INVESTIGATING THE MEDIATING VARIABLES OF INTERACTIONAL DIVERSITY ON A UNIVERSITY CAMPUS

By

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ABSTRACT

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This dissertation is a study of student race relations on a university campus and tests the opportunity hypothesis in a university setting. Research has determined that students benefit *most* from interactional diversity (i.e. ongoing and meaningful contact across race lines) in areas such as critical thinking, problem-solving skills, and improved self-concept. While scholars agree on the benefits of interactional diversity, there has been limited research on the most effective ways to facilitate it.

The literature suggests that students living in racially diverse residence halls are more likely to interact cross-racially than students living in predominantly White residence halls. An additional factor that contributes to students' experiences on campus is the college classroom. Research suggests that students exposed to diversified curriculums and an active pedagogy, regardless of the course content, exhibit higher levels of academic achievement, critical thinking, problem-solving skills, civic participation, and cultural awareness. Most importantly, for the purposes of this study, research has shown that opportunities for interaction in the classroom have proven to contribute to interactional diversity *outside* of the classroom.

Using Michigan State University as a case study, this dissertation aims to identify the patterns and settings that promote and deter interactional diversity in a campus setting by focusing on the role of residence halls and classroom environment in students' interactions across race lines. A 10-minute online survey was developed and distributed

to all undergraduate students currently living in a residence hall on the campus of Michigan State University (n=13,935) between November and December 2006. The primary dependent variable for this study was the Interactional Diversity scale—a 10-point scale that addresses the frequency with which respondents engaged in a variety of activities with students of different racial backgrounds (alpha=.916). Survey participation was representative, and results are generalizable, to the on-campus population of undergraduates at Michigan State University.

This research led to several key findings: (1) Levels of interactional diversity differ significantly between racial groups. Levels of interactional diversity among White students were more easily influenced than for other students. Among students of color, Black students were the least likely to engage in interactional diversity. Mixed Race students were the most likely to engage in interactional diversity. This finding is a new contribution to the literature which has largely excluded this population of students.

(2) From this study is that levels of interactional diversity are significantly affected by first-year roommates for all students. This is especially true for White and Asian students who are more likely to engage in interactional diversity if their first-year roommate is not someone that they requested and of a different racial background.

(3) Results confirm that the classroom is a critical component of the interactional diversity puzzle. The Classroom Experience scale in this dissertation—which accounts for both curriculum and pedagogy—proved to be a significant predictor of interactional diversity for all students. The implications of these findings are discussed. The limitations of this study and suggestions for future research are also outlined.

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I would also like to thank the following student organizations for their assistance in promoting this project: All members of the Residence Halls Association General Assembly, including their Executive Board; Black Caucuses from all five residence hall complexes; Lesbian, Gay, Bisexual, Transgender and Ally Caucuses from all five residence hall complexes; in-hall governments for all seventeen residence hall; the Council of Racial and Ethnic Student Group (Asian Pacific American Student Organization, Black Student Alliance, Culturas de las Razas Unidas, and North American Indian Student Organization) and the Council of Progressive Students (The Alliance of LBGTA Students, Arab Cultural Society, Council for Students with Disabilities, Jewish Student Union, International Student Association, and Womyn's Council); as well as the College Assistance Migrant Program.

Additionally, I would like to extend my gratitude to the following departments at Michigan State University for their approval of my research topic and also their assistance: the Office of Student Affairs, the Department of Residence Life, the Department of Housing, and the Office for Inclusion and Intercultural Initiatives (formerly the Office of Affirmative Action Compliance and Monitoring).

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CHAPTER 1: INTRODUCTION

Introduction

This dissertation is a study of student race relations on a university campus. More specifically, this dissertation considers how the cross-racial friendships of undergraduates living on the campus of Michigan State University are affected by such things as the residence halls in which they live and the classes which they attend. The primary dependent variable for this study is the Interactional Diversity scale—a 10-point scale which addressed the frequency with which respondents engaged in a variety of activities with students of a different racial background than themselves.

I chose to focus my research on undergraduates at Michigan State University for a number of reasons. First, segregation experienced early in life, particularly in educational settings, tends to be perpetuated throughout the lifecourse (Braddock 1985; Braddock, Crain, and McPartland 1984; Gurin 1999; Milem, Umbach, and Liang 2004). Furthermore, students are increasingly likely to attend racially segregated schools. Research indicates that segregation across the country, both residential and educational, is increasing (Orfield and Lee 2004; Orfield and Whitla 2001). The likelihood of interaction across racial lines, both casual and intimate, decreases as racial/ethnic groups become further separated from one another spatially (McPherson, Smith-Lovin, and Cook 2001; Sigelman, Bledsoe, Welch, and Combs 1996). For a growing number of students, college is likely to be their only opportunity to experience an integrated educational setting, making it a vital location for race scholars to consider.

Second, the value of affirmative action has recently come under fire in states across the country. Scholars that are committed to maintaining affirmative action policies

in college admissions have worked to develop a body of scientific literature that confirms the educational benefits of diversity on college campuses. Although the structural diversity of an institution does play a role in student outcomes, the key finding from these studies is that students benefit *most* from interactional diversity—ongoing and meaningful contact across race lines—in areas such as critical thinking, problem-solving skills, and improved self-concept (Antonio 2001; Antonio, Chang, Hakuta, Kenny, and al 2004; Astin 1993; Chang 1999; Gurin, Dey, Hurtado, and Gurin 2002; Gurin, Dey, Gurin, and Hurtado 2003; Gurin, Nagda, and Lopez 2004; Hurtado 2001; Hurtado 2003; Hurtado, Dey, Gurin, and Gurin 2003; Hurtado 2005).

While the evidence to support this relationship is mounting, there has been limited research on the context in which interactional diversity is most likely to occur. What research *has* been done suggests that the residence halls and the classroom play a significant role in students' participation in interactional diversity (Antonio 2004; Feldman 1981; Feldman and Newcomb 1969; Hallinan and Williams 1989; Hurtado 2001; Milem, Umbach, and Liang 2004; Pogrebin 1987; Saenz, Ngai, and Hurtado 2007; Slavin and Cooper 1997). I felt it was important to begin moving the literature in that direction in order to provide college administrators, faculty, and staff with guidance on how best to maximize student relationships and outcomes on their campuses.

Finally, I chose to focus on undergraduates at Michigan State University because of my ties to the school. Having attended the university during my undergraduate years, and again as a graduate student, it is familiar to me and I had at least a basic understanding of the campus climate and history. My involvement with the student group MRULE (the Multi-Racial Unity Living Experience) furthered my understanding of the

undergraduate experience, particularly as it relates to the racial dynamics on campus. For the purpose of this dissertation, I felt that a case study would provide the most comprehensive, in-depth analysis. I chose to limit the study to this campus in order to utilize my connections, through MRULE, to the student body and campus administrators.

Ultimately, this dissertation tests the opportunity hypothesis in a university setting. Are students more likely to engage in meaningful ways across race lines if they are in an environment where they regularly come into contact with peers of different racial backgrounds? The short answer is, yes; however, context is an important determinant.

Literature Review

One of the challenges that this research topic presents is the disconnect within the literature. Research on the relationship between racial attitudes and housing, pedagogy, and interactional diversity rarely overlap. As a result, compiling a review of this literature and organizing it in a meaningful way was quite difficult. Part of the goal for this dissertation, then, is to bridge these disparate topics. I will first review the key findings from the interactional diversity literature. I will then compare the literature on housing with that of student housing on college campuses. Finally, I will summarize the role of curriculum and pedagogy on students' race relations.

Research on interactional diversity consistently finds that it promotes complex thinking that involves the integration of multiple perspectives (Antonio 2004). It has also been linked to increased retention rates, overall college satisfaction, intellectual self-concept, and social self-concept (Chang 1996; Chang 1999). Finally, interactional diversity has been connected to positive learning and job-related outcomes such as

critical thinking, problem-solving skills, and the ability to work cooperatively with others (Hurtado 2001).

The effects of interactional diversity are found to be beneficial for all students, but especially for White students (Chang 1996; Gurin, Nagda, and Lopez 2004; Hu and Kuh 2003). Research on interactional diversity finds that these experiences increase Whites students' perceptions of commonality among African American and Latino students. Students of color with the greatest experience interacting with peers from different racial backgrounds report an increased interest in learning about groups other than their own and a reduced sense of difference between racial/ethnic groups (Gurin, Nagda, and Lopez 2004).

Students report that interactional diversity leads to an increase in cultural awareness and a greater commitment to racial understanding (Astin 1993). Research on interactional diversity has shown strong support for the development of civic outcomes, such as increased tolerance of people with different beliefs and leadership ability (Hurtado 2001). In a longitudinal study conducted at the University of California, Los Angeles, Van Laar, Levin, Sinclair, and Sidanius (2005) found that first-year students who were randomly assigned a roommate with a different racial background from themselves exhibited lower levels of prejudice and increased affect levels for all racial groups, and especially for the racial group that the roommate belongs to. These findings were consistent for all pairings except for students who were assigned an Asian roommate. In addition, students assigned an outgroup roommate reported an increase in perceived competence in interacting with members of different racial groups. Van Laar et

al. found that the effects of the roommate's race were greater for Black and Latino students than for White and Asian students.

While scholars agree on the benefits of interactional diversity, there has been limited research on the most effective ways to facilitate it. More specifically, under what circumstances are students most likely to establish meaningful relationships—in other words, to become friends with—peers of a different racial background? There are a number of explanations for how and why individuals choose their friends. Much of the literature points to homophily, the idea that friendships are based primarily on similarities: race, gender, age, values, interests, etc. (Antonio 2004; Joyner and Kao 2000; McPherson, Smith-Lovin, and Cook 2001; Merton 1949; Pogrebin 1987). However, similarities—and differences—are to a certain extent perceived. Racial segregation and stratification can lead to assumptions of others being different when, in fact, they might be very similar. Bonilla-Silva argues that extensive isolation of Whites from non-Whites contributes to the development of the *White habitus* which typically results in a heightened sense of difference and negative perceptions of minorities (2003). As the contact theory asserts, the most effective way to combat this tendency is through sustained interracial contact between individuals of equal status (Allport 1954; Pettigrew 1998; Pettigrew and Tropp 2000). In order for this to occur, however, the individuals of different racial backgrounds must first have the opportunity to meet.

The opportunity hypothesis suggests that racial diversity is a necessary prerequisite for cross-racial interactions (Blau 1994). Even in a diverse environment, ingroup friendships are the most common type among all racial-ethnic groups; however the racial composition of schools does play a role in predicting interracial friendships

(Bonilla-Silva 2003; Joyner and Kao 2000). Research has shown that the likelihood of students interacting across race lines increases as the racial diversity of the student body increases; this is particularly true for White students (Antonio 2001; Chang 1996; Chang 1999; Chang 2001; Chang, Astin, and Kim 2004; Joyner and Kao 2000). However, people have a tendency to expend minimal effort in establishing ties outside their local areas (Zipf 1949). Therefore, depending on the size of the campus, student demographics may not be enough to facilitate interactional diversity.

The organizational perspective on friendship finds that when people are grouped together, separate from the larger population, they are more likely to meet (Feldman 1981; Moody 2001). For example, research on the effects of tracking in secondary schools finds that as propinquity increases (i.e. the proximity and familiarity between students) the likelihood of friendship among students also increases (Kubitschek and Hallinan 1998). Additionally, research on interracial friendships has found that students are most likely to become close friends with those peers they see on a daily basis (Antonio 2004). This suggests that residence halls and the classroom may play a critical role in the development of friendships in a college setting across all racial groups.

Research on campus housing has found that students who live in closer proximity to one another are more likely to develop deeper and more meaningful friendships (Hu and Kuh 2003; Pascarella, Terenzini, and Blimling 1994; Pogrebin 1987). Moreover, the residence halls have been pointed to as the most likely environment for students to develop cross-racial friendships (Antonio 2004; Pogrebin 1987). Similarly, research has shown that roommates are an important source of friendships for all students (Tyson 2004). However, the opportunity for these relationships to develop may be diminishing.

While residential segregation at the national level can be attributed, in large part, to individual discrimination (e.g., residential steering) or institutional discrimination (e.g., unfair housing practices, redlining), housing options available to students on college campuses are theoretically equal across racial and ethnic lines. Despite this fact, many campuses across the country have observed that the racial distribution of students within their residence halls is beginning to mirror that of the general public across (Koch 1999; Koehler 2001; Tyson 2004). More specifically, campuses with laissez-faire housing policies, whereby students' preferences for residence halls are given weight in the housing assignments, are more likely to experience a gradual process of segregation, either by race or specific student interests (Koch 1999). One popular explanation for this de facto segregation is the Schelling model. Schelling (1971; 1972) theorized that individual preferences for living among one's own racial group would eventually result in extreme segregation, even in the absence of prejudice. In other words, when students' housing choices are based, even slightly, on racial preferences, these preferences accumulate and result in significant segregation over time.

Research on attitudes toward integration has found support for Schelling's model. Whites' support for the principle of integration of neighborhoods and schools has increased substantially in the last sixty years. Black support for integration has always been high (Bobo 2001; Feagin 2000; Schuman and Steeh 1996). Level of support for integration in the abstract is nearly identical among Whites and Blacks, with approximately three-fourths of both groups expressing support (Cashin 2004). The meaning of integration for Blacks and Whites, however, is often very different. For most Whites, the integration of schools and neighborhoods implies a dominant White

population with only a small number of people of color. For most Blacks, an integrated school or neighborhood includes a substantial number of Blacks in the population (Bobo 2001; Cashin 2004; Schuman and Steeh 1996). Additionally, Blacks' desire to live in integrated neighborhoods results primarily from their interest in increased access to the opportunities and resources that are not available to them in segregated Black communities (Bobo 2001; Cashin 2004). Interestingly, despite these differences in interpretation, Whites and Blacks are equally resistant to government-induced residential integration (Cashin 2004).

Whites' willingness to live in integrated neighborhoods is negatively related to the number of African Americans living in the neighborhood, such that willingness decreases as the proportion of Black residents increases (Farley and Schuman 1978). Research suggests that negative stereotyping of African Americans plays a significant role in this relationship. These results persist independent of perceptions about the average class status of Blacks (Bobo 2001). These findings also apply to Whites' negative stereotypes of Hispanics and Asians and the prospect of living in an integrated neighborhood with Hispanic or Asian neighbors.

It appears that Whites are not the only racial group resistant to living among African Americans. Using data from the 1990 General Social Survey, Herring and Amissah (1997) determined that all racial-ethnic groups (Asian Americans, Latinos, Western and Eastern Europeans, Native Americans, and Jewish Americans) are significantly more likely than African Americans to oppose living in predominantly Black neighborhoods. In contrast, all racial-ethnic groups other than Native Americans are equally willing to live in predominantly White neighborhoods.

While the majority of African Americans anticipate, and most research supports, that residential integration would increase the opportunities and resources available to them, there is some evidence that their desire to integrate is slipping as a growing number have begun to view the costs as outweighing the benefits (Cashin 2004).

Although Schelling's model has been applied successfully at the neighborhood level, there is minimal support for it at the campus level. In her analysis of a large southeastern university where increased residential segregation had been documented, Koehler (2001) determined that preferences for racial composition in a given residence hall did not result in significant student movement. Koehler suggests that Schelling's model is more appropriate for living environments that are sustained over a greater period of time, such as residential neighborhoods, rather than short-term, temporary placements, such as campus housing. Koehler did find evidence, however, of individual preferences for racial compositions that reflect the respondent's own racial background. Consistent with previous studies on residential integration, Koehler found that Black students preferred more integrated residence halls than White students. Additionally, students who reported having positive experiences interacting with persons of a different racial background than themselves also expressed more tolerant racial preferences, regardless of the student's race. The majority of White and Black students reported their discomfort with the possibility of being assigned a roommate of a different racial background than themselves. White females expressed the greatest discomfort with this possibility, while Black males were most open to the idea.

Although access to resources, neighborhood stability and safety, and housing quality are essentially equal across campus, segregation in campus housing appears to be

on the rise. As a result, the experience of living within these halls is quite different. At the time of this study, there was only one project that directly examined the relationship between campus housing and interactional diversity. Tyson (2004) explored the effects of the race of first-year roommates and racial composition of the first-year residence hall on interracial friendships at Duke University. Tyson found that for White students, the race of the first-year roommate and the racial composition of their first-year residence hall had little effect on their likelihood for establishing interracial friendships. The majority of White students with interracial roommates were close friends with their roommates, but had they had few interracial friends beyond the roommate. For students of color, however, race of their first-year roommate and the racial composition of their first-year residence hall were strong predictors of their interracial friendships. Minority students with same-race roommates were significantly less likely to have interracial friends than those students with interracial roommates. Similarly, minority students in residence halls with higher proportions of students from their same racial background were less likely to have interracial friends. Tyson concludes that because White students are in the majority on the Duke campus, the racial composition of the residence halls does not impede their ability to meet other same-race students to the extent that it affects students of color. Consistent with research on interactional diversity, Tyson found that students who had interracial friendships prior to attending college were more likely to have interracial friends during their first year at Duke University.

An additional factor that contributes to students' experiences on campus is the college classroom. Research suggests that students exposed to diversified curriculums, (e.g. integrated diversity courses that typically include readings on different racial/ethnic

groups; participating in intergroup dialogue that lasts throughout the semester) show significantly higher levels of civic participation, cultural awareness, critical thinking, and satisfaction with college (Astin 1993; Gurin 1999; Hurtado 2005; Milem 1994). In addition, students exposed to an active pedagogy (e.g. opportunities to interact with peers from different backgrounds through class discussions, collaborative learning methods, and group projects), regardless of the course topic, exhibit higher levels of academic achievement, critical thinking, problem-solving skills, civic participation, and cultural awareness (Chang, Astin, and Kim 2004; Cohen, Bianchini, Cossey, Holthuis, Morphew, and Whitcomb 1997; Hurtado 2001; Slavin 1995; Wolfe and Spencer 1996). Most importantly, for the purposes of this study, research has shown that opportunities for interaction in the classroom have proven to contribute to interactional diversity *outside* of the classroom (Hallinan and Williams 1989; Hurtado 2001; Milem, Umbach, and Liang 2004; Saenz, Ngai, and Hurtado 2007; Slavin and Cooper 1997).

Research Focus

Using Michigan State University as a case study, this dissertation aims to identify the patterns and settings that promote and deter interactional diversity in a campus setting by focusing on what role, if any, the residence halls and classroom environment play in students' interactions across race lines by addressing the following questions:

1. How do patterns of racial interaction differ between residence halls?
2. Are residence halls the greatest predictor of students' experiences with across racial lines? What role does the student's race and gender play?
3. Do experiences inside of the classroom contribute to experiences outside of the classroom with regard to cross-racial interactions among students?

More specifically, this dissertation will test the opportunity hypothesis by examining the particular racial composition of the residence halls, as well as students' experiences in the classroom, to determine how patterns of student interaction across racial/ethnic lines are affected. The literature suggests that students living in racially diverse residence halls will be more likely to interact cross-racially than students living in predominantly White residence halls due to the increased opportunity to cross paths with students of different racial backgrounds, as well as the convenience of meeting friends within the residence hall. Because White and Black students make up the two largest racial groups on the campus of Michigan State University, non-Black students of color are expected to exhibit the highest rates of interactional diversity. Residence halls are predicted to be the most important factor in determining levels of interactional diversity; however, a number of additional independent variables are likely to be significant as well.

It is unclear what role, if any, gender will play on students' interactional diversity. Similarly, the experiences of students may vary along both race *and* gender lines. For example, the level of interactional diversity among White women compared with women of color or women of color compared with men of color. The likelihood of interactional diversity is expected to increase as class standing increases. Based on the contact literature, consistent exposure to diverse peers should reduce students' doubts and fears of groups they believe to be different from themselves. The first-year roommate, whether the roommate was requested and the racial background of the roommate compared with that of the participant, is also expected to play a meaningful role in the level of interactional diversity. Students who requested their first-year roommate and who share the same racial background as that roommate are expected to have the lowest rates of

interactional diversity. In contrast, students who requested their first-year roommate and that roommate is of a different racial background from them are expected to have the highest rates of interactional diversity. Among students who did not request their first-year roommate, those students whose roommate is of a different racial background than themselves are predicted to exhibit higher levels of interactional diversity. Similar patterns are also expected for upper-classmen relating to their current roommate. Since the literature has not considered the role of the residence halls on interactional diversity, it is unclear whether students who requested their current hall will differ from those who were required to live in their current hall because of their participation in a living-learning program and those who were randomly assigned to their hall. Finally, with regard to the classroom experience, it is expected that students who learn about groups who are different from themselves and are given the opportunity to interact with diverse peers within the classroom, regardless of subject matter, will be more likely to engage in interactional diversity outside of the classroom.

Outline of Chapters

Each chapter of this dissertation explores the potential predictors of interactional diversity with increasing complexity. Chapter 2 outlines the methodology of this study, the data collection process, and describes the potential limitations of this study. Chapter 3 focuses on the preliminary results related to several one-item measures dealing with respondents' perceptions of the racial environment on campus as well as their personal experiences with diversity while attending Michigan State University. Chapter 4 addresses a series of questions related specifically to respondents' engagement with interactional diversity which are used to compute an Interactional Diversity scale.

Crosstabulations are presented for each question within the scale using key independent variables. Crosstabulations are then presented for the scale itself on these independent variables. Chapter 5 provides the regression analysis for the Interactional Diversity scale. Possible interactions between independent variables are also examined during this chapter. Chapter 6 explains the main findings from the analysis, addressing where and how these findings tie into the existing literature. The implications of these findings are also addressed. Finally, the limitations of this study are reviewed with suggestions for future steps provided.

CHAPTER 2: METHODOLOGY

Justification of Research Design

As stated earlier, many colleges maintain housing policies that allow their students to request a roommate and/or give weight to students' requests for specific residence halls. While the flexibility in housing assignments remains limited, a growing number of institutions are experiencing residential isolation of students along racial and ethnic lines (Koch 1999; Koehler 2001; Tyson 2004). Michigan State University is among those campuses whose residence halls are becoming increasingly segregated. Home to more than 45,000 students, including over 35,000 undergraduates, Michigan State University has the largest single-campus residence hall system in the country with 23 undergraduate halls (at the time of this study, one of these halls was unoccupied as it was being renovated), one graduate hall, and three apartment villages. Fifty-four percent of students at Michigan State University are female. Racial demographics for the students at Michigan State University show that 75% of all students identify as non-Hispanic White, 7.9% as African American, 5.3% as Asian Pacific Islander, 3% as Chicano/other Hispanic, and 0.8% as Native American (Newsroom 2007).

Housing data indicates that approximately one-third of all students at Michigan State University live on campus and generally reflect gender and racial demographics similar to the total student body composition. During the Fall semester of 2006, non-Hispanic Whites comprised 76.5% of the on-campus undergraduate population (n=10,663), non-Hispanic Blacks comprised 9.6% of the on-campus undergraduate population (n=1340), Chicano/Latino students comprised 3.1% (n=432) of the on-campus undergraduate population, American Indian and Alaskan Natives comprised 0.6% (n=86)

of the on-campus undergraduate population, Asian American and Pacific Islanders comprised 6.0% (n=834) of the on-campus undergraduate population, and International students comprised 2.9% (n=409) of the on-campus undergraduate population. The racial/ethnic background for the remaining students (1.2%) was not available. When housing data is broken down by residence halls, however, strong differences can be found in the racial composition of specific halls. Of the 22 residence halls that undergraduates currently reside in, non-Hispanic Whites comprise more than 85% of the population in eight of the halls; African Americans comprise more than 25% in four additional halls. Furthermore, those halls that are predominantly White are centrally located on campus whereas those halls with a high percentage of students of color are located along the outskirts of campus. As a result, students are both racially segregated and spatially isolated from one another.

Data Sources

As the purpose of this dissertation is exploratory, only those students at Michigan State University were surveyed. Data were collected from the on-campus undergraduate population of Michigan State University (n=13,936). The entire population was surveyed in an attempt to maximize the generalizability of the results. The survey yielded a 32.8 percent completion rate (n=4,576), and participation was representative by race, current residence hall, and class standing. The response rate of men was somewhat under-representative for all races (35.6 percent of respondents compared to 45 percent of the on-campus population).

Overall, results from this study are generalizable to the on-campus undergraduate population at Michigan State University for these demographic variables. However, the

results of this survey are not generalizable to the national population of on-campus undergraduates, as there are many unique aspects of this population. For example, the vast majority of students (over 80%) at Michigan State University hail from within the state of Michigan, the most segregated state in the country. Several communities and metropolitan areas within the state of Michigan are listed as the most highly segregated in the country (e.g. Detroit, Livonia, Sterling Heights, Warren, and Flint). Finally, Detroit is the most segregated school district in the nation (US Census Bureau 2002). As a result, students coming to Michigan State University are far more likely to have been raised in segregated communities and to have attended segregated schools than students from anywhere else. Other aspects that differentiate Michigan State University are that it is one of the largest institutions in the country, with the total number of undergraduates exceeding 35,000 students, and that it is a public, state-funded, research intensive institution. Students enrolled at Michigan State University are likely to have a different experience, once arriving on campus, than students from smaller, private, and/or liberal arts schools.

Despite these qualities which make Michigan State University distinct, the issues related to campus housing and student race relations that are explored in this study are common across campuses nationwide. In fact, concerns over student segregation in campus housing, either through deliberate "special programs" housing options or students' choice, have been raised for many years now on campuses such as Duke, Cornell, Harvard, Yale, Bryn Marwr, Dartmouth College, Louisiana State University and others (1994; 1995; 1996; 1998; 2001; Clark and Meyers 1995; Koch 1999; Koehler 2001; O'Neill 2003; Pinsker 1999; Rios 1994; Shea 1993; Siegel 1997; Staples 1993;

Staples 1996; Tyson 2004). Similarly, trends relating to the self-segregation of students more generally, sometimes referred to as "balkanization", have been observed from the UC school system (Duster 1991) to the University of Pennsylvania (Staples 1993). Although the topics of campus housing and race have been broached, there has yet to be a study that focuses directly on this relationship. With the largest single residence hall system in the country, Michigan State University offers a significant opportunity for researchers to explore this issue on a broad scale.

Regarding the classroom experience, many researchers have pointed to the benefits of diverse classrooms on a host of student outcomes. There is limited information, however, on whether these experiences translate to social outcomes. Because this study draws from the on-campus population at Michigan State University, findings that relate to the classroom experience will not be generalizable to its entire student body. Nonetheless, as an exploratory study, these results should provide a strong indicator of whether this is a relationship that should be explored in greater depth in future studies.

Summary

A 10-minute online survey was developed and distributed to all undergraduate students currently living in a residence hall on the campus of Michigan State University (n=13,935.) Data was collected during November and December 2006. In total, 5,184 respondents (37.2%) "clicked" on the link and were taken to the website. The survey was completed entirely or partially by 4,576 students (32.8%). Participation was representative by race, current residence hall, and class standing. The response rate of men was somewhat under-representative for all races (35.6% of respondents compared to

45 percent of the on-campus population). Because the entire population was sampled, and the proportion of participants is representative, the data should be generalizable to the undergraduate residents at Michigan State University.

Data Collection

The survey was distributed by the Institute of Public Policy and Social Research (IPPSR) at Michigan State University. Data was collected using WebSurveyor (Vovici) Software. A unique, custom designed data collection instrument was created for this project according to the researcher's specifications. The data collection instrument was thoroughly tested to ensure the question wording, skip patterns, and data collection format were accurate and met the researcher's specifications. Access to the names, basic demographics, and e-mail accounts of on-campus residents was provided to IPPSR by the Office of Student Affairs at Michigan State University. All students at Michigan State University have an e-mail account and free access to the internet. Every student in the population received a personalized prenotification letter from IPPSR via campus mail informing them about the upcoming survey and its release date. Research on personalized contact with participants has been found to significantly increase response rates (Heerwegh 2005; Heerwegh, Vanhove, Matthijs, and Loosveldt 2005). Research on Web survey response rates has found that when surveys are preceded by prenotification letters in the mail, they can achieve similar response rates as hard copy questionnaires delivered through mail (Kaplowitz, Hadlock, and Levine 2004).

Each prenotification letter included five pre-incentive coupons for local businesses:

$1.00 Off Ice Cream Creation from Cold Stone Creamery
Free and Discounted Food Items from Bruggers Bagels

10% Off Custom Printing from Campus Corner
7 VIP Day Memberships to Powerhouse Gym in East Lansing
A Hand or Chair Massage or Mini Make-Up Session from Douglas J Salon.

Research on pre-incentives finds that monetary incentives significantly increase response rates compared with no incentives. Additionally, respondents' answers are not significantly affected by incentives such that answers are largely consistent whether incentives are provided or not (James and Bolstein 1990).

Because of the size of the population being surveyed, the sample was divided into three groups by residence hall, as equally as possible, based on where each hall is located on campus.

Group 1 (North Campus): Brody Complex, West Circle, Van Hoosen, and Mason-Abbott (n=4705)
Group 2 (East Campus): Hubbard, Akers, Holmes, and McDonel (n=4264)
Group 3 (South/Central Campus): Wonders, Case, Wilson, Holden, and Shaw (n=4967)

Letters were mailed to the respondents in each group so that they would arrive 2 to 3 days prior to receiving the email invitation. The letters were sent on the following dates:

Group 1 (North Campus): November 8, 2006
Group 2 (East Campus): November 9, 2006
Group 3 (South/Central Campus): November 10, 2006

Email invitations were sent to each respondent and delivered on the day that the online survey opened for that group. By splitting the respondents into three groups, the volume of students attempting to participate in the survey was distributed and overloading the server was avoided. The email invitations were distributed on the following dates:

Group 1 (North Campus): November 14, 2006
Group 2 (East Campus): November 15, 2006
Group 3 (South/Central Campus): November 16, 2006

Using WebSurveyor (Vovici) software, IPPSR sent each student a personalized email invitation (and reminders) with unique links for the survey that allowed data to be passed into the survey instrument. Each student's race, gender, current residence hall, and class standing were embedded within the personal link. This link served two important purposes. First, it ensured that each student only participated in the survey one time. WebSurveyor allows only one response per unique id, email, or IP address. In addition, the software contains a unique tracking feature: If a respondent does not "submit" their survey at the end, they are considered incomplete until it is submitted or data collection period ends. Once a respondent "submits" their survey, the data is collected for that respondent. While the students could take the survey an unlimited number of times, only their first submission was recorded. The second benefit of the embedded information is that it enabled us to accurately gauge participation rates for specific populations (race, gender, class standing, and current residence hall) during the course of data collection. As a result, recruitment efforts could be targeted to those populations.

Participants were asked to provide their racial/ethnic background (an open-ended question), gender, class standing, and current residence hall within the survey. They were not informed that this information was embedded in their links. However, only self-reported answers for these questions are used in the data analysis. Since the embedded information was only used for recruitment purposes, and not in the analysis stage, the identities of the students have not been compromised. Aside from the ethical issues that would be raised by using the embedded information for anything more than recruitment, there is an additional reason why it would be inappropriate to use it, especially the

information on race. It appears that the university records are not accurate representations of how respondents self-identify: a number of participants' responses to the racial/ethnic question in the survey are not consistent with how the university has them listed. Perhaps this is because the university does not provide enough racial categories for students to choose from, or because the university does not allow students to choose multiple categories. An additional possibility is that when students first enter the university, typically at 18-years-old, their racial identity has not been established. By the time of this survey—for some this may be four or five years later—their racial identity has changed so that university records no longer reflect how they identify. Whatever the reason, there is substantial variation between university records and participants' self-identified racial/ethnic labels (see table 2.1). This is particularly true for students categorized as African American, Native American, and Asian American by the university but identify here as being multiracial (coded as Mixed Race by the researcher).

Students were not asked to identify their domestic status (i.e. International students). As a result, 3.9 percent of the participants are distributed within these groups based on the racial/ethnic groups they identified with. The majority of these students now appear in the Asian category. This researcher does not assume that the experiences of International students are consistent with those of domestic students. However, in his research at Duke University, Tyson (2004) found that International students did not differ significantly from domestic students in their likelihood of having interracial friends. Since the total number of International students in this sample is relatively small, the overall effect of removing this variable should not be significant. Using racial/ethnic

labels that participants currently identify with provides a clearer picture of their perspective.

Table 2.1 Race Coded * Race based on MSU Records Crosstabulation

Race Coded		Race based on MSU Records						Total
		Non-Hispanic White	Non-Hispanic Black	Chicano/ Latino	American Indian, Alaskan Native	Asian American, Pacific Islander	*International*	
White/ Caucasian	Count	2898	5	8	3	5	16	2935
	%	99.0%	1.7%	7.5%	13.6%	2.2%	13.0%	79.5%
Black	Count	4	256	1	0	0	5	266
	%	.1%	88.3%	.9%	.0%	.0%	4.1%	7.2%
Latino	Count	5	0	97	2	0	10	114
	%	.2%	.0%	90.7%	9.1%	.0%	8.1%	3.1%
Native American	Count	2	0	0	6	2	0	10
	%	.1%	.0%	.0%	27.3%	.9%	.0%	.3%
Asian	Count	0	0	0	0	201	92	293
	%	.0%	.0%	.0%	.0%	88.9%	74.8%	7.9%
Mixed Race	Count	17	29	1	11	18	0	76
	%	.6%	10.0%	.9%	50.0%	8.0%	.0%	2.1%
Total	Count	2926	290	107	22	226	123	3694
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

One final note related to the difference between embedded and self-identified information: a number of participants chose not to answer the question regarding racial/ethnic background, either because they did not complete the survey to that point or because they did not want to provide that information (see Table 2.2). The vast majority of those students, 74.3 percent, were non-Hispanic White (according to university records). Students the university identified as Chicano/Latino were most likely to skip this question: 64.3 percent of all students identified by the university as Chicano/Latino did not answer the race/ethnicity question. Non-Hispanic Whites and Asian American/Pacific Islanders were the least likely groups to skip this question (17.1% and 16.0% respectively).

Table 2.2 Race based on MSU Records * Skipped Q34 (racial/ethnic background) Crosstabulation

Race based on MSU Records		Skipped Q34: Completed race question	Skipped Q34: Skipped race question	Total
Non-Hispanic White	Count	2921	603	3524
	% within MSU race	82.9%	17.1%	100.0%
	% within skipped34	81.6%	74.3%	80.2%
Non-Hispanic Black	Count	290	87	377
	% within MSU race	76.9%	23.1%	100.0%
	% within skipped34	8.1%	10.7%	8.6%
Chicano/Latino	Count	10	18	28
	% within MSU race	35.7%	64.3%	100.0%
	% within skipped34	.3%	2.2%	.6%
American Indian, Alaskan Native	Count	20	7	27
	% within MSU race	74.1%	25.9%	100.0%
	% within skipped34	.6%	.9%	.6%
Asian American, Pacific Islander	Count	226	43	269
	% within MSU race	84.0%	16.0%	100.0%
	% within skipped34	6.3%	5.3%	6.1%
International	Count	113	54	167
	% within MSU race	67.7%	32.3%	100.0%
	% within skipped34	3.2%	6.7%	3.8%
Total	Count	3580	812	4392
	% within MSU race	81.5%	18.5%	100.0%
	% within skipped34	100.0%	100.0%	100.0%

A number of security measures were taken to protect the rights and privacy of each student in the sample. All emails were sent individually so no other respondent names appear on any email. WebSurveyor has other security features that ensure the integrity of the data and meet federal research standards. The Office for Survey Research (OSR) stores all identifying and survey data associated with the web survey on its own secure server. WebSurveyor employs 128 bit data encryption and all data is downloaded onto a password protected computer. Finally, all research personnel having any contact with research participants or the data have signed pledges of confidentiality assuring that federal standards for protecting the rights and privacy of research participants are met.

Students had the option to skip any questions and were permitted to leave the survey at any time. The tracking system of WebSurveyor allowed reminders and follow-ups to only be sent to those students who had not responded or completed the survey. If a respondent did not "submit" their survey, they received subsequent reminders until it was submitted or the data collection period ended. Students who did not complete the survey within the first week received a follow-up personalized email reminder from IPPSR. These reminders were divided in the same manner as the notification letters and email invitations so that students who had not yet participated were contacted in three groups.

Group 1 (North Campus): November 18, 2006
Group 2 (East Campus): November 19, 2006
Group 3 (South/Central Campus): November 20, 2006.

A second reminder was sent to select students who had not completed the survey by the second week. Because of the embedded information, response rates could be tracked based on their demographics: race, gender, and current hall. It was determined that participation of students of color, men, and students residing in particular halls was lower than ideal. In an effort to boost participation in these populations, the second reminder email was sent on November 30, 2006 to all men on campus and all women residing in the following halls: Bailey, Butterfield, Emmons, Hubbard, Mayo, Wonders, and Wilson (n=6,654). When we compare participation rates before this email was sent out to the final rates for each group, it appears that this was a useful strategy. An additional 254 men participated, bringing their proportion of respondents up nearly 3 percentage points. Increases were also seen in participation among students of color, particularly among African Americans and Latinos. Targeting specific halls also proved beneficial: the percentage of residents in each hall increased so that no hall showed less

than a 25 percent response rate. Wonders Hall had the lowest participation rate of 25.4 percent (incidentally, this is also the hall with the highest percentage of White residents on campus) and Van Hoosen Hall had the highest participation rate of 53.1 percent (this is an all-female hall).

A post-incentive was also employed in this survey. Respondents were offered a chance to win an iPod 2GB or one of two iPod shuffles (1GB). The drawings were staged to encourage respondents to respond quickly to email invitations. Research on promised incentives has found that prize draws significantly increase response rates as well as completion rates of web surveys (Bosnjak and Tuten 2003).

Compared to other student surveys that were conducted at Michigan State University during the 2006-07 academic year, this survey yielded higher response rates. For example, the surveys conducted through the Department of Residence Life resulted in response rates lower than 20 percent (Residence Life First-Time First-Year First-Week Survey 17%; Residence Life First-Time First-Year January Survey 12%) (Lange 2006; Lange 2007).

In addition to the incentives and the email reminders provided by IPPSR, a variety of additional methods were used to increase student participation in the survey. Flyers were posted across campus, both in residence and academic halls. The Residence Halls Association also posted these flyers in their advertisement rotation that runs on on-campus television channels and prior to on-campus film showings. A large number of student organizations on campus also encouraged their constituents to participate through face-to-face contact and e-mails. All members of the Residence Halls Association General Assembly helped to promote this research, including their Executive Board;

Black Caucuses from all five residence hall complexes; Lesbian, Gay, Bisexual, Transgender and Ally Caucuses from all five residence hall complexes; in-hall governments for all seventeen residence hall; the Council of Racial and Ethnic Student Group (Asian Pacific American Student Organization, Black Student Alliance, Culturas de las Razas Unidas, and North American Indian Student Organization) and the Council of Progressive Students (The Alliance of LBGTA Students, Arab Cultural Society, Council for Students with Disabilities, Jewish Student Union, International Student Association, and Womyn's Council). Other organizations that were involved in recruiting participants were the Multi-Racial Unity Living Experience (MRULE) and the College Assistance Migrant Program. In addition to these organizations, many of the complex directors and residence hall mentors encouraged their residents, through face-to-face contact as well as by providing additional incentives such as points toward their hall rewards system, to participate in the study.

The intent of including all of these student organizations in the recruitment process was to increase the overall participation rate. Research finds that college students are more likely to hold a particular attitude as the percentage of peers who hold that value increases (Pascarella and Terenzini 1991). Given the significance of peer influence on college students, it was expected that students would be more responsive to solicitation from their own peers than from administrators or the researcher. In addition, the range of student groups and mentors involved hopefully diminished perceptions that this study was simply a "race thing". This was an especially important message to convey to the large proportion of White students on campus who may not have understood that their participation was as critical as the participation from students of color.

Unfortunately, there is no way to be certain that these additional measures significantly improved the overall response rate. However, the racial demographics of other student surveys at Michigan State University suggest that these recruitment efforts helped to increase minority participation. For example, 82 percent of participants in surveys conducted through the Department of Residence Life during the 2006-07 academic year were non-Hispanic White compared to the actual 76.5 percent that they represent of on-campus undergraduates. In contrast, 77 percent of the participants for this study were non-Hispanic White. Compared to other surveys conducted during the 2006-07 academic year, this survey did not exhibit an appreciable difference in participation rates based on gender.

An additional benefit to having the embedded race and gender of the participants is that it gives us a better idea of who did not complete the survey, that is who "clicked" the survey but did not answer any of the questions. There are 413 respondents who opened the survey but failed to answer even the first question. Using the embedded university records, we can tell that the majority of each racial/ethnic group completed the first question (see Table 2.3). American Indian/Alaskan Native students, as identified by the university, failed to answer this question at a far greater rate than any other group followed by International students and Asian American/Pacific Islanders. Despite their lower rate of completion than other groups, the number of participants in these populations who completed this survey is proportionate to the on-campus population. Non-Hispanic White students (per university records) were the most likely to complete this first question. This fact adds to the overrepresentation of Whites in the survey. Although non-Hispanic Whites represent 79 percent of all those who completed the first

question, however, this does not differ substantially from their on-campus proportion of 76.5 percent. Completion rates for the first question suggest that findings of this survey should not be altered in a meaningful way.

Using the embedded information to consider gender, women were only slightly more likely to complete the survey than men (see Table 2.3). While women are overrepresented in total respondents, it appears that men and women were equally likely to complete the survey once they opened it (Table 2.4).

Table 2.3 Gender based on MSU Records * Skipped Q1 Crosstabulation

Gender based on MSU Records		Skipped Q1		Total
		Completed Q1	Skipped Q1	
F	Count	2702	243	2945
	% within gender	91.7%	8.3%	100.0%
	% within incomplete	64.9%	58.8%	64.4%
M	Count	1461	170	1631
	% within gender	89.6%	10.4%	100.0%
	% within incomplete	35.1%	41.2%	35.6%
Total	Count	4163	413	4576
	% within gender	91.0%	9.0%	100.0%
	% within incomplete	100.0%	100.0%	100.0%

Table 2.4 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.030[a]	1	.014
Likelihood Ratio	5.920	1	.015
N of Valid Cases	4576		

The embedded university records allow us to see that students who opened the survey do not differ substantially, at least in terms of race and gender, from those who chose to participate. The possibility that some students—White students in particular—may have perceived this survey as "a race thing," appears to be of minimum concern then. Furthermore, we can be reasonably certain that the results of this survey are

representative of the entire undergraduate on-campus population at Michigan State University.

Measures: Dependent Variables

There are five dependent variables that this survey addresses: *racial tension, racial climate, broadened diversity of friends, more aware of prejudices*, and *interaction.*

Racial tension refers to a single-item question that measures students' perceived tension on campus at the time of the survey. Response choices for the first dependent variable ranged from 1 (*strongly disagree*) to 4 (*strongly agree*):

There is racial tension on campus.

Racial climate refers to a single-item measure of students' perceptions of the current racial climate on campus. Response choices ranged from 1 (*poor*) to 4 (*excellent*).

In your opinion, would you say that the current racial climate on campus is poor, fair, good, or excellent?

Broadened diversity of friends refers to a single-item question that asked students the degree to which they felt they had broadened the diversity of their immediate circle of friends (e.g. race, sexual orientation, background, religious, culture, etc.) since coming to Michigan State University. This question was modeled off of the Michigan State University Department of Residence Life survey of *First-Time First-Year Students* which is distributed during the first week of every fall and spring semester. Response choices ranged from 1 (*strongly agree*) to 4 (*strongly disagree*).

