

FULL RESULTS OF THE STUDENT REPORT
Campus Climate at San José State University (SJSU): Student Perceptions

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 members’ perceptions of the overall environment at SJSU, the project aimed to examine the extent to which campus members valued diversity, and perceived SJSU as safe, welcoming, respectful, and supportive of people of different genders, abilities, races, cultures, and sexual orientations. Building on assessments conducted in prior years at SJSU and more recently at California Polytechnic Institute at Pomona (2002)¹, another California State University, a Campus Climate subcommittee developed four instruments to assess the perceptions of the distinct constituents on campus: students, faculty, staff, and administrators. Data collection began April 18, 2006 and ended June 10, 2006. Approximately, 3,000 student surveys were administered online (approximately 10% of the student population). Three hundred fifty six students responded to the questionnaire, a final response rate of about 12 percent. Respondents were 64% female and 33% students. Ethnically, 40% of respondents identified as White, 33% as Asian/Asian American, 12% as Latino/a, 4% as African Americans,

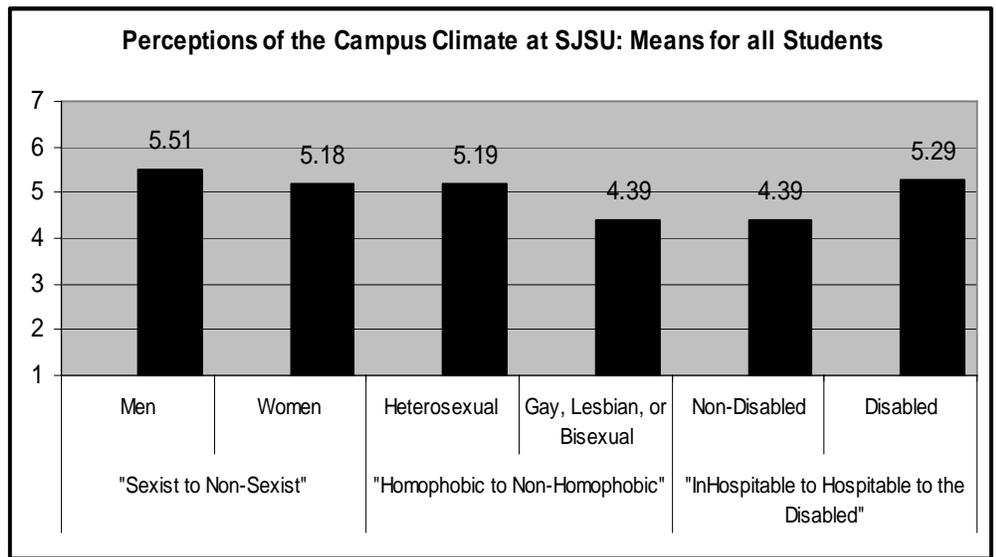
and 8% as other. 89% identified as heterosexual, and 5% of students report that they have some kind of disability (e.g., learning disability, mobility impairment). In context, the demographic composition of SJSU students is 54.17% female and 45.83% male, 27.78% White, 32.32% Asian/Pacific Islander, 14.96% Latino/a, 4.63% African American 8.08% International, 11.84% Other. Thus, our sample somewhat over-represents female and Asian/Asian American students and under-represents male, White, and Latino/a students. With input from the Campus Climate Committee, Dr. Rona Halualani (Communication Studies), Dr. Megumi Hosoda (Psychology), and Dr. Elena Klaw (Psychology) conducted all analyses and co-authored the final reports.

FINDINGS

The following points reflect the most salient findings of the student survey.

Perceptions of the Campus Climate

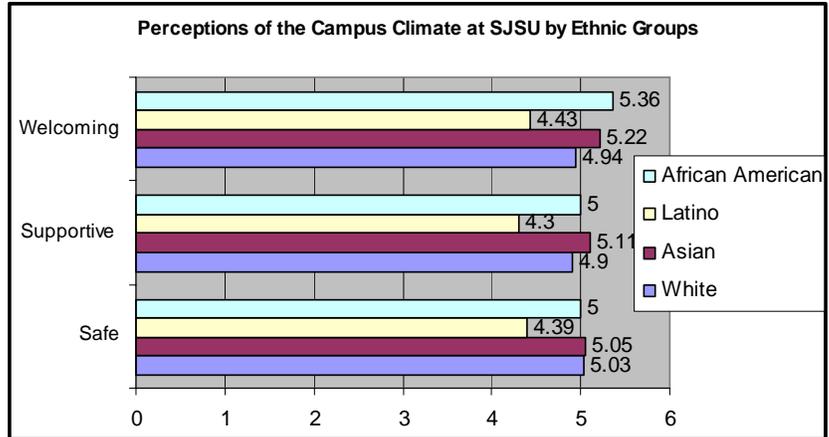
- Most students have somewhat favorable perceptions of the campus climate at



¹ See <http://www.csupomona.edu/~IRP>

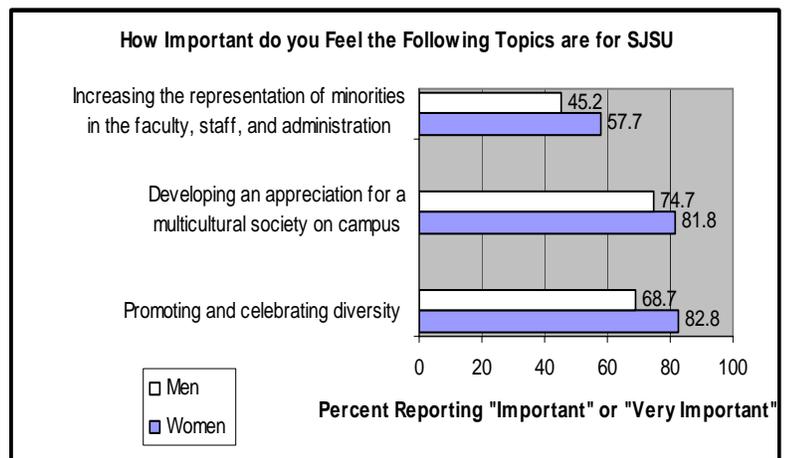
SJSU. Students tend to view the climate within their major department more positively than the climate of the University as a whole. Other salient findings regarding the general climate of the campus include: 1) women tend to describe the general climate as more “sexist” as compared to men 2) gay, lesbian, and bisexual students view the climate of the university as more “homophobic” than do heterosexual students, and 3) students with a disability describe the climate as less “hospitable to the disabled” as compared to students without a disability. Interestingly, Latino students perceive the general climate as less “safe” as compared to White and Asian students. Compared to Asian students, Latino students also tend to perceive the general climate as less “supportive” and “welcoming.”

