

83. How are your parents/guardians financing their contribution toward your college education? (Circle all that apply)

1 From current income

2 From past savings (including tuition prepayment plans, Uniform Gifts to Minors, etc.)

3 From parent educational loans (e.g., Federal PLUS, etc.)

4 From other parent loans (including home equity credit line, credit cards, etc.)

5 Help from relatives, friends, etc.

6 Employer's tuition benefit
84. What is your gender?

1 Female

2 Male
85. Which of the following categories best represents your average grades in high school? (Circle one answer)

1 A (90-100)

2 B (80-89)

3 C (70-79)

4 D or below (69 or below)
86. What were your highest scores on the following college admission tests?

SAT-Verbal

SAT-Mathematical

ACT Composite
87. How do you describe yourself? (Circle one answer)

1 American Indian or Alaskan Native

2 Asian, Asian American, or Pacific Islander

3 Mexican American or Chicano

4 Puerto Rican

5 Latin American, South American, Central American, or other Hispanic

6 Black or African American

7 White

8 Other
88. Are you a resident of the state in which our college is located?

1 Yes

2 No
89. How far is our college from your home? (Circle one answer)

1 Less than 50 miles

2 51 to 100 miles

3 101 to 300 miles

4 301 to 500 miles

5 More than 500 miles
90. Which of the following best describes the type of high school you attended? (Circle one answer)

1 Public

2 Independent, Not Religiously Affiliated

3 Independent, Catholic

4 Other Independent, Religiously Affiliated
91. What was the approximate income of your parents or guardians before taxes last year? (Circle one answer)

1 Less than \$30,000

2 \$30,000 to \$39,999

3 \$40,000 to \$59,999

4 \$60,000 to \$79,999

5 \$80,000 to \$99,999

6 \$100,000 to \$149,999

7 \$150,000 to \$199,999

8 \$200,000 or higher
92. What is the zip code of your home address?

Please use the space below for any comments you would like to share with us about our college's admission program.

Thank you very much for completing this questionnaire.

## ADMITTED STUDENT QUESTIONNAIRE<sup>®</sup>

Many characteristics of colleges are important to students in making college choices. Some of these characteristics are listed below. Please indicate in column A how important each college characteristic was to you in choosing the college that you will attend. In column B indicate how our college compared to other colleges that you considered *seriously*. Circle the numbers that best represent your ratings.

COLLEGE CHARACTERISTICS	A. IMPORTANCE TO YOU			B. HOW OUR COLLEGE COMPARED TO OTHERS YOU CONSIDERED					
	Very Important	Somewhat Important	Not Important	Best	Better than Most	About the Same	Poorer than Most	Worst	Can't Compare
1. Quality of faculty	1	2	3	1	2	3	4	5	0
2. Quality of majors of interest to you	1	2	3	1	2	3	4	5	0
3. Overall academic reputation	1	2	3	1	2	3	4	5	0
4. Quality of academic facilities (library, laboratories, computers, etc.)	1	2	3	1	2	3	4	5	0
5. Variety of courses	1	2	3	1	2	3	4	5	0
6. Access to faculty	1	2	3	1	2	3	4	5	0
7. Concentration on undergraduate education	1	2	3	1	2	3	4	5	0
8. Prominent intercollegiate athletics	1	2	3	1	2	3	4	5	0
9. Cost to your family – how much you and your family would have to pay after grants and scholarships (if any) are subtracted from total college costs	1	2	3	1	2	3	4	5	0
10. Athletic programs in which you would like to participate	1	2	3	1	2	3	4	5	0
11. Availability of extracurricular activities (clubs, debate, drama, music, etc.)	1	2	3	1	2	3	4	5	0
12. Access to off-campus cultural and recreational opportunities	1	2	3	1	2	3	4	5	0
13. Availability of religious activities	1	2	3	1	2	3	4	5	0
14. Quality of social life	1	2	3	1	2	3	4	5	0
15. Attractiveness of campus	1	2	3	1	2	3	4	5	0
16. Surroundings (neighborhood, town or city)	1	2	3	1	2	3	4	5	0
17. Part of the country in which the college is located	1	2	3	1	2	3	4	5	0
18. Quality of on-campus housing	1	2	3	1	2	3	4	5	0
19. Ease of getting home	1	2	3	1	2	3	4	5	0
20. Chance to be with students from different backgrounds	1	2	3	1	2	3	4	5	0

Students often take into account the opinions of other people when making college choices. They may also take into account how they think colleges are viewed by potential employers or by graduate schools. Please indicate in column A how important such opinions were to you in choosing the college that you will attend. In column B indicate how our college tends to be compared to other colleges that you considered *seriously* . Circle the numbers that best represent your ratings.

OPINIONS	A. IMPORTANCE TO YOU			B. HOW OUR COLLEGE TENDS TO BE COMPARED TO OTHERS YOU CONSIDERED					
	Very Important	Somewhat Important	Not Important	Best	Better than Most	About the Same	Poorer than Most	Worst	Don't Know
21. My parents or guardians	1	2	3	1	2	3	4	5	0
22. My guidance counselor	1	2	3	1	2	3	4	5	0
23. My high school teacher(s)	1	2	3	1	2	3	4	5	0
24. My friends	1	2	3	1	2	3	4	5	0
25. Potential future employers	1	2	3	1	2	3	4	5	0
26. Graduate and professional schools	1	2	3	1	2	3	4	5	0

[52]

To help improve the information we make available to students, please rate the quality of the information we provided to you. For each source listed, indicate how our information compared to that provided by other colleges you considered *seriously*. Circle the number that represents your rating for each information source. If a given type of information was not available from our college or not used by you, circle zero.

INFORMATION SOURCES	HOW OUR COLLEGE COMPARED TO OTHERS YOU CONSIDERED					
	Not Offered or Not Used	Best	Better than Most	About the Same	Poorer than Most	Worst
27. Visits by admissions staff at your high school	0	1	2	3	4	5
28. College-sponsored meetings in your home area	0	1	2	3	4	5
29. College publications (catalogs, brochures, etc.)	0	1	2	3	4	5
30. College videos or CD-ROMs	0	1	2	3	4	5
31. College web site	0	1	2	3	4	5
32. Communications about financial aid (not the aid decision)	0	1	2	3	4	5
33. Electronic communication with the college	0	1	2	3	4	5
34. Visit to campus	0	1	2	3	4	5
35. On-campus interview with admissions staff	0	1	2	3	4	5
36. Contact with the college after you were admitted	0	1	2	3	4	5
37. Contact with faculty from the college	0	1	2	3	4	5
38. Contact with coaches	0	1	2	3	4	5
39. Contact with graduates of the college	0	1	2	3	4	5
40. Contact with students who attend the college	0	1	2	3	4	5

[66]

From the list below, please circle all words or phrases that you would say are the most widely-held images of our college.

41. Career-oriented	47. Relaxed	53. Liberal	59. Partying
42. Personal	48. Snobbish	54. Challenging	60. Intellectual
43. Conservative	49. Fun	55. Not well-known	61. Athletics
44. Social	50. Impersonal	56. Friendly	62. Comfortable
45. Intense	51. Prestigious	57. Average	63. Exciting
46. Isolated	52. Back-up school	58. Close-knit	64. Other _____

[90]

Please provide the following information about the colleges to which you applied.

65. **Including our college**, to how many institutions did you apply? \_\_\_\_\_

66. **Including our college**, to how many of these institutions were you admitted? \_\_\_\_\_

67. Do you plan to enroll in college within the next 12 months?      1 Yes    2 No

If “yes,” please indicate the name of the college you plan to attend. \_\_\_\_\_  
College Name City/State

Please list below up to five **other** colleges to which you applied and indicate the actions taken by these colleges on your applications. If you applied to more than five other colleges, list those you were most interested in attending. **Do not list our college or the college you plan to attend.**

		Admitted	Wait-Listed	Not Admitted	Withdrew Application	Haven't Heard
68.	College Name City/State	1	2	3	4	5
69.	College Name City/State	1	2	3	4	5
70.	College Name City/State	1	2	3	4	5
71.	College Name City/State	1	2	3	4	5
72.	College Name City/State	1	2	3	4	5

[124]

Please provide the following information about college costs and financial aid, where applicable.

	OUR COLLEGE		ANY OTHER COLLEGE	
73. Did you apply to any college for financial aid?	1 Yes	2 No	1 Yes	2 No
74. Were you offered financial aid by any college?	1 Yes	2 No	1 Yes	2 No
75. Did any college offer you a scholarship specifically in recognition of your athletic, musical, or academic talent?	1 Yes	2 No	1 Yes	2 No
76. Were either financial aid or college costs significant factors in your decision to enroll in the college you plan to attend?	1 Yes	2 No		

[131]

Please describe how our college compared to other colleges you considered in terms of cost and financial aid amounts. Circle the numbers that best reflect comparative cost and aid amounts. If you did not apply for financial aid or if you have not yet been notified about aid awards, circle zero.

COST AND FINANCIAL AID	HOW OUR COLLEGE COMPARED TO OTHERS YOU CONSIDERED					
	Highest Amount	Higher than Most	About the Same	Lower than Most	Lowest Amount	Does Not Apply
77. Total institutional price (before financial aid)	1	2	3	4	5	
78. Total cost to you and your family after grants and scholarships	1	2	3	4	5	0
79. Total dollar amount of financial aid offered	1	2	3	4	5	0
80. Portion of total financial aid that was scholarship or grant	1	2	3	4	5	0
81. Amount of financial aid given in recognition of athletic, musical, or academic talent	1	2	3	4	5	0
82. Please answer the following questions specifically about <b>the college you are planning to attend</b> :						

Check here ☐ if you did not apply for financial aid at the college you will attend.      **OR**

Check here ☐ if you applied for but did not receive any financial aid from the college you will attend.

If you DID receive financial aid from the college you will attend, please list the amounts of financial aid awarded by that college **for the first year**:

Work                      \$ \_\_\_\_\_                      Need-based scholarship/grant                      \$ \_\_\_\_\_

Student loan                      \$ \_\_\_\_\_                      Merit-based scholarship                      \$ \_\_\_\_\_

TOTAL    \$ \_\_\_\_\_

[162]

61. How are your parents/guardians financing their contribution toward your college education? (Circle all that apply)
- 1 From current income

2 From past savings (including tuition prepayment plans, Uniform Gifts to Minors, etc.)

3 From parent educational loans (e.g., Federal PLUS, etc.)

4 From other parent loans (including home equity credit line, credit cards, etc.)

5 Help from relatives, friends, etc.

6 Employer's tuition benefit
62. Which of the following categories best represents your average grades in high school? (Circle one answer)
- 1 A (90-100)

2 B (80-89)

3 C (70-79)

4 D or below (69 or below)
63. What were your highest scores on the following college admission tests?
- SAT-Verbal

SAT-Mathematical

ACT Composite
64. How do you describe yourself? (Circle one answer)
- 1 American Indian or Alaskan Native

2 Asian, Asian American, or Pacific Islander

3 Mexican American or Chicano

4 Puerto Rican

5 Latin American, South American, Central American, or other Hispanic

6 Black or African American

7 White

8 Other
65. Are you a resident of the state in which our college is located?
- 1 Yes

2 No
66. How far is our college from your home? (Circle one answer)
- 1 Less than 50 miles

2 51 to 100 miles

3 101 to 300 miles

4 301 to 500 miles

5 More than 500 miles
67. Which of the following best describes the type of high school you attended? (Circle one answer)
- 1 Public

2 Independent, Not Religious Affiliated

3 Independent, Catholic

4 Other Independent, Religiously Affiliated
68. What was the approximate income of your parents or guardians before taxes last year? (Circle one answer)
- 1 Less than \$30,000

2 \$30,000 to \$39,999

3 \$40,000 to \$59,999

4 \$60,000 to \$79,999

5 \$80,000 to \$99,999

6 \$100,000 to \$149,999

7 \$150,000 to \$199,999

8 \$200,000 or higher
69. What is the zip code of your home address?
70. What is your gender?
- 1 Female

2 Male

[333]

Please use the space below for any comments you would like to share with us about our college's admission program.

Thank you very much for taking the time to complete this questionnaire.

# ADMITTED STUDENT QUESTIONNAIRE PLUS™

Many characteristics of colleges are important to students in making college choices. Some of these characteristics are listed below. Please indicate below how important each college characteristic was to you in choosing the college that you will attend. Circle the numbers that best represent your ratings.

COLLEGE CHARACTERISTICS	IMPORTANCE TO YOU		
	Not Important	Somewhat Important	Very Important
1. Academic reputation	1	2	3
2. Availability of majors of interest to you	1	2	3
3. Availability of special academic programs (independent study, honors programs, etc.)	1	2	3
4. Personal attention to students	1	2	3
5. Quality of academic facilities (library, laboratories, etc.)	1	2	3
6. Availability of recreational facilities on campus	1	2	3
7. Quality of on-campus housing	1	2	3
8. Surroundings (neighborhood, town or city)	1	2	3
9. Attractiveness of campus	1	2	3
10. Cost to your family—how much you and your family would have to pay after grants and scholarships (if any) are subtracted from total college costs	1	2	3
11. Quality of social life	1	2	3
12. Access to off-campus cultural and recreational opportunities	1	2	3
13. Opportunities to participate in extracurricular activities	1	2	3
14. Enter College Characteristic	1	2	3
15. Enter College Characteristic	1	2	3
16. Enter College Characteristic	1	2	3

[16]

Please provide the following information about the colleges to which you applied.

17. Including our college, to how many institutions did you apply?
18. Including our college, to how many of these institutions were you admitted?
19. a) Do you plan to enroll in college within the next 12 months?

1 Yes

2 No

If “yes”, where? (Name) (City/State)

b) On the lines below please list your top three choices among all the colleges to which you were admitted. Include the college you will be attending if it was one of your top three choices.

First (Name) (City/State)

Second (Name) (City/State)

Third (Name) (City/State)

20. On the remaining lines please list any other colleges to which you applied. Circle YES for each college from which you have received formal notification of admission.
- | Admitted?    |            | Admitted?    |            |
|--------------|------------|--------------|------------|
| College Name | Yes        | College Name | Yes        |
|              | City/State |              | City/State |
| College Name | Yes        | College Name | Yes        |
|              | City/State |              | City/State |
| College Name | Yes        | College Name | Yes        |
|              | City/State |              | City/State |
| College Name | Yes        | College Name | Yes        |
|              | City/State |              | City/State |
- [77]

From your list of colleges in question 19 above, in columns A and B below print the names of two other colleges to which you were admitted. Using the scale shown below, please rate our college and Colleges A and B on each of the college characteristics. If you were admitted to our college and one other college only, do not use column B. **If you can't rate a characteristic for one of the colleges or it does not apply, please circle zero for that college.**

COLLEGE CHARACTERISTICS		OUR COLLEGE					A: _____					B: _____				
		Poor/Fair	Good	Very Good	Excellent	Can't rate	Poor/Fair	Good	Very Good	Excellent	Can't rate	Poor/Fair	Good	Very Good	Excellent	Can't rate
21.	Academic reputation	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
22.	Availability of majors of interest to you	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
23.	Availability of special academic programs (independent study, honors programs, etc.)	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
24.	Personal attention to students	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
25.	Quality of academic facilities (library, laboratories, etc.)	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
26.	Availability of recreational facilities on campus	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
27.	Quality of on-campus housing	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
28.	Surroundings (neighborhood, town or city)	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
29.	Attractiveness of campus	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
30.	Cost to your family—how much you and your family would have to pay after grants and scholarships (if any) are subtracted from total college costs	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
31.	Quality of social life	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
32.	Access to off-campus cultural and recreational opportunities	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
33.	Opportunities to participate in extracurricular activities	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
34.	Enter College Characteristic	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
35.	Enter College Characteristic	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0
36.	Enter College Characteristic	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0

[133]

Please continue to rate the same colleges as A and B throughout the questionnaire.

From the lists below, please circle all words or phrases that you would say are the most widely-held images of our college and colleges A and B.

37. OUR COLLEGE

Isolated	Career-oriented	Selective	Average	College Image
Prestigious	Not well-known	Athletics	Challenging	College Image
Fun	Comfortable	Friendly	College Image	College Image
Intellectual	Back-up school	Partying	College Image	Other _____

38. COLLEGE A: \_\_\_\_\_

Isolated	Career-oriented	Selective	Average	College Image
Prestigious	Not well-known	Athletics	Challenging	College Image
Fun	Comfortable	Friendly	College Image	College Image
Intellectual	Back-up school	Partying	College Image	Other _____

39. COLLEGE B: \_\_\_\_\_

Isolated	Career-oriented	Selective	Average	College Image
Prestigious	Not well-known	Athletics	Challenging	College Image
Fun	Comfortable	Friendly	College Image	College Image
Intellectual	Back-up school	Partying	College Image	Other _____

[201]

This section asks you to compare our college with colleges A and B on the quality of information provided to you. For each source listed, rate the quality of information provided to you by our college and by colleges A and B. **If a given type of information was not available from one of the colleges or not used by you, circle zero for that college.**

SOURCES OF INFORMATION		OUR COLLEGE					A: _____					B: _____				
		Not used	Poor/Fair	Good	Very Good	Excellent	Not used	Poor/Fair	Good	Very Good	Excellent	Not used	Poor/Fair	Good	Very Good	Excellent
40.	Visits by admissions staff at your high school	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
41.	College-sponsored meetings in your home area	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
42.	College publications (catalogs, brochures, etc.)	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
43.	College videos or CD-ROMs	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
44.	College web site	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
45.	Communications about financial aid (not the aid decision)	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
46.	Electronic communication with the college	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
47.	Campus visit	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
48.	On-campus admissions interview	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
49.	Contact with the college after you were admitted	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
50.	Contact with faculty from the college	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
51.	Contact with coaches	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
52.	Contact with graduates of the college	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
53.	Contact with students who attend the college	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4

[251]

Please provide the following information about college costs and financial aid, if applicable, at our college and colleges A and B.

