

**North Carolina State University**  
**2015 Campus Climate Survey (Undergraduate Students)**  
**College of Design**  
**Section F: Shaping Attitudes about Diversity**  
**Tables of Results by Student Demographic Profile**

<b>F1a: Influence on thinking about diversity: Interaction with students in class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.8	15.0%	55.0%	25.0%	5.0%	20

<b>F1a: Influence on thinking about diversity: Interaction with students in class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.6	12.5%	50.0%	25.0%	12.5%	8
.....Female	3.8	10.0%	60.0%	30.0%	.	10

<b>F1a: Influence on thinking about diversity: Interaction with students in class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.7	15.4%	46.2%	30.8%	7.7%	13
.....Students of Color	4.0	14.3%	71.4%	14.3%	.	7

<b>F1a: Influence on thinking about diversity: Interaction with students in class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.7	.	66.7%	33.3%	.	3
.....Middle class	3.9	21.4%	50.0%	21.4%	7.1%	14
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	.	2

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

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<b>F1b: Influence on thinking about diversity: Interaction with students outside class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	4.0	20.0%	60.0%	20.0%	20

<b>F1b: Influence on thinking about diversity: Interaction with students outside class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Gender</b>					
.....Male	3.9	25.0%	37.5%	37.5%	8
.....Female	4.0	10.0%	80.0%	10.0%	10

<b>F1b: Influence on thinking about diversity: Interaction with students outside class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>					
.....White/Caucasian	4.0	23.1%	53.8%	23.1%	13
.....Students of Color	4.0	14.3%	71.4%	14.3%	7

<b>F1b: Influence on thinking about diversity: Interaction with students outside class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>					
.....Poor/Working class	3.7	.	66.7%	33.3%	3
.....Middle class	4.1	28.6%	57.1%	14.3%	14
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	2

\* Statistically significant difference (p<.05) between group  
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<b>F1c: Influence on thinking about diversity: Interaction with faculty in class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	4.0	15.0%	75.0%	5.0%	5.0%	20

<b>F1c: Influence on thinking about diversity: Interaction with faculty in class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.9	12.5%	75.0%	.	12.5%	8
.....Female	4.0	10.0%	80.0%	10.0%	.	10

<b>F1c: Influence on thinking about diversity: Interaction with faculty in class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.9	15.4%	69.2%	7.7%	7.7%	13
.....Students of Color	4.1	14.3%	85.7%	.	.	7

<b>F1c: Influence on thinking about diversity: Interaction with faculty in class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.7	.	66.7%	33.3%	.	3
.....Middle class	4.1	21.4%	71.4%	.	7.1%	14
.....Upper middle/Upper class	4.0	.	100.0%	.	.	2

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<b>F1d: Influence on thinking about diversity: Interaction with faculty outside class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.9	12.5%	75.0%	6.3%	6.3%	16

<b>F1d: Influence on thinking about diversity: Interaction with faculty outside class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.9	14.3%	71.4%	.	14.3%	7
.....Female	3.9	.	85.7%	14.3%	.	7

<b>F1d: Influence on thinking about diversity: Interaction with faculty outside class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.9	10.0%	80.0%	.	10.0%	10
.....Students of Color	4.0	16.7%	66.7%	16.7%	.	6

<b>F1d: Influence on thinking about diversity: Interaction with faculty outside class</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	4.0	.	100.0%	.	.	1
.....Middle class	3.9	16.7%	66.7%	8.3%	8.3%	12
.....Upper middle/Upper class	4.0	.	100.0%	.	.	2

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<b>F1e: Influence on thinking about diversity: Course materials</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.4	5.0%	40.0%	45.0%	5.0%	5.0%	20

<b>F1e: Influence on thinking about diversity: Course materials</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Gender</b>							
.....Male	3.4	12.5%	50.0%	12.5%	12.5%	12.5%	8
.....Female	3.3	.	30.0%	70.0%	.	.	10

<b>F1e: Influence on thinking about diversity: Course materials</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>							
.....White/Caucasian	3.5	7.7%	46.2%	38.5%	.	7.7%	13
.....Students of Color	3.1	.	28.6%	57.1%	14.3%	.	7