- Overall, most students believe that it is important to “develop a sense of community among students, staff, and faculty,” “develop leadership ability among students, help students learn how to bring about positive change in society,” “promote a climate where differences of opinion are regularly aired openly,” “develop an appreciation for a multicultural society on campus, and promote and celebrate diversity.” Interestingly, female students and those students for whom English is not their primary language report that “increasing the representation of minorities in the faculty, staff, and administration,” “developing an appreciation for a multicultural society on campus,” and “promoting and celebrating diversity” as more important as compared to men and



those students who have English as a primary language, respectively.

- Furthermore, racial/ethnic minority students (i.e., Asian, Latino, African American) perceive “increasing the representation of minorities in the faculty, staff, and administration,” “developing an appreciation for a multicultural society on campus,” and “promoting and celebrating diversity” as more important than do Whites. Finally, those students who participated in an organized activity (e.g., conference, workshop) designed to promote sensitivity towards issues of diversity at SJSU tended to rate “developing leadership ability among students” and “helping students learn how to bring about positive change in society” as more important as compared to those who did not participate in such an



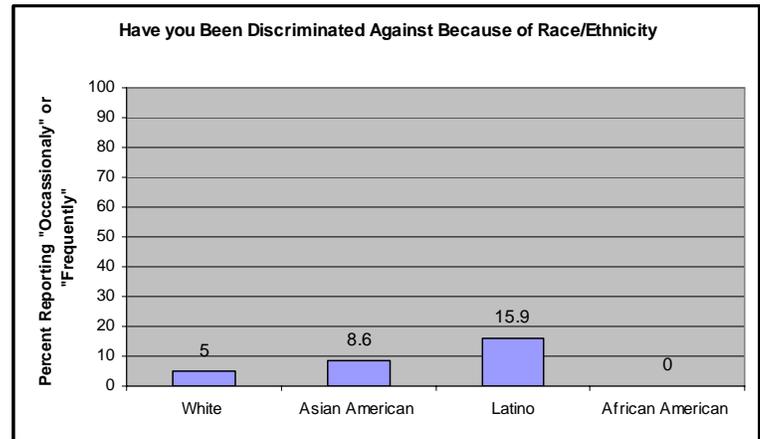
organized activity.



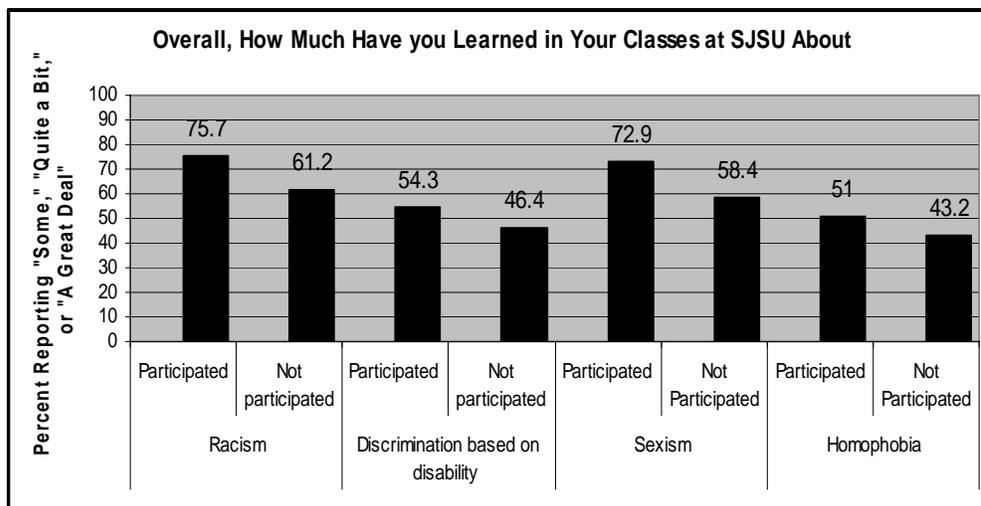
- In general, findings show that the majority of students do not personally experience discrimination at SJSU. Only 4.3% of all respondents reported having been discriminated against “occasionally” or “frequently” because of their gender, 7.7% of all respondents reported having been discriminated against “occasionally” or “frequently” because of their race/ethnicity, 7.7% of all respondents reported having been discriminated against “occasionally” or “frequently” because of their political views, 3.7% of all respondents reported having been discriminated against “occasionally” or “frequently” because of their religion, and 4.2% of all respondents reported having been

discriminated against because of their age.

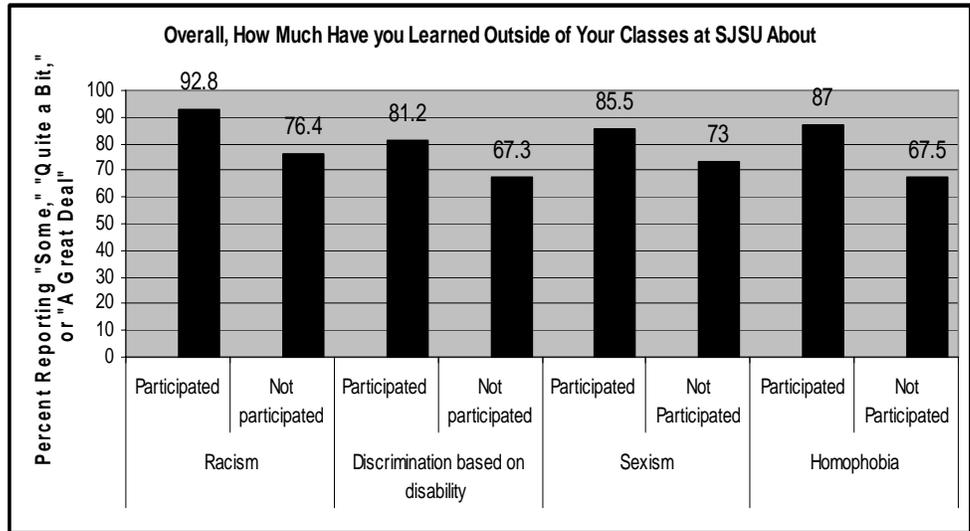
- Exactly 5.3% of the female respondents reported that they were discriminated against “occasionally” or “frequently” because of their gender; 8.3% of the homosexual or bisexual students because of their sexual orientation. Notably, a full 22.2% of the students with a disability reported having been discriminated against because of their disability, 6% of the students whose first language is not English because of their language and/or accent, and 15.9% of the Latino students because of their race/ethnicity. In



