



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

PERCEPTIONS OF CAMPUS CLIMATE Percent = "A Great Deal of Emphasis"	Year			
	2006	2008	2010	2012
Number Responding	529	427	487	1309
Emphasis <u>placed</u> on Increasing representation of people of color in the faculty	Not Asked	12%	14%	13%
Emphasis <u>should be placed</u> on Increasing representation of people of color in the faculty	Not Asked	34%	37%	30%
Emphasis <u>placed</u> on Increasing representation of people of color in the staff	Not Asked	15%	17%	13%
Emphasis <u>should be placed</u> on Increasing representation of people of color in the staff	Not Asked	30%	33%	28%
Emphasis <u>placed</u> on Increasing representation of people of color in the administration	Not Asked	8%	11%	11%
Emphasis <u>should be placed</u> on Increasing representation of people of color in the administration	Not Asked	31%	34%	31%
Emphasis <u>placed</u> on Developing a sense of community among students staff and faculty	Not Asked	42%	51%	42%
Emphasis <u>should be placed</u> on Developing a sense of community among students, staff, and faculty	Not Asked	79%	79%	70%
Emphasis <u>placed</u> on Helping students learn how to bring about positive change in society	Not Asked	36%	44%	46%
Emphasis <u>should be placed</u> on Helping students learn how to bring about positive change in society	Not Asked	76%	77%	72%
Emphasis <u>placed</u> on Promoting a campus climate where differences of opinion are aired openly and regularly	Not Asked	28%	30%	38%
Emphasis <u>should be placed</u> on Promoting a campus climate where differences of opinion are aired openly and regularly	Not Asked	74%	70%	67%
Emphasis <u>placed</u> on Developing appreciation for a multicultural society on campus	Not Asked	33%	37%	39%
Emphasis <u>should be placed</u> on Developing appreciation for a multicultural society on campus	Not Asked	59%	63%	57%
Emphasis <u>placed</u> on Developing an inclusive community	Not Asked	35%	41%	38%
Emphasis <u>should be placed</u> on Developing an inclusive community	Not Asked	67%	70%	61%
Emphasis <u>placed</u> on Recruiting high achieving students	Not Asked	22%	27%	30%
Emphasis <u>should be placed</u> on Recruiting high achieving students	Not Asked	60%	59%	58%
Emphasis <u>placed</u> on Encouraging collaboration between offices	Not Asked	6%	14%	15%
Emphasis <u>should be placed</u> on Encouraging collaboration between offices	Not Asked	46%	52%	51%
CLASSROOM EXPERIENCES Percent = "Most" or "All"	Year			
	2006	2008	2010	2012
Faculty are Accessible outside the classroom	85%	84%	83%	81%
Faculty are Approachable inside the classroom	82%	79%	84%	83%
Faculty are Fair to all students regardless of their ethnic background	88%	82%	86%	85%
Faculty are Enthusiastic about teaching	81%	78%	81%	81%
Faculty are Providing you with meaningful feedback about improving your work skills or abilities	67%	66%	72%	74%
Faculty are Interested in your academic development	70%	66%	70%	75%
Faculty are Seeking your active participation in the learning process	73%	64%	78%	79%
Faculty are Providing a classroom environment that allows you to express your ideas freely	71%	68%	75%	77%
Faculty are Applying the "learning by doing" philosophy	57%	46%	60%	66%
Faculty are Encouraging cooperation among students in the classroom	73%	64%	77%	78%
Faculty are Respecting diverse learning styles	59%	59%	63%	73%



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CLASSROOM EXPERIENCES: Courses in Diversity: Percent = "Agree" or "Strongly Agree"	Year			
	2006	2008	2010	2012
Courses I have taken in my main field of study have done a good job of exposing me to issues of diversity.	Not Asked	Not Asked	Not Asked	63%
Jan Term course(s) have done a good job of exposing me to issues of diversity.	Not Asked	Not Asked	Not Asked	55%
Seminar course(s) have done a good job of exposing me to issues of diversity.	Not Asked	Not Asked	Not Asked	47%
Jan Term course(s) have had more direct impact on my understanding of diverse issues than courses in my major.	Not Asked	Not Asked	Not Asked	35%
Seminar courses have had more direct impact on my understanding of diverse issues than courses in my major.	Not Asked	Not Asked	Not Asked	32%
CLASSROOM EXPERIENCES: How much learned at SMC: Percent = "A Great Deal"	Year			
	2006	2008	2010	2012
About discrimination based on ethnicity - Inside the classroom	Not Asked	14%	14%	15%
About discrimination based on ethnicity - Outside the classroom	Not Asked	21%	25%	17%
About discrimination based on disability- Inside the classroom	Not Asked	4%	6%	7%
About discrimination based on disability - Outside the classroom	Not Asked	10%	12%	8%
About Sexism - Inside the classroom	Not Asked	14%	16%	18%
About Sexism - Outside the classroom	Not Asked	16%	21%	17%
About Homophobia - Inside the classroom	Not Asked	9%	10%	10%
About Homophobia- Outside the classroom	Not Asked	20%	24%	18%
DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS Percent = "Frequently" or "Occasionally"	Year			
	2006	2008	2010	2012
How often have you seen or heard insensitive or disparaging comments directed towards Men	Not Asked	25%	20%	22%
How often have you seen or heard insensitive or disparaging comments directed towards: Women	Not Asked	53%	40%	42%
How often have you seen or heard insensitive or disparaging comments directed towards: People of color	Not Asked	46%	39%	34%
How often have you seen or heard insensitive or disparaging comments directed towards: Gay, Lesbian, Bisexual, or Transgender	Not Asked	49%	45%	37%
How often have you seen or heard insensitive or disparaging comments directed towards: Have a disability	Not Asked	20%	19%	17%
How often have you seen or heard insensitive or disparaging comments directed towards: Religious	Not Asked	28%	27%	21%
How often have you seen or heard insensitive or disparaging comments directed towards: Older	Not Asked	17%	17%	15%
How often have you seen or heard insensitive or disparaging comments directed towards: Younger	Not Asked	Not Asked	Not Asked	12%
How often have you been harassed, pressured, or discriminated against on campus because of your: Gender	Not Asked	20%	17%	13%
How often have you been harassed, pressured, or discriminated against on campus because of your: Political views	Not Asked	22%	22%	15%
How often have you been harassed, pressured, or discriminated against on campus because of your: Ethnicity	Not Asked	21%	14%	12%
How often have you been harassed, pressured, or discriminated against on campus because of your: Sexual orientation	Not Asked	5%	4%	5%
How often have you been harassed, pressured, or discriminated against on campus because of your: Disability	Not Asked	3%	3%	3%
How often have you been harassed, pressured, or discriminated against on campus because of your: Language or accent	Not Asked	10%	5%	5%
How often have you been harassed, pressured, or discriminated against on campus because of your: Religion	Not Asked	11%	10%	7%
How often have you been harassed, pressured, or discriminated against on campus because of your: Age	Not Asked	9%	7%	6%



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS: Overall Experiences - Percent = "Good" or "Excellent"	Year			
	2006	2008	2010	2012
Overall experiences with the following: Campus accessibility for those that have disabilities	Not Asked	Not Asked	Not Asked	31%
Overall experiences with the following: Written communications from SMC - non-English translations	Not Asked	Not Asked	Not Asked	20%
Overall experiences with the following: Oral communications with SMC - telephone accessibility	Not Asked	Not Asked	Not Asked	41%
Overall experiences with STUDENT LIFE DEPARTMENTS: Language and communications (oral and written) with SMC	Not Asked	Not Asked	Not Asked	45%
Overall experiences with STUDENT LIFE DEPARTMENTS: Translations of materials from SMC	Not Asked	Not Asked	Not Asked	27%
Overall experiences with STUDENT LIFE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Not Asked	Not Asked	Not Asked	53%
Overall experiences with STUDENT LIFE DEPARTMENTS: Physical accessibility	Not Asked	Not Asked	Not Asked	51%
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Language and communications (oral and written) with SMC	Not Asked	Not Asked	Not Asked	59%
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Translations of materials from SMC	Not Asked	Not Asked	Not Asked	34%
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Not Asked	Not Asked	Not Asked	64%
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Physical accessibility	Not Asked	Not Asked	Not Asked	59%
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Language and communications (oral and written) with SMC	Not Asked	Not Asked	Not Asked	61%
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Translations of materials from SMC	Not Asked	Not Asked	Not Asked	36%
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Not Asked	Not Asked	Not Asked	65%
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Physical accessibility	Not Asked	Not Asked	Not Asked	63%
DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS Percent = "Similar" or "Very Similar"	Year			
	2006	2008	2010	2012
To what extent do you feel that your family's experiences with SMC reflect those of your own? STUDENT LIFE DEPARTMENTS (e.g., Residence Life, Counseling, Health Center)	Not Asked	Not Asked	Not Asked	40%
To what extent do you feel that your family's experiences with SMC reflect those of your own? ACADEMIC SUPPORT SERVICES/DEPARTMENTS (e.g., Academic Advising Center, Library,	Not Asked	Not Asked	Not Asked	42%
To what extent do you feel that your family's experiences with SMC reflect those of your own? ADMINISTRATIVE DEPARTMENTS (e.g., Registrar, Financial Aid, Business Office, Facilities,	Not Asked	Not Asked	Not Asked	44%
CAMPUS DIVERSITY Percent = "Strongly Agree" or "Agree"	Year			
	2006	2008	2010	2012
I know how to officially report any racist, sexist or otherwise offensive behaviors	33%	37%	45%	46%
My opinions and inputs are valued at SMC	54%	54%	58%	58%
The college should use its resources to help underprepared students succeed	67%	72%	71%	70%
I fear for my physical safety on campus because of my ethnicity or gender	2%	8%	9%	8%
It is important to me to have friends who are part of the same ethnic group as my own	21%	21%	22%	22%
I fear for my physical safety on campus because of my sexual orientation	3%	4%	4%	6%
I feel uncomfortable disclosing my sexual orientation to my peers on campus	5%	8%	7%	10%



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

REPORT BY ETHNIC GROUP		2006	2008	2010	2012		2006	2008	2010	2012
Number and Percent Responding	African American	20	24	41	75		4%	6%	8%	6%
	Hispanic-Latino	98	90	84	278		19%	21%	17%	21%
	Asian-Filipino-Pac Isle	55	35	60	147		10%	8%	12%	11%
	White	266	213	220	623		50%	50%	45%	48%
	Other, Decline to State	90	65	82	186		17%	15%	17%	14%
	Total	529	427	487	1,309		100%	100%	100%	100%
PERCEPTIONS OF CAMPUS CLIMATE by ETHNIC GROUP Percent = "A Great Deal"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
Emphasis placed on Increasing representation of people of color in the faculty	African American	Not Asked	8%	13%	8%	Minority: White: Difference:		9%	10%	10%
	Hispanic-Latino	Not Asked	7%	8%	8%		13%	19%	16%	
	Asian-Filipino-Pac Isle	Not Asked	14%	12%	14%		4%	8%	6%	
	White	Not Asked	13%	19%	16%					
	Other, Decline to State	Not Asked	19%	12%	11%					
	Total	Not Asked	12%	14%	13%					
Emphasis should be placed on Increasing representation of people of color in the faculty	African American	Not Asked	70%	65%	59%	Minority: White: Difference:		48%	58%	45%
	Hispanic-Latino	Not Asked	49%	60%	46%		23%	20%	21%	
	Asian-Filipino-Pac Isle	Not Asked	31%	50%	35%		-25%	-38%	-24%	
	White	Not Asked	23%	20%	21%					
	Other, Decline to State	Not Asked	36%	36%	22%					
	Total	Not Asked	34%	37%	30%					
Emphasis placed on Increasing representation of people of color in the staff	African American	Not Asked	4%	15%	9%	Minority: White: Difference:		12%	14%	12%
	Hispanic-Latino	Not Asked	15%	13%	12%		14%	17%	14%	
	Asian-Filipino-Pac Isle	Not Asked	11%	15%	12%		2%	3%	2%	
	White	Not Asked	14%	17%	14%					
	Other, Decline to State	Not Asked	24%	20%	11%					
	Total	Not Asked	15%	17%	13%					
Emphasis should be placed on Increasing representation of people of color in the staff	African American	Not Asked	65%	60%	52%	Minority: White: Difference:		43%	52%	41%
	Hispanic-Latino	Not Asked	43%	55%	43%		19%	17%	19%	
	Asian-Filipino-Pac Isle	Not Asked	29%	41%	30%		-24%	-34%	-21%	
	White	Not Asked	19%	17%	19%					
	Other, Decline to State	Not Asked	33%	31%	21%					
	Total	Not Asked	30%	33%	28%					
Emphasis placed on Increasing representation of people of color in the administration	African American	Not Asked	8%	13%	6%	Minority: White: Difference:		6%	9%	8%
	Hispanic-Latino	Not Asked	6%	7%	8%		9%	12%	13%	
	Asian-Filipino-Pac Isle	Not Asked	6%	10%	9%		3%	3%	5%	
	White	Not Asked	9%	12%	13%					
	Other, Decline to State	Not Asked	11%	11%	11%					
	Total	Not Asked	8%	11%	11%					
Emphasis should be placed on Increasing representation of people of color in the administration	African American	Not Asked	70%	68%	60%	Minority: White: Difference:		43%	53%	45%
	Hispanic-Latino	Not Asked	43%	59%	46%		20%	18%	21%	
	Asian-Filipino-Pac Isle	Not Asked	23%	36%	34%		-22%	-36%	-23%	
	White	Not Asked	20%	18%	21%					
	Other, Decline to State	Not Asked	36%	32%	24%					
	Total	Not Asked	31%	34%	31%					
Emphasis placed on Developing a sense of community among students staff and faculty	African American	Not Asked	25%	55%	30%	Minority: White: Difference:		34%	48%	37%
	Hispanic-Latino	Not Asked	29%	48%	41%		47%	55%	47%	
	Asian-Filipino-Pac Isle	Not Asked	54%	44%	34%		13%	6%	9%	
	White	Not Asked	47%	55%	47%					
	Other, Decline to State	Not Asked	39%	47%	40%					
	Total	Not Asked	42%	51%	42%					
PERCEPTIONS OF CAMPUS CLIMATE by ETHNIC GROUP Percent = "A Great Deal"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
Emphasis should be placed on Developing a sense of community among students, staff, and faculty	African American	Not Asked	83%	73%	74%	Minority: White: Difference:		84%	82%	72%
	Hispanic-Latino	Not Asked	81%	86%	74%		78%	79%	69%	
	Asian-Filipino-Pac Isle	Not Asked	91%	81%	68%		-5%	-3%	-3%	
	White	Not Asked	78%	79%	69%					
	Other, Decline to State	Not Asked	68%	74%	63%					
	Total	Not Asked	79%	79%	70%					
Emphasis placed on Helping students learn how to bring about positive change in society	African American	Not Asked	25%	45%	35%	Minority: White: Difference:		34%	42%	45%
	Hispanic-Latino	Not Asked	34%	40%	49%		38%	48%	49%	
	Asian-Filipino-Pac Isle	Not Asked	43%	41%	43%		4%	7%	4%	
	White	Not Asked	38%	48%	49%					
	Other, Decline to State	Not Asked	34%	35%	41%					
	Total	Not Asked	36%	44%	46%					
Emphasis should be placed on Helping students learn how to bring about positive change in society	African American	Not Asked	83%	88%	69%	Minority: White: Difference:		78%	81%	71%
	Hispanic-Latino	Not Asked	79%	84%	75%		75%	76%	74%	
	Asian-Filipino-Pac Isle	Not Asked	74%	74%	64%		-4%	-6%	3%	
	White	Not Asked	75%	76%	74%					
	Other, Decline to State	Not Asked	78%	73%	69%					
	Total	Not Asked	76%	77%	72%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

