Student --- Demographics - 2008 (Majority/Minority)

Gender Majority	Female 66.7%	Male 65.0%					
Minority	33.3%	35.0%					
•		22.13,73					
		_			Other non-	Atheist/	
Religious Affiliation	Catholic	Protestant	Jewish	Other Christian	Christ	Agnostic	Decline to State
Majority	53.4%	7.7%	4.3%	14.9%	0.9%	13.2%	5.6%
Minority	65.1%	1.6%	0.0%	14.3%	4.0%	7.9%	7.1%
	African	Asian Pacific/					
Ethnicity	American	Islander	Latino	White	Other		
·	6.5%	14.3%	28.8%	68.2%	2.7%		
Biracial/Multiracial	Yes	No					
Majority	23.8%	76.2%					
Minority	34.4%	65.6%					
Minority	34.470	03.070					
		Gay/ Lesbian/					
Sexual Orientation	Heterosexual	Bisexual	Decline to State				
Majority	94.4%	3.6%	2.0%				
Minority	91.5%	3.8%	4.6%				
		English	English (not				
Language	English (only)	(primary &	primary &				
Majority	69.6%	28.4%	2.0%				
Minority	37.1%	51.5%	11.4%				
Significant difference at p<.0001							
	With parents or						
Where are you currently living?	relatives	Off campus	On campus				
Majority	10.8%	32.3%	57.0%				
Minority	18.0%	18.8%	63.2%				
Significant difference at p<.008							
		Lower Middle		Upper Middle			
Family Socioeconomic Status	Working Class	Class	Middle Class	Class	Upper Class	Decline to state	
Majority	5.2%	10.8%	35.9%	41.0%	5.2%	0.2%	
Minority	24.6%	17.7%	30.8%	20.8%	3.2%	3.1%	
- · y	2	1,.,,	20.070	20.070	3.270		
	.		***		D	Private (non-	Private
High School	Rural	Suburban	Urban		Public	religious)	(religious)
Majority	16.3%	70.5%	13.1%		63.6%	3.2%	33.2%
Minority	18.2%	47.7%	34.1%		65.2%	3.8%	31.1%
	Significant differe	ence at p<.0001					

Mothers' Level of Education Your mother/guardian Majority Minority Significant difference at p<.0001	8th grade or less 0.0% 8.6%	Some high school, no 0.8% 3.1%	High school diploma 18.0% 24.2%	Some college, no degree 19.9% 21.1%	Associate's degree 12.0% 15.6%	Bachelor's degree 32.7% 18.0%	Graduate/Profe ssional degree 16.3% 9.4%
Fathers' Level of Education Majority Minority Significant difference at a 4 0001	8th grade or less 0.8% 16.4%	Some high school, no 2.8% 5.5%	High school diploma 18.5% 20.3%	Some college, no degree 17.7% 20.3%	Associate's degree 4.8% 2.3%	Bachelor's degree 30.2% 21.1%	Graduate/Profe ssional degree 25.0% 14.1%
Significant difference at p<.0001 Did you enter SMC as a:	Transfer student	First-time freshman	Graduate student				
Majority Minority	11.7% 9.1%	74.6% 81.8%	13.7% 9.1%				
	.	<i>a</i> .		g .	Graduate		
Class Level	Freshman	Sophomore	Junior	Senior	Student		
Majority Minority	21.0% 23.7%	18.1% 26.7%	22.6% 16.8%	21.8% 19.1%	16.5% 13.7%		
How many years at SMC?	Less than 1 year	1-2 years	3-4 years	5+ years			
Majority Minority	28.2% 29.3%	34.7% 34.6%	34.7% 34.6%	2.4% 1.5%			

Students (by Ethnicity, Majority/Minority) --- General Climate 2008

Students (by Ethnicity, Majority/Minority) Gene				
Please indicate how much emphasis you believe SMC currently places on: Increasing representation of people of color in the faculty (Majority)	A great deal	Some emphasis 41.6%	Very little emphasis 21.6%	Not Enough Information to Respond 21.6%
(Minority) Significant difference at p<.01	12.6%	32.8%	27.0%	13.2%
Increasing representation of people of color in the staff	13.6%	39.2%	16.8%	25.6%
Significant difference at p<.0001	16.9%	35.5%	21.5%	11.0%
	7.60	22.40/	24.00/	29.2%
Increasing representation of people of color in the administration Significant difference at p<.001	7.6% 9.3%	32.4% 27.3%	24.0% 29.1%	16.9%
~-89	7.570	27.370	27.170	10.770
Developing a sense of community among students, staff, and faculty	46.6%	29.4%	9.6%	2.8%
Significant difference at p<.01	34.3%	41.3%	16.9%	2.3%
Helping students learn how to bring about positive change in society	39.4%	43.4%	12.4%	2.4%
reciping students rearn now to bring about positive change in society	32.0%	44.2%	16.3%	2.9%
Promoting a campus climate where differences of opinion are regularly aired openly	31.7%	43.8%	16.5%	4.0%
