



REDWOODS COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE MULTICULTURAL AND DIVERSITY COMMITTEE

College of the Redwoods

- **Eureka: 7351 Tompkins Hill Road– Board Room – SS 202**
 - **Crescent City: 883 W Washington Blvd, Room E-3**
- September 21, 2018 – *3:15 pm***

AGENDA

1. Call to Order
2. Introductions and Public Comments: Members of the audience are invited to make comments regarding any subject appropriate to the Multicultural and Diversity Committee.
3. Approve September 7, 2018 Multicultural and Diversity Minutes (Attachment)
4. Action
 - 4.1. Campus Climate Survey Selection Vote (Attachments)
 - 4.1.1. Campus Climate Surveys Evaluation Request (Attachment)
 - 4.1.2. EAB Campus Climate Survey (Attachment)
 - 4.1.3. UCLA Core Survey (Attachment)
5. Discussion:
 - 5.1. Protected Courses Update: (Attachments)
 - 5.2. MDC Committee responsibilities and planning for 2018-2019 (Attachment: '10 plus 1')
 - 5.3. Overview of committee roles and staffing for 2018-2019 (Attachment)
6. Future Agenda Items: Committee members are encouraged to request to place an item on a future agenda.
7. Announcements and Open Forum
8. Adjourn

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Next Meeting: October 5, 2018

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REDWOODS COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE MULTICULTURAL AND DIVERSITY COMMITTEE

College of the Redwoods

- **Eureka: 7351 Tompkins Hill Road– Forum Building FM 107**
 - **Crescent City: 883 W Washington Blvd, Room E-3**
- September 7, 2018 – *3:15 pm***

MINUTES

Members Present: Natalia Margulis (Chair), Shannon Sullivan, David Bazard, David Duberow, Kintay Johnson, Wendy Bates, Alia Dunphy, Justine Shaw, and Support: Jessica Frint.

Members Absent: Bernadette Johnson

Others Present:

1. Call to Order: Natalia Margulis called the meeting to order at 3:16 pm.
2. Introductions and Public Comments: Members of the audience are invited to make comments regarding any subject appropriate to the Multicultural and Diversity Committee. There were no public comments.
3. Approve May 4, 2018 Multicultural and Diversity Minutes. On a motion by Shannon Sullivan seconded by Natalia Margulis. The minutes were unanimously approved as submitted.
4. Discussion:
 - 4.1. Overview of committee roles and staffing for 2018-2019. Natalia informed the committee that she sent an email to the Co-presidents listing the committee needs. She mentioned that there wasn't a seat filled for Associate Faculty, the committee had suggestions on possible candidates. Dave Bazard to confirm with Natalia on his status for the MDC memberships. N. Margulis asked for the committee members to send her emails with their suggestions on memberships.
 - 4.2. Overview of committee responsibilities (Attachment: '10 plus 1'). N. Margulis asked the committee their thoughts on what the MDC should be accomplishing. The committee discussed the need to be able to determine what the responsibilities and the roles of the committee. The committee was in agreeance that they needed the buy-in and direction from the Senate Co-Presidents. N. Margulis suggested to the committee to consider this further and email her suggestions with plans/projects for the committee. Enrollment procedures and financial aid distribution were suggested to review.
 - 4.3. Campus Climate Surveys. Natalia explained the background of the committee's work with reviewing surveys that measure campus climate. She requested that the committee review each of the surveys prior to the next meeting and determine which

they prefer so the committee can vote. This will be brought back as an action item in the next meeting.

4.3.1.1. Campus Climate Surveys Evaluation Request (Attachment)

4.3.1.2. EAB Campus Climate Survey (Attachment)

4.3.1.3. UCLA Core Survey (Attachment)

4.4. Final Review of 2015 protected courses: Natalia explained the history of the committee's work on the protected courses. She explained that the list was submitted to Angelina at the end of the semester. She discussed thoughts on what the next steps would be for this list. Natalia will resend the list of courses to Angelina Hill and inquire on how it is being used and how the flow chart is being implemented. There were concerns on if low enrollment in some classes may be due to conflicts with classes that students need for their degrees. It was suggested that the committee that schedules classes review the protected courses to determine. Dave Bazard offered to review this list for scheduling conflicts and will send N. Margulis details prior to the next meeting.

4.5. MDC Committee planning for 2018-2019. Natalia Margulis asked the committee if they had specific items they would like to see on future agendas. It was suggested for the end of the semester to draft a Survey Monkey for the Multicultural and Diversity Award, a review of the AB 705, and review of the Academic Freedom document. N. Margulis requested that committee members send her an email to confirm what they would like to see on future agendas.

5. Future Agenda Items: Committee members are encouraged to request to place an item on a future agenda.

6. Announcements and Open Forum

- Shannon Sullivan informed the committee that the artist, Lisa Marie Barber will be hosted in the CR gallery starting in October. She will be displaying large scale ceramic sculptures and will be giving a lecture.
- David Bazard announced that Science night will be held on October 19th from 5:00 pm to 9:00 pm at the college. He suggested that committee consider activities and ways to be involved.
- Alia Dunphy announced that the MCC Ambassador Program is being rolled out, waiting for website to be updated and students are currently in training. She let the committee know that they can email her a request for an ambassador to come give a quick presentation in their classes to practice.
- Kintay Johnson informed the committee that the EOPS, CalWORKs and Care application periods are still open. He suggested that the committee members let students know. He informed the committee that he is willing to come give a quick presentation to classes.

- Native American day on September 28. This will be presentation on local tribes by Susan Gehr. This will be held in the MCC building, the time is not determined.
7. Adjourn: Natalia Margulis motioned to adjourn the meeting, seconded by Shannon Sullivan. The meeting was adjourned at 4:56 pm.

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Next Meeting: September 21, 2018

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Campus Climate Surveys Evaluation Request Attachment 1 of 2

“In addition to learning about the climate for learning on the campus, I believe this (campus climate/learning environment) survey should also provide information about ILO 3: Community and Global Responsibility Students will develop the awareness and skills needed to contribute to local and global communities. This outcome indicates if students recognize ways to contribute to their community and the value of effectively engaging in cross-cultural environments.

Can the MDC review two potential options and provide their input? I’d appreciate feedback about the appropriate wording and value of the questions. I think the major themes of each are similar, but I definitely see differences that I’d love feedback about. These have been selected because they have been thoroughly vetted and come with comparison data from other colleges, but I am totally open to other options that the MDC recommends.”

Option 1:

The first (survey attached) is available us for free-of-cost through our subscription with the Education Advisory Board (EAB). This survey can only be taken by students 18 and older, which is something I think we should consider as it will exclude some of our students. This survey will come with comparison data from like-size colleges throughout the state, but very few (if any) California community colleges. Some additional info can be found here, but there is not a great web presence about this survey. Much comes from EAB via email. The survey is attached.

Option 2:

The second survey is from the Cooperative Institutional Research Program at the Higher Education Research Institute at UCLA. This survey does not have the 18 year restriction. It comes at a cost, but I believe we could find funding if this was the preferred survey. This survey is administered to several California Community Colleges, CSUs, UCs, and other colleges and universities in the country. You can preview the survey here:

<https://heri.ucla.edu/diverse-learning-environments-survey/>

https://heri.vainc.com/preview_survey.aspx?SurveyID=42&SchoolID=6342

and download here:

<https://ucla.app.box.com/v/DLE-Instrument>

Additionally,

Twenty-two students took the survey as part of [this] thesis research project. The survey consisted of questions from the Noel-Levitz Student Satisfaction Inventory.

CR already administers that survey to students. Here are the results from the 2016-17 administration:

<https://www.redwoods.edu/Portals/61/College%20of%20the%20Redwoods%20Community%20College%20District%20-%20SSI%20-%2005-2017.html>

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Campus Climate Surveys Evaluation
Attachment 2 of 2



EAB Campus Climate Survey

Survey Background and Information for
Expedited IRB/REB Application Review

Community College Executive Forum

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IRB Application Guidance

Instructions for Preparing the EAB Campus Climate Survey for IRB/REB Review on Campus

This document provides an overview of the EAB Campus Climate Survey. Following the below instructions, you can customize this document to serve as the basis for your IRB/REB application review process on campus.

| Description | Action |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Highlighted in yellow are placeholders where the content of the IRB packet must be modified with institution-specific information. | Make sure that all highlighted placeholders have been modified and removed. |
| You can choose to deploy optional modules with the survey basics and core survey elements. | Remove the modules you choose not to use from the Instrument Description section and the survey instrument in Appendix A. |
| We strongly recommend you incentivize students to take the survey. | Describe your incentive plan in the Recruitment Methods section. Later, customize the incentive language in the survey invitation and reminder emails. Your IRB may not require that the incentive structure (e.g., outside website where students can enter their name in a raffle) be in place in order to review and approve the application packet. |
| The response options to survey questions 2, 4, 5, 57, and 69 can be modified to best reflect the characteristics of your institution. | If necessary, customize these questions found in Appendix A. |
| At the end of the survey, there are placeholders for your institution to customize the closing language. Write in campus and national resources that students can access if they would like to speak with someone after taking the survey. | Modify this section of the survey instrument |

Study Overview

Research Title

EAB Expanded Campus Climate Survey

Principal Investigator (PI)

Name, title, email, phone number, and department of the designated main point of contact for the survey

Co-Investigator(s)

List the names and contact information of any institution employee or student directly involved with the administration of the survey

Purpose of the Study

The purpose of the EAB Campus Climate Survey is to understand and measure students' experiences, perceptions, and behaviors with respect to diversity, inclusion, and sexual violence at [NAME OF SCHOOL]. This information is critical to creating an inclusive campus environment, tailoring policies and programming, and improving the campus response to discrimination and harassment.

Target Audience

The survey will be administered to all students on campus.

Anticipated Dates of Research

The survey will be sent to students on [MONTH/DAY/YEAR]. It will close after 3 weeks on [MONTH/DAY/YEAR].

Level of Risk

There are no risks in participating in this survey beyond those experienced in everyday life. Some of the survey questions are personal and respondents might experience emotional discomfort while answering them. At the end of the survey, respondents will be given information about resources should they wish to talk with someone. Trigger warnings are included throughout the survey to alert respondents to potentially distressing material. All survey questions are optional and the participant can stop taking the survey at any time without penalty.

The survey will collect no personally identifiable information and student responses will be anonymous. The survey data is for internal use only and individual institution results will not be shared in publications, presentations, or broadcast publically. Access to the survey data will be limited only to those employees at [NAME OF SCHOOL] who are directly responsible for administering the survey, analyzing the data, or working in offices related to these issues on campus.

Anticipated Benefits

The results of the survey will provide important information about [NAME OF SCHOOL's] campus climate and will help college administrators to ensure that the environment at this school is safe for students. Specifically, the school will be able to identify the characteristics of students who are most at risk of discrimination, harassment, or sexual violence, which will enable the school to target resources and prevention training to vulnerable student populations.