PERCEPTIONS OF CAMPUS CLIMATE by ETHNIC GROUP Percent = "A Great Deal"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
Emphasis placed on Promoting a campus climate where differences of opinion are aired openly and regularly	African American	Not Asked	17%	33%	29%	Minority: White: Difference:	25%	29%	31%	31%
	Hispanic-Latino	Not Asked	22%	30%	35%					
	Asian-Filipino-Pac Isle	Not Asked	37%	25%	26%					
	White	Not Asked	32%	33%	42%					
	Other, Decline to State	Not Asked	21%	25%	40%					
	Total	Not Asked	28%	30%	38%					
Emphasis should be placed on Promoting a campus climate where differences of opinion are aired openly and regularly	African American	Not Asked	78%	68%	72%	Minority: White: Difference:	76%	74%	68%	68%
	Hispanic-Latino	Not Asked	74%	79%	71%					
	Asian-Filipino-Pac Isle	Not Asked	80%	71%	60%					
	White	Not Asked	76%	68%	68%					
	Other, Decline to State	Not Asked	59%	66%	63%					
	Total	Not Asked	74%	70%	67%					
Emphasis placed on Developing appreciation for a multicultural society on campus	African American	Not Asked	25%	30%	21%	Minority: White: Difference:	24%	34%	33%	33%
	Hispanic-Latino	Not Asked	20%	36%	38%					
	Asian-Filipino-Pac Isle	Not Asked	31%	34%	30%					
	White	Not Asked	39%	42%	46%					
	Other, Decline to State	Not Asked	32%	27%	34%					
	Total	Not Asked	33%	37%	39%					
Emphasis should be placed on Developing appreciation for a multicultural society on campus	African American	Not Asked	91%	68%	68%	Minority: White: Difference:	69%	76%	62%	62%
	Hispanic-Latino	Not Asked	66%	84%	65%					
	Asian-Filipino-Pac Isle	Not Asked	63%	69%	53%					
	White	Not Asked	53%	52%	54%					
	Other, Decline to State	Not Asked	51%	63%	58%					
	Total	Not Asked	59%	63%	57%					
Emphasis placed on Developing an inclusive community	African American	Not Asked	25%	30%	29%	Minority: White: Difference:	26%	40%	35%	35%
	Hispanic-Latino	Not Asked	22%	37%	40%					
	Asian-Filipino-Pac Isle	Not Asked	34%	50%	27%					
	White	Not Asked	41%	45%	42%					
	Other, Decline to State	Not Asked	34%	35%	35%					
	Total	Not Asked	35%	41%	38%					
Emphasis should be placed on Developing an inclusive community	African American	Not Asked	65%	73%	68%	Minority: White: Difference:	68%	75%	63%	63%
	Hispanic-Latino	Not Asked	70%	81%	65%					
	Asian-Filipino-Pac Isle	Not Asked	63%	69%	55%					
	White	Not Asked	69%	66%	59%					
	Other, Decline to State	Not Asked	59%	66%	62%					
	Total	Not Asked	67%	70%	61%					
Emphasis placed on Recruiting high achieving students	African American	Not Asked	26%	35%	21%	Minority: White: Difference:	27%	30%	30%	30%
	Hispanic-Latino	Not Asked	25%	28%	33%					
	Asian-Filipino-Pac Isle	Not Asked	34%	28%	27%					
	White	Not Asked	20%	26%	29%					
	Other, Decline to State	Not Asked	16%	24%	30%					
	Total	Not Asked	22%	27%	30%					
Emphasis should be placed on Recruiting high achieving students	African American	Not Asked	50%	48%	48%	Minority: White: Difference:	52%	55%	56%	56%
	Hispanic-Latino	Not Asked	48%	54%	59%					
	Asian-Filipino-Pac Isle	Not Asked	65%	60%	55%					
	White	Not Asked	65%	63%	60%					
	Other, Decline to State	Not Asked	61%	59%	57%					
	Total	Not Asked	60%	59%	58%					
Emphasis placed on Encouraging collaboration between offices	African American	Not Asked	0%	18%	8%	Minority: White: Difference:	5%	17%	14%	14%
	Hispanic-Latino	Not Asked	3%	16%	15%					
	Asian-Filipino-Pac Isle	Not Asked	12%	19%	16%					
	White	Not Asked	5%	13%	17%					
	Other, Decline to State	Not Asked	10%	9%	16%					
	Total	Not Asked	6%	14%	15%					
Emphasis should be placed on Encouraging collaboration between offices	African American	Not Asked	48%	53%	51%	Minority: White: Difference:	49%	53%	50%	50%
	Hispanic-Latino	Not Asked	48%	61%	54%					
	Asian-Filipino-Pac Isle	Not Asked	53%	44%	44%					
	White	Not Asked	44%	49%	52%					
	Other, Decline to State	Not Asked	44%	56%	48%					
	Total	Not Asked	46%	52%	51%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CLASSROOM EXPERIENCES by ETHNIC GROUP Percent = "Most" or "All"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
Faculty are Accessible outside the classroom	African American	75%	83%	80%	73%	Minority: 82% 83% 80% 77% White: 89% 86% 85% 83% Difference: -9% -7% 1% -1%				
	Hispanic-Latino	84%	78%	77%	81%					
	Asian-Filipino-Pac Isle	80%	94%	83%	73%					
	White	89%	86%	85%	83%					
	Other, Decline to State	81%	79%	86%	82%					
	Total	85%	84%	83%	81%					
Faculty are Approachable inside the classroom	African American	75%	75%	78%	79%	Minority: 79% 70% 83% 80% White: 86% 85% 85% 85% Difference: 7% 14% 2% 5%				
	Hispanic-Latino	81%	68%	83%	83%					
	Asian-Filipino-Pac Isle	75%	74%	86%	75%					
	White	86%	85%	85%	85%					
	Other, Decline to State	78%	81%	81%	83%					
	Total	82%	79%	84%	83%					
Faculty are Fair to all students regardless of their ethnic background	African American	60%	63%	83%	73%	Minority: 79% 73% 80% 80% White: 94% 90% 93% 89% Difference: 15% 17% 13% 9%				
	Hispanic-Latino	78%	71%	78%	82%					
	Asian-Filipino-Pac Isle	89%	85%	80%	81%					
	White	94%	90%	93%	89%					
	Other, Decline to State	91%	74%	78%	88%					
	Total	88%	82%	86%	85%					
Faculty are Enthusiastic about teaching	African American	65%	67%	78%	75%	Minority: 77% 72% 85% 79% White: 84% 83% 80% 83% Difference: 6% 11% -5% 4%				
	Hispanic-Latino	81%	69%	86%	81%					
	Asian-Filipino-Pac Isle	76%	86%	90%	77%					
	White	84%	83%	80%	83%					
	Other, Decline to State	77%	71%	71%	84%					
	Total	81%	78%	81%	81%					
Faculty are Providing you with meaningful feedback about improving your work skills or abilities	African American	50%	58%	73%	75%	Minority: 63% 64% 74% 71% White: 72% 67% 70% 76% Difference: 9% 2% -4% 5%				
	Hispanic-Latino	68%	63%	73%	72%					
	Asian-Filipino-Pac Isle	58%	71%	76%	66%					
	White	72%	67%	70%	76%					
	Other, Decline to State	60%	69%	71%	78%					
	Total	67%	66%	72%	74%					
Faculty are Interested in your academic development	African American	65%	50%	68%	70%	Minority: 64% 59% 69% 74% White: 74% 70% 72% 75% Difference: 10% 11% 3% 1%				
	Hispanic-Latino	68%	58%	70%	75%					
	Asian-Filipino-Pac Isle	56%	69%	68%	73%					
	White	74%	70%	72%	75%					
	Other, Decline to State	68%	66%	70%	78%					
	Total	70%	66%	70%	75%					
Faculty are Seeking your active participation in the learning process	African American	65%	42%	80%	79%	Minority: 71% 56% 79% 74% White: 77% 70% 80% 82% Difference: 6% 14% 1% 8%				
	Hispanic-Latino	77%	53%	76%	74%					
	Asian-Filipino-Pac Isle	62%	71%	83%	72%					
	White	77%	70%	80%	82%					
	Other, Decline to State	62%	61%	70%	83%					
	Total	73%	64%	78%	79%					
Faculty are Providing a classroom environment that allows you to express your ideas freely	African American	45%	54%	70%	72%	Minority: 65% 61% 75% 73% White: 77% 73% 77% 78% Difference: 12% 12% 2% 5%				
	Hispanic-Latino	71%	59%	73%	74%					
	Asian-Filipino-Pac Isle	60%	71%	81%	70%					
	White	77%	73%	77%	78%					
	Other, Decline to State	65%	66%	68%	86%					
	Total	71%	68%	75%	77%					
Faculty are Applying the "learning by doing" philosophy	African American	45%	38%	65%	59%	Minority: 55% 42% 61% 64% White: 58% 47% 60% 64% Difference: 2% 5% -1% 0%				
	Hispanic-Latino	58%	39%	55%	63%					
	Asian-Filipino-Pac Isle	55%	54%	66%	67%					
	White	58%	47%	60%	64%					
	Other, Decline to State	57%	56%	61%	81%					
	Total	57%	46%	60%	66%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CLASSROOM EXPERIENCES by ETHNIC GROUP Percent = "Most" or "All"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
Faculty are Encouraging cooperation among students in the classroom	African American	50%	42%	78%	73%	Minority: White: Difference:	68%	60%	77%	73%
	Hispanic-Latino	70%	64%	69%	74%					
	Asian-Filipino-Pac Isle	69%	63%	86%	70%					
	White	76%	67%	76%	80%					
	Other, Decline to State	71%	65%	79%	89%					
	Total	73%	64%	77%	78%					
Faculty are Respecting diverse learning styles	African American	35%	29%	60%	59%	Minority: White: Difference:	53%	51%	60%	69%
	Hispanic-Latino	56%	49%	57%	71%					
	Asian-Filipino-Pac Isle	53%	71%	63%	69%					
	White	65%	63%	66%	74%					
	Other, Decline to State	49%	65%	62%	78%					
	Total	59%	59%	63%	73%					
CLASSROOM EXPERIENCES: COURSES in DIVERSITY by ETHNIC GROUP Percent = "Agree" or "Strongly Agree"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
Courses I have taken in my main field of study have done a good job of exposing me to issues of diversity.	African American	Not Asked	Not Asked	Not Asked	70%	Minority: White: Difference:	Not Asked	Not Asked	Not Asked	62%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	61%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	57%					
	White	Not Asked	Not Asked	Not Asked	65%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	58%					
	Total	Not Asked	Not Asked	Not Asked	63%					
Jan Term course(s) have done a good job of exposing me to issues of diversity.	African American	Not Asked	Not Asked	Not Asked	62%	Minority: White: Difference:	Not Asked	Not Asked	Not Asked	58%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	59%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	52%					
	White	Not Asked	Not Asked	Not Asked	55%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	44%					
	Total	Not Asked	Not Asked	Not Asked	55%					
Seminar course(s) have done a good job of exposing me to issues of diversity.	African American	Not Asked	Not Asked	Not Asked	34%	Minority: White: Difference:	Not Asked	Not Asked	Not Asked	45%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	50%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	42%					
	White	Not Asked	Not Asked	Not Asked	51%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	40%					
	Total	Not Asked	Not Asked	Not Asked	47%					
Jan Term course(s) have had more direct impact on my understanding of diverse issues than courses in my major.	African American	Not Asked	Not Asked	Not Asked	36%	Minority: White: Difference:	Not Asked	Not Asked	Not Asked	38%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	40%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	36%					
	White	Not Asked	Not Asked	Not Asked	35%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	28%					
	Total	Not Asked	Not Asked	Not Asked	35%					
Seminar courses have had more direct impact on my understanding of diverse issues than courses in my major.	African American	Not Asked	Not Asked	Not Asked	21%	Minority: White: Difference:	Not Asked	Not Asked	Not Asked	32%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	35%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	31%					
	White	Not Asked	Not Asked	Not Asked	32%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	29%					
	Total	Not Asked	Not Asked	Not Asked	32%					
CLASSROOM EXPERIENCES: How much learned at SMC: by ETHNIC GROUP Percent = "A Great Deal"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
Learned about Discrimination based on ETHNICITY Inside the classroom	African American	Not Asked	17%	18%	10%	Minority: White: Difference:	Not Asked	14%	16%	14%
	Hispanic-Latino	Not Asked	12%	19%	18%					
	Asian-Filipino-Pac Isle	Not Asked	17%	12%	10%					
	White	Not Asked	14%	12%	16%					
	Other, Decline to State	Not Asked	15%	13%	13%					
	Total	Not Asked	14%	14%	15%					
Learned about Discrimination based on ETHNICITY Outside the classroom	African American	Not Asked	50%	44%	19%	Minority: White: Difference:	Not Asked	29%	31%	20%
	Hispanic-Latino	Not Asked	28%	35%	20%					
	Asian-Filipino-Pac Isle	Not Asked	17%	18%	21%					
	White	Not Asked	13%	21%	14%					
	Other, Decline to State	Not Asked	38%	23%	14%					
	Total	Not Asked	21%	25%	17%					
Learned about Discrimination based on DISABILITY Inside the classroom	African American	Not Asked	0%	5%	4%	Minority: White: Difference:	Not Asked	3%	5%	6%
	Hispanic-Latino	Not Asked	2%	7%	6%					
	Asian-Filipino-Pac Isle	Not Asked	6%	3%	6%					
	White	Not Asked	5%	6%	8%					
	Other, Decline to State	Not Asked	7%	5%	6%					
	Total	Not Asked	4%	6%	7%					
Learned about Discrimination based on DISABILITY Outside the classroom	African American	Not Asked	21%	10%	1%	Minority: White: Difference:	Not Asked	12%	9%	9%
	Hispanic-Latino	Not Asked	8%	13%	9%					
	Asian-Filipino-Pac Isle	Not Asked	17%	4%	11%					
	White	Not Asked	6%	13%	8%					
	Other, Decline to State	Not Asked	18%	11%	8%					
	Total	Not Asked	10%	12%	8%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CLASSROOM EXPERIENCES: How much learned at SMC: by ETHNIC GROUP Percent = "A Great Deal"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
Learned about SEXISM Inside the classroom	African American	Not Asked	17%	23%	10%	Minority: White: Difference:	13%	24%	17%	21%
	Hispanic-Latino	Not Asked	12%	29%	21%					
	Asian-Filipino-Pac Isle	Not Asked	14%	19%	14%					
	White	Not Asked	13%	13%	21%					
	Other, Decline to State	Not Asked	15%	5%	12%					
	Total	Not Asked	14%	16%	18%					
Learned about SEXISM Outside the classroom	African American	Not Asked	33%	26%	19%	Minority: White: Difference:	21%	25%	18%	17%
	Hispanic-Latino	Not Asked	19%	33%	18%					
	Asian-Filipino-Pac Isle	Not Asked	20%	14%	17%					
	White	Not Asked	12%	19%	17%					
	Other, Decline to State	Not Asked	18%	16%	15%					
	Total	Not Asked	16%	21%	17%					
Learned about HOMOPHOBIA Inside the classroom	African American	Not Asked	8%	10%	10%	Minority: White: Difference:	7%	11%	10%	12%
	Hispanic-Latino	Not Asked	8%	13%	12%					
	Asian-Filipino-Pac Isle	Not Asked	6%	9%	7%					
	White	Not Asked	11%	9%	12%					
	Other, Decline to State	Not Asked	5%	8%	6%					
	Total	Not Asked	9%	10%	10%					
Learned about HOMOPHOBIA Outside the classroom	African American	Not Asked	46%	32%	14%	Minority: White: Difference:	25%	28%	17%	19%
	Hispanic-Latino	Not Asked	21%	31%	19%					
	Asian-Filipino-Pac Isle	Not Asked	20%	21%	15%					
	White	Not Asked	17%	23%	19%					
	Other, Decline to State	Not Asked	23%	16%	16%					
	Total	Not Asked	20%	24%	18%					
DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by ETHNIC GROUP Percent = "Frequently" or "Occasionally"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
How often have you seen or heard insensitive or disparaging comments directed towards Men	African American	Not Asked	8%	30%	13%	Minority: White: Difference:	22%	22%	22%	24%
	Hispanic-Latino	Not Asked	22%	19%	24%					
	Asian-Filipino-Pac Isle	Not Asked	31%	20%	21%					
	White	Not Asked	25%	21%	24%					
	Other, Decline to State	Not Asked	33%	14%	16%					
	Total	Not Asked	25%	20%	22%					
How often have you seen or heard insensitive or disparaging comments directed towards: Women	African American	Not Asked	67%	48%	41%	Minority: White: Difference:	60%	44%	43%	46%
	Hispanic-Latino	Not Asked	64%	50%	44%					
	Asian-Filipino-Pac Isle	Not Asked	46%	33%	42%					
	White	Not Asked	48%	39%	46%					
	Other, Decline to State	Not Asked	56%	30%	29%					
	Total	Not Asked	53%	40%	42%					
How often have you seen or heard insensitive or disparaging comments directed towards: People of color	African American	Not Asked	65%	55%	46%	Minority: White: Difference:	61%	51%	44%	29%
	Hispanic-Latino	Not Asked	63%	56%	46%					
	Asian-Filipino-Pac Isle	Not Asked	51%	40%	40%					
	White	Not Asked	35%	32%	29%					
	Other, Decline to State	Not Asked	46%	30%	22%					
	Total	Not Asked	46%	39%	34%					
How often have you seen or heard insensitive or disparaging comments directed towards: Gay, Lesbian, Bisexual, or Transgender	African American	Not Asked	79%	53%	43%	Minority: White: Difference:	58%	55%	43%	35%
	Hispanic-Latino	Not Asked	56%	62%	44%					
	Asian-Filipino-Pac Isle	Not Asked	51%	47%	42%					
	White	Not Asked	44%	39%	35%					
	Other, Decline to State	Not Asked	42%	39%	26%					
	Total	Not Asked	49%	45%	37%					
How often have you seen or heard insensitive or disparaging comments directed towards: Have a disability	African American	Not Asked	21%	33%	15%	Minority: White: Difference:	24%	22%	19%	16%
	Hispanic-Latino	Not Asked	26%	24%	20%					
	Asian-Filipino-Pac Isle	Not Asked	23%	12%	21%					
	White	Not Asked	16%	16%	16%					
	Other, Decline to State	Not Asked	22%	20%	14%					
	Total	Not Asked	20%	19%	17%					
How often have you seen or heard insensitive or disparaging comments directed towards: Religious	African American	Not Asked	42%	30%	16%	Minority: White: Difference:	31%	25%	20%	22%
	Hispanic-Latino	Not Asked	30%	33%	20%					
	Asian-Filipino-Pac Isle	Not Asked	26%	12%	22%					
	White	Not Asked	26%	26%	22%					
	Other, Decline to State	Not Asked	31%	34%	18%					
	Total	Not Asked	28%	27%	21%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by ETHNIC GROUP Percent = "Frequently" or "Occasionally"		Year				% Difference: White vs. Minority			
		2006	2008	2010	2012	Group	2006	2008	2010
How often have you seen or heard insensitive or disparaging comments directed towards: Older	African American	Not Asked	21%	26%	13%	Minority: White: Difference:	16% 17% 2%	17% 17% 0%	16% 15% -1%
	Hispanic-Latino	Not Asked	17%	18%	14%				
	Asian-Filipino-Pac Isle	Not Asked	9%	10%	22%				
	White	Not Asked	17%	17%	15%				
	Other, Decline to State	Not Asked	22%	14%	12%				
	Total	Not Asked	17%	17%	15%				
How often have you seen or heard insensitive or disparaging comments directed towards: Younger	African American	Not Asked	Not Asked	Not Asked	10%	Minority: White: Difference:			15% 11% -4%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	14%				
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	19%				
	White	Not Asked	Not Asked	Not Asked	11%				
	Other, Decline to State	Not Asked	Not Asked	Not Asked	11%				
	Total	Not Asked	Not Asked	Not Asked	12%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Gender	African American	Not Asked	13%	35%	16%	Minority: White: Difference:	15% 19% 4%	19% 16% -3%	12% 14% 2%
	Hispanic-Latino	Not Asked	18%	15%	9%				
	Asian-Filipino-Pac Isle	Not Asked	11%	13%	16%				
	White	Not Asked	19%	16%	14%				
	Other, Decline to State	Not Asked	44%	13%	10%				
	Total	Not Asked	20%	17%	13%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Political views	African American	Not Asked	17%	28%	7%	Minority: White: Difference:	21% 22% 0%	22% 21% 0%	10% 18% 8%
	Hispanic-Latino	Not Asked	24%	26%	9%				
	Asian-Filipino-Pac Isle	Not Asked	17%	12%	15%				
	White	Not Asked	22%	21%	18%				
	Other, Decline to State	Not Asked	31%	27%	13%				
	Total	Not Asked	22%	22%	15%				
How often have you been harassed, pressured, or discriminated against on campus because of your: ETHNIC GROUP	African American	Not Asked	38%	33%	31%	Minority: White: Difference:	35% 8% -27%	21% 7% -14%	19% 8% -12%
	Hispanic-Latino	Not Asked	34%	20%	18%				
	Asian-Filipino-Pac Isle	Not Asked	34%	15%	16%				
	White	Not Asked	8%	7%	8%				
	Other, Decline to State	Not Asked	36%	14%	10%				
	Total	Not Asked	21%	14%	12%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Sexual orientation	African American	Not Asked	8%	10%	2%	Minority: White: Difference:	7% 4% -3%	7% 2% -5%	6% 3% -3%
	Hispanic-Latino	Not Asked	7%	8%	6%				
	Asian-Filipino-Pac Isle	Not Asked	6%	2%	10%				
	White	Not Asked	4%	2%	3%				
	Other, Decline to State	Not Asked	8%	4%	6%				
	Total	Not Asked	5%	4%	5%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Disability	African American	Not Asked	4%	8%	2%	Minority: White: Difference:	3% 2% -1%	4% 3% -2%	3% 3% 0%
	Hispanic-Latino	Not Asked	4%	4%	2%				
	Asian-Filipino-Pac Isle	Not Asked	0%	3%	5%				
	White	Not Asked	2%	3%	3%				
	Other, Decline to State	Not Asked	8%	2%	4%				
	Total	Not Asked	3%	3%	3%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Language or accent	African American	Not Asked	13%	0%	5%	Minority: White: Difference:	16% 4% -12%	8% 4% -4%	6% 2% -4%
	Hispanic-Latino	Not Asked	19%	11%	6%				
	Asian-Filipino-Pac Isle	Not Asked	9%	8%	7%				
	White	Not Asked	4%	4%	2%				
	Other, Decline to State	Not Asked	19%	0%	7%				
	Total	Not Asked	10%	5%	5%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Religion	African American	Not Asked	13%	8%	2%	Minority: White: Difference:	13% 9% -4%	11% 9% -2%	5% 9% 4%
	Hispanic-Latino	Not Asked	13%	18%	4%				
	Asian-Filipino-Pac Isle	Not Asked	14%	5%	9%				
	White	Not Asked	9%	9%	9%				
	Other, Decline to State	Not Asked	14%	11%	8%				
	Total	Not Asked	11%	10%	7%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Age	African American	Not Asked	8%	13%	3%	Minority: White: Difference:	11% 6% -6%	11% 5% -6%	6% 5% -1%
	Hispanic-Latino	Not Asked	14%	14%	6%				
	Asian-Filipino-Pac Isle	Not Asked	6%	5%	8%				
	White	Not Asked	6%	5%	5%				
	Other, Decline to State	Not Asked	14%	5%	7%				
	Total	Not Asked	9%	7%	6%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS OVERALL EXPERIENCES by ETHNIC GROUP Percent = "Good" or "Excellent"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
Campus accessibility for those that have disabilities	African American	Not Asked	Not Asked	Not Asked	27%					
