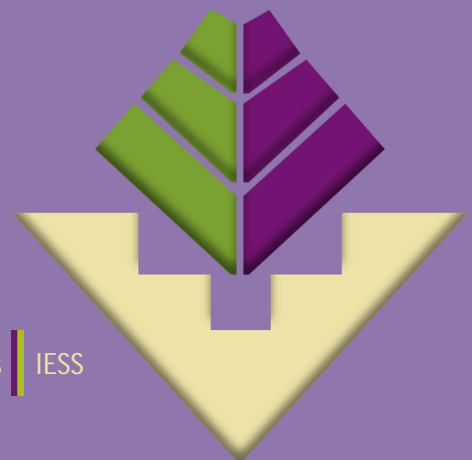


2015

Evergreen Valley College Diverse Learning Environments Survey 2013-14 Results

San José • Evergreen Community College District

Institutional Effectiveness and Student Success Report SR2015-04



Institutional Effectiveness & Student Success | IESS

Evergreen Valley College
Diverse Learning Environments
2013-2014 Survey Report

Evergreen Valley College (EVC) participated in the 2014 Diverse Learning Environments (DLE) Survey, which was conducted by the Cooperative Institutional Research Program (CIRP) at UCLA's Higher Education Research Institute (HERI). The DLE Survey is a web-based survey administered annually to students at both 2- and 4-year institutions who have had the opportunity to experience the campus climate (i.e., after 24 credit hours in community and 2-year colleges or second- and third-year students at 4-year institutions). The purpose of the DLE Survey is to collect information about student perceptions regarding the climate for diversity on campus and to ask students' experiences about campus practices and transitioning to their major, along with other information. The DLE Survey highlights student traits and institutional practices contributing to students' academic and social development. Results from the DLE Survey can be used to assess how the college environments help shape student learning and providing information on the intersection of campus climate, institutional practices, and student learning outcomes. See the Appendix for a sample of the survey.

CIRP conducted confirmatory factor analysis to aggregate the results from individual survey questions into key factors of the college experience. For each DLE factor, the arithmetic mean is computed and scaled to a population mean of 50 with a standard deviation of 10. In this report, factors are reported for all full-time students (i.e., "All FT") and disaggregated by gender. Graphs depicting mean scores are displayed for Evergreen Valley College as well as San Jose City College (SJCC) as reference.

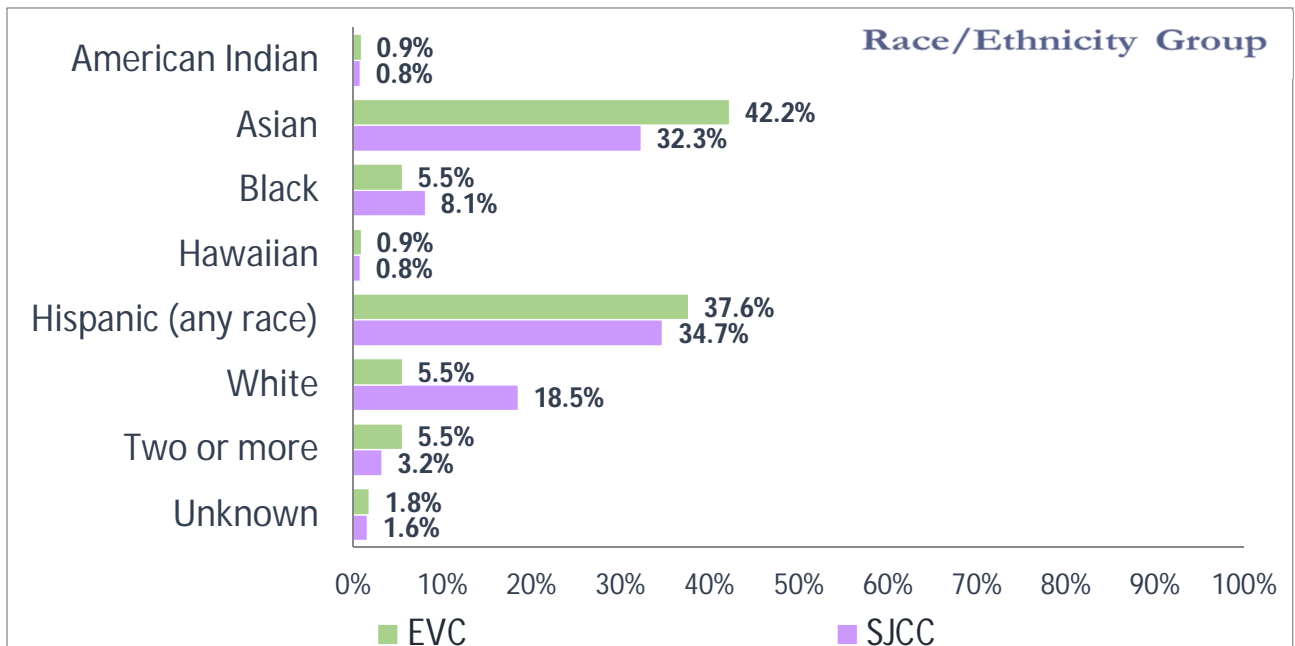
Demographics

Gender. There were 109 EVC and 124 SJCC full-time students participating in this survey. The majority of the EVC respondents were women, constituting 65.1% of the respondents while men were 34.9%.

Sex

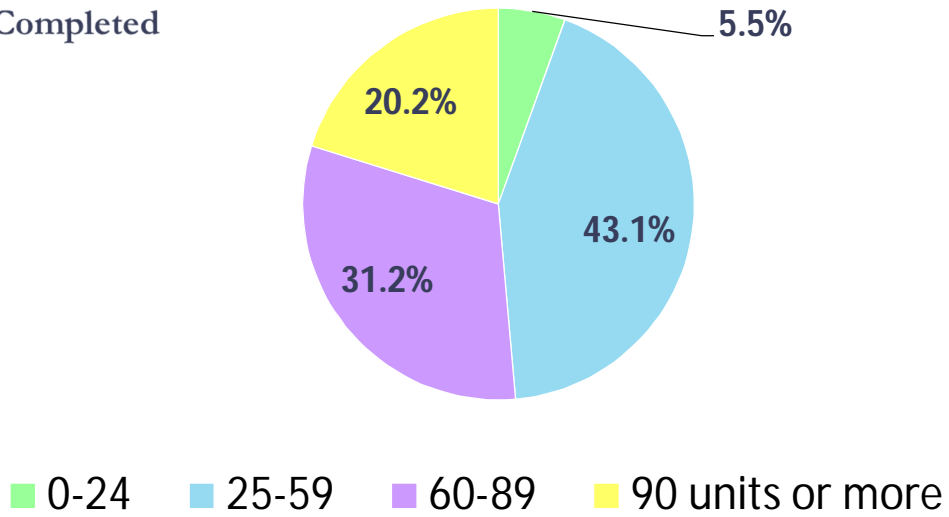


Race/Ethnicity. The majority of the students who responded to the survey were either Asian (42.2%) or Hispanic (37.6%), which corresponds with the student population at EVC. Of the other respondents, 5.5% were White, 5.5 % were Black, 5.5% marked themselves with more than two racial categories; whereas 0.9% were American Indian and 0.9% were Hawaiian. About 1.8% of the respondents identified as “Unknown.”



Credits Completed. Among those full-time students who participated in this survey, 43.1% of students completed 25-59 course credit units, 31.2% of students completed 60-89 units, 20.2% of students completed 90 units or more, and 5.5% of students completed 24 units or less.

Credits Completed

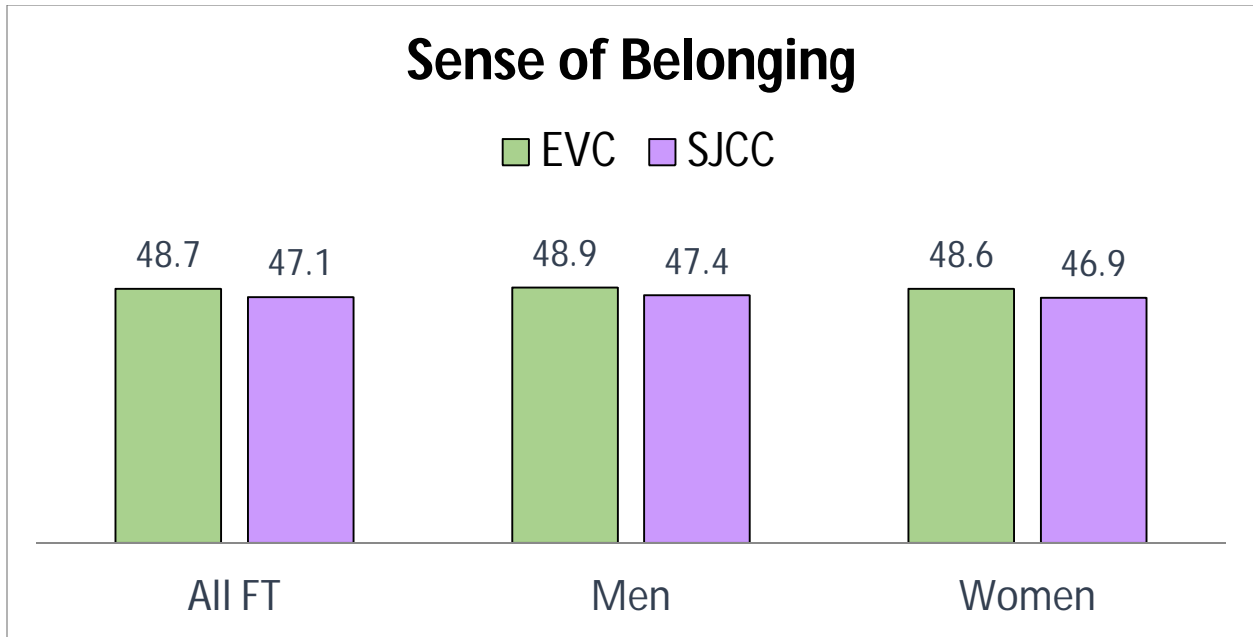


Campus Climate

Campus climate is represented by the following factors: sense of belonging, academic validation, general interpersonal validation, institutional commitment to diversity, positive cross-racial interaction, negative cross-racial interaction, discrimination and bias, as well as harassment and conversations across difference. These factors are important because the social and psychological climate on campus impacts students' ability to benefit from their educational environment, and can inform their sense of academic success.