Significant difference at p<.001	22.2%	35.1%	28.1%	3.5%
Developing appreciation for a multicultural society on campus	36.1%	44.2%	12.4%	5.6%
Significant difference at p<.006	27.3%	43.6%	18.0%	3.5%
Developing an inclusive community	38.6%	42.2%	10.4%	7.2%
Significant difference at p<.003	29.2%	37.4%	21.1%	6.4%
Recruiting high achieving students	22.9%	39.8%	18.9%	13.7%
recruiting high achieving students	21.2%	44.7%	21.2%	10.0%
Encouraging collaboration between offices	4.0%	36.5%	25.3%	27.3%
	7.7%	26.0%	30.8%	27.2%
				Not Enough
			Very little	Not Enough Information to
Please indicate how much emphasis you believe SMC should place on:	A great deal	Some emphasis	emphasis	Information to Respond
Increasing representation of people of color in the faculty (Majority)	24.2%	56.0%	emphasis 10.9%	Information to Respond 1.6%
		•	emphasis	Information to Respond
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001	24.2%	56.0%	emphasis 10.9%	Information to Respond 1.6%
Increasing representation of people of color in the faculty (Majority)	24.2% 47.4%	56.0% 33.9%	emphasis 10.9% 9.4%	Information to Respond 1.6% 3.5%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff	24.2% 47.4% 20.6% 43.1%	56.0% 33.9% 53.2% 36.5%	emphasis 10.9% 9.4% 12.9% 10.8%	Information to Respond 1.6% 3.5% 4.4% 3.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration	24.2% 47.4% 20.6% 43.1% 22.6%	56.0% 33.9% 53.2% 36.5% 53.6%	emphasis 10.9% 9.4% 12.9% 10.8%	Information to Respond 1.6% 3.5% 4.4% 3.6% 3.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff	24.2% 47.4% 20.6% 43.1%	56.0% 33.9% 53.2% 36.5%	emphasis 10.9% 9.4% 12.9% 10.8%	Information to Respond 1.6% 3.5% 4.4% 3.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration	24.2% 47.4% 20.6% 43.1% 22.6%	56.0% 33.9% 53.2% 36.5% 53.6%	emphasis 10.9% 9.4% 12.9% 10.8%	Information to Respond 1.6% 3.5% 4.4% 3.6% 3.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001	24.2% 47.4% 20.6% 43.1% 22.6% 42.3%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7%	Information to Respond 1.6% 3.5% 4.4% 3.6% 4.2%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6%	Information to Respond 1.6% 3.5% 4.4% 3.6% 4.2% 0.8% 0.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6%	Information to Respond 1.6% 3.5% 4.4% 3.6% 3.6% 4.2% 0.8% 0.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6%	Information to Respond 1.6% 3.5% 4.4% 3.6% 4.2% 0.8% 0.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6%	Information to Respond 1.6% 3.5% 4.4% 3.6% 3.6% 4.2% 0.8% 0.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1%	Information to Respond 1.6% 3.5% 4.4% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4%	Information to Respond 1.6% 3.5% 4.4% 3.6% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly Developing appreciation for a multicultural society on campus	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1% 76.7% 73.4%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9% 37.2%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4%	Information to Respond 1.6% 3.5% 4.4% 3.6% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0% 2.4%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4%	Information to Respond 1.6% 3.5% 4.4% 3.6% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly Developing appreciation for a multicultural society on campus Significant difference at p<.04 Developing an inclusive community.	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1% 76.7% 73.4% 54.7% 64.3%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9% 37.2% 25.6%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4% 4.0% 7.1%	Information to Respond 1.6% 3.5% 4.4% 3.6% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0% 2.4% 0.6% 2.8%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly Developing appreciation for a multicultural society on campus Significant difference at p<.04	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1% 76.7% 73.4% 54.7% 64.3%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9% 37.2% 25.6%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4% 4.0% 7.1%	Information to Respond 1.6% 3.5% 4.4% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0% 2.4% 0.