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# Campus Diversity Initiative Evaluation Project Resource Kit

Daryl G. Smith  
Sharon Parker  
Alma Clayton-Pedersen  
Nana Osei-Kofi  
Sandra Richards  
Daniel H. Teraguchi  
Maria Figueroa

*For additional copies, contact:*  
The Campus Diversity Initiative Evaluation Resource Project Office  
Claremont Graduate University  
School of Educational Studies  
Harper Hall, Room 22  
150 E. Tenth Street  
Claremont, CA 91711-6190  
Tel: (909) 607-8493  
Fax: (909) 621-8734  
Email: [cdi@cgu.edu](mailto:cdi@cgu.edu)

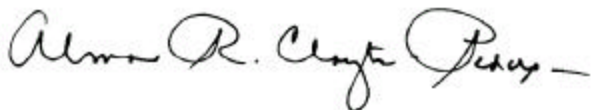
## Preface

This document is intended as a resource guide to aid campuses in designing evaluation plans for measuring the outcomes of campus diversity initiatives. In an effort to make this guide user-friendly, it is divided into three major sections. Part 1 mainly covers tools that engage a broad range of issues in relationship to campus diversity. Part 2 includes tools that are primarily organized around specific, targeted diversity issues, and Part 3 covers a wide range of readings, websites and reports related to diversity and evaluation. Within each section, instruments and resources are listed alphabetically according to “source.” We have included an index at the back of this guide where you will also find contact information for the sources from which the tools in this kit were gathered.

As you begin to consider what type of evaluation may be appropriate for your diversity initiative, keep in mind that the intention behind this document is that of a resource as opposed to a pre-packaged design plan. As such, we have found that a good way to begin working with this resource kit is to review the document on principles of evaluation design that follows this preface. Upon review of these principles, an examination of some of the readings from Part 3 can aid you in further defining what type of evaluation plan you are seeking to construct. After considering how the available literature relates to your initiative, spend some time thinking through what it is you want to measure and how that might best be measured. Once you have answered these questions, review the summary descriptions of the various tools, and select the ones you would like to explore in more detail. As you can see from the source information contained in the index at the end of this kit, many of the tools listed are available online. In addition, copies of all the materials listed (with the exception of all readings) are available for you to review at the CDI Evaluation Project Office at Claremont Graduate University. To make an appointment to review these materials please call 909-607-8493.

Once you have narrowed down your choices of possible tools to guide you in your design process, take time to look at the tools from various perspectives to ensure that your final design is appropriate for your context and that which you seek to measure. Questions to ask may include: how is the context for which this instrument/tool was developed similar or different from our environment? How do we take this into consideration if we decide to use parts of the instrument/tool? How does this instrument/tool function in relationship to data collection? How will the data collected lend itself to being evaluated and communicated to the larger campus? You may also wish to consult with your Evaluation Resource Team (ERT) liaison to help you determine which tools to select for your campus initiative.

As you engage in the process of your evaluation design using this and other resources, please feel free to share with us any additional instruments, tools, websites, readings or other resources that you come across and find useful. As an ongoing project, it is our intention to continue to update and expand this resource kit over the next 5 years. While this resource kit is currently only available in hardcopy, we expect it to become available online in the near future. For further questions, comments and suggestions, email us at: [cdi@cgu.edu](mailto:cdi@cgu.edu).



Alma Clayton-Pedersen  
AAC & U



Daryl G. Smith  
Claremont Graduate University



Sharon Parker  
Claremont Graduate University

## **SOME PRINCIPLES FOR CAMPUS EVALUATION DESIGNS**

- 1. APPROACHES EVALUATION FROM POINT OF VIEW OF ORGANIZATIONAL LEARNING**
- 2. IS MANAGEABLE FOR THE CAMPUS AND CAPABLE OF BEING MAINTAINED**
- 3. MONITORS KEY GOALS AND ELEMENTS OF THE INITIATIVE**
- 4. FOCUSES ON INSTITUTIONAL ISSUES/CHANGE, NOT SIMPLY PROJECT-SPECIFIC ISSUES.**
- 5. REVEALS SUCCESS AND PROBLEMS ALONG THE WAY IN BOTH RESULTS AND PROCESSES**
- 6. INVOLVES CAMPUS PARTICIPANTS WHO BRING DIVERSE PERSPECTIVES**
- 7. TAKES INTO ACCOUNT:**
  - INSTITUTIONAL DIFFERENCES AND STAGES WITH RESPECT TO DIVERSITY**
  - INSTITUTIONAL VARIATION IN MISSION, NEEDS, GOALS AND CULTURE**
  - DIFFERENTIAL INSTITUTIONAL RESOURCES**
  - THAT STRATEGIES, GOALS, AND EMPHASIS WILL DIFFER**
  - THE POSSIBILITY OF TAKING SOME RISKS AND LEARNING FROM THEM**
  - DIFFERENCES WITHIN INSTITUTIONS (DISAGGREGATION OF INFORMATION)**
- 8. ENCOURAGES INSTITUTIONAL SHARING**

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# PART I

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## BROAD-BASED INSTRUMENTS

*\* Italicized instruments are cross-listed according to secondary or tertiary purposes. Bold indicates primary purpose.*

<b>CAMPUS CLIMATE</b>		
<b><i>SURVEY/ MEASUREMENT INSTRUMENT &amp; DATE*</i></b> <small>* n.d. = no date</small>	<b><i>SOURCE</i></b>	<b><i>DESCRIPTION</i></b>
Assessing Campus Climate: Feasibility of Developing and Educational Equity Assessment System (1992)	California Postsecondary Education Commission	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.
Assessing Campus Climate: Feasibility of Developing and Educational Equity Assessment System (1992)	California Postsecondary Education Commission	This document looks at the feasibility of developing an education equity assessment system to obtain information on the perceptions of institutional participants about their campus climate. In particular, this document considers items that institutions may wish to consider in the process of assessing their campus climate, in addition to looking at several methodological issues surrounding assessment of campus climate.

Campus Diversity Issues Survey (1994)	CSU-San Bernardino	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 experience, university policies and procedures, inclusion of student's own culture in curriculum and cultural programs.
Building an Intercultural Campus Climate Student Survey (2000)	Loyola Marymount University	51-item survey designed for the third year of the LMU-Irvine Foundation Project to create an intercultural campus at LMU. Questions address student's actual experiences with verbal/physical harassment or unfair treatment/exclusion because of their race/ethnicity. Also includes items about student's opinions of the commitment of campus members to goals of diversity and interculturalism.
Loyola Marymount Analyses of the aforementioned survey (2000)	Loyola Marymount University	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.
<b>Campus Climate Survey (1996)</b> <i>(see also administration/staff)</i>	Miami University	44 questions. 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, perception of institution, general climate and satisfaction. Questions 39 – 42 deal specifically with campus climate and diversity. (Likert scales). Questions 43 and 44 are open-ended questions about improvement and comments.
<b>Climate Survey (1995)</b> <i>(see also student satisfaction)</i>	North Seattle Community College	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 A (10 questions): General Student Information (i.e., enrollment status, area of study, etc.). Part B (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 C (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.).

Valuing Diversity: Student Perceptions of Campus Climate (1994/1996)	Oregon State System of Higher Education (OSSHE)	Report presents the results of a campus climate survey conducted by OSSHE. Survey explores many dimensions of campus climate but was primarily undertaken to gauge student perceptions of issues related to race and ethnicity on OSSHE campuses as well as to guide future policy deliberations.
Diversity Climate (1998)	Penn State	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.). Includes 45 items, plus a section that asks for demographic information.
University Libraries (UL) Climate Survey (1996)	Penn State	This survey assesses staff perceptions of the general work climate in the University Libraries (UL), as well as their reactions more specifically to climate for diversity. 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 and 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 (i.e., 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.
<b>Student Campus Climate Survey (1991)</b> <i>(see also intergroup relations)</i>	Scripps College	The survey firsts 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.
Campus Diversity Survey (1995)	Seattle Central Community College	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><b><i>The Study of the UCLA Campus Environment for Diversity (n.d.)</i></b>  <i>(see also intergroup relations)</i></p>	<p>UCLA</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/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>Survey of the Cultural Attitudes and Climate (1995)</p>	<p>University of Maryland-College Park</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><b><i>Students' Experience with Social Diversity at the University of Massachusetts</i></b>  <i>(see also intergroup relations)</i></p>	<p>Ximena Zuniga UMass Amherst</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><b>Racial Climate Survey (1992)</b> <i>(see also intergroup relations)</i></p>	<p>UNebraska-Lincoln</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 – Current Student (2000)</p>	<p>University of Washington</p>	<p>Survey includes 5 Sections: Section A (6 questions) asks for information about students' and their present situation (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 experience 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>

<b>STUDENT SATISFACTION</b>		
<p><b>Student Outcomes Survey (n.d.)</b> (see also student learning and involvement)</p>	ACT	<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 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.</p> <p><b>National Database – Fee for processing of surveys 84 cents per survey, set-up fee \$52.50 – Reporting packages range from \$168-\$352.</b></p>
<p>Student Opinion Survey (n.d.)</p>	ACT	<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.</p> <p><b>National Database (Fees - see above)</b></p>
<p><b>College Student Experiences Questionnaire (CSEQ) (1998)</b> (see also and intergroup relations)</p>	Indiana University	<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. Also Includes student self-report about learning.</p> <p><b>National Database – participation fee ranges from \$125 - \$495 depending on whether the survey is conducted using a paper or online version. Processing fees per survey range from \$1.25 - \$2.25</b></p>
<p><b>National Survey of Student Engagement (NSSE) (2001)</b> (see also student satisfaction)</p>	Indiana University	<p>26 questions asking what activities students have engaged in during the school year, primarily focusing on academic engagement.</p> <p><b>National Database – participation fee ranges from \$450 - \$1000 depending on the size of the institution. Per student sampling fees range from \$1.50-\$3.50</b></p>