contrast, none of the African American students reported that they had been discriminated against “occasionally” or “frequently” because of their race/ethnicity.

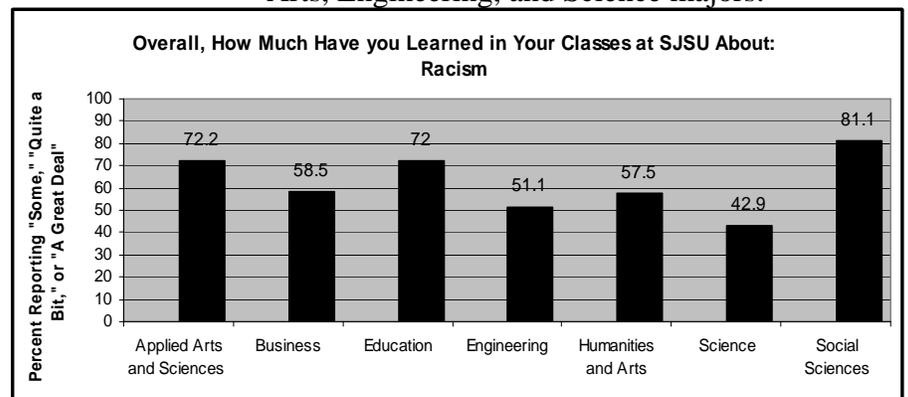


- Overall, students reported that they have learned somewhat about racism, discrimination based on disability, sexism, and homophobia in their classes at SJSU. On the other hand, students reported that they have learned “some” to



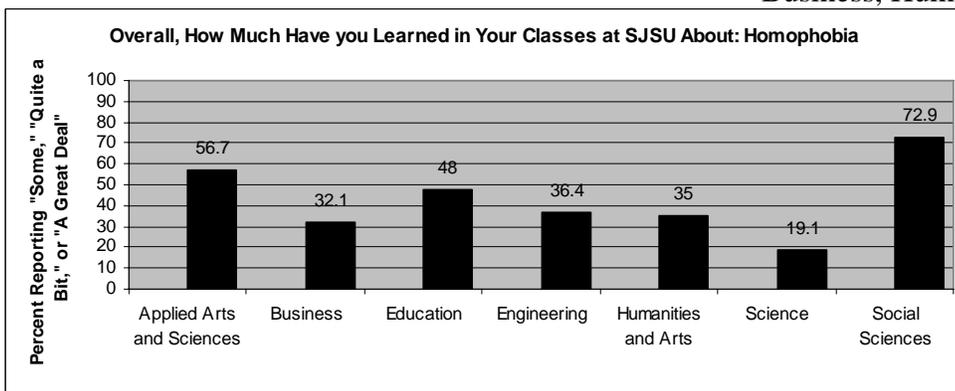
“quite a bit” about these issues outside of their classes at SJSU. Women tended to report that they have learned more about racism and sexism in classes at SJSU as compared to men. Not surprisingly, those who participated in an organized activity reported having learned more about racism, discrimination based on disability, sexism, and homophobia than those who did not.

- Relatively large proportions of Social Sciences, Applied Arts and Sciences, and Education majors reported they learned about racism in their classes, compared to Business, Humanities and Arts, Engineering, and Science majors.
- Findings also show that more Education, Social Sciences, and Applied Arts and Sciences majors feel they learned about discrimination based on disability in their classes at SJSU, relative to



- Business, Engineering, Science, and Humanities and Arts majors.
- Likewise, Education, Social Sciences, and Applied Arts and Sciences majors reported that they learned more about sexism in their classes at SJSU, compared to Business, Humanities and Arts, Engineering, and Science majors.

- A larger proportion of Social Sciences majors reported that they learned about homophobia in their classes at SJSU, in comparison to Applied Arts and Sciences, Education, Engineering, Business, Humanities and Arts, and Science majors.

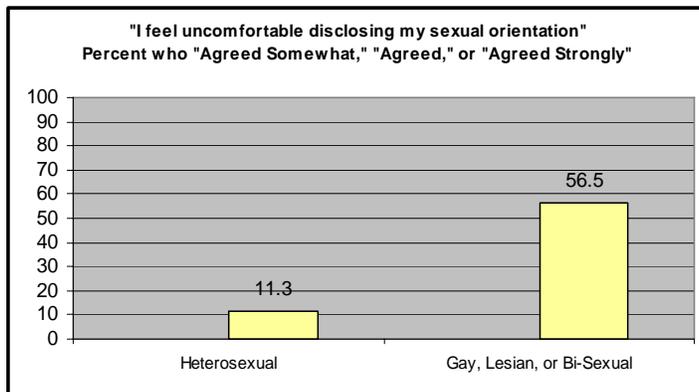


- More women (73.2%) than men (65.5%) reported that they learned about

discrimination based on disability outside of their classes at SJSU.

