



## PASSHE's System-Wide Climate Survey for Students

### About the Campus Climate Survey for Students

Welcome to Pennsylvania's State System of Higher Education's Systemwide Climate Survey for students! This is an exciting opportunity for students across State System universities to use their voices and share their experiences.

The goal of this survey is to see how students experience their university in their classrooms, at social events, and in the surrounding community. The survey will help us understand how universities and the PASSHE system are/are not promoting diverse, equitable, and inclusive environments. It will also help the State System strategize, both at the university and system level, improvements to these environments so that everyone feels safe, welcome, valued, and respected.

This online survey will take approximately **15-25 minutes**. All students are strongly encouraged to complete the online survey, which will be open until **March 4, 2022**. You may complete the entire survey now or go back later to finish it, as long as you use the same device and web browser.

**You must be 18 years of age or older to take this survey.**

#### ***Protecting your privacy and confidentiality:***

- Viewfinder® Campus Climate Surveys are administering this survey to ensure that your responses remain private and confidential.
- Your name will not be collected from you and your email address will not be linked to your responses when the State System and your university receives the survey data.
- Any reports written about the survey will aggregate data to protect privacy and confidentiality.
- You may choose to respond to or skip any of the survey questions or choose not to participate at all.
- Data collected from this survey will be held in an encrypted file for a period no less than five years.

If you have questions, concerns, or need accommodations, please contact Dr. Emily Howe, Manager of Special Projects, Research, and Reporting in the State System's Office of DEI at [ehowe@passhe.edu](mailto:ehowe@passhe.edu) or (717) 720-4219. For technical issues, contact Debra Boyd, Director of Operations and Research at Campus Climate Surveys, LLC at [dboyd@viewfindersurveys.com](mailto:dboyd@viewfindersurveys.com).

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\* 1. Are you 18 years or older?

Yes

No

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION



**CAL U**



**ITUP**



**MANSFIELD UNIVERSITY**



**SHIPPENSBURG UNIVERSITY**



**WCU**





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**Viewfinder® Survey Definitions Index**

The following terms and phrases appear throughout all Viewfinder® surveys. These definitions are provided to help ensure proper understanding of questions and garner accurate responses.

**Administrator** - People in positions such as the university president, vice presidents, deans, and directors.

**Bias** – An explicit or implicit belief that some people, ideas, etc., are better than others, which usually results in treating some individuals and groups unfairly.

**Board of Trustees** – An executive group charged with acting effectively and ethically in its duties related to overseeing the institution's mission, fiscal integrity, educational quality, and to recruiting, supporting, and evaluating the chief executive.

**Civil Union** – A legally recognized arrangement similar to marriage.

**Climate** – Climate-related factors internal to and within the control of individual colleges and universities, such as history and legacy of inclusion or exclusion, compositional or structural diversity, psychological dimensions, behavioral dimensions, and diversity leadership.

**Cultural Competence** – The ability to effectively deliver education or services that meet the social, cultural, and linguistic needs of those being educated or served.

**Disability** - A diagnosed or known condition that can limit one or more major life activities; including accessing various campus experiences due to a lack of accommodations and/or the presence of accessibility barriers.

**Discrimination** – Any unlawful distinction, preference, or detriment to an individual that is based upon an individual's protected class (i.e. race, color, ethnicity, national origin, gender, disability, etc.) that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regard to; or (4) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a university program or activity. Discrimination includes failing to provide a reasonable accommodation, consistent with state and federal law, to persons with disabilities, as well as failing to reasonably accommodate an employee's or student's religious practices where the accommodation does not impose an undue hardship.

**Diversity** - Describes the myriad ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Embracing diversity means that everyone and every group is valued and moves beyond simple tolerance to celebrating the rich dimensions of our differences.

**Equity** - The effort to provide different levels of support based on an individual's or group's needs that acknowledges and addresses the legacy of historical inequities in order to achieve future fairness in educational processes and outcomes.

**Gender Identity/Expression** – A person's perception of having a gender, which may or may not correspond with their sex at birth.

**Harassment** – A form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990. It is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, or genetics.

**Inclusion** - Authentically bringing traditionally excluded individuals and groups into processes, activities, and decision/policy making in a way that shares power. It involves people being given the opportunity to grow and feel they belong rather than feeling the need to assimilate.

**International Student** – A student studying at a U.S. college or university who is not a U.S. citizen. This includes students whose visas are sponsored by the schools where they study, generally F-1 and J-1 students, and whose schools have a federally mandated reporting requirement.

**LGBTQIA+** – Lesbian, Gay, Bisexual, Transgender, Queer, Intersex or Asexual.

**Microaggressions** – Manifestations of prejudice and hatred that are brief and/or subtle but great in the power or magnitude of their consequences.

**Naturalized U.S. Citizen** – A foreign person who is granted U.S. citizenship after he or she fulfills the requirements established by Congress in the Immigration and Nationality Act.

**Ombuds** – A university official responsible for investigating individuals' complaints against system flaws, especially those of individual authorities, such as professors and administrators.

