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The Michigan Student Study Team:
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The purpose of this guidebook is to present the “how-to” aspects of the Michigan Student Study (MSS), a project that has been part of the University of Michigan’s research and assessment plan for nearly two decades. To that end, this guidebook will move through a number of phases. The first section presents a brief description of the study. Section two summarizes the various instruments used in the study. Section three describes the changes in these instruments over the course of the MSS. Section four presents the major concepts and variables that were explored in the study. Section five discusses lessons we have learned about methodological issues involved in conducting studies like the MSS. The many uses of the MSS and the data dissemination plan to various internal and external audiences are presented in section six. Section seven presents several research recommendations, while section eight provides some concluding thoughts. Lastly, section nine consists of the appendices, including the various instruments used in the study.

Since the University of Michigan successfully defended its affirmative action admissions policy before the United States Supreme Court in 2003, many other higher education institutions have shown considerable interest in developing effective ways to collect data that demonstrate the value of institutional diversity at their respective campuses. Publishing a “how-to-do it” guidebook will hopefully be of value to the higher education community as more and more institutions, in the face of mounting legal and public challenges to their diversity initiatives, explore ways to document the educational benefits of their diversity activities and initiatives.
Study Description

The Michigan Student Study (MSS) is a longitudinal, mixed-methods (quantitative and qualitative) research program that has been in operation for almost twenty years at the University of Michigan. Its focus since its inception in 1990, has been to examine comprehensively the impact on students of the University of Michigan’s commitment to diversity. As expressed in the “Michigan Mandate” (1988) -- a comprehensive plan for increasing racial and ethnic diversity, improving the campus climate, and blending diversity with academic excellence -- Michigan was committed not only to increasing the racial/ethnic diversity on campus, but also to making the increased diversity an intellectually challenging and broadening experience for all students in the campus community.

The study was strategically designed to broaden the campus community’s understanding of the factors that either foster or inhibit the attainment of diversity’s full educational value. Its focus is not only on students of color, but on the contribution of diversity to the broader educational experiences of white students as well. The study is an example of an assessment plan that can be deployed to enhance a university’s ability to track student perceptions and experiences with diversity, and also illuminates how such research at the University of Michigan has provided evidence of the benefits of diversity for all students and generated diversity strategies for impacting academic and non-academic programs. Although its major emphasis
is on racial and ethnic diversity, the study is also concerned with students’ reactions to issues related to gender and sexual orientation, as well as to student experiences and outcomes in general.

The Michigan Student Study research has taken place in three phases. Phase 1 was launched in the fall of 1990, and tracked undergraduate students from their entrance in 1990 through their next four years. Phase 2 was a study replication ten years later, tracking the entering class of 2000 through 2004. Phase 3 was an alumni study in 2003 that followed up the students who responded to our 1994 survey in phase 1 of the MSS.  

The longitudinal series of surveys of the undergraduate classes that enrolled at the University of Michigan in fall 1990, and again in the fall of 2000, represent the major component of the MSS. For these two study phases, all first-year students received a questionnaire when they entered the University. All students of color and a large representative sample of white students who were still at the institution were followed up with mail questionnaires at the end of their first and fourth years. The 1990-1994 cohort also received a questionnaire at the end of its second year, and dropouts were interviewed by telephone at the beginning of the second year. The longitudinal design of the study allows for consideration of what students bring to the University at entrance, while also documenting important changes in their attitudes and experiences as they move toward graduation.

Two-hour focus groups also were conducted with approximately 100 members of the class at the end of their first year (1991 and 2001), and another 100 at the end of their fourth year (1994 and 2004). These focus groups allowed students to reflect upon important aspects of their overall experiences at Michigan and helped provide a more comprehensive and in-depth view of their perceptions of campus life and diversity by allowing them to speak to issues of particular concern to them in their own voices. In the 1990 – 1994 cohort, individual interviews were also conducted at the end of the first and fourth years.

In the 2003 alumni study, we mailed questionnaires to all alumni who had responded, as undergraduates, to our fourth-year survey in 1994. The major focus of the alumni study was to examine the role of diversity in the post-college lives of U-M graduates, in the respondents’ work, neighborhood, friendships, and public lives. It also explores, from the alumni’s post-college perspective, the meaning that the diversity at the University of Michigan had in their post-college lives, how it may have helped them in their relationships with diverse others, and how the challenges they face in a diverse America might have been helped by their experiences at Michigan.

1 Most of the funding for Phase 2 and Phase 3 of the study was provided by a grant from the Ford Foundation.
Two broad sets of interests guided our choice of the concepts and questions in the undergraduate surveys. First, we were interested in questions that would provide an in-depth view of students’ attitudes and experiences with respect to diversity: What is the extent and quality of the personal relationships across the racial/ethnic groups on campus? What are the students’ perceptions of and responses to the University’s commitment to multiculturalism and diversity? How much are these perceptions and reactions a result of characteristics and views that students bring to the campus and how much are they affected and changed by their experiences at Michigan? What are the positive aspects and specific areas of concern for the various groups of students around multiculturalism? How relevant is the University’s commitment to multiculturalism and diversity to our students?

We also were interested in the determinants of attitudes toward diversity, and included a number of concepts and questions in the surveys that reflect personal attitudes, dispositions, and experiences that we felt might explain attitudes toward campus diversity, and therefore might help guide efforts to implement the Michigan Mandate and other institutional diversity initiatives.

Secondly, beyond concerns specific to diversity, we were interested in how students of different racial/ethnic backgrounds responded to other areas of student life – their goals for college, the expectations they had as they entered the University, their experiences with classes, fellow students and faculty, their frustrations and problems, and their feelings of intellectual and personal development. In these broader, more general, questions we were not only interested in examining the differences in the perspectives that white students and the various students of color bring to the University, and the differences in their campus experiences; we also felt it equally important to identify the broad areas of similarity and agreement across the racial/ethnic divide—particularly the commonalities that may challenge stereotypes that exaggerate racial/ethnic differences, that make invidious comparisons that incorrectly attribute negative characteristics to “other” groups that distinguish “them” from “us.”

For example, findings from the MSS study indicate that students of all racial/ethnic origin show great commonality in their goals for college, and in their motivation and investment to work hard and attain a high level of academic achievement. These findings challenge the widely held assumption that underrepresented students of color are not committed to the core academic and intellectual values of selective universities like Michigan – an assumption that undermines the legitimacy of their presence at these institutions.
In addressing these two areas of interest, we hoped to provide insights that would enhance the University’s ability to develop and foster multicultural efforts that reinforce and improve the overall educational experience of our undergraduates, and promote the intellectual development and educational preparedness of our students in an increasingly diverse, interdependent, and competitive world.

Collectively, the Michigan Student Study research effort is unusual in that it represents one of the few times that researchers have tracked the impact of diversity on students from the time that they entered through their four years in college, and even, nine years post-graduation. It also is atypical in the collaboration between academic and non-academic units in formulating and carrying out the study, and in its use of qualitative data to supplement the large-scale quantitative survey effort. Finally, although, as we have noted, the study instrumentation included many items specific to diversity-related attitudes and behaviors, it also included numerous questions on the more general educational and developmental issues students face. The benefits of this balance is that the MSS permits a broader analysis of the relationship of experiences with racial/ethnic diversity to general educational outcomes than has been possible in most other research studies on college students.
Appendix A presents copies of the questionnaires and focus group protocols used in the MSS. With minor modifications, parallel questionnaires and interviews were used in the first and fourth-year administration for the 1990-1994 and 2000-2004 cohorts. To avoid redundancy, this guidebook includes only the first and fourth-year instruments given to the 2000-2004 cohort.

The two cohorts differed much more significantly in their entrance questionnaires, given at the time of enrollment (September of 1990 and 2000.) In 2000, the University of Michigan was one of ten institutions in an inter-institutional study (directed by Dr. Sylvia Hurtado) of the impact of diversity on college students. On that occasion, the Michigan students were given the entrance questionnaire that was the common instrument developed for all ten institutions in that project. Although this inter-institutional questionnaire included a number of questions from the 1990 MSS entrance questionnaire, the overlap of the two questionnaires was limited. Therefore, we have included the 1990 entrance questionnaire in this guidebook, rather than the 2000 questionnaire, because it better represents our current conception of the questions that we would include in an entrance questionnaire.
Following are the seven instruments presented in Appendix A.

**Entrance 1990 Questionnaire** – This entrance survey was administered in the Fall of 1990, and was the initial survey for the MSS effort. The survey was delivered to students in the residence halls upon their arrival at the institution. The timing for this survey was critical, given our need to have a clean baseline of information regarding our students’ pre-college exposure with diversity and non-diversity related experiences, and their attitudes, goals, and expectations at the time they entered the university.

**End of First Year 2001 Questionnaire** – This survey was used to probe the opinions and experiences of individuals who had experienced a full year as a U-M student. The survey was administered in the final month of the academic year (February – March, 2001). The concepts under exploration shifted from what students were expecting in their first year, as assessed by the entrance survey, to what they had actually experienced. The nature of their curricular and co-curricular activities, their friendship interactions, and their other experiences with diversity were some of the major areas explored.

**End of First Year 2001 Focus Group Protocol** – This interview guide was used to conduct two-hour focus groups with the different racial groups of first-year students on campus (African American, Asian American, Latino/a, Native American, and White). Approximately 100 students participated in the focus groups. Students who completed the entrance survey were randomly selected within each racial group to participate in the focus groups. These interviews allowed students to reflect upon important aspects of their first-year experiences at Michigan, and helped provide a more comprehensive and in-depth view of students’ perceptions of campus life and diversity. Each focus group had from six to eight participants and a male and female facilitator of the same race. We believe that these two elements, small group size and same race facilitators, helped to create a comfortable environment for the participants – one in which students would feel relaxed and be forthcoming with their responses. At the conclusion of each focus group, as an incentive, students were compensated $25 for their participation and invited to stay and have pizza and soda.

**End of Senior Year 2004 Questionnaire** – This survey was used to probe the opinions and experiences of individuals who had experienced four years as a U-M student. The survey was administered in the final month of the academic year (February – March, 2004), and was designed to be an instrument in which students could reflect upon their entire time at Michigan. Again, the nature of their curricular, co-curricular, friendship interactions, and experiences with diversity were some of the major areas explored.
End of Senior Year 2004 Focus Group Protocol – This interview guide was used to conduct two-hour focus groups with the different racial groups of fourth-year students on campus. These interviews allowed students to reflect upon important aspects of their overall experiences at Michigan across their four years, and helped provide a more comprehensive and in-depth view of students' perceptions of campus life and diversity. The methodology and procedures duplicated those used for the focus groups at the end of the first year (as described previously): approximately 100 students, randomly selected within each racial group to form several racially homogeneous groups of six to eight students, two facilitators in each focus group (one male and one female) matching the racial identity of the students in the focus group, and the cash and food incentives at the conclusion of the session.

Alumni Study 2003 Questionnaire – This questionnaire was designed and administered to follow up all the original Michigan Student Study participants who answered the senior survey in 1994, to explore the impact that their college experiences with diversity had on their work, citizenship, social relationships, and other arenas of life in the almost ten years following their graduation. Through the records of the Michigan Alumni Office, we obtained the addresses of 89% of the respondents to our 1994 senior questionnaire. These alumni were mailed a survey (approximately 1 hour in length). The survey replicated a number of questions from the 1994 survey (primarily those tapping attitudes and behaviors related to diversity) as well as a series of questions on their work, citizenship activities, and social relationships, and the significance of diversity in these life arenas.

Attrition Study 1991 Protocol – This telephone survey was designed for use with African American and Latino students who did not re-enroll at the University after their first year. These two specific student groups were chosen for participation in the study due to their disproportionately higher dropout rates at the University compared with White and Asian American students. Approximately 30 students participated in the study. The University was interested in probing the opinions and experiences of these students who had left the institution prior to receiving their degree, and to identify ways in which the University could improve the campus environment and services to its students.
One important qualification should be noted about the 1990 entrance questionnaire. It represents our thinking about concepts and instrumentation at the beginning of the MSS, and does not include lessons we learned and changes we made over the course of the study. Most important, it does not include changes we made in the senior questionnaire administered in 2004 that are modifications of or substitutes for questions also asked in the 1990 entrance questionnaire. Since we are interested in measuring the changes that occur in a student’s responses to these questions over the four-year college career, it is important that the question content, wording, and formatting be the same in the entrance, first year, and senior questionnaires. We therefore suggest that the following modifications be made in the 1990 entrance questionnaire that appears in this guidebook, particularly if it is used as the first instrument in a longitudinal study.

- In all instances where the same question appears in both the entrance (1990) and senior (2004) questionnaires and in which even slight differences in content, wording, or format occur, change the entrance questionnaire to duplicate the senior questionnaire. (For example, change Q54d in the 1990 entrance questionnaire to conform with Q20 in the 2004 senior questionnaire; change Q54a and Q54b in the entrance questionnaire to conform with Q18 and 19 in the senior questionnaire).
• Add questions on extent and quality of personal interracial interactions to the entrance questionnaire. The 1990 entrance questionnaire had a number of questions on the students’ general perceptions of the extent and character of interracial relations (e.g., their expectations (Q51) about the racial climate they would find at Michigan), but only one question (Q20) on their own personal inter-group relationships. We would add questions 24, 25, and 26 from the 2004 senior questionnaire to the entrance questionnaire. (The introduction to these questions should be changed to refer to the inter-group interactions that the students had in “high school” rather than “on campus” or their “four years at Michigan”.)

• Add some questions on diversity to the entrance questionnaire. Q48 of the 1990 entrance questionnaire and Q14 of the 2004 senior questionnaire are parallel questions about students’ views of the negatives and positives of colleges’ and universities’ emphasis on diversity. The two questions have some parallel items but also some that differ. The senior questionnaire (Q14) adds a number of items that tap aspects of the current debate over diversity and multiculturalism that are not covered in Q48 in the entrance questionnaires. These items should be included in the entrance questionnaire.

• Substitute the affirmative action question on whether race should play a role in admissions decisions. Q22c in the senior questionnaire asks directly whether race and ethnicity should be considered in the college admissions decision in addition to high school grades and ACT/SAT scores. We feel this is a more direct and less ambiguous question on affirmative action than item 48c from the 1990 entrance survey. The senior questionnaire therefore does not include item 48c. Q22 from the senior questionnaire also asks about the use of other student characteristics in admissions decisions that provide a context to the student’s support of or opposition to the use of affirmative action for race. We would suggest adding Q22 to the entrance questionnaire and eliminating Q48c.
Table 1 presents the main concepts and variables measured in the Michigan Student Study. Many of these variables reflect the MSS’s particular concern with issues of diversity. Most of the questions that measure these diversity-relevant concepts were specifically designed by the MSS study team, or by other researchers at the University of Michigan concerned with these issues. Most of the other concepts in Table 1, those that deal more generally with the psychological, academic, and social issues that students face over their college years, come from the vast higher education psychological and sociological literature on the impact of college on student development.

The first two panels in Table 1 indicate the variables measured in the entrance questionnaire: the characteristics, attitudes, and pre-college experiences that students “bring” with them when they enter the university. Included in these variables are: students’ socio-demographic background characteristics; the indices of their academic preparation and readiness for college; their goals for college and broader career and life goals; psychological characteristics (like self esteem and personal efficacy) that might help predict their development and success in college; and socio-political attitudes (liberalism/conservatism) that are related to their views on current socio-political issues (like diversity in America). Among variables introduced into the entrance questionnaires as potentially predicting their responses to the diversity they will find at the university are their
pre-college experiences with diversity (the integration/segregation of their neighborhoods, diversity of their friendships), psychological characteristics that might make them particularly receptive to diversity (empathy, openness to new experiences), their own group identification and attitudes about inter-group relationships in the United States, and socio-political attitudes (like views about group stratification and the causes of income inequality in the United States) that could provide a general framework for their reactions to racial and ethnic diversity.

The third and fourth panels of Table 1 present the variables measured in the first-year and fourth-year questionnaires – the students’ academic, social, and diversity-related campus experiences over the course of their college years. The third panel lists their experiences with diversity: the significance and impact of diversity in their total college experience; their perceptions of the campus racial climate; their exposure to diversity in the content and interactions with other students in their courses and classes; and their participation in multi-ethnic events on campus. Particular attention is given to their personal interactions across race and ethnicity in their college years: the extent of their interracial and inter-ethnic interactions, the quality of these interactions, the settings in which they occur, the racial/ethnic diversity of their closest friendships, their involvement in campus groups and activities reflecting multiple racial/ethnic identities, and their experiences with prejudice and discrimination.

The fourth panel includes the more general significant academic and social campus experiences of the students’ college years. Academic experiences include their academic major, their positive and negative responses to different aspects of their academic life and performance in college, their satisfaction with their classes and teaching, and their relationships with faculty. Social experiences include their feelings of integration and/or alienation in the campus community, their participation in campus organizations and activities, and their satisfaction with various aspects of social life on campus.

The fifth and sixth panels in Table 1 present the major outcome measures of the study. The fifth column presents the major student outcomes measured in the fourth-year questionnaire as most of the students approached graduation. The sixth column presents the student outcomes measured in their early adulthood years in the alumni questionnaire, including their occupational, social, and community roles, and the significance of diversity in their post-college lives.

In the general model of the MSS, we see the students’ outcomes as a product of their entrance characteristics and their reactions to their college experiences. As we have noted, we have focused particularly on their
experiences with diversity in college and how those experiences affected both their college and post-college lives. This focus on diversity is reflected in a broad conception of student educational outcomes in the MSS database. We predict that diversity experiences in college will not only positively affect a student’s intellectual engagement and other “learning” outcomes, but also what we have termed “democracy” outcomes—sentiments and skills necessary for citizenship and leadership in a diverse democracy and increasingly interconnected global society. Thus college outcomes (fifth column in Table 1) include measures of citizenship involvement and changes over the college years in sentiments such as the appreciation of cultural differences, the interest in exploring multiple perspectives, and the belief that basic values are shared across racial lines. We believe such sentiments will help prepare students to participate effectively as United States and global citizens. (Change over the college years is determined by comparing students’ responses to questions on these sentiments in the fourth-year questionnaires, with their responses to the same questions in the entrance questionnaire.)

The post-college outcomes obtained in the alumni questionnaire (sixth column in Table 1) include some questions on individual post-college educational, occupational, and income attainment, but focus mainly on the extent to which students’ college experiences with diversity carry over into their post-college lives. This includes both subjective and objective measures: their perceptions of the significance that their college diversity experiences have had on their lives since college; their participation and leadership in civic groups and activities; and the degree of racial/ethnic integration in their communities, neighborhoods, work lives, friendships, and broader social circles.
TABLE 1

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<tr>
<td>- Attitudes on gender and sexual orientation</td>
<td>• Use of student services</td>
<td><strong>Post-College Outcomes</strong></td>
</tr>
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There is a large body of literature addressing the administrative and methodological issues involved in large-scale longitudinal survey research, and the special concerns when questionnaires are gathered by mail. Some of these issues, and how we dealt with them in the MSS, are noted below.

**Sampling**

As we discuss below, a great deal of time, effort, and resources are required to obtain an adequate response rate to a mail questionnaire. In light of this burden, if the survey population is large enough, it may be possible to achieve considerable savings by gathering data from only a sample of the population. A basic consideration in deciding whether to sample the students at a particular institution is whether there are enough people in the sample to provide statistically reliable data. In a study focused on diversity, students of different racial/ethnic background are likely to differ greatly in their perspectives on diversity-related issues like affirmative action and multiculturalism (differences of 50% to 60% on a number of the questions in the MSS). In such a case, the responses of the “total” student population are relatively meaningless; in reports of the MSS data, we have
always presented results separately for African American, Asian American, Latino/a, and White students. We therefore need a sample large enough in each group to provide reliable estimates for that group – reliable estimates not only for comparing the different racial/ethnic groups in their responses to any particular question, but also for the large numbers that are needed for the causal analyses of the longitudinal data within each group. Given these requirements, in the MSS we did not sample the groups of underrepresented students. All African American, Latino/a, and Native American students in the two cohorts received questionnaires in all waves of the questionnaire administrations. Among White students, who numbered approximately four thousand in each of the two cohorts, all students were surveyed in the entrance questionnaire, but only a sample (randomly drawn) were followed up in the succeeding questionnaire administrations. Among Asian American students, whose numbers at Michigan almost doubled between 1990 and 2000, no sample was drawn in the 1990-1994 cohort, but in the second cohort all were surveyed upon entering Michigan in 2000, but only a sample were followed up in 2001 and 2004.

To provide a full picture of the two White student cohorts and the second Asian American cohort, the follow-up samples included the students who had not responded as well as those who had responded to the entrance questionnaire. To increase the number of students available for longitudinal analysis of the data, respondents to the entrance questionnaire were sampled at a greater rate than non-respondents. But, as we will discuss in the comments on Response Bias below, the sample of non-respondents was great enough to enable us to test for any bias we might have obtained if we had restricted our follow-up questionnaire only to students who had responded to the entrance questionnaire.

Response Rate

Probably the major problem in conducting survey research has been the increasing tendency for people not to respond to a researcher’s request to be interviewed (personally or by telephone) or to fill out and return a questionnaire mailed to them. This problem is exacerbated when the questionnaire takes a considerable time to fill out (45 to 60 minutes for the MSS). Two major ways the MSS dealt with the problem of non-response were the extensive follow-up of non-respondents, and the inclusion of incentives for filling out the questionnaires.

Follow-up. In all the questionnaire administrations in the MSS – to the two cohorts and the alumni—all students who did not respond to the first administration were sent a second copy of the questionnaire three weeks later. In addition, because of their somewhat lower response rates, personal phone calls were made to the African American and Latino/a non-respondents, encouraging them to participate (In the 2004 Senior and
Alumni administrations, phone calls were also made to Asian American and White non-respondents.) These follow-up efforts significantly increased the responses to the questionnaire, typically raising the response rate by about 15 to 20 percent.

**Incentives.** In the first MSS cohort, no individual incentives were offered to students to complete the questionnaire until the administration of the senior questionnaire in 1994. While the response rates to the first three questionnaires were higher than typical for a long mail questionnaire — overall response rates of 56% (entrance), 60% (first year) and 50% (second year) — an even greater response was desirable for the critical senior survey because it covers the students’ total undergraduate experience. We therefore added a monetary incentive, a $10 personal check enclosed in the first mailing of the senior questionnaire. Although we did not test the impact of this incentive in a controlled experiment, the 73% response rate to the senior questionnaire in 1994 suggests that the monetary incentive had a significant effect.

In the entrance questionnaire (2000) for the second cohort of the MSS, we did not have the resources to provide individualized monetary incentives. As an alternative, respondents participated in a lottery to win one of four $250 cash prizes. The result, even after the telephone follow-ups, was a disappointing overall response rate of 42%. In the following administrations we returned to the incentive of personal checks enclosed in the first mailing of the questionnaire ($10 in the first year (2001) questionnaire, $15 in the senior (2004) questionnaire, and $20 in the alumni questionnaire.) Response rates increased dramatically, 59%, 67%, and 76% to the first year, senior, and alumni questionnaires respectively (The high alumni response rate was also affected by the fact that we sent questionnaires only to those alumni who had answered the senior questionnaire nine years before, because respondents to surveys have somewhat higher response rates to future questionnaires than non-respondents do).

