



2007 Campus Climate Survey Report

Compiled by the Diversity Council

The Campus Climate Survey was administered to students, staff, and faculty from March 14-April 14, 2007. Paper surveys were distributed to students in class and were returned to the Office of Mission and Diversity. The distribution strategy was designed to reach as many students as possible while not creating too much redundancy.

We received 602 completed student surveys, which represents a slight (4%) increase over the last time the quantitative survey was administered. The paper surveys were tabulated by Merrill Research, Inc. and returned to the University for our analysis. The longitudinal data in this report do not take into account an online qualitative survey in late 2005 in which 113 student responses were collected.

Demographics of Survey Respondents

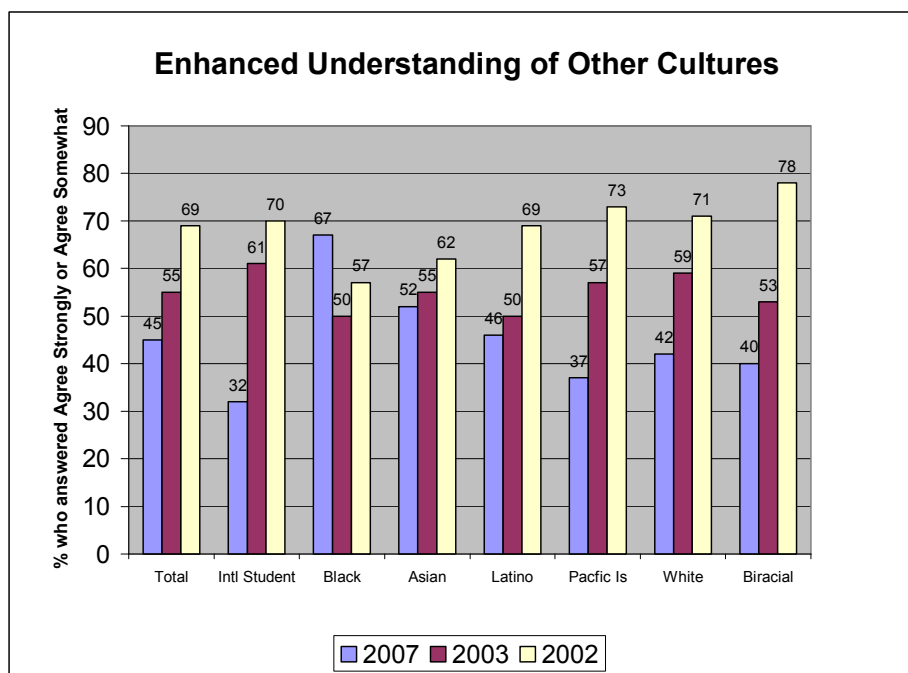
| | 2007 | 2003 | 2002 |
|--------------------------------------|------------|------------|------------|
| Total | 602 | 577 | 559 |
| Female | 409 | 385 | 403 |
| Male | 162 | 177 | 150 |
| | | | |
| Freshman, Day Undergraduate | 75 | 131 | 57 |
| Sophomore, Day Undergraduate | 73 | 56 | 68 |
| Junior, Day Undergraduate | 77 | 104 | 116 |
| Senior, Day Undergraduate | 103 | 104 | 122 |
| Intensive/Evening Undergraduate | 46 | 40 | 78 |
| Graduate | 216 | 130 | 107 |
| | | | |
| International | 22 | 33 | 44 |
| African American/Black, Non-Hispanic | 21 | 23 | 15 |
| American Indian/Alaskan | 2 | 4 | 0 |
| Asian/Asian American | 65 | 63 | 53 |
| Hispanic/Latino | 93 | 106 | 75 |
| Pacific Islander | 19 | 21 | 23 |
| White, Non-Hispanic | 282 | 241 | 279 |
| Biracial/Multiracial | 74 | 78 | 68 |
| LGBT | 17 | | |
| | | | |
| NDNU Housing | 208 | 230 | 123 |
| Family Home | 180 | 186 | 162 |
| Other Private Housing | 153 | 135 | 121 |
| | | | |
| Parent's Education | | | |
| Graduate Professional Training | 120 | 117 | 68 |
| Standard College/University Graduate | 136 | 146 | 117 |
| Partial College Training | 109 | 108 | 86 |
| High School Graduate | 94 | 104 | 75 |
| Partial High School | 34 | 25 | 18 |
| Junior High School | 12 | 11 | 9 |
| Less than Seven Years of School | 21 | 27 | 18 |

The following pages present graphed data of selected questions. The questions selected for inclusion in this report highlight the major topic areas covered by the survey. Also, most of these questions have been systematically asked in previous surveys and, thus, help to provide a longitudinal analysis.

Following the graphic, selected verbatim quotes reported from the surveys are presented that relate in some way to that particular graph. The inclusion of the verbatim quotes is designed to give voice to a number of the students who took the time to express them in the survey. The verbatim quotes do not necessarily represent a consensus view of that particular topic, as there was a wide range of opinions expressed. The goal of including these excerpted comments is to layer the quantitative data with a measure of student voice. The complete inventory of verbatim comments can be obtained from the Office of Mission and Diversity.

The Diversity Council examined the data and attempted to offer suggestions as to how the issues raised in the data can be addressed. The purpose of the survey is not simply to report on levels of satisfaction, but also to use the data to implement programmatic changes in order to improve campus climate. It is our hope and expectation that the campus community will answer the call where appropriate in order to respond to the concerns that students have taken their time to raise.

Graph 1.



“In my experience, there seems to have been a considerable effort on paper to encourage diversity, but not enough persons taking action and/or speaking out.”

“I think NDNU is a very diverse university. I strongly believe NDNU needs to concentrate its effort on other issues.”

Findings/Observations:

During the 5 year period surveyed, all student populations report that NDNU has done an increasingly poor job of enhancing their understanding of other cultures. This suggests that NDNU is not leveraging the student numerical diversity we have to create learning opportunities.

