Educational Benchmarking Inc. Climate Assessment
Spring 2008 - Fall 2011 Comparison: St. John's University

St. John's University participated in Educational Benchmarking Inc.'s (EBI) Climate Assessment survey for the second time in fall 2011. Including our institution, there were 19 participating schools. Because an assessment that includes all participating institutions will not be made available to us until summer 2012, this assessment only compares data from St. John's 2008 EBI survey to St. John's 2011 EBI survey. The survey was sent to a random sample of 5,000 St. John's students (3,870 undergraduate, 1,130 graduate), and 937 students completed the survey (725 undergraduate, 212 graduate).

EBI highlighted eight top priorities in their main report for St. John's based on the impact of these factors on the overall satisfaction of the students surveyed. Impact is determined by the regression value, measuring the percentage that a factor accounts for the variation of scoring in overall satisfaction. The mean scores are calculated from responses with assigned values from 1 (lowest performance) to 7 (highest performance).

Top Predictors

		Impact on Overall Satisfaction		St. John's	
		2008	2011	2008	2011
	Overall Evaluation of Institution			**5.19**	**5.33**
1	Academic Achievement and Personal Development	10%	13%	5.29	5.29
2	Classroom Environment: Inclusive Environment	11%	8%	5.30	5.47
3	Peer Relationships	6%	6%	5.33	5.20
4	Equal Treatment	N/A	6%	5.10	5.57
5	Diversity Programs and Policies: Special Consideration for Minorities	5%	5%	*4.33*	*4.38*
6	Diversity Experiences Impacted: Learning and Development	12%	5%	5.16	5.25
7	Expressions of Insensitivity and Prejudice: Students	N/A	4%	4.38	5.35
8	Prior Experience with Diversity: Race/Ethnicity	N/A	4%	4.49	4.40

Table 1

Highlights

Summary of Predictors

Academic Achievement and Personal Development

The mean score for this factor remained the same from 2008 to 2011 (5.29) and there were only slight differences in the mean scores for each question.

Classroom Environment: Inclusive Environment

Since 2008, the mean score for this predictor has increased from 5.30 to 5.47, which suggests that students are slightly more satisfied with how inclusive their classroom environment is in 2011 than in 2008.

Peer Relationships

The mean score for this predictor decreased from 5.33 to 5.21, which suggests that students are slightly less satisfied with peer relationships in 2011 than in 2008.

Equal Treatment

The mean score for this predictor increased from 5.10 to 5.57, which means that students perceive a greater amount of equal treatment on campus in 2011 than in 2008.

Diversity Programs and Policies: Special Consideration for Minorities

Since 2008, the mean score for this predictor increased from 4.33 to 4.38, which indicates that students are slightly more supportive of special consideration for minorities in 2011 than in 2008.

Diversity Experiences Impacted: Learning and Development

Since 2008, the mean score for this predictor increased slightly from 5.16 to 5.25, which suggests that students' experiences with diversity have a slightly greater impact on their learning and development in 2011 than in 2008.

Expressions of Insensitivity and Prejudice: Students

The mean score for this predictor increased almost a full point from 4.38 to 5.35, which implies that students are hearing less insensitive and disparaging remarks at St. John's in 2011 than in 2008.

Prior Experience with Diversity: Race/Ethnicity

The mean score for this factor decreased from 4.49 to 4.40, which suggests that students have slightly more prior experience with diversity in 2011 than in 2008.

Summary of Harassment

Among respondents to the survey, 7% reported having felt harassed while at St. John's, a decrease from the 12% reported in 2008. These students had a significantly lower mean (4.40) in overall satisfaction than those students who did not report harassment (5.40).

Summary of Additional Questions

Another section devoted to questions written by St. John's specifically for our students appears below in this report. There were six such questions, four of which were related to diversity. In response to these four questions, there was a significant difference between the responses of Black students versus White students, with Black students generally agreeing the most and White students agreeing the least.

Summary of Open-Ended Questions

Besides our institution-based questions, the last three questions on the survey were all open-ended, asking about diversity and campus environment. Although these responses have not been analyzed by race and ethnicity, race was a recurring theme in response to all three questions. Clubs and organizations were also frequently cited as having had the greatest positive or negative impact and also as an area to improve. Often race and student activities were mentioned together, so our students clearly conceive of the two as going hand in hand.

The mean scores in the following tables are sorted from highest score to lowest score.

Results of the Survey

Academic Achievement and Personal Development

The top predictor encompassed the extent to which the educational experience at St. John's University enabled students to achieve academically and develop individually. Figure 1 compares St. John's overall mean scores for this factor for 2008 and 2011:
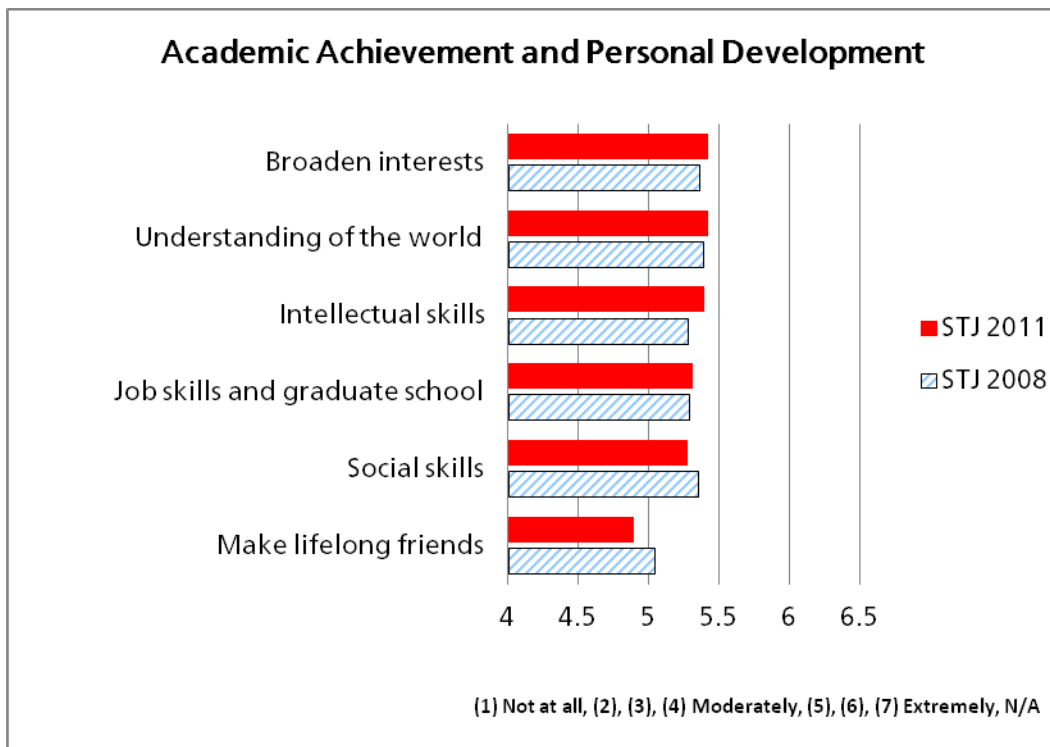

Academic Achievement and Personal Development

Broaden interests | Understanding of the world | Intellectual skills | Job skills and graduate school | Social skills | Make lifelong friends

■STJ 2011
☐STJ 2008

4   4.5   5   5.5   6   6.5

(1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, N/A

Figure 1

In 2011, this factor was the top predictor and it contributed to 13% of total impact on overall satisfaction, whereas in 2008 this factor was the third predictor and contributed to 10% of the total impact. The mean score for this factor remained the same from 2008 to 2011 (5.29) and there were only slight differences in mean scores for each question. Questions asked in this factor are shown in Figure 1 and indicate that students continued to feel most satisfied with how St. John's University allows them to broaden their horizons and understand the world. The one question where students appeared to be less satisfied was in their ability to make lifelong friends. A breakdown by race/ethnicity (see Table 2 in the Appendix) shows changes in the makeup of the mean score. The mean scores shown in Table 2 indicate that White students were generally most satisfied with their perceived achievement and development in 2011, while Asian students continued to be less satisfied. The most noticeable difference, when compared to 2008, is that the mean scores for Black students decreased overall and unexpectedly in 2011. Nevertheless, many students credited

campus activities for contributing to their growth academically and socially. For example, one student wrote that Greek life turned him/her "into a student leader and has brought me some of my closest friends." Other students credited studying abroad, service learning and the Discover New York course for helping them broaden their horizons.

