

**REPORT OF THE COLLEGE OF ARTS AND SCIENCES'
STUDENT DIVERSITY SURVEY (2013)**

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STATEMENT OF PURPOSE:

This survey was designed to assess NMSU undergraduate and graduate student's diverse values, experiences, perceptions, and circumstances that influence student's academic and social lives at NMSU. The information gathered will be used by the College of Arts & Sciences to develop a comprehensive and long term plan for increasing diversity and promoting an inclusive multicultural learning and working environment in the College of Arts & Sciences.

METHODOLOGY:

The target population for this survey was CAS undergraduate and graduate students enrolled at NMSU Las Cruces campus during the Spring 2013 semester. The survey questionnaire was developed based on similar surveys conducted at universities across the country and with consideration of NMSU as a Land Grant and Hispanic-serving Institution. To increase the reliability and validity of the questions, the survey instrument was pre-tested by a small group of students. Survey Monkey was used to create the online, self-administered survey. Respondents were recruited through paper and electronic announcements sent to all CAS students and departments/programs. The survey was administered starting March 2013 and ending April 2013. A total of 456 students completed the survey, which satisfies a 5% confidence interval.

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Part I. Descriptive statistics of Survey Respondents

A. Individual characteristics:

Student respondents were asked a series of demographic questions about their gender, age, ethnic or racial identity, sexual orientation, religious or spiritual practice, learning, physical and health disabilities. The demographic data on the sample of students are presented in Tables I.1 – I.6.

Table I.1 Respondent’s Gender (N=454)

	Frequency	Percent (%)
Woman	329	72.5
Man	122	26.9
Transgender	3	.7

454	100%
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Table I.2 Respondent's Race/Ethnicity/Culture (N=445)

	Frequency	Percent (%)
American Indian/Alaska Native/First nations^a	25	5.6
Asian/Asian American (includes Middle-eastern & N. Africa)	27	6.1
Black/African American^b	24	5.4
Native Hawaiian/Pacific Islander	2	.4
Hispanic/Mexican American/Latina/o	167	37.5
Non-Hispanic White/European American	190	42.7
Mix of racial/ethnic categories	10	2.2
	445	100%

a. Respondents identifying as American Indian and other categories were coded as American Indian/Alaska Native rather than in the mixed category.

b. Respondents identifying as Black & White were coded as Black/African American rather than the mixed category.

Table I.3 Respondent's Sexual Orientation (N=456)

	Frequency	Percent (%)
Heterosexual	390	85.5
Gay or Lesbian	16	3.5
Bisexual	28	6.1
Queer (political/activist term)	4	.9
Did not identify	18	3.9
	456	100%

Table I.4 Importance of Religious/Spiritual practice to respondent (N = 441)

	Frequency	Percent %
Very important	137	30.0
Somewhat important	162	35.5
Not at all important	142	31.1
	441	100%

Table I.5 Respondent's Learning Disability? (N=451)

	Frequency	Percent %
Yes	13	2.9
No	438	97.1
	451	100%

Table I.6 Respondent's Health/physical Disability? (N=452)

	Frequency	Percent %
Yes	37	8.2
No	415	91.8
	452	100%

B. Family Background:

Respondents were asked about their family backgrounds, including: (1) whether their home state is New Mexico; (2) where they spend most of their childhood (rural or urban place); (3) the languages they speak; (4) the economic circumstances of their family while they grew up; (5) the educational attainment of their parents; (6) their citizenship and generation status; and (7) whether they have a close family member who is employed by the military. The findings are presented in Tables I.7 – I.13.

Table I.7 Home state of Respondents (N=446)

	Frequency	Percent %
New Mexico	274	61.4
Not NM	172	38.6
	446	100%

Table I.8 Rural Background (N=454)

	Frequency	Percent %
Spent most of childhood in small town or rural setting	257	56.6
Non-rural background	197	43.3
	454	100%

Table I.9 Language skills besides English (N=454)

	Frequency	Percent %
Yes, respondent speaks another language	241	53.1
No, respondent does not speak another language	213	46.9
	454	100%

Table I.10 Family Economic background (N=443)

	Frequency	Percent (%)
We never had enough money	73	16.5
We had just enough money	310	70.0
We had more money than we needed	60	13.5
	443	100%

Table I.11 Parent(s) Educational Attainment (N=451 and N=420)