**Response Bias.** The main reason that response rate is an issue in survey research is the concern over response bias, that is, that those who respond to the survey differ in significant ways from those who do not respond, and therefore do not present a reliable picture of the attitudes of the total population surveyed. In a survey of college students’ views of their university’s diversity initiatives, we were particularly concerned that students who are not sympathetic to their institution’s commitment to affirmative action and multiculturalism might be “turned off” by receiving a university-sponsored survey on diversity, and therefore less likely to answer the questionnaire than the students more supportive of the university’s commitment. If this were true, the responses to the survey would be biased in favor of students supporting the University’s position.
One value of a longitudinal study (if the total population is followed up in the successive waves of the survey regardless of whether or not they responded to the previous questionnaire) is that it provides relevant data on non-respondents that permit some comparisons between respondents and non-respondents. If there are large, consistent differences between these two groups, it would suggest that the study results are confounded by a response bias, and that we cannot generalize from our data on the respondents to statements about the total student population. In the MSS, large proportions of the non-respondents to any particular wave of the questionnaire had responded to the questionnaire in a previous wave. Thus, we were able to obtain some estimate of response bias on any questionnaire by comparing the respondents and non-respondents to that questionnaire on their responses to a previous questionnaire.

In the MSS we were particularly concerned with the possibility of response bias in the responses of the White students because, as we noted above, we followed only a sample of White students, and the sample included proportionately more of the students who had responded to the entrance questionnaire than those who had not responded. Any general response bias, therefore, would be exacerbated in our sample of White students.

To assess the possibility of bias, we analyzed the data on our first cohort’s White students who answered the fourth-year survey, comparing those who had also answered the entrance survey (n=780) with those who had not answered the entrance survey (n=271). We compared their responses to all questions that dealt with affirmative action, diversity, and multiculturalism, as well as a number of questions that tapped students’ reactions to other aspects of their experience at Michigan.

White seniors who had responded to the entrance questionnaire did not differ significantly (p < .05) from the non-respondents to the entrance questionnaire in their satisfaction with their years at Michigan, their attitudes toward faculty and other students, and their feelings about their social and academic experiences. The two groups also did not differ significantly on most of the fourth-year survey questions on the impact of Michigan’s diversity policies on their Michigan experience, or on their perceptions of the racial climate at Michigan.

The one clear and consistent deviation from this general pattern of non-significant differences occurred in response to questions on students’ general ideological views about affirmative action, multiculturalism, and the value of diversity in United States colleges and universities. The results were somewhat counterintuitive on 12 of the 15 ideological items. White seniors who had responded to the entrance questionnaire were less...

2 For example, questions that asked for agreement and disagreement on such items as “Students of color are given advantages that discriminate against other students” and “The contributions of Asian American, Hispanic/Latino, African American, and Native American writers should be essential elements in a college’s core curriculum.”
rather than more supportive of affirmative action and multiculturalism in their responses to the senior survey. To the extent that this finding reflects a response bias, it is a bias that over-represents the views of White students who oppose Michigan’s diversity policies, not the views of those who support them.

Moreover, the extent of this bias was minimal. On the 12 items that showed significant differences between entrance respondents and non-respondents, we calculated what our findings on the total White senior sample would have been if we had weighted the responses of the non-respondents to the entrance questionnaire. In none of the 12 comparisons did weighting affect the findings more than one percent. In all our reports on findings from the MSS, therefore, we have not weighted for non-response. However, our results do not guarantee that response bias will not be more significant in other settings and contexts. Some analysis of possible bias should therefore be undertaken whenever possible, and controlled for when bias is significant.

The Value of Full Response to the Entrance Questionnaire

In general, one cannot avoid the time, effort, and resources needed to obtain a high response rate to a mail questionnaire. However, it may be possible to greatly reduce these costs for the entrance questionnaire, by administering the questionnaire as part of the official orientation process or through some other institutional channel. In addition to the cost saving, there would potentially also be significant research benefits from a full response to the entrance questionnaire. In a dropout study, for example, an analysis relating students’ responses to the entrance questionnaire to whether or not they later dropped out could be invaluable in helping understand the factors that predict students’ dropout and retention. Entrance data on students could also contribute greatly to studies of the impact of diversity initiatives that might be introduced in the institution — a particular course, or program, or curricular innovation for example. Any interpretation of the impact of such an initiative is limited by the selection factor — that students who choose to take part in the initiative are different from those who do not choose to take part. Comparing the entrance responses of the students who later chose that initiative with a sample of those who did not, could help determine some of the selection factors, and enable them to be controlled for in the analysis and interpretation of the results.

Protecting Human Subjects (Institutional Review Board – IRB Requirements)

It is essential that prior to conducting research programs such as the Michigan Student Study, care be exercised in protecting the responses of all participants (research subjects). We know that Institutional Research Board (IRB) regulations vary from institution to institution. The key is to check with your IRB early in the process since regulations and requirements change on a regular basis.
Ensuring the confidentiality of respondents was always an important aspect of the MSS protocol, especially given the longitudinal nature of the project. Only one of the researchers had access to the returned instruments, and once information was entered into a database, we stripped names and other identifiers from the database, and maintained all identifying information in a separate file. Additionally, for focus groups, identifiers were removed during transcription of the taped discussion before they were returned to the researchers; in this way, the transcripts were completely anonymous. Lastly, when we provided data to an outside source, such as an individual conducting dissertation research, it was devoid of any information that would enable the identification of a specific person in the database. Further, the data tapes that were released included only those variables that were specifically related to the topic under consideration, as approved by the research project team.
Uses of the Michigan Student Study

Over the course of the Michigan Student Study, research outcomes have been leveraged in a variety of ways both within and outside of the University of Michigan in an attempt to link research with practice. The critical information generated from the MSS allowed campus leadership to more clearly articulate the values of diversity to a wider audience and, in some cases, to initiate or expand programs to address findings from the assessment process. Below we summarize several ways in which the study findings have: 1) aided the administrative function of the institution; 2) been presented institutionally and nationally to share key study insights; 3) enhanced the scholarship of several academic audiences; and 4) buttressed the University’s defense of its admissions process.
Institutional/Administrative Uses of the MSS

**Program Development and Assessment.**

Findings from diversity research efforts can support the development of campus diversity programs and various assessment efforts. The MSS findings enabled U-M to develop and implement several programs to address issues highlighted in the assessment. For example, a program called POSSE (Pathway to Student Success and Excellence) was initiated with external funding to assist first-year students of color in navigating the University’s policies and processes. Data from the MSS were used to justify the need for such a program, which uses peer mentoring, tutoring, and workshops on time management, financial budgeting, networking, and ways to approach faculty. Additionally, we shared specific data with other academic support programs enabling them to assess the effectiveness of students participating in these activities. In one case, our School of Nursing used the survey instruments to assess teaching and learning effectiveness of the diversity component of several critical courses (the COURSEMAP Project).

**Providing Information Needed for Campus Leaders to Articulate the Benefits of Campus Diversity.**

The Michigan Student Study findings, and future findings from similar studies, can enable administrators, at critical times, to have qualitative and quantitative information when addressing audiences about the benefits of diversity. For example, at the U-M several leaders were able to provide a framework for institutional diversity by citing findings that students largely come from segregated high schools and communities, and asserting that the campus therefore has a responsibility to prepare them for a diverse workforce and participation in a diverse democracy. Additionally, administrators could with greater confidence cite evidence relative to the benefits of diversity for all students.

**Debunking Campus Myths.**

Diversity research data can serve a pivotal role in helping to debunk various campus myths relative to diversity. Michigan Student Study information was used to challenge assumptions among segments of the campus that students of color dropped out for academic reasons, received most of the financial aid money, had little in common with White students, and were not serious about their academic careers. Data gathered from assessing the impact of diversity programs on students were used to challenge campus myths in the areas of racial friendship patterns, perceptions of self-segregation, commonality, financial aid, academic preparation, and goals. Again, this provided administrators with information to counter the perceptions of some members of the campus community, perceptions that have served to buttress the arguments of opponents of affirmative action on our college campuses. The longitudinal aspects of the study also enabled researchers to examine how such perceptions changed over time.
Cross-Institutional Data Sharing Between Researchers and Administrators.

A significant aspect of conducting this broad-based research on diversity and general student experiences is convening various units and individuals from different institutions that are involved in multicultural research to discuss research-related problems such as data collection, improving response rates, reporting findings, and ways to reduce costs. Additionally, periodic meetings will allow researchers to share and discuss findings and create opportunities for future research collaborations. Another benefit is the ability to discuss cross-institutional findings and to examine why findings from different researchers and institutions may differ. This will enable researchers to provide data to administrators that would have consistent themes and messages related to campus diversity.

Increasing the Public’s Understanding of the Educational Benefits of Campus Diversity.

As we have discussed extensively in this document, it should be underscored that the data produced in the Michigan Student Study enabled administrators to articulate the educational benefit of campus diversity, and to explain how campus diversity programs and activities benefited all students, and not just students of color. The follow-up study of the alumni provided administrators with information necessary to discuss the long-term benefits of diversity, almost a decade beyond graduation. This provided a critical rationale for the importance of diversity beyond the campus, and linked campus diversity to the future. Such information is crucial when it comes to stressing the importance of diversity with such external populations as the corporate community, alumni, and the general public.

The Critical Role of Campus Leadership in Diversity Research/Assessment.

Over the years, the University of Michigan has benefited from leaders who supported campus diversity efforts and strongly advocated that fostering diversity was an essential component of the institutional mission. Campus leaders provided the framework for funding central efforts as well as incentives for faculty, students, and staff to initiate and implement diversity activities. They provided clear messages of support – both to the campus community and externally. Most important, presidential leadership embraced the need to assess diversity efforts at multiple levels, and fully supported these initiatives in a very public way. This trend has expanded over 15 years, and continues today. As a result of U-M leadership’s unequivocal commitment to initiating, supporting, funding, expanding, and assessing diversity activities, these programs have flourished.
National and Institutional Presentations

The Michigan Student Study has been presented at nearly 150 different forums, including academic and student affairs units, as well as faculty, staff, and student organizations at the University of Michigan campus, various units and organizations at other colleges and universities, national conventions of higher education organizations, and national diversity conferences. We have greatly valued the many opportunities we have had to share our work and the impact that it has had on our understanding of campus diversity.

Over the years, we have valued the feedback received from various segments of our campus, other institutions, and from the national community. Sharing with our colleagues in the higher education community has resulted in the application of various aspects of the Michigan Student Study at numerous colleges and universities that seek to have a better understanding of the impact of campus diversity on their students.

We maintain a comprehensive focus when we present information about the MSS, beginning with contextual information regarding the emergence of the broad diversity work that the U-M has undertaken. Facets of this section of the presentation include information about the history of student activism around diversity demands at U-M beginning in the 1970s, as well as the evolution of the Michigan Mandate, the strategic planning document referenced in earlier sections of this document. We then share information about the research methodology and data collection process, followed by a sampling of research findings and insights that are tailored to the specific audience being addressed. For example, when presenting at a diversity conference, we focus our comments on data that highlight how students’ attitudes have evolved with regard to issues of diversity and multiculturalism as a result of exposure to and/or interaction with diverse peers, course content, and various programming experiences. We end these sessions with a discussion centered on the importance of collecting similar data in a variety of institutional contexts. We offer insights and suggestions as to how institutions can tailor similar studies to best suit their various institutional contexts.

Presentations to more administrative audiences share some of the same characteristics as those outlined below. However, we also share several top-level insights regarding the practices that we have observed as the most effective in making diversity “work” within the context of higher education institutions. Our perspective has been informed by over 20 years of work in the area of diversity, our leadership roles in these endeavors, our engagement with several broad campus diversity initiatives, as well as our experiences in conducting the Michigan Student Study. Appendix B presents a recent article titled “Ten Core Ingredients for Fostering Campus Diversity Success,” which summarizes several of the key points addressed in these presentations.
Academic Scholarly Audiences

Many of the analyses and presentations of the MSS data have been directed to the academic community, and contributed to the growing scholarly research literature on the impact of diversity in our colleges and universities. Articles in scholarly journals and chapters in edited books have analyzed MSS data to explore such topics as: the extent and quality of interracial interactions on campuses and their impact on the educational outcomes of white students and students of color; the factors related to the perceptions of tension in the racial climate on campuses and the discontinuity between these climate perceptions and the students’ personal interracial relationships; and factors related to perceptions of commonality and similarity across the racial divide.

In addition to these analyses undertaken by investigators associated with the MSS, the study provides a rich database that is being made available for secondary analyses by others in the academic community. The data from the student cohort of 1990-1994 were first provided to the broader University of Michigan community under a set of conditions – outlined in the “Data Use Policy and Procedures” presented in Appendix C – that were designed to guarantee the scientific value and rigor of the proposed research use of the data, and to protect the confidentiality of students who participated in the study. Several years later these data from the 1990-1994 cohort were placed in the archives of the Inter-University Consortium for Political and Social Research (ICPSR), which makes the data from significant social science studies available to the national academic community. The data from the alumni study and the 2000 – 2004 cohort will be made available to the public in 2009.

Under this data use policy, nine University of Michigan graduate students used the MSS 1990-1994 data for their doctoral dissertations. These dissertations cover such topics as the achievement and retention of students of color, the role of diversity in developmental issues faced by students in post-adolescence, and the impact of college on attitudes toward diversity of sexual orientation. The abstracts of these dissertations are presented in Appendix D.

MSS in U.S. Supreme Court Michigan Affirmative Action Cases

Perhaps the most publicized use of the MSS has been its role in support of the University of Michigan’s defense of its affirmative action admissions polices before the U.S. Supreme Court. Before the University of Michigan decisions, the Supreme Court position on affirmative action in higher education admissions was
defined in the Court’s 1978 *Bakke* case, which suggested that the educational benefits of diversity provided a constitutionally legal justification for the use of affirmative action in admission to selective institutions. Following *Bakke*, the educational benefits of diversity formed the major component of the University of Michigan’s defense in the lawsuits challenging its admissions policies.

Educators in U.S. higher education had long agreed that diverse student bodies have educational value for all students. At the time Michigan was preparing its defense of its admissions policies, however, the argument that diversity had educational value lacked both extensive empirical evidence and a strong theoretical rationale. Given this lack of clear empirical evidence, several federal courts in the years immediately preceding the Michigan cases ruled that racial/ethnic diversity was irrelevant to the educational experience and therefore the use of affirmative action was unconstitutional.

Given this legal questioning of the diversity argument, a critical component of the University of Michigan’s defense in the lawsuits challenging its admission policies was the social science argument presented in the expert testimony of U-M Professor Patricia Gurin. In her testimony, Dr. Gurin presented a theoretical rationale for the educational value of racial and ethnic diversity, reviewed the available social science research evidence, and carried out secondary analyses of existing data sets that would directly test the theory. The database most relevant for this purpose was the Michigan Student Study, and analysis of these data constituted a major part of the Gurin Expert Testimony.

The initial planning for the Michigan Student Study began 10 years before the University was sued for its admissions policies, with no anticipation that the study might someday be used in the defense against a legal challenge. But the study was chosen for the Expert Testimony because, as we have noted above, it had several qualities that were essential for any research addressing the question of the educational benefits of diversity: it was a longitudinal study; it covered a broad range of questions (the students’ diversity-related attitudes and experiences, their attitudes and experiences in other areas of their lives as students, their educational outcomes of these experiences); and it had a large enough sample of Students of Color as well as White students to support separate parallel analyses of the impact of diversity on educational outcomes in the different racial/ethnic groups. At the time the expert testimony was being prepared, each of these qualities was unusual in the research literature on the impact of college diversity experiences. The combination of all three made the Michigan Student Study uniquely relevant for the investigation of the educational benefits of diversity.
The data analyses conducted for the Gurin Expert Testimony emphasized the impact of actual experiences that students have with racially/ethnically diverse peers on their educational outcomes. As we have noted, educational outcomes included not only traditional “learning” outcomes but also what we have termed “democracy” outcomes — the sentiments, skills, and civic involvements that are necessary for citizenship and leadership in an increasingly diverse society and global community.

The expert testimony, containing evidence from the MSS as well as supportive research from the general social science literature, was submitted to the federal district court in 1998 and finally to the Supreme Court in 2003. The Supreme Court ruled in favor of the University of Michigan in June 2003, accepting the University’s argument that diversity had educational value that constituted a compelling governmental interest. The Supreme Court decision drew significantly on the social science evidence presented by the University’s Expert Testimony and supporting amicus briefs from national social science associations. The Supreme Court was particularly responsive to the importance of the evidence presented on the “democracy” outcomes of diversity. The “democracy” outcomes point out the societal benefits of diversity, which is central to the argument that diversity represents a compelling governmental interest.

The recent (June 2007) decision of the Supreme Court overturning the school integration plans in Seattle and Louisville indicates that legal challenges to affirmative action programs are likely to continue. Research on the impact of diversity will therefore continue to be important in the defense against these challenges.
The Michigan Student Study's primary purpose was to assess the long-term impact of campus diversity on students during their four years on campus and beyond. However, this type of work, in its true spirit, also provides valuable insights to researchers attempting to deploy similar efforts at their respective institutions, as well as to campus leaders and others who are seeking ways to demonstrate the benefits of their diversity efforts and turn their data into action. What follows are seven recommendations centered on conducting this type of diversity research. Many of the ideas presented in these recommendations re-emphasize observations stated earlier in the text. We present them here in a summative manner.
Collaboration of Campus Units During Planning and Beyond – Gaining support and input for the study among various academic and non-academic units is important to the success of the research endeavor. It is also essential to involve student, faculty, and staff perspectives from these various units during the survey development and implementation process. Input from these units should help researchers identify key topics for inclusion in the study regarding aspects of diversity and general student life; provide information about an ideal timeline and data collection process given various campus and unit-based priorities and conflicts; track study progress over time; and ultimately use study results to refine the missions, priorities, programs, and activities of the various units that are represented.

Inclusion of Diversity-Related and Non-Diversity Related Items – It is important that the study instrumentation include not only items that are specific to race-related attitudes and behaviors, but also a number of items that deal with attitudes and behaviors not specific to race, but rather are centered on assessing the students’ general college experiences and outcomes. This balance is necessary for any broader analyses of the relationship of experiences with racial/ethnic diversity to general educational outcomes.

Broadening the conceptualization and measurement of educational outcomes – It is crucial to broaden the concept of the educational value of diversity beyond narrowly defined learning outcomes, to include those that reflect the societal benefits of diversity. We have particularly stressed the importance of “democracy” outcomes – sentiments, skills, and behaviors that prepare students for their future participation and leadership as citizens in an increasingly diverse society and global community. As we have also noted, the Supreme Court was particularly responsive to these “democratic”, citizenship outcomes. Such outcomes should be a major focus not only of diversity studies of college students, but also of alumni studies that show the contributions of campus diversity to the social, occupational, and community lives of the students after college.

Using a Mixed-Methods Research Approach – The primary benefit of using a mixed-methods approach rests in the ability to supplement large-scale quantitative data with qualitative data. This enables the researcher to get a more nuanced and textured sense for what is actually taking place. Respondents also can talk in their own voices about their experiences, adding a realistic, human, compelling tone to the findings.
Same-Race, Mixed-Gender Focus Group Facilitator Configuration – If focus groups are conducted, we recommend that they take place in race-specific groupings, and also that facilitators be of the same race as the participants. We also vary the gender of facilitators when convening a co-ed group of participants. While this matching of students and facilitators is not always necessary, it creates, on the sensitive issues involving race and diversity on campus, an environment in which students feel comfortable talking about their true feelings and personal experiences.

Aggressive Minority Student Follow-Up – In survey research it is well documented that the response rates of African Americans and Latinos are lower than those of Asian American and White respondents. Thus, employing well-trained minority students to reach out to other minority respondents is critical. In our previous efforts, we have observed as much as a 20% increase in responses as a result of this approach – an increase that was not typical of other follow-up attempts where this approach was not used.

The Need for Separate Analyses for Different Racial/Ethnic Groups – If you decide to survey a sample of the total population, the sample should be drawn in a way that does not limit your ability to present study results separately for the major racial/ethnic student groups. This will usually mean confining the sample to the one or two largest groups on campus, and surveying the total population of the smaller racial/ethnic groups.
Concluding Thoughts and Next Steps

As the nation continues its ongoing debate on the merits of affirmative action, campuses have faced even greater scrutiny relative to admissions, financial aid and scholarships, hiring practices, and other activities that are believed to benefit racial minorities at the expense of White students. There is no shortage of legal challenges and ballot initiatives by those who feel that the current programs have disadvantaged one group over another, or that these practices are unfair. The University of Michigan pushed toward expanding and enhancing racial diversity on its campuses, as reflected in the Michigan Mandate in 1988.

Several years later, the Michigan Student Study was launched to assess the University’s progress toward the goals outlined in the Michigan Mandate, and examine how the University’s diversity efforts were affecting students. The institution knew that, following the inception of the Mandate, the number of faculty, staff, and students of color had increased significantly and that many diversity programs had been implemented. However, the big question became whether all of these efforts were making a difference, and if so, how, and to what groups? Indeed, the initial longitudinal assessment provided the campus with critical data that demonstrated the educational benefits of diversity to all students, and allowed the University to examine both the strengths and weaknesses of its commitments to diversity, especially from students’ perspectives.
The Michigan Student Study continued the longstanding trend of using social science research/assessment in the legal and public arenas. It not only examined the impact of diversity on all students, but also linked campus diversity to long-term educational and social outcomes that tied campus diversity to higher education’s crucial role of preparing students for a future centered on civic engagement, leadership, and participation in a global society.

Without these data, the decision by the Court, which placed emphasis on social science evidence to validate the government’s compelling interest in the use of race as one of many admissions factors, might have been very different. While the Michigan Student Study was a longitudinal assessment of the impact on students in a single institutional setting, other institutions have used its framework to examine the longitudinal impact of diversity on their campuses, as well as to assess the effectiveness and utility of their own diversity programs. The need for studies such as the Michigan Student Study will only continue to increase, and will gain even greater prominence and significance in the future. More institutions will have to address challenges from courts, taxpayers, the media, and opponents and skeptics of diversity. The challenge to higher education will be to provide data that reveal diversity’s collective benefits to all students and society and, further, to show that these efforts are narrowly tailored, as prescribed by the U.S. Supreme Court, to attain these benefits.

Several states have passed ballot initiatives that eliminate campus affirmative action programs, including recruitment, admission, retention, and support programs that are perceived to primarily benefit racial minorities and women. The State of Michigan is the latest to approve such a voter initiative, which constitutionally eliminates racial preferences – despite the approval of certain affirmative action programs by the U.S. Supreme Court. Nonetheless, data will continue to serve as a powerful tool to validate the existence and efficacy of our diversity efforts.