<b>F1e: Influence on thinking about diversity: Course materials</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>							
.....Poor/Working class	3.3	.	33.3%	66.7%	.	.	3
.....Middle class	3.3	7.1%	35.7%	42.9%	7.1%	7.1%	14
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	.	.	2

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F1f: Influence on thinking about diversity: Friendships/acquaintances	Mean Rating	5: Very positive influence	4: Positive influence	3: Neither positive nor negative influence	Total (N)
<b>Total (N)</b>	4.4	45.0%	45.0%	10.0%	20

F1f: Influence on thinking about diversity: Friendships/acquaintances	Mean Rating	5: Very positive influence	4: Positive influence	3: Neither positive nor negative influence	Total (N)
<b>Gender</b>					
.....Male	4.1	37.5%	37.5%	25.0%	8
.....Female	4.4	40.0%	60.0%	.	10

F1f: Influence on thinking about diversity: Friendships/acquaintances	Mean Rating	5: Very positive influence	4: Positive influence	3: Neither positive nor negative influence	Total (N)
<b>Race/Ethnicity</b>					
.....White/Caucasian	4.2	30.8%	61.5%	7.7%	13
.....Students of Color	4.6	71.4%	14.3%	14.3%	7

F1f: Influence on thinking about diversity: Friendships/acquaintances	Mean Rating	5: Very positive influence	4: Positive influence	3: Neither positive nor negative influence	Total (N)
<b>Socioeconomic Background*</b>					
.....Poor/Working class	4.3	33.3%	66.7%	.	3
.....Middle class	4.6	57.1%	42.9%	.	14
.....Upper middle/Upper class	3.0	.	.	100.0%	2

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<b>F1g: Influence on thinking about diversity: Living in residence halls</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.5	15.8%	36.8%	31.6%	15.8%	19

<b>F1g: Influence on thinking about diversity: Living in residence halls</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.5	25.0%	25.0%	25.0%	25.0%	8
.....Female	3.8	11.1%	55.6%	33.3%	.	9

<b>F1g: Influence on thinking about diversity: Living in residence halls</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.7	16.7%	50.0%	16.7%	16.7%	12
.....Students of Color	3.3	14.3%	14.3%	57.1%	14.3%	7

<b>F1g: Influence on thinking about diversity: Living in residence halls</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.7	.	66.7%	33.3%	.	3
.....Middle class	3.5	23.1%	30.8%	23.1%	23.1%	13
.....Upper middle/Upper class	3.0	.	.	100.0%	.	2

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<b>F1h: Influence on thinking about diversity: Campus orgs/clubs</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.9	22.2%	50.0%	27.8%	18

<b>F1h: Influence on thinking about diversity: Campus orgs/clubs</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Gender</b>					
.....Male	3.9	28.6%	28.6%	42.9%	7
.....Female	3.9	11.1%	66.7%	22.2%	9

<b>F1h: Influence on thinking about diversity: Campus orgs/clubs</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>					
.....White/Caucasian	3.9	16.7%	58.3%	25.0%	12
.....Students of Color	4.0	33.3%	33.3%	33.3%	6

<b>F1h: Influence on thinking about diversity: Campus orgs/clubs</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>					
.....Poor/Working class	3.5	.	50.0%	50.0%	2
.....Middle class	4.1	30.8%	46.2%	23.1%	13
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	2

\* Statistically significant difference (p<.05) between group  
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<b>F1i: Influence on thinking about diversity: Campus-wide activities/events</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.6	10.0%	45.0%	40.0%	5.0%	20

<b>F1i: Influence on thinking about diversity: Campus-wide activities/events</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender*</b>						
.....Male	3.0	.	12.5%	75.0%	12.5%	8
.....Female	3.9	10.0%	70.0%	20.0%	.	10

<b>F1i: Influence on thinking about diversity: Campus-wide activities/events</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.5	7.7%	46.2%	38.5%	7.7%	13
.....Students of Color	3.7	14.3%	42.9%	42.9%	.	7