	Parent/Guardian 1 Frequency (Percent %)	Parent/Guardian 2 Frequency (Percent %)
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Junior High/Middle school or less	39 (8.6%)	45 (10.7%)
Some High School	24 (5.3%)	28 (6.7%)
High School graduate	88 (19.5%)	100 (23.8%)
Some college	70 (15.5%)	80 (19.0%)
College degree	122 (27.1%)	101 (24.0%)
Some graduate school	10 (2.2%)	8 (1.9%)
Graduate degree	98 (21.7%)	58 (13.8%)
	451 (100%)	420 (100%)

Table I.12 Generation of U.S. Citizen of Respondent (N= 456)

	Frequency	Percent %
Non-citizen	25	5.5
1 st Generation U.S. citizen	117	25.7
2 nd Generation U.S. citizen	53	11.6
At least 3 rd Generation U.S. citizen	261	57.2
	456	100%

Table I.13 Respondent has a close family member currently employed by the US military (N=423)

	Frequency	Percent %
Yes	60	13.2
No	393	86.8
	453	100%

C. Student-related characteristics:

In another set of questions, respondents were asked about the reason(s) for attending NMSU, their status as an undergraduate, graduate, or non-degree seeking student, their academic area of study, and how many hours of paid labor they perform per week. These student-related characteristics are reported in Tables I.14 – I.17.

Table I.14 Respondent's Student Rank (N=456)

	Frequency	Percent %
Non-degree seeking student	8	1.8
First year undergraduate	65	14.3
Sophomore undergraduate	69	15.1
Junior undergraduate	79	17.3
Senior undergraduate	164	36.0
MA graduate student	53	11.6
PhD graduate student	18	3.9
	456	100%

Table I.15 Student's Area of Study/Major in the College of Arts & Sciences (N=454)

	Frequency	Percent %
Fine Arts	52	11.5

Humanities	48	10.6
Sciences	111	24.4
Social Sciences	194	42.7
Undecided	19	4.2
Non-Arts & Sciences	30	6.6
department/program		
	454	100%

Table I.16 Reasons why respondent decided to attend NMSU (N=427)

REASON FOR ENROLLING AT NMSU	Frequency
I was offered financial assistance	180
I wanted to live near home/I live in Las Cruces.	164
NMSU seemed like a good place for a person like me.	156
NMSU has a good academic reputation.	119
I wanted to attend a university that had a diverse student body.	82
My parents/family member wanted me to come here.	74
I wanted to attend a university that had a diverse faculty.	56
I wanted to live far from home.	55
I wanted the ability to take on-line courses.	54
NMSU has a good reputation for its social activity.	38
Because of a specific program at NMSU.	27
I was not offered financial aid by my first choice.	26
Because NMSU is affordable.	22
I/family work(s) here.	12
My friends and/or family members attend NMSU.	6
I did not get in the school of my first choice.	5
The athletic department recruited me.	5
I liked the campus/climate of NM.	3
OTHER reason(s)	11

Table I.17 Employment status/Hours working per week (N=456)

	Frequency	Percent %
Does not work	182	39.9
Work less than 11 hours	34	7.5
Between 11 and 20 hours	109	23.9
More than 20 hours	131	28.7
	456	100%

Part II. Respondents' social-psychological characteristics

A. Concerns upon entering NMSU

Respondents were asked about their academic, social, and financial concerns before starting classes at NMSU. The findings are reported in Tables II.1 – II.3.

Table II.1 Student's academic concerns upon entering NMSU (N=452)

Did you expect that you would struggle academically?	Frequency	Percent %
No	268	59.3
Yes	58	12.8
I did not know what to expect/ I was unsure	126	27.9
	452	100%

Table II.2 Student's concerns about fitting in upon entering NMSU (N=452)

Were you concerned about fitting in to the campus academic and social life because of your cultural, racial or ethnic identity?	Frequency	Percent %
No	314	69.5
Yes	77	17.0
I did not know what to expect	61	13.5
	452	100%

Table II.3 Students' concerns about ability to pay for education (N=448)

Did you have concerns about your ability to pay for your collect education?	Frequency	Percent %
No financial concerns	100	22.3
Some financial concerns	211	47.1
A great deal of financial concerns	137	30.6
	448	100%

B. Self-assessment of Skills and Knowledge

Respondents were asked to retrospectively and currently rate their level of skills and knowledge on a scale of low, average, and high. Table II.4 presents the data on these ratings.

