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Campus Diversity Initiative Evaluation Project Resource Kit

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PREFACE

We are pleased to welcome campus leaders to the newly revised Campus Diversity Initiative Evaluation Resource Kit. The Kit is designed to help you create an evaluation plan to measure outcomes related to your campus diversity initiatives.

The Kit is divided into five major sections. The first section outlines an Institutional Framework for Monitoring Progress. This framework illustrates how diversity work throughout an institution might be examined and how the results might be used for organizational learning. The next section describes tools designed to measure eight major dimensions related to campus diversity (e.g., campus climate, curriculum, and faculty perceptions), with tools listed alphabetically by source within each dimension. The third section describes additional tools, reports, and frameworks that do not specifically fit into these dimensions. The fourth section contains a list of selected websites related to diversity and evaluation, and the final section contains a bibliography of references related to these areas.

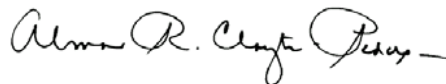
As you read through the Kit, it will become apparent that it is truly a resource rather than a pre-packaged design plan. As such, we recommend that you first spend some time reviewing the introductory section—as well as pertinent references in the bibliography—to help you define the type of evaluation design and plan that will fit your needs. We then encourage you to spend time with your colleagues thinking through what it is you want to measure and how best it might be measured. Once you have taken these steps, we suggest you review the summary descriptions of the various tools and select a set to explore in more detail. Many of the tools are available online, which can greatly aid this process.

Next, take time to look at your selected tools from a variety of perspectives—students, faculty, staff, departments, units—to ensure that these tools are appropriate for your final evaluation design, your context, and what you want to measure. Questions for you and your colleagues to ask include:

- How is the context for which this tool was developed similar or different from our own?
- How do we take context into consideration if we decide to use all or some of the tool?
- How does this tool function in relation to our data collection capabilities and other data collection strategies?
- How will the data collected lend itself to being analyzed, interpreted, and communicated to the larger campus?

We especially hope that the Kit will help leaders seeking to monitor progress in creating learning environments that (a) tap the educational benefits of a diverse community of faculty, staff, and students and (b) extend these benefits to everyone in that community. With regard to the latter, we urge you to consider one simple method to meet this goal—disaggregating new and existing data whenever possible, along dimensions that matter to the full inclusion of a community. For example, the only way to ensure that traditionally underrepresented minority students and low-income students are benefiting equitably from our learning environments is to have measurement tools that allow for data to be disaggregated by race/ethnicity and by Pell grant status.

We wish to acknowledge the research associates whose dedication to this work has made the Resource Kit possible: Nana Osei-Kofi, Jocelyn S. Chong, Belinda Vea, Sandra Richards, and Tywan Gonzales at Claremont Graduate University. We also gratefully acknowledge Daniel H. Teraguchi at the Association of American Colleges and Universities for assisting with the creation of an electronic version of this document, which is available online at www.aacu.org/irvinediveval/evaluationresources.cfm. We encourage campus leaders to print out additional copies of the Kit to share with colleagues, and we ask that the cover page be included with each copy to acknowledge the joint effort of AAC&U and CGU in developing what we hope is a valuable tool.



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Association of American Colleges and Universities



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INSTITUTIONAL FRAMEWORK FOR MONITORING PROGRESS

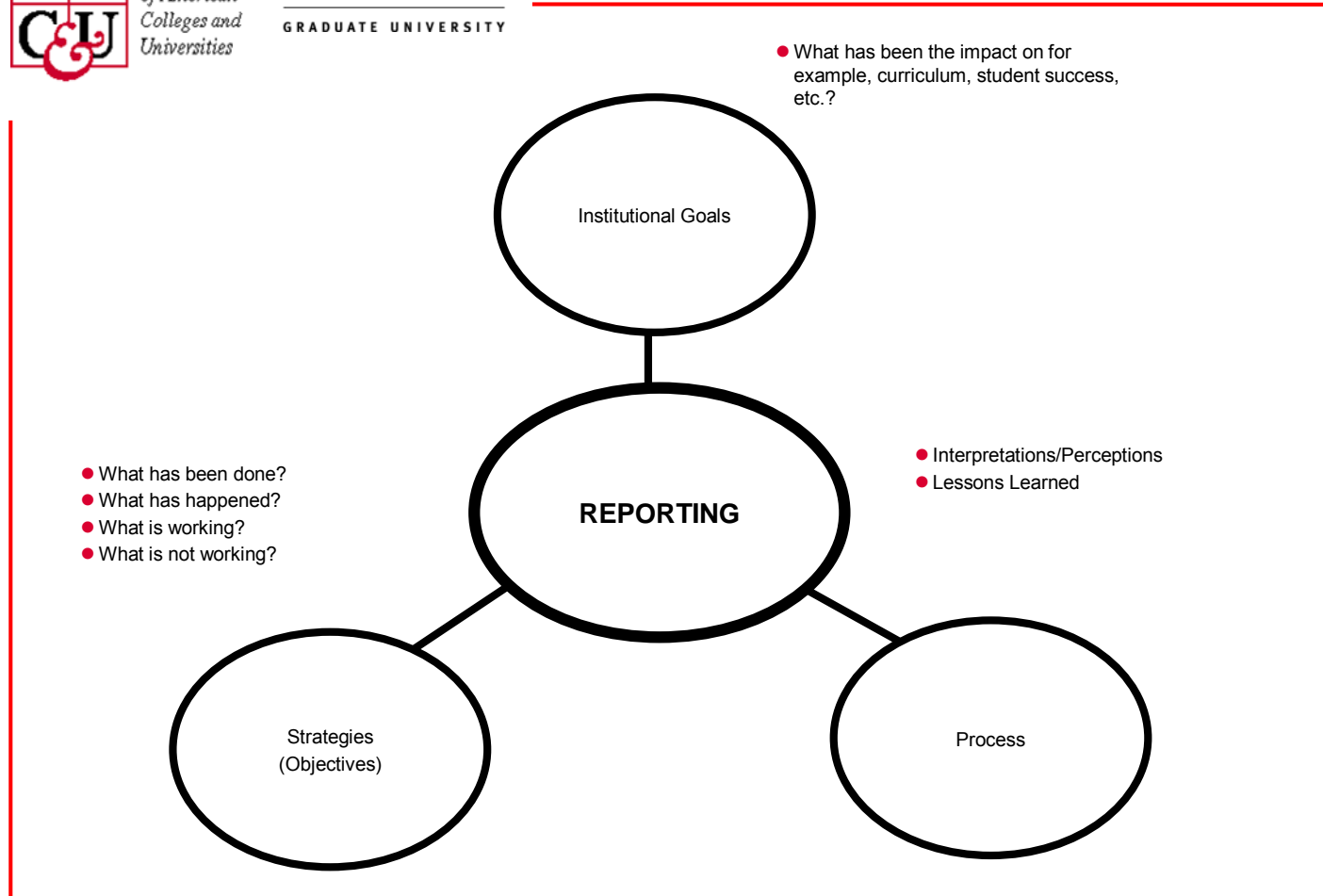
The pages in this section provide an overview of a framework for monitoring progress in diversity with a sampling of indicators. They were developed from the diversity framework presented by Daryl G. Smith in A Diversity Research Agenda published by the Association of American Colleges and Universities in 2000.

INSTITUTIONAL PRINCIPLES FOR MONITORING PROGRESS

- Approaches evaluation from an organizational learning point of view
- Manageable for campus and capable of being maintained
- Monitors key goals and elements
- Focuses on institutional issues/change, not simply project-specific issues
- Reveals success and problems along the way in both results and processes
- Guides interim reports to constituencies
- Takes into account:
 - *Institutional differences and stages with respect to diversity*
 - *That institutions vary in mission, needs, goals and culture*
 - *That strategies, goals and emphasis differ*
 - *The possibility of taking some risks and learning from them*
 - *Differences within institutions (disaggregation of information)*
- Encourages institutional sharing

Adapted from the principles for the CDI Evaluation Resource Team

EVALUATION PROCESS



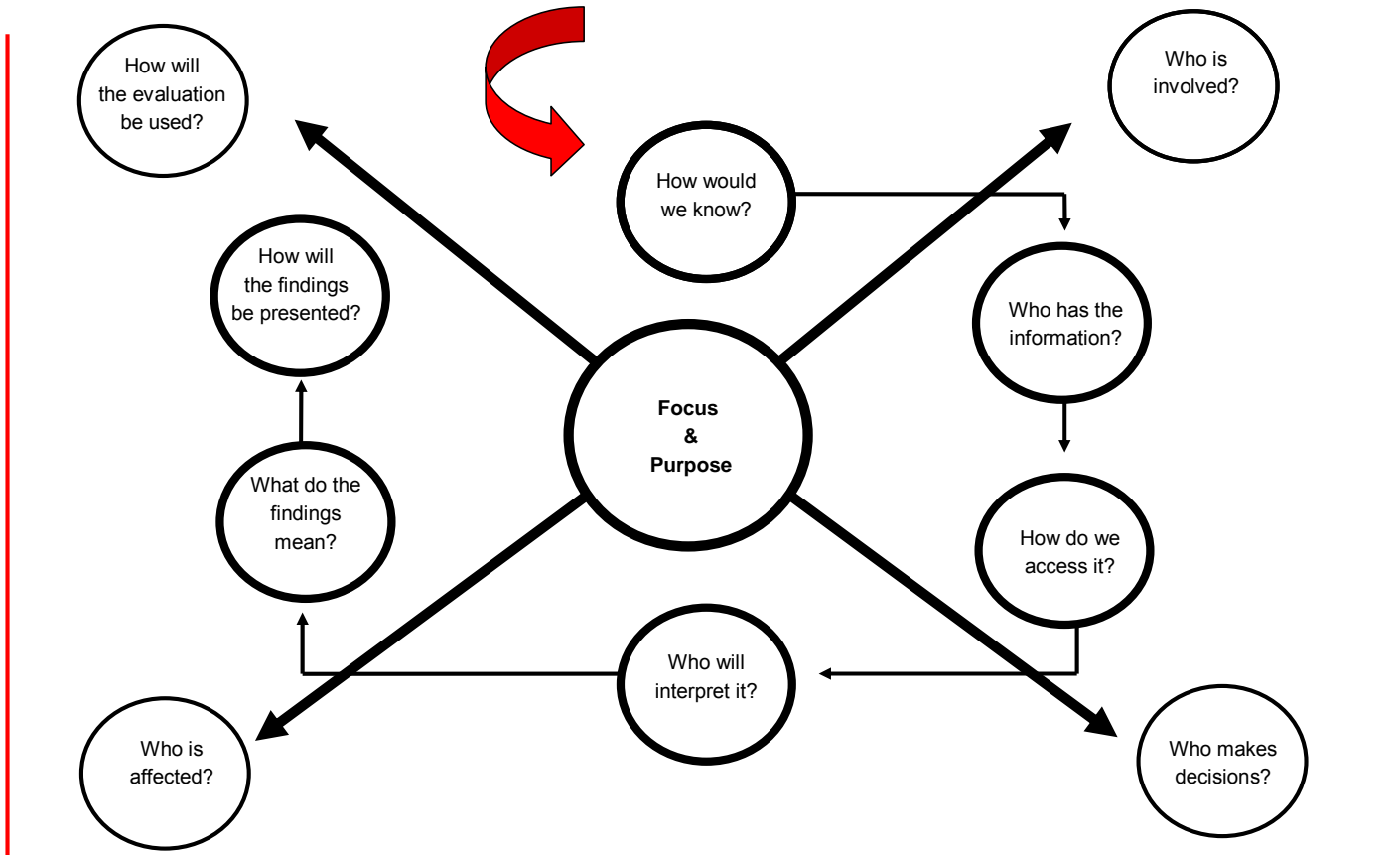


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EVALUATION PROCESS

EVALUATION OVERVIEW

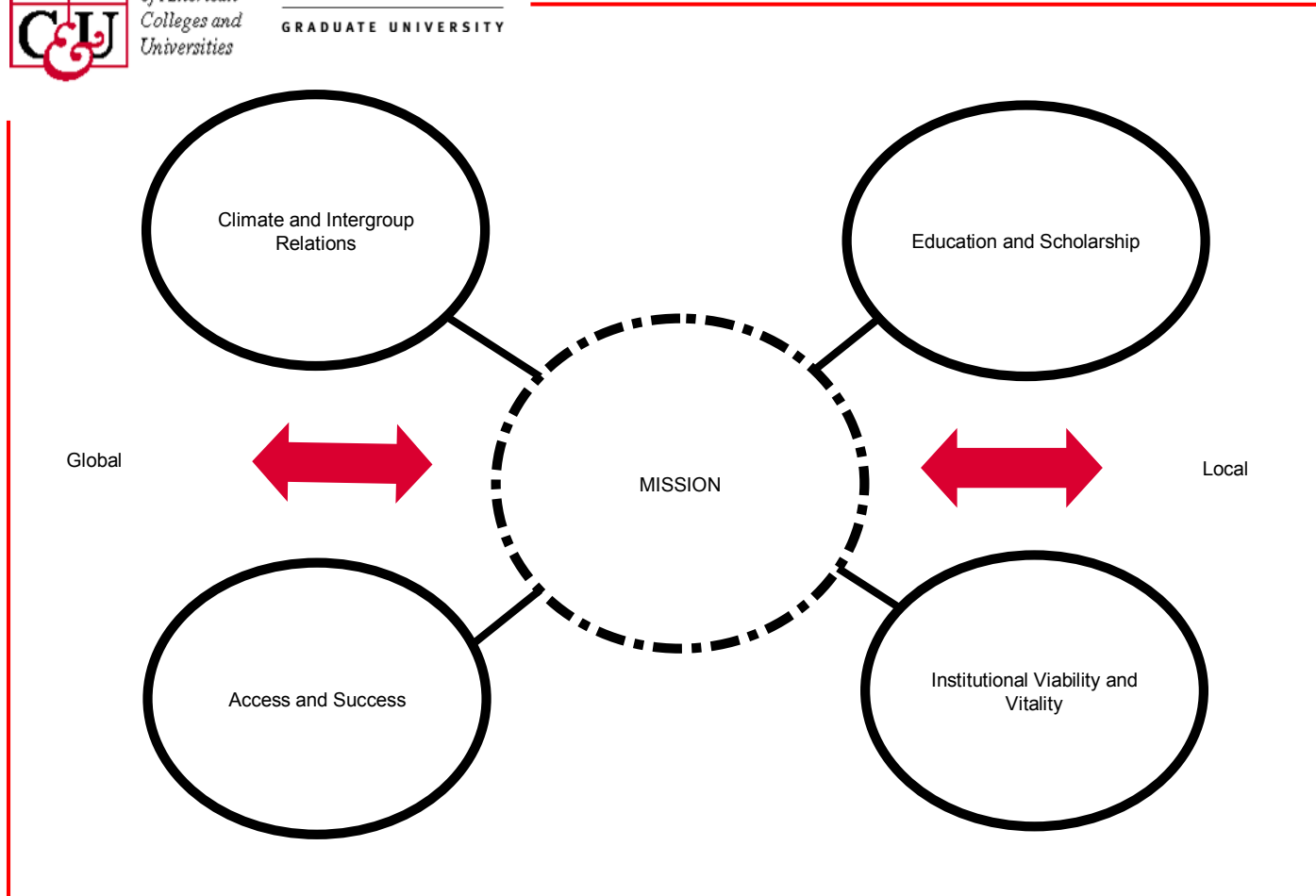




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INSTITUTIONAL INDICATORS



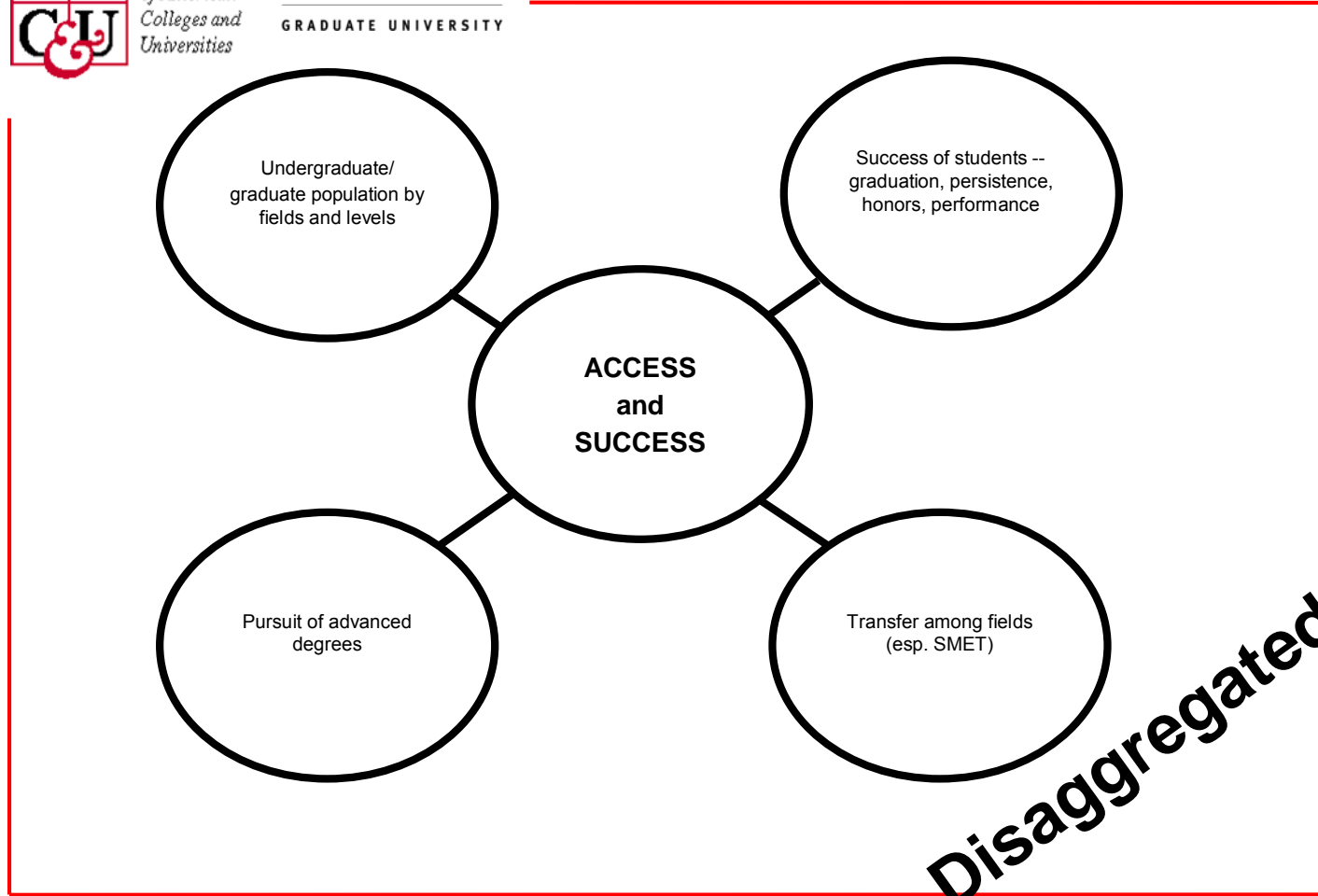


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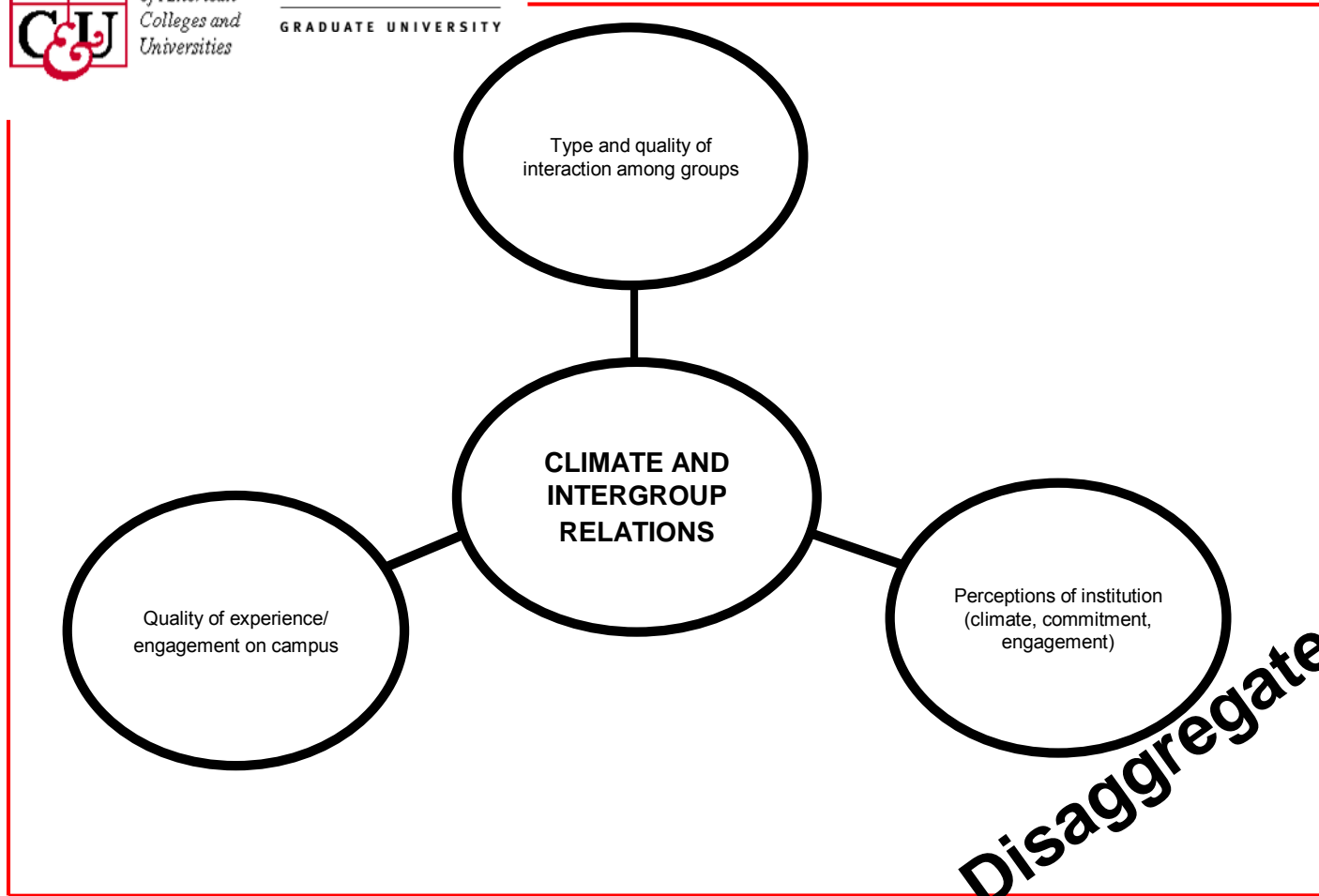
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INDICATORS OF ACCESS AND SUCCESS