The survey will also yield insight into the reasons why students who have experienced discrimination, harassment, or sexual violence and do not report the incident. This information will aid the school in developing policies and procedures that encourage reporting and support students throughout the process. Finally, the survey will capture information about students' attitudes towards the campus climate and identify gaps in education, training, and response protocols.

Informed Consent

The survey invitation email and the first section of the survey describes the purpose of the survey, the risks and benefits involved in taking the survey, and specifies that participation is voluntary and that respondents can stop participating at any time without penalty. Contact information for the PI and the EAB researchers is also provided in the survey invitation email.

A respondent must be 18 years of age or older to take the survey. A required screener question at the beginning of the survey asks the respondent whether s/he is 18 years or older and agrees to take the survey. If the respondent is younger than 18 years old and/or does not agree to take the survey, the respondent is redirected to an end of survey element.

Instrument Description

The EAB Campus Climate Survey is an online instrument that is hosted by the survey software SurveyGizmo.

The full EAB Campus Climate Survey consists of a survey basics module, two topic-specific core survey modules, and six topic-specific modules. The survey structure has been customized for [NAME OF SCHOOL]. The selected survey modules are described below and the full text of the instrument can be found in Appendix A.

The survey employs skip logic that creates a custom path through the survey that varies based on a respondent's answers. For example, if a respondent did not experience unwanted sexual contact during the current school year, s/he will not be asked follow up questions about unwanted sexual contact.

All survey questions refer to experiences since the beginning of the current academic year (fall 2017).

Survey Basics Module

The survey basics module captures respondents' demographic data and general perceptions of campus climate. This section consists of 18 questions (questions 1-18 in the full text in Appendix A).

Core Module: Experiences with Diversity and Inclusion

This core module captures respondents' perceptions of diversity and inclusion on campus, the reach of diversity programs, activities, and support services, and experiences with harassment and discrimination. This module asks if the respondent told someone about an incident of harassment or discrimination, why or why not, and how the individual or institution responded. Finally, this module captures information about bystander behaviors. This section consists of 21 questions (questions 19-39 in the full text in Appendix A).

Optional Module: Community Actions & Attitudes

This optional module captures respondents' experiences with peers from diverse backgrounds. This section consists of 6 questions (questions 40-45 in the full text in Appendix A).

Optional Module: Inclusive Campus

This optional module captures respondents' perceptions of connectedness and inclusivity. This section consists of 4 questions (questions 46-49 in the full text in Appendix A).

Optional Module: Basic Needs Security

This optional module captures respondents' experiences with food and housing insecurity. This section consists of 6 questions (questions 50-55 in the full text in Appendix A).

Core Module: Experiences with Sexual Violence

This core module captures respondent perceptions of sexual violence on campus, the reach of prevention training and support services, and experiences with sexual violence. This module asks if the respondent told someone about an incident of sexual violence, why or why not, and how the individual or institution responded. This section consists of 20 questions (questions 56-75 in the full text in Appendix A).

Optional Module: Community Behaviors

This module identifies the degree to which the survey respondent may intervene as a bystander in potentially high-risk situations and the likelihood that the respondent will take a stand against sexual violence on campus. Employing a social norms approach, the module also captures the extent to which the respondent believes other students will take action to prevent sexual violence. This section consists of 6 questions (questions 76-81 in the full text in Appendix A).

Optional Module: Community Attitudes

This module captures respondents' specific beliefs about gender. The question statements are intentionally heteronormative and based on sexual situations that occur between men and women. The question statements were derived from the Illinois Rape Myth Acceptance scale (Payne, D., et al., 1999) and revised to reflect current

attitudes regarding gender and sexual violence. This section consists of 2 questions (questions 82-83 in the full text in Appendix A).

Optional Module: Relationship Dynamics

This module identifies whether respondents have been physically harmed by a casual, steady, or serious dating or intimate partner. The module also captures whether respondents have experienced stalking in-person and online, who the unwanted behavior involved, and if they reported the incident. This section consists of 14 questions (questions 84-97 in the full text in Appendix A).

Survey Methods

The EAB Campus Climate Survey was developed by the Education Advisory Board (EAB), a best practice research firm located in Washington, DC. [NAME OF SCHOOL] is a member of the EAB Student Affairs Forum, which provides its member executives with expert advice and innovative strategies and practices—tested and proven to work by their peers at other universities across the country—for tackling their most pressing issues. EAB designed the EAB Campus Climate Survey to assist members with the significant challenge of collecting systematic information about students' experiences, attitudes, and behaviors with respect to diversity, inclusion, and sexual violence on campus.

Design Methods

To design the EAB Campus Climate Survey, researchers conducted an extensive literature review that included empirical research studies, relevant legislation, existing surveys, White House task force and Department of Education guidance, and news articles about the most current issues related to diversity, inclusion, and sexual violence across university and college campuses in the U.S. and Canada. See Appendix C for a list of references.

EAB researchers cognitively tested the survey with recent college graduates to ensure that the survey language and content was relevant to their experience. EAB researchers also conducted interviews with administrators involved in initiatives at a number of private and public institutions in the U.S. and Canada to gather best practices for assessing diversity, inclusivity, and campus sexual violence. Next, the survey was critically reviewed by student affairs administrators, Title IX coordinators, faculty, chief diversity officers, and counselors at several higher education institutions in the US and Canada.

Since its initial launch in spring 2015, the survey has been administered at more than 75 unique universities and community colleges. After each survey cohort, the survey was revised based on administrator and student feedback at user institutions as well as newly released climate surveys and guidance.

Recruitment Method

Prior to launching the survey on campus, [NAME OF SCHOOL] will promote the survey through [describe promotion plan].

A link to the online survey will be emailed to all students at [NAME OF SCHOOL]. An email invitation and two follow up reminders will be sent by [NAME OF PERSON] to encourage a high participation rate in the survey. The survey will close 3 weeks after its initiation.

Respondent incentives

[Describe your incentive plan here.]

At the end of the survey, respondents can choose whether to receive a survey incentive by clicking on a link that directs the respondent to a website where s/he can provide his or her name and contact information. The website will not be associated or linked in any way to the survey. The end-of-survey language and incentive website will clearly state that the respondent's personal information will not be linked to their survey responses.

Data Protection and Analysis

The EAB Campus Climate Survey uses the survey platform SurveyGizmo. The survey data in SurveyGizmo is password protected and accessible only to members of the EAB climate survey research team. When survey data is downloaded from the SurveyGizmo platform to the EAB server, is stored in password protected and encrypted file folders. Only members of the EAB climate survey research team have access to the survey data file folders.

When the survey administration ends, EAB will securely send the raw data file to [NAME OF SCHOOL]. EAB will use Box, a secure file transfer program to send the raw data file to [NAME OF THE SURVEY MAIN POINT OF CONTACT]. [NAME OF SCHOOL] will store the raw data file on a secure, password protected server. Only those individuals at the school who are responsible for administering the survey will have access to the climate survey data.

Data Analysis and Reporting

EAB will conduct a high-level analysis of the climate survey data. The analysis may include cross tabulations of key survey variables like gender, race, sex and experiences with sexual violence, diversity and inclusion. EAB will send a report of the analysis, along with the raw data file to the [SURVEY MAIN POINT OF CONTACT] by June 29, 2018. EAB will not perform additional custom analyses of the data. EAB will not otherwise share the institution's survey report. In order to protect the privacy of all participating institutions and respondents, EAB will not release an aggregate report if fewer than 10 institutions participate in a single survey cohort.

Appendix A: EAB Campus Climate Survey

EAB Expanded Campus Climate Survey - SP18 -

Survey Consent

Statement of Anonymity

The survey will not ask you to provide any identifying information and your responses are anonymous. In the event of any publication or presentation of the survey results, no personally identifiable information will be shared. Survey responses will be reported in terms of groups of students rather than as individual cases.

Risks and Benefits

The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at this school is safe for students. There are no risks in participating in this survey beyond those experienced in everyday life. Some of the survey questions are personal and you might experience emotional discomfort while answering them. At the end of the survey you will be given information about resources should you wish to talk with someone.

Voluntary Participation

Participation in this survey is voluntary. If you decide to participate, you can skip questions or stop participating at any time without penalty. **Refusal to take part in the survey will not result in any negative consequences.**

If you have questions about the purpose or content of the survey, or if you have technical difficulties taking the survey, please email climatesurvey@eab.com.

1) Do you agree to take the survey?*

- () Yes, I am 18 years of age or older and I agree to participate.
- () No, I am not 18 years of age or older and/or I decline to participate.

Demographics

2) What is your enrollment status?

- Full-time student (in-person or mixed enrollment taking 12 or more credit hours)
- Part-time student (in-person or mixed enrollment taking less than 12 credit hours)
- Online only (taking only online classes whether full-time or part-time)
- Other: _____

3) What is your age?

- 18-24 years old
- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55-64 years old
- 65 years or older

4) Where do you live during the current school year?

- Residence hall
- On-campus apartment or house
- Off-campus apartment or house (living alone or with people who are not family members)
- At home with family (living with partner, spouse, parents, kids, etc.)
- Other: _____

5) What student group(s) do you participate in? (select all that apply)

- Intercollegiate sports team
- Club sports team
- Intramural sports team
- Cultural, religious, or spiritual group
- Student government
- Performing arts group
- Other: _____
- I do not participate in a student group

Demographics

6) Are you of Hispanic, Latino, or Spanish origin?

- Yes
- No

7) What is your race, as you define it? (select all that apply)

- American Indian or Alaska native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other: _____

8) What is your citizenship or residence status?

- U.S. citizen
- Permanent U.S. resident, not a citizen
- Foreign national or on a student visa
- Not a citizen and not a legal resident
- Other

9) Are you the first person in your family to go to college (i.e. neither of your parents/guardians or siblings have attended college)?

- Yes
- No
- I'm not sure

10) What term best describes your religious affiliation?

- Roman Catholic
- Protestant (e.g. Lutheran, Methodist, Episcopalian, Baptist, Presbyterian)

- Orthodox Christian
- Other Christian (e.g. Mormon, Jehovah's Witness)
- Buddhist
- Hindu
- Jewish
- Muslim
- No religious affiliation (including atheist or agnostic)
- Other: _____

11) What term best describes your gender identity?

- Woman
- Man
- Transgender
- Genderqueer/gender non-conforming
- Other: _____

12) What term best describes your sexual orientation?

- Gay
- Lesbian
- Heterosexual
- Bisexual
- Asexual
- Questioning
- Other: _____

13) Do you consider yourself to have a physical disability or long-term physical health condition? These could include for example: diabetes, epilepsy, arthritis, or any physical impairment, some of which may not be readily apparent.

- Yes
- No

14) Do you consider yourself to have a mental disability or long-term mental health condition? These could include for example: dyslexia, long-term depression, attention deficit hyperactivity disorder (ADHD), some of which may not be readily apparent.

