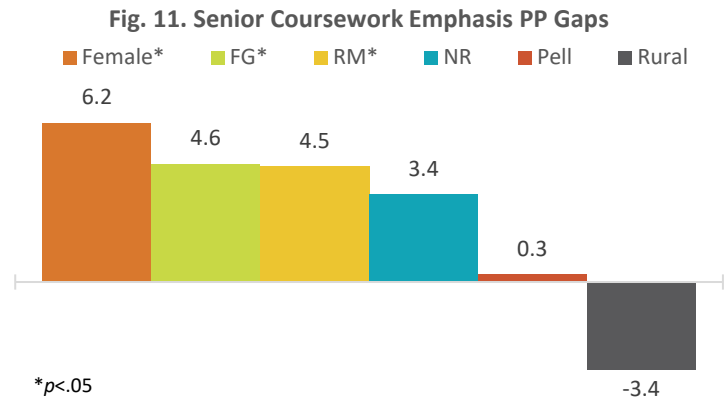
Pell students reported higher proportions of attending events, activities, or presentations that reflect an appreciation for diverse groups of people; participating in activities of centers of specific groups (racial/ethnic, cultural, religious, gender, LGBT, etc.); participating in a diversity-related club or organization; and reflecting on their cultural identity.

Figure 10 displays percent agreement for the embrace diversity theme by college. First year students in Liberal Arts reported the highest level of engagement in diversity-related activities overall (33%), followed by Intra-University (30%). About 25% of Engineering and Natural Resources students reported participating in diversity-related activities. The remaining colleges reported rates of around 20% (College of Ag, Business, Health and Human Sciences, Natural Sciences, and CVMBS).



Senior Students' Coursework Emphasis on Diversity

Figure 11 displays the PP gaps for seniors across the overall coursework emphasis theme. Females, first gen, racially minoritized, and nonresident senior students reported greater emphasis on diversity in their overall coursework at CSU.



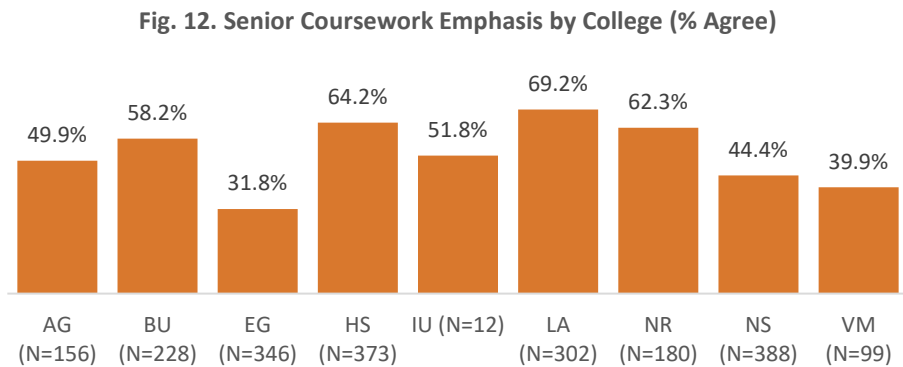
Specifically, a significantly larger proportion of senior females reported that their coursework emphasized recognizing personal cultural norms and biases, exploring their own background through projects, assignments, or programs, discussing issues of equity or privilege, and respecting the expression of diverse ideas.

First gen seniors reported statistically greater emphasis in sharing their own perspectives and experiences and respecting the expression of diverse ideas.

Racially minoritized students reported more emphasis on learning about other cultures, discussing issues of equity or privilege, and respecting the expression of diverse ideas.

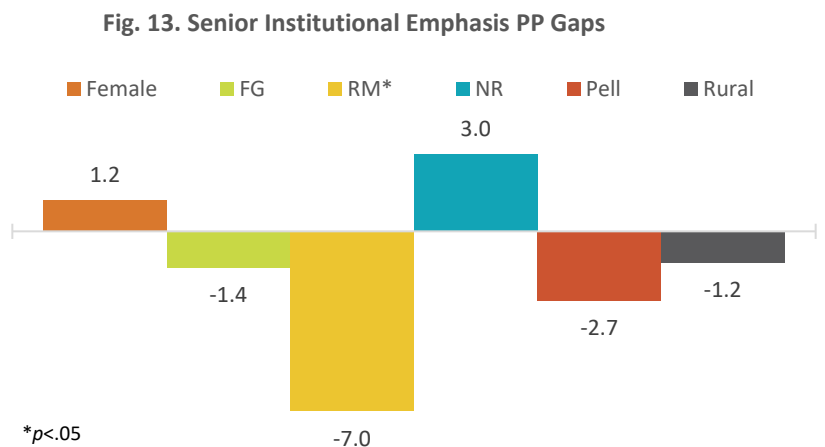
Figure 12 displays the percent agreement among seniors for the coursework emphasis theme by college.

Among seniors, students within Liberal Arts reported the largest coursework emphasis around diversity (69%) while students in the College of Engineering reported the lowest (32%).



Senior Students’ Institutional Emphasis on Diversity

Figure 13 displays the PP gaps for institutional emphasis questions by populations of interest. The largest gap in the overall institutional emphasis theme exists for racially minoritized senior students; they were significantly lower on each item in the theme. In particular, RM students were less likely to agree that CSU demonstrates a commitment to diversity (-11 PP), ensures students are not stigmatized because of identity (-7 PP), and takes allegations of discrimination or harassment seriously (-7 PP).



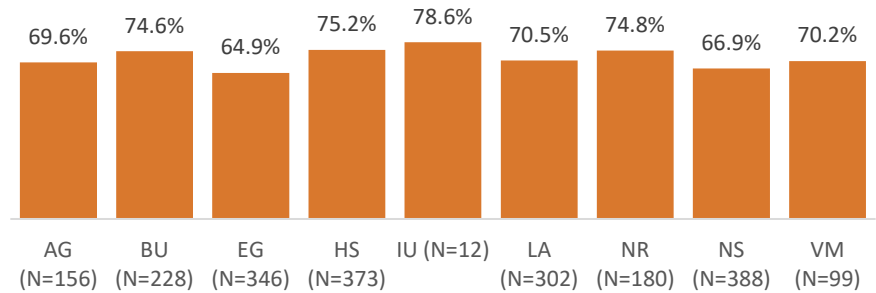
Pell students are 2.7 PP lower overall in this theme; specifically, they reported a significantly lower level of agreement that CSU emphasizes helping students develop the skills to confront discrimination and harassment.

