

Title: 2016 Student Life and Campus Climate Survey
Author: John Haller, Office of Institutional Research
Date: August 2nd, 2016

2016 Student Life and Campus Climate Survey

The CMC Student Life and Campus Climate Survey has been administered since 2007 on a three-year cycle and asks students questions about their demographics, the importance of and their satisfaction with various aspects of campus life and facilities, their level of agreement with statements about CMC experiences, and their level of agreement with statements about CMC campus climate, particularly as it relates to gender identity, sexual orientation, race and ethnicity, political orientation, and religion.

1,295 current CMC students were invited to participate via email. 486 students completed at least some portion of the survey for a response rate of 37.5%. Because response rates vary by section and by question the number of responses (N) is included for each question.

Demographics

The sample was fairly representative of the CMC student body by gender (the CMC student body is 49% women, 51% men). The sample also had an almost identical representation by race/ethnicity as the CMC student body. The distribution of race/ethnicity in the sample was nearly identical to the distribution of race/ethnicity in the CMC student body.

Gender	
Woman	55%
Man	45%
Other	<1%

Race/Ethnicity	
American Indian or Alaskan Native	<1%
Asian	11%
Black	5%
Hispanic	15%
Two or more races	6%
Nonresident Alien	14%
Hawaiian or Pacific Islander	<1%
Unknown	6%
White	43%

Sexual Orientation	
Decline to State	1%
Heterosexual	83%
Gay	2%
Lesbian	1%
Bisexual	6%
Queer	2%
Don't know	<1%
Questioning	1%
Other	2%
Multiple Identification	3%

On Need-Based Financial Aid	
No Need-Based Financial Aid	56%
Need-Based Financial Aid	44%

Persons with Disability	
No Disability	96%
Disability	4%

Summary of Questions Addressing Diversity and Inclusion

The student life and campus climate survey is a comprehensive survey of many facets of the student experience. Of particular interest in spring 2016 were those questions that reflect experiences and perspectives that relate to diversity and inclusion. Though these types of questions were spread throughout the survey, an analysis of similar questions revealed the following themes:

1. In the student life section, respondents tended to express a desire to be exposed to diverse students and cultures and were generally less satisfied with their current opportunities to do so. These questions did not identify a specific definition of “diverse”.
2. The campus climate section of the survey addresses more specific elements of diversity and inclusion. Overall respondents tended to report lower perceptions of fair treatment of diverse individuals compared with the previous administration of the survey (2013).
3. Respondents who identified as not exclusively white, not exclusively heterosexual, and women tended to report less fair treatment of themselves and others with diverse identities. Often responses from these subgroups are polarized, where roughly the same proportion report unfair treatment as those that report fair treatment. These results suggest that students sharing these identities can have very different experiences at, and perceptions of CMC.

Note that we know from past experiences with this and other surveys that responses are very much driven by current, immediate events. In other words, while the questions are framed as general, not time-bound statements, respondents tend to make their judgments based nearly exclusively on the current situation at the time they participate in the survey. Hence the comparisons between 2013 and 2016 tell us more about how these two specific moments in time differed, rather than denoting any deeper, long-term trend.

Full Results for the 2016 Student Life and Campus Climate Survey

Student Life

This report displays results for each instrument separately and by general grouped topic. 1,295 current CMC students were invited to participate via email. 486 students completed at least some portion of the survey for a response rate of 37.5%. Because response rates vary by section and by question the number of responses (N) is included for each question. Each response scale has a low point of 1 (Not at all important/Very dissatisfied/Strongly disagree) and a high point of 5 (Extremely important/Very satisfied/Strongly agree) with a neutral midpoint. Each question had either a “N/A” or “Don’t know” response option that was excluded from the analyses. In the following tables responses of 4 or 5 (e.g. “Satisfied” and “Very satisfied”) are combined to create “% Rating important/satisfied” and responses of 1 and 2 (e.g., “Dissatisfied” and “Very dissatisfied”) are combined to create “% Rating unimportant/dissatisfied”. Questions that are related to one another are shaded in white and grey bars.

Larger discrepancies (>10%) between importance and satisfaction are noted in the text following the table.

