



College Student Experiences Questionnaire

This questionnaire asks about how you spend your time at college--with faculty and friends and in classes, social and cultural activities, extracurricular activities, employment, and use of campus facilities such as the library and student center. The usefulness of this or any other survey depends on the thoughtful responses of those who are asked to complete it. Your participation is very important and greatly appreciated.

The information obtained from you and other students at many different colleges and universities will help administrators, faculty members, student leaders, and others to improve the conditions that contribute to your learning and development and to the quality of the experience of those who will come after you.

At first glance, you may think it will take a long time to complete this questionnaire, but it can be answered in about 30 minutes or less. And you will learn some valuable things about yourself, as your answers provide a kind of self-portrait of what you have been doing and how you are benefitting from your college experience.

You do not have to write your name on the questionnaire. But as you will see on the next page we would like to know some things about you so that we can learn how college experiences vary, depending on students' age, sex, year in college, major field, where they live, whether they have a job, and so forth. To know where the reports come from, a number on the back page identifies your institution.

Your questionnaire will be read by an electronic scanning device, so be careful in marking your responses. Please use only a #2 black lead pencil. Do not write or make any marks on the questionnaire outside the spaces provided for your answers. Erase cleanly any responses you want to change.

Thank you for your cooperation and participation!

This questionnaire is available from the Indiana University Center for Postsecondary Research and Planning, School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. It is for use by individuals and institutions interested in documenting, understanding, and improving the student experience.

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BACKGROUND INFORMATION

DIRECTIONS: Indicate your response by filling in the appropriate oval next to the correct answer.

Age

- 19 or younger 30 - 39
 20 - 23 40 - 55
 24 - 29 Over 55

Sex

- male female

What is your marital status?

- not married separated
 married widowed
 divorced

What is your classification in college?

- freshman/first-year senior
 sophomore graduate student
 junior unclassified

Did you begin college here or did you transfer here from another institution?

- started here
 transferred from another institution

Where do you now live during the school year?

- dormitory or other campus housing
 residence (house, apartment, etc.) within walking distance of the institution
 residence (house, apartment, etc.) within driving distance
 fraternity or sorority house

With whom do you live during the school year? (Fill in all that apply)

- no one, I live alone
 one or more other students
 my spouse or partner
 my child or children
 my parents
 other relatives
 friends who are not students at the institution I'm attending
 other people: who? ↪

Do you have access to a computer where you live or work, or nearby that you can use for your school work?

- yes
 no

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

- A B-, C+
 A-, B+ C, C-, or lower
 B

Which of these fields best describes your major, or your anticipated major? You may indicate more than one if applicable.

- Agriculture
 Biological/life sciences (biology, biochemistry, botany, zoology, etc.)
 Business (accounting, business administration, marketing, management, etc.)
 Communication (speech, journalism, television/radio, etc.)
 Computer and information sciences
 Education
 Engineering
 Ethnic, cultural studies, and area studies
 Foreign languages and literature (French, Spanish, etc.)
 Health-related fields (nursing, physical therapy, health technology, etc.)
 History
 Humanities (English, literature, philosophy, religion, etc.)
 Liberal/general studies
 Mathematics
 Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)
 Parks, recreation, leisure studies, sports management
 Physical sciences (physics, chemistry, astronomy, earth science, etc.)
 Pre-professional (pre-dental, pre-medical, pre-veterinary)
 Public administration (city management, law enforcement, etc.)
 Social sciences (anthropology, economics, political science, psychology, sociology, etc.)
 Visual and performing arts (art, music, theater, etc.)
 Undecided
 Other: What? ↪

Did either of your parents graduate from college?

- no yes, mother only
 yes, both parents don't know
 yes, father only

Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?

- yes no

How many credit hours are you taking this term?

- 6 or fewer 15 - 16
 7 - 11 17 or more
 12 - 14

During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?

