

The Fall 2010 Campus Climate Survey Responses from Students

Prepared by Office of Institutional Research – February 2011

The Campus Climate Committee (CCC), a Presidential advisory group composed of faculty, students, administrators, and staff, in partnership with the Office of Institutional Research, conducted survey to assess perceptions of campus climate at SJSU. Campus climate was defined as “the formal environment in which we learn, teach, and work, and live in a postsecondary setting.” In addition to exploring campus constituent’s perceptions of the overall environment at San Jose State University (SJSU), the project aimed to examine the extent to which campus constituents valued diversity, and perceived SJSU as safe, welcoming, respectful, and supportive of people of different genders, abilities, races, cultures, and sexual orientations.

The Campus Climate subcommittee developed four instruments to assess the perceptions of the distinct constituents on campus: students, faculty, staff, and administrators. Data collection began October 26, 2010 and ended December 22, 2010. Invitations to participate in an online survey were given to 32,841 students. Four thousand two hundred and ninety two (4,292) responded to the questionnaire, a final response rate of about 13 percent.

The results of the survey are summarized below. If you have any questions or need additional information, please contact Dr. John Briggs, the Office of Institutional Research at (408) 924-1520 or Dr. Wiggys Sivertsen, Chairman Campus Climate Committee at (408) 924-5320.

Highlights/Selected findings:

- Students felt more should be done inside and outside the classroom to teach them about racism, sexism, homophobia, and disability discrimination. They also have a hard time discussing racially sensitive topics on campus. Despite this, most students felt that SJSU was doing a fair job adhering to its mission and goals.
- Students felt their immediate environment and the general campus environment was good for diversity.
- Students felt they did not know how to report sexist, racist, or other discriminatory incidents. They also felt that more should be done to recruit, hire and retain a diverse workforce.
- Students felt that SJSU sometimes does not help underprepared students succeed.
- Most students at SJSU do not experience discrimination first-hand at SJSU. However, some do and any discrimination is too much. SJSU should continue in its efforts to make its campus discrimination free.
- Students’ attitudes seem to reflect that SJSU is a multicultural, diverse, and inclusive institution. They think that SJSU is doing a good job in preparing them for being leaders and helping bring positive change to society.

I. Introduction

The Campus Climate Committee (CCC), a Presidential advisory group composed of faculty, students, administrators, and staff, in partnership with the Office of Institutional Research, conducted survey to assess perceptions of campus climate at SJSU. Campus climate was defined as “the formal environment in which we learn, teach, work, and live in a postsecondary setting.” In addition to exploring campus members’ perceptions of the overall environment at San Jose State University (SJSU), the project aimed to examine the extent to which campus members value diversity, and perceive SJSU as safe, welcoming, respectful, and supportive of people of different genders, abilities, races, cultures, and sexual orientations.

The Campus Climate subcommittee developed four instruments to assess the perceptions of the distinct constituents on campus: students, faculty, staff, and administrators. Data collection began October 26, 2010 and ended December 22, 2010. Invitations to participate in an online survey were given to 32,841 students. Four thousand two hundred and ninety two (4,292) responded to the questionnaire, a final response rate of about 13 percent.

A. Weightings

Because survey participants are self selected, there is a problem with over- and under-representation of gender and ethnic groups within the survey. Table 1 shows the percentage of participants by ethnicity and gender and the percentage of the general student population by ethnicity and gender. For instance, Hispanic males make up 9.1% of the general population, yet are 5.6% of all survey participants, so are under-represented in the survey. On the other hand, White females are 15.2% of the general population and 22.6% of all survey participants, so are over-represented.