54. Was either financial aid or the cost of attending a significant factor in your decision to enroll in the college you plan to attend?

1 Yes 2 No

	OUR COLLEGE		A: _____		B: _____	
55. Did you apply for need-based financial aid?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
56. Were you offered need-based financial aid?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
57. Were you offered a <u>non-need-based</u> scholarship <i>by the college</i> in recognition of your athletic, musical, artistic, or academic talent?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
58. Did your financial aid package include:						
Grants or scholarships?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
One or more student loans?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
A work package or campus job?	1 Yes	2 No	1 Yes	2 No	1 Yes	2 No
59. After subtracting grant and scholarship awards, if any, please rate the cost to you and your family of attending each college, using a scale of <b>1</b> (Very low) to <b>8</b> (Very high):						
	OUR COLLEGE: _____		A: _____		B: _____	

60. Please answer the following questions specifically about **the college you are planning to attend**:

Check here ☐ if you did not apply for financial aid at the college you will attend. **OR**

Check here ☐ if you applied for but did not receive any financial aid from the college you will attend.

If you DID receive financial aid from the college you will attend, please list the amounts of financial aid awarded by that college **for the first year**:

Work	\$ _____	Need-based scholarship/grant	\$ _____
Student loan	\$ _____	Merit-based scholarship	\$ _____

TOTAL \$ \_\_\_\_\_

[307]





22. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000-2,999	\$3,000-5,999	\$6,000-9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

24. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unitarian/Universalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Are you: (Mark all that apply)

White/Caucasian	<input type="checkbox"/>
African American/Black	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>
Asian American/Asian	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>
Other Latino	<input type="checkbox"/>
Other	<input type="checkbox"/>

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark **F**. If you engaged in an activity one or more times, but not frequently, mark **O** (Occasionally). Mark **N** (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics:			
In class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Did your high school require community service for graduation?

☐ Yes ☐ No

28. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

29. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to get away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mentor/role model encouraged me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training for a specific career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find my purpose in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. How would you characterize your political views? (Mark one)

☐ Far left

☐ Liberal

☐ Middle-of-the-road

☐ Conservative

☐ Far right

31. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Mark only three responses, one in each column.

(M) Your mother's occupation

(F) Your father's occupation

(Y) Your probable career occupation

**NOTE: If your father or mother is deceased, please indicate his or her last occupation.**

Accountant or actuary	(Y)	(F)	(M)
Actor or entertainer	(Y)	(F)	(M)
Architect or urban planner	(Y)	(F)	(M)
Artist	(Y)	(F)	(M)
Business (clerical)	(Y)	(F)	(M)
Business executive (management, administrator)	(Y)	(F)	(M)
Business owner or proprietor	(Y)	(F)	(M)
Business salesperson or buyer	(Y)	(F)	(M)
Clergy (minister, priest)	(Y)	(F)	(M)
Clergy (other religious)	(Y)	(F)	(M)
Clinical psychologist	(Y)	(F)	(M)
College administrator/staff	(Y)	(F)	(M)
College teacher	(Y)	(F)	(M)
Computer programmer or analyst	(Y)	(F)	(M)
Conservationist or forester	(Y)	(F)	(M)
Dentist (including orthodontist)	(Y)	(F)	(M)
Dietitian or nutritionist	(Y)	(F)	(M)
Engineer	(Y)	(F)	(M)
Farmer or rancher	(Y)	(F)	(M)
Foreign service worker (including diplomat)	(Y)	(F)	(M)
Homemaker (full-time)	(Y)	(F)	(M)
Interior decorator (including designer)	(Y)	(F)	(M)
Lab technician or hygienist	(Y)	(F)	(M)
Law enforcement officer	(Y)	(F)	(M)
Lawyer (attorney) or judge	(Y)	(F)	(M)
Military service (career)	(Y)	(F)	(M)
Musician (performer, composer)	(Y)	(F)	(M)
Nurse	(Y)	(F)	(M)
Optometrist	(Y)	(F)	(M)
Pharmacist	(Y)	(F)	(M)
Physician	(Y)	(F)	(M)
Policymaker/Government	(Y)	(F)	(M)
School counselor	(Y)	(F)	(M)
School principal or superintendent	(Y)	(F)	(M)
Scientific researcher	(Y)	(F)	(M)
Social, welfare, or recreation worker	(Y)	(F)	(M)
Therapist (physical, occupational, speech)	(Y)	(F)	(M)
Teacher or administrator (elementary)	(Y)	(F)	(M)
Teacher or administrator (secondary)	(Y)	(F)	(M)
Veterinarian	(Y)	(F)	(M)
Writer or journalist	(Y)	(F)	(M)
Skilled trades	(Y)	(F)	(M)
Laborer (unskilled)	(Y)	(F)	(M)
Semi-skilled worker	(Y)	(F)	(M)
Unemployed	(Y)	(F)	(M)
Other	(Y)	(F)	(M)
Undecided	(Y)		

33. Mark one in each row:

1 Disagree Strongly  
2 Disagree Somewhat  
3 Agree Somewhat  
4 Agree Strongly

There is too much concern in the courts for the rights of criminals	(4)	(3)	(2)	(1)
Abortion should be legal	(4)	(3)	(2)	(1)
The death penalty should be abolished	(4)	(3)	(2)	(1)
Marijuana should be legalized	(4)	(3)	(2)	(1)
It is important to have laws prohibiting homosexual relationships	(4)	(3)	(2)	(1)
Racial discrimination is no longer a major problem in America	(4)	(3)	(2)	(1)
Realistically, an individual can do little to bring about changes in our society	(4)	(3)	(2)	(1)
Wealthy people should pay a larger share of taxes than they do now	(4)	(3)	(2)	(1)
Colleges should prohibit racist/sexist speech on campus	(4)	(3)	(2)	(1)
Same-sex couples should have the right to legal marital status	(4)	(3)	(2)	(1)
Affirmative action in college admissions should be abolished	(4)	(3)	(2)	(1)
The activities of married women are best confined to the home and family	(4)	(3)	(2)	(1)
Federal military spending should be increased	(4)	(3)	(2)	(1)
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	(4)	(3)	(2)	(1)
The federal government should do more to control the sale of handguns	(4)	(3)	(2)	(1)
Only volunteers should serve in the armed forces	(4)	(3)	(2)	(1)
The federal government is not doing enough to control environmental pollution	(4)	(3)	(2)	(1)
A national health care plan is needed to cover everybody's medical costs	(4)	(3)	(2)	(1)
Grading in the high schools has become too easy	(4)	(3)	(2)	(1)
Undocumented immigrants should be denied access to public education	(4)	(3)	(2)	(1)
Through hard work, everybody can succeed in American society	(4)	(3)	(2)	(1)
Dissent is a critical component of the political process	(4)	(3)	(2)	(1)

34. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework								
Socializing with friends								
Talking with teachers outside of class								
Exercise or sports								
Partying								
Working (for pay)								
Volunteer work								
Student clubs/groups								
Watching TV								
Household/childcare duties								
Reading for pleasure								
Playing video/ computer games								
Prayer/meditation								

35. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds)	
Some (but I probably will have enough funds)	
Major (not sure I will have enough funds to complete college)	

36. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	(V)	(S)	(N)
My teacher advised me	(V)	(S)	(N)
This college has a very good academic reputation	(V)	(S)	(N)
This college has a good reputation for its social activities	(V)	(S)	(N)
I was offered financial assistance	(V)	(S)	(N)
The cost of attending this college	(V)	(S)	(N)
High school counselor advised me	(V)	(S)	(N)
Private college counselor advised me	(V)	(S)	(N)
I wanted to live near home	(V)	(S)	(N)
Not offered aid by first choice	(V)	(S)	(N)
This college's graduates gain admission to top graduate/professional schools	(V)	(S)	(N)
This college's graduates get good jobs	(V)	(S)	(N)
I was attracted by the religious affiliation/orientation of the college	(V)	(S)	(N)
I wanted to go to a school about the size of this college	(V)	(S)	(N)
Rankings in national magazines	(V)	(S)	(N)
Information from a website	(V)	(S)	(N)
I was admitted through an Early Action or Early Decision program	(V)	(S)	(N)
A visit to the campus	(V)	(S)	(N)

37. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

#### ARTS AND HUMANITIES

- Art, fine and applied ..... (1)  
English (language and literature) ..... (2)  
History ..... (3)  
Journalism ..... (4)  
Language and Literature (except English) ..... (5)  
Music ..... (6)  
Philosophy ..... (7)  
Speech ..... (8)  
Theater or Drama ..... (9)  
Theology or Religion ..... (10)  
Other Arts and Humanities ..... (11)

#### BIOLOGICAL SCIENCE

- Biology (general) ..... (12)  
Biochemistry or Biophysics ..... (13)  
Botany ..... (14)  
Environmental Science ..... (15)  
Marine (Life) Science ..... (16)  
Microbiology or Bacteriology ..... (17)  
Zoology ..... (18)  
Other Biological Science ..... (19)

#### BUSINESS

- Accounting ..... (20)  
Business Admin. (general) ..... (21)  
Finance ..... (22)  
International Business ..... (23)  
Marketing ..... (24)  
Management ..... (25)  
Secretarial Studies ..... (26)  
Other Business ..... (27)

#### EDUCATION

- Business Education ..... (28)  
Elementary Education ..... (29)  
Music or Art Education ..... (30)  
Physical Education or Recreation ..... (31)  
Secondary Education ..... (32)  
Special Education ..... (33)  
Other Education ..... (34)

#### ENGINEERING

- Aeronautical or Astronautical Eng ..... (35)  
Civil Engineering ..... (36)  
Chemical Engineering ..... (37)  
Computer Engineering ..... (38)  
Electrical or Electronic Engineering ..... (39)  
Industrial Engineering ..... (40)  
Mechanical Engineering ..... (41)  
Other Engineering ..... (42)

#### PHYSICAL SCIENCE

- Astronomy ..... (43)  
Atmospheric Science (incl. Meteorology) ..... (44)  
Chemistry ..... (45)  
Earth Science ..... (46)  
Marine Science (incl. Oceanography) ..... (47)  
Mathematics ..... (48)  
Physics ..... (49)  
Statistics ..... (50)  
Other Physical Science ..... (51)

#### PROFESSIONAL

- Architecture or Urban Planning ..... (52)  
Family & Consumer Sciences ..... (53)  
Health Technology (medical, dental, laboratory) ..... (54)  
Library or Archival Science ..... (55)  
Medicine, Dentistry, Veterinary Medicine ..... (56)  
Nursing ..... (57)  
Pharmacy ..... (58)  
Therapy (occupational, physical, speech) ..... (59)  
Other Professional ..... (60)

#### SOCIAL SCIENCE

- Anthropology ..... (61)  
Economics ..... (62)  
Ethnic Studies ..... (63)  
Geography ..... (64)  
Political Science (gov't., international relations) ..... (65)  
Psychology ..... (66)  
Social Work ..... (67)  
Sociology ..... (68)  
Women's Studies ..... (69)  
Other Social Science ..... (70)

#### TECHNICAL

- Building Trades ..... (71)  
Data Processing or Computer Programming ..... (72)  
Drafting or Design ..... (73)  
Electronics ..... (74)  
Mechanics ..... (75)  
Other Technical ..... (76)

#### OTHER FIELDS

- Agriculture ..... (77)  
Communications ..... (78)  
Computer Science ..... (79)  
Forestry ..... (80)  
Kinesiology ..... (81)  
Law Enforcement ..... (82)  
Military Science ..... (83)  
Other Field ..... (84)  
Undecided ..... (85)

38. Please indicate the importance to you personally of each of the following: (Mark one for each item)

- Becoming accomplished in one of the performing arts (acting, dancing, etc.) ..... (E) (V) (S) (N)  
Becoming an authority in my field ..... (E) (V) (S) (N)  
Obtaining recognition from my colleagues for contributions to my special field ..... (E) (V) (S) (N)  
Influencing the political structure ..... (E) (V) (S) (N)  
Influencing social values ..... (E) (V) (S) (N)  
Raising a family ..... (E) (V) (S) (N)  
Having administrative responsibility for the work of others ..... (E) (V) (S) (N)  
Being very well off financially ..... (E) (V) (S) (N)  
Helping others who are in difficulty ..... (E) (V) (S) (N)  
Making a theoretical contribution to science ..... (E) (V) (S) (N)  
Writing original works (poems, novels, short stories, etc.) ..... (E) (V) (S) (N)  
Creating artistic work (painting, sculpture, decorating, etc.) ..... (E) (V) (S) (N)  
Becoming successful in a business of my own ..... (E) (V) (S) (N)  
Becoming involved in programs to clean up the environment ..... (E) (V) (S) (N)  
Developing a meaningful philosophy of life ..... (E) (V) (S) (N)  
Participating in a community action program ..... (E) (V) (S) (N)  
Helping to promote racial understanding ..... (E) (V) (S) (N)  
Keeping up to date with political affairs ..... (E) (V) (S) (N)  
Becoming a community leader ..... (E) (V) (S) (N)  
Integrating spirituality into my life ..... (E) (V) (S) (N)  
Improving my understanding of other countries and cultures ..... (E) (V) (S) (N)

39. What is your best guess as to the chances that you will: (Mark one for each item)

- Change major field? ..... (V) (S) (L) (N)  
Change career choice? ..... (V) (S) (L) (N)  
Participate in student government? ..... (V) (S) (L) (N)  
Get a job to help pay for college expenses? ..... (V) (S) (L) (N)  
Work full-time while attending college? ..... (V) (S) (L) (N)  
Join a social fraternity or sorority? ..... (V) (S) (L) (N)  
Play varsity/intercollegiate athletics? ..... (V) (S) (L) (N)  
Make at least a "B" average? ..... (V) (S) (L) (N)  
Participate in student protests or demonstrations? ..... (V) (S) (L) (N)  
Transfer to another college before graduating? ..... (V) (S) (L) (N)  
Be satisfied with your college? ..... (V) (S) (L) (N)  
Participate in volunteer or community service work? ..... (V) (S) (L) (N)  
Seek personal counseling? ..... (V) (S) (L) (N)  
Communicate regularly with your professors? ..... (V) (S) (L) (N)  
Socialize with someone of another racial/ethnic group? ..... (V) (S) (L) (N)  
Participate in student clubs/groups? ..... (V) (S) (L) (N)  
Strengthen your religious beliefs/convictions? ..... (V) (S) (L) (N)  
Participate in a study abroad program? ..... (V) (S) (L) (N)

40. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality. ☐ Yes ☐ No

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

41. A B C D E 48. A B C D E 55. A B C D E  
42. A B C D E 49. A B C D E 56. A B C D E  
43. A B C D E 50. A B C D E 57. A B C D E  
44. A B C D E 51. A B C D E 58. A B C D E  
45. A B C D E 52. A B C D E 59. A B C D E  
46. A B C D E 53. A B C D E 60. A B C D E  
47. A B C D E 54. A B C D E 61. A B C D E



# A SURVEY OF ENTERING TRANSFER STUDENTS REGARDING PLANS AND EXPERIENCES

Please fill-in the ovals completely. Do not use other marks such as **x** or **✓** on the form. Thanks!

1. From what college/university are you transferring? \_\_\_\_\_

2. Are you transferring with an earned degree (e.g., AA, AS, AAS)?

Yes

No

☐
☐

3. How many degree credits are you transferring to Montclair State University?

<15 credits

15 to 30

31 to 60

61 to 90

>90 credits

☐
☐
☐
☐
☐

4. What was your grade point average (GPA) at your previous college?

2.0 to 2.4

2.5 to 2.9

3.0 to 3.4

3.5 to 3.9

4.0

☐
☐
☐
☐
☐

5. When deciding where to transfer, how did you rank Montclair State University?

1st choice

2nd choice

3rd choice

<3rd choice

☐
☐
☐
☐

6. To what extent do you agree with each of the following statements?

Strongly  
Agree

Agree

Disagree

Strongly  
Disagree

I decided to attend MSU because of its strong academic reputation.

☐
☐
☐
☐

I decided to attend MSU because of its wide choice of programs and/or majors.

☐
☐
☐
☐

I decided to attend MSU because of its good reputation for social life and activities.

☐
☐
☐
☐

I decided to attend MSU because it is close to my home and/or work.

☐
☐
☐
☐

I decided to attend MSU because it costs less (in tuition and fees) to attend.

☐
☐
☐
☐

I decided to attend MSU because I like the size of the student body.

