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CAMPUS CLIMATE: EFFECT ON ETHNIC MINORITY STUDENTS'
MENTAL HEALTH UTILIZATION

by

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Thesis submitted in partial fulfillment
of the requirements for the degree

of

DEPARTMENT HONORS

in

Department of Psychology

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UTAH STATE UNIVERSITY
Logan, UT

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Campus Climate: Effect on Ethnic Minority Students' Mental Health Services Utilization

The idea of climate as a construct that could impact the perception of one's environment was introduced by Bernice Sandler and colleagues (1996) with the idea of "chilly climate" as it relates to the inequitable differences between women and men. However this concept has been applied to other populations as well in particular that of ethnic minorities. A chilly climate describes how a person perceives the environment in terms of being welcoming and accepting, or intolerable and chilly. Taken alone any chilly behaviors may have little to no effect however behaviors that are overt and frequent can have a devastating cumulative effect by reducing self-esteem, confidence, aspirations and participation (Sandler, Silverberg, & Hall, 1996). These results are reinforced by other findings that have shown ethnic minorities, in particular African-American students, perceive a more negative general campus; racial and academic climates than White students (Reid & Radhakrishnan, 2003).

A growing body of research related to campus climate suggests that many factors play a role in determining the perceptions and attitudes of students in a variety of campus settings. For example, a multitude of individual universities have conducted studies to assess, implement and improve their campus climates (e.g., Domenech Rodríguez, et al., in press; Snider, et al., 1995; UNC-CH Center for Teaching and Learning, 1997). Other researchers have tried to understand broader processes such as the role of stereotype threat in academic performance (Steele, 1999), and the consequences of stigmatization and group identity (Dovidio, Gaertner, et al. 2001). Still, others have tried to address potential areas to promote the wellbeing of ethnic minorities in a college setting (Phinney & Haas, 2003). Therefore, there is also a growing recognition that the success or failure of minority students may be due in part to campus climate. Campus climate

has shown a significant correlation with drop out among ethnic minority college students (McClellan, Cogdal, Lease, & Londono-McConnell, 1996).

An important resource to promote student wellbeing and ameliorate the negative effects of campus climate on college campuses is the university counseling center. However, research suggests that ethnic minority students do not seek mental health services at the same rate as would be expected given their proportions on college campuses (Brinson & Kottler, 1995). Findings suggest that underutilization of mental health services may be due to a perception that non-ethnic counselors lack a general cultural sensitivity which spurs mistrust of the counseling process (Sue & Sue, 1990). The current study seeks to further understand campus climate and student perceptions of mental health service utilization.

Purpose of Study

Student's academic and racial experiences are the best predictors of the perceptions of campus climate (Reid & Radhakrishnan, 2003). The present study seeks to add to the growing body of research for individual universities by examining racial campus climate at Utah State University, a public, predominantly White mid-sized university in the West. Racial campus climate will be examined between groups (i.e., ethnic minority and White) as well as within ethnic groups (e.g., Latino/a, Asian American) along with help seeking.

Literature Review

Education is critical to the professional and fiscal upward mobility of traditionally low skilled workers (Pindus, Flynn, & Nightingale, 1995) among whom ethnic minorities are overrepresented (Boushey, 2002). Though there is a growing population of ethnic minorities according to the U.S. Census (2003) there is still a gap in the academic achievement between Whites and ethnic minorities with the exception of Asian Americans (U.S. Census, 2003).

Census (2003) reports college graduation rates for people aged 25 and over was 30% for Whites, 17% for African American and 11% for all Hispanics. While for people aged 25 to 29 completion rates of college were 34% for Whites, 17% for African Americans, and 10% for all Hispanics (U.S. Census Bureau, 2003).

It has been over fifty years since the landmark case of *Brown v. Board of Education* was tried and won before the Supreme Court in 1954. Since this time, university campuses across the nation have no longer been segregated by law. However, the cumulative experiences of the ethnic minority students show despite physical proximity ethnic majority and minority students experience college quite differently (Reid & Radhakrishnan, 2003). The desegregation of colleges and schools has not led to ethnic minority students feeling welcomed, supported, or perceiving fair treatment, all of which are important factors in determining academic success (Hurtado, Milem, Clayton-Pedersen and Allen, 1998).

Regardless of the statements of commitment to diversity among colleges and universities a noticeable gap exists between the representation in the population and college completion among the major ethnic minority groups. In addition to hurting the economic mobility of ethnic minorities, the absence of ethnic minorities on college campuses also hurts majority students. Researchers have found that diversity is related to desirable outcomes in college in such areas as cultural knowledge and awareness, recognizing the complexity of issues, and learning to work with people who are different (Meacham, McClellan, Pearse, & Greene, 2003). Meacham and colleagues (2003) found that students perceived beneficial educational outcomes to be more likely when there were more, rather than fewer, minority students. In addition, Gurin and colleagues (2002) also found that students reported positive outcomes for learning and democracy when greater numbers of minority students were present in classrooms. Learning

outcomes included intellectual engagement, motivation toward active and deeper thinking about social phenomena and self-assessed gains on a number of academic and intellectual skills.

Democracy outcomes included, among other things, a commitment to promoting racial understanding, perspective taking, and a sense of common values with students of differing racial/ethnic backgrounds.

Methods

Procedures

Study participants were enrolled undergraduate, graduate, and distance education students at Utah State University during the spring semester of 2005. In an effort to reach all possible students, a student e-mail list was solicited from the Registrar's Office for both ethnic minority and White students. The Registrar's Office extracted the total number of ethnic minority students ($N = 1174$) enrolled at the University. These students were categorized into the following six ethnic groups: Asian/Pacific Islander, Black, American Indian/Alaska Native, Hispanic, Mixed Race and Other (see Table 1). Of the total number of ethnic minorities enrolled, 72% ($N = 853$) had e-mail addresses. A random sample of White students ($N = 964$) with e-mail addresses was obtained through the Registrar's Office. This study's use of ethnic labels differed slightly from the University's labels as seen in Table 2. Table 2 reports the number of participants sampled from each ethnic group and their proportion within the sample. People who did not wish to participate or did not have working email addresses were excluded from the study.