Table 1

Percentage	Survey		SJSU Population	
	Male	Female	Male	Female
American Indian	0.1%	0.4%	0.1%	0.2%
Black	1.0%	2.2%	1.9%	2.0%
Asian/Pac Is	19.1%	21.3%	18.8%	17.3%
Hispanic	5.6%	10.6%	9.1%	12.6%
White	13.3%	22.6%	12.4%	15.2%
Other	1.6%	2.3%	4.6%	5.9%

This over- and under-representation is a problem because each ethnic/gender group may have different perceptions of the campus climate. If one group is over-represented its views will dominate over a group that is under-represented. In order to correct this bias, a weighting system was developed. The weighting system takes the percentage of the population, divides it against the percentage of the survey for each gender/ethnic group, and applies it to the answer for each individual in that group. For instance, White females would have a weight of 0.6749 ($15.2\% / 22.6\%$) and Hispanic males would have a weight of 1.6290 ($9.1\% / 5.6\%$).

These weights are applied to the responses of the individuals in each of these two groups. Once the responses are weighted, statistical tests can be applied and analysis can be performed. In this case, since most of the results are on Likert scales, the weights are multiplied on the value to the answer on the scale.

B. Analysis of Results

One of the most important aspects in analyzing campus climate is to make sure that SJSU is adhering to its Mission Statement and Goals. If SJSU is maintaining the standards that are stated in its Mission Statement and Goals, then it is a “responsive institution”. Therefore, in this analysis, we take each part of the Mission Statement and Goals and align it to the questions in the survey. The results of these questions will tell us how well SJSU is maintaining its institutional objectives.

Because one of the most important aspects of campus climate and the focus of the CCC is diversity and inclusiveness we will also align Diversity and Campus Climate Statement to the questions in the survey.

C. Using 2006 Data

A Campus Climate Survey was given in spring 2006. In this survey, 356 students responded out of a total student population 28,399. Using a confidence level of 95% this would give us a confidence interval of $\pm 5.16\%$. This extremely large margin of error prevents us from comparing the 2006 data with the most recent survey in 2010. The confidence interval for 2010 is $\pm 1.39\%$

II. SJSU Mission Statement and Goals

A. SJSU Mission Statement

“In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California.”

1. “To enrich the lives of its students”

SJSU is not only a place to learn facts and figures, but it is a place to get an education. The purpose of this education is to enrich student lives. Students felt that SJSU helps develops a sense of community as well as an appreciation for multicultural society on campus. The students rated these two items between “Some” and a “Great Deal”. (Table 2)

Table 2

Enriching Student Lives			
	N	Mean	Std Dev.
q3b How important do you feel the following topics are for SJSU: Developing a sense of community among students, staff, and faculty	3799	3.489	1.6772
q3f How important do you feel the following topics are for SJSU: Developing an appreciation for a multicultural society on campus	3783	3.448	1.6978

Rating Scale: 1 = None; 2 = Very little; 3 = Some; 4 = Great deal

Note: This analysis excluded “Don’t Know”=5

2. *“To transmit knowledge to its students along with the necessary skills for applying it in the service of our society”*

Learning at SJSU takes place both inside and outside the classroom. Consciousness of racism, disability discrimination, sexism, and homophobia are important to building a diverse, safe, and tolerant environment. Most of the students felt they did not learn about these either inside or outside the classroom. Most students felt they learned “A little” or “Some” on each subject (Table 3).

Table 3

Transmission of knowledge and skills			
Survey Question	N	Mean	Std Dev.
q5a How much have you learned at SJSU in the classroom about: Racism	3948	2.746	1.9761
q5b How much have you learned at SJSU in the classroom about: Disability discrimination	3924	2.334	1.8033
q5c How much have you learned at SJSU in the classroom about: Sexism	3924	2.614	1.9216
q5d How much have you learned at SJSU in the classroom about: Homophobia	3892	2.286	1.8336
q6a How much have you learned at SJSU outside the classroom, on campus, about: Racism	3937	2.554	1.9022
q6b How much have you learned at SJSU outside the classroom, on campus, about: Disability discrimination	3931	2.271	1.7595
q6c How much have you learned at SJSU outside the classroom, on campus, about: Sexism	3938	2.404	1.8167
q6d How much have you learned at SJSU outside the classroom, on campus, about: Homophobia	3926	2.396	1.8476

Rating Scale: 1 = None; 2 = A little; 3 = Some; 4 = Quiet a bit; 5 = A great deal

3. *“To expand the base of knowledge through research and scholarship.”*

Free and public discourse is necessary to expand the knowledge of a student. From this, students learn to defend their ideas and critically analyze opposing viewpoints. Students also expand their knowledge base by learning how to bring about positive change in society. SJSU students agreed from “Some” to a “Great deal” that the University is placing emphasis on these goals (Table 4).

