Marketing with Authenticity:
Diversity Marketing and the Student Experience at Texas Christian University

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Introduction

Research suggests that teens spend approximately nine hours each day using online media of various formats (Tsukayama, 2015). In such an environment, it can be assumed that the large majority of content and advertisements that these individuals come into contact with stems from this time spent online. Furthermore, these high levels of online activity pose a unique and robust opportunity for university recruiters across the nation. If a university can effectively grab the attention of future college students online, they may be able to increase the overall levels of interest in their university. This statement grows in its likelihood when analyzed in the context of visual content's online appeal and the college research habits possessed by teenagers. As of 2014, 68% of students used social media to research their colleges of interest, and 97% of students visited the websites of these colleges in a mobile format (Hicks, 2014). This, in combination with the idea that visual content increases the persuasiveness of a message by approximately 43%, demonstrates the sheer power of visual representations of college life online (Dickson et al, 1986).

Understanding the power that universities' online advertisements and marketing materials may have, it becomes apparent why these institutions would want to depict themselves in the best light possible. Recruiters and those synthesizing online recruitment materials and advertisements on behalf of universities deliberately select images that make their campuses appear as inviting as possible. For instance, these individuals elect to display the nicest dorms, the cleanest areas of dining halls, the kindest looking faculty members, and often times, the most diverse snapshot of their campus. While providing the best-looking glimpse at a campus is not an unnatural nor immoral effort, the question remains as to whether or not these symbolic representations of campus life accurately depict the reality experienced by current students.

Of special interest is the idea that universities may display an inaccurate level of racial or ethnic diversity in their visual marketing materials. Such an effort would likely stem from an attempt to catch the attention of prospective students, who have been shown to find diversity an important part of the undergraduate experience (Carey et al, 2020). While emphasizing that diversity is an important value held by a university in marketing materials is commendable, it is important that this endeavor does not go so far as to mislead prospective students concerning the actual levels of racial or ethnic diversity on a campus. With the amount of college marketing and recruitment materials published by universities each year, several researchers have explored this issue.

One of the earlier investigations into this issue was conducted by Hite and Yearwood (2001), wherein a group of 91 higher education institutions' viewbooks were analyzed to highlight common themes and determine the type of image that these universities attempted to portray. In this study, researchers sought to uncover whether certain characteristics or types of programs were heavily emphasized above others, such as academic programs, athletics, student diversity, and more. The study determined that 60% of universities appeared to place large emphasis on "the diversity of students, faculty, and

activities" in their viewbooks (Hite et al., 2001). However, this research failed to define the meaning of diversity within the context of the study and neglected to state to what degree diversity was emphasized above other components of the university experience.

A more in-depth analysis of university viewbooks conducted by Hartley and Morphew (2008) gathered six overall themes present across content from 48 disparate universities, while specifically touching on several key themes related to representations of diversity. The thematic areas that the researchers asserted were most prevalent across the content analyzed were Institutional Context/Campus Features, Academics/Faculty, Co-Curricular Opportunities, Admissions and Financial Aid, Value of an Education, and Purpose of Higher Education. The first of these, Institutional Context/Campus Features, is the area in which the researchers placed discussions about and visual representations of diversity of the student body. Specifically, the researchers emphasize the fact that "almost all institutions made reference to diversity in their viewbooks, most frequently through the presence of a diverse student body in pictures." Furthermore, the researchers asserted that 9 of the 48 viewbooks only represented diversity in this manner, without making any textual reference to the campus characteristic whatsoever (Hartley et al., 2008). While this study provided highly valuable insights into some of the manners in which diversity has been represented by modern universities, the researchers did not go so far as to evaluate the accuracy of visual and textual representations of diversity.

However, in their research, Pippert, Essenburg, and Matchett (2013) illustrate this exact issue with extreme clarity. Their study included a content analysis of the visual representations of diversity exhibited by the viewbooks of 165 unique institutions.   In this study, the researchers compared visual representations of racial or ethnic diversity exhibited in the viewbooks of these universities with the actual levels of diversity possessed by the institutions. The hope of this work was to determine how accurate visual representations of racial or ethnic diversity were at institutions across the United States, given the heightened emphasis that many universities have placed upon this characteristic in recent years. In this effort, they discovered that 81.2% of the schools analyzed over-represented African American students, 36.4% over-represented Asian students, and 44.2% under-represented Latino or Hispanic students. In addition, the degree of these inaccuracies ranged as high as misrepresentations of 188.0% (Pippert et al., 2013). With such a stark observed difference between reality and visual representation, these researchers highlighted the magnitude and prevalence of this issue in modern higher education.

While all of these studies have played crucial roles in modern academia's understanding of the marketing of diversity conducted by universities, several opportunities for a more in-depth comprehension of the issue have been left untouched. Little research exists examining the accuracy of visual representations of diversity in the context of digital marketing, and even less focus has been allocated to the potential relationships that inaccuracies or perceived inaccuracies in the marketing of racial or ethnic diversity may have with the student experience. Moreover, no study currently exists

analyzing the accuracy of visual representations of racial or ethnic diversity in Texas Christian University's digital marketing materials, nor does any existing research cover the potential connection between TCU's marketing of diversity and the perceptions of TCU undergraduate students regarding their university experience. As such, this research aims to evaluate the levels of diversity currently displayed by Texas Christian University's online marketing materials. Additional analysis determines how the levels of symbolic diversity compare to actual diversity statistics published by the university, with a focus on determining the valence and degree of inaccuracies in representation. This study then aims to uncover the relationship between TCU's marketing of diversity and the student experience through a survey of current undergraduate students' perceptions of diversity and inclusion at the university. In the combination of these two phases of research, emphasis is placed on channeling the study's findings into actionable recommendations for the university to improve its marketing of diversity and the quality of the student experience.

The paper begins with a review of relevant literature, followed by an overview of the study's main research questions, its methodology, and the data that it has produced. The following section includes an overview of the findings from this research and several postulations as to the causes of specific trends and relationships. Lastly, the study concludes with an overview of several recommendations for Texas Christian University, limitations to the study, and suggestions for further research.

Review of literature

Important Definitions

To adequately address issues relating to diversity and inclusion, it is first essential to possess a proper understanding of the meaning of these terms. According to Texas Christian University, diversity "reflects a broad range of identities and perspectives." Inclusion, on the other hand, "exists when all members of a community feel welcome, valued, and respected" while maintaining a level of recognition of and respect for the uniqueness of each community member's identity or identities (Texas Christian University, 2021). It is important to note that, in accordance with these definitions, diversity and inclusion are not directly connected. In other words, the presence of diversity in a community does not guarantee that this community will behave in an inclusive nature. Thus, it becomes important to analyze the manners in which these terms, often paired together colloquially, differ from one another on university campuses. The aforementioned definitions are the most fitting for the specific purposes of this study, as one can more effectively determine how TCU's marketing practices interact with diversity and inclusion based upon the institution's own stated meanings of these terms.

As this study focuses specifically on racial or ethnic diversity, it is also necessary to gain an adequate knowledge of these terms and the reasoning for their grouping in this

research. While race signifies "a category of humankind that shares distinctive physical traits," ethnicity can be generally understood as "a group of people classed according to common racial, national, linguistic, or cultural origin or background" (Blakemore, 2019). According to these definitions, ethnicity actually encompasses race; however, this does not signify that these terms are necessarily synonymous. Rather, their socially constructed basis and assigned significance leads to these terms' "irrevocably intertwined" understanding, as the large focus that modern society places upon race causes many individuals to compose large portions of their ethnic identities with racial considerations (Bryce, 2020). For this reason, this study will refer to both of these terms in conjunction, as isolating the two concepts could potentially lead to confusion and misinterpretations of the study's findings.