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly Developing appreciation for a multicultural society on campus Significant difference at p<.04 Developing an inclusive community. Significant difference at p<.05	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1% 54.7% 64.3% 69.2% 63.7%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9% 25.6% 25.6% 23.8%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4% 4.0% 7.1%	Information to Respond 1.6% 3.5% 4.4% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0% 2.4% 0.6% 2.4% 0.6% 2.8% 3.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly Developing appreciation for a multicultural society on campus Significant difference at p<.04 Developing an inclusive community.	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1% 76.7% 73.4% 54.7% 64.3% 69.2% 63.7%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9% 37.2% 25.6% 25.5% 23.8%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4% 4.0% 7.1% 1.6% 7.1%	Information to Respond 1.6% 3.5% 4.4% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0% 2.4% 0.6% 2.8% 3.6% 4.9%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly Developing appreciation for a multicultural society on campus Significant difference at p<.04 Developing an inclusive community. Significant difference at p<.05	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1% 54.7% 64.3% 69.2% 63.7%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9% 25.6% 25.6% 23.8%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4% 4.0% 7.1%	Information to Respond 1.6% 3.5% 4.4% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0% 2.4% 0.6% 2.4% 0.6% 2.8% 3.6%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly Developing appreciation for a multicultural society on campus Significant difference at p<.04 Developing an inclusive community. Significant difference at p<.05	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1% 76.7% 73.4% 54.7% 64.3% 69.2% 63.7% 61.5% 57.6%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9% 37.2% 25.6% 25.5% 23.8% 29.6% 33.3%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4% 4.0% 7.1% 1.6% 7.1% 3.6% 2.4%	Information to Respond 1.6% 3.5% 4.4% 3.6% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0% 2.4% 0.6% 2.4% 0.6% 4.9% 4.8% 10.2%
Increasing representation of people of color in the faculty (Majority) (Minority) Significant difference at p<.0001 Increasing representation of people of color in the staff Increasing representation of people of color in the administration Significant difference at p<.001 Developing sense of community among students, staff, and faculty Helping students learn how to bring about positive change in society Significant difference at p<.002 Promoting a campus climate where differences of opinion are regularly aired openly Developing appreciation for a multicultural society on campus Significant difference at p<.04 Developing an inclusive community. Significant difference at p<.05 Recruiting high achieving students	24.2% 47.4% 20.6% 43.1% 22.6% 42.3% 80.6% 76.3% 75.3% 78.1% 54.7% 64.3% 69.2% 63.7%	56.0% 33.9% 53.2% 36.5% 53.6% 36.3% 17.0% 17.2% 22.7% 16.0% 23.5% 21.9% 25.6% 25.5% 23.8% 29.6% 33.3%	emphasis 10.9% 9.4% 12.9% 10.8% 11.7% 10.7% 1.2% 3.6% 0.4% 4.1% 1.2% 2.4% 4.0% 7.1% 1.6% 7.1% 3.6% 2.4%	Information to Respond 1.6% 3.5% 4.4% 3.6% 4.2% 0.8% 0.6% 1.6% 0.0% 1.6% 0.6% 2.4% 0.6% 2.8% 3.6% 4.9% 4.8%

How often have you seen or heard insensitive or disparaging comments, behaviors or				
gestures directed towards people on this campus who are:	Never	Seldom	Occasionally	Frequently
