

**Report of Results of the
Spring 2006 Campus Climate Survey**

**Prepared by the Office of Institutional Research and the
WASC Diversity Working Group
Saint Mary's College of California**

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Introduction

As a participating institution in the James Irvine Foundation Campus Diversity Initiative, Saint Mary's College has been involved in a number of programming efforts geared towards enhancing diversity and climate on campus. While there has been progress made in these areas, there is still work to be done on our campus, as noted by a recent visit of the WASC accreditation team.

In the Fall 2004, as part of the Educational Effectiveness Review, the WASC Visiting Team made a number of observations and recommendation with regard to Diversity at Saint Mary's, a theme that was chosen by SMC as a particular focus, along with Shared Inquiry and Social Justice. Of particular concern to the team was the perceived lack of a match between the campus' rhetoric and its practices. For example, the team noted the following:

The Team heard about, and in several instances, witnessed troubling evidence of a community struggling to acknowledge the contributions of those faculty and students who are not from the dominant culture. The Team observed several instances of rude and insensitive behavior... Saint Mary's is an institution that has numerical diversity but whose ethos does not reflect the shared learning that is necessary for cultural competency of its constituents (administration, faculty, staff, and students). Consequently, the presence of its various efforts at diversity is at odds with the ethos of the school and its rhetoric is at odds with the community's representation of the institution's commitment to diversity. (WASC Visiting Team, Educational Effectiveness Review, p.14)

In addition to the team's discussion of diversity, they also noted issues with respect to the campus climate and offered a recommendation for action to begin to address the campus climate at Saint Mary's:

There is no doubt that Saint Mary's is committed to a form of diversity, but there is also no doubt that the current institutional climate is hostile and clearly representative of inequity...it is suggested that a more current campus survey be administered to faculty that asks questions about institutional practices and beliefs; and that the results be used as a benchmark for continuous improvement. (WASC Visiting Team, Educational Effectiveness Review, p.16)

In response to this, as well as a desire to develop a better understanding of climate issues at Saint Mary's, a WASC Diversity Working Group was convened by the Provost in Fall 2005, charged with identifying an instrument that would be appropriate for use in a campus-wide survey, not only for faculty, as recommended by the WASC visiting team, but for staff and students as well.

Research

For the past decade, higher education research has identified a number of educational benefits associated with diversity in higher education for white and non-white students. However, higher education scholars point out that diversity alone is not enough to create an environment that is beneficial. Faculties and universities need to facilitate an environment(s)

that is inclusive and supportive. Research (Alger, Chapa, Marin, Maruyama, Milem, Moreno, & Wilds, 2000) suggests that faculty members' views about ethnic and racial diversity reflect a broader commitment to creating a diverse campus environment. They report that in an environment that values diversity, students are challenged to reflect upon their beliefs, to interact with others holding diverse perspectives, understandings, and expectations, and to work effectively with dissimilar others. This body of literature also suggests that a professor's educational philosophies and teaching goals are critical to the success of multi-racial/multi-ethnic classrooms and are indicative of whether faculty members value and utilize diversity.

This body of literature raised issues around campus and classroom climate suggesting that it is essential that students feel supported and included and that they feel like the classroom is a safe space in which all students can share their opinions and experiences. Gurin (1999) highlights that students come to college at a critical stage in their development, at a time when they are making permanent commitments to occupations and social groups. She reports that they learn more and think more deeply and in more complex ways in a diverse educational environment. Additionally this body of literature highlights the importance of faculty, administrative and curricular diversity, suggesting that their presence can create a better environment of inclusion. Chang (2000) reports that completing a diversity-course requirement significantly reduced students' level of racial prejudice and acts as a vehicle for shaping students' views and assumptions about race.

As the higher education literature suggests, it is not only important to have a diverse student body, it is also important to have a supportive and inclusive campus climate in which students, staff and faculty feel safe to discuss differences and to pursue scholarship that addresses and promotes diverse learning and perspectives. Conducting the Campus Climate Survey was a "first step" in beginning to exam our campus from the perspective of its multiple constituencies. The data will become a baseline, from which we can measure progress, as we begin exploring ways to improve our environment and increase the educational benefits associated with diversity.

Methods

Though there are national surveys of undergraduates which focus on student engagement (NSSE), student perceptions (CIRP), and student experiences (YFCY, CSS), no such survey exists that focuses on diversity or campus climate. As such, it was determined necessary to either identify or design an instrument that would provide us with the necessary data to begin campus dialogue on issues of climate and diversity.

During the Fall 2005 semester, members of the WASC Diversity Working Group (Mark Figueroa, Director of Institutional Research; Mary McCall, Professor of Psychology and Co-Chair of the Celebrating Diversity Committee; and Ted Tsukahara, Director of the Integral Program) began researching and identifying possible survey instruments used by other campuses that could be utilized for the Campus Climate Survey at Saint Mary's. Instruments from over 20 institutions were reviewed and a recommendation was made to adapt and utilize instruments designed and implemented by Cal Poly Pomona. Part of the reasoning was that, unlike other campuses, Cal Poly had created an instrument that was unique to each constituent group (students, faculty and staff) but which also contained questions that were the same across the three groups and that could be used for comparative purposes. Approval for administration of the survey was granted by the Institutional Review Board. A web-based survey was created for each

constituent group by members of the CaTS Web Services team. Various members of the campus community piloted the surveys.

Several announcements were made to the campus community about the survey and dates of administration. These notifications came in the form of email to campus lists and announcements at various campus-wide meetings. Survey administration was open from April 24th through May 12th, 2006. Email messages inviting students, staff and faculty to participate in the survey were sent via campus email lists as this was thought the best way to reach the widest possible audience. Approximately 3,500 members (500 staff, 550 faculty and 2400 students) of the campus community received the invitation to participate in the survey, with several follow-up reminders through the three week administration window. Apple IPOD Nanos were offered as incentives for survey participation.

In total, 941 members of the Saint Mary's community completed the survey, with an approximate overall response rate of 27%. Specifically, the response rates were 24% for students, 45% for staff, and 25% for faculty. Though these response rates would be considered low for social science research purposes, they are much better than the "average" for campus-based surveys (10-15%) which are utilized more for assessment purposes.

Of note, there were a number of faculty and staff who indicated that they were not going to participate in the survey for fear of being identified. Though confidentiality was promised to survey respondents, they nonetheless felt uncomfortable and unwilling to participate in an electronic survey, but indicated they would participate via focus group or interview if conducted by a non-campus facilitator.