**Person of color** – Someone who is not white or of European parentage.

**Psychological Disability** – Mental health or conditions that influence our emotions, cognitions, and/or behaviors, which may include depression, anxiety, schizophrenia, and bipolar disorder.

**Retaliation** – Punishment for asserting your rights to be free from discrimination, including harassment.

**Sexual Assault** – Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.

**Sexual Identity/Orientation** – How people think of themselves in terms of whom they are romantically or sexually attracted to.

**Transgender** - A person whose sense of personal identity and gender does not correspond with their sex assigned at birth.

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**Tell Us About Yourself**

\* 2. Which university do you currently attend?

- Bloomsburg University
- California University
- Cheyney University
- Clarion University
- East Stroudsburg University
- Edinboro University
- Indiana University
- Kutztown University
- Lock Haven University
- Mansfield University
- Millersville University
- Shippensburg University
- Slippery Rock University
- West Chester University

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**Tell Us About Yourself**

3. The university you selected is listed below. If you need to change the answer, please click "Prev" at the bottom of the page.

- Bloomsburg University
- California University
- Cheyney University
- Clarion University
- East Stroudsburg University
- Edinboro University
- Indiana University
- Kutztown University
- Lock Haven University
- Mansfield University
- Millersville University
- Shippensburg University
- Slippery Rock University
- West Chester University

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**Tell Us About Yourself**

4. Which type of student are you? Check all that apply.

- Part-time
- Full-time (12 or more hours)
- First-generation (neither parent has a four-year degree)
- Transfer
- Commuter
- Pell grant
- Online-only

5. Which level of degree are you currently pursuing?

- Associate
- Bachelor's
- Master's
- Doctoral
- Certificate program

Other (please specify)

6. How many years have you been attending this university?

- First year
- Second year
- Third year
- Fourth year
- Fifth year or longer

7. What is your current field of study? Check all that apply.

- Agriculture
- Biological Sciences
- Business
- Communications
- Computer or information sciences
- Criminal Justice
- Economics
- Education
- Engineering
- English
- Exploratory Studies or Undeclared
- Foreign Languages
- Health professions
- History
- Library science
- Mathematics
- Parks/Recreation
- Philosophy
- Physical Sciences
- Psychology
- Public administration
- Social Work
- Sociology
- Visual/performing arts

Other (please specify)

8. Why did you choose to attend our institution? Check all that apply.

- Academic reputation
- Credits transferred from another school
- Five-year program for my academic interest
- High postgraduation job placement rate
- International reputation
- Internship opportunities
- Offers programs in my field of interest
- Research opportunities
- Cost of attendance
- Received scholarship
- Workstudy opportunities
- Distance to/from home
- Family member is an alum
- Family member works here
- Parents gave me no other choice
- Clubs/organizations that interest me
- College sports reputation
- Community service opportunities
- Campus commitment to diversity\*
- Faculty diversity
- Student diversity
- Geographic location
- Greek life
- Size of school
- Study abroad opportunities

Other (please specify)

\*Describes the myriad ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Embracing diversity means that everyone and every group is valued and moves beyond simple tolerance to celebrating the rich dimensions of our differences.

9. How are you paying for your education? Check all that apply.

- Family contributions
- Part-time employment
- Full-time employment
- GI Bill
- Grants
- Inheritance
- Loans
- Merit scholarships
- Other scholarships
- Personal savings
- Tuition waiver
- Work-study

Other (please specify)

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**Religion/Political Views**

10. What is your religion/spiritual affiliation?

- Agnostic
- Atheist
- Buddhist
- Christian (other than Roman Catholic)
- Church of Jesus Christ of Latter-day Saints
- Hindu
- Jehovah's Witness
- Jewish
- Muslim
- Protestant
- Roman Catholic
- Scientologist
- Seventh Day Adventist
- Sikh
- Unitarian Universalist
- Prefer not to answer

Other (please specify)

11. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I can openly express my religious/spiritual beliefs on campus	<input type="radio"/>					
Students should be able to openly express their religious/spiritual beliefs on campus	<input type="radio"/>					
I can openly express my religious/spiritual beliefs in the surrounding community	<input type="radio"/>					
My religious/spiritual beliefs are treated with respect by students	<input type="radio"/>					
My religious/spiritual beliefs are treated with respect by faculty	<input type="radio"/>					
My religious/spiritual beliefs are treated with respect by staff	<input type="radio"/>					
My religious/spiritual beliefs are treated with respect by administrators*	<input type="radio"/>					
My religious/spiritual beliefs are respected in the classroom	<input type="radio"/>					
Religious/spiritual holidays I celebrate are respected by the campus community	<input type="radio"/>					
Students with my religious/spiritual beliefs have a dedicated space for prayer	<input type="radio"/>					

\*Administrators include positions such as the university president, vice presidents, deans, and directors.

