Diversity Assignment Part One

Diversity within SCI90T
**Introduction:**

As being a part of Sci90T, we all had to communicate with other classmates and create success teams to research the diversity within our class. With our group of four members, we each individually surveyed twenty-five students within the SCi90T department and determined the diversity of students we encounter on a weekly basis. This assignment also taught us how to be able to work together in a group.

**Method:**

Each team member will individually survey twenty-five different students who are in the Sci90T course this semester. As stated, the survey allows us to see the diversity within our class we encounter on a weekly basis. The survey consisted of many simple questions starting with gender and class level and the following questions we asked gave us an idea of the student’s background as a college student—by asking if the student was a first generation student attending college, their race and ethnicity, if the majority of the friends they hang out with are of the same race/ethnicity as the define themselves as, and lastly their religion. For our combined data we chose six different points to analyze which included: gender, class level, race/ethnicity, religion, whether they were first generation college students, and were the majority of their friends the same race/ethnicity as them.

**Findings:**

From the one hundred people we interviewed all together, we had an equal amount of female and male participants. Not so astonishing, fifty percent of our class is made up of freshman. To our surprise, more than half of the people are not first generation students. We would think it would have been the opposite. The Hispanic race dominates over the others being present in this course.
as we came to see. They are fewer African Americans and Caucasians participating in Sci90T according to the data we all gathered.

**First Analysis: Gender**

![Gender Chart]

**Second Analysis: Class Level**

![Class Level Chart]

**Gender**

Within our findings, 50% students were of male gender and the other 50% students were of female gender.

**Class Level**

The survey has shown that out of 100 students randomly chosen in our Sci90T class, 50% are freshman, 28% are sophomores, 20% are juniors, and 2% are seniors.
Third Analysis: First Generation Student

To give us a better understanding of the student we had asked if they were a first generation college student within their immediate family. 54% of students answered no, they are not a first generation college student and the remaining 46% student answered yes, they are a first generation college student.

Fourth Analysis: Race/Ethnicity

In our findings, we calculated that 32% of our Sci90T class are Hispanic. 20% of students are Asian, 17% are of a different ethnicity or mixed, 16% are African American, and 15% are white.
**Fifth Analysis: Majority of friends are of the same Race/Ethnicity?**

[Bar chart showing yes and no responses]

Another question was if the student’s friends are of the same race/ethnicity as them and 53% of students’ response were yes and the remaining 47% responded no, their friends are not of the same race/ethnicity.

**Religion**

Within 100 students being surveyed 42% were Catholics, 23% were Christians, 7% were Buddhists, 4% were Muslims and the remaining 24% had a different belief such as being Spiritual, an Atheist or they chose not to answer.
Conclusion:

After surveying 100 students, our data has somewhat proved to us of how diverse SJSU is by experimenting with our Sci90T class—not only ethnicity wise, but by religion and the amount of students trying to interact with a different ethnic group outside of their race on a day to day basis. Furthermore, our data has helped us conclude the majority of students attending SJSU are not first generation students attending college. It was not much of a surprise to see so many freshmen in Sci90T since they are just starting their experience at SJSU. Overall, this assignment gave us the chance to be able to meet new people as well as learn how to work productively as a team.
APPENDIX

Title Page 1

Introduction 2

Method 2

Findings 2-5

Conclusion 6

Excel Sheets 8