Summary of Results

As there are multiple ways to analyze, cut and view the data, there are also many ways to present it. Highlights of the findings for each group are offered here for each group. (A full presentation of the distribution of responses for each survey question, within each group, is provided in the Appendix of this report.)

The survey is organized into three general categories: General Climate, Campus Diversity, and Classroom/Working Environment. There is a great deal of information found in the data, showing both strengths as well as areas for improvement. A major challenge in analyzing the data is in determining at what level something becomes an "issue." For example, as an institution, at what point do we say that something is problematic – when it affects 10%, 20%, 50% of our population? For purposes of this survey data, a 20% response in the "negative" became the level at which "issues" were identified. In other words, if 1 out of 5 (or more) of our community members indicated a negative experience or negative feeling about a particular issue, the response was highlighted as were those areas which had greater than an 80% positive response. What follows is a presentation of such findings for faculty, staff and students.

Faculty

General Climate

- 26.2% believe SMC places no/very little emphasis on developing a sense of community among students, staff and faculty
- 28.4% would characterize the general climate as racist
- 31.5% would characterize the general climate as sexist
- 33.0% would characterize the general climate as homophobic

- 33.9% believe SMC places no/very little emphasis on increasing representation of people of color in the faculty
- 41.2% would characterize the general climate as stagnant
- 55.7% believe SMC places no/very little emphasis on increasing representation of people of color in the staff
- 69.3% believe SMC places no/very little emphasis on increasing representation of people of color in the administration
- 80% would characterize the general climate of their immediate working environment as “anti-racist”
- 82.7% would characterize the general climate of their immediate working environment as “non-homophobic”
- 82.7% would characterize the general climate of their immediate working environment as “safe”

Campus Diversity

- 23.6% do not believe their opinions/input are valued at SMC
- 25.4% feel uncomfortable discussing racially sensitive topics with members of other ethnic/racial groups.
- 89.8% agreed that a diverse student body enhances the educational experiences of all students

Working Environment

- 26% agree faculty who are openly critical of their department’s administration have cause for fear of retribution
- 28.2% do not agree female faculty receive the same level of support as male faculty
- 30.7% do not feel their department is free of verbal abuse
- 32.0% feel they are asked to serve on more committees than other colleagues in their department
- 45.4% do not agree that faculty morale is good at SMC
- 49.3% do not agree faculty of color are adequately represented on committees
- 52% believe subtle discrimination is tolerated on campus

Staff

General Climate

- 21.9% believe SMC places no/very little emphasis on developing appreciation for a multicultural society on campus.
- 22.3% believe SMC places no/very little emphasis on developing a sense of community among students, staff and faculty.
- 25.7% would characterize the general climate as homophobic
- 26.3% would characterize the general climate as sexist
- 26.4% believe SMC places no/very little emphasis on increasing representation of people of color in the faculty
- 31.3% believe SMC places no/very little emphasis on increasing representation of people of color in the staff
- 41.6% believe SMC places no/very little emphasis on increasing representation of people of color in the administration

- 52.3% believe SMC places no/very little emphasis on encouraging collaboration between offices
- 75.6% believe SMC should place a great deal of emphasis on developing a sense of community among students, staff and faculty
- 80.6% believe SMC should place a great deal of emphasis on helping students learn how to bring about positive change in society
- 81.9% would characterize the general climate of their immediate working environment as “respectful”
- 82.5% would characterize the campus the general climate of SMC as “safe”
- 82.6% would characterize the general climate of their immediate working environment as “non-sexist”
- 82.8% believe SMC should place a great deal of emphasis on promoting a campus climate where difference of opinion are regularly aired openly
- 83.3% would characterize the general climate of their immediate working environment as “non-homophobic”
- 83.4% would characterize the general climate of their immediate working environment as “welcoming”
- 87.1% would characterize the general climate of their immediate working environment as “safe”
- 87.4% would characterize the general climate of their immediate working environment as “anti-racist”

Campus Diversity

- 28.1% indicate that they do not feel their opinions/input are valued at SMC.
- 25.6% feel uncomfortable discussing racially sensitive topics with members of other ethnic/racial groups.
- 79.5% indicate that know how to report racist, sexist or other offensive behavior.
- 93.3% agreed that a diverse student body enhance the educational experiences of all students

Job Satisfaction/Working Environment

- 21% reported dissatisfaction with their job security
- 23.1% decided to apply for a job change because they felt they were not treated with respect.
- 24.3% do not feel they are often given feedback about job performance
- 26.9% reported dissatisfaction with recognition for meritorious performance
- 27.6% do not feel their actual job duties fit their job description
- 27.6% reported dissatisfaction with the extent to which campus administration encourages them to develop creative/innovative ideas.
- 30% reported dissatisfaction with campus administrative leadership
- 35.2% reported dissatisfaction with input in decision that affect them personally
- 35.3% decided to apply for a job change because they felt their work was not appreciated.
- 35.3% do not believe SMC is a well managed college
- 35.6% do not feel staff morale is good in their department.
- 59.7% agree it is often necessary to work late or through lunch to get their work done.
- 80.5% reported satisfaction with the relationship with their supervisor

- 80.5% reported satisfaction with the opportunities to interact with students
- 81.7% reported satisfaction with the professional relationships with co-workers
- 82.9% reported satisfaction with their opportunity to be in charge of tasks or projects
- 83.6% a reported satisfaction with their autonomy and independence
- 85% agreed that their immediate work environment is free from incident of sexual harassment
- 85.8% agreed that they see their work as an integral part of the overall mission of educating students at SMC.

Students

Campus Environment

- 21.8% agreed that there is racial tension at SMC.
- 22.2% feel that they are expected to represent their ethnic group in class discussion.
- 23.5% believe that their responses to the survey will not have an impact on the campus.
- 23.9% believe that faculty underestimate their ability.
- 36.6% believe that the student body has little school spirit.
- 66.4% agreed that diversity was not one of the reasons they chose to attend SMC.
- 69.1% agreed that people tend to stick to their clique at SMC.
- 79.8% agreed that the real value of a college education lies in being exposed to different ideas and values

Campus Diversity

- 20.7% do not believe their opinions/input are valued at SMC
- 24% indicate that they feel awkward in situations at SMC in which they are the only member of their ethnic group.
- 29.1% indicate that they feel the need to change some of their personal characteristics in order to “fit in.”
- 29.9% feel uncomfortable discussing racially sensitive topics with members of other ethnic/racial groups.
- 55.7% indicate that they do not know how to report racist, sexist or other offensive behavior.
- 80.6% believe that a diverse student body enhances the educational experiences of all students.