Table II.4 Self-assessment of skills and knowledge at two points in time

Skill or Knowledge (Low =1, Average =2, High = 3)	At the time of starting at NMSU (N)	Current assessme nt (N)	Chang e (+/-)
Self-confidence	2.13 (404)	2.43 (378)	+ .30
Knowledge about their own culture	2.31 (397)	2.43 (374)	+ .12
Knowledge about other cultures	1.97	2.32	+ .35

Ability to discuss controversial issues	(405) 2.16	(379) 2.49	+ .33
Leadership abilities	(405) 2.31	(379) 2.53	+ .22
Ability to work cooperatively with diverse people	(402) 2.53	(376) 2.71	+ .18
Awareness of social inequalities in New Mexico	(401) 1.90	(378) 2.24	+ .34
Awareness of social inequalities at NMSU	(396) 1.65	(372) 2.07	+ .42
	(385)	(368)	

Part III. Respondent's Values and Beliefs

To better understand students' values and beliefs related to diversity, social inequalities and collective responsibilities, respondents were asked whether they strongly agree, agree, disagree, or strongly disagree with eight statements. The statements and student's responses are presented in Table III.1.

Table III.1 Respondent's values and beliefs related to diversity, democratic ethics, and equality

	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)	Sample size
a. Speaking up against injustice is important to being a responsible citizen in the United States.	65.3	33.4	1.3	0	434
b. Tolerance and respect for cultural or racial groups different than your own is important to being a responsible citizen in the United States.	65.5	32.7	1.0	.7	432
c. I believe I have a social obligation to give back to my community after I graduate from NMSU.	47.6	39.4	10.1	3.0	413
d. Universities have a responsibility to work toward eliminating race/ethnic injustice in our society.	54.3	37.3	6.5	1.8	427
e. Universities have a responsibility to work toward eliminating gender discrimination in our society.	55.3	35.3	7.4	2.1	424
f. Incorporating multicultural perspectives in the curriculum at NMSU is important.	53.5	34.9	8.4	3.1	426
g. If people were treated more equally we would have fewer problems in this country.	52.1	36.3	9.8	1.8	431
h. The College of Arts & Sciences should require at least one course on social inequalities in New Mexico.	31.5	31.8	20.8	15.9	385

Part IV. Perceptions of NMSU culture and sense of belonging

A. Perceptions of NMSU campus culture

Respondents were asked to describe and rate, on a five-point scale, the NMSU campus culture using two opposing adjectives that represent positive and negative traits. Overall, respondents associated the NMSU campus culture with inclusive terms – friendly, respectful, non-sexist, non-homophobic, accessible, and racially inclusive – as opposed to exclusive terms – hostile, disrespectful, sexist, homophobic, not accessible, or racially non-inclusive. On the five-point scale, with “1” associated with a more inclusive term and “5” associated with the more exclusive term, the mean ratings for each word-pair was heavily weighted toward the inclusive term and ranged from 1.77 to 2.12.

Table IV.1 Perception of campus culture based on a five-point scale with “1” indicating the more inclusive term, 3 the neutral term, and 5 the more exclusive term.

	N	Mean	Std. Deviation
Friendly to Hostile	395	1.77	.850
Respectful to Disrespectful	395	1.99	.944
Non-sexist to Sexist	394	2.10	.967
Non-Homophobic to Homophobic	393	2.10	1.006
Accessible to not Accessible	394	2.01	.990
Racially Inclusive to Racially non-Inclusive	392	2.12	1.032
Valid N (list wise)	389		

B. Respondent’s Sense of Belonging

To measure student’s sense of belonging and social integration into NSMU social and academic life, respondents were asked whether they strongly agree, agree, disagree, or strongly disagree with thirteen statements. The statements reflected three dimension of social belonging: (1) social integration in campus life; (2) quality of relationships with faculty/instructors; and (3) social interactions across cultural boundaries. Table IV.2 presents the data of student responses for each statement.

