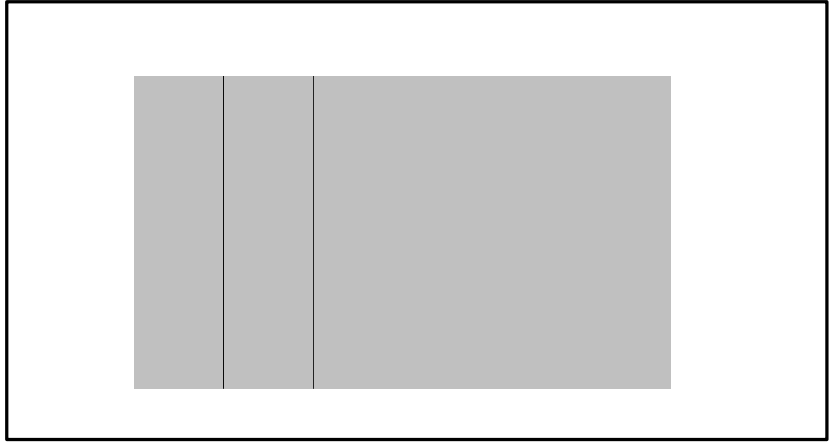
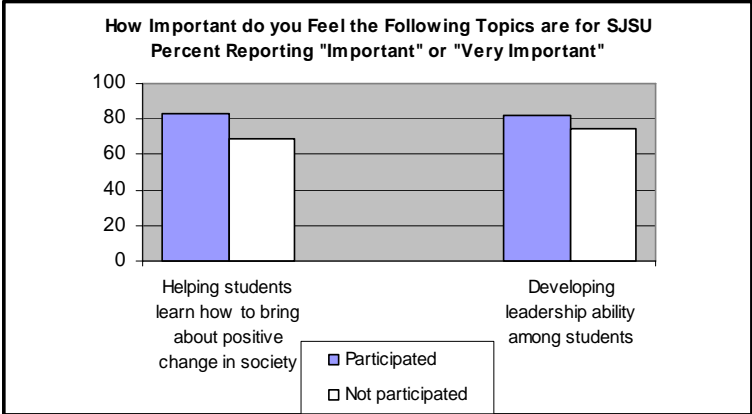


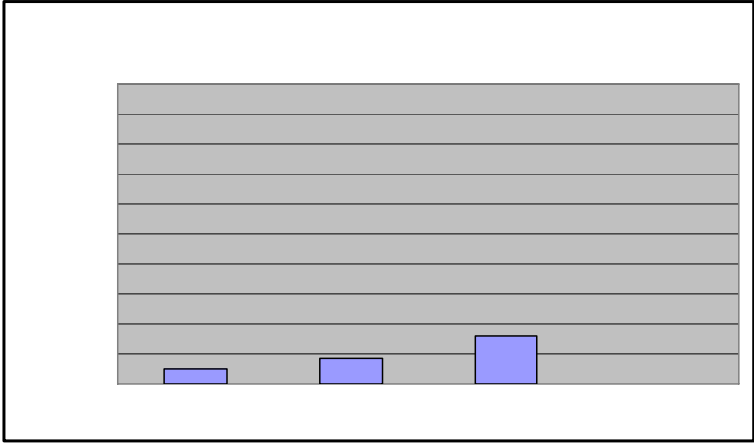
FULL RESULTS OF THE STUDENT REPORT
Campus Climate at San José State University (SJSU): Student Perceptions

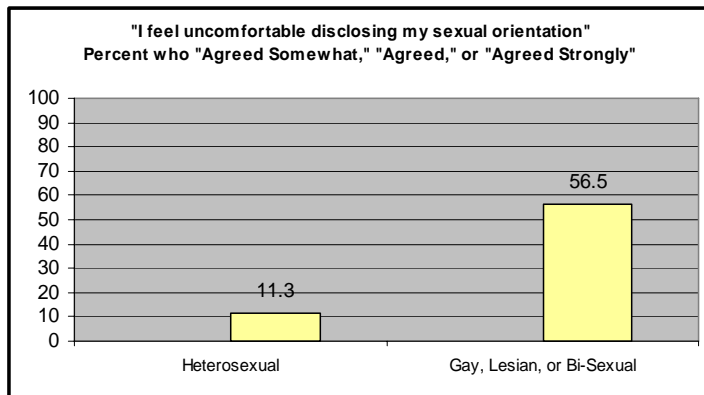
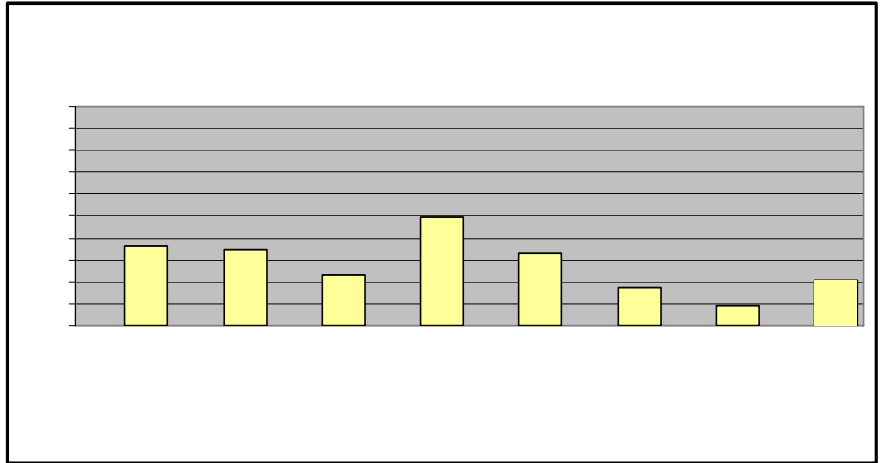
The Campus Climate Committee (CCC), a presidential advisory group composed of faculty, students, administrators, and staff, in partnership with the Office of Institutional Research, conducted survey to assess





