




## MEMORANDUM

**TO:** Admission Staff  
Dean of Students Staff  
Director of Annual Fund  
Director of Malott Commons  
Educational Policy Committee  
Faculty Executive Committee  
First-Year Academic Advisors  
Registrar  
Senior Staff  
Student Affairs Committee

**FR:** Mark Figueroa, Director   
Office of Assessment, Planning & Institutional Research

**RE:** Summary Report: 2008 Your First College Year Survey

**DT:** January 15, 2009

I am pleased to share the results of our *Your First College Year (YFCY) Survey*, administered during the spring 2008 semester.

We received completed surveys from 69 of our 222 first-year students, a 31% response rate.

Within these data, please note some findings of particular interest:

- Lower percentages of students indicated that the academic adjustment to college was easy/somewhat easy, as compared to respondents in 2007.
- Students indicated similarly high levels of satisfaction with Academic Programs and Services, as compared to respondents, except in the area of Academic Advising, where there was a decrease from 67% to 49%.
- In comparing responses from students in 2008 to those in 2007, a lower percentage of students (42% versus 67%) reported skipping class, while a higher percentage reported falling asleep in class (29% versus 10%).
- 51% of respondents indicated that they had performed volunteer work, down from 55% in 2007, while 58% indicated they had participated in a community action program, an increase of 9% from 2007 (49%).
- There was a noticeable decline (from 78% in 2007 to 54% in 2008) in the percentage of respondents who agreed that they felt a sense of community at Scripps.

Please feel free to contact me with any questions you may have.

MAF  
enclosure

**YOUR FIRST COLLEGE YEAR**  
2008 Survey of First-Year Students

**HIGHLIGHTS OF DATA AND FINDINGS**

Prepared by

Office of Assessment, Planning & Institutional Research  
Scripps College  
January 2009

In the spring of 2008, Scripps College participated in the eighth annual Your First College Year (YFCY) survey project administered by the Higher Education Research Institute (HERI) at UCLA's Graduate School of Education and Information Studies. This survey asks first-year students a variety of questions about their perspective on college life, including academic expectations and experiences. A portion of the YFCY survey items are also included in HERI's annual Cooperative Institutional Research Program (CIRP) survey given to first-time, first-year students at the beginning of the academic year. While the CIRP survey is administered at the beginning of their first year in college, the YFCY survey is administered at the end of students' first year, and thus ideally reflects opinions shaped by their experiences in their first year at Scripps.

HERI also provides Scripps with comparative data from students in two separate sub-categories: a) four-year, nonsectarian colleges (with men and women separated out); and b) four-year, private colleges (with men and women separated out).

All first-year students at Scripps College in the spring of 2008 – both new and continuing – were sent an e-mail requesting their participation in the 2008 YFCY survey. The survey was administered online. From a cohort of 222 students, a total of 69 students completed the survey, yielding a response rate of approximately 31%, reflecting an increase from 23% in 2007.

This report is a summary of the responses that Scripps women provided in the 2008 YFCY survey with special attention given to data reflecting high consensus among students, strong polarity in responses, marked changes from responses given by last year's sample of Scripps students, and significant differences in comparison with women at comparative institutions.

To contextualize the data presented in this report, findings, trends and data analyses of the 2008 YFCY Survey are structured as follows:

- Student Characteristics
- Academic Excellence
- Diversity
- Leadership

## **Student Characteristics**

Table 1 illustrates the ethnic composition of women survey respondents at Scripps and comparative colleges. The data show that the racial/ethnic composition at Scripps is similar to comparative colleges. However, there are proportionately more Asian American/Asian respondents at Scripps than at comparative colleges. Minority respondents (excluding “other”) totaled 23% at Scripps which is similar to the profiles at comparative institutions.

**Table 1. Ethnicity of YFCY 2008 respondents, Scripps and Comparative Colleges<sup>1</sup>**

	Scripps (N=69)	Non-Sect 4-year (Women)	Private 4-year (Women)
White/Caucasian	82.6%	79.6%	81.2%
African American/Black	1.4%	7.9%	7.5%
American Indian/Alaska Native	2.9%	1.9%	2.0%
Asian American/Asian	11.6%	7.2%	5.6%
Native Hawaiian/Pacific Islander	0.0%	0.6%	0.7%
Mexican American/Chicano	2.9%	1.8%	2.3%
Puerto Rican	0.0%	2.2%	1.8%
Other Latino	4.3%	4.3%	3.9%
Other	7.2%	4.4%	4.2%

Students were asked in the YFCY survey about their political leanings. While first-year student respondents at Scripps did not differ greatly from the class before them, the data show a shift from *far left* to *liberal* in 2008 (see Table 2). On the whole, Scripps women leaned more to the “left” in comparison to women at comparative institutions by more than 20%.

**Table 2. Political Views of YFCY 2008 respondents, Scripps and Comparative Colleges**

	Scripps 2007 (N=51)	Scripps 2008 (N=69)	Non-Sect 4-year 2008 (Women)	Private 4-year 2008 (Women)
Far left	19.6%	10.1%	6.1%	4.4%
Liberal	52.9%	62.3%	42.7%	36.7%
Middle-of-the-road	23.5%	24.6%	36.9%	38.2%
Conservative	3.9%	2.9%	13.5%	19.8%
Far right	2.0%	0.0%	0.8%	0.9%

Approximately 87% of survey respondents from Scripps self-reported a grade average of *B+ and above*, reflecting an increase from 75% who reported the same grade average in 2007. This is significantly higher than the percentage of women at non-sectarian (61%) and all private (60%) four-year institutions who reported a grade of *B+ and above*.

<sup>1</sup> Percentages may not total 100% because students were allowed to mark multiple responses.

For the fourth year in a row, Scripps survey respondents' concerns about financing their college education decreased. Unlike 74% of female respondents at non-sectarian four-year colleges and 75% of female respondents at private four-year colleges, only 55% of 2008 Scripps respondents voiced *some* or *major* concern about financing their college education. This reflects a decrease from 59% in 2007, 64% in 2006, and 66% in 2005.

## Academic Excellence

### *Academic Self Image*

Various questions in the YFCY survey asked students to rate their abilities in different areas in comparison to the average person their age. Figure 1 provides a snapshot of how first-year students at Scripps and female students at comparative colleges rate themselves regarding their academic abilities. The data show that Scripps students demonstrated higher confidence levels and perceived themselves to be “above average” or in the “highest 10%” amongst their peers in their *academic, mathematical, and writing abilities*. Differences were particularly poignant when comparing Scripps students to those students at private four-year institutions. While Scripps students' self-ratings of their *academic and writing abilities* rose from 2007 levels, their self-ratings in *mathematical ability* decreased from 57% in 2007 to 49% in 2008.

