
**Patterns Associated with Race, Ethnicity,
Gender Identity and Sexual Orientation:
An Exploration of Students' Experiences and Satisfaction on
Evergreen's Olympia Campus**

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Why Look for Patterns? A Paper to Encourage Discussion about Students' Experiences and Satisfaction

This paper is intended to aid in discussions about the experiences of and support for Evergreen undergraduates on the Olympia campus.¹ The following are results of analyses of survey data performed to explore patterns in the quality of students' experiences and to discover any differences in experiences that may be associated with race and ethnicity or sexual orientation and gender identity. The Office of Institutional Research and Assessment strives to perform research that will inform the quality of academics and student support services for Evergreen's diverse student community. This research was conducted in that spirit.²

This paper does not provide a simple picture of students' experiences or make broad claims about the way all Students of Color experience Evergreen or how satisfied all GLBTQ³ students are with their experiences. It is hoped that this research complicates the picture enough to contribute to deeper discussion of issues of diversity, privilege, difference, and oppression. It is hoped that the research will engage a broad audience and result in positive action that will benefit students.

Survey responses are those of undergraduates studying on the Olympia campus to the Evergreen Student Experience Survey 2006. The Evergreen Student Experience Survey was designed in response to the need to better understand student experiences and outcomes. It was also developed to collect other kinds of information, such as students' usage of campus resources, computer ownership, commuting habits, and other information useful in serving students.⁴ In this analysis, responses to the survey were disaggregated by location of study⁵ to honor differences in curriculum, structure, faculty, and composition of the student body at each site.

The methods used to analyze the data include both quantitative and qualitative methodologies. This research was conducted using descriptive statistics as well as a series of inferential statistical tests.⁶ Additionally, open-ended questions were analyzed for content. While there are many numbers in this paper, the statistics should not be an end in and of themselves. Statistical tests are good for testing assumptions and enriching dialogue; however, they are just one window into the experiences of students at Evergreen.

As in all attempts to classify the multiple and nuanced identities of groups of individuals, categorization necessarily simplifies a more complex reality. Individuals identify in multiple ways, which may or may not correspond to the categories used in this paper. Due to the limited number of respondents and the need to maintain confidentiality, responses of students were not disaggregated into smaller groups than those used in the analysis.

The variation in students' responses and the relatively small differences between groups on many questions means that broad generalizations about the experiences of Gay, Lesbian, Bisexual, Transgender and Queer (GLBTQ) Students, Students of Color, or White Students, for example, could be seriously misleading. Instead, it's more important to look at differences in the rate at which satisfaction or dissatisfaction is expressed while recognizing the variability within each group.

¹ This is not to exclude other Evergreen locations, but to focus the assessment on the Olympia campus for this particular research.

² Other efforts to assess the experiences and satisfaction of Evergreen's students include: An Analysis of Differences in Responses Between Racial/Ethnic Subgroups on the Evergreen Student Experience Survey (available at: <http://www.evergreen.edu/institutionalresearch/pdf/Surveys/eses/analysisofdifferencesSES-raceethnicity.pdf>), An Analysis of the responses of first-generation students on the Evergreen New Student Survey (<http://www.evergreen.edu/institutionalresearch/pdf/Surveys/nss/ENSSFirstGenerationStudents.pdf>), among other reports and analyses.

³ Gay, Lesbian, Bisexual, Transgender, Queer

⁴ The Evergreen Student Experience Survey was designed to be administered every other year. The survey was first administered in spring of 2004. This paper describes analyses performed with data from the 2006 administration. It was also developed in conjunction with the Evergreen New Student Survey as a part of a larger longitudinal research agenda. This analysis does not include longitudinal analysis of students' responses. More information about the Evergreen Student Experience Survey is available on the Institutional Research and Assessment website. See <http://www.evergreen.edu/institutionalresearch/studentexperiencesurvey.htm>

⁵ Evergreen's campus is located in Olympia; however, there are also distinct programs that are in Tacoma, at six locations associated with the Tribal: Reservation-based Programs, and in Grays Harbor.

Research Highlights: Patterns in Students' Experiences at Evergreen

This section provides a brief summary of analyses conducted with the responses of undergraduates studying on the Olympia campus to the Evergreen Student Experience Survey 2006. The rest of this report provides additional detail on patterns in students' responses. [Appendix A](#) provides detail about respondents and the ways in which students' responses were grouped. Additionally, reading [Appendix B](#) is recommended, because it includes students' comments, which will likely provide additional insights that could not be gleaned from reading aggregate statistics alone.

First, an analysis was conducted of survey responses disaggregated by the following groups: *Students of Color* (N=59), *White Students* (N=276), and *Race/Ethnicity Not Indicated* (N=51). Information about racial and ethnic identification of respondents was collected from the BANNER student database and used to classify respondents into groups for the analysis.

The second set of analyses disaggregated responses by *Sexual Orientation/Gender Identity Minority* (N=73) and *Not Sexual/Gender Minority* (N=260). Responses to the survey question, "Do you identify as a minority in terms of sexual or gender orientation? (For example, lesbian, gay, bisexual, transgender, gender fluent, etc.)" were used in assigning students' responses to the *Sexual Orientation/Gender Identity Minority* or *Not Sexual/Gender Minority* groups.

Statistical tests were performed using the Mann Whitney U test to determine whether there were differences in average (mean) responses to questions.⁷ A *p*-value of 0.05 or less was considered the threshold for statistical significance.⁸ In addition to descriptive and inferential statistics, some content analysis was performed to look for trends in narrative responses.

Connection to Other Students and the Evergreen Community

On the Student Experience Survey 2006, students were asked about their feelings of connection to other students in their programs and/or courses and to the Evergreen community. Below are the questions in a format similar to the way in which they appeared on the survey.

| 5. This year, to what extent do you feel...? <i>Mark the box that best describes your answer.</i> | Not at All | A Little Bit | Moderately | Quite A Bit | Very |
|--|------------|--------------|------------|-------------|------|
| B. Connected to other students in your program(s) and/or course(s) | 0 | 1 | 2 | 3 | 4 |
| C. Connected to the Evergreen community | 0 | 1 | 2 | 3 | 4 |

The following are findings on students' feelings of connection:

- There were no statistically significant differences in mean responses between *Students of Color*, *White Students*, or the *Race/Ethnicity Not Indicated* group on the connection questions.
- Although differences in mean responses were not statistically significant, the percentage of *Students of Color* who reported that they were *Not at All* or *A Little* connected to other students in their classes was somewhat higher than the other two groups. Of the *Students of Color* group, 33.9% reported *Not at All* or *A Little*, compared to 19.1% of *White Students* and 13.7% of the *Race/Ethnicity Not Indicated* group.
- There were no statistically significant differences between the *Sexual Orientation/Gender Identity Minority* and the *Not Sexual/Gender Minority* groups.

⁷ This statistical test was selected given the ordinal and nonparametric nature of the data.

⁸ *P*-values were used to determine where there was a statistically significant difference. *P*-values represent the probability that a difference is due to chance. A *p*-value of 0.05 represents a 5% chance that differences are due to chance alone. A *p*-value of 0.05 or less was considered the threshold for statistical significance.

- For all groups, the mean response to the question about connection to other students in programs and/or courses fell between *Moderately* and *Quite a Bit* for all three groups. Mean responses on the question regarding connection to the Evergreen community was closest to *Moderately* for all groups.

Satisfaction

Responses to 31 satisfaction questions were tested for differences between groups. Satisfaction questions included questions about academics, information technology, campus activities, social experiences and diversity.

| 13. This year, how satisfied are you with...? <i>Mark the box that best describes your answer.</i> | Very Dissatisfied | | | Very Satisfied | | | Not Applicable | | |
|---|-------------------|---|---|----------------|---|---|----------------|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| A. Interdisciplinary approach to course content | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| B. Group projects and other peer collaborations | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| C. Narrative evaluations by faculty | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| D. Self evaluations | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| E. Seminars (as a way of learning) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| F. Social climate in seminars | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| G. Your own progress in achieving your educational goals | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| H. Relationships with faculty | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| I. The overall quality of instruction | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| J. Academic advice from faculty | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| K. The quality of faculty feedback on your work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| L. The timeliness of faculty feedback on your work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| M. Lectures and other presentations by faculty | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| N. Availability of faculty outside of class | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| O. Type of academic assignments | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| P. Amount of time that you are able to devote to your academic work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Q. Your own ability to keep up with the reading workload | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| R. Opportunities for in-depth academic work/research | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| S. Team teaching by faculty | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| T. Evergreen's support for your development as an academic writer | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| U. Evergreen's support for your development in quantitative reasoning (e.g. mathematics, statistics) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| V. Opportunities for community service or volunteer work | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| W. Your living situation (on or off campus) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| X. Campus activities | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Y. Your social experiences at Evergreen | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| Z. The availability of information on the college website | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| AA. Opportunities for learning new software and working with technology | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| BB. The availability of technical support for your use of computers on and off campus | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| CC. The match between the classes you are taking and their description in the catalog. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |

| 13. This year, how satisfied are you with...? <i>Mark the box that best describes your answer.</i> | Very Dissatisfied | | Dissatisfied | | Satisfied | | Very Satisfied | | Not Applicable | |
|--|-------------------|---|--------------|---|-----------|---|----------------|---|----------------|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| DD. Your experiences with diversity at Evergreen (ethnic/racial, political, socioeconomic, sexual orientation, etc.) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| EE. The amount of diversity at Evergreen | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

The following are findings from the analysis of responses to the satisfaction questions:

- Out of 31 satisfaction questions, there were three items with significant differences: amount of diversity, seminars (as a way of learning), and group projects and peer collaborations.
- On average, *Students of Color* were less satisfied with the amount of diversity than *White Students*.
- On average, students in the *Race/Ethnicity Not Indicated* group were less satisfied with group projects and peer collaborations than *White Students*.
- A greater proportion of respondents in the *Students of Color* group reported satisfaction with seminars as a way of learning than those in the *Race/Ethnicity Not Indicated* group; however, a greater percentage of *Students of Color* recounted negative experiences in seminars when asked to describe their interactions with people different from themselves (see *Interactions with People of Different Backgrounds, Perspectives, and Lifestyles*.)
- On average, respondents in the *Sexual Orientation/Gender Identity Minority* group expressed greater dissatisfaction than the *Not Sexual/Gender Minority* group with experiences with diversity at Evergreen, with the amount of diversity at Evergreen, with the availability of faculty outside of class, and with the amount of time that they were able to devote to academic work.

Respect for Differences

There was a question pertaining to the amount of respect for different backgrounds, perspectives, and lifestyles on campus. This is the question, as it appeared on the survey:

15. How much respect do you think there is for different backgrounds, perspectives, and lifestyles on campus?

- 0 None
- 1 Very little
- 2 Some
- 3 Quite a bit
- 4 A lot

The following are findings pertaining to the amount of respect students perceive:

- Differences in the mean responses between all three racial/ethnic groups were not statistically significant. Mean responses for both groups fell between *Some* respect and *Quite a Bit* on the Likert scale. While the mean responses were not significantly different, most common responses were different. The most common response among *Students of Color* was *Some* (36.4%), while it was *Quite a Bit* for *White Students* (33.7%) and the *Race/Ethnicity Not Indicated* group (49.0%).
- Students in the *Sexual Orientation/Gender Identity Minority* group tended to indicate that there was a lower level of respect on campus for different backgrounds, lifestyles, and perspectives. The difference between means was statistically significant. The mean response was closer to *Some* for the *Sexual Orientation/Gender Identity Minority* group, while it was closer to *Quite a Bit* for the *Not Sexual/Gender Minority* group.

Interactions with People of Different Backgrounds, Perspectives, and Lifestyles

Students were asked to describe how they feel about their interactions with people of different backgrounds, perspectives, and lifestyles on campus in an open-ended question.

16. How do you feel about your interactions with people at Evergreen who have different backgrounds, perspectives, and lifestyles than your own?

Narrative responses were categorized into common themes. The following are findings about interactions on campus:

- More *Students of Color* wrote about their role in interactions as being open and respectful (15.6%) than either *White Students* (6.6%) or those in the *Race/Ethnicity Not Indicated* (4.9%) group. A greater percentage of *Students of Color* (11.1%) recalled negative experiences in seminar compared to *White Students* (4.9%) or the *Race/Ethnicity Not Indicated* group (4.9%).
- There were differences in the comments provided by the *Sexual Orientation/Gender Identity Minority* group and the *Not Sexual/Gender Minority* group. A greater percentage of those in the *Sexual Orientation/Gender Identity Minority* group indicated that Evergreen is not diverse enough (20.3% compared to 10.9%) and that people are judgmental, biased, or not accepting of people based on gender identity, sexual orientation, or beliefs about human rights and sexual orientation (12.5% compared to 0.4%). A larger proportion of students in the *Sexual Orientation/Gender Identity Minority* group (7.8%) made suggestions for activities, training, or other institutional action compared to the other group (0.9%).
- A greater proportion of the *Not Sexual/Gender Minority* group used very positive language with no qualifications (24.8% compared to 15.6%) or positive language with no qualifications (13.5% compared to 4.7%) to describe their interactions on campus with people different from themselves.

Fitting In

Students were asked about their level of confidence that they fit in at Evergreen socially.

| 17. How confident are you that you...? <i>Mark the box that best describes your answer.</i> | Not At All | A Little | Somewhat | Quite | Very |
|--|------------|----------|----------|-------|------|
| H. Fit in at Evergreen socially | 0 | 1 | 2 | 3 | 4 |

There were no statistically significant differences between the mean responses of minority groups (race/ethnicity or sexual/gender) and the majority groups on this question. Despite a lack of significant differences in mean responses, there was a greater percentage of *Students of Color* than among the other two groups who indicated that they were *Not at All* confident that they fit in at Evergreen socially (14.5% of *Students of Color* compared to 7.1% of *White Students* and 6.1% of the *Race/Ethnicity Not Indicated* group.)

Importance of Diversity to Learning

Responses to a survey question about the importance of diversity to learning was included in the analysis. This is the format of the question on the survey:

14. How important do you think diversity on campus is to your learning?

- 0 Not at all
- 1 A little bit
- 2 Somewhat
- 3 Quite a bit
- 4 Very

The following are observations about students' responses to this question:

- Those who identified with a minority group, either race/ethnicity or sexual orientation/gender identity, were more inclined to rate the importance of diversity on campus to their learning higher. Conversely, respondents in the *White Students*, *Race/Ethnicity Not Indicated*, and *Not Sexual/Gender Minority* groups rated the importance of diversity to their learning slightly lower.
- The mean response for *Students of Color* was between *Quite a Bit* and *Very* on the Likert scale, while it was slightly below *Quite a Bit* for *White Students* and the *Race/Ethnicity Not Indicated* group. Diversity on campus was *Very* important to 58.2% of Students of Color compared to 34.7% of White Students and 26.5% of the *Race/Ethnicity Not Indicated* group.
- The mean response for the *Sexual Orientation/Gender Identity Minority* group was between *Quite a Bit* and *Very* on the scale, compared to slightly below *Quite a Bit* for the *Not Sexual/Gender Minority* group. Diversity on campus was *Very* important to 62.5% of the *Sexual Orientation/Gender Identity Minority* group compared to 31.3% of the non-minority group.