CLIMATE AND INTERGROUP RELATIONS

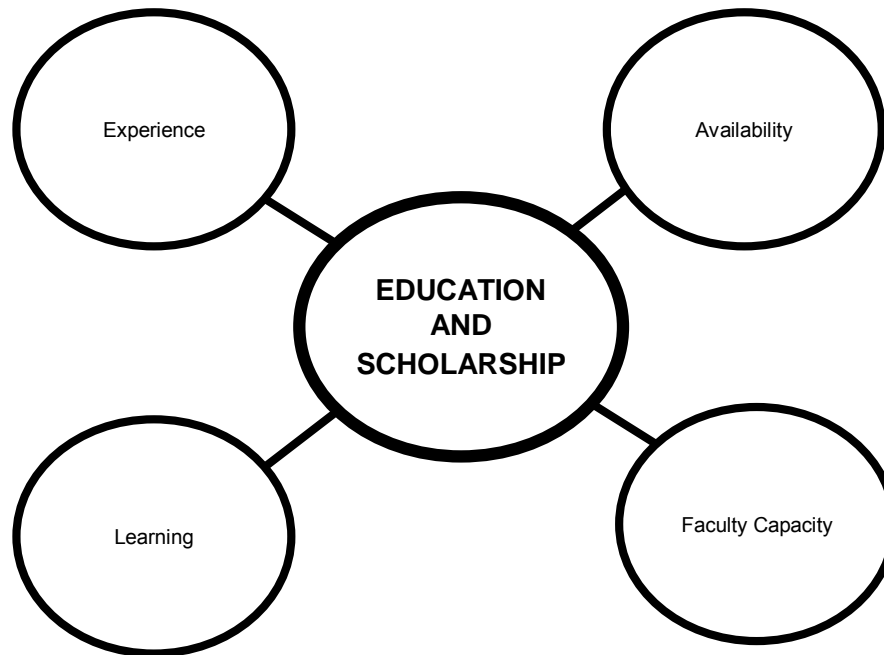




EDUCATION AND SCHOLARSHIP

- Presence of diversity-related courses, requirements
- Degree to which courses include diversity issues and the placement of such courses

- Course taking patterns of students



- Quantity and substance of student learning about diversity

- Level of faculty expertise on diversity-related matters
- Level & diversity of faculty participating in diversity efforts

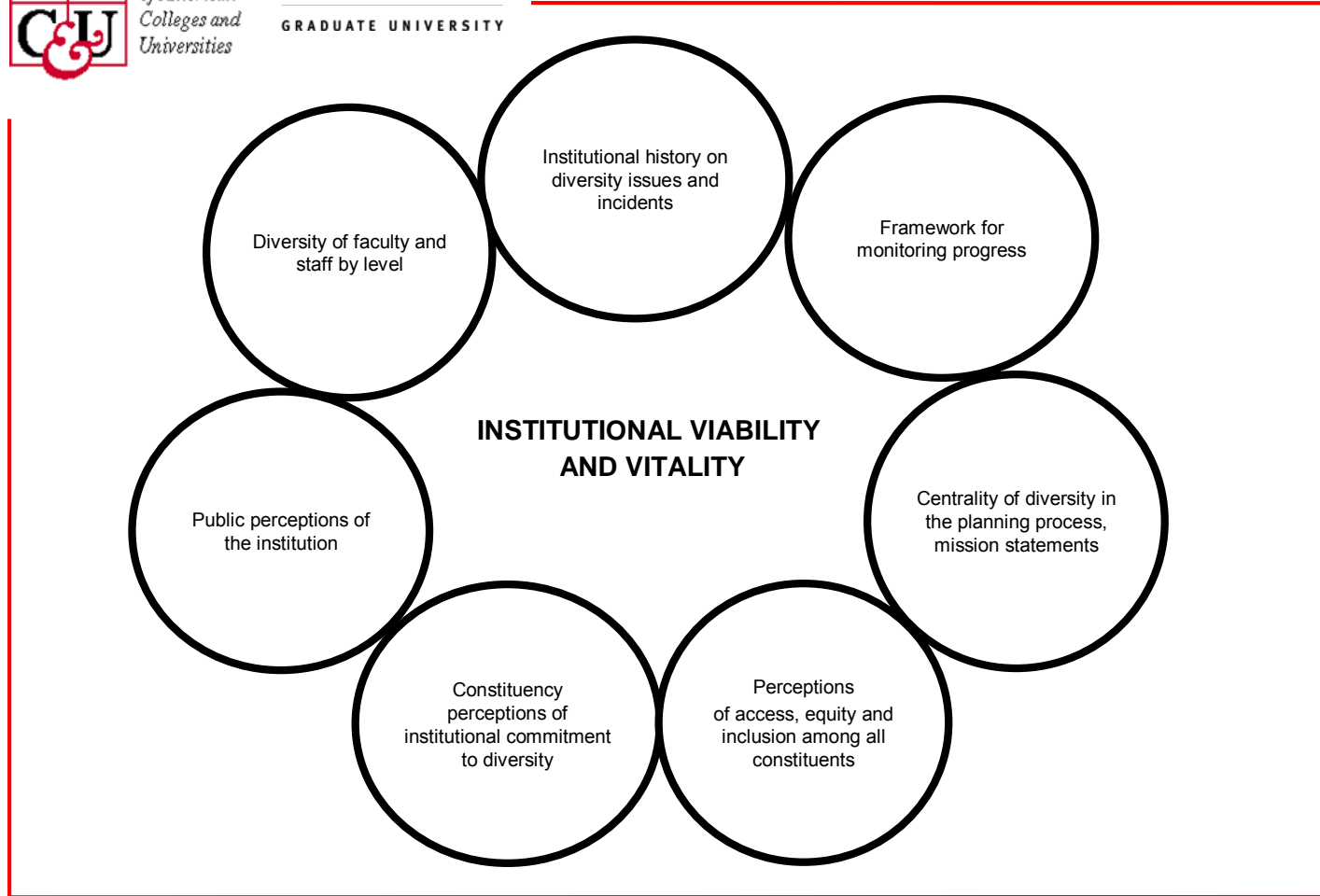


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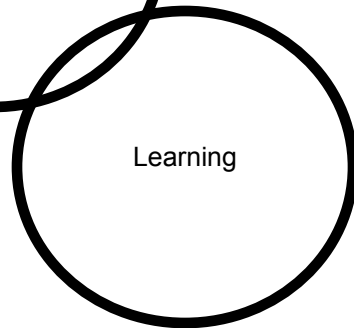
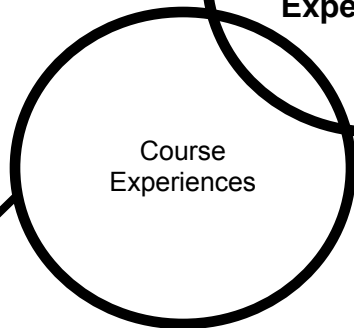
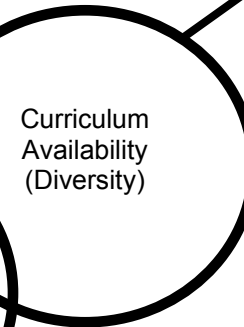
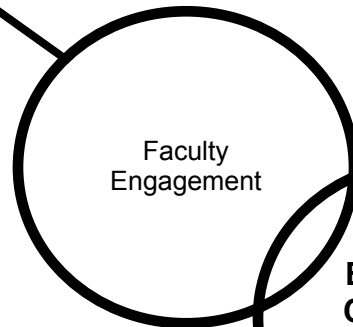
INDICATORS OF INSTITUTIONAL VIABILITY AND VITALITY



CURRICULUM TEMPLATE

- Forms of engagement
- Faculty attitudes and responses
- Faculty reports of changes in curriculum and pedagogy

D*



- Numbers
- Percent of courses
- Location of courses
- General education
- Undergraduate major
- Graduate/Professional
- Document (catalogue) analysis
- Course syllabi analysis
- Faculty and student perceptions

D*

- Transcript analysis – student course taking patterns
- Student reports of satisfaction, attitudes, using surveys, interviews
- Faculty reports of content
- Student learning
- Faculty learning

D*

- Student self report
- Faculty observations
- Portfolio assessment

D*

*Disaggregated by race/ethnicity, gender, and disciplines/fields

POSSIBLE INDICATORS OF INSTITUTIONAL CHANGE

Dimension One: Access and Success

- Diversity of the undergraduate population, graduate population in fields and levels
- **Progress over time**
- **Success of students in terms of graduation, persistence, fields, honors, performance (disaggregated by groups)**
- Transfer among fields (particularly SMET fields)
- Pursuit of advanced degrees
- Pell grants by race/ethnic group

Dimension Two: Climate and Intergroup relations

- **Perceptions of the institution (climate, commitment, engagement)**
- Levels and quality of interaction among groups
- Membership in diverse organizations and multiple memberships
- Quality of experience for diverse groups on campus, in residential life
- Levels of use and engagement in a variety of activities, offices and resources

Dimension Three: Education and Scholarship

- **Presence of diversity related courses, requirements**
- Degree to which courses include diversity issues and the location of such courses (general education, and major fields.)
- **Level of faculty expertise on issues related to diversity**
- Level of faculty participation in diversity related efforts, diversity of faculty participating in curriculum transformation

- **How much actual exposure do students have to diversity courses, to diverse faculty**
- How much and what have students learned about diversity and about their increased capacity to work in diverse settings

Dimension Four: Institutional Viability and Vitality

- **Institutional history with respect to diversity, issues and incidents**
- **Institutional strategies, resources dedicated to diversity**
- **Diversity of faculty and staff by level, Board**
- **Perceptions of institutional commitment to diversity by all constituencies**
- **Visibility of diversity in publications**
- How is diversity represented with respect to excellence, quality, and academic performance
- **Centrality of diversity in the planning process, planning documents, mission statements**
- Progress over time
- Perceptions of access, equity and inclusion from all constituencies
- Public perception of the institution
- Alumni views from diverse groups of alumni
- Minority community views of the institution
- External constituents views of the institution and diversity
- Economic issues for the institution
- Hate crimes, grievances

Note: bold indicates commonly used indicator



EVALUATION PROCESS

SAMPLE EVALUATION TEMPLATE

Goal/Intended Outcome	Measures	Data Collection, Mechanisms & Instruments	Who will be responsible	Baseline (if applicable)	Benchmarks	Timeframe for review



Strategies

Strategy X	Measures	Data Collection, Mechanisms & Instruments	Who will be responsible	Baseline (if applicable)	Benchmarks	Timeframe for review

INSTRUMENTS: CAMPUS CLIMATE

The pages in this section provide an array of instruments that assess the climate on college campuses. It includes broad-based instruments as well as those for target populations.

CAMPUS CLIMATE		
INSTRUMENT & DATE* <i>* n.d. = no date</i>	SOURCE	DESCRIPTION
Assessing Campus Climate: Feasibility of Developing and Educational Equity Assessment System (1992)	California Postsecondary Education Commission 770 L Street, Suite 1160 Sacramento, CA 95814 Phone: (916) 445-1000 Fax: (916) 327-4417 www.cpec.ca.gov/Publications/ReportSummary.ASP?761	This report concludes a three-year study on the feasibility of developing an education equity assessment system designed to obtain information on the perceptions of institutional participants about their campus climate. The report is divided into five parts: Part One discusses the impetuses for the study and describes its two phases. Part Two describes the statewide context for the project. Part Three examines questions of process that institutions may wish to address in assessing their campus climate. Part Four responds to the specific issues of feasibility posed by AB 4017 and discusses several methodological issues surrounding assessment of campus climate. Part Five summarizes important issues of the project and offers the Commission's nine conclusions and recommendations for action.
Campus Climate Survey (2004)	Claremont McKenna College Office of Research 500 E. Ninth Street Mills Offices 202 Claremont, CA 91711 Phone: (909) 607-9283 Fax: (909) 621-8443 www.ClaremontMcKenna.edu	This survey consists of Likert-scale questions regarding the social campus climate as it relates to gender, race, and to a limited degree, sexual orientation. It also collects basic demographic information like gender, ethnicity, and living arrangements.
Campus Diversity Issues Survey (1994)	California State University –San Bernardino John M. Pfau Library 5500 University Parkway San Bernardino, CA 92407 Phone: (909) 880-5106 Fax: (909) 880-7079 diversity.csusb.edu/reportquestion.asp	22-item survey. Assesses current campus climate and needs with respect to racial, cultural, and ethnic diversity. Specific questions address perceptions of racial discrimination as a problem on campus, university support of cultural diversity, students' overall campus cultural experiences, university policies and procedures, inclusion of student's own culture in curricula and cultural programs.

Diversity Survey (n.d.)	County College of Morris Office of Campus Life Emeriti Hall, Room D120 214 Center Grove Road Randolph, NJ 07869 Phone: (973) 328-5217 www.ccm.edu	This survey is adapted from the University of Maryland Diversity Survey. It assesses student attitudes about different aspects of diversity. It consists of questions addressing racial and ethnic climate, how well the campus is faring in terms of diversity, and students' general experiences of diversity on campus. Responses are Likert-scale. The survey also requests for students' background information.
Survey on Sexuality (n.d.)	Duke University Task Force for Lesbian, Gay, Bisexual, and Transgender Matters 02 West Union Bldg., Box 90958 Durham, NC 27708 Phone: (919)684-6607 Fax: (919)684-2543 lgbt.studentaffairs.duke.edu	8-item survey that assesses perceptions of campus climate for homosexual and bisexual students. Examples of questions: How open and affirming is Duke toward gay, lesbian, and bisexual people? Have you or has anyone you know been verbally or physically harassed for being perceived as gay, lesbian, or bisexual?
Faculty and Staff Survey	Harvey Mudd College 301 E. Twelfth Street Claremont, CA 91711 Phone: (909)621-8120 Fax: (909)621-8360 www.hmc.edu	This anonymous survey consists of 10 Likert-scale questions evaluating the level of discrimination on campus, and the institution's response in addressing diversity issues. Also asks whether there is a perceived increase in URM students and multicultural activities on campus.
A Survey of the Racial Climate (1995)	Indiana State University Office of Strategic Planning, Institutional Research and Effectiveness 200 North Seventh Street Terre Haute, IN 47809 Phone: (812)237-7778 web.indstate.edu/oirt/clim2/home.html	Summary Report – instrument imbedded. Seeks to answers the following questions: What is the racial climate at ISU? Does the racial climate prevent students of color from persisting or graduating? Are students appreciating and benefiting from the racial diversity on campus?

<p>Assessment of Campus Climate (2004)</p>	<p>Iowa State University Office of Equal Opportunity and Diversity 3680 Beardshear Hall Ames, IA 50011 Phone: (515) 294-7612 Fax: (515) 294-1702 www.hrs.iastate.edu/AAO/eod/</p> <p>Rankin and Associates, Consulting P.O. Box 576 Howard, PA 16841 Phone; (814) 625-2780 www.rankin-consulting.com</p>	<p>This survey of 64 questions was administered by an external consulting company (Rankin and Associates, Consulting) to ISU students, faculty, staff, and administrators. It is divided into sections: 1) Campus Experiences; 2) Actions relative to climate issues; 3) Background information; 4) How to improve the campus climate; 5) Experiences as a member of the ISU community; 6) Additional comments. The questions were varied in format including Likert-scale questions, close-ended, single and multiple response questions, and open-ended questions. Survey questions were based partially on focus group findings. Survey directions include definitions of terms such as “climate”, “gender identity”, “ethnic background”, and “sexual orientation”.</p>
<p>Toward an Understanding of Campus Climate (n.d.)</p>	<p>Jacksonville State University Office of Assessment 700 Pelham Road North Jacksonville, AL, 36265 Phone: (205)782-5109</p>	<p>56-item instrument that surveys campus climate and students’ perceptions of institutional efforts of cultural diversity. Questions address JSU’s efforts in recruiting minority students and faculty, instructional perceptions based on race, as well as administrative actions along racial lines. Also includes open-ended questions for student input on improving race relations on campus.</p>
<p>Building an Intercultural Campus Climate Student Survey (2000)</p>	<p>Loyola Marymount University Office of Institutional Research 7900 Loyola Boulevard University Hall #3321 Los Angeles, CA 90045-8366 Phone: (310) 338-2736 Fax: (310) 338-3786 www.lmu.edu/pages/3555.asp</p>	<p>51-item survey designed for the third year of the LMU-Irvine Foundation Project to create an intercultural campus at LMU. Questions address students’ actual experiences with verbal/physical harassment or unfair treatment/exclusion because of race/ethnicity. Also includes items about students’ opinions of the commitment of campus members to goals of diversity and interculturalism.</p>
<p>Loyola Marymount Analyses of the aforementioned survey (2000)</p>	<p>Loyola Marymount University (see above)</p>	<p>This report presents key findings from a campus-wide racial climate pre-assessment in 1998 designed to learn about the perceptions, needs, and hopes of the LMU community, followed by an analysis of the data from the aforementioned survey in 2000.</p>

<p>Campus Climate Survey (1996) (see also Administration/Staff)</p>	<p>Miami University (developed by the Center for the Study of Higher and Postsecondary Education, University of Michigan 610 E. University Ave. Ann Arbor, MI 48109-1259 Phone: (734) 764-7563 www.soe.umich.educshpe/index.html</p>	<p>44 questions. Survey to assist institution to better understand campus climate and obtain suggestions on ways to improve it. The first 17 questions address precollegiate experience, questions 17-38 probe students' current experiences at the institution, level of involvement, perception of the institution, and general climate and satisfaction. Questions 39-42 deal specifically with campus climate and diversity. (Likert scales). Questions 43 and 44 are open-ended questions for improvement suggestions and comments.</p>
<p>Student Climate Survey (1998 and draft 2001)</p>	<p>Mills College 5000 MacArthur Blvd. Oakland, CA 94613 www.mills.edu</p>	<p>This survey consists of Likert-scale questions addressing students' comfort level with the campus climate, administrative support services such as academic advising and faculty mentoring. It also assesses students' knowledge of the various support services on campus. The 1998 survey also includes the report and charts as a result of the survey.</p>
<p>Diversity Climate Survey – Students (2002)</p>	<p>Mount St. Mary's College Institutional Research and Assessment Mount St. Mary's College 12001 Chalon Road Los Angeles, CA 90049 (310) 954-4227 www.msmc.la.edu/pages/433.asp</p>	<p>Administered to students, this survey assesses the overall diversity environment on campus, in publications and as reflected in institutional policies. It also surveys students' attitudes toward diversity, along with students' personal experiences with diversity. The survey also offers students the opportunity to provide suggestions for enhancing the campus diversity climate. Demographic data were collected along with students' enrollment status. Likert-scale and close-ended questions were used.</p>

<p>Diversity Climate Survey – Staff/Administrator (2002)</p>	<p>Mount St. Mary’s College (see above)</p>	<p>This survey was administered to staff and administrators to assess overall diversity environment on campus, in publications and institutional policies, such as hiring practices and strategic planning. It also assesses attitudes and personal experiences of diversity and their impact on students, faculty, and staff members. It also offered staff and administrators the opportunity to provide suggestions for enhancing the campus diversity climate. Demographic information, institutional department and status were collected. Likert-scale and close-ended questions were used.</p>
<p>Diversity Climate Survey - Faculty (2002)</p>	<p>Mount St. Mary’s College (see above)</p>	<p>This survey was administered to faculty and assessed the overall diversity environment on campus, in publications and institutional policies including hiring practices and strategic planning. It also assesses attitudes and personal experiences of diversity and its effects for students, staff and faculty. It also offered staff and administrators the opportunity to provide suggestions for enhancing the campus diversity climate. Demographic information, including faculty academic rank and tenure status were collected. Likert-scale and close-ended questions.</p>
<p>Climate Survey (1995) <i>(see also student satisfaction)</i></p>	<p>North Seattle Community College 9600 College Way North Seattle, WA 98103 Phone: (206) 527-3600 www.northseattle.edu</p>	<p>Designed to help NSCC’s faculty and staff become aware of students’ opinions about their educational experiences while attending college. Survey includes three sections. Part A (10 questions): General Student Information (e.g. enrollment status). Part B (40 Likert scale items): Climate questions (e.g. extent to which student feels welcomed, fairness of faculty, satisfaction with variety of offerings of cultural programs, etc.). Part C (10 questions): Final questions and comments (e.g. suggestions about efforts at NSCC to encourage respect for individuals from different racial/ethnic backgrounds and with different physical and learning disabilities, student demographic information etc.).</p>