Campus Activities

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-Cultural events on campus - music, films, drama, dance, art exhibits, etc.	486	53%	13%	3.51	4.00	1.01
My level of satisfaction-Cultural events on campus - music, films, drama, dance, art exhibits, etc.	479	30%	29%	3.11	3.00	1.10
Importance to me-Opportunities to become involved in community service or volunteer programs	484	56%	10%	3.56	4.00	0.93
My level of satisfaction-Opportunities to become involved in community service or volunteer programs	476	53%	12%	3.62	4.00	1.00
Importance to me-Fitness/recreation facilities for my personal needs and use	486	82%	3%	4.18	4.00	0.83
My level of satisfaction-Fitness/recreation facilities for my personal needs and use	476	51%	27%	3.33	4.00	1.12
Importance to me-Intercollegiate athletic events	486	40%	26%	3.14	3.00	1.30
My level of satisfaction-Intercollegiate athletic events	477	50%	9%	3.75	4.00	1.08
Importance to me-Intramural athletic programs	485	34%	29%	2.98	3.00	1.24
My level of satisfaction-Intramural athletic programs	473	44%	8%	3.67	3.00	1.07
Importance to me-International place events (International Festival, etc.)	484	33%	21%	3.17	3.00	1.19
My level of satisfaction-International place events (International Festival, etc.)	467	46%	6%	3.71	4.00	1.02

1. Roughly half (53%) of respondents felt that cultural events were important to them but only 30% were satisfied.
2. 82% of respondents indicated fitness/recreation facilities were important to them but 51% were satisfied.
3. Overall, respondents reported lower importance for athletic events/programs and international place events.

ASCMC

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-ASCMC's social activities	485	75%	9%	3.90	4.00	0.96
My level of satisfaction-ASCMC's social activities	479	35%	35%	2.97	3.00	1.11
Importance to me-ASCMC's process for funding clubs and organizations	484	68%	8%	3.92	4.00	1.13
My level of satisfaction-ASCMC's process for funding clubs and organizations	471	34%	25%	3.34	3.00	1.29
Importance to me-ASCMC's communications with CMC's administration	483	74%	7%	4.05	4.00	1.05
My level of satisfaction-ASCMC's communications with CMC's administration	470	25%	30%	3.13	3.00	1.27
Importance to me-Events/programs without alcohol	484	57%	16%	3.54	4.00	1.15
My level of satisfaction-Events/programs without alcohol	470	50%	17%	3.50	4.00	1.05

1. Overall there is a large discrepancy between importance and satisfaction ratings for ASCMC (between 34 and 79 percentage points).

Facilities

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-Clean residence halls	452	93%	3%	4.36	4.00	0.76
My level of satisfaction-Clean residence halls	447	77%	10%	4.02	4.00	0.99
Importance to me-Residence halls enable the development of relationships with diverse students	452	81%	3%	4.11	4.00	0.85
My level of satisfaction-Residence halls enable the development of relationships with diverse students	446	50%	21%	3.44	4.00	1.09
Importance to me-Food services at the hub	454	81%	2%	4.07	4.00	0.77
My level of satisfaction-Food services at the hub	448	51%	28%	3.30	4.00	1.17
Importance to me-Food services at Collins Dining Hall	453	89%	2%	4.31	4.00	0.75
My level of satisfaction-Food services at Collins Dining Hall	447	62%	18%	3.57	4.00	1.12

Importance to me-Variety of Speakers at the Marian Miner Cook Athenaeum	453	90%	3%	4.36	5.00	0.82
My level of satisfaction-Variety of Speakers at the Marian Miner Cook Athenaeum	448	69%	14%	3.75	4.00	1.06

1. 93% of respondents found clean residence halls important while 77% were satisfied.
2. 81% of respondents view the role of residence halls in enabling the development of relationships with diverse students as important; however, just 50% are satisfied.
3. Both Collins dining hall and the hub had higher proportions of importance but lower proportions of satisfaction.
4. 90% of respondents indicated that the variety of speakers at the Athenaeum was important but 69% were satisfied.

