

Campus Climate Assessment Surveys

Part 1 Activity Feedback

CONSENT TO PARTICIPATE IN RESEARCH

Introductory section: You are invited to take part in a research study conducted by Christy Byrd from the department of Psychology at the University of California, Santa Cruz. Before you decide whether or not to participate in the study, you should read this form and ask questions if there is anything that you do not understand.

Purpose: The purpose of the study is to understand how your participation in various diversity programs and activities is related to your perceptions of the campus climate and your academic outcomes. This survey is part of a larger study that you can read about here: <http://byrdlab.sites.ucsc.edu/campus-climate-assessment/>.

Decision to quit at any time: Your participation is completely voluntary; you are free to change your mind at any time and quit the study. You may skip any questions you do not wish to answer. Whatever you decide will in no way penalize you or result in loss of benefits or services to which you are otherwise entitled. Your decision to participate or not will not affect your participation in or benefits from {activityname}.

What you will do in the study: If you decide to take part in this study, here is what will happen: you will complete a 1-minute survey of your perceptions of the activity. Also, if you give permission, we may ask your activity leader to share information about your participation in the activity.

Time required: Participation will take approximately 1 minute.

Risks or discomforts: It is very unlikely, but you may feel uncomfortable answering some of the questions. You do not have to answer any questions that you do not wish to.

Benefits of this study: Although there will be no direct benefit to you for taking part in this study, the researcher may learn more about how to promote a positive campus climate.

Rights and Concerns: If you have questions about this research, please contact Dr. Christy Byrd, Assistant Professor, Mailstop: Psychology Faculty Services, (831) 459-3970, cmbyrd@ucsc.edu. If you have any questions regarding your rights as a research participant, please contact the Office of Research Compliance Administration at the University of California at Santa Cruz at 831-459-1473 or orca@ucsc.edu.

Confidentiality and Future Research: The information that you give in the study will be handled confidentially. Your name will not be used in any report. All research data will be encrypted and stored on a password-protected server that only the research team has access to.

We will keep your de-identified data for use in future research studies on campus climate.

Compensation: You will be entered into a drawing to win a \$25 gift card. Entry into the drawing is not contingent on your participation in the study.

Consent to Share Evaluation Materials

____ Check here if you give permission for your activity leader to share evaluation materials with the research team that may include identifying information about you or reference to your participation. These may include: other feedback forms or reflections you complete as part of the activity, products you create as a result of the activity, or reports or presentations the activity leader creates to summarize the activity.

Signature

Continuing this survey means that you understand the information given to you in this form and that you voluntarily agree to participate in the research described above.

[Continue button]

This survey is being sent to students who participate in a variety of activities, programs, workshops, and courses related to diversity, equity, and inclusion. We will use the term "activity" throughout for simplicity.

**Please complete the following questions in reference to the following activity:
{activityname}**

How satisfied were you with {activityname}?

- not at all satisfied
- a little satisfied
- somewhat satisfied
- very satisfied
- completely satisfied

Something that could have improved {activityname} is:

The most important thing I learned from {activityname} was:

How true are the following questions?

| | not at all true | a little true | somew hat true | very true | comple tely true |
|---|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| I learned new information from this activity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This activity helped me understand my identity better. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This activity helped me understand my culture better. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This activity helped me understand another culture better. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This activity improved my ability to communicate with other students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This activity made me feel more like I belong at UCSC. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Any other comments?

What is your race/ethnicity?

What is your gender?

Are you an undergraduate or graduate student?

- Undergraduate student
- Graduate student
- Other

In what year do you intend to graduate from UCSC?

Thank you for participating in this study!

Part 2 CITL Instructor - Student Feedback

This survey is being sent to students in {activityname}.

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Purpose: The purpose of the study is to understand how your participation in various diversity programs and activities is related to your perceptions of the campus climate and your academic outcomes. This survey is part of a larger study that you can read about here: <http://byrdlab.sites.ucsc.edu/campus-climate-assessment/>.

Decision to quit at any time: Your participation is completely voluntary; you are free to change your mind at any time and quit the study. You may skip any questions you do not wish to answer. Whatever you decide will in no way penalize you or result in loss of benefits or services to which you are otherwise entitled. Your decision to participate or not will not affect your participation in or benefits from {activityname}.

What you will do in the study: If you decide to take part in this study, here is what will happen: now and at the end of the course, you will complete a survey of your perceptions of {activityname}, including what you learned from the course and your perceptions of the instructor. Also, if you give permission, we may ask your instructor to share information about your participation in the activity.

Time required: Participation will take approximately 1 minute each time.

Risks or discomforts: It is very unlikely, but you may feel uncomfortable answering some of the questions. You do not have to answer any questions that you do not wish to.

Benefits of this study: Although there will be no direct benefit to you for taking part in this study, the researcher may learn more about how to promote a positive campus climate.

Rights and Concerns: If you have questions about this research, please contact Dr. Christy Byrd, Assistant Professor, Mailstop: Psychology Faculty Services, (831) 459-3970, cbyrd@ucsc.edu. If you have any questions regarding your rights as a research participant, please contact the Office of Research Compliance Administration at the University of California at Santa Cruz at 831-459-1473 or orca@ucsc.edu.

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We will keep your de-identified data for use in future research studies on campus climate.