<b>F1i: Influence on thinking about diversity: Campus-wide activities/events</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.7	.	66.7%	33.3%	.	3
.....Middle class	3.6	14.3%	42.9%	35.7%	7.1%	14
.....Upper middle/Upper class	3.0	.	.	100.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F1j: Influence on thinking about diversity: College/department activities/events</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.5	10.0%	40.0%	40.0%	10.0%	20

<b>F1j: Influence on thinking about diversity: College/department activities/events</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.3	.	37.5%	50.0%	12.5%	8
.....Female	3.6	10.0%	50.0%	30.0%	10.0%	10

<b>F1j: Influence on thinking about diversity: College/department activities/events</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.5	7.7%	46.2%	30.8%	15.4%	13
.....Students of Color	3.6	14.3%	28.6%	57.1%	.	7

<b>F1j: Influence on thinking about diversity: College/department activities/events</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.0	.	33.3%	33.3%	33.3%	3
.....Middle class	3.6	14.3%	42.9%	35.7%	7.1%	14
.....Upper middle/Upper class	3.0	.	.	100.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F1k: Influence on thinking about diversity: Interactions with staff</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.8	15.8%	57.9%	21.1%	5.3%	19

<b>F1k: Influence on thinking about diversity: Interactions with staff</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.6	12.5%	50.0%	25.0%	12.5%	8
.....Female	4.0	11.1%	77.8%	11.1%	.	9

<b>F1k: Influence on thinking about diversity: Interactions with staff</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.8	15.4%	53.8%	23.1%	7.7%	13
.....Students of Color	4.0	16.7%	66.7%	16.7%	.	6

<b>F1k: Influence on thinking about diversity: Interactions with staff</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.5	.	50.0%	50.0%	.	2
.....Middle class	3.9	21.4%	57.1%	14.3%	7.1%	14
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F1I: Influence on thinking about diversity: Interactions with/messages from admin</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.6	5.3%	63.2%	26.3%	5.3%	19

<b>F1I: Influence on thinking about diversity: Interactions with/messages from admin</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Gender*</b>						
.....Male	3.3	.	50.0%	37.5%	12.5%	8
.....Female	3.9	.	88.9%	11.1%	.	9

<b>F1I: Influence on thinking about diversity: Interactions with/messages from admin</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.5	.	69.2%	23.1%	7.7%	13
.....Students of Color	3.8	16.7%	50.0%	33.3%	.	6

<b>F1I: Influence on thinking about diversity: Interactions with/messages from admin</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.5	.	50.0%	50.0%	.	2
.....Middle class	3.8	7.1%	64.3%	28.6%	.	14
.....Upper middle/Upper class	2.5	.	50.0%	.	50.0%	2

\* Statistically significant difference (p<.05) between group  
 Prepared by Office of Institutional Research and Planning

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<b>F1m: Influence on thinking about diversity: Family/home town experiences</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.6	20.0%	40.0%	20.0%	15.0%	5.0%	20

<b>F1m: Influence on thinking about diversity: Family/home town experiences</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Gender</b>							
.....Male	3.3	25.0%	25.0%	12.5%	25.0%	12.5%	8
.....Female	3.6	10.0%	50.0%	30.0%	10.0%	.	10

<b>F1m: Influence on thinking about diversity: Family/home town experiences</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>							
.....White/Caucasian	3.5	15.4%	46.2%	23.1%	7.7%	7.7%	13
.....Students of Color	3.6	28.6%	28.6%	14.3%	28.6%	.	7

<b>F1m: Influence on thinking about diversity: Family/home town experiences</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>							
.....Poor/Working class	4.0	.	100.0%	.	.	.	3
.....Middle class	3.6	28.6%	28.6%	21.4%	14.3%	7.1%	14
.....Upper middle/Upper class	2.5	.	.	50.0%	50.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who were assigned a Common Reading)</b>	<b>Mean Rating</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>9: Did not read the book for my year</b>	<b>Total (N)</b>
<b>Total (N)</b>	4.6	15.0%	55.0%	5.0%	25.0%	20

<b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who were assigned a Common Reading)</b>	<b>Mean Rating</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>9: Did not read the book for my year</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	5.3	.	62.5%	.	37.5%	8
.....Female	4.3	20.0%	50.0%	10.0%	20.0%	10