<i>Climate Survey (1995)</i>	North Seattle Community College	See page 7
Senior Survey (1998/1999)	Results for Mills College. Survey conducted by the Higher Education Data Sharing Consortium (HEDS)	The Senior Survey is designed to give participating colleges a sense of the opinions of graduating seniors regarding various aspects of the 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.
Institutional Priorities Survey 4-Year College and University Version (1997)	Noel-Levitz	Measures students' perceptions of institutional priorities and extent to which they believe those expectations are being met.  <b>National Database – Fee \$1.95 per student surveyed for 100 –1000 surveys, if above 1000, fee drops to between \$1.75-1.50. \$50 set-up/processing fee.</b>
Noel-Levitz Student Satisfaction Inventory Community, Junior and Technical College Version (1994)	Noel-Levitz	<i>See description above.</i> <b>National Database (Fees – see above)</b>
Noel-Levitz Adult Student Priorities Survey Pilot Version (2000)	Noel-Levitz	A satisfaction survey for adult learners. Measures students' expectations and satisfaction with the degree to which the institution has met those expectations.  By using the Adult Student Priorities Survey from Noel-Levitz, institutions can see what's important to their adult students and how satisfied they are, along with national benchmark comparison data.  <b>National Database (Fees – see above)</b>
<b>Noel-Levitz Student Satisfaction Inventory 4-Year College and University Version</b> <i>(see also curriculum) (1994)</i>	Noel-Levitz	Measures students' expectations and satisfaction with the degree to which the institution has met those expectations.  Key Areas Measured by the Student Satisfaction Survey 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.  <b>National Database (Fees-see above)</b>

<p>Student Satisfaction Survey (1999)</p>	<p>Penn State</p>	<p>Includes items about cultural programming, student satisfaction with institutions' response to harassment, student development in understanding issues of cultural diversity. The first section concerns some aspects of the students' academic experiences (i.e., quality of teaching, quality of academic courses, quality of academic advising, etc.). In the second section students are asked the extent to which certain experiences (i.e., holding a leadership role, involvement in a mentoring program, conducting research supervised by a faculty member, etc.) have contributed to overall learning. The third section asks students how they spend their time each week on a number of activities (i.e., working, studying, volunteering, etc.). Section four asks students to indicate the extent to which their involvement in student clubs and organized activities has improved their skills (i.e., communication, interpersonal, decision making, etc.). The next section asks students to indicate the extent to which they have developed their abilities (i.e., writing, speaking, functioning in a culturally diverse society, making moral decisions, etc.). Section six asks about satisfaction with services or programs on campus. Next students are asked about satisfaction with the overall quality of their undergraduate education, academic experience, out-of-class experiences, Penn State's success in creating a sense of belonging, and the safety and security of their campus. The next section asks about student satisfaction with the general manner in which their campus addresses harassment (i.e., based on disabilities, gender, age, sexual identity, racial/ethnic background, etc.). The final section requests student background and personal information.</p>
<p>Class of 2000 Study: Fourth Year Students</p>	<p>Penn State</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 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>HERI Surveys (Freshman Survey; Entering Student Survey; College Student Survey; Your First College Year)</p>	<p>UCLA</p>	<p>The <b>Freshman Survey</b> – 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.</p> <p>The <b>Entering Student Survey</b> addresses a similar array of issues as the aforementioned survey, but is specifically designed for students in two-year colleges. The survey also provides colleges with comparative data on their entering students for use in institutional decision-making, research, and assessment activities.</p> <p>The <b>College Student Survey (CSS)</b> 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.</p> <p><b>"Your First College Year (YFCY) "</b> 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. 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.</p> <p>Because it is a follow-up survey to the annual CIRP Freshman Survey, YFCY allows for longitudinal research on the first year of college so that campuses can make informed policy and program decisions.</p>
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		<p>Because students' responses to the survey are compared to national and institutional peer group aggregates, participating institutions' can determine where first-year cohort "stand" relative to the experience of first-year students nationwide.</p> <p>YFCY data benchmark student characteristics for the second year of college.</p> <p><b>National Database – Participation fee ranges from \$400 to \$450 and processing fees per survey range from \$1-\$2.</b></p>
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<p><b><i>The 1999 Student Experiences Survey</i></b>  <i>(see also intergroup relations)</i></p>	<p>UMinnesota</p>	<p>Survey was developed to gather broad-range information about students' perspectives on their experiences at UMinnesota. This report highlights results from the survey. Findings are presented according to the following themes/issues/questions:</p> <ul style="list-style-type: none"> <li>- What are students' expectations and educational plans, and do those factors affect their evaluation of their experiences at the university?</li> <li>- What is the overall satisfaction level of undergraduate, graduate, and professional students, to what extent are there differences among campuses and colleges, and is there any evidence that satisfaction levels have changed since the 1997 survey? Are there differences between students of color and white/Caucasian students, and are there differences among the four students-of-color groups?</li> <li>- How do students evaluate the overall quality, cost, and campus environments of each of the four campuses? Is there any evidence that changes have occurred in the last two years?</li> <li>- How do students evaluate classroom instruction? Have students' perceptions of classroom instruction changed in the last two years?</li> <li>- To what extent does the registration and course selection process help students achieve their educational goals, and is there any evidence to suggest that course access on the Twin Cities campus has improved?</li> <li>- What role does academic advising play in the experiences of undergraduate and graduate/professional students, and how do students evaluate academic advising? Have those evaluations improved in the last two years?</li> <li>- To what extent do students participate in campus activities and other academic support services, including those activities that support the institution's diverse student populations, and are there particular campus services and facilities that from students' perspectives seemed to be providing especially high quality service? Have participation rates changed in the last two years?</li> <li>- How do students spend their time, and to what extent does participation in particular activities appear to contribute to/detract from the overall evaluation of their University experiences, including their "experience of community" on campus? Do survey responses suggest that changes have occurred in the last two years?</li> </ul>
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<p><b><i>Preparing College Students for a Diverse Democracy: First Year Student Views and Experiences (2000)</i></b>  <i>(see also Student Learning and Involvement and Intergroup Relations)</i></p>	<p>University of Michigan</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>1998 Senior Survey Questionnaire</p>	<p>USC</p>	<p>Survey to assess the effectiveness of academic and non-academic programs and measure the behavioral and attitudinal changes in the undergraduate student body. The survey consists of the following sections:</p> <ul style="list-style-type: none"> <li>A. Undergraduate program (9 items)</li> <li>B. Faculty/T.A.s/Advisors (8 items)</li> <li>C. Reasons for attending USC (12 items)</li> <li>D. Perceived abilities and skills (15 items)</li> <li>E. Programs and services (17 items)</li> <li>F. Demographics/plans for future (13 items)</li> <li>G. Overall satisfaction (2 items)</li> </ul>

<b>INTERGROUP RELATIONS</b>		
The Impact of Friendship Groups in a Multicultural University (Dissertation) (1998)	Anthony Antonio	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.
<i>College Student Experiences Questionnaire (CSEQ) (1998)</i>	Indiana University	See page 11
<i>Student Campus Climate Survey (1991)</i>	Scripps College	See page 8
Speaking the Unspeakable: Student Learning Outcomes in Intergroup Dialogues on a College Campus	Ximena Zuniga UMass Amherst	Instrument is embedded in article (original instrument has been requested). This study examines the effectiveness of intergroup dialogue, looking at the impact of peer facilitated intergroup dialogues at the University of Michigan.
<i>Students' Experience with Social Diversity at the University of Massachusetts</i>	Ximena Zuniga UMass Amherst	See page 9

<i>Preparing College Students for a Diverse Democracy: First Year Student Views and Experiences (2000)</i>	University of Michigan	See page 17
<i>The 1999 Student Experiences Survey</i>	UMinnesota	See page 16
<i>Racial Climate Survey (1992)</i>	UNebraska-Lincoln	See page 10
<i>The Study of the UCLA Campus Environment for Diversity (n.d.)</i>	UCLA	See page 9
A Survey for Use in Evaluating Dialogue Programs (1999)	Western Justice Center	This questionnaire is designed to examine the outcomes of dialogue groups. It is designed to measure 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: <b>The intergroup anxiety scale; the trait scale; the intergroup attitude scale; the intergroup similarity scale; and the thermometer scale of attitudes.</b>

<b>FACULTY PERCEPTIONS</b>		
<p>Faculty Classroom Diversity Questionnaire (2001)</p>	<p>ACE/OMHE/AAUP</p>	<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> <p><b>National database</b></p> <p><b>Researchers/institutions wanting to use the original national database from the Faculty Classroom Diversity Questionnaire, and/or the aggregate database, will:</b></p> <p><b>1.Submit a proposal indicating the goals and objectives of the intended study, the methods to be used, the research questions that will be addressed, and the scientific and policy merit of the study.</b></p> <p><b>2.ACE's OMHE, AAUP, and the original research team must grant final permission. This will be coordinated by ACE's OMHE.</b></p>
<p><b><i>Building an Intercultural Campus Climate Employee Survey (1998)</i></b> <i>(see also administration/staff)</i></p>	<p>Loyola Marymount University</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</p>

		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.
<b><i>Equity Survey of the Campus Climate for Lesbians, Gays, and Bisexuals (n.d.)</i></b> <i>(see also administration/staff)</i>	University of Arizona	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 UA offer lesbian and gay studies courses?
The Study of the UCLA Campus Environment for Diversity - Faculty Survey (n.d.)	UCLA	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 nonhomophobic, etc.); 4) Joint Research (i.e., frequency of involvement in joint research with minority/nonminority 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

<b>STUDENT LEARNING AND INVOLVEMENT</b>		
<i>Student Outcomes Survey (n.d.)</i>	ACT	See page 11
<b>Faculty Course Questionnaire (n.d.)</b> <i>(see also curriculum)</i>	CU-Boulder	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).
<i>College Student Experiences Questionnaire (CSEQ) (1998)</i>	Indiana University	See page 11
<i>National Survey of Student Engagement (NSSE) (2001)</i>	Indiana University	See page 11
<b>Pepperdine University's Student Portfolio Project (1997)</b> <i>(see also curriculum)</i>	Pepperdine University	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.
<b>Graduate Student Diversity Multicultural Education and Perceptions Exit Survey (n.d.)</b> <i>(see also curriculum)</i>	University of Georgia, Athens	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.
<i>Preparing College Students for a Diverse Democracy: First Year Student Views and Experiences (2000)</i>	University of Michigan	See Page 17

Defining Issues Test (n.d.)	Dr. James Rest Counseling and Student Personnel Psychology Dept. University of Minnesota Minneapolis	Measurement of students' ethical development.
Reasoning About Current Issues Test	University of Denver	<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.</p> <p>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>
ALANA/Ethnic Studies Assessment	University of Vermont	A self-study to assess the impact of ALANA Studies courses within the college of Arts and Sciences. The survey sought 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.
Reader's Guide to Rating Student Critical Thinking (n.d.)	Washington State University	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.