Table 1

Students' ethnic group membership as reported by the Registrar's Office

Ethnic group	Total N	% of total sample	N with valid e-mails	% of e-mail sample
American Indian / Alaska Native	123	10.5	86	10.1
Asian	190	16.2	143	16.8
Black	99	8.4	65	7.6
Hispanic	389	33.1	284	33.3
Pacific Islander	32	2.7	25	2.9
Other	341	29.0	250	29.3
Total	1174	100%	853	100%

Table 2

Students' ethnic group membership categorization and representation in the total sample

Ethnic Group Categorization	% of total sample	N
Native American	5.5	12
Asian American/Pacific Islander	11.5	25
Black or African American	1.4	3
Hispanic or Latino(a)	20.7	45
White or European American	43.3	94
Mixed Race	14.3	31
Other	3.2	7
Total	99.9	217

The study survey was posted on www.surveymonkey.com and remained active for 49 days. An initial e-mail was sent from Dr. Domenech Rodriguez's e-mail account to encourage a sense of legitimacy for the project. The first mailing resulted in 178 surveys completed. A reminder e-mail was sent approximately one month after the first e-mail and 44 additional surveys were returned for a total of 222 participants. Of the 222 respondents, 3 refused participation at the introduction window. There was usable data on 219 respondents. At the conclusion of the data collection, seven awards were made to participants (two Café Sabor gift certificates and five movie passes). Random numbers were generated using the "randbetween" command in Excel to select winners for each prize.

The Campus

Utah State University is ethnically homogeneous with only 5.4% of students belonging to any one ethnic minority group (USU Analysis Office, 2005). These statistics include on-campus as well as distance education students. In contrast, the University Counseling Center reports that for the 2003-2004 academic years, 11% of their clients were ethnic minorities. The 636 clients seen that year were, 88% White /European American, 1% African American, 2% Asian American/Pacific Islander, 4% Hispanic / Latino, 3% International Students, and 1% American Indian. Ethnicity was unknown for 1% of the students served.

Participants

Participants were 219 students at Utah State University. Almost 43% of the sample reported being White (N=94) with the remainder reporting ethnic minority status (see Table 2). Response rates for the survey were 11.5% for White students and 14.7% for ethnic minority students. Of the participants, 21 (9.6%) reported being freshmen, 34 (15.6%) sophomores, 45 (20.6%) juniors, 80 (36.7%) seniors, 33 (15.1%) graduate/professional and 5 (2.3%) were

pursuing a second bachelor's degree. The majority of students lived off-campus (66%), and on-campus (17%). The remaining students lived with family or in other arrangements. Further, the bulk of students (61.6%) reported being single, however a full third of the sample (33.8%) reported being married. The vast majority of participants reported to be U.S. citizens (95.9%) being born in the U.S. (88.9%).

The majority of students in the sample were working towards undergraduate degrees (79.6%). However, students reported high expectations for post-baccalaureate degrees. Over 42% of the sample expected to earn a master's degree and over one quarter (26.3%) expected to earn a doctoral degree. Another 5.6% expected to earn a law or medical degree.

The educational level of mothers and fathers of students was most often a bachelor's degree (28.1% and 24.9% respectively). Another substantial portion of the sample reported that parents had completed some college (24.4%, mothers and 17.5%, fathers). However, in the upper echelons of education fathers of participants held higher degrees more often than mothers. Participants reported that 6.9% of mothers held a master's degree and 17.1% of fathers; 1.4% of mothers were reported to have a doctoral or professional degree while 9.7% of fathers held this same degree.

Students in the sample reported high employment rates. Almost 29% reported working full time and another 47.5% reported working part-time. Of those working, 11.5% work less than 10 hours per week, 38.2% work 10 to 20 hours weekly, 18.2% work between 20 and 30 hours per week and 32.1% work more than 30 hours weekly.

Questionnaires

Demographic measures. Participants completed a demographic questionnaire at the beginning of the survey that asked about their year in college; living arrangements, marital

status, highest degree expected to earn, current academic class, mother and father's educational level, age, citizenship, ethnicity, and employment status (see Appendix A for study questionnaire).

Cultural Attitude and Climate Scale-Revised (CAC-R). The CAC-R (Domenech Rodríguez, Stewart, Cauce, Antony, & PALIS, in press) was used to determine student perceptions of campus climate. The overall measure was factor analyzed and resulted in two factors that yielded adequate reliabilities. In this sample the perception of a positive educational climate on campus yielded a Cronbach's alpha of .83, and perception of a negative racial climate on campus yielded an alpha of .78. In the current study the Positive Campus Climate had a range of 2.91 to 6.0 with a mean of 4.9 (SD=.76) while the Negative Campus Climate Negative scale ranged from 1.00 to 5.50 with a mean of 3.0 (SD=.68).

Counseling Center Utilization and Satisfaction. A general Campus Services Utilization scale was developed specifically for this study that included a rating on whether students used and how satisfied they were with a comprehensive list of campus services. The listing of campus services was obtained from the USU Student Services webpage (<http://www.usu.edu/student-services/departments.cfm>). The use scale ranged from: Have never used (1), to currently use: daily (6). The satisfaction scale ranged from very satisfied (1) to very dissatisfied (4). For the purposes of this study, the Counseling Center ratings are used exclusively.