Lastly, it is necessary to define the terms "accuracy" and "authenticity" so as to understand their application in the remainder of the study. Firstly, we can understand accuracy as "freedom from mistake or error" (Merriam Webster, n.d.). In the context of this study, this term can relate to marketing employed by the university in the sense that it does not directly spread false information. However, the fact that this study relates to marketing of diversity and the perceptions that surround this topic requires the implementation of another, more wholistic term as well. For companies and institutions, authenticity means "matching the marketing with what a customer will actually experience with [the] product or service" (Randazzo, 2019). In this way, authenticity can be understood to go one step further than accuracy by requiring the university to do its best to match the campus qualities communicated by its marketing campaigns to the actual nature of these concepts at TCU. As the goal of this study is to determine if the university authentically and therefore accurately represents its racial or ethnic diversity, these terms will be employed interchangeably in the remainder of this study.

Diversity & Inclusion at Texas Christian University

Recent developments surrounding diversity and inclusion at Texas Christian University and the history of these topics at the institution also play an important role in this research. The intersection of these concepts and the university can be grouped into two main areas: recent complaints or issues and university responses. Considering some of the problems that have recently been acknowledged, the past several years at TCU have been filled with highlighted instances of lacking diversity and inclusive practices, instances of discrimination, and the resurfacing of historical and systemic issues that the university has had with these concepts. One of the most significant recent occurrences in this area has come about through litigation. In the past year, five Black women who have attended TCU as either undergraduate or graduate students have joined together claiming the university's "hateful campus culture" led to a severely unpleasant campus experience. Three of these women were undergraduate students who claimed to suffer from discriminatory practices or behavior due to their race. These claims ranged from instances of physical and sexual abuse to the revoking of merit-based scholarships, and as a result, have led to many subsequent protests and requests for repentance and corrective action from TCU (Johnson,

2020). While several of these allegations were unfounded, many have found this litigation to be revealing of potential issues that may exist within TCU's history relating to its work in diversity and inclusion.

Another important recent development, partially resulting from the aforementioned series of lawsuits, rests in student requests or demands for change from the university. Perhaps the most prevalent of these student movements is the Coalition for University Justice & Equity (CUJE), which has amassed hundreds of followers on Twitter in its attempts to demand justice and highlight current inequities at TCU. In its #TellOnTCU campaign, the profile posted a thread of anonymously reported instances of discrimination and unfair treatment of diverse students. Among these, students reported regularized usage of racial slurs, numerous racial microaggressions, and generalized feelings of exclusion for diverse students (CUJE, 2020). Furthermore, the student group posted a collection of 18 demands for the university ranging from responses to outstanding litigation, financial aid for diverse students, diversity and inclusion in the university's curriculum, issues within student organizations, and more (CUJE, 2021). The rising influence and activity of this student group, coupled with the prevalence of recent lawsuits against the university relating to diversity and inclusion, illuminate the severity of this issue in the minds of current students. As such, the university has constructed a multi-faceted response to these issues in the attempt to address student concerns and grasp the scope and severity of these problems.

TCU's attempts to take action on these topics have come mainly in three areas. The first of these is the university's request of researchers at the Center for Strategic Diversity Leadership and Social Innovation of Atlanta, Georgia to conduct an inventory of the university's current trends in diversity, equity, and inclusion. As a result, the center provided a list of eight, time-stamped recommendations to hold TCU accountable for its growth in the area of inclusive excellence, including calls to recruit and retain diverse faculty and students and to bolster diversity, equity, and inclusion training and resources (Williams et al., 2020). Though the university has faced sizable criticisms in recent years in its handling of diversity and inclusion issues, these recommendations have provided it with the tangible steps needed to elevate the institution's performance in these areas. In tandem with the DEI Inventory, the university's Race and Reconciliation initiative has focused its work upon the historical implications of TCU's relationship to "racism, slavery, and the Confederacy." Having begun in the fall 2020 semester, the first year of this initiative has been dedicated to analyzing the impact that these historical relationships have had upon the experiences of Black students at TCU, though an intent has been expressed to shift this focus to other identities in coming years (Texas Christian University, 2021). As many elements of the lawsuits mentioned previously asserted that racism and discrimination were long-standing elements of TCU's culture, this initiative has been commissioned to analyze these exact allegations, hoping to make tangible progress toward the resolution of systemic issues in diversity, equity, and inclusion at TCU.

The third of these efforts that have been taken by TCU involves the work that has stemmed from the Office of Diversity, Equity, and Inclusion. This office follows the four

tenets of "Attract, Teach, Reach, and Embrace" as it strives to promote a diverse and inclusive campus environment for all (Texas Christian University, 2018). Many of the initiatives and programming that have been put on by TCU with focuses on diversity and inclusion have originated in this office. These range from annual awards that recognize inclusive staff and students to programs such as the nomination of College Diversity Advocates who serve as consultants to individuals within their respective colleges on diversity, equity, and inclusion issues. In essence, this office serves as the home base for the majority of TCU's efforts in the realms of diversity and inclusion.

Ultimately, these current trends produce the lens through which diversity and inclusion at the university must be analyzed. Just as the demands and statements of students in response to issues in these areas sought to encourage university action, this study, too, aims itself at providing valuable insights that can be employed to promote the creation of a more authentically diverse and inclusive undergraduate student population.

Marketing at Texas Christian University

It is necessary to understand recent trends in the general marketing campaigns created by Texas Christian University before delving into an analysis of the content from and perceptions of specific digital marketing materials. One of the most formative elements of TCU's messaging and marketing in recent years is the Lead On Campaign. Though this represents what is largely a philanthropic endeavor for the university, its ideals and central messages have colored a lot of the digital content that is produced by the university. In the past year, the Lead On Campaign has shifted its focus toward highlighting the contributions of outstanding leaders within the TCU community (Ellman, 2020). Focusing upon this campaign's marketing implications for the university, its main function has been to highlight different student experiences and accomplishments through a variety of mediums.

In a more general sense, the university employs most of the marketing tactics that are typical of universities in the modern day. Of these, the bulk of the university's marketing campaigns and resources have recently been devoted to online formats, especially due to the prevalence of the Covid-19 pandemic in the past year. For context, the university's baseline for its online presence comes from its website, though it also retains a presence on most popular social media platforms such as Instagram, Facebook, and Twitter. Through an in-depth analysis of some of these online marketing platforms, a more thorough sense of the university's marketing of diversity and inclusion, and the relationships that it has to the student experience, can be assessed.

Marketing of Diversity & Inclusion in the University Context

In a broader sense, the marketing of diversity and inclusion by universities has caused notable controversy in recent years, as students desire more authentic representations of university life from their institutions of interest. In essence, many

individuals have come to notice that institutions of higher education have commonly viewed the races or ethnicities represented in their marketing materials as boxes to check, rather than valuable student viewpoints to express. In response to issues such as these, many academics have called upon universities to opt to focus on the concept of inclusive excellence, rather than simply copying and pasting stock photos of diverse students across marketing materials (Darmoc, 2017). By following a principle such as this in marketing to recruit and retain diverse students, prospective students can understand who current undergraduates at a specific university actually are, rather than simply what they look like. Such a methodology not only more authentically and accurately represents the current nature of a campus in terms of diversity and inclusion, but it also enables these students to form deeper emotional connections to the stories of current students and the universities with which they are exploring. For universities that do not subscribe to this method of authentically and inclusively excellent marketing of diversity, the results can be quite unfortunate for students and the student experience. For instance, Black students at Rollins University, where this race or ethnicity is overrepresented in marketing materials by 104%, liken their experiences to suffering from "false advertising." Furthermore, some students even venture to emphasize that they wouldn't have chosen the university at all had they known the true levels of diversity present on campus (Srajat, 2019). Overall, these indications of the current status of diversity marketing at American universities reveal the potential existence of a grave issue. If universities misrepresent their current levels of racial or ethnic diversity, the student experience, especially for students of color, could suffer a variety of consequences relating to student mental health, overall sentiment concerning campus belonging, retention rates, and more.

