

Recent Course Eval

Start of Block: Welcome

Q52 Welcome to *Rate-a-Recent-Course: A ReCentering Psych Stats Exercise*

If you have linked to this survey, it is likely because you are using the ReCentering Psych Stats open education resource (OER).

The next page contains much more detailed information (i.e., the informed consent) about the study. Please review it prior to completing the survey. At the end of this survey, you will be invited to complete a follow-up survey that allows you to provide feedback about the resource.

Lynette H. Bikos, PhD, ABPP
ReCenteringPsychStats@spu.edu

End of Block: Welcome

Start of Block: Informed Consent

Q31 Informed Consent

PRINCIPAL INVESTIGATOR:

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CO-PRINCIPAL INVESTIGATOR

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Assistant Dean for Instructional Design and Emerging Technologies
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PROJECT E-MAIL ReCenteringPsychStats@spu.edu **PURPOSE**

This online survey is associated with the Open Educational Resource (OER), [ReCentering Psych Stats](#). Specifically, the data collected in this online survey will be used in a number of lessons such as importing Qualtrics data directly into R, preparing data (scrubbing and scoring), managing missing data, formatting surveys in Qualtrics, and ethical

considerations regarding meta-data. The dataset is, intentionally, in-progress. That is, you were likely directed here from a lesson in the ReCentering Psych Stats OER. If you complete the survey and then continue with the lesson, you will view your response as well as all others who have taken the survey.

This survey is also designed as a research project. The purpose is to explore the belonging, bias, and discrimination in higher education as it relates to a socially responsive pedagogy.

You are invited to complete this survey if you are at least 18 years of age or older. The number of people that may take part in this research is up to 5000 individuals.

PROCEDURES

Please complete the online survey that follows. The survey is expected to take a maximum of 30 minutes.

RISKS AND DISCOMFORTS

Please consider the following before consenting to participate in this study. You will be asked to identify a recent course and evaluate it. Although we are intentionally limiting the personally identifying information that is collected, you will be asked to provide a bit of information about your background. You will also be asked to rate belongingness on your college campus for yourself as well as for individuals with historically marginalized identities. You may feel uncomfortable as you consider and respond to these topics.

The data you provide will be immediately and permanently visible to others who are using the ReCentering Psych Stats resource. This includes the timestamps associated with when you took the survey and your survey responses. All of this data will be exported (as one row per person) and available to all who access it. In short, it is available to the public. If you are assigned this survey as a classroom of students -- all taking it at the same time -- the information you provide about yourself could make your responses identifiable. If this concerns you, please skip items as necessary.

BENEFITS

If you are participating in this survey because you are using the Open Educational Resource, ReCentering Psych Stats, you will be able to experience "both sides" of the survey-based research experience as participant and researcher. While these are not "direct benefits," we do believe there are potential indirect effects. Specifically, you will be "growing" the research database and you will have access to this database as well as permission to use it for your learning experiences.

If you present or publish the data beyond a homework assignment or project associated with your class (e.g., for a presentation or paper in class or at your institution), please contact ReCenteringPsychStats@spu.edu to let us know when and where you have published the results. This will help us track our results and avoid piecemeal publications.

COMPENSATION

There is no compensation for participation in this study.

PARTICIPATION AND ALTERNATIVES TO PARTICIPATION

Your participation in this survey is voluntary; you may decline to participate without penalty. If you begin participation, you may skip items and discontinue any time without penalty. Participating in the survey will pair the experience of the survey respondents with that of the researcher. This experience will also be modeled in the associated lesson materials. This means it is not essential to take the survey in order to achieve the learning objectives of the lesson.

If you decide that you wish your data to be deleted from the survey, you may send a request to ReCenteringPsychStats@spu.edu with the approximate date and time you took the survey and enough background information (e.g., are you an international student? a first-generation student? inside/outside the U.S.? what academic discipline was the class from that you reviewed? was it offered online/in-person) so that we can identify your response. Please allow two weeks for a member of the research team to fully remove any row of data.