Importance of Learning about Differences

Students were asked about the importance they place on the goal of having a better understanding and appreciation for differences.

| 23. How important are the following goals for you in earning your college education? <i>Mark the box that best describes your answer.</i> | Not Important | Slightly Important | Important | Very Important |
|--|---------------|--------------------|-----------|----------------|
| 0. Having a better understanding and appreciation for differences (ethnic, political, etc.) | 0 | 1 | 2 | 3 |

Those who identified with a minority group, either racial/ethnic or sexual orientation/gender identity, were more likely to place more importance on the goal. Conversely, respondents in the *White Students* and *Not Sexual/Gender Minority* groups rated this goal somewhat lower in importance.

Evergreen’s Contribution to Growth

Three learning outcomes questions associated with diversity and Evergreen’s Expectation of an Evergreen Graduate were included in the analysis.

| 18. To what extent have your Evergreen experiences contributed to your growth in each of the following? <i>Mark the box that best describes your answer.</i> | Not at all | Very little | Some | Quite a bit | A lot |
|--|------------|-------------|------|-------------|-------|
| M. Understanding different philosophies and cultures | 0 | 1 | 2 | 3 | 4 |
| O. Recognizing your responsibilities, rights, and privileges as a citizen | 0 | 1 | 2 | 3 | 4 |
| T. Functioning as a responsible member of a diverse community | 0 | 1 | 2 | 3 | 4 |

The following are findings in regards to student outcomes in these areas:

- On average, *Students of Color* reported that their Evergreen experiences had contributed to recognizing their responsibilities, rights, and privileges as a citizen to a greater extent than *White Students*. For *Students of Color*, the mean response was closer to *Quite a Bit* on the Likert Scale, while for *White Students* the response was closer to *Some*. Differences in mean responses on the other two questions were not significantly different.
- On average, students in the *Sexual Orientation/Gender Identity Minority* group indicated that Evergreen’s contribution to understanding different philosophies and cultures lower. The group mean was closer to *Some* on this item, while the mean response for the *Not Sexual or Gender Identity Minority* group was closer to *Quite A Bit*. Differences in mean responses on the other two questions were not significantly different.

Patterns Associated with Race and Ethnicity

A series of analyses were performed in order to identify any statistically significant differences between three groups: *Students of Color* ($N=59$), *White Students* ($N=276$), and *Race/Ethnicity Not Indicated* ($N=51$).⁹ Questions related to feelings of connection to other students in the classroom and to the Evergreen Community, satisfaction in a range of academic, technological, and social aspects of Evergreen, the level of importance students place on learning about differences and on diversity on campus, the amount of respect for difference on campus, and students' interactions with people who are difference themselves.

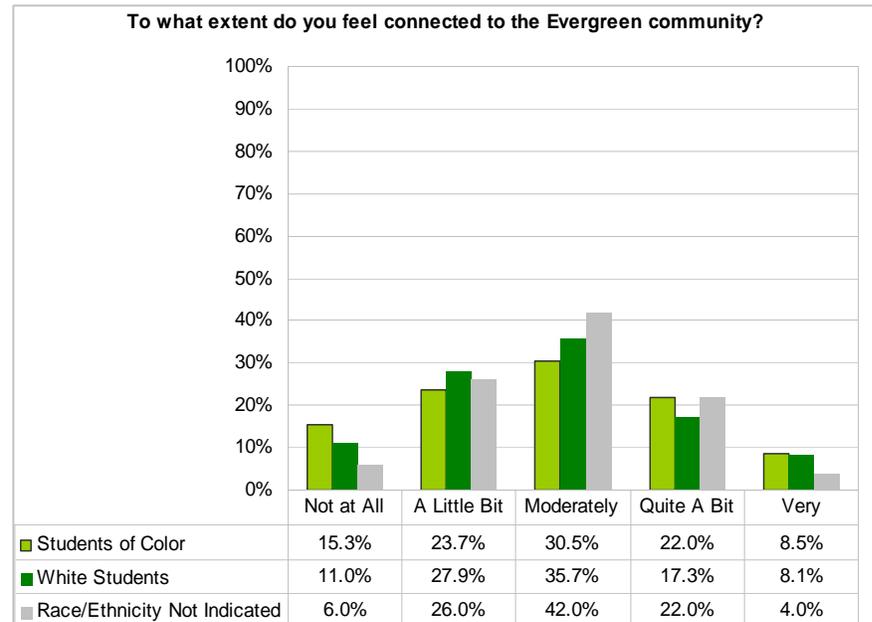
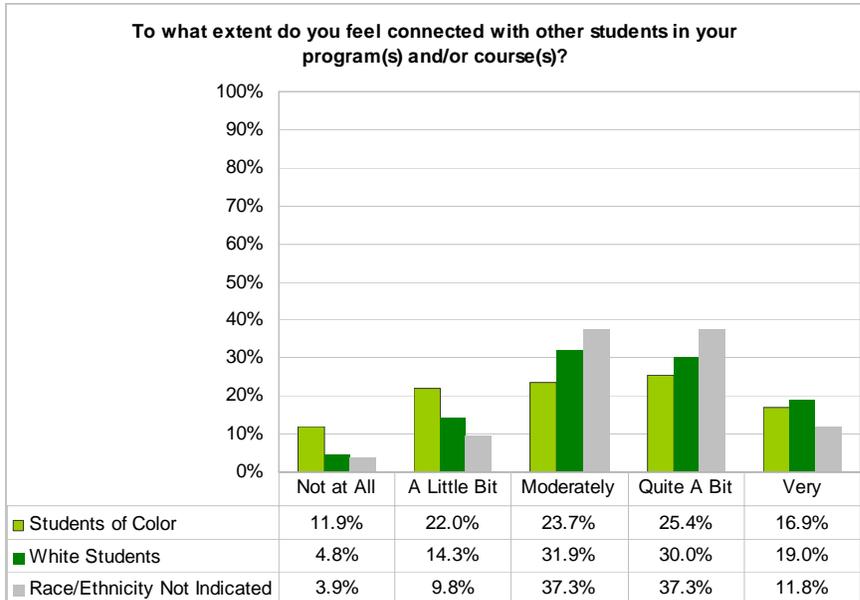
Connection to Other Students and the Evergreen Community

Responses to survey questions about connections to other students and to Evergreen were included in the analysis to explore differences in the extent to which students feel a connection to other students in the classroom and to Evergreen community.¹⁰ There were no statistically significant differences in the mean responses of any of the groups on these questions.

The mean response for *Students of Color* on the question about connection to other students was 2.14 compared to 2.44 for *White Students* and 2.43 for the *Race/Ethnicity Not Indicated* group. Mean responses for all three groups fell between *Moderately* and *Quite A Bit*.

Although means were not significantly different, the percentage of *Students of Color* reporting that they were *Not at All* or *A Little* connected to other students in their classes was somewhat higher than other groups. Of the *Students of Color* group, 33.9% reported *Not at All* or *A Little Bit*, compared to 19.1% of *White Students* and 13.7% of the *Race/Ethnicity Not Indicated* group.

Mean responses were very close on the question about connection to the Evergreen community. The mean response for *Students of Color* was 1.85, *White Students* was 1.83, and for the group *Race/Ethnicity Not Indicated* it was 1.92. Mean responses are close to *Moderately* connected on the scale.



⁹ A choice was made to include students for whom race or ethnicity was not indicated as a group. It is arguable that a common lack of information about students does not mean they form a coherent group. On the other hand, the fact that these students chose not to indicate their race or ethnicity may signal a kind of similarity; therefore, this category was included as a group in statistical testing.

¹⁰ The threshold for determination of statistical significance is $p < 0.05$ throughout this paper.

Past Office of Institutional Research and Planning documents grouped those students who did not indicate a race or ethnicity with White students. The assumption was that those who chose not to indicate race/ethnicity were White. The same tests were run on responses to the connection questions using this assumption and no statistically significant differences were found between the combined *White-Race/Ethnicity Not Indicated* group and *Students of Color*.

Satisfaction

Statistically significant differences between mean responses were identified in three of the 31 satisfaction questions. These differences were in response to questions about the amount of diversity at Evergreen, seminars as a way of learning, and group projects and peer collaborations. Differences in means ranged between 0.3 and 0.4, which did not appear to be particularly large differences. The table below shows statistically significant differences. Shown in bold are highest mean responses.

Comparison of Means on Satisfaction Questions with Statistically Significant Differences

Question: This year, how satisfied are you with...?

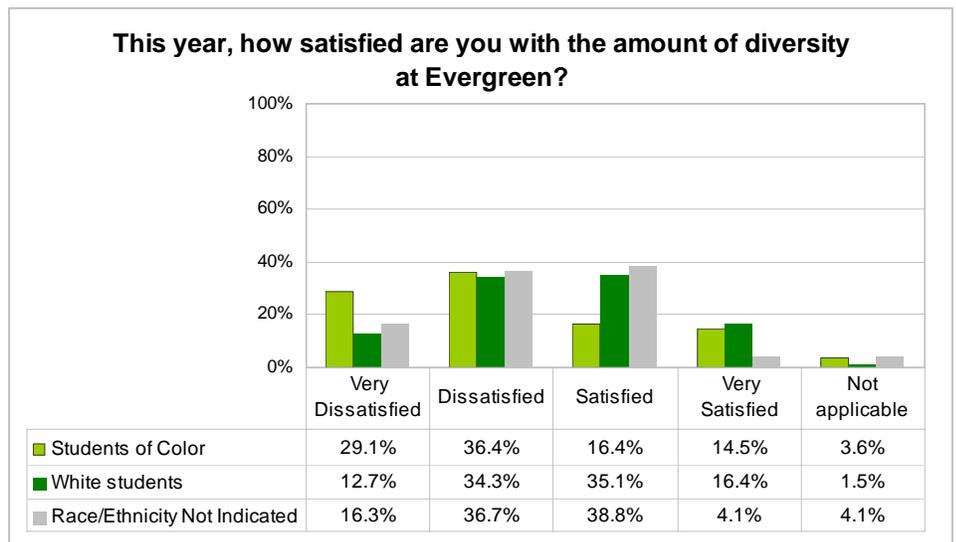
Scale: 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied

| | Students of Color (Mean) | White Students (Mean) | Race/Ethnicity Not Indicated (Mean) | Groups with Statistically Significant Difference (p < 0.05) |
|--|--------------------------|-----------------------|-------------------------------------|---|
| Amount of diversity at Evergreen | 2.17 | 2.56 | 2.32 | <i>Students of Color and White Students</i> <i>p = 0.005</i> |
| Seminars (as a way of learning) | 3.13 | 2.99 | 2.73 | <i>Students of Color and Race/Ethnicity Not Indicated</i> <i>p = 0.022</i> |
| Group Projects and Peer Collaborations | 2.96 | 3.12 | 2.82 | <i>White Students and Race/Ethnicity Not Indicated</i> <i>p = 0.022</i> |

Amount of Diversity at Evergreen

On average, *Students of Color* were less satisfied with the amount of diversity at Evergreen than *White Students*. The mean response for *Students of Color* was closer to *Dissatisfied* on the scale, while the mean response for *White Students* was closer to *Satisfied*.

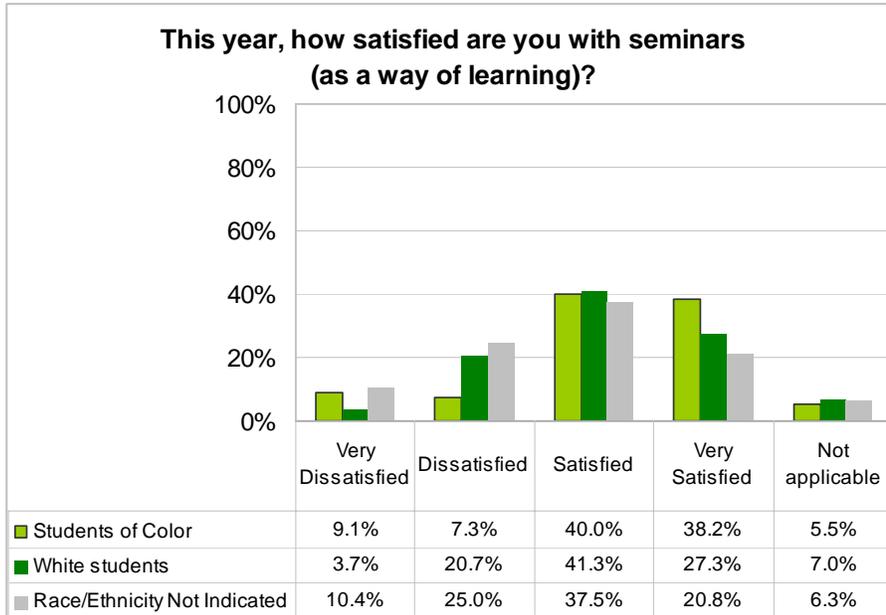
While 12.7% of *White Students* indicated that they were *Very Dissatisfied* with the amount of diversity at Evergreen, 29.1% of *Students of Color* indicated *Very Dissatisfied*. A total of 30.9% of students in the group *Students of Color* reported that they were *Satisfied* or *Very Satisfied*, compared with 51.5% of *White Students*.



When responses of *White Students* and *Race/Ethnicity Not Indicated* were grouped together and tested for differences with responses of *Students of Color*, the only significant difference among all 31 satisfaction questions was on responses to the amount of diversity question. When this test was run, the combined *White Students* and *Race/Ethnicity Not Indicated* group had a mean response of 2.52 compared to the mean response of 2.17 for *Students of Color*. The difference was statistically significant at *p = .008*.

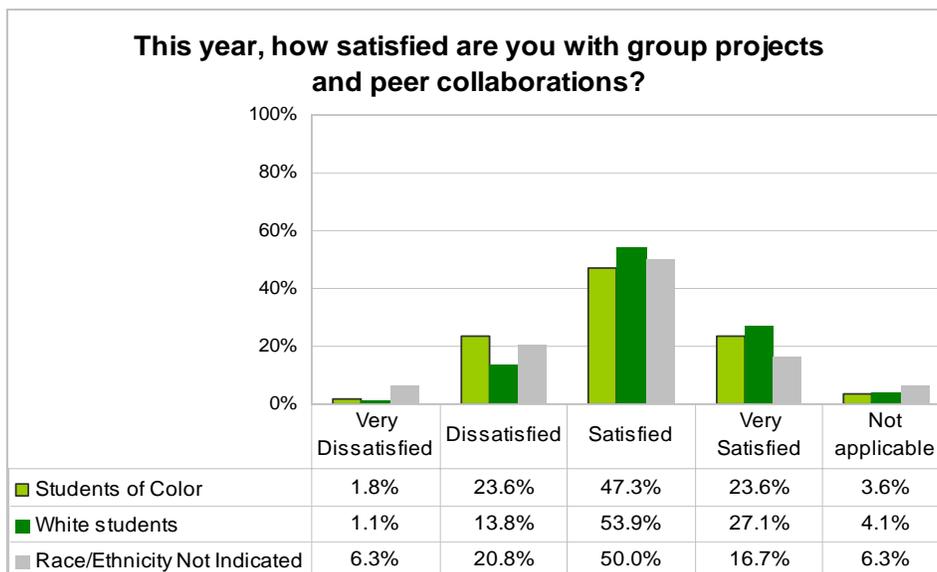
Satisfaction with Seminars (As a Way of Learning)

Students of Color indicated more satisfaction with seminars as a way of learning; while, the Race/Ethnicity Not Indicated group expressed a lower level of satisfaction overall. Of respondents in the group Students of Color, 16.4% indicated dissatisfaction (Dissatisfied or Very Dissatisfied) with seminars. This is less than the 35.4% of students in the Race/Ethnicity Not Indicated group who expressed dissatisfaction.