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	35%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	30%	Minority:				32%
	White	Not Asked	Not Asked	Not Asked	31%	White:				31%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	25%	Difference:				-1%
	Total	Not Asked	Not Asked	Not Asked	31%					
Written communications from SMC - non-English translations	African American	Not Asked	Not Asked	Not Asked	21%					
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	26%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	26%	Minority:				25%
	White	Not Asked	Not Asked	Not Asked	17%	White:				17%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	17%	Difference:				-8%
	Total	Not Asked	Not Asked	Not Asked	20%					
Oral communications with SMC - telephone accessibility	African American	Not Asked	Not Asked	Not Asked	38%					
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	41%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	36%	Minority:				39%
	White	Not Asked	Not Asked	Not Asked	42%	White:				42%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	44%	Difference:				2%
	Total	Not Asked	Not Asked	Not Asked	41%					
Overall experiences with STUDENT LIFE DEPARTMENTS: Language and communications (oral and written) with SMC	African American	Not Asked	Not Asked	Not Asked	34%					
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	52%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	43%	Minority:				47%
	White	Not Asked	Not Asked	Not Asked	47%	White:				47%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	33%	Difference:				0%
	Total	Not Asked	Not Asked	Not Asked	45%					
Overall experiences with STUDENT LIFE DEPARTMENTS: Translations of materials from SMC	African American	Not Asked	Not Asked	Not Asked	21%					
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	38%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	27%	Minority:				32%
	White	Not Asked	Not Asked	Not Asked	24%	White:				24%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	22%	Difference:				-9%
	Total	Not Asked	Not Asked	Not Asked	27%					
Overall experiences with STUDENT LIFE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	African American	Not Asked	Not Asked	Not Asked	48%					
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	62%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	44%	Minority:				55%
	White	Not Asked	Not Asked	Not Asked	54%	White:				54%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	44%	Difference:				0%
	Total	Not Asked	Not Asked	Not Asked	53%					
Overall experiences with STUDENT LIFE DEPARTMENTS: Physical accessibility	African American	Not Asked	Not Asked	Not Asked	43%					
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	60%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	46%	Minority:				53%
	White	Not Asked	Not Asked	Not Asked	51%	White:				51%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	42%	Difference:				-2%
	Total	Not Asked	Not Asked	Not Asked	51%					
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Language and communications (oral and written) with SMC	African American	Not Asked	Not Asked	Not Asked	51%					
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	68%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	57%	Minority:				62%
	White	Not Asked	Not Asked	Not Asked	58%	White:				58%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	51%	Difference:				-4%
	Total	Not Asked	Not Asked	Not Asked	59%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS OVERALL EXPERIENCES by ETHNIC GROUP Percent = "Good" or "Excellent"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
DSIC24_2012 Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Translations of materials from SMC	African American	Not Asked	Not Asked	Not Asked	28%	Minority: White: Difference:				42% 30% -12%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	51%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	32%					
	White	Not Asked	Not Asked	Not Asked	30%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	27%					
	Total	Not Asked	Not Asked	Not Asked	34%					
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Ability to reach department personnel by telephone or eMail	African American	Not Asked	Not Asked	Not Asked	61%	Minority: White: Difference:				68% 62% -6%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	76%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	56%					
	White	Not Asked	Not Asked	Not Asked	62%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	58%					
	Total	Not Asked	Not Asked	Not Asked	64%					
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Physical accessibility	African American	Not Asked	Not Asked	Not Asked	46%	Minority: White: Difference:				61% 60% -1%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	72%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	49%					
	White	Not Asked	Not Asked	Not Asked	60%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	51%					
	Total	Not Asked	Not Asked	Not Asked	59%					
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Language and communications (oral and written) with SMC	African American	Not Asked	Not Asked	Not Asked	59%	Minority: White: Difference:				63% 61% -2%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	66%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	59%					
	White	Not Asked	Not Asked	Not Asked	61%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	58%					
	Total	Not Asked	Not Asked	Not Asked	61%					
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Translations of materials from SMC	African American	Not Asked	Not Asked	Not Asked	25%	Minority: White: Difference:				43% 31% -12%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	49%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	41%					
	White	Not Asked	Not Asked	Not Asked	31%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	32%					
	Total	Not Asked	Not Asked	Not Asked	36%					
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	African American	Not Asked	Not Asked	Not Asked	66%	Minority: White: Difference:				67% 64% -3%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	70%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	63%					
	White	Not Asked	Not Asked	Not Asked	64%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	65%					
	Total	Not Asked	Not Asked	Not Asked	65%					
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Physical accessibility	African American	Not Asked	Not Asked	Not Asked	56%	Minority: White: Difference:				65% 63% -2%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	71%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	60%					
	White	Not Asked	Not Asked	Not Asked	63%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	54%					
	Total	Not Asked	Not Asked	Not Asked	63%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS FAMILY EXPERIENCES by ETHNIC GROUP Percent = "Similar" or "Very Similar"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
To what extent do you feel that your family's experiences with SMC reflect those of your own? STUDENT LIFE DEPARTMENTS (e.g., Residence Life, Counseling, Health Center)	African American	Not Asked	Not Asked	Not Asked	32%	Minority: White: Difference:				38% 46% 9%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	41%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	34%					
	White	Not Asked	Not Asked	Not Asked	46%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	25%					
	Total	Not Asked	Not Asked	Not Asked	40%					
To what extent do you feel that your family's experiences with SMC reflect those of your own? ACADEMIC SUPPORT SERVICES/DEPARTMENTS (e.g., Academic Advising Center, Library, Career Services, Disability Services)	African American	Not Asked	Not Asked	Not Asked	36%	Minority: White: Difference:				40% 46% 7%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	44%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	34%					
	White	Not Asked	Not Asked	Not Asked	46%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	32%					
	Total	Not Asked	Not Asked	Not Asked	42%					
To what extent do you feel that your family's experiences with SMC reflect those of your own? ADMINISTRATIVE DEPARTMENTS (e.g., Registrar, Financial Aid, Business Office, Facilities, CaTS, Human Resources)	African American	Not Asked	Not Asked	Not Asked	31%	Minority: White: Difference:				41% 48% 7%
	Hispanic-Latino	Not Asked	Not Asked	Not Asked	48%					
	Asian-Filipino-Pac Isle	Not Asked	Not Asked	Not Asked	33%					
	White	Not Asked	Not Asked	Not Asked	48%					
	Other, Decline to State	Not Asked	Not Asked	Not Asked	35%					
	Total	Not Asked	Not Asked	Not Asked	44%					
CAMPUS DIVERSITY by ETHNIC GROUP Percent = "Agree" or "Strongly Agree"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
I know how to officially report any racist sexist or otherwise offensive behaviors	African American	21%	33%	39%	46%	Minority: White: Difference:				26% 34% 8%
	Hispanic-Latino	23%	24%	33%	45%					
	Asian-Filipino-Pac Isle	32%	43%	53%	41%					
	White	34%	40%	50%	48%					
	Other, Decline to State	45%	48%	38%	45%					
	Total	33%	37%	45%	46%					
My opinions and inputs are valued at SMC	African American	42%	42%	51%	52%	Minority: White: Difference:				51% 57% 6%
	Hispanic-Latino	49%	48%	63%	57%					
	Asian-Filipino-Pac Isle	58%	60%	48%	54%					
	White	57%	59%	63%	60%					
	Other, Decline to State	50%	45%	48%	63%					
	Total	54%	54%	58%	58%					
The college should use its resources to help underprepared students succeed	African American	84%	92%	73%	78%	Minority: White: Difference:				78% 61% -17%
	Hispanic-Latino	78%	80%	87%	79%					
	Asian-Filipino-Pac Isle	76%	86%	71%	70%					
	White	61%	65%	64%	65%					
	Other, Decline to State	64%	67%	69%	72%					
	Total	67%	72%	71%	70%					
I fear for my physical safety on campus because of my ETHNIC GROUP or gender	African American	0%	17%	17%	5%	Minority: White: Difference:				3% 2% -1%
	Hispanic-Latino	3%	9%	13%	6%					
	Asian-Filipino-Pac Isle	4%	9%	15%	9%					
	White	2%	4%	6%	9%					
	Other, Decline to State	4%	20%	4%	11%					
	Total	2%	8%	9%	8%					
It is important to me to have friends who are part of the same ethnic group as my own	African American	28%	54%	35%	45%	Minority: White: Difference:				30% 17% -12%
	Hispanic-Latino	32%	29%	39%	32%					
	Asian-Filipino-Pac Isle	26%	46%	38%	27%					
	White	17%	11%	12%	13%					
	Other, Decline to State	13%	14%	10%	20%					
	Total	21%	21%	22%	22%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CAMPUS DIVERSITY by ETHNIC GROUP Percent = "Agree" or "Strongly Agree"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
I fear for my physical safety on campus because of my sexual orientation	African American	5%	4%	5%	6%	Minority: White: Difference:	5% 1% -4%	5% 3% -1%	5% 3% -2%	7% 6% -1%
	Hispanic-Latino	2%	4%	5%	6%					
	Asian-Filipino-Pac Isle	10%	6%	7%	8%					
	White	1%	3%	3%	6%					
	Other, Decline to State	4%	3%	2%	9%					
	Total	3%	4%	4%	6%					
I feel uncomfortable disclosing my sexual orientation to my peers on campus	African American	22%	17%	5%	8%	Minority: White: Difference:	6% 4% -2%	10% 7% -3%	9% 7% -2%	9% 9% 0%
	Hispanic-Latino	4%	8%	7%	9%					
	Asian-Filipino-Pac Isle	4%	9%	15%	11%					
	White	4%	7%	7%	9%					
	Other, Decline to State	7%	7%	2%	12%					
	Total	5%	8%	7%	10%					
A diverse student body enhances the educational experiences of all students	African American	84%	92%	83%	83%	Minority: White: Difference:	87% 79% -8%	86% 77% -10%	81% 74% -7%	75% 72% -3%
	Hispanic-Latino	89%	88%	78%	75%					
	Asian-Filipino-Pac Isle	85%	79%	85%	69%					
	White	79%	77%	74%	72%					
	Other, Decline to State	77%	53%	67%	73%					
	Total	82%	79%	76%	73%					
I feel uncomfortable discussing racially sensitive topics on campus with members of other races and ethnicities	African American	16%	33%	27%	27%	Minority: White: Difference:	31% 30% -1%	28% 26% -1%	30% 29% -1%	24% 25% 0%
	Hispanic-Latino	36%	30%	33%	25%					
	Asian-Filipino-Pac Isle	28%	17%	27%	22%					
	White	30%	26%	29%	25%					
	Other, Decline to State	28%	50%	33%	22%					
	Total	30%	29%	30%	24%					
In order to fit in at SMC I often feel I need to change some of my personal characteristics	African American	37%	42%	27%	33%	Minority: White: Difference:	37% 23% -14%	34% 20% -13%	33% 12% -21%	25% 15% -10%
	Hispanic-Latino	39%	33%	34%	24%					
	Asian-Filipino-Pac Isle	35%	29%	37%	23%					
	White	23%	20%	12%	15%					
	Other, Decline to State	33%	17%	29%	20%					
	Total	29%	25%	23%	20%					
I feel awkward in situations at SMC in which I am the only person of my ethnic group	African American	32%	61%	46%	37%	Minority: White: Difference:	33% 21% -12%	43% 15% -28%	36% 11% -25%	28% 12% -16%
	Hispanic-Latino	34%	40%	39%	29%					
	Asian-Filipino-Pac Isle	31%	40%	25%	22%					
	White	21%	15%	11%	12%					
	Other, Decline to State	27%	20%	19%	17%					
	Total	26%	26%	22%	19%					
I value the work that is being done by the Intercultural Center	African American	74%	54%	46%	50%	Minority: White: Difference:	73% 72% -1%	54% 44% -10%	57% 39% -18%	56% 47% -9%
	Hispanic-Latino	81%	53%	61%	63%					
	Asian-Filipino-Pac Isle	60%	57%	58%	47%					
	White	72%	44%	39%	47%					
	Other, Decline to State	72%	40%	42%	42%					
	Total	73%	48%	47%	50%					
I feel comfortable talking about my religion on campus	African American	67%	58%	61%	54%	Minority: White: Difference:	64% 53% -10%	61% 62% 2%	61% 61% 0%	61% 59% -2%
	Hispanic-Latino	66%	60%	65%	67%					
	Asian-Filipino-Pac Isle	60%	65%	55%	52%					
	White	53%	62%	61%	59%					
	Other, Decline to State	64%	57%	46%	51%					
	Total	59%	61%	60%	58%					
I believe more consideration should be given to the needs and interests of disabled people on campus	African American	Not Asked	83%	78%	67%	Minority: White: Difference:		59% 52% -8%	64% 42% -22%	54% 49% -5%
	Hispanic-Latino	Not Asked	56%	65%	53%					
	Asian-Filipino-Pac Isle	Not Asked	53%	55%	48%					
	White	Not Asked	52%	42%	49%					
	Other, Decline to State	Not Asked	53%	40%	42%					
	Total	Not Asked	55%	51%	50%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CAMPUS ENVIRONMENT by ETHNIC GROUP Percent = "Agree" or "Strongly Agree"		Year				% Difference: White vs. Minority			
		2006	2008	2010	2012	Group	2006	2008	2010
This year's elected student leaders at SMC represent my point of view	African American	25%	17%	17%	21%	Minority: 18% White: 22% Difference: 4%	15%	14%	26%
	Hispanic-Latino	12%	10%	13%	29%				
	Asian-Filipino-Pac Isle	25%	26%	12%	23%				
	White	22%	18%	17%	27%				
	Other, Decline to State	15%	9%	19%	23%				
	Total	19%	16%	16%	26%				
The SMC administration is supportive of ethnic minority needs and experiences	African American	16%	13%	37%	45%	Minority: 37% White: 45% Difference: 8%	30%	40%	59%
	Hispanic-Latino	37%	31%	44%	65%				
	Asian-Filipino-Pac Isle	44%	40%	36%	55%				
	White	45%	43%	42%	62%				
	Other, Decline to State	24%	55%	42%	59%				
	Total	39%	38%	41%	61%				
The SMC staff is supportive of ethnic minority needs and experiences	African American	26%	21%	32%	56%	Minority: 41% White: 49% Difference: 8%	35%	43%	63%
	Hispanic-Latino	45%	39%	45%	69%				
	Asian-Filipino-Pac Isle	41%	34%	47%	55%				
	White	49%	48%	50%	66%				
	Other, Decline to State	32%	59%	50%	63%				
	Total	44%	44%	47%	64%				
The academic atmosphere at SMC is competitive	African American	47%	67%	45%	64%	Minority: 47% White: 55% Difference: 8%	55%	58%	68%
	Hispanic-Latino	48%	54%	61%	71%				
	Asian-Filipino-Pac Isle	45%	49%	62%	63%				
	White	55%	51%	59%	66%				
	Other, Decline to State	51%	45%	42%	63%				
	Total	52%	52%	57%	67%				
There is intense competition for classes on this campus	African American	50%	50%	45%	48%	Minority: 57% White: 48% Difference: -9%	51%	47%	52%
	Hispanic-Latino	59%	51%	43%	56%				
	Asian-Filipino-Pac Isle	56%	51%	56%	46%				
	White	48%	39%	35%	48%				
	Other, Decline to State	48%	50%	31%	45%				
	Total	51%	44%	40%	49%				
My major department emphasizes the importance of diversity in my field	African American	44%	50%	41%	69%	Minority: 45% White: 48% Difference: 4%	45%	50%	58%
	Hispanic-Latino	42%	44%	56%	58%				
	Asian-Filipino-Pac Isle	50%	43%	46%	55%				
	White	48%	47%	50%	61%				
	Other, Decline to State	43%	41%	47%	62%				
	Total	46%	46%	50%	60%				
I get more personal attention from faculty who are ethnically similar to me	African American	24%	25%	22%	27%	Minority: 26% White: 9% Difference: -17%	26%	19%	26%
	Hispanic-Latino	31%	32%	22%	28%				
	Asian-Filipino-Pac Isle	17%	11%	14%	21%				
	White	9%	7%	6%	12%				
	Other, Decline to State	12%	9%	8%	19%				
	Total	15%	15%	12%	18%				
I feel I am expected to represent my ethnic group in discussions in class	African American	68%	58%	49%	53%	Minority: 42% White: 9% Difference: -33%	46%	38%	38%
	Hispanic-Latino	36%	46%	34%	36%				
	Asian-Filipino-Pac Isle	43%	37%	37%	34%				
	White	9%	12%	10%	15%				
	Other, Decline to State	27%	14%	22%	26%				
	Total	23%	25%	23%	25%				
Diversity was one of the reasons why I chose to come to SMC	African American	0%	21%	17%	20%	Minority: 15% White: 10% Difference: -5%	15%	17%	21%
	Hispanic-Latino	18%	11%	16%	22%				
	Asian-Filipino-Pac Isle	15%	20%	18%	18%				
	White	10%	12%	8%	12%				
	Other, Decline to State	15%	9%	9%	18%				
	Total	12%	13%	12%	16%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CAMPUS ENVIRONMENT by ETHNIC GROUP Percent = "Agree" or "Strongly Agree"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
The real value of a college education lies in being exposed to different ideas and values	African American	79%	100%	78%	91%	Minority: White: Difference:	85% 77% -8%	88% 81% -7%	87% 79% -8%	85% 81% -3%
	Hispanic-Latino	90%	88%	88%	85%					
	Asian-Filipino-Pac Isle	78%	80%	92%	82%					
	White	77%	81%	79%	81%					
	Other, Decline to State	79%	64%	81%	84%					
	Total	80%	83%	82%	83%					
People here tend to stick with their own clique	African American	84%	88%	56%	68%	Minority: White: Difference:	74% 67% -8%	77% 67% -11%	67% 59% -8%	60% 54% -6%
	Hispanic-Latino	72%	80%	66%	62%					
	Asian-Filipino-Pac Isle	75%	63%	75%	54%					
	White	67%	67%	59%	54%					
	Other, Decline to State	72%	50%	59%	48%					
	Total	70%	70%	62%	56%					
I would recommend attending SMC to someone whose ethnic background is the same as mine	African American	61%	42%	46%	53%	Minority: White: Difference:	54% 69% 15%	47% 64% 17%	51% 67% 16%	61% 66% 5%
	Hispanic-Latino	54%	48%	54%	68%					
	Asian-Filipino-Pac Isle	51%	49%	49%	53%					
	White	69%	64%	67%	66%					
	Other, Decline to State	48%	27%	54%	62%					
	Total	61%	55%	59%	64%					
There is racial tension at SMC	African American	28%	71%	34%	29%	Minority: White: Difference:	27% 18% -8%	49% 27% -22%	39% 27% -12%	20% 13% -6%
	Hispanic-Latino	27%	50%	42%	20%					
	Asian-Filipino-Pac Isle	26%	31%	38%	14%					
	White	18%	27%	27%	13%					
	Other, Decline to State	30%	18%	30%	17%					
	Total	23%	35%	32%	16%					
SMC is preparing me to live and work in a diverse society	African American	28%	29%	37%	53%	Minority: White: Difference:	44% 57% 13%	46% 55% 9%	52% 57% 5%	58% 65% 7%
	Hispanic-Latino	42%	47%	58%	63%					
	Asian-Filipino-Pac Isle	53%	54%	53%	52%					
	White	57%	55%	57%	65%					
	Other, Decline to State	48%	50%	43%	68%					
	Total	51%	51%	54%	63%					
There are a wide variety of student leadership opportunities at SMC	African American	Not Asked	75%	51%	56%	Minority: White: Difference:		64% 63% -2%	55% 55% 0%	56% 56% 0%
	Hispanic-Latino	Not Asked	62%	54%	62%					
	Asian-Filipino-Pac Isle	Not Asked	63%	59%	45%					
	White	Not Asked	63%	55%	56%					
	Other, Decline to State	Not Asked	77%	43%	51%					
	Total	Not Asked	64%	54%	55%					
I am involved in social activities at SMC	African American	78%	54%	46%	44%	Minority: White: Difference:	65% 59% -6%	61% 57% -4%	52% 48% -4%	49% 49% 0%
	Hispanic-Latino	65%	64%	57%	57%					
	Asian-Filipino-Pac Isle	60%	57%	50%	36%					
	White	59%	57%	48%	49%					
	Other, Decline to State	53%	59%	49%	37%					
	Total	60%	58%	50%	47%					
The student body has little 'school spirit'	African American	47%	13%	15%	21%	Minority: White: Difference:	35% 42% 7%	28% 26% -2%	19% 17% -2%	25% 21% -4%
	Hispanic-Latino	33%	29%	22%	27%					
	Asian-Filipino-Pac Isle	35%	34%	18%	22%					
	White	42%	26%	17%	21%					
	Other, Decline to State	37%	19%	32%	14%					
	Total	39%	26%	19%	22%					
CAMPUS ENVIRONMENT: Survey Responses and Impact at SMC by ETHNIC GROUP Percent = "Agree" or "Strongly Agree"		Year				% Difference: White vs. Minority				
		2006	2008	2010	2012	Group	2006	2008	2010	2012
I believe my responses on this survey will have an impact on the SMC campus climate.	African American	74%	43%	34%	53%	Minority: White: Difference:	53% 37% -16%	58% 41% -17%	50% 46% -4%	51% 46% -4%
	Hispanic-Latino	50%	58%	56%	51%					
	Asian-Filipino-Pac Isle	50%	69%	52%	50%					
	White	37%	41%	46%	46%					
	Other, Decline to State	42%	36%	40%	46%					
	Total	43%	47%	47%	48%					