CAMPUS DIVERSITY

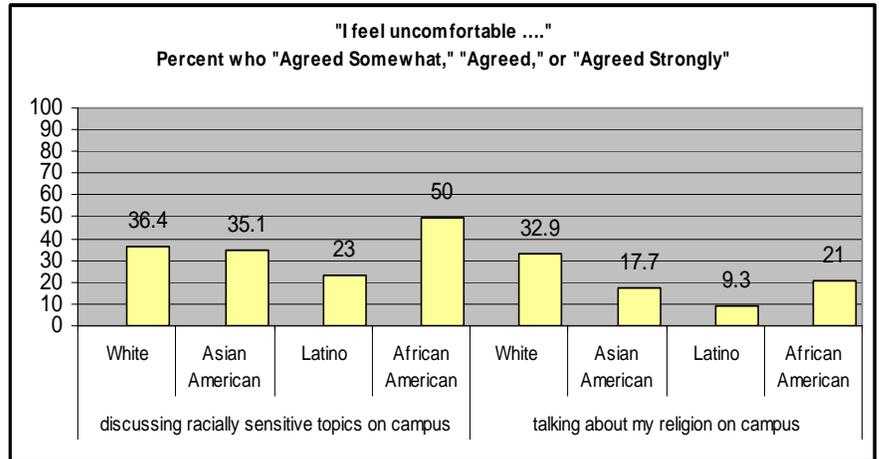
- Surprisingly, only about 40% of students indicated that they know how to officially report racist, sexist, or other discriminatory behaviors. A somewhat larger proportion of students (47.1%) who participated in an organized activity indicated that they know how to officially report these types of behaviors, as compared to those students (38.8%) who did not participate in such organized activity.
- About 63% of students agreed that their opinions/inputs are valued at SJSU and that SJSU helps under-prepared students succeed.
- Although most students (70.4%) do not fear for their physical safety on campus, a larger proportion of women (33.3%) than men (24.8%) reported that they fear for their physical safety on campus.
- Findings reveal that a majority of students (85%) do not feel uncomfortable disclosing their sexual orientation. However, 56.5% of gay, lesbian, or bi-sexual students feel



uncomfortable disclosing their sexual

orientation as compared to 11.3% of heterosexual students.

- About 65% of students reported that they do not feel uncomfortable discussing racially sensitive topics on campus. However, exactly 50% of African American students indicated they were uncomfortable discussing racially sensitive topics on campus, in



comparison to 36.4% of White, 35.1% of Asian American, and 23% of Latino students.

- A majority of students (75.9%) report that they feel comfortable talking about their political views on campus. Likewise, most students (75%) indicate that they feel comfortable talking about their religion on campus. A relatively large number of White students (32.9%) report that they feel un-comfortable talking about their religion on campus, compared to 17.7% Asian American, 9.3% Latino students, and 21% African American.
- Overall, findings show that most students (80%) value the work that SJSU is doing to promote diversity. A larger proportion of women (86.4%) than men (67%) indicate that they value the work that SJSU is doing to promote diversity.
- A majority of students (80.5%) believe that more consideration should

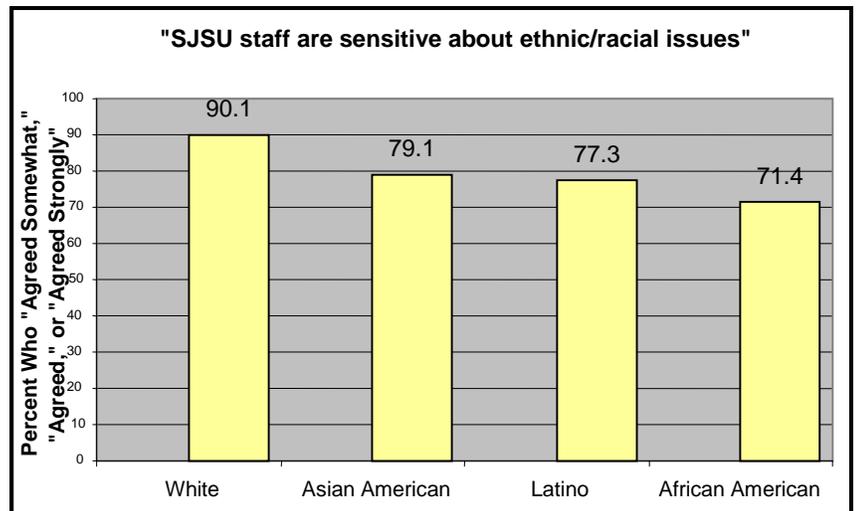
be given to the needs and interests of disabled people on campus.

The Learning Environment

- About 67% of students agreed that they felt that there are role models for them on campus. Interestingly, more women (71.9%) reported role models for them on campus than men (59.1%). A somewhat larger percent of students who participated in an organized activity (77.1%) agreed that they felt that there are role models for them on campus than those who did not participate in such organized activity (64.8%).
- The majority of students agreed that SJSU staff are sensitive about ethnic/racial (82.0%), sexist (83.1%), and homophobic issues (80.9%). Relatively, ethnic minority students reported that SJSU staff are less sensitive about ethnic/racial issues than White students. A somewhat smaller percentage of students whose English is not their primary language reported that SJSU staff are sensitive about ethnic/racial issues, compared to those students who speak English only (89.3%) and those who speak English and other language(s) (79.7%). Interestingly, the majority of students majoring in Education (92.0%), Humanities and Arts (90.0%), and Social Sciences (94.6%) agreed that SJSU staff are sensitive about ethnic/racial issues.
- A relatively large number of students agreed that their major departments emphasize the importance of diversity in their fields, and the majority of students (83.7%) reported that SJSU is preparing them to live and work in a diverse society. Findings also show that most students majoring in Education (88.0%), Social Sciences (86.5%), and Applied

Arts and Sciences (81.1%), agreed that their major departments emphasized the importance of diversity in their fields.