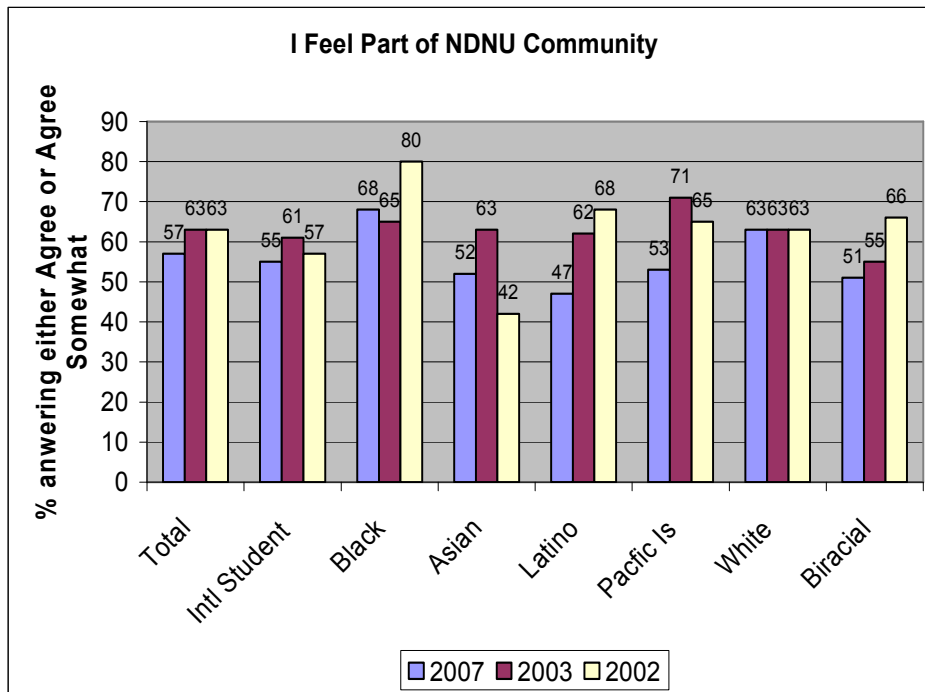
Action Items:

One area of focus here could be student programming and the other could be a more intentional approach to student clubs. To the extent that opportunities to engage in meaningful ways with cultures different from their own are available to students, greater cultural understanding can take place. Traditional student programming (i.e., speakers, performances, films) are an effective way to involve students. 1) More student programming of this kind should be supported. In addition to student programming, clubs can serve as a way to create a space for learning and sharing. While one of the purposes of student cultural clubs is to provide mutual support for club members, another is to serve as a vehicle for cross-cultural dialogue. 2) Club advisors should be equipped with information on how support and encourage clubs to reach out in mutually beneficial ways. 3) Additionally, club members should be supported in attending national conferences on student ethnic and cultural clubs so as to learn strategies for increasing the effectiveness of their clubs.

Possible constituencies who can help:

Center for Student Leadership, Housing and Residence Life, Office of Mission and Diversity, Student Club Officers.

Graph 2



“Climate seems close-knit and supportive.”

“Climate is good, pleasant, friendly, and I feel quite at home with the students and staff.”

Findings/Observations:

The results here are mixed. Over the past three survey years the satisfaction of white students has remained remarkably stable at 63%. It is encouraging to note the high levels of overall satisfaction reported by African American students relative to other groups – levels that have sustained themselves over the past 3 survey years.

This year international students, Asian students, Pacific Islander students and most especially Latino students reported lower satisfaction levels than their white counterparts. Over the past two survey years the satisfaction of Latinos, Asians, and Pacific Islanders has declined sharply (-15%, -11%, and -18% respectively). Additionally, the most meaningful satisfaction gap this year is a gap of 16% between white students and Latino students. Given their significant and growing numbers, these declines are particularly alarming. This graph challenges us to urgently address specific needs of Latinos, Asians, and Pacific Islanders.

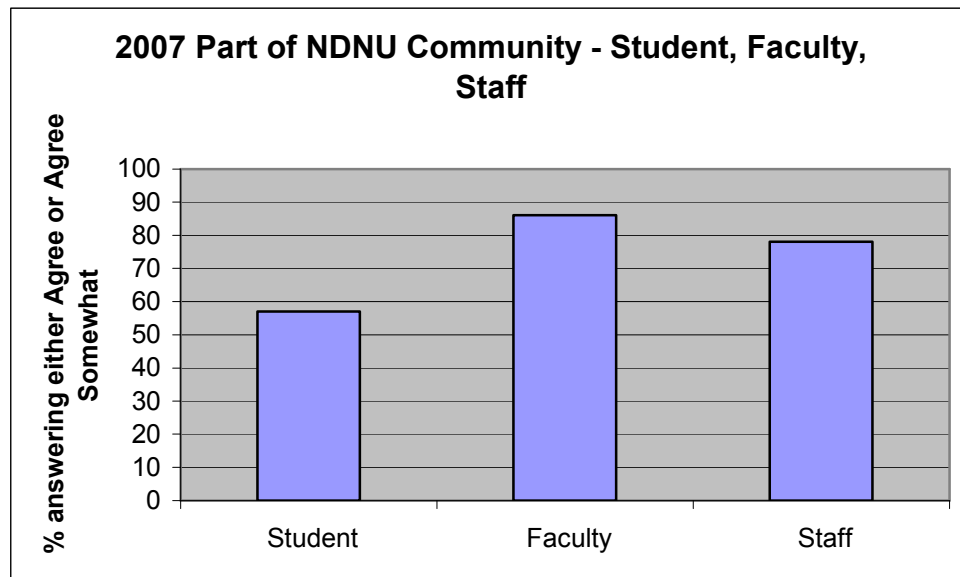
Action Items:

- Increase course offerings in the Ethnic Studies area and intensify faculty of color recruitment efforts.
- Actively engage with the student cultural clubs to offer funding for outings and activities, advisor support.
- Offer more co-curricular programming (speakers, films, etc.) of interest to students of color.

Possible constituencies who can help:

Center for Student Leadership, Provost, and academic departments.

Graph 3



“I find NDNu, despite being located in a secluded almost sleepy setting, to be remarkably alert to and sophisticated with issues of promoting and safeguarding diversity. It makes me proud to work here.”

“I feel that people socially interact based on their sports team more than by race.”

Findings/Observations:

On the first question, students only agreed about 55% of the time, a depressingly low number, while faculty were around 85% and Staff just under 80%. It would be useful to investigate which student populations feel this alienation (day, evening, commuter, etc.). Anecdotal evidence suggests that more activities in the evening might be helpful in continuing engaging programs and activities long after most faculty and staff leave for

the day. The university has made some progress in this regard by extending cafeteria hours into the evening, but obviously more needs to be done.

It is also possible that as the proportion of student athletes among the resident student population increases, an effort to provide activities that intentionally are designed to appeal to both athletes and non-athletes could be helpful.