Group Projects and Peer Collaborations

There was a statistically significant difference between students in the groups White Students and Race/Ethnicity Not Indicated with regard to mean level of satisfaction with group projects and peer collaboration. There was a slightly higher mean response for White Students than for the group Race/Ethnicity Not Indicated. A total of 14.9% of White Students indicated dissatisfaction (Dissatisfied or Very Dissatisfied) with group projects and peer collaborations, compared to 27.1% of the Race/Ethnicity Not Indicated group.



Respect for Differences

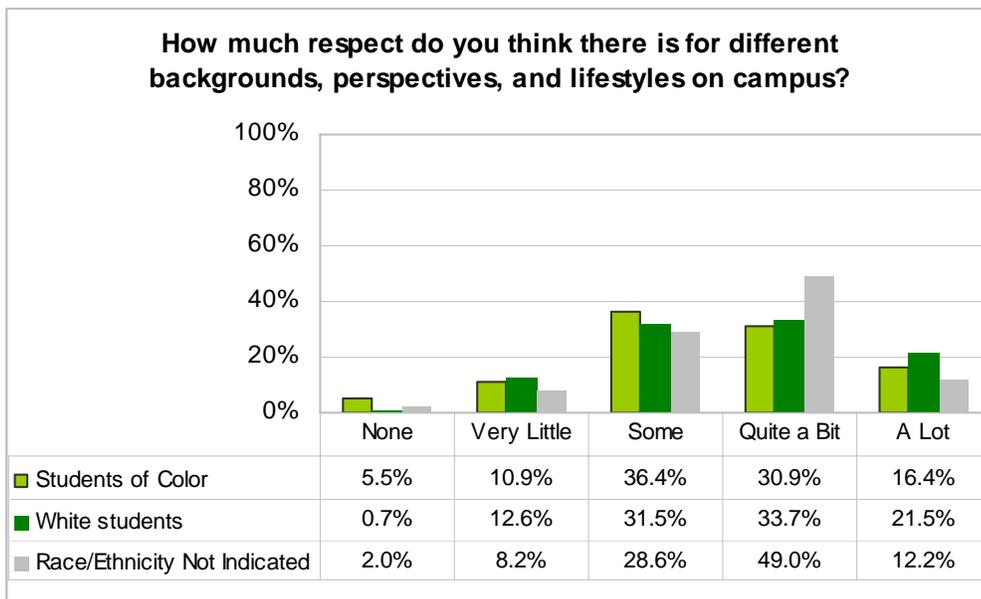
There were no statistically significant differences between mean responses on the question: “How much respect do you think there is for different backgrounds, perspectives, and lifestyles on campus?” The mean response was slightly lower for *Students of Color*, although the difference was not statistically significant. A larger percentage of *Students of Color* indicated *None* or *Very Little* and the most common response was *Some*. The most common response for the other two groups was *Quite a Bit*. When the responses of *White Students* and those of *Race/Ethnicity Not Indicated* were grouped together and tested for difference with *Students of Color*, there was no statistically significant difference between the mean responses of the two groups.

Comparison of Means

Question: How much respect do you think there is for different backgrounds, perspectives, and lifestyles on campus?

Scale: 0=None, 1=Very Little, 2=Some, 3=Quite a Bit, 4=A Lot

| Students of Color (Mean) | White Students (Mean) | Race/Ethnicity Not Indicated (Mean) | Groups with Statistically Significant Differences (p < 0.05) |
|--------------------------|-----------------------|-------------------------------------|--|
| 2.42 | 2.63 | 2.61 | <i>No statistically significant differences</i> |



Interactions with People of Different Backgrounds, Perspectives, and Lifestyles

The open-ended question, “How do you feel about your interactions with people at Evergreen who have different backgrounds, perspectives, and lifestyles than your own?” elicited a variety of responses. Of the 386 respondents to the survey, 329 took the time to write comments in response to this question. Some students wrote about their own role in interactions, while others wrote comments that focused upon the actions and attitudes of others. Some students wrote curt responses, such as “good” and “fine,” while other students wrote entire paragraphs in response to the question.

A content analysis of the responses to this question was performed. Categories were created in which similar responses were grouped. Examples of student comments in each of the categories are in [Appendix B](#) of this report. The table below shows the percentage of responses that fit within each category. The percentages of students who had comments in each category were similar in most cases, although there were eight categories in which there was a difference of 5% or more in the percentage of students whose comments were grouped in a particular category. Percentages do not add up to 100% since some comments were coded in multiple categories.

Analysis of Open-ended Responses to the Question: "How do you feel about your interactions with people at Evergreen who have different backgrounds, perspectives, and lifestyles than your own?" Differences that are greater than 5% between one or more groups are highlighted.

| Type of Comment | Students of Color (n = 45) | | White Students (n = 243) | | Race/Ethnicity Not Indicated (n = 41) | |
|--|-------------------------------|---------|-----------------------------|---------|---|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Interactions described as "Great," "Good," or "Wonderful" with no qualifications | 9 | 20.0% | 58 | 23.9% | 8 | 19.5% |
| Interactions described as "Great," "Good," or "Wonderful" but with qualifications | 3 | 6.7% | 20 | 8.2% | 2 | 4.9% |
| Interactions described as "Fine," "Pretty Good," "OK," or "Comfortable" with no qualifications | 3 | 6.7% | 26 | 10.7% | 9 | 22.0% |
| Interactions described as "Fine," "Pretty Good," "OK," or "Comfortable" but with qualifications | 1 | 2.2% | 9 | 3.7% | 1 | 2.4% |
| Interactions are enriching learning experiences | 6 | 13.3% | 46 | 18.9% | 9 | 22.0% |
| Not enough diversity at Evergreen/more diversity needed | 4 | 8.9% | 35 | 14.4% | 1 | 2.4% |
| Don't have this type of interaction often with people different from self/doesn't occur generally | 4 | 8.9% | 20 | 8.2% | 5 | 12.2% |
| Not on campus much or do not interact with others/keep to oneself | 1 | 2.2% | 7 | 2.9% | 1 | 2.4% |
| Respondents described their own role in interactions as open or respectful | 7 | 15.6% | 16 | 6.6% | 2 | 4.9% |
| People are open and accepting on campus | 3 | 6.7% | 17 | 7.0% | 1 | 2.4% |
| People are judgmental and biased against or not accepting of differing perspectives and political views | 2 | 4.4% | 21 | 8.6% | 1 | 2.4% |
| People are judgmental and biased against or not accepting of people based on gender identity, sexual orientation, or beliefs about human rights and sexual orientation | 2 | 4.4% | 6 | 2.5% | 1 | 2.4% |
| People are judgmental and biased against or not accepting of other races, ethnicities, cultures | 2 | 4.4% | 6 | 2.5% | 0 | 0.0% |
| People are judgmental and biased against others based on socioeconomic background/class | 1 | 2.2% | 5 | 2.1% | 1 | 2.4% |
| People are judgmental and biased against or not accepting of other religions/religious beliefs | 0 | 0.0% | 6 | 2.5% | 0 | 0.0% |
| People are judgmental and biased against others generally/for other reasons | 2 | 4.4% | 11 | 4.5% | 1 | 2.4% |
| Recalled negative experiences in seminar/classroom interactions | 5 | 11.1% | 12 | 4.9% | 2 | 4.9% |
| Recalled positive experiences in seminar/differences are good for class discussion | 1 | 2.2% | 4 | 1.6% | 2 | 4.9% |
| Everyone's different/don't pay attention to differences | 1 | 2.2% | 8 | 3.3% | 1 | 2.4% |
| Made suggestions for activities, training or other institutional action | 0 | 0.0% | 6 | 2.5% | 2 | 4.9% |
| Mixed experiences | 3 | 6.7% | 3 | 1.2% | 2 | 4.9% |
| Comments on survey question | 3 | 6.7% | 4 | 1.6% | 1 | 2.4% |

| Type of Comment | Students of Color (n = 45) | | White Students (n = 243) | | Race/Ethnicity Not Indicated (n = 41) | |
|---|-------------------------------|---------|-----------------------------|---------|---|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Issues are not discussed openly, assumptions are made | 1 | 2.2% | 6 | 2.5% | 0 | 0.0% |
| Comments related to Evening and Weekend Studies | 1 | 2.2% | 4 | 1.6% | 1 | 2.4% |
| Age as a factor in interactions on campus | 0 | 0.0% | 5 | 2.1% | 0 | 0.0% |
| Other/not able to categorize | 3 | 6.7% | 8 | 3.3% | 3 | 7.3% |
| Lack of Awareness | 2 | 4.4% | 0 | 0.0% | 0 | 0.0% |
| N/A or Prefer not to Respond | 0 | 0.0% | 2 | 0.8% | 0 | 0.0% |

A greater percentage (22.0%) of the *Race/Ethnicity Not Indicated* group described their interactions with people of different backgrounds as "Fine," "Pretty Good," "OK," or "Comfortable" with no qualifications to these statements. This compares to 6.7% of *Students of Color* and 10.7% of *White Students*.

Additionally, 22% of *Race/Ethnicity Not Indicated* group wrote in comments that indicated that they felt that interactions with people different from themselves were enriching experiences. This percentage was greater than that of either *White Students* or *Students of Color*.

A greater percentage of *Students of Color* wrote comments indicating that they are open-minded and respectful of differences. In addition, there were about twice as many comments about negative seminar experiences described by students in the *Students of Color* group.

A greater percentage of *Students of Color* (but a small number, $n = 3$) commented on the survey question, questioning its appropriateness and the way that responses to the question would be used.

Fitting in at Evergreen

Students were asked about their level of confidence in a variety of areas. One of the confidence questions pertained to the amount of confidence students had that they fit in at Evergreen socially. Differences in means were not statistically significant. In addition, the difference between means was not statistically significant when *White Students* and *Race/Ethnicity Not Indicated* were grouped together and tested with the responses of *Students of Color*.

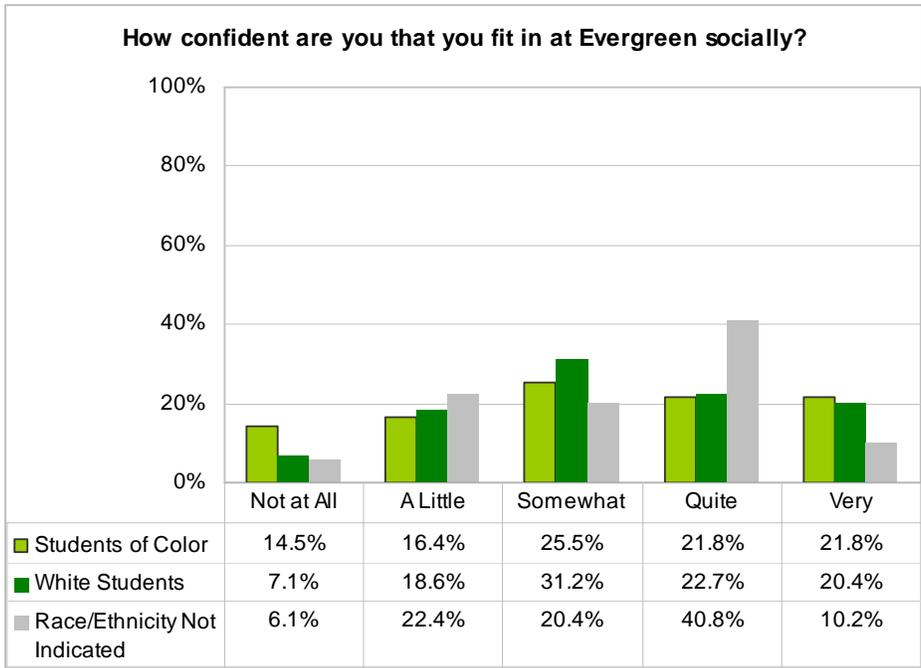
Comparison of Means

Question: How confident are you that you fit in at Evergreen socially?

Scale: 0=Not at All, 1=A Little Bit, 2=Somewhat, 3=Quite, 4=Very

| Students of Color (Mean) | White Students (Mean) | Race/Ethnicity Not Indicated (Mean) | Groups with Statistically Significant Differences ($p < 0.05$) |
|-----------------------------|--------------------------|---|---|
| 2.20 | 2.31 | 2.27 | <i>No statistically significant differences.</i> |

While the difference in means was not statistically significant, there were more than twice the percentage of *Students of Color* who indicated *Not at All* than within the other groups.



Importance of Diversity to Learning

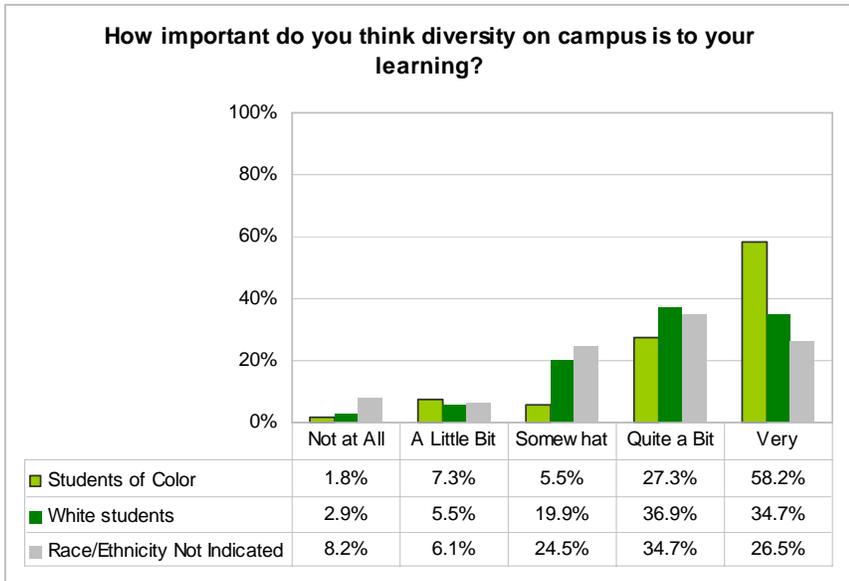
The question: “How important do you think diversity on campus is to your learning?” was tested for differences between groups. There was a statistically significant difference between *Students of Color* and *White Students* and *Students of Color* and *Race/ethnicity Not Indicated*. Of *Students of Color*, 58.2% indicated that they thought diversity on campus was *Very Important* compared to 34.7% of *White Students* and 26.5% of *Race/Ethnicity Not Indicated* group. When the responses of *White Students* and *Race/Ethnicity Not Indicated* were grouped together and tested with the responses of *Students of Color*, there was a statistically significant difference of $p = 0.001$.

Comparison of Means

Question: How important do you think diversity on campus is to your learning?