Further, the research team will be monitoring the survey and will remove any responses that appear to be intentionally deceitful or inappropriate (i.e., profanity, implausible responses).

EMERGENCY MEDICAL / PSYCHOLOGICAL TREATMENT

Seattle Pacific University does not offer to reimburse participants for medical claims or other compensation. If psychological distress occurs during completion of this study, please see the resources listed below: National Suicide Prevention Line: Call 1-800-273-8255 Crisis Text Line: Text HOME to 741741 National Domestic Violence Hotline: Call 1-800-799-7233 Elder Abuse Hotline: Call 1-800-222-8000

CONFIDENTIALITY

The responses to this survey are intentionally public. A lesson in ReCentering Psych Stats provides the API token for importing the raw data into R. While the survey is anonymous, the limited demographic information that is collected and timestamps associated with starting and submitting the survey means that your identity could be recognized by others. In the survey design, the "anonymize response" option is enabled. This means that Qualtrics is not collecting or storing IP addresses, latitude, and longitude.

Your data may be used in a variety of ways that are anticipated and unanticipated. We encourage students of the ReCentering Psych Stats curriculum to use the in-progress data in homework assignments. The data may also be used in (a) research collaborations, (b) scholarly/professional publications and presentations, and (c) in classroom teaching, projects, and demonstrations.

Consistent with both journal/guild expectations and the ethical principles of open science, a fully anonymous and non-identifiable version of the responses (i.e., dataset) may be posted online (e.g., to the APA-endorsed "Open Science Framework" (www.osf.io) or to the journal, submitted with the research article). Posting data (commonly referred to as "data sharing") is

necessary for reproducibility and replicability in science, allows peer reviewers and meta-analysts to check statistical assumptions, protects the field against data fraud, and is increasingly seen as an ethical obligation within psychological science.

PARTICIPANT RIGHTS

If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study), you may contact the Principal Investigator (Lynette Bikos, PhD, 206.281.2017, ReCenteringPsychStats@spu.edu). If you have questions about your rights as a participant, contact the SPU Institutional Review Board Chair at 206.281.2201 or IRB@spu.edu. This project has been approved by the Institutional Review Board at Seattle Pacific University: IRB#: 202102011 (no expiration date).

Lynette H. Bikos, PhD, ABPP

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A download of data from Qualtrics can be nightmare in that the Qualtrics-assigned variable

names are numbers (e.g., QID1, QID2) – but often out of order because the number is assigned when the question is first created. If the survey is reordered, the numbers get out of sequence.

Similarly, values for Likert type scales can also get out of order if the scale anchors are revised (which is common to do).

I recommend providing custom variable names and recode values directly in Qualtrics, before importing them into R. A Qualtrics tutorial for this is provided [here](#). In general, consider these for variable names:

- Brevity (historically, SPSS variable names could be a maximum of 8 characters)
- Intuitive (they will appear on charts and in tables; they can be revised/recoded, but knowing what they are is super helpful).
- Systematic (start items in a scale with the same stem, followed by the item number: ITEM1, ITEM2, ITEM3)



Consent Clicking the “Yes, I give my consent” box on this page indicates that you are at least 18 years of age; you understand the information you just read about participating in the study; and that you agree to participate in this study. In no way does this waive your legal rights nor does it release the investigators, sponsors, or involved institutions from their legal and professional responsibilities.

If you do not want to participate in this study, click the “No, I DO NOT give my consent” link or simply close the window.

If you do want to participate, you may print a copy of your online informed consent on the questionnaire consent page. And/or, you may return to it at any time from the link in the ReCentering Psych Stats resource.

- ☐ Yes, I give my consent to participate in the study (1)
- ☐ No, I DO NOT give my consent to participate in this study (0)

End of Block: Informed Consent

Start of Block: Identify and Describe a Recent Course

Q1 Please think of a course that you recently completed.