Considering the magnitude of issues relating to diversity and inclusion at TCU in recent years and the heightened focus that has been placed upon the accuracy of diversity marketing, it is possible that these trends may have significant impacts upon the student experience. For instance, it is likely that the existence of inaccuracies in the university's representations of racial or ethnic diversity could cause negative student sentiments, decreased student performance, or even worsened retention rates of diverse students. Thus, TCU must explore these issues and the interactions between them to ascertain their current severity and to effectively mount responses to amend any identified issues. By following this course of action, the university can assure the authenticity of its marketing endeavors and maintain the quality of its on-campus experience.

Research objectives

The heightened focus that universities have placed upon the recruitment of diverse students and the marketing of a diverse and inclusive campus has led to questions about the authenticity of the visual messages being disseminated by universities. Even further, some have come to question how the manners in which universities present the diversity and

inclusiveness of their campuses online may relate to or potentially affect the student experience. Gaining a better understanding of the nature of these issues and their relative severity could empower universities to impact the student experience, especially for students of color, in a positive way. Thus, more in-depth exploration of these topics is necessary.

While extensive research has already managed to demonstrate the prevalence of inaccuracies of racial or ethnic diversity representations in marketing materials on a national scale (Hite et al., 2001; Hartley et al., 2008; Morphew et al., 2013), this study intends to explore the significance of these issues at Texas Christian University specifically. Additionally, this research attempts to extend the implications of the university's marketing of diversity into the student experience, placing an emphasis upon relationships between student perceptions of marketing and student perceptions about diversity, inclusion, and their experiences at the university in reality.

Considering the prevalence of online marketing in prospective students' university research, this study begins with a content analysis of some of TCU's digital marketing platforms in comparison with current diversity statistics reported by the university. This differs from much of the existing research in this field by focusing on online resources, rather than physical viewbooks. In addition, this study continues on from this content analysis with a survey of current undergraduate students relating to their perceptions of diversity, inclusion, and the marketing of these concepts at TCU. This second phase of research differs greatly from existing bodies of work in this subject, as few studies exist connecting the authenticity or accuracy of university representations of racial or ethnic diversity to facets of the student experience. An analysis of the results of these two phases and their resulting recommendations can be found in this Discussion section. Thus, this study attempts to accomplish the following research objectives.

Research Objectives

1. *To assess the nature of student perceptions concerning current levels of racial/ethnic diversity at Texas Christian University.*
   As one of the main aspects of this study is the current state of diversity at TCU, getting a better understanding of current student perceptions of this issue is necessary. This will enable the study to make conclusions about how undergraduates at TCU feel about the state of diversity at the university.
2. *To assess the nature of student perceptions at TCU concerning inclusion at the university.*
   Similarly, this objective seeks to gain a clearer understanding of the student experience at TCU as it relates to inclusion. More specifically, this will allow for an up-to-date assessment of how students feel about their own inclusion at the university as well as the general inclusion of all students.
3. *To determine if a relationship exists between TCU students' racial/ethnic identities and their sense of belonging at the university.*

As diversity and inclusion are often intertwined subjects that have been dealt with by the university's policies most commonly in tandem, this objective aims to determine if these concepts are related in the minds of TCU students. In essence, this will allow the study to make conclusions as to whether or not students who have positive or negative opinions about current levels of diversity at the university are more likely to have certain types of opinions about inclusion at the university.

4. *To understand how TCU students perceive the universities' attitudes concerning diversity.*

    As TCU has developed several initiatives in the hope of improving the diversity and perceived diversity of the campus, it is important to understand how students feel about these efforts and the generalized attitudes that the university possesses on the subject.

5. *To understand how TCU students perceive the university's attempts to promote inclusion on campus.*

    In a similar manner, it will become necessary to determine how students perceive the recent endeavors relating to inclusion and what these mean in terms of the university's attitudes on the topic. This will provide further insights as to the current student experience at TCU.

6. *To determine if a relationship exists between TCU students' race/ethnicity and their frequency of appearance in digital university marketing materials.*

    As previous research has illustrated the trend in which some racial or ethnic student groups are overrepresented or underrepresented in university marketing materials, this objective seeks to determine if such inaccuracies are tied to racial or ethnic identities at TCU.

7. *To understand the nature of student perceptions at TCU of racial/ethnic diversity in the marketing materials that they view from the university.*

    Just as this study will attempt to determine the actual accuracy or authenticity of the university's portrayals of racial or ethnic diversity in its marketing materials, this objective highlights the study's focus upon student perceptions of accuracy in these materials as well. Specifically, the study will attempt to understand if students believe that TCU's portrayals of diversity and inclusion are accurate, misleading, or satisfying.

8. *To determine if a relationship exists between student perceptions of TCU's representation of diversity in marketing materials and student perceptions of diversity at the university.*

    This objective surrounds the relationship between portrayals of racial or ethnic diversity in university marketing materials and the student experience as it relates to diversity on campus. In further detail, the study will determine whether a student's opinion about the accuracy of racial or ethnic diversity in TCU's marketing materials is tied to their opinions about the state of diversity on campus.

9. *To determine if a relationship exists between student perceptions of TCU's representation of inclusion in marketing materials and student perceptions of inclusion at the university.*

Lastly, this objective will aim to understand how opinions about portrayed levels of inclusion in university marketing materials are related to perceptions of actual inclusion at the university. This will illuminate the connection, once again, of the marketing of diversity and inclusion concepts and the quality of the student experience.

Methodology and results

Methodology

To best address the nine research objectives outlined above, this study has been split into two separate phases. The first of these consists of a content analysis of images and videos displayed on Texas Christian University's website and Instagram. This stage of research attempts to assess the nature of any discrepancies that exist between the levels of portrayed racial or ethnic diversity on TCU's digital marketing platforms and actual measured levels of diversity that have been released by the university. The second contains an online survey of current undergraduate students. The purpose is to collect and analyze student perceptions about diversity, inclusion, and the marketing of these concepts at TCU. When combined, these two distinct research components provide valuable insights as to TCU's existing online marketing of diversity and inclusion and the manners in which this has become related to the student experience.

The content analysis performed in this study is informed greatly by that undergone in the research of Pippert, Essenburg and Matchett (2013). Individuals shown in images and videos dispersed online by the university were counted and categorized based upon the reasonable estimate of each person's racial or ethnic identity. This was completed over the course of three days by the primary researcher alone. Afterwards, the data collected from this analysis was juxtaposed with the most recent diversity data posted from Texas Christian University concerning undergraduate students. Specifically, individuals were categorized into one of five racial or ethnic groups: Asian, Black, Hispanic/Latino, White, or Other. As this research focuses upon undergraduate students, all efforts were taken to exclude any individuals depicted that would not appear as an undergraduate student to the average visitor or follower. Additionally, subjects in images and videos were only counted if half or more of their face was visible, and photos or stills of large crowds were excluded from the count. Generally, individuals who the researcher determined could not be agreed upon by an average group of people to fit into one of the five aforementioned racial or ethnic groups were also excluded from the data. Ultimately, every effort was undertaken to ensure that fair and reasonable assumptions were made about the racial or ethnic identities of the subjects in all analyzed images and videos.

However, it is important to note that, in this portion of the research, the reliance upon physical traits to signal the racial or ethnic identities of the subjects pictured comes with several complexities. While research does demonstrate that individuals can typically assess the racial or ethnic classifications of others with accuracy (Blascovitch et al., 1997), one must still acknowledge the potential imperfections that accompany this method. For instance, more recent research has demonstrated that higher rates of accuracy are associated with same-race assumed associations than those across racial identities (Rossion et al., 2006). Thus, the fact that the primary researcher in this phase identifies as white could have some effect on the research. However, it is equally necessary to note that this method of analysis has been proven highly common, accepted, and accurate in similar studies (Pippert et al., 2013). In essence, the aim of this portion of the research focused on determining the nature of the symbolic representations of racial or ethnic diversity disseminated in TCU's digital marketing materials; therefore, the classification of subjects in the photos and videos into racial or ethnic categories based solely upon visual cues is necessary to adequately understand the viewpoint of prospective students analyzing the institution's diversity.

