

SULLY STATUE SURVEY

WRITTEN REPORT

PROVIDED BY
STUDENT LIFE SERVICES

TEXAS A&M
SENATE
STUDENT GOVERNMENT ASSOCIATION

Student Government Association Student Senate Sully Statue Survey Spring 2020

Purpose of Assessment:

The Student Senate wanted to collect input from the Texas A&M University student body regarding the statue of Lawrence Sullivan 'Sully' Ross that is located in the Academic Plaza and options surrounding its future presence on campus. Student Senators developed survey questions and contacted Student Life Studies to assist in survey editing, distribution, analysis and report of the survey results so the Senate can report the findings to Texas A&M administration and to the student body.

Key Findings:

Student Life Studies identified several key findings that the Student Senate may take under consideration developing their recommendations based on the results. However, the Student Senate may identify other key findings using their knowledge and understanding of the student community.

- As reflected by the 39% response rate (22,824 responses), the student body was very engaged in responding to this survey. Respondents' demographics resembled the spring 2020 College Station campus student population with some exception. Students identifying as white responded five percentage points higher than their representation in the student population, and international student response was five points less than their representation in the student population.
- Students' response to all five questions were divergent, and most notable when responses were evaluated by the students' race and ethnicity demographic. As shown in Image 1 more than 50% of students who identify as Black, Asian, Hispanic/Latino and as International students each indicated they were unlikely and very unlikely to support the potential option of no change to the Sully Statue.

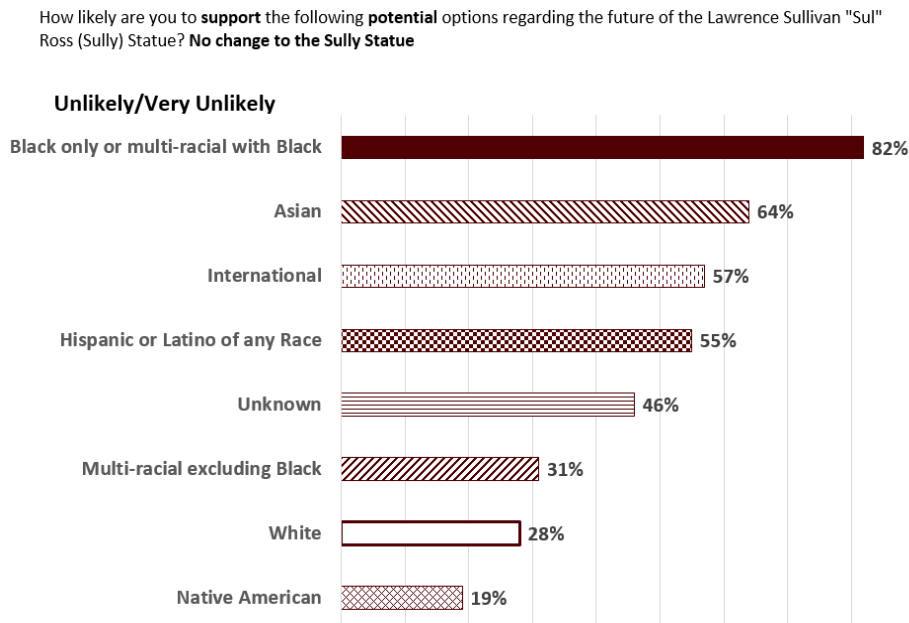


Image 1: Unlikely/Very Unlikely to Support No Change to the Sully Statue

Method and Sample:

The six-question survey was developed using Qualtrics®, a survey design software that creates web-based forms and databases. Five questions were quantitative and one qualitative; due to branching technology not all respondents saw all questions. The data were analyzed using SPSS®, a statistical software package, and Microsoft Word®. In addition, results were made available through a web-link accessed dashboard, developed using Tableau software.

The survey was sent successfully to 58,746 spring 2020 College Station students' campus email addresses on June 12, 2020 with reminders being sent to non-respondents on June 19 and June 26; the survey closed on June 30, 2020. Of the 58,746 students receiving the survey, 22,824 responded to at least one question, yielding a 39% response rate.

Results:

Results will be reported as means, standard deviations (sd), and frequency percentages for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are listed in descending mean or frequency order unless otherwise stated. Summary themes of the qualitative question are contained in this report; an entire list can be found in a separate document. All data included in this report was also disaggregated by classification and college which also can be found in a separate document. Students' demographics were pulled from the University's information system based on the students' Unique Identification Number (UIN). Native Indian/Native American, Native Hawaiian or Pacific Islander students were identified as Native in the figures.