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**Religion/Political Views**

12. How would you describe your political views?

- Far left/leftist
- Liberal
- Moderate
- Conservative
- Far right
- Prefer not to answer

13. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I can openly express my political views on campus	<input type="radio"/>					
Students should be able to openly express their political views on campus	<input type="radio"/>					
I can openly express my political views in the surrounding community	<input type="radio"/>					
My political views are treated with respect by students	<input type="radio"/>					
My political views are treated with respect by faculty	<input type="radio"/>					
My political views are treated with respect by staff	<input type="radio"/>					
My political views are treated with respect by administrators	<input type="radio"/>					
My political views are respected in the classroom	<input type="radio"/>					

14. If desired, please explain your answers or experiences with religion and political views at this university.

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**Current United States Military and Veterans**

15. Are you currently a member of the United States military or a military veteran?

Yes

No

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**Current United States Military and Veterans**

16. Have you ever contacted your university's Veteran's Center/Office for Veterans?

- Yes
- No
- My institution does not have one

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**Current United States Military and Veterans**

17. How satisfied are you with the following items related to the Veteran's Center/Office for Veterans?

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied	N/A
Overall services provided	<input type="radio"/>					
Mental health services	<input type="radio"/>					
Support services (mentoring, support groups)	<input type="radio"/>					
Office hours	<input type="radio"/>					
Availability of appointment times	<input type="radio"/>					
Number of staff	<input type="radio"/>					
Friendliness of staff	<input type="radio"/>					

18. To what extent has the Veteran's Center/Office for Veterans facilitated your adjustment to civilian life?

- Not at all
- Not much
- Somewhat
- Very much
- N/A

19. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As a military member/veteran, I feel welcome on campus	<input type="radio"/>					
As a military member/veteran, I feel welcome in the surrounding community	<input type="radio"/>					
As a military member/veteran, I am treated with respect by students	<input type="radio"/>					
As a military member/veteran, I am treated with respect by faculty	<input type="radio"/>					
As a military member/veteran, I am treated with respect by staff	<input type="radio"/>					
As a military member/veteran, I am treated with respect by administrators	<input type="radio"/>					
As a military member/veteran, I feel welcome in the classroom	<input type="radio"/>					
Military members/veterans have organizations/clubs they can join on campus	<input type="radio"/>					

20. If desired, please explain your answers or experiences as a member of the military or a veteran at this university.

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**Disability Status**

21. Do you have a disability\*?

- Yes
- No
- Not sure
- Prefer not to answer

\*A diagnosed or known condition that can limit one or more major life activities; including accessing various campus experiences due to a lack of accommodations and/or the presence of accessibility barriers.

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**Disability Status**

22. What type of disability do you have? Check all that apply.

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism
- Blind/low vision
- Deaf/hard of hearing
- Intellectual disability
- Learning disability
- Medical/chronic health condition
- Mobility/orthopedic
- Psychological\*
- Traumatic brain injury
- Prefer not to answer
- I do not have a disability

Other (please specify)

\*Mental health or conditions that influence our emotions, cognitions, and/or behaviors, which may include depression, anxiety, schizophrenia, and bipolar disorder.

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**Disability Status**

23. Are you currently or previously connected with the Office for Disability Services/Accessibility Resources Office?

Yes

No

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**Disability Status**

24. Why haven't you reached out to the Office for Disability Services/Accessibility Resources Office? Check all that apply.

- I do not need accommodations
- I have not told anyone on campus about my disability
- I do not want to or am unsure about disclosing my disability
- I did not know an Office for Disability Services/Accessibility Resources Office existed
- I don't know how to contact the office
- I don't think I have the right paperwork to get accommodations
- Other (please specify)

PASSHE's System-Wide Climate Survey for Students

**Disability Status**

25. How satisfied are you with the following items related to the Office for Disability Services/Accessibility Resources Office?

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied	N/A
Overall services provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referrals to campus resources and support services (mentoring, support groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility at the office location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of appointment times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referrals or resources for internships/careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Space available for accommodated exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. How satisfied are you with the following accommodations related to your specific accommodation plan?

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied	N/A
Alternative texts	<input type="radio"/>					
Attendance flexibility	<input type="radio"/>					
Captioning	<input type="radio"/>					
Emotional support animals	<input type="radio"/>					
Housing accommodations	<input type="radio"/>					
Interpreting	<input type="radio"/>					
Lecture recording	<input type="radio"/>					
Note-taking support	<input type="radio"/>					
Reader software	<input type="radio"/>					
Testing: Extended time	<input type="radio"/>					
Testing: Separate location	<input type="radio"/>					

27. The accommodations I received while participating in the following met my expectations.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The university's application process	<input type="radio"/>					
The academic parts of the first-year orientation (registering for classes, placement exams, etc.)	<input type="radio"/>					
The social parts of first year orientation (getting to know other students, residential life, etc.)	<input type="radio"/>					
Registering with the Office for Disability Services/Accessibility Resources Office	<input type="radio"/>					
Employment as a student worker on campus	<input type="radio"/>					

28. How well do the services offered at the Office for Disability Services/Accessibility Resources Office complement services offered at the following offices?