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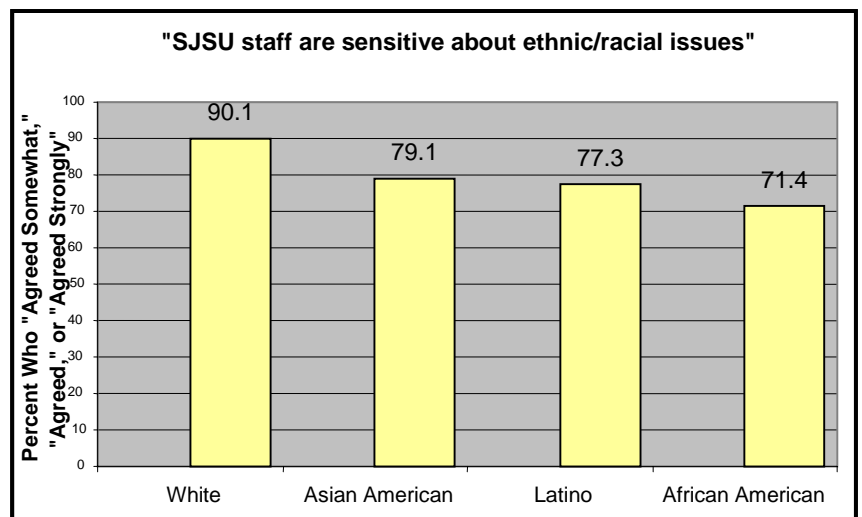
be given to the needs and interests of disabled people on campus.

The Learning Environment

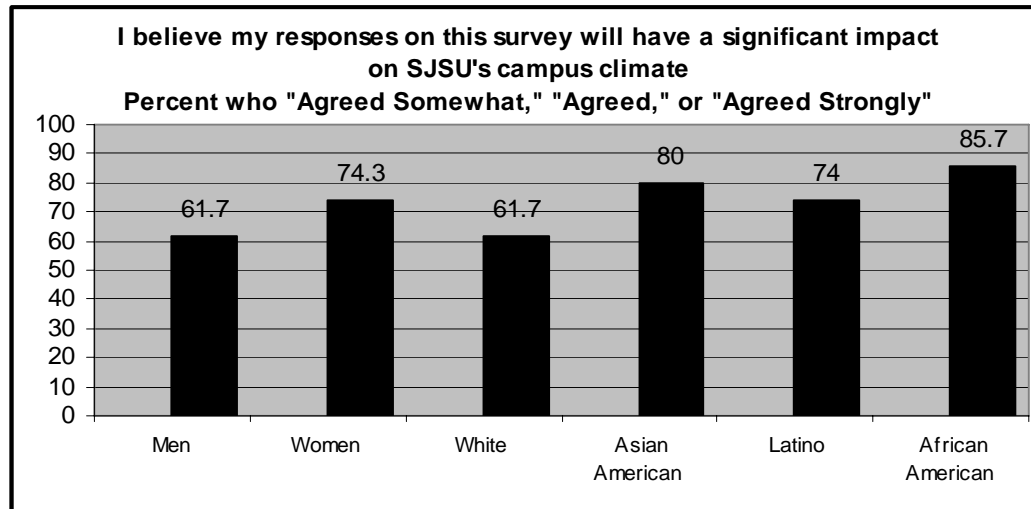
- About 67% of students agreed that they felt that there are role models for them on campus. Interestingly, more women (71.9%) reported role models for them on campus than men (59.1%). A somewhat larger percent of students who participated in an organized activity (77.1%) agreed that they felt that there 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,



- 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:
 - 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

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 s students. faculs twh-0.0002 Tc-05011 Tw[o get i)ok .1(t30TJO -,a ie)4a5o get i .1(. T) (nr

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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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,

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.