Table IV.2 Respondent’s Sense of belonging (N=456)

	SA (%)	A (%)	D (%)	SD (%)
SOCIAL INTEGRATION				
I make an effort to attend social activities on campus.	14.1	38.3	35.8	11.8
I regularly use student support services on campus.	9.7	36.3	38.0	16.1
I have a group of close friends/family on campus that help me feel connected to the university.	27.2	43.1	21.1	8.6
I am active in groups and activities reflecting my cultural/ethnic background.	14.2	20.5	42.0	23.3
I attend events that focus on cultural or racial groups OTHER than my own.	12.3	33.0	37.5	17.1
I feel like I belong at this university.	24.0	57.3	13.4	5.3

I often feel isolated at NMSU.	8.2	17.2	38.4	36.2
STUDENT-FACULTY RELATIONSHIP				
My teachers at NMSU are interested in my ideas.	19.9	60.2	16.4	3.5
I have discussed career plans and opportunities with a faculty or staff member at NMSU.	23.8	49.3	17.6	9.2
I have received helpful feedback on academic work from a NMSU faculty member.	31.6	51.5	10.6	6.4
I have developed a relationship with at least one faculty member who has influenced my intellectual and/or personal development.	38.0	36.7	17.4	7.9
CROSSING CULTURAL BOUNDARIES				
It has been easy to get to know people with racial/ethnic backgrounds different from my own.	33.0	51.0	12.5	3.6
I feel the need to hide my racial/cultural background to get along with others on campus.	3.4	7.3	32.0	57.3

C. Institutional responsiveness to diverse student needs

Respondents were asked to assess how well NMSU meets student needs related to historical disadvantages. These findings are reported in Table IV.3 below.

Table IV.3 Perceptions of how NMSU institutionally responds to diverse student needs

	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Sample size
NMSU does a good job of meeting the educational needs of the diverse New Mexico population.	26.0	57.5	13.9	2.7	383
As a Hispanic Serving Institution, NMSU does a good job meeting the needs of Hispanic students.	32.1	57.6	8.6	1.7	329
As a Land-grant institution, NMSU does a good job meeting the needs of American Indians/Native Americans in the state.	27.7	56.9	12.4	3.0	305
The demographics of the NMSU faculty should reflect the ethnic and cultural diversity of New Mexico.	30.4	48.0	14.7	6.9	362
I wish more ethnic studies classes would be taught at NMSU.	29.3	38.0	21.6	11.1	319

Part V. Respondent’s experiences of negative and harmful behavior

A. Experiences and perceptions of harmful behavior based on social characteristics

Respondents were asked if they had experienced any of six types of harmful behaviors and if so what trait they perceived the behavior was based upon (e.g., gender, race, age, ability, religion, class, sexual orientation or another trait). Findings are reported in Tables V.1- V.8.

Table V.1 Respondent's experiences of harmful behavior that was perceived as based on Gender (N= 456)

Report of harmful behavior based on GENDER	Percentage (Frequency)
Negative or insulting comments	16.7% (76)
Harassment	10.3% (47)
Stereotyping or discrimination	17.1% (78)
Feeling isolated, unwelcome or invisible	5.5% (25)
Not being taken seriously	16.2% (74)
Discouragement in pursuing my career goals	5.9% (27)

Table V.2 Respondent's experiences of harmful behavior that was perceived as based on Race (N= 456)

Report of harmful behavior based on RACE	Percentage (Frequency)
Negative or insulting comments	14.3% (65)
Harassment	6.8% (31)
Stereotyping or discrimination	23.5% (107)
Feeling isolated, unwelcome or invisible	8.6% (39)
Not being taken seriously	9.2% (42)
Discouragement in pursuing my career goals	8.1% (37)

Table V.3 Respondent's experiences of harmful behavior that was perceived as based on Age (N= 456)

Report of harmful behavior based on AGE	Percentage (Frequency)
Negative or insulting comments	13.2% (60)
Harassment	4.6% (21)
Stereotyping or discrimination	13.8% (63)
Feeling isolated, unwelcome or invisible	9.9% (45)
Not being taken seriously	17.5% (80)
Discouragement in pursuing my career goals	7.9% (36)

Table V.4 Respondent's experiences of harmful behavior that was perceived as based on Ability (N= 456)

Report of harmful behavior based on ABILITY	Percentage (Frequency)
Negative or insulting comments	9.6% (44)
Harassment	3.5% (16)
Stereotyping or discrimination	5.5% (25)
Feeling isolated, unwelcome or invisible	4.8% (22)
Not being taken seriously	8.1% (37)
Discouragement in pursuing my career goals	9.4% (43)

Table V.5 Respondent's experiences of harmful behavior that was perceived as based on Religion (N= 456)

Report of harmful behavior based on RELIGION	Percentage (Frequency)
Negative or insulting comments	14.5% (66)