A significantly greater proportion of nonresident seniors reported that CSU helps students develop the skills to confront discrimination and harassment. Females, first gen, and rural students differed minimally from their counterparts in this theme.

Figure 14 displays the percent agreement across institutional emphasis theme by college.

Seniors in Intra-University (79%), Natural Resources (75%), Business (75%), and Health and Human Sciences (75%) reported the highest level of agreement that CSU emphasizes diversity at the institutional level. Colleges with the lowest level of agreement include Engineering (65%) and Natural Sciences (67%).

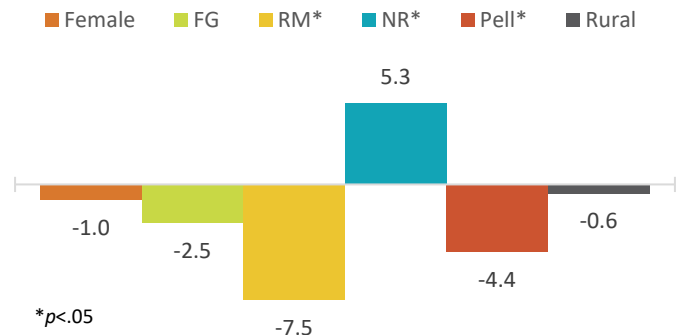
Fig. 14. Senior Institutional Emphasis by College (% Agree)



Senior Students' Supportive Environment

Figure 15 displays the PP gaps across the supportive environment items by populations of interest. All senior populations with the exception of nonresidents reported lower overall agreement for the supportive environment theme. The largest gap exists for racially minoritized senior students, with a statistically smaller proportion of students reporting that CSU provides a supportive environment for diversity across all identities with the exception of disability status.

Fig. 15. Senior Supportive Environment PP Gaps

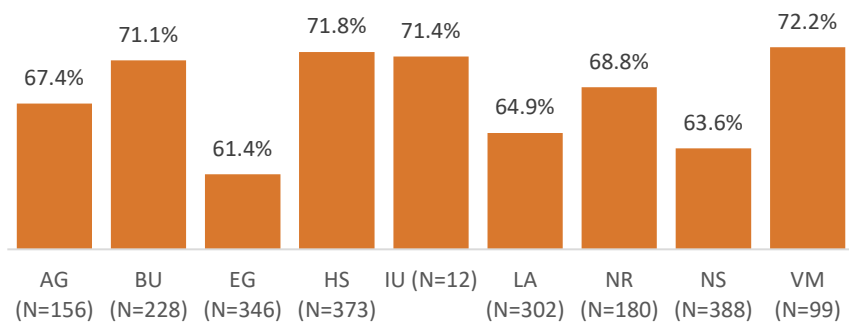


A significantly lower proportion of Pell senior students reported a supportive environment for racial/ethnic identity, gender identity, economic background, and sexual orientation.

Nonresident seniors were the only population reporting higher overall agreement with this theme. They reported statistically greater proportions of feeling support around economic background, political affiliation, religious affiliation, and disability status. Females, first gen, and rural students reported agreement with the overall theme at similar levels.

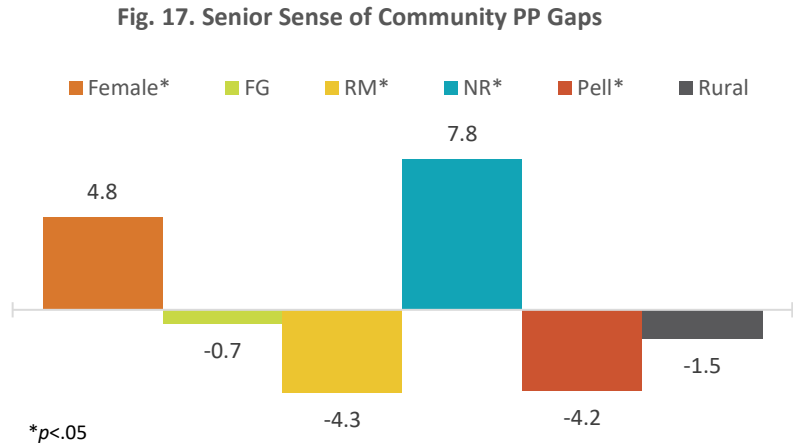
Figure 16 displays the percent agreement across the supportive environment theme by college. Seniors within Veterinary Medicine and Biomedical Sciences reported the highest level of agreement that CSU fosters a supportive environment across identities (72%), followed by Health and Human Sciences (72%), Intra-University (71%), and Business (71%). Seniors within Engineering had the lowest level of agreement (61%) followed by Natural Sciences (64%) and Liberal Arts (65%).

Fig. 16. Senior Supportive Environment by College (% Agree)



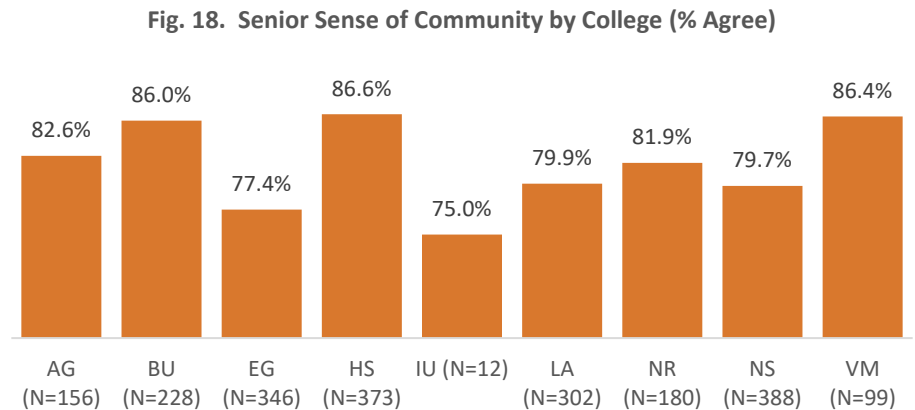
Senior Students' Sense of Community

Figure 17 displays the PP gaps across the sense of community questions among populations of interest. Both senior females and nonresidents reported a greater sense of community compared to males and residents. Specifically, a statistically greater proportion of females agreed that they feel comfortable being themselves at CSU, feel valued by the institution, and feel like part of the CSU community. Nonresidents also reported agreement in statistically greater proportions compared to residents across these items.



