

Campus Climate Survey

Recommendation:

Final Report

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Submitted by

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EXECUTIVE SUMMARY

In Fall 2020, California State University San Marcos (CSUSM) made a commitment to conduct a comprehensive campus climate survey of the entire campus community. Doing the survey at this time will give us the opportunity to benchmark and will provide data to guide future efforts to improve our campus climate. It is important to recognize that we cannot postpone the important work of improving campus climate and we would like those efforts to be informed by input provided by the entire campus community. We are also in the process of launching a campus-wide strategic planning initiative and the findings of the campus climate survey will be one important source of information that will allow us to prioritize and guide future planning efforts. To that end a working group of faculty, staff and students was convened to review and recommend climate survey instruments for faculty, staff and students to be conducted in Spring 2021. The workgroup recommends that we continue to participate in the Diverse Learning Environments (DLE) survey for students. The workgroup recommends that we use the INSIGHT into Diversity Magazine's Viewfinder Campus Climate Surveys for faculty, staff, and administrators.

In order to meet the charge, it was important for the workgroup to have a shared definition and understanding of the term campus climate. We decided to adopt a broad definition of campus climate with an emphasis on inclusion and diversity. Campus climate is defined broadly as "The current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential." ([Susan Rankin, 2008](#)) Our own Diversity and Inclusion Strategic Plan (DISP) defines campus climate as "an inclusive, welcoming, campus environment where all campus members thrive and are heard and where differences are considered a collective strength." One of the survey instruments we reviewed defines campus climate as "learning and working environment where everyone feels safe, welcome and respected."

Campus climate instruments are important for CSUSM in the following ways:

- Support the climate related goals and objectives of the Diversity and Inclusion Strategic Plan (DISP) (**see Appendix A**)
- Support how we define inclusive excellence on the campus
- Help us understand the experiences and perceptions of all members of our campus community as related to equity and inclusion
- Identify strengths and areas for improvement by identifying equity gaps while tracking and measuring progress.
- Encourage data-driven decision making throughout the campus culture

Limitations

The workgroup would like to acknowledge that an in-depth study of all existing campus climate surveys was not conducted. The workgroup reviewed a set of instruments based on the process outlined below, within the timeframe of five weeks. Therefore, the workgroup experienced some limitations that impacted the decision-making process which include:

- **Timeline:** The time frame did not allow us to consider all possible instruments. Some vendors were not available for a spring 2021 implementation.

- **Hiring of a new Chief Diversity Officer (CDO):** It is ideal that the CDO work with the entire campus community to lead efforts related to diversity and inclusion initiatives. CSUSM is in the beginning stages of hiring a new CDO, and while the selected individual will not have been included on selecting the instrument, they will have the opportunity to lead the action plan and update the DISP as relevant based on the results of the instruments chosen and the university-wide strategic plan.
- **Covid-19 Pandemic:** The survey will be administered during a difficult time for the country, in addition to a cohort of students and new staff & faculty who may have not had an on-campus experience. Additionally, given that the campus will be functioning in a virtual environment at the time of survey administration and that students have reported an increase in screen fatigue and difficulty with balancing multiple obligations as a result of online learning, there is potential for response rates to be impacted.
- **Cost:** The work group acknowledged that there would likely not be room in the University's budget to accommodate the higher costs of developing a customized instrument that would require extensive and costly work from a consultant. Considering this, consultant developed customized instruments were eliminated from consideration early on. The desire to have a tool that allowed for benchmarking against other institutions also necessitated the elimination of customized survey instruments that would not provide the opportunity for comparison of data to non-CSUSM respondents.

