
The Diversity Climate at URI 2001 & 2004

A Student Quality of Life and Satisfaction (SQOLAS) Presentation

April 21, 2005



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The Diversity Climate at URI

Findings of 2 Assessments

A SQOLAS Project Presentation

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The SQOLAS Project

- SQOLAS = Student Quality of Life and Satisfaction
 - Student Affairs (Thomas R. Dougan)
 - Counseling Center (James F. Campbell)
- Types of Assessments
 - Utilization and Satisfaction regarding specific services
 - Housing & Residential Life, Career Services, Dining Services, Counseling Center
 - General attitude and quality of life

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Overview

- 2001 vs. 2004 comparisons
- URI vs. National comparison (2001)
- Trends within 2004
- Qualitative Data (2004) regarding the perceived benefits of diversity

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URI Diversity Climate Assessments

■ Purpose

- ▣ To assess the current climate in regards to multicultural issues on campus

■ Method

- ▣ Randomized phone surveys (spring semester 2001, 2004) based on Enrollment Services' students' home phone numbers
- ▣ Intentional over-sampling of minority students

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Instrument Used

■ Campus Diversity Questionnaire (Landrum, Vandemoot, & Dillinger, 1999)

- ▣ Developed using a sample of 2,383 students at 11 universities of the United States
- ▣ 23 statements about (ethnic) diversity issues rated on a 5-point Likert scale

■ Adaptation of URI Campus Diversity Assessment

- ▣ Negative re-wording of six items to control for response patterns
- ▣ Addition of 6 items regarding disability issues
- ▣ Addition of 5 items regarding sexual orientation
- ▣ Addition of 2 open-ended questions

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Sample Descriptions

Demographics	2001	2004
Sample Size	149	515
White	72.3%	58.1%
Lower Class Standing	61.5%	64.5%
Female	59.7%	59.0%
Gay/Lesbian/Bisexual	0.7%	3.1%
Disability	0.7%	4.1%

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Minorities

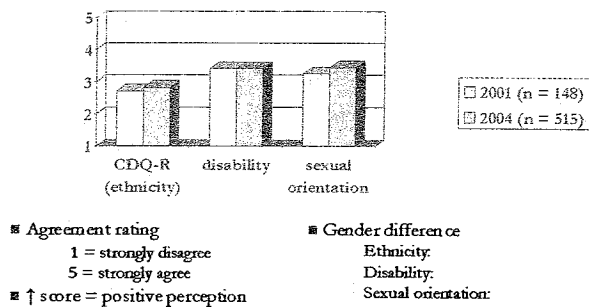
Ethnic Background	2001	2004
American Indian/Alaskan Native	-	1.4%
Black/African American	29.3%	26.2%
Hispanic/Latino	36.6%	32.2%
Asian American/Pacific Islander	19.5%	23.8%
Other	14.7%	16.4%

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2001 vs. 2004 Comparisons



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Appreciation of Diversity

	2001	2004
Diversity enriches the educational experience.	3.86	4.18
Diversity strengthens communities and the workplace.	3.99	4.26
Taking classes that emphasize multicultural diversity would not enhance my education.	2.34	2.09
Diversity on campus improves the quality of my education.	3.73	3.91
Diversity does not promote personal growth and a healthy society.	1.93	1.77
Diversity enhances America's economic competitiveness.	3.80	3.97

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Positive Appraisal of URP's Climate	2001	2004
The campus environment is free from racial conflict.	2.91	3.29
This university actively promotes diversity.	3.51	3.81
The faculty at this institution is sensitive to diversity issues.	3.43	3.67
I believe that the faculty, staff and administration exhibit sufficient sensitivity to the multicultural needs of the campus.	3.56	3.76
I am satisfied with my educational institution.	3.68	3.87
As far as I know, minorities feel uncomfortable at this university.	2.68	2.50
In general, the relationship between minority and majority students is a friendly one.	3.68	3.82

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Sexual Orientation	2001	2004
I feel comfortable attending classes and any other campus activity regardless of the sexual orientation of those who attend.	3.97	4.23
I believe that the faculty, staff and administration exhibit sufficient sensitivity to the needs of persons of a gay/lesbian or bisexual/transgender sexual orientation.	3.32	3.60

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Summary

- 2001 and 2004 participants differed in their attitudes regarding
 - (Ethnic) diversity
 - Sexual orientation
- Differences existed by comparing the overall sample as well as subgroups (i.e., just minority and just majority students)
- Compared to 2001 participants, 2004 participants reported
 - Greater perceived value of diversity
 - More positive appraisal of the adequacy of this campus regarding diversity issues

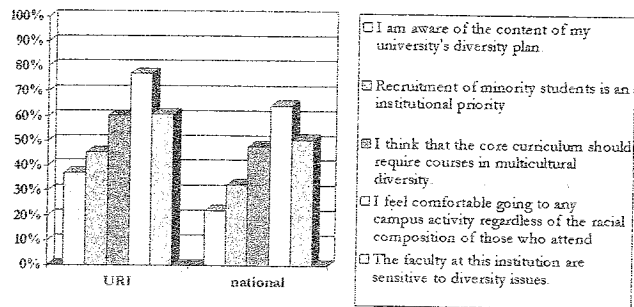
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Diversity Climate: URI vs. National

(2001)



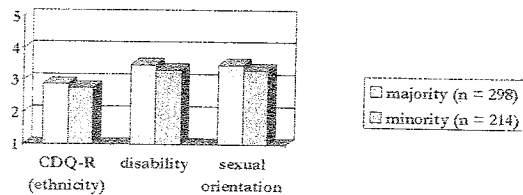
- 23 items in original scale
- difference of 10% or greater on 5 items

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Trends within 2004



- majority students generally expressed more positive views
- minority students advocated the infusion of multicultural topics into the curriculum more strongly
- Gender difference
- Ethnicity:
- Disability:
- Sexual orientation:

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Trends within 2004 (cont.)

- Class standing
 - Students of lower class standing expressed a more positive appraisal of the university's striving to create a diversity-friendly environment
- Gender
 - Female students indicated a greater appreciation of the value of diversity
 - in general (i.e., in promoting personal growth and a healthy society, in promoting communities and the workplace)
 - in terms of its educational value

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Qualitative: Perceived Benefits

Benefit	Majority	Minority
More educated, well-rounded	25.1%	25.7%
Growth of self and society	24.1%	23.8%
Assuaging differences	20.7%	14.5%
Preparation for real world	11.7%	2.8%
Social benefit, more inclusive	8.4%	14.5%
None, do not know	5.4%	10.3%
Miscellaneous	4.7%	8.4%

Copies of Presentation & Report

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- For on-line reports:

- http://www.uri.edu/student_affairs/sqolas/repartindex.html