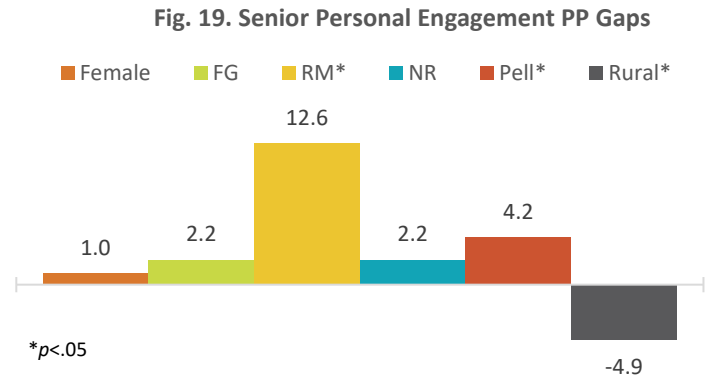
In contrast, both racially minoritized and Pell recipients reported lower proportions of agreement with the overall theme. A significantly lower proportion of racially minoritized and Pell students reported feeling like part of the community at CSU. Additionally, Pell students reported lower levels of feeling comfortable being themselves at CSU. First gen and rural senior students reported similar levels in this theme.

Figure 18 displays the Sense of Community theme by college. Students within Health and Human Sciences, Veterinary Medicine and Biomedical Sciences, and Business all reported high levels of agreement with this overall theme at about 86%. After Intra-University students (75%), the college with the lowest sense of community is Engineering at 77%.



Senior Students' Personal Engagement with Identity/Diversity

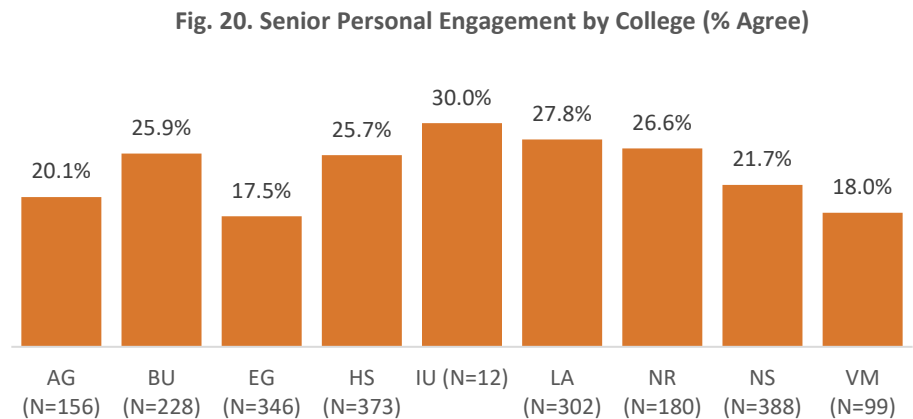
Figure 19 displays the PP gaps across the embrace diversity questions among populations of interest. Compared to other populations, racially minoritized senior students reported much higher engagement with diversity-related activities. They engaged with each activity in this theme in statistically greater proportions compared to non-minoritized students, despite reporting much lower levels of institutional emphasis, supportive environment, and sense of community around diversity.



Pell senior students engaged in two areas in statistically greater proportions compared to non-Pell, to include participating in a diversity-related club or organization and reflecting on their own cultural identity.

In contrast, rural students reported lower levels of agreement in this theme, in particular, attending events, activities, or presentations that reflect an appreciation for diverse groups of people, and reflecting on their own cultural identity.

Figure 20 displays the percent agreement across the overall theme of personal engagement with identity and diversity by college. After Intra-University seniors (30%), students within Liberal Arts (28%), Natural Resources (27%), Business (26%), and Health and Human Sciences (26%) reported the highest levels of engagement with diversity-related activities.



Students within Engineering (18%) and Veterinary Medicine and Biomedical Sciences (18%) reported the lowest levels of engagement.

Conclusions

Compared to first year and senior students at peer institutions, CSU students report similar levels of coursework emphasis around diversity and inclusion, sense of community, and attendance at diversity and inclusion-related activities. A larger proportion of CSU students report institutional emphasis around diversity, as well as a supportive environment for various identities.

Among first-year students, first gen students reported the lowest overall agreement that CSU emphasizes diversity as an institution, provides a supportive environment for different identities, and a lower overall sense

of community. Pell first year students were most likely to agree that their coursework emphasized diversity. Rural first year students had the highest rating for overall institutional emphasis on diversity and inclusion. Non-RM and non-FG students had the highest ratings for supportive environment, nonresidents for sense of community, and racially minoritized students reported the highest levels of engaging in diversity-related activities. At the college level, first year students in Liberal Arts reported the greatest level of coursework emphasis as well as diversity engagement. Students in CVMBS reported the highest levels of sense of community, supportive environment, and institutional emphasis around diversity and inclusion.

Among seniors, racially minoritized students reported the lowest agreement for institutional emphasis around diversity, supportive environment, and sense of community. Nonresidents reported the highest levels of agreement in these same themes. In addition, senior males reported the lowest level of coursework emphasis on diversity, and racially minoritized students were the most likely group to engage in diversity-related activities, while rural students were least likely. At the college level, seniors within the Walter Scott, Jr. College of Engineering reported the lowest overall engagement with inclusiveness and diversity across all themes. Students within the College of Health and Human Sciences and Business reported higher levels of engagement across most themes.