Classroom Environment: Inclusive Environment

The second predictor evaluated the degree to which students felt that their classrooms provided an inclusive environment. Figure 2 compares St. John's overall mean scores for this factor for 2008 and 2011:
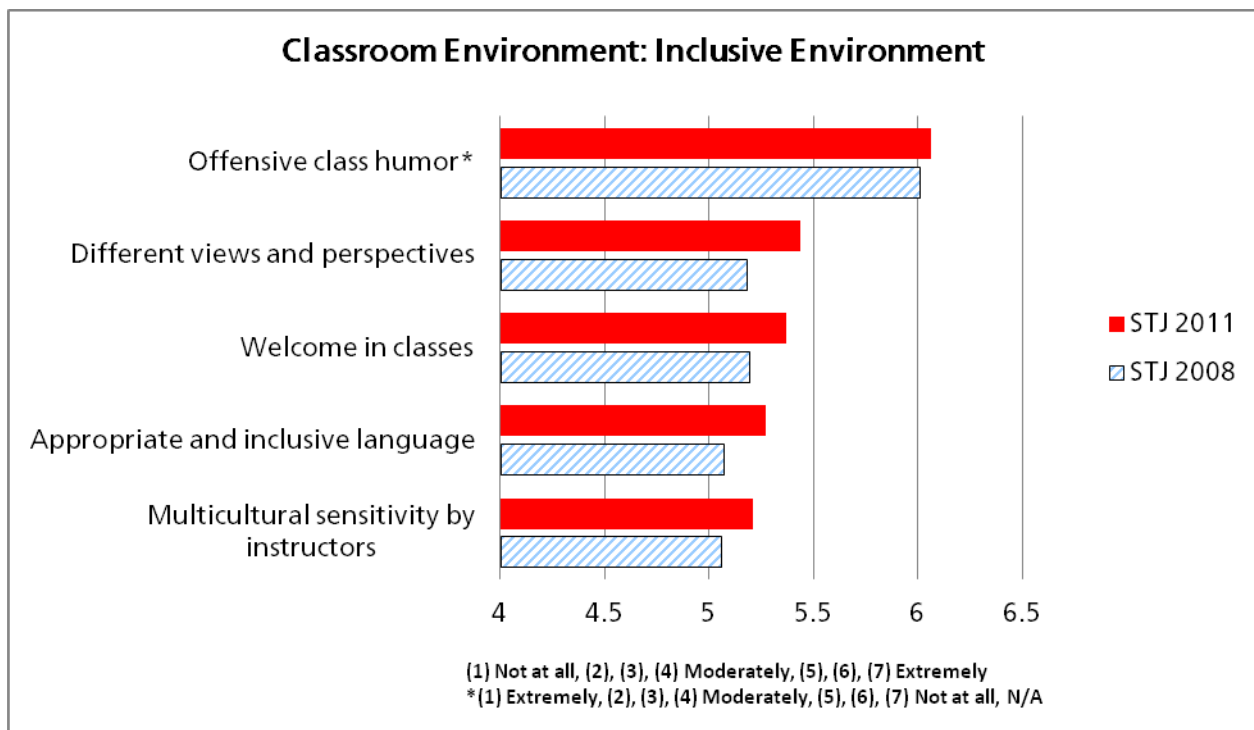
Classroom Environment: Inclusive Environment

Categories (top to bottom): Offensive class humor*, Different views and perspectives, Welcome in classes, Appropriate and inclusive language, Multicultural sensitivity by instructors

Legend: STJ 2011, STJ 2008

X-axis: 4, 4.5, 5, 5.5, 6, 6.5

(1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely
*(1) Extremely, (2), (3), (4) Moderately, (5), (6), (7) Not at all, N/A

Figure 2

In 2011, this factor was once again the second predictor and contributed to 8% of the total impact on overall satisfaction, while in 2008 it contributed to 11% of total impact. Since 2008, the mean score for this predictor has increased from 5.30 to 5.47, which suggests that students are slightly more satisfied with how inclusive their classroom environment is in 2011 than in 2008. Questions asked in this factor are shown in Figure 2 and indicate that students are most satisfied with the fact that different views and perspectives are encouraged in the classroom and less satisfied with how their instructors model multicultural sensitivity in the classroom. The mean scores provided in Table 3 of the Appendix show that White and Hispanic students are most satisfied with the inclusive environment of their classrooms and that Asian students continue to be less satisfied with

the inclusivity of their classroom environment even though their low mean scores have slightly increased from 2008 to 2011. Still, many students listed "classroom interaction" as one of the experiences that has had the greatest positive impact on them with regards to diversity. For example, one student wrote, "The fact that I walk into the classroom with people of all different backgrounds is wonderful. Diversity in backgrounds leads to diversity in opinions which has made my educational experience excellent."

Peer Relationships

The third predictor evaluated how students felt about peer relationships on campus. Figure 3 compares St. John's overall mean scores for this factor for 2008 and 2011:
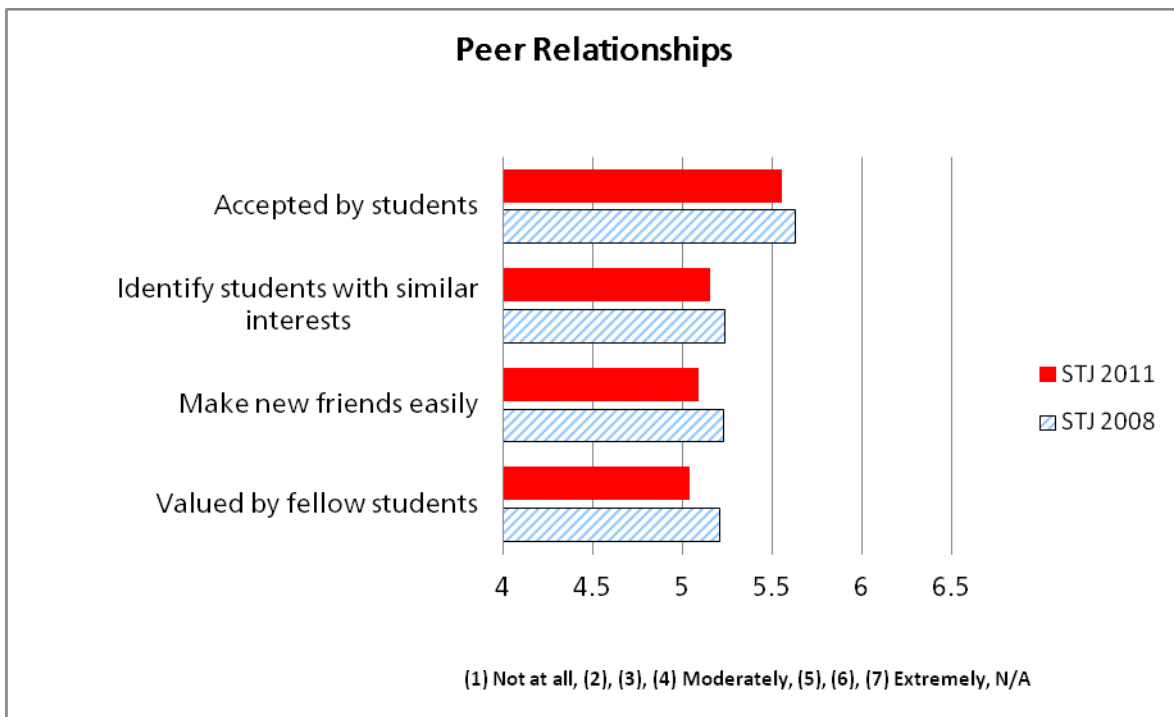
Peer Relationships

STJ 2011
STJ 2008

(1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, N/A

Figure 3

In both 2008 and 2011, this factor contributed to 6% of the total impact on overall satisfaction but the mean score for this predictor decreased from 5.33 to 5.21, which suggests that students are less satisfied with peer relationships in 2011 than in 2008. Questions asked in this factor are shown in Figure 3 and indicate that students feel most satisfied by how much they are accepted by their peers and less satisfied by how much they are valued by their peers. In 2011, White students were the most satisfied with their peer relationships (even though their 2011 mean scores were lower than their 2008 mean scores), and Black students were less satisfied with their peer relationships, whereas in 2008 they were the most satisfied (see Table 4 in the Appendix). Various students mentioned

how race/ethnicity-based cliques make it harder to become friends with certain groups of people. Several students pointed out that campus activities and classroom interaction have made it easier to learn about the different cultures of their classmates, but that the campus still remains a separated environment because "everyone seems to naturally segregate outside of the classroom."