Yes

No

General Campus Climate

15) Please indicate your level of agreement with the following statements.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| I feel safe at this school. | () | () | () | () |
| I feel close to people at this school. | () | () | () | () |
| It is easy to find people on campus who understand me. | () | () | () | () |
| I think faculty are genuinely concerned about my welfare. | () | () | () | () |
| I think faculty pre-judge my abilities based on my identity or background. | () | () | () | () |
| I think administrators are genuinely concerned about my welfare. | () | () | () | () |

16) How would you rate the climate on campus for people who are...?

| | Very Respectful | Respectful | Disrespectful | Very Disrespectful | Unsure |
|--------------------------------------------------------------------------------|------------------------|-------------------|----------------------|---------------------------|---------------|
| Affected by learning disabilities (e.g., ADHD, dyslexia) | () | () | () | () | () |
| Affected by mental health issues (e.g., anxiety, bipolar disorder, depression) | () | () | () | () | () |
| From non-Christian religions | () | () | () | () | () |
| From Christian religions | () | () | () | () | () |
| Gay, lesbian, bisexual, transgender | () | () | () | () | () |
| International students | () | () | () | () | () |
| Non-native English speakers | () | () | () | () | () |
| Physically disabled | () | () | () | () | () |
| Politically conservative | () | () | () | () | () |
| Politically liberal | () | () | () | () | () |
| Socioeconomically disadvantaged | () | () | () | () | () |

17) Since the beginning of the current school year (Fall 2017), have you seriously considered leaving this school?

Yes

No

18) Why did you consider leaving? (select all that apply)

I experienced financial struggles (e.g., I couldn't afford tuition and fees, I needed to work)

I had family concerns

I had poor academic performance (e.g., bad grades, classes were too hard)

I wanted to transfer to another college or university

I struggled with mental health challenges (e.g., stress, anxiety, depression)

I struggled with physical health challenges

I didn't feel welcomed or supported at this school

I didn't feel close to anyone at this school

I didn't feel safe at this school

Other: _____

Experiences with Diversity and Inclusion

19) Please indicate your level of agreement with the following statements.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| Diversity is reflected in the student body . | () | () | () | () |
| Diversity is reflected in the faculty . | () | () | () | () |
| Diversity is reflected in administrators . | () | () | () | () |
| Diversity is fully embraced within the campus culture. | () | () | () | () |
| All students feel welcome and supported at this school, regardless of background or identity. | () | () | () | () |
| School leaders are visibly committed to fostering respect for diversity on campus. | () | () | () | () |
| I feel like I need to hide some aspects of my identity to fit in. | () | () | () | () |
| On campus, there are enough opportunities to | () | () | () | () |

| | | | | |
|-------------------------------------------------|--|--|--|--|
| gain knowledge about my own cultural community. | | | | |
|-------------------------------------------------|--|--|--|--|

20) What diversity topics have you learned most about or become aware of since coming to this school? (select all that apply)

- Race and ethnicity
- Sexual orientation
- Socioeconomic status and class
- Political views
- Religion and spirituality
- Gender
- Disability
- Age

21) How have you primarily learned about or become more aware of diversity?

- Talking with friends
- In class
- From my family
- Living with diverse roommates
- Campus events
- On-campus job or volunteer experience
- Other: _____

**22) How aware are you of the following services on campus?
Services addressing the needs of...**

| | I've used these services | I've volunteered or worked at these services | I'm aware of these services, but haven't used or worked at | I'm not aware of these services |
|--|---------------------------------|-----------------------------------------------------|-------------------------------------------------------------------|----------------------------------------|
| | | | | |

| | | | them | |
|------------------------------------------|-----|-----|-------------|-----|
| Religious students | () | () | () | () |
| Students with disabilities | () | () | () | () |
| International students | () | () | () | () |
| Gay, lesbian, and bisexual students | () | () | () | () |
| Students of diverse races and cultures | () | () | () | () |
| Women and students who identify as women | () | () | () | () |

23) About how often do you hear about programs, activities, or events that promote diversity and inclusion happening on campus?

- () Several times a semester
- () Once or twice a semester
- () Once or twice a school year
- () Almost never
- () Never

24) About how often do you attend school programs, activities, or events that promote diversity and inclusion?

- () Frequently
- () Sometimes
- () Rarely

() Never

25) What actions do you think would improve the campus climate? (select all that apply)

- Have more multicultural events
- Strengthen consequences for acting disrespectfully
- Recruit more individuals from underrepresented or minority groups for leadership, faculty and staff positions
- Provide opportunities for more inter-group discussion and interaction
- Provide diversity education workshops for faculty and staff
- Provide diversity education workshops for students
- Incorporate issues of diversity and cross-cultural competence more effectively into the curriculum
- Other: _____

26) Please rate your level of agreement with the following statements.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| I know how to report an incident of harassment or discrimination to the school. | () | () | () | () |
| If a friend or I experienced harassment or discrimination, I would know where to go to get help. | () | () | () | () |
| I know where I can access my school's harassment and discrimination policy. | () | () | () | () |
| I understand my school's formal procedures to address complaints | () | () | () | () |

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------|----|----|----|----|
| of harassment or discrimination. | | | | |
| I am confident my school would administer the formal procedures to fairly address reports of harassment or discrimination. | () | () | () | () |

Experiences with Harassment and Discrimination

This section asks about harassment and discrimination that you may have experienced since the beginning of the current school year (Fall 2017).

Again, this survey is completely VOLUNTARY and your responses are anonymous.

27) Since the beginning of the school year (Fall 2017) has anyone shunned, ignored, or intimidated you, or acted directly or indirectly toward you in an offensive or hostile manner that interfered with your ability to learn and work?

- Yes, once
- Yes, more than once
- No

Experiences with Harassment and Discrimination

For the next set of questions, please pick what you feel is the MOST SERIOUS INCIDENT that has happened to you since the beginning of the current school year (Fall 2017). If you experienced more than one incident, answer the following questions about the most serious incident.

28) What was the discrimination or harassment that you experienced? (select all that apply)

- I was deliberately ignored or excluded.
- I was the target of offensive humor.
- I received hostile or threatening comments or gestures.
- I was the target of racial or ethnic profiling.
- An instructor made verbal comments that were hostile or offensive to me.
- I received inappropriate or offensive written comments from a faculty member.
- I was the target of obscene or threatening language on an online community.
- I received offensive personal email, text messages, or instant messages that targeted me personally.
- Other: _____

29) What do you believe this conduct was based upon? (select all that apply)

- My appearance or physical characteristics
- My gender or gender identity
- My ethnicity (your cultural background and/or nationality)
- My race
- My age
- My country of origin (the country where you were born)
- My sexual orientation (e.g. gay, lesbian, heterosexual, straight)
- My political views
- My religious or spiritual views
- My socioeconomic status
- My immigrant status
- Other: _____

30) Where did the incident occur? (select all that apply)

- In class
- While walking on campus
- In a campus office
- At a campus event

- At a student organization meeting or event
- In on-campus housing
- In off-campus housing
- Other: _____

31) What was the source of the discrimination or harassment? (select all that apply)

- Friend
- Another student
- Administrator or staff member
- Faculty member
- Campus security or police
- I'm not sure
- Other: _____

32) Was this person affiliated with...?

- Your college or university
- Another college or university
- No college or university
- Unsure

33) Who did you tell about the incident? (select all that apply)

- Roommate, friend, or classmate
- Romantic partner
- Family member
- Campus counselor
- Campus security or police
- Faculty or staff member
- No one
- Other: _____

34) Did you formally report the incident to the school?

- Yes
- No

35) How well did the school resolve the issue?

- Completely resolved the issue
- Helped me a lot
- Helped, but could have helped more
- Helped me a little
- Didn't help me at all
- I'm currently going through the resolution process

36) It is common to have mixed feelings when deciding whether or not to share your experience with someone else. Did any of the following thoughts or concerns cross your mind when you were deciding whether or not to share or report your experience? (select all that apply)

- Didn't think it was serious enough to report
- Did not need assistance
- Wasn't clear that the person intended harm
- Wanted to forget it happened
- Felt ashamed or embarrassed, didn't want anyone to know what happened
- Lack of proof that the incident happened
- Didn't know who I should tell
- Feared that I would not be believed or taken seriously
- Didn't want to get the person in trouble (e.g. disciplinary action, legal charge, arrest)
- Feared others would harass me or react negatively toward me
- Didn't want anyone to know the other things I was doing at the time (e.g. drinking underage, using drugs)
- Other

Bystander Behaviors

37) Since the beginning of the current school year (Fall 2017), have you had a friend or acquaintance tell you that they were the victim of harassment or discrimination?

Yes

No

38) Since the beginning of the school year (Fall 2017) have you observed someone on campus being shunned, ignored, or intimidated, or treated in an offensive, or hostile manner?

Yes

No

39) In response to this situation: (select all that apply)

I told someone in a position of authority about the situation.

I asked the person who appeared to be the target of the behavior if they needed help.

I confronted the person who appeared to be causing the situation.

I asked others to defuse the situation.

I decided not to take action.

Other - Write In: _____

Actions and Attitudes Related to Diversity

40) Since the beginning of the school year (Fall 2017), how often have you had serious conversations with students who differ from you in...?

| | Very Often | Often | Occasionally | Rarely or never |
|------------------------------------------|-------------------|--------------|---------------------|------------------------|
| Race or ethnicity | () | () | () | () |
| Nationality (citizen of another country) | () | () | () | () |
| Sexual orientation | () | () | () | () |
| Religious beliefs | () | () | () | () |
| Political beliefs | () | () | () | () |
| Socioeconomic background | () | () | () | () |

41) Since the beginning of the school year (Fall 2017), how often have you socialized with students who differ from you in...?

| | Very Often | Often | Occasionally | Rarely or never |
|------------------------------------------|-------------------|--------------|---------------------|------------------------|
| Race or ethnicity | () | () | () | () |
| Nationality (citizen of another country) | () | () | () | () |
| Sexual orientation | () | () | () | () |
| Religious beliefs | () | () | () | () |
| Political beliefs | () | () | () | () |
| Socioeconomic background | () | () | () | () |

42) Where do you primarily interact with students whose backgrounds and identities differ from your own?

- In class
- At informal gatherings
- At student residences (on and off campus)
- At campus programs or events
- In a study group
- During student organization meetings or events
- While participating in athletic or recreation activities
- At a campus job or volunteer assignment
- Other: _____

**43) How comfortable would you be being close friends with the following individuals?
This question asks about your comfort.**

| | Very Comfortable | Comfortable | Uncomfortable | Very Uncomfortable |
|-----------------------------------------------------------------------------------------|-------------------------|--------------------|----------------------|---------------------------|
| A person whose race or ethnicity is different from your own | () | () | () | () |
| A person with a physical disability | () | () | () | () |
| A person affected by mental health issues (e.g., depression, anxiety, bipolar disorder) | () | () | () | () |
| An openly gay or bisexual man | () | () | () | () |
| An openly lesbian or bisexual woman | () | () | () | () |

| | | | | |
|--------------------------------------------------------------|-----|-----|-----|-----|
| A person with religious beliefs other than your own | () | () | () | () |
| A person with political views that differ from your own | () | () | () | () |
| A person from a socioeconomic background other than your own | () | () | () | () |

44) Based on the behavior of your peers, how comfortable would students at your school be being close friends with the following individuals?

