

2019 Student Life and Campus Climate Survey

The CMC Student Life and Campus Climate Survey has been administered since 2007 on a three-year cycle and asks students questions about their demographics, the importance of and their satisfaction with various aspects of campus life and facilities, their level of agreement with statements about CMC experiences, and their level of agreement with statements about CMC campus climate, particularly as it relates to gender identity, sexual orientation, race and ethnicity, political orientation, and religion.

1,312 current CMC students were invited to participate via email. 309 students completed at least some portion of the survey for a response rate of 23.5%. Because response rates vary by section and by question the number of responses (N) is included for each question.

Demographics

The sample was representative of the CMC student body by gender (the CMC student body is 51% women, 49% men). The sample also had an almost identical representation by race/ethnicity as the CMC student body. The distribution of race/ethnicity in the sample was nearly identical to the distribution of race/ethnicity in the CMC student body.

Gender	
Woman	54%
Man	43%
Transgender	<1%
Other	2%

Race/Ethnicity	
American Indian or Alaskan Native	<1%
Asian	10%
Black	6%
Hispanic	17%
Two or more races	5%
Nonresident Alien	11%
Hawaiian or Pacific Islander	<1%
Unknown	3%
White	48%

Sexual Orientation	
Heterosexual	75%
Gay	2%
Lesbian	<1%
Bisexual	11%
Pansexual	1%
Queer	1%
Do not know	4%
Questioning	3%
Other	1%
Asexual	2%

Full Results for the 2016 Student Life and Campus Climate Survey

Student Life

This report displays results for each instrument separately and by general grouped topic. Each response scale has a low point of 1 (Not at all important/Very dissatisfied/Strongly disagree) and a high point of 5 (Extremely important/Very satisfied/Strongly agree) with a neutral midpoint. Each question had either a “N/A” or “Don’t know” response option that was excluded from the analyses. In the following tables responses of 4 or 5 (e.g. “Satisfied” and “Very satisfied”) are combined to create “% Rating important/satisfied” and responses of 1 and 2 (e.g., “Dissatisfied” and “Very dissatisfied”) are combined to create “% Rating unimportant/dissatisfied”. Questions that are related to one another are shaded in white and grey bars. Larger discrepancies (>10%) between importance and satisfaction are noted in the text following the table.

Campus Activities

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-Cultural events on campus - music, films, drama, dance, art exhibits, etc.	121	58.7%	15.7%	3.65	4.00	1.14
My level of satisfaction-Cultural events on campus - music, films, drama, dance, art exhibits, etc.	113	43.4%	23.0%	3.24	3.00	0.99
Importance to me-Opportunities to become involved in community service or volunteer programs	120	60.8%	19.2%	3.63	4.00	1.14
My level of satisfaction-Opportunities to become involved in community service or volunteer programs	111	24.3%	35.1%	2.85	3.00	1.02
Importance to me-Fitness/recreation facilities for my personal needs and use	123	85.4%	5.7%	4.24	4.00	0.90
My level of satisfaction-Fitness/recreation facilities for my personal needs and use	121	86.8%	3.3%	4.36	5.00	0.85
Importance to me-Intercollegiate athletic events	119	44.5%	29.4%	3.27	3.00	1.32
My level of satisfaction-Intercollegiate athletic events	112	58.0%	10.7%	3.68	4.00	1.03
Importance to me-Intramural athletic programs	119	45.4%	34.5%	3.08	3.00	1.18
My level of satisfaction-Intramural athletic programs	106	58.5%	5.7%	3.67	4.00	0.86
Importance to me-International place events (International Festival, etc.)	110	39.1%	31.8%	3.12	3.00	1.31
My level of satisfaction-International place events (International Festival, etc.)	91	44.0%	14.3%	3.34	3.00	0.86

1. Roughly half (59%) of respondents felt that cultural events were important to them but only 43% were satisfied.
2. 61% of respondents indicated Opportunities to become involved in community service or volunteer programs were important to them but 24% were satisfied.
3. Overall, respondents reported lower importance for athletic events/programs and international place events.

