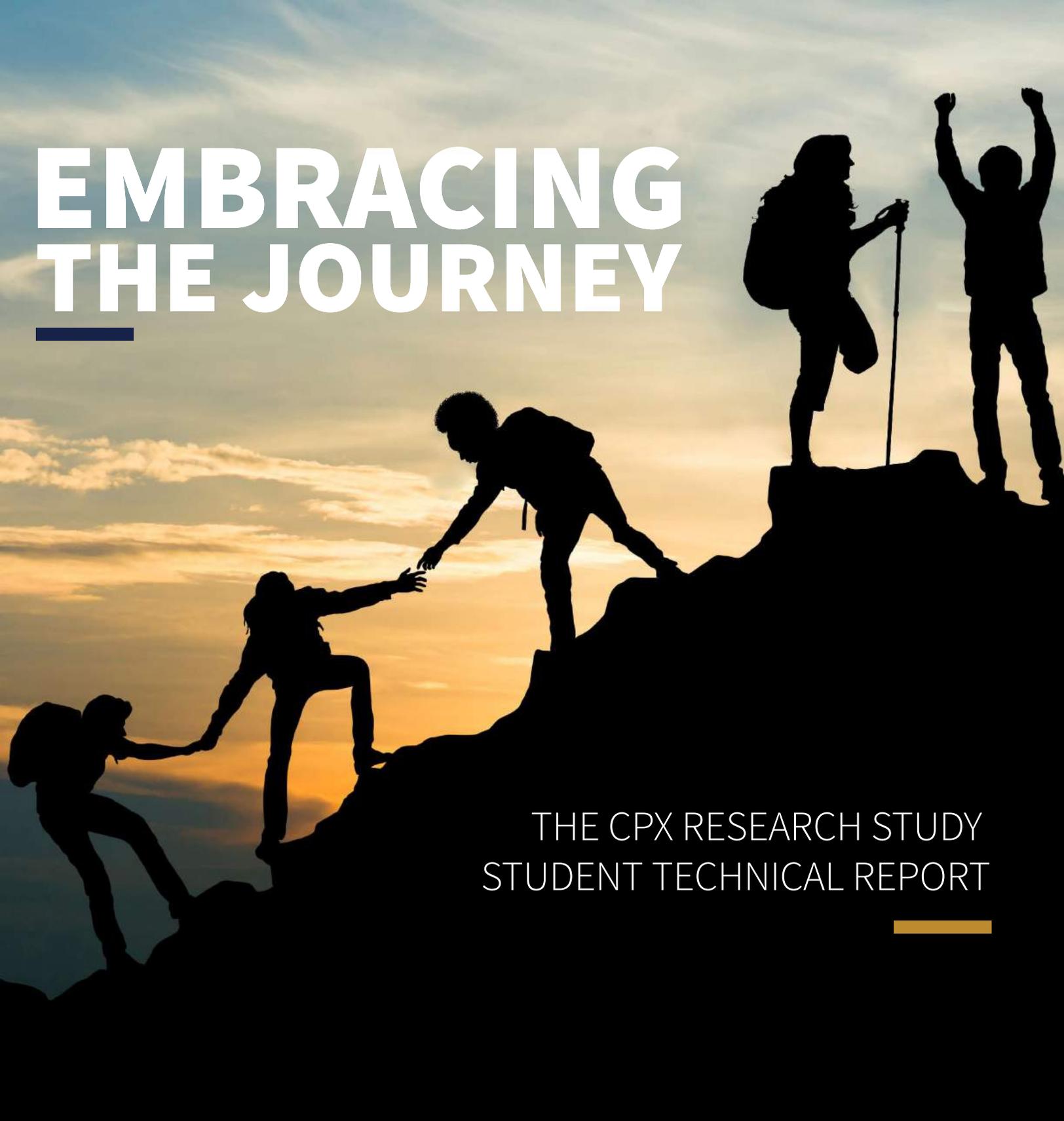


EMBRACING THE JOURNEY



THE CPX RESEARCH STUDY STUDENT TECHNICAL REPORT

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INTRODUCTION

Cal Poly is dedicated to cultivating a campus community that fosters constructive participation in a diverse, multicultural world. Current efforts are designed to support initiatives that foster an inclusive living, learning and working environment. An important step toward reaching this goal is to develop a strong understanding of the community's perspectives and experiences related to diversity, equity and inclusion on the campus.

This survey is part of a collection of university efforts to strengthen and foster the principles of diversity, equity and inclusion in and around the campus community. The 2019 Cal Poly Experience (CPX) Student Campus Climate Survey on Diversity, Equity and Inclusion explores the student perspective and experience related to these topics. The CPX survey was developed via a collaboration between the Cal Poly Office of the President and the Center for Strategic Diversity Leadership and Social Innovation, based in Atlanta, Georgia.

The data collected in this study will be used in many ways: as baseline for understanding the present climate at Cal Poly; to help inform current and future planning about supporting a diverse, inclusive and vibrant campus community; and as a benchmark against which to measure change over time.

This document reports the results from the student survey component.

SECTION 1: SURVEY DESIGN AND METHODOLOGY

Study Design

The Cal Poly Experience (CPX) Student Campus Climate Survey on Diversity, Equity and Inclusion employed a census approach to data collection, which is a research method that studies all the members of a population. This strategy stands in contrast to a sampling approach, which studies only a representative group of the population, not all its members. In this case, all students at Cal Poly who were enrolled as of March 15, 2019 had the opportunity to respond to the CPX survey and to contribute their perspectives of the campus climate.

Survey Instrument

The survey design process originated when Cal Poly decided to implement a study to assess the current campus climate with respect to diversity, equity and inclusion. It should be noted that the Office of the President sought input from committees of students, faculty and staff, which was then used to help develop the questions included in the survey.

The survey was designed as a self-administered, highly interactive, web-based survey that would take less than 15 minutes to complete on average. The survey structure was comprised of four sections: a Statement of Confidentiality and Consent; the Demographics Survey; the Campus Climate Survey; and a final Thank You and Contact Information for Support Services.

Statement of Confidentiality and Consent

To ensure success of this survey, given the sensitive nature of several of the questions, a key element of the study design was limiting direct access to Cal Poly students, faculty and staff who were being surveyed. Integral to this effort was the use of an independent contractor, the Center for Strategic Diversity Leadership and Social Innovation (CSDLSI), for data collection efforts, which provided a firewall between respondents' identities and their survey responses.

During the course of this study, once the participant sample list was provided to CSDLSI, no Cal Poly employee came into contact with identifying information on any potential survey respondent in a way that would allow them to link survey responses to individual identity. All staff were CSDLSI employees and/or contractors. This fact was openly disclosed during contacts with respondents so that they were assured that their responses would not be linked back to them.

- At the start of the survey, all respondents were provided with a Survey Information page, and were asked to click "Next" if they agreed to what was described. This page served as an informed consent to participate.
- The consent form included information about where students could seek assistance if they had questions or if they experienced issues relating to diversity, equity and/or inclusion while studying at Cal Poly.
- Due to the nature of the survey, respondents were not required to answer any questions other than the consent question. If a potential respondent did not consent to participate, however, they were not shown subsequent survey questions. Because participants could choose to skip any questions they did not wish to answer, the number of respondents varies by question in the data tables.

