



# FACES OF THE FUTURE



Racial, Gender, & Opinion Diversity  
Office of Institutional Effectiveness

[www.jjc.edu/admin/ie](http://www.jjc.edu/admin/ie)

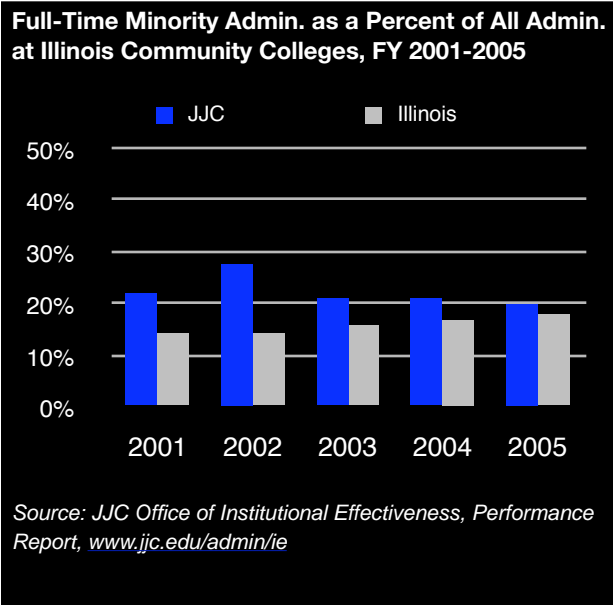
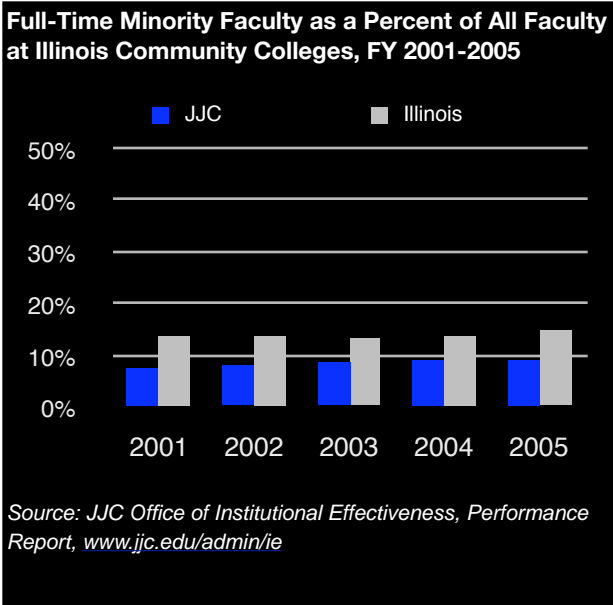
March 2006

This summary is part of a larger analysis related to the Faces of the Future Survey available on-line at <http://www.jjc.edu/admin/ie/information/Surveys/surveys.htm>

# RACIAL, GENDER, & OPINION DIVERSITY

In general, students indicate they feel students in their racial group are respected by faculty, staff, administrators, and other students. Students also respond positively when asked if other students in the gender group are respected by faculty, staff, and administrators.

As the figures below show, minority full-time faculty have been underrepresented at JJC in the past five years. Conversely, the percent of minority full-time administrators have been higher than the state average over the last five years. As the JJC District and student body becomes increasingly diverse (racial, linguistic, income, geographic origin, etc.) in the next 10 years, JJC will need to ensure its faculty truly represents the district population and student body.



A diverse faculty is important for two reasons: learning and economic. First, a diverse faculty translates into better learning outcomes. New research is conclusive: students learn better in environments where diversity is valued and practiced.<sup>1</sup> Secondly, a global and increasingly interconnected environment is quickly replacing a regional and disconnected one. In the process, artificial borders that demarcate state and regional boundaries are increasingly becoming blurred. Historically, this phenomenon would have facilitated the movement of human capital and physical capital over regional boundaries. While some local and city governments still design socioeconomic structures in this context, the ability of individuals to cross borders and markets to work outside of them has increased dramatically. A domestic economy simply doesn't exist anymore. Regions will soon no longer be able to value diversity as an end in itself, but as a requirement for success in the workplace. If community college districts do not address the issue of diversity in learning, their graduates will not be prepared to function in a globalized environment.