Table 4

Expanding Knowledge Base			
	N	Mean	Std Dev.
q3d How important do you feel the following topics are for SJSU: Helping students learn how to bring about positive change in society	3788	3.524	1.7013
q3e How important do you feel the following topics are for SJSU: Promoting a climate where differences of opinion are regularly aired openly	3779	3.465	1.6748

Rating Scale: 1 = None; 2 = Very little; 3 = Some; 4 = Great deal
 Note: This analysis excluded “Don’t Know”=5

B. SJSU Goals

“For both undergraduate and graduate students, the university emphasizes the following goals:”

1. *“In-depth knowledge of a major field of study.”*

In order to promote scholarship, a student should develop an in-depth knowledge of at least one subject area. Also, that subject area, like all subjects at SJSU, should promote diversity. Students agreed somewhat that their department does this (Table 5).

Table 5

Knowledge of Major Field of Study			
	N	Mean	Std Dev.
q8e My major department emphasizes the importance of diversity in my field	3880	4.295	2.3977

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

2. *“Broad understanding of the sciences, social sciences, humanities, and the arts.”*

There were no questions on the Student Campus Climate Survey that matched this goal.

3. *“Skills in communication and in critical inquiry”*

Some of the skills that we want to teach students at SJSU are communication and critical inquiry. Part of communication is dealing with discriminatory behavior and knowing how to report it. Students somewhat disagreed that they knew how to do this (Table 6). Knowing what motivates the people you lead is part of critical thinking. Students said that SJSU develops their leadership skills from “Some” to a “Great deal” (Table 7).

Table 6

Communication and Critical Inquiry (Part 1)			
	N	Mean	Std Dev.
q7a I know how to report officially any racist, sexist, or other discriminatory behaviors	3943	3.156	2.0867

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

Table 7

Communication and Critical Inquiry (Part 2)			
	N	Mean	Std Dev.
q3c Developing leadership ability among students	3790	3.435	1.6704

Rating Scale: 1 = None; 2 = Very little; 3 = Some; 4 = Great deal
Note: This analysis excluded "Don't Know"=5

4. *“Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.”*

Today’s students have to live in a global economy which involves many cultures. Students agreed somewhat that SJSU promotes diversity (Table 8); this helps them deal with people of diverse economic and social backgrounds. Public discourse is also important and students felt somewhat comfortable talking to others about religion and political views. They disagreed that talking about racial issues made them uncomfortable.

Table 8

Multi-cultural and Global Perspective			
	N	Mean	Std Dev.
q7f I feel uncomfortable discussing racially sensitive topics on campus	3914	2.785	1.9710
q7g I value the work that SJSU is doing to promote diversity	3909	4.305	2.2149
q7h I feel comfortable talking about my religion on campus	3900	4.173	2.3266
q7j I feel comfortable expressing my political views	3924	4.135	2.3151

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

5. *“Active participation in professional, artistic, and ethnic communities.”*

In order to learn about the different subject areas, participation in professional and artistic communities is essential. To that end, SJSU must recruit high-achieving students in order to lead these communities. Students say that this is somewhat important to SJSU (Table 9). In order to have diversity at SJSU it must be encouraged. Students say that this is “Some” to a “Great Deal” important.

Table 9

Active Participation in Communities			
	N	Mean	Std Dev.
q3g Recruiting high achieving students	3660	3.219	1.6522
q3h Promoting and celebrating diversity	3788	3.398	1.6939

Rating Scale: 1 = None; 2 = Very little; 3 = Some; 4 = Great deal
 Note: This analysis excluded "Don't Know"=5

6. *“Responsible citizenship and an understanding of ethical choices inherent in human development.”*

SJSU does not just turn out psychologists or engineers; it produces citizens who know what is right and wrong. Students agreed that SJSU is preparing them to live and work in a diverse society (Table 10). However, students disagree somewhat that they are expected to represent their ethnic group in class discussion.