<p>Campus Climate Survey - Student, Faculty & Employee (2002 & 2003)</p>	<p>Notre Dame de Namur University Office of Mission and Diversity 1500 Ralston Ave. Belmont, CA 94002 Phone: (650)508-3785 Fax: (650)508-3736 www.ndnu.edu</p>	<p>This survey was administered in 2002 and 2003 and modeled after Indiana State University's survey. It consists of Likert-scale questions addressing satisfaction with NDNU's campus services in addition to experiences with various ethnic groups. It also assesses the attitudes of various campus constituents towards students. Demographic data were also elicited. This survey was also administered to faculty and staff, and available in Spanish as well. The report that resulted from the student survey was disaggregated to provide additional information for faculty and staff use.</p>
<p>Cultural Pluralism Climate Survey Study (1994)</p>	<p>Olympic College ERIC Document ED373814 www.eric.ed.gov</p>	<p>Survey measures student, staff, and faculty perceptions of acceptance, support, and understanding of diverse groups on campus. Student and staff surveys requested participants' level of agreement or disagreement with respect to 22 statements about the campus social and learning environment; sensitivity to ethnic, age, gender and physical differences; OC's role in encouraging diversity; accessibility; awareness of cultural differences; and student organizations and support services. Survey imbedded in report. Report available on ERIC website.</p>
<p>Valuing Diversity: Student Perceptions of Campus Climate (1994/1996)</p>	<p>Oregon State System of Higher Education (OSSHE) Diversity Planning and Special Projects P.O.Box 3175 Eugene, OR 97403 Phone: (541) 346-5720 Fax: (541)346-5764 www.ous.edu/lev/lev_cont.htm</p>	<p>Report presents the results of a campus climate survey conducted by OSSHE. The survey explores many dimensions of campus climate but primarily undertaken to gauge student perceptions of issues related to race and ethnicity on OSSHE campuses as well as to guide future policy deliberations.</p>

<p>Diversity Climate (1998) (2001)</p>	<p>Penn State University Student Affairs Research and Assessment 222 Boucke Building University Park, PA 16802 Phone: (814)863-1809 Fax: (814) 863-0299 www.sa.psu.edu/sara</p>	<p>Survey explores student perceptions of their campus climate (i.e., extent to which campus reflects Boyer's six principles of a 'quality learning community', student experiences with intolerance or discrimination, feelings of isolation or sense of community, perceptions of racial balkanization on campus, etc.). 1998 survey includes 45 items, plus a section that asks for demographic information. 2001 survey consists of 49 questions not including demographic background information. The survey consists of Likert-scale and open-ended questions.</p>
<p>Campus Climate for LGBT Students (2000 and 2002)</p>	<p>Penn State University (see above)</p>	<p>Survey includes 40 Likert-scale items and a final section that requests student personal and background information. Survey explores student awareness of the campus climate for gay, lesbian, bisexual and transgender students, their self-reported level of comfort with and their attitude towards LGBT issues.</p>
<p>University Libraries (UL) Climate Survey (1996)</p>	<p>Penn State University University Libraries 510 Paterno Library University Park, PA 16802 Phone: (814)865-0401 www.libraries.psu.edu/admin/diversity</p>	<p>Assesses staff perceptions of the general work climate in the University Libraries (UL), and their reactions more specifically to diverse climates. The first section includes items for demographic information. Part A (14 Questions): Definitions (i.e., gathers information about respondent's familiarity with the UL definition of diversity, perceptions of the consistency of that definition in UL practices, own views on diversity, and feelings about the concept of diversity. Part B (72 Likert-scale items): Attitudes/perceptions (with regard to diversity; specific questions investigate perceptions of the climate-tolerance for individuality, respect, support for diversity, institutional racism, etc.). Part C (15 Likert-scale items): Communication and Conflict (interaction among co-workers, competition between departments, etc.). Part D (23 Likert-scale items): Practices (i.e., hiring process, fairness of evaluations, etc.). Part E (20 Likert-scale items): Job Satisfaction.</p>

<p>EEO Guidebook Student Survey: Campus Climate</p>	<p>Schenectady County Community College 78 Washington Avenue Schenectady, NY 12305 Phone: (518)381-1200 www.sunysccc.edu</p>	<p>10-item survey to help the college assess the attitudes on campus among different cultural, ethnic, and social groupings.</p>
<p>Campus Climate Student Questionnaire (2002)</p>	<p>Scripps College Office of Planning and Research Balch Hall 1030 Columbia Ave. Claremont, CA 91711 Phone: (909) 621-8224 www.scrippscollege.edu/data/index.html</p>	<p>The objective of the questionnaire is to evaluate the diversity in academic settings and in co-curricular programming. This questionnaire consists of Likert-scale questions that assesses the campus climate as perceived by students taking into account their own background, values and characteristics. The questions also inquire about students' experiences with faculty and staff and their understanding of current student issues. Demographic data are also sought.</p>
<p>Student Campus Climate Survey (1991) <i>(see also intergroup relations)</i></p>	<p>Scripps College (see above)</p>	<p>The survey, first, asks students to define diversity to determine if students are consistent in their definition of diversity or if the conceptual meaning of diversity differs between individuals. Demographic information elicited from respondents includes: class, ethnicity and other identifiers (i.e., religious affiliation, sexual orientation). The main portion of the survey consists of 26 Likert-scale items. These statements range from academic issues such as faculty support to social issues such as student interaction. Finally, 3 open-ended questions are asked regarding concerns about diversity, suggestions for improvement and responsiveness of the Scripps community.</p>
<p>Campus Diversity Survey (1995)</p>	<p>Seattle Central Community College www.diversityweb.org/research_and_trends/research_evaluation_impact/institutional_evaluation/seattle_c_cc_survey.cfm</p>	<p>42-item survey used to examine perceptions of institutional responses to campus diversity. Used for faculty, administrators, and students. Questions address issues of representation, responsiveness to community needs, procedures for addressing instances of discrimination, campus activities, courses, etc.</p>

<p>Campus Diversity Climate Survey (2002)</p>	<p>Shasta College, California ERIC document: ED470639 www.eric.ed.gov</p>	<p>A survey on how community colleges serve the diverse needs of students done in collaboration with Feather River College, California. Descriptors include diversity (both institutional and student), gender, minority groups and sexual orientation. Report available on ERIC website.</p>
<p>Diversity Student Survey (2002)</p>	<p>Syracuse University Office of Residence Life 126 Schine Student Center 303 University Place Syracuse, New York 13244 Phone: (315)443-2718 Fax: (315)443-5458 students.syr.edu/glel/index.html</p>	<p>This survey was administered to residential students using a combination of electronic mail and an internet polling software to assess. It contains 24 multiple-choice questions and 3 open-ended questions pertaining to diversity issues. Demographic information includes class year, ethnicity, gender, and sexual orientation.</p>
<p>Diversity Student Survey Assessment Report (2002)</p>	<p>Syracuse University (see above)</p>	<p>This report presents the findings from the Diversity Student Survey (2002) for residential students. It includes comparative findings from the previous year, along with a summary of responses for both the quantitative and open-ended questions.</p>
<p>Campus Climate Study 2002-2004 (2004)</p>	<p>Texas A&M University Office of Institutional Assessment and Diversity 601 Rudder Tower, Mailstop 1360 College Station, TX 77843 Phone: (979) 458-2905 Fax: (979) 458-2906 assessment.tamu.edu</p>	<p>This survey reviews the campus environment as perceived by minority students at Texas A&M University. Phone interviews were conducted using a Likert-scale format, This was followed by focus groups with different ethnic groups and further divided by year in school. Due to low attendance, a web survey was conducted as well with the open-ended questions. The report also includes data tables. The full report may be obtained in PDF format from the institution's website.</p>
<p>Gender Issues Campus Climate Assessment Report and Recommendations (2000)</p>	<p>Texas A&M University Gender Issues Education Services Memorial Student Center 023 Mailstop: 1172 Phone: 979-845-1107 www.tamu.edu/gies/index.html</p>	<p>This report, based on a survey, measures undergraduate students perceptions of women's and LGBT issues on campus.</p>

<p>The Study of the UCLA Campus Environment for Diversity (n.d.) (see also <i>Intergroup Relations</i>)</p>	<p>University of California, Los Angeles 3005 Moore Hall/Box 951521 Los Angeles, CA 90095-1521 Phone: (310) 825-1925 Fax: (310) 206-2228 www.gseis.ucla.edu/heri/heri.html</p>	<p>Survey includes 32 questions divided into 10 sections: 1) Background Information (i.e., class standing, units of coursework completed, current major, sex, degree aspirations, participation in student organizations and activities, racial/ethnic group, religious affiliation, sexual orientation, age, etc.); 2) Experiences at UCLA (i.e., experiences with discrimination and harassment, experiences with faculty, etc.); 3) General Climate (i.e., friendly or hostile, homophobic or non-homophobic, etc.); 4) Perceptions of Faculty (i.e., approachable, sensitive to student concerns, preference for taking courses with faculty of similar racial/ethnic backgrounds, etc.); 5) Role Models and Mentoring (i.e., within faculty and staff); 6) Student Interaction (i.e., perceptions of student interest groups, perceptions of students from diverse groups, amount of interaction between students of different racial/ethnic groups); 7) Departmental Climate (i.e., emphasis on importance of diversity, receptivity to integrating ethnic/gender issues into courses, availability of role models, etc.); 8) Participation in Cultural Activities; 9) Attitudes (with regard to diversity); 9) Possible Solutions (for improving the climate for diversity); 10) Open-ended Questions.</p>
<p>Building Community Through Diversity (1994 and 1998)</p>	<p>University of Colorado at Boulder Office of Planning, Budget and Analysis Regent Administrative Center 1B29 15 UCB Boulder, CO 80309 Phone: (303)492-8631 Fax: (303)492-0996 www.colorado.edu/pba/div</p>	<p>Survey of campus climate for students of color. Survey questions include both check-off and open-comment formats. It includes questions on experiences with stereotyping, comfort level on campus, experiences that foster interaction, along with suggestions for the institution.</p>

<p>Campus Climate Survey (2001)</p>	<p>University of Colorado at Boulder (see above)</p>	<p>Web-based questionnaire of random sample of undergraduate and graduate students on their level of comfort on campus and the extent to which they fit in and feel welcomed. Also assesses their experiences with encounters of hearing/seeing negative remarks/behaviors for targeted groups.</p>
<p>College of Law Survey (2004)</p>	<p>University of La Verne Mosaic Cultural Institute 2157 2nd Street La Verne, CA 91750 Phone: (909)593-3511 ext. 4036 Fax: (909)392-2756 www.ulv.edu/mci</p>	<p>This survey was conducted among all returning law students and queried students about the sense of the college community and the Graduate Mentor program. The questions about the college community asks for responses regarding faculty, on-campus involvement etc. The survey consists of 45 forced-choice and open-ended questions.</p>
<p>Survey of the Cultural Attitudes and Climate (1995)</p>	<p>University of Maryland-College Park Diversity Initiative Program Office of Human Relations Programs 1130 Shriver Lab, East Wing College Park, MD 20742 Phone: (301) 405-2838 Fax: (301) 314-9992 Email: diversity@umail.umd.edu www.inform.umd.edu/EdRes/Topic/Diversity/Response/UM/Programs/Initiative/findings.html</p>	<p>Examines student attitudes and beliefs about issues important to racial and ethnic diversity. Section A (4 questions): Racial and Ethnic Climate; Section B (3 questions): How well is UMCP Doing on Diversity; Section C (1 Question): General Experience at UMCP; Section D (9 Questions): Experiences at UMCP (with regard to racial conflict on campus, racial/ethnic separation on campus, interracial tensions in classroom, exposure to information about the history, culture and/or social issues of racial and ethnic groups other than whites, etc.); Section E (3 Questions): Diversity Initiative Programs; Section F (4 Questions): Your Intentions for the Future.</p>
<p>Students' Experience with Social Diversity at the University of Massachusetts (see also <i>Intergroup Relations</i>)</p>	<p>University of Massachusetts, Amherst Ximena Zuniga School of Education 383 Hills House South Amherst, PA 01003 Phone: (413) 545-0918 Email: xzuniga@educ.umass.edu</p>	<p>This survey was part of a larger project that investigated students' engagement with social diversity at the University of Massachusetts. The survey uncovers information about inter-group interaction, communicating across differences, and perspectives and beliefs about conflict and social justice. This study seeks to affirm diversity, cultivate leadership, and build community to positively impact student engagement with diversity in living and learning contexts.</p>

<p>ALANA Student Survey (1997) <i>(see also Student Satisfaction)</i></p>	<p>University of Massachusetts Amherst Student Assessment, Research, and Evaluation Office Center for Education Policy Department of Education Policy, Research, and Administration School of Education 427 Hills North 111 Infirmery Way, OFC-1 Amherst, MA 01003-9328 Phone: (413) 545 - 1390 Fax: (413) 545 - 3855 www.umass.edu/sareo/</p>	<p>Survey of students' satisfaction with variety of university services and campus life in general. Specific questions investigate students' satisfaction with their academic experience, social life, residential experience, academic advising, financial aid services, and awareness of different philosophies, cultures, and ways of life, etc. Also includes items that ask about student perceptions of problems at UMass (i.e., discrimination, racial harassment, lack of diversity; personal experiences at UMass); Background information also sought.</p>
<p>Anti-Semitism Survey (1997)</p>	<p>University of Massachusetts Amherst (see above)</p>	<p>Assesses students' perceptions and/or experiences with discriminatory or hostile behaviors directed at Jewish people. Examples of questions: To what extent do you think anti-Semitism exists on the UMass campus? How frequently have you personally experienced each type of behavior. . .course instructors stereotyping, making negative remarks about or telling jokes that "put down" Jewish people. . .Anti-Semitic graffiti in residence halls or other campus buildings. . . ?</p>
<p>Gay, Lesbian, Bisexual and Transgender Issues Survey (1997)</p>	<p>University of Massachusetts Amherst (see above)</p>	<p>Survey on gay, lesbian, bisexual, and transgender issues utilized to monitor campus climate. Specific questions ask students about the frequency of stereotyping of GLBT people by faculty, staff or students; how much students have learned about GLBT people since coming to UMass; attendance at activities sponsored by the Stonewall Center; whether or not discussions of GLBT issues take place in class/outside of class, etc.</p>

<p>Gender Equity Survey (1999)</p>	<p>University of Massachusetts Amherst (see above)</p>	<p>Examines students' perceptions of gender equity in the classroom. The first set of questions pertain to academic life at UMass and ask students to indicate their level of agreement with various statements. Two of the four statements address the extent to which courses at UMass incorporate scholarship by women and address women's experiences. Next, respondents are asked how frequently they personally see or hear various types of behaviors in their classes (e.g., male students speaking in class more than female students, instructors calling on male students more readily than female students, etc. In the next section students are questioned about instructor behavior and gender dynamics in one of their current classes. The final set of questions explore students' impressions of how they are personally treated by UMass instructors.</p>
<p>Jewish Life Survey (1996)</p>	<p>University of Massachusetts Amherst (see above)</p>	<p>Investigates students' knowledge of, attitudes about, and participation in Jewish life. The first set of questions ask students about their Jewish background. Then students are asked if their involvement in Jewish life in general has increased, decreased or stayed the same since enrolling at UMass. Next, students are asked a variety of statements pertaining to Hillel and their interest in attending social, cultural, political or religious events sponsored by Hillel.</p>
<p>Perceptions of Fraternities and Sororities Survey (1998)</p>	<p>University of Massachusetts Amherst (see above)</p>	<p>Assesses students' perceptions of social fraternities and sororities. Examples of questions: Do you think fraternity/ sorority members are more likely, as likely, or less likely than other male/female undergraduates to be interested in knowing people from different racial and ethnic backgrounds? Do you think fraternity/sorority members are more likely, as likely, or less likely than other male/female undergraduates to be accepting of gays, lesbians and bisexuals?</p>

<p>Racial and Ethnic Issues Survey (1999)</p>	<p>University of Massachusetts Amherst (see above)</p>	<p>Survey comprises primarily of questions about students' personal experiences with harassing behaviors on campus. Examples of questions: How likely would you be to recommend UMass to other students of your race or ethnicity who are trying to choose a college? How safe from racial and ethnic harassment do you feel on the UMass campus? How often do you personally hear or see the following at UMass? Course instructors failing to challenge negative remarks made by students in class about members of your racial or ethnic group.</p>
<p>Spirituality Survey (1995)</p>	<p>University of Massachusetts Amherst (see above)</p>	<p>32-item survey. Investigates religious and spiritual beliefs and practices of students. Examples of questions: How important is it for you to be together with others of your religious or spiritual orientation? How satisfied are you with the religious and spiritual climate at UMass? How often do you hear University course instructors express anti-religious or anti-spiritual attitudes? How often have you witnessed or experienced antagonism between members of different religious or spiritual groups on campus?</p>
<p>Undergraduate Sexual Harassment Survey (1998)</p>	<p>University of Massachusetts Amherst (see above)</p>	<p>Investigates sexual harassment of female undergraduates. Examples of questions: How often do you hear or see each of the following behaviors at UMass? Course instructors stereotyping females, making negative remarks about females as a group, or telling jokes that "put down" women. . .Other students displaying photographs, pin-ups, calendars, and so on, that portray sexually explicit, offensive, or demeaning images of women etc.</p>

<p>Student Survey on Diversity (n.d.)</p>	<p>University of Minnesota at Morris www.morris.umn.edu/diversity/</p>	<p>The purpose of the survey is to obtain useful information to further develop diversity programs that will have a positive impact for the entire University of Minnesota community. There are two sections to the survey. The first section is a background information sheet that assesses general characteristics (i.e., age, race, etc.) and the second section assesses perceptions and experiences with diversity and diversity programs on the UMM campus.</p>
<p>Racial Climate Survey (1992) <i>(see also Intergroup Relations)</i></p>	<p>University of Nebraska-Lincoln Vice Chancellor for Student Affairs 106 Canfield Administration Building P.O. Box 880423 Lincoln, NE 68588-0423 Voice: (402) 472-3755 Fax: (402) 472-8189 busfin.unl.edu/stuafas/</p>	<p>Survey includes 55 Likert-scale items along the following scales: 1) general satisfaction with UNL; 2) involvement in student life at UNL; 3) positive interracial relations among students; 4) faculty free of prejudice; 4) UNL effort to support minority concerns; 5) preference for policies that support minority concerns; 6) additional measures of satisfaction (i.e., satisfaction with faculty, satisfaction with academic advising, satisfaction with campus security; 7) Other concerns (i.e., family encouragement for attending UNL, financial concerns, faculty and administration support for student activities, minority student efforts to help other students, preference for faculty of own race).</p>
<p>Campus Climate Survey (1995)</p>	<p>University of North Carolina at Charlotte Student Affairs Research 217 King Building 9201 University City Blvd. Charlotte, NC 28223 Phone: (704) 687-2375 Fax: (704) 687-2616 www.uncc.edu/stuaffairs/climate.htm</p>	<p>52-item survey. Includes questions about student contacts with faculty and/or students whose interests, race, and values are different from their own; questions about student perceptions of the physical and social environment and community at UNCC. Also includes items about the institution's celebration of diversity.</p>

<p>The State of Race Relations at UVA (2000)</p>	<p>University of Virginia Library Geospatial and Statistical Data Center P.O. Box 400129 Charlottesville, VA 22904 Phone: (434)982-2630 Fax: (434)924-1431 fisher.lib.virginia.edu/services/class/plap227/race2000/</p>	<p>This survey was designed as an opinion poll of the undergraduate student body's attitudes toward race relations at the institution. Questions investigate perceptions about the role of race in student government, student media outlets, housing, sporting events, social relationships, and institutional policies (specifically admissions). Likert scales.</p>
<p>Campus Climate Survey – Current Student (2000)</p>	<p>University of Washington Office of Educational Assessment 4311 11th Ave NE 430 Roosevelt Commons B Box 354987 Seattle, WA 98195 Phone: (206) 543-1170 Fax: (206) 543-3961 www.washington.edu/oea/oeahome.htm</p>	<p>Survey includes 5 Sections: Section A (6 questions) asks for information about students' associated demographics (i.e., academic class, gender, racial/ethnic group). Section B (16 Likert-scale items) inquires about students' academic experiences (i.e., treatment by faculty, extent to which they enjoy taking courses that challenge their beliefs and values, etc.). Section C (15 Likert-scale questions) includes items that inquire about racial/ethnic conflict on campus, feelings of isolation on campus, experiences with a racist atmosphere in the classroom, etc.). Section D (6 Likert-scale items) asks students how much they have changed because of their experiences at the university. Section E (12 items) asks students to rate the helpfulness of various university services. The final section asks students to comment on specific racial/ethnic incidents at the university and how they were handled.</p>
<p>Diversity Scorecard</p>	<p>University of Southern California Center For Urban Education WPH, Suite 702 Los Angeles, CA 90089-0031 Phone: (213)740-5202 Fax: (213)740-3889 www.usc.edu/dept/education/CUE/projects/ds/diversityscorecard.html</p>	<p>This project uses existing institutional data to monitor progress toward equity for their historically underrepresented students in the areas of access, retention, institutional receptivity, and excellence. The key features include partner institutions in the state of California that have reached equity in opportunity by the significant enrollment of underrepresented students. The goal is to move these institutions toward equity in educational outcomes using an evidence-based tool.</p>

<p>Assessment of Campus Climate – Undergraduate Students (1998)</p>	<p>Virginia Tech 210 Burruss Hall (0131) Blacksburg, Virginia 24061 Phone: (540)231-6231 www.vt.edu/diversity</p>	<p>This four-page survey assesses the campus-wide climate for undergraduate students in terms of the institution's sensitivity to students' race, ethnicity, gender etc. It also includes diversity at the institution in terms of academics, student life and experiences, and institutional policies. It also assesses students' personal reactions to unwelcoming situations, and the awareness of campus services and programs. Various demographic questions were asked, and most questions were in Likert-scale format. A similar survey was administered to graduate students.</p>
<p>Assessment of Campus Climate – Graduate Students (1998)</p>	<p>Virginia Tech 210 Burruss Hall (0131) Blacksburg, Virginia 24061 Phone: (540)231-6231 www.vt.edu/diversity</p>	<p>This four-page survey assesses the campus-wide climate for graduate students in terms of the institution's sensitivity to students' race, ethnicity, gender etc. It also includes diversity at the institution in terms of academics, student life and experiences, and institutional policies. It also assesses students' personal reactions to unwelcoming situations, and the awareness of campus services and programs. Various demographic questions were asked, and most questions were in Likert-scale format. A similar survey was administered to undergraduate students, although the grad student survey included additional questions specific to the student's academic department.</p>
<p>The Campus Community Scale</p>	<p>Virginia Tech 306 East Eggleston Hall Blacksburg, VA 24061 Phone: (540)231-9702 www.elps.vt.edu/janosik/VITA.pdf</p>	<p>This survey consists of 36 statements about campus climate to which students are asked to agree or disagree using a 5-point scale. The statements focus on openness, acceptance, and sense of community.</p>

<p>Campus Climate at Washington State University (2004)</p>	<p>Washington State University Social & Economic Sciences Research Center P O Box 644014 Pullman, WA 99164-4014 Phone: (509)335-1511 Fax: (509)335-0116 www.wsu.edu/president/documents/ExecSumm10-14-04.doc</p>	<p>Campus-wide survey administered online to students, faculty, and staff about climate issues for the purpose of providing information to the WSU President and community. Intended to serve as baseline for future surveys, the instrument was also administered to satellite campuses. It assesses the campus climate and compares it to other living and work places, the perception of diversity and the institution's commitment to promoting diversity, campus experiences, including discrimination and harassment of specific populations.</p>
<p>First Year Experience Survey (n.d.)</p>	<p>Whittier College Dean of Students Office 13406 East Philadelphia P.O. Box 634 Whittier, CA 90608 Phone: (562)907-4233 Fax: (562) 07-4980 www.whittier.edu</p>	<p>Likert-scale questions assessing students' perceptions before and during college about participation in student activities, interaction with professors outside of the classroom, sense of belonging on campus, and academic development. The survey also assesses students' adjustment to college in terms of establishing new friendships, using email, managing money and time. It also assesses the amount of time spent on various activities. A separate section assesses the residence hall environment along with students' perceptions of diversity, including personal interactions with diverse populations and personal knowledge gained about diverse populations. Other assessment sections include perceptions about citizenship, experiences with alcohol, and overall campus satisfaction.</p>
<p>Study of Multicultural Experiences, Perceptions and Attitudes of Current Students (1995)</p>	<p>William Rainey Harper College ERIC Document: ED397895 www.eric.ed.gov</p>	<p>Survey designed to investigate students' experiences, perceptions, and attitudes regarding the college's multicultural environment. Full document available on the ERIC website.</p>

INSTRUMENTS: STUDENT SATISFACTION

The pages in this section provide an array of instruments that assess student satisfaction on college campuses. It includes national surveys as well instruments developed by schools.