<b>CURRICULUM</b>		
<i>Faculty Course Questionnaire (n.d.)</i>	CU-Boulder	See page 22
<i>Noel-Levitz Student Satisfaction Inventory 4-Year College and University Version (1994)</i>	Noel-Levitz	See page 12
<i>Pepperdine University's Student Portfolio Project (1997)</i>	Pepperdine University	See page 22
<i>Graduate Student Diversity Multicultural Education and Perceptions Exit Survey (n.d.)</i>	University of Georgia, Athens	See page 22



<b>ALUMNI</b>		
Alumni Survey (n.d.)	ACT	<p>The survey is divided into seven sections: 1) Background Information; 2) Continuing Education; 3) College Experiences; 4) Employment History; 5) Additional Questions; 6) Mailing Address; 7) Comments and Suggestions</p> <p><b>National Database (For fees - see page 11)</b></p>
Alumni Survey (Two – Year College Form) (n.d.)	ACT	<p>The survey is divided into seven sections: 1) Background Information; 2) Continuing Education; 3) Educational Experiences; 4) Employment History; 5) Additional Questions; 6) Mailing Address; 7) Comments and Suggestions</p> <p><b>National Database (For fees - see page 11)</b></p>
Alumni Outcomes Survey (n.d.)	ACT	<p>The survey is divided into eight sections: 1) Background Information; 2) Employment History and Experiences; 3) Educational Outcomes; 4) Educational Experiences; 5) Activities and Organizations; 6) Mailing Address; 7) Additional Questions; 8) Comments and Suggestions</p> <p><b>National Database (For fees - see page 11)</b></p>
Alumni Survey (Knight Higher Education Collaborative Collegiate Results Project) – (1999/2000)	Mills College	<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>Campus Climate Survey – Alumni (2000)</p>	<p>University of Washington</p>	<p>Survey includes 5 Sections: Section A (6 questions) asks for information about students' and their present situation (i.e., year received degree, academic major, gender, racial/ethnic group, current primary activity). Section B (16 Likert scale items) inquires about 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 that inquire 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>
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<b>ADMINISTRATION/ STAFF</b>		
Personal Interview Schedule (1994)	American Institute for Managing Diversity, Inc.	77-items. Questions to be 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.	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.	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.	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.
Diversity Assessment for Individuals (n.d.)	Diversity Metrics	Likert scale items. Questions focused on perceptions of supervisors' ability to effectively manage diversity within the organization. Also includes questions about overall climate within organization.
Diversity Assessment for Small Groups (n.d.)	Diversity Metrics	Likert scale items. Questions focused on perceptions of supervisors' ability to effectively manage diversity within the organization. Also includes questions about overall climate within organization.
Campus Climate Faculty and Staff Survey (n.d.)	Jamestown Community College – Olean Campus	17 Item survey used to assess the campus climate for diverse groups and to improve opportunities for success among faculty and staff.
<i>Campus Climate Survey (1996)</i>	Miami University	See page 7

Multi-Cultural Diversity Questionnaire (1995)	NASA	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.
<i>Equity Survey of the Campus Climate for Lesbians, Gays, and Bisexuals (n.d.)</i>	University of Arizona	See page 21

## POSSIBLE INDICATORS OF INSTITUTIONAL CHANGE

? *bold indicates commonly used indicators*

### **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*

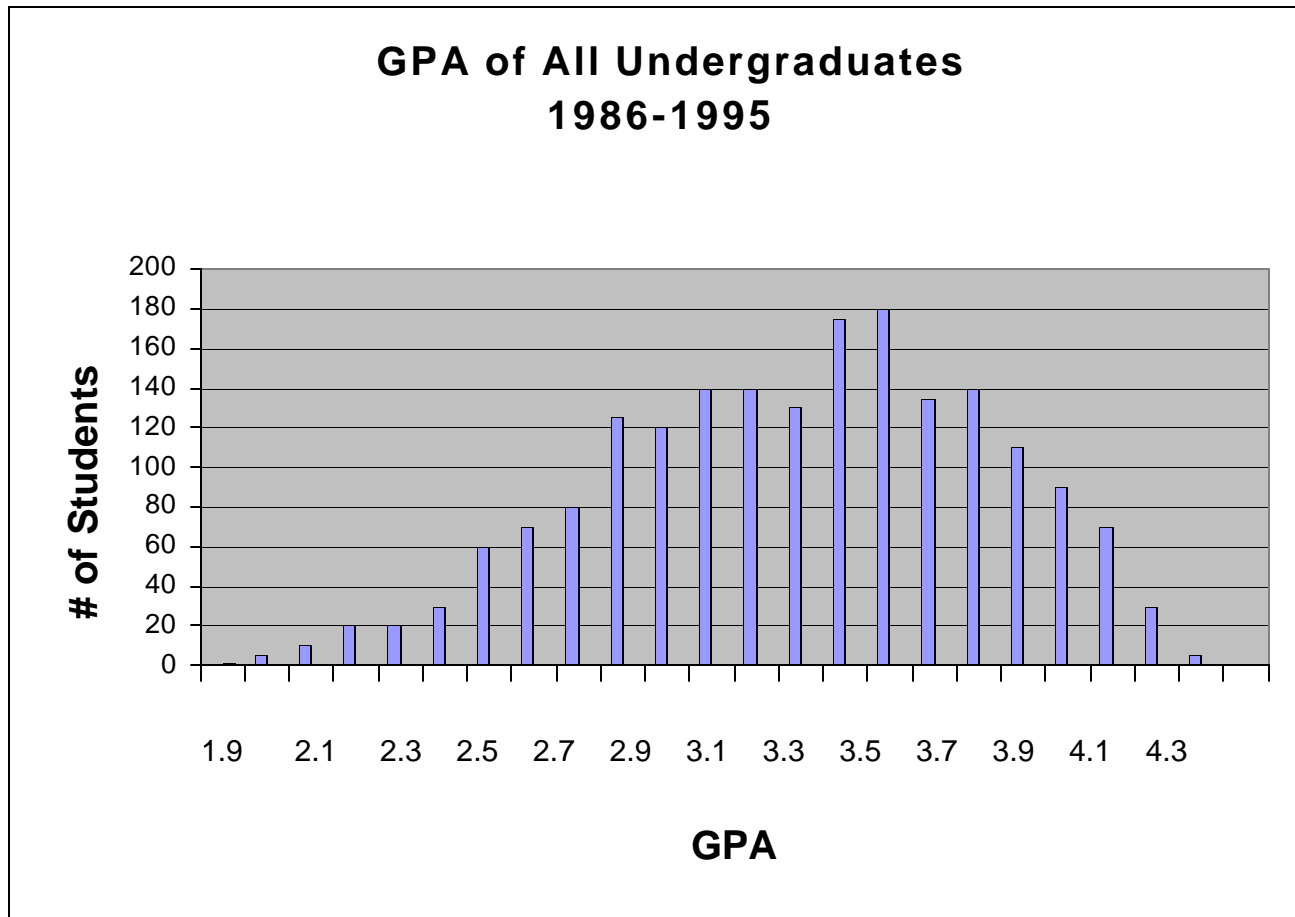
- ? **Presence of diversity related courses, requirements**
- ?Degree to which courses include diversity issues and the location of such courses (general education, and major fields.)
- ? **Level of faculty expertise on issues related to diversity**
- ?Level of faculty participation in diversity related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

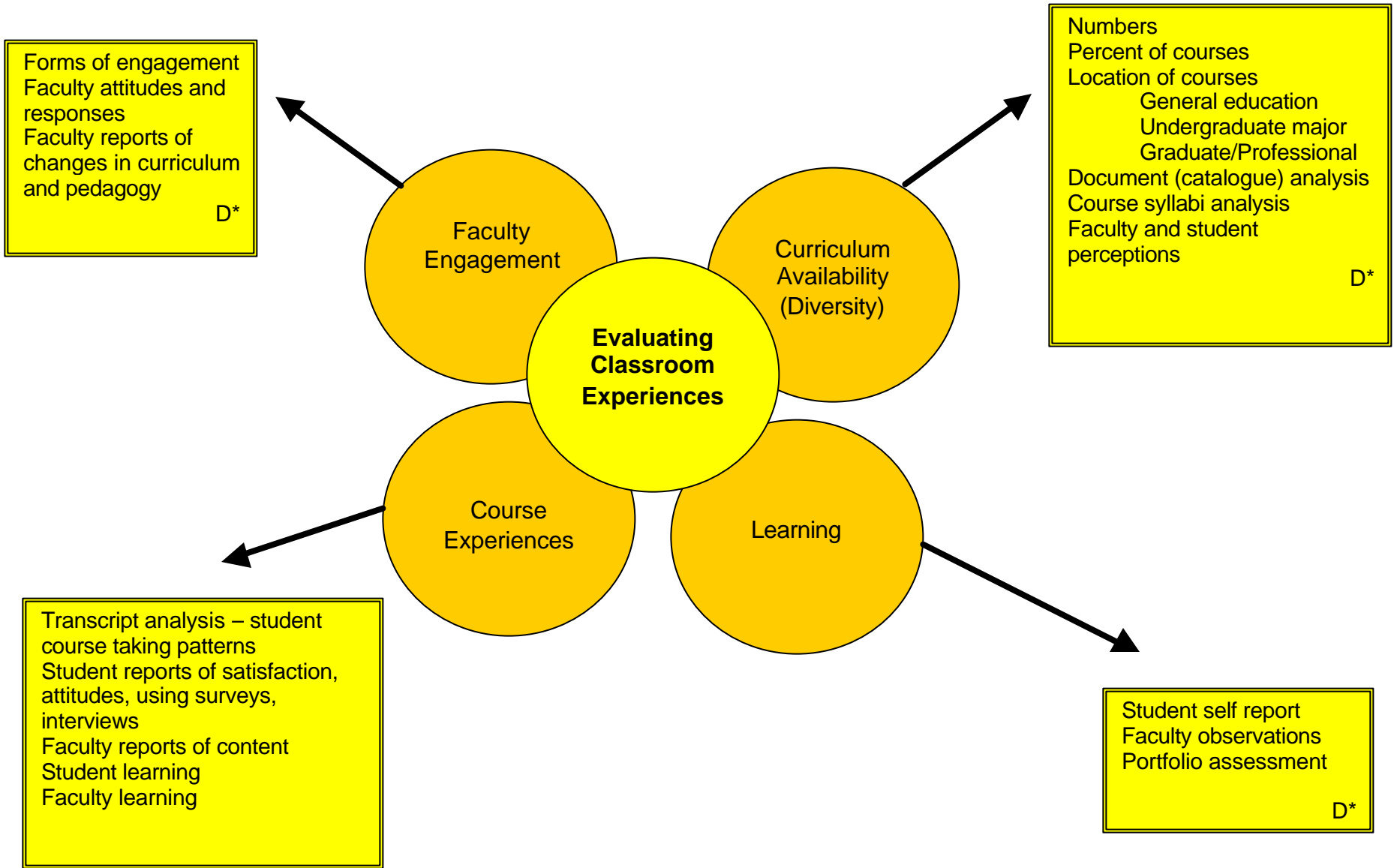
- ? **Institutional history with respect to diversity, issues and incidents**
- ? **Institutional strategies, resources dedicated to diversity**
- ? **Diversity of faculty and staff by level, Board**
- ? **Perceptions of institutional commitment to diversity by all constituencies**
- ? **Visibility of 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