The changing demographics that are shaping the racial and ethnic composition of the population of the United States will make diversity increasingly important to the well-being of the nation. Many campuses are already experiencing the challenges of these demographic shifts. Thus, the ways in which we approach the assessment of campus diversity efforts as we prepare students for the future, and how we link these findings to institutional practices, will become even more critical in the years ahead.

It is our hope that this guidebook will help provide direction to our colleagues who wish to (and, we think, should) conduct ongoing longitudinal studies of their students from the time that they start college until they graduate or transfer. Additionally, these instruments allow institutions to continue to examine their students
years after they graduate. Our society continues to pressure higher education institutions to provide concrete evidence of the value of a college education along many fronts, to demonstrate what students have learned and what higher education has contributed to society. When we in higher education look to the future, we know that we will experience a high degree of uncertainty. However, we also know that one thing is certain, and that is that the demands for higher education accountability will not diminish and that we will continue to attract even greater scrutiny.

If you have comments or need additional information, please feel free to contact us at: MichiganStudy@umich.edu
APPENDIX A:

MSS Questionnaires & Focus Group Protocols
THE UNDERGRADUATE EXPERIENCE
AT MICHIGAN

OPINIONS AND EXPECTATIONS OF ENTERING STUDENTS

University of Michigan
Ann Arbor, Michigan 48109
Part I. Student Information

1. Your Gender: ① Male  ② Female

2. Date of Birth: Month _____ Day _____ Year _____

3. Citizenship Status: ① U.S.  ② Other

4. Your Racial/Ethnic Identification (please check all that apply):
   ① African American/Black
   Black Other (specify national origin)
   ② Asian American/Asian (specify national origin)
   ③ Hispanic/Latino (specify national origin)
   ④ Native American/American Indian (specify tribal affiliation)
   ⑤ White/Caucasian (Non-Hispanic) (specify ethnicity/national origin)
   ⑥ Other (specify)

5. Marital Status:
   ① Single    ③ Separated/Divorced
   ② Married   ④ Widowed

6. Do you have children?
   ① Yes (specify number) _____  ② No

7. How many brothers and sisters do you have?
   (if none, write "0")
   Older: _____  Younger: _____

8. Are you presently enrolled as an:
   ① In-state student  ② Out-of-state student

9. Where is your permanent home?
   Town or City  State

10. How many miles is the University of Michigan from your permanent home?
    ① 10 miles or less
    ② 11-50 miles
    ③ 51-100 miles
    ④ 101-500 miles
    ⑤ More than 500 miles

11. What school are you attending?
    ① Literature, Science & Arts (LS&A)
    ② Engineering
    ③ Music
    ④ Other (specify) __________________________

12. Are you a student in:
    ① Inteflex
    ② Residential College
    ③ Honors College
    ④ Pilot Program
    ⑤ College Community Program (CCP)
    ⑥ None of these

13. What is your residence hall?

14. In what religion were you raised?
    ① Protestant (specify denomination) _______________________
    ② Roman Catholic
    ③ Jewish
    ④ Greek Orthodox
    ⑤ Moslem
    ⑥ Hindu
    ⑦ Buddhist
    ⑧ Other (specify denomination) _______________________
    ⑨ None

15. What is your present religious preference?
    ① Protestant (specify denomination) _______________________
    ② Roman Catholic
    ③ Jewish
    ④ Greek Orthodox
    ⑤ Moslem
    ⑥ Hindu
    ⑦ Buddhist
    ⑧ Other (specify denomination) _______________________
    ⑨ None

16. How religious are you?
    ① Very religious
    ② Religious
    ③ Somewhat religious
    ④ Not at all religious

17. What is your father's/guardian's occupation?

18. What is your mother's/guardian's occupation?
19. Please circle the number corresponding to the highest level of education completed by each of the following members of your family (answer A, B and C).

<table>
<thead>
<tr>
<th>Years of School Completed</th>
<th>A. Father or Guardian</th>
<th>B. Mother or Guardian</th>
<th>C. Brother or Sister with Most Years of Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1 - 8 Years</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9 - 11 Years</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Some College</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>B.A., B.S. Degree</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>MSW, MBA, M.A. or other Master's Degree</td>
<td>6</td>
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<tr>
<td>J.D., M.D., Ph.D., D.D.S. or other Doctoral Degree</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Not Sure</td>
<td>8</td>
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</tbody>
</table>

20. We are interested in the social network you had before coming to the University of Michigan. First, you should think of your six closest friends. We do not want you to give us their names, so only put the initials of each friend in the column labeled “Person.” For each friend you should indicate (A) His or her gender; (B) Race or ethnicity; (C) Religion; (D) Whether or not he or she is attending the University of Michigan; (E) Whether the friend comes from a similar or different family income/social class background; and (F) Whether the friend’s educational goals are similar or different from your own (i.e., whether your friend plans to attend a college as selective as the University of Michigan).

<table>
<thead>
<tr>
<th>PERSON'S INITIALS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>GENDER</td>
<td>RACE/ETHNICITY</td>
<td>RELIGION</td>
<td>ATTENDING U-M</td>
<td>FAMILY INCOME/SOCIAL CLASS</td>
<td>EDUCATIONAL GOALS</td>
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<tr>
<td></td>
<td>Male/Female</td>
<td></td>
<td></td>
<td>Yes/No</td>
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<tr>
<td>1</td>
<td>① ②</td>
<td>① ②</td>
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<td>3</td>
<td>① ②</td>
<td>① ②</td>
<td>① ②</td>
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<td>4</td>
<td>① ②</td>
<td>① ②</td>
<td>① ②</td>
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<td>① ②</td>
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<tr>
<td>5</td>
<td>① ②</td>
<td>① ②</td>
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<td>6</td>
<td>① ②</td>
<td>① ②</td>
<td>① ②</td>
<td>① ②</td>
<td>① ②</td>
<td>① ②</td>
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</tbody>
</table>
21. Have you ever spent any time outside the United States and Canada:
   A. Mainly as a tourist
      ① Yes  ② No
   B. On some type of exchange program
      ① Yes  ② No
   C. As a resident of another country
      ① Yes  ② No

Part II. Financial Aid

22. How do you plan to pay for the living, tuition and other expenses you will have this year? For each source listed below, indicate how much money you expect to receive during the period beginning June 1990 and ending May 1991. If you are not sure, make your best guess. (Mark one for each line)

   Over $8000
   $5000 to $8000
   $3000 to $4999
   $1000 to $2999
   $500 to $999
   Under $500
   None

   A. My family:
      a. Parents/guardians  ① ② ③ ④ ⑤ ⑥ ⑦
      b. Spouse or other relatives  ① ② ③ ④ ⑤ ⑥ ⑦

   B. Myself:
      a. Summer earnings, 1990  ① ② ③ ④ ⑤ ⑥ ⑦
      b. Earnings, Sept. 1990-May 1991  ① ② ③ ④ ⑤ ⑥ ⑦
      c. Savings  ① ② ③ ④ ⑤ ⑥ ⑦

   C. Other sources:
      a. State or federal scholarship or grant  ① ② ③ ④ ⑤ ⑥ ⑦
      b. Other scholarship or grant  ① ② ③ ④ ⑤ ⑥ ⑦
      c. State or federal loan  ① ② ③ ④ ⑤ ⑥ ⑦
      d. Other loan  ① ② ③ ④ ⑤ ⑥ ⑦
      e. Social Security or Veterans Administration benefits  ① ② ③ ④ ⑤ ⑥ ⑦

23. Except for support from your family, what is the total amount of financial aid you are receiving this year from private, university, state or federal sources?
   ① None  ② $5000-$6999  ③ $7000-$8999
   ④ $10000-$2999  ⑤ $9000-$11000  ⑥ $30000-$4999
   ⑦ Over $11000

24. Approximately how many hours per week do you anticipate working in paid employment during this academic year?
   ① None  ② 10 or less hours a week  ③ 11-20 hours a week
   ④ More than 20 hours a week

25. Do you have any concern about your ability to finance your college education?
   ① None (I am confident that I will have sufficient funds)  ② Some concern (but I will probably have enough funds)
   ③ Major concern (not sure I will be able to complete college)

26. Do you have any concern about the amount of debt you will incur for your college education?
   ① None  ② Some concern  ③ Major concern

27. There has been much discussion of who should receive financial aid for education after high school. Please indicate to what extent you agree or disagree with each of the following.

   Strongly Agree
   Agree
   Neither Agree nor Disagree
   Disagree
   Strongly Disagree

   A. Financial aid should only be given to students whose parents cannot afford to pay for schooling.  ① ② ③ ④ ⑤
   B. High-achieving students should receive financial aid for schooling even if their parents can afford to pay for it.  ① ② ③ ④ ⑤
   C. All high school graduates who want it should receive financial aid for at least two years' education after high school.  ① ② ③ ④ ⑤
Part III. Academic Background and Plans

28. From what type of high school or secondary school did you graduate?
   ① Public high school
   ② Private Catholic high school
   ③ Other private religious high school
   ④ Other private non-religious high school

29. Was your high school:
   ① Single gender
   ② Coed

30. What was your average grade in high school?
   ① A+ or A
   ② A-
   ③ A
   ④ B+
   ⑤ B
   ⑥ B-
   ⑦ C
   ⑧ C- or less

30a. What was your high school class rank?
   ① Upper 5%
   ② Upper 10%
   ③ Upper 20%
   ④ Upper 30%
   ⑤ Upper 50%
   ⑥ Lower 50%
   ⑦ My high school doesn't rank.

31. What were your scores on the SAT and/or ACT?
   A. SAT Verbal: ______________
   B. SAT Math: ______________
   C. ACT Composite: ______________

32. What was the average number of hours each week you spent on homework in your senior year of high school? ___________ Hours per week

33. Which of the following did you take in high school?
   (Check all that apply.)
   ① Trigonometry
   ② Calculus
   ③ Physics
   ④ Chemistry
   ⑤ Biology

34. Have you been involved in any pre-college programs that helped prepare you for college (i.e., summer bridge programs, Upward Bound, pre-engineering programs, etc.)?
   ① Yes (specify program(s)) ______________
   ② No

35. How well do you feel your high school prepared you academically for your first year at Michigan?
   ① Extremely well
   ② Fairly well
   ③ Somewhat
   ④ Not too well
   ⑤ Not at all

36. What is your major or expected major in college?
   ______________

36a. How certain are you that this will be your major at the time you graduate?
   ① Extremely certain
   ② Quite certain
   ③ Somewhat certain
   ④ Not at all certain

37. What is the highest academic degree you plan to obtain?
   ① Some college
   ② B.A. or B.S. degree
   ③ M.A. or M.S. degree
   ④ M.S.W., M.B.A., or other professional masters degree
   ⑤ M.D., D.D.S. or J.D. degree
   ⑥ Ph.D. or other doctoral degree
   ⑦ Other (specify) ______________

38. How certain are you that you will get your undergraduate bachelor’s degree?
   ① Completely certain I will get my degree from Michigan
   ② Completely certain I will get my degree, but not necessarily from Michigan
   ③ Fairly certain I will get my degree
   ④ Not at all certain I will get my degree

39. If you plan to go on to a graduate or professional degree, what will most probably be your program of study (e.g., social work, education, English, law, etc.)?
   ______________

40. Do you have a specific career goal in mind?
   ① Yes ___________
   ② A general area ___________
   ③ No (go to q 41)

40a. Please specify: ______________

40b. Is there any person who has been important in your developing this career interest?
   ① Yes ___________
   ② No (go to q 41)

40c. If yes, who is this person? (State relationship, e.g., "mother", "high school teacher", etc.)
   ______________
Part IV. Your Expectations of Michigan

41. Following is a list of reasons why some people decide to attend a particular college. How important was each of these reasons for your attendance at Michigan?

<table>
<thead>
<tr>
<th>Reason</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Desire to be near home or live at home</td>
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<tr>
<td>B. Good academic reputation of Michigan; good academic programs</td>
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<tr>
<td>C. Value of a degree from Michigan</td>
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<td>D. Athletic and intramural programs</td>
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<td>E. The University of Michigan's social values -- its involvement with societal concerns</td>
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<td>F. Good academic support programs (tutoring, help with writing skills, etc.)</td>
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<tr>
<td>G. Social life on campus</td>
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<tr>
<td>H. Desire to be away from home</td>
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<td></td>
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<tr>
<td>I. Recruitment and admissions programs made me feel I was wanted</td>
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<tr>
<td>J. Financial aid support</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>K. Racially and ethnically diverse student body</td>
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<td></td>
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<tr>
<td>L. Acquaintances with students or alumni who attended Michigan</td>
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<tr>
<td>M. Chance to meet people who are different from me in background and values</td>
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<td></td>
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<tr>
<td>N. Lower cost than institutions I would have preferred</td>
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<tr>
<td>O. High school teacher or counselor</td>
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<tr>
<td>P. Parents/guardians or other family members</td>
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<tr>
<td>Q. Chance to attend college with friends from home</td>
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</tbody>
</table>

42. As you think ahead to your possible experiences at Michigan, how important is each of the following to you personally? (Many of the experiences are important, but use the categories "Very Important" and "Of Crucial Importance" only for those that are particularly important to you.)

<table>
<thead>
<tr>
<th>Experience</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Dating and having an active social life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Gaining a broad education and appreciation of ideas</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>C. Becoming involved in fraternities and sororities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D. Getting to know faculty, seeing and talking with them outside of class</td>
<td></td>
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<td></td>
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<tr>
<td>E. Participating in intercollegiate or intramural athletics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F. Discussing ideas, intellectual exchanges with friends and other students</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Being active in groups and activities reflecting my own cultural-ethnic background (such as the Black Student Union, Asian Student Coalition, Hillel, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>H. Being active in campus groups concerned with national and international issues</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I. Finding people on campus who share my background and experiences</td>
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<tr>
<td>J. Being active in student government organizations</td>
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<tr>
<td>K. Being a top student academically at Michigan</td>
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<tr>
<td>L. Gaining knowledge and skills for a career</td>
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<tr>
<td>M. Getting to know people from backgrounds different from my own</td>
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<tr>
<td>N. Self-discovery, self-insight -- learning more about myself</td>
<td></td>
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<tr>
<td>O. Doing volunteer work for campus or community groups or agencies</td>
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<tr>
<td>P. Learning about cultures different from my own</td>
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<tr>
<td>Q. Learning about the world and gaining the knowledge and skills to make the world a better place</td>
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</tr>
</tbody>
</table>
43. Including Michigan, to how many institutions did you apply? ________

44. Including Michigan, to how many of these institutions were you admitted? ________

45. In applying to colleges, was Michigan your:
   ① 1st choice
   ② 2nd choice
   ③ 3rd choice
   ④ 4th or lower choice

46. The list below identifies difficulties that some students have at college. How difficult do you anticipate each of the following will be for you?

   Not at all difficult
   Not too difficult
   Somewhat difficult
   Difficult
   Very difficult

   A. Deciding on a major
   B. Feeling comfortable in the campus community --feeling as though I belong here
   C. Becoming friends with students whose views and beliefs are different from my own
   D. Developing a trusting romantic relationship
   E. Becoming a part of the general campus life as far as student activities and government are concerned
   F. Being taken seriously academically --to have professors think I am capable of doing quality work
   G. Feeling comfortable with students whose racial/ethnic backgrounds are different from my own
   H. Feeling on top of the academics --confident I can do the work required

47. Do you feel that you may need special tutoring or extra help in the following subject areas while in college?
   A. English/Reading/Writing ① Yes ② No
   B. Mathematics/Science ① Yes ② No

Part V. Student Diversity

A number of the following questions on diversity refer to students and people of color. This term, as used in the United States, refers particularly to people who are African Americans, Asian Americans, Hispanics/Latinos and Native Americans/American Indians.

48. The following are some statements representing different views about racial and ethnic diversity in United States colleges and universities. Please indicate the extent to which you agree or disagree with each.

   Strongly Disagree
   Disagree
   Agree
   Strongly Agree

   A. In the long run, a greatly increased enrollment of students of color will enhance the excellence of universities. ① ② ③ ④
   B. Despite our concern over racial injustice, colleges and universities do not have a primary responsibility to correct the situation. ① ② ③ ④
   C. Different admissions criteria with respect to SAT and ACT scores may be justified for some students of color. ① ② ③ ④
   D. Students of color are given advantages that discriminate against other students at colleges and universities. ① ② ③ ④
   E. Colleges and universities should have a requirement for graduation that students take at least one course covering the role of ethnicity in society. ① ② ③ ④
   F. A high priority should be given to see that students of color receive financial aid for education after high school. ① ② ③ ④
   G. Colleges and universities should not provide resources to support educational, cultural, and social activities run by different groups of color. ① ② ③ ④
   H. The hiring of more faculty of color should be a top priority of this university. ① ② ③ ④
   I. Affirmative action for people of color, despite its underlying concern for equality, has helped reduce the academic standards of colleges and universities. ① ② ③ ④
49. Many of us have stereotypes about people who differ from us in race, ethnicity, religion, gender, or sexual orientation (groups such as "WASPS," "Gays," "Hispanics," "Catholics," etc.). Have you ever had an experience -- whether it was through television, a classroom incident, a personal experience, or books you've read, that caused you to rethink your ideas about a particular group of people?
   ① Yes  ② No (go to q 50)
49a. What was the actual experience? Describe your original beliefs and what happened to make you rethink those beliefs.

49b. What was the outcome? What happened to your beliefs as a result of this experience?

50. Have you ever personally experienced hostility or discrimination because of your religion, racial or ethnic background, sexual orientation or any other form of prejudice?
   ① Yes  ② No (go to q 51)
50a. Please give one or two examples of what you have experienced and how those experiences made you feel.

51. Institutions vary in racial "climate" on campus -- in patterns of relations between people of color and white people. How much do you expect the following will be present at the University of Michigan?

   A great deal  Quite a bit  Some  Little or none

I have no expectations about this

I expect there will be:

A. Racial conflict on campus
   B. Respect by white faculty for students of color
   C. Dating between students of color and white students on campus
   D. Interracial tension in the residence halls
   E. Friendship between students of color and white students
   F. University commitment to admit more students of color and develop an environment that is conducive to their success
   G. Trust and respect between students in different groups of color (e.g., African Americans and Latinos, Asian Americans and African Americans, etc.)

52. Compared to the racial climate at other predominantly white universities, how friendly do you anticipate the racial climate will be at the University of Michigan?
   ① Much friendlier than most universities
   ② Somewhat friendlier than most universities
   ③ About the same as most universities
   ④ Somewhat more hostile than most universities
   ⑤ Much more hostile than most universities

53. How do you think your opinions on issues of race relations will compare with the opinions of most of the students at the University of Michigan?
The opinions on race relations of most Michigan students will probably be:
   ① Much more liberal than mine
   ② Somewhat more liberal than mine
   ③ About the same as mine
   ④ Somewhat more conservative than mine
   ⑤ Much more conservative than mine
54. The following questions are about the group you checked as your racial/ethnic identification in Question 4 (refer to page 1.) Write this identification group on the line below, to make sure we understand the group you are referring to in the following questions. (If you checked more than one identification in Question 4, write in the one you most identify with.)

**YOUR IDENTIFICATION GROUP**

54a. People differ in how frequently they think about being \( \text{[GROUP]} \) and what they have in common with people in your group. How often do you think about it?

1. A lot
2. Fairly often
3. Once in a while
4. Hardly ever

54b. Do you think what happens generally in this country to people in your group will have something to do with what happens in your life?

1. Yes, a lot
2. Yes, some
3. Yes, a little
4. No

54c. People often feel that some groups in our society share many common political and economic interests, while other groups have few common interests or are even competing politically and economically. For each of the groups listed below, please indicate how much their interests and your group's interests are similar or different.

More similar than different
1. More similar than different
2. Somewhat similar
3. Somewhat different
4. Much different

The interests of my group and those of:

A. Black/African Americans
B. Asian Americans
C. Hispanics/Latinos
D. Native Americans
E. White Americans

54d. How about important values in life -- like values about work and family. How similar or different are your group's values and those of the following groups?

1. More different than similar
2. Somewhat different
3. Somewhat similar
4. Much similar

The values of my group and those of:

A. Black/African Americans
B. Asian Americans
C. Hispanics/Latinos
D. Native Americans
E. White Americans

54e. Please indicate your preference in each of the following situations.

Would not matter
My own group

A. When you study for an exam, would you prefer to study with students of your own group, or wouldn't that matter?
B. If you were seeking advice about your academic career, would you prefer to consult with a counselor or faculty member of your own group, or wouldn't that matter?

C. Are you more comfortable at parties with your own group than at inter-racial and inter-ethnic parties, or doesn't that matter?

55. How would you describe the racial composition of the following:

1. All or Nearly All People of Color
2. Mostly People of Color
3. Half White & Half People of Color
4. Mostly White
5. All or Nearly All White

A. The neighborhood where you grew up
B. Your place of worship
C. The high school you attended
D. Your family's current neighborhood
Part VI. Personal and Political Attitudes

56. The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you. Be sure to read each item carefully before responding and answer as honestly as you can.

A. I really enjoy analyzing the reasons or causes for people's behavior.

B. I sometimes find it difficult to see things from the "other person's" point of view.

C. I think a lot about the influence that society has on other people.

D. I try to look at everybody's side of a disagreement before I make a decision.

E. If I am sure I'm right about something, I don't waste much time listening to other people's arguments.

F. I don't enjoy getting into discussions where the causes for people's behavior are being talked over.

G. I believe that there are two sides to every question and try to look at them both.

H. I think a great deal about the questions "Who am I? What do I want? What will I become?"

I. When I analyze a person's behavior I often find the causes form a chain that goes back in time.

J. I prefer simple rather than complex explanations for people's behavior.

K. I am a person who prefers the familiar and predictable more than experiences that are new and different.

L. I think a lot about the influence that society has on my behavior and personality.

M. I tend to take people's behavior at face value and not worry about the inner causes for their behavior.

N. I have learned from my contact with lots of people that no one group has "the truth" or knows "the right way to live."

57. In each of the following questions, mark whether 1 or 2 better describes the way you feel about things in general.

A. 1 When I make plans ahead, I usually get to carry out the things the way I expected.
   2 Things usually come up to make me change my plans.

B. 1 I've usually felt pretty sure my life would work out the way I want it to.
   2 There have been times when I haven't been sure about it.

C. 1 I feel I can run my life pretty much the way I want to.
   2 I feel the problems of life are sometimes too big for me.

58. The statements below describe different ways people think about themselves. Please indicate how much you agree or disagree with each statement.

A. I take a positive attitude toward myself.

B. At times I think I am no good at all.

C. I wish I could have more respect for myself.

D. I feel that I have a number of good qualities.

E. I feel I do not have much to be proud of.

F. I am able to do things as well as most other people.

45
59. How important is each of the following to you in your life after college?