Equal Treatment

The fourth predictor evaluated the degree to which students felt that they were treated equally on campus. Figure 4 compares St. John's overall mean scores for this factor for 2008 and 2011:

Equal Treatment

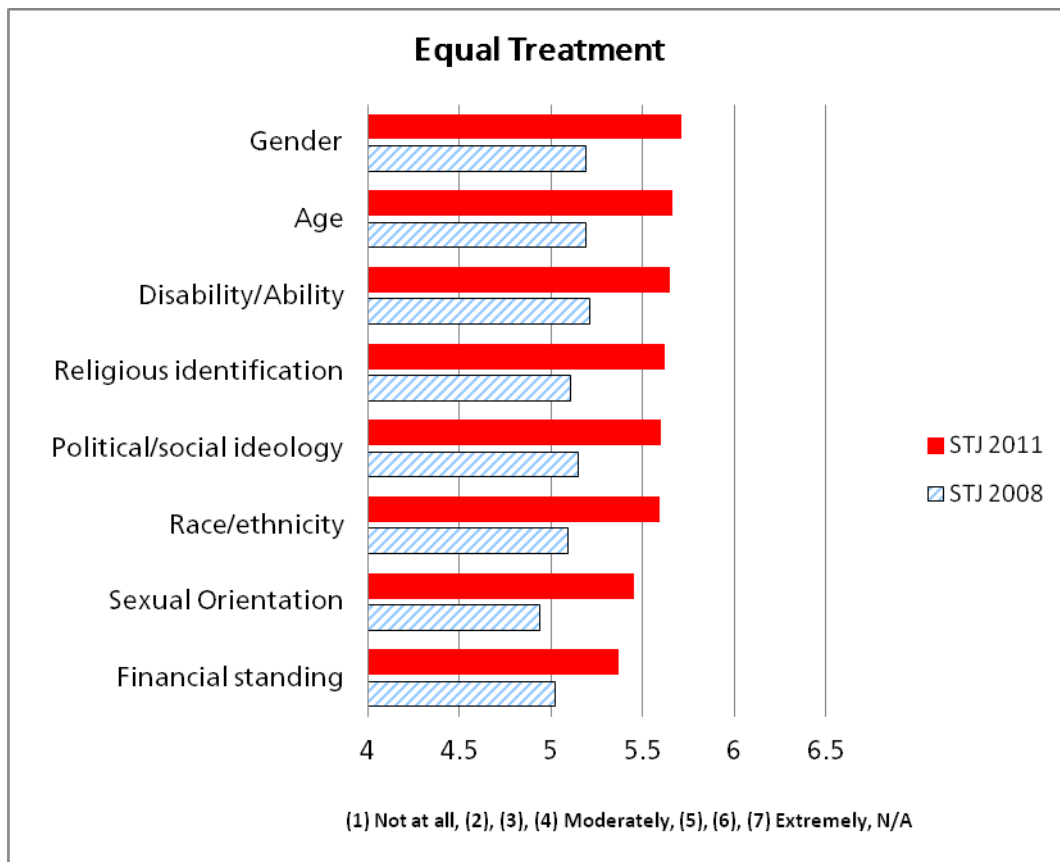(1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, N/A

Figure 4

In 2011, this factor contributed to 6% of the total impact on overall satisfaction while in 2008 it was a non-predictor. The mean score for this predictor increased from 5.10 to 5.57, which means that students perceive a greater amount of equal treatment on campus in 2011 than in 2008. Out of the top eight predictors, this is the highest scoring factor. Questions asked in this factor are shown in Figure 4 and indicate that students felt most equally treated in terms of gender and age, and less equally treated with regards to financial standing. In 2011, Asian students continued to have the lowest perception of

equal treatment on campus (see Table 5 in the Appendix), while Hispanic students had the highest perception of equal treatment (almost a full point increase in mean scores for most questions in 2011). Although most students felt that they were treated equally at St. John's, some students pointed out that the LGBT community is not being treated equally (students specifically mention the lack of a Gay Straight Alliance on campus).

Diversity Programs and Policies: Special Consideration for Minorities

The fifth predictor evaluated students' opinions regarding special consideration for minority populations. Figure 5 compares St. John's overall mean scores for 2008 and 2011:

Special Consideration for Minorities

(1) Highly resentful, (2), (3), (4) Neutral, (5), (6), (7) Highly support
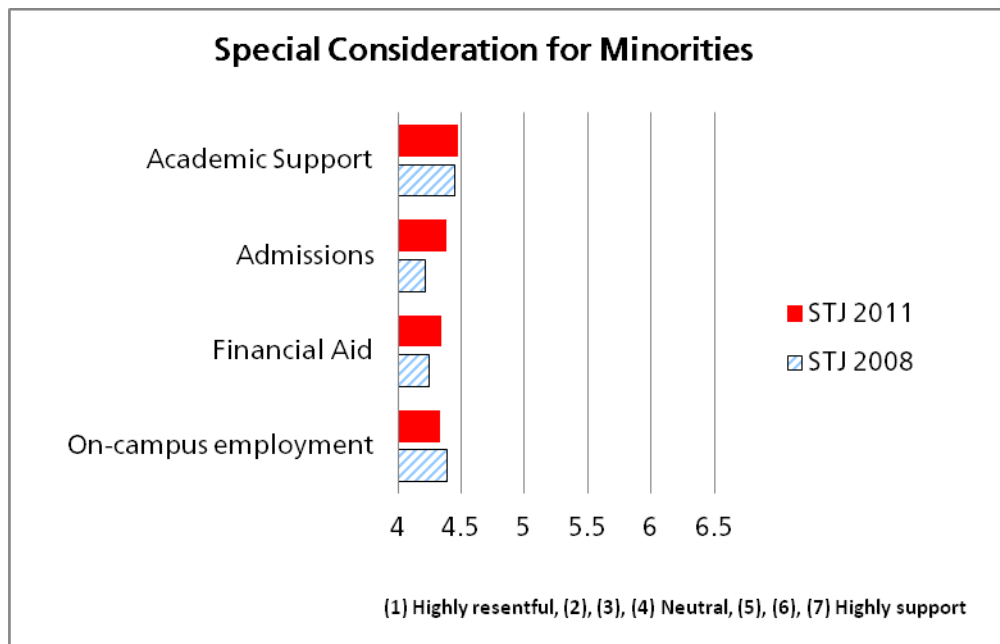
Figure 5

In both 2008 and 2011, this factor was the fifth predictor with a 5% contribution to the total impact. Since 2008, the mean score for this predictor increased from 4.33 to 4.38, which shows that students are slightly more supportive regarding special consideration for minorities in 2011 than in 2008. Questions asked in this factor are shown in Figure 5 and indicate that students are most supportive regarding academic support for minorities and less supportive regarding on-campus employment and financial aid for minorities. Although the mean scores for 2008 and 2011 reflect a student body that has neutral attitudes, Table 6 in the Appendix shows that Black students continued to be the most supportive of perceived special considerations for minorities and White students continued to be less supportive. Several students listed their perception of special consideration for minorities as an experience that has had the greatest negative impact with regards to diversity because of the belief that there is an unfair financial advantage given to

minorities. One student claimed that "different races are given different financial aid considerations," while another student believed that "people are accepted to the University and given significant financial aid simply because they are first-generation college students and come from a disadvantaged background financially."