**ACADEMIC PERFORMANCE TEMPLATE**

- Grade distribution disaggregated by race/ethnicity, grades, fields, degrees
- Graduation, retention, grades disaggregated by race/gender, fields, degrees
- Honors



**CURRICULUM TEMPLATE**



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

# PART II

## PART II – TARGET-SPECIFIC INSTRUMENTS

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<b>CAMPUS CLIMATE</b>		
<b>SURVEY/ MEASUREMENT INSTRUMENT &amp; DATE*</b> <i>* n.d. = no date</i>	<b>SOURCE</b>	<b>DESCRIPTION</b>
Building Community Through Diversity (1994)	CU-Boulder	Survey of campus climate for students of color. Survey questions included both check-off and open-comment formats.
Survey on Sexuality (n.d.)	Duke University Task Force for Lesbian, Gay, Bisexual, and Transgender Matters	8-item survey to assess 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?
A Survey of the Racial Climate (1995)	Indiana State University	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 the campus?
Cultural Pluralism Climate Survey Study (1994)	ERIC Document Olympic College	Survey measures student, staff, and faculty perceptions of acceptance, support, and understanding of diverse groups on campus. Student and staff survey instruments 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.
Campus Climate for LGBT Students (2000)	Penn State	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.
EEO Guidebook Student Survey: Campus Climate	Schenectady County Community College	10 item survey to help the college assess the attitudes on campus among different cultural, ethnic, and social groupings.
<b>ALANA Student Survey (1997)</b> <i>(see also student satisfaction)</i>	UMass-Amherst	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.
Anti-Semitism Survey (1997)	UMass-Amherst	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. . . ?
Gay, Lesbian, Bisexual and Transgender Issues Survey (1997)	UMass-Amherst	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.
Gender Equity Survey (1999)	UMass-Amherst	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.
Jewish Life Survey (1996)	UMass-Amherst	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 coming to 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.
Perceptions of Fraternities and Sororities Survey (1998)	UMass-Amherst	Assesses students' perceptions of social fraternities and sororities. Examples of questions: Which of the following best describes the type of influence the Greek Area as a whole has on the UMass community (very positive ----very negative)? 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?
Racial and Ethnic Issues Survey (1999)	UMass-Amherst	Survey comprised 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. . ?
Spirituality Survey (1995)	UMass-Amherst	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?
Undergraduate Sexual Harassment Survey (1998)	UMass-Amherst	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.
Student Survey on Diversity (n.d.)	UMinn-Morris	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.
Campus Climate Survey (1995)	UNC-Charlotte	52 item survey. Includes questions about student contacts with faculty and/or students whose interests, race, and values are different from own; questions about student perceptions of the physical environment, social environment and community at UNCC. Also includes items about institutions' celebration of diversity.
The State of Race Relations at UVA	University of Virginia	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.

The Campus Community Scale	Virginia Tech	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 center around openness, acceptance, and sense of community.
Study of Multicultural Experiences, Perceptions and Attitudes of Current Students (1995)	ERIC Document William Rainey Harper College	Survey designed to investigate students' experiences, perceptions, and attitudes regarding the college's multicultural environment.

<b>STUDENT SATISFACTION</b>		
ACT College Student Assessment Survey (n.d.)	ACT	<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</p> <p><b>National Database –(for fees see page 11)</b></p>
Senior Institutional Evaluation Form (2001)	Appalachian State University	<p>Survey is divided into 7 sections. Section A addresses the role of faculty and their contribution to student satisfaction, section B looks at assistance available outside the classroom, section C asks about knowledge, skills and personal growth, section D covers non-academic services within the institution, section E looks at overall experience and section F, plans for the coming year, followed by section G – additional comments. Primarily uses Likert scales.</p>
Doctoral Student Survey (n.d.)	ETS	<p>This instrument includes questions about students' progress, performance, and experiences in their doctoral programs. There are items that ask about student satisfaction and student perception of discrimination.</p>
Survey: Diversity at Fletcher (2000)	The Ralph Bunche Society at the Fletcher School	<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>
Student Satisfaction Survey (1998)	The Flinders University of South Australia	<p>24 items. Gathers detailed information on demographics and enrollment status. Asks about satisfaction in relation to field of study and general university services.</p>
Opinion and Experience Survey (2000)	Furman University	<p>71 item survey to gain feedback from faculty, staff, and students with regard to issues of diversity. Includes 3 Sections. Part A 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 B 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 C asks respondents to indicate how important it is to them personally</p>

		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.
Board of Visitors Student Satisfaction Survey (n.d.)	George Mason University	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.
Graduating Senior Survey (2001)	George Mason University	Survey is divided into 6 sections. Section 1 asks to what extent the institution has contributed to the 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 a 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.
1996 IUPUI Faculty Survey	Indiana University Purdue University Indianapolis (IUPUI)	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 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.).
First Year Interview Project (2000)	Mills College	<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 will assist Mills in identifying "at risk" students. Second, allow freshmen 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 asked students to rank their responses to a variety of statements on a scale ranging from "strongly agree" to "strongly disagree." [1] The statements included references to academics, faculty, academic advisors, campus climate, extra-curricular and social activities, and campus administrative offices. Students also responded 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 provided data on several demographic variables including race/ethnicity, sexual orientation, hometown, and disability status.</p>
1999 Senior Survey	Montana State University – Bozeman	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.)
Self-Study Faculty Survey (n.d.)	South Texas Community College	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.).
Teaching Faculty Survey (2000)	Program to Enhance and Ensure Learning for Students with Disabilities (PEEL) University of Arizona	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. . . 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>UBuffalo, SUNY</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>
<p><i>ALANA Student Survey (1997)</i></p>	<p>UMass-Amherst</p>	<p>See page 33</p>
<p>Freshman Survey (1998)</p>	<p>USC</p>	<p>This report summarizes the results of the 1998 CIRP freshman survey. Changes in responses from previous years are highlighted, and comparisons are made with freshmen from other universities.</p>
<p>Quality of Student Life Survey (n.d.)</p>	<p>UTexas-Austin</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, institutional response).</p>
<p>Student Satisfaction Survey (2000)</p>	<p>University of Wales</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>



<b>STUDENT LEARNING AND INVOLVEMENT</b>		
Oberlin Student Self-Statements About Learning and Senior Seminar Peer Interview (1992)	AAC&U	These instruments seek to answer the following questions: What fosters student learning and self-empowerment? How can courses encourage a relational understanding of gender, race, class, and sexuality? Does feminist pedagogy differ from other types? How do women's studies courses affect students' lives and life choices? A set of student interviews conducted by a senior women's studies major have been included to provide varying perspectives.
UNI 101 Survey – B (2000)	Arizona State University	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.'
UNI 101 Survey-A (2000)	Arizona State University	A shorter version of Survey B – same survey areas - 63 items.
California Critical Thinking Dispositions Inventory (n.d.)	California Academic Press	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.
The Teaching for Thinking Student Course Evaluation Form One (n.d.)	California Academic Press	10 Item survey that asks students to assess how their course has helped them develop critical thinking skills.

<p>Student Questionnaire Lewis and Clark College (1990)</p>	<p>Lewis and Clark College</p>	<p>This instrument will help to assess 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&amp;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>Student Involvement Study (n.d.)</p>	<p>Ohio University</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>Cultural Competence Self-Assessment Questionnaire: A Manual for Users (1995)</p>	<p>Portland State University</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><i>Asian American Studies Alumni Research Project (see also curriculum)</i></p>	<p>UMass Boston</p>	<p>35 items (primarily Likert-scales with some essay questions) + interview questions. Looks at how students benefited and were impacted by Asian American Studies courses.</p>

Student Engagement Self-Report Scale: Secondary Form (n.d.)	The University of Sydney	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 <b>direct observation of student engagement</b> .
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<b>CURRICULUM</b>		
National Survey on Diversity in the Undergraduate Curriculum (2000)	Association of American Colleges and Universities	13 items. Looks at whether institutions have diversity requirements in place, how long these requirements have been in effect and how they are structured.
Survey of participants in introduction to Women's studies (1990)	CUNY-Hunter	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.
<i>Alumnae Questionnaire – Women's Studies (see also alumni) (n.d.)</i>	Old Dominion University	16-questions. Gathers background information and information on students' experiences in Women's studies courses.
Assessing Diversity Courses: Tips and Tools (n.d.)	Jack Meacham, State University of New York (available at <a href="http://diversityweb.org">diversityweb.org</a> )	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.
<b><i>Asian American Studies Alumni Research Project (n.d.)</i></b>	UMass Boston	See page 42
Transforming a Course (1999)	University of Washington – Center for Instructional Development and Research	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.