**Figure 1. Students' Self-Rating of Academic Abilities, Above Average/Highest 10%, Scripps and Comparative Colleges**

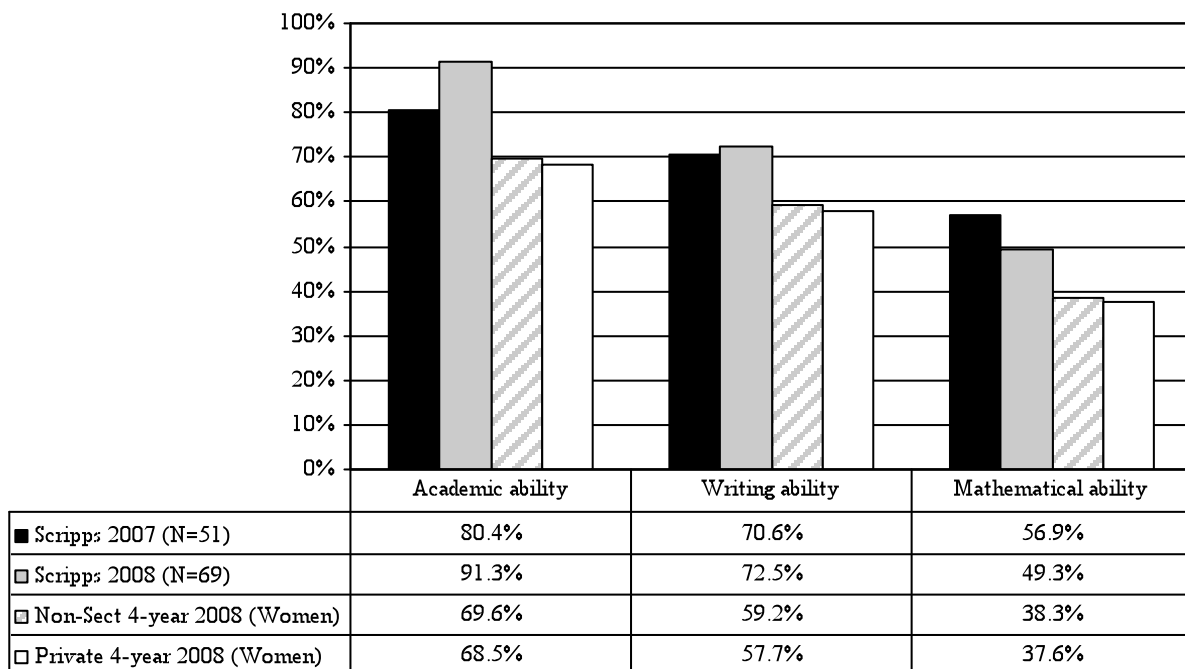
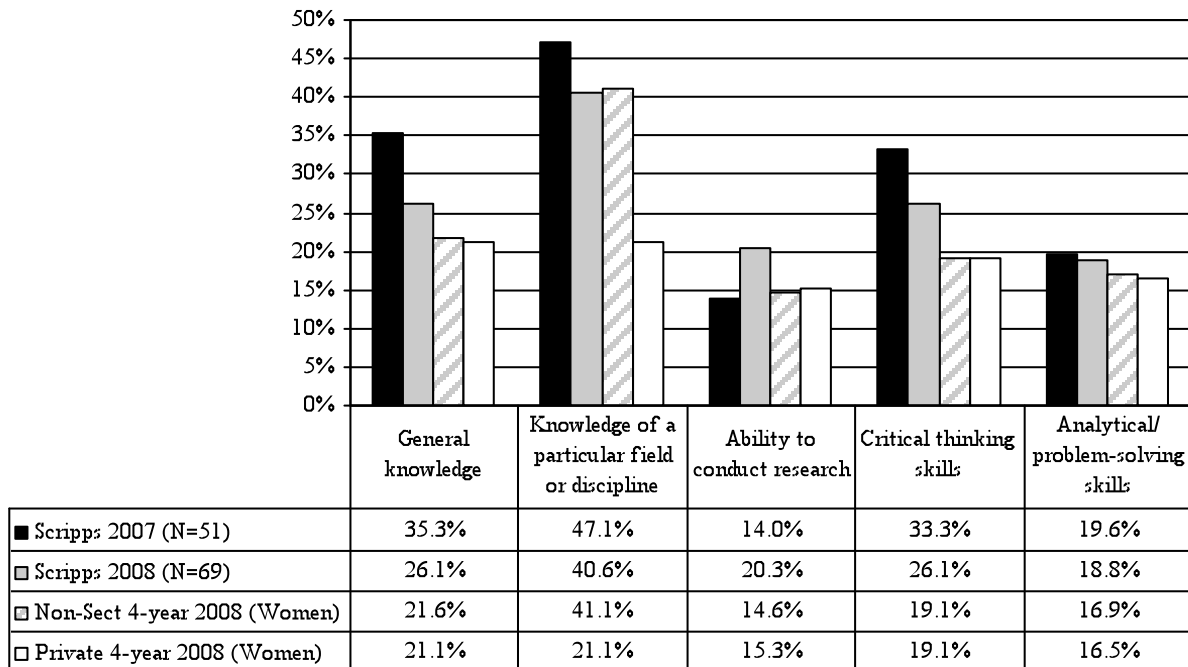




Figure 2 illustrates that Scripps respondents rated themselves “much stronger” in academic skills compared with others at the point of college entry with the exception of *knowledge of a particular field or discipline*. The most notable changes from 2007 Scripps respondents were in *general knowledge* (-9%) and *critical thinking skills* (-7%). The only increase for Scripps respondents in comparison to 2007 was in *ability to conduct research* (+6%).

**Figure 2. Students’ Self-Rating of Academic Skills, Scripps and Comparative Colleges**

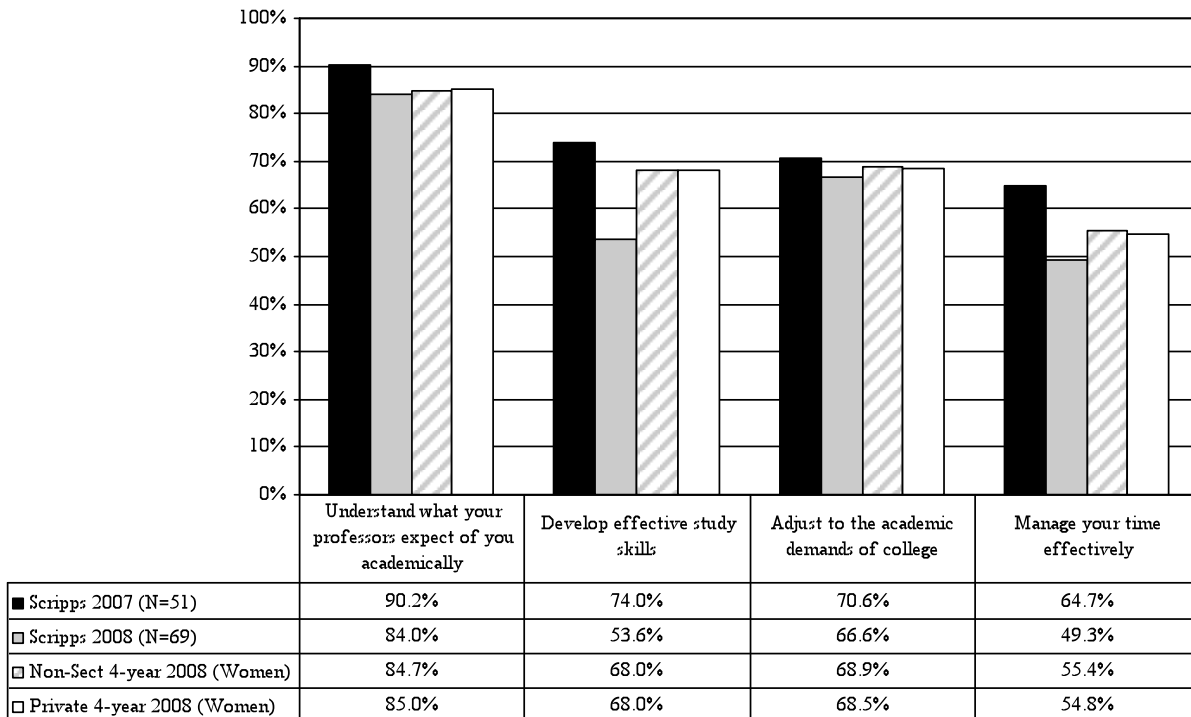


*Academic Adjustment*

Figure 3 demonstrates the percentage of students who found it “easy” or “somewhat easy” to adjust to the academic environment in college. The majority of 2008 Scripps respondents (84%) found the transition to college life relatively easy in terms of *understanding faculty members’ expectations*. However, in comparison to 2007 Scripps respondents, the transition was reported as more challenging overall. In particular, only 54% of 2008 Scripps respondents reported that *developing effective study skills* was “easy” or “somewhat easy” compared to 74% of 2007 Scripps respondents. Time management was also challenging with only 49% of 2008 Scripps respondents reporting that it was “easy” or “somewhat easy” to *manage (their) time effectively* in comparison to 65% of 2007 respondents. .

All respondents in 2008 reported similar percentages of *understanding what your professors expect of you academically* and *adjusting to the academic demands of college*. However, a higher percentage of respondents at comparative institutions reported that it was “easy” or “somewhat easy” to *develop effective study skills* in comparison to Scripps respondents.