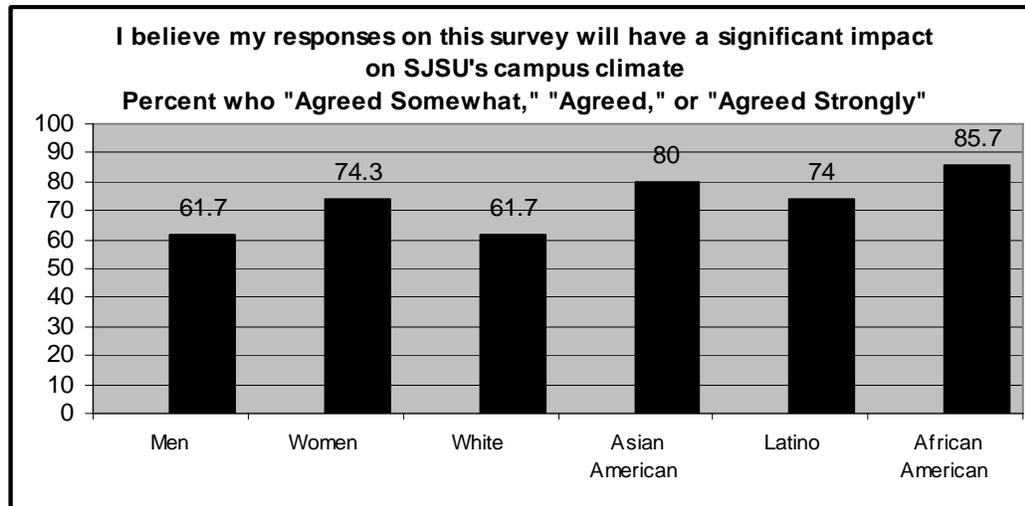
- Most students (76.4%) do not believe that “there is racial tension at SJSU.”
- Less than a half of students (43.0%) agreed that they get more personal attention from faculty who are similar to them.
- Only 35.4% of students feel that they are expected to represent their race or ethnicity group in discussions in class. However, 63.6% of Latino and 71% of African American students indicated that they are expected to represent their race or ethnicity group in discussion in class, relative to White (21.1%) and Asian American (37.4%) students. Likewise, a



somewhat larger percentage of students for whom English is not their primary language (48.5%) agreed that they are expected to represent their race or ethnicity in class discussion, relative to those who speak only English (28.9%) and those students who speak English and other language(s) (38.3%).

Will the Survey Have an Impact?

- Overall, 67.7% of all students are at least somewhat optimistic about the impact that their responses on the survey will have on SJSU's campus climate.
- Women and ethnic minority students are more optimistic about the potential impact of their responses on the campus climate than men and White students, respectively.
- 41 students who only speak English; 36 students who speak English as their primary language and speak one or more other languages; 26 students who state that English is not their primary language and speak one or more other languages.



OPEN ENDED RESPONSES TO THE CAMPUS CLIMATE STUDENT SURVEY

- 29% (103) of the student participants who filled out the campus climate survey provided open ended comments on the qualitative portion the survey.
- The demographic breakdown of these respondents for the (qualitative) written portions were as follows:
 - 65 females, 38 males
 - 11 frosh, 4 sophomores, 33 juniors, 25 seniors, 30 postbac/graduate
 - 2 African Americans, 1 African, 4 Asian Indians, 6 Chinese, 1 Japanese, 6 Vietnamese, 1 Hawaiian, 2 Filipinos, 4 Mexican Americans, 2 Mexicans, 1 Puerto Rican, 3 South Americans, 1 Other Latino, 48 White/European Americans, 3 Middle Eastern, 7 Others
 - 9 persons with a disability; 81 persons without a disability
- 22 students who participated in an organized activity (conference, workshop, retreat, etc.) designed to promote sensitivity towards issues of diversity at SJSU in the past two years; 81 students who did not.
- The most prevalent themes (in order of prevalence) in the student comments were as follows:
 - A. *Experiences of negative service at SJSU* (discussed in terms of Admissions, Advising, Enrollment, Testing, EOP, Financial Aid). 18% (18) of total student respondents expressed comments that they experienced dissatisfying service with several key gateway offices on campus (Admissions, Advising, Enrollment, Testing, EOP, Financial Aid). They explained that such service was “rude (8),” “disorganized (4),” “ineffectual (2),”

“inaccurate (5),” and “not helpful (5).” Interestingly enough, these entries were specific and averaged at least 55 words, thereby reflecting the detail and “vigor” with which students felt compelled to report their experiences of negative service. In addition, students who expressed this theme had been at SJSU less than one year and as long as 5 to 7 years. Thus, the perception of negative service resonated more among beginning and long-term students.

Illustrative Excerpts (included as reported – with spelling errors intact):

I strongly disagree with most because the staff in advisory, admission and EOPS programs have not helped since the first day I started at SJSU. People are just plain rude or don't care to help out! I had the worst experience transferring to SJSU, when it is supposed to be easy and non-stressful!

I don't like the way student services and the advising center is done. The paper work takes an unreasonable time to complete. My paper work gets lost to easily and I have to redo many of my paper work. It also takes a very long time for anyone to answer questions about lost paper.

The administrative climate is definitely non-discriminatory; they are equally unhelpful to all students. A little more interdepartmental communication, and a little more effort to actually help students overcome their administrative problems, or even any effort at all would be a vast improvement.

I found that returning to SJSU after several years the climate has changed. It was no longer a supportive school. It is very trying and frustrating to get assistance, especially from a real person. While I find the technology age important it does not replace the human touch. Some problems cannot be solved by reading a FAQ page. The automation of SJSU has done a huge dis-service to students, especially ones who work full

time. Often times while trying to seek answers to my questions or dilemmas the information online did not suffice. Being told to come to the registrar's, cashier, or graduation office was also a waste of my time, as there were generally long lines. I've attempted to make an appointment to speak with specific people and was told that I could not. I find that ridiculous.

Administration Building workers seem to be overworked and do not show respect to students' questions and concerns. Lines are extremely long and it is sometimes ambiguous as to what line to stand in. Computers are there to assist but are often down.

I feel that the counselors are not very helpful and there is still many things that I am not clear about. The testing offices are not on top of their job and as a result I may get kicked out of SJSU since I could not take a mandatory class. We need better counselors and we need to make our information available to everyone.