Faculty and Advising

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-Contact with faculty outside of class	382	90%	2%	4.36	4.00	0.71
My level of satisfaction-Contact with faculty outside of class	380	85%	4%	4.15	4.00	0.80
Importance to me-Improvement analyzing issues, problems, or ideas while at CMC	373	91%	3%	4.34	4.00	0.78
My level of satisfaction-Improvement analyzing issues, problems, or ideas while at CMC	371	60%	14%	3.61	4.00	1.02
Importance to me-Faculty help with career opportunities	382	89%	2%	4.33	4.00	0.75
My level of satisfaction-Faculty help with career opportunities	380	48%	21%	3.51	4.00	1.15
Importance to me-Faculty knowledge of their field	382	98%	1%	4.75	5.00	0.51
My level of satisfaction-Faculty knowledge of their field	378	94%	2%	4.47	5.00	0.68
Importance to me-Academic advising in my major	380	91%	2%	4.37	4.00	0.73
My level of satisfaction-Academic advising in my major	378	52%	18%	3.44	4.00	1.22
Importance to me-Academic advising for general education requirements	378	71%	5%	3.91	4.00	0.94
My level of satisfaction-Academic advising for general education requirements	375	48%	15%	3.39	3.00	1.07

Importance to me-Faculty include contributions and narratives of diverse demographic groups in the curriculum	377	72%	6%	3.92	4.00	1.14
My level of satisfaction-Faculty include contributions and narratives of diverse demographic groups in the curriculum	373	40%	16%	3.25	3.00	1.23
Importance to me-Faculty are available to prepare effective letters of recommendation	380	93%	1%	4.57	5.00	0.73
My level of satisfaction-Faculty are available to prepare effective letters of recommendation	376	76%	4%	4.31	4.00	1.07

1. 91% of respondents reported that improvement analyzing issues, problems, or ideas while at CMC was important but only 60% were satisfied.
2. 89% of respondents believed that faculty help with career opportunities was important and 48% of respondents were satisfied.
3. 91% of respondents felt that faculty advising in their major was important while 52% were satisfied. 71% felt that faculty advising for GE requirements was important while 48% were satisfied.
4. 72% of respondents believe it is important for faculty to include contributions and narratives of diverse demographic groups in the curriculum, with women valuing this role more than men; 40% of respondents are satisfied with the job of faculty in this regard, while 16% indicated they dissatisfied.
5. 93% of respondents felt that faculty preparation of letters of recommendation was important and 76% were satisfied.

Academic Outcomes and Resources

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-Improvement expressing yourself in writing while at CMC	374	84%	3%	4.28	4.00	0.88
My level of satisfaction-Improvement expressing yourself in writing while at CMC	370	65%	11%	3.78	4.00	0.99
Importance to me-Improvement expressing yourself in oral communication while at CMC	375	92%	1%	4.39	4.00	0.69
My level of satisfaction-Improvement expressing yourself in oral communication while at CMC	372	57%	15%	3.60	4.00	1.00
Importance to me-Space for quiet study	378	90%	2%	4.40	5.00	0.76
My level of satisfaction-Space for quiet study	376	62%	17%	3.52	4.00	1.19

Importance to me-Adequate library resources	374	76%	4%	4.05	4.00	0.93
My level of satisfaction-Adequate library resources	371	73%	5%	3.97	4.00	0.93
Importance to me-Improvement of understanding diverse cultures through general education (e.g., cultural competencies)	375	72%	19%	3.94	4.00	1.17
My level of satisfaction-Improvement of understanding diverse cultures through general education (e.g., cultural competencies)	371	32%	2%	3.01	3.00	1.31
Importance to me-Improvement integrating ideas and information from various sources while at CMC	371	88%	2%	4.26	4.00	0.81
My level of satisfaction-Improvement integrating ideas and information from various sources while at CMC	366	66%	8%	3.80	4.00	0.94
Importance to me-Improvement using information technology tools while at CMC	371	76%	3%	4.00	4.00	0.86
My level of satisfaction-Improvement using information technology tools while at CMC	368	50%	12%	3.55	4.00	0.98

1. 84% of respondents found it important to improve their writing at CMC while 65% were satisfied.
2. 92% of respondents found it important to improve their oral communication skills at CMC while 57% were satisfied.
3. 90% of respondents thought space for quiet study was important while 62% were satisfied.
4. 72% of respondents believe general education requirements are important to improving students' understanding of diverse cultures but 32% are satisfied with the role of general education in this regard.
5. 88% of respondents felt that it was important to improve on integrating ideas and information from various sources while at CMC, while 66% were satisfied.
6. 76% of respondents felt that it was important to improve using information technology tools while at CMC, while 50% were satisfied.

