

# Lake Superior College: Diversity and Equity Campus Climate Survey 2022-2023

## Introduction

The Diversity and Equity Campus Climate Survey is a survey designed and administered by the Higher Education Data Sharing Consortium (HEDS) that allows institutions to assess the strengths and weaknesses of their campus climate. The survey measures students' perceptions in three categories:

- Institution's climate
- How the institution supports diversity and equity
- Their experiences with discrimination and harassment at their institution.

Results from the Diversity and Equity Campus Climate Survey can guide improvements in support, policies, and practices at Lake Superior College (LSC). The survey provides valuable insights to enhance the institutions understanding of campus climate regarding diversity and equity.

This is the first time the Diversity and Equity Campus Climate Survey has been administered at LSC.

## Contents

<b>Methodology .....</b>	<b>2</b>
<b>Campus Diversity .....</b>	<b>2</b>
<b>Climate for Diversity Equity .....</b>	<b>4</b>
<b>Campus Climate by Demographics .....</b>	<b>6</b>
<b>Institutional Support .....</b>	<b>10</b>
<b>Experience With Negative Remarks .....</b>	<b>14</b>
<b>Insensitive or Disparaging Remarks by Demographics .....</b>	<b>15</b>
<b>Increased Support of Diversity and Equity through Activities.....</b>	<b>19</b>
<b>Interaction With Different Groups on Campus .....</b>	<b>21</b>
<b>Discussion .....</b>	<b>24</b>
<b>Appendix – Survey Items .....</b>	<b>25</b>

## Methodology

The Diversity and Equity Campus Climate Survey was administered to all students enrolled in 1 or more credits in Spring 2023. In total 2,897 LSC students were invited to take the survey. Although, HEDS sent out multiple reminder emails over a 4-week administration period, the response rate was only 4.80%.

HEDS compared LSC data to students from other 2-year public institutions and to those at all other institutions who were administered this survey. More than 130,000 students have been administered this survey at 322 institutions with a response rate 13%.

Most of the survey items are rated by respondents for satisfaction, support, and comfortability. Below is an example of the rating system(s):

- Very Satisfied/Strongly Agree/Very Comfortable
- Generally Satisfied/Agree/Somewhat Comfortable
- Neither Satisfied nor Dissatisfied/Neither Agree nor Disagree/Nether Comfortable nor uncomfortable
- Generally Dissatisfied/Disagree/Somewhat Uncomfortable
- Very Dissatisfied/Strongly Disagree/Very Uncomfortable

Students were given the option to not respond to the demographic questions. Those who chose not to respond were not included in the calculations.

## Campus Diversity

85% of the LSC survey respondents reported their race/ethnicity as white, followed by 7% being multiple race/ethnicities.

62% of the LSC respondents identified as a woman (cisgender), 32% identified as a man (cisgender), and 6% identified as non-binary and/or transgender.

76% of the LSC respondents reported being heterosexual. 24% of respondents reported being LGBTQ+

Additional campus diversity data are summarized in Table 1. The table compares LSC's data to other 2-year public institutions, and all other participating institutions. HEDS grouped people with less populous identities into broader categories (e.g., "Other religious affiliation").

TABLE 1. CAMPUS DIVERSITY FOR SURVEY RESPONDENTS

<b>Race/Ethnicity</b>	<b>LSC</b>	<b>2-Year Public</b>	<b>All Participating Institutions</b>
African American/Black	2%	11%	7%
All other races/ethnicities	3%	3%	2%
Asian	0%	6%	4%
Hispanic/Latino	2%	10%	6%
International	1%	2%	5%
Multiple races/ethnicities	7%	12%	12%
White	85%	55%	64%
<b>Gender Identity</b>			
Man(cisgender)	32%	31%	36%
Non-binary and/or transgender	6%	3%	3%
Woman	62%	67%	61%
<b>Sexual Orientation</b>			
Heterosexual	76%	81%	78%
LGBQ+	24%	19%	22%
<b>Political Views</b>			
Conservative	30%	20%	17%
Liberal	25%	40%	49%
Middle-of-the-road	45%	40%	34%
<b>Disability Status</b>			
Long-term disability	13%	11%	10%
No disability	84%	87%	89%
Temporary disability	3%	2%	2%
<b>Religious Affiliation</b>			
Atheist/Agnostic	28%	17%	22%
Christian	47%	59%	56%
Other religious affiliation	7%	13%	12%
Spiritual, but not religious	17%	12%	10%
<b>Parent(s) Education Level</b>			
Earned a graduate or professional degree	16%	29%	42%
No College education	22%	27%	17%
Some college education or earned an undergraduate degree	62%	44%	41%

## Climate for Diversity Equity

The survey compares LSC's overall data based on three questions:

1. Students' satisfaction with the overall campus climate and their sense of belonging to the community.
2. If the students agree that the campus is free from tensions related to individual group differences and that diversity on campus improves experiences and interactions on campus.
3. Overall, how comfortable students are sharing their views on diversity and equity at LSC.

LSC had a higher percentage of students who were generally or very satisfied with characteristics of the campus climate in comparison to respondents at 2-year public institutions and all participating institutions. 87% of student respondents at LSC are generally or are very satisfied with the characteristics of the overall campus climate, while 70% are generally or are very satisfied with the extent all community members experience a sense of belonging. This data is depicted in Figure 1 below.

71% of LSC respondents agree or strongly agree that the campus is free from tensions, which is a higher percentage compared to 2-year public institutions and all participating institutions. LSC had a lower percentage of students (80%) who agree or strongly agree that diversity improves campus interactions in comparison to 2-year public institutions and all participating institutions. This data is depicted in Figure 2 below.

Only 52% of LSC's respondents felt somewhat or very comfortable with sharing views on diversity and equity which is lower than those respondents from 2-year institutions and all participating institutions. This data is depicted in Figure 3 below.