Men (Majority)	34.8%	41.6%	18.0%	5.6%
(Minority)	35.4%	38.1%	19.0%	7.5%
Women	24.0%	26.4%	37.2%	12.4%
	20.4%	20.4%	39.5%	19.7%
People of Color	31.7%	30.9%	32.0%	5.2%
(Minority - significant difference at p<.001)	22.6%	17.8%	30.8%	28.8%
Disabled	47.2%	35.2%	15.6%	2.0%
	41.5%	35.4%	18.4%	4.8%
Sexual Orientation	25.6%	29.2%	28.8%	16.4%
Sexual Orientation	22.4%	21.8%	27.9%	27.9%
Religious Affiliation	43.6%	31.6%	22.4%	2.4%
Rengious Affination	34.7%	30.6%	25.2%	9.5%
A	£4.00/	27.00/	14.90/	2.50/
Age	54.9% 34.8%	27.9% 39.0%	14.8% 13.7%	2.5% 3.4%
How often have you been harassed, pressured, or discriminated against on campus				
because of your:	Never	Seldom	Occasionally	Frequently
Gender (Majority)	55.6%	26.8%	14.0%	3.6%
(Minority)	46.9%	28.6%	16.3%	8.2%
Political Views	57.6%	21.6%	16.8%	4.0%
	46.3%	28.6%	15.6%	9.5%
Ethnicity	73.1%	16.9%	8.0%	2.0%
Significant difference at p<.0001	35.4%	25.9%	23.1%	15.6%
Sexual Orientation	91.6%	4.8%	1.6%	2.0%
	80.3%	11.6%	4.8%	3.4%
Disability	91.9%	6.0%	2.0%	0.0%
	84.4%	10.2%	4.8%	0.7%
Language or Accent	86.7%	8.0%	4.8%	0.4%
Significant difference at p<.006	65.8%	17.1%	11.6%	5.5%
Religion	1.6%	7.6%	18.0%	72.8%
Kengton	4.1%	10.9%	17.0%	68.0%
Ago	79.4%	13.7%	6.0%	0.8%
Age	65.3%	23.1%	8.2%	3.4%
I. 4b				
In the past two years, have you attended an organized activity (speaker, conference, workshop, retreat, etc.) designed to promote sensitivity towards issues of diversity at				
SMC that was not "mandatory"?	Yes	No		
	59.7%	40.3%		
	60.0%	40.0%		
	Disagree			
	Strongly/	Neither Agree	Agree/Strongly	
I believe my responses on this survey will have an impact on the SMC campus climate.	Disagree	Nor Disagree	Agree	
	16.9%	39.9%	43.2%	
	19.7%	25.0%	55.3%	

Students (by Ethnicity, Majority/Minority) --- Classroom and Learning 2008

Think about the faculty whose courses you have taken at SMC. How many of them			
would you describe as:	None/Few	Some	Most/All
Accessible outside of classroom (Majority)	3.2%	11.2%	85.7%
(Minority)	7.9%	11.1%	81.0%
Accessible inside the classroom	1.2%	14.7%	84.1%
Significant difference at p<.004	5.9%	23.5%	70.6%
Fair to all students regardless of their ethnic background	0.8%	10.4%	88.8%
Significant difference at p<.0001	10.6%	19.2%	70.2%
Enthusiastic about teaching	1.2%	15.6%	83.2%
Significant difference at p<.0001	9.2%	20.9%	69.9%
Providing you with meaningful feedback about improving your work, skills or abilities	4.4%	28.4%	67.3%
Significant difference at p<.06	10.5%	25.5%	64.1%
Interested in your academic development	5.6%	24.3%	70.1%
Significant difference at p<.046	12.6%	29.1%	58.3%
Seeking your active participation in the learning process	3.2%	27.9%	68.9%
Significant difference at p<.01	9.9%	24.9%	55.3%
Providing a classroom environment that allows you to express your ideas freely	2.8%	23.5%	73.7%
Significant difference at p<.002	11.2%	30.3%	58.5%
Applying the learning by doing philosophy	10.4%	42.6%	47.0%
	19.8%	35.5%	44.7%
Encouraging cooperation among students in the classroom	4.4%	27.1%	68.5%
	9.4%	33.3%	57.3%
Respecting diverse learning styles	6.4%	29.5%	64.1%
Significant difference at p<.01	16.7%	32.7%	50.7%

Overall how much have you learned at SMC about: Inside the classroom	A Great Deal/Quite a Bit	Some	A Little/Nothing
Discrimination based on ethnicity (Majority)	34.5%	27.2%	38.2%
(Minority)	30.3%	30.3%	39.5%
Discrimination based on disability	14.7%	21.1%	64.2%
	15.1%	17.6%	67.3%
Sexism	35.3%	28.9%	35.8%
	30.0%	25.5%	44.4%
Homophobia	20.1%	20.9%	59.0%
	18.3%	19.0%	62.8%
Outside the classroom			
Discrimination based on ethnicity (Majority)	40.4%	26.1%	33.5%
(Minority) Significant difference at p<.001	59.2%	15.8%	25.0%
Discrimination based on disability	20.0%	25.3%	54.7%
·	25.0%	21.1%	54.0%
Sexism	28.2%	32.7%	39.2%
	38.8%	23.0%	38.1%
Homophobia	35.1%	22.7%	42.1%
1	41.1%	19.9%	39.0%

Students (by Ethnicity, Majority/Minority) --- Campus Diversity 2008

