

Fall 2005 Student Campus Climate Survey for Race Relations: Summary Demographics and Responses

Peter J. Trumppower, Coordinator of Assessment and Retention Studies, SAMA 1/06

Sample and respondent demographics

The Climate Survey was made available to all students of the University via a web-based survey. The campus community was made aware of the Climate Survey via the CSU Campus Mailbag and it was also posted on the Student Affairs and Minority Affairs main webpage. Responses were collected for approximately one month – from late October through the Thanksgiving holiday. Nine hundred and fifty-one (951) students completed all or part of the Climate Survey (approximately 6% response rate). CSU comparative demographic percentages are approximate from the 2005 Book of Trends.

By level there were:

- 124 Freshman respondents (13%, CSU = 19%)
- 113 Sophomore respondents (12%, CSU = 9%)
- 194 Junior respondents (20%, CSU = 12%)
- 206 Senior respondents (22%, CSU = 22%)
- 277 Graduate respondents (29%, CSU = 32%)
- 37 Law respondents (4%, CSU = 5%)

By college there were:

- 197 Business respondents (21%, CSU = 21%)
- 112 CLASS respondents (12%, CSU = 20%)
- 269 COEHS respondents (29%, CSU = 21%)
- 175 COS respondents (19%, CSU = 12%)
- 68 Engineering respondents (7%, CSU = 7%)
- 37 Law respondents (4%, CSU = 5%)
- 33 University Studies respondents (4%, CSU = 8%)
- 40 Urban Affairs respondents (4%, CSU = 4%)

By gender there were:

- 646 female respondents (68%, CSU = 56%)
- 305 male respondents (32%, CSU = 44%)

By age there were:

- 290 age 22 and under respondents (30%, CSU = 23%)
- 380 age 23 to 30 respondents (40%, CSU = 43%)
- 147 age 31 to 40 respondents (15%, CSU = 18%)
- 133 age over 40 respondents (14%, CSU = 14%)

By racial/ethnic group there were:

- 161 African American respondents (17%, CSU = 18%)
- 47 Asian respondents (5%, CSU = 3%)
- 33 Biracial/ Multiracial respondents (3%, CSU = NA)
- 27 Hispanic respondents (3%, CSU = 2%)
- 23 International respondents (2%, CSU = 6%)
- 2 Native American respondent (<1%, CSU = <1%)
- 658 White respondents (69%, CSU = 62%)

*Results: Perceptions of campus climate for race relations between white and minority student respondents**

*minority includes international student respondents

Common perceptions:

- The racial climate at CSU is stable or improving (94%), neutral to relaxed (88%), and neutral to open (80%)
- At least occasional inter-racial study over the last year (85%)
- That the ease of making inter-racial friendships varies depending on the group but is typically easy (91%)
- Do not prefer to take classes from faculty of similar racial/ethnic backgrounds as their own (70%)
- That they are comfortable socializing with any racial/ ethnic group (80%)
- That their academic counselor was sensitive to their needs and concerns (58%)
- That they feel somewhat/very much a part of the CSU community (65%)
- That they only sometimes/rarely feel socially isolated at CSU (68%)
- That they are satisfied with CSU (69%)
- That they did not consider dropping out after their first semester (73%)
- That they would recommend CSU to a friend or family member (84%)
- That they only occasionally or have never heard insensitive/disparaging remarks about racial/ethnic minorities (78%)
- That they have not been harassed or discriminated against since coming to CSU (79%)

More Minority than White respondents:

- Characterized the University as Somewhat/very racist (16%)
- Characterized the University as Somewhat/very socially separated (29%)
- Reported low exposure to different cultures through classes (26%)
- Reported low faculty approachability outside the classroom (18%)
- Reported low faculty sensitivity to the issues of racial/ethnic minority students (33%)
- Reported low faculty sensitivity to the issues of racial/ethnic students in general (20%)
- Reported that they get more personal attention from faculty of similar racial/ethnic backgrounds (29%)
- Did not agree that the University is doing enough to improve race relations on campus (63%)
- Did not agree that the University (43%) and their Department (54%) administration is genuinely committed to promoting respect for and understanding of group differences at CSU
- Did not agree that the Department is receptive to integrating racial/ethnic issues into relevant courses (55%)
- Agreed that faculty should promote racial interaction in their classes (69%)
- Did not agree that there are role models in their department (54%)
- Agreed that students leave CSU without any improvement in their sensitivity to other cultures (18%)
- Agreed that Human Diversity and African American Experience requirements enhance understanding of race related issues (60%)
- Reported that they were more frequently treated differently because of their race or ethnicity (48%)
- Reported less frequent rude treatment by faculty or staff (54%)
- Were more likely to report incidents of racial discrimination to college deans, administrators, Affirmative Action, and discuss it with family/ friends (63%)
- Were more likely to feel that they have no one place to go for guidance or help if they encounter an unpleasant racial experience (60%)

Changes from the 1994 and/or 2001 Surveys

- The racial climate is:

Worsening	Racist	Socially Separated
2001: 9%	15%	30%
2005: 6%	13%	27%
- Somewhat/A lot of exposure to different cultures through classes:
1994: 71%
2001: 77%
2005: 79%
- Most/All faculty approachable:
1994: 49%
2001: 66%
2005: 67%
- Most/All faculty sensitive to:

Minority issues	student issues in general
1994: 50%	
2001: 55%	55%
2005: 57%	66%
- Sometime/Frequent inter-racial study:
2001: 51%
2005: 58%
- Difficult to make inter-racial friends on campus:
1994: 21%
2001: 12%
2005: 9%
- Disagreed that the University is doing enough to improve race relations on campus:
2001: 31%
2005: 10%
- Agreed that the CSU administration is committed to promoting respect for group differences:
1994: 34%
2001: 45%
2005: 65%
- Agreed that the departmental administration is committed to promote respect for group differences:
2001: 42%
2005: 56%
- Agreed that their department is receptive to integrating minority perspectives into relevant courses:
2001: 46%
2005: 58%
- Agreed that academic counselors are sensitive to needs and concerns:
2001: 50%
2005: 58%
- Agreed that there are role models for them in their department:
2001: 44%
2005: 60%
- Agreed that students leave CSU with an improvement in their sensitivity to other cultures:
1994: 39%
2001: 50%
2005: 54%

- Feel somewhat/very much a part of CSU:
2001: 54%
2005: 65%
- Are somewhat/very satisfied with CSU:
2001: 61%
2005: 69%
- Have seriously considered dropping out of CSU:
1994: 37%
2001: 30%
2005: 27%
- Would recommend CSU to a friend or family member:
2001: 78%
2005: 84%
- Have ever been treated rudely by a staff of faculty member:
1994: 52%
2001: 43%
2005: 52%
- Have been harassed or discriminated against since coming to CSU:
1994: 27%
2001: 26%
2005: 21%

Unchanged responses

- Agreed that they get more personal attention from racially/ethnic similar faculty:
2001: 22%
2005: 21%

Recommendations

- Find non-forced or non-obviously contrived ways to promote inter-racial social interaction in general and in particular outside of the classroom e.g. more broadly appealing events/activities (ex. International Day, CSU Picnic, Heritage Day). Activities or events that are co-curricular and build CSU pride (common identity) are preferable to narrowly tailored events that do not appeal to large segments of the campus population.
- Increase the variety of course offerings within the undergraduate Diversity requirement(s) and do not force the selection.
- Broaden campus diversity efforts beyond the current structure to ensure that we are not systematically excluding some ethnic minorities and international students.
- Enhance the visibility and coordination of University diversity efforts to improve students' awareness and satisfaction with diversity-related events and course offerings.
- Consider ways of enhancing student sense of a CSU "identity" to re-focus student attention from racial/ethnic differences towards commonalities as CSU students.

Appendices: Responses and statistics*

*reported only for those questions with statistically significant differences in responses patterns by race, alpha <= .01

Fig. 1

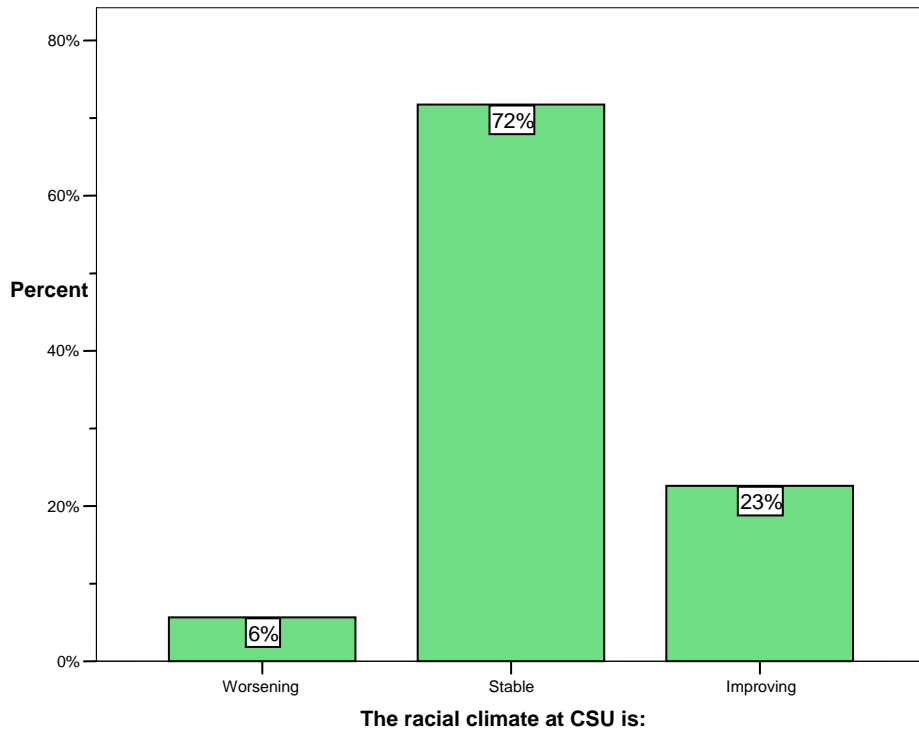
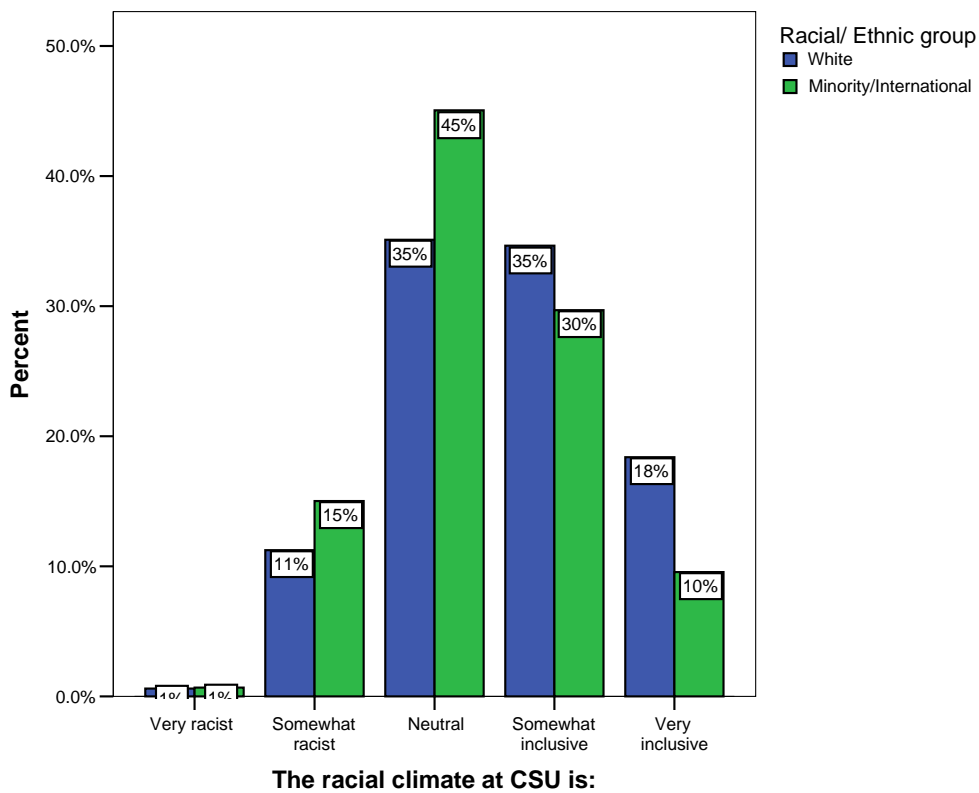