STUDENT SATISFACTION		
INSTRUMENT & DATE* <i>* n.d. = no date</i>	SOURCE	DESCRIPTION
College Outcomes Survey (n.d.) <i>(see also Student Learning and Involvement)</i>	ACT 500 ACT Drive P.O. Box 168 Iowa City, IA 52243 Phone: (319)337-1000 Fax: (319)339-3020 www.act.org/ess	<p>Section I-demographic information. Section II-using Likert scales, students are asked to assess the importance of particular educational and personal outcomes as well as the amount of progress they made in these areas at their particular institution. Section III-assesses students' levels of satisfaction with given aspects of the college. Section IV-asks students to rate overall experience at college as well as provide cumulative GPA. Section V-this section is left open for any multiple choice questions the institution might add to the standard document. Section VI-comments and suggestions.</p> <p>National Database Fees: 1 package of 25 survey instruments \$17.50. User's guide \$9.20 if less than 400 total surveys. Survey processing varies from \$46 to \$113 depending on type of reports. Reporting packages available from \$210 to \$420.</p>
Student Opinion Survey (n.d.)	ACT (see above)	<p>The survey is divided into 3 sections. Section 1 gathers background information; Section 2 asks about satisfaction with college services and programs; Section 3 looks at the college environment including admissions, rules and policies, facilities and registration. Survey specifically asks about racial harmony at campus. Likert scales. Also available in a web-based version.</p> <p>National Database Fees: see above</p>

<p>Survey of Student Opinions (n.d.)</p>	<p>ACT (see above)</p>	<p>Seven sections in this survey. Section 1 gathers background information; section 2 assesses importance, use, and satisfaction with college services; section 3 assesses the importance, experience and satisfaction with aspects of the college environment such as course content, class size etc.; section 4 asks about college impressions; section 5 is about GPA and contribution of the college experience to personal growth; section 6 offers individual campuses to ask specific questions; section 7 allows space for student's comments and suggestions. Likert-scales. National Database Fees: see above</p>
<p>College Student Needs Assessment Survey (n.d.)</p>	<p>ACT (see above)</p>	<p>This survey is designed to evaluate the educational and personal needs of college students. The instrument is divided into five sections: 1) Background Information; 2) Career and Life Goals; 3) Educational and Personal Needs; 4) Additional Questions; 5) Comments and Suggestions National Database Fees: see above</p>
<p>Senior Institutional Evaluation Form (2001)</p>	<p>Appalachian State University Office of Institutional Research, Assessment and Planning Boone, NC 28608 Phone: (828-)62-2000 www.irap.appstate.edu/</p>	<p>Survey is divided into 7 sections. Section 1 addresses the role of faculty and their contribution to student satisfaction, section 2 looks at assistance available outside the classroom, section 3 asks about knowledge, skills and personal growth, section 4 covers non-academic services within the institution, section 5 looks at overall experience and section 6, plans for the coming year, followed by section 7 – additional comments. Primarily uses Likert scales.</p>

<p>Survey: Diversity at Fletcher (2000)</p>	<p>The Ralph Bunche Society at the Fletcher School www.fletcherledger.com/archive/1999-11-30/113099c-SurveyDiversity.htm</p>	<p>Includes 8 items. Survey intended to gauge perceptions and opinions of the student body, faculty, and staff to the presence of minorities and people of color at Fletcher. Examples of questions: What percentage of the American student community at Fletcher would you guess are minorities or people of color? To what degree do you feel that the presence of minorities and people of color in the student body here at Fletcher is important?</p>
<p>Opinion and Experience Survey (2000)</p>	<p>Furman University Office of Multicultural Affairs 3300 Poinsett Highway Greenville, SC 29613 (864) 294-3104 alpha.furman.edu/admin/stuserv/multicultural/index.htm</p>	<p>71-item survey to gain feedback from faculty, staff, and students with regard to issues of diversity. Includes 3 Sections. Part 1 asks how respondent feels about various topics (i.e., Greater diversity in the student and faculty populations would improve Furman University; There is nothing wrong with jokes about different groups of people as long as they are meant in fun; Race does not affect one's chance of success at Furman, etc.). Part 2 asks about the frequency of certain occurrences (i.e., having conversations with someone of another race, encountering situations as a member of a particular race at Furman where you feel as though you don't belong, etc.). Part 3 asks respondents to indicate how important it is to them personally that members of each group (i.e., men, women, African-Americans, etc.) feel included and accepted at Furman and how comfortable they think these same groups feel at the university. Finally, respondents are asked to provide background and personal information and provide any suggestions for changes that need to occur at Furman before it can become a place where differences among people are truly appreciated.</p>

<p>Graduating Senior Survey (2004)</p>	<p>George Mason University Office of Institutional Assessment Mail Stop 3D2 Fairfax, VA 22030 Phone: (703)993-8834 Fax: (703)993-8871 assessment.gmu.edu</p>	<p>Survey is divided into 6 sections. Section 1 asks to what extent the institution has contributed to students' learning in various areas, i.e. critical thinking, IT, history, etc.; section 2 looks at courses and faculty; section 3 computer technology; section 4 employment and future plans; section 5 campus experience (to what extent the campus emphasizes various activities), and section 6, satisfaction with various aspects of the experience, i.e. overall experience, sense of belonging, preparation, etc. Primarily uses Likert scales.</p>
<p>Board of Visitors Student Satisfaction Survey (n.d.)</p>	<p>George Mason University Board of Visitors Phone: (703)993-8703 www.doiit.gmu.edu/ul_survey.htm</p>	<p>Survey contains 16 questions. Asks about satisfaction with academics, business services, administration, and residence halls. Specifically asks about satisfaction with institutional areas that the Board focused on developing in the past year. Very general in nature. Likert scales.</p>
<p>College Student Experiences Questionnaire (CSEQ) (n.d.) <i>(see also and Intergroup Relations)</i></p>	<p>Indiana University CSEQ Research Program Center for Postsecondary Research 1900 East 10th Street Eigenmann Hall 419 Bloomington, IN 47406 Phone: (812) 856-5825 Fax: (812) 856-5150 www.indiana.edu/~cseq</p>	<p>Asks students how they spend their time with faculty and friends in class, social and cultural activities, extra-curricular activities, employment, and use of campus facilities. Includes items about student acquaintances (i.e., became acquainted with students whose race or ethnic background was different from own) and college environment. Allows up to 20 additional questions. Also includes student self-report about learning. Online format available.</p> <p>National Database Fees: Survey administration varies from \$200 to \$500 depending on paper or online format (approximately \$2-\$3 per student). \$0-\$40 per additional question depending on paper or online format. Additional analysis available at \$150 per hour, and student advising report for \$500.</p>

<p>College Student Expectations Questionnaire (CSXQ)</p>	<p>Indiana University CSEQ Research Program Center for Postsecondary Research 1900 East 10th Street Eigenmann Hall 419 Bloomington, IN 47406 Phone: (812) 856-5825 Fax: (812) 856-5150 www.indiana.edu/~cseq</p>	<p>Adapted from the CSEQ (see above), this questionnaire assesses new student goals, motivations, and expectations of how they will spend time in college. Includes the use of library services and information technology, course learning, faculty interaction, and involvement on campus. Also includes expectations of conversation topics, reading/writing, and the college environment. Demographic information also collected. Mostly Likert-scale format. Suggested as a pre-test to be paired with the CSEQ as a post-test measure. National Database Fees: see above</p>
<p>National Survey of Student Engagement (NSSE) (2001) <i>(see also Student Satisfaction)</i></p>	<p>Indiana University National Survey of Student Engagement Center for Postsecondary Research 1900 East 10th Street Eigenmann Hall 419 Bloomington, IN 47406 Phone: (812) 856-5824 Fax: (812) 856-5150 www.indiana.edu/~nsse</p>	<p>26 questions asking what activities students have engaged in during the school year, primarily focusing on academic engagement, and interactions with other students and faculty. Demographic information also collected. Paper and web formats available. Available in Canadian, Spanish and French versions. Pre-registration for participation required. National Database Fees: varies depending on undergraduate enrollment. \$3,375 to \$7,500 for sampling fee plus \$300 for institutional participation. Fees for small schools with less than 400 students in combined first-year and senior classes \$1,500 to \$3,000. Oversampling fees extra \$2.00 - \$7.50 depending on administration format.</p>

<p>First Year Interview Project (2000)</p>	<p>Mills College 5000 MacArthur Blvd. Oakland, CA 94613 www.mills.edu</p>	<p>The purpose of the First Year Interview Project is twofold. First, collect data that would be useful in understanding our challenges in the area of retention. The information garnered from this Project is the beginning of a database that assists Mills in identifying "at risk" students. Second, allow freshwomen to establish a contact with a member of the Office of Student Life staff who could serve as a resource person in the future.</p> <p>The survey instrument asks students to rank their responses to a variety of statements on a scale ranging from "strongly agree" to "strongly disagree." Statements include references to academics, faculty, academic advisors, campus climate, extra-curricular and social activities, and campus administrative offices. Students also respond to questions regarding their study habits, their opinion of the campus food service, whether they had ever considered stopping out of college and whether they had ever considered transferring from Mills. Students also provide data on several demographic variables including race/ethnicity, sexual orientation, hometown, and disability status.</p>
<p>Senior Survey(annual)</p>	<p>Montana State University – Bozeman Office of Planning and Analysis PO Box 172435 Bozeman, MT 59717-2435 Phone: (406) 994-2341 Fax: (406) 994-1893 www.montana.edu/aircj/</p>	<p>Survey includes Likert-scale items that ask students to rate the effectiveness of their educational program at MSU in helping them to appreciate other cultures, broaden their intellectual interests, develop leadership skills, respect different points of view, set personal priorities, etc. Also asks about satisfaction with various campus services and different aspects of their education (e.g., quality of academic advising, quality of courses, quality of preparation for employment and graduate school, etc.)</p>

Climate Survey (1995)	<p>North Seattle Community College 9600 College Way North Seattle, WA 98103 Phone: (206) 527-3600 www.northseattle.edu</p>	<p>Purpose of survey is to help NSCC's faculty and staff become aware of students' opinions about their educational experiences while attending the college. Survey includes three sections. Part 1 (10 questions): General Student Information (i.e., enrollment status, area of study, etc.). Part 2 (40 Likert-scale items): Climate questions (i.e., extent to which student feels welcome, fairness of faculty, satisfaction with variety of offerings of cultural programs, etc.). Part 3 (10 questions): Final questions and comments (i.e., suggestions about the efforts at NSCC to encourage respect for individuals from different racial/ethnic backgrounds and people with different physical and learning disabilities, student demographic information, etc.).</p>
Senior Survey (1998/1999)	<p>Mills College. Survey conducted by the Higher Education Data Sharing Consortium (HEDS) P.O.Box 3003 Lancaster, PA 17604 Phone: (717)358-4448 www.e-heds.org</p>	<p>The Senior Survey is designed to give participating colleges a sense of the opinions of graduating seniors regarding various aspects of college. Questions cover topics including academics, faculty, extracurricular activities, campus facilities, campus services, post-graduation plans, skills enhanced by undergraduate education, financing of a college education and demographic variables.</p>
Institutional Priorities Survey (n.d.)	<p>Noel-Levitz 2101 ACT Circle Iowa City, IA 52245 Phone: (319) 337-4700 Fax: (319)37-5274 http://www.noellevitz.com/</p>	<p>Parallel to the Student Satisfaction Inventory, it measures students' perceptions of institutional priorities and extent to which those expectations are being met. Form A offers paper and online options and consists of 50+ questions; Form B is an online option only and has 40+ items. Different versions available for 4-year institution and community/junior and technical colleges. National Database Fees: Ranges from \$1.65 - \$3.10 per survey depending on volume for paper option. Online fees based on number of completed surveys. Additional \$200 processing and set-up fee. Optional reports extra ranging from \$45 - \$275.</p>

<p>Adult Student Priorities Survey (n.d.)</p>	<p>Noel-Levitz (see above)</p>	<p>A satisfaction survey for adult learners. Measures students' expectations and satisfaction with the degree to which the institution has met those expectations. Encompasses full range of adult student experiences, and may be used in combination with other satisfaction/priorities survey. Offers campuses additional questions. Institutions can see what's important to their adult students and how satisfied they are, along with national benchmark comparison data.</p> <p>National Database Fees: \$1.65 to \$2.10 depending on volume for paper option. Online fees based on number of completed surveys. Additional \$125 for processing and set-up fee. Additional optional reports vary from \$45 to \$125.</p>
<p>Student Satisfaction Inventory (n.d.) (see also Curriculum)</p>	<p>Noel-Levitz (see above)</p>	<p>Measures students' expectations and satisfaction regarding issues important to them. A means to assess the quality of student life and learning with the degree to which the institution has met those expectations. Key Areas Measured by the Student Satisfaction. Survey areas measured include Academic Advising Effectiveness, Counseling Effectiveness, Academic Services, Campus Climate, Campus Life, Campus Support Services, Institutional Commitment to the Individual, Instructional Effectiveness, Student Services, Commitment to Diversity, and Safety and Security. Offers Form A (70+ items) in paper and online format, and Form B (40+ items) as an online option only. Different versions for four-year institutions, community/junior and technically colleges, and two-year career and private schools.</p> <p>National Database Fees: \$1.65 - \$2.10 per student depending on volume. Online fees based on number of completed surveys. Processing and set-up fee \$125. Additional optional reports varies \$45 - \$125.</p>

<p>Student Satisfaction Survey (2004)</p>	<p>Penn State University Student Affairs Research and Assessment 222 Boucke Building University Park, PA 16802 Phone: (814)863-1809 Fax: (814)863-0299 www.sa.psu.edu/sara</p>	<p>Allows students to respond to their specific campus location about formal academic experiences, student involvement, safety and sense of belonging. Assesses student services and advising satisfaction in the past year. Looks at amount of time spent in the current semester on various activities including campus involvement, and benefits gained. Includes a section related to general education at Penn State in general. Also assesses experiences of harassment and discrimination. The final section requests student background and personal information.</p>
<p>Class of 2000 Study: Fourth Year Students</p>	<p>Penn State University (see above)</p>	<p>Survey includes 134 items. Purpose of the survey is to gather feedback about student satisfaction and educational outcomes associated with their undergraduate experience. Specific questions are asked to learn about the degree of importance students assign to certain abilities and areas of knowledge and to explore the impact of involvement in classroom and out-of-class activities.</p>
<p>Senior Survey (2004)</p>	<p>Pomona College Office of Institutional Research Alexander 206 550 N. College Ave. Claremont, CA 91711 Phone: (909)607-2201 Fax: (909) 621-8499 www.pomona.edu/institutionalresearch/</p>	<p>This survey is the general Senior Survey from which items that address campus climate for low-income and minority students are extracted. The survey addresses students' future plans, an evaluation of the student's undergraduate experience, the financing of the undergraduate education, activities, and background demographic questions.</p>

<p>Undergraduate Student Survey (2004)</p>	<p>Stanford University Stanford Institute for Higher Education Research (SIHER) <i>(formerly National Center for Postsecondary Improvement)</i> 520 Galvez Mall, CERAS Building School of Education Stanford, CA 94305 Phone: (650)723-7724</p>	<p>This survey was administered online to undergraduate students and consisted extensively of close-ended and Likert-scale questions. A few open-ended questions were included. The survey addressed various issues: 1) the undergraduate experience and its relation to graduate school interest; 2) career influences; 3) academic and personal experiences; 4) balance between work and family; 5) experience at the institution; 6) student's personal and family background and experience. A similar survey was administered to graduate students and faculty.</p>
<p>Graduate Student Survey (2004)</p>	<p>Stanford University (see above)</p>	<p>This survey was administered online to graduate students and consisted extensively of close-ended and Likert-scale questions. A few open-ended questions were included. The survey assessed the pipeline of graduate students and their interest in academic careers. It looked at various issues: 1) influences to attend graduate school; 2) career influences; 3) academic experiences; 4) the balance between work and family; 5) experience at the institution; 6) student's personal and family background and experience. A similar survey was administered to faculty.</p>
<p>HERI CIRP Freshman Survey</p>	<p>University of California, Los Angeles Higher Education Research Institute 3005 Moore Hall Box 951521 Los Angeles, CA 90095 Phone: (310)825-1925 Fax: (310)206-2228 www.geis.ucla.edu/heri</p>	<p>The Freshman Survey – The Cooperative Institutional Research Project (CIRP) questionnaire is a four-page survey instrument covering a broad array of issues including: demographic characteristics, expectations of the college experience, secondary school experiences, degree goals, and career plans, college finances, attitudes, values, and life goals, reasons for attending college. National Database Fees: \$400 participation fee plus \$1 - \$2 per returned survey depending on volume.</p>

<p>HERI College Student Survey</p>	<p>University of California, Los Angeles Higher Education Research Institute 3005 Moore Hall Box 951521 Los Angeles, CA 90095 Phone: (310)825-1925 Fax; (310)206-2228 www.geis.ucla.edu/heri</p>	<p>The College Student Survey (CSS) provides feedback on students' academic and campus life experiences—information that can be used for student assessment activities, accreditation and self-study reports, campus planning, and policy analysis. The survey instrument is a pre-coded four-page form that takes approximately 45 minutes to complete. It covers a variety of areas, including: satisfaction with the college experience, student involvement, cognitive and affective development, student values, attitudes, goals, degree aspirations and career plans Internet, electronic mail, and other computer uses. In addition, the CSS provides optional questions that can be used to gather data on topics of importance to individual campuses. May be used as a follow up to the CIRP survey. Allows for 30 institution-specific questions. Paper and web options available. National Database Fees: Participation fee of \$475 plus \$2 for each returned survey.</p>
<p>HERI Your First College Year Survey</p>	<p>University of California, Los Angeles (see above)</p>	<p>“Your First College Year (YFCY) “ is designed to provide higher education researchers and practitioners with comprehensive and valuable information on the academic, social, and personal development of first-year college students. Designed as a follow-up at the end of students' first year in college, YFCY collects information on a wide range of cognitive and affective measures providing comprehensive data for single- or multiple-institution analyses of persistence, adjustment, and other first-year outcomes. Offers paper and web options. National Database Fees: \$475 participation fee plus \$2 per returned survey.</p>

<p>Preparing College Students for a Diverse Democracy: First Year Student Views and Experiences (2000) <i>(see also Student Learning and Involvement and Intergroup Relations)</i></p>	<p>University of California, Los Angeles Sylvia Hurtado Higher Education and Organizational Change 3005 Moore Hall Phone: (310)825-1925 www.gseis.ucla.edu/heri</p>	<p>This survey is part of a national, collaborative project sponsored by the U.S. Department of Education. Main purposes of the project are: 1) To learn how colleges are creating diverse learning environments and preparing students to live and work in a diverse democracy; 2) To engage campuses in enhancing educational practices that promote diversity and learning through collaborative research and activities; 3) To discover how students acquire important educational outcomes from their interactions with diversity (informal and campus facilitated) both inside and outside the classroom environment; 4) To understand and share how different campuses achieve goals for cognitive, social, and democratic outcomes through initiatives designed to increase student engagement with diverse perspectives; Survey includes five sections: a) Precollegiate Experiences/Background; b) Transition to College; c) Preferences for Thinking and Interacting; d) Attitudes and Beliefs and e) Demographic Information.</p>
<p>ALANA Student Survey (1997) <i>(see also Campus Climate)</i></p>	<p>University of Massachusetts Amherst Student Assessment, Research, and Evaluation Office Center for Education Policy Department of Education Policy, Research, and Administration School of Education 427 Hills North 111 Infirmery Way, OFC-1 Amherst, MA 01003-9328 Phone: (413) 545 - 1390 Fax: (413) 545 - 3855 www.umass.edu/sareo/</p>	<p>Survey of students' satisfaction with variety of university services and campus life in general. Specific questions investigate students' satisfaction with their academic experience, social life, residential experience, academic advising, financial aid services, and awareness of different philosophies, cultures, and ways of life, etc. Also includes items that ask about student perceptions of problems at UMass (i.e., discrimination, racial harassment, lack of diversity; personal experiences at UMass; Background Information.</p>