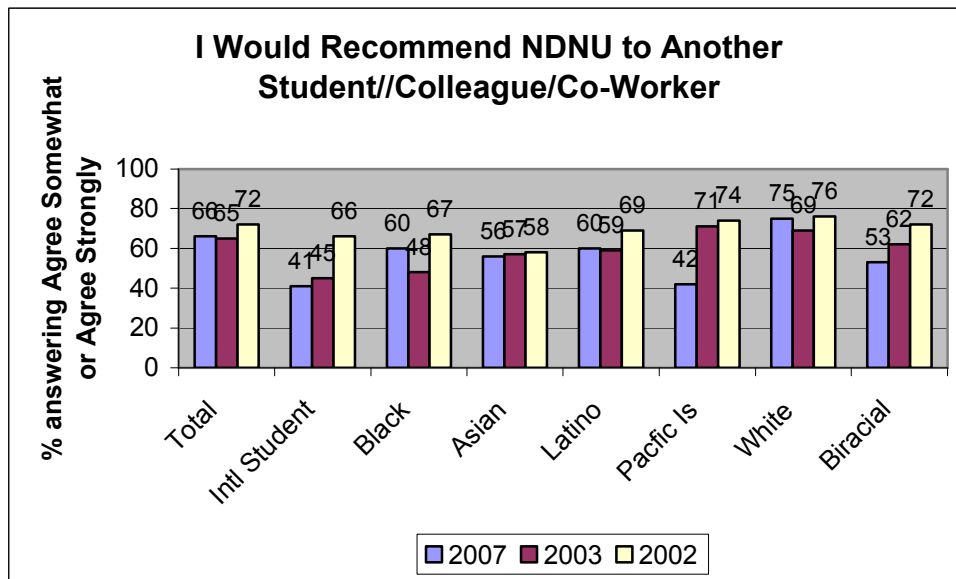
Action Items:

- Follow-up with focus groups of various student populations to better understand the nature of any alienation or isolation and ask solicit the students' suggested remedies.
- Encourage a greater faculty presence on campus in the evening, perhaps for casual residence hall-sponsored conversations.
- Invigorate club involvement by students.

Possible constituencies who can help:

Center for Student Leadership, Faculty Senate, Housing and Residence Life

Graph 4



“How will things change? I never notice a difference.”

“It's too easy to get an A at NDNU.”

“NDNU does well with the resources that it has. It has enabled me to change careers and secure a job. I am happy with my experience at NDNU.”

Findings/Observations:

While the overall level of satisfaction remained relatively unchanged from 2003 to 2007, there was a large decline among International, Biracial, and Pacific Islander respondents. While much of our diversity-related attention has traditionally been focused on Latino and African American students, this data suggests a potentially grave situation with respect to our international and Pacific Islander students. If they are less likely to recommend NDNU, we must proactively address the reasons why.

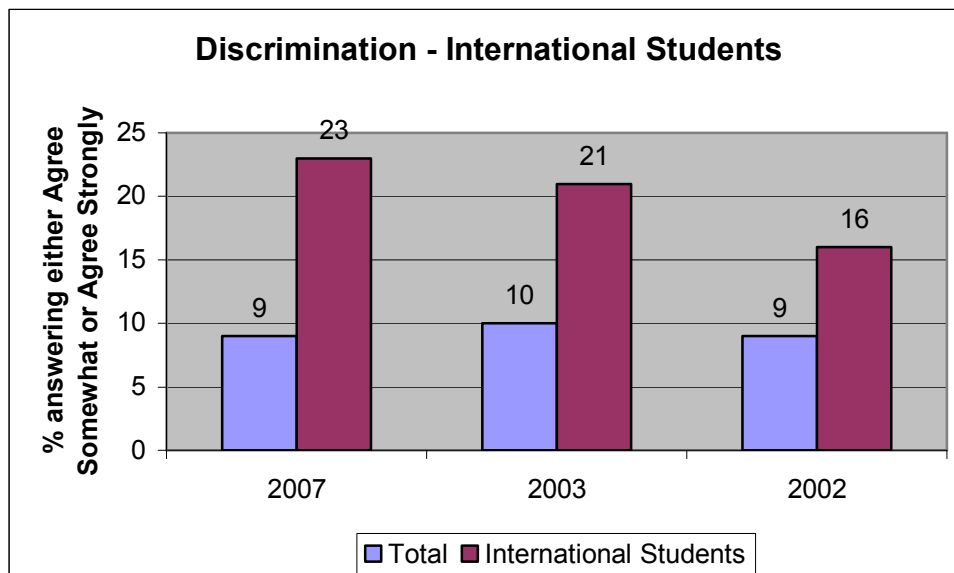
Action Items:

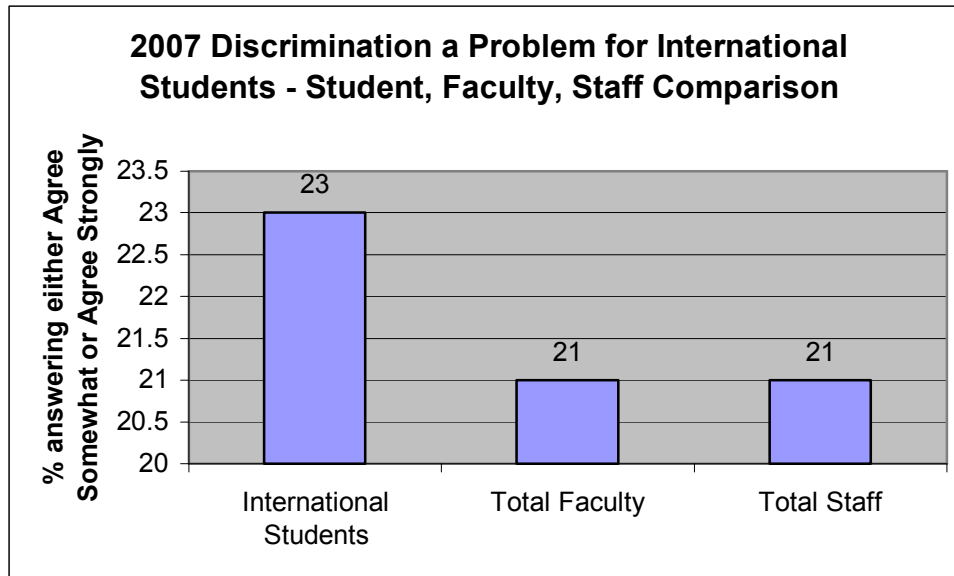
- Increase international student services and resources with a comprehensive recruitment, retention, and success strategy.
- Increase sensitivity to manifestations of racism that might tend to blind us to the challenges faced by Pacific Islanders and international students (anti-racism training).

Possible constituencies who can help:

International Student Services, Anti-Racism Team, Diversity Council

Graphs 5 and 6





Findings/Observations:

The two graphs taken together show that international students perceive discrimination against themselves at a rate higher than non-international students perceive it. The overall student population on campus has a very different view of discrimination faced by international students – they fail to recognize it to the extent that international students report.