Classroom Experiences

- 40.3% indicated that they learned “nothing” about discrimination based on disability, in the classroom.
- 35.1% indicated that they learned “nothing” about homophobia, in the classroom.
- 24.3% indicated that they learned “nothing” about sexism, in the classroom.
- 21.1% indicated that they learned “nothing” about discrimination based on ethnicity, in the classroom.

In addition to the quantitative data presented above, selected responses from the open-ended comments portion of the survey are provided for each group in order to provide a narrative to complement the quantitative data. Though these are not all the responses that were given, they do represent some of the overall themes of responses which were provided.

Faculty

Low faculty morale is infectious. The level of suspicion and hostility expressed by some faculty is greatly in excess of any provocation. Honest mistakes or oversights are frequently attributed to malfeasance or bad motives, and people have great difficulty simply going to the office and discussing the issue with the administrator or faculty member in question. Instead, they send broadcast email or start rumors among colleagues or motions in the Senate. Public outcry as a means of reconciling disagreements creates a mood of distrust and prevents effective collaboration.

The work of creating a welcoming, supportive, tolerant environment with respect for ALL persons--regardless of identifying characteristics such as gender, age, physical appearance, culture, intellectual ability, etc.--is a responsibility we all bear. It is work that we have honored more in words than in deeds in recent years and it is time that we all commit to embodying the values we say we hold, both as individuals and as an institution. There is no question that we need open, honest, ongoing dialog about how we can improve in our support of all the various kinds of diversity, though I have no doubt that the majority of the campus aspires to a diverse and tolerant community.

Over the last 20+ years Saint Mary's has become less homophobic and much less sexist. We've made gains in respect to welcoming students of diverse racial and economic backgrounds. Progress in recruiting and welcoming diverse faculty and staff has been uneven.

...It is more than a little distressing to feel you are failing a disproportionate number of students of color while trying to maintain high standards. But it is not surprising when I go back and check their SAT's and grades. We need a greater emphasis on recruiting better prepared students of color and on helping to remediate those who arrive disadvantaged from poor schooling. We can do better, and each of us is charged with making a personal effort to support students who need extra assistance. Having said that, it must also be OK to say that some of our students need extra assistance and that should be a priority for the institution.

I believe that the WASC report said it best (and very accurately!), when it reported, "The rhetoric of the Institution belies the reality." The more we are able to own this statement and take it to heart, the better the chances of our becoming the institution we claim to be.

Staff

I appreciate the college taking the time to gather some data about our campus climate. I hope that we can share and discuss the results openly when the results are available.

I think that SMC is trying to improve the climate here, however there needs to more in depth work done, more than a workshop or the occasional speaker. Sometimes it feels like SMC does just enough to show they are making the effort but not really concerned with the results.

I think these kinds of surveys are useful but I also feel that things move so slowly around here that by the time change is actually instituted it will seem like too little, too late or possibly even irrelevant.

I would hope that the SMC administration would look at the campus climate survey seriously and implement changes immediately that would boost the morale among employees and make SMC a more inviting and positive place to work at.

Saint Mary's is an incredible place for me to be. There are times when I feel the college tries too hard to accept students would be better off someplace else.

Students

Overall the atmosphere at SMC is warm and welcoming. There is very little racism or sexism going on, and I think it is a great place to be. I definitely think that the male population is underrepresented and I also feel that sometimes in SMC's attempt to accept a more diverse population of students they do so by sacrificing the intellectual capacity of the students. I have frequently found myself disappointed with some the lack of intellectual foundation of some the conversations in which we engage in classes such as seminar, because students neglect to do the readings and then try to bring unassociated principles into discussion and lead to an overall degradation of the seminar atmosphere.

I find myself having a lot of back-and-forth feelings towards SMC. I think it's because SMC seems somewhat inconsistent with issues of diversity. Only some parts of it try to enhance it and other's don't really. I feel the administration doesn't do anything but has everyone else (i.e. students, clubs, orgs, staff/faculty) do the hard work in promoting AND going more in depth about diversity on campus. I think it's more than just accepting people of diverse backgrounds into the college, but to actually spread it to all aspects of the college. Don't make the school look pretty on the outside, make it that way on the inside.

I feel the campus has been pushing or exposing the students to diversity on campus, which is great. Yet, the exposure they are getting is mostly "talks about diversity" in the Soda Center. I feel that there needs to be a direct involvement within the residences halls about the subject because most students will not attend the "talk". If there were a direct connection to the students, it would open the door to people willing to talk about the experiences they have had on or off campus in relation to SMC.

I feel as if a lot of the students come from sheltered backgrounds. They are mostly surrounded by white people. I went to a very diverse high school in downtown San Francisco. I feel that St Mary's is mostly white. I have heard a lot of students refer to black people as "niggers" which I think is very disturbing. I have never heard anyone use that word until I came to St Mary's.

It seems that this school wants to boost diversity in order to scream to the world how advanced they are in the world, despite the negative affects on schooling. I do not believe that the students of color are inferior mentally, I just do not feel that this school has sought them out--they have taken who is available. Also, I find it insulting that I am part of the majority of this school (whites) and feel under-represented on this campus as well as silenced due to the school's overeagerness to support their minority students. I wish it wasn't the case on this campus to become friends with students of color only through sports and special circumstances such as roommate assignment. And no, I do not feel that my voice will be heard despite my efforts.

Next Steps

What this survey provides is a baseline by which we can measure our progress on efforts to improve the campus climate. Though the level of response may not have been ideal, it nonetheless provides us with a starting point from which to grow. Additional data analysis will be conducted which will include disaggregation of results by specific sub-groups (ethnic and gender in particular) as well a more detailed analysis of the qualitative data. Focus groups are being planned for the latter part of the Spring 2007 semester for two reasons: 1. To provide us with additional data to use in discussion and planning and 2. To provide an opportunity for individuals to participate who were not able or chose not to do so the past Spring. Lastly, the results of the survey presented to date will be used as the central focus of the 11/1/06 "Community Time" discussion forum on Diversity.