METHODOLOGY

The workgroup met over a period of five weeks during the months of September and October. We developed a set of selection criteria including the DISP goals and objectives. We then followed the steps described below to make our selection:

1. Identifying a list of survey instruments that were accessible to climate work group committee

The workgroup's focus was narrowed down to instruments offered by four different vendors: the Higher Education Research Institute's Diverse Learning Environments (DLE) survey for students, Staff Climate Survey (SCS), and Faculty Survey; the USC Race and Equity Center's National Assessment of Collegiate Campus Climates (NACCC); INSIGHT into Diversity Magazine's Viewfinder Campus Climate Surveys; and the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Climate Survey. This list of surveys instruments was identified by a search process which included: discussing and sharing group knowledge; recounting previous assessment experiences; consulting with higher ed colleagues; reviewing the literature; keeping in mind expected administration timeline, projected survey budget and ability to benchmark. The group also discussed creating and administering a campus-built survey, however there were concerns around the confidentiality of survey respondents and perceived trust. The group came to the decision that customizing a preexisting national survey, hosted by a third-party vendor, would allow more opportunity to focus campus effort on planning and implementing a survey outreach and reporting plan to advance CSUSM's goals around campus climate. Utilizing a national survey will also provide benchmarking data, the opportunity of built-in analytics and support tools, and to receive survey deliverables.

2. Reviewing the short list of four vendors

A final list of four different vendors was selected to move forward into the final vetting process.

The group used several methods to review these instruments. These methods included a crosswalk approach to review the alignment of the various items on the survey instrument to the DISP, and a worksheet that provided an overall comparison of strengths and weaknesses of the instruments (**see Appendix B**).

There are many aspects of climate that should be evaluated to gain a comprehensive understanding of the campus. The workgroup discussed and carefully reviewed the presence of core elements commonly included in the areas of diversity and inclusion. In the absence of certain domains, the vendors were consulted to determine whether they allowed customizations so that CSUSM could add items to ask about these elements. The workgroup also examined how demographic questions are asked, as well as the language used on the instrument.

Examples of elements of climate that were considered:

- **Sense of Belonging:** feelings of connectedness, perceived social support on campus, feelings of being cared about, accepted, respected, valued by the campus community.
- **Attitudes and Perceptions of Climate:** perceptions of safety and attitudes (institutional attitudes, faculty attitudes, peer attitudes) towards general issues of diversity and inclusion on campus (issues can include sexism, racism, tolerance of disabilities and accommodations, feelings of inclusion, etc.).
- **Institutional Response:** the promotion of diversity and inclusion efforts, commitment to diversity, response to discrimination and harassment issues, sexual misconduct, campus emergencies.
- **Awareness of Campus Resources:** respondents' familiarity and how often they used specific resources on campus.
- **Classroom Climate/Curriculum Content:** experiences within the classroom around diversity and inclusion and the content of the curriculum taught within the classroom.
- **Direct Experiences:** personal experiences with discrimination, bias, and harassment around identity (including race/ethnicity, sexual orientation, gender/gender identity/gender expression, socioeconomic, religion, disability, immigration status, political views, age, etc.)

Other methods used to evaluate the final instruments included an audit of the survey vendors with stages in gathering vendor supporting documents, sample reporting deliverables, survey previews, setting up calls with vendors, and gathering testimonials from other institutions that have used the instruments under review. A final step was to engage with specific individuals within CSUSM to weigh in on survey items concerning their respective areas (**Appendix C**):

RECOMMENDATIONS

The following instruments are hereby recommended by the assembled workgroup:

Student population: It is recommended that CSUSM continue the use of the Diverse Learning Environment Survey (DLE) for a Spring 2021 administration. CSUSM participated in the DLE for the

first time in Spring 2015 and has continued a bi-annual administration through Spring of 2019. Results of the survey were intended to contribute to ongoing efforts to assess campus climate, undergraduate learning outcomes, and progress of the Diversity and Inclusion Strategic Plan. However, prior survey results have been significantly underutilized by the campus. Intentional consideration should be given to successful marketing of the survey to improve campus engagement and response rates.

The [DLE](#) is a national survey conducted by the Higher Education Research Institute (HERI) at UCLA. It is designed to capture student perceptions regarding the institutional climate, learning outcomes, and campus practices as experienced with faculty, staff, and peers. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.