Survey response rating scale used was "Very Likely" =5, "Likely" =4, "Neutral" =3, "Unlikely" =2 and "Very Unlikely" =1, however for clarity of presentation "Very Likely" and "Likely" responses, and "Unlikely" and "Very Unlikely" responses were combined throughout this report. Means and standard deviations reported reflect the adjustment of the 5-point scale to the 3-point scale of "Very Likely/Likely" =3, "Neutral" =2 and "Unlikely/Very Unlikely" =1. Graphics that represent cross tabulation of multiple questions, and demographics by question response have also combined the "Very Likely" with "Likely" responses and "Unlikely" with "Very Unlikely" responses.

Students were asked to indicate how likely they were to support five potential options regarding the future of the Lawrence Sullivan “Sul” Ross statue. Image 2 and Table 1 present the students’ responses to how likely students would support the potential option of no change to the Sully Statue. Image 2 below shows 82% of Black students least likely to support that potential option, followed by Asian (64%), International (57%) and Hispanic/Latino (55%) students. Students identifying as Native American/Native Hawaiian or Pacific Islander (67%), White (65%) students and students identifying as Multi-racial (60%) were most likely to support the potential option of no change to the Sully Statue.

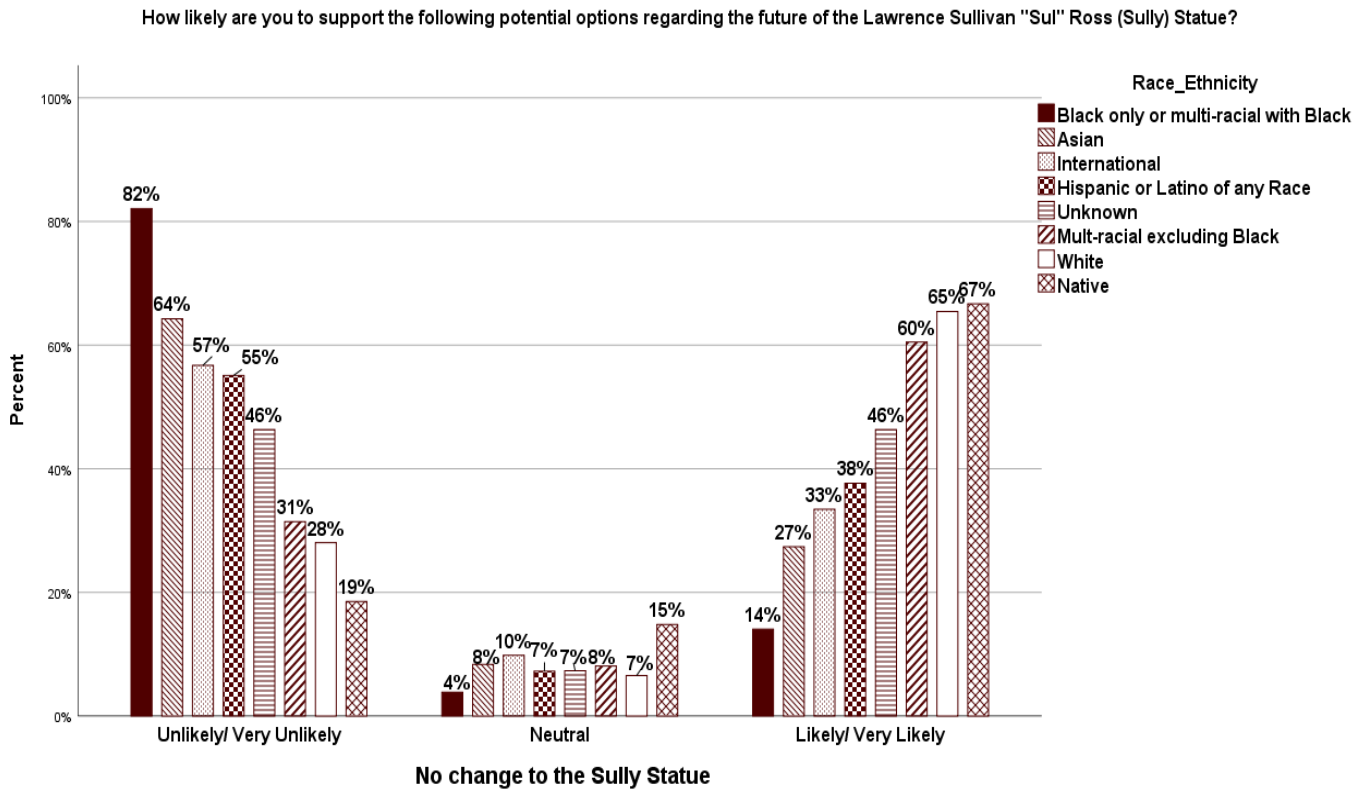


Image 2: No Change to Sully Statue- Frequencies (n=21,520)

Table 1, below displays the means, standard deviation and number of the students’ responses to that first question by students’ ethnic and race demographic.