The feeling of discrimination among the international students has also increased substantially in the last five years (5% increase).

Anecdotal evidence suggests that the undergraduate resident community is very “cliquey” and that people who do not belong to any particular group or ethnicity are at a severe disadvantage socially. This is particularly applicable to international students as they are from different countries and cultures and, taken together, may not currently constitute a critical mass.

I think Campus life has to play a bigger role in making it more conducive for international students on campus and it is also worthwhile to look into whether we should have a separate international student orientation for students before school as well as a general day celebrating different cultures from different countries (similar to what we currently have) for increasing awareness on campus.

Action Items:

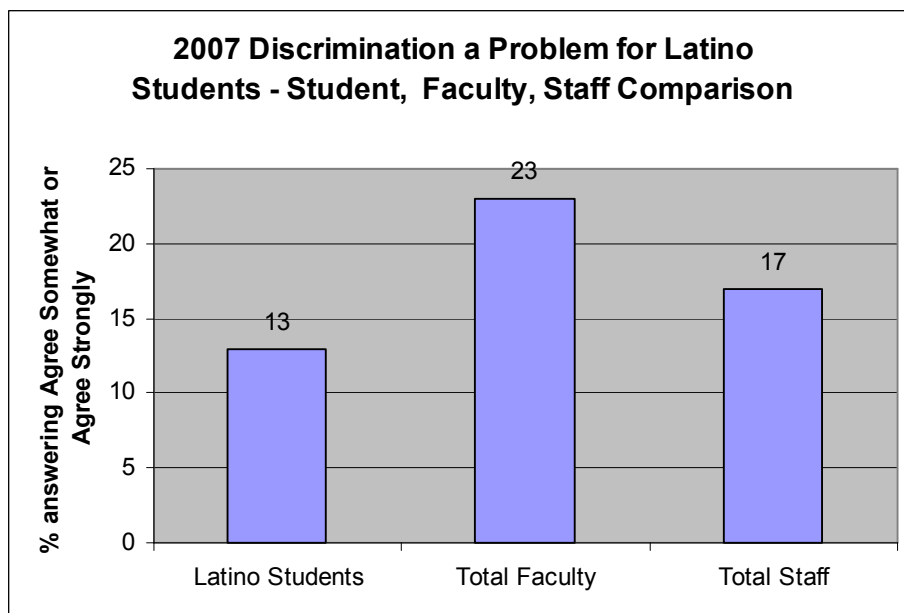
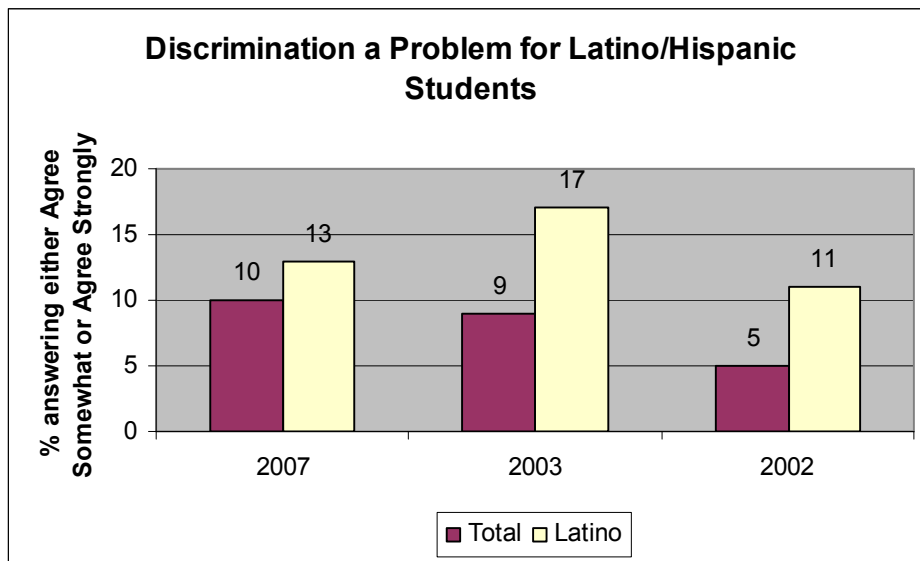
- Invigorate the International Students Club in order to give International Students a voice and a presence on campus.
- Increase international student services and resources with a comprehensive recruitment, retention, and success strategy.

- Increase sensitivity to manifestations of racism that might tend to blind us to the challenges faced by international students (anti-racism training).

Possible constituencies who can help:

International Student Services, Anti-Racism Team, Diversity Council

Graphs 7 and 8



Findings/Observations:

Discrimination is perceived as a problem by 13% of current Latino/Hispanic students, which is up only slightly from the 11% of 2002 and decreased from a high in 2003 of 17%. This suggests that perhaps the NDNU environment is becoming more supportive of, and less discriminatory toward, Latino/Hispanic students. In contrast, African American/Black students and American Indian/Native American students perceive higher discrimination aimed at them. It might be suggested that Latino/Hispanic students feel relatively safe on the NDNU campus. It would take additional evaluation to determine whether such conclusions are warranted.

Other students seem to be more cognizant over time of this discrimination; only 5% of all students recognized such discrimination in 2002, where 10% of all students do now. This suggests that awareness activities or growing exposure has been helpful in getting all students to recognize possible discrimination.

Faculty and staff, however, tend to see the problem as worse than the students themselves perceive. 23% of faculty and 17% of staff perceive discrimination as a problem for Latino/Hispanic students. This suggests that perhaps faculty and staff have heightened awareness of the potential for discrimination but perhaps are not as aware of the experience of our particular students as they might be.