References

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APPENDIX

Faculty - General Climate

Based on your experience, how would you describe the general climate of SMC?	Negative	Neutral	Positive
Disrespectful---Respectful	14.5%	16.9%	68.5%
Inhospitable to the Disabled---Hospitable to the Disabled	17.1%	15.4%	67.4%
Racist---Anti-racist	28.4%	14.6%	56.9%
Sexist---Non-sexist	31.5%	13.7%	54.9%
Homophobic---Non-homophobic	33.0%	18.5%	48.4%
Stagnant---Innovative	41.2%	22.6%	36.3%
Unsafe---Safe	11.3%	11.3%	77.4%
Not Supportive---Supportive	18.6%	22.6%	58.9%
Alienating---Welcoming	13.7%	24.2%	62.0%

Based on your experience, how would you describe the general climate of your immediate working environment?	Negative	Neutral	Positive
Disrespectful---Respectful	17.6%	5.9%	76.4%
Inhospitable to the Disabled---Hospitable to the Disabled	14.6%	12.8%	72.7%
Racist---Anti-racist	7.6%	12.5%	80.0%
Sexist---Non-sexist	10.0%	11.6%	78.5%
Homophobic---Non-homophobic	3.3%	14.0%	82.7%
Stagnant---Innovative	21.9%	16.0%	62.2%
Unsafe---Safe	7.4%	9.9%	82.7%
Not Supportive---Supportive	11.7%	13.3%	75.0%
Alienating---Welcoming	10.9%	10.8%	78.3%

Faculty - General Climate

Please indicate how much emphasis you believe SMC currently places on:	None at all	Very little	Some emphasis	A great deal
Increasing representation of people of color in the faculty	9.7%	24.2%	55.6%	10.5%
Increasing representation of people of color in the staff	35.5%	20.2%	38.7%	5.6%
Increasing representation of people of color in the administration	40.3%	29.0%	27.4%	3.2%
Developing a sense of community among students, staff, and faculty	8.2%	18.0%	41.0%	32.8%
Helping students learn how to bring about positive change in society	2.4%	7.3%	47.2%	43.1%
Promoting a campus climate where differences of opinion are regularly aired openly	8.1%	35.0%	38.2%	18.7%
Developing appreciation for a multicultural society on campus	5.6%	22.6%	45.2%	26.6%
Recruiting high achieving students	12.4%	31.4%	43.8%	12.4%
Encouraging collaboration between offices	24.0%	43.0%	27.3%	5.8%
How much emphasis do you think SMC should place on these areas?	None at all	Very little	Some emphasis	A great deal
Increasing representation of people of color in the faculty	8.1%	3.2%	43.5%	45.2%
Increasing representing of people of color in the staff	9.7%	3.2%	48.4%	38.7%
Increasing representation of people of color in the administration	8.9%	4.9%	43.9%	42.3%
Developing sense of community among students, staff, and faculty	1.6%	0.8%	26.8%	70.7%
Helping students learn how to bring about positive change in society	1.6%	1.6%	21.8%	75.0%
Promoting a campus climate where differences of opinion are regularly aired openly	0.8%	0.0%	21.5%	77.7%
Developing appreciation for a multicultural society on campus	2.4%	1.6%	25.8%	70.2%
Recruiting high achieving students	0.8%	3.3%	35.2%	60.7%
Encouraging collaboration between offices	4.1%	6.6%	34.4%	54.9%

Faculty --- Campus Diversity

Using the scale below, please indicate the extent to which you agree or disagree with the following statements:

	Strongly Disagree/ Disagree	Neither Disagree or Agree	Strongly Agree/ Agree	Not Enough Information to Respond
I know how to officially report any racist, sexist, or other offensive behaviors.	15.6%	10.2%	69.6%	4.7%
My opinions/inputs are valued at SMC.	23.6%	18.9%	57.5%	0.0%
The college should use its resources to help underprepared students succeed.	8.6%	12.5%	76.6%	2.3%
I fear for my physical safety on campus because of my ethnicity.	92.8%	2.4%	0.8%	4.0%
At SMC, I often feel that I am expected to excel at certain activities simply because of my ethnicity.	76.2%	6.3%	11.9%	5.6%
At SMC, I often feel that I am expected to excel at certain activities simply because of my gender.	66.9%	9.1%	18.1%	5.8%
It is important to me to have friends who are part of the same ethnic group as my own.	49.6%	20.0%	25.6%	4.8%
I fear for my physical safety on campus because of my sexual orientation.	83.7%	5.7%	2.4%	8.2%
I feel uncomfortable disclosing my sexual orientation to my colleagues on campus.	70.4%	12.0%	8.8%	8.8%
A diverse student body enhances the educational experiences of all students	2.4%	6.3%	89.8%	1.6%
I feel uncomfortable discussing racially sensitive topics on campus with members of other races/ethnicities.	57.1%	16.7%	25.4%	0.8%
In order to "fit in" at SMC, I often feel I need to change some of my personal characteristics (e.g. language, name, appearance).	75.0%	8.6%	12.5%	3.9%
I feel awkward in situations at SMC in which I am the only person of my ethnic group.	61.9%	15.9%	12.7%	9.5%
I feel comfortable seeing public displays of affection (e.g. hugging, kissing, holding hands).	18.7%	25.0%	54.7%	1.6%
I feel comfortable seeing public displays of affection (e.g. hugging, kissing, holding hands) by a gay or lesbian couple.	3.1%	4.7%	55.5%	36.7%
I value the work that is being done by the Intercultural Center.	31.2%	20.3%	47.7%	0.8%
I feel comfortable talking about my religion on campus	9.4%	31.3%	43.7%	15.6%

Faculty --- The Working Environment

Indicate the extent to which you agree or disagree with the following statements:

	Strongly Disagree/ Disagree	Neither Disagree or Agree	Strongly Agree/ Agree	Not Enough Information to respond
My department is supportive of the faculty's use of various teaching styles.	11.8%	9.4%	78.7%	0.0%
Faculty who are openly critical of my department's administration have no cause for fear of retribution.	26.0%	16.5%	49.6%	7.9%
I believe I am asked to serve on more committees than other colleagues within my department.	32.8%	21.1%	32.0%	14.1%
Student diversity is appreciated by the faculty on this campus.	11.7%	15.6%	66.4%	6.3%
Faculty of color are adequately represented on important faculty committees.	49.3%	14.1%	14.0%	22.7%
Female faculty receive the same level of support as male faculty.	28.2%	9.4%	46.1%	16.4%
Senior faculty are supportive of junior faculty in my department.	20.3%	8.6%	67.2%	3.9%
I would recommend SMC as a good place to work.	14.2%	18.1%	66.9%	0.8%
My course presentations are designed to accommodate a variety of learning styles.	5.5%	8.6%	85.2%	0.8%
Faculty morale is good on this campus.	45.4%	23.4%	25.7%	5.5%
My colleagues are committed to the curtailment of sexual harrassment.	8.6%	14.8%	68.8%	7.8%
Subtle discrimination is tolerated on this campus.	23.6%	15.7%	52.0%	8.7%
I am treated with respect by my colleagues.	11.8%	17.3%	70.9%	0.0%
There is too much emphasis placed on incorporating racial/ethnic issues or other non-Western ideas in GE courses.	53.9%	17.2%	11.7%	17.2%
My department encourages its faculty to incorporate multiple ethnic and gender specific material into their curriculum.	18.7%	21.9%	51.6%	7.8%
The process by which complaints and grievances against faculty are resolved is fair and equitable.	16.5%	13.3%	32.8%	37.5%
I feel supported by my dean.	20.6%	12.7%	64.3%	2.4%
Efforts to reexamine the curriulcum or pedagogical practices are rewarded at SMC.	23.4%	22.7%	38.3%	15.6%
My department is free of incidents of verbal abuse.	30.7%	14.2%	48.8%	6.3%
In its faculty seraches in the last 5 years, my department made an honest effort to hire faculty of color.	18.1%	10.2%	59.9%	11.8%

Faculty --- Demographics

Gender	Male	Female					
	47.9%	52.1%					
Age:	21-30	31-40	41-50	51-60	61-70	71+	
	4.1%	19.7%	24.6%	32.8%	16.4%	2.4%	
Citizenship Status	U.S. Citizen	Permanent Resident	Temporary Resident	Other			
	94.3%	4.9%	0.8%	0.0%			
What is your primary school affiliation?	School of Liberal Arts	School of Economic and Business Administration	School of Science	School of Education	Schooled of Extended Education		
	51.2%	7.3%	24.4%	13.8%	3.3%		
What is your current academic rank?	Adjunct	Lecturer	Assistant Professor	Associate Professor	Full Professor		
	8.9%	11.4%	14.6%	26.0%	39.0%		
Are you tenured?	No	Yes					
	46.3%	53.7%					
How many years have you been working at SMC?	0-4 years	5-8 years	9-12 years	13-16 years	17-20 years	21-24 years	25+ years
	22.1%	19.5%	16.8%	10.6%	8.8%	10.6%	11.5%
What is your sexual orientation?	Heterosexual	Gay/ Lesbian/ Bisexual	Decline to State				
	85.2%	4.9%	9.8%				
Primary Language	English Only	English primary but speak more than one language	English not primary language but speak more than one language				
	47.2%	45.5%	7.3%				
Are you a person with a disability	No	Yes					
	93.5%	6.5%					
Ethnicity	African American	Asian Pacific/ Islander	Latino	White	Other		
	1.6%	2.5%	9.0%	76.2%	10.7%		
Do you consider yourself biracial?	No	Yes					
	93.3%	6.7%					

Staff --- General Climate

Based on your experience, how would you the general climate of SMC?

	Negative	Neutral	Positive
Disrespectful---Respectful	12.0%	15.0%	73.0%
Inhospitable to the Disabled---Hospitable to the Disabled	14.1%	15.1%	70.8%
Racist---Anti-racist	16.2%	19.3%	64.6%
Sexist---Non-sexist	26.3%	17.4%	56.3%
Homophobic---Non-homophobic	25.7%	20.5%	53.6%
Stagnant---Innovative	36.0%	22.4%	41.7%
Unsafe---Safe	6.2%	11.4%	82.5%
Not Supportive---Supportive	15.1%	18.2%	66.7%
Alienating---Welcoming	8.8%	15.6%	75.6%

Based on your experience, how would you describe the general climate of your immediate working environment?

	Negative	Neutral	Positive
Disrespectful---Respectful	9.9%	8.3%	81.9%
Inhospitable to the Disabled---Hospitable to the Disabled	11.0%	14.1%	74.9%
Racist---Anti-racist	5.8%	6.8%	87.4%
Sexist---Non-sexist	7.9%	9.5%	82.6%
Homophobic---Non-homophobic	8.3%	8.3%	83.3%
Stagnant---Innovative	19.2%	13.0%	67.9%
Unsafe---Safe	5.2%	7.8%	87.1%
Not Supportive---Supportive	14.1%	6.8%	79.2%
Alienating---Welcoming	10.9%	5.7%	83.4%

Staff --- General Climate

How often have you seen or heard insensitive or disparaging comments, behaviors or gestures directed towards people on this campus who are:

	Never	Seldom	Occasionally	Frequently
Men	33.7%	44.2%	17.9%	4.2%
Women	22.6%	30.0%	37.9%	9.5%
People of Color	35.8%	28.9%	26.8%	8.4%
Disabled	59.8%	29.1%	10.1%	1.1%

How often have you seen or heard insensitive or disparaging comments, behaviors or gestures directed towards people on this campus based on their:

	Never	Seldom	Occasionally	Frequently
Sexual Orientation	31.6%	29.5%	28.9%	10.0%
Religious Affiliation	40.5%	28.9%	21.6%	8.9%
Age	40.0%	28.9%	26.3%	4.7%
Physical Characteristics	35.3%	34.2%	23.7%	6.8%
Language or Accent	39.3%	33.5%	23.0%	4.2%

Have you been harassed or discriminated against on campus because of you:

	Never	Seldom	Occasionally	Frequently
Gender	69.8%	13.8%	13.2%	3.2%
Political Views	68.3%	16.4%	13.2%	2.1%
Ethnicity	79.3%	12.8%	5.9%	2.1%
Sexual Orientation	90.4%	4.3%	4.3%	1.1%
Disability	94.1%	3.2%	2.7%	0.0%
Language or Accent	93.0%	5.9%	1.1%	0.0%
Religion	77.5%	11.5%	11.0%	0.0%
Age	76.1%	9.6%	11.7%	2.7%
Physical Characteristics	85.7%	4.8%	6.3%	3.2%

	Never	Seldom	Occasionally	Frequently
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How often have you felt pressured from members of your own ethnic group on campus not to socialize with members of other ethnic groups?

	92.6%	5.3%	2.1%	0.0%
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How often have you felt excluded by your own ethnic group because you choose not to participate in campus activities related to your own ethnic group?