ASCMC and CARE center

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-ASCMC's activities	121	64.5%	13.2%	3.69	4.00	1.02
My level of satisfaction-ASCMC's activities	115	47.8%	15.7%	3.36	3.00	0.94
Importance to me-ASCMC's process for funding clubs and organizations	118	77.1%	5.1%	4.07	4.00	0.88
My level of satisfaction-ASCMC's process for funding clubs and organizations	110	37.3%	29.1%	3.12	3.00	1.05
Importance to me- Events/programs without alcohol	122	63.9%	15.6%	3.75	4.00	1.09
My level of satisfaction- Events/programs without alcohol	117	64.1%	9.4%	3.72	4.00	0.97
Importance to me- CARE programming for intercultural dialogue	114	57.9%	20.2%	3.69	4.00	1.21
My level of satisfaction- CARE programming for intercultural dialogue	105	60.0%	7.6%	3.65	4.00	0.96

1. There is a large discrepancy between importance and satisfaction ratings for ASCMC (between 17 and 40 percentage points).
2. Efforts to provide events without alcohol and CARE center programming have been successful for student satisfaction in recent years.

Facilities

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-Timely resolution of repair and maintenance issues	126	84.9%	2.4%	4.24	4.00	0.76
My level of satisfaction-Timely resolution of repair and maintenance issues	118	50.0%	24.6%	3.37	4.00	1.14
Importance to me-Clean residence halls	127	94.5%	0.0%	4.57	5.00	0.60
My level of satisfaction-Clean residence halls	127	73.2%	11.0%	3.89	4.00	1.00
Importance to me-CMC residence halls contribute to a positive living and learning environment	127	91.3%	0.0%	4.54	5.00	0.65
My level of satisfaction-CMC residence halls contribute to a positive living and learning environment	101	59.4%	12.9%	3.77	4.00	0.94
Importance to me-Community conduct expectations are clear and appropriate	130	84.6%	3.1%	4.20	4.00	0.77
My level of satisfaction-Community conduct expectations are clear and appropriate	129	60.5%	13.2%	3.63	4.00	1.00
Importance to me-Variety of options at the Hub	130	75.4%	9.2%	3.97	4.00	0.99
My level of satisfaction-Variety of options at the Hub	128	44.5%	29.7%	3.22	3.00	1.05
Importance to me-Food at Collins Dining Hall	130	89.2%	3.1%	4.42	5.00	0.77
My level of satisfaction-Food at Collins Dining Hall	129	49.6%	25.6%	3.29	3.00	1.10
Importance to me-Variety of Speakers at the Marian Miner Cook Athenaeum	129	77.5%	6.2%	4.09	4.00	0.91
My level of satisfaction-Variety of Speakers at the Marian Miner Cook Athenaeum	126	75.4%	7.9%	3.97	4.00	0.91
Importance to me-CMC public safety officers contribute to a culture of safety	130	80.8%	5.4%	4.18	4.00	0.94
My level of satisfaction-CMC public safety officers contribute to a culture of safety	129	74.4%	6.2%	3.98	4.00	0.92

1. There is a 35% discrepancy between the importance and satisfaction with timely resolution of repair and maintenance issues in residence halls
2. 95% of respondents found clean residence halls important while 73% were satisfied.
3. 91% of respondents view the role of residence halls contributing to a positive living and learning environment as important; however, just 59% are satisfied.

4. 85% believed that it was important that community conduct expectations are clear and appropriate but only 61% were satisfied.
5. Both Collins dining hall and the hub had higher proportions of importance (89 and 75%) but lower proportions of satisfaction (50 and 45%).