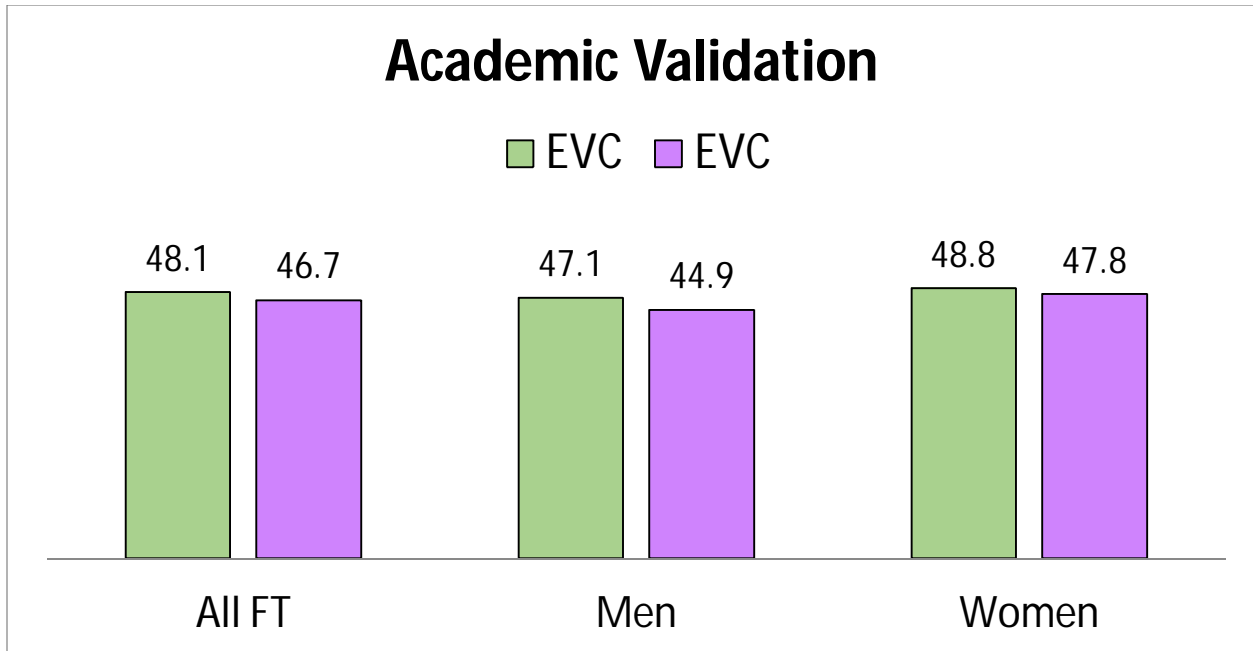
Sense of Belonging. The campus community is a powerful source of influence on students' development. Sense of belonging measures the extent to which students feel a sense of academic and social integration on campus. Students were asked to determine the extent to which they agree or disagree with the following statements: (1) I feel a sense of belonging to this campus; (2) I feel I am a member of this college; (3) I see myself as part of the campus community; and (4) If asked, I would recommend this college to others. The questions were scaled with 4 points (1= Strongly Disagree; 2= Disagree; 3= Agree; 4= Strongly Agree). As aforementioned, the arithmetic mean value for each DLE factor has been scaled to a population mean of 50 with a standard deviation of 10. Mean values for EVC and SJCC are shown for all full-time students and broken out by gender.

Survey results show that EVC full-time students' sense of belonging was 48.7, with 25th percentile of 42.6 and 75th percentile of 59.5. Men and women's sense of belongings were comparable (i.e., men = 48.9; women = 48.6). When comparing EVC to either SJCC or 4-year institutions, there was no statistically significant mean difference on students' sense of belonging, meaning that EVC full-time students had similar levels of sense of belonging with students at SJCC and 4-year institutions.



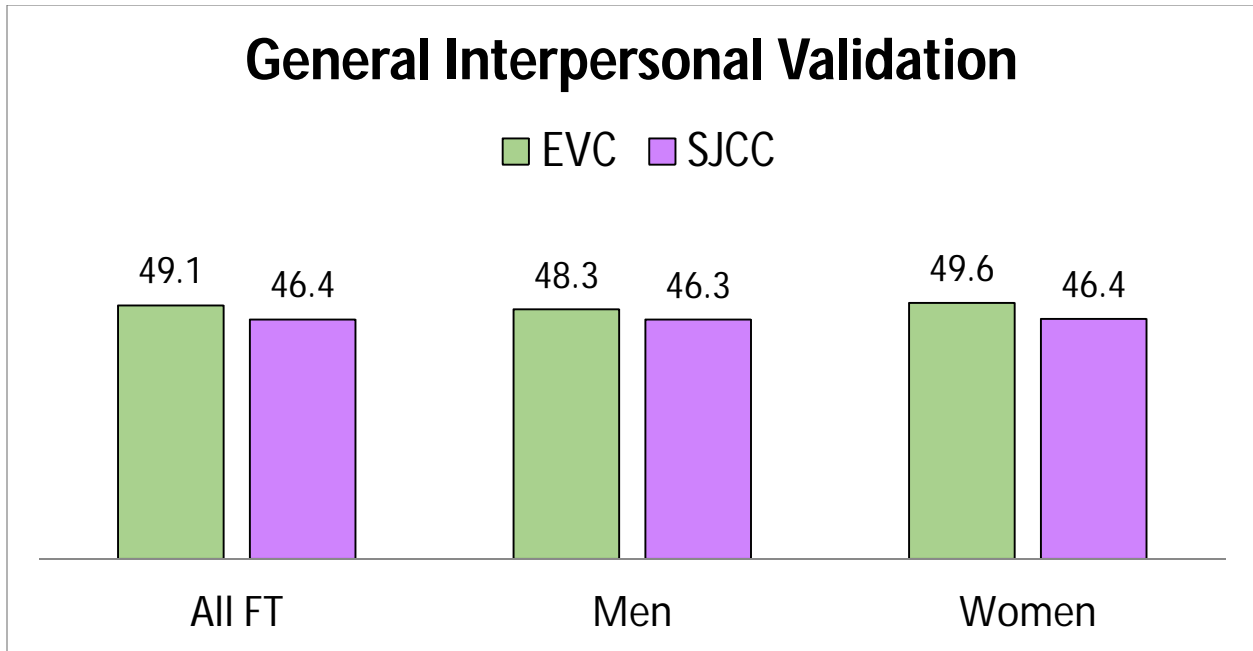
Academic Validation. Academic validation is designed to measure students' views of the extent to which faculty actions in class reflect concern for their academic success. This factor is important because faculty interactions in the classroom can foster students' academic development. Students were asked to indicate how often have they experienced the following in class at college: (1) I felt that my contributions were valued in class; (2) I felt that faculty provided me with feedback that helped me assess my progress in class; (3) I felt that faculty encouraged me to ask questions and participate in class discussions; (4) Faculty were able to determine my level of understanding of course material. Responses were scaled with 5 points: Very Often, Often, Sometimes, Seldom, and Never.

EVC full-time students' academic validation mean score was 48.1, with 25th percentile of 40 and 75th percentile of 57.1. Women's academic validation scores were a little higher than men's (i.e., men = 47.1; women = 48.8). Besides, there was statistically significant mean difference between EVC and 4-year institutions on students' academic validation (i.e., 4-year institutions = 50.3; $p < .05$). More specifically, EVC full-time students' academic validation was statistically significantly lower than students at 4-year institutions.



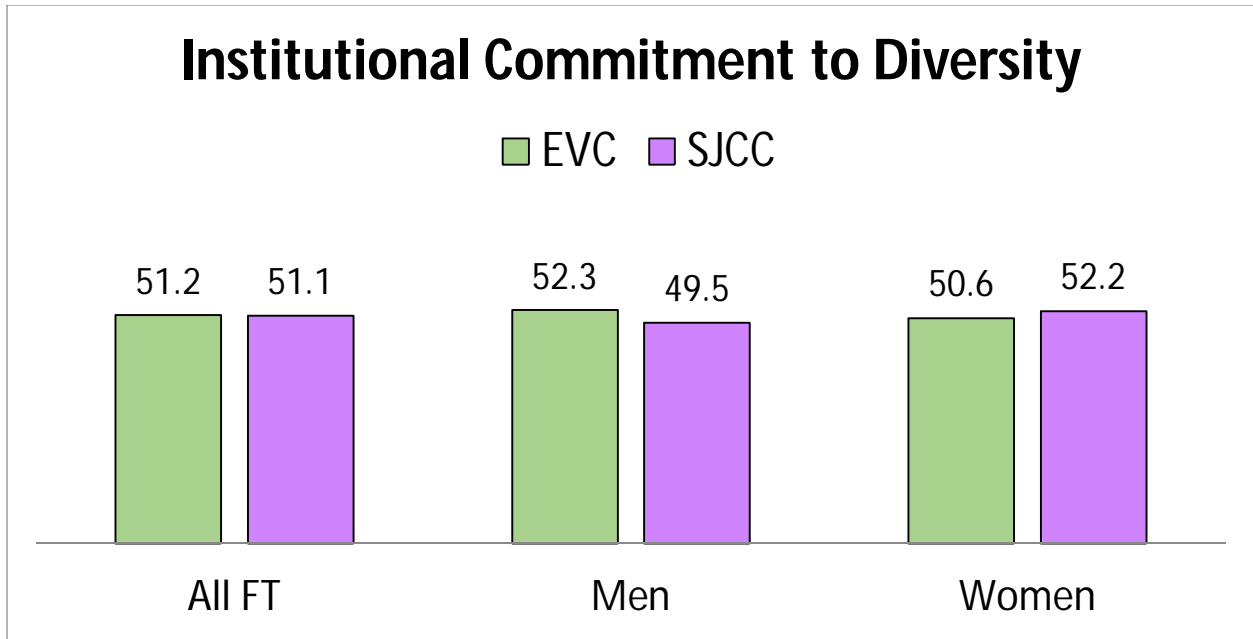
General Interpersonal Validation. General interpersonal validation is a unified measure of students' view of faculty and staff's attention to their development. Students were asked to determine the extent to which they agree or disagree with the following statements: (1) At least one faculty member has taken an interest in my development; (2) Faculty believe in my potential to succeed academically; (3) At least one staff member has taken an interest in my development; (4) Staff recognize my achievements; (5) Faculty empower me to learn here; and (6) Staff encourage me to get involved in campus activities. Responses were scaled with 4 points from 1= Strongly Disagree to 4= Strongly Agree.