	Very Poor	Poor	Fair	Good	Excellent	N/A
The writing center	<input type="radio"/>					
Support offices (TRIO, Act 101)	<input type="radio"/>					
Campus counseling center	<input type="radio"/>					
The tutoring center	<input type="radio"/>					
Academic advising	<input type="radio"/>					

29. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As a student with a disability, I feel welcome on campus	<input type="radio"/>					
As a student with a disability, I feel welcome in the surrounding community	<input type="radio"/>					
As a student with a disability, I am treated with respect by students	<input type="radio"/>					
As a student with a disability, I am treated with respect by faculty	<input type="radio"/>					
As a student with a disability, I am treated with respect by staff	<input type="radio"/>					
As a student with a disability, I am treated with respect by administrators	<input type="radio"/>					
As a student with a disability, I am treated with respect by the disability/accessibility resources professionals	<input type="radio"/>					
As a student with a disability, I feel welcome in the classroom	<input type="radio"/>					
Students with a disability have organizations/clubs they can join	<input type="radio"/>					

30. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Campus physical accessibility (doors, restrooms, parking, walkways, elevators, etc.) meets my needs	<input type="radio"/>					
Events I attend on campus are accessible to me	<input type="radio"/>					
As a student with a disability, I regularly experience discrimination and/or harassment on campus	<input type="radio"/>					
As a student with a disability, I regularly experience discrimination and/or harassment in the surrounding community	<input type="radio"/>					
As a student with a disability, my contributions to the campus community are valued and appreciated	<input type="radio"/>					
Technology used in my classes is accessible and easy for me to use	<input type="radio"/>					
Online communication platforms the university uses are accessible and easy to use	<input type="radio"/>					
The process of implementing and using my accommodations was easy for me to navigate	<input type="radio"/>					
As a student with a disability, I feel our university is committed to making our campus more inclusive and affirming for students with disabilities	<input type="radio"/>					

31. If desired, please explain your answers or experiences as a student with a disability at this university.

32. Are there additional resources or facilities that the university should provide to support students with disabilities (academically, socially, or psychologically)?

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**LGBTQIA+ Students**

33. Do you identify as LGBTQIA+\*?

- Yes
- No
- Not sure
- Prefer not to answer

\*Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual.

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**LGBTQIA+ Students**

34. Have you ever engaged with the Office for LGBTQIA+ support?

- Yes
- No
- Prefer not to answer

PASSHE's System-Wide Climate Survey for Students

**LGBTQIA+ Students**

35. How satisfied are you with the following items related to our institution's Office for LGBTQIA+ support?

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied	N/A
Overall services provided	<input type="radio"/>					
Transgender outreach	<input type="radio"/>					
Support services (mentoring, support groups)	<input type="radio"/>					
Office hours	<input type="radio"/>					
Availability of appointment times	<input type="radio"/>					
Number of staff	<input type="radio"/>					
Friendliness of staff	<input type="radio"/>					
Safe Zone/Allies program	<input type="radio"/>					
LGBTQIA+ events	<input type="radio"/>					

36. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I can openly express my gender identity/expression* on campus	<input type="radio"/>					
I can openly express my gender identity/expression in the surrounding community	<input type="radio"/>					
My gender identity/expression is treated with respect by students	<input type="radio"/>					
My gender identity/expression is treated with respect by faculty	<input type="radio"/>					
My gender identity/expression is treated with respect by staff	<input type="radio"/>					
My gender identity/expression is treated with respect by administrators	<input type="radio"/>					
My gender identity/expression is treated with respect in the classroom	<input type="radio"/>					

\*A person's perception of having a gender, which may or may not correspond with their sex at birth.

37. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I can openly express my sexual identity/orientation* on campus	<input type="radio"/>					
I can openly express my sexual identity/orientation in the surrounding community	<input type="radio"/>					
My sexual identity/orientation is treated with respect by students	<input type="radio"/>					
My sexual identity/orientation is treated with respect by faculty	<input type="radio"/>					
My sexual identity/orientation is treated with respect by staff	<input type="radio"/>					
My sexual identity/orientation is treated with respect by administrators	<input type="radio"/>					
My sexual identity/orientation is treated with respect in the classroom	<input type="radio"/>					

\*How people think of themselves in terms of whom they are romantically or sexually attracted to.

38. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As an LGBTQIA+ student, I feel welcome and treated with respect in the residence halls	<input type="radio"/>					
As an LGBTQIA+ student, I feel welcome and treated with respect in the dining halls	<input type="radio"/>					
As an LGBTQIA+ student, I feel welcome and treated with respect at campus events	<input type="radio"/>					
As an LGBTQIA+ student, I regularly experience discrimination and/or harassment on campus	<input type="radio"/>					
As an LGBTQIA+ student, I regularly experience discrimination and/or harassment in the surrounding community	<input type="radio"/>					
As an LGBTQIA+ student, I feel there are groups and clubs on campus that are culturally and socially supportive	<input type="radio"/>					
As an LGBTQIA+ student, I feel there are campus events that are socially and culturally relevant to me	<input type="radio"/>					
As an LGBTQIA+ student, my contributions to the campus community are valued and appreciated	<input type="radio"/>					
As an LGBTQIA+ student, I feel our university is committed to making our campus more inclusive and affirming for LGBTQIA+ students	<input type="radio"/>					

39. If desired, please explain your answers or experiences as an LGBTQIA+ student at this university.

PASSHE's System-Wide Climate Survey for Students

**Students of Color**

40. Are you a student of color\*?

Yes

No

\*Someone who is not white or of European parentage. People of color can include individuals who identify as ethnically Middle Eastern or Arab.