Demographics: Survey Part I

In this section, questions were asked to capture demographic aspects of each participant, including: gender, race/ethnicity, sexual orientation, religious affiliation, disability, military status, majors and

enrollment status. These variables were used in the primary analysis, as well as to better understand any non-response bias that may exist as a result of some respondents not participating in some questions.

Campus Climate: Survey Part II

Next, questions were asked about the participants' feelings of safety on campus; perceptions of Cal Poly overall on various aspects related to diversity, equity and inclusion; individual experiences as a student at Cal Poly; any discriminatory events personally experienced; and other ratings about how Cal Poly is doing in terms of diversity, equity and inclusion.

Thank You and Contact Information for Support Services

At the conclusion of the survey, respondents were thanked for their time and participation and then were directed to various support services on campus in case they experienced any discomfort in responding to the survey questions and would like to speak with someone.

Study Methodology

The Cal Poly Experience (CPX) Student Campus Climate Survey on Diversity, Equity and Inclusion was administered as an online web survey. The survey was optimized so that it could be completed successfully on mobile devices and tablets as well as on desktop or laptop computers. Mobile optimization was implemented dynamically during the survey when the system detected that a mobile-size screen was in use.

Population Frame for CPX Census Survey

The eligible population for this survey included all undergraduate and graduate students on the Cal Poly campus who were enrolled as of March 15, 2019. The Cal Poly Registrar provided the listing of students (N=21,237).

Data Collection

The overall data collection design protocol for students proceeded in this way:

- An email invitation to participate in the web-based survey.
- A series of four email reminders to participate in the web-based survey.

Response Rates

Response rates were monitored during data collection and were used to help target specific efforts in the responsive design stage of the study. Response rates are useful to measure the potential for nonresponse bias, however, they do not specifically identify a bias.

Table 1. Response Rate	
Final Response Rate	41.2% (N=8747)

Post-Survey Adjustment and Weighting

Statistical weighting was performed to ensure that the data based on the respondent group correctly represents the entire population of students. After the data collection was complete, information on the sampling frame and from population counts provided by Cal Poly was used to develop weighting adjustment factors.

Using the population counts supplied by Cal Poly, the characteristics of the respondents (e.g., age, sex, race/ethnicity, etc.) were weighted to match those of the population. This technique, known as post-stratification, reduces error and may reduce any bias related to the factors used in the post-stratification. The cross-classification of several characteristics were matched to the distribution of these characteristics for the respondents compared to those of the population.

These adjustments assume that there are no differences in the survey measures between responders and non-responders after controlling for the characteristics used in the post-stratification. Under this assumption, the weighting adjustments allow analysts to make inferences regarding the entire population.

SECTION 2. SURVEY RESPONDENTS

The first results we present describe the demographic characteristics of the target population of our survey. Each section of the report displays result percentages of the student population for each item in the survey.

Statistical Significance. To aid the process of comparing responses within a table, we have conducted formal significance testing to connote when an observed difference is statistically significant. This information appears in the footnotes of each table any time two or more groups are displayed. When this happens, we note whether a statistically significant difference was observed between the two groups (e.g., female vs. male respondents). In tables that list more than two groups, however, (e.g., data displayed for the six race/ethnicity categories), then the pairwise comparison of each statistically significant difference is presented. Unless otherwise noted in the text, a statistically significant difference is noted when $p < 0.05$.

Student Demographics

Age, Sex & Gender Identity. Cal Poly students are diverse along a number of dimensions. The mean age of students is 21 years old (Table 2). The percentage of male students is roughly 51%, while the percentage of female students is roughly 49% (Table 3). The percentage of students who identify their gender as a man is 50%, while the percentage of students identifying as a woman is 49%, in addition to 1% of students identifying as either transgender or gender non-conforming (Table 4).

Sexual Orientation. With regards to sexual orientation, roughly 84% of Cal Poly students identify as heterosexual, approximately 6% identify as bisexual, just over 2% as gay, just over 2% as asexual, nearly 2% as questioning, and under 1% as lesbian (Table 5).

Race. Approximately 60% of Cal Poly students identify as White, nearly 16% as Asian American/Asian, just over 13% as Hispanic/Latinx, approximately 10% as choosing two or more racial identities, roughly 1% as African American/Black, and less than 1% each as Middle Eastern/North African, or Native American/Alaskan Native, or Native Hawaiian/Other Pacific Islander (Table 6).

Religious Background. Cal Poly has a very pluralistic population with regard to religious beliefs. Overall, 27% of students report identifying as Agnostic, Atheist, or having no religious background. The three largest specific religious backgrounds are Catholic (21%), Other Christian (22%), and Christian: Non-Denominational (17%). Table 7 presents the full array of response options to this survey question.

Financial Status. Drawing from the data presented in Table 8, we can see that roughly 43% of the student population at Cal Poly is financially challenged (collapsing the “I cannot make ends meet,” “I am barely making it” and “I am breaking even” response categories into one), while the majority of the student population (57%) is financially stable (collapsing the “I have extra money after paying the bills” and “I don’t have to worry about money” response categories). Note: Throughout the rest of this report, we will use this newly collapsed variable of financial status (Financially Challenged vs. Financially Stable) as a key to better understand Cal Poly student survey responses.

Disability. Roughly 8% of the overall student population reports having a disability (Table 9).

Military Experience. Roughly 1% of students report having served in the armed forces, military reserves or National Guard (Table 10).

Educational Legacy. Overall, 14% of students report being first-generation college students, with neither parent or guardian having attended college (Table 11).

Table 2. What is your current age (in years)?	
	Mean
Total Students	21.0

Table 3. What is your current sex?	
	Percentage of Cal Poly Students
Female	49.1
Intersex	0.2
Male	50.6
Preferred Response Not Listed	0.2

Table 4. What is your gender/gender identity?	
	Percentage of Cal Poly Students
Man	50.1
Woman	48.6
Transgender/Gender Nonconforming	0.9
Preferred Response Not Listed	0.5

Table 5. What is your sexual orientation?	
	Percentage of Cal Poly Students
Asexual	2.4
Bisexual	5.8
Gay	2.4
Heterosexual	84.3
Lesbian	0.6
Pansexual	1.1
Queer	0.9
Questioning	1.9
Preferred Response Not Listed	0.6

Table 6. Please indicate the racial or ethnic groups with which you identify.¹	
	Percentage of Cal Poly Students
African American/Black (AA)	0.9
Asian American/Asian (As)	15.7
Hispanic/Latinx (H)	13.4
Middle Eastern/North African (N)	0.6
Native American/Alaskan Native (N)	< 0.1
Native Hawaiian/Other Pacific Islander (N)	0.2
White (W)	60.1
Multiracial/-ethnic: Two or More Selections (M)	9.5
Preferred Response Not Listed	< 0.1

Table 7. With what religious background, if any, do you most identify?	
	Percentage of Cal Poly Students
Agnostic	15.1
Atheist	9.4
Baptist	0.7
Buddhist	2.2
Catholic	21.4
Christian: Nondenominational	16.7
Eastern Orthodox	0.3
Episcopalian	0.6
Hindu	1.1
Muslim	0.6
Jewish	3.8
LDS (Mormon)	1.5
Lutheran	0.6
Methodist	0.1
Presbyterian	1.3
Unitarian Universalist	0.2
None	2.1
Other Christian	21.7
Preferred Response Not Listed	0.5

¹ Due to the limited sample sizes of the Native American/Alaskan Native, Native Hawaiian/Other Pacific Islander, and Middle Eastern/North African racial/ethnic groups across all of the CPX surveys (students, faculty, and staff), these three groups were combined into one group for analysis (Native|HPI|ME/NA, or "N"). Our convention of naming each combined group is a more inclusive approach and stands in contrast to standard reporting procedures that typically name collapsed groups as "Other."