Ethnicity/Race	Native American/ Native Hawaiian or Pacific Islander	White	Multi-racial, excluding Black	Unknown or not reported	Hispanic/ Latino of any race	International	Asian	Black only or multi-racial with Black
Mean	2.48	2.37	2.29	2.00	1.83	1.77	1.63	1.32
(sd)	(.80)	(.89)	(.92)	(.97)	(.95)	(.92)	(.88)	(.71)
[n]	[54]	[13157]	[582]	[82]	[4937]	[580]	[1402]	[726]

Table 1: No Change to the “Sully” Statue

Image 3 and Table 2 present the students' responses to the last question of how likely students would support the potential option of removing the Sully Statue. Seventy nine percent of Black, 59% of Asian and 49% of Hispanic/Latino students were most likely to support that potential option; Native American/Native Hawaiian or Pacific Islander (75%), White (73%) and students identifying as Multi-racial (67%) were most unlikely to support that potential option.

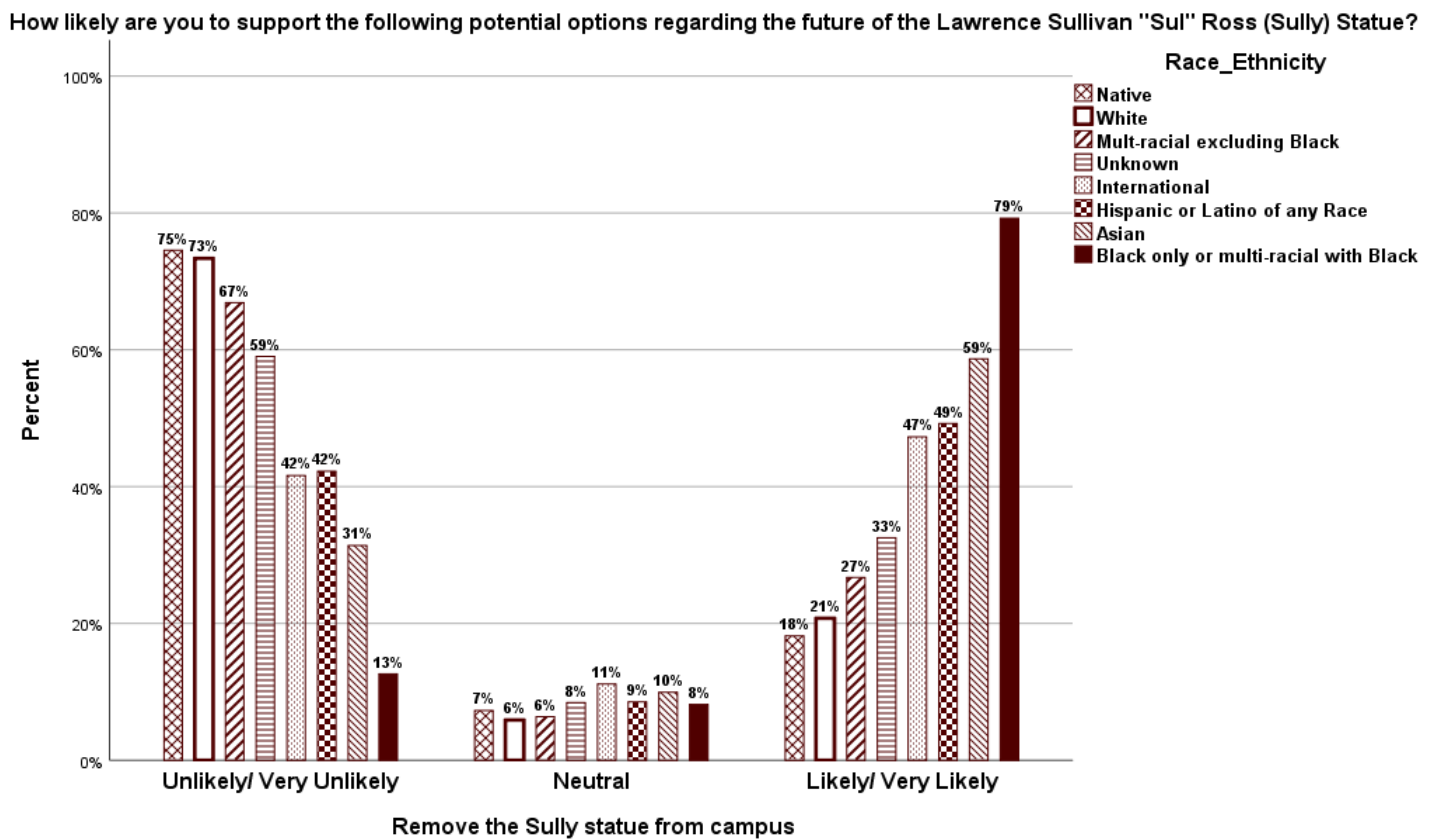


Image 3: Remove the Sully Statue from Campus- Frequencies (n=21539)

Table 2, below displays the means, standard deviation and number of the students' responses to the question "Remove the Sully Statue" by respondents' ethnic and race demographic in descending mean order left to right.

Ethnicity/Race	Black only or multi-racial with Black	Asian	Hispanic/ Latino of any race	International	Unknown or not reported	Multi-racial, excluding Black	White	Native American/ Native Hawaiian or Pacific Islander
Mean	2.67	2.27	2.07	2.06	1.73	1.60	1.47	1.44
(sd)	(.69)	(.91)	(.95)	(.94)	(.93)	(.88)	(.82)	(.79)
[n]	[736]	[1408]	[4934]	[584]	[83]	[580]	[13159]	[55]

On the following page, Image 4 and Table 3 present the students' responses to the question of how likely students would support the option of adding a placard that displays the entire history of the Sully Statue. Fifty one percent of Black, 37% of Hispanic/Latino and 35% of Asian students were least likely to support the potential option, while 65% Native American/Native Hawaiian or Pacific Islander, 63% White and 60% Multi-racial were more likely to support that potential option.

How likely are you to support the following potential options regarding the future of the Lawrence Sullivan "Sul" Ross (Sully) Statue?