Sometimes, I encountered with the services at some departments that are not solved for my questions instantly, and I don't know who will respond for my questions because I encountered some service don't know how to solve my questions completely. For instance, when I first came to SJSU, and I needed for my registration time, and I came to ask the service for my registration date, but some service told me wait, and I was so worry because the first day of school was near and at that time I didn't have the registration date. And I came to the registration service many times, and I took appointment with some counselors, but just told me wait and I felt disappointed. But after that, luckily, I found the good service agent at the registration, and that service agent solved very quickly and knowledgeable, and I was very pleasant with that good performance because that good agent service is very willing to help me to solve for my problems for registration date. Also, sometimes, I call for the phone to some student 's services, but I just listen to the messages, and I still wait for the call back, but I don't know when the service will call back to me. Thus, I also need to share all the services that the services need to respond to the student 's questions more willingly. What I need to share in here is I need more

knowledgeable service of all of the departments of campus to help the students to respond any questions and any student's problems more willingly, quickly, and effectively to let the students feel more comfortable to achieve in the academic way.

B. *Feelings of alienation and marginalization as White students.*

16% (16) of student respondents, all White/European Americans, critiqued the campus for its predominant focus on minority student issues, at the expense of neglected White students. They felt that their voice as White students was not being heard or “allowed a space” as with minority students. Students used the following terms in their comments: “left out (3),” “excluded (5),” and “ignored (4).” Students expressed frustration that they because they are White that they are not as deemed as important for diversity at SJSU. (This theme should be understood in context of the respondent breakdown for the qualitative comment section; the majority of those students, who filled out written comments, were White/European American. It would be prudent for the Campus Climate Team to explore this theme further and pursue how other racial/ethnic and cultural groups feel about the degree to which the campus provides a space for their voices and identities.)

Illustrative Excerpts:

Watch out. We white people are feeling a little alienated because we're not a minority. While campuses should be welcoming, diverse, open to conversations, emphasizing diversity will not be the key to building community. It is in unifying that the community is built. Do you really want to create communities within communities who are only concerned with their own agenda? How

about a community for the world? Culture is important. Campuses are a great place to raise awareness. But don't divide us- unite us.

I feel that SJSU has done a great job in adding diversity to our campus. However, as a white female, all I seem to see around me is diversity. Whenever I pass by a club wanting people to join it has an ethnic word right in the title. It is something that is rather exclusive and I have yet to pass a club that I would actually be able to join. For example, the "Paint the world brown- Philipino club" is a sign I will never forget seeing. If I had a "Paint the world white- caucasion club", I don't think that would go over very well. I think there needs to be some effort made by SJSU to not forget those students who aren't a "minority." It is very important to have diversity on campus because there is diversity all over America and we must learn how to work with those that are different from us, however the emphasis shouldn't just be on minorities. I actually feel like the odd one out when I walk through our campus. Also, professors spend a lot of class time answering questions for minorities that I'm sure would not come up if they could speak and read english at a high enough level, just as any college student should be able to do when attending an educational institution in America.

C. *Negative experiences in specific departmental majors with faculty.*

13% (13) of student respondents expressed overwhelmingly negative experiences they had in specific departments and in relation to faculty. These comments were direct, specific, and identified particular departments and faculty members. Students used the following terms to describe these experiences: “racist (4),” “chauvinistic (2),” “sexist (2),” “uncaring (3),” and “don’t give a damn (2).” The comments were brief and expressed immediate negative perceptions about personal and classroom encounters with faculty in departmental majors.

Illustrative Excerpt:

The ***** program is horribly racist. They have gone overboard with the whole minority thing to the point that caucasians, both students and faculty, are discriminated against. Also, the faculty in the ***** program are VERY unsupportive. They do and say inappropriate things, and are allowed to do so. Even when issues are reported to the director, nothing is done to change the behavior of faculty. These are issues that really need to be addressed.

- D. ***Need better layout and services for disabled students.*** 10% (10) of student respondents criticized SJSU's physical layout and building structures as "unfriendly" to disabled students. They also expressed dissatisfaction with the services for disabled students. 6 of the comments focused on physical disability while 4 others highlighted learning disability. Interestingly enough, 9 out of 10 of these comments were reported by students who did not have a disability. [The only comment from a student with a disability was about a positive experience with the SJSU campus (and the Disability Resource Center) regarding her/his disability.]

Illustrative Excerpts:

bathrooms are not easily accessible to the disabled, the doors are heavy and have no button to open them. Frequently the disabled in wheelchairs have to wait for kind students to open doors for them to get into the building of their major, a lot of the automatic doors are not working. Also, there is no program to help the temporarily disabled with transportation around campus to get to class on time. My friend was in crutches from a broken foot and received no assistance from the school to transport him to class across campus between his 15 min period to get to his other class. it took him 30 min to cross campus to get to his class. There needs to be more assistance to the handicapped.

When I has surgery on my ankle in March 2005. I was confined to a wheelchair. There were several times where elevators did not work because they were never turned on. Also, the bathrooms were rather difficult to use in many of the older building and even the engineering building because of the tight spaces.

- E. ***Need for more campus safety measures.*** 8% (8) of student respondents expressed the need for more campus safety measures. Here students commented that they felt "unsafe" on campus, especially at night. These respondents suggested that the university install more lights around campus, have more visible police officers around and UPD escorts to cars. Two remarked that though they feel safe on-campus, they do not feel safe in the surrounding community. The majority of these respondents were female.

Illustrative Excerpts:

My concerns about safety are due to the amount of homeless people all around campus, asking for things. I feel very uncomfortable, especially at night when I am walking to the 10th street garage. I know that it is an open campus, but is there any way to help protect students?

During the evening, I feel unsafe walking around campus and even though there are campus safety people willing to walk with me, I think it is strange to have to go to a blue phone and call, as the flashing lights call attention to me.

My biggest problem with SJSU is safety. There has been several attacks on campus recently...

- F. ***No tolerance for conservative views of students.*** 8% (8) of student respondents expressed concern that SJSU did not tolerate and accept students with "conservative" and "Republican" views, especially in context of the classroom. 7 of these

8 students were White/European American and 6 of the 8 students were female. The key terms “marginalized” and “ignored” circulate in these comments in this theme, as well as the notion that professors seem to accept and promote only “liberal” views.