**Figure 3. Success at Adjusting to College Life, Easy/Somewhat Easy, Scripps and Comparative Colleges**

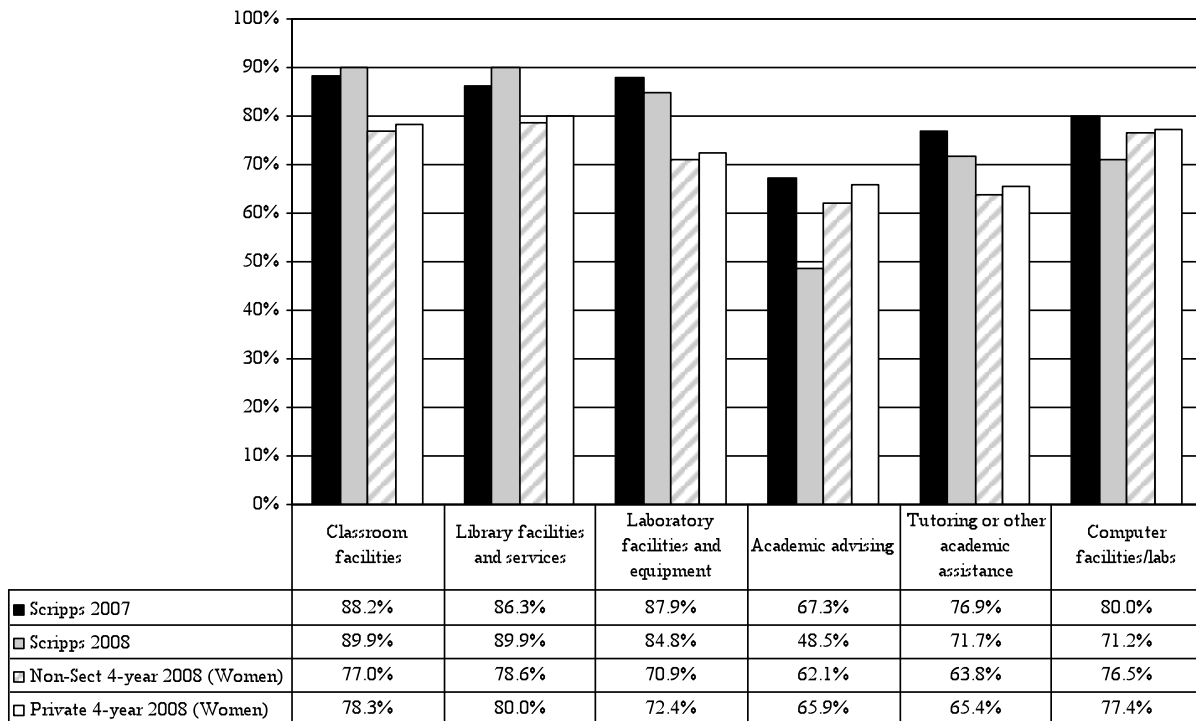


*Satisfaction with Scripps' Academic Facilities and Services*

The YFCY survey asked respondents to rate the extent to which they were satisfied with academic and non-academic programs, services, and facilities. Figure 4 summarizes the percentage of students at Scripps and comparative institutions who stated that they were “satisfied” or “very satisfied” with various services at their respective institutions.

As suggested in Figure 4, other than *classroom facilities* and *library facilities and services*, 2008 Scripps respondents showed a decrease in the level of satisfaction with academic programs and services in comparison to 2007 respondents. In particular, satisfaction levels in *academic advising* fell from 67% in 2007 to 49% in 2008. Respondents at comparative institutions reported overall lower satisfaction levels in comparison to Scripps respondents with the exception of *academic advising* and *computer facilities/labs*.

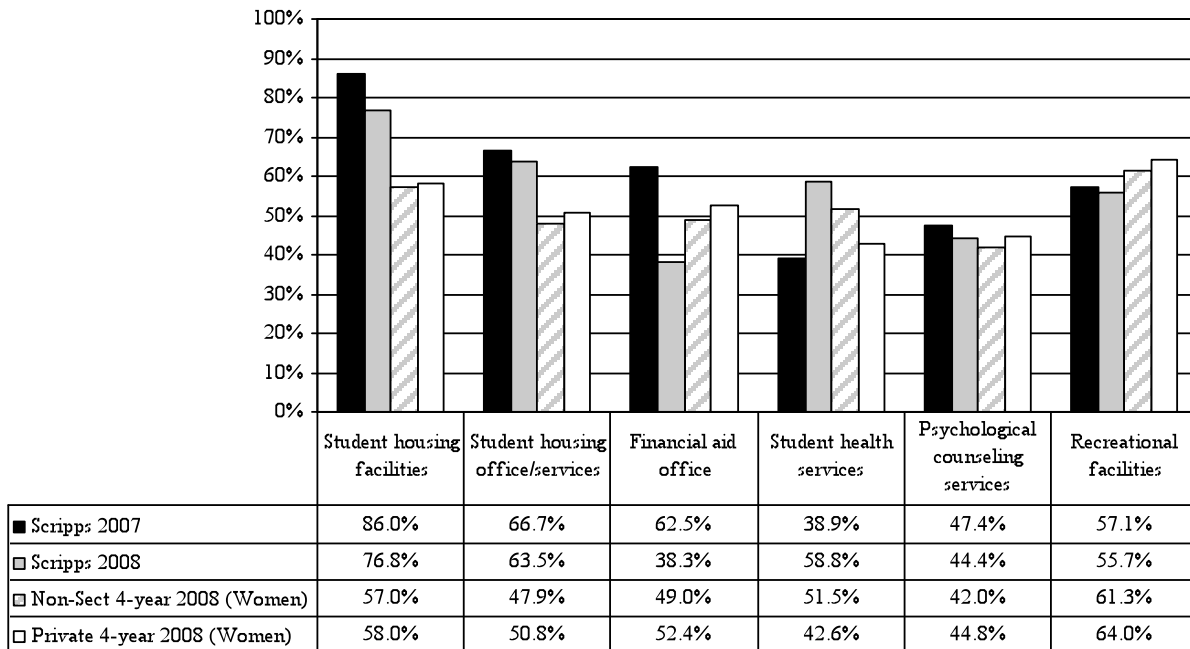
**Figure 4. Satisfaction with Academic Programs and Services, Satisfied/Very Satisfied, Scripps and Comparative Colleges**



*Satisfaction with Scripps' Non-Academic Facilities and Services*

Figure 5 shows the extent to which respondents were “satisfied” or “very satisfied” with non-academic programs and services. In comparison to responses from 2007 Scripps respondents, Scripps respondents this year reported lower levels of satisfaction across the board with the exception of *student health services* which saw an increased level of satisfaction from 39% in 2007 to 59% in 2008. In contrast, the *financial aid office* saw a dip in satisfaction level from 63% in 2007 to 38% in 2008. Satisfaction levels of 2008 Scripps respondents exceeded or were similar to those at comparative colleges with the exception of *financial aid office* and *recreational facilities*.

**Figure 5. Satisfaction with Non-Academic Programs/Services, Satisfied/Very Satisfied, Scripps and Comparative Colleges**



*Interaction with Faculty and College Personnel*

Respondents were asked to rate the frequency of their interaction with various college personnel including faculty and academic advisors. Table 3 shows the frequency of such interaction, and includes communication by *phone, email, instant messenger, or in person*. Taken together, they reflect the level of interpersonal support students experience in their first year. Similar to the previous year, the data show that Scripps students have a higher frequency of meeting with faculty *1 or 2 times a month outside of class or office hours* than their peers at comparative institutions.

**Table 3. Frequency of Interaction with University Personnel, Scripps & Comparative Colleges**

	Scripps 2007 (N=51)	Scripps 2008 (N=69)	Non-Sect 4- year 2008 (Women)	Private 4- year 2008 (Women)
<b>Faculty <u>during</u> office hours</b>				
Never	5.9%	4.3%	7.2%	5.8%
1 or 2 times per term	35.3%	36.2%	33.7%	32.5%
1 or 2 times per month	33.3%	36.2%	29.7%	29.8%
Once a week	17.6%	15.9%	15.8%	17.0%
2 or 3 times per week	5.9%	5.8%	9.1%	10.2%
Daily	2.0%	1.4%	4.5%	4.8%
<b>Faculty <u>outside</u> of class or office hours</b>				
Never	5.9%	13.0%	18.6%	18.0%
1 or 2 times per term	25.5%	34.8%	30.6%	29.0%
1 or 2 times per month	33.3%	24.6%	23.6%	23.9%
Once a week	17.6%	15.9%	15.2%	16.2%
2 or 3 times per week	15.7%	7.2%	9.1%	9.8%
Daily	2.0%	4.3%	2.8%	3.1%
<b>Academic advisors/counselors</b>				
Never	3.9%	2.9%	8.6%	6.8%
1 or 2 times per term	72.5%	84.1%	56.9%	55.8%
1 or 2 times per month	21.6%	7.2%	23.2%	24.5%
Once a week	2.0%	4.3%	6.9%	7.7%
2 or 3 times per week	0.0%	0.0%	3.3%	3.8%
Daily	0.0%	1.4%	1.2%	1.4%
<b>Other college personnel</b>				
Never	11.8%	11.6%	20.4%	18.7%
1 or 2 times per term	33.3%	36.2%	32.0%	31.1%
1 or 2 times per month	25.5%	21.7%	19.4%	19.9%
Once a week	17.6%	14.5%	13.0%	13.7%
2 or 3 times per week	3.9%	10.1%	6.9%	7.5%
Daily	7.8%	5.8%	8.3%	9.1%

Approximately 77% of Scripps respondents also found that it was “very easy” or “somewhat easy” to *get to know faculty*, reflecting a decrease of 80% from 2007. In addition, 87% reported that they were “satisfied” or “very satisfied” with the *amount of contact with faculty*, a decrease from 90% in 2007.