Appendix A: Results by Populations of Interest

Gender

Table 4: Coursework Emphasis by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
COURSEWORK EMPHASIS (quite a bit or very much)	986	55.4%	561	51.0%	4.5	1,113	55.2%	734	49.0%	6.2
- Developing the skills necessary to work effectively with people from various backgrounds	998	49.0%	572	49.7%	-.7	1,116	58.4%	741	55.7%	2.7
- Recognizing your own cultural norms and biases	1,001	55.3%	571	52.4%	3.0	1,114	57.5%	740	50.9%	6.6*
- Sharing your own perspectives and experiences	998	64.0%	571	54.8%	9.2*	1,116	63.9%	744	56.0%	7.8*
- Exploring your own background through projects, assignments, or programs	997	46.4%	570	43.5%	2.9	1,114	49.9%	742	44.7%	5.2*
- Learning about other cultures	1,001	51.3%	568	46.5%	4.9	1,116	44.6%	743	40.2%	4.4
- Discussing issues of equity or privilege	997	53.7%	569	48.7%	5.0	1,115	46.9%	740	41.5%	5.4*
- Respecting the expression of diverse ideas	999	67.8%	573	60.7%	7.0*	1,116	65.1%	743	55.6%	9.6*

* $p < .05$

Table 5: Institutional Emphasis by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
INSTITUTIONAL EMPHASIS (quite a bit or very much)	992	77.5%	563	76.8%	.8	1,099	71.0%	736	69.8%	1.2
- Demonstrating a commitment to diversity	1,002	76.8%	570	77.7%	-.9	1,112	73.4%	741	70.6%	2.8
- Providing students with the resources needed for success in a multicultural world	998	73.9%	571	74.6%	-.7	1,113	64.2%	741	63.7%	.5
- Creating an overall sense of community among students	998	78.7%	572	78.0%	.7	1,110	72.5%	740	68.5%	4.0
- Ensuring you are not stigmatized because of identity (racial/ethnic, gender, religious, orientation, etc.)	999	80.9%	572	76.4%	4.5*	1,113	73.1%	742	71.6%	1.6
- Providing information about anti-discrimination and harassment policies	1,000	80.3%	573	77.0%	3.3	1,113	74.4%	741	74.5%	-.1
- Taking allegations of discrimination or harassment seriously	998	80.6%	571	81.4%	-.9	1,114	75.7%	741	78.3%	-2.6
- Helping students develop the skills to confront discrimination and harassment	999	71.7%	571	71.8%	-.1	1,110	62.1%	741	60.9%	1.2

* $p < .05$

Table 6: Supportive Environment by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	991	74.7%	560	73.6%	1.1	1,106	66.5%	730	67.5%	-1.0
- Racial/ethnic identity	999	83.3%	569	82.6%	.7	1,112	74.4%	737	76.3%	-1.9
- Gender identity	998	88.5%	571	86.0%	2.5	1,113	79.2%	733	78.6%	.6
- Economic background	999	65.1%	571	64.1%	1.0	1,111	57.2%	735	61.8%	-4.6*
- Political affiliation	997	56.7%	571	56.7%	-.1	1,113	50.6%	738	47.2%	3.4
- Religious affiliation	998	66.1%	570	66.1%	.0	1,111	58.0%	737	57.7%	.3
- Sexual orientation	997	85.8%	572	84.6%	1.1	1,113	76.9%	736	76.0%	1.0
- Disability status	998	77.3%	573	74.5%	2.7	1,113	69.1%	735	74.1%	-5.1*

* $p < .05$

Table 7: Sense of Community by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
SENSE OF COMMUNITY (agree or strongly agree)	996	86.7%	571	82.7%	4.0	1,108	83.9%	737	79.1%	4.8
- I feel comfortable being myself at this institution.	1,001	92.4%	571	90.7%	1.7	1,113	93.2%	737	89.3%	3.9*
- I feel valued by this institution.	999	84.5%	573	76.4%	8.0*	1,112	77.9%	739	72.4%	5.5*
- I feel like part of the community at this institution.	998	83.4%	573	80.8%	2.6	1,111	80.9%	739	75.5%	5.4*

* $p < .05$

Table 8: Embrace Diversity by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
EMBRACE DIVERSITY (often or very often)	979	24.1%	553	25.6%	-1.5	1,081	23.6%	718	22.6%	1.0
- Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	998	35.8%	573	39.1%	-3.3	1,112	31.2%	737	30.1%	1.1
- Participated in activities of centers of specific groups (racial/ethnic, cultural, religious, gender, LGBT, etc.)	999	22.4%	572	22.0%	.4	1,110	19.9%	736	17.8%	2.1
- Participated in a diversity-related club or organization	993	17.6%	566	19.8%	-2.2	1,106	16.4%	730	16.4%	-.1
- Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	990	10.1%	566	14.3%	-4.2*	1,097	10.3%	733	13.1%	-2.8
- Reflected on your cultural identity	999	35.2%	567	32.5%	2.8	1,110	40.4%	736	35.2%	5.2*

* $p < .05$

First Generation Status

Table 9: Coursework Emphasis by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
COURSEWORK EMPHASIS (quite a bit or very much)	346	54.1%	1,201	53.7%	.4	469	56.2%	1,378	51.6%	4.6
- Developing the skills necessary to work effectively with people from various backgrounds	351	48.7%	1,219	49.4%	-.7	473	60.0%	1,384	56.4%	3.6
- Recognizing your own cultural norms and biases	353	53.5%	1,219	54.5%	-.9	473	58.1%	1,381	53.8%	4.3
- Sharing your own perspectives and experiences	350	62.0%	1,219	60.3%	1.7	474	65.8%	1,386	59.0%	6.8*
- Exploring your own background through projects, assignments, or programs	351	44.4%	1,216	45.6%	-1.2	474	51.1%	1,382	46.7%	4.3
- Learning about other cultures	352	52.6%	1,217	48.7%	3.8	474	46.6%	1,385	41.6%	5.0
- Discussing issues of equity or privilege	352	49.7%	1,214	52.5%	-2.8	472	47.7%	1,383	43.7%	3.9
- Respecting the expression of diverse ideas	353	66.6%	1,219	64.8%	1.8	473	66.0%	1,386	59.7%	6.2*