Upon the conclusion of data collection for this content analysis, this study calculates the percentage of all observed individuals represented by each racial or ethnic group from each individual source, as well as the aggregate percentage observed. These percentages were then compared directly to the percentages posted by Texas Christian University for their matching racial or ethnic classifications of undergraduates. When necessary, certain racial or ethnic groups were consolidated from this posted data to match the categorical classifications employed by the study. Through this comparison, the percentage differences are calculated for each racial or ethnic group from each source as well as from the combined percentages to assess the degree of variation from real diversity statistics.

As previously mentioned, the second phase of this study consists of an anonymous, online questionnaire of current undergraduate students at TCU. This survey contained mainly Likert scale questions, with an interspersing of several multiple choice and dichotomous questions as well. This format was chosen mainly for its ability to ascertain the degree of intensity of students' perceptions on each of the topics covered by the survey. Additionally, questions from a survey on diversity, equity, and inclusion from the University of Michigan (2017) were used to inform many of the scaled questions in this study. Further, the study is conducted using a convenience sampling approach. Though this method lacks effectiveness in yielding a truly representative sample, its ability to produce a larger sample in this specific study largely outweighs this disadvantage. Concerning analysis of the data in this portion of the study, tests of one-mean with one and two tails are employed to determine the statistical significance of certain student opinions and expressed experiences. Additionally, chi-squared analyses are employed to conclude if the existence of specific relationships between student perceptions or experiences are significant. Lastly, correlation analyses are run in several instances to determine if linear relationships exist between the degrees of expressed opinions on disparate subjects. In the case that certain relationships

are proven statistically significant, the study then endeavors to analyze the nature of these relationships and their potential causes.

Data

In the content analysis portion of the research, a total of 2,070 portrayed individuals were counted from 515 images and videos from Texas Christian University's website and Instagram. More specifically, 350 of these pieces of content came from the website, while the remaining 165 were found in the Instagram account's past year of postings.

In the second phase of the study, the online questionnaire distributed to current undergraduate TCU students received a total of 130 complete responses over a 16-day data collection period. Of these responses, 63.08% identified as female and 36.15% identified as male. Additionally, 10.00% of respondents were classified as freshmen, 8.46% were classified as sophomores, 47.69% were classified as juniors, and 33.85% were classified as seniors. Finally, the racial or ethnic demographics of the sample can be viewed in the table below. While the racial or ethnic demographics of this sample are close to the actual demographics present at the university, it is important to note that the sample is not exactly consistent with the total population.

Figure 1: Racial/Ethnic Classifications Surveyed

Racial/Ethnic Classification	Number of Respondents	Percentage of Respondents
Black	6	4.62%
White	91	70.00%
Asian	9	6.92%
Latino/Hispanic	15	11.54%
Other	8	6.15%
Prefer not to respond	1	0.77%
Total	130	

Results

Content Analysis

The results of the content analysis signify that varying degrees of overrepresentation or underrepresentation existed for all racial or ethnic groups. A summary of the actual levels of racial or ethnic diversity at TCU during its fall 2020 semester can be found in Figure 2. Figure 3 represents the percentage differences observed within the content analysis from the baseline percentages in Figure 2. More specifically, these numbers were calculated by subtracting the observed percentages of each racial or ethnic group in the content analysis by that group's actual percentage of the student population. For instance, the content analysis found that, overall, Black students made up 16.28% of the displayed individuals on TCU's website and Instagram page. Therefore, the overall percentage overrepresentation for Black students displayed in the first row of Figure 3 was calculated by subtracting the actual percentage for Black students of 5.44% from 16.28% to produce the final value of 10.84%.

Figure 2: Fall 2020 Racial/Ethnic Demographics of
TCU Undergraduates (Texas Christian University, 2020)

Racial/Ethnic Classification	Number of Students	Percentage of Population
Black	527	5.44%
White	6,492	67.00%
Asian	272	2.81%
Latino/Hispanic	1,537	15.86%
Other	861	8.89%
Total	9,689	

Figure 3: Percentage Differences of Observed Racial/Ethnic Demographics from Actual

Racial/Ethnic Classification	Website	Instagram	Overall
Black	+ 7.16%	+ 16.69%	+ 10.84%
White	- 4.56%	- 12.13%	- 7.49%
Asian	+ 4.99%	+ 1.57%	+ 3.67%
Latino/Hispanic	- 7.20%	- 6.11%	- 6.78%
Other	- 0.38%	- 0.01%	- 0.24%

Survey

Seven key findings became prevalent upon analysis of the results of the survey. The section below outlines these results.

1. *Students do not think that TCU is racially or ethnically diverse.*

   When analyzed as a whole, the survey revealed that the student body did not believe that TCU is racially or ethnically diverse. This sentiment was expressed across all different racial or ethnic identity groups, and can be viewed in hypothesis test 3 in Appendix B. Furthermore, as this test produced a strongly negative Z statistic of -6.29, it can be inferred that this opinion is strong as well.

2. *Student feel like they belong at TCU, but not all students feel respected by other students.*

   Overall, students demonstrated a sense of belonging at TCU, and this finding was consistent for all individual racial or ethnic groups as well. This is represented in the positive valence of the Z statistic in hypothesis test 4 in Appendix B. However, Black students did express that they do not feel that students treat one another with respect at TCU, as shown in the negative valence of hypothesis test 8.

3. *Students feel that TCU's representations of its racial or ethnic diversity are misleading.*

   Students expressed the belief that TCU's representation of racial or ethnic diversity in its marketing materials is misleading as shown by the positive Z statistic in hypothesis test 23, shown in Appendix B. Furthermore, while students did agree that TCU's representations of racial or ethnic diversity are inaccurate in hypothesis test 20, only Black students felt that representations of the levels of inclusion on the campus were inaccurate, as shown by hypothesis tests 21 and 22. A similar trend occurred when students were asked if they felt representations of inclusion were misleading, with only Black students agreeing with this statement as demonstrated by hypothesis tests 24 and 25.

4. *Students think TCU is committed to and is making progress with diversity and inclusion.*

   Despite other potentially negative sentiments that were expressed in the survey concerning the state of diversity and inclusion at the university, the overall student body agreed that TCU is committed to and is successfully making progress in both of these areas, as shown by hypothesis tests 15, 16, 18, and 19 in Appendix B. However, it is important to note that Black students dissented from this opinion, feeling that TCU is not committed to making progress in the racial or ethnic diversity of the campus from the findings in hypothesis test 17.

5. *An association exists between students' race or ethnicity and their sense of belonging at TCU.*

   A chi-squared analysis comparing students' race or ethnicity with their communicated overall sense of belonging found that a relationship does exist between these two concepts. More specifically, students of color were more

likely to display a lessened sense of belonging at the university than that of their white classmates.

6. *An association exists between students' race or ethnicity and offers to appear on TCU's social media.*

    Students were asked whether or not they had been offered to appear or had actually appeared on TCU's website or social media in their time at the university. From this data, the study has concluded that students' racial or ethnic identities are only related to offers to appear on social media. However, no relationship was found between students' race or ethnicity and offers to appear on TCU's website, actual appearances on TCU's social media, or actual appearances on TCU's website. It is important to note that these conclusions were produced through data reflecting students' indicated experiences, not their perceptions of the accuracy of these marketing materials.

7. *A correlation exists between perceived accuracy of TCU's marketing materials and student perceptions of diversity and inclusion at TCU.*

    Students demonstrated that a correlation does exist between their opinions of the accuracy of TCU's marketing of diversity and inclusion and their generalized opinions about these topics at the university. More specifically, both of these correlations were found to be positive, meaning that students who possessed negative opinions of the marketing of these concepts were also more likely to possess negative opinions of the diversity or levels of inclusion present at the university. The correlation between marketing of diversity and sentiments about diversity was calculated at 0.53, whereas the correlation between marketing of inclusion and sentiments about inclusion was found to be 0.46.