This question asks about your peers' comfort.

| | Very Comfortable | Comfortable | Uncomfortable | Very Uncomfortable |
|----------------------------------------------------------------------------------------|-------------------------|--------------------|----------------------|---------------------------|
| A person whose race or ethnicity is different from your own | () | () | () | () |
| A person with a physical disability | () | () | () | () |
| A person affected by mental health issues (e.g. depression, anxiety, bipolar disorder) | () | () | () | () |
| An openly gay or bisexual | () | () | () | () |

| | | | | |
|--------------------------------------------------------------|-----|-----|-----|-----|
| man | | | | |
| An openly lesbian or bisexual woman | () | () | () | () |
| A person with religious beliefs other than your own | () | () | () | () |
| A person with political views that differ from your own | () | () | () | () |
| A person from a socioeconomic background other than your own | () | () | () | () |

45) Sometimes students may feel uncomfortable or hesitant to interact with peers who come from different backgrounds or have different identities than their own.

What are the reasons you might hesitate to engage with other students who are different from you? (select all that apply)

- I don't know what to talk about.
- I feel like I can't relate to them or we don't have anything in common.
- I'm afraid that I may say something that could be perceived to be offensive or uninformed.
- I'm afraid they'll say something offensive or uninformed to me.
- Our viewpoints or identities are so different that we could have a negative interaction like getting into an argument.
- I feel like I will be judged by the other person.
- I don't feel any discomfort interacting with peers who are different from me.
- Other: _____

Campus Inclusivity

46) Please rate your level of agreement with the following statements.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| Most students at this school have values and attitudes different from my own. | () | () | () | () |
| I feel like my school provides enough programs that promote meaningful interactions between students from different cultures. | () | () | () | () |
| I have access to at least one faculty or staff member who I trust and who can connect me with information or support I may need, regardless of the issue I face. | () | () | () | () |
| I feel like my peers at this school are too politically correct or sensitive. | () | () | () | () |
| I feel like faculty and staff at this | () | () | () | () |

| | | | | |
|--------------------------------------------------|--|--|--|--|
| school are too politically correct or sensitive. | | | | |
|--------------------------------------------------|--|--|--|--|

47) Please rate your level of agreement with the following statements.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| I feel comfortable sharing my own perspectives and experiences in class. | () | () | () | () |
| I feel I have to work harder than other students to be perceived as a good student. | () | () | () | () |
| I have been singled out in class because of my identity (e.g., race, ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.). | () | () | () | () |
| In class, I have heard faculty express stereotypes based on identity (e.g., | () | () | () | () |

| | | | | |
|-----------------------------------------------------------------------------------------------|--|--|--|--|
| race, ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.). | | | | |
|-----------------------------------------------------------------------------------------------|--|--|--|--|

48) Do you feel that the communities you belong to are appropriately represented in your school's...?

| | Yes | No |
|--------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| Communications | <input type="radio"/> | <input type="radio"/> |
| Curriculum (e.g., textbooks) | <input type="radio"/> | <input type="radio"/> |
| Events | <input type="radio"/> | <input type="radio"/> |
| Faculty | <input type="radio"/> | <input type="radio"/> |
| Recruiting | <input type="radio"/> | <input type="radio"/> |
| Staff | <input type="radio"/> | <input type="radio"/> |
| Student organizations | <input type="radio"/> | <input type="radio"/> |
| Student body | <input type="radio"/> | <input type="radio"/> |
| I feel that the communities I belong to are missing completely from my school environment. | <input type="radio"/> | <input type="radio"/> |

49) Do you feel that issues of diversity and inclusion are adequately addressed...?

| | Yes | No |
|--|-----|----|
| | | |

| | | |
|-------------------------------------|-----|-----|
| In the curriculum (e.g., textbooks) | () | () |
| In class | () | () |
| By faculty | () | () |
| By school leadership | () | () |
| In student organizations | () | () |
| In school communication | () | () |
| In the school mission | () | () |

Basic Needs Security

The following questions are about the food eaten in your household, whether you were able to afford the food you need, and your housing circumstances since the beginning of the current school year (Fall 2017).

50) Please rate your experience with these statements since the beginning of the current school year (Fall 2017):

| | Often true | Sometimes true | Never true | I'm not sure |
|-------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I worried whether my food would run out before I got money to buy more. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The food that I bought just didn't last, and I didn't have money to get more. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I couldn't afford to balance meals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

51) Since the beginning of the current school year (Fall 2017), did you ever cut the size of your meals or skip meals because there wasn't enough money for food?

- Yes
- No
- I'm not sure

52) How often did this happen?

- Almost every month

- Some months but not every month
- Only 1 or 2 months
- I'm not sure

53) Since the beginning of the current school year (Fall 2017), did you ever eat less than you felt you should because there wasn't enough money for food?

- Yes
- No
- I'm not sure

54) Since the beginning of the current school year (Fall 2017), were you ever hungry but didn't eat because there wasn't enough money for food?

- Yes
- No
- I'm not sure

55) Since the beginning of the current school year (Fall 2017), did you:

- Not pay or underpay your rent or mortgage
- Get evicted from your home
- Move in with other people, even for a little while, because of financial problems
- Live with others beyond the expected capacity of the house or apartment
- Stay at a shelter
- Stay in an abandoned building, an automobile, or any other place not meant for regular housing, even for one night
- Not know where you were going to sleep at night, even for one night

Perceptions of Sexual Violence

The following questions ask about sexual violence. Sexual violence refers to a range of sexual behaviors that are unwanted by an individual. These behaviors could be initiated by someone known or unknown to the individual, including someone they are in a relationship with.

Sexual Violence Prevention Training

56) Since the beginning of the current school year (Fall 2017), have you received information or training at your school in any of the following areas?

- **Understanding the definition of sexual violence**
- **Reporting an incident of sexual violence**
- **Your school's procedures for investigating an incident of sexual violence**
- **Accessing sexual violence resources**
- **Sexual violence prevention strategies (e.g., asking for consent, responsible alcohol use)**
- **Bystander intervention skills**

Yes

No

I do not recall

57) Did you receive sexual violence information or training as part of: (select all that apply)

New student orientation

Athletics participation

Residence life programs

Class presentations or projects

Campus-wide events

Student leadership training

Other: _____

I do not recall

58) How useful was the training in increasing your knowledge about:

| | Very Useful | Useful | Not Very Useful | Not At All Useful | Not Covered |
|-------------------------------------------------------------------------------------------|--------------------|---------------|------------------------|--------------------------|--------------------|
| The definition of sexual violence | () | () | () | () | () |
| Reporting an incident of sexual violence | () | () | () | () | () |
| The school's procedures for investigating an incident of sexual violence | () | () | () | () | () |
| Sexual violence resources | () | () | () | () | () |
| Sexual violence prevention strategies (e.g., asking for consent, responsible alcohol use) | () | () | () | () | () |
| Bystander intervention skills | () | () | () | () | () |

59) Please rate your level of agreement with the following statements.

If someone reported an incident of sexual violence to a campus authority:

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Unsure |
|---------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|---------------|
| The school would take the report seriously. | () | () | () | () | () |
| The school would take steps to protect the person making the report from retaliation. | () | () | () | () | () |
| The accused or their friends would retaliate against the person making the report. | () | () | () | () | () |
| The educational achievement/career of the person making the report would suffer. | () | () | () | () | () |

60) Please rate your level of agreement with the following statements.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| If a friend or I experienced sexual violence, I would know where to go to get help. | () | () | () | () |
| I understand my school's formal procedures to address complaints of sexual violence. | () | () | () | () |
| I am confident my school would administer the formal procedures to fairly address reports of sexual violence. | () | () | () | () |

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|
| I know what confidential resources (e.g., victim advocacy, counseling) are available to me to report an incident of sexual violence. | () | () | () | () |
|--------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|

61) Has anyone done the following to you since the beginning of the school year (Fall 2017)? (select all that apply)

| | Yes, in a class, lab, or work setting at my school | Yes, in a social setting at my school | Yes, in other settings at my school | Have not experienced this at my school |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------|--------------------------------------------|-----------------------------------------------|
| Made sexist remarks or jokes in your presence | [] | [] | [] | [] |
| Made inappropriate comments about your or someone else's body or appearance in your presence | [] | [] | [] | [] |
| Said crude sexual things to you, or tried to get you to talk about sexual matters when you didn't want to | [] | [] | [] | [] |
| E-mailed, texted, or used social media to send offensive sexual jokes, stories, or pictures to you | [] | [] | [] | [] |
| Seemed to be bribing you with some sort of reward | [] | [] | [] | [] |

| | | | | |
|-------------------------------------------------------------------------------|--|--|--|--|
| if you agreed to engage in a romantic or sexual relationship with that person | | | | |
|-------------------------------------------------------------------------------|--|--|--|--|

Sexual Violence Experiences

Trigger Warning: The following section uses explicit language, including anatomical names of body parts and specific behaviors to ask about sexual situations, which may be

upsetting. Resources for support are available at the end of the survey, should you need them.

This section asks about non-consensual or unwanted sexual contact you may have experienced. When you are asked about whether something happened, please think about what has happened since the beginning of the current school year (Fall 2017). Again, this survey is completely VOLUNTARY and your responses are ANONYMOUS.

Sexual Violence Experiences

62) Since the beginning of the current school year (Fall 2017), have you had ANY of the following experiences?

- Someone fondled, kissed, or rubbed up against the private areas of my body or removed some of my clothes even though I didn't want to
- Someone TRIED to sexually penetrate me (i.e. someone tried to put a penis or insert fingers or objects into my vagina or anus) even though I didn't want to
- Someone sexually penetrated me (i.e. someone put a penis or inserted fingers or objects into my vagina or anus) even though I didn't want to
- Someone TRIED to perform oral sex on me or make me give them oral sex even though I didn't want to
- Someone performed oral sex on me or made me give them oral sex even though I didn't want to

Yes

No

Unsure

Sexual Violence Experiences

63) What was the non-consensual or unwanted sexual contact you experienced?

| | This happened once | This happened more than once | I think this happened, but I'm unsure | This did not happen |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------------|----------------------------------------------|----------------------------|
| Someone fondled, kissed, or rubbed up against the private areas of my body or removed some of my clothes even though I didn't want to | () | () | () | () |
| Someone TRIED to sexually penetrate me (i.e. someone tried to put a penis or insert fingers or objects into my vagina or anus) even though I didn't want to | () | () | () | () |
| Someone sexually penetrated me (i.e. someone put a penis or inserted fingers or objects into my vagina or anus) even though I didn't want to | () | () | () | () |
| Someone TRIED to perform oral sex on me or make me give them oral sex even though I didn't want to | () | () | () | () |
| Someone performed oral sex on me or made me give them oral sex even though I didn't want to | () | () | () | () |

64) Did the person(s) who did one or more of the behaviors listed above do them by...

| | Yes | No | Unsure |
|------------------------------------------------------------------------------------------------------------|------------|-----------|---------------|
| Catching you off guard, or ignoring non-verbal cues or looks? | () | () | () |
| Telling lies, threatening to end a relationship or to spread rumors about you, or verbally pressuring you? | () | () | () |
| Showing displeasure, criticizing your sexuality or attractiveness, or getting angry? | () | () | () |
| Taking advantage of you when you were incapacitated (e.g., too drunk, high, asleep, or out of it)? | () | () | () |
| Threatening you with being outed? | () | () | () |
| Threatening to physically harm you or someone close to you? | () | () | () |
| Using force or having a weapon? | () | () | () |

Sexual Violence Experiences

For the next set of questions, please pick what you feel is the MOST SERIOUS INCIDENT that has happened to you since the beginning of the current school year (Fall 2017). If you experienced more than one incident, answer the following questions about the most serious incident.