* $p < .05$

Table 10: Institutional Emphasis by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
INSTITUTIONAL EMPHASIS (quite a bit or very much)	347	72.8%	1,208	78.5%	-5.7	466	69.4%	1,369	70.9%	-1.4
- Demonstrating a commitment to diversity	352	72.4%	1,220	78.5%	-6.1*	472	70.1%	1,381	73.0%	-2.9
- Providing students with the resources needed for success in a multicultural world	351	71.5%	1,218	75.0%	-3.4	473	63.0%	1,381	64.3%	-1.3
- Creating an overall sense of community among students	353	73.4%	1,217	79.9%	-6.5*	473	70.4%	1,377	71.1%	-.7
- Ensuring you are not stigmatized because of identity (racial/ethnic, gender, religious, orientation, etc.)	353	74.2%	1,218	80.7%	-6.5*	473	72.3%	1,382	72.6%	-.3
- Providing information about anti-discrimination and harassment policies	353	76.5%	1,220	79.8%	-3.3	473	73.4%	1,381	74.8%	-1.4
- Taking allegations of discrimination or harassment seriously	351	75.8%	1,218	82.3%	-6.6*	473	74.2%	1,382	77.6%	-3.4
- Helping students develop the skills to confront discrimination and harassment	352	66.5%	1,218	73.2%	-6.8*	472	59.1%	1,379	62.4%	-3.3

* $p < .05$

Table 11: Supportive Environment by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	344	70.3%	1,207	75.4%	-5.1	473	65.1%	1,363	67.6%	-2.5
- Racial/ethnic identity	352	79.3%	1,216	84.1%	-4.9*	474	74.7%	1,375	75.3%	-.6
- Gender identity	351	84.9%	1,218	88.3%	-3.4	474	76.8%	1,372	79.7%	-2.9
- Economic background	351	59.0%	1,219	66.4%	-7.4*	474	57.8%	1,372	59.4%	-1.6
- Political affiliation	351	55.8%	1,217	56.9%	-1.1	474	49.2%	1,377	49.2%	-.1
- Religious affiliation	352	61.6%	1,216	67.4%	-5.8*	474	55.3%	1,374	58.7%	-3.5
- Sexual orientation	352	80.1%	1,217	86.9%	-6.7*	474	73.4%	1,375	77.6%	-4.2
- Disability status	353	72.5%	1,218	77.3%	-4.8	473	68.5%	1,375	72.0%	-3.5

**p*<.05

Table 12: Sense of Community by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
SENSE OF COMMUNITY (agree or strongly agree)	352	82.4%	1,215	86.1%	-3.7	471	81.5%	1,374	82.2%	-.7
- I feel comfortable being myself at this institution.	354	88.7%	1,218	92.7%	-4.0*	474	91.4%	1,376	91.7%	-.4
- I feel valued by this institution.	353	79.9%	1,219	82.0%	-2.1	473	76.5%	1,378	75.4%	1.1
- I feel like part of the community at this institution.	353	78.8%	1,218	83.5%	-4.7*	472	76.7%	1,378	79.5%	-2.8

**p*<.05

Table 13: Embrace Diversity by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
EMBRACE DIVERSITY (often or very often)	341	27.3%	1,191	23.9%	3.4	462	24.9%	1,337	22.6%	2.2
- Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	353	38.0%	1,218	36.7%	1.3	473	32.8%	1,376	30.1%	2.7
- Participated in activities of centers of specific groups (racial/ethnic, cultural, religious, gender, LGBT, etc.)	352	24.1%	1,219	21.7%	2.4	473	20.5%	1,373	18.6%	1.9
- Participated in a diversity-related club or organization	350	20.6%	1,209	17.8%	2.8	468	19.7%	1,368	15.3%	4.4*
- Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	347	14.4%	1,209	10.8%	3.6	471	12.1%	1,359	11.2%	.9
- Reflected on your cultural identity	350	39.4%	1,216	32.7%	6.7*	472	41.5%	1,374	37.2%	4.3

**p*<.05

Racially Minoritized Status

Table 14: Coursework Emphasis by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
COURSEWORK EMPHASIS (quite a bit or very much)	402	56.3%	1,145	52.9%	3.4	355	56.4%	1,492	51.9%	4.5
- Developing the skills necessary to work effectively with people from various backgrounds	410	52.0%	1,160	48.3%	3.7	357	59.1%	1,500	56.9%	2.2
- Recognizing your own cultural norms and biases	409	56.0%	1,163	53.7%	2.3	357	56.9%	1,497	54.4%	2.4
- Sharing your own perspectives and experiences	407	62.2%	1,162	60.2%	2.0	357	63.6%	1,503	60.1%	3.5
- Exploring your own background through projects, assignments, or programs	408	48.5%	1,159	44.3%	4.3	357	50.4%	1,499	47.2%	3.2
- Learning about other cultures	410	52.0%	1,159	48.7%	3.2	357	48.2%	1,502	41.6%	6.6*
- Discussing issues of equity or privilege	406	53.2%	1,160	51.4%	1.8	355	50.7%	1,500	43.3%	7.4*
- Respecting the expression of diverse ideas	410	68.5%	1,162	64.0%	4.5	357	65.8%	1,502	60.3%	5.6*

* $p < .05$

Table 15: Institutional Emphasis by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
INSTITUTIONAL EMPHASIS (quite a bit or very much)	404	73.7%	1,151	78.5%	-4.8	353	64.8%	1,482	71.8%	-7.0
- Demonstrating a commitment to diversity	409	73.6%	1,163	78.4%	-4.8*	355	63.7%	1,498	74.3%	-10.6*
- Providing students with the resources needed for success in a multicultural world	408	70.6%	1,161	75.5%	-4.9*	357	58.5%	1,497	65.3%	-6.7*
- Creating an overall sense of community among students	410	74.9%	1,160	79.7%	-4.8*	356	66.6%	1,494	72.0%	-5.4*
- Ensuring you are not stigmatized because of identity (racial/ethnic, gender, religious, orientation, etc.)	410	76.3%	1,161	80.3%	-3.9	357	66.9%	1,498	73.8%	-6.9*
- Providing information about anti-discrimination and harassment policies	411	75.4%	1,162	80.4%	-5.0*	356	69.4%	1,498	75.6%	-6.3*
- Taking allegations of discrimination or harassment seriously	410	77.1%	1,159	82.2%	-5.2*	357	70.9%	1,498	78.1%	-7.2*
- Helping students develop the skills to confront discrimination and harassment	411	68.4%	1,159	72.9%	-4.5	356	56.7%	1,495	62.7%	-6.0*