Compensation: You will be entered into a drawing to win a \$25 gift card. Entry into the drawing is not contingent on your participation in the study.

Consent to Share Evaluation Materials

____ Check here if you give permission for your instructor to share evaluation materials with the research team that may include identifying information about you or reference to your participation. These may include: other feedback forms or reflections you complete as part of the course, products you create in the course, and reports or presentations the instructor creates to summarize the course.

Signature

Continuing this survey means that you understand the information given to you in this form and that you voluntarily agree to participate in the research described above.

[Continue button]

Please complete the following questions in reference to the following course: {activityname}

Something that could have improved the course is:

The most important thing I learned from the course was:

In your view, how has your instructor promoted an inclusive classroom? If possible, describe a specific activity or practice.

How true are the following questions?

| | not at all true | a little true | somewhat true | very true | completely true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My instructor has an understanding of issues facing students with disabilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor has an understanding of issues facing first-generation college students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor makes their expectations clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor makes it possible for all students to fulfill their expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor has high expectations for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor provides me with a high level of support to meet their expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This class helped me learn more about my identity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This class improved my ability to communicate with other students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor uses real life examples to help explain things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor tries to find out what interests me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor uses examples that are interesting to help students learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor treats all students like they are important members of the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor provides visual examples when explaining things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor wants students to be active contributors to the learning process/be actively involved in learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor uses what I already know to help me understand new ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | not at all true | a little true | somewhat true | very true | completely true |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My instructor tries to communicate with me about my grades and what I am learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor wants students from different cultures to respect one another. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor explains what we are learning in different ways to help students learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructor uses things like videos, pictures, and guests to help students learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How often does your instructor use the following methods?

| | never | sometimes | frequently |
|---|-----------------------|-----------------------|-----------------------|
| Lecture | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guest speakers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Brainstorming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Videos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Whole class discussion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Small group discussion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Case studies or vignettes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hands-on or interactive activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Group work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critical thinking and problem-solving activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choice in how to complete an assignment (i.e., paper, oral presentation, or online portfolio) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choice in topic for an assignment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Any other comments?

What is your race/ethnicity?

What is your gender?

In what year do you intend to graduate from UCSC?

Part 3 Climate Survey

Consent Form

CONSENT TO PARTICIPATE IN RESEARCH

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Purpose: The purpose of the study is to understand how your participation in various diversity programs and activities is related to your perceptions of the campus climate and your academic outcomes. This survey is part of a larger study that you can read about here: <http://byrdlab.sites.ucsc.edu/campus-climate-assessment/>.

Decision to quit at any time: Your participation is completely voluntary; you are free to change your mind at any time and quit the study. You may skip any questions you do not wish to answer. Whatever you decide will in no way penalize you or result in loss of benefits or services to which you are otherwise entitled.

What you will do in the study: If you decide to take part in this study, here is what will happen: you will complete a survey of your perceptions of the campus climate, your participation in various activities, and your academic outcomes.

Time required: Participation will take approximately 20 minutes.

Risks or discomforts: You may feel uncomfortable or upset answering some of the questions in the survey, as they pertain to negative experiences. If you do not wish to answer a question in the surveys, you may skip it and go to the next question. There is a risk that your identifiable information could be accidentally disclosed; however, the researchers are taking measures to protect your data.

Benefits of this study: Although there will be no direct benefit to you for taking part in this study, the researcher may learn more about how to promote a positive campus climate.

Rights and Concerns: If you have questions about this research, please contact Dr. Christy Byrd, Assistant Professor, Mailstop: Psychology Faculty Services, (831) 459-3970, cbyrd@ucsc.edu. If you have any questions regarding your rights as a research participant, please contact the Office of Research Compliance Administration at the University of California at Santa Cruz at 831-459-1473 or orca@ucsc.edu.

Confidentiality and Future Research: The information that you give in the study will be handled confidentially. Your name will not be used in any report. Identifiable research data will be encrypted and stored on a password-protected server that only the research team has access to.

We will keep your data for use in future research studies on campus climate. At the conclusion of this study, your name will be converted to an ID number in any data files and the original files will be destroyed.

Compensation: You will be entered into a drawing to win a \$25 gift card. Entry into the drawing is not contingent on your participation in the study.

Signature

Signing below means that you understand the information given to you in this form and that you voluntarily agree to participate in the research described above.

[digital signature]

Demographics

This survey is part of campus-wide assessment of campus climate. For more information on that study, please go to this link: <http://byrdlab.sites.ucsc.edu/campus-climate-assessment/>.

You may skip any question that you do not want to answer. All of your responses are confidential and will only be accessible to the research team.

Are you an undergraduate or graduate student?

- Undergraduate
- Graduate
- Other

What is your preferred first and last name?

In what year do you plan to graduate from UCSC? (e.g., 2016, 2017, 2018)

Did you enter UCSC as a transfer student or a first-year student (frosh)?

- First-year student
- Transfer student
- Other

What is your major or intended major?

Which college are you affiliated with?

- Cowell
- Stevenson
- Crown
- Merrill
- Porter
- Kresge
- Oakes
- College Eight
- College Nine
- College Ten

Do you live on campus?

- Yes
- No

How old are you?