Figure 6 illustrates the levels of satisfaction with classes and coursework for Scripps and comparative colleges. The data show that while 2008 Scripps respondents were more satisfied with the *overall quality of instruction* in comparison to their peers, they were less satisfied with specific aspects such as *class size*, *relevance of coursework to everyday life* and *relevance of coursework to future career plans*. There were little differences in satisfaction levels when comparing 2007 and 2008 Scripps respondents although satisfaction level in *relevance of coursework to future career plans* decreased from 76% in 2007 to 65% in 2008.

**Figure 6. Satisfaction with Classes and Coursework, Satisfied/Very Satisfied, Scripps and Comparative Colleges**

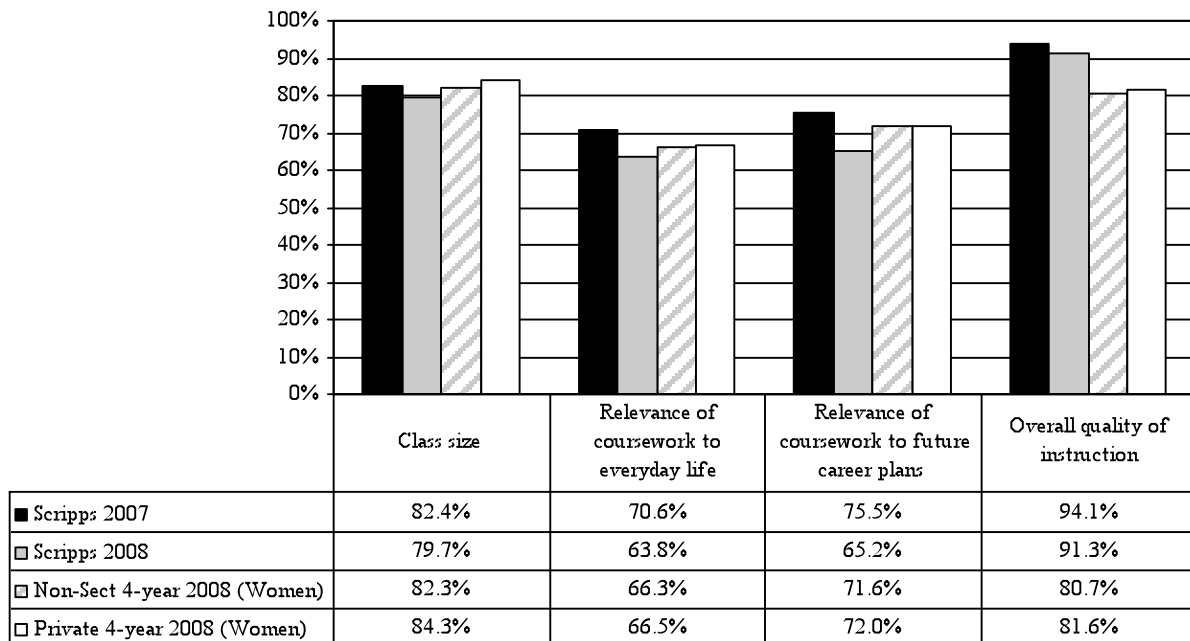
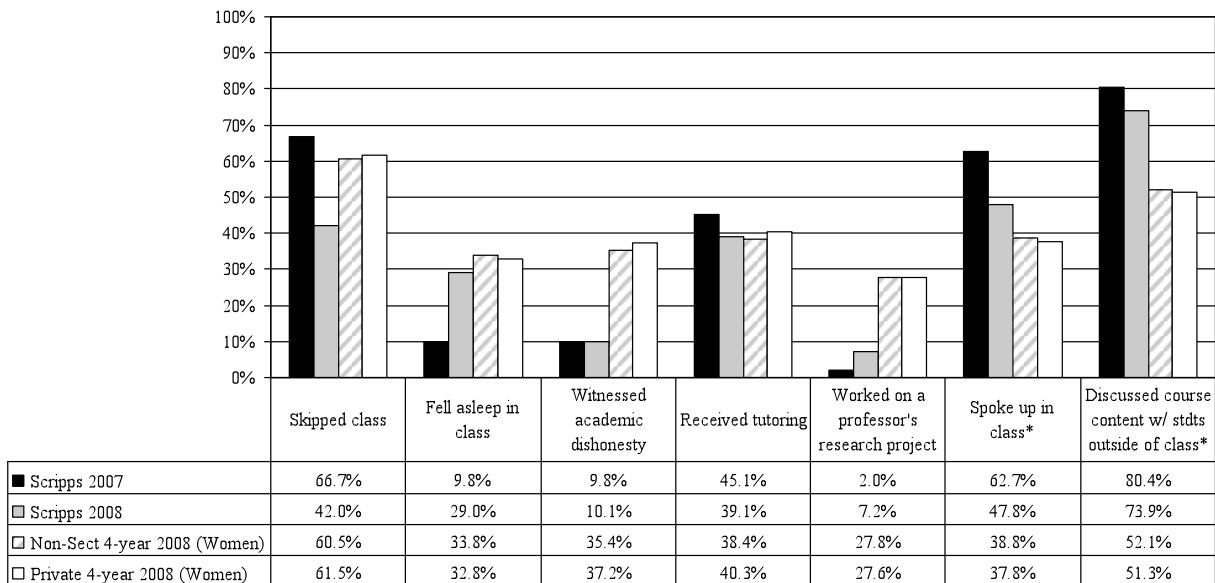


Figure 7 illustrates the frequency of respondents' engagement in different academic activities. The data suggest that 2008 Scripps respondents *skip(ped) class*, *witness(ed) academic dishonesty* and *worked on a professor's research project* less frequently than respondents at comparative colleges. However, the data also suggest that 2008 Scripps students *fell asleep in class* and *received tutoring* with similar frequency when comparing respondents at comparative institutions. Figure 7 also shows that Scripps respondents *discuss(ed) course content with other students outside of the classroom setting* more frequently than respondents at comparative colleges. The biggest changes of frequency of engagement in academic activities from 2007 to 2008 for Scripps respondents was: *skipped class* (-24.7%), *fell asleep in class* (+19.2%) and *spoke up in class* (-14.9%).

**Figure 7. Frequency of Engagement in Academic Activities, Frequently/Occasionally, Scripps and Comparative Colleges<sup>2</sup>**



<sup>2</sup> \* designates responses of "frequently" only. All others represent responses of "frequently" and "occasionally".

### *How Students Spend their Time*

Students were asked to indicate how often they participated in a variety of personal, social, extracurricular and academic activities. The data in Table 4 show that 87% of 2008 Scripps respondents spent “11 or more hours per week” *attending classes/labs*, reflecting an increase from 75% in 2007. The data suggest that an increasing percentage of Scripps students are spending “11 or more hours per week” *attending classes/labs* over the last three years (2006=68%). A notable greater percentage of Scripps respondents also spent “11 or more hours per week” *studying/doing homework* while a smaller percentage spent “11 or more hours per week” *partying, working for pay on- and off-campus* and *watching TV* in comparison to respondents at comparative institutions.

**Table 4. Activities on which students spend 11 or more hours per week, Scripps and Comparative Colleges**

	Scripps 2007	Scripps 2008	Non-Sect 4-year 2008 (Women)	Private 4-year 2008 (Women)
Attending classes/labs	74.6%	86.9%	77.3%	63.3%
Studying/homework	49.0%	68.0%	37.3%	35.5%
Socializing with friends	39.2%	49.2%	49.2%	49.1%
Exercising or sports	4.0%	13.0%	12.3%	12.1%
Partying	7.8%	2.9%	6.0%	5.2%
Working (for pay) on campus	5.9%	1.4%	8.3%	8.1%
Working (for pay) off campus	2.0%	0.0%	11.0%	11.1%
Student clubs and groups	0.0%	4.3%	3.5%	3.3%
Watching TV	2.0%	2.8%	4.2%	4.5%