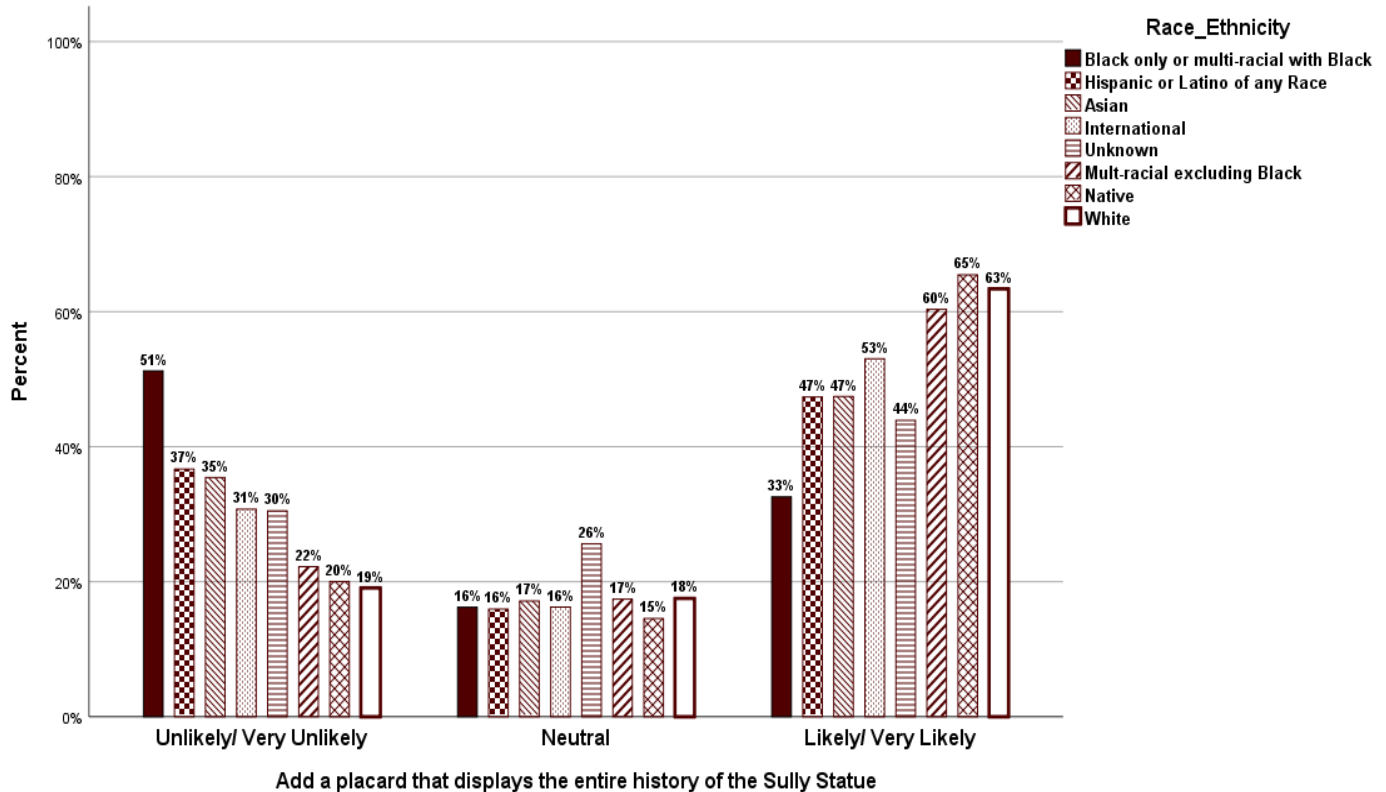


Image 4: Add a Placard Displaying Entire History of the Sully Statue-Frequencies (n=21504)

Table 3, below displays the means, standard deviation and number of the students' responses to the potential option supporting "Add a placard that displays the entire history of the Sully State" by respondents' ethnic and race demographic in descending mean order left to right.

Ethnicity/Race	Native American /Native Hawaiian or Pacific Islander	White	Multi-racial, excluding Black	International	Unknown or not reported	Asian	Hispanic/Latino of any race	Black only or multi-racial with Black
Mean	2.45	2.44	2.38	2.22	2.13	2.12	2.11	1.81
(sd)	(.81)	(.79)	(.83)	(.89)	(.86)	(.90)	(.91)	(.90)
[n]	[55]	[1315 1]	[580]	[579]	[82]	[1400]	[4929]	[728]

On the following page, Image 5 and Table 4 present the students' responses to the question of how likely students would support the option of relocation the Sully Statue to an on-campus museum or library. Sixty percent of Native American/Native Hawaiian or Pacific Islander, 56% White and 55% Multi-racial students were least likely to support that potential option; while 53% of Black, 49% Asian, and 42% Hispanic/Latino students were most likely to support that potential option;

How likely are you to support the following potential options regarding the future of the Lawrence Sullivan "Sul" Ross (Sully) Statue?