Faculty, Advising, and Academic Opportunities

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-Faculty knowledge of their field	120	100.0%	0.0%	4.89	5.00	0.31
My level of satisfaction-Faculty knowledge of their field	119	95.0%	0.8%	4.42	4.00	0.62
Importance to me-Contact with faculty outside of class	119	80.7%	0.8%	4.24	4.00	0.78
My level of satisfaction-Contact with faculty outside of class	119	74.8%	10.1%	3.92	4.00	0.97
Importance to me-Faculty assistance with post-CMC plans	116	87.9%	1.7%	4.35	4.00	0.74
My level of satisfaction-Faculty assistance with post-CMC plans	106	42.5%	18.9%	3.37	3.00	1.08
Importance to me-Academic advising	119	88.2%	4.2%	4.29	4.00	0.78
My level of satisfaction-Academic advising	119	48.7%	26.9%	3.34	3.00	1.22
Importance to me-Opportunities to critically analyze issues, problems, or ideas while at CMC	117	91.5%	0.9%	4.48	5.00	0.68
My level of satisfaction-Opportunities to critically analyze issues, problems, or ideas while at CMC	118	60.2%	8.5%	3.77	4.00	0.96
Importance to me-Opportunities to improve the clarity and coherence of writing skills at CMC	118	92.4%	1.7%	4.42	5.00	0.72
My level of satisfaction-Opportunities to improve the clarity and coherence of writing skills at CMC	118	77.1%	4.2%	4.04	4.00	0.85
Importance to me-Opportunities for oral communication/presentations at CMC	118	71.2%	8.5%	4.00	4.00	0.96
My level of satisfaction-Opportunities for oral communication/presentations at CMC	114	61.4%	13.2%	3.67	4.00	0.98
Importance to me-Ability to complete projects that require integration of ideas and information from various sources	117	82.1%	2.6%	4.21	4.00	0.80
My level of satisfaction-Ability to complete projects that require integration of ideas and information from various sources	116	68.1%	6.0%	3.80	4.00	0.84

Importance to me-Opportunities to interpret, process, and analyze quantitative information and claims then apply it to data collection, decision making, and problem solving	116	80.2%	6.9%	4.14	4.00	0.95
My level of satisfaction-Opportunities to interpret, process, and analyze quantitative information and claims then apply it to data collection, decision making, and problem solving	113	67.3%	8.8%	3.78	4.00	0.89

1. While most students found faculty knowledge and contact both important and satisfactory, there were large discrepancies between the importance and satisfaction with advising (40%).
2. There was over a 30% gap between importance and satisfaction with opportunities for critical analysis, but lower gaps with opportunities to improve writing skills (15%), oral communication (10%), and projects involving integration of ideas and information (14%).

Academic Resources

	N	% Rating important /satisfied	% Rating unimportant /dissatisfied	Mean	Median	SD
Importance to me-Availability of spaces for quiet study	117	91.5%	3.4%	4.56	5.00	0.81
My level of satisfaction-Availability of spaces for quiet study	116	55.2%	29.3%	3.41	4.00	1.23
Importance to me-Availability of spaces for group study	117	80.3%	5.1%	4.26	5.00	0.95
My level of satisfaction-Availability of spaces for group study	116	52.6%	23.3%	3.42	4.00	1.14
Importance to me-Adequate library resources	116	75.0%	4.3%	4.11	4.00	0.88
My level of satisfaction-Adequate library resources	114	71.9%	6.1%	3.89	4.00	0.87
Importance to me-Opportunities to pursue professional experiences that amplify my academic learning (i.e., internships, research opportunities, etc.)	130	98.5%	0.0%	4.73	5.00	0.48
My level of satisfaction-Opportunities to pursue professional experiences that amplify my academic learning (i.e., internships, research opportunities, etc.)	126	74.6%	7.1%	3.98	4.00	0.91
Importance to me-Opportunities to pursue co-curricular experiences that amplify my academic learning (i.e., research institutes, clubs and organizations, athletics, etc.)	130	94.6%	1.5%	4.55	5.00	0.65
My level of satisfaction-Opportunities to pursue co-curricular experiences that amplify my	126	68.3%	13.5%	3.79	4.00	1.08

academic learning (i.e., research institutes, clubs and organizations, athletics, etc.)						
Importance to me-Opportunities to develop leadership skills through formal programs offered at the College.	129	69.0%	8.5%	3.91	4.00	0.98
My level of satisfaction-Opportunities to develop leadership skills through formal programs offered at the College.	119	58.0%	9.2%	3.66	4.00	0.95
Importance to me-Opportunities to make healthy choices related to mental and physical wellness.	129	93.0%	1.6%	4.57	5.00	0.67
My level of satisfaction-Opportunities to make healthy choices related to mental and physical wellness.	124	50.8%	27.4%	3.44	4.00	1.21
Importance to me-Access to support resources to assist with academic challenges.	128	81.3%	7.0%	4.20	4.00	0.96
My level of satisfaction-Access to support resources to assist with academic challenges.	122	62.3%	10.7%	3.72	4.00	0.99
Importance to me-Access to support resources to help navigate difficult personal challenges.	128	82.0%	8.6%	4.20	4.00	0.98
My level of satisfaction-Access to support resources to help navigate difficult personal challenges.	121	36.4%	31.4%	3.12	3.00	1.14
Importance to me-Opportunities to build meaningful relationships with people who hold differing views on important topics.	130	91.5%	3.1%	4.45	5.00	0.74
My level of satisfaction-Opportunities to build meaningful relationships with people who hold differing views on important topics.	124	52.4%	19.4%	3.48	4.00	1.04