Table 8. How would you describe your current financial circumstances in general?	
	Percentage of Cal Poly Students
I cannot make ends meet.	2.2
I am barely making it.	17.0
I am breaking even.	24.0
I have extra money after paying the bills.	25.8
I do not have to worry about money.	31.0

Table 9. Do you have a disability?	
	Percentage of Cal Poly Students
Yes, I have a disability	8.2
No, I do not have a disability	91.8

Table 10. Have you ever served in the U.S. Armed Forces, Military Reserves, or National Guard?	
	Percentage of Cal Poly Students
Ever served or currently serving	0.9
Never served	99.1

Table 11. Which of the following best describes the educational experience of your parents/guardians?	
	Percentage of Cal Poly Students
Neither parent or guardian attended college	14.2
All others	85.8

SECTION 3. SURVEY RESPONSES

Satisfaction with Overall Campus Climate/Environment

The tables below describe the Cal Poly student participant responses to the following survey question about satisfaction:

Q: How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Cal Poly within the past 12 months?

A: Very Dissatisfied; Dissatisfied; Neither Satisfied or Dissatisfied; Satisfied; Very Satisfied

Overall, approximately 50% of students report being satisfied or very satisfied with the overall climate at Cal Poly within the past 12 months. A significant sex difference can be found here, with females less often than males reporting being satisfied (Table 12). Significant race differences also are noted among students. Specifically, White students report the highest levels of satisfaction with the overall climate at Cal Poly. Generally, minority students report significantly lower levels of satisfaction with the overall climate at Cal Poly compared to White students, with African American/Black and Hispanic/Latinx students reporting the lowest levels of satisfaction among all racial groups (Table 13). Additionally, LGBTQIA students report lower levels of satisfaction compared to heterosexual students (Table 14); and students who are challenged financially report lower levels of satisfaction than those who are financially stable (Table 15).

Table 12. Overall Climate Satisfaction: Percentage of Cal Poly Students, by Sex

	Female	Male	Total
Very Satisfied/Satisfied	46.1	52.8	49.5

Statistically significant difference.

Table 13. Overall Climate Satisfaction: Percentage of Cal Poly Students, by Race

	African American/Black	Asian American/Asian	Hispanic/Latinx	White	Nat HPI ME/NA	Multiracial
Very Satisfied/Satisfied	28.7	37.7	33.3	57.1	48.2	45.2

Statistically significant differences: 1) AA vs W, 2) AA vs N, 3) AA vs M, 4) As vs W, 5) As vs N, 6) As vs M, 7) H vs W, 8) H vs N, 9) H vs M, 10) N vs M.

Table 14. Overall Climate Satisfaction: Percentage of Cal Poly Students, by LGBTQIA

	LGBTQIA	Heterosexual
Very Satisfied/Satisfied	32.6	52.7

Statistically significant difference.

Table 15. Overall Climate Satisfaction: Percentage of Cal Poly Students, by Financial Status

	Financially Challenged	Financially Stable
Very Satisfied/Satisfied	40.7	56.3

Statistically significant difference.

Perceptions of the General Climate and the Climate Relative to Diversity, Equity and Inclusion

The results below describe the Cal Poly student responses to the following survey directions:

Q: For the next few questions, select one option between each set of adjectives that best represents how you would rate Cal Poly based on your direct experiences:

A :	Hostile	1	2	3	4	5	Friendly
	Racist	1	2	3	4	5	Non-racist
	Homogenous	1	2	3	4	5	Diverse
	Disrespectful	1	2	3	4	5	Respectful
	Contentious	1	2	3	4	5	Collegial
	Sexist	1	2	3	4	5	Non-sexist
	Individualistic	1	2	3	4	5	Collaborative
	Competitive	1	2	3	4	5	Cooperative
	Homophobic	1	2	3	4	5	Non-homophobic
	Unsupportive	1	2	3	4	5	Supportive
	Ageist	1	2	3	4	5	Non-ageist
	Unwelcoming	1	2	3	4	5	Welcoming
	Elitist	1	2	3	4	5	Non-elitist

Results for the items described in the survey question above were also used in an exploratory factor analysis that yielded two clear factors. 1.) The first factor we describe as “General Climate Elements” and includes items for hostile vs. friendly, disrespectful vs. respectful, contentious vs. collegial, individualistic vs. collaborative, competitive vs. cooperative, unsupportive vs. supportive, and unwelcoming vs. welcoming ($\alpha = 0.86$). 2.) The second factor we describe as “DEI Climate Elements” and includes items for racist vs. non-racist, homogeneous vs. diverse, sexist vs. non-sexist, homophobic vs. non-homophobic, and ageist vs. non-ageist ($\alpha = 0.82$). We constructed an index value for each factor, and we provide means for those two index values below. In both cases a perfect score of “5” would mean as positive as possible and a perfect score of “1” would mean as negative as possible.

General Climate. Overall, students report experiencing the general elements of the climate at Cal Poly in moderately positive ways (mean = 3.6). Significant differences, however, are found between female and male students, with males rating the general climate more positively than females (Table 16). Minority students report experiencing general elements of the climate in significantly more negative ways than White students, with African American/Black and Hispanic/Latinx students experiencing the climate least positively compared to the other groups (Table 17). Additionally, LGBTQ students report the general climate less positively compared to heterosexual students (Table 18), and students who are challenged financially report the general climate less positively than those who are financially stable (Table 19).

DEI Climate. When examining perceptions of the Diversity, Equity and Inclusion elements of the campus climate, we found that, overall, students report experiencing the DEI climate less positively than the general climate (mean = 3.2); and the patterns of difference by identity group presented for the general climate findings above persist for perceptions of the DEI climate (Tables 16-19).

Table 16. Key Dimensions: General Climate Elements and DEI Climate Elements of Cal Poly Students, by Sex			
	Female	Male	Total
General Climate Elements	3.5	3.7	3.6
DEI Climate Elements	3.0	3.3	3.2

*Statistically significant differences for General Climate Elements.
Statistically significant differences for DEI Climate Elements.*

Table 17. Key Dimensions: General Climate Elements and DEI Climate Elements of Cal Poly Students, by Race						
	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI ME/NA	Multiracial
General Climate Elements	3.3	3.5	3.3	3.7	3.6	3.6
DEI Climate Elements	2.8	3.0	2.8	3.3	3.1	3.1

*Statistically significant differences for General Climate Elements: 1) AA vs W, 2) AA vs N, 3) AA vs M, 4) As vs H, 5) As vs W, 6) As vs M, 7) H vs W, 8) H vs N, 9) H vs M, 10) W vs M.
Statistically significant differences for DEI Climate Elements: 1) AA vs W, 2) AA vs N, 3) AA vs M, 4) As vs H, 5) As vs W, 6) As vs M, 7) H vs W, 8) H vs N, 9) H vs M, 10) W vs N, 11) W vs M.*