Fig. 2



Chi sq. = 19.193, DF = 4, p. = .001, Cramer's V = .142, p. = .001

Fig. 3

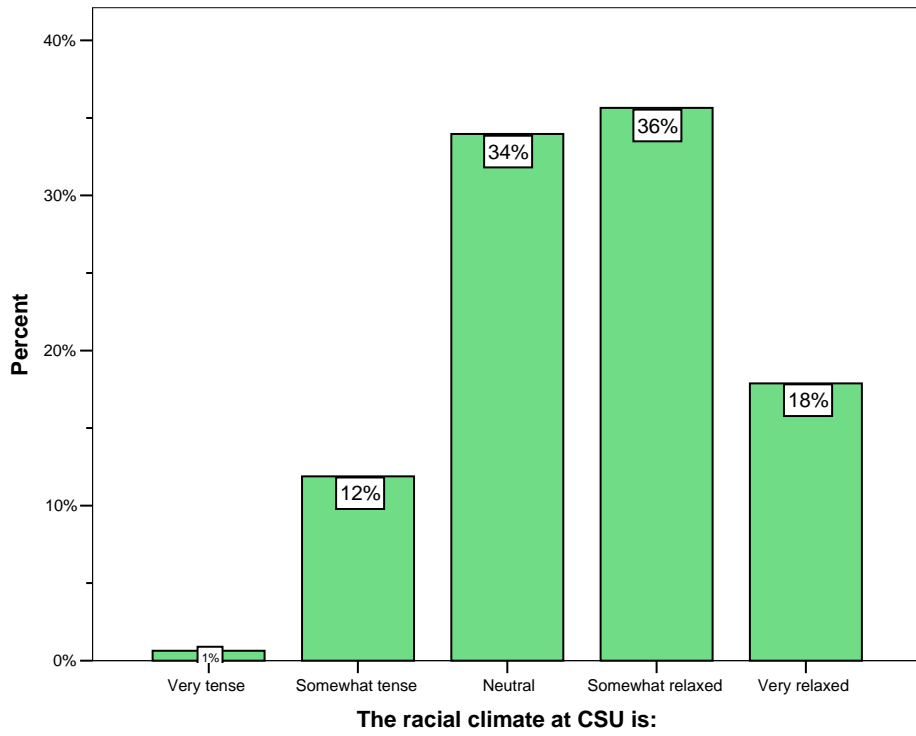
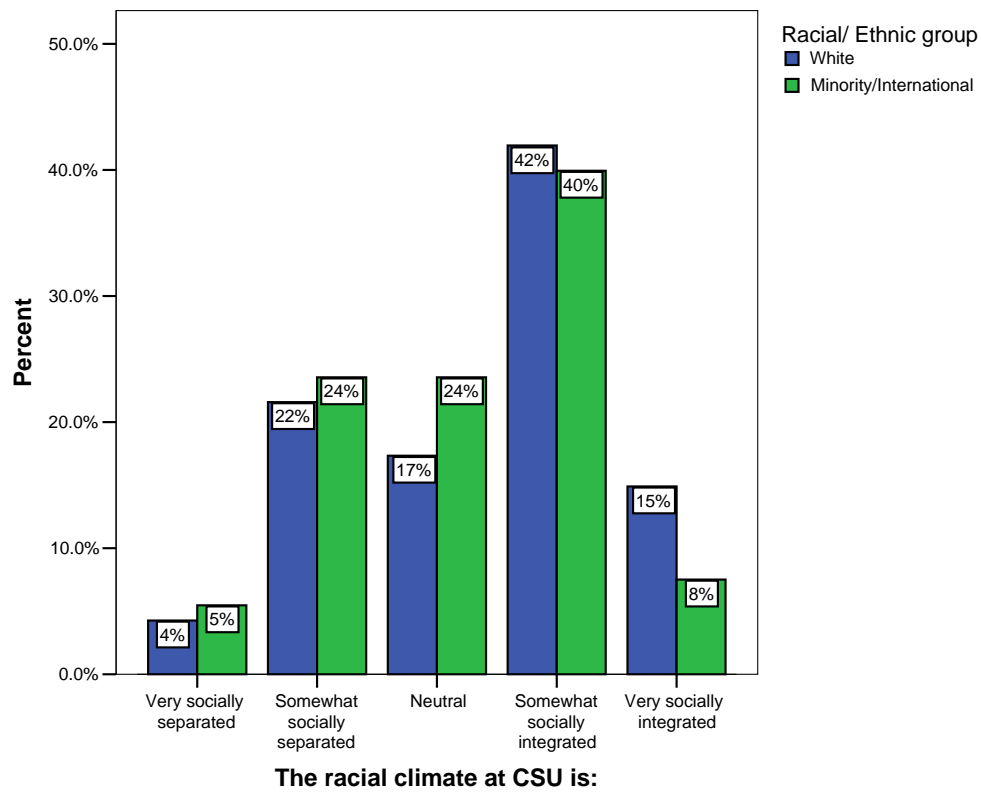


Fig. 4



Chi sq. = 14.034, DF = 4, p. = .007, Cramer's V = .121, p. = .007

Fig. 5

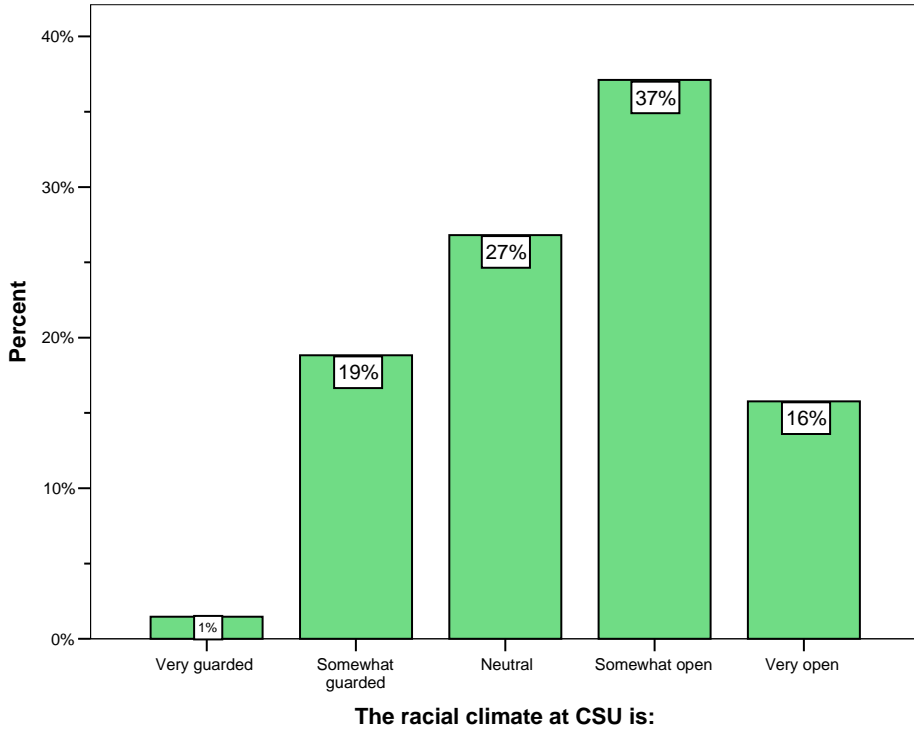
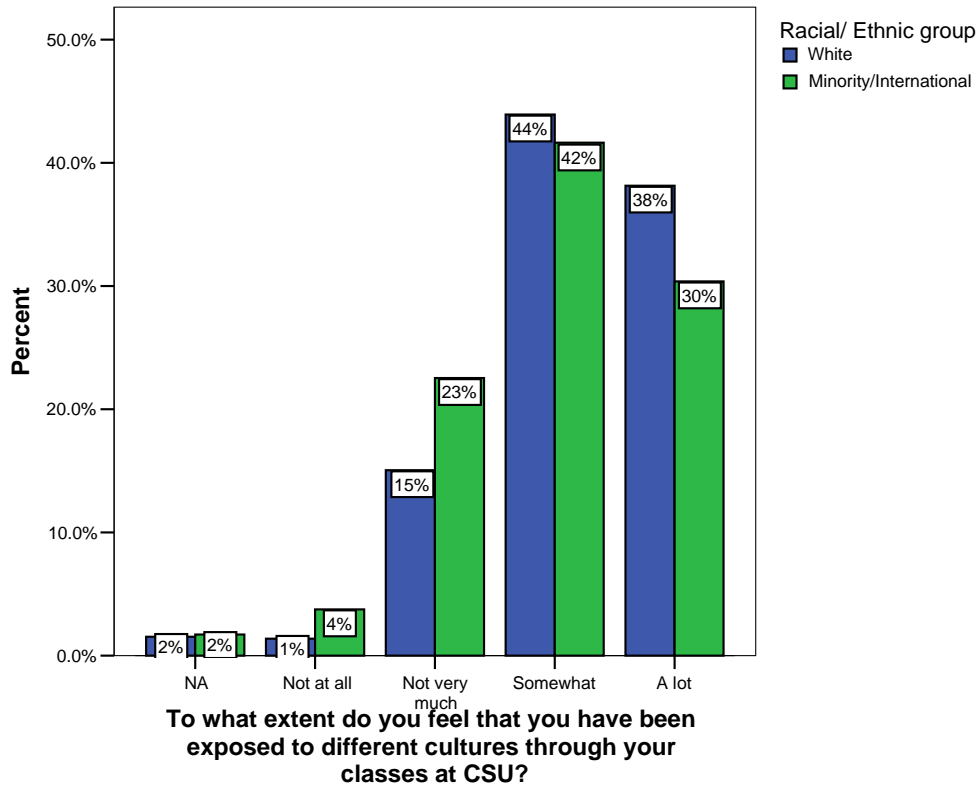
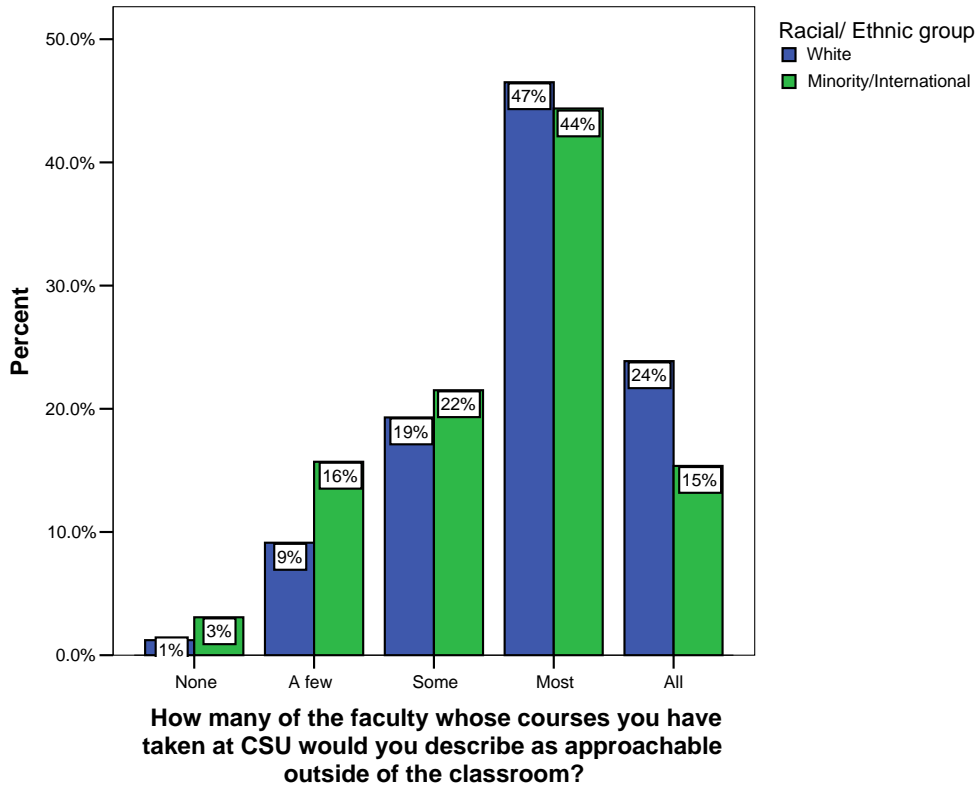


