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. It is very important to answer all questions; if you are uncertain about what a question means, use your best judgment.

Thank you for your cooperation and participation!
DIRECTIONS: Indicate your response by filling in the appropriate oval next to the correct answer.

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

**Sex**
- male
- female

**What is your marital status?**
- not married
- married
- divorced
- widowed

**What is your classification in college?**
- freshman/first-year
- sophomore
- junior
- senior
- graduate student
- 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?**
- 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
- A-, B+
- B-, C+
- B, C, C-, or lower

**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, both parents
- yes, mother only
- yes, father only
- don't know

**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
- 7 - 11
- 12 - 14
- 15 - 16
- 17 or more

**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
- 6 - 10 hours a week
- 11 - 15 hours a week
- 16 - 20 hours a week
- 21 - 25 hours a week
- 26 - 30 hours a week
- more than 30 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? To provide information about your work experiences on and off campus, fill in one oval in each column.

<table>
<thead>
<tr>
<th>Library</th>
<th>Computer and Information Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used the library as a quiet place to read or study materials you brought with you.</td>
<td>Used a computer or word processor to prepare reports or papers.</td>
</tr>
<tr>
<td>Found something interesting while browsing in the library.</td>
<td>Used e-mail to communicate with an instructor or other students.</td>
</tr>
<tr>
<td>Asked a librarian or staff member for help in finding information on some topic.</td>
<td>Used a computer tutorial to learn material for a course or developmental/remedial program.</td>
</tr>
<tr>
<td>Read assigned materials other than textbooks in the library (reserve readings, etc.).</td>
<td>Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).</td>
</tr>
<tr>
<td>Used an index or database (computer, card catalog, etc.) to find material on some topic.</td>
<td>Searched the World Wide Web or Internet for information related to a course.</td>
</tr>
<tr>
<td>Developed a bibliography or reference list for a term paper or other report.</td>
<td>Used a computer to retrieve materials from a library not at this institution.</td>
</tr>
<tr>
<td>Gone back to read a basic reference or document that other authors referred to.</td>
<td>Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.).</td>
</tr>
<tr>
<td>Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.</td>
<td>Used a computer to analyze data (statistics, forecasting, etc.).</td>
</tr>
<tr>
<td></td>
<td>Developed a Web page or multimedia presentation.</td>
</tr>
</tbody>
</table>

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.

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?

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? To provide information about your work experiences on and off campus, fill in one oval in each column.

- None; I don’t have a job
- 1 - 10 hours a week
- 11 - 20 hours
- 21 - 30 hours
- 31 - 40 hours
- More than 40 hours

During the time school is in session, about how many hours a week do you usually spend working on a job for pay? To provide information about your work experiences on and off campus, fill in one oval in each column.

- None; I don’t have a job
- 1 - 10 hours a week
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- None; I don’t have a job
- 1 - 10 hours a week
- 11 - 20 hours
- 21 - 30 hours
- 31 - 40 hours
- More than 40 hours
### Course Learning
- Completed the assigned readings for class.
- Took detailed notes during class.
- Contributed to class discussions.
- Developed a role play, case study, or simulation for a class.
- Tried to see how different facts and ideas fit together.
- Summarized major points and information from your class notes or readings.
- Worked on a class assignment, project, or presentation with other students.
- Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).
- Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments.
- Tried to explain material from a course to someone else (another student, friend, co-worker, family member.)
- Worked on a paper or project where you had to integrate ideas from various sources.

### Writing Experiences
- Used a dictionary or thesaurus to look up the proper meaning of words.
- Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing.
- Asked other people to read something you wrote to see if it was clear to them.
- Referred to a book or manual about writing style, grammar, etc.
- Revised a paper or composition two or more times before you were satisfied with it.
- Asked an instructor or staff member for advice and help to improve your writing.
- Prepared a major written report for a class (20 pages or more).

### Experiences with Faculty
- Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.).
- Discussed your academic program or course selection with a faculty member.
- Discussed ideas for a term paper or other class project with a faculty member.
- Discussed your career plans and ambitions with a faculty member.
- Worked harder as a result of feedback from an instructor.
- Socialized with a faculty member outside of class (had a snack or soft drink, etc.).
- Participated with other students in a discussion with one or more faculty members outside of class.
- Asked your instructor for comments and criticisms about your academic performance.
- Worked harder than you thought you could to meet an instructor's expectations and standards.
- Worked with a faculty member on a research project.

### Art, Music, Theater
- Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members.
- Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus.
- 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.
- Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members.
- Attended a concert or other music event, on or off the campus.
- Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus.
- Read or discussed the opinions of art, music, or drama critics.
**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.