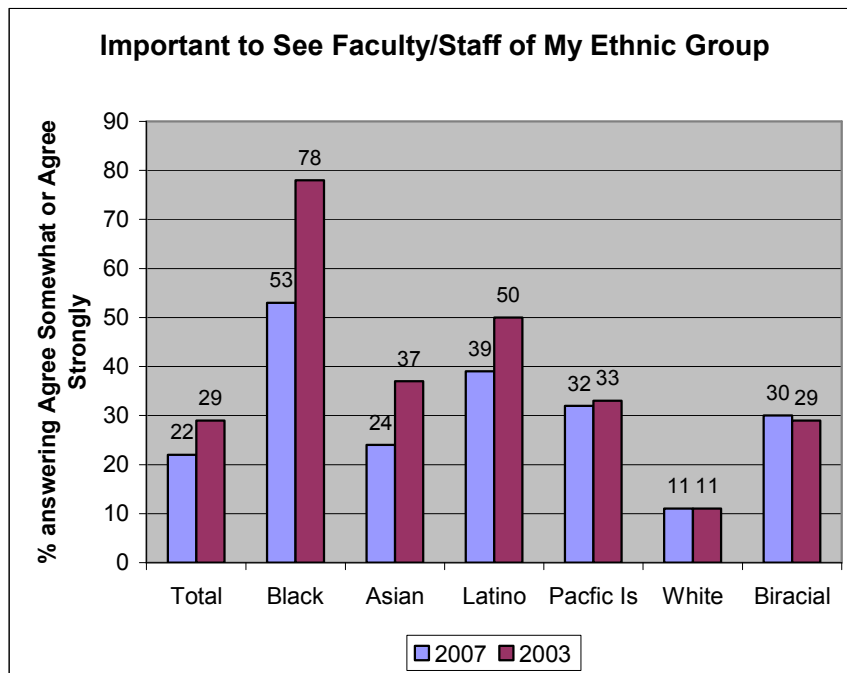
Action Items:

- Highlight satisfaction and success of Latino/Hispanic students in marketing to prospective students and our own faculty and staff.
- Evaluate relative dissatisfaction of African American and American Indian students, with Latino/Hispanic as contrast.
- Use focus groups, or other such vehicle, to add specific detail regarding perceived discrimination, to learn source and offer recommendations.

Possible constituencies who can help:

Hernan Bucheli, Karen Schornstein, and rest of enrollment office for marketing.

Graph 9



“I would like to see more diversity among the faculty. Are there any African American professors here?”

“I feel that we are not diverse as a community. This includes students and faculty.”

Findings/Observations:

Over past 4 years of the survey, students of color feel less strongly about faculty/Staff ethnic representation. However, Black and Latino Students continue to express their need to see themselves in the faculty and staff at rates much higher than white students. The more positive impressions may result from increased faculty and staff of color hiring since 2003 (i.e., about 3 additional faculty of color and about 3 or 4 staff members of color).

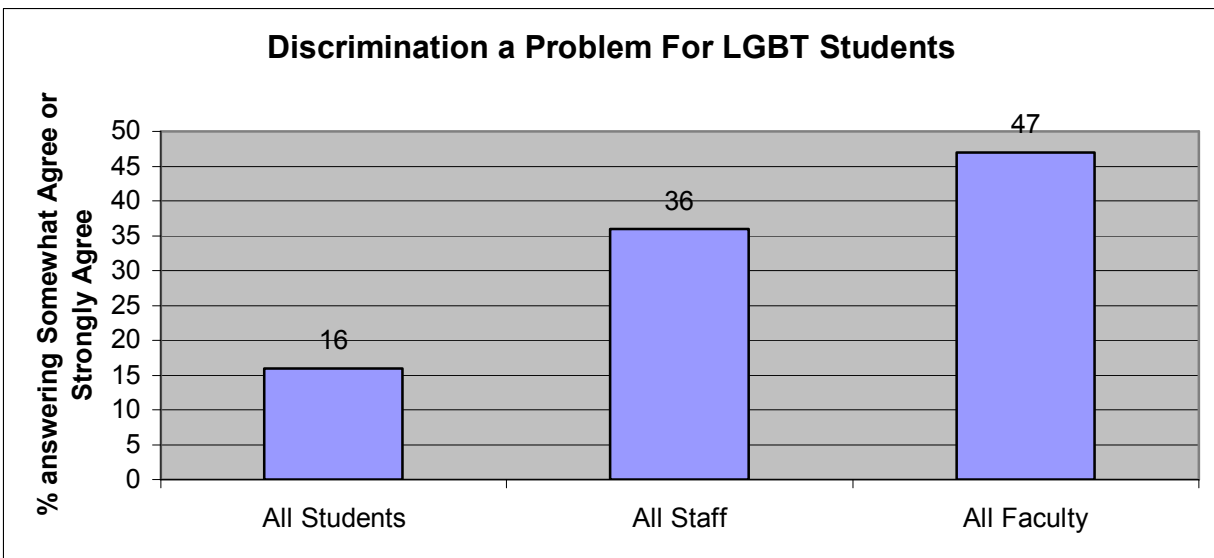
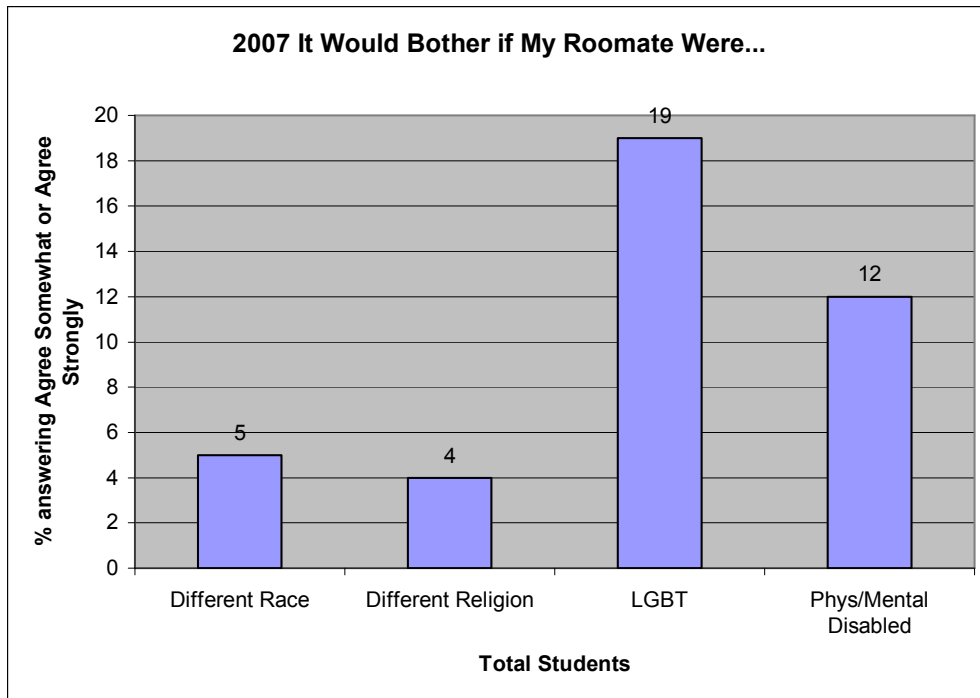
Action Items:

Continue to recruit and retain diverse staff and faculty.

Possible constituencies who can help:

HR; Diversity Council; Department Chairs

Graphs 10 and 11



“There should be more of a GLBT presence on campus, in terms of students and teachers.”