Table 18. Key Dimensions: General Climate Elements and DEI Climate Elements of Cal Poly Students, by LGBTQIA		
	LGBTQIA	Heterosexual
General Climate Elements	3.3	3.7
DEI Climate Elements	2.8	3.2

*Statistically significant differences for General Climate Elements.
Statistically significant differences for DEI Climate Elements.*

Table 19. Key Dimensions: General Climate Elements and DEI Climate Elements of Cal Poly Students, by Financial Status		
	Financially Challenged	Financially Stable
General Climate Elements	3.4	3.7
DEI Climate Elements	3.0	3.3

*Statistically significant differences for General Climate Elements.
Statistically significant differences for DEI Climate Elements.*

Perceptions of Institutional Commitment, Valued/Belonging and Thriving/Growth at Cal Poly

The results below describe Cal Poly student participant responses to the following survey directions:

Q: Considering your experiences over the past 12 months, please indicate your level of agreement with each of the following statements:

A: Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree

The items described below were used in a confirmatory factor analysis for three factors: “institutional commitment”, “valued and belonging” and “thriving and growth.” The items composing each factor are as listed below.

Factor 1: Institutional Commitment ($\alpha = 0.80$)

- Cal Poly has a strong commitment to diversity, equity and inclusion.
- Cal Poly provides sufficient programs and resources to foster the success of a diverse student body.

Factor 2, Valued and Belonging ($\alpha = 0.83$)

- I feel valued as an individual at Cal Poly.
- I feel I belong at Cal Poly.
- I have considered leaving Cal Poly because I felt isolated or unwelcomed. (*reverse-coded*)
- I am treated with respect at Cal Poly.
- I feel others don't value my opinions at Cal Poly. (*reverse-coded*)
- I have found one or more communities or groups where I feel I belong at Cal Poly.

Factor 3, Thriving and Growth ($\alpha = 0.77$)

- Cal Poly is a place where I am able to perform up to my full potential.
- I have opportunities at Cal Poly for academic success that are similar to those of my peers.
- I have to work harder than others to be valued equally at Cal Poly. (*reverse-coded*)
- My experience at Cal Poly has had a positive influence on my academic growth.

We constructed an index value for each factor and we provide means for those three index values below. In each case a perfect score of “5” would mean as positive as possible (strongly agree) and a perfect score of “1” would mean as negative as possible (strongly disagree).

Perceptions of Institutional Commitment. On average, students overall report limited agreement with the idea that Cal Poly has an institutional commitment to DEI (mean = 3.0), with females reporting significantly less agreement than males (Table 20). Generally, minority students reported less perceived institutional commitment to DEI compared to White students, with African American/Black and Hispanic/Latinx students reporting the least perceived institutional commitment compared to the other groups (Table 21). Additionally, LGBTQIA students reported less agreement with the statements about institutional commitment compared to heterosexual students (Table 22); and students who are financially challenged report less agreement than those who are financially stable (Table 23).

Perceptions of Feeling Valued/Belonging and Thriving/Growing. Compared to perceptions of institutional commitment to DEI by Cal Poly students, the assessments of feeling Valued and Belonging as well as Thriving and Growing are generally more positive, while at the same time they point to opportunities for enhancements in the Cal Poly environment. Because the pattern of findings is very similar across these two key indicators, we treat their discussion together here.

On average, students report modest agreement with the ideas that they are valued and belong, and that they are thriving and growing while at Cal Poly (means = 3.4 and 3.5, respectively), with females reporting

significantly less agreement than males (Table 20). Generally, minority students report less of a sense of being valued and belonging or of thriving and growing compared to White students, with African American/Black and Hispanic/Latinx students reporting the least perceived sense of these attributes (Table 21). Additionally, LGBTQIA students reported less agreement with the statements about being valued and belonging and about thriving and growing compared to heterosexual students (Table 22). Finally, students who are challenged financially report less agreement than those who are financially stable (Table 23).

Table 20. Key Dimensions: Institutional Commitment, Valued/Belonging and Thriving/Growth for Cal Poly Students, by Sex

	Female	Male	Total
Institutional Commitment	2.9	3.2	3.0
Valued and Belonging	3.3	3.4	3.4
Thriving and Growth	3.4	3.5	3.5

Statistically significant difference for Institutional Commitment.

Statistically significant difference for Valued and Belonging.

Statistically significant difference for Thriving and Growth.

Table 21. Key Dimensions: Institutional Commitment, Valued/Belonging and Thriving/Growth for Cal Poly Students, by Race

	African American/Black	Asian American/Asian	Hispanic/Latinx	White	Nat HPI ME/NA	Multiracial
Institutional Commitment	2.4	2.8	2.6	3.2	2.9	3.0
Valued and Belonging	2.9	3.1	2.9	3.5	3.3	3.3
Thriving and Growth	2.8	3.1	2.9	3.7	3.4	3.4

Statistically significant differences for Institutional Commitment: 1) AA vs A, 2) AA vs W, 3) AA vs N, 4) AA vs M, 5) As vs H, 6) As vs W, 7) As vs M, 8) H vs W, 9) H vs N, 10) H vs M, 11) W vs N, 12) W vs M.

Statistically significant differences for Valued and Belonging: 1) AA vs A, 2) AA vs W, 3) AA vs N, 4) AA vs M, 5) As vs H, 6) As vs W, 7) As vs N, 8) As vs M, 9) H vs W, 10) H vs N, 11) H vs M, 12) W vs N, 13) W vs M.

Statistically significant differences for Thriving and Growth: 1) AA vs A, 2) AA vs W, 3) AA vs N, 4) AA vs M, 5) As vs H, 6) As vs W, 7) As vs N, 8) As vs M, 9) H vs W, 10) H vs N, 11) H vs M, 12) W vs N, 13) W vs M.

Table 22. Key Dimensions: Institutional Commitment, Valued/Belonging and Thriving/Growth for Cal Poly Students, by LGBTQIA

	LGBTQIA	Heterosexual
Institutional Commitment	2.6	3.1
Valued and Belonging	3.0	3.4
Thriving and Growth	3.2	3.5

Statistically significant differences for Institutional Commitment.

Statistically significant differences for Valued and Belonging.

Statistically significant differences for Thriving and Growth.

Table 23. Key Dimensions: Institutional Commitment, Valued/Belonging and Thriving/Growth and Percentage of Cal Poly Students, by Financial Status		
	Financially Challenged	Financially Stable
Institutional Commitment	2.9	3.1
Valued and Belonging	3.2	3.5
Thriving and Growth	3.2	3.6

Statistically significant differences for Institutional Commitment.

Statistically significant differences for Valued and Belonging.

Statistically significant differences for Thriving and Growth.

Perceptions of Fair Treatment at Cal Poly

The tables below describe students' responses to the following survey directions:

Q: Please indicate your level of agreement with each of the following statements:

A: Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree

In order to assess students' perception of being treated fairly and equitably on campus, an index was created that was comprised of responses to three survey statements on fairness. The index was found to be highly reliable ($\alpha = 0.87$). The items used in this index are listed below:

- I am treated fairly and equitably on campus in general.
- I am treated fairly and equitably in classrooms and classroom settings.
- I am treated fairly and equitably in out-of-classroom university spaces.

