

2011 Diverse Learning Environments Survey

NOTE: The 2011 Diverse Learning Environments (DLE) Survey is a web-based survey and therefore this document does not reflect the web-based formatting.

1. Where did you begin college?
I started here as a first-time freshman
I started at a different college

2. What is your current class standing? (4-year schools only)
Freshman/first year
Sophomore/second year
Junior/third year
Senior/fourth year
Fifth-year senior or more

2. Please indicate how many college credit units you have completed: (2-year schools only)
0-24 units
25-59 units
60-89 units
90 units or more

3. Are you enrolled as a:
Full-time student
Part-time student
Not enrolled

4. Please indicate the extent to which you agree or disagree with the following statements:
(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

- It will take me longer to graduate than I had planned
- Faculty empower me to learn here
- I see myself as a part of the campus community
- At least one staff member has taken an interest in my development
- Faculty believe in my potential to succeed academically
- I feel that I am a member of this college
- Staff encourage me to get involved in campus activities
- I may have to choose between financially supporting my family and going to college
- If asked, I would recommend this college to others
- Staff recognize my achievements
- At least one faculty member has taken an interest in my development
- I feel a sense of belonging to this campus
- I am interested in seeking information about current social and political issues
- Faculty encourage me to meet with them after or outside of class
- Faculty show concern about my progress
- People in my community are counting on me to do well in college
- I plan to work alongside underserved communities

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5. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Responses: Highest 10%, Above Average, Average, Below Average, Lowest 10%)

Ability to see the world from someone else's perspective
Tolerance of others with different beliefs
Openness to having my own views challenged
Ability to discuss and negotiate controversial issues
Ability to work cooperatively with diverse people

6. Since entering this college, how often have you:

(Responses: Frequently, Occasionally, Not at All)

Utilized the following services:

Writing center
Tutoring or other academic assistance
Disability resource center
Career counseling and advising
Academic advising
Review of transcript by an official
Financial aid advising
Study skills advising
Student health services
Student psychological services
Attended professor's office hours
Used the college's website to learn about campus resources
Participated in study groups
Read this college's catalog (paper or online)
Participated in programs for students who are parents
Discussed course content with students outside of class

7. Please indicate the extent to which you agree or disagree with the following statements. This college:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

Encourages students to have a public voice and share their ideas openly
Has a long-standing commitment to diversity
Accurately reflects the diversity of its student body in publications (e.g., brochures, website)
Appreciates differences in sexual orientation
Promotes the appreciation of cultural differences
Has campus administrators who regularly speak about the value of diversity
Has a lot of racial tension
Provides the financial support I need to stay enrolled

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8. To what extent have you experienced the following with students from a racial/ethnic group other than your own?

(Responses: Very Often, Often, Sometimes, Seldom, Never)

- Dined or shared a meal
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Had guarded, cautious interactions
- Shared personal feelings and problems
- Had tense, somewhat hostile interactions
- Had intellectual discussions outside of class
- Felt insulted or threatened because of your race/ethnicity
- Studied or prepared for class
- Socialized or partied

9. Please indicate the importance to you personally of each of the following:

(Responses: Essential, Very Important, Somewhat Important, Not Important)

- Influencing the political structure (e.g., voting, education campaigns, get-out-the-vote efforts)
- Keeping up to date with political affairs
- Influencing social values
- Working to correct social and economic inequalities
- Raising a family
- Helping to promote racial understanding
- Working to achieve greater gender equity
- Creating a plan to achieve my career goals
- Being very well-off financially
- Becoming a community leader
- Helping others who are in difficulty
- Participating in a community action program

10. How often in the past year did you interact with someone:

(Responses: Frequently, Occasionally, Not at All)

- From a country other than your own
- From a religion different from your own
- From a socioeconomic class different from your own
- Of a sexual orientation different from your own
- With a disability

11. How often in the past year did you:

(Responses: Frequently, Occasionally, Not at All)

- Make an effort to get to know people from diverse backgrounds
- Use different points of view to make an argument
- Feel challenged to think more broadly about an issue
- Challenge others on issues of discrimination
- Apply concepts from courses to real life situations
- Recognize the biases that affect your own thinking
- Make an effort to educate others about social issues
- Critically evaluated your own position on an issue
- Discuss issues related to sexism, gender differences, or gender equity