Table 10

Responsible Citizenship and Ethical Choices			
	N	Mean	Std Dev.
q8g I feel I am expected to represent my race or ethnicity group in discussions in class	3874	3.083	2.1348
q8i SJSU is preparing me to live and work in a diverse society	3897	4.480	2.2771

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

III. SJSU Diversity & Campus Climate

A. Diversity

“A rich mix of students, faculty, staff, and administrators make up the SJSU community.”

1. *“The campus not only values the diversity found here (e.g. age, ethnicity, gender, religion, sexual orientation)”*

Students found that their immediate campus environment values diversity. This includes being respectful, hospitable to the disabled, non-racist, non-sexist, non-homophobic, safe, supportive, and welcoming (Table 11).

Table 11

Immediate Campus Climate			
	N	Mean	Std Dev.
q2a Immediate Environment: Respectful	3898	5.505	2.7475
q2b Immediate Environment: Hospitable to the disabled	3900	5.439	2.7651
q2c Immediate Environment: Non-racist	3910	5.445	2.7722
q2d Immediate Environment: Non-sexist	3910	5.471	2.7524
q2e Immediate Environment: Non-homophobic	3896	5.437	2.7410
q2f Immediate Environment: Safe	3896	5.267	2.7845
q2g Immediate Environment: Supportive	3927	5.256	2.7702
q2h Immediate Environment: Welcoming	3921	5.342	2.8020

Rating Scale: 1 = Not at all; 4 = Neutral; 7 = Very much so

2. *“Seeks to support and nurture an environment welcoming to all.”*

Students found that the general campus environment somewhat values diversity. This includes being respectful, hospitable to the disabled, non-racist, non-sexist, non-homophobic, safe, supportive, and welcoming (Table 12). The general campus climate was not as welcoming to the principles of diversity as the immediate environment (Table 11).

Table 12

General Campus Climate			
	N	Mean	Std Dev.
q1.a General Climate: Respectful	3881	5.441	2.6987
q1b General Climate: Hospitable to the disabled	3885	5.385	2.7035
q1c General Climate: Non-racist	3935	5.390	2.7611
q1d General Climate: Non-sexist	3923	5.422	2.7344
q1e General Climate: Non-homophobic	3914	5.326	2.7081
q1f General Climate: Safe	3931	5.056	2.7509
q1g General Climate: Supportive	3950	5.078	2.7393
q1h General Climate: Welcoming	3950	5.201	2.7655

Rating Scale: 1 = Not at all; 4 = Neutral; 7 = Very much so

B. Campus Climate

“SJSU aims to:”

1. “Create a campus climate that values diversity”

It is important that the staff show sensitivity to the issues of ethnicity, race, sexism, and sexual preference in order to have a campus that values diversity. Students agree somewhat that the staff has shown understanding of a diverse campus (Table 13). Role models are also important to the feeling of inclusiveness and the students disagree somewhat that there are people they can emulate on campus.

Table 13

Campus Climate Values Diversity			
	N	Mean	Std Dev.
q8a I feel that there are role models for me on campus	3920	3.910	2.2124
q8b SJSU staff are sensitive about ethnic/racial issues	3835	4.289	2.2165
q8c SJSU staff are sensitive about sexist issues	3886	4.263	2.2315
q8d SJSU staff are sensitive about homophobic issues	3865	4.241	2.2120

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

2. “Create the administrative and organizational structure needed to coordinate and monitor campus climate progress”

One of the best ways to monitor a diverse, inclusive campus is to have the students report incidents of discriminatory behavior. Students disagree somewhat that they know how to make a report about racist, sexist, or homophobic conduct (Table 14).