We provide means for this index below. In each case, a perfect score of "5" would mean as positive as possible (strongly agree) and a perfect score of "1" would mean as negative as possible (strongly disagree).

Overall, students report agreement with the idea that they receive fair treatment at Cal Poly (mean = 3.9), with females reporting a slightly lower and statistically significant difference compared to males (Table 24). Generally, minority students report significantly less agreement than White students with the idea that they receive fair treatment at Cal Poly, with African American/Black and Hispanic/Latinx students reporting the least agreement with the perception of fair treatment (Table 25). Additionally, LGBTQIA students report less agreement with the statements about fair treatment compared to heterosexual students (Table 26). Finally, students who are challenged financially report less agreement than those who are financially stable (Table 27).

Table 24. Fair Treatment Composite Index of Cal Poly Students, by Sex			
	Female	Male	Total
Fair Treatment	3.9	4.0	3.9

Statistically significant difference

Table 25. Fair Treatment Composite Index of Cal Poly Students, by Race						
	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI ME/NA	Multiracial
Fair Treatment	3.4	3.7	3.5	4.1	3.7	3.9

Statistically significant differences: 1) AA vs W, 2) AA vs M, 3) As vs H, 4) As vs M, 5) H vs W, 6) H vs M, 7) W vs N, 8) W vs M, 9) N vs M.

Table 26. Fair Treatment Composite Index of Cal Poly Students, by LGBTQIA		
	LGBTQIA	Heterosexual
Fair Treatment	3.7	4.0

Statistically significant difference.

Table 27. Treatment Composite Index of Cal Poly Students, by Financial Status		
	Financially Challenged	Financially Stable
Fair Treatment	3.7	4.0

Statistically significant difference.

Intergroup Interactions in the Past 12 Months

The tables below describe Cal Poly student responses to the following survey questions:

Q: During the past 12 months at Cal Poly, how often have you interacted in a meaningful way with people...

- ...whose political opinions were different from your own?
- ...who were of a different nationality than your own?
- ...who were of a different race or ethnicity than your own?
- ...whose sexual orientation is different than your own?
- ...who were from a different social class?

A: Never; Seldom; Sometimes; Often; Very Often

Political Opinions. Overall, approximately 53% of Cal Poly students report interacting in a meaningful way with people whose political opinions differ from their own within the past 12 months, with male students more often than female students reporting such interactions (Table 28). From the perspective of race, White and African American students most often report these interactions, with Asian American/Asian students least often reporting these interactions (Table 29). Heterosexual Cal Poly students more often report interacting in a meaningful way with people whose political opinions are different from their own when compared to students who identify as LGBTQIA (Table 30). Students who are financially stable more often report these interactions compared to those who are financially challenged (Table 31).

National Origin. Overall, approximately 59% of Cal Poly students report interacting in a meaningful way with people who were of a different nationality than their own within the past 12 months, with no significant differences observed by sex (Table 28). There were, however, differences by race, with African American students most likely and White students least likely to have such interactions (Table 29). Heterosexual Cal Poly students more often report interacting in a meaningful way with people whose political opinions are

different from their own when compared to students who identify as LGBTQIA (Table 30). Students who are financially challenged more often report these interactions compared to those who are financially stable (Table 31).

Race/Ethnicity. Approximately 69% of students reported interacting in a meaningful way with people whose race/ethnicity was different from their own during the past 12 months, with no significant sex differences observed (Table 28). From the perspective of race, African American students most often report these interactions, with White students least often reporting these interactions (Table 29). There were no significant differences observed by either LGBTQIA status (Table 30) or financial status (Table 31).

Sexual Orientation. Fifty percent (50%) of Cal Poly students overall reported interacting in a meaningful way in the past 12 months with people whose sexual orientation is different from their own, with females more likely than males to report these interactions (Table 28). From the perspective of race, all groups reported similar levels (nearly half) of these interactions (Table 29). Cal Poly students who identify as LGBTQIA more often report interacting in a meaningful way with people whose sexual orientation is different from their own when compared to students who identify heterosexual (Table 30). There were no significant differences observed for financial status (Table 31).

Social Class. Approximately 65% of students reported interacting in a meaningful way with people whose social class is different from their own during the past 12 months, with no significant differences observed for sex (Table 28). From the perspective of race, African American/Black and Hispanic/Latinx students most often report these interactions, with Asian American/Asian students least often reporting these interactions (Table 29). While there were no significant differences observed for LGBTQIA status (Table 30), students who are challenged financially are more likely than those who are financially stable to report having meaningful interactions with people whose social class is different from their own (Table 31).

Table 28. Intergroup Interactions: Percentage (Very Often/Often) of Cal Poly Students, by Sex

	Female	Male	Total
Political Opinions	50.8	54.3	52.6
National Origin	58.3	60.2	59.3
Race/Ethnicity	67.9	69.7	68.8
Sexual Orientation	55.0	45.7	50.3
Social Class	65.0	64.6	64.8

Statistically significant differences for Political Opinions.

Statistically significant differences for Sexual Orientation.

Table 29. Intergroup Interactions: Percentage (Very Often/Often) of Cal Poly Students, by Race

	African American/ Black	Asian American/ Asian	Hispanic/ Latinx	White	Nat HPI ME/NA	Multiracial
Political Opinions	56.7	38.1	44.4	58.0	55.9	53.8
National Origin	72.7	67.6	68.5	54.4	70.6	62.2
Race/Ethnicity	86.2	81.8	78.6	62.3	78.5	73.0
Sexual Orientation	47.5	46.9	49.3	51.1	45.8	52.3
Social Class	72.3	62.3	70.4	64.1	64.6	65.2

Statistically significant differences for Political Opinions: 1) AA vs A, 2) As vs H, 3) As vs W, 4) As vs N, 5) As vs M, 6) H vs W, 7) H vs N, 8) H vs M, 9) W vs M.

Statistically significant differences for National Origin: 1) AA vs W, 2) As vs W, 3) As vs M, 4) H vs W, 5) H vs M, 6) W vs N, 7) W vs M.

Statistically significant differences for Race/Ethnicity: 1) AA vs W, 2) AA vs M, 3) As vs W, 4) As vs M, 5) H vs W, 6) H vs M, 7) W vs N, 8) W vs M.

Statistically significant differences for Sexual Orientation: 1) As vs W, 2) As vs M.

Statistically significant differences for Social Class: 1) As vs H, 2) H vs W, 3) H vs M.

Table 30. Intergroup Interactions: Percentage (Very Often/Often) of Cal Poly Students, by LGBTQIA

	LGBTQIA	Heterosexual
Political Opinions	43.5	54.3
National Origin	56.7	59.8
Race/Ethnicity	69.1	68.7
Sexual Orientation	75.5	45.6
Social Class	66.0	64.6

Statistically significant differences for Political Opinions.

Statistically significant differences for National Origin.

Statistically significant differences for Sexual Orientation.

Table 31. Intergroup Interactions: Percentage (Very Often/Often) of Cal Poly Students, by Financial Status

	Financially Challenged	Financially Stable
Political Opinions	50.7	54.1
National Origin	62.0	57.3
Race/Ethnicity	69.9	67.9
Sexual Orientation	51.6	49.2
Social Class	69.2	61.4

Statistically significant differences for Political Opinions.

Statistically significant differences for National Origin.