	91.4%	5.4%	3.2%	0.0%
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Staff --- General Climate

	None at all	Very little emphasis	Some emphasis	A great deal	Not Enough Information to Respond
Please indicate how much emphasis you believe SMC currently places on:					
Increasing representation of people of color in the faculty	6.7%	19.7%	36.8%	11.9%	24.9%
Increasing representation of people of color in the staff	6.8%	24.5%	40.6%	10.9%	17.2%
Increasing representation of people of color in the administration	16.3%	25.3%	24.2%	9.5%	24.7%
Developing a sense of community among students, staff, and faculty	4.7%	17.6%	45.6%	28.5%	3.6%
Helping students learn how to bring about positive change in society	2.6%	8.4%	40.3%	36.6%	12.0%
Promoting a campus climate where differences of opinion are regularly aired openly	6.8%	29.2%	43.2%	15.6%	5.2%
Developing appreciation for a multicultural society on campus	4.7%	17.2%	49.5%	26.0%	2.6%
Recruiting high achieving students	5.2%	9.3%	42.0%	26.9%	16.6%
Encouraging collaboration between offices	16.2%	36.1%	34.6%	7.3%	5.8%
How much emphasis do you think SMC should place on these areas?					
Increasing representation of people of color in the faculty	3.1%	4.2%	33.9%	50.5%	8.3%
Increasing representing of people of color in the staff	3.7%	4.7%	38.7%	46.1%	6.8%
Increasing representation of people of color in the administration	3.6%	6.3%	34.9%	47.9%	7.3%
Developing sense of community among students, staff, and faculty	0.5%	1.0%	21.8%	75.6%	1.0%
Helping students learn how to bring about positive change in society	1.0%	1.0%	14.7%	80.6%	2.6%
Promoting a campus climate where differences of opinion are regularly aired openly	0.5%	1.6%	14.1%	82.8%	1.0%
Developing appreciation for a multicultural society on campus	1.0%	5.2%	20.2%	72.5%	1.0%
Recruiting high achieving students	1.6%	6.3%	37.2%	50.8%	4.2%
Encouraging collaboration between offices	0.5%	1.6%	20.4%	75.9%	1.6%

Staff --- Campus Diversity

	Strongly Disagree/ Disagree	Neither Disagree or Agree	Strongly Agree/ Agree	Not Enough Information to Respond
I know how to officially report any racist, sexist, or other offensive behaviors.	13.3%	5.1%	79.5%	2.1%
My opinions/inputs are valued at SMC.	28.1%	26.5%	42.3%	3.1%
The college should use its resources to help underprepared students succeed.	6.7%	9.8%	78.9%	4.6%
I fear for my physical safety on campus because of my ethnicity.	88.2%	4.6%	0.5%	6.7%
At SMC, I often feel that I am expected to excel at certain activities simply because of my ethnicity.	70.0%	9.8%	7.8%	12.4%
At SMC, I often feel that I am expected to excel at certain activities simply because of my gender.	69.1%	13.9%	8.8%	8.2%
It is important to me to have friends who are part of the same ethnic group as my own.	50.7%	23.6%	21.0%	4.7%
I fear for my physical safety on campus because of my sexual orientation.	81.9%	9.0%	1.6%	7.4%
I feel uncomfortable disclosing my sexual orientation to my colleagues on campus.	71.2%	10.5%	10.5%	7.9%
A diverse student body enhances the educational experiences of all students	1.5%	3.6%	93.3%	1.5%
I feel uncomfortable discussing racially sensitive topics on campus with members of other races/ethnicities.	51.8%	18.5%	25.6%	4.1%
In order to "fit in" at SMC, I often feel I need to change some of my personal characteristics (e.g. language, name, appearance).	72.6%	10.6%	12.4%	4.1%
I feel awkward in situations at SMC in which I am the only person of my ethnic group.	67.6%	14.7%	11.6%	6.3%
I feel comfortable seeing public displays of affection (e.g. hugging, kissing, holding hands).	30.6%	30.1%	37.4%	2.1%
I feel comfortable seeing public displays of affection (e.g. hugging, kissing, holding hands) by a gay or lesbian couple.	1.5%	12.5%	61.5%	24.5%
I value the work that is being done by the Intercultural Center.	20.8%	18.2%	57.8%	3.1%
I feel comfortable talking about my religion on campus	4.6%	29.5%	52.9%	13.0%

Staff --- Job Satisfaction

	Very Dissatisfied/ Dissatisfied	Neither Satisfied Nor Dissatisfied	Very Satisfied/ Satisfied	Not enough information to respond
Aspects of the Job				
Working Conditions	22.4%	8.7%	67.4%	1.5%
Autonomy and independence	9.2%	5.6%	83.6%	1.5%
Professional relationships with your co-workers	10.3%	7.1%	81.7%	1.0%
Social relationships with your co-workers	6.7%	20.0%	72.4%	1.0%
Job security	21.0%	9.7%	67.1%	2.1%
Relationship with your supervisor	14.9%	3.6%	80.5%	1.0%
Quality of supervision you receive	17.6%	12.4%	68.4%	1.6%
Advice/Mentoring you have received from people in your department	13.5%	18.2%	64.1%	4.2%
Opportunity to be in charge of tasks or projects	8.8%	7.3%	82.9%	1.0%
Recognition for meritorious performance	26.9%	12.6%	58.4%	2.1%
Access to technical support and assistance	19.2%	16.1%	62.7%	2.1%
Overall job satisfaction	11.8%	9.7%	76.9%	1.5%
	Very Dissatisfied/ Dissatisfied	Neither Satisfied Nor Dissatisfied	Very Satisfied/ Satisfied	Not enough information to respond
Aspects of the College				
Input in decisions that affect you personally	35.2%	31.1%	31.6%	2.0%
Opportunities to interact with students	4.6%	12.8%	80.5%	2.1%
Campus administrative leadership	30.0%	29.0%	36.8%	4.1%
Academic freedom	4.8%	20.5%	46.8%	27.9%
Extent to which campus administration willingly shares important with you.	30.4%	27.2%	38.2%	4.2%
Extent to which campus administration encourages you to develop creative/innovative ideas.	27.6%	32.8%	34.9%	4.7%
Integration of the staff in the life of the campus.	22.1%	31.4%	42.3%	4.1%