<b>ALUMNI</b>		
Alumni Survey (n.d.)	Bowling Green State University	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.
Alumni Survey (2000)	Felician College	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.
Alumni Survey – Department of Education (1999)	LaGrange College	Survey asks respondents to agree or disagree with 20 statements about the program addressing quality of education, professional development, student services and program resources. Two items ask specifically about diversity in terms of faculty and the student body.
Alumni Survey of Graduates (n.d.)	Montana State University-Bozeman	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>Long-Term Educational Outcomes: Survey of Ohio University Alumni Classes of 1988 to 1993 (May 1999)</p>	<p>Ohio University</p>	<p>The Survey of Alumni collects information from Ohio University's bachelor's degree recipients on a mailed questionnaire five years after they graduated. 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 graduates are asked to assess their experience 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 from the first and second parts of the questionnaire 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><b><i>Alumnae Questionnaire – Women's Studies</i></b></p>	<p>Old Dominion University</p>	<p>See page 44</p>
<p>Continuous Quality Improvement –Alumni Survey (n.d.)</p>	<p>University of Alabama</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 (1997, 2000)</p>	<p>University of Alabama at Birmingham</p>	<p>31 question survey focusing on students' sense of preparedness upon completing degree program in engineering. Primarily uses Likert scales.</p>
<p>Alumni Assessment (1996)</p>	<p>Virginia Polytechnic Institute and State University</p>	<p>Survey includes five sections with a total of 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 specifically at experiences within degree programs and asks how well-prepared alumni felt for either work or graduate study upon degree completion, and 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>

<b>ADMINISTRATION/ STAFF</b>		
Report of the Results of the BGSU Staff Questionnaire (1999)	Bowling Green State University	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.
1999 Staff Survey	IUPUI	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.
Survey of Staff – 1999	University of Idaho	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.
SACS Staff Survey – (Fall Semester 1998)	UNC – Pembroke	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.

Survey of Excellence (Fall 1999)	University of Texas	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.
Faculty & Staff Opinion Survey (1998-99 Results)	Victoria College	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.



# PART III

## PART III - OTHER EVALUATION RESOURCES

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<b>MISCELLANEOUS REPORTS AND TOOLS</b>		
<b>SURVEY/ MEASUREMENT INSTRUMENT &amp; DATE*</b> <i>* n.d. = no date</i>	<b>SOURCE</b>	<b>DESCRIPTION</b>
ACT Faces of the Future Survey (n.d.)	ACT	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.  <b>National Database –(for fees see page 11)</b>
Managing Diversity as a Process (1996)	A Guide to Culture Audits: Analyzing Organizational Culture for Managing Diversity - AIMD	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.
Organizational Culture: A Framework for Diagnostic Research (1996)	A Guide to Culture Audits: Analyzing Organizational Culture for Managing Diversity - AIMD	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.
Indicators of Instructional Good Practice (1996)	American Association for Higher Education	Lists 12 indicators of instructional good practices and four dimensions where these good practices might be apparent—in the investments the institution makes, in the requirements of the programs, in the courses students take, and in the behavior of students.

<p>Nine Principles Of Good Practice For Assessing Student Learning (1996)</p>	<p>American Association for Higher Education</p>	<p>Document outlines nine principles of good practice in assessing student learning. The principles are: the assessment of student learning begins with educational values, assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time, assessment works best when the program it seeks to improve have clear, explicitly stated purposes, assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes, assessment works best when it is ongoing not episodic, assessment fosters wider improvement when representatives from across the educational community are involved, assessment makes a difference when it begins with issues of use and illuminates questions that people really care about, assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change and through assessment, educators meet responsibilities to students and to the public.</p>
<p>Seven Principles of Good Practice in Undergraduate Education (1987)</p>	<p>American Association for Higher Education</p>	<p>Provides seven principles based on research on good teaching and learning in colleges and universities.</p>
<p>Guiding Principles and Practices of the ASU Intergroup Relations Center (1997)</p>	<p>Arizona State University</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>1999 ASHE-ERIC Report, Enacting Diverse Learning Environments</p>	<p>ASHE-ERIC</p>	<p>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.</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.</p> <p>The Levels are:</p> <ul style="list-style-type: none"> <li>- Knowledge : Rote memory skills (facts, terms, procedures, classification systems)</li> <li>- Comprehension : The ability to translate, paraphrase, interpret or extrapolate material.</li> <li>- Application : The capacity to transfer knowledge from one setting to another.</li> <li>- Analysis : The ability to discover and differentiate the component parts of a larger whole.</li> <li>- Synthesis : The ability to weave component parts into a coherent whole.</li> <li>- Evaluation : The ability to judge the value or use of information using a set of standards.</li> </ul>
<p>Cultural Literacy Test (1990)</p>	<p>Brayfield, Adler &amp; Zablotsky (1990). "Gender, Race, and Cultural Literacy: Consequences for Academic Performance"</p>	<p>This paper 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, we empirically examine the importance of "cultural literacy" for students' mastery of introductory sociology. 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. Despite this initial disadvantage, women, but not blacks, exhibit higher overall academic performance. We conclude that cultural literacy pretests can be a tool for improving the teaching and learning climate of introductory sociology courses. The Cultural Literacy Test is appended.</p>
<p>Holistic Critical Thinking Scoring Rubric (n.d.)</p>	<p>California Academic Press</p>	<p>This assessment device can be used in conjunction with objective tests to provide multiple measures of critical thinking performance.</p>

<p>Effects of Participation in an Intergroup Communication Program: An Assessment of Shippensburg University's Building Bridges Program (1994)</p>	<p>ERIC Document</p>	<p>Designed to facilitate communication and understanding among college students of diverse ethnic backgrounds, the Building Bridges Program at Shippensburg University (Pennsylvania) used trained student facilitators to lead classroom discussions about intergroup relations. In addition, these 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. Later, 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 only 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." Taken as a whole, results indicated that the program was effective. It seems to have made students 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. Findings suggest that a future expansion of the program would be in order. (A data graph is attached.)</p>
<p>Critical Thinking: What it is and Why it Counts (1998)</p>	<p>Peter Facione/California Academic Press</p>	<p>Defines critical thinking and examines the importance of developing critical thinking skills.</p>
<p>Harvard Assessment Seminars (1990)</p>	<p>Harvard University</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>

New Directions for Institutional Research (#98) on Campus Climate – October 1998	Jossey-Bass Publishers	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 Publishers	This chapter provides institutional researchers with information about a variety of resources to help them assess diversity on their campuses.
Culture Audit Summary	Lesley College	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. Measurement & Evaluation in Counseling & Development. V. 29 n. 2 p86-99 Jul 1996.	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.
Paradoxical Attitudes Among a College of Education Faculty Towards Ethnic Diversity (1998)	University of Central Oklahoma	This study investigated conflicting attitudes toward diversity among college of 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. Data analysis indicated that faculty members held conflicting attitudes, which could result in "aversive racism." (Contains 19 references.)

Plan for Diversity and Inclusion (2000)	University of San Diego	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).
The Goals, Activities & Practices (GAPS) Project (2001)	Washington State University	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.
Teaching & Learning Goals Inventory (1993)	Washington State University	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.

Changing Faces, Changing Communities: race, jobs, schools and language differences (1998)	Study Circles Resource Center Justice – available through Western Justice Center	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)	Study Circles Resource Center – available through Western Justice Center	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 <sup>st</sup> Century: The President's Initiative on Race – One America Dialogue Guide: Conducting a discussion on Race	President's Initiative on Race/U.S. Department of Justice – available through Western Justice Center	Provides step-by-step guidelines for conducting a valuable discussion on race.
What is Dialogue (1999)	Western Justice Center	A brief description of five characteristics of true dialogue.
The Netter Principles (2000)	The Workplace Diversity Network	12 Principles that describe what an inclusive workplace looks like when it is achieved.
Resources for Workplace Diversity (2000)	The Workplace Diversity Network	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.



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## Evaluation Web Sites (Selected)

Diversity Web resources:

[www.DiversityWeb.org](http://www.DiversityWeb.org)

AAHE's Assessment forum

<http://www.aahe.org/assessment/assessnw.htm>

ERIC resource on educational measurement, evaluation, learning theory

<http://ericae.net>

American Evaluation Association, there is also a minority issues in evaluation link there

[www.eval.org](http://www.eval.org)

The Stanford Research Institute web site has an online evaluation resource library (OERL) of evaluation resources, instruments, planning approaches, and scenarios.

<http://oerl.sri.com>

Electronic portfolios for evaluation

[http://www.aahe.org/teaching/portfolio\\_db.htm](http://www.aahe.org/teaching/portfolio_db.htm)

James Irvine Foundation web site has evaluation resources and approaches for grantees\

[www.irvine.org](http://www.irvine.org)

Information on Appreciative Inquiry

[www.stanford.edu/~davidf](http://www.stanford.edu/~davidf)

An interview with Peter Senge about organizational change

<http://www.fastcompany.com/online/24/senge.html>

An electronic peer reviewed journal, Practical Assessment, Research and Evaluation

<http://ericae.net/pare>



## RESOURCE INDEX & CONTACT INFORMATION

### *Broad-Based Instruments*

#### CAMPUS CLIMATE SURVEYS

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California Postsecondary Education Commission	California Postsecondary Education Commission Tel: (916) 445-7933 E-mail: ResearchStaff@cpec.ca.gov	6
California Postsecondary Education Commission	See above  Website: <a href="http://www.cpec.ca.gov/Publications/ReportSummary.ASP?761">http://www.cpec.ca.gov/Publications/ReportSummary.ASP?761</a>	6
CSU – San Bernardino	Xiwen Zhang Reference Librarian John M. Pfau Library California State University, San Bernardino 5500 University Parkway San Bernardino, CA 92407 Phone: (909) 880-5106 Fax: (909) 880-7079 Email: <a href="mailto:xiwen@csusb.edu">xiwen@csusb.edu</a> <a href="http://diversity.csusb.edu/pagers.htm">http://diversity.csusb.edu/pagers.htm</a>	7
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 E-mail: <a href="mailto:bhu@lmu.edu">bhu@lmu.edu</a> <a href="http://www.lmu.edu/acad/instresearch/irweb/home.htm">http://www.lmu.edu/acad/instresearch/irweb/home.htm</a>	7
Miami University	Developed by the Center for the Study of Higher and Postsecondary Education University of Michigan – see Student satisfaction	7
North Seattle Community College	<a href="http://www.sccd.ctc.edu/~sconge/aaic/nsurvey.htm">http://www.sccd.ctc.edu/~sconge/aaic/nsurvey.htm</a>	7