Campus Climate

The campus climate portion of the survey asks about perceptions of CMC students and student experiences as they relate to race/ethnicity, gender identity, sexual orientation, political orientation, and religion. Two new elements, disability and socioeconomic status were added in 2016.

Each response scale has a low point of 1 (Strongly disagree) and a high point of 5 (Strongly agree) with a neutral midpoint. Each question had a “Don’t know” response option that was excluded from the analyses. In the following tables responses of 4 or 5 (e.g. “Agree” and “Strongly Agree”) are combined to

create “% Agree” and responses of 1 and 2 (e.g., “Disagree” and “Strongly Disagree”) are combined to create “% Disagree”.

Perceptions of CMC Students

	N	% Agree	% Disagree	Mean	Median	SD
CMC encourages students to develop a strong sense of responsibility about their role in society	390	65%	22%	3.59	4.00	1.20
Students have sufficient access to CMC administrators/staff members	390	79%	11%	4.02	4.00	1.03
Students are under intense academic pressure here	390	76%	10%	4.03	4.00	0.99
CMC students are overly concerned about getting high paying jobs after college	390	80%	8%	4.22	4.00	0.98
Academic dishonesty (plagiarism or cheating) is a problem at the college	390	22%	56%	2.88	2.00	1.40

Diversity and Perceived Fair Treatment

An initial analysis compared the proportion of agreement with statements about fair treatment on the previous administration in 2013 compared with the 2016 administration. Overall there tended to be less agreement with positive statements about CMC in 2016 than in 2013 (socioeconomic status and disability were not included in 2013):

	Race/Ethnicity		Gender Identity		Sexual Orientation		Political Orientation		Religion	
	2013	2016	2013	2016	2013	2016	2013	2016	2013	2016
Faculty members treat other students fairly regardless of their...	92.9%	69.0%	89.3%	70.0%	94.2%	74.0%	79.5%	60.0%	91.3%	75.0%
Students treat other students fairly regardless of their...	79.4%	54.0%	71.0%	56.0%	61.0%	62.0%	75.8%	46.0%	82.2%	62.0%
I have personally experienced discrimination at CMC based on my...	10.0%	24.0%	15.0%	23.0%	5.0%	7.0%	N/A	23.0%	N/A	11.0%

Many elements of campus climate were significantly different based on demographical category; therefore, after each table the mean response is disaggregated and compared for these groups. These differences were compared using three post-hoc computed dichotomous variables: exclusively heterosexual (EHS) and not exclusively heterosexual (NEHS), Women and Men, and exclusively white (EW) and not exclusively white (NEW). Means that are significantly different ($p < .05$) using a one-way ANOVA are starred; more stars indicate a larger effect (*small effect ($\eta^2 > .01$), **medium effect ($\eta^2 > .06$),

***large effect ($\eta^2 > .14$). It is important not to compare means across dichotomous variables (e.g., Woman vs. EHS) as these groups are not mutually exclusive.

Race and Ethnicity

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their ethnicity/race	386	69%	17%	4.08	4.00	1.28
Students at CMC treat other students fairly regardless of their ethnicity/race	382	54%	32%	3.49	4.00	1.38
There is tension related to ethnicity and race on the CMC Campus	374	80%	12%	3.99	4.00	1.09
I have personally experienced discrimination at CMC because of my ethnicity/race	372	24%	63%	2.44	2.00	1.47

1. Although 69% of all respondents agree that CMC faculty members treat students fairly regardless of their ethnicity/race (item 7), women (W 3.68*, M 4.01*), students who are not exclusively white (EW 4.09*, NEW 3.62*), and those who are not exclusively heterosexual (EHS 3.96**, NEHS 3.23**) are significantly less likely to agree.
2. Far fewer respondents (54%) agree, and many disagree (32%) that students treat other students fairly regardless of their ethnicity/race. In 2013, just 9.5% disagreed with this statement. Disaggregated 2016 responses were significant across groups with the strongest effect size for ethnicity/race. Women (W 3.19*, M 3.64*), students who are not exclusively white (EW 3.76**, NEW 3.04**), and those who are not exclusively heterosexual (EHS 3.50*, NEHS 2.89*) were significantly less likely to agree that students are treated fairly by other students regardless of ethnicity/race.
3. Nearly a quarter of all respondents (24%) agree that they have personally experienced discrimination at CMC based on their ethnicity/race, (EW 1.73***, NEW 2.82***). This is more than twice the proportion of affirmative responses in 2013 (10%).