☐
☐
☐
☐

I decided to attend MSU because the campus is safe.

☐
☐
☐
☐

I decided to attend MSU because I heard/read advertisements for the college.

☐
☐
☐
☐

I decided to attend MSU because many of my friends already attend the college.

☐
☐
☐
☐

7. What is your intended major at Montclair State University? \_\_\_\_\_

8. What is your probable career occupation? \_\_\_\_\_

9. What is the highest academic degree that you intend to obtain?

Bachelor's

Master's

Adv. Certif.

Ph.D./Ed.D.

MD/JD/DDS

☐
☐
☐
☐
☐

10. What is the highest academic degree obtained by your parents?

Less than  
High School

High  
School

Bachelor's

Master's or  
Adv. Certif.

Doctorate or  
Professional

Mother -->

☐
☐
☐
☐
☐

Father -->

☐
☐
☐
☐
☐

11. What is your best guess as to the chances that you will...

Very good  
Chance

Some  
Chance

Very little  
Chance

No  
Chance

Change major field?

☐
☐
☐
☐

Participate in student clubs/groups?

☐
☐
☐
☐

Work full-time while attending college?

☐
☐
☐
☐

Make at least a "B" average?

☐
☐
☐
☐

Get a bachelor's degree (B.A., B.S., etc.)?

☐
☐
☐
☐

Transfer to another college before graduating?

☐
☐
☐
☐

Drop out of college?

☐
☐
☐
☐

Be satisfied with your college?

☐
☐
☐
☐

Participate in volunteer or community service work?

☐
☐
☐
☐

Communicate regularly with your professors?

☐
☐
☐
☐

12. Please indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
Becoming an authority in your field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure and social values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well off financially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, short stories, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an accomplished performing artist, or creating art (painting, sculpture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming successful in a business of your own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my understanding of other countries and cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. While at your previous college, how often did you engage in the following:

	Very often	Often	Occasionally	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored or taught other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the internet to complete a course assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used email to communicate with a professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your readings or classes with professors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with faculty members on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. At your previous college, to what extent did the coursework emphasize:

	Very much	Quite a bit	Some	Very little
<u>Memorizing</u> facts so you can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Analyzing</u> the basic elements of an idea, experience, or theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Synthesizing</u> and organizing ideas and information into new or more complex relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Making judgments</u> about how others gathered data and about the quality of their conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Applying</u> theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Some questions about you...

	Female	Male			
What is your sex?	<input type="radio"/>	<input type="radio"/>			
	Yes	No			
Is English your native language?	<input type="radio"/>	<input type="radio"/>			
Are you a Citizen or Permanent Resident of the United States?	<input type="radio"/>	<input type="radio"/>			
Will you be attending Montclair State University full-time in Fall 2005?	<input type="radio"/>	<input type="radio"/>			
	<20 years	20-24 years	25-29 years	30-39 years	>=40 years
What is your age?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Native American	Asian	African American	Latino/a	White
What is your ethnic background?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<\$25,000	\$25,000 to \$49,999	\$50,000 to \$74,999	\$75,000 to \$100,000	>\$100,000
What was your total family income last year (2001) from all sources before taxes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Personal Resources	Parents or Family	Scholarships or Grants	Loans	Other
From what sources will you gather resources for college expenses? [mark all that apply]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None	Some	Major		
Do you have any concerns about financing your college education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
What is the zip code of your home address?	<input type="text"/>				

16. Contact information (optional):

Name:  Email:



# ENTERING GRADUATE STUDENT SURVEY: RECRUITMENT, ADMISSIONS, & ADVISING

Please fill-in the ovals completely. Do not use **x** or **✓** on the form. Thanks!

## Recruitment

1. Through which of the following sources did you first learn of Montclair State University's graduate programs? (Please mark only one response.)

- ☐ Graduate school fair
- ☐ Literature you received by mail
- ☐ Open house
- ☐ Newspaper advertisement
- ☐ Internet
- ☐ Family member or friend
- ☐ Information services at your college
- ☐ Other (Please specify \_\_\_\_\_)

2. Which websites did you visit in your search for a graduate school? (Please mark all that apply.)

- |   |  |
|---|--|
| <input type="radio"/> Graduateschool.com  | <input type="radio"/> MSU website  |
| <input type="radio"/> Graduateguide.com   | <input type="radio"/> NJ Virtual University website                              |
| <input type="radio"/> Gradschool.com      | <input type="radio"/> Other (Please specify _____)                               |
| <input type="radio"/> Princetonreview.com | <input type="radio"/> I did not use the Internet to search for a graduate school |
| <input type="radio"/> Gradprofiles.com    |  |

3. To how many graduate schools other than MSU did you apply?

None	One	Two	Three	Four or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. When you were applying to graduate school, how did you rank MSU?

1st choice	2nd choice	3rd choice	4th choice	<4th choice
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. In choosing a graduate school, how important to you was each of the following?

	Very Important	Important	Neutral	Unimportant	Not important at all
College location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of tuition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic reputation of the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic reputation of the graduate program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness to your initial inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of evening classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of weekend classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What resources do you expect to use to cover the costs of your education? (Please mark all that apply.)

- ☐ Personal income from employment
- ☐ Personal savings
- ☐ Family resources (assistance from parents, spouse, and/or other family members)
- ☐ Scholarships, fellowships, and/or other forms of financial aid which need not be repaid
- ☐ Education loans or other forms of financial aid which must be repaid
- ☐ Stipends, tuition remissions, and/or fee remissions associated with a graduate research or teaching assistantship
- ☐ Other (Please specify \_\_\_\_\_)

**Please complete the questions on the back of this page. Thank you!**

### Admissions

7. Before admission to MSU, did you ever visit the Admissions Office? Yes No [if No, please jump to question 9]  
☐ ☐
8. Please indicate your level of agreement with the following statements concerning your visit to the MSU Admissions Office:
- |  | Strongly Agree        | Agree                 | Neutral               | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Staff in the Admissions Office were very knowledgeable.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff in the Admissions Office were very accomodating and helpful.                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff in the Admissions Office adequately informed me about the application process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
9. Please indicate your level of agreement with the following statements concerning the information packet you received describing the admissions process:
- |  | Strongly Agree        | Agree                 | Neutral               | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The information packet sent by the Admissions Office was clear.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The information packet sent by the Admissions Office was complete. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The information packet sent by the Admissions Office was accurate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
10. After submitting your application, were you asked to submit additional materials? Yes No [if No, please jump to question 12]  
☐ ☐
11. If yes, did the notification to submit additional materials arrive in a timely fashion? Yes No  
☐ ☐
12. Please indicate your level of agreement with the following statements concerning the acceptance letter that you received:
- |   | Strongly Agree        | Agree                 | Neutral               | Disagree              | Strongly Disagree     |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My acceptance letter arrived in a timely fashion after my application was complete. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Information in the acceptance letter about the registration process was clear.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Information in the acceptance letter about the registration process was complete.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Information in the acceptance letter about the registration process was accurate.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
13. Were you required to take the Graduate Record Examination (GRE)? Yes No [if No, please jump to question 15]  
☐ ☐
14. If yes, did you submit your GRE scores prior to being admitted? Yes No  
☐ ☐

### Advisement

15. Were you assigned a pre-scheduled advisement session? Yes No [if No, please jump to question 18]  
☐ ☐
16. If yes, was your appointment scheduled at a convenient time? Yes No  
☐ ☐
17. Please indicate your level of agreement with the following statements concerning the advisement session that you attended:
- |  | Strongly Agree        | Agree                 | Neutral               | Disagree              | Strongly Disagree     |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Information I received during the advisement session was clear.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Information I received during the advisement session was complete. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Information I received during the advisement session was accurate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
18. Please provide any additional comments you may have about recruitment, admissions, or advisement. (Attach additional pages if needed.)
- 

**Thank you for your input!**



# National Survey of Student Engagement 2005

## The College Student Report

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: ☒ or ☐

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**3** During the current school year, about how much reading and writing have you done?

	None	Between 1 and 4	Between 5 and 10	Between 11 and 20	More than 20
a. Number of assigned textbooks, books, or book-length packs of course readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of written papers or reports of 20 pages or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Number of written papers or reports between 5 and 19 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Number of written papers or reports of fewer than 5 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4** In a typical week, how many homework problem sets do you complete?

	None	1-2	3-4	5-6	More than 6
a. Number of problem sets that take you more than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of problem sets that take you less than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5** Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

Very little	1	2	3	4	5	6	7	Very much
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6** During the current school year, about how often have you done each of the following?

	Very often	Often	Sometimes	Never
a. Attended an art exhibit, gallery, play, dance, or other theater performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exercised or participated in physical fitness activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Examined the strengths and weaknesses of your own views on a topic or issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Learned something that changed the way you understand an issue or concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7** Which of the following have you done or do you plan to do before you graduate from your institution?

	Done	Plan to do	Do not plan to do	Have not decided
a. Practicum, internship, field experience, co-op experience, or clinical assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work on a research project with a faculty member outside of course or program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Foreign language coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Independent study or self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8** Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with:

a. Other Students	b. Faculty Members	c. Administrative Personnel and Offices
Friendly, Supportive, Sense of Belonging	Available, Helpful, Sympathetic	Helpful, Considerate, Flexible
7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Unfriendly, Unsupportive, Sense of Alienation	Unavailable, Unhelpful, Unsympathetic	Unhelpful, Inconsiderate, Rigid

**9** About how many hours do you spend in a typical 7-day week doing each of the following?

# of hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working for pay on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working for pay off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relaxing and socializing (watching TV, partying, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10** To what extent does your institution emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing the support you need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11** To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Voting in local, state, or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Developing a deepened sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12** Overall, how would you evaluate the quality of academic advising you have received at your institution?

- ☐ Excellent  
☐ Good  
☐ Fair  
☐ Poor

**13** How would you evaluate your entire educational experience at this institution?

- ☐ Excellent  
☐ Good  
☐ Fair  
☐ Poor

**14** If you could start over again, would you go to the same institution you are now attending?

- ☐ Definitely yes  
☐ Probably yes  
☐ Probably no  
☐ Definitely no

15 Write in your year of birth: 1 9

16 Your sex

☐ Male ☐ Female

17 Are you an international student or foreign national?

☐ Yes ☐ No

18 What is your racial or ethnic identification? (Mark only one.)

☐ American Indian or other Native American

☐ Asian American or Pacific Islander

☐ Black or African American

☐ White (non-Hispanic)

☐ Mexican or Mexican American

☐ Puerto Rican

☐ Other Hispanic or Latino

☐ Multiracial

☐ Other

☐ I prefer not to respond

19 What is your current classification in college?

☐ Freshman/first-year

☐ Senior

☐ Sophomore

☐ Undersified

☐ Junior

20 Did you begin college at your current institution or elsewhere?

☐ Started here ☐ Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

☐ Vocational or technical school

☐ Community or junior college

☐ 4-year college other than this one

☐ None

☐ Other, specify: \_\_\_\_\_

22 Thinking about this current academic term, how would you characterize your enrollment?

☐ Full-time ☐ Less than full-time

23 Are you a member of a social fraternity or sorority?

☐ Yes ☐ No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?

☐ Yes ☐ No (go to question 25)

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?

☐ A

☐ B+

☐ C+

☐ A-

☐ B

☐ C

☐ B-

☐ C- or lower

26 Which of the following best describes where you are living now while attending college?

☐ Dormitory or other campus housing (not fraternity/sorority house)

☐ Residence (house, apartment, etc.) within walking distance of the institution

☐ Residence (house, apartment, etc.) within driving distance

☐ Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father Mother

☐

☐ Did not finish high school

☐

☐ Graduated from high school

☐

☐ Attended college but did not complete degree

☐

☐ Completed an associate's degree (A.A., A.S., etc.)

☐

☐ Completed a bachelor's degree (B.A., B.S., etc.)

☐

☐ Completed a master's degree (M.A., M.S., etc.)

☐

☐ Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

28 Please print your primary major or your expected primary major.

29 If applicable, please print your second major or your expected second major (not minor, concentration, etc.).

## THANKS FOR SHARING YOUR VIEWS!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.iub.edu/nsse. Copyright © 2004 Indiana University.

# **Student Information Technology Use and Skills in Higher Education: 2005 Survey Questionnaire**

Thank you for your willingness to answer this survey, which focuses on your experiences with and opinions about information technology. The information you and other undergraduate students provide will be reported in a national study that will be available to higher education institutions. We will also make available to your school's leaders data that you and your classmates give us about your school. The primary goal of the study is to better understand student experiences with information technology, which, in turn, can help your school's leadership to respond to your IT needs.

Your answers are confidential, and neither your school nor the EDUCAUSE Center for Applied Research will be able to identify you.

For the purposes of this survey, information technology refers to "personal electronic devices such as laptops and handheld computers, cell phones, and your institution's computers and associated devices."

Please submit your survey responses as soon as possible within the next two weeks. It should take you approximately 15 minutes to complete the survey. As thanks for your time and valuable input, each participant who provides an e-mail address will be entered in a drawing for one of a hundred \$50 gift certificates.

We appreciate your time and participation. If you have any questions or concerns, please contact the campus representative specified in the e-mail you were sent.

Click the Next button to begin the survey. Once again, thank you for your assistance!

©2005 EDUCAUSE. Reproduction by permission only.

#### **EDUCAUSE CENTER FOR APPLIED RESEARCH**

All data and information collected by the EDUCAUSE Center for Applied Research are used strictly for the purposes of research and analysis for the benefit of ECAR subscribers and EDUCAUSE members. EDUCAUSE does not make personally or institutionally identifiable information or data available to its members, sponsors, contractors, or others.

## Section 1. About You

We may only survey students age 18 or older.

**1.1 I am 18 years old or older.** [Required] <If no, go to end of questionnaire. If yes, go to 1.2>

- ☐ No
- ☐ Yes

### I give my consent to the following.

For this survey you were selected at random from a list of freshmen and seniors at your institution. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

Sponsored by the EDUCAUSE Center for Applied Research, this study is being conducted by Dr. Robert Kvavik of the University of Minnesota and Judy Caruso of the University of Wisconsin—Madison.

### Background Information

If you agree to be in this study, please complete and submit the following survey. The survey asks for basic background information and questions you about:

- What kinds of information technologies you use and how often.
- What your level of skill is at using different information technologies.
- How these technologies contribute to your undergraduate experience.
- What value information technologies provide in teaching and learning in higher education.

It will take about 15 minutes to complete the survey. Please answer the questions to the best of your ability. There is no right or wrong answer. You only need to fill out the survey once.

### Risks and Benefits of Being in the Study

There are no physical, psychological, social, or medical risks associated with your participation in this study. The benefit of your participation is to inform school officials of the benefits of their technology investments for students.

### Compensation

We will hold a raffle for gift certificates of \$50 from Amazon.com for participating in this survey. If you choose to participate in the raffle, you must include an e-mail address in the space provided at the beginning of the survey. Once the survey has closed, we will conduct a random drawing from the e-mail addresses of all those who participated within two weeks of the closing of the survey. Based upon last year's response rate, your chance of winning is estimated to be approximately 1 in 168.

Your e-mail address will be kept separately from the data collected in the survey. It will not be used to connect your survey responses with your name, nor will it be used for any purpose other than to contact you should you win the prize.

### Confidentiality

The records of this study will be kept private. In any report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only researchers will have access to the records.





### **Voluntary Nature of the Study**

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with your institution, with any of the institutions participating in this survey, or with EDUCAUSE. If you decide to participate, you are free not to answer any non-required question or withdraw at any time without affecting those relationships.

### **Contacts and Questions**

You may direct any questions to the researchers conducting this study:

Robert Kvavik, 612-625-2400, [kvavik@umn.edu](mailto:kvavik@umn.edu)  
and Judy Caruso, 608-263-7318, [judy.caruso@doit.wisc.edu](mailto:judy.caruso@doit.wisc.edu)

If you wish to print a copy of the survey before completing it online, a PDF version is available from the link in the header. Once you complete and submit the survey by clicking the Finish button, a summary of your responses will be displayed with the option to print and/or save them.