Thinking about your experiences both at MSU and within your residence hall, please indicate how strongly you agree or disagree with each statement: I have broadened the diversity (e.g., race, sexual orientation, background, religious, culture, etc.) of my immediate circle of friends.

More aware of prejudices refers to a single-item question that asked students the degree to which they felt they had become more aware of their personal prejudices and stereotypes towards others since coming to Michigan State University. This question was also adopted from the Michigan State University Department of Residence Life survey of *First-Time First-Year Students* which is distributed during the first week of every fall and spring semester. Responses ranged from 1 (*strongly agree*) to 4(*strongly disagree*).

> *Thinking about your experiences both at MSU and within your residence hall, please indicate how strongly you agree or disagree with each statement: I have become more aware of my personal prejudices and stereotypes toward others.*

The limitations of single-item variables are discussed toward the end of this chapter.

Interactional Diversity refers to a 10-item scale (alpha=.916) that measures the extent to which students engage in meaningful interactions across race lines. This measure is an attempt to operationalize the concept of interactional diversity. The particular items used in this scale were chosen because they often appear in the interactional diversity literature. Of the ten items, eight come from the Preparing Students for a Diverse Democracy Project, a longitudinal multi-campus study designed to address the educational benefits of racial diversity on college campuses. Saenz, Ngai, and Hurtado (2007) chose these eight items to develop the *Frequency of Positive Interactions across Race*. Because this survey is primarily interested in the relationship between interactional diversity and the residence halls, the researcher chose to add two additional items relating to interactions within the dorm rooms themselves. Drawing from the social distance literature (Bogardus 1933; Park 1924), interactions that occur in the more intimate setting of dorm rooms suggest an increased comfort with interactions across race lines, particularly when the interaction occurs within the respondent's *own* dorm room.

For each item of the *Interactional Diversity* scale, responses ranged from 1(*never*) to 4(*very often*).

Please think about the experiences you have had in your current residence hall. For each of the following examples, please indicate how often each occurs in your current residence hall—never, occasionally, often, or very often.

1. *I dine or share meals with students of a different racial background than myself.* (Saenz, Ngai, and Hurtado 2007)
2. *I visit with residents of a different racial background than myself in <u>their</u> room.*
3. *I visit with residents of a different racial background than myself in <u>my</u> room.*

Please think about your experiences both at MSU and within your current residence hall. Please indicate how often each of the following occurs—never, occasionally, often, or very often.

4. *I have meaningful and honest discussions about race and ethnic relations with students from racial backgrounds different than my own <u>outside of class</u>.* (Saenz, Ngai, and Hurtado 2007)
5. *I share personal feelings and problems with students of a different racial background than myself.* (Saenz, Ngai, and Hurtado 2007)
6. *I study or prepare for class with students of a different racial background than myself.* (Saenz, Ngai, and Hurtado 2007)
7. *I socialize or party with students of a different racial background than myself.* (Saenz, Ngai, and Hurtado 2007)
8. *I have intellectual discussions with students of a different racial background than myself <u>outside of class</u>.* (Saenz, Ngai, and Hurtado 2007)
9. *I attend events with students of a different racial background than myself.* (modified from Saenz, Ngai, and Hurtado 2007)
10. *I attend events sponsored by other racial/ethnic groups that differ from my own racial/ethnic background.* (Saenz, Ngai, and Hurtado 2007)

Measures: Independent Variables

Several demographics were controlled for. There were multiple race dummy variables created from respondents' self-identified racial/ethnic backgrounds: Black, Chicano/Latino, American Indian, Asian, and Mixed Race were each compared to White/Caucasian students. Research on racial attitudes, perceptions of campus climate, and interactional diversity consistently find race to be a significant variable (Bonilla-

Silva 2003; Chang 1996; Chang, Astin, and Kim 2004; Chavous 2005; Hu and Kuh 2003; Joyner and Kao 2000; Koehler 2001; Saenz, Ngai, and Hurtado 2007; Sigelman, Bledsoe, Welch, and Combs 1996; Suarez-Balcazar, Orellana-Damacela, Portillo, Rowan, and Andrews-Guillen 2003; Tyson 2004). As discussed earlier, students were not asked to identify their domestic status (i.e. International students).

A dummy variable was also created for gender (1=female). Research on the relationship between gender and interactional diversity has been inconsistent and varies across racial groups (Antonio 2001; Bonilla-Silva 2003; Cowan 2005; Koehler 2001; McClelland and Linnander 2006). For example, in his research on college students, Bonilla-Silva (2003) found that working-class, White women were more likely to have meaningful relationships across race lines than other groups. Other scholars have suggested that boys and men are more likely to have interracial friendships than girls and women because of their higher rates of participation in sports (Tatum 1997).

Mother's education, father's education, and family income were also controlled for. While these variables do not appear in the interactional diversity literature, they have been found to play a critical role in racial attitudes (Bobo and Hutchings 1996; Bonilla-Silva 1997; Milem, Umbach, and Liang 2004; Powers and Ellison 1995; Safron and Broman 1997).

Finally, class standing is considered for two reasons. First, students who have lived on campus for a longer time frame (i.e. upperclassmen) are likely to have a different impression of the campus climate and any issues of racial tension. For example, during the 2005-06 school year, there were several incidents of racial harassment as well as several highly publicized crimes that were committed on campus—allegedly by African

Americans. Freshmen that were new to campus in 2006 would not have been aware of these issues, at least not to the same extent as returning students, and there were very few race-related incidents during the 2006-07 academic year. Second, the likelihood of developing meaningful friendships with other students on campus should be directly related to time spent on campus. Based on this assumption, meaningful interactions across racial lines should also be related to this variable.

Participants were also asked to estimate the average number of hours they spend socializing on a weekly basis. Response choices ranged from 0(*0 hours*) to 5(*more than 20 hours*). The purpose of this variable is to control for those students who are more or less inclined to socialize with anyone, regardless of race (Saenz, Ngai, and Hurtado 2007).

The racial composition of the respondents' hometown, elementary school, and middle/high school was also considered. For each question, response choices ranged from 1 (*all or nearly all students of color*) to 5(*all or nearly all White students*). These categories were then collapsed to create bivariate variables where *all or nearly all students of color* and *all or nearly all White students* represented a segregated population and the remaining categories represented an integrated community. Research indicates that experience with segregation early in life, particularly in educational settings, tends to be perpetuated in later life (Braddock 1985; Braddock, Crain, and McPartland 1984; Gurin 1999; Milem, Umbach, and Liang 2004).

Measures: Other Control Variables

In addition to the demographic variables, several other variables were considered as potential explanatory variables. *Current hall percent White* is a scale variable that

ranks the residence halls on the campus of Michigan State University by the percentage of residents in each hall that are non-Hispanic White. In the current study, data was originally collected from all 22 residence halls. Upon further consideration, however, one of the halls has been eliminated from some of the analysis. Van Hoosen Hall consists of 64 residents; all of the residents are female and more than 95 percent of them are upperclassmen. Additionally, this hall is set up as apartment-style living such that each resident has their own room, bathroom, and kitchen. While the results from these residents will be used in most of the analyses, they will not be included for those issues that pertain specifically to the residence hall experience. The remaining 21 residence halls were recoded into an ascending list based on the racial composition of each hall. For example, the hall with the lowest percentage of White students, Rather (49.4% non-Hispanic White), was given a value of 1. The hall with the highest percentage of White students, Wonders (89.9% non-Hispanic White), was given a value of 21. By creating such a variable, the effects of the racial composition of the residence halls can be considered. The opportunity hypothesis tells us that as the racial diversity of an institution increases, so does the likelihood for interacting across racial lines (Blau 1994; Joyner and Kao 2000). Given the exceptional size of Michigan State University, structural diversity can be assessed at both the institutional and residence hall levels. Research finds that the probability of a social tie between individuals increases as their proximity increases (Feldman 1981; McPherson, Smith-Lovin, and Cook 2001; Moody 2001). Related to this, people expend minimal effort in establishing ties outside their local areas (Zipf 1949). Taken together, these findings suggest that students living in racially diverse residence

halls will be more likely to interact cross-racially than students in predominantly White residence halls.

Students were also asked how they came to live in their current residence hall. Like many schools, Michigan State University allows students to request their residence halls. Hall assignments are based on a number of variables including the application date, the request of a specific roommate, and requests for a smoke-free or alcohol-free hall. Returning students are given first preference in requests for a specific hall. All other students are assigned to halls based on room availability and additional requests (e.g. roommate, smoke-free hall, etc.). Students were first asked: *Are you required to live in your current residence hall due to your participation in a Living-Learning program such as Lyman Briggs, RISE, ROSES, or James Madison?* (1=Yes, 5=No). For those students who responded that they were not required to live in their current hall, they were then asked: *Did you request to live in your current residence hall?* (1=Yes, 5=No). 14 percent of the respondents in this study report that their current hall is the result of their participation in a living-learning program. For the students who were not required to live in a particular hall, 73 percent requested their current hall. It is expected that the experiences of students within the residence halls will differ depending on whether they are participating in a living-learning program, where they have regular and ongoing contact with other members of the programs; students who requested their current hall, where they have made a conscious choice to move; and students who did not request their current hall (see Tables 2.5 and 2.6). When these variables are included in the analysis, they will not include the 28 participants from Van Hoosen Hall—all of whom requested to live in that hall.

Table 2.5 Current Residence Hall Required

	N	Valid Percent
Yes	560	14.0
No	3453	86.0
Total	4013	100.0
Missing	563	
Total	4576	

Table 2.6 Current Residence Hall Requested

	Frequency	Valid Percent
Yes	2514	73.0
No	930	27.0
Total	3444	100.0
Missing	1132	
Total	4576	

An important factor expected to affect respondents' experiences and perceptions on campus is the atmosphere of their current residence hall. A nine-item scale was developed, the *Overall Racial Environment of the Current Residence Hall*, to help capture the context in which each respondent is living (alpha=.778). Research suggests that perceived racial conflict in the residence hall leads to a decrease in interaction across race lines as well as a decrease in students' comfort (Johnson-Durgans 1994). Furthermore, research has shown the White and Black students are more likely to have interracial friendships if they perceive such friendships as normative on campus or, in this case, within the residence hall (Chavous 2005). It is expected that students residing in halls with minimal racial conflict, who would recommend their current hall to friends and peers of their same racial background, will hold more positive views of the campus racial climate, perceive less racial tension on campus, and report higher levels of *Interaction* than other students. Many of the questions in this scale were modeled after those that appear in the Michigan State University Department of Residence Life *Floor Community*

Survey which is conducted every year. As they appear in this survey, these questions have been modified to address specific issues of race in the residence halls. The remaining questions in this scale were developed by the researcher and are intended to reveal the level of satisfaction or comfort that residents feel about their current residence hall.

The following items comprise the *Overall Racial Environment of the Current Residence Hall* scale:

*We would like you to consider the experiences you have had in **your current residence hall**. For the first set of examples, please tell us how often each of the following examples occurs: never, occasionally, often, or very often.*

1. *There are conflicts between groups on your floor and/or in your residence hall related to racial/ethnic differences.* (modified Res Life)
2. *There are conflicts between individuals on your floor and/or in your residence hall related to racial/ethnic differences.* (modified Res Life)
3. *You have conflicts with someone on your floor and/or in your residence hall that you believe are based on the difference in your race/ethnicity.* (modified Res Life)

*Please tell us how accurately each statement reflects your experience in **your current residence hall**. For each statement, tell us whether you strongly disagree, disagree, agree, or strongly agree.*

4. *I feel emotionally safe in my residence hall.* (Res Life)
5. *I feel physically safe in my residence hall.* (Res Life)
6. *I would recommend this residence hall to my friends of the same racial background as myself.*
7. *If I were to live on campus next year, I would want to live in the same residence hall.*
8. *It has been easy to make friends in my current residence hall.*
9. *I am comfortable with the racial composition of my residence hall.*

It should be noted that residents living in Van Hoosen Hall are not included in this scale.

Several other variables were considered as potential control variables. *First year at MSU* is a bivariate variable (1=yes) that allows the researcher to differentiate transfer students and freshmen from other upperclassmen in the event that there is a relationship between time spent on campus and respondents' perceptions and experiences on campus.

Three additional variables consider the effect of respondents' roommates. Research suggests that first-year roommates have a positive effect on interracial friendships; however, the strength of this correlation has been inconsistent. In his research at Duke University, Tyson (2004) found that freshmen were more likely to have interracial friendships if their roommates were of a different racial background than themselves. This relationship was found to be stronger among students of color than White students. Among White students with an interracial roommate, Tyson found that most were close friends with that roommate but had few other non-White friends. In their longitudinal study conducted on the UCLA campus, Van Laar et al. (2005) found that although interracial roommates showed lower levels of prejudice and higher levels of affect toward other racial groups, these pairings did not increase the racial diversity of students' friendships. In their longitudinal research on White college students, McClelland and Linnander (2006) found that the effects of interracial contact were more significant when it occurred between friends—who choose each other on a voluntary basis—than between close contacts who had been assigned to one another, as in the case of randomly assigned roommates.

In the current survey, respondents were asked if the racial background of their first-year roommate differed from their own (1=yes). Respondents who have attended Michigan State University for more than one year were also asked about the race of their current roommate (1=yes). Respondents were also asked whether they had requested their first-year and current roommates (1=yes).

The Housing Department at Michigan State University tries to accommodate all roommate requests. Because the majority of students at Michigan State University come

from within the state of Michigan—the most segregated state in the country—students who request their first-year roommate are most likely to request a roommate of their same racial background. Additionally, the level of familiarity would most likely differ substantially between students who have a pre-established relationship with their roommate and those that went in "blind". The data indicate that the majority of students (72.1%) who participated in the survey did not request their first-year roommate. Of those students who did request their first-year roommate (32.7%), only 5 percent involved a roommate of a different racial background than themselves (see Table 2.7).

Table 2.7 First-year roommate

	N	Valid Percent
Requested 1st yr roommate/same race	862	22.3
Requested 1st yr roommate/different race	214	5.5
Blind 1st yr roommate/same race	1733	44.9
Blind 1st yr roommate/different race	1048	27.2
Total	3857	100.0
Missing	719	
Total	4576	

Similar findings were reported by upperclassmen. For those students who indicated that this was not their first year at Michigan State University (41.5% of respondents), more than half requested their roommate (57%) and of those students, 11 percent requested a roommate of a different racial background than themselves (see Table 2.8). It is expected that the roommates of the respondents will be predictive of which students would branch out of that comfort zone in an effort to build a new social network once coming to campus. For analysis pertaining to first-year and current roommates, residents in Van Hoosen Hall will be included.

Table 2.8 Current Roommate Upperclass Only

	N	Percent	Valid Percent
Did not request current roommate/Same race	649	14.2	34.2
Requested current roommate/Same race	865	18.9	45.5
Did not request current roommate/Different race	167	3.6	8.8
Requested current roommate/Different race	219	4.8	11.5
Total	1900	41.5	100.0
Missing	2676	58.5	
Total	4576	100.0	

Research on interactional diversity has shown that the classroom plays an important role in facilitating informal student engagement across race lines. The literature related to the classroom can be divided into two components. First, enrollment in courses that utilize a diversified curriculum (e.g. racial/ethnic studies; women's studies) results in students' increased civic participation and cultural awareness, as well as critical thinking skills, and satisfaction with college (Astin 1993; Gurin 1999; Hurtado 2005; Milem 1994). Second, when faculty employ an active pedagogy (e.g. providing students with opportunities for intergroup dialogue, collaborative learning methods, and group projects), students show improved academic achievement, critical thinking and problem-solving skills, increased civic participation and cultural awareness, and most importantly for the purposes of this study, increased interactional diversity outside of the classroom (Chang, Astin, and Kim 2004; Cohen et al. 1997; Hurtado 2001; Slavin 1995; Slavin and Cooper 1997; Wolfe and Spencer 1996).

A five-item scale was developed to assess the classroom environment (alpha=.692). The *Classroom Experience* measures the extent to which students are exposed to issues related to diversity in the classroom and to what degree they are affected by these opportunities. This measure is an attempt to operationalize the role that

the classroom plays in students' interactional diversity. The particular items within the scale were chosen because they often appear in the interactional diversity literature. Four of the five questions were modified from similar studies. The fifth question, related to who students sit next to in class, is based on the social distance literature. Michigan State University frequently holds classes that exceed 500 students. In fact, many students do not attend classes with less than 150 students until they reach their senior year and are well into their programs. Under these circumstances, many students are able to find peers of their own racial background to sit beside during lecture, if they so choose.

For each item of the *Classroom Experience* scale, responses ranged from 1(*never*) to 4(*very often*).

For this section, please think about your daily experiences that occur outside of your residence hall. For each of the following, please indicate how often you have experienced each in your classes at MSU –never, occasionally, often, or very often.

1. *I have experiences in my classes that challenge my values/beliefs.* (Gurin, Dey, Hurtado, and Gurin 2002)
2. *I have experiences in my classes which broaden my understanding of students different from myself.*
3. *My views have been changed because of conversations with students of different racial/ethnic backgrounds than myself in my classes.* (Gurin, Dey, Hurtado, and Gurin 2002)
4. *I have conversations with students of a different racial background than myself in my classes.* (Chang, Astin, and Kim 2004)
5. *I sit next to students of a different racial background than myself in my classes.*

Focus Groups

In addition to the survey, multiple focus groups were conducted. The intent of the focus groups was twofold. First, to help provide further insight into particular patterns that revealed themselves in the quantitative data. Second, to give voice to the students and allow them to validate the findings of the survey. Focus group discussions centered on the following topics: the perceived racial tension on campus, the perceived racial

climate on campus, and the perceived relationship between housing and interactional diversity. Focus groups were conducted after preliminary analysis of the data had been conducted and lasted between sixty and ninety minutes.

Upon the completion of the online survey, respondents were invited to participate in the focus groups that would be race-specific to the greatest extent possible. A link was provided at the end of the survey that opened a separate window where volunteers entered their race and gender. A list of available meeting times was posted and participants were asked to rank the meeting times that best fit their schedules.

A total of five focus groups were conducted: two for Black students, one for White students, one for Asian American students, and one for all other students: Latino, Native American, Arab American and mixed-race students. As discussed earlier, students were asked to self-identify their race when they volunteered for the focus groups. For the most part, the racial demographics that were based on university records and students' self-identification were highly consistent. However, for the purpose of the focus groups, whenever there was a discrepancy for a student, the student's self-identification was used (see Table 2.9). Of the 2961 White students who participated in the survey, 18.7% (n=554) volunteered to participate in the focus groups. Of the 291 Black students who participated in the survey, 46.0% (n=134) volunteered to participate in the focus groups. For both White and Black students, volunteers were selected based on their availability, such that those students who were available on the most popular days were contacted. In the end, 100 self-identified White students and 99 self-identified Black students were contacted regarding the focus groups. Of the 105 Latino students who participated in the study, 35.2% (n=37) volunteered to participate in the focus groups. Of

the 24 American Indian students who completed the survey, 33.3% (n=8) volunteered to participate in the focus groups. Of the 226 Asian American/Pacific Islander students who completed the survey, 25.2% (n=49) volunteered to participate in the focus groups. All of the students who self-identified as Chicano/Latino, American Indian, and Asian American/Pacific Islander volunteers were contacted and invited to attend focus groups on the day that was most popular for each group. An additional 29 students that volunteered for the focus groups were contacted. These students self-identified as either mixed-race, Arab American, or whose race was unknown. Although 20.9% (n=37) of all International respondents volunteered to participate in the focus groups, none responded when they were contacted directly. As a result, there were no focus groups held for this group.

Table 2.9 Race based on MSU Records * Self-Identified Race

Race based on MSU Records	Self-Identified Race									Total
	White	Black/African American	Chicano	American Indian	Asian	Mixed Race	Not Asked	International	Arab	
White	549	2	0	2	0	0	0	2	1	556
Black/African American	0	131	0	0	0	9	0	0	0	140
Latino	1	0	35	0	0	2	0	0	0	38
American Indian	0	0	0	6	0	1	0	0	0	7
Asian	0	0	0	0	46	6	0	2	1	55
Not Asked	4	0	0	0	0	0	7	1	0	12
International	0	1	2	0	3	2	0	32	0	40
Total	554	134	37	8	49	20	7	37	2	848

Participation rates for the focus groups were very low. In the end, only 3 African Americans participated in the first meeting and 5 participated in the second meeting. Five White students and 1 Asian American student participated in their respective focus group meetings. Two students participated in the group designated for "Others"; both identify as bi-racial (Native American and White). The atmosphere for the focus groups was relaxed and participants appeared to be at ease discussing the topics with the facilitators. It is possible that the dynamics for each discussion varied to a certain extent due to the fact that the facilitators were not consistent across meetings. However, because the participation rates were so low, it is unlikely that the outcomes of these discussions would be generalizable to the campus population even if the facilitators had been consistent. Because the participation in focus groups was extremely low, making students' remarks ungeneralizable to the campus population, results from these discussions have not been included here. In order to provide a qualitative component to this topic in future studies, participation in focus groups must be considerably higher.

Analytic Strategy

Data collected from the online survey is considered from multiple perspectives. Using SPSS, a variety of analyses were conducted using crosstabulations, chi square, and multiple regressions, including race, gender, socioeconomic status of the respondent's family, racial composition of the respondent's neighborhood and schools growing up, percentage of White students in the current residence hall, and the *Interaction* scale. As discussed previously, the effects of discrimination and the atmosphere of respondents' residence halls were analyzed through the use of the *Experience with Discrimination* and the *Overall Racial Environment of the Current Residence Hall* scales.

Gaining Access

The focus and intent of this dissertation was approved and supported by the Office of Student Affairs, the Department of Residence Life, the Department of Housing, and the Office for Inclusion and Intercultural Initiatives (formerly the Office of Affirmative Action Compliance and Monitoring) at Michigan State University. In addition, the Residence Halls Association passed a bill specific to this study requiring all of its members to help promote the significance of the survey and encourage student participation.

Limitations: Data Collection

Data collection was conducted only once. Pettigrew (1998; 2000) warns against measuring the effects of contact with cross-sectional analysis. Compared to longitudinal studies that measure racial attitudes and experiences in real time, cross-sectional studies ask respondents to draw upon their own memories and increase the likelihood of social desirability bias. Although questions in the present survey (e.g. racial composition of the respondent's elementary school and the diversity of the respondent's friends prior to attending Michigan State University) require participants to reflect on their personal history, there is only one question that asks them about past attitudes (*You have become more aware of your personal prejudices and stereotypes towards others since attending Michigan State University*).

Cross-sectional analysis will also limit the analysis of the role of the classroom in interactional diversity. Respondents were asked about both issues simultaneously so that if a relationship is determined, causality cannot be determined. Despite this limitation, though, finding a significant relationship is meaningful in that it suggests that at the very

least what occurs inside of the classroom affects what occurs outside of the classroom and vice versa. Such a finding would indicate to researchers that this relationship deserves further, longitudinal consideration.

There are a number of questions in the survey related to the respondent's behavior and level of interaction across racial lines. These questions are certainly susceptible to social desirability effects. Items related to racial attitudes and behaviors are typically vulnerable to social desirability bias, especially from White and highly educated respondents (Krysan 2000; Sears 1997). Moreover, research on interracial friendships is fraught with reporting bias (Bonilla-Silva 2003; Smith 2002). While many steps were taken to include a variety of student and campus organizations when promoting this survey, it is possible that some participants continued to perceive the survey in a particular light. As a result, those students who participated in the study may have over-stated their levels of interaction across race.

In his review of interracial friendship studies, Smith (2002) finds that one-item questions regarding interracial friendships, such as "Do you have any Black/White friends," are most likely to elicit response biases for both White and Black respondents. According to Smith, these types of questions encourage participants to exaggerate "friendly" relations with a particular group into "friendships" within that group. In addition to this, without defining "friend" for a respondent, this concept can be interpreted in any variety of ways. In the current survey, *I have broadened the diversity (e.g., race, sexual orientation, background, religious, culture, etc.) of my immediate circle of friends*, is an example of the one-step question that Smith warns against, particularly when testing the contact hypothesis. The terms "friends," despite being

narrowed to the immediate circle, does lend itself to open interpretation as Smith suggests. Friendship questions related to race are especially difficult to operationalize because of the tendency among Whites to inflate the number of non-White friends they have (Bonilla-Silva 2003).

Despite the limitations of the *diversity* variable, there are two reasons why it should not be discounted. First, this question appears regularly in the Residence Life surveys that are distributed to on-campus residents. Returning students are therefore familiar with the question and have answered it in the past. In addition, there are previous studies to compare the results from this survey to and confirm the reliability of this measure. Second, although single-item friendship questions are prone to bias effects, questions related to specific activities across race lines are not (Bonilla-Silva 2003). The *Interaction* scale then provides us with a greater understanding regarding the validity of this measure.

One-item questions in the *Interactional Diversity* scale are expected to yield a minimum response bias. Some items taken individually, such as those relating to socializing and partying, might be over-stated because like "friends" these activities can be interpreted more loosely. However, other items in the scale, such as those pertaining to having meaningful discussions and sharing personal feelings and problems, are typically answered honestly (Bonilla-Silva 2003). By using a scale to measure the behaviors of respondents, the effects of social desirability should be minimized.

Other one-item measures within the study such as perceived racial tension on campus and perceptions of the campus racial climate may be limited. Without providing respondents with a range of specific questions that can be collapsed into scale

measurements for these variables, it cannot be assumed that participants interpreted these questions similarly. In this case, the validity of these measures is threatened. If a significant relationship is found between these variables and the independent variables, this contributes to our understanding of race relations on a university campus. However, the extent to which we can interpret these findings will be restricted.

Response error may also come as the result of self-selection. All research is vulnerable to the effects of self-selection. This likelihood tends to increase in populations that are already over-surveyed. While 33 percent of the on-campus population participated in the study, it is important to consider how these respondents may differ from their peers. Given the subject of this study, it is likely that for at least some of the participants, this is a salient issue (Groves 2006; Heberlein and Baumgartner 1978; Van Kenhove, Wijnen, and De Wulf 2002). Additionally, it is possible that some those students who did not participate chose not to because of the specific issue at hand. In a recent review of the literature on nonresponse rates and nonresponse bias, Groves (2006) explains that nonresponse rates alone are a weak predictor of bias. A significant advantage for this study is that it employed a nonprobability sample design, surveying the entire population. Characteristics of those students who participated in this survey (race, gender, class standing, and current hall) are very similar to the on-campus population at large. An examination of those students who "clicked" the survey but did not participate in it shows that these students differed somewhat by gender but the ratio of those who completed the survey more accurately represented the campus population of men and women. Non-Hispanic White students (per university records) were slightly overrepresented among students who participated in the survey while students of color

were slightly underrepresented which is frequently found in survey research (Curtin, Presser, and Singer 2000; Porter and Umbach 2006; Sax, Gilmartin, and Bryant 2003). These differences were not substantial, however. This information suggests that any effects of nonresponse are nominal, at least in terms of basic demographics.

Finally, there is the matter of missing data. Of the 4,576 participants, there are at least 400 missing cases for each question. This number rises in a near linear fashion to just over 700 missing cases by the end of the survey. It is unlikely that this increase is related to a particular issue. The format of the survey is such that questions specifically related to race on campus appear from the beginning; demographic data is not addressed until the end. Compared to those that skipped the first question, the racial/ethnic background of respondents who skipped the last issue-specific question (prior to the questions relating to demographics) are fairly similar (see Table 2.10). International students and African Americans exhibited the largest increase in incompletion rates (both above 9%). Both of these groups exhibited higher rates of incompletion on the first question as well. In contrast, American Indian/Native American were the only group to improve their completion rates (a difference of one student). This suggests that for these students, once they began the survey, they all completed it. It may be that the particular topic of this survey was more salient to them than for students from other populations. The overall proportion of those who completed the last question, however, is very similar to the proportion that completed the first question. These proportions are also similar to the overall on-campus population, with non-Hispanic Whites and International students somewhat overrepresented and African Americans and Chicano/Latinos slightly underrepresented.

Men were somewhat less likely to complete the last question than women (see Table 2.11). This is consistent with survey response rates more generally (Curtin, Presser, and Singer 2000; Porter and Umbach 2006; Sax, Gilmartin, and Bryant 2003). Compared to those who skipped the first question, the rate of dropout is higher for men. When we consider the completion rates for the last issue-specific question, women are overrepresented.

Table 2.10 Race based on MSU Records * Skipped last question Crosstabulation

Race based on MSU Records		Skipped last question: Answered last question	Skipped last question: Skipped last question	Total
Non-Hispanic White	Count	3011	518	3529
	% within MSU race	85.3%	14.7%	100.0%
	% within skipped last question	79.2%	73.8%	78.3%
Non-Hispanic Black	Count	301	76	377
	% within MSU race	79.8%	20.2%	100.0%
	% within skipped last question	7.9%	10.8%	8.4%
Chicano/Latino	Count	108	17	125
	% within MSU race	86.4%	13.6%	100.0%
	% within skipped last question	2.8%	2.4%	2.8%
American Indian, Alaskan Native	Count	23	6	29
	% within MSU race	79.3%	20.7%	100.0%
	% within skipped last question	.6%	.9%	.6%
Asian American, Pacific Islander	Count	228	41	269
	% within MSU race	84.8%	15.2%	100.0%
	% within skipped last question	6.0%	5.8%	6.0%
International	Count	133	44	177
	% within MSU race	75.1%	24.9%	100.0%
	% within skipped last question	3.5%	6.3%	3.9%
Total	Count	3804	702	4506
	% within MSU race	84.4%	15.6%	100.0%
	% within skipped last question	100.0%	100.0%	100.0%

Table 2.11 Gender * Skipped Last Question Crosstabulation

Gender		Skipped last question		Total
		Answered last question	Skipped last question	
F	Count	2537	408	2945
	% within gender	86.1%	13.9%	100.0%
	% within skipped last question	65.7%	57.1%	64.4%
M	Count	1325	306	1631
	% within gender	81.2%	18.8%	100.0%
	% within skipped last question	34.3%	42.9%	35.6%
Total	Count	3862	714	4576
	% within gender	84.4%	15.6%	100.0%
	% within skipped last question	100.0%	100.0%	100.0%

Although the survey completion time was estimated at 10 minutes, it is likely that the increase in missing cases based on race is due, in large part, to participants dropping out of the survey because of the time it required to complete. It is likely that the increase in missing cases based on gender is partially the result of survey fatigue and the time it took to complete the survey. However, it is also likely that gender itself played a role with women being more likely to participate in surveys, having higher rates of completion on surveys, and possibly also placing a higher value on the topic of this survey than men. In the next chapter, we will review the results from the bivariate analyses.

CHAPTER 3: PRELIMINARY RESULTS

Racial Tension on Campus

Students were asked whether they strongly disagreed, disagreed, agreed or strongly agreed with the following statement: "*There is racial tension on campus.*" Of the students who responded (n=3876), 7.5 percent strongly agreed, 34.2 percent agreed, 47.3 percent disagreed, and 11.1 percent strongly disagreed (see Table 3.1). This indicates that the majority of students on campus do not perceive racial tension, but that a solid minority of students, 41.7 percent, does perceive such tension. The chi-square statistic on this variable is large and significant (.000), indicating that we can reject the null hypothesis that students on campus are equally likely to agree and disagree with this statement (Table 3.2). When we examine this variable more closely, it becomes clear that some students are more likely than others to perceive racial tension on campus.

Table 3.1 Racial Tension on Campus: Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	290	6.3	7.5	7.5
Agree	1325	29.0	34.2	41.7
Disagree	1832	40.0	47.3	88.9
Strongly Disagree	429	9.4	11.1	100.0
Total	3876	84.7	100.0	
Missing	700	15.3		
Total	4576	100.0		

Table 3.2 Racial Tension on Campus: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Strongly Agree	290	969.0	-679.0
Agree	1325	969.0	356.0
Disagree	1832	969.0	863.0
Strongly Disagree	429	969.0	-540.0
Total	3876		

Racial Tension on Campus: Chi-Square Test Statistics

	Racial Tension on Campus
Chi-Square(a)	1676.105
df	3
Asymp. Sig.	.000

Table 3.2 (cont'd)

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 969.0.

Racial Tension: Race/Ethnicity

Crosstabulations for racial tension by race suggest clear differences based on the race/ethnicity of respondents (see Table 3.3). Black students were most likely to strongly agree (35.1%) or agree (46.4%) that there is tension on campus, with nearly three-quarters of Black students feeling this way. White/Caucasian students were the least likely to perceive tension on campus. Nearly two-thirds of White students disagreed (50.7%) or strongly disagreed (12.0%) with this statement. After White students, Asian students, followed by Native American students, were the least likely to perceive racial tension on campus (61.1% and 60.0% respectively). Mixed Race students appeared the most conflicted on this issue with half of the students agreeing and half of the students disagreeing that there is racial tension on campus. Chicano/Latino students were somewhat divided in their perceptions; however, the majority report strongly agreeing (14.5%) or agreeing (41.9%) with this statement.

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that perceived racial tension on campus and the racial/ethnic background of the participants are independent (see Table 3.4). This indicates that the discrepancies seen in the frequencies between racial/ethnic groups are meaningful.

Table 3.3 Racial Tension on Campus*Self-Identified Race Crosstabulation

Racial Tension on Campus		Race/Ethnicity						Total
		White/ Caucasian	Black	Chicano/ Latino	Native American	Asian	Mixed Race	
Strongly Agree	Count	136	93	17	1	19	10	276
	%	4.6%	35.1%	14.5%	14.5%	6.6%	12.8%	7.4%
Agree	Count	965	123	49	3	93	29	1262
	%	32.7%	46.4%	41.9%	30.0%	32.3%	37.2%	34.0%
Disagree	Count	1495	40	40	5	154	26	1760
	%	50.7%	15.1%	34.2%	50.0%	53.5%	33.3%	47.5%
Strongly Disagree	Count	354	9	11	1	22	13	410
	%	12.0%	3.4%	9.4%	10.0%	7.6%	16.7%	11.1%
Total	Count	2950	265	117	10	288	78	3708
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 3.4 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	428.156(a)	15	.000
Likelihood Ratio	326.594	15	.000
Linear-by-Linear Association	15.423	1	.020
N of Valid Cases	3708		

a 4 cells (16.7%) have expected count less than 5. The minimum expected count is .74.

Racial Tension: Gender

Crosstabulations for racial tension by gender indicates that men and women share fairly similar perceptions on this issue (see Table 3.5). Only 6.5 percent of men and 8.0 percent of women strongly agreed that there is racial tension on campus, while 31.2 percent of men and 35.8 percent of women agreed with this statement. Both groups were most likely to report disagreeing with this statement: 48.0 percent of men and 46.9 percent of women disagreed that there is racial tension on campus. Men were somewhat more likely to strongly disagree (14.4%) that there is racial tension on campus compared with women (9.3%).

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that perceived racial tension on campus and the gender of the

participants are independent (Table 3.6). This indicates that the discrepancies in frequencies between men and women on this variable are meaningful.

Table 3.5 Racial Tension on Campus * Self-Identified Gender Crosstabulation

Racial Tension on Campus		Gender		Total
		Male	Female	
Strongly Agree	Count	85	201	286
	%	6.5%	8.0%	7.5%
Agree	Count	409	899	1308
	%	31.2%	35.8%	34.2%
Disagree	Count	630	1177	1807
	%	48.0%	46.9%	47.3%
Strongly Disagree	Count	189	233	422
	%	14.4%	9.3%	11.0%
Total	Count	1313	2510	3823
	%	100.0%	100.0%	100.0%

Table 3.6 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.822(a)	3	.000
Likelihood Ratio	28.191	3	.000
Linear-by-Linear Association	23.459	1	.000
N of Valid Cases	3823		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 98.23.

Racial Tension: Class Standing

Crosstabulations for racial tension by class standing indicate that perceptions of tension on campus increase with class standing in a linear fashion (see Table 3.7). Only 5.2 percent of freshmen strongly agreed that there is racial tension on campus, compared to 7.1 percent of sophomores, 12.0 percent of juniors, and 14.1 percent of seniors. Seniors were most likely to agree that there is racial tension on campus (41.3%), compared to 28.7 percent of freshmen, 39.3 percent of sophomores, and 45.9 percent of juniors. Freshmen were most likely to disagree that there is racial tension on campus (52.5%), compared to 44.8 percent of sophomores, 42.6 percent of juniors and 36.9 percent of

seniors. Only 7.7 percent of seniors strongly disagreed that there is racial tension on campus compared with 9.4 percent of juniors, 8.8 percent of sophomores, and 13.6 percent of freshmen.

Table 3.7 Racial Tension on Campus * Self-Identified Class Standing Crosstabulation

Racial Tension on Campus		Class Standing				Total
		Freshman	Sophomore	Junior	Senior	
Strongly Agree	Count	91	86	63	44	284
	%	5.2%	7.1%	12.0%	14.1%	7.5%
Agree	Count	504	475	188	129	1296
		28.7%	39.3%	35.9%	41.3%	34.1%
Disagree	Count	924	541	223	115	1803
		52.5%	44.8%	42.6%	36.9%	47.4%
Strongly Disagree	Count	240	106	49	24	419
	%	13.6%	8.8%	9.4%	7.7%	11.0%
Total	Count	1759	1208	523	312	3802
	%	100.0%	100.0%	100.0%	100.0%	100.0%

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that perceived racial tension on campus and the class standing of the participants are independent (Table 3.8). This indicates that the discrepancies in frequencies between freshmen, sophomores, juniors and seniors on this variable are meaningful.

Table 3.8 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	118.214(a)	9	.000
Likelihood Ratio	114.164	9	.000
Linear-by-Linear Association	92.151	1	.000
N of Valid Cases	3802		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.31.

Racial Tension: First-Year Status

Students in their first year at Michigan State University were also examined to account for possible transfer students among upper-classmen. Crosstabulations for racial

tension by first-year status were largely consistent with results for freshmen students (see Table 3.9). Among first-year students 5.0 percent strongly agreed that there is racial tension on campus, 28.5 percent agreed, 52.5 percent disagreed and 14.0 strongly disagreed.

Table 3.9 Racial Tension on Campus * First Year at MSU Crosstabulation

Racial Tension on Campus		First year at MSU		Total
		No	Yes	
Strongly Agree	Count	187	97	284
	%	10.0%	5.0%	7.5%
Agree	Count	752	549	1301
	%	40.1%	28.5%	34.2%
Disagree	Count	786	1013	1799
	%	41.9%	52.5%	47.3%
Strongly Disagree	Count	151	270	421
	%	8.0%	14.0%	11.1%
Total	Count	1876	1929	3805
	%	100.0%	100.0%	100.0%

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that perceived racial tension on campus and the status of the participants (first years versus returners) are independent (see Table 3.10). This indicates that the discrepancies in frequencies between first-year and returning students on this variable are meaningful.

Table 3.10 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	121.761(a)	3	.000
Likelihood Ratio	122.904	3	.000
Linear-by-Linear Association	118.182	1	.000
N of Valid Cases	3805		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 140.02.

Racial Tension: Current Hall Percent White

Crosstabulations for racial tension by current hall were conducted. Results suggest that perceptions of racial tension increase as the percentage of students of color in the hall increases (see Table 3.11). Similarly, perceptions of racial tension tend to decrease as the percentage of White students in the hall increase. For example, Rather, Hubbard and Butterfield halls house the greatest percentage of students of color (50.6%, 48.0%, and 39.0% of their residents respectively). They also house the greatest percentage of Black students (28.4%, 31.1%, 30.8%) of any halls on campus. On the issue of racial tension, students in these halls are considerably more likely to agree or strongly agree than students from other, less diverse halls. More than half of the students living in these halls agree or strongly agree that there is racial tension on campus. In contrast, more than 60 percent of students residing in Wonders, Mayo, and Wilson halls—which have the greatest percentage of non-Hispanic White students (89.9%, 88.3%, and 88.0% respectively)—disagree or strongly disagree that there is racial tension on campus.

Table 3.11 Current Hall Percent White* Racial Tension Bivariate Crosstabulation

Current Hall Percent White		Racial Tension Bivariate		
		Strongly Agree or Agree	Strongly Disagree or Disagree	Total
Rather	Count	57	46	103
	%	55.3%	44.7%	100.0%
Hubbard	Count	147	134	281
	%	52.3%	47.7%	100.0%
Butterfield	Count	47	35	82
	%	57.3%	42.7%	100.0%
McDonel	Count	92	177	269
	%	34.2%	65.8%	100.0%
Bryan	Count	54	78	132
	%	40.9%	59.1%	100.0%

Akers	Count	133	162	295
	%	45.1%	54.9%	100.0%
Shaw	Count	90	129	219
	%	41.1%	58.9%	100.0%
Holden	Count	105	145	250
	%	42.0%	58.0%	100.0%
Bailey	Count	34	64	98
	%	34.7%	65.3%	100.0%
Holmes	Count	149	264	413
	%	36.1%	63.9%	100.0%
Williams	Count	35	31	66
	%	53.0%	47.0%	100.0%
Emmons	Count	40	66	106
	%	37.7%	62.3%	100.0%
Mason-Abbot	Count	124	139	263
	%	47.1%	52.9%	100.0%
Armstrong	Count	38	77	115
	%	33.0%	67.0%	100.0%
Case	Count	104	131	235
	%	44.3%	55.7%	100.0%
Landon	Count	50	55	105
	%	47.6%	52.4%	100.0%
Yakeley-Gilchrist	Count	60	108	168
	%	35.7%	64.3%	100.0%
Campbell	Count	32	53	85
	%	37.6%	62.4%	100.0%
Wilson	Count	74	145	219
	%	33.8%	66.2%	100.0%
Mayo	Count	19	36	55
	%	34.5%	65.5%	100.0%
Wonders	Count	81	129	210
	%	38.6%	61.4%	100.0%
Total	Count	1565	2204	3769
	%	41.5%	58.5%	100.0%

Table 3.11 (cont'd)

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that perceived racial tension on campus and the current halls of the participants, based on the percentage of White students in those halls, are independent (see Table 3.12). This indicates that the discrepancies in frequencies between students living in predominantly White residence halls and those living in more diverse halls on this variable are meaningful.

Table 3.12 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	67.961(a)	20	.000
Likelihood Ratio	67.819	20	.000
Linear-by-Linear Association	13.773	1	.000
N of Valid Cases	3769		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.84.

Further proof on the importance of the racial composition of the residence halls can be found when we look at the one-way analysis of variance for the test of the null hypothesis that perceptions of racial tension on campus will be equal across residence halls (Table 3.13). The observed significance level for the comparison of means between halls is less than .0005, suggesting that there is a relationship between these variables.

Table 3.13 Racial Tension Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.502	20	.825	3.441	.000
Within Groups	898.664	3748	.240		
Total	915.166	3768			

Racial Tension: Current Hall Assignment

Michigan State University has several living-learning programs on campus that require its students to live in a particular hall. Additionally, student athletes are assigned to specific residence halls. Consideration was given to whether perceptions of racial

tension varied depending on if students were required to live in the current hall. Students who are not required to live in their current hall have the option of requesting their current hall. The likelihood of this request being met is strongly related to whether or not the students are "returning" students compared with first-year students. Crosstabulation results show little difference between student opinions based on how their living arrangements were made (see Table 3.14). The majority of students disagree or strongly disagree that there is racial tension on campus, regardless of the nature of their housing assignment.

