Racial and Ethnic Diversity:
Experiences, Beliefs and Attitudes of 2011
Incoming Freshmen

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Lewis Walker Institute
for the Study of Race
and Ethnic Relations
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FOREWORD

This report is based primarily on data from a survey of the 2011 cohort of incoming freshmen. It was produced partially in response to a recommendation from a task force of WMU administrators, faculty and staff members that met in 2006 to discuss the future role of the Walker Institute, including its role in serving the University community. Among the report’s several recommendations was that the Walker Institute annually administer a survey of the attitudes, experiences and knowledge of incoming freshmen’s with regard to issues related to race and ethnicity and interracial and interethnic relations. The task force also recommended that the Walker Institute survey the same group of students upon their graduation to assess what changes may have occurred. The task force viewed the reports from these surveys as having the potential to greatly help the University accomplish its goals as they pertain to building a more inclusive University community.

This report also is responsive to the University’s Strategic Plan, adopted in 2011 – in particular, Goal #4, which calls on WMU to:

- cultivate a diverse, inclusive and healthy University community that recognizes the value of each individual and helps ensure the safety, civility, and respect for all people. In so doing, WMU embraces a diverse community in which all learners are prepared to understand the complexity of issues and perspectives needed to offer solutions to our world’s challenges.

Associated with this goal are several recommendations, including the following four-part implementation strategy for Goal #4:

- Strategy 4.1: Enhance diversity and promote a campus climate of inclusion. This strategy entails the following:
  a) Promote student, staff and faculty pride in the strengths of the University to both internal and external constituents
  b) Review, improve and develop policies, procedures and practices to promote access and remove barriers for the recruitment, retention and participation of diverse groups and individuals
  c) Enact specific strategies and provide needed resources to improve campus diversity
  d) Support training, resources and curricula changes such that the entire WMU community embraces global understanding and cross-cultural sensitivity.

1 http://www.wmich.edu/strategic/
Thus, our purpose in conducting this survey was to gain a baseline understanding of the knowledge, attitudes, perceptions and experiences of incoming freshman. We asked about the extent and the nature of interracial and interethnic relations that the incoming freshmen of 2011 had had prior to their arrival on campus as well as their opinions about how different groups are generally perceived. We also asked whether or not they had learned certain key facts about different racial and ethnic groups through their high school coursework. Finally, we sought to learn whether there were any meaningful differences in knowledge, attitudes and experiences among different racial and ethnic groups, as well as possible differences related to gender, the type of community where the student grew up, and the parents’ level of educational attainment.

This survey of incoming freshmen complements the campus climate survey of current WMU students, faculty and staff conducted in the fall of 2012. This survey provides baseline information about the knowledge, attitudes, perceptions and experiences of incoming freshmen, while the campus climate survey probes similar issues among current WMU students, faculty and staff. Together, they can help guide what training, resources and curricular changes may be needed to better prepare WMU students to thrive professionally and as citizens in our increasingly diverse communities.

In addition to addressing Goal #4 of the University’s Strategic Plan, the survey is consistent with the mission of the Lewis Walker Institute for the Study of Race and Ethnic Relations, which sponsored and conducted the survey of 2011 freshmen.

The mission of the Walker Institute is to engage in teaching, research and service to increase:

- Understanding of race and ethnic relations
- Appreciation of the diverse peoples and cultures of the United States and other nations, and
- To create more equitable and inclusive communities

Other Walker Institute activities that support Goal #4 of the Strategic Plan include:

- Sponsoring and coordinating the University’s interdisciplinary Minor in Race and Ethnic Relations
- Sponsoring the Walker Sports-Based Youth Development Program, which brings low income children and youth from diverse backgrounds to the WMU campus on Saturday mornings to participate in soccer, flag football, and basketball. They also learn from WMU students and faculty and from community-based professionals
about different careers and fields of study, and what they should be doing now to prepare for college.

- Sponsoring the Kalamazoo Matters series of speakers and facilitated community conversations about strategies for overcoming racial, ethnic and class disparities in education and health.

- Providing WMU students with experiential learning opportunities in diverse community settings and facilitate the involvement of faculty from across the University in community-based research and service.

- Conduct research and provide information to the University community and to the general public on poverty, and how it affects quality of life, opportunities, and outcomes in areas such as education and health, and how it is unevenly distributed by race and ethnicity in our communities. The information is provided through on-line publications, our websites -- www.wmich.edu/walkerinstitute and www.mivoices.org -- through community forums and through the Minor in Race and Ethnic Relations.

The Walker Institute is pleased to have the opportunity to serve the University community through this work, including this report.\(^2\) We hope and expect that this report of the survey of 2011 incoming freshmen will have advanced the University’s efforts to continue to build a more inclusive University community and to better prepare our students for the emerging opportunities and challenges inherent to our increasingly diverse society.

Timothy Ready  
Director  
Lewis Walker Institute for the Study of Race and Ethnic Relations

\(^2\) This report was written by Timothy Ready. An earlier version of the report prepared by the student members of the survey workgroup is available upon request from the Walker Institute.
# CONTENTS

Acknowledgements ........................................................................................................... ii

Foreword ........................................................................................................................... iii

**Executive Summary** ................................................................................................. 1

**Introduction** ............................................................................................................... 3
  Purpose ......................................................................................................................... 3
  Race and American Culture ......................................................................................... 3
  Evolution of Racial Attitudes ...................................................................................... 4
  The Millennial Generation ............................................................................................ 6
  Continued Segregation Despite Growing Diversity in Michigan .......................... 8
  Western Michigan University and Millennials ....................................................... 8
  Disparities and Inequities ......................................................................................... 9

**Study Participants Compared to All 2011 Freshmen** ........................................... 11
  Size of the Study Population ..................................................................................... 11
  Gender ....................................................................................................................... 11
  Age ............................................................................................................................. 12
  Race and Ethnicity ................................................................................................... 12
  Representativeness of the Findings ......................................................................... 12

**Demographics of Study Participants** ..................................................................... 13
  Gender Distribution within Racial and Ethnic Groups ........................................... 13
  Socioeconomic Status of Students’ Families ............................................................. 13
    Educational Attainment of Freshmen Mothers ..................................................... 14
    Father’s Occupational Status .............................................................................. 17
    Mother’s Occupational Status ............................................................................ 17
  Type of Hometown .................................................................................................... 17
  Religious Affiliation ................................................................................................ 18
  Students from Immigrant Families ......................................................................... 19
  Other Language Spoken at Home .......................................................................... 20

**Interracial and Interethnic Experiences of Students and Families** ...................... 22
  Racial and Ethnic Make-up of High School .............................................................. 22
  Close Friends of Another Race ............................................................................... 23
  Interracial Dating .................................................................................................... 24
EXECUTIVE SUMMARY

The Lewis Walker Institute for the Study of Race and Ethnic Relations administered a survey to 2,146 students, which represents more than two-thirds (68%) of the 2011 cohort of incoming freshmen. The objective was to assess the experiences, beliefs, knowledge and perceptions of incoming students at Western Michigan University. The surveys were administered during freshman orientation sessions during the summer of 2011.