- 5 or fewer hours a week 21 - 25 hours a week
 6 - 10 hours a week 26 - 30 hours a week
 11 - 15 hours a week more than 30 hours a week
 16 - 20 hours a week

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? Fill in one oval in each column.

ON-CAMPUS		OFF-CAMPUS
<input type="radio"/>	None; I don't have a job	<input type="radio"/>
<input type="radio"/>	1 - 10 hours a week	<input type="radio"/>
<input type="radio"/>	11 - 20 hours	<input type="radio"/>
<input type="radio"/>	21 - 30 hours	<input type="radio"/>
<input type="radio"/>	31 - 40 hours	<input type="radio"/>
<input type="radio"/>	More than 40 hours	<input type="radio"/>

If you have a job, how does it affect your school work?

- I don't have a job
- My job does not interfere with my school work
- My job takes some time from my school work
- My job takes a lot of time from my school work

How do you meet your college expenses? Fill in the response that best approximates the amount of support from each of the various sources.

	None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
Self (job, savings, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse or partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships and grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your racial or ethnic identification? (Fill in all that apply)

- American Indian or other Native American
- Asian or Pacific Islander
- Black or African American
- Caucasian (other than Hispanic)
- Mexican-American
- Puerto Rican
- Other Hispanic
- Other: What?

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
Library				
Used the library as a quiet place to read or study materials you brought with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found something interesting while browsing in the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a librarian or staff member for help in finding information on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read assigned materials other than textbooks in the library (reserve readings, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an index or database (computer, card catalog, etc.) to find material on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a bibliography or reference list for a term paper or other report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone back to read a basic reference or document that other authors referred to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Computer and Information Technology				
Used a computer or word processor to prepare reports or papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor or other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer tutorial to learn material for a course or developmental/remedial program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searched the World Wide Web or Internet for information related to a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to retrieve materials from a library <u>not</u> at this institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to analyze data (statistics, forecasting, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a Web page or multimedia presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

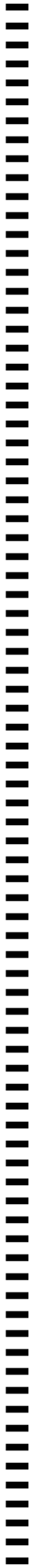
	Very Often	Often	Occasionally	Never
Course Learning				
Completed the assigned readings for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took detailed notes during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed to class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a role play, case study, or simulation for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to see how different facts and ideas fit together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarized major points and information from your class notes or readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a class assignment, project, or presentation with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to explain material from a course to someone else (another student, friend, co-worker, family member.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project where you had to integrate ideas from various sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Experiences				
Used a dictionary or thesaurus to look up the proper meaning of words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked other people to read something you wrote to see if it was clear to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referred to a book or manual about writing style, grammar, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revised a paper or composition two or more times before you were satisfied with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked an instructor or staff member for advice and help to improve your writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared a major written report for a class (20 pages or more).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Experiences with Faculty				
Asked your instructor for information related to a course you were taking (grades, make-up work, assignments, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your academic program or course selection with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas for a term paper or other class project with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your career plans and ambitions with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder as a result of feedback from an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with a faculty member outside of class (had a snack or soft drink, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated with other students in a discussion with one or more faculty members outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked your instructor for comments and criticisms about your academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder than you thought you could to meet an instructor's expectations and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on a research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art, Music, Theater				
Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.), on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a concert or other music event, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read or discussed the opinions of art, music, or drama critics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
Campus Facilities				
Used a campus lounge to relax or study by yourself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met other students at some campus location (campus center, etc.) for a discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a cultural or social event in the campus center or other campus location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Went to a lecture or panel discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used campus recreational facilities (pool, fitness equipment, courts, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a team sport (intramural, club, intercollegiate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followed a regular schedule of exercise or practice for some recreational sporting activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clubs and Organizations				
Attended a meeting of a campus club, organization, or student government group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met with a faculty member or staff advisor to discuss the activities of a group or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managed or provided leadership for a club or organization, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Experiences				
Told a friend or family member why you reacted to another person the way you did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed with another student, friend, or family member why some people get along smoothly, and others do not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend for help with a personal problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles or books about personal growth, self-improvement, or social development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taken a test to measure your abilities, interests, or attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend to tell you what he or she really thought about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with a faculty member, counselor or other staff member about personal concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Student Acquaintances				
Became acquainted with students whose interests were different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose family background (economic, social) was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose age was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students from another country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose political opinions were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose religious beliefs were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students from a country different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific and Quantitative Experiences				
Memorized formulas, definitions, technical terms and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used mathematical terms to express a set of relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed an experiment or project using scientific methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practiced to improve your skill in using a piece of laboratory equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed someone else how to use a piece of scientific equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained an experimental procedure to someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared the scientific method with other methods for gaining knowledge and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