Table 3.14 Hall Assignment without Van Hoosen * Racial Tension on Campus Crosstabulation

Hall Assignment without Van Hoosen		Racial Tension on Campus				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Hall Required	Count	37	169	270	56	532
	%	7.0%	31.8%	50.8%	10.5%	100.0%
Requested Current Hall	Count	163	809	1126	257	2355
	%	6.9%	34.4%	47.8%	10.9%	100.0%
Did not request current Hall	Count	82	304	384	105	875
	%	9.4%	34.7%	43.9%	12.0%	100.0%
Total	Count	282	1282	1780	418	3762
	%	7.5%	34.1%	47.3%	11.1%	100.0%

The chi-square value on this crosstabulation is not significant; therefore we cannot reject the null hypothesis that perceived racial tension on campus and living in a required residence hall are independent (Table 3.15). This indicates that the frequencies on this variable are near enough to their expected count that, at least on the issue of perceived racial tension, students living in required residence halls, residence halls they

requested, or halls in which they were randomly assigned do not differ substantially from other students.

Table 3.15 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.807(a)	6	.066
Likelihood Ratio	11.504	6	.074
Linear-by-Linear Association	2.528	1	.112
N of Valid Cases	3869		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 40.78.

Racial Tension: First-Year Roommate

Michigan State University allows its students to request other students as their roommates and makes every attempt to fill these requests. We can assume that the vast majority of students who requested each other for roommates were already friends. It follows, then, that incoming freshmen and transfer students who requested a roommate, most likely already knew those students prior to attending Michigan State University. Students were asked whether or not they had requested their first-year roommate. Respondents were also asked whether the racial background of their first-year roommate was different from their own, regardless of whether or not they had requested that roommate. Crosstabulations for racial tension by the status of first-roommates were conducted (see Table 3.16).

Chi-square tabulations are less than .0005; therefore, we reject the null hypothesis that perceived racial tension is independent from first-year roommate assignments (see Table 3.17). Results suggest that students who requested their first-year roommate, and whose roommate shared their same racial background, were the least likely to agree that there is racial tension on campus. In contrast, students who requested their first-year

roommate, and whose roommate is of a different racial background than themselves, were most likely to perceive racial tension on campus.

Table 3.16 First-Year Roommate * Racial Tension on Campus Crosstabulation

First-Year Roommate		Racial Tension on Campus				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Requested first-year roommate/same race	Count	57	252	434	105	848
	%	6.7%	29.7%	51.2%	12.4%	100.0%
Requested first-year roommate/different race	Count	24	77	85	25	211
	%	11.4%	36.5%	40.3%	11.8%	100.0%
Blind first-year roommate/same race	Count	80	608	828	199	1715
	%	4.7%	35.5%	48.3%	11.6%	100.0%
Blind first-year roommate/different race	Count	122	367	454	92	1035
	%	11.8%	35.5%	43.9%	8.9%	100.0%
Total	Count	283	1304	1801	421	3809
	%	7.4%	34.2%	47.3%	11.1%	100.0%

Table 3.17 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	69.816(a)	9	.000
Likelihood Ratio	68.469	9	.000
Linear-by-Linear Association	6.557	1	.010
N of Valid Cases	3809		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.68.

Racial Tension: Current Roommate (Upperclassmen)

Consideration was also given to the role that the current roommate plays on the perception of racial tension on campus among returning students. Crosstabulation results suggest that the current roommate of upperclassmen is related to perceived racial tension (see Table 3.18). Students who requested their current roommate, regardless of the roommate's racial background, were the least likely to agree with this statement.

Upperclassmen who requested their current roommate, and whose roommate shares their same racial background, were the most likely to disagree or strongly disagree that there is racial tension on campus (46.1%). Upperclassmen who requested their current roommate, and whose roommate is of a different racial background were somewhat more likely to agree with this statement. Upperclassmen who did not request their current roommate, and whose roommate is of a different racial background were the most likely to agree or strongly agree that there is racial tension on campus.

Table 3.18 Current Roommate (upperclassmen only) * Racial Tension on Campus Crosstabulation

Current Roommate (upperclassmen only)		Racial Tension on Campus				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Blind/Same race	Count	80	264	245	50	639
	%	12.5%	41.3%	38.3%	7.8%	100.0%
Requested/Same race	Count	66	324	389	76	855
	%	7.7%	37.9%	45.5%	8.9%	100.0%
Blind/Different race	Count	26	70	57	13	166
	%	15.7%	42.2%	34.3%	7.8%	100.0%
Requested/Different race	Count	15	94	95	12	216
	%	6.9%	43.5%	44.0%	5.6%	100.0%
Total	Count	187	752	786	151	1876
	%	10.0%	40.1%	41.9%	8.0%	100.0%

The chi-square value on this crosstabulation is .less than .005, indicating that we cannot reject the null hypothesis that perceived racial tension on campus and the current roommate of upperclassmen are independent (Table 3.19)

Table 3.19 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.501(a)	9	.001
Likelihood Ratio	27.291	9	.001
Linear-by-Linear Association	.381	1	.537
N of Valid Cases	1876		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.36.

Racial Tension: Overall Racial Environment

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like to perceive racial tension on campus regardless of the overall racial environment of their current residence hall. The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis (see Table 3.20). The relationship between these two variables seems only natural: students who observe racial tension and conflict within their residence halls should be more likely than other students to perceive such tension on campus.

Table 3.20 Racial Tension on Campus ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	170.321	47	3.624	6.365	.000
Within Groups	2118.638	3721	.569		
Total	2288.959	3768			

Racial Tension: Classroom Experience

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like to perceive racial tension on campus regardless of their classroom experience. The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis (see Table 3.21).

Table 3.21 Racial Tension on Campus ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.321	22	2.606	4.375	.000
Within Groups	2294.611	3853	.596		
Total	2351.932	3875			

Current Racial Climate

Students were asked to rate the *Current racial climate on campus* as poor, fair, good, or excellent. Of the students who responded (n=3899), 5.8 percent viewed the current racial climate as poor, 28.7 percent perceived the climate as fair, 55.6 percent perceived the climate as good, and 9.9 percent perceived the current racial climate as excellent (see Table 3.22). This indicates that the majority of students on campus view the current racial climate positively, while a sizeable minority (34.5%) of students view the current racial climate negatively. When we examine this variable more closely, it becomes clear that some students are more likely than others to view the current racial climate as fair or poor. The chi-square statistic on this variable is large and significant (.000), indicating that we can reject the null hypothesis that students on campus are equally likely to perceive the current racial climate excellent, good, fair, and poor (see Table 3.23).

Table 3.22 Current Racial Climate

	Frequency	Percent	Valid Percent	Cumulative Percent
Poor	228	5.0	5.8	5.8
Fair	1119	24.5	28.7	34.5
Good	2167	47.4	55.6	90.1
Excellent	385	8.4	9.9	100.0
Total	3899	85.2	100.0	
Missing	677	14.8		
Total	4576	100.0		

Table 3.23 Current Racial Climate: Chi-Square Tests Frequencies

	Observed N	Expected N	Residual
Poor	228	974.8	-746.8
Fair	1119	974.8	144.3
Good	2167	974.8	1192.3
Excellent	385	974.8	-589.8
Total	3899		

Current Racial Climate: Chi-Square Test Statistics

	Current Racial Climate
Chi-Square(a)	2408.524
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 974.8.

Racial Climate: Race/Ethnicity

Crosstabulations for racial climate by race indicate that students perceptions do vary by racial/ethnic background (see Table 3.24). Native American students view the current racial climate in the most favorable light. None of these students described the current climate as poor, while 30.0 percent reported the current climate is fair. The majority of Native American students (70.0%) viewed the current racial climate as good, although none described it as excellent. Following Native Americans, White/Caucasian students were the least likely group to view the climate negatively. Only 3.1 percent of White students perceive the racial climate on campus as poor. In contrast, 10.6 percent viewed the climate as excellent. A solid majority of White students, 60.5 percent, report that the campus racial climate is good. Finally, 25.7 percent of White students view the racial climate as fair. Black students were the most likely to describe the current racial climate on campus negatively with 32.1 percent of all Black students reporting that the current climate is poor and an additional 47.0 percent reporting the climate as fair. While 18.3 percent of Black students view the current racial climate as good, only 2.6 percent

view it as excellent. As was the case for perceived racial tension on campus, Mixed Race students were divided in their perceptions of the current racial climate with half describing it as poor or fair and half describing it as good or excellent. Chicano/Latino students hold a somewhat more positive perception of the current racial climate: 12.8 percent reported the climate as poor, 35.9 percent as fair, 44.4 percent as good, and 6.8 percent as excellent. Asian students were more likely to view the racial climate on campus favorably than other non-White groups but less likely than Whites. Only 4.8 percent reported that the climate is poor and an additional 37.2 percent described the climate as fair. Approximately half of all Asian students described the current racial climate as good (50.2%) but only 7.8 percent perceived the climate as excellent.

Table 3.24 Current Racial Climate * Self-Identified Race Crosstabulation

Current Racial Climate		Race/Ethnicity						Total
		White/ Caucasian	Black	Chicano/ Latino	Native American	Asian	Mixed Race	
Poor	Count	93	86	15	0	14	12	220
	%	3.1%	32.1%	12.8%	.0%	4.8%	15.4%	5.9%
Fair	Count	762	126	42	3	109	27	1068
	%	25.7%	47.0%	35.9%	30.0%	37.2%	34.6%	28.7%
Good	Count	1794	49	52	7	147	26	2075
	%	60.5%	18.3%	44.4%	70.0%	50.2%	33.3%	55.6%
Excellent	Count	315	7	8	0	23	13	366
	%	10.6%	2.6%	6.8%	.0%	7.8%	16.7%	9.8%
Total	Count	2964	268	117	10	293	78	3730
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that perceived racial climate on campus and the racial/ethnic background of the participants are independent (see Table 3.25). This indicates that the discrepancies seen in the frequencies between racial/ethnic groups on this variable are meaningful.

Table 3.25 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	538.296(a)	15	.000
Likelihood Ratio	405.713	15	.000
Linear-by-Linear Association	44.774	1	.000
N of Valid Cases	3730		

a 4 cells (16.7%) have expected count less than 5. The minimum expected count is .59.

Racial Climate: Gender

Crosstabulations for racial climate by gender suggests that women are somewhat more likely to view the climate negatively (see Table 3.26). Only 5.3 percent of men and 6.2 percent of women described the current racial climate on campus as poor. However, 31.0 percent of women compared to 24.2 percent of men viewed the climate as fair. Both groups were most likely to report that the current climate is good: 55.9 percent of men and 55.4 percent of women. Men were more likely to rate the current racial climate as excellent (14.6%) than women (7.4%).

Table 3.26 Current Racial Climate * Self-Identified Gender Crosstabulation

Current Racial Climate		Gender		Total
		Male	Female	
Poor	Count	70	156	226
	%	5.3%	6.2%	5.9%
Fair	Count	319	784	1103
	%	24.2%	31.0%	28.7%
Good	Count	736	1400	2136
	%	55.9%	55.4%	55.6%
Excellent	Count	192	188	380
	%	14.6%	7.4%	9.9%
Total	Count	1317	2528	3845
	%	100.0%	100.0%	100.0%

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that perceived racial climate on campus and the gender of the

participants are independent (see Table 3.27). This indicates that the discrepancies seen in the frequencies between men and women on this variable are meaningful.

Table 3.27 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.728(a)	3	.000
Likelihood Ratio	57.797	3	.000
Linear-by-Linear Association	40.171	1	.000
N of Valid Cases	3845		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 77.41.

Racial Climate: Class Standing

Crosstabulations for racial climate by class standing indicate that perceptions of campus climate are more negative for upperclassmen (see Table 3.28). Only 4.0 percent of freshmen rate the current racial climate on campus as poor, compared to 6.0 percent of sophomores, 10.7 percent of juniors, and 8.0 percent of seniors. A similar pattern can be found among those students who described the racial climate as fair: 24.8 percent of freshmen, 31.2 percent of sophomores, and 29.8 percent of juniors, and 38.7 percent of seniors. Among all groups, respondents were most likely to perceive the current racial climate as good: 59.7 percent of freshmen, 53.6 percent of sophomores, 51.7 percent of juniors, and 47.0 percent of seniors. Only 6.4 percent of seniors described the racial climate on campus as excellent compared with 7.8 percent of juniors, 9.2 percent of sophomores, and 11.5 percent of freshmen.

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that perceived racial climate on campus and the class standing of the participants are independent (see Table 3.29). This indicates that the discrepancies seen in the frequencies between freshmen, sophomores, juniors, and seniors on this variable are meaningful.

Table 3.28 Current Racial Climate * Class Standing Crosstabulation

Current Racial Climate		Class Standing				Total
		Freshman	Sophomore	Junior	Senior	
Poor	Count	71	73	56	25	225
	%	4.0%	6.0%	10.7%	8.0%	5.9%
Fair	Count	439	380	156	121	1096
	%	24.8%	31.2%	29.8%	38.7%	28.7%
Good	Count	1056	652	271	147	2126
	%	59.7%	53.6%	51.7%	47.0%	55.6%
Excellent	Count	204	112	41	20	377
	%	11.5%	9.2%	7.8%	6.4%	9.9%
Total	Count	1770	1217	524	313	3824
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 3.29 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	79.905(a)	9	.000
Likelihood Ratio	76.870	9	.000
Linear-by-Linear Association	64.211	1	.000
N of Valid Cases	3824		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.42.

Racial Climate: First-Year Status

Crosstabulations for racial climate by first-year status were largely consistent with results for freshmen students (see Table 3.30). Among first-year students only 3.7 percent described the racial climate on campus as poor, 25.0 percent as fair, 59.4 percent as good, and 11.9 percent as excellent.

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that perceived racial climate on campus and the status of participants (first-year versus returning) are independent (see Table 3.31). This indicates that the discrepancies seen in the frequencies between first-year and returning students on this variable are meaningful.

Table 3.30 Current Racial Climate * First Year at MSU Crosstabulation

Current Racial Climate		First Year at MSU		Total
		No	Yes	
Poor	Count	153	72	225
	%	8.1%	3.7%	5.9%
Fair	Count	613	485	1098
	%	32.5%	25.0%	28.7%
Good	Count	974	1152	2126
	%	51.6%	59.4%	55.5%
Excellent	Count	148	231	379
	%	7.8%	11.9%	9.9%
Total	Count	1888	1940	3828
	%	100.0%	100.0%	100.0%

Table 3.31 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	76.469(a)	3	.000
Likelihood Ratio	77.320	3	.000
Linear-by-Linear Association	74.859	1	.000
N of Valid Cases	3828		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 110.97.

Racial Climate: Current Hall Percent White

Crosstabulations for racial climate by current hall indicate that the racial climate is typically viewed more negatively as the percentage of students of color in the hall increases (see Table 3.32). Similarly, perceptions of the racial climate tend to improve as the percentage of White students in the hall increase. Students in the most racially diverse halls are more likely to describe the current climate as poor or fair when compared with students from other, less diverse halls. For example, 44.1 percent of students living in Rather reported that the climate on campus is poor or fair compared with only 34.6 percent of students living in Wonders. Similarly, nearly two-thirds of the

students residing in Wonders described the racial climate on campus as good or excellent compared to 55.9 percent of students in Rather.

Table 3.32 Current Hall Percent White * Current Racial Climate Bivariate Crosstabulation

Current Hall Percent White		Current Racial Climate Bivariate		
		Poor or Fair	Good or Excellent	Total
Rather	Count	45	57	102
	%	44.1%	55.9%	100.0%
Hubbard	Count	121	161	282
	%	42.9%	57.1%	100.0%
Butterfield	Count	42	41	83
	%	50.6%	49.4%	100.0%
McDonel	Count	86	186	272
	%	31.6%	68.4%	100.0%
Bryan	Count	44	91	135
	%	32.6%	67.4%	100.0%
Akers	Count	110	188	298
	%	36.9%	63.1%	100.0%
Shaw	Count	81	140	221
	%	36.7%	63.3%	100.0%
Holden	Count	80	172	252
	%	31.7%	68.3%	100.0%
Bailey	Count	22	76	98
	%	22.4%	77.6%	100.0%
Holmes	Count	113	304	417
	%	27.1%	72.9%	100.0%
Williams	Count	30	36	66
	%	45.5%	54.5%	100.0%
Emmons	Count	36	70	106
	%	34.0%	66.0%	100.0%
Mason-Abbot	Count	102	163	265
	%	38.5%	61.5%	100.0%
Armstrong	Count	28	87	115
	%	24.3%	75.7%	100.0%
Case	Count	82	153	235
	%	34.9%	65.1%	100.0%
Landon	Count	35	70	105
	%	33.3%	66.7%	100.0%

Yakeley-Gilchrist	Count	59	108	167
	%	35.3%	64.7%	100.0%
Campbell	Count	33	52	85
	%	38.8%	61.2%	100.0%
Wilson	Count	67	157	224
	%	29.9%	70.1%	100.0%
Mayo	Count	16	39	55
	%	29.1%	70.9%	100.0%
Wonders	Count	72	136	208
	%	34.6%	65.4%	100.0%
Total	Count	1304	2487	3791
	%	34.4%	65.6%	100.0%

Table 3.32 (cont'd)

The chi-square value on this crosstabulation is less than .05, which leads us to reject the null hypothesis that perceived racial climate on campus and the current halls of the participants, based on the percentage of White students in those halls, are independent (see Table 3.33). This indicates that the discrepancies in frequencies between students living in predominantly White residence halls and those living in more diverse halls on this variable are meaningful.

Table 3.33 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.540(a)	20	.000
Likelihood Ratio	56.634	20	.000
Linear-by-Linear Association	6.111	1	.013
N of Valid Cases	3791		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.92.

Further proof on the importance of the racial composition of the residence halls can be found when we look at the one-way analysis of variance for the test of the null hypothesis that perceptions of the racial climate on campus will be equal across residence halls (see Table 3.34). The observed significance level for the comparison of means

between halls is less than .0005, suggesting that there is a relationship between these variables.

Table 3.34 Current Racial Climate Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.758	20	.638	2.854	.000
Within Groups	842.701	3770	.224		
Total	855.460	3790			

Racial Climate: Current Hall Assignment

Crosstabulations of racial climate and residence hall assignment indicate that those students who were required to live in their current hall due to participation in a living-learning program or athletics hold a more favorable view of the current racial climate on campus (see Table 3.35). Among students living in a required hall, 58.4 percent describe the racial climate as good and an additional 12.5 percent as excellent. Students not required to live in their current hall—whether they requested the hall or not—reported very similar perceptions of the campus racial climate.

Table 3.35 Hall Assignment without Van Hoosen * Current Racial Climate Crosstabulation

Hall Assignment without Van Hoosen		Current Racial Climate				
		Poor	Fair	Good	Excellent	Total
Hall Required	Count	22	133	312	67	534
	%	4.1%	24.9%	58.4%	12.5%	100.0%
Requested Current Hall	Count	145	690	1317	217	2369
	%	6.1%	29.1%	55.6%	9.2%	100.0%
Did not request Current Hall	Count	56	257	475	93	881
	%	6.4%	29.2%	53.9%	10.6%	100.0%
Total	Count	223	1080	2104	377	3784
	%	5.9%	28.5%	55.6%	10.0%	100.0%

Chi-square values for this crosstabulation are less than .05 which leads us to reject the null hypothesis that perceived racial climate is independent from the campus housing assignments (see Table 3.36).

Table 3.36 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.897(a)	6	.045
Likelihood Ratio	13.088	6	.042
Linear-by-Linear Association	6.027	1	.014
N of Valid Cases	3784		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 31.47.

Racial Climate: First-Year Roommate

Crosstabulations of the current racial climate and the first-year roommates suggest there is some difference in the perceptions of current racial climate (see Table 3.37). Two-thirds of all students described the campus racial climate as good or excellent. However, students whose first-year roommate is of a different racial background from themselves were more likely to describe the campus climate as poor or fair. Students who requested their first-year roommate, and whose roommate is of a different racial background were the most likely to describe the climate as poor (9.4%). Students who did not request their first-year roommate, regardless of that roommates racial background, were the most likely to describe the racial climate as excellent (10.1%). Students who share the same racial background as their first-year roommate were the most likely to describe the campus racial climate favorably.

Chi-square values for this crosstabulation are less than .0005 which leads us to reject the null hypothesis that perceived racial climate is independent from the first-year roommate (see Table 3.38).

Table 3.37 First-year Roommate * Current Racial Climate Crosstabulation

First-year Roommate		Current Racial Climate				
		Poor	Fair	Good	Excellent	Total
Requested/Same race	Count	46	230	496	83	855
	%	5.4%	26.9%	58.0%	9.7%	100.0%
Requested/Different race	Count	20	66	109	18	213
	%	9.4%	31.0%	51.2%	8.5%	100.0%
Blind/Same race	Count	67	466	1015	173	1721
	%	3.9%	27.1%	59.0%	10.1%	100.0%
Blind/Different race	Count	92	336	510	105	1043
	%	8.8%	32.2%	48.9%	10.1%	100.0%
Total	Count	225	1098	2130	379	3832
	%	5.9%	28.7%	55.6%	9.9%	100.0%

Table 3.38 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	53.355[a]	9	.000
Likelihood Ratio	52.322	9	.000
Linear-by-Linear Association	.274	1	.601
N of Valid Cases	3832		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.51.

Racial Climate: Current Roommate (Upperclassmen)

Consideration was also given to the role that the current roommate plays on the perception of campus racial climate among returning students. Crosstabulation results suggest that the current roommate of upperclassmen is related to perceptions of the current racial climate (see Table 3.39). Upperclassmen who requested their current roommate, and who shared the same racial background as their roommates, were the most likely to describe the campus racial climate as good or excellent. Upperclassmen who requested their current roommates—regardless of racial background—were less likely than those who went in blind—to perceive the racial climate negatively. The

students who were least likely to describe the campus climate positively are upperclassmen with a current roommate of a different racial background from their own that they did not request to live with.

Table 3.39 Current Roommate (Upperclassmen only) * Current Racial Climate Crosstabulation

Current Roommate (Upperclassmen only)		Current Racial Climate				
		Poor	Fair	Good	Excellent	Total
Blind/Same race	Count	60	223	306	54	643
	%	9.3%	34.7%	47.6%	8.4%	100.0%
Requested/Same race	Count	60	250	485	65	860
	%	7.0%	29.1%	56.4%	7.6%	100.0%
Blind/Different race	Count	21	64	68	14	167
	%	12.6%	38.3%	40.7%	8.4%	100.0%
Requested/Different race	Count	12	76	115	15	218
	%	5.5%	34.9%	52.8%	6.9%	100.0%
Total	Count	153	613	974	148	1888
	%	8.1%	32.5%	51.6%	7.8%	100.0%

Chi-square values for this crosstabulation are less than .005 which leads us to reject the null hypothesis that perceived racial climate is independent from the first-year roommate (see Table 3.40).

Table 3.40 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.046(a)	9	.003
Likelihood Ratio	24.921	9	.003
Linear-by-Linear Association	.121	1	.728
N of Valid Cases	1888		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.09.

Racial Climate: Overall Racial Environment

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like to perceive the racial climate on campus positively or negatively regardless of the overall racial environment of their current residence hall (see Table 3.41). The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis. The relationship between these two variables seems only natural: students who observe racial tension and conflict within their residence halls should perceive the racial climate in a different light than students who do not.

Table 3.41 Current Racial Climate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	213.792	47	4.549	9.513	.000
Within Groups	1788.293	3740	.478		
Total	2002.084	3787			

Current Racial Climate: Classroom Experience

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like to perceive the racial climate on campus positively or negatively regardless of their experiences within the classroom (see Table 3.42). The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis.

Table 3.42 Current Racial Climate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.649	22	.848	1.615	.035
Within Groups	2033.580	3874	.525		
Total	2052.228	3896			

Broadened Diversity of Friends

Students were asked whether they strongly disagreed, disagreed, agreed, or strongly agreed that they had *Broadened the diversity (race, sexual orientation, background, religious, culture, etc.) of their immediate circle of friends* since coming to Michigan State University. Of the students who responded (n=3871), 5.5 percent strongly disagreed, 25.3 percent disagreed, 54.8 percent agreed, and 14.4 strongly agreed (Table 3.43). This indicates that the majority of students on campus feel they have diversified their friendships since coming to Michigan State University, but a third of students have done so only minimally, if at all.

Table 3.43 Broaden Diversity of Friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	212	4.6	5.5	5.5
	Disagree	980	21.4	25.3	30.8
	Agree	2122	46.4	54.8	85.6
	Strongly Agree	557	12.2	14.4	100.0
	Total	3871	84.6	100.0	
Missing	System	705	15.4		
Total		4576	100.0		

The chi-square statistic on this variable is large and significant (.000), indicating that we can reject the null hypothesis that students on campus are equally likely to agree /and disagree with this statement (Table 3.44). When we examine this variable more closely, it becomes clear that some students are more likely to have diversified their circle of friends than others.

Table 3.44 Broaden Diversity Friends: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Strongly Disagree	212	967.8	-755.8
Disagree	980	967.8	12.3
Agree	2122	967.8	1154.3
Strongly Agree	557	967.8	-410.8
Total	3871		

Broaden Diversity Friends: Chi-Square Test Statistics

	Broaden Diversity Friends
Chi-Square(a)	2141.376
df	3
Asymp. Sig.	.000

Table 3.44 (cont'd)
a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 967.8.

Broadened Diversity: Race/Ethnicity

Crosstabulations for broadened diversity by race indicate that the majority of students agree or strongly agree that they have diversified their friendships since coming to Michigan State University (see Table 3.45). More than two-thirds of Whites/Caucasian and Black students agree or strongly agree with this statement. More than three-quarters of Latino and Mixed Race students agree or strongly agree with this statement. Native American students, followed by Asian students, were more likely than other racial/ethnic groups to strongly agree with having diversified their friendships. Compared with all other groups, Black and White students were most likely to disagree or strongly disagree with this statement.

Table 3.45 Broaden Diversity of Friends * Self-Identified Race Crosstabulation

Broaden Diversity of Friends		Race/Ethnicity						Total
		White/ Caucasian	Black	Latino	Native American	Asian	Mixed Race	
Strongly Disagree	Count	172	22	4	0	6	0	204
	%	5.8%	8.3%	3.4%	.0%	2.1%	.0%	5.5%
Disagree	Count	778	66	16	1	60	16	937
	%	26.4%	24.9%	13.6%	10.0%	20.9%	20.8%	25.3%
Agree	Count	1620	125	71	6	167	40	2029
	%	54.9%	47.2%	60.2%	60.0%	58.2%	51.9%	54.7%
Strongly Agree	Count	380	52	27	3	54	21	537
	%	12.9%	19.6%	22.9%	30.0%	18.8%	27.3%	14.5%
Total	Count	2950	265	118	10	287	77	3707
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The chi-square value on this crosstabulation is less than .0005, which leads us to reject the null hypothesis that broadening the diversity of friends and the racial/ethnic background of the participants are independent (Table 3.46). This indicates that the discrepancies seen in the frequencies between racial/ethnic groups on this variable should be examined more closely.

Table 3.46 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.788(a)	15	.000
Likelihood Ratio	66.279	15	.000
Linear-by-Linear Association	34.657	1	.000
N of Valid Cases	3707		

a 4 cells (16.7%) have expected count less than 5. The minimum expected count is .5

Broadened Diversity: Gender

Crosstabulations for broadened diversity by gender suggests that men and women share similar experiences (see Table 3.47). Only 6.0 percent of men and 5.2 percent of women strongly disagreed that with having diversified their friendships, while 25.1 percent of men and 25.5 percent of women disagreed with this statement. Both groups were most likely to agree with this statement: 54.9 percent of men and 54.7 percent of women agreed that they had diversified their friendships since coming to Michigan State University. Finally, 13.9 percent of men and 14.6 percent of women strongly agreed with this statement.

The chi-square value on this crosstabulation is greater than .05 (see Table 3.48). Therefore, we cannot reject the null hypothesis that broadening the diversity of friends and the gender of the participants are independent. This indicates that the discrepancy seen in the frequencies between men and women on this variable is not significant.

Table 3.47 Broaden Diversity of Friends * Self-Identified Gender Crosstabulation

Broaden Diversity of Friends		Gender		Total
		Male	Female	
Strongly Disagree	Count	79	130	209
	%	6.0%	5.2%	5.5%
Disagree	Count	328	640	968
	%	25.1%	25.5%	25.4%
Agree	Count	717	1374	2091
	%	54.9%	54.7%	54.8%
Strongly Agree	Count	182	368	550
	%	13.9%	14.6%	14.4%
Total	Count	1306	2512	3818
	%	100.0%	100.0%	100.0%

Table 3.48 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.554(a)	3	.670
Likelihood Ratio	1.537	3	.674
Linear-by-Linear Association	.666	1	.415
N of Valid Cases	3818		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 71.49.

Broadened Diversity: Class Standing

Crosstabulations for broadened diversity by class standing indicate a less consistent pattern than was found with racial tension and the current racial climate (Table 3.49). Only 6.2 percent of freshmen strongly disagree with having diversified their friendships, compared to 4.6 percent of sophomores, 5.0 percent of juniors, and 6.1 percent of seniors. Freshmen were more likely to disagree with this statement (26.9%) than other groups: 25.0 percent of sophomores, 24.9 percent of juniors and 17.9 percent of seniors disagreed. Among all groups, respondents were most likely to agree that they have diversified their circle of friends since coming to Michigan State University: 54.9 percent of freshmen, 56.1 percent of sophomores, 54.2 percent of juniors, and 50.5 percent of seniors. Finally, seniors were more likely to strongly agree (25.6%) with

having diversified their circle of friends than other groups: 15.9 percent of juniors, 14.2 percent of sophomores, and 12.0 percent of freshmen strongly agreed with this statement.

Table 3.49 Broaden Diversity of Friends * Class Standing Crosstabulation

Broaden Diversity of Friends		Class Standing				Total
		Freshman	Sophomore	Junior	Senior	
Strongly Disagree	Count	108	56	26	19	209
	%	6.2%	4.6%	5.0%	6.1%	5.5%
Disagree	Count	472	303	130	56	961
	%	26.9%	25.0%	24.9%	17.9%	25.3%
Agree	Count	961	679	283	158	2081
	%	54.9%	56.1%	54.2%	50.5%	54.8%
Strongly Agree	Count	211	172	83	80	546
	%	12.0%	14.2%	15.9%	25.6%	14.4%
Total	Count	1752	1210	522	313	3797
	%	100.0%	100.0%	100.0%	100.0%	100.0%

The chi-square value on this crosstabulation is less than .0005 (see Table 3.50). Therefore, we can reject the null hypothesis that broadening the diversity of friends and class standing of the participants are independent. This indicates that the discrepancy seen in the frequencies between freshmen, sophomores, juniors, and seniors on this variable are significant need to be explored further. Intuitively, this should make sense. The longer students are on a college campus, the greater their opportunities to meet and interact with students of diverse backgrounds. Results from the chi-square tests suggest that this relationship holds true.

Table 3.50 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.430(a)	9	.000
Likelihood Ratio	44.456	9	.000
Linear-by-Linear Association	24.234	1	.000
N of Valid Cases	3797		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.23.

Broadened Diversity: First-Year Status

Crosstabulations for broadened diversity by first-year status were largely consistent with results for freshmen students (Table 3.51). Among first-year students 6.0 percent strongly disagreed with having diversified their friendships, 27.6 percent disagreed, 54.5 percent agreed, and 11.9 percent strongly agreed.

Table 3.51 Broaden Diversity of Friends * First Year at MSU Crosstabulation

Broaden Diversity of Friends		First Year at MSU		Total
		Yes	No	
Strongly Disagree	Count	116	94	210
	%	6.0%	5.0%	5.5%
Disagree	Count	531	433	964
	%	27.6%	23.1%	25.4%
Agree	Count	1048	1030	2078
	%	54.5%	54.9%	54.7%
Strongly Agree	Count	228	320	548
	%	11.9%	17.0%	14.4%
Total	Count	1923	1877	3800
	%	100.0%	100.0%	100.0%

Chi-square tabulations for first-year students are similar to those of class standing with a value less than .0005 (Table 3.52). This provides further evidence that time spent on campus is an important predictor of diversifying friendships.

Table 3.52 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.316(a)	3	.000
Likelihood Ratio	27.407	3	.000
Linear-by-Linear Association	23.116	1	.000
N of Valid Cases	3800		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 103.73.

Broadened Diversity: Current Hall Percent White

Crosstabulations for broadened diversity by current hall does not reveal any obvious patterns (Table 3.53). There are clear differences between residence halls, but it

is not immediately apparent what these can be attributed to, even when the variable is collapsed into bivariate categories. Williams Hall has the greatest number of residents of agree or strongly agree that they have diversified their friendships since attending Michigan State University (84.6%). Of the 21 halls included in this analysis, Williams has the highest percentage of upperclassmen with freshmen constituting just 7 percent of their residents. Holmes Hall had the second highest rate of agreement with this statement (77.1%). As discussed earlier, Holmes Hall is the largest living-learning program on campus.

Table 3.53 Current Hall Percent White * Broaden Diversity of Friends Bivariate Crosstabulation

Broaden Diversity of Friends		Broaden Diversity of Friends Bivariate		
		Strongly Disagree or Disagree	Strongly Agree or Agree	Total
Rather	Count	29	74	103
	%	28.2%	71.8%	100.0%
Hubbard	Count	80	201	281
	%	28.5%	71.5%	100.0%
Butterfield	Count	26	56	82
	%	31.7%	68.3%	100.0%
McDonel	Count	81	191	272
	%	29.8%	70.2%	100.0%
Bryan	Count	42	90	132
	%	31.8%	68.2%	100.0%
Akers	Count	78	218	296
	%	26.4%	73.6%	100.0%
Shaw	Count	68	151	219
	%	31.1%	68.9%	100.0%
Holden	Count	82	165	247
	%	33.2%	66.8%	100.0%
Bailey	Count	23	76	99
	%	23.2%	76.8%	100.0%
Holmes	Count	94	316	410
	%	22.9%	77.1%	100.0%
Williams	Count	10	55	65
	%	15.4%	84.6%	100.0%

Emmons	Count	37	69	106
	%	34.9%	65.1%	100.0%
Mason-Abbot	Count	76	189	265
	%	28.7%	71.3%	100.0%
Armstrong	Count	49	65	114
	%	43.0%	57.0%	100.0%
Case	Count	77	158	235
	%	32.8%	67.2%	100.0%
Landon	Count	33	72	105
	%	31.4%	68.6%	100.0%
Yakeley-Gilchrist	Count	74	93	167
	%	44.3%	55.7%	100.0%
Campbell	Count	34	51	85
	%	40.0%	60.0%	100.0%
Wilson	Count	76	143	219
	%	34.7%	65.3%	100.0%
Mayo	Count	22	31	53
	%	41.5%	58.5%	100.0%
Wonders	Count	70	139	209
	%	33.5%	66.5%	100.0%
Total	Count	1161	2603	3764
	%	30.8%	69.2%	100.0%

Table 3.53 (cont'd)

The chi-square value on this crosstabulation is less than .0005 (see Table 3.54). Therefore, we can reject the null hypothesis that broadening the diversity of friends and current residence hall are independent.

Table 3.54 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	59.074[a]	20	.000
Likelihood Ratio	59.337	20	.000
Linear-by-Linear Association	13.657	1	.000
N of Valid Cases	3764		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.35.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall is an important determinant for diversifying friendships (see Table

3.55). When we test the null hypothesis that the likelihood of broadening the diversity of friends will be equal across residence halls, the observed significance level for the comparison of means between halls is less than .0005, suggesting that there is a significant relationship between these two variables.

Table 3.55 Broaden Diversity of Friends Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.601	20	.630	2.984	.000
Within Groups	790.290	3743	.211		
Total	802.891	3763			

Broadened Diversity: Current Hall Assignment

Crosstabulations of broadened diversity and required hall suggest that those students who were required to live in their current hall are more likely to report having diversified their circle of friends (Table 3.56). Among students participating in a living-learning program, 75.5 percent agreed or strongly agreed with this statement. In contrast, 68.5 percent of students who requested their current hall, and 67.4 percent of those randomly assigned to their current hall agreed or strongly agreed.

The chi-square values for this crosstabulation are less than .05 indicating that we should reject the null hypothesis that broadening diversity of friends is independent from campus housing assignments (Table 3.57).

Table 3.56 Hall Assignment without Van Hoosen * Broaden Diversity of Friends Crosstabulation

Hall Assignment without Van Hoosen		Broaden Diversity Friends				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Hall required	Count	24	106	305	96	531
	%	4.5%	20.0%	57.4%	18.1%	100.0%
Requested current hall	Count	127	614	1291	316	2348
	%	5.4%	26.1%	55.0%	13.5%	100.0%
Did not request current hall	Count	57	229	464	128	878
	%	6.5%	26.1%	52.8%	14.6%	100.0%
Total	Count	208	949	2060	540	3757
	%	5.5%	25.3%	54.8%	14.4%	100.0%

Table 3.57 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.145(a)	6	.009
Likelihood Ratio	17.227	6	.008
Linear-by-Linear Association	9.433	1	.002
N of Valid Cases	3757		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.40.

Broadened Diversity: First-Year Roommate

Crosstabulations of broadened diversity of friends and students' first-year roommates indicate similar experiences for students on this variable (see Table 3.58). Students whose first-year roommates is of their same racial background, whether they had requested that roommate or not, were equally likely to disagree or strongly disagree that they had diversified their friendships since attending Michigan State University. Students who had requested their first-year roommate, and whose roommate is of a different racial background, were the most likely to strongly agree with this statement.

Table 3.58 First-year Roommate * Broaden Diversity of Friends Crosstabulation

First-year Roommate		Broaden Diversity of Friends				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Requested/Same race	Count	51	236	480	83	850
	%	6.0%	27.8%	56.5%	9.8%	100.0%
Requested/Different race	Count	7	41	115	47	210
	%	3.3%	19.5%	54.8%	22.4%	100.0%
Blind/Same race	Count	103	464	906	236	1709
	%	6.0%	27.2%	53.0%	13.8%	100.0%
Blind/Different race	Count	49	223	582	181	1035
	%	4.7%	21.5%	56.2%	17.5%	100.0%
Total	Count	210	964	2083	547	3804
	%	5.5%	25.3%	54.8%	14.4%	100.0%

The chi-square value on this crosstabulation is less than .0005 indicating that we should reject the null hypothesis that the likelihood of students' broadening the diversity of their friends and their first-year roommates are independent (Table 3.59).

Table 3.59 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.087(a)	9	.000
Likelihood Ratio	48.667	9	.000
Linear-by-Linear Association	3.935	1	.047
N of Valid Cases	3804		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.59.

Broadened Diversity: Current Roommate (Upperclassmen)

Consideration was also given to the role that the current roommate plays on the likelihood that returning students feel they have broadened the diversity of their friendships. Crosstabulation results suggest that the current roommate of upperclassmen is related to broadening diversity (see Table 3.60). The majority of upperclassmen agree

or strongly agree that they have broadened the diversity of their friendships; however, those students who requested their current roommate, and whose roommate is of their same racial background, are somewhat less likely to agree or strongly agree with this statement than other upperclassmen. While 68.4 percent of these students agree or strongly agree that they have diversified their friendships, three-quarters of all other upperclassmen felt this way. Upperclassmen currently living with a roommate of a different racial background, that did not request this roommate, are the most likely to strongly agree with this statement (26.2%).

Table 3.60 Current Roommate (Upperclassmen Only) * Broaden Diversity of Friends Crosstabulation

Current Roommate (Upperclassmen Only)		Broaden Diversity Friends				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Blind/Same race	Count	38	127	347	129	641
	%	5.9%	19.8%	54.1%	20.1%	100.0%
Requested/Same race	Count	41	230	475	111	857
	%	4.8%	26.8%	55.4%	13.0%	100.0%
Blind/Different race	Count	7	33	81	43	164
	%	4.3%	20.1%	49.4%	26.2%	100.0%
Requested/Different race	Count	8	43	127	37	215
	%	3.7%	20.0%	59.1%	17.2%	100.0%
Total	Count	94	433	1030	320	1877
	%	5.0%	23.1%	54.9%	17.0%	100.0%

The chi-square value on this crosstabulation is less than .0005 indicating that we should reject the null hypothesis that the likelihood of upperclassmen broadening the diversity of their friends and their current roommates are independent (Table 3.61).

Table 3.61 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.566(a)	9	.000
Likelihood Ratio	32.974	9	.000
Linear-by-Linear Association	.356	1	.551
N of Valid Cases	1877		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.21.

Broadened Diversity: Overall Racial Environment

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like to report broadening the diversity of their friends, regardless of the overall racial environment of their current residence hall. The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis (see Table 3.62).

Table 3.62 Broaden Diversity of Friends ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	73.485	47	1.564	2.804	.000
Within Groups	2071.812	3716	.558		
Total	2145.297	3763			

Broadened Diversity: Classroom Experience

One-way analysis of variance was conducted to test the null hypothesis that participants are equally likely to report broadening the diversity of their friends, regardless of their experiences within the classroom. The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis (see Table 3.63).

Table 3.63 Broadened Diversity of Friends ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	284.840	22	12.947	26.019	.000
Within Groups	1914.831	3848	.498		
Total	2199.671	3870			

Aware of Personal Prejudices

Students were asked whether they strongly disagreed, disagreed, agreed, or strongly agreed that they had *become more aware of their personal prejudices and stereotypes towards others* since coming to Michigan State University. Of the students who responded (n=3874), 7.8 percent strongly disagreed, 22.6 percent disagreed, 58.5 percent agreed, and 11.1 strongly agreed (see Table 3.64). This indicates that the majority of students on campus feel they have become more aware of their prejudices since coming to Michigan State University, but nearly a third of students do not feel this way. When we examine this variable more closely, it becomes clear that some students are more likely to report having become more aware of their personal prejudices and stereotypes.

Table 3.64 Aware Personal Prejudices

Aware of Prejudices		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	301	6.6	7.8	7.8
	Disagree	875	19.1	22.6	30.4
	Agree	2268	49.6	58.5	88.9
	Strongly Agree	430	9.4	11.1	100.0
	Total	3874	84.7	100.0	
Missing	System	702	15.3		
Total		4576	100.0		

The chi-square statistic on this variable is large and significant (.000), indicating that we can reject the null hypothesis that students on campus are equally likely to agree or disagree with this statement (Table 3.65).

Table 3.65 Aware Personal Prejudices: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Strongly Disagree	301	968.5	-667.5
Disagree	875	968.5	-93.5
Agree	2268	968.5	1299.5
Strongly Agree	430	968.5	-538.5
Total	3874		

Aware Personal Prejudices: Chi-Square Test Statistics

	Aware Personal Prejudices
Chi-Square(a)	2512.113
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 968.5.

Aware of Prejudices: Race/Ethnicity

Crosstabulations for more aware of prejudices by race/ethnicity indicate that Black and Native American students are the most likely to agree and strongly agree with this experience (see Table 3.66). More than one-fifth of Black respondents strongly agreed that they have become more aware of their personal prejudices and stereotypes since coming to Michigan State University and an additional 59.2 percent agreed. In contrast, just 13.1 percent of Black students disagreed with this statement and only 6.4 percent strongly disagreed. Ten percent of Native American students strongly agreed with this statement; however 70 percent agreed. After African Americans, Chicano/Latino students are the most likely to strongly agree with having become more aware of their personal prejudices (13.9%). An additional 60 percent agreed with this statement. Responses from Asian and White students were comparable with a few exceptions. Compared with Whites, Asian students were more likely to strongly agree with having becoming more aware of personal prejudices and stereotypes: 10.8 percent of Asian

students strongly agreed compared with 10.3 percent of non-Hispanic Whites. Similarly, Whites students were more to strongly disagree with having become more aware of personal prejudices (8.0%) than Asian students (4.9%). Mixed Race students were the most likely to strongly disagree (9.0%) and the least likely to strongly agree (7.7%) with this statement than any of the other racial/ethnic groups.