* $p < .05$

Table 16: Supportive Environment by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	407	71.1%	1,144	75.4%	-4.3	353	60.8%	1,483	68.4%	-7.5
- Racial/ethnic identity	409	79.2%	1,159	84.4%	-5.2*	356	68.3%	1,493	76.8%	-8.5*
- Gender identity	411	85.2%	1,158	88.4%	-3.3	356	73.0%	1,490	80.3%	-7.3*
- Economic background	412	61.7%	1,158	65.8%	-4.2	355	52.4%	1,491	60.6%	-8.2*
- Political affiliation	411	56.2%	1,157	56.9%	-.7	355	43.4%	1,496	50.6%	-7.2*
- Religious affiliation	410	62.9%	1,158	67.3%	-4.3	356	51.1%	1,492	59.5%	-8.3*
- Sexual orientation	411	80.8%	1,158	87.0%	-6.2*	355	70.7%	1,494	77.9%	-7.2*
- Disability status	411	71.5%	1,160	77.9%	-6.4*	356	67.1%	1,492	72.1%	-4.9

*p<.05

Table 17: Sense of Community by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
SENSE OF COMMUNITY (agree or strongly agree)	409	83.7%	1,158	85.8%	-2.1	353	78.6%	1,492	82.8%	-4.3
- I feel comfortable being myself at this institution.	412	91.3%	1,160	92.0%	-.7	355	89.3%	1,495	92.2%	-2.9
- I feel valued by this institution.	411	81.0%	1,161	81.7%	-.7	355	73.0%	1,496	76.3%	-3.4
- I feel like part of the community at this institution.	410	79.0%	1,161	83.6%	-4.6*	355	73.8%	1,495	79.9%	-6.1*

*p<.05

Table 18: Embrace Diversity by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
EMBRACE DIVERSITY (often or very often)	395	33.1%	1,137	21.7%	11.4	344	33.4%	1,455	20.8%	12.6
- Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	411	44.8%	1,160	34.2%	10.5*	354	39.0%	1,495	28.8%	10.2*
- Participated in activities of centers of specific groups (racial/ethnic, cultural, religious, gender, LGBT, etc.)	411	29.0%	1,160	19.9%	9.0*	355	28.7%	1,491	16.8%	12.0*
- Participated in a diversity-related club or org.	408	29.4%	1,151	14.5%	14.9*	348	28.4%	1,488	13.6%	14.9*
- Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	405	15.8%	1,151	10.2%	5.6*	355	17.2%	1,475	10.0%	7.1*
- Reflected on your cultural identity	407	48.2%	1,159	29.3%	18.8*	356	54.8%	1,490	34.4%	20.4*

Residency Status

Table 19: Coursework Emphasis by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
COURSEWORK EMPHASIS (quite a bit or very much)	531	53.1%	1,016	54.2%	-1.1	439	55.4%	1,408	51.9%	3.4
- Developing the skills necessary to work effectively with people from various backgrounds	540	48.5%	1,030	49.6%	-1.1	441	59.2%	1,416	56.8%	2.4
- Recognizing your own cultural norms and biases	540	50.9%	1,032	56.0%	-5.1	440	57.7%	1,414	54.0%	3.7
- Sharing your own perspectives and experiences	539	60.9%	1,030	60.6%	.3	443	62.5%	1,417	60.2%	2.3
- Exploring your own background through projects, assignments, or programs	538	46.1%	1,029	45.0%	1.1	441	49.0%	1,415	47.5%	1.5
- Learning about other cultures	540	49.6%	1,029	49.6%	.1	442	47.5%	1,417	41.4%	6.1*
- Discussing issues of equity or privilege	536	50.2%	1,030	52.7%	-2.5	441	47.2%	1,414	44.0%	3.2
- Respecting the expression of diverse ideas	538	63.6%	1,034	66.1%	-2.5	444	65.3%	1,415	60.1%	5.2*

* $p < .05$

Table 20: Institutional Emphasis by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
INSTITUTIONAL EMPHASIS (quite a bit or very much)	536	76.9%	1,019	77.4%	-.5	434	72.8%	1,401	69.8%	3.0
- Demonstrating a commitment to diversity	541	76.2%	1,031	77.7%	-1.5	440	73.4%	1,413	71.9%	1.5
- Providing students with the resources needed for success in a multicultural world	539	74.2%	1,030	74.2%	.0	442	67.4%	1,412	62.9%	4.5
- Creating an overall sense of community among students	539	78.3%	1,031	78.5%	-.2	442	72.4%	1,408	70.5%	1.9
- Ensuring you are not stigmatized because of identity (racial/ethnic, gender, religious, orientation, etc.)	539	81.1%	1,032	78.3%	2.8	442	75.3%	1,413	71.6%	3.7
- Providing information about anti-discrimination and harassment policies	540	77.6%	1,033	79.9%	-2.3	440	75.0%	1,414	74.3%	.7
- Taking allegations of discrimination or harassment seriously	540	79.6%	1,029	81.5%	-1.9	441	77.6%	1,414	76.4%	1.1
- Helping students develop the skills to confront discrimination and harassment	539	71.2%	1,031	72.0%	-.7	440	65.7%	1,411	60.3%	5.4*

* $p < .05$

Table 21: Supportive Environment by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	535	73.9%	1,016	74.5%	-.6	441	70.9%	1,395	65.6%	5.3
- Racial/ethnic identity	538	82.9%	1,030	83.1%	-.2	443	75.6%	1,406	75.0%	.7
- Gender identity	539	86.5%	1,030	88.2%	-1.7	442	81.7%	1,404	78.1%	3.6
- Economic background	539	64.4%	1,031	64.9%	-.5	442	64.7%	1,404	57.2%	7.5*
- Political affiliation	539	57.9%	1,029	56.1%	1.8	442	56.3%	1,409	47.0%	9.4*
- Religious affiliation	539	66.8%	1,029	65.8%	1.0	442	62.7%	1,406	56.3%	6.3*
- Sexual orientation	537	84.0%	1,032	86.0%	-2.1	442	79.0%	1,407	75.8%	3.2
- Disability status	539	75.9%	1,032	76.5%	-.6	442	76.0%	1,406	69.6%	6.5*