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

REPORT BY CATHOLIC vs. NOT CATHOLIC (not asked 2006)		2008	2010	2012		2008	2010	2012
Number and Percent Responding	Not Catholic	173	256	469		41%	53%	36%
	Catholic	208	184	614		49%	38%	47%
	Decline to State	46	47	226		11%	10%	17%
	Total	427	487	1,309		100%	100%	100%
PERCEPTIONS OF CAMPUS CLIMATE by CATHOLIC vs. NOT CATHOLIC Percent = "A Great Deal of Emphasis"		Year			% Difference Catholic vs. non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
Emphasis placed on Increasing representation of people of color in the faculty	Not Catholic	13%	14%	12%	Difference:	-2%	3%	1%
	Catholic	11%	17%	13%				
	Decline to State	16%	9%	12%				
	Total	12%	14%	13%				
Emphasis should be placed on Increasing representation of people of color in the faculty	Not Catholic	33%	37%	28%	Difference:	0%	-2%	3%
	Catholic	33%	36%	32%				
	Decline to State	43%	41%	33%				
	Total	34%	37%	30%				
Emphasis placed on Increasing representation of people of color in the staff	Not Catholic	15%	13%	11%	Difference:	0%	7%	3%
	Catholic	14%	20%	14%				
	Decline to State	19%	20%	11%				
	Total	15%	17%	13%				
Emphasis should be placed on Increasing representation of people of color in the staff	Not Catholic	27%	35%	26%	Difference:	3%	-5%	3%
	Catholic	30%	30%	29%				
	Decline to State	38%	28%	30%				
	Total	30%	33%	28%				
Emphasis placed on Increasing representation of people of color in the administration	Not Catholic	7%	10%	8%	Difference:	2%	3%	4%
	Catholic	9%	13%	13%				
	Decline to State	9%	9%	10%				
	Total	8%	11%	11%				
Emphasis should be placed on Increasing representation of people of color in the administration	Not Catholic	28%	37%	28%	Difference:	1%	-7%	5%
	Catholic	29%	30%	33%				
	Decline to State	45%	33%	32%				
	Total	31%	34%	31%				
Emphasis placed on Developing a sense of community among students staff and faculty	Not Catholic	43%	50%	42%	Difference:	-1%	4%	4%
	Catholic	42%	54%	45%				
	Decline to State	33%	45%	29%				
	Total	42%	51%	42%				
Emphasis should be placed on Developing a sense of community among students, staff, and faculty	Not Catholic	80%	79%	66%	Difference:	0%	1%	6%
	Catholic	80%	80%	72%				
	Decline to State	71%	75%	68%				
	Total	79%	79%	70%				
Emphasis placed on Helping students learn how to bring about positive change in society	Not Catholic	34%	43%	47%	Difference:	6%	3%	0%
	Catholic	40%	46%	47%				
	Decline to State	28%	36%	38%				
	Total	36%	44%	46%				
Emphasis should be placed on Helping students learn how to bring about positive change in society	Not Catholic	74%	79%	71%	Difference:	2%	-2%	2%
	Catholic	76%	77%	73%				
	Decline to State	85%	69%	73%				
	Total	76%	77%	72%				
Emphasis placed on Promoting a campus climate where differences of opinion are aired openly and regularly	Not Catholic	25%	28%	37%	Difference:	8%	7%	2%
	Catholic	33%	35%	39%				
	Decline to State	14%	24%	30%				
	Total	28%	30%	38%				
Emphasis should be placed on Promoting a campus climate where differences of opinion are aired openly and regularly	Not Catholic	76%	72%	67%	Difference:	0%	-2%	1%
	Catholic	75%	70%	68%				
	Decline to State	56%	56%	67%				
	Total	74%	70%	67%				
Emphasis placed on Developing appreciation for a multicultural society on campus	Not Catholic	29%	35%	38%	Difference:	7%	7%	4%
	Catholic	36%	42%	42%				
	Decline to State	30%	29%	30%				
	Total	33%	37%	39%				
Emphasis should be placed on Developing appreciation for a multicultural society on campus	Not Catholic	60%	62%	56%	Difference:	-2%	0%	2%
	Catholic	58%	62%	58%				
	Decline to State	56%	67%	58%				
	Total	59%	63%	57%				
Emphasis placed on Developing an inclusive community	Not Catholic	32%	38%	39%	Difference:	6%	9%	1%
	Catholic	38%	47%	40%				
	Decline to State	31%	37%	25%				
	Total	35%	41%	38%				
PERCEPTIONS OF CAMPUS CLIMATE by CATHOLIC vs. NOT CATHOLIC Percent = "A Great Deal of Emphasis"		Year			% Difference Catholic vs. non-Catholic			