PASSHE's System-Wide Climate Survey for Students

**Students of Color**

41. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As a student of color, I feel welcome on campus	<input type="radio"/>					
As a student of color, I feel welcome in the surrounding community	<input type="radio"/>					
As a student of color, I feel welcome and treated with respect in the residence halls	<input type="radio"/>					
As a student of color, I feel welcome and treated with respect in the dining halls	<input type="radio"/>					
As a student of color, I feel welcome and treated with respect at campus events	<input type="radio"/>					
As a student of color, I am treated with respect by students	<input type="radio"/>					
As a student of color, I am treated with respect by faculty	<input type="radio"/>					
As a student of color, I am treated with respect by staff	<input type="radio"/>					
As a student of color, I am treated with respect by administrators	<input type="radio"/>					
As a student of color, I am treated with respect in the classroom	<input type="radio"/>					

42. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As a student of color, I regularly experience racial discrimination and/or racial hostility on campus	<input type="radio"/>					
As a student of color, I regularly experience racial discrimination and/or racial hostility in the surrounding community	<input type="radio"/>					
As a student of color, I feel welcome and treated with respect at the Multicultural Center	<input type="radio"/>					
As a student of color, I feel there are groups and clubs on campus that are culturally and socially supportive	<input type="radio"/>					
As a student of color, I feel there are campus events that culturally relevant to me	<input type="radio"/>					
As a student of color, my contributions to the campus community are valued and appreciated	<input type="radio"/>					
As a student of color, I feel our university is committed to making our campus more inclusive, equitable, and affirming for students of color	<input type="radio"/>					

43. If desired, please explain your answers or experiences as a student of color at this university.

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**International Students**

44. Are you an international student\*?

Yes

No

\*A student studying at a U.S. college or university who is not a U.S. citizen. This includes students whose visas are sponsored by the schools where they study, generally F-1 and J-1 students, and whose schools have a federally mandated reporting requirement.

PASSHE's System-Wide Climate Survey for Students

**International Students**

45. How satisfied are you with the following items related to the services and resources at this university?

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied	N/A
Writing center	<input type="radio"/>					
Tutoring center	<input type="radio"/>					
Office for international students	<input type="radio"/>					
Support with student visas	<input type="radio"/>					
English language learning support	<input type="radio"/>					

46. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As an international student, I feel welcome on campus	<input type="radio"/>					
As an international student, I feel welcome in the surrounding community	<input type="radio"/>					
As an international student, I feel welcome and treated with respect in the residence halls	<input type="radio"/>					
As an international student, I feel welcome and treated with respect in the dining halls	<input type="radio"/>					
As an international student, I feel welcome and treated with respect at campus events	<input type="radio"/>					
As an international student, I am treated with respect by students	<input type="radio"/>					
As an international student, I am treated with respect by faculty	<input type="radio"/>					
As an international student, I am treated with respect by staff	<input type="radio"/>					
As an international student, I am treated with respect by administrators	<input type="radio"/>					
As an international student, I am treated with respect in the classroom	<input type="radio"/>					

47. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
As an international student, I regularly experience discrimination and/or harassment on campus	<input type="radio"/>					
As an international student, I regularly experience discrimination and/or harassment in the surrounding community	<input type="radio"/>					
As an international student, I feel there are groups and clubs on campus that are culturally and socially supportive	<input type="radio"/>					
As an international student, I feel there are campus events that are culturally relevant to me	<input type="radio"/>					
As an international student, my contributions to the campus community are valued and appreciated	<input type="radio"/>					

48. If desired, please explain your answers or experiences as an international student at this university.

PASSHE's System-Wide Climate Survey for Students

**Campus Diversity**

49. How important, in your opinion, is diversity<sup>1</sup>, equity<sup>2</sup>, and inclusion<sup>3</sup> to the following groups on campus?

	Not at all important	Not that important	Neutral	Somewhat important	Very important	N/A
Administrators	<input type="radio"/>					
Faculty	<input type="radio"/>					
Staff	<input type="radio"/>					
Other students	<input type="radio"/>					

<sup>1</sup> Describes the myriad ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Embracing diversity means that everyone and every group is valued and moves beyond simple tolerance to celebrating the rich dimensions of our differences.

<sup>2</sup> The effort to provide different levels of support based on an individual's or group's needs that acknowledges and addresses the legacy of historical inequities in order to achieve future fairness in educational processes and outcomes.

<sup>3</sup> Authentically bringing traditionally excluded individuals and groups into processes, activities, and decision/policy making in a way that shares power. It involves people being given the opportunity to grow and feel they belong rather than feeling the need to assimilate.