Strengths and weakness of the instrument were weighed, and the student workgroup members offered their perspective as past survey respondents in the 2019 DLE administration. Based on their insight and suggestions, a strong recommendation of the group is to ensure that the survey experience is framed to reflect the following:

- 1) Transparency about the length of the survey, which can take a respondent approximately 25-30 minutes to complete.
- 2) Highlight the importance of the survey- how the results will be used to inform and improve the campus climate.
- 3) Assurance that data will not be underutilized and will be collected to serve a purpose; to transparently inform and improve the campus climate.
- 4) Include open ended questions on the instrument.

A highlighted strength of the DLE is the longevity of the instrument, both in the context of its administration history at CSUSM, and the instrument's existence in the realm of higher education. Piloted in 2009, the climate instrument is more established than other instruments that were reviewed by the workgroup. The instrument comes from a well-respected higher education research institution and is put through a rigorous re-design process yearly to reflect emerging trends within the landscape of campus climate. Due to the effort of the re-design process, the instrument includes items that address multiple dimensions of climate, versus a more limited perspective of climate in the instruments offered by other vendors. The workgroup has determined that the DLE instrument's strengths (**See Appendix B**), which include a close alignment with the DISP goals and objectives, will allow for a longitudinal comparison of results over time (pre-COVID), therefore making the DLE instrument the workgroup's choice to assess climate from the student perspective.

DLE Survey Preview Link:

https://heri.vainc.com/preview_survey.aspx?SurveyID=82&SchoolID=6342

Recommended Modules

Classroom Climate: <https://ucla.app.box.com/v/DLE-Classroom-Climate-Module-1>

Spirituality: <https://ucla.app.box.com/v/DLE-Spirituality-Module-4>

Faculty/Staff/Administrator population: It is recommended that the INSIGHT into Diversity Magazine’s Viewfinder Campus Climate Surveys be administered to the faculty, staff, and administrator populations. It should be noted that the workgroup recommends using three individual instruments for staff, administrators, and faculty, verses one instrument that is administered to the three groups. Based on the ViewFinder customization options, utilizing three instruments will allow for further modifications to the instrument(s). Although the questions on the instruments mainly overlap, there are specific banks of questions and language used that are specific to each group that make the instruments an ideal choice for administration.

INSIGHT Into Diversity is the oldest and largest diversity magazine and website in higher education (source) and is the creator of the Higher Education Excellence in Diversity Award, known commonly as the HEED Award, which CSUSM has been a recipient of from 2014-2020. Viewfinder Campus Climate Surveys are designed to help colleges and universities measure and assess both their strengths and weaknesses around diversity and inclusion efforts for faculty, staff, and administrators. This specific set of climate instruments were created in 2017 in partnership with nearly a dozen chief diversity officers and senior administrators across the U.S. and reviewed with standards from higher education accrediting organizations which effects campus climate and achievement of diversity-related accreditation criteria.

Strengths considered by the workgroup were the thorough definitions of climate terms throughout the surveys, making it easier for participants to understand the questions being asked, a unique bank of questions around safety and campus police, and that the ViewFinder surveys were recently administered to five other CSU campuses making the survey ideal for benchmarking. The instruments also aligned well with the DISP overall. The workgroup concluded that from the three faculty survey options reviewed by the committee, the Viewfinder instruments addressed the most holistic view of campus climate in comparison to the HERI Staff Climate Survey and HEDS.

A breakdown of the survey instrument strengths is outlined in **Appendix B**.

ViewFinder Survey Preview Links:

Faculty Survey: <https://www.surveymonkey.com/r/CSUSMFaculty>

Staff Survey: <https://www.surveymonkey.com/r/CSUSMStaff>

Administrator Survey: <https://www.surveymonkey.com/r/CSUSMAdministrators>

IMPLEMENTATION PLAN

Timeline

- November 2020-January 2021: Survey steering committee is formed and meets regularly
- February 2021: Pre-survey promotion with outreach partners
- March 2021: Survey administration
- April/May 2021: Results analysis
- May 2021: Dissemination of report to stakeholders
- June 2021: Action meetings around report results