This report summarizes the findings from that survey and provides baseline information intended to inform the efforts of faculty, staff and administrators to build a more inclusive University community. It is also intended to serve as a resource for faculty, staff and administrators in their efforts to prepare students to become committed citizens and skilled professionals ready to work effectively in our increasingly diverse communities.

Demographics

- Socioeconomic indicators for the parents of WMU freshmen reflect the same pattern of racial and ethnic disparities that exist in the society at large. However, the parents of WMU students have substantially more education than their counterparts from the same racial and ethnic groups, statewide.
- Nine percent of all freshmen have a parent who is an immigrant, as do more than half of Hispanic students. Also, half of Hispanics come from families where Spanish is spoken at home.

Experiences

- White students have much less experience with diversity than do students of color.
- Students’ interracial and interethnic experiences, on balance, have been quite positive, but many students of color report having experienced discrimination, at least occasionally.
- Black students (39%) are more likely to report ever having been treated unfairly because of their race or ethnicity, followed by multiracial (32%), Hispanic (15%) and white students (2%).
- About half of all students reported having felt insulted or threatened by someone of another race at least occasionally, with multiracial (65%) and black students (62%) more likely to have experienced this than Hispanic (48%) or white students (51%).
- Three-quarters of all students report at least once having had a meaningful conversation about race with someone from another group.
Beliefs

- Three in ten students expressed agreement with the proposition that discrimination against blacks and Hispanics has been eliminated while 37% disagreed, and 31% were neutral. Multiracial (50%), Hispanic (47%) and black students (47%) were more likely to disagree with this proposition than were whites (34%).

Knowledge

- More than half of students from all groups reported having studied each of 14 different diversity-related topics while in high school.
INTRODUCTION

Purpose

This report describes how incoming freshmen perceived and experienced matters related to race and ethnicity in both positive and negative ways in their home communities and schools prior to beginning classes at Western Michigan University. In presenting baseline information about their knowledge, attitudes, perceptions and experiences, this report provides important information about the preparedness of the University’s newest members to thrive and to grow as members of a diverse campus community. Our hope is that this information will help inform faculty, staff, administrators and students what each can do to enhance understanding and appreciation of diversity through the curriculum and through positive co-curricular experiences. In so doing, we hope that this report contributes to the University’s effectiveness in preparing WMU students and graduates to thrive professionally and as citizens in the increasingly diverse communities in which they will live and work.

Before presenting the findings from the survey, it is important to first provide the rationale for this study and context in which to interpret the findings. This is in the form of a literature review on racial attitudes and discussion of race relations and racial inequality, historically and today.

Race and American Culture

People of European ancestry have been dominant in American life demographically and politically throughout U.S. history. At least until very recently, they also have played a dominant role in setting cultural norms for the nation; that is, they largely have been responsible for defining what is normal and abnormal, desirable and undesirable, preferred and not preferred.\(^1\) Although many of these norms are to a large extent grounded in the rich traditions of Western civilization, one ugly strand of our cultural heritage is the ideology surrounding the pseudoscientific concept of race, and associated racist beliefs, attitudes and practices.

The pride of many Americans of European ancestry in their heritage and cultures has too often been conflated with belief in the superiority of their cultures and of themselves, who collectively have assumed the racialized identity of white.\(^1,2\) We cannot ignore how racialist beliefs and prejudices were the norm for hundreds of years and were used to rationalize racial discrimination in our nation\(^3\) and in our own state of Michigan.\(^4\)

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\(^3\) Gunnar Myrdal, An American Dilemma
Evolution of Racial Attitudes

In the 1940s, more than 95% of all Americans opposed interracial marriages between blacks and whites. Among white residents of the South, 97% opposed contact between blacks and whites in residential neighborhoods, 98% opposed it in schools and 75% opposed it in the workplace. Among white Northerners, it was 82%, 58% and 30%, respectively. By 1980, 60% of all Americans still opposed marriages between blacks and whites, but fewer than 15% opposed contact between blacks and whites in residential, school and workplace settings. But by 2011, 86% of all adults and 97% of Millennials approved of interracial marriage between blacks and whites.

Gallup found in a poll asking a series of 15 questions about problems facing the country that was conducted in March of 2012 that race relations was a problem about which 17% of respondents worried “a great deal” and another 27% “a fair amount.” However, race relations were the lowest ranking “worry” of all 15 national problems asked about in the poll. Gallup has been asking this question annually since 2001 and the percent citing race relations as a worry has steadily declined since 2001. That year, 28% cited race relations as a matter they worried about “a great deal” and 34% worried about it “a fair amount.”

A 2011 national survey conducted by the Berkley Center at Georgetown University found that college-age Millennials generally professed that they had “warm feelings” for people of different racial and ethnic groups, based on a rating of survey respondents’ feelings toward different groups on a scale of 0 to 100. There was little variation in response according to the race/ethnicity of the respondent when rating feelings toward other groups.

These and other survey data suggest that racial attitudes and interracial relations have markedly improved in recent years, and this is especially true among Millennials. Nonetheless, a 2009 survey by the Pew Research Center found that 39% of the public believed that strong conflicts

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7 USA Today/Gallup, August 4-7, 2011.
still exist between whites and blacks. Blacks (53%) and Hispanics (47%) were far more likely than whites (35%) to hold this opinion.\footnote{Black-White Conflict Isn’t Society’s Largest. Pew Research Center, 2009 http://www.pewsocialtrends.org/2009/09/24/black-white-conflict-isnt-societys-largest/} Also, an email survey of more than 4,000 underrepresented minority (URM) students on 31 public college campuses conducted by the Higher Education Research Institute at UCLA found that 14% of respondents at colleges with less than 35% URM enrollment had reported at least one incident of discrimination to a campus authority. Two-thirds of URM students reported having heard discriminatory or stereotyping comments by fellow students. The percentage reporting incidents was somewhat higher for black students than for Latinos/Hispanics, and was inversely related to the percentage of URM students enrolled in the 31 universities that participated in the study.\footnote{Sylvia Hurtado and Adriana Ruiz, The Climate for Underrepresented Groups and Diversity on Campus. HERI Research Brief, Higher Education Research Institute at UCLA, June, 2012. http://heri.ucla.edu/briefs/urmbriefreport.pdf}