Scale: 0=Not at All, 1=A Little Bit, 2=Somewhat, 3=Quite a Bit, 4=Very

| Students of Color (Mean) | White Students (Mean) | Race/Ethnicity Not Indicated (Mean) | Groups with Statistically Significant Differences ($p < 0.05$) |
|--------------------------|-----------------------|-------------------------------------|--|
| 3.33 | 2.95 | 2.65 | <i>Students of Color</i> and <i>White Students</i> $p = 0.002$; <i>Students of Color</i> and <i>Race/Ethnicity Not Indicated</i> $p = 0.001$ |



Related Learning Goals

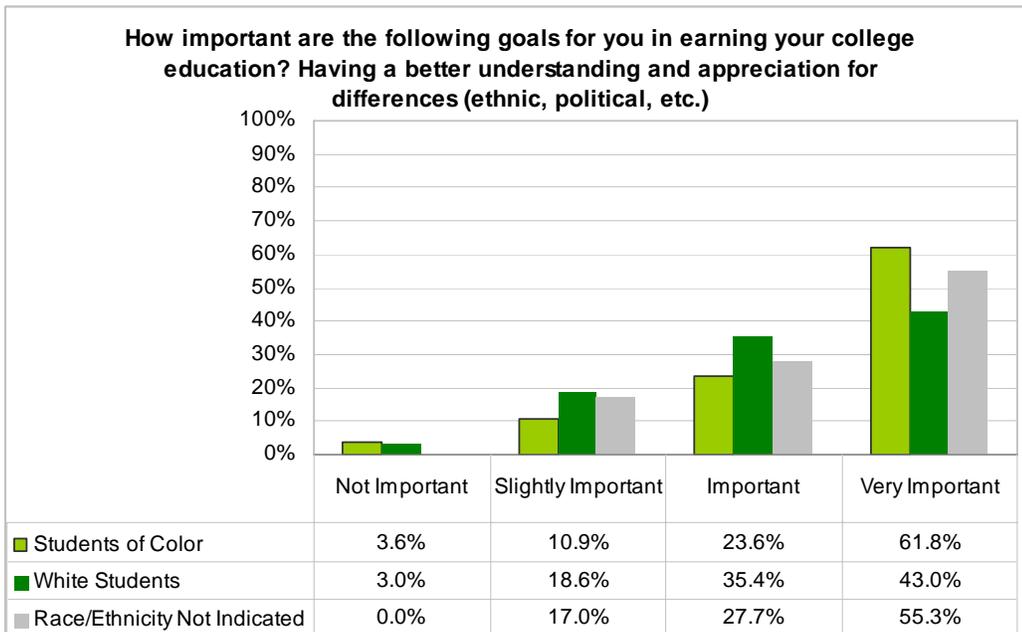
Students were asked the extent to which having a better understanding and appreciation for differences is important to them in earning a college education. On average, *Students of Color* placed greater importance on understanding and appreciating differences than *White Students*. When the responses of *White Students* and those of *Race/Ethnicity Not Indicated* were grouped together and tested with the responses of *Students of Color*, the difference was statistically significant at $p < 0.034$.

Comparison of Means

Question: *How important are the following goals for you in earning your college education? Having a better understanding and appreciation for differences (ethnic, political, etc.)?*

Scale: 0=Not Important, 1=Slightly Important, 2=Important, 3=Very Important

| Students of Color (Mean) | White Students (Mean) | Race/Ethnicity Not Indicated (Mean) | Groups with Statistically Significant Differences (p < 0.05) |
|--------------------------|-----------------------|-------------------------------------|--|
| 2.44 | 2.18 | 2.38 | <i>Students of Color and White Students</i> $p = 0.020$ |



Evergreen's Contribution to Growth

Responses to three questions about learning outcomes associated with diversity and the *Expectations of an Evergreen Graduate* were included in the analysis. In these questions, students were asked to rate the extent to which Evergreen had contributed to their growth in: 1) understanding different philosophies and cultures, 2) recognizing responsibilities, rights, and privileges as a citizen, and 3) functioning as a responsible member of a diverse community. Of the three, there was only one item in which there was a statistically significant difference in means between two racial/ethnic groups. On average, *Students of Color* reported a slightly higher contribution to their growth in recognizing rights, responsibilities, and privileges as a citizen than *White Students*. For *Students of Color*, the mean response was closer to *Quite a Bit* on the Likert Scale, while for *White Students* the response was closer to *Some*.

When the groups *White Students* and *Race/Ethnicity Not Indicated* were combined and tested for differences with the *Students of Color*, the statistically significant difference in means remained in regards to recognizing rights, responsibilities, and privileges as a citizen. The level of significance was at $p = 0.036$. No significant differences were identified on the other items.

Comparison of Means

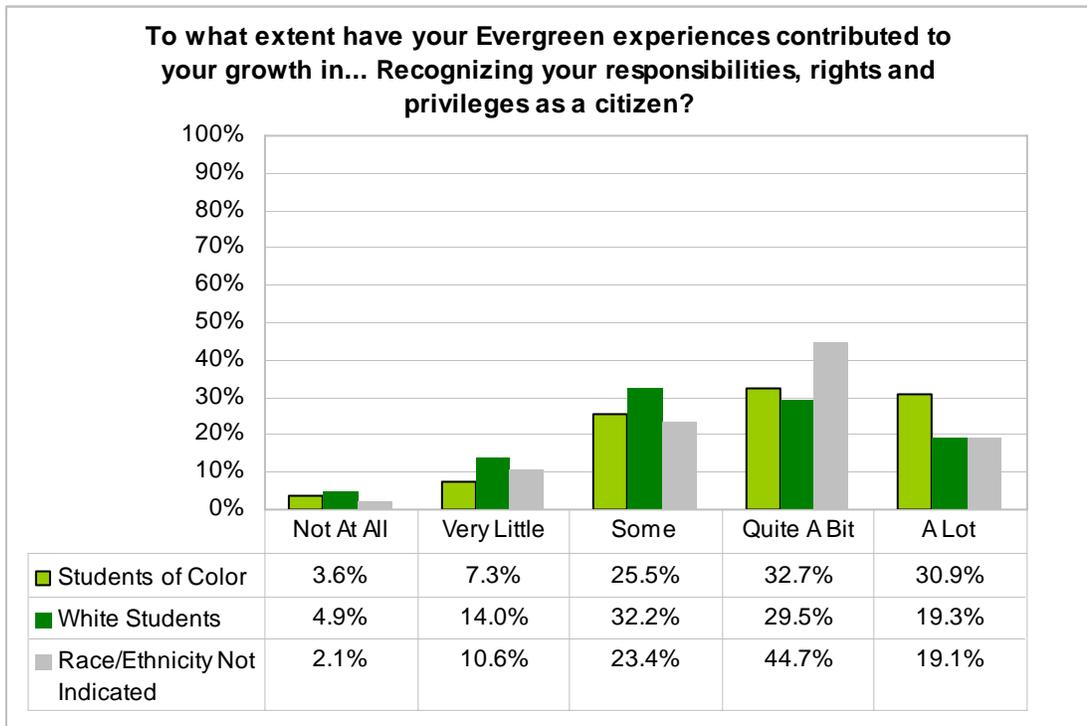
Question: To what extent have your Evergreen experiences contributed to your growth in...

Recognizing your rights, responsibilities, and privileges as a citizen

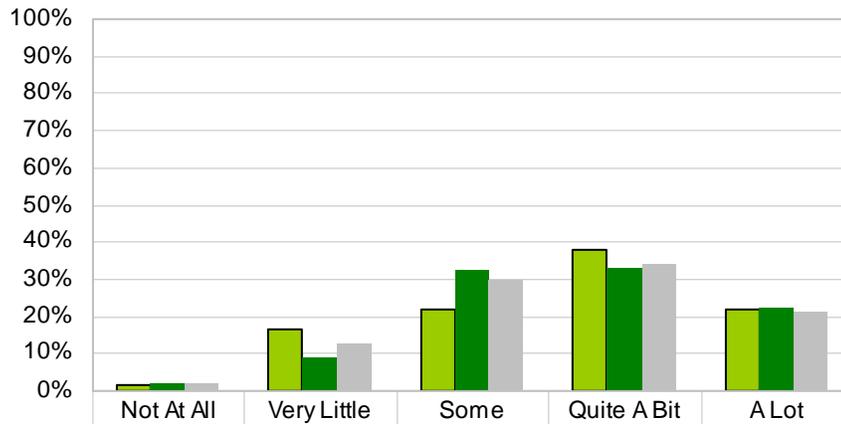
Scale: 0=Not At All, 1=Very Little, 2=Some, 3=Quite A Bit, 4=A Lot

| Students of Color (Mean) | White Students (Mean) | Race/Ethnicity Not Indicated (Mean) | Groups with Statistically Significant Differences ($p < 0.05$) |
|--------------------------|-----------------------|-------------------------------------|---|
| 2.80 | 2.44 | 2.68 | <i>Students of Color and White Students at $p = 0.023$</i> |

The following charts show frequencies for all three items.

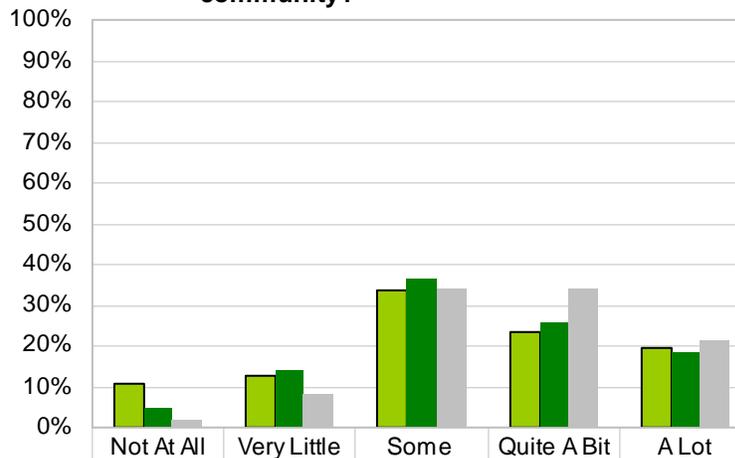


To what extent have your Evergreen experiences contributed to your growth in... Understanding different philosophies and cultures?



| | | | | | |
|--------------------------------|------|-------|-------|-------|-------|
| ■ Students of Color | 1.8% | 16.4% | 21.8% | 38.2% | 21.8% |
| ■ White Students | 2.3% | 9.1% | 32.6% | 33.3% | 22.7% |
| ■ Race/Ethnicity Not Indicated | 2.1% | 12.8% | 29.8% | 34.0% | 21.3% |

To what extent have your Evergreen experiences contributed to your growth in...Functioning as a responsible member of a diverse community?



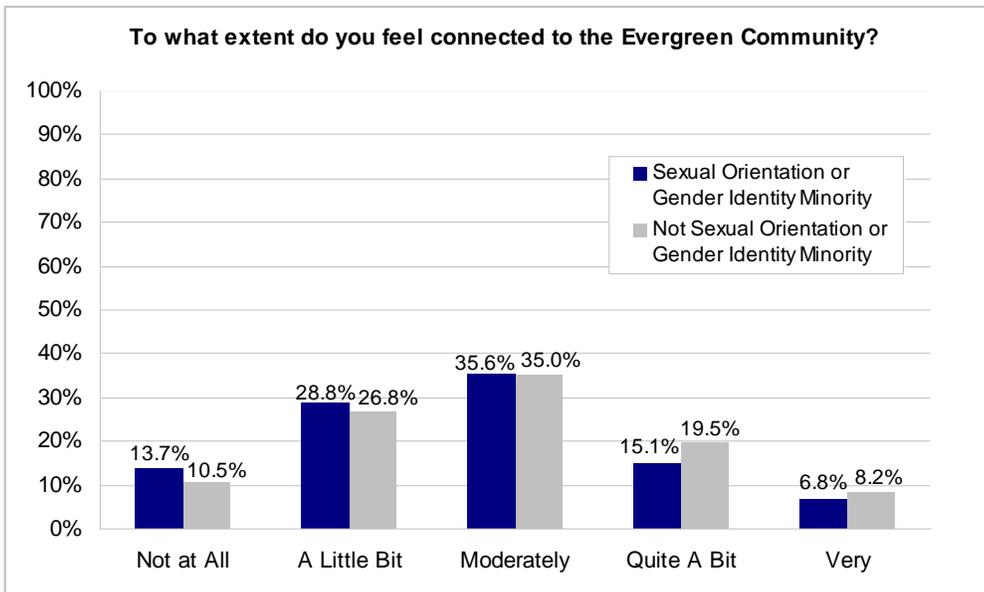
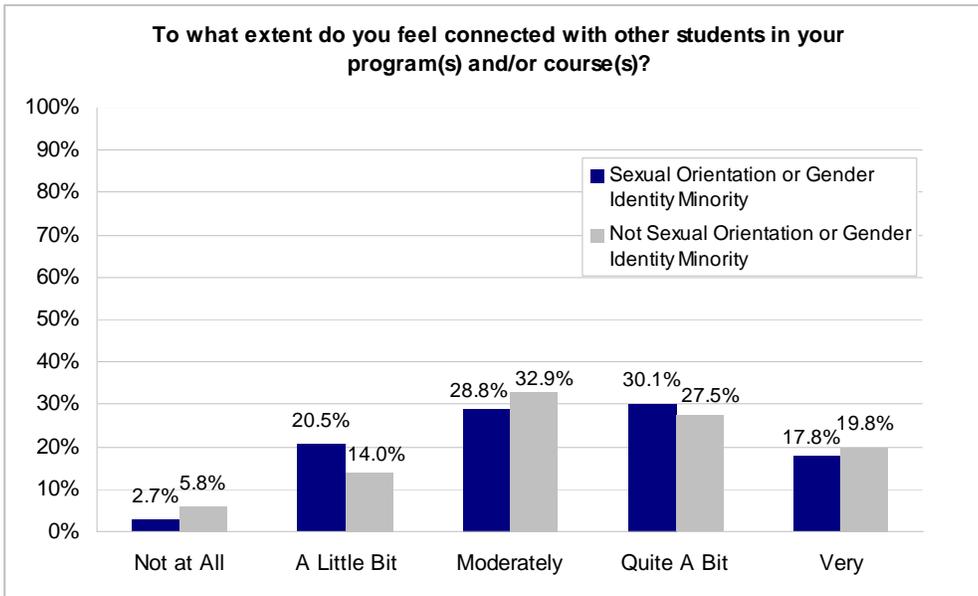
| | | | | | |
|--------------------------------|-------|-------|-------|-------|-------|
| ■ Students of Color | 10.7% | 12.5% | 33.9% | 23.2% | 19.6% |
| ■ White Students | 4.9% | 14.0% | 36.7% | 25.8% | 18.6% |
| ■ Race/Ethnicity Not Indicated | 2.1% | 8.5% | 34.0% | 34.0% | 21.3% |

Patterns Associated with Sexual Orientation and Gender Identity

Respondents to the Evergreen Student Experience Survey 2006 were asked, "Do you identify as a minority in terms of sexual or gender orientation? (For example, lesbian, gay, bisexual, transgender, gender fluent, etc.)" Respondents selected Yes, No, or Prefer not to respond, or skipped the question. Responses were tested for differences between the groups *Sexual Orientation/Gender Identity Minority* (N=73) and *Not Sexual/Gender Minority* (N=260).

Connection to Evergreen and Other Students in Classes

Students were asked on the survey about their level of connection to other students in their classes and to the Evergreen community.¹¹ Responses to these questions were included to test for differences. There were no significant differences in the mean responses of the two groups. Mean responses were between *Moderately* and *Quite A Bit* connected to other students in programs and courses and close to *Moderately* in terms of connection to the Evergreen Community. The distributions of responses for both questions were similar.



¹¹ The threshold for determination of statistical significance is $p < 0.05$ throughout this paper.