Multi-group Ethnic Identity Measure (MEIM). Participants completed the MEIM scale developed by Phinney (1992) for use with adolescents and adults from diverse groups. This scale has typically shown good reliability with alphas above .80 across a wide variety of ethnic groups and ages. The scale is comprised of two factors: ethnic identity search and affirmation, and belonging and commitment. For the current study, the ethnic identity search subscale yielded

a Cronbach's alpha of .77, and the affirmation, belonging, and commitment scale yielded an alpha of .88. The original MEIM has 12 items. For this study, item 12 of the affirmation, belonging, and commitment subscale was not included. Of 215 participants who yielded scores in the two subscales, both scales were used to the full range (1=strongly disagree, 4=strongly agree). Affirmation yielded a slightly higher mean ($M = 3.2$, $SD = .64$) than ethnic identity ($M = 2.9$, $SD = .70$).

Positive and Negative Affect Schedule (PANAS). Participants completed the 20-item Positive and Negative Affect Schedule developed by Watson, Clark, and Tellegen (1988). The PANAS is comprised of two scales, one measures positive affectivity (PA), and the other measures negative affectivity (NA). Respondents are asked to assess on a scale from 1 (very slightly or not at all) to 5 (extremely) how each of 20 adjectives (e.g., interested, scared) describes them for a given time period (e.g., today,). For the current study respondents were asked to assess their general feelings. In a scale development study, Watson et al. found the scale had internal consistency coefficients ranging from .84 to .90 and test-retest reliabilities from .39 to .71 with higher coefficients reported for longer durations. In the current investigation Cronbach alpha for the NA scale was .84, and .85 for the PA scale. Of the 215 participants who yielded a positive and a negative affect score, the range for positive affect was 1 to 5 ($M = 3.8$, $SD = .62$), and the range for negative affect was 1 to 3.5 ($M = 1.7$, $SD = .58$).

Center for Epidemiological Studies Depression Scale (CES-D; Radloff, 1977). The CES-D was developed by the Center for Epidemiological Studies (Radloff, 1977). The scale has been found reliable ($\alpha > .85$) in previous research (Hann et. al. 1999). Cronbach alpha for the current sample was .88. Of the 212 participants who yielded a depression score, the range was 1 to 3.15 (1=rarely or none of the time and 4=all of the time) and a mean of 1.6 ($SD = .45$).

Results

The purpose of this study was to attempt to answer the following questions regarding campus climate and the utilization of mental health services on campus for ethnic minority students: (a) Do perceptions of campus climate differ for ethnic minority students vs. White students? (b) Do perceptions of campus climate differ between ethnic minority groups? (c) Does ethnicity affect campus climate? Additionally, the research was conducted to answer these questions: (d) Is there a relationship between depression and campus climate? (e) How does campus climate relate to participation in campus services in particular use of the University Counseling Center? (f) What alternatives to use of mental health services are used by the sample population? (g) How does ethnicity relate to positive and negative affect?, and (h) How does ethnicity relate to ethnic identity and affirmation, and belonging and commitment?

Campus Climate

In answer to the question, do perceptions of campus climate differ for ethnic minority students vs. White students? Perceptions of campus climate between White and ethnic minority students were tested by combining all ethnic minority students. A 2 x 2 mixed factorial Analysis of Variance (ANOVA) was used to examine the differences between groups. There was a significant main effect for campus climate ($F(1,201) = 589.2, p < .001$) and a significant climate by ethnicity interactions $F(1, 201) = 11.72, p < .001$). Ethnic minority students perceived a lower positive campus climate and a more negative campus climate $F(1, 201) = 8.5, p < .01$) than White students. Table 3 reports means and standard deviations for campus climate by ethnicity.

Table 3

Mean and Standard Deviations for Campus Climate by Ethnicity

	White American (N = 89)	Ethnic Minority (N = 115)
Campus Climate: Positive	5.06 (.65)	4.80 (.82)
Campus Climate: Negative	2.90 (.55)	3.17 (.74)

This study also sought to answer the question; does campus climate differ between ethnic minority groups? Cell sizes were examined and t-tests were conducted to examine mean differences between ethnic groups where cell sizes were equal to or greater than 30. This resulted in three separate t-test analyses examining the differences between White and Latino/a, White and Mixed Race, and Latino/a and Mixed Race students. Results show that there were no significant differences between White and Latino/a students on positive campus climate, however significant differences emerge between these groups on negative campus climate; $t(50.9) = 2.2, p < .05$. Additionally, there were no significant differences between White and Mixed students or between Mixed and Latino students for either positive or negative campus climate. Further, the results of this study show that there were no significant differences between groups in terms of campus climate and ethnicity.

Mental Health Service Utilization

Another question of this study was is there a relationship between depression and campus climate how? The relationship between positive campus climate and negative campus climate is significant ($r = -.23, p < .001$). When correlated with academic class and hours of employment, there is no relationship between these variables and campus climate. However, there is a significant correlation with depression and positive campus climate ($r = -.18, p < .01$) as well as

negative campus climate ($r = .23, p < .001$) where higher depression scores are related to lower positive campus climate and higher negative campus climate ratings.

Findings show relatively low levels of depression in the total sample ($M = 1.64, SD = .45$). When ethnic group membership is taken into account, small variations are observed but none are statistically significant (see Table 4). A chi-square analysis indicates that there were no significant relationship found between ethnicity and counseling center use.

