San Jose City College
Diverse Learning Environments Survey
2013-14 Results

San José • Evergreen Community College District

Institutional Effectiveness and Student Success Report SR2015-05
San Jose City College

Diverse Learning Environments

2013-2014 Survey Report

San Jose City College (SJCC) 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’ inputs 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 shaping 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 are also broken out by gender. Graphs depicting mean scores are displayed for San Jose City College as well as Evergreen Valley College (EVC) as reference.
Demographics

*Gender.* There were 124 SJCC and 109 EVC full-time students participating in this survey. The majority of the SJCC respondents were women, constituting 61.3% of the respondents while men were 38.7%. Female students were more willing to participate in this survey and provide their opinions.

![Gender Pie Chart](image)

*Race/Ethnicity.* The majority of the students who responded to the survey were either Hispanic (34.7%) or Asian (32.3%), which corresponds with the student population at SJCC. Of the other respondents, 18.5% were White, 8.1% were Black, 3.2% marked themselves with more than two racial categories; whereas 0.8% were American Indian and 0.8% were Hawaiian. About 1.8% of the respondents identified as “Unknown.”
Credits Completed. Among those full-time students who participated in this survey, 47.6% of students completed 25-59 course credit units, 33.9% of students completed 60-89 units, 9.7% of students completed 90 units or more, and 8.9% of students completed 24 units or less.
**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 SJCC full-time students' sense of belonging was 47.1, with 25th percentile of 39.6 and 75th percentile of 55.1. Men and women's sense of belonging were comparable (i.e., men = 47.4; women = 46.9). When comparing SJCC to EVC, there was no statistically significant mean difference on students' sense of belonging, meaning that SJCC full-time students had slimier levels of sense of belonging with students at EVC. However, there was a statistical significance compared to the 4 year institutions, i.e. (4-year institutions mean = 50.5; p<.001). Students at 4-year institutions felt a greater sense of belonging than students at SJCC.
**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 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.

SJCC full-time students' academic validation mean score was 46.7, with 25th percentile of 36.9 and 75th percentile of 54.0. Women's academic validation scores were higher than men's scores (i.e., men = 44.9; women = 47.8). There was statistically significant mean difference between SJCC and 4-year institutions on students' academic validation (i.e., 4-year institutions= 50.6; p<.001). More specifically, SJCC full-time students' academic validation was statistically significantly lower than students at 4-year institutions. SJCC and EVC did not have statistical difference between academic validation in the classroom.
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 SJCC full-time students’ general interpersonal validation mean score was 46.4, with 25th percentile of 36.9 and 75th percentile of 54.0. Women’s general interpersonal validation mean scores were similar to men’s (i.e., men = 46.3; women = 46.4). When comparing SJCC to EVC, there was no significant difference. When comparing SJCC to 4-year institutions, there was a statistical difference, i.e. (4 year institutions mean = 50.6; p<.001). SJCC full time students had a lower mean score than the 4-year institutions full time students with respect to academic validation in the classroom.
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.

SJCC full-time students’ perception of institutional commitment to diversity mean score was 51.1, with 25th percentile of 45.9 and 75th percentile of 59.0. Men’s scores on institutional commitment to diversity were lower than women’s (i.e., men = 49.5; women = 52.2). When comparing SJCC to either EVC or all 4-year institutions, there was no statistically significant mean difference on institutional commitment to diversity. More specifically, SJCC 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.

SJCC full-time students’ positive cross-racial interaction mean score was 44.5, with 25th percentile of 36.8 and 75th percentile of 52.0. Women’s scores on positive cross-racial interaction were a little higher than men’s (i.e., men = 43.4; women = 45.2). SJCC 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 SJCC full-time student experienced less positive cross-racial interaction than 4-year institution students did. SJCC and EVC scores were comparable, and there was not statistical significance in positive cross-racial interactions.
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.

SJCC full-time students’ negative cross-racial interaction mean score was 50.7, with 25th percentile of 40.3 and 75th percentile of 55.3. Men’s and women’s scores on negative cross-racial interaction were similar (i.e., men = 51.0; women = 50.5). 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 SJCC full-time students’ experience of discrimination and bias mean score was 48.0, with 25th percentile of 39.7 and 75th percentile of 50.2. Men experienced less discrimination and bias than women did (i.e., men = 45.5; women = 47.9). SJCC 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<.01), meaning that SJCC 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 SJCC full-time students’ experience of harassment mean score was 52.2, with 25th percentile of 45.7 and 75th percentile of 49.1. While at this college, women were more likely to experience harassment than men were (i.e., men = 52.0; women = 52.2). When comparing SJCC to either EVC 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 SJCC full-time students’ on conversations across difference mean score was 44.9, with 25th percentile of 34.4 and 75th percentile of 56.6. Men’s scores on conversations across difference were lower than women’s (i.e., men = 40.0; women = 47.9), indicating that men were less likely to interact with others across difference than women were. Besides, SJCC 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 SJCC 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 SJCC full-time students’ curriculum of inclusion mean score was 45.5, with 25\textsuperscript{th} percentile of 37.3 and 75\textsuperscript{th} percentile of 51.2. Men took fewer courses that address diversity than women did (i.e., men = 44.3; women = 46.3). SJCC 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 SJCC full-time students have taken fewer courses that address diversity than those students at 4-year institutions.