Staff --- Job Satisfaction

If you have applied for a job change within the last five years while working at SMC, please tell us why you decided to switch jobs.	Not a reason		A major
	at all	A minor reason	reason
I wanted an increase in salary	37.1%	24.3%	38.6%
I felt that my work was not being appreciated	52.9%	11.8%	35.3%
I was not treated with respect	63.1%	13.8%	23.1%
I was being treated in an insensitive/inappropriate manner based on my ethnicity.	88.1%	6.0%	6.0%
I was being treated in an insensitive/inappropriate manner based on my gender.	83.6%	10.4%	6.0%
I was being treated in an insensitive/inappropriate manner based on my sexual orientation.	95.5%	4.5%	0.0%
I was not being treated in an insensitive/inappropriate manner based on my disability.	97.0%	1.5%	1.5%
I wanted more responsibility	38.8%	17.9%	43.3%
I wanted a change in my work hours	75.0%	10.3%	14.7%
I did not get along with my co-workers	89.6%	6.0%	4.5%
The new job was less stressful	83.3%	9.1%	7.6%
I wanted to make a career change and pursue a new line of work.	64.2%	16.4%	19.4%

Staff --- The Working Environment

	Strongly Disagree/ Disagree	Neither Agree nor Disagree	Strongly Agree/ Agree	Not enough information to respond
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Indicate the extent to which you agree or disagree with the following statements:

I receive an equitable salary in my department or assigned work area.	16.1%	14.0%	64.8%	4.7%
My actual job duties fit my job description	27.6%	10.4%	59.9%	2.1%
There are sufficient opportunities for advancement within SMC	17.8%	28.3%	48.7%	5.2%
My work contributions to my department are appreciated by my manager supervisor	12.5%	8.9%	77.6%	1.0%
Women in my department have equal opportunities as men for recognition and respect.	11.9%	9.3%	75.2%	3.6%
Women in my department have equal opportunities as men for advancement	12.5%	13.0%	69.3%	5.2%
My immediate work environment is free from incidents of sexual harassment	6.8%	6.2%	85.0%	2.1%
Too much emphasis is placed in achieving diversity within the staff	53.1%	26.0%	13.5%	7.3%
Staff morale is good in my department	35.6%	17.0%	45.8%	1.5%
I would recommend SMC as a good place to work	13.6%	19.9%	64.9%	1.6%
In my opinion SMC is a well managed college	35.3%	24.7%	37.9%	2.1%
I receive enough information in order to perform my job	12.0%	10.4%	76.6%	1.0%
There are opportunities for me to develop my skills and capabilities in the department	16.1%	15.5%	67.3%	1.0%
I am supported when seeking information about career development	14.8%	29.5%	41.1%	14.7%
My performance on the job is evaluated fairly	9.9%	12.0%	71.4%	6.8%
In my department, there is favoritism	52.6%	19.3%	25.0%	3.1%
When I take initiative on the job it is usually appreciated	12.1%	10.5%	76.3%	1.1%
My supervisor treats me like I am incompetent	81.7%	8.3%	8.9%	1.0%
I am often given feedback about how I am doing on the job	24.3%	22.8%	51.3%	1.6%
My department is free of incidents of verbal abuse	16.9%	10.1%	70.9%	2.1%
I am able to attend campus events/activities during work hours	8.8%	6.8%	82.3%	2.1%
I see my work as an integral part of the overall mission of educating students here at SMC.	4.7%	7.3%	85.8%	2.1%
I often feel it is necessary to work late or through lunch to get my work done	27.2%	11.0%	59.7%	2.1%
My supervisor understands what it takes for me to do my job.	21.3%	9.0%	68.0%	1.6%

Staff --- Demographics

Gender	Male	Female				
	25.4%	74.6%				
Age:	16-20	21-30	31-40	41-50		
	0.6%	12.6%	18.3%	20.0%		
	51-60	61-70	71+			
	35.4%	11.4%	1.7%			
What is your primary school affiliation?	School of Liberal Arts	SEBA	School of Science	School of Education	School of Extended Education	
	8.6%	1.3%	2.0%	1.3%	5.3%	
	Academic Affairs	Student Life	Enrollment/College	CATS	Advancement	
	24.3%	17.8%	19.1%	7.2%	13.2%	
Employment Status	Full Time	Part Time				
	91.0%	9.0%				
How many years have you been working at SMC?	0-4 years	5-8 years	9-12 years	13-16 years	17-20 years	21+ years
	42.3%	22.3%	10.9%	7.4%	6.9%	10.2%
What is your sexual orientation?	Heterosexual	Gay/ Lesbian/ Bisexual	Decline to State			
	81.8%	4.5%	13.6%			
Primary Language	English Only	English primary but speak more than one	English not primary language but speak more than one language			
	70.8%	28.1%	1.1%			
Are you a person with a disability ?	No	Yes				
	96.0%	4.0%				
Ethnicity	African American	Native American	Asian Pacific/ Islander	Latino	White	Other
	4.5%	0.6%	5.1%	6.3%	77.3%	6.20%

Students --- Campus Environment	Strongly Disagree/ Disagree	Neither agree nor disagree	Strongly Agree/ Agree	Not enough information to respond
This year's elected student leaders at SMC represent my point of view	16.1%	57.8%	17.8%	8.3%
The SMC administration is supportive of ethnic minority needs	10.7%	47.2%	36.9%	5.3%
The SMC staff is supportive of ethnic minority needs	7.1%	43.6%	41.5%	4.9%
I get more personal attention from faculty who are ethnically similar to me	43.8%	37.4%	14.5%	4.3%
My major department emphasizes the importance of diversity in my field.	16.0%	36.1%	45.8%	3.1%
There is racial tension at SMC	41.6%	31.2%	21.8%	5.3%
I feel I am expected to represent my ethnic group in discussion in class	46.2%	29.2%	22.2%	2.3%
Faculty tend to underestimate my ability	46.1%	28.9%	23.9%	1.2%
SMC is preparing meto live and work in a diverse society	20.1%	28.3%	51.0%	0.6%
I would recommend attending SMC to someone whose ethnic background is the same as my own	11.7%	26.6%	59.9%	1.8%
There is intense competition for classes on this campus	23.1%	25.2%	50.3%	1.4%
The student body has little school spirit	33.8%	24.1%	36.6%	5.5%
I feel there are role models for me on campus	11.0%	23.9%	64.9%	0.2%
The academic atmosphere at SMC is competitive	24.3%	23.5%	51.5%	0.8%
Student services are available at convenient hours	33.4%	22.2%	37.9%	6.5%
Diversity was one of the reasons why I chose to come to SMC.	66.4%	19.1%	12.0%	2.6%
People here tend to stick with their own clique	14.1%	15.7%	69.1%	1.2%
I am involved in social activities at SMC	24.4%	15.4%	59.0%	1.2%
The real value of a college education lies in being exposed to different ideas and values	6.0%	13.9%	79.8%	1.2%
I believe my responses on this survey will have an impact on the SMC campus?	23.5%	33.4%	43.1%	0.0%