50. How welcoming is our campus to the following groups?

	Not at all welcoming	Not very welcoming	Neutral	Somewhat welcoming	Very welcoming	N/A
African Americans and Black people	<input type="radio"/>					
Asian Americans	<input type="radio"/>					
Caucasians/White people	<input type="radio"/>					
Current military and veterans	<input type="radio"/>					
First-generation students	<input type="radio"/>					
Hispanics/Latinx people	<input type="radio"/>					
International students and employees	<input type="radio"/>					
LGBTQIA+ people	<input type="radio"/>					
Middle Eastern people	<input type="radio"/>					
Muslims	<input type="radio"/>					
Native Americans and Alaskan Natives	<input type="radio"/>					
Native Hawaiians and Pacific Islanders	<input type="radio"/>					
People with disabilities	<input type="radio"/>					
Undocumented students	<input type="radio"/>					
Women	<input type="radio"/>					

51. How well does our institution promote racial and cultural interaction between different groups?

- Not at all
- Not very well
- Somewhat
- Very well
- N/A

52. How would you categorize the level of interactions among racial/ethnic groups?

	Not at all integrated	Not very integrated	Neutral	Somewhat integrated	Very integrated	N/A
On campus	<input type="radio"/>					
In residence halls	<input type="radio"/>					
In campus dining areas	<input type="radio"/>					
In the surrounding community/off-campus	<input type="radio"/>					
During student activities on campus	<input type="radio"/>					
During sporting events on campus	<input type="radio"/>					

53. To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
This university encourages students to share their ideas openly	<input type="radio"/>					
This university is responsive to student concerns	<input type="radio"/>					
This university has administrators who speak and act in ways that value diversity	<input type="radio"/>					
This university has staff members who speak and act in ways that value diversity	<input type="radio"/>					
This university has faculty who speak and act in ways that value diversity	<input type="radio"/>					
This university promotes and values cultural differences	<input type="radio"/>					
This university has a lot of racial tension	<input type="radio"/>					
The online student training about diversity, equity, and inclusion (run by Everfi/Foundry) I received was informative	<input type="radio"/>					
The online student training about diversity, equity, and inclusion (run by Everfi/Foundry) will support a more inclusive campus climate	<input type="radio"/>					

54. If desired, please explain your answers or experiences related to Campus Diversity at this university.

PASSHE's System-Wide Climate Survey for Students

**Personal Experiences of Discrimination/Bias/Harassment**

55. To what extent do you agree or disagree with the following statements regarding the university's responsiveness to a report of discrimination<sup>1</sup>/bias<sup>2</sup>/harassment<sup>3</sup>?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The university would take a report seriously	<input type="radio"/>					
My privacy would be maintained if I were to file a report	<input type="radio"/>					
The university would take steps to protect my safety if I were to file a report	<input type="radio"/>					
I know where to file a report	<input type="radio"/>					
People who file reports are treated fairly during an investigation	<input type="radio"/>					
People accused of committing an offense are treated fairly during an investigation	<input type="radio"/>					

<sup>1</sup> Any unlawful distinction, preference, or detriment to an individual that is based upon an individual's protected class (i.e. race, color, ethnicity, national origin, gender, disability, etc.) that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regard to; or (4) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a university program or activity. Discrimination includes failing to provide a reasonable accommodation, consistent with state and federal law, to persons with disabilities, as well as failing to reasonably accommodate an employee's or student's religious practices where the accommodation does not impose an undue hardship.

<sup>2</sup> An explicit or implicit belief that some people, ideas, etc., are better than others, which usually results in treating some individuals and groups unfairly.

<sup>3</sup> A form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990. It is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, or genetics.

56. Have you experienced any of the following while at our institution ? Check all that apply.

- An illegal act
- Bullying
- Discrimination/bias/harassment based on age
- Discrimination/bias/harassment based on gender
- Discrimination/bias/harassment based on gender identity/expression<sup>1</sup>
- Discrimination/bias/harassment based on race/ethnicity
- Discrimination/bias/harassment based on lack of English language proficiency (foreign accent)
- Discrimination/bias/harassment based on national origin
- Discrimination/bias/harassment based on a disability
- Discrimination/bias/harassment based on veteran status
- Discrimination/bias/harassment based on religion/worldview/spiritual affiliation
- Discrimination/bias/harassment based on a medical condition or illness
- Discrimination/bias/harassment based on socioeconomic status
- Discrimination/bias/harassment based on sexual identity/orientation<sup>2</sup>
- Discrimination/bias/harassment based on political views
- Discrimination/bias/harassment based on genetic information
- Discrimination/bias/harassment based on pregnancy
- Retaliation<sup>3</sup>
- Sexual assault<sup>4</sup>
- Other
- None of the above

Comments

<sup>1</sup> A person's perception of having a gender, which may or may not correspond with their sex at birth.

<sup>2</sup> How people think of themselves in terms of whom they are romantically or sexually attracted to.

<sup>3</sup> Punishment for asserting your rights to be free from discrimination, including harassment.

<sup>4</sup> Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities such as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.

If you would like information about reporting bias, discrimination, or harassment at your university, please visit: <https://www.passhe.edu/inside/BOG/IE/Pages/Bias-and-Discrimination-Reporting.aspx>. Please also visit your university's websites to learn more about counseling resources.