	Strongly	Neither	
	Disagree/	Disagree or	Strongly Agree/
Indicate the extent to which you agree or disagree with the following statements: I know how to officially report any racist, sexist, or other offensive behaviors (Minority)	Disagree 47.0%	Agree 14.7%	Agree
(Majority)	47.0% 50.7%	14.7%	38.3% 34.5%
(Majority)	30.770	14.070	34.370
My opinions/inputs are valued at SMC	11.2%	29.2%	59.6%
Significant difference at p<.006	23.3%	31.7%	45.0%
	44.50/	20.70	5 5 6 6
The college should use its resources to help underprepared students succeed	11.6%	20.7%	67.7%
Significant difference at p<.001	10.0%	10.6%	79.4%
I fear for my physical safety on campus because of my ethnicity or gender	88.8%	6.4%	4.8%
Significant difference at p<.0001	70.9%	16.3%	12.7%
It is important to me to have friends who are part of the same ethnic group as my own	55.2%	32.4%	12.4%
Significant difference at p<.0001	34.3%	29.3%	36.5%
I fear for my physical safety on campus because of my sexual orientation	90.8%	5.2%	4.0%
Significant difference at p<.01	83.7%	12.8%	3.5%
significant afforence at p No1	03.770	12.070	3.570
I feel uncomfortable disclosing my sexual orientation to my peers on campus	82.4%	9.2%	8.4%
Significant difference at p<.04	75.0%	18.6%	6.5%
	4.007	45 50/	77 607
A diverse student body enhances the educational experiences of all students	4.8%	17.5%	77.6%
Significant difference at p<.03	6.4%	13.6%	80.0%
I feel uncomfortable discussing racially sensitive topics on campus with members of other			
races/ethnicities	53.8%	19.9%	26.3%
Significant difference at p<.03	51.8%	15.6%	32.7%
In order to "fit in" at SMC, I often feel I need to change some of my personal characteristics	C4 00/	15 10/	10.00/
(e.g. language, name, appearance) Significant difference at p<.005	64.9% 49.6%	15.1% 16.3%	18.9% 34.1%
Significant afference at p<.003	49.0%	10.5%	34.1%
I feel awkward in situations at SMC in which I am the only person of my ethnic group	63.3%	17.9%	18.7%
Significant difference at p<.0001	42.8%	17.1%	40.3%
I value the work that is being done by the Intercultural Center	9.2%	45.8%	45.0%
Significant difference at p<.009	11.4%	36.2%	52.5%
I feel comfortable talking about my religion on campus	13.4%	22.6%	64.2%
1 1001 connormation mixing about my longion on emipus	14.3%	30.0%	55.7%
	11.570	20.070	55.176
I believe more consideration ought to be given to people with disabilities.	7.2%	40.8%	52.0%

Students (by Ethnicity, Majority/Minority) --- Campus Diversity 2008

Disagree Disagree Company Disagree Company Disagree Company Disagree Agree Agree Disagree Disagre	Students (by Ethnicity, Majority/Minority) Camp	Strongly	Neither	
This year's elected student leaders at SMC represent my point of view (Majority) 12.1% 70.2% 17.7% (Minority) Significant difference at p < 02 24.8% 61.7% 13.6% The SMC administration is supportive of ethnic minority needs 8.4% 51.4% 40.2% Significant difference at p < 0001 25.6% 36.8% 37.6% The SMC staff is supportive of ethnic minority needs 5.2% 47.8% 46.9% Significant difference at p < 0001 25.6% 36.8% 37.6% The academic atmosphere at SMC is competitive 88.9% 18.1% 46.9% Significant difference at p < 0.05 48.2% 28.0% 50.7% There is intense competition for classes on this campus 32.9% 26.5% 40.5% Significant difference at p < 0.04 21.8% 27.1% 51.1% My major department emphasizes the importance of diversity in my field 16.9% 36.5% 31.8% 46.7% Significant difference at p < 0.03 23.5% 31.8% 44.6% 44.7% 82.5% 25.5% I feel 1 am expected to represent my ethnic group in discussion in class			Disagree or	Strongly Agree/