Diversity Experiences Impacted: Learning and Development

The sixth predictor evaluated the degree to which experiences with diversity at St. John's helped students learn and develop individually. This chart compares St. John's overall mean scores for this factor for 2008 and 2011:
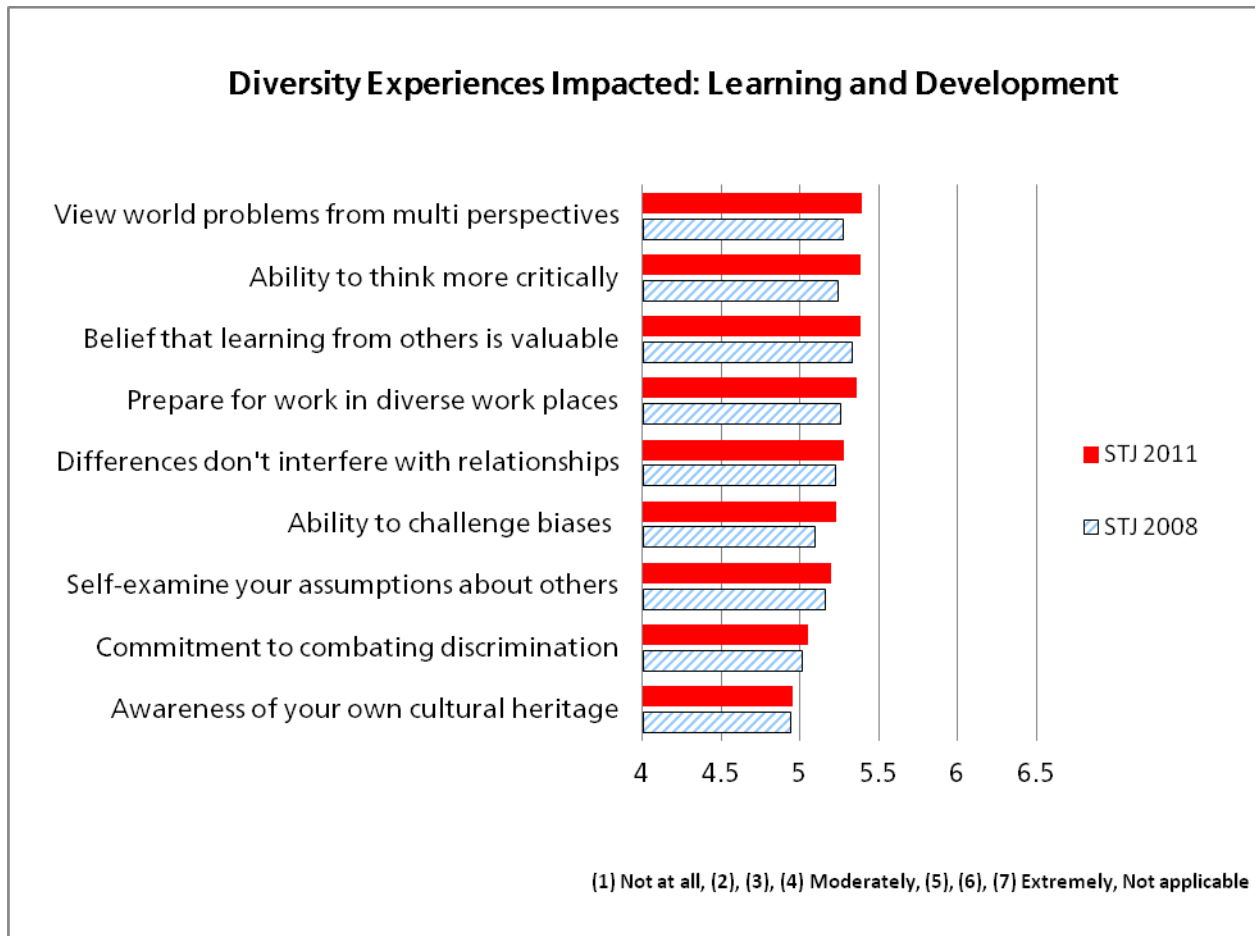

Figure 6

In 2011, this factor contributed to 5% of total impact, while in 2008 this factor was the top predictor and contributed to 12% of the total impact. Since 2008, the mean score for this predictor increased slightly from 5.16 to 5.25, which suggests that students' experiences with diversity have a slightly greater impact on their learning and development in 2011 than in 2008. Questions asked in this factor are shown in Figure 5 and indicate that students are most satisfied with how diversity at St. John's University has contributed to

helping them view the world from multiple perspectives and think more critically, and less satisfied with how diversity at St. John's has contributed to developing an awareness for their own cultural heritage. Table 7 in the Appendix shows that in 2011, both Black and Hispanic students were most impacted by diversity, while Asian students continued to be less impacted by diversity. Several students noted that they learned most about each other's cultures while living in the dorms and interacting with classmates. For example, one student wrote: "The greatest experience that I have had in regards to diversity is in the dorm I live in because you're living with people from much different backgrounds than yours…speaking different languages, eating different foods, etc."

Expressions of Insensitivity and Prejudice: Students

The seventh predictor evaluated how often students have heard other students make insensitive or disparaging remarks about people that are different from them. This chart compares St. John's overall mean scores for this factor for 2008 and 2011:
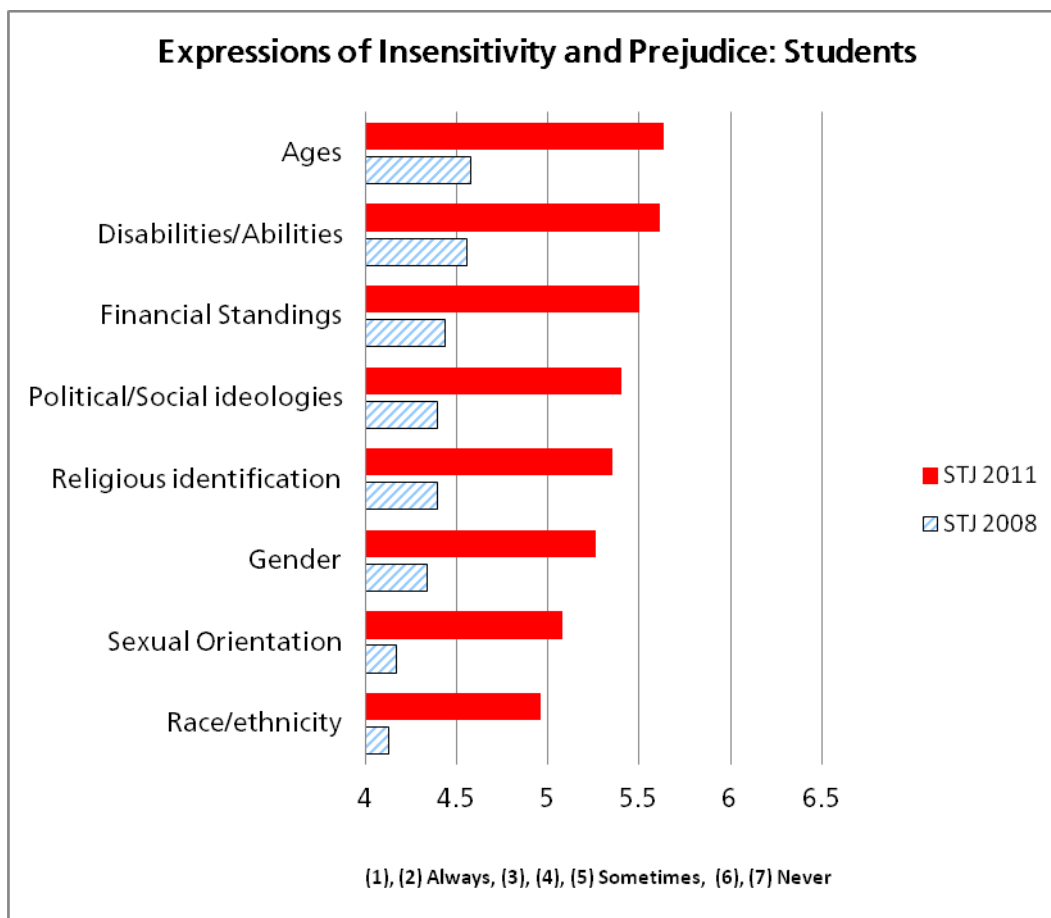

Figure 7

In 2011, this factor contributed to 4% of total impact on overall satisfaction, while in 2008, this factor was a non-predictor. The mean score for this predictor increased almost a full

point from 4.38 to 5.35, which shows that students are hearing less insensitive and disparaging remarks at St. John's in 2011 than in 2008. Questions asked in this factor are shown in Figure 7 and indicate that students are hearing a lesser amount of disparaging remarks about their ages and disabilities/abilities, than they are about their race/ethnicity and sexual orientation. Table 8 in the Appendix shows that in 2011, Asian students were most aware of expressions of insensitivity and prejudice, while Hispanic students were less aware. Interestingly in 2008, Hispanic students were most aware of insensitivity and prejudice, while Black students were least aware. Several students mentioned hearing racist remarks on campus, described experiencing discrimination on campus, and revealed feeling "secluded" from certain groups because of their race. One student wrote: "I have a small issue being white, because everyone gives me dirty looks whenever issues arise due to racism. It is as though the other students make me the figurehead for all white people. It can get a bit nerve racking." Many students suggested that "when there are celebrations for students of color, please make it clear that all are welcome." Students would like the campus to feel more inclusive and less divided. Students also mentioned how the LGBT community needs to be more accepted on campus because as one student pointed out "they constantly feel less important and involved than others."