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12. While at this college, how often have you experienced harassment or discrimination based on your:
(Responses: *Very Often, Often, Sometimes, Seldom, Never*)

Ability/disability status
Age
Citizenship status
Political beliefs
Race/ethnicity
Religious/spiritual beliefs
Sex
Sexual orientation
Socioeconomic status

13. Please indicate how often at this college you have:
(Responses: *Very Often, Often, Sometimes, Seldom, Never*)

Witnessed discrimination
Reported an incident of discrimination to a campus authority
Experienced sexual harassment
Reported an incident of sexual harassment to a campus authority
Heard insensitive or disparaging racial remarks from:
Students
Faculty
Staff

14. Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination while at this college:
(Responses: *Very Often, Often, Sometimes, Seldom, Never*)

Verbal comments
Written comments (e.g., emails, texts, writing on walls)
Exclusion (e.g., from gatherings, events)
Offensive visual images or items
Threats of physical violence
Physical assaults or injuries
Anonymous phone calls
Damage to personal property

15. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.
(Responses: *Highest 10%, Above Average, Average, Below Average, Lowest 10%*)

Academic ability
Mathematical ability
Self-confidence (intellectual)
Drive to achieve

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16. Have you participated in any of the following academic programs at this college?

(Responses: No, Yes)

Freshman orientation

Transfer orientation

Re-entry student program

Honors program

Undergraduate research program

Faculty/mentor program

Academic support services for low-income/first generation students

A formal program where a group of students take two or more courses together (e.g., FIG, learning community, linked courses)

Study abroad program

English as a Second Language (ESL) instruction

17. How often in the past year did you:

(Responses: Frequently, Occasionally, Not at All)

Ask questions in class

Support your opinions with a logical argument

Seek solutions to problems and explain them to others

Revise your papers to improve your writing

Evaluate the quality or reliability of information you received

Take a risk because you felt you had more to gain

Seek alternative solutions to a problem

Look up scientific research articles and resources

Explore topics on your own, even though it was not required for a class

Accept mistakes as part of the learning process

Seek feedback on your academic work

Integrate skills and knowledge from different sources and experiences

18. How many courses have you taken at this college that included the following?

(Responses: None, One, 2-4, 5 or more)

Mostly online instruction

Materials/readings about gender

Opportunities to study and serve communities in need (e.g., service learning)

Materials/readings about race/ethnicity

Materials/readings about socioeconomic class differences

A remedial or developmental focus

Materials/readings about privilege

Opportunities for intensive dialogue between students with different backgrounds and beliefs

Materials/readings about sexual orientation

Materials/readings about disability

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19. Since entering this college, how often have you:
(Responses: *Frequently, Occasionally, Not at All*)

- Missed class due to personal/family responsibilities
- Missed class due to employment
- Felt family support to succeed
- Contributed money to help support your family
- Not been able to get into the classes you need because they were full
- Not been able to take the classes you need because they were not offered/were cancelled
- Had difficulty in commuting/getting to campus
- Taken classes when most campus services were closed

20. Please indicate how often you have experienced the following in class at this college:
(Responses: *Very Often, Often, Sometimes, Seldom, Never*)

- Faculty were able to determine my level of understanding of the course material
- Felt that faculty provided me with feedback that helped me assess my progress in class
- Felt that my contributions were valued in class
- Felt that faculty encouraged me to ask questions and participate in discussions

21. Since entering this college have you:
(Responses: *No, Yes*)

- Taken a leave of absence from this college temporarily
- Taken a course from another institution while taking classes here
- Considered dropping out of college
- Taken a summer course at this college
- Taken a summer course at another college
- Taken an online course from another college
- Considered transferring to another college

22. Not including this college have you have taken courses at any other type of institution?
(Responses: *No, Yes*)

- 2-year or community college
- 4-year institution
- Vocational or trade school

If yes to any of Q22

22a. In deciding to take courses at another institution, how important were each of the following reasons?
(Responses: *Essential, Very Important, Somewhat Important, Not Important*)

- To fulfill degree requirements
- To have a more convenient class schedule
- To complete my degree quicker
- Tuition was less expensive
- The location was more convenient
- Courses I needed to take were not offered at this college
- To challenge myself academically
- To take a class to explore my interests
- To earn a degree or certificate that is not offered at this college

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23. Since beginning college have you ever stopped taking classes for more than one year?