Table 14

Coordinate and Monitor Campus Climate			
	N	Mean	Std Dev.
q7a I know how to report officially any racist, sexist, or other discriminatory behaviors	3943	3.156	2.0867

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

3. “Recruit, hire, and retain culturally diverse employees across all levels and areas of the university, regardless of funding source”

A welcoming, inclusive environment is one in which the faculty, staff, and administration reflect the students they teach and serve. Students feel that some or very little is being done to recruit minorities for employment at SJSU (Table 15). Students disagree somewhat that there are role models on campus and that they get more attention from faculty who are similar to them (Table 16).

Table 15

Recruit, Hire, and Retain Diverse Employees (Part 1)

	N	Mean	Std Dev.
q3a Increasing the representation of minorities in the faculty, staff, and administration	3633	2.997	1.6608

Rating Scale: 1 = None; 2 = Very little; 3 = Some; 4 = Great deal
 Note: This analysis excluded "Don't Know"=5

Table 16

Recruit, Hire, and Retain Diverse Employees (Part 2)

	N	Mean	Std Dev.
q8a I feel that there are role models for me on campus	3920	3.910	2.2124
q8f I get more personal attention from faculty who are similar to me	3877	3.311	2.0238

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

4. *“Provide professional development activities that assist all personnel in the understanding of their own and other cultures”*

There were no questions on the Student Campus Climate Survey that matched this goal.

5. *“Infuse diversity into the curriculum and promote pedagogical strategies that encourage student involvement and facilitate respect of diverse perspectives”*

The faculty members are a students’ primary contact with the SJSU campus. In order to teach students respect for diverse perspectives departments should be incorporating into their curriculum the importance of diversity. Most students somewhat agree or agree that this is being done and that SJSU is preparing them to work in a diverse society (Table 17).

Table 17

Diversity in Curriculum and Pedagogical Strategies

	N	Mean	Std Dev.
q8e My major department emphasizes the importance of diversity in my field	3880	4.295	2.3977
q8i SJSU is preparing me to live and work in a diverse society	3897	4.480	2.2771

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

6. *“Enhance professional development opportunities”*

There were no questions on the Student Campus Climate Survey that matched this goal.

7. *“Promote a user-friendly campus in which all campus citizens, students, as well as employees, feel welcomed and appreciated”*

All campus constituents should feel welcome at SJSU. This means that students should not experience any incidence of harassment or discrimination. Any incident, no matter how small, should not be tolerated and there have been some students who have encountered discrimination. Most of the SJSU students, however, have never been discriminated against (Table 18).

Table 18

User-friendly Campus			
	N	Mean	Std Dev.
q4a Have you been discriminated against on campus because of your: Gender	3946	4.672	2.1511
q4b Have you been discriminated against on campus because of your: Political Views	3928	4.585	2.1207
q4c Have you been discriminated against on campus because of your: Race/ Ethnicity	3935	4.512	2.0717
q4d Have you been discriminated against on campus because of your: Sexual Orientation	3936	4.827	2.1135
q4e Have you been discriminated against on campus because of your: Disability	3927	4.840	2.1225
q4f Have you been discriminated against on campus because of your: Language and or accent	3940	4.678	2.1501
q4g Have you been discriminated against on campus because of your: Religion	3941	4.702	2.1350
q4h Have you been discriminated against on campus because of your: Age	3940	4.656	2.1074
q4i Have you been discriminated against on campus because of your: Weight-Physical Size	3945	4.719	2.1342
q4j Have you been discriminated against on campus because of your: Body Art (e.g. tattoo’s, piercings)	3932	4.867	2.1235

Rating Scale: 1 = Frequently; 2 = Occasionally; 3 = Sometime; 4 = Seldom; 5 = Never

8. *“Provide student support activities to facilitate an environment for success”*

Helping underprepared students through remediation and other support activities is one way to facilitate and environment of success. Most students somewhat disagreed that SJSU is doing this effectively (Table 19).

Table 19

Student Success			
	N	Mean	Std Dev.
q7c SJSU helps underprepared students succeed	3881	3.790	2.0984

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

9. *“Promote and enhance community involvement”*

There were no questions on the Student Campus Climate Survey that matched this goal.