<table>
<thead>
<tr>
<th>Not at all important</th>
<th>Not too important</th>
<th>Fairly important</th>
<th>Very important</th>
<th>Of crucial importance</th>
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A. Being an expert in my field  
B. Having a happy family life  
C. Being very well off financially  
D. Having strong friendships  
E. Influencing the political structure  
F. Being able to find steady work  
G. Living close to parents and relatives  
H. Being successful in the eyes of others  
I. Working to correct social and economic inequalities  
J. Raising children  
K. Having leisure time to enjoy my own interests  
L. Helping my group or community  
M. Enjoying the work I do  
N. Being a religious person  
O. Helping to promote racial/ethnic understanding

60. Below you will find a seven-point scale on which the political views that people might hold are arranged from extremely liberal to extremely conservative. Please indicate where you would place yourself on this scale or haven’t you thought much about this?

1. Extremely liberal
2. Liberal
3. Slightly liberal
4. Moderate, middle of the road
5. Slightly conservative
6. Conservative
7. Extremely conservative
8. Haven’t thought much about it

61. The following series of questions includes statements representing varying points of view on a number of legal, social, and political topics. Please indicate the extent to which you agree or disagree with each.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
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I. SOME GENERAL LEGAL, POLITICAL, AND SOCIAL ISSUES

A. There is too much concern in the courts for the rights of criminals.  
B. Marijuana should be legalized.  
C. Everyone should be given an opportunity to go to college regardless of past performance and aptitude test scores.  
D. The death penalty should be abolished.  
E. Colleges and universities should divest of South African investments.  
F. There should be a constitutional amendment banning the destruction of the flag.

II. THE STATUS OF DIFFERENT GROUPS IN AMERICAN SOCIETY

A. In the United States there are still great differences between social levels – what one can achieve in life depends mainly on one’s family background.  
B. Most big corporations in the United States are really interested in treating employees of color and white employees equally.  
C. Interracial dating and marriage are equally as acceptable as dating and marrying a person of your own race.  
D. Most people of color are no longer discriminated against in the United States.  
E. In the generation since the Civil Rights Movement, our society has done enough to promote the welfare of people of color.  
F. Interfaith marriages are as acceptable as marriages between people of the same religion.  
G. The system prevents people of color from getting their fair share of the good things in life, such as better jobs and more money.  
H. Most people of color have the drive and determination to get ahead.
II. ATTITUDES ON GENDER AND SEXUAL ORIENTATION

A. A working mother of pre-school children can be just as good a mother as the woman who doesn't work.  
   
B. It is usually better for everyone involved if the man is the achiever outside the home and the woman takes care of the home and family.  

C. Romantic and sexual relationships between people of the same gender are as acceptable as they are for heterosexual couples.  

D. In the classroom, teachers tend to encourage and respond to male students more than to female students.  

E. I would probably not be able to continue my friendship with a friend I discovered was gay, lesbian or bisexual.  

F. Women should receive the same salary and opportunities for advancement as men in comparable positions.  

G. Committed lesbian/gay couples should not be able to live in the housing provided by universities for married student couples.  

H. A male teacher who frequently makes comments about a female student's appearance is engaging in a form of sexual harassment.  

62. The following items give reasons that people sometimes use to explain why there are poor and rich people in this country.
THE UNDERGRADUATE EXPERIENCE AT MICHIGAN
Perceptions, Opinions, and Experiences of First Year Students

Dear Student: A decade ago, University of Michigan undergraduate students were surveyed about their perceptions, opinions and experiences. This was done at different points in their academic career including the end of the first and fourth years. We again are surveying students as they complete their first year on campus. Your participation in this study is important to us; but it is voluntary and you do not have to answer questions that make you feel uncomfortable. Responses are strictly confidential and no data will ever be associated with your name. Identifying information will be used only for purposes of tracking the return of questionnaires. Thank you in advance for your assistance in this continuing effort.

Statement of Consent

I understand that the purpose of this survey is to gain campus insights on the collective perceptions, opinions, and experiences of first year students. I voluntarily give permission for my responses to be used as data in this study.

I understand that all responses are completely confidential and my name will not be connected with my responses. I understand that my name and other identifying factors will never be associated with any analyses or documents produced from this study. I understand that I can express my ideas and opinions without consequence. For my time, I will be compensated $10 for my participation in this study.

I may contact the Principal Investigators of this study, Drs. John Matlock or Gerald Gurin, or Research Associate, Katrina Wade, 3009 Student Activities Building, The University of Michigan, 48109-1316, (734)763-7978 or MichiganStudy@umich.edu at any time with questions or concerns about this study.

Print your name ______________________________ Signature ______________________________ Date ______________________________

Please indicate your answer to each question by filling in the oval representing the category which best describes your views on the issue.

Marking instructions:
Blacken in each oval completely using a number 2 pencil.
If you erase, erase completely.

INCORRECT MARKS	CORRECT MARK

Continue on the next page
Please print your name clearly and fill in the appropriate ovals.
I. Student Information

1. Your Gender:  [ ] Male  [ ] Female

2. What is the highest level of education completed by each of your parents/guardians? (Mark one in each column)
   - Level of education completed
   - Mother  [ ] Don't know  [ ] Some high school  [ ] High school graduate
   - Father  [ ] Some high school  [ ] High school graduate  [ ] Bachelor's degree
   - Master's degree  [ ] Doctorate or professional degree (e.g., JD, MD, PhD)

3. How would you rate yourself in the following areas? (Mark one for each item)
   - A major weakness
   - Somewhat weak
   - Average
   - Somewhat strong
   - A major strength
   - A. Writing ability
   - B. Knowledge about my own culture
   - C. Math ability
   - D. Racial/cultural awareness
   - E. Knowledge about the cultural backgrounds of others
   - F. Academic ability
   - G. Skill in using a computer
   - H. Managing my time effectively (e.g., having sufficient study time)

II. General Experiences at Michigan

4. To what extent have you been involved in the following activities at the U of M? Use the category "Substantially Involved" for those activities that are particularly important to you. (Mark one for each item)
   - Not at all involved
   - Slightly involved
   - Somewhat involved
   - Substantially involved
   - A. Fraternity and/or sorority life
   - B. Political Activities (Specify _______________)
   - C. Student Government
   - D. Groups and activities reflecting my own cultural-ethnic background (such as Black Student Union, Asian American Association, Hillel, etc.) (Specify _______________)
   - E. Groups and activities reflecting other cultural-ethnic backgrounds (Specify _______________)
   - F. Community Service Courses or Volunteer Activities (on campus or off) (e.g., Big Brother/Big Sister, Project Serve, Detroit Initiative, etc.)
   - G. Other co-curricular activities (e.g., intramural or varsity athletics, religious clubs and activities, music, art, theater, etc.)

5. How easy or difficult has it been for you to do each of the following at the University? If the opportunity is not important to you, please mark "Not particularly important to me." (Mark one for each item)
   - Very easy
   - Fairly easy
   - Fairly difficult
   - Very difficult
   - Not particularly important to me
   - A. Finding people on campus who share my background and experiences
   - B. Being taken seriously academically -- to have professors think I am capable of doing quality work
   - C. Feeling comfortable in the campus community -- feeling as though I belong here
   - D. Developing effective study habits
   - E. Feeling on top of the academics -- confident I can do the work required
   - F. Finding academic help when I need it
   - G. Paying for college expenses
   - H. Getting to know my way around
   - I. Finding help for personal issues (e.g., counseling, job placement, etc.)

6. Approximately how many hours per week are you spending in each of the following types of paid employment during this academic year? (Mark one for each item)
   - None
   - 10 hours a week or less
   - 11-15 hours a week
   - 16-20 hours a week
   - More than 20 hours a week
   - A. Work study employment
   - B. On-campus employment (not including work study)
   - C. Off-campus employment (not including work study)

7. We are interested in learning more about your experiences at the University of Michigan. Please indicate the extent to which you agree or disagree with each of the following statements. (Mark one for each item)
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Haven't thought about this
   - A. I am sure I made the right choice in attending the U of M.
   - B. Most students at the University have values and attitudes different from my own.
   - C. I have encountered faculty and students who feel I don't have a right to be here.
   - D. I have gained a broad, intellectually exciting education at Michigan.
   - E. I feel rejected by students on this campus whose race/ethnicity is different from my own.
   - F. I feel rejected by students on this campus whose gender is different from my own.
   - G. I feel rejected by students on this campus whose social economic status is different from my own.
   - H. I have not done as well academically at Michigan as I thought I would.

Continue on the next page
II. General Experiences at Michigan (cont’d)

8. We are interested in how satisfied students are with the campus services they have used. How satisfied have you been with the following services? (Mark one for each item)

A. Academic counseling (LS&A, Engineering, etc.)
B. Academic support (i.e., tutoring, help with writing skills, etc.)
C. Financial Aid Office
D. Career Planning and Placement
E. Counseling and Psychological Services (CAPS)
F. Office of Academic Multicultural Initiatives (OAMI)
G. Student Health Service
H. Sexual Assault Prevention Awareness Center (SAPAC)
I. Office of the Ombudsman
J. University Housing
K. Multi-Ethnic Student Affairs (MESA)
L. Minority Engineering Program Office (MEPO)
M. Other (Specify)

9. Indicate how frequently you engaged in any of the following during this year at Michigan: (Mark one for each item)

A. Used a computer to do homework
B. Discussed racial/ethnic issues
C. Studied with someone from a different racial or ethnic group
D. Used the Internet or web

10. Mark all the statements that apply to you:
   A. I received a scholarship to attend here.
   B. I am the first in my family to go to college.
   C. I received need-based financial aid.
   D. I received merit-based financial aid.
   E. I received a loan to pay for college.

11. How certain are you that you will return to the University of Michigan next year? (Mark one)
   A. Completely certain I will return
   B. Fairly certain I will return
   C. Undecided
   D. Fairly certain I won’t return
   E. Completely certain I won’t return

III. Racial/Ethnic Environment and Relationships

A number of the following questions on diversity refer to students and people of color. This term, as used in the United States, refers particularly to people who are African American, Asian American, Hispanic/Latino and Native American/Indian.

12. The following are some statements representing different views about racial and ethnic diversity in United States colleges and universities. Please indicate the extent to which you agree or disagree with each. (Mark one for each item)

A. Despite our concern over racial injustice, colleges and universities do not have a primary responsibility to correct the situation.
B. Different admissions criteria with respect to SAT and ACT scores may be justified for some students of color.
C. Students of color are given advantages that discriminate against other students at colleges and universities.
D. A high priority should be given to see that students of color receive financial aid for education after high school.
E. Emphasizing diversity contributes to disunity on campus.
F. Colleges and universities should not provide resources to support educational, cultural, and social activities run by different groups of color.
G. The hiring of more faculty of color should be a top priority of this university.
H. The contributions of Asian American, Hispanic/Latino, African American, and Native American writers should be essential elements in a college’s core curriculum.
I. Colleges should aggressively recruit more students of color.
J. Enhancing a student’s ability to live in a multicultural society is part of a university’s mission.

13. Colleges and universities vary in the racial "climate" on campus. How would you rate the extent to which each of the following is present or descriptive of the University of Michigan campus? (Mark one for each item)

A. Friendships between students of color and white students.
B. Interracial tension on campus.
C. Respect by white faculty for students of color.
D. The University’s commitment to foster an environment that is conducive to the success of students of color.
III. Racial/Ethnic Environment and Relationships (cont'd)

14. How do you identify yourself racially/ethnically? (Mark all that apply)
   - African American/Black
   - Asian American/Pacific Islander (includes the Indian subcontinent)
   - Native American/Alaskan Native
   - Hispanic/Latino/Chicano
   - White/Caucasian (not of Hispanic origin; persons having origins in Europe, North Africa, or the Middle East)

14a. If you checked more than one identification in Question #14, mark the one with which you most identify. (Mark one)
   - African American/Black
   - Asian American/Pacific Islander (includes the Indian subcontinent)
   - Native American/Alaskan Native
   - Hispanic/Latino/Chicano
   - White/Caucasian (not of Hispanic origin; persons having origins in Europe, North Africa, or the Middle East)

Questions 15-16 are about the group you checked as your primary racial/ethnic identification in either Question 14 or 14a.

15. How often do you think about your racial/ethnic identity, and what have you in common with people in your group? (Mark one)
   - A lot
   - Fairly often
   - Once in a while
   - Hardly ever

16. Indicate the extent to which you agree with each statement. (Mark one for each item)
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

   A. I think that what generally happens to people in my racial/ethnic group will affect what happens in my life.
   B. I feel proud when a member of my racial/ethnic group accomplishes something outstanding.

17. Indicate whether you think each of the following racial/ethnic groups have similar or different values and beliefs from your own. (Mark one for each item)
   - Very similar
   - Somewhat similar
   - Somewhat different
   - Very different

   A. African Americans/Blacks
   B. Hispanics/Latinos/Chicanos
   C. Asian Americans/Pacific Islanders
   D. Whites/Caucasians
   E. Native Americans/Alaskan Indians/Alaskan Natives

18. Many colleges have programs for diversity education. Indicate whether you support or oppose each of the following: (Mark one for each item)
   - Incorporating writings and research about different ethnic groups and women into courses.
   - Requiring students to complete a community-based experience with diverse populations.
   - Offering courses to help students develop an appreciation for their own and other cultures.
   - Requiring students to take at least one cultural or ethnic diversity course in order to graduate.

19. When considering applicants for admission, many colleges and universities consider a variety of factors to determine a student's admissibility. In addition to high school grades point average and test scores on the ACT and SAT, other factors, including some personal characteristics may be considered. Do you support or oppose giving consideration for the following factors? (Mark one for each item)
   - Applicants whose family members attended or graduated from the college to which the student is applying.
   - Applicants from economically disadvantaged backgrounds.
   - Applicants from underrepresented racial or ethnic groups.
   - Applicants who possess a special ability (e.g., athletics, art, music, etc.)

IV. Student Experiences with Diversity

20. How would you describe the racial/ethnic composition of the following: (Mark one for each item)
   - All or nearly all people of color
   - Mostly people of color
   - Half white and half people of color
   - Mostly white
   - All or nearly all white

   A. Neighborhood where you grew up
   B. High school that you graduated from

Continue on the next page
IV. Student Experiences with Diversity (cont'd)

21. How much interaction did you have with people in each of the following groups in the past year at U of M? (Mark one for each item)

No interaction
Little interaction
Some regular interaction
Substantial interaction

A. African Americans/Blacks
B. Asian Americans/Pacific Islanders
C. Native Americans/American Indians/Alaskan Natives
D. Hispanics/Latinos/Chicanos
E. Caucasians/Whites

22. In the past year at Michigan, with which of the groups below, other than your own, have you had the most interactions and contact? After you answer this question, answer questions #23 and #24 about this group. (Mark one)

African Americans/Blacks
Asian Americans/Pacific Islanders
Native Americans/American Indians/Alaskan Natives
Hispanics/Latinos/Chicanos
Caucasians/Whites

23. To what extent have you had tense, cautious interactions with individuals from the group you selected in question #22? (Mark one)

Not at all
A little
Some
Quite a bit
A great deal

24. To what extent have you felt comfortable sharing your personal feelings and problems with individuals from the group you selected in question #22? (Mark one)

Not at all
A little
Some
Quite a bit
A great deal

25. In general, how much impact has the University's focus on racial and ethnic diversity had on your experiences on campus so far? (Mark one)

None
A little
Some
Quite a bit
A great deal

25a. How would you characterize this impact? (Mark one)

Very positive
Positive
No opinion about this
Very negative

26. Students mention both positive and negative aspects of the U of M's commitment to racial/ethnic diversity. Please indicate the extent to which you agree or disagree with each of the following statements. If you haven't considered a particular item, please mark the "Haven't thought about this" category. (Mark one for each item)

Strongly agree
Agree
Disagree
Strongly disagree
Haven't thought about this

A. Since coming to the U of M, I have learned a great deal about other racial/ethnic groups and their contributions to American society.
B. I have gained a greater commitment to my racial/ethnic identity since coming to the University.
C. My relationships with students from different racial/ethnic groups at the University have been positive.

27. Based on your interactions and experiences on campus, how racially/ethnically diverse do you think each of the following are? (Mark one for each item)

Very Diverse
Diverse
Somewhat Diverse
Not at all Diverse
I have no opinion about this

A. Top level administrators at the U of M (President, Vice-Presidents, Deans, etc.)
B. Staff at the U of M
C. Faculty at the U of M
D. Students at the U of M

28. In each of the following University settings, how much have you been exposed to information and activities devoted to understanding other racial/ethnic groups and interracial/ethnic relationships? (Mark one for each item)

Not at all
A little
Some
Quite a bit
A great deal

A. In course readings, lectures, and discussions
B. In activities and programs in the residence halls
C. In other University programs and activities
D. In your informal interactions and conversations with friends

29. Has there been a course or program at the University that has had an important impact on your views of racial/ethnic diversity and multiculturalism, or your attitudes about any racial/ethnic group in U.S. society? (Mark one)

Yes
No

29a. If yes, how would you characterize this impact? (Mark one)

Very positive
Positive
Negative
Very negative
IV. Student Experiences with Diversity (cont'd)

30. Listed below are a number of diversity activities (e.g., programs, events, courses, etc.) at the University of Michigan. Please indicate whether or not you have participated in each of the following. (Mark one for each item)

Yes, have participated
No, have not participated
Not aware of this

A. Latino/Hispanic Heritage Celebration events
B. Native American Month events or Annual Pow Wow
C. Martin Luther King Symposium events
D. Asian Pacific American Month events
E. Black History Month events
F. Dialogue groups sponsored by the Intergroup Relations Program
G. Workshops and activities sponsored by the Lesbian, Gay, Bisexual, and Transgender Programs Office (LGBTPO)
H. Sexual Assault Prevention Awareness Center Programs (SAPAC)
I. Other diversity events on campus (Specify ____________)

31. This year at the University of Michigan, how often did you encounter discrimination based on your: (Mark one for each item)

Never
 Occasionally
 Frequently

A. Race/ethnicity
B. Gender
C. Sexual orientation
D. Economic background
E. Religious affiliation
F. Physical Disability

Part V. Academic Experiences at Michigan

32. Have you been a member of any of the following academic programs? (Mark all that apply)

- Residential College
- Honors College
- Michigan Community Scholars Program
- Comprehensive Studies Program (CSP)
- Undergraduate Research Opportunity Program (UROP)
- Lloyd Hall Scholars Program
- Pathways to Student Success and Excellence (POSSE)
- Women in Science and Engineering Program
- Other Special Academic Programs (Specify ____________)

33. How satisfied have you been with each of the following aspects of your academic experience at the University? If the aspect is not important to you, please mark “Not particularly important”. (Mark one for each item)

Very satisfied
Satisfied
Dissatisfied
Very dissatisfied
Not particularly important

A. The intellectual quality and challenge of the classes I have taken
B. The relevance of the course material to issues that are important to students of my race/ethnic background
C. The amount of effort I am putting into my courses

34. We are interested in the interactions students have with faculty at this institution. How often have you done each of the following with a faculty member since enrolling at Michigan? (Mark one for each item)

Very often
Often
Sometimes
Seldom
Never

A. Socialized informally
B. Discussed your career plans and opportunities
C. Discussed a personal problem
D. Discussed and gotten helpful feedback on your tests, assignments, and/or other academic work

35. What is the average number of hours each week you spend on homework and studying? (Mark one)

- 10 hours or less
- 11 - 15 hours
- 16 - 20 hours
- 21 - 25 hours
- More than 25 hours

36. Has there been at least one faculty member at the University who has had a strong impact on your intellectual and/or personal development? (Mark one)

- Yes
- No

If yes, answer questions 36a and 36b.

36a. Think of the one faculty member who has had the most impact on you. Was this faculty member:

- Female
- Male

36b. What was the race/ethnicity of this faculty member? (Mark one)

- African American/Black
- Asian American/Pacific Islander
- Native American/Alaskan Native
- Hispanic/Latino/Chicano
- White/Caucasian

37. Have you taken any of the following courses? (Mark one for each item)

- Yes
- No

A. Course in Women's Studies
B. Course in Ethnic Studies (e.g., Latino Studies, Asian American Studies, Native American Studies, Asian Pacific American Studies)
C. Course in Religious Studies
D. Freshman Seminar Course

Continue on the next page
We would greatly appreciate your thoughts on these final questions on your academic and diversity experiences at Michigan.

38. During the past year, what has been the most positive aspect of racial/ethnic diversity at Michigan?

39. During the past year, what has been the least positive aspect of racial/ethnic diversity at Michigan?

40. Based on your past year, list the three most important things you think a student can do to be academically successful at Michigan.

1)

2)

3)

Thank you for participating!
MSS Survey Instruments
continue on next page
Opening: We are going to talk in more detail about some of the things that were in our questionnaires on the undergraduate experience at Michigan. This is an opportunity for you to discuss some of your responses to the questionnaire and expand upon your feelings about your experiences at Michigan. Do you have any questions before we begin?

Ground Rules:

1) Everyone should be treated with respect at all times.
2) There are no right or wrong answers.
3) No put-downs; Don't attack someone personally.
4) Only one person may speak at a time.
5) Listen, don't interrupt.
6) It's O.K. to ask for understanding/clarity.
7) Allow others time to present their ideas.
8) Respect the perspectives of others.
9) When giving personal examples, please don't use names of individuals.
10) Confidentiality is important--opinions expressed by other students in this room should stay in this room.

GENERAL STUDENT LIFE

1) As you think of your last year at Michigan, how do you feel about your decision to come here?
   • Would you choose Michigan if you had to do it over?
   • Why do you feel this way?
   • Would you advise others to come here?
DIVERSITY

Now we would like to turn to some questions about diversity--particularly racial and ethnic diversity. We acknowledge that there are other aspects of diversity, but for the purposes of this focus group, we'll primarily concentrate on this one aspect of diversity. These are complex issues and there are no right or wrong answers. We are really interested in your sincere personal opinions and experiences on campus.

2) How diverse do you feel the University of Michigan is--would you describe it as a racially/ethnically diverse institution?
   • Tell me more about why you feel this way?
   • How do you perceive the University's commitment to racial/ethnic diversity?
   • What are some examples that support your perception?

3) Since you have been at Michigan, what has been the most positive aspect of racial/ethnic diversity at Michigan?

4) Since you have been at Michigan, what has been the most negative aspect of racial/ethnic diversity at Michigan?

5) How have your experiences with racial/ethnic diversity changed since high school?
   • How are they similar/different?
   • If similar: Why do you feel they are similar?
   • If different: What have you learned from this difference?
6A) At Michigan, how much racial and ethnic diversity do you feel is reflected in each of the following areas?
   • The curriculum?
   • The administration, faculty, and staff?
   • The social activities?
   • The classroom?

6B) At the U of M, how does the presence of people from different racial/ethnic backgrounds in the class affect the classroom environment--what students learn, or how they interact?