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

Percent = "A Great Deal or Emphasis"		2008	2010	2012	Group	2008	2010	2012
Emphasis should be placed on Developing an inclusive community	Not Catholic	66%	72%	62%	Difference:	3%	-7%	-1%
	Catholic	69%	66%	62%				
	Decline to State	60%	69%	55%				
	Total	67%	70%	61%				
Emphasis placed on Recruiting high achieving students	Not Catholic	21%	25%	26%	Difference:	4%	3%	7%
	Catholic	25%	28%	33%				
	Decline to State	17%	37%	27%				
	Total	22%	27%	30%				
Emphasis should be placed on Recruiting high achieving students	Not Catholic	59%	56%	58%	Difference:	1%	10%	1%
	Catholic	61%	66%	59%				
	Decline to State	59%	51%	57%				
	Total	60%	59%	58%				
Emphasis placed on Encouraging collaboration between offices	Not Catholic	5%	13%	14%	Difference:	0%	5%	4%
	Catholic	5%	18%	18%				
	Decline to State	10%	5%	11%				
	Total	6%	14%	15%				
Emphasis should be placed on Encouraging collaboration between offices	Not Catholic	43%	51%	47%	Difference:	4%	3%	6%
	Catholic	48%	54%	53%				
	Decline to State	46%	44%	56%				
	Total	46%	52%	51%				
CLASSROOM EXPERIENCES by CATHOLIC vs. NOT CATHOLIC Percent = "Most" or "All"		Year			% Difference Catholic vs. non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
Faculty are Accessible outside the classroom	Not Catholic	88%	84%	82%	Difference:	-6%	-4%	0%
	Catholic	82%	80%	82%				
	Decline to State	70%	89%	77%				
	Total	84%	83%	81%				
Faculty are Approachable inside the classroom	Not Catholic	83%	85%	85%	Difference:	-7%	-4%	-3%
	Catholic	76%	81%	82%				
	Decline to State	74%	86%	78%				
	Total	79%	84%	83%				
Faculty are Fair to all students regardless of their ethnic background	Not Catholic	85%	89%	88%	Difference:	-3%	-8%	-4%
	Catholic	82%	81%	84%				
	Decline to State	61%	82%	84%				
	Total	82%	86%	85%				
Faculty are Enthusiastic about teaching	Not Catholic	80%	85%	85%	Difference:	-1%	-6%	-5%
	Catholic	79%	78%	80%				
	Decline to State	61%	68%	78%				
	Total	78%	81%	81%				
Faculty are Providing you with meaningful feedback about improving your work skills or abilities	Not Catholic	67%	74%	74%	Difference:	-1%	-5%	0%
	Catholic	66%	68%	75%				
	Decline to State	57%	74%	72%				
	Total	66%	72%	74%				
Faculty are Interested in your academic development	Not Catholic	68%	71%	76%	Difference:	-3%	-1%	0%
	Catholic	65%	70%	76%				
	Decline to State	59%	71%	68%				
	Total	66%	70%	75%				
Faculty are Seeking your active participation in the learning process	Not Catholic	63%	80%	81%	Difference:	2%	-2%	-2%
	Catholic	65%	77%	79%				
	Decline to State	55%	75%	75%				
	Total	64%	78%	79%				
Faculty are Providing a classroom environment that allows you to express your ideas freely	Not Catholic	69%	76%	79%	Difference:	-1%	-4%	-3%
	Catholic	68%	73%	76%				
	Decline to State	59%	78%	75%				
	Total	68%	75%	77%				
Faculty are Applying the "learning by doing" philosophy	Not Catholic	48%	59%	69%	Difference:	-5%	2%	-3%
	Catholic	43%	61%	66%				
	Decline to State	59%	63%	61%				
	Total	46%	60%	66%				
Faculty are Encouraging cooperation among students in the classroom	Not Catholic	65%	80%	81%	Difference:	0%	-9%	-5%
	Catholic	65%	71%	76%				
	Decline to State	57%	81%	79%				
	Total	64%	77%	78%				
Faculty are Respecting diverse learning styles	Not Catholic	58%	62%	74%	Difference:	2%	2%	-2%
	Catholic	60%	64%	72%				
	Decline to State	52%	71%	70%				
	Total	59%	63%	73%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CLASSROOM EXPERIENCES: Courses in Diversity Percent = "Agree" or "Strongly Agree"		Year			% Difference Catholic vs, non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
Courses I have taken in my main field of study have done a good job of exposing me to issues of diversity.	Not Catholic	Not Asked	Not Asked	60%	Difference:			5%
	Catholic	Not Asked	Not Asked	66%				
	Decline to State	Not Asked	Not Asked	59%				
	Total	Not Asked	Not Asked	63%				
Jan Term course(s) have done a good job of exposing me to issues of diversity.	Not Catholic	Not Asked	Not Asked	53%	Difference:			6%
	Catholic	Not Asked	Not Asked	58%				
	Decline to State	Not Asked	Not Asked	47%				
	Total	Not Asked	Not Asked	55%				
Seminar course(s) have done a good job of exposing me to issues of diversity.	Not Catholic	Not Asked	Not Asked	45%	Difference:			8%
	Catholic	Not Asked	Not Asked	53%				
	Decline to State	Not Asked	Not Asked	37%				
	Total	Not Asked	Not Asked	47%				
Jan Term course(s) have had more direct impact on my understanding of diverse issues than courses in my major.	Not Catholic	Not Asked	Not Asked	33%	Difference:			4%
	Catholic	Not Asked	Not Asked	37%				
	Decline to State	Not Asked	Not Asked	35%				
	Total	Not Asked	Not Asked	35%				
Seminar courses have had more direct impact on my understanding of diverse issues than courses in my major.	Not Catholic	Not Asked	Not Asked	31%	Difference:			3%
	Catholic	Not Asked	Not Asked	34%				
	Decline to State	Not Asked	Not Asked	26%				
	Total	Not Asked	Not Asked	32%				
HOW MUCH LEARNED AT SMC by CATHOLIC vs. NOT CATHOLIC? Percent = "A Great Deal "		Year			% Difference Catholic vs, non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
Learned about Discrimination based on ethnicity Inside the classroom	Not Catholic	15%	16%	16%	Difference:			
	Catholic	13%	12%	16%				
	Decline to State	14%	11%	11%				
	Total	14%	14%	15%				
Learned about Discrimination based on ethnicity Outside the classroom	Not Catholic	17%	28%	15%	Difference:	6%	-7%	3%
	Catholic	24%	21%	19%				
	Decline to State	30%	26%	12%				
	Total	21%	25%	17%				
Learned about Discrimination based on disability Inside the classroom	Not Catholic	4%	4%	7%	Difference:			1%
	Catholic	4%	8%	8%				
	Decline to State	4%	7%	5%				
	Total	4%	6%	7%				
Learned about Discrimination based on disability Outside the classroom	Not Catholic	9%	13%	8%	Difference:			0%
	Catholic	10%	11%	9%				
	Decline to State	13%	7%	7%				
	Total	10%	12%	8%				
Learned about Sexism Inside the classroom	Not Catholic	14%	17%	15%	Difference:	-1%	1%	7%
	Catholic	13%	17%	23%				
	Decline to State	13%	7%	13%				
	Total	14%	16%	18%				
Learned about Sexism Outside the classroom	Not Catholic	17%	24%	17%	Difference:	-1%	-6%	1%
	Catholic	16%	18%	18%				
	Decline to State	13%	11%	14%				
	Total	16%	21%	17%				
Learned about Homophobia Inside the classroom	Not Catholic	9%	11%	10%	Difference:			2%
	Catholic	10%	8%	12%				
	Decline to State	0%	7%	5%				
	Total	9%	10%	10%				
Learned about Homophobia Outside the classroom	Not Catholic	19%	27%	17%	Difference:	3%	-6%	3%
	Catholic	22%	21%	20%				
	Decline to State	14%	19%	12%				
	Total	20%	24%	18%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by CATHOLIC vs. NOT CATHOLIC Percent = "Frequently" or "Occasionally"		Year			% Difference Catholic vs. non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
How often have you seen or heard insensitive or disparaging comments directed towards Men	Not Catholic	22%	22%	17%	Difference:	5%	-1%	8%
	Catholic	27%	21%	25%				
	Decline to State	29%	5%	28%				
	Total	25%	20%	22%				
How often have you seen or heard insensitive or disparaging comments directed towards: Women	Not Catholic	49%	44%	37%	Difference:	7%	-7%	9%
	Catholic	56%	36%	46%				
	Decline to State	65%	29%	46%				
	Total	53%	40%	42%				
How often have you seen or heard insensitive or disparaging comments directed towards: People of color	Not Catholic	42%	41%	27%	Difference:	4%	-3%	12%
	Catholic	46%	38%	39%				
	Decline to State	71%	38%	36%				
	Total	46%	39%	34%				
How often have you seen or heard insensitive or disparaging comments directed towards: Gay, Lesbian, Bisexual, or Transgender	Not Catholic	44%	47%	31%	Difference:	8%	-4%	12%
	Catholic	52%	43%	43%				
	Decline to State	65%	43%	34%				
	Total	49%	45%	37%				
How often have you seen or heard insensitive or disparaging comments directed towards: Have a disability	Not Catholic	19%	21%	14%	Difference:	1%	-6%	4%
	Catholic	20%	15%	19%				
	Decline to State	24%	14%	21%				
	Total	20%	19%	17%				
How often have you seen or heard insensitive or disparaging comments directed towards: Religious	Not Catholic	30%	29%	19%	Difference:	-4%	-5%	4%
	Catholic	26%	24%	23%				
	Decline to State	35%	19%	19%				
	Total	28%	27%	21%				
How often have you seen or heard insensitive or disparaging comments directed towards: Older	Not Catholic	18%	19%	13%	Difference:	-2%	-4%	4%
	Catholic	17%	15%	16%				
	Decline to State	12%	14%	18%				
	Total	17%	17%	15%				
How often have you seen or heard insensitive or disparaging comments directed towards: Younger	Not Catholic	Not Asked	Not Asked	10%	Difference:			2%
	Catholic	Not Asked	Not Asked	13%				
	Decline to State	Not Asked	Not Asked	19%				
	Total	Not Asked	Not Asked	12%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Gender	Not Catholic	21%	19%	11%	Difference:	-3%	-2%	2%
	Catholic	18%	16%	13%				
	Decline to State	41%	5%	19%				
	Total	20%	17%	13%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Political views	Not Catholic	25%	21%	14%	Difference:	-5%	3%	0%
	Catholic	20%	24%	15%				
	Decline to State	29%	24%	15%				
	Total	22%	22%	15%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Ethnicity	Not Catholic	15%	13%	9%	Difference:	8%	0%	4%
	Catholic	23%	14%	14%				
	Decline to State	53%	14%	18%				
	Total	21%	14%	12%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Sexual orientation	Not Catholic	5%	5%	5%	Difference:	0%	-2%	0%
	Catholic	5%	3%	4%				
	Decline to State	18%	5%	6%				
	Total	5%	4%	5%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Disability	Not Catholic	3%	4%	4%	Difference:	0%	-1%	-1%
	Catholic	3%	3%	2%				
	Decline to State	12%	0%	5%				
	Total	3%	3%	3%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Language or accent	Not Catholic	8%	4%	3%	Difference:	3%	4%	2%
	Catholic	10%	7%	5%				
	Decline to State	24%	0%	9%				
	Total	10%	5%	5%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Religion	Not Catholic	15%	9%	8%	Difference:	-7%	2%	-2%
	Catholic	8%	11%	6%				
	Decline to State	18%	10%	8%				
	Total	11%	10%	7%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Age	Not Catholic	9%	7%	6%	Difference:	-1%	0%	0%
	Catholic	8%	8%	6%				
	Decline to State	12%	5%	8%				
	Total	9%	7%	6%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by CATHOLIC vs. NOT CATHOLIC Percent = "Similar" or "Very Similar"		Year			% Difference Catholic vs. non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
To what extent do you feel that your family's experiences with SMC reflect those of your own? STUDENT LIFE DEPARTMENTS (e.g., Residence Life, Counseling, Health Center)	Not Catholic	Not Asked	Not Asked	36%	Difference:			9%
	Catholic	Not Asked	Not Asked	45%				
	Decline to State	Not Asked	Not Asked	34%				
	Total	Not Asked	Not Asked	40%				
To what extent do you feel that your family's experiences with SMC reflect those of your own? ACADEMIC SUPPORT SERVICES/DEPARTMENTS (e.g., Academic Advising Center, Library, Career Services, Disability Services)	Not Catholic	Not Asked	Not Asked	39%	Difference:			5%
	Catholic	Not Asked	Not Asked	44%				
	Decline to State	Not Asked	Not Asked	41%				
	Total	Not Asked	Not Asked	42%				
To what extent do you feel that your family's experiences with SMC reflect those of your own? ADMINISTRATIVE DEPARTMENTS (e.g., Registrar, Financial Aid, Business Office, Facilities, CaTS, Human Resources)	Not Catholic	Not Asked	Not Asked	41%	Difference:			6%
	Catholic	Not Asked	Not Asked	47%				
	Decline to State	Not Asked	Not Asked	38%				
	Total	Not Asked	Not Asked	44%				
DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS - OVERALL EXPERIENCES - by CATHOLIC vs. NOT CATHOLIC Percent = "Good" or "Excellent"		Year			% Difference Catholic vs. non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
Campus accessibility for those that have disabilities	Not Catholic	Not Asked	Not Asked	27%	Difference:			6%
	Catholic	Not Asked	Not Asked	33%				
	Decline to State	Not Asked	Not Asked	33%				
	Total	Not Asked	Not Asked	31%				
Written communications from SMC - non-English translations	Not Catholic	Not Asked	Not Asked	18%	Difference:			6%
	Catholic	Not Asked	Not Asked	24%				
	Decline to State	Not Asked	Not Asked	17%				
	Total	Not Asked	Not Asked	20%				
Oral communications with SMC - telephone accessibility	Not Catholic	Not Asked	Not Asked	41%	Difference:			1%
	Catholic	Not Asked	Not Asked	42%				
	Decline to State	Not Asked	Not Asked	38%				
	Total	Not Asked	Not Asked	41%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Language and communications (oral and written) with SMC	Not Catholic	Not Asked	Not Asked	39%	Difference:			11%
	Catholic	Not Asked	Not Asked	51%				
	Decline to State	Not Asked	Not Asked	39%				
	Total	Not Asked	Not Asked	45%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Translations of materials from SMC	Not Catholic	Not Asked	Not Asked	19%	Difference:			15%
	Catholic	Not Asked	Not Asked	34%				
	Decline to State	Not Asked	Not Asked	25%				
	Total	Not Asked	Not Asked	27%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Not Catholic	Not Asked	Not Asked	48%	Difference:			10%
	Catholic	Not Asked	Not Asked	58%				
	Decline to State	Not Asked	Not Asked	47%				
	Total	Not Asked	Not Asked	53%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Physical accessibility	Not Catholic	Not Asked	Not Asked	45%	Difference:			11%
	Catholic	Not Asked	Not Asked	56%				
	Decline to State	Not Asked	Not Asked	45%				
	Total	Not Asked	Not Asked	51%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Language and communications (oral and written) with SMC	Not Catholic	Not Asked	Not Asked	58%	Difference:			4%
	Catholic	Not Asked	Not Asked	62%				
	Decline to State	Not Asked	Not Asked	45%				
	Total	Not Asked	Not Asked	59%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Translations of materials from SMC	Not Catholic	Not Asked	Not Asked	28%	Difference:			12%
	Catholic	Not Asked	Not Asked	41%				
	Decline to State	Not Asked	Not Asked	31%				
	Total	Not Asked	Not Asked	34%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Not Catholic	Not Asked	Not Asked	61%	Difference:			7%
	Catholic	Not Asked	Not Asked	68%				
	Decline to State	Not Asked	Not Asked	54%				
	Total	Not Asked	Not Asked	64%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Physical accessibility	Not Catholic	Not Asked	Not Asked	56%	Difference:			9%
	Catholic	Not Asked	Not Asked	65%				
	Decline to State	Not Asked	Not Asked	48%				
	Total	Not Asked	Not Asked	59%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Language and communications (oral and written) with SMC	Not Catholic	Not Asked	Not Asked	63%	Difference:			0%
	Catholic	Not Asked	Not Asked	63%				
	Decline to State	Not Asked	Not Asked	47%				
	Total	Not Asked	Not Asked	61%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Translations of materials from SMC	Not Catholic	Not Asked	Not Asked	30%	Difference:			12%
	Catholic	Not Asked	Not Asked	42%				
	Decline to State	Not Asked	Not Asked	29%				
	Total	Not Asked	Not Asked	36%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS - OVERALL EXPERIENCES - by CATHOLIC vs. NOT CATHOLIC Percent = "Good" or "Excellent"		Year			% Difference Catholic vs, non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Not Catholic	Not Asked	Not Asked	66%	Difference:			2%
	Catholic	Not Asked	Not Asked	68%				
	Decline to State	Not Asked	Not Asked	50%				
	Total	Not Asked	Not Asked	65%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Physical accessibility	Not Catholic	Not Asked	Not Asked	60%	Difference:			7%
	Catholic	Not Asked	Not Asked	67%				
	Decline to State	Not Asked	Not Asked	54%				
	Total	Not Asked	Not Asked	63%				
CAMPUS DIVERSITY by CATHOLIC vs. NOT CATHOLIC Percent = "Agree" or "Strongly Agree"		Year			% Difference Catholic vs, non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
I know how to officially report any racist sexist or otherwise offensive behaviors	Not Catholic	37%	41%	45%	Difference:			
	Catholic	37%	50%	49%				
	Decline to State	33%	38%	37%				
	Total	37%	45%	46%				
My opinions and inputs are valued at SMC	Not Catholic	57%	54%	58%	Difference:			2%
	Catholic	53%	63%	60%				
	Decline to State	42%	69%	52%				
	Total	54%	58%	58%				
The college should use its resources to help underprepared students succeed	Not Catholic	68%	70%	68%	Difference:			6%
	Catholic	75%	71%	73%				
	Decline to State	91%	77%	67%				
	Total	72%	71%	70%				
I fear for my physical safety on campus because of my ethnicity or gender	Not Catholic	8%	12%	8%	Difference:			1%
	Catholic	7%	6%	9%				
	Decline to State	9%	0%	6%				
	Total	8%	9%	8%				
It is important to me to have friends who are part of the same ethnic group as my own	Not Catholic	19%	24%	20%	Difference:			4%
	Catholic	22%	21%	24%				
	Decline to State	40%	15%	15%				
	Total	21%	22%	22%				
I fear for my physical safety on campus because of my sexual orientation	Not Catholic	6%	5%	6%	Difference:			1%
	Catholic	2%	2%	7%				
	Decline to State	9%	8%	6%				
	Total	4%	4%	6%				
I feel uncomfortable disclosing my sexual orientation to my peers on campus	Not Catholic	9%	9%	10%	Difference:			0%
	Catholic	7%	4%	10%				
	Decline to State	9%	8%	7%				
	Total	8%	7%	10%				
A diverse student body enhances the educational experiences of all students	Not Catholic	79%	79%	73%	Difference:			1%
	Catholic	79%	74%	75%				
	Decline to State	64%	69%	63%				
	Total	79%	76%	73%				
I feel uncomfortable discussing racially sensitive topics on campus with members of other races and ethnicities	Not Catholic	32%	34%	23%	Difference:			3%
	Catholic	25%	23%	26%				
	Decline to State	55%	38%	19%				
	Total	29%	30%	24%				
In order to fit in at SMC I often feel I need to change some of my personal characteristics	Not Catholic	23%	23%	16%	Difference:			6%
	Catholic	25%	22%	22%				
	Decline to State	55%	23%	21%				
	Total	25%	23%	20%				
I feel awkward in situations at SMC in which I am the only person of my ethnic group	Not Catholic	27%	23%	16%	Difference:			5%
	Catholic	25%	21%	21%				
	Decline to State	45%	23%	18%				
	Total	26%	22%	19%				
I value the work that is being done by the Intercultural Center	Not Catholic	44%	46%	45%	Difference:			12%
	Catholic	51%	48%	57%				
	Decline to State	45%	46%	39%				
	Total	48%	47%	50%				
I feel comfortable talking about my religion on campus	Not Catholic	49%	52%	51%	Difference:			20%
	Catholic	71%	70%	71%				
	Decline to State	55%	54%	33%				
	Total	61%	60%	58%				
I believe more consideration should be given to the needs and interests of disabled people on campus	Not Catholic	51%	49%	48%	Difference:			5%
	Catholic	57%	56%	52%				
	Decline to State	73%	23%	46%				
	Total	55%	51%	50%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CAMPUS ENVIRONMENT by CATHOLIC vs. NOT CATHOLIC Percent = "Agree" or "Strongly Agree"		Year			% Difference Catholic vs. non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
This year's elected student leaders at SMC represent my point of view	Not Catholic	15%	14%	20%	Difference:	2%	3%	13%
	Catholic	17%	18%	33%				
	Decline to State	0%	50%	17%				
	Total	16%	16%	26%				
The SMC administration is supportive of ethnic minority needs and experiences	Not Catholic	33%	34%	58%	Difference:	10%	16%	8%
	Catholic	43%	50%	66%				
	Decline to State	0%	100%	50%				
	Total	38%	41%	61%				
The SMC staff is supportive of ethnic minority needs and experiences	Not Catholic	41%	42%	63%	Difference:	5%	12%	7%
	Catholic	46%	53%	70%				
	Decline to State	0%	100%	53%				
	Total	44%	47%	64%				
The academic atmosphere at SMC is competitive	Not Catholic	46%	54%	64%	Difference:	11%	7%	6%
	Catholic	58%	61%	70%				
	Decline to State	0%	100%	61%				
	Total	52%	57%	67%				
There is intense competition for classes on this campus	Not Catholic	39%	39%	44%	Difference:	10%	1%	10%
	Catholic	49%	40%	54%				
	Decline to State	33%	50%	45%				
	Total	44%	40%	49%				
My major department emphasizes the importance of diversity in my field	Not Catholic	51%	47%	60%	Difference:	-8%	5%	4%
	Catholic	43%	52%	64%				
	Decline to State	0%	50%	51%				
	Total	46%	50%	60%				
I get more personal attention from faculty who are ethnically similar to me	Not Catholic	13%	12%	17%	Difference:	2%	-1%	4%
	Catholic	15%	11%	20%				
	Decline to State	33%	50%	17%				
	Total	15%	12%	18%				
I feel I am expected to represent my ethnic group in discussions in class	Not Catholic	27%	25%	21%	Difference:	-3%	-7%	7%
	Catholic	24%	18%	29%				
	Decline to State	67%	100%	23%				
	Total	25%	23%	25%				
Diversity was one of the reasons why I chose to come to SMC	Not Catholic	9%	13%	15%	Difference:	8%	-3%	3%
	Catholic	16%	10%	18%				
	Decline to State	0%	50%	14%				
	Total	13%	12%	16%				
The real value of a college education lies in being exposed to different ideas and values	Not Catholic	82%	82%	84%	Difference:	1%	0%	1%
	Catholic	83%	83%	84%				
	Decline to State	100%	50%	77%				
	Total	83%	82%	83%				
People here tend to stick with their own clique	Not Catholic	68%	66%	53%	Difference:	3%	-10%	6%
	Catholic	71%	57%	58%				
	Decline to State	100%	50%	54%				
	Total	70%	62%	56%				
I would recommend attending SMC to someone whose ethnic background is the same as mine	Not Catholic	51%	56%	67%	Difference:	9%	6%	-1%
	Catholic	60%	62%	66%				
	Decline to State	33%	100%	50%				
	Total	55%	59%	64%				
There is racial tension at SMC	Not Catholic	34%	37%	15%	Difference:	1%	-11%	2%
	Catholic	35%	26%	17%				
	Decline to State	100%	50%	16%				
	Total	35%	32%	16%				
SMC is preparing me to live and work in a diverse society	Not Catholic	44%	49%	63%	Difference:	13%	11%	2%
	Catholic	57%	60%	65%				
	Decline to State	0%	100%	56%				
	Total	51%	54%	63%				
There are a wide variety of student leadership opportunities at SMC	Not Catholic	57%	48%	52%	Difference:	13%	14%	10%
	Catholic	70%	62%	62%				
	Decline to State	67%	100%	43%				
	Total	64%	54%	55%				
I am involved in social activities at SMC	Not Catholic	48%	41%	41%	Difference:	19%	21%	15%
	Catholic	67%	62%	56%				
	Decline to State	67%	100%	36%				
	Total	58%	50%	47%				
The student body has little 'school spirit'	Not Catholic	26%	19%	21%	Difference:	0%	0%	3%
	Catholic	26%	19%	24%				
	Decline to State	33%	50%	17%				
	Total	26%	19%	22%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CAMPUS ENVIRONMENT: Survey Responses and Impact at SMC by CATHOLIC vs. NOT CATHOLIC Percent = "Agree" or "Strongly Agree"		Year			% Difference Catholic vs. non-Catholic			
		2008	2010	2012	Group	2008	2010	2012
I believe my responses on this survey will have an impact on the SMC campus climate.	Not Catholic	46%	43%	49%	Difference:	2%	10%	0%
	Catholic	49%	53%	49%				
	Decline to State	33%	100%	38%				
	Total	47%	47%	48%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

REPORT BY GENDER		2006	2008	2010	2012	2006	2008	2010	2012
Number and Percent Responding	Male	143	96	151	403	27%	22%	31%	31%
	Female	358	286	289	880	68%	67%	59%	67%
	Other, Decline to State	28	45	47	26	5%	11%	10%	2%
	Total	529	427	487	1,309	100%	100%	100%	100%
PERCEPTIONS OF CAMPUS CLIMATE by GENDER		Year				% Difference: Female vs. Male			
Percent = "A Great Deal of Emphasis"		2006	2008	2010	2012	2006	2008	2010	2012
Emphasis placed on Increasing representation of people of color in the faculty	Male	Not Asked	18%	19%	16%				
	Female	Not Asked	10%	13%	11%		-8%	-6%	-5%
	Other, Decline to State	Not Asked	16%	9%	13%				
	Total	Not Asked	12%	14%	13%				
Emphasis should be placed on Increasing representation of people of color in the faculty	Male	Not Asked	25%	29%	22%				
	Female	Not Asked	36%	41%	35%		10%	12%	13%
	Other, Decline to State	Not Asked	39%	41%	27%				
	Total	Not Asked	34%	37%	30%				
Emphasis placed on Increasing representation of people of color in the staff	Male	Not Asked	18%	17%	14%				
	Female	Not Asked	14%	16%	12%		-4%	-1%	-2%
	Other, Decline to State	Not Asked	17%	17%	22%				
	Total	Not Asked	15%	17%	13%				
Emphasis should be placed on Increasing representation of people of color in the staff	Male	Not Asked	20%	24%	19%				
	Female	Not Asked	32%	38%	32%		11%	14%	13%
	Other, Decline to State	Not Asked	38%	28%	32%				
	Total	Not Asked	30%	33%	28%				
Emphasis placed on Increasing representation of people of color in the administration	Male	Not Asked	9%	14%	12%				
	Female	Not Asked	8%	10%	10%		-2%	-4%	-3%
	Other, Decline to State	Not Asked	10%	9%	17%				
	Total	Not Asked	8%	11%	11%				
Emphasis should be placed on Increasing representation of people of color in the administration	Male	Not Asked	27%	27%	22%				
	Female	Not Asked	30%	37%	35%		3%	10%	14%
	Other, Decline to State	Not Asked	44%	33%	27%				
	Total	Not Asked	31%	34%	31%				
Emphasis placed on Developing a sense of community among students staff and faculty	Male	Not Asked	35%	52%	37%				
	Female	Not Asked	45%	52%	44%		11%	0%	7%
	Other, Decline to State	Not Asked	31%	43%	48%				
	Total	Not Asked	42%	51%	42%				
Emphasis should be placed on Developing a sense of community among students, staff, and faculty	Male	Not Asked	71%	68%	60%				
	Female	Not Asked	83%	85%	74%		12%	17%	14%
	Other, Decline to State	Not Asked	70%	75%	59%				
	Total	Not Asked	79%	79%	70%				
Emphasis placed on Helping students learn how to bring about positive change in society	Male	Not Asked	38%	42%	43%				
	Female	Not Asked	37%	46%	48%		-1%	4%	4%
	Other, Decline to State	Not Asked	26%	33%	52%				
	Total	Not Asked	36%	44%	46%				
Emphasis should be placed on Helping students learn how to bring about positive change in society	Male	Not Asked	63%	66%	60%				
	Female	Not Asked	80%	85%	78%		16%	19%	17%
	Other, Decline to State	Not Asked	85%	69%	59%				
	Total	Not Asked	76%	77%	72%				
Emphasis placed on Promoting a campus climate where differences of opinion are aired openly and regularly	Male	Not Asked	31%	30%	37%				
	Female	Not Asked	29%	31%	37%		-2%	1%	0%
	Other, Decline to State	Not Asked	15%	21%	48%				
	Total	Not Asked	28%	30%	38%				
Emphasis should be placed on Promoting a campus climate where differences of opinion are aired openly and regularly	Male	Not Asked	75%	60%	57%				
	Female	Not Asked	76%	77%	72%		0%	17%	15%
	Other, Decline to State	Not Asked	55%	56%	64%				
	Total	Not Asked	74%	70%	67%				
Emphasis placed on Developing appreciation for a multicultural society on campus	Male	Not Asked	37%	41%	39%				
	Female	Not Asked	32%	36%	39%		-5%	-5%	0%
	Other, Decline to State	Not Asked	26%	26%	39%				
	Total	Not Asked	33%	37%	39%				
Emphasis should be placed on Developing appreciation for a multicultural society on campus	Male	Not Asked	47%	48%	42%				
	Female	Not Asked	62%	70%	65%		15%	21%	23%
	Other, Decline to State	Not Asked	58%	67%	55%				
	Total	Not Asked	59%	63%	57%				
Emphasis placed on Developing an inclusive community	Male	Not Asked	35%	43%	37%				
	Female	Not Asked	35%	41%	39%		0%	-2%	2%
	Other, Decline to State	Not Asked	34%	35%	43%				
	Total	Not Asked	35%	41%	38%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