Fig. 6



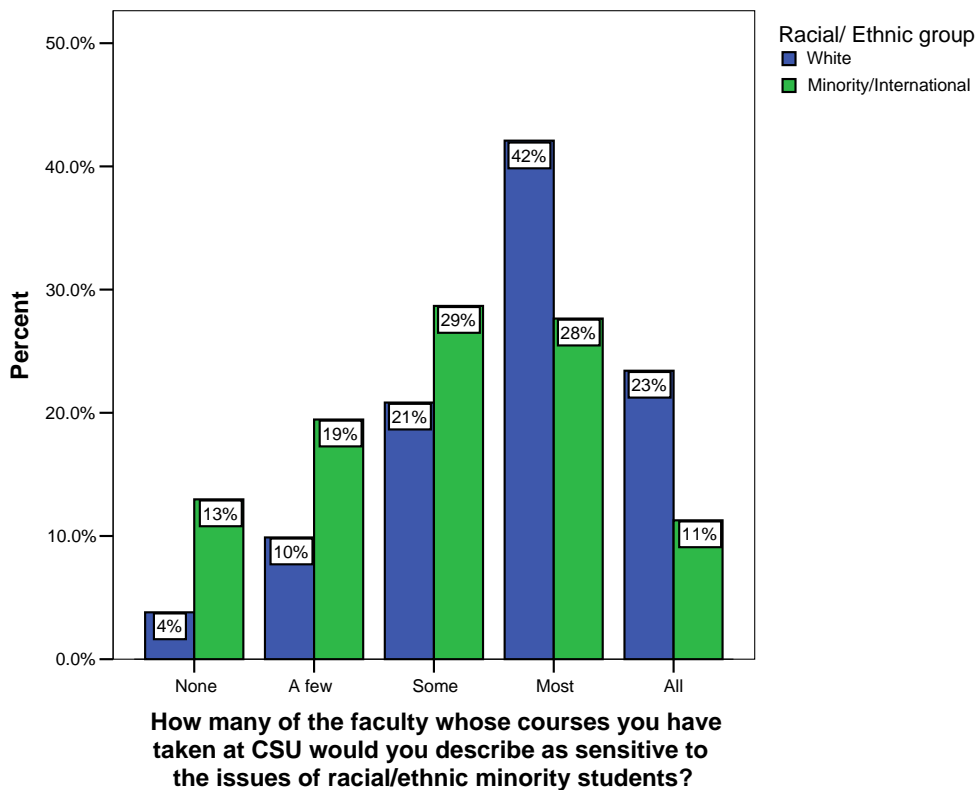
Chi sq. = 15.741, DF = 4, p. = .003, Cramer's V = .129, p. = .003

Fig. 7



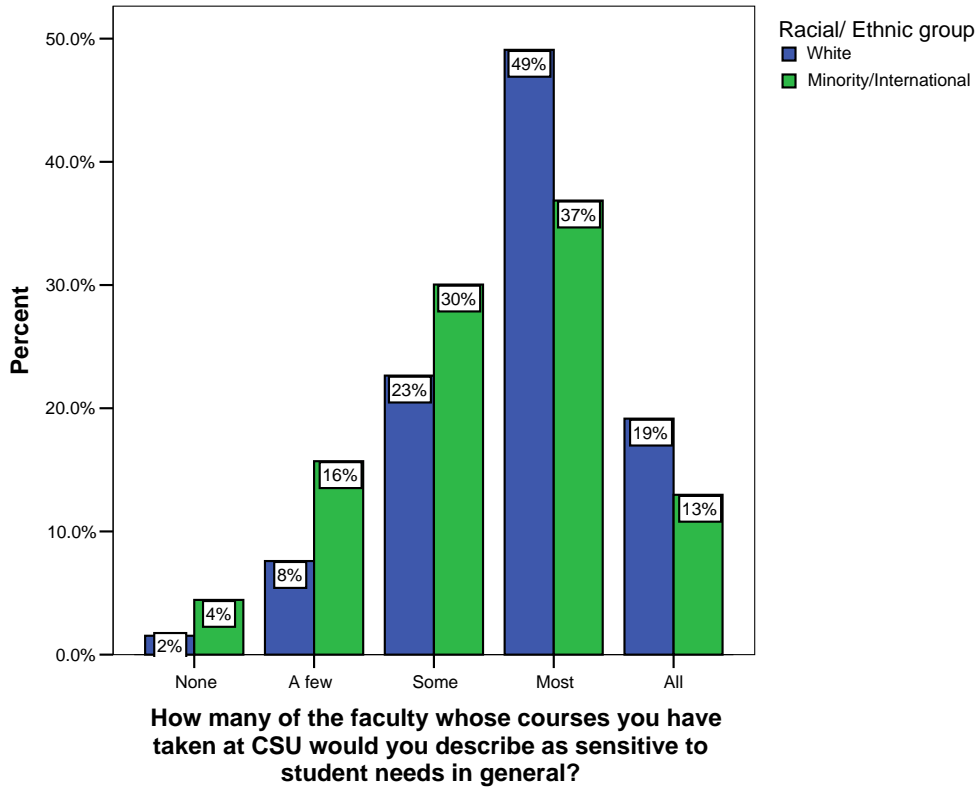
Chi sq. = 19.375, DF = 4, p. = .001, Cramer's V = .143, p. = .001

Fig. 8



Chi sq. = 72.042, DF = 4, p. = .000, Cramer's V = .275, p. = .000

Fig. 9



Chi sq. = 35.932, DF = 4, p. = .000, Cramer's V = .194, p. = .000

Fig. 10

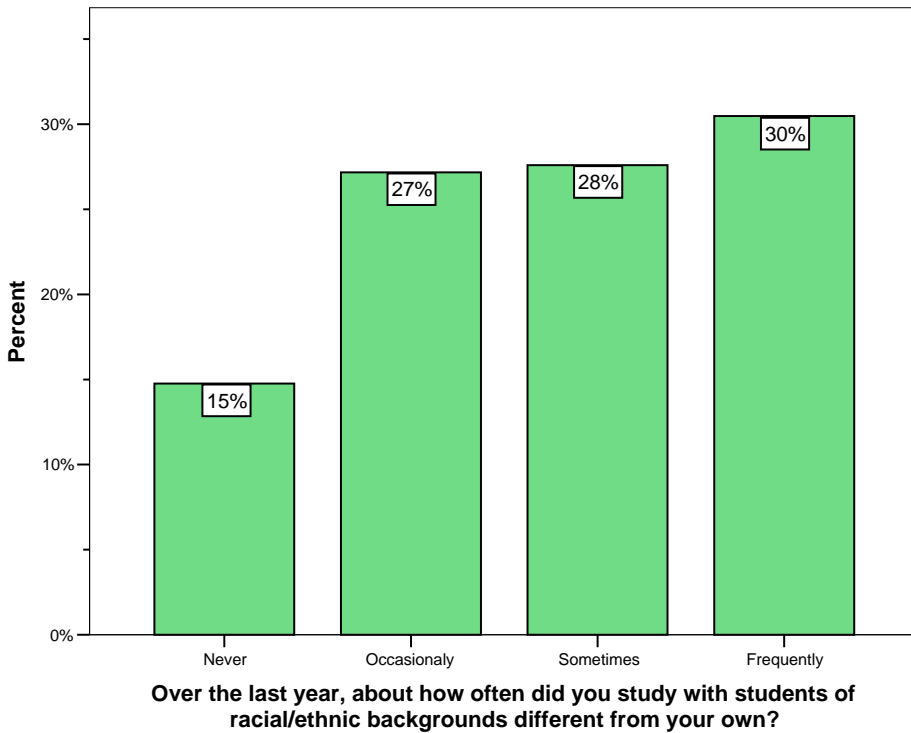


Fig. 11

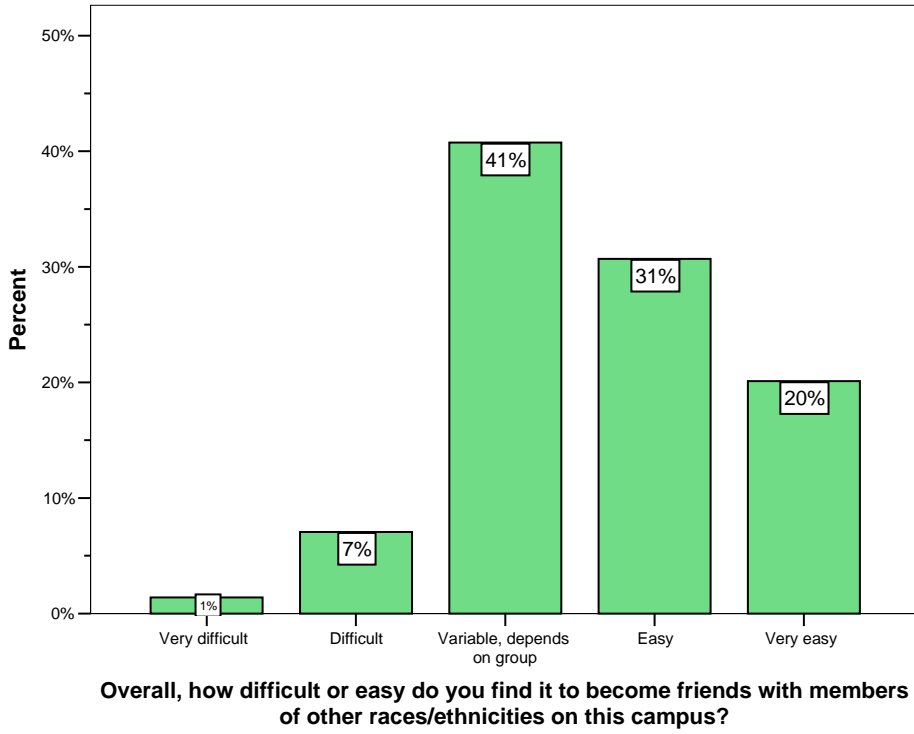


Fig. 12

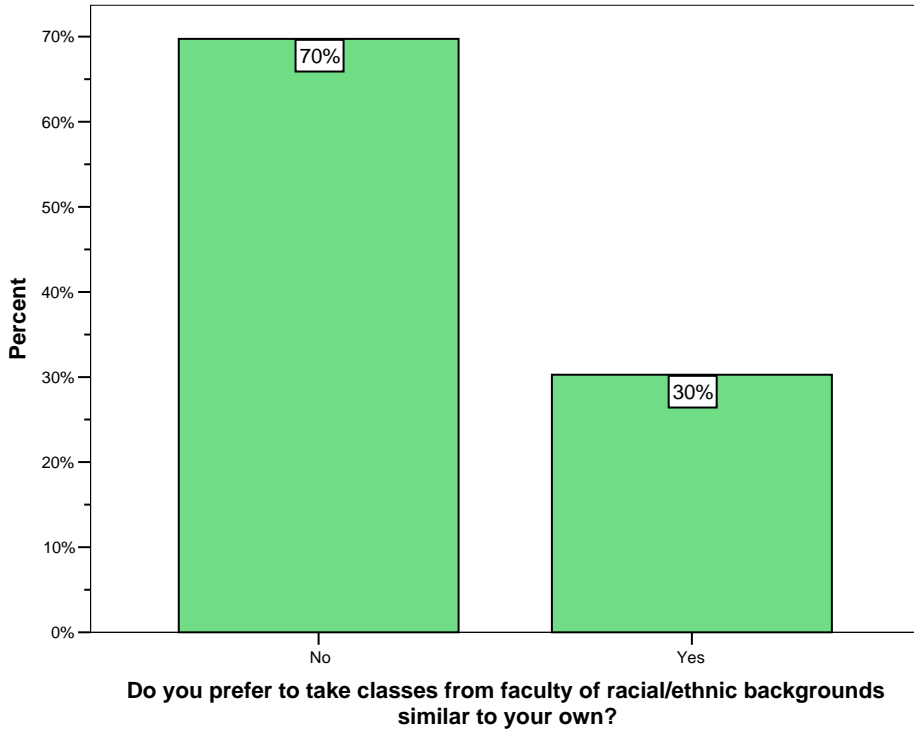
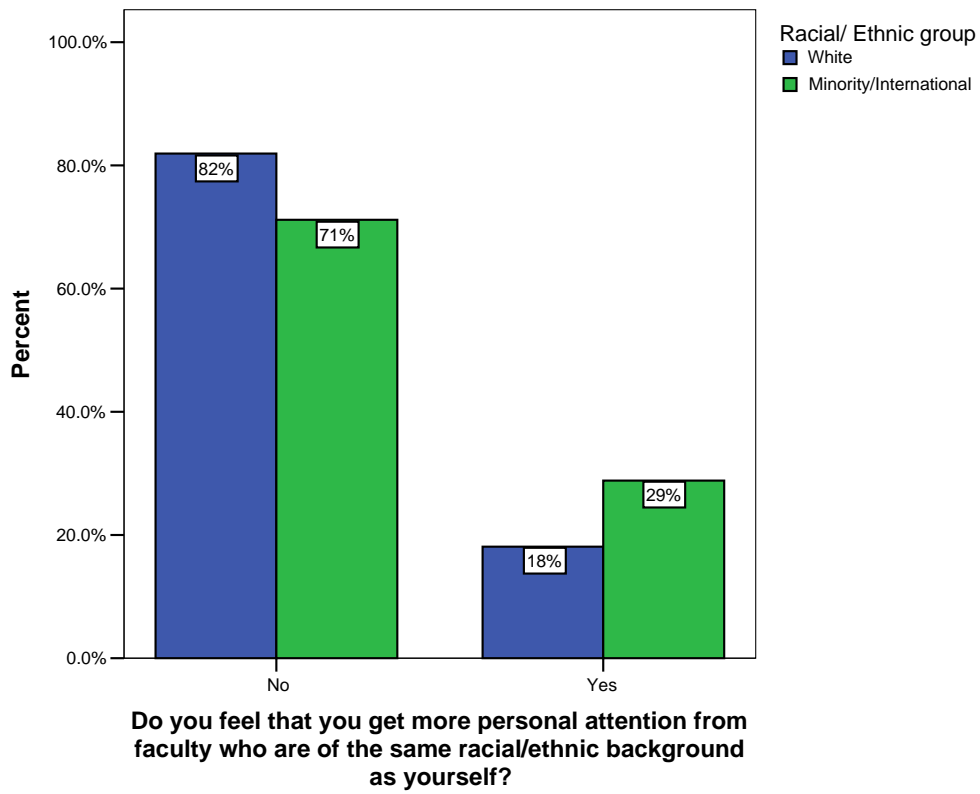