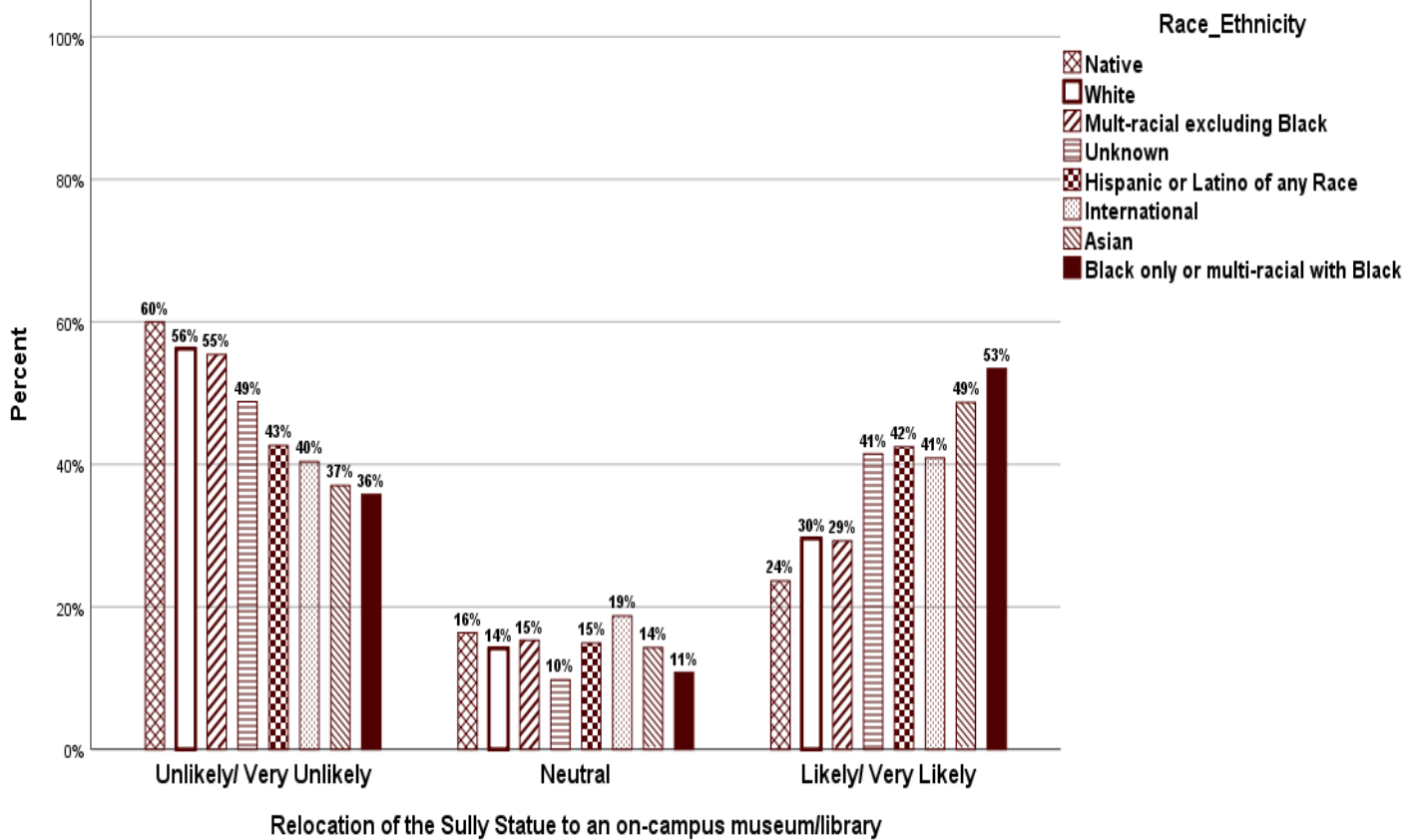


Image 5: Relocation of the Sully Statue to an On-Campus Museum/Library - Frequencies (n=21523)

Table 4, below, displays the means, standard deviation and number of the students' responses to the potential option supporting "Relocation of the Sully Statue to an on-campus library/museum" by respondents' ethnic and race demographic in descending mean order left to right.

Ethnicity/Race	Black only or multi-racial with Black	Asian	Hispanic/Latino of any race	International	Unknown or not reported	Multi-racial, excluding Black	White	Native American/ Native Hawaiian or Pacific Islander
Mean	2.18	2.12	2.00	2.01	1.93	1.74	1.73	1.64
(sd)	(.93)	(.92)	(.92)	(.90)	(.95)	(.88)	(.89)	(.85)
[n]	[730]	[1407]	[4932]	[582]	[82]	[581]	[13154]	[55]

On the following page, Image 6 and Table 5 present the students' responses to the possible option supporting the relocation the Sully Statue to an on-campus location not including a museum or library. Responses in the "Very Unlikely" and "Unlikely" response choice were most prominent. Over 50% of all students groups were least likely to support that potential option.