Statistically significant differences for Sexual Orientation.

Statistically significant differences for Social Class.

Felt Discrimination

The tables below describe Cal Poly student participant responses to the following survey question:

Q: In general, over the past 12 months, have you felt discriminated against at Cal Poly?

A: Yes; No

Overall, approximately 25% of students report feeling that in general over the past 12 months they have been discriminated against at Cal Poly. There is a significant sex difference, with females more often than males reporting this perception (Table 32). Significant race differences are found for students. Specifically, White students report the lowest levels of feeling discriminated against at Cal Poly. Generally, minority students report significantly higher levels of feeling discriminated against at Cal Poly compared to White students, with African American/Black and Hispanic/Latinx students reporting the highest levels of perceived discrimination among all racial groups (Table 33). Additionally, LGBTQIA students report higher levels of perceived discrimination compared to heterosexual students (Table 34); and students who are challenged financially report higher levels of perceived discrimination than those who are financially stable (Table 35).

Table 32. Felt Discrimination: Percentage (Yes) of Cal Poly Students, by Sex			
	Female	Male	Total
Yes	27.6	22.7	25.1

Statistically significant difference.

Table 33. Felt Discrimination: Percentage (Yes) of Cal Poly Students, by Race						
	African American/Black	Asian American/Asian	Hispanic/Latinx	White	Nat HPI ME/NA	Multiracial
Yes	53.5	39.2	51.3	15.0	33.9	27.1

Statistically significant differences: 1) AA vs A, 2) AA vs W, 3) AA vs N, 4) AA vs M, 5) As vs H, 6) As vs W, 7) As vs M, 8) H vs W, 9) H vs N, 10) H vs M, 11) W vs N, 12) W vs M.

Table 34. Felt Discrimination: Percentage (Yes) of Cal Poly Students, by LGBTQIA		
	LGBTQIA	Heterosexual
Yes	39.7	22.4

Statistically significant difference.

Table 35. Felt Discrimination: Percentage (Yes) of Cal Poly Students, by Financial Status		
	Financially Challenged	Financially Stable
Yes	33.6	18.7

Statistically significant difference.

Perceptions of Fair and Equitable Treatment in the Broader San Luis Obispo Community

In addition to the survey items that assessed perceptions about the Cal Poly community, we also asked a question that addressed perceptions of fair and equitable treatment in the broader San Luis Obispo community. The tables below describe Cal Poly students' responses to the following survey question:

Q: I am treated fairly and equitably in the broader San Luis Obispo city and surrounding areas (e.g., public places, retail stores, restaurants, banks, etc.)

A: Strongly Disagree; Disagree; Neither Agree nor Disagree; Agree; Strongly Agree

Overall, approximately 75% of students report agreement with the statement that they are treated fairly and equitably in the broader San Luis Obispo community. There are no significant differences by sex (Table 36). Significant race differences, however, are found for students. Specifically, White students report the highest level of agreement with the statement. Generally, minority students report significantly lower levels of agreement, indicating feeling less like they receive fair and equitable treatment in San Luis Obispo compared to White students. African American/Black students most often report this perception, followed by Hispanic/Latinx and Asian American/Asian students (Table 37). Additionally, LGBTQIA students report lower levels of perceived equitable and fair treatment in the San Luis Obispo community compared to heterosexual students (Table 38); and students who are financially challenged report lower levels of perceived equitable and fair treatment than those who are financially stable (Table 39).

Table 36. Fairly Treated in San Luis Obispo: Satisfaction Percentage of Cal Poly Students, by Sex

	Female	Male	Total
Strongly Agree/Agree	74.9	75.4	75.1

No statistically significant difference.

Table 37. Fairly Treated in San Luis Obispo: Satisfaction Percentage of Cal Poly Students, by Race

	African American/Black	Asian American/Asian	Hispanic/Latinx	White	Nat HPI ME/NA	Multiracial
Strongly Agree/Agree	43.8	56.7	46.9	86.7	64.3	74.0

Statistically significant differences: 1) AA vs W, 2) AA vs N, 3) AA vs M, 4) As vs H, 5) As vs W, 6) A vs M, 7) H vs W, 8) H vs N, 9) H vs M, 10) W vs N, 11) W vs M, 12) N vs M.

Table 38. Fairly Treated in San Luis Obispo: Satisfaction Percentage of Cal Poly Students, by LGBTQIA

	LGBTQIA	Heterosexual
Strongly Agree/Agree	62.3	77.5

Statistically significant difference.

Table 39. Fairly Treated in San Luis Obispo: Satisfaction Percentage of Cal Poly Students, by Financial Status

	Financially Challenged	Financially Stable
Strongly Agree/Agree	65.6	82.3

Statistically significant difference.

SECTION 4. MULTIVARIATE PREDICTIVE MODELS OF KEY MEASURES

Specific demographic factors have independent correlations with key outcomes in the survey results. To further explore these relationships, and in addition to the bivariate analyses presented earlier in the report, we analyzed a series of predictive models. The key outcomes that were examined include: Satisfaction, Discrimination, General Climate, DEI Climate, Institutional Commitment to DEI, Valued and Belonging, Thriving and Growth, and Fair Treatment.

Tables 40 through 42 below summarize the statistical analyses of the survey data producing these results.

Multivariate logistic regression was used to estimate the independent effect of each demographic category on the odds of having each specific experience or response type. This multivariate modeling approach is important because membership in these categories can overlap, but each is an independent risk factor for specific experiences or responses.

Perceptions of Dissatisfaction and Discrimination

The results for Satisfaction (analyzed as Dissatisfaction) and Discrimination are presented in Table 40. The first model, in the first data column of Table 40 (“Dissatisfaction”), estimates the risk of reporting low satisfaction with the Cal Poly environment during the 12 months leading up to the survey. The second model in Table 40 (“Discrimination”) estimates the risk of experiencing discrimination during the 12 months before the survey.

Odds Ratios. The effects displayed in the table are odds ratios. Odds ratios are multiplicative, so an odds ratio of 1.0 means no association, an odds ratio of greater than 1.0 means the odds of an experience are increased, and an odds ratio of less than 1.0 means the odds of an experience are reduced. We estimate the statistical significance of each odds ratio with a t-statistic, presented in parentheses directly below the odds ratio. The levels of significance are also identified.

In addition to the bivariate analyses of satisfaction and discrimination presented earlier in the report, multivariate analyses were performed that examined the relative impact of sex (female relative to male), sexual orientation (LGBTQIA relative to heterosexual), ability status (disability relative to no disability), financial status (financial struggle relative to financial stability), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA and Multiracial relative to White) on our two outcomes of interest. In this case, we are examining students’ dissatisfaction with the overall campus climate/environment, as well as their perception of feeling discriminated against at Cal Poly. Unless otherwise stated, all differences noted are statistically significant.

The results for Satisfaction indicate that:

- Female students are 0.31 times (31%) more likely than male students to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Cal Poly.
- LGBTQIA students are 1.19 times more likely than heterosexual students to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Cal Poly.
- Students with disabilities are 0.55 times (55%) more likely than students without a disability to report feeling dissatisfied, or very dissatisfied with the overall climate in the past year at Cal Poly.
- Students who are challenged financially are 0.40 times (40%) more likely than students who are financially stable to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Cal Poly.