<table>
<thead>
<tr>
<th>Curriculum of Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVC</td>
</tr>
<tr>
<td>47.6</td>
</tr>
<tr>
<td>46.2</td>
</tr>
<tr>
<td>48.5</td>
</tr>
<tr>
<td>All FT</td>
</tr>
</tbody>
</table>

\textit{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 SJCC full-time students’ participation of co-curricular diversity activities was 45.6, with 25\textsuperscript{th} percentile of 39.1 and 75\textsuperscript{th} percentile of 47.9. Women were more
likely to participate co-curricular diversity activities than men (i.e., men = 46.2; women = 45.2). SJCC 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 SJCC full-time students participated co-curricular diversity activities less frequently than those students in 4-year institutions.

### Co-Curricular Diversity Activities

<table>
<thead>
<tr>
<th></th>
<th>All FT</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVC</td>
<td>47.1</td>
<td>46.0</td>
<td>47.8</td>
</tr>
<tr>
<td>SJCC</td>
<td>45.6</td>
<td>46.2</td>
<td>45.2</td>
</tr>
</tbody>
</table>

**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 SJCC, 79.7% 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. SJCC 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; SJCC mean value = 2.08; p<.001).

- At SJCC, 47.6% 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. SJCC 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; SJCC mean value = 1.63; p<.001), meaning that SJCC students were more likely to seek for study skills advising than students at 4-year institutions.

- At SJCC, 59% 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. SJCC full time students’ utilization of writing center was statistically higher than those students in 4-year institutions (i.e., 4 year institutions mean value =1.57; SJCC mean value = 1.79; p<.001), meaning that SJCC full time students were more likely to seek support from writing center than students at 4-year institutions.

- At SJCC, 58.1% 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. SJCC 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; SJCC mean value = 1.79; p<.001).

- At SJCC, 74.2% 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. SJCC 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; SJCC mean value = 2.03; p<.001).

- At SJCC, 69.4% of full-time students occasionally or frequently attended professor’s office hours; whereas 91% of full-time students in 4-year institutions
occasionally or frequently did. Results indicate that SJCC 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.

SJCC full-time students’ habits of mind mean score was 47.9, with 25th percentile of 37.9 and 75th percentile of 60.2. Women had stronger habits of mind than men did (i.e., men = 45.5; women = 49.5). SJCC 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<.05).
**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 SJCC full-time students’ integration of learning mean score was 43.9, with 25th percentile of 34.2 and 75th percentile of 54.4. Women had stronger integration of learning than men did (i.e., men = 40.8; women = 45.8). However, SJCC 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, SJCC full time students were less likely to integrate, connect, and apply concepts and ideas than e-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 SJCC full-time students’ academic self-concept was 50.1, with 25th percentile of 42.4 and 75th percentile of 56.8. Men had a stronger academic self-concept than women did (i.e., men = 50.5; women = 49.8). There was no statistically significant mean difference on academic self-concept between SJCC and EVC or between SJCC 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 SJCC full-time students’ pluralistic orientation mean score was 42.7, with 25th percentile of 42.7 and 75th percentile of 59.8. Men had slightly stronger pluralistic orientation than women did (i.e., men = 50.4; women = 50.0). There was not statistically significant mean difference on pluralistic orientation between SJCC and EVC nor differences between SJCC and 4-year institutions.
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.

SJCC full-time students’ civic engagement was 46.3, with 25th percentile of 37.1 and 75th percentile of 53.4. Men’s civic engagement mean score was higher than women’s mean score (i.e., men = 46.8; women = 45.9). SJCC full-time students’ civic engagement was statistically significantly lower than those students at 4-year institutions (i.e., 4-year institutions = 50.6; p<.001). SJCC full time students were less likely than 4-year institutions to be involved with civic, electoral, or political activities.
Civic Engagement

<table>
<thead>
<tr>
<th></th>
<th>EVC</th>
<th>SJCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>All FT</td>
<td>46.8</td>
<td>46.3</td>
</tr>
<tr>
<td>Men</td>
<td>46.6</td>
<td>46.8</td>
</tr>
<tr>
<td>Women</td>
<td>47.0</td>
<td>45.9</td>
</tr>
</tbody>
</table>
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
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