Findings/Observations:

Clearly, the students are most uncomfortable living with LGBT students compared to other categories (19%). This seems consistent with a perceived decline in campus climate with respect to LGBT over the past few years. Students' assumptions with respect to LGBT student behavior in roommate situations should be challenged. This is the first year this question was asked and future trends will be useful. The 12% of respondents indicating discomfort with Physically/Mentally disabled students signals a lack of progress in bringing them into a sense of community. Possible student perceptions about the needs and independence of Physically/Mentally disabled students should be challenged with education. Stigmas related to these two populations are cause for concern.

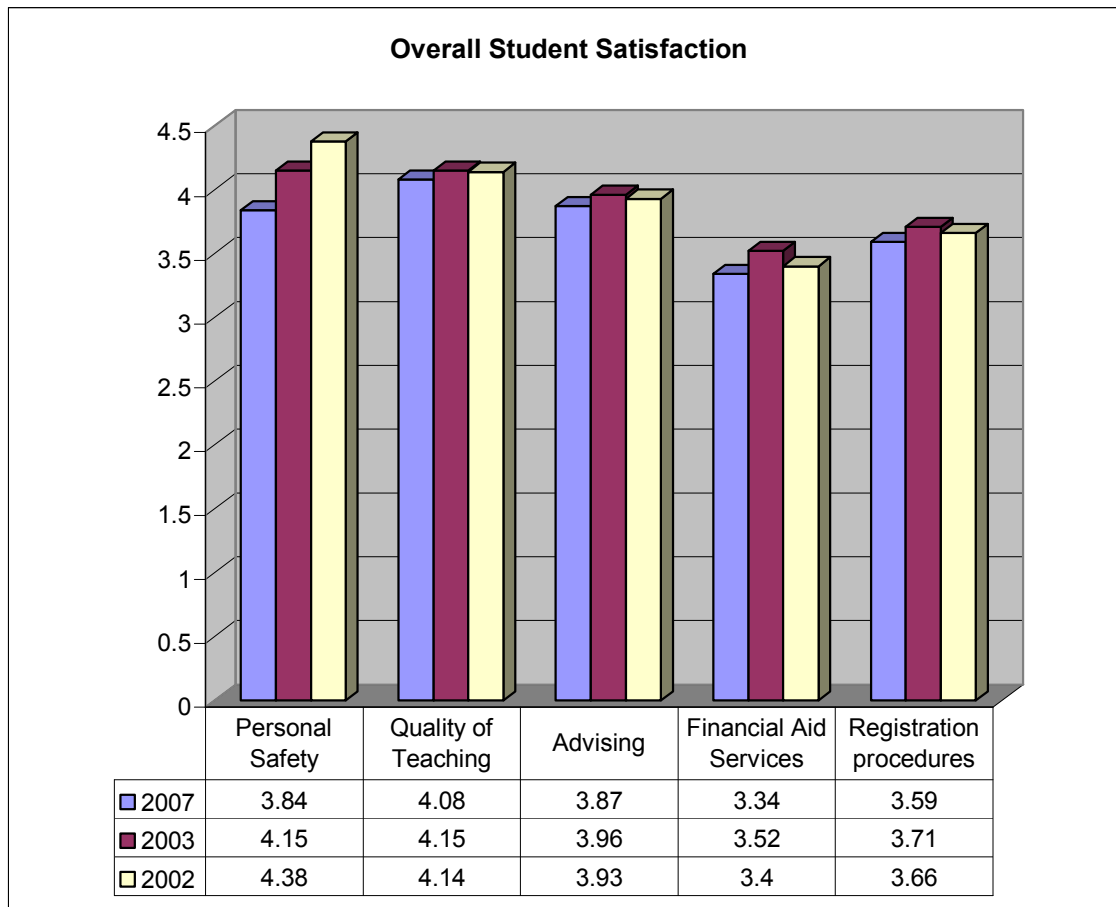
Action Items:

- Pursue campus-wide Safe Zone programs for residences and offices. More campus discussions/speakers/films and curriculum related to LGBT issues.
- Support the organizing efforts of LGBT students and staff and encourage club creation and other informal gatherings.
- Improve access for physically disabled students.
- Educate the campus as to the realities of physically disabled students' lives so as to decrease the stigma (i.e., brochures, speakers, etc.).

Possible constituencies who can help:

Housing Residence Life; Human Resources; Diversity Council; Center for Student Leadership (programming); Facilities

Graph 12



“I personally would feel more safe if there were more lights at night. I do not feel particularly safe when walking to or from my car at night.

“If people do not feel safe on campus, they will not live here, or spend the least amount of time here.”

“Climate is excellent. NDNU is a great place to get a degree. Teaching faculty are well informed, energized, and supportive.”

Tuition for graduate students is astronomical. Where is the financial aid or scholarships for graduate students

Findings/Observations:

Overall student satisfaction is down since 2003, but not to a significant degree. Satisfaction with personal safety has declined most while satisfaction with Financial Aid services declined the least.