The survey will not ask you to provide the name of the course, but it is important that you have a clear memory of it. Therefore, we ask that you write the name on a piece of paper and maybe spend a minute or two thinking about it.

The items below will ask you to identify characteristics about the course and then ask you to rate it according to a number of dimensions.

YrsAgo How many years ago did you take this course? Please answer in whole numbers.

Example answers:

If you took the course "last semester" please enter 0

If you took the course "last quarter" please enter 0

If you took the course "last year" please enter 1

If you took the course "two years ago" please enter 2

☐ Years (1) _____



Discipline In which of the following academic disciplines does this course fall? Example majors are provided in the parentheses).

- ☐ Arts (Music, Theater, Fine Arts) (1)
- ☐ Biological Sciences (Biology, Environmental science, Zoology) (2)
- ☐ Business (Accounting, Marketing, International Business) (3)
- ☐ Education (Elementary/Middle/Secondary Education, Special Education, Educational Administration) (4)
- ☐ Engineering (Aero/Astronautical, Electrical, Mechanical, Computer Science) (5)
- ☐ Humanities(English, Journalism, Philosophy) (6)
- ☐ Physical Sciences (Chemistry, Mathematics, Earth Science) (7)
- ☐ Applied Sciences (Medicine, Dentistry, Nursing, Pharmacy) (8)
- ☐ Social Sciences (Psychology, Political Science, Gender Studies) (9)
- ☐ Vocational and Technical Education and Training (10)
- ☐ Other discipline (11)



EdLvl At what level was this course taught?

- ☐ High School/Secondary Education (1)
 - ☐ Vocational/Technical Training (2)
 - ☐ Undergraduate (for bachelor's degree) (3)
 - ☐ Graduate -- masters level (4)
 - ☐ Graduate -- doctoral level (5)
 - ☐ Postdoctoral (6)
 - ☐ Professional Continuing Education (7)
 - ☐ Other (8)
-

X→

Rqrd This course was

- ☐ Required -- with no choice of options to complete the requirement (1)
 - ☐ Required -- chosen from a set of options to complete the requirement (2)
 - ☐ Elective (3)
-

X→

X→

USinst This course was offered from an institution

- ☐ in the United States of America (0)
 - ☐ outside the United States of America (1)
-

X→

myGrade I earned (or expect to receive a grade) of:

▼ A (1) ... Other system of evaluation (13)



format Which descriptor best describes the format of this course

- ☐ In-person v1 (all students are attending in person) (1)
- ☐ In person v2 (some students are attending remotely) (2)
- ☐ Blended: some sessions in person and some sessions online/virtual (3)
- ☐ Online or virtual (4)
- ☐ Other (5)

Display This Question:

If format != 1



Virtual If the course was online/virtual, were the sessions

- ☐ synchronous v1 (students attended class meetings remotely, in real time, with other students and the teacher) (1)
- ☐ synchronous v2 (some students in the classroom, some students taking part remotely) (2)
- ☐ hybrid2 (students in the room and online, simultaneously) (3)
- ☐ asynchronous (students worked independently with no real time meetings) (4)
- ☐ hybrid (including synchronous and asynchronous elements) (5)
- ☐ Other (6)



The items about staff were looped for as many instructional staff as were reporting. There will need to be special consideration (and coding) as to how to score these.

StaffNum How many instructional staff were involved in teaching this course. Please include teaching assistants. For example, if there was a faculty member and one teaching assistant, please select, "2." Please enter whole numbers.

End of Block: Identify and Describe a Recent Course

Start of Block: Instructional Staff Characteristics

Q39 In the following set of questions we would like you to provide descriptive information about your perceptions of the instructor(s). We recognize that this information that you may not know with certainty. Further, it may be uncomfortable to ascribe/assign characteristics/labels to another person. In this set of items, it is your *perceptions/impressions of demographic characteristics* that are being assessed.