Harassment	5.3% (24)
Stereotyping or discrimination	10.3% (47)
Feeling isolated, unwelcome or invisible	5.9% (27)
Not being taken seriously	6.8% (31)
Discouragement in pursuing my career goals	3.9% (18)

Table V.6 Respondent's experiences of harmful behavior that was perceived as based on Class (N= 456)

Report of harmful behavior based on CLASS	Percentage (Frequency)
Negative or insulting comments	6.6% (30)
Harassment	1.5% (7)
Stereotyping or discrimination	6.6% (30)
Feeling isolated, unwelcome or invisible	4.6% (21)
Not being taken seriously	3.3% (15)
Discouragement in pursuing my career goals	4.2% (19)

Table V.7 Respondent's experiences of harmful behavior that was perceived as based on Sexual Orientation (N= 456)

Report of harmful behavior based on SEXUAL ORIENTATION	Percentage (Frequency)
Negative or insulting comments	4.2% (19)
Harassment	2.0% (9)
Stereotyping or discrimination	3.9% (18)
Feeling isolated, unwelcome or invisible	1.8% (8)
Not being taken seriously	1.1% (5)
Discouragement in pursuing my career goals	.7% (3)

Table V.8 Respondent's experiences of harmful behavior that was perceived as based on some other trait (N= 456)

Report of harmful behavior based on OTHER TRAIT	Percentage (Frequency)
Negative or insulting comments	10.3% (47)
Harassment	4.4% (20)
Stereotyping or discrimination	5.0% (23)
Feeling isolated, unwelcome or invisible	7.5% (34)
Not being taken seriously	6.1% (28)
Discouragement in pursuing my career goals	6.6% (30)

B. Respondent's response to experiencing harmful behavior from others

Respondents were asked to think of one specific incident of harmful behavior and indicate their response to the experience. Table 5.9 and 5.10 presents the findings on how the student responded to the harmful behavior.

Table V.9 Student's response to the most upsetting of the harmful behavior that experienced at NMSU (N=456)

Student's response to harmful behavior	Frequency	Percentage
I told a friend.	126	27.6%
I felt embarrassed.	116	25.4%

I ignored it.	98	21.5%
I avoided the person who offended me.	95	20.8%
I left the situation immediately.	57	12.5%
I confronted offender at the time.	54	11.8%
I didn't know whom to go to.	49	10.7%
Didn't affect me at the time.	34	7.5%
I didn't report due to fear of retaliation.	27	5.9%
I confronted the offender at a later time.	25	5.5%
I made a complaint to an NMSU employee or official about the experience.	44	9.6%
Some other response	25	5.5%

Table V.10 Level of satisfaction with the outcome of complaint to NMSU employee/official (N=42).

How satisfied were you with the outcome of your complaint?	Frequency	Percent
Very satisfied	8	19.0%
Satisfied	10	23.8%
Not satisfied	10	23.8%
Very unsatisfied	14	33.3%
	42	100%

Part VI. Definition of “Diversity”

Respondents were asked whether age, disability accessibility, gender, national origin, race/ethnicity, religious beliefs, sexual orientation/identity, social or economic class, Veteran status, and geographic diversity should be included in the College of Arts and Sciences’ definition of diversity. Table VI.1 presents the findings. The two social differences that received the most agreement for inclusion in the definition of diversity were gender and race/ethnicity. Overall, respondents overwhelmingly agreed that each trait should be included in the definition of diversity.

Table VI.1 Response on how the College of Arts and Sciences should define “diversity.”

Dimension of diversity	Strongly agree	Agree	Disagree	Strongly disagree	No opinion or Missing
Age	43.8% (194)	35.9% (159)	5.0% (22)	1.4% (6)	14% (62)
Disability accessibility	44.5% (197)	36.1% (160)	4.7% (21)	.7% (3)	14% (62)
Gender	50.6% (224)	33% (146)	2.5% (11)	1.4% (6)	12.6% (56)
National origin	47.2% (209)	34.8% (154)	2.9% (13)	.7% (3)	14.4% (64)
Race/ethnicity	52.4%	30.2%	3.4%	.5%	13.5%