Fig. 13



Chi sq. = 13.470, DF = 4, p. = .000, Cramer's V = .120, p. = .000

Fig. 14

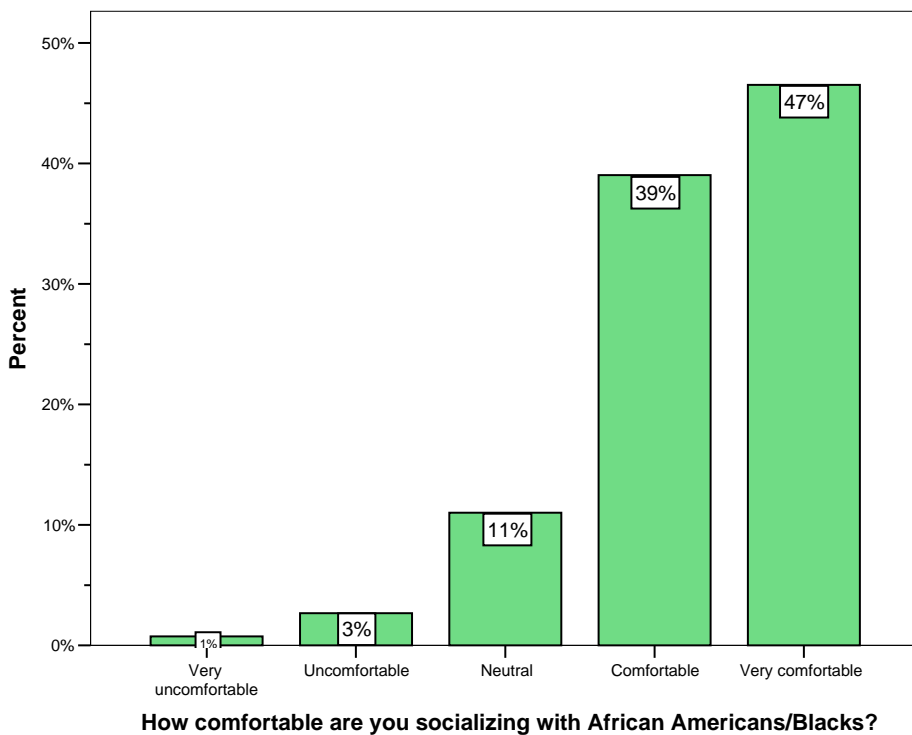


Fig. 15

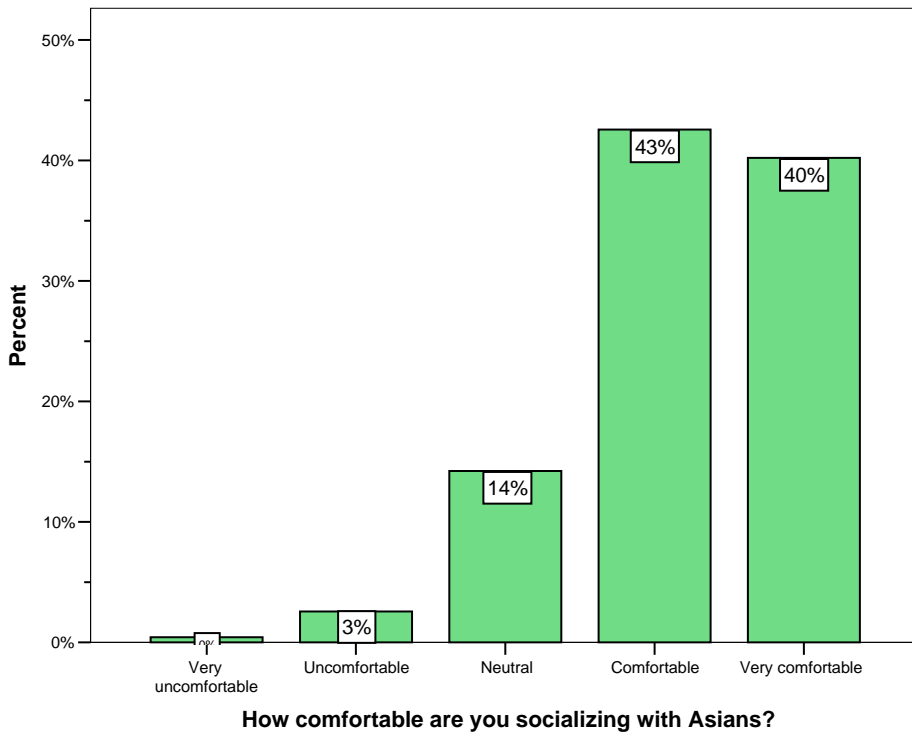


Fig. 16

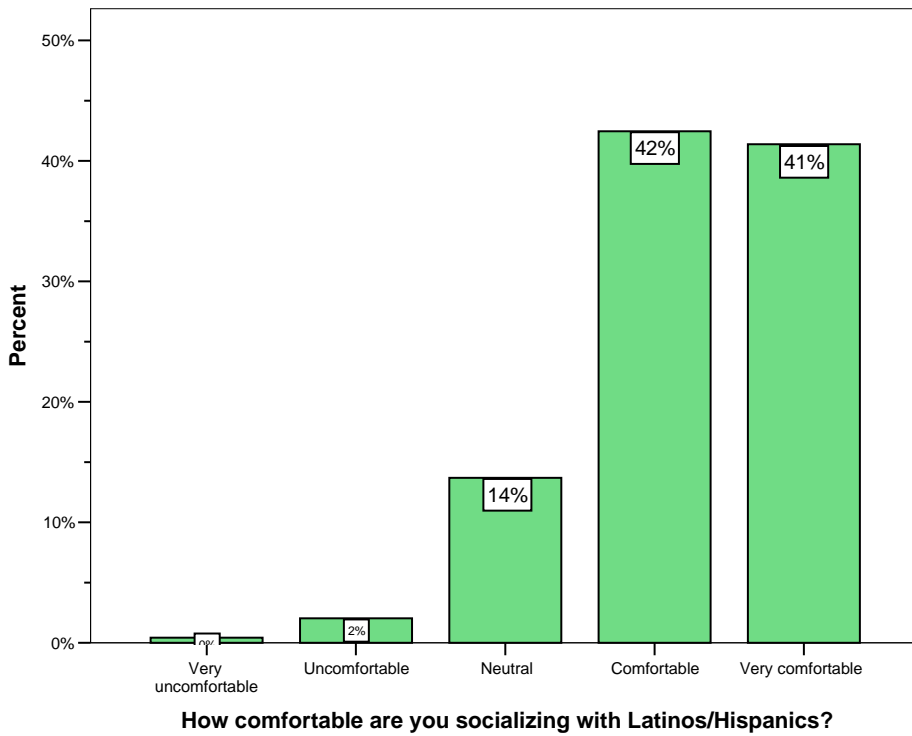


Fig. 17

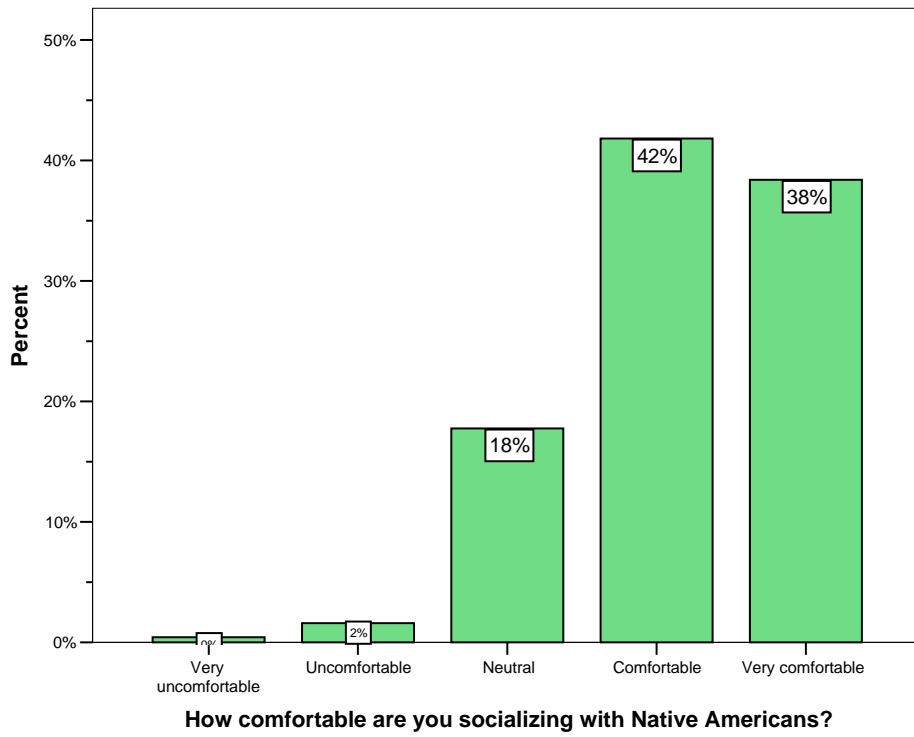


Fig. 18

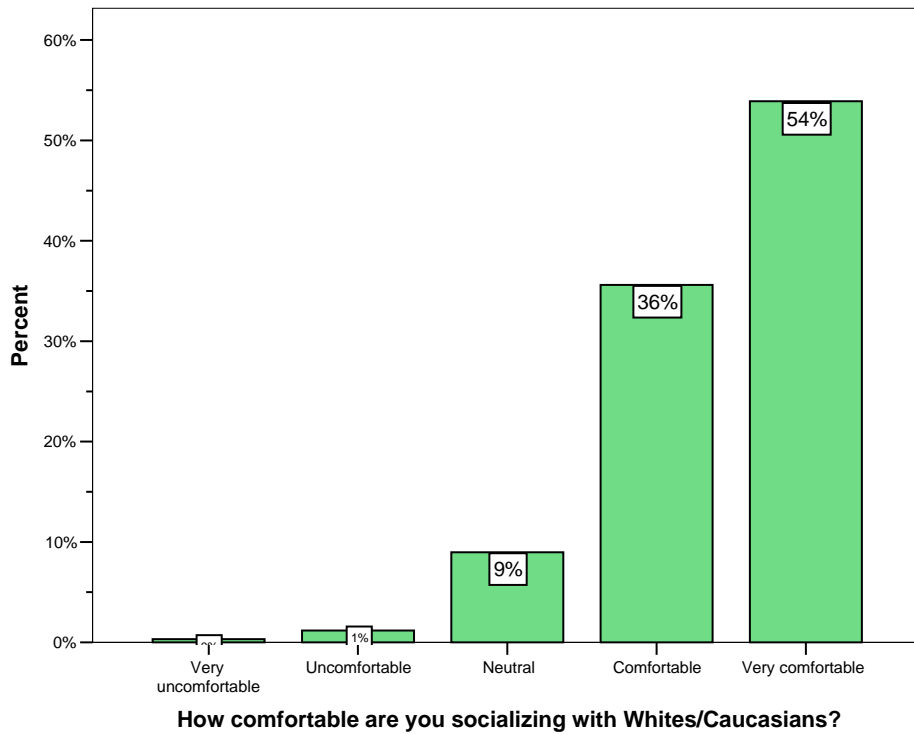
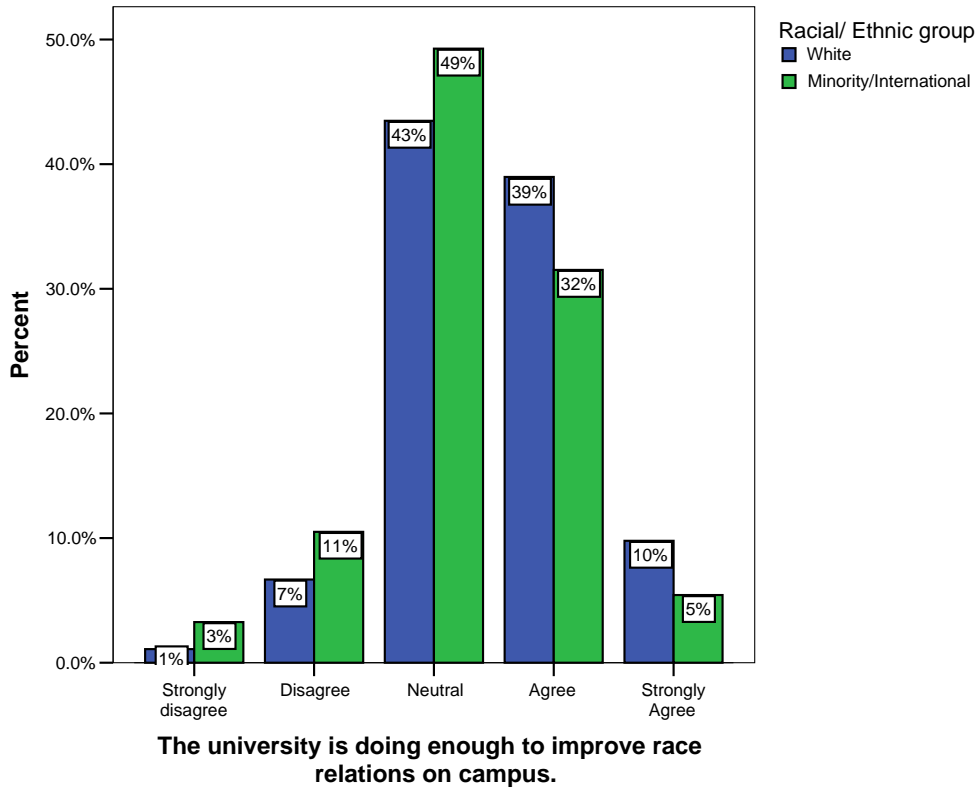