Table 3.66 Aware Personal Prejudices * Self-Identified Race Crosstabulation

Aware Personal Prejudices		Race/Ethnicity						Total
		White/ Caucasian	Black	Latino	Native American	Asian	Mixed Race	
Strongly Disagree	Count	237	17	7	0	14	7	282
	%	8.0%	6.4%	6.1%	.0%	4.9%	9.0%	7.6%
Disagree	Count	680	35	23	2	69	24	833
	%	23.1%	13.1%	20.0%	20.0%	24.0%	30.8%	22.5%
Agree	Count	1727	158	69	7	174	41	2176
	%	58.6%	59.2%	60.0%	70.0%	60.4%	52.6%	58.7%
Strongly Agree	Count	304	57	16	1	31	6	415
	%	10.3%	21.3%	13.9%	10.0%	10.8%	7.7%	11.2%
Total	Count	2948	267	115	10	288	78	3706
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-square values for this crosstabulation are less than .0005 indicating that we can reject the null hypothesis that becoming aware of personal prejudices and stereotypes is independent from the racial/ethnic background of the participants (Table 3.67).

Table 3.67 Chi-Square Tests: Racial/Ethnic background

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	57.583(a)	15	.000
Likelihood Ratio	58.143	15	.000
Linear-by-Linear Association	.167	1	.683
N of Valid Cases	3813		

a 2 cells (8.3%) have expected count less than 5. The minimum expected count is 1.81.

Aware of Prejudices: Gender

Crosstabulations for aware of prejudices by gender indicates that women are somewhat more likely than men to believe they become more aware of their personal

prejudices and stereotypes toward others since coming to Michigan State University (Table 3.68). Men are more likely to strongly disagree with this statement than women (9.9% and 6.6% respectively). While women were more likely to agree with this statement than men (60.4% and 55.1% respectively), both groups were most likely to choose this response.

Table 3.68 Aware Personal Prejudices * Self-Identified Gender Crosstabulation

Aware Personal Prejudices		Gender		Total
		Male	Female	
Strongly Disagree	Count	129	167	296
	%	9.9%	6.6%	7.7%
Disagree	Count	317	546	863
	%	24.3%	21.7%	22.6%
Agree	Count	719	1519	2238
	%	55.1%	60.4%	58.6%
Strongly Agree	Count	140	284	424
	%	10.7%	11.3%	11.1%
Total	Count	1305	2516	3821
	%	100.0%	100.0%	100.0%

The chi-square value for this crosstabulation is less than .0005 which means that we can reject the null hypothesis that gender of the participant is independent from becoming aware of personal prejudices since coming to Michigan State University (Table 3.69). This suggests that the difference in reporting between men and women on this variable is significant and this relationship should be explored further.

Table 3.69 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.580(a)	3	.000
Likelihood Ratio	18.174	3	.000
Linear-by-Linear Association	13.925	1	.000
N of Valid Cases	3821		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 101.09.

Aware of Prejudices: Class Standing

Crosstabulations for aware of prejudice by class standing suggest that as class standing increases, so does the likelihood of becoming aware of personal prejudices (see Table 3.70). For all groups, the majority of students agreed that they have become more aware of their prejudices. Freshmen were the most likely to strongly disagree with this experience (8.8%) and the least likely to strongly agree (9.1%). Seniors were the most likely to strongly agree (14.1%).

Table 3.70 Aware Personal Prejudices * Class Standing Crosstabulation

Aware Personal Prejudices		Class Standing				Total
		Freshman	Sophomore	Junior	Senior	
Strongly Disagree	Count	155	76	42	22	295
	%	8.8%	6.3%	8.1%	7.1%	7.8%
Disagree	Count	467	230	99	60	856
	%	26.6%	19.0%	19.0%	19.2%	22.5%
Agree	Count	975	754	312	186	2227
	%	55.5%	62.3%	59.9%	59.6%	58.6%
Strongly Agree	Count	160	150	68	44	422
	%	9.1%	12.4%	13.1%	14.1%	11.1%
Total	Count	1757	1210	521	312	3800
	%	100.0%	100.0%	100.0%	100.0%	100.0%

The chi-square value for this crosstabulation is less than .0005 so we should reject the null hypothesis that becoming more aware of personal prejudice and class standing are independent (Table 3.71). As was the case for broadening the diversity of friends, the relationship seen here also makes sense intuitively. As time on campus increases for students, the opportunities for exposure to new information, both socially and in the classroom, increases.

Table 3.71 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.447(a)	9	.000
Likelihood Ratio	48.547	9	.000
Linear-by-Linear Association	23.938	1	.000
N of Valid Cases	3800		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.22.

Aware of Prejudices: First-Year Status

Crosstabulations for aware of prejudices by first-year status were largely consistent with results for freshmen students (see Table 3.72). Among first-year students 8.9 percent strongly disagreed with having become more aware of personal prejudices since coming to Michigan State University, 26.6 percent disagreed, 55.6 percent agreed, and 8.9 percent strongly agreed.

Table 3.72 Aware Personal Prejudices * First Year at MSU Crosstabulation

Aware Personal Prejudices		First year at MSU		Total
		No	Yes	
Strongly Disagree	Count	125	171	296
	%	6.7%	8.9%	7.8%
Disagree	Count	346	512	858
	%	18.4%	26.6%	22.6%
Agree	Count	1154	1072	2226
	%	61.5%	55.6%	58.5%
Strongly Agree	Count	251	172	423
	%	13.4%	8.9%	11.1%
Total	Count	1876	1927	3803
	%	100.0%	100.0%	100.0%

Similar to class standing, the chi-square value for this crosstabulation is less than .0005 indicating that we can reject the null hypothesis that the status of students, as first-year compared with returning students, and becoming aware of personal prejudices are independent (Table 3.73).

Table 3.73 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.366(a)	3	.000
Likelihood Ratio	56.676	3	.000
Linear-by-Linear Association	47.753	1	.000
N of Valid Cases	3803		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 146.02.

Aware of Prejudices: Current Hall Percent White

Crosstabulations for more aware of personal prejudices by current hall percent White does not reveal any clear patterns. However, when the variable is collapsed into bivariate categories (agree or disagree) differences between residence halls begin to emerge (Table 3.74). Those residence halls with the greatest diversity, and the greatest percentage of Black residents, tend to show higher rates of agreement than those halls with fewer students of color. For example, 80.4 percent of students residing in Rather Hall and 71.8 percent of students living in Hubbard Hall strongly agree or agree that they have become more aware of their personal prejudices and stereotypes towards other since coming to Michigan State University. In contrast, 65.1 percent of students in Wonders Hall and 61.8 percent of students in Mayo Hall strongly agree or agree with this statement. Regardless of current hall, however, most students agree or strongly agree with this statement.

Table 3.74 Current Hall Percent White * Aware of Personal Prejudices Bivariate Crosstabulation

Current Hall Percent White		Aware of Personal Prejudices Bivariate		
		Strongly Disagree or Disagree	Strongly Agree or Agree	Total
Rather	Count	20	82	102
	%	19.6%	80.4%	100.0%
Hubbard	Count	79	201	280
	%	28.2%	71.8%	100.0%

Butterfield	Count	20	60	80
	%	25.0%	75.0%	100.0%
McDonel	Count	86	184	270
	%	31.9%	68.1%	100.0%
Bryan	Count	43	90	133
	%	32.3%	67.7%	100.0%
Akers	Count	69	227	296
	%	23.3%	76.7%	100.0%
Shaw	Count	66	152	218
	%	30.3%	69.7%	100.0%
Holden	Count	67	182	249
	%	26.9%	73.1%	100.0%
Bailey	Count	33	66	99
	%	33.3%	66.7%	100.0%
Holmes	Count	149	265	414
	%	36.0%	64.0%	100.0%
Williams	Count	14	52	66
	%	21.2%	78.8%	100.0%
Emmons	Count	38	66	104
	%	36.5%	63.5%	100.0%
Mason-Abbot	Count	63	200	263
	%	24.0%	76.0%	100.0%
Armstrong	Count	37	78	115
	%	32.2%	67.8%	100.0%
Case	Count	78	158	236
	%	33.1%	66.9%	100.0%
Landon	Count	34	70	104
	%	32.7%	67.3%	100.0%
Yakeley-Gilchrist	Count	61	107	168
	%	36.3%	63.7%	100.0%
Campbell	Count	27	58	85
	%	31.8%	68.2%	100.0%
Wilson	Count	68	153	221
	%	30.8%	69.2%	100.0%
Mayo	Count	21	34	55
	%	38.2%	61.8%	100.0%
Wonders	Count	73	136	209
	%	34.9%	65.1%	100.0%
Total	Count	1146	2621	3767
	%	30.4%	69.6%	100.0%

Table 3.74 (cont'd)

The chi-square value for this crosstabulation is less than .05 indicating that we can reject the null hypothesis that students are equally likely to report becoming aware of personal prejudices regardless of their current hall (Table 3.75).

Table 3.75 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40.145(a)	20	.005
Likelihood Ratio	41.035	20	.004
Linear-by-Linear Association	8.693	1	.003
N of Valid Cases	3767		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.73.

Results from the one-way analysis of variance indicate that the residence hall is an important determinant for becoming aware of personal prejudices (Table 3.76). When we test the null hypothesis that the likelihood of agreeing with this statement will be equal across halls, the observed significance level for the comparison of means between halls is less than .05, suggesting that there is a significant relationship between these two variables.

Table 3.76 Aware Prejudices Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.498	20	.425	2.018	.005
Within Groups	788.865	3746	.211		
Total	797.363	3766			

Aware of Prejudices: Current Hall Assignment

Crosstabulations of aware of prejudice and current hall assignment indicate similar reports from students (Table 3.77). Students who did not request their current hall were somewhat more likely to agree or strongly agree that they have become more aware of their personal prejudices since attending Michigan State University (70.8%). Students

participating in living-learning programs were the least likely to agree or strongly agree with this statement (65.0%). However, the majority of all students report becoming more aware of their personal prejudices.

Table 3.77 Hall Assignment without Van Hoosen * Aware Personal Prejudices Crosstabulation

Hall Assignment without Van Hoosen		Aware Personal Prejudices				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Hall required	Count	44	143	286	60	533
	%	8.3%	26.8%	53.7%	11.3%	100.0%
Requested current hall	Count	183	519	1403	249	2354
	%	7.8%	22.0%	59.6%	10.6%	100.0%
Did not request current hall	Count	66	189	507	111	873
	%	7.6%	21.6%	58.1%	12.7%	100.0%
Total	Count	293	851	2196	420	3760
	%	7.8%	22.6%	58.4%	11.2%	100.0%

The chi-square value for this crosstabulation is greater than .05 indicating that we cannot reject the null hypothesis that becoming more aware of personal prejudices and campus housing assignments are independent (see Table 3.78).

Table 3.78 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.341(a)	6	.111
Likelihood Ratio	10.099	6	.121
Linear-by-Linear Association	3.644	1	.056
N of Valid Cases	3760		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 41.53.

Aware of Prejudices: First-Year Roommate

Crosstabulations of more aware of personal prejudices and students' first-year roommates suggest that requesting the first-year roommate may influence the likelihood of agreeing with this statement (see Table 3.79). Students who share the same racial

background as their first-year roommate, but who did not request this roommate, were most likely to strongly disagree that they have become more aware of their personal prejudices and stereotypes since attending Michigan State University (8.4%). Students who requested their first-year roommate, and who share their roommate's racial background, were most likely to disagree with this statement. Students who requested their first-year roommate, and whose roommate is of a different racial background, were most likely to agree with this statement (62.5%). Students whose first-year roommate is of a different racial background, but did not request that roommate, were most likely to strongly agree that they had become more aware of their personal prejudices since attending Michigan State University (12.8%).

Table 3.79 First-year Roommate * Aware Personal Prejudices Crosstabulation

First-year Roommate		Aware Personal Prejudices				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Requested/Same race	Count	64	225	480	83	852
	%	7.5%	26.4%	56.3%	9.7%	100.0%
Requested/Different race	Count	12	42	130	24	208
	%	5.8%	20.2%	62.5%	11.5%	100.0%
Blind/Same race	Count	144	354	1031	182	1711
	%	8.4%	20.7%	60.3%	10.6%	100.0%
Blind/Different race	Count	76	237	590	133	1036
	%	7.3%	22.9%	56.9%	12.8%	100.0%
Total	Count	296	858	2231	422	3807
	%	7.8%	22.5%	58.6%	11.1%	100.0%

The chi-square value for this model is less than .05 indicating that we can reject the null hypothesis that the first-year roommate and becoming more aware of personal prejudices are independent (see Table 3.80).

Table 3.80 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.304(a)	9	.032
Likelihood Ratio	18.105	9	.034
Linear-by-Linear Association	1.899	1	.168
N of Valid Cases	3807		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.17.

Aware of Prejudices: Current Roommate (Upperclassmen)

Crosstabulations with the current roommate of upperclassmen and aware of personal prejudices were conducted and results suggest slight differences (see Table 3.81). Upperclassmen currently living with roommates of their same racial background, that they did not request to live with, were the most likely to strongly disagree with this statement (8.1%). Upperclassmen living with a roommate of a different racial background, that they did not request to live with, were the most likely to strongly agree (15.8%) and agree (66.1%) with this statement.

Table 3.81 Current Roommate (Upperclassmen Only) * Aware Personal Prejudices recoded Crosstabulation

Current Roommate (Upperclassmen Only)		Aware Personal Prejudices recoded				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Blind/Same race	Count	52	116	379	92	639
	%	8.1%	18.2%	59.3%	14.4%	100.0%
Requested/Same race	Count	57	164	530	106	857
	%	6.7%	19.1%	61.8%	12.4%	100.0%
Blind/Different race	Count	9	21	109	26	165
	%	5.5%	12.7%	66.1%	15.8%	100.0%
Requested/Different race	Count	7	45	136	27	215
	%	3.3%	20.9%	63.3%	12.6%	100.0%
Total	Count	125	346	1154	251	1876
	%	6.7%	18.4%	61.5%	13.4%	100.0%

The chi-square value for this model is greater than .05, however, indicating that we cannot reject the null hypothesis that the current roommate of upperclassmen and becoming more aware of personal prejudices are independent (see Table 3.82).

Table 3.82 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.225(a)	9	.153
Likelihood Ratio	14.277	9	.113
Linear-by-Linear Association	2.008	1	.156
N of Valid Cases	1876		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.99.

Aware of Prejudices: Overall Racial Environment

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like to report becoming more aware of their personal prejudices regardless of the overall racial environment of their current residence hall (Table 3.83). The observed significance level for this test is greater than .05 indicating that we cannot reject the null hypothesis. It appears that the overall racial environment is not a significant predictor for this variable.

Table 3.83 Aware Personal Prejudices ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	34.735	47	.739	1.286	.092
Within Groups	2137.077	3719	.575		
Total	2171.812	3766			

Aware of Prejudices: Classroom Experience

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like to report becoming more aware of their personal prejudices

regardless of their classroom experiences (Table 3.84). The observed significance level for this test is less than .005 indicating that we should reject the null hypothesis.

Table 3.84 Aware Personal Prejudices ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	150.070	22	6.821	12.654	.000
Within Groups	2075.964	3851	.539		
Total	2226.034	3873			

Summary

Many of the crosstabulations analyzed here have proven to be significant. As discussed in the previous chapter, however, there are several limitations when using one-item questions. Because respondents were not provided with a range of specific questions that could not be collapsed into scale measurements for these variables, it cannot be assumed that participants interpreted these questions similarly. As a result, the validity of these measures is threatened. While the findings in this chapter contribute to our understanding of race relations on the campus of Michigan State University, they cannot be used to draw any meaningful conclusions at this time. Therefore, the dependent variables considered in this chapter will not be included in future steps.

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CHAPTER 4: Interactional Diversity Scale

As discussed in chapter 2, a 10-item *Interactional Diversity* scale was created to measure the extent to which students engage in meaningful interactions across race lines (alpha=.916). This measure is an attempt to operationalize the concept of interactional diversity. The items of this scale include dining with, having meaningful discussions about race, sharing feelings, studying, socializing or partying, having intellectual discussions outside of class, and attending events with students of a different racial background. Also included is the extent to which students attend events sponsored by racial/ethnic groups different from their own racial/ethnic background, and the frequency with which students visit in the rooms of students of a different racial background as well as in their own rooms with students of a different racial background. For each item, responses ranged from 1(*never*) to 4(*very often*). The scales scores range from a minimum of 10 points (students who report never engaging in any of the ten activities) to 40 points (students who report engaging in all ten activities very often). Of the students who responded to these items (n=3534), the mean was 22.3, indicating that on average students participate in these cross-racial activities occasionally (see Table 4.1). When we consider this scale more closely, however, results indicate that some students are more likely to engage in interactional diversity more often than others. The chi-square value for this scale is less than .0005 (Table 4.2). Therefore, we can reject the null hypothesis that participants are equally likely to earn any given score. This suggests that the differences in students' scores on the interactional scale are meaningful.

Table 4.1 Interaction Scale Statistics

N	Valid	4055
	Missing	521
Mean		22.2653

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Table 4.2 Test Statistics

	Interaction scale
Chi-Square(a)	5992.012
df	61
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 65.4.

Before looking at the results for the Interactional Diversity Scale, we will first consider how each item within the scale differed by some of the key independent variables: racial/ethnic background, gender, class standing, and current hall. Following this discussion, we will examine the Interactional Diversity Scale to determine how the scale results differ on a number of important variables: racial/ethnic background, gender, class standing, first-year status, current hall, hall assignment, first-year roommate, current roommate, the Overall Racial Environment scale, and the Classroom Experience scale.

Interactional Diversity Scale Item Analysis

I dine or share meals with students of a different racial background than myself.

For the first item of the Interactional Diversity scale, the majority of students reported dining with students of a different racial background occasionally (see Table 4.3). Of the students who responded to this question (n=4,035), 16.5 percent reported never engaging in this activity, compared with 43.7 percent who described occasionally engaging in this activity, 21.2 percent who described engaging in this activity often, and 18.6 percent who described engaging in this activity very often. The chi-square statistic on this variable is less than .0005 indicating that we can reject the null hypothesis that students are equally likely to dine or share a meal with peers of a different racial

background (Table 4.4). In the following section, we will explore how this variable differs on some of the key independent variables.

Table 4.3 Dine/Eat Different Racial Background

	Frequency	Percent	Valid Percent
Never	664	14.5	16.5
Occasionally	1765	38.6	43.7
Often	857	18.7	21.2
Very Often	749	16.4	18.6
Total	4035	88.2	100.0
Missing	541	11.8	
Total	4576	100.0	

Table 4.4 Dine/Eat Different Racial Background: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Never	664	1008.8	-344.8
Occasionally	1765	1008.8	756.2
Often	857	1008.8	-151.8
Very Often	749	1008.8	-259.8
Total	4035		

Dine/Eat Different Racial Background: Chi-Square Test Statistics

	Dine/Eat Different Racial Background
Chi-Square	774.488(a)
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1008.8.

Dine/Eat: Race/Ethnicity

Crosstabulations for this item indicate clear racial differences (Table 4.5). White, Black, and Native Americans students are the least likely to dine with students of a different racial background. Nearly two-thirds of the White respondents and at least half of the Black and Native American students reported that they never, or only occasionally,

engage in this activity. In contrast, more than 60 percent of Latino and Mixed Race students report dining with students of a different racial background often or very often. Asian students were the most likely to engage in this activity with more than 40 percent reporting that they eat meals with peers of a different racial background very often and an additional 25 percent reporting that they engage in this activity often. The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that students are equally likely to eat meals with peers of a different racial background than themselves (see Table 4.6).

Table 4.5 Dine/Eat Different Racial Background * Race/Ethnicity Crosstabulation

Dine/Eat Different Racial Background		Race/Ethnicity						
		White/Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	538	44	8	1	12	7	610
	%	18.1%	16.6%	6.8%	10.0%	4.1%	9.0%	16.4%
Occasionally	Count	1393	100	37	4	81	23	1638
	%	47.0%	37.7%	31.4%	40.0%	27.8%	29.5%	43.9%
Often	Count	605	55	31	3	72	17	783
	%	20.4%	20.8%	26.3%	30.0%	24.7%	21.8%	21.0%
Very Often	Count	430	66	42	2	126	31	697
	%	14.5%	24.9%	35.6%	20.0%	43.3%	39.7%	18.7%
Total	Count	2966	265	118	10	291	78	3728
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.6 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.441E2	15	.000
Likelihood Ratio	228.849	15	.000
Linear-by-Linear Association	202.352	1	.000
N of Valid Cases	3728		

a. 4 cells (16.7%) have expected count less than 5. The minimum expected count is 1.64.

Dine/Eat: Gender

Crosstabulations on this variable suggest that men are somewhat more likely than women to dine or eat with students of a different racial background (see Table 4.7). Women were more likely to report never engaging in this activity than men (18.2% and 13.1% respectively). In contrast, men were more likely than women to report eating with students of a different racial background very often (23.3% and 16.3% respectively). For both groups, the most frequent response was "occasionally".

Table 4.7 Dine/Eat Different Racial Background * Gender Crosstabulation

Dine/Eat Different Racial Background		Gender		
		Male	Female	Total
Never	Count	173	459	632
	%	13.1%	18.2%	16.4%
Occasionally	Count	545	1144	1689
	%	41.2%	45.4%	43.9%
Often	Count	298	507	805
	%	22.5%	20.1%	20.9%
Very Often	Count	308	412	720
	%	23.3%	16.3%	18.7%
Total	Count	1324	2522	3846
	%	100.0%	100.0%	100.0%

The chi-square tabulation on this variable is less than .0005 indicating that we can reject the null hypothesis that men and women are equally likely to dine with students of a different racial background (see Table 4.8).

Table 4.8 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.055(a)	3	.000
Likelihood Ratio	41.890	3	.000
Linear-by-Linear Association	41.959	1	.000
N of Valid Cases	3846		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 217.57.

Dine/Eat: Class Standing

Crosstabulations for this variable reveal that freshman are the least likely to dine across racial lines with 17.6 percent reporting they never engage in this activity (Table 4.9). The likelihood of dining or eating with students of a different racial background tends to increase with class standing although freshmen and sophomores have very similar responses. Seniors were the most likely to dine with students of a different racial background: 49.6 percent of seniors describe engaging in this activity often or very often compared with 40.6 percent of juniors, 38.2 percent of sophomores, and 38.5 percent of freshmen.

Table 4.9 Dine/Eat Different Racial Background * Class Standing Crosstabulation

Dine/Eat Different Racial Background		Class Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	312	194	79	45	630
	%	17.6%	15.9%	15.1%	14.3%	16.5%
Occasionally	Count	775	560	232	114	1681
	%	43.8%	45.9%	44.3%	36.2%	43.9%
Often	Count	372	251	97	84	804
	%	21.0%	20.6%	18.5%	26.7%	21.0%
Very Often	Count	309	215	116	72	712
	%	17.5%	17.6%	22.1%	22.9%	18.6%
Total	Count	1768	1220	524	315	3827
	%	100.0%	100.0%	100.0%	100.0%	100.0%

The chi-square value for this variable is less than .05; therefore, we can reject the null hypothesis that students are equally likely to dine across racial lines, regardless of their academic standing (Table 4.10).

Table 4.10 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.534(a)	9	.005
Likelihood Ratio	23.132	9	.006
Linear-by-Linear Association	11.580	1	.001
N of Valid Cases	3827		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 51.86.

Dine/Eat: Current Hall Percent White

When we consider the bivariate responses of this variable, crosstabulations suggest that differences do exist between halls (Table 4.11). In most of the halls, students were most likely to report never or only occasionally eating across racial lines. However, there were a few exceptions. Holmes Hall, had the greatest number of residents reporting that they engage in this activity often or very often (54.4%). As discussed in previous chapters, Holmes Hall has a number of residents who participate in a living-learning program. The only other hall with more than half of its residents eating with students of a different racial background often or very often was Bryan Hall (52.2%). Bryan Hall is the fifth most diverse hall on campus with a high percentage of Asian/Pacific Islander and International students. Students in Armstrong Hall were least likely to dine or eat with someone of a different racial background (71.3%), followed by Holden (70.9%), Wilson (70.4%), and Emmons (70.1%) halls. The chi-square value on this crosstabulation is less than .0005 (see Table 4.12). Therefore, we can reject the null hypothesis that dining or sharing a meal across racial lines and current residence hall are independent.

Table 4.11 Current Hall Percent White without Van Hoosen * Dine/Eat Bivariate Crosstabulation

Current Hall Percent White without Van Hoosen		Dine/Eat Bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	51	51	102
	%	50.0%	50.0%	100.0%
Hubbard	Count	151	130	281
	%	53.7%	46.3%	100.0%
Butterfield	Count	54	29	83
	%	65.1%	34.9%	100.0%
McDonel	Count	137	137	274
	%	50.0%	50.0%	100.0%
Bryan	Count	64	70	134
	%	47.8%	52.2%	100.0%
Akers	Count	166	126	292
	%	56.8%	43.2%	100.0%
Shaw	Count	144	78	222
	%	64.9%	35.1%	100.0%
Holden	Count	178	73	251
	%	70.9%	29.1%	100.0%
Bailey	Count	57	43	100
	%	57.0%	43.0%	100.0%
Holmes	Count	190	227	417
	%	45.6%	54.4%	100.0%
Williams	Count	42	24	66
	%	63.6%	36.4%	100.0%
Emmons	Count	75	32	107
	%	70.1%	29.9%	100.0%
Mason-Abbot	Count	178	88	266
	%	66.9%	33.1%	100.0%
Armstrong	Count	82	33	115
	%	71.3%	28.7%	100.0%
Case	Count	147	89	236
	%	62.3%	37.7%	100.0%
Landon	Count	73	32	105
	%	69.5%	30.5%	100.0%
Yakeley-Gilchrist	Count	112	52	164
	%	68.3%	31.7%	100.0%
Campbell	Count	54	31	85
	%	63.5%	36.5%	100.0%

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Wilson	Count	157	66	223
	%	70.4%	29.6%	100.0%
Mayo	Count	37	18	55
	%	67.3%	32.7%	100.0%
Wonders	Count	137	74	211
	%	64.9%	35.1%	100.0%
Total	Count	2286	1503	3789
	%	60.3%	39.7%	100.0%

Table 4.11 (cont'd)

Table 4.12 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.215E2	20	.000
Likelihood Ratio	121.514	20	.000
Linear-by-Linear Association	39.429	1	.000
N of Valid Cases	3789		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.82.

Results from the one-way analysis of variance further indicate the importance of racial composition within the residence hall for predicting dining patterns of respondents (see Table 4.13). When we test the null hypothesis that the likelihood of dining or sharing a meal with students of a different racial background will be equal across residence halls, the observed significance level for the comparison of means between halls is less than .0005, suggesting that there is a significant relationship between these two variables.

Table 4.13 Dine/Eat Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29.074	20	1.454	6.241	.000
Within Groups	877.724	3768	.233		
Total	906.798	3788			

I visit with residents of a different racial background than myself in <u>their</u> room.

For the second item of the Interactional Diversity scale, the majority of students reported visiting with students of a different racial background in their room occasionally (see Table 4.14). Of the students who responded to this question (n=4,039), 23.5 percent reported never engaging in this activity, compared with 39.8 percent who described occasionally engaging in this activity, 18.4 percent who described engaging in this activity often, and 18.3 percent who described engaging in this activity very often.

Table 4.14 Visit Different Racial Background Their Room

	Frequency	Percent	Valid Percent
Never	948	20.7	23.5
Occasionally	1607	35.1	39.8
Often	744	16.3	18.4
Very Often	740	16.2	18.3
Total	4039	88.3	100.0
Missing	537	11.7	
Total	4576	100.0	

The chi-square statistic on this variable is less than .0005 indicating that we can reject the null hypothesis that students are equally likely to visit the rooms of peers of a different racial background (see Table 4.15). In the following section, we will explore how this variable differs on some of the key independent variables.

Table 4.15 Visit Different Racial Background Their Room: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Never	948	1009.8	-61.8
Occasionally	1607	1009.8	597.2
Often	744	1009.8	-265.8
Very Often	740	1009.8	-269.8
Total	4039		

Visit Different Racial Background Their Room: Chi-Square Test Statistics

	Visit Difference Racial Background Room
Chi-Square	499.043(a)
df	3
Asymp. Sig.	.000

Table 4.15 (cont'd)
a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1009.8.

Visit/Their Room: Race/Ethnicity

Crosstabulation results suggest that there are racial/ethnic differences for this variable (see Table 4.16). White students were the least likely to visit the rooms of students of a different racial background than themselves. More than two-thirds of White students reported never, or only occasionally, participating in this activity. Black students were also more likely than other non-White students to report never (21.3%) or occasionally (41.6%) visiting the rooms of students of a different racial background than themselves. Mixed Race students were the most likely to participate in this activity with 41 percent reporting that they visit the rooms of students of a different racial background very often. Approximately 60 percent Latino, Native American, and Asian students describe participating in this activity often or very often. The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that students are equally likely to visit the rooms of peers of a different racial background than themselves (see Table 4.17).

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Table 4.16 Visit Different Racial Background Their Room * Race/Ethnicity Crosstabulation

Visit Different Racial Background Their Room		Race/Ethnicity						
		White/Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	791	57	9	1	22	7	887
	%	26.7%	21.3%	7.6%	10.0%	7.5%	9.0%	23.8%
Occasionally	Count	1216	111	35	3	99	21	1485
	%	41.0%	41.6%	29.7%	30.0%	33.9%	26.9%	39.8%
Often	Count	506	39	37	5	77	18	682
	%	17.0%	14.6%	31.4%	50.0%	26.4%	23.1%	18.3%
Very Often	Count	455	60	37	1	94	32	679
	%	15.3%	22.5%	31.4%	10.0%	32.2%	41.0%	18.2%
Total	Count	2968	267	118	10	292	78	3733
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.17 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.886E2	15	.000
Likelihood Ratio	189.966	15	.000
Linear-by-Linear Association	153.796	1	.000
N of Valid Cases	3733		

a. 4 cells (16.7%) have expected count less than 5. The minimum expected count is 1.82.

Visit/Their Room: Gender

Crosstabulations on this variable reveal that men are more likely than women to visit the rooms of students of a different racial background (Table 4.18). Twenty-two percent of men describe engaging in this activity very often compared with 16.3 percent of women. In contrast, 26.6 percent of women report never visiting the room of students of a different racial background compared with 18.3 percent of men. Men and women were equally likely to describe engaging in this activity occasionally (39.8% and 39.7% respectively); this was also the most popular response for both groups. The chi-square value for this tabulation is less than .0005 indicating that we can reject the null hypothesis

that men and women are equally likely to visit in the rooms of students of a different racial background (see Table 4.19).

Table 4.18 Visit Different Racial Background Their Room * Gender Crosstabulation

Visit Different Racial Background Their Room		Gender		
		Male	Female	Total
Never	Count	243	671	914
	%	18.3%	26.6%	23.7%
Occasionally	Count	528	1004	1532
	%	39.8%	39.7%	39.8%
Often	Count	261	438	699
	%	19.7%	17.3%	18.2%
Very Often	Count	293	413	706
	%	22.1%	16.3%	18.3%
Total	Count	1325	2526	3851
	%	100.0%	100.0%	100.0%

Table 4.19 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.179(a)	3	.000
Likelihood Ratio	43.781	3	.000
Linear-by-Linear Association	40.237	1	.000
N of Valid Cases	3851		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 240.50.

Visit/Their Room: Class Standing

Crosstabulation results for this variable reveal very similar results across classes (Table 4.20). The majority of students report visiting the rooms of students of a different racial background occasionally. In fact, at least two-thirds of respondents never or only occasionally engage in this activity. The chi-square value for this tabulation is greater than .05 (see Table 4.21). Therefore, we cannot reject the null hypothesis that the

likelihood for visiting the rooms of students of a different racial background is equal regardless of academic standing.

Table 4.20 Visit Different Racial Background Their Room * Class Standing Crosstabulation

Visit Different Racial Background Their Room		Academic Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	420	300	124	67	911
	%	23.7%	24.5%	23.8%	21.2%	23.8%
Occasionally	Count	707	498	205	116	1526
	%	39.9%	40.8%	39.3%	36.7%	39.8%
Often	Count	324	211	87	74	696
	%	18.3%	17.3%	16.7%	23.4%	18.2%
Very Often	Count	321	213	105	59	698
	%	18.1%	17.4%	20.2%	18.7%	18.2%
Total	Count	1772	1222	521	316	3831
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.21 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.764[a]	9	.370
Likelihood Ratio	9.406	9	.401
Linear-by-Linear Association	1.263	1	.261
N of Valid Cases	3831		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 57.41.

Visit/Their Room: Current Hall Percent White

Crosstabulation results suggest that the current hall of the resident plays a role in predicting the likelihood that they will visit the rooms of students of a different racial background (see Table 4.22). Residents of Rather Hall are the most likely to describe engaging in this activity often or very often (50%), followed by Holmes Hall (48.4%). Of all the halls on the campus of Michigan State University, Rather has the highest percentage of students of color. Holmes Hall houses the largest living-learning program

on campus. In contrast, residents were the least likely to visit the rooms of students of a different racial background in Mayo and Wilson Halls: only 18.2 percent of residents in Mayo Hall and 22.0 percent of residents in Wilson Hall describe engaging in this activity often or very often. Mayo Hall has the second highest proportion, and Wilson has the third highest proportion of White students on campus. The chi-square value on this tabulation is less than .0005 (see Table 4.23). Therefore, we can reject the null hypothesis that respondents are equally likely to visit the rooms of students of a different racial background regardless of which residence hall they live in.

Table 4.22 Current Hall Percent White without Van Hoosen * Visit/Their Room Bivariate Crosstabulation

Current Hall without Van Hoosen		Visit/Their Room Bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	51	51	102
	%	50.0%	50.0%	100.0%
Hubbard	Count	151	130	281
	%	53.7%	46.3%	100.0%
Butterfield	Count	51	32	83
	%	61.4%	38.6%	100.0%
McDonel	Count	144	130	274
	%	52.6%	47.4%	100.0%
Bryan	Count	72	62	134
	%	53.7%	46.3%	100.0%
Akers	Count	159	138	297
	%	53.5%	46.5%	100.0%
Shaw	Count	146	76	222
	%	65.8%	34.2%	100.0%
Holden	Count	170	81	251
	%	67.7%	32.3%	100.0%
Bailey	Count	58	42	100
	%	58.0%	42.0%	100.0%
Holmes	Count	215	202	417
	%	51.6%	48.4%	100.0%
Williams	Count	50	16	66
	%	75.8%	24.2%	100.0%

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Emmons	Count	74	33	107
	%	69.2%	30.8%	100.0%
Mason-Abbot	Count	195	70	265
	%	73.6%	26.4%	100.0%
Armstrong	Count	74	41	115
	%	64.3%	35.7%	100.0%
Case	Count	163	72	235
	%	69.4%	30.6%	100.0%
Landon	Count	79	26	105
	%	75.2%	24.8%	100.0%
Yakeley-Gilchrist	Count	123	44	167
	%	73.7%	26.3%	100.0%
Campbell	Count	64	21	85
	%	75.3%	24.7%	100.0%
Wilson	Count	174	49	223
	%	78.0%	22.0%	100.0%
Mayo	Count	45	10	55
	%	81.8%	18.2%	100.0%
Wonders	Count	146	65	211
	%	69.2%	30.8%	100.0%
Total	Count	2404	1391	3795
	%	63.3%	36.7%	100.0%

Table 4.22 (cont'd)

Table 4.23 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.521E2	20	.000
Likelihood Ratio	154.556	20	.000
Linear-by-Linear Association	92.938	1	.000
N of Valid Cases	3795		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.16.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall is an important determinant predictor of students' likelihood to visit the rooms of peers of a different racial background (see Table 4.24). The observed significance level for the comparison of means between halls is less than .0005,

indicating that we can reject the null hypothesis that the likelihood of engaging in this activity will be equal across residence halls.

Table 4.24 Visit/Their Room Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	35.317	20	1.766	7.879	.000
Within Groups	845.833	3774	.224		
Total	881.150	3794			

I visit with residents of a different racial background in my room.

For the third item on the Interactional Diversity scale, students were most likely to report occasionally visiting with students of a different racial background in their own room (see Table 4.25). Of the respondents who answered this question (n= 4,029) 41 percent of students describe engaging in this activity occasionally and an additional 25.8 percent report never doing so. The chi-square value for this measure is significant at less than .0005 (Table 4.26). Therefore, we can reject the null hypothesis that all students are equally likely to visit with students of a different racial background in their own room. In the following section, we will consider how this variable differs on some of the key independent variables.

Table 4.25 Visit Different Racial Background My Room

	Frequency	Percent	Valid Percent
Never	1038	22.7	25.8
Occasionally	1659	36.3	41.2
Often	664	14.5	16.5
Very Often	668	14.6	16.6
Total	4029	88.0	100.0
Missing	547	12.0	
Total	4576	100.0	

Table 4.26 Visit Different Racial Background My Room: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Never	1038	1007.2	30.8
Occasionally	1659	1007.2	651.8
Often	664	1007.2	-343.2
Very Often	668	1007.2	-339.2
Total	4029		

Visit Different Racial Background My Room: Chi-Square Test Statistics

	Visit Different Racial Background My Room
Chi-Square	653.894(a)
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1007.3.

Visit/My Room: Race/Ethnicity

There appear to be stark contrasts for this item based on race/ethnicity (see Table 4.27). White students were far less likely than other respondents to invite students of a different racial background into their rooms with more than 70 percent reporting that they never or only occasionally engage in this activity. Black students were less likely than other non-White students to visit with students of a different racial background in their own room. Mixed Race students were the most likely to invite students of a different racial background into their rooms with nearly 40 percent reporting that they engage in this activity very often. Except for Mixed Race students, however, the most common response for all racial/ethnic groups on this item was "occasionally". The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that students are equally likely to invite peers of a different racial background than themselves to visit their rooms (see Table 4.28).

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Table 4.27 Visit Different Racial Background My Room * Race/Ethnicity Crosstabulation

Visit Different Racial Background My Room		Race/Ethnicity						
		White/Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	846	58	15	1	29	10	959
	%	28.6%	21.7%	12.7%	10.0%	9.9%	12.8%	25.8%
Occasionally	Count	1277	97	40	4	102	22	1542
	%	43.2%	36.3%	33.9%	40.0%	34.9%	28.2%	41.4%
Often	Count	459	47	24	4	61	15	610
	%	15.5%	17.6%	20.3%	40.0%	20.9%	19.2%	16.4%
Very Often	Count	377	65	39	1	100	31	613
	%	12.7%	24.3%	33.1%	10.0%	34.2%	39.7%	16.5%
Total	Count	2959	267	118	10	292	78	3724
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.28 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.117E2	15	.000
Likelihood Ratio	198.413	15	.000
Linear-by-Linear Association	174.217	1	.000
N of Valid Cases	3724		

a. 4 cells (16.7%) have expected count less than 5. The minimum expected count is 1.64.

Visit/My Room: Gender

Crosstabulation results suggest that gender of the respondent plays a role in the likelihood that they will visit with students of a different racial background in their own room (Table 4.29). More than 20 percent of men report engaging in this activity very often compared to 14.3 percent of women. In contrast, 28.4 percent of women report never engaging in this activity compared to 20.9 percent of men. For both men and women, the most popular response for this measure was "occasionally" (39.9% and 42.2% respectively). The chi-square value for this tabulation is less than .0005 indicating

that we can reject the null hypothesis that men and women are equally likely to visit with students of a different racial background in their own rooms (Table 4.30).

Table 4.29 Visit Different Racial Background My Room * Gender Crosstabulation

Visit Different Racial Background My Room		Gender		
		Male	Female	Total
Never	Count	277	715	992
	%	20.9%	28.4%	25.8%
Occasionally	Count	528	1063	1591
	%	39.9%	42.2%	41.4%
Often	Count	243	382	625
	%	18.4%	15.2%	16.3%
Very Often	Count	275	359	634
	%	20.8%	14.3%	16.5%
Total	Count	1323	2519	3842
	%	100.0%	100.0%	100.0%

Table 4.30 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.643(a)	3	.000
Likelihood Ratio	47.446	3	.000
Linear-by-Linear Association	47.551	1	.000
N of Valid Cases	3842		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 215.22.

Visit/My Room: Class Standing

Crosstabulations on this variable suggest there are some differences in the likelihood of visiting with students of a different racial background between students based on class standing although there does not appear to be an obvious pattern (Table 4.31). Sophomores were the most likely to report never engaging in this activity (26.6%) while juniors were the most likely to report engaging in this activity very often (20.0%). Among all groups, students were most likely to describe visiting with students of a

different racial background in their own rooms occasionally: 42.4 percent of freshmen, 42.3 percent of sophomores, 40.4 percent of juniors, and 35.4 percent of seniors. The chi-square value for this tabulation is less than .05 so we can reject the null hypothesis that students are equally likely to engage in this activity regardless of academic standing (Table 4.32).

Table 4.31 Visit Different Racial Background My Room * Class Standing Crosstabulation

Visit Different Racial Background My Room		Class Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	452	324	136	74	986
	%	25.6%	26.6%	25.9%	23.6%	25.8%
Occasionally	Count	748	515	212	111	1586
	%	42.4%	42.3%	40.4%	35.4%	41.5%
Often	Count	287	188	72	74	621
	%	16.3%	15.4%	13.7%	23.6%	16.2%
Very Often	Count	278	191	105	55	629
	%	15.8%	15.7%	20.0%	17.5%	16.5%
Total	Count	1765	1218	525	314	3822
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.32 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.586(a)	9	.007
Likelihood Ratio	21.351	9	.011
Linear-by-Linear Association	3.941	1	.047
N of Valid Cases	3822		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 51.02.

Visit/My Room: Current Hall Percent White

The crosstabulations for the bivariate results on this measure suggest that current hall plays a role in the likelihood that students will visit with peers of a different racial background in their own rooms (Table 4.33). As was the case for the previous variable,

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residents of Rather and Holmes Hall are the most likely to report engaging in this activity often or very often (51.0% and 44.7% respectively). Students living in Wilson Hall were the least likely to engage in this activity: 79.1 percent report never or only occasionally visiting with students of a different racial background in their own room. The chi-square value for this tabulation is less than .0005. Therefore, we can reject the null hypothesis that students are equally likely to visit with peers of a different racial background in their own room, regardless of their current residence hall (Table 4.34).

Table 4.33 Current Hall Percent White without Van Hoosen * Visit/My Room Bivariate Crosstabulation

Current Hall Percent White without Van Hoosen		Visit/My Room Bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	50	52	102
	%	49.0%	51.0%	100.0%
Hubbard	Count	165	115	280
	%	58.9%	41.1%	100.0%
Butterfield	Count	58	25	83
	%	69.9%	30.1%	100.0%
McDonel	Count	159	115	274
	%	58.0%	42.0%	100.0%
Bryan	Count	74	59	133
	%	55.6%	44.4%	100.0%
Akers	Count	191	105	296
	%	64.5%	35.5%	100.0%
Shaw	Count	165	56	221
	%	74.7%	25.3%	100.0%
Holden	Count	175	76	251
	%	69.7%	30.3%	100.0%
Bailey	Count	62	37	99
	%	62.6%	37.4%	100.0%
Holmes	Count	230	186	416
	%	55.3%	44.7%	100.0%
Williams	Count	51	15	66
	%	77.3%	22.7%	100.0%

Emmons	Count	80	27	107
	%	74.8%	25.2%	100.0%
Mason-Abbot	Count	192	75	267
	%	71.9%	28.1%	100.0%
Armstrong	Count	83	32	115
	%	72.2%	27.8%	100.0%
Case	Count	167	68	235
	%	71.1%	28.9%	100.0%
Landon	Count	81	24	105
	%	77.1%	22.9%	100.0%
Yakeley-Gilchrist	Count	125	41	166
	%	75.3%	24.7%	100.0%
Campbell	Count	61	24	85
	%	71.8%	28.2%	100.0%
Wilson	Count	174	46	220
	%	79.1%	20.9%	100.0%
Mayo	Count	42	13	55
	%	76.4%	23.6%	100.0%
Wonders	Count	154	55	209
	%	73.7%	26.3%	100.0%
Total	Count	2539	1246	3785
	%	67.1%	32.9%	100.0%

Table 4.33 (cont'd)

Table 4.34 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.195E2	20	.000
Likelihood Ratio	119.158	20	.000
Linear-by-Linear Association	59.371	1	.000
N of Valid Cases	3785		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.11.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall is an important predictor for whether students will visit with students of a different racial background in their own rooms (see Table 4.35). When we test the null hypothesis, the observed significance level for the comparison of means between

halls is less than .0005, suggesting that there is a significant relationship between these two variables.