Our intent is to collect information in such a way that no individual (i.e., instructor, instructional assistant, student) is identified. You may skip any items that are uncomfortable to you.



iPronouns In an earlier question, you indicated there was/were `#{StaffNum/ChoiceTextEntryValue}` instructor(s). What personal pronouns did the `#{Im://Field/2}` instructor use?

- ☐ she/her/hers (1)
 - ☐ he/him/his (2)
 - ☐ they/them/theirs (3)
 - ☐ gender diverse pronouns (e.g., he/she/they) (4)
 - ☐ I did not notice (5)
-



iGenderConf Broadly speaking, did you perceive the $\{\text{Im://Field/2}\}$ instructor to be

- ☐ Gender conforming (e.g., cisgender, heteronormative) (1)
- ☐ Gender nonconforming (e.g., LGBTQIA+) (0)
- ☐ I did not notice (2)

Display This Question:

If USinst = 0



iRace From your perspective as a student, which of the following best describes the $\{\text{Im://Field/2}\}$ instructor.

- ☐ Biracial/Multiracial (2)
- ☐ Black (0)
- ☐ Non-Black Person of Color (1)
- ☐ White (3)
- ☐ I did not notice (4)

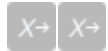
Display This Question:

If USinst = 0



iUS Regarding international status, which of the following best describes the $\{\text{Im://Field/2}\}$ instructor?

- ☐ Would consider the U.S. to be "home" (0)
- ☐ International (to the U.S.) (1)
- ☐ I did not notice (2)



iDis Did the $\{\text{Im://Field/2}\}$ have a disability that was apparent to the students?

- ☐ Yes (0)
- ☐ No (1)
- ☐ I did not notice (2)

End of Block: Instructional Staff Characteristics

Start of Block: Characteristics of Classmates

Who In the following set of questions we would like you to estimate "who" was in the class with you. To the best of your ability, please help define the composition of your class.



Gender Regarding gender identity and expression, please estimate the proportion of students that fit each category. Your estimates should add to 100%

- _____ Gender conforming (e.g., cisgender, heteronormative) (10)
- _____ Gender nonconforming (e.g., LGBTQIA+) (11)
- _____ Unsure (13)



Intl Regarding international status, please estimate the proportion of students that fit each category. Your estimate should add to 100%.

"Domestic student" broadly includes citizens and permanent residents.

- _____ International students (1)
- _____ Domestic students (2)
- _____ Unsure (4)



Disability What proportion of students had a disability that was apparent to other students?

- _____ Disability apparent (4)
- _____ Disability not apparent (5)
- _____ Unsure (6)

Display This Question:

If USinst = 0



Race Regarding race, what proportion of students were from each broad classification. Your responses should add to 100%.

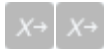
- _____ Biracial/Multiracial (10)
- _____ Black (1)
- _____ Non-Black Person of Color (7)
- _____ White (8)
- _____ Unsure (2)

End of Block: Characteristics of Classmates

Start of Block: Course Evaluation

StudyHrs On average, how many hours per week did you spend on this course? Include class time, readings, studying, writing papers, and any other work for the course.

- ☐ Hours per week (1) _____
-



These items are predominantly from the course evaluations at our institution. Others were drafted after looking at the course evaluation items associated with socially responsive initiative. There is no support for aggregating (sums or means) these items. You would want to do some psychometric evaluation around those. Roughly they were selected to cluster in four areas: my contributions, traditional course eval items, socially responsive pedagogy (both in terms of access/accessibility and justice/equity/diversity/inclusion). Researchers may wish to use the items individually – if so, the researcher might want to give items more individual names (e.g., “organized,” “respect,” “accessible”).