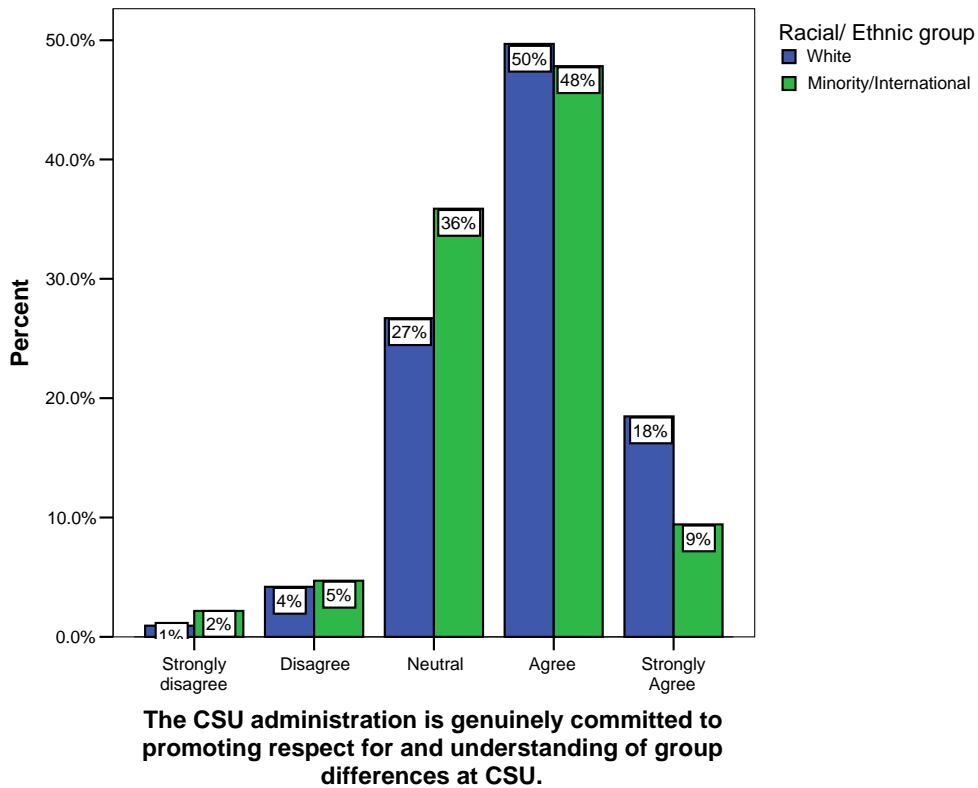


Fig. 19



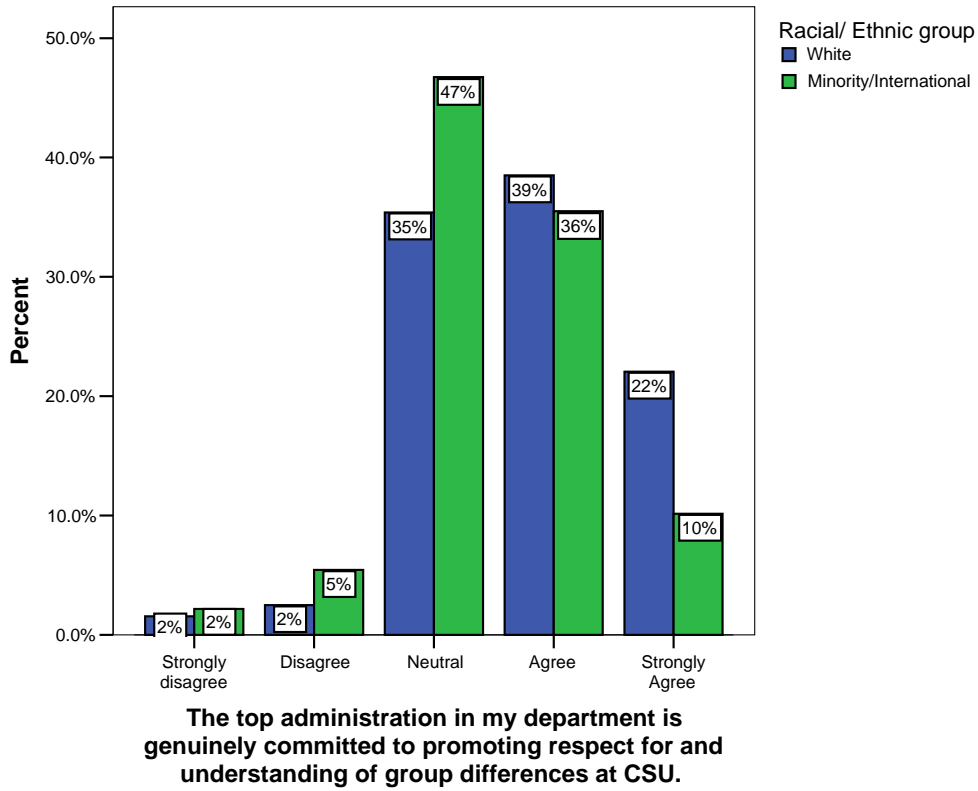
Chi sq. = 17.537, DF = 4, p. = .002, Cramer's V = .138, p. = .002

Fig. 20



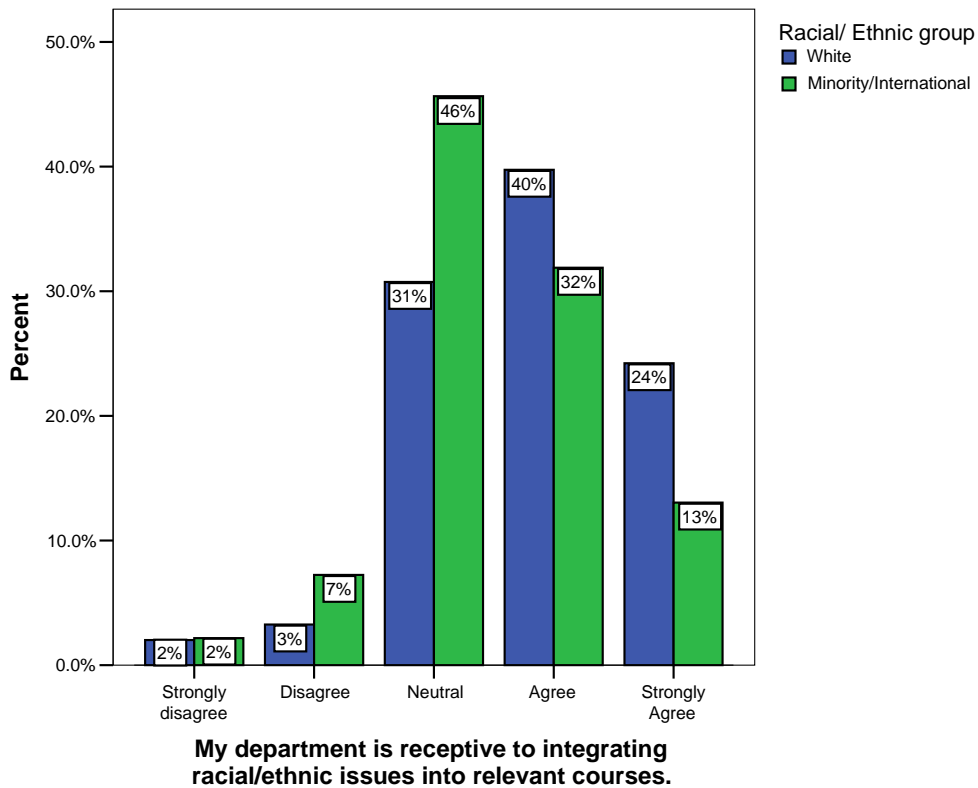
Chi sq. = 18.104, DF = 4, p. = .001, Cramer's V = .140, p. = .001

Fig. 21



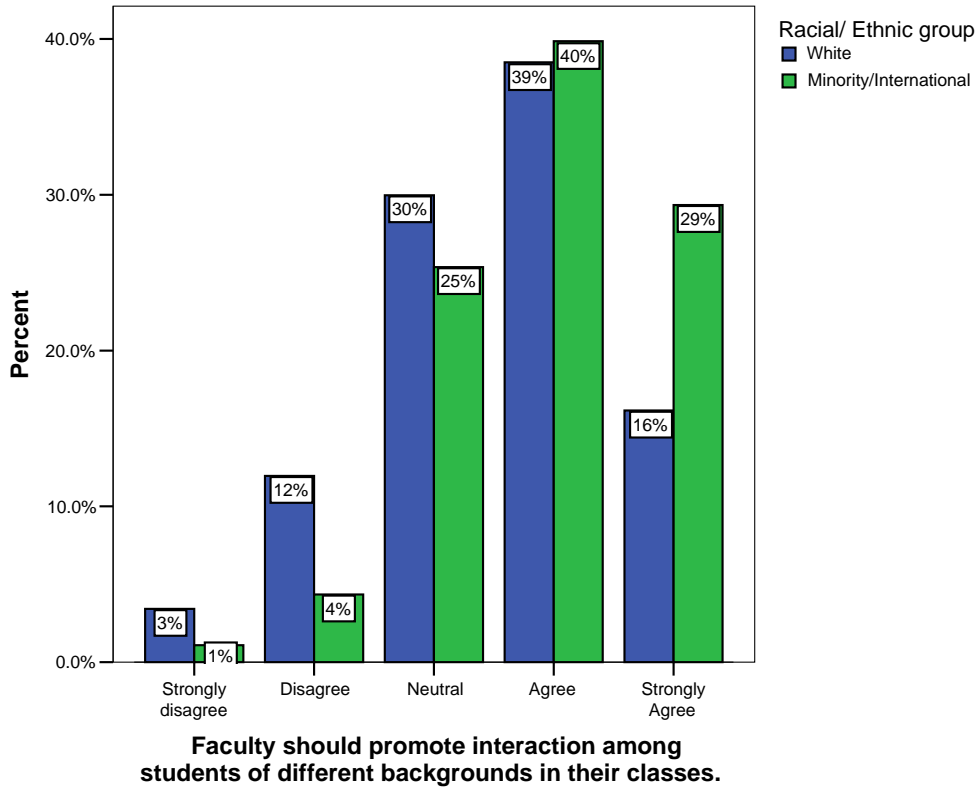
Chi sq. = 27.098, DF = 4, p. = .000, Cramer's V = .172, p. = .000