Table 4.35 Visit/My Room Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26.400	20	1.320	6.138	.000
Within Groups	809.424	3764	.215		
Total	835.824	3784			

I have meaningful and honest discussions about race and ethnic relations with students from different racial backgrounds than myself outside of class.

For the fourth item on the Interactional Diversity scale, few respondents describe having meaningful discussions about racial/ethnic relations with students of a different racial background (see Table 4.36). Of the participants who answered this question (n= 3,916) 47.7 percent of students describe engaging in this activity occasionally and an additional 30.5 percent report never doing so.

Table 4.36 Meaningful Honest Discussions About Race

	Frequency	Percent	Valid Percent
Never	1196	26.1	30.5
Occasionally	1869	40.8	47.7
Often	559	12.2	14.3
Very Often	292	6.4	7.5
Total	3916	85.6	100.0
Missing	660	14.4	
Total	4576	100.0	

The chi-square value for this measure is significant at less than .0005 (Table 4.37). Therefore, we can reject the null hypothesis that all students are equally likely to have meaningful and discussions about racial/ethnic relations across race lines.

Table 4.37 Meaningful Honest Discussions About Race: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Never	1196	979.0	217.0
Occasionally	1869	979.0	890.0
Often	559	979.0	-420.0
Very Often	292	979.0	-687.0
Total	3916		

Meaningful Honest Discussions About Race: Chi-Square Test Statistics

	Meaningful Honest Discussions About Race
Chi-Square	1519.467(a)
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 979.0.

Meaningful Discussions: Race/Ethnicity

The racial/ethnic background of respondents appears to play some role on this variable (Table 4.38). White students were considerably less likely to engage in these discussions. More than 80 percent of White students described never or only occasionally participating in these types of discussions. It should be noted, though, that the majority of students report low levels of participation in discussions about racial/ethnic issues with students of a different racial background outside of class. Native American students were the most likely to engage in these discussions, with half reporting that they do so often. The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that students are equally likely to have meaningful discussions about racial/ethnic issues with peers of a different racial background outside of class (Table 4.39).

Table 4.38 Meaningful Honest Discussions About Race * Race/Ethnicity Crosstabulation

Meaningful Honest Discussions About Race		Race/Ethnicity						
		White/Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	982	61	21	1	64	10	1139
	%	33.2%	22.8%	17.9%	10.0%	21.9%	13.0%	30.6%
Occasionally	Count	1420	129	50	4	139	37	1779
	%	48.0%	48.3%	42.7%	40.0%	47.6%	48.1%	47.8%
Often	Count	375	41	30	5	63	17	531
	%	12.7%	15.4%	25.6%	50.0%	21.6%	22.1%	14.3%
Very Often	Count	184	36	16	0	26	13	275
	%	6.2%	13.5%	13.7%	.0%	8.9%	16.9%	7.4%
Total	Count	2961	267	117	10	292	77	3724
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.39 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.105E2	15	.000
Likelihood Ratio	102.574	15	.000
Linear-by-Linear Association	59.225	1	.000
N of Valid Cases	3724		

a. 4 cells (16.7%) have expected count less than 5. The minimum expected count is .74.

Meaningful Discussions: Gender

Crosstabulations suggest that men and women are similar in their likelihood of engaging in meaningful and honest discussions about racial/ethnic issues across race lines (Table 4.40). More than three-quarters of participants from both groups describe never or only occasionally engaging in these discussions. The chi-square value for this tabulation is greater than .05, indicating that we cannot reject the null hypothesis that men and women are equally likely—or in this case, equally unlikely—to engage in meaningful discussions about racial/ethnic issues with students of a different racial background (Table 4.41).


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Table 4.40 Meaningful Honest Discussions About Race * Gender Crosstabulation

Meaningful Honest Discussions About Race		Gender		
		Male	Female	Total
Never	Count	395	784	1179
	%	29.9%	31.1%	30.7%
Occasionally	Count	610	1217	1827
	%	46.2%	48.3%	47.6%
Often	Count	210	341	551
	%	15.9%	13.5%	14.4%
Very Often	Count	105	177	282
	%	8.0%	7.0%	7.3%
Total	Count	1320	2519	3839
	%	100.0%	100.0%	100.0%

4.41 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.619(a)	3	.132
Likelihood Ratio	5.559	3	.135
Linear-by-Linear Association	3.427	1	.064
N of Valid Cases	3839		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 96.96.

Meaningful Discussions: Class Standing

Crosstabulation results on this variable reveal that class standing plays a role in predicting whether students engage in meaningful discussions about race with students of a different racial background (Table 4.42). Participant responses suggest that as students advance in their academic careers, they become more likely to engage in these discussions. Freshmen were the least likely to participate in these discussions with 36.7 percent reporting that they never have meaningful discussions about racial/ethnic issues across race lines and 45.2 percent reporting they only occasionally do so. In contrast, seniors were the most likely to engage in these discussions: 10.9 percent describe

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engaging in meaningful discussions about racial/ethnic issues across race lines very often and an additional 23.3 percent report engaging in these discussions often. The chi-square value for this tabulation is less than .0005 indicating that we can reject the null hypothesis that students are equally likely to discuss racial/ethnic issues with peers of a different racial background regardless of their academic standing (Table 4.43).

Table 4.42 Meaningful Honest Discussions About Race * Class Standing Crosstabulation

Meaningful Honest Discussions About Race		Class Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	649	334	131	59	1173
	%	36.7%	27.5%	25.0%	18.8%	30.7%
Occasionally	Count	799	613	255	147	1814
	%	45.2%	50.5%	48.7%	47.0%	47.5%
Often	Count	218	170	87	73	548
	%	12.3%	14.0%	16.6%	23.3%	14.4%
Very Often	Count	100	98	51	34	283
	%	5.7%	8.1%	9.7%	10.9%	7.4%
Total	Count	1766	1215	524	313	3818
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.43 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	90.548[a]	9	.000
Likelihood Ratio	89.140	9	.000
Linear-by-Linear Association	76.458	1	.000
N of Valid Cases	3818		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.20.

Meaningful Discussions: Current Hall Percent White

Crosstabulations on this variable suggest that the current residence hall may play a role in the likelihood that students will engage in meaningful and honest discussions about racial/ethnic issues across race lines (see Table 4.44). Respondents living in

Emmons and Armstrong halls were the least likely to report engaging in these activities: 92.5 percent of residents in Emmons Hall and 87.0 percent of residents in Armstrong Hall report never or only occasionally discussing racial/ethnic issues with peers of a different racial background. More than 90 percent of the residents in these halls are freshmen—the highest ratio of any halls on campus. Respondents living in Williams Hall were the most likely to describe engaging in this activity often or very often (30.3%), followed by Case Hall (28.5%). Excluding Van Hoosen Hall (which is not included in the independent variable) Williams Hall has the greatest percentage of seniors, and the lowest percentage of freshmen, on campus. The majority of residents in Case Hall are freshmen and sophomores; however, the second largest living-learning program on campus is located here. The James Madison College offers students an interdisciplinary program in the social sciences. The living-learning component and the focus of this specific program are likely contributors to the findings on this variable. The chi-square value for this tabulation is less than .005 indicating we can reject the null hypothesis that students are equally likely to have meaningful and honest discussions about racial/ethnic issues across race lines regardless of the hall in which they live (see Table 4.45).

Table 4.44 Current Hall Percent White without Van Hoosen * Meaningful Discussions Bivariate Crosstabulation

Current Hall Percent White without Van Hoosen		Meaningful Discussions Bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	76	27	103
	%	73.8%	26.2%	100.0%
Hubbard	Count	204	78	282
	%	72.3%	27.7%	100.0%
Butterfield	Count	61	20	81
	%	75.3%	24.7%	100.0%
McDonel	Count	198	73	271
	%	73.1%	26.9%	100.0%


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Bryan	Count	108	26	134
	%	80.6%	19.4%	100.0%
Akers	Count	234	63	297
	%	78.8%	21.2%	100.0%
Shaw	Count	177	43	220
	%	80.5%	19.5%	100.0%
Holden	Count	198	54	252
	%	78.6%	21.4%	100.0%
Bailey	Count	76	23	99
	%	76.8%	23.2%	100.0%
Holmes	Count	329	87	416
	%	79.1%	20.9%	100.0%
Williams	Count	46	20	66
	%	69.7%	30.3%	100.0%
Emmons	Count	98	8	106
	%	92.5%	7.5%	100.0%
Mason-Abbot	Count	209	57	266
	%	78.6%	21.4%	100.0%
Armstrong	Count	100	15	115
	%	87.0%	13.0%	100.0%
Case	Count	168	67	235
	%	71.5%	28.5%	100.0%
Landon	Count	80	25	105
	%	76.2%	23.8%	100.0%
Yakeley-Gilchrist	Count	135	31	166
	%	81.3%	18.7%	100.0%
Campbell	Count	68	17	85
	%	80.0%	20.0%	100.0%
Wilson	Count	184	37	221
	%	83.3%	16.7%	100.0%
Mayo	Count	46	9	55
	%	83.6%	16.4%	100.0%
Wonders	Count	167	42	209
	%	79.9%	20.1%	100.0%
Total	Count	2962	822	3784
	%	78.3%	21.7%	100.0%

Table 4.44 (cont'd)

Table 4.45 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.872[a]	20	.001
Likelihood Ratio	48.763	20	.000
Linear-by-Linear Association	8.460	1	.004
N of Valid Cases	3784		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.95.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall is an important predictor for whether students will discuss racial/ethnic issues with peers of a different racial background (see Table 4.46). When we test the null hypothesis, the observed significance level for the comparison of means between halls is less than .005, suggesting that there is a significant relationship between these two variables.

Table 4.46 Meaningful Discussions Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.800	20	.390	2.309	.001
Within Groups	635.637	3763	.169		
Total	643.437	3783			

I share personal feelings and problems with students of a different racial background than myself.

For the fifth item on the Interactional Diversity scale, the majority of respondents describe rarely sharing their feelings and problems with students of a different racial background (see Table 4.47). Of the participants who answered this question (n= 3,908) 43.8 percent of students describe engaging in this activity occasionally and an additional 25.5 percent report never doing so. The chi-square value for this measure is significant at less than .0005 (Table 4.48). Therefore, we can reject the null hypothesis that all students

are equally likely to share personal feelings and problems across race lines. In the following section, we will examine how this variable differs by race, gender, class standing, and current residence hall.

Table 4.47 Share Feelings

	Frequency	Percent	Valid Percent
Never	996	21.8	25.5
Occasionally	1713	37.4	43.8
Often	801	17.5	20.5
Very Often	398	8.7	10.2
Total	3908	85.4	100.0
Missing	668	14.6	
Total	4576	100.0	

Table 4.48 Share Feelings: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Never	996	977.0	19.0
Occasionally	1713	977.0	736.0
Often	801	977.0	-176.0
Very Often	398	977.0	-579.0
Total	3908		

Share Feelings: Chi-Square Test Statistics

	Share Feeling
Chi-Square	929.656(a)
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 977.0.

Share Feelings: Race/Ethnicity

More than two-thirds of White and Black students reported never, or only occasionally, sharing personal feelings and problems with student of a different racial background than themselves (Table 4.49). Native American students were the most likely

to share their feelings with students of a different racial background, followed by Mixed Race students. For students of all racial/ethnic backgrounds, other than Native Americans, "occasionally" was the most frequent response for this item. The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that students are equally likely to share personal feelings and problems with students from a different racial background than themselves (see Table 4.50).

Table 4.49 Share Feelings with Students of Different Racial Background * Race/Ethnicity Crosstabulation

Share Feeling with Students of Different Races		Race/Ethnicity						
		White/ Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	806	65	16	0	44	13	944
	%	27.3%	24.4%	13.7%	.0%	15.1%	16.9%	25.4%
Occasionally	Count	1325	119	45	3	116	25	1633
	%	44.9%	44.7%	38.5%	30.0%	39.7%	32.5%	43.9%
Often	Count	558	55	41	4	81	24	763
	%	18.9%	20.7%	35.0%	40.0%	27.7%	31.2%	20.5%
Very Often	Count	265	27	15	3	51	15	376
	%	9.0%	10.2%	12.8%	30.0%	17.5%	19.5%	10.1%
Total	Count	2954	266	117	10	292	77	3716
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.50 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	93.098(a)	15	.000
Likelihood Ratio	90.353	15	.000
Linear-by-Linear Association	72.959	1	.000
N of Valid Cases	3716		

a 4 cells (16.7%) have expected count less than 5. The minimum expected count is 1.01.

Share Feelings: Gender

Crosstabulation results indicate that men and women are equally likely to share their personal feelings and problems with peers of a different racial background (Table 4.51). For both groups, less than one-third of respondents describe engaging in this

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activity often or very often. The majority of respondents report sharing their feelings and problems across race lines occasionally. The chi-square value for this tabulation is greater than .05 (see Table 4.52). Therefore, we cannot reject the null hypothesis that men and women are equally likely to share their personal feelings and problems with students of a different racial background.

4.51 Share Feelings * Gender Crosstabulation

Share Feelings		Gender		
		Male	Female	Total
Never	Count	352	628	980
	%	26.7%	25.0%	25.6%
Occasionally	Count	594	1084	1678
	%	45.1%	43.1%	43.8%
Often	Count	254	530	784
	%	19.3%	21.1%	20.5%
Very Often	Count	118	271	389
	%	9.0%	10.8%	10.2%
Total	Count	1318	2513	3831
	%	100.0%	100.0%	100.0%

Table 4.52 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.985[a]	3	.112
Likelihood Ratio	6.048	3	.109
Linear-by-Linear Association	5.308	1	.021
N of Valid Cases	3831		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 133.83.

Share Feelings: Class Standing

Crosstabulations reveal a fairly linear relationship between sharing feelings across race lines and respondent's academic standing (see Table 4.53). Freshmen were the most likely to report never sharing personal feelings and problems with peers of a different

racial background (28.4%). In contrast, seniors were the most likely to report engaging in this activity very often (18.6%). Respondents were most likely to describe occasionally sharing their personal feelings and problems across race lines, however, regardless of academic standing. The chi-square value for this tabulation is less than .0005 (Table 4.54). As a result, we can reject the null hypothesis that students are equally likely to engage in this activity across classes.

Table 4.53 Share Feelings * Class Standing Crosstabulation

Share Feelings		Class Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	502	293	129	48	972
	%	28.4%	24.2%	24.6%	15.4%	25.5%
Occasionally	Count	776	572	210	113	1671
	%	44.0%	47.3%	40.1%	36.3%	43.9%
Often	Count	350	220	117	92	779
	%	19.8%	18.2%	22.3%	29.6%	20.4%
Very Often	Count	137	125	68	58	388
	%	7.8%	10.3%	13.0%	18.6%	10.2%
Total	Count	1765	1210	524	311	3810
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.54 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	81.283[a]	9	.000
Likelihood Ratio	78.136	9	.000
Linear-by-Linear Association	59.962	1	.000
N of Valid Cases	3810		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 31.67.

Share Feelings: Current Hall Percent White

Crosstabulations on this variable suggest that students residing in less diverse halls are less likely to share their personal feelings and problems across race lines (Table

4.55). Students living in Wilson and Mayo halls were the most likely to describe never or only occasionally engaging in this activity (80.5% and 80.0% respectively). In contrast, students living in McDonel and Hubbard halls were the most likely to report sharing their personal feelings with peers of a different racial background often or very often (38.0% and 36.9% respectively). The chi-square value for this tabulation is less than .0005 indicating that we can reject the null hypothesis that students are equally likely to share their personal feelings and problems across racial lines regardless of the which hall they reside in (Table 4.56).

Table 4.55 Current Hall Percent White without Van Hoosen * Share Feelings Bivariate Crosstabulation

Current Hall Percent White without Van Hoosen		Share Feelings Bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	68	34	102
	%	66.7%	33.3%	100.0%
Hubbard	Count	178	104	282
	%	63.1%	36.9%	100.0%
Butterfield	Count	58	23	81
	%	71.6%	28.4%	100.0%
McDonel	Count	168	103	271
	%	62.0%	38.0%	100.0%
Bryan	Count	95	39	134
	%	70.9%	29.1%	100.0%
Akers	Count	194	103	297
	%	65.3%	34.7%	100.0%
Shaw	Count	165	55	220
	%	75.0%	25.0%	100.0%
Holden	Count	182	66	248
	%	73.4%	26.6%	100.0%
Bailey	Count	68	31	99
	%	68.7%	31.3%	100.0%
Holmes	Count	264	151	415
	%	63.6%	36.4%	100.0%
Williams	Count	42	24	66
	%	63.6%	36.4%	100.0%

Emmons	Count	82	24	106
	%	77.4%	22.6%	100.0%
Mason-Abbot	Count	186	79	265
	%	70.2%	29.8%	100.0%
Armstrong	Count	88	27	115
	%	76.5%	23.5%	100.0%
Case	Count	154	80	234
	%	65.8%	34.2%	100.0%
Landon	Count	74	30	104
	%	71.2%	28.8%	100.0%
Yakeley-Gilchrist	Count	114	53	167
	%	68.3%	31.7%	100.0%
Campbell	Count	60	25	85
	%	70.6%	29.4%	100.0%
Wilson	Count	178	43	221
	%	80.5%	19.5%	100.0%
Mayo	Count	44	11	55
	%	80.0%	20.0%	100.0%
Wonders	Count	153	56	209
	%	73.2%	26.8%	100.0%
Total	Count	2615	1161	3776
	%	69.3%	30.7%	100.0%

Table 4.55 (cont'd)

Table 4.56 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.745(a)	20	.000
Likelihood Ratio	54.050	20	.000
Linear-by-Linear Association	15.244	1	.000
N of Valid Cases	3776		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.91.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall is an important predictor for whether students will share personal feelings and problems with students of a different racial background (see Table 4.57). When we test the null hypothesis, the observed significance level for the comparison of

means between halls is less than .0005, suggesting that there is a significant relationship between these two variables.

Table 4.57 Share Feelings Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.231	20	.562	2.660	.000
Within Groups	792.798	3755	.211		
Total	804.029	3775			

I study or prepare for class with students of a different racial background than myself.

For the sixth item on the Interactional Diversity scale, the majority of respondents describe occasionally studying with peers of a different racial background (see Table 4.58). Of the participants who answered this question (n= 3,906) 42.5 percent of students describe engaging in this activity occasionally compared with 28.5 percent who report never studying across racial lines, 19.0 percent who report doing so often, and 9.8 percent of participants who study with peers of a different racial background very often. The chi-square value for this measure is significant at less than .0005 (Table 4.59). Therefore, we can reject the null hypothesis that all students are equally likely to study across race lines.

Table 4.58 Study

	Frequency	Percent	Valid Percent
Never	1118	24.4	28.6
Occasionally	1660	36.3	42.5
Often	744	16.3	19.0
Very Often	384	8.4	9.8
Total	3906	85.4	100.0
Missing	670	14.6	
Total	4576	100.0	

Table 4.59 Study: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Never	1118	976.5	141.5
Occasionally	1660	976.5	683.5
Often	744	976.5	-232.5
Very Often	384	976.5	-592.5
Total	3906		

Study: Chi Square Test Statistics

	Study
Chi-Square	913.781(a)
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 976.5.

Study: Race/Ethnicity

There are clear racial differences that exist on this variable (see Table 4.60). Three-quarters of White respondents and two-thirds of Black respondents describe never, or only occasionally studying with students of a different racial background than themselves. Except for Black students, the students of color were most likely to describe studying with students of a different racial background often. The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that students are equally likely to study or prepare for class with students from a different racial background than themselves (see Table 4.61).

Table 4.60 Study with Students of Different Race * Race/Ethnicity Crosstabulation

Study with Students of Different Race		Race/Ethnicity						
		White/Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	942	65	15	1	34	13	1070
	%	31.9%	24.4%	12.8%	10.0%	11.6%	16.9%	28.8%
Occasionally	Count	1309	104	38	3	93	22	1569
	%	44.3%	39.1%	32.5%	30.0%	31.8%	28.6%	42.2%
Often	Count	484	57	39	4	98	26	708
	%	16.4%	21.4%	33.3%	40.0%	33.6%	33.8%	19.1%
Very Often	Count	217	40	25	2	67	16	367
	%	7.4%	15.0%	21.4%	20.0%	22.9%	20.8%	9.9%
Total	Count	2952	266	117	10	292	77	3714
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.61 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.446E2	15	.000
Likelihood Ratio	229.008	15	.000
Linear-by-Linear Association	197.257	1	.000
N of Valid Cases	3714		

a. 4 cells (16.7%) have expected count less than 5. The minimum expected count is .99.

Study: Gender

Crosstabulations suggest that men and women have very similar experiences studying across racial lines (Table 4.62). Both groups were most likely to describe occasionally studying with peers of a different racial background: 41.9 percent of men and 42.9 percent of women. The chi-square value for this tabulation is greater than .05 (Table 4.63). Therefore, we cannot reject the null hypothesis that men and women are equally likely to study with students of a different racial background than themselves.

Table 4.62 Study * Gender Crosstabulation

Study		Gender		
		Male	Female	Total
Never	Count	376	721	1097
	%	28.6%	28.7%	28.6%
Occasionally	Count	552	1079	1631
	%	41.9%	42.9%	42.6%
Often	Count	252	474	726
	%	19.1%	18.9%	19.0%
Very Often	Count	136	239	375
	%	10.3%	9.5%	9.8%
Total	Count	1316	2513	3829
	%	100.0%	100.0%	100.0%

Table 4.63 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.840(a)	3	.840
Likelihood Ratio	.835	3	.841
Linear-by-Linear Association	.425	1	.515
N of Valid Cases	3829		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 128.88.

Study: Class Standing

Crosstabulations suggest that students are increasingly likely to study across race lines as they progress through their academic careers (see Table 4.64). More than 30 percent of freshmen describe never engaging in this activity compared with 26.9 percent of sophomores, 26.0 percent of juniors, and 19.6 percent of seniors. In contrast, seniors were the most likely to report studying with peers of a different racial background: 14.8 percent of seniors describe engaging in this activity very often compared to 12.2 percent of juniors, 9.6 percent of sophomores, and 8.3 percent of freshmen. For all groups, however, students were most likely to report studying across race lines occasionally. The

chi-square value for this tabulation is less than .0005; therefore we can reject the null hypothesis that students are equally likely to study with peers of a different racial background regardless of their class standing (Table 4.65).

Table 4.64 Study * Class Standing Crosstabulation

Study		Class Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	571	326	136	61	1094
	%	32.4%	26.9%	26.0%	19.6%	28.7%
Occasionally	Count	704	554	228	132	1618
	%	40.0%	45.7%	43.6%	42.4%	42.5%
Often	Count	339	216	95	72	722
	%	19.3%	17.8%	18.2%	23.2%	19.0%
Very Often	Count	147	117	64	46	374
	%	8.3%	9.6%	12.2%	14.8%	9.8%
Total	Count	1761	1213	523	311	3808
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.65 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	44.672(a)	9	.000
Likelihood Ratio	44.283	9	.000
Linear-by-Linear Association	28.876	1	.000
N of Valid Cases	3808		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.54.

Study: Current Hall Percent White

Crosstabulations suggest that current residence hall and studying across racial lines are related (Table 4.66). Students residing in Landon Hall, followed by Wilson Hall, were the most likely to describe never or occasionally studying across race lines (85.7% and 82.2%). Students residing in Rather Hall, followed by those in Holmes Hall were the most likely to report engaging in this activity often or very often (43.7% and 42.0%

respectively). As discussed earlier, Rather Hall is the most racially diverse hall on campus and Holmes Hall has the largest living-learning program on campus.

Table 4.66 Current Hall Percent White without Van Hoosen * Study Bivariate Crosstabulation

Current Hall Percent White without Van Hoosen		Study Bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	58	45	103
	%	56.3%	43.7%	100.0%
Hubbard	Count	190	90	280
	%	67.9%	32.1%	100.0%
Butterfield	Count	59	22	81
	%	72.8%	27.2%	100.0%
McDonel	Count	182	89	271
	%	67.2%	32.8%	100.0%
Bryan	Count	90	43	133
	%	67.7%	32.3%	100.0%
Akers	Count	215	82	297
	%	72.4%	27.6%	100.0%
Shaw	Count	159	61	220
	%	72.3%	27.7%	100.0%
Holden	Count	196	55	251
	%	78.1%	21.9%	100.0%
Bailey	Count	71	27	98
	%	72.4%	27.6%	100.0%
Holmes	Count	240	174	414
	%	58.0%	42.0%	100.0%
Williams	Count	44	22	66
	%	66.7%	33.3%	100.0%
Emmons	Count	84	22	106
	%	79.2%	20.8%	100.0%
Mason-Abbot	Count	195	70	265
	%	73.6%	26.4%	100.0%
Armstrong	Count	96	19	115
	%	83.5%	16.5%	100.0%
Case	Count	157	78	235
	%	66.8%	33.2%	100.0%
Landon	Count	90	15	105
	%	85.7%	14.3%	100.0%
Yakeley-Gilchrist	Count	127	40	167
	%	76.0%	24.0%	100.0%

Campbell	Count	62	23	85
	%	72.9%	27.1%	100.0%
Wilson	Count	180	39	219
	%	82.2%	17.8%	100.0%
Mayo	Count	39	16	55
	%	70.9%	29.1%	100.0%
Wonders	Count	153	55	208
	%	73.6%	26.4%	100.0%
Total	Count	2687	1087	3774
	%	71.2%	28.8%	100.0%

Table 4.66 (cont'd)

The chi-square value for this tabulation is less than .0005 indicating that we can reject the null hypothesis that students are equally likely to study with peers of a different racial background regardless of which residence hall they live in (Table 4.67).

Table 4.67 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	98.977[a]	20	.000
Likelihood Ratio	99.974	20	.000
Linear-by-Linear Association	18.963	1	.000
N of Valid Cases	3774		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.84.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall is an important predictor for whether students will study with students of a different racial background (see Table 4.68). When we test the null hypothesis, the observed significance level for the comparison of means between halls is less than .005, suggesting that there is a significant relationship between these two variables.

Table 4.68 Study Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.297	20	1.015	5.054	.000
Within Groups	753.622	3753	.201		
Total	773.919	3773			

I socialize or party with students of a different racial background than myself.

For the seventh item on the Interactional Diversity scale, the majority of respondents describe socializing or partying with students of a different racial background occasionally or often (see Table 4.69). Of the participants who answered this question (n= 3,907) 44.2 percent of students describe engaging in this activity occasionally compared with 10.8 percent who report never socializing across race lines, 28.3 percent who report doing so often, and 16.7 percent of participants who socialize or party with peers of a different racial background very often.

Table 4.69 Socialize/Party

	Frequency	Percent	Valid Percent
Never	422	9.2	10.8
Occasionally	1727	37.7	44.2
Often	1107	24.2	28.3
Very Often	651	14.2	16.7
Total	3907	85.4	100.0
Missing	669	14.6	
Total	4576	100.0	

The chi-square value for this measure is significant at less than .0005 (Table 4.70). Therefore, we can reject the null hypothesis that all students are equally likely to socialize and party across race lines.

Table 4.70 Socialize/Party: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Never	422	976.8	-554.8
Occasionally	1727	976.8	750.2
Often	1107	976.8	130.2
Very Often	651	976.8	-325.8
Total	3907		

Socialize/Party: Chi-Square Test Statistics

	Socialize/Party
Chi-Square	1017.354(a)
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 976.8.

Socialize/Party: Race/Ethnicity

For this variable, race again appears to play a role; however, the pattern is slightly different than the previous items that have been reviewed (see Table 4.71). On this item, Black students were more likely than any other racial/ethnic group to report never socializing or partying with students of a different racial background (17.3%). White students exhibit similarly low levels of socializing with non-White students with the majority never or only occasionally engaging in these activities. Latino and Mixed Race students describe socializing across race lines more frequently than other racial/ethnic groups with more than 70 percent engaging in this activity often or very often. The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that students are equally likely to socialize and party with students from a different racial background than themselves (see Table 4.72).

Table 4.71 Socialize/Party * Race/Ethnicity Crosstabulation

Socialize/Party		Race/Ethnicity						
		White/Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	314	46	4	0	27	5	396
	%	10.6%	17.3%	3.5%	.0%	9.2%	6.5%	10.7%
Occasionally	Count	1399	109	29	5	87	18	1647
	%	47.3%	41.0%	25.4%	50.0%	29.8%	23.4%	44.3%
Often	Count	823	64	45	2	89	26	1049
	%	27.8%	24.1%	39.5%	20.0%	30.5%	33.8%	28.2%
Very Often	Count	421	47	36	3	89	28	624
	%	14.2%	17.7%	31.6%	30.0%	30.5%	36.4%	16.8%
Total	Count	2957	266	114	10	292	77	3716
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.72 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.429E2	15	.000
Likelihood Ratio	135.355	15	.000
Linear-by-Linear Association	80.678	1	.000
N of Valid Cases	3716		

a. 4 cells (16.7%) have expected count less than 5. The minimum expected count is 1.07.

Socialize/Party: Gender

Crosstabulation results for this variable suggest that men are somewhat more likely than women to socialize and party with students of a different racial background (see Table 4.73). Twelve percent of women describe never socializing across race lines compared with 8.1 percent of men. In contrast, 18.4 percent of men describe socializing across race lines very often compared to 15.8 percent of women. For both groups, respondents were most likely to report socializing or partying with students of a different racial background occasionally. The chi-square value for this tabulation is less than .005 (see Table 4.74). Therefore, we can reject the null hypothesis that men and women are equally likely to engage in this activity.

Table 4.73 Socialize/Party * Gender Crosstabulation

Socialize/Party		Gender		
		Male	Female	Total
Never	Count	107	302	409
	%	8.1%	12.0%	10.7%
Occasionally	Count	584	1117	1701
	%	44.3%	44.4%	44.4%
Often	Count	384	699	1083
	%	29.1%	27.8%	28.3%
Very Often	Count	243	396	639
	%	18.4%	15.8%	16.7%
Total	Count	1318	2514	3832
	%	100.0%	100.0%	100.0%

Table 4.74 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.570[a]	3	.001
Likelihood Ratio	17.077	3	.001
Linear-by-Linear Association	12.179	1	.000
N of Valid Cases	3832		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 140.67.

Socialize/Party: Class Standing

Crosstabulations suggest that class standing does play a role in the likelihood that students will socialize or party with peers of a different racial background (Table 4.75). However, compared with other variables in the Interactional Diversity scale, the likelihood of engaging in this activity actually diminishes over time until the senior year. Juniors were the least likely to socialize or party across race lines, followed by sophomores, and then freshmen: 56.7 percent of juniors, 55.6 percent of sophomores, and 54.9 percent of freshmen report never or only occasionally engaging in this activity. Seniors were the most likely to socialize or party with students of a different racial

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background. Approximately half of all seniors (49.4%) describe engaging in this activity often or very often. The chi-square value for this tabulation is less than .0005 indicating we can reject the null hypothesis that students are equally likely to socialize and party across race lines regardless of their academic standing (Table 4.76).

Table 4.75 Socialize/Party * Class Standing Crosstabulation

Socialize/Party		Class Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	214	111	67	16	408
	%	12.1%	9.1%	12.8%	5.1%	10.7%
Occasionally	Count	755	564	229	142	1690
	%	42.8%	46.5%	43.9%	45.5%	44.3%
Often	Count	535	320	134	87	1076
	%	30.3%	26.4%	25.7%	27.9%	28.2%
Very Often	Count	259	219	92	67	637
	%	14.7%	18.0%	17.6%	21.5%	16.7%
Total	Count	1763	1214	522	312	3811
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.76 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.296[a]	9	.000
Likelihood Ratio	37.145	9	.000
Linear-by-Linear Association	6.787	1	.009
N of Valid Cases	3811		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 33.40.

Socialize/Party: Current Hall Percent White

Crosstabulations for this variable reveal some differences between residence halls (see Table 4.77). Respondents living in Yakeley-Gilchrist Hall (63.7%), followed by Wilson (62.4%), Emmons (62.3%) and Holden (62.2%) halls were the most likely to describe never or only occasionally socializing across race lines. More than three-quarters

of residents in Yakeley-Gilchrist are female. In addition, Yakely-Gilchrist and Wilson halls are two of the least diverse residence halls on campus. Aside from this, however, there is nothing immediately distinctive about these four residence halls that could explain these findings. Residents in Rather and Holmes were the most likely to report socializing and partying with students of a different racial background: 54.4 percent of residents in Rather Hall and 53.7 percent of residents in Holmes Hall describe engaging in this activity often or very often. As discussed in previous sections, Rather Hall is the most racially diverse residence hall on campus and Holmes Hall contains the largest living-learning program. Compared with other halls on campus with a high percentage of White residents, participants in Wonders Hall are considerably more likely to socialize across race lines. This may be due, in part, to the fact that of the five least racially diverse halls on campus, Wonders Hall has the highest percentage of freshmen and the lowest percentage of juniors. The chi-square value for this tabulation is less than .005 (see Table 4.78). As a result, we can reject the null hypothesis that students are equally likely to socialize or party with peers of a different racial background regardless of which hall they reside in.

Table 4.77 Current Hall Percent White without Van Hoosen * Socialize/Party Bivariate Crosstabulation

Current Hall Percent White without Van Hoosen		Socialize/Party Bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	47	56	103
	%	45.6%	54.4%	100.0%
Hubbard	Count	155	126	281
	%	55.2%	44.8%	100.0%
Butterfield	Count	45	36	81
	%	55.6%	44.4%	100.0%
McDonel	Count	135	136	271
	%	49.8%	50.2%	100.0%

Bryan	Count	67	66	133
	%	50.4%	49.6%	100.0%
Akers	Count	159	138	297
	%	53.5%	46.5%	100.0%
Shaw	Count	123	96	219
	%	56.2%	43.8%	100.0%
Holden	Count	155	94	249
	%	62.2%	37.8%	100.0%
Bailey	Count	52	47	99
	%	52.5%	47.5%	100.0%
Holmes	Count	192	223	415
	%	46.3%	53.7%	100.0%
Williams	Count	40	26	66
	%	60.6%	39.4%	100.0%
Emmons	Count	66	40	106
	%	62.3%	37.7%	100.0%
Mason-Abbot	Count	152	113	265
	%	57.4%	42.6%	100.0%
Armstrong	Count	59	56	115
	%	51.3%	48.7%	100.0%
Case	Count	135	100	235
	%	57.4%	42.6%	100.0%
Landon	Count	62	43	105
	%	59.0%	41.0%	100.0%
Yakeley-Gilchrist	Count	107	61	168
	%	63.7%	36.3%	100.0%
Campbell	Count	52	33	85
	%	61.2%	38.8%	100.0%
Wilson	Count	138	83	221
	%	62.4%	37.6%	100.0%
Mayo	Count	34	21	55
	%	61.8%	38.2%	100.0%
Wonders	Count	107	101	208
	%	51.4%	48.6%	100.0%
Total	Count	2082	1695	3777
	%	55.1%	44.9%	100.0%

Table 4.77 (cont'd)

Table 4.78 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.533(a)	20	.001
Likelihood Ratio	45.679	20	.001
Linear-by-Linear Association	7.717	1	.005
N of Valid Cases	3777		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.68.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall is an important predictor for whether students will socialize or party with students of a different racial background (see Table 4.79). When we test the null hypothesis, the observed significance level for the comparison of means between halls is less than .005, suggesting that there is a significant relationship between these two variables.

Table 4.79 Socialize/Party Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.264	20	.563	2.292	.001
Within Groups	923.073	3756	.246		
Total	934.337	3776			

I have intellectual discussions with students of a different racial background than myself outside of class.

For the eighth item of the Interactional Diversity scale, two-thirds of students report having intellectual discussions with peers of a different racial background occasionally or never (Table 4.80). Of the participants who responded to this question (n=3,900), 19.7 percent describe never engaging in this activity and an additional 44.7 percent describe having intellectual discussions across race lines occasionally. However, a sizeable minority of respondents report having these discussions often or very often

(23.6% and 12.4% respectively). The chi-square test for this variable is significant at a value of less than .0005 which suggests that there are meaningful differences between students for this measure (Table 4.81).

Table 4.80 Intellectual Discussions

	Frequency	Percent	Valid Percent
Never	769	16.8	19.7
Occasionally	1730	37.8	44.4
Often	919	20.1	23.6
Very Often	482	10.5	12.4
Total	3900	85.2	100.0
Missing	676	14.8	
Total	4576	100.0	

Table 4.81 Intellectual Discussions: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Never	769	975.0	-206.0
Occasionally	1730	975.0	755.0
Often	919	975.0	-56.0
Very Often	482	975.0	-493.0
Total	3900		

Intellectual Discussions: Chi-Square Test Statistics

	Intellectual Discussions
Chi-Square	880.663(a)
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 975.0.

Intellectual Discussions: Race/Ethnicity

Results from the crosstabulations suggest that the racial/ethnic background of respondents does play a role on this variable (see Table 4.82). Two-thirds of White students described never or only occasionally engaging in these discussions. Compared to

other non-White groups, Black students were the least likely to have intellectual discussions across race lines: nearly 60 percent report never or occasionally participating in this activity. In contrast, Mixed Race students were the most likely to engage in these discussions with nearly a third reporting that they have intellectual discussions with peers of a different racial background very often. Except for Mixed Race students, all students were most likely to describe engaging in these discussions occasionally. The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that students are equally likely to have intellectual discussions with students from a different racial background than themselves outside of class (see Table 4.83).

Table 4.82 Intellectual Discussion with Students of Different Race * Race/Ethnicity Crosstabulation

Intellectual Discussion with Students of Different Race		Race/Ethnicity						
		White/Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	643	50	10	0	26	8	737
	%	21.8%	18.9%	8.5%	.0%	9.0%	10.4%	19.9%
Occasionally	Count	1357	105	46	5	112	21	1646
	%	46.0%	39.6%	39.3%	50.0%	38.6%	27.3%	44.4%
Often	Count	655	68	31	2	85	23	864
	%	22.2%	25.7%	26.5%	20.0%	29.3%	29.9%	23.3%
Very Often	Count	295	42	30	3	67	25	462
	%	10.0%	15.8%	25.6%	30.0%	23.1%	32.5%	12.5%
Total	Count	2950	265	117	10	290	77	3709
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.83 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.424E2	15	.000
Likelihood Ratio	135.311	15	.000
Linear-by-Linear Association	115.810	1	.000
N of Valid Cases	3709		

a. 4 cells (16.7%) have expected count less than 5. The minimum expected count is 1.25.

Intellectual Discussions: Gender

Crosstabulations for this variable indicate that men are more likely than women to have intellectual discussions with peers of a different racial background outside of the classroom (Table 4.84). Women were the most likely to report never engaging in these discussions (21.7%). In comparison, men were more likely than women to describe having intellectual discussions across race lines occasionally, often, and very often. For both groups, however, respondents were most likely to report engaging in this activity occasionally. The chi-square value for this tabulation is less than .005; therefore, we can reject the null hypothesis that men and women are equally likely to have intellectual discussions with peers of a different racial background outside of class (Table 4.85).

Table 4.84 Intellectual Discussions * Gender Crosstabulation

Intellectual Discussions		Gender		
		Male	Female	Total
Never	Count	212	546	758
	%	16.1%	21.7%	19.8%
Occasionally	Count	609	1093	1702
	%	46.4%	43.5%	44.5%
Often	Count	319	573	892
	%	24.3%	22.8%	23.3%
Very Often	Count	173	299	472
	%	13.2%	11.9%	12.3%
Total	Count	1313	2511	3824
	%	100.0%	100.0%	100.0%

Table 4.85 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.137(a)	3	.001
Likelihood Ratio	17.577	3	.001
Linear-by-Linear Association	9.413	1	.002
N of Valid Cases	3824		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 162.06.

Intellectual Discussions: Class Standing

As with most of the variables that comprise the Interactional Diversity scale, the likelihood that students will hold intellectual discussions with peers of a different racial background appears to increase with class standing (Table 4.86). Freshmen were the least likely to have these discussions: 23.6 percent of freshmen describe never engaging in intellectual discussions with peers of a different racial background, compared with 18.4 percent of sophomores, 15.9 percent of juniors, and 11.3 percent of seniors. Seniors were the most likely to have these discussions, with 19.6 percent reporting they engage in this activity very often, compared with 15.7 percent of juniors, 12.0 percent of sophomores, and 10.5 percent of freshmen. The chi-square value for this tabulation is less than .0005, indicating we can reject the null hypothesis that students are equally likely to hold intellectual discussions with peers of a different racial background regardless of their academic standing (Table 4.87).

Table 4.86 Intellectual Discussions * Class Standing Crosstabulation

Intellectual Discussions		Class Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	415	222	83	35	755
	%	23.6%	18.4%	15.9%	11.3%	19.9%
Occasionally	Count	770	564	236	119	1689
	%	43.7%	46.7%	45.3%	38.3%	44.4%
Often	Count	392	278	120	96	886
	%	22.2%	23.0%	23.0%	30.9%	23.3%
Very Often	Count	185	145	82	61	473
	%	10.5%	12.0%	15.7%	19.6%	12.4%
Total	Count	1762	1209	521	311	3803
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.87 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	64.932(a)	9	.000
Likelihood Ratio	64.149	9	.000
Linear-by-Linear Association	53.717	1	.000
N of Valid Cases	3803		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 38.68.

Intellectual Discussions: Current Hall Percent White

The crosstabulations for this variable suggest that residents in Mayo and Emmons hall are the least likely to hold intellectual discussions with peers of a different racial background (Table 4.88). For both halls, 76.4 percent of residents describe never or only occasionally participating in these types of discussions. Although more than two-thirds of the residents in Mayo Hall are upperclassmen, nearly 90 percent of its residents are White—the second highest proportion on campus. Emmons Hall is more racially diverse than many of the halls on campus; however, more than 90 percent of its residents are freshmen—also the second highest proportion on campus. Residents in Rather Hall, followed by those in Bryan Hall are the most likely to describe having conversations with students of a different racial background. Rather Hall is the most racially diverse hall on the campus of Michigan State University. In spite of the fact that nearly 90 percent of its residents are freshmen, 48.0 percent of respondents describe participating in intellectual discussions with peers of a different racial background outside of class. Bryan Hall is one of the more diverse halls on campus, particularly with regard to Asian American and International residents. More than 47 percent of participants living in Bryan Hall report engaging in these types of discussions.