PASSHE's System-Wide Climate Survey for Students

**Personal Experiences of Discrimination/Bias/Harassment**

57. Who caused the offense(s)? Check all that apply.

- Athletic coach
- Campus police
- Faculty member
- Member of the surrounding community
- Parent of a student
- Senior administrator (vice president or dean)
- Other administrator
- Staff member
- Student
- Prefer not to answer

Other (please specify)

58. Have you ever reported any incident(s) of discrimination/bias/harassment?

- Yes
- No



PASSHE's System-Wide Climate Survey for Students

**Personal Experiences of Discrimination/Bias/Harassment**

59. Who did you report the incident(s) to? Check all that apply.

- Administrator
- Athletic department
- Campus health center
- Campus ministry
- Campus police
- Chief diversity officer
- Counseling center
- Equal Employment Opportunity office
- Faculty member
- Family member
- Friend
- Human resources
- Legal department
- NAACP
- Off-campus police
- Off-campus healthcare professional
- Office of Civil Rights
- Ombuds\*
- Title IX coordinator
- University's Diversity Office/Social Equity Office

Other (please specify)

\*A university official responsible for investigating individuals' complaints against system flaws, especially those of individual authorities, such as professors and administrators.

60. If you have filed a written bias/discrimination/harassment complaint in the past two years, what was the result? Check all that apply.

- My complaint was taken seriously
- Criminal action was taken
- My complaint was addressed but not resolved to my satisfaction
- Nothing was done
- It's still in process
- My complaint was resolved to my satisfaction
- My complaint was dismissed

Other (please specify)

PASSHE's System-Wide Climate Survey for Students

**Personal Experiences of Discrimination/Bias/Harassment**

61. Why didn't you report the incident(s)? Check all that apply.

- I decided it wasn't important enough
- There was not enough evidence
- I feared retaliation
- I didn't feel anything would happen
- The offender asked me not to
- The offender is no longer here
- There was too much pressure by my friends/peers not to report
- There was too much pressure from administrators/faculty/staff not to report
- There was too much pressure from my family not to report
- I feared being expelled
- I felt it was my fault
- I had no witnesses to support me
- The process to file a complaint was not secure
- I didn't think the school would support me
- I was embarrassed

Other (please specify)

PASSHE's System-Wide Climate Survey for Students

**Personal Experiences of Discrimination/Bias/Harassment**

62. If desired, please explain your answers or experiences related to discrimination, bias, and harassment at this university.

PASSHE's System-Wide Climate Survey for Students

**Safety on Campus and in the Community**

63. To what extent do you agree or disagree with the following statements about safety on/off campus?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I feel safe on campus	<input type="radio"/>					
I feel safe off campus	<input type="radio"/>					
My family feels I am safe on campus	<input type="radio"/>					
My family feels I am safe off campus	<input type="radio"/>					
People are supportive of other people who have experienced incidents of physical confrontation	<input type="radio"/>					
People are supportive of other people who have experienced incidents of emotional confrontation (discrimination, sexual harassment, bullying)	<input type="radio"/>					

64. To what extent do you agree or disagree with the following statements regarding campus police?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Campus police should be required to participate in ongoing diversity training	<input type="radio"/>					
Campus police should be reflective of the diversity of our students	<input type="radio"/>					
Campus police should be armed at all times	<input type="radio"/>					
Campus police keep all students safe	<input type="radio"/>					

65. Which of the following safety measures would make you feel safe on campus? Check all that apply.

- Ability to anonymously report concerns about a student or employee (someone who may be suicidal, mentally unstable, engaged in an illegal activity, etc.)
- Bike or foot patrol campus police
- Designated walking/bike paths
- Efforts to keep non-students or non-employees off campus
- Emergency call boxes
- Emergency services for incidents of sexual assault
- Escorts to other buildings on campus
- Information about emergency procedures in case of a campus lockdown, extreme weather, etc.
- Interior lighting in campus buildings after dark
- Maintenance of improperly working safety items (lightbulbs that are out, call boxes not working, etc.)
- Parking lot attendants
- Parking lot lighting
- Quick response by administration to campus emergencies
- Shuttle bus waiting areas
- Street lighting
- Surveillance cameras
- Volunteer designated drivers
- Walkway lighting

Other (please specify)

66. If desired, please explain your answers or experiences with safety on/off campus and/or with campus police.

PASSHE's System-Wide Climate Survey for Students

**Student Outreach**

67. To what extent are you satisfied with the following opportunities and services for students at your university?

	Very dissatisfied	Somewhat dissatisfied	Neutral	Somewhat satisfied	Very satisfied	N/A
Need-based scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Merit-based scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency funding for students experiencing financial distress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer bridge programs to aid in certain academic areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available faculty mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open campus dialogue sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetings between students and administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of academic advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of career counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy communication with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus counseling center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student health center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