myCntrb Please indicate the degree to which you agree with the following statements. Please skip the item if it is not applicable to your circumstance.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I regularly read, understood and followed instructions provided for completing course learning objectives (myCntrb_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly read, reviewed, visited/logged on, or completed assigned readings and tasks (myCntrb_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly interacted with others in the course (myCntrb_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



cEval Please indicate the degree to which you agree with the following questions about the course. Please skip the item if it is not applicable to your circumstance.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Course material was presented clearly (cEval_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student responsibilities were clear (cEval_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student questions were answered effectively (cEval_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources for assistance (e.g., discussion sessions, office hours, virtual office hours, chat, e- mail, online forum or conference) were readily available (cEval_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance feedback was provided in a timely manner (cEval_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance feedback was appropriate for the nature of the assignment (cEval_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation methods were equitable (cEval_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students felt respected (cEval_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sense of community developed among the course participants (cEval_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The learning environment was inclusive for students with diverse backgrounds and abilities (cEval_10)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Elements of "universal design" were used to increase accessibility (e.g., materials formatted for text-readers, text-captioning is provided for screencasts) (cEval_11)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Course materials (e.g., textbooks, articles, videos/podcasts) were free/no-cost to students (cEval_12)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Where applicable, issues were considered from multiple perspectives (cEval_13)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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There was discussion about race/ethnicity/culture and course content (cEval_14)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Course content included materials authored by members of communities that are often marginalized (e.g., BIPOC, LGBTQ+, emerging economies) (cEval_15)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Course content included topics related to social justice. (cEval_20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students and instructor(s) shared personal pronouns (e.g., they/them, she/her/hers, he/him/his) (cEval_16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A land acknowledgement was made (i.e., formal statement naming the indigenous people who originally inhabited the land) (cEval_17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in the subject matter increased over the span of the course (cEval_18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of the subject matter increased over the span of the course (cEval_19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A number of the course evaluation items come from our institution's course evaluations. Others were adopted or adapted from similar resources and/or written by the investigators. The 1-5 scaling is fine. None need to be reverse-scored.

End of Block: Course Evaluation

Start of Block: Background Information

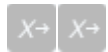
Background In the section below we ask only a few questions about you. Because this is a teaching tool and your data will be visible to all who download the data, we are trying to minimize the likelihood that the data you provide will be personally identifying. Therefore, we have not included identifiers such as race/ethnicity and gender.

If you are concerned that your identity may be recognized in your response and this concerns you, please skip the question.



USStdnt Are you a student in the United States of America?

- ☐ Yes (1)
 - ☐ No (2)
-



myEdLvl What is the highest level of education you have completed?

- ☐ Did not attend school (1)
 - ☐ Elementary School (2)
 - ☐ Middle School/Junior High (3)
 - ☐ Secondary School/High School (4)
 - ☐ GED (5)
 - ☐ Some college (6)
 - ☐ Associates level degree (7)
 - ☐ Bachelors level degree (8)
 - ☐ Some graduate level education (9)
 - ☐ Graduate level degree (e.g., MA, MS, MEd, MBA, PhD, EdD, DMin) (10)
 - ☐ Other (11)
-



firstGen Are you a first generation college student? (i.e., your parents and grandparents did not attend college)

☐ Yes (0)

☐ No (1)

End of Block: Background Information

Start of Block: Campus Community



Belong Please indicate the degree to which you agree with the following questions about the course. Please skip the item if it is not applicable to your circumstance.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I see myself as a part of the campus community (Belong_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am a member of the campus community (Belong_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging to the campus community (Belong_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These items are from the “Sense of Belonging” subscale of the “Perceived Cohesion” scale(Bollen & Hoyle, 1990). We found the items from the (Hurtado & Carter) 1997 study.

Original scale was 0 – 10 scaling from “strongly disagree” to 5 “neutral” to 10 “strongly agree”

Note that Qualtrics has coded them 6-12; this means they will need to be recoded. Although it is possible to do this at the source (in Qualtrics), I prefer to manually check and then do it in R. This is likely because when I designed the survey I may have changed the scaling, not realizing that it changed the underlying properties. A good lesson in remembering to check, doublecheck, triplecheck, ad nauseum.