	(232)	(134)	(15)	(2)	(60)
Religious beliefs	42.4%	30.5%	7.2%	3.6%	16.3%
	(188)	(135)	(32)	(16)	(72)
Sexual orientation/identity	44.2%	30.7%	6.1%	2.7%	16.3%
	(196)	(136)	(27)	(12)	(72)
Social or economic class	44.2%	30.7%	7.0%	2.7%	15.3%
	(196)	(136)	(31)	(12)	(68)
Veteran status	34.5%	32.3%	9.7%	4.1%	19.4%
	(153)	(143)	(43)	(18)	(86)
Geographic diversity	41.5%	31.2%	7.9%	2.7%	16.7%
	(184)	(138)	(35)	(12)	(74)
Other	5.2%	2.0%	1.1%	.7%	91%
	(23)	(9)	(5)	(3)	(403)

Part VII. Estimates of Structural Diversity at NMSU

Respondents were asked to estimate the demographic makeup of students and faculty at NSMU. Respondents were given fixed choices of range of percentages at ten point intervals (0-10%, 11-20%, 21-30%, etc.). The midpoints of each category were used to calculate the estimated mean, median and standard deviation of the respondent's estimation of structural diversity of students and faculty. The data on these questions are presented in Tables VII.1 - VII.4.

A. Estimates of the structural diversity of NMSU students

Table VII.1 Estimates of the structural diversity of NMSU students

Estimates of the percent of NMSU students who are ...	Mean ^a	Median ^a	Standard deviation	Sample size
Hispanic/Latino/Mexican American	50.1%	45%	18.7	421
Native American/American Indian	14.4%	15%	13.8	419
African American/Black	15.5%	15%	14.4	421
Asian/ Asian American	12.8%	5%	13.0	419
Anglo/White American	37.0%	35%	19.2	418
International students	15%	15%	14.1	419
Female students	53.4%	55%	13.1	421

a = The mid-point of response categories (0-10%, 11-20%, 21-30%, etc.) were used to calculate the mean and median of estimates.

Table VII.2 Gap between estimated and actual structural diversity of NMSU students.

Estimates of the percent of NMSU students who are ...	Estimated percent ^a	Actual percent ^b	+/- Gap ^c
Hispanic/Latino/Mexican American	50.1%	47%	+ 3.1%
Native American/American Indian	14.4%	2%	+ 12.4%
African American/Black	15.5%	3%	+ 12.5%

Asian/ Asian American	12.8%	1%	+ 11.8%
Anglo/White American	37.0%	45%	+ 7.0%
International students	15%	(Anglos plus international students)	
Female students	53.4%	55%	- 1.6%

a = The mid-point of response categories (0-10%, 11-20%, 21-30%, etc.) were used to calculate the mean "estimated percent."

b = Actual percentages are based on figures from the *NMSU 2012 Factbook* for Las Cruces campus, which included 17,651 students (76% full-time students).

b = Positive numbers indicate an overestimation of the group and negative numbers indicate an underestimation of the group.

B. Estimates of the structural diversity of NMSU faculty

Table VII.3 Estimates of structural diversity of NMSU faculty

Estimates of the percent of NMSU faculty who are ...	Mean ^a	Median ^a	Standard deviation	Sample size
Hispanic/Latino/Mexican American	31.3%	25%	19.5	412
Native American/American Indian	9.7%	5%	9.8	409
African American/Black	9.5%	5%	9.8	407
Asian/ Asian American	13.6%	5%	12.0	409
Anglo/White American	48.2%	45%	22.7	409
International faculty members	18.3%	15%	16.7	410
Female faculty members	44.4%	45%	15.5	411

a = The mid-point of response categories (0-10%, 11-20%, 21-30%, etc.) were used to calculate the mean and median estimates.

Table VII.4 Gap between estimated structural diversity and actual structural diversity.

Estimates of the percent of NMSU faculty who are ...	Estimated percent ^a	Actual % of Tenure-Track faculty ^b	+/- Gap ^c
Hispanic/Latino/Mexican American	31.3%	12%	+ 19.3%
Native American/ American Indian	9.7%	1%	+ 8.7%
African American/Black	9.5%	1%	+ 8.5%
Asian/ Asian American	13.6%	8%	+ 5.6%
Anglo/White American	48.2%	64%	- 28.8%
International faculty	18.3%	nd	nd
Female faculty	44.4%	36%	+ 2.4%

a = The mid-point of response categories (0-10%, 11-20%, 21-30%, etc.) were used to calculate the mean "estimated percent."

b= Actual percentages of tenure-track faculty (N=562) are based on *NMSU PAID - Report on Faculty Diversity* (2010).

c = Positive numbers indicate an overestimation of the group and negative numbers indicate an underestimation of the group.