Oregon State System of Higher Education	Yvette Webber Davis, Director Diversity Planning and Special Projects Oregon University System Office of the Chancellor P.O. Box 3175 Eugene, OR 97403 Phone (541) 346-5720 Fax (541) 346-5764	8
Penn State	Dr. Betty L. Moore, Director and Senior Research Analyst 315 Grange Building University Park, PA 16802 Phone: (814) 863-1809 E-mail: <a href="mailto:blm1@psu.edu">blm1@psu.edu</a> <a href="http://www.sa.psu.edu/sara/">http://www.sa.psu.edu/sara/</a>	8
Penn State	David V. Day, Ph.D. William E. Cross, Ph.D Center for Applied Behavioral Sciences and the Department of Psychology <a href="http://www.libraries.psu.edu/divers/climate/">http://www.libraries.psu.edu/divers/climate/</a>	8
Scripps College	Scripps College Office of Planning and Development Balch Hall 1030 Columbia Ave. Claremont, CA 91711	8
Seattle Central Community College	<a href="http://www.diversityweb.org/Leadersguide/IVLSC/scccsurvey.html">http://www.diversityweb.org/Leadersguide/IVLSC/scccsurvey.html</a> <a href="mailto:Diversity-web@umail.umd.edu">Diversity-web@umail.umd.edu</a>	8
UCLA	Alexander Astin Higher Education Research Institute UCLA Graduate School of Education & Information Studies 3005 Moore Hall-- Box 951521 Los Angeles, CA 90095-1521 Phone: (310) 825-1925 <a href="http://www.gseis.ucla.edu/heri/heri.html">http://www.gseis.ucla.edu/heri/heri.html</a>	9

University of Maryland – College Park	William E. Kirwan President University of Maryland at College Park Main Administration Building College Park, Maryland 20742 Phone: (301) 405-5803 Fax: (301) 314-9560 <a href="http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/UM/Programs/Initiative/survey.html">http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/UM/Programs/Initiative/survey.html</a>	9
University of Massachusetts - Amherst	Ximena Zuniga Assistant Professor Social Justice Education Program School of Education University of Massachusetts – Amherst 383 Hills South Amherst, PA 01003 Phone: (413) 545-0918 Email: <a href="mailto:xzuniga@educ.umass.edu">xzuniga@educ.umass.edu</a>	9
University of Nebraska- Lincoln	Vice Chancellor for Student Affairs University of Nebraska at Lincoln 106 Canfield Administration Building PO Box 880423 Lincoln, NE 68588-0423	10
University of Washington	University of Washington, Office of Educational Assessment 453 Schmitz Hall Box 355837 1400 NE Campus Parkway University of Washington Seattle, WA 98195-5837 Phone: 206-543-1170 Fax: 206-543-3961 Email: <a href="mailto:oea@u.washington.edu">oea@u.washington.edu</a> <a href="http://www.washington.edu/oea/">http://www.washington.edu/oea/</a> Gerald M. Gillmore, director Nana Lowell, associate director Tom Taggart, assistant director	10

## Student Satisfaction

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ACT	ACT Postsecondary Services Educational Services Division (11) P.O. Box 168 Iowa City, IA 52243-0168	11
ACT	See above	11
Indiana University	Center for Postsecondary Research & Planning Indiana University Ashton Aley Hall Suite 102 1913 East Seventh Street Bloomington, IN 47405-7510 Phone: (812) 856-5825   Fax: (812) 856-5150 E-mail: <a href="mailto:cseq@indiana.edu">cseq@indiana.edu</a> <a href="http://www.indiana.edu/~cseq/">http://www.indiana.edu/~cseq/</a>	11
Indiana University	Dr. George D. Kuh Professor of Higher Education Smith Research Center, Suite 174 National Survey of Student Engagement 2805 East Tenth Street Bloomington, IN 47408-2698 Phone: (812) 856-5824; Fax: (812)856-5150 E-mail: <a href="mailto:nsse@indiana.edu">nsse@indiana.edu</a> <a href="http://www.indiana.edu/~nsse/">http://www.indiana.edu/~nsse/</a>	11
North Seattle Community College	See Campus climate	7
Mills College	Mills College Office of Institutional Research 5000 MacArthur Boulevard Oakland, CA 94613-1301 Phone: 510-430-2084 <a href="http://www.mills.edu/INST_RESEARCH/senior_report.html">http://www.mills.edu/INST_RESEARCH/senior_report.html</a>	12
Noel-Levitz	Noel Levitz 2101 ACT Circle Iowa City, IA 52245 (319) 337-4700	12

Noel-Levitz	Noel Levitz 2101 ACT Circle Iowa City, IA 52245 (319) 337-4700	12
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Penn State	See Campus Climate	13
Penn State	See Campus Climate	13
UCLA	See Campus Climate	14
University of Minnesota	Darwin D. Hendel Research Associate University of Minnesota Educational Policy and Administration Room 110 Wulling Hall 3345 86 Pleasant St SE Minneapolis, MN 55455 Phone: 612-625-0129 <a href="mailto:hende001@umn.edu">hende001@umn.edu</a>	16
University of Michigan	Sylvia Hurtado Project Director Center for the Study of Higher Education, 2117 SEB University of Michigan Ann Arbor, MI 48109-1259	17
University of Southern California	Dr. Mark Pavelchak Director, Student Outcomes Research University of Southern California Student Union 201 Los Angeles, CA 90089 Telephone: (213) 740-5237 E-mail: <a href="mailto:surveys@usc.edu">surveys@usc.edu</a>	17

## Intergroup Relations

Institution/Source	Contact Information	Page #
Antonio, Anthony	Anthony Lising Antonio Assistant Professor of Education School of Education CERAS BLDG. Stanford, CA, 94305-3084 Telephone: (650) 723-4053 Telephone: (650) 723-4717 Fax: (650) 723-7578 E-mail: aantonio@stanford.edu	18
Indiana University	See Student satisfaction	11
Scripps College	See Campus climate	8
University of Massachusetts - Amherst	See Campus climate	9
University of Michigan	See Student satisfaction	17
University of Minnesota	See Student satisfaction	16
University of Nebraska- Lincoln	See Campus Climate	10
UCLA	See Campus climate	9
Western Justice Center	Dr. Walter G. Stephan Department of Psychology New Mexico State University Las Cruces, NM 88003 wstephan@crl.nmsu.edu	19

## Faculty Perceptions

Institution/Source	Contact Information	Page #
American Council on Education	American Council on Education, 1995–2001 One Dupont Circle NW, Washington DC, 20036 phone: (202) 939-9300 · fax: (202) 833-4760 <a href="http://www.acenet.edu/About/programs/Access&amp;Equity/OMHE/diversityreport/questionnaire.pdf">http://www.acenet.edu/About/programs/Access&amp;Equity/OMHE/diversityreport/questionnaire.pdf</a>	20
Loyola Marymount University	See Campus climate	20
University of Arizona	Outreach A networking organization for LGBT Faculty, Staff & Graduate Students at the University of Arizona Neal Dorschel Telephone (480) 626-4692 E-mail: <a href="mailto:dorschel@u.arizona.edu">dorschel@u.arizona.edu</a> <a href="http://w3.arizona.edu/~out/">http://w3.arizona.edu/~out/</a>	21
UCLA	See Campus climate	21

## Student Learning and Involvement

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ACT	See Student satisfaction	11
CU-Boulder	CU-Boulder Office of Planning, Budget, and Analysis Phone: (303) 492-7069 E-mail: <a href="mailto:FCQ@Colorado.EDU">FCQ@Colorado.EDU</a>	22
Indiana University	See Student satisfaction	11
Indiana University	See Student satisfaction	11
Pepperdine University	Don Thompson Pepperdine University Assessment Office Payson Library, Room 336 Malibu, CA E-mail: <a href="mailto:thompson@pepperdine.edu">thompson@pepperdine.edu</a>	22
University of Georgia – Athens	<a href="http://jane.coe.edu/elementary/diversityques.html">http://jane.coe.edu/elementary/diversityques.html</a>	22
University of Michigan	See Student satisfaction	17
University of Minnesota	Dr. James Rest Burton Hall Counseling and Student Personnel Psychology Dept. University of Minnesota Minneapolis, MN 44055	23
University of Denver	Dr. Karen S. Kitchener College of Education University of Denver 2199 South University Blvd. Denver, CO 80208-2121 Phone #: (303) 871-2480 Email: <a href="mailto:kkitchen@du.edu">kkitchen@du.edu</a>	23
University of Vermont	Donald A. Grinde Director, ALANA Studies Program University of Vermont A502 Old Mill Burlington, VT 05405 Email: <a href="mailto:dgrinde@zoo.uvm.edu">dgrinde@zoo.uvm.edu</a> Phone: (802)656-3289 <a href="http://www.diversityweb.org/Leadersguide/CT/Principles_practices/alana.html">http://www.diversityweb.org/Leadersguide/CT/Principles_practices/alana.html</a>	23



Washington State University	The Center for Teaching, Learning and Technology PO Box 641223, Washington State University, Pullman, WA, 99164-1223 Telephone: 509-335-1355 Fax: 509-335-1362 E-Mail: <a href="mailto:ctl@wsu.edu">ctl@wsu.edu</a> <a href="http://www.ctl.wsu.edu/">http://www.ctl.wsu.edu/</a>	23
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## Curriculum

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# Alumni

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ACT	See Student satisfaction	25
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Mills College	Office of Institutional Research Mills College 5000 MacArthur Boulevard Oakland, CA 94613-1301 Telephone: 510-430-2084 <a href="http://www.mills.edu/INST_RESEARCH/inst_research.html">http://www.mills.edu/INST_RESEARCH/inst_research.html</a>	25
University of Washington	Office of Educational Assessment 453 Schmitz Hall Box 355837 1400 NE Campus Parkway University of Washington Seattle, WA 98195-5837 Phone: 206-543-1170 Fax: 206-543-3961 Email: <a href="mailto:oea@u.washington.edu">oea@u.washington.edu</a> <a href="http://www.washington.edu/oea/">http://www.washington.edu/oea/</a> Gerald M. Gillmore, director Nana Lowell, associate director Tom Taggart, assistant director	26