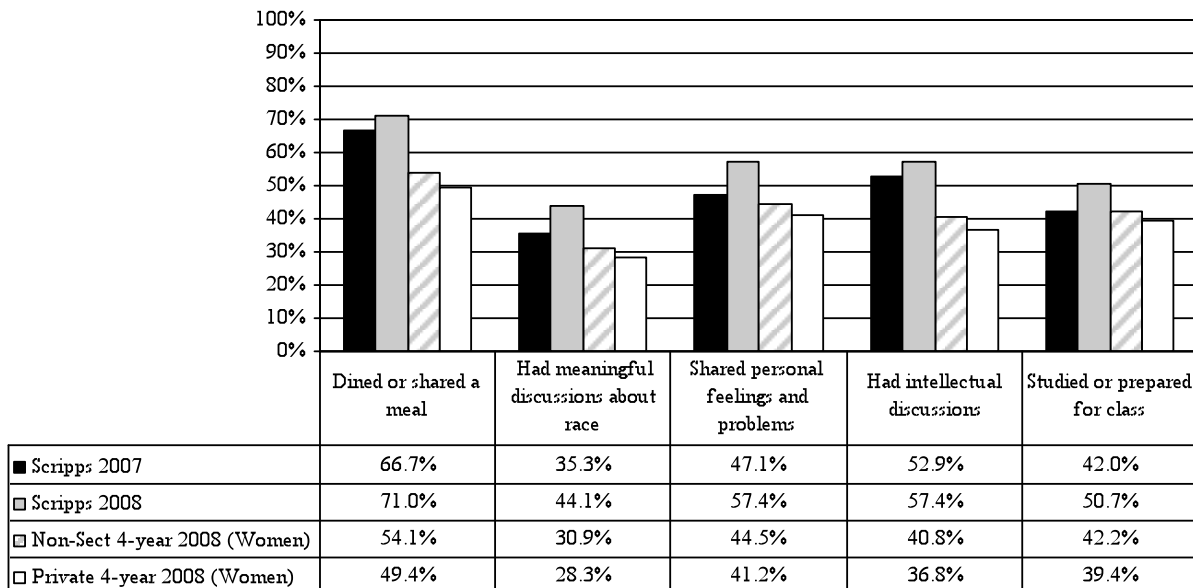


## Diversity

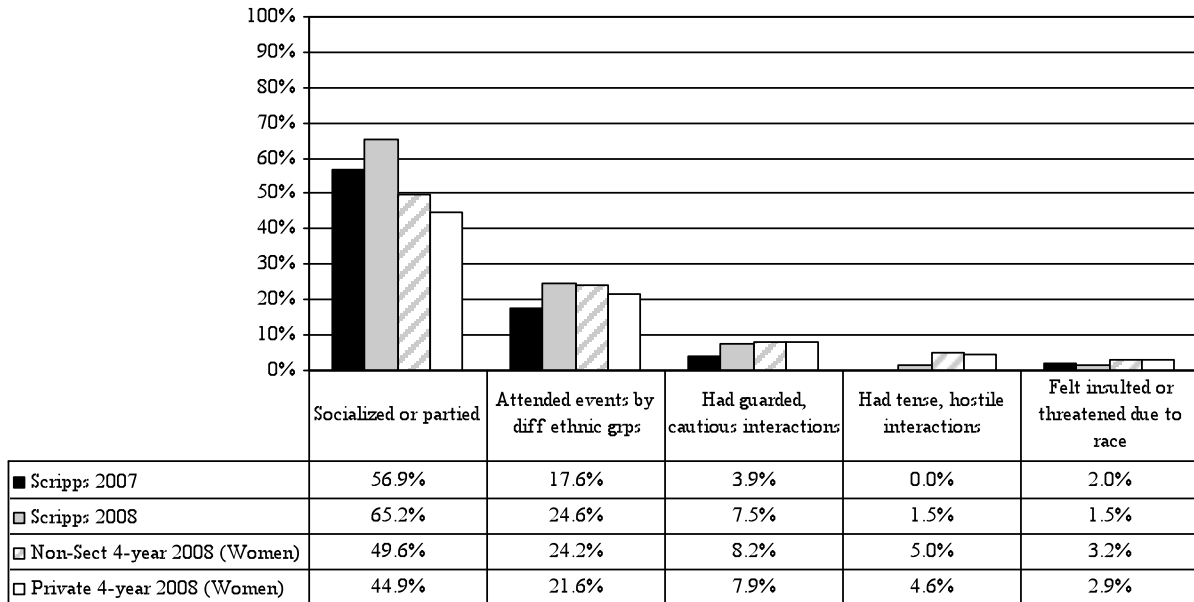
Students were asked how often they experienced various interactions with students from racial/ethnic groups other than their own. Figures 8 and 9 show the students who experienced such interactions “often” or “very often.”

In comparison to respondents at comparative institutions, a greater percentage of Scripps students have had more frequent (“often” or “very often”) interactions or participated in meaningful activities with students from racial/ethnic groups different from their own. Such interactions include *sharing a meal* with others from a different racial/ethnic group, *having meaningful and honest discussions about racial/ethnic relations outside of class*, *sharing personal feelings and problems*, *having intellectual discourse outside of class* and *socializing/partying*. The last three columns in Figure 9 also show a slightly lower incidence of having experienced tense or threatening interactions with others from a different racial/ethnic group. While the data suggest only a minor increase, nonetheless, a greater percentage of 2008 Scripps respondents reported *having cautious, guarded interactions* in comparison to 2007.

**Figure 8. Student Experience with Students from Different Racial/Ethnic Groups, Often/Very Often, Scripps and Comparative Colleges**



**Figure 9. Student Experience with Students from Different Racial/Ethnic Groups, Often/Very Often, Scripps and Comparative Colleges, cont'd**

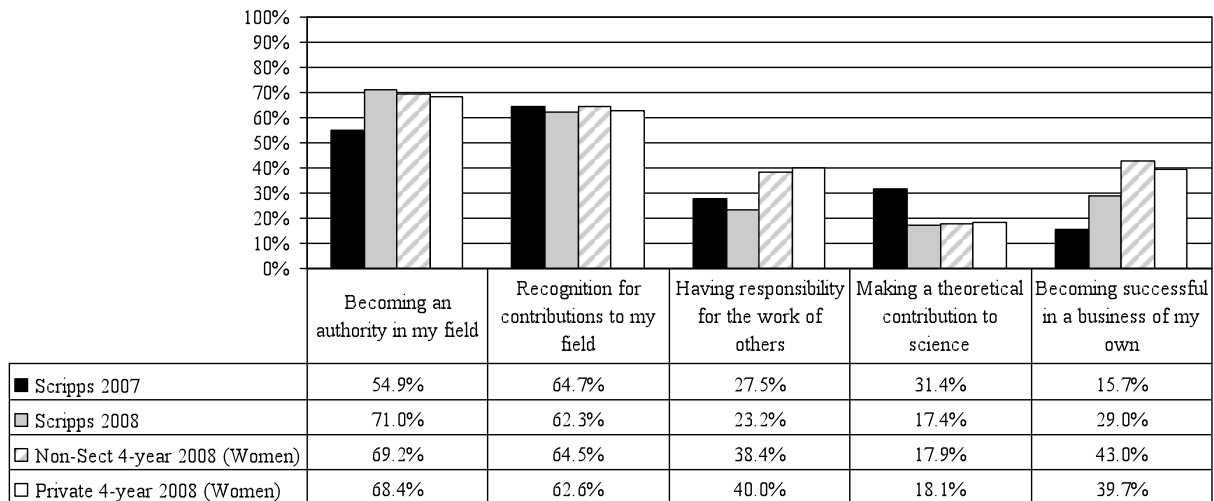


## Leadership

Respondents were asked the extent to which they considered certain professional objectives “very important” or “essential”. Figure 10 provides a snapshot of the responses. Approximately 40% of respondents at comparative institutions considered *becoming successful in a business of their own* “very important” or “essential”. However, only 30% of 2008 Scripps respondents felt the same way, reflecting an increase from 16% in 2007.

When comparing Scripps respondents, 71% of 2008 respondents felt that *becoming an authority in my field* was “very important” or “essential” while only 55% of 2007 respondents were of a similar opinion. Approximately 17% of 2008 Scripps respondents felt that *making a theoretical contribution to science* was “very important” or “essential”, reflecting a decrease from 31% in 2007.

**Figure 10. Professional Objectives, Very Important/Essential, Scripps and Comparative Colleges**



The YFCY survey also asked respondents the level of importance they accorded various personal objectives. Figure 11 reports the percentage of respondents who considered various personal life objectives as “very important” or “essential”. 2008 Scripps respondents were strongly committed to *helping others who are in difficulty* and *developing a meaningful philosophy of life* with 78% and 71% respectively reporting that it was “very important” or “essential”. The latter exceeds respondents at comparative institutions where approximately 57% considered it “very important” or “essential”. *Being very well off financially* was deemed less important to Scripps respondents with 41% indicating that it was “very important” or “essential” while more than 64% of students at peer institutions reported the same. Only minor differences were noted when comparing Scripps respondents from 2007 and 2008.