Satisfaction with Evergreen

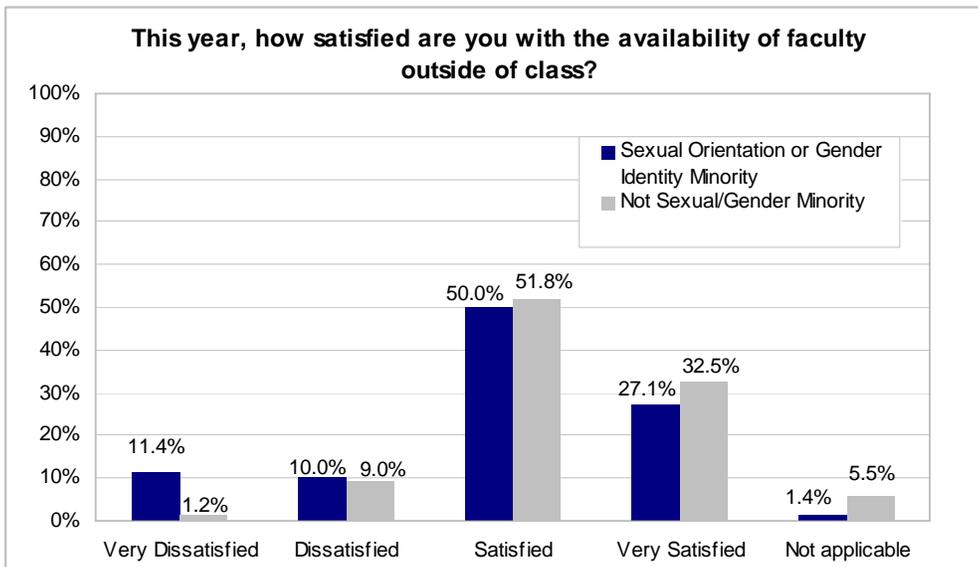
Statistically significant differences between mean responses were identified in five of 31 satisfaction questions. Items with statistically significant differences in mean responses were: satisfaction with the availability of faculty outside of class, the amount of time one can devote to academic work, Evergreen support for one’s development as an academic writer, experiences with diversity at Evergreen, and the amount of diversity at Evergreen. Students in the *Sexual Orientation/Gender Identity Minority* group were less satisfied on average in regards to all five of these questions.

Comparison of Means on Satisfaction Questions with Statistically Significant Difference

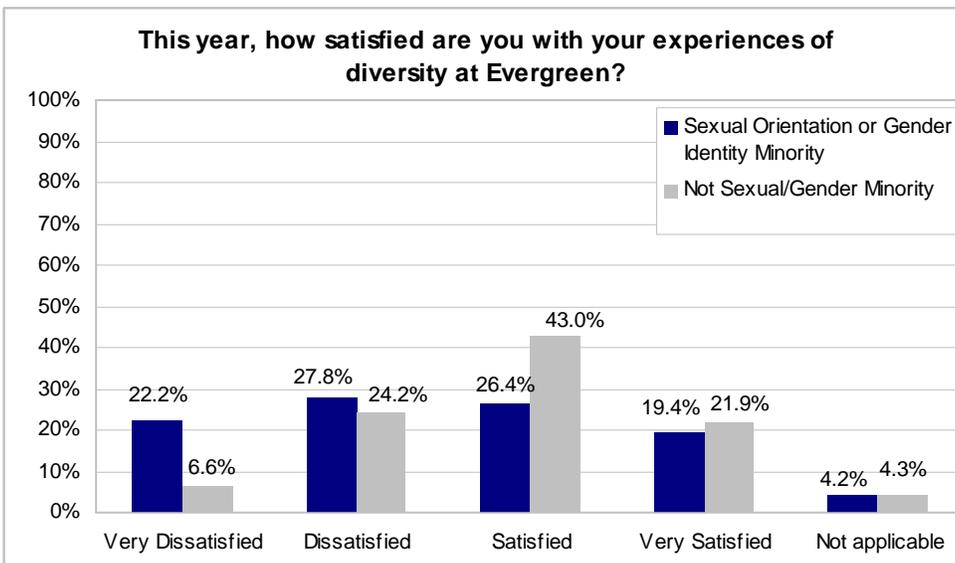
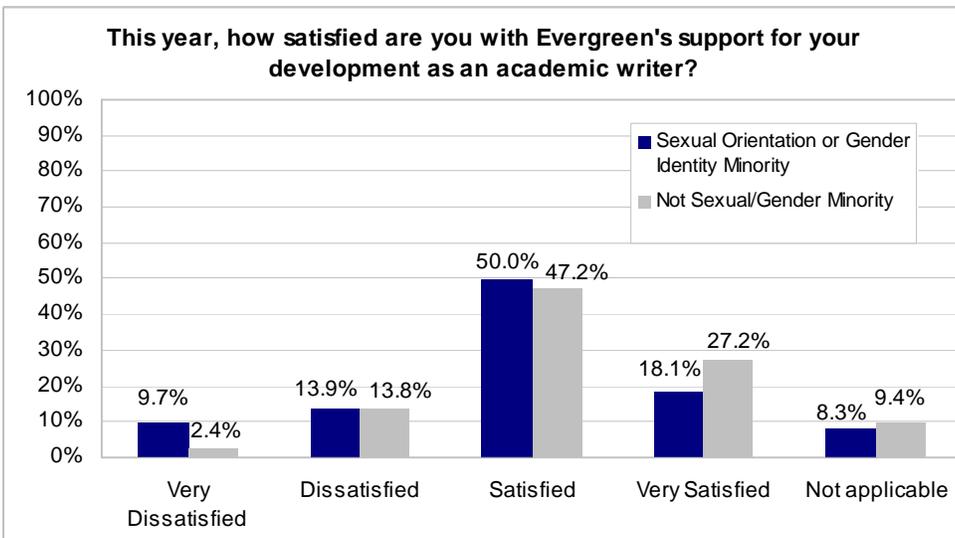
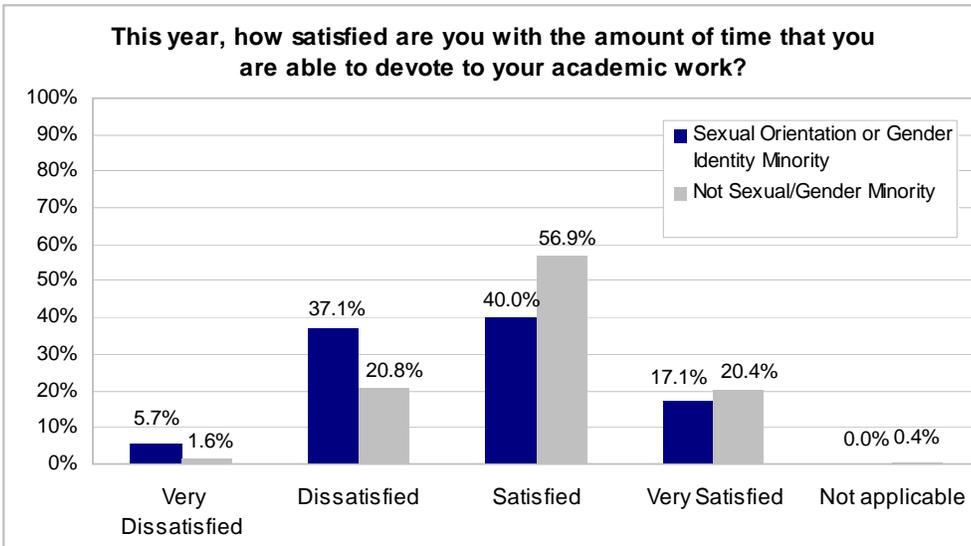
Scale: 1=Very Dissatisfied, 2=Dissatisfied, 3=Satisfied, 4=Very Satisfied

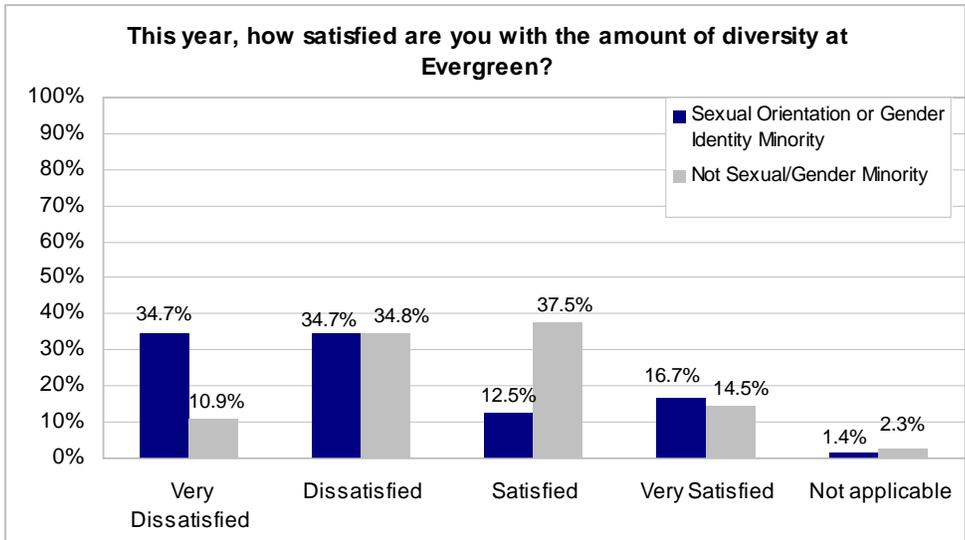
| | Sexual Orientation/ Gender Identity Minority (Mean) | Not Sexual/ Gender Minority (Mean) | Difference ¹² | p-value |
|--|--|--|--------------------------|---------|
| Availability of faculty outside of class | 2.94 | 3.22 | -0.28 | 0.044 |
| Amount of time that you are able to devote to your academic work | 2.69 | 2.96 | -0.27 | 0.006 |
| Evergreen’s support for your development as an academic writer | 2.83 | 3.10 | -0.27 | 0.038 |
| Your experiences with diversity at Evergreen (ethnic/racial, political, socioeconomic, sexual orientation, etc.) | 2.45 | 2.84 | -0.39 | 0.005 |
| The amount of diversity at Evergreen | 2.11 | 2.57 | -0.46 | < 0.001 |

The largest difference between groups was on the question regarding satisfaction with the amount of diversity at Evergreen. For both groups, the mean response fell between *Dissatisfied* and *Satisfied*; more students in the *Sexual/Gender Minority* group responded that they were *Very Dissatisfied* with the amount of diversity at Evergreen.



¹² “Difference” refers to the absolute difference between mean responses of students who identify as a sexual/gender minority and those students who do not, without reference to the direction or sign (positive or negative) of the difference.





Respect for Differences

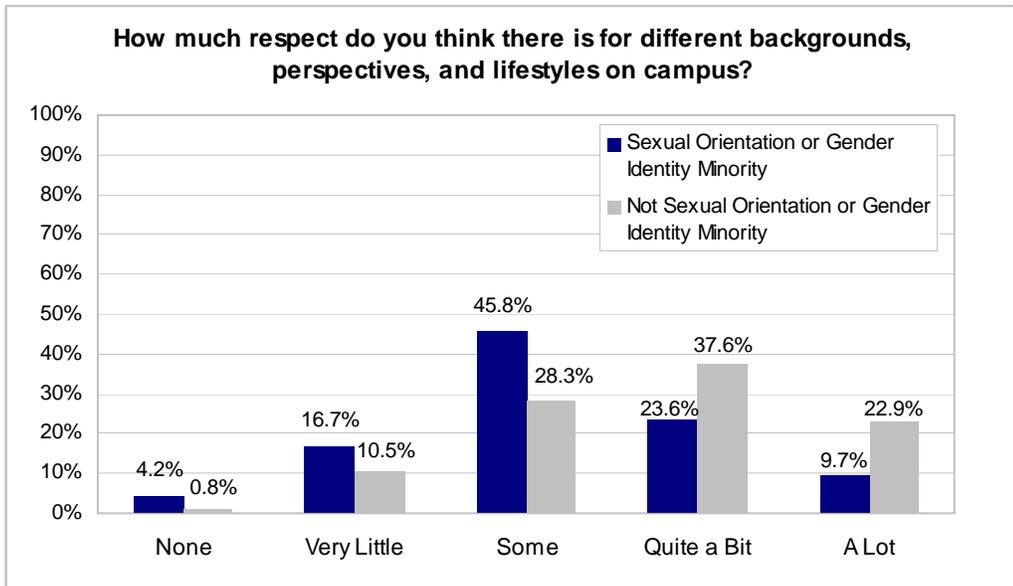
Students who identified as in the *Sexual Orientation/Gender Identity Minority* group tended to rate the amount of respect on campus for different backgrounds, perspectives, and lifestyles lower. The mean difference was statistically significant at $p < 0.001$. As the chart depicts below, the distribution of responses was very different, with the most common response among those in *Sexual Orientation/Gender Identity Minority Group* at *Some* while the most common response for the *Not Sexual/Gender Minority* group was *Quite a bit*.

Comparison of Means

Question: How much respect do you think there is for different backgrounds, perspectives, and lifestyles on campus?

Scale: 0=None, 1=Very Little, 2=Some, 3=Quite a Bit, 4=A Lot

| Sexual Orientation/ Gender Identity Minority (Mean) | Not Sexual/Gender Minority (Mean) | Difference | p-value |
|---|---|------------|---------|
| 2.18 | 2.71 | -.53 | < 0.001 |



Interactions with People of Different Backgrounds, Perspectives, and Lifestyles

The open-ended question, "How do you feel about your interactions with people at Evergreen who have different backgrounds, perspectives, and lifestyles than your own?" elicited a variety of responses. A content analysis of the responses to this question was performed. Categories were created into which similar responses were grouped. Examples of student comments in each of the categories are in [Appendix B](#) of this report. The table below shows the percentage of responses that fit within each category. The percentages of students who had comments in each category were similar in most cases, although there were categories in which there was a difference of 5% or more in the percentage of students whose comments were grouped in a particular category. Percentages do not add up to 100% since some comments were coded in multiple categories.

There was a larger percentage of students in the *Sexual Orientation/Gender Identity Minority* group who wrote comments pertaining to the lack of diversity or need for more diversity. In addition, a greater percentage of this group had comments about judgment or bias against people because of their sexual orientation or gender identity. Finally, a greater percentage suggested activities, training or other institutional actions. Larger percentages of students who did not identify as a minority had positive responses to this question with no qualifications.