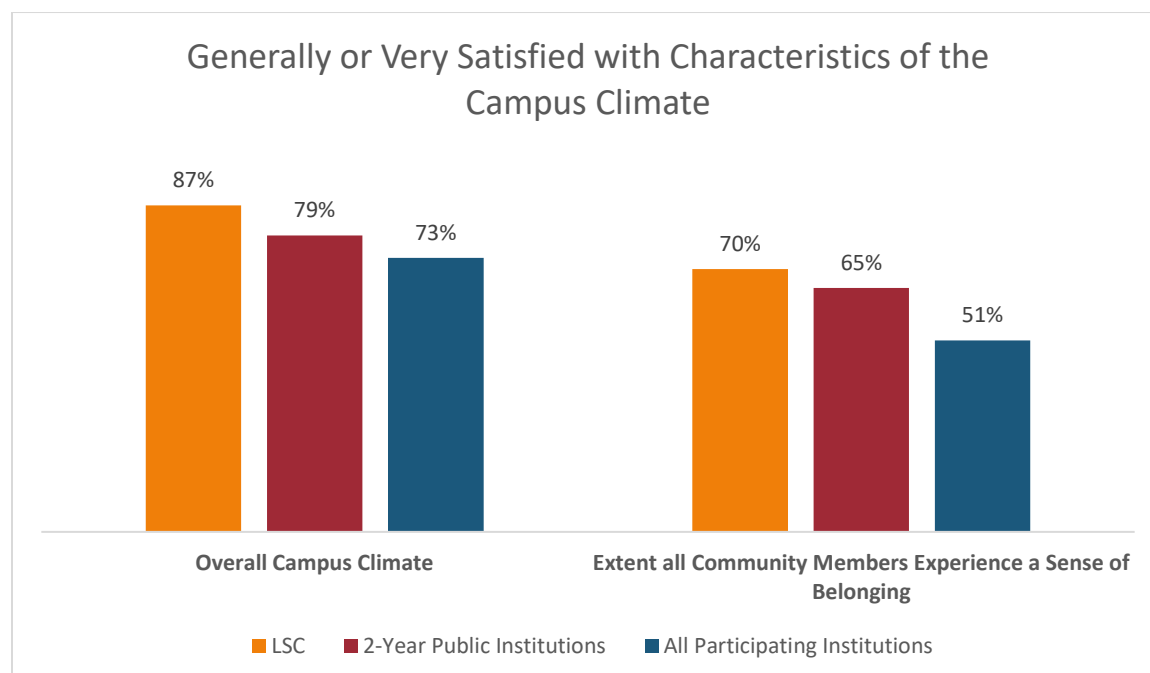


FIGURE 1. CHARACTERISTICS OF CAMPUS CLIMATE

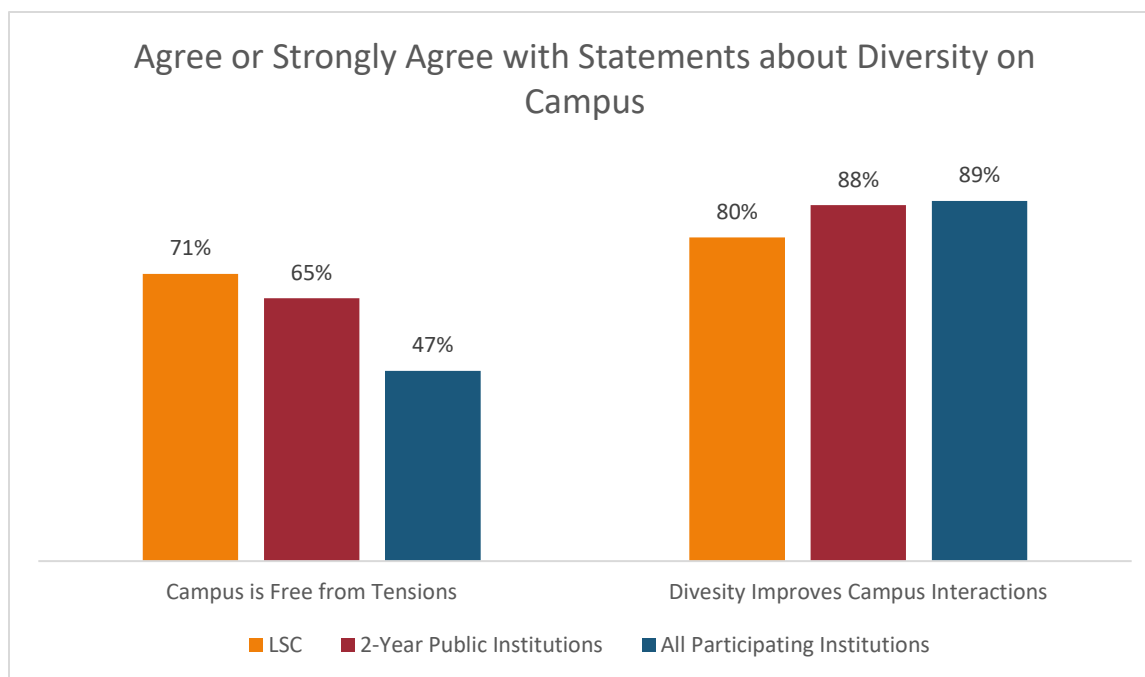


FIGURE 2. STATEMENTS ABOUT DIVERSITY ON CAMPUS

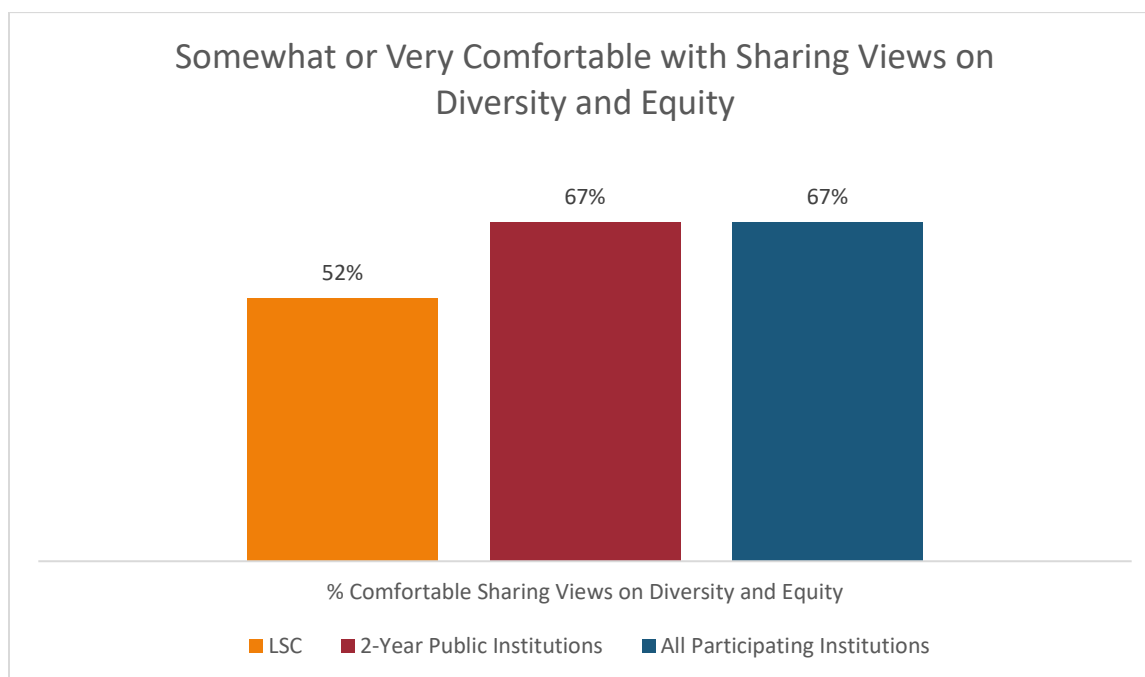


FIGURE 3. SHARING VIEWS ON DIVERSITY AND EQUITY

## Campus Climate by Demographics

When comparing LSC's campus climate survey results to those at a 2-year public institution and all participating institutions, LSC in most categories has a higher satisfaction or approximately the same amount in satisfaction.

Table 2 breaks down campus climate for diversity and equity by demographic categories. HEDS computed this by taking the average level (mean) of satisfaction that a student has with each of the elements from question 1:

*Please indicate your level of satisfaction with the following at Lake Superior College. (Q1)*

- *Overall campus climate*
- *The campus experience/environment regarding diversity at Lake Superior College*
- *The extent to which you experience a sense of belonging or community at Lake Superior College*
- *The extent to which you feel all community members experience a sense of belonging or community at Lake Superior College*

The participants were given the response options:

- 1= Very satisfied
- 2= Generally satisfied
- 3= Neither satisfied nor dissatisfied
- 4= Generally dissatisfied
- 5= Very dissatisfied

A larger mean indicates a higher satisfaction. Only groups of five or more students will have a mean. Arrows are used to indicate the difference between the mean score of LSC students to the mean score of students at 2-year public institutions and all participating institutions (effect size):

↑↑↑ Large positive	↑↑ Medium positive	↑ Small Positive	↔ No Difference
↓↓↓ Large negative	↓↓ Medium negative	↓ Small Negative	

Large = mean of 0.5

Medium = mean of 0.3

Small = mean of 0.1

A student with a positive arrow would indicate that members of this category at LSC, on average, are more satisfied than those at other institutions; a negative arrow would indicate less satisfaction and an arrow pointed to the left indicates that the groups are approximately the same. HEDS only calculated the effect size when the mean at LSC had 10 or more students.

TABLE 2. CAMPUS DIVERSITY BY DEMOGRAPHICS

	Lake Superior College			
				Effect Size
	n	Mean	vs. All 2-Year Public Institutions	vs. All Participating Institutions
<b>Overall Results</b>				
LSC Campus Climate Indicator	129	4.03	↔	↑↑
<b>Results by Role</b>				
Undergraduate	106	4.10	↔	↑↑
<b>Results by Role and Race/Ethnicity</b>				
White	95	4.14	↔	↑↑
Multiple races/ethnicities	8	4.16		
African American/Black	2	-		
Hispanic/Latino	3	-		
International	0	-		
Asian	0	-		
All other races/ethnicities	4	-		
<b>Results by Role and Gender Identity</b>				
Man (cisgender)	38	4.14	↔	↑↑
Woman (cisgender)	68	4.21	↔	↑↑↑
Non-binary and/or transgender	7	3.93		
<b>Results by Role and Sexual Orientation</b>				
Heterosexual	85	4.23	↔	↑↑
LGBQ+	27	3.99	↔	↑↑↑
<b>Results by Role and Political Views</b>				
Liberal	25	4.06	↔	↑↑↑
Middle-of-the-road	42	4.30	↑	↑↑↑
Conservative	26	4.05	↓	↔
<b>Results by Role and Disability Status</b>				
Long-term disability	15	4.27	↑	↑↑↑
Temporary disability	4	-		
No disability	91	4.13	↔	↑↑
<b>Results by Role and Religious Affiliation</b>				
Christian	47	4.24	↔	↑↑
Atheist/Agnostic	30	4.10	↑	↑↑↑
Spiritual, but not religious	20	4.20	↔	↑↑↑
Other religious affiliation	7	3.68		

Figures 4 through 7 break down LSC students' satisfaction to each part of question 1.