Fig. 22



Chi sq. = 33.869, DF = 4, p. = .000, Cramer's V = .192, p. = .000

Fig. 23



Chi sq. = 33.680, DF = 4, p. = .000, Cramer's V = .191, p. = .000

Fig. 24

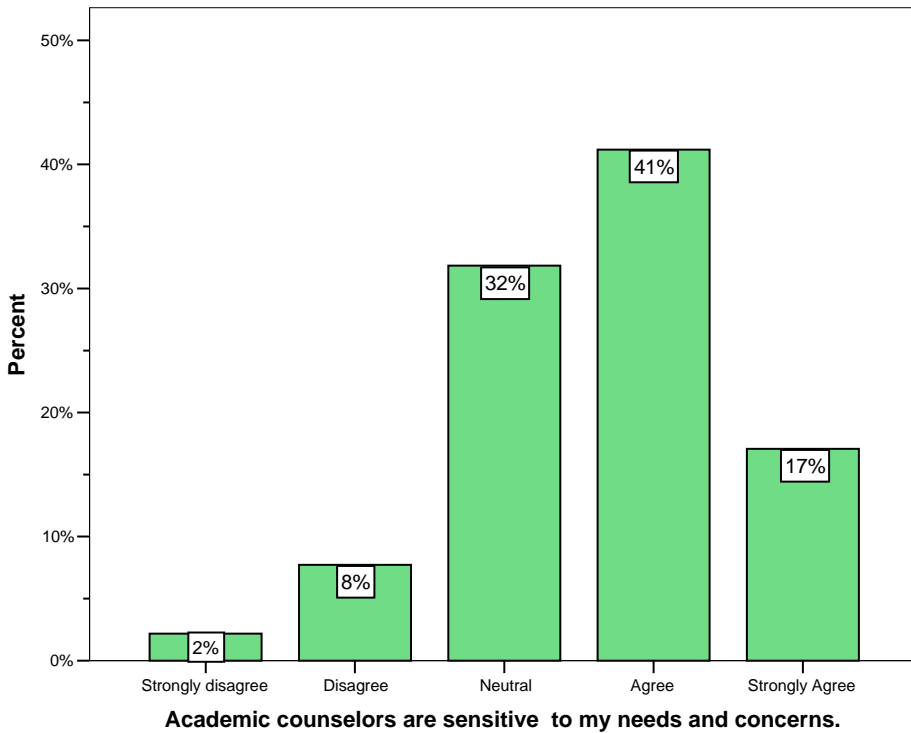
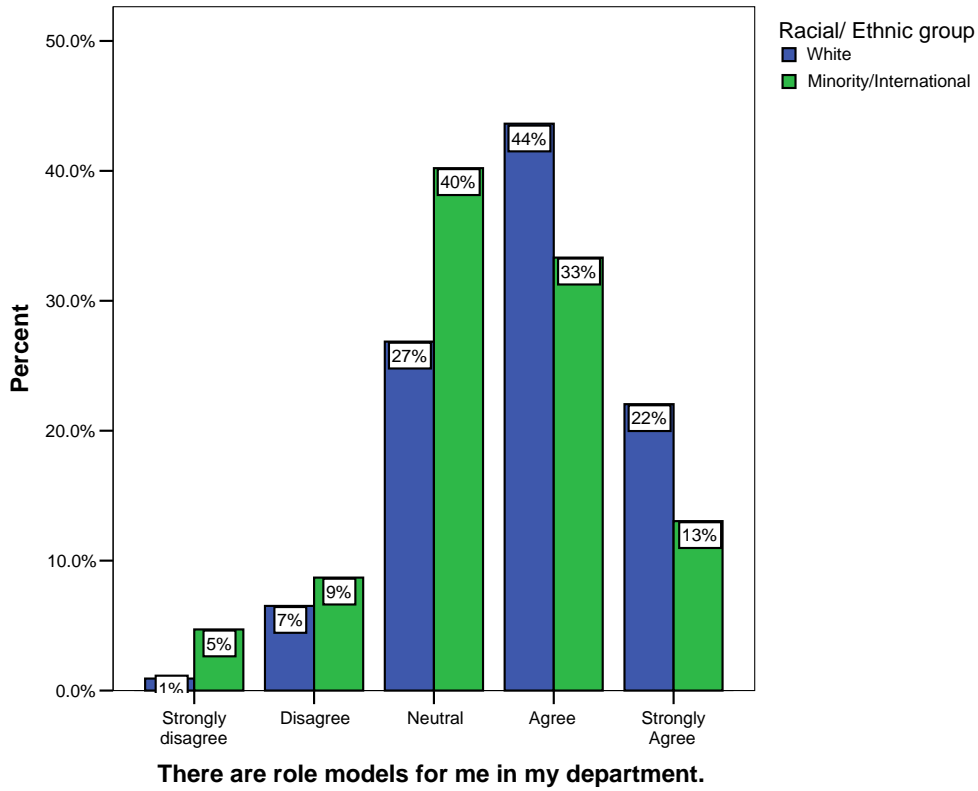
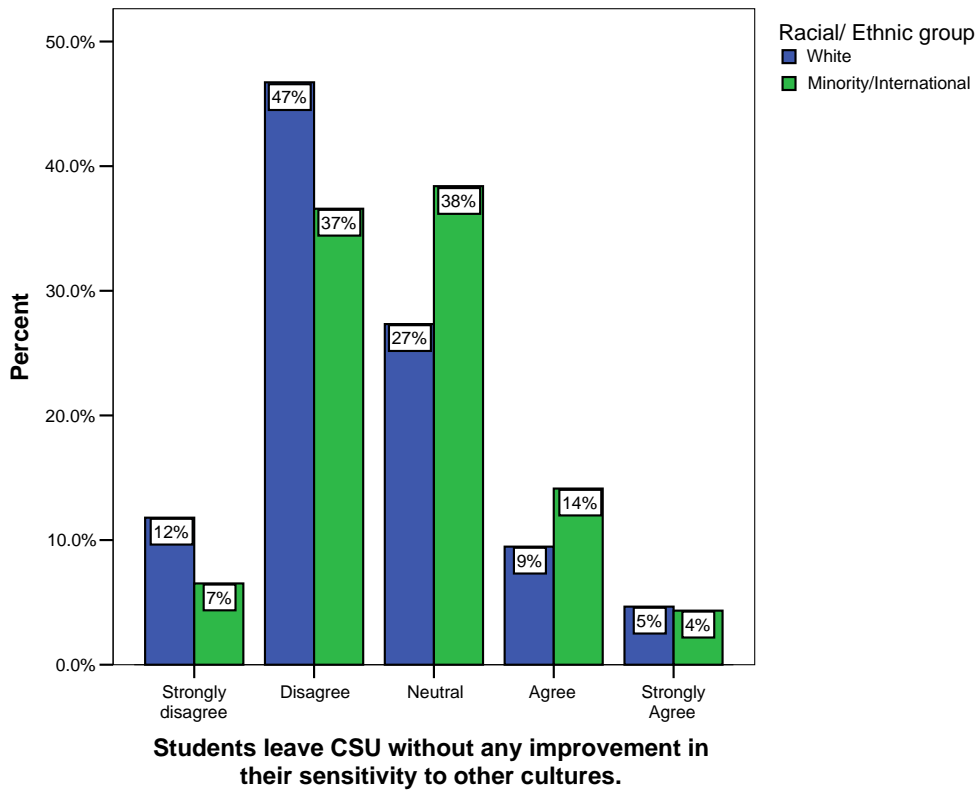


Fig. 25



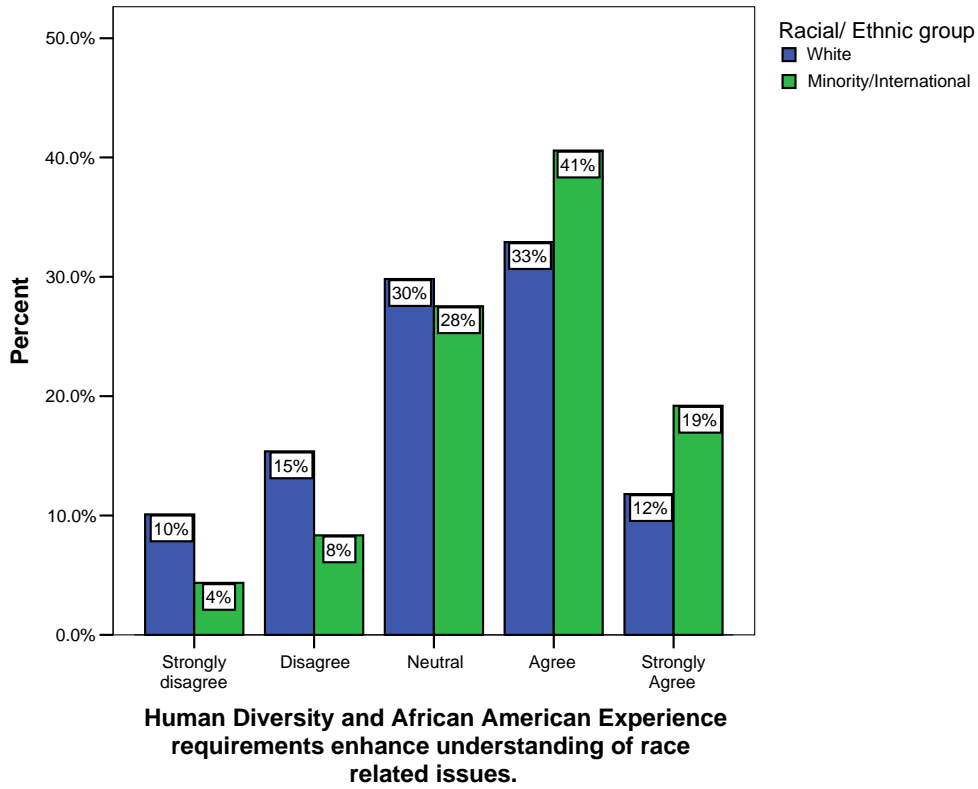
Chi sq. = 38.945, DF = 4, p. = .000, Cramer's V = .206, p. = .000