Table 4

Ethnicity and Depression (Mean and Standard Deviation)

Ethnic group	N	M	SD
Black/African American	3	1.78	.32
Asian/Pacific Islander	24	1.57	.44
Hispanic/Latina/o	43	1.64	.47
Native American	12	1.84	.51
White/European	92	1.61	.44
Mixed Race	31	1.59	.42
Other	7	1.90	.51
Total	212	1.64	.45

Additionally, does campus climate relate to participation in campus services in particular use of the University Counseling Center? When respondents were asked to indicate their specific use of the University Counseling Center, 24% of students had used the Counseling Center at some point. The vast majority of students that reported using the Counseling Center services reported doing so in the past, with only 5.3% of the total sample currently using their services. A

chi square analysis was conducted to examine differences for White and ethnic minority students in use of the Counseling Center and there were no statistically significant differences between these two groups.

Students were asked to rate their satisfaction with the Counseling Center. Generally, students were satisfied. However, when satisfaction is examined by White and ethnic minority group membership, an important difference emerges. White students ($N = 24$) had a mean satisfaction score of 2.63 ($SD = .92$) on the four-point scale whereas ethnic minorities ($N = 23$) had a mean rating of 3.22 ($SD = .90$). An independent samples t-test revealed a statistically significant difference between groups, $t(45) = -2.2, p < .05$, where ethnic minority students reported lower satisfaction than White students.

When students were asked why they might seek counseling the most numerous responses were emotional distress 70.9% (e.g. depression, anxiety) followed by academic problems (39.4%). Students in the sample, (57.4% and 27.4% respectively) also indicated that they would be most inclined to seek counseling when issues were, A lot (e.g. problem is interfering with social/familial, occupational or academic responsibilities) or when experiencing extreme distress (e.g. considering suicide or seriously thinking about hurting someone else). Further, almost one third of students in the sample indicated that they believed counselors would not understand their culture, identify with their ethnic group or understand their worldview. When asked why they would not seek counseling services students responded most often with, "wouldn't want to air my dirty laundry with a stranger" (48.8%) and "it's a sign of weakness" (40.2%). Moreover, students specified that when in need of social support or a pick-me-up they most frequently talk to family members (79.6 %) distract self with other activities (79.1%) and talk with friends (77.1%).

Positive and Negative Affect

In response to the question, how does ethnicity relate to the positive and negative affect of students? This study found that when comparing groups with cell sizes $N = 30$ there were no significant differences between groups on positive and negative affect.

Multi-group Ethnic Identity Measure (MEIM)

Further, to answer the question how does ethnicity relate to ethnic identity search and affirmation, belonging and commitment? Significant differences were found between Whites and Latinos on ethnic identity affirmation, $t(70) = 2.92, p < .01$. When considering ethnic identity search significant differences between these groups were also found $t(136) = 3.4, p < .01$. Additionally, significant differences were also found between Latinos and Mixed race students on affirmation $t(73) = 2.3, p < .05$ and on ethnic identity search $t(73) = 2.34, p < .05$. However, no significant differences emerged between White and Mixed race students.

Discussion

In terms of university campus climate, there seems to be a significant difference between White and ethnic minority students with regard to the perception of campus climate. Majority group members appear to perceive the campus climate as more welcoming and accepting while ethnic minority group members particularly Latino(a) seemed to emerge with the perspective that the climate is less tolerable and chilly. Between group differences indicated that ethnic minority students perceive a lower positive campus climate and a more negative campus climate than their White counterparts. When comparing campus climate means across ethnic groups, there are no significant differences for positive campus climate. The mean and standard deviations for White and ethnic minority students regarding positive campus climate were relatively similar yet, became significantly different for perceptions of negative campus climate. However, due to the

fairly small cell sizes for each group, the group differences across ethnic minority groups were undetectable.

The results of this study are limited by the small cell sizes for ethnic minority groups, thereby limiting its external validity and researchers recommend caution when trying to generalize these findings to other populations. Future research would benefit from increased ethnic minority sample sizes in order to better capture the possible plethora of variances within groups.

Moreover, this study found no differences between groups in their use of counseling center services however; it is important to note that for this sample of students they distinguished that their distress level would need to be, A lot, (i.e. interfering with social/familial, occupational or academic responsibilities) or experiencing extreme distress (e.g. considering suicide or seriously thinking about hurting someone else) before they would be inclined to seek counseling services. The implications for this finding could be significant for the USU administration and/or Counseling Center to consider. A wide-spread sentiment of this type within the student population could have detrimental effects to overall student productivity, performance and general well-being. It is recommended that additional studies be conducted to determine student perceptions in this area.

Furthermore, it is noteworthy to explore student perceptions regarding the use of Counseling Center services and their perception of center staff's ability to meet the needs of diverse clientele. First, 48.8% of the student sample stated they would not seek services because "wouldn't want to air my dirty laundry with a stranger" and 40.2% stated their belief that "it's a sign of weakness." Further, almost one third of students in the sample indicated that they believed counselors would not understand their culture, identify with their ethnic group or

understand their worldview. One speculative explanation for the lower satisfaction rating from ethnic minority students may reflect a lack of knowledge about counseling services and may stem from a belief that their ethnicity, culture, and/or worldview is a deterrent to the help seeking relationship. Because this is a speculative view, further investigation into the nature of the relationship between students, particularly ethnic minorities and perceptions of center staff is warranted.

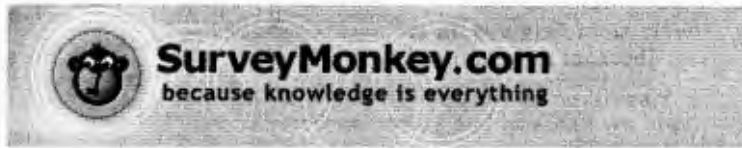
Further, in answering the question about the relationship between ethnic identity search and affirmation, belonging and commitment, differences emerged between Latinos and both White and Mixed race students. This difference may be due to Latino's having a greater sense of established ethnic group identity, whereas White and Mixed race students may find it more difficult to identify with a particular Ethnic group. Therefore, additional studies exploring ethnic identity development for White and Mixed race students may lead to greater understanding in how a strong identity affiliation to one's ethnic group may affect feelings of affirmation, belonging and commitment.