Yes

No

If yes to Q23

23a. How important were each of the following in your decision to stop taking classes for more than one year?

(Responses: Essential, Very Important, Somewhat Important, Not Important)

Changed my career plans

Wasn't doing as well academically as I expected

Felt like I didn't "fit in" at my college

Was bored with my coursework

Wanted a better social life

Was placed on academic probation

Had family responsibilities

Was tired of being a student

Had medical issues

Had a good job offer

Had money problems and could no longer afford to attend college

24. Since entering this college, how often have you:

(Responses: Very Often, Often, Sometimes, Seldom, Never)

Performed community service

Helped raise money for a cause or campaign

Discussed politics

Publicly communicated your opinion about a cause (e.g., blog, email, petition)

Demonstrated for a cause (e.g., boycott, rally, protest)

Attended presentations, performances, or art exhibits on diversity

Attended debates or panels about diversity issues

Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)

Participated in LGBT Center activities

Participated in Racial/Ethnic or Cultural Center activities

Participated in Women's/Men's Center activities

Participated in Religious/Spiritual clubs/groups

Participated in Disability Center activities

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25. Since entering this college have you:

(Responses: No, Yes)

- Joined a social fraternity or sorority
- Joined an ethnic or culturally-based fraternity or sorority
- Taken an ethnic studies course
- Taken a women's studies course
- Taken an LGBT studies course
- Joined a racial/ethnic student organization reflecting your own background
- Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)
- Participated in leadership training
- Joined a club or organization related to your major
- Joined a religious club (e.g., Christian Fellowships, Hillel, Baha'i Club)
- Joined a racial/ethnic student organization reflecting a background other than your own
- Joined an LGBT student organization
- Joined a student-run political club
- Voted in the 2010 fall election

26. Please rate your satisfaction with this college in each area:

(Responses: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

- Overall sense of community among students
- Racial/ethnic diversity of the faculty
- Racial/ethnic diversity of the student body
- Racial/ethnic diversity of the staff
- Interactions among different racial/ethnic groups
- Atmosphere for political differences
- Atmosphere for religious differences
- Atmosphere for differences in sexual orientation
- Administrative response to incidents of discrimination
- Respect for the expression of diverse beliefs

27. Do you have any concern about your ability to finance your college education?

- None (I am confident that I will have sufficient funds)
- Some (but I probably will have enough funds)
- Major (not sure I will have enough funds to complete college)

28. Did you graduate from high school?

- Yes, graduated from high school
- No, did not graduate from high school, but passed GED test
- Neither of the above

29. What was your average grade in high school?

- A or A+
- A-
- B+
- B
- B-
- C+
- C
- D

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30. Are you Hispanic or Latino?

No

Yes, Mexican American/Chicano

Yes, Puerto Rican

Yes, Central American

Yes, Other Hispanic or Latino

31. What is your race? (Select one or more)

American Indian or Alaska Native

Asian

East Asian (e.g. Chinese, Japanese, Korean, Taiwanese)

Southeast Asian (e.g. Cambodian, Vietnamese, Hmong, Filipino)

South Asian (e.g. Indian, Pakistani, Nepalese, Sri Lankan)

Other Asian

Black

African American/Black

African

Caribbean

Other Black

Native Hawaiian or Other Pacific Islander

White

European

Middle Eastern

Other White

32. Do you identify as multiracial?

No

Yes

33. Your sex:

Male

Female

34. Do you identify as transgender?

No

Yes

35. What is your sexual orientation?

Heterosexual

Homosexual

Bisexual

Other

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36. Please provide your best estimate of your total family income last year. Consider income from all sources before taxes.