Fig. 26



Chi sq. = 21.452, DF = 4, p. = .000, Cramer's V = .153, p. = .000

Fig. 27



Chi sq. = 25.951, DF = 4, p. = .000, Cramer's V = .168, p. = .000

Fig. 28

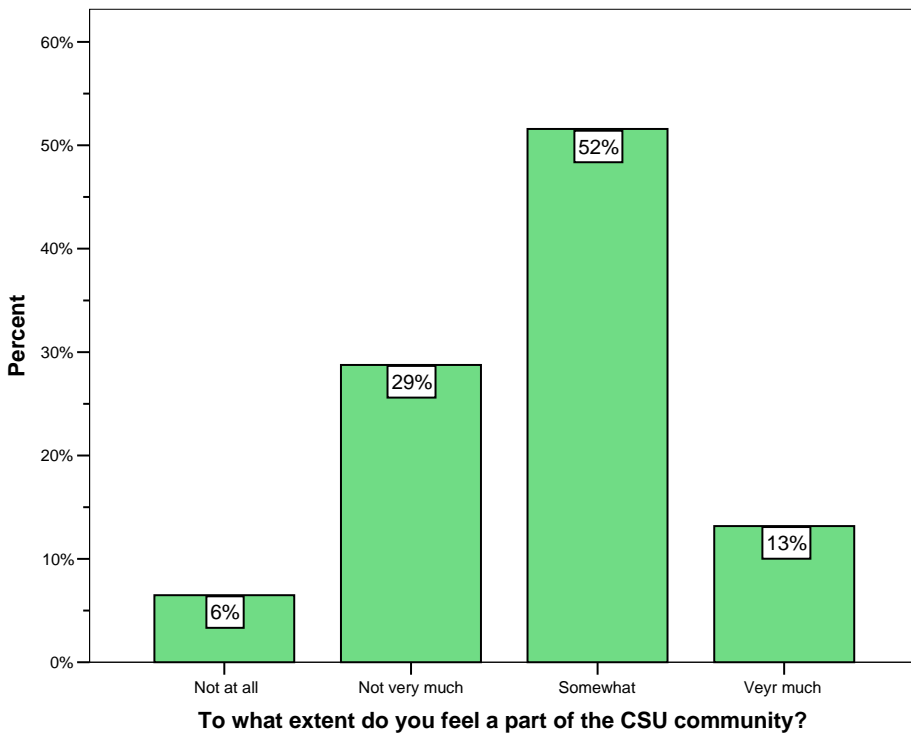


Fig. 29

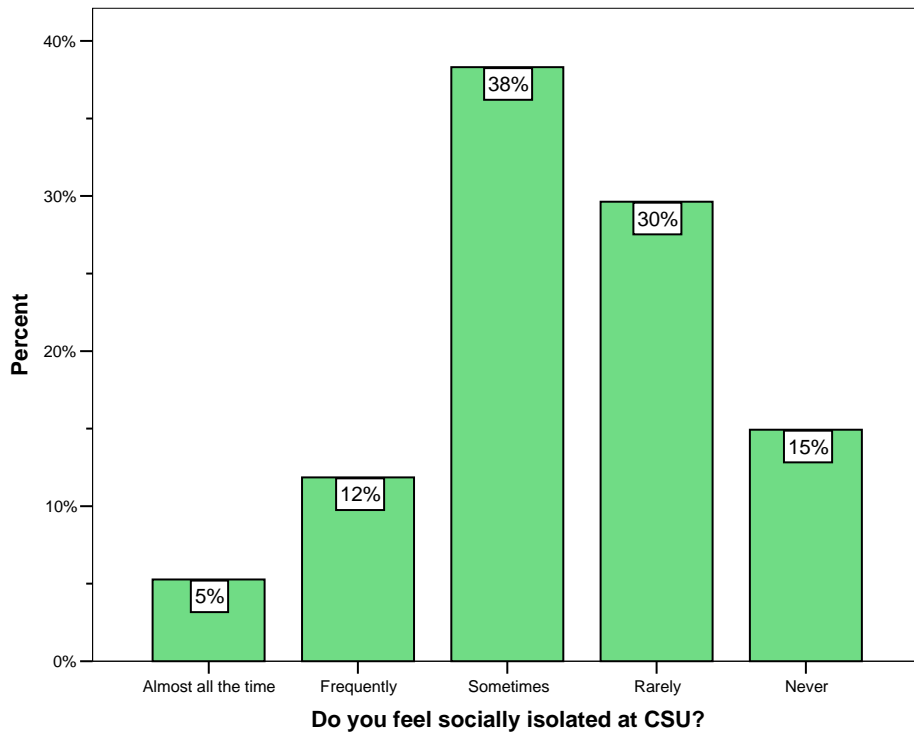


Fig. 30

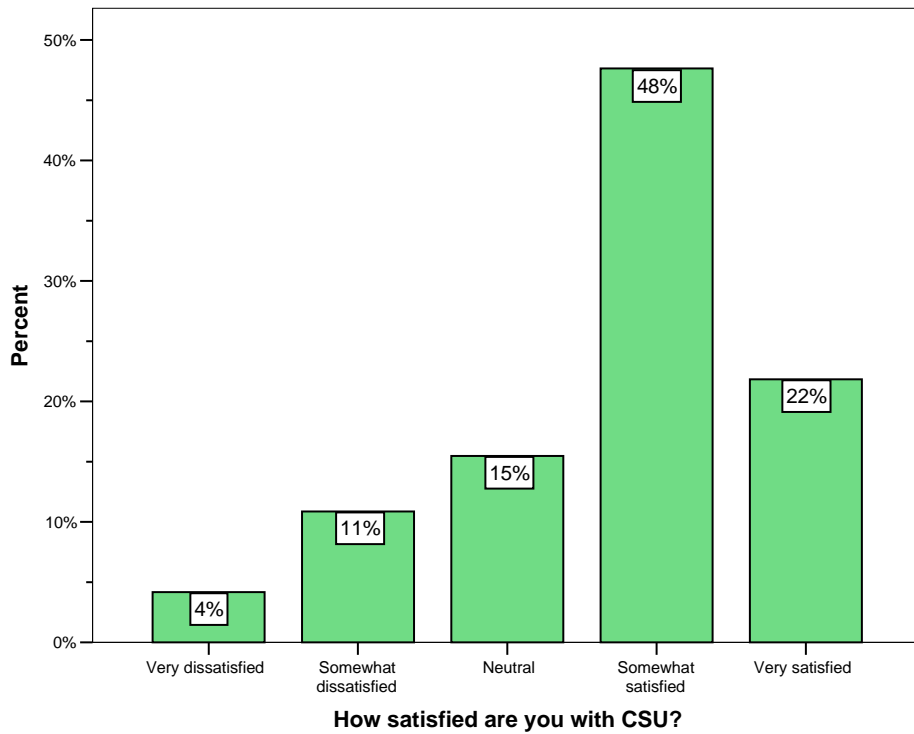


Fig. 31

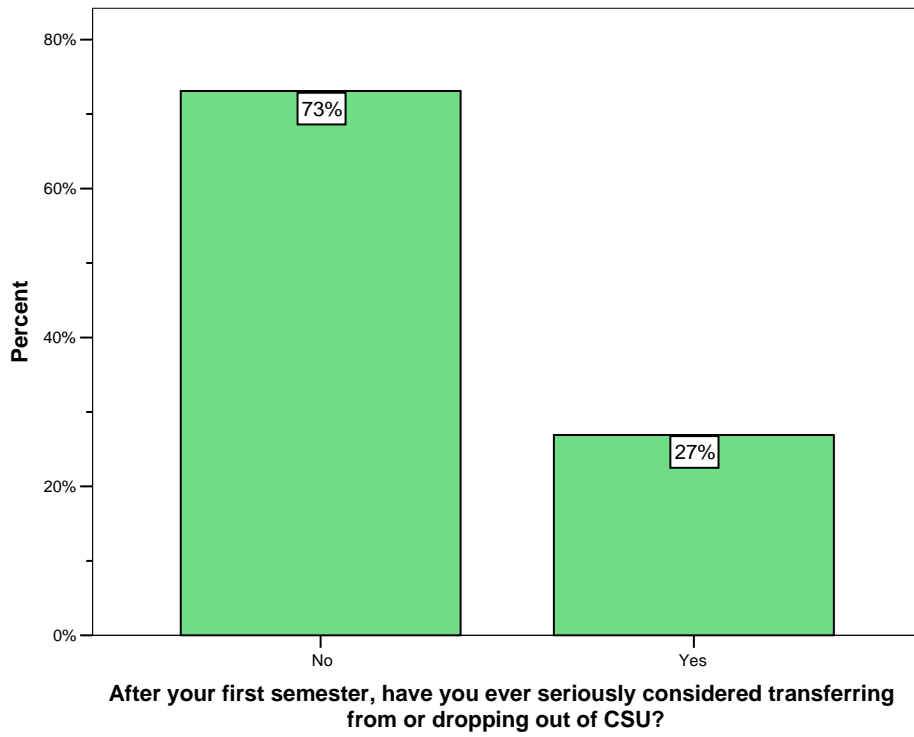


Fig. 32

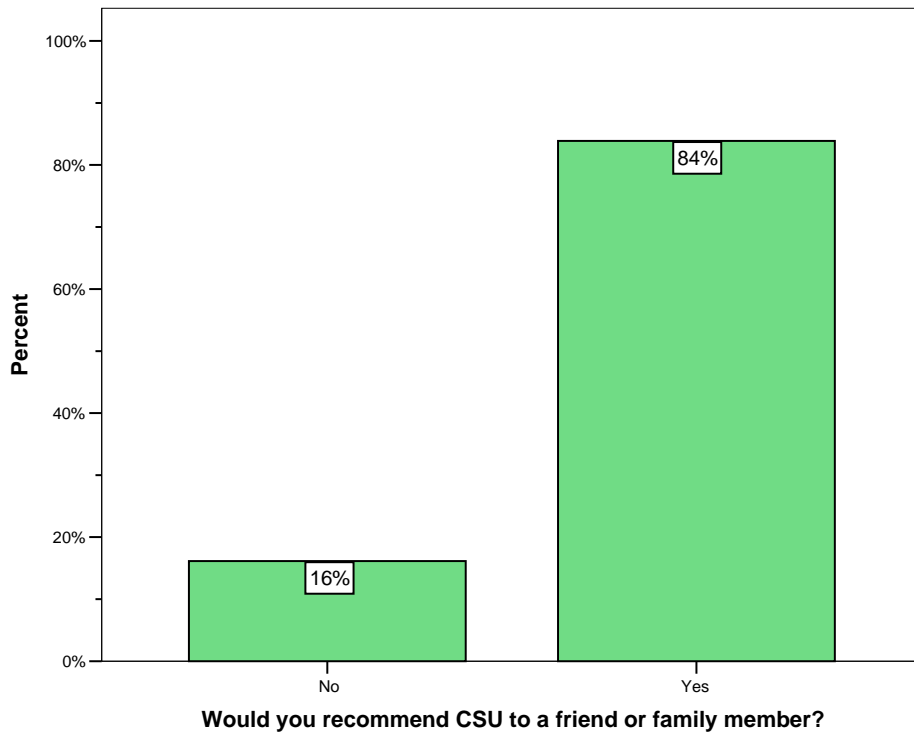
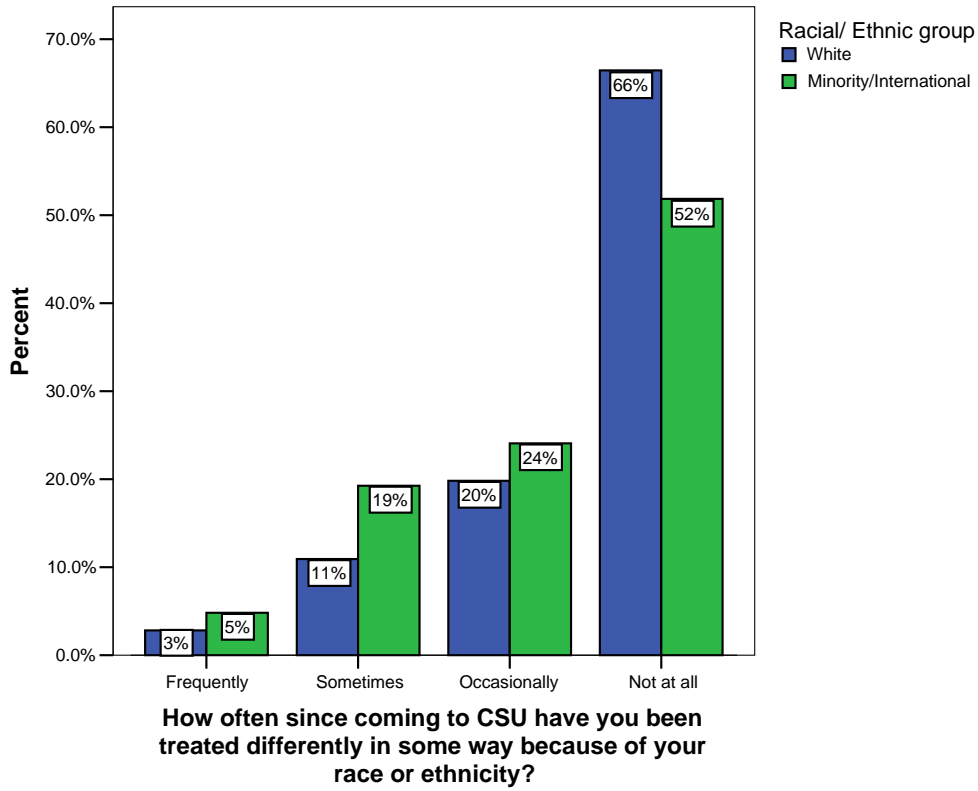
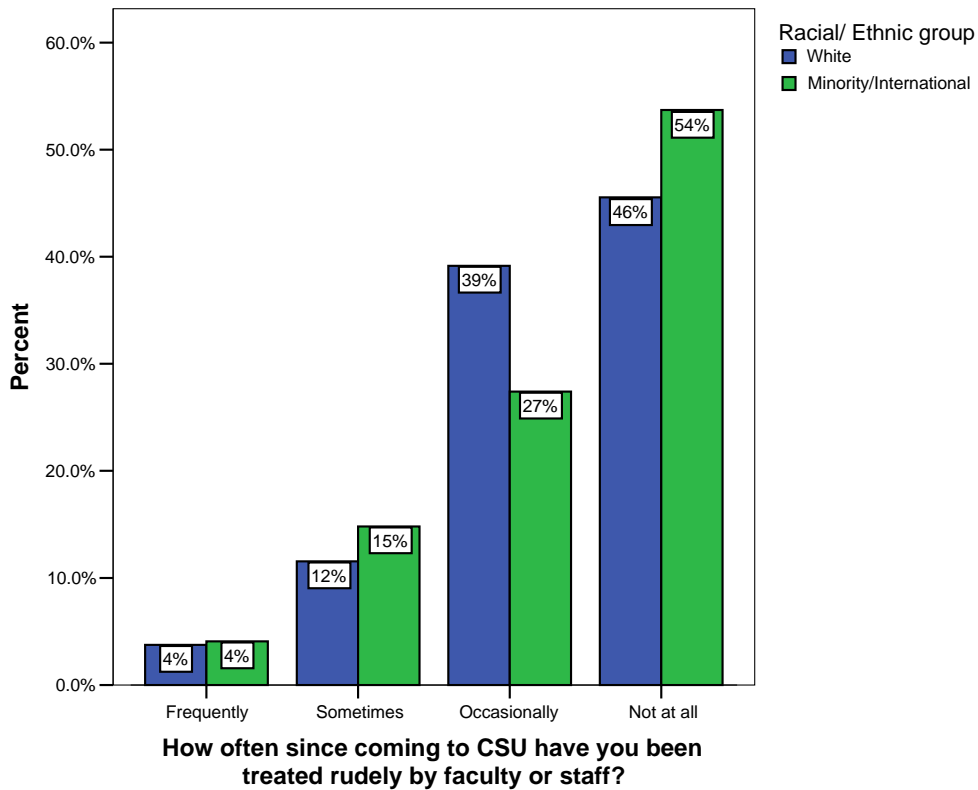