65) Just prior to the incident, had the person: (select all that apply)

| | Yes | No | Unsure |
|-------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| Been drinking alcohol, but wasn't drunk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Been drinking alcohol and was drunk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Been taking or using marijuana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Been taking or using drugs other than alcohol and marijuana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tried to get you drunk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Given you a drug without your knowledge or consent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

66) What is or was your relationship with the person who conducted this unwanted behavior? (select all that apply)

- Acquaintance or peer
- Friend
- Current romantic partner or spouse
- Ex-romantic partner or spouse
- Faculty or staff member
- No prior relationship
- Other: _____

67) Was this person affiliated with...?

- Your college or university

- Another college or university
- No college or university
- Unsure

68) What was the sex of the individual?

- Male
- Female
- Unsure

69) Where did the incident occur?

- On-campus residence (e.g., residence hall, apartment, or house)
- Off-campus residence
- Fraternity
- Sorority
- Bar, night club, or dance club
- Outdoors
- Other on-campus location: _____
- Other off-campus location: _____

70) Who did you tell about the incident? (select all that apply)

- Roommate, friend, or classmate
- Romantic partner
- Family member
- Campus sexual violence advocate/counselor
- Campus security or police
- Faculty or staff member
- Residence hall staff
- No one
- Other: _____

71) What kind of responses did you receive from those you told or reported to? (select all that apply)

- Responded in a way that made you feel supported
- Doubted you, asked questions to determine if it really happened, or refused to believe you
- Blamed you for the assault, or said you could have done something to prevent it, or asked why you didn't do something to prevent it
- Helped you gather information or find resources or services
- Made excuses for the person who did this to you
- Listened sympathetically without criticizing or blaming you
- Told you to not talk about it, to move on, or to focus on other things
- Validated and believed your experience

Sexual Violence Experiences

72) Did you use the school's formal procedures to report the incident(s)?

- Yes
- No

73) Did the school's formal procedures help you resolve the issue?

- Completely resolved the issue
- Helped me a lot
- Helped, but could have helped more
- Helped me a little
- Didn't help me at all
- I'm currently going through the resolution process

74) It is common to have mixed feelings when deciding whether or not to share your experience with someone else. Did any of the following thoughts or concerns cross your mind when you were deciding whether or not to share or report your experience? (select all that apply)

- Didn't think it was serious enough to report
- Did not need assistance
- Wasn't clear that the person intended harm
- Wanted to forget it happened
- Felt ashamed or embarrassed, didn't want anyone to know what happened
- Lack of proof that the incident happened
- Didn't know who I should tell
- Feared that I would not be believed or taken seriously
- Didn't want to get the person in trouble (e.g., disciplinary action, legal charge, arrest)
- Feared others would harass me or react negatively toward me
- Didn't want anyone to know the other things I was doing at the time (e.g., drinking underage, using drugs)
- Other

Sexual Violence Experiences

75) Has anyone had or attempted to have unwanted sexual contact with you prior to you going to college?

- Yes
- No
- Unsure

Community Behaviors

76) How likely are you to engage in the following behaviors?

*This question asks about **your** behaviors.*

| | Very Likely | Likely | Not Very Likely | Not At All Likely |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------|------------------------|--------------------------|
| Express my discomfort if someone makes a sexual joke about a person's body. | () | () | () | () |
| Express my discomfort if someone says that sexual assault victims are to blame for being assaulted. | () | () | () | () |
| Talk to a friend who I suspect is in a sexually abusive relationship. | () | () | () | () |
| Ask someone who looks very upset at a party if they are ok or need help. | () | () | () | () |
| Confront a friend who tells me that they had sex with someone who was passed out or didn't give consent. | () | () | () | () |
| Tell a campus authority about information I have that might help in a sexual violence case even if pressured by my peers to stay silent. | () | () | () | () |
| Ask for verbal consent when I am intimate with someone. | () | () | () | () |
| Report a friend who committed sexual violence. | () | () | () | () |
| Decide not to have sex with someone if they are drunk. | () | () | () | () |
| Help a friend report an incident of sexual violence or abuse. | () | () | () | () |

77) Based on the behavior of your peers, how likely are students at your school to:

*This question asks about your **peers'** behaviors.*

| | Very Likely | Likely | Not Very Likely | Not At All Likely |
|-----------------------------------------------------------------------------------------------------------------------|--------------------|---------------|------------------------|--------------------------|
| Express discomfort if someone makes a sexual joke about a person's body. | () | () | () | () |
| Express discomfort if someone says that sexual assault victims are to blame for being assaulted. | () | () | () | () |
| Talk to a friend who may be in a sexually abusive relationship. | () | () | () | () |
| Ask someone who looks very upset at a party if they are ok or need help. | () | () | () | () |
| Confront a friend who says that they had sex with someone who was passed out or didn't give consent. | () | () | () | () |
| Tell a campus authority about information that might help in a sexual violence case even if pressured to stay silent. | () | () | () | () |
| Ask for verbal consent when intimate with someone. | () | () | () | () |
| Report a friend who committed sexual violence. | () | () | () | () |
| Decide not to have sex with someone if they are drunk. | () | () | () | () |
| Help a friend report an incident of sexual violence or abuse. | () | () | () | () |

Community Behaviors

78) Since the beginning of the current school year (Fall 2017), have you actively taken part in activities or volunteered your time on projects focused on stopping sexual violence on campus?

Yes

No

79) Since the beginning of the current school year (Fall 2017), have you had a friend or acquaintance tell you that they were the victim of an unwanted sexual experience?

Yes

No

80) Since the beginning of the current school year (Fall 2017), have you observed a situation that you believed was, or could have led to, a sexual assault?

Yes

No

81) In response to this situation: (select all that apply)

I created a distraction to cause one or more of the people to disengage from the situation.

I told someone in a position of authority about the situation.

I asked the person who appeared to be at risk if they needed help.

I stepped in and separated the people involved in the situation.

I confronted the person who appeared to be causing the situation.

I asked others to step in as a group and diffuse the situation.

I considered intervening in the situation, but I could not safely take any action.

I decided not to take action.

Community Attitudes

82) Please indicate your level of agreement with the following statements.

The question statements are intentionally heteronormative and based on sexual situations that occur between men and women.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | Unsure |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|---------------|
| A person who is sexually assaulted or raped while she or he is drunk is at least somewhat responsible for putting themselves in that position. | () | () | () | () | () |
| If a woman hooks up with a lot of men, eventually she is going to get into trouble. | () | () | () | () | () |
| Sexual violence and rape happen because people put themselves in bad situations. | () | () | () | () | () |
| Sexual violence and rape happen because men can get carried away in sexual situations once they've started. | () | () | () | () | () |
| When someone is raped or sexually assaulted, it's often because the way they said "no" was unclear or there was some miscommunication. | () | () | () | () | () |
| An incident can only be sexual assault or rape if the person says "no." | () | () | () | () | () |
| Rape and sexual violence can happen unintentionally, especially if alcohol is | () | () | () | () | () |

| | | | | | |
|----------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| involved. | | | | | |
| It is not necessary to get consent before sexual activity if you are in a relationship with that person. | <input type="radio"/> |
| A lot of times, women who say they were raped agreed to have sex and then regretted it afterward. | <input type="radio"/> |
| It shouldn't be considered rape if a man is drunk and didn't realize what he was doing. | <input type="radio"/> |

83) In your opinion, how much of a problem is sexual violence at your school?

- It's not really a problem
- It's somewhat of a problem
- It's definitely a problem
- I don't know

Relationship Dynamics

Trigger Warning: This section asks about relationship and dating experiences, which may be upsetting. No matter how well a couple gets along, there are times when they disagree, get annoyed with the other person, want different things from each other, or just have fights because they are in a bad mood, they are tired, or for some other reason. Couples also have many different ways of trying to settle their differences. Resources for support are available at the end of the survey, should you need them.

84) Since the beginning of the current school year (Fall 2017), have you had a casual, steady, or serious dating or intimate partner (including a spouse)?

Yes

No

Relationship Dynamics

85) Since the beginning of the current school year (Fall 2017) has a casual, steady, or serious dating or intimate partner (including a spouse) done any of the following to you? (select all that apply)

- Accused you of paying too much attention to someone or something else
- Called you a name and/or criticized you
- Put down your family and friends
- Said things to scare you (e.g., told you something “bad” would happen, threatened to commit suicide)
- Pressured or forced you to sext or take naked photos
- Checked up on you (e.g., listened to your phone calls, checked the mileage on your car, called you repeatedly during class)
- Kept you or tried to keep you from doing something you wanted to do (e.g., going out with friends, going to meetings)
- Stopped you or tried to stop you from going to work or school
- Made you do something humiliating or degrading (e.g., begging for forgiveness, having to ask permission to do something you want to do)
- No, none of the above has happened to me since the beginning of the school year

Relationship Dynamics

86) Since the beginning of the current school year (Fall 2017) has a casual, steady, or serious dating or intimate partner (including a spouse) done any of the following to you?

- **slapped you?**
- **pushed or shoved you?**
- **hit you with a fist or something hard?**
- **kicked you?**
- **hurt you by pulling your hair?**
- **slammed you against something?**
- **tried to hurt you by choking or suffocating you?**
- **beaten you?**
- **burned you on purpose?**
- **used a knife, gun, or other weapon on you?**

Yes

No

Relationship Dynamics

Please answer the following questions about what you consider the MOST SERIOUS INCIDENT you indicated that happened during this current school year.

87) How concerned were you about your safety?

- Extremely
- Somewhat
- Only a little
- Not at all

88) Did you seek services or contact a hotline after the incident?

- Yes
- No

89) Were you physically injured in the incident?

- Yes
- No

90) Did you seek medical attention?