What gender do you identify as?

- woman
- man
- Other (describe)

Do you consider yourself transgender?

- Yes

- No

What race and/or ethnicity do you identify as?

If you had to choose, which group do you most consider yourself a part of?

- Asian/Asian American
- Black/African American
- Hispanic/Latino
- Middle Eastern
- Native American/American Indian
- White/European American
- Multiracial/Biracial
- Other

What is your sexual orientation?

- heterosexual
- gay or lesbian
- bisexual
- other (describe)

Do you have a disability?

- Yes
- No

Did either of your parents attend college?

- Yes
- No

Were you born in the United States?

- Yes
- No

At what age did you begin to live in the United States?

How would you describe your social class (e.g., working class, middle class, upper class)?

Academic Skills and Achievement

Please rate your level of proficiency in the following areas

very poor poor fair good very good excellent

We would like to view your transcript to determine: your cumulative GPA, your GPA from last quarter, and the courses you took for your Ethnicity/Race and Cross-Cultural Analysis general education requirement. Do you give permission for UCSC to release your transcript to the research team?

Yes No

Alternatively, you may upload a copy of your unofficial transcript here.

Kindly attach the aforementioned documents along with the survey

If you are not willing to have us obtain your transcript from the Registrar or to upload an unofficial version, please complete the questions below.

What is your current GPA?

- Cumulative
- Last quarter

Which course did you take to complete your Ethnicity and Race General Education Requirement?

- I have not completed this requirement yet
- Anthropology 110T. Motherhood in American Culture.
- Anthropology 110Y. The Hands That Feed Us: Labor in Food Systems.
- Anthropology 130N. Native Peoples of North America.
- Anthropology 159. Race and Anthropology.
- Anthropology 176D. Colonial Encounters in the Americas.
- Art 80F. Introduction to Issues in Digital Media.
- Critical Race and Ethnic Studies 10. Critical Race and Ethnic Studies: An Introduction.
- Critical Race and Ethnic Studies 100. Comparative Theories of Race and Ethnicity.
- Education 128. Immigrants and Education.
- Education 140. Language, Diversity, and Learning.
- Education 177. Teaching Culturally and Linguistically Diverse Students Math and Science.
- Education 181. Race, Class, and Culture in Education.
- Environmental Studies 147. Environmental Inequality/Environmental Justice.
- Feminist Studies 20. Feminism and Social Justice.
- Feminist Studies 115. Gender, Sexuality, and Transnational Migration Across the Americas.
- Feminist Studies 139. African American Women's History.
- Feminist Studies 145. Racial and Gender Formations in the U.S.
- Feminist Studies 150. Mediating Desire.
- Film and Digital Media 165B. Race on Screen.
- Film and Digital Media 165D. Asian Americans and Media.
- History 9. Introduction to Native American History.

- History 10A. United States History to 1877.
- History 10B. United States History, 1877 to 1977.
- History 12. Introduction to Latino American History.
- History 14. Race and Ethnicity in the U.S.
- History 15. The United States of America from its Founding through Our Time.
- History 44. Modern South Asia, 1500 to Present.
- History 74. Introduction to Jewish History and Cultures.
- History 80X. Civil Rights Movement: Grassroots Change and American Society.
- History 104D. Museums and the Representation of Native American History, Memory, and Culture.
- History 106B. Asian and Asian American History, 1941-Present.
- History 109A. Race, Gender, and Power in the Antebellum South.
- History 110A. Colonial America, 1500-1750.
- History 110H. Greater Reconstruction: Race, Empire, and Citizenship in the Post-Civil War United States.
- History 111. Popular Conceptions of Race in U.S. History, 1600-Present.
- History 115A. U.S. Labor History to 1919.
- History 115B. U.S. Labor History, 1919 to the Present.
- History 116. Slavery Across the Americas.
- History 120. W.E.B. Du Bois.
- History 121A. African American History to 1877.
- History 121B. African American History: 1877 to the Present.
- History 123. Immigrants and Immigration in U.S. History.
- History 125. California History.
- History 126. From Indigenous Colonial Borderlands to the U.S.-Mexico Border.
- History 128. Chicana/Chicano History.
- History 134A. Colonial Mexico.
- History 178E. Modern Jewish Intellectual History.
- History 181B. Africa and Britain in an Imperial World.
- History 185M. Zionism: An Intellectual History.
- History of Art and Visual Culture 46. Introduction to U.S. Art and Visual Culture.
- History of Art and Visual Culture 60. Indigenous American Visual Culture.
- History of Art and Visual Culture 80. Colonial Histories and Legacies: Africa, Oceania, and the Indigenous Americas.
- History of Art and Visual Culture 118. Art of the Contemporary African Diaspora.
- History of Art and Visual Culture 124E. Southeast Asian-American and Diasporic Visual Culture.
- History of Art and Visual Culture 140B. Victorian America.
- History of Art and Visual Culture 140C. Race and American Visual Arts.
- History of Art and Visual Culture 140D. Chicano/Chicana Art: 1970-Present.
- History of Art and Visual Culture 163. The Native in Colonial Spanish America.
- History of Art and Visual Culture 170. Art of the Body in Oceania.
- History of Art and Visual Culture 190J. Visual Cultures of the Vietnam-American War.
- History of Art and Visual Culture 190X. Art and Identity in Oceania.
- History of Art and Visual Culture 191C. Subalternatives: Representing Others.
- Introduction to Latin American and Latino Studies.