### **Statement of Consent**

**1.2 I have read the above information and have had the opportunity to ask questions and receive answers. I consent to participate in the study. [Required]** <If no, go to end of questionnaire. If yes, go to 1.3>

- ☐ No
- ☐ Yes

**1.3 If you are interested in entering the drawing for a \$50 gift certificate, please enter your e-mail address.** [paragraph memo field]

## Section 2. Your Use of Electronic Devices

### **2.1\_2.7 Which of the following electronic devices do you own? Check all that apply.**

- ☐ 2.1 Personal desktop computer
- ☐ 2.2 Personal laptop computer
- ☐ 2.3 Personal digital assistant (PDA), e.g., Palm device
- ☐ 2.4 Smart phone (combination cell phone and PDA device)
- ☐ 2.5 Cell or digital phone
- ☐ 2.6 Electronic music device, e.g., iPod
- ☐ 2.7 Wireless adapter

### **2.8 Excluding your use of cell phones, how many hours each week do you normally spend using an electronic device (computer, Palm device, etc.)?**

- ☐ Do not use
- ☐ Less than an hour
- ☐ 1–2 hours
- ☐ 3–5 hours
- ☐ 6–10 hours
- ☐ 11–15 hours
- ☐ 16–20 hours
- ☐ More than 20 hours

### **2.9\_2.19 How many hours each week do you normally spend on each of the following activities using an electronic device (computer, Palm device, etc.)? (Do not use, Less than an hour, 1–2 hours, 3–5 hours, 6–10 hours, 11–15 hours, 16–20 hours, More than 20 hours)**

- 2.9 Classroom activities and studying using an electronic device
- 2.10 Using a library resource to complete a course assignment (e.g., a library resource on your official school library Web site)
- 2.11 Surfing the Internet for information to support your coursework
- 2.12 Writing documents for your coursework
- 2.13 Creating, reading, sending e-mail
- 2.14 Creating, reading, sending instant messages
- 2.15 Writing documents for pleasure
- 2.16 Playing computer games
- 2.17 Downloading or listening to music or videos/DVDs
- 2.18 Surfing the Internet for pleasure
- 2.19 Online shopping

### **2.20\_2.25 How many hours each week do you normally spend on each of the following activities using an electronic device (computer, Palm device, etc.)? (Do not use, Less than an hour, 1–2 hours, 3–5 hours, 6–10 hours, 11–15 hours, 16–20 hours, More than 20 hours)**

- 2.20 Creating spreadsheets or charts (Excel, etc.)
- 2.21 Creating presentations (PowerPoint, etc.)
- 2.22 Creating graphics (Photoshop, Flash, etc.)
- 2.23 Creating and editing video/audio (Director, iMovie, etc.)

2.24 Creating Web pages (Dreamweaver, FrontPage, etc.)

2.25 Completing a learning activity or accessing information for a course using course management systems (ANGEL, WebCT, Blackboard, Desire2Learn, FirstClass, etc.)

**2.26\_2.36 What is your skill level using the following computer technologies and applications? (Do not use, Very unskilled, Unskilled, Skilled, Very skilled)** (*Very unskilled=have not used the software; Unskilled=have used the software but not regularly; Skilled=full use of basic features but not advanced features; Very skilled=ability to use advanced features, link the software with other software, troubleshoot problems, and upgrade/patch the software.*)

2.26 Word processing (Word, etc.)

2.27 Spreadsheets (Excel, etc.)

2.28 Presentation software (PowerPoint, etc.)

2.29 Graphics (Photoshop, Flash, etc.)

2.30 Creating and editing video/audio (Director, iMovie, etc.)

2.31 Creating Web pages (Dreamweaver, FrontPage, etc.)

2.32 Course management systems (ANGEL, WebCT, Blackboard, Desire2Learn, FirstClass etc.)

2.33 Online library resources

2.34 Computer operating systems (Windows, OSX, etc.)

2.35 Computer maintenance

2.36 Securing your electronic device (firewalls, antivirus software, etc.)

**2.37 How would you rate your information technology skills compared to other students' skills on your campus?**

- ☐ Much less skilled
- ☐ Less skilled
- ☐ About the same skill level
- ☐ More skilled
- ☐ Much more skilled

**2.38\_2.42 Why did you learn the following computer technologies and applications? (Do not use, To improve my course performance, Class or major requirement, Campus requirement, Required for student organization activities, Personal interest, Employment, Other)**

2.38 Spreadsheets (Excel, etc.)

2.39 Presentation software (PowerPoint, etc.)

2.40 Graphics (Photoshop, Flash, etc.)

2.41 Creating and editing video/audio (Director, iMovie, etc.)

2.42 Creating Web pages (Dreamweaver, FrontPage, etc.)

**2.43 During the academic year, what is your most frequently used method for access to the Internet?**

- ☐ Commercial dial-up modem service (e.g., AOL, EarthLink, etc.)
- ☐ School-operated dial-up modem service
- ☐ Commercial broadband service (e.g., DSL modem, cable modem, etc.)

- ☐ School-operated wired broadband service
- ☐ Commercial wireless network
- ☐ School-operated wireless network

**2.44\_2.50 Which of the following concern you regarding information technology? (Not a concern, Small concern, Significant concern, Major concern)**

- 2.44 Inadequate access to printing
- 2.45 The age of my computer hardware and software
- 2.46 Slow or inadequate network access
- 2.47 My technical skill level in troubleshooting my computer
- 2.48 Computer viruses, worms, or Trojan horses
- 2.49 Spam
- 2.50 Inadequate technical assistance and help available to me on my campus

### Section 3. Your Use of Technology in Courses

#### 3.1 Which of the following best describes your preference with regard to the use of technology in your courses?

- ☐ I prefer taking courses that use *no* information technology.
- ☐ I prefer taking courses that use *limited* technology features (e.g., e-mail to instructors and limited use of PowerPoint in class).
- ☐ I prefer taking courses that use a *moderate* level of technology (e.g., e-mail, several PowerPoint presentations, some online activities or content).
- ☐ I prefer taking courses that use technology *extensively* (e.g., class lecture notes online, computer simulations, PowerPoint presentations, streaming video or audio, etc.).
- ☐ I prefer taking courses that use technology *exclusively* (i.e., are entirely online with no required face-to-face interactions).

#### 3.2\_3.6 To what extent does each of the following describe your experiences in your courses? (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

- 3.2 I am more engaged in courses that require me to use technology.
- 3.3 Overall, my instructors use information technology well in my courses.
- 3.4 The instructors' use of technology in my courses has increased my interest in the subject matter.
- 3.5 I primarily use information technology in courses to improve the presentation of my work.
- 3.6 My school needs to give me more training on the information technology that I am required to use in my courses.

#### 3.7\_3.11 To what extent has the use of information technology in courses helped you? (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

- 3.7 The use of information technology in courses has helped me better understand complex or abstract concepts.
- 3.8 The use of information technology in courses has helped me better communicate with my instructors.
- 3.9 The use of information technology in courses has helped me better communicate and collaborate with my classmates.
- 3.10 The use of information technology in courses has resulted in prompt feedback from my instructors.
- 3.11 Courses that use information technology allow me to take greater control of my course activities (e.g., planning, apportioning time, noting success and failure).

#### 3.12 Have you taken a class that used a course management system (e.g., ANGEL, WebCT, Blackboard, Desire2Learn, or FirstClass)? [Required] <If no, go to 3.23. If yes, go to 3.13>

- ☐ No
- ☐ Yes



**3.13 How would you describe your own overall experience using a course management system?**

- ☐ Very negative
- ☐ Negative
- ☐ Neutral
- ☐ Positive
- ☐ Very positive

**3.14\_3.22 How valuable did you find the following course management system features? (Did not use, Not valuable, Valuable, Very valuable)**

- 3.14 Syllabus
- 3.15 Online readings and links to other text-based course materials
- 3.16 Online discussion board (posting comments, questions, and responses)
- 3.17 Access to sample exams and quizzes for learning purposes
- 3.18 Taking exams and quizzes online for grading purposes
- 3.19 Turning in assignments online
- 3.20 Getting assignments back from instructors with comments and grades
- 3.21 Sharing materials among students
- 3.22 Keeping track of grades on assignments and tests

**3.23\_3.24 Which of the following benefits from using information technology in your courses was the most valuable to you?**

- ☐ Improved my learning
- ☐ Convenience
- ☐ Helped me manage my course activities (e.g., planning, apportioning time, noting success and failure)
- ☐ Helped me communicate with my classmates and instructors
- ☐ No benefits
- ☐ Other
- ☐ 3.24 Please describe (optional)

**3.25 The use of information technology in my courses has improved my learning.**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**3.26 Do you normally bring your laptop to class?**

- ☐ No
- ☐ Yes

## Section 4. Information About You

### 4.1 What is your gender?

- ☐ Male
- ☐ Female

### 4.2 What is your age?

- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21
- ☐ 22
- ☐ 23
- ☐ 24
- ☐ 25
- ☐ 26
- ☐ 27
- ☐ 28
- ☐ 29
- ☐ 30–39
- ☐ 40–49
- ☐ 50–59
- ☐ 60–69
- ☐ 70 or over
- ☐ Decline to answer

### 4.3 What is your cumulative grade point average (GPA)?

- ☐ Under 2.00
- ☐ 2.0–2.24
- ☐ 2.25–2.49
- ☐ 2.5–2.99
- ☐ 3.00–3.24
- ☐ 3.25–3.49
- ☐ 3.50–3.74
- ☐ 3.75–4.00
- ☐ Don't know

### 4.4 Are you a senior or freshman? [Required]

- ☐ Senior
- ☐ Freshman

**4.5 Are you a full-time or part-time student? [Part time is fewer than 12 credit hours per semester/quarter]**

- ☐ Full time
- ☐ Part time

**4.6 Do you reside on campus or off campus?**

- ☐ On campus
- ☐ Off campus

**4.7 \_4.16 What disciplines are you majoring in? Check all that apply.**

- ☐ 4.7 Social sciences
- ☐ 4.8 Humanities
- ☐ 4.9 Fine arts
- ☐ 4.10 Life sciences, including agriculture and health sciences
- ☐ 4.11 Physical sciences
- ☐ 4.12 Education, including physical education
- ☐ 4.13 Engineering
- ☐ 4.14 Business
- ☐ 4.15 Other
- ☐ 4.16 Undecided

**4.17 Which institution are you attending? [Required]** [Drop-down menu of participating institutions.]

**Before proceeding, please confirm that the name of your institution appears in box 4.17.**

4.18 If you have any other comments or insights about your information technology use and skills, please feel free to share them with us below. [Paragraph field]

**Section 5. Thank You.**

You have reached the end of the survey. Thank you! Please submit the survey by clicking the Finish button. After clicking Finish, a summary of your responses will be displayed with the option to print and/or save them. Please click the Finish button now.

**– END SURVEY –**

# STUDENT SATISFACTION INVENTORY™

## 4-Year College and University Version

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.  
Copyright 1994, Noel/Levitz Centers, Inc. All rights reserved.

Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experiences thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

To preserve confidentiality, your name is not requested.

— Thank you for your participation.

### Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation about your experiences at this campus. On the *left*, tell us how important it is for your institution to meet this expectation. On the *right* tell us how satisfied you are that your institution has met this expectation.

Importance to me ...										My level of satisfaction										
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important does not apply										not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied at all - 1										
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
1. Most students feel a sense of belonging here. 2. The campus staff are caring and helpful. 3. Faculty care about me as an individual. 4. Admissions staff are knowledgeable.										5. Financial aid counselors are helpful. 6. My academic advisor is approachable. 7. The campus is safe and secure for all students. 8. The content of the courses within my major is valuable.										
9. A variety of intramural activities are offered. 10. Administrators are approachable to students. 11. Billing policies are reasonable. 12. Financial aid awards are announced to students in time to be helpful in college planning.										13. Library staff are helpful and approachable. 14. My academic advisor is concerned about my success as an individual. 15. The staff in the health services area are competent. 16. The instruction in my major field is excellent.										
17. Adequate financial aid is available for most students. 18. Library resources and services are adequate. 19. My academic advisor helps me set goals to work toward. 20. The business office is open during hours which are convenient for most students.																				

PLEASE DO NOT MARK IN THIS AREA

1443863



Importance to me ...							... My level of satisfaction						
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important does not apply							not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied at all - 1						
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	21. The amount of student parking space on campus is adequate.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	22. Counseling staff care about students as individuals.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	25. Faculty are fair and unbiased in their treatment of individual students.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	26. Computer labs are adequate and accessible.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	27. The personnel involved in registration are helpful.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	28. Parking lots are well-lighted and secure.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	29. It is an enjoyable experience to be a student on this campus.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	30. Residence hall staff are concerned about me as an individual.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	31. Males and females have equal opportunities to participate in intercollegiate athletics.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	32. Tutoring services are readily available.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	33. My academic advisor is knowledgeable about requirements in my major.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	34. I am able to register for classes I need with few conflicts.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	35. The assessment and course placement procedures are reasonable.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	36. Security staff respond quickly in emergencies.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	37. I feel a sense of pride about my campus.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	38. There is an adequate selection of food available in the cafeteria.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	39. I am able to experience intellectual growth here.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	40. Residence hall regulations are reasonable.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	41. There is a commitment to academic excellence on this campus.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	42. There are a sufficient number of work-study activities for students.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	43. Admissions counselors respond to prospective students' unique needs and requests.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	44. Academic support services adequately meet the needs of students.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	45. Students are made to feel welcome on this campus.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	46. I can easily get involved in campus organizations.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	47. Faculty provide timely feedback about student progress in a course.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	48. Admissions counselors accurately portray the campus in their recruiting practices.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	49. There are adequate services to help me decide upon a career.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	50. Class change (drop/add) policies are reasonable.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	51. This institution has a good reputation within the community.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	52. The student center is a comfortable place for students to spend their leisure time.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	53. Faculty take into consideration student differences as they teach a course.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	54. Bookstore staff are helpful.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	55. Major requirements are clear and reasonable.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	56. The student handbook provides helpful information about campus life.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	57. I seldom get the "run-around" when seeking information on this campus.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	58. The quality of instruction I receive in most of my classes is excellent.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	59. This institution shows concern for students as individuals.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	60. I generally know what's happening on campus.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	61. Adjunct faculty are competent as classroom instructors.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	62. There is a strong commitment to racial harmony on this campus.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	63. Student disciplinary procedures are fair.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	64. New student orientation services help students adjust to college.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	65. Faculty are usually available after class and during office hours.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	66. Tuition paid is a worthwhile investment.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	67. Freedom of expression is protected on campus.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	68. Nearly all of the faculty are knowledgeable in their field.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	69. There is a good variety of courses provided on this campus.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	70. Graduate teaching assistants are competent as classroom instructors.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	71. Channels for expressing student complaints are readily available.	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2		

Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 74 - 83 is provided as a response area for those additional questions. Continue on to item 84 when you have completed this section.

Importance to me ...				... My level of satisfaction	
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important does not apply				not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied at all - 1	
(If items 74-83 not available, skip to item 84.)					
74.		74.			
75.		75.			
76.		76.			
77.		77.			
78.		78.			
79.		79.			
80.		80.			
81.		81.			
82.		82.			
83.		83.			
<b>How satisfied are you that this campus demonstrates a commitment to meeting the needs of:</b>					
84.	Part-time students?	84.			
85.	Evening students?	85.			
86.	Older, returning learners?	86.			
87.	Under-represented populations?	87.			
88.	Commuters?	88.			
89.	Students with disabilities?	89.			
<b>How important is each of the following factors in your decision to enroll here?</b>					
90.	Cost				
91.	Financial aid				
92.	Academic reputation				
93.	Size of institution				
94.	Opportunity to play sports				
95.	Recommendations from family/friends				
96.	Geographic setting				
97.	Campus appearance				
98.	Personalized attention prior to enrollment				

Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

- |   |   |  |
|---|---|--|
| <p>99. So far, how has your college experience met your expectations?</p> <p>① Much worse than I expected</p> <p>② Quite a bit worse than I expected</p> <p>③ Worse than I expected</p> <p>④ About what I expected</p> <p>⑤ Better than I expected</p> <p>⑥ Quite a bit better than I expected</p> <p>⑦ Much better than I expected</p> | <p>100. Rate your overall satisfaction with your experience here thus far.</p> <p>① Not satisfied at all</p> <p>② Not very satisfied</p> <p>③ Somewhat dissatisfied</p> <p>④ Neutral</p> <p>⑤ Somewhat satisfied</p> <p>⑥ Satisfied</p> <p>⑦ Very satisfied</p> | <p>101. All in all, if you had it to do over again, would you enroll here?</p> <p>① Definitely not</p> <p>② Probably not</p> <p>③ Maybe not</p> <p>④ I don't know</p> <p>⑤ Maybe yes</p> <p>⑥ Probably yes</p> <p>⑦ Definitely yes</p> |
|---|---|--|

CONTINUE TO THE NEXT PAGE



Choose the one response that best describes you and darken the corresponding oval for each of the items below.

**102. Gender:**

- ① Female
- ② Male

**103. Age:**

- ① 18 and under
- ② 19 to 24
- ③ 25 to 34
- ④ 35 to 44
- ⑤ 45 and over

**104. Ethnicity/Race:**

- ① African-American
- ② American Indian or Alaskan Native
- ③ Asian or Pacific Islander
- ④ Caucasian/White
- ⑤ Hispanic
- ⑥ Other
- ⑦ Prefer not to respond

**105. Current Enrollment Status:**

- ① Day
- ② Evening
- ③ Weekend

**106. Current Class Load:**

- ① Full-time
- ② Part-time

**107. Class Level:**

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Senior
- ⑤ Special Student
- ⑥ Graduate/Professional
- ⑦ Other

**108. Current GPA:**

- ① No credits earned
- ② 1.99 or below
- ③ 2.0 - 2.49
- ④ 2.5 - 2.99
- ⑤ 3.0 - 3.49
- ⑥ 3.5 or above

**109. Educational Goal:**

- ① Associate degree
- ② Bachelor's degree
- ③ Master's degree
- ④ Doctorate or professional degree
- ⑤ Certification (initial or renewal)
- ⑥ Self-improvement/pleasure
- ⑦ Job-related training
- ⑧ Other

**110. Employment:**

- ① Full-time off campus
- ② Part-time off campus
- ③ Full-time on campus
- ④ Part-time on campus
- ⑤ Not employed

**111. Current Residence:**

- ① Residence hall
- ② Fraternity / Sorority
- ③ Own house
- ④ Rent room or apartment off campus
- ⑤ Parent's home
- ⑥ Other

**112. Residence Classification:**

- ① In-state
- ② Out-of-state
- ③ International (not U.S. citizen)

**113. Disabilities:**

- Physical disability or a diagnosed learning disability?
- ① Yes
  - ② No

**114. When I entered this institution, it was my:**

- ① 1st choice
- ② 2nd choice
- ③ 3rd choice or lower

Your Social Security Number is requested for research purposes and will not appear on any report.