- Yes
- No

Relationship Dynamics

**91) Since the beginning of the school year (Fall 2017) has anyone frightened, concerned, angered, or annoyed you by...
(select all that apply)**

- Making unwanted phone calls to you or leaving messages
- Sending unwanted e-mails or other forms of written correspondence or communication
- Posting offensive or abusive comments on your social media profile(s), blog, or other online space
- Showing up at places where you were even though he or she had no business being there
- Exposing personal information or spreading rumors about you on the Internet, in a public place, or by word of mouth
- Repeatedly asking you on dates, to go to dinner, or get a drink even after you've said no
- Sharing personal photos of you without your permission
- No, none of the above has happened to me since the beginning of the school year
- Threatening in an online environment to physically harm you

Relationship Dynamics

Please answer the following questions about what you consider the MOST SERIOUS INCIDENT you indicated that happened during this current school year.

92) What is/was your relationship with the person who conducted this unwanted behavior? (select all that apply)

- Acquaintance or peer
- Friend
- Current romantic partner or spouse
- Ex-romantic partner or spouse
- Faculty or staff member
- No prior relationship
- Other: _____

93) Was this person affiliated with...?

- Your college or university
- Another college or university
- No college or university
- Unsure

94) Who did you tell about the incident? (select all that apply)

- Roommate, friend, or classmate
- Romantic partner
- Family member
- Campus sexual assault advocate or counselor
- Campus security or police
- Faculty or staff member
- Residence hall staff
- No one
- Other: _____

95) What kind of responses did you receive from those you told or reported to? (select all that apply)

- Responded in a way that made you feel supported
- Doubted you, asked questions to determine if it really happened, or refused to believe you
- Blamed you for the assault, or said you could have done something to prevent it, or asked why you didn't do something to prevent it
- Helped you gather information or find resources or services
- Made excuses for the person who did this to you
- Listened sympathetically without criticizing or blaming you
- Told you to not talk about it, to move on, or to focus on other things
- Validated and believed your experience

96) Did you use the school's formal procedures to report this incident(s)?

- Yes
- No

97) Did the school's formal procedures help you resolve the issue?

- Completely resolved the issue
- Helped me a lot
- Helped, but could have helped more
- Helped me a little
- Didn't help me at all
- I'm currently going through the resolution process

Thank You!

Thank you for your participation! Your responses are important for developing policies and prevention tools to improve the climate for all students on campus. As a reminder, your survey responses are anonymous.

If you click on any links on this page you won't be able to return to the survey. Please print or save this page to keep it as a resource.

As a thank you for your participation, you can enter to win prizes by clicking the link below. Your entry to win will in no way be connected to your survey responses.

Enter to Win: [HYPERLINK TO SURVEY INCENTIVE FORM]

If you experienced discomfort while taking this survey and would like to talk to someone or learn more about these issues, the resources below can help you.

[Link to school's diversity and inclusion website]

[Contact name, phone number, and office location of a diversity and inclusion administrator]

[Link to school's sexual assault website]

[Contact name, phone number, and office location of sexual assault advocate]

[School hotline phone number]

[Campus police phone number]

[Link to national organization websites, e.g. RAINN]

[National hotline phone number]

Appendix B: EAB Campus Climate Survey References

EAB referenced the following research to guide the development of the EAB Campus Climate Survey.

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Appendix C: Sample Email Templates

Your institution is responsible for inviting students to complete the campus climate survey and reminding them to do so. Use the sample scripting and considerations on the following pages to craft your own email messages that will resonate with students and boost your survey response rate.

Survey Invitation Email

Sample Scripting

Send Date: Day of survey launch

Subject: Tell us about your **[COLLEGE]** experience – brief survey on campus climate

Dear Student,

As part of our ongoing effort to make sure you feel welcome and safe at **[INSTITUTION]**, I invite you to take a moment to complete this survey about **[incidences of certain types of sexual and physical experiences in relationships on campus]** or **[your experiences as a student on campus]**.

The survey takes about **[12-15]** minutes to complete. At the end of the survey, you can enter your name to be eligible to win **[PRIZE]**.

All questions are voluntary and your responses are confidential and anonymous. You can access the survey here: **[hyperlink to survey URL]**

I hope you take this opportunity to contribute to our understanding of a very important aspect of student life on campus. We are committed to ensuring a safe, healthy, and nondiscriminatory environment for our students. You can help us in our work to keep all students safe.

[Briefly share how the results will be used and when they will be shared on campus.]

If you have any questions about the survey, please contact **[name, title, email for campus climate survey point person]**.

Thank you in advance for your assistance and participation!

[CLOSING SALUTATION AND SIGNATURE BLOCK]

First Reminder Email

Sample Scripting

Send Date: One week after survey launch

Subject: Reminder! Tell us what you think – brief survey on campus climate

Dear Student,

A week ago, I sent a link to a survey about **[TOPIC]**.

Your voice matters in this survey. By sharing your experiences we can make our campus community a healthier and safer place. If you have not yet completed the survey, please take a few minutes to do so now.

The online survey will be available only until **[DATE]**. Your responses will be completely anonymous. Again, you can access the survey at the following link.

[SURVEY URL]

Optional incentive language: As a reminder, survey respondents have the chance to win **[PRIZE]**.

If you have any questions about the survey, please email **[CONTACT]**.

[CLOSING SALUTATION AND SIGNATURE BLOCK]

Final Reminder Email

Sample Scripting

Send Date: One week before survey close

Subject: Last chance – tell us about your **[INSTITUTION]** experience

Dear Student,

Thank you to those who have already taken the campus climate survey. Your responses are invaluable to creating a safe and welcoming environment at **[NAME OF INSTITUTION]**.

If you haven't taken the time yet to respond to the climate survey, please do so now. The survey will be closing on **[DATE]** and we would deeply appreciate your input.

[SURVEY URL]

Optional incentive language: As a reminder, survey respondents have the chance to win **[PRIZE]**.

If you have any questions about the survey, please email **[CONTACT]**.

[CLOSING SALUTATION AND SIGNATURE BLOCK]

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2017-2018 Diverse Learning Environments--Core Survey

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

Group Codes:

Group Code A

Group Code B

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 is your current gender identity?

- Man
- Woman
- Trans man
- Trans woman
- Genderqueer/Gender non-conforming
- Different identity (please state): [Free response]

4. What is your sexual orientation?

- Heterosexual/Straight
- Gay
- Lesbian
- Bisexual
- Queer
- Pansexual
- Asexual
- Not listed above [Free response]

5. Military Status:

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

9/11/2017

(skip logic—If Military Status equals “In the Reserves or National Guard,” “On Active Duty,” or “A discharged veteran NOT serving on Active Duty, in Reserves, or in the National Guard,” then go to Armed Forces #5a1 below;

If “None” or “ROTC, cadet, midshipman at a service academy,” then go to #6)

.....

Armed Forces

5a. How long have you served in the Armed Forces?

- Less than 2 years
- 2-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years

5b. Have you served in a theater of combat operations?

- Yes
- No

(skip logic – If combat operations #5b equals “Yes,” then go to Armed Forces #5b1 below; If “No,” then go to #5c)

5b1. How many total months did you serve in a theater of combat operations?

- Less than 6 months
- 6-12 months
- 13-24 months
- 25-36 months
- 37-48 months
- More than 48 months

5c. How often have you utilized the campus veteran services office?

- Very Often
- Often
- Sometimes
- Seldom
- Never
- My campus does not have a veteran services office

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5d. If applicable, how long ago were you discharged from military service?

- Not applicable
- Less than 3 months
- 4-6 months
- 7-11 months
- 1-2 years
- 2-4 years
- More than 4 years

.....

6. Are you: (Select all that apply)

American Indian or Alaska Native
American Indian or Alaska Native

Asian
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
Filipino
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)
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
Native Hawaiian or Other Pacific Islander

Hispanic or Latina/o
Mexican American/Chicano
Puerto Rican
Central American
South American
Other Hispanic or Latino

Middle Eastern
Middle Eastern

White
European
Other White

Other
Other

7a. 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
Graduate/Professional Student

7b. 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

8. 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
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
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
I feel unsafe on this campus

9. How would you currently rate yourself in the following areas:

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

9/11/2017

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

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

11. Since entering this college, how often have you utilized the following services:

Response Categories: Frequently, Occasionally, Not at All

Writing center
 Tutoring or other academic assistance
 Disability resource center
 Career counseling and advising
 Academic advising
 Transcript review
 Financial aid advising
 Student health services
 Student psychological services
 Campus safety services (Safe Walk, Public Safety/Police Department, etc.)

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)
 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

9/11/2017

13. Please indicate the importance to you personally of each of the following:*Response Categories: Essential, Very Important, Somewhat Important, Not Important*

- Influencing social values
- Helping to promote racial understanding
- Being very well-off financially
- Keeping up to date with political affairs
- Becoming a community leader
- Helping others who are in difficulty
- Participating in a community action program

The following questions ask about unwanted sexual contact and sexual assault.**Please keep the following definitions in mind when answering the questions:****Unwanted sexual contact:**

Non-verbal behavior: unwanted exposure to pornography, unwanted filming or taking photographs of a sexual nature, unwanted videos/photos of a sexual nature, sexual gestures made at you, unwelcome sexual advances

Verbal behavior: sexual comments, sexual rumors, threats to commit sexual acts, threatening to use physical force

Physical contact: *brief* intentional touching, grabbing of a sexual nature, *brief* physically intimidating behavior

Sexual assault:

Committed or attempted acts of a sexual nature or sexual intercourse occurring without the victim freely giving consent or against someone who is unable to consent or refuse. The acts can include (but are not limited to):

- Forced touching (kissing, groping, fondling) or being forced to touch the perpetrator or someone else
- Sexual intercourse or attempted sexual intercourse – vaginal, anal, or oral penetration or attempted penetration of the victim or victim being forced to penetrate the perpetrator or someone else

Any of the above occurring due to intimidation or misuse of authority where the victim was pressured to consent.

14a. Since you entered this college, have you had any unwanted sexual contact?*Response Categories: Yes, No*

(skip logic—If Yes to “Have you had any unwanted sexual contact”, then go to Unwanted Sexual Contact #14a1 below)

.....
Unwanted Sexual Contact

14a1. Since you entered this college, have you been subjected to any unwanted:

Response Categories: Yes, No

- Non-verbal behavior of a sexual nature
- Verbal behavior of a sexual nature
- Physical contact of a sexual nature

(skip logic—If Yes to #14a1 then go to #14a2 below; If No, then skip the rest of #14a questions)

14a2. When was the most recent occurrence of unwanted sexual contact?

- Less than 3 months
- 4-6 months
- 7-11 months
- 1-2 years
- 2-4 years
- More than 4 years

14a3. Did this person threaten to use physical force?

Response Categories: Yes, No

14a4. Were you dating or in an intimate relationship with this person?

Response Categories: Yes, No

14a5. Does this person have an affiliation with this institution?