- Less than \$10,000
- \$10,000-14,999
- \$15,000-19,999
- \$20,000-24,999
- \$25,000-29,999
- \$30,000-39,999
- \$40,000-49,999
- \$50,000-59,999
- \$60,000-74,999
- \$75,000-99,999
- \$100,000-149,999
- \$150,000-199,999
- \$200,000-249,999
- \$250,000 or more

37. What type(s) of financial aid did you use this academic year?

(Responses: Not marked, Marked)

None, did not apply

None, applied and was turned down

Aid which need not be repaid (grants, scholarships, military funding, etc)

Aid which must be repaid (loans, etc)

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38. Mark your primary or probable undergraduate major:

If applicable, mark your second undergraduate major:

ARTS AND HUMANITIES

Art, fine and applied
 English (language and literature)
 History
 Journalism
 Language and Literature (except English)
 Music
 Philosophy
 Speech
 Theatre or Drama
 Theology or Religion
 Other Arts and Humanities

BIOLOGICAL SCIENCE

Biology (general)
 Biochemistry or Biophysics
 Botany
 Environmental Science
 Marine (Life) Science
 Microbiology or Bacteriology
 Zoology
 Other Biological Science

BUSINESS

Accounting
 Business Admin. (general)
 Finance
 International Business
 Marketing
 Management
 Secretarial Studies
 Other Business

EDUCATION

Business Education
 Elementary Education
 Music or Art Education
 Physical Education or Recreation
 Secondary Education
 Special Education
 Other Education

ENGINEERING

Aeronautical or Astronautical
 Eng
 Civil Engineering
 Chemical Engineering
 Computer Engineering
 Electrical or Electronic
 Engineering
 Industrial Engineering
 Mechanical Engineering
 Other Engineering

PHYSICAL SCIENCE

Astronomy
 Atmospheric Science (incl. Meteorology)
 Chemistry
 Earth Science
 Marine Science (incl. Oceanography)
 Mathematics
 Physics
 Other Physical Science

PROFESSIONAL

Architecture or Urban Planning
 Family & Consumer Sciences
 Health Technology (medical, dental, laboratory)
 Library or Archival Science
 Medicine, Dentistry, Veterinary
 Medicine
 Nursing
 Pharmacy
 Therapy (occupational, physical, speech)
 Other Professional

SOCIAL SCIENCE

Anthropology
 Economics
 Ethnic Studies

Geography
 Political Science (gov't., international relations)

Psychology
 Public Policy
 Social Work
 Sociology
 Women's Studies
 Other Social Science

TECHNICAL

Building Trades
 Data Procession or Computer Programming
 Drafting or Design
 Electronics
 Mechanics
 Other Technical

VOCATIONAL

(2-yr schools only)

Cosmetology
 Criminal Justice
 Culinary Arts
 Esthetician/Manicurist/Massage
 Fire Science
 Funeral and Mortuary Science
 Interior Design
 Paralegal/Legal Assistant
 Security and Protective Services
 Other Vocational

OTHER FIELDS

Agriculture
 Communications
 Computer Science
 Forestry
 Kinesiology
 Law Enforcement
 Military Science
 Other Field
 Undecided

39. How many hours per week do you work for pay?

(Responses: None, 1-5 hrs, 6-10 hrs, 11-15 hrs, 16-20 hrs, 21-30 hrs, 31-40 hrs, Over 40 hrs)

- On-campus
- Off-campus

40. What is the highest academic degree that you intend to obtain?

- None
- Vocational certificate
- Associate (A.A. or equivalent)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Ph.D. or Ed.D.
- M.D., D.O., D.D.S., or D.V.M.
- J.D. (Law)
- B.D. or M.Div. (Divinity)
- Other

- Highest planned
- Highest planned at this college

41. What is the average grade you received during your college career, both overall and in your major? (If you don't yet have a major, leave major blank)

(Responses: A or A+, A-, B+, B-, C+, C, D)

- Overall GPA
- Primary Major GPA

42. Are you a veteran?

- No
- Yes

43. Do you speak a language other than English at home?

- Yes
- No

If yes to Q43

43a. With which language do you feel more comfortable?

- English
- Other Language
- Equally comfortable with English and Other Language

44. Please mark the sex of your parent(s) or guardian(s).

(Responses: Male, Female)

Parent/Guardian 1:

Parent/Guardian 2:

45. What is the highest level of education completed by each of your parent(s)/guardian(s)?

Junior high/middle school or less

Some high school

High school graduate

Some college

Associate's degree (A.A. or equivalent)

Bachelor's degree (B.A., B.S., etc.)

Master's degree (M.A., M.S., MBA, etc.)

Doctoral or Professional degree (Ph.D., J.D., M.D., etc.)