<b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who were assigned a Common Reading)</b>	<b>Mean Rating</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>9: Did not read the book for my year</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	4.4	7.7%	61.5%	7.7%	23.1%	13
.....Students of Color	5.0	28.6%	42.9%	.	28.6%	7

<b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who were assigned a Common Reading)</b>	<b>Mean Rating</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>9: Did not read the book for my year</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.0	33.3%	33.3%	33.3%	.	3
.....Middle class	4.4	14.3%	64.3%	.	21.4%	14
.....Upper middle/Upper class	6.0	.	50.0%	.	50.0%	2

\* Statistically significant difference (p<.05) between group  
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<b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who read book)</b>	<b>Mean Rating</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.1	20.0%	73.3%	6.7%	15

<b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who read book)</b>	<b>Mean Rating</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>					
.....Male	3.0	.	100.0%	.	5
.....Female	3.1	25.0%	62.5%	12.5%	8

<b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who read book)</b>	<b>Mean Rating</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>					
.....White/Caucasian	3.0	10.0%	80.0%	10.0%	10
.....Students of Color	3.4	40.0%	60.0%	.	5

<b>F2: Extent to which Common Reading contrib to appreciation/awareness of diversity (among those who read book)</b>	<b>Mean Rating</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>					
.....Poor/Working class	3.0	33.3%	33.3%	33.3%	3
.....Middle class	3.2	18.2%	81.8%	.	11
.....Upper middle/Upper class	3.0	.	100.0%	.	1

\* Statistically significant difference (p<.05) between group  
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<b>F3a: Influence of NCSU: Likelihood of discussing diversity topics with friends</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.9	15.8%	63.2%	21.1%	19

<b>F3a: Influence of NCSU: Likelihood of discussing diversity topics with friends</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Gender</b>					
.....Male	4.1	37.5%	37.5%	25.0%	8
.....Female	3.8	.	77.8%	22.2%	9

<b>F3a: Influence of NCSU: Likelihood of discussing diversity topics with friends</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>					
.....White/Caucasian	3.9	16.7%	58.3%	25.0%	12
.....Students of Color	4.0	14.3%	71.4%	14.3%	7

<b>F3a: Influence of NCSU: Likelihood of discussing diversity topics with friends</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>					
.....Poor/Working class	3.7	.	66.7%	33.3%	3
.....Middle class	4.0	23.1%	53.8%	23.1%	13
.....Upper middle/Upper class	4.0	.	100.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F3b: Influence of NCSU: Likelihood of abstaining from using offensive language</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.8	21.1%	47.4%	26.3%	5.3%	19

<b>F3b: Influence of NCSU: Likelihood of abstaining from using offensive language</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.9	37.5%	25.0%	25.0%	12.5%	8
.....Female	3.8	11.1%	55.6%	33.3%	.	9

<b>F3b: Influence of NCSU: Likelihood of abstaining from using offensive language</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.9	33.3%	33.3%	25.0%	8.3%	12
.....Students of Color	3.7	.	71.4%	28.6%	.	7

<b>F3b: Influence of NCSU: Likelihood of abstaining from using offensive language</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.3	.	33.3%	66.7%	.	3
.....Middle class	4.1	30.8%	53.8%	7.7%	7.7%	13
.....Upper middle/Upper class	3.0	.	.	100.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F3c: Influence of NCSU: Likelihood of notifying others about offensive language</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.8	22.2%	44.4%	22.2%	11.1%	18

<b>F3c: Influence of NCSU: Likelihood of notifying others about offensive language</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.6	25.0%	37.5%	12.5%	25.0%	8
.....Female	4.0	25.0%	50.0%	25.0%	.	8

<b>F3c: Influence of NCSU: Likelihood of notifying others about offensive language</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	4.0	36.4%	36.4%	18.2%	9.1%	11
.....Students of Color	3.4	.	57.1%	28.6%	14.3%	7

<b>F3c: Influence of NCSU: Likelihood of notifying others about offensive language</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.3	.	33.3%	66.7%	.	3
.....Middle class	4.1	33.3%	50.0%	8.3%	8.3%	12
.....Upper middle/Upper class	2.5	.	.	50.0%	50.0%	2