PERCEPTIONS OF CAMPUS CLIMATE by GENDER Percent = "A Great Deal of Emphasis"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
Emphasis should be placed on Developing an inclusive community	Male	Not Asked	62%	62%	50%				
	Female	Not Asked	70%	74%	66%		7%	12%	16%
	Other, Decline to State	Not Asked	59%	69%	68%				
	Total	Not Asked	67%	70%	61%				
Emphasis placed on Recruiting high achieving students	Male	Not Asked	23%	23%	29%				
	Female	Not Asked	23%	28%	29%		0%	6%	0%
	Other, Decline to State	Not Asked	15%	37%	61%				
	Total	Not Asked	22%	27%	30%				
Emphasis should be placed on Recruiting high achieving students	Male	Not Asked	66%	61%	53%				
	Female	Not Asked	58%	59%	60%		-8%	-2%	7%
	Other, Decline to State	Not Asked	61%	51%	68%				
	Total	Not Asked	60%	59%	58%				
Emphasis placed on Encouraging collaboration between offices	Male	Not Asked	7%	15%	16%				
	Female	Not Asked	4%	15%	15%		-3%	0%	-2%
	Other, Decline to State	Not Asked	10%	2%	22%				
	Total	Not Asked	6%	14%	15%				
Emphasis should be placed on Encouraging collaboration between offices	Male	Not Asked	55%	51%	44%				
	Female	Not Asked	43%	53%	54%		-13%	1%	10%
	Other, Decline to State	Not Asked	45%	44%	59%				
	Total	Not Asked	46%	52%	51%				
CLASSROOM EXPERIENCES by GENDER Percent = "Most" or "All"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
Faculty are Accessible outside the classroom	Male	79%	80%	85%	80%				
	Female	88%	86%	81%	81%	9%	6%	-4%	1%
	Other, Decline to State	94%	68%	89%	83%				
	Total	85%	84%	83%	81%				
Faculty are Approachable inside the classroom	Male	82%	75%	86%	83%				
	Female	82%	81%	82%	82%	0%	6%	-4%	0%
	Other, Decline to State	81%	73%	86%	92%				
	Total	82%	79%	84%	83%				
Faculty are Fair to all students regardless of their ethnic background	Male	87%	80%	87%	85%				
	Female	89%	84%	85%	85%	2%	4%	-2%	0%
	Other, Decline to State	88%	59%	82%	100%				
	Total	88%	82%	86%	85%				
Faculty are Enthusiastic about teaching	Male	80%	71%	81%	81%				
	Female	81%	82%	83%	81%	2%	11%	2%	0%
	Other, Decline to State	69%	64%	68%	96%				
	Total	81%	78%	81%	81%				
Faculty are Providing you with meaningful feedback about improving your work skills or abilities	Male	69%	63%	71%	73%				
	Female	67%	68%	72%	74%	-1%	5%	1%	1%
	Other, Decline to State	44%	59%	74%	96%				
	Total	67%	66%	72%	74%				
Faculty are Interested in your academic development	Male	71%	57%	71%	73%				
	Female	69%	69%	70%	75%	-2%	12%	-2%	2%
	Other, Decline to State	75%	62%	71%	92%				
	Total	70%	66%	70%	75%				
Faculty are Seeking your active participation in the learning process	Male	68%	59%	77%	75%				
	Female	75%	66%	80%	80%	8%	7%	3%	6%
	Other, Decline to State	56%	52%	75%	100%				
	Total	73%	64%	78%	79%				
Faculty are Providing a classroom environment that allows you to express your ideas freely	Male	67%	64%	77%	77%				
	Female	73%	70%	74%	76%	6%	7%	-4%	-1%
	Other, Decline to State	63%	57%	78%	100%				
	Total	71%	68%	75%	77%				
Faculty are Applying the "learning by doing" philosophy	Male	60%	46%	65%	66%				
	Female	56%	46%	58%	65%	-4%	0%	-8%	-1%
	Other, Decline to State	63%	52%	63%	92%				
	Total	57%	46%	60%	66%				
Faculty are Encouraging cooperation among students in the classroom	Male	70%	63%	76%	75%				
	Female	73%	66%	77%	79%	3%	3%	1%	4%
	Other, Decline to State	75%	55%	81%	100%				
	Total	73%	64%	77%	78%				
Faculty are Respecting diverse learning styles	Male	61%	56%	63%	72%				
	Female	58%	61%	62%	72%	-3%	4%	-1%	0%
	Other, Decline to State	63%	50%	71%	92%				
	Total	59%	59%	63%	73%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CLASSROOM EXPERIENCES: Courses in Diversity Percent = "Agree" or "Strongly Agree"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
Courses I have taken in my main field of study have done a good job of exposing me to issues of diversity.	Male	Not Asked	Not Asked	Not Asked	58%				
	Female	Not Asked	Not Asked	Not Asked	65%				7%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	54%				
	Total	Not Asked	Not Asked	Not Asked	63%				
Jan Term course(s) have done a good job of exposing me to issues of diversity.	Male	Not Asked	Not Asked	Not Asked	50%				
	Female	Not Asked	Not Asked	Not Asked	57%				7%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	29%				
	Total	Not Asked	Not Asked	Not Asked	55%				
Seminar course(s) have done a good job of exposing me to issues of diversity.	Male	Not Asked	Not Asked	Not Asked	48%				
	Female	Not Asked	Not Asked	Not Asked	47%				-1%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	38%				
	Total	Not Asked	Not Asked	Not Asked	47%				
Jan Term course(s) have had more direct impact on my understanding of diverse issues than courses in my major.	Male	Not Asked	Not Asked	Not Asked	37%				
	Female	Not Asked	Not Asked	Not Asked	35%				-1%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	14%				
	Total	Not Asked	Not Asked	Not Asked	35%				
Seminar courses have had more direct impact on my understanding of diverse issues than courses in my major.	Male	Not Asked	Not Asked	Not Asked	33%				
	Female	Not Asked	Not Asked	Not Asked	31%				-2%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	17%				
	Total	Not Asked	Not Asked	Not Asked	32%				
HOW MUCH LEARNED AT SMC by GENDER? Percent = "A Great Deal"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
Learned about Discrimination based on ethnicity Inside the classroom	Male	Not Asked	13%	11%	13%				
	Female	Not Asked	14%	16%	16%		2%		3%
	Other, Decline to State	Not Asked	14%	11%	8%			5%	
	Total	Not Asked	14%	14%	15%				
Learned about Discrimination based on ethnicity Outside the classroom	Male	Not Asked	18%	22%	16%				
	Female	Not Asked	21%	26%	17%		3%	4%	2%
	Other, Decline to State	Not Asked	32%	30%	4%				
	Total	Not Asked	21%	25%	17%				
Learned about Discrimination based on disability Inside the classroom	Male	Not Asked	3%	4%	7%				
	Female	Not Asked	5%	7%	7%		1%	3%	0%
	Other, Decline to State	Not Asked	5%	4%	13%				
	Total	Not Asked	4%	6%	7%				
Learned about Discrimination based on disability Outside the classroom	Male	Not Asked	8%	10%	9%				
	Female	Not Asked	10%	13%	8%		2%	2%	0%
	Other, Decline to State	Not Asked	14%	11%	4%				
	Total	Not Asked	10%	12%	8%				
Learned about Sexism Inside the classroom	Male	Not Asked	10%	13%	15%				
	Female	Not Asked	14%	19%	20%		5%	6%	6%
	Other, Decline to State	Not Asked	18%	7%	4%				
	Total	Not Asked	14%	16%	18%				
Learned about Sexism Outside the classroom	Male	Not Asked	13%	15%	16%				
	Female	Not Asked	17%	26%	18%		4%	11%	2%
	Other, Decline to State	Not Asked	18%	11%	13%				
	Total	Not Asked	16%	21%	17%				
Learned about Homophobia Inside the classroom	Male	Not Asked	8%	8%	8%				
	Female	Not Asked	9%	11%	11%		2%	3%	3%
	Other, Decline to State	Not Asked	9%	4%	4%				
	Total	Not Asked	9%	10%	10%				
Learned about Homophobia Outside the classroom	Male	Not Asked	15%	19%	17%				
	Female	Not Asked	22%	26%	19%		7%	7%	2%
	Other, Decline to State	Not Asked	19%	22%	9%				
	Total	Not Asked	20%	24%	18%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by GENDER Percent = "Frequently" or "Occasionally"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
How often have you seen or heard insensitive or disparaging comments directed towards Men	Male	Not Asked	29%	25%	30%				
	Female	Not Asked	22%	19%	19%	-7%	-6%	-10%	
	Other, Decline to State	Not Asked	38%	5%	13%				
	Total	Not Asked	25%	20%	22%				
How often have you seen or heard insensitive or disparaging comments directed towards: Women	Male	Not Asked	45%	35%	39%				
	Female	Not Asked	55%	44%	45%	10%	9%	6%	
	Other, Decline to State	Not Asked	69%	24%	4%				
	Total	Not Asked	53%	40%	42%				
How often have you seen or heard insensitive or disparaging comments directed towards: People of color	Male	Not Asked	39%	31%	32%				
	Female	Not Asked	47%	44%	35%	8%	13%	3%	
	Other, Decline to State	Not Asked	63%	33%	9%				
	Total	Not Asked	46%	39%	34%				
How often have you seen or heard insensitive or disparaging comments directed towards: Gay, Lesbian, Bisexual, or Transgender	Male	Not Asked	40%	41%	36%				
	Female	Not Asked	51%	48%	39%	12%	7%	3%	
	Other, Decline to State	Not Asked	69%	43%	4%				
	Total	Not Asked	49%	45%	37%				
How often have you seen or heard insensitive or disparaging comments directed towards: Have a disability	Male	Not Asked	17%	19%	17%				
	Female	Not Asked	20%	18%	18%	4%	-1%	0%	
	Other, Decline to State	Not Asked	25%	14%	4%				
	Total	Not Asked	20%	19%	17%				
How often have you seen or heard insensitive or disparaging comments directed towards: Religious	Male	Not Asked	25%	27%	23%				
	Female	Not Asked	29%	27%	20%	4%	0%	-2%	
	Other, Decline to State	Not Asked	38%	19%	4%				
	Total	Not Asked	28%	27%	21%				
How often have you seen or heard insensitive or disparaging comments directed towards: Older	Male	Not Asked	16%	18%	15%				
	Female	Not Asked	18%	17%	15%	2%	-1%	1%	
	Other, Decline to State	Not Asked	13%	10%	4%				
	Total	Not Asked	17%	17%	15%				
How often have you seen or heard insensitive or disparaging comments directed towards: Younger	Male	Not Asked	Not Asked	Not Asked	13%				
	Female	Not Asked	Not Asked	Not Asked	12%				-1%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	4%				
	Total	Not Asked	Not Asked	Not Asked	12%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Gender	Male	Not Asked	11%	13%	7%				
	Female	Not Asked	21%	20%	16%	10%	7%	9%	
	Other, Decline to State	Not Asked	50%	10%	0%				
	Total	Not Asked	20%	17%	13%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Political views	Male	Not Asked	26%	24%	18%				
	Female	Not Asked	21%	21%	13%	-5%	-3%	-4%	
	Other, Decline to State	Not Asked	31%	24%	0%				
	Total	Not Asked	22%	22%	15%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Ethnicity	Male	Not Asked	23%	14%	13%				
	Female	Not Asked	18%	13%	12%	-5%	-1%	-1%	
	Other, Decline to State	Not Asked	56%	14%	0%				
	Total	Not Asked	21%	14%	12%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Sexual orientation	Male	Not Asked	8%	5%	7%				
	Female	Not Asked	3%	3%	4%	-5%	-3%	-4%	
	Other, Decline to State	Not Asked	25%	10%	0%				
	Total	Not Asked	5%	4%	5%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Disability	Male	Not Asked	3%	5%	4%				
	Female	Not Asked	3%	3%	3%	0%	-2%	-2%	
	Other, Decline to State	Not Asked	13%	0%	0%				
	Total	Not Asked	3%	3%	3%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Language or accent	Male	Not Asked	8%	5%	5%				
	Female	Not Asked	9%	5%	4%	1%	1%	-1%	
	Other, Decline to State	Not Asked	25%	0%	0%				
	Total	Not Asked	10%	5%	5%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Religion	Male	Not Asked	10%	9%	9%				
	Female	Not Asked	11%	11%	7%	0%	3%	-2%	
	Other, Decline to State	Not Asked	25%	10%	0%				
	Total	Not Asked	11%	10%	7%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Age	Male	Not Asked	8%	9%	8%				
	Female	Not Asked	8%	7%	5%	0%	-2%	-3%	
	Other, Decline to State	Not Asked	13%	5%	0%				
	Total	Not Asked	9%	7%	6%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by GENDER Percent = "Good" or "Excellent"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
Campus accessibility for those that have disabilities	Male	Not Asked	Not Asked	Not Asked	40%				
	Female	Not Asked	Not Asked	Not Asked	26%				-13%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	30%				
	Total	Not Asked	Not Asked	Not Asked	31%				
Written communications from SMC - non-English translations	Male	Not Asked	Not Asked	Not Asked	30%				
	Female	Not Asked	Not Asked	Not Asked	16%				-14%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	17%				
	Total	Not Asked	Not Asked	Not Asked	20%				
Oral communications with SMC - telephone accessibility	Male	Not Asked	Not Asked	Not Asked	49%				
	Female	Not Asked	Not Asked	Not Asked	38%				-11%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	39%				
	Total	Not Asked	Not Asked	Not Asked	41%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Language and communications (oral and written) with SMC	Male	Not Asked	Not Asked	Not Asked	46%				
	Female	Not Asked	Not Asked	Not Asked	45%				0%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	22%				
	Total	Not Asked	Not Asked	Not Asked	45%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Translations of materials from SMC	Male	Not Asked	Not Asked	Not Asked	31%				
	Female	Not Asked	Not Asked	Not Asked	26%				-5%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	9%				
	Total	Not Asked	Not Asked	Not Asked	27%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Male	Not Asked	Not Asked	Not Asked	52%				
	Female	Not Asked	Not Asked	Not Asked	54%				2%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	26%				
	Total	Not Asked	Not Asked	Not Asked	53%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Physical accessibility	Male	Not Asked	Not Asked	Not Asked	53%				
	Female	Not Asked	Not Asked	Not Asked	50%				-3%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	26%				
	Total	Not Asked	Not Asked	Not Asked	51%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Language and communications (oral and written) with SMC	Male	Not Asked	Not Asked	Not Asked	58%				
	Female	Not Asked	Not Asked	Not Asked	60%				2%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	36%				
	Total	Not Asked	Not Asked	Not Asked	59%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Translations of materials from SMC	Male	Not Asked	Not Asked	Not Asked	40%				
	Female	Not Asked	Not Asked	Not Asked	32%				-8%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	14%				
	Total	Not Asked	Not Asked	Not Asked	34%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Male	Not Asked	Not Asked	Not Asked	64%				
	Female	Not Asked	Not Asked	Not Asked	64%				0%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	41%				
	Total	Not Asked	Not Asked	Not Asked	64%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Physical accessibility	Male	Not Asked	Not Asked	Not Asked	62%				
	Female	Not Asked	Not Asked	Not Asked	59%				-3%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	41%				
	Total	Not Asked	Not Asked	Not Asked	59%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Language and communications (oral and written) with SMC	Male	Not Asked	Not Asked	Not Asked	61%				
	Female	Not Asked	Not Asked	Not Asked	62%				1%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	52%				
	Total	Not Asked	Not Asked	Not Asked	61%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Translations of materials from SMC	Male	Not Asked	Not Asked	Not Asked	40%				
	Female	Not Asked	Not Asked	Not Asked	35%				-5%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	26%				
	Total	Not Asked	Not Asked	Not Asked	36%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Male	Not Asked	Not Asked	Not Asked	65%				
	Female	Not Asked	Not Asked	Not Asked	65%				0%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	61%				
	Total	Not Asked	Not Asked	Not Asked	65%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Physical accessibility	Male	Not Asked	Not Asked	Not Asked	65%				
	Female	Not Asked	Not Asked	Not Asked	62%				-3%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	57%				
	Total	Not Asked	Not Asked	Not Asked	63%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by CATHOLIC vs. NOT CATHOLIC Percent = "Similar" or "Very Similar"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
To what extent do you feel that your family's experiences with SMC reflect those of your own? STUDENT LIFE DEPARTMENTS (e.g., Residence Life, Counseling, Health Center)	Male	Not Asked	Not Asked	Not Asked	35%				
	Female	Not Asked	Not Asked	Not Asked	42%				7%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	26%				
	Total	Not Asked	Not Asked	Not Asked	40%				
To what extent do you feel that your family's experiences with SMC reflect those of your own? ACADEMIC SUPPORT SERVICES/DEPARTMENTS (e.g., Academic Advising Center, Library, Career Services, Disability Services)	Male	Not Asked	Not Asked	Not Asked	37%				
	Female	Not Asked	Not Asked	Not Asked	44%				7%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	30%				
	Total	Not Asked	Not Asked	Not Asked	42%				
To what extent do you feel that your family's experiences with SMC reflect those of your own? ADMINISTRATIVE DEPARTMENTS (e.g., Registrar, Financial Aid, Business Office, Facilities, CaTS, Human Resources)	Male	Not Asked	Not Asked	Not Asked	37%				
	Female	Not Asked	Not Asked	Not Asked	47%				9%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	30%				
	Total	Not Asked	Not Asked	Not Asked	44%				
CAMPUS DIVERSITY by GENDER Percent = "Agree" or "Strongly Agree"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
I know how to officially report any racist sexist or otherwise offensive behaviors	Male	39%	48%	47%	48%				
	Female	30%	33%	44%	45%				
	Other, Decline to State	47%	36%	38%	43%	17%	3%	-5%	-2%
	Total	33%	37%	45%	46%				
My opinions and inputs are valued at SMC	Male	48%	58%	59%	55%				
	Female	56%	53%	58%	59%	8%	-4%	-1%	4%
	Other, Decline to State	57%	45%	69%	78%				
	Total	54%	54%	58%	58%				
The college should use its resources to help underprepared students succeed	Male	59%	70%	65%	65%				
	Female	70%	73%	73%	73%	11%	3%	8%	8%
	Other, Decline to State	80%	70%	85%	74%				
	Total	67%	72%	71%	70%				
I fear for my physical safety on campus because of my ethnicity or gender	Male	3%	6%	7%	8%				
	Female	2%	8%	10%	8%	-1%	2%	3%	0%
	Other, Decline to State	13%	10%	8%	9%				
	Total	2%	8%	9%	8%				
It is important to me to have friends who are part of the same ethnic group as my own	Male	20%	24%	20%	21%				
	Female	21%	20%	24%	22%	1%	-4%	4%	1%
	Other, Decline to State	20%	33%	15%	17%				
	Total	21%	21%	22%	22%				
I fear for my physical safety on campus because of my sexual orientation	Male	3%	4%	4%	9%				
	Female	2%	3%	3%	5%	-1%	-1%	0%	-4%
	Other, Decline to State	7%	10%	15%	9%				
	Total	3%	4%	4%	6%				
I feel uncomfortable disclosing my sexual orientation to my peers on campus	Male	5%	9%	9%	11%				
	Female	5%	7%	6%	9%	-1%	-2%	-3%	-2%
	Other, Decline to State	20%	10%	8%	23%				
	Total	5%	8%	7%	10%				
A diverse student body enhances the educational experiences of all students	Male	73%	65%	66%	62%				
	Female	85%	84%	82%	78%	12%	19%	16%	16%
	Other, Decline to State	93%	70%	69%	73%				
	Total	82%	79%	76%	73%				
I feel uncomfortable discussing racially sensitive topics on campus with members of other races and ethnicities	Male	32%	24%	28%	25%				
	Female	30%	29%	30%	24%	-2%	5%	2%	-1%
	Other, Decline to State	27%	50%	38%	17%				
	Total	30%	29%	30%	24%				
In order to fit in at SMC I often feel I need to change some of my personal characteristics	Male	26%	18%	23%	20%				
	Female	30%	27%	22%	20%	4%	9%	0%	0%
	Other, Decline to State	47%	50%	31%	9%				
	Total	29%	25%	23%	20%				
I feel awkward in situations at SMC in which I am the only person of my ethnic group	Male	24%	22%	19%	14%				
	Female	26%	27%	23%	21%	2%	5%	4%	7%
	Other, Decline to State	33%	40%	23%	13%				
	Total	26%	26%	22%	19%				
I value the work that is being done by the Intercultural Center	Male	67%	36%	38%	38%				
	Female	76%	52%	51%	56%	9%	16%	13%	18%
	Other, Decline to State	53%	40%	46%	30%				
	Total	73%	48%	47%	50%				
I feel comfortable talking about my religion on campus	Male	46%	59%	56%	58%				
	Female	64%	62%	61%	59%	18%	3%	5%	2%
	Other, Decline to State	54%	50%	62%	48%				
	Total	59%	61%	60%	58%				
I believe more consideration should be given to the needs and interests of disabled people on campus	Male	Not Asked	45%	49%	44%				
	Female	Not Asked	57%	53%	53%		13%	4%	10%
	Other, Decline to State	Not Asked	80%	31%	22%				
	Total	Not Asked	55%	51%	50%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CAMPUS ENVIRONMENT by GENDER Percent = "Agree" or "Strongly Agree"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
This year's elected student leaders at SMC represent my point of view	Male	22%	23%	18%	27%				
	Female	18%	14%	14%	26%	-4%	-9%	-4%	-1%
	Other, Decline to State	36%	0%	50%	27%				
	Total	19%	16%	16%	26%				
The SMC administration is supportive of ethnic minority needs and experiences	Male	49%	42%	44%	58%				
	Female	35%	37%	39%	62%	-14%	-4%	-5%	4%
	Other, Decline to State	40%	50%	50%	62%				
	Total	39%	38%	41%	61%				
The SMC staff is supportive of ethnic minority needs and experiences	Male	50%	47%	48%	59%				
	Female	41%	43%	46%	66%	-9%	-4%	-2%	7%
	Other, Decline to State	47%	50%	100%	64%				
	Total	44%	44%	47%	64%				
The academic atmosphere at SMC is competitive	Male	44%	51%	53%	60%				
	Female	55%	53%	59%	69%	11%	3%	6%	10%
	Other, Decline to State	60%	0%	50%	73%				
	Total	52%	52%	57%	67%				
There is intense competition for classes on this campus	Male	49%	40%	36%	49%				
	Female	52%	46%	42%	50%	2%	7%	6%	1%
	Other, Decline to State	53%	0%	50%	31%				
	Total	51%	44%	40%	49%				
My major department emphasizes the importance of diversity in my field	Male	47%	40%	48%	54%				
	Female	45%	48%	51%	63%	-1%	8%	3%	9%
	Other, Decline to State	64%	50%	50%	73%				
	Total	46%	46%	50%	60%				
I get more personal attention from faculty who are ethnically similar to me	Male	13%	15%	10%	20%				
	Female	16%	14%	12%	18%	3%	0%	2%	-2%
	Other, Decline to State	27%	50%	50%	15%				
	Total	15%	15%	12%	18%				
I feel I am expected to represent my ethnic group in discussions in class	Male	20%	20%	21%	22%				
	Female	23%	27%	24%	27%	3%	8%	3%	5%
	Other, Decline to State	33%	0%	50%	23%				
	Total	23%	25%	23%	25%				
Diversity was one of the reasons why I chose to come to SMC	Male	15%	10%	15%	18%				
	Female	12%	13%	9%	15%	-3%	3%	-6%	-3%
	Other, Decline to State	7%	50%	50%	35%				
	Total	12%	13%	12%	16%				
The real value of a college education lies in being exposed to different ideas and values	Male	72%	80%	75%	73%				
	Female	83%	84%	86%	88%	11%	4%	11%	15%
	Other, Decline to State	87%	50%	100%	85%				
	Total	80%	83%	82%	83%				
People here tend to stick with their own clique	Male	65%	58%	52%	48%				
	Female	71%	74%	67%	60%	6%	15%	15%	12%
	Other, Decline to State	93%	50%	50%	27%				
	Total	70%	70%	62%	56%				
I would recommend attending SMC to someone whose ethnic background is the same as mine	Male	63%	55%	65%	58%				
	Female	61%	55%	56%	66%	-2%	0%	-8%	8%
	Other, Decline to State	33%	50%	50%	77%				
	Total	61%	55%	59%	64%				
There is racial tension at SMC	Male	27%	31%	29%	14%				
	Female	21%	36%	34%	18%	-7%	5%	5%	4%
	Other, Decline to State	33%	50%	50%	8%				
	Total	23%	35%	32%	16%				
SMC is preparing me to live and work in a diverse society	Male	51%	49%	56%	60%				
	Female	51%	52%	52%	64%	0%	3%	-5%	4%
	Other, Decline to State	57%	50%	100%	77%				
	Total	51%	51%	54%	63%				
There are a wide variety of student leadership opportunities at SMC	Male	Not Asked	66%	49%	52%				
	Female	Not Asked	64%	56%	57%		-1%	7%	5%
	Other, Decline to State	Not Asked	0%	50%	50%				
	Total	Not Asked	64%	54%	55%				
I am involved in social activities at SMC	Male	57%	61%	47%	48%				
	Female	61%	58%	51%	47%	4%	-4%	4%	-2%
	Other, Decline to State	57%	50%	100%	38%				
	Total	60%	58%	50%	47%				
The student body has little 'school spirit'	Male	47%	34%	21%	24%				
	Female	35%	23%	18%	20%	-11%	-11%	-3%	-4%
	Other, Decline to State	43%	50%	50%	20%				
	Total	39%	26%	19%	22%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CAMPUS ENVIRONMENT Survey Responses and Impact at SMC Percent = "Strongly Agree" or "Agree"		Year				% Difference: Female vs. Male			
		2006	2008	2010	2012	2006	2008	2010	2012
I believe my responses on this survey will have an impact on the SMC campus climate.	Male	39%	48%	45%	48%				
	Female	45%	47%	48%	48%	6%	-1%	3%	0%
	Other, Decline to State	0%	50%	0%	65%				
	Total	43%	47%	47%	48%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