Table 4.88 Current Hall Percent White without Van Hoosen * Intellectual Discussions Bivariate Crosstabulation

Current Hall Percent White without Van Hoosen		Intellectual Discussions Bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	53	49	102
	%	52.0%	48.0%	100.0%
Hubbard	Count	176	104	280
	%	62.9%	37.1%	100.0%
Butterfield	Count	50	29	79
	%	63.3%	36.7%	100.0%
McDonel	Count	155	116	271
	%	57.2%	42.8%	100.0%
Bryan	Count	70	63	133
	%	52.6%	47.4%	100.0%
Akers	Count	189	106	295
	%	64.1%	35.9%	100.0%
Shaw	Count	156	62	218
	%	71.6%	28.4%	100.0%
Holden	Count	169	83	252
	%	67.1%	32.9%	100.0%
Bailey	Count	62	37	99
	%	62.6%	37.4%	100.0%
Holmes	Count	224	190	414
	%	54.1%	45.9%	100.0%
Williams	Count	41	25	66
	%	62.1%	37.9%	100.0%
Emmons	Count	81	25	106
	%	76.4%	23.6%	100.0%
Mason-Abbot	Count	174	90	264
	%	65.9%	34.1%	100.0%
Armstrong	Count	86	29	115
	%	74.8%	25.2%	100.0%
Case	Count	136	98	234
	%	58.1%	41.9%	100.0%
Landon	Count	73	32	105
	%	69.5%	30.5%	100.0%
Yakeley-Gilchrist	Count	113	54	167
	%	67.7%	32.3%	100.0%
Campbell	Count	62	23	85
	%	72.9%	27.1%	100.0%

Wilson	Count	164	56	220
	%	74.5%	25.5%	100.0%
Mayo	Count	42	13	55
	%	76.4%	23.6%	100.0%
Wonders	Count	143	66	209
	%	68.4%	31.6%	100.0%
Total	Count	2419	1350	3769
	%	64.2%	35.8%	100.0%

Table 4.88 (cont'd)

The chi-square value for this variable is significant at less than .0005 (Table 4.89). Therefore, we can reject the null hypothesis that students are equally likely to hold intellectual discussions with peers of a different racial background outside of class.

Table 4.89 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	82.011(a)	20	.000
Likelihood Ratio	82.664	20	.000
Linear-by-Linear Association	21.778	1	.000
N of Valid Cases	3769		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.70.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall is an important predictor for whether students will hold intellectual discussions with peers of a different racial background outside of class (see Table 4.90). When we test the null hypothesis, the observed significance level for the comparison of means between halls is less than .005, suggesting that there is a significant relationship between these two variables.

Table 4.90 Intellectual Discussions Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.853	20	.943	4.168	.000
Within Groups	847.597	3748	.226		
Total	866.450	3768			

I attend events with students of a different racial background than myself.

For the ninth item of the Interactional Diversity scale, more than half of the respondents describe attending events with peers of a different racial background occasionally or never (Table 4.91). Of the participants who responded to this question (n=3,901), 14.5 percent describe never engaging in this activity and an additional 43.9 percent describe attending events with peers of a different racial background occasionally. However, a sizeable minority of respondents report attending events with students of a different racial background often or very often (27.0% and 14.5% respectively). The chi-square test for this variable is significant at a value of less than .0005 which suggests that there are meaningful differences between students for this measure (Table 4.92).

Table 4.91 Attend Events Different Racial Backgrounds

	Frequency	Percent	Valid Percent
Never	567	12.4	14.5
Occasionally	1714	37.5	43.9
Often	1053	23.0	27.0
Very Often	567	12.4	14.5
Total	3901	85.2	100.0
Missing	675	14.8	
Total	4576	100.0	

Table 4.92 Attend Events Different Racial Backgrounds: Chi-Square Test Frequencies

	Observed N	Expected N	Residual
Never	567	975.2	-408.2
Occasionally	1714	975.2	738.8
Often	1053	975.2	77.8
Very Often	567	975.2	-408.2
Total	3901		

Test Statistics

	Attend Events Different Racial Backgrounds
Chi-Square	907.596(a)
df	3
Asymp. Sig.	.000

Table 4.92 (cont'd)
a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 975.3.

Attend Events with Students of Different Racial Background: Race/Ethnicity

Crosstabulation results suggest that race plays a role in the likelihood that students will engage in this activity (see Table 4.93). More than 60 percent of White students describe attending events with students of a different racial background occasionally or never making them the least likely of all groups to participate in this activity. Black students were less likely than other non-White students to attend events with students of a different racial background than themselves: more than half report never or only occasionally engaging in this activity. More than two-thirds of Native American and Mixed Race students report attending events with students of a different racial background than themselves often or very often. The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that participants are equally likely to attend events with students from a different racial background than themselves (see Table 4.94).

Table 4.93 Attend Events with Students of Different Racial Backgrounds * Race/Ethnicity Crosstabulation

Attend Events with Students of Different Racial Backgrounds		Race/Ethnicity						
		White/Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	457	38	11	0	27	9	542
	%	15.5%	14.3%	9.4%	.0%	9.3%	11.7%	14.6%
Occasionally	Count	1367	104	37	3	106	17	1634
	%	46.4%	39.1%	31.6%	30.0%	36.6%	22.1%	44.1%
Often	Count	764	77	39	4	74	28	986
	%	25.9%	28.9%	33.3%	40.0%	25.5%	36.4%	26.6%
Very Often	Count	361	47	30	3	83	23	547
	%	12.2%	17.7%	25.6%	30.0%	28.6%	29.9%	14.7%
Total	Count	2949	266	117	10	290	77	3709
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.94 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.145E2	15	.000
Likelihood Ratio	106.827	15	.000
Linear-by-Linear Association	80.315	1	.000
N of Valid Cases	3709		

a 4 cells (16.7%) have expected count less than 5. The minimum expected count is 1.46.

Attend Events with Students of Different Racial Background: Gender

Crosstabulation results for this variable reveal that men and women are very similar in their likelihood to engage in this activity (Table 4.95). Approximately 14 percent of men and women describe never attending events with students of a different racial background than themselves. Men and women were most likely to report engaging in this activity occasionally with more than 40 percent of participants in each group selecting this answer. However, more than a quarter of students in both groups describe attending events with students of a different racial background often. The chi-square

value for this tabulation is greater than .05 indicating that we cannot reject the null hypothesis that men and women are equally likely to engage in this activity (Table 4.96).

Table 4.95 Attend Events with Students of Different Racial Backgrounds * Gender Crosstabulation

Attend Events with Students of Different Racial Backgrounds		Gender		
		Male	Female	Total
Never	Count	184	369	553
	%	14.0%	14.7%	14.5%
Occasionally	Count	591	1100	1691
	%	44.9%	43.9%	44.2%
Often	Count	363	660	1023
	%	27.6%	26.3%	26.8%
Very Often	Count	179	378	557
	%	13.6%	15.1%	14.6%
Total	Count	1317	2507	3824
	%	100.0%	100.0%	100.0%

Table 4.96 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.331(a)	3	.507
Likelihood Ratio	2.345	3	.504
Linear-by-Linear Association	.102	1	.749
N of Valid Cases	3824		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 190.46.

Attend Events with Students of Different Racial Background: Class Standing

Crosstabulations on this variable suggest that upperclassmen are more likely to attend events with students of a different racial background than freshmen (Table 4.97). Freshmen are the least likely to engage in this activity: 16.3 percent of freshmen report never attending events with students of a different racial background compared with 14.7 percent of sophomores, 11.8 percent of juniors, and 8.4 percent of seniors. In contrast, seniors are the most likely to attend events with students of a different racial background:

19.1 percent of seniors describe engaging in this activity very often, compared with 16.6 percent of juniors, 14.2 percent of sophomores, and 13.5 percent of freshmen. For all groups, however, participants were most likely to report engaging in this activity occasionally. The chi-square results for this tabulation are less than .0005; therefore, we can reject the null hypothesis that students are equally likely to attend events with peers of a different racial background, regardless of their academic standing (Table 4.98).

Table 4.97 Attend Events with Students of Different Racial Backgrounds * Class Standing Crosstabulation

Attend Events with Students of Different Racial Backgrounds		Class Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	288	177	62	26	553
	%	16.3%	14.7%	11.8%	8.4%	14.5%
Occasionally	Count	785	552	212	128	1677
	%	44.5%	45.7%	40.5%	41.4%	44.1%
Often	Count	452	307	163	96	1018
	%	25.6%	25.4%	31.1%	31.1%	26.8%
Very Often	Count	239	171	87	59	556
	%	13.5%	14.2%	16.6%	19.1%	14.6%
Total	Count	1764	1207	524	309	3804
	%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.98 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.059(a)	9	.000
Likelihood Ratio	32.907	9	.000
Linear-by-Linear Association	25.192	1	.000
N of Valid Cases	3804		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 44.92.

Attend Events with Students of Different Racial Backgrounds: Current Hall Percent White

Crosstabulation results for this variable suggest there are some differences between respondents that may be related to their current residence hall (see Table 4.99). Residents living in Emmons Hall, followed by those living in Wilson Hall, were the least likely to attend events with students of a different racial background: for both halls, more than two-thirds of respondents describe never or only occasionally engaging in this activity. More than 90 percent of the residents in Emmons Hall are freshmen. Over 40 percent of residents in Wilson Hall are upperclassmen; however, nearly 90 percent of its residents are White. Residents in Rather and Holmes halls were the most likely to report attending events with students of a different racial background: 48.5 percent of respondents living in Rather Hall and 48.4 percent of respondents living in Holmes Hall describe engaging in this activity often or very often. As discussed previously, Rather Hall has the greatest percentage of students of color and the largest living-learning program on campus is located within Holmes Hall.

Table 4.99 Current Hall Percent White without Van Hoosen * Attend Events With Bivariate Crosstabulation

Current Hall Percent White without Van Hoosen		Attend Events With bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	53	50	103
	%	51.5%	48.5%	100.0%
Hubbard	Count	167	112	279
	%	59.9%	40.1%	100.0%
Butterfield	Count	48	33	81
	%	59.3%	40.7%	100.0%
McDonel	Count	147	125	272
	%	54.0%	46.0%	100.0%
Bryan	Count	71	62	133
	%	53.4%	46.6%	100.0%

Akers	Count	163	133	296
	%	55.1%	44.9%	100.0%
Shaw	Count	139	81	220
	%	63.2%	36.8%	100.0%
Holden	Count	159	91	250
	%	63.6%	36.4%	100.0%
Bailey	Count	56	42	98
	%	57.1%	42.9%	100.0%
Holmes	Count	214	201	415
	%	51.6%	48.4%	100.0%
Williams	Count	37	29	66
	%	56.1%	43.9%	100.0%
Emmons	Count	72	34	106
	%	67.9%	32.1%	100.0%
Mason-Abbot	Count	160	105	265
	%	60.4%	39.6%	100.0%
Armstrong	Count	70	45	115
	%	60.9%	39.1%	100.0%
Case	Count	137	96	233
	%	58.8%	41.2%	100.0%
Landon	Count	61	44	105
	%	58.1%	41.9%	100.0%
Yakeley-Gilchrist	Count	99	67	166
	%	59.6%	40.4%	100.0%
Campbell	Count	55	30	85
	%	64.7%	35.3%	100.0%
Wilson	Count	148	73	221
	%	67.0%	33.0%	100.0%
Mayo	Count	36	19	55
	%	65.5%	34.5%	100.0%
Wonders	Count	120	87	207
	%	58.0%	42.0%	100.0%
Total	Count	2212	1559	3771
	%	58.7%	41.3%	100.0%

Table 4.99 (cont'd)

Results from the chi-square are less than .05 indicating that we can reject the null hypothesis that students are equally likely to attend events with peers of a different racial background, regardless of their current residence hall (Table 4.100).

Table 4.100 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.178(a)	20	.025
Likelihood Ratio	34.359	20	.024
Linear-by-Linear Association	5.620	1	.018
N of Valid Cases	3771		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.74.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall is an important predictor for whether students will attend events with peers of a different racial background (see Table 4.101). When we test the null hypothesis, the observed significance level for the comparison of means between halls is less than .005, suggesting that there is a significant relationship between these two variables.

Table 4.101 Attend Events With Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.681	2	1.840	7.613	.001
Within Groups	909.257	3761	.242		
Total	912.938	3763			

I attend events sponsored by other racial/ethnic groups that differ from my own racial/ethnic background.

For the tenth and final variable of the Interactional Diversity scale, the vast majority of respondents describe attending events sponsored by peers of a different racial background occasionally or never (Table 4.102). Of the participants who responded to this question (n=3,903), 40.5 percent describe never engaging in this activity and an additional 42.1 percent describe attending events sponsored by other racial groups on campus occasionally. A small number of respondents report attending such events often

or very often (11.4% and 5.9% respectively). The chi-square test for this variable is significant at a value of less than .0005 which suggests that there are meaningful differences between students for this measure (Table 4.103).

Table 4.102 Attend Events Sponsored by Other Racial Groups

	Frequency	Percent	Valid Percent
Never	1584	34.6	40.6
Occasionally	1642	35.9	42.1
Often	446	9.7	11.4
Very Often	231	5.0	5.9
Total	3903	85.3	100.0
Missing	673	14.7	
Total	4576	100.0	

Table 4.103 Attend Events Sponsored Other Racial Groups: Chi-Test Frequencies

	Observed N	Expected N	Residual
Never	1584	975.8	608.2
Occasionally	1642	975.8	666.2
Often	446	975.8	-529.8
Very Often	231	975.8	-744.8
Total	3903		

Test Statistics

	Attend Events Sponsored Other Racial Groups
Chi-Square	1690.130(a)
df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 975.8.

Attend Events Sponsored by Other Racial Groups: Race/Ethnicity

Crosstabulation results for this variable indicate significant racial differences (see Table 4.104). Nearly half of all White students describe never attending such events and an additional 40 percent report only attending these events occasionally. Native American

students were the only other racial/ethnic group whose most frequent response on this variable was "Never". For all other groups, the majority of students report attending these events occasionally. Among non-White students, Latinos and African Americans were the least likely to attend these events, with approximately 70 percent of students in both groups never or only occasionally attending events sponsored by racial/ethnic groups different from their own. The chi-square for this variable is significant at .000; therefore, we reject the null hypothesis that participants are equally likely to attend events sponsored by students from a different racial/ethnic background than themselves (see Table 4.105).

Table 4.104 Attend Events Sponsored by Other Racial Groups * Race/Ethnicity Crosstabulation

Attend Events Sponsored by Other Racial Groups		Race/Ethnicity						
		White/Caucasian	Black	Latino	Native American	Asian	Mixed Race	Total
Never	Count	1342	58	22	4	60	17	1503
	%	45.5%	21.7%	18.8%	40.0%	20.5%	22.1%	40.5%
Occasionally	Count	1219	127	61	2	129	33	1571
	%	41.3%	47.6%	52.1%	20.0%	44.2%	42.9%	42.3%
Often	Count	267	59	18	3	57	14	418
	%	9.1%	22.1%	15.4%	30.0%	19.5%	18.2%	11.3%
Very Often	Count	122	23	16	1	46	13	221
	%	4.1%	8.6%	13.7%	10.0%	15.8%	16.9%	6.0%
Total	Count	2950	267	117	10	292	77	3713
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.105 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.573E2	15	.000
Likelihood Ratio	240.683	15	.000
Linear-by-Linear Association	184.068	1	.000
N of Valid Cases	3713		

a 5 cells (20.8%) have expected count less than 5. The minimum expected count is .60.

Attend Events Sponsored by Other Racial Groups: Gender

Crosstabulation results suggest that majority of men and women do not attend events on campus sponsored by racial groups different from their own (Table 4.106). Men were somewhat less likely to attend these events: 42.5 percent of men describe never attending events sponsored by other racial groups on campus compared with 39.7 of women. Similarly, 43.2 percent of women report attending these events occasionally compared with 39.9 percent of men. The chi-square value for this tabulation is greater than .05; therefore, we cannot reject the null hypothesis that men and women are equally likely to attend events sponsored by racial groups different from their own (Table 4.107).

Table 4.106 Attend Events Sponsored by Other Racial Groups * Gender Crosstabulation

Attend Events Sponsored by Other Racial Groups		Gender		
		Male	Female	Total
Never	Count	559	996	1555
	%	42.5%	39.7%	40.6%
Occasionally	Count	525	1086	1611
	%	39.9%	43.2%	42.1%
Often	Count	153	282	435
	%	11.6%	11.2%	11.4%
Very Often	Count	79	147	226
	%	6.0%	5.9%	5.9%
Total	Count	1316	2511	3827
	%	100.0%	100.0%	100.0%

Table 4.107 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.142(a)	3	.247
Likelihood Ratio	4.149	3	.246
Linear-by-Linear Association	.534	1	.465
N of Valid Cases	3827		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 77.72.

Attend Events Sponsored by Other Racial Groups: Class Standing

Crosstabulations reveal the likelihood that students will attend events sponsored by racial groups different from their own increases with academic standing (Table 4.108). Freshmen are the least likely to attend these events: 46.1 percent of freshmen report never attending such events, compared with 38.8 percent of sophomores, 34.5 percent of juniors, and 28.1 percent of seniors. Seniors were the most likely to attend these events: 28.7 percent of seniors describe attending events sponsored by racial groups different from their own often or very often compared with 23.5 percent of juniors, 16.7 percent of sophomores, and 13.7 percent of freshmen.

Table 4.108 Attend Events Sponsored by Other Racial Groups * Class Standing Crosstabulation

Attend Events Sponsored by Other Racial Groups		Class Standing				
		Freshman	Sophomore	Junior	Senior	Total
Never	Count	810	470	181	88	1549
	%	46.1%	38.8%	34.5%	28.1%	40.7%
Occasionally	Count	706	538	221	135	1600
	%	40.2%	44.5%	42.1%	43.1%	42.0%
Often	Count	166	129	76	59	430
	%	9.4%	10.7%	14.5%	18.8%	11.3%
Very Often	Count	76	73	47	31	227
	%	4.3%	6.0%	9.0%	9.9%	6.0%
Total	Count	1758	1210	525	313	3806
	%	100.0%	100.0%	100.0%	100.0%	100.0%

The chi-square value for these variables is less than .0005; therefore, we can reject the null hypothesis that students are equally likely to attend such events regardless of their class standing (Table 4.109).

Table 4.109 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	84.179(a)	9	.000
Likelihood Ratio	81.134	9	.000
Linear-by-Linear Association	77.657	1	.000
N of Valid Cases	3806		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.67.

Attend Events Sponsored by Other Racial Groups: Current Hall Percent White

Crosstabulations on this variable suggest that current residence hall may play a role in students' likelihood to attend events sponsored by racial groups different from their own (Table 4.110). Residents living in Armstrong Hall, followed by residents in Wilson and Mayo halls, are the least likely to report engaging in this activity. More than 90 percent of respondents from each hall describe never or only occasionally attending events sponsored by other racial groups on campus. Armstrong Hall has the highest percentage of freshmen residents on campus. As discussed previously, nearly 60 percent of the residents in Wilson Hall are freshmen. Only 30 percent of residents in Mayo Hall are freshmen. However, Wilson and Mayo Hall have a high percentage of White residents compared with other halls on campus. Residents living in Rather and McDonel halls were the most likely to report attending events sponsored by racial groups different from their own. For both halls, more than 25 percent of respondents describe attending these events often or very often. Although Rather Hall has a large number of freshmen residents (88%), it also has the highest percentage of students of color on campus. More than 80 percent of the residents in McDonel Hall are upperclassmen, it is one of the more racially diverse halls on campus, and it has the highest percentage of international and transfer residents on campus.

Table 4.110 Current Hall Percent White without Van Hoosen * Attend Events Sponsored Bivariate Crosstabulation

Current Hall Percent White without Van Hoosen		Attend Events Sponsored Bivariate		
		Never or Occasionally	Often or Very Often	Total
Rather	Count	76	27	103
	%	73.8%	26.2%	100.0%
Hubbard	Count	236	45	281
	%	84.0%	16.0%	100.0%
Butterfield	Count	69	12	81
	%	85.2%	14.8%	100.0%
McDonel	Count	203	69	272
	%	74.6%	25.4%	100.0%
Bryan	Count	107	26	133
	%	80.5%	19.5%	100.0%
Akers	Count	238	58	296
	%	80.4%	19.6%	100.0%
Shaw	Count	186	33	219
	%	84.9%	15.1%	100.0%
Holden	Count	206	44	250
	%	82.4%	17.6%	100.0%
Bailey	Count	87	11	98
	%	88.8%	11.2%	100.0%
Holmes	Count	331	82	413
	%	80.1%	19.9%	100.0%
Williams	Count	52	13	65
	%	80.0%	20.0%	100.0%
Emmons	Count	91	15	106
	%	85.8%	14.2%	100.0%
Mason-Abbot	Count	212	53	265
	%	80.0%	20.0%	100.0%
Armstrong	Count	105	10	115
	%	91.3%	8.7%	100.0%
Case	Count	189	46	235
	%	80.4%	19.6%	100.0%
Landon	Count	92	13	105
	%	87.6%	12.4%	100.0%
Yakeley-Gilchrist	Count	139	28	167
	%	83.2%	16.8%	100.0%
Campbell	Count	75	10	85
	%	88.2%	11.8%	100.0%

Wilson	Count	199	21	220
	%	90.5%	9.5%	100.0%
Mayo	Count	50	5	55
	%	90.9%	9.1%	100.0%
Wonders	Count	175	33	208
	%	84.1%	15.9%	100.0%
Total	Count	3118	654	3772
	%	82.7%	17.3%	100.0%

Table 4.110 (cont'd)

The chi-square value for this measure is less than .0005 (Table 4.111). As a result, we can reject the null hypothesis that students are equally likely to attend events sponsored by racial groups different from their own, regardless of their current residence hall.

Table 4.111 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	50.409(a)	20	.000
Likelihood Ratio	52.140	20	.000
Linear-by-Linear Association	13.590	1	.000
N of Valid Cases	3772		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.54.

Results from the one-way analysis of variance indicate that the racial composition of the residence hall may not be an important predictor for whether students will attend events sponsored by peers of a different racial background (see Table 4.112). When we test the null hypothesis, the observed significance level for the comparison of means between halls is greater than .05 suggesting that there is not a significant relationship between these two variables.

Table 4.112 Attend Events Sponsored Bivariate ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.820	2	.410	2.863	.057
Within Groups	538.924	3762	.143		
Total	539.744	3764			

Interactional Diversity Scale Analysis

After reviewing the individual items within the Interactional Diversity scale by participants' racial/ethnic background, gender, class standing, and current residence hall, we will now consider the scale as a whole.

Interactional Diversity Scale: Race/Ethnicity

A one-way analysis of variance test was conducted on the interactional scale using race as the factor (see Table 4.113). Scale means indicate that Mixed Race students (27.3) were the most likely to participate in meaningful cross-racial interactions, followed by Chicano/Latino students (26.7), Asian students (26.5) and Native American students (26.5). White/Caucasian students (21.4), were the least likely to engage in interactional diversity, followed by Black students (23.5). Results from the analysis suggest that the racial/ethnic background of participants is an important determinant for interaction.

The observed significance level for the comparison of means between racial/ethnic groups is less than .0005, indicating that we can reject the null hypothesis that the likelihood of interactional diversity will be equal across racial/ethnic groups (Table 4.114). This suggests that there is a significant relationship between these two variables.

Table 4.113 Interactional Diversity Scale Descriptives: Race/Ethnicity

Race/ Ethnicity	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
White/ Caucasian	2978	21.3753	6.69139	.12262	21.1348	21.6157	10.00	40.00
Black	268	23.4660	7.01415	.42846	22.6624	24.3096	10.00	40.00
Chicano/Latino	118	26.6893	7.09014	.65270	25.3966	27.9819	10.00	40.00
Native American	10	26.5000	6.07819	1.92209	22.1519	30.8481	20.00	36.00
Asian	293	26.5465	7.31551	.42738	25.7053	27.3876	11.00	40.00
Mixed Race	78	27.3077	7.35255	.83251	25.6499	28.9654	10.00	40.00
Total	3745	22.2341	7.02973	.11487	22.0089	22.4594	10.00	40.00

Table 4.114 Interactional Diversity Scale ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12583.956	5	2516.791	54.573	.000
Within Groups	172433.8	3739	46.118		
Total	185017.7	3744			

Interactional Diversity Scale: Gender

After reviewing the role of participants' gender on the individual items within the Interaction Scale, we now turn to the analysis of the entire scale. One-way analysis of variance for the interactional scale using gender as the factor suggests that men and women have similar levels of cross-racial engagement: the mean score for men (22.8) was slightly higher than women (22.0) (see Table 4.115). However, the observed significance level for the comparison of means between men and women is less than .0005 (see Table 4.116). Therefore, we reject the null hypothesis that the likelihood of interactional diversity will be equal for both men and women.

Table 4.115 Interactional Diversity Scale Descriptives: Gender

Gender	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male	1331	22.7804	6.95579	.19066	22.4604	23.1544	10.00	40.00
Female	2533	21.9309	7.03710	.13982	21.6567	22.2050	10.00	40.00
Total	3864	22.2235	7.01992	.11293	22.0021	22.4449	10.00	40.00

Table 4.116 Interactional Diversity Scale ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	629.697	1	629.697	12.817	.000
Within Groups	189735.9	3862	49.129		
Total	190365.6	3863			

Interactional Diversity Scale: Class Standing

The one-way analysis of variance using class standing as the factor suggests that interactional diversity increases with class standing (see Table 4.117). The mean score for freshmen was the lowest (21.6), followed by sophomores (22.2) and juniors (23.0). Seniors had the highest mean scores on this scale with 24.4.

Table 4.117 Interactional Diversity Scale Descriptives: Class Standing

Class Standing	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Freshman	1777	21.6257	6.7782	.16081	21.3103	21.9411	10.00	40.00
Sophomore	1225	22.2089	7.05131	.20147	21.8137	22.6042	10.00	40.00
Junior	525	22.9738	7.45506	.32537	22.3346	23.6129	10.00	40.00
Senior	317	24.3680	7.03887	.39534	23.5902	25.1458	10.00	40.00
Total	3844	22.2218	7.02469	.11330	21.9997	22.4439	10.00	40.00

The observed significance level for the comparison of means between freshmen, sophomores, juniors and seniors is less than .0005 leading us to reject the null hypothesis that the likelihood of interactional diversity will be equal across groups (Table 4.118). Once again we find that class standing is an important determinant.

Table 4.118 Interactional Diveristy Scale ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2388.705	3	796.235	76.329	.000
Within Groups	187249.1	3840	48.763		
Total	189637.8	3843			

Interactional Diversity Scale: First-Year Status

The one-way analysis of variance using first-year status as the factor confirms that interactional diversity increases with time spent on campus (see Table 4.119). While first-year students exhibited a mean score of 21.7 on the interaction scale, returning students revealed a mean score of 22.8.

Table 4.119 Interactional Diversity Scale Descriptives: First-Year Status

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Yes	1948	21.6598	6.80955	.15429	21.3572	21.9624	10.00	40.00
No	1897	22.7701	7.21323	.16561	22.4453	23.0949	10.00	40.00
Total	3845	22.2076	7.03265	.11342	21.9852	22.4300	10.00	40.00

The observed significance level for the comparison of means between first-year and returning students is less than .0005 leading us to reject the null hypothesis that the likelihood of interactional diversity will be equal across groups (Table 4.120). Once again we find that class standing is an important determinant.

Table 4.120 Interactional Diversity Scale ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1184.738	1	1184.738	24.098	.000
Within Groups	188932.580	3843	49.163		
Total	190117.318	3844			

Interactional Diversity Scale: Current Hall Percent White

The one-way analysis of variance for the interactional scale and current hall does not present a clear pattern of interaction (see Table 4.121). In general, mean scores for interaction decrease as the percentage of White residents in the hall increases. For example, the mean scores in those halls with the most students of color hover near 23 points while the mean scores for halls with the greatest number on non-Hispanic White

students are between 20 and 21. The highest mean score appears in Rather Hall (24.4), which has the lowest percentage of White residents in any of the halls (49.4%). Holmes Hall, which is 79.0 percent White, has the second highest mean on the interaction scale (24.3). This hall is unique on campus in that it houses the Lyman-Briggs Living-Learning Program: 86 percent of its residents are in the College of Natural Science, many of whom are also enrolled in the Honors College. McDonel Hall, which is 68.2 percent White, has the third highest mean on the interaction scale (23.9). This hall is unique for two reasons. First, McDonel Hall houses two special Living-Learning Programs, La Casa, and the International Culture and Language Residence. As a result, it contains the largest number of international students of any of the residence halls included in this study. Second, twenty percent of all transfer students at Michigan State University reside in McDonel Hall, giving it the largest number of transfer residents of any residence hall.

The lowest mean on the interaction scale appears in Emmons Hall (20.0) followed by Wilson Hall (20.3). Emmons Hall is 84.0 percent White and has the second highest percentage of freshmen residents of any hall on campus (92%). Wilson Hall is one of the least racially diverse halls on campus and nearly 60 percent of its residents are freshmen.

The observed significance level for the comparison of means between residence halls is less than .0005 leading us to reject the null hypothesis that the likelihood of interactional diversity will be equal across halls (see Table 4.122). This suggests that patterns of interaction are related to the racial demographics of students' current residence hall and that this relationship should be explored further.

Table 4.121 Interactional Diversity Scale Descriptives: Current Hall Percent White

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Rather	103	24.3757	7.69169	.75788	22.8725	25.8790	11.00	40.00
Hubbard	282	22.9072	7.43343	.44265	22.0359	23.7785	10.00	40.00
Butterfield	83	22.0964	6.78372	.74461	20.6151	23.5777	10.00	37.00
McDonel	274	23.9185	7.26504	.43890	23.0544	24.7825	10.00	40.00
Bryan	134	23.5854	6.46516	.55850	22.4807	24.6901	10.00	40.00
Akers	298	22.6905	6.84308	.39641	21.9104	23.4707	10.00	40.00
Shaw	222	21.5235	6.72044	.45105	20.6346	22.4124	10.00	40.00
Holden	252	20.9627	6.51292	.41028	20.1547	21.7707	10.00	40.00
Bailey	100	22.5544	7.15922	.71592	21.1339	23.9750	10.00	40.00
Holmes	419	24.2938	6.90473	.33732	23.6308	24.9569	10.00	40.00
Williams	66	22.5657	8.49132	1.04521	20.4782	24.6531	10.00	40.00
Emmons	107	20.0187	6.13524	.59312	18.8428	21.1946	10.00	39.00
Mason-Abbot	267	21.7012	7.06953	.43265	20.8494	22.5531	10.00	40.00
Armstrong	115	20.3304	6.65401	.62049	19.1013	21.5596	10.00	39.00
Case	237	22.5813	7.00386	.45495	21.6851	23.4776	10.00	40.00
Landon	105	21.0201	6.89882	.67326	19.6850	22.3552	10.00	40.00
Yakeley-Gilchrist	168	20.9312	7.11367	.54883	19.8476	22.0147	10.00	39.00
Campbell	85	20.7529	6.53545	.70887	19.3433	22.1626	10.00	40.00
Wilson	223	20.2859	5.76790	.38625	19.5247	21.0471	10.00	36.00
Mayo	55	21.2545	7.21423	.97277	19.3043	23.2048	10.00	38.00
Wonders	212	21.4696	7.18807	.49368	20.4964	22.4428	10.00	40.00
Total	3807	22.2283	7.03231	.11397	22.0048	22.4517	10.00	40.00

Table 4.122 Interactional Diversity Scale ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6696.111	20	334.806	6.983	.000
Within Groups	181523.508	3786	47.946		
Total	188219.619	3806			

Interactional Diversity Scale: Current Hall Assignment

The one-way analysis of variance for the interactional scale based on hall assignments suggests that students who requested to live in their current hall are less likely to engage in interactional diversity than students who are required to live in their

current hall, due to participation in a living-learning program, and students who were randomly assigned to their current hall (see Table 4.123). Students who requested their current hall had a mean score of 21.7 on the Interactional Diversity scale compared with a mean score of 22.6 for those students randomly assigned to their hall. Students participating in a living-learning program and, therefore, required to live in their current hall had the highest mean on the Interactional Diversity scale (24.1). The observed significance level for the comparison of means between students required to live in their current hall and those who are not is less than .0005 (see Table 4.124). As a result, we reject the null hypothesis that the likelihood of interactional diversity will be equal for all residents.

Table 4.123 Interactional Diversity Scale Descriptives: Current Hall Assignment

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Hall Required	559	24.0915	7.09471	.30007	23.5021	24.6809	10.00	40.00
Requested Current Hall	2505	21.7292	6.95942	.13905	21.4565	22.0019	10.00	40.00
Did Not Request Current Hall	926	22.6236	7.08332	.23277	22.1667	23.0804	10.00	40.00
Total	3990	22.2677	7.05382	.11167	22.0488	22.4867	10.00	40.00

Table 4.124 Interactional Diversity Scale ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2703.145	2	1351.573	27.525	.000
Within Groups	195774.958	3987	49.103		
Total	198478.103	3989			

Interactional Diversity Scale: First-Year Roommate

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like engage in interactional diversity regardless of whether they had requested their first-year roommate or the racial background of that roommate (see Table 4.125). Results suggest that students who requested their first-year roommate, and who share the same racial background with that roommate, are the least likely to engage in meaningful and sustained interactions across race lines; these students had a mean score of 20.2 on the Interactional Diversity scale. With a mean score of 21.4, students who did not request their first-year roommate, and who share the same racial background with that roommate, were somewhat more likely to engage in interactional diversity. Students whose first-year roommate is of a different racial background report higher levels of interactional diversity, particularly if they requested that roommate. Students who were randomly assigned their first-year roommate, and whose roommate is of a different racial background, had a mean score of 24.6 on the Interactional Diversity scale. Students who requested their first-year roommate, and whose roommate is of a different racial background had the highest mean (25.7) on the Interactional Diversity scale.

Table 4.125 Interactional Diversity Scale Descriptives: First-Year Roommate

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Requested 1st yr roommate/same race	858	20.1504	6.20919	.21198	19.7344	20.5665	10.00	40.00
Requested 1st yr roommate/different race	213	25.6695	7.67607	.52596	24.6327	26.7063	10.00	40.00
Blind 1st yr roommate/same race	1732	21.3797	6.74358	.16204	21.0618	21.6975	10.00	40.00
Blind 1st yr roommate/different race	1046	24.5771	7.10554	.21970	24.1460	25.0082	10.00	40.00
Total	3849	22.2120	7.03155	.11334	21.9898	22.4342	10.00	40.00

The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis that the likelihood of engaging in interactional diversity and the first-year roommate are independent (see Table 4.126).

Table 4.126 Interactional Diversity Scale ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13243.764	3	4414.588	95.892	.000
Within Groups	177011.762	3845	46.037		
Total	190255.526	3848			

Interactional Diversity Scale: Current Roommate (Upperclassmen)

One-way analysis of variance was conducted to test the null hypothesis that upperclassmen are equally like engage in interactional diversity regardless of whether they had requested their current roommate or the racial background of that roommate (see Table 4.127). Results indicate that the pattern among first-year roommates remains consistent for upperclassmen. Students who requested their current roommate, and who share the same racial background with that roommate, are the least likely to participate in interactional diversity, with a mean score of 21.2 on the Interactional Diversity scale. Upperclassmen who were randomly assigned their current roommate, and who share the same racial background with that roommate were somewhat more likely to engage in interactional diversity, with a mean score of 22.8. Upperclassmen whose current roommate is of a different racial background were more likely to experience interactional diversity. Students who were randomly assigned their current roommate had a mean score of 25.2 on the Interactional Diversity scale while students who requested their

current roommate, and whose roommate is of a different racial background, had the highest mean score (27.0).

Table 4.127 Interactional Diversity Scale Descriptives: Current Roommate (Upperclassmen)

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Did not request current roommate/Same race	649	22.7630	7.10396	.27885	22.2155	23.3106	10.00	40.00
Requested current roommate/Same race	862	21.2200	6.72171	.22894	20.7707	21.6694	10.00	40.00
Did not request current roommate/Different race	167	25.2029	7.27689	.56310	24.0912	26.3147	11.00	40.00
Requested current roommate/Different race	219	27.0370	7.17088	.48456	26.0820	27.9921	10.00	40.00
Total	1897	22.7701	7.21323	.16561	22.4453	23.0949	10.00	40.00

The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis that the likelihood of upperclassmen engaging in interactional diversity and the current roommate are independent (see Table 4.128).

Table 4.128 Interactional Diversity Scale ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7046.865	3	2348.955	48.542	.000
Within Groups	91603.394	1893	48.391		
Total	98650.259	1896			

Interactional Diversity Scale: Overall Racial Environment

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like engage in interactional diversity regardless of the overall racial environment of their current residence hall (see Table 4.129). The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis. It appears that students who score highest on the Overall Racial Environment

scale score higher on the Interaction scale as well. Although this relationship is not linear, it is significant.

Table 4.129 Interaction Scale ANOVA: Overall Racial Environment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9107.781	49	185.873	3.843	.000
Within Groups	193637.599	4004	48.361		
Total	202745.381	4053			

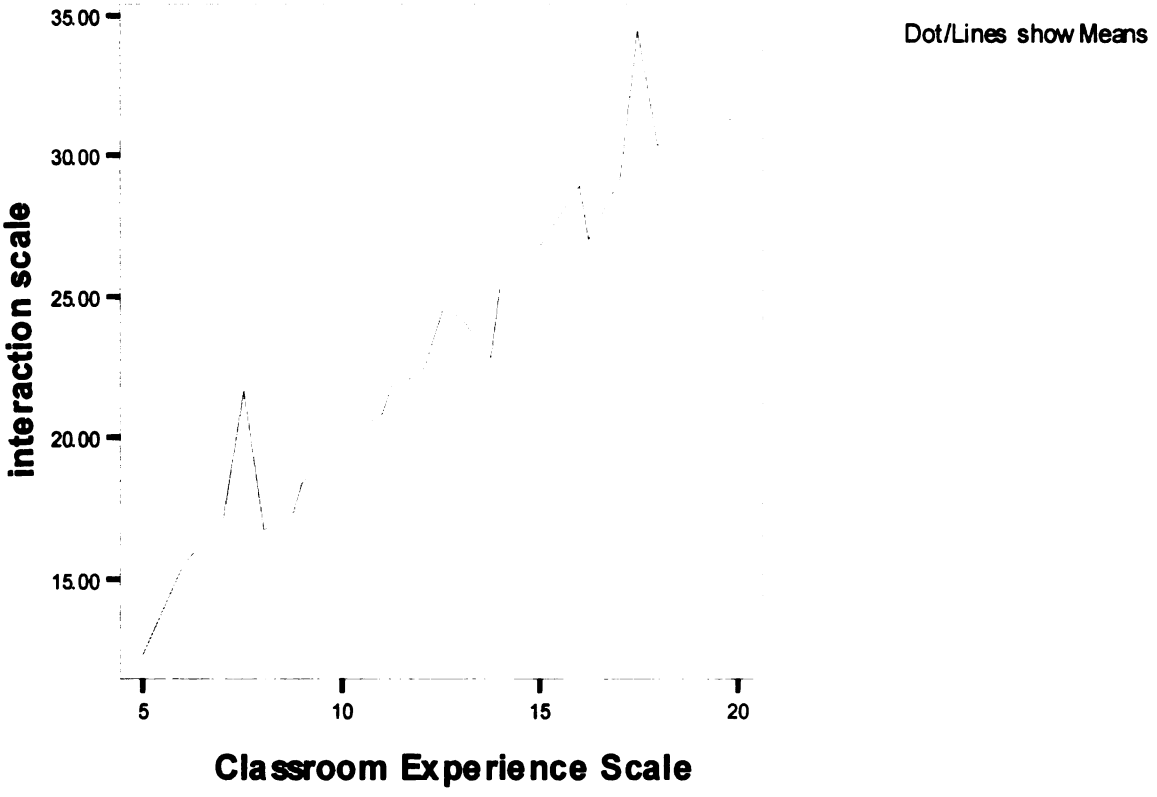
Interactional Diversity Scale: Classroom Experience

One-way analysis of variance was conducted to test the null hypothesis that participants are equally like engage in interactional diversity regardless of their experiences inside the classroom (see Table 4.130). The observed significance level for this test is less than .0005 indicating that we should reject the null hypothesis. It appears that students who score highest on the Classroom Experience scale score higher on the Interaction scale as well, and that this relationship is linear (see Table 4.131). While we cannot determine a causal relationship between these variables with the data that is available, results suggest that there is meaningful relationship between them.

Table 4.130 Interactional Diversity Scale ANOVA: Classroom Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54074.387	22	2457.927	66.592	.000
Within Groups	148821.469	4032	36.910		
Total	202895.856	4054			

Figure 4.1 Classroom Experience Scale * Interactional Diversity Scale



Summary

The item analysis of the Interactional Diversity scale reveals that students' racial/ethnic background plays a significant role in predicting their participation in each activity. White students were significantly less likely to describe engaging in the activity than students of color on every item within the scale except for socializing or partying with students of a different racial background. For this item, Black students were the least likely to describe participating. Compared to all other students of color, Black students were the least likely to report engaging in any of the activities. Mixed Race tended to have higher rates of participation on each of the items within the Interactional Diversity scale, followed by Latino and Native American students.

Gender is not a consistently significant predictor for items within the Interactional Diversity scale. Men were significantly more likely than women to dine or share meals with students of a different racial background, to visit in the rooms of students of a different racial background, to visit with students of a different racial background in their own room, socializing or partying with students of a different racial background, having intellectual discussions outside of class with students of a different racial background. Gender was not significantly related to having meaningful discussions about racial/ethnic issues outside of class, sharing personal feelings and problems, studying or preparing for class, and attending events with students of a different racial background. Gender was also not a significant predictor of students who attend events sponsored by racial/ethnic groups different from their own background.

Academic standing was significantly related to most of the items within the Interactional Diversity scale. When academic standing was a significant predictor, upperclassmen were typically more likely to participate in the activity than freshmen. Academic standing was not significantly related to students' likelihood to visit in the rooms of residents of a different racial background or their likelihood to share personal feelings and problems across race lines.

The current residence hall was significantly related to each of the items within the Interactional Diversity scale. Residents living in Rather and Holmes Halls were more likely than residents of other halls to participate in these activities. Halls with lower levels of racial diversity and higher percentages of freshmen typically exhibited the lowest mean scores for each item of the scale.

When we considered the effects of independent variables on the Interactional Diversity scale, a number of significant relationships were discovered. Not surprisingly, race was a significant predictor of students' scores on the Interactional Diversity scale. White students had the lowest mean score of all racial/ethnic groups. Among students of color, Black students had the lowest mean score. Mixed Race students had the highest mean score of all racial/ethnic groups.

Gender was also significantly related to the Interactional Diversity scale: the mean score for men was significantly higher than the score for women.

Academic standing was significantly and positively related to the Interactional Diversity scale, indicating that the likelihood of engaging in interactional diversity increases as students progress through their academic careers. Similar results were found when we compared first-year students with returning students. As a result, first-year students will not be considered in the multivariate analysis. For the remainder of this study, academic standing will be the only independent variable used to address students' status.

The current residence hall was also significantly related to the Interactional Diversity scale. Rather Hall had the highest mean score of all the residence halls, followed by Holmes Hall. As discussed previously, Rather Hall has the highest percentage of residents of color and Holmes Hall is where the largest living-learning program on campus is located. McDonel Hall had the third highest mean score on the Interactional Diversity scale. McDonel Hall has the highest percentage of international students of any of the residence halls included in this study and houses two living-learning programs: La Casa and the International Culture and Language Residence.