Results show that EVC full-time students' general interpersonal validation mean score was 49.1, with 25th percentile of 40.9 and 75th percentile of 58.8. Women's general interpersonal validation mean scores were a little higher than men's (i.e., men = 48.3; women = 49.6). When comparing EVC to either SJCC or 4-year institutions, there was no statistically significant mean difference on students' general interpersonal validation. That is, EVC full-time students had comparable levels of general interpersonal validation as 4-year institution students did.



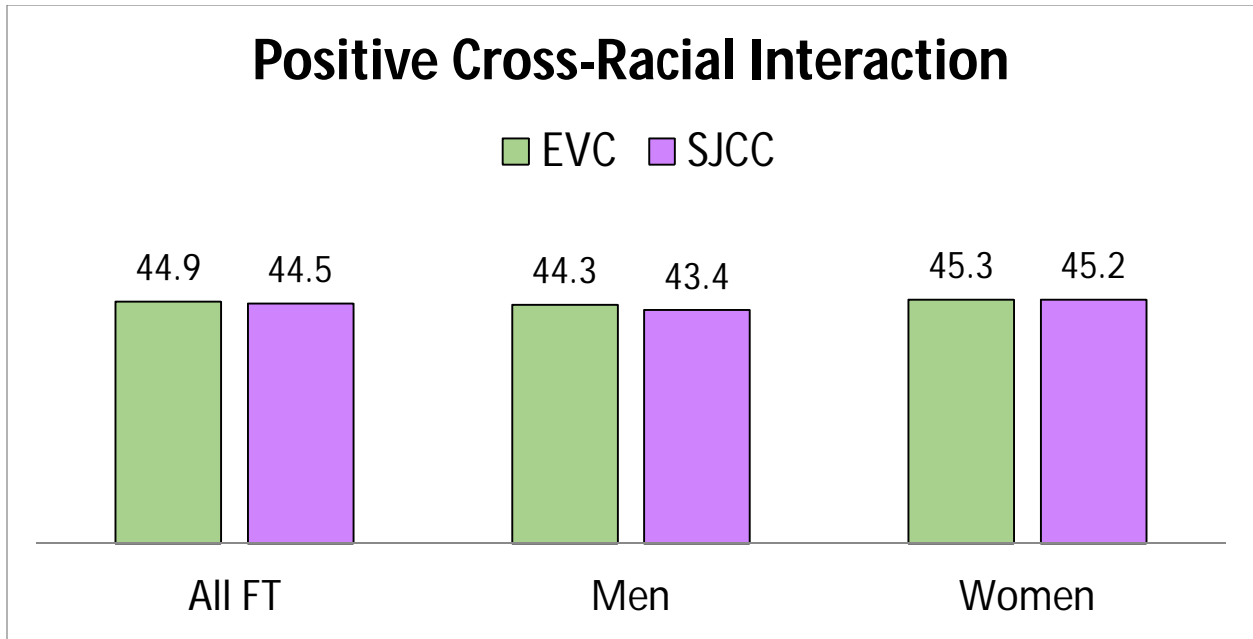
Institutional Commitment to Diversity. Institutional commitment to diversity is a measure of a student's perception of the campus' commitment to diversity. This factor assesses the extent to which students agree or disagree with the following statements: (1) This College promotes appreciation of cultural differences; (2) This College has a long standing commitment to diversity; (3) This College accurately reflects the diversity of the student body in publications (e.g., brochures, website, etc.); (4) This College appreciates differences in sexual orientation; and (5) This College has campus administrators who regularly speak about the value of diversity. Responses were scaled with 4 points from 1= Strongly Disagree to 4= Strongly Agree.

EVC full-time students' perception of institutional commitment to diversity mean score was 51.2, with 25th percentile of 48.8 and 75th percentile of 59.2. Men's scores on institutional commitment to diversity were higher than women's (i.e., men = 52.3; women = 50.6). When comparing EVC to either SJCC or all 4-year institutions, there was no statistically significant mean difference on institutional commitment to diversity. More specifically, EVC created a college environment that enriched institutional commitment to diversity as 4-year institutions did.



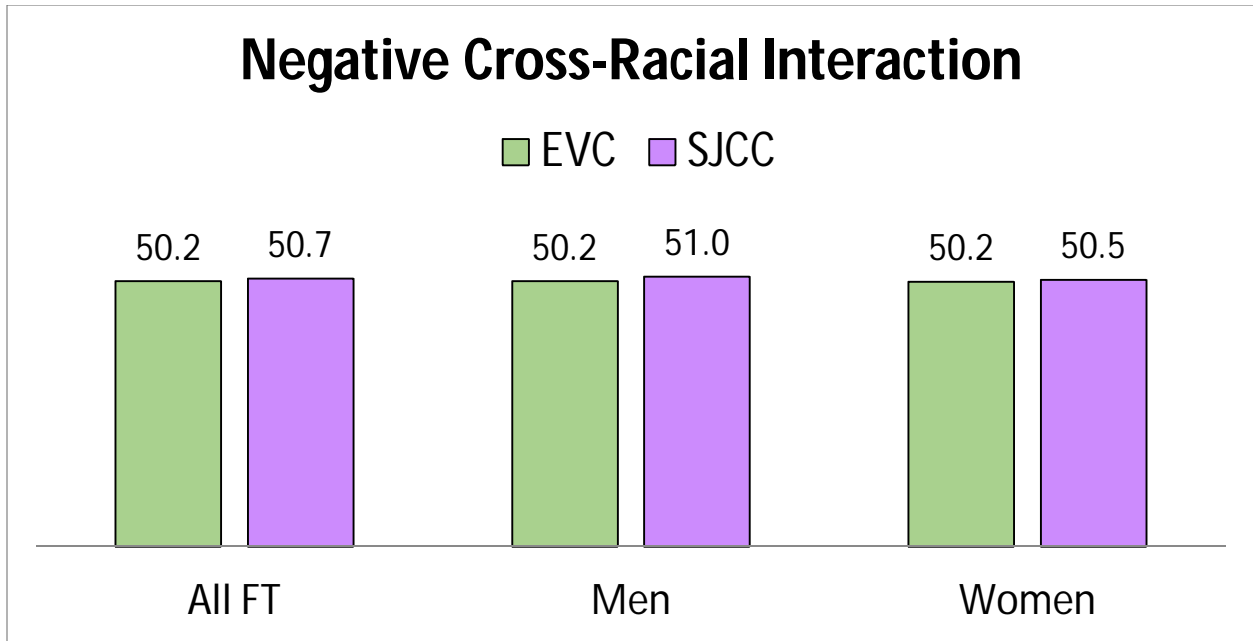
Positive Cross-Racial Interaction. Positive cross-racial interaction is a unified measure of students' level of positive interaction with diverse peers. Contact with diverse students allows students to gain valuable insights about themselves and others. Students were asked to determine the extent to which they have experienced the following with students from a racial/ethnic group other than their own: (1) I had intellectual discussions outside of class; (2) I shared personal feelings and problems; (3) I dined or shared a meal; (4) I had meaningful and honest discussions about race/ethnic relations outside of class; (5) I socialized or partied; and (6) I studied or prepared for class. Responses include 5 categories: Very Often, Often, Sometimes, Seldom, and Never.

It is indicated that EVC full-time students' positive cross-racial interaction mean score was 44.9, with 25th percentile of 38.9 and 75th percentile of 51.7. Women's scores on positive cross-racial interaction were a little higher than men's (i.e., men = 44.3; women = 45.3). EVC full-time students' positive cross-racial interaction scores were statistically significantly lower than 4-year institutions' (i.e., 4-year institutions = 51.3; $p < .001$). It seems that EVC full-time student experienced less positive cross-racial interaction than 4-year institution students did.