Response Categories: Yes, No, I Don't Know

14a6. Whom have you told about the instance(s) of unwanted sexual contact? (Select all that apply)

Response Categories: Not marked, Marked

- No one
- Professor
- Campus administrator (e.g., Dean of Students)
- Residence hall staff
- Campus police
- Local law enforcement
- Counselor or therapist
- Medical professional
- Friend
- Parent or guardian
- Other family member

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14a7. Did you report or file a formal complaint with the institution (e.g., police, university official)?

Response Categories: Yes, No, Not Applicable

14a8. How satisfied are you with the institutional response?

Response Categories: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Not Applicable

.....
These questions now focus on sexual assault.

Sexual assault:

Committed or attempted acts of a sexual nature or sexual intercourse occurring without the victim freely giving consent or against someone who is unable to consent or refuse.

The acts can include (but are not limited to):

- Forced touching (kissing, groping, fondling) or being forced to touch the perpetrator or someone else
- Sexual intercourse or attempted sexual intercourse – vaginal, anal, or oral penetration or attempted penetration of the victim or victim being forced to penetrate the perpetrator or someone else

Any of the above occurring due to intimidation or misuse of authority where the victim was pressured to consent.

Sexual Assault

14b. Since you entered this college, has someone sexually assaulted or attempted to sexually assault you?

Response Categories: Yes, No

(skip logic—If Yes to “Has someone sexually assaulted or attempted to sexually assault you?” in #14b, then go to Unwanted Sexual Assault #14b1 below)

14b1. When was the most recent occurrence of sexual assault?

- Less than 3 months
- 4-6 months
- 7-11 months
- 1-2 years
- 2-4 years
- More than 4 years

14b2. Did the sexual assault occur at a time when you were unable to provide consent because you were passed out, drugged, drunk, or otherwise incapacitated?

Response Categories: Yes, No

14b3. Did this person use or threaten to use physical force?

Response Categories: Yes, No

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14b4. Were you dating or in an intimate relationship with this person?

Response Categories: Yes, No

14b5. Does this person have an affiliation with this institution?

Response Categories: Yes, No, I Don't Know

14b6. Whom have you told about the instance(s) of sexual assault? (Select all that apply)

Response Categories: Not marked, Marked

- No one
- Professor
- Campus administrator (e.g., Dean of Students)
- Residence hall staff
- Campus police
- Local law enforcement
- Counselor or therapist
- Medical professional
- Friend
- Parent or guardian
- Other family member

14b7. Did you report or file a formal complaint with the institution (e.g., police, university official)?

Response Categories: Yes, No, Not Applicable

14b8. How satisfied are you with the institutional response?

Response Categories: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Not Applicable

Footer at end of question 14a-d:

If you or someone you know has been a victim of sexual assault and needs assistance or more information, please refer to the resources below:

The National Sexual Assault Hotline is operated by the Rape, Abuse & Incest National Network (RAINN), the largest anti-sexual assault organization in the USA. You can call the hotline from anywhere in the USA and your call will be connected automatically to a local rape crisis center in your area.

The National Sexual Assault Hotline: 1-800-656-HOPE (4673)

The RAINN website: www.RAINN.org



9/11/2017

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
- 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 evaluate my own position on an issue
- Discuss issues related to sexism, gender differences, or gender equity

17. Since entering this college, how often have you been discriminated against or excluded from activities because of your:*Response Categories: Very Often, Often, Sometimes, Seldom, Never*

- Ability/disability status
- Age
- Citizenship status
- Gender/Gender identity
- Military/Veteran status
- Political beliefs
- Race/ethnicity
- Religious/spiritual beliefs
- Sexual orientation
- Socioeconomic status
- Status as parent/guardian

18. At this college, how often have you:*Response Categories: Very Often, Often, Sometimes, Seldom, Never*

- Witnessed discrimination
- Reported an incident of discrimination to a campus authority
- Been sexually harassed
- Reported an incident of sexual harassment to a campus authority
- Been abused by a date or significant other

9/11/2017

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

Response Categories: Very Often, Often, Sometimes, Seldom, Never

Verbal comments
 Written comments (e.g., emails, texts, social media)
 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. Have you participated in any of the following formal academic programs at this college?

Response Categories: Yes, No

Transfer orientation
 Honors program
 Undergraduate research program
 Faculty/mentor program
 Academic support services for low-income/first-generation students
 Study abroad program
 English as a Second Language (ESL) instruction
 Summer courses

21. 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
 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
 Analyze multiple sources of information before coming to a conclusion
 Take on a challenge that scares you

9/11/2017

22. 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
 Opportunities to study and serve communities in need (e.g., service learning)
 A remedial or developmental focus
 Opportunities for intensive dialogue between students with different backgrounds and beliefs

Materials/readings about:

Gender/Gender identity
 Race/ethnicity
 Socioeconomic class differences
 Privilege
 Sexual orientation
 Disability

23. 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 canceled
 Had difficulty in commuting/getting to campus
 Taken classes when most campus services were closed
 Attended professors' office hours
 Participated in study groups
 Participated in programs for students who are parents

24. 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
 Felt that my contributions were valued
 Felt that faculty encouraged me to ask questions and participate in discussions

25. To what extent have you seriously considered:*Response Categories: To a Great Extent, To Some Extent, Not at All*

Transferring to another college
 Dropping out of college

9/11/2017

26. Since entering this college, have you taken a course at another institution?

Response Categories: Yes, No

(skip logic—If Yes to “Have you taken a course at another institution”, then go to Dual Enrollment #26a below)

.....

Dual Enrollment

26a. You indicated you have taken a course(s) at another institution since entering this college.

Since entering this college, have you:

Taken a course from another institution while taking classes here at a:

Response Categories: Yes, No

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

Taken a summer course at another institution at a:

Response Categories: Yes, No

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

Taken an online course from another institution at a:

Response Categories: Yes, No

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



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26b. (SKIP LOGIC: If “Yes” to any item in #28): In deciding to take courses at another institution, how important was each of the following reasons?

Response Categories: Essential, Very Important, Somewhat Important, Not Important

- To fulfill general education requirements
- To fulfill requirements in my major
- To have a more convenient class schedule
- To complete my degree quicker
- Tuition was less expensive
- The location was more convenient
- To challenge myself academically
- 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 placed on academic probation
- Military PCS move, mobilization, or deployment
- Had family responsibilities
- Had medical issues
- Had money problems and could no longer afford to attend this college
- Other [Free response]

.....

27. Since entering this college, have you stopped taking classes for more than one term?

Response Categories: Yes, No

27a. SKIP LOGIC (In #27, if yes to “Stopped taking classes for more than one term”): How important were each of the following in your decision to stop taking classes for more than one term?

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
- Military PCS move, mobilization, or deployment
- 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

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28. Since entering this college, how often have you:*Response Categories: Very Often, Often, Sometimes, Seldom, Never*

Performed community service
 Discussed politics
 Publicly communicated your opinion about a cause (e.g., blog, email, petition)
 Demonstrated for a cause (e.g., boycott, rally, protest)
 Attended events focused on diversity (e.g., presentations, performances, art exhibits, debates)
 Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)
 Participated in Campus Center activities (e.g., LGBTQ, Racial/Ethnic, Cultural, Women's/Men's, Religious, Disability Centers)

29. Since entering this college have you:*Response Categories: Yes, No*

Joined a social fraternity or sorority
 Joined an ethnic or culturally-based fraternity or sorority
 Joined a racial/ethnic student organization
 Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)
 Participated in leadership training
 Joined a club or organization related to your major
 Joined an LGBTQ student organization
 Joined a student-run political club
 Voted in a national, state, or local election

30. 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
 Gender diversity of the faculty
 Atmosphere for political differences
 Atmosphere for religious differences
 Atmosphere for differences in sexual orientation
 Socioeconomic diversity of the student body
 Respect for the expression of diverse beliefs

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30. Please rate your satisfaction with this college in each area:*Response Categories: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied*Timeliness of administrative responses to incidents of:

Campus emergencies
 Discrimination
 Sexual assaults

Outcome of administrative responses to incidents of:

Campus emergencies
 Discrimination
 Sexual assaults

31. 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)

32. Did you graduate from high school? (2-YEAR SCHOOLS ONLY)

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

33. What was your average grade in high school?

A or A+
 A-
 B+
 B
 B-
 C+
 C
 C- or lower

9/11/2017

34. 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

35. Did you use financial aid this academic year?

Yes
 No, I was offered aid but declined the offer
 No, I did not apply
 No, I applied and was turned down

35a. (SKIP LOGIC: If “Yes” or “No, I was offered aid but declined the offer” in #35) Which of the following forms of financial aid were you offered? (Select Yes or No in each row)

Military or VA funding (GI Bill, Military tuition assistance, etc.)
 Work-study
 Pell Grant
 Need-based grants or scholarships
 Merit-based grants or scholarships
 Loans

**36. Select your primary or probable undergraduate major:
 If applicable, select your second undergraduate major:
 4-YEAR COLLEGE VERSION**

ARTS AND HUMANITIES

Art, fine and applied
 Classical and Modern Languages and Literature
 English (language and literature)
 History
 Journalism/Communication
 Media/Film Studies

Music
Philosophy
Theatre/Drama
Theology/Religion
Other Arts and Humanities
BIOLOGICAL & LIFE SCIENCES

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

BUSINESS

Accounting
Business Admin. (general)
Computer/Management Information Systems
Entrepreneurship
Finance
Hospitality/Tourism
Human Resources Management
International Business
Management
Marketing
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 Profession

MATH AND COMPUTER SCIENCE

Computer Science
Mathematics/Statistics
Other Math and Computer Science

PHYSICAL SCIENCE

Astronomy & Astrophysics
Atmospheric Sciences
Chemistry
Earth & Planetary Sciences
Marine Sciences (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

OTHER MAJORS

Architecture/Urban Planning
Criminal Justice
Library Science
Security & Protective Services
Military Sciences/Technology/Operations
General Studies

**OTHER
UNDECIDED**

2-YEAR COLLEGE VERSION

ARTS AND HUMANITIES

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

BIOLOGICAL & LIFE SCIENCES

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

BUSINESS

Accounting
Business Admin. (general)
Computer/Management Information Systems
Entrepreneurship
Finance
Hospitality/Tourism
Human Resources Management
International Business
Management
Marketing
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

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

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

38. 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., B.D., etc.)
- Master's degree (M.A., M.S., M.B.A., etc.)
- J.D. (Law)
- M.D., D.D.S., D.V.M., etc. (Medical)
- Ph.D.
- Professional Doctorate (Ed.D., Psy.D., etc.)
- Other
- Highest planned at any institution
- Highest planned at this college

39. 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+
- A-
- B/B+
- B-
- C+
- C
- C- or lower
- Overall GPA
- Primary Major GPA

9/11/2017

40. At any time since you turned 13, were you in foster care or were you a dependent of the court?

Yes
 No
 I Don't Know

41. Do you speak any language(s) other than English at home?

Yes
 No

41a. (SKIP LOGIC If yes in #41): With which language(s) do you feel more comfortable?