Table 40. Multivariate Logistic Regressions: Odds Ratios for Key Metrics (Students) within the Past 12 Months at Cal Poly, 2019

	Dissatisfaction² “Dissatisfied” or “Very Dissatisfied”	Discrimination³ “Yes”
Female (Relative to Male Students)	1.31*** (4.79)	1.32*** (4.69)
LGBTQIA (Relative to Heterosexual Students)	2.19*** (11.41)	2.01*** (9.55)
Disability (Relative to Students with No Disability)	1.55*** (4.67)	2.10*** (7.44)
Financially Challenged Students (Relative to Financially Stable)	1.40*** (5.98)	1.64*** (8.30)
Race (Relative to White Students)		
• African American/Black	2.57*** (3.21)	6.46*** (6.28)
• Asian American/Asian	1.67*** (6.50)	3.83*** (17.19)
• Hispanic/Latinx	2.27*** (9.15)	5.32*** (18.45)
• Native HPI ME/NA	1.64* (2.32)	2.83*** (4.80)
• Multiracial	1.45*** (5.11)	1.96*** (8.81)
Respondents	8701	8701
<i>Odds ratios, with t statistics shown in parentheses. *p < 0.05, **p < 0.01, ***p < 0.001. Two-tailed tests.</i>		

With respect to race, generally, minority students are more likely to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Cal Poly compared to White students, with African American/Black and Hispanic/Latinx students reporting the highest levels of perceived dissatisfaction among all racial groups.

- The largest effect observed in this model is that African American/Black students are 1.57 times more likely than White students to report feeling dissatisfied or very dissatisfied with the overall climate in the past year at Cal Poly.

The results for Discrimination indicate that:

- Female students are 0.32 times (32%) more likely than male students to report feeling they had been discriminated against in the past year at Cal Poly.
- LGBTQIA students are 1.01 times more likely than heterosexual students to report feeling they had been discriminated against in the past year at Cal Poly.

² How satisfied or dissatisfied are you with the overall campus climate/environment that you have experienced at Cal Poly within the past 12 months?
³ In general over the past 12 months, have you felt discriminated against at Cal Poly?

- Students with disabilities are 1.10 times more likely than students without a disability to report feeling as if they had been discriminated against in the past year at Cal Poly.
- Students who are challenged financially are 0.64 times (64%) more likely than students who are financially stable to report feeling as if they had been discriminated against in the past year at Cal Poly.
- With respect to race, generally, minority students are more likely to report feeling as if they had been discriminated against in the past year at Cal Poly compared to White students, with African American/Black and Hispanic/Latinx students reporting the highest levels of perceived discrimination among all racial groups.
- The largest effect observed in this model (and indeed throughout this report) is that African American/Black students are 5.46 times more likely than White students to report feeling as if they had been discriminated against in the past year at Cal Poly.

Perceptions of Institutional Commitment, Valued/Belonging, Thriving/Growth and Fair Treatment

In Table 41 below, ordinary least-squares (OLS) regression was used to estimate the independent effect of each demographic category on the level of individuals' feelings about specific aspects of the Cal Poly DEI Climate.

The first model, in the first data column of Table 41, estimates the effects on the levels of agreement that the Cal Poly has high institutional commitment to DEI goals (strongly agree = 5, strongly disagree = 1).

The second model in Table 41 estimates the effects on the levels of agreement that this individual has feelings of being valued by and belonging at Cal Poly (strongly agree = 5, strongly disagree = 1).

The third model in Table 41 estimates the effects on the levels of agreement that the Cal Poly is a place where the individual can thrive and grow (strongly agree = 5, strongly disagree = 1).

The fourth model in Table 41 estimates the effects on the levels of agreement that the Cal Poly is a place where they receive fair treatment (strongly agree = 5, strongly disagree = 1).

The effect estimates themselves are the estimated change in response categories (in this case varying from 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree) associated with the difference in demographic categories. We estimate the statistical significance of each estimated effect with a t-ratio statistic, presented in parentheses directly below the effect parameter. The levels of significance are identified.

Institutional Commitment

In addition to the bivariate analyses of institutional commitment to DEI presented earlier in the report, multivariate analyses were performed and examined the relative impact of sex (female relative to male), sexual orientation (LGBTQIA relative to heterosexual), ability status (disability relative to no disability), financial status (financial struggle relative to financial stability), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA and Multiracial relative to White) on our outcome of interest. Unless otherwise stated, all differences noted are statistically significant.

Table 41. OLS Regression Estimates of Multivariate Models of Demographic Associations for Key Metrics, for Students				
	Institutional Commitment	Value/Belonging	Thrive/Growth	Fair Treatment
Female (Relative to Male Students)	-0.28*** (-11.71)	-0.03* (-1.97)	-0.10*** (-5.64)	-0.08*** (-4.89)
LGBTQIA (Relative to Heterosexual Students)	-0.42*** (-12.10)	-0.32*** (-12.60)	-0.27*** (-10.46)	-0.24*** (-9.34)
Disability (Relative to Students with no Disability)	-0.15** (-3.10)	-0.24*** (-6.75)	-0.28*** (-7.84)	-0.23*** (-6.06)
Financially Challenged (Relative to Financially Stable)	-0.13*** (-5.09)	-0.25*** (-13.54)	-0.30*** (-16.32)	-0.21*** (-11.72)
Race (Relative to White Students)				
African American/Black (AA)	-0.76*** (-5.50)	-0.58*** (-5.65)	-0.76*** (-6.14)	-0.61*** (-4.59)
Asian American/Asian (As)	-0.46*** (-13.15)	-0.41*** (-15.76)	-0.53*** (-20.47)	-0.39*** (-14.76)
Hispanic/Latinx (H)	-0.54*** (-12.35)	-0.49*** (-14.93)	-0.61*** (-17.32)	-0.48*** (-13.71)
Native HPI ME/NA (N)	-0.29* (-2.57)	-0.16* (-1.97)	-0.22** (-2.62)	-0.39*** (-4.11)
Multiracial (M)	-0.19*** (-5.95)	-0.15*** (-6.24)	-0.18*** (-7.40)	-0.16*** (-6.59)
Respondents	8663	8667	8663	8673
R ²	0.10	0.14	0.19	0.13
<i>OLS regression coefficient with t-statistics shown in parentheses. *p < 0.05, **p < 0.01, ***p < 0.001. Two-tailed tests.</i>				

The results for Institutional Commitment indicate that:

- Female students are less likely than males to agree with the idea that Cal Poly has an institutional commitment to DEI.
- LGBTQIA students are less likely than heterosexual students to agree with the idea that Cal Poly has an institutional commitment to DEI.
- Students with disabilities are less likely than students without disabilities to agree with the idea that Cal Poly has an institutional commitment to DEI.
- Students who are challenged financially are less likely than financially stable students to agree with the idea that Cal Poly has an institutional commitment to DEI.
- All student of color groups in the model are less likely than White students to agree with the idea that Cal Poly has an institutional commitment to DEI, with African American/Black students reporting the least agreement, followed by Hispanic/Latinx students.

Feeling Valued/Belonging and Thriving/Growing

As noted earlier in this report, the pattern of findings for students is quite similar across these two key indicators (in both bivariate and multivariate analyses), so we treat their discussion together here.