<p>The 2003 Student Experiences Survey (see also <i>Intergroup Relations</i>)</p>	<p>University of Minnesota Office of Institutional Research and Reporting 321A Morrill Hall 100 Church Street SE Minneapolis, MN 55455 Phone: (612) 624-4851 Fax: (612) 624-6057 www.irr.umn.edu/</p>	<p>This survey is the core component of the Student Experience measure, one of the 14 Institutional Level Performance Measures approved by the University of Minnesota Board of Regents. It samples students at the university's various campuses with an over-sampling of students of color. It asks questions about the students' educational plans and expectations, overall satisfaction with the university experience, importance of perceived academic quality and campus environments relative to satisfaction, student services, and the experiences and evaluations of students of color. The final report offers disaggregated data.</p>
<p>MAP IT: Multicultural Awareness Project for Institutional Transformation (2003) (see also <i>Administration/Staff and Faculty Perceptions</i>)</p>	<p>University of Minnesota-Twin Cities Center for Research on Developmental Education & Urban Literacy (CRDEUL) 333 Appleby Hall 128 Pleasant Street S.E. Minneapolis, MN 55455 Phone: (612)625-6411 www.gen.umn.edu/research/crdeul</p>	<p>This publication outlines a comprehensive set of ten Guiding Principles and four survey instruments to aid in measuring the extent to which institutions centralize multicultural education. The Guiding Principles address issues of institutional governance, faculty and staff development, student development, intergroup relations, and assessment.</p>
<p>Senior Survey Questionnaire (1998)</p>	<p>University of Southern California Student Outcomes Research Student Union 201 Los Angeles, CA 90089 Phone: (213)740-5237 www.usc.edu/student-affairs/sor/index.html</p>	<p>Survey that assesses the effectiveness of academic and non-academic programs and measures the behavioral and attitudinal changes in the undergraduate student body. Administered to graduating students, the survey consists of the following sections:</p> <ul style="list-style-type: none"> A. Undergraduate program (9 items) B. Faculty/T.A.s/Advisors (8 items) C. Reasons for attending USC (12 items) D. Perceived abilities and skills (15 items) E. Programs and services (17 items) F. Demographics/plans for future (13 items) G. Overall satisfaction (2 items)

<p>Quality of Student Life Survey (n.d.)</p>	<p>University of Texas-Austin Student Affairs Research 1 University Station A5800 Austin, T 78712 Phone: (512) 471-1201 Fax: (512) 471-7833 www.utexas.edu/student/research/</p>	<p>102-item survey. Questions ask about student satisfaction with the academic experience, perceptions of the campus environment, participation in activities/organizations on campus; interaction with faculty and students; development of relationships with persons of different ethnic backgrounds; treatment because of own sexual orientation, racial/ethnic background, or gender. Also includes a 3-item section on diversity (i.e., discriminatory acts, students' own growth with regard to understanding of diversity and institutional response).</p>
<p>Student Satisfaction Survey (2000)</p>	<p>University of Wales Swansea School of Business and Economics Singleton Park Swansea SA2 8PP Wales, United Kingdom Phone: +44 (0) 1792 295601 Fax: +44 (0) 1792 295626 www.swan.ac.uk/ebms/index.html</p>	<p>Survey asks about satisfaction with all aspects of the institution, specifically asking about diversity of students, staff and coursework. Questions on satisfaction are followed by questions on student priorities. Survey also includes items asking about students' level of understanding of the survey and their level of honesty in answering the survey.</p>

INSTRUMENTS: INTERGROUP RELATIONS

The pages in this section consists of instruments that assess intergroup relations on college campuses.

INTERGROUP RELATIONS		
INSTRUMENT & DATE* <i>* n.d. = no date</i>	SOURCE	DESCRIPTION
<p>The Impact of Friendship Groups in a Multicultural University (Dissertation) (1998)</p>	<p>Anthony Antonio Stanford University School of Education Phone: (650)723-4053 Email: aantonio@stanford.edu</p>	<p>The purpose of this study was to investigate racial diversity and its influence on students at the level of the friendship group. The results indicate that although nearly all students in the sample perceived their campus to be racially segregated, most friendship groups were racially and ethnically mixed. Further, students who have the most diverse friendship groups, compared to those with more racially homogeneous groups, more often met their friends in the dormitories, came from more racially diverse high schools and neighborhoods, and reported less inclination to share personal feelings and problems with their friendship group. Results showed that racial diversity within the friendship group enhanced cross-racial interaction outside of the group but had no unique impact on gains in cultural awareness. In addition, friendship group diversity appeared to strengthen student's commitment to racial understanding, but only indirectly through the mediating effects of interracial interaction outside of the friendship group. Further results illustrated that some students consciously sought out friends of their same race and others sought out racially diverse friends, but for some students, the racial composition of their friendship group was an incidental consequence of other factors. Students who valued interacting with people of different races often sought out diverse friendships, for example, while for others, the racial diversity among their friends was more of a coincidental reflection of the racial makeup of the environment in which they happen to spend most of their time.</p>

<p>College Student Experiences Questionnaire (CSEQ) (n.d.) <i>(see also Student Satisfaction)</i></p>	<p>Indiana University Center for Postsecondary Research CSEQ Research Program 1900 East 10th Street Eigenmann Hall 419 Bloomington, IN 47406 Phone: (812) 856-5825 Fax: (812) 856-5150 www.indiana.edu/~cseq</p>	<p>Asks students how they spend their time with faculty and friends in class, social and cultural activities, extra-curricular activities, employment, and use of campus facilities. Includes items about student acquaintances (i.e., became acquainted with students whose race or ethnic background was different from own) and college environment. Allows up to 20 additional questions. Also includes student self-report about learning. Online format available.</p> <p>National Database Fees: Survey administration varies from \$200 to \$500 depending on paper or online format (approximately \$2-\$3 per student). \$0-\$40 per additional question depending on paper or online format. Additional analysis available at \$150 per hour, and student advising report for \$500.</p>
<p>Diversity and Social Responsibility Supplement to Senior Survey (2003)</p>	<p>Pitzer College Institutional Research Office 1050 N. Mills Ave. Claremont, CA 91711 Phone: (909)607-3824 pitweb.pitzer.edu/offices/institutional_research</p>	<p>This supplement consists of additional questions attached to the HEDS Senior Survey. The Likert-scale questions focus on issues of diversity and social responsibility. The diversity questions address perceptions of institutional policies and climate as it relates to diversity, along with students' relations with those different from themselves.</p>
<p>Experiences and Attitudes Survey (2002)</p>	<p>Richard Stockton College of New Jersey www.stockton.edu</p>	<p>This survey was administered to all students enrolled in the Fall 2002 freshman seminar. It consists of demographic questions and attitudes towards various "ism's", whether students establish close friendships with others different from themselves (race, religion, sexual orientation, social class etc). It asks if students engage in conversations outside in the classroom and challenge others concerning diversity-related news events, lifestyles, viewpoints, and terrorism. Most questions in Likert-scale format.</p>

<p>Student Campus Climate Survey (1991) <i>(see also Campus Climate)</i></p>	<p>Scripps College Office of Planning and Research Balch Hall 1030 Columbia Ave. Claremont, CA 91711 Phone: (909) 621-8224 www.scrippscollege.edu/data/index.html</p>	<p>The survey asks students to define diversity to see if students are consistent in their definition of diversity or if the conceptual meaning of diversity differs between individuals. Demographic information elicited from respondents includes class, ethnicity and other identifiers (i.e., religious affiliation, sexual orientation). The main portion of the survey consists of 26 Likert-scale items. These statements range from academic issues such as faculty support to social issues such as student interaction. Finally, 3 open-ended questions are asked regarding concerns about diversity, suggestions for improvement and responsiveness of the campus.</p>
<p>ACT College Outcomes Survey Supplemental Questions (2004)</p>	<p>University of La Verne Mosaic Cultural Institute 2157 2nd Street La Verne, CA 91750 Phone: (909)593-3511 ext. 4036 Fax: (909)392-2756 www.ulv.edu/mci</p>	<p>These 28 questions supplement the ACT College Outcomes Survey and addresses the frequency and depth of contact in student intergroup relations. The questions address these variables both in and out of the classroom.</p>
<p>Speaking the Unspeakable: Student Learning Outcomes in Intergroup Dialogues on a College Campus</p>	<p>University of Massachusetts, Amherst Ximena Zuniga School of Education 383 Hills House South Amherst, PA 01003 Phone: (413) 545-0918 Email: xzuniga@educ.umass.edu</p>	<p>Instrument is embedded in article. This study examines the effectiveness of intergroup dialogue, looking at the impact of peer facilitated intergroup dialogues.</p>
<p>Students' Experience with Social Diversity at the University of Massachusetts <i>(see also Campus Climate)</i></p>	<p>University of Massachusetts, Amherst (see above)</p>	<p>This survey was part of a larger project that investigated students' engagement with social diversity at the University of Massachusetts. The survey uncovers information about inter-group interaction, communicating across differences, and perspectives and beliefs about conflict and social justice. This study seeks to affirm diversity, cultivate leadership, and build community to positively impact student engagement with diversity in living and learning contexts.</p>

<p>Preparing College Students for a Diverse Democracy: First Year Student Views and Experiences (2000) <i>(see also Student Learning and Involvement)</i></p>	<p>University of California, Los Angeles Sylvia Hurtado Higher Education and Organizational Change 3005 Moore Hall Phone: (310)825-1925 www.gseis.ucla.edu/heri</p>	<p>This survey is part of a national, collaborative project sponsored by the U.S. Department of Education. Main purposes of the project are: 1) To learn how colleges are creating diverse learning environments and preparing students to live and work in a diverse democracy; 2) To engage campuses in enhancing educational practices that promote diversity and learning through collaborative research and activities; 3) To discover how students acquire important educational outcomes from their interactions with diversity (informal and campus facilitated) both inside and outside the classroom environment; 4) To understand and share how different campuses achieve goals for cognitive, social, and democratic outcomes through initiatives designed to increase student engagement with diverse perspectives; Survey includes five sections: a) Precollegiate Experiences/Background; b) Transition to College; c) Preferences for Thinking and Interacting; d) Attitudes and Beliefs and e) Demographic Information.</p>
<p>The 2003 Student Experiences Survey <i>(see also Student Satisfaction)</i></p>	<p>University of Minnesota Office of Institutional Research and Reporting 321A Morrill Hall 100 Church Street SE Minneapolis, MN 55455 Phone: (612) 624-4851 Fax: (612) 624-6057 www.irr.umn.edu/</p>	<p>This survey is the core component of the Student Experience measure, one of the 14 Institutional Level Performance Measures approved by the University of Minnesota Board of Regents. It sampled students at the university's various campuses with an over-sampling of students of color. It asks questions about the student's educational plans and expectations, overall satisfaction with the university experience, importance of perceived academic quality and campus environments relative to satisfaction, student services, and the experiences and evaluations of students of color. The final report offers disaggregated data.</p>

<p>Racial Climate Survey (1992) (see also <i>Campus Climate</i>)</p>	<p>University of Nebraska-Lincoln Vice Chancellor for Student Affairs 106 Canfield Administration Building P.O. Box 880423 Lincoln, NE 68588-0423 Voice: (402) 472-3755 Fax: (402) 472-8189 busfin.unl.edu/stuafs/</p>	<p>Survey includes 55 Likert-scale items along the following scales: 1) general satisfaction with UNL; 2) involvement in student life at UNL; 3) positive interracial relations among students; 4) faculty free of prejudice; 4) UNL effort to support minority concerns; 5) preference for policies that support minority concerns; 6) additional measures of satisfaction (i.e., satisfaction with faculty, satisfaction with academic advising, satisfaction with campus security; 7) Other concerns (i.e., family encouragement for attending UNL, financial concerns, faculty and administration support for student activities, minority student efforts to help other students, preference for faculty of own race).</p>
<p>The Study of the UCLA Campus Environment for Diversity (n.d.) (see also <i>Campus Climate</i>)</p>	<p>University of California, Los Angeles 3005 Moore Hall/Box 951521 Los Angeles, CA 90095-1521 Phone: (310) 825-1925 Fax: (310) 206-2228 www.gseis.ucla.edu/heri/heri.html</p>	<p>Survey includes 32 questions divided into 10 sections: 1) Background Information (i.e., class standing, units of coursework completed, major, sex, degree aspirations, participation in student organizations/ activities, racial/ethnic group, sexual orientation, age, etc.); 2) Experiences at UCLA (i.e., experiences with discrimination and harassment, experiences with faculty, etc.); 3) General Climate (i.e., friendly or hostile, homophobic or non-homophobic, etc.); 4) Perceptions of Faculty (i.e., sensitive to student concerns, preference for taking courses with faculty of similar racial/ethnic backgrounds, etc.); 5) Role Models and Mentoring; 6) Student Interaction (i.e., perceptions of student interest groups, perceptions of students from diverse groups, amount of interaction between students of different racial/ethnic groups); 7) Departmental Climate (i.e., emphasis on importance of diversity, receptivity to integrating ethnic/gender issues into courses, availability of role models, etc.); 8) Participation in Cultural Activities; 9) Attitudes (with regard to diversity); 9) Solutions (for improving the climate for diversity); 10) open-ended questions.</p>

<p>Experience with Diversity Pre-Test and Post-Test Student Survey (2002)</p>	<p>University of the Pacific 3601 Pacific Ave. Stockton, CA 95211 Phone: (209)946-2166 Fax: (209)946-2063 www.uop.edu</p>	<p>This survey was administered as a pre- and post-test to determine students' experiences with diversity. The format of questions are varied, including multiple-choice, Likert-scale and open-ended. It asks students about the frequency of their interactions with various diverse groups. It also assesses student perceptions of faculty and staff ability to relate to diverse populations.</p>
<p>A Survey for Use in Evaluating Dialogue Programs (1999)</p>	<p>New Mexico State University Western Justice Center Department of Psychology Las Cruces, NM 88003</p>	<p>This questionnaire is designed to examine the outcomes of dialogue groups. It measures the following: 1) attitudes towards racial, ethnic and cultural groups; 2) optimism regarding the future of race relations in this country; 3) the willingness of participants' to interact with members of other racial and ethnic groups; 4) perceived understanding of other racial and ethnic groups and 5) racial and ethnic stereotypes. The questionnaire is designed to be used both at the beginning and end of a dialogue to also measure change. In addition to scales developed by the author, other scales in the questionnaire build upon the following: The intergroup anxiety scale; the trait scale; the intergroup attitude scale; the intergroup similarity scale; and the thermometer scale of attitudes.</p>

INSTRUMENTS: FACULTY PERCEPTIONS

The pages in this section consists of instruments that assess the perceptions of faculty on college campuses.

FACULTY PERCEPTIONS		
INSTRUMENT & DATE* <i>* n.d. = no date</i>	SOURCE	DESCRIPTION
Faculty Classroom Diversity Questionnaire (2001)	ACE/OMHE/AAUP American Council on Education One Dupont Circle NW Washington, DC 20036 Phone:(202)939-9300 Fax: (202)833-4760 www.acenet.edu	<p>This instrument surveys faculty members' attitudes toward diversity at their institutions and in their classrooms. Survey includes 54 Likert-scale and open-ended questions. Examples of questions: How high a priority do you believe it is at your current institution to create a diverse campus environment? Minority students have raised issues/perspectives in your classroom that have not been raised by non-minority students. How educationally important is having racially/ethnically diverse teaching assistants to your courses? What is the largest percentage of minority students enrolled in one of your courses in the past 5 years?</p> <p>Specific guidelines for questionnaire and database use are included and users must agree in writing to abide by the conditions.</p>
Faculty Survey (1996)	Indiana University Purdue University, Indianapolis (IUPUI) Office of the Vice Chancellor for Planning and Institutional Improvement 355 N. Lansing St. Administration Building, Room AO 140 Indianapolis, Indiana 46202 Phone: (317)274-4111 Fax: (317)274-4651 www.planning.iupui.edu	<p>This survey is designed to collect faculty opinions and perceptions about IUPUI in general and about several important aspects of the faculty work environment. Includes 144 items. The first section asks faculty to rate certain aspects of IUPUI from excellent to poor (i.e., reputation of institution, quality of teaching, quality of interdisciplinary teaching and research, quality of administrative leadership, etc.). The second section asks respondents to indicate how satisfied they are with various aspects of the campus environment (i.e., clarity of objectives, identity and sense of community, quality of academic programs, availability of parking, etc.). The third section asks respondents to rate satisfaction with various aspects of the faculty work environment (i.e., faculty morale, level of contribution</p>

		<p>by colleagues to teaching, research and professional service, level of collegiality, etc.). Section four asks respondents to indicate level of satisfaction with various aspects of student welfare (i.e., ability of IUPUI to meet educational needs of entering students, availability of faculty for discussions outside classes, use of technology in classrooms, academic advising, etc.). The next two sections ask respondents about their perceptions of the various campus offices and services, as well as access to, experiences with and importance of campus technologies. The final section asks about faculty use of various instructional resources and course activities (i.e., library reserve materials, distance learning, self-paced instructional learning, grading on a curve, etc.).</p>
<p>Faculty Mentoring Survey</p>	<p>Loyola Marymount University Center for Teaching Excellence University Hall, Suite 3000 1 LMU Drive Los Angeles, CA 90045 Phone: (310)338-5866 Fax: (310)338-5840 www.lmu.edu/cte</p>	<p>This survey assesses the mentoring process offered to new tenure track faculty in the different academic departments. The survey also considers whether mentors are expected to assist new faculty in terms of teaching, scholarship and service.</p>
<p>Center for Teaching Excellence Annual Survey</p>	<p>Loyola Marymount University Center for Teaching Excellence University Hall, Suite 3000 1 LMU Drive Los Angeles, CA 90045 Phone: (310)338-5866 Fax: (310)338-5840 www.lmu.edu/cte</p>	<p>This survey assesses faculty interest in programs offered by the Center for Teaching Excellence, including devising learning objectives, promoting student academic integrity, promoting intercultural understanding in the classroom, and creating classroom civility. It also assesses the effectiveness of prior program offered. Questions were on a Likert-scale.</p>

<p>Building an Intercultural Campus Climate Employee Survey (1998) <i>(see also Administration/Staff)</i></p>	<p>Loyola Marymount University Office of Institutional Research 7900 Loyola Boulevard University Hall #3321 Los Angeles, CA 90045-8366 Phone: (310) 338-2736 Fax: (310) 338-3786 www.lmu.edu/pages/3555.asp</p>	<p>Employee survey on campus racial climate used to gain insight about the campus community's needs with regard to promoting a positive sense of interculturalism on campus. There are five parts to the survey: Part One is a one page double- sided form requesting demographic information. Part Two is divided into the following sections: A) Experiences at LMU – Asks respondents to indicate the frequency with which they have experienced verbal or physical harassment, exclusion, stereotyping, racial prejudice, or discrimination; B) Perceptions of LMU – This set of questions asks about respondents' perceptions of LMU as a "safe" place to work (meaning the degree to which it is a place where people will not be put down, penalized, alienated, or harassed in any way, the sense of community, and general perceptions of LMU; C) Influence at LMU – Asks respondents to indicate how much power, control, or influence they feel in various aspects of their experience at LMU; D) LMU as a place where conflicts can be resolved; E) Change in Diversity at LMU. Part Three includes items about respondents' own intercultural knowledge, attitudes and skills. The sections included in Part Three are as follows: A) Identity and Skills; B) Components of Interculturalism; C) Attitudes/Values; D) Skills/Behaviors; E) Conflict Resolution and Conflict Mediation; F) Participation in Diversity Training/Education. Part Four examines strategies for institutional change and includes the following sections: A) Perceived effectiveness of specific strategies to improve LMU's ability to prepare students for a diverse U.S. society; B) Perceived obstacles to strategy effectiveness. The final part of the survey is open-ended questions that ask for respondents' final thoughts and additional comments regarding intercultural relations at LMU.</p>
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Faculty Survey (2004)	Stanford University Dr. Mary Rauner Phone: (650)771-0083	This survey was administered online to faculty and consisted extensively of close-ended and Likert-scale questions. A few open-ended questions are included. The survey assesses faculty's decision to assume academic careers. The survey addresses various issues: 1) career influences; 2) faculty's graduate school experiences; 3) academic career experiences; 4) the balance between work and family; 5) experience at the institution; 6) faculty's personal background, including faculty rank. A similar survey was administered to graduate students.
Self-Study Faculty Survey (n.d.)	South Texas Community College P.O. Box 9701 McAllen, TX 78502 Phone: (800)742-STCC www.southtexascollege.edu/selfstudy/survey/faculty.html	236-item survey used to gather information about faculty satisfaction with various aspects of the institution (i.e., admissions policies, student advising program, library staff and resources, internet access, evaluation of faculty, planning and evaluation of educational programs, etc.).
Equity Survey of the Campus Climate for Lesbians, Gays, and Bisexuals (n.d.) <i>(see also Administration/Staff)</i>	University of Arizona OUTreach Phone: (480)626-4692 out.web.arizona.edu	38-item survey. Examines staff and faculty perceptions of the campus climate with regard to sexual orientation. Examples of questions: Has the University of Arizona created a climate where people are comfortable being open about their sexual orientation? Do you think that sexual orientation is presently a deciding factor in tenure decisions? Should the U of A offer lesbian and gay studies courses?
Teaching Faculty Survey (2000)	University of Arizona National Faculty Center Program to Enhance and Ensure Learning for Students with Disabilities (PEEL) 1017 N Mountain Ave. PO Box 210102 Tucson, AZ 85721 Phone: (520)621-7788 Fax: (520)-626-7314 nfc.arizona.edu/index.html	Survey designed to assess faculty attitudes and behaviors toward students with disabilities. Includes 22 items. Examples of questions: "When a student with a disability requests accommodations, my first gut reaction is. . .", and "I have encouraged students with disabilities to drop my class. I include on my syllabus or announce in class a statement encouraging students with disabilities to come to me to discuss accommodations."