Some scholars believe that the apparent decline in recent years in the expression of overtly prejudicial attitudes does not necessarily mean that racial bias does not exist, but rather, that it manifests itself in ways that are more veiled or ambiguous in our social discourse. This has been described by scholars as color-blind racism.\footnote{Eduardo Bonilla-Silva, Racism Without Racists: Color-blind Racism and the Persistence of Racial Inequality in America (Third Edition). Plymouth, UK: Rowman and Littlefield, 2010.} Indeed, there has been much discussion of this topic as related to recent social and political discourse.\footnote{For example, see Donna Brazile, “In 2012, Racism’s Tenacious Grip on America,” http://edition.cnn.com/2012/11/01/opinion/brazile-race-sununu/index.html and Seth David Davidowitz, “Campaign Stops - How Racist Are We? Ask Google?” New York Times, June 10, 2012. http://query.nytimes.com/gst/fullpage.html?res=9407EED61330F933A25755C0A9649D8B63} Some of the strongest evidence documenting the persistence of racial prejudice is found in numerous psychological studies that have tested for unconscious bias through techniques such as word association and interpretation of pictures showing identical scenes but with people of different races.\footnote{For summaries of much of this work see, National Research Council, Rebecca M. Blank, Marilyn Dabady and Constance Citro (eds.), Measuring Racial Discrimination. Washington, DC: National Academies Press, 2004.} Also, evidence of disparate treatment and outcomes by race have been identified in the delivery of health care, even after controlling for patients’ income and types of insurance.\footnote{Institute of Medicine, Brian Smedley, Adrienne Y. Stith and Alan R. Nelson (eds.), Unequal Treatment: Confronting Racial and Ethnic Disparities in Healthcare. Washington, DC: National Academies Press, 2002.} While recognizing the limitations of using surveys that directly ask about racial attitudes and perceptions, this survey nonetheless explore how race relations have been perceived and experienced in both positive and negative ways by the 2011 freshman class just before beginning classes at WMU.
The Millennial Generation

The fact that the vast majority of WMU students are members of the Millennial Generation, and Millennials are the most diverse generation ever to have come of age in the history of the United States, provides some reason to be optimistic about the University’s ability to accomplish its diversity goals and create a campus climate that is inclusive.

Nationwide, 45% of Millennials are of a racial/ethnic group that is something other than non-Hispanic white. This makes the Millennial Generation substantially more diverse than any previous generation. Young adult Millennials in Michigan are not quite as diverse as their counterparts nationwide. While non-Hispanic whites make up barely more than half (55%) of 18 and 19 year-olds in the US, they are 69% of all 18 and 19 year-olds in Michigan.

Not only are Millennials demographically more diverse, they are often viewed as more tolerant and accepting of people from different races and of groups of people who have beliefs different from their own. Millennials also are thought to be more open-minded and tolerant than older generations. For example, in a nationwide poll of adults conducted in 2009, 47% of respondents expressed the view that Millennials had “better attitudes with regard to racial tolerance,” while only 19% believed that older generations had better values on racial tolerance. Also, 88% of white college-age Millennials ‘would be fine” with a family member who married someone of another race, compared to only 52% of baby boomers and 36% of persons over age 65.

However, there also are survey findings that reveal sharp differences among college-age Millennials on certain race-related matters:

- Fifty-eight percent of white Millennials believe that reverse discrimination against whites has become as big a problem as discrimination against blacks and other minorities, compared to only 24% of black and 34% of Hispanic Millennials.

- Fifty-six percent of white Millennials believe that government has paid too much attention to the problems of blacks and other minorities, compared to 24% of blacks and 37% of Hispanics.

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21 In 2011, 67% of adult respondents to a survey about the Millennial Generation conducted by the Pew Research Center stated that they thought that young people had better attitudes toward other races and groups. [http://pewresearch.org/pubs/1309/gentler-generation-gap-music-tastes](http://pewresearch.org/pubs/1309/gentler-generation-gap-music-tastes)


Continued Segregation Despite Growing Diversity in Michigan

Although Millennials are the most diverse generation ever to have come of age in Michigan, it is not necessarily the case that Michigan Millennials will have had much opportunity to interact with people of other racial and ethnic groups. This is because Michigan cities, like others in the Midwest, continue to be among the most racially segregated in the nation.

For example in 2010, metropolitan Detroit had the highest degree of black-white segregation of any major metropolitan area in the country. The persistence of very high levels of segregation in Detroit and other Midwestern cities is in marked contrast to an overall pattern of significant decline in black-white segregation that occurred nationally during the same period. Highly segregated black and Hispanic communities also tend to be among the most economically disadvantaged, thereby perpetuating and even exacerbating a wide variety of racial disparities. The extent to which entering freshman had meaningful opportunities for interracial and interethnic interaction prior to their arrival at WMU are examined in this survey, as is the character of those interactions and their frequency.

Western Michigan University and Millennials

Ninety-four percent of undergraduates at WMU are Michigan residents and 98% of the 2011 cohort of incoming freshmen were no older than 19. Although considerably less diverse than the average for 18-19 year-old Millennials nationwide, the racial and ethnic composition of the 2011 cohort of entering freshmen at WMU matches the diversity among 18 and 19 year old Michiganders fairly closely. Black students compose 16% of the 2011 WMU freshman class compared to 18% of all 18 and 19 year-olds in the state. Hispanics made up 5% of the 2011 freshman class compared to 6% of that age group, statewide. Non-Hispanic whites made up 74% of the 2011 freshman class, compared to 69% of the young adult age group statewide. Thus, with regard to racial and ethnic diversity, Western Michigan University has been fairly successful in enrolling students who reflect the racial and ethnic demographics of the state, although there is still room for progress.