Fig. 33



Chi sq. = 20.273, DF = 3, p. = .000, Cramer's V = .149, p. = .000

Fig. 34



Chi sq. = 11.660, DF = 3, p. = .009, Cramer's V = .113, p. = .009

Fig. 35

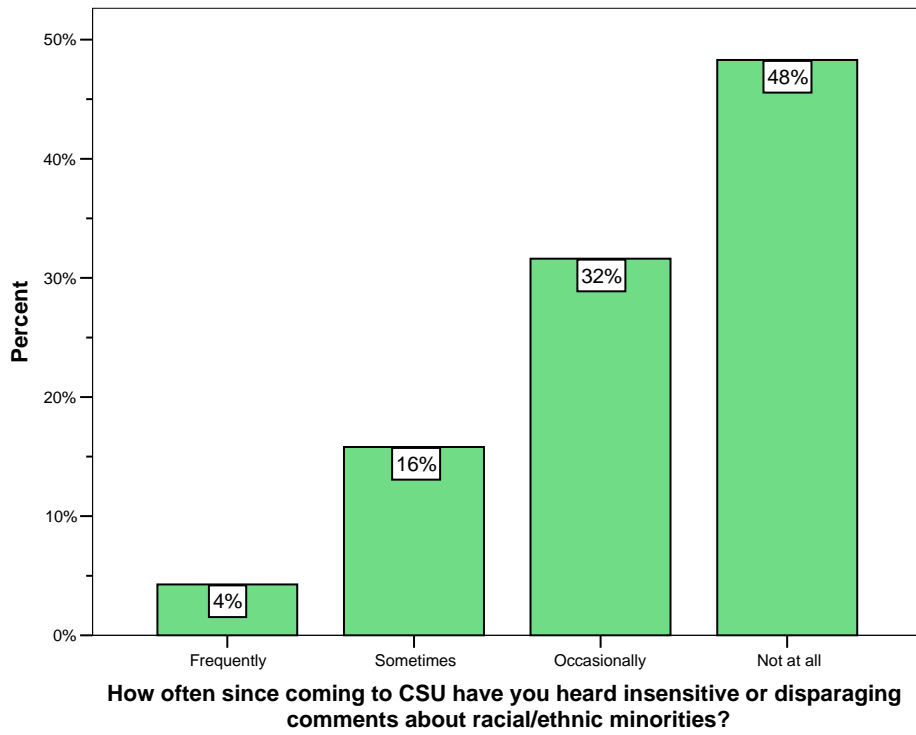


Fig. 36

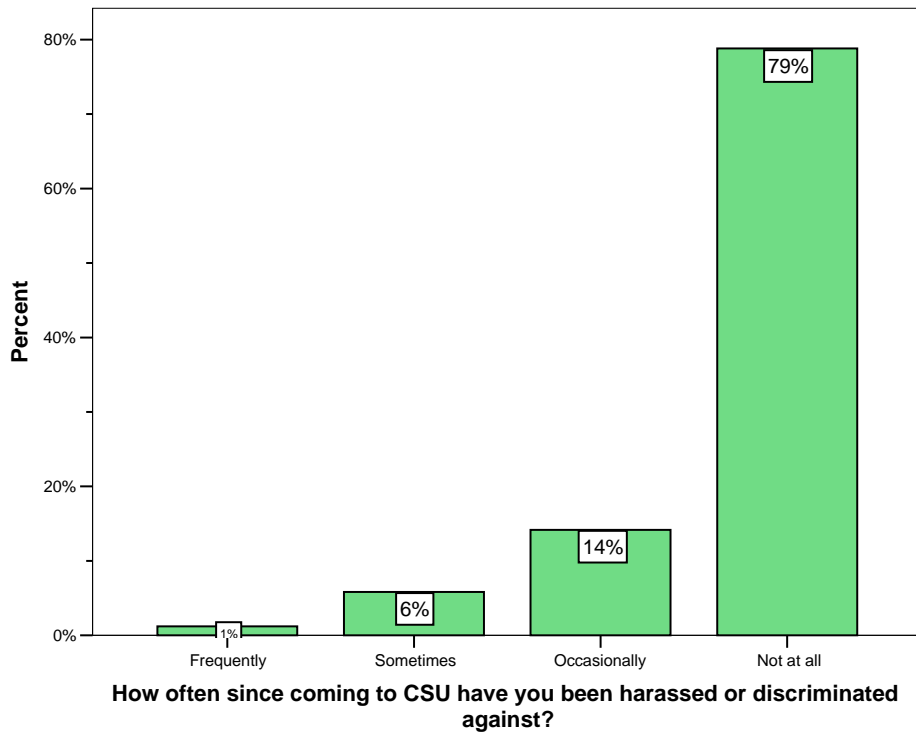


Fig. 37

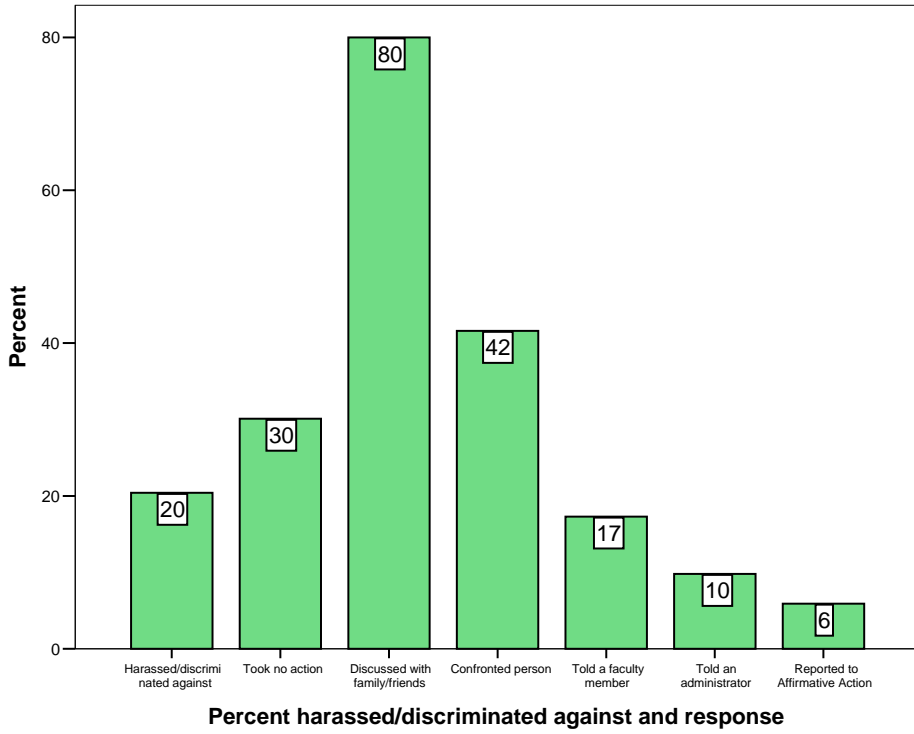


Fig. 38

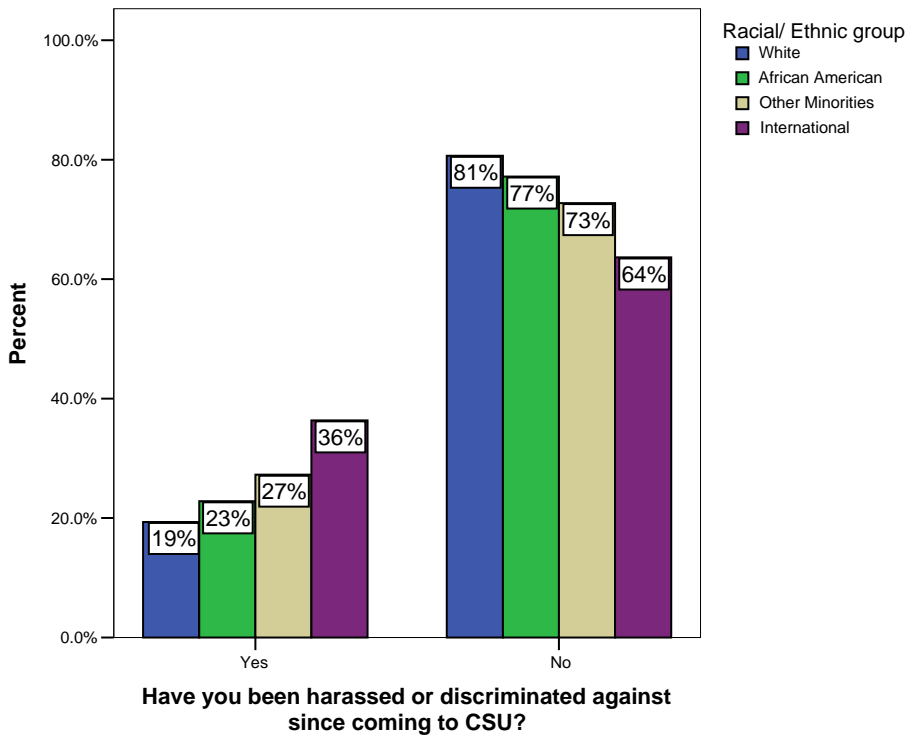
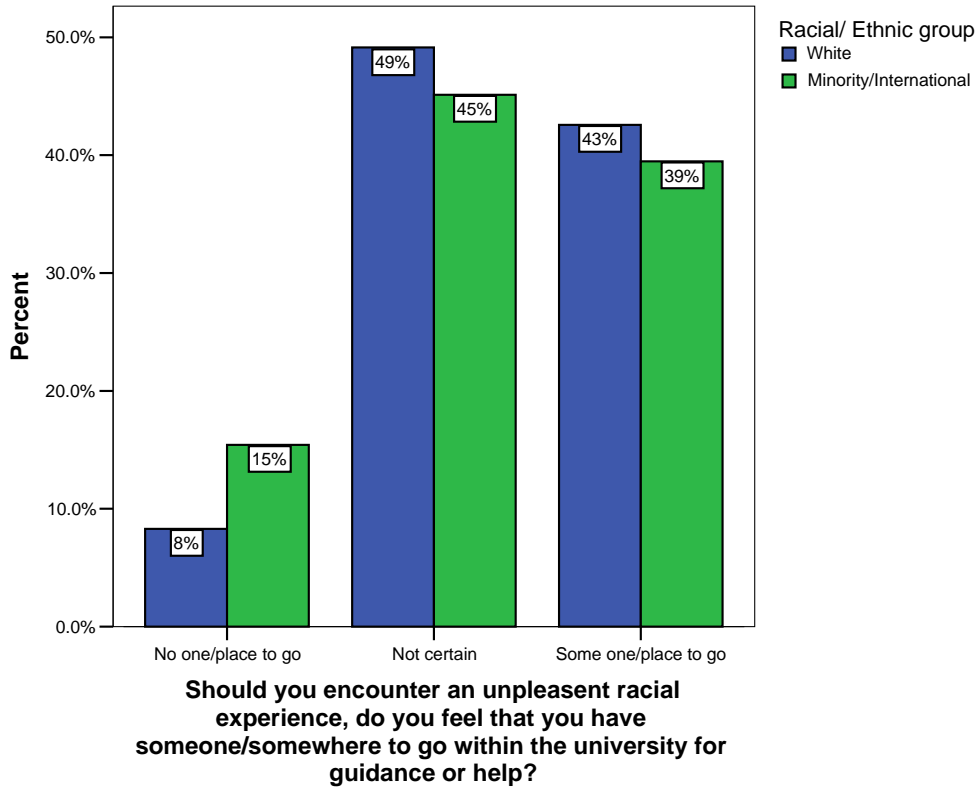


Fig. 39



Chi sq. = 10.231, DF = 2, p. = .006, Cramer's V = .106, p. = .006

Open ended questions:

What do you think can be done at CSU to strengthen and improve the climate for racial/ ethnic diversity/do you have any other views or ideas about the issue of diversity that you would like to share with us?

Combined top responses (at least 20 responses)

- CSU doing enough/racially diverse already/climate ok 112
- Decrease social segregation/promote social interaction 92
- Change/add variety to/ eliminate required diversity classes 73
- Increase forums/events/programs that promote diversity 59
- Keep/add diversity classes 35
- Address reverse discrimination/racism 29
- Expand focus to other areas of diversity 28
- Faculty/staff/student diversity training 23
- Don't push/force interactions 21