Discussion

In considering the results outlined above, several important trends or conclusions arise. Primarily, this section will focus on discussing three: the differences between TCU's marketing of diversity and inclusion and the reality of these topics at the university, race or ethnicity and its relationship to the student experience, and marketing of diversity and inclusion and its relationship to the student experience. By grappling with this study's findings in these areas, one can begin to determine the ways in which improvements can be sought after in the field of marketing in higher education.

Marketing vs. Reality

Chiefly, the results above demonstrate a stark difference between the marketing of diversity and inclusion by TCU and the manners in which these concepts manifest

themselves at the university in reality. This is demonstrated in two forms: observed statistics and student perceptions. Primarily, as displayed by the content analysis, it appears that certain racial or ethnic groups are significantly overrepresented or underrepresented by the digital marketing created by TCU. For instance, Black students were found to be overrepresented by 10.84%, while White students and Hispanic or Latino students were underrepresented by 7.49% and 6.78% respectively. Though confirmation of the magnitudes of these inaccuracies is necessary to assert their significance, these discrepancies should pique the interest of the university's officials. As similar inaccuracies at other institutions have led to students' feelings of remorse regarding their choices to attend and overall disdain or frustration with the university as a whole, this issue could pose a sizable challenge for TCU (Srajat, 2019).

Unfortunately, it appears that this challenge may have already begun for the university. According to the findings from this study's survey, students are aware of and are unhappy with the disparate natures of diversity in marketing and reality. Not only do students at TCU feel that the marketing of racial or ethnic diversity released by the institution is inaccurate, but they also possess sentiments that marketing of diversity is misleading. Furthermore, these opinions are not merely held by students of color. In fact, all student groups possessed the same opinions about the misleading nature of this marketing, demonstrating that awareness of these issues is already widespread. Thus, the university may need to allocate more of its focus and resources toward these issues to satisfy the desires of students in the near future.

Race or Ethnicity and the Student Experience

Another impactful set of findings from this research regards the interaction between students' race or ethnicity and the quality of their student experience at TCU. Once again, this manifests itself in two main forms through this research. The first manner in which this trend becomes apparent is through the generalized perceptions of students at the university. Regardless of racial or ethnic identity, students seemed to generally believe that the university does not currently meet an adequate standard of diversity in racial or ethnic terms. As possessing a more diverse student body can lead to heightened academic achievements and overall improved life outcomes for students, it seems that TCU still has progress left to be made in this realm (Smith, 2017). However, this is not the only notable trend within this area. In fact, the more prevalent issues lie in the difference in student experiences for students of color and white students.

In several ways, the results of this study illuminate the idea that students of color at TCU have a vastly different, and more difficult, collegiate experience than their white peers. One of the first glimpses into this idea from this research stems from the statement that Black students do not feel that students at the university treat one another with respect. Even if these students possess a generalized sense of belonging at the university when they are able to surround themselves with individuals who are inclusive of their identities, the fact that they do not feel entirely respected in their academic environment is

great cause for concern. In addition, this research highlights the fact that race or ethnicity is directly tied to how included a student feels at TCU. While diversity and inclusion are oftentimes thrown out in conversation together, this does not mean that the terms are synonymous. In fact, the mere presence of diversity without an abundance of inclusive practices can actually become quite counterproductive to the student experience for students of color, hampering involvement, academic performance, and general mental health (Taariq, 2019). As students of color were found to feel a lessened sense of belonging at the university than their white classmates, these issues are likely faced regularly by students of color at TCU. Such a trend is cause for alarm.

Lastly, attention must be brought to the conflicting opinions that currently exist regarding TCU's attempts and actual progress in the areas of diversity and inclusion. While generalized student opinions reflect the sentiment that the university is making strides in these issues, one could assert that the opinions of those most adversely affected by their continued persistence may carry more weight in the discussion. Therefore, the finding that Black students disagree with the idea that TCU is committed to creating a racially or ethnically diverse student body is telling. Coupling this trend with the 10.84% overrepresentation of Black students in marketing materials exhibited in this study's content analysis could have some explanatory value in this discussion. It is possible, for instance, that this racial or ethnic group has become one of, if not, the most highly exposed collection of students to the university's current inadequacies in the fields of diversity and inclusion. Taking this potential argument into account, the university may desire to explore these trends further to ascertain the cause of this lack of belief in the university's commitment.

Marketing and the Student Experience

Finally, important findings have surfaced regarding the relationship between Texas Christian University's marketing of diversity and inclusion and the student experience in terms of these concepts. More specifically, the study's findings that students who possess negative opinions of current diversity and inclusion marketing tactics employed by the university also tend to hold negative opinions about the university's diversity and their own sense of belonging could hold significant potential in the effort to improve the student experience. Essentially, the discovery of this correlation could illuminate the importance that the marketing of diversity and inclusion has in providing for a more enjoyable and beneficial student experience for all undergraduates at the university.

As it proceeds in its efforts to make progress with the diversity of and levels of inclusion within the undergraduate population, TCU's administration may desire to more closely analyze and strategically alter its marketing of diversity and inclusion to assess how improvements in this area affect the quality of the student experience. Especially for students of color, more authentic representations of racial or ethnic diversity and levels of inclusion at the university could lead to an overall heightened sense of satisfaction with university life and TCU's administrative commitment to diversity and inclusion. Ultimately,

while the existence of a correlation between these two concepts does not imply the existence of a dependent relationship between them, it does necessitate further investigation to determine its potential usefulness in future strategy relating to diversity and inclusion.

Implications

Recommendations

To properly address the issues highlighted in the above section, several recommendations have been put forth for Texas Christian University's consideration. The first of these involves a rejuvenated focus upon continued progress and commitment to issues in the realm of diversity and inclusion. However, it is important to note that this suggestion does not signify a mere continuation of the status quo. While the majority of students agree that the university's efforts in these areas represent its commitment to progress, this sentiment is not shared among all students. Therefore, by heightening its focus upon current programs and engaging in conversations with students of color about the manners in which existing and future programs can cater to their needs, the university can continue to capitalize upon these successes. This could take the form of conducting further research concerning student perceptions of existing programs and collecting student opinions as to needed areas of improvement. By taking this course of action, TCU should be able to continue its current successes in the areas of diversity and inclusion while more effectively supporting students who do not believe in the success of these projects at this time.

The second recommendation for the university is to undergo a more in-depth audit of symbolic levels of racial or ethnic diversity displayed in marketing materials of all kinds. While this study specifically analyzes some of the digital marketing platforms possessed by the institution, these sources are not the only areas in which TCU markets itself to potential students by any means. In this way, the university can further explore the manners in which it may be inauthentically portraying racial or ethnic diversity through other mediums by conducting more detailed research in this area. Additionally, following this recommendation would allow for confirmations of the significance of certain findings of overrepresentation or underrepresentation of certain student racial or ethnic groups. By taking these confirmed findings and translating them into action so as to more accurately portray current levels of racial or ethnic diversity, the university could benefit from more positive student perceptions of university marketing.

In the long-term, TCU should center its marketing of diversity and inclusion around the concept of "inclusive excellence" that was highlighted earlier on in this study. More specifically, developing a heightened focus upon the sharing of specific student voices through marketing channels, as opposed to more generalized visual representations of diversity, could yield a multitude of benefits. Not only would such a strategy equip the

institution with the ability to more authentically and accurately portray the nature of its current student body, but it would also provide prospective students with the opportunity to make deeper connections to the campus through current student stories. If potential students are able to identify with the specific experiences and perspectives of current students through marketing campaigns implemented by the university, they will likely form deeper emotional connections to the university than they would have through less personalized, generic depictions of the student body (Darmoc, 2017).