Engage the Campus Community - Campus Climate Survey Steering Committee

The taskforce would like to recommend that transparency, accountability and inclusive participation be foundational principles for the campus climate survey effort. To that end, it is the recommendation of this workgroup that a Campus Climate Survey steering committee be established for a period of one year to engage in outreach to the campus community prior to the survey being administered and then sharing and disseminating survey results after the survey has been administered. It is recommended that the committee consist of various campus community members that have an expressed investment in the survey results and that they be representative of community roles and areas on campus. While acknowledging that committee members occupy different roles within CSUSM and may have different perspectives, the committee will share the common goal(s) of helping in the administration and promotion of the chosen survey instruments, and to ensure transparency of the survey results and the sharing of data across campus. This group will be charged with transitioning the recommendations into tangible action plans. The Steering Committee will connect with the university strategic wide planning efforts and other key efforts on campus to ensure alignment and coordination of efforts towards common campus goals.

One member of the Campus Climate Survey steering committee will act as a liaison to the Strategic Planning Steering Committee to inform them of ongoing administration efforts and to share available survey data as relevant. The committee and appointed liaison will make further recommendations on how the climate survey data can be used to assist the Strategic Planning Steering Committee in creating a common vision and inspirational path forward toward CSUSM's future. Furthermore, the results of the climate surveys can be used as one source of information for the Strategic Planning Steering Committee to benchmark strategic planning efforts.

Charge of the Campus Climate Survey steering committee is as follows:

1. Meet regularly to advise on the survey administration, which includes vetting the recommended survey instruments, managing the creation of additional questions and modifications to the survey instruments, and brainstorming and assisting with survey promotion and outreach efforts. The committee will remain involved and weigh in on the survey management, although the logistics of the administration itself will be handled by the Office of Institutional Planning & Analysis (IP&A). When the committee reviews requests to customize or add questions, IP&A will be responsible for identifying data that currently exist through other available sources that may circumvent the need to modify the climate survey instruments.
2. With consideration to the survey relationship roles defined in **Appendix D**, the committee will identify appropriate stakeholders, partners, and outreach participants and ensure each are aware of their role in promotion, administration, and/or ongoing use of the campus climate survey instrument by:
 - Communicate that all members of the university are responsible for the improvement of campus climate.
 - Share information about the data collection process and information on how the data will be used as well as develop a process on how the results will be disseminated.
 - Clarify who is leading specific efforts and help ensure that the committee does not lack the time or support to do the work. (ex, members of the committee will have appropriate release time, meetings will be scheduled at times when members are able to best

participate).

- Promote that campus climate work should be treated like an ongoing effort, versus a project that will be implemented with a start and finish date.

3. With guidance from resources such as, the *National Center on Safe Supportive Learning Environments*, and other resources identified by the steering committee, utilize the following survey strategies:

- Develop an outreach and communication plan: strategically disseminate information to the campus wide community about CSUSM's campus climate efforts. Message dissemination is successful in making the campus community aware of the opportunity to assess campus climate and signaling the larger goal of gathering data to shape new and future policies and practices for CSUSM.
- Create a separate landing page on the Office of Inclusive Excellence website to post the Campus Climate Workgroup Report and begin gathering feedback from the campus community. The webpage will be updated throughout the survey administration to inform the campus community of on-going survey efforts including; an FAQ page, survey incentive information, survey results, etc. By creating a centralized location for campus climate assessment efforts, this will help to ensure transparency of survey results and allow the campus to engage in the assessment process.
- Help to make campus climate efforts a part of the university's assessment routine: identify ways in which CSUSM can make university climate improvements systematically. Specifically, identify how regular climate assessment efforts can improve campus polices and ongoing practices.

4. Increase and sustain investment in survey results by playing a central role in the instrument implementation plan and utilizing the newly created campus climate assessment webpage.

5. Develop a year-long reporting plan for the campus. The committee will advise on the way results will be reported out to identified stakeholders.