25 Totals are the percentage of US natives by racial and ethnic group, and excludes 54 international students, who made up 2% of the 3,166 first year degree seeking students in 2011. WMU enrollment data are from the WMU Office of Institutional Research.
Disparities and Inequities

Even though WMU has been quite successful in enrolling students who reflect the racial and ethnic diversity of Michigan, significant racial and ethnic disparities in graduation rates persist. Fifty-seven percent of white students graduate within six years, compared to only 44% of black students and 51% of Hispanic students.10

The disparity in graduation rates by race/ethnicity is by no means unique to WMU. Nationally, 62% of non-Hispanic white students enrolled in public universities graduate within six years, compared to 40% of black students and 50% of Hispanic students.26 What accounts for this troubling disparity in graduation rates nationwide and at WMU? These and other differences in education outcomes are correlated with a cluster of other factors that are unequally distributed among racial and ethnic groups that are associated with poverty, poor health and degree of access to high quality opportunities to learn.27,28,29

For example:

- In 2010, the poverty rate for black residents of Michigan (34%) was more than two and one-half times higher than that of whites (13%). The Hispanic poverty rate (30%) was more than twice that of white Michiganders.\textsuperscript{30}
- Black residents of the state are almost twice as likely to report that their health is either fair or poor (22%) than white residents (12%). Twenty percent of Hispanics report that their health is only fair or poor.\textsuperscript{31}
- Only a little more than half (57%) of black high school students in Michigan graduate in four years, compared to 80% of white students. Less than two-thirds of Hispanics graduate in four years (63%).\textsuperscript{32}
- Far more white adult women in Michigan have earned at least a bachelor’s degree (29%) compared to black (17%) or Hispanic women (15%).

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{six_year_graduation_rates.png}
\caption{Six Year Graduation Rates* for WMU Students by Race and Hispanic Origin**}
\end{figure}

\textsuperscript{30} 2010 Decennial Census
\textsuperscript{31} Michigan Department of Community Health \url{http://www.michigan.gov/mdch/0,4612,7-132-2940_2955_2985---,00.html}
\textsuperscript{32} Michigan Center for Educational Performance and Information (CEPI) \url{www.michigan.gov/cepi}
The list of disparities in education, health, income, and other indicators is extensive. What is particularly troubling, however, is the continuity between the wide array of contemporary racial and ethnic disparities and our past history of racial discrimination and prejudice.

This report does not attempt to explain disparities, but does explore whether prejudice and/or discrimination have touched the lives of the incoming freshman class of 2011. Although the persistence of disparities is not the focus of this report, we cite their persistence here as part of the rationale for continuing attention to racial and ethnic diversity as a matter of justice, equity and, most fundamentally, as essential to the educational mission of the University.

STUDY PARTICIPANTS COMPARED TO ALL 2011 FRESHMEN

- **Size of Study Population.** The 2,146 study participants surveyed during freshman orientation represented 68% of the 3,166 first-time, full-time freshmen in 2011 and 74% of freshman orientation participants who were 18 years of age or older. Three hundred students who attended freshman orientation and who were under the age of 18 were excluded from the study.

- **Gender.** Forty-eight percent of survey participants were male compared to 47% of the 2011 freshman class. Fifty-two percent were female compared to 53% of the class.

- **Age.** Of the 2,146 survey participants, 99% were 18 or 19. Three hundred students who attended freshman orientation and who were under the age of 18 were excluded from the study. Nearly all (98%) of the 2011 cohort of incoming freshmen were 17, 18 or 19 years of age.

- **Race and Ethnicity.** Compared to all WMU Freshmen of 2011, study participants were somewhat more likely to be white (79% vs. 74%) and less likely to be black (12% vs. 16%) and Hispanic (3% vs. 5%).

33 The percentages of the 2011 freshmen cohort from each racial and ethnic group are calculated for students who are U.S. residents, only, and exclude 54 international students, who made up 2% of the 3,166 first year degree seeking students in 2011. WMU enrollment data are from the WMU Office of Institutional Research.
• **Representativeness of the Findings.** In sum, the number of study participants equals more than two-thirds of the entire 2011 cohort of WMU freshmen, and their gender and age profiles closely matched those of the 2011 freshman cohort, overall. Because study participants are slightly more likely to be white and less likely to be black and Hispanic than are all 2011 freshmen, aggregate findings reported in this study may slightly over-represent the views and experiences of white students and underrepresent those of blacks and Hispanics. However, all findings reported here are disaggregated by race and ethnicity. Findings disaggregated by race and ethnicity should accurately represent the views and experiences of WMU students from each racial and ethnic group.
DEMGRAPHICS OF STUDY PARTICIPANTS

Gender Distribution within Racial and Ethnic Groups

There were important differences in the percentages of men and women for black, Hispanic white and multiracial students.

- Nearly two-thirds of black study participants were women, as were 56% of Hispanic participants.
- In contrast, 50% of white study participants were female as were 49% of multiracial students.

Socioeconomic Status of Students’ Families

We examined indicators of socioeconomic status for the families of study participants. Participants were asked four questions related to the socioeconomic status of their families:

- Mother’s educational attainment
- Father’s educational attainment
- Father’s occupation
- Mother’s occupation
Following, we present data on the educational attainment of respondents’ mothers, disaggregated by race/ethnicity, as well as the occupational status of respondents’ fathers and mothers. Information on the educational attainment of respondents’ fathers is not presented because it is essentially similar to that of respondents’ mothers.

**Educational attainment of the Mothers of WMU Freshmen**

- More than half of the mothers of students from all groups have at least some college education.

- Nearly half (46%) of the mothers of white students have a bachelor’s or graduate degree compared to no more than 28% of the mothers of students from any other group.

- The mothers of Hispanic students are far more likely to have not graduated from high school (22%) than the mothers of students from any other group.

- The mothers of 2011 freshmen from all racial and ethnic groups are somewhat better educated than Michigan women, overall. For example, the mothers of 28% of black freshmen at WMU have earned a bachelor’s degree or higher, compared to only 17% of black women statewide. More than a quarter (27%) of the mothers of Hispanic freshmen have at least a bachelor’s degree, compared to only 15% of all Hispanic women in Michigan and 46% of the mothers of non-Hispanic white freshmen have at least a bachelor’s degree, compared to only 29% of non-Hispanic white women statewide.

- It is interesting to note that despite the racial disparities in the educational attainment of the mothers of WMU students as well as among all women in Michigan, the percentage of black freshmen whose mothers have earned a bachelor’s degree or higher (28%) is essentially similar to the percentage of white women with at least a bachelor’s degree, statewide.
Educational Attainment of Michigan Women, Age 25 and Older, by Race and Hispanic Origin

![Chart showing educational attainment by race and Hispanic origin.]

*Source: American Community Survey, 2011*

Educational Attainment of the Mothers of WMU Freshmen

![Chart showing educational attainment of mothers of WMU freshmen.]

*Source: WMU data*
Father's Occupational Status

- In the following table showing the occupational ranking of the fathers of study participants, the pattern of racial and ethnic disparities is similar to that which is observed with the educational attainment of the mothers of WMU freshmen.

- Between 31% (blacks) and 45% (whites) of the fathers of WMU freshmen held high status jobs.

- The fathers of black students were three times as likely to be unemployed as the fathers of white students (15% white; 5% black)

- One-third of the fathers of black students and 37% of Hispanic students worked in low status jobs, compared to 17% of the fathers of white students.