**Figure 11. Personal Objectives, Very Important/Essential, Scripps and Comparative Colleges**

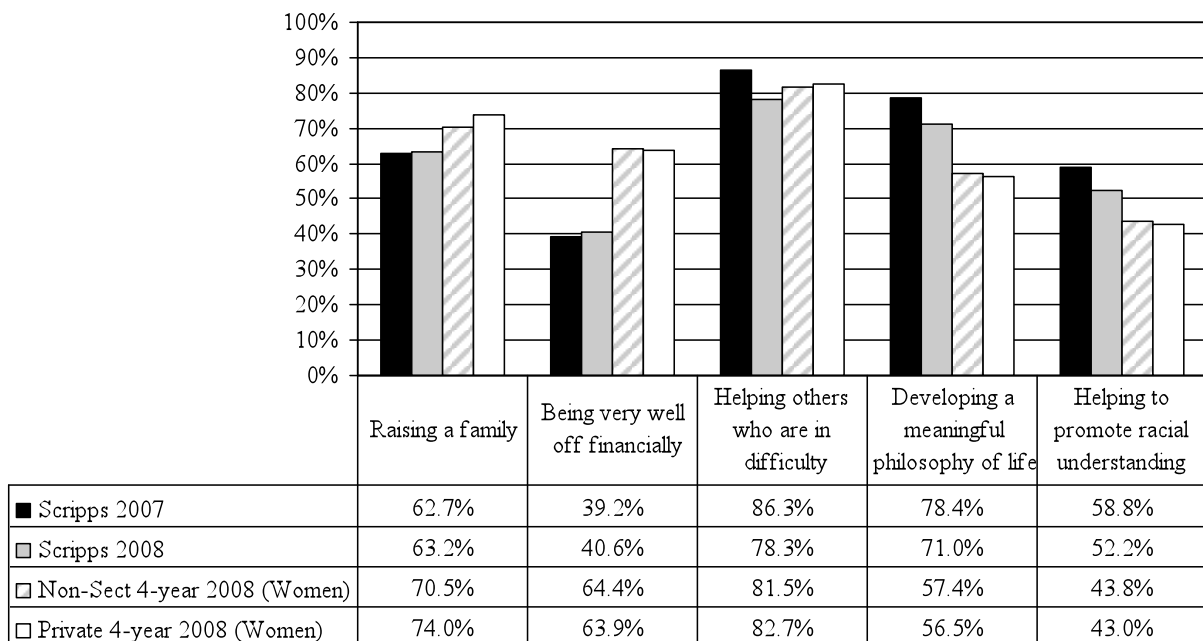
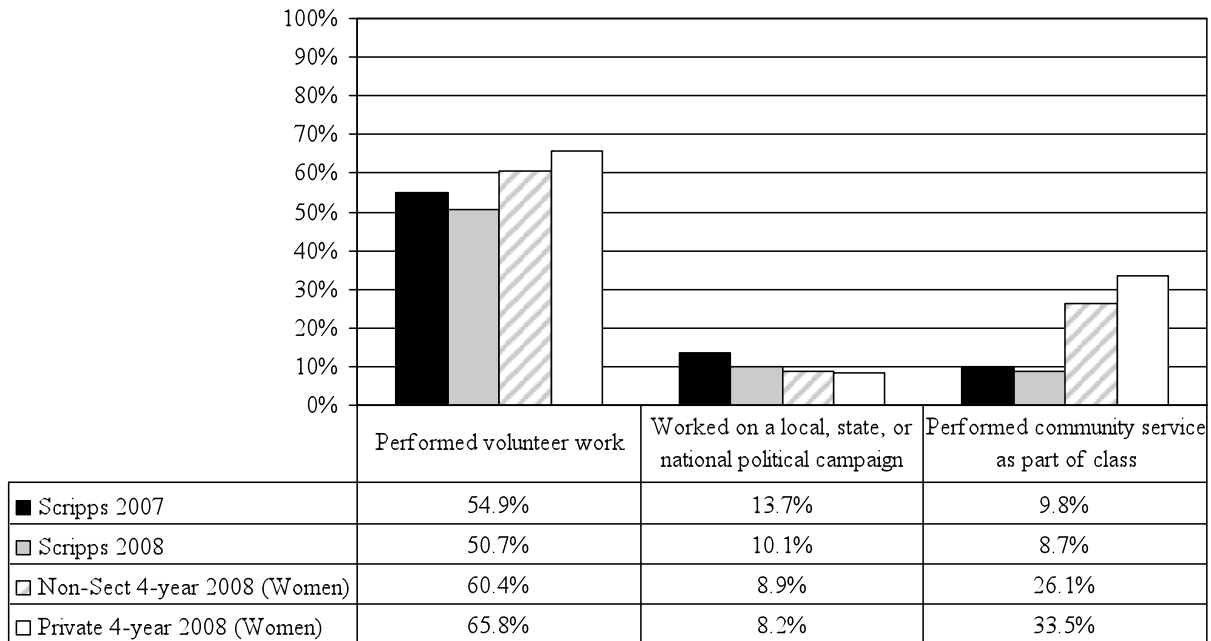


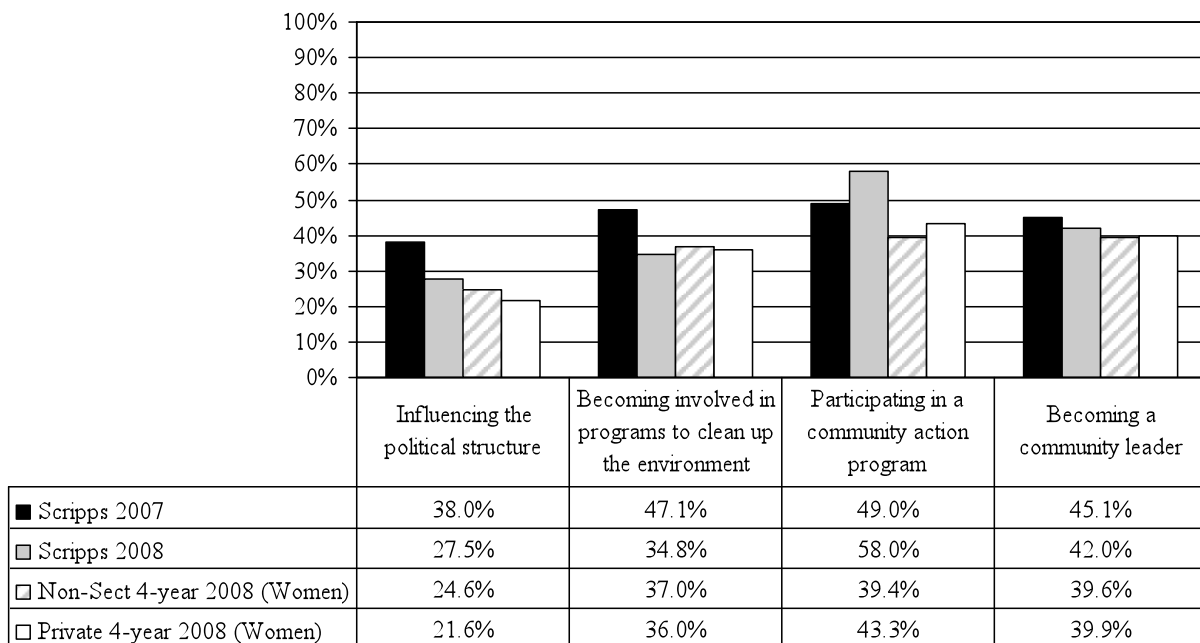
Figure 12 shows the frequency (“frequently” and “occasionally”) of citizenship-related activities that students participated in since enrolling in college. The data illustrates that there was little notable change from 2007 to 2008 for Scripps respondents. However, there is a noteworthy difference when comparing 2008 Scripps respondents to respondents from comparative colleges in terms of *perform(ing) community service as part of class*. Only 9% of 2008 Scripps respondents participated in *community service as part of class* compared to 26% of non-sectarian and 34% of private four-year institutions.

**Figure 12. Citizenship-related Activities, Frequently/Occasionally, Scripps and Comparative Colleges**



Students were asked the level of importance (“very important” or “essential”) citizenship-related objectives were in their lives. Figure 13 shows that with the exception of *participating in a community action program*, 2008 Scripps respondents did not differ significantly from respondents at comparative colleges in this regard. However, the percentage of 2008 Scripps respondents who felt that it was “very important” or “essential” to *become involved in programs to clean up the environment* fell from 47% in 2007 to 35% in 2008. Similarly, 2008 Scripps respondents who felt that it was “very important” or “essential” to *influence the political structure* decreased from 38% in 2007 to 28% in 2008.