**Social Security Number:**

Write your Social Security number in the nine spaces of the box provided. Completely darken the corresponding oval.

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

**115. Major:**

Fill in major code from list provided by your institution.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**116. Item requested by your institution:**

- ①
- ②
- ③
- ④
- ⑤
- ⑥

Thank you for taking the time to complete this inventory.

Please do not fold.



1443863

[illegible]

☐ ☒ ☐ ☐
☒ ☒ ☒ ☒

Highest Earned  
Highest Planned

	F	O	N
Worked on independent study projects . . . . .	(F)	(O)	(N)
Took interdisciplinary courses . . . . .	(F)	(O)	(N)
Discussed course content with students outside of class . . . . .	(F)	(O)	(N)
Have been a guest in a professor's home . . . . .	(F)	(O)	(N)
Participated in intramural sports . . . . .	(F)	(O)	(N)
Failed to complete homework on time . . . . .	(F)	(O)	(N)
Felt bored in class . . . . .	(F)	(O)	(N)
Came late to class . . . . .	(F)	(O)	(N)
Studied with other students . . . . .	(F)	(O)	(N)
Performed community service as part of a class . . . . .	(F)	(O)	(N)
Voted in a student election . . . . .	(F)	(O)	(N)
Voted in a state/national election . . . . .	(F)	(O)	(N)
Turned in course assignments electronically . . . . .	(F)	(O)	(N)
Received course assignments through the Internet . . . . .	(F)	(O)	(N)
Used the Internet for research or homework . . . . .	(F)	(O)	(N)
Used the library for research or homework . . . . .	(F)	(O)	(N)
Missed class due to employment . . . . .	(F)	(O)	(N)
Tutored another college student . . . . .	(F)	(O)	(N)
Did not have time to study due to: job responsibilities . . . . .	(F)	(O)	(N)
family responsibilities . . . . .	(F)	(O)	(N)
Met with an advisor/counselor about your career plans . . . . .	(F)	(O)	(N)
Worked on a local, state, or national campaign . . . . .	(F)	(O)	(N)
Overslept and missed class or appointment . . . . .	(F)	(O)	(N)
Fell asleep in class . . . . .	(F)	(O)	(N)
Had difficulty getting the courses I needed . . . . .	(F)	(O)	(N)
Discussed the 9/11 terrorist attacks in class . . . . .	(F)	(O)	(N)
Participated in protests against the war . . . . .	(F)	(O)	(N)
Participated in a campus activity commemorating the victims of 9/11 . . . . .	(F)	(O)	(N)

Frequently  
Occasionally  
Not at all

[illegible]

**Your 1st College**  
**This College**

**8. Please rate your satisfaction with your current (or most recent) college in each area:**  
(Mark one in each row)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Can't Rate/ No Experience
General education or core curriculum courses	V	S	N	D	?
Science and mathematics courses	V	S	N	D	?
Humanities courses	V	S	N	D	?
Social science courses	V	S	N	D	?
Laboratory facilities and equipment	V	S	N	D	?
Library facilities	V	S	N	D	?
Computer facilities	V	S	N	D	?
Quality of computer training/assistance	V	S	N	D	?
Availability of Internet access	V	S	N	D	?
Tutoring or other academic assistance	V	S	N	D	?
Academic advising	V	S	N	D	?
Career counseling and advising	V	S	N	D	?
Student housing	V	S	N	D	?
Financial aid services	V	S	N	D	?
Opportunities for community service	V	S	N	D	?
Job placement services for students	V	S	N	D	?
Campus health services	V	S	N	D	?
Ability to find a faculty or staff mentor	V	S	N	D	?
Leadership opportunities	V	S	N	D	?
Recreational facilities	V	S	N	D	?

**9. Please indicate your enrollment status below:**  
(Mark one)

- ☐ Full-time undergraduate
 ☐ Graduate student  
☐ Part-time undergraduate
 ☐ Not enrolled

**10. Mark the one oval that best describes your undergraduate grade average.**

- ☐ A (3.75 - 4.0)
 ☐ B-, C+ (2.25 - 2.74)  
☐ A-, B+ (3.25 - 3.74)
 ☐ C (1.75 - 2.24)  
☐ B (2.75 - 3.24)
 ☐ C- or less (below 1.75)

**11. During the past year, how much time did you spend during a typical week doing the following activities?**  
(Mark one in each row)

	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending classes/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty during office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty outside of class or office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising/sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) <u>on</u> campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) <u>off</u> campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housework/childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/meditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. Please mark your probable career/occupation below:**  
(Mark one)

- Accountant or actuary ☐  
 Actor or entertainer ☐  
 Architect or urban planner ☐  
 Artist ☐  
 Business (clerical) ☐  
 Business executive (management, administrator) ☐  
 Business owner or proprietor ☐  
 Business salesperson or buyer ☐  
 Clergy (minister, priest) ☐  
 Clergy (other religious) ☐  
 Clinical psychologist ☐  
 College administrator/staff ☐  
 College teacher ☐  
 Computer programmer or analyst ☐  
 Conservationist or forester ☐  
 Dentist (including orthodontist) ☐  
 Dietitian or home economist ☐  
 Engineer ☐  
 Farmer or rancher ☐  
 Foreign service worker (including diplomat) ☐  
 Homemaker (full-time) ☐  
 Interior decorator (including designer) ☐  
 Lab technician or hygienist ☐  
 Law enforcement officer ☐  
 Lawyer (attorney) or judge ☐  
 Military service (career) ☐  
 Musician (performer, composer) ☐  
 Nurse ☐  
 Optometrist ☐  
 Pharmacist ☐  
 Physician ☐  
 Policymaker/government ☐  
 School counselor ☐  
 School principal or superintendent ☐  
 Scientific researcher ☐  
 Social, welfare or recreation worker ☐  
 Therapist (physical, occupational, speech) ☐  
 Teacher or administrator (elementary) ☐  
 Teacher or administrator (secondary) ☐  
 Veterinarian ☐  
 Writer or journalist ☐  
 Skilled trades ☐  
 Other ☐  
 Undecided ☐

**13. For the activities listed below, please indicate how often you engaged in each during the past year.**  
(Mark one in each row)

	Frequently	Occasionally	Not at all
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt lonely or homesick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. How would you characterize your political views? (Mark one)**

- Far left ☐  
 Liberal ☐  
 Middle-of-the-road ☐  
 Conservative ☐  
 Far right ☐

**15. Please indicate your ethnic background.**  
(Mark all that apply)

- ☐ White/Caucasian  
☐ African American/Black  
☐ American Indian/Alaska Native  
☐ Asian American/Asian  
☐ Native Hawaiian/Pacific Islander  
☐ Mexican American/Chicano  
☐ Puerto Rican  
☐ Other Latino  
☐ Other

**16. Is English your native language?**

- ☐ Yes
 ☐ No

**17. Please rate your satisfaction with this institution on each of the aspects of campus life listed below.**  
(Mark one for each item)

	Very Satisfied	Satisfied	Neutral	Dissatisfied
Courses in your major field	V	S	N	D
Amount of contact with faculty	V	S	N	D
Class size	V	S	N	D
Interaction with other students	V	S	N	D
Relevance of coursework to everyday life	V	S	N	D
Relevance of coursework to future career plans	V	S	N	D
Overall quality of instruction	V	S	N	D
Overall sense of community among students	V	S	N	D
Availability of campus social activities	V	S	N	D
Overall college experience	V	S	N	D

**18. Compared with when you first started college, how would you now describe your:**

(Mark one for each item)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	(5) (4) (3) (2) (1)				
Analytical and problem-solving skills	(5) (4) (3) (2) (1)				
Knowledge of a particular field or discipline	(5) (4) (3) (2) (1)				
Ability to think critically	(5) (4) (3) (2) (1)				
Foreign language ability	(5) (4) (3) (2) (1)				
Knowledge of people from different races/cultures	(5) (4) (3) (2) (1)				
Leadership abilities	(5) (4) (3) (2) (1)				
Interpersonal skills	(5) (4) (3) (2) (1)				
Ability to get along with people of different races/cultures	(5) (4) (3) (2) (1)				
Understanding of the problems facing your community	(5) (4) (3) (2) (1)				
Understanding of social problems facing our nation	(5) (4) (3) (2) (1)				
Understanding of global issues	(5) (4) (3) (2) (1)				
Writing skills	(5) (4) (3) (2) (1)				
Public speaking ability	(5) (4) (3) (2) (1)				
Mathematical skills	(5) (4) (3) (2) (1)				
Computer skills	(5) (4) (3) (2) (1)				

**19. Indicate the importance to you personally of each of the following:**

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	(E) (V) (S) (N)			
Becoming an authority in my field	(E) (V) (S) (N)			
Obtaining recognition from my colleagues for contributions to my special field	(E) (V) (S) (N)			
Influencing the political structure	(E) (V) (S) (N)			
Influencing social values	(E) (V) (S) (N)			
Raising a family	(E) (V) (S) (N)			
Having administrative responsibility for the work of others	(E) (V) (S) (N)			
Being very well off financially	(E) (V) (S) (N)			
Helping others who are in difficulty	(E) (V) (S) (N)			
Making a theoretical contribution to science	(E) (V) (S) (N)			
Writing original works (poems, novels, short stories, etc.)	(E) (V) (S) (N)			
Creating artistic work (painting, sculpture, decorating, etc.)	(E) (V) (S) (N)			
Becoming successful in a business of my own	(E) (V) (S) (N)			
Becoming involved in programs to clean up the environment	(E) (V) (S) (N)			
Developing a meaningful philosophy of life	(E) (V) (S) (N)			
Participating in a community action program	(E) (V) (S) (N)			
Helping to promote racial understanding	(E) (V) (S) (N)			
Keeping up to date with political affairs	(E) (V) (S) (N)			
Becoming a community leader	(E) (V) (S) (N)			
Integrating spirituality into my life	(E) (V) (S) (N)			

**20. Your current religious preference: (Mark one)**

Baptist	<input type="radio"/>	Methodist	<input type="radio"/>
Buddhist	<input type="radio"/>	Presbyterian	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	Quaker	<input type="radio"/>
Episcopal	<input type="radio"/>	Roman Catholic	<input type="radio"/>
Hindu	<input type="radio"/>	Seventh Day Adventist	<input type="radio"/>
Islamic	<input type="radio"/>	United Church of Christ	<input type="radio"/>
Jewish	<input type="radio"/>	Other Christian	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	Other Religion	<input type="radio"/>
Lutheran	<input type="radio"/>	None	<input type="radio"/>

**21. Since entering college, how successful have you been in:**

(Mark one for each item)

	Very Successful	Somewhat Successful	Not Successful
Understanding what your professors expect of you academically	(3) (2) (1)		
Developing effective study skills	(3) (2) (1)		
Adjusting to the academic demands of college	(3) (2) (1)		
Managing your time effectively	(3) (2) (1)		
Getting to know faculty	(3) (2) (1)		
Developing close friendships with other students	(3) (2) (1)		
Utilizing campus services available to students	(3) (2) (1)		

**22. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.**

(Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**23. How often have professors at your current (or most recent) college provided you with:**

(Mark one for each item)

	Frequently	Occasionally	Not at all
Encouragement to pursue graduate/professional study	(F) (O) (N)		
An opportunity to work on a research project	(F) (O) (N)		
Advice and guidance about your educational program	(F) (O) (N)		
Respect (treated you like a colleague/peer)	(F) (O) (N)		
An opportunity to publish	(F) (O) (N)		
Emotional support and encouragement	(F) (O) (N)		
A letter of recommendation	(F) (O) (N)		
Assistance to improve your study skills	(F) (O) (N)		
Negative feedback about your academic work	(F) (O) (N)		
Intellectual challenge and stimulation	(F) (O) (N)		
An opportunity to discuss coursework outside of class	(F) (O) (N)		
Help in achieving your professional goals	(F) (O) (N)		
An opportunity to apply classroom learning to "real-life" issues	(F) (O) (N)		



24. Below is a list of different major fields.

(Mark only one in each column)

U Undergraduate major (final or most recent)

G Graduate major (omit if you do not plan to go to graduate school)

ARTS AND HUMANITIES

Art, fine and applied . . . . . U G

English (language and literature) . . . . . U G

History . . . . . U G

Journalism . . . . . U G

Language and Literature (except English) . . . . . U G

Music . . . . . U G

Philosophy . . . . . U G

Speech . . . . . U G

Theater or Drama . . . . . U G

Theology or Religion . . . . . U G

Other Arts and Humanities . . . . . U G

BIOLOGICAL SCIENCE

Biology (general) . . . . . U G

Biochemistry or Biophysics . . . . . U G

Botany . . . . . U G

Environmental Science . . . . . U G

Marine (Life) Science . . . . . U G

Microbiology or Bacteriology . . . . . U G

Zoology . . . . . U G

Other Biological Science . . . . . U G

BUSINESS

Accounting . . . . . U G

Business Admin. (general) . . . . . U G

Finance . . . . . U G

International Business . . . . . U G

Marketing . . . . . U G

Management . . . . . U G

Secretarial Studies . . . . . U G

Other Business . . . . . U G

EDUCATION

Business Education . . . . . U G

Elementary Education . . . . . U G

Music or Art Education . . . . . U G

Physical Education or Recreation . . . . . U G

Secondary Education . . . . . U G

Special Education . . . . . U G

Other Education . . . . . U G

ENGINEERING

Aero-/Astronautical Engineering . . . . . U G

Civil Engineering . . . . . U G

Chemical Engineering . . . . . U G

Electrical or Electronic Engineering . . . . . U G

Industrial Engineering . . . . . U G

Mechanical Engineering . . . . . U G

Other Engineering . . . . . U G

PHYSICAL SCIENCE

Astronomy . . . . . U G

Atmospheric Science (incl. Meteorology) . . . . . U G

Chemistry . . . . . U G

Earth Science . . . . . U G

Marine Science (incl. Oceanography) . . . . . U G

Mathematics . . . . . U G

Physics . . . . . U G

Statistics . . . . . U G

Other Physical Science . . . . . U G

PROFESSIONAL

Architecture or Urban Planning . . . . . U G

Home Economics . . . . . U G

Health Technology (medical, dental, laboratory) . . . . . U G

Law . . . . . G

Library/Archival Science . . . . . U G

Medicine, Dentistry, Veterinarian . . . . . U G

Nursing . . . . . U G

Pharmacy . . . . . U G

Therapy (occupational, physical, speech) . . . . . U G

Other Professional . . . . . U G

SOCIAL SCIENCE

Anthropology . . . . . U G

Economics . . . . . U G

Ethnic Studies . . . . . U G

Geography . . . . . U G

Political Science (gov't., international relations) . . . . . U G

Psychology . . . . . U G

Social Work . . . . . U G

Sociology . . . . . U G

Women's Studies . . . . . U G

Other Social Science . . . . . U G

TECHNICAL

Building Trades . . . . . U G

Data Processing or Computer Programming . . . . . U G

Drafting or Design . . . . . U G

Electronics . . . . . U G

Mechanics . . . . . U G

Other Technical . . . . . U G

OTHER FIELDS

Agriculture . . . . . U G

Communications . . . . . U G

Computer Science . . . . . U G

Forestry . . . . . U G

Kinesiology . . . . . U G

Law Enforcement . . . . . U G

Military Science . . . . . U G

Other Field . . . . . U G

Undecided . . . . . U G

25. Please indicate your agreement with each of the following statements.

(Mark one for each item)

There is too much concern in the courts for the rights of criminals . . . . . 4 3 2 1

Abortion should be legal . . . . . 4 3 2 1

The death penalty should be abolished . . . . . 4 3 2 1

If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time . . . . . 4 3 2 1

Marijuana should be legalized . . . . . 4 3 2 1

It is important to have laws prohibiting homosexual relationships . . . . . 4 3 2 1

The federal government should do more to control the sale of handguns . . . . . 4 3 2 1

Racial discrimination is no longer a major problem in America . . . . . 4 3 2 1

Realistically, an individual can do little to bring about changes in our society . . . . . 4 3 2 1

Wealthy people should pay a larger share of taxes than they do now . . . . . 4 3 2 1

Colleges should prohibit racist/sexist speech on campus . . . . . 4 3 2 1

Same-sex couples should have the right to legal marital status . . . . . 4 3 2 1

Affirmative action in college admissions should be abolished . . . . . 4 3 2 1

The activities of married women are best confined to the home and family . . . . . 4 3 2 1

Federal military spending should be increased . . . . . 4 3 2 1

The federal government should raise taxes to help reduce the deficit . . . . . 4 3 2 1

26. What do you plan to be doing six months from now?

(Mark all that apply)

- ☐ Attending undergraduate college full-time  
☐ Attending undergraduate college part-time  
☐ Attending graduate/professional school  
☐ Working full-time  
☐ Working part-time  
☐ Participating in a community service organization  
☐ Serving in the Armed Forces  
☐ Attending a vocational training program  
☐ Traveling, hostelling, or backpacking  
☐ Doing volunteer work  
☐ Staying at home to be with or start a family  
☐ No current plans

27. Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses? ☐ Yes ☐ No

ADDITIONAL QUESTIONS: If you received an additional page of questions, please mark your answers below:

28. A B C D E

29. A B C D E

30. A B C D E

31. A B C D E

32. A B C D E

33. A B C D E

34. A B C D E

35. A B C D E

36. A B C D E

37. A B C D E

38. A B C D E

39. A B C D E

40. A B C D E

41. A B C D E

42. A B C D E

43. A B C D E

44. A B C D E

45. A B C D E

46. A B C D E

47. A B C D E

48. A B C D E

49. A B C D E

50. A B C D E

51. A B C D E

52. A B C D E

53. A B C D E

54. A B C D E

55. A B C D E

56. A B C D E

57. A B C D E

THANK YOU!