Prior Experience with Diversity: Race/Ethnicity

The eighth predictor evaluated students' experience with diversity, in terms of race and ethnicity, prior to entering St. John's University. This chart compares St. John's overall mean scores for this factor for 2008 and 2011:
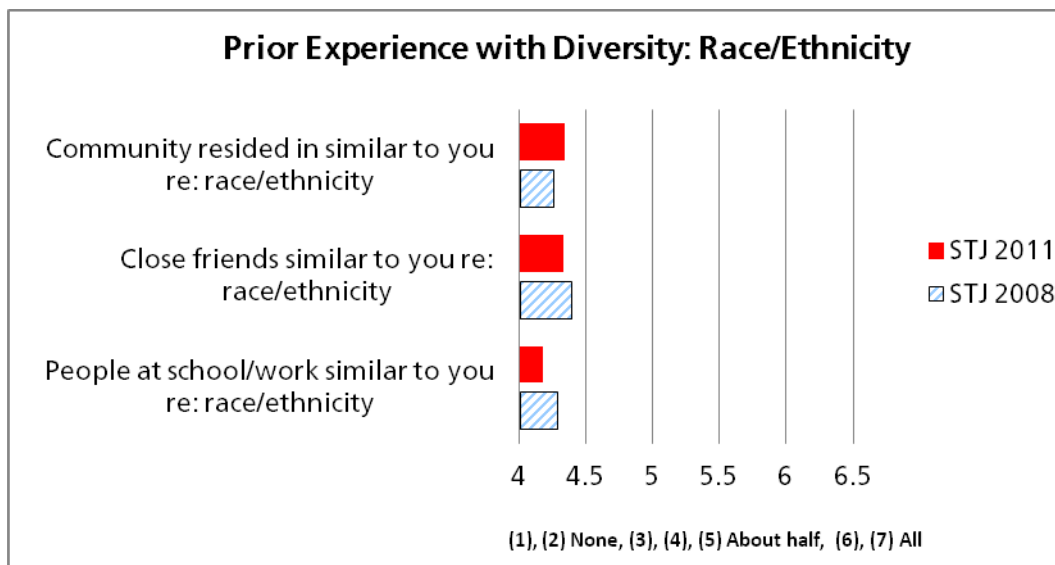

Figure 8

In 2011, this factor contributed to 4% of total impact on overall satisfaction whereas in 2008, this factor was a non-predictor. The mean score for this factor decreased from 4.49 to 4.40, which suggests that students have slightly more prior experience with diversity in 2011 than in 2008. Questions asked in this factor are shown in Figure 8 and indicate that "about half" of St. John's students' prior friends, co-workers, and neighbors were of a similar or different race/ethnicity as them. Table 9 in the Appendix shows that in 2008 and 2011, White students had the lesser amount of prior experience with diversity in regards to race/ethnicity, as their answers provided the highest means (closer to "all"). Hispanic and Asian students had the most amount of prior experience with diversity because their means fell in the "about half" range.

St. John's University - Additional Questions

In addition to the survey composed by EBI, each participating institution is allowed to contribute a set of questions specifically for their students. In 2008, St. John's added five questions to the survey, while in 2011 St. John's added six questions (only three questions remained the same from 2008 to 2011). The questions and their results are given in the table below:

	Agree strongly/somewhat		Disagree strongly/somewhat		Don't know	
	2008	2011	2008	2011	2008	2011
1. Faculty are interested in students' personal problems.	63%	59%	29%	28%	8%	14%
2. Faculty feel that most students are well-prepared academically.	63%	68%	28%	24%	10%	8%
3. Racial and ethnic diversity should be more strongly reflected in the curriculum.	50%	42%	31%	36%	20%	22%
4. St. John's University should hire more faculty of color.	N/A	38%	N/A	22%	N/A	39%
5. St. John's University should hire more women faculty.	N/A	39%	N/A	22%	N/A	38%
6. The diverse make up of our campus was a determining factor in deciding to attend St. John's University.	N/A	41%	NA	44%	N/A	13%
7. St. John's should hire more faculty of color or from underrepresented populations.	44%	N/A	29%	N/A	28%	N/A
8. There is a lot of campus racial conflict here.	17%	N/A	72%	N/A	11%	N/A

Similar to the detailed responses for the predictors, there were noticeable differences in the makeup of these responses by race/ethnicity.

Students agreed slightly less in 2011 than in 2008 that faculty are interested in their personal problems. White students (63%) agreed the most, while Black students (56%) agreed the least (Table 10 in the Appendix).

Students were in greater agreement in 2011 than in 2008 that faculty feel most students are well-prepared academically. Both Black and White students (68%) agreed the most while Hispanic students (58%) agreed the least (Table 11 in the Appendix).

Students were in lesser agreement in 2011 than in 2008 that racial and ethnic diversity should be more strongly reflected in the curriculum. Black students agreed the most (59%) while White students agreed the least (29%) and 22% of all students "didn't know" (see Table 12 in the Appendix).

In response to statement 4, 38% of all students agreed with the statement that St. John's University should hire more faculty of color. Black students (65%) agreed the most, while White students (24%) agreed the least and almost 40% of all students "didn't know" (see Table 13 in the Appendix).

In response to statement 5, 39% of all students agreed with the statement that St. John's University should hire more women faculty. Black students (53%) agreed the most, while White students (32%) agreed the least and almost 40% of all students "didn't know" (see Table 14 in the Appendix).

In response to statement 6, 41% of all students agreed with the statement about diversity on campus being a determining factor in deciding to attend St. John's University. Black students (59%) agreed the most, while White students (29%) agreed the least (see Table 15 in the Appendix).

The response for statement 7, with regards to diversity of faculty, closely parallels the responses for 2011's statements 4 and 5. In 2008, 44% of all students were in agreement that St. John's should be hiring more faculty from underrepresented populations. Black students (78%) agreed the most with this statement, while White students (26%) agreed the least and 33% of all students "didn't know" (see Table 16 in the Appendix).

In response to statement 8, only 17% agreed with the statement that there was a lot of racial conflict on campus. Asian students (23%) agreed the most, while White students agreed the least (14%) with the statement (see Table 17 in the Appendix).

Analysis of Comments

St. John's Students Responses to Open-Ended Questions

Three open-ended questions at the end of the survey asked our students to comment on diversity and campus environment. They are:

1. What experience has had the greatest positive impact on you with regard to diversity? (N=937, n=527, 56%)

Our students cited all aspects of campus life as having had the greatest positive impact with regard to diversity.   Recurring themes in response to this question were exposure to a diverse community (140) and building friendships across differences (32).

- Besides an overall diverse community at our institution and in New York City, students primarily encountered diversity in three main environments: clubs and organizations (82), the classroom (58) and residence life (47).
- Many students also mentioned the classroom as a place to interact with students from diverse backgrounds and broaden their understanding of different religions (24), cultures and more.
- Students who were involved listed numerous organizations and credited them with opening their minds to other perspectives; several of these students also specifically mentioned leadership opportunities, involving Greek Life (14) and Service Learning (13), and events as having shaped their understanding of diversity.
- In terms of the academic experience, several students specifically cited study abroad (12) and Discover New York (8) as having the single most positive impact.

Finally, other students indicated that living on campus had the greatest positive impact and that they made lifelong friends in the residence hall. Some specifically mentioned roommates from entirely different backgrounds whom they would not have met otherwise. For these students the residence halls foster friendship and acceptance of diversity.

Sample of related comments:

- "The fact that whenever I go to different St. John's events, I am always exposed to different cultures, traditions, and people. I have had the wonderful opportunity to meet people and learn from their culture, which broadens my horizons even more."