**Figure 13. Personal Citizenship-related Objectives, Very Important/Essential Scripps and Comparative Colleges**

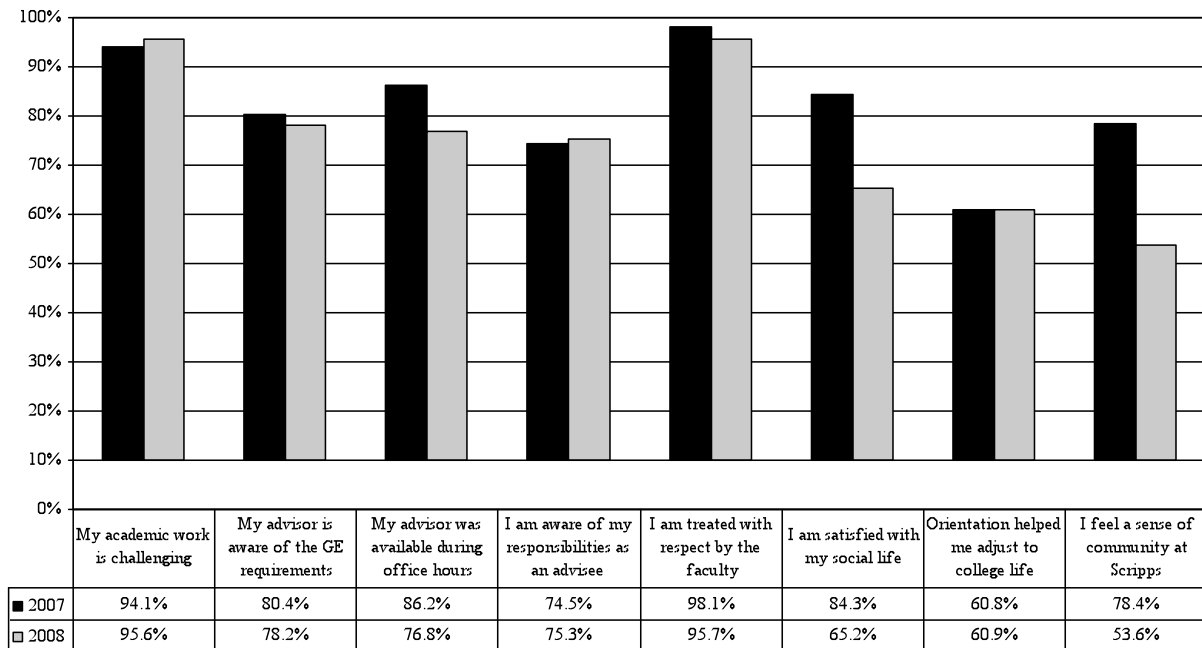


## Supplemental Questions

Additional questions were added to the YFCY survey to elicit student responses regarding their experiences specifically at Scripps, and were administered only to Scripps students. Results show, as evident in Figure 14, that the vast majority of survey respondents were in agreement (“strongly agree” and “agree”) that they found the *academic work challenging* (96%) and that they were *treated with respect by faculty teaching their courses* (96%). Furthermore, 78% of students felt that their *advisor(s) were aware of the general education requirements for graduation*, and 75% of respondents were *aware of their responsibilities as an advisee*. However, it appears that only 61% of respondent considered Orientation key in helping them adjust to college life.

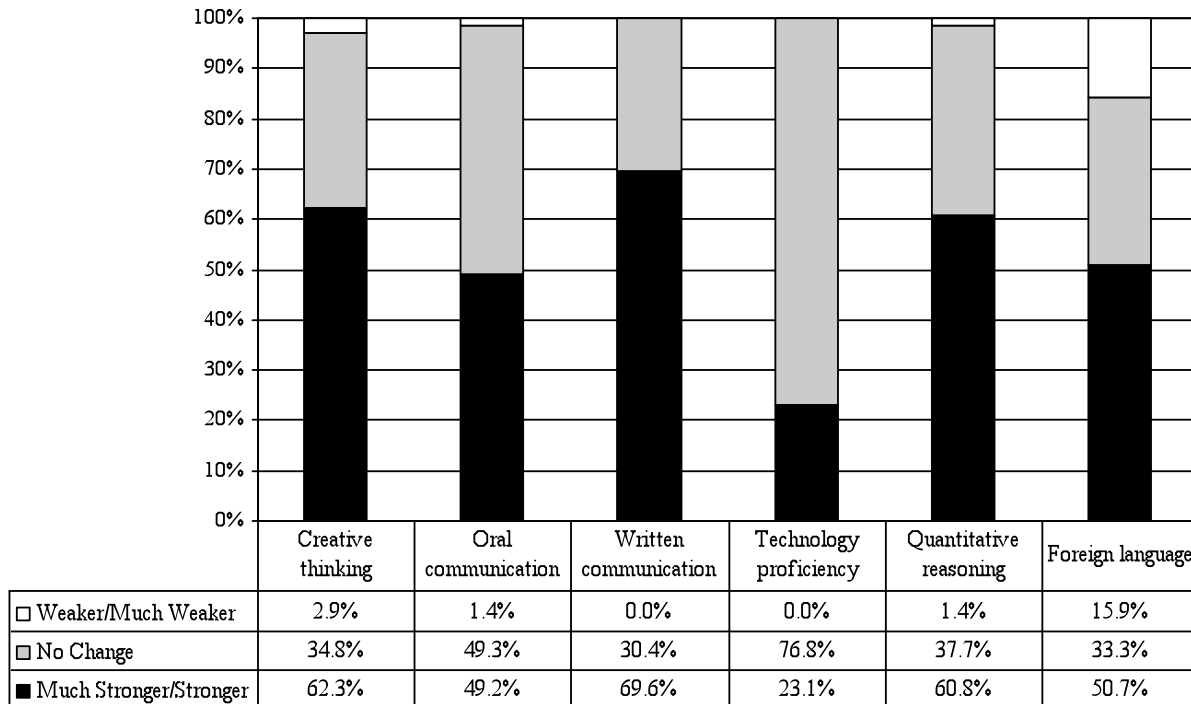
The data also show that responses did not vary very much from the previous year. However, notable decreases were seen in the *sense of community at Scripps* (-24.8%), *satisfaction with social life* (-19.1%), and *advisor availability during office hours* (-9.4%).

**Figure 14. Scripps’ Responses to Supplemental Items, Agree/Strongly Agree, 2007-2008**



Of the 69 Scripps student respondents of the YFCY survey, 70% felt that their *written communication skills* were “much stronger/stronger” in comparison to when they first entered Scripps. In addition, 62% felt the same about their *creative thinking skills*. *Foreign language* skills showed the greatest change from the time of enrollment with 16% reporting that they felt “weaker/much weaker” in their *foreign language* skills. Little change was seen in *technology proficiency* with 77% of respondents reporting that they experienced no skill enhancement in that area.

**Figure 15. Scripps’ Responses concerning Skill Enhancement**



### Highlights

- Only 49% of 2008 Scripps respondents reported being satisfied with academic advising. This not only reflects a decrease from 67% in 2007, but reflects a lower satisfaction level in comparison to comparative institutions (62% and 66%).
- In comparison to 2007, 2008 Scripps respondents reported lower incidence of skipping class (-25%) and speaking up in class (-15%). However, a greater percentage of respondents admitted to falling asleep in class (+19%).
- Scripps respondents had more frequent interactions with students from a racial/ethnic group different from their own. .
- 2008 Scripps respondents reported lower levels of satisfaction concerning the sense of community and their social lives in comparison to 2007 Scripps respondents.
- Approximately 55% of 2008 Scripps respondents voiced some or major concern about financing their college education in comparison to approximately 75% of respondents at comparative colleges.



# Appendix A

## 2008 "Your First College Year" Survey Instrument

### YOUR FIRST COLLEGE YEAR 2008 SURVEY

PLEASE PRINT (one letter or number per box). All information is confidential.

Your name and email address here helps to facilitate follow-up studies to improve the college experience.

NAME: First	MI	Last	Month (01-12)	Day (01-31)	Year
			BIRTH DATE:		

STUDENT ID# (as instructed):      EMAIL (print letters carefully):

SERIAL #

FORM NO.:

MARKING DIRECTIONS

- Use a #2 pencil or black or blue pen.
- Erase cleanly any answer you wish to change or "X" out mark if in pen.

CORRECT MARK

○ ● ○ ○

INCORRECT MARKS

✓ ✗ ⊗ ⊙

Group Code

A

B

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

**1. Compared with when you entered this college, how would you now describe your:** (Mark one for each item)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of a particular field or discipline . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of people from different races/cultures . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of the problems facing your community . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of national issues . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of global issues . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to conduct research . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work as part of a team . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical/problem-solving skills . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):** (Mark one for each item)

	Daily	2 or 3 times per week	Once a week	1 or 2 times per month	1 or 2 times per term	Never
Faculty <u>during</u> office hours . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty <u>outside</u> of class or office hours . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors/counselors . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other college personnel . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Close friends at this institution . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Close friends <u>not</u> at this institution . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your family . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate students/teaching assistants . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Close friends from your high school . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Congratulations on your progress during your first college year. We are very interested in your experiences as a first-year college student. This form has been designed to provide feedback that can help improve the first-year college experience. Thank you very much for your help with this important project.