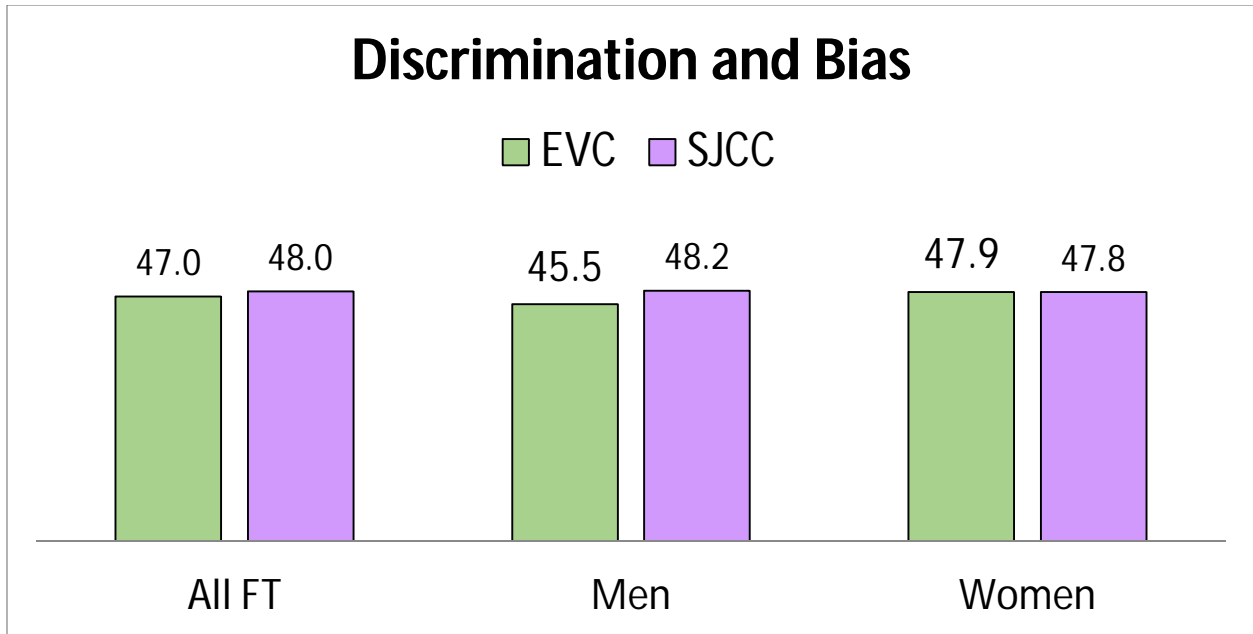
Negative Cross-Racial Interaction. Negative cross-racial interaction is a unified measure of students' level of negative interaction with diverse peers. Students were asked to determine the extent to which they have experienced the following with students from a racial/ethnic group other than their own: (1) I had tense, somewhat hostile interactions; (2) I felt insulted or threatened because of my race/ethnicity; and (3) I had guarded, cautious interactions. Responses were scaled with 5 levels: Very Often, Often, Sometimes, Seldom, and Never.

EVC full-time students' negative cross-racial interaction mean score was 50.2, with 25th percentile of 40.3 and 75th percentile of 55.3. Men's and women's scores on negative cross-racial interaction were identical (i.e., men = 50.2; women = 50.2). When comparing EVC to either SJCC or 4-year institutions, there was no statistically significant mean difference on negative cross-racial interaction.



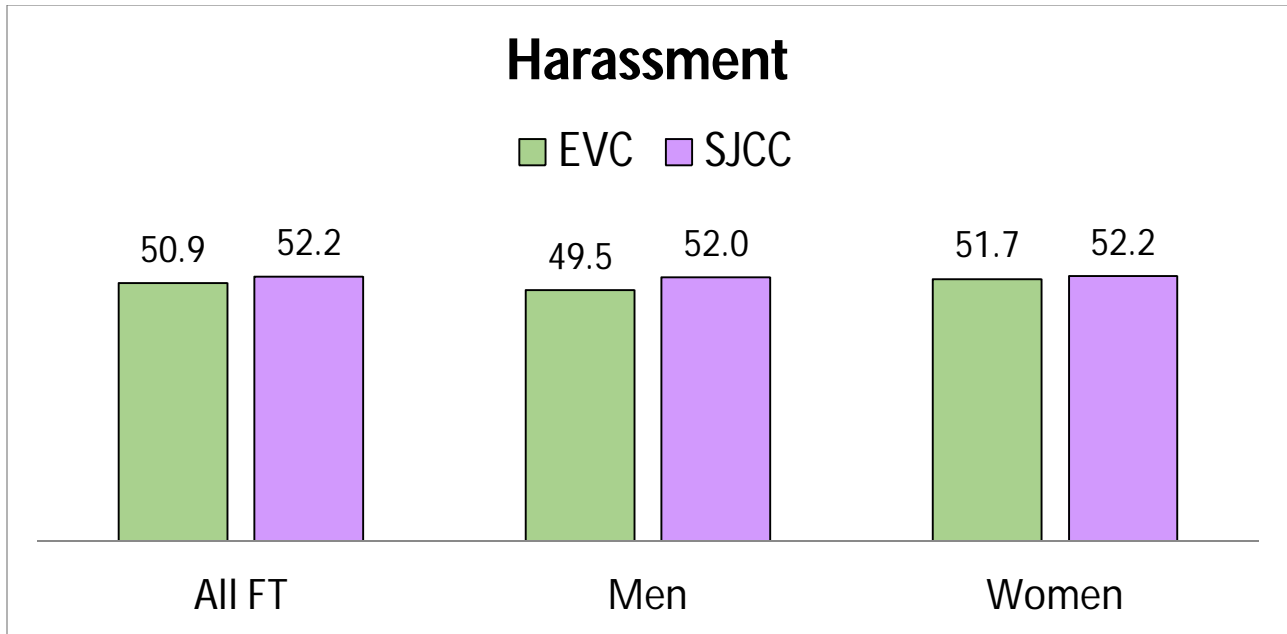
Discrimination and Bias. Discrimination and bias measures the frequency of students' experiences with more subtle forms of discrimination. Students were asked to indicate how often they have personally experienced the following forms of bias and discrimination while at this college: (1) verbal comments; (2) witnessed discrimination; (3) written comments (e.g., emails, texts, writing on walls); (4) heard insensitive or disparaging remarks from faculty; (5) heard insensitive or disparaging remarks from students; (6) exclusion (e.g., from gatherings, events); (7) heard insensitive or disparaging remarks from staff; and (8) offensive visual images or items. Responses were scaled with 5 levels: Very Often, Often, Sometimes, Seldom, and Never.

Results indicate that EVC full-time students' experience of discrimination and bias mean score was 47.0, with 25th percentile of 39.7 and 75th percentile of 50.4. Men experienced less discrimination and bias than women did (i.e., men = 45.5; women = 47.9). EVC full-time students' experience of discrimination and bias scores were statistically significantly lower than 4-year institutions (i.e., 4-year institutions = 50.9; $p < .001$), meaning that EVC full-time students experienced less discrimination and bias than 4-year institution students did. This finding would partially echo SJECCD's mission: Opportunity, Equity, and Social Justice.



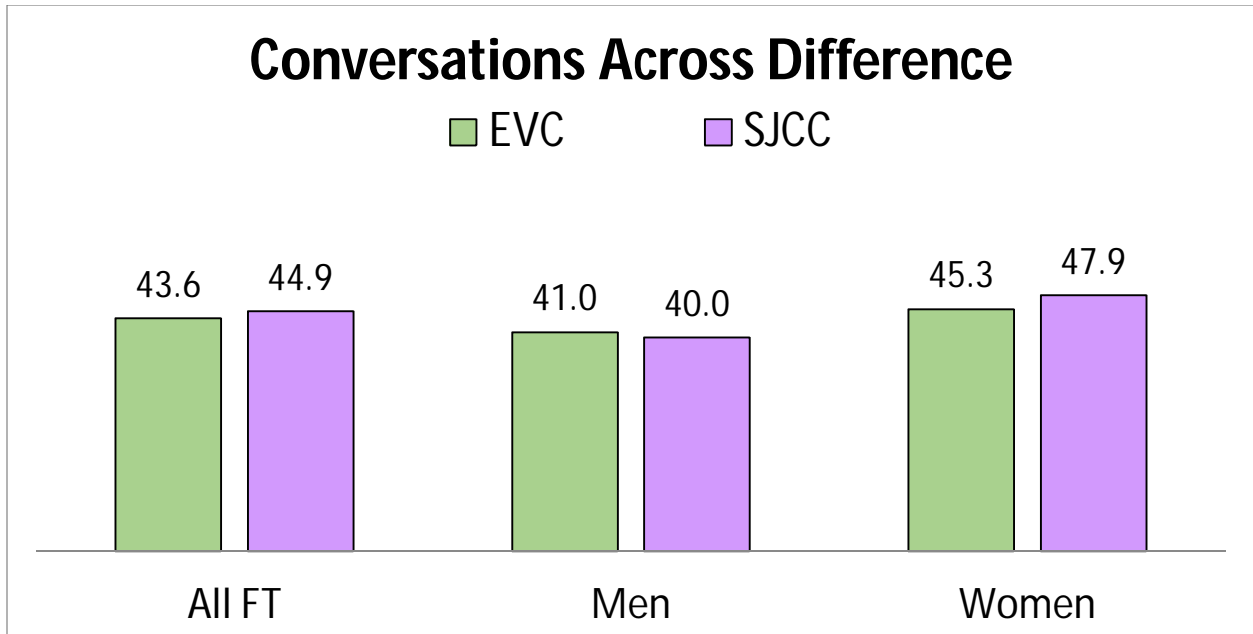
Harassment. Harassment measures the frequency that students experience threats or harassment. Students were asked to indicate how often they have personally experienced the following forms of harassment while at this college: (1) physical assaults or injuries; (2) threats of physical violence; (3) anonymous phone calls; (4) damage to personal property; (5) reported an incident of sexual harassment to a campus authority; (6) reported an incident of discrimination to a campus authority; and (7) experienced sexual harassment. Responses include 5 categories: Very Often, Often, Sometimes, Seldom, and Never.

Results indicate that EVC full-time students' experience of harassment mean score was 50.9, with 25th percentile of 45.7 and 75th percentile of 49.6. While at this college, women were more likely to experience harassment than men were (i.e., men = 49.5; women = 51.7). When comparing EVC to either SJCC or 4-year institutions, there was no statistically significant mean difference on harassment.



Conversations Across Difference. Conversations across difference measures how often students have in-depth conversations with diverse peers. This is because students who engage with diverse peers are more likely to achieve change across a wide range of student learning outcomes. Students were asked to indicate how often in the past year they interacted with someone: (1) from a socioeconomic class different from your own; (2) from a religion different from your own; (3) of a sexual orientation different from your own; (4) from a country other than your own; (5) with a disability; and (6) discuss issues related to sexism, gender differences or gender equity. Responses include 3 categories: Frequently, Occasionally, and Not at All.