6. Advise on ongoing data collection efforts to follow-up on findings of the climate survey.

Assessment of the Instruments

After climate surveys are administered to students, staff, faculty, and administration and actions have been identified for areas across campus, the work group recommends assessing the effectiveness of the instruments in meeting the institution's campus climate goals. In acknowledgement of the virtual environment in Spring 2021, specific attention should be paid to the degree to which the instrument provides relevant insights into the experiences of first-year students, new transfer students, and new employees who, at the time of the campus climate survey administration, will not have had the opportunity to physically engage with the campus community.

It is recommended that the assessment is conducted after the placement of a permanent Chief Diversity Officer (CDO) in order to consider, the framework through which the CDO would like to approach the Office of Inclusive Excellence's role in campus climate. Along with the CDO, the campus climate steering committee should play an integral role in the assessment process

and will decide on whether the campus should continue use of the existing instrument(s) along with recommendations for further customization of questions that are deemed necessary. The steering committee will also identify the frequency with which the surveys should be administered in the future based on what is determined to be most effective towards informing the campus' continual progress towards its campus climate goals. A re-assessment of available resources at the time of the survey instrument review is recommended to determine if it would be feasible and appropriate to reconsider customized instruments developed by a consultant group and/or other instruments that this work group was not able to consider due to budgetary limitations.

Follow-Up on Survey Findings

Mixed methods can be used to clarify perceptions and focus on different populations after a survey is conducted. The methods can range from small group discussions or more formalized focus groups to anonymous online feedback forms to open forums.

When conducting small group discussion or formalized focus group it is important to note the variety of intersecting identities that participants can have. The goal of the mixed methods approach after a survey is conducted is to encourage participants to share their stories in a meaningful way that can reflect intersectional identities while providing opportunities to assist in the creation of an action plan. Listening actively to what the university is doing well and where improvements can be made are important steps for an action plan.

In 2015, the Diversity & Inclusion Strategic Plan (DISP) stated the following:

“Current indicators of CSUSM’s inclusive excellence show that CSUSM has made steady, and in some cases exceptional, progress across many areas. A review of both qualitative and quantitative data suggest that attention is needed in several areas. Of particular importance is the need to continue and to expand efforts to further increase the diversity of our faculty, with a specific focus on African American faculty and lecturer faculty. CSUSM should also look to increase diversity in targeted staff and MPP positions and units.

Additionally, there is a need to develop a diversity course requirement and to have more focused attention in the curriculum and co-curriculum on the various dimensions of diversity, ensuring more depth and a scaffolded approach from freshman to senior year. Some specific gaps in Latino and African American student success should be addressed, alongside further inquiry into multiple dimensions of diversity. In several ways and at various times, notable proportions of the CSUSM community have distinctly expressed a need to address interpersonal relationships and intercultural understanding, including but not limited to developing understanding of and working to reduce microaggressions. To continue moving toward CSUSM’s vision for diversity and inclusion, we will continue to collect, analyze, and review data to inform our decision making and action planning.” -(DISP, 2015)

Comparing the spring 2021 responses from the survey instrument and the previous needs in 2015 stated in the DISP can measure points of progress. In order to foster open discussion or to bring about ideas that could otherwise be missed. It is important that focus groups are identified for a deeper understanding and the opportunity to talk about complex topics.

Faculty, staff, students and administrator focus groups can be used to strategically improve campus and organizational climate. The list in **Appendix E** is not exhaustive but should be considered as a guide to identify what groups should have the opportunities for small discussion in order to gather qualitative data.

Connecting climate assessment to strategic planning helps to create pathways surrounding inclusive practices that can advance equity and inclusion at CSUSM. This workgroup recognizes that by setting priorities and gathering campus climate data surrounding practices related to inclusion, a foundation can be laid for holistic developmental needs for the campus community. This provides clear attention to campus climate while providing institutional direction through research, assessment and evaluation. A strategic planning process can highlight critical issues that need to be addressed and resolved (Upcraft & Schuh, 1996). Developing and implementing strategies that center campus climate create dynamic and unique opportunities to engage programs, departments, colleges, disciplines and units in meaningful ways. Understanding the environment that students, staff, faculty and administrators engage in helps identify strategies that sustain and foster a campus climate that every individual feel welcomed, heard, valued, and supported (Hurtado et al, 1998)

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Appendix A: DISP Considerations

Survey instruments were considered for the audiences of students, staff, faculty, and administrators. Goal 3, objectives 1, 2,3 and 4 (stated below) of [The Diversity & Inclusion Strategic Plan \(DISP\)](#) provide context on the current perspective on campus climate at CSUSM.