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The occupation categories used in this survey were taken from the 2010 Bureau of Labor Statistics' list of major standard occupational categories. These categories were ranked by level of prestige. "Low status" occupations were deemed to be jobs that fell into the following categories: machine operatives, service workers, laborers. "Medium status" represents occupation categories such as technicians, sales, administrative support, and craft worker. "High status" refers to occupations that are categorized as being official or professional.
Mother’s Occupational Status

- The occupational status of the mothers of WMU freshmen of different racial and ethnic groups is similar to that of the fathers except that a higher percentage of the mothers who were described by freshmen respondents as “unemployed.” This may reflect the fact that the survey contained no occupational category for “stay-at-home mother” or “homemaker.”
- There were far fewer nonresponses to this question than to the question about the father’s occupation with little variation in nonresponse rates by group.

![Occupational Status of the Mothers of WMU Freshmen](image)

Type of Hometown for Students from Different Racial/Ethnic Groups

- More students from every racial and ethnic group except blacks come from rural small towns than from any other type of hometown. About 40% of white and Hispanic students and 34% of multiracial students come from rural small towns, compared to only 14% of black students.
- More black students come from big cities (41%) than from any other type of hometown. Only 3% of white students and 12% of Hispanic and Multiracial students come from big cities.
- Between 21% and 28% of students from all groups come from medium size cities.
The suburbs are home to about 34% of white students, 26% of Hispanic and multiracial students, but only 20% of black students.

**Religious Affiliation**

- More than three-quarters of black freshmen are Protestant

- Sixty percent of Hispanics are Catholic.

- White students are equally likely to be Catholic and Protestant (36% each)

- Thirty-one percent of multiracial students report that they have no religion, as do 25% of whites, but only 16% of Hispanics and 9% of blacks.

- Other religious affiliations mentioned included Judaism, Islam, Buddhism, Eastern Orthodox Christianity and the Baha’i Faith. No more than 1% of students, overall, or from any racial or ethnic group, were affiliated with any of these faith traditions.
**Students from Immigrant Families**

- Overall, 9% of students reported that at least one of their parents was born outside of the United States.

- Of the 9% with a foreign-born parent, 5% have one parent born outside the US, and 4% have two parents who are foreign-born.

- The three groups of students most likely to come from immigrant families are Asian (73%), Arab (69%) and Hispanic Americans (52%).

- Ten percent of black and 5% of non-Hispanic white students also had a parent who was an immigrant.

- Although only 5% of non-Hispanic white students have a parent who is an immigrant, white students make up 79% of all 2011 freshmen with an immigrant parent.

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35 The responses of Arab and Asian Americans are included in this graph because of their high percentage of immigrants. In all other analyses, information for Asian and Arab Americans and American Indians is not presented because there are so few students from these groups who participated in the study.
Other Language Spoken at Home

- Nine percent of students come from homes where a language other than English is sometimes spoken at home.

- Seventy-five percent of Arab, 60% of Asian and 50% of Hispanic students come from homes where a language other than English is sometimes spoken.

- Although only 6% of students whose parents were both born in the United States come from homes where a language other than English is spoken, these students are 56% of all freshmen who come from homes where a language other than English is spoken. This is because students with no foreign-born parents are 91% of all freshmen.
Language Other than English Sometimes Spoken at Home by Race/Ethnicity

Language Other than English Sometimes Spoken at Home and Foreign-Born Parents
Students answered 15 questions about the interracial and interethnic experiences of their families and themselves. Two consistent themes emerge in students’ responses to this series of questions.

First, almost all students have had some opportunity to interact with people of other racial and ethnic groups, but white students have had somewhat fewer interracial and interethnic experiences than students from all other backgrounds. They are less likely to have had positive interactions, but they also are less likely to have had negative interactions with people of other racial and ethnic groups. This is because, on average, they were more likely to live in small towns and suburbs with relatively little diversity and attended less diverse high schools.

Second, attitudes about people of different racial and ethnic groups and experiences with intergroup relations generally were quite positive, but many students of color have experienced prejudice and discrimination.

Racial and Ethnic Make-Up of High School

- Only 30% of white students described the high schools they attended as “equally balanced” or “multiracial,” compared to about half of black, Hispanic and multiracial students.

- Seventy percent of white students attended schools that were mostly white. Only 2% attended schools that were mostly black.

- One-third of black students attended high schools that they described as “mostly black.” Fourteen percent attended mostly white schools.

- About 40% of Hispanic and multiracial students attended schools that were mostly white while about 50% attended schools that were described either as “multiracial” or “equally balanced. Only 5% of Hispanics and 7% of multiracial students attended mostly black schools.
Close Friends

- Over half of all students of color stated that more than one quarter of their friends were persons of a different race.

- Twenty-eight percent of blacks, 38% of Hispanics, 45% of multiracial students and 47% of all other students reported that a majority of their friends are of some other race.

- In sharp contrast, only 19% of white students said that as many as one quarter of their friends were of another race, and only 5% said that a majority of their friends were of another race.
Interracial Dating

- Only about a quarter of white students had ever dated a person of another race, compared to 61% of Hispanic students, 56% of black students and 70% of multiracial students.

Meaningful Discussion about Race

- Seventy-six percent of all students report that they have had a meaningful discussion about race with someone of a different race or ethnicity. The great majority of students from every group report having had at least occasional discussions with someone of a different race or ethnic group about this topic.

- Whites were somewhat more likely than students from other groups to have never had a discussion about race and ethnicity with someone from another group. Twenty-nine percent of whites have never had such a discussion, compared to only 19% of blacks, 21% of Hispanics and 84% of multiracial students.
Socializing and Partying

- Ninety-five percent of all students, and at least 90% from every group reports that they have socialized or partied with someone of a different race or ethnicity, and at least two-thirds of students from every group report having done so at least once a month.

School-Based Extracurricular Activities

- School-based extracurricular activities are an effective means of promoting interethnic and interracial interaction. About 90% of all students have participated in extracurriculars with people of other races, and this was also true for each racial and ethnic group when separately examined.

- Only half (51%) of white students, however, reported having participated in extracurricular activities with someone of another race “often” or “very often,” compared to 63% of blacks, 68% of Hispanics and 77% of multiracial students.
Tense or Hostile Relations

As previously mentioned, white students generally were less likely than students of color to report interracial or interethnic social relations of any kind. So, not only are whites less likely to have had a variety of positive intergroup interactions, they also are less likely to have had negative intergroup interaction.