Illustrative Excerpts:

I feel that SJSU is extremely liberal and that as a white conservative Christian I am marginalized a lot of the time. In most of my classes and especially in the dorms, there is a general feeling that in order to be important or to have your opinion valued you have to be a minority of some sort. I am afraid to express my true opinion about political issues in class for fear of a backlash against me either from my professors or from the other students in my class, whose friendships I value.....

I think there is just a little too much emphasis on ensuring diversity. I agree that it is important to have a diverse campus, but it will happen on its own. I think that the students at SJSU are very accepting of all races/ethnic groups and religions. The only group that is looked down upon at SJSU is the conservative Republican. The majority of the faculty/staff and students at SJSU are liberal Democrats and when politics comes up they assume that everybody else is too. It makes me uncomfortable to voice my opinion because I feel like I will be the only one defending my position against everybody else, including the instructor.

I really enjoy SJSU and I think the campus is extremely supportive of a diverse climate. The only thing that the campus is really lacking is any kind of tolerance towards conservative views; there has been a lot of intolerance (especially during the last elections) towards non-liberals.

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G. *SJSU focuses too much on diversity.*

5% (5) of student respondents commented that SJSU spends too much time highlighting diversity which they felt was “divisive” and created “separation among groups.” These respondents had all been at SJSU for at least three years. These students suggested that SJSU highlight “interests” shared by all groups on campus.

Illustrative Excerpts:

I think that the campus spends too much time pushing for diversity and sensitivity to the point that it numbs people. At this level, most people understand to treat each other with respect. To appreciate and value diversity is one thing; to force people to behave in ways that restrict a natural conversation because of intimidating “harassment” policies is another thing. Every faculty, staff member, and student that I interact with is respectful and well-mannered. With those who I have difficulty communicating with or who I disagree with, we discuss the problem openly. However, I feel that it is easier to communicate with a fellow student than a staff/faculty member about certain things. If this was simply because classmates are peers and faculty members are not, I could understand; however, it often ends up being that faculty members are scared of saying certain things because of various policies that are in place and a fear of unwarranted repercussions.

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Republican. The majority of the faculty/staff and students at SJSU are liberal Democrats and when politics comes up they assume that everybody else is too. It makes me uncomfortable to voice my opinion because I feel like I will be the only one defending my position against everybody else, including the instructor.

- H. ***Need for more community on campus; the commuter feel/image is negative.*** 5% of students felt the need for SJSU to develop a stronger sense of community and to get rid of its “commuter image.” All of these student respondents expressed dissatisfaction with the image of SJSU as a commuter school. The notion of “community” emerges as the diametrical opposite of “commuter school” in these student comments.

Illustrative Excerpts:

SJSU needs more campus involvement. I've been there for 3 years, and the "college feeling" is really lacking there. I love SJSU academically, but the social life is REALLY lacking. There needs to be more of an effort to make SJSU students feel like a WHOLE.

I feel that the campus lacks a strong sense of community. People do not go to SJSU for a college experience. They go there to get a degree. I wish some kind of change would occur that would bring the campus together. The average age is much older than other schools. The right marketing for this age group could help bring everyone together.

- I. ***Need for information about how to report discrimination.*** 5% (5) of student respondents asked for clear information about how to report discrimination that they see on campus. Students expressed concern that they did not know any of this information or procedures.

SUMMARY

What do the findings tell us about SJSU? Survey results reveal: (1) there are many aspects of SJSU that students value; (2) there are some aspects of campus climate that need to be reexamined and improved upon; and (3) more research is needed (both quantitative and qualitative studies over time) to fully understand the campus climate. Current results suggest that students see efforts to value and promote diversity as important to SJSU. Based on the relatively small sample of students who participated in the survey, we can also conclude that most SJSU students feel safe, welcomed, respected and supported on campus. At the same time, findings indicate that we need to devise strategies to ensure that all students feel valued. Certain subgroups such as gay, lesbian, and bisexual students, students with a disability, and Latino students seem to feel significantly less welcomed, respected, and supported as compared to their peers.

The Campus Climate Survey Project provided a great deal of important information that can be used to inform campus policies, programs, and practices. We now have increased insight into how students perceive SJSU’s academic and social culture. However, further quantitative and qualitative studies are needed to investigate the concrete experiences that influence students’ perceptions.

Goals and Recommendations

Based on the results of the survey, the following recommendations are proposed by the Campus Climate Survey Committee.

Goal #1: Continue the process of on-going assessment and critical evaluation of SJSU’s campus climate.

Recommendations

- ❖ Assess the campus climate regularly, in order to evaluate progress in diversity-

related goals. It is imperative that regular assessment efforts of campus climate are institutionalized. Thus, funds must be set aside for the administration of standardized campus climate surveys every four years, as well as regularly scheduled focus group studies with targeted groups of students. Replicating the study over time, and conducting complementary qualitative assessments, will allow us to understand the extent to which diversity-related outcomes (i.e., skills, knowledge, beliefs, perceptions) are directly related to campus policies, programs, and practices. The campus needs to map out a staggered “replication” cycle in which the quantitative/survey data is collected in one year and the qualitative data in the following.

- ❖ Qualitative assessment employing focus group methodology is warranted to explore the unique experiences of Latino, African American, gay/lesbian/bisexual students, students with a disability, and non-native English speaking students. Focus groups would also serve to give voice to underserved student groups by involving them in the process of developing effective policies, programs, and practices to meet their needs. For example, it is important to understand the nature of discrimination that students with a disability experience on campus and to partner with these students to devise effective remedies. Likewise, given the benefits of participation in an organized activity that is designed to promote sensitivity towards issues of diversity at SJSU, it is imperative to understand what kinds of activities are perceived as helpful. Thus, resources are needed to support focus groups and to sponsor inclusive forums with student

organizations based on the results of the survey.