Don't know

Parent/Guardian 1

Parent/Guardian 2

46. Do you have any of the following disabilities or medical conditions?

(Responses: No, Yes)

Learning disability (dyslexia, etc.)

Attention-deficit/hyperactivity disorder (ADHD)

Physical disability (speech, sight, mobility, hearing, etc.)

Chronic illness (cancer, diabetes, autoimmune disorders, etc.)

Psychological disorder (depression, etc.)

Other

47. How would you characterize your political views?

Far left

Liberal

Middle of the road

Conservative

Far right

48. Which of the following most accurately describes your background?

My parents/legal guardians and I were born in the United States

I was born in the United States; one parent/guardian was not

I was born in the United States; both my parents/legal guardians were not

Foreign-born naturalized citizen

Permanent legal resident

Foreign born on student visa

Other status

If response to Q48 was 'foreign-born naturalized citizen', 'Permanent legal resident', 'Foreign born on student visa', or 'Other status'

48a At what age did you arrive in the U.S.?

- Under 5
- 6-12
- 13-18
- 19-25
- 26 or older

49. What is your preferred religious identification?

- Baptist
- Buddhist
- Church of Christ
- Eastern Orthodox
- Episcopalian
- Hindu
- Jewish
- LDS (Mormon)
- Lutheran
- Methodist
- Muslim
- Presbyterian
- Quaker
- Roman Catholic
- Seventh Day Adventist
- United Church of Christ/Congregational
- Other Christian
- Other Religion
- None

50. What is your age?

- 16 or younger
- 17
- 18
- 19
- 20
- 21-24
- 25-29
- 30-39
- 40-54
- 55 or older

51. How many children do you have?

(Responses: 0,1,2,3,4+)

- Under 18 years old
- 18 years or older

IF YOU HAVE OPTED TO INCLUDE ADDITIONAL LOCAL QUESTIONS, THEY WILL BE DELIVERED TO YOUR STUDENTS AFTER ANY MODULES YOU HAVE CHOSEN

Classroom Climate Module

This optional module asks respondents about their perception of the classroom environment and the various types of pedagogical practices employed by instructors.

1. Please indicate the extent to which you agree or disagree with each of the following statements:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

- I feel comfortable sharing my own perspectives and experiences in class
- I am able to explore my own background through class projects/assignments
- I have been singled out in class because of my race/ethnicity, gender, sexual orientation, or religious affiliation
- I feel I have to work harder than other students to be perceived as a good student
- In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation
- I don't feel comfortable contributing to class discussions

2. Please indicate the extent to which you agree or disagree with each of the following statements that instructors:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

- Know students' names
- Value individual differences in the classroom
- Are sensitive to the ability levels of all students
- Help students learn how to bring about positive change in society
- Encourage students from diverse backgrounds to work together
- Communicate high expectations for students' performance
- Turn controversial topics into good discussions
- Encourage students to contribute different perspectives in class
- Share their own experiences and background in class
- Have open discussions about privilege, power and oppression
- Treat all students in class as though they are capable learners
- Include diverse perspectives in class discussions/assignments
- Motivated me to work harder than I thought I could
- Are passionate about what they teach
- Teach students tolerance and respect for different beliefs

3. How many of your courses this year involve:

(Responses: 0, 1,2,3,4 or more)

- Lectures (exclusively or almost exclusively)
- Class discussions
- Student presentations
- Multiple short papers
- One or more research papers of 10+ pages
- Multiple drafts of written work
- Group projects
- Lab work
- Cooperative learning (small groups)
- Reflective writing/journaling
- Electronic quizzes with immediate feedback in class (e.g., clickers)

Transition to the Major Module

This optional module asks respondents about their experiences in selecting a major. It is appropriate for students who have not yet declared a major as well as those who have declared a major. Because many institutions report student attrition at this point in college, this information may be useful to help campuses investigate difficulty at this important transition stage.