Results indicate that EVC full-time students' on conversations mean score across difference was 43.6, with 25th percentile of 33.5 and 75th percentile of 56.6. Men's scores on conversations across difference were lower than women's (i.e., men = 41.0; women = 45.3), indicating that men were less likely to interact with others across difference than women were. Besides, EVC full-time students' conversations across difference scores were statistically significantly lower than 4-year institutions (i.e., 4-year institutions = 50.8; $p < .001$). It seems that EVC full-time students had fewer opportunities of having conversations across difference than those students in 4-year institutions.

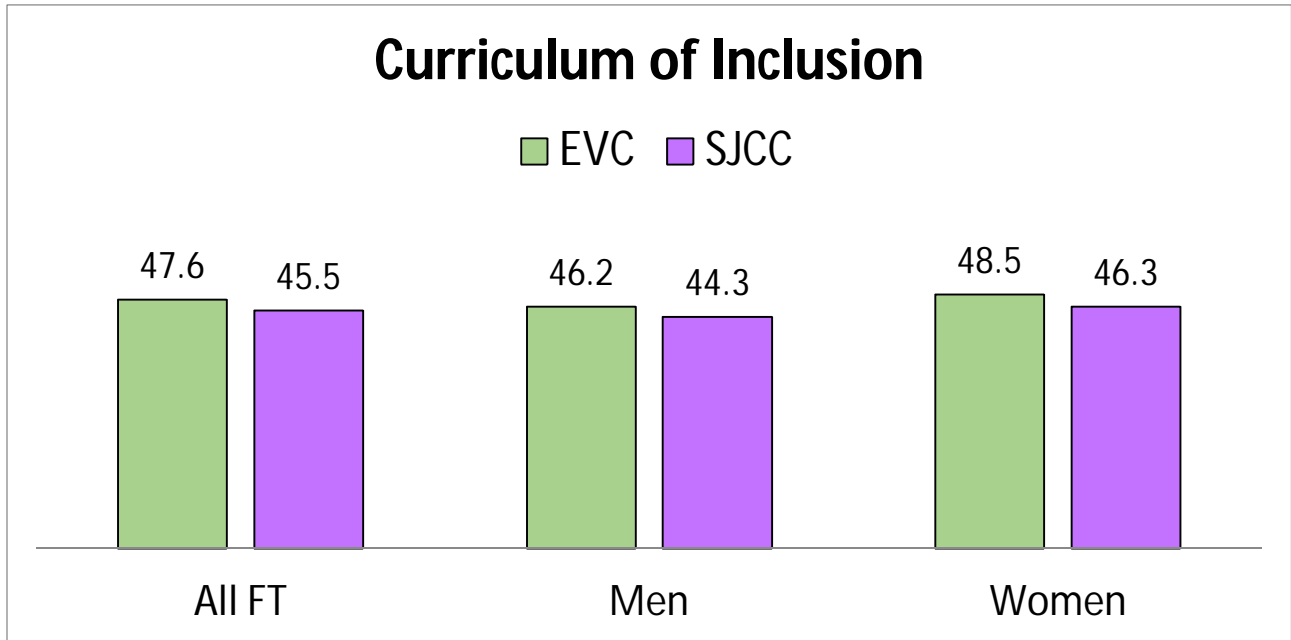


Institutional Practices

Guided and intentional campus practices that create opportunities for interaction among a diverse student body help students become active agents in their own learning. Institutional practices is represented by curriculum of inclusion and co-curricular diversity activities. Additional items examine navigational action.

Curriculum of Inclusion. Pedagogy and course content resonate with students' identities and help students feel valued and affirmed as learners. Curriculum of inclusion aims to measure the number of courses a student has taken that include materials and pedagogy addressing diversity. Students were asked to indicate the number of courses they have taken at this college that included the following: (1) materials/readings about race/ethnicity; (2) materials/readings about socioeconomic class differences; (3) materials/readings about privilege; (4) materials/readings about sexual orientation; (5) materials/readings about gender; (6) opportunities for intensive dialogue between students with different backgrounds and beliefs; (7) materials/readings about disability; and (8) opportunities to study and serve communities in need. The questions were scaled with 4 points, including None, One, 2-4, and 5 to more.

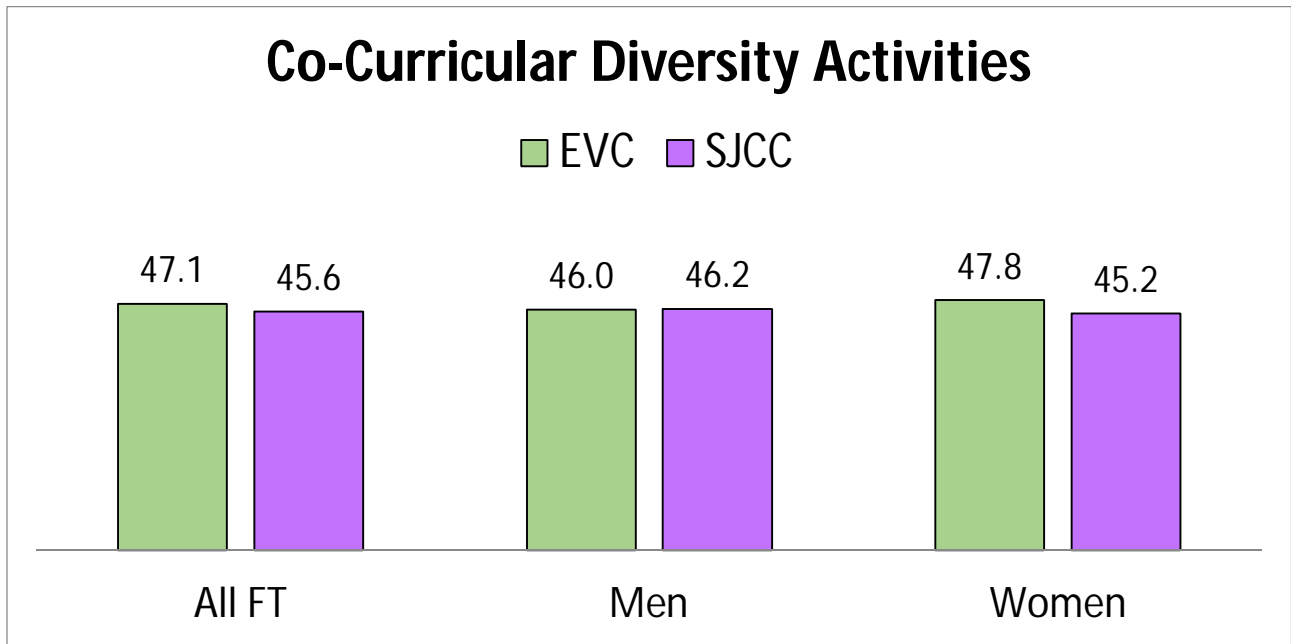
Results indicate that EVC full-time students' curriculum of inclusion mean score was 47.6, with 25th percentile of 37 and 75th percentile of 56.6. Men took fewer courses that address diversity than women did (i.e., men = 46.2; women = 48.5). EVC students' curriculum of inclusion was statistically significantly lower than 4-year institutions (i.e., 4-year institutions = 50.8; $p < .01$). It is likely that EVC full-time students have taken fewer courses that address diversity than those students at 4-year institutions.



Co-Curricular Diversity Activities. Co-curricular diversity activities is a measure of students' involvement with institutional programs focused on diversity issues. Students were asked since entering this college, how often they have: (1) participated in ongoing campus organized discussions on racial/ethnic issues (e.g., intergroup dialogue); (2) participated in Racial/Ethnic or Cultural Center activities; (3) attended panels or debates about diversity issues; (4) participated in Women's/Men's Center activities; (5) participated in LGBT Center activities; and (6) attended presentations, performances, or art exhibits on diversity. The questions were scaled with 5 points with a scoring of Very Often, Often, Sometimes, Seldom, and Never.

Results show that EVC full-time students' participation of co-curricular diversity activities was 47.1, with 25th percentile of 39.1 and 75th percentile of 50.9. Women were more

likely to participate co-curricular diversity activities than men (i.e., men = 46.0; women = 47.8). EVC full-time students' participation of co-curricular diversity activities, however, was statistically significantly lower than 4-year institutions (i.e., 4-year institutions = 50.7; $p < .01$). It is indicated that EVC full-time students participated co-curricular diversity activities less frequently than those students in 4-year institutions.