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Appendix A



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Friday, April 28, 2006

Results Summary [Show All Pages and Questions](#)

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Filter Results

To analyze a subset of your data, you can create one or more filters.

[Add Filter...](#) **Total:** 222
Visible: 222

Share Results

Your results can be shared with others, without giving access to your account.

[Configure...](#) **Status:** Enabled
Reports: Summary and Detail

2. Informed Consent

1. Please indicate your willingness to participate in this study

	Response Percent	Response Total
I wish to participate	98.6%	219
I do not wish to participate	1.4%	3
Total Respondents		222
(skipped this question)		0





3. Demographic

2. What is your academic class?

	Response Percent	Response Total
Freshman	9.6%	21
Sophomore	15.6%	34
Junior	20.6%	45
Senior	36.7%	80
Graduate/Professional	15.1%	33
Other (please specify)	2.3%	5
Total Respondents		218
(skipped this question)		4





3. Where do you currently live?

Response Percent **Response Total**

	On-campus 	17%	37
	Off-campus 	38.5%	84
	Off-campus with roommates 	27.5%	60
	Off-campus with parent(s) or relatives 	9.2%	20
	Other (please specify) 	7.8%	17
		Total Respondents	218
		(skipped this question)	4





4. Demographics 2

4. What is your marital status?

		Response Percent	Response Total
	Single 	61.6%	133
	Married 	33.3%	72
	Divorced 	4.6%	10
	Re-married 	0.5%	1
	Widowed	0%	0
		Total Respondents	216
		(skipped this question)	6





5. Demographics 3

5. What is the highest degree you expect to earn?

		Response Percent	Response Total
	Bachelor's Degree 	22.6%	49
	Master's Degree 	44.2%	96
	Medical Degree (MD, DO, DDS, DVM) 	2.8%	6
	Law Degree (LLB, JD) 	2.8%	6
	Ph.D or Ed.D 	26.3%	57
	Other (please specify) 	1.4%	3
		Total Respondents	217
		(skipped this question)	5

6. What degree are you currently working toward?










Response Percent Response Total

Bachelor's Degree		79.6%	172
Master's Degree		8.8%	19
PhD or EdD		6.9%	15
Other (please specify)		4.6%	10
		Total Respondents	216
		(skipped this question)	6


[View](#)

6. Demographics 4

7. What is your Mother's educational level?

		Response Percent	Response Total
Less than high school		6.9%	15
Some high school		2.3%	5
High school degree or GED equivalent		18%	39
Vocational education certificate		5.1%	11
Some College		24.4%	53
Associate of Arts Degree		6.9%	15
Bachelor's Degree		28.1%	61
Master's Degree		6.9%	15
Doctoral or Professional Degree		1.4%	3
		Total Respondents	217
		(skipped this question)	5

8. What is your Father's educational level?

		Response Percent	Response Total
Less than high school		7.8%	17
Some high school		2.3%	5
High School Degree or GED equivalent		13.4%	29
Vocational education certificate		3.7%	8
Some College		17.5%	38
Associate of Arts Degree		3.7%	8
Bachelor's Degree		24.9%	54
Master's Degree		17.1%	37
Doctoral or Professional Degree		9.7%	21
		Total Respondents	217

(skipped this question) 5

7. Demographics 5

9. Are you a U.S. citizen?

	Response Percent	Response Total
Yes	95.9%	208
No	4.1%	9
Total Respondents		217
(skipped this question)		5

10. Were you born in the U.S.?

	Response Percent	Response Total
Yes	88.9%	193
No	11.1%	24
Total Respondents		217
(skipped this question)		5

8. Demographics 6

11. Which of the following ethnic groups best describes you?

	Response Percent	Response Total
Black or African American	1.4%	3
Asian American/Pacific Islander	11.5%	25
Hispanic or Latino	20.7%	45
Native American	5.5%	12
White or European American	43.3%	94
Mixed Race	14.3%	31
View Other (please specify)	3.2%	7
Total Respondents		217
(skipped this question)		5

9. Demographics 7

12. Are you employed?

Response Percent Response Total

Yes, Part-time	████████████████████	47.5%	103
Yes, Full-time	████████████████	28.6%	62
No	██████████	24%	52
Total Respondents			217
(skipped this question)			5

10. Demographics 8

13. If you are employed, how many hours per week do you work during the school year?

		Response Percent	Response Total
< 10	██████████	11.5%	19
10 to 20	████████████████████	38.2%	63
20 to 30	██████████████	18.2%	30
> 30	████████████████	32.1%	53
Total Respondents			165
(skipped this question)			57

11. Survey

14. Please answer the following

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Response Average
I have made an effort to learn more about my ethnic group, for example the traditions, history and customs.	4% (8)	11% (23)	44% (94)	42% (90)	3.24
I am active in organizations that include people from my ethnic group.	16% (34)	21% (46)	32% (68)	31% (67)	2.78
I understand my cultural background and what it means to me.	3% (6)	11% (23)	42% (91)	44% (95)	3.28
I think a lot about how my ethnic group affects my life.	12% (26)	29% (61)	26% (56)	33% (71)	2.80
I am happy that I belong to my ethnic group.	2% (4)	2% (5)	30% (64)	66% (141)	3.60
I have a strong feeling of belonging to my ethnic group.	7% (14)	23% (50)	33% (70)	37% (79)	3.00
I understand pretty well what belonging to my ethnic group means to me.	4% (8)	16% (34)	42% (90)	39% (83)	3.15
I have often talked to others about my ethnic group, so that I can learn more about my ethnic background.	16% (34)	27% (58)	34% (74)	23% (49)	2.64
I have a lot of pride in my ethnic group.	3% (7)	16% (34)	34% (73)	47% (100)	3.24
I do things that are unique to my ethnic group; for example I eat the foods, listen to the music and follow the customs of my ethnic group.	5% (11)	25% (54)	40% (85)	30% (65)	2.95