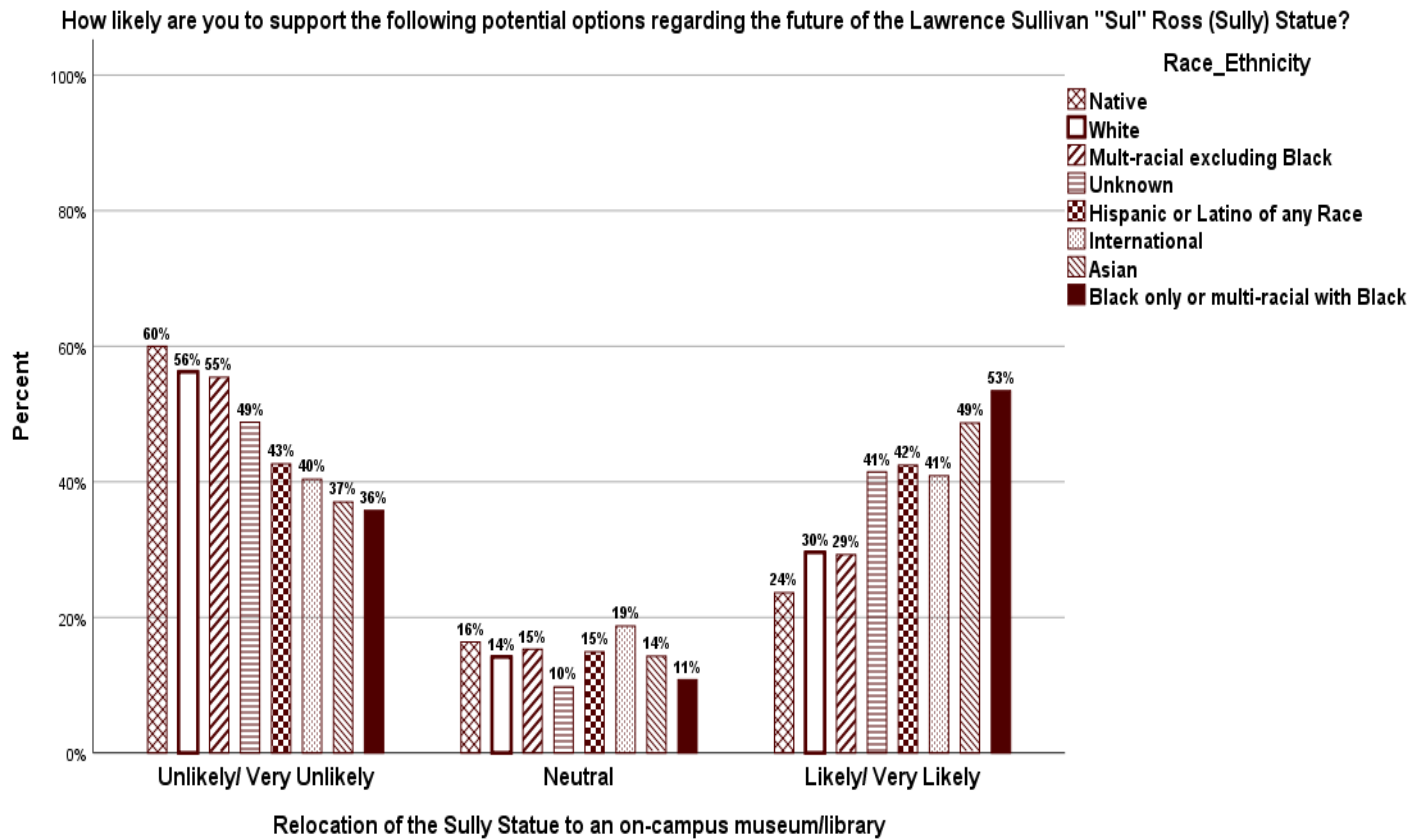


Image 5: Relocation of the Sully Statue to another Location On-Campus not including a Museum/Library - Frequencies (n=21500)

Ethnicity/Race	Asian	Black only or multi-racial with Black	International	Hispanic/Latino of any race	Native American /Native Hawaiian or Pacific Islander	Unknown or not reported	White	Multi-racial, excluding Black
Mean	1.67	1.65	1.56	1.54	1.47	1.44	1.42	1.40
(sd)	(.83)	(.86)	(.75)	(.79)	(.72)	(.70)	(.71)	(.70)
[n]	[1405]	[729]	[580]	[4921]	[55]	[82]	[13147]	[581]

Table 5: Relocate "Sully" to another Campus Location outside of a Library/Museum

Those respondents who selected "Very Likely" or "Likely" to supporting relocating "Sully" to another campus location outside of a library or museum were provided the opportunity to indicate a desired location through an open text response. The most frequent common response by the 1599 respondents were the Cushing Library, and uncertain. Many of the comments included response not detailing an specific location, but the desire to place the statue somewhere not prominent. Many responses also did not answer the specific question, but provided opinion and feedback regarding the controversy surrounding the presence of the statue on campus. A full list of responses can be found in the attached data documents.

The aggregate frequency percentages, mean, standard deviation of the student's responses to how likely they were to support five potential options regarding the future of the Lawrence Sullivan "Sul" Ross statue are presented in Table 6 on the following page. Student responses to all options presented were divergent, as indicated by the elevated standard deviations, specifically regarding the first five options noted on Table 6.