1. As is the case with many recent administrations of the SLCC there is a discrepancy between the importance of various study spaces and satisfaction with them of about 30% or more.
2. Co-curricular opportunities show a discrepancy between importance and satisfaction of 26%.
3. There is a fairly large discrepancy of over 45% between importance of support services and satisfaction, with the largest being resources to help navigate difficult personal challenges.

Campus Climate

The campus climate portion of the survey asks about perceptions of CMC students and student experiences as they relate to race/ethnicity, gender identity, sexual orientation, political orientation, and religion. Two new elements, disability and socioeconomic status were added in 2016.

Each response scale has a low point of 1 (Strongly disagree) and a high point of 5 (Strongly agree) with a neutral midpoint. Each question had a “Don’t know” response option that was excluded from the analyses. In the following tables responses of 4 or 5 (e.g. “Agree” and “Strongly Agree”) are combined to

create “% Agree” and responses of 1 and 2 (e.g., “Disagree” and “Strongly Disagree”) are combined to create “% Disagree”.

Perceptions of CMC Students

	N	% Agree	% Disagree	Mean	Median	SD
CMC encourages students to develop a strong sense of responsibility about their role in society	138	66.7%	16.7%	3.65	4.00	1.09
The level of academic rigor at CMC is appropriate	139	80.6%	10.1%	3.94	4.00	0.88
Academic dishonesty (plagiarism or cheating) is a problem at the college	127	15.7%	62.2%	2.39	2.00	0.99

Diversity and Perceived Fair Treatment

An initial analysis compared the proportion of agreement with statements about fair treatment on the previous administration in 2016 compared with the 2019 administration. Overall there tended to be more agreement with positive statements about CMC in 2019 than in 2016, with the exception of student treatment based on political orientation.

	Year	Faculty members treat other students fairly regardless of their...	Students treat other students fairly regardless of their...	I have personally experienced discrimination at CMC based on my...
Race/Ethnicity	2016	70.40%	54.20%	42.30%
	2019	79.30%	62.30%	22.50%
Gender Identity	2016	69.90%	56.30%	23.20%
	2019	76.30%	60.00%	25.20%
Sexual Orientation	2016	74.40%	62.10%	11.40%
	2019	87.40%	74.80%	9.20%
Political Orientation	2016	59.60%	45.90%	23.10%
	2019	66.70%	29.40%	31.70%
Religion	2016	75.20%	61.90%	11.40%
	2019	83.80%	72.10%	15.00%
Socioeconomic Status	2016	69.67%	52.08%	23.06%
	2019	80.18%	49.58%	29.66%
Disability Accommodations	2016	57.87%	67.34%	5.15%
	2019	77.32%	74.00%	5.50%

Many elements of campus climate were significantly different based on demographical category; therefore, after each table the mean response is disaggregated and compared for these groups. These differences were compared using three post-hoc computed dichotomous variables: exclusively heterosexual (EHS) and not exclusively heterosexual (NEHS), Women and Men, and exclusively white (EW) and not exclusively white (NEW). Means that are significantly different ($p < .05$) using a one-way ANOVA are starred; more stars indicate a larger effect (*small effect ($\eta^2 > .01$), **medium effect ($\eta^2 > .06$), ***large effect ($\eta^2 > .14$)). It is important not to compare means across dichotomous variables (e.g., Woman vs. EHS) as these groups are not mutually exclusive.