- Latin American and Latino Studies 20. Latino Politics.
- Latin American and Latino Studies 40. Latinos and Labor.
- Latin American and Latino Studies 45. Intersections of Race, Class, and Gender.
- Latin American and Latino Studies 80F. Latinos in the U.S.: A Comparative Perspective.
- Latin American and Latino Studies 80J. Race, Nation, and War.
- Latin American and Latino Studies 90. Contemporary Brazil.
- Latin American and Latino Studies 100. Concepts and Theories in Latin American and Latina/o Studies.
- Latin American and Latino Studies 112. Immigration and Assimilation.
- Latin American and Latino Studies 132. Citizens, Denizens, and Aliens.
- Latin American and Latino Studies 143. Race and Ethnicity.
- Latin American and Latino Studies 150. Afro-Latinos/as: Social, Cultural, and Political Dimensions.
- Latin American and Latino Studies 161P. Theater in the "Chicano Power" Movement.
- Latin American and Latino Studies 166. Latino Families in Transition.
- Latin American and Latino Studies 171. Brazil in Black and White.
- Latin American and Latino Studies 175. Migration, Gender, and Health.
- Latin American and Latino Studies 178. Gender, Transnationalism, and Globalization.
- Latin American and Latino Studies 194C. Criminalizing the Poor.
- Literature 61J. Introduction to Jewish Literature and Culture.
- Literature 61R. Race in Literature.
- Literature 80L. The Holocaust: The Destruction of European Jewry.
- Literature 80N. Latino Expressions in the U.S.
- Literature 138A. Culture and Nation.
- Literature 147A. Twain, Slavery, and the Literary Imagination.
- Literature 160E. Theorizing Race and Comics.
- Literature 160I. Race, Militarism, and Empire in Asia and the Pacific.
- Literature 161A. African-American Literature.
- Literature 161B. African-American Women Writers.
- Literature 162A. Asian American Literature.
- Literature 164D. Jewish Diaspora, Ethnicity, and Urban Life.
- Literature 164H. Jewish Writers and the European City.
- Literature 164J. Jewish Writers and the American City.
- Literature 165A. Chicano/Mexicano Geographies.
- Literature 189C. Introducción a Spanish Studies.
- Literature 189F. Literaturas Latinas en los Estados Unidos: en inglés, español y Spanglish.
- Music 80E Race and American Music
- Music 81C Global Popular Music
- Sociology 156 US Latina/o Identities: Centers and Margins
- Spanish 105. Introduction to Spanish Studies.
- Stevenson College 80H. Rainbow Theater: An Introduction to Multicultural Theater.
- Theater Arts 80A. Introduction to African American Theater.
- Theater Arts 80M. Chicano/a Teatro.
- Theater Arts 151A. Studies in Performance: African American Theater Arts Troupe.

- Theater Arts 161P. Theater in the "Chicano Power" Movement.
- Theater Arts 166. Ballet: A History.
- Another course
- Other

What course did you take to complete your Cross-Cultural Analysis General Education Requirement?

- I have not completed this requirement
- Anthropology 2. Introduction to Cultural Anthropology.
- Anthropology 110G. Barrio Popular Culture.
- Anthropology 110H. Acoustic Culture.
- Anthropology 110K. Culture Through Food.
- Anthropology 110O. Postcolonial Britain and France.
- Anthropology 110P. India and Indian Diaspora through Film.
- Anthropology 130A. Peoples and Cultures of Africa.
- Anthropology 130B. Brazil.
- Anthropology 130C. Politics and Culture in China.
- Anthropology 130E. Culture and Politics of Island Southeast Asia.
- Anthropology 130F. African Diasporas in the Americas.
- Anthropology 130H. Ethnography of Russia and Eastern Europe.
- Anthropology 130I. Cultures of India.
- Anthropology 130J. Politics and Statemaking in Latin America.
- Anthropology 130L. Ethnographies of Latin America.
- Anthropology 130M. Inside Mexico.
- Anthropology 130T. Religion and Politics in the Muslim World.
- Applied Linguistics 113. Inter-Cultural Communication.
- Chinese 6. Second-Year Chinese.
- Cowell College 83. The Modern Metropolis: Paris, London, New York 1770-1860.
- Cowell College 84. Chinese Approaches to Human Values.
- Cowell College 87. The History of Time.
- Education 170. East Asian Schooling and Immigration.
- Education 171. South and Southeast Asian Schooling and Immigration.
- Environmental Studies 154. Amazonian Cultures and Conservation.
- Feminist Studies: An Introduction.
- Feminist Studies 10. Feminisms of/and the Global South.
- Feminist Studies 40. Sexuality and Globalization.
- Feminist Studies 80S. Women in Music.
- Feminist Studies 120. Transnational Feminisms.
- Feminist Studies 175. Gender and Sexualities in Latina/o America.
- Film and Digital Media 132A. International Cinema to 1960.
- Film and Digital Media 132B. International Cinema, 1960 to Present.
- Film and Digital Media 165E. Chicana/o Cinema, Video.
- Film and Digital Media 165G. Gender and Global Cinema.