- Sixty percent of white students report never having had a tense or hostile interaction with a person of another race, compared to only 38% of black students and 44% of Hispanic students.

- A majority of all groups except whites reported that they “seldom” or “sometimes” had tense or hostile interracial or interethnic interactions. Sixty percent of blacks, 51% of Hispanics and 58% of multiracial students reported this, compared to only 38% of white students.

- Less than 5% of students of every group except multiracial students reported having tense or hostile interactions often or very often. Eight percent of multiracial students report having had tense or hostile interactions often or very often.
Feeling Insulted or Threatened

- Half of all students reported that they had felt insulted or threatened “sometimes” or occasionally by someone of another racial or ethnic group, while 2% reported have experienced this often or very often.

- Just under half of all students reported never having experienced a threat or insult from someone from another group.

- No more than 5% of students from any racial or ethnic group reported experiencing this often or very often.

- Multiracial (59%) and black students (55%) are slightly more likely to have experienced a threat or insult from a person of another race “seldom” or “occasionally” than whites (49%).
Feeling Unfairly Treated

- Students of color are far more likely to have felt that they were treated unfairly because of their race or ethnicity than white students.

- Only 8% of white students reported ever having experienced this, compared to 39% of black students, 32% of multiracial students and 15% of Hispanic students.
Uncomfortable Bringing Home a Friend

- Only 11% of all students indicated that they would be uncomfortable bringing a friend of a different racial or ethnic group to their parents’ house.

- There was little variation in response to this question among blacks, Hispanics and whites.
Father Making Negative Comments

- Half (50%) of all students have heard their fathers at some point make a negative comment about a person of a different race or ethnic group.

- Black students were least likely to report that their fathers made negative comments about people of other races.

- The fathers of multiracial (26%) and white (25%) students were more likely than Hispanic (18%) and black (14%) students to make negative comments “often” or “very often.”

Mother Making Negative Comments

- Students reported that their mothers were less likely to have ever made a negative comment about someone of another race. This is especially true for white students.

- Among those mothers who have made negative comments, students were less likely to have heard them “often” or “very often.”
Frequency of Father’s Negative Comments about People of Other Races

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>61%</td>
<td>22%</td>
<td>25%</td>
<td>9%</td>
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<tr>
<td>Hispanic</td>
<td>53%</td>
<td>17%</td>
<td>30%</td>
<td>10%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>52%</td>
<td>14%</td>
<td>22%</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
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</tr>
<tr>
<td>Total</td>
<td>51%</td>
<td>26%</td>
<td>26%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Frequency of Mother’s Negative Comments about People of Other Races

<table>
<thead>
<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>59%</td>
<td>28%</td>
<td>10%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59%</td>
<td>28%</td>
<td>10%</td>
<td>5%</td>
<td>8%</td>
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<tr>
<td>Multiracial</td>
<td>55%</td>
<td>28%</td>
<td>10%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>White</td>
<td>63%</td>
<td>26%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>62%</td>
<td>26%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Parents’ Friends

- Overall, 78% of respondents said that their parents had friends from different racial and ethnic groups.

- White students were far more likely than students from all other groups to report that their parents have no friends of a racial or ethnic group different from their own.
BELIEFS AND EXPECTATIONS

Racial Discrimination against Blacks and Hispanics Has Been Largely Eliminated

- Overall, 31% of students agreed with this statement, 37% disagreed, and 32% “neither disagreed nor agreed.”

- Students of color were somewhat more likely to disagree with the statement than were white students. Forty-seven percent of both blacks and Hispanics disagreed, compared to 34% of white students.

- Thirty-one percent of white students expressed agreement with the statement, compared to 28% of blacks and 24% or Hispanics.
Expect that There Will Be Racial/Ethnic Conflict on Campus

- Only 11% of students agreed with this statement, and 67% disagreed, with the remaining 21% neutral.

- Sixteen percent of blacks, 8% of Hispanics and 11% of whites agreed.
Students were asked whether they had learned about 14 different diversity-related topics in their high school courses. They are:

- Discrimination
- Conflict with Native Americans
- Cesar Chavez
- Racism
- Manifest Destiny
- Multiculturalism
- Civil Rights
- Slavery
- Martin Luther King, Jr.
- The Holocaust
- Arab Americans
- Muslim Americans
- Latino Diversity
- Internment of Japanese Americans in World War II

- More than half of all students reported having studied about all fourteen topics in high school.

- More than 90% of students from all groups reported learning about slavery, civil rights, Martin Luther King, Jr. and the Holocaust.

- As depicted in the following graph, an index of diversity topics was created by averaging the percentage of students, overall and from each group that reported having studied each of the 14 topics. Overall, students covered 80% of the topics, on average. Hispanic and white students, on average, covered more topics than did black and multiracial students.
<table>
<thead>
<tr>
<th>Percent of Students Who Studied Diversity Topic in High School</th>
<th>Total</th>
<th>Black</th>
<th>Hispanic</th>
<th>Multiracial</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination</td>
<td>89%</td>
<td>85%</td>
<td>93%</td>
<td>84%</td>
<td>90%</td>
</tr>
<tr>
<td>Racism</td>
<td>89%</td>
<td>85%</td>
<td>97%</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td>Multiculturalism</td>
<td>86%</td>
<td>81%</td>
<td>88%</td>
<td>82%</td>
<td>86%</td>
</tr>
<tr>
<td>Slavery</td>
<td>95%</td>
<td>94%</td>
<td>98%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Conflict with Native Americans</td>
<td>88%</td>
<td>79%</td>
<td>92%</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td>Manifest Destiny</td>
<td>79%</td>
<td>66%</td>
<td>78%</td>
<td>74%</td>
<td>82%</td>
</tr>
<tr>
<td>Civil Rights</td>
<td>98%</td>
<td>95%</td>
<td>100%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
<td>96%</td>
<td>93%</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Cesar Chavez</td>
<td>59%</td>
<td>57%</td>
<td>77%</td>
<td>50%</td>
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</tr>
<tr>
<td>Japanese Internment</td>
<td>73%</td>
<td>52%</td>
<td>70%</td>
<td>73%</td>
<td>76%</td>
</tr>
<tr>
<td>Holocaust</td>
<td>96%</td>
<td>90%</td>
<td>100%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Latinos Diversity</td>
<td>63%</td>
<td>52%</td>
<td>75%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>Arab Americans</td>
<td>51%</td>
<td>41%</td>
<td>48%</td>
<td>48%</td>
<td>53%</td>
</tr>
<tr>
<td>Muslim Americans</td>
<td>57%</td>
<td>48%</td>
<td>53%</td>
<td>56%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Legend:
- 90% or more
- 80% to 89%
- 70% to 79%
- 60% to 69%
- 50% to 59%
- 40% to 49%
PERCEPTIONS OF DIFFERENT GROUPS

Students were asked to assess the social status of different groups on a seven point scale, from low status to high status. The students were instructed to rate each group based on how they think “most people” see each of the following groups:

- Caucasians/whites
- Latinos/Hispanics
- Asians/Asian Americans
- African Americans/blacks
- Native Americans/Indians
- Arab Americans
- Muslim Americans

To reiterate, the ratings of various groups in the graphs below do not necessarily reflect how the 2011 WMU freshmen perceived different groups, but rather their beliefs about how “most people” perceive these groups.
• By a wide margin, many more students indicated that they believed that “most people” perceive whites to be of high status than any other group. Eighty percent indicated that white Americans were perceived by most people to be of high status.