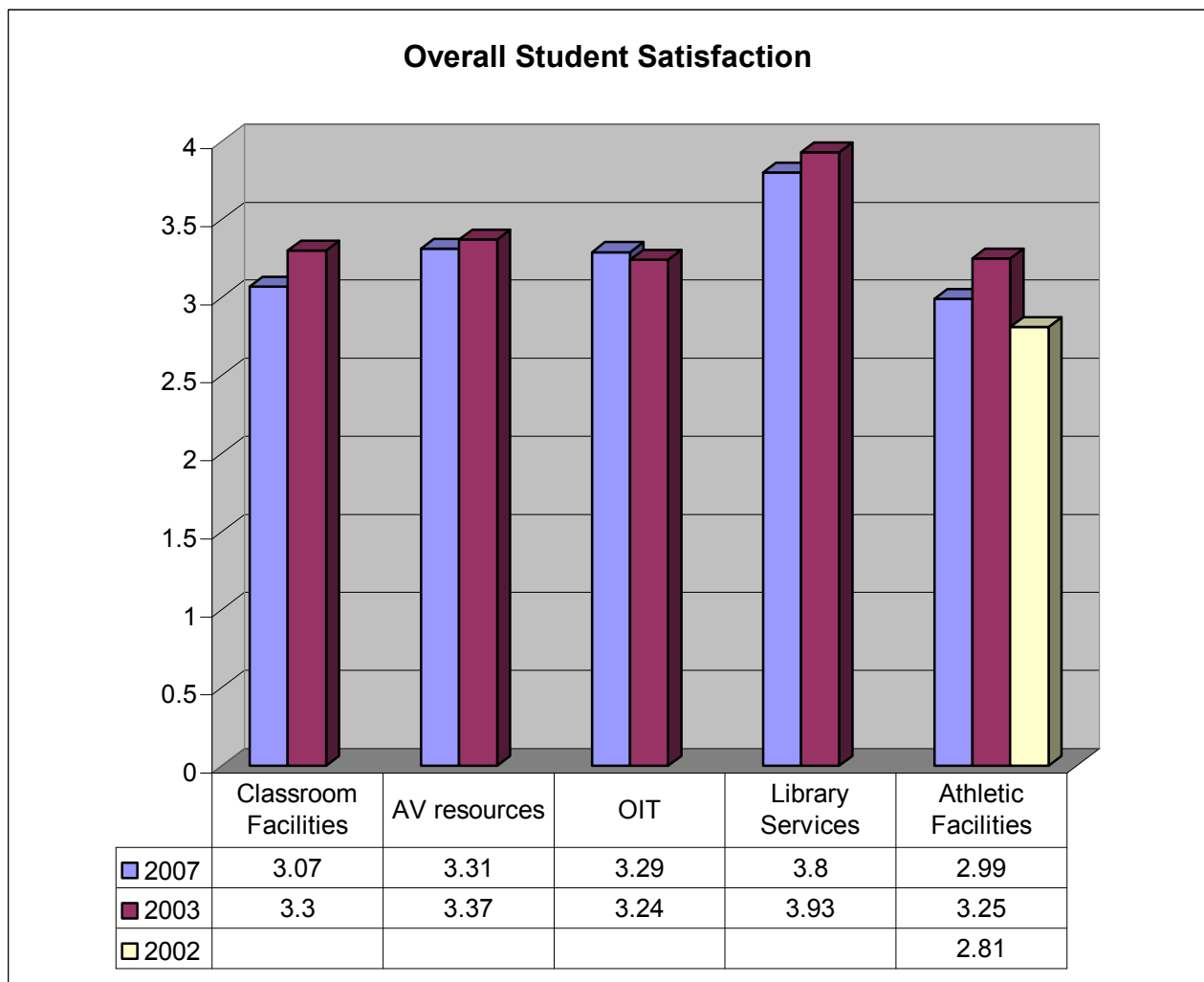
Action Items:

- Implement safety measures such as more lighting and security cameras.
- On-line registration
- Implement an Advising Center
- Encourage more technology use by faculty.
- Encourage more interaction with the students outside the classroom.

Possible constituencies who can help:

Academic Management Team, Registrar, Public Safety

Graph 13



“The lab equipment is extremely old. We don't have lab for upper division courses and that puts us at a disadvantage with our peers for San Jose, SF State, Berkeley, Stanford, etc. Bathrooms are really bad. The furniture in the classrooms is not ergonomic. I wonder where does my tuition money go?”

“Great school. Only suggestion would be to renovate the campus buildings.”

“The classrooms are not comfortable. Desks are small. Chairs are hard. The climate in the classroom is either too hot or too cold.”

“I feel many of the athletic facilities are inadequate for the NCAA II level we are at. The softball field is a joke and the only team with a locker room is the basketball teams. Also the training room is too small...”

Findings/Observations:

In the areas of classroom facilities, AV resources, OIT, library services, there have been slight fluctuations of not more than .23 points. There were slight decreases in these areas from 2003 to 2007 except in OIT, where there was a slight increase in satisfaction. Satisfaction with athletic facilities decreased the most, .26 points from 2003 to 2007. This area had increased by .44 point from 2002 to 2003.

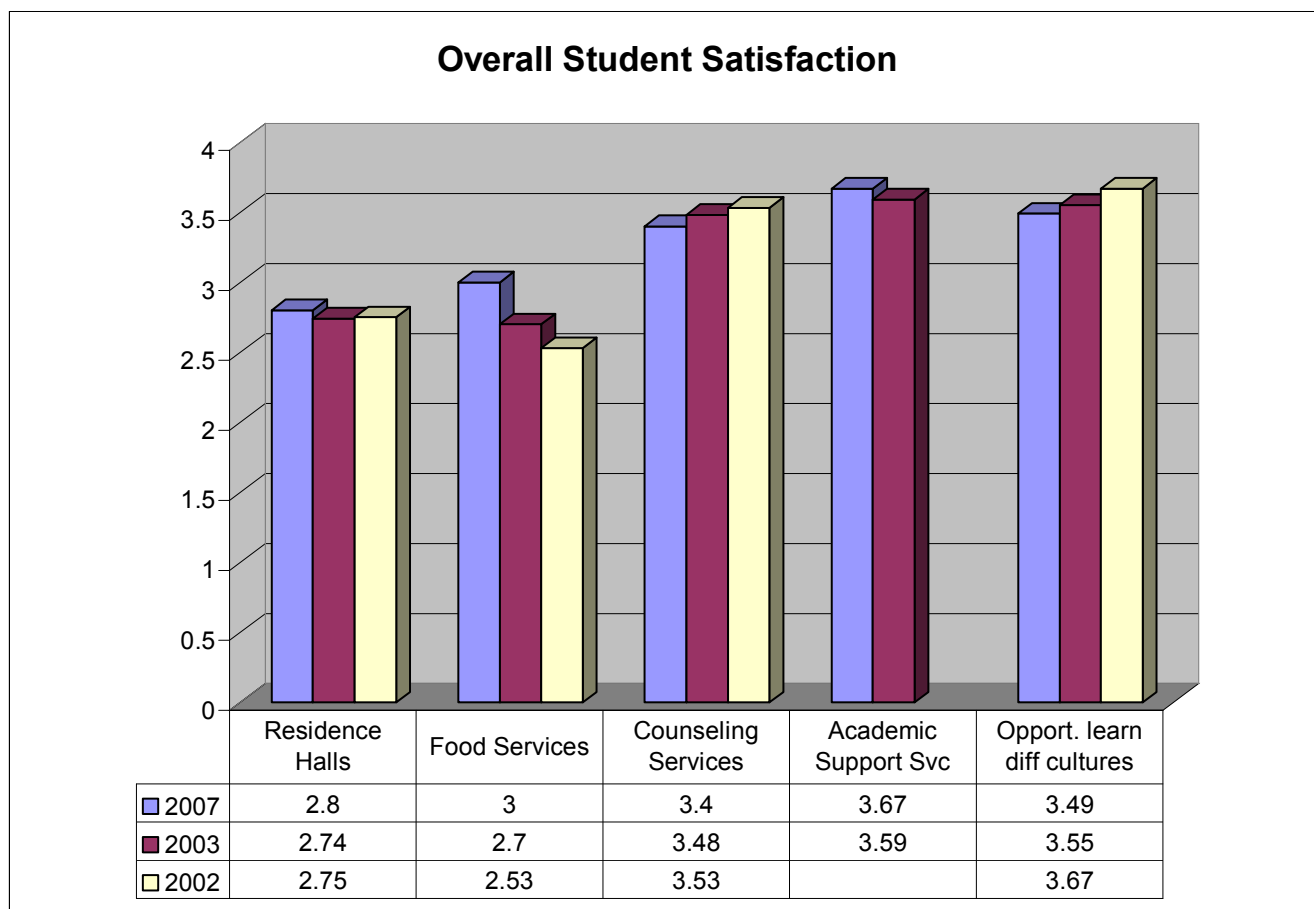
Action Items:

- Investments need to be made in the campus facilities in question.