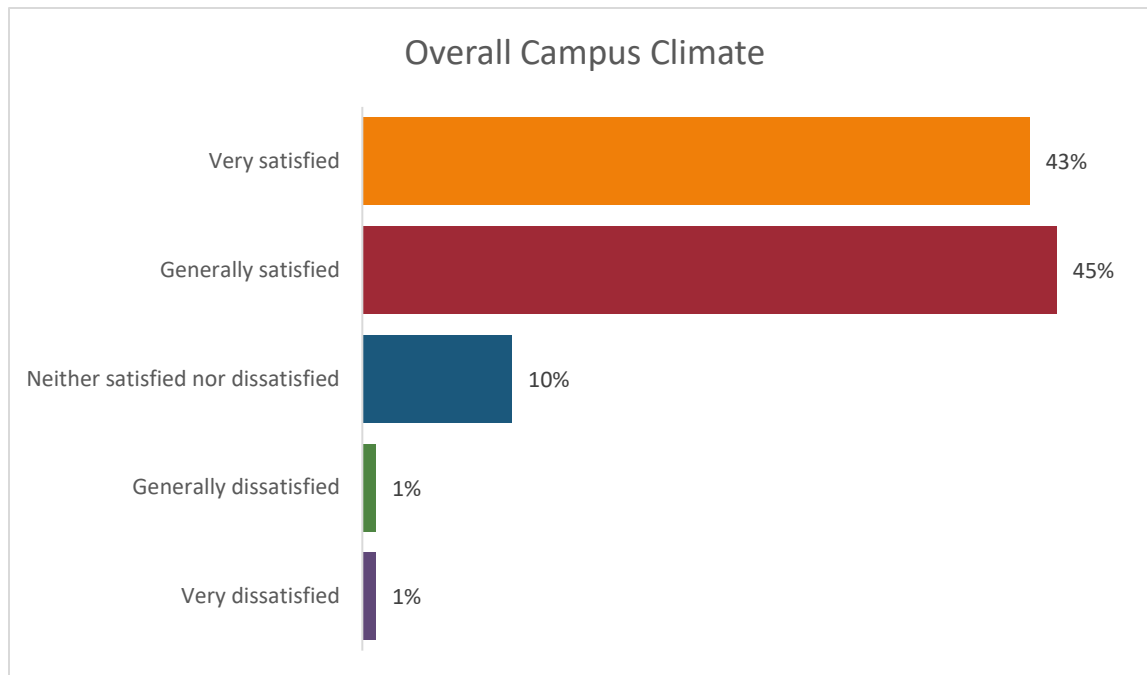


FIGURE 4. OVERALL CAMPUS CLIMATE SATISFACTION

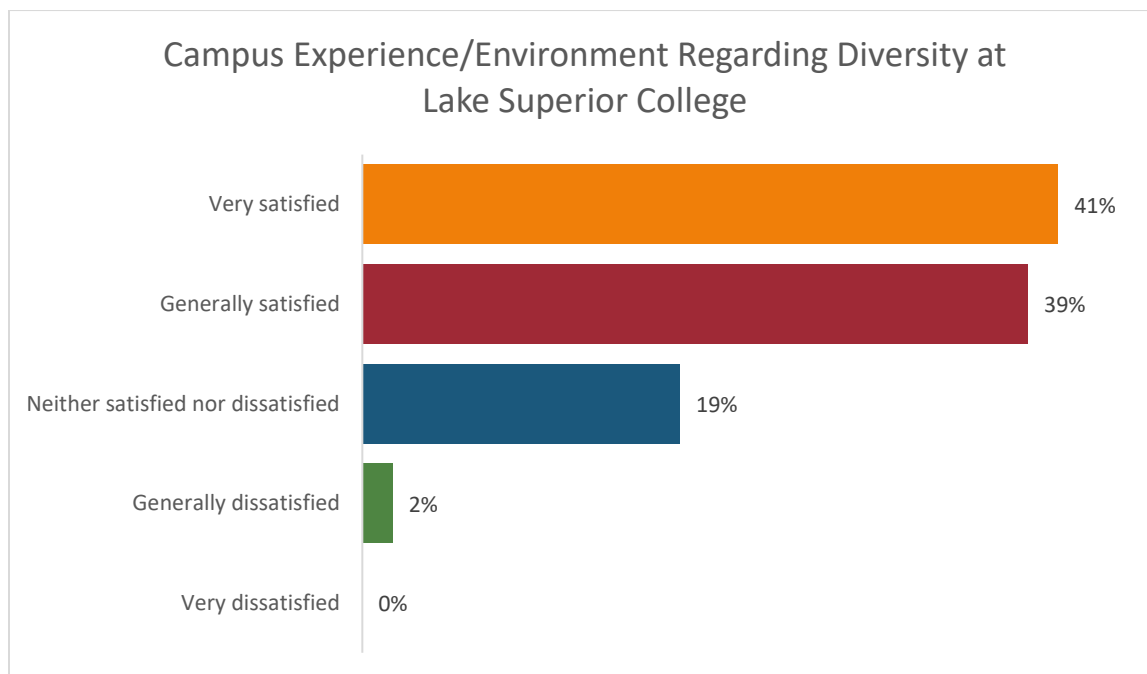


FIGURE 5. CAMPUS EXPERIENCE/ENVIRONMENT REGARDING DIVERSITY SATISFACTION



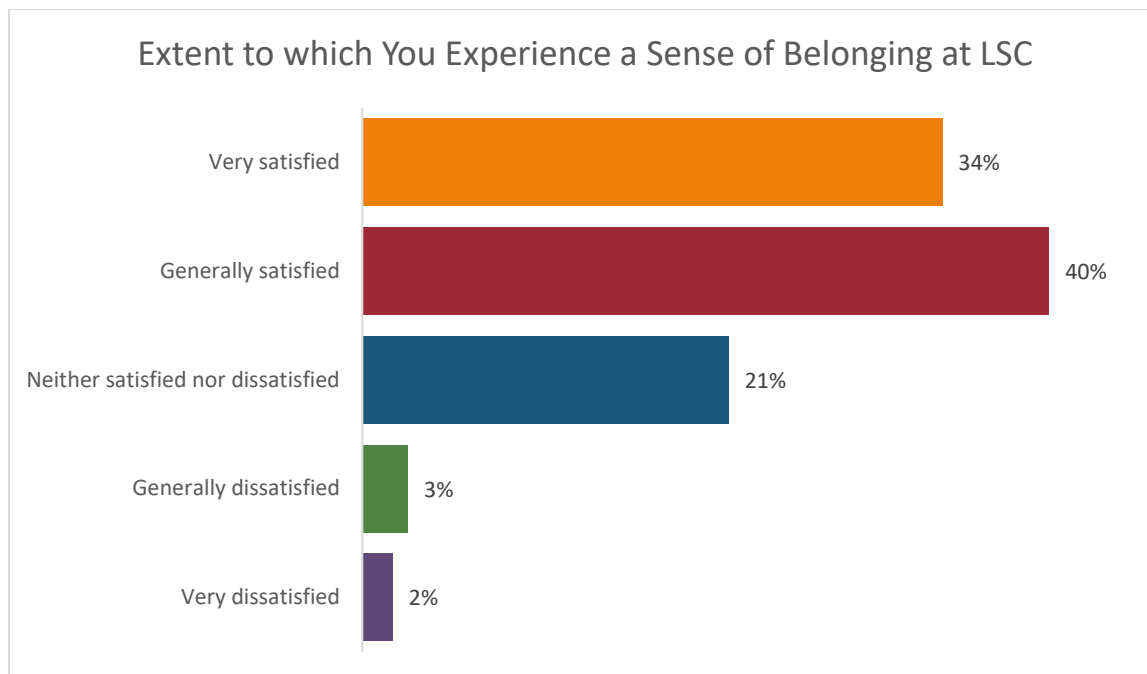


FIGURE 6. SENSE OF BELONGING AT LSC SATISFACTION

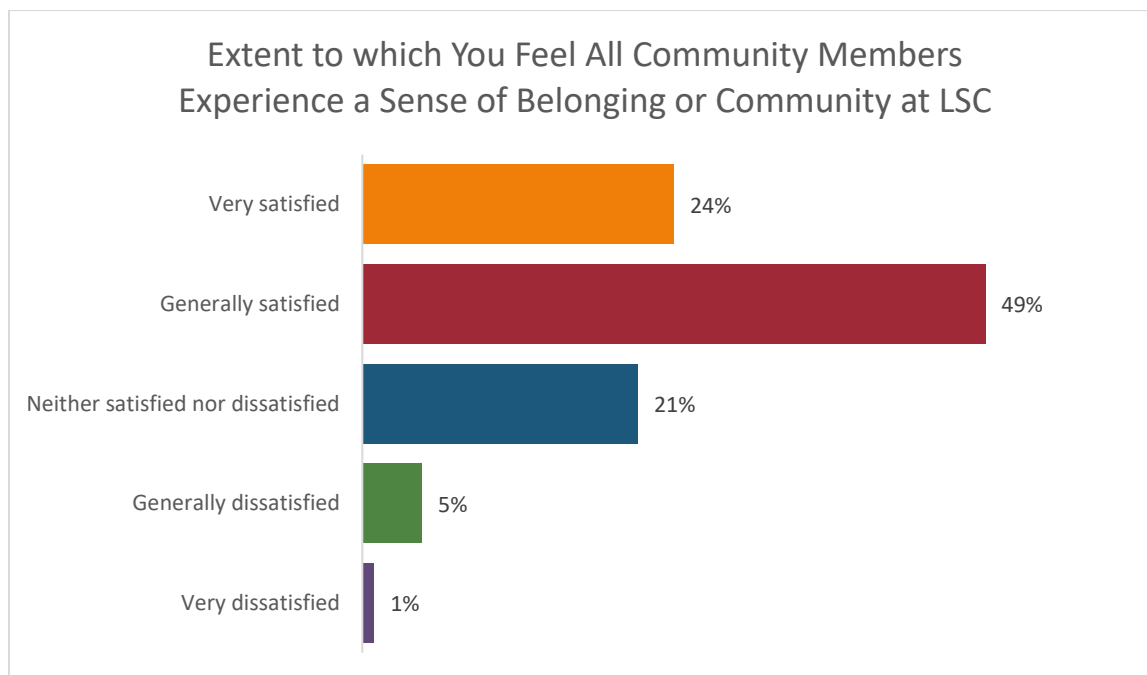


FIGURE 7. SENSE OF BELONGING FOR ALL COMMUNITY MEMBERS SATISFACTION

## Institutional Support

When comparing LSC's institutional support for diversity and equity to those at a 2-year public institution and all participating institutions, LSC in most categories that were measured has a higher sense of support or roughly the same sense of support.

Table 3 breaks down institutional support for diversity and equity by demographic categories. HEDS computed this by taking the average level of agreement (mean) that a student has with each of the elements from question 2:

*Please indicate your level of agreement with the following at Lake Superior College. (Q2)*

- *The campus environment is free from tensions related to individual or group differences*
- *Recruitment of historically marginalized students, faculty, and staff is an institutional priority*
- *Retention of historically marginalized students, faculty, and staff is an institutional priority*
- *Senior leadership demonstrates a commitment to diversity and equity on this campus*

The participants were given the response options:

- 1= Strongly disagree
- 2= Disagree
- 3= Neither agree nor disagree
- 4= Agree
- 5= Strongly agree

A larger mean indicates a higher agreement. Only groups of five or more students will have a mean. Arrows are used to indicate the difference between the mean score of LSC students to the mean score of students at 2-year public institutions and all participating institutions (effect size):

↑↑↑ Large positive	↑↑ Medium positive	↑ Small Positive	↔ No Difference
↓↓↓ Large negative	↓↓ Medium negative	↓ Small Negative	

Large = mean of 0.5

Medium = mean of 0.3

Small = mean of 0.1

A student with a positive arrow would indicate that members of this category at LSC, on average, has a higher sense of support than those at other institutions; a negative arrow would indicate less support and an arrow pointed to the left indicates that the groups are approximately the same. HEDS only calculated the effect size when the mean at LSC had 10 or more students.

TABLE 3. INSTITUTIONAL SUPPORT BY DEMOGRAPHICS

Lake Superior College – Institutional Research – 12/4/2023  
Source: HEDS Diversity and Equity Campus Climate Survey

	Lake Superior College			
	Effect Size			
	n	Mean	vs. All 2-Year Public Institutions	vs. All Participating Institutions
<b>Overall Results</b>				
Lake Superior College Institutional Support Indicator	136	3.84	↔	↑↑
<b>Results by Role</b>				
Undergraduate Students	111	3.92	↔	↑↑
<b>Results by Role and Race/Ethnicity</b>				
White	100	4.01	↔	↑↑↑
Multiple races/ethnicities	9	3.81		
African American/Black	2	-		
Hispanic/Latino	3	-		
International	1	-		
Asian	0	-		
All other races/ethnicities	4	-		
<b>Results by Role and Gender Identity</b>				
Man (cisgender)	41	3.80	↓	↑
Woman (cisgender)	72	4.06	↔	↑↑↑
Non-binary and/or transgender	7	3.79		
<b>Results by Role and Sexual Orientation</b>				
Heterosexual	91	3.99	↔	↑↑
LGBTQ+	28	3.82	↔	↑↑↑
<b>Results by Role and Political Views</b>				
Liberal	26	3.77	↓	↑↑↑
Middle-of-the-road	45	4.08	↔	↑↑↑
Conservative	27	3.94	↓	↑
<b>Results by Role and Disability Status</b>				
Long-term disability	15	4.10	↑	↑↑↑
Temporary disability	4	-		
No disability	98	3.91	↓	↑↑
<b>Results by Role and Religious Affiliation</b>				
Christian	51	4.01	↔	↑↑
Atheist/Agnostic	32	3.80	↔	↑↑↑
Spiritual, but not religious	20	4.06	↑	↑↑↑
Other religious affiliation	8	3.50		

Figures 8 through 11 break down the responses from LSC students for each part of question 2.