7) Please think of an experience with racial and ethnic diversity at the University that have had a particular impact on you--that changed your ideas in any way--ideas about multiculturalism, or race relations, or your feelings about other racial or ethnic groups.
   • Can you give me one or two examples of what you experienced? What impact did these experiences have on you?

8) Have you ever personally experienced harassment (verbal or physical) or discrimination because of your racial or ethnic background since coming to Michigan?
   • Can you give me one or two examples of what you experienced.
   • How did you react to these experiences?
   • Probe for where they occurred--class, residence hall, community, etc.
   • Probe for not only obvious but subtle discrimination as well.
9) More and more people are talking about how the demographics of our society are changing towards more diversity. Do you think your experiences at Michigan are preparing you to participate in a racially/ethnically diverse society?
   • Probe for work, social, etc.

INTERACTIONS

10) How would you describe relations between White students and Students of Color at Michigan? (Note: By students of color we mean: Asian American, African American, Native American, and Latino students).

11) What is your perception of how students of different groups interact on campus?
   • Do you see a lot of people from the same racial/ethnic group hanging out together? What groups hang out together?
   • How do you feel about this?

12) How comfortable do you feel interacting with students from different racial/ethnic groups? Are there any groups you don't feel completely comfortable with?
   • Why or Why not?

13) Are there any barriers to students interacting with people different than themselves?

14) What opportunities have you had to interact with people from different racial/ethnic backgrounds outside the classroom?
   • Probe for social activities, residence halls, work, study groups.
   • Can you share an example/story of interacting with people from different groups where you learned something about yourself or others?
IDENTITY

15) Reflecting on all of your experiences, what is it like to be a (insert racial group) student at Michigan?

16) What are the major issues that are specific to being a (insert racial group) student at Michigan?

17) Are there any (other) things that have been particularly positive about your experiences as a (insert racial group) student at Michigan?

18) Are there any (other) things that have been particularly negative about your experiences as a (insert racial group) student at Michigan?

19) How would you describe the relationships between students in your group and those in other groups of color? (For Students of Color Only)

AFFIRMATIVE ACTION/LAWSUIT

20) When considering applicants for admission, many colleges and universities consider a variety of factors to determine a student's admissibility. In addition to high school grade point average and test scores on the ACT or SAT, other factors, including some personal characteristics may be considered.

20A) Applicants whose family members attended or graduated from the college to which the student is applying.

   • Do you support or oppose giving consideration for this factor?
• Why do you feel that way?

20B) Applicants from economically disadvantaged backgrounds.

• Do you support or oppose giving consideration for this factor?
• Why do you feel that way?

20C) Applicants from underrepresented racial or ethnic groups.

• Do you support or oppose giving consideration for this factor?
• Why do you feel that way?

20D) Applicants who possess special talents (athletics, art, music, etc.).

• Do you support or oppose giving consideration for this factor?
• Why do you feel that way?

21) Are you aware of the lawsuits in which the University is currently involved?

• What do you know about the lawsuits? If students don't know about the lawsuits tell them that the lawsuits involve the use of race as one selection criterion in our undergraduate and law school admissions policies.
• Do you support the University's position?
• Why or why not?
• How do you get your information about the lawsuit?

Up to now we have talked exclusively about racial/ethnic diversity, but this last question deals with diversity in a broader sense.
22) Have you ever personally experienced harassment (verbal or physical) or discrimination because of your religion, gender, or sexual orientation since coming to Michigan?

- Can you give me one or two examples of what you experienced.
- How did you react to these experiences?
- Probe for where they occurred--class, residence hall, community, etc.
- Probe for not only obvious but subtle discrimination as well.
MSS Survey Instruments
continue on next page
THE UNDERGRADUATE EXPERIENCE AT MICHIGAN
Perceptions, Opinions, and Experiences of Fourth Year Students

Dear Student: A decade ago, University of Michigan undergraduate seniors were surveyed about their perceptions, opinions and experiences. We again are surveying students as they complete their fourth year at Michigan. Your participation in this study is important to us; but it is voluntary and you do not have to answer questions that make you feel uncomfortable. Responses are strictly confidential and your responses will never be associated with your name. Thank you in advance for your assistance in this continuing effort.

Statement of Consent:

I understand that the purpose of this survey is to gain insights on the collective perceptions, opinions, and experiences of fourth year students. I voluntarily give permission for my responses to be used as data in this study.

I understand that all responses are completely confidential and my name will not be connected with my responses. I understand that my name and other identifying factors will never be associated with any analyses or documents produced from this study. I understand that I can express my ideas and opinions without consequence. For my time, I will be compensated $15 for my participation in this study.

I may contact the principal investigators of this study, Drs. John Matlock or Gerald Gurin, or Research Coordinator, Katrina Wade-Golden, 3009 Student Activities Building, The University of Michigan, 48109-1316, (734/763-7976 or MichiganStudy@umich.edu) at any time with questions or concerns about this study.

Print your name __________________________ Signature __________________________ Date ________________

Please indicate your answer to each question by filling in the oval representing the category which best describes your views on the issue.

Marking instructions:
Blacken in each oval completely using a number 2 pencil.
If you erase, erase completely.

INCORRECT MARKS

CORRECT MARK

Continue on the next page

PLEASE DO NOT WRITE IN THIS AREA

3630
Part I. Student Information

1. Gender
   ① Female
   ② Male

2. Which of the following most accurately describes your citizenship status? (Mark one)
   ① My parents and I were born in the United States
   ② I was born in the United States, one or both of my parents were not
   ③ Foreign born - naturalized citizen
   ④ Foreign born - resident alien or permanent resident
   ⑤ Student visa
   ⑥ Other (specify) ____________________________

3. What language do you speak with your parents? __________________________________________

4. What is the highest level of education completed by each of your parents/guardians? (Mark one in each column)
   Level of education       Mother       Father
   Less than high school graduate  ①    ①
   High school graduate         ②    ②
   Some college                 ③    ③
   Bachelor's degree            ④    ④
   Master's degree              ⑤    ⑤
   Doctorate or professional degree (e.g., JD, MD, PhD)  ⑥    ⑥
   Don't know                   ⑦    ⑦

5. What is your present religious preference? (Mark one)
   ① Protestant (specify denomination, e.g., Baptist, AME, Presbyterian)
   ② Roman Catholic
   ③ Jewish
   ④ Greek Orthodox
   ⑤ Moslem
   ⑥ Hindu
   ⑦ Buddhist
   ⑧ Other (specify denomination) ____________________________
   ⑨ None

6. How religious are you? (Mark one)
   ① Very religious
   ② Religious
   ③ Somewhat religious
   ④ Not at all religious

7. How would you rate yourself in the following areas? (Mark one for each item)
   A. Communication skills
   B. Writing ability
   C. Knowledge about my own culture
   D. Math ability
   E. Racial/cultural awareness
   F. Leadership ability
   G. Ability to see the world from someone else's perspective
   H. Academic ability

8. We are interested in the social network that you have at the U-M. First, think about your six closest friends at Michigan. For each friend please indicate his or her (A) Gender; (B) Race or ethnicity; (C) Religion; and (D) Whether you met the friend before coming to the U-M or met at the U-M.

<table>
<thead>
<tr>
<th></th>
<th>A Gender</th>
<th>B Race/Ethnicity (Please specify below)</th>
<th>C Religion (Please specify below)</th>
<th>D When and Where Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>6</td>
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</tbody>
</table>

Continue on the next page
### Part II. General Experiences at Michigan

9. To what extent have you been involved in the following activities at the U-M? Use the category "Substantially involved" for those activities that are particularly important to you. (Mark one for each item)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not at all involved</th>
<th>Slightly involved</th>
<th>Somewhat involved</th>
<th>Substantially involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Fraternity and/or sorority life</td>
<td></td>
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<tr>
<td>B. Political Activities (specify)</td>
<td></td>
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<tr>
<td>C. Student Government</td>
<td></td>
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<tr>
<td>D. Groups and activities reflecting my own cultural/ethnic background (such as Black Student Union, United Asian American Organizations, Hillel, etc.) (specify)</td>
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<tr>
<td>E. Religious organizations and activities (specify)</td>
<td></td>
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<tr>
<td>F. Groups and activities reflecting other cultural/ethnic backgrounds (specify)</td>
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<tr>
<td>G. Community service courses or volunteer activities (on campus/off campus—e.g., Big Brother/Big Sister, Project Serve, etc.) (specify)</td>
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<tr>
<td>H. Other co-curricular activities (e.g., intramural or varsity athletics, music, art, theater, etc.) (specify)</td>
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</table>

10. How easy or difficult has it been for you to do each of the following at the University? If the experience is not important to you, please check "Not particularly important to me." (Mark one for each item)

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Very easy</th>
<th>Fairly easy</th>
<th>Fairly difficult</th>
<th>Very difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not particularly important to me</td>
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</tbody>
</table>

| Activity                                                                 |          |             |                  |                |
| A. Finding people on campus who share my background and experiences         |          |             |                  |                |
| B. Being taken seriously academically - to have professors think I am capable of doing quality work |          |             |                  |                |
| C. Feeling comfortable in the campus community - feeling as though I belong here |          |             |                  |                |
| D. Developing effective study habits                                      |          |             |                  |                |
| E. Feeling on top of the academics - confident I can do the work required  |          |             |                  |                |
| F. Finding academic help when I need it                                   |          |             |                  |                |
| G. Paying for college expenses                                           |          |             |                  |                |
| H. Finding help for personal issues (e.g., counseling, job placement, etc.)|          |             |                  |                |
| I. Feeling comfortable with students whose racial/ethnic backgrounds are different from my own |          |             |                  |                |

11. Approximately how many hours per week are you spending in each of the following types of paid employment during this academic year? (Mark one for each item)

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>None</th>
<th>10 hours per week or less</th>
<th>11-15 hours a week</th>
<th>16-20 hours a week</th>
<th>More than 20 hours week</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Work study employment</td>
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<tr>
<td>B. On-campus employment (not including work study)</td>
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<tr>
<td>C. Off-campus employment (not including work study)</td>
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</table>

12. We are interested in learning more about your experiences at the University of Michigan. Please indicate the extent to which you agree or disagree with each of the following statements. (Mark one for each item)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haven't thought about this</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>A. I am sure I made the right choice in attending the U of M.</th>
<th>B. Most students at the University have values and attitudes different from my own.</th>
<th>C. I have encountered faculty and students who feel I don't have a right to be here.</th>
<th>D. I have gained a broad, intellectually exciting education at Michigan.</th>
<th>E. I feel rejected by students on this campus whose race/ethnicity is different from my own.</th>
<th>F. I have not done as well academically at Michigan as I thought I would.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I am sure I made the right choice in attending the U of M.</td>
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<tr>
<td>B. Most students at the University have values and attitudes different from my own.</td>
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<tr>
<td>C. I have encountered faculty and students who feel I don't have a right to be here.</td>
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<tr>
<td>D. I have gained a broad, intellectually exciting education at Michigan.</td>
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<tr>
<td>E. I feel rejected by students on this campus whose race/ethnicity is different from my own.</td>
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<tr>
<td>F. I have not done as well academically at Michigan as I thought I would.</td>
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</table>

13. Mark all of the following activities that apply to you since you entered college.

- [ ] Helped members in the community to get out and vote.
- [ ] Voted in a federal/local/state election.
- [ ] Voted in a student government election.
- [ ] Held a campus leadership position (e.g., Student Government, Resident Advisor, club officer, etc.)
- [ ] Gave money to or worked as a volunteer with a group taking a supporting or opposing position on particular social/political issues (e.g., gun control, abortion, environmental policy).
Part III. Racial/Ethnic Environment and Relationships

A number of the following questions on diversity refer to students/people of color. This term, as used in the United States, refers particularly to people who are African American, Asian American, Hispanic/Latino or Native American/American Indian.

14. The statements below represent different views about racial and ethnic diversity in the United States' colleges and universities. Please indicate the extent to which you agree or disagree with each. (Mark one for each item)

Strongly agree
Agree
Disagree
Strongly disagree

A. Despite our concern over racial injustices, colleges and universities do not have a primary responsibility to correct the situation.
B. A racially/ethnically diverse campus environment prepares students for leadership in a multicultural society.
C. Students of color are given advantages that discriminate against other students at colleges and universities.
D. A high priority should be given to see that students of color receive financial aid for education after high school.
E. Colleges and universities should have a requirement for graduation that students take at least one course covering the role of ethnicity in society.
F. Colleges and universities should provide resources to support educational, cultural, and social activities run by different groups of color.
G. The hiring of more faculty of color should be a top priority of this university.
H. The contributions of Asian American, Hispanic/Latino, African American, and Native American writers should be essential elements in a college’s core curriculum.
I. Colleges should aggressively recruit more students of color.
J. Enhancing a student's ability to live in a multicultural society is part of a university's mission.
K. Emphasizing diversity contributes to disunity on campus.
L. Increasing the racial/ethnic diversity of the student body makes a positive contribution to the education of all students.

15. Colleges and universities vary in the racial "climate" on campus. How would you rate the extent to which each of the following is present or descriptive of the University of Michigan campus? (Mark one for each item)

Little or none
Some
Quite a bit
A great deal

A. Friendships between students of color and white students
B. Interracial tension on campus
C. Respect by white faculty for students of color
D. The University's commitment to foster an environment that is conducive to the success of students of color

16. How about the campus climate with respect to other intergroup relationships? How would you rate the extent to which each of the following is present or descriptive of the U-M campus? (Mark one for each item)

Little or none
Some
Quite a bit
A great deal

A. Friendships between gay/lesbian and straight students
B. Tension between gay/lesbian and straight students
C. Friendships between students who have different economic backgrounds
D. Tension between students who have different economic backgrounds
E. Friendships between students of different religions
F. Tension between students of different religions

17. How do you identify yourself racially/ethnically? (Mark all that apply)

[Options listed: African American/Black, Asian American/Pacific Islander (Includes the Indian subcontinent), Native American/American Indian/Alaskan Native, Hispanic/Latino/Chicano, White/Caucasian (not of Hispanic origin; persons having origins in Europe, North Africa, or the Middle East)]

17a. If you checked more than one identification in Question #17, mark the one with which you most identify.

[Options listed: African American/Black, Asian American/Pacific Islander (Includes the Indian subcontinent), Native American/American Indian/Alaskan Native, Hispanic/Latino/Chicano, White/Caucasian (not of Hispanic origin; persons having origins in Europe, North Africa, or the Middle East)]

Questions 18-19 are about the group you checked as your primary racial/ethnic identification in either Question 17 or 17a.

18. How often do you think about your racial/ethnic identity, and what you have in common with people in your group? (Mark one)

A lot
Fairly often
Once in a while
Hardly ever

19. Indicate the extent to which you agree with each statement. (Mark one for each item)

Strongly agree
Agree
Disagree
Strongly disagree

A. I think that what generally happens to people in my racial/ethnic group will affect what happens in my life
B. I feel proud when a member of my racial/ethnic group accomplishes something outstanding
20. Indicate whether you think each of the following racial/ethnic groups have similar or different values and beliefs from your own. (Mark one for each item)

A. African Americans/Blacks
B. Asian Americans/Pacific Islanders
C. Native Americans/American Indians/Alaskan Natives
D. Hispanics/Latinos/Chicanos
E. Whites/Caucasians

22. When considering applicants for admission, many colleges and universities consider a variety of factors to determine a student's admissibility. In addition to high school grade point average and test scores on the ACT and SAT, other factors, including some personal characteristics may be considered for admissions. Do you support or oppose giving consideration for the following factors: (Mark one for each item)

A. Applicants whose family members attended or graduated from the college to which the student is applying
B. Applicants from economically disadvantaged backgrounds
C. Applicants from underrepresented racial or ethnic groups
D. Applicants who possess a special ability (e.g., athletics, art, music, etc.)
E. Applicants from underrepresented geographical regions

21. Many colleges have programs for diversity education. Indicate whether you support or oppose each of the following: (Mark one for each item)

- Incorporating writings and research about different ethnic groups and women into courses
- Requiring students to complete a community-based experience with diverse populations
- Offering courses to help students develop an appreciation for their own and other cultures
- Requiring students to take at least one cultural or ethnic diversity course in order to graduate

Part IV. Student Experiences with Diversity

23. How would you describe the racial/ethnic composition of the following: (Mark one for each item)

- All or nearly all white
- Mostly white
- Half white & half people of color
- Mostly people of color
- All or nearly all people of color

A. Neighborhood where you grew up
B. High school that you graduated from
C. Your friends at U-M

24. Individuals vary in how much interaction they have with students from various racial/ethnic groups on campus. Please indicate the extent to which you interact with students from each of the following groups. (Mark one for each item)

- No interaction
- Little interaction
- Some regular interaction
- Substantial interaction

A. African Americans/Blacks
B. Asian Americans/Pacific Islanders
C. Native Americans/American Indians/Alaskan Natives
D. Hispanics/Latinos/Chicanos
E. Whites/Caucasians

25. Over your four years at Michigan, with which of the groups below, other than your own, have you had the most interactions and contact? (Mark one)

After you answer this question, answer question #26 about this group.

- African Americans/Blacks
- Asian Americans/Pacific Islanders
- Native Americans/American Indians/Alaskan Natives
- Hispanics/Latinos/Chicanos
- Whites/Caucasians

26. To what extent have you done the following with students in the group you specified in question #25 (i.e., the group other than your own) that you have had the most interaction with over your four years at Michigan? (Mark one for each item)

- Studied together
- Had meaningful and honest discussions about race and/or ethnic relations outside of class
- Had tense, somewhat hostile interactions
- Attended social events together
- Had intellectual discussions outside of class
- Shared our personal feelings and problems
- Participated in extracurricular activities together
- Had guarded, cautious interactions

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27. As you look back over your four years at Michigan, please indicate under (A), how much interaction you have had in each of the following settings with students who are different from you in racial/ethnic background. Then, under (B), indicate how positive or negative these interactions have been. (Note: If you have not been involved in a given setting, please mark the "Not applicable to me" option)

<table>
<thead>
<tr>
<th>Extent of Interaction</th>
<th>Quality of Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mark one for each item)</td>
<td>(Mark one for each item)</td>
</tr>
<tr>
<td>Little or none</td>
<td>Very positive</td>
</tr>
<tr>
<td>Some</td>
<td>Positive</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>Negative</td>
</tr>
<tr>
<td>A great deal</td>
<td>Very negative</td>
</tr>
<tr>
<td>Not applicable to me</td>
<td>Not applicable to me</td>
</tr>
</tbody>
</table>

A. Classes
B. Residence halls
C. Student organizations
D. Fraternities/sororities
E. Other off campus living situations
F. Community service activities
G. Intramural sports
H. Social gatherings
I. Workplaces

28. Students mention both positive and negative aspects of the U of M’s commitment to racial/ethnic diversity. Please indicate the extent to which you agree or disagree with each of the following statements. If you haven’t considered a particular item, please check the "I’ve never thought about this" category. (Mark one for each item)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>
A. Since coming to the U of M, I have learned a great deal about other racial/ethnic groups and their contributions to American society | (5) | (4) | (3) | (2) |
B. I have gained a greater commitment to my racial/ethnic identity since coming to the University | (5) | (4) | (3) | (2) |
C. The University’s emphasis on diversity means I can’t talk honestly about ethnic, racial, and gender issues | (5) | (4) | (3) | (2) |
D. My relationships with students from different racial/ethnic groups at the University have been positive | (5) | (4) | (3) | (2) |
E. The University’s focus on diversity puts too much emphasis on the differences between racial/ethnic groups | (5) | (4) | (3) | (2) |

29. In general, how much impact has the University’s focus on racial and ethnic diversity had on your experiences on campus so far? (Mark one)

- None
- Little
- Some
- Quite a bit
- A great deal

29a. How would you characterize this impact? (Mark one)

- Very positive
- Positive
- Negative
- Very negative
- No opinion about this

29b. Please give 1 or 2 examples of this positive or negative impact.

30. In each of the following University settings, how much have you been exposed to information and activities devoted to understanding other racial/ethnic groups and interracial/ethnic relationships? (Mark one for each item)

- Not at all
- A little
- Some
- Quite a bit
- A great deal

A. In course readings, lectures, and discussions
B. In other University programs and activities
C. In your informal interactions and conversations with friends

31. Has there been a course at the University that has had an important impact on your views of racial/ethnic diversity and multiculturalism, or your attitudes about any racial/ethnic group in U.S. society? (Mark one)

- Yes
- No
32. Listed below are a number of diversity activities (e.g., programs, events, courses, etc.) at the University of Michigan. Please indicate whether or not you have participated in each of the following. (Mark one for each item)

Yes, have participated
No, have not participated
Not aware of this

A. Latino/Hispanic Heritage Celebration events
B. Native American Month events or Annual Pow Wow
C. Martin Luther King Symposium events
D. Asian American Awareness Week events
E. Black History Month events
F. Dialogue groups sponsored by the Intergroup Relations Program (IGR)
G. Workshops and activities sponsored by the Lesbian, Gay, Bisexual, Transgender Programs Office (LGBT)
H. Sexual Assault Prevention Awareness Center Programs (SAPAC)
I. Programs sponsored by the Institute for Research on Women and Gender
J. Other (specify) __________________________

33. Please indicate how much your experiences with diversity at U-M have helped you develop in the following areas. (Mark one for each item)

A. Active interest in community service
B. Analytical, problem-solving, and critical thinking ability
C. Ability to have a good rapport with people holding different beliefs than mine
D. Ability to work effectively and get along well with people of different races/cultures
E. Knowledge of a particular field/discipline
F. Intellectual curiosity and excitement
G. Ability to see the world from someone else's perspective
H. Thinking about the issues facing the United States
I. Thinking through my religious values

Part V: Academic Experiences at Michigan

34. How satisfied have you been with each of the following aspects of your academic and other experiences at the U-M? If the aspect is not important to you, please mark the "Not particularly important" option. (Mark one for each item)

Very satisfied
Satisfied
Dissatisfied
Very dissatisfied
Not particularly important

A. The intellectual quality and challenge of the classes I have taken
B. The relevance of the course material to issues that are important to students of my racial/ethnic background
C. My friendships and social life
D. My overall undergraduate experience at U-M

35. Do you expect to continue your education at a graduate or professional school? (Mark one)

Yes
No

35a. What is the highest academic degree that you intend to obtain? (Mark one)

Bachelor's Degree
Master's Degree (e.g., MS, MBA)
Doctorate Degree (e.g., PhD, EdD)
Professional Degree (e.g., JD, MD)
Other (specify) __________________________

36. We are interested in the interactions students have with faculty at the U-M. How often have you done each of the following with a faculty member since enrolling at Michigan? (Mark one for each item)

Very often
Often
Sometimes
Seldom
Never

A. Socialized informally
B. Discussed your career plans and opportunities
C. Discussed a personal problem
D. Discussed and gotten helpful feedback on your tests and other academic work
E. Visited a faculty member's home

37. Has there been at least one faculty member at the University who has had a strong impact on your intellectual and/or personal development? (Mark one)

Yes (Go to Q. 37a and 37b)
No (Go to Q. 38)

37a. Think of the one faculty member who has had the most impact on you. Was this faculty member:

Female
Male

37b. What was the race/ethnicity of this faculty member?