End of Block: Campus Community

Start of Block: Degree of Familiarity with Institutional Levels



Institution Please rank order the degree to which you are familiar with the different levels of your educational institution.

Examples: Academic department/program: Department of Psychology, engineering program
School or faculty: College of Education, Faculty of Arts and Science
Campus/university: University of the Southeast

For example, if you are an undergraduate student who has not declared a major and spend most of your time "around campus", you may rank "campus/university" highest (as #1);
if you are a doctoral student who is mostly involved with your doctoral program, you may rank "academic department/program" highest (as #1).

For this one, we are just interested in the group rated highest. Will take some finessing in R.

You must drag-and-drop the items up and down to put them in rank order.

_____ academic department or program (0)

_____ school or faculty (1)

_____ campus/university (2)

End of Block: Degree of Familiarity with Institutional Levels

Start of Block: College Campus Climate



Climate

Each item below asks you to rate elements of campus climate for your "academic department/program." If you do not have a specific academic department or program, please make the ratings about your school or overall university/institutional campus.

Please indicate the degree to which you agree with the following statements. Skip any items that do not apply to you.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
My \${Institution/ChoiceGroup/ChoiceWithLowestValue} provides a supportive environment for Black students. (Blst_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti-Black racism is visible in my \${Institution/ChoiceGroup/ChoiceWithLowestValue} . (Blst_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative attitudes toward persons who are Black are openly expressed in my \${Institution/ChoiceGroup/ChoiceWithLowestValue} . (Blst_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My \${Institution/ChoiceGroup/ChoiceWithLowestValue} is unresponsive to the needs of Black students. (Blst_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students who are Black are harassed in my \${Institution/ChoiceGroup/ChoiceWithLowestValue} . (Blst_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My \${Institution/ChoiceGroup/ChoiceWithLowestValue} is cold and uncaring toward Black students and race- related issues. (Blst_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My \${Institution/ChoiceGroup/ChoiceWithLowestValue} provides a supportive environment for non-Black students of color. (nBSoc_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Racism towards non-Black students of color is visible
in my
\${Institution/ChoiceGroup/ChoiceWithLowestValue} .
(nBSoc_2)

☐☐☐☐☐☐☐

Negative attitudes toward non-Black persons of color
are openly expressed in my
\${Institution/ChoiceGroup/ChoiceWithLowestValue}
campus. (nBSoc_3)

☐☐☐☐☐☐☐

My
\${Institution/ChoiceGroup/ChoiceWithLowestValue}
is unresponsive to the needs of non-Black students
of color. (nBSoc_4)

☐☐☐☐☐☐☐

Non-Black students of color are harassed in my
\${Institution/ChoiceGroup/ChoiceWithLowestValue} .
(nBSoc_5)

☐☐☐☐☐☐☐

My
\${Institution/ChoiceGroup/ChoiceWithLowestValue}
is cold and uncaring toward non-Black students of
color and race-related issues. (nBSoc_6)

☐☐☐☐☐☐☐

My
\${Institution/ChoiceGroup/ChoiceWithLowestValue}
provides a supportive environment for international
students. (INTst_1)

☐☐☐☐☐☐☐

Discrimination toward international students is visible
in my
\${Institution/ChoiceGroup/ChoiceWithLowestValue} .
(INTst_2)

☐☐☐☐☐☐☐

Negative attitudes toward international students are
openly expressed in my
\${Institution/ChoiceGroup/ChoiceWithLowestValue} .
(INTst_3)