Students --- CAMPUS DIVERSITY

	Strongly Disagree/ Disagree	Neither agree nor disagree	Strongly Agree/ Agree	Not enough information to respond
I know how to officially report any racist, sexist, or other offensive behaviors.	55.7%	11.6%	32.8%	0.0%
My opinions/inputs are valued at SMC.	20.7%	25.2%	54.0%	0.0%
The college should use its resources to help underprepared students succeed.	15.0%	17.5%	67.5%	0.0%
I fear for my physical safety on campus because of my ethnicity.	86.1%	9.2%	2.3%	0.0%
At SMC, I often feel that I am expected to excel at certain activities simply because of my ethnicity.	61.7%	16.7%	17.0%	4.7%
At SMC, I often feel that I am expected to excel at certain activities simply because of my gender.	56.0%	21.1%	19.4%	3.5%
It is important to me to have friends who are part of the same ethnic group as my own.	50.0%	27.8%	20.5%	1.8%
I fear for my physical safety on campus because of my sexual orientation.	83.5%	9.7%	2.5%	4.3%
I feel uncomfortable disclosing my sexual orientation to my colleagues on campus.	79.3%	10.7%	5.0%	5.0%
A diverse student body enhances the educational experiences of all students.	6.0%	12.0%	80.6%	1.4%
I feel uncomfortable discussing racially sensitive topics on campus with members of other races/ethnicities.	48.2%	20.6%	29.9%	1.4%
In order to “fit in” at SMC, I often feel I need to change some of my personal characteristics (e.g. language, name, appearance).	55.0%	15.0%	29.1%	0.8%
I feel awkward in situations at SMC in which I am the only person of my ethnic group.	53.9%	17.3%	24.0%	4.1%
I feel comfortable seeing public displays of affection (e.g. hugging, kissing, holding hands).	30.9%	23.8%	43.1%	2.1%
I feel comfortable seeing public displays of affection (e.g. hugging, kissing, holding hands) by a gay or lesbian couple.	6.1%	19.8%	48.3%	25.7%
I value the work that is being done by the Intercultural Center.	9.7%	17.3%	48.3%	25.7%
I feel comfortable talking about my religion on campus.	9.7%	17.3%	71.6%	1.4%

Students --- CLASSROOM EXPERIENCES

How many of the faculty at SMC (whose courses you have taken) would you describe as:

	None	Few	Some	Most	All
Accessible outside of classroom	0.2%	2.1%	12.3%	62.7%	22.7%
Accessible inside the classroom	0.2%	2.3%	15.4%	50.4%	31.6%
Fair to all students regardless of their ethnic background	0.4%	1.8%	9.4%	37.6%	50.9%
Enthusiastic about teaching	0.2%	1.8%	17.5%	53.9%	26.7%
Providing you with meaningful feedback about improving your work, skills or abilities	0.2%	3.7%	29.0%	44.2%	22.8%
Interested in your academic development	0.4%	6.4%	23.4%	43.3%	26.5%
Seeking your active participation in the learning process	0.2%	5.3%	22.0%	42.7%	29.8%
Providing a classroom environment that allows you to express your ideas freely	0.2%	5.6%	23.3%	44.6%	26.3%
Able to clearly communicate subject matter being taught	0.2%	3.1%	20.4%	53.9%	22.4%
Applying the learning by doing philosophy	0.8%	10.9%	31.3%	39.3%	17.7%
Encouraging cooperation among students in the classroom	0.2%	5.4%	21.8%	41.8%	30.7%
Communicating high expectations in the classroom	0.4%	4.1%	20.1%	46.2%	29.2%
Respecting diverse learning styles	0.6%	12.5%	28.4%	37.9%	20.6%

Students --- CLASSROOM EXPERIENCES

Overall, <u>in the classroom</u>, how much have you learned at SMC about:	Nothing	A little	Some	Quite a bit	A great deal
Discrimination based on ethnicity	21.1%	18.6%	27.6%	22.3%	10.4%
Discrimination based on disability	40.3%	25.4%	22.1%	9.0%	3.1%
Sexism	24.3%	16.4%	26.0%	23.5%	9.8%
Homophobia	35.1%	19.5%	24.7%	15.2%	5.5%
Overall, <u>outside the classroom</u>, how much have you learned at SMC about:	Nothing	A little	Some	Quite a bit	A great deal
Discrimination based on ethnicity	13.9%	15.0%	27.5%	26.2%	17.4%
Discrimination based on disability	27.5%	23.4%	26.8%	13.5%	8.8%
Sexism	17.8%	14.3%	28.0%	25.6%	14.3%
Homophobia	20.0%	14.7%	25.4%	24.5%	15.5%

Student --- Demographics

GENDER	Female	Male				
	71.5%	28.5%				
Where are you currently living?	Off-Campus	On-Campus				
	76.0%	24.0%				
SEXUAL ORIENTATION	Heterosexual	GLB	Decline to State			
	85.2%	4.9%	9.8%			
AGE	16-20	21-30	31-40	41-50	51-60	
	53.6%	40.1%	4.2%	1.2%	1.0%	
How would you define your family's SES?	Working Class	Lower-middle class	Upper middle class	Upper Class	Decline to State	
	10.9%	21.4%	54.1%	5.9%	7.7%	
Class level	Freshman	Sophomore	Junior	Senior	Graduate Student	
	27.7%	22.6%	15.2%	25.7%	8.8%	
ETHNICITY	African-American	Native American	Asian/Pac Islander	Latino	White	Other
	4.1%	0.2%	11.2%	19.9%	54.1%	10.6%
BIRACIAL?	No	Yes				
Years you have been at SMC	Less than 1	1-2	3-4	5+		
	35.6%	28.0%	32.8%	3.6%		
What is your primary school affiliation?	Liberal Arts	Business & Economics	Science	Education		
	45.6%	24.2%	22.2%	8.1%		
Primary Language Spoken	English Only	English primary + Other	English not Primary + other			
	59.3%	34.1%	6.6%			
Are you a person with a disability?	No	Yes				
	91.9%	8.1%				