African American/Black
Asian American/Pacific Islander
Native American/American Indian/Alaskan Native
Hispanic/Latino/Chicano
White/Caucasian

38. How many of the types of courses listed below have you taken while at the U-M? (Mark one for each item)

None
One
Two
Three or more

A. Course in Women's Studies
B. Course in Ethnic Studies (e.g., Latino Studies, Asian Pacific American Studies, African American Studies, Native American Studies, etc.)
C. Course in Religious Studies
Part VI. Personal and Political Attitudes

39. The following statements inquire about your thoughts and feelings as a person. For each statement, indicate how well it describes you. Be sure to read each item carefully before responding and answer as honestly as you can. (Mark one for each item)

A. I really enjoy analyzing the reasons or causes for people's behavior.
B. I sometimes find it difficult to see things from the "other person's" point of view.
C. I think a lot about the influence that society has on other people.
D. It is important for me to educate others about the racial/ethnic group(s) to which I belong.
E. I like tasks that require little thought once I have learned them.
F. I try to look at everybody's side of a disagreement before I make a decision.
G. If I am sure I'm right about something, I don't waste much time listening to other people's arguments.
H. I don't enjoy getting into discussions where the causes for people's behavior are being talked over.
I. I like to learn about racial/ethnic groups different from my own.
J. I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.
K. I believe that there are two sides to every question and try to look at them both.
L. I want to bridge differences between different racial/ethnic groups.
M. When I analyze a person's behavior I often find the causes form a chain that goes back in time.
N. I prefer simple rather than complex explanations for people's behavior.
O. I think a lot about the influence that society has on my behavior and personality.
P. As I learn more about my own racial/ethnic group, I find myself wanting to learn more about other racial/ethnic groups.
Q. I don't like to have the responsibility of handling a situation that requires a lot of thinking.
R. I tend to take people's behavior at face value and not worry about the inner causes for their behavior.

40. Thinking about your political views, please indicate where you would place yourself on this scale, or if you haven't thought much about this. (Mark one)

1. Extremely liberal
2. Liberal
3. Slightly liberal
4. Moderate, middle of the road
5. Slightly conservative
6. Conservative
7. Extremely conservative
8. Haven't thought much about it

41. Please indicate how much you agree or disagree with the following statements. (Mark one for each item)

A. In the United States there are still great differences between social levels -- what one can achieve in life depends mainly on one's family background.
B. In today's society, most women are given the same opportunities as most men.
C. Anti-Semitism in America is a thing of the past.
D. There is still a need for a strong feminist movement in the United States.
E. The hiring of more women faculty should be a top priority at colleges and universities.
F. In the generations since the Civil Rights Movement, our society has done enough to promote the advancement of people of color.
G. A male job supervisor who frequently makes comments about a woman employee's appearance is engaging in a form of sexual harassment.
H. Most people of color are no longer discriminated against in this country.
I. The system prevents people of color from getting their fair share of the good things in life, such as better jobs and more money.
J. Women in the workplace still face many barriers to success.
K. A person's racial background in this society does not interfere with achieving everything he or she wants to achieve.
L. Same sex couples should not have the right to legal marital status.

42. The following statements give reasons that people sometimes use to explain why there are poor and rich people in this country. (Mark one for each item)

I. How important do you think each of the following is for why there are poor people in the United States? (Mark one)

A. Failure of society to provide good schools for many Americans
B. Lack of thrift and proper money management by poor people
C. Failure of private industry to provide enough jobs
D. Lack of effort by the poor themselves

II. How important do you think each of the following is for why there are rich people in the United States? (Mark one)

A. Political influence or "pull"
B. Hard work and initiative
C. Money inherited from families
D. Personal drive and willingness to take risks

THANK YOU FOR YOUR PARTICIPATION - PLEASE MAIL THE COMPLETED QUESTIONNAIRE TO US IN THE ENCLOSED PRE-PAID ENVELOPE.

Office of Measurement Services #0401103

PLEASE DO NOT WRITE IN THIS AREA
II. Opening Statement

Thank you all for agreeing to participate in this focus group sponsored by the Michigan Student Study. The purpose for bringing you together this evening is to hear about your experiences with diversity during your four years on campus. We wanted to provide the chance for you to talk in more detail about some of the things that were in our questionnaires, and expand upon your feelings about your experiences at Michigan. This project is funded by the Ford Foundation, and we have been involved in this type of research since 1990.

We are going to be audiotaping the session, for later transcription by an individual who is not a part of the University. When the tapes are transcribed, no names will be associated with individual statements. After the tapes have been transcribed, they will be stored in a secure location until they are no longer needed by the research team—at which time they will be destroyed.

The focus group will last for two hours. At the end of the session, you will receive $25 as compensation for your participation.

Please take a few minutes to read over the consent form, which recaps the purpose of the study, and informs you about your rights relative to participation. You should sign both of the copies provided to you—one copy is for our records, and the other is for you to keep.
Do you have any questions before we begin?

III. Read Ground Rules

1) Everyone should be treated with respect at all times.
2) There are no right or wrong answers.
3) No put-downs; Don't attack someone personally.
4) Only one person may speak at a time.
5) Listen, don't interrupt.
6) It's O.K. to ask for understanding/clarity.
7) Allow others time to present their ideas.
8) Respect the perspectives of others.
9) When giving personal examples, please don't use names of individuals.
10) Confidentiality is important--opinions expressed by other students in this room should stay in this room.

GENERAL STUDENT LIFE

1) As you think of your four years here at Michigan, how do you feel about your decision to come here?
   • Would you still choose Michigan if you had to do it over?
   • Why do you feel this way?
   • Based on your overall experiences, would you advise others to come to U-M?

DIVERSITY

Now we would like to turn to some questions about diversity--particularly racial and ethnic diversity. We acknowledge, and appreciate the fact that there are other aspects of diversity, but for the purposes of this focus group, we'll primarily concentrate on this one aspect of diversity. These
are complex issues and there are no right or wrong answers. We are really interested in your sincere and honest opinions and experiences on campus.

2) Have you had more or less experience with/exposure to students from different backgrounds at Michigan than you had your years before Michigan?
   • Tell me more about why you feel this way?
   • How do you perceive the University’s commitment to racial/ethnic diversity?
   • What are some examples that support your perception?
   • Is it more or less racially/ethnically diverse than the high school you attended?
   • What about your own experiences since you’ve been at Michigan. Do you have more or less experience with students from different backgrounds now than your first year at Michigan?

3) Since you have been at Michigan, what has been the most positive aspect of your experiences with racial/ethnic diversity at U-M?

4) Since you have been at Michigan, what has been the most challenging aspect of your experiences with racial/ethnic diversity at U-M? (Note: If nothing negative has been discussed probe for any negative experiences)

5A) In general, how has the University’s focus on racial/ethnic diversity impacted you?
   Please think of an experience with racial and ethnic diversity at the University that has had a particular impact on you--that changed your ideas in any way--ideas about multiculturalism, or race relations, or your feelings about other racial of ethnic groups.
   • Can you give me one or two examples of what you experienced? What type of impact did these experiences have on you?
5B) In what ways has the racial/ethnic diversity in the following specific settings affected you?

- Classes
- Residence Halls
- Off Campus Housing
- Student Organizations
- Social Activities
- The Ann Arbor Community

6) Diversity efforts at Michigan extend beyond students. During your time here, has there been an administrator, staff person, or faculty member who is different from you in racial/ethnic background that has been an important aspect of your experience at Michigan?

What is this person’s role here at U-M? What was their gender? What was their race/ethnicity? What did they do to impact you?

7A) Have you ever personally experienced harassment (verbal or physical) or discrimination because of your racial or ethnic background since coming to Michigan?

- Can you give me one or two examples of what you experienced.
- How did you react to these experiences?
- Probe for where they occurred--class, residence hall, community, etc.
- Probe for not only obvious but subtle discrimination as well.

7B) Have you ever personally experienced harassment (verbal or physical) or discrimination because of your religion, gender, or sexual orientation since coming to Michigan?
• Can you give me one or two examples of what you experienced.
• How did you react to these experiences?
• Probe for where they occurred--class, residence hall, community, etc.
• Probe for not only obvious but subtle discrimination as well.

7C) Regardless of your personal experiences, do you feel there are any aspects of the University generally—e.g., University policies, faculty behaviors, University “climate”—that harass or discriminate against members of particular groups in the University community?

8) More and more people are talking about how the demographics of our society are changing towards a more diverse population. Do you think your experiences at Michigan have prepared you to participate in a racially/ethnically diverse society?

• Probe for work, social relationships, leadership, community involvement, etc.

**INTERACTIONS**

9A) In what settings do students from different racial/ethnic groups interact the most with each other on this campus? (Probe for classes, residence halls, student organizations, etc.)

• Why do you think this is?

9B) In what settings do students from different racial/ethnic groups interact the least with each other on this campus? (Probe for classes, residence halls, student organizations, etc.)

• Why do you think this is?

10) What about your own experiences. What has been the quality of your own relationships with students across racial/ethnic groups at U-M?
• What have been some positive experiences?
• What have been some challenging experiences?

(Note: If nothing negative has been discussed probe for any negative experiences)
• Can you share an example/story of interacting with people from different groups where you learned something about yourself or others?

11A) Are there any barriers to students interacting with people different than themselves?

11B) How about your own relationships at U-M. Have you felt any barriers interacting with people from different backgrounds than you?

GROUP IDENTITY

12) Reflecting on all of your experiences, what is it like to be a (insert racial group) student at Michigan?

• Are there any (other) things that have been particularly positive about your experiences as a (insert racial group) student at Michigan?
• Are there any (other) things that have been particularly challenging about your experiences as a (insert racial group) student at Michigan? (Note: If nothing negative have been discussed probe for any negative experiences)

13A) How would you describe the relationships between (insert racial group) and white students on campus? (For Students of Color Only)

13B) How about your own relationships with white students? (For Students of Color Only)
14A) How would you describe the relationships between (insert racial group) and those in other groups of color on campus? (For Students of Color Only)

14B) How about your own relationships with other students of color? (For Students of Color Only)

15A) How would you describe the relationships between white students and students of color on campus? (For White Students Only)

15B) How about your own relationships with students of color? (For White Students Only)

**AFFIRMATIVE ACTION/LAWSUIT**

16) Over your time here at Michigan, the University has been involved in 2 lawsuits defending the use of race as one of several selection criteria for admission into the undergraduate (LSA) and Law schools. Last year, the Supreme Court ruled supporting this policy.

- How do you feel about the use of race as one of many factors that can be used in our admissions process?
- Regardless of your personal view, how do you feel about Michigan’s (the institution’s) decision to defend the use of race in their admissions practices?
- Why do you feel this way?
- Are there any other personal characteristics that you think should be given some consideration when admitting students? (For example, geographic location, special talents—arts, music, athletics; economically disadvantaged background, family legacy, gender in fields where it is underrepresented—like men in nursing and women in science).
Some of you might feel it's OK to consider other factors, but not race. Why is that?

17) Do you think that Michigan's involvement in these cases has had an impact on your experiences as a student here in the last few years?

18) The Supreme Court in its decision, expressed the expectation that in 25 years Affirmative Action will no longer be needed.
   • Do you agree with this statement?
   • Why or why not?

CLOSING

19) Looking back over your years at Michigan, what has been the most important aspect of your experience here?

20) Is there anything that you would like to add? Do you have any questions of us?

THANK YOU FOR YOUR PARTICIPATION!
MSS Survey Instruments
continue on next page
THE MICHIGAN ALUMNI STUDY
Perceptions, Opinions, and Experiences of the Entering Class of 1990

Dear Michigan Alum: Almost a decade ago, in your fourth year at Michigan, you may recall responding to a survey about Michigan seniors' perceptions, opinions, and experiences of their undergraduate years. We are now again surveying these former students (approximately 1,500) to ask about their current opinions and experiences and the role they feel that their education at Michigan has played in their post-college lives. Your participation in this study is very important to us; but it is voluntary and you do not have to respond to any question that makes you feel uncomfortable. Responses are strictly confidential and no data will ever be associated with your name. All data are reported in aggregate form. Identifying information will be used only for purposes of tracking the return of questionnaires. Thank you in advance for your assistance in this continuing effort.

Statement of Consent:

I understand that the purpose of this survey is to gain insights on the collective perceptions, opinions, and experiences of alumni of the class that entered the University of Michigan in 1990. I voluntarily give permission for my responses to be used as data in this study.

I understand that all responses are completely confidential and my name will not be connected with my responses. I understand that my name and other identifying factors will never be associated with any analyses or documents produced from this study. All data will be stored in a secure location, and only the researchers will have access to this information. I understand that I can express my ideas and opinions without consequence. I will be compensated $20 for my participation in this study.

I may contact the principal investigators of this study, Drs. John Matlock or Gerald Gurin, Katrina Wade-Golden, Project Manager, 3009 Student Activities Building, The University of Michigan, 48109-1316, (734/763-7978--MichiganStudy@umich.edu) or Kathleen Keever, Institutional Review Board, (734/936-0933) at any time with questions or concerns about this study.

Print your name __________________________________________ Signature __________________________ Date __________

Please indicate your answer to each question by filling in the oval representing the category which best describes your views on the issue.

Marking instructions:
Blacken in each oval completely using a number 2 pencil.
If you erase, erase completely.

Continue on the next page

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Background Information

1. Gender
   ① Female
   ② Male

2. What is the highest academic degree you have earned? (Mark one)
   ① Some college/No degree
   ② B.A. or B.S. degree
   ③ M.A. or M.S. degree
   ④ M.S.W., M.B.A., M.P.A., M.P.H. degree
   ⑤ M.D., D.D.S., or J.D. degree
   ⑥ Ph.D., Ed.D., or other doctoral degree
   ⑦ Other (please specify)

3. How do you identify yourself racially/ethnically? (Mark all that apply)
   ① African American/Black
   ② Asian American/Pacific Islander
   ③ Native American/American Indian
   ④ Hispanic/Latino
   ⑤ White/Caucasian (not of Hispanic origin)
   ⑥ Other (please specify)

4. If you checked more than one identification in Question #3, mark the one with which you most identify. (Mark one)
   ① African American/Black
   ② Asian American/Pacific Islander
   ③ Native American/American Indian
   ④ Hispanic/Latino
   ⑤ White/Caucasian (not of Hispanic origin)
   ⑥ Other (please specify)

5. Are you: (Mark one)
   ① Married
   ② Living with someone in a marriage-like relationship
   ③ Widowed
   ④ Separated
   ⑤ Divorced
   ⑥ Never married and not currently living with someone in a marriage-like relationship

If not married, and not living in a marriage-like relationship, skip to Question #7.

6. If married, or in a marriage-like relationship, what is the primary racial/ethnic identification of your spouse or partner? (Mark one)
   ① African American/Black
   ② Asian American/Pacific Islander
   ③ Native American/American Indian
   ④ Hispanic/Latino
   ⑤ White/Caucasian (not of Hispanic origin)
   ⑥ Other (please specify)

7. How many children do you have? (Mark one)
   ① None
   ② 1
   ③ 2
   ④ 3
   ⑤ 4
   ⑥ 5 or more

8. Please mark the category below which best represents YOUR OWN earned income before taxes in 2002. Please include income from jobs, net income from business, farm, rent, pensions, or social security payments. (Mark one)
   Do NOT include income from dividends, interest, or other family members such as a spouse or partner—these are included in question #9.
   ① Less than $1,000
   ② $1,000 to $9,999
   ③ $10,000 to $19,999
   ④ $20,000 to $29,999
   ⑤ $30,000 to $49,999
   ⑥ $50,000 to $74,999
   ⑦ $75,000 to $99,999
   ⑧ $100,000 to $149,999
   ⑨ $150,000 to $199,999
   ⑩ $200,000 or more

9. Please mark the category below which best represents your total household income before taxes in 2002. (Mark one)
   Include all the sources listed in question #8 and also include income from dividends or interest and income earned by your spouse or partner.
   ① Less than $1,000
   ② $1,000 to $9,999
   ③ $10,000 to $19,999
   ④ $20,000 to $29,999
   ⑤ $30,000 to $49,999
   ⑥ $50,000 to $74,999
   ⑦ $75,000 to $99,999
   ⑧ $100,000 to $149,999
   ⑨ $150,000 to $199,999
   ⑩ $200,000 or more

10. What is your present religious preference? (Mark one)
    ① Protestant (specify denomination, e.g., Baptist, AME, Presbyterian)
    ② Roman Catholic
    ③ Jewish
    ④ Greek Orthodox
    ⑤ Moslem
    ⑥ Hindu
    ⑦ Buddhist
    ⑧ Other (specify denomination)
    ⑨ None

Your Current Life

11. In general, how satisfied are you with your life? Would you say you are: (Mark one)
    ① Very satisfied
    ② Satisfied
    ③ Dissatisfied
    ④ Very dissatisfied
12. Please indicate under (A), how important each of the following has been in your life since you left the U-M. Then, under (B), indicate how much your overall undergraduate education at U-M helped you develop in these areas.

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<tr>
<td>Importance in Life Since U-M</td>
<td>Helped by U-M Education</td>
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<td><strong>(Mark one for each item)</strong></td>
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<td>Not at all important</td>
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<td>Important</td>
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<td>Extremely important</td>
<td>A great deal</td>
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1. Active interest in community service       | 1. Being a life-long learner               |
2. Analytical, problem-solving, and critical thinking ability | 2. Ability to work effectively and get along well with people of different races/cultures |
3. Thinking about the issues facing the United States | 3. Intellectual curiosity and excitement |
4. Knowledge of a particular field/discipline | 4. Ability to see the world from someone else's perspective |
5. Intellectual curiosity and excitement | 5. Thinking about the issues facing the world |
6. Religious values                            | 6. Religous values                          |

Social, Community, and Educational Involvement:

13. We are interested in your current social network. First, think about your six closest friends. For each friend please indicate his or her (A) Gender; (B) Race or ethnicity; (C) Religion; and (D) Whether you met the friend before coming to the U-M, met at the U-M, or met after you attended the U-M.

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<tr>
<td>Gender</td>
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14. To what extent have you participated as a volunteer in each of the following activities during the past year? (By volunteer, we mean you were not an employee of the group) (Mark one for each item).

Participated - leadership role
Participated - member
Did not participate

A. Political clubs/organizations or local government activities
B. Religious activities (more than just attending worship services)
C. Community centers or neighborhood associations
D. Social-action associations (e.g., civil rights groups, environmental groups, etc.)
E. Social service, social welfare or health volunteer work
F. Groups reflecting my racial/ethnic background
G. Groups reflecting my gender
H. Literary, art, discussion, music, or study groups; museum board, cultural or historic societies
I. Educational organizations (e.g., PTA, school board, school trustee, etc.)
J. Service organizations (e.g., Rotary, Chamber of Commerce, Masons, veterans groups, etc.)
K. Alumni activities (e.g., fund raising, student recruiting, etc. for any school attended)
L. Another group in which you participated as a volunteer (please specify)

15. Since graduating, how have you been involved with the U-M? (Mark all that apply)
- Previously attended or currently enrolled in a U-M graduate/professional program
- Visited campus/attended a campus event
- Joined the Alumni Association
- Did volunteer work in support of the U-M
- Used U-M career/networking services
- Participated in fraternity/sorority activities
- Contributed financially to the U-M
- Other (please specify)
- I have not at all been involved with the U-M since graduating

16. As you look back on your undergraduate years, how satisfied are you with each of the following aspects of your experience at the U-M? (Mark one for each item)

- Your overall undergraduate experience at U-M
- The intellectual quality and challenge of the classes you took
- The relevance of the course material in helping you prepare for a career and/or graduate school
- Your friendships and social life
- The quality of faculty and teaching assistants
- The opportunity to meet and interact with students from different backgrounds

17. Which of the following best describes your current employment status? (Mark one)
- Employed/self-employed full time
- Employed/self-employed part time
- Not employed, looking for paid employment
- Not employed, not looking for paid employment

18. Which employment sector best describes the type of organization in which you are employed? (Mark one)
- Education
- Military
- Government (excluding military)
- Non-profit (other than education or government)
- Business (an organization that provides a service for profit)
- Industrial/manufacturing (an organization that produces a product)
- Self-employed
- Other (please specify)

19. What size is the company or organization in which you work? (Mark one)
- Under 25 employees
- 26-49 employees
- 50-100 employees
- 101-500 employees
- 501-1000 employees
- Over 1,000 employees

20. What is your level of supervisory responsibility? (Mark one)
- Owner
- Executive
- Manager
- First line supervisor
- Team leader
- None
- Other (please specify)

21. What is your occupation and job title? What kind of work do you do? (Please be as specific as possible, including any area of specialization. Examples: High school math teacher, Vice President for Marketing, Owner of a technology start-up company).

22. Overall, how satisfied are you with your job? (Mark one)
- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied

23. Does your work require you to be responsive to the racial, ethnic, and cultural differences of: (Mark one for each item)
- Customers/clients
- Colleagues
- Members of U.S. business, governmental, or other organizations
- Members of global business, governmental, or other organizations
- People you supervise
- People who supervise you
Experiences With Diversity:

Note: The questions below and several questions in subsequent sections of the survey refer to "people of color." This term, as used in the United States, refers particularly to people who are African American, Asian American, Hispanic/Latino and Native American/Indian.

24. How would you describe the racial/ethnic composition of the following settings? (Mark one for each item)

   Note: If a particular setting does not apply to you (e.g., item "C" if you are not currently employed), please mark the "not applicable to me" option.