1. In thinking about declaring a major, how helpful were the following?

(Responses: Very Helpful, Somewhat Helpful, Not Very Helpful, Not Helpful at all, Did not use/do)

- Taking a variety of classes from different programs/majors
- Exploring how a major leads to specific career options
- Finding a supportive faculty member in the major
- Talking to an upperclass student in the major
- Figuring out my career plans
- Talking to a counselor/academic advisor
- Finding a major that has a welcoming environment

2. Indicate the extent to which you agree or disagree with the following statements:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

- There are too many steps to declare a major here
- I think it does not matter what my major is, only that I obtain a degree
- The availability of jobs is an important consideration for me in choosing a major
- I do not know what I want to do in life
- Regardless of my choice of major, the skills I gain in college will be applicable to any future career
- I think my major should be closely linked to my intended career
- I will be/was unable to get into my first-choice major
- I do not know enough about majors to choose
- I feel pressure from my parents/guardians to pursue a particular major
- Information distributed on majors is useful
- It is important that I find my major interesting, regardless of how “practical” it is
- This campus has many events/activities to help students choose a major
- The current economy has led me to question my major choice
- I am likely to pursue my major at another institution

3. Have you officially declared your major?

- Yes
- No

IF MAJOR IS NOT DECLARED, THEN STUDENT IS FINISHED WITH THIS SECTION OF THE SURVEY.

3a. In thinking about your primary major, indicate the extent to which you agree or disagree with each of the following:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

- I had expected to get better grades than the grades I have earned so far
- Faculty are approachable
- I feel confident I will succeed
- I have a peer support network among students
- The faculty and staff demonstrate a strong commitment to diversity
- There is a sense of competition between students
- There is high quality teaching
- Faculty are interested in my development as a student
- My parents/guardians are supportive of my choice of major
- I am considering changing my major in the future

3b. How many times have you changed your major (either officially or unofficially) since entering this college?

- None
- One
- Two
- Three
- Four
- Five or more

IF STUDENT ANSWERS NONE, THEN STUDENT IS FINISHED WITH THIS SECTION, OTHERWISE GOES ON TO NEXT QUESTION

3b1. Please indicate the extent to which you agree or disagree with each of the following:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

- Courses in my previous major were too difficult
- My previous major was not a good fit for me
- Students were too competitive in my previous major
- I was not able to take the courses I needed in my previous major
- My academic interests have changed
- My career goals have changed
- Courses in my previous major required too much time
- Course materials were too expensive in my previous major
- I expect to earn better grades in my current major than in my previous major

Intergroup Relations Module

This optional module asks respondents about their capacity to engage respectfully across group differences.

1. Please indicate the extent to which you agree or disagree with each of the following statements:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

- It is hard to listen to points of view that challenge my values
- I have a clear sense of my racial/ethnic background and what it means for me
- I clam up (freeze) when conflict involves strong emotions
- I have a lot of pride in my racial/ethnic group and its accomplishments
- I would rather hear a person's conflicting view than have them remain silent
- I feel a strong attachment toward my own racial/ethnic group
- I can help people from different groups use conflict constructively

2. While at this college:

(Responses: Very Often, Often, Sometimes, Seldom, Never)

- I have spent time trying to learn more about my racial/ethnic identity group
- I have been in situations where I was the only person of my race/ethnic group

3. Please indicate the extent to which you agree or disagree with each of the following statements:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

- Students here are willing to talk about equity, injustice, and group differences
- When people feel frustrated about racial/ethnic stereotypes applied to their group, I feel some of their frustration too
- Discrimination in the workplace still limits the success of many people of color
- When people feel proud of the accomplishments of someone of their racial/ethnic group, I feel some of their pride as well
- Most people of color are no longer discriminated against in this country
- There is at least one staff or faculty member here that I can talk to about difficult social justice issues
- What one can achieve in life is still limited by one's race or ethnicity
- When people express regret about the racial/ethnic biases they were taught, I can empathize with their feelings
- Inequalities in the educational system limit the success of people of color
- When I learn about the injustices that people of different races/ethnicities have experienced, I tend to feel some of the anger that they do

4. How often in the past year have you:

(Responses: Very Often, Often, Sometimes, Seldom, Never)

- Avoided using language that reinforces negative stereotypes
- Participated in a coalition of different groups to address social justice issues
- Challenged others on derogatory comments
- Reinforced others for behaviors that support diversity
- Made efforts to educate myself about other groups
- Worked with others to challenge discrimination

5. We are all members of different social identity groups (e.g., sex, race, ethnicity, sexual orientation, socioeconomic class). How often in the past year have you thought about your:

(Responses: Very Often, Often, Sometimes, Seldom, Never)

- Ability/disability status
- Age
- Citizenship status
- Gender
- Political affiliation
- Race/ethnicity
- Religious/spiritual affiliation
- Sexual orientation
- Socioeconomic class

Climate for Transfer at 2-Year Institutions Module

This optional module asks respondents about practices at 2-year institutions regarding the transfer pathway and climate of support. It is designed for 2-year institutions and community colleges only.