- Film and Digital Media 168. National Cinema and Culture.
- French 4 Second-Year French
- French 5 Second-Year French
- French 6 Second-Year French
- German 4 Second-Year German
- German 5 Second-Year German
- German 6 Second-Year German
- German 119 German Media
- History 2A. The World to 1500.
- History 2B. The World Since 1500.
- History 11A. Latin America: Colonial Period.
- History 11B. Latin America: National Period.
- History 30. The Making of Modern Africa.
- History 40A. Early Modern East Asia.
- History 40B. The Making of Modern East Asia.
- History 41. The Making of the Modern Middle East.
- History 50. Pyramids and Papyrus: the History of Ancient Egypt.
- History 62A. Classical World: Greece.
- History 62B. Classical World: Rome.
- History 63. Women in the Ancient World.
- History 65A. Medieval Europe: 200-1000.
- History 70A. Modern European History, 1500-1815.
- History 70B. Modern European History, 1815-present.
- History 74A. Introduction to Middle Eastern and North African Jewish History: Ancient to Early Modern.
- History 74B. Introduction to Middle Eastern and North African Jewish History, 1500-2000.
- History 80N. Gender, Labor, and Feminist Productions.
- History 101A. The Making of the Modern World, 1400-1750.
- History 101B. The Making of the Modern World, 1750-1950.
- History 101C. Oceans in World History.
- History 105. Nations and Nationalism.
- History 106A. Vietnam War Memories.
- History 107. Religion and Modernity.
- History 134B. History of Mexico, 1850 to Present.
- History 137A. Africa to 1800.
- History 137B. Africa from 1800 to the Present.
- History 137C. African Cinema.
- History 140B. History of Qing China, 1644-1911.
- History 140C. Revolutionary China 1895-1960.
- History 140D. Recent Chinese History.
- History 140E. Women in China's Long 20th Century.
- History 147A. History of Premodern India.
- History 147B. Political and Social History of Modern South Asia.
- History 147C. South Asia in the 20th Century.
- History 150A. Ancient Japan.

- History 150C. Modern Japan.
- History 150F. Engendering Empires: Women in Modern Japan and Korea.
- History 152. Trade and Travel on the Silk Roads.
- History 155. History of Modern Israel.
- History 156. Interrogating Politics in the Post-Colonial Middle East.
- History 157. The Ottoman Empire.
- History 159A. Cleopatra to Constantine: Greek and Roman Egypt.
- History 159D. When Cities Were New: the Rise of Urbanism in the Ancient Near East and Mediterranean.
- History 160A. Athenian Democracy.
- History 160C. Topics in Greek History.
- History 163B. Genesis: A History.
- History 166. Northern Ireland: Communities in Conflict.
- History 167B. The Second World War in Europe.
- History 173A. Medieval Russia.
- History 173B. Imperial Russia, 1696-1917.
- History 173C. History of the Soviet Union.
- History 174. Spies: History and Culture of Espionage.
- History 176. Eastern Europe, 1848-2000.
- History 178C. European Intellectual History, 1870-1970.
- History 181. Modern Britain and the British Empire.
- History 181A. Postcolonial Britain and France.
- History of Art and Visual Culture 10. Introduction to African Visual Culture.
- History of Art and Visual Culture 20. Visual Cultures of Asia.
- History of Art and Visual Culture 22. Religion and Visual Culture in China.
- History of Art and Visual Culture 24. Southeast Asia Visual Culture.
- History of Art and Visual Culture 58. Gardens of Delight: Fifteen Centuries of Islamic Visual Culture.
- History of Art and Visual Culture 70. Visual Cultures of the Pacific Islands.
- History of Art and Visual Culture 85. Introduction to Global Architecture.
- History of Art and Visual Culture 110. Visual Cultures of West Africa.
- History of Art and Visual Culture 111. Visual Cultures of Central Africa.
- History of Art and Visual Culture 122A. Sacred Geography of China.
- History of Art and Visual Culture 122B. Constructing Lives in China: Biographies and Portraits.
- History of Art and Visual Culture 122F. Bodies in Chinese Culture.
- History of Art and Visual Culture 123A. Modernity and Nationalism in the Arts in India.
- History of Art and Visual Culture 123B. Religions and Visual Culture of South Asia.
- History of Art and Visual Culture 124A. Arts of Ancient Southeast Asia.
- History of Art and Visual Culture 124B. History of Photography in Southeast Asia.
- History of Art and Visual Culture 124C. Arts and Politics in Theravada Traditions.
- History of Art and Visual Culture 124D. Contemporary Art of Southeast Asia and its Diaspora.
- History of Art and Visual Culture 127A. Buddhist Visual Worlds.
- History of Art and Visual Culture 127B. Buddhist Pure Lands.