Analysis of Open-ended Responses to the Question: "How do you feel about your interactions with people at Evergreen who have different backgrounds, perspectives, and lifestyles than your own?" Differences that are greater than 5% between one or more groups are highlighted.

| Type of Comment | Sexual Orientation/Gender Identity Minority (n = 64) | | Not Sexual/Gender Minority (n = 230) | |
|--|--|---------|--------------------------------------|---------|
| | Number | Percent | Number | Percent |
| Interactions described as "Great," "Good," or "Wonderful" with no qualifications | 10 | 15.6% | 57 | 24.8% |
| Interactions described as "Great," "Good," or "Wonderful" but with qualifications | 6 | 9.4% | 15 | 6.5% |
| Interactions described as "Fine," "Pretty Good," "OK," or "Comfortable" with no qualifications | 3 | 4.7% | 31 | 13.5% |
| Interactions described as "Fine," "Pretty Good," "OK," or "Comfortable" but with qualifications | 3 | 4.7% | 6 | 2.6% |
| Interactions are enriching learning experiences | 11 | 17.2% | 45 | 19.6% |
| Not enough diversity at Evergreen/more diversity needed | 13 | 20.3% | 25 | 10.9% |
| Don't have this type of interaction often with people different from self/doesn't occur generally | 4 | 6.3% | 22 | 9.6% |
| Not on campus much or do not interact with others/keep to oneself | 3 | 4.7% | 6 | 2.6% |
| Respondents described their own role in interactions as open or respectful | 7 | 10.9% | 14 | 6.1% |
| People are open and accepting on campus | 2 | 3.1% | 16 | 7.0% |
| People are judgmental and biased against or not accepting of differing perspectives and political views | 6 | 9.4% | 16 | 7.0% |
| People are judgmental and biased against or not accepting of people based on gender identity, sexual orientation, or beliefs about human rights and sexual orientation | 8 | 12.5% | 1 | 0.4% |

| Type of Comment | Sexual Orientation/Gender Identity Minority (n = 64) | | Not Sexual/Gender Minority (n = 230) | |
|---|---|---------|---|---------|
| | Number | Percent | Number | Percent |
| People are judgmental and biased against or not accepting of other races, ethnicities, cultures | 2 | 3.1% | 3 | 1.3% |
| People are judgmental and biased against others based on socioeconomic background/class | 4 | 6.3% | 1 | 0.4% |
| People are judgmental and biased against or not accepting of other religions/religious beliefs | 2 | 3.1% | 3 | 1.3% |
| People are judgmental and biased against others generally/for other reasons | 5 | 7.8% | 6 | 2.6% |
| Recalled negative experiences in seminar/classroom interactions | 6 | 9.4% | 12 | 5.2% |
| Recalled positive experiences in seminar/differences are good for class discussion | 0 | 0.0% | 6 | 2.6% |
| Everyone's different/don't pay attention to differences | 0 | 0.0% | 7 | 3.0% |
| Made suggestions for activities, training or other institutional action | 5 | 7.8% | 2 | 0.9% |
| Mixed experiences | 1 | 1.6% | 7 | 3.0% |
| Comments on survey question | 2 | 3.1% | 5 | 2.2% |
| Issues are not discussed openly, assumptions are made | 2 | 3.1% | 5 | 2.2% |
| Comments related to Evening and Weekend Studies | 2 | 3.1% | 4 | 1.7% |
| Age as a factor in interactions on campus | 0 | 0.0% | 4 | 1.7% |
| Other/not able to categorize | 3 | 4.7% | 9 | 3.9% |
| Lack of Awareness | 0 | 0.0% | 2 | 0.9% |
| N/A or Prefer not to Respond | 1 | 1.6% | 1 | 0.4% |

Confidence in Fitting in Socially

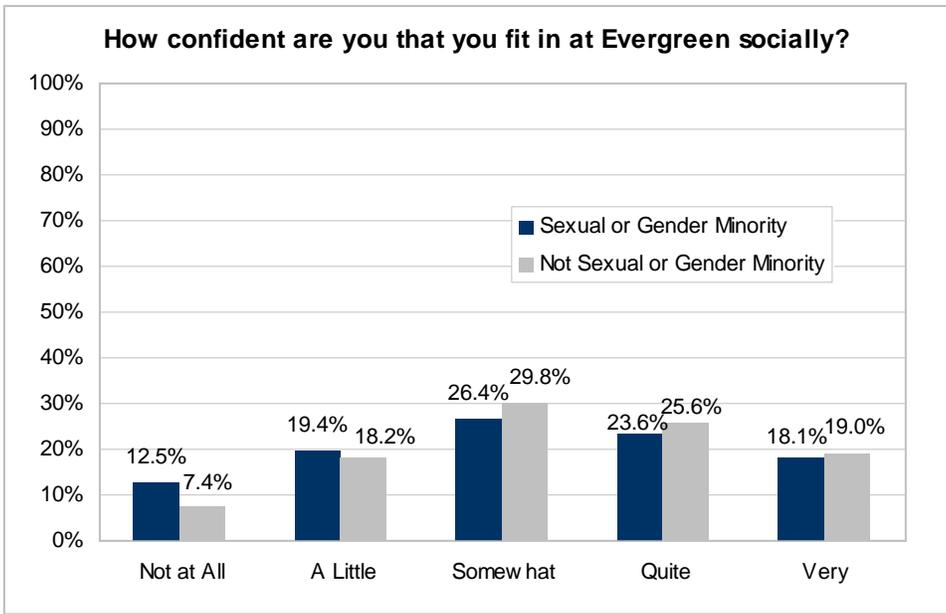
There was no statistically significant difference in mean responses to the question: "How confident are you that you fit in at Evergreen socially?" The distribution of responses for both groups was relatively similar.

Comparison of Means

Question: How confident are you that you fit in at Evergreen socially?

Scale: 0=Not at All, 1=A Little Bit, 2=Somewhat, 3=Quite, 4=Very

| Sexual Orientation/ Gender Identity Minority (Mean) | Not Sexual Orientation/ Gender Identity Minority (Mean) | Difference | p-value |
|---|---|------------|-------------------------------|
| 2.15 | 2.31 | -0.16 | Not statistically significant |



Importance of Diversity to Learning

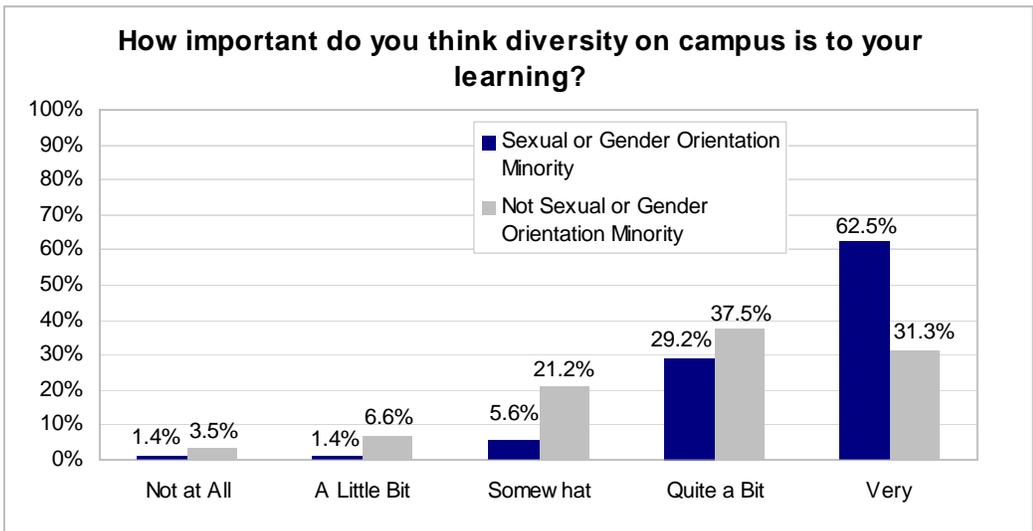
Students in the *Sexual Orientation/Gender Identity Minority* group tended to rate the importance of diversity on campus to their learning higher than students in the other group. While the distribution of responses are skewed towards more importance for both groups, the most common response among the *Sexual Orientation/Gender Identity Minority* group was *Very*, compared to *Quite a Bit* for the *Not Sexual/Gender Minority* group.

Comparison of Means

Question: How important do you think diversity on campus is to your learning?

Scale: 0=Not at All, 1=A Little Bit, 2=Somewhat, 3=Quite a Bit, 4=Very

| Sexual Orientation/ Gender Identity Minority (Mean) | Not Sexual Orientation/ Gender Identity Minority (Mean) | Difference | p-value |
|---|--|------------|---------|
| 3.50 | 2.86 | .64 | < 0.001 |



Learning about Differences

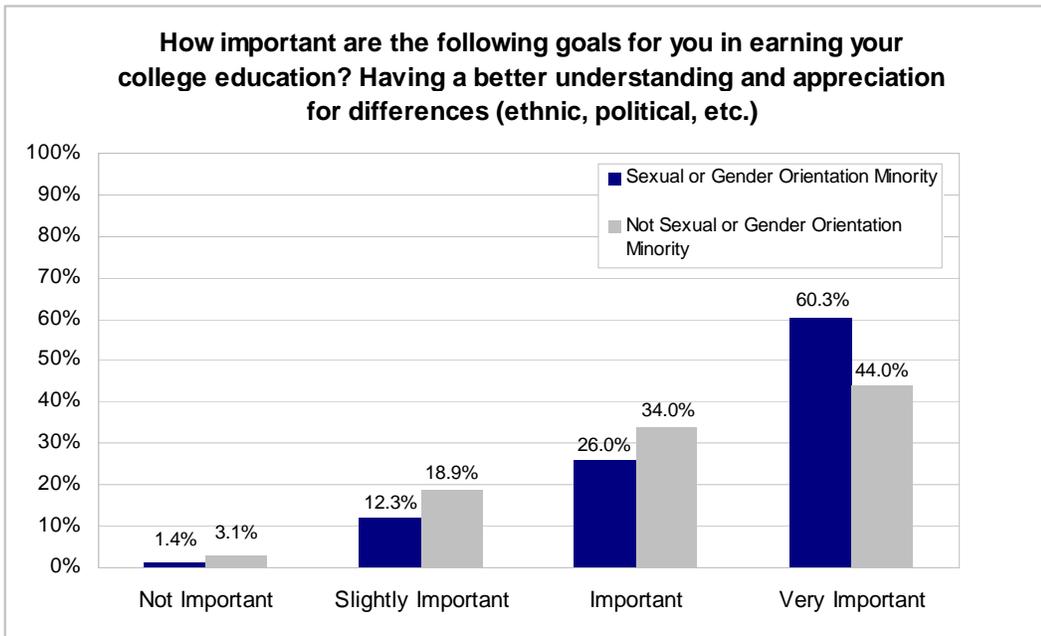
Students were asked about the importance that they place on the goal of having a better understanding and appreciation for differences. The mean response was significantly higher for those in the *Sexual Orientation/Gender Identity Minority* group.

Comparison of Means

Question: *How important are the following goals for you in earning your college education? Having a better understanding and appreciation for differences (ethnic, political, etc.)?*

Scale: *0=Not Important, 1=Slightly Important, 2=Important, 3=Very Important*

| Sexual Orientation/ Gender Identity Minority (Mean) | Not Sexual Orientation/ Gender Identity Minority (Mean) | Difference | p-value |
|---|---|------------|-----------|
| 2.45 | 2.19 | 0.26 | P = 0.014 |



Evergreen’s Contribution to Growth

Responses to three questions about learning outcomes associated with diversity and the *Expectations of an Evergreen Graduate* were included in the analysis. In these questions, students were asked to rate the extent to which Evergreen had contributed to their growth in: 1) understanding different philosophies and cultures, 2) recognizing responsibilities, rights and privileges as a citizen, and 3) functioning as a responsible member of a diverse community. Of the three, there was only one with a statistically significant difference in the mean responses of the two groups - understanding different philosophies and cultures. On average, students in the *Sexual Orientation/Gender Identity Minority* group rated the contribution of Evergreen experiences to their growth in this area lower. The group mean was closer to *Some* on this item, while the mean response for the *Not Sexual or Gender Identity Minority* group was closer to *Quite A Bit*.

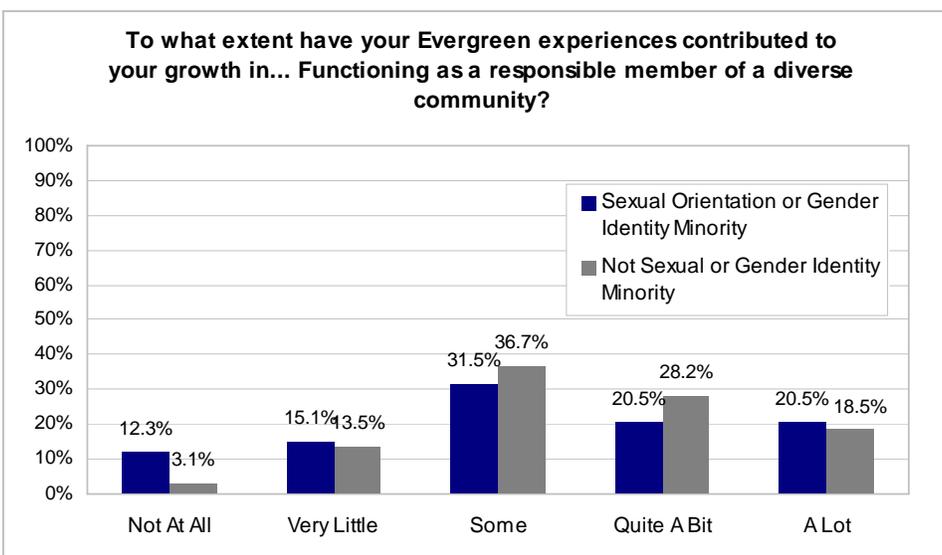
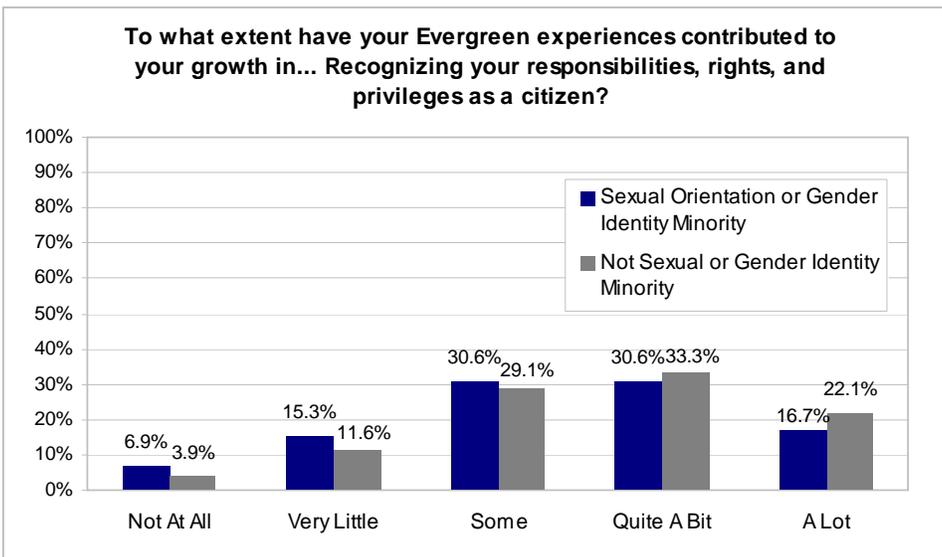
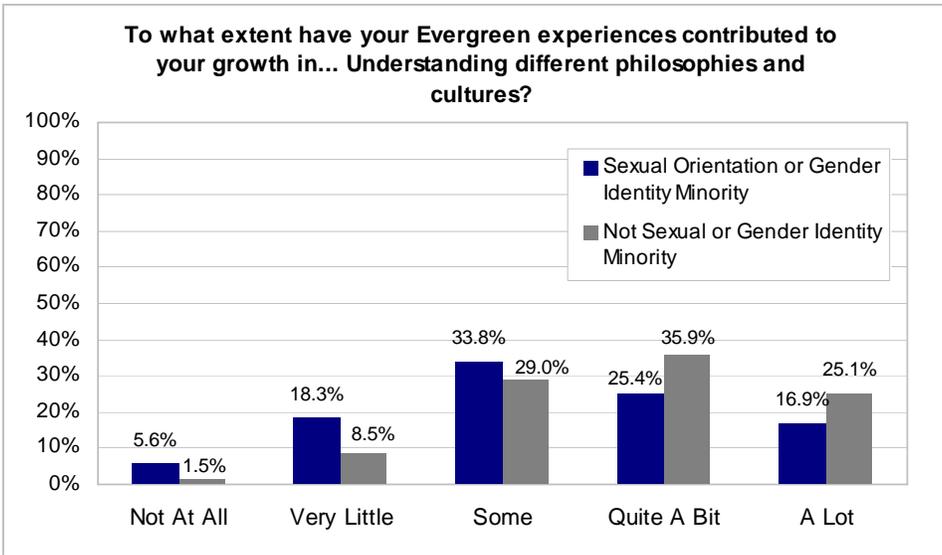
Comparison of Means

Question: *To what extent have your Evergreen experiences contributed to your growth in... Understanding different philosophies and cultures*

Scale: *0=Not At All, 1=Very Little, 2=Some, 3=Quite A Bit, 4=A Lot*

| Sexual Orientation/ Gender Identity Minority (Mean) | Not Sexual Orientation/ Gender Identity Minority (Mean) | Difference | p-value |
|---|---|------------|-----------|
| 2.30 | 2.75 | -0.45 | P = 0.002 |

The following charts show frequencies for all three items.