Lastly, the university would benefit in the long-term from the coupling of efforts to recruit and retain diverse students with more inclusive practices and heightened resources to promote the inclusion of students across all racial or ethnic identities. Furthermore, tying marketing into the success and usefulness of resources such as these can highlight to prospective students that the university desires to support a diverse array of students. Such a strategy would directly address current student concerns that the marketing of diversity and inclusion is presently misleading, as heightening resources in accordance with the needs of students of color would enable these students to feel that their choice to attend TCU was beneficial. In essence, by placing an immense focus upon the development and preservation of resources that recruit, support, and retain diverse students, the university can effectively reduce negative perceptions of current diversity marketing through the avenue of heightened student value. Ultimately, the combination of these four recommendations provides TCU with a comprehensive strategy to further explore potential issues highlighted by this research, expand the efficiency and effectiveness of current diversity, inclusion, and marketing programs, and boost positive perceptions of university life at TCU.

Limitations

Several hindrances that arose in the process of conducting this research limited its scope and descriptive power. This study began with the intention of exploring trends in diversity, inclusion, and the marketing of these concepts at an assortment of Texas universities. However, the research team encountered intense difficulty in obtaining the permission and compliance necessary to collect data from the undergraduate students of these institutions. Though the expressed reasoning for these difficulties differed amongst the universities in question, the possibility that this lack of authorization was caused, in part, by a desire to stifle any acknowledgements of potential issues does raise some concerns. In addition, the prevalence of the Covid-19 pandemic and online learning did increase the amount of effort required to amass a large enough sample size. As such, the convenience sampling approach leaned heavily upon students in TCU's school of business and the researcher's personal connections, potentially reducing the descriptive power of some of the findings.

Furthermore, the content analysis portion of this study encountered several limitations as well. This phase of the research was conducted only by the primary researcher, thereby decreasing the validity or significance of the findings yielded from this

section. To determine whether the findings from this content analysis are sound, further content analyses will need to be conducted with a larger number of researchers. Lastly, the problematic nature of using visual cues to measure observed racial or ethnic diversity against self-identified, actual levels of diversity amongst undergraduates at the university could impact the validity of the data slightly. Though this is a commonly accepted practice in content analyses pertaining to racial or ethnic diversity, confirming this research in future studies is likely the best course of action to mitigate this limitation.

Further Research

The topics of authenticity in representations of diversity and inclusion in university marketing materials and concurrent relationships of these topics to the student experience bring about a multitude of opportunities for future research. Primarily, observing prospective students as they interact with specific representations of diversity in university marketing materials could exist as a worthwhile opportunity to connect specific types of diversity and inclusion marketing to student perceptions. In this way, universities could grow in their understanding of the ways in which inaccurately displaying racial or ethnic diversity may affect students' opinions of the university in question. Additionally, expanding this research methodology to other universities, as was initially intended in this study, could yield new opportunities for discovering relationships between differences in symbolic and actual diversity and student perceptions. In this way, future research could further knowledge in this field by surpassing conclusions that deal only with student perceptions to determine the potential effects of actual, employed representations of diversity and inclusion.

Conclusion

Previous studies have demonstrated the focus that universities have placed upon the marketing of diversity and the manners in which many institutions in the United States have inauthentically portrayed the racial or ethnic diversity of their student bodies in physical marketing materials. This study has explored these issues with a lens focused specifically on Texas Christian University's digital marketing, while furthering the discussion to also consider implications for the student experience. The research presented here asserts that TCU's online marketing endeavors currently possess certain levels of inaccuracy in their representations of certain racial or ethnic student groups. The work also illuminates the current discrepancies that exist in the experiences possessed by students belonging to different racial or ethnic groups. Lastly, the study confirms the idea that student perceptions about this inaccurate marketing relates directly to negative opinions about the current state of diversity and inclusion at the university.

In accordance with these findings and conclusions, this study attempts to promote a series of recommendations poised to equip TCU with the strategies and tools it needs to

make improvements in these areas and heighten the quality of the student experience for all undergraduates at TCU. The marketing of racial or ethnic diversity and inclusion has been shown to play a significant role in the university experience, and, therefore, it deserves a heightened level of focus and attention from university administrators and marketers. Ultimately, by exploring the issues presented in this study further and through a continued focus on the development of tactics that heighten the inclusive excellence promoted and possessed by the university, Texas Christian University can develop a marketing strategy and student experience that benefits all of its undergraduate students.

Appendices

Appendix A: Survey Content

This research involves perceptions of diversity and inclusion issues for undergraduate students at Texas Christian University. You will be asked to respond to questions regarding your experiences on your campus and your opinions of the marketing materials that you have seen from TCU. This task will take you, on average, five to seven minutes to complete. You have the opportunity to contact the researcher with any questions that you may have.

Your participation is voluntary. You do not have to participate and may stop your participation at any time.

The research team does not believe that there are any risks from participating in this research that are different from risk that you encounter in everyday life. Although you will not directly benefit from being in this study, others might benefit through improved marketing efforts at the undergraduate level.

Your answers will be held strictly confidential. Responses will only be presented in an aggregate form.

This research is being conducted under supervision of Dr. Susan Kleiser. Please feel free to contact Dr. Kleiser at s.kleiser@tcu.edu if you have any questions.

Do you hereby consent to participate in this research and understand the above procedure?

Yes, I consent.
No, I do not consent.

Please select your level of agreement with the following statements.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
My race/ethnicity is well-represented at TCU	○	○	○	○	○
There are typically other people of my race/ethnicity in my classes.	○	○	○	○	○
TCU is racially/ethnically diverse.	○	○	○	○	○
TCU is committed to creating a racially/ethnically diverse student body.	○	○	○	○	○
TCU is making progress in its efforts to create a racially/ethnically diverse student body.	○	○	○	○	○

This survey is based on your experiences and opinions surrounding marketing, diversity, and inclusion at Texas Christian University. Please answer honestly based upon your current and past experiences.

You will now be asked a series of questions based upon your experiences with and opinions of diversity and inclusion at Texas Christian University. For the purposes of this study, diversity reflects a broad range of identities and perspectives. Inclusion exists when all members of a community feel welcome, respected, and valued while recognizing that each individual is unique.

Please select your level of agreement with the following statements.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I feel like I belong at TCU.	○	○	○	○	○
I can voice a contrary opinion in my classes without fear of negative consequences.	○	○	○	○	○
I can voice a contrary opinion to other students at TCU without fear of negative consequences.	○	○	○	○	○
Students at TCU treat one another with respect.	○	○	○	○	○
TCU is committed to creating an inclusive environment for all students.	○	○	○	○	○
TCU is making progress in its efforts to create an inclusive environment for all students.	○	○	○	○	○

How frequently have **you** felt excluded by _____ at TCU?

	Never	Rarely	Occasionally	Often	Always
Other Students	○	○	○	○	○
Faculty/Staff	○	○	○	○	○
University Leaders	○	○	○	○	○

How frequently have you witnessed **another student** being excluded by _____ at TCU?

	Never	Rarely	Occasionally	Often	Always
Other Students	○	○	○	○	○
Faculty/Staff	○	○	○	○	○
University Leaders	○	○	○	○	○

You will now be asked a series of questions based upon your experiences with and opinions of marketing communications at TCU

Have you ever **been asked by the University** to have a picture/video of you appear in or on...

A University-Sponsored Social Media Post	⌄
A University Webpage	⌄
University Print Media (Banner, Poster, Flyer, etc.)	⌄
A University TV/Video Advertisement	⌄

Has the University ever **included a picture/video** of you in or on...

A University-Sponsored Social Media Post	⌄
A University Webpage	⌄
University Print Media (Banner, Poster, Flyer, etc.)	⌄
A University TV/Video Advertisement	⌄

Please select your level of agreement with the following statements based on Texas Christian University's visual marketing communications (social media posts, webpages, print media, TV/video ads) that show students.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
Texas Christian University accurately portrays its racial/ethnic diversity.	O	O	O	O	O
Texas Christian University accurately portrays how inclusive it is.	O	O	O	O	O
Texas Christian University's portrayals of its racial/ethnic diversity are misleading.	O	O	O	O	O
Texas Christian University's portrayals of inclusion on campus are misleading.	O	O	O	O	O
I am satisfied with Texas Christian University's portrayals of its racial/ethnic diversity.	O	O	O	O	O
I am satisfied with Texas Christian University's portrayals of how inclusive the university is.	O	O	O	O	O

This is the final section. It includes questions based on your general personal information.