Gender Identity

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their gender identity	385	70%	14%	4.21	4.00	1.29
Students at CMC treat other students fairly regardless of their gender identity	384	56%	30%	3.61	4.00	1.41
There is tension related to gender identity on the CMC campus	371	41%	35%	3.39	3.00	1.42
I have personally experienced discrimination at CMC because of my gender identity	372	23%	65%	2.38	2.00	1.41

1. Most respondents (70%) agree that CMC faculty members treat students fairly regardless of their gender identity, but fewer (56%) feel that students treat students fairly on this measure. Indeed, 30% of respondents disagree that students are treated fairly by fellow students regardless of gender. Disaggregated responses reveal that women, students who are not exclusively white, and those who are not exclusively heterosexual are less likely to agree that faculty or students treat students fairly regardless of gender identify. Sexual orientation had the strongest effect in both cases (faculty: EHS 4.00**, NEHS 3.25**, student: EHS 3.56**, NEHS 2.77**).
2. Almost a quarter (23%) of respondents agree that they have personally experienced discrimination based on their gender identity, with significantly greater frequency among women, students who are not exclusively white, and students who are not exclusively heterosexual. The greatest difference occurred among women and men (W 2.71***, M 1.74***).

Sexual Orientation

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their sexual orientation	385	74%	9%	4.37	4.00	1.20
Students at CMC treat other students fairly regardless of their sexual orientation	384	62%	25%	3.68	4.00	1.33
There is tension related to sexual orientation on the CMC campus	374	36%	40%	3.24	3.00	1.43
I have personally experienced discrimination at CMC because of my sexual orientation	372	7%	80%	2.02	2.00	1.31

1. 74% of respondents agree that CMC faculty members treat students fairly regardless of their sexual orientation. 62% feel that students treat students fairly on this measure, while 25% disagree. Disaggregated responses reveal significantly less agreement with these statements among women, students who are not exclusively white, and those who are not exclusively heterosexual.
2. Far fewer respondents (7%) agree that they have personally experienced discrimination based on their sexual orientation; however, women (W 1.93*, M 1.69*), students who are not exclusively white (EW 1.69*, NEW 1.96*), and those who are not exclusively heterosexual (EHS 1.62***, NEHS 2.76***) are more likely to report experiences with this kind of discrimination. The strongest effect predictably resulted for sexual orientation.

Political Orientation

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their political orientation	383	60%	20%	3.89	4.00	1.34
Students at CMC treat other students fairly regardless of their political orientation	382	46%	37%	3.27	3.00	1.40
There is tension related to political orientation on the CMC campus	373	56%	27%	3.50	4.00	1.28
I have personally experienced discrimination at CMC because of my political orientation	370	23%	61%	2.47	2.00	1.38

1. 60% respondents agree that CMC faculty members treat students fairly regardless of their political orientation. 46% feel that students treat students fairly on this measure, while 37% disagree. Disaggregated responses reveal that women and students who are not exclusively white are significantly less likely to agree that students are treated fairly by faculty and students regardless of political orientation. Students who are not exclusively heterosexual are significantly less likely to agree on the faculty measure only.
2. Over half of respondents (56%) agree that there is tension related to political orientation at CMC.

Note that the data for political orientation are the lowest, on all four questions, of any of the categories polled. This likely reflects both the fact that political ideologies are deeply felt across many students, and that there is deep political division on campus, with large proportions of our students, regardless of ideology, believing their ideas are not treated fairly by the other side.