REPORT BY GRADUATE/PROFESSIONAL vs. UNDERGRADUATE		2006	2008	2010	2012	2006	2008	2010	2012
Number and Percent Responding	Undergraduate	457	320	325	949	86%	75%	67%	72%
	Graduate/Professional	44	59	109	333	8%	14%	22%	25%
	Other, Decline to State	28	48	53	27	5%	11%	11%	2%
	Total	529	427	487	1,309	100%	100%	100%	100%
PERCEPTIONS OF CAMPUS CLIMATE by GRADUATE vs. UNDERGRADUATE		Year				% Difference: Grad vs. Undergrad			
Percent = "A Great Deal of Emphasis"		2006	2008	2010	2012	2006	2008	2010	2012
Emphasis placed on Increasing representation of people of color in the faculty	Undergraduate	Not Asked	12%	15%	14%				
	Graduate/Professional	Not Asked	12%	15%	10%		0%	0%	-4%
	Other, Decline to State	Not Asked	15%	11%	13%				
	Total	Not Asked	12%	14%	13%				
Emphasis should be placed on Increasing representation of people of color in the faculty	Undergraduate	Not Asked	32%	37%	30%				
	Graduate/Professional	Not Asked	37%	37%	32%		5%	1%	2%
	Other, Decline to State	Not Asked	42%	40%	26%				
	Total	Not Asked	34%	37%	30%				
Emphasis placed on Increasing representation of people of color in the staff	Undergraduate	Not Asked	16%	19%	14%				
	Graduate/Professional	Not Asked	10%	10%	7%		-5%	-8%	-7%
	Other, Decline to State	Not Asked	16%	17%	21%				
	Total	Not Asked	15%	17%	13%				
Emphasis should be placed on Increasing representation of people of color in the staff	Undergraduate	Not Asked	28%	33%	27%				
	Graduate/Professional	Not Asked	32%	33%	30%		5%	0%	3%
	Other, Decline to State	Not Asked	41%	29%	30%				
	Total	Not Asked	30%	33%	28%				
Emphasis placed on Increasing representation of people of color in the administration	Undergraduate	Not Asked	8%	11%	12%				
	Graduate/Professional	Not Asked	7%	9%	8%		-2%	-2%	-4%
	Other, Decline to State	Not Asked	9%	12%	17%				
	Total	Not Asked	8%	11%	11%				
Emphasis should be placed on Increasing representation of people of color in the administration	Undergraduate	Not Asked	28%	35%	30%				
	Graduate/Professional	Not Asked	32%	30%	34%		4%	-4%	4%
	Other, Decline to State	Not Asked	46%	33%	26%				
	Total	Not Asked	31%	34%	31%				
Emphasis placed on Developing a sense of community among students staff and faculty	Undergraduate	Not Asked	43%	53%	44%				
	Graduate/Professional	Not Asked	40%	47%	36%		-3%	-6%	-8%
	Other, Decline to State	Not Asked	32%	48%	46%				
	Total	Not Asked	42%	51%	42%				
Emphasis should be placed on Developing a sense of community among students, staff, and faculty	Undergraduate	Not Asked	82%	78%	72%				
	Graduate/Professional	Not Asked	72%	84%	63%		-9%	6%	-9%
	Other, Decline to State	Not Asked	67%	74%	61%				
	Total	Not Asked	79%	79%	70%				
Emphasis placed on Helping students learn how to bring about positive change in society	Undergraduate	Not Asked	37%	44%	46%				
	Graduate/Professional	Not Asked	42%	45%	46%		5%	1%	0%
	Other, Decline to State	Not Asked	25%	35%	54%				
	Total	Not Asked	36%	44%	46%				
Emphasis should be placed on Helping students learn how to bring about positive change in society	Undergraduate	Not Asked	77%	77%	73%				
	Graduate/Professional	Not Asked	69%	82%	71%		-8%	5%	-2%
	Other, Decline to State	Not Asked	83%	73%	61%				
	Total	Not Asked	76%	77%	72%				
Emphasis placed on Promoting a campus climate where differences of opinion are aired openly and regularly	Undergraduate	Not Asked	28%	32%	39%				
	Graduate/Professional	Not Asked	35%	29%	33%		7%	-3%	-5%
	Other, Decline to State	Not Asked	14%	21%	50%				
	Total	Not Asked	28%	30%	38%				
Emphasis should be placed on Promoting a campus climate where differences of opinion are aired openly and regularly	Undergraduate	Not Asked	77%	72%	68%				
	Graduate/Professional	Not Asked	66%	70%	66%		-12%	-2%	-2%
	Other, Decline to State	Not Asked	57%	56%	65%				
	Total	Not Asked	74%	70%	67%				
Emphasis placed on Developing appreciation for a multicultural society on campus	Undergraduate	Not Asked	34%	40%	43%				
	Graduate/Professional	Not Asked	28%	30%	26%		-6%	-10%	-18%
	Other, Decline to State	Not Asked	27%	27%	42%				
	Total	Not Asked	33%	37%	39%				
Emphasis should be placed on Developing appreciation for a multicultural society on campus	Undergraduate	Not Asked	60%	62%	58%				
	Graduate/Professional	Not Asked	50%	64%	57%		-10%	2%	-1%
	Other, Decline to State	Not Asked	57%	62%	57%				
	Total	Not Asked	59%	63%	57%				
Emphasis placed on Developing an inclusive community	Undergraduate	Not Asked	36%	46%	41%				
	Graduate/Professional	Not Asked	30%	30%	28%		-6%	-16%	-13%
	Other, Decline to State	Not Asked	33%	33%	46%				
	Total	Not Asked	35%	41%	38%				
Emphasis should be placed on Developing an inclusive community	Undergraduate	Not Asked	70%	69%	60%				
	Graduate/Professional	Not Asked	57%	73%	63%		-13%	4%	3%
	Other, Decline to State	Not Asked	59%	67%	70%				
	Total	Not Asked	67%	70%	61%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