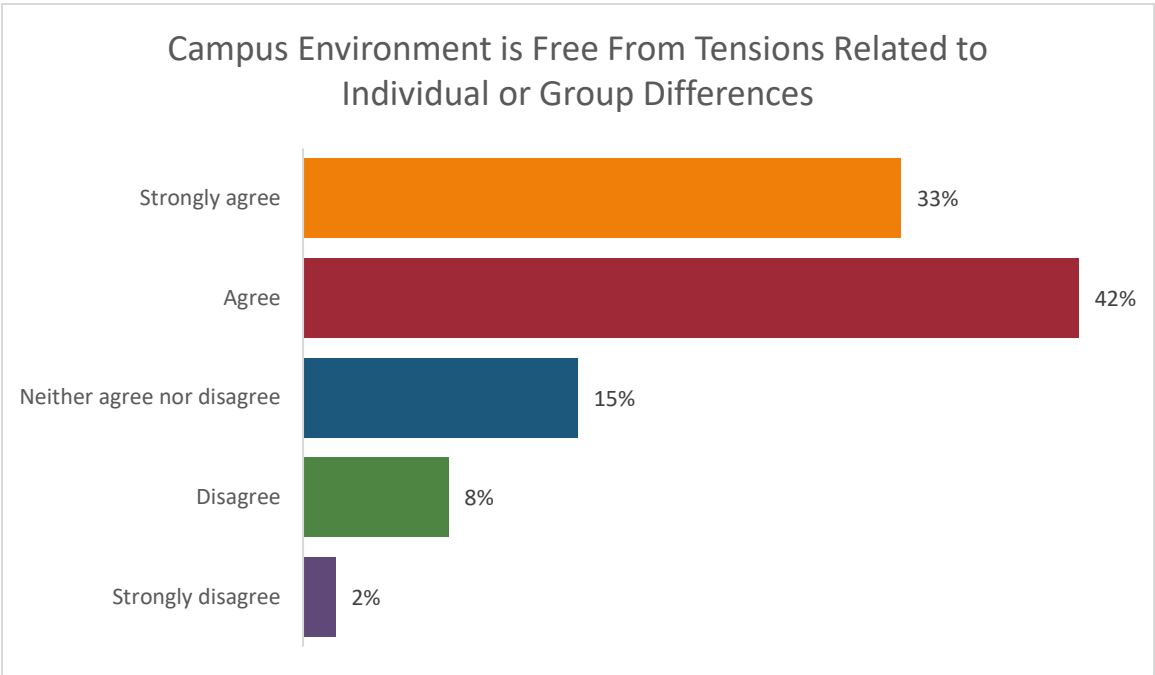


FIGURE 8. CAMPUS ENVIRONMENT IS FREE FROM TENSION SUPPORT

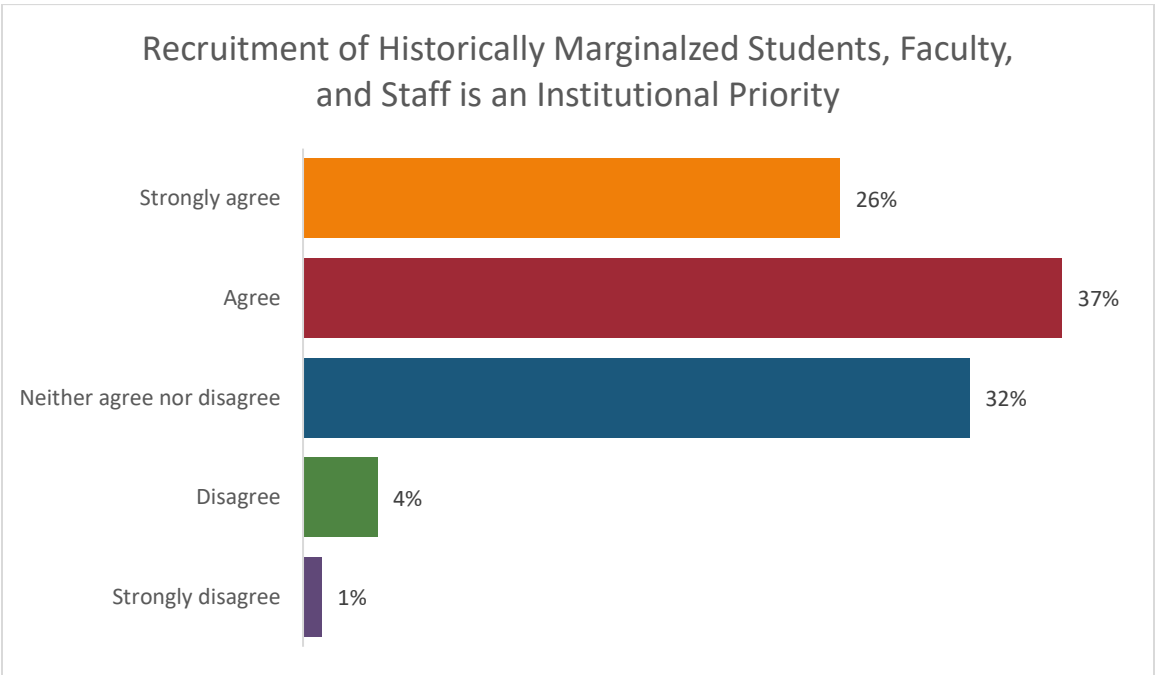


FIGURE 9. RECRUITMENT OF HISTORICALLY MARGINALIZED SUPPORT

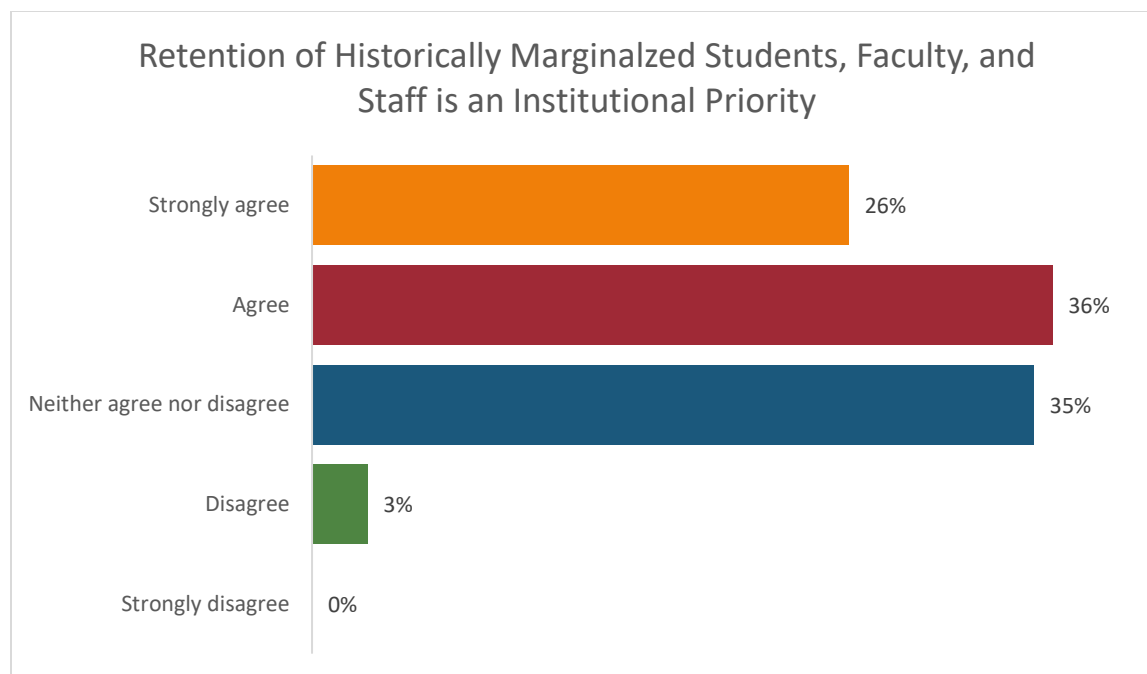


FIGURE 10. RETENTION OF HISTORICALLY MARGINALIZED SUPPORT

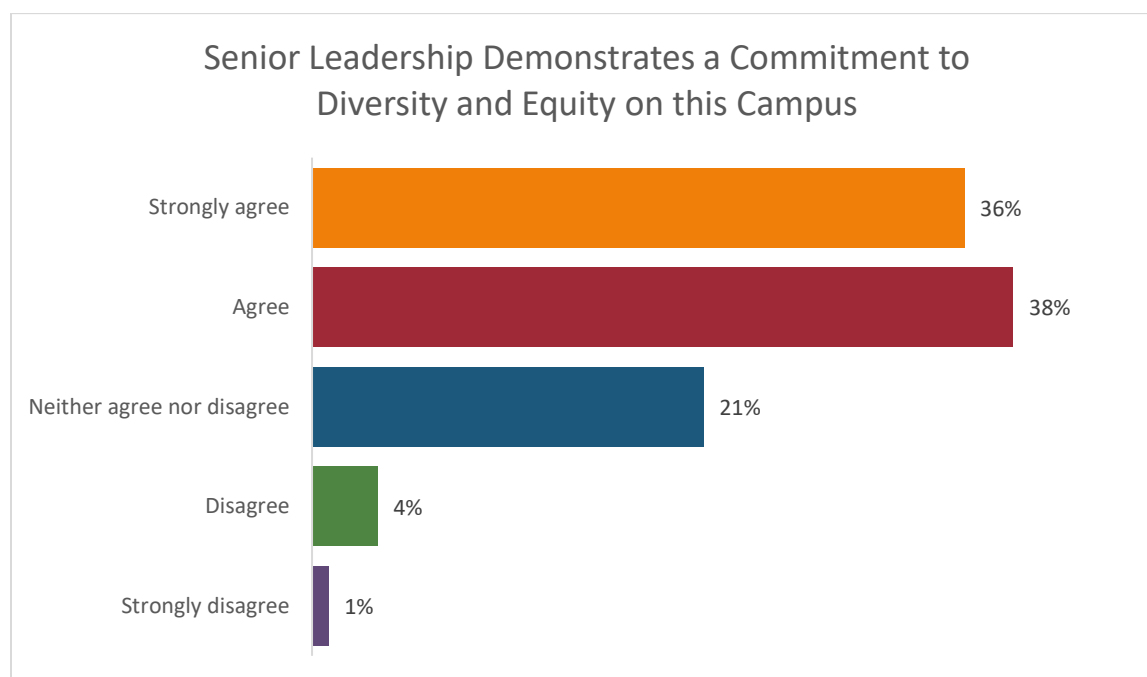


FIGURE 11. SENIOR LEADERSHIP DEMONSTRATES A COMMITMENT TO DIVERSITY AND EQUITY SUPPORT

## Experience With Negative Remarks

37% of LSC's respondents heard sometimes, often, or very often insensitive or disparaging remarks towards people with a particular political affiliation or view. The next highest percentage of respondents heard remarks towards people of a particular gender or gender identity at 27%. Table 4 is a breakdown of percentage of respondents that sometimes, often, or very often heard insensitive or disparaging remarks in comparison to 2-year public institutions and all participating institutions.

TABLE 4. RESPONDENTS THAT SOMETIMES, OFTEN, OR VERY OFTEN HEARD INSENSITIVE OR DISPARAGING REMARKS

About:	LSC	2-Year Public Institutions	All Participating Institutions
People with a particular political affiliation/view	37%	32%	52%
People of a particular gender or gender identity	27%	16%	30%
People of a particular sexual orientation	23%	15%	27%
People of a particular age or generation	23%	21%	30%
People of a particular religious background	20%	14%	23%
People who have a particular Racial and/or ethnic identity	16%	17%	27%
People from a particular socioeconomic background	15%	14%	22%
People with a particular disability	12%	15%	19%
People for whom English is not their native language	9%	17%	21%

48% of the respondents of the survey indicated the source of the insensitive or disparaging remarks came from students followed by 31% coming from the local community. Figure 12 is a breakdown of the sources the students indicated making insensitive or disparaging remarks compared to 2-Year public institutions and all participating institutions.

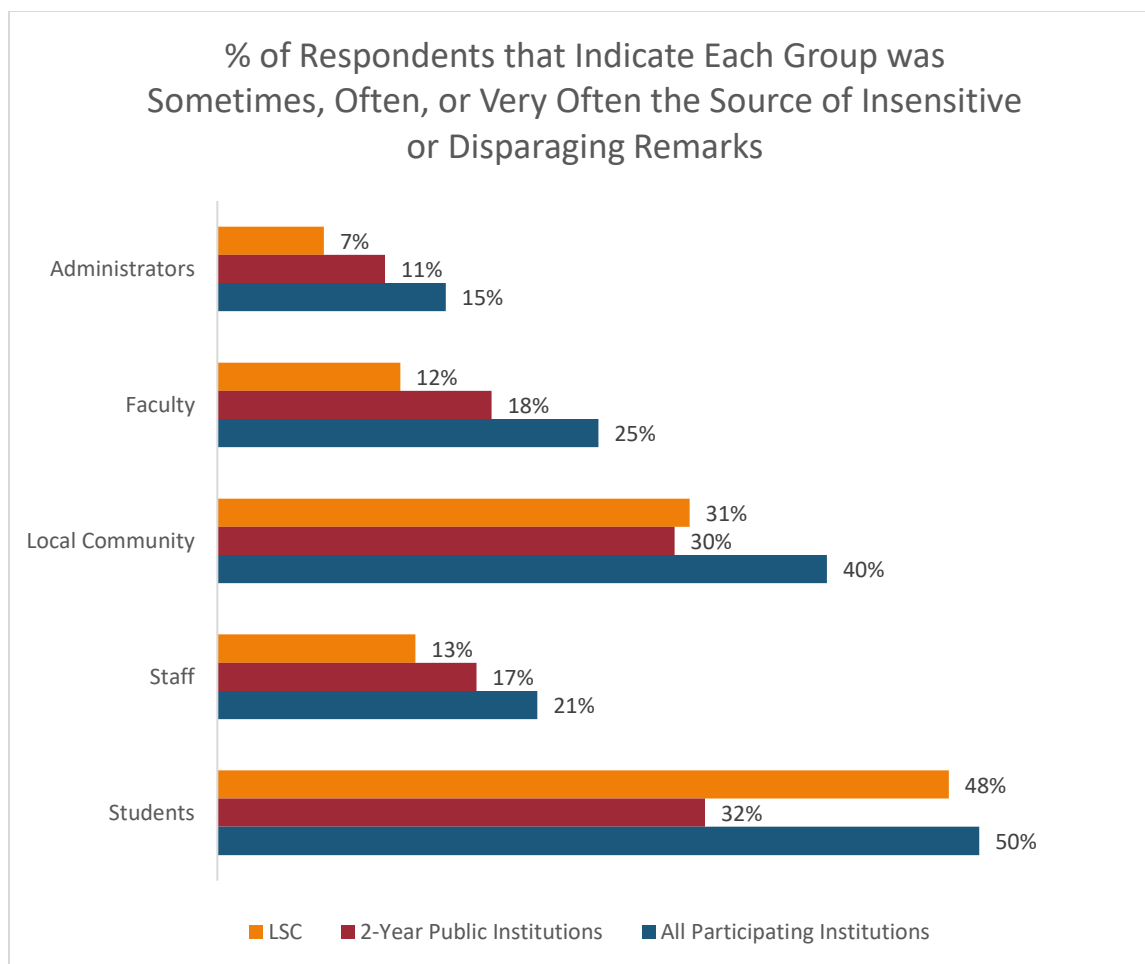


FIGURE 12. SOURCE OF INSENSITIVE OR DISPARAGING REMARKS

## Insensitive or Disparaging Remarks by Demographics

There is a mixture of responses, negative and positive when comparing LSC's data on insensitive or disparaging remarks compared to those at a 2-year public institution and all participating institutions,

Table 5 breaks down insensitive and disparaging remarks heard by different demographic categories. HEDS computed this by taking the average level (mean) of the responses that a student made to each of the elements from question 10:

*During your time at Lake Superior College, about how often have you heard someone make an insensitive or disparaging remark about: (Q10)*

- *People who have a particular racial and/or ethnic identity*
- *People of a particular sexual orientation*
- *People of a particular gender or gender identity*