Religion

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their religion	384	75%	6%	4.36	4.00	1.12
Students at CMC treat other students fairly regardless of their religion	382	62%	20%	3.82	4.00	1.27
There is tension related to religion on the CMC campus	370	20%	54%	2.84	3.00	1.41
I have personally experienced discrimination at CMC because of my religion	369	11%	76%	2.03	2.00	1.24

1. Most respondents (75%) believe that CMC faculty members treat students fairly regardless of their religion. 62% feel that students treat students fairly on this measure, while 20% disagree. As in the case of political orientation, disaggregated responses reveal that women and students who are not exclusively white are significantly less likely to agree that students are treated fairly by faculty and students regardless of religion. Students who are not exclusively heterosexual are significantly less likely to agree on the faculty measure only.
2. Women are significantly more likely than men to report personal experiences of discrimination based on their religion (W 2.04*, M 1.76*).

Socioeconomic Status

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their socioeconomic status	387	70%	14%	4.14	4.00	1.32
Students at CMC treat other students fairly regardless of their socioeconomic status	381	52%	31%	3.46	4.00	1.38
There is tension related to socioeconomic status on the CMC campus	370	51%	28%	3.48	4.00	1.35
I have personally experienced discrimination at CMC because of my socioeconomic status	371	23%	64%	2.41	2.00	1.41

1. Women, students who are not exclusively white, and those who are not exclusively heterosexual were less likely to agree that students are treated fairly by CMC faculty and students regardless of their socioeconomic status.
2. Over half of respondents (51%) agree that there is tension related to socioeconomic status at CMC.
3. Respondents who receive need-based financial aid report significantly less fair treatment from faculty and students, significantly higher tension, and report significantly more experienced discrimination based on socioeconomic status.

Disability

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their disability	385	72%	11%	4.56	5.00	1.32
Students at CMC treat other students fairly regardless of their disability	382	67%	13%	4.28	4.00	1.32
I have personally experienced discrimination at CMC because of my disability	370	5%	81%	2.23	2.00	1.57

1. Just 5% of respondents indicated having been discriminated against based on their disability, however just 4% of the total respondents identified as having a disability.

General Campus Climate

	N	% Agree	% Disagree	Mean	Median	SD
There are problems arising from alcohol consumption on the CMC campus	372	53%	29%	3.44	4.00	1.39
There are problems arising from controlled substances on the CMC campus	372	49%	33%	3.45	4.00	1.44

1. Over half (53%) of all respondents agree that there are problems related to alcohol at CMC, and 29% disagree; women are significantly more likely than men to agree (W 3.64**, M 3.02**).

	N	% Agree	% Disagree	Mean	Median	SD
Students at CMC treat me well	377	88%	4%	4.24	4.00	0.80
I feel pressured to represent my ethnicity/race in class	376	26%	59%	2.63	2.00	1.43
I would feel more comfortable if there were more faculty of my ethnicity/race at CMC	370	32%	40%	3.05	3.00	1.45
I would feel more comfortable if there were more students of my ethnicity/race at CMC	370	28%	42%	2.94	3.00	1.42
Ethnic/racial issues should be incorporated into more classes	370	56%	26%	3.48	4.00	1.39
Gender issues should be incorporated into more classes	368	55%	30%	3.43	4.00	1.44

1. A vast majority of respondents agree that students at CMC treat them well (88%); however, agreement with the statement is significantly less among women (W 4.13*, M 4.39*), students who are not exclusively heterosexual (EHS 4.29*, NEHS 3.98*) and those who are not exclusively white (EW 4.44**, NEW 4.05**).
2. Many respondents agree that they would feel more comfortable at CMC if there were more faculty (32%) or students (28%) of their ethnicity/race. The strongest disaggregated effect was observed for students who are not exclusively white (faculty: EW 2.36***, NEW 3.40***; students: EW 2.30***, NEW 3.26***).

	N	% Agree	% Disagree	Mean	Median	SD
I feel like I belong at CMC	376	69%	15%	3.88	4.00	1.18
My overall experience at CMC has been positive	375	82%	9%	4.14	4.00	0.97
I would recommend CMC to siblings and friends as a good place to go to college	375	76%	12%	4.03	4.00	1.17
If I could make my college choice all over again, I would choose to attend CMC	376	73%	14%	4.05	4.00	1.24

1. For these four general assessments of CMC the proportion of agreement was significantly lower (though the effect was small) for women, students who are not exclusively heterosexual and those who are not exclusively white.