\* Statistically significant difference (p<.05) between group  
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<b>F3d: Influence of NCSU: Likelihood of initiating conversation with student of different race/ethnicity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.7	15.8%	52.6%	21.1%	10.5%	19

<b>F3d: Influence of NCSU: Likelihood of initiating conversation with student of different race/ethnicity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.8	25.0%	37.5%	25.0%	12.5%	8
.....Female	3.6	.	66.7%	22.2%	11.1%	9

<b>F3d: Influence of NCSU: Likelihood of initiating conversation with student of different race/ethnicity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.8	8.3%	66.7%	16.7%	8.3%	12
.....Students of Color	3.7	28.6%	28.6%	28.6%	14.3%	7

<b>F3d: Influence of NCSU: Likelihood of initiating conversation with student of different race/ethnicity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background*</b>						
.....Poor/Working class	3.3	.	33.3%	66.7%	.	3
.....Middle class	3.9	23.1%	61.5%	.	15.4%	13
.....Upper middle/Upper class	3.0	.	.	100.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F3e: Influence of NCSU: Comfort working with students from diverse backgrounds</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.8	15.8%	63.2%	15.8%	5.3%	19

<b>F3e: Influence of NCSU: Comfort working with students from diverse backgrounds</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.5	12.5%	50.0%	25.0%	12.5%	8
.....Female	4.1	22.2%	66.7%	11.1%	.	9

<b>F3e: Influence of NCSU: Comfort working with students from diverse backgrounds</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.8	25.0%	50.0%	16.7%	8.3%	12
.....Students of Color	3.9	.	85.7%	14.3%	.	7

<b>F3e: Influence of NCSU: Comfort working with students from diverse backgrounds</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>1: Very negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background*</b>						
.....Poor/Working class	3.7	.	66.7%	33.3%	.	3
.....Middle class	4.0	23.1%	69.2%	.	7.7%	13
.....Upper middle/Upper class	3.0	.	.	100.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F3f: Influence of NCSU: Understanding of diversity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.8	10.5%	68.4%	15.8%	5.3%	19

<b>F3f: Influence of NCSU: Understanding of diversity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.6	12.5%	50.0%	25.0%	12.5%	8
.....Female	4.0	11.1%	77.8%	11.1%	.	9

<b>F3f: Influence of NCSU: Understanding of diversity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.9	16.7%	66.7%	8.3%	8.3%	12
.....Students of Color	3.7	.	71.4%	28.6%	.	7

<b>F3f: Influence of NCSU: Understanding of diversity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	4.0	.	100.0%	.	.	3
.....Middle class	3.8	15.4%	61.5%	15.4%	7.7%	13
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	.	2

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<b>F3g: Influence of NCSU: Ability to work in job with people of diverse backgrounds</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.9	21.1%	52.6%	21.1%	5.3%	19

<b>F3g: Influence of NCSU: Ability to work in job with people of diverse backgrounds</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.5	12.5%	37.5%	37.5%	12.5%	8
.....Female	4.1	22.2%	66.7%	11.1%	.	9

<b>F3g: Influence of NCSU: Ability to work in job with people of diverse backgrounds</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.8	16.7%	50.0%	25.0%	8.3%	12
.....Students of Color	4.1	28.6%	57.1%	14.3%	.	7

<b>F3g: Influence of NCSU: Ability to work in job with people of diverse backgrounds</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.7	.	66.7%	33.3%	.	3
.....Middle class	4.0	30.8%	46.2%	15.4%	7.7%	13
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F3h: Influence of NCSU: Comfort interacting with people of different race/ethnicity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	4.1	26.3%	57.9%	10.5%	5.3%	19

<b>F3h: Influence of NCSU: Comfort interacting with people of different race/ethnicity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.6	12.5%	50.0%	25.0%	12.5%	8
.....Female	4.3	33.3%	66.7%	.	.	9

<b>F3h: Influence of NCSU: Comfort interacting with people of different race/ethnicity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	4.0	25.0%	58.3%	8.3%	8.3%	12
.....Students of Color	4.1	28.6%	57.1%	14.3%	.	7

<b>F3h: Influence of NCSU: Comfort interacting with people of different race/ethnicity</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	4.0	.	100.0%	.	.	3
.....Middle class	4.2	38.5%	46.2%	7.7%	7.7%	13
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	.	2