I feel strongly attached to my ethnic group.	7% (15)	27% (58)	36% (76)	30% (65)	2.89
	Total Respondents				215
	(skipped this question)				7

12. Survey 2

15. Please rate how much or how little each of the following words describes you.

	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely	Response Average
Interested	1% (2)	3% (7)	15% (33)	42% (90)	38% (81)	4.13
Distressed	38% (81)	36% (76)	17% (37)	7% (15)	2% (4)	1.99
Excited	4% (8)	7% (16)	29% (63)	39% (84)	20% (44)	3.65
Upset	46% (98)	39% (83)	12% (25)	2% (5)	1% (2)	1.73
Strong	2% (4)	10% (22)	22% (48)	47% (101)	19% (40)	3.70
Guilty	60% (129)	26% (55)	9% (19)	4% (9)	1% (2)	1.60
Scared	60% (128)	26% (56)	7% (16)	6% (12)	1% (3)	1.63
Hostile	74% (159)	18% (39)	7% (15)	1% (2)	0% (0)	1.35
Enthusiastic	1% (3)	6% (12)	27% (57)	40% (85)	27% (58)	3.85
Proud	4% (8)	14% (30)	30% (65)	32% (68)	20% (43)	3.50
Irritable	31% (66)	41% (87)	23% (49)	4% (8)	2% (4)	2.05
Alert	2% (4)	7% (16)	28% (59)	47% (100)	16% (35)	3.68
Ashamed	67% (145)	20% (42)	10% (22)	3% (6)	0% (0)	1.48
Inspired	3% (6)	6% (12)	31% (67)	40% (86)	20% (44)	3.70
Nervous	34% (73)	42% (91)	16% (34)	6% (12)	2% (5)	2.00
Determined	1% (3)	3% (6)	13% (29)	38% (82)	44% (95)	4.21
Attentive	2% (4)	5% (10)	26% (55)	50% (107)	18% (38)	3.77
Jittery	52% (111)	28% (60)	13% (28)	5% (10)	2% (5)	1.78
Active	0% (1)	10% (21)	25% (54)	35% (74)	30% (63)	3.83
Afraid	55% (118)	30% (65)	10% (22)	4% (8)	1% (2)	1.66
	Total Respondents				215	
	(skipped this question)				7	

13. Survey 3

16. Please check the appropriate space that best describes you within the past week.

Rarely or none of the time (less than 1	Some or a little of the time (1-	Occasionally or a moderate amount of time	All of the time (5-7 days)	Response Average
--	---	--	-----------------------------------	-------------------------

	day	2 days	(3-4 days)		
Things that usually don't bother me bothered me.	58% (123)	30% (63)	9% (18)	3% (7)	1.57
I did not feel like eating; my appetite as poor.	68% (144)	22% (46)	9% (20)	1% (2)	1.43
I felt that I could not shake off the blues even with help from my family.	75% (158)	14% (29)	8% (17)	3% (7)	1.40
I felt that I was just as good as other people.	4% (9)	12% (26)	37% (79)	46% (98)	3.25
I had trouble keeping my mind on what was doing.	36% (76)	38% (80)	20% (42)	7% (14)	1.97
I felt depressed.	59% (126)	27% (58)	10% (21)	3% (7)	1.57
I felt that everything I did was an effort	28% (59)	34% (71)	24% (50)	13% (28)	2.23
I felt hopeful about the future.	4% (8)	15% (31)	41% (86)	41% (86)	3.18
I thought my life had been a failure.	77% (162)	14% (30)	8% (16)	1% (3)	1.34
I felt fearful.	71% (149)	23% (49)	5% (10)	1% (2)	1.36
My sleep was restless.	42% (89)	29% (61)	19% (41)	9% (20)	1.96
I was happy.	3% (7)	13% (28)	38% (79)	45% (95)	3.25
I talked less than usual.	52% (110)	33% (70)	13% (27)	1% (3)	1.63
I felt lonely.	52% (111)	28% (60)	14% (29)	6% (12)	1.73
People were unfriendly.	64% (136)	27% (56)	8% (16)	1% (3)	1.46
I enjoyed life.	1% (3)	13% (28)	35% (73)	50% (106)	3.34
I have crying spells.	82% (174)	12% (25)	5% (11)	1% (2)	1.25
I felt sad.	54% (114)	36% (76)	8% (17)	2% (4)	1.58
I felt that people disliked me.	67% (140)	22% (46)	9% (19)	2% (5)	1.47
I could not get "going"	42% (90)	39% (83)	16% (33)	3% (6)	1.79
				Total Respondents	212
				(skipped this question)	10