* $p < .05$

Table 22: Sense of Community by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
SENSE OF COMMUNITY (agree or strongly agree)	537	87.3%	1,030	84.2%	3.2	442	87.9%	1,403	80.1%	7.8
- I feel comfortable being myself at this institution.	540	92.6%	1,032	91.4%	1.2	442	95.7%	1,408	90.3%	5.4*
- I feel valued by this institution.	539	84.4%	1,033	80.1%	4.4*	442	83.0%	1,409	73.4%	9.6*
- I feel like part of the community at this institution.	540	85.2%	1,031	81.0%	4.2*	442	85.1%	1,408	76.8%	8.3*

* $p < .05$

Table 23: Embrace Diversity by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
EMBRACE DIVERSITY (often or very often)	527	25.2%	1,005	24.3%	.9	432	24.9%	1,367	22.7%	2.2
- Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	538	37.4%	1,033	36.8%	.6	442	33.5%	1,407	29.9%	3.6
- Participated in activities of centers of specific groups (racial/ethnic, cultural, religious, gender, LGBT, etc.)	539	24.9%	1,032	20.9%	3.9	440	21.1%	1,406	18.4%	2.7
- Participated in a diversity-related club or organization	535	19.1%	1,024	18.1%	1.0	441	15.4%	1,395	16.7%	-1.3
- Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	537	12.7%	1,019	11.1%	1.6	436	13.3%	1,394	10.8%	2.5
- Reflected on your cultural identity	538	32.2%	1,028	35.3%	-3.2	441	39.9%	1,405	37.8%	2.1

* $p < .05$

Pell Recipient Status

Table 24: Coursework Emphasis by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
COURSEWORK EMPHASIS (quite a bit or very much)	357	59.4%	1,190	52.1%	7.3	433	53.0%	1,414	52.7%	.3
- Developing the skills necessary to work effectively with people from various backgrounds	365	52.1%	1,205	48.4%	3.7	433	58.2%	1,424	57.1%	1.1
- Recognizing your own cultural norms and biases	363	58.7%	1,209	52.9%	5.7*	434	55.8%	1,420	54.6%	1.1
- Sharing your own perspectives and experiences	361	65.1%	1,208	59.4%	5.7*	434	59.2%	1,426	61.2%	-2.0
- Exploring your own background through projects, assignments, or programs	363	49.9%	1,204	44.0%	5.8*	434	45.4%	1,422	48.6%	-3.2
- Learning about other cultures	363	56.5%	1,206	47.5%	9.0*	434	43.8%	1,425	42.6%	1.2
- Discussing issues of equity or privilege	364	57.7%	1,202	50.1%	7.6*	434	46.8%	1,421	44.1%	2.7
- Respecting the expression of diverse ideas	364	72.8%	1,208	62.9%	9.9*	434	62.2%	1,425	61.1%	1.2

* $p < .05$

Table 25: Institutional Emphasis by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
INSTITUTIONAL EMPHASIS (quite a bit or very much)	357	76.1%	1,198	77.6%	-1.5	428	68.4%	1,407	71.1%	-2.7
- Demonstrating a commitment to diversity	363	75.5%	1,209	77.7%	-2.2	433	69.7%	1,420	73.0%	-3.3
- Providing students with the resources needed for success in a multicultural world	363	74.9%	1,206	74.0%	1.0	434	63.6%	1,420	64.1%	-.5
- Creating an overall sense of community among students	365	77.3%	1,205	78.8%	-1.5	431	68.9%	1,419	71.5%	-2.6
- Ensuring you are not stigmatized because of identity (racial/ethnic, gender, religious, orientation, etc.)	365	76.2%	1,206	80.2%	-4.0	433	71.4%	1,422	72.9%	-1.5
- Providing information about anti-discrimination and harassment policies	365	80.8%	1,208	78.6%	2.3	434	71.9%	1,420	75.2%	-3.3
- Taking allegations of discrimination or harassment seriously	361	79.2%	1,208	81.4%	-2.1	433	74.4%	1,422	77.4%	-3.1
- Helping students develop the skills to confront discrimination and harassment	364	68.7%	1,206	72.6%	-4.0	433	57.5%	1,418	62.8%	-5.3*

* $p < .05$

Table 26: Supportive Environment by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	356	73.3%	1,195	74.6%	-1.3	427	63.5%	1,409	67.9%	-4.4
- Racial/ethnic identity	364	81.6%	1,204	83.5%	-1.9	432	70.6%	1,417	76.5%	-5.9*
- Gender identity	362	86.5%	1,207	87.9%	-1.4	432	75.5%	1,414	80.0%	-4.5*
- Economic background	363	61.7%	1,207	65.6%	-3.9	430	53.5%	1,416	60.7%	-7.2*
- Political affiliation	363	58.1%	1,205	56.3%	1.9	432	47.9%	1,419	49.6%	-1.7
- Religious affiliation	361	65.1%	1,207	66.4%	-1.3	431	54.5%	1,417	58.9%	-4.3
- Sexual orientation	363	84.0%	1,206	85.7%	-1.7	431	72.6%	1,418	77.7%	-5.1*
- Disability status	364	75.5%	1,207	76.5%	-0.9	430	68.4%	1,418	71.9%	-3.6

**p*<.05

Table 27: Sense of Community by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
SENSE OF COMMUNITY (agree or strongly agree)	363	83.1%	1,204	85.9%	-2.8	429	78.8%	1,416	83.0%	-4.2
- I feel comfortable being myself at this institution.	365	90.7%	1,207	92.1%	-1.4	433	88.0%	1,417	92.7%	-4.7*
- I feel valued by this institution.	364	78.8%	1,208	82.4%	-3.5	433	74.8%	1,418	76.0%	-1.1
- I feel like part of the community at this institution.	364	79.9%	1,207	83.2%	-3.2	431	74.0%	1,419	80.2%	-6.2*