• Except for Asian Americans (36%), less than one-fourth ranked any other group as high status.

• Muslims (60%) and Arab Americans (58%) were far more likely to be ranked as “low status” than any other groups.

• Students were more than twice as likely to rank Muslims and Arab Americans as “low status as they were African Americans (28%), and about four times more likely than Hispanic (13%) and Asian Americans 15%).

• Thirty-six percent thought that American Indians were perceived by most people to be of low status.

• Only 3% thought that most people viewed white Americans as being of low status.
SUMMARY AND CONCLUSION

This report of survey findings from the 2011 cohort of incoming freshmen calls attention to the experiences, attitudes, knowledge and perceptions of WMU students in the context of their families, communities and schools just prior to their first year on campus. Participants in this survey are part of the Millennium Generation. Many believe that Millennials are more open and less biased against people of other racial and ethnic groups than all previous generations. A review of survey research lends some support to this belief. Further, Millennials are the most diverse generation ever to come of age in this country. In addition, trends in survey research findings demonstrate great improvement in racial attitudes from the middle decades of the Twentieth Century to the present. All of this gives reason to be optimistic about continued progress toward building a more racially and ethnically inclusive University community.

But given the checkered history of our nation and our state with regard to discrimination against people who are not of European origin, as well as the continued existence of a wide array of severe disparities among racial and ethnic groups, matters of equity and inclusion continue to require the attention of the Western Michigan University community. This report shows that most freshmen about to begin their studies at WMU arrived on campus with positive attitudes, beliefs and experiences with interracial and interethnic relations. However, many students—especially those who are black, Hispanic or multiracial—believe they had experienced discrimination because of their race at least occasionally. Relatively few believe discrimination against blacks and Hispanics no longer occurs.

Almost all students had some experiences interacting with people from other racial and ethnic groups, but white students, on average, had fewer interracial experiences than others. White students were less likely to have attended multiracial high schools and more likely to come from mostly white rural small towns and suburbs. Incoming freshmen who are black come from all types of communities, but are greatly overrepresented in predominantly black urban high schools and relatively unlikely to be from small towns and rural areas.

Thus, despite the unprecedented level of diversity among Millennials at WMU, many of the incoming freshmen had relatively few and superficial intergroup experiences prior to arriving on campus. This, combined with their generally positive attitudes about racial and ethnic diversity, point to a great opportunity for the University to increase students’ knowledge and appreciation of diversity as well as their ability to thrive as professionals and as citizens in our increasingly diverse communities when they graduate.
There are many things that the University community can do to achieve this. While the University is already doing many of these things, we should look for ways to broaden the reach and deepen the meaningfulness of activities such as the following:

- Student activities that promote informal, enjoyable, enriching and respectful interaction among students of different backgrounds
- Course-based service learning and other experiential learning opportunities that deepen understanding and appreciation of peoples from diverse backgrounds
- Courses that increase students’ understanding of the historical, social, political and cultural dimensions of race and ethnicity in the United States
- Courses that develop in students a cross-cultural understanding of race and ethnicity through comparative study of how they manifest themselves in other countries
- Curricular and co-curricular activities that deepen students’ knowledge, skills and commitment as citizens to overcome divisions, eliminate still gaping inequities, and work to build more equitable and inclusive communities
APPENDIX

SURVEY OF THE 2011 COHORT OF INCOMING FRESHMEN
1. What is your race or ethnic group?
- African-American/Black
- Arab-American
- Asian or Pacific Islander
- Hispanic/Latino
- Multi-racial or Other (please specify)
- Native-American/Indian
- White, non-Hispanic
- Other

2. What is your age category?
- 18 years
- 19 years
- 20 years
- 21 years or older

3. What is the highest level of education attained by your mother/female guardian?
- Less than high school diploma/GED
- Earned a high school diploma
- GED
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Professional degree (law, medicine, etc.)
- Doctoral degree
- Not applicable

4. What is the highest level of education attained by your father/male guardian?
- Less than high school diploma/GED
- Earned a high school diploma
- GED
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Professional degree (law, medicine, etc.)
- Doctoral degree
- Not applicable

5. What is your gender?
- Female
- Male
- Non-conforming
6. What is your religious affiliation, if any?

- Catholic Christian, Roman Catholic
- Jewish/Judaism
- Hindu/Hinduism
- Christian (non-Catholic, Protestant)
- Muslim/Islam
- Baha’i
- Eastern Orthodox
- Buddhist/Buddhism
- No religious affiliation
- Other religion (please specify)

7. What category best describes your mother's or female guardian's occupation?

Examples are included to clarify broad categories.

- Official or Manager (Chief Executive, Legislator, HR Manager, Budget Analyst, Farm Owner)
- Professional (Accountant, Physician, Professor, Engineer, Counselor, Lawyer, School Teacher, Registered Nurse)
- Technicians (Science or Lab Technician, Dental Hygienist, Air Traffic Controller)
- Sales Worker (Real Estate Broker, Travel Agent, Cashier, Sales Representative)
- Administrative Support Worker (Service Clerk, Secretary, Mail Carrier, Office Clerk)
- Craft Worker (Carpenter, Electrician, Mechanic, Machinery Maintenance)
- Operative (Assembler, Machine Operator, Truck, Bus, or Train Driver)
- Laborer or Helper (Refuse Collector, Farm, Fish, Forestry Workers)
- Service Worker (Home Health Aide, Police and Corrections Officers, Fire Fighter, Restaurant Workers, Hairdresser, Child Care Worker)
- Unemployed
- Not Applicable

If unsure, please give job title?
8. What category best describes your father's or male guardian's occupation?