- History of Art and Visual Culture 137A. Northern Renaissance Art.
- History of Art and Visual Culture 143C. Latin American Modern Architecture.
- History of Art and Visual Culture 160A. Pre-Hispanic Visual Culture: Mexico.
- History of Art and Visual Culture 162A. Advanced Studies in Pre-Hispanic Visual Culture: The Maya.
- History of Art and Visual Culture 162B. Advanced Studies in Pre-Hispanic Visual Culture: The Inka.
- History of Art and Visual Culture 172. Textile Traditions of Oceania.
- History of Art and Visual Culture 179. Topics in Oceanic Visual Culture.
- History of Art and Visual Culture 180A. Global Contemporary Art.
- History of Art and Visual Culture 190N. Topics in Mediterranean Visual Culture.
- History of Art and Visual Culture 191K. Decolonial Visual Culture.
- History of Art and Visual Culture 191O. Topics in Oceanic Visual Culture.
- History of Consciousness 185C. Comparative Religion: A Critical Introduction.
- Italian 4. Second-Year Italian.
- Italian 5. Second-Year Italian.
- Italian 6. Second-Year Italian.
- Italian 80. Italian Culture Through Cinema.
- Italian 106. Italian Culture Through Film.
- Japanese 5. Second-Year Japanese.
- Japanese 6. Second-Year Japanese.
- Latin American and Latino Studies 30. Social Movements in Latin America.
- Latin American and Latino Studies 50. Transnational Feminist Organizing in the Americas.
- Latin American and Latino Studies 60. Latin American Childhoods.
- Latin American and Latino Studies 80D. Political Change in Mexico.
- Latin American and Latino Studies 80H. Comparative Latina/o Histories.
- Latin American and Latino Studies 80I. Gender and Global Cinema.
- Latin American and Latino Studies 80S. Sexualities and Genders in Latin American and Latina/o Studies.
- Latin American and Latino Studies 80X. Central American Peoples and Cultures.
- Latin American and Latino Studies 145. Grassroots Social Change in Latin America.
- Latin American and Latino Studies 152. Consumer Cultures Between the Americas.
- Latin American and Latino Studies 156. Human Rights and Transnational Justice in the Americas.
- Latin American and Latino Studies 165. Contemporary Peru.
- Latin American and Latino Studies 170. Indigenous Struggles in the Americas.
- Latin American and Latino Studies 194G. Chile: Social and Political Change.
- Latin American and Latino Studies 194M. Twentieth-Century Revolutions.
- Latin American and Latino Studies 194Q. Globalization in the Américas.
- Legal Studies 128C. Social History of Democracy, Anarchism, and Indigenism.
- Linguistics 80C. Language, Society, and Culture.
- Literature 61C. The Frame Tale.
- Literature 61S. Sacred Texts.
- Literature 61T. Travel Narratives.
- Literature 80D. Literary Traditions of India.

- Literature 80T. Literature and Magic.
- Literature 80W. Captive Minds: The Literature of Pre-modern Slavery.
- Literature 114A. "Orlando Furioso".
- Literature 130A. Ancient Literature in Cross-Cultural Perspective.
- Literature 130D. The Global Middle Ages.
- Literature 133D. Topics in the Literatures and Cultures of Southern Asia.
- Literature 137A. Global Cities.
- Literature 138C. Modern Turkish Literature.
- Literature 141A. Early Mediterranean Cultures.
- Literature 141D. Arab-Islamic Literatures I: 500-1200.
- Literature 141E. Arab-Islamic Literatures II: 1200-1900.
- Literature 155E. Cinema and Social Change in Latin America.
- Literature 160J. Exile, Diaspora, Migration.
- Literature 164B. Hebrew Poetry.
- Literature 181D. Reading Egyptian Hieroglyphs, Part 1.
- Literature 181E. Reading Egyptian Hieroglyphs, Part 2.
- Literature 185H. L'Opera italiana.
- Literature 188I. La novela picaresca.
- Literature 189A. De la conquista a Sor Juana.
- Literature 189B. Del romanticismo al modernism.
- Literature 189E. Cuba.
- Literature 189L. Poesía latinoamericana.
- Literature 189M. Prosa contemporánea hispanoamericana.
- Literature 189S. La cultura popular en la narrativa latinoamericana.
- Literature 189X. Estudios mediaticos.
- Literature 190X. Temas de la literatura y cultura españolas y latinoamericanas.
- Music 11D. Introduction to World Music.
- Music 80A. Music of the Silk Road.
- Music 80I. Music of Modern Israel.
- Music 80P. History of Jewish Music.
- Music 80Q. A Survey of African Music.
- Music 80S. Women in Music.
- Music 80T. Mizrach: Jewish Music in the Lands of Islam.
- Music 80X. Music of India.
- Music 150I. Special Topics in Music Theory: Hindustani Music.
- Music 180D. Music of Insular Southeast Asia.
- Philosophy 22. Introduction to Ethical Theory.
- Politics 60. Comparative Politics.
- Politics 65. Introduction to International Relations.
- Politics 166. Politics of Migration.
- Portuguese 65A. Accelerated Intermediate Portuguese.
- Portuguese 65B. Accelerated Intermediate Portuguese.
- Porter College 130E. Shakespeare in Asia.
- Psychology 114. Human Development as a Cultural Process.
- Russian 4. Second-Year Russian.
- Russian 6. Second-Year Russian.

| | Much worse than I expected | | About what I expected | | Better than I expected | |
|--|----------------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|
| How has UCSC lived up to your expectations socially? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Not at all satisfied | | | | Very satisfied | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How satisfied are you with your overall academic performance at UCSC? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How satisfied are you with the amount of interaction that you had with your professors and instructors? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How satisfied are you with your social life at UCSC? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How satisfied are you with the friends you made at UCSC? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How satisfied are you with the classes you've taken at UCSC? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How satisfied are you with the school's social atmosphere? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How satisfied are you with the support you've received from your friends at UCSC? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How satisfied are you with the support you've received from your family? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

All things considered, if you had an opportunity to make your selections as to which college you would attend all over again, would you choose UCSC?