## Administration/Staff

Institution/Source	Contact Information	Page #
American Institute for Managing Diversity	50 Hurt Plaza Suite 1150 Atlanta, Georgia 30303 Telephone: 404-302-9226 Fax : 404-302-9252 <a href="http://www.aimd.org/i">http://www.aimd.org/i</a>	27
American Institute for Managing Diversity	See above	27
American Institute for Managing Diversity	See above	27
American Institute for Managing Diversity	See above	27
Diversity Metrics	Joseph Potts Associates <a href="mailto:jpotts@expertcanmore.net">jpotts@expertcanmore.net</a> <a href="http://www.diversitymetrics.com/">http://www.diversitymetrics.com/</a>	27
Diversity Metrics	See above	27
Jamestown Community College – Cattaraugus Campus	Bonnie Allesi-Barker Professor, Sociology Jamestown Community College Katharine Jackson Carnahan Center 525 Falconer Street P.O. Box 20 Jamestown, NY 14702-0020 Phone: 716-665-2299/2212 Email: <a href="mailto:BonnieAllesi-Barker@mail.sunyjcc.edu">BonnieAllesi-Barker@mail.sunyjcc.edu</a>	27
Miami University	See Campus climate	7
NASA	Earth Sciences Directorate NASA/Goddard Space Flight Center Greenbelt, MD 20771 USA <a href="http://webserv.gsfc.nasa.gov/ESD/question.html">http://webserv.gsfc.nasa.gov/ESD/question.html</a>	28
University of Arizona	See Faculty perceptions	21

## Templates

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Daryl G. Smith Claremont Graduate University	The Campus Diversity Initiative Evaluation Project Office Claremont Graduate University School of Educational Studies Harper Hall, Room 22 150 E. Tenth Street Claremont, CA 91711-6190 Tel: (909) 607-8493 Fax: (909) 621-8734 Email: cdi@cgu.edu	29
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**Target-Specific Instruments**

**Campus Climate**

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Duke University	John G. Younger Professor of Classical Archaeology Department of Classical Studies PO Box 90103 Duke University Durham, NC 27708-0103 T (office): 919-684-2082 (voicemail) email: <a href="mailto:jyounger@duke.edu">jyounger@duke.edu</a> <a href="http://www.duke.edu/web/SXL/LGBTF/LGBTF92.html#app3">http://www.duke.edu/web/SXL/LGBTF/LGBTF92.html#app3</a>	33
Indiana State University	Kevin Snider Director of Institutional Research and Testing Indiana State University 10 N. 7th Street Rankin Hall Terre Haute, IN 47809 (812) 237-2305 <a href="mailto:plbkevin@amber.ind.state.edu">plbkevin@amber.ind.state.edu</a> 10 N. 7th Street <a href="http://web.indstate.edu:80/oirt/clim2/home.html">http://web.indstate.edu:80/oirt/clim2/home.html</a>	33
Olympic College	ERIC Document # 373814	33
Penn State	See campus climate – broad-based instrument section	33
Schenectady County Community College	78 Washington Avenue Schenectady, New York 12305 518-381-1200 <a href="http://www.sunysccc.edu/">http://www.sunysccc.edu/</a>	33
UMass-Amherst	Student Affairs Research, Information, and Systems 229 Whitmore Administrative Building University of Massachusetts Amherst Amherst, MA 01003 (413) 545-1390 <a href="http://www-saris.admin.umass.edu/saris/">http://www-saris.admin.umass.edu/saris/</a>	33
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UMinn-Morris	Minority Experience Committee <a href="http://www.mrs.umn.edu/diversity/">http://www.mrs.umn.edu/diversity/</a>	35
UNC Charlotte	<a href="http://www.uncc.edu/stuaffairs/csurv.htm">http://www.uncc.edu/stuaffairs/csurv.htm</a>	35
University of Virginia	Center for Survey Research University of Virginia 2205 Fontaine Ave. Suite 303 P.O. Box 400767 Charlottesville, VA 2904-4767 <a href="mailto:surveys@virginia.edu">surveys@virginia.edu</a> TEL: 804-243-5232 FAX: 804-243-5233	35
Virginia Tech	Dr. Steven M. Janosik Associate Professor, Educational Leadership & Policy Studies 306 East Eggleston 1106 Mourning Dove Drive Blacksburg, VA 24060 <a href="mailto:sjanosik@vt.edu">sjanosik@vt.edu</a>	36
William Rainey Harper College	Eric Document # 397895	36

## Student Satisfaction

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ACT	See Student satisfaction – broad-based instrument section	37
Appalachian State University	Dr. Bobby Sharp, Director Office of Institutional Research & Planning John E. Thomas Hall PO Box 32078 Boone NC 28608-2078 828.262.4090 <a href="mailto:sharpbh@appstate.edu">sharpbh@appstate.edu</a>	37
Educational Testing Service	Educational Testing Service Rosedale Road Princeton, NJ 08541 USA (609) 921-9000 FAX: 609-734-5410 <a href="http://www.ets.org/research@ets.org">http://www.ets.org/research@ets.org</a> Study was conducted by Michael Nettles now at University of Michigan	37
The Ralph Bunche Society	<a href="http://www.fletcherledger.com/archive/1999-11-30/113099c-SurveyDiversity.htm">http://www.fletcherledger.com/archive/1999-11-30/113099c-SurveyDiversity.htm</a>	37
The Flinders University of South Australia	Wendy Marchment Head, Planning Services Unit Phone: 8201 3677 Shannon Sampson Students' Association General Secretary Phone: 8201 3014 The Flinders University of South Australia	37
Furman University	Idella Glenn Office of Multicultural Affairs 3300 Poinsett Highway Greenville, SC 29613 (864) 294-3104 <a href="mailto:idella.glenn@furman.edu">idella.glenn@furman.edu</a>	37
George Mason University	<a href="http://www.doiiit.gmu.edu/ul_survey.htm">www.doiiit.gmu.edu/ul_survey.htm</a>	38



George Mason University	Karen M. Gentemann, Director Office of Institutional Assessment, MS 3D2 George Mason University Fairfax, VA 22030-4444 703-993-8834 assessmt@gmu.edu <a href="http://assessment.gmu.edu/forms.shtml">http://assessment.gmu.edu/forms.shtml</a>	38
Indiana University Purdue University Indianapolis	Trudy W. Banta Vice Chancellor for Planning and Institutional Improvement and Professor of Higher Education <a href="mailto:tbanta@iupui.edu">tbanta@iupui.edu</a> Indiana University-Purdue University Indianapolis 355 N. Lansing Street, AO 140 Indianapolis, IN 46202-2896 Telephone: (317) 274-4111 Fax: (317) 274-4651	38
Mills College	See Alumni – broad-based instrument section	39
Montana University Bozeman	Office of Institutional Research University of Montana – Bozeman facts@montana.edu <a href="http://www.montana.edu/aircj/">http://www.montana.edu/aircj/</a>	39
South Texas Community College	South Texas Community College P.O. Box 9701 McAllen, Texas 78502-9701 956-618-8311 1-800-742-7822 <a href="http://www.stcc.cc.tx.us/selfstudy/survey/faculty.html">http://www.stcc.cc.tx.us/selfstudy/survey/faculty.html</a>	39
University of Arizona	University Teaching Center University of Arizona 1017 N. Mountain Avenue Tucson, Arizona 85721 Voice: (520) 621-7788 Fax: (520) 626-7314 <a href="http://www.utc.arizona.edu/peel/surveys/faculty_survey.htm">http://www.utc.arizona.edu/peel/surveys/faculty_survey.htm</a>	39

UBuffalo – SUNY	Dr. Raechele L. Pope Research Associate Professor The State University of New York at Buffalo Department of Educational Leadership and Policy Graduate School of Education 468 Christopher Baldy Hall Buffalo, NY 14260-1000 Phone: (716) 645-2471 Fax: (716) 645-2481 E-mail: <a href="mailto:mec6@acsu.buffalo.edu">mec6@acsu.buffalo.edu</a>	40
UMass – Amherst	See Campus climate – target-specific instrument section	33
University of Southern California	See Student satisfaction – broad-based instrument section	40
UTexas – Austin	<a href="http://www.utexas.edu/student/research/surveys/inactive/Qualstudentlife/QSL1.htm">http://www.utexas.edu/student/research/surveys/inactive/Qualstudentlife/QSL1.htm</a>	40
University of Wales	European Business Management School, University of Wales Swansea, Singleton Park, Swansea SA2 8PP, United Kingdom +44-(0)1792-295728 <a href="mailto:g.w.witchell@swansea.ac.uk">g.w.witchell@swansea.ac.uk</a> <a href="http://www.swan.ac.uk/ebms/marketing/satisfac.htm">http://www.swan.ac.uk/ebms/marketing/satisfac.htm</a>	40

## Student Learning and Involvement

Institution/Source	Contact Information	Page #
AAC & U	Dr. Caryn McTighe Musil Vice President, Diversity, Equity, and Global Initiatives Association of American Colleges and Universities 1818 R Street, NW Washington, DC 20009 Phone: 202-387-3760 E-mail: <a href="mailto:musil@aacu.nw.dc.us">musil@aacu.nw.dc.us</a>	41
Arizona State University	William S. Johnson Executive Director Division of Undergraduate Academic Services Arizona State University P.O. Box 873801 Tempe, AZ 85287-3801 Phone: (480) 965-3097 Fax: (480) 965-1091	41
Arizona State University	See above	41
California Academic Press	California Academic Press 217 La Cruz Avenue Millbrae, CA 94030 (650) 697-5628 e-mail <a href="mailto:info@calpress.com">info@calpress.com</a>	41
California Academic Press	See above	41
Lewis and Clark College	Lewis and Clark College For survey and discussion of results see: Finke, L. et. al. (1992). Lewis and Clark College: A single curriculum. In C. McTighe Musil, C. (Ed.). <u>The courage to question: Women's Studies and student learning</u> (pp.43-81). Washington, D.C.: Association of American Colleges.	42
Ohio University	Office of Institutional Research 301 Computer Services Center, Ohio University Athens, OH 45701-2979 Phone: 740-593-1059 · Fax: 740-593-0574 E-mail: <a href="mailto:insres@www.ohiou.edu">insres@www.ohiou.edu</a>	42
Portland State University	Eric Document #399684	42

UMass Boston	Dr. Peter Kian Graduate College of Education University of Massachusetts, Boston 100 Morrissey Boulevard Boston, MA 02125-3393 Phone: (617) 287-7614 Fax: (617) 287-7664	42
The University of Sydney	Elaine Chapman The University of Sydney Email: <a href="mailto:e.chapman@edfac.usyd.edu.au">e.chapman@edfac.usyd.edu.au</a> <a href="http://ibpp.edfac.usyd.edu.au/docs/ENGAGE.HTML">http://ibpp.edfac.usyd.edu.au/docs/ENGAGE.HTML</a>	43