**3. 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)

**4. Since entering this college, how often have you felt:** (Mark one for each item)

	Frequently	Occasionally	Not at all
Lonely or homesick . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Isolated from campus life . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unsafe on this campus . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about your health . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your courses inspired you to think in new ways . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your job responsibilities interfered with your schoolwork . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your schoolwork interfered with your job responsibilities . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your family responsibilities interfered with your schoolwork . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That your social life interfered with your schoolwork . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family support to succeed . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Far left

Liberal

Middle-of-the-road

Conservative

Far right

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

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Don't Rate	No Experience
Your overall academic experience . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom facilities/ . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer facilities/ labs . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library facilities and services . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory facilities and equipment . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of computer training/assistance . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Internet access . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring or other academic assistance . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student housing facilities (residence halls, etc.) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student housing office/services . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid office . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid package . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student health services . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological counseling services . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation for new students . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership opportunities . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for community service . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. 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 for each item)

	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"/>
Competitiveness	<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"/>

8. Since entering this college, how has it been to: (Mark one for each item)

	Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult
Understand what your professors expect of you academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop effective study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjust to the academic demands of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage your time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get to know faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop close friendships with:				
male students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
female students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students of a different racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize campus services available to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 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 for each item)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Since entering this college, how often have you: (Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in political 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"/>
Been a guest in a professor'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 you 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 professor 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"/>
Worked on a local, state, or national political campaign	<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"/>
Come 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"/>
To read news sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained a healthy diet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed class because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slept 8 or more hours a day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Since entering this college, how much time have you spent during a typical week doing the following activities? (Mark one for each item)

	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
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"/>
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"/>
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 professors outside of class	<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 or 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) on 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) off 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"/>
Volunteer work	<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 and 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"/>
Household/childcare duties	<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"/>
Playing video/computer games	<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"/>
Online social networks (MySpace, Facebook, 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"/>

12. Please indicate the extent to which you agree or disagree with the following statements: (Mark one for each item)

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have felt discriminated against based on my:				
Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In class, I have heard faculty express stereotypes about:				
Racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The admission/recruitment materials portrayed this campus accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Faculty here are interested in students' academic problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Faculty here are interested in students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Staff here are interested in students' academic problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Staff here are interested in students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of racial tension on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I am just another number on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been able to find a balance between academics and extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college experiences have exposed me to diverse opinions, cultures, and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is strong competition among students for high grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging with this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**13. To what extent have you experienced the following with students from a racial/ethnic group other than your own?** (Mark one for each item)

	Very Often	Often	Sometimes	Seldom	Never
Dined or shared a meal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had meaningful and honest discussions about race/ethnic relations outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had guarded, cautious interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared personal feelings and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had tense, somewhat hostile interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had intellectual discussions outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt insulted or threatened because of race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied or prepared for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized or partied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended events sponsored by other racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. Think back over the past two weeks. How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row? (A drink can be a 12-ounce beer or wine cooler, a 4-ounce glass of wine, or a shot of liquor either straight or in a mixed drink.)**

None                       3-5 times  
 Once                          6-9 times  
 Twice                          10 or more times

**15. How often in the past year did you:** (Mark one for each item)

	Frequently	Occasionally	Not at all
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your papers to improve your writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a risk because you felt you had more to gain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on your own, even though it was not required for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept failure as part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on your academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. Where did you primarily live while attending college this past year?** (Mark one)

**On Campus**

Special interest housing

First-year student housing  
 Cultural or minority student housing  
 Single-sex housing  
 Special academic program  
 Other special interest housing

Regular college housing

Residence hall  
 Apartment  
 Fraternity or sorority housing  
 Other residential housing

**Off Campus**

At home with family  
 Fraternity or sorority  
 Rented apartment or house  
 Other

**17. 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.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing 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"/>
Having administrative responsibility for the work of others	<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"/>
Making a theoretical contribution to science	<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"/>
Creating artistic works (paintings, sculpture, decorating, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming successful in a business of my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved in programs to clean up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<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"/>
Engaging with members of my own racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Can't Rate/No Experience
Amount of contact with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic diversity of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic diversity of student body	<input type="radio"/>	<input type="radio"/>	<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"/>
Interaction with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to future career plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for the expression of diverse beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of campus social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall sense of community among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**19. What is your overall grade average (as of your most recently completed academic term)?** (Mark one)

A (3.75 - 4.0)                       C (1.75 - 2.24)  
 A-, B+ (3.25 - 3.74)                 C- or less (below 1.75)  
 B (2.75 - 3.24)                         I do not receive grades in my courses  
 B-, C+ (2.25 - 2.74)

**20. Since entering this college have you:**  
(Mark Yes or No)

	Yes	No
Decided to pursue a different major	<input type="radio"/> Y	<input type="radio"/> N
Remained undecided about a major	<input type="radio"/> Y	<input type="radio"/> N
Changed your career choice	<input type="radio"/> Y	<input type="radio"/> N
Participated in student government	<input type="radio"/> Y	<input type="radio"/> N
Needed extra time to complete your degree requirements	<input type="radio"/> Y	<input type="radio"/> N
Socialized with someone of another racial/ethnic group	<input type="radio"/> Y	<input type="radio"/> N
Worked full-time while attending school	<input type="radio"/> Y	<input type="radio"/> N
Joined a social fraternity or sorority	<input type="radio"/> Y	<input type="radio"/> N
Played varsity/intercollegiate athletics	<input type="radio"/> Y	<input type="radio"/> N
Participated in student protests or demonstrations	<input type="radio"/> Y	<input type="radio"/> N
Participated in volunteer or community service work	<input type="radio"/> Y	<input type="radio"/> N
Participated in student clubs/groups	<input type="radio"/> Y	<input type="radio"/> N
Sought personal counseling	<input type="radio"/> Y	<input type="radio"/> N
Strengthened your religious beliefs/convictions	<input type="radio"/> Y	<input type="radio"/> N
Failed one or more courses	<input type="radio"/> Y	<input type="radio"/> N
Participated in leadership training	<input type="radio"/> Y	<input type="radio"/> N
Communicated regularly with your professors	<input type="radio"/> Y	<input type="radio"/> N
Enrolled in an honors or advanced course	<input type="radio"/> Y	<input type="radio"/> N
Enrolled in a remedial or developmental course	<input type="radio"/> Y	<input type="radio"/> N
Transferred from another institution	<input type="radio"/> Y	<input type="radio"/> N
Been satisfied with this college overall	<input type="radio"/> Y	<input type="radio"/> N
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)	<input type="radio"/> Y	<input type="radio"/> N
Taken a course or first-year seminar designed to help first-year students adjust to college	<input type="radio"/> Y	<input type="radio"/> N
Participated in an academic support program	<input type="radio"/> Y	<input type="radio"/> N

**21. Since entering this college, indicate how often you:** (Mark one for each item)

	Frequently	Occasionally	Not at all
Turned in course assignment(s) late	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Spoke up in class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Discussed course content with students outside of class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Skipped class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Received tutoring	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Worked on a professor's research project	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Turned in course assignments that did <u>not</u> reflect your best work	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Participated in intramural sports	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Had difficulty getting along with your roommate(s)/housemate(s)	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Received from your professor:			
Advice or guidance about your educational program	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Emotional support or encouragement	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Negative feedback about your academic work	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Witnessed academic dishonesty/cheating	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Went home for the weekend	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Worked with an academic advisor to select your courses	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Received advice/counseling from another student	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Fell asleep in class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Had difficulty enrolling in the courses you need	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N

**22. If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?**  
(Mark one)

Definitely yes                       Definitely not  
 Probably yes                         Not sure yet  
 Probably not

**23. What do you think you will be doing in Fall 2008?** (Mark one)

Attending your current (or most recent) institution  
 Attending another institution  
 Don't know/have not decided yet  
 Not attending any institution

**24. Are you currently a full-time or part-time student?**

Full-time  
 Part-time  
 Not enrolled

**25. What year did you first enter:**

	Your 1st College	This College
(Mark <u>one</u> in each column)		
2007 or 2008	<input type="radio"/>	<input type="radio"/>
2006	<input type="radio"/>	<input type="radio"/>
2005	<input type="radio"/>	<input type="radio"/>
2004	<input type="radio"/>	<input type="radio"/>
2003 or earlier	<input type="radio"/>	<input type="radio"/>

**26. Your sex:**

Male  
 Female

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

Yes  
 No

**28. Are you:** (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

The remaining ovals are provided for additional questions that may be supplied by your institution.

29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E

**Thank You!**

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