

### Intergroup Relations Module

*This optional module asks respondents about their capacity to engage respectfully across group differences.*

**1. Please indicate the extent to which you agree or disagree with each of the following statements:**

*(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)*

- It is hard to listen to points of view that challenge my values
- I have a clear sense of my racial/ethnic background and what it means for me
- I clam up (freeze) when conflict involves strong emotions
- I have a lot of pride in my racial/ethnic group and its accomplishments
- I would rather hear a person's conflicting view than have them remain silent
- I feel a strong attachment toward my own racial/ethnic group
- I can help people from different groups use conflict constructively

**2. While at this college:**

*(Responses: Very Often, Often, Sometimes, Seldom, Never)*

- I have spent time trying to learn more about my racial/ethnic identity group
- I have been in situations where I was the only person of my race/ethnic group

**3. Please indicate the extent to which you agree or disagree with each of the following statements:**

*(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)*

- Students here are willing to talk about equity, injustice, and group differences
- When people feel frustrated about racial/ethnic stereotypes applied to their group, I feel some of their frustration too
- Discrimination in the workplace still limits the success of many people of color
- When people feel proud of the accomplishments of someone of their racial/ethnic group, I feel some of their pride as well
- Most people of color are no longer discriminated against in this country
- There is at least one staff or faculty member here that I can talk to about difficult social justice issues
- What one can achieve in life is still limited by one's race or ethnicity
- When people express regret about the racial/ethnic biases they were taught, I can empathize with their feelings
- Inequalities in the educational system limit the success of people of color
- When I learn about the injustices that people of different races/ethnicities have experienced, I tend to feel some of the anger that they do

**4. How often in the past year have you:**

*(Responses: Very Often, Often, Sometimes, Seldom, Never)*

- Avoided using language that reinforces negative stereotypes
- Participated in a coalition of different groups to address social justice issues
- Challenged others on derogatory comments
- Reinforced others for behaviors that support diversity
- Made efforts to educate myself about other groups
- Worked with others to challenge discrimination

**5. We are all members of different social identity groups (e.g., gender, race, ethnicity, sexual orientation, socioeconomic class). How often in the past year have you thought about your:**

*(Responses: Very Often, Often, Sometimes, Seldom, Never)*

- Ability/disability status
- Age
- Citizenship status
- Gender
- Political affiliation
- Race/ethnicity
- Religious/spiritual affiliation
- Sexual orientation
- Socioeconomic class

## Climate for Transfer at 2-Year Institutions Module

*This optional module asks respondents about practices at 2-year institutions regarding the transfer pathway and climate of support. It is designed for 2-year institutions and community colleges only.*

### 1. Please indicate the extent to which you agree or disagree with each of the following statements about this college:

*(Responses: Strongly Agree, Agree, Disagree, Strongly Disagree)*

- This campus proactively distributes transfer information to students
- It's easy to find help for applying to colleges/universities here
- Counselors make transfer a priority at this institution
- This campus actively helps students/parents apply for financial aid
- Faculty make transfer a priority at this institution
- Class sections are available in the evening
- Student services are available for night students
- Faculty and staff understand the academic, cultural, social, and economic needs of students who go here
- Administrators make transfer a priority at this institution
- This community college promoted transfer at my high school
- Students learn about transfer requirements at college entry

### 2. Since entering this college, how difficult has it been to:

*(Responses: Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult)*

- Adjust to the academic demands of classes
- Access support services outside of "regular" business hours
- Figure out which courses count towards your goals
- Find parking
- Schedule classes for the next semester
- Improve my English reading, writing, or speaking skills
- Have time to do schoolwork
- Find child care
- Complete course pre-requisites for an intended major
- Pass basic skills or remedial courses

### 3. Are you planning to transfer?

- Yes, and I have specific plans
- Yes, but I don't have specific plans yet
- No

### 3a. (If yes to Q3) Since entering this college have you:

*(Responses: Frequently, Occasionally, Not at All)*

- Taken courses that provided transfer, financial aid and study skills information
- Met with a community college counselor about transferring
- Discussed my academic goals with faculty
- Talked to a peer advisor about transferring
- Attended a college fair
- Talked with a transfer admissions counselor from a four-year institution
- Participated in a summer program at a four-year institution
- Sought information for prerequisites in my major
- Visited a four-year campus
- Used the transfer course requirements list/transfer plan when registering for classes
- Was encouraged by faculty or staff to participate in an academic summer program linked with a four-year institution