## Curriculum

Institution/Source	Contact Information	Page #
AAC & U	Debra Humphreys Association of American Colleges and Universities 1818 R Street, N.W. Washington, DC 20009 Tel: (202)387-3760 Toll Free: 1-800-297-3775 Fax: (202)265-9532 <a href="http://www.aacu-edu.org/initiatives/irvinesurvey.html">http://www.aacu-edu.org/initiatives/irvinesurvey.html</a>	44
CUNY – Hunter	For survey and discussion of results see: Paludi, M. & Tronto, J. (1992). CUNY-Hunter College: Feminist Education. In C. McTighe Musil, C. (Ed.). <u>The courage to question: Women's Studies and student learning</u> (pp.133-155). Washington, D.C.: Association of American Colleges.	44
Old Dominion University	For survey and discussion of results see: Fellman, A. & Winstead, B. A. (1992). Old Dominion University: Making connections. In C. McTighe Musil, C. (Ed.). <u>The courage to question: Women's Studies and student learning</u> (pp.83-108). Washington, D.C.: Association of American Colleges.	44
Jack Meacham State University of New York	Available at diversityweb.org	44
UMass Boston	See Student learning and involvement – this section	42
University of Washington	Center for Instructional Development and Research University of Washington 396 Bagley Hall, Box 351725 Seattle, WA 98195-1725 Phone: 206-543-6588 Email: <a href="mailto:info@cidr.washington.edu">info@cidr.washington.edu</a> <a href="http://depts.washington.edu/cidrweb">http://depts.washington.edu/cidrweb</a>	44

## Alumni

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Bowling Green State University	Office of Institutional Research 301 McFall Center Bowling Green State University Phone: (419) 372-7816 <a href="http://bgsu.edu/offices/ir/studies/alumni/open-ended.htm">http://bgsu.edu/offices/ir/studies/alumni/open-ended.htm</a>	45
Felician College	<a href="http://www.felician.edu/Alumni/survey/index.htm">http://www.felician.edu/Alumni/survey/index.htm</a>	45
LaGrange College	LaGrange College Education Office 601 Broad Street LaGrange, GA 30240 Phone: (706) 880-8276 Fax: (706) 880-8319 <a href="http://www.lgc.peachnet.edu/academic/educatn/alumni.htm">http://www.lgc.peachnet.edu/academic/educatn/alumni.htm</a>	45
Montana State University-Bozeman	See Student satisfaction – target-specific instrument section	45
Ohio University	See Student learning and involvement – target-specific instrument section	46
Old Dominion University	See Curriculum – target-specific instrument section	44
University of Alabama	<a href="http://www.ua.edu/advancement/cqi/alumni.html">http://www.ua.edu/advancement/cqi/alumni.html</a>	46
University of Alabama at Birmingham	<a href="http://www-ece.eng.uab.edu/saeedh/UAB/14.htm">http://www-ece.eng.uab.edu/saeedh/UAB/14.htm</a>	46
Virginia Polytechnic Institute and State University	John A. Muffo Office of Academic Assessment Virginia Polytechnic Institute and State University Blacksburg, VA 24061 (540)231-6003 muffo@vt.edu <a href="http://www.aap.vt.edu/alumni.html">http://www.aap.vt.edu/alumni.html</a>	46

## Administration/Staff

Institution/Source	Contact Information	Page #
Bowling Green State University	See Alumni – target -specific instrument section	47
Indiana University Purdue University Indianapolis	Victor Borden Associate Vice Chancellor and Associate Professor of Psychology Office of Information Management and Institutional Research 620 Union Drive, Room G003, Indianapolis, IN 46202-5167 Tel: (317) 278-2282 Fax: (317) 274-3400 E-mail: <a href="mailto:vborden@iupui.edu">vborden@iupui.edu</a> <a href="http://www.imir.iupui.edu/">http://www.imir.iupui.edu/</a>	47
University of Idaho	Staff Affairs Committee <a href="http://www.ets.uidaho.edu/sac/Staff_Survey/results.htm">http://www.ets.uidaho.edu/sac/Staff_Survey/results.htm</a>	47
UNC-Pembroke	UNC Pembroke Institutional Research and Planning Lumbee Hall Administration Building Telephone: 910.521.6295 fax: 910.521.6176 <a href="http://www.uncp.edu/ir/sacs/staffsurvey.htm">http://www.uncp.edu/ir/sacs/staffsurvey.htm</a>	47
University of Texas	Survey of Organizational Excellence The University of Texas at Austin 1925 San Jacinto Blvd. Austin, TX 78712 (512) 471-9831 Fax (512) 471-9600 <a href="mailto:soe@uts.cc.utexas.edu">soe@uts.cc.utexas.edu</a> <a href="http://www.utexas.edu/depts/sswork/survey/">http://www.utexas.edu/depts/sswork/survey/</a>	48
Victoria College	The Victoria College Office of Institutional Research and Planning 2200 East Red River Victoria, TX 77901 Telephone: 361-573-3291 Fax: 361-572-3850 <a href="http://www.vc.cc.tx.us/departments/ir/surveys.html">http://www.vc.cc.tx.us/departments/ir/surveys.html</a>	48

## Other Evaluation Resources

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ACT	See Student satisfaction – broad-based instrument section	50
AIMD	The American Institute for Managing Diversity 50 Hurt Plaza, Suite 1150 Atlanta, Georgia 30303 PH: 404-302-9226 FX: 404-302-9252	50
AIMD	See Above	50
AAHE	American Association for Higher Education One Dupont Circle, Suite 360 Washington, D.C., 20036-1110 Telephone: 202-293-6440 Fax: 202-293-0073 E-mail: <a href="mailto:info@aahe.org">info@aahe.org</a> <a href="http://web.lwc.edu/staff/esmith/assess/indicat.htm">http://web.lwc.edu/staff/esmith/assess/indicat.htm</a>	50
AAHE	See Above <a href="http://www.aahe.org/assessment/principi.htm">http://www.aahe.org/assessment/principi.htm</a>	51
AAHE	AAHE – Seven principles of good practice in undergraduate education CTLT, PO Box 641223, Washington State University, Pullman, WA, 99164-1223 Phone: 509-335-1355 FAX: 509-335-1362 E-mail: <a href="mailto:ctl@wsu.edu">ctl@wsu.edu</a> <a href="http://assessment.ctl.wsu.edu/spring2001/7p.htm">http://assessment.ctl.wsu.edu/spring2001/7p.htm</a>	51
Arizona State University	Arizona State University Intergroup Relations Center ASU Intergroup Relations Center PO Box 871512, Tempe, AZ 85287-1512 phone: 480/965-1574 fax: 480/965-1347 E-mail: <a href="mailto:asuirc@asu.edu">asuirc@asu.edu</a> <a href="http://www.asu.edu/provost/intergroup/">http://www.asu.edu/provost/intergroup/</a>	51



ASHE-ERIC	The ERIC Clearinghouse on Higher Education The George Washington University One Dupont Circle, NW Suite 630 Washington, D.C. 20036 Phone: 1-800-773-3742 ext.15 <a href="http://www.eriche.org/publications/index.html">http://www.eriche.org/publications/index.html</a>	51
	Bloom's Taxonomy – see tools section for reference	52
	Cultural Literacy Test – see tools section for reference	52
California Academic Press	See Student learning and involvement – target-specific instrument section	52
Shippensburg University	Eric Document # 370152	53
California Academic Press	See Student learning and involvement – target-specific instrument section	53
Harvard University	Dr. Richard J. Light, Professor Harvard University Graduate School of Education Larsen Hall Cambridge, Massachusetts 02138 Phone: 617-495-1183	53
Jossey-Bass Publishers	Jossey-Bass 350 Sansome Street San Francisco, CA, CA 94104 Phone: 415.433.1740 Fax: 415.433.0499	54
Jossey-Bass Publishers	See Above	54
Lesley College	Lesley College 29 Everett Street Cambridge, Massachusetts, USA 02138-2790 <a href="http://www.lesley.edu/services/diversity/audit.html">http://www.lesley.edu/services/diversity/audit.html</a>	54
	MAC-P Questionnaire – see tool section for reference	54
University of Central Oklahoma	Eric Document # 420631	54
University of San Diego	<a href="http://www.acusd.edu/provost/docs/diversity.htm">http://www.acusd.edu/provost/docs/diversity.htm</a>	55
Washington State University	Center for Teaching, Learning, and Technology PO Box 641223 Washington State University Pullman, WA, 99164-1223 Phone: 509-335-1355 FAX: 509-335-1362	55

Washington State University	<p>Thomas A. Angelo and Patricia Cross. <i>Classroom Assessment Techniques: A Handbook for College Teachers</i>. Second Edition. San Francisco, CA: Jossey-Bass Publishers, 1993.</p> <p>For more info contact:  Dennis Bennett, Coordinator of Educational Technologies  Student Advising and Learning Center (SALC)  Washington State University  Pullman, WA 99164-1064  509/335-6000  <a href="mailto:dbennett@mail.wsu.edu">dbennett@mail.wsu.edu</a>  <a href="http://www.ctlt.wsu.edu/">http://www.ctlt.wsu.edu/</a></p>	55
Western Justice Center Foundation	<p>Western Justice Center Foundation  85 South Grand Avenue  Pasadena, California 91105  Phone: (626) 584-7494  Fax: (626) 568-8223  E-mail: <a href="mailto:info@westernjustice.org">info@westernjustice.org</a>  Website: <a href="http://www.westernjustice.org">www.westernjustice.org</a></p>	56
Western Justice Center Foundation	See Above	56
Western Justice Center Foundation	See Above	56
Western Justice Center Foundation	<p>See Above  <a href="http://www.westernjustice.org/what_is_dialogue.htm">http://www.westernjustice.org/what_is_dialogue.htm</a></p>	56

The Workplace Diversity Network	<p>The Workplace Diversity Network  <a href="http://www.ilr.cornell.edu/extension/wdn/">http://www.ilr.cornell.edu/extension/wdn/</a>  Susan Woods  237 Main Street, Suite 1200  Buffalo, NY 14203-2719  Tel: 716/852-4191  Fax: 716/852-3802  E-mail: <a href="mailto:sew13@cornell.edu">sew13@cornell.edu</a></p> <p>Tammy Bormann  Co-Director, NCCJ  475 Park Avenue South, 19th Floor  New York, New York 10016  Tel: 1-800/352-6225 (NCCJ National Office)  Tel: 908/832-9781  Fax: 908/832-7563  E-mail: <a href="mailto:tlborm@goes.com">tlborm@goes.com</a></p>	56
The Workplace Diversity Network	See Above	56