1. Please indicate the extent to which you agree or disagree with each of the following statements about this college:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

- This campus proactively distributes transfer information to students
- It's easy to find help for applying to colleges/universities here
- Counselors make transfer a priority at this institution
- This campus actively helps students/parents apply for financial aid
- Faculty make transfer a priority at this institution
- Class sections are available in the evening
- Student services are available for night students
- Faculty and staff understand the academic, cultural, social, and economic needs of students who go here
- Administrators make transfer a priority at this institution
- This community college promoted transfer at my high school
- Students learn about transfer requirements at college entry

2. Since entering this college, how difficult has it been to:

(Responses: Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult)

- Adjust to the academic demands of classes
- Access support services outside of "regular" business hours
- Figure out which courses count towards your goals
- Find parking
- Schedule classes for the next semester
- Improve my English reading, writing, or speaking skills
- Have time to do schoolwork
- Find child care
- Complete course pre-requisites for an intended major
- Pass basic skills or remedial courses

3. Are you planning to transfer?

- Yes, and I have specific plans
- Yes, but I don't have specific plans yet
- No

3a. (If yes to Q3) Since entering this college have you:

(Responses: Frequently, Occasionally, Not at All)

- Taken courses that provided transfer, financial aid and study skills information
- Met with a community college counselor about transferring
- Discussed my academic goals with faculty
- Talked to a peer advisor about transferring
- Attended a college fair
- Talked with a transfer admissions counselor from a four-year institution
- Participated in a summer program at a four-year institution
- Sought information for prerequisites in my major
- Visited a four-year campus
- Used the transfer course requirements list/transfer plan when registering for classes
- Was encouraged by faculty or staff to participate in an academic summer program linked with a four-year institution

Climate for Transfer Students at 4-Year Institutions Module

This optional module asks respondents about their transitional experiences understanding the campus climate at 4-year institutions. It is designed to be administered at 4-year institutions, and it contains questions relevant to all respondents as well as questions specifically for those who transferred to the institution.

1. Did you transfer to this college?

Yes No (if no, go to Q7)

2. I transferred to this college directly from:

- A 2-year college
- A 4-year college or university
- Another type of postsecondary institution (e.g. technical, vocational, business)

3. Did you participate in a transfer preparation program before enrolling here?

Yes No

4. How many courses taken at another institution were accepted for credit here?

(Responses: Very few, Less than half, About half, Most but not all, All)

5. Please indicate the extent to which you agree or disagree with each of the following about your transfer experience:

(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)

Before transferring:

- I received helpful advice about the right courses to complete the requirements to transfer
- The courses I took prepared me for the academic demands here
- The guidelines for transferring to this institution were easy to understand
- There was helpful online information available about how to transfer here (e.g. websites)
- I worked with a transfer specialist/advisor from this institution to apply or choose courses

At this college:

- Campus administrators care about what happens to transfer students
- Many transfer students feel lost once they enroll
- I have received helpful advice about how to succeed here as a transfer student
- Transfer students are a lower priority than students who started here
- Faculty here take an interest in the success of transfer students

6. Since transferring to this institution, how often have you:

(Responses: Frequently, Occasionally, Never)

- Participated in transfer-focused programs/activities
- Interacted with other transfer students
- Sought information specific to transfer students
- Interacted with students who did not transfer
- Felt excluded from campus events because I am a transfer student
- Felt overwhelmed by academic expectations

7. Since entering this college, how has it been to:

(Responses: Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult)

- Understand what my professors expect of me academically
- Develop effective study skills
- Adjust to the academic demands of college
- Manage my time effectively
- Get to know faculty
- Get to know my way around campus
- Figure out which requirements I need to graduate
- Find help when I need it
- Make friends
- Become involved in campus activities