- *People from a particular socioeconomic background*
- *People from a particular religious background*

- *People with a particular disability*
- *People who are immigrants*
- *People with a particular political affiliation/view*
- *People of a particular age or generation*
- *People for whom English is not their native language*

The participants were given the response options:

- 1= Never
- 2= Rarely
- 3= Sometimes
- 4= Often
- 5= Very Often

A larger mean indicates a higher frequency of negative remarks. Only groups of five or more students will have a mean. Arrows are used to indicate the difference between the mean score of LSC students to the mean score of students at 2-year public institutions and all participating institutions (effect size):

↑↑↑ Large positive	↑↑ Medium positive	↑ Small Positive	↔ No Difference
↓↓↓ Large negative	↓↓ Medium negative	↓ Small Negative	

Large = mean of 0.5

Medium = mean of 0.3

Small = mean of 0.1

A student with a positive arrow would indicate that members of this category at LSC, on average, have heard more disparaging remarks compared to other institutions; a negative arrow would indicate they heard fewer disparaging remarks, and an arrow pointed to the left indicates that the groups are approximately the same. HEDS only calculated the effect size when the mean at LSC had 10 or more students.



TABLE 5. INSENSITIVE OR DISPARAGING REMARKS BY DEMOGRAPHICS

	Lake Superior College			
	Effect Size			
	n	Mean	vs. All 2-Year Public Institutions	vs. All Participating Institutions
<b>Overall Results</b>				
Lake Superior College Insensitive/Disparaging Remarks Indicator	128	1.64	↔	↓↓
<b>Results by Role</b>				
Undergraduate Students	106	1.57	↑	↓↓
<b>Results by Role and Race/Ethnicity</b>				
White	96	1.60	↑	↓↓
Multiple races/ethnicities	8	1.29		
African American/Black	2	-		
Hispanic/Latino	3	-		
International	1	-		
Asian	0	-		
All other races/ethnicities	3	-		
<b>Results by Role and Gender Identity</b>				
Man (cisgender)	39	1.69	↑	↓
Woman (cisgender)	69	1.48	↔	↓↓↓
Non-binary and/or transgender	7	1.80		
<b>Results by Role and Sexual Orientation</b>				
Heterosexual	88	1.51	↑	↓↓
LGBQ+	26	1.83	↑	↓↓
<b>Results by Role and Political Views</b>				
Liberal	23	1.65	↑	↓↓↓
Middle-of-the-road	45	1.38	↔	↓↓↓
Conservative	27	1.80	↑↑↑	↔
<b>Results by Role and Disability Status</b>				
Long-term disability	14	2.11	↑↑↑	↓
Temporary disability	4	-		
No disability	93	1.53	↑	↓↓
<b>Results by Role and Religious Affiliation</b>				
Christian	51	1.52	↑	↓↓
Atheist/Agnostic	30	1.73	↑	↓↓
Spiritual, but not religious	19	1.46	↔	↓↓↓
Other religious affiliation	8	1.81		

For most of the parts of questions 10, the majority of LSC's respondents answered never or rarely to hearing someone make insensitive or disparaging remarks about a particular group of people. Table 6 is a breakdown of the parts of questions 10 and of the LSC respondents' selections.