- "Having to do group work in classes with students of different races and religions has opened my eyes to the different ways people see a certain situation and the beliefs that they hold true and show through their words and actions."

- "Living in the dorms was the best experience as a freshman because I got to know and live with people of different ethnicities and cultures. Never would have gotten this if I lived on my own initially. "

- "Through academic service learning where I had to volunteer at a food pantry I saw many different people of many races and cultures that who were just like me and they had the same views about life and people just like I like did. This experience changed me in a more positive way to be more open to different cultures and people. "

2. What experience has had the greatest negative impact on you with regard to diversity? (N=937, n=496, 53%)

Whereas for greatest positive impact students listed specific clubs, courses and experiences, the responses to greatest negative impact were in general about perceived tensions and inequality (98). A few students did cite specific incidents that negatively impacted their attitude toward diversity. The themes that arose in this section were largely repeated in greater detail in response to the final question, which is discussed in detail below.

- Besides a large number of students who responded "none" or similarly, the majority discussed the tendency of students to socialize predominantly with students of similar backgrounds, whereas some minority students felt a lack of diversity (23) on campus because there was no opportunity to associate with students of different backgrounds for a variety of reasons.

- There was a perception by a few that minorities are given preferential treatment (19) at our institution in admissions, financial aid and even clubs and organizations (greater funding, more event support).

- While race was cited most frequently, other students commented on religious affiliation and sexual orientation.
- A few respondents indicated that the administration did not care and was doing nothing to institute positive change.

Sample of related comments:
- "Several events are held each year that white students are not encouraged to attend, such as an African-American career fair. Separate but equal is not equal, and this is one of the worst things the University can do to encourage diversity as it clearly separates students based on race/ethnicity."
- "My roommates sometimes make jokes about my race."
- "The most negative impact is probably entering the DAC or going to certain places and seeing cliques. I find this negative because even though I understand that it is easier to identify with your own kind, it makes it harder to interact with those who want to make more friends but aren't the same nationality etc."
- "My English is not good enough to communicate with native speakers fluently."
- "St. John's University still refuses to allow a GSA on campus and barely recognizes the rather large homosexual community that it has in both its student population as well as those who work for the University."
- "Being Jewish in a Catholic University, and people seeing that as wrong or non sensible, these people are fools."

3. The questions of this survey have raised a number of issues. From your perspective, please offer suggestions on how this campus/university might improve the campus environment. Additional comments or observations are also welcome. (N=937, n=398, 42%)

Several themes emerged in the responses about how to improve the campus environment. Most responses can be grouped in to one or more of three main categories: student life and activities (81), diversity (65) and financial aid (26). There was a large overlap between diversity and student life and activities. Students perceived a lack of true multicultural exchange, especially in regards to race and ethnicity. Several respondents pointed to the formation of groups around shared identities and the exclusion of students who "don't belong," inhibiting a truly diverse dialogue of ideas and beliefs. Many students requested multicultural events that focus on "mixing cultures" and educating students of all races and ethnicities. There was also a call for greater acceptance of "differences" from sexual orientation to religious affiliation.

Sample of related comments:

- "The school might need to invest more to cultivate students' cultural sensitivity since this school is located in NYC-the biggest, the most diverse melting-pot in the world. Knowing some cultural differences would definitely help these students to diminish unnecessary tensions and conflicts, and having more understanding and respects could enable them to tolerate each other's divergences on religions, genders, and races. This world would become a better place if the educators work harder to solve an issue like this, and our students also would be greatly benefited by it as well."

- "I think the start of some sort of Gay-Straight Alliance on campus would definitely help bridge the gaps between people. The intolerances I've seen on campus have no place here. There needs to be groups established so everyone can feel accepted, comfortable, and welcomed at this university. Possibly more groups focused towards multicultural and multi-faith connections also could help. Individual faith groups are good for their own sense of community within their religions but I think they can also encourage separateness rather than unity between other faiths."

- Move in to the present and be more realistic with respect to LGBTQ concerns. So much emphasis is placed on mental health and wellness/suicide prevention, etc., while totally ignoring the very real role of homosexuality in a variety of these crises. Catholic means universal after all; it would be helpful if what was preached was practiced.

- "Instead of having so many clubs that focus on bringing together people of the same ethnicity/backgrounds, maybe encourage more clubs having to do with hobbies or things like that that would bring together people of all sorts."

Besides greater multicultural exchange, students also advocated for more programs and activities. Students mentioned wanting a football team (4) to help promote school spirit, while many commuters are in favor of more campus events that occur during the day and commuter student organizations (21). Also falling under student life, a few respondents were concerned with campus safety, suggesting stronger security presence both on and off campus (5). Additionally, students commented on needing study spaces and dining halls to be open 24/7, including weekends (4). Students also expressed concern over substance abuse on campus (4).

Sample of related comments:

- "Have better activities that can help commuters attend since most occur at night and is accessible to residents more than commuters."
- "Make a stronger commuter student community that's interesting and makes commuter students want to get involved in the campus community."
- "More security measures for off-campus residents."
- "I am a strong believer that there should be a football team on campus for several reasons. Some of which include, school pride, unity, and it brings in so much more revenue for the campus."
- "We need to get more serious about academics. This can be done by opening the library (and/or other study spots) 24/7. Any serious university needs a spot where students can student, despite the time."
- "The campus can improve the residence halls by enforcing rules on smoking marijuana. I smell marijuana every single day inside the residence halls or right outside. This is a very big problem since I am allergic to marijuana."

Finally, there were several comments regarding financial aid. Many students feel stressed about their financial situation and their ability to pay tuition and living expenses. Students would like more information on how to obtain jobs both off and on campus and information on scholarships. Most of these comments pertained directly to the campus environment, as students feel that tuition is increasing unfairly and unnecessarily, while they "suffer." Also, as mentioned briefly in the answer to question 2, students perceive that there is preferential treatment given to minorities in terms of financial aid, which can foster resentment on campus.

Sample of related comments:

- "I don't appreciate how this institution, and others, is more willing to give financial aid or opportunities to someone who is a "minority." So what if my skin color is white? It doesn't mean my family can afford to pay for my tuition any more than a minority family can."
- "Not everyone has rich parents that buy them all supplies and tools needed to get easy A's in class without financial worries or burdens from non-academic problems like food, rent, bills etc. You seriously don't want to know how many exams I took with an empty stomach and how many classes I had to suffer through with no book."

- "I think tuition is still very high and it is harder for many students and their parents to cover expenses. Students want an excellent quality of education and there are students that worked really hard to get to college and try to stay in college. I just wish there were more opportunities for students who deserve to be at this college the right financial aid in order to make an impact on campus, and not be stressed on how they are paying their term bill."

- "One problem with the school is that the financial aid is getting worse and worse. The price of tuition and room and board are going up but the university is doing almost nothing to combat it. More students who are either independent or come from a low income family are forced to take out huge private loans. This puts a strain on these students and many of them are forced to leave the university."

EBI'S Recommendations for Improvement

The assessment indicates that one of the strengths of the university is the "value of contributions" in the classroom environment which investigates whether students ever felt their class contributions devalued because of their: race/ethnicity; gender; religious identification; sexual orientation; political/social ideology; disability/ability; and age. Although this factor is a non-predictor, in both 2008 and 2011, Classroom Environment: Value of Contributions obtained the highest performance rating with a mean score of 6.07 and 6.12, respectively.

In 2008, the factor that we determined to be our greatest challenge was "Expressions of Insensitivity and Prejudice: Students." We were concerned with the low mean score (4.38) and how hearing disparaging remarks about others affected our students. In 2011, this factor became our seventh predictor and the mean score increased to 5.35.

EBI rates performance as "excellent" with a mean score greater than 4.5; however, EBI sets a goal of 5.5 as a minimum mean (a 75% satisfaction/agreement level) for the top performing programs participating in their study. The chart below shows EBI's recommendations for improvement.