- I definitely would NOT
- I probably would not
- Maybe
- I probably would
- I definitely would

From 0% to 100%, how likely is it that you will graduate from UCSC?

Comfort

Overall, how comfortable are you with the climate at UCSC?

- Very uncomfortable

- uncomfortable
- neither comfortable nor uncomfortable
- comfortable
- very comfortable

Overall, how comfortable are you with the climate in your college?

- very uncomfortable
- uncomfortable
- neither comfortable nor uncomfortable
- comfortable
- very comfortable

Overall, how comfortable are you with the climate in your department?

- very uncomfortable
- uncomfortable
- neither comfortable nor uncomfortable
- comfortable
- very comfortable

Racial Climate

We are interested in how you see the climate at UCSC with respect to race/ethnicity, culture, and diversity.

How true are the following statements?

| | Not at all true | A little true | Somewhat true | Very true | Completely true |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Students of all races and ethnicities are treated equally at UCSC. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At UCSC, faculty are fair to students of all races/ethnicities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administration treats students of all races and ethnicities fairly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| People of different races/ethnicities get along well. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students of different races/ethnicities work together in class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students of different races/ethnicities study together. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administration likes for students to have friends of different races/ethnicities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Not at all true | A little true | Somewhat true | Very true | Completely true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Students here like to have friends from different racial and cultural backgrounds. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students here think it's good to study with people of different races. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| UCSC encourages you to ignore racial difference. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| People here think it's better to not pay attention to race. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The university has a colorblind perspective. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faculty are prejudiced against certain racial groups. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your racial or ethnic group is seen in stereotypical ways here. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your racial or cultural group is represented in stereotypical ways in textbooks and lectures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You have opportunities to learn about people of different races and cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| You have had opportunities to learn about the culture of other students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your coursework exposes you to diverse cultures and traditions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At UCSC, you have opportunities to learn about the history and traditions of a cultural, ethnic, or racial group that you identify with. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At UCSC, you have the opportunity to participate in activities that teach you more about your cultural background. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In your coursework you've learned new things about your culture. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The faculty teach about inequality in the United States based on race and culture. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At UCSC, you've had opportunities to discuss institutional racism. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your instructors encourage your political and social awareness of issues affecting your culture. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At UCSC you've learned more about what it means to be an American. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your courses teaches you core American values. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Not at all true A little true Somewhat true Very true Completely true

A UCSC, they encourage you to be proud of what people in the U.S. have accomplished.

Gender Climate

Sexual harassment is "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature."

Indicate whether you have personally experienced the behaviors listed below, or know someone who has.

Please choose the appropriate response for each item:

| | You Experienced | | Know Someone Who Has Experienced | |
|---|-----------------------------|-------------------------|--|-------------------------------------|
| | I have not experienced this | I have experienced this | I do not know someone who has experienced this | I know someone who experienced this |
| Received sexual comments, jokes, gestures, or looks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Were flashed or mooned | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Had someone brush up against you/them in a sexual way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Were touched, grabbed, or pinched in a sexual way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Were called gay, lesbian, or a homophobic name (such faggot, dyke, or queer) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Received sexual pictures, photographs, web pages, illustrations, messages, or notes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Had sexual rumors spread about you/them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Had your/their clothing pulled in a sexual way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Had someone block your/their way, corner them, or follow them in a sexual way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Had sexual messages posted about you/them on the Internet, e-mail, instant message, or text | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | You Experienced | | Know Someone Who Has Experienced | |
|---|-----------------------------|-------------------------|--|-------------------------------------|
| | I have not experienced this | I have experienced this | I do not know someone who has experienced this | I know someone who experienced this |
| message | | | | |
| Were forced to kiss someone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Had your/their clothing pulled off or down | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Were asked to do something sexual in exchange for giving them something (e.g., a better grade, a recommendation, class notes, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Were forced to do something sexual other than kissing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Were spied on as you/they dressed or showered at school (e.g., in a dorm, in a gym, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Has sexual harassment of any type related to your college life ever cause you to...?

Please choose **all** that apply:

- Feel self-conscious or embarrassed
- Feel angry
- Feel less confident or sure of yourself
- Feel afraid or scared
- Worry about whether you can have a happy, romantic relationship
- Feel confused or conflicted about who you are
- Feel disappointed with your college experience
- Worry about whether you could have a successful career or work life
- Worry about whether you have what it takes to graduate from college
- Worry about whether you have what it takes to continue your education beyond college
- Feel more likely to get a good grade

Has sexual harassment of any type related to your college life ever caused you to...?