   - All or nearly all white
   - Mostly white
   - Half white & half people of color
   - Mostly people of color
   - All or nearly all people of color
   - Not applicable to me

A. Current neighborhood
B. Current friendships
C. The people with whom you work
D. Your place of worship
E. Social, community, and political organizations in which you are currently involved

25. Individuals vary in how much interaction they have with people from various racial/ethnic groups. In your current life, please indicate the extent to which you interact with people from each of the following groups. (Mark one for each item)

   - No interaction
   - Little interaction
   - Some interaction
   - Substantial interaction
   - The most interaction

A. African Americans/Blacks
B. Asian Americans/Pacific Islanders
C. Native Americans/American Indians
D. Hispanics/Latinos
E. Whites/Caucasians (not of Hispanic origin)

26. Which of the groups below, other than your own, do you have the most interaction with in your current life? (Mark one)

   1. African Americans/Blacks
   2. Asian Americans/Pacific Islanders
   3. Native Americans/American Indians
   4. Hispanics/Latinos
   5. Whites/Caucasians (not of Hispanic origin)

27. To what extent have you done the following with people in the group you specified in question #26 (i.e., the group other than your own that you have the most interaction with)? (Mark one for each item)

   - Had meaningful and honest discussions about race and/or ethnic relations
   - Had tense, somewhat hostile interactions
   - Shared your personal feelings and problems
   - Had guarded, cautious interactions

   Not at all
   A little
   Some
   Quite a bit
   A great deal

28. In general, how much impact have your experiences with racial/ethnic diversity while at U-M have had on your life since college? (Mark one)

   1. None
   2. A little
   3. Some
   4. Quite a bit
   5. A great deal

29. How would you characterize this impact? (Mark one)

   1. Very positive
   2. Positive
   3. Negative
   4. Very negative
   5. No opinion about this

30. Please give 1 or 2 examples of this positive or negative impact.

31. Have your experiences with diversity at U-M helped you develop in the following areas? (Mark one for each item)

   - Active interest in community service
   - Analytical, problem-solving, and critical thinking ability
   - Being a life-long learner
   - Ability to work effectively and get along well with people of different race/ethnics
   - Thinking about the issues facing the United States
   - Knowledge of a particular field/discipline
   - Intellectual curiosity and excitement
   - Ability to see the world from someone else’s perspective
   - Thinking about the issues facing the world
   - Religious values

Continue on the next page
Personal and Social-Political Attitudes

Personal:

32. The following statements inquire about your thoughts and feelings as a person. For each statement, indicate how well it describes you. Be sure to read each item carefully before responding and answer as honestly as you can. (Mark one for each item)

- Not at all like me
- A little bit like me
- Somewhat like me
- Quite a bit like me
- Very much like me

A. I really enjoy analyzing the reasons or causes for people's behavior.
B. I sometimes find it difficult to see things from the "other person's" point of view.
C. I think a lot about the influence that society has on other people.
D. It is important for me to educate others about the racial/ethnic group(s) to which I belong.
E. I like tasks that require little thought once I've learned them.
F. I try to look at everybody's side of a disagreement before I make a decision.
G. If I am sure I'm right about something, I don't waste much time listening to other people's arguments.
H. I don't enjoy getting into discussions where the causes for people's behavior are being talked over.
I. I like to learn about racial/ethnic groups different from my own.
J. I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.
K. I believe that there are two sides to every question and try to look at them both.
L. I want to bridge differences between different racial/ethnic groups.
M. When I analyze a person's behavior I often find the causes form a chain that goes back in time.
N. I prefer simple rather than complex explanations for people's behavior.
O. I think a lot about the influence that society has on my behavior and personality.
P. As I learn more about my own racial/ethnic group, I find myself wanting to learn more about other racial/ethnic groups.
Q. I don't like to have the responsibility of handling a situation that requires a lot of thinking.
R. I tend to take people's behavior at face value and not worry about the inner causes for their behavior.

Questions #33 & #35 are about the group you checked as your primary racial/ethnic identification in either question #3 or #4 at the beginning of the survey.

33. How often do you think about your racial/ethnic identity, and what you have in common with people in your group? (Mark one)
   - Hardly ever
   - Once in a while
   - Fairly often
   - A lot

34. Please answer the following two questions reflecting your feelings about your group. (Mark one for each item):

   A. Do you think what happens generally in this country to people in your group will have something to do with what happens in your life?
   - Yes, a lot
   - Yes, some
   - Yes, a little
   - No

   B. Do you feel proud when a member of your racial/ethnic group accomplishes something outstanding?

35. Think about important values in life, such as values about work and family. How similar or different are your group's values and those of the following groups? (Mark one for each item)

   - Much more similar than different
   - Somewhat more similar
   - Somewhat more different
   - Much more different than similar

   The values of my group and those of:

   A. African Americans/Blacks
   B. Asian Americans/Pacific Islanders
   C. Native Americans/American Indians
   D. Hispanics/Latinos
   E. Whites/Caucasians (not of Hispanic origin)

36. In addition to race and ethnicity, we are all members of other social identity groups. How often do you think about your:
   (Mark one for each item)

   A. Gender
   B. Religion
   C. Socio-economic class

   - Hardy ever
   - Once in a while
   - Fairly often
   - A lot
**Views About Racial/Ethnic Diversity in Colleges and Universities:**

37. The statements below represent different views about racial and ethnic diversity in the United States' colleges and universities. Please indicate the extent to which you agree or disagree with each. (Mark one for each item)

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
</table>

- A. Despite our concern over racial injustice, colleges and universities do not have a primary responsibility to correct the situation.
- B. Colleges and universities should have a requirement for graduation that students take at least one course covering the role of ethnicity in society.
- C. The commitment to diversity in our colleges and universities fosters more division among racial/ethnic groups than inter-group understanding.
- D. A racially/ethnically diverse campus environment prepares students for leadership in a multicultural society.
- E. The contributions of Asian American, Hispanic/Latino, African American, and Native American writers should be essential elements in a college's core curriculum.
- F. Colleges should aggressively recruit more students of color.
- G. Enhancing a student's ability to live in a multicultural society is part of a university's mission.
- H. The focus on diversity in our colleges and universities puts too much emphasis on the differences between racial/ethnic groups.
- I. Increasing the racial/ethnic diversity of the student body makes a positive contribution to the education of all students.

38. When considering applicants for admission, many colleges and universities consider a variety of factors to determine a student's admisibility. In addition to high school grade point average and test scores on the ACT or SAT, other factors, including some personal characteristics may be considered. Do you support or oppose giving consideration for the following factors? (Mark one for each item)

<table>
<thead>
<tr>
<th>Strongly support</th>
<th>Support</th>
<th>Oppose</th>
<th>Strongly oppose</th>
</tr>
</thead>
</table>

- A. Applicants whose family members attended or graduated from the college to which the student is applying.
- B. Applicants from economically disadvantaged backgrounds.
- C. Applicants from underrepresented racial or ethnic groups.
- D. Applicants from underrepresented geographical regions.
- E. Applicants who possess a special ability (e.g., athletics, art, music, etc.).

39. As you may know, the U-M has been sued over its undergraduate and law school admissions policies, and this case has gone to the Supreme Court. How much have you followed this case on TV, radio, newspapers, other print media, and/or through discussions with friends/family? (Mark one)

| Not at all | A little | Some | Quite a bit | A great deal |

| 1 | 2 | 3 | 4 | 5 |

40. The U-M undergraduate and law school admissions cases have drawn a great deal of national attention. Below is a list of some of the types of organizations (or people) who filed amicus (friend of the court) briefs with the Supreme Court supporting either the University or the plaintiffs (Gratz, Grutter).

Please indicate, under (A), which side was supported by each of the following categories of organizations. In a couple of categories, some organizations supported the U-M and other organizations within that same category supported the plaintiffs. In these instances, mark the circle “Supported Both.”

Then, under (B), indicate whether that category's position influenced your view.

<table>
<thead>
<tr>
<th>A. United States Solicitor General (reflecting President Bush's position)</th>
<th>B. Former military leaders</th>
<th>Supported U-M</th>
<th>Supported Plaintiffs</th>
<th>Supported Both</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>C. Fortune 500 corporations</td>
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<tr>
<td>D. Labor unions, employee organizations</td>
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<tr>
<td>E. National higher education organizations (e.g., American Council on Education, National Association of Scholars)</td>
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<tr>
<td>F. Legal education/legal profession organizations (e.g., American Bar Association, Asian American Legal Foundation)</td>
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<tr>
<td>G. Other public and private colleges and universities</td>
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</tbody>
</table>

Continue on the next page
41. Did you vote in the 2000 Presidential election? (Mark one)
   - Yes
   - No

42. Did you vote in the 2002 congressional, gubernatorial, federal, state, or local elections? (Mark one)
   - Yes
   - No

43. Thinking about your political views, please indicate where you would place yourself on this scale, or if you haven't thought much about this. (Mark one)
   - Extremely liberal
   - Liberal
   - Slightly liberal
   - Moderate, middle of the road
   - Slightly conservative
   - Conservative
   - Extremely conservative
   - Haven't thought much about it

44. Please indicate how much you agree or disagree with the following statements: (Mark one for each item)

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>There is too much concern in the courts for the rights of criminals.</td>
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<tr>
<td>B.</td>
<td>The death penalty should be abolished.</td>
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<tr>
<td>C.</td>
<td>Wealthy people should pay a larger share of the taxes than they do now.</td>
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<tr>
<td>D.</td>
<td>Same sex couples should not have the right to legal marital status.</td>
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<tr>
<td>E.</td>
<td>The federal government should do more to control the sale of handguns.</td>
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<tr>
<td>F.</td>
<td>The government should provide fewer services even in areas such as health and education in order to reduce spending.</td>
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<tr>
<td>G.</td>
<td>We should decrease the number of immigrants from foreign countries who are permitted to come to the United States to live.</td>
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<tr>
<td>H.</td>
<td>There should be much tougher government regulations on business in order to protect the environment.</td>
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<tr>
<td>I.</td>
<td>If Congress passes President Bush's tax and economic program, the U.S. economy will become stronger in the coming years.</td>
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</tr>
</tbody>
</table>

45. Please indicate how much you agree or disagree with the following statements: (Mark one for each item)

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>In the United States there are still great differences between social levels -- what one can achieve in life depends mainly on one's family background.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>In today's society, most women are given the same opportunities as most men.</td>
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</tr>
<tr>
<td>C.</td>
<td>Anti-Semitism in America is a thing of the past.</td>
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<td></td>
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<tr>
<td>D.</td>
<td>There is still a need for a strong feminist movement in the United States.</td>
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<tr>
<td>E.</td>
<td>In the generations since the Civil Rights Movement, our society has done enough to promote the advancement of people of color.</td>
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</tr>
<tr>
<td>F.</td>
<td>A male job supervisor who frequently makes comments about a woman employee's appearance is engaging in a form of sexual harassment.</td>
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<td></td>
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</tr>
<tr>
<td>G.</td>
<td>Most people of color are still neglected and not treated as equals.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>H.</td>
<td>The system prevents people of color from getting their fair share of the good things in life, such as better jobs and more money.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>Women in the workplace still face many barriers to success.</td>
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<td></td>
</tr>
<tr>
<td>J.</td>
<td>A person's racial background in this society does not interfere with achieving everything he or she wants to achieve.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

46. The following statements give reasons that people sometimes use to explain why there are poor and rich people in this country. (Mark one for each item)

I. How important do you think each of the following is for why there are poor people in the United States?

<table>
<thead>
<tr>
<th></th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Failure of society to provide good schools for many Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Lack of thrift and proper money management by poor people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Failure of private industry to provide enough jobs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>Lack of effort by the poor themselves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. How important do you think each of the following is for why there are rich people in the United States?

<table>
<thead>
<tr>
<th></th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Political influence or &quot;pull&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Hard work and initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Money inherited from families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>Personal drive and willingness to take risks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If there are any issues we missed, please add your comments below.

THANK YOU FOR YOUR PARTICIPATION - PLEASE MAIL THE COMPLETED QUESTIONNAIRE TO US IN THE ENCLOSED PRE-PAID ENVELOPE.
Hello, my name is ________________ and I am calling from the University of Michigan. You might have received a letter a few weeks ago informing you that someone would be calling you to discuss your experiences at the University. We are looking at ways in which the University can improve the campus environment and services to its students. In this regard, we are interested in the opinions of students who leave the University prior to receiving a degree. The enrollment records indicate that you are no longer registered at the University of Michigan. Therefore, we would like to learn about your reasons not to re-enroll. All information you give is confidential. Can you take some time to talk now? (IF STUDENT CANNOT TALK NOW, MAKE APPOINTMENT TO CALL AT A MORE CONVENIENT TIME.)

I. Current Status and Expectations

1. As I mentioned before, we are talking with people who have not officially re-enrolled at the University of Michigan. Is this true for you?
   - _______ 1. Yes (GO TO Q2)
   - _______ 2. No (SEE INSTRUCTION SHEET, Paragraph 2, then STOP INTERVIEW)

2. In which term or semester were you last enrolled?

2a. Did you finish that term?
   - _____ 1. Yes (SKIP TO Q4)
   - _____ 2. No (GO TO Q3)

3. How long did you attend classes during that term?
   - _____ days  _____ weeks  _____ months
4. Are you currently a student at another institution?
   _____1. Yes (TRANSFERS, SKIP TO Q5) _____2. No (GO TO Q4a)

4a. Do you plan to go back to school someday?
   _____1. Yes (STOPOUTS, SKIP TO Q7) _____2. No (DROPOUTS, SKIP TO Q9)

5. Where are you attending school?

6. Why did you choose to go there rather than return to the University of Michigan?

7. Do you plan to return to the University of Michigan?
   _____1. Yes (GO TO Q7a) _____2. No (SKIP TO Q7b)
   _____3. Undecided (SKIP TO Q7b)

7a. When do you plan to return? 7b. Where else would you go? Why?
   _______________ (GO TO Q8) _______________ (GO TO Q8)

8. How certain are you that you are going to get a degree?
   READ CHOICES:
   _____1. Completely certain
   _____2. Fairly certain
   _____3. Not at all certain

9. Are you currently employed?
   _____1. Yes (GO TO Q10) _____2. No (SEE INTERVIEWER CHECKPOINT)

10. How many hours per week do you work?
    INTERVIEWER CHECKPOINT – REFER TO Q4
    _____ hours per week (GO TO INTERVIEWER CHECKPOINT)
    YES TO Q4 YES TO Q4a NO TO Q4a
    TRANSFER (GO TO Q11) STOPOUT (GO TO Q12) DROPOUT (GO TO Q13)

TRANSFER

11. I am going to read you a list of reasons students have given for why they left the University. Please tell me
whether each of the following was important, somewhat important, or not important in your decision not to return to U of M.

<table>
<thead>
<tr>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Changed my career plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Wanted a school with a better academic reputation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Didn't feel like I &quot;fit&quot; in at U of M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Wanted a better social life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Wanted to be closer to home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Wasn't doing as well academically as I had expected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Family responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Had problems affording the cost at Michigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Needed school with a different selection of major fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. All the courses I wanted or needed were closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Personal illness/problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Was not satisfied with the quality of teaching at U of M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Wanted to be in a smaller school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STOPOUT

12. I am going to read you a list of reasons students have given for why they left the University. Please tell me whether they were important, somewhat important, or not important in your decision to not attend college at this time.

<table>
<thead>
<tr>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Needed to work for a while</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Wanted practical work experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Didn't feel like I &quot;fit&quot; in at U of M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Was bored with coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Needed a break from college</td>
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<tr>
<td>f. Had a good job offer</td>
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</tr>
<tr>
<td>g. Wasn't doing as well academically as I had expected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Family responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Tired of being a student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Had problems affording the cost of college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. All the courses I wanted or needed were closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Personal illness/problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Unsure of what I wanted to do with my life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Was not satisfied with the quality of the teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DROPOUT

13. I am going to read you a list of reasons students have given for why they left the University. Please tell me whether they were important, somewhat important, or not important in your decision not to return.

<table>
<thead>
<tr>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Changed my career plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Wanted practical work experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Didn't feel like I &quot;fit&quot; in at U of M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Was bored with coursework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Had met my educational goals</td>
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<tr>
<td>f. Wanted a better social life</td>
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<td></td>
</tr>
<tr>
<td>g. Had a good job offer</td>
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</tr>
<tr>
<td>h. Wasn't doing as well academically as I had expected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Family responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Tired of being a student</td>
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<td></td>
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<tr>
<td>k. Could not afford the cost of college</td>
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<tr>
<td>l. All the courses I wanted or needed were closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Personal illness/problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Unsure of what I wanted to do with my life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Was not satisfied with the quality of the teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Experiences and Expectations

14. What did you like most about your experience at Michigan?

15. What did you like least about your experience at Michigan?
16. Was there any person at the University, such as a professor, administrator, or staff person, who was particularly important in your experience at Michigan?

_____1. Yes (GO TO Q16a)  _____2. No (SKIP TO Q17)

16a. Who was this person?

(CHECK ONE:)

_____1. Professor
_____2. TA
_____3. Counselor
_____4. Advisor
_____5. Financial Aid Counselor
_____6. Administrator: specify ________________________________
_____7. Other: specify ________________________________

Was this person:  _____1. Male  _____2. Female

What was her/his Racial/Ethnic background? ________________________________

16b. How was this person important to you?

17. Some students have been involved in various activities on campus, some students have not. What, if any, activities were you involved in that were particularly important to you at the University of Michigan?

IF NONE – SKIP TO Q17b.

17a. What effect, if any, did your involvement with these activities have on your studies -- did they help you, take too much time from your studies, or what?
17b. Were you a member of any (other) ethnic/racial student organization, such as the Black Student Union, Asian American Association, SALSA, or Native American Student Association, Hillel?

1. Yes (GO TO Q17c)
2. No (SKIP TO Q18)

17c. Which one?

17d. How important was this organization to you?

III. Academics

18. Now I would like to ask you something about your academic experience at the University of Michigan. When you decided to go to the University of Michigan did you have a specific career or professional goal in mind?

1. Yes (GO TO Q18a)
2. No (SKIP TO Q19)

18a. What was it?

18b. Has it changed?

1. Yes
2. No

19. When you started college, had you decided on a major?

1. Yes
2. No

20. Were you having academic trouble in any of your courses when you decided to leave Michigan?

1. Yes (GO TO Q21)
2. No (SKIP TO Q22)

21. Did you seek help?

1. Yes (GO TO Q21a)
2. No (SKIP TO Q22)
21a. To whom or where did you go for help?

21b. Were they helpful?

   1. Yes (GO TO Q21c)    2. No (SKIP TO Q21d)

21c. How were they helpful?    21d. Why weren’t they helpful?

22. Did you participate in an academic program such as the Honors Program, Bridge, Comprehensive Studies Program, Undergraduate Research Opportunities Program, etc?

   1. Yes    2. No
   (NAME OF PROGRAM(S))

IV. Financial Support

Now I would like to ask you a few questions about the cost of attending Michigan. Please answer as accurately as possible and remember that all of your answers will be kept confidential.

23. Did you receive any financial aid while attending the University of Michigan?

   1. Yes (GO TO Q23a)    2. No (SKIP TO Q23b)

23a. Did you receive any of the following types of aid (READ CHOICES)

   1. Grants thru the Office of Financial Aid
   2. Loans thru the Office of Financial Aid
   3. Work Study Employment
   4. Aid from other University sources
   5. Aid from non-University sources
   6. Other

23b. Did you apply for financial aid at Michigan?

   1. Yes    2. No
24. In general, how concerned were you and/or your family with your ability to finance your college education at Michigan? Were you not at all concerned, did you have some concern, or did you have a major concern?

1. Some concern
2. Not at all concerned
3. Major concern

25. Was the ability to pay tuition and other educationally-related expenses an important factor in your decision to leave the University of Michigan?

1. Yes (GO TO Q25a) 2. No (SKIP TO Q26)

25a. Can you tell me more about that?
(PROBE FOR REASONS – THINGS THAT MIGHT HAVE HAPPENED TO CHANGE FINANCIAL SITUATION, SPECIAL PROBLEMS WITH FINANCIAL AID, OTHER THINGS TO SPEND ON.)

26. When you were a U-M student about what percent of your total college costs (TUITION, BOOKS, LIVING EXPENSES, ETC.),

were paid by you personally? ____________ (percent)
were paid by other family members? ____________ (percent)

27. Other than your educational expenses, did you ever contribute to the financial support of your family while you were last enrolled?

1. Yes (GO TO Q28) 2. No (SKIP TO Q29)

28. In what way did you contribute?
(PROBE FOR SENDING MONEY HOME FOR FAMILY-RELATED EXPENSES)
29. Do you currently have a financial hold credit at the University of Michigan?

   _____ 1. Yes (GO TO Q29a)  _____ 2. No (SKIP TO DIVERSITY SECTION Q30)
   _____ 3. Don’t know (SKIP TO DIVERSITY SECTION Q30)

29a. How much is it?   $ __________

29b. What is it for?

29c. Did you discuss the problem with any University official or staff person?

   _____ 1. Yes  _____ 2. No

V. Diversity

We are also interested in the experiences students have with diversity at Michigan, particularly racial and ethnic diversity. As you may know, the University President initiated a plan called the “Michigan Mandate” to develop a more racially and ethnically diverse student body at Michigan.

30. How did you feel about the University’s focus on diversity?

31. Why did you feel that way?

32. How diverse did you feel the University of Michigan was when you were there—would you describe it as a university of racial and ethnic diversity or did you see it as a white institution?
33. Why do you say that?

34. As you think of all the experiences you had with racial and ethnic diversity at Michigan – in classes, residence halls, events on campus, and social and personal interactions, did any of these experiences have a particular impact on you?

1. Yes (GO TO Q35) 2. No (SKIP TO Q37)

35. Can you describe these experiences?

36. How did you react to the experiences?

37. While you were at Michigan, did you personally experience hostility or discrimination because of your gender, racial, religious or ethnic background, sexual orientation, or any other form of prejudice? (PROBE FOR NOT ONLY OBVIOUS BUT SUBTLE DISCRIMINATION.)

1. Yes (GO TO Q38) 2. No (SKIP TO Q40)

38. Can you give one or two examples of what you experienced?

39. What was your reaction to these experiences? (PROBE FOR BEHAVIORAL RESPONSES.)
40. In terms of race or ethnicity, how do you identify yourself?
(PROBE FOR ETHNIC ORIGIN.)

1. African American/Black

2. Asian American/Asian
   (specify ethnic origin)

3. Hispanic/Latino
   (specify ethnic origin)

4. Native American/American Indian
   (specify ethnic origin)

5. White/Caucasian (Non-Hispanic)
   (specify ethnic origin)

6. Other (specify)

41. (IF MORE THAN ONE MENTIONED) Which of these is your primary identification?

______________________________
(PRIMARY GROUP)

--FOR WHITE STUDENTS (GO TO Q47)

--FOR STUDENTS OF COLOR (GO TO Q42)

42. What was it like to be a (R’s PRIMARY GROUP) student at Michigan?
(PROBE FOR POSITIVES AND NEGATIVES.)
43. While you were at the University of Michigan, did you become more or less aware of your racial or ethnic identity?

   _____ 1. More aware
   _____ 2. Less aware
   _____ 3. Never thought of it
   _____ 4. Other: Specify __________________________

43a. Can you tell me a little more – can you describe your feelings about this?

43b. What made you feel that way?
   (PROBE FOR CAMPUS ENVIRONMENT, EXPERIENCES such as MOVING to ANN ARBOR.)

44. How would you describe relations between white students and students of color at Michigan?
45. How about relations between faculty and students of color – are there any ways that you think faculty react differently to students of color than they do to white students?

______ 1. Yes (GO TO Q45a)  ________ 2. No (SKIP TO Q46)

45a. Can you tell me more about that – how do they act differently?

46. Do you think faculty react differently to different groups of students of color – for example, treat one group of students of color different from another group of students of color?

______ 1. Yes (GO TO Q46a)  ________ 2. No (SKIP TO Q47)

46a. Can you tell me more about that -- how do they act differently?