PERCEPTIONS OF CAMPUS CLIMATE by GRADUATE vs. UNDERGRADUATE Percent = "A Great Deal of Emphasis"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
Emphasis placed on Recruiting high achieving students	Undergraduate	Not Asked	22%	30%	31%				
	Graduate/Professional	Not Asked	30%	17%	24%		8%	-14%	-6%
	Other, Decline to State	Not Asked	16%	32%	58%				
	Total	Not Asked	22%	27%	30%				
Emphasis should be placed on Recruiting high achieving students	Undergraduate	Not Asked	61%	61%	60%				
	Graduate/Professional	Not Asked	55%	58%	51%		-6%	-4%	-9%
	Other, Decline to State	Not Asked	58%	49%	70%				
	Total	Not Asked	60%	59%	58%				
Emphasis placed on Encouraging collaboration between offices	Undergraduate	Not Asked	5%	16%	18%				
	Graduate/Professional	Not Asked	5%	12%	8%		0%	-4%	-9%
	Other, Decline to State	Not Asked	9%	4%	25%				
	Total	Not Asked	6%	14%	15%				
Emphasis should be placed on Encouraging collaboration between offices	Undergraduate	Not Asked	45%	54%	52%				
	Graduate/Professional	Not Asked	48%	48%	48%		3%	-7%	-3%
	Other, Decline to State	Not Asked	45%	42%	61%				
	Total	Not Asked	46%	52%	51%				
CLASSROOM EXPERIENCES by GRADUATE vs. UNDERGRADUATE Percent = "Most" or "All"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
Faculty are Accessible outside the classroom	Undergraduate	85%	85%	81%	81%				
	Graduate/Professional	86%	83%	87%	81%	1%	-2%	6%	0%
	Other, Decline to State	94%	72%	85%	84%				
	Total	85%	84%	83%	81%				
Faculty are Approachable inside the classroom	Undergraduate	81%	78%	82%	81%				
	Graduate/Professional	95%	86%	89%	88%	15%	8%	7%	7%
	Other, Decline to State	81%	72%	85%	92%				
	Total	82%	79%	84%	83%				
Faculty are Fair to all students regardless of their ethnic background	Undergraduate	88%	83%	84%	84%				
	Graduate/Professional	91%	88%	90%	89%	3%	5%	6%	6%
	Other, Decline to State	88%	56%	85%	100%				
	Total	88%	82%	86%	85%				
Faculty are Enthusiastic about teaching	Undergraduate	80%	78%	80%	78%				
	Graduate/Professional	91%	86%	89%	89%	11%	8%	9%	11%
	Other, Decline to State	75%	56%	67%	96%				
	Total	81%	78%	81%	81%				
Faculty are Providing you with meaningful feedback about improving your work skills or abilities	Undergraduate	66%	65%	70%	71%				
	Graduate/Professional	82%	75%	73%	82%	16%	10%	3%	11%
	Other, Decline to State	56%	64%	78%	96%				
	Total	67%	66%	72%	74%				
Faculty are Interested in your academic development	Undergraduate	69%	66%	68%	71%				
	Graduate/Professional	80%	68%	77%	84%	11%	2%	9%	13%
	Other, Decline to State	75%	63%	73%	88%				
	Total	70%	66%	70%	75%				
Faculty are Seeking your active participation in the learning process	Undergraduate	72%	61%	77%	75%				
	Graduate/Professional	89%	80%	82%	87%	17%	19%	4%	12%
	Other, Decline to State	56%	63%	76%	100%				
	Total	73%	64%	78%	79%				
Faculty are Providing a classroom environment that allows you to express your ideas freely	Undergraduate	70%	67%	72%	73%				
	Graduate/Professional	80%	78%	84%	85%	9%	11%	12%	12%
	Other, Decline to State	63%	58%	75%	100%				
	Total	71%	68%	75%	77%				
Faculty are Applying the "learning by doing" philosophy	Undergraduate	55%	40%	55%	61%				
	Graduate/Professional	80%	73%	77%	79%	25%	33%	22%	19%
	Other, Decline to State	63%	58%	56%	92%				
	Total	57%	46%	60%	66%				
Faculty are Encouraging cooperation among students in the classroom	Undergraduate	71%	62%	72%	74%				
	Graduate/Professional	86%	78%	89%	87%	15%	16%	17%	13%
	Other, Decline to State	81%	61%	81%	100%				
	Total	73%	64%	77%	78%				
Faculty are Respecting diverse learning styles	Undergraduate	57%	56%	58%	69%				
	Graduate/Professional	73%	78%	75%	81%	15%	22%	17%	11%
	Other, Decline to State	56%	52%	70%	92%				
	Total	59%	59%	63%	73%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CLASSROOM EXPERIENCES: Courses in Diversity by GRADUATE vs. UNDERGRADUATE Percent = "Agree" or "Strongly Agree"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
Courses I have taken in my main field of study have done a good job of exposing me to issues of diversity.	Undergraduate	Not Asked	Not Asked	Not Asked	62%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	65%				3%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	52%				
	Total	Not Asked	Not Asked	Not Asked	63%				
Jan Term course(s) have done a good job of exposing me to issues of diversity.	Undergraduate	Not Asked	Not Asked	Not Asked	60%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	42%				-18%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	28%				
	Total	Not Asked	Not Asked	Not Asked	55%				
Seminar course(s) have done a good job of exposing me to issues of diversity.	Undergraduate	Not Asked	Not Asked	Not Asked	53%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	32%				-21%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	36%				
	Total	Not Asked	Not Asked	Not Asked	47%				
Jan Term course(s) have had more direct impact on my understanding of diverse issues than courses in my major.	Undergraduate	Not Asked	Not Asked	Not Asked	40%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	23%				-18%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	13%				
	Total	Not Asked	Not Asked	Not Asked	35%				
Seminar courses have had more direct impact on my understanding of diverse issues than courses in my major.	Undergraduate	Not Asked	Not Asked	Not Asked	35%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	23%				-12%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	16%				
	Total	Not Asked	Not Asked	Not Asked	32%				
HOW MUCH LEARNED AT SMC by GRADUATE vs. UNDERGRADUATE Percent = "A Great Deal"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
Learned about Discrimination based on ethnicity Inside the classroom	Undergraduate	Not Asked	15%	15%	16%				
	Graduate/Professional	Not Asked	9%	10%	14%		-6%	-5%	-1%
	Other, Decline to State	Not Asked	13%	13%	8%				
	Total	Not Asked	14%	14%	15%				
Learned about Discrimination based on ethnicity Outside the classroom	Undergraduate	Not Asked	21%	27%	17%				
	Graduate/Professional	Not Asked	16%	21%	17%		-5%	-6%	1%
	Other, Decline to State	Not Asked	32%	25%	4%				
	Total	Not Asked	21%	25%	17%				
Learned about Discrimination based on disability Inside the classroom	Undergraduate	Not Asked	3%	5%	6%				
	Graduate/Professional	Not Asked	9%	7%	9%		5%	2%	2%
	Other, Decline to State	Not Asked	4%	6%	12%				
	Total	Not Asked	4%	6%	7%				
Learned about Discrimination based on disability Outside the classroom	Undergraduate	Not Asked	9%	11%	8%				
	Graduate/Professional	Not Asked	13%	16%	10%		4%	5%	3%
	Other, Decline to State	Not Asked	16%	6%	4%				
	Total	Not Asked	10%	12%	8%				
Learned about Sexism Inside the classroom	Undergraduate	Not Asked	14%	20%	21%				
	Graduate/Professional	Not Asked	7%	9%	12%		-7%	-10%	-10%
	Other, Decline to State	Not Asked	20%	9%	4%				
	Total	Not Asked	14%	16%	18%				
Learned about Sexism Outside the classroom	Undergraduate	Not Asked	17%	22%	18%				
	Graduate/Professional	Not Asked	9%	19%	14%		-8%	-3%	-4%
	Other, Decline to State	Not Asked	16%	16%	13%				
	Total	Not Asked	16%	21%	17%				
Learned about Homophobia Inside the classroom	Undergraduate	Not Asked	9%	11%	11%				
	Graduate/Professional	Not Asked	9%	6%	9%		0%	-4%	-2%
	Other, Decline to State	Not Asked	8%	6%	4%				
	Total	Not Asked	9%	10%	10%				
Learned about Homophobia Outside the classroom	Undergraduate	Not Asked	23%	27%	20%				
	Graduate/Professional	Not Asked	7%	16%	14%		-16%	-11%	-6%
	Other, Decline to State	Not Asked	17%	19%	8%				
	Total	Not Asked	20%	24%	18%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by GRADUATE vs. UNDERGRADUATE Percent = "Frequently" or "Occasionally"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
How often have you seen or heard insensitive or disparaging comments directed towards Men	Undergraduate	Not Asked	28%	25%	27%				
	Graduate/Professional	Not Asked	5%	10%	9%	-23%	-15%	-18%	
	Other, Decline to State	Not Asked	33%	11%	13%				
	Total	Not Asked	25%	20%	22%				
How often have you seen or heard insensitive or disparaging comments directed towards: Women	Undergraduate	Not Asked	59%	48%	52%				
	Graduate/Professional	Not Asked	17%	20%	17%	-42%	-28%	-35%	
	Other, Decline to State	Not Asked	67%	26%	4%				
	Total	Not Asked	53%	40%	42%				
How often have you seen or heard insensitive or disparaging comments directed towards: People of color	Undergraduate	Not Asked	50%	47%	40%				
	Graduate/Professional	Not Asked	19%	19%	17%	-31%	-27%	-23%	
	Other, Decline to State	Not Asked	61%	30%	8%				
	Total	Not Asked	46%	39%	34%				
How often have you seen or heard insensitive or disparaging comments directed towards: Gay, Lesbian, Bisexual, or Transgender	Undergraduate	Not Asked	54%	53%	44%				
	Graduate/Professional	Not Asked	15%	23%	18%	-39%	-30%	-26%	
	Other, Decline to State	Not Asked	67%	37%	4%				
	Total	Not Asked	49%	45%	37%				
How often have you seen or heard insensitive or disparaging comments directed towards: Have a disability	Undergraduate	Not Asked	22%	22%	20%				
	Graduate/Professional	Not Asked	7%	9%	10%	-15%	-13%	-10%	
	Other, Decline to State	Not Asked	28%	11%	4%				
	Total	Not Asked	20%	19%	17%				
How often have you seen or heard insensitive or disparaging comments directed towards: Religious	Undergraduate	Not Asked	32%	30%	25%				
	Graduate/Professional	Not Asked	12%	19%	9%	-20%	-11%	-16%	
	Other, Decline to State	Not Asked	28%	22%	4%				
	Total	Not Asked	28%	27%	21%				
How often have you seen or heard insensitive or disparaging comments directed towards: Older	Undergraduate	Not Asked	19%	18%	17%				
	Graduate/Professional	Not Asked	7%	15%	10%	-12%	-4%	-7%	
	Other, Decline to State	Not Asked	11%	7%	4%				
	Total	Not Asked	17%	17%	15%				
How often have you seen or heard insensitive or disparaging comments directed towards: Younger	Male	Not Asked	Not Asked	Not Asked	14%				
	Female	Not Asked	Not Asked	Not Asked	8%				-7%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	4%				
	Total	Not Asked	Not Asked	Not Asked	12%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Gender	Undergraduate	Not Asked	22%	21%	16%				
	Graduate/Professional	Not Asked	3%	7%	6%	-18%	-14%	-10%	
	Other, Decline to State	Not Asked	44%	7%	0%				
	Total	Not Asked	20%	17%	13%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Political views	Undergraduate	Not Asked	23%	26%	17%				
	Graduate/Professional	Not Asked	14%	11%	9%	-10%	-15%	-8%	
	Other, Decline to State	Not Asked	33%	19%	0%				
	Total	Not Asked	22%	22%	15%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Ethnicity	Undergraduate	Not Asked	21%	15%	15%				
	Graduate/Professional	Not Asked	10%	8%	7%	-11%	-7%	-8%	
	Other, Decline to State	Not Asked	56%	11%	0%				
	Total	Not Asked	21%	14%	12%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Sexual orientation	Undergraduate	Not Asked	5%	4%	5%				
	Graduate/Professional	Not Asked	2%	4%	4%	-4%	0%	-2%	
	Other, Decline to State	Not Asked	17%	7%	0%				
	Total	Not Asked	5%	4%	5%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Disability	Undergraduate	Not Asked	3%	3%	3%				
	Graduate/Professional	Not Asked	2%	4%	4%	-1%	0%	1%	
	Other, Decline to State	Not Asked	11%	0%	0%				
	Total	Not Asked	3%	3%	3%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Language or accent	Undergraduate	Not Asked	10%	6%	5%				
	Graduate/Professional	Not Asked	2%	1%	3%	-9%	-6%	-2%	
	Other, Decline to State	Not Asked	22%	0%	0%				
	Total	Not Asked	10%	5%	5%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Religion	Undergraduate	Not Asked	11%	11%	9%				
	Graduate/Professional	Not Asked	10%	7%	3%	-1%	-5%	-6%	
	Other, Decline to State	Not Asked	17%	11%	0%				
	Total	Not Asked	11%	10%	7%				
How often have you been harassed, pressured, or discriminated against on campus because of your: Age	Undergraduate	Not Asked	9%	8%	6%				
	Graduate/Professional	Not Asked	5%	6%	6%	-4%	-1%	0%	
	Other, Decline to State	Not Asked	11%	7%	0%				
	Total	Not Asked	9%	7%	6%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by GRADUATE vs. UNDERGRADUATE Percent = "Similar" or "Very Similar"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
To what extent do you feel that your family's experiences with SMC reflect those of your own? STUDENT LIFE DEPARTMENTS (e.g., Residence Life, Counseling, Health Center)	Undergraduate	Not Asked	Not Asked	Not Asked	48%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	17%				-31%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	25%				
	Total	Not Asked	Not Asked	Not Asked	40%				
To what extent do you feel that your family's experiences with SMC reflect those of your own? ACADEMIC SUPPORT SERVICES/DEPARTMENTS (e.g., Academic Advising Center, Library, Career Services, Disability Services)	Undergraduate	Not Asked	Not Asked	Not Asked	49%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	23%				-26%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	29%				
	Total	Not Asked	Not Asked	Not Asked	42%				
To what extent do you feel that your family's experiences with SMC reflect those of your own? ADMINISTRATIVE DEPARTMENTS (e.g., Registrar, Financial Aid, Business Office, Facilities, CaTS, Human Resources)	Undergraduate	Not Asked	Not Asked	Not Asked	51%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	22%				-30%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	29%				
	Total	Not Asked	Not Asked	Not Asked	44%				
DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by GRADUATE vs. UNDERGRADUATE Percent = "Good" or "Excellent"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
Campus accessibility for those that have disabilities	Undergraduate	Not Asked	Not Asked	Not Asked	34%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	20%				-14%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	29%				
	Total	Not Asked	Not Asked	Not Asked	31%				
Written communications from SMC - non-English translations	Undergraduate	Not Asked	Not Asked	Not Asked	22%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	17%				-5%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	17%				
	Total	Not Asked	Not Asked	Not Asked	20%				
Oral communications with SMC - telephone accessibility	Undergraduate	Not Asked	Not Asked	Not Asked	41%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	41%				0%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	38%				
	Total	Not Asked	Not Asked	Not Asked	41%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Language and communications (oral and written) with SMC	Undergraduate	Not Asked	Not Asked	Not Asked	54%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	22%				-32%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	21%				
	Total	Not Asked	Not Asked	Not Asked	45%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Translations of materials from SMC	Undergraduate	Not Asked	Not Asked	Not Asked	32%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	13%				-19%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	8%				
	Total	Not Asked	Not Asked	Not Asked	27%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Undergraduate	Not Asked	Not Asked	Not Asked	62%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	31%				-31%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	25%				
	Total	Not Asked	Not Asked	Not Asked	53%				
Overall experiences with STUDENT LIFE DEPARTMENTS: Physical accessibility	Undergraduate	Not Asked	Not Asked	Not Asked	62%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	22%				-40%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	25%				
	Total	Not Asked	Not Asked	Not Asked	51%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Language and communications (oral and written) with SMC	Undergraduate	Not Asked	Not Asked	Not Asked	63%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	49%				-14%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	35%				
	Total	Not Asked	Not Asked	Not Asked	59%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Translations of materials from SMC	Undergraduate	Not Asked	Not Asked	Not Asked	40%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	20%				-20%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	13%				
	Total	Not Asked	Not Asked	Not Asked	34%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Undergraduate	Not Asked	Not Asked	Not Asked	68%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	54%				-14%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	39%				
	Total	Not Asked	Not Asked	Not Asked	64%				
Overall experiences with ACADEMIC SUPPORT SERVICES/DEPARTMENTS: Physical accessibility	Undergraduate	Not Asked	Not Asked	Not Asked	67%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	39%				-28%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	39%				
	Total	Not Asked	Not Asked	Not Asked	59%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Language and communications (oral and written) with SMC	Undergraduate	Not Asked	Not Asked	Not Asked	62%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	61%				-1%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	50%				
	Total	Not Asked	Not Asked	Not Asked	61%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Translations of materials from SMC	Undergraduate	Not Asked	Not Asked	Not Asked	40%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	25%				-15%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	25%				
	Total	Not Asked	Not Asked	Not Asked	36%				

DEGREE OF SENSITIVITY OR INSENSITIVITY ON CAMPUS by GRADUATE vs. UNDERGRADUATE Percent = "Good" or "Excellent"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Ability to reach department personnel by telephone or eMail	Undergraduate	Not Asked	Not Asked	Not Asked	66%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	63%				-4%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	58%				
	Total	Not Asked	Not Asked	Not Asked	65%				
Overall experiences with ADMINISTRATIVE DEPARTMENTS: Physical accessibility	Undergraduate	Not Asked	Not Asked	Not Asked	70%				
	Graduate/Professional	Not Asked	Not Asked	Not Asked	41%				-29%
	Other, Decline to State	Not Asked	Not Asked	Not Asked	54%				
	Total	Not Asked	Not Asked	Not Asked	63%				
CAMPUS DIVERSITY by GRADUATE vs. UNDERGRADUATE Percent = "Agree" or "Strongly Agree"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
I know how to officially report any racist sexist or otherwise offensive behaviors	Undergraduate	32%	34%	45%	48%				
	Graduate/Professional	31%	51%	46%	42%				
	Other, Decline to State	60%	50%	37%	42%	29%	-1%	-9%	0%
	Total	33%	37%	45%	46%				
My opinions and inputs are valued at SMC	Undergraduate	53%	53%	54%	57%				
	Graduate/Professional	56%	64%	69%	62%	2%	12%	14%	5%
	Other, Decline to State	67%	50%	72%	79%				
	Total	54%	54%	58%	58%				
The college should use its resources to help underprepared students succeed	Undergraduate	67%	72%	68%	70%				
	Graduate/Professional	63%	71%	78%	71%	-5%	0%	10%	1%
	Other, Decline to State	93%	85%	79%	71%				
	Total	67%	72%	71%	70%				
I fear for my physical safety on campus because of my ethnicity or gender	Undergraduate	2%	9%	10%	9%				
	Graduate/Professional	2%	2%	9%	6%	0%	-7%	0%	-4%
	Other, Decline to State	13%	8%	5%	8%				
	Total	2%	8%	9%	8%				
It is important to me to have friends who are part of the same ethnic group as my own	Undergraduate	19%	20%	22%	23%				
	Graduate/Professional	39%	25%	24%	19%	20%	6%	2%	-4%
	Other, Decline to State	13%	33%	21%	17%				
	Total	21%	21%	22%	22%				
I fear for my physical safety on campus because of my sexual orientation	Undergraduate	3%	4%	3%	8%				
	Graduate/Professional	0%	2%	6%	3%	-3%	-2%	2%	-4%
	Other, Decline to State	7%	8%	5%	8%				
	Total	3%	4%	4%	6%				
I feel uncomfortable disclosing my sexual orientation to my peers on campus	Undergraduate	5%	7%	7%	10%				
	Graduate/Professional	5%	9%	10%	7%	0%	1%	4%	-3%
	Other, Decline to State	20%	15%	5%	22%				
	Total	5%	8%	7%	10%				
A diverse student body enhances the educational experiences of all students	Undergraduate	81%	79%	74%	71%				
	Graduate/Professional	82%	78%	83%	79%	0%	-1%	9%	8%
	Other, Decline to State	93%	69%	74%	74%				
	Total	82%	79%	76%	73%				
I feel uncomfortable discussing racially sensitive topics on campus with members of other races and ethnicities	Undergraduate	31%	29%	31%	26%				
	Graduate/Professional	31%	24%	24%	19%	0%	-5%	-8%	-7%
	Other, Decline to State	20%	38%	32%	17%				
	Total	30%	29%	30%	24%				
In order to fit in at SMC I often feel I need to change some of my personal characteristics	Undergraduate	29%	27%	24%	22%				
	Graduate/Professional	27%	14%	18%	13%	-2%	-13%	-6%	-9%
	Other, Decline to State	47%	38%	21%	8%				
	Total	29%	25%	23%	20%				
I feel awkward in situations at SMC in which I am the only person of my ethnic group	Undergraduate	26%	27%	24%	21%				
	Graduate/Professional	24%	20%	16%	13%	-2%	-7%	-8%	-8%
	Other, Decline to State	27%	31%	21%	13%				
	Total	26%	26%	22%	19%				
I value the work that is being done by the Intercultural Center	Undergraduate	75%	50%	53%	56%				
	Graduate/Professional	52%	36%	29%	35%	-22%	-14%	-25%	-21%
	Other, Decline to State	60%	46%	37%	29%				
	Total	73%	48%	47%	50%				
I feel comfortable talking about my religion on campus	Undergraduate	59%	63%	63%	61%				
	Graduate/Professional	52%	53%	50%	51%	-8%	-10%	-14%	-10%
	Other, Decline to State	57%	46%	53%	46%				
	Total	59%	61%	60%	58%				
I believe more consideration should be given to the needs and interests of disabled people on campus	Undergraduate	Not Asked	56%	54%	52%				
	Graduate/Professional	Not Asked	42%	44%	44%				
	Other, Decline to State	Not Asked	85%	32%	21%				
	Total	Not Asked	55%	51%	50%				

CAMPUS ENVIRONMENT by GRADUATE vs. UNDERGRADUATE Percent = "Agree" or "Strongly Agree"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
This year's elected student leaders at SMC represent my point of view	Undergraduate	21%	18%	20%	30%				
	Graduate/Professional	0%	7%	4%	14%	-21%	-11%	-16%	-17%
	Other, Decline to State	31%	0%	14%	26%				
	Total	19%	16%	16%	26%				
The SMC administration is supportive of ethnic minority needs and experiences	Undergraduate	40%	39%	42%	62%				
	Graduate/Professional	31%	39%	36%	56%	-9%	0%	-6%	-6%
	Other, Decline to State	33%	0%	43%	59%				
	Total	39%	38%	41%	61%				
The SMC staff is supportive of ethnic minority needs and experiences	Undergraduate	44%	43%	49%	67%				
	Graduate/Professional	40%	49%	41%	57%	-4%	6%	-8%	-9%
	Other, Decline to State	40%	25%	43%	62%				
	Total	44%	44%	47%	64%				
The academic atmosphere at SMC is competitive	Undergraduate	51%	50%	59%	69%				
	Graduate/Professional	53%	60%	49%	58%	2%	10%	-10%	-11%
	Other, Decline to State	60%	75%	75%	70%				
	Total	52%	52%	57%	67%				
There is intense competition for classes on this campus	Undergraduate	53%	47%	48%	59%				
	Graduate/Professional	28%	25%	14%	22%	-26%	-22%	-34%	-37%
	Other, Decline to State	47%	100%	43%	30%				
	Total	51%	44%	40%	49%				
My major department emphasizes the importance of diversity in my field	Undergraduate	46%	45%	49%	60%				
	Graduate/Professional	48%	51%	51%	60%	2%	6%	2%	0%
	Other, Decline to State	57%	50%	43%	70%				
	Total	46%	46%	50%	60%				
I get more personal attention from faculty who are ethnically similar to me	Undergraduate	15%	15%	14%	20%				
	Graduate/Professional	14%	10%	6%	14%	-1%	-5%	-8%	-6%
	Other, Decline to State	33%	50%	14%	15%				
	Total	15%	15%	12%	18%				
I feel I am expected to represent my ethnic group in discussions in class	Undergraduate	22%	25%	25%	26%				
	Graduate/Professional	31%	27%	16%	24%	9%	2%	-9%	-2%
	Other, Decline to State	20%	25%	13%	22%				
	Total	23%	25%	23%	25%				
Diversity was one of the reasons why I chose to come to SMC	Undergraduate	13%	13%	13%	17%				
	Graduate/Professional	3%	8%	6%	12%	-11%	-5%	-8%	-5%
	Other, Decline to State	7%	25%	25%	33%				
	Total	12%	13%	12%	16%				
The real value of a college education lies in being exposed to different ideas and values	Undergraduate	80%	82%	81%	81%				
	Graduate/Professional	76%	86%	85%	89%	-4%	5%	4%	8%
	Other, Decline to State	87%	100%	88%	85%				
	Total	80%	83%	82%	83%				
People here tend to stick with their own clique	Undergraduate	71%	73%	65%	64%				
	Graduate/Professional	53%	49%	55%	35%	-19%	-24%	-11%	-29%
	Other, Decline to State	73%	75%	38%	26%				
	Total	70%	70%	62%	56%				
I would recommend attending SMC to someone whose ethnic background is the same as mine	Undergraduate	61%	54%	58%	63%				
	Graduate/Professional	71%	63%	61%	64%	10%	8%	3%	1%
	Other, Decline to State	40%	25%	86%	74%				
	Total	61%	55%	59%	64%				
There is racial tension at SMC	Undergraduate	23%	38%	35%	18%				
	Graduate/Professional	24%	20%	24%	11%	1%	-17%	-11%	-8%
	Other, Decline to State	27%	50%	25%	7%				
	Total	23%	35%	32%	16%				
SMC is preparing me to live and work in a diverse society	Undergraduate	52%	52%	55%	62%				
	Graduate/Professional	39%	47%	50%	62%	-13%	-5%	-5%	-1%
	Other, Decline to State	57%	50%	63%	78%				
	Total	51%	51%	54%	63%				
There are a wide variety of student leadership opportunities at SMC	Undergraduate	Not Asked	70%	63%	64%				
	Graduate/Professional	Not Asked	32%	26%	31%		-38%	-37%	-33%
	Other, Decline to State	Not Asked	50%	57%	48%				
	Total	Not Asked	64%	54%	55%				
I am involved in social activities at SMC	Undergraduate	62%	66%	59%	57%				
	Graduate/Professional	23%	22%	24%	19%	-40%	-44%	-35%	-38%
	Other, Decline to State	79%	25%	25%	37%				
	Total	60%	58%	50%	47%				
The student body has little 'school spirit'	Undergraduate	40%	29%	22%	26%				
	Graduate/Professional	26%	8%	10%	9%	-14%	-21%	-12%	-16%
	Other, Decline to State	29%	25%	38%	19%				
	Total	39%	26%	19%	22%				



STUDENT CAMPUS CLIMATE SURVEYS: 2006-2008-2010-2012

CAMPUS ENVIRONMENT Survey Responses and Impact at SMC Percent = "Strongly Agree" or "Agree"		Year				% Difference: Grad vs. Undergrad			
		2006	2008	2010	2012	2006	2008	2010	2012
I believe my responses on this survey will have an impact on the SMC campus climate.	Undergraduate	44%	49%	48%	47%				
	Graduate/Professional	35%	36%	44%	49%	-9%	-14%	-3%	2%
	Other, Decline to State	33%	67%	60%	63%				
	Total	43%	47%	47%	48%				