TABLE 6. INSENSITIVE OR DISPARAGING REMARKS RESPONSES

Questions	Response Options	LSC Students' %
People who have a particular racial and/or ethnic identity	Never	72%
	Rarely	14%
	Sometimes	8%
	Often	2%
	Very often	4%
People of a particular sexual orientation	Never	66%
	Rarely	12%
	Sometimes	12%
	Often	6%
	Very often	4%
People of a particular gender or gender identity	Never	61%
	Rarely	13%
	Sometimes	11%
	Often	10%
	Very often	5%
People from a particular socioeconomic background	Never	72%
	Rarely	15%
	Sometimes	8%
	Often	1%
	Very often	4%
People from a particular religious background	Never	62%
	Rarely	19%
	Sometimes	11%
	Often	5%
	Very often	3%
People with a particular disability	Never	71%
	Rarely	17%
	Sometimes	8%
	Often	1%
	Very often	3%
People who are immigrants	Never	81%
	Rarely	9%
	Sometimes	7%
	Often	2%
	Very often	2%
	Never	43%

People with a particular political affiliation/view	Rarely	21%
	Sometimes	20%
	Often	8%
	Very often	8%
People of a particular age or generation	Never	64%
	Rarely	14%
	Sometimes	11%
	Often	8%
	Very often	2%
People for whom English is not their native language	Never	84%
	Rarely	8%
	Sometimes	5%
	Often	2%
	Very often	1%

## Increased Support of Diversity and Equity through Activities

LSC Students were asked if participation in activities increased their support for diversity and equity. More than half of the respondents to each question marked that they have not engaged in the activity being asked about. Those that have engaged in the activity that marked that the activity greatly increased their support of diversity and equity in shown in figure 13.

### Percentage of Students Reporting that Participation in Activities "Greatly Increased" Their Support of Diversity and Equity

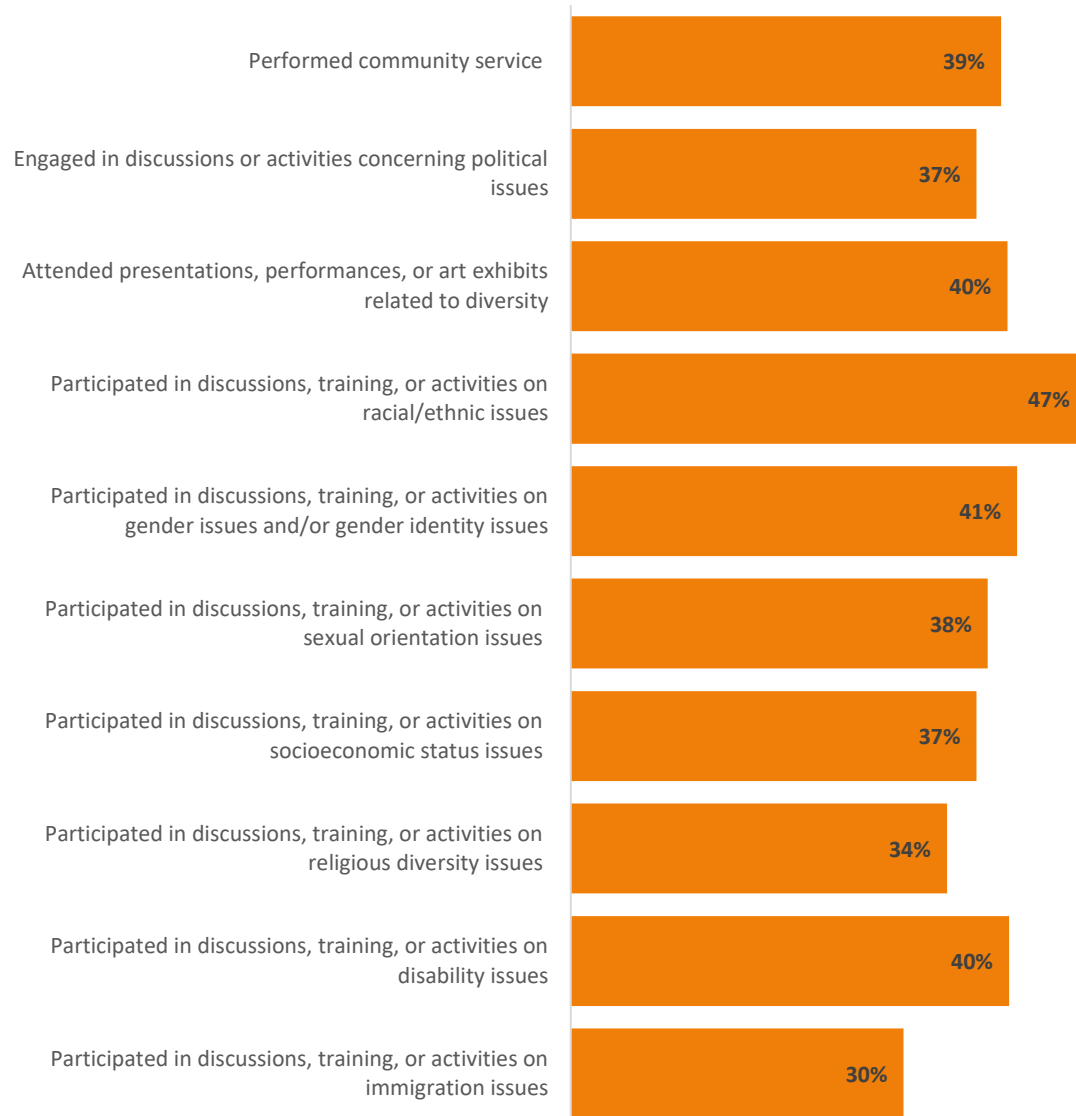


FIGURE 13. PARTICIPATION IN ACTIVITIES THAT GREATLY INCREASED SUPPORT OF DIVERSITY AND EQUITY

## Interaction With Different Groups on Campus

More than half of LSC's respondents marked that they have had sort of interaction with different groups of people on campus. Those that had daily or weekly interaction with different groups on campus are show in figure 14.

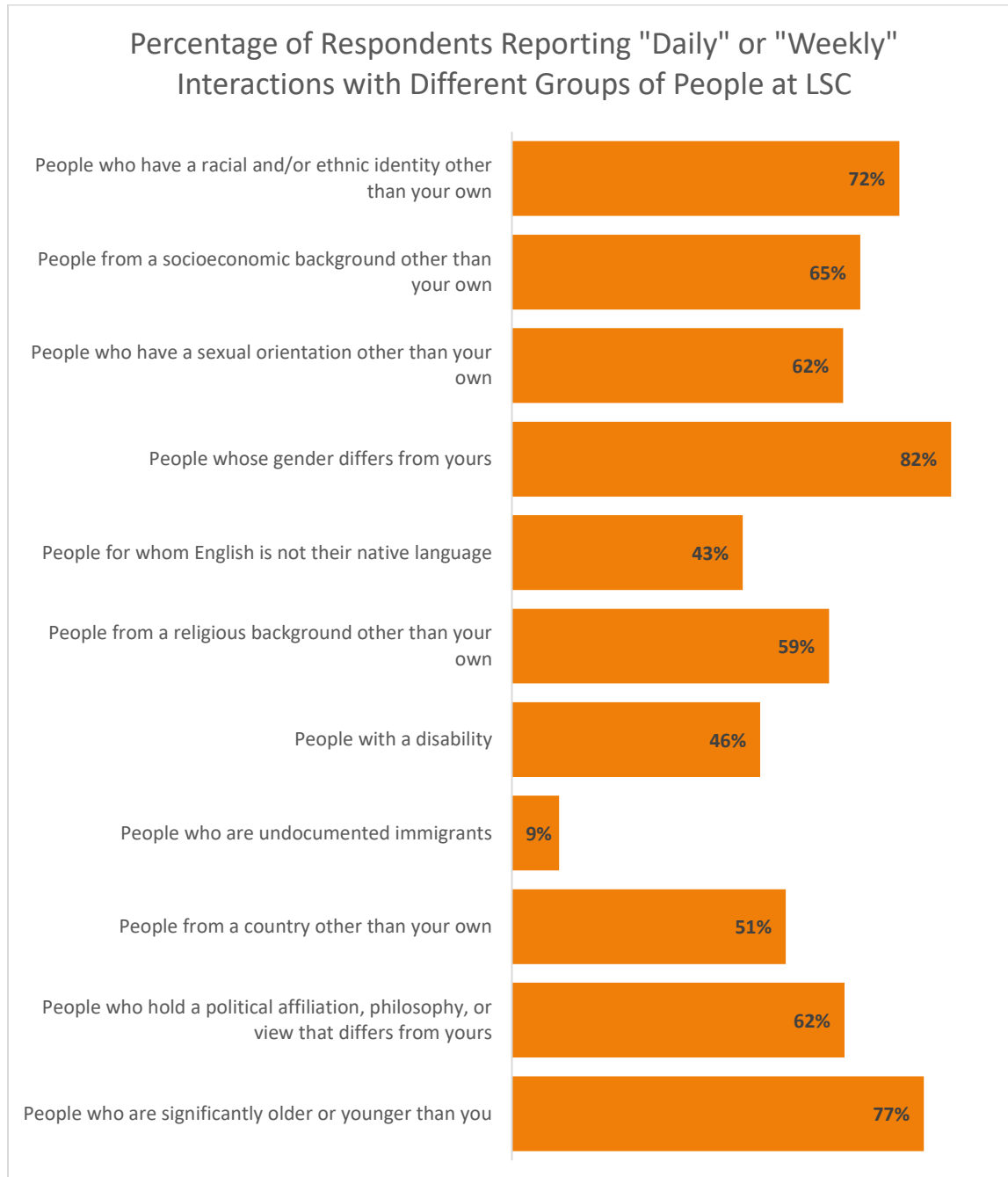


FIGURE 14. RESPONDENTS REPORTING DAILY OR WEEKLY INTERACTIONS WITH DIFFERENT GROUPS OF PEOPLE

LSC respondents were asked how comfortable they are with interacting with different groups of people (Q4). The response option “Very Comfortable” was the highest response selected to each question asked. “Very Uncomfortable” was chosen by 0-3% of the respondents to the questions. Table 7 is a breakdown of the parts of questions 4 and of the LSC respondents’ selections.