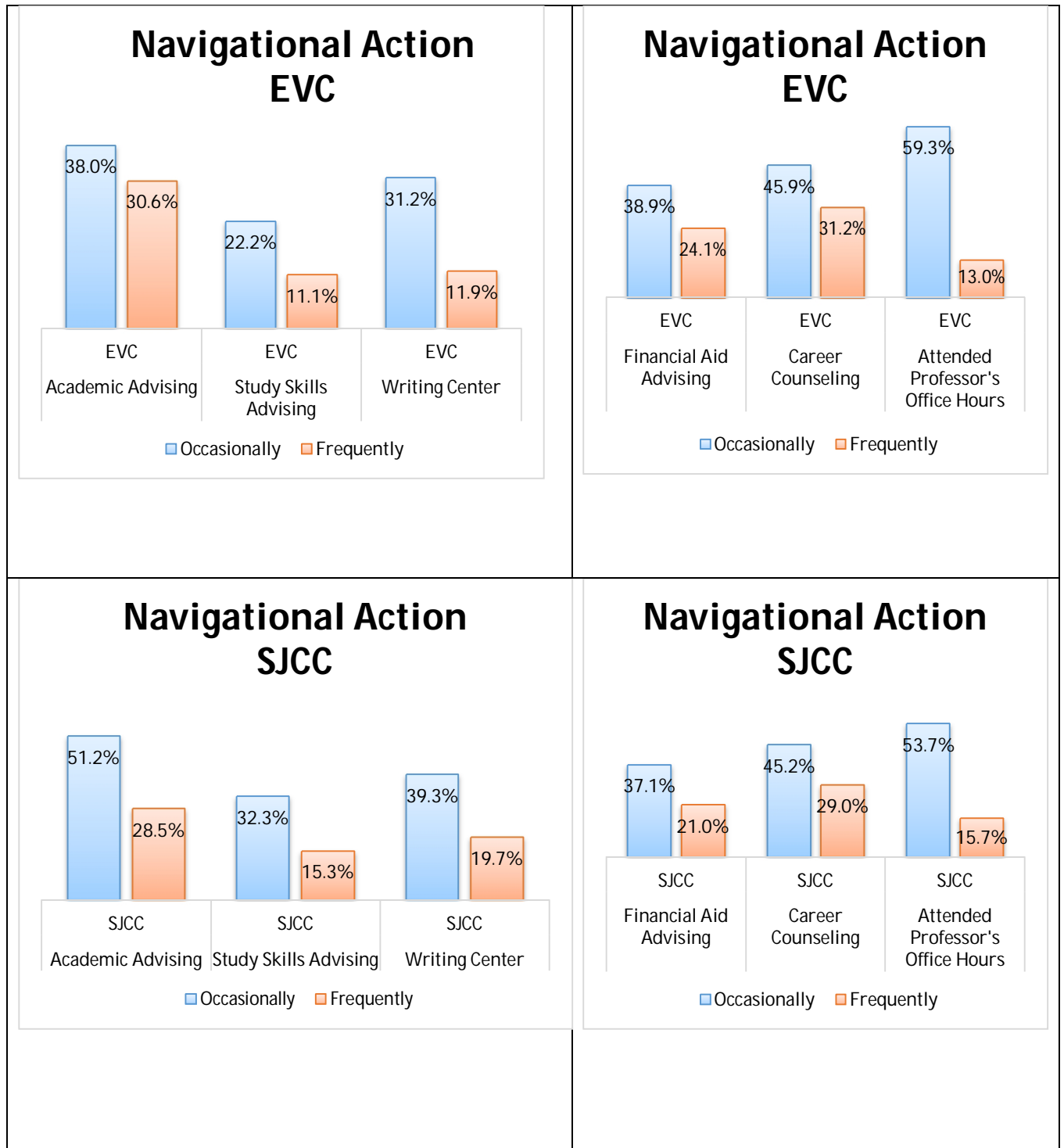


Navigational Action. Navigational action measures how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution. The question stem for these items is: “Since entering this college, how often have you utilized the following services: (1) academic advising; (2) study skills advising; (3) writing center; (4) financial aid advising; (5) career counseling; and (6) attended professors’ office hours. The response options include: “Frequently,” “Occasionally,” and “Not at All” (not shown here). Results are briefly summarized as below.

- At EVC, 68.6% of full-time students occasionally or frequently utilized academic advising; whereas 89.6% of full-time students in 4-year institutions occasionally or frequently utilized academic advising. EVC full-time students’ participation in academic advising was statistically significantly lower than those students in 4-

- year institutions (i.e., 4-year institutions mean value = 2.23; EVC mean value = 1.99; $p < .001$).
- At EVC, 33.3% of full-time students occasionally or frequently utilized study skills advising; whereas only 19.8% of full-time students in 4-year institutions occasionally or frequently did. EVC full-time students' utilization in study skills advising was statistically significantly higher than those students in 4-year institutions (i.e., 4-year institutions mean value = 1.23; EVC mean value = 1.44; $p < .001$), meaning that EVC students were more likely to seek for study skills advising than students at 4-year institutions.
 - At EVC, 43.1% of full-time students occasionally or frequently utilized writing center; and 49.4% of full-time students in 4-year institutions occasionally or frequently did. There was no statistically significant mean difference between EVC and 4-year institutions in terms of utilizing writing center.
 - At EVC, 63% of full-time students occasionally or frequently utilized financial aid advising; whereas only 49.3% of full-time students in 4-year institutions occasionally or frequently did. EVC full-time students' utilization in financial aid advising was statistically significantly higher than those students in 4-year institutions (i.e., 4-year institutions mean value = 1.60; EVC mean value = 1.87; $p < .001$).
 - At EVC, 77.1% of full-time students occasionally or frequently utilized career counseling and advising; whereas 56.7% of full-time students in 4-year institutions occasionally or frequently did. EVC full-time students' utilization in career counseling and advising was statistically significantly higher than those students in 4-year institutions (i.e., 4-year institutions mean value = 1.67; EVC mean value = 2.08; $p < .001$).
 - At EVC, 72.3% of full-time students occasionally or frequently attended professors' office hours; whereas 91% of full-time students in 4-year institutions occasionally or frequently did. Results indicate that EVC full-time students' attendance of professors' office hours was statistically significantly lower than

those students in 4-year institutions (i.e., 4-year institutions mean value = 2.25; EVC mean value = 1.85; $p < .001$).

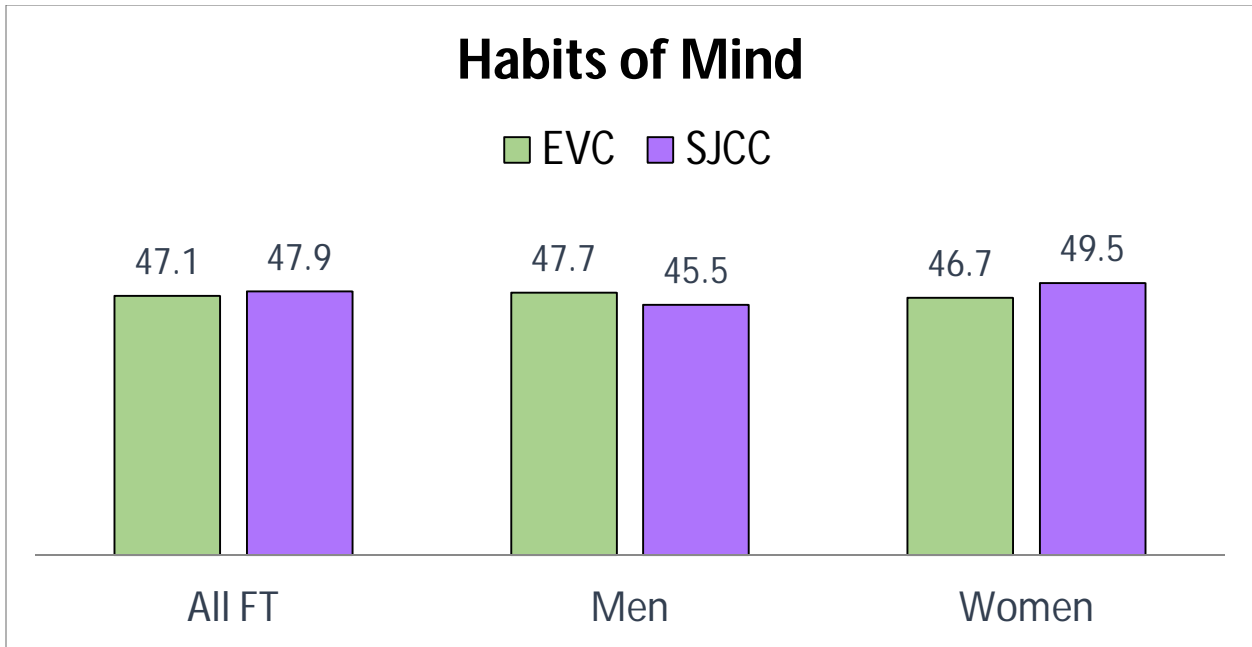


Student Learning Outcomes

When students are exposed to diversity, they are more likely to develop across a range of outcomes related to complex thinking, ethical decision-making, and capacity for citizenship. Student learning outcomes is represented by the following factors: habits of mind, integration of learning, academic self-concept, pluralistic orientation, and civic engagement.

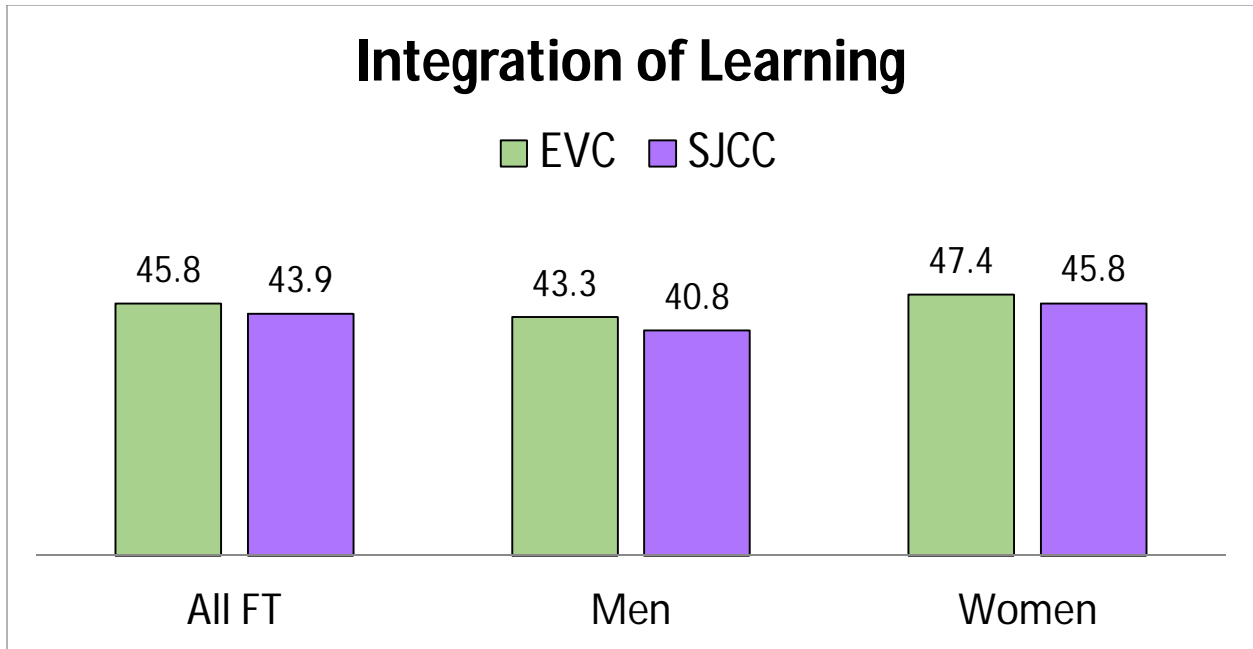
Habits of Mind. Habits of mind is a unified measure of students' behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning. Students were asked to indicate how often in the past year did they: (1) seek solutions to problems and explain them to others; (2) evaluate the quality or reliability of information you received; (3) support your opinion with a logical argument; (4) seek alternative solutions to problems; (4) seek feedback on academic work; (5) take a risk because you feel you have more to gain; (6) ask questions in class; (7) explore topics on your own, even though it was not required for a class; (8) revise your papers to improve your writing; (9) accept mistakes as part of the learning process; and (10) look up scientific research articles and resources. Response options include: Frequently, Occasionally, and Not at All.

