

# Student Cultural Assessment

## Executive Summary

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**Wright State Overall:** Perception of Wright State's environment, including its treatment of diverse students' viewpoints:

### **Key Positives:**

Overall, students are satisfied with Wright State University. Most students feel that the university has a welcoming environment and that students at Wright State are generally treated with respect and diverse viewpoints are valued.

### **Opportunities:**

Overall, those students in traditionally underrepresented groups and non-traditional students have more concerns than others. After the freshman year, African Americans, especially, have significantly more concerns regarding Wright State's overall environment.

**Academic Support:** Perception of whether or not students receive the academic support they need to be successful in the classroom.

### **Key Positives:**

Generally, students feel they have sufficient academic support to succeed academically

### **Opportunities:**

Higher percentages of non-whites or People of Color (POC) feel that they do not have sufficient academic support. After the freshman year, the percent of African Americans concerned about this issue increases significantly. Disabled students also express some concern in this area.

**Personal Interaction and Treatment:** Perception of a student's relationships with his/her professors and other students.

### **Key Positives:**

Overall, students are satisfied with their treatment by both students and faculty and feel that their contributions in the classroom are valued.

### **Opportunities:**

Transgender students responding to the survey feel much less respected by students both inside and outside the classroom. POC and Muslims have concerns, especially regarding their treatment by professors and their contributions in the classroom. There are concerns across the student body regarding incidents of harassment and discrimination.

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**Personal D&I Capability:** Knowledge, Skills and Self-Awareness Regarding diversity and inclusion (D&I).

### **Key Positives:**

Most students report that they personally make conscious efforts to build relationships with diverse students and are skillful at effectively communicating with diverse students. Most are interested in increasing their knowledge and skills in D&I.

### **Opportunities:**

In general, there are significant differences in students' perceptions of diversity and inclusion especially across different ethnic groups. A significant number of students reported concerns about discrimination and harassment at Wright State. Very few students are aware of their own personal biases. This lack of awareness may make their perceptions of their own communication and relationship skills an issue.

### **Significant Variances between Demographic Groups:**

**Ethnicity:** Among students, there are significant variances by ethnicity on almost every question on the survey.

**POC:** People of Color report a lower satisfaction rate with the university overall. They are less likely to report that Wright State has an inclusive environment. They have more concerns about discrimination and harassment as well as fair and respectful treatment in the classroom. They are less likely to feel that their contributions are valued and have a higher rate of concern about academic support.

**African Americans:** Compared to POC students in general, African American students report a lower satisfaction rate with Wright State, especially after their freshman year. They tend to report a less welcoming and inclusive environment, and indicate that the university has issues related to discrimination and harassment. African Americans, especially men, have more concerns related to being valued, supported academically, respected and treated fairly.

**White Students:** White students are more likely to socialize primarily with others in their own social background and are less likely to make a conscious effort to build relationships with diverse students. They tend to report less confidence in their skills in communicating with diverse students.

**Asians:** A lower percentage of Asian students report confidence in communicating with students from diverse cultural backgrounds.

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**Age/Time at Wright State:** Freshmen and younger students typically are significantly more satisfied with Wright State overall and its commitment to diversity and inclusion. However, younger and newer students are less confident in their skills in interacting with those outside their own cultural background.

**Class:** Freshmen and doctoral students typically view Wright State as having a more welcoming, respectful and fair environment. Doctoral and other graduate students are more likely to report making efforts to build relationships with diverse students, socialize outside of their own cultural background and feel more skilled in communicating with diverse students.

**Religion:** Usually there were few differences in the views expressed in the survey between Christians and non-Christians. However, Christian students are more likely to feel harassed or discriminated against at Wright State than non-Christians. Also, students who designated affiliation with some religions that have small representation on campus, such as Muslims and Buddhists, tended to have a higher rate of concern about fair treatment, academic support and the university's commitment to diversity.

**Gender:** Female students tend to feel more satisfied with Wright State overall. More often women report making a conscious effort to build relationships with diverse students and more frequently indicated interest in increasing their diversity knowledge than men. Transgender students are significantly less satisfied with the university overall and have significant concerns about fair and respectful treatment, discrimination and harassment.

**Sexual Orientation:** Usually there were few differences in the satisfaction rates or views expressed in the survey between heterosexual and GLBTQA students. However, GLBTQA students were more likely to report observing or personally experiencing harassment or discrimination at Wright State. They also tended to express more interest in increasing their knowledge about diversity.

**Disability:** Overall, there were few differences in the survey responses between disabled students and others. Students who identified themselves as disabled were more likely to report concerns about receiving sufficient academic support. They were also more likely to report personal or observed incidents of discrimination or harassment.

**Full/Part Time:** There are very few significant differences in the views of full-time and part-time students regarding the survey questions. Part-time students reported a higher likelihood of socializing outside of their own cultural backgrounds. They are also less likely to report personal or observed incidents of harassment and discrimination than full-time students.