How likely are you to support the following potential options regarding the future of the Lawrence Sullivan “Sul” Ross (Sully) Statue	Very Likely/Likely	Neutral	Very Unlikely/Unlikely	Mean (sd) [n]
Add a placard that displays the entire history of the Sully Statue	57%	17%	26%	2.31 (.85) [21504]
No change to the Sully Statue	54%	7%	39%	2.14 (.95) [21520]
Relocation of the Sully Statue to an on-campus museum/library	35%	14%	51%	1.84 (.91) [21523]
Remove the Sully Statue from campus	33%	7%	60%	1.72 (.92) [21539]
Relocation of the Sully Statue to another location on-campus, not including a museum/library	16%	17%	68%	1.47 (.75) [21500]

Table 6: Likelihood to Support Potential Options Regarding Sully Statue

The response selections of “Very Likely” and “Likely” to the statement supporting the potential option of no change to the Sully statue was cross - tabulated to the responses of the statement supporting potential option of the addition of a placard to the Sully statue displaying the history of the statue. As shown in Table 7, 68% of those indicating they were “Very Likely” and “Likely” to support the potential option of no change to the Sully statue indicate they were “Very likely” and “Likely” to support the potential option of adding a placard displaying the entire history of the Sully Statue. Also of note, 76% of those indicating they were “Very Unlikely” and “Unlikely” to support the potential option of no change to the Sully statue indicated they were “Very unlikely” and “Unlikely” to support the potential option of adding a placard displaying the entire history of the Sully Statue.

How likely are you to support the following potential options regarding the future of the Lawrence Sullivan “Sul” Ross (Sully) Statue	Add a placard that displays the entire history of the Sully Statue		
No change to the Sully Statue	Very Likely/Likely	Neutral	Very Unlikely/Unlikely
Very Likely/Likely	68%	54%	22%
Neutral	9%	7%	2%
Very Unlikely/Unlikely	21%	39%	76%
Total	100%	100%	100%

Table 7: Cross-tabulation: No Change to Sully Statue and Add a Placard Displaying the History of Sully Statue

Demographic information for the survey respondents and the Spring 2020 semester College Station campus population is included in Table 8 on the following page. In most areas, the respondents closely resemble campus population within 3 percentage points. However, students identifying as white and

females responded over 5 percentage points greater than their representation on campus, and international students and males responded five percentage points less compared to the campus population.

Demographic Category	Survey Respondents n=22,824	Spring 2020 Student Population N=58,851
Gender		
Female	53%	47%
Male	47%	53%
Ethnicity		
White	61%	56%
Hispanic or Latinx of any Race	23%	22%
Asian	7%	8%
Black Only or multi-racial including Black	3%	3%
Multi-racial, excluding Black	3%	3%
International	3%	8%
Native American Indian /Native Hawaiian or Pacific Islander	<1%	<1%
Unknown or Not Reported	<1%	1%
Classification		
Senior	35%	32%
Junior	23%	21%
Sophomore	20%	19%
Freshman	9%	9%
Masters Student	8%	11%
Graduate/Professional	6%	8%
Non-degree/Post Bac	<1%	1%
College		
College of Engineering	29%	28%
Liberal Arts	15%	14%
Agriculture and Life Sciences	12%	12%
Education and Human Development	10%	10%
Mays Business School	10%	10%
Science	6%	6%
Veterinary Medicine & Biomedical Science	6%	6%
Architecture	5%	5%
General Studies	4%	4%
Geosciences	2%	2%
George Bush School of Government	1%	1%
Nursing	<1%	<1%
College of Medicine	<1%	<1%
Corps Status		
Not in Corps	98%	96%
Corps	2%	4%

Table 8: Respondents and Spring 2020 TAMU Student Demographics

Background

The Student Government Association (SGA) at Texas A&M University represents all enrolled students on important issues. There are over 1,300 students involved in SGA, according to its website (<http://sga.tamu.edu/>), and its organizational structure consists of three governing branches, 19 committees and commissions. The Student Senate is one of the three governing branches of SGA. The mission statement of the Student Senate as given at <https://senate.tamu.edu/about/senate-101/> is "The Texas A&M University Student Senate represents all students in order to enhance the Texas A&M experience within our university and communities through research, legislation, and advocacy in accordance with the core values of our institution." Per the website, the current Student Senate includes "80 Senators, nine officers, three ex-officio officers, and numerous student aides, committee members and liaisons."

Project Details

The survey represents responses from students who were enrolled in the spring 2020 semester at the College Station campus. An open link was distributed during the first week of the survey distribution; that link was closed, but 94 responses were collected and those have been removed from the reported analysis. Also, the survey began distribution after the end of the spring semester and during the Covid-19 pandemic thus the response rate may be affected by that timing.

The Department of Student Life Studies provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Life Studies are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Life Studies can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, division staff can follow Student Life Studies on Facebook.

To work with Student Life Studies for future assessment projects, please fill out the Assessment Questionnaire at <https://slsform.dsaapps.tamu.edu/>.

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