<p>Survey of Faculty in College Student Affairs Programs (2000)</p>	<p>University of Buffalo, SUNY Education, Leadership, and Policy 482 Baldy Hall, North Campus Phone: (716) 645-2471 Fax: (716) 645-2481 wings.buffalo.edu/~rlpope/</p>	<p>Survey to gather information about the activities, beliefs, social attitudes, and self-perceptions of faculty in college student affairs programs. Includes three separate forms. Instrument A (34 Questions) asks respondent to indicate how accurately each statement describes his or her beliefs when working in a student affairs setting. Examples of questions: I attend workshops to learn about racial groups other than my own; Some college students of color may be academically under-prepared because of inequities in primary and secondary schools; I believe White people have certain privileges in society. Instrument B (13 Questions) asks respondents to indicate true or false in response to a number of statements concerning personal attitudes and traits. Examples of statements: It is sometimes hard for me to go on with my work if I am not encouraged; I sometimes feel resentful when I don't get my way. The third form asks for basic demographic and background information and the amount of professional development respondent has received with regard to cultural diversity. Examples of questions: To what extent did your graduate school preparation include information on multicultural issues? To what extent are multicultural issues included in your research?</p>
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<p>The Study of the UCLA Campus Environment for Diversity - Faculty Survey (n.d.)</p>	<p>University of California, Los Angeles 3005 Moore Hall/Box 951521 Los Angeles, CA 90095-1521 Phone: (310) 825-1925 Fax: (310) 206-2228 www.gseis.ucla.edu/heri/heri.html</p>	<p>Survey includes 36 questions divided into 13 sections: 1) Work Information (i.e., academic rank, year hired, academic department, etc.); 2) Departmental Climate (i.e., friendly or hostile, homophobic or non-homophobic, perceptions of tenure and promotion decisions, guidance and mentoring from other members of department, etc.); 3) General UCLA Climate (i.e., friendly or hostile, homophobic or non-homophobic, etc.); 4) Joint Research (i.e., frequency of involvement in joint research with minority/non-minority faculty, students/minority students, women faculty, etc.); 5) Use of Time (i.e., dissertation committees, departmental/school committees, presentations, advising, etc.); 6) Background Information (i.e., racial/ethnic group, sexual orientation, religious affiliation, etc.); 7) Participation in Cultural Activities; 8) Attitudes (with regard to diversity); 9) Increasing Diversity (obstacles to, efforts being made, perceptions of efforts being made); 10) Experiences at UCLA (i.e., with discrimination or harassment); 11) Behaviors (i.e., interaction with diverse faculty members, curriculum transformation, attending workshops, etc.); 12) Beliefs (with regard to issues of diversity); 13) Open-ended Questions</p>
<p>MAP IT: Multicultural Awareness Project for Institutional Transformation (2003) <i>(see also Administration/Staff and Student Satisfaction)</i></p>	<p>Univ. of Minnesota-Twin Cities Center for Research on Developmental Education & Urban Literacy (CRDEUL) 333 Appleby Hall 128 Pleasant Street S.E. Minneapolis, MN 55455 Phone: (612)625-6411 www.gen.umn.edu/research/crdeul</p>	<p>This publication outlines a comprehensive set of ten Guiding Principles and four survey instruments to aid in measuring the extent to which institutions centralize multicultural education. The Guiding Principles address issues of institutional governance, faculty and staff development, student development, intergroup relations, and assessment.</p>

INSTRUMENTS: STUDENT LEARNING AND INVOLVEMENT

The pages in this section consists of instruments that assess the student learning and student involvement.

STUDENT LEARNING AND INVOLVEMENT		
SURVEY/ MEASUREMENT INSTRUMENT & DATE* <i>* n.d. = no date</i>	SOURCE	DESCRIPTION
Mapping Internationalization on U.S. Campuses: Final Report (2003)	American Council on Education One Dupont Circle NW Washington DC, 20036 (202) 939-9300 www.acenet.edu	This report is based on three surveys sent to 752 U.S. colleges and universities, and their undergraduate students and faculty on the perceptions of internationalization on campus. The survey covers various institutional types and the report provides recommendations for institutions to address and enhance internationalization on their campuses. The Executive Summary is available in PDF format on the ACE website.
College Outcomes Survey (n.d.) (see also <i>Student Satisfaction</i>)	ACT 500 ACT Drive P.O. Box 168 Iowa City, IA 52243 Phone: (319)337-1000 Fax: (319)339-3020 www.act.org/ess	Section I-demographic information. Section II-using Likert scales students are asked to assess the importance of particular educational and personal outcomes as well as assess the amount of progress they have made in these areas at their particular institution. Section III-assesses students' levels of satisfaction with given aspects of the college. Section IV-asks students to rate overall experience at college as well as provide cumulative GPA. Section V-this section is left open for any multiple choice questions the institution might add to the standard document. Section VI-comments and suggestions. National Database Fees: 1 package of 25 survey instruments \$17.50. User's guide \$9.20 if less than 400 total surveys. Survey processing varies from \$46 to \$113 depending on type of reports. Reporting packages available from \$210 to \$420

<p>UNI 101 Survey – B (2000)</p>	<p>Arizona State University Division of Undergraduate Academic Services Arizona State University P.O. Box 873801 Tempe, AZ 85287-3801 Phone: (480) 965-3097 Fax: (480) 965-1091 www.asu.edu/duas/campmat/uni101_survey2.pdf</p>	<p>90-items. Designed for students completing their first semester at the institution who have participated in a University 101 course. Primarily utilizes Likert scales. Covers general experiences, evaluation of the 101 course, diversity on campus, and evaluation of ‘campus match.’</p>
<p>UNI 101 Survey-A (2000)</p>	<p>Arizona State University (see above)</p>	<p>A shorter version of Survey B – same survey areas - 63 items.</p>
<p>Faculty Course Questionnaire (n.d.) <i>(see also Curriculum)</i></p>	<p>University of Colorado at Boulder Office of Planning, Budget, and Analysis Regent Administrative Center 1B29 15 UCB Boulder, CO 80309 Phone: (303)492-8631 Fax: (303)492-0996 www.colorado.edu/pba</p>	<p>250-item survey (Likert scale and open ended questions). Includes two items related to diversity in the classroom (i.e., instructor’s treatment of ethnic minority and female students, how the course addressed issues and information about women and ethnic minorities).</p>
<p>College Student Experiences Questionnaire (CSEQ) (n.d.) <i>(see also Intergroup Relations)</i></p>	<p>Indiana University CSEQ Research Program Center for Postsecondary Research 1900 East 10th Street Eigenmann Hall 419 Bloomington, IN 47406 Phone: (812) 856-5825 Fax: (812) 856-5150 www.indiana.edu/~cseq</p>	<p>Asks students how they spend their time with faculty and friends in class, social and cultural activities, extra-curricular activities, employment, and use of campus facilities. Includes items about student acquaintances (i.e., became acquainted with students whose race or ethnic background was different from own) and college environment. Allows up to 20 additional questions. Also Includes student self-report about learning. Online format available.</p> <p>National Database Fees: Survey administration varies from \$200 to \$500 depending on paper or online format (approximately \$2-\$3 per student). \$0-\$40 per additional question depending on paper or online format. Additional analysis available at \$150 per hour, and student advising report for \$500.</p>

<p>National Survey of Student Engagement (NSSE) (2001) (see also <i>Student Satisfaction</i>)</p>	<p>Indiana University National Survey of Student Engagement Center for Postsecondary Research 1900 East 10th Street Eigenmann Hall 419 Bloomington, IN 47406 Phone: (812) 856-5824 Fax: (812) 856-5150 www.indiana.edu/~nsse</p>	<p>26 questions asking what activities students have engaged in during the school year, primarily focusing on academic engagement, and interactions with other students and faculty. Demographic information is collected. Paper and web formats available. Available in Canadian, Spanish and French versions. Pre-registration for participation required.</p> <p>National Database Fees: varies dependent on undergraduate enrollment. \$3,375 to \$7,500 for sampling fee plus \$300 for institutional participation. Fees for small schools with less than 400 students in combined first-year and senior classes \$1,500 to \$3,000. Oversampling fees extra \$2.00 - \$7.50 depending on administration format.</p>
<p>The California Critical Thinking Skills Test (n.d.)</p>	<p>Insight Assessment 217 La Cruz Avenue Millbrae, CA 94030 Phone: (650) 697-5628 Fax: (650) 692-0141 www.insightassessment.com/tests.html</p>	<p>The California Critical Thinking Disposition Inventory, designed for use in student assessment and program evaluation, addresses CT's affective, attitudinal dimension through a survey of opinions, beliefs, and attitudes. Persons taking this inventory indicate their level of agreement or disagreement with each of 75 statements using a six-point Likert scale. The statements express familiar opinions, beliefs, values, expectations, and perceptions. The CCTDI is designed to measure seven CT dispositions. Although the CCTDI is not intended to measure CT ability, there are indications that there is a strong correlation between the CT dispositions and CT ability. "The CCTDI is a measure of the extent to which a person possesses the dispositions of the ideal critical thinker." The inventory takes 15-25 minutes to complete.</p>
<p>Teaching for Thinking Student Course Evaluation (n.d.)</p>	<p>Insight Assessment (see above) www.insightassessment.com/teaching.html</p>	<p>10-item survey that asks students to assess how their course has helped them develop critical thinking skills.</p>

<p>Student Questionnaire Lewis and Clark College (1990)</p>	<p>Lewis and Clark College 0615 S.W. Palatine Hill Rd Portland, OR 97219 www.lclark.edu</p>	<p>This instrument assesses how effectively students learn and apply gender analysis as well as the impact gender studies has on the classroom and institutional climates at Lewis and Clark. This questionnaire provides data about Lewis and Clark's Gender Studies program, including student learning, integration efforts, and personal growth. This questionnaire was part of a three-year women's studies assessment project funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). The results are published in AAC&U's <i>The Courage to Question: Women's Studies and Student Learning</i> (1990) and <i>Students at the Center</i> (1992).</p>
<p>Reasoning About Current Issues Test</p>	<p>National Association of Student Personnel Administrators 1875 Connecticut Ave., N.W., Ste. 418 Washington, DC 20009 Phone: (202)265-7500 Fax: (202)797-1157 www.naspa.org</p>	<p>The Reasoning about Current Issues Test (RCIT) presents a short dilemma topic and asks the student to write a few sentences telling, for example, how it is possible that experts could disagree about such an issue. Following this, students are presented several short summary statements written to correspond to various Reflective Judgment levels. Students indicate the degree to which such summary statements correspond to how they think about the issue, and are then asked to rate the top three statements which are most like their views on the question. This format is repeated for each of five different dilemma topics. Has two sections: 1) Essay Discrimination section asks students to discriminate between essays written at varying levels of sophistication according to the Reflective Judgment Model; 2) In the RCI Dilemma section, students are presented with five real-world controversies (dilemmas) and are asked to consider how similar their approach to each issue is to each of several short prototypic statements.</p>

<p>Student Involvement Study (2003)</p>	<p>Ohio University Office of Institutional Research 301 Computer Services Center Ohio University Athens, OH 45701-2979 Phone: (740)593-1059 Fax: (740)593-0574 www.ohiou.edu/instres/</p>	<p>58-question survey. Questions focus on student engagement in social and academic activities, their feelings about the institution and their personal goals. Primarily uses Likert scales.</p>
<p>Classroom Impact on Diversity Learning (2004)</p>	<p>Penn State University Student Affairs Research and Assessment 222 Boucke Building University Park, PA 16802 Phone: (814)863-1809 www.sa.psu.edu/sara/</p>	<p>This survey consists of 37 Likert-scale and open-ended questions in addition to demographic background information. It looks at how well students feel the academic classroom has enhanced their ability to work and interact with persons different from themselves. Questions also focused on faculty ability to include multicultural perspectives in the classroom.</p>
<p>Pepperdine University's Student Portfolio Project (1997) <i>(see also Surriculum)</i></p>	<p>Pepperdine University Office of Planning, Assessment and Institutional Research 24255 Pacific Coast Highway Malibu, CA 90263 Phone: (310)506-4000 www.pepperdine.edu/instres</p>	<p>The portfolio project focuses on analysis of empirical evidence of student learning and college experience. Student participants provide the data by submitting their course syllabi, tests, quizzes, papers, projects, videotaped speeches, and portfolios. In addition, they engage in audiotaped in-depth interviews and videotaped focus groups each semester as well as periodic on-line self-assessments.</p>

<p>Cultural Competence Self-Assessment Questionnaire: A Manual for Users (1995)</p>	<p>Portland State University ERIC document: ED 399684 www.eric.ed.gov</p>	<p>This manual contains the Cultural Competence Self-Assessment Questionnaire (CCSAQ), a measure designed to assist service agencies working with children with disabilities and their families in self-evaluation of their cross-cultural competence. The measure is based on the Child and Adolescent Service System Program Cultural Competence Model. This model describes cultural competency in terms of four dimensions: attitude, practice, policy, and structure. Introductory material notes ways the CCSAQ has been used to identify an agency's cultural competence training needs in a variety of agencies in seven states. Individual sections of the manual provide information on the application and administration of the measure, its outcomes, its reliability, its content validity, the scoring guide, and presentation of resulting data in a comprehensible format. Implications for training are discussed. Appendices include two different versions of the questionnaire--one for direct service providers and one for administrative staff. The measure contains questions in the following areas: knowledge of communities; personal involvement; resources and linkages; staffing; service delivery and practice; organizational policy and procedures; and reaching out to communities. Also included is a scale for collecting demographic information. (Contains 31 references).</p>
<p>Graduate Student Diversity Multicultural Education and Perceptions Exit Survey (n.d.) (see also <i>Curriculum</i>)</p>	<p>University of Georgia Elementary and Social Studies Education 427 Aderhold Athens, GA 30602 Phone: (706)542-4244 Fax: (706)542-4277 www.coe.uga.edu/esse/multicultural/diversity.html</p>	<p>16-item survey to assess students' perceptions of their experiences with multicultural education at the institution. Students are asked to rate their experiences on a five-point Likert scale and provide feedback (with regard to issues of course sequence, professional preparation, resources provided, etc.) through open-ended questions.</p>

<p>Preparing College Students for a Diverse Democracy: First Year Student Views and Experiences (2000) <i>(see also Student Satisfaction and Intergroup Relations)</i></p>	<p>University of California, Los Angeles Sylvia Hurtado Higher Education and Organizational Change 3005 Moore Hall Phone: (310)825-1925 www.gseis.ucla.edu/heri</p>	<p>This survey is part of a national, collaborative project sponsored by the U.S. Department of Education. Main purposes of the project are: 1) To learn how colleges are creating diverse learning environments and preparing students to live and work in a diverse democracy; 2) To engage campuses in enhancing educational practices that promote diversity and learning through collaborative research and activities; 3) To discover how students acquire important educational outcomes from their interactions with diversity (informal and campus facilitated) both inside and outside the classroom environment; 4) To understand and share how different campuses achieve goals for cognitive, social, and democratic outcomes through initiatives designed to increase student engagement with diverse perspectives; Survey includes five sections: a) Precollegiate Experiences/Background; b) Transition to College; c) Preferences for Thinking and Interacting; d) Attitudes and Beliefs and e) Demographic Information.</p>
<p>Assessment of Understanding Diversity (n.d.)</p>	<p>University of Michigan Flint College of Arts and Sciences 516 French Hall Flint, MI 48502 Phone: (810)762-3340 assessment.umflint.edu/GeneralEducation/documents/diversity.pdf</p>	<p>The document outlines the rationale for assessment of students' understanding of diversity ranging from program development to outcomes and assessment measures. The appendices include assessment questions, a scoring rubric, and a student survey. The survey consists of 19 forced-choice and Likert-scale questions addressing the student's educational experience and the campus climate.</p>

<p>Student Engagement Self-Report Scale: Secondary Form (n.d.)</p>	<p>The University of Sydney NSW 2006 Australia. Phone: +61 2 9351 2222 www.usyd.edu.au Contact: Elaine Chapman</p>	<p>Instrument is imbedded in “Some General Guidelines for Monitoring Student Engagement” by Elaine Chapman. The instrument includes 12 statements about engagement. Students are asked to rate how well these statements describe them. Also contains a sample form for direct observation of student engagement.</p>
<p>ALANA/Ethnic Studies Assessment</p>	<p>University of Vermont ALANA U.S. Ethnic Studies Program A504 Old Mill Annex 94 University Place Burlington, VT 05405 Phone: (802)656-2263 Fax: (802)656-8653 www.uvm.edu/~alana</p>	<p>A self-study to assess the impact of ALANA Studies courses within the college of Arts and Sciences. The survey seeks to understand the reasons students take ALANA Studies courses and the impact that ALANA Studies courses have on increasing students’ understanding about U.S. race and ethnicity issues.</p>
<p>Reader’s Guide to Rating Student Critical Thinking (2001)</p>	<p>Washington State University resources.cltl.wsu.edu/DesignSandbox/dsp/syllabus/CTR.htm</p>	<p>This rubric gives dichotomous examples of what represents “scant” vs. “substantially developed” critical thinking skills divided into the areas of: problem/question at issue, student’s own perspective/position, other salient perspectives and positions, context, quality of supporting data/evidence, assumptions, and conclusions, implications and supporting logic.</p>

INSTRUMENTS: CURRICULUM

The pages in this section provide an array of instruments that assess curricular on college campuses.

CURRICULUM		
INSTRUMENT & DATE* <i>* n.d. = no date</i>	SOURCE	DESCRIPTION
National Survey on Diversity in the Undergraduate Curriculum (2000)	Association of American Colleges and Universities 1818 R Street NW Washington, DC 20009 Phone: (202)387-3760 Fax: (202)265-9532 www.aacu.org/divsurvey/irvinesurvey.cfm	13 items. Looks at whether institutions have diversity requirements in place, how long these requirements have been in effect and how they are structured. The survey is available on the AAC&U website.
Faculty Course Questionnaire (n.d.) <i>(see also Student Learning and Involvement)</i>	University of Colorado at Boulder Office of Planning, Budget, and Analysis Regent Administrative Center 1B29 15 UCB Boulder, CO 80309 Phone: (303)492-8631 Fax: (303)492-0996 www.colorado.edu/pba	25-item survey (Likert-scale and open ended questions). Includes two items related to diversity in the classroom (i.e., instructor's treatment of ethnic minority and female students, how the course addressed issues and information about women and ethnic minorities).
Survey of participants in introduction to Women's studies (1990)	City University of New York-Hunter www.hunter.cuny.edu	12-question survey. Gathers basic background information, students' reasons for choosing the course, how they were impacted by the course, how the course compared to courses in other disciplines, what could have been done differently, etc.
Diversity Learning and Curriculum Transformation Program (2003)	Dominican University of California 50 Acacia Ave. San Rafael, CA 94901 Phone: (415)257-0146 Fax: (415)257-0165 www.dominican.edu	This survey was administered to Education, Business and International Studies faculty to assess diversity needs in curricular transformation. It consists of 5 open-ended questions requesting specific aspects of diversity and pedagogical applications that would aid in the course transformation.
School of Arts and Sciences Assessment of Student Learning and Faculty Development (2003)	Dominican University of California (see above)	Administered to faculty in assessing student learning and faculty development in transformed courses. Included items such as course content changes and activities, preparation for the diversity component of the course, what was learned as a result of teaching the course etc.

<p>Suggested Course Evaluation for Diversity Transformed Courses</p>	<p>Dominican University of California (see above)</p>	<p>Consists of 27 items, mostly Likert-scale and forced-choice questions. Evaluates students' perceptions of diversity transformed courses. Addresses issues such as increased awareness of self and others, structural inequalities, and intergroup relations, stimulation in enhancing diversity awareness, strength of faculty's teaching effectiveness.</p>
<p>Student Satisfaction Inventory (n.d.) (see also <i>Student Satisfaction</i>)</p>	<p>Noel-Levitz 2101 ACT Circle Iowa City, IA 52245 Phone: (319) 337-4700 Fax: (319)37-5274 www.noellevitz.com</p>	<p>Measures students' expectations and satisfaction regarding issues important to them. A means to assess the quality of student life and learning, and the degree to which institutions have met those expectations. Key Areas Measured by the Student Satisfaction. Survey areas measured include Academic Advising Effectiveness, Counseling Effectiveness, Academic Services, Campus Climate, Campus Life, Campus Support Services, Institutional Commitment to the Individual, Instructional Effectiveness, Student Services, Commitment to Diversity, and Safety and Security. Offers Form A (70+ items) with paper and online options, and Form B (40+ items) with online option only. Different versions for four-year institutions, community/junior and technically colleges, and two-year career and private schools.</p> <p>National Database Fees: \$1.65 - \$2.10 per student depending on volume. Online fees based on number of completed surveys. Processing and set-up fee \$125. Additional optional reports varies \$45 - \$125.</p>

<p>Social Action and Justice Colloquium (2003-2004)</p>	<p>Pepperdine University Humanities-Teacher Education Division Malibu, CA 90263 Phone: (310)506-4225 seaver.pepperdine.edu/humanities</p>	<p>The Social Action and Justice Colloquium (SAAJ) Colloquium is a 4-course interdisciplinary sequence for freshmen focused on issues of social justice such as human rights, poverty, interplay of religion and culture etc. In each of the three semesters, students and faculty engage in service-learning activities appropriate to the issues. This instrument provides a baseline assessment at the beginning of the first semester, one at the end of the first semester, and another at the end of the year. The assessment consists of approximately 30 questions in mostly Likert-scale format.</p>
<p>Pepperdine University's Student Portfolio Project (1997) <i>(see also Student Learning and Involvement)</i></p>	<p>Pepperdine University Office of Planning, Assessment and Institutional Research 24255 Pacific Coast Highway Malibu, CA 90263 Phone: (310)506-4000 www.pepperdine.edu/instres</p>	<p>The portfolio project focuses on analysis of empirical evidence of student learning and college experience. Student participants provide the data by submitting their course syllabi, tests, quizzes, papers, projects, videotaped speeches, and portfolios. In addition, they engage in audiotaped in-depth interviews and videotaped focus groups each semester as well as periodic on-line self-assessments.</p>
<p>Assessing Diversity Courses: Tips and Tools (n.d.)</p>	<p>State University of New York at Buffalo Jack Meacham Department of Psychology 323 Park Hall Buffalo, NY 14260-4110 www.diversityweb.org/research_and_trends/ research_evaluation_impact/curriculum_development/ assess_div_courses.cfm</p>	<p>Guiding principles for assessing diversity courses – includes discussion on the following: articulating learning goals, assessing before the course ends, creating appropriate final course assessments for diversity classes, assessing diversity learning goals for students, assessing classroom atmosphere and process, classroom assessment tools.</p>
<p>Graduate Student Diversity Multicultural Education and Perceptions Exit Survey (n.d.) <i>(see also Student Learning and Involvement)</i></p>	<p>University of Georgia Elementary and Social Studies Education 427 Aderhold Athens, GA 30602 Phone: (706)542-4244 Fax: (706)542-4277 www.coe.uga.edu/esse/multicultural/diversity.html</p>	<p>16-item survey to assess students' perceptions of their experiences with multicultural education at the institution. Students are asked to rate their experiences on a five-point Likert scale and provide feedback (with regard to issues of course sequence, professional preparation, resources provided, etc.) through open-ended questions.</p>

<p>Transforming a Course (1999)</p>	<p>University of Washington Center for Instructional Development and Research 422 Sieg Hall, Box 352310 Seattle, WA 98195 Phone: (206)543-6588 Fax: (206)685-1213 depts.washington.edu/cidrweb/</p>	<p>Steps to transforming a course to incorporate new research on race, ethnicity, gender, class, sexualities, and other dimensions of human identity, and create a positive environment for all students. The steps included cover (1) defining learning goals, (2) questioning traditional concepts, (3) understanding student diversity and (4) selecting materials and activities.</p>
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INSTRUMENTS: ALUMNI

The pages in this section provide an array of instruments that assess perceptions of alumni on their college experiences.