<sup>1</sup> Pascarella, E., & Terenzini, P. (2005). *How college affects students*. San Francisco: Jossey Bass.

# Respect for Racial Diversity: Staff/Admin.

*Percent of Students who Strongly Agree/Agree That Administrators & Staff Treat Students in their Racial Group with Respect, Fall 1999-2005*



F A L L	J J C				N A T I O N A L			
	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	Agree	Neutral	Disagree
1 9 9 9	35.4%	38.5%	21.8%	4.3%	37.3%	38.6%	19.2%	4.8%
2 0 0 0	34.7%	38.9%	21.9%	4.5%	38.2%	37.9%	18.9%	5.1%
2 0 0 1	36.5%	39.7%	20.4%	3.3%	39.4%	37.1%	18.5%	5.0%
2 0 0 2	38.2%	36.7%	20.4%	4.7%	39.5%	37.3%	18.3%	5.0%
2 0 0 3	34.7%	40.7%	18.9%	5.6%	39.8%	37.0%	18.3%	4.9%
2 0 0 4	42.9%	35.2%	16.9%	5.1%	40.3%	36.8%	17.9%	4.9%
2 0 0 5	37.5%	36.8%	22.2%	3.5%	41.8%	36.4%	17.1%	4.7%

*Note.* Students were asked to respond on a five-point scale to this question. In this table, “Disagree” includes “Disagree” and “Strongly Disagree.” Students were also given the option to reply “Does not apply.” These responses are not included in the percentages in the table or chart.

# Respect for Racial Diversity: Students

*Percent of Students who Strongly Agree/Agree that Students in Their Racial Group are Treated with Respect by Students in Other Racial Groups, Fall 1999-2005*

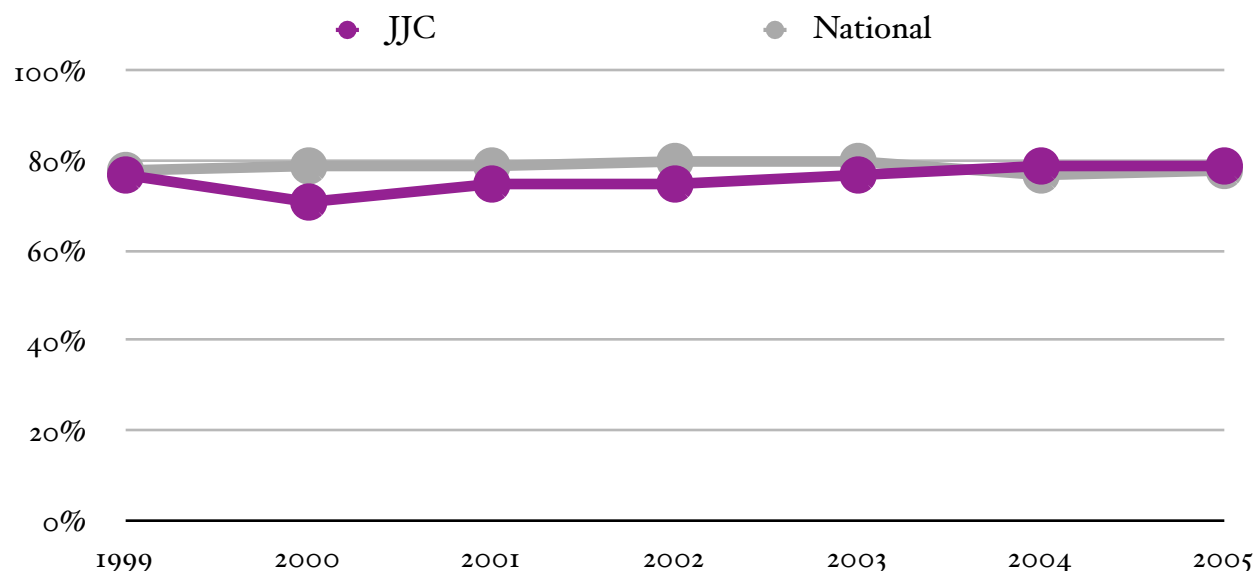


FALL	JJC				NATIONAL			
	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	Agree	Neutral	Disagree
1999	26.0%	34.8%	30.7%	8.5%	32.0%	38.2%	24.8%	5.1%
2000	28.2%	38.6%	28.2%	5.1%	33.6%	38.2%	23.2%	5.1%
2001	27.7%	36.6%	30.0%	5.7%	35.0%	38.0%	22.3%	4.7%
2002	31.5%	36.2%	26.7%	5.7%	35.4%	37.4%	22.3%	4.9%
2003	29.2%	35.9%	27.6%	7.4%	35.4%	37.2%	22.6%	4.8%
2004	31.4%	40.0%	20.9%	7.7%	35.5%	37.3%	22.2%	5.1%
2005	34.4%	33.4%	25.7%	6.4%	37.5%	36.6%	21.2%	4.6%