Emmons Hall had the lowest mean score on the Interactional Diversity scale. Although Emmons Hall is not one of the least racially diverse halls on campus, it has the second highest percentage of freshmen on campus. Wilson Hall had the second lowest mean score. Wilson Hall is one of the least racially diverse halls on campus and more than half of its residents are freshmen. It is likely that the mean score for both of these halls is reflective of both racial diversity as well as the academic standing of its residents.

Hall assignment and Interactional Diversity were significantly related. Students who were required to live in their current hall because of their participation in a living-learning program were significantly more likely to engage in interactional diversity than others. Students who were randomly assigned their current hall exhibited higher levels of engagement across race lines than those who requested to live in their current hall. Because the interactional diversity of students participating in living-learning programs can also be seen in the Current Hall variable, the hall assignment will not be included in future analyses.

First-year roommates are significantly related to students' levels of interactional diversity. Students who requested their first-year roommate, and whose roommate shares their same racial background, were the least likely to engage in interactional diversity. Students who were randomly assigned their first-year roommate were more likely to engage in interactional diversity, particularly if that roommate is of a different racial background. Students who requested their first-year roommate, and whose roommate is of a different racial background, were the most likely to participate in interactional diversity. Similar results were found with upperclassmen with regard to their current roommate. As a result, only the first-year roommate will be considered in future analyses.

The Overall Racial Environment was significantly and positively related to the Interactional Diversity scale. Students are more likely to engage in interactional diversity when they live in a hall where they observe little racial conflict, where they feel emotionally and physically safe, and where they are comfortable with the racial composition of the hall.

Finally, the Classroom Experience scale was significantly and positively related to the Interactional Diversity scale. Students who report that their values and beliefs have been challenged in class, and that have been given the opportunity to interact with peers of a different racial background in class, are also more likely to engage in interactional diversity outside of the class.

In the next chapter, we will consider the relationship between these independent variables and the Interactional Diversity scale using multivariate regressions. We will also consider the possibility that some of these independent variables are interacting with one another.

CHAPTER 5: MULTIVARIATE REGRESSIONS

The bivariate analyses from the previous chapter revealed that each of the items within the Interactional Diversity scale varies significantly among respondents. Furthermore, mean scores on the scale were found to be significantly related to a number of independent variables. We will now consider the role of these independent variables when we control for additional factors. In this chapter, the correlations of meaningful variables will be considered, a series of multiple regressions will be conducted, and the possibility of interactions between variables will also be explored. Following these analyses will be a discussion of the findings.

Correlations

A correlation matrix was calculated to ensure that the independent variables to be included in the multivariate regressions are not highly correlated with each other. None of the correlations were found to be out of the ordinary, indicating that there are not conceptual or statistical overlaps between these variables. Therefore, the table will not be included here. Now we'll look at the correlation matrix that only contains the bivariate correlations between the dependent variable—the Interactional Diversity scale—and all of the independent variables (Table 5.1). The discussion following relates to this correlation matrix. Many of the independent variables are significantly correlated with the Interactional Diversity scale. The Pearson correlations for Black, Latino, Asian, and Mixed Race students are positive and significant at less than .01. This suggests that compared with students of a different racial background, these students are significantly more likely to engage in interactional diversity. The correlation for gender is significant at less than .01 and negative, suggesting that men are more likely than women to engage

in interactional diversity. The correlation with academic standing is positive and significant at less than .01 which suggests that upperclassmen are more likely than freshmen to engage in interactional diversity. Hours Socializing is significantly and positively correlated with interactional diversity, indicating that students who spend more time socializing with their peers are more likely to socialize across race lines.

Demographics for neighborhood, elementary, junior high, and high schools are positively and significantly correlated at less than .01. This suggests that students who grew up in more racially diverse neighborhoods, and students who attended more racially diverse schools prior to attending Michigan State University, report higher levels of interactional diversity. While parents' education is not significantly correlated with interactional diversity, family income is negatively and significantly related at less than .01. This suggests that students from more affluent backgrounds are less likely to engage in interactional diversity.

The racial composition of the current residence hall is negatively correlated with interactional diversity and significant at less than .01. As a reminder, *Current Hall* is an interval variable. Residence halls on the campus of Michigan State University have been ranked according to the percentage of residents within each hall that are White. This variable ranges from 1 (Rather Hall; 49.4% non-Hispanic White) to 21 (Wonders Hall; 89.9% non-Hispanic White). Van Hoosen Hall has been eliminated from this measure because it does not accurately represent a residence hall environment: its rooms are independent units which include their own kitchens and baths. This correlation suggests that as the percentage of White residents increase, and the percentage of students of color

decrease, within the residence hall, students are less likely to engage in interactional diversity.

The Overall Racial Environment scale is found to be significantly correlated with the Interactional Diversity scale at less than .05 and this relationship is positive. The *Overall Racial Environment* scale refers to conflicts within the residence hall related to racial/ethnic differences as well as the level of comfort and safety the participant feels living in the residence hall. Once again, Van Hoosen Hall has been omitted from this scale. The items within the Overall Racial Environment scale were coded in a direction to reflect a positive, conflict-free environment. Therefore, students who witness little racial conflict within their hall, who feel emotionally and physically safe within their hall, and who would recommend their current hall to friends of their same racial background, are more likely to engage in interactional diversity.

Regarding the first-year roommate, students who did not request their first-year roommate, and whose roommate is of their same racial background, are significantly less likely to engage in interactional diversity than other students. In contrast, students whose first-year roommate is of a different racial background are more likely to engage in interactional diversity.

The Pearson correlation for the Classroom Experience scale, although it is significant, is unusually high at .511. Looking at the individual items within this scale and those within the Interactional Diversity scale, there does not appear to be any conceptual overlap. For each of the items within the Classroom scale, the phrase "in my classes" was used to encourage students to think only about those occasions that occur within the classroom. For items on the Interactional scale which might also occur in a

classroom setting, such as intellectual discussions and discussions about racial/ethnic issues, the phrase "outside of class" was included to discourage students from considering occasions within the classroom. Despite these precautions, it is possible that some participants conflated these items. As a result, the validity of these measures may be have been somewhat compromised.

Table 5.1 Interactional Diversity Scale Correlations

Variable	Interactional Diversity Scale
Interactional Diversity Scale	1.000
Black (0=White)	.045**
Latino (0=White)	.108**
Native American (0=White)	.030
Asian (0=White)	.169**
Mixed Race (0=White)	.100**
Gender (0=Male)	-.058**
Academic Standing	.110**
Hours Socializing	.153**
Neighborhood Demographics (0=Segregated)	.122**
Elementary Demographics (0=Segregated)	.101**
JH/HS Demographics (0=Segregated)	.108**
Father's Education	.003
Mother's Education	.019
Family Income	-.054**
Current Hall Percent White without Van Hoosen	-.112**
Overall Racial Environment Scale without Van Hoosen	.142**
1st year roommate: Blind/Same Race (0=Requested/Same)	-.108**
1st year roommate: Blind/Different Race (0=Requested/Same)	.193**
1st year roommate: Requested/Different Race (0=Requested/Same)	.113**
Classroom Environment	.511**

Regressions: Current Hall Percent White

Multivariate regressions were conducted to determine the significance of the independent variables once we control for other factors. In Model 1, we consider the

relationship between interactional diversity and the residence hall (r^2=.191) (see Table 5.2).

Table 5.2 Coefficients[a]

Model 1	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.629	1.060		6.254	.000
Black**	1.872	.456	.068	4.103	.000
Latino**	3.218	.655	.078	4.910	.000
Native American	1.751	2.130	.013	.822	.411
Asian**	3.752	.442	.143	8.486	.000
Mixed Race**	4.495	.749	.094	5.999	.000
Gender (0=Male)	-.129	.232	-.009	-.556	.578
Academic Standing**	.868	.116	.117	7.497	.000
Hours Socializing**	1.024	.096	.169	10.683	.000
Neighborhood Demographics (0=Segregated)**	1.126	.291	.075	3.870	.000
Elementary Demographics (0=Segregated)	.404	.298	.027	1.356	.175
JH/HS Demographics (0=Segregated)*	.554	.273	.039	2.032	.042
Father's Education	-.004	.082	.000	-.051	.959
Mother's Education*	.192	.085	.041	2.253	.024
Family Income*	-.147	.070	-.037	-2.093	.036
Current Hall Percent White without Van Hoosen**	-.088	.020	-.073	-4.462	.000
Overall Racial Environment Scale without Van Hoosen**	.316	.030	.167	10.538	.000
1st Year Roommate: Blind/Same Race**	1.423	.284	.101	5.015	.000
1st Year Roommate: Blind/Different Race**	3.482	.328	.221	10.619	.000
1st Year Roommate: Requested/Different Race**	4.527	.530	.148	8.544	.000

a. Dependent Variable: interactional diversity scale

In addition to basic demographics, measures related directly to the residence hall, such as Current Hall Percent White and the Overall Racial Environment scale, were also

included. The role of first-year roommate is also considered in this model. Dummy variables were created to compare participants who did not request a first-year roommate of their same racial background with those that did. For these variables, participants residing in Van Hoosen Hall were included.

Race

The multivariate regression reveals that even when controlling for such factors as gender, academic standing, and current residence hall, race continues to be a significant predictor of interactional diversity. Given that race proved to be significant for each of the individual measures within the Interactional Diversity scale, this is not surprising. Compared with White students, Black, Latino, Asian, and Mixed Race students are significantly more likely to engage in meaningful and ongoing activities across race lines. Among these groups, the effects of race are greatest for Mixed Race and Asian students. Native American responses were not significantly different from White students in this model.

Gender

During the bivariate analysis, gender was not a consistently significant predictor for the Interactional Diversity scale. Once other variables are controlled for, gender is no longer significant.

Academic Standing

Academic standing was found to be significant for all of the bivariate measures and in the multivariate analysis it continues to be a significant positive predictor of interactional diversity. Upperclassmen that live on campus are more likely than freshmen to engage in interactional diversity. In other words, as time spent on campus increases, so

does the likelihood that students will interact regularly, and in meaningful ways, with students of a different racial background than themselves.

Pre-College Demographics

Regardless of race, gender, or academic standing, students raised in a racially diverse neighborhood exhibit a higher rate of interactional diversity than those raised in racially segregated areas. While the racial demographics of the elementary school is not a significant predictor, the racial demographics of students' junior high and high school are significant. Students who describe their junior high and high school as racially mixed are more likely to engage in interactional diversity than those who describe these schools as segregated.

Parents' Background

In this multivariate analysis, Father's Education is not a significant predictor of students' engagement in interactional diversity. However, Mother's Education is meaningful. The likelihood that students will participate in interactional diversity increases as mother's education increases. Relating to family income, this variable has a significant negative effect on interactional diversity such that students from more affluent homes are less likely to engage in interactional diversity, regardless of race, gender, academic standing, or current residence hall.

Residence Hall

In this model, the residence hall demographics appear to be a significant predictor of interactional diversity. This measure is negatively significant at less than .0005 suggesting that as the percentage of White residents in a residence hall increases—and thus, the percentage of students of color decreases—the level of interactional diversity

decreases. This relationship proves to be significant even after controlling for the race, gender, and academic standing of the participants.

Overall Racial Environment

The Overall Racial Environment within the residence hall is also a meaningful predictor of student behavior. A significant and positive relationship was found between these two variables after controlling for other factors, indicating that residents who perceive less racial conflict to be occurring within their halls, and who feel emotionally and physically safe in their halls, are more likely to engage in interactional diversity.

First-Year Roommate

First-year roommate continues to be a significant predictor of interactional diversity in the multivariate analysis. Compared to all other students, those students who requested their first-year roommate, and whose roommate is of their same racial background, were significantly less likely to engage in interactional diversity. Students whose first-year roommate is of a different racial background, regardless of whether they had specifically requested that roommate, are more likely than students who share the same racial background with their first-year roommate but did not request that roommate. Students who requested their first-year roommate, and whose roommate is of a different racial background, were the most likely to participate in interactional diversity even after controlling for race, gender, academic standing, and current residence hall.

Interactions: Current Hall Percent White

Although a number of variables proved to be significantly related to interactional diversity in the multivariate regression, it is important to test for the possibility of interactions between them.

Race

The first interaction tested was between the race variable and Current Hall Percent White to determine whether interactional diversity levels in more racially diverse halls result from the fact that non-White students are more likely to engage in interactional diversity. A series of regressions equations were run for each of the racial categories that were significant in the original regression model to test the possibility of interaction between the racial category and Current Hall Percent White. Results from these equations proved that the interaction between the racial category and Current Hall were significant and positive for Black, Asian, and Mixed Race students. This suggests that compared to other racial groups, the racial composition of the residence hall affects the interactional diversity of these groups differently. To clarify the extent of this relationship, I ran a separate round of subgroup regressions based on race. For each regression model, I included all of the same independent variables and removed the dummy variables for race. I used the self-reported race variable as the selection variable and for each equation, I chose one racial group to focus on. When the selected cases for the regression model were those students who self-identified as White or Caucasian, we see that the Current Hall Percent White is significant at less than .0005 and negative (see Table 5.3). This indicates that for White students, as the percentage of White residents in their current hall increases, the likelihood of interactional diversity decreases.

Table 5.3 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.767	1.224		5.529	.000
Gender (0=Male)	-.279	.258	-.020	-1.080	.280
Academic Standing**	.844	.130	.119	6.483	.000
Hours Socializing**	.982	.106	.171	9.278	.000
Neighborhood Demographics (0=Segregated)**	1.117	.325	.077	3.434	.001
Elementary Demographics (0=Segregated)*	.667	.336	.047	1.983	.047
JH/HS Demographics (0=Segregated)*	.827	.307	.062	2.699	.007
Father's Education	-.058	.094	-.013	-.620	.536
Mother's Education*	.197	.096	.042	2.048	.041
Family Income	-.093	.079	-.024	-1.181	.238
Current Hall Percent White without Van Hoosen**	-.134	.022	-.115	-6.157	.000
Overall Racial Environment Scale without Van Hoosen**	.333	.035	.176	9.572	.000
1st Year Roommate: Blind/Same Race**	1.277	.299	.096	4.272	.000
1st Year Roommate: Blind/Different Race**	3.039	.376	.181	8.085	.000
1st Year Roommate: Requested/Different Race**	4.560	.714	.121	6.387	.000

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = White/Caucasian

When the selected cases for the regression model were those students who self-identified as Black, we see that the Current Hall Percent White is greater than .05 (see Table 5.4). This indicates that for Black students, the percentage of White residents in their current hall does not significantly affect their levels of interactional diversity.

Table 5.4 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	9.356	3.574		2.618	.009
Gender (0=Male)	-1.660	1.028	-.105	-1.615	.108
Academic Standing	.356	.441	.051	.806	.421
Hours Socializing*	1.059	.450	.150	2.355	.019
Neighborhood Demographics (0=Segregated)	.422	1.101	.028	.383	.702
Elementary Demographics (0=Segregated)	.599	1.064	.040	.562	.574
JH/HS Demographics (0=Segregated)	-.923	1.020	-.065	-.905	.367
Father's Education	.280	.284	.075	.987	.325
Mother's Education	.004	.327	.001	.013	.990
Family Income	.005	.297	.001	.017	.987
Current Hall Percent White without Van Hoosen	.112	.084	.086	1.334	.183
Overall Racial Environment Scale without Van Hoosen**	.340	.103	.209	3.297	.001
1st Year Roommate: Blind/Same Race	1.274	1.386	.067	.919	.359
1st Year Roommate: Blind/Different Race*	2.280	1.100	.163	2.072	.039
1st Year Roommate: Requested/Different Race	2.963	1.604	.131	1.848	.066

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = Black

When the selected cases for the regression model were those students who self-identified as Latino, we see that the Current Hall Percent White is greater than .05 (see Table 5.5). This indicates that for Latino students, the percentage of White residents in their current hall does not significantly affect their levels of interactional diversity. Similar results were found for those students who self-identified as Asian (see Table 5.6) and those who identified as Mixed Race (see Table 5.7).

Table 5.5 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	19.354	5.956		3.249	.002
Gender (0=Male)	.205	1.437	.014	.142	.887
Academic Standing	-.598	.801	-.080	-.747	.457
Hours Socializing	.479	.642	.075	.746	.457
Neighborhood Demographics (0=Segregated)	-.362	1.759	-.025	-.206	.837
Elementary Demographics (0=Segregated)	-3.719	1.998	-.262	-1.861	.066
JH/HS Demographics (0=Segregated)	2.289	1.841	.159	1.244	.217
Father's Education	.202	.500	.056	.404	.687
Mother's Education	.481	.556	.118	.865	.389
Family Income	-.802	.415	-.219	-1.934	.056
Current Hall Percent White without Van Hoosen	-.203	.155	-.132	-1.312	.193
Overall Racial Environment Scale without Van Hoosen	.114	.179	.065	.636	.526
1st Year Roommate: Blind/Same Race	3.784	2.644	.218	1.431	.156
1st Year Roommate: Blind/Different Race**	8.312	2.419	.584	3.437	.001
1st Year Roommate: Requested/Different Race**	8.349	2.947	.455	2.833	.006

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = Latino

Table 5.6 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.154	3.715		-.042	.967
Gender (0=Male)	.958	.818	.065	1.171	.243
Academic Standing*	1.002	.427	.134	2.346	.020
Hours Socializing**	1.568	.385	.234	4.078	.000
Neighborhood Demographics (0=Segregated)	1.307	1.153	.089	1.134	.258
Elementary Demographics (0=Segregated)	-.749	1.152	-.050	-.650	.516
JH/HS Demographics (0=Segregated)	-.785	1.070	-.053	-.734	.464
Father's Education	.130	.322	.032	.404	.687
Mother's Education	.331	.320	.079	1.035	.302
Family Income	-.163	.246	-.041	-.661	.509
Current Hall Percent White without Van Hoosen	.082	.081	.060	1.012	.312
Overall Racial Environment Scale without Van Hoosen**	.484	.110	.251	4.393	.000
1st Year Roommate: Blind/Same Race**	6.184	2.020	.229	3.061	.002
1st Year Roommate: Blind/Different Race**	5.812	1.508	.380	3.853	.000
1st Year Roommate: Requested/Different Race**	6.674	1.716	.358	3.889	.000

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = Asian

Table 5.7 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.524	7.793		1.607	.113
Gender (0=Male)	2.666	1.848	.159	1.443	.154
Academic Standing	1.944	.993	.225	1.958	.055
Hours Socializing	.713	.641	.127	1.114	.270
Neighborhood Demographics (0=Segregated)	3.109	2.314	.210	1.344	.184
Elementary Demographics (0=Segregated)	.092	2.108	.006	.044	.965
JH/HS Demographics (0=Segregated)	-2.799	1.895	-.192	-1.477	.145
Father's Education	-.463	.527	-.115	-.879	.383
Mother's Education	1.049	.648	.218	1.618	.111
Family Income	-.901	.556	-.234	-1.620	.110
Current Hall Percent White without Van Hoosen	.082	.150	.064	.546	.587
Overall Racial Environment Scale without Van Hoosen	.210	.196	.120	1.072	.288
1st Year Roommate: Blind/Same Race	-1.248	2.877	-.076	-.434	.666
1st Year Roommate: Blind/Different Race	3.160	2.549	.216	1.239	.220
1st Year Roommate: Requested/Different Race*	8.027	3.908	.275	2.054	.044

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = Mixed Race

Taken together, these results suggest that the racial composition of the residence halls does not significantly affect any of the non-White students. Therefore, the significance of the variable Current Hall Percent White results primarily from its strong effect on White students.

Academic Standing

The next interaction tested for is between academic standing and current residence hall. The percentage of upperclassmen ranges substantially between residence halls. To ensure that the levels of interactional diversity within residence halls is not a function of the academic standing of its residence, a regression model was run to test this interaction. The interaction variable for academic standing and current hall was not significant; therefore, we can assume that the interactional diversity within the residence halls is not the result of the academic standing of its residents.

Hours Socializing

The possibility of interaction between hours socializing and current residence hall was also considered. It is possible that the residents in some halls spend more time socializing than in other halls and that this is contributing to higher rates of interactional diversity in particular halls. This variable is significant at less than .005 indicating that the relationship between the racial demographics in the residence hall and its interactional diversity vary by the hours its residents spend socializing. Individual subgroup regressions were run to determine how the number of hours students spend socializing influences their interactional diversity. When the cases included in this analysis were for those students who reported socializing for 0 hours of socializing per week, the racial composition of the residence hall was not significant. The relationship between 1 to 5 hours of socializing per week and Current Hall was also not significant. Hours of socializing is significantly and negatively related to Current Hall Percent White for those students who report socializing 6 to 10 hours per week. This suggests that for students who socialize 6 to 10 hours per week, the likelihood of their engagement in interactional

diversity decreases as the percentage of White residents living in their current hall increases. Similar results were found for those students who spend 11 to 15 hours per week socializing. When the cases included for analysis were students who report socializing 16 to 20 hours per week, the racial composition of the residence hall no longer significantly affects interactional diversity. For students who describe spending more than 20 hours per week socializing, Current Hall is found to again be significantly and negatively related to interactional diversity.

Pre-College Demographics

The possibility of interaction between neighborhood demographics and current residence hall was also considered. This variable is not significant, indicating that the relationship between current residence hall and interactional diversity is not related to the neighborhood demographics of the residents within that hall. The demographics of the elementary school were not found to be significant in the original model; therefore, it is not necessary to conduct an interaction test with this variable. An interaction between the racial demographics of the junior high and high school and current residence hall was tested. This variable is greater than .05 indicating there is no significant interaction between the racial demographics of the respondents' junior high and high school and the racial composition of the residence hall related to interactional diversity.

Parents' Background

Father's education was not found to be significant in the original regression variable; therefore, this variable was not considered in the tests for interactions. Because Mother's education was significant in the original model, I tested for the possibility of interaction between mother's education and the racial composition of the residence hall.

This variable was not found to be significant indicating that the effect of racial composition in the residence halls on interactional diversity does not vary for students based on their mothers' education level. The possibility of interaction between Current Hall and Family Income was also tested. This variable was significant at less than .05 and negative suggesting that the effect of Current Hall on interactional diversity varies across income brackets. Subgroup regressions were run to determine the relationship between family income and Current Hall. The relationship between family income and Current Hall is not significant for students who describe their family income as less than $60,000. When the regression model is run to include only those cases where students report their family income between $60,000 and $79,999 the relationship between these variables is significant at less than .05 and negative. This suggests that for students in this income bracket, the likelihood that they will engage in interactional diversity decreases as the percentage of White residents in their current hall increases. When we include only those students who report their family income as $80,000 to $99,999 the relationship between family income and the racial composition of the residence hall is no longer significant. For students who describe their family income as greater than $100,000 the relationship again becomes significant at less than .0005 and negative.

Other Interactions: Race

While testing for the possibility of interaction between race and the racial composition of the residence halls, a number of other meaningful findings were discovered that should be addressed.

Academic Standing

Although academic standing is found to be a significant predictor of interactional diversity in the original regression model, the effects of academic standing are not consistent for all racial groups. Subgroup regressions based on race reveal that academic standing is only significantly related to interactional diversity for White ($p<.0005$) and Asian ($p<.05$) students. It is not a significantly related to any of the other racial groups.

Hours Socializing

As mentioned, the number of hours that students spend socializing per week was found to be a positively significant predictor of interactional diversity in the original regression model. Furthermore, this variable was found to interact with the racial composition of the residence hall. Subgroup regressions based on race suggest that the effect of hours spent socializing also varies across racial groups. These equations reveal that hours spent socializing is only significantly related to interactional diversity among White ($p<.0005$), Black ($p<.05$), and Asian ($p<.0005$) students.

Pre-College Demographics

Neighborhood demographics were found to be a significant predictor of interactional diversity in the original model, suggesting that students who report growing up in integrated neighborhoods were more likely to engage in interactional diversity. Upon closer examination, however, it is only White students who are significantly affected by neighborhood demographics. When we include only those students who self-identify as White in the equation, neighborhood demographics are significant at less than .005. The effects of neighborhood demographics on interactional diversity are not significant for any other racial groups. Elementary school demographics and junior

high/high school demographics were also found to be significant at less than .05 for White students but were not significantly related to any other racial groups. These findings suggest that students of color are equally likely to engage in interactional diversity regardless of whether they were raised in a segregated community and attended segregated schools. For White students however, their pre-college environment is a meaningful determinant of interactional diversity in college. The implications of these findings will be discussed further in the next chapter.

Parents' Background

Mother's education was found to be significantly and positively related to interactional diversity in the original regression model. Subgroup regressions based on race indicate that this variable is only significantly related to interactional diversity among White students ($p<.05$). This suggests that for White students, the likelihood that they will engage in interactional diversity increases as the educational level of their mother increases. The relationship between these variables was not found among other racial groups. Although family income was found to be significantly and negatively related to interactional diversity in the original model and interaction tests found that the effects of family income vary across residence halls, there does not appear to be a relationship between family income and race. This indicates that levels of interactional diversity found within a particular racial group do not differ by family income. African American students, for example, are no more or less likely to engage in interactional diversity if they are from a poor or affluent family.

Overall Racial Environment

In the original regression model, the Overall Racial Environment scale was found to be a significant positive predictor of interactional diversity. Subgroup regressions based on race reveal that the effects of the racial environment within the residence halls differ across racial groups. The effects of the Overall Racial Environment on interactional diversity were significant at less than .005 for White, Black, and Asian students. For these students, the likelihood that they would engage in interactional diversity increased with a more positive racial environment in their current hall. Levels of interactional diversity were not significantly affected by this variable for Latino and Mixed Race students.

First-Year Roommate

When compared with students who requested their first-year roommate, and whose roommate is of their same racial background, the effects of first-year roommate on interactional diversity were found to be significant. Subgroup regressions based on race reveal that these effects vary across racial groups. White students were significantly more likely to engage in interactional diversity if they did not request their first-year roommate and share that roommate's racial background ($p<.0005$). The effects of first-year roommate were only significant for Black students who were randomly assigned a first-year roommate of a different racial background ($p<.05$). These students were more likely than any other Black students to engage in interactional diversity. Levels of interactional diversity among Latino students were significantly higher if their first-year roommate is of a different racial background, whether they had requested that roommate or been randomly assigned. Among Latino students who were randomly assigned a first-year

roommate from a different racial background, the effects on interactional diversity were significant at less than .005. Among Latino students who requested their first-year roommate, and whose roommate is of a different racial background, the effects were significant at less than .05. The effects of first-year roommate on interactional diversity for Asian students were similar to that of White students. Compared with students who requested their first-year roommate, and who share the same racial background as that roommate, all other Asian students were significantly more likely to engage in interactional diversity. For those students who were randomly assigned a roommate of their same racial background, the effect on interactional diversity was significant at less than .005. For those students whose first-year roommate is of a different racial background, whether they had requested that roommate or been randomly assigned, the effect on interactional diversity was significant at less than .0005. Finally, among Mixed Race students, only those students who requested their first-year roommate, and whose roommate is of a different racial background, were significantly more likely to engage in interactional diversity ($p<.05$).

Regression: Classroom Experience

In the next section, we will consider the relationship between interactional diversity and experiences within the classroom ($r^2=.322$) (see Table 5.8). In addition to the basic demographics, the Classroom Experience scale was included in this equation. As a reminder, the Classroom Experience scale considers the extent to which students interact with peers across race lines in the classroom, students' values and beliefs are challenged within the classroom, and students' understanding of others is broadened in the classroom. In this equation, we find that when we control for experiences within the

classroom, Latino, Asian, and Mixed Race students are significantly different from White students in their levels of interactional diversity ($p<.0005$). Men are significantly less likely than women to engage in interactional diversity once we consider the Classroom Experience scale ($p<.0005$). Academic standing appears to be significantly and positively related to interactional diversity in this model ($p<.0005$). Here the significance of neighborhood demographics disappears but the racial composition of junior high and high school remains a significant and positive predictor of interactional diversity ($p<.005$). Mother's education continues to be a significantly and positively related to interactional diversity ($p<.005$) while family income continues to significantly and negatively related to this variable ($p<.05$). Finally, the Classroom Experience scale is significantly and positively related to interactional diversity ($p<.0005$).

Table 5.8 Coefficients[a]

Model 2	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.687	.635		5.803	.000
Black	.651	.402	.024	1.620	.105
Latino**	2.419	.586	.059	4.129	.000
Native American	3.057	1.926	.022	1.587	.113
Asian**	2.940	.380	.112	7.740	.000
Mixed Race**	3.899	.676	.081	5.768	.000
Gender (0=Male)**	-.786	.208	-.053	-3.781	.000
Academic Standing**	.573	.104	.078	5.530	.000
Hours Socializing**	1.002	.086	.166	11.671	.000
Neighborhood Demographics (0=Segregated)	.475	.262	.032	1.813	.070
Elementary Demographics (0=Segregated)	.255	.268	.017	.950	.342
JH/HS Demographics (0=Segregated)**	.792	.245	.056	3.231	.001
Father's Education	-.008	.074	-.002	-.105	.917
Mother's Education**	.245	.077	.053	3.194	.001
Family Income*	-.154	.063	-.039	-2.431	.015
Classroom Experience Scale**	1.231	.038	.474	32.591	.000

a. Dependent Variable: interactional diversity scale

Interactions: Classroom Experience Scale

Although the classroom experience proved to be significantly related to interactional diversity in the multivariate regression, it is important to test for the possibility of interactions between the classroom experience and other variables as we did in the previous model.

Race

A regression equation was run to test for the possibility of interaction between race and the Classroom Experience scale. When all of the dummy variables based on race

were included in this model, only the interaction between Mixed Race students and Classroom Experience was significant at less than .05. This suggests that the effects of what happens in the classroom on interactional diversity are different for Mixed Race students than all other racial groups. When the regression equation was run to test the interaction between race dummy variables and Classroom Experience individually, so that only one interaction was tested in each equation, the interaction between Classroom Experience and race was significantly and negatively related for Latino students ($p<.05$) and significantly and positively related for Mixed Race students ($p<.05$) compared to all other racial groups. These findings suggest that the Classroom Experience effects interactional diversity differently across racial groups. In order to gain a clearer understanding of how these variables are related, subgroup regressions based on race were analyzed.

When the regression equation is run to include only those students who self-identify as White or Caucasian, the effects of the Classroom Experience on interactional diversity is significant at less than .0005 and positive (see Table 5.9). This indicates that as the level of interaction and engagement that White students experience in the classroom across race lines increases, their likelihood of engaging in interactional diversity outside of the classroom increases significantly.

When the regression equation is run to include only those students who self-identify as Black, the relationship between the Classroom Experience scale and interactional diversity is significant at less than .0005 and positive (see Table 5.10). Similar to White students then, the experiences that Black students have within the classroom are predictive of their interactional diversity outside the classroom.

Table 5.9 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.580	.718		6.375	.000
Gender (0=Male)**	-1.179	.233	-.084	-5.065	.000
Academic Standing**	.527	.116	.075	4.522	.000
Hours Socializing**	.919	.095	.161	9.670	.000
Neighborhood Demographics (0=Segregated)	.196	.295	.014	.664	.507
Elementary Demographics (0=Segregated)	.332	.303	.023	1.093	.274
JH/HS Demographics (0=Segregated)**	1.031	.276	.077	3.730	.000
Father's Education	-.050	.085	-.011	-.585	.559
Mother's Education**	.242	.087	.052	2.788	.005
Family Income**	-.193	.072	-.049	-2.695	.007
Classroom Experience Scale**	1.227	.043	.473	28.546	.000

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = White/Caucasian

Table 5.10 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.179	2.563		.850	.396
Gender (0=Male)	-1.310	.877	-.083	-1.494	.137
Academic Standing	.438	.382	.063	1.146	.253
Hours Socializing**	1.240	.392	.174	3.166	.002
Neighborhood Demographics (0=Segregated)	1.218	.958	.081	1.271	.205
Elementary Demographics (0=Segregated)	.921	.929	.063	.991	.323
JH/HS Demographics (0=Segregated)	-.431	.887	-.030	-.486	.627
Father's Education	.237	.248	.063	.958	.339
Mother's Education	.195	.288	.047	.677	.499
Family Income	.058	.258	.014	.226	.822
Classroom Experience Scale**	1.320	.146	.504	9.044	.000

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = Black

Subgroup regressions for Latino students reveal a significant and positive relationship with the Classroom Experience as well ($p<.005$) (see Table 5.11). Similar results were also found for Asian ($p<.0005$) and Mixed Race ($p<0005$) students (see Tables 5.12 and 5.13). As was the case for the subgroup regressions related to Current Hall, the degree of multicollinearity was too high to test for interactions among Native American students.

Table 5.11 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.263	5.125		2.002	.048
Gender (0=Male)	1.616	1.446	.112	1.118	.267
Academic Standing	.309	.747	.041	.414	.680
Hours Socializing	.456	.631	.071	.723	.472
Neighborhood Demographics (0=Segregated)	.020	1.671	.001	.012	.991
Elementary Demographics (0=Segregated)	-2.186	1.937	-.154	-1.128	.262
JH/HS Demographics (0=Segregated)	2.483	1.800	.173	1.380	.171
Father's Education	-.287	.493	-.080	-.582	.562
Mother's Education	.886	.536	.220	1.652	.102
Family Income	-.343	.419	-.094	-.819	.415
Classroom Experience Scale**	.922	.284	.337	3.250	.002

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = Latino

Table 5.12 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.020	2.248		1.788	.075
Gender (0=Male)	.752	.750	.051	1.003	.317
Academic Standing	.546	.388	.073	1.405	.161
Hours Socializing**	1.723	.348	.258	4.957	.000
Neighborhood Demographics (0=Segregated)	.377	1.044	.026	.361	.719
Elementary Demographics (0=Segregated)	-.117	1.041	-.008	-.113	.910
JH/HS Demographics (0=Segregated)	-.033	.985	-.002	-.033	.974
Father's Education	.092	.293	.023	.315	.753
Mother's Education	.018	.295	.004	.062	.951
Family Income	.197	.223	.050	.884	.378
Classroom Experience Scale**	1.237	.132	.489	9.356	.000

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = Asian

Table 5.13 Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.845	5.096		.362	.718
Gender (0=Male)	1.064	1.502	.064	.708	.481
Academic Standing	1.044	.840	.121	1.243	.218
Hours Socializing**	.861	.543	.153	1.585	.118
Neighborhood Demographics (0=Segregated)	3.604	1.845	.243	1.954	.055
Elementary Demographics (0=Segregated)	-.828	1.780	-.057	-.465	.644
JH/HS Demographics (0=Segregated)	-1.262	1.657	-.086	-.762	.449
Father's Education	.329	.421	.082	.783	.437
Mother's Education	.456	.544	.095	.837	.406
Family Income	-.740	.472	-.192	-1.567	.122
Classroom Experience Scale**	1.561	.279	.554	5.588	.000

a. Dependent Variable: interactional diversity scale

b. Selecting only cases for which race final self-reported = Mixed Race

Taken together, these findings suggest that the effects of Classroom Experience on interactional diversity are significant and positive for every racial group. However, the degree of influence that these experiences have on students varies across race.

Academic Standing

The possibility of interaction between academic standing and the Classroom Experience scale was considered to ensure that this relationship was not influencing the significant findings. The interaction variable was not significantly related to interactional diversity.

Hours Socializing

The possibility of interaction between the number of hours that students describe socializing per week and the Classroom Experience was explored. It is possible that students who spend more time socializing are more outgoing in the classroom setting and may benefit more from the interactional opportunities provided for them in the classroom setting. The interaction variable was not significantly related to interactional diversity.

Pre-College Demographics

In the original regression model, neighborhood demographics and the demographics of students' elementary school were not significantly related to interactional diversity. As a result, the possibility of interaction between these variables and the Classroom Experience will not be explored. The demographics of students' junior high and high schools were significantly related to interactional diversity in the original model. The possibility of interaction between this variable and the Classroom Experience was considered; however, this relationship was not significant.

Parents' Background

Although father's education was not significantly related to interactional diversity in the original regression model, mother's education was found to be significantly and positively related to interactional diversity. When we include the interaction between Mother's education and Classroom Experience in the regression equation this variable is not significantly related to interactional diversity. The interaction between family income and experiences within the classroom was also explored. This variable was not significantly related to interactional diversity.

Other Interactions: Race

While testing for the interactions between Classroom Experience and race, a number of other variables appear to be interacting with race in this model that should be discussed.

Gender

Although gender is significantly and negatively related to interactional diversity in the original regression model, subgroup regressions reveal that gender is only a significant predictor among White students. When we control for experiences within the classroom, White women are significantly more likely to engage in interactional diversity than White men ($p<.0005$). The relationship between gender and race is not significant for any other racial groups.

Academic Standing

Academic standing is a significant predictor of interactional diversity in the original regression model; however, similar to the case of students' gender, academic standing is only significant for White students ($p<.0005$). Subgroup regressions based on race indicate that academic standing does not significantly influence interactional diversity levels for students of control, when we control for Classroom Experience.

Hours Socializing

In the original regression model, Hours Socializing was significantly related to interactional diversity. Subgroups regressions based on race reveal that the number of hours students spend socializing is significant among White ($p<.0005$), Black ($p<.005$), and Asian ($p<.0005$) students. This indicates that for these students, the likelihood of engaging in interactional diversity increases with the number of hours that they spend

socializing, when we control for Classroom Experience. This variable was not significantly related to interactional diversity for Latino and Mixed Race students.

Pre-College Environment

In the regression model, junior high and high school demographics were significantly and positively related to the Interactional Diversity when controlling for the Classroom Experience. Sub-group regressions reveal the racial composition of students' junior high and high schools were only significantly related to Interactional Diversity among White students ($p<.0005$).

Parents' Background

Mother's education was significantly and positively related to interactional diversity in the original regression model; however, subgroup regressions suggest that this variable is only meaningful for White students. When we run the regression to include only those students who self-identify as White or Caucasian, the relationship between Mother's education and interactional diversity is significant at less than .005 and positive. This relationship is not significant among students of color. Similarly, although Family Income was a meaningful variable in the original regression, subgroup regressions reveal that it is only a significant predictor for White students. Among White students, the likelihood of interactional diversity decreases as family income increases ($p<.005$).

These findings suggest that most of the significant variables found in the original regression model are based on the strength of the effects on White students. Other than the Classroom Experience scale, none of the other variables are significant predictors

across all racial groups. This is a meaningful finding, however, because it suggests that what happens inside the classroom effects the interactional diversity levels of all students.

Summary

Multiple regression models suggest that levels of interactional diversity are significantly related to a number of independent variables including race, academic standing, the environment in which students were raised prior to attending college, parental background, the racial composition and dynamics within the residence halls, and experiences within the classroom. Upon closer inspection, however, it became evident that interactional diversity rates are affected differently across racial groups. The primary finding from subgroup regressions was that the level of interactional diversity among White students is especially susceptible to external variables.

When we consider the relationship between interactional diversity and campus housing, every independent variable that was significant in the original regression model—except for family income—was also significant in the subgroup regression model was for White students. In particular, the racial composition of the current residence hall was only significantly related to White students' levels of interactional diversity. For these students, as the percentage of White residents living in their current hall increased, the likelihood of interactional diversity decreased significantly. This relationship was not found among any other racial group.

Analysis of the relationship between interactional diversity and the classroom experience revealed similar results. While the interactional diversity rates of White students were significantly related to a number of independent variables, this was not the case for students of color. However, all students, regardless of race, were significantly

affected by their experiences within the classroom. When students' ideas and values are challenged within the classroom, and when they are given the opportunity to engage with peers of a different racial background in the classroom, their levels of interactional diversity outside of the classroom increases as well. Although cross-sectional data cannot determine if there is a causal relationship between these two variables, we can be sure that they are related to one another.

In the following chapter, we will consider the implications of these findings and how they relate to the existing literature. We will also review the limitations of this study and consider the future directions that interactional diversity research should pursue.

CHAPTER 6: CONCLUSION

Discussion

The first portion of this survey asked students a series of questions related to their experiences on and perceptions of the campus at Michigan State University. Less than half of the respondents perceive racial tension on campus. The racial/ethnic background of students was significantly related to this measure. African American students were the most likely to perceive this tension on campus while White students were the least likely. Men were significantly less likely to perceive racial tension. Academic standing was also significantly related with upperclassmen significantly more likely than freshmen to perceive racial tension. Current hall was a significant predictor of perceived racial tension on campus. Residents living in halls with the largest percentage of students of color as well as Black residents—Rather, Hubbard, and Butterfield—were the most likely to perceive racial tension. In contrast, residents living in the halls with less racial diversity—were significantly less likely to perceive racial tension on campus.

More than half of the respondents described the campus racial climate as good. Significant differences were found between racial/ethnic groups. Native American students, followed by White students, were the most likely to describe the racial climate favorably. Black students were the most likely to describe the racial climate negatively. Men were significantly more likely to view the campus racial climate favorably. Academic standing was also significantly related to perceived campus climate. Freshmen were significantly more likely to view the racial climate favorably. Current residence hall was a significant predictor of perceived campus climate. Students in the most racially

diverse halls are more likely to describe the current climate as poor or fair when compared with students from other, less diverse halls.

The majority of participants describe broadening the diversity (race, sexual orientation, background, religious, culture, etc.) of their immediate circle of friends since attending Michigan State University. Native American students, followed by Asian students, were the most likely to strongly agree with this statement while Black and White students were the most likely to disagree or strongly disagree with this statement. Gender was not significantly related to this variable. Academic standing was significantly and positively related to this variable. Freshmen were significantly less likely to agree with this statement than upperclassmen. Seniors were the most likely to strongly agree. Current hall was significantly related to broadening the diversity of friends. Residents of Williams Hall—which has the highest percentage of upperclassmen on campus—and Holmes Hall—with the largest living-learning program—were the most likely to agree with this statement.

Most respondents report that they have become more aware of their personal prejudices since attending Michigan State University. Black and Native American students were more likely than other racial/ethnic groups to agree or strongly agree with this statement. White and Asian students were the most likely to disagree or strongly disagree with this statement. Mixed Race students were the most likely to strongly disagree and the least likely to strongly agree with this statement. Women were significantly more likely to agree with this statement than men. Freshmen were significantly less likely to agree with this statement than upperclassmen. Seniors were the most likely to strongly agree. Current hall was significantly related to this variable;

however, a clear pattern did not emerge. In general, those residence halls with the greatest diversity, and the greatest percentage of Black residents, tend to show higher rates of agreement than those halls with fewer students of color.

The primary dependent variable in this dissertation is the Interactional Diversity scale. Out of the ten items in this scale, eight were adapted from Preparing Students for a Diverse Democracy Project (Saenz, Ngai, and Hurtado 2007). These items include the frequency with which respondents dine, have meaningful discussions outside of class about racial/ethnic issues, share personal feelings and problems, study or prepare for class, socialize or party, have intellectual discussions outside of class, and attend events with students of a different racial background; as well as the frequency with which they attend events sponsored by racial/ethnic groups different from their own background. The two additional items that were added to this scale by the researcher were the frequency with which respondents visit the rooms of residents of a different racial background and visit in their own rooms with students of a different racial background.

Item analysis of the Interactional Diversity scale revealed that students vary significantly in their likelihood to participate in these activities. For each item on the scale, there were significant racial/ethnic differences in the responses. For example, nearly two-thirds of White students and at least half of Native American and Black students describe never or only occasionally dining or sharing meals with peers of a different racial background. In contrast, more than two-thirds of Asian students, and more than half of Latino and Mixed Race students report engaging in this activity often or very often.