Possible constituencies who can help:

Athletics department, Operations Office

Graph 14



“The apartments and dorms JB & JJ are falling apart. If you want to keep students from moving off campus. I suggest you invest in updating these facilities. Some rooms are becoming a safety issue and the school is choosing to ignore the issue.”

“Tabard never has milk or any healthy snacks. Often they are out by the time the evening students arrive.”

“I feel that this school could be more diverse. It is not segregated, but we could also do more to learn about other cultures.”

“I lived on campus prior o this year and I do not feel that NDNU is a very diverse campus.”

Findings/Observations:

In areas of Residence Halls, Counseling Services, Academic Support and Learning from Different Cultures, there have been small fluctuations of not more than .12 points in each area. Learning from different cultures and Counseling Services have declined each year the survey was administered. Of significance is the steady increase of Food Services, gains of .17 and .3 from 2002 to 2003, and from 2003 to 2007, respectively.

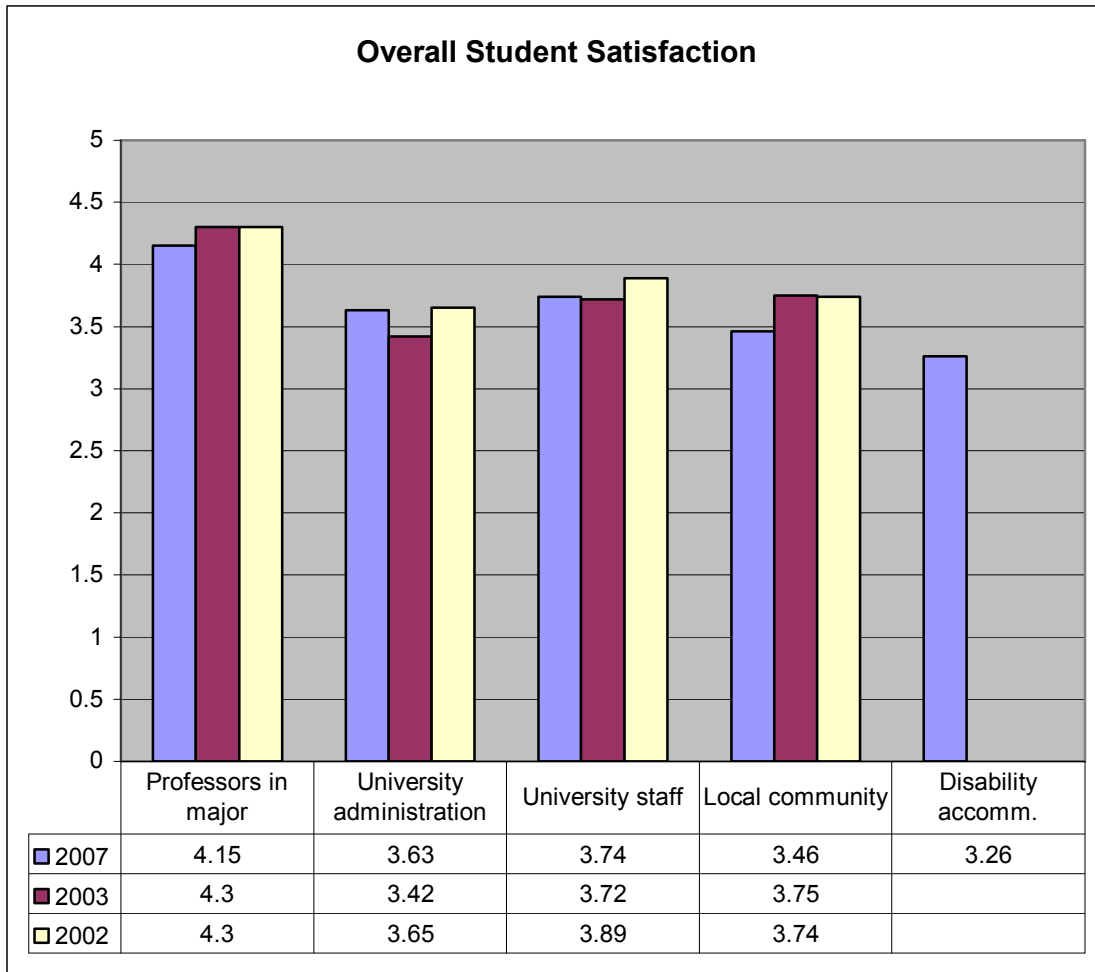
Action Items:

- Investments need to be made in the campus facilities in question.
- For Counseling and Academic Support Services, “customer” feedback or comment forms for satisfaction of service can be given to students each time they are served.
- Office of Mission and Diversity can highlight activities supporting different cultures, perhaps in a newsletter.

Possible constituencies who can help:

Counseling Services, Academic Success Center, Operations Office, Housing and Residence Life, Office of Mission and Diversity.

Graph 15



“We should make buildings more accessible to those with wheel chairs and provide more lighting and campus security in all the parking lots, especially the one by the mansion.”

“I feel that this school doesn't aid students with disabilities.”

“Problems with the professionalism of Public Safety. Public Safety doesn't make me feel any safer than if they were not around.”

“I do not feel that admin staff are supportive or helpful to students. It is frustrating to deal with office staff that are uncooperative...”

“Advisors need to get on top of things when it comes to advising because too many students get screwed.”

Findings/Observations:

Satisfaction in each area has decreased each year assessed except Administration, which decreased from 2002 to 2003 but increased from 2003 to 2007 by .21 points. Disability Accommodations was the first year assessed, thus becoming a standard for subsequent years.

Action Items:

As satisfaction within each area increases, the satisfaction will rub off on the students.

Possible constituencies who can help:

Each area concerned.