*Note.* Students were asked to respond on a five-point scale to this question. In this table, “Disagree” includes “Disagree” and “Strongly Disagree.” Students were also given the option to reply “Does not apply.” These responses are not included in the percentages in the table or chart.

# Respect for Racial Diversity: Faculty

*Percent of Students who Strongly Agree/Agree that Instructors Treat Students in Their Racial Group with Respect, Fall 1999-2005*

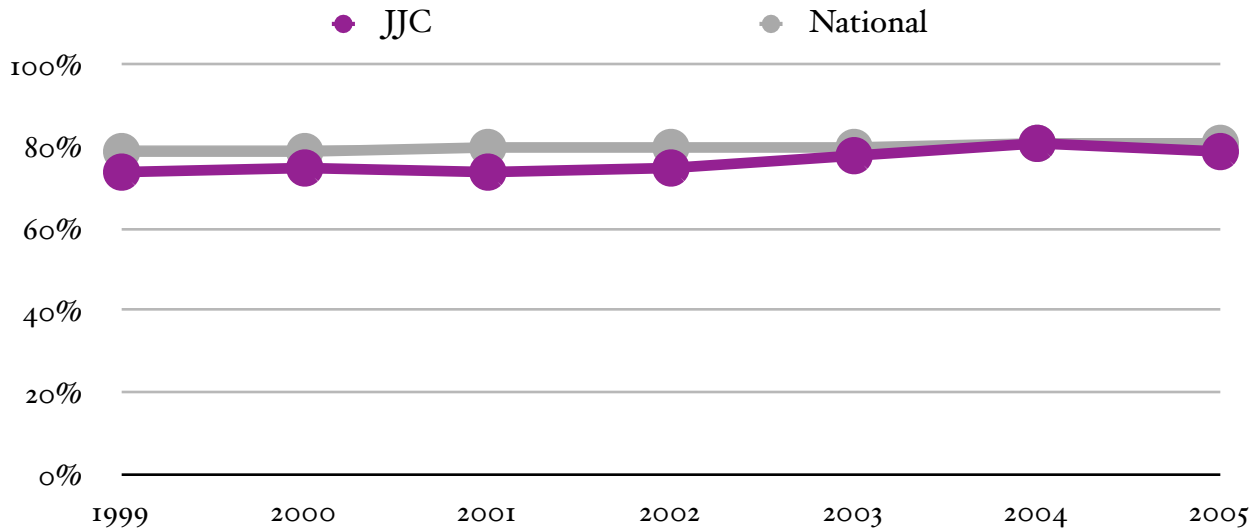


FALL	JJC				NATIONAL			
	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	Agree	Neutral	Disagree
1999	32.8%	44.0%	20.4%	2.8%	39.2%	39.0%	18.4%	3.4%
2000	36.8%	34.1%	23.2%	6.0%	39.9%	38.7%	17.8%	3.6%
2001	38.7%	35.6%	24.0%	1.7%	41.3%	38.1%	17.2%	3.4%
2002	39.1%	36.2%	21.8%	3.0%	41.7%	37.7%	17.3%	3.3%
2003	34.0%	43.1%	19.2%	3.8%	41.7%	37.5%	17.3%	3.4%
2004	40.6%	38.0%	18.0%	3.4%	41.4%	36.2%	17.1%	5.3%
2005	43.1%	36.1%	17.0%	3.8%	42.9%	35.3%	16.5%	5.3%

*Note.* Students were asked to respond on a five-point scale to this question. In this table, “Disagree” includes “Disagree” and “Strongly Disagree.” Students were also given the option to reply “Does not apply.” These responses are not included in the percentages in the table or chart.