68. If desired, please explain your answers or experiences with student outreach at this university

PASSHE's System-Wide Climate Survey for Students

**Overall Campus Experience**

69. To what extent do you agree or disagree with the following statements about the overall learning experience at your university?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
Our university engages with external communities to understand their interests and respond to their needs	<input type="radio"/>					
Goals of the university are relevant to preparation for the world students will graduate into	<input type="radio"/>					
This university is diverse	<input type="radio"/>					
This university is inclusive	<input type="radio"/>					
This university puts too much emphasis on diversity	<input type="radio"/>					
Inclusiveness is a core value of our university's mission	<input type="radio"/>					
I would recommend my university to high school students	<input type="radio"/>					
I would recommend this university to someone considering transferring from another college	<input type="radio"/>					

70. To what extent do you agree or disagree with the following statements about the overall learning experience at your university?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
I am satisfied with the quality of the education I am receiving	<input type="radio"/>					
Faculty respect my points of view even if they disagree with them	<input type="radio"/>					
I am satisfied overall with the faculty	<input type="radio"/>					
Public announcements from university leadership are honest and truthful	<input type="radio"/>					
The process by which my voice can be heard is effective	<input type="radio"/>					
Administrators are held to appropriate measures of accountability and responsibility for campus climate	<input type="radio"/>					
Outside of my classes, there are many opportunities for me to form meaningful connections with other people	<input type="radio"/>					

71. To what extent do you agree or disagree that your classroom experiences include the following?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
The faculty creates a safe and welcoming environment for everyone in the classroom	<input type="radio"/>					
I feel safe among other students expressing my views and opinions in the classroom	<input type="radio"/>					
Students of all backgrounds are interacting together in the classroom on campus	<input type="radio"/>					
Courses I have taken actively foster an appreciation for diversity	<input type="radio"/>					
Programs and courses feel relevant and connected to my life experiences and goals	<input type="radio"/>					
Support for my advancement and success is evident in my classes	<input type="radio"/>					
In my classes, there are many opportunities for me to form meaningful connections with other people	<input type="radio"/>					

72. To what extent do you agree or disagree with the following statements about your experience here?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	N/A
My workload is too heavy	<input type="radio"/>					
I am satisfied with my school/life balance	<input type="radio"/>					
I have experienced microaggressions* on campus	<input type="radio"/>					
There are too many expectations of me	<input type="radio"/>					
I feel a great sense of belonging	<input type="radio"/>					
This is a hostile learning environment	<input type="radio"/>					
I want to leave this campus	<input type="radio"/>					
I feel supported academically	<input type="radio"/>					
I feel supported socially	<input type="radio"/>					
I feel supported emotionally	<input type="radio"/>					
The pandemic has negatively impacted my mental health	<input type="radio"/>					
The university provides enough mental health resources for students	<input type="radio"/>					
I have all the resources I need to be successful at this university	<input type="radio"/>					

\*Manifestations of prejudice and hatred that are brief and/or subtle but great in the power or magnitude of their consequences.

73. If desired, please explain your answers or experiences related to the Overall Campus Experience at this university.

PASSHE's System-Wide Climate Survey for Students

**Student Demographics**

74. What is your gender?

- Woman
- Man
- Genderqueer or Non-binary
- Transgender\* man
- Transgender woman
- Uncertain or questioning
- Prefer not to answer

Prefer to self-describe

\*A person whose sense of personal identity and gender does not correspond with their sex assigned at birth.

75. What is your sexual orientation?

- Heterosexual/Straight
- Gay or Lesbian
- Bisexual
- Pansexual
- Asexual
- Queer
- Prefer not to answer

Prefer to self-describe

76. What is your race/ethnicity? Check all that apply.

- African American or Black
- Asian American or Asian
- Caucasian or White
- Hispanic or Latinx
- Middle Eastern, North African, Arab, or Arab American
- Native American or Alaska Native
- Native Hawaiian or Pacific Islander
- Prefer not to answer

Other (please specify)

77. What is your age?

- 18-20
- 21-25
- 26-30
- 31-40
- 41-50
- 51 or older
- Prefer not to answer

78. What is your marital status?

- Single
- Married
- Separated
- Divorced
- Partnered/civil union\*
- Widowed
- Prefer not to answer

\*A legally recognized arrangement similar to marriage.

79. What is your citizenship status?

- Born in the U.S.
- Naturalized U.S. citizen\*
- Permanent resident
- International (F-1, J-1, etc.)
- Prefer not to answer

\*A person who is granted U.S. citizenship after they fulfill the requirements established by Congress in the Immigration and Nationality Act.

80. Where do you live during the academic year? Check all that apply.

- On-campus housing
- Off-campus housing
- With relatives
- Own my own home
- Renting an apartment, house or condo
- Currently unhoused
- In temporary housing (ex: hotel, couch surfing)

Other (please specify)

81. If you are employed during the academic year, how many hours do you typically work per week?

- 1-10
- 11-20
- 21-30
- 31-40
- 41 or over
- I am not employed

82. Please offer any additional comments or suggestions to improve our campus climate for diversity, equity and inclusion.

83. Please add any other comments you would like to make regarding this survey. We appreciate your feedback!

**Thank you for taking the time to respond to the Systemwide Climate Survey for students!**