10. *“Ensure and monitor university compliance with the findings and recommendations of the Americans with Disabilities Act Self-Evaluation Transition Report”*

Most students have not been discriminated against on campus because of disability. However, most students are not disabled (Table 21). Students agreed somewhat that more consideration should be given to the needs of the disabled (Table 20).

Table 20

SJSU Compliance to ADA (Part 1)			
	N	Mean	Std Dev.
q7i I believe more consideration should be given to the needs and interests of disabled people on campus	3895	4.131	2.2445

Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

Table 21

SJSU Compliance to ADA (Part 2)			
	N	Mean	Std Dev.
q4e Have you been discriminated against on campus because of your: Disability	3927	4.840	2.1225

Rating Scale: 1 = Frequently; 2 = Occasionally; 3 = Sometime; 4 = Seldom; 5 = Never

IV. Most Promising and Disappointing Findings 2010

This section is devoted to discovering the most promising findings in the student responses to the Campus Climate Survey. In other words, we want to know what SJSU is doing right in terms of diversity and inclusiveness. This section will also discuss the most disappointing finding of the survey. These are items that the students have identified as areas of concern that SJSU should be working on as a university and as a community.

A. Normalizing Likert Scales

In order to find the most promising and disappointing findings, we must rank all the questions from the most favorable responses to the least favorable responses. However, out of the eight general questions there are six different Likert scales, so comparison is difficult without devising some type of system to make the responses equal.

The system we will use is “normalizing” the Likert Scale. To do this we take the most favorable response on the Likert scale and give it a value of 100. Then we take the least favorable response and give it a value of zero. Responses in between are given values at intervals in between zero and 100. For instance, in question 1a: General Climate is Respectful a “Not at all” response would be a zero and a “Very much so” response would be 100. Values in between would be at intervals of 16.67 because there are five intervals between the greatest and the least value (Figure 1).

Figure 1: Normalizing Likert Scales for Student Campus Climate Survey

Questions 1 & 2	1 Not at All	2	3	4 Neutral	5	6	7 Very much so
Normalized Value	0.00	16.67	33.33	50.00	66.67	83.33	100.00
Question 3	1 None	2 Very Little	3 Some	4 Great Deal	5 Don't Know		
Normalized Value	0.00	33.33	66.67	100.00	N/A		
Question 4	1 Frequently	2 Occaissionally	3 Sometime	4 Seldom	5 Never		
Normalized Value	0.00	25.00	50.00	75.00	100.00		
Questions 5 & 6	1 Nothing	2 A Little	3 Some	4 Quiet a bit	5 A Great Deal		
Normalized Value	0.00	25.00	50.00	75.00	100.00		
Q7 a, b, c, g, h, l, j, k, Q8 a, b, c, d, e, i	1 Disagree Strongly	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Agree Strongly	
Normalized Value	0.00	20.00	40.00	60.00	80.00	100.00	
Q7 d, e, f, l, Q8 f, g, h	1 Disagree Strongly	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Agree Strongly	
Normalized Value	100.00	80.00	60.00	40.00	20.00	0.00	

There are exceptions to this method. In Question 3 one of the responses is “Don’t Know”, this would not be counted. Question 4 asks about personal experiences with discrimination, a “Frequently” response would be very unfavorable and given a value of zero, a “Never” response would be the most favorable and given a value of 100. In Question 7b: My opinions/input are valued at SJSU, “Disagree Strongly” would be a very unfavorable response and given a value of zero. However, in Question 7d: I fear for my physical safety on campus, “Disagree Strongly” would be a very favorable response and given a value of 100.

After these responses were normalized, the responses were then weighted using the same weight system in the previous section. The mean value for each question was then calculated. The ranking for all of the normalized, weighted means can be found on Appendix C.

B. Most Promising Findings 2010

Table 22 lists the questions that had the most favorable normalized, weighted means. As you can see, the first ten questions ask about personal experience with discrimination; very few students experience discrimination at SJSU. It is difficult, however, to say these are the most promising results. Any amount of discrimination is too much. SJSU should be working towards making this value 100. No student at SJSU should experience discrimination.

