

PALIS Group. (1999) Campus Climate Survey 1999: Methodology and Preliminary Findings. OEA Report 99-19.

Questionnaire Development

Section A. Demographics (18 items)

General demographic questions including academic class, age, living arrangements, financial status, employment and citizenship status, level of parents' education, and parents' and own ethnicity.

Section B. Ethnic Composition (5 items)

Questions about ethnic composition (1=almost entirely minority to 5=almost entirely White) of students' previous neighborhood and schools, and their current classes and friendships.

Section C. Campus Climate (23 items)

Originally a 100-item scale with eleven sub-scales (Helm, Sedlacek, & Prieto, 1998). Six subscales were selected for the current study and modified to fit a common six-point scale (1=strongly disagree; 6=strongly agree). Two summative scales were derived: Perception of a Negative Racial Climate on Campus and Perception of a Positive Educational Climate on Campus.

Section D. How Changed (5 items)

Items addressing how students have changed as a result of their experiences at the UW were drawn from the Cultural Attitudes and Climate Survey (University of Maryland at College Park, 1995) and modified to fit a common six-point scale (1=strongly disagree; 6=strongly agree).

Section E. Ethnic Identity (21 items)

Included the twelve-item Multigroup Ethnic Identity Measure (MEIM, Phinney 1992) developed for use with adolescents and young adults of diverse upbringing. Supplemented with eleven created items similar in content to the MEIM items and utilizing the same four-point Likert scale (1=strongly disagree; 4=strongly agree).

Section F. Self-Esteem (10 items)

Comprised entirely of the Rosenberg Self-Esteem Scale (RSES, Rosenberg, 1965, 1979), utilizing a four-point Likert scale (1=strongly disagree; 4=strongly agree).

Section G. Anxiety/Depression (17 items)

Selected questions from the Mental Health Inventory (MHI, Veit & Ware, 1983). Most items utilized a six-point scale (1=all of the time; 6=none of the time), while others used a five-point scale (1=always; 5=never) or a varied set of response alternatives.

Section H. College Persistence and Reaction to I-200 (27 items)

Heterogeneous items utilizing the same six-point Likert scale as did Sections C and D.

Items 1-6: Scale V of the Persistence and Voluntary Dropout Decision scale (PVDD, Pascarella & Terenzini, 1980). Scale V assesses student instrumental and goal commitment.

Items 7-13: Developed for present study; asked students specifically about their opinions regarding the impact of I-200.

Items 14- 21: Comprised entirely of the Openness to Diversity scale (OTD, Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996).

Items 22-27: Developed for the present study; asked students very global questions about the effectiveness and justification of affirmative action policies.

Section I. Usefulness of UW Services (12 items)

Listing of services available to students at the UW, utilizing a six-point Likert scale (0=never used; 1=not at all helpful; 5=extremely helpful).

Section J. Social Support (10 items)

A shortened version of the Social Support Rating Scale (SSRS, Cauce, Ptacek, Mason & Smith, 1996; Cauce, Hannan, & Sargeant, 1992; Cauce, Felner, & Primavera, 1982; Felner, Aber, Primavera, & Cauce, 1985). Addressed usefulness of various individuals in providing help or emotional support.

Section K. Satisfaction with Support (2 items)

Developed for present study. Asked about satisfaction with help and guidance for school matters (UW services) and for personal concerns (social support).

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