Goal 3: Foster and maintain an inclusive, welcoming, campus environment where all campus members thrive and are heard and where differences are considered a collective strength.

Objective 1. Increase capacity of faculty, students, staff, and administration to engage across differences respectfully, civilly, and productively. Address concerns regarding micro-aggressions, difficult dialogues, barriers, and interpersonal relations at all levels of the University.

Objective 2. Take active efforts to create an inclusive and welcoming campus environment that supports diversity and social justice, where trust can flourish, and where all campus community members feel included, valued, and respected.

Objective 3. Provide safe and inclusive spaces where students, faculty, staff, and administrators can connect with or obtain support from others who share or validate their valued identities.

Objective 4. Continue to celebrate the diversity and cultures that are representative of our regions and of the communities that make up CSUSM; proactively engage with and create a sense of welcoming to our surrounding communities.

Appendix B: Survey Instrument Comparisons

Survey Name	Description	Strengths	Weaknesses
<p><i>Higher Education Research Institute (HERI) Instruments</i></p> <p>Students: Diverse Learning Environments (DLE)</p> <p>Staff: Staff Climate Survey (SCS)</p> <p>Faculty: HERI Faculty Survey</p>	<p>DLE: Designed to capture student perceptions regarding the institutional climate, learning outcomes, and campus practices as experienced with faculty, staff, and peers. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.</p> <p>SCS: Designed to assess the campus climate for diversity from the staff/administrator perspective.</p> <p>Faculty Survey: Designed to provide institutions with actionable information on important and timely issues. It includes topics such as pedagogical practices, faculty goals and expectations for students, research and service activities, sources of stress and satisfaction, and the connection between learning in the classroom and practices in the local and global community.</p>	<ul style="list-style-type: none"> • Of the final set of instruments being considered, HERI's are most established in terms of length of years administered (DLE since 2010, SCS since 2017, Faculty since 1989) • Past administrations of DLE to students would allow for comparison of results over time/pre-COVID • Integrates questions about COVID asked across institutions, which would allow for benchmarking specific to COVID • Provides clear background and definitions • Student survey based on published articles and has a strong academic framework • DLE (student survey) aligns closely with DISP goals and objectives 	<ul style="list-style-type: none"> • Surveys differ across constituents (Students, Staff, Administrators, Faculty) • Lengthy – 55 questions/ 25 minutes • Faculty instrument does not serve well as a climate survey and does not meet DISP objectives as well as other surveys
<p><i>USC Race and Equity Center</i></p> <p>National Assessment of Collegiate Campus Climates (NACCC)</p>	<p>The National Assessment of Collegiate Campus Climates (NACCC) is a quantitative survey administered annually at colleges and universities across the United States. This survey provides data about undergraduate students' appraisals of institutional commitment to equity and inclusion, the extent to which they interact meaningfully with diverse others, where and what they learn about race and their feelings of readiness for citizenship in a racially diverse democracy, and other important topics.</p>	<ul style="list-style-type: none"> • Touches on both virtual and in-person experiences • Allows for a write-in option for gender and sexual orientation • Addresses current events (e.g., BLM movement, current election, etc.) 	<ul style="list-style-type: none"> • Focuses primarily on race & ethnicity, so does not encompass the multiple identity dimensions referenced in the DISP • No existing instrument for Staff & Faculty • Newer instrument (inaugural cohort 2018-2019) that has not been used by many institutions, limiting benchmarking capabilities