TABLE 7. INSENSITIVE OR DISPARAGING REMARKS RESPONSES

Questions	Response Options	LSC Students' %
People who have a racial and/or ethnic identity other than your own	Very comfortable	79%
	Somewhat comfortable	10%
	Neither comfortable nor uncomfortable	8%
	Somewhat uncomfortable	1%
	Very uncomfortable	2%
People from a socioeconomic background other than your own	Very comfortable	72%
	Somewhat comfortable	16%
	Neither comfortable nor uncomfortable	10%
	Somewhat uncomfortable	2%
	Very uncomfortable	0%
People who have a sexual orientation other than your own	Very comfortable	72%
	Somewhat comfortable	11%
	Neither comfortable nor uncomfortable	11%
	Somewhat uncomfortable	4%
	Very uncomfortable	2%
People whose gender differs from yours	Very comfortable	75%
	Somewhat comfortable	17%
	Neither comfortable nor uncomfortable	6%
	Somewhat uncomfortable	1%
	Very uncomfortable	1%
People for whom English is not their native language	Very comfortable	67%
	Somewhat comfortable	20%
	Neither comfortable nor uncomfortable	10%
	Somewhat uncomfortable	3%
	Very uncomfortable	1%
People from a religious background other than your own	Very comfortable	70%
	Somewhat comfortable	18%
	Neither comfortable nor uncomfortable	10%

	Somewhat uncomfortable	3%
	Very uncomfortable	0%
People with a disability	Very comfortable	69%
	Somewhat comfortable	20%
	Neither comfortable nor uncomfortable	10%
	Somewhat uncomfortable	1%
	Very uncomfortable	0%
People who are undocumented immigrants	Very comfortable	62%
	Somewhat comfortable	17%
	Neither comfortable nor uncomfortable	13%
	Somewhat uncomfortable	5%
	Very uncomfortable	3%
People from a country other than your own	Very comfortable	78%
	Somewhat comfortable	14%
	Neither comfortable nor uncomfortable	6%
	Somewhat uncomfortable	2%
	Very uncomfortable	0%
People who hold a political affiliation, philosophy, or view that differs from yours	Very comfortable	55%
	Somewhat comfortable	24%
	Neither comfortable nor uncomfortable	13%
	Somewhat uncomfortable	6%
	Very uncomfortable	2%
People who are significantly older or younger than you	Very comfortable	75%
	Somewhat comfortable	15%
	Neither comfortable nor uncomfortable	9%
	Somewhat uncomfortable	1%
	Very uncomfortable	0%

## Discussion

A low response rate may question the survey's overall result credibility. Although this is LSC's first time administering this survey, the response rate is much lower than the survey's response rate at all institution.

Most of the respondents are generally or very satisfied with LSC's overall campus climate and feel the campus is free of tensions, but barely half of the respondents feel somewhat or very comfortable sharing their views on diversity and equity. Many of the respondents marked that they never or rarely heard insensitive or disparaging remarks from others. Other students and people from the community were indicated the most that these remarks were heard from. Most of the respondents felt very comfortable interacting with other groups with very few feeling very uncomfortable.

A copy of the survey can be found in the Appendix.



## Appendix – Survey Items



### Campus Climate

For this survey, we define **diversity** and **equity** as follows:

- **Diversity:** differences among people in their race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, culture, national origin, religious beliefs and identity, age, disability status, and political perspective.
- **Equity:** a commitment to working to challenge and respond to bias, harassment, and discrimination against people from diverse identities and backgrounds.

#### 1. Please indicate your level of satisfaction with the following at [Institution Name].

	Very satisfied	Generally satisfied	Neither satisfied nor dissatisfied	Generally dissatisfied	Very dissatisfied
Overall campus climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The campus experience/environment regarding diversity at [Institution Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which you experience a sense of belonging or community at [Institution Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The extent to which you feel all community members experience a sense of belonging or community at [Institution Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 2. Please indicate your level of agreement with each of the following statements about [Institution Name].

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The campus environment is free from tensions related to individual or group differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment of historically marginalized students, faculty, and staff is an institutional priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retention of historically marginalized students, faculty, and staff is an institutional priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior leadership demonstrates a commitment to diversity and equity on this campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We will randomize the items listed in Question 3 in the electronic survey.

#### 3. In the last year, about how often have you interacted with the following people while at [Institution Name]?

	Daily	Weekly	Monthly	A few times	Not at all/ not that I'm aware of
People who have a racial and/or ethnic identity other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a socioeconomic background other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who have a sexual orientation other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People whose gender differs from yours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People for whom English is not their native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a religious background other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are undocumented immigrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a country other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who hold a political affiliation, philosophy, or view that differs from yours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are significantly older or younger than you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Update 9/8/2022

© 2022 Higher Education Data Sharing Consortium - 2



HEDS

We will randomize the items listed in Question 4 in the electronic survey.

**4. How comfortable are you interacting with the following people?**

	Very comfortable	Somewhat comfortable	Neither comfortable nor uncomfortable	Somewhat uncomfortable	Very uncomfortable
People who have a racial and/or ethnic identity other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a socioeconomic background other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who have a sexual orientation other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People whose gender differs from yours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People for whom English is not their native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a religious background other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are undocumented immigrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a country other than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who hold a political affiliation, philosophy, or view that differs from yours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are significantly older or younger than you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. To what extent do you agree that diversity on campus improves experiences and interactions within the classroom, the workplace, and the overall community?**

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree

**6. Overall, how comfortable would you be sharing your views on diversity and equity at [Institution Name]?**

- ☐ Very comfortable
- ☐ Somewhat comfortable
- ☐ Neither comfortable nor uncomfortable
- ☐ Somewhat uncomfortable
- ☐ Very uncomfortable



HEDS

We will randomize the items listed in Question 7 in the electronic survey.

**7. How have the following activities influenced your support for diversity and equity?**

	Greatly increased my support	Somewhat increased my support	Somewhat decreased my support	Greatly decreased my support	Have not engaged in this activity
Performed community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaged in discussions or activities concerning political issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended presentations, performances, or art exhibits related to diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on racial/ethnic issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on gender issues and/or gender identity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on sexual orientation issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on socioeconomic status issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on religious diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on disability issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in discussions, training, or activities on immigration issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. What one word or sentence would you use to describe the sense of community you feel at [Institution Name]?**

**9. What one change would you make in order to enhance the sense of community at [Institution Name]?**



HEDS

#### Experiences with Discrimination and Harassment

We will randomize the items listed in Question 10 in the electronic survey.

10. During your time at [Institution Name], about how often have you heard someone make an insensitive or disparaging remark about:

	Never	Rarely	Sometimes	Often	Very often
People who have a particular racial and/or ethnic identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of a particular sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of a particular gender or gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a particular socioeconomic background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People from a particular religious background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a particular disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People who are immigrants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with a particular political affiliation/view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People of a particular age or generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People for whom English is not their native language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. If you heard someone make an insensitive or disparaging remark, about how often was the source of that remark a member of the following groups?

	Never	Rarely	Sometimes	Often	Very often
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For this survey, we define **discrimination** and **harassment** as follows:

- **Discrimination:** the unfavorable treatment of a person based on that person's race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs.
- **Harassment:** a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs. Harassment occurs when the conduct is sufficiently severe and/or pervasive that it alters the terms or conditions of employment or substantially limits the ability of a student to participate in or benefit from the college's educational and/or social programs.

12. Please indicate your level of agreement with the following items.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
If I experienced or observed an act of discrimination or harassment while at [Institution Name], I know whom to contact to report the incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The process for reporting acts of discrimination or harassment at [Institution Name] is clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The process for investigating acts of discrimination or harassment at [Institution Name] is clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Have you ever been discriminated against or harassed on the [Institution Name] campus, at an off-campus residence, or at an off-campus program/event affiliated with [Institution Name]?

- ☐ Yes  
☐ No  
☐ Unsure

Update 9/8/2022

© 2022 Higher Education Data Sharing Consortium - 5



HEDS

Respondents who selected "No" for Question 13 will skip to the first question of the demographic section of the survey (Question 21). Respondents who selected "Unsure" for the previous question will see Question 13A. After they see Question 13A, they will skip to Question 21.

**13A. In responding to the previous question, you indicated that you were unsure about whether you have experienced discrimination or harassment at [Institution Name]. Please tell us more about why you selected that response.**

Respondents who selected "Yes" for the question about experiencing discrimination or harassment (Question 13) will see Questions 14 and 15.

The items listed in Question 14 are randomized in the electronic survey.

**14. How often have you been discriminated against or harassed on the [Institution Name] campus, at an off-campus residence, or at an off-campus program/event affiliated with [Institution Name] for the following reasons?**

	Never	Rarely	Sometimes	Often	Very often
Because of my racial and/or ethnic identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my gender or gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my socioeconomic background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my religious background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because I am an immigrant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my political affiliation/views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my age or generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my physical appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of some other aspect of my identity: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15. You indicated that you have experienced discrimination or harassment during your time at [Institution Name]. Did any of these incidents of discrimination or harassment at [Institution Name] occur in the last year?**

- ☐ Yes  
☐ No



Respondents who selected "Yes" for Question 15 will see Questions 16-19 which ask them to provide details about their recent experiences with discrimination or harassment. Respondents who selected "No" will skip to Question 20.

For the next several questions, please consider all instances in the past year in which you were discriminated against or harassed on the [Institution Name] campus, at an off-campus residence, or at an off-campus program/event affiliated with [Institution Name].

