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
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
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
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
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
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

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
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
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
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
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)
38. Mark your primary or probable undergraduate major:
If applicable, mark your second undergraduate major:

<table>
<thead>
<tr>
<th>ARTS AND HUMANITIES</th>
<th>ENGINEERING</th>
<th>PHYSICAL SCIENCE</th>
<th>PROFESSIONAL</th>
<th>SOCIAL SCIENCE</th>
<th>TECHNICAL</th>
<th>VOCATIONAL (2-yr schools only)</th>
<th>OTHER FIELDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Aeronautical or Astronautical Eng Civil Engineering Chemical Engineering Computer Engineering Electrical or Electronic Engineering Industrial Engineering Mechanical Engineering Other Engineering</td>
<td>Astronomy Atmospheric Science (incl. Meteorology) Chemistry Earth Science Marine Science (incl. Oceanography) Mathematics Physics Other Physical Science</td>
<td>Architecture or Urban Planning Family &amp; Consumer Sciences Health Technology (medical, dental, laboratory) Library or Archival Science Medicine, Dentistry, Veterinary Medicine Nursing Pharmacy Therapy (occupational, physical, speech) Other Professional</td>
<td>Anthropology Economics Ethnic Studies</td>
<td>Agriculture Communications Computer Science Forestry Kinesiology Law Enforcement Military Science Other Field Undecided</td>
<td>Cosmetology Criminal Justice Culinary Arts Esthetician/Manicurist/ Massage Fire Science Funeral and Mortuary Science Interior Design Paralegal/Legal Assistant Security and Protective Services</td>
<td>Geography Political Science (gov’t., international relations) Psychology Public Policy Social Work Sociology Women’s Studies Other Social Science</td>
</tr>
</tbody>
</table>
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, 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