- Official or Manager (Chief Executive, Legislator, HR Manager, Budget Analyst, Farm Owner)
- Professional (Accountant, Physician, Professor, Engineer, Counselor, Lawyer, School Teacher, Registered Nurse)
- Technicians (Science or Lab Technician, Dental Hygienist, Air Traffic Controller)
- Sales Worker (Real Estate Broker, Travel Agent, Cashier, Sales Representative)
- Administrative Support Worker (Service Clerk, Secretary, Mail Carrier, Office Clerk)
- Craft Worker (Carpenter, Electrician, Mechanic, Machinery Maintenance)
- Operative (Assembler, Machine Operator, Truck, Bus, or Train Driver,)
- Laborer or Helper (Refuse Collector, Farm, Fish, Forestry Workers)
- Service Worker (Home Health Aide, Police and Corrections Officers, Fire Fighter, Restaurant Workers, Hairdresser, Child Care Worker)
- Unemployed
- Not Applicable

If unsure, please give job title:

9. How would you characterize the place where you grew up in terms of size?

- Rural/farm
- Small town
- Medium size city
- Suburban
- Urban/big city

10. About how many students attended your high school?

- 500 or Less
- 501 - 1000
- 1001 - 1500
- 1501 - 2000
- 2001 - more
- Home Schooled

11. Prior to entering this university, about what percentage of your close friends were of a different race or ethnicity than you?

- None
- Less than 25%
- 26% to 50%
- 51% to 75%
- 76% or more

12. How would you describe the racial and ethnic make-up of your high school?

- Mostly White
- Mostly Black
- Equally balanced
- Multi-racial/Multi ethnic
- Other

13. How often have you dined or shared a meal with a person from a different racial/ethnic group?

- Never
- Twice a year
- Once every three months
- Once a month
- At least once a week
14. How often have you had a meaningful discussion about race with someone from a different race/ethnicity?

- Never
- Twice a year
- Once every three months
- Once a month
- At least once a week

15. How often have you socialized or partied with someone from a different race/ethnicity?

- Never
- Twice a year
- Once every three months
- Once a month
- At least once a week

16. How many people of a different race/ethnicity have you dated?

- 0
- 1
- 2
- 3
- 4 or more people

17. How often have you had tense or hostile interactions with a person from a different race/ethnicity?

- Never
- Seldom
- Sometimes
- Often
- Very often

18. How often have you felt insulted or threatened by a person of a different race/ethnicity?

- Never
- Seldom
- Sometimes
- Often
- Very often

19. How often have you participated in extra-curricular activities at your school with someone of another race/ethnicity?

- Never
- Seldom
- Sometimes
- Often
- Very often

20. Do you ever feel unfairly treated because of your race/ethnicity?

- No
- Yes

21. If you answered 'yes' to the last question, how often do you feel unfairly treated because of your race?

- Never
- Seldom
- Sometimes
- Often
- Very often
22. Did your high school coursework included coverage of the following topics (Answer all that apply)?

<table>
<thead>
<tr>
<th>Topic</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiculturalism</td>
<td></td>
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<tr>
<td>Slavery</td>
<td></td>
<td></td>
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<tr>
<td>Conflict with Native Americans</td>
<td></td>
<td></td>
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<tr>
<td>Manifest Destiny</td>
<td></td>
<td></td>
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<tr>
<td>Civil Rights</td>
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<td></td>
</tr>
<tr>
<td>Martin Luther King</td>
<td></td>
<td></td>
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<tr>
<td>Cesar Chavez</td>
<td></td>
<td></td>
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<tr>
<td>Internment of Japanese Americans</td>
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<td></td>
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<tr>
<td>Holocaust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino ethnic experience in America</td>
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<td></td>
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<tr>
<td>Arab-American Experience</td>
<td></td>
<td></td>
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<tr>
<td>Muslim-American Experience</td>
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<td></td>
</tr>
</tbody>
</table>

23. How often does your father/male guardian make negative comments about people of
     different races and ethnicities?

<table>
<thead>
<tr>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
</tr>
<tr>
<td>Seldom</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
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<tr>
<td>Very often</td>
<td>5</td>
</tr>
<tr>
<td>Not applicable</td>
<td>6</td>
</tr>
</tbody>
</table>

24. How often does your mother/female guardian make negative comments about
     people of different races and ethnicities?

<table>
<thead>
<tr>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
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<td>Seldom</td>
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<tr>
<td>Sometimes</td>
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<td>Often</td>
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<tr>
<td>Very often</td>
<td>5</td>
</tr>
<tr>
<td>Not applicable</td>
<td>6</td>
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</tbody>
</table>

25. Do your parents/guardians have friends of a racial/ethnic group different than their own?

<table>
<thead>
<tr>
<th>Choice</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
</tr>
</tbody>
</table>

26. How comfortable would you be bringing a friend of a different racial/ethnic group to
     your parent's home?

<table>
<thead>
<tr>
<th>Comfort Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very uncomfortable</td>
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<tr>
<td>Uncomfortable</td>
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</tr>
<tr>
<td>Neither Comfortable</td>
<td>3</td>
</tr>
<tr>
<td>Comfortable</td>
<td>4</td>
</tr>
<tr>
<td>Very comfortable</td>
<td>5</td>
</tr>
<tr>
<td>Neither Comfortable nor uncomfortable</td>
<td></td>
</tr>
</tbody>
</table>
27. How many of your parents were born outside of the United States?

- Neither
- One
- Both

28. Do you sometimes use a language other than English at home? If yes, please specify below.

- No
- Yes

If yes please specify

29. How do you feel about the following statement: "I expect there to be conflict between different racial/ethnic groups on campus."

- Disagree
- Disagree somewhat
- Neither Agree nor Disagree
- Agree somewhat
- Agree

30. How do you feel about the following statement: "Racial discrimination against Blacks and Hispanics has been largely eliminated."

- Disagree
- Disagree somewhat
- Neither Agree nor Disagree
- Agree somewhat
- Agree

31. There are many people who believe that different racial and ethnic groups have different amounts of social status in this country. You may not personally believe this, but if you had to judge each of the following groups as MOST PEOPLE see them, how would you do so? (1= low status, 7= high status)

<table>
<thead>
<tr>
<th>Group</th>
<th>1 low status</th>
<th>2</th>
<th>3</th>
<th>4 medium</th>
<th>5</th>
<th>6</th>
<th>7 high status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasians/Whites</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Latinos/Hispanics</td>
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<tr>
<td>Asians/Asian-Americans</td>
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<tr>
<td>African-Americans/Blacks</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Native-Americans/Indians</td>
<td></td>
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<tr>
<td>Arab-Americans</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Muslim-Americans</td>
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<td></td>
</tr>
</tbody>
</table>

32. How many of your close friends are of a different race/ethnicity than you?