ALUMNI		
INSTRUMENT & DATE* <i>* n.d. = no date</i>	SOURCE	DESCRIPTION
Faculty Course Questionnaire (n.d.) <i>(see also Student Learning and Involvement)</i>	University of Colorado at Boulder Office of Planning, Budget, and Analysis Regent Administrative Center 1B29 15 UCB Boulder, CO 80309 Phone: (303)492-8631 Fax: (303)492-0996 www.colorado.edu/pba	25-item survey (Likert scale and open ended questions). Includes two items related to diversity in the classroom (i.e., instructor's treatment of ethnic minority and female students, how the course addressed issues and information about women and ethnic minorities).
Alumni Survey (n.d.)	ACT 500 ACT Drive P.O. Box 168 Iowa City, IA 52243 Phone: (319)337-1000 Fax: (319)339-3020 www.act.org/ess	This is a 25-minute, 4-page survey that helps institutions evaluate the impact of their programs and services by assessing their graduates' perceptions. Section I-background and demographic information. Section II-continuing education. Section III-college experiences, including personal growth areas. Section IV-employment history. Section V-available for schools to add their own questions. Section VI-updates contact information. Section VII-space for comments and suggestions. Different forms available for four-year and two-year institutions. National Database Fees: 1 package of 25 survey instruments \$17.50. User's guide \$9.20 if less than 400 total surveys. Normative data reporting, including comparative data for \$46 per copy.

<p>Alumni Outcomes Survey (n.d.)</p>	<p>ACT (see above)</p>	<p>This is a 30-minute, 4-page survey that assesses alumni's perceptions of the institution's impact on their personal and professional development. Section I – demographic information. Section II – employment history and experiences. Section III – importance of various educational outcomes and the impact of their college experiences (Likert-scale). Section IV – using Likert-scales, more detailed information on educational experiences are sought. Section V – involvement in activities and organizations during and post-college. Section VI – updates contact information, Section VII – this section is left open for any multiple choice questions the institution might add to the standard document. Section VIII- comments and suggestions. Available for two-year and four-year institutions. National Database Fees: (see above)</p>
<p>Alumni Survey (2004)</p>	<p>Bowling Green State University Office of Institutional Research 708 East Wooster Street Bowling Green, OH 43403 Phone: (419)372-7816 Fax: (419)372-5315 www.bgsu.edu/offices/ir/studies/alumni/2004.htm</p>	<p>Summary of open-ended questionnaire responses. Imbedded questions focus on sources of impact on student development, institutional strengths and weaknesses, areas for improvement, and areas to cover in future surveys. Encompasses survey of short- and long-term graduates. Report available on website.</p>
<p>Alumni Survey (2000)</p>	<p>Felician College Alumni Relations 223 Montross Avenue Rutherford, NJ 07070 Phone: (201)559-3315 Fax: (201)-460-0558 www.felician.edu/alumni</p>	<p>Survey is divided into six sections. First section covers basic demographic information, section two specifically contains questions for students who have pursued further formal education post Felician, section three deals with the alumni's' experiences of Felician academically and socially with an emphasis on personal growth; section four addresses employment history, section five returns to questions of satisfaction while also seeking out alumni opinions on improvement options; section six seeks basic contact information and section seven asks for further comments and suggestions. Uses Likert scales and multiple-choice questions.</p>

<p>Alumni Survey (Knight Higher Education Collaborative Collegiate Results Project) – (1999/2000)</p>	<p>Mills College Alumnae Association Reinhardt Alumnae House P.O.Box 9998 Oakland, CA 94613 Phone: (510)430-2110 Fax: (510)430-1401 www.mills.edu/alumnae</p>	<p>During the 1999-2000 academic year, Mills College participated in the Collegiate Results Project, a collaborative effort between the Knight Higher Education Collaborative and the University of Pennsylvania's Institute for Research in Higher Education. The intended purpose of the project was to create an alternative to the existing college ranking system. The College Results Instrument (CRI) was designed to measure outputs, such as skills gained in college, rather than inputs, such as endowment size. Questions asked about current work and educational activities, post baccalaureate education, and personal values and activities outside of work. This report is an analysis of the data received from the Mills alumnae.</p>
<p>Alumni Survey of Graduates (n.d.)</p>	<p>Montana State University-Bozeman Office of Planning and Analysis PO Box 172435 Bozeman, MT 59717-2435 Phone: (406) 994-2341 Fax: (406) 994-1893 www.montana.edu/aircj</p>	<p>Instrument designed to evaluate the impact MSU has had on its alumni. Likert scale items ask respondents about the following: the degree to which they identify with their graduating class, major department, faculty and staff, former classmates, MSU overall; opinions about the academic quality of the MSU; opinion of MSU's academic reputation; extent to which their educational experiences at MSU helped them to appreciate other cultures, broaden their intellectual interests, develop leadership skills, respect different points of view, set personal priorities, etc.</p>

<p>Long-Term Educational Outcomes: Survey of Ohio University Alumni Classes of 1988 to 1993 (May 1999)</p>	<p>Ohio University Office of Institutional Research 301 Computer Services Center Ohio University Athens, OH 45701-2979 Phone: (740)593-1059 Fax: (740)593-0574 www.ohiou.edu/institres/</p>	<p>The Survey of Alumni collects information from Ohio University's bachelor's degree recipients on a mailed questionnaire five years after graduation. This report presents results from surveys of the classes of 1988, 1989, 1990, 1991, 1992, and 1993 with a focus on 1992 and 1993 graduates. This study collects information on a three-part questionnaire. The first part asks questions about types of jobs held, salary, employment satisfaction, and various competencies needed and developed. The second part of the questionnaire asks about graduates' programs of study and current satisfaction with their programs. Graduates are asked about additional degrees completed after leaving Ohio University, and to assess their experiences with the general education program at Ohio University. The third part of the questionnaire allows each academic college to ask college-specific questions. This report presents results from the first and second parts of the questionnaire in terms of all colleges combined. Results are also broken down by academic college and department and are given to each college. The college-specific results from the third part of the questionnaire are given to the appropriate academic college.</p>
<p>Continuous Quality Improvement –Alumni Survey (n.d.)</p>	<p>University of Alabama Office of Continuous Improvement Quality Improvement and Planning Tuscaloosa, AL 35487 Phone: (205) 348-9831 www.ua.edu/advancement/cqi/alumni.html</p>	<p>20 questions covering overall satisfaction with institution in a very general sense, perceptions of the institution, appropriateness of institutional emphases, i.e. research, teaching, service, social activities, etc., status of alumni giving and demographic information. Uses Likert scales, multiple choice and a few open-ended questions.</p>

<p>School of Engineering Alumni Survey (2004)</p>	<p>University of Alabama at Birmingham 1530 3rd Avenue South, HOEN 101, Birmingham, AL 35294 Phone: (205)934-8400. www.eng.uab.edu</p>	<p>31-question survey focusing on students' sense of preparedness upon completing degree program in engineering. Primarily uses Likert scales.</p>
<p>Campus Climate Survey – Alumni (2000)</p>	<p>University of Washington Office of Educational Assessment 4311 11th Ave NE 430 Roosevelt Commons B Box 354987 Seattle, WA 98195 Phone: (206) 543-1170 Fax: (206) 543-3961 www.washington.edu/oea/oeahome.htm</p>	<p>Survey includes 5 Sections: Section A (6 questions) asks for information about students' and their present situation (i.e., year degree received, academic major, gender, racial/ethnic group, current primary activity). Section B (16 Likert scale items) asks students' academic experiences (i.e., treatment by faculty, extent to which they enjoyed taking courses that challenge their beliefs and values, etc.). Section C (15 Likert scale questions) includes items about racial/ethnic conflict on campus, feelings of isolation on campus, experiences with a racist atmosphere in the classroom, etc.). Section D (13 Likert scale items) asks students about their current experiences (if they are employed) with regard to racism in the workplace. Section E asks students to comment on specific racial/ethnic incidents at the university and how they were handled.</p>
<p>Alumni Assessment (1996)</p>	<p>Virginia Polytechnic Institute and State University Office of Academic Assessment 12A Hillcrest Hall Blacksburg, VA 24061-0157 Fax: (540) 231-4522 www.aap.vt.edu/alumni.html</p>	<p>Survey includes five sections (70+ questions.) Section A covers general attitudes towards the university, seeking to assess students' level of agreement with statements about the institution and their experience, section B addresses educational goals and whether students achieved their goals at the institution, section C addresses quality of advising, section D looks at experiences within degree programs and asks how well-prepared alumni felt for either work or graduate study upon degree completion, section E covers background information in reference to the alumni's matriculation from the institution, i.e. years to degree completion, amount of work completed at the institution, etc.</p>

INSTRUMENTS: ADMINISTRATION/STAFF

The pages in this section provide an array of instruments that assess perceptions of staff and administrators on college campuses.

ADMINISTRATION/STAFF		
INSTRUMENT & DATE* <i>* n.d. = no date</i>	SOURCE	DESCRIPTION
Personal Interview Schedule (1994)	American Institute for Managing Diversity, Inc. 1155 Peachtree Street, Suite 6B Atlanta, GA 30303 Phone: (404)575-2131 Fax: (404)575-2139 www.aimd.org	77-items. Questions used when interviewing employees to help evaluators understand how employees feel about working at their place of employment.
Questionnaire: Forced-Choice Items (1994)	American Institute for Managing Diversity, Inc. (see above)	90-items. Likert scales. Designed to help evaluators understand employees' feelings about the place of employment.
Questionnaire: Close-Ended Items (1994)	American Institute for Managing Diversity, Inc. (see above)	76-items. Primarily multiple-choice and fill-in items. Designed to help evaluators understand employees' feelings about their place of employment.
Focus Group/Groupware Questions for Culture Audits (1994)	American Institute for Managing Diversity, Inc. (see above)	Suggested focus group questions are divided into two sections with the first section designed to reveal some of the values of the organization and to suggest how these values may be perceived by different groups of employees. The second section is described as especially useful in understanding assumptions for success that drive the organizational values and behaviors.
Report of the Results of the BGSU Staff Questionnaire (1999)	Bowling Green State University Office of Institutional Research 708 East Wooster Street Bowling Green, OH 43403 Phone: (419)372-7816 Fax: (419)372-5315 www.bgsu.edu/offices/ir	This report describes the results of the Fall 1998 administration of the BGSU Staff Questionnaire to administrative and classified staff. The Staff Questionnaire is designed to act as one of several means of feedback to determine how well the University is successfully building community in the face of change. It collects information on staff members' satisfaction with their current jobs, with the environment for supervision/empowerment, with their department and coworkers, with the University and University policies, with workload and salary, and with work conditions.

<p>Faculty Campus Climate Survey and Report (2004)</p>	<p>Claremont Graduate University Institutional Research Office Harper 112 150 East Tenth Street Claremont, CA 91711-6160 Telephone: (909) 607-8632 Fax: (909) 607-7911 www.cgu.edu/pages/151.asp</p>	<p>This survey administered to the faculty at CGU assesses the campus climate in terms of discrimination and harassment experiences along ethnic and gender lines. It also assesses faculty application of ethnic and gender diversity issues in scholarship, research, and courses taught. The corresponding report depicts the results of the survey.</p>
<p>Staff Survey (2003)</p>	<p>Indiana University-Purdue University Indianapolis Information Management and Institutional Research 620 Union Drive, Room G003 Indianapolis, IN 46202-5167 Phone: (317) 278-2282 Fax: (317) 274-3400 www.imir.iupui.edu</p>	<p>Survey is designed to collect staff opinions and perceptions about IUPUI in general and about important aspects of the work environment. Survey includes the following sections: 1) Communication and Morale; 2) Recognition and Rewards; 3a) Training and Development; 3b) Performance Evaluations; 4) Physical Work Environment and Safety; 5) Supervision/Management; 6) Job Satisfaction; 7) Overall Satisfaction; 8) Quality of IUPUI; 9) Campus Climate for Women and Minorities; 10) Demographics.</p>
<p>Campus Climate Faculty and Staff Survey (n.d.)</p>	<p>Jamestown Community College – Olean Campus Director of Teaching, Learning, and Assessment Rm. 247 Hultquist Building 525 Falconer Street P.O.Box 20 Jamestown, NY 14702 Phone: (716)665-5220 Fax: (716)665-5518 www.sunycc.edu/%7Ebbarker</p>	<p>17-Item survey used to assess the campus climate for diverse groups and to improve opportunities for success among faculty and staff.</p>
<p>CTE Faculty Mentoring Survey (2004)</p>	<p>Loyola Marymount University Abbie Robinson-Armstrong 1 LMU Drive, Suite 4826 Los Angeles, CA 90045 Phone:(310) 338-7598 Fax: (310) 338-5993 Email: arobinso@lmu.edu</p>	<p>The survey was administered to academic chairs and program directors regarding faculty mentoring, Questions included cultural sensitivity issues related to mentoring</p>

<p>Campus Climate Survey (1996) (see also <i>Campus Climate</i>)</p>	<p>Miami University (developed by the Center for the Study of Higher and Postsecondary Education, University of Michigan 610 E. University Ave. Ann Arbor, MI 48109-1259 Phone: (734) 764-7563 www.soe.umich.edu/cshpe/index.html</p>	<p>Survey to assist institution to better understand campus climate and get suggestions on ways to improve it. The first 17 questions address precollegiate experience, questions 17-38 probe students current experiences at the institution, level of involvement, general climate and satisfaction. Questions 39-42 deal with campus climate and diversity. (Likert scales). Ends with open-ended questions about improvement and comments.</p>
<p>Multi-Cultural Diversity Questionnaire (1995)</p>	<p>NASA Earth Sciences Directorate Multi-Cultural Advisory Committee Goddard Space Flight Center 8800 Greenbelt Road Greenbelt, MD. 20771 Phone: (301)614-5634 Fax: (310)614-5620 webserv.gsfc.nasa.gov/ESD/survey_page.html</p>	<p>Survey intended to assess institutional effectiveness in establishing and fostering an environment that fosters diversity and provides an opportunity for employees to develop and grow without barriers of discrimination. 22 Likert-scale items in Sections A and B. Section C includes 4 questions that request demographic information and open-ended feedback responses. Survey and results available on website.</p>
<p>Faculty and Staff Diversity Survey (2002)</p>	<p>Pitzer College Institutional Research Office 1050 N. Mills Ave. Claremont, CA 91711 Phone:909-607-3824 pitweb.pitzer.edu/offices/institutional_research</p>	<p>This survey was administered to faculty and staff assessing their interactions with diverse populations, and their perceptions of institutional policies on campus climate using Likert-scale questions. Close-ended questions with multiples responses were used.</p>
<p>Stanford Quality of Life Survey (n.d.)</p>	<p>Stanford University Faculty Foundation Relations P.O. Box 20551 Stanford, CA 94309 Phone: (650)725.4352 Fax: (650)725.4750 www.stanford.edu/dept/foundationrelations</p>	<p>This survey was administered online, and has 24 sections ranging from one to several questions per section. It requests for demographic questions, both personal and institutional. It assesses faculty responsibilities and workload, along with the faculty's perception of the climate and opportunities. Campus climate questions address the academic environment as well as diversity issues. A specific section on spouse/domestic partner's comfort level with the campus community is also included. The survey consists of close-ended and open-ended questions.</p>

<p>Equity Survey of the Campus Climate for Lesbians, Gays, and Bisexuals (n.d.) (see also <i>Faculty Perceptions</i>)</p>	<p>University of Arizona OUTreach Phone: (480)626-4692 out.web.arizona.edu</p>	<p>38-item survey. Examines staff and faculty perceptions of the campus climate with regard to sexual orientation. Examples of questions: Has the University of Arizona created a climate where people are comfortable being open about their sexual orientation? Do you think that sexual orientation is presently a deciding factor in tenure decisions? Should the U of A offer lesbian and gay studies courses?</p>
<p>Survey of Staff (2003, 1999)</p>	<p>University of Idaho Institutional Research & Assessment Administration Bldg. Room 104 Moscow, ID 83844 Phone: (208) 885-7995 Fax: (208) 885-5050 www.webs.uidaho.edu/ipb/</p>	<p>The survey was intended to help identify issues of concern among a broad spectrum of staff members; generate discussions to determine and meet the needs of staff; expand the university's insight into staff perceptions, attitudes and opinions in a variety of areas; and, develop an information base to help the university to set some goals and priorities for staff development. The content of the survey was derived from several sources, including a review of the higher education and public administration literature, sample instruments from individuals who had conducted staff surveys in their institutions accessed through an assessment listserv, the faculty survey previously administered at UI, and recent strategic planning initiatives. The survey includes questions on job satisfaction, working environment and conditions, and organizational communications.</p>

<p>Clinical Cultural Competence Questionnaire (pre-training and post-training versions) (2001)</p>	<p>University of Medicine and Dentistry of New Jersey Robert Wood Johnson Medical School 675 Hoes Lane Piscataway, NJ 08854 Phone: (732) 235-4700 rwjms.umdj.edu</p>	<p>This needs assessment survey assesses physicians' knowledge, skills, and attitudes relating to the provision of health care to diverse patients in a culturally competent manner. In addition to demographic questions, physicians are asked to assess their knowledge, skills, encounters, and attitudes towards various aspects of health care of diverse populations. The various aspects include different healing traditions, health disparities experienced by diverse groups, prescribing culturally sensitive treatment plans, and care for patients seeking folk healers. This assessment was conducted in pre- and post-test format in conjunction with a training program.</p>
<p>MAP IT: Multicultural Awareness Project for Institutional Transformation (2003) <i>(see also Student Satisfaction and Faculty Perceptions)</i></p>	<p>Univ. of Minnesota-Twin Cities Center for Research on Developmental Education & Urban Literacy (CRDEUL) 333 Appleby Hall 128 Pleasant Street S.E. Minneapolis, MN 55455 Phone: (612)625-6411 www.gen.umn.edu/research/crdeul</p>	<p>This publication outlines a comprehensive set of ten Guiding Principles and four survey instruments to aid in measuring the extent to which institutions centralize multicultural education. The Guiding Principles address issues of institutional governance, faculty and staff development, student development, intergroup relations, and assessment.</p>
<p>SACS Staff Survey (1998)</p>	<p>University of North Carolina at Pembroke Office of Institutional Research and Planning PO Box 1510 Pembroke, NC 28372-1510 Phone: 910.521.6291 Fax: 910.521.6176 www.uncp.edu/ir/</p>	<p>60-item survey to assess perceptions of the institution with regard to the following areas: working relationships between various members of campus, adequacy of resources provided to support unit's work, adequacy of financial and other support provided for professional development opportunities, college's adherence to state policies, institution's relationship with the larger community, and adequacy of publicity about various campus events/issues.</p>

<p>Gender Equity Report (2001)</p>	<p>University of Pennsylvania 11 Nichols House Sansom Place East 3600 Chestnut St. Phone: (215) 898-5274 Fax: (215) 898-9137 www.upenn.edu/almanac/v48/n14/GenderEquity.html</p>	<p>This report is a systematic review of the status of women faculty at the University of Pennsylvania. As part of the data collection, a survey of the perceptions of faculty on many aspects of quality of professional life was conducted. This survey consisted of a nine-page questionnaire was sent to 1,093 members of the standing faculty at Penn in all schools other than the Medical School. A separate survey was sent to the School of Medicine,</p>
<p>Survey of Organizational Excellence</p>	<p>University of Texas Survey of Organizational Excellence 1925 San Jacinto Blvd. Austin, TX 78712 Phone: (512) 471-9831 Fax: (512) 471-9600 www.utexas.edu/research/cswr/survey/site/soe/</p>	<p>The design of the Survey provides a uniform tool for employees to communicate to leadership their thinking about 1) the strength of supervision; 2) the clarity of organizational focus upon goals and outcomes; 3) how clearly and focused communication appears to be; 4) how much are quality, excellence, and innovation stressed and supported; and 5) how well they feel they, the employees, are treated as members of the organization. For each Primary Question, employees are asked to indicate how strongly they agree or disagree that the item describes the organization. There are two sets of Primary Questions. One set refers to the organization as a whole, and the other set refers to the employee's immediate work group.</p>
<p>Faculty & Staff Opinion Survey (2005 Results)</p>	<p>Victoria College Office of Planning and Institutional Assessment 2200 East Red River Victoria, TX 77901 Phone: (361)573.3292, ext. 3292 Fax: (361)582.2525 www.vc.cc.tx.us/departments/ir/</p>	<p>Survey asks about faculty and staff opinions about quality of college-wide services provided, as well as administrative services, student & information services, and instructional services.</p>

Faculty Assessment of Campus Climate (1998)	Virginia Polytechnic Institute and State University 210 Burruss Hall Blacksburg, Virginia 24061 Phone: (540)231-6231 www.vt.edu/diversity	A 4-page survey that assesses faculty perceptions of campus climate. It looks at the diversity efforts of the department and the campus as a whole. Demographic questions. Most questions were Likert-scale format. Undergraduate and graduate student surveys were also administered.
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MISCELLANEOUS REPORTS, TOOLS, AND FRAMEWORKS

The pages in this section provide an array of reports, tools, and frameworks for use in diversity evaluation.