Minority) Significant difference at p<.02 24.8% 61.7% 13.6% The SMC administration is supportive of ethnic minority needs 8.4% 51.4% 40.2% Significant difference at p<.0001 25.6% 35.3% 37.6% The SMC staff is supportive of ethnic minority needs 5.2% 47.8% 46.9% Significant difference at p<.0001 28.9% 18.1% 53.0% The academic atmosphere at SMC is competitive 28.9% 18.1% 53.0% Significant difference at p<.05 48.2% 28.0% 50.7% There is intense competition for classes on this campus 32.9% 26.5% 40.5% Significant difference at p<.00 21.8% 27.1% 51.1% My major department emphasizes the importance of diversity in my field 16.9% 36.5% 46.7% Significant difference at p<.03 23.5% 31.8% 44.6% I get more personal attention from faculty who are ethnically similar to me 56.4% 34.8% 8.8% Significant difference at p<.0001 24.3% 29.5% 46.2% I feel I an expected to represent my ethnic group in discussion in class 60.8% 24.8% 27.0%	Indicate the extent to which you agree or disagree with the following statements:	Disagree	Agree	Agree
Minority) Significant difference at p<.02			70.2%	17.7%
Significant difference at p<.0001 30.1% 34.6% 35.3% The SMC staff is supportive of ethnic minority needs 5.2% 47.8% 46.9% Significant difference at p<.0001		24.8%	61.7%	13.6%
Significant difference at p<.0001 30.1% 34.6% 35.3% The SMC staff is supportive of ethnic minority needs 5.2% 47.8% 46.9% Significant difference at p<.0001	The SMC administration is supportive of ethnic minority needs	8.4%	51.4%	40.2%
Significant difference at p<.0001 25.6% 36.8% 37.6% The academic atmosphere at SMC is competitive 28.9% 18.1% 53.0% Significant difference at p<.05			34.6%	35.3%
Significant difference at p<.0001 25.6% 36.8% 37.6% The academic atmosphere at SMC is competitive 28.9% 18.1% 53.0% Significant difference at p<.05	The SMC staff is supportive of ethnic minority needs	5.2%	47.8%	46.9%
Significant difference at $p < .05$ There is intense competition for classes on this campus 32.9% 32.9% 26.5% 40.5% 51.1% My major department emphasizes the importance of diversity in my field 16.9% 36.5% 44.6% Significant difference at $p < .03$ 123.5% 31.8% 44.6% 19 get more personal attention from faculty who are ethnically similar to me 56.4% 53.3% 39.5% 25.5% 1 feel 1 am expected to represent my ethnic group in discussion in class 60.8% 24.8% 14.4% Significant difference at $p < .0001$ 10 discussion in class 60.8% 24.8% 27.0% Significant difference at $p < .0001$ 24.3% 29.5% 15 end of the reasons why I chose to come to SMC. 62.8% 13.5% 15.5% 16.9% 16.9% 26.8% 17.9% 18.8% 18.0% 18.8% 18.0% 17.2% 18.8% 18.0% 18.8% 18.0% 18.8% 18.0% 18.8% 18.				
Significant difference at $p < .05$ There is intense competition for classes on this campus 32.9% 32.9% 26.5% 40.5% 51.1% My major department emphasizes the importance of diversity in my field 16.9% 36.5% 44.6% Significant difference at $p < .03$ 123.5% 31.8% 44.6% 19 get more personal attention from faculty who are ethnically similar to me 56.4% 53.3% 39.5% 25.5% 1 feel 1 am expected to represent my ethnic group in discussion in class 60.8% 24.8% 14.4% Significant difference at $p < .0001$ 10 discussion in class 60.8% 24.8% 27.0% Significant difference at $p < .0001$ 24.3% 29.5% 15 end of the reasons why I chose to come to SMC. 62.8% 13.5% 15.5% 16.9% 16.9% 26.8% 17.9% 18.8% 18.0% 18.8% 18.0% 17.2% 18.8% 18.0% 18.8% 18.0% 18.8% 18.0% 18.8% 18.	The academic atmosphere at SMC is competitive	28.9%	18.1%	53.0%
Significant difference at p<.04 21.8% 27.1% 51.1% My major department emphasizes the importance of diversity in my field 16.9% 36.5% 46.7% Significant difference at p<.03				
Significant difference at p<.04 21.8% 27.1% 51.1% My major department emphasizes the importance of diversity in my field 16.9% 36.5% 46.7% Significant difference at p<.03	There is intense competition for classes on this campus	32.9%	26.5%	40.5%