It is indicated that EVC full-time students' habits of mind mean score was 47.1, with 25th percentile of 37.6 and 75th percentile of 58. Men had stronger habits of mind than women did (i.e., men = 47.7; women = 46.7). EVC full-time students' habits of mind scores were statistically significantly lower than students at 4-year institutions (i.e., 4-year institutions = 50.4; $p < .01$).



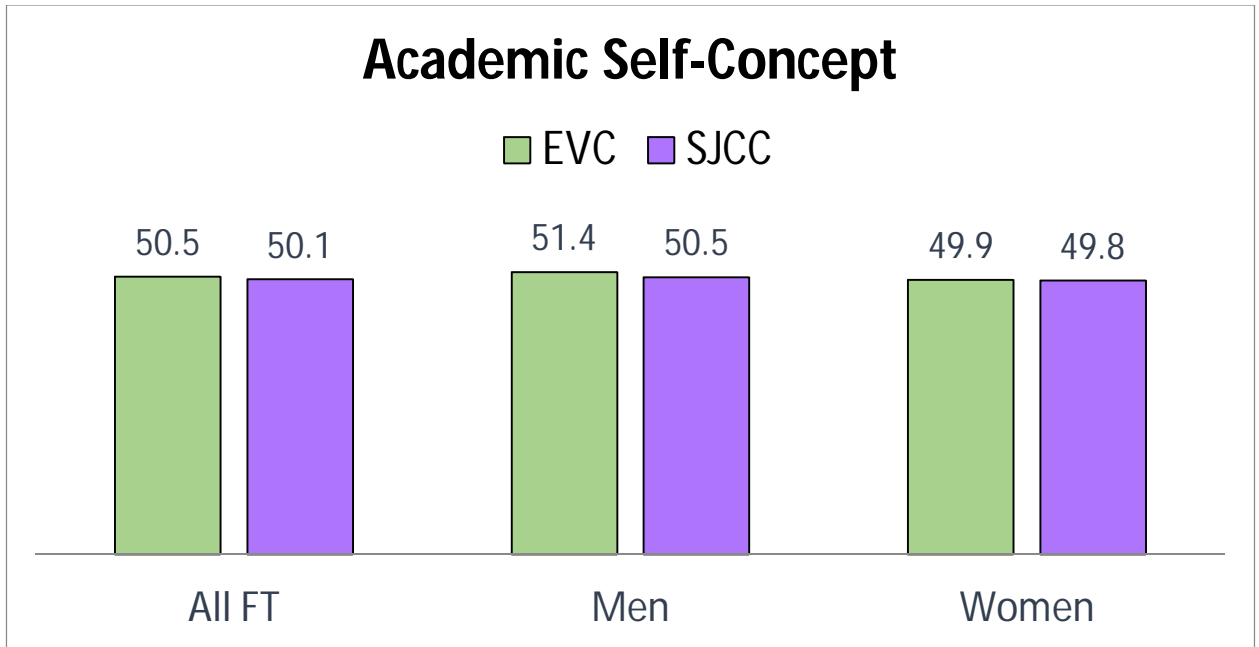
Integration of Learning. Integration of learning is a measure of student behavior that reflects integrating, connecting, and applying concepts and ideas. Students were asked to determine the extent to which they (1) made connections between ideas learned in different courses; (2) applied concepts from courses to real life situations; (3) integrated skills and knowledge from different sources and experiences; and (4) used different points of view to make an argument. Response options include: Frequently, Occasionally, and Not at All.

Results show that EVC full-time students' integration of learning mean score was 45.8, with 25th percentile of 34.4 and 75th percentile of 59.8. Women had stronger integration of learning than men did (i.e., men = 43.3; women = 47.4). However, EVC full-time students' integration of learning scores were statistically significantly lower than students at 4-year institutions (i.e., 4-year institutions = 50.7; $p < .001$). Thus, EVC students were less likely to integrate, connect, and apply concepts and ideas than 4-year institution students.



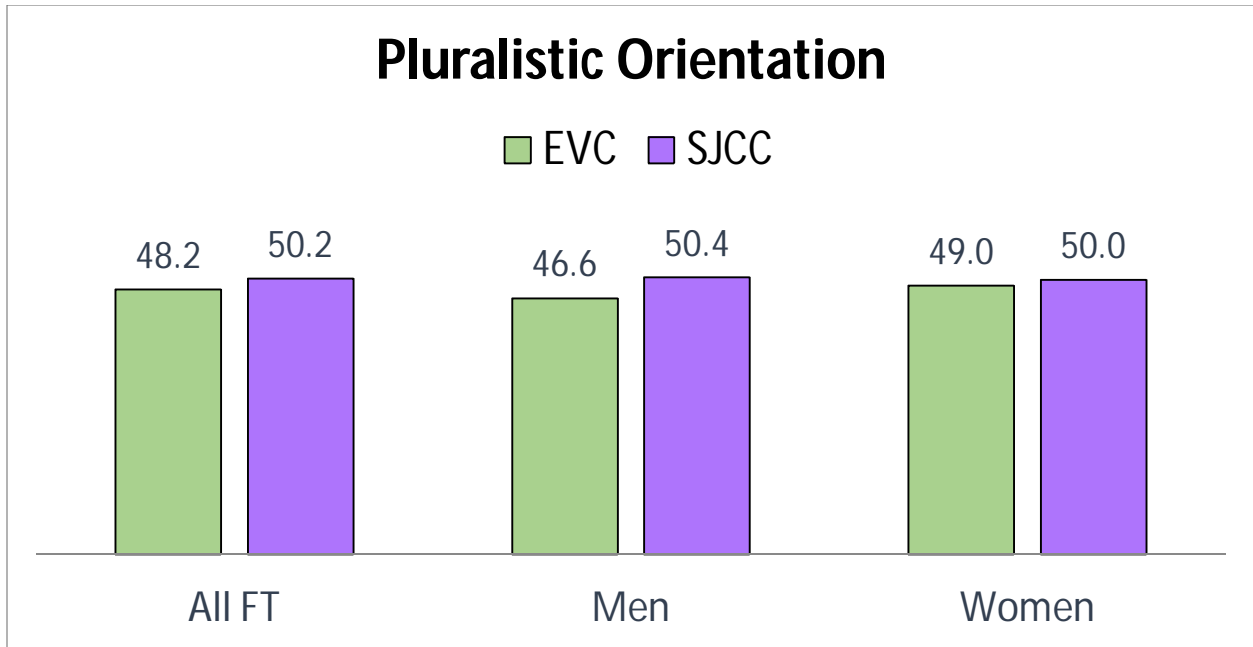
Academic Self-Concept. Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. Academic self-concept is a unified measure of students’ beliefs about their abilities and confidence in academic environments. Students were asked to rate themselves on each of the following traits as compared with the average person of their age: (1) Academic ability; (2) Intellectual self-confidence; (3) Drive to achieve; and (4) Mathematical ability. Response categories include: Highest 10%, Above Average, Average, Below Average, and Lowest 10%.

Results show that EVC full-time students’ academic self-concept mean score was 50.5, with 25th percentile of 41.4 and 75th percentile of 58.0. Men had a bit stronger academic self-concept than women did (i.e., men = 51.4; women = 49.9). There was no statistically significant mean difference on academic self-concept between EVC and SJCC or between EVC and 4-year institutions.



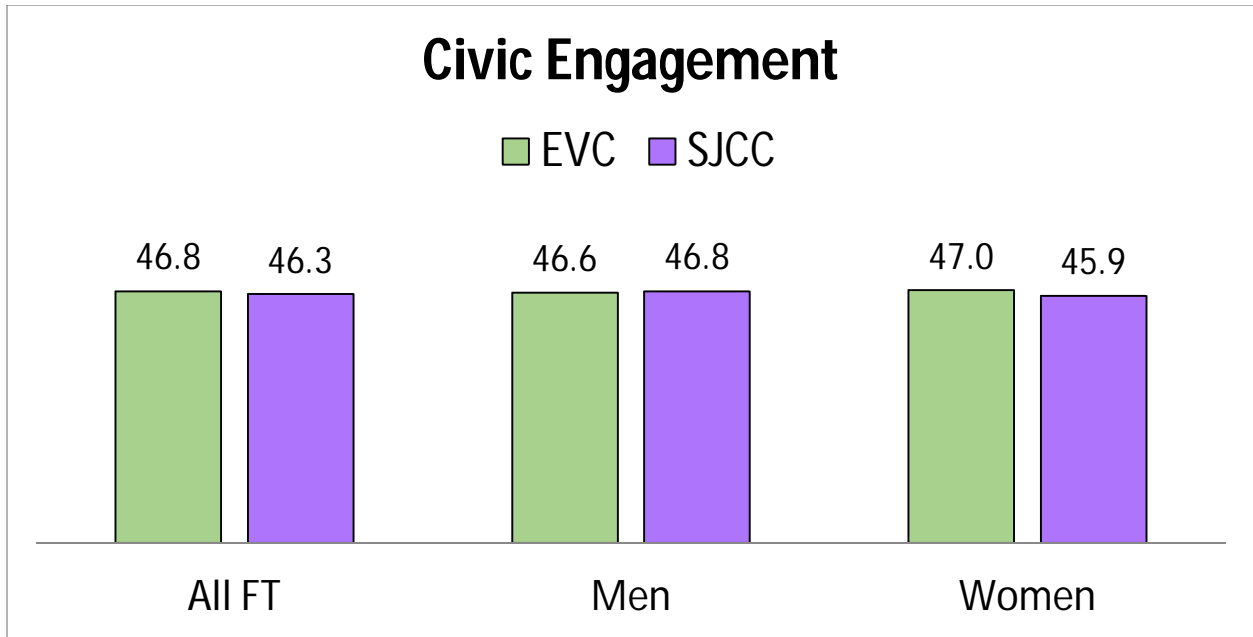
Pluralistic Orientation. Pluralistic orientation measures students' skills and dispositions appropriate for living and working in a diverse society. Students were asked to rate themselves on each of the following traits as compared with the average person of their ages: (1) Tolerance of others with different beliefs; (2) Openness to having my views challenged; (3) Ability to work cooperatively with diverse people; (4) Ability to discuss and negotiate controversial issues; and (5) Ability to see the world from someone else's perspective. The questions were scaled with 5 points: A Major Strength, Somewhat Strong, Average, Somewhat Weak, and A Major Weakness.