Race and Ethnicity

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their ethnicity/race	116	79.3%	9.5%	4.02	4.00	0.93
Students at CMC treat other students fairly regardless of their ethnicity/race	122	62.3%	21.3%	3.54	4.00	1.05
There is tension related to ethnicity and race on the CMC Campus	126	46.8%	34.1%	3.18	3.00	1.11
I have personally experienced discrimination at CMC because of my ethnicity/race	120	22.5%	64.2%	2.34	2.00	1.25

1. Although 79% of all respondents agree that CMC faculty members treat students fairly regardless of their ethnicity/race, students who are not exclusively white (EW 4.23*, NEW 3.81*), and those who are not exclusively heterosexual (EHS 4.12*, NEHS 3.69*) are significantly less likely to agree.
2. Fewer respondents (62%) agree that students treat other students fairly regardless of their ethnicity/race. Disaggregated 2019 responses showed these perceptions were only significant for ethnicity/race. Students who are not exclusively white (EW 3.77**, NEW 3.30**) were significantly less likely to agree that students are treated fairly by other students regardless of ethnicity/race.
3. Nearly a quarter of all respondents (23%) agree that they have personally experienced discrimination at CMC based on their ethnicity/race, (EW 1.94**, NEW 2.78**).

Gender Identity

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their gender identity	114	76.3%	7.9%	3.97	4.00	0.94
Students at CMC treat other students fairly regardless of their gender identity	115	60.0%	20.0%	3.57	4.00	1.10

There is tension related to gender identity on the CMC campus	117	25.6%	47.0%	2.73	3.00	1.00
I have personally experienced discrimination at CMC because of my gender identity	119	25.2%	60.5%	2.38	2.00	1.26

1. Most respondents (76%) agree that CMC faculty members treat students fairly regardless of their gender identity, but fewer (60%) feel that students treat students fairly on this measure. Disaggregated responses reveal that women and those who are not exclusively heterosexual are less likely to agree that faculty or students treat students fairly regardless of gender identity. Sexual orientation had the strongest effect in both cases (faculty: EHS 4.11*, NEHS 3.68*; student: EHS 3.72*, NEHS 3.22*).
2. Almost a quarter (25%) of respondents agree that they have personally experienced discrimination based on their gender identity, with significantly greater frequency among women (W 2.71**, M 2.08**).

Sexual Orientation/Identity

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their sexual orientation/identity	103	87.4%	1.9%	4.20	4.00	0.71
Students at CMC treat other students fairly regardless of their sexual orientation/identity	115	74.8%	11.3%	3.90	4.00	1.00
There is tension related to sexual orientation on the CMC campus/identity	116	25.0%	56.0%	2.61	2.00	1.10
I have personally experienced discrimination at CMC because of my sexual orientation/identity	119	9.2%	77.3%	1.95	2.00	1.02

1. 87% of respondents agree that CMC faculty members treat students fairly regardless of their sexual orientation. 75% feel that students treat students fairly on this measure. Disaggregated responses reveal significantly less agreement with these statements students who are not exclusively heterosexual (EHS 3.72*, NEHS 3.22*).
2. Far fewer respondents (9%) agree that they have personally experienced discrimination based on their sexual orientation; however, students who are not exclusively heterosexual (EHS 1.76**, NEHS 2.54**) are more likely to report experiences with this kind of discrimination.

Political Orientation

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their political orientation	114	66.7%	12.3%	3.75	4.00	0.95

Students at CMC treat other students fairly regardless of their political orientation	119	29.4%	39.5%	2.87	3.00	1.05
There is tension related to political orientation on the CMC campus	120	72.5%	12.5%	3.82	4.00	0.94
I have personally experienced discrimination at CMC because of my political orientation	120	31.7%	50.0%	2.67	2.50	1.17

1. 67% respondents agree that CMC faculty members treat students fairly regardless of their political orientation. 29% feel that students treat students fairly on this measure, while 40% disagree. Disaggregated responses reveal no significant grouping differences for these variables.
2. Over three quarters of respondents, (73%) agree that there is tension related to political orientation at CMC.

Note that the data for political orientation have the lowest ratings for fair treatment and the highest ratings for tension and discrimination across all seven campus climate variables for the second time in two SLCC administrations. While the fairness ratings have decreased from 2016 to 2019 for students, they have increased for faculty.