Top Priority

	Factors	Recommendations	Rationale For Recommendations
⚠️	· **Academic Achievement and Personal Development** · **Classroom Environment: Inclusive Environment** · **Peer Relationships**	Increase efforts (e.g. personnel, fiscal, time, focus) in these areas	Performance on these factors is below goal value and improvement of these factors should impact Overall Evaluation of Institution. Impact ⬆ Performance ⬇

Maintain or Improve

	Factors	Recommendations	Rationale For Recommendations
🔍➕	· **Equal Treatment**	Maintain current efforts (e.g. personnel, fiscal, time, focus) in these areas	Maintaining the current level of performance on these factors is desired since these factors have high impact on Overall Evaluation of Institution. However, further improvement will be difficult since current performance is already excellent. Impact ⬆ Performance ⬆

Maintain

	Factors	Recommendations	Rationale For Recommendations
🔍➖	· **Classroom Environment: Value of Contributions** · **Classroom Environment: Represent Others** · **Expressions of Insensitivity and Prejudice: Faculty and Staff**	Consider reducing current efforts (e.g. personnel, fiscal, time, focus) in these areas	If possible, consider reallocating some efforts from these areas to the Top Priority areas. Maintaining high levels of performance for these factors that have little to no impact on Overall Evaluation of Institution may be unnecessary. Impact ⬇ Performance ⬆

Harassment

Sixty-three respondents, 7% of all students surveyed, answered "yes" to "Have you ever felt harassed while attending St. John's?" Of these 63 students, 60% live off campus and 70% are women (versus 69% and 65% of the student body respectively).

A follow-up question asking the predominant form of harassment indicated that 51% reported verbal comments, 10% exclusion, 7% written comments, 6% threats of physical violence, 6% physical assault or injuries, 5% damage to personal property, 5% stares, 2% anonymous phone calls and 10% "other" (unspecified). When asked what the harassment was based on, 43% responded "other" (unspecified), 18% gender, 13% race/ethnicity, 8% financial standing, 6% sexual orientation, 6% political/social ideology, 4% religious identification, 2% disability/ability, and 2% age.

At St. John's, the mean overall satisfaction of these students (4.40) was significantly lower than those who did not report harassment (5.40). The majority of comments made by students involved forms verbal harassment. Three students also mentioned instances of physical harassment.

Sample of related comments:
- "There was a student in my class who made inappropriate comments that made me feel uncomfortable."
- "[Classmate] would make comments in regards to my last name calling me "gay" when the pronunciation is not even close. He would call me "gay" in a classroom when I was talking to fellow female classmates."
- "There were insensitive comments made about people of my ethnicity, indirectly but the comments were understood, and made in an off-hand manner that would have been more embarrassing to counter, but they were real. I let them pass, though it was fairly clear the comments were a mild challenge to defend the group."
- "Got hit repeatedly by a girl in the groin, St. John's didn't care at all. Thanks."
- "There is a certain student who enjoys insulting me; I don't even know him."

Appendix

Breakdown of Predictors by Race/Ethnicity*

Table 2: Academic Achievement and Personal Development (Top predictor)

To what degree are you satisfied that your educational experience is:		St. John's	White	Hispanic	Black	Asian
	2008	577	231	62	79	145
N	2011	937	410	149	202	265
Making lifelong friends	2008	5.04	5.00	4.71	5.68	4.96
	2011	4.89	4.86	4.54	4.84	4.93
Developing social skills	2008	5.35	5.39	5.24	5.95	5.06
	2011	5.28	5.33	5.25	5.16	5.16
Providing skills to enable you to enter job market/graduate school	2008	5.29	5.39	5.14	5.78	5.03
	2011	5.31	5.47	5.30	5.35	4.98
Developing your intellectual skills	2008	5.28	5.36	5.15	5.71	5.05
	2011	5.39	5.56	5.46	5.43	5.08
Broadening your interests	2008	5.36	5.40	5.25	6.10	5.04
	2011	5.42	5.49	5.66	5.62	5.08
Developing your understanding of the world and the people in it	2008	5.39	5.49	5.14	5.91	5.15
	2011	5.42	5.46	5.41	5.55	5.20

Key: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, Not applicable

* Blue indicates highest mean score; Red indicates lowest mean score.

Table 3: Classroom Environment: Inclusive Environment (Second predictor)

To what degree:		St. John's	White	Hispanic	Black	Asian
	2008	577	231	62	79	145
N	2011	937	410	149	202	265
Do instructors model multicultural sensitivity?	2008	5.06	5.38	4.93	5.04	4.57
	2011	5.21	5.38	5.44	5.15	4.83
Is appropriate and inclusive language used in classes?	2008	5.07	5.27	5.13	5.14	4.82
	2011	5.27	5.40	5.46	5.23	5.06
Do you feel welcome in classes?	2008	5.19	5.47	4.92	5.27	4.84
	2011	5.37	5.61	5.45	5.37	4.97
Are different views and perspectives encouraged in classes?	2008	5.18	5.38	5.00	5.32	4.92
	2011	5.44	5.51	5.66	5.58	5.10
Do you find classroom humor to be offensive?*	2008	6.01	6.00	6.22	6.22	5.78
	2011	6.06	6.24	6.17	6.07	5.68

Key: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely
*Key: (1) Extremely, (2), (3), (4) Moderately, (5), (6), (7) Not at all, Not applicable

* Blue indicates highest mean score; Red indicates lowest mean score.

Table 4: Peer Relationships (Third predictor)

During the current term at this college/university, to what degree:		St. John's	White	Hispanic	Black	Asian
N	2008	577	231	62	79	145
	2011	937	410	149	202	265
Do you feel valued by your fellow students?	2008	5.21	5.34	5.02	5.43	5.01
	2011	5.04	5.14	4.99	4.88	5.03
Is it easy for you to make new friends easily at this university?	2008	5.23	5.43	4.95	5.51	4.91
	2011	5.09	5.24	5.10	4.92	4.95
Are you able to identify students with similar interests?	2008	5.24	5.47	5.20	5.59	4.77
	2011	5.15	5.26	5.20	5.08	5.02
Are you accepted by students at this university?	2008	5.63	5.71	5.64	5.83	5.40
	2011	5.55	5.70	5.56	5.38	5.41
Key: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, Not applicable						

* Blue indicates highest mean score; Red indicates lowest mean score.

Table 5: Equal Treatment (Fourth predictor)

To what degree are people treated equally, on this campus, regardless of their:		St. John's	White	Hispanic	Black	Asian
N	2008	577	231	62	79	145
	2011	937	410	149	202	265
Race/ethnicity	2008	5.09	5.32	5.00	5.04	4.83
	2011	5.59	5.73	5.78	5.71	5.20
Gender	2008	5.19	5.48	5.02	5.36	4.89
	2011	5.71	5.85	6.01	5.78	5.29
Religious identification	2008	5.11	5.40	4.89	5.32	4.78
	2011	5.62	5.77	5.82	5.76	5.20
Sexual Orientation	2008	4.94	5.22	4.67	5.03	4.66
	2011	5.45	5.53	5.64	5.51	5.09
Political/social ideology	2008	5.15	5.41	5.18	5.30	4.80
	2011	5.60	5.74	5.78	5.72	5.14
Disability/Ability	2008	5.21	5.44	5.22	5.45	4.82
	2011	5.65	5.78	5.82	5.75	5.30
Age	2008	5.19	5.41	5.31	5.17	4.90
	2011	5.66	5.82	5.71	5.70	5.32
Financial standing	2008	5.02	5.30	5.07	5.01	4.78
	2011	5.37	5.48	5.49	5.48	5.10
Key: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, Not applicable						

* Blue indicates highest mean score; Red indicates lowest mean score.

Table 6: Diversity Programs and Policies: Special Consideration for Minorities (Fifth predictor)

How do you feel about special consideration for minority populations regarding:		St. John's	White	Hispanic	Black	Asian
	2008	577	231	62	79	145
N	2011	937	410	149	202	265
Admissions	2008	4.22	*3.73*	4.69	5.08	4.21
	2011	4.38	*3.96*	4.82	5.06	4.30
Financial Aid	2008	4.25	*3.70*	4.79	5.19	4.26
	2011	4.34	*3.96*	4.89	5.03	4.18
On-campus employment	2008	4.39	*3.97*	4.73	5.26	4.35
	2011	4.33	*3.98*	4.77	4.80	4.22
Academic Support	2008	4.45	*4.02*	5.00	5.30	4.40
	2011	4.47	*4.21*	4.77	5.00	4.33
Key: (1) Highly resentful, (2), (3), (4) Neutral, (5), (6), (7) Highly support						

* Blue indicates highest mean score; Red indicates lowest mean score.