In addition to the bivariate analyses of valued/belonging and thriving/growing presented earlier, multivariate analyses were performed and examined the relative impact of sex (female relative to male), sexual orientation (LGBTQIA relative to heterosexual), ability status (disability relative to no disability), financial status (financial struggle relative to financial stability), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA, and Multiracial, relative to White) on our outcome of interest. Unless otherwise stated, all differences noted are statistically significant.

The results indicate that:

- Female students are less likely than males to agree with the ideas that they feel valued and belong and that they are thriving and growing while at Cal Poly.
- LGBTQIA students are less likely than heterosexual students to agree with the ideas that they feel valued and belong and that they are thriving and growing while at Cal Poly.
- Students with disabilities are less likely than students without disabilities to agree with the ideas that they feel valued and belong and that they are thriving and growing while at Cal Poly.
- Students who are challenged financially are less likely than financially stable students to agree with the ideas that they feel valued and belong and that they are thriving and growing while at Cal Poly.
- All student of color groups in the model are less likely than White students to agree with the ideas that they feel valued and belong and that they are thriving and growing while at Cal Poly, with African American/Black students reporting the least agreement, followed by Hispanic/Latinx students.

Fair Treatment

In addition to the bivariate analyses of fair treatment presented earlier in this report, multivariate analyses were performed that examined the relative impact of sex (female relative to male), sexual orientation (LGBTQIA relative to heterosexual), ability status (disability relative to no disability), financial status (financial struggle relative to financial stability), and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA and Multiracial relative to White) on our outcome of interest. Unless otherwise stated, all differences noted are statistically significant.

The results indicate that:

- Female students are less likely than males to agree with the idea that they receive fair treatment at Cal Poly.
- LGBTQIA students are less likely than heterosexual students to agree with idea that they receive fair treatment at Cal Poly.
- Students with disabilities are less likely than students without disabilities to agree with the idea that they receive fair treatment at Cal Poly.
- Students who are challenged financially are less likely than financially stable students to agree with the idea that they receive fair treatment at Cal Poly.
- All student of color groups in the model are less likely than White students to agree with the idea that they receive fair treatment at Cal Poly, with African American/Black students reporting the least agreement, followed by Hispanic/Latinx students.

General Climate and DEI Climate

In Table 42, below, ordinary least-squares (OLS) regression was used to estimate the independent effect of each demographic variable on the students' perceptions of climate at Cal Poly. The first model, in the first data column of Table 42, estimates the effects on the perceptions of General Climate at Cal Poly. The second model in Table 42 estimates the effects on the perceptions of DEI Climate at Cal Poly.

The effect estimates themselves are the estimated change in factor scores obtained from a set of semantic differential adjectives (varying from 1 = negative adjective to 5 = positive adjective) associated with the difference in demographic variables. We estimated the statistical significance of each estimated effect with a t-ratio statistic, presented in parentheses directly below the effect parameter. Significance levels are identified in the table.

In addition to the bivariate analyses of climate perceptions presented earlier in the report, multivariate analyses were performed that examined the relative impact of sex (female relative to male), sexual orientation (LGBTQIA relative to heterosexual), ability status (disability relative to no disability), financial status (financial struggle relative to financial stability) and race (African American/Black, Asian American/Asian, Hispanic/Latinx, Native|HPI|ME/NA and Multiracial relative to White) on our outcome of interest. Unless otherwise stated, all differences noted are statistically significant.

The results indicate that:

- Females report less-positive perceptions of both the general and DEI climates as compared to males.
- LGBTQIA students report less-positive perceptions of both general and DEI climates as compared to heterosexual students.
- Students with a disability report less-positive perceptions for both general and DEI climate as compared to students without a disability.
- Students who are challenged financially report less-positive perceptions for both general and DEI climate as compared to students who are financially stable.
- All student racial groups in the model, except Native|HPI|ME/NA, report less-positive perceptions for both the general and DEI climate as compared to White students, with African American/Black and Hispanic/Latinx students reporting the least positive perceptions.

Table 42. OLS Regression Estimates of Multivariate Models of Demographic Associations with Perceptions of General and DEI Climate, for Students

	General Climate	DEI Climate
Female (Relative to Male Students)	-0.15*** (-8.41)	-0.34*** (-18.63)
LGBTQIA (Relative to Heterosexual Students)	-0.28*** (-10.31)	-0.37*** (-13.68)
Disability (Relative to Students with No Disability)	-0.20*** (-5.39)	-0.17*** (-4.80)
Financially Challenged (Relative to Financially Stable)	-0.20*** (-11.17)	-0.15*** (-7.72)
Race (Relative to White Students)		
African American/Black (AA)	-0.43*** (-3.91)	-0.46*** (-3.90)
Asian American/Asian (As)	-0.26*** (-10.28)	-0.31*** (-11.83)
Hispanic/Latinx (H)	-0.39*** (-11.02)	-0.44*** (-12.70)
Native HPI ME/NA (N)	-0.09 (-1.09)	-0.16 (-1.78)
Multiracial (M)	-0.14*** (-5.76)	-0.16*** (-6.30)
Respondents	8682	8679
R ²	0.10	0.14

OLS regression coefficient with t-statistics shown in parentheses.
 *p < 0.05, **p < 0.01, ***p < 0.001. Two-tailed tests.

SECTION 5. STUDENT DATA: CONCLUDING THOUGHTS

Overall, this report finds that the Cal Poly student body varies across a number of different social identities that enrich the Cal Poly community. Overall, while there tends to be modest agreement with perceptions of satisfaction, the positive experiences of Cal Poly's commitment as an institution to diversity, equity and inclusion, of feelings of being valued and belonging, and of feelings of thriving and growing at Cal Poly are not equally distributed across all students.

In fact, there are systematic differences in students' experience at the university. While there are instances where no group differences exist, in general, members of historically marginalized groups across race/ethnicity, sex, sexual orientation, ability status and financial status experience the campus significantly less positively than students from historically majority groups. Perhaps most striking is the consistent finding that African American/Black and Hispanic/Latinx students report having the least positive experiences compared to other social identities on campus. Additionally, students from historically marginalized groups are much more likely to report feeling that they had been discriminated against than were members of historically majority groups.

Together the findings clearly reinforce the need for a systematic institutional effort to address issues of diversity, equity and inclusion if all members of the Cal Poly student body are to experience the same positive experiences that are enjoyed by the majority of students. In many ways, the findings provide concrete support beyond anecdotes for the specific initiatives and efforts that are being considered by Cal Poly administration to enhance the campus climate.

In conclusion, the present report utilizes high-quality data from a campus-wide climate survey to obtain an empirical assessment of students' perceptions of the Cal Poly campus and their experiences on it. These data provide several ongoing benefits to the Cal Poly community. For instance, the data provide improved estimates of the composition of students on several variables, including religion, disability status and LGBTQIA group membership. The data also provide a baseline assessment of where Cal Poly is as a community as well as a benchmark by which to measure the university's progress over the next several years as climate-enhancing initiatives are developed and implemented. In addition, the data produced by the campus-wide survey will provide a rich reservoir of information that will be used by the entire Cal Poly community for a variety of reasons.

The results presented here only scratch the surface with respect to what questions may be asked and what information can be gleaned from the data set. We are committed to providing the Cal Poly community with the broadest possible access to the data while also making sure that we protect the anonymity of individual respondents.



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