Religion

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their religion	105	83.8%	2.9%	4.10	4.00	0.73
Students at CMC treat other students fairly regardless of their religion	111	72.1%	11.7%	3.81	4.00	0.96
There is tension related to religion on the CMC campus	118	17.8%	66.1%	2.41	2.00	1.06
I have personally experienced discrimination at CMC because of my religion	120	15.0%	70.0%	2.18	2.00	1.14

1. Most respondents (84%) believe that CMC faculty members treat students fairly regardless of their religion. 72% feel that students treat students fairly on this measure. As with political orientation, disaggregated responses reveal no significant grouping differences for these variables.

Socioeconomic Status

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their socioeconomic status	111	80.2%	9.9%	3.97	4.00	1.02

Students at CMC treat other students fairly regardless of their socioeconomic status	119	49.6%	30.3%	3.24	3.00	1.21
There is tension related to socioeconomic status on the CMC campus	123	53.7%	23.6%	3.50	4.00	1.20
I have personally experienced discrimination at CMC because of my socioeconomic status	118	29.7%	54.2%	2.62	2.00	1.27

1. Students who are not exclusively white were less likely to agree that students are treated fairly by CMC faculty and students regardless of their socioeconomic status (faculty: EW 4.10**, NEW 3.67**; student: EW 3.56**, NEW 2.91**). Students who were not exclusively heterosexual were white were less likely to agree that students are treated fairly by CMC students (EHS 4.10**, NEHS 3.68**) and have experienced discrimination(EHS 2.39**, NEHS 3.48**).
2. Over half of respondents (54%) agree that there is tension related to socioeconomic status at CMC.

Disability

	N	% Agree	% Disagree	Mean	Median	SD
Faculty members at CMC treat students fairly regardless of their disability	97	77.3%	6.2%	4.04	4.00	0.90
Students at CMC treat other students fairly regardless of their disability	100	74.0%	8.0%	3.95	4.00	0.96
I have personally experienced discrimination at CMC because of my disability	109	5.5%	76.1%	1.86	2.00	0.94

1. Just 5% of respondents indicated having been discriminated against based on their disability.

General Campus Climate

	N	% Agree	% Disagree	Mean	Median	SD
Students at CMC treat me well	139	91.4%	2.2%	4.20	4.00	0.68
I feel pressured to represent my ethnicity/race in class	139	25.2%	51.8%	2.64	2.00	1.29
Ethnic/racial issues should be incorporated into more classes	137	49.6%	26.3%	3.30	3.00	1.20
Gender issues should be incorporated into more classes	136	50.0%	25.7%	3.32	3.50	1.30

1. A vast majority of respondents agree that students at CMC treat them well (88%); however, agreement with the statement is significantly less among women (W 4.04*, M 4.35*), students who are not exclusively heterosexual (EHS 4.30**, NEHS 3.94**).
2. Students who are not exclusively white feel significantly more pressure to represent their race/ethnicity in class (NEW 3.17***, EW 2.09***)
3. While there are no clear majorities in the preference for incorporation of gender or ethnic/racial studies in classes, there is significantly more preference among women, not exclusively heterosexual, and not exclusively white students (Gender issues: W 3.87***, M 2.80***, NEHS 4.10**, EHS 3.06**, NEW 3.57*, EW 3.06*; Ethnic/Racial issues: W 3.64**, M 2.99**, NEHS 3.81**, EHS 3.11**, NEW 3.55*, EW 3.03*).

	N	% Agree	% Disagree	Mean	Median	SD
I feel like I belong at CMC	139	73.4%	14.4%	3.93	4.00	1.10
My overall experience at CMC has been positive	139	82.0%	5.0%	4.14	4.00	0.86
I would recommend CMC to siblings and friends as a good place to go to college	137	78.8%	7.3%	4.18	4.00	0.98
If I could make my college choice all over again, I would choose to attend CMC	131	75.6%	13.7%	4.06	4.00	1.16

1. For these four general assessments of CMC the mean agreement rating was significantly lower for students who are not exclusively heterosexual:

	NEHS	EHS
I feel like I belong at CMC	3.39**	4.10**
My overall experience at CMC has been positive	3.84*	4.25*
I would recommend CMC to siblings and friends as a good place to go to college	3.74**	4.35**
If I could make my college choice all over again, I would choose to attend CMC	3.67*	4.23*