Table 7: Diversity Experiences Impacted: Learning and Development (Sixth predictor)

To what degree have experiences with diversity at this college/university helped you develop:		St. John's	White	Hispanic	Black	Asian
	2008	577	231	62	79	145
N	2011	937	410	149	202	265
A belief that learning about others who are different than you is valuable	2008	5.33	5.33	5.37	5.72	*5.11*
	2011	5.38	5.40	5.49	5.52	*5.15*
A personal commitment to combating discrimination	2008	5.01	4.99	4.95	5.45	*4.77*
	2011	5.05	5.02	5.26	5.19	*4.93*
A belief that differences do not have to interfere w/meaningful relationships	2008	5.22	5.22	5.14	5.68	*5.00*
	2011	5.28	5.26	5.63	5.41	*5.06*
An awareness of your own cultural heritage	2008	4.94	4.90	4.81	5.35	*4.80*
	2011	4.95	*4.86*	5.14	5.08	4.90
A willingness to self-examine your assumptions about others	2008	5.16	5.17	5.09	5.62	*4.89*
	2011	5.20	5.17	5.39	5.28	*5.01*
The ability to challenge your biases toward people who are different from you	2008	5.09	5.09	5.12	5.55	*4.86*
	2011	5.23	5.25	5.45	5.32	*5.05*
An ability to think more critically	2008	5.24	5.29	5.20	5.69	*4.98*
	2011	5.38	5.45	5.56	5.67	*5.06*
Prepare for work in diverse work places	2008	5.26	5.31	5.25	5.72	*5.07*
	2011	5.36	5.46	5.48	5.55	*5.04*
An ability to consider real world problems from multiple perspectives	2008	5.27	5.29	5.31	5.66	*5.10*
	2011	5.39	5.47	5.52	5.64	*5.08*
Key: (1) Not at all, (2), (3), (4) Moderately, (5), (6), (7) Extremely, Not applicable						

* Blue indicates highest mean score; Red indicates lowest mean score.

Table 8: Expressions of Insensitivity and Prejudice: Students (Seventh predictor)

How often have you heard students make insensitive or disparaging remarks regarding people of differing:		St. John's	White	Hispanic	Black	Asian
N	2008	577	231	62	79	145
	2011	937	410	149	202	265
Races/ethnicities	2008	4.13	4.29	*3.60*	4.37	4.09
	2011	4.96	4.94	5.18	*4.83*	4.88
Gender	2008	4.34	4.40	*4.12*	4.72	4.38
	2011	5.26	5.22	5.47	5.23	*5.14*
Religious identifications	2008	4.40	4.58	*3.97*	4.72	4.36
	2011	5.35	5.36	5.62	5.33	*5.09*
Sexual orientations	2008	4.17	4.36	*3.88*	4.33	4.14
	2011	5.08	5.01	5.30	*4.94*	5.03
Political/Social ideologies	2008	4.40	4.49	*4.38*	4.72	4.42
	2011	5.40	5.30	5.77	5.40	*5.25*
Disabilities/Abilities	2008	4.56	4.78	*4.33*	4.66	4.51
	2011	5.61	5.60	5.83	5.54	*5.44*
Age	2008	4.58	4.80	4.42	4.86	*4.37*
	2011	5.63	5.70	5.84	5.50	*5.41*
Financial standings	2008	4.44	4.57	*4.08*	4.59	4.60
	2011	5.50	5.56	5.62	5.38	*5.29*

Key: (1), (2) Always, (3), (4), (5) Sometimes, (6), (7) Never

* Blue indicates highest mean score; Red indicates lowest mean score.

Table 9: Prior Experience with Diversity: Race/Ethnicity (Eighth predictor)

Prior to entering this college/university, what percentage of:		St. John's	White	Hispanic	Black	Asian
N	2008	577	231	62	79	145
	2011	937	410	149	202	265
Your close friends was similar to you regarding race/ethnicity	2008	4.69	5.19	*4.16*	4.65	4.39
	2011	4.62	4.76	*4.15*	4.61	4.44
The community you resided in was similar to you regarding race/ethnicity	2008	4.51	5.24	3.65	4.79	*3.59*
	2011	4.41	4.75	4.05	4.55	*3.80*
The people in your school/work environment was similar to you regarding race/ethnicity	2008	4.28	4.88	3.77	4.45	*3.52*
	2011	4.17	4.49	3.91	3.98	*3.81*

Key: (1), (2) None, (3), (4), (5) About half, (6), (7) All

* Blue indicates highest mean score; Red indicates lowest mean score.

Breakdown of Additional Questions by Race/Ethnicity

Table 10: Faculty are interested in students' personal problems

		St. John's	White	Hispanic	Black	Asian
	2008	577	231	62	79	145
N	2011	937	410	149	202	265
Agree strongly/somewhat	2008	63%	68%	58%	61%	61%
	2011	59%	63%	58%	56%	57%
Disagree strongly/somewhat	2008	29%	24%	37%	27%	33%
	2011	27%	25%	27%	28%	29%
Don't Know	2008	8%	8%	5%	12%	6%
	2011	14%	12%	14%	16%	14%

Table 11: Faculty feel that most students are well-prepared academically

		St. John's	White	Hispanic	Black	Asian
	2008	577	231	62	79	145
N	2011	937	410	149	202	265
Agree strongly/somewhat	2008	63%	65%	62%	60%	61%
	2011	68%	68%	58%	68%	66%
Disagree strongly/somewhat	2008	28%	27%	33%	26%	28%
	2011	24%	24%	27%	19%	28%
Don't Know	2008	10%	8%	5%	14%	11%
	2011	8%	8%	14%	13%	6%

Table 12: Racial and ethnic diversity should be more strongly reflected in the curriculum

		St. John's	White	Hispanic	Black	Asian
	2008	577	231	62	79	145
N	2011	937	410	149	202	265
Agree strongly/somewhat	2008	50%	35%	67%	70%	51%
	2011	42%	29%	47%	59%	46%
Disagree strongly/somewhat	2008	31%	44%	17%	19%	26%
	2011	36%	48%	31%	25%	29%
Don't Know	2008	20%	21%	17%	12%	23%
	2011	22%	22%	22%	15%	26%

Table 13: St. John's University should hire more faculty of color

		St. John's	White	Hispanic	Black	Asian
	2008	577	231	62	79	145
N	2011	937	410	149	202	265
Agree strongly/somewhat	2008					
	2011	38%	24%	41%	65%	39%
Disagree strongly/somewhat	2008					
	2011	22%	29%	14%	9%	21%
Don't Know	2008					
	2011	39%	45%	44%	25%	39%

Table 14: St. John's University should hire more women faculty

		St. John's	White	Hispanic	Black	Asian
N	2008	577	231	62	79	145
	2011	937	410	149	202	265
Agree strongly/somewhat	2008					
	2011	39%	*32%*	40%	**53%**	37%
Disagree strongly/somewhat	2008					
	2011	22%	27%	20%	16%	21%
Don't Know	2008					
	2011	**38%**	39%	38%	30%	41%

Table 15: The diverse make up of our campus was a determining factor in deciding to attend St. John's University

		St. John's	White	Hispanic	Black	Asian
N	2008	577	231	62	79	145
	2011	937	410	149	202	265
Agree strongly/somewhat	2008					
	2011	41%	*29%*	40%	**59%**	47%
Disagree strongly/somewhat	2008					
	2011	44%	59%	44%	29%	35%
Don't Know	2008					
	2011	12%	10%	11%	10%	17%

Table 16: St. John's University should hire more faculty of color or from underrepresented populations

		St. John's	White	Hispanic	Black	Asian
N	2008	577	231	62	79	145
	2011	937	410	149	202	265
Agree strongly/somewhat	2008	44%	*26%*	62%	**78%**	47%
	2011					
Disagree strongly/somewhat	2008	29%	41%	15%	9%	25%
	2011					
Don't Know	2008	28%	33%	23%	13%	29%
	2011					

Table 17: There is a lot of campus racial conflict here.

		St. John's	White	Hispanic	Black	Asian
N	2008	577	231	62	79	145
	2011	937	410	149	202	265
Agree strongly/somewhat	2008	17%	*14%*	22%	16%	**23%**
	2011					
Disagree strongly/somewhat	2008	72%	80%	67%	68%	63%
	2011					
Don't Know	2008	11%	7%	12%	17%	14%
	2011					