The most dramatic racial/ethnic differences in the item analysis were found on the items related to visiting in the dorm rooms. More than two-thirds of White students and more than 60 percent of Black students describe never or only occasionally visiting the rooms of residents of a different racial background. Mixed Race students were significantly more likely to engage in this activity than any other racial/ethnic group with 40 percent reporting that they engage in this activity very often, followed by Latino, Native American, and Asian students. Among students who visit with students of a different racial background in their *own* rooms, more than 70 percent of White students and nearly 60 percent of Black students describe never or only occasionally engaging in this activity. In contrast, 40 percent of Mixed Race students report engaging in this activity very often.

Students rarely engage in meaningful discussions about racial/ethnic issues with peers of a different racial background outside of class: more than 75 percent of respondents describe never or only occasionally engaging in this activity. White students were the least likely and Native American students were the most likely to participate in these discussions.

Nearly 70 percent of students report never or only occasionally sharing their personal feelings and problems with students of a different racial background. White and Black students were the least likely to engage in this activity while Native American students, followed by Mixed Race students, were the most likely to do so.

Substantial racial differences were found among respondents who study or prepare for class with students of a different racial background. Three-quarters of White students and more than two-thirds of Black students report never or only occasionally

engaging in this activity. All other students were most likely to describe studying with peers of a different racial background often.

Significant racial/ethnic differences were found among students who socialize and/or party with peers of different racial backgrounds, but the pattern is somewhat different than for other items on the scale. Students were more likely to report engaging in this activity than any other item on the scale. Black students were the least likely to describe socializing or partying across race lines, followed by White students. Latino and Mixed Race students were the most likely to do so.

The majority of students report never or occasionally having intellectual discussions outside of class with peers of a different racial background. Two-thirds of White students and more than 60 percent of Black students describe never or only occasionally participating in these discussions. Mixed Race students were the most likely to do so with more than a third reporting that they have these discussions very often.

One-third of White students and less than half of Black students report attending events on or around campus with peers of a different racial background often or very often. In contrast, more than two-thirds of Native American and Mixed Race students report engaging in this activity.

Students rarely attend events on campus sponsored by racial/ethnic groups different from their own background. Of all the items on the scale, students were the least likely to engage in this activity. White students were significantly less likely to attend these events than other racial groups: more than 45 percent report never attending these events. Among students of color, Native Americans were the most likely to report never attending events sponsored by other racial groups; however, they were also the group

most likely to report attending these events often. Mixed Race and Asian students were the most likely to report attending these events very often.

Gender was not significantly related to the items within the Interactional Diversity scale on a consistent basis. Men were significantly more likely than women to dine or share meals with students of a different racial background, to visit in the rooms of students of a different racial background, to visit with students of a different racial background in their own room, socializing or partying with students of a different racial background, having intellectual discussions outside of class with students of a different racial background. Gender was not significantly related to having meaningful discussions about racial/ethnic issues outside of class, sharing personal feelings and problems, studying or preparing for class, and attending events with students of a different racial background. Gender was also not a significant predictor of students who attend events sponsored by racial/ethnic groups different from their own background.

Academic standing was also not a consistently significant predictor of items within the Interactional Diversity scale. Academic standing was significantly and positively related to dining and sharing meals with students of a different racial background, visiting with students of a different racial background in their own rooms, having meaningful discussions about racial/ethnic issues outside of class, studying or preparing for class, socializing and partying, having intellectual discussions outside of class, and attending events with students of a different racial background. Academic standing was also significantly related to attending events sponsored by different racial/ethnic groups. In general, students were more likely to participate in these activities as their academic standing increased. Academic standing was not significantly related to

students who visit in the rooms of residents of a different racial background and sharing personal feelings and problems with students of a different racial background.

The current residence hall played a significant role for each of the items within the Interactional Diversity scale and a few basic trends emerged. First, students living in Holmes Hall were consistently more likely to participate in each activity than most other residents. Holmes Hall is unique in that it houses the largest living-learning program on the campus of Michigan State University, the Lyman-Briggs Program: 86 percent of its residents are in the College of Natural Science enrolled in programs such as physics, chemistry, and biology. The most likely explanation for this finding is that students who participate in these living-learning programs spend a great deal of time together, both formally and informally, when compared to other students on campus. There are two additional explanations. First, students in the Lyman-Briggs program are among the smartest in the university. Many are enrolled in the Honors College and a large percentage of the students go on to earn professional and graduate degrees. According to the contact hypothesis, equal status between groups is a key component of intergroup friendships and reducing prejudice (Allport 1954; Chavous 2005; Pettigrew 1998). Another possible explanation is that the majority of non-White students that participate in the Lyman-Briggs program are of Asian descent. It may be that White students feel more comfortable interacting with these students than with other non-White groups.

The second housing trend that emerged was that residents in halls with greater racial diversity were typically more likely to engage in interactional diversity than residents of halls with less racial diversity. For example, students living in Rather Hall—the most racially diverse hall on campus—were more likely to participate in the activity

than residents of other halls. Residents of Rather and Holmes Halls were more likely than most other students to participate in each of the items within the Interactional Diversity scale except dining and sharing meals, having meaningful discussions about racial/ethnic issues outside of class, and sharing personal feelings and problems with students of a different racial background. The students who were least likely to participate in these activities varied between halls but, in general, these residents lived in the least racially diverse halls.

Similarly, a strong relationship was found between the current residence hall and the likelihood that students would visit with residents of a different racial background in the each others' rooms. For both items, students living in Rather Hall and Holmes Hall were significantly more likely to engage in these activities than the residents of any other hall. Students living in Mayo and Wilson Hall were the least likely to visit in the rooms of residents of a different racial background. Mayo Hall has the second highest proportion and Wilson Hall has the third highest proportion of non-Hispanic White residents on campus. Students living in Wilson Hall were also the least likely to visit with residents of a different racial background in their *own* rooms.

Comparable results were found among residents who study with students of a different racial background. Students living in Rather and Holmes Hall were the most likely to participate in this activity while students residing in Landon and Wilson Halls were the least likely to do so.

On occasion, the proportion of freshmen compared with upperclassmen appeared to play a role as well. For instance, residents of Rather and Holmes Hall were significantly more likely to attend events on and around campus with students of a

different racial background. Residents of Emmons Hall, followed by those of Wilson Hall were the least likely to do so. More than 90 percent of the residents in Emmons Hall are freshmen. Over 40 percent of residents in Wilson Hall are upperclassmen; however, nearly 90 percent of its residents are White. For this item, it appears that both race and academic standing play a meaningful role in determining which residence halls exhibit the highest rates of participation.

When we consider the Interactional Diversity scale, the mean score for this scale was 22.3 out of 40 possible points. This indicates that the average student on the campus of Michigan State University engages in interactional diversity occasionally. Upon closer inspection, the data suggests that for all racial groups, the levels of interactional diversity are most easily influenced among White students. The bivariate relationship between the Interactional Diversity scale and race revealed that White students were the least likely of all racial groups to engage in interactional diversity. This finding is consistent with the literature (Antonio 2001; Chang 1996; Chang, Astin, and Kim 2004; Saenz, Ngai, and Hurtado 2007).

It is important to remember that levels of interactional diversity among White students may not be entirely reflective of White racial attitudes. Part of interactional diversity is opportunity, and if White students are not given the opportunity to come into frequent contact with students of color, the likelihood that they will engage in interactional diversity diminishes. At a diverse institution such as Michigan State University, the issue of interactional diversity is still largely optional for White students who comprise three-fourths of the student body; whereas for students of color, interacting with peers of a different racial background is a part of their day-to-day experiences.

National data on interactional diversity among college students has found inconsistent results when comparing students of color. Data from the 1994 Cooperative Institutional Research Program, Chang, Astin and Kim (2004) revealed that African American students were less likely to engage in interactional diversity than other non-White students (Antonio 2001; Chang, Astin, and Kim 2004). In contrast, data from the Preparing Students for a Diverse Democracy Project revealed that African Americans were more likely to engage in interactional diversity than Latino and Asian students (Saenz, Ngai, and Hurtado 2007). Using data from the National Longitudinal Study of Adolescent Health, Joyner and Kao (2000) found that when the opportunity structure of secondary schools was controlled for, Hispanic and Native American students were the most likely to have interracial friendships, followed by White students. They found African American and Asian students were the least likely to have interracial friendships.

In the current study, Black students were less likely than other students of color to participate in meaningful and ongoing activities across race lines. Research in the California State University system suggests that students of color are less likely to interact across race lines as their proportions increase on campus (Cowan 2005). For example, on campuses where Black students were the largest minority group, they were the least likely to engage in interactional diversity; on campuses where Latinos were the largest non-White group, they exhibited the lowest levels; and so on. This might explain why on the campus of Michigan State University, Black students were the least likely students of color to interact across race lines.

Among all racial groups in the study, Mixed Race students were the most likely to engage in interactional diversity. This information is a new contribution to the literature

because multiracial participants are typically not included in the analysis. One possible explanation for this finding is that Mixed Race persons, in general, have higher rates of interactional diversity than other racial groups. By their very nature, multiracial individuals have been forced to navigate within and across racial groups throughout their lives. Challenges and questions are likely to surface from within their own families, from their peers and teachers throughout their education, and from the public at large (Kerwin, Ponterotto, Jackson, and Harris 1993; Stephan 1992; Tatum 1997). In addition, multiracial children tend to be more culturally sensitive than other racial/ethnic groups which may also contribute to their increased willingness to develop meaningful and sustained relationships with peers of a different racial background than their own (Kerwin, Ponterotto, Jackson, and Harris 1993). Another possible explanation is that Mixed Race students comprise a small proportion of the student body on the campus of Michigan State University. Although university records do not currently have information on the number of students that identify as multiracial, it can be assumed that their numbers are lower than African American (9.6%) and Asian American (6.0%) students on campus. As discussed above, their levels of interactional diversity may also be related to their proportionately low numbers on campus.

The relationship between interactional diversity and gender was also considered. Although the bivariate correlations indicated a significant relationship between these variables, the relationship disappeared in the multivariate model when we controlled for the current residence hall and racial environment of the hall.

When we controlled for the classroom experience, the relationship between gender and interactional diversity persisted among White students. White men were

significantly more likely than White women to engage in interactional diversity when the classroom experience is controlled for. This relationship was not found for any of the other racial/ethnic groups. Other research has found inconsistent results for the effects of gender on interactional diversity (Antonio 2001; Cowan 2005; Johnson and Marini 1998; Koehler 2001; McClelland and Linnander 2006; Milem, Umbach, and Liang 2004; Saenz, Ngai, and Hurtado 2007).

Bivariate correlations and multivariate regressions suggested that academic standing was positively and significantly related to interactional diversity. These findings have also been found in other research. Chang, Astin, and Kim (2004) found that levels of interactional diversity tended to increase with academic standing for all racial groups. In the current study, the effects of academic standing were only significantly related to the interactional diversity levels of White and Asian students. These effects were not found for Black, Latino, or Mixed Race students.

The amount of time that students spend socializing was found to be significantly and positively related to interactional diversity in bivariate and multivariate regressions. Saenz, Ngai and Hurtado (2007) found these variables to be significantly related among Latino, Asian, and White students but not among African Americans. In the current study, hours spent socializing was significant for White, Black, and Asian students but not for Latino and Mixed Race students, when we controlled for current residence hall. It was found to be significant for all groups except Latinos when we controlled for the classroom experience.

In the multivariate analysis, students' neighborhood demographics and the demographics of students' junior high and high schools were found to be significantly

related to interactional diversity when we controlled for current residence hall. Subgroup regressions in the current study revealed that the neighborhood demographics were only significant predictors for the interactional diversity levels of White students. Similarly, the racial demographics of students' junior high and high schools was significantly related to interactional diversity when we controlled for the classroom experience. Once again, this relationship proved to be significant only among White students. Previous research has shown that segregation which occurs in educational settings is likely to be replicated throughout the life course (Braddock 1985; Gurin 1999; Milem, Umbach, and Liang 2004). Similarly, Bonilla-Silva (2003) argues that segregation frequently leads to the development of a *White habitus* for many Whites. As a result, Whites' attitudes, perceptions, and feelings towards minorities greatly reduce their likelihood of developing interracial friendships over time. In their analysis of the Diverse Democracy Project, Saenz, Ngai, and Hurtado (2007) found that the pre-college environment was a significant predictor of interactional diversity for Black students but not for Asian, Latino, or White students. The findings from this study suggest the effects of segregation differ substantially between White students and students of color, at least in terms of their desire and willingness to develop friendships across race lines.

Regarding family background, multivariate regressions indicated that mother's education was significantly and positively related to interactional diversity, while family income was significantly and negatively related to interactional diversity, when we controlled for current residence hall. Subgroup regressions indicate that the effects of mother's education are only significant for White students. In contrast, there was no interaction between race and family income. This suggests that once we control for the

current residence hall, the likelihood of a student engaging in interactional diversity diminishes as their family income increases, regardless of the student's racial/ethnic background.

Mother's education was found to significantly increase the likelihood for interactional diversity, and family income was found to significantly reduce the likelihood of interactional diversity, when we controlled for experiences within the classroom. In both cases, subgroup regressions revealed that these variables were only significant for White students. Results from this study related to parents' education are consistent with the literature while those related to family income are not. McClelland and Linnander (2006) found that White students, whose parents were more educated, were more likely to hold positive feelings towards African Americans. In their longitudinal research of students at a mid-Atlantic public research university, Milem, Umbach, and Liang (2004) found that family income was negatively related to interactional diversity among White students.

Bivariate and multivariate regressions suggest students' experiences within the residence hall system directly affect the likelihood that they will engage in meaningful and ongoing contact with residents of a different racial background. The bivariate relationship between the racial composition of the current residence hall and interactional diversity indicated the tendency for students in more racially diverse halls to report higher levels of interactional diversity. For examples, students living in Rather Hall—the most racially diverse hall on campus—had the highest mean score on the Interactional Diversity scale. Residents of Emmons Hall—one of the least racially diverse halls on

campus with a high percentage of first-year students—exhibited the lowest mean score on this scale.

There are two primary exceptions to this trend to consider. The first appeared in halls where Living-Learning programs were located. Students participating in these programs spend far more time together, both formally and informally, than other students on campus. Consistent with the organizational literature on friendship, the effects of tracking on student friendships, and research on interracial friendships, students living in these halls report higher levels of interactional diversity despite the lower levels of racial diversity within the halls (Antonio 2004; Feldman 1981; Kubitschek and Hallinan 1998; Moody 2001).

The second discrepancy occurred in Hubbard Hall. If there was a direct relationship between the racial composition of the residence hall and the interactional diversity of its residents, we would expect that Hubbard Hall, the second most racially diverse hall on the campus of Michigan State University, would have higher rates of interaction than most other halls. However, this is not the case. The most likely explanation for this finding relates to the critical mass of Black students in Hubbard Hall (Cowan 2005). Sigelman et al. (1996) found that casual contact and close friendships among Whites and Blacks increased as the percentage of Black residents in a residential neighborhood increased. However, as the ratio of Black residents approached 50 percent, White residents became increasingly uncomfortable with their environment. Similarly, Tyson (2004) found that students of color were significantly less likely to have interracial friendships as the percentage of non-White residents in their residence hall increased. Although Black residents only comprise 31 percent of Hubbard Hall's total population,

48 percent of Hubbard Hall residents are students of color. Furthermore, Hubbard Hall is quite large compared to most of the other residence halls on campus with 1,055 residents. At the time of this study, approximately one-quarter of the Black population residing on campus lived in Hubbard Hall. In this situation, the need for Black students to interact across race lines is reduced while the potential for perceived threat on the part of White students is increased.

The current residence hall continued to significantly and negatively affect the interactional diversity scale in the multivariate analysis. Subgroup regressions revealed that the racial composition of the residence hall is only significantly related to the interactional diversity levels of White students. The residence halls with the greatest percentage of White residents replicate the *White habitus* that Bonilla-Silva warns against and, as a result, White students living in these halls are significantly less likely to engage in interactional diversity (2001; 2003).

Multivariate regressions suggest that students' perceptions of the Overall Racial Environment of their current residence halls significantly affect their levels of interactional diversity. This scale includes the frequency with which students perceive and/or participate in conflicts within the hall related to racial/ethnic differences, the extent to which students feel emotionally and physically safe in their residence hall, the likelihood that they would recommend their current hall to friends of their same racial background, the likelihood that they would live in the same hall the following year, how easy it was for them to make friends with residents in the hall, and their comfort level with the racial composition of the hall. Subgroup regressions revealed that this scale was only significant for White, Black, and Asian students. For these students, the more

positively they viewed the current residence hall, the more likely they were to engage in interactional diversity.

Research consistently finds that Whites are less likely to perceive incidents of discrimination than non-Whites. The majority of Whites today believe that African Americans are doing as well or better than they actually are in terms of jobs, income, education, and access to health care (Cashin 2004). Furthermore, while the majority of Whites concede that incidents of discrimination may still occur, most feel that Blacks no longer face serious institutional discrimination (Bobo 2001; Feagin 2000; Feagin and O'Brien 2003; Rubin 1994; Schuman and Steeh 1996).

Similar attitudes have been found on college on predominantly White university campuses where White students are less likely to perceive racial tension than students of color (Ancis, Sedlacek, and Mohr 2000; Chavous 2005; Hughes, Anderson, Cannon, Perez, and Moore 1998; Hurtado 1992; Nora and Cabrera 1996). Koehler (2001) found that Black students were more tolerant of the racial composition of their residence halls than White students. This difference is consistent with the broader housing literature (Bobo 2001; Cashin 2004; Schuman and Steeh 1996). Koehler (2001) also found a positive relationship between interactional diversity and students' desire to live in a racially diverse residence hall, regardless of the student's race. Previous research has found that White and Black students are more likely to have interracial friendships if they perceive such friendships as normative on campus (Chavous 2005). Students that perceive racial tension on campus are less likely to engage in interactional diversity (Saenz, Ngai, and Hurtado 2007). Research also suggests that perceived racial conflict in the residence hall leads to a decrease in interaction across race lines as well as a decrease

in students' comfort (Johnson-Durgans 1994). The current findings suggest that White, Black, and Asian students are especially susceptible to the effects of the residence hall environment.

Bivariate and multivariate regressions indicated that the first-year roommate plays a significant role in the likelihood that students will engage in meaningful and ongoing contact with peers from different racial backgrounds. Previous studies have shown first-year roommates positively affect interracial friendships although the strength of this relationship has been inconsistent (McClelland and Linnander 2006; Tyson 2004; Van Laar, Levin, Sinclair, and Sidanius 2005).

In the current study, subgroup regressions reveal that the effects of the first-year roommate vary across racial groups. Among White and Asian students, those that were randomly assigned a first-year roommate, regardless of race, and those that requested their first-year roommate, and whose roommate is of a different racial background than themselves, were significantly more likely to engage in interactional diversity than those who requested a first-year roommate that shares their same racial background. Among Black students, only those students who were randomly assigned a roommate of a different racial background were significantly more likely to engage in interactional diversity. Among Latino students, having a first-year roommate of a different racial background—whether that roommate had been requested or randomly assigned—significantly increased the likelihood that they would engage in interactional diversity. Finally, among Mixed Race students, only those students who had requested their first-year roommate, and whose roommate is of a different racial background—were significantly more likely to engage in interactional diversity.

The last independent variable to consider is the effects of the Classroom Experience scale on students' levels of interactional diversity. The Classroom Experience scale measures the extent to which students' values and beliefs have been challenged in classes, the extent to which their understanding of students different from themselves has been broadened, the extent to which their views have been changed through conversations with peers of a different racial/ethnic background in their classes, the frequency with which they have conversations with peers of a different racial/ethnic background in their classes, and the frequency with which they sit next to students of a different racial/ethnic background in their classes. The bivariate and multivariate analyses indicated that the experiences which students have in the classroom significantly predict the likelihood that they will engage in interactional diversity outside of the classroom. Subgroup regressions reveal the Classroom Experience significantly affects the interactional diversity levels of all racial groups.

In the following section, I will address the implications of these findings.

Implications

The findings from this study point to three key implications. First, the levels of interactional diversity differ significantly between racial groups. While this finding in itself is not unique, the specific details related to this issue make a meaningful contribution to the literature. White students were the least likely to report engaging in the activities outlined in the Interactional Diversity scale. It is important to reiterate that levels of interactional diversity among White students may not be entirely reflective of White racial attitudes. Part of interactional diversity is opportunity, and if White students are not given the opportunity to come into frequent contact with students of color, the

likelihood that they will engage in these activities diminishes. At an institution like Michigan State University, where Whites comprise three-fourths of the student body, interactional diversity is largely optional for White students; whereas for students of color, interacting with peers of a different racial background is a part of their day-to-day experience.

With that in mind, the levels of interactional diversity among White students were more easily influenced than any other students. Every independent variable considered in this study significantly affected the likelihood of interactional diversity among White students. What this suggests is that if White students are not exposed to racial diversity prior to attending college, they are significantly less likely to take advantage of that diversity once they reach college. Additionally, if White students are not consistently exposed to racial diversity on the college campus, either through the racial background of their roommate, the racial composition of their residence hall, or in the classroom setting, they are far less likely to seek out interracial relationships on their own.

Among students of color, Black students were the least likely to engage in interactional diversity. Research on the interactional diversity on non-White students varies in its findings. It may be that the proportion of Black students on the campus of Michigan State University is large enough to reach a critical mass, reducing their likelihood to regularly interact with students of a different racial background.

In the current study, Mixed Race students were the most likely to engage in interactional diversity. This finding is a new contribution to the literature which has largely excluded this population of students. There a number of possible explanations for this finding related to the multiple identities of mixed-race individuals. Additionally,

because Mixed Race students comprise a small percentage of the student body at Michigan State University, their higher levels of interactional diversity may be a function of their numerical status.

The second key finding from this study is that levels of interactional diversity are significantly affected by first-year roommates for all students. Students who request their first-year roommate, and whose roommate is of their same racial background, are significantly less likely than other students to engage in interactional diversity. This is especially true for White and Asian students. The vast majority of colleges and universities allow their students to request their first-year roommate. Particularly on a large campus, such as Michigan State University, having a familiar face in the dorm room can substantially reduce students' feelings of alienation and isolation. It is unlikely that this housing policy will change. However, at public institutions, where the majority of students come from within the state, it is important to consider students' exposure to racial diversity prior to attending college. The state of Michigan, for example, is the most segregated in the country. The likelihood that students will have attended a racially diverse high school is, therefore, significantly lower than for students from any other state. It follows, then, that students will also be less likely to request a first-year roommate who is not of their same racial background. If campus housing policies continue to allow students to request their first-year roommate (and there is good reason to continue allowing students to do so), administrators should be mindful that this policy could substantially reduce students' likelihood to engage in interactional diversity. As a result, increased efforts should be made to regularly bring students from different backgrounds together in other ways.

The third and, in this researcher's opinion, most encouraging finding from this study is that the classroom is a critical component of the interactional diversity puzzle. Previous research has shown the importance of exposing students to a diversified curricula and providing them with opportunities to interact with peers who are different from themselves. The current study confirms that the effects of these courses are cumulative. The Classroom Experience scale—which takes into account both curriculum and pedagogy–proved to be a significant predictor of interactional diversity for all students. The analyses indicate that the more often students are exposed to these types of courses the more likely they will be to engage in interactional diversity *outside* of the classroom, regardless of their racial or ethnic background. While it is certainly important to encourage students to enroll in courses which focus on issues of diversity and inequality, faculty across disciplines should also be encouraged to incorporate an active pedagogy into their courses.

Limitations and Direction for Future Studies

There are several limitations that can arise when conducting survey research, particularly its focus is racial attitudes. First, the data was only collected one time. Research on racial attitudes has shown that longitudinal data is more reliable than cross-sectional data (Pettigrew 1998; Pettigrew and Tropp 2000). Understanding the extent of the relationship between the independent variables and interactional diversity is limited. For example, while there is clearly a significant relationship between the Overall Racial Environment scale and the Classroom Experience scale and the Interactional Diversity scale, cross-sectional data prohibits us from knowing the causal relationship between these variables.

The second limitation to the data is the issue of social desirability bias. Research on racial attitudes and behaviors are typically vulnerable to social desirability bias, especially from White and highly educated respondents (Krysan 2000; Sears 1997). Moreover, research on interracial friendships is fraught with reporting bias (Bonilla-Silva 2003; Smith 2002). While many steps were taken to include a variety of student and campus organizations when promoting this survey, it is possible that some participants continued to perceive the survey in a particular light. As a result, those students who participated in the study may have inflated the extent to which they interact with peers across race lines. Questions that appear in the Interactional Diversity scale are expected to yield a minimum response bias. While students may exaggerate the frequency with which they socialize or party with students of a different racial background, questions that relate to having intellectual discussions and sharing personal feelings are usually answered honestly (Bonilla-Silva 2003). By incorporating all of these single-item questions into a scale, the overall effects of social desirability should be minimized.

The third limitation is the potential for self-selection bias. One of the steps taken to minimize a response error was in sampling the entire population. By employing a nonprobability sample design, the likelihood of nonresponse bias is reduced (Groves 2006). The racial background, gender, class standing, and current hall of the 33 percent of students who participated in this study are very similar to the total on-campus population. Non-Hispanic White students were somewhat more likely to participate in the study than students of color, but this difference was not significant. In terms of basic demographics, the effects of nonresponse are minimal. However, what we do not know is how these students differ in terms of values, beliefs, and prejudice from those students that did not

participate in the study. This could be especially important for students of color. For example, how do the attitudes and experiences of Black students living in Hubbard Hall compare between those who participated in the study and those who did not? Are the levels of interactional diversity for those students even lower than what the data already suggests?

Finally, there is the issue of missing data. There are at least 400 cases missing from each question of the survey and this number increases to more than 700 by the end of the survey. The overall proportion of those who completed the last question, however, is very similar to the proportion that completed the first question. These proportions are also similar to the overall on-campus population, with non-Hispanic Whites and International students somewhat overrepresented and African Americans and Chicano/Latinos slightly underrepresented. The increased drop-out rate does not appear to be related to any particular issue; rather, it seems to be an indication of survey fatigue. Women were somewhat more likely to complete the survey than men. Completion rates based on gender are likely to be related to several issues: survey fatigue, higher rates of survey participation among women more generally, as well as the salience of the topic.

From a methodological perspective, there are a number of important adjustments to make in future studies. First, there are two demographic issues that I intend to change. In the current study, the domestic status of respondents was not considered. On the one hand, less than 4 percent of the participants were identified through university records as International students. Furthermore, Tyson (2004) did not find significant differences in the rate of interracial friendships among first-year college students. On the other hand, there is strong evidence that the experiences and perspectives of immigrants differ

substantially from U.S. born citizens (Ishii-Kuntz 2000; Stepick 1997; Waters 1999). It is a limitation of this study that responses of African students cannot be teased out from those of African Americans, for example, or Chinese students from Asian Americans. Furthermore, it is recommended that the open-ended racial/ethnic question be replaced with a categoric variable. Although the open-ended question is more inclusive, the extensive coding required for this item did not prove methodologically advantageous. In future projects, I intend to include all of the standard Office of Management and Budget categories, as well as other marginalized populations—for example, Jews and Arab Americans—and allow participants to identify with all applicable categories.

The second methodological concern that presented itself in this study was validity. There were several "perceptions" that I attempted to measure using one-item questions on issues related to campus climate, the racial environment on campus, and others. Although the bivariate analysis revealed significant differences for each of these variables, it cannot be assumed that participants interpreted these questions similarly. While the findings discussed here are consistent with much of the literature and certainly contribute to our understanding of race relations on the campus of Michigan State University, they cannot be used to draw any meaningful conclusions. For this reason, no further analyses were conducted on these items. In future projects, it will be necessary to design a series of questions that can be collapsed into issue-specific scales.

Upon reviewing the item-analysis within the Interactional Diversity scale, two topics strike me as worthy of closer inspection. First, among all students, the level of interactional diversity was greatest for socializing and/or partying with students of a different racial background. Students were more likely to engage in this activity than any

other on the scale. What is it about this particular activity that makes students more willing to participate? Related to this, White students were less likely than all other students to engage in every activity within the scale *except* this item. Among students who socialize and/or party across race lines, Black students were the least likely to describe doing so. Why?

Second, of the items within the Interactional Diversity scale, students were least likely to attend events on campus sponsored by racial/ethnic groups different from their own and to have meaningful discussion about racial/ethnic issues with students of a different racial background. In the current study, there is not a "control" scale. In other words, participants were not asked the extent to which they engage in these activities overall. Therefore, it is impossible to know if students are less likely to engage in a particular activity with peers of a different racial background than they would with peers of their same racial background. I intend to include this additional scale in future studies.

At the outset of this project, I hoped to provide insight to these findings from the students themselves. Despite taking steps to encourage student involvement, participation in the focus groups was extremely limited. In order to maximize our understanding of the data, it will be important to continue reaching out to participants. This will most likely require increasing the incentive opportunities available to students (James and Bolstein 1990).

The last significant lesson of this study to consider is the importance of social capital in effectively conducting this research. Although a 33 percent response rate is not especially high compared to surveys of the general public, this rate is consistent with online surveys conducted at large, research-focused, public institutions such as Michigan

State University (Porter and Umbach 2006). These results could not have been achieved without the substantial support of student organizations, the Residence Halls Association, and the diligent recruitment efforts of the MRULE student leaders. At an institution like Michigan State University that is so large, gaining access to the students first requires the support of their peers. Additionally, my ability to conduct this research would have been greatly hindered had I not had the support of several departments at Michigan State University including Student Affairs; Residence Life; Housing; and the Office for Inclusion and Intercultural Initiatives (formerly the Office of Affirmative Action, Compliance, and Monitoring). Their support enabled me to coordinate the data collection process as well as facilitate a more in-depth analysis of the findings. In future research projects, it will be critical to achieve similar connections.

Contributions of the Research

The focus of my dissertation contributes to a variety of fields. First and foremost, it highlights significant issues that campuses nationwide will be forced to consider as their student populations inevitably become more diversified. Results from this dissertation provide insight into a topic that, thus far, few researchers have considered. In fact, this is the first study to explore the relationship between campus housing and student race relations to this extent. As a case study, it also provides direction for future studies to build upon. As the number of studies increases and consider a variety of campus environments, these results will help enable the implementation of sound housing and diversity policies on college campuses. By examining the extent to which students interact across racial lines, the quality of that interaction and the role that residential

segregation plays in shaping both of these issues, this dissertation also helps to shed light on the future of race relations more generally.

APPENDIX A: IPPSR Notification Letter

August 18, 2009

Dear «first»:

I am writing to ask you to participate in *The 2006 MSU Community Survey* that is being conducted with Michigan State University undergraduate students currently living in the residence halls. This study is part of an on-going effort to better understand student relationships and experiences at MSU as they relate to living in the residence halls. The study is being conducted by Jessica Mills, PhD Candidate, and the Multi-Racial Unity Living Experience (MRULE). It has the support of several departments at MSU including Student Affairs, Residence Life, Housing, Affirmative Action, Compliance and Monitoring; as well as the Residence Halls Association.

Every undergraduate student at MSU who is currently living on-campus has been invited to be part of this important project. We will begin data collection on «Date». I will be sending an email to your MSU account on that day which will contain the link to access the web survey and your ID number. The survey will be available on-line for about 10 days for your convenience.

Please accept the enclosed coupons for free and discounted items from East Lansing merchants as a token of our appreciation for completing the survey. **In addition to the enclosed items, if you complete the survey before noon on «Date», we will enter your name into a drawing to win an iPod nano 2GB.**

We will be asking questions about classroom, work, and residence hall experiences, particularly as they relate to interacting with people of different backgrounds. Although this is primarily a dissertation, the results of this study may also be useful to current and prospective MSU students regarding campus life and will be available to the University administration in their efforts to better understand students' perceptions and experiences.

The software being used to collect the data has several security features ensuring that your responses are completely confidential. The database containing participant names will be destroyed upon completion of data collection and no identifying information will ever be part of the data. We will protect your privacy to the maximum extent allowable by law.

Participation in this research is completely voluntary, but greatly appreciated and vital to the overall success of this project. You may choose to not participate, to skip any question that you do not want to answer, and to end your participation at any time.

If you have any questions about this study, please contact the investigator, Jessica Mills, at xxx-xxxx or by email at millsjes@msu.edu. If you have any questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - anonymously, if you wish - Peter Vasilenko, Ph.D.,

Director of the Human Subject Protection Programs at Michigan State University, by phone: (517) 355-2180, fax: (517) 432-4503, email: irb@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI 48824.

Thank you in advance for your valuable cooperation.

Sincerely,

Karen Clark

Karen Clark
Project Manager

APPENDIX B: IPPSR First E-Mail Notification

Dear «Name»:

Last week I sent you an email inviting you to participate in *The 2006 MSU Community Survey*. I would like to again invite you to participate in this important research.

This research is part of an on-going effort to better understand student relationships and experiences as they relate to living in the residence halls. It is important that our research includes opinions from a wide range of MSU students.

Even though participation in this research is completely voluntary, I am hoping you will take 10 minutes in the next couple of days to participate.

To access the on-line questionnaire please click on the following link: «link»

Your logon ID is: «logon ID»

We will enter your name in a drawing for an iPod nano 2GB if you complete the survey by noon on «Date».

If you have any questions about this research or would like a paper copy of the survey to complete, please contact me at 517.353.1764 or by email at: clarkk@msu.edu.

Thank you!

Karen Clark
Project Manager
Office for Survey Research
Michigan State University

APPENDIX C: IPPSR Second E-Mail Notification

Dear «Name»:

Before I end data collection on the *2006 MSU Community Survey* on «Date» at 12:00 pm, I wanted to give you a final opportunity to participate in this important research and to be placed in the drawing for the nano iPod 2GB.

This study is part of an ongoing effort to better understand student relationships and experiences at MSU as they relate to living in the residence halls.

To participate, please click on the following link: «Link»

Your logon ID is: «Logon ID»

Thank you!

Karen Clark
Project Manager
Office for Survey Research

The 2006 MSU Community Survey

This survey is being conducted by Jessica Mills, PhD Candidate, and the Multi-Racial Unity Living Experience (MRULE). This survey has the support of several departments at Michigan State University including Student Affairs, Residence Life, Housing, the Office of Affirmative Action, Compliance, and Monitoring as well as MRULE (Multi-Racial Unity Living Experience) and the Residence Halls Association (RHA).

We are interested in assessing your experiences and perceptions in living, classroom and work environments particularly as they relate to interacting with people of different backgrounds.

The survey will take approximately 10 minutes of your time to complete. After you complete each section, click the "next" button and proceed to the following section. All of your responses will be kept strictly confidential and your privacy will be protected to the maximum extent allowable by law.

If you have any questions about the research, please contact Jessica Mills at millsjes@msu.edu. If you have any technical problems with the survey or would prefer a paper copy to complete, please contact Karen Clark at clarkk@msu.edu.

I indicate my voluntary consent to participate in this research.

Yes
No

Section A: Current Classroom Experience

1. For this section, please think about your daily experiences that occur **outside** of your residence hall. For each of the following, please indicate how often you have experienced each **in your classes** at MSU -- never, occasionally, often, or very often.

	Never	Occasionally	Often	Very Often
The majority of students in my classes are of my same racial background.				
I have experiences in my classes that challenge my values/beliefs.				
I have experiences in my classes which broaden my understanding of students different from myself.				
My views have been changed because of conversations with students of different racial/ethnic backgrounds than myself in my classes.				
I have conversations with students of a different racial background than myself in my classes.				
I sit next to students of a different racial background than myself in my classes.				

Section B: Current Work Experience

2. Have you been employed at any time during **this** academic year?

Yes
No

3. The next set of statements refers to experiences that you might have in a work environment. For each, please indicate how often you have experienced each at your job -- never, occasionally, often, or very often.

	Never	Occasionally	Often	Very Often
I work with people at my job of my same racial background.				
I have experiences at work that challenge my values/beliefs.				
I have experiences at work which broaden my understanding of people different from myself.				
My views have changed because of conversations with people of different racial/ethnic backgrounds than myself at work.				
I have had conflicts with an employee or customer at work that I believe are based on the difference in our race/ethnicity.				
There are conflicts with people at work related to racial/ethnic differences.				
Employees talk directly to one another about racial/ethnic issues of conflict.				
I have conversations with people of a different racial background than myself at work.				
I socialize outside of work with co-workers of different racial backgrounds than myself.				

Section C: Current Residential Experience

4. Now, please think about the experiences you have had in your **current residence hall.**

For each of the following examples, please indicate how often each occurs in your **current residence hall** -- never, occasionally, often, or very often.

	Never	Occasionally	Often	Very Often
There are conflicts between **groups** on my floor and/or in my residence hall related to racial/ethnic differences.				
There are conflicts between **individuals** on my floor and/or in my residence hall related to racial/ethnic differences.				
Residents talk directly to one another about racial/ethnic issues of conflict in my residence hall.				
I dine or share meals with students of a different racial background than myself.				
I visit with residents of a different racial background than myself **in my room.**				
I visit with residents of a different racial background than myself **in their room.**				
I have had conflicts with someone on my floor and/or in my residence hall that I believe are based on the difference in our race/ethnicity.				

5. For the next set of questions, please indicate how accurately each statement reflects your experience in your **current residence hall**.

Please indicate how strongly you agree or disagree with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel emotionally safe in my residence hall.				
I feel physically safe in my residence hall.				
I would recommend this residence hall to my friends of the same racial background as myself.				
If I were to live on campus next year, I would want to live in the same residence hall.				
It has been easy to make friends in my current residence hall.				
I feel that my choice of residence hall is strongly influenced by my peers of my same racial background.				
I am comfortable with the racial composition of my residence hall.				

6. Within your residence hall, how many students do you think are of your same racial background?

None or very few
Many, but less than half
About half
More than half
Most or all

7. Are you required to live in your current residence hall due to your participation in a Living-Learning program such as Lyman Briggs, RISE, ROSES, or James Madison?

Yes
No

8. Did you request to live in your current residence hall?

Yes
No

9. Which of the following factors influenced your choice of residence hall?

	Yes	No
I already knew students who lived here.		
I lived here last year.		
Located close to my classes or other campus events.		
For the amenities/services offered (e.g., cafeteria, computer lab, exercise facilities).		
A desire to live with other students of my same racial background.		
A desire to live with students of racial backgrounds different than my own.		
A preference to live in a diverse environment.		

Section D: Overall Experiences at MSU

10. Next, please think about your experiences **both at MSU and within your current residence hall**. Please indicate how often each of the following occurs -- never, occasionally, often, or very often.

	Never	Occasionally	Often	Very Often
I have meaningful and honest discussions about race and ethnic relations with students from racial backgrounds different than my own **outside** of class.				
I share personal feelings and problems with students of a different racial background than myself.				
I study or prepare for class with students of a different racial background than myself.				
I socialize or party with students of a different racial background than myself.				
I have intellectual discussions with students of a different racial background than myself **outside** of class.				
I attend events with students of a different racial background than myself.				
I attend events sponsored by other racial/ethnic groups that differ from my own racial/ethnic background.				

11. Still thinking about your experiences **both at MSU and within your residence hall**, please indicate how strongly you agree or disagree with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel connected to a formal or informal group of other students. *(Examples of formal or informal groups include fraternities, sororities, intramural sports teams, or student organizations).*				
I have broadened the diversity (e.g., race, sexual orientation, background, religious, culture, etc.,) of my immediate circle of friends.				
I have become more aware of my personal prejudices and stereotypes towards others.				
There is racial tension on campus.				

12. In your opinion, would you say that the **current racial climate** on campus is poor, fair, good, or excellent?

Excellent
Good
Fair
Poor

Section E: Issues of Prejudice and Discrimination

13. Below is a list of examples in which you may have experienced discrimination.

For each of the following situations, please indicate whether you have **ever** experienced discrimination, have been prevented from doing something, or have been hassled or made to feel inferior **because of your race.**

	Yes	No
Getting a job?		
At work?		
From your family?		
Getting medical care?		
Shopping at a store?		
From the police?		
From teachers or professors?		
From an employer or your boss?		
From a peer?		
From a stranger?		
From a neighbor?		

14. Have you ever been . . .

	Yes	No
Accused or suspected of doing something wrong because of your race?		
Called racist names by someone?		
Made fun of or harmed because of your race?		

Section F: Demographics

15. Are you . . .

Male
Female

16. What is your age as of your last birthday?

years

17. What is your race/ethnicity?

18. What is your current academic standing?

Freshman
Sophomore
Junior
Senior

19. What is your current GPA?

4.0
3.9-3.5
3.4-3.0
2.9-2.5
2.5-2.0
1.9-1.5
Below 1.5

20. In what residence hall do you currently live?

21. How many semesters have you lived in your current residence hall?

22. On average, how many hours per week do you spend socializing and/or partying?

0 hours
1-5 hours
6-10 hours
11-15 hours
16-20 hours
More than 20 hours

23. In your first year at MSU, did you request a specific roommate?

Yes
No

24. In your first year at MSU, was your roommate of a different racial background than yourself?

Yes
No

25. Is this your first year at MSU?

Yes
No

26. Did you request your current roommate?

Yes
No

27. Is your current roommate of a different racial background than yourself?

Yes
No

28. What was the racial composition of . . .

	All or nearly all students of color	More students of color than White students	Evenly divided between White students and students of color	More White students than students of color	All or nearly all White students
The neighborhood where you grew up?					
Your elementary school?					
Your junior high and high school?					

29. **Prior** to coming to MSU, what was the racial composition of your closest friends?

All or nearly all students of color
More students of color than White students
Evenly divided between White students and students of color
More White students than students of color
All or nearly all White students

30. **Since** coming to MSU, what is the racial composition of your closest friends?

All or nearly all students of color
More students of color than White students
Evenly divided between White students and students of color
More White students than students of color
All or nearly all White students

31. What is the highest education level your **father** completed?

Did not complete high school
High school graduate or equivalent
Some college
Associate's degree
College graduate
Post-graduate/Professional degree (e.g., JD, MD, MA, MS, PhD)
Not sure

32. What is the highest educational level your **mother** completed?

Did not complete high school
High school graduate or equivalent
Some college
Associate's degree
College graduate
Post-graduate/Professional degree (e.g., JD, MD, MA, MS, PhD)
Not sure

33. What is your best estimate of your family's annual income?

Less than $20,000
$20,000 to $ $39,999
$40,000 to $59,999
$60,000 - $79,999
$80,000 - $99,999
$100,000 - $119,999
Over $120,000

We are planning to conduct several focus groups to further address the issues that are raised in this survey. If you are interested in participating in a focus group **next** semester, please click on the link below.

Yes
No

Thank you for your interest in participating in a focus group regarding how race and ethnicity affect your decisions and experiences at MSU.

1. Please provide the following information so that we may be in touch with you at a later date.

Email address:

First Name:

2. If it is possible to arrange, would you prefer to participate in a focus group with students that share
your same racial background?

Yes
No

3. Which **one** of the following racial backgrounds do you identify with most closely?

Non-Hispanic White
African American
Arab American
Asian American
Latino/Chicano
Native American
Mixed Raced/Multiracial
International/Non-U.S. student

4. Focus groups will be conducted on-campus during the Spring Semester (late January/early February). In order to help us schedule the focus group meetings, please choose **four (4)** of the following meeting times based on your preference and availability.

1st Choice

2nd Choice

3rd Choice

4th Choice

Thank you very much for completing the 2006 MSU Community Survey!


divided
campus?
MAKE HISTORY
MAKE YOUR VOICE HEARD
MSU Community Survey
Join us in taking the
Online Survey
Don't Miss Out

APPENDIX F: MSU Community Focus Group Questions

1. What is your impression of the racial climate on campus? Explain.

2. Do you think there is any racial tension on campus? Explain.

3. Do you think housing assignment plays a role in students' relationships with peers of different racial/ethnic backgrounds? Explain.

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