English
 Other Language(s)
 Equally comfortable with English and Other Language(s)

42. 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/GED
 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
 Not Applicable

Parent/Guardian 1

Parent/Guardian 2

43. Do you have any of the following disabilities or medical conditions?*Response Categories: Yes, No*

Learning disability (dyslexia, etc.)
 Attention-deficit/hyperactivity disorder (ADHD)
 Autism spectrum disorder
 Physical disability (speech, sight, mobility, hearing, etc.)
 Chronic illness (cancer, diabetes, autoimmune disorders, etc.)
 Psychological disorder (depression, anxiety, PTSD, etc.)
 Other

44. How would you characterize your political views?

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

45. 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

45a. (SKIP LOGIC, if you were NOT born in U.S. in #45). At what age did you arrive in the U.S.?

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

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46. What is your preferred religious identification?

- Agnostic
- Atheist
- 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

47. What is your age?

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

48. How many children do you have?

- 0
- 1
- 2
- 3
- 4+
- Under 18 years old
- 18 years or older

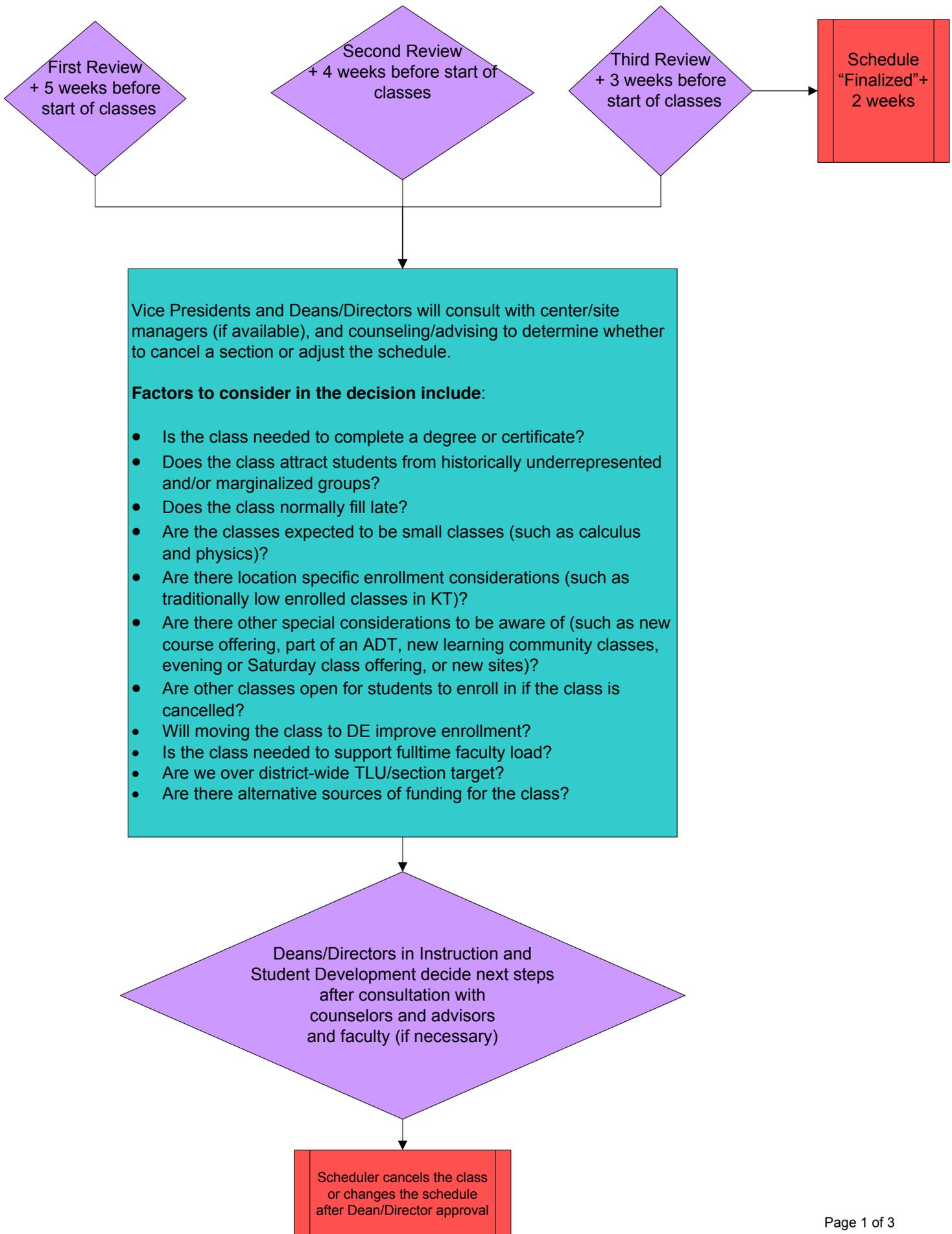
49. What do you think you will be doing in fall 2018?

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

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

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Proposed Recommendations to the Enrollment Management Committee
Deans Counsel and Enrollment Management Specialist
Multicultural and Diversity Committee of the Academic Senate
April 20, 2018

The Multicultural and Diversity Committee has been tasked by College of the Redwoods' Workforce Equity in Hiring Plan, specifically initiative III.1.J, with the following:

"The Multicultural and Diversity Committee will review curriculum offerings to determine courses (or additional courses) that would serve our underrepresented students and attract a diverse pool of instructors. The resulting list of courses will be sent to appropriate discipline experts, division deans, and directors to consider in course scheduling and course initialization. The list will also be sent to the Enrollment Management Committee for consideration. Chair of MDC and Senate Co-Presidents."

The MDC has compiled the following list of courses and accompanying justifications that may need protection in case of low enrollment because they may attract a diverse student body and/or faculty.

- ANTH-3-- Introduction to Cultural Anthropology
- CINE-3 --The Cinemas of Latin America, Asia, and Africa
- GEOG-2-- Cultural Geography
- ECE 18 --Teaching a Diverse Society
- ENGL-9 --World Literature: Early Modern to 20th Century
- ENGL-10-- World Literature: Antiquity to The Early Modern Era
- ESL-102 -- ESL Beginning Level, Part III
- ESL-302B --ESL Beginning Level, Part 2
- ESL-302A-- ESL Beginning Level, Part 1
- ESL-200 --Fundamental English for Second Language Learners-Low Beginning
- ESL-201 -- Fundamental English for Second Language Learners-High Beginning
- HE-2 --Women's Health Issues at the Eureka site
- HIS-11 -- History of Women in America: Pre- Contact to 1877
- HIS-12-- History of Women in America: 1877- Present
- NAS-1-- Introduction to Native American Studies at the Eureka campus
- NAS-13--Native Cultures of Northwestern California
- NAS 21-- Native American History
- PE-15 --Women's Self Defense
- POLISCI-3--Modern World Problems
- SPAN-1A -- Elementary Spanish I
- SPAN-1B-- 1B Elementary Spanish II
- SPAN 99A-- Latin American Cinema
- SOC 5-- Race and Ethnicity in Society
- SOC 9-- Introduction to Women's Studies
- SNLAN 1A -Elementary American Sign Language I
- SNLAN 1B -Elementary American Sign Language II
- YUR 1A -- Elementary Yurok 1

| | Mon | Tues | Wed | Thurs | Friday | |
|-----------------------|-----------------------------------|------------------------------------------------------|-------------------------|--------------------------------------|-----------------------|-------------|
| 8:30-9.55 | | | | | PE 15 (Fri/Sat) DN | PE 15 (Sun) |
| 10-11:30 | Anth 3, Span 1A | | Anth 3, Span 1A | | Span 1A | |
| 11:40-1:05 | Nas 21, Span 1B | Polsc 3 (DN, EKA, KT), Span 1B | Nas 21, Span 1B | Polsc 3 (DN, EKA, KT), Span 1B | | |
| 1:15-2:40 | HE 2, Span 1A | Hist 12, Nas1, Span 1A | HE 2, Span 1A | Hist 12, Nas1, Span 1A | Nas1 (KT) | |
| 2:45-4:20 | Anth 3, Yur- 1A (KT) | Geog 2, Span 1A | Anth 3, Yur- 1A (KT) | Geog 2, Span 1A | | |
| 4:30-5:45 | | | | | | |
| 6:05 - evening | Soc 5, Span 1B, Anth 3 (DN) | Anth 3, ESL 201, Span 1A | Span 1B | ESL 201, Span 1A | | |
| Online | ECE 18 | | | | | |
| | | No English 9, 10, 102, Hist 11, Span 99A | | | | |
| | | ESL at off campus locations, evenins. | | | | |
| | | ESL 205, 207, 211, 215, 217, Span 2A not on the list | | | | |

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REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the
Multicultural and Diversity Committee

The 'Ten Plus One'

Commonly known as the "Ten Plus One," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional Matters."

1. Curriculum including establishing prerequisites and places courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

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Attachment: MDC Staffing Request for 2018-19

Below is the list of the MDC seats from the bylaws membership section with names of members currently occupying these seats, including those not filled.

1. The chair appointed by the Co-Presidents and confirmed by the Senate: **Natalia Margulis.**
2. At least three faculty appointed by the Co-Presidents: **Shannon Sullivan, David Duberow, Bernadette Johnson (representing DN).**
3. At least one associate faculty appointed by the Co-Presidents: **not filled.**
4. Director of Human Resources who shall serve as a non-voting, ex-officio member: **Wendy Bates.**
5. Liaison from Disabled Student Services who shall serve as a non-voting, ex-officio member: **not filled.**
6. The Chief Instruction Officer/Chief Student Services Officer (CIO/CSSO) or designee, who shall serve as a non-voting, ex-officio member: **Dave Bazard.**
7. At least one liaison from Student Development who shall serve as a non-voting, ex-officio member: **not filled**
8. At the option of the Multicultural and Diversity Committee Chair, up to three non-voting, ex-officio advisors may be added to the Committee: one from the community, one from the student body, and one from classified staff. **Community advisor -not filled; ASCR/student body -not filled; Classified Staff - not filled.**

In light of the above, The MDC would like to request a modification to the bylaws for Item # 7/ One liaison from Student Development, where going forward this seat will go the Director of Student Equity, once this position has been filled. It makes sense for the MDC to work closely with the Multicultural Center and the Director of Student Equity going forward.

To recap, below are the seats that the committee is requesting filled for 2018 -2019:

1. One more full-time faculty from the Eureka campus to replace Dana Maher.
2. One representative from the associate faculty;
3. A liaison from the Disabled Student Services;
4. Added (or replacing one of the above), Director of Student Equity and Success;
5. We would also like to request an additional seat created to include a liaison from the Eureka counseling team.
6. In terms of Item #8, it would be highly beneficial to for the MDC to have a student to serve on the committee. This could be an ASCR-appointed representative, or, in the absence of such, an ASCR - approved current student. The committee is asking the Senate if we can proceed with procuring a student representative in the fall, even in the absence of an official representative from ASCR.