Significant difference at p<.03 31.8% 44.6% I get more personal attention from faculty who are ethnically similar to me 56.4% 34.8% 8.8% Significant difference at p<.0001 35.3% 39.5% 25.5% I feel I am expected to represent my ethnic group in discussion in class 60.8% 24.8% 14.4% Significant difference at p<.0001 24.3% 29.5% 46.2% Diversity was one of the reasons why I chose to come to SMC. 62.8% 24.8% 27.0% Significant difference at p<.04 60.9% 25.6% 13.5% The real value of a college education lies in being exposed to different ideas and values 4.4% 12.0% 83.6% 6.0% 12.8% 81.2% People here tend to stick with their own clique 11.6% 21.6% 66.8% Significant difference at p<.08 6.8% 18.0% 75.2% I would recommend attending SMC to someone whose ethnic background is the same as mine 7.6% 29.6% 62.8% Significant difference at p<.0001 18.8% 39.8% 41.4% There is racial tension at SMC 44.4% 26.4% 49.2% Significant difference at p<.0001 31.6% 27.7% 55.9% Significant difference at p<.01 31.6% 26.3% 42.1% There are a wide variety of student leadership opportunities at SMC 29.2% 13.6% 62.4% I am involved in social activities at SMC 29.2% 13.6% 57.2% I am involved in social activities at SMC 29.2% 13.6% 57.2% 21.0% 30.3% 28.1%				
Significant difference at p<.03 31.8% 44.6% I get more personal attention from faculty who are ethnically similar to me 56.4% 34.8% 8.8% Significant difference at p<.0001 35.3% 39.5% 25.5% I feel I am expected to represent my ethnic group in discussion in class 60.8% 24.8% 14.4% Significant difference at p<.0001 24.3% 29.5% 46.2% Diversity was one of the reasons why I chose to come to SMC. 62.8% 24.8% 27.0% Significant difference at p<.04 60.9% 25.6% 13.5% The real value of a college education lies in being exposed to different ideas and values 4.4% 12.0% 83.6% 6.0% 12.8% 81.2% People here tend to stick with their own clique 11.6% 21.6% 66.8% Significant difference at p<.08 6.8% 18.0% 75.2% I would recommend attending SMC to someone whose ethnic background is the same as mine 7.6% 29.6% 62.8% Significant difference at p<.0001 18.8% 39.8% 41.4% There is racial tension at SMC 44.4% 26.4% 49.2% Significant difference at p<.0001 31.6% 27.7% 55.9% Significant difference at p<.01 31.6% 26.3% 42.1% There are a wide variety of student leadership opportunities at SMC 29.2% 13.6% 62.4% I am involved in social activities at SMC 29.2% 13.6% 57.2% I am involved in social activities at SMC 29.2% 13.6% 57.2% 21.0% 30.3% 28.1%	My major department emphasizes the importance of diversity in my field	16.9%	36.5%	46.7%
Significant difference at p<.0001 35.3% 39.5% 25.5% I feel I am expected to represent my ethnic group in discussion in class 60.8% 24.8% 14.4% Significant difference at p<.0001				
Significant difference at p<.0001 35.3% 39.5% 25.5% I feel I am expected to represent my ethnic group in discussion in class 60.8% 24.8% 14.4% Significant difference at p<.0001	I get more personal attention from faculty who are ethnically similar to me	56.4%	34.8%	8.8%
Significant difference at p<.0001				
Significant difference at p<.0001	I feel I am expected to represent my ethnic group in discussion in class	60.8%	24.8%	14.4%
Significant difference at p<.04 60.9% 25.6% 13.5% The real value of a college education lies in being exposed to different ideas and values 4.4% 12.0% 83.6% People here tend to stick with their own clique 11.6% 21.6% 66.8% Significant difference at p<.08 6.8% 18.0% 75.2% I would recommend attending SMC to someone whose ethnic background is the same as mine 7.6% 29.6% 62.8% Significant difference at p<.0001 18.8% 39.8% 41.4% There is racial tension at SMC 44.4% 26.4% 49.2% Significant difference at p<.0001 24.8% 28.6% 46.6% SMC is preparing me to live and work in a diverse society 16.4% 27.7% 55.9% Significant difference at p<.01 31.6% 26.3% 42.1% There are a wide variety of student leadership opportunities at SMC 5.2% 29.6% 64.9% I am involved in social activities at SMC 29.2% 13.6% 57.2% I am involved in social activities at SMC 29.2% 13.6% 57.2%			29.5%	