CONVERSATIONS

DIRECTIONS: In conversations with others (students, family members, co-workers, etc.) outside the classroom *during this school year*, about how often have you talked about each of the following?

Topics of Conversation	Frequency			
	Very Often	Often	Occasionally	Never
Current events in the news.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social issues such as peace, justice, human rights, equality, race relations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different lifestyles, customs, and religions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ideas and views of other people such as writers, philosophers, historians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The arts (painting, poetry, dance, theatrical productions, symphony, movies, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science (theories, experiments, methods, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers and other technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The economy (employment, wealth, poverty, debt, trade, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International relations (human rights, free trade, military activities, political differences, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Information in Conversations	Frequency			
	Very Often	Often	Occasionally	Never
Referred to knowledge you acquired in your reading or classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explored different ways of thinking about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referred to something one of your instructors said about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsequently read something that was related to the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changed your opinion as a result of the knowledge or arguments presented by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuaded others to change their minds as a result of the knowledge or arguments you cited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING/WRITING

During this current year, about how many books have you read? Fill in one response for each item listed below.	Frequency				
	None	Fewer than 5	Between 5 and 10	Between 10 and 20	More than 20
Textbooks or assigned books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned packs of course readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-assigned books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During this current school year, about how many exams, papers, or reports have you written? Fill in one response for each item listed below.	Frequency				
	None	Fewer than 5	Between 5 and 10	Between 10 and 20	More than 20
Essay exams for your courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term papers or other written reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPINIONS ABOUT YOUR COLLEGE OR UNIVERSITY

How well do you like college?

- I am enthusiastic about it.
- I like it.
- I am more or less neutral about it.
- I don't like it.

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

- Yes, definitely
- Probably yes
- Probably no
- No, definitely

THE COLLEGE ENVIRONMENT

Colleges and universities differ from one another in the extent to which they emphasize or focus on various aspects of students' development. Thinking of your experience at this institution, to what extent do you feel that each of the following is emphasized? The responses are numbered from 7 to 1, with the highest and lowest points illustrated. Fill in the oval with the number that best represents your impression on each of the following seven-point rating scales.

Emphasis on developing academic, scholarly, and intellectual qualities

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing aesthetic, expressive, and creative qualities

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing critical, evaluative, and analytical qualities

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing an understanding and appreciation of human diversity

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing information literacy skills (using computers, other information resources)

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing vocational and occupational competence

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on the personal relevance and practical value of your courses

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

The next three ratings refer to relations with people at this college. Again, thinking of your own experience, please rate the quality of these relationships on each of the following seven-point rating scales.

Relationships with other students

Friendly, Supportive, Sense of belonging (7) (6) (5) (4) (3) (2) (1) Competitive, Uninvolved, Sense of alienation

Relationships with administrative personnel and offices

Helpful, Considerate, Flexible (7) (6) (5) (4) (3) (2) (1) Rigid, Impersonal, Bound by regulations

Relationships with faculty members

Approachable, Helpful, Understanding, Encouraging (7) (6) (5) (4) (3) (2) (1) Remote, Discouraging, Unsympathetic

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