Appendix A: Survey Respondents

As mentioned earlier, this paper focuses solely upon the responses of students studying primarily on the Olympia campus. While students in the Tacoma program and in the Tribal: Reservation-based Community-Determined programs responded to the survey, we determined that this report should concentrate on the responses of students studying on the Olympia campus. Information about the responses to the survey for students in Tribal and Tacoma programs is available on the Institutional Research and Assessment website.¹³ Students' identification with a particular campus was gleaned from the BANNER student database.

The table on the next page describes the number of respondents in each segment of the undergraduate population. For statistical tests pertaining to race and ethnicity, students were grouped into *Students of Color*, *White Students*, and *Race/Ethnicity Not Indicated*. Fifty-nine students were grouped into the category *Students of Color*. These respondents makeup 11.1% of the overall population of *Students of Color* among degree-seeking undergraduates on the Olympia campus. The number of respondents in the groups *White Students* and *Race/Ethnicity Not Indicated* groups are 11.3% and 11.2% of the total number in the student population, respectively.

For statistical tests pertaining to gender and sexual orientation, survey respondents were grouped into *Sexual Orientation/Gender Identity Minority* or *Not Sexual/Gender Minority*. Question 27, shown below, was used in gather information about sexual orientation and gender identity. The question was constructed to allow respondents to identify themselves with one or more of the listed identities without having to provide detail. The survey question was designed with the recognition that not all gender or sexual orientation identities could be listed and that students may identify with more than one identity. More detail would likely yield results in groups that are too small for comparison. In addition, more students may have refused to answer the question if they were required to reveal detailed information.

27. Do you identify as a minority in terms of sexual or gender orientation? (For example, lesbian, gay, bisexual, transgender, gender fluent, etc.)

- Yes
- No
- Prefer not to respond

Of Olympia campus respondents, 73 were in the *Sexual Orientation/Gender Identity Minority* group. Excluded from this research and from the table below are those respondents who indicated that they preferred not to respond or skipped the question. It is assumed that the percentage of students who are within the *Sexual Orientation/Gender Identity Minority* group is representative of the overall student population; there were no other counts or sources of information for this population for comparison.

Respondents to the Evergreen Student Experience Survey 2006 Compared to the Population of Degree-seeking Undergraduates on the Olympia Campus

| | Percent of Olympia Campus Respondents (N=386) | Percent of Olympia Campus Population (N=3,429) | Percent of Segment in Olympia Campus Population* |
|------------------------------|--|--|--|
| Students of Color | 15.3% (N=59) | 15.5% (N=531) | 11.1% |
| White Students | 71.5% (N=276) | 71.2% (N=2,441) | 11.3% |
| Race/Ethnicity Not Indicated | 13.2% (N=51) | 13.3% (N=457) | 11.2% |

¹³ See <http://www.evergreen.edu/institutionalresearch/studentexperiencesurvey2006responses.htm>.

| | Percent of Olympia Campus Respondents (N=386) | Percent of Olympia Campus Population (N=3,429) | Percent of Segment in Olympia Campus Population* |
|--|--|--|--|
| Sexual Orientation/Gender Identity Minority | 21.9% (N=73)** | This is unknown for the population of students. The only known source for estimation is the Evergreen Student Experience Survey 2006 data. | |
| Not Sexual/Gender Minority | 78.1% (N=260)** | | |

* Represents the number of respondents within group divided by number of students with the same racial/ethnic or gender identification in the population of Olympia campus degree-seeking students in spring 2006. The population (N=3,429) does not include post-baccalaureate students.

** Excludes survey respondents who skipped the question or indicated that they preferred not to respond.

Respondents ranged in terms of their class standing and amount of time at Evergreen. All class standings, from freshmen to seniors, were represented among respondents. In past analyses of student surveys, associations have been found between satisfaction and both class standing and length of time at Evergreen.

Appendix B: Examples of Students Comments and Coding of Open-ended Responses

The following are descriptions and examples of students' written comments in response to the question: "How do you feel about your interactions with people at Evergreen who have different backgrounds, perspectives, and lifestyles than your own?" Some students wrote in comments that fit within multiple categories.

Interactions are "Great," "Good," or "Wonderful"

In many instances, students wrote comments that indicated that their experiences were "Great," "Good," "Wonderful," or used other very positive language. Some students wrote very positive language, but added qualifications to this -- many of them related to the infrequency or lack of interactions of this type.

Examples without qualifications:

- "Wonderful! Many perspectives on life."
- "Very positive. Much open-mindedness and willingness."
- "I feel very satisfied that I have been exposed to such people."
- "I feel quite pleased with the interactions. I've met several people here who I would not have met anywhere else."
- "Great! It is a fantastic experience that enhances my educational goals."
- "Fantastic. Approaching anyone with a smile and an introduction, usually does the trick."

Examples with qualifications:

- "They are good but not enough awareness."
- "I feel that Evergreen is predominantly Caucasian and the interaction that I have with them are good but I do sense a bit of hesitancy in the beginning with them because they assume that I am different and probably not 'Americanized' or not as easy to relate."
- "They have all been positive experiences, but I feel that there hasn't been enough of those interactions."
- "Quite good, once we can get past the pre-conceived notions that each has about how the other must think of each of us. (i.e., we tend to think the other person thinks about us a certain way, thereby automatically being put on the defensive)"
- "Privileged to have conversations. A little bit like people of other races become targets for conversation."
- "Much of the interaction is quite satisfying, however it is irksome that a good many people only value a certain type of different-ness."
- "Mine have been excellent, though it would be nice to see more people from more diverse groups."
- "I love it. But sometimes... here, on campus.. I feel that I am much more of a "racist" then I ever was outside of the evergreen bubble.. we talk and talk and talk about all these issues.. and I think that because of alllll this theory and talking we are/become that much more racial because... look at our student population...!!!!!! there are hardly any people here besides white people and Japan, Korean, Chinese, etc. etc. but... we talk so much about what we can do TO STOP the hate towards people unlike ourselves.. but... WHAT DO WE REALLY DO, besides talktalktalk, to make sure that kind of INJUSTICE ENDS/ comes to stop?? i don't know. but, all i see is that we just talk more. we need more diversity of everyone. great with the queer scene though. that is just awesome! wee."

Interactions are "Fine," "Pretty Good," "OK," or "Comfortable"

Some comments indicated used less enthusiasm, yet positive language. Some of these comments included further qualifications or explanations.

Examples without qualifications:

- "Satisfied for the most part."
- "Good I guess."

- "Fine."
- "I can't recall ever having an interaction that affected me negatively."

Examples with qualifications:

- "OK, but I feel that people who don't come from the 'typical' mold of Evergreen students are reluctant to come/speak up once they are here."
- "My interactions have been fine, but I have seen others be put down for sharing different opinions or views."
- "Its nice to interact with people from different backgrounds, although there are not as many different types of people as there might be."

Interactions are enriching learning experiences

Some comments focused on interactions with people of differing backgrounds, lifestyles, and perspectives of enriching educational experiences. The following are examples of comments that were coded in this category:

- "I like the different input that comes from diverse perspectives."
- "I have met new and interesting people on campus who have been great for my learning experience."
- "I have had very positive interactions with others of different backgrounds. Each interaction has given me a new perspective on different subjects."
- "I feel they are really valuable and I have learned a lot from them. They make me think about where I'm coming from and challenge myself."
- "Great, it gives me a chance to reflect back on my life, and my morals and perspectives."
- "Some of my best college learning experiences have occurred when I was able to work people a diverse group of faculty or students."
- "My interactions with people at Evergreen who have different backgrounds, perspectives, and lifestyles than your own lets me experience different cultures, life choices and countries without leaving the Northwest. With this opportunity I can see and serve my own culture and community better."
- "It has been a privilege to study with people of varied backgrounds and ages. This exposure has broadened my horizons considerably."
- "I believe I have learned an enormous amount about the reality that people of color and disability experience because of the relationships I have had at Evergreen. I think my interactions have been positive, however, I think much more needs to be done at Evergreen to support staff and students of color, disability, etc..."

Not enough diversity at Evergreen/more diversity needed

Some comments related to a lack of diversity or the need for more diversity on campus. The types of diversity called for ranged from ethnic and racial diversity to socioeconomic diversity to diversity in terms of political beliefs and perspectives. Some examples of these comments are:

- "I feel that much of the diversity which is praised and talked about is that many students here are deviations from the norms of a standard college society. However within these deviations, I find little real diversity."
- "Probably because i only took one 4 credit class i was not exposed to a lot of students. What i did notice is that people of color seem to be underrepresented at Evergreen. Evergreen seems to be overly white which is actually a mirror of the Olympia population in general... it has been quite a culture shock for me to move to a town that is as white and also lacking in sexual preference diversity. I would appreciate if Evergreen had more diversity so i felt i had more opportunity to meet people who i feel i can relate to..."
- "There seems to be much more lifestyle diversity than actual cultural diversity."
- "More diversity would create a better learning environment, working, living, and social climate as well."

- "It is very hard to find folks that don't come from white middle-class backgrounds."

Don't have this type of interaction often with people different from self

Some comments focused on a lack of people who were different. The following are examples:

- "I feel good about it, but have not experienced a lot of diversity in my classes. For the most my classmates seem to be white, middle-class, and 20-30 yrs of age. I see diversity at Evergreen, but have not been in a class where I have experienced."
- "It doesn't really occur often. Most everyone I meet here is a lot like me in many ways, especially among the freshman, with whom I am most acquainted just due to circumstance. I had much more diverse experiences growing up than here, in all aspects. I don't really mind though, because it doesn't matter to me all that much. I get kind of annoyed when people claim that evergreen is a diverse campus, when its one of the least diverse I've ever seen..."
- "Have not had interaction with fellow students of different ethnic backgrounds - Env Sci classes have tended to be quite homogeneous in terms of race/ethnicity and political perspective. Re race/ethnicity: don't know why we environmental types are mostly a bunch of white folks; Re political perspective: we all tend to be a bunch of hippie lefty tree huggers (though with some righty hunter-fisherman flavor)..."

Not on campus much or do not interact with others/keep to oneself

Some respondents indicated that they are not on campus much and that this is a factor in the amount of interaction they have with other students. Examples include:

- "For an Evening and Weekends student who works full time, I sometimes feel a little detached from the opportunity to interact much with people on campus..."
- "Probably because i only took one 4 credit class i was not exposed to a lot of students..."
- "Living off campus, even though I'm just across the street, I haven't had many opportunities to interact with anyone."
- "I keep to myself."
- "I'm hardly ever on campus, so this question isn't applicable. I've never really had a bad experience on campus in the past, either."

People are open and accepting on campus

Some comments were about a general sense of openness and acceptance among people at Evergreen:

- "So far, the people I have met at Evergreen are really nice and seemed to be open-minded about a lot of different things... including diversity."
- "This is my first quarter, yet I feel a great sense of relaxation and tolerance from all that I have met. It seems to be a very relaxed and easy going place to get an education."
- "The people are very respectful of each others' views and beliefs."
- "People on campus seem to take everyone's ideas as well as giving their own. They are very open."
- "People are more open-minded at this school than in other places."
- "Evergreen has an 'open mind' and practices 'acceptance.'"

Judgment and bias regarding differing perspectives and political views

Some comments focused on the perception that people at Evergreen that were judgmental or biased in terms of political views or perspectives on campus. These are examples of this type of comment:

- "I feel Evergreen as a whole likes to consider itself open-minded, but only to alternative backgrounds, perspectives, and lifestyles. Republicans, patriots, and white men are often bashed, disrespected, and unwelcome here. Though I do not fit in to any of those categories, it makes me unhappy to see an 'open minded' campus so against certain people."
- "Interaction differs more from individual attitude than any overarching theme at the college. Many people are very open, and many are very closed to opposing views, particularly those trapped in a radical or liberal agenda."
- "I have tended to be visually judged with others' eyes! I'm not the left or the right! That seems to be a problem with most students!"

- "I feel like Evergreen students sometimes presuppose that because they are not mainstream in their politics or ethics compared to the rest of the country, they assume that they are also open minded to all beliefs and ethics, which i have found to not be true some of the time."

Judgment and bias regarding gender identity and sexual orientation

Some students commented on others on campus that exhibited bias, were judgmental, or were not accepting of others because of gender identity, sexual orientation, or differing beliefs about human rights and sexual orientation. These are examples of those comments:

- "I feel that most Evergreen students are very homogenous; they are mostly white, heterosexual, middle- to upper-middle class young adults with "liberal" viewpoints that tend towards *intolerance* of people who are or have been involved in the military, have strong religious/spiritual beliefs, are homosexual, transgendered or of different class, racial or ethnic background than their own. i feel they are a privileged set with a lot of self-righteousness and only a little sense of themselves or their position in the world. maybe they're just being white, upper-class, heterosexual 20-somethings, but making exceptions for their viewpoints does get tiresome. they're not a bad set, though."
- "Most of my interactions have been very frustrating, not with obvious differences but with economic class difference and gender identity."
- "I feel i have learned enough skills to practice non violent communication with a diverse range of people. I wish many of [them] had the same skills. Overall it's been ok by avoiding specific topics such as gay rights with the Christians in my program."

Judgment and bias regarding races, ethnicities, cultures

There were comments about judgment and bias related to race and ethnicity on campus:

- "I feel that Evergreen is predominantly caucasian and the interaction that I have with them are good but I do sense a bit of hesitancy in the beginning with them because they assume that I am different and probably not "Americanized" or not as easy to relate."
- "I feel Evergreen as a whole likes to consider itself open-minded, but only to alternative backgrounds, perspectives, and lifestyles. Republicans, patriots, and white men are often bashed, disrespected, and unwelcome here. Though I do not fit in to any of those categories, it makes me unhappy to see an 'open minded' campus so against certain people."
- "THIS IS MY FIRST YEAR AND THE ONLY POSITIVE INTERACTION I HAVE HAD IS WITH MYSELF. EVEN THE FEW PEOPLE OF COLOR ARE WEARY OF EACH OTHER BECAUSE OF THE MAJORITIES ATTITUDES AND ACTIONS. THE SCHOOL LIED ABOUT BEING EXCEPTING OF PEOPLE OF COLOR. YOUR WHITE STUDENT TREAT PEOPLE OF COLOR LIKE HIRED HELP AND ARE RACIALLY AND CULTRALLY INSENSITIVE."
- "They are racist toward white people and closed-minded towards different points of view."
- "As a straightedge white male Christian, I often find that I am treated as less important and generally ignored in seminar, simply because I defend my religious standpoint. I often feel attacked and accused of causing trouble on the global political scene. Too many students say they are interested and supportive of diversity, yet that seems to mean anything but the majority."