© 2005. Prepared by the Higher Education Research Institute, University of California, Los Angeles, California 90095-1521





**MONTCLAIR STATE UNIVERSITY  
NEW ALUMNI  
POST-BACCALAUREATE EDUCATION SURVEY  
2002-2003**

*Please take a few minutes to answer this questionnaire. Your response to this survey is strictly confidential and will be reported only in summary form. The number at the bottom of the page is used only as identification to track survey responses. Please fill in the appropriate circles completely using a pen or a pencil.*

1. Are you currently: *(Fill in as many as apply)*

- |                                     |                       |
|-------------------------------------|-----------------------|
| Employed full-time                  | <input type="radio"/> |
| Employed part-time                  | <input type="radio"/> |
| Managing a household                | <input type="radio"/> |
| Not employed and seeking work       | <input type="radio"/> |
| Not employed and not seeking work   | <input type="radio"/> |
| Attending graduate school part-time | <input type="radio"/> |
| Attending graduate school full-time | <input type="radio"/> |

**If you are not currently employed, please go to question 11**

**EMPLOYMENT INFORMATION**

2. Please list your current occupation (e.g., fifth grade teacher, accountant, etc.):

\_\_\_\_\_  
Employer \_\_\_\_\_

City/town \_\_\_\_\_ State: \_\_\_\_\_

3. If you are currently a teacher, did you receive your certification training from MSU?

Yes ☐

No ☐

4. Which of the following best describes where you are currently employed? *(Fill in just one circle)*

- |                                  |                       |
|----------------------------------|-----------------------|
| Accounting Firm/Bank/Finance     | <input type="radio"/> |
| Computer/Information Systems     | <input type="radio"/> |
| Chemical/Energy/Science Lab      | <input type="radio"/> |
| School system (Elem./Sec./High)  | <input type="radio"/> |
| Government Agency                | <input type="radio"/> |
| Health Care Provider/Hospital    | <input type="radio"/> |
| Law/Insurance Company            | <input type="radio"/> |
| Library/Museum                   | <input type="radio"/> |
| Recreational Facility            | <input type="radio"/> |
| Merchandising/Retail Store/Sales | <input type="radio"/> |
| Telecommunications               | <input type="radio"/> |
| Other (please specify)           | <input type="radio"/> |

\_\_\_\_\_

5. Approximately how many people does your company employ? *(Fill in just one circle)*

- |                 |                       |
|-----------------|-----------------------|
| Less than 50    | <input type="radio"/> |
| 51 - 100        | <input type="radio"/> |
| 101 - 250       | <input type="radio"/> |
| 251 - 500       | <input type="radio"/> |
| 501 - 1,000     | <input type="radio"/> |
| More than 1,000 | <input type="radio"/> |

6. Overall, how would you rate the job market for a person in your field?

- Excellent ☐
- Good ☐
- Fair ☐
- Poor ☐
- Bleak ☐
- Don't know ☐

7. How satisfied are you with your job?

- Very satisfied ☐
- Somewhat satisfied ☐
- Not satisfied ☐

8. How related is your job to your MSU major?

- Very related ☐
- Quite related ☐
- Somewhat related ☐
- Slightly related ☐
- Not related ☐

8b. If your job is unrelated to your major of study, which of the following explains the reasons:

- Developed other career interests ☐
- No suitable positions in my field/discipline ☐
- Better job opportunities than in my field ☐
- Better Salary in other fields ☐
- My Job does not need to be related ☐
- Other: \_\_\_\_\_
- \_\_\_\_\_

9. Please check your starting annual salary in the second column and then your current salary in the third column.

<i>Salary Range</i>	<i>Starting Salary</i>	<i>Current Salary</i>
Less than \$19,999	<input type="radio"/>	<input type="radio"/>
\$20,000 to \$24,999	<input type="radio"/>	<input type="radio"/>
\$25,000 to \$29,999	<input type="radio"/>	<input type="radio"/>
\$30,000 to \$34,999	<input type="radio"/>	<input type="radio"/>
\$35,000 to \$39,999	<input type="radio"/>	<input type="radio"/>
\$40,000 to \$44,999	<input type="radio"/>	<input type="radio"/>
\$45,000 to \$49,999	<input type="radio"/>	<input type="radio"/>
\$50,000 to \$99,999	<input type="radio"/>	<input type="radio"/>
\$60,000 to \$69,999	<input type="radio"/>	<input type="radio"/>
\$70,000 to \$79,999	<input type="radio"/>	<input type="radio"/>
\$80,000 and above	<input type="radio"/>	<input type="radio"/>

10. Which of the following, if any, helped you in getting your current position.  
(Fill in just one circle)

- Career Development Center ☐
- Career Fair ☐
- College Central ☐
- Departmental Internships ☐
- Departmental Bulletin Board ☐
- On Campus/Corporate Recruiting ☐
- Service Learning Experience ☐
- Faculty Member ☐
- Center of Pedagogy ☐
- Alumni Contact ☐
- MSU Administrative Staff ☐
- Other (please specify) ☐

\_\_\_\_\_

\_\_\_\_\_

## YOUR TIME AT MONTCLAIR STATE UNIVERSITY

11. Below is a list of abilities or skills one might expect to develop while pursuing a college education. Please tell us

how **important** you feel each skill or ability is to your personal/professional success (*fill in the circles on the left*)

and how well you feel MSU helped you **attain** or enhance these skills/abilities (*fill in the appropriate circle on the right side of each skill/ability*).

<b>Importance to Personal/ Professional Success</b>					<b>MSU helped me attain this skill/ability</b>			
Very	Some what	A little	Not at all	Skill or Ability	Not at all	A little	Some what	Very
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Speak effectively in front of a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Apply mathematical concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Express yourself clearly in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Research skills (accessing information, collecting data, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Critical thinking/problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Foreign language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Computer skills/ information management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Applying scientific methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Making a lifelong commitment to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exercising your responsibilities as a citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Working effectively with people of various backgrounds & cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Working with people in teams or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Understand how domestic & international issues affect you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Use effective leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Time management & organizational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Appreciate the arts (music, theatre, art, film)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Organize large amounts of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Maintain good health habits and physical fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Apply moral/ethical principles to everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



13. In the left hand column, please rate the *importance* of each of the following program characteristics in contribution to the overall quality of your educational experience. In the right hand column, rate your level of *satisfaction* with the program along each of these dimensions.

<i>Level of Importance</i>					<i>Level of Satisfaction</i>			
Very	Some what	A little	Not at all		Not at all	A little	Some what	Very
<b>Program and Curriculum</b>								
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Academic rigor of the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Curriculum depth and breadth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Emphasis devoted to theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Program Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Program reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Quality of student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Diversity of student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Faculty</b>								
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Quality of Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Quality of faculty-student Interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Faculty Teaching Style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Accessibility of Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Advisement/Information Provision</b>								
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Quality of pre-registration advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Quality of academic advisement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Availability of Career Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clarity of degree completion requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Availability of information on licensing/certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student Services</b>								
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Financial Aid Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Health Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Library Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Public Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Registration Office Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Computer Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Campus Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Overall, how satisfied are you with your undergraduate education at Montclair State University?

- Very Dissatisfied ☐
- Dissatisfied ☐
- Neutral ☐
- Satisfied ☐
- Very Satisfied ☐

**POST-BACCALAUREATE EDUCATIONAL INFORMATION**

*(If not applicable please skip to Comments, question 20)*

15. Which college or university are you currently attending and where is it located?

Name: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

16. What type of degree/certificate program are you pursuing? \_\_\_\_\_

17. What major/program are you enrolled in? \_\_\_\_\_

18. If you are not currently enrolled as a student at any institution, how would you describe your intentions for further study?

Do not intend to pursue further study ☐

Intend to study further within the next three years ☐

Intend to study further more than three years from now ☐

Am undecided whether or not I will pursue further study ☐

Other: \_\_\_\_\_

19. Are you interested in learning more about the graduate programs that are being offered by MSU?

If so, please provide your e-mail address: \_\_\_\_\_

20. Your **comments** and **suggestions** for new graduates seeking a job with your major, or in your field, are most welcomed.

---



---



---



---



---

**Thank you very much for your assistance!**

I.D.:





# A SURVEY OF MSU ALUMNI

Please fill-in the ovals completely. ● We cannot scan ✕ or ✓ responses. Thanks!

1. Since graduation from MSU, have you continued your formal education by enrolling as a degree-seeking student at another college or university?

- ☐ Yes
- ☐ No

If "Yes," please tell us: (A) what institution(s) you attended; (B) what major(s) you pursued; and (C) what degree(s) you earned (if any). \_\_\_\_\_

2. Since graduation, have you earned any licenses or certificates that you did not mention in the previous question? These are credentials you may have received by successfully passing examinations or completing formal training programs.

- ☐ Yes
- ☐ No

If "Yes," please tell us what licenses or certificates you have earned (e.g., real estate license, CPA, CNA, license to practice law, etc.). \_\_\_\_\_

3. Do you plan to continue your formal education in the future?

- ☐ Yes
- ☐ No

If "Yes," what is the highest degree you eventually intend to complete? Associate Bachelor's Master's Doctorate Professional  
☐ ☐ ☐ ☐ ☐

4. Please use this space to describe other learning experiences you have had since graduation. For example, you may wish to describe career-related training or other experiences related to continuing education (attach additional pages if needed).

5. Which of the following best describes your current employment status? (Please select only one response.)

- ☐ Employed full-time at one job
- ☐ Employed full-time at one job, and full- or part-time at one or more additional jobs
- ☐ Employed part-time at more than one job
- ☐ Employed part-time at one job
- ☐ Unemployed, but seeking employment [SKIP TO QUESTION # 11]
- ☐ Unemployed, not seeking employment (e.g. retired, disabled, or not in workforce) [SKIP TO QUESTION # 11]
- ☐ Other (Specify \_\_\_\_\_)

6. What is the location of your current, "primary" job (i.e., the job involving the most hours)? (Please select only one response.)

- ☐ Essex County
- ☐ Bergen County
- ☐ Passaic County
- ☐ Hudson County
- ☐ Other New Jersey County
- ☐ New York City (any of the 5 boroughs)
- ☐ Other New York County
- ☐ Other (Specify \_\_\_\_\_)

7. Which of the following labels best describes your current, "primary" job? (Please select only one response.)

- ☐ Salaried Executive/Administrator/Manager
- ☐ Salaried Professional/Paraprofessional/Technician
- ☐ Salaried Health Provider/Nurse/Physician/Therapist
- ☐ Salaried Educator/Professor/Teacher
- ☐ Salaried Administrative Assistant/Secretary/Retail Sales Clerk
- ☐ Salaried Skilled Laborer/Operator/Craftsman/Repairer
- ☐ Salaried Service Provider/Laborer/Maintenance Worker
- ☐ Small Business Owner
- ☐ Self-Employed (other than business owner)
- ☐ Other (Specify \_\_\_\_\_)

8. What is your current total annual salary or income from the job or jobs you hold? (Please select only one response.)

- ☐ Less than \$20,000
- ☐ \$20,000 to \$29,999
- ☐ \$30,000 to \$39,999
- ☐ \$40,000 to \$49,999
- ☐ \$50,000 to \$59,999
- ☐ \$60,000 to \$69,999
- ☐ \$70,000 to \$79,999
- ☐ \$80,000 or more

9. To what extent is your current, "primary" job related to your major field of study at MSU?

- ☐ Directly related
- ☐ Somewhat related
- ☐ Not related

10. Please use this space to describe your accomplishments related to work, career, and/or profession (attach additional pages if needed).

11. During a typical year, about how often do you do the following:	Very Often	Often	Rarely	Never	
Visit art exhibits or art museums.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Visit historical, cultural, or natural history museums.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Visit zoological parks or botanical gardens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Attend educational lectures on historical, cultural, or scientific topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Attend professional theater performances or music concerts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Attend professional sporting events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. During a typical week, about how often do you do the following:	More than once a Day	Once a Day	A couple of times a Week	Once a Week	Never
Exercise, participate in sports, or engage in other types of physical activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a computer or other electronic device to access the Internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a novel or short-story for pleasure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a newspaper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watch a news program on television.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paint, sculpt,or engage in other types of creative activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. How would you rate your knowledge of the following:	Excellent	Good	Fair	Poor	
International/global news and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
National news and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
State news and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
City news and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
News and events from your local neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14. How often do you vote in:	Always	Almost Always	Sometimes	Never	
National elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
State and municipal elections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Local school board elections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Please indicate how much you contribute to the following community organizations on a voluntary basis. Consider contributions of both time and resources.	Very Much	Much	Little	Very Little	Nothing
Youth organizations (e.g., Little League or the Scouts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional, trade, or union organizations (e.g., Chamber of Commerce)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood improvement associations and community centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural centers and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School organizations, boards, and advisory committees (e.g., PTA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College alumni associations or foundations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service organizations (e.g. VFW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental or social-action groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospital and social service organizations (e.g. Meals-on-Wheels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult recreational leagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Specify _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Please use this space to describe your civic and volunteer activities in greater detail. (attach additional pages if needed).					
<div></div>					
17. Please indicate your level of agreement with the following statements:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I received high quality instruction from MSU faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My MSU education helped me better understand other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My MSU education helped me better appreciate literature and the arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My writing skills improved because of my MSU education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My critical-thinking ability and problem-solving skills improved while at MSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall quality of the education I received at MSU was very high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At MSU, I was able to achieve my full, academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could start college over, I would again choose to attend MSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Please provide the following ratings:	Excellent	Good	Fair	Poor	N/A
How well did MSU prepare you for your current job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well did MSU prepare you for additional, college-level coursework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Please use this space for any additional comments you may have (attach additional pages if needed).					
<div></div>					

Thank you for your input!

# NON-RETURNING STUDENT SURVEY

Please fill-in the ovals completely. ● We cannot scan other marks such as ✕ or ✓ Thanks!

I. Listed below are some reasons why a student might leave college. To what extent are these your reasons for leaving Montclair State University?

## Academic

	Major Reason	Moderate Reason	Minor Reason	Not a Reason
1 I could not decide on a major, program, or career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 The major I wanted was not available at this university. (What major did you want? _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I couldn't get into the major I wanted because it had entrance requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 It was difficult to get into courses required for the major/degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 My major was not preparing me for a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 I did not get along with faculty in my major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 In general, I felt the course work was too challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 In general, I felt the course work was not challenging enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 I was unhappy with the quality of instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I was unhappy with the learning environment on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Job and Finances

	Major Reason	Moderate Reason	Minor Reason	Not a Reason
11 I accepted a new job that took too much of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 My work schedule changed, creating a conflict between job and studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 I lost my source of income.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 I could not afford to continue because of rising costs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 I applied for, but did not receive, financial aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 I was awarded financial aid, but it was not enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 I was eligible for loans, but did not want additional debt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Personal

	Major Reason	Moderate Reason	Minor Reason	Not a Reason
18 I moved out of the area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19 I fulfilled my personal educational goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20 I became seriously ill/permanently disabled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21 An illness/death in my family prevented me from continuing at the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22 I experienced serious family problems not related to health or finances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23 I found myself caring for more dependents (e.g. a new born or elderly parents).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24 I decided to volunteer my services to help people by joining the Peace Corps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25 I wanted a degree from a better-known college/university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26 I decided to pursue my calling and serve on a religious mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27 I was called to serve in the military.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28 I was unhappy with the social life at the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29 I didn't like the environment in the Residence Halls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28 I was frustrated dealing with university staff and getting the run-around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. From the reasons listed above, please select the three most important reasons and enter their numbers below. For example, if the most important reason was that "I moved out of the area," enter "18" in the first box.

<input type="text"/>	Most important reason you had for leaving
<input type="text"/>	Second most important reason you had for leaving
<input type="text"/>	Third most important reason you had for leaving

**Please complete the questions on the back of this page. Thank you!**

III. If you decided to leave MSU for reasons not mentioned on the previous page, please describe these reasons in the space provided below.