<table>
<thead>
<tr>
<th>Campus Facilities</th>
<th>Student Acquaintances</th>
<th>Scientific and Quantitative Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used a campus lounge to relax or study by yourself.</td>
<td>Became acquainted with students whose interests were different from yours.</td>
<td>Memorized formulas, definitions, technical terms and concepts.</td>
</tr>
<tr>
<td>Met other students at some campus location (campus center, etc.) for a discussion.</td>
<td>Became acquainted with students whose family background (economic, social) was different from yours.</td>
<td>Used mathematical terms to express a set of relationships.</td>
</tr>
<tr>
<td>Attended a cultural or social event in the campus center or other campus location.</td>
<td>Became acquainted with students whose age was different from yours.</td>
<td>Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.).</td>
</tr>
<tr>
<td>Went to a lecture or panel discussion.</td>
<td>Became acquainted with students whose race or ethnic background was different from yours.</td>
<td>Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.</td>
</tr>
<tr>
<td>Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.).</td>
<td>Became acquainted with students from another country.</td>
<td>Completed an experiment or project using scientific methods.</td>
</tr>
<tr>
<td>Used campus recreational facilities (pool, fitness equipment, courts, etc.).</td>
<td>Had serious discussions with students whose political opinions were very different from yours.</td>
<td>Practiced to improve your skill in using a piece of laboratory equipment.</td>
</tr>
<tr>
<td>Played a team sport (intramural, club, intercollegiate).</td>
<td>Had serious discussions with students whose religious beliefs were very different from yours.</td>
<td>Showed someone else how to use a piece of scientific equipment.</td>
</tr>
<tr>
<td>Followed a regular schedule of exercise or practice for some recreational sporting activity.</td>
<td>Had serious discussions with students from a country different from yours.</td>
<td>Explained an experimental procedure to someone else.</td>
</tr>
<tr>
<td>Clubs and Organizations</td>
<td>Personal Experiences</td>
<td>Compared the scientific method with other methods for gaining knowledge and understanding.</td>
</tr>
<tr>
<td>Attended a meeting of a campus club, organization, or student government group.</td>
<td>Told a friend or family member why you reacted to another person the way you did.</td>
<td>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.</td>
</tr>
<tr>
<td>Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).</td>
<td>Discussed with another student, friend, or family member why some people get along smoothly, and others do not.</td>
<td></td>
</tr>
</tbody>
</table>
### 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?

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

<table>
<thead>
<tr>
<th>Information in Conversations</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referred to knowledge you acquired in your reading or classes.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Explored different ways of thinking about the topic.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Referred to something one of your instructors said about the topic.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Subsequently read something that was related to the topic.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Changed your opinion as a result of the knowledge or arguments presented by others.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Persuaded others to change their minds as a result of the knowledge or arguments you cited.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### READING/WRITING

**DIRECTIONS:** During this current school year, about how many books have you read? Fill in one response for each item listed below.

<table>
<thead>
<tr>
<th>Textbooks or assigned books</th>
<th>Fewer than 5</th>
<th>Between 5 and 10</th>
<th>Between 10 and 20</th>
<th>More than 20</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned packs of course readings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Non-assigned books</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### 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 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.
**DIRECTIONS:** In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? Indicate your response by filling in one of the ovals to the right of each statement.

<table>
<thead>
<tr>
<th>Area</th>
<th>Some</th>
<th>Quite a Bit</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquiring background and specialization for further education in a professional, scientific, or scholarly field.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaining a broad general education about different fields of knowledge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaining a range of information that may be relevant to a career.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing an understanding and enjoyment of art, music, and drama.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broadening your acquaintance with and enjoyment of literature.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeing the importance of history for understanding the present as well as the past.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing clearly and effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting ideas and information effectively when speaking to others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using computers and other information technologies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming aware of different philosophies, cultures, and ways of life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing your own values and ethical standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding yourself, your abilities, interests, and personality.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing the ability to get along with different kinds of people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing the ability to function as a member of a team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing good health habits and physical fitness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the nature of science and experimentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding new developments in science and technology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking analytically and logically.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing quantitative problems (understanding probabilities, proportions, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putting ideas together, seeing relationships, similarities, and differences between ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning on your own, pursuing ideas, and finding information you need.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ESTIMATE OF GAINS**

- Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation).
- Acquiring background and specialization for further education in a professional, scientific, or scholarly field.
- Gaining a broad general education about different fields of knowledge.
- Gaining a range of information that may be relevant to a career.
- Developing an understanding and enjoyment of art, music, and drama.
- Broadening your acquaintance with and enjoyment of literature.
- Seeing the importance of history for understanding the present as well as the past.
- Gaining knowledge about other parts of the world and other people (Asia, Africa, South America, etc.).
- Writing clearly and effectively.
- Presenting ideas and information effectively when speaking to others.
- Using computers and other information technologies.
- Becoming aware of different philosophies, cultures, and ways of life.
- Developing your own values and ethical standards.
- Understanding yourself, your abilities, interests, and personality.
- Developing the ability to get along with different kinds of people.
- Developing the ability to function as a member of a team.
- Developing good health habits and physical fitness.
- Understanding the nature of science and experimentation.
- Understanding new developments in science and technology.
- Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology.
- Thinking analytically and logically.
- Analyzing quantitative problems (understanding probabilities, proportions, etc.).
- Putting ideas together, seeing relationships, similarities, and differences between ideas.
- Learning on your own, pursuing ideas, and finding information you need.
- Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.).