What is your school classification?

Freshman
Sophomore
Junior
Senior
Graduate Student
Other:

Within TCU, what college(s) does your major(s)/ intended major(s) belong to? Select all that apply:

Neeley School of Business
AddRan College of Liberal Arts
Bob Schieffer College of Communication
College of Education
College of Fine Arts
College of Science and Engineering
Harris College of Nursing and Health Sciences
School of Interdisciplinary Studies
TCU and UNTHSC School of Medicine
Undecided
Prefer not to say

What is your gender?

Female

Male

Other

I prefer not to respond

What is the highest level of school completed or the highest degree received by your parents/legal guardians?

Less than high school degree

High school graduate (high school diploma or equivalent including GED)

Some college but no degree

Associate degree in college (2-year)

Bachelor's degree in college (4-year)

Master's degree

Doctoral degree

Professional degree (JD, MD)

Which of the following best describes you?

Asian or Pacific Islander

Black or African American

Hispanic or Latino

Native American or Alaskan Native

White or Caucasian

Multiracial or Biracial

Other:

I prefer not to respond

Appendix B: Survey Analysis

Tests of One Mean

Test #	H₀	Mean	StdDev	n	Zstat	Zcrit	Result
1	People do not have an opinion about if their race/ethnicity is well-represented at TCU	4.08	1.52	130	8.10	± 1.96	Reject
2	People do not have an opinion about if there are typically other people of their race/ethnicity in their classes at TCU	3.98	1.58	130	7.07	± 1.96	Reject
3	**People do not have an opinion about if TCU is racially/ethnically diverse**	**2.31**	**1.25**	**130**	**-6.29**	**± 1.96**	**Reject**
4	**People do not have an opinion about if they feel like they belong at TCU**	**4.14**	**1.06**	**130**	**12.26**	**± 1.96**	**Reject**
5	People do not have an opinion about if they feel like they can voice a contrary opinion in their classes without fear of negative consequences	3.33	1.11	130	3.39	± 1.96	Reject
6	People do not have an opinion about if they feel like they can voice a contrary opinion to other students without fear of negative consequences	3.42	1.1	130	4.35	± 1.96	Reject
7	People do not have an opinion about if they feel like students at TCU treat one another with respect	3.7	1.01	130	7.9	± 1.96	Reject
8	**Black students do not have an opinion about if they feel like students at TCU treat one another with respect**	**2.16**	**0.41**	**6**	**-5.02**	**± 1.96**	**Reject**
9	People do not frequently feel excluded by other students at TCU	2.36	1	130	-7.3	1.645	Fail to Reject
10	People do not frequently feel excluded by faculty/staff at TCU	1.62	0.84	130	-18.73	1.645	Fail to Reject
11	People do not frequently feel excluded by university leaders at TCU	1.7	0.97	130	-15.28	1.645	Fail to Reject
12	People do not frequently see students being excluded by other students at TCU	2.52	1.03	130	-5.31	1.645	Fail to Reject

13	People do not frequently see students being excluded by faculty/staff at TCU	1.91	0.97	130	-12.81	1.645	Fail to Reject
14	People do not frequently see students being excluded by university leaders at TCU	1.82	1	130	-13.45	1.645	Fail to Reject
15	People do not have an opinion on if TCU is making progress in its efforts to create a racially/ethnically diverse student body	3.56	1.09	130	5.86	± 1.96	Reject
16	People do not have an opinion on if TCU is committed to creating a racially or ethnically diverse student body	3.25	1.17	130	2.44	± 1.96	Reject
17	Black students do not have an opinion on if TCU is committed to creating a racially or ethnically diverse student body	2.16	0.41	6	-5.02	± 1.96	Reject
18	People do not have an opinion on if TCU is committed to creating an inclusive environment for all students	3.66	1.21	130	6.22	± 1.96	Reject
19	People do not have an opinion on if TCU is making progress in its efforts to create an inclusive environment for all students	3.93	0.99	130	10.71	± 1.96	Reject
20	People do not have an opinion about if TCU accurately portrays its racial/ethnic diversity	2.72	1.36	130	-2.35	± 1.96	Reject
21	People do not have an opinion on if TCU accurately portrays how inclusive it is	2.9	1.35	130	-0.84	± 1.96	Fail to Reject
22	Black students do not have an opinion on if TCU accurately portrays how inclusive it is	2	0.63	6	-3.89	± 1.96	Reject
23	People do not have an opinion on if they think TCU's portrayals of its racial/ethnic diversity are misleading	3.57	1.53	130	4.25	± 1.96	Reject
24	People do not have an opinion about if TCU's portrayals of inclusion on campus are misleading.	3.24	1.56	130	1.75	± 1.96	Fail to Reject

25	Black students do not have an opinion about if TCU's portrayals of inclusion on campus are misleading.	4.67	1.03	6	3.97	± 1.96	Reject
26	People do not have an opinion on TCU's portrayals of its racial/ethnic diversity	2.85	1.32	130	-1.30	± 1.96	Fail to Reject
27	Black students do not have an opinion on TCU's portrayals of its racial/ethnic diversity	2.33	0.82	6	-2.00	± 1.96	Reject
28	People do not have an opinion about TCU's portrayals of how inclusive it is	2.96	1.32	130	-0.35	± 1.96	Fail to Reject
29	Black students do not have an opinion on TCU's portrayals of how inclusive it is	2.33	0.82	6	-2.00	± 1.96	Reject

Chi-Squared Analyses

Q7 & Q30 - Race/Ethnicity & Inclusion - *Chi-Square*

OBSERVED	Disagree	Neutral	Agree	Grand Total
Asian or Pacific I	1	1	7	9
Black or African .	1	2	3	6
Hispanic or Latin	4	0	11	15
Multiracial or Bi	2	0	5	7
Native American	1	0	0	1
White or Caucas	8	2	81	91
Grand Total	17	5	107	129

EXPECTED	Disagree	Neutral	Agree	Grand Total
Asian or Pacific I	1.186046512	0.3488372093	7.465116279	9
Black or African .	0.7906976744	0.2325581395	4.976744186	6
Hispanic or Latin	1.976744186	0.5813953488	12.44186047	15
Multiracial or Bi	0.9224806202	0.2713178295	5.80620155	7
Native American	0.1317829457	0.03875968992	0.8294573643	1
White or Caucas	11.99224806	3.527131783	75.48062016	91
Grand Total	17	5	107	129

Step 1

Ho — There is no association between race/ethnicity and sense of belonging at TCU

Ha — There is an association between race/ethnicity and sense of belonging at TCU

Step 2

$\chi 2$ Test — df= (5-1)*(3-1)=8

Step 3

α = 0.05

Step 4

$\chi 2$ Stat — 28.99

Step 5

$\chi 2$Crit — 15.507

Step 6 +7

Reject

Step 8

There is an association between race/ethnicity and sense of belonging at TCU

VALUES	Disagree	Neutral	Agree
Asian or Pacific I	0.02918376653	1.215503876	0.02897920742
Black or African .	0.05540355677	13.43255814	0.785155401
Hispanic or Latin	2.070861833	0.5813953488	0.16709411
Multiracial or Bi	1.258615074	0.2713178295	0.1119425384
Native American	5.72001824	0.03875968992	0.8294573643
White or Caucas	1.329028928	0.661197717	0.4035943771

Q17 & Q30 - Race/Ethnicity & Asked Social - *Chi-Square*

OBSERVED	No	Yes	Grand Total
Asian or Pacific I	6	3	9
Black or African .	1	5	6
Hispanic or Latin	15	0	15
Multiracial or Bi	3	4	7
Native American	1	0	1
White or Caucas	81	10	91
Grand Total	107	22	129