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

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<b>F3i: Influence of NCSU: Comfort interacting with people of different sexual orientation</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	4.1	26.3%	52.6%	21.1%	19

<b>F3i: Influence of NCSU: Comfort interacting with people of different sexual orientation</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Gender</b>					
.....Male	4.0	37.5%	25.0%	37.5%	8
.....Female	4.1	22.2%	66.7%	11.1%	9

<b>F3i: Influence of NCSU: Comfort interacting with people of different sexual orientation</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>					
.....White/Caucasian	4.1	33.3%	41.7%	25.0%	12
.....Students of Color	4.0	14.3%	71.4%	14.3%	7

<b>F3i: Influence of NCSU: Comfort interacting with people of different sexual orientation</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background*</b>					
.....Poor/Working class	3.7	.	66.7%	33.3%	3
.....Middle class	4.3	38.5%	53.8%	7.7%	13
.....Upper middle/Upper class	3.0	.	.	100.0%	2

\* Statistically significant difference (p<.05) between group  
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<b>F3j: Influence of NCSU: Comfort interacting with people with disabilities</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.7	10.5%	57.9%	26.3%	5.3%	19

<b>F3j: Influence of NCSU: Comfort interacting with people with disabilities</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.5	12.5%	37.5%	37.5%	12.5%	8
.....Female	3.9	11.1%	66.7%	22.2%	.	9

<b>F3j: Influence of NCSU: Comfort interacting with people with disabilities</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.8	16.7%	50.0%	25.0%	8.3%	12
.....Students of Color	3.7	.	71.4%	28.6%	.	7

<b>F3j: Influence of NCSU: Comfort interacting with people with disabilities</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	4.0	.	100.0%	.	.	3
.....Middle class	3.7	15.4%	46.2%	30.8%	7.7%	13
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	.	2

\* Statistically significant difference (p<.05) between group  
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<b>F3k: Influence of NCSU: Comfort interacting with people of different religion</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	3.8	15.8%	57.9%	21.1%	5.3%	19

<b>F3k: Influence of NCSU: Comfort interacting with people of different religion</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Gender</b>						
.....Male	3.5	12.5%	37.5%	37.5%	12.5%	8
.....Female	4.0	11.1%	77.8%	11.1%	.	9

<b>F3k: Influence of NCSU: Comfort interacting with people of different religion</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>						
.....White/Caucasian	3.8	16.7%	50.0%	25.0%	8.3%	12
.....Students of Color	4.0	14.3%	71.4%	14.3%	.	7

<b>F3k: Influence of NCSU: Comfort interacting with people of different religion</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>2: Negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>						
.....Poor/Working class	3.7	.	66.7%	33.3%	.	3
.....Middle class	3.9	23.1%	53.8%	15.4%	7.7%	13
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	.	2

\* Statistically significant difference (p<.05) between group  
Prepared by Office of Institutional Research and Planning

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<b>F3I: Influence of NCSU: Comfort interacting with people of different country-of-origin</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Total (N)</b>	4.1	21.1%	68.4%	10.5%	19

<b>F3I: Influence of NCSU: Comfort interacting with people of different country-of-origin</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Gender</b>					
.....Male	3.9	12.5%	62.5%	25.0%	8
.....Female	4.3	33.3%	66.7%	.	9

<b>F3I: Influence of NCSU: Comfort interacting with people of different country-of-origin</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Race/Ethnicity</b>					
.....White/Caucasian	4.1	25.0%	58.3%	16.7%	12
.....Students of Color	4.1	14.3%	85.7%	.	7

<b>F3I: Influence of NCSU: Comfort interacting with people of different country-of-origin</b>	<b>Mean Rating</b>	<b>5: Very positive influence</b>	<b>4: Positive influence</b>	<b>3: Neither positive nor negative influence</b>	<b>Total (N)</b>
<b>Socioeconomic Background</b>					
.....Poor/Working class	4.0	.	100.0%	.	3
.....Middle class	4.2	30.8%	61.5%	7.7%	13
.....Upper middle/Upper class	3.5	.	50.0%	50.0%	2