**p*<.05

Table 28: Embrace Diversity by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
EMBRACE DIVERSITY (often or very often)	353	29.6%	1,179	23.2%	6.4	421	26.4%	1,378	22.2%	4.2
- Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	364	42.3%	1,207	35.4%	6.9*	431	33.6%	1,418	29.9%	3.7
- Participated in activities of centers of specific groups (racial/ethnic, cultural, religious, gender, LGBT, etc.)	363	26.2%	1,208	21.1%	5.1*	433	21.5%	1,413	18.3%	3.1
- Participated in a diversity-related club or organization	360	22.2%	1,199	17.3%	5.0*	428	20.3%	1,408	15.2%	5.1*
- Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	360	15.0%	1,196	10.6%	4.4	428	11.9%	1,402	11.3%	.6
- Reflected on your cultural identity	361	42.1%	1,205	31.9%	10.2*	432	45.6%	1,414	36.1%	9.5*

**p*<.05

Rural First Home Address

Table 29: Coursework Emphasis by Urban v. Rural Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
COURSEWORK EMPHASIS (quite a bit or very much)	316	53.6%	1,180	53.4%	.1	397	49.4%	1,373	52.9%	-3.4
- Developing the skills necessary to work effectively with people from various backgrounds	319	49.5%	1,199	48.6%	.9	397	53.4%	1,382	57.7%	-4.3
- Recognizing your own cultural norms and biases	320	53.4%	1,199	54.3%	-.9	397	51.4%	1,380	55.1%	-3.8
- Sharing your own perspectives and experiences	320	60.3%	1,196	60.1%	.2	397	59.4%	1,384	60.5%	-1.0
- Exploring your own background through projects, assignments, or programs	320	43.7%	1,194	45.3%	-1.6	397	45.1%	1,382	47.8%	-2.7
- Learning about other cultures	319	49.8%	1,197	48.7%	1.1	397	39.3%	1,384	42.8%	-3.6
- Discussing issues of equity or privilege	319	51.4%	1,195	51.8%	-.4	398	40.7%	1,380	45.1%	-4.4
- Respecting the expression of diverse ideas	319	65.2%	1,200	64.8%	.4	398	56.5%	1,382	61.6%	-5.1

* $p < .05$

Table 30: Institutional Emphasis by Urban v. Rural Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
INSTITUTIONAL EMPHASIS (quite a bit or very much)	316	80.2%	1,187	76.6%	3.6	392	69.4%	1,368	70.6%	-1.2
- Demonstrating a commitment to diversity	319	79.6%	1,200	76.4%	3.2	397	71.3%	1,380	72.5%	-1.2
- Providing students with the resources needed for success in a multicultural world	318	78.9%	1,198	72.7%	6.2*	395	63.5%	1,382	63.5%	.1
- Creating an overall sense of community among students	319	80.9%	1,198	77.9%	3.0	395	69.1%	1,378	71.2%	-2.1
- Ensuring you are not stigmatized because of identity (racial/ethnic, gender, religious, orientation, etc.)	319	83.1%	1,199	78.4%	4.7	397	70.8%	1,380	73.1%	-2.3
- Providing information about anti-discrimination and harassment policies	319	81.8%	1,201	78.9%	2.9	397	72.8%	1,380	74.9%	-2.1
- Taking allegations of discrimination or harassment seriously	318	83.0%	1,198	80.5%	2.6	396	75.5%	1,382	77.1%	-1.6
- Helping students develop the skills to confront discrimination and harassment	319	74.6%	1,199	71.1%	3.5	396	61.4%	1,379	61.2%	.2

* $p < .05$

Table 31: Supportive Environment by Urban v. Rural Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	315	76.0%	1,183	74.2%	1.8	389	66.2%	1,370	66.8%	-0.6
- Racial/ethnic identity	318	86.8%	1,197	82.3%	4.5	393	76.1%	1,378	74.7%	1.4
- Gender identity	319	90.6%	1,197	87.2%	3.4	392	79.1%	1,377	78.9%	.2
- Economic background	319	67.4%	1,198	64.3%	3.1	393	57.5%	1,376	58.7%	-1.2
- Political affiliation	318	57.9%	1,197	56.7%	1.1	395	48.4%	1,379	48.9%	-0.5
- Religious affiliation	319	65.8%	1,196	66.4%	-0.6	393	55.2%	1,377	58.2%	-3.0
- Sexual orientation	317	87.1%	1,199	85.7%	1.4	395	77.2%	1,377	76.5%	.7
- Disability status	319	77.4%	1,199	76.2%	1.2	394	69.5%	1,377	71.2%	-1.6

* $p < .05$

Table 32: Sense of Community by Urban v. Rural Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
SENSE OF COMMUNITY (agree or strongly agree)	318	86.8%	1,196	85.0%	1.8	397	80.6%	1,371	82.2%	-1.5
- I feel comfortable being myself at this institution.	318	93.1%	1,201	91.7%	1.4	397	91.2%	1,376	91.6%	-0.5
- I feel valued by this institution.	319	83.1%	1,200	81.2%	1.8	397	74.1%	1,377	75.8%	-1.8
- I feel like part of the community at this institution.	319	83.7%	1,199	82.3%	1.4	397	76.6%	1,376	79.1%	-2.5

* $p < .05$

Table 33: Embrace Diversity by Urban v. Rural Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
EMBRACE DIVERSITY (often or very often)	314	21.8%	1,165	24.8%	-3.0	390	18.9%	1,335	23.8%	-4.9
- Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	319	35.7%	1,199	36.5%	-0.8	397	23.9%	1,374	31.9%	-7.9*
- Participated in activities of centers of specific groups (racial/ethnic, cultural, religious, gender, LGBT, etc.)	319	21.3%	1,199	21.9%	-0.6	395	18.0%	1,374	19.0%	-1.0
- Participated in a diversity-related club or organization	316	16.1%	1,190	18.3%	-2.2	395	13.4%	1,364	16.6%	-3.2
- Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	317	8.8%	1,186	12.0%	-3.1	394	9.9%	1,361	11.1%	-1.2
- Reflected on your cultural identity	319	28.5%	1,194	35.2%	-6.6*	397	30.5%	1,373	40.0%	-9.5*

* $p < .05$