☐☐☐☐☐☐☐

My\${Institution/ChoiceGroup/ChoiceWithLowestValue} is unresponsive to the needs of international students. (INTst_4)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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International students are harassed in my \${Institution/ChoiceGroup/ChoiceWithLowestValue}. (INTst_5)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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My \${Institution/ChoiceGroup/ChoiceWithLowestValue} is cold and uncaring toward international students and global issues. (INTst_6)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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My \${Institution/ChoiceGroup/ChoiceWithLowestValue} provides a supportive environment for students with disabilities. (wDIS_1)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Discrimination toward students with disabilities is visible in my \${Institution/ChoiceGroup/ChoiceWithLowestValue}. (wDIS_2)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Negative attitudes towards students with disabilities are openly expressed in my \${Institution/ChoiceGroup/ChoiceWithLowestValue}. (wDIS_3)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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My \${Institution/ChoiceGroup/ChoiceWithLowestValue} is unresponsive to the needs of students with disabilities. (wDIS_4)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Students with disabilities are harassed in my \${Institution/ChoiceGroup/ChoiceWithLowestValue}. (wDIS_5)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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My
 \${Institution/ChoiceGroup/ChoiceWithLowestValue}
 is cold and uncaring toward students with disabilities
 and issues related to providing appropriate
 accommodations. (wDIS_6)

☐ ☐ ☐ ☐ ☐ ☐ ☐

My
 \${Institution/ChoiceGroup/ChoiceWithLowestValue}
 provides a supportive environment for LGBTQIA+
 students. (LGBTQ_1)

☐ ☐ ☐ ☐ ☐ ☐ ☐

Heterosexism, homophobia, biphobia, transphobia,
 and cissexism are visible in my
 \${Institution/ChoiceGroup/ChoiceWithLowestValue}.
 (LGBTQ_2)

☐ ☐ ☐ ☐ ☐ ☐ ☐

Negative attitudes toward LGBTQIA+ persons are
 openly expressed in my
 \${Institution/ChoiceGroup/ChoiceWithLowestValue}.
 (LGBTQ_3)

☐ ☐ ☐ ☐ ☐ ☐ ☐

My
 \${Institution/ChoiceGroup/ChoiceWithLowestValue}
 is unresponsive to the needs of LGBTQIA+ students.
 (LGBTQ_4)

☐ ☐ ☐ ☐ ☐ ☐ ☐

LGBTQIA+ students are harassed in my
 \${Institution/ChoiceGroup/ChoiceWithLowestValue}.
 (LGBTQ_5)

☐ ☐ ☐ ☐ ☐ ☐ ☐

My
 \${Institution/ChoiceGroup/ChoiceWithLowestValue}
 is cold and uncaring toward LGBTQIA+ students and
 issues. (LGBTQ_6)

☐ ☐ ☐ ☐ ☐ ☐ ☐

The 6 items relating to LGBTQIA students are from the *LGBTQ College Campus Climate Scale* (Szymanski & Bissonette, 2020). Three items (cold and uncaring, unresponsive, supportive environment) are for the “College Response to LGBTQ Students”; 3 items are for the *LGBTQ Stigma* subscale (negative attitudes, heterosexism, harassed). Scaling is from 1 (*strongly disagree*) to 7 (*strongly agree*).

agree). Higher scores indicate more negative perceptions of the campus climate. The “supportive environment” item needs to be reverse-scored. There was psychometric support for using the subscales or a full scale score.

The remaining items were adapted to create College Campus Climate Scales for Black, Non-Black students of color, international students, and students with disabilities, respectively. Although these items have not been evaluated psychometrically, this initial scoring/scaling should follow the same guidelines as the LGBTQ scale.

These items were presented in random order. Such a strategy can help manage missingness because if students stop and leave the survey (a common occurrence), it spreads out the missingness – and depending on level of strictness applied to how much missingness is tolerable, can help preserve cases.

End of Block: College Campus Climate

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Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education*, 70(4), 324–345. <https://doi.org/10.2307/2673270>

Szymanski, D. M., & Bissonette, D. (2020). Perceptions of the LGBTQ College Campus Climate Scale: Development and Psychometric Evaluation. *Journal of Homosexuality*, 67(10), 1412–1428. <https://doi.org/10.1080/00918369.2019.1591788>