<p><i>INSIGHT into Diversity Magazine</i></p> <p>Viewfinder – Campus Climate Surveys</p>	<p>Viewfinder® is a campus climate survey instrument that measures the extent to which diversity and inclusion play an integral role within the infrastructure of your college campus. The surveys extract why your campus may or may not be welcoming to people from diverse populations; why your institutional policies and processes assist or resist the needs of students, administrators, faculty, and staff; and why admissions and hiring practices that are in place either ensure diversity among students and employees or don't.</p>	<ul style="list-style-type: none"> • Provides a comprehensive overview so respondents know what to expect • Provides definition to give context, making it easier for participants to understand the questions they are answering • Includes standard set of questions about safety/campus police • Has been recently/will be administered at five other CSU campuses • Aligns well with the DISP overall 	<ul style="list-style-type: none"> • Lengthy (60 questions) • Set of questions asking about perceptions of campus' diversity efforts is only asked of those who are aware that a strategic diversity plan exists • Asks about political views but doesn't ask what party preference is so we would not be able to disaggregate • Questions do not feel personal • Questions are repetitive • Fairly new instrument developed in 2017
<p><i>Higher Education Data Sharing Consortium (HEDS)</i></p> <p>Diversity & Equity Climate Survey</p>	<p>The HEDS Diversity and Equity Campus Climate Survey asks students, faculty, staff, and administrators about their:</p> <ul style="list-style-type: none"> • perceptions of their institution's climate, • perceptions of how their institution supports diversity and equity, and • experiences with discrimination and harassment at their institution. <p>Institutions can use information from this survey to develop a better understanding of the extent to which their campus climate supports diversity and equity, and to inform and improve support, policies, and practices at their institution related to diversity and equity, including those to prevent or respond to discrimination and harassment.</p>	<ul style="list-style-type: none"> • Provides context in the beginning so participants know what is being measured • Explicit in their definitions of diversity and equity • Asks specifically about micro-aggressions • Asks for more details and information for follow-up regarding issues of harassment • Shorter than other instruments • HEDS consortium is well established and reputable 	<ul style="list-style-type: none"> • Questions aren't directly asked about student experiences in the classroom • No clear definition of campus climate • Does not encompass all aspects of campus climate (e.g., HR related) • Surveys not customized at all for the different audiences of students, staff, admin, and faculty • Newer instrument with first administration in Spring 2018

Vendor	Instrument Name(s)	Website	Survey Audiences	Cost	Customization Capabilities	Allows Benchmarking	Other Institutions Have Used/ Will Use	Year Established
Higher Education Research Institute (HERI)	The Diverse Learning Environment Survey - DLE Staff Climate Survey - SCS HERI Faculty Survey	https://heri.ucla.edu/diverse-learning-environments-survey/	DLE: Students SCS: Staff Faculty Survey: Faculty	DLE - \$6,500, added questions \$350, send emails through HERI \$375 Faculty & Staff: \$3,300 each	Yes, for additional \$350 fee can add up to 25 DLE, 25 staff, 30 faculty	DLE - Yes*, Faculty - Yes*, Staff- No (*included with standard reporting)	Complete participation history: https://ucla.app.box.com/v/DLE-Participation-Hist-Excel	DLE: 2010 SCS: 2017 Faculty Survey: 1989
USC Race and Equity Center	The National Assessment of Collegiate Campus Climates - NACCCC	https://race.usc.edu/colleges	Undergraduate Students Only	\$7,500-\$10,000 enrollment for fall or spring administration	Not available	Yes	Humboldt State University USC Cal Lutheran Moreno Valley College Santa Fe College Utica College West Chester University	2018
INSIGHT Into Diversity Magazine	Viewfinder - Campus Climate Surveys	http://campusclimate.com	Students, Staff, & Faculty	\$4,250 + \$1,195 Spanish for each version (Administrators, Faculty, Staff, Students)	Opportunity to make an unlimited number of modifications, additions, and deletions	Yes, but only on specific items. Benchmark report is not included in standard survey cost- an additional \$1,895 for one, \$1,495 each for two or more	Full list posted at http://campusclimatesurveys.com/our-clients/	2017
Higher Education Data Sharing Consortium (HEDS)	HEDS Diversity & Equity Climate Survey	https://www.hedsconsortium.org/heds-diversity-equity-campus-climate-survey/	Students, Staff, & Faculty	Base cost: \$500 for institutions in HEDS; \$2,000 for institutions not in HEDS (HEDS membership cost is \$2,500/year). Additional fees apply for respondents over 100 and add-on questions.	Insert institution's name at top of survey pages/in applicable questions, add questions at end of the survey, customize survey invitations/ reminders	Yes, on all survey questions and key indicators	St. Lawrence University Dixie State University	2018