Results show that EVC full-time students' pluralistic orientation mean score was 48.2, with 25th percentile of 39.3 and 75th percentile of 56.9. Women had stronger pluralistic orientation than men did (i.e., men = 46.6; women = 49.0). There was statistically significant mean difference on pluralistic orientation between EVC and 4-year institutions. It is indicated that EVC full-time students had a bit weaker pluralistic orientation than those students at 4-year institutions (i.e., 4-year institutions = 50.1; $p < .05$).



Civic Engagement. Engaged citizens are a critical element in the functioning of our democratic society. Civic engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities. Students were asked to indicate since entering college, how often have they (1) demonstrated for a cause (e.g., boycott, rally, protest); (2) publicly communicated your opinion about a cause; (3) helped raise money for a cause or campaign; (4) worked on a local, state, or national political campaign; (5) discussed politics; and (6) performed community service. Response categories include Very Often, Often, Sometimes, Seldom, and Never.

EVC full-time students' civic engagement mean score was 46.8, with 25th percentile of 37.1 and 75th percentile of 55.8. Men's and women's civic engagement were comparable (i.e., men = 46.6; women = 47.0). EVC full-time students' civic engagement was statistically significantly lower than those students at 4-year institutions (i.e., 4-year institutions = 50.6; $p < .01$). EVC students were less likely than 4-year institution students to be involved with civic election or political activities.



Appendix: 2014 Diverse Learning Environments--Core Survey

2014 Diverse Learning Environments--Core Survey

Note: All key punching fields, font, logos, etc are to be brought in line with the 2014 CSS and 2013 TFS formatting.

(Name (First, MI, Last); Birthdate (MM/DD/YY); Email; Student ID)

1. Are you enrolled as a:

- Full-time student
- Part-time student
- Not enrolled

2. Where did you begin college?

- I started here as a first-time freshman
- I started at a different 2-year college
- I started at a different 4-year college

3. What do you think you will be doing in fall 2014?

- Attending your current (or most recent) institution
- Attending another institution
- Don't know/have not decided yet
- Not attending any institution

4. Your sex:

- Male
- Female

5. Are you Hispanic or Latino?

- No
- Yes, Mexican American/Chicano
- Yes, Puerto Rican
- Yes, Central American
- Yes, Other Hispanic or Latino

6. 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

7. Do you identify as multiracial?

No
Yes

8a 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

8b. 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

9. Please indicate the extent to which you agree or disagree with the following statements:

Response Categories: 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

10. 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.

Response Categories: A Major Strength, Somewhat Strong, Average, Somewhat Weak, A Major Weakness

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

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

Response Categories: 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
Transcript review
Financial aid advising
Study skills advising
Student health services
Student psychological services
Attended professors' office hours
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

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

Response Categories: 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

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

Response Categories: 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

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

Response Categories: 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

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

Response Categories: 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

16. How often in the past year did you:

Response Categories: 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
Made connections between ideas I learned in different courses
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

17. Have you personally experienced the following forms of bias/harassment/discrimination while at this college?

Response Categories: Yes, No

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

18. Please indicate how often at this college you have:

Response Categories: 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

19. Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination while at this college:

Response Categories: 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

20. 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.

Response Categories: Highest 10%, Above Average, Average, Below Average, Lowest 10%

Academic ability
Mathematical ability

Self-confidence (intellectual)
Drive to achieve

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

Response Categories: 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

22. How often in the past year did you:

Response Categories: 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

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

Response Categories: 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

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

Response Categories: 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

25. Please indicate how often you have experienced the following in class at this college:

Response Categories: 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

26. Not including this college, have you taken courses at any other type of institution?

Response Categories: No, Yes

2-year or community college

4-year institution

Vocational or trade school

26a. (SKIP LOGIC, if any yes in Q26) In deciding to take courses at another institution, how important were each of the following reasons?

Response Categories: 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

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

Had medical issues

Had a good job offer

Had money problems and could no longer afford to attend college

27. Since entering this college have you:

Response Categories: No, Yes

Taken a course from another institution while taking classes here

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

28. Since beginning college have you?

Response Categories: Yes, No

Ever stopped taking classes for more than one year

Considered dropping out of college

28a. SKIP LOGIC (If any yes in 28) How important were each of the following in your decision to stop taking classes or consider dropping out of college?

Response Categories: 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

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

Response Categories: 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)

Worked on a local, state, or national political campaign

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 LGBTQ 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

30. Since entering this college have you:

Response Categories: 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 LGBTQ 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 LGBTQ student organization
Joined a student-run political club

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

Response Categories: 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

32. 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)

33. 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

34. What was your average grade in high school?

A or A+
AB+

- B
- BC+
- C
- D

35. Do you identify as transgender?

- No
- Yes

36. What is your sexual orientation?

- Heterosexual/Straight
- Gay
- Lesbian
- Bisexual
- Queer
- Other

37. 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

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

Response Categories: 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)

39. Mark your primary or probable undergraduate major:

If applicable, mark your second undergraduate major:

2-YEAR COLLEGE VERSION

ARTS AND HUMANITIES

Art, fine and applied
English (language and literature)
History
Journalism/Communication
Classical and Modern Languages and Literature
Media/Film Studies
Music
Philosophy
Theatre/Drama
Theology/Religion
Other Arts and Humanities

BIOLOGICAL & LIFE SCIENCES

Biology (general)
Animal Biology (Zoology)
Ecology & Evolutional Biology
Marine Biology
Microbiology
Molecular, Cellular & Developmental Biology
Neurobiology/Neuroscience
Plant Biology (botany)
Agriculture/Natural Resources
Biochemistry/Biophysics
Environmental Science
Other Biological Science

BUSINESS

Accounting
Business Admin. (general)
Entrepreneurship
Finance
Hospitality/Tourism
1/17/2014
16
Human Resources Management
International Business
Marketing
Management
Computer/Management Information Systems
Real Estate
Other Business

EDUCATION

Elementary Education

Music/Art Education
Physical Education/Recreation
Secondary Education
Special Education
Other Education

ENGINEERING

Aerospace/Aeronautical/Astronautical Engineering
Biological/Agricultural Engineering
Biomedical Engineering
Chemical Engineering
Civil Engineering
Computer Engineering
Electrical/Electronic/Communications Engineering
Engineering Science/Engineering Physics
Environmental/Environmental Health Engineering
Industrial/Manufacturing Engineering
Materials Engineering
Mechanical Engineering
Other Engineering

HEALTH PROFESSIONS

Clinical Laboratory Science
Health Care Administration/Studies
Health Technology
Kinesiology
Nursing
Pharmacy
Therapy (occupational, physical, speech)
Other Health Professions

MATH AND COMPUTER SCIENCE

Computer Science
Mathematics/Statistics
Other Math and Computer Science

PHYSICAL SCIENCE

Astronomy & Astrophysics
Atmospheric Sciences
Chemistry
Earth & Planetary Sciences
Marine Science (incl. Oceanography)
Physics
Other Physical Science

SOCIAL SCIENCE

Anthropology
Economics
Ethnic/Cultural Studies
Geography
Political Science (gov't, international relations)
Psychology
Public Policy
Social Work
Sociology
Women's/Gender Studies
Other Social Science

PROFESSIONAL

Architecture/Urban Planning
Family & Consumer Sciences
Library Science
Medicine, Dentistry, Veterinary Medicine
Other Professional

TECHNICAL

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

VOCATIONAL

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 MAJORS

Forestry
Law Enforcement
Military Sciences/Technology/Operations

OTHER

UNDECIDED

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

- None
- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-30 hours
- 31-40 hours
- Over 40 hours
- On-campus
- Off-campus

41. 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

42. 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)

- A or A+
- AB+
- B
- BC+
- C
- D
- Overall GPA
- Primary Major GPA

43. Military Status:

- None
- ROTC, cadet, or midshipman at a service academy
- In Active Duty, Reserves, or National Guard
- A discharged veteran NOT serving in Active Duty, Reserves, or National Guard

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

Yes

No

44a. (SKIP LOGIC If yes in 44) With which language do you feel more comfortable?

English

Other Language

Equally comfortable with English and Other Language

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

Male

Female

Parent/Guardian 1

Parent/Guardian 2

46. 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

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

Response Categories: 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

48. How would you characterize your political views?

Far left

Liberal

Middle of the road

Conservative

Far right

49. 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

49a. (SKIP LOGIC, if you were NOT born in U.S. in 49). At what age did you arrive in the U.S.?

Under 5

6-12

13-18

19-25

26 or older

50. 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

51. What is your age?

16 or younger

17

18

19

20

21-24

25-29
30-39
40-54
55 or older

52. How many children do you have?

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**