MISCELLANEOUS REPORTS, TOOLS, AND FRAMEWORKS		
INSTRUMENT & DATE* <i>* n.d. = no date</i>	SOURCE	DESCRIPTION
ACT Faces of the Future Survey (n.d.)	ACT 500 ACT Drive P.O. Box 168 Iowa City, IA 52243 Phone: (800)294-702 act.org/ess/faces/index.html	Survey gathers data about currently enrolled students. The instrument is divided into seven sections: 1) General Background; 2) Employment Background; 3) Educational Background; 4) Current College Experiences; 5) Identification Number; 6) Additional Questions; 7) Comments/Suggestions. National Database fees: \$26 per package of 25 surveys, \$130 for a set of reports
Overview of Higher Education in the United States: Diversity, Access, and the Role of the Marketplace (2004)	American Council on Education One Dupont Circle NW Washington DC, 20036 phone: (202) 939-9300 www.acenet.edu	This publication describes the characteristics of American higher education including its governance, students, curriculum, and faculty. It also notes the various undercurrents and challenges that impact higher education, particularly in the area of the influence of the marketplace. This publication is free in PDF format on the ACE website.
Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms (2000)	American Council on Education (see above) American Association of University Professors 1012 Fourteenth Street, NW, Suite #500 Washington, DC 20005 Phone: 202-737-5900 Fax: 202-737-5526 www.aaup.org	This monograph is the evidence from three studies of attitudes of students and faculty towards racial and ethnic diversity and the benefits that it offers to the educational experience of all students. The appendices included offer the research design including the format for faculty and student interviews. It also includes the <i>Faculty Classroom Diversity Questionnaire</i> . Available on the ACE website in PDF format.

<p>Measuring Quality: Choosing Among Surveys and Other Assessments of College Quality (2001)</p>	<p>American Council on Education (see above)</p> <p>Association for Institutional Research 222 Stone Building Florida State University Tallahassee, FL 32306 Phone: (850) 644-4470 Fax: (850) 644-8824 www.airweb.org</p>	<p>This publication offers advice to institutions on the use of national surveys for internal assessment purposes. A set of pertinent issues and questions is provided to assist in the choice of assessment tools. A selection of national surveys is also described. This publication is available on the ACE website in PDF format.</p>
<p>Managing Diversity as a Process (1996)</p>	<p>American Institute for Managing Diversity, Inc. 1155 Peachtree Street, Suite 6B Atlanta, GA 30303 Phone: (404)575-2131 Fax: (404)575-2139 www.aimd.org</p>	<p>As part of “A Guide to Culture Audits” this piece provides a description of diversity as a process and the culture audit as a step in that process. Describes 5 specific steps in the diversity management process.</p>
<p>Organizational Culture: A Framework for Diagnostic Research (1996)</p>	<p>American Institute for Managing Diversity, Inc. (see above)</p>	<p>As part of “A Guide to Culture Audits” this piece discusses understanding organizational culture as being at the heart of the managing diversity process as it provides insight not only into behaviors and practices but also to values that may or may not be explicit.</p>
<p>Guiding Principles and Practices of the ASU Intergroup Relations Center (1997)</p>	<p>Arizona State University Intergroup Relations Center PO Box 871512 Tempe, AZ 85287 Phone: (480)965-1574 Fax: (480)965-1347 www.asu.edu/provost/intergroup</p>	<p>Outline of the principles and practices that guide the Intergroup Relations Center at Arizona State University. Principles include: ethical, safe and non-threatening approaches; bi-directional, multidimensional, inclusive, and interactive strategies. Goals of the Center include: education and training, resource and data collection, and research and curriculum development.</p>

<p>Bloom's Taxonomy of Educational Objectives (1956)</p>	<p>Bloom, B. S. (Ed). (1956). <i>Taxonomy of Educational Objectives</i>, David McKay Company, Inc., New York.</p>	<p>Bloom identified six levels of cognitive complexity that can be used to ensure that instruction stimulates and develops students' higher-order thinking skills. The Levels are:</p> <ul style="list-style-type: none"> - Knowledge : Rote memory skills (facts, terms, procedures, classification systems) - Comprehension: ability to translate, paraphrase, interpret or extrapolate material. - Application: The capacity to transfer knowledge from one setting to another. - Analysis: ability to discover and differentiate the component parts of a larger whole. - Synthesis: ability to weave component parts into a coherent whole. - Evaluation: ability to judge the value or use of information using a set of standards.
<p>Cultural Literacy Test (1990)</p>	<p>Brayfield, A.A., Adler, M.A., & Zablotsky, D.L. (1990). Gender, race, and cultural literacy: consequences for academic performance. <i>Teaching Sociology</i>, 18, 362-371.</p>	<p>Explores the relevance of “cultural literacy” for teaching sociology at the undergraduate level. Past research demonstrates that women and racial minorities have limited access to certain types of cultural knowledge. Thus, they may be particularly vulnerable to poor academic performance. Given the potential relationship between background knowledge and sociological comprehension, the importance of “cultural literacy” for students’ mastery of introductory sociology is examined. Using a cultural literacy test based on assumptions about what students should know before entering an introductory-level sociology class, 709 undergraduates were surveyed. Data show that female and black students score lower than non-black males on indicators of cultural literacy. Regardless, women, but not blacks, exhibit higher overall academic performance. Cultural literacy pretests can be a tool for improving the teaching and learning climate of introductory sociology courses.</p>

<p>Survey of Community Leaders (n.d.)</p>	<p>County College of Morris Office of Campus Life Emeriti Hall, Room D120 214 Center Grove Road Randolph, NJ 07869 Phone: (973)328-5217 www.ccm.edu</p>	<p>This survey assesses how the citizens at large within Morris County view the college and its commitment to diversity. It obtains information as to how the campus addresses aspects of diversity, including race, ethnicity, religion, sexual orientation, social class and gender. It also assess the perception that the campus creates a welcoming community for students in terms of services, programs and events.</p>
<p>Effects of Participation in an Intergroup Communication Program: An Assessment of Shippenburg University's Building Bridges Program (1994)</p>	<p>ERIC Document: ED370152 www.eric.ed.gov</p>	<p>Designed to facilitate communication and understanding among college students of diverse ethnic backgrounds, the Building Bridges Program at Shippenburg University (Pennsylvania) used trained student facilitators to lead classroom discussions about intergroup relations. Minority and majority facilitators shared personal experiences of prejudice with their peers. Discussions took place during regular class periods in relevant courses taught by professors who expressed an interest in the program. During the program's first semester, trained facilitators (a mix of sophomores, juniors, and seniors) led 25 in-class discussions on racial and diversity issues. A telephone survey assessed the impact of the program. Subjects, 53 randomly selected majority students (of whom 20 served as a control group) were called either before or after participating in the program. Subjects were told that the survey was on racial issues--they were not informed that it was related to the Building Bridges Project--and they were asked to respond to 10 statements, with responses ranging from "strongly agree" to "strongly disagree." Results indicated an effective program. Students became more optimistic about intergroup understanding, more comfortable interacting with minority students, more likely to perceive minority students as willing to interact with White students, and less likely to perceive minority students as unqualified to be at the university.</p>

<p>Harvard Assessment Seminars (1990)</p>	<p>Harvard University Graduate School of Education Larsen 204 Cambridge, MA 02138 Phone: (617) 495-1183 gseweb.harvard.edu</p>	<p>The Harvard Assessment Seminars constituted the University's response to President Bok's 1986 call for program assessment designed to lead to policy recommendations. Transcending the mere investigation of student knowledge, the Seminars aimed to foster curricular and pedagogical experimentation and innovation. Participants congregated in small working groups that included at least one faculty member, one administrator and one student. Each group identified a project, carried it out and evaluated it. Questions examined ranged from what undergraduates thought made for a good course or a helpful adviser to how involvement in athletics or employment affected academic performance. Samples of the undergraduate population were interviewed, and asked to keep time logs of their activities. Harvard and Radcliffe graduates now in their 30's, 40's and 50's were surveyed regarding their opinions of their college experience.</p>
<p>Holistic Critical Thinking Scoring Rubric (n.d.)</p>	<p>Insight Assessment 217 La Cruz Avenue Millbrae, CA 94030 Phone: (650) 697-5628 Fax: (650) 692-0141 www.insightassessment.com/tests.html</p>	<p>This assessment device can be used in conjunction with objective tests to provide multiple measures of critical thinking performance.</p>
<p>Critical Thinking: What it is and Why it Counts (1998)</p>	<p>Insight Assessment (see above)</p>	<p>Defines critical thinking and examines the importance of developing critical thinking skills.</p>

ASHE-ERIC Report, Enacting Diverse Learning Environments (2000)	Jossey-Bass 10475 Crosspoint Blvd. Indianapolis, IN 46256 Phone: (877) 762-2974 Fax: (800) 597-3299 www.josseybass.com/WileyCDA/WileyTitle/productCd-1878380885.html	Addresses campus climate for diversity, the impact of campus climate for diversity on students, and how campus climate can be enhanced to enhance the learning environment.
New Directions for Institutional Research (#98) on Campus Climate (1998)	Jossey-Bass (see above)	This chapter presents a variety of instruments that measure campus climate.
New Directions for Institutional Research - <i>Assessing Diversity on Campus: A Resource Guide</i> (1994)	Jossey-Bass (see above)	This chapter provides institutional researchers with information about a variety of resources to help them assess diversity on their campuses.
Culture Audit Summary (1995)	Lesley College Diversity Initiative 23 Mellen Street Cambridge, MA 01238 Phone: (617)349.8509 www.lesley.edu/services/diversity/audit.html	Describes the content and findings of a Culture Audit conducted to assess the college's current status and relevant recent history regarding the Vision Statement and Desired Outcomes, developed by the Lesley College Diversity Initiative.
Development of the Multicultural Assessment of Campus Programming (MAC-P) Questionnaire (1996)	McClellan, S. A (1996). Measurement and evaluation. <i>Counseling and Development</i> ,29,(2). 86-99.	Tests an instrument that will enable universities to assess and evaluate the effects of multicultural campus programming. The tool was validated with two studies, using a sample of university students, faculty members, and staff members. Results indicate that the inventory is both reliable and valid.
Evaluation Plan Development Guide and Template (2001)	Mount St. Mary's College 12001 Chalon Road Los Angeles, CA 90049 Phone: (310)954-4011 www.msmc.la.edu	This evaluation plan template was the initial draft of the institution's CDI evaluation plan. It obtains initial input and uses them to guide internal work teams. It includes planning, evaluation, data collection, data analysis and interpretation components.

<p>FOOTPRINTS: Strategies for Non-Traditional Program Evaluation (1995)</p>	<p>National Science Foundation Division of Research, Evaluation and Communication, Directorate for Education and Human Resources 4201 Wilson Blvd. Arlington, VA 22230 Phone: (703). 292-5111 www.nsf.gov/pubs/1995/nsf9541/nsf9541.pdf</p>	<p>This monograph of papers on non-traditional evaluation methodologies offers readers the opportunity to explore alternative approaches to evaluation. Not written as evaluations of any particular program or consisting of fully developed evaluation models, this monograph offers options and ideas to address evaluation challenges, and to ensure that the programs being evaluated leave "footprints in the sand". Themes include evidence of the program's impact, length of impact, and recognizing when the impact is lost. Available on website.</p>
<p>Levels of Implementation and the Patterns of Characteristics – Analysis Worksheet</p>	<p>North Central Association of Colleges and Schools The Higher Learning Commission 30 North LaSalle Street, Suite 2400 Chicago, IL 60602 Phone: (800) 621-7440 / (312) 263-0456 Fax: (312) 263-7462 www.ncahlc.org/download/02-AnlysWksht.pdf</p>	<p>Analysis worksheet for institutions to ascertain level of assessment implementation. Framework includes institutional culture, shared responsibility, institutional support, and assessment efficacy.</p>
<p>Paradoxical Attitudes Among a College of Education Faculty Towards Ethnic Diversity (1998)</p>	<p>University of Central Oklahoma ERIC Document: ED420631 www.eric.ed.gov</p>	<p>This study investigated conflicting attitudes toward diversity among Education faculty at one metropolitan, southwestern university, focusing on their personal attitudes toward ethnic diversity. The study looked at whether they could simultaneously hold progressive and traditional values, egalitarian and individualistic attitudes. This coexistence is referred to as "aversive racism." The survey instrument provided prompts reflecting the dual attitudes of individualism (traditionalism) and egalitarianism (progressivism). The study attempted to determine whether individuals who responded more agreeably to the progressive/liberal statements would also respond in agreement with the more traditionalist/conservative statements. Full-text available on ERIC website.</p>

<p>Plan for Diversity and Inclusion (2000)</p>	<p>University of San Diego 5998 Alcalá Park San Diego, CA 92110 Phone: (619)260-4600 www.sandiego.edu/inclusion/diplan.html</p>	<p>In January of 1999, the Planning Committee appointed a Steering Committee to develop a comprehensive plan for diversity. This Committee, working through three task forces, has investigated recruitment policies and procedures, the University's definition of underrepresented groups, supervisor evaluation and accountability, needs assessment protocols, and diversity educational and training programs. The Task Forces have submitted interim reports, and this draft plan is based upon those reports, as well as the earlier work of the Planning Committee and the Organizational Developmental Model of Inclusion (ODMI).</p>
<p>CIC WISE Initiative Evaluation of the Outcomes (2000)</p>	<p>University of Wisconsin-Madison, LEAD Center 2640 Engineering Hall 1415 Engineering Drive Madison, WI 53706 Phone: (608) 263-1445 Fax: (608) 265-5290 wiseli.engr.wisc.edu</p>	<p>This evaluation reports the program impact of the Committee on Institutional Cooperation's Women in Science and Engineering Initiative (CIC WISE Initiative) at the University of Wisconsin-Madison. It describes the impact of the various programs within the initiative at the individual, institution, and consortium levels. The evaluation consists of campus site visits, analyses of WISE documents and reports, interviews, and surveys.</p>
<p>The Goals, Activities & Practices (GAPS) Project (2001)</p>	<p>Washington State University Center for Teaching, Learning, & Technology CUE 502B Smith Center for Undergraduate Education Pullman, WA 99164 Phone: (509) 335-1355 Fax: (509) 335-1362 www.cflt.wsu.edu</p>	<p>GAPs is a series of three surveys: one instructor survey and two student surveys. The surveys are designed to be formative, so instructors can see and use results during the term they are given. Instructors are asked questions about courses they are currently teaching, the priority they place on various learning outcomes, as well as methods of grading and providing feedback. The student goals survey asks students about their goals for the course and other information about why they are taking the course, their demographics and which activities they think best reflect their work.</p>

Teaching & Learning Goals Inventory (1993)	Washington State University (see above)	The <i>Teaching Goals Inventory</i> (TGI) is a self-assessment of instructional goals. Its purpose is three-fold: (1) To help college teachers become more aware of what they want to accomplish in individual courses; (2) To help faculty locate Classroom Assessment Techniques they can adapt and use to assess how well they are achieving their teaching and learning goals; and, (3) To provide a starting point for discussions of teaching and learning goals among colleagues.
Educational Effectiveness Framework and FAQs (2005)	Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities 985 Atlantic Ave., Ste. 100 Alameda, CA 94501 Phone: (510) 748-9001 www.wascsenior.org/wasc/Doc_Lib/EEframework_FAQs.Legal.Format.doc	An organization framework to help prepare institutions for the educational effectiveness review and to assess institutional progress. Not meant as a mechanical measurement for accreditation. Elements include learning outcomes, teaching and learning processes, and organizational learning.
Changing Faces, Changing Communities: race, jobs, schools and language differences (1998)	Western Justice Center Foundation Study Circles Resource Center 55 South Grand Ave. Pasadena, CA 91105 Phone: (626) 584-7494 Fax: (626) 568-8223 www.westernjustice.org	Provides an overview for study circles, detailed outlines for discussions on the topics at hand and a specific discussion plans and topics for each meeting.
Facing the Challenges of Race and Racism: Democratic Dialogue and Action for Stronger Communities (1992)	Western Justice Center Foundation (see above)	Provides an overview for study circles, detailed outlines for discussions on race and a specific discussion plans and topics for each meeting.
One America in the 21 st Century: The President's Initiative on Race – One America Dialogue Guide: Conducting a discussion on Race	Western Justice Center Foundation President's Initiative on Race 55 South Grand Ave. Pasadena, CA 91105 Phone: (626) 584-7494 Fax: (626) 568-8223 www.westernjustice.org	Provides step-by-step guidelines for conducting a valuable discussion on race.

<p>What is Dialogue (1999)</p>	<p>Western Justice Center (see above)</p>	<p>A brief description of five characteristics of true dialogue.</p>
<p>The Netter Principles (2000)</p>	<p>Workplace Diversity Network 237 Main Street, Suite 1200 Buffalo, NY 14203-2719 Phone: (716)852-4191 Fax: (716)852-3802</p> <p>475 Park Avenue South, 19th Floor New York, New York 10016 Phone: (908)832-9781 Fax: (908)832-7563</p> <p>www.ilr.cornell.edu/extension/wdn</p>	<p>12 Principles that describe what an inclusive workplace looks like when it is achieved.</p>
<p>Resources for Workplace Diversity (2000)</p>	<p>Workplace Diversity Network (see above)</p>	<p>An annotated practitioner's guide to information on strategic approaches to diversity, developing a framework for understanding, achieving high performance with inclusion, working across cultures, exploring flexibility for a diverse workforce, considering opposing views, understanding the numbers and surveying the materials.</p>
<p>The (Un)Changing Face of the Ivy League (2005)</p>	<p>Yale University Graduate Employees and Students Organization 425 College St. New Haven, CT 06511 Phone: (203) 624-5161 www.yaleunions.org/geso/</p>	<p>This report demonstrates the workforce stratification at Ivy League institutions, and shows that the rate of faculty hire for under-represented groups is concentrated in non-tenure track positions. The report also provides recommendations to the academy to forge a more equitable workforce in the Ivy League.</p>

EVALUATION WEBSITES (SELECTED)

The pages in this section provide URLs
and a brief description of each website

Evaluation Websites (Selected)

Association of American Colleges and Universities

www.aacu.org

Offers access to resources such as assessment, institutional change, diversity, and liberal education.

American College Personnel Association (ACPA) Commission on Assessment for Student Development

www.myacpa.org/comm/assessment/

Has a clearinghouse with links to various assessment tools and sites including environmental assessment, higher education evaluation, and outcomes assessment to name a few. Also provides links to various sites in the area of assessment, student affairs, and higher education.

American Council on Education

www.acenet.edu

Has links to publications on diversity and minorities in higher education. Topical links to resources on access and equity, students and society etc.

American Evaluation Association

www.eval.org

Provides links to professional groups, consultants, handbooks and surveys.

Association of Institutional Research Miscellaneous IR Resources

www.airweb.org/page.asp?page=309&cat=irmisc

Provides links to a plethora of websites for higher education research, including NCES, SHEEO, and state statistical abstracts.

Diversity Web

www.DiversityWeb.org

Provides links to campus practices and resources on diversity in higher education. Includes links to Diversity Digest, diversity innovations, current research and trends.

The Education Trust

www2.edtrust.org/edtrust

Has links to data tools and presentations, including state reports. College Results Online allows searching disaggregated graduation rates across similar institutions etc. using IPEDS data.

HigherEd.org, Inc.
highered.org

Gives links to national datasets in higher education by means of online tools. Also has links to sites with a focus on higher education data collection.

Higher Education Center for Alcohol and Other Drug Prevention
www.edc.org/hec/eval/

Provides links to evaluator and instrument databases. Includes links to resources on methodology, needs assessment, and data analysis.

Higher Education Resource Hub
higher-ed.org

Has links to assessment web resources, including professional organizations, colleges and universities assessment units, and listservs.

Information on Appreciative Inquiry
www.stanford.edu/~davidf

Links to sites on evaluation and ethnography, including articles.

James Irvine Foundation
www.irvine.org

Has publications and resources for grantees by topic, including evaluation, education, and civic engagement.

National Center for Education Statistics
nces.ed.gov

Federal website with data related to U.S. and global education. Also provides access to NCES surveys in areas such as assessment and postsecondary education, and to IPEDS data.

National Center for Higher Education Management Systems
www.nchems.org

Information Services provides access to national data e.g. IPEDS (formerly HEGIS). Provides standard reports and comparative group information. Publications in the area of assessment and accountability are also available.

National Center for Postsecondary Improvement, Stanford University
www.stanford.edu/group/ncpi/unspeficied/toolkits.shtml

Provides links to toolkits and research briefs on improving student assessment

North Carolina State University Internet Resources for Higher Education Outcomes Assessment
www2.acs.ncsu.edu/UPA/assmt/resource.htm

Links to various forums and journals on assessment. Also provides links to assessment mini-grants at various institutions, assessment resources and rubrics.

Online Evaluation Resource Library
oerl.sri.com

Offers links to evaluation plans, instruments and reports across various topics such as curriculum development, faculty development, underrepresented populations, and technology.

University of Southern California
Diversity Scorecard Project

Provides information on the Diversity Scorecard Project. It provides the framework used to assess institutional effectiveness on improving access, retention, institutional receptivity, and excellence for underrepresented minority groups.
www.usc.edu/dept/education/CUE/projects/ds/diversityscorecard.html

University of Southern California
Equity Scorecard

Provides the framework used in this action research project designed to promote institutional change and closing the achievement gap for underrepresented groups.
www.usc.edu/dept/education/CUE/projects/equityscorecard.htm

An interview with Peter Senge about organizational change
www.fastcompany.com/online/24/senge.html

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