# Respect for Gender Diversity: Faculty/Staff

*Percent of Students who Strongly Agree/Agree that Instructors and Administrators Treat Students of Their Gender with Respect, Fall 1999-2005*

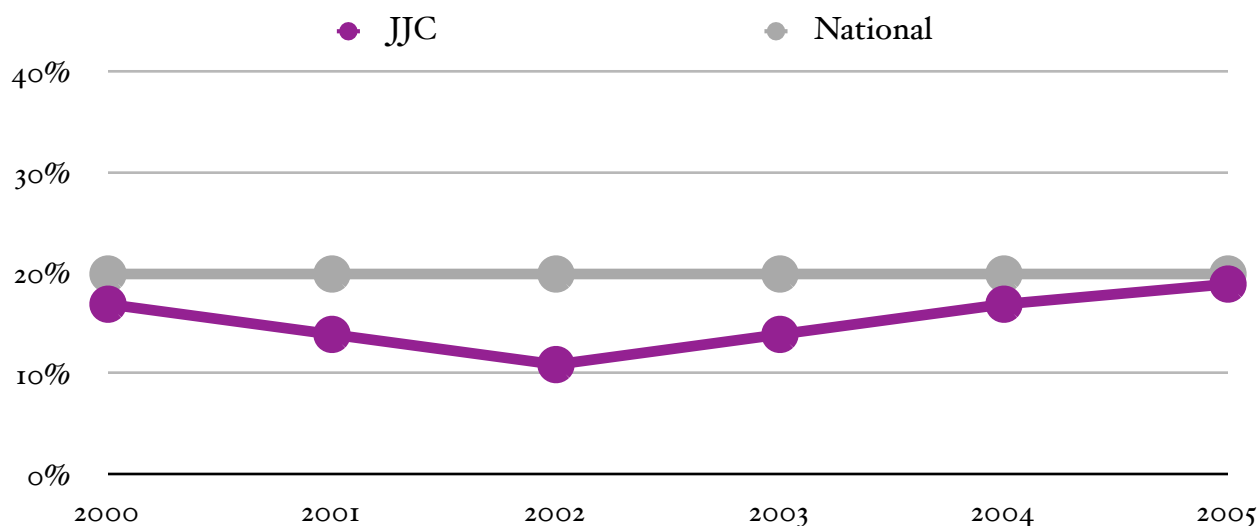


FALL	JJC				NATIONAL			
	Strongly Agree	Agree	Neutral	Disagree	Strongly Agree	Agree	Neutral	Disagree
1999	29.1%	45.3%	21.0%	4.6%	37.2%	41.8%	17.7%	3.2%
2000	36.2%	38.7%	19.4%	5.7%	38.3%	40.8%	17.2%	3.7%
2001	34.0%	40.3%	21.6%	4.0%	39.6%	40.3%	16.6%	3.5%
2002	33.8%	40.6%	22.0%	3.7%	40.0%	39.9%	16.8%	3.3%
2003	32.9%	44.9%	19.8%	2.4%	40.0%	40.0%	16.6%	3.4%
2004	39.7%	40.6%	14.5%	5.1%	40.6%	39.8%	16.3%	3.4%
2005	41.3%	37.6%	19.2%	1.9%	42.3%	39.0%	15.6%	3.2%

*Note.* Students were asked to respond on a five-point scale to this question. In this table, “Disagree” includes “Disagree” and “Strongly Disagree.” Students were also given the option to reply “Does not apply.” These responses are not included in the percentages in the table or chart.

# Developing an Openness to Others' Opinions

*Percent of Students who Strongly Agree/Agree Their College Made a Major Contribution in Developing an Openness to Opinions other Than Their Own, Fall 1999-2005*



FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	16.9%	63.3%	19.8%	20.2%	63.8%	16.0%
2001	14.0%	65.2%	20.7%	19.9%	63.4%	16.7%
2002	10.9%	68.9%	20.2%	19.9%	63.2%	16.9%
2003	13.7%	64.9%	21.4%	19.5%	63.3%	17.1%
2004	16.8%	64.7%	18.5%	20.1%	63.4%	16.5%
2005	19.2%	61.9%	18.9%	20.0%	63.2%	16.8%

*Note.* This question also appears in the section on *Contributions to Growth & Learning*.