IV. Please use the space below to describe any formal educational experiences you have had since leaving MSU. Please indicate the colleges/universities you attended, your major field of study, and any degrees you earned.

**Thank you for your input!**

# INSTITUTIONAL PRIORITIES SURVEY™

## 4-Year College and University Version

Copyright 1997, USA Group Noel-Levitz, Inc. All rights reserved.

Dear Colleague,

Your views of student experiences on your campus are valuable. The information you provide on this survey will be used to balance, verify and support your students' perceptions gathered on a separate survey. Taken together, the results will help your institution identify opportunities and set priorities for improving campus programs and services.

Your candid responses are important. To preserve confidentiality, your name is not requested.

— Thank you for your participation.

### Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation students have for their campus experiences.

On the left, indicate how important you believe it is that your institution meets this student expectation.

On the right, indicate your level of agreement that your institution is meeting this expectation.

Level of importance ...			... Level of agreement
1 - not important at all	2 - not very important		do not know
3 - somewhat unimportant	4 - neutral		strongly agree - 7
5 - somewhat important	6 - important		agree - 6
7 - very important			somewhat agree - 5
			neutral - 4
			somewhat disagree - 3
			disagree - 2
			strongly disagree - 1
1 2 3 4 5 6 7		1. The campus staff are caring and helpful.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		2. Faculty care about students as individuals.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		3. Admissions staff are knowledgeable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		4. Financial aid counselors are helpful.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		5. Academic advisors are approachable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		6. The campus is safe and secure for all students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		7. The content of the courses within each major is valuable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		8. Administrators are approachable to students.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		9. Billing policies are reasonable.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		10. Financial aid awards are announced to students in time to be helpful in college planning.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		11. Academic advisors are concerned about students' success as individuals.	1 2 3 4 5 6 7
1 2 3 4 5 6 7		12. The instruction in most major fields is excellent.	1 2 3 4 5 6 7



Level of importance ...							... Level of agreement							
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important do not know							do not know strongly agree - 7 agree - 6 somewhat agree - 5 neutral - 4 somewhat disagree - 3 disagree - 2 strongly disagree - 1							
1	2	3	4	5	6	7	13. Adequate financial aid is available for most students.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	14. Library resources and services are adequate.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	15. Academic advisors help students set goals to work toward.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	16. The amount of student parking space on campus is adequate.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	17. Living conditions in the residence halls are comfortable.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	18. Faculty are fair and unbiased in their treatment of individual students.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	19. Computer labs are adequate and accessible.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	20. The personnel involved in registration are helpful.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	21. Parking lots are well-lighted and secure.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	22. Academic advisors are knowledgeable about requirements for majors within their area.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	23. Students are able to register for classes they need with few conflicts.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	24. The assessment and course placement procedures are reasonable.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	25. Security staff respond quickly in emergencies.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	26. There is an adequate selection of food available in the cafeteria.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	27. Students are able to experience intellectual growth here.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	28. There is a commitment to academic excellence on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	29. Academic support services adequately meet the needs of students.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	30. Students are made to feel welcome on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	31. Faculty provide timely feedback about student progress in their courses.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	32. Admissions copybooks accurately portray the campus in their recruiting materials.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	33. There are adequate services to help students decide upon a career.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	34. Class change (drop/add) policies are reasonable.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	35. This institution has a good reputation within the community.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	36. Faculty take into consideration student differences as they teach their courses.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	37. Major requirements are clear and reasonable.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	38. Students seldom get the "run-around" when seeking information on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	39. The quality of instruction students receive in most of their classes is excellent.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	40. This institution shows concern for students as individuals.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	41. Adjunct faculty are competent as classroom instructors.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	42. There is a strong commitment to racial harmony on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	43. Student disciplinary procedures are fair.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	44. Faculty are usually available after class and during office hours.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	45. Tuition paid is a worthwhile investment.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	46. Nearly all of the faculty are knowledgeable in their field.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	47. There is a good variety of courses provided on this campus.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	48. Channels for expressing student complaints are readily available.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	49. On the whole, the campus is well-maintained.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	50. Student activities fees are put to good use.	1	2	3	4	5	6	7

The section below (numbered 51 - 60) is provided as a response area for any additional questions provided by your institution. Continue on to item 61 when you have completed this section.

Level of importance ...		... Level of agreement	
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important do not know		do not know strongly agree - 7 agree - 6 somewhat agree - 5 neutral - 4 somewhat disagree - 3 disagree - 2 strongly disagree - 1	
(If items 51-60 not available, skip to item 61.)			
51.		51.	
52.		52.	
53.		53.	
54.		54.	
55.		55.	
56.		56.	
57.		57.	
58.		58.	
59.		59.	
60.		60.	
Do you agree that this institution demonstrates a commitment to meeting the needs of:			
61.	Part-time students?	61.	
62.	Evening students?	62.	
63.	Older, returning learners?	63.	
64.	Under-represented populations?	64.	
65.	Commuters?	65.	
66.	Students with disabilities?	66.	
How important do you believe each of the following factors were in your students' decisions to enroll here?			
67.	Cost		
68.	Financial aid		
69.	Academic reputation		
70.	Size of institution		
71.	Opportunity to play sports		
72.	Recommendations from family/friends		
73.	Geographic setting		
74.	Campus appearance		
75.	Personalized attention prior to enrollment		

Indicate how you believe students at this institution would respond to the following questions:

- |   |  |   |
|---|--|---|
| <p>76. So far, how has your college experience met your expectations?</p> <p>① Much worse than expected<br/>         ② Quite a bit worse than expected<br/>         ③ Worse than expected<br/>         ④ About what was expected<br/>         ⑤ Better than expected<br/>         ⑥ Quite a bit better than expected<br/>         ⑦ Much better than expected</p> | <p>77. Rate your overall satisfaction with your experience here thus far.</p> <p>① Not satisfied at all<br/>         ② Not very satisfied<br/>         ③ Somewhat dissatisfied<br/>         ④ Neutral<br/>         ⑤ Somewhat satisfied<br/>         ⑥ Satisfied<br/>         ⑦ Very satisfied</p> | <p>78. All in all, if you had it to do over again, would you enroll here?</p> <p>① Definitely not<br/>         ② Probably not<br/>         ③ Maybe not<br/>         ④ I don't know<br/>         ⑤ Maybe yes<br/>         ⑥ Probably yes<br/>         ⑦ Definitely yes</p> |
|---|--|---|

CONTINUE TO THE NEXT PAGE



Choose the **one** response that best describes you and darken the corresponding oval for each of the items below:

**79. Position:**

- ① Faculty
- ② Administration (president, vice president, dean, director, etc.)
- ③ Staff (support, clerical, security, etc.)
- ④ Board member/trustee

**80. Gender:**

- ① Female
- ② Male
- ③ Prefer not to respond

**81. Ethnicity/race:**

- ① African-American
- ② American Indian or Alaskan Native
- ③ Asian or Pacific Islander
- ④ Caucasian/White
- ⑤ Hispanic
- ⑥ Other
- ⑦ Prefer not to respond

**82. Years employed by this institution:**

- ① Less than 1 year
- ② 1-5 years
- ③ 6-10 years
- ④ 11-20 years
- ⑤ More than 20 years

**83. Employment status:**

- ① Full-time
- ② Part-time
- ③ Temporary

**84. Tenure status (for faculty):**

- ① Tenured
- ② Tenure-track
- ③ Non-tenure track
- ④ Other

**85. Teaching assignment (for faculty):**

- ① Undergraduate courses
- ② Graduate courses
- ③ Both undergraduate and graduate courses
- ④ Other

**86. Rank (for faculty):**

- ① Professor
- ② Associate professor
- ③ Assistant professor
- ④ Instructor/lecturer
- ⑤ Adjunct

**87. Item requested by this institution:**

- ①
- ②
- ③
- ④
- ⑤
- ⑥

**88. Item requested by this institution:**

- ①
- ②
- ③
- ④
- ⑤
- ⑥

**89. With which department or office do you most closely identify (use the list provided by your institution):**



0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

*Thank you for your participation.*

**Please do not fold.**

# 2004 Faculty Survey

Higher Education Research Institute, UCLA

## MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill the oval completely.
- Erase cleanly any marks you wish to change or "X" out mark if in pen.

**CORRECT MARK**    **INCORRECT MARKS**



1. What is your principal activity in your current position at this institution? (Mark one)

- ☐ Administration    ☐ Services to clients  
☐ Teaching    and patients  
☐ Research    ☐ Other

2. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark one)

- ☐ Yes    ☐ No

3. Your sex:    ☐ Male    ☐ Female

4. What is your present academic rank?

- ☐ Professor    ☐ Lecturer  
☐ Associate Professor    ☐ Instructor  
☐ Assistant Professor    ☐ Other

5. What is your tenure status at this institution? (Mark one)

- ☐ Tenured  
☐ On tenure track, but not tenured  
☐ Not on tenure track, but institution has tenure system  
☐ Institution has no tenure system

6. Are you currently serving in an administrative position as: (Mark all that apply)

- Department chair ..... ☐  
Dean ..... ☐  
Other ..... ☐

7. Are you currently: (Mark one)

- ☐ Married    ☐ Single  
☐ Unmarried, living with partner

8. Have you ever been: (Mark all that apply)

- ☐ Divorced    ☐ Widowed    ☐ Separated

9. Racial/Ethnic group: (Mark all that apply)

- ☐ White/Caucasian  
☐ African American/Black  
☐ American Indian/Alaska Native  
☐ Asian American/Asian  
☐ Native Hawaiian/Pacific Islander  
☐ Mexican American/Chicano  
☐ Puerto Rican  
☐ Other Latino  
☐ Other

10. How many children do you have in the following age ranges?

Under 18 years old ..... ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4+  
18 years or older ..... ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4+

11. Do your interests lie primarily in teaching or research?

- ☐ Very heavily in research  
☐ In both, but leaning toward research  
☐ In both, but leaning toward teaching  
☐ Very heavily in teaching

12. On the following list, please mark one in each column:

	Highest Degree Earned	Degree Currently Working On
Bachelor's (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	<input type="radio"/>	<input type="radio"/>
LL.B., J.D.	<input type="radio"/>	<input type="radio"/>
M.D., D.D.S. (or equivalent)	<input type="radio"/>	<input type="radio"/>
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	<input type="radio"/>	<input type="radio"/>
Ed.D.	<input type="radio"/>	<input type="radio"/>
Ph.D.	<input type="radio"/>	<input type="radio"/>
Other degree	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>

13. During the past two years, have you engaged in any of the following activities? (Mark one for each item)

	Yes	No
Taught an honors course	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Taught an interdisciplinary course	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Taught an ethnic studies course	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Taught a women's studies course	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Team-taught a course	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Taught a service learning course	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Worked with undergraduates on a research project	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Placed or collected assignments on the Internet	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Taught a course exclusively on the Internet	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Participated in a faculty development program	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Advised student groups involved in service/volunteer work	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Collaborated with the local community in research/teaching	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Developed a new course	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Conducted research or writing focused on:		
International/global issues	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Racial or ethnic minorities	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Women and gender issues	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N
Taught a first-year seminar	<input type="radio"/> Y <input type="radio"/> N	<input type="radio"/> Y <input type="radio"/> N

14. In the two sets of ovals shown below, please mark the most appropriate code from the fields listed on the back of the accompanying letter. (Please see example on back of accompanying letter.)

Major of highest degree held

☐ 0 ☐ 0  
☐ 1 ☐ 1  
☐ 2 ☐ 2  
☐ 3 ☐ 3  
☐ 4 ☐ 4  
☐ 5 ☐ 5  
☐ 6 ☐ 6  
☐ 7 ☐ 7  
☐ 8 ☐ 8  
☐ 9 ☐ 9

Department of current faculty appointment

☐ 0 ☐ 0  
☐ 1 ☐ 1  
☐ 2 ☐ 2  
☐ 3 ☐ 3  
☐ 4 ☐ 4  
☐ 5 ☐ 5  
☐ 6 ☐ 6  
☐ 7 ☐ 7  
☐ 8 ☐ 8  
☐ 9 ☐ 9

15. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000. (Note: Amounts above \$199,000 should be marked "199")

☐ 0 ☐ 0 ☐ 0  
☐ 1 ☐ 1 ☐ 1  
☐ 2 ☐ 2 ☐ 2  
☐ 3 ☐ 3 ☐ 3  
☐ 4 ☐ 4 ☐ 4  
☐ 5 ☐ 5 ☐ 5  
☐ 6 ☐ 6 ☐ 6  
☐ 7 ☐ 7 ☐ 7  
☐ 8 ☐ 8 ☐ 8  
☐ 9 ☐ 9 ☐ 9

The above salary is based on:

- ☐ 9/10 months  
☐ 11/12 months

16. In the four sets of ovals below, please mark the last two digits of the year of each of the following:

Year of birth

☐ 0 ☐ 0  
☐ 1 ☐ 1  
☐ 2 ☐ 2  
☐ 3 ☐ 3  
☐ 4 ☐ 4  
☐ 5 ☐ 5  
☐ 6 ☐ 6  
☐ 7 ☐ 7  
☐ 8 ☐ 8  
☐ 9 ☐ 9

Year of highest degree now held

☐ 0 ☐ 0  
☐ 1 ☐ 1  
☐ 2 ☐ 2  
☐ 3 ☐ 3  
☐ 4 ☐ 4  
☐ 5 ☐ 5  
☐ 6 ☐ 6  
☐ 7 ☐ 7  
☐ 8 ☐ 8  
☐ 9 ☐ 9

Year of appointment at present institution

☐ 0 ☐ 0  
☐ 1 ☐ 1  
☐ 2 ☐ 2  
☐ 3 ☐ 3  
☐ 4 ☐ 4  
☐ 5 ☐ 5  
☐ 6 ☐ 6  
☐ 7 ☐ 7  
☐ 8 ☐ 8  
☐ 9 ☐ 9

If tenured, year tenure was awarded

☐ 0 ☐ 0  
☐ 1 ☐ 1  
☐ 2 ☐ 2  
☐ 3 ☐ 3  
☐ 4 ☐ 4  
☐ 5 ☐ 5  
☐ 6 ☐ 6  
☐ 7 ☐ 7  
☐ 8 ☐ 8  
☐ 9 ☐ 9

**NOTE: If you are between terms, on leave, or in an interim term, please answer questions 17 and 18 as they apply to the full term most recently completed at this institution.**

**17. During the present term, how many hours per week on the average do you actually spend on each of the following activities?**

(Mark one for each activity)

	None	1-4	5-8	9-12	13-16	17-20	21-34	35-44	45+
Scheduled teaching (give actual, not credit hours)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing for teaching (including reading student papers and grading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising and counseling of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Committee work and meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research and scholarly writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other creative products/performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation with clients/patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community or public service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside consulting/freelance work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Household/childcare duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating via email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**18. How many of the following courses are you teaching this term?**

(Mark one for each activity)

General education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developmental/remedial courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other undergraduate credit courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational or technical courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-credit courses (other than above)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**19. Do you teach remedial/developmental skills in any of the following areas? (Mark all that apply)**

- ☐ Reading                      ☐ ESL  
☐ Writing                      ☐ General academic skills  
☐ Mathematics              ☐ Other subject areas

**20. Indicate the importance to you of each of the following education goals for undergraduate students:**

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Develop ability to think critically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare students for employment after college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare students for graduate or advanced education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop moral character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide for students' emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help students develop personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance students' self-understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instill in students a commitment to community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare students for responsible citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance students' knowledge of and appreciation for other racial/ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help master knowledge in a discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop creative capacities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instill a basic appreciation of the liberal arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance spiritual development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote ability to write effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitate search for meaning/purpose in life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For questions 21 to 23, mark only one response for each question.