Please choose **all** that apply:

- Avoid the person that bothered or harassed you
- Stay away from particular buildings or places on campus
- Find it hard to study or to pay attention in class
- Have trouble sleeping

- Get someone to protect you
- Change your group of friends
- Lose your appetite/interest in eating
- Not participate as much in class
- Stop attending a particular activity or sport
- Skip a class
- Drop a course
- Think about changing schools
- Avoid a study group
- Get a lower grade on a test or paper than you think you otherwise would have
- Not go to a professor/teaching assistant's office hours
- Avoid the library
- Change your school
- Think about changing your major
- Change your major
- Not sure

If you have experienced sexual harassment in your college life, who, if anyone, did you tell about it?

Please choose **all** that apply:

- A friend
- A parent or family member
- A resident advisor
- A professor or teaching assistant
- A staff member (other than a teacher or RA)
- No one
- Not sure
- Title IX Office
- Other:

How likely are you to report sexual harassment you might experience to the Title IX Office?

Please choose **only one** of the following:

- Not likely at all
- Not very likely
- Somewhat likely
- Likely
- Very likely

Critical Consciousness

How true are the following statements?

| | Not at all true | A little true | Somewhat true | Very true | Completely true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Certain racial or ethnic groups have fewer chances to get a good high school education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Poor children have fewer chances to get a good high school education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Certain racial or ethnic groups have fewer chances to get good jobs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Women have fewer chances to get good jobs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Poor people have fewer chances to get good jobs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Certain racial or ethnic groups have fewer chances to get ahead | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Women have fewer chances to get ahead | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Poor people have fewer chances to get ahead | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How true are the following statements?

| | Not at all true | A little true | Somewhat true | Very true | Completely true |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| There are ways that I can contribute to my community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am motivated to try to end racism and discrimination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important to fight against social and economic inequality | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can make a difference in my community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| More effort is needed to end racism and discrimination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is important to me to contribute to my community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In the future, I will participate in activities or groups that struggle against racism and discrimination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How often do you participate in the following activities?

| | Never | Rarely | Sometimes | Often | Very often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Participate in a civil rights group or organization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participate in a political party, club or | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

When you experience bias, how confident or certain are you that you can do the following after the situation is over? Use the following scale: 0 = cannot do at all, 5 = moderately certain can do, 10 = certain can do

| | cannot do at all | | moderately certain can do | | certain can do |
|--|------------------------|-----------------------|---------------------------------|-----------------------|-----------------------|
| Sort out what can be changed, and what cannot be changed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Get emotional support from friends and family | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Take your mind off unpleasant thoughts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Find solutions to the your difficult problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stop yourself from being upset by unpleasant thoughts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Make unpleasant thoughts go away | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leave options open when things get stressful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Break the problem into smaller parts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Make a plan of action and follow it | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Get friends to help you with the things you need | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Make new friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Think about one part of the problem at a time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Keep from feeling sad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Participation

Which of the following activities, workshops, and programs have you been a part of in the past year (as a participant, planner, or leader)? Check the box by each activity you participated in. If you were a planner or leader, please describe your role in the comments.

Please choose all that apply and provide a comment:

- Activity 1 name
- Activity 2 name
- Activity 3 name

Attitudes toward Diversity

How true are the following statements?

| | Not at all true | A little true | Somewhat true | Very true | Completely true |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I would like to join an organization that emphasizes getting to know people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Not at all true | A little true | Somewhat true | Very true | Completely true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| from different countries. | | | | | |
| I would like to go to performances that feature music from other countries. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I often listen to music from other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am interested in learning about the many cultures that have existed in this world. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I attend events where I might get to know people from different racial backgrounds. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Persons with disabilities can teach me things I could not learn elsewhere. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can best understand someone after I get to know how he/she is both similar to and different from me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowing how a person differs from me greatly enhances our friendship. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In getting to know someone, I like knowing both how he/she differs from me and is similar to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowing about the different | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Not at all true | A little true | Somewhat true | Very true | Completely true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| experiences of other people helps me understand my own problems better. | | | | | |
| Getting to know someone of another race is generally an uncomfortable experience for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am only at ease with people of my race. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It's really hard for me to feel close to a person of another race. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It is very important that a friend agrees with me on most issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I often feel irritated with persons of a different race. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Inclusive Teaching

How true are the following questions?

| | not at all true | a little true | somewhat true | very true | completely true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My instructors have an understanding of issues facing students with disabilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors have an understanding of issues facing first-generation college students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors makes their expectations clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors makes it possible for all students to fulfill their expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors have high expectations for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors provide me with a high level of support to meet their expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My classes help me learn more about my identity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My classes improve my ability to | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | not at all true | a little true | somewhat true | very true | completely true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| communicate with other students. | | | | | |
| My instructors use real life examples to help explain things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors try to find out what interests me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors use examples that are interesting to help students learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors treat all students like they are important members of the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors provide visual examples when explaining things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors want students to be active contributors to the learning process/be actively involved in learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors use what I already know to help me understand new ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors try to communicate with me about my grades and what I am learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors want students from different cultures to respect one another. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors explain what we are learning in different ways to help students learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My instructors use things like videos, pictures, and guests to help students learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Areas of Need

Have you ever heard of or used the Hate/Bias Reporting System (reporthate.ucsc.edu)? Do you find it to be useful and effective? Please explain.

What do you see as the biggest problems on campus? They do not need to be related to diversity, equity, and inclusion. Please explain why these are a problem.

Thank you for completing this survey.