- ❖ Align efforts with Institutional Research to “institutionalize” the Campus Climate survey instrument and the ongoing collection and analysis of Campus Climate data. Develop and implement a Faculty-In-Residence position in Institutional Research around research for Campus Climate.
- ❖ Provide support for members of the Campus Climate Committee to help develop and monitor a plan for improving SJSU’s campus climate, based on the results of the survey.
- ❖ Designate and provide institutional resources to coordinate all research on SJSU’s campus climate, and to assist departments, colleges, and divisions to better understand the climate within their area better.

Goal #2: Create a welcoming and safe environment for all students.

Recommendations

- ❖ Review, evaluate, and improve the current reporting system for grievances and complaints. Survey results suggest that most students are unaware of the ombudsman’s office on campus, and need multiple accessible avenues for reporting concerns. Given that more than half of the students who completed the survey indicated not knowing how to officially report racist, sexist, or other discriminatory behaviors, systematic efforts need to be identified and undertaken as to how to regularly communicate reporting procedures to students. Building on the campus climate report of Cal Poly Pomona (2002), suggestions for communicating this information to students include: sending

all students an email message defining harassment and discrimination and outlining reporting procedures, providing workshops pertaining to reporting procedures to residence hall members, student organizations, and classes, including information about reporting procedures with students' registration material, and/or posting fliers about campus climate-related issues and resources across campus.

- ❖ Improve service at SJSU so that students perceive the University as user friendly. Student dissatisfaction with several key gateway offices on campus (Admissions, Advising, Enrollment, Testing, EOP, Financial Aid) must be addressed. Bureaucratic barriers to enrollment and graduation exert a significant cost for both current students and potential students and preclude the perception that SJSU is a University of choice. Increasing student satisfaction with student services will enhance student morale and increase a sense of mutual respect on campus.
- ❖ Develop a plan to improve safety on campus so that all students feel safe. Greater efforts should be made to expand and publicize the after-hour escort service available to all students, faculty, staff, and administrators and increase lighting around specific campus areas. In addition, a social norming campaign addressing information and resources related to sexual violence (e.g. intimate partner abuse, sexual assault, stalking) is warranted. This campaign can build on other campus climate efforts involving fostering dialogue, disseminating information, and developing strategies in partnership with student groups. All efforts might be coupled with disseminating a “no

tolerance” policy statement related to violence, discrimination, and harassment on campus.

- ❖ Building on successful efforts undertaken by Cal Poly Pomona, develop a campus climate newsletter in which students, along with faculty, staff, and administrators, are encouraged to submit articles describing innovative programs/initiatives they are conducting to make SJSU a more welcoming, supportive, and safe environment. Alternately, highlight these efforts in existing campus media.

Goal #3: Build student morale and enhance sense of campus community.

Recommendations

- ❖ Implement more campus-sponsored events that include students, faculty, administrators, and staff to foster a sense of community and to enhance an appreciation for diversity.
- ❖ Create co-curricular programs and events and link these to specific academic courses and programs to ensure full student participation and the connection between experience, student success, and learning and educational outcomes.
- ❖ Build on out-of-classroom learning experiences by supporting and expanding, fieldwork, service-learning and internship opportunities,
- ❖ Expand activities that focus on cultural appreciation, as well as celebrate diversity. Support efforts that develop student leaders in these areas.
- ❖ Develop a community space through which students, faculty, and staff can interact and connect.

Goal #4: Continue to support diversity and build on diversity to enhance learning experiences for all students.

Recommendations

- ❖ Incorporate the results of this report into college, division, and departmental efforts to improve the experience of students. Encourage the development and promotion of new academic programs, such as Disability Studies, and Queer Studies that enhance student learning. Encourage and promote scholarship and publications related to underrepresented groups and diversity issues.
 - ❖ Expand curricular offerings that provide students with information and skills to function effectively in a multicultural society. To reach students in such Colleges as Engineering, Business, and Science, mandate a course that focuses on these skills as part of the General Education curriculum
 - ❖ Support the campus Cross Cultural Center (MOSAIC) by expanding baseline and long-term financial support. Study findings suggest that students from underrepresented groups need safe havens in which they feel free discussing their concerns. Overall, SJSU students value diversity- related efforts and experience them as beneficial. Identity focused student organizations play an essential role in this area and must be supported by the University.
 - ❖ Support and expand the role of the Disabilities Resource Center (DRC) on campus. Based on the results of this survey, it is clear that policies, programs, and practices must be revised so that the campus is more safe, accessible, and welcoming to students with disabilities.
- DRC staff need to receive support to serve as consultants who can help campus departments and divisions implement the needed changes. Further funds will be needed to implement the structural adaptations necessary to accommodate students.
- ❖ Encourage and support organized activities (e.g., conferences, workshops and panel sessions) that are designed to promote sensitivity towards issues of diversity at SJSU. These activities must be timely, and inclusive, and must promote dialogue. Speakers that promote hate speech should not be supported by campus units.
 - ❖ Recognize individuals and organizational units for exceptional progress in improving the campus climate at SJSU and for promoting an understanding and value of diversity.
 - ❖ Provide training to all SJSU faculty, administrators, and staff on issues related to racism, sexism, heterosexism, and ableism and intercultural communication and multicultural competencies. Funds should be designated for qualified SJSU faculty and staff to provide this training to their peers.
 - ❖ To support efforts that welcome students of diverse backgrounds, it is necessary to prioritize and support the hiring of more faculty, staff and administrators who are ethnic minority, female, or nontraditional in their experiences or perspectives. This needs to be clearly articulated as a policy at SJSU, and fostered through the training of hiring committees and the development of incentives for exemplary efforts in recruiting and hiring.

FINAL THOUGHTS

The student report has provided an empirically based snapshot of student perceptions and experiences on this campus. The data suggest that as a community, we have much to be proud of in that SJSU students generally feel safe, welcomed and supported. However, distinct areas of concern remain and the data found here provides us with the facts and impetus needed to develop and revise policies, programs, and practices to support all of the diverse segments of the student body. Our findings build on a large body of research that suggests that efforts to promote an understanding and value of diversity benefit all students. We have no doubt that SJSU students will continue to benefit from the rich living and learning environment enabled by its diverse constituents. Toward that end, we hope that this report will help to further identify, enhance, and institutionalize efforts to maximize the learning, growth, and ethical development of our students.