EXPECTED	No	Yes	Grand Total
Asian or Pacific I	7.465116279	1.534883721	9
Black or African .	4.976744186	1.023255814	6
Hispanic or Latin	12.44186047	2.558139535	15
Multiracial or Bi	5.80620155	1.19379845	7
Native American	0.8294573643	0.1705426357	1
White or Caucas	75.48062016	15.51937984	91
Grand Total	107	22	129

Step 1

Ho — There is no association between race/ethnicity and offers to appear in TCU social media posts

Ha — There is an association between race/ethnicity and offers to appear in TCU social media posts

Step 2

$\chi 2$ Test — df= (2-1)*(6-1)=5

Step 3

α = 0.05

Step 4

$\chi 2$ Stat — 33.93

Step 5

$\chi 2$Crit — 11.07

Step 6 +7

Reject

Step 8

There is an association between race/ethnicity and offers to appear in TCU social media posts

VALUES	No	Yes	Grand Total
Asian or Pacific I	0.2875461856	1.398520085	9
Black or African .	3.177678765	15.455074	6
Hispanic or Latin	0.5259726146	2.558139535	15
Multiracial or Bi	1.356268306	6.596395852	7
Native American	0.03506484098	0.1705426357	1
White or Caucas	0.4035943771	1.962936289	91
Grand Total	107	22	129

Q17 & Q30 - Race/Ethnicity & Asked Webpage - *Chi-Square*

OBSERVED	No	Yes	Grand Total
Asian or Pacific I	8	0	9
Black or African .	5	1	6
Hispanic or Latin	14	1	15
Multiracial or Bi	4	3	7
Native American	1	0	1
White or Caucas	80	11	91
Grand Total	**112**	**16**	**128**

EXPECTED	No	Yes	Grand Total
Asian or Pacific I	7.875	1.125	9
Black or African .	5.25	0.75	6
Hispanic or Latin	13.125	1.875	15
Multiracial or Bi	6.125	0.875	7
Native American	0.875	0.125	1
White or Caucas	79.625	11.375	91
Grand Total	**112**	**16**	**128**

	Step 1	
Ho	There is no association between race/ethnicity and offers to appear on TCU webpages	
Ha	There is an association between race/ethnicity and offers to appear on TCU webpages	
	Step 2	
χ2 Test	df= (2-1)*(6-1)=5	
	Step 3	
α = 0.05		
	Step 4	
χ2 Stat	7.74	
	Step 5	
χ2Crit	11.07	
	Step 6 +7	
	Fail to Reject	
	Step 8	

There is no association between race/ethnicity and offers to appear on TCU webpages

VALUES	No	Yes	Grand Total
Asian or Pacific I	0.00198412698₄	1.125	9
Black or African .	0.0119047619	0.08333333333	6
Hispanic or Latin	0.05833333333	0.4083333333	15
Multiracial or Bi	0.737244898	5.160714286	7
Native American	0.01785714286	0.125	1
White or Caucas	0.001766091052	0.01236263736	91
Grand Total	**112**	**16**	**128**

Q17 & Q30 - Race/Ethnicity & Appeared Webpage - *Chi-Square*

OBSERVED	No	Yes	Grand Total
Asian or Pacific I	9	0	9
Black or African .	4	2	6
Hispanic or Latin	13	2	15
Multiracial or Bi	5	2	7
Native American	1	0	1
White or Caucas	73	18	91
Grand Total	**105**	**24**	**129**

EXPECTED	No	Yes	Grand Total
Asian or Pacific I	7.325581395	1.674418605	9
Black or African .	4.88372093	1.11627907	6
Hispanic or Latin	12.20930233	2.790697674	15
Multiracial or Bi	5.697674419	1.302325581	7
Native American	0.8139534884	0.1860465116	1
White or Caucas	74.06976744	16.93023256	91
Grand Total	**105**	**24**	**129**

	Step 1	
Ho	There is no association between race/ethnicity and offers to appear on TCU webpages	
Ha	There is an association between race/ethnicity and offers to appear on TCU webpages	
	Step 2	
χ2 Test	df= (2-1)*(6-1)=5	
	Step 3	
α = 0.05		
	Step 4	
χ2 Stat	3.96	
	Step 5	
χ2Crit	11.07	
	Step 6 +7	
	Fail to Reject	
	Step 8	

There is no association between race/ethnicity and offers to appear on TCU webpages

VALUES	No	Yes	Grand Total
Asian or Pacific I	0.3827242525	1.674418605	9
Black or African .	0.1599114064	0.6996124031	6
Hispanic or Latin	0.05120708749	0.2240310078	15
Multiracial or Bi	0.08542952065	0.3737541528	7
Native American	0.04252491694	0.1860465116	1
White or Caucas	0.0154503304	0.0675951955	91
Grand Total	**105**	**24**	**129**

Q17 & Q30 - Race/Ethnicity & Appeared Social - *Chi-Square*

OBSERVED	No	Yes	Grand Total
Asian or Pacific I	6	3	9
Black or African .	2	4	6
Hispanic or Latin	10	5	15
Multiracial or Bir	4	3	7
Native American	1	0	1
White or Caucas	62	29	91
Grand Total	**85**	**44**	**129**

EXPECTED	No	Yes	Grand Total
Asian or Pacific I	5.930232558	3.069767442	9
Black or African .	3.953488372	2.046511628	6
Hispanic or Latin	9.88372093	5.11627907	15
Multiracial or Bir	4.612403101	2.387596899	7
Native American	0.6589147287	0.3410852713	1
White or Caucas	59.96124031	31.03875969	91
Grand Total	**85**	**44**	**129**

Step 1

Ho — There is no association between race/ethnicity and appearances on TCU social media

Ha — There is an association between race/ethnicity and appearances on TCU social media

Step 2

χ^2 Test — df= (2-1)*(6-1)=5

Step 3

$\alpha = 0.05$

Step 4

χ^2 Stat — 3.80

Step 5

χ^2Crit — 11.07

Step 6 +7

Fail to Reject

Step 8

There is no association between race/ethnicity and appearances on TCU social media

VALUES	No	Yes	Grand Total
Asian or Pacific I	0.000820793433	0.00158562367Ꝺ	9
Black or African .	0.965253078	1.864693446	6
Hispanic or Latin	0.00136798905ᴇ	0.002642706131	15
Multiracial or Bir	0.0813106638	0.1570774187	7
Native American	0.1765617875	0.3410852713	1
White or Caucas	0.06932046522	0.1339145351	91
Grand Total	**85**	**44**	**129**

Correlation Analyses

	Q7_1	Q20_2
Q7_1	1	
Q20_2	0.4559721	1

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.4559721
R Square	0.2079106
Adjusted R S	0.2017224
Standard Erro	1.212821
Observations	130

ANOVA

	df	SS	MS	F	Significance F
Regression	1	49.420343	49.420343	33.597915	4.991E-08
Residual	128	188.27966	1.4709348		
Total	129	237.7			

	Coefficients	Standard Erro	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0.4881582	0.4294765	1.1366354	0.2578142	-0.361634	1.3379508	-0.361634	1.3379508
Q7_1	0.5827871	0.1005434	5.7963708	4.991E-08	0.3838447	0.7817294	0.3838447	0.7817294

Reject: There is an association between the perceived accuracy of the representation of inclusion in TCU's marketing materials and feelings about inclusion on campus.

	Q9_3	Q20_1
Q9_3	1	
Q20_1	0.534423	1

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.534423
R Square	0.285608
Adjusted R S	0.280027
Standard Erro	1.162248
Observations	130

ANOVA

	df	SS	MS	F	Significance F
Regression	1	69.12589	69.12589	51.1733	5.8E-11
Residual	128	172.9049	1.350819		
Total	129	242.0308			

	Coefficients	Standard Erro	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	1.372082	0.214611	6.39336	2.77E-09	0.947439	1.796726	0.947439	1.796726
Q9_3	0.585431	0.081838	7.153552	5.8E-11	0.423501	0.747361	0.423501	0.747361

Reject: There is an association between the perceived accuracy of diversity in TCU's marketing materials and feelings about diversity on campus.

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