VI. Family, Work, Community

47. In your immediate family, has anyone besides you gone to college?

______ 1. Yes (GO TO Q47a)  ________ 2. No (SKIP TO Q48)

47a. Who has attended?

(PROBE FOR EVERYONE IN IMMEDIATE FAMILY WHO ATTENDED COLLEGE OR IS STILL ATTENDING COLLEGE.)

<table>
<thead>
<tr>
<th></th>
<th>Has Attended</th>
<th>Currently Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mother</td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>2. Father</td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>3. Siblings</td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>4. Grandparents</td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>5. Extended family</td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>(aunts, uncles, cousins, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
48. Were there any family or personal circumstances that affected your decision to leave school?

    1. Yes (GO TO Q49)    2. No (SKIP TO Q50)

49. What was the general nature of these circumstances?

50. Except for official University breaks, how often did you visit your home while enrolled at the University?
(READ CHOICES.)

    1. Very often, went home every weekend or more.
    2. Often, went home twice or more a month.
    3. Occasionally, went home once in a while, including holidays.
    4. Not often, went home only on holidays.

51. While at Michigan, how many hours a week did you work while attending class?

    ______ hours/week

VII. General Perceptions

52. We have been talking about various reasons students might have for choosing to leave the University. As you think back on your experiences at the University, what do you think was the critical factor that made you decide to leave?

53. Was there an individual within the University, or perhaps outside the University, with whom you discussed your decision to leave Michigan?

    1. Yes (GO TO Q53a)    2. No (SKIP TO Q54)
53a. Who was this person? (INTERVIEWER, CHECK ONE:)

[ ] 1. Professor
[ ] 2. TA
[ ] 3. Counselor
[ ] 4. Advisor
[ ] 5. Financial Aid Counselor
[ ] 6. Administrator (specify) ________________________________
[ ] 7. Parent
[ ] 8. Sibling
[ ] 9. Friend
[ ] 10. Other (specify) ________________________________

Was this person: 
[ ] 1. Male or [ ] 2. Female?

What was her/his Racial/Ethnic background? ________________________________

53b. What did this person advise you to do?

54. Overall, what do you think the University could have done to improve your experience at Michigan?

55. As you think about your experiences at the University, is there anything you would have done differently?

[ ] 1. Yes (GO TO Q55a)  [ ] 2. No (SKIP TO Q56)

55a. What would you have done?
VIII. Conclusion

We have reached the final portion of our survey. Thank you for being so patient. Again, I would like to remind you that the information you gave on this survey is strictly confidential.

56. What is your date of birth?
   ______ (Month) ______ (Day) ______ (Year)

57. Were you born in the United States or in another country?
   ______ 1. U.S. (SKIP TO Q59) ______ 2. Other country (GO TO Q58)

58. What is your current citizenship status?
   ______ 1. Naturalized
   ______ 2. Resident Alien
   ______ 3. Permanent Resident
   ______ 4. Student Visa

59. Where were your parents born?
   __________ Mother __________ 2. Father

60. What language do you usually speak with your parents?
   ______ 1. English
   ______ 2. Spanish
   ______ 3. Other: _______________________________

This is the end of our survey. Thank you very much for your cooperation. The information you have shared with us will be useful to the University in evaluating policies and programs in order to better serve students. If you have any specific concerns you would like to talk about with someone from the University, I will have someone call you. INDICATE NEXT TO RESPONDENT’S NAME WHETHER THEY NEED TO TALK WITH SOMEONE.
APPENDIX B:

Ten Core Ingredients Article
null
APPENDIX C:

MSS Data Use Policies & Procedures Statement
DATA USE POLICY AND PROCEDURES

The Michigan Student Study (1990-1994): A Study of Diversity in Higher Education

Office of the Vice Provost for Academic and Multicultural Affairs
University of Michigan, Ann Arbor

October 17, 2001

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Introduction

The Michigan Student Study is a four-year, longitudinal research project on undergraduate expectations, perceptions and experiences of diversity and multiculturalism at the University of Michigan. It is a study of the undergraduate students in the class of 1994 and consists of four waves of survey data, registrar data, and interviews with individual students at the end of the first year and upon graduation. The survey data consists of extensive mail questionnaires sent to all students upon entrance to Michigan in September, 1990, and to all students of color and a large representative sample of white students at the end of their first, second and fourth years. The research is a collaborative project initiated by the Office of Academic Multicultural Initiatives and the Office of the Vice Provost for Academic Affairs.

Copies of surveys, response rate information, background of the study, and summary of findings are available by written request to the Michigan Student Study Research Office, 515 East Jefferson St., Suite 3009 Ann Arbor, MI 48109-1316. The telephone number of the research office is (734) 763-7978. All information is the property of the Michigan Student Study, Office of Academic Multicultural Initiatives, University of Michigan, and cannot be used without written permission.

Data Use Eligibility

It is expected that the data gathered in this study will be used for two purposes: (a) administrative strategic planning for the University of Michigan, and (b) scientific use including the development of scholarly manuscripts, publications, conference presentations and lectures, as well as dissertations.
Administrative Use of the Data

The Study data are currently available for analyses by the study staff in response to requests by administrative units of the University of Michigan. Schools and Colleges, or other University of Michigan administrative units interested in exploring student satisfaction, quality of life, instruction and issues of diversity within their particular unit or college are encouraged to submit a written proposal to Drs. John Matlock, Katrina Wade-Golden, and Gerald Gurin at the Michigan Study Research Office. The proposal should include a description of the types of analyses requested and a brief statement of the purpose(s) for which the data will be utilized. In addition, the name of a staff or faculty person who will be working with the data should be provided to facilitate communication with the Michigan Study research staff, who will provide the requested data analyses.

Data Use Requests

All requests for access to the data should be addressed to Drs. John Matlock, Katrina Wade-Golden, and Gerald Gurin at the Michigan Student Study Research Office, 515 East Jefferson St., Suite 3009 Ann Arbor, MI 48109-1316. Individual requests for scholarly data use must be accompanied by a written proposal. The proposal for data use should consist of a list of specific variables that are planned for analyses, a detailed plan of proposed statistical analyses, a statement on the theoretical background of the inquiry and/or practical significance of the proposal, and time line for completion of the research. Usually, individual researchers will receive a subset of variables from the data set on floppy diskettes or other media.

Evaluation Criteria

Request for data use will be evaluated on the following criteria:

-- Receipt of complete proposal containing central research questions, plan for statistical or qualitative analyses, theoretical background of inquiry, practical significance of research and timeline for completion

-- Scientific rigor and practical significance of proposed research

-- Unique identification of area of inquiry. Permission for data access and use will only be granted when the topic or problem has not been or is not currently being examined or planned by other researchers using the data. Priority will be given to requests that explore an underutilized segment of the data, or address an innovative significant research question that has not received adequate attention in other analyses of the data

Confidentiality and Limitations on Data Availability

The Michigan Student Study and the University of Michigan have taken systematic and thorough precautions throughout this study to protect the identities of all students who participated in the study. All data released will not allow identification of specific individuals. Furthermore, some of the data obtained from the university registrar can not be made available to outside researchers.

Individuals using the data should not, without permission, identify the University of Michigan as the institution that is being studied. They should use “large Midwestern research university” as the identifier.
The survey instruments carry copyrights and cannot be used without explicit and written permission of the Michigan Student Study Research Office.

**Data Use Requirements**

Any material or presentations produced from Michigan Study data should include the following citation: *The Michigan Student Study (1990-1994): A Study of Diversity in Higher Education*, Office of the Vice Provost for Academic and Multicultural Affairs, University of Michigan-Ann Arbor. It should also include a statement that the views expressed in the document do not necessarily reflect the views of the Office of the Vice Provost.

Upon completion of a manuscript/publication/dissertation using Michigan Student Study data, a final copy should be submitted to the Michigan Student Study Research Office.
APPENDIX D:

MSS Dissertation Abstracts
Nine Doctoral Dissertations from the
Michigan Student Study Database
ABSTRACT: The American Commitments Panel organized by the Association of American Colleges and Universities stressed that “Higher education is uniquely positioned, by its mission, values, and dedication to learning, to foster and nourish the habits of the heart and mind that Americans need to make diversity work in daily life.” During a time of increased dialogue and legal action on the rights and limitations of diversity within the nation, college and university campuses are continuing to respond with intentional educational initiatives, including a broad range of curricular modifications and additions. The politically and socially charged times in which we live demand a thoughtful examination of the ways in which diversity courses can contribute to developing the “habits of the heart and mind” so necessary in the students of today and the citizens of tomorrow. To that end, this study responds to the need for a clearer understanding of the benefits of participating in diversity coursework and the specific relationship these courses have on the development of tolerance. The purpose of this study is two-fold: 1) to explore the effect of student enrollment in diversity courses on students' levels of tolerance for racial and sexual orientation diversity; and 2) to examine if a model developed for a 1990-1992 cohort of students is plausible for a 2000-2002 cohort of students at the same institution. While researchers are beginning to consider the impact of diversity courses on tolerance, most studies focus on the development of tolerance in terms of race and ethnicity. We know less about how these curricular efforts influence the development of tolerance for sexual orientation. Thus, this study will seek to examine whether enrollment in diversity courses has a different effect on improving tolerance for race/ethnicity compared to tolerance for sexual orientation. The theoretical model undergirding this study is grounded in contemporary research on attitudinal change, psychosocial theories, and college impact. Developmental theories can help explain capacity for change in college students and how particular stages in the life cycle influence knowledge and skills. The current study draws upon these models to better understand how curricular and co-curricular college experiences increase student tolerance. This study employs data collected as part of two major research efforts: The Undergraduate Experience at Michigan (also known as the Michigan Study) begun in 1990 and the Preparing College Students for a Diverse Democracy (also known as the Diverse Democracy Project) begun in 2000. The data are drawn from surveys conducted in the first and second years of respondents’ undergraduate education. The results offer important implications for practitioners and higher education administrators who are concerned preparing students to participate in a diverse democracy.
ABSTRACT: This dissertation refined Tinto’s model of “integration” and college student persistence, by specifically attending to the role of race and ethnicity as a potentially important component of the integration process for students of color. The secondary analyses of data from a longitudinal study of students at a Research I University, examined the relationship between this refined model and student academic outcomes, defined as Persistence into the Senior Year and Cumulative Grade Point Average for Latino/a, Asian Pacific American and African American first-year students. By applying bivariate and multivariate techniques to longitudinal data, this study explored how involvement in ethnic-specific experiences during the first-year of college, might suggest an alternative path to academic success for students of color. Results of the dissertation both confirmed and extended major elements of Tinto’s theory to explain the experience of students of color. Academic and social integration are important for academic achievement and persistence for students of color, similar to Tinto’s original findings for White students. Integration into the academic and social values of the institution during the first year of college are important irrespective of ethnicity and race. Furthermore, this dissertation makes clear the important influence of faculty members in the integration process. While supporting the integrationist theories that academic and social integration are important for the academic success of students of color, as well as white students, these findings tend to refute the assimilation argument, which suggests that a strong ethnic identity is problematic for persisting and remaining in college. For African Americans identity was positively related to both academic achievement and persistence. In addition, this dissertation suggests that involvement in ethnic-specific organizations helped to shield African American students from the hostile effects of the campus climate. Surprisingly and in contrast to the findings of African American students, ethnic identity and ethnic-specific involvement were not connected to academic outcomes for Asian Pacific American students. This lack of finding suggests that APA identity is manifest in different ways and not connected to academic values and success in the same way as African Americans. Indeed, APA identity was expressed through ethnic-specific involvement.

**ABSTRACT:** This study examines the background and college experiences that influence Asian Pacific American (APA) students’ racial attitudes. Drawing upon research on racial attitudes, racial/ethnic identity, and college impact theory, this study explores the changing views of APA college students concerning contemporary and controversial racial issues: support for affirmative action principles and practices; beliefs in American societal discrimination and inequality; and gains in APA racial/ethnic commitment. This study emphasizes the complex sources and implications of the racial attitudes of APA students, who, as one of the fastest growing demographics in college enrollment, play an increasingly significant role in campus race relations. The data for the study are from a longitudinal study of multiculturalism and diversity at a public Midwestern university that follows a sample of 184 APA students during college. Block-entry ordinary least squares regression analyses were employed to identify the student background characteristics, personal beliefs and racial/ethnic identification, and college experiences that influenced Asian Pacific American students’ racial attitudes, and limited path analyses were conducted to test the direct and indirect relationships among key constructs and the four outcome variables. Findings show that Asian Pacific American students’ dominant ideological beliefs and racial/ethnic identification significantly influence their racial attitudes. APA students’ skepticism about the dominant, or “American dream,” ideology and an increased extent of racial/ethnic identification were associated with support for affirmative action measures and the belief that American society remains discriminatory and unequal. Several college environments were found to influence APA students’ racial attitudes as well. Majoring in humanities or social science fields, participating in campus coordinated diversity activities, informally conversing with friends on diversity topics, and perceiving the campus climate for interracial interaction to be negative were either directly or indirectly associated with support for affirmative action measures. In addition, APA participation in diversity-related activities was positively related to stronger racial/ethnic identification, and involvement in Asian-ethnic clubs was strongly associated with greater racial/ethnic commitment. The results of this study underscore the necessity of understanding the complex forces that influence different students’ racial attitudes in order to create inclusive and effective diverse college environments.
ABSTRACT: This study examines how African American students’ academic performance, general satisfaction, and academic satisfaction are affected by the campus racial environment and by ethnic identity. It analyzes data from the Michigan Student Study of the Undergraduate Experience, based on surveys of 96 African American students at the time they entered the University in fall 1990, and again at the end of four years in winter 1994. Significant predictors differed for the three outcomes. After controlling for entering student characteristics, significant predictors of cumulative grade point average include pre-college interracial experiences both at home and in high school, the student’s ethnic identity when entering the University, and having a significant relationship with a Michigan faculty member (Black faculty). Factors that affect a student’s general satisfaction with the college experience are those associated with the experience itself rather than predispositions that students bring to Michigan. Perception of discrimination at the University, combined with their perceptions of racial tension and lack of institutional support, form a set of experiences and attitudes that result in a college experience that is generally less satisfying. Academic satisfaction is also affected by the student’s perception of institutional support. It is clear from the study results that the consequences of the campus racial environment are context-bound, with a negative environment having a negative effect on African American student satisfaction but not necessarily on academic performance. It also appears that ethnic identity is a strength which enhances the academic performance of African American students, rather than a factor that, as some scholars have posited, serves to deflect African American students from investment in the academic endeavor.
Kardia, Diana Barbara DeVries (1996). *Diversity’s closet: College student attitudes toward lesbians, gay men, and bisexual people on a multicultural campus*. Center for the Study of Higher and Postsecondary Education, School of Education, University of Michigan, Ann Arbor.

**ABSTRACT:** Many colleges and universities have expressed a commitment to increasing students’ acceptance of racial/ethnic diversity. This study is the first to consider how higher education impacts students’ acceptance of sexual diversity. Using Weidman’s Model of Undergraduate Socialization, the study sought to identify aspects of a college environment that promote and maintain campus communities that are inclusive of lesbians, gay men, and bisexual people. Through a longitudinal research design incorporating survey and interview data, this study examined predictors of student attitudes toward sexual diversity in a cohort of 1,041 students attending the University of Michigan from 1990 to 1994. This single-institution study suggests five major conclusions about the impact of college on these attitudes. First, college provides new opportunities for students to understand and appreciate sexual diversity. Through these opportunities, the majority of students become significantly more accepting of sexual diversity by their fourth year of college. On average, women enter college with a higher degree of acceptance than men and increase their acceptance while at college to a greater extent than men. Second, contact with lesbian, gay, and bisexual people is a primary mechanism through which students’ attitudes change. For students who enter college with negative attitudes toward sexual diversity, contact through casual acquaintances and classmates helps students reexamine prior stereotypes and assumptions. For students who enter college with ambivalent or positive attitudes toward sexual diversity, contact through close friendships helps bring meaning and conviction to students’ acceptance of sexual diversity. Third, cognitive, moral, and social identity development indicators are associated with students’ capacity for tolerance and openness to difference. Gender differences in these indicators explain higher levels of acceptance regarding sexual diversity among women. Fourth, curricular and co-curricular attention to sexual diversity establishes norms of respect and thoughtful consideration of this issue. These settings also promote students’ acceptance of sexual diversity by providing accurate information regarding sexual diversity and encouraging visibility of lesbian, gay, and bisexual people. Fifth, fraternities discourage acceptance of sexual diversity and student religious groups reinforce negative attitudes toward sexual diversity, thus creating peer environments of intolerance despite more general trends toward tolerance among college students.

**ABSTRACT:** The purpose of this study was to test an explanatory model of Hispanic student persistence and determine if the factors that predict persistence for Hispanic students are the same for African Americans. Specifically, this study examined and contrasted the between-group factors (African American and Hispanic) that predict persistence both through quantitative and qualitative approaches. In addition, this study examined and contrasted Hispanic within-group factors to provide a more comprehensive understanding of Hispanic subgroups. The sample for the study was drawn from a four-year longitudinal study of first-year students who entered a large, research university in the Fall of 1990. The sample for the quantitative study consisted of 95 Hispanic and 186 African American students who had answered a survey about their university experiences. The qualitative study consisted of ten Hispanics and twenty African American students who had left the University during their first year and failed to enroll for the Fall 1991 semester. Data was collected from these students through telephone interviews. This study compared students who did and did not return in the Fall of 1991 for their sophomore year. It revealed that there are factors that predict persistence differently for Hispanic and African American students. The results indicate that college grades and financial concerns are important factors in persistence for Hispanic and African American students, but they differ in other factors such as certainty of returning, family interference, and social ease. For example, Hispanic student persistence was affected by certainty of returning and family interference. Furthermore, differences were found between Hispanic subgroups on the predictors included in the exploratory model such as, generational citizenship status and language spoken at home. The results suggest that more complex factors than have been previously studied might be important in determining factors that predict persistence for students of color, such as Hispanic and African American students, as well as for the different subgroups of Hispanics.

**ABSTRACT:** This dissertation addresses how college experiences contribute to both moral development and tolerance for diversity in college students. Tolerance is broadly defined as openness to human differences, leading to acceptance and respect. Diversity concerns itself with human differences, whether race, gender, or any other attributional or mutable characteristic. The working premise is that tolerance is associated with a greater level of moral development, which is mediated or moderated by the degree of meaningful involvement in the college experience, as well as by pre-college characteristics and experiences. This research model distinguishes “empathic” and “causal” thinking, reflecting two orthogonal, cognitive and interpersonal decision-making processes of moral development. Empathic thinking reflects considering multiple points of view; causal thinking reflects considering the reasons for people’s behaviors. These constructs are presented as complementary constructs, accessible to both genders. The study is based on a survey conducted at a large public research multiversity. The sample consists of White students surveyed at entry and following their second year of college. Multiple hierarchical regressions and path analyses were the principal statistical tools. Findings supported major hypotheses with size of effect modest yet significant. This study offers credence to the notion that enhanced tolerance is the result of two distinct, cognitive, interpersonal moral orientations. For both genders, enhanced tolerance results from the confluence of empathic and causal thinking. Both genders demonstrated significant influence of selected college experiences on tolerance. While males’ tolerance was more influenced by perceptions of campus racial conflict than females, tolerance for both genders was influenced by positive perceptions of institutional diversity efforts and students’ active involvement in co-curricular diversity-related activities. Important gender differences emerged as females demonstrated higher levels of entering tolerance than males and experienced almost three times the gains in tolerance during the first two years of college. This is a result of the enduring influences of pre-college socialization and the greater ability to access complex levels of causal thinking, influencing moral development and, ultimately, influencing tolerance in females. Overall, findings indicate that the college experience influences tolerance for both females and males, but that there exists an enhancing quality associated with causal thinking for females which contributes to more substantial gains in tolerance.

**ABSTRACT:** Since Brown v. Board of Education, social psychologists have contributed to an understanding of intergroup relations in education through studies of group contact and attitude change. Contact has proven most successful in altering interpersonal attitudes. The present study examines the effects of group contact on two types of intergroup attitudes: awareness of ethnic inequality in society and support for educational equity. It further considers the effects of curriculum and in particular, courses that cover issues of race and ethnicity, on these attitudes. Students completed surveys at the beginning and end of the first year of college as part of a longitudinal project at The University of Michigan. The surveys measured a variety of academic and social experiences in addition to assessing intergroup attitudes. Responses of students belonging to three ethnic groups—white, Asian American, and African American—were examined. Using regression and path analyses, the relationship between group contact, curriculum, and attitude change was tested while controlling for attitudes at college entrance. These groups of students differed in initial intergroup attitudes, and in the extent and direction of attitude change over the first year. Furthermore, the relationship of group contact and curriculum to attitude change varied depending on ethnic group membership. For white students, outgroup contact with African American students increased support for educational equity. However, curriculum was an even stronger predictor of intergroup attitudes. Students involved in coursework on intergroup relations increased their awareness of inequality and support for educational equity. For Asian American students, group contact was important to intergroup attitudes while curriculum showed little effect. Both outgroup (with African Americans) and ingroup contact were associated with stronger support for educational equity. For African American students, group contact did not change intergroup attitudes. Curriculum, on the other hand, increased support for educational equity in the first year. Thus, curriculum in addition to group contact had an impact on intergroup attitudes. The results strongly suggest that the consequences of both are likely to vary with ethnic group membership. The implications for research on intergroup relations and education in a multiethnic context are discussed.

**ABSTRACT:** The negative effects of campus racism on minority students are well documented but little attention has been given to the effects of this racism on white students.  The conceptual model for this study is based on a social-psychological, developmental perspective which considers the ways student background characteristics and entering beliefs are mediated and moderated by the institution to affect students’ racial attitudes as measured by their support for affirmative action practices within a university setting.  The data are drawn from a longitudinal study at a major research university and include white students who responded to the first two panel surveys (n = 485).  Analysis techniques include hierarchical regression and path analysis.  Major findings indicate differential influences by gender.  Male attitudes toward university affirmative action practices for students of color became less supportive during their first year of college and were influenced more by their perception of racial group differences and the campus racial climate.  Females became more supportive and were influenced more by their level of attributional complexity and their class exposure to racial issues.  While the findings support the moral development theories of Kohlberg and Gilligan, they go further to support racism theories that indicate that cognitive complexity is necessary to enhance an individual’s support for affirmative action.  Other findings indicate that the institution not only mediates students’ background characteristics and entering beliefs, but that the institution’s racial climate serves to moderate the relationships between the individual factors and their end of the year attitudes toward affirmative action.  The study provides a framework within which to consider the development of racial attitudes and the more general issue of moral development, especially for women.  The study also offers practical implications for institutions that wish to promote a multicultural agenda which encourages an understanding of other racial groups.
Dissertation Awards

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National Association of Student Personnel Administrators (NASPA)

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University of Michigan, School of Education

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1994 The Melvene D. Hardee Dissertation of the Year Award
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