Appendix C: Consultants

Consultants

Aubrey Hanson, Organizational Excellence Manager, Finance & Administrative Services

Bridget Blanshan, Associate Vice President for Student Development Services/Title IX Coordinator, Student Development Services

Allison Carr, Academic Transitions Librarian/Librarian, Library Teaching & Learning

Sharon Hamill, Faculty Director, CSU Shiley Institute for Palliative Care at CSUSM

Christopher King, Student, ASI Representative

Susan O'Connor, Interim Director, Staff Center

Patricia Prado-Olmos, Chief Community Engagement Officer, Community Relations and University Engagement

Jason Schreiber, Dean of Students, Dean of Students Office

Betina Scott, Director, FACES

Cameron Stevenson, Associate Director, Institutional Planning & Analysis

Melinda Swearingen, Associate Director, Human Resources

Appendix D: Survey Relationship Roles

Workgroup recommended survey roles and responsibilities within the climate survey administration.

Survey Stakeholder: Has a high interest and stake in campus-wide climate assessment project. Actively sponsors and advocates for funding and resources. Communicates and shares findings and results with all constituents, while emphasizing the importance of the survey. Prioritizes actions to be taken in response to the findings. Advocates for transparency with survey results. Prioritizes actions to be taken in response to the findings.

Survey Partner: Has a working relationship with the survey administration and reporting process. Collaborates in an official capacity with the climate assessment project and will be engaged with interpreting and using the data within their programs/departments. Could also take the lead in writing a report that interprets the findings and makes recommendations for action steps.

Survey Outreach Participant: Participates firsthand in outreach and other areas. Has an active investment in collecting data and identifying ways to share results.

Appendix E: Small Group Session List

Sessions	Dates	Locations/Zoom links	Session Lead & Facilitators
Faculty, staff and administrators that identify as Veterans			
Commuters, Transfer Students			
American Indian/ Indigenous Faculty, Staff, and Administrators			
Black/ African American Faculty, Staff, and Administrators			
Latinx Faculty, Staff, and Administrators			
LGBTQA Faculty, Staff, and Administrators			
Asian and Pacific Islander Faculty, Staff, and Administrators			
White Faculty, Staff, and Administrators			
International Faculty, Staff, and Administrators			
Undocumented Faculty, Staff, and Administrators			
Faculty, Staff and Administrators with Disabilities, Chronic Illnesses, and Disabling Conditions			
Jewish Faculty, Staff and Administrators			
All Staff			
All Administrators			
All Faculty			

Appendix F: Work Group Members

Work Group Members

Ranjeeta Basu, Interim Chief Diversity Officer, Office of Inclusive Excellence

Ashley Gragido, Student Success Facilitator, Office of Undergraduate Studies

Gladys Guzman Guizar, Student, Criminology & Justice Studies

Dominique Harrison, Survey Analyst, Institutional Planning & Analysis

Cheryl Landin, Decision Support Analyst, Institutional Planning & Analysis

Edward Price, Professor, CSTEM Physics

Ruby Reyes, Student, Human Development

Ariel Stevenson, Assistant Director of Programs and Initiatives, Office of Inclusive Excellence

Selakilli Thiyagarajah, Lecturer, CSTEM Chemistry and Biochemistry

Zachary Varnam, Student, Psychological Sciences