Judgment and bias regarding socioeconomic background/class

Some respondents indicated that there was judgment or bias based on socioeconomic background or class. Examples of these comments are:

- "Most of my interactions have been very frustrating, not with obvious differences but with economic class difference and gender identity."
- "Pretty OK. Girls can be distant at times. Socioeconomic rift is strange--rich people are made fun of by students and teachers sometimes."
- "I have grown in diverse situations through out my life. I feel evergreen is divided by not only ethnicity, but socioeconomics as well (out of state students getting more attention due to higher enrollment fees."
- "In my experience the majority of Evergreen students come from wealthy/privileged/white backgrounds. Many preach diversity, but have no realistic experience or grasp of what that actually

means. People with socio-economic backgrounds different from that majority suffer their ignorance - particularly in the seminar arena. These people fail to recognize class divides, and thus lump all people who look like them in their own category. People outside the status quo are marginalized on the Evergreen campus. They are constantly put on the spot in seminar settings to speak for an entire race, nationality or gender identity. It is rare to find a faculty member equipped to handle such situations properly, if at all. This issue has been a point of contention for me during my time at TESC."

- "I feel that although the climate at Evergreen is tolerant that people from higher socio-economic backgrounds than my own, who aren't politically aware, are pretty ignorant of many aspects of life of the rest of the campus, and that, in general, more socio-economic, racial, and ethnic diversity would help Evergreen become a more genuinely tolerant place."

Judgment and bias regarding religions/religious beliefs

Some respondents wrote comments about judgment and bias against people for their religious beliefs. The following are examples:

- "...My only complaint is that I've seen people with more "conservative" lifestyles get bash on a lot at Evergreen. I've met a good group of people on campus who say that they are "open minded", but this only refers to "alternative life styles"- When it comes to being a Christian, or in the military people make huge assumptions and act VERY close minded."
- "I find it hard to converse with Republicans and Christians (which I never used to have a problem with), so I feel like I've become less tolerant of other people by going to TESC."
- "As a straightedge white male Christian, I often find that I am treated as less important and generally ignored in seminar, simply because I defend my religious standpoint. I often feel attacked and accused of causing trouble on the global political scene. Too many students say they are interested and supportive of diversity, yet that seems to mean anything but the majority."
- "I am a Christian and several times in class other students have made open derogatory(?) statements about "those stupid Christians" or other negative comments concerning Christianity."

Judgment and bias against others generally/for other reasons

In addition to other comments about judgment and bias against others according to race, ethnicity, sexual orientation, gender identity, etc. there were some comments that spoke to a general kind of bias for other reasons or in general:

- "...it is irksome that a good many people only value a certain type of different-ness."
- "...There are a LOT of blanket assumptions on campus."
- "I think they devalue my opinion because I'm older."
- "I felt that most of the people of backgrounds different from mine were generally unwilling to learn a different point of view. Most of the individuals with whom I came into contact were too preoccupied with establishing their own identity to learn about another."
- "I feel that some 'greeners' are not accepting of people who may not fit the stereotype of what a 'greener' is. I feel that any student at Evergreen should be considered a 'GREENER.'"
- "I feel people at Evergreen are too judgmental."
- "I do not fit into the typical evergreen mold, and sometimes I encounter people who will not give me the time of day nor do they want to even talk to me. I feel very frustrated by this..."

Negative Experiences in Seminar

Students recounted negative seminars and on-line forums. Some described seminars as "hostile environments" where some students are silenced and others are put on the spot to represent an entire race or ethnicity, gender identity, nationality, or other group. Others described lack of diversity in seminar, saying that many students have perspectives that are too similar to spur meaningful discussion. Some respondents felt that white males tended to dominate seminar discussions, while others felt that some students who were labeled white, male and/or Christian were silenced or ignored by other students in seminar. Other respondents described people as being guarded or uncomfortable when some topics were discussed. The following are examples:

- "Evergreen tries to be more diverse than it really thinks it is. Campus seminars that address these

issues have in the past been poorly run. As far as student to student interaction though, issues of diversity and sensitivity are fine."

- "Fine. The only real issue is that the hard core hippies really make it hard to function in seminar. Or more accurately those who are ultra sensitive towards anything regarding a tragic event, race or gender issues. They become an anchor for the class and make progress literally impossible on almost any subject..."
- "It has depended on the program. Some classes dealt with diversity very well while others seemed to have very hostile environments."
- "With older students interactions are respectful. Most of the younger students are clueless and ignorance is encouraged by instructors."
- "Evergreen is incredibly tolerant to those who have liberal perspectives and lifestyles. However, if you oppose those views, both students AND faculty will treat you with incredible disrespect. Discussion is only valuable when there is a strong voice coming from all spectrums. I was almost always the only seminar participant willing to oppose the ideological entity that is Evergreen. I always did so in a respectful and open-minded manner, however I have been kicked out of seminars (by faculty) and told my views were ignorant and wrong (by academic advisors). Apparently tolerance only applies to those with similar perspectives and lifestyles."
- "I think it's alright, mostly surface level (in the classroom). It's difficult/rare to get faculty who know how to deal with things without cowardice and with respect, clarity, and good timing."
- "I feel that students who have different backgrounds than the majority of students (especially students of color) are often forced to be representatives of all people who have that background, and are often asked to educate the other students about that background. This can make people very uncomfortable, and the other students/faculty don't even acknowledge that. I feel that Evergreen is very white, in the student body, the administration and the overall culture of the college. I don't think most Evergreen students or faculty have a good concept of how privilege benefits them every day - whether that privilege comes from white skin, being in academia, being straight, being fully-abled, etc. I would love to see more anti-oppression work as part of programs (no matter what topic the program is) and offered on an on-going basis by the college."
- "I'm not concerned about my own interactions, really. I'm concerned about other people's voices not being heard because of who they are. I was in a class discussion/seminar once where practically every student who was titled "white" and middle class was silenced or not heard entirely. I think that silencing anybody is a huge problem, (even if they are considered to be 'privileged')."

Positive Seminar Experiences

A few students recounted the benefits of diversity in seminar and in the classroom in general. These are examples:

- "I have had a very positive experience with people of all backgrounds at Evergreen, and I appreciate the experiences and ideas they bring to the classroom."
- "I enjoy the diversity! Seminars are always lively!"
- "It has been a privilege to study with people of varied backgrounds and ages. This exposure has broadened my horizons considerably."
- "It is extremely useful to seminar with people who are different because they bring a whole other side to my studies."

Everyone's different/don't pay attention to differences

There were respondents who said that they do not pay attention to differences and that they generally treat all people the same way. Some respondents said that all people have different backgrounds, lifestyles, and perspectives, while others acknowledged that there are differences and said that they do not treat people differently based on those differences. The following are examples of their comments:

- "Good. They have always been the same as everyone else. I don't mark people's differences as something to change my interactions with people."
- "I personally felt fine. People are people and when people themselves are the only issue, things go

better than they could've if you make a big deal about race/gender differences(whether it is bigotry or patronizing)"

- "Wouldn't bother to treat them any different. might be confused if they requested to be treated different..."
- "The same as anyone else. There isn't really a difference."
- "I'm usually pretty quiet, so I don't usually wind up in heated or offensive debates with strangers. Everyone has a different background/ perspective/ lifestyle, so this is kind of a weird question. I feel like a lot of the perspectives I encounter aren't radically different than mine, though - for example, there aren't many conservatives to interact with. But I think I normally try to be respectful of where people are coming from and try to share experiences."
- "Everybody here seems equally strange to me. I just try to get along, it's working pretty well."

Made suggestions for activities, training or other institutional action

There were eight respondents who had suggestions for action or areas for improvement for Evergreen. The following are suggestions or observations about support for diversity at Evergreen:

- "I like them. I like the others. Let's talk about it sometime. Maybe mandatory diversity seminars every fall? Maybe mandatory anti-hate workshops for every first year student?"
- "I think there is a general perception of tolerance, diversity, and acceptance at Evergreen but that in actuality the school does not do enough to foster diversity education or social activities."
- "...I think the "Putting [fill in the marginalized/target group] at the center of education lecture series should be a constant in Evergreen's offerings. And, I hate to say it, but I think annual attendance should be mandatory for all students!"
- "I believe I have learned an enormous amount about the reality that people of color and disability experience because of the relationships I have had at Evergreen. I think my interactions have been positive, however, I think much more needs to be done at Evergreen to support staff and students of color, disability, etc..."
- "...I would love to see more anti-oppression work as part of programs (no matter what topic the program is) and offered on an on-going basis by the college."

Mixed experiences

Some respondents reported mixed experiences and interactions. Some respondents emphasized that interactions depend on the attitude of individuals. Others described more or less conducive environments. The following are examples:

- "I feel like it can be difficult at first to bridge such gaps in social settings but the academic learning environment is very conducive to teamwork and therefore acts as a very productive place for interaction."
- "Many people on campus seem to mistake holding non-standard (in relation to the culture at large) ideas and behaving in a hostile, holier-than-thou manner towards other ideas and the people who hold them as an ideal situation, as opposed to what it actually is -- obnoxious, rude, and many times paired with insulting behaviour. Some people seem to equate myopic elitist attitudes to intelligence or wisdom. In fairness, I have also met some really open-minded people full of great ideas that have really broadened my perspective."
- "It really depends, some people are very open and friendly towards members of the community no matter what "kind of person" the "seem" to be, while others tend to judge you if you are not as "hippy" as they are. I hate to use that word but it is almost like they have been looked down on, by so many "conservative" people outside of Evergreen that they feel the need to return the favor. But honestly I don't really know maybe it is just me. Maybe I am just insecure about my self and am projecting it out on to others. It's hard to say."
- "It has depended on the program. Some classes dealt with diversity very well while others seemed to have very hostile environments."
- "It depends on the person. Some are open and great, others are aggressive, dismissive, and silencing, particularly white males in large seminar groups."

Comments on Survey

Some students comments on the survey question:

- "Fine, but these questions about diversity are entirely inconsequential."
- "I get along great with people of different backgrounds, perspectives, and lifestyles. The question is, do these students get along with me because I'm a person of color?"
- "This question is posed quite well. I am glad that it is asked with respect to lifestyle and background as opposed to race alone. I believe that my interactions have been quite good but maybe it is because I enjoy a good discussion more than preaching to the choir."
- "This is a badly-worded question."
- "I feel that this line of questioning is inappropriate in the context of a survey. My interactions have been with people who are different than me in that they don't fall under the category 'other.' My concern is that since they represent the majority the general lack of interest in creating diversity will show statistically and the whole line of questioning will have simply been lip service."
- "Evergreen hasn't come very far in terms of diversity if it needs to ask students how they feel about interacting with people different from them. Diversity should be a fact of life--asking people whether or not they feel comfortable with people of different backgrounds pushes the blame for the feeling of uncomfortability onto those different people. What should be asked is if students feel comfortable with a system that creates divisions based on race, class, gender, and sexual orientation. From that perspective, firmly rooted in reality, can we begin an accurate assessment and plan of action to tackle the problem of diversity at Evergreen. Yet at our current juncture in history, when the college is being mainstreamed in an effort to increase enrollment to counteract budget cuts, I must question where the administration's values lie; if an overwhelming majority of the student population responded negatively to this question, would the college take steps to ensure that the student population was homologous?"
- "Does any of that matter? I haven't had any problems with that..."
- "I'm usually pretty quiet, so I don't usually wind up in heated or offensive debates with strangers. Everyone has a different background/ perspective/ lifestyle, so this is kind of a weird question. I feel like a lot of the perspectives I encounter aren't radically different than mine, though - for example, there aren't many conservatives to interact with. But I think I normally try to be respectful of where people are coming from and try to share experiences."

Issues are not discussed openly, assumptions are made

Some students described an atmosphere in which issues cannot be discussed openly. The following are examples:

- "OK, but I feel that people who don't come from the 'typical' mold of Evergreen students are reluctant to come/speak up once they are here."
- "I think too many people are too scared to say what they really feel or think because they are afraid of hurting someone's feelings."
- "I feel like I can never speak my mind about other races because I am white."
- "I feel as though some people are automatically given permission to overstate their personal perspective based on race, while others are completely overshadowed, and I strongly believe this needs to stop."
- "Disconnected, invisible, ignored. There is very little priority given to exploring these things and utilizing diversity on this campus in my perspective."
- "As a gay man, I find that issues of orientation are left unspoken and when brought up, people are less comfortable than it is assumed that they will be. As far as ethnic diversity goes, I have had little chance for interaction with people of different backgrounds. This makes seminarng about bigotry and racism fairly ridiculous."

Comments related to Evening and Weekend Studies

Some students responded to the question while citing their participation in Evening and Weekend Studies. Some of the comments pointed to positive and diverse interactions while other comments expressed a feeling of isolation:

- "I like the EWS courses that I've been taking this year especially for the wider range of (all of the

above [referring to the question]) as compared to full-time programs.”

- “For an Evening and Weekends student who works full time, I sometimes feel a little detached from the opportunity to interact much with people on campus...”
- “As an Evening/Weekend student, I found that the diversity was beneficial to my learning about others’ backgrounds. Most students are returning after holding careers, and work experience is a great learning tool.”
- “...Evening classes feel positive because everyone wants to be there.”
- “...Also, EWS students seem isolated.”

Lack of Awareness

There were a couple of comments related to a general lack of awareness, such as: “I feel that respect is an overall trait on campus, but there is a big lack of genuinity and awareness about interaction with different backgrounds.”

Other/not able to categorize

There were other comments that went uncategorized, either because there weren't similar comments among Olympia campus respondents, or because they pertained to a different topic. The following are examples:

- “Great, but I don’t care much for the whole ‘different learning styles’ madness. I understand people have weaknesses, but dyslexia is a dysfunction. A person that can not read, simply can not read. Others at this campus believe that they have ‘different’ styles of reading and learning.”
- “Good, but everyone here seems somewhat cold”
- “I am the odd ball at Evergreen because I'm from [a foreign country], but I can still interact with most people well. However, I see a general lack of interest in the student body of the freshmen.”
- “Students often have very high expectations of Evergreen, leading them to disappointment when the institution does not meet them. They are often more interested in challenging the institution than themselves.”
- “Reservation-based Programs offer dialogue between all different locations--as each location presented unique as well as common issues.”
- “Quite a bit different from the social climate up north. Everyone's so liberal and progressive, which in itself is not bad at all, but it seems that everyone gets so wrapped up in their own thing that this in itself becomes...detrimental.”
- “On advice of council, I refuse to answer on the grounds that any answer I give will incriminate myself.”
- “Many are offensive and antagonistic, others are silent and avoidant. I want them to feel SAFE.”
- “It seems that there is enough if any diversity at evergreen.”
- “I feel pressured not to be anything but calm and nonchalant.”
- “homogenized conversational topics are boring”
- “Feel like they eat ‘the other’ hippie cultural appropriators.”