Table 22

Most Promising Finding Student Campus Climate Survey

	N	Mean	Std Dev.
q4j Have you been discriminated against on campus because of your: Body Art	3940	96.503	43.1189
q4e Have you been discriminated against on campus because of your: Disability	3937	95.783	43.3053
q4d Have you been discriminated against on campus because of your: Sexual Orientation	3945	95.452	43.0886
q4i Have you been discriminated against on campus because of your: Weight-Physical Size	3951	92.855	43.8056
q4g Have you been discriminated against on campus because of your: Religion	3951	92.320	44.1167
q4f Have you been discriminated against on campus because of your: Language and or accent	3948	91.738	44.3041
q4a Have you been discriminated against on campus because of your: Gender	3953	91.638	44.2515
q4h Have you been discriminated against on campus because of your: Age	3950	91.166	43.4203
q4b Have you been discriminated against on campus because of your: Political Views	3941	89.353	43.9822
q4c Have you been discriminated against on campus because of your: Race/Ethnicity	3945	87.589	42.9114
q3d Helping students learn how to bring about positive change in society	3805	83.799	44.8430
q3b Developing a sense of community among students, staff, and faculty	3813	82.611	44.0922
q3e Promoting a climate where differences of opinion are regularly aired openly	3793	81.856	44.0152
q3f Developing an appreciation for a multicultural society on campus	3810	81.006	45.3266
q3c Developing leadership ability among students	3803	80.870	44.0643

There are very promising findings from this survey. Students felt overwhelmingly that SJSU helps them learn to bring about positive change in society. This is in line with our goal to give students skills and knowledge to be of service to society. Students also felt a sense of community here at SJSU. This is an accomplishment when you consider around 80% of the students commute to SJSU and do not live on campus. Students said that the climate encourages free and open discourse, and SJSU develops an appreciation for our multicultural society. This confirms

that SJSU is making progress in making the campus diverse and inclusive. Finally, SJSU is training our students in leadership.

C. Most Disappointing Findings 2010

Table 23 lists the questions that had the five most unfavorable normalized, weighted means. All of them have to do with learning inside and outside of the classroom. Appendix C indicates that all eight of the questions that deal with learning inside and outside the classroom are in the ten most unfavorable normalized, weighted means. Two of the main issues that students do not have sufficient discourse in at SJSU are disability discrimination and homophobia. Therefore, more effort should be put into making sure that the faculty and the staff address these issues with students. More information should also be made available to students about racism and sexism.

Table 23

Most Disappointing Finding Student Campus Climate Survey	N	Mean	Std Dev.
q6b How much have you learned outside the classroom, on campus: Disability discrimination	4065	30.713	38.6568
q5d How much have you learned at SJSU in the classroom about: Homophobia	4027	31.099	40.0787
q5b How much have you learned at SJSU in the classroom about: Disability discrimination	4064	32.234	39.5575
q6d How much have you learned at SJSU outside the classroom, on campus, about: Homophobia	4051	33.818	40.6933
q6c How much have you learned at SJSU outside the classroom, on campus, about: Sexism	4073	33.937	39.9264

D. Conclusion

Students felt more should be done inside and outside the classroom to teach them about racism, sexism, homophobia, and disability discrimination. They also have a hard time discussing racially sensitive topics on campus. Despite this, most students felt that SJSU was doing a fair job adhering to its mission and goals.

Students felt their immediate environment and the general campus environment was good for diversity.

Students felt they did not know how to report sexist, racist, or other discriminatory incidents. They also felt that more should be done to recruit, hire and retain a diverse workforce.

Students felt that SJSU sometimes does not help underprepared students succeed.

Most students at SJSU do not experience discrimination first-hand at SJSU. However, some do and any discrimination is too much. SJSU should continue in its efforts to make its campus discrimination free.

Students' attitudes seem to reflect that SJSU is a multicultural, diverse, and inclusive institution. They think that SJSU is doing a good job in preparing them for being leaders and helping bring positive change to society.