Significant difference at p<.04 60.9% 25.6% 13.5% The real value of a college education lies in being exposed to different ideas and values 4.4% 12.0% 83.6% People here tend to stick with their own clique 11.6% 21.6% 66.8% Significant difference at p<.08 6.8% 18.0% 75.2% I would recommend attending SMC to someone whose ethnic background is the same as mine 7.6% 29.6% 62.8% Significant difference at p<.0001 18.8% 39.8% 41.4% There is racial tension at SMC 44.4% 26.4% 49.2% Significant difference at p<.0001 24.8% 28.6% 46.6% SMC is preparing me to live and work in a diverse society 16.4% 27.7% 55.9% Significant difference at p<.01 31.6% 26.3% 42.1% There are a wide variety of student leadership opportunities at SMC 5.2% 29.6% 64.9% I am involved in social activities at SMC 29.2% 13.6% 57.2% I am involved in social activities at SMC 29.2% 13.6% 57.2%	Diversity was one of the reasons why I chose to come to SMC.	62.8%	24.8%	27.0%
People here tend to stick with their own clique		60.9%	25.6%	13.5%
People here tend to stick with their own clique	The real value of a college education lies in being exposed to different ideas and values	4.4%	12.0%	83.6%
Significant difference at p<.08 6.8% 18.0% 75.2% I would recommend attending SMC to someone whose ethnic background is the same as mine 7.6% 29.6% 62.8% Significant difference at p<.0001		6.0%	12.8%	81.2%
Significant difference at p<.08 6.8% 18.0% 75.2% I would recommend attending SMC to someone whose ethnic background is the same as mine 7.6% 29.6% 62.8% Significant difference at p<.0001	People here tend to stick with their own clique	11.6%	21.6%	66.8%
mine 7.6% 29.6% 62.8% Significant difference at p<.0001 18.8% 39.8% 41.4% There is racial tension at SMC 44.4% 26.4% 49.2% Significant difference at p<.0001		6.8%	18.0%	75.2%
mine 7.6% 29.6% 62.8% Significant difference at p<.0001 18.8% 39.8% 41.4% There is racial tension at SMC 44.4% 26.4% 49.2% Significant difference at p<.0001	I would recommend attending SMC to someone whose ethnic background is the same as			
There is racial tension at SMC Significant difference at p<.0001 SMC is preparing me to live and work in a diverse society Significant difference at p<.01 16.4% 27.7% 55.9% Significant difference at p<.01 There are a wide variety of student leadership opportunities at SMC 5.2% 9.8% 27.8% 62.4% I am involved in social activities at SMC 29.2% 21.0% 30.3% 28.1%		7.6%	29.6%	62.8%
Significant difference at p<.0001 24.8% 28.6% 46.6% SMC is preparing me to live and work in a diverse society 16.4% 27.7% 55.9% Significant difference at p<.01 31.6% 26.3% 42.1% There are a wide variety of student leadership opportunities at SMC 5.2% 29.6% 64.9% 9.8% 27.8% 62.4% I am involved in social activities at SMC 29.2% 13.6% 57.2% 21.0% 30.3% 28.1%	Significant difference at p<.0001	18.8%	39.8%	41.4%
SMC is preparing me to live and work in a diverse society 16.4% 27.7% 55.9% Significant difference at p<.01	There is racial tension at SMC	44.4%	26.4%	49.2%
Significant difference at p<.01 31.6% 26.3% 42.1% There are a wide variety of student leadership opportunities at SMC 5.2% 29.6% 64.9% 9.8% 27.8% 62.4% I am involved in social activities at SMC 29.2% 13.6% 57.2% 21.0% 30.3% 28.1%	Significant difference at p<.0001	24.8%	28.6%	46.6%
There are a wide variety of student leadership opportunities at SMC 5.2% 29.6% 64.9% 9.8% 27.8% 62.4% I am involved in social activities at SMC 29.2% 13.6% 57.2% 21.0% 30.3% 28.1%		16.4%	27.7%	55.9%
9.8% 27.8% 62.4% I am involved in social activities at SMC 29.2% 13.6% 57.2% 21.0% 30.3% 28.1%	Significant difference at p<.01	31.6%	26.3%	42.1%
I am involved in social activities at SMC 29.2% 13.6% 57.2% 21.0% 30.3% 28.1%	There are a wide variety of student leadership opportunities at SMC	5.2%	29.6%	64.9%
21.0% 30.3% 28.1%		9.8%	27.8%	62.4%
21.0% 30.3% 28.1%	I am involved in social activities at SMC	29.2%	13.6%	57.2%
The student body has little "school spirit" 40.7% 34.3% 25.0%		21.0%	30.3%	
	The student body has little "school spirit"	40.7%	34.3%	25.0%