**16. Please indicate which of the following forms of discrimination or harassment you have experienced in the past year. (Check all that apply)**

- ☐ Stared at
- ☐ Deliberately ignored, isolated, left out, or excluded
- ☐ Singled out as the "resident authority"
- ☐ Racial/ethnic profiling
- ☐ Graffiti or other forms of vandalism on campus
- ☐ Derogatory written comments
- ☐ Derogatory remarks
- ☐ Derogatory posts on social media
- ☐ Derogatory phone calls
- ☐ Derogatory/unsolicited e-mails
- ☐ Received a poor grade because of a hostile classroom environment
- ☐ Received a low performance evaluation
- ☐ Denied service or access to resources
- ☐ Intimidated/bullied
- ☐ Threatened with physical violence
- ☐ Feared for your physical safety
- ☐ Feared for your family's safety
- ☐ Physical violence
- ☐ Sexual assault/harassment
- ☐ Other form of discrimination or harassment: \_\_\_\_\_

**17. Did any of these incidents of discrimination or harassment occur in the following locations? (Check all that apply)**

- ☐ In a classroom
- ☐ In a departmental office or conference room
- ☐ In an individual faculty or staff member's office
- ☐ In on-campus housing/residences
- ☐ At a house or residence off-campus
- ☐ At a program/event affiliated with or sponsored by [Institution Name]
- ☐ At a dining hall, recreational space, or athletic facility
- ☐ Via the internet or social media
- ☐ During a virtual meeting or class via Zoom, Microsoft Teams, Google Meet, etc.
- ☐ Other location: \_\_\_\_\_

**18. Was the source of the discrimination/harassment a member of the following groups? (Check all that apply)**

- ☐ Students
- ☐ Faculty
- ☐ Staff
- ☐ Administration
- ☐ Local community



HEDS

**19. Did you report any incident(s) to campus officials?**

- ☐ Yes  
☐ No

*Respondents who selected "No" for the previous question will see Question 19A.*

**19A. You indicated that you did not report incident(s) of discrimination/harassment that you experienced at [Institution Name] to campus officials. We would appreciate it if you would explain why you chose not to report the incident(s).**

*All respondents who selected "Yes" for the question about experiencing discrimination or harassment (Question 13), regardless of whether it occurred in the last year, will see Question 20, which is the last question in this section of the survey.*

**20. If there is any other information that you would like to provide about your experiences with discrimination or harassment at [Institution Name], please use the box below.**

**Demographic Information**

In the next section, we ask questions about your identity, background, and affiliation with [Institution Name]. You may choose not to respond to any of these questions. We use responses to these questions to develop a picture of how different people experience our campus. We will not use this information to identify individuals. In addition, the organization that is administering this survey will combine the responses to many of these questions before we receive them to obscure potentially identifiable information.

**21. What is your gender?**

- ☐ Man  
☐ Woman  
☐ Non-binary, please self describe: \_\_\_\_\_  
☐ Prefer not to respond

**22. Are you transgender?**

- ☐ Yes  
☐ No  
☐ Unsure  
☐ Prefer not to respond

**23. What is your current age?**

- ☐ Younger than 18  
☐ 18–24  
☐ 25–34  
☐ 35–44  
☐ 45–54  
☐ 55–64  
☐ 65 or older  
☐ Prefer not to respond



HEDS

**24. Which term best describes your sexual orientation? (Select one)**

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay
- ☐ Lesbian
- ☐ Pansexual
- ☐ Queer
- ☐ Questioning
- ☐ Straight (Heterosexual)
- ☐ Prefer to self describe: \_\_\_\_\_
- ☐ Prefer not to respond

**25. What is your religious affiliation? (Select one)**

- |  |   |
|--|---|
| <input type="checkbox"/> Agnostic  | <input type="checkbox"/> Lutheran                     |
| <input type="checkbox"/> Atheist   | <input type="checkbox"/> Methodist                    |
| <input type="checkbox"/> Baptist   | <input type="checkbox"/> Muslim                       |
| <input type="checkbox"/> Buddhist  | <input type="checkbox"/> Nondenominational Christian  |
| <input type="checkbox"/> Catholic  | <input type="checkbox"/> Orthodox Christian           |
| <input type="checkbox"/> The Church of Jesus Christ of Latter-day Saints | <input type="checkbox"/> Other Christian              |
| <input type="checkbox"/> Episcopalian                                    | <input type="checkbox"/> Presbyterian                 |
| <input type="checkbox"/> Hindu   | <input type="checkbox"/> Spiritual, but not religious |
| <input type="checkbox"/> Jehovah's Witness                               | <input type="checkbox"/> Other religion: _____        |
| <input type="checkbox"/> Jewish  | <input type="checkbox"/> Prefer not to respond        |

**26. How would you characterize your political views?**

- ☐ Far left
- ☐ Liberal
- ☐ Middle-of-the-road
- ☐ Conservative
- ☐ Far right
- ☐ Prefer not to respond

**27. Are you now or have you ever served with the U.S. Armed Forces?**

- ☐ Yes
- ☐ No
- ☐ Prefer not to respond

**28. Do you currently have a physical or mental impairment that substantially limits one or more major life activities such as seeing, hearing, learning, interacting with others, walking, etc.?**

- ☐ Yes
- ☐ Temporary disability
- ☐ No
- ☐ Prefer not to respond





HEDS

**29. What is your citizenship status?**

- ☐ U.S. citizen
- ☐ U.S. permanent resident but not a U.S. citizen
- ☐ Not a U.S. citizen or permanent resident
- ☐ Prefer not to respond

**30. Which of the following racial or ethnic categories applies to your identity? (Check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> African                | <input type="checkbox"/> Middle Eastern                            |
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> Native American/American Indian           |
| <input type="checkbox"/> Alaska Native          | <input type="checkbox"/> Native Hawaiian or other Pacific Islander |
| <input type="checkbox"/> Asian                  | <input type="checkbox"/> South Asian                               |
| <input type="checkbox"/> Asian American         | <input type="checkbox"/> Southeast Asian                           |
| <input type="checkbox"/> Caribbean/West Indian  | <input type="checkbox"/> White                                     |
| <input type="checkbox"/> Hispanic or Latino/a   | <input type="checkbox"/> Some other race or ethnicity: _____       |
| <input type="checkbox"/> Latin American         | <input type="checkbox"/> Prefer not to respond                     |

**31. What is the highest level of education completed by either of your parents (or those who raised you)?**

- ☐ Did not finish high school
- ☐ High school diploma or G.E.D.
- ☐ Attended college but did not complete degree
- ☐ Associate's degree (A.A., A.S., etc.)
- ☐ Bachelor's degree (B. A., B. S., etc.)
- ☐ Master's degree (M.A., M.B.A., M.S., etc.)
- ☐ Doctoral or professional degree (Ph.D., J.D., M.D., etc.)
- ☐ Prefer not to respond

**32. What is your primary role at [Institution Name]?**

- ☐ Undergraduate Student
- ☐ Graduate Student
- ☐ Faculty
- ☐ Staff
- ☐ Administrator
- ☐ Other role: \_\_\_\_\_
- ☐ Prefer not to respond

*Respondents who selected "Undergraduate Student" or "Graduate Student" in Question 32 will see Questions 33 and 34.*

**33. How do you attend classes at [Institution Name]?**

- ☐ Primarily or entirely on campus
- ☐ Primarily or entirely online
- ☐ Split between on campus and online
- ☐ Prefer not to respond



**34. Which of the following best describes where you are currently living?**

- ☐ Dormitory or other campus housing (not a fraternity or sorority house)
- ☐ Fraternity or sorority house (including college-owned housing)
- ☐ Residence (house, apartment, etc.) *within* walking distance to the institution
- ☐ Residence (house, apartment, etc.) *farther than* walking distance to the institution
- ☐ None of the above
- ☐ Prefer not to respond

*Respondents at 4-year institutions who selected "Undergraduate Student" in Question 32 will see Question 35.*

**35. What is your academic classification for the 2022–2023 academic year?**

- ☐ Freshman/First Year
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Other academic classification: \_\_\_\_\_
- ☐ Prefer not to respond

*Respondents at 2-year institutions who selected "Undergraduate Student" in Question 32 will see Questions 36 and 37.*

**36. How many credits did you enroll in at the beginning of this semester?**

- ☐ Less than 12
- ☐ 12 or more
- ☐ Prefer not to respond

**37. How many total academic terms have you been enrolled at [Institution Name]?**

- ☐ This is my first academic term
- ☐ This is my second academic term
- ☐ This is my third or fourth academic term
- ☐ This is my fifth or sixth academic term
- ☐ I have been enrolled more than six academic terms
- ☐ Prefer not to respond

*Respondents who selected "Undergraduate Student" for Question 32 will see Question 38.*

**38. How often did you have a drink containing alcohol in the past year?**

- ☐ Never
- ☐ Monthly or less
- ☐ 2-4 times a month
- ☐ 2-3 times a week
- ☐ 4 or more times a week
- ☐ Prefer not to respond

*Respondents who selected "Monthly or less", "2-4 times a month", "2-3 times a week", or "4 or more times a week" in Question 38 will see Questions 39 and 40.*

**39. A typical alcohol drink size is 12 ounces of beer, 8-9 ounces of malt liquor, 5 ounces of wine, or 1.5 ounces of hard liquor. How many drinks did you have on a typical day when you were drinking in the past year?**

- ☐ 1 or 2
- ☐ 3 or 4
- ☐ 5 or 6
- ☐ 7 to 9
- ☐ 10 or more

**40. How often did you have five or more drinks on one occasion in the past year?**

- ☐ Never
- ☐ Less than monthly
- ☐ Monthly
- ☐ Weekly
- ☐ Daily or almost daily

*Respondents who selected "Faculty," "Staff," or "Administrator" in Question 32 will see Questions 41, 42, and 43.*

**41. How do you work at [Institution Name]?**

- ☐ Primarily or entirely on campus
- ☐ Primarily or entirely remotely
- ☐ Split between on campus and remotely
- ☐ Prefer not to respond

**42. How long have you worked at [Institution Name]?**

- ☐ Less than 1 year
- ☐ 1–4 years
- ☐ 5–9 years
- ☐ 10 or more years
- ☐ Prefer not to respond

**43. Are you a part-time or full-time employee at [Institution Name]?**

- ☐ Part-time
- ☐ Full-time
- ☐ Prefer not to respond

*Respondents who selected "Faculty" in Question 32 will see Questions 44 and 45.*

**Removed questions 44, 45**

**44. Which of the following best describes your academic rank?**

- ☐ Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☐ Lecturer/Instructor/Adjunct
- ☐ Prefer not to respond

**45. Which of the following best describes your primary area of teaching?**

- ☐ Biological Sciences
- ☐ Business and Management
- ☐ Communications
- ☐ Education
- ☐ Engineering
- ☐ Fine and Performing Arts
- ☐ Health Sciences
- ☐ Humanities
- ☐ Physical Sciences, Mathematics, and Computer Science
- ☐ Social Sciences
- ☐ Other academic areas
- ☐ Prefer not to respond