**21. How many of the following have you published?**

	None	1-2	3-4	5-10	11-20	21-50	51+
Articles in academic or professional journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chapters in edited volumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books, manuals, or monographs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, such as patents or computer software products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**22. How many exhibitions or performances in the fine or applied arts have you presented?**

**23. How many of your professional writings have been published or accepted for publication in the last two years?**

**24. For each of the following items, please mark either Yes or No:**

	Yes	No
Have you ever held an academic administrative post?	<input type="checkbox"/>	<input type="checkbox"/>
Have you ever received an award for outstanding teaching?	<input type="checkbox"/>	<input type="checkbox"/>
Do you commute a long distance to work?	<input type="checkbox"/>	<input type="checkbox"/>
Does your spouse/partner work in the same/nearby city?	<input type="checkbox"/>	<input type="checkbox"/>
Is your spouse/partner an academic?	<input type="checkbox"/>	<input type="checkbox"/>
Were you born in the U.S.A.?	<input type="checkbox"/>	<input type="checkbox"/>
Are you a U.S. citizen?	<input type="checkbox"/>	<input type="checkbox"/>
Have you been sexually harassed at this institution?	<input type="checkbox"/>	<input type="checkbox"/>
Are you a member of a faculty union?	<input type="checkbox"/>	<input type="checkbox"/>
Do you plan to retire within the next three years?	<input type="checkbox"/>	<input type="checkbox"/>
Do you use your scholarship to address local community needs?	<input type="checkbox"/>	<input type="checkbox"/>
Have you published op-ed pieces or editorials?	<input type="checkbox"/>	<input type="checkbox"/>
During the <u>past two</u> years, have you:		
Received at least one firm job offer?	<input type="checkbox"/>	<input type="checkbox"/>
Considered early retirement?	<input type="checkbox"/>	<input type="checkbox"/>
Considered leaving academe for another job?	<input type="checkbox"/>	<input type="checkbox"/>
Considered leaving this institution for another?	<input type="checkbox"/>	<input type="checkbox"/>
Changed academic institutions?	<input type="checkbox"/>	<input type="checkbox"/>
Taught courses at more than one institution during the same term?	<input type="checkbox"/>	<input type="checkbox"/>
Requested/sought an early promotion?	<input type="checkbox"/>	<input type="checkbox"/>
Engaged in paid consulting outside of your institution?	<input type="checkbox"/>	<input type="checkbox"/>
Engaged in public service/professional consulting without pay?	<input type="checkbox"/>	<input type="checkbox"/>
Received funding for your work from:		
Foundations?	<input type="checkbox"/>	<input type="checkbox"/>
State or federal government?	<input type="checkbox"/>	<input type="checkbox"/>
Business or industry?	<input type="checkbox"/>	<input type="checkbox"/>

**25. Indicate how well each of the following describes your college or university:**

(Mark one for each item)

	Very Descriptive	Somewhat Descriptive	Not Descriptive
It is easy for students to see faculty outside of regular office hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty are typically at odds with campus administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty here respect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most students are treated like "numbers in a book"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social activities are overemphasized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are rewarded for being good teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is respect for the expression of diverse values and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are rewarded for their efforts to use instructional technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty are rewarded for their efforts to work with underprepared students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**26. Please indicate the extent to which you:**

(Mark one for each item)

	To a Great Extent	To Some Extent	Not at All
Engage in academic work that spans multiple disciplines	(3)	(2)	(1)
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	(3)	(2)	(1)
Experience joy in your work	(3)	(2)	(1)
Feel good about the direction in which your life is headed	(3)	(2)	(1)
Engage in self-reflection	(3)	(2)	(1)
Achieve a healthy balance between your personal life and your professional life	(3)	(2)	(1)
Feel that your work adds meaning to your life	(3)	(2)	(1)
Consider yourself a religious person	(3)	(2)	(1)
Consider yourself a spiritual person	(3)	(2)	(1)
Engage in regular exercise	(3)	(2)	(1)
Eat a well-balanced diet	(3)	(2)	(1)
Get adequate amounts of sleep	(3)	(2)	(1)
Engage in prayer/meditation	(3)	(2)	(1)
Experience close alignment between your work and your personal values	(3)	(2)	(1)
Seek opportunities to grow spiritually	(3)	(2)	(1)
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	(3)	(2)	(1)

**27. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:**

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty are interested in students' personal problems	(4)	(3)	(2)	(1)
Racial and ethnic diversity should be more strongly reflected in the curriculum	(4)	(3)	(2)	(1)
Faculty feel that most students are well-prepared academically	(4)	(3)	(2)	(1)
Faculty here are strongly interested in the academic problems of undergraduates	(4)	(3)	(2)	(1)
There is a lot of campus racial conflict here	(4)	(3)	(2)	(1)
Most students are strongly committed to community service	(4)	(3)	(2)	(1)
My research is valued by faculty in my department	(4)	(3)	(2)	(1)
My teaching is valued by faculty in my department	(4)	(3)	(2)	(1)
My department does a good job of mentoring new faculty	(4)	(3)	(2)	(1)
Faculty are sufficiently involved in campus decision making	(4)	(3)	(2)	(1)
My values are congruent with the dominant institutional values	(4)	(3)	(2)	(1)
There is adequate support for integrating technology in my teaching	(4)	(3)	(2)	(1)
This institution takes responsibility for educating underprepared students	(4)	(3)	(2)	(1)
The criteria for advancement and promotion decisions are clear	(4)	(3)	(2)	(1)
Most of the students I teach lack the basic skills for college level work	(4)	(3)	(2)	(1)
My department has difficulty recruiting faculty	(4)	(3)	(2)	(1)
My department has difficulty retaining faculty	(4)	(3)	(2)	(1)
There is adequate support for faculty development	(4)	(3)	(2)	(1)
This institution should not offer remedial/developmental education	(4)	(3)	(2)	(1)

**28. Indicate how important you believe each priority listed below is at your college or university:**

(Mark one for each activity)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	(4)	(3)	(2)	(1)
To develop a sense of community among students and faculty	(4)	(3)	(2)	(1)
To develop leadership ability among students	(4)	(3)	(2)	(1)
To help students learn how to bring about change in American society	(4)	(3)	(2)	(1)
To increase or maintain institutional prestige	(4)	(3)	(2)	(1)
To hire faculty "stars"	(4)	(3)	(2)	(1)
To recruit more minority students	(4)	(3)	(2)	(1)
To enhance the institution's national image	(4)	(3)	(2)	(1)
To create a diverse multi-cultural campus environment	(4)	(3)	(2)	(1)
To mentor new faculty	(4)	(3)	(2)	(1)
To promote gender equity among faculty	(4)	(3)	(2)	(1)
To provide resources for faculty to engage in community-based teaching or research	(4)	(3)	(2)	(1)
To create and sustain partnerships with surrounding communities	(4)	(3)	(2)	(1)
To pursue extramural funding	(4)	(3)	(2)	(1)
To increase the representation of minorities in the faculty and administration	(4)	(3)	(2)	(1)
To increase the representation of women in the faculty and administration	(4)	(3)	(2)	(1)

**29. If you were to begin your career again, would you still want to be a college professor?**

☐ Definitely yes

☐ Not sure

☐ Probably no

☐ Probably yes

☐ Definitely no

**30. Please indicate your agreement with each of the following statements:**

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Western civilization and culture should be the foundation of the undergraduate curriculum	(4)	(3)	(2)	(1)
College officials have the right to ban persons with extreme views from speaking on campus	(4)	(3)	(2)	(1)
The chief benefit of a college education is that it increases one's earning power	(4)	(3)	(2)	(1)
Promoting diversity leads to the admission of too many underprepared students	(4)	(3)	(2)	(1)
Colleges should be actively involved in solving social problems	(4)	(3)	(2)	(1)
Tenure is an outmoded concept	(4)	(3)	(2)	(1)
Colleges should encourage students to be involved in community service activities	(4)	(3)	(2)	(1)
Tenure is essential to attract the best minds to academe	(4)	(3)	(2)	(1)
A racially/ethnically diverse student body enhances the educational experience of all students	(4)	(3)	(2)	(1)
Realistically, an individual can do little to bring about changes in society	(4)	(3)	(2)	(1)
Colleges should be concerned with facilitating undergraduate students' spiritual development	(4)	(3)	(2)	(1)
Colleges have a responsibility to work with their surrounding communities to address local issues	(4)	(3)	(2)	(1)
The spiritual dimension of faculty members' lives has no place in the academy	(4)	(3)	(2)	(1)
Including community service as part of a course is a poor use of resources	(4)	(3)	(2)	(1)

	E	S	N
Managing household responsibilities			
Child care			
Care of elderly parent			
My physical health			
Health of spouse/partner			
Review/promotion process			
Subtle discrimination (e.g., prejudice, racism, sexism)			
Personal finances			
Committee work			
Faculty meetings			
Research or publishing demands			
Institutional procedures and "red tape"			
Teaching load			
Children's problems			
Marital friction			
Lack of personal time			
Keeping up with information technology			
Job security			
Being part of a dual career couple			
Self-imposed high expectations			
Change in work responsibilities			
Working with underprepared students			

Class discussion	A	M	S	N
Community service as part of coursework	A	M	S	N
Cooperative learning (small groups)	A	M	S	N
Essay mid-term and/or final exams	A	M	S	N
Extensive lecturing	A	M	S	N
Grading on a curve	A	M	S	N
Group projects	A	M	S	N
Multiple-choice mid-term and/or final exams	A	M	S	N
Multiple drafts of written work	A	M	S	N
On-line instruction	A	M	S	N
Readings on racial and ethnic issues	A	M	S	N
Readings on women and gender issues	A	M	S	N
Recitals/Demonstrations	A	M	S	N
Reflective writing/journaling	A	M	S	N
Short-answer mid-term and/or final exams	A	M	S	N
Student evaluations of each others' work	A	M	S	N
Student evaluations of their own work	A	M	S	N
Student presentations	A	M	S	N
Student-selected topics for course content	A	M	S	N
Teaching assistants	A	M	S	N
Term/research papers	A	M	S	N

	1	2	3	4	5
Salary and fringe benefits	V	S	M	N	
Opportunity for scholarly pursuits	V	S	M	N	
Teaching load	V	S	M	N	
Quality of students	V	S	M	N	
Office/lab space	V	S	M	N	
Autonomy and independence	V	S	M	N	
Professional relationships with other faculty	V	S	M	N	
Social relationships with other faculty	V	S	M	N	
Competency of colleagues	V	S	M	N	
Visibility for jobs at other institutions/organizations	V	S	M	N	
Relationship with administration	V	S	M	N	
Overall job satisfaction	V	S	M	N	
Opportunity to develop new ideas	V	S	M	N	
Availability of child care at this institution	V	S	M	N	
Prospects for career advancement	V	S	M	N	
Clerical/administrative support	V	S	M	N	

Becoming an authority in my field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Integrating spirituality into my life	E	V	S	N
Being a good colleague	E	V	S	N
Being a good teacher	E	V	S	N
Achieving congruence between my own values and institutional values	E	V	S	N
Serving as a role model to students	E	V	S	N

☐ Yes ☐ No

**THANK YOU!**



# Faculty Survey of Student Engagement 2004

**Mark your answers in the boxes. Examples:  or**

**1** How important is it to you that undergraduates at your institution do the following?

		Very Important ▼	Important ▼	Somewhat Important ▼	Not Important ▼
a.	Practicum, internship, field experience, co-op experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Participation in a learning community or some other formal program where groups of students take two or more classes together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Work on a research project with you outside of course program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Study a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Independent study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	Culminating senior experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** Select the box that you believe best represents the quality of student relationships with *other students*.

Unfriendly, Unsupportive,  
Sense of Alienation

▼

□ □ □ □ □ □ □

**1 2 3 4 5 6 7**

Friendly, Supportive,  
Sense of Belonging

▼

**3** Select the box that you believe best represents the quality of student relationships with *faculty members*.

Unavailable, Unhelpful, Unsympathetic

Available, Helpful, Sympathetic

1 2 3 4 5 6 7

**4** Select the box that you believe best represents the quality of student relationships with *administrative personnel*.

Unhelpful, Inconsiderate, Rigid

▼

□ □ □ □ □ □ □

1 2 3 4 5 6 7

Helpful, Considerate, Flexible

▼

**5 To what extent does your institution emphasize each of the following?**

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Requiring students to spend significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing students the support they need to help them succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
c.	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Helping students cope with their non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Providing students the support they need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g.	Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h.	Encouraging students to use computers in their academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6** About how many hours do you spend in a *typical 7-day week* doing each of the following?

[illegible]

# of hours per week	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30
k. Other interactions with students outside of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Conducting service activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to the following questions based on *one particular undergraduate course section* you are teaching or have taught during this academic year.

**7 Level of students in your selected course section:**

- ☐ Lower division (mostly 1<sup>st</sup> year students and sophomores)  
☐ Upper division (mostly juniors and seniors)  
☐ Other (Please describe)

**8 Is your selected course a distance education course (correspondence course, Internet course, telecourse, etc.)?**

- ☐ Yes ☐ No

**9 How many students are enrolled in your selected course section?**

- ☐ Fewer than 10 ☐ 30 to 49 ☐ 100 to 149  
☐ 10 to 19 ☐ 50 to 74 ☐ 150 to 199  
☐ 20 to 29 ☐ 75 to 99 ☐ 200 or more

**10 Prior to this semester, how many times have you taught your selected course?**

- ☐ None ☐ 7 to 9 ☐ More than 20  
☐ 1 to 3 ☐ 10 to 15  
☐ 4 to 6 ☐ 16 to 20

**11 What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)**

**12 About what percent of students in your selected course section do the following?**

	None	1-24%	25-49%	50-74%	75% or higher
a. Frequently ask questions in class or contribute to class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Frequently come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Frequently work harder than they usually do to meet your standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Occasionally use e-mail to communicate with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Occasionally discuss grades or assignments with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	None	1-24%	25-49%	50-74%	75% or higher
f. At least once, talk about career plans with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. At least once, discuss ideas from readings or classes with you outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13 How often do students in your selected course section engage in the following?**

	Very often	Often	Some-times	Never
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a community-based project as part of your course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Receive prompt feedback (written or oral) from you on their academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Have serious conversations in your course with students of a different race or ethnicity than their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**14 In your selected course section, about how much reading and writing do your students do?**

	None	1	2-3	4-6	More than 6
a. Number of assigned textbooks, books, and/or book length packs of course readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of written papers or reports of <b>more than 10 pages</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of written papers or reports <b>between 5 and 10 pages</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Number of written papers or reports of <b>fewer than 5 pages</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**15** In a *typical week*, how many *homework problem sets* do you require students *in your selected course section* to complete?

	None	1-2	3-4	5-6	More Than 6
a. Number of problem sets that take your students <b>more than</b> one hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of problem sets that take your students <b>less than</b> one hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16** Time students spend preparing for *your selected course section*:

	0	1-2	3-4	5-6	7-8	9-10	11-12	More than 12
a. In a typical 7-day week, about how many hours do you <b>expect</b> your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In a typical 7-day week, about how many hours do you think your students <b>actually</b> spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17** In your *selected course section*, how *important* to you is it that your students:

	Very Important	Important	Somewhat Important	Not Important
a. Prepare two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work on a paper or project that requires integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Tutor or teach other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**18** In your *selected course*, on average, what percent of class time is spent on the following?

	0	1-9	10-19	20-29	30-39	40-49	50-74	75 or more
a. Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher-led discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student computer use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Small group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. In-class writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Testing and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Performances in applied and fine arts (e.g., dance drama, music)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Experiential (labs, field work, art exhibits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**19** Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students *in your selected course section* to do their best work?

Very little	1	2	3	4	5	6	7	Very much
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**20** In your *selected course section*, how much emphasis do you place on engaging students in each of these cognitive activities?

	Very Much	Quite a bit	Some	Very Little
a. <b>Memorizing</b> facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Analyzing</b> the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**21** To what extent do you structure *your selected course section* so that students learn and develop in the following areas?

	Very Much ▼	Quite a bit ▼	Some ▼	Very Little ▼
a. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Learning effectively on their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Understanding themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Developing a deepened sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**22** During this term, does your institution consider you to be employed part-time or full-time?

- ☐ Part-time  
☐ Full-time

**23** Write in the total number of courses (undergraduate, graduate) you have taught or are scheduled to teach during the *current* academic year:

**24** Which of the following best describes your academic rank, title, or current position? (Mark only one)

- ☐ Professor  
☐ Associate Professor  
☐ Assistant Professor  
☐ Instructor  
☐ Lecturer  
☐ Graduate Teaching Assistant  
☐ Other: Specify

**25** What is the general discipline of your academic appointment? (Please specify an academic discipline)

**26** What is your current tenure status? (Mark only one)

- ☐ Tenured  
☐ On tenure track but not tenured  
☐ Not on tenure track, although this institution has a tenure system  
☐ No tenure system at this institution

**27** Write in the year that you began teaching at *any* college/university:

**28** What is the highest degree you have earned?

- ☐ First professional degree (e.g., M.D., D.D.S., J. D., D.V.M.)  
☐ Doctoral Degree (e.g., Ph.D., Ed. D.)  
☐ Master's Degree  
☐ Bachelor's Degree  
☐ Associate's Degree  
☐ Other (write here):

**29** Write in the year of your birth:

**30** Your sex: ☐ Male ☐ Female

**31** What is your citizenship status?

- ☐ United States citizen, native  
☐ United States citizen, naturalized  
☐ Permanent resident of the United States (immigrant visa)  
☐ Temporary resident of the United States (non-immigrant visa)

**32** Are you of Hispanic, Latino, or Spanish origin?

- ☐ Yes ☐ No

**33** What is your racial or ethnic identification? (Mark all that apply)

- ☐ American Indian or Native American  
☐ Asian American or Pacific Islander  
☐ Black or African American  
☐ White  
☐ Other: Specify

**34** How *important* is it to you that undergraduates at your institution do the following?

	Very Important ▼	Im- portant ▼	Somewhat Important ▼	Not Im- portant ▼
a. Express an opinion about a political or community issue in a public forum (e.g., send a letter or e-mail to the media, contact a government official, make a speech, sign a petition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use media sources (e.g., newspaper, radio, television, Internet) to stay informed about local political or community issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Attend a rally, vigil, or protest about an issue that is important to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lead meetings or activities for a local community organization or religious group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**THANK YOU FOR SHARING YOUR VIEWS!**

Copyright 2003 Indiana University