14. Survey 4

17. Please rate the following.

	Disagree Slightly	Disagree Moderately	Disagree Strongly	Agree Slightly	Agree Moderately	Agree Strongly	Response Average
USU provides an environment for the free and open expression of ideas, opinions and beliefs.	6% (13)	8% (17)	4% (9)	20% (40)	30% (62)	31% (63)	4.52
Overall, my educational experience at USU has been a rewarding one.	1% (3)	2% (4)	1% (3)	13% (26)	31% (63)	52% (106)	5.24
I would recommend USU to a sibling or friend as a good place to go to college.	3% (6)	3% (7)	4% (8)	11% (22)	24% (48)	55% (113)	5.15
The overall quality of academic programs at USU is excellent.	2% (5)	2% (5)	3% (7)	11% (23)	45% (92)	35% (72)	5.00
I feel as though I belong to the	6% (13)	8% (17)	2% (5)	22% (45)	36% (73)	25%	4.48

university community.							(51)	
There is racial conflict on this campus.	14% (28)	21% (43)	32% (65)	20% (41)	8% (17)	4% (8)		3.00
There is racial/ethnic separation on campus.	14% (28)	16% (31)	16% (32)	22% (43)	18% (37)	14% (29)		3.59
There are interracial tensions in the classroom.	14% (29)	16% (32)	50% (101)	13% (26)	6% (12)	2% (4)		2.86
I have been exposed to a racist atmosphere in the classroom.	11% (22)	9% (19)	57% (116)	14% (29)	5% (11)	2% (5)		3.01
I have been exposed to a racist atmosphere outside the classroom	12% (25)	12% (25)	33% (68)	22% (45)	13% (26)	8% (16)		3.34
Students are resentful of others whose race/ethnicity is different from their own.	19% (38)	21% (42)	26% (53)	19% (38)	10% (21)	5% (11)		2.98
I feel there are expectations about my academic performance because of my race/ethnicity.	9% (19)	12% (25)	40% (81)	17% (35)	13% (26)	9% (19)		3.40
I feel pressured to participate in ethnic activities at USU.	17% (34)	17% (34)	48% (98)	10% (20)	5% (11)	3% (6)		2.79
I feel I need to minimize various characteristics of my race/ethnic culture (e.g., language, dress) to be able to fit in at USU.	13% (26)	11% (22)	59% (121)	8% (16)	7% (14)	3% (6)		2.94
I feel I am expected to represent my race or ethnic group in the classroom.	14% (29)	15% (31)	37% (75)	14% (28)	11% (23)	8% (17)		3.18
Faculty members treat me fairly.	2% (5)	2% (4)	0% (1)	12% (25)	31% (63)	52% (107)		5.23
Teaching assistants treat me fairly.	1% (3)	2% (5)	3% (6)	11% (22)	36% (72)	46% (93)		5.16
Other students treat me fairly.	3% (6)	0% (1)	3% (6)	12% (24)	36% (74)	46% (93)		5.15
I have been exposed to a racist atmosphere created by faculty in the classroom.	12% (25)	13% (26)	66% (134)	5% (11)	2% (5)	1% (2)		2.76
I have often been exposed to a racist atmosphere created by faculty outside the classroom.	11% (22)	11% (23)	72% (147)	4% (9)	1% (2)	0% (0)		2.73
Faculty respect students of different racial and ethnic groups.	1% (3)	3% (6)	3% (7)	17% (34)	35% (71)	41% (83)		5.02
Students respect other students of different racial and ethnic groups.	7% (14)	9% (19)	3% (6)	18% (36)	36% (74)	27% (54)		4.47
There are many friendships between students of different racial and ethnic groups.	5% (10)	4% (8)	8% (16)	26% (53)	25% (50)	33% (67)		4.60
	Total Respondents							206
	(skipped this question)							16

15. Survey 5

18. These questions are about your use of CAMPUS RECREATION facilities. Please indicate if you have ever used these and your frequency of use.

	Have never used	Have used in the past	Currently use: less than weekly	Currently use: at least once per week	Currently use: Daily	Response Average
Free time Facilities (pools, track, and racquetball courts)	22% (44)	33% (68)	15% (31)	20% (41)	10% (20)	2.63

Club Sports (e.g., soccer, rugby)	78% (159)	10% (21)	4% (8)	2% (5)	5% (10)	1.45
Intramurals	72% (147)	19% (39)	3% (6)	4% (9)	1% (2)	1.42
Outdoor Recreation	45% (91)	35% (72)	9% (18)	7% (15)	4% (8)	1.91
Utah Conservation Corps	98% (199)	2% (4)	0% (0)	0% (0)	0% (0)	1.02
					Total Respondents	204
					(skipped this question)	18

16. Survey 6

19. Please indicate if you have ever used these and your frequency of use.

	Have never used	Have used in the past	Currently use: less than weekly	Currently use: at least once per week	Currently use: Daily	Response Average
Children's House	97% (199)	3% (6)	0% (0)	0% (0)	0% (1)	1.05
Counseling Center	76% (156)	19% (39)	2% (5)	3% (6)	0% (0)	1.33
Customer Service (ID cards, tickets to USU events, general campus information)	8% (17)	44% (90)	28% (58)	12% (24)	8% (17)	2.68
Food Services (e.g., Hub, Carousel)	10% (20)	36% (73)	24% (49)	23% (48)	7% (15)	2.83
Housing (Residence Life)	55% (114)	29% (59)	0% (1)	3% (6)	13% (26)	1.89
Marriage and Family Therapy Clinic	97% (199)	3% (7)	0% (0)	0% (0)	0% (0)	1.03
Multicultural Students Services Center	65% (133)	21% (43)	5% (11)	2% (4)	7% (15)	1.67
Reentry Student Center	94% (193)	5% (11)	0% (0)	0% (1)	0% (0)	1.07
Student Health Services	55% (112)	31% (64)	14% (28)	0% (1)	0% (0)	1.60
Student Involvement & Leadership Center	81% (166)	15% (31)	1% (2)	1% (2)	2% (4)	1.28
Student Wellness Center	56% (115)	35% (72)	7% (14)	2% (4)	0% (1)	1.56
Taggart Student Center	7% (15)	17% (34)	18% (36)	25% (51)	34% (69)	3.61
Women's Center	89% (184)	10% (20)	0% (1)	0% (0)	0% (1)	1.13
					Total Respondents	206
					(skipped this question)	16

17. Survey 7

20. Please rate your experience(s).

	Have Never Used	Used-Very Satisfied	Used-Somewhat Satisfied	Used-Somewhat Dissatisfied	Used-Very Dissatisfied	Response Average
Free time Facilities (pools, track, and racquetball courts)	25% (50)	42% (85)	28% (57)	2% (4)	2% (5)	2.15
Club Sports (e.g., soccer, rugby)	81% (160)	8% (16)	9% (17)	2% (4)	1% (1)	1.33

Intramurals	76% (151)	14% (28)	8% (15)	3% (5)	0% (0)	1.37
Outdoor Recreation	52% (105)	28% (57)	18% (35)	1% (2)	0% (1)	1.69
Utah Conservation Corps	98% (196)	1% (2)	1% (2)	0% (0)	0% (0)	1.03
Children's House	97% (194)	2% (4)	0% (1)	0% (0)	0% (1)	1.05
Counseling Center	77% (154)	10% (20)	7% (14)	5% (10)	1% (3)	1.45
Customer Service (ID cards, tickets to USU events, general campus information)	9% (19)	51% (104)	34% (69)	4% (8)	1% (2)	2.36
Food Services (e.g., Hub, Carousel)	13% (26)	24% (49)	53% (106)	7% (15)	2% (5)	2.62
Housing (Residence Life)	55% (110)	12% (25)	22% (45)	6% (13)	4% (7)	1.91
Marriage and Family Therapy Clinic	96% (193)	2% (5)	0% (1)	0% (1)	0% (0)	1.05
Multicultural Students Services Center	66% (131)	22% (43)	9% (18)	3% (6)	1% (2)	1.53
Reentry Student Center	96% (193)	2% (5)	1% (2)	0% (0)	0% (0)	1.05
Student Health Services	56% (111)	21% (42)	18% (37)	3% (6)	2% (4)	1.75
Student Involvement & Leadership Center	84% (168)	6% (12)	10% (20)	0% (0)	0% (0)	1.26
Student Wellness Center	55% (109)	21% (42)	20% (39)	2% (4)	3% (5)	1.76
Taggart Student Center	10% (21)	52% (104)	32% (64)	4% (8)	2% (4)	2.35
Women's Center	91% (180)	5% (9)	4% (8)	0% (0)	1% (1)	1.15
Total Respondents						202
(skipped this question)						20

18. Survey 8

21. Have you ever been in counseling at the University Counseling Center?

	Response Percent	Response Total
Yes	16.3%	33
No	83.7%	170
Total Respondents		203
(skipped this question)		19

19. Survey 9

22. What was the race/ethnicity of the therapist you visited?

	Response Percent	Response Total
Black or African American	2.1%	2
Asian American/Pacific Islander	1.1%	1
Hispanic or Latino	1.1%	1

	Native American		1.1%	1
	White or European American		41.5%	39
	Mixed Race		1.1%	1
View	Other (please specify)		52.1%	49
			Total Respondents	94
			(skipped this question)	128

20. Survey 10

23. How much did the person help? Please rate using ONE as least amount of help and FIVE being greatest amount of help

		Response Percent	Response Total	
1		31.9%	22	
2		14.5%	10	
3		20.3%	14	
4		15.9%	11	
5		17.4%	12	
			Total Respondents	69
			(skipped this question)	153

21. Survey 11









24. When I feel like I need some social support or a pick-me-up, I ... (select all that apply)

		Response Percent	Response Total	
talk to friends		77.1%	155	
talk to family members		79.6%	160	
talk to my priest, bishop, or other clergy		25.4%	51	
talk to an academic mentor/advisor		18.4%	37	
distract myself with other activities (e.g., exercise, going out with friends)		79.1%	159	
			Total Respondents	201
			(skipped this question)	21

22. Survey 12

25. Please choose all that apply

Response Percent Response Total

Emotional distress (e.g., depression, anxiety)		70.9%	124
Romantic relationship problems		34.3%	60
Friendship problems		16%	28
Family or origin problems (e.g., your own parents)		34.3%	60
Family problems (e.g., your own children)		29.7%	52
Academic problems		39.4%	69
Having a hard time fitting in at the University		8.6%	15
View Other (please specify)		14.3%	25
		Total Respondents	175
		(skipped this question)	47

23. Survey 13

26. Please check one of the following.

		Response Percent	Response Total
Not much (why wait?)		5.8%	11
Some (problem is distracting me quite a bit, but not really interfering with life in general)		9.5%	18
A lot (problem is interfering with social / familial, occupational, or academic responsibilities)		57.4%	109
Extremely distressed (considering suicide or seriously thinking about hurting someone else)		27.4%	52
		Total Respondents	190
		(skipped this question)	32

24. Survey 14

27. I believe the counselors available to me would be...?

	True	False	Response Total
Able to understand my culture	74% (130)	26% (46)	176
Able to identify with my ethnic background	71% (126)	29% (51)	177
Able to understand my worldview	73% (128)	27% (48)	176
		Total Respondents	177
		(skipped this question)	45

25. Survey 15

28. I would not seek counseling because...? (Check all that apply)

	Response Percent	Response Total
Not part of my culture	11%	18
Not part of my religious beliefs	4.3%	7
Sign of weakness	40.2%	66
For crazy people	22.6%	37
Wouldn't want to air my dirty laundry with a stranger	48.8%	80
<input type="button" value="View"/> Other (please specify)	34.8%	57
Total Respondents		164
(skipped this question)		58

27. Enter Drawing

29. Please enter your email address. Remember that your information will be kept confidential and will only be used in order to notify you in the event you